THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Monday, June 30, 2025	Wolford Family Athletics Facility
2:30 p.m. (EDT) /1:30 p.m. (CDT)	UT Chattanooga

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. 2025 Institutional Mission Profile Statements ..... Tab 1.2
C. Authorization for Conferral of Degrees, 2025-26 Academic Year ..... Tab 1.3
D. Proposed Faculty Handbook Revisions
   1) UT Chattanooga ..... Tab 1.4.1
   2) UT Martin ..... Tab 1.4.2
E. Proposed New Academic Programs
   1) Bachelor of Science in Applied Engineering, UTK ..... Tab 1.5.1
   2) Bachelor of Science in Applied Cybersecurity, UTK Tab1.5.2
F. Proposed New Academic Units, UTC ..... Tab 1.6
G. Tenure Recommendations Requiring Board Approval ..... Tab 1.7
   1) Grant of Tenure upon Initial Appointment ..... Tab 1.7.1
   2) Grant of Tenure upon Early Consideration ..... Tab 1.7.2

V. UT System Presentations — Information/Discussion

A. Federal Research Landscape ..... Tab 2.1
B. UT System Performance Compared to Peers ..... Tab 2.2

VI. UT Knoxville: Next Level Aspirations — Information/Discussion ..... Tab 3

A. Next Level Vision: Research ..... Tab 3.1
B. Academic Analytics Partnership ..... Tab 3.2

VII. Campus Strategic Enrollment Plans — Discussion

A. UT Martin ..... Tab 4.1
B. UT Knoxville ..... Tab 4.2

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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 and Adjournment

Information Items

A. Certification of Degrees Conferred ..... Tab 5.1
B. 2025 Tenure & Promotions ..... Tab 5.2
C. UT Southern Nursing ..... Tab 5.3

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **Consent Agenda**

Type: Action

Presenter: Jamie Woodson, Committee Chair

Background Information

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

Committee Action

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

1. The reading of the minutes of the February 27, 2025, 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 27, 2025

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 1:30 p.m. (CST) on Thursday, February 27, 2025. The meeting was held in the Russell Duncan Ballroom of the Boling University Center located at the University of Tennessee at Martin in Martin, Tennessee.

Committee Members Present: Jamie R. Woodson, Committee Chair; John C. Compton, Board Chair; Elizabeth K. Crawford (Faculty Representative); Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Lisa N. Patel (Student Representative); and Donald J. Smith.

Other in Attendance:
Trustees: Bradford D. Box, Decosta E. Jenkins; William (Bill) C. Rhodes III; and David N. Watson.

University Administration: President Randy Boyd; Bernard Savarese, Vice President for Academic Affairs, Research, and Student Success; Cynthia C. Moore, Board Secretary and Special Counsel; Chancellor Peter Buckley (UT Health Science Center); Interim Chancellor Robert Dooley (UT Chattanooga); Chancellor Yancy E. Freeman (UT Martin); Chancellor Linda C. Martin (UT Southern); and Chancellor Donde Plowman (UT Knoxville). In addition, other members of the UT senior leadership and administrative staff were present.

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.

Opening Remarks of the Committee Chair

Committee Chair Jamie Woodson called the meeting to order, expressing gratitude to the UT Martin campus for their hospitality.

Board Policy on Artificial Intelligence

Dr. Matt Matthews, Associate Vice President for Academic Affairs, provided an overview of the proposed artificial intelligence (AI) policy for the UT System. The policy was developed in response to recent legislative requirements and aims to establish guiding principles for faculty, staff, and students regarding AI usage in instructional and academic assignments.

Dr. Matthews explained that AI technology, such as ChatGPT, has introduced new challenges and ambiguities in education, prompting the need for clear policies. He detailed the statutory definition of AI as outlined in federal regulations and state law. The proposed policy sets forth principles that balance the benefits of AI while maintaining academic integrity and

compliance with legal standards. Faculty will retain the discretion to determine AI's role in coursework, and campuses will be required to communicate these policies to students. Violations of AI usage guidelines will be handled under existing academic integrity policies.

Committee members engaged in discussion. Student Trustee Lisa Patel raised concerns about the reliability of AI detection tools. Dr. Matthews responded that AI detection tools should not be the sole determinant of academic misconduct and emphasized the role of faculty judgment. Trustee Charlie Hatcher inquired about the potential for unforeseen complications and whether the University was prepared to adapt its policies. Dr. Matthews indicated that the policy framework allows for adjustments as AI technology evolves.

Student Trustee Lisa Patel noted that many professors already include AI usage guidelines in their syllabi, and the policy would provide consistency across campuses. Dr. Beth Crawford, faculty representative to the Committee, highlighted the challenges of AI "hallucinations," where AI-generated citations and sources may be fabricated, underscoring the importance of faculty oversight.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the Board Policy on Institutional Accreditation, as presented in Tab 1 of the meeting materials.

Consent Agenda

Committee Chair Woodson 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).

Presentations

Enrollment Update. Dr. Bernie Savarese, Vice President of Academic Affairs, Research, and Student Success, presented a comprehensive analysis of graduate trends and their implications for the UT System. He began by outlining national high school graduation patterns, noting that 38 states are projected to experience a decline in high school graduates by 2041. States such as California and New York are expected to see dramatic drops of nearly 30% in high school graduates, leading to intensified competition for a shrinking college-bound population. However, Tennessee is an outlier, with forecasts indicating a 15% increase in high school graduates, making it one of only five states anticipating substantial growth in its student pipeline. This shift presents both opportunities and challenges, as out-of-state institutions increasingly target Tennessee students for recruitment.

The presentation included insights into Tennessee's college-going rate, which has shown signs of recovery after several years of decline. From 2021 to 2023, the number of high school graduates enrolling in college increased by 2.4%, reversing prior downward trends. Notably, 78% of Tennessee's college-going students submitted applications to at least one UT campus,

underscoring the University's strong appeal within the state. However, Dr. Savarese cautioned that maintaining and growing the University's market share will require proactive outreach, particularly to underrepresented and first-generation students. Committee members expressed interest in how the University can further leverage Tennessee's population growth to enhance recruitment efforts and ensure that more of these graduates choose a UT campus over competing institutions.

Dr. Savarese then transitioned to a campus-specific review of admit, yield, and retention rates, offering a detailed breakdown for each predominantly undergraduate campus.

- At UT Knoxville, applications for first-year students increased by 135% over the past five years, reflecting a sharp rise in demand. However, due to capacity constraints, the admit rate has steadily declined, falling to 36.5% overall, with in-state admissions down by 10% and out-of-state admit rates dropping by 43.3%. Despite this, the yield rate—the percentage of admitted students who enroll—has remained stable, slightly above the national average for public institutions. UT Knoxville achieved a record-breaking in-state freshman enrollment of 4,348 students, reflecting strong demand among Tennessee residents. Committee members inquired about the effects of early admission policies and guaranteed admission programs, with campus leadership noting that adjustments made in the past year are expected to enhance predictability in enrollment projections moving forward.

- At UT Chattanooga, total freshman applications have grown by 38% since 2021, resulting in record-breaking application numbers for both in-state and out-of-state students. The admit rate has remained relatively stable, hovering around 80%, which reflects the campus' commitment to accessibility while maintaining academic standards. However, UT Chattanooga has experienced challenges in converting admitted students into enrolled students, as its yield rate has declined from 35% to 23% for out-of-state applicants, primarily due to housing capacity constraints. Interim Chancellor Robert Dooley acknowledged that increasing housing availability and student engagement efforts are critical to improving yield and retention moving forward. Retention rates at UT Chattanooga have declined by 4.8% over the past five years, prompting the establishment of new faculty-led retention initiatives and the introduction of short-term intervention strategies, such as retention grants and enhanced academic advising.

- At UT Southern, applications have surged by 87% since 2021, with out-of-state applications rising by 260%—a testament to the campus' expanded recruitment efforts and its newfound presence on the Common Application. The admit rate has slightly declined, reflecting greater selectivity, while yield rates have normalized after an initial post-merger spike in 2021. First-year retention rates have climbed dramatically, increasing from 54.6% to 77.2% over five years, a 20% improvement driven by enhanced student support services and faculty engagement. Committee members praised these gains and encouraged continued investment in mentorship programs and first-year experience initiatives.

- At UT Martin, applications have undergone a strategic transformation, with the campus shifting from an external recruitment service to an in-house enrollment management approach. While applications initially declined due to this transition, yield rates have steadily increased, climbing by 3.7% over five years. The admit rate has increased slightly, reflecting efforts to expand access while maintaining academic rigor. Fall-to-Spring retention at UT Martin reached a record 92%, serving as a strong indicator of improved student success outcomes. Chancellor Freeman highlighted efforts to further strengthen academic advising and financial aid support, ensuring that retention continues to improve.

Committee members engaged in a robust discussion on how these trends should shape the University's long-term enrollment and retention strategies. Committee members stressed that while the UT System is experiencing strong demand and enrollment growth, retention and student success must remain a priority. It was noted that continued investments in student support, financial aid, and housing infrastructure will be necessary for the University to meet the goal of enrolling 71,000 students by 2030.

Fall 2024 Student Experience Survey Results. Dr. Savarese presented the findings from the 2024 Student Experience Survey, which marked the seventh administration of this systemwide assessment. The survey, originally launched in Fall 2020, was designed to gauge student satisfaction, engagement, and campus climate. It includes demographic questions, five scaled-response items, and open-ended comment sections, providing a broad perspective on student perceptions across UT campuses.

The 2024 administration saw a record response rate, with over 8,500 students participating, surpassing the previous high recorded in Fall 2023. The increase in engagement was attributed to strong outreach efforts by student affairs leaders across campuses. The results showed consistent and significant improvements in key student experience measures over time.

Key Findings:

- Overall student satisfaction increased, with scores improving across all major survey categories;
- The percentage of students who "agree" or "strongly agree" that their campus provides a supportive environment increased significantly from 2020 to 2024;
- The statement "I would recommend my campus to a family member or friend" received its highest rating to date, reaching 4.23 on a 5-point scale, up from 3.28 in 2020; and
- The number of students who "disagree" or "strongly disagree" with positive campus experience statements dropped to single digits, highlighting substantial gains in student satisfaction.

Dr. Savarese then presented a campus-by-campus breakdown, showing that all UT campuses improved in nearly every survey category, with UT Chattanooga, UT Southern, and the UT Health Science Center seeing particularly strong improvements.

The Committee members praised the positive trends in student satisfaction while recognizing areas for continued improvement, particularly in support services, financial aid accessibility, and campus infrastructure. In response to questions from the Trustees, Dr. Savarese and other members of the University's leadership team noted that additional investments in counseling and wellness programs are underway. It was recommended that the Administration consider supplementing the current survey with a more detailed national benchmarking survey.

Gallup Climate Survey. Dr. Savarese then provided a preview of the 2025 Gallup Climate Survey. Pursuant to state law, public higher education institutions must conduct a biennial assessment of campus climate regarding diversity of thought and free expression. The Gallup Climate Survey, first administered in 2023, is designed to assess how comfortable students and employees feel expressing their views on campus, whether they believe the university supports a diversity of perspectives, and how they perceive the overall climate for discussion and debate. The 2023 results showed that a majority of students and employees felt the University provided an open environment for expression.

The 2025 administration concluded on February 24. Dr. Savarese noted that participation in the 2025 survey increased compared to 2023, suggesting that students and employees are more engaged in these discussions. Dr. Savarese confirmed that the survey will analyze results in the context of national higher education free speech studies. The full report on the 2025 Gallup Climate Survey will be shared with the Trustees.

COACHE Faculty Satisfaction Survey. Dr. Matthews then presented a summary of the COACHE Faculty Satisfaction Survey, which assesses faculty perceptions of workload, governance, compensation, research support, and institutional leadership. The most recent COACHE survey (2021) revealed that University faculty rated their work experience higher than faculty at peer institutions across nearly all major categories.

Key Findings from Survey:

- Faculty rated their experience with teaching, research, and service above national averages, with teaching receiving the highest satisfaction scores;
- Senior leadership, facilities and resources, and health/retirement benefits were highly rated; and
- Challenges were noted in interdisciplinary collaboration, adaptability, and governance transparency.

Dr. Matthews emphasized that while the 2021 results were largely positive, the 2024 administration (currently in progress) will provide fresh insights into how faculty perceptions have evolved. The new survey launched on February 20, 2025, and will remain open until early April. Results are expected to be available by August, with a formal presentation at the October Board meeting. In response to prior Committee feedback, the UT System is also developing a shorter "pulse survey" to be administered between COACHE cycles to capture more frequent faculty feedback.

The Committee members expressed appreciation for the positive trajectory in faculty satisfaction while acknowledging the importance of addressing areas needing improvement, particularly in interdisciplinary research and faculty workload balance. Additionally, the Trustees recognized the significant progress made in assessing student satisfaction, faculty and staff engagement.

Research Update. Dr. Kari Babski-Reeves, Associate Vice President for Research, provided a comprehensive update on research productivity, performance metrics, and strategic initiatives aimed at enhancing the University's research and creative endeavors. She emphasized that while traditional research metrics, such as expenditures and grant funding, are critical benchmarks, they only capture a fraction of the true research and scholarly impact of the University's faculty. To better evaluate and support research efforts, Dr. Babski-Reeves outlined a broader framework that includes multidisciplinary collaborations, industry partnerships, technology commercialization, and creative works.

Dr. Babski-Reeves began her presentation by highlighting record-setting levels of research activity across the UT System. In fiscal year 2024, faculty researchers submitted over 2,900 grant proposals, collectively requesting nearly $2 billion in external funding. Total research expenditures for the UT System reached $484 million, reflecting strong growth in federally funded projects, state-supported initiatives, and private-sector collaborations. Faculty members secured grants from nearly 1,000 unique sponsors. Among these, 226 unique industry partners funded research projects across various disciplines, demonstrating University's growing reputation as a hub for applied research and innovation. She noted that a significant portion of the $2 billion in requested funding came from multi-investigator proposals, highlighting the increasing importance of cross-campus and cross-disciplinary partnerships. These collaborations include joint research among UT campuses, as well as external partnerships including the Oak Ridge National Laboratory.

Dr. Babski-Reeves also underscored the importance of research beyond traditional STEM[1] disciplines, stating that the University's research mission extends beyond laboratories and scientific publications. She highlighted the impact of faculty research in the arts, humanities, and social sciences. To better capture these contributions, the University is exploring new mechanisms for tracking creative output, such as published books, artistic performances, digital media projects, and community-driven research initiatives. Dr. Babski-Reeves also addressed the need for improved research infrastructure and faculty support, emphasizing that continued investment in research facilities, high-performance computing, and lab resources is essential for maintaining the University's competitive edge.

In response to questions from members of the Committee, Dr. Babski-Reeves responded that the University is focused on: (i) expanding its corporate engagement strategy; (ii) streamlining the research contracting process; (iii) launching industry-focused research centers to attract private-sector investment; and (iv) increasing student involvement in faculty research. Dr. Babski-Reeves also acknowledged that AI is becoming an essential tool

[1] *Science, Technology, Engineering and Math (STEM).*

for data analysis, predictive modeling, and automation, and the University is working to equip faculty with the necessary training and resources to integrate AI into their research programs.

Other Business and Adjournment

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

Respectfully Submitted,

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

Approved Consent Agenda Items

- Minutes of the Prior Meeting (October 24, 2024)
- New Academic Programs
  - Master of Science – Social Work, UT Martin
  - Bachelor of Science – Communication and Information, UT Knoxville
  - Master of Science – Retail, Hospitality and Tourism Management, UT Knoxville
  - Master of Science – Sustainability, UT Knoxville
- Academic Program Modifications
  - Bachelor of Science – Environmental Studies, UT Knoxville
  - Bachelor of Science – Recreation and Sport Management, UT Knoxville
- New Academic Units, UT Chattanooga
  - Department of Sociology, Anthropology, and Geography
  - Department of Criminal Justice
- New Off-campus Centers, UT Knoxville
- Grant of Tenure upon Initial Appointment

Information Items

- Report on Periodic, Enhanced, and Annual Post-Tenure Performance Review
- Transfer Report
- Certification of Degrees Conferred

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **2025 Institutional Mission Profile Statements**

Type: Action

Background Information

Tennessee Code Annotated § 49-9-212 requires all institutions governed by the Board of Trustees to submit annually institutional mission statements to the Tennessee Higher Education Commission for review and approval ("Profile Statements"). By statute, the Profile Statements shall:

(1) Characterize distinctiveness in degree offerings by level, focus, and student characteristics, including, but not limited to, nontraditional students and part-time students; and

(2) Address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee citizens.

These Profile Statements are used to help minimize program redundancy and to help determine mission-based formula weighting in the outcomes-based formula funding model.

The 2025 Profile Statements are attached with appropriate revisions to reflect changes from the past year.

The Profile Statements are being presented with the support of the respective Chancellor, the UT System Vice President for Academic Affairs, Research, and Student Success, and the President. If approved by the Board of Trustees, the Profile Statements will be submitted to THEC for Commission approval.

[Resolution appears on the next page.]

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the institutional mission profile statements ("Profile Statements") for:

(i) The University of Tennessee at Chattanooga,
(ii) The University of Tennessee Health Science Center,
(iii) The University of Tennessee, Knoxville,
(iv) The University of Tennessee at Martin, and
(v) The University of Tennessee Southern,

as presented in the meeting materials. The Profile Statements shall be attached to this Resolution after adoption. Further, the Board of Trustees authorizes the administration to submit such statements to the Tennessee Higher Education Commission for any approvals that may be required.

The University of Tennessee at Chattanooga

The University of Tennessee at Chattanooga is a comprehensive metropolitan institution offering bachelor's, master's, specialist, and selected doctoral degrees and certificates to 11,500 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 campus joined The University of Tennessee system in 1969 and leverages strengths in the liberal arts ~~to support~~and outstanding professional programs that are essential to the economic vitality of one of the nation's most dynamic regions. 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."

The University of Tennessee Health Science Center

The University of Tennessee Health Science Center is the leading public academic health institution in the state, committed to transforming lives through collaborative and inclusive education, research/scholarship, clinical care, and public service. While Memphis is home to ~~UTHSC~~UT Health Science Center, it reaches every corner of the state with regional campuses in Chattanooga, Knoxville, and Nashville. ~~UTHSC~~UT Health Science Center supports a distributed model of more than 8~~8~~00 clinical training sites across Tennessee.

~~UTHSC~~UT Health Science Center educates over 3,~~1~~000 undergraduate, graduate, and professional students each year. Its 6 colleges – Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing, and Pharmacy - offer ~~32~~33 degree programs and ~~18~~19 graduate certificates. More than 1,100 new health care providers and researchers graduate each year from ~~UTHSC~~UT Health Science Center, and more than 400 residents, fellows, and post-doctoral researchers complete specialized training every year.

Receiving over $~~100~~96 million in grant and contract awards in ~~2023, UTHSC~~2024, UT Health Science Center leads the state in research on the causes, treatment, and prevention of diseases. With research cores in advanced imaging, flow cytometry and cell sorting, molecular bioinformatics, and proteomics and metabolomics (among others) and the state-of-the- art Regional Biocontainment Laboratory, ~~UTHSC~~UT Health Science Center attracts talented researchers making significant contributions to the latest advances in health.

Clinical care is provided across the state by ~~UTHSC~~UT Health Science Center clinical practice groups. UT Le Bonheur Pediatric Specialists is the Mid-South's only multi- specialty pediatric practice focused on children's health care. UT Regional One Physicians enhances specialty care and hospital-based medicine in the Memphis area. With significant clinical partnerships with the UT Medical Center in Knoxville, Erlanger ~~Health System in Chattanooga, and~~ Health System in Chattanooga, and Ascension Saint Thomas Health System in Nashville, and specialty clinics including the Hamilton Eye Institute, the Oral and Maxillofacial Diagnostic Services, and the Rachel Kay Stevens Therapy Center (focused on occupational therapy), ~~UTHSC~~UT Health Science Center

provides cutting edge, compassionate, and comprehensive health care to Tennesseans across the state.

~~A renewed~~The UT Health Science Center's focus on outreach to rural communities is making impacts in communities all over Tennessee. Educational programs including a certificate in Rural Health offered by the College of Pharmacy, a Rural and Underserved Nurse designation offered by the College of Nursing, and a Family Medicine Residency – Rural Track at the College of Medicine Chattanooga, provide opportunities for students to learn about and serve the health care needs of rural Tennesseans. The Healthy Smiles program led by the College of Dentistry, in collaboration with the Tennessee Department of Health, is a multipronged approach to tackling the current shortage of dentists in Tennessee through expanding dental student rotations at clinics in areas of greatest need in the state and improving health across the state by making dental care more readily available, especially to state residents in rural and underserved urban areas. A mobile health unit allows the College of Nursing to integrate rural health education into its undergraduate and graduate programs.

Through its innovative education, research, clinical care, and public service activities, the University of Tennessee Health Science Center is driving its vision of "Healthy Tennesseans. Thriving Communities".

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 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 ~~36,300~~38,700 students—including ~~28,800~~30,560 undergraduates—and employs more than 1,~~800~~950 full-time instructional faculty in 14 degree-granting schools and colleges and 900 programs of study. ~~The university~~UT Knoxville is known for its academic excellence in turfgrass science and management, nursing, nuclear engineering, supply chain management, information sciences, ~~accounting,~~ printmaking, and theatre, among other fields. Educational offerings are constantly growing at UT Knoxville and most recently include the addition of the Natalie L. Haslam College of Music, College of Emerging and Collaborative Studies, and the Baker School of Public Policy and Public Affairs. UT Knoxville's new Institute of American Civics promotes respectful exchanges of ideas and strengthens civic health through programming, curriculum, and outreach.

Graduation and first-to-second-year retention rates are the highest among the state's public institutions, and innovative programs and support structures 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 fields. Students 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. UT Knoxville is regularly named a top producer of Fulbright Scholars and has produced three Rhodes Scholars since 2014. More than 180 faculty members are among the top 2 percent of scientists in the world for research citations.

~~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 advanced energy and sustainability, advanced materials and manufacturing, and intelligent machines and society. In 2021, UT Knoxville, in partnership with the UT System and ORNL, launched the UT–Oak Ridge Innovation Institute ~~in 2021~~ to push forward innovation and establish a talent pipeline in research fields of national importance.

UT Knoxville has more than ~~270~~282,000 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 at Martin

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world by providing 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~~UT Martin is committed to advancing the regional and global community through teaching, scholarly activities, research and public service. ~~The university~~UT Martin serves over 6,~~2~~800 undergraduate and ~~700~~650 graduate students, offering programs on the main campus, at its regional centers in Ripley, Selmer, Somerville, Parsons, Springfield, 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 ~~54~~52.6 percent. UT Martin's Carnegie Classification is Master's Small, with select graduate offerings in Agriculture and Natural Resources, Business, Criminal Justice, Education, Family and Consumer Sciences, Health and Human Performance, and Strategic Communications. ~~The university~~UT Martin 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 University of Tennessee Southern

The University of Tennessee Southern, located in Pulaski, Tennessee, is an institution deeply committed to its students-first mission and to creating a transformational student experience. Grounded in the liberal arts and sciences, UT Southern integrates experiential learning to provide purposeful and impactful academic opportunities. Founded in 1870 and operated for 150 years as a small private college, UT Southern joined the University of Tennessee System in 2021. Building upon the rich history of the campus, UT Southern remains dedicated to student success. ~~The university~~UT Southern offers a range of undergraduate, graduate, and professional programs across various disciplines, ensuring personalized and high-quality education. UT Southern is dedicated to community engagement, economic development, and meeting emerging workforce needs. With over 1,000 students enrolled, the campus is home to students from 30 different countries and 29 states and supports a large population of first-generation college students. Initiated in 2006, UT Southern is home to the prestigious Garie Taylor Honors Program. With a Carnegie Classification of Baccalaureate Colleges: Diverse Fields, UT Southern offers undergraduate and graduate degrees through the Johnston School of Business, the Grissom School of Education, ~~Martin~~the School of Arts and Humanities, the School of Mathematics and Sciences, and the Travis School of Nursing and Health Sciences, and the School of Social Sciences. UT Southern provides a nurturing, engaging, and accessible learning environment that prepares students for impactful careers and lifelong learning. As a member of the National Association of Intercollegiate Athletics, UT Southern fields 19 nationally competitive athletic teams.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **Authorization for Conferral of Degrees, 2025-26 Academic Year**

Type: Action

Resolved:

The Board of Trustees hereby authorizes the President and Chancellors to confer degrees during the 2025-26 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 30, 2025

Committee: Education, Research, and Service

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

Type: Action

Background Information

Pursuant to the Board's Policy on Faculty Handbook Revisions (BT0007), certain Faculty Handbook changes must be approved by the Board of Trustees.

The proposed revisions are discussed in detail in the attached memorandum from Interim Chancellor Robert Dooley and shown in Attachment A.

These changes have been reviewed by the Vice President for Academic Affairs, Research, and Student Success and the Office of the General Counsel, and were unanimously approved by the UTC Faculty Senate, UTC Chancellor, and UT System President.

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 following adoption.

ATTACHMENT A

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

OFFICE OF THE CHANCELLOR
Dept. 5605
615 McCallie Avenue
Chattanooga, TN 37403
Phone: (423) 425-4141
E-mail: chancellor@utc.edu

MEMORANDUM

TO: Bernie Savarese, Vice President for Academic Affairs, Research and Student Success

FROM: Robert Dooley, Interim Chancellor

DATE: May 6, 2025

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 **Appendix A**. The proposed changes include revisions to the voting options for tenure and promotion reviews by tenured faculty and thus 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, 2025.

Proposed Chapter 3 Revisions

- *Section 3.10.7.2 RTP Committee's Recommendation:*
    - Departmental Reappointment, Tenure and Promotion (RTP) Committee members are currently permitted to abstain from voting on a tenure candidate's recommendation during the stage of the tenure review process at which the RTP Committee reviews the tenure candidate and makes a recommendation to the department head. Section 3.10.7.2 has been revised to remove the ability of a committee member to abstain from reviewing and voting on a tenure candidate but allow a committee member to recuse themselves from the review. Under the proposed changes, a committee member should recuse themselves from reviewing a tenure candidate if (i) the committee member has a familial relationship with the candidate; or (ii) the committee member believes that they are unable to evaluate the candidate objectively due to a personal bias for or against the candidate.
    - Section 3.10.7.2 also has been revised to require that the RTP Committee communicate in writing to the tenure candidate a record of the committee's vote and an explanation of the committee's recommendation regarding the candidate's tenure candidacy.
- *Section 3.11.2.2 RTP Committee's Recommendation:*
    - RTP Committee members also are currently permitted to abstain from voting on a promotion candidate's recommendation during the stage of the promotion review process at which the RTP Committee reviews the promotion candidate and makes a recommendation to the department head. Section 3.11.2.2 has been revised to remove the ability of a committee

member to abstain from reviewing and voting on a promotion candidate but allow a committee member to recuse themselves from the review. Under the proposed changes, a committee member should recuse themselves from reviewing a promotion candidate if (i) the committee member has a familial relationship with the candidate; or (ii) the committee member believes that they are unable to evaluate the candidate objectively due to a personal bias for or against the candidate.

- Section 3.11.2.2 also has been revised to require that the RTP Committee communicate in writing to the promotion candidate a record of the committee's vote and an explanation of the committee's recommendation regarding the candidate's promotion candidacy.

These proposed changes are intended to improve transparency in the RTP Committee's review of tenure and promotion candidates and to clarify when a tenured faculty member's non-participation in a tenure/promotion review is appropriate. Departmental RTP Committees are comprised of all tenured faculty in the department, and an important part of a tenured faculty member's shared governance responsibilities is to review tenure/promotion candidates in their departments. Currently, RTP Committee members may abstain from voting on a tenure or promotion candidacy without explanation. In practice, a committee member will usually abstain from voting because of an interpersonal conflict with the tenure/promotion candidate or if there is a familial relationship with the candidate (e.g., spousal relationship). However, because no explanation for an abstention is required, the basis for the committee member's abstention is not always clear and it allows a committee member to avoid participation in tenure/promotion reviews for any number of reasons that may or may not be appropriate reasons not to participate. Replacing the "abstention" option with a "recusal" option and setting criteria for when a committee member should recuse themselves from a tenure/promotion review is intended to more clearly establish when it is appropriate for a faculty member not to participate in the tenure/promotion review.

The proposed revisions to *Section 3.10.7.2* and *Section 3.11.2.2* are reflected in red line in Appendix A.

Campus Approvals

On April 17, 2025, the UTC Faculty Senate voted to recommend the changes for approval. The Provost has confirmed his approval of the proposed changes.

I recommend that the proposed changes to Chapter 3 reflected in Appendix A be submitted to the UT Board of Trustees for approval.

Enclosure – Appendix A

cc: Dr. Jerold L. Hale, Provost

APPENDIX A

Chapter 3
Tenure-Track and Tenured Faculty

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3.10. TENURE

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3.10.7. Procedure for Consideration and Grant of Tenure

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2. RTP Committee's Recommendation: After receiving and reviewing dossiers from each faculty member under consideration for tenure, the departmental RTP Committee (consisting of tenured faculty in the department) holds a preliminary review at which it has an opportunity to request clarifying information from each candidate prior to final consideration and forwarding of recommendations to the department head. The departmental RTP Committee's recommendation is decided upon by majority vote (yes or no) of those committee members present and voting. Votes will be cast anonymously. Abstentions are not permitted. Committee members should recuse themselves from participating in the review of a candidate under consideration if: (i) the committee member has a familial relationship with the candidate; or (ii) the committee member believes that they are unable to evaluate the candidate objectively due to a personal bias for or against the candidate. A quorum, as specified by departmental bylaws, is required for actions to take place, and the departmental bylaws will specify the minimum number of votes necessary to constitute a positive recommendation. The vote of the departmental RTP Committee is advisory to the department head. The departmental RTP committee must communicate in writing a record of the vote and an explanation of their recommendation to the faculty member.

The departmental RTP Committee will forward a written recommendation to the department head, together with records of committee membership, attendance at final discussions, and voting results.

....

3.11. PROMOTION

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3.11.2. Procedure for Promotion Review

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APPENDIX A

2. RTP Committee's Recommendation: After receiving and reviewing dossiers from each faculty member applying for promotion, the departmental RTP Committee (consisting of faculty already at or higher rank than the rank the candidate seeks) holds a preliminary review at which it has an opportunity to request clarifying information from each candidate prior to final consideration and forwarding of recommendations to the department head. The departmental RTP Committee's recommendation is decided upon by majority vote (yes or no) of those committee members present and voting. Abstentions are not permitted. Committee members should recuse themselves from participating in the review of a candidate under consideration if: (i) the committee member has a familial relationship with the candidate; or (ii) the committee member believes that they are unable to evaluate the candidate objectively due to a personal bias for or against the candidate. A quorum, as specified by departmental bylaws, is required for actions to take place. The departmental RTP committee must communicate in writing a record of the vote and an explanation of their recommendation to the faculty member.

The departmental RTP Committee will forward a written recommendation to the department head, together with records of committee membership, attendance at final discussions, and voting results.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

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

Type: Action

Background Information

Pursuant to the Board's Policy on Faculty Handbook Revisions (BT0007), certain Faculty Handbook changes must be approved by the Board of Trustees.

The proposed revisions are discussed in detail in the attached memorandum from Chancellor Yancy Freeman and shown in Attachment 1, Section A.

These changes have been reviewed by the Vice President for Academic Affairs, Research, and Student Success and the Office of the General Counsel, and were unanimously approved by the UTM Faculty Senate, UTM Chancellor, and UT System President.

Resolved:

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

ATTACHMENT 1

MEMORANDUM

TO: Dr. Bernie Savarese, Vice President for Academic Affairs, Research, and Student Success

FROM: Dr. Yancy Freeman, Chancellor

DATE: May 8, 2025

RE: UTM Faculty Handbook Revisions

In accordance with *UT Policy BT0007 – Policy on Faculty Handbook Revisions* and *Section 7.1* of the UTM Faculty Handbook, I submit for approval the proposed changes to the UTM Faculty Handbook set forth in this memorandum. Section A of this memo identifies the proposed changes regarding Tenure and Promotion, as well as faculty workload, which require approval by the UT Board of Trustees ("Board"). Section B of this memo identifies the proposed changes regarding editorial, technical, and other housekeeping revisions which the Board delegates review-and-approval responsibility to the President, the General Counsel, and appropriate Vice Presidents. Section C of this memo identifies proposed changes to the Faculty Senate Bylaws which the Board delegates review-and-approval responsibility to the President, the General Counsel, and appropriate Vice Presidents. If approved by the Board and UT President, the changes would be incorporated in the Handbook effective August 1, 2025.

A. Proposed Faculty Handbook revisions to be submitted to the Board for approval

1. Tenure Advisory Committee Chair: UTM is proposing changes to Section 2.8.9: Additional UT Martin Procedures for Consideration and Grant of Tenure. These changes provide clarity around the sequence of the Departmental Committee process. The singular substantive change provides a new stipulation that the Departmental Committee elect a chair, rather than that chair be appointed by a Dean or Department Head.

   The proposed changes are reflected in "tracked changes" format in **Attachment A, page 1.** The UTM Faculty Senate approved these proposed changes at its meeting on September 24, 2024. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

2. Graduate Faculty Status: UTM is proposing changes to Section 2.3 and 3.2 regarding the process for granting Graduate Faculty Status. Previously, there were multiple Graduate Faculty Status designations based on multiple criteria including tenure-track status. These designations have been simplified to Full and Affiliate Membership for all Faculty, regardless of tenure or tenure-track status. This new process also provides for a letter of recommendation from the Department Head rather than a scoring metric implemented by the Faculty Senate's Graduate Committee. The new Grad Faculty Application is included as **Attachment B**.

The proposed changes are reflected in "tracked changes" format in **Attachment A, page 3.** The UTM Faculty Senate approved these proposed changes at its meeting on September 24, 2024. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

B. Proposed Faculty Handbook revisions to be submitted to the President, the General Counsel, and appropriate Vice Presidents for approval

1. Two Associate Provosts and Seventh Dean: UTM is proposing changes to Sections 1.6.1 and 1.6.2. These changes update the Handbook for accuracy around existing administrative positions.

   The proposed changes are reflected in "tracked changes" format in **Attachment C, page 1.** The UTM Faculty Senate approved these proposed changes at its meeting on April 22, 2025. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

2. Updated Office of Access, Compliance, and Title IX: UTM is proposing changes to Sections 2.1.2, 2.1.5, 4.4.1, and 4.2.2 to update an office title change as well as guideline document title change. There are no substantive changes with regards to process or procedure.

   The proposed changes are reflected in "tracked changes" format in **Attachment C, page 1.** The UTM Faculty Senate approved these proposed changes at its meeting on April 22, 2025. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

3. Removing Appeal to System President Language: UTM is proposing changes to Sections 4.4.2 and 4.4.3 to update language around the final level of Faculty appeals.

   The proposed changes are reflected in "tracked changes" format in **Attachment C, page 3.** The UTM Faculty Senate approved these proposed changes at its meeting on April 22, 2025. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

4. Further Language Updates: UTM is proposing changes to Sections 5.2.1, 5.3.1, and 5.3.2 to update language and office titles regarding non-discrimination policies.

   The proposed changes are reflected in "tracked changes" format in **Attachment C, page 4.** The UTM Faculty Senate approved these proposed changes at its meeting on April 22, 2025. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

5. Computer Rotation: UTM is proposing changes to Section 6.3.1 regarding the provision of computers by ITS. This change removes language around the rotation timeline since this can depend on budget constraints.

   The proposed changes are reflected in "tracked changes" format in **Attachment C, page 5.** The UTM Faculty Senate approved these proposed changes at its meeting on April 22, 2025. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

C. Proposed Faculty Senate Bylaws revisions to be submitted to the President, the General Counsel, and appropriate Vice Presidents for approval

   1. Senate Bylaws: UTM is proposing changes to Sections 1, 4, and 8 of Appendix A, Article IV. These changes provide instruction to outgoing Faculty Senate committee chairs, correct titles and add *ex occifio* members to the Faculty Senate Committee on Instruction, as well as provide Handbook review timelines for the Faculty Senate Personnel Policies Committee.

      The proposed changes are reflected in "tracked changes" format in **Attachment D, page 1.** The UTM Faculty Senate approved these proposed changes at its meeting on April 22, 2025. They were approved by the Provost and SVCAA as well as myself on April 29, 2025.

I recommend that the proposed changes reflected in **Attachment A** be submitted to the Board for approval. I recommend that the proposed changes reflected in **Attachments C and D** be submitted to President, the General Counsel, and appropriate Vice Presidents for approval.

Enclosures – Attachment A
Attachment B
Attachment C
Attachment D

Cc: Ms. Doree Brown, UTSA Academic Affairs Administrative Coordinator
Dr. Matt Matthews,
Dr. Philip Cavalier, UTM Provost
Dr. Anderson Starling, UTM Associate Provost

Attachment A

Tenure Advisory Committee Chair

2.8.9 Additional UT Martin Procedures for Consideration and Grant of Tenure

Under normal circumstances, the review process in tenure consideration begins in the spring term and is complete upon the action of the Board of Trustees in June of that academic year. Academic Affairs provides a checklist[1] for use in the preparation and review of the tenure dossier. The procedure used for tenure recommendations is reviewed annually by the Personnel Policies Committee.

1. A calendar established annually by the SVCAA should be followed during the development of tenure recommendations.

2. The department chair or dean shall notify in writing all faculty members in his/her unit who must be considered for tenure review in that academic year. If the candidate is a department chair, then the Dean of the college of the candidate's department shall assume and execute, as specified in both the Faculty Handbook and the department's bylaws, the duties normally performed by the department chair in the tenure process.

3. Candidates who wish to be considered for tenure shall prepare a dossier in support of the request. The candidates may seek assistance from the dean/department chair for preparation of the dossier.

   External Reviews of Tenure Applicants: All applications for tenure must include at least two external evaluation letters reviewing the applicant's scholarship. These letters should be requested 12 months before the tenure dossier is submitted and must be completed before the tenure review begins. The candidate and department chair (or department tenure committee) shall each provide a list of potential reviewers, along with a short description of why they are qualified. At least one name from each list shall be agreed upon by the candidate and chair (or committee). If they cannot agree, the dean will make the choices. The department chair shall be responsible for requesting the letters from the reviewers. ~~For additional information see the current UT Martin Guide for Faculty Evaluation.~~

4. Tenure advisory committee.

   i. Committee formation and makeup. A T~~t~~enure A~~a~~dvisory C~~c~~ommittee, consisting of at least three tenured faculty, ~~to the chair/dean~~ shall be ~~formed~~ elected to review each candidate~~using the following procedures~~. ~~(If the situation in the instructional unit makes the process unworkable, an alternative procedure approved by the departmental faculty shall be submitted to the SVCAA through the dean for review and approval.)~~ The faculty of the academic unit may select one or more members from outside the department and/or college. The department chair should not be a member of the committee nor participate in its deliberations. The slate of names elected to the advisory committee shall be submitted to the SVCAA for approval.

   ~~4.~~

   The departmental faculty may approve and submit alternate procedures through the dean for review and approval by the SVCAA if necessary.

   ii. Committee Chair. Once formed, the committee shall elect a chair. The committee chair shall notify the candidate in writing of the opportunity to appear before the committee. The appearance should occur after the committee has completed its examination of the tenure materials, but before a formal vote on the application.

[1] UT Martin checklist for tenure process: www.utm.edu/departments/acadaff/policies.php.

~~5. A tenure advisory committee, consisting of at least three tenured faculty members, shall be elected to review each candidate. The faculty of each department/college has the option of selecting one or more members from outside the department/college. The names of those serving on this advisory committee shall be submitted to and approved by the SVCAA.~~

~~The committee is advisory to the chair who should not be a member nor participate in the deliberation. The chair shall provide the committee or the tenured faculty with such materials relevant to the candidate's tenure as the group may request.~~

~~The chair of the tenure advisory committee shall notify each candidate in writing of the opportunity to appear before the committee. The appearance should occur after the committee has completed its examination of the tenure materials, but before a formal vote on the request.~~

iii. Committee deliberation and vote. The tenured faculty shall meet to debate and discuss the tenure candidacy. As outlined in the Board of Trustees policy, the tenured faculty's consideration of a candidate for tenure will be governed by departmental bylaws.

The Tenure Advisory Committee may recommend to either grant or deny tenure. A formal vote will be taken and recorded using the process outlined in the departmental bylaws. Unless otherwise specified in departmental bylaws, a majority of the Tenure Advisory Committee must vote in favor of tenure in order for the recommendation to be considered favorable.

The department chair shall provide the committee or the tenured faculty with additional materials relevant to the candidate's tenure as the group may request. The candidate shall have the opportunity to inspect all of his or her personnel files and materials to be considered during the evaluation of the tenure application.

~~The candidate shall have the opportunity to inspect all of his or her personnel files and materials to be considered during the evaluation of the tenure application.~~

iv. Committee's written recommendation. After consideration of the application and a vote to grant or deny tenure, the Tenure Advisory Committee will produce a written recommendation. The final document must be approved by the committee before it is signed and submitted to the department chair.

~~The Tenure Advisory Committee, after considering an application, shall submit to the chair a written and signed recommendation. Unless otherwise specified in the departmental bylaws, a majority of the Tenure Advisory Committee must vote in favor of tenure in order for the recommendation to be considered favorable.~~

~~The Tenure Advisory Committee may recommend to either grant or deny tenure.:~~

5. At each step of consideration below the president, the committee or official making a recommendation will provide the tenure applicant a complete copy of all recommendation documents as they are being forwarded to the next committee or official. In the event of a negative recommendation below the level of dean, a copy shall also be forwarded to SVCAA.

6. Possible Outcomes.

   a. Tenure granted. When tenure is granted by the President or the Board of Trustees, notice of such action (including the effective date) will be sent by the President or the Chancellor to the individual, his/her chair and dean, and the SVCAA. Within one year after the granting of tenure the SVCAA will return the Tenure Review Portfolio to the faculty member.

   b. Tenure denied. Any faculty member who is considered, but not recommended, for tenure will be notified in writing by the Chancellor that the recommendation has not been forwarded to the President. (Only positive recommendations are forwarded to the President.)

      i. Upon receipt of such notice the faculty member may discuss the reasons for the tenure denial with the faculty member's chair, dean, or director. In addition, the faculty member has the right to advisement by the SVCAA as to the reasons for the tenure denial. Such reasons are given solely to assist the faculty

member in professional growth and development. A decision not to award tenure is in no sense judgment of incompetence. Not all competent persons meet the high standards necessary for tenure, nor are all those who meet such standards automatically fitted to serve needs of the University's programs.

ii. Terminal appointment. Any faculty member who is considered for but denied tenure by June 30 of the year in which the review occurred will automatically receive an additional terminal appointment of up to one academic year, consistent with Board policy.

~~iii.~~ Appeal procedures. A faculty member may initiate a grievance and appeal procedure within one year of the date of the tenure decision or at any time before termination of employment, whichever occurs first (see Chapter 4)~~.~~

Graduate Faculty Status

2.3 Graduate Faculty

~~The University of Tennessee at Martin offers programs leading to the master's degree in the College of Agriculture and Applied Sciences, the College of Business and Global Affairs, and the College of Education, Health, and Behavioral Sciences. Tenure-track and tenured faculty members in disciplines which offer graduate courses in support of the master's degree are eligible for full or associate graduate faculty status if they meet criteria for one of the types of appointment. Nomination and recommendation for new membership is initiated by the department chair/dean.~~

~~Further elaboration of requirements and nomination procedures for graduate faculty are published in the Operating Paper for The UT Martin Graduate Programs which is available online.[2]~~

~~2.3.1 Full Membership~~

~~Full members may teach any assigned graduate course, act as a thesis advisor, and serve on thesis and comprehensive examination committees. Full members are eligible for appointment/election to college graduate level curriculum committees, degree appeal committees, and university committees consistent with Senate Bylaws. Full members receive a five year appointment and are eligible for reappointment every five years subject to the criteria specified below.~~

~~For an initial appointment to full membership, applicants must have regular faculty status and hold the terminal degree in the teaching field. They must also have at least three years full-time teaching experience at the college level in a regionally accredited institution, completed after receipt of the terminal degree.~~

~~All applicants must provide evidence of ongoing scholarly/creative and professional work in the field of expertise. If an initial appointment, the evidence provided must include the period since completion of the terminal degree. If requesting renewal of a previous/current appointment, the evidence provided must be for the period since previous~~

~~[2] UT Martin Graduate Studies Office: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.utm.edu/departments/gradstudies/current%20operating%20paper%20rev%208-08.pdf.~~

~~appointment. Although research and scholarly productivity may be defined differently in each discipline, the review check sheets for graduate faculty applications[3] offer specific guidelines.~~

~~2.3.2 Associate Membership~~

~~Associate members may teach graduate courses and serve on thesis and comprehensive examination committees. They are eligible for appointment/election to college graduate level curriculum committees, degree appeal committees, and university committees consistent with Senate Bylaws. They must have served as a committee member on at least one thesis committee to be eligible to act as a thesis advisor.~~

~~Associate members receive a three year appointment. Initially appointed associate members are expected to satisfy credentials that warrant full membership at the end of their appointment. However, these individuals may apply for a nonrenewable three year appointment as an associate member. A letter from the department chair must accompany the application; it must address the applicant's teaching effectiveness at the graduate level and progress toward attaining full membership.~~

~~Newly hired, tenure-track faculty holding the terminal degree in the discipline will automatically be approved for associate membership upon submission of the application. Other faculty who hold the terminal degree in the discipline with fewer than three years teaching experience, but who otherwise would have been eligible for full membership, may be appointed to associate membership upon submission of the application.~~

The Graduate Faculty assumes that the University's procedures for the awarding of tenure and academic rank to the faculty, reviewing and retaining tenured faculty, and appointing new faculty, are sufficient and appropriate to identify qualified members of the Graduate Faculty. There are two types of graduate faculty membership, Full and Affiliate, and all faculty teaching graduate courses at UT Martin must be granted either "full" or "affiliate" graduate faculty status.

The timeline for graduate faculty membership application, review, and renewal are aligned with the University's formal enhanced tenure-track, tenure, promotion, and post-tenure review processes. Nomination and recommendation for new membership and/or renewal are initiated by the department chair. Similarly, graduate teaching and service assignments are the sole discretion of the department chair based upon, but not limited to, the following:

- Qualifications as defined by SACSCOC
- Expertise in the area as justifiable in a Faculty Qualifications Report (FQR)
- Rank
- Seniority
- Other factors as described in the Faculty Handbook 2.4.1.

2.3.1 Full Membership

All tenured, terminal degree holding faculty at the rank of associate professor, or higher, serving in departments housing graduate courses can be approved for Full Membership. Full members may teach any assigned graduate course; serve on or chair graduate thesis, graduate capstone, and/or comprehensive examination committees; and are eligible for appointment/election to college graduate level curriculum committees, degree appeal committees, and university committees consistent with Senate Bylaws.

[3] ~~UT Martin Graduate Faculty check sheets and applications: www.utm.edu/departments/gradstudies/faculty.php.~~

Upon appointment, the faculty member will hold Full membership on the graduate faculty until the end of the semester following the next formal review (post-tenure, promotion). **Note:** Faculty who are exempt from post-tenure review due to administrative reassignment must apply to renew membership every five years.

For appointment to Full Membership, applicants must:

- Hold tenure at the rank of associate professor or higher
- Hold the highest degree (PhD, EdD, MFA) in the discipline
- Provide evidence of engagement and currency in graduate-level education and scholarship, including:
    - Evidence that the faculty member is staying current in the discipline
    - Evidence of effective teaching and mentoring at the graduate level; new graduate faculty may include evidence of potential for effective teaching and mentoring

The department chair (or, dean, when the chair is the applicant) must request membership or renewal for Full Membership within one semester following each formal review (tenure, promotion, post-tenure review) by combining the following materials into a single PDF file and submitting for review by Graduate Council consistent with Senate Bylaws:

- The Application for Graduate Faculty Membership
- A brief letter summarizing evidence of the applicant's engagement and currency in graduate-level education and scholarship during the immediately preceding review period
- A current curriculum vitae

2.3.2 Affiliate Membership

Affiliate membership may be requested by a department for tenure-track or other faculty (including adjunct and part-time) or in circumstances where the faculty member's credentials do not meet all requirements for Full Membership, but professional or other academic experience equip the individual to teach a specific graduate class or classes or to serve on a thesis, capstone, or other graduate committee. Affiliate members may teach graduate courses; serve on graduate thesis, graduate capstone, and/or comprehensive examination committees; and are eligible for appointment/election to college graduate level curriculum committees, degree appeal committees, and university committees consistent with Senate Bylaws. They must have served as a committee member on at least one graduate thesis or capstone committee to be eligible to act as a graduate thesis or capstone advisor/chair.

Affiliate membership is valid for three years and is renewable. The specific teaching and service responsibilities must be disclosed in the application.

The department chair (or, dean, when the chair is the applicant) must request membership or renewal for Affiliate Membership by combining the following materials into a single PDF file and submitting for review by Graduate Council consistent with Senate Bylaws:

- The Application for Graduate Faculty Membership
- A brief letter summarizing evidence of engagement and currency in the discipline during the last three years, including evidence of the potential for effective teaching, mentoring, and scholarship at the graduate level
- A current curriculum vitae or resume

3.2 Graduate Faculty

~~Faculty who teach graduate courses must have membership in the graduate faculty. The Office of Graduate Studies website[4] has the necessary check sheets for graduate faculty applications and the form for Faculty Qualification Reports.~~

~~3.2.1 Special Membership~~

~~Special membership in the graduate faculty is intended for regular, visiting, and adjunct faculty who have special academic expertise or professional experience and who demonstrate competence in a particular course of instruction but who otherwise do not meet the criteria for full membership. If they lack a terminal degree in the discipline, they must hold either the master's degree of the discipline, a master's degree in another discipline with at least 18 graduate semester hours in the teaching discipline, or in exceptional cases outstanding professional experience and demonstrated contributions to the teaching discipline as validated by a Faculty Qualification Report (FQR)[5] supported by the appropriate official documentation.~~

~~Special members receive a three year, renewable appointment. They may teach graduate courses and serve on thesis and comprehensive exam committees as specified on their application. Special members who hold regular faculty appointments are eligible for appointment/election to college graduate level curriculum and degree appeal committees (and university committees consistent with Senate Bylaws).~~

~~A renewal application must also demonstrate currency regarding the special academic expertise or professional experience related to the specified course(s) they will teach or the committee on which they will serve.~~

~~3.2.2 Temporary Membership~~

~~Faculty who have special academic expertise or professional experience but who otherwise do not meet the criteria for special membership may be granted temporary membership to serve an emergency need. If they lack a terminal degree in the discipline, they must hold either the master's degree of the discipline, a master's degree in another discipline with at least 18 graduate semester hours in the teaching discipline, or in exceptional cases outstanding professional experience and demonstrated contributions to the teaching discipline as validated by a Faculty Qualification Report (FQR)[6] supported by the appropriate official documentation.~~

~~Temporary members receive a one semester appointment that is renewable one time only. They may teach graduate courses as specified on their application.~~

Faculty who teach graduate courses must have Affiliate membership in the graduate faculty as described in the Faculty Handbook 2.3 and 2.3.2. Affiliate membership may be requested by a department for the faculty member (including adjunct and part-time), and Affiliate members of the graduate faculty may fulfill graduate teaching and service assignments consistent with Senate Bylaws.

~~[4] UT Martin graduate faculty check sheets and applications: www.utm.edu/departments/gradstudies/faculty.php.~~
~~[5] UT Martin Academic Affairs FQR form: https://www.utm.edu/assessment/forms.php.~~
~~[6] UT Martin Academic Affairs FQR form: https://www.utm.edu/assessment/forms.php.~~

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Science in Applied Engineering, UTK**

Type: Action

Background Information

The Tickle College of Engineering at the University of Tennessee, Knoxville (UTK) proposes a Bachelor of Science degree in Applied Engineering (BSApE). The program will be housed in the newly approved Department of Applied Engineering and Technology. The proposed BSApE program is designed to bridge the gap between traditional engineering and the practical, hands-on training demands of modern industries. These industries are reflected in the four concentrations: (1) Manufacturing, (2) Aerospace Engineering, (3) Energy Conversion and Storage, and (4) Applied Computer Science that will be offered.

The BSApE program aims to address the growing demand for skilled professionals in these four industries across Tennessee. First, the state's manufacturing sector is a cornerstone of the state's economy, with over 5,000 manufacturers that employ more than 353,000 workers. Tennessee has a high demand for skilled trades in the manufacturing industries, requiring a range of skilled workers from assembly line workers to engineers. Second, the aerospace industry in Tennessee has been a significant contributor to the state's economy and workforce, anchored by over 110 establishments, including the U.S. Air Force Arnold Engineering Development Complex. Tennessee's aerospace sector currently employs over 10,000 workers. While this industry is poised for growth and expansion, workforce shortages due to retirements and the adoption of emerging technologies are anticipated. Third, regarding energy conversion and storage, the renewable energy and battery industries are significant contributors to the state's economy and workforce. In 2022, Tennessee added 5,000 clean energy jobs, representing a 6.5% increase from the previous year. The clean energy workforce is expected to continue expanding, particularly in large-scale clean power generation and storage. Fourth, the state's computer and technology industry encompasses various sectors, including software development, artificial intelligence, data analytics, and other technology-based fields. Recent growth in this industry has been substantial, with 3,800 new jobs added, bringing the number of tech workers to 5.4% of the state's workforce.

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The BSApE program will provide hands-on engineering education to prepare students for industry. Contingent on the concentration, the program range is from 120-122 credit hours with varying requirements for core courses, lab requirements and elective courses. All students will devote 9 credit hours to an internship engineering experience and senior capstone to tailor their education to their specific interests and career goals. Students will have opportunities to use elective courses to obtain industry-recognized certifications depending on their career interests. The BSApE program goals were developed to align with the Accreditation Board for Engineering and Technology (ABET) standards. ABET accreditation will allow graduates to pursue a Professional Engineer license, just like their peers within the Tickle College of Engineering.

The Department of Applied Engineering and Technology will utilize 13 existing faculty in the Tickle College of Engineering to deliver the BSApE program. Additionally, a permanent department chair and five professors of practice will be hired. These five positions will be designated for each of the four concentrations and one position to teach the lab instructional courses. The 5-year budget for the proposed BSApE program reflects the approved budget to implement the new Department of Applied Engineering and Technology. Enrollment and financial projections are included in the materials that follow.

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Bachelor of Science degree in Applied Engineering;**

2. **The implementation date is anticipated to be August 2025, pending final approval by the Tennessee Higher Education Commission; and**

3. **The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**

New Academic Program Overview

University: University of Tennessee, Knoxville

College: Tickle College of Engineering

Department: Department of Applied Engineering and Technology

Degree Designation: Bachelor of Science in Applied Engineering (BSApE)

Title of Program: Applied Engineering

Concentrations: 1) Manufacturing; 2) Aerospace Engineering; 3) Energy Conversion & Storage, and 4) Applied Computer Science

Program Delivery Modality: On-Ground/Traditional

Total Credit Hours: 120-122 credit hours

Proposed Launch Date: August 2025

Admission:

First-Year Admission Deadlines:
Early Action Application: Nov. 1
Early Action Completion: Nov. 15
Regular Admission Application: Dec. 16
Regular Admission Completion: Jan. 17
Enrollment Confirmation: May 1

Transfer Admission Deadlines:
Fall Application Completion: Jul. 1
Fall Enrollment Confirmation: Aug. 1
Spring Application Completion: Dec. 15
Spring Enrollment Confirmation: Jan. 15
Summer Application Completion: Apr. 15
Spring Enrollment Confirmation: May 15

Purpose of the Proposed Program:

- Provide students with hands-on, industry-aligned engineering education that bridges theory and application.
- Prepare graduates to enter the workforce with immediately applicable technical and problem-solving skills in high-demand sectors, including manufacturing, aerospace, energy, and software applications.

Target Audience:

- Students seeking a practice-oriented engineering degree focused on real-world applications, including transfer students from community colleges.
- Working professionals and adult learners looking to upskill or transition into applied technical roles in engineering-related industries.

Program Learning Outcomes:

- Apply engineering principles, modern tools, and industry-relevant technologies to solve hands-on practical engineering problems.
- Demonstrate proficiency in designing engineering systems, applying data-informed decision-making processes, and collaborating effectively in team-based environments to solve practical, real-world challenges.
- Communicate technical information effectively through written reports, presentations, and collaboration with diverse teams.

Summary of Workforce Needs and Opportunities for Program Graduates:

- Tennessee and the broader southeastern United States face a growing demand for applied engineers in advanced manufacturing, aerospace, clean energy, and computing and software sectors.
- Employers seek graduates with practical experience, hands-on technical competencies, and adaptability to emerging technologies - skills the applied engineering program directly cultivates.

Unique Program Features:

- Integrated hands-on labs and project-based learning in areas such as machining, manufacturing automation, energy systems, and applied computer science.
- Industry partnerships for experiential learning and pathways to professional engineering licensure through ABET-accredited curriculum.
- Built-in pathways to earn industry-recognized certifications, such as Reliability and Maintainability Engineering, that align with employer expectations.

Accreditation:

- Institutional Accreditation: SACSCOC
- Program Accreditation: ABET

Year	Expenditures	Revenues	Projected Enrollment	Projected Graduates
Planning Year (Pre-Launch)	$2,500	0	-	-
1 (AY 2025-26)	$3,509,304	$2,069,970	50	-
2 (AY 2026-27)	$1,749,902	$2,950,181	125	-
3 (AY 2027-28)	$1,777,469	$4,619,137	225	8
4 (AY 2028-29)	$2,232,110	$7,296,067	350	34
5 (AY 2029-20)	$2,290,323	$9,824,931	500	57

Appendix B: THEC Financial Projection

THEC

Financial Projections Form

Institution	University of Tennessee-Knoxville
Program Name	Bachelor of Science in Applied Engineering

Projected One-Time Expenditures						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty & Instructional Staff						
Non-Instructional Staff	$10,712					
Graduate Assistants						
Accreditation						
Consultants	$2,500					
Equipment		$800,000				
Information Technology						
Library resources						
Marketing						
Facilities		$1,000,000				
Travel	$3,122					
Other						
Total One-Time Expenditures	*$16,334*	*$1,800,000*	*$0*	*$0*	*$0*	*$0*
Projected Recurring Expenditures						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty & Instructional Staff		$744,952	$767,301	$790,318	$1,159,735	$1,194,526
Non-Instructional Staff		$339,352	$351,601	$362,151	$447,375	$460,797
Graduate Assistants						
Accreditation						$10,000
Consultants		$5,000	$5,000	$5,000	$5,000	$5,000
Equipment		$180,000	$180,000	$180,000	$180,000	$180,000
Information Technology		$100,000	$100,000	$100,000	$100,000	$100,000
Library						
Marketing		$100,000	$100,000	$100,000	$100,000	$100,000
Facilities		$200,000	$200,000	$200,000	$200,000	$200,000
Travel		$40,000	$40,000	$40,000	$40,000	$40,000
Other						
Total Recurring Expenditures	*$0*	*$1,709,304*	*$1,743,902*	*$1,777,469*	*$2,232,110*	*$2,290,323*
Grand Total (One-Time and Recurring)	**$16,334**	**$3,509,304**	**$1,743,902**	**$1,777,469**	**$2,232,110**	**$2,290,323**

Projected Revenue						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Tuition		$819,970	$2,050,181	$3,719,137	$5,796,067	$8,274,931
Grants			$150,000	$150,000	$700,000	$750,000
Other		$1,250,000	$750,000	$750,000	$800,000	$800,000
Total Revenues	**$0**	**$2,069,970**	**$2,950,181**	**$4,619,137**	**$7,296,067**	**$9,824,931**

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Science in Applied Cybersecurity, UTK**

Type: Action

Background Information

The College of Emerging and Collaborative Studies (CECS) at the University of Tennessee, Knoxville (UTK) proposes a Bachelor of Science degree in Applied Cybersecurity (BSCYBR). Approved by the Board of Trustees in February 2023, CECS thrives on collaboration to develop cutting-edge curriculum and provide learners from all colleges with emerging technology and in-demand skills. The proposed Applied Cybersecurity program will join the other interdisciplinary undergraduate programs (Data Science, Applied Artificial Intelligence, and Innovative Transdisciplinary Studies). The Applied Cybersecurity BS degree is designed to offer graduates a foundational understanding of cybersecurity concepts while using cybersecurity tools and techniques to identify, analyze, and mitigate security threats and vulnerabilities in different environments.

The 2025 Supply and Demand Report of Tennessee identifies information security analysts as a fast-growing occupation with a median income of $95,000 in Tennessee. Employment for information system analysts is projected to grow by 49% between 2022 and 2032. This growth is fueled by the state's expanding digital infrastructure and the increasing need for robust cybersecurity measures. Key industries such as healthcare, finance, and manufacturing are heavily investing in cybersecurity to protect sensitive data and systems.

The program is a 120-credit, 4-year program. Out of the total 120 credit hours, nine core courses (27 credit hours) will be taught by CECS full-time faculty and CECS Faculty Fellows appointed from across eight disciplines at UTK. Additionally, students will complete 6 credit hours in research, service, and internships to further strengthen their employable skills, expertise, and network. These courses will also be taught by CECS faculty and supported by the CECS Director for Partnerships and Engagement and the UTK Center for Career Development to connect CECS students with future employers. The Applied Cybersecurity program plans to apply for the National Center of Academic Excellence in Cybersecurity in Cyber Defense or Cyber Operations designation.

THE UNIVERSITY OF TENNESSEE
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The College of Emerging and Collaborative Studies will use the existing teaching associate professors along with faculty from across eight disciplines at UTK to deliver the Applied Cybersecurity program. A program director and full-time lecturer will be hired for the proposed program. Other expenditures for successful program implementation include a program coordinator, internship coordinator and marketing. The costs for two staff positions are being shared by the College and only a portion of their salaries are reflected in the financial projections for the proposed Applied Cybersecurity program. Enrollment and financial projections are included in the materials that follow.

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Bachelor of Science degree in Applied Cybersecurity;**

2. **The implementation date is anticipated to be August 2025, pending final approval by the Tennessee Higher Education Commission; and**

3. **The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**

New Academic Program Overview

University:	University of Tennessee, Knoxville
College:	College of Emerging and Collaborative Studies (CECS)
Department:	Not Applicable
Degree Designation:	Bachelor of Science in Applied Cybersecurity (BSCYBR)
Title of Program:	Applied Cybersecurity
Concentrations:	None
Program Delivery Modality:	Majority on Ground
Total Credit Hours:	120
Proposed Launch Date:	August 2025
Admission:	Rolling

Purpose of the Proposed Program:

- Educate learners to meet the growing demands for the Cybersecurity workforce

Target Audience:

- Undergraduate students interested in studying Cybersecurity with stackable certificates
- Community college students seeking a 4-year degree in an impactful field
- High school graduates who are interested in a customizable degree

Program Learning Outcomes:

- Understand core cybersecurity concepts.
- Demonstrate knowledge of cybersecurity tools and techniques.
- Ability to assess threats and develop risk management plans, including mitigation strategies.
- Ability to respond to security incidents with detection, analysis, containment, eradication, and recovery.
- Knowledge to apply ethical principles and understand legal requirements in cybersecurity practices.
- Develop and evaluate security policies and contribute to innovative cybersecurity solutions.

Summary of Workforce Needs and Opportunities for Program Graduates:

- Projections show an 18% growth rate by 2028 for Cybersecurity professionals in the state of TN
- The cybersecurity industry contributed $1.2 billion to Knoxville's economy in 2022. Employers are actively seeking cybersecurity talent.

Unique Program Features:

- Customizable degree
- Required capstone projects that impart experience of group work on real-world problems

Accreditation:

- Institutional Accreditation: SACSCOC
- Program Accreditation: National Center of Academic Excellence in Cybersecurity (NCAE-C) in Cyber Defense (CD) or Cyber Operations (CO) designation.

Year	Expenditures	Revenues	Projected Enrollment	Projected Graduates
Planning Year (Pre-Launch)	$12,000	--	--	--
1 (AY 2025-26)	$215,647	$54,504	20	--
2 (AY 2026-27)	$243,806	$117,184	43	1
3 (AY 2027-28)	$329,656	$209,840	69	2
4 (AY 2028-29)	$426,256	$339,287	99	12
5 (AY 2029-20)	$437,320	$404,692	117	16

Appendix B: THEC Financial Projections Form

Financial Projections Form

Institution	University of Tennessee Knoxville
Program Name	Bachelor of Science Applied Cybersecurity

Projected One-Time Expenditures						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty & Instructional Staff	$10,000					
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants	$2,000					
Equipment						
Information Technology						
Library resources						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	*$12,000*	*$0*	*$0*	*$0*	*$0*	*$0*
Projected Recurring Expenditures						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty & Instructional Staff		$170,581	$191,240	$256,357	$342,190	$345,652
Non-Instructional Staff		$43,066	$50,566	$71,299	$82,066	$89,668
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library						
Marketing		$2,000	$2,000	$2,000	$2,000	$2,000
Facilities						
Travel						
Other						
Total Recurring Expenditures	*$0*	*$215,647*	*$243,806*	*$329,656*	*$426,256*	*$437,320*
Grand Total (One-Time and Recurring)	**$12,000**	**$215,647**	**$243,806**	**$329,656**	**$426,256**	**$437,320**

Projected Revenue						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Tuition		$54,504	$117,184	$209,840	$339,287	$404,692
Grants						
Other						
Total Revenues		$54,504	$117,184	$209,840	$339,287	$404,692

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **New Academic Units, UTC**

Type: Action

Background

The University of Tennessee at Chattanooga (UTC) seeks to split the Department of Chemistry and Physics into two departments: (1) Chemistry, and (2) Physics and Astronomy. In Fall 2015, as a cost-saving measure and to promote administrative efficiency, chemistry and physics programs were merged to become the Department of Chemistry and Physics. UTC proposes to dissolve this merger based on numerous factors such as branding, leadership, research, and recruitment of students and faculty.

The primary impetus for this academic unit modification is to create a fertile department environment for the growth of Quantum Information Science and Engineering, along with synergistic growth for the physics major. Since the launch of the UTC Quantum Center in 2022, UTC has made an institutional investment of $3 million and has secured over $4 million from research agencies and corporate donations. With this increased investment, a stand-alone Department of Physics and Astronomy will facilitate the recruitment of faculty, research scientists, and students. Separating the departments will allow the Department of Chemistry to focus on undergraduate education and research and will strengthen faculty morale and attract new faculty and students.

The separation of the Department of Chemistry and Physics into a Department of Chemistry and a Department of Physics and Astronomy will provide necessary autonomy to these academic units and create a "brand" advantage in recruiting faculty and students. No additional costs are needed to implement the Department of Chemistry. Expenses for the Department of Physics and Astronomy will require stipends for the department head and financial manager for three years until a permanent department head and administrative specialist are hired. Marketing costs are also included to assist in the branding efforts.

[Resolution appears on the next page.]

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee at Chattanooga may separate the Department of Chemistry and Physics into two departments: (1) Chemistry, and (2) Physics and Astronomy.**

2. **The implementation date is anticipated to be August 2025, pending final approval by the Tennessee Higher Education Commission; and**

3. **The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed unit modification.**

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **Tenure Recommendations Requiring Board**

Type: Action

Background Information

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 30, 2025

Committee: Education, Research, and Service

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

Type: Action

Background Information

President Boyd and the Chancellor for the respective campus are recommending that tenure be granted to individuals upon their initial appointment to a faculty position. Each nominated 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.

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 2025 Tenure upon Initial Appointment

UTC			
Last Name	**First Name**	**College**	**Department**
Bourchillon	Brandon	Arts and Sciences	Communication
Bruce	J.W.	Engineering and Computer Science	Electrical Engineering
Bruce	Lori Mann	Engineering and Computer Science	Electrical Engineering
Yelamarthi	Kumar	Engineering and Computer Science	Electrical Engineering
UTHSC			
Last Name	**First Name**	**College**	**Department**
Hocker	Michael	Medicine	
UTK			
Last Name	**First Name**	**College**	**Department**
Birk	Megan	Arts and Sciences	History
Herrin	Brian	Veterinary Medicine	Biomedical and Diagnostic Sciences
UTS			
Last Name	**First Name**	**College**	**Department**
Arnold	Melinda	School of Social Sciences	Criminal Justice

ATTACHMENT 2

June 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

UTC

Interim Chancellor Robert Dooley has recommended to President Boyd that tenure be granted to the following individuals upon their initial appointment to a faculty position at UT Chattanooga:

Dr. Brandon Bourchillon has been appointed as Associate Professor and George R. West Jr. Chair of Excellence Communication and Public Affairs in the Department of Communication, College of Arts and Sciences. He was previously tenured at the rank of associate professor in the School of Journalism & Strategic Media at the University of Arkansas, a doctoral R1 institution. Through his numerous peer-reviewed articles and recent monograph, Dr. Bouchillon has earned a growing national reputation as a scholar in computer-mediated communication and its impact on society and civic discourse. His body of work and research trajectory not only qualify him for tenure within the Department of Communication but also fits neatly within the mission of the role of the West Chair of Excellence. Further, Dr. Bouchillon is an accomplished teacher who utilizes experiential learning to reach undergraduate, graduate, and honors students, ably meeting the expectations for excellence in the department, college, and university. Dr. Bouchillon dedicates time to serve his university and his profession, playing a role both in local committees and councils, while also holding memberships and roles in professional organizations, including the Association for Education in Journalism and Mass Communication (AEJMC).

Dr. J.W. Bruce has been appointed as Professor in the Department of Electrical Engineering, College of Engineering and Computer Science. He was previously appointed as Professor with tenure at Tennessee Technological University. Dr. Bruce has been recognized throughout his career for his innovation in engineering education, accomplishments as a researcher, and selfless service to his professional peers and community. The winner of several awards for teaching, he has pioneered active learning and the flipped classroom as effective student engagement strategies. Dr. Bruce has also enjoyed a substantial and productive career as a researcher with special contributions in embedded systems, cyber-physical security, and machine learning applied to detection of anomalies. Through scores of peer-reviewed publications and over $10 million in extramural funding from federal agencies, his work has been recognized for its advances in theory and application. Finally, Dr. Bruce has long served his community and discipline with local, regional, and even national leadership in areas like accreditation, revision of curricula, and even the development of a university doctoral program. Clearly, in all areas of performance, Dr. Bruce has met and even exceeded the expectations for tenure.

Dr. Lori Mann Bruce has been appointed as Chancellor at UTC with a faculty appointment as Professor in the Department of Electrical Engineering, College of Engineering and Computer Science. She was previously appointed as Professor with tenure at Tennessee Technological University where she was also Provost and Vice President for Academic Affairs. During her academic career, Dr. Bruce has accumulated significant accomplishments in all three areas of faculty performance – scholarship, teaching, and service. As a researcher, she has published over 150 peer-reviewed articles, representing a sustained and deep contribution to the field of electrical and computer engineering, and served as PI or Co-PI on federal grants valued at over $20 million. Even beyond that, her impact extends to the scores of graduate students she has mentored, either as the major advisor or as a committee member, and whose works represent an enduring legacy

June 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

rooted in her contributions. Dr. Bruce is also a gifted teacher, having taught successfully and effectively across the undergraduate and graduate curricula, from the foundational courses of her discipline up through advanced and special topics courses at the highest levels. Her students have spoken repeatedly and clearly about the quality of the instruction she provides through their course evaluations, placing her consistently above her peers. Finally, Dr. Bruce is known by her peers and in her discipline as a leader committed to the work that supports teaching and research, service to the community, the university, and the global academic community. From maintaining her university's accreditation to funding for capital projects and the continuity of service at Tennessee Tech during the COVID-19 pandemic, Dr. Bruce has given her time to meet the needs and aspirations of the people she was chosen to lead.

Dr. Kumar Yelamarthi has been appointed as Dean of the College of Engineering and Computer Science with a faculty appointment as Professor in the college's Department of Electrical Engineering. He was previously appointed as Professor with tenure at Tennessee Technological University where he served as Associate Dean of Academic Affairs in the College of Engineering. Dr. Yelamarthi will now lead a college with a deep commitment to research and teaching, and he himself brings to the role an exceptional range of accomplishments in these areas. With 40 peer-reviewed publications and over 100 conference proceedings/workshops to his credit, he has body of scholarly work in fields like the Internet of Things (IoT), artificial intelligence, and cybersecurity which easily surpasses the standard for research in the college. That work is valued by agencies like the NSF and U.S. Department of Education which, along with other organizations, have supported his work with over $8.3 million in grants. Through project-based learning and other pedagogical innovations, Dr. Yelamarthi has earned the respect of his students and his peers throughout his decades of classroom teaching and mentorship of students – undergraduate and graduate – who have completed research projects under his leadership. Further, as a new leader at UTC, he brings a record of commitment to his discipline and his university through effective national service in organizations like ASEE and IEEE, and the fostering of partnerships between the academy and industry which marry the innovations of the former with the practical imperatives of the latter.

UTHSC

Chancellor Peter Buckley has recommended to President Boyd that tenure be granted to the following individual upon his initial appointment to a faculty position at UT Health Science Center:

Dr. Michael Hocker has been appointed as Professor in the Department of Emergency Medicine and Executive Dean of the College of Medicine. He was previously appointed as Professor with tenure at the University of Texas Rio Grande Valley (UTRGV) where he also served as the Dean of the School of Medicine and Senior Vice President of UT Health RGV. Dr. Hocker has an extensive record of research in Emergency Medicine and related areas, with 25 peer-reviewed publications and continuous funding (as PI or Co-PI) to support his work since 2008. In the area of instruction, curriculum development, and student engagement, he also has decades of experience and success, both in the traditional classroom and in clinical settings, across many

June 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

highly-ranked institutions. Finally, Dr. Hocker has dedicated an immense amount of time and energy to the cultivation of students, faculty, schools, colleges, and health centers with service at all levels – as a faculty member himself, up through his roles as division chief, distinguished chair, associate dean, dean, and now executive dean.

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. Megan Birk has been appointed as Professor and the Bernadotte Schmitt Chair of Excellence in the Department of History, College of Arts and Science. She was previously appointed as Professor of History, with tenure, at the University of Texas Rio Grande Valley. While Dr. Birk was recruited from an R2 institution, her professional journey and research productivity justify her as a candidate for appointment at an R1 like UT Knoxville. Indeed, Dr. Birk's scholarly record, which covers economic and agricultural history as well as childhood and the American Midwest, exceeds the expectations for Professor within the department, with two published monographs from the estimable University of Illinois Press, and a substantial record of peer-reviewed articles, a book chapter, and numerous appearances at national and international conferences. As noted by students and peers alike, Dr. Birk has served as an accomplished, effective instructor for a wide breadth of courses, from introductory surveys of U.S. History up through advanced courses informed by her own research over the history of the family and childhood. Finally, Dr. Birk has a lengthy record of accomplished and substantial service, both within the boundaries of the campus and outside within the community and the discipline.

Dr. Brian Herrin has been appointed as Associate Professor in the Department of Biomedical and Diagnostic Sciences, College of Veterinary Medicine. He was previously appointed as tenured Associate Professor of veterinary parasitology at Kansas State University (KSU), whose College of Veterinary Medicine is ranked just above the comparable college of UT Knoxville. Dr. Herrin is one of only 15 parasitologists in North America who is certified by the American College of Veterinary Microbiology who also serves in an academic veterinary program, and his recruitment adds a significant dimension to both veterinary research and instruction at UT Knoxville. His record of research includes over 21 peer-reviewed manuscripts and external grant funding of over $1 million, including a NIH R01 subaward. As a teacher and mentor, particularly of graduate students, Dr. Herrin has a commendable record, including an award for his teaching of clinical students and one for his outstanding mentorship in the Veterinary Research Scholar Program at KSU. Beyond the classroom and the laboratory, Dr. Herrin has distinguished himself as with service on numerous committees, including several committed to student success, and serves as the editor of the American Association of Veterinary Parasitologists (AAVP) newsletter. Across these numerous quantitative and qualitative measures, Dr. Herrin's record meets and often exceeds the requirements for appointment as a tenured Associate Professor.

June 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

UTS

Chancellor Linda C. Martin has recommended to President Boyd that tenure be granted to the following individual upon her initial appointment to a faculty position at UT Knoxville:

Dr. Melinda Arnold has been appointed as Chancellor at UT Southern with a faculty appointment as Professor of Criminal Justice in the School of Social Sciences. Dr. Arnold was previously appointed as Professor, with tenure, at Texas A&M University – Texarkana where she also served as Provost and Senior Vice President for Academic Affairs and later as Special Assistant to the President. Dr. Arnold has a distinguished career as a university professor engaged in teaching and research, with successful experience teaching at nine colleges and universities and over a dozen peer-reviewed publications in her field of Criminal Justice. She is also the author of a book on the practices for offender reentry and worked with a co-author to publish an updated second edition. In the area of service, Dr. Arnold excelled, often from administrative roles where the impact of the work extended beyond a department and often out into the community. At a variety of institutions, she has established a record of fostering student success, faculty success, and curriculum and program development – all of which have resulted in stronger colleges and universities. In all areas, Dr. Melinda Arnold has met the standards for tenure at UT Southern.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

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

Type: Action

Background Information

President Boyd and the Chancellor for the respective campus are recommending 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.

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 2025 Tenure upon Early Consideration

UTC			
Last Name	**First Name**	**College**	**Department**
Barisik	Murat	Engineering and Computer Science	Mechanical Engineering
Basham	Shera	Arts and Sciences	Criminal Justice
Bathi	Jejal	Engineering and Computer Science	Civil and Chemical Engineering
Carlson	Lynette	Health, Education and Professional Studies	Health and Human Performance
McElrone	Marissa	Health, Education and Professional Studies	Health and Human Performance
Srivastava	Prashant	Gary W. Rollins Collge of Business	Marketing and Entrepreneurship
Taylor	Jessica	Health, Education and Professional Studies	Applied Leadership and Learning
Varol	Serkan	Engineering and Computer Science	Engineering Management and Technology
Walker	Ruth	Arts and Sciences	Psychology
UTHSC			
Last Name	**First Name**	**College**	**Department**
Dobrunz	Lynn	Medicine	Anatomy and Neurobiology
Kelly	Kimberly	Medicine	Preventive Medicine
Sumida	Keiichi	Medicine	Medicine
Surbhi	Satya	Medicine	Medicine
UTK			
Last Name	**First Name**	**College**	**Department**
Duncan	Lori	Extension	
Franck	Karen	Extension	
Harrison	Guy	Communication & Information	School Journalism & Media
Holmes	Tova	Arts & Sciences - Division of Natural Sciences & Mathematics	Physics & Astronomy
Kalinin	Sergei	Tickle College of Engineering	Materials Science and Engineering
Li	Minjie	Communication & Information	Tombras School of Advertising and Public Relations
Oz	Mustafa	Communication & Information	School Journalism & Media
Pienta	Daniel	Haslam College of Business	Accounting & Information Management
Rocha	Iliana	Arts & Sciences - Division of Arts & Humanities	English
Russell	Neno	Arts & Sciences - Division of Arts & Humanities	Theatre
Sgouralis	Ioannis	Arts & Sciences - Division of Natural Sciences & Mathematics	Mathematics
Smith	Joseph	Veterinary Medicine	
Sobes	Vlad	Tickle College of Engineering	Nuclear Engineering
Springer	Nora	Veterinary Medicine	
Tabler	Tom	Extension	
UTM			
Last Name	**First Name**	**College**	**Department**
Bibbee	Jeffrey	Humanities and Fine Arts	History and Philosophy
Ellis	Alison	Education, Health, and Behavioral Sciences	Health and Human Performance
Sargolzaei	Saman	Engineering and Natural Sciences	Engineering
UTS			
Last Name	**First Name**	**College**	**Department**
Moon	Gennifer	Nursing	

ATTACHMENT 2

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UTC

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

Dr. Murat Barisik was appointed as Assistant Professor in 2022 within the Department of Mechanical Engineering, College of Engineering and Computer Science. In the last three years, Dr. Barisik has published eight peer-reviewed articles in selective journals and communicated his research through 10 conference presentations and 3 invited talks. During his current appointment, his work has attracted $125,000 in internal funding, leading to $1 million in external funding, including the first Department of Energy grant for UTC. He has striven to refine his teaching expertise, and student and peer evaluations of teaching demonstrate that he has established himself as an accomplished instructor. Finally, he has an extensive record of research covering his department, the college, the university, and his discipline beyond the boundaries of the campus – including governance roles within professional organizations and promotion of STEM to students in Chattanooga schools.

Dr. Shera Basham was appointed as an Assistant Professor in 2020 within the Department of Social, Cultural, and Justice Studies, College of Arts & Sciences. During the probationary period, Dr. Basham has exceeded the expectations for tenure within the department and college, demonstrating excellence in research and in teaching. As a researcher, Dr. Basham has published 14 peer-reviewed articles, well above the standard for the department, including five single-author publications and others with student co-authors. She has also attracted $150,000 in external funding to support her continued work. Within the classroom, she has established herself as a respected teacher who handles a spectrum of courses with aplomb, across undergraduate and graduate levels and online and in-person modalities. In the realm of service, Dr. Basham has served on important committees within the university and within her department and serves as coordinator of the online program within the department.

Dr. Jejal Bathi was appointed as an Assistant Professor in 2023 in the Department of Civil and Chemical Engineering, College of Engineering & Computer Science. He has exceeded the departmental expectations for research, grant funding, teaching, and service with three peer-reviewed publications, two peer-reviewed conference proceedings, a book chapter, and over a dozen poster and conference presentations. Prior to joining the tenure-track ranks, Dr. Bathi had an established record of external and internal funding success, and that continues with $25,000 in new funding and the continued utilization of over $300,000 in existing funding. As a teacher and mentor, he maintains a reputation for excellence as an instructor across a range of courses, from an introductory undergraduate course on environmental engineering up through advanced water management courses at the senior and graduate levels. He has also continued his work with students on undergraduate and graduate thesis projects, where he has served both as the primary advisor and a committee member. Finally, Dr. Bathi brings his real-world experience to the campus for use in his classes, in his own research, and in his dedication to service. He serves at the national level as the vice chair of the Water and Environmental Pollution Committee of the

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Environmental and Water Resources Institute, a part of the American Society of Civil Engineers, and within Tennessee as a member of the board for the state's section of that same institute.

Dr. Lynette Carlson was appointed as an Assistant Professor in 2020 in the Department of Health and Human Performance, College of Health, Education and Professional Studies. Through her strong publication record, excellence in teaching, and service to the university and community exceed the standards for tenure within her department. While on the tenure-track Dr. Carlson has coauthored 8 peer-reviewed articles, primarily on healthcare education and the role of humility, and made numerous presentations at regional and national conferences in her field, and she has earned internal grant funding of over $11,000 to support that work. Her performance in the classroom has earned her a college award for teaching, praise from peer observers, and most importantly from the students, all at the graduate level, who have found her classes to be challenging environments which emphasize critical thinking with a focus on applied practice. Within the university, Dr. Carlson has been a member of the Advisory Committee of the Walker Center for Teaching and Learning, the Faculty Athletics Committee, and the Student Conduct and Honor Code Board. Within her discipline, she serves as the chair of the Ethics & Compliance Committee of the Tennessee Athletic Trainers' Society and as an ad hoc advisor for journals in her area of athletic training.

Dr. Marissa McElrone was appointed in 2020 as an Assistant Professor in the Department of Health and Human Performance, College of Health, Education and Professional Studies. Her research focuses primarily on disparities in food and nutrition security and access to health across different communities; within this area she has 8 peer-reviewed publications across a number of high-quality journals, and is consistently presenting her research in local, regional, and national conferences. As a teacher, her work focused on the Master of Public Health program within her department, covering a dozen different courses in her time at UTC. Despite the breadth represented by that number of courses, she has received vocal praise from peer observers and from students alike, consistently highlighting her clarity, depth, and care for students. Dr. McElrone also serves as the director of the ACEND-accredited MPH program within her department, and she is further engaged with her discipline beyond the campus with roles in professional associations (like the Society for Nutrition Education and Behavior) and ad hoc peer review for 12 journals in her field. Her record of excellence in teaching and as a scholar clearly exceeds the standards for tenure in the Department.

Dr. Prashant Srivastava was appointed as an Associate Professor, tenure-track, in 2020 within the Department of Marketing and Entrepreneurship, Gary W. Rollins College of Business. Dr. Srivastava is a scholar in supply chain management and has published six peer-reviewed articles during his appointment at UTC, primarily in highly regarded journals, meeting the expectations for tenure within his department and the college. Within the classroom, at the graduate and undergraduate levels, he is known by his disciplinary peers and students for his passion and clarity, as well as his consistent fostering of an active learning environment. As a participant in the life of his department and college, Dr. Srivastava has been engaged as a member of faculty search committees and the Graduate Curriculum and Assurance Committee, as well as the broader university-level committees on faculty grants and the design of course learning

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evaluations. Finally, he is safeguarding the future direction of his field through membership on the editorial boards of four professional journals and ad hoc review of articles for an additional seven publications.

Dr. Jessica Taylor was appointed in 2021 as an Assistant Professor in the Department of Applied Leadership and Learning, College of Health, Education and Professional Studies. During her time on the tenure-track, Dr. Taylor has established herself as a scholar in assessment and pedagogy, taught ably in her field at the graduate and undergraduate levels, and served across the university and within her field. Dr. Taylor's scholarly record of publications includes four peer-reviewed articles and a score of presentations at conferences around the nation, along with professional communication through other channels. As a teacher and mentor, she has taught an exceptional number of courses within the doctoral program, and served as chair and committee member for several dissertation students. Student evaluations of her teaching are consistent with peer evaluations, with both groups noting how she supports student learning through a scaffolding approach bolstered by a culture of respect. Finally, Dr. Taylor has committed herself to the furthering of the university and her discipline through her service. Within UTC, she has ably served as a member of the Institutional Review Board (IRB) and the Faculty Senate. As a member of her professional community, she has been an essential member of the Association for the Assessment of Learning in Higher Education (AALHE) since 2017, facilitating its conferences, publications, and task forces.

Dr. Serkan Varol was appointed in 2020 as an Assistant Professor in the Department of Engineering Management and Technology, College of Engineering and Computer Science. As a scholar, Dr. Varol has established several research areas, including health modeling around disease transmission, analysis of automobile manufacturing and sales, and student success. He has peer-reviewed publications in each of these areas, he and has disseminated his work through dozens of professional conferences. Further, Dr. Varol has been successful in attracting funding for his work, including over $120,000 in UTC grants, a UT system-level grant, and external grants. As a teacher, Dr. Varol is accomplished and innovative, having received an award for outstanding teaching in his own department and creating a course in data analytics which guides students through real-world projects they create to utilize predictive modeling. Finally, he is serving as the graduate program coordinator for his department, and from that role established at UTC chapter of the American Society of Engineering Management (ASEM) which creates opportunities for his department's students. Across all three areas of performance – research, teaching, and service – Dr. Varol has met or exceeded the department's expectations for tenure.

Dr. Ruth Walker was appointed as an Assistant Professor in the Department of Psychology, College of Arts and Sciences, in 2020. While on the tenure track, Dr. Walker has distinguished herself as an expert in social vulnerability and best practices pedagogy with six peer-reviewed publications, some with students as coauthors, and one in the flagship journal for the American Psychological Association Division 2. She has an active research pipeline, and has maintained a presence at numerous regional and national conferences to remain connected to her field. As a teacher and mentor, Dr. Walker has not only excelled in the classroom, where she has taught a dozen different courses, but has been recognized for her work by the Student Government

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Association at UTC with the SGA Outstanding Mentor Award. Her dedication to teaching extends further to the development of Open Educational Resources (OER) for a graduate course, a way of not only contributing to the pedagogy in Psychology, but also to ensure that students have access to low- or no-cost materials for their classes. Finally, Dr. Walker has extended her contributions to the curriculum beyond her department, with service on the university General Education Committee and the Undergraduate Curriculum Committee, both of which are high-impact and demanding service assignments.

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. Lynn Dobrunz was appointed as the Simon R. Bruesch Professor and Chair of the Department of Anatomy and Neurobiology and Director of the Neuroscience Instituted at the UT Health Science Center in August 2023. As a leader in her field, Dr. Dobrunz has continued the record of excellence established at her prior institution, with continued success in external funding for research, publication of novel research results in peer-reviewed journals, and invited presentations at neuroscience conferences on the national stage. In the classroom and within her department, she is developing the curriculum for masters- and doctorate-level degree tracks in Neuroengineering, elevating the educational reach of UTHSC and producing future generations of scientists. Finally, in service to the discipline and the institution, Dr. Dobrunz is a reviewer for both the National Science Foundation and the National Institutes of Health, a commitment which ensures the furthering of essential research in a collaborative environment.

Dr. Kimberly Kelly was appointed as a Professor in the Department of Preventative Medicine, College of Medicine in July 2023, with a focus on cancer risk and communication, health behaviors, and health disparities. With seventy-five per cent of her time devoted to research, Dr. Kelly has immediately had an impact on the institution, with two grants on which she is principal investigator, including an American Cancer Society supplement awarded in 2024. She serves as co-investigator on a State of Tennessee grant and has already submitted three NIH grant applications. Since her appointment to UTHSC, she has published 10 manuscripts in numerous high-impact, peer-reviewed publications. As a teacher and mentor, she has mentored 4 students at UTHSC and will serve as the co-director of the course Introduction to Health Disparities, a part of the Certificate of Clinical Investigation program offered at the university.

Dr. Keiichi Sumida was appointed as an Associate Professor, tenure track, in March 2022, in the Department of Medicine, College of Medicine for his work nephrology, including chronic kidney disease and cardiovascular outcomes from hemodialysis. During his time as a probationary faculty member at UTHSC, he has met and exceeded the standards for tenure. As a researcher, Dr. Sumida has attracted significant funding, including an NIH R01 grant for nearly $900,000 and intramural funding for $55,000. The funding and subsequent research have produced advances in the field, documented through over 14 peer-reviewed publications, 3 book chapters, and

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numerous oral and poster presentations just in the past three years. Importantly, his research is building better health outcomes for kidney disease patients through clinical trials and translational research, within Tennessee but also internationally through collaborations like the Chronic Kidney Disease Prognosis Consortium. As a teacher and a mentor, Dr. Sumida is a frequent lecturer during the Nephrology Grand Rounds and an active member of numerous graduate thesis committees, where his expertise educates future doctors and informs them from the frontiers of his field. Finally, Dr. Sumida is a frequent contributor to his discipline through service on scores of editorial boards and as a reviewer for grant proposals for the NIH.

Dr. Satya Surbhi was appointed in 2022 as an Assistant Professor, tenure-track, within the Division of General Internal Medicine, Department of Medicine, College of Medicine. Dr. Surbhi is a researcher in the area of medication adherence, healthcare utilization, and health outcomes among underserved populations, such as the socioeconomically disadvantaged. She has published 10 peer-reviewed articles on this work and has delivered dozens of conference presentations and invited lectures, often with mentees. During the period of her probationary appointment, she has attracted over $4.4 million in combined grants from the NIH and the CDC, and she is a co-investigator on an additional CDC grant for $5.98 million. As a mentor and teacher, she has served on numerous doctoral advisory committees and mentored medical students, all while teaching classes in the Masters of Epidemiology Program and serving as the course director for Health Services Research course. In the broader community, Dr. Surbhi is serving as a reviewer for grants and career development awards for the American Heart Association and she has served as a manuscript reviewer for nearly 20 academic journals.

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. Lori Duncan was appointed as an Assistant Professor in 2020 in the Department of Biosystems Engineering and Soil Science, UT Institute of Agriculture with a 100% UT Extension appointment. In the areas of educational outreach and scholarly contributions, her work meets or exceeds the standard for tenure. During Dr. Duncan's time on the tenure track, she has reached over 5,500 individuals through over 120 Extension presentations, primarily in the areas of precision agriculture, including fertilization and sustainable farming techniques for row crops like cotton. These presentations have spanned several audiences, from youth to adults, from producers to policymakers, ensuring that the agriculture industry and regulation in Tennessee benefit from the most current information. Her applied research program is, by necessity, transdisciplinary and that work has been productive and effective, with over $500,000 in grant funding with Dr. Duncan as the PI and nearly $2.4 million with her as Co-PI. The culmination of that research has been five peer-reviewed publications about row crops like cotton, soybeans, and corn. Beyond the expectations for education and research, Dr. Duncan has effectively served on

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department, university, and national committees while also serving as the advisor for the local student branch of the American Society of Agricultural and Biological Engineers (ASABE).

Dr. Karen Franck was jointly appointed in the Department of Family and Consumer Sciences and office of Extension Evaluation and Staff Development in 2023, at the rank of Associate Professor, tenure-track. During her probationary period, she has published 9 peer-reviewed articles utilizing her expertise in evaluation and needs assessments, particularly in the areas of obesity prevention for low-income and rural adults and youth, the efficacy of health education for at-risk populations, and educational pathways for Extension professionals. Dr. Franck has also been effective at attracting extramural funding for her work, as the PI for a $2.4 million grant to build and maintain a network that promotes stress-assistance programs among individuals engaged in farming and agriculture-related occupations. She has been an effective teacher through her formal local training of Extension agents and assistants, and statewide training for Family and Consumer Sciences agents and program assistants with Expanded Food and Nutrition Education Program (EFNEP) and Tennessee Nutrition and Consumer Education Program (TNCEP); in this role she has been recognized by students and peers alike for her practical, experiential approach. Beyond teaching and scholarly work, Dr. Franck is active in service to the department, college, university, community, and discipline. Notably, she has represented the Ag Caucus in the Faculty Senate for several years, serves a national leadership role in a technical working group with the USDA, and as a peer-reviewer for several journals within the realm of Extension and human health promotion.

Dr. Guy Harrison was appointed as an Assistant Professor, tenure track, in 2020 in the School of Journalism and Electronic Media, College of Communication and Information. Through his exceptional teaching and scholarship, he has clearly met or exceeded the standards for tenure. Dr. Harrison's research focuses on the intersection of sports, media, labor, and demographics, and has produced five peer-reviewed articles and a book, the latter of which has found praise among his disciplinary peers as well as the popular press, such as The New York Times. His success in the classroom has likewise won recognition, including the College's teaching award, and he is lauded by both professional peers observing his instruction and the students who enroll in his classes and subsequently praise his engaging, innovative teaching. Within his department he has served effectively on numerous search and planning committees, while also serving more broadly across the university as part of a faculty advisory council dedicated to student success. And he has deployed his expertise to further the scholarship in his field through ad hoc journal reviews for over a dozen journals and served two years as the book reviews editor for one journal.

Dr. Tova Holmes was appointed as an Assistant Professor in 2020 in the Department of Physics and Astronomy, College of Arts and Sciences. She is a researcher in experimental high energy physics, with a specific focus on the Compact Muon Solenoid (CMS) Experiment with the Large Hadron Collider (LHC) and the frontiers in this area of science. Her publication record and record of extramural funding both exceed the standard for tenure within the department, with 13 relevant publications during her probationary period and grants for which her share amounted to (and will amount to) more than $200,000 per year. Her teaching spans both undergraduate and graduate courses, for which she has received high marks from students and from peer observers,

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and she is a dedicated mentor with one masters' student having completed their degree and five doctoral students under her supervision. Within the university, Dr. Holmes has served as co-chair of the departmental Graduate Admissions Committee and as a panelist contributing to college's New Faculty Orientation, welcoming and integrating new colleagues across many departments. Beyond the boundaries of the campus, she was co-chair of the inaugural U.S. Muon Collider Meeting in 2024.

Dr. Sergei Kalinin was appointed in 2023 as a Weston Fulton chair Professor, tenure-track, in the Department of Material Science and Engineering, Tickle College of Engineering. He previously served as a corporate fellow and group leader at the Center for Nanophase Materials Sciences, Oak Ridge National Laboratory. During his probationary period, he has extended his substantial track record as a researcher in the application of machine learning to experimental materials science, with 57 publications (including many in high-impact journals) and service as PI or Co-PI on numerous grants valued at well over $500,000. Dr. Kalinin has further distinguished himself as a gifted classroom teacher, bringing his special expertise to undergraduate and graduate materials science students through innovative and modern instructional techniques and technology. Peer evaluations of that same instruction provide an independent measure that Dr. Kalinin has more than met the expectations for excellence in teaching within the department, college, and university. Finally, he has continued a long record of service, leading as the Chief Scientist for ML/AI at Pacific Northwest National Laboratory, serving on numerous graduate dissertation committees, and assisting in the search for a new head of his department.

Dr. Minjie Li was appointed as an Assistant Professor in 2022, within the Tombras School of Advertising and Public Relations, College of Communication and Information. Dr. Li is a researcher in multicultural advertising, prosocial strategic communication, media activism, and media psychology in relation to social change. He has five peer-reviewed publications during his probationary period, representing original, rigorous, and practical contributions to the areas of advertising and communication, while also maintaining his work as a successful teacher and significant contributions to key professional organizations like the American Academy of Advertising (AAA) and Association for Education in Journalism and Mass Communication (AEJMC). In the classroom, Dr. Li has been praised by both students – who consistently rate his work above average within the school – and peers who have observed his teaching and gathered feedback directly from students. More broadly in the university and professional community, Dr. Li has served on the Dean's Advisory Council as well as faculty search committees, and further cultivated the future of his own scholarly discipline as a peer reviewer for several professional journals.

Dr. Mustafa Oz was appointed in 2020 as an Assistant Professor in the Department of Journalism and Electronic Media, College of Communication and Information. As a scholar he studies the complex interactions among emerging technologies, social and political communication, and marginalized communities, particularly in the countries of the Global South. In this field he has 11 peer-reviewed publications while on the tenure track, including some in highly-ranked journals within the field, utilizing both qualitative and quantitative methods. Dr. Oz is equally capable in the classroom, having taught six different classes with aplomb, consistently scoring

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well with students who describe him as a compassionate, dedicated teacher who engages them in active learning; peer reviews of his teaching support these evaluations, noting the engagement and innovation that he deploys. Indeed, Dr. Oz was recognized in 2024 by the College with its Innovation in Student Success Award, noting his dedication to innovation in the classroom. Dr. Oz is also demonstrating the leadership expected of research-engaged faculty, serving as a peer-reviewer for several journals and also taking on the vice chair role for the division of Communication Technology within the Association for Education in Journalism and Mass Communication (AEJMC). Back on the campus, Dr. Oz has served in numerous roles within the College and the School, including on the key curriculum and assessment committees.

Dr. Daniel Pienta was appointed as an Assistant Professor in 2023 in the Department of Accounting and Information Management, Haslam College of Business. During his probationary period, Dr. Pienta has published six peer-reviewed papers in his field, covering cybersecurity practice and theory, especially around the effects of organizational design and incentives, including governance and social responsibility. Several of these publications appear in top-level journals in the information security field, a hallmark of novel, foundational research which will have a broad and significant impact on the discipline. Indeed, he also serves as an associate editor for a premier journal, the Journal of the Association of Information Systems, which is both a recognition of his stature among his peers and a contribution to the cultivation of the research shaping his field. As a teacher, Dr. Pienta has demonstrated his skill in both the graduate and undergraduate classrooms, updating the curriculum to incorporate advances in artificial intelligence and aligning the college's graduate program with modern workforce needs in cybersecurity. Within the university, he has lent his time and expertise as part of the search committee for the university's Chief Information Security Officer, and also served on a faculty search committee within his department. Across the three areas of evaluation—research, teaching, and service—Dr. Pienta has more than met the expectations for tenure.

Dr. Iliana Rocha was appointed in 2020 at the rank of Assistant Professor in the Department of English, College of Arts and Sciences. She is a poet whose deeply personal works address themes like love, loss, family, culture, crime, and memory. While on the tenure track, she published her second book, The Many Deaths of Inocencio Rodriguez, an award-winning book of poetry from the highly-regarded Tupelo Press, as well as numerous poems and scholarly essays through a variety of outlets and journals. The energy and passion of her poetry carries over to her teaching, where she cultivates a classroom in which students feel the courage to write and learn and share with each other, growing as authors and poets. Peer observers and her students agree that she is an effective teacher who meets the expectations for excellence within the department and university. Outside the classroom, her passion to excel continues, with dedicated service to the graduate admissions for the creative writing programs and attendance at countless poetry readings and student events. Her leadership is essential to the continued success of student-focused creative outlets like the Phoenix and Writer's Block (both undergraduate) and Chiasmus (graduate).

Professor Neno Russell was appointed in 2021 as an Assistant Professor in the Department of Theatre, College of Arts and Sciences. He is a costume technologist whose work combines

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creativity, innovation, aesthetics, and functionality to realize the vision of a musical or dramatic production. His work on the tenure track includes over a dozen productions as technologist, other productions as assistant designer or designer, and four exhibits – effectively a continuation of his lengthy career on local, regional, and national productions across television, cinema, and theatre. Creative work at this level and volume more than merits tenure by the disciplinary standards. And Prof. Russell is also an accomplished teacher with consistently high ratings from students and glowing evaluations from peer observations of his classes. As a mentor, he is deeply involved in the cultivation of the program's students, having served on many graduate student committees, supervised students on costume design productions, and supervised another graduate student on their creative project. Finally, Prof. Russell has devoted himself to the recruitment of students interested in costuming, and participated in recruiting events at the state, regional, and national levels.

Dr. Ioannis Sgouralis was appointed as an Assistant Professor in the Department of Mathematics, College of Arts and Sciences in 2020. He applies techniques of applied mathematics and statistics to real world problems, utilizing computational mathematics, data science, and mathematical biology, often with teams of researchers. While on the tenure track, Dr. Sgouralis has published over 17 peer-reviewed articles, including in key journals like Nature Methods, applied for two patents, and attracted $500,000 in funding for his work across both internal and external sources, a rate and quality of work that clearly meets the standard for tenure in his department. He also is accomplished as a teacher, having covered numerous classes from the undergraduate calculus level through graduate statistics and numerical analysis classes, all with strong evaluations from students and peer evaluators alike. As a mentor, Dr. Sgouralis is mentoring six PhD students, ahead of expectations for a faculty member at this point in his career. Finally, he has also been dedicated to the recruitment of new talent to the university, having served on six hiring committees covering hires which touched upon his areas of professional expertise.

Dr. Joseph Smith was appointed in 2020 as an Assistant Professor in the Department of Biomedical and Diagnostic Sciences, College of Veterinary Medicine. As a teacher and mentor, Dr. Smith has excelled in the classroom and clinical settings, elevating the educational offerings within his division through his own instruction, his revision of critical curricula, and mentorship of master's degree students, undergraduates, and even interns and clinical residents. For a period he was the only faculty member teaching in his area of the discipline, and continued to succeed even under the increased responsibility. His scholarship of 37 publications while on the tenure-track covers internal medicine and clinical pharmacology for livestock animals, and seeks to fill the gaps in the body of knowledge around the drugs used in livestock animals and the rate at which those drugs may subsequently appear in the human food supply. As a committed member of his department and college, Dr. Smith has not only served on many essential committees, for example in areas of admissions and safety, but has served as the head coach of the UT Knoxville wrestling club team, giving his time and talent outside of the classroom and laboratory in a truly distinctive manner.

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Dr. Vlad Sobes was appointed in 2020 as Assistant Professor in the Nuclear Engineering Department, Tickle College of Engineering. As a researcher in computational nuclear engineering, he brought his expertise from his previous appointment at Oak Ridge National Lab and moved from computational analysis of reactor design to the inverse problem of automated computational design. During his probationary period, Dr. Sobes has published 30 peer-reviewed articles, attracted $2.8 million in funding for his research, and accumulated $1.65 million in research expenditures. Students and peer observers have praised his work as a teacher, with his student evaluations far exceeding the departmental expectations and peer observers finding him to be a rigorous, thorough, and compassionate instructor. He also has graduated three students in the master's degree program and co-advised a PhD student, and notably has many publications co-authored with his students, demonstrating his effectiveness as a mentor. Dr. Sobes is also a conscientious participant in the life of his field, having served in several nuclear energy working groups, both national and international, and is a member and past-chair of the Nuclear Criticality Safety Division of the American Nuclear Society. In all three areas of evaluation (teaching, research, and service) Dr. Sobes has clearly exceeded the expectations for tenure in his department.

Dr. Nora Springer was appointed in 2022 as an Assistant Professor in the Department of Biomedical and Diagnostic Sciences, College of Veterinary Medicine. She studies cells that may play a role in the onset of cancer, development of models applicable to animals, and searching for ways in which those models may lead to treatments for humans. As a researcher on the tenure-track since 2022, she has attracted over $1 million in extramural research funding, including $800,000 as the PI, and the majority of funding coming from industry. She has also published 11 peer-reviewed papers, three of which included her mentees. As a teacher in the classroom and in a clinical setting, Dr. Springer has demonstrated that she is knowledgeable and effective at conveying that knowledge to her students, as related by the students themselves and noted by peer reviewers of her instruction. Finally, Dr. Springer is a dedicated member of the department and college, giving over a third of her time to clinical pathology diagnostic service each year while also carrying out additional service responsibilities typical of a faculty member, such as the college admissions committee and evaluation committee for residents and interns. In all areas of expectations, Dr. Springer has met and often exceeded the expectations for tenure.

Dr. Tom Tabler was appointed as Professor, tenure-track, in late 2021 within the Department of Animal Science, UT Institute of Agriculture. His appointment is primarily with UT Extension with a focus on providing research-based education, support, and consulting to members of the poultry industry in Tennessee, including extension agents, farmers, industry, and non-profit groups. Dr. Tabler's teaching expectation is primarily non-credit instruction, and in this capacity he has made Extension education presentations to over 2,000 adult and youth learners, provided professional training to UT Extension Agents, and mentored graduate and undergraduate students. The evaluations he has received of his instruction, including from students and peer observers, have been overwhelmingly positive. His research output includes 6 peer-reviewed journal articles and 53 Extension publications, the latter of which are used to educate constituents across the poultry industry, in Tennessee and beyond. Across grants and contracts, he has

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amassed funding of over $1 million, which has supported his applied research program and his Extension education work. Dr. Tabler has also been committed to serve in his discipline, with no better example than during the recent Highly Pathogenic Avian Influenza HPAI) outbreaks, when he was called upon by the USDA Animal and Plant Health Inspection Service (APHIS) to serve as a subject matter expert and assisted California and Iowa in handling animal mortalities.

UTM

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

Dr. Jeffrey Bibbee was appointed in 2023 as Professor in the Department of History and Philosophy and Dean of the College of Humanities and Fine Arts. As a scholar primarily in two areas, juvenilia and the Georgian Papers Programme (GPP), Dr. Bibbee's work has been a unique fusion of academic research and teaching. The course he created for students to participate in the GPP is unique, and offers UTM students a special opportunity to learn while also contributing to the body of knowledge. As the founding contributor of The Juvenilia Anthology, he has made an impact on his field, making numerous presentations at academic conferences to disseminate his research. All of this has been accomplished while Dr. Bibbee has served as Dean of his college, and the scope and nature of his service contributions have been commensurate with that role. Within the university, he has contributed as a committee member on the latest strategic plan, participated in the new strategic enrollment planning, and even been part of the campus's development of its Quality Enhancement Plan (QEP), a crucial part of UTM's accreditation.

Dr. Alison Ellis was appointed in 2020 as Assistant Professor in the Department of Health and Human Performance, College of Education, Health, and Behavioral Sciences. As a teacher in the areas of exercise science and athletic training, Dr. Ellis has built and maintained a significant reputation as an excellent teacher and mentor. Not only have student evaluations shown that students appreciate her effectiveness in the classroom, but evaluations by her faculty peers have consistently shown that she is meeting the university's expectations for quality and rigor. To enhance her effectiveness in her department, professionally and for her instruction, she maintains her certification in physical therapy. As a scholar, Dr. Ellis has been productive while on the tenure-track with three peer-reviewed publications and several national and international presentations to communicate about her research within the field. Her work has also attracted internal funding from within UTM. Beyond the boundaries of UTM, she is active in service roles as a member of the Tennessee Association for Health, Physical Education, Recreation, and Dance as well as the American College of Sports Medicine. Across the three areas of teaching, research, and service, Dr. Ellis has met or exceeded the expectations for tenure.

Dr. Saman Sargolzaei was appointed as Assistant Professor in the Department of Engineering in 2020, and promoted to the rank of Associate Professor, tenure-track, in 2024. As a scholar in his field, he has published five peer-reviewed articles while on the tenure track, given numerous conference talks, and participated in several poster sessions to disseminate his work. To support

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his research agenda, he has attracted funding from numerous sources, including internally from the UTM Office of Research and Sponsored Programs, and externally from the Tennessee Corn Promotion Board. Dr. Sargolzaei has further dedicated himself to teaching the next generation of engineers, through substantial and effective teaching of upper-level courses and expansion of the curriculum and experiential learning opportunities for his students and was twice nominated for the UT Cummingham Teacher-Scholar Award. Further, he has demonstrated exceptional commitment to service through his contributions on committees focused on strategic planning, academic advising, and textbook affordability. He recently became a senior active member of IEEE, in which he has been a member in a variety of different areas for some time.

UTS

Chancellor Linda C. Martin has recommended to President Boyd the following faculty member, who has served less than a six-year-probationary period at UT Southern, for tenure:

Dr. Gennifer Moon was appointed as a tenure-track assistant professor in the Travis School of Nursing upon the conversion from Martin Methodist College to the University of Tennessee Southern (UTS) in July 2021. During her probationary period, she has established a record of excellence in the three areas of teaching, discovery, and service, one which more than meets the standard for tenure at UTS. Within the area of teaching, Dr. Moon has elevated the Nursing program through an experiential, interactive approach that includes simulation, lecture, and online learning along with clinical rotations. As a scholar, she has authored book chapters, case studies, and grants, contributing to the profession in ways that are informed by and supportive of her role as a Nursing faculty member serving a rural area in Tennessee. Finally, Dr. Moon has served the broader university community, including a role on the essential UT Southern Strategic Planning Committee and the UT Southern Coordinator for Nursing Education. Beyond the boundaries of the campus, she represents UT Southern as a member of the Southern Tennessee Regional Health System-Pulaski, and is an engaged member of the American Association of Critical Care Nurses

Current Federal Research Landscape

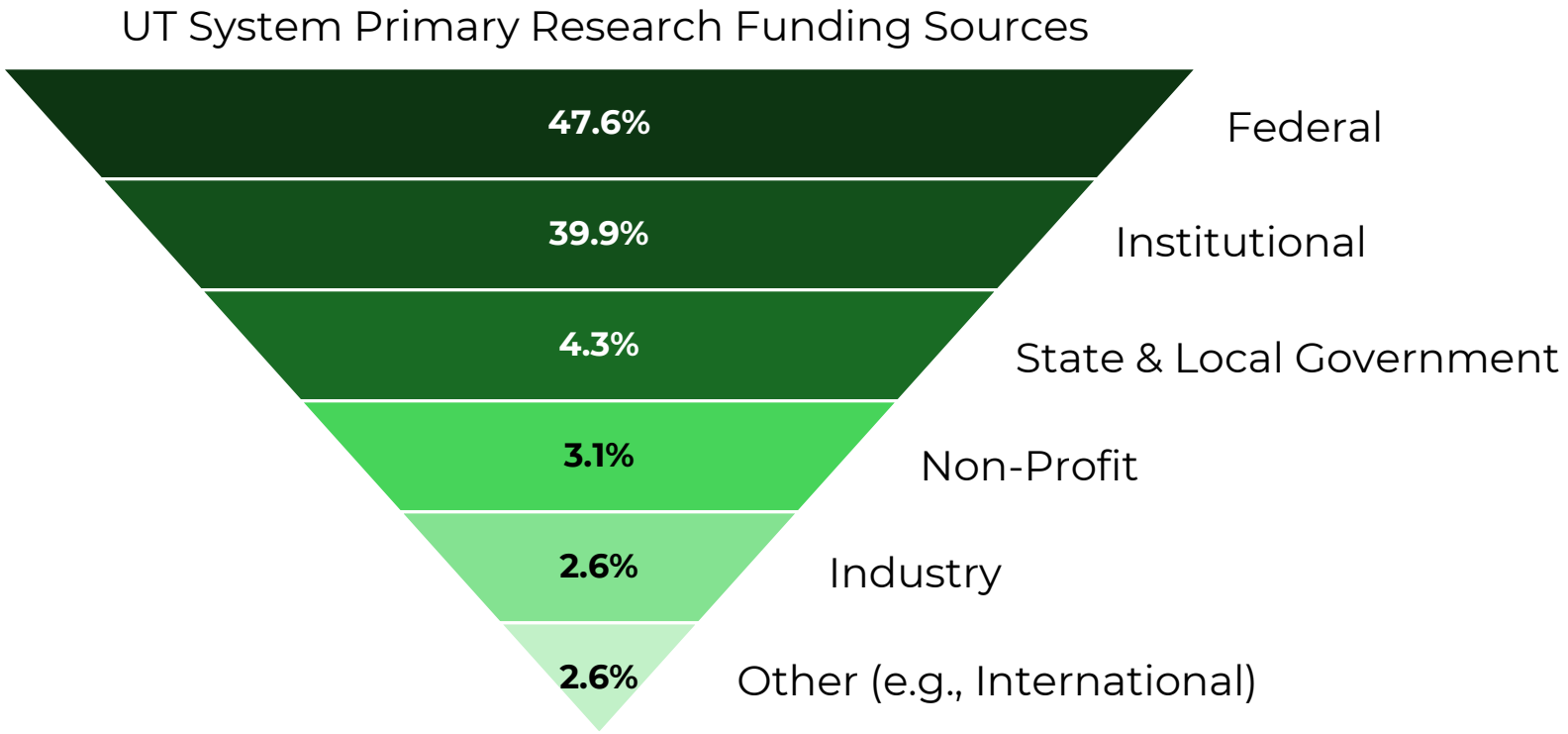
Kari Babski-Reeves, PhD, CPE

Associate Vice President for Research

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Research in higher education is broadly supported, though much of that funding is federal.



Current/Proposed changes in the federal funding landscape

Delays, Prohibitions on New Awards, Review Panels

Grant Terminations, Suspensions, Partial Stop Work Orders

Indirect Cost Rates

Proposed* Budget Cuts to Funding Agencies

Federal Funding Environment: Disruption & Uncertainty

Current Landscape

Grant Terminations

Suspensions & Stop Work Orders

Delays in New Awards

Real World Effects

NIH has terminated 777 grants totaling nearly **$1.9B** and lags prior years in new awards by **$2.5B**

NSF has terminated over 1600 grants totaling **$1.5B** and has announced that **no new awards*** will be made.

USDA has terminated over 600 grants totaling **$3.5B**, and NIFA is lagging in new awards by 50% compared to FY24

Grant terminations and suspensions across the UT System

60 Grants & Awards

totaling

$38.7M* Unspent Funds

***One USDA grant accounts for nearly $27M of this number**
Numbers as of 5/31/2025

UT Research Landscape Impacts

$38.7M

54 *terminated* grants totaling **$37.3M**

1 *frozen* grant totaling **$0.06M**

5 *scope changes* to grants totaling **$1.3M**

154* **people**

96 faculty & staff

35 graduate students

23 student workers

*as of 5/31/2025

Projected Long-Term Impacts

- Impact on rankings & research enterprise growth?
- Loss of research productivity (grants/awards, publications, other scholarly outcomes)
- Loss of faculty & students in research-heavy disciplines

Other Current Financial Losses

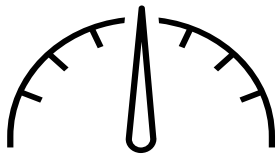
- Faculty & Staff Salaries
- Student Funding
- Research Expenditures
- Travel & Other Expenses

Common Themes in Terminations & Suspensions

- International Focus
- Climate Change & Clean Energy
- Vaccines
- Social Issues (e.g., Gender, Social Justice, DEIA)

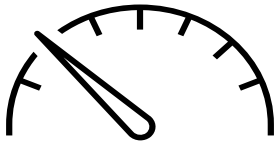
THE UNIVERSITY OF TENNESSEE SYSTEM

Proposed Indirect Cost (IDC) Rate Changes



37.5 - 57%

UT System Campus IDC Rate Range



15%

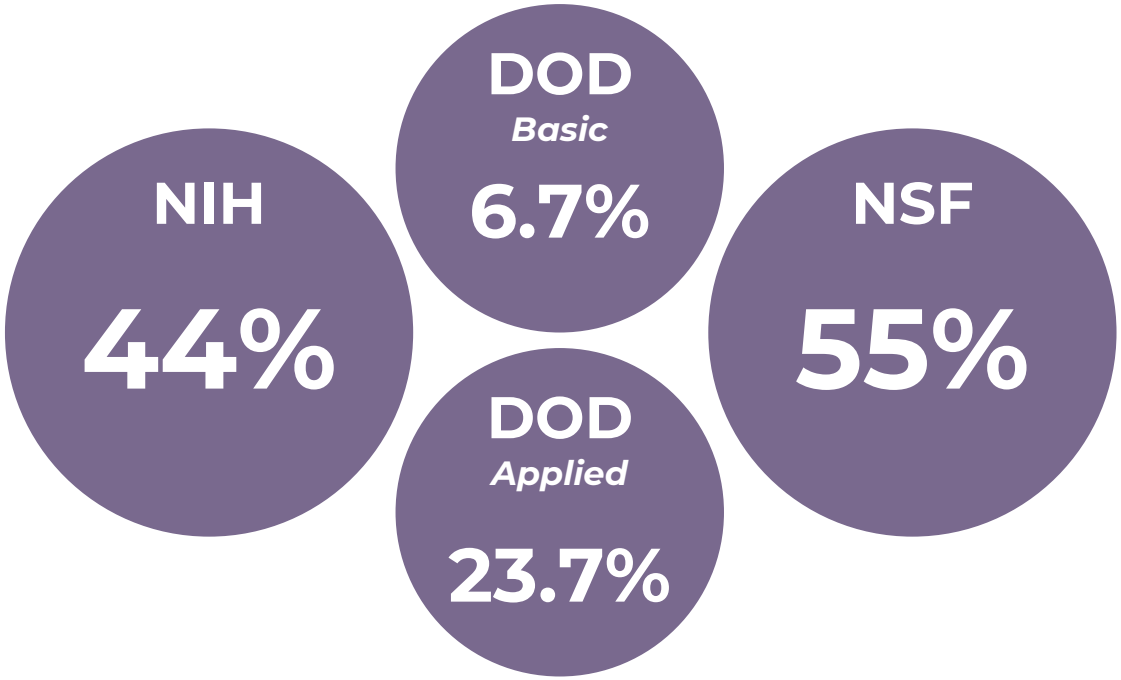
Possible IDC Rate for: DOD, DOE, NIH, & NSF

Potential for one flat rate for **all** federal funding agencies

Most proposed rate changes would impact new **and existing** research

Litigation is impacting implementation

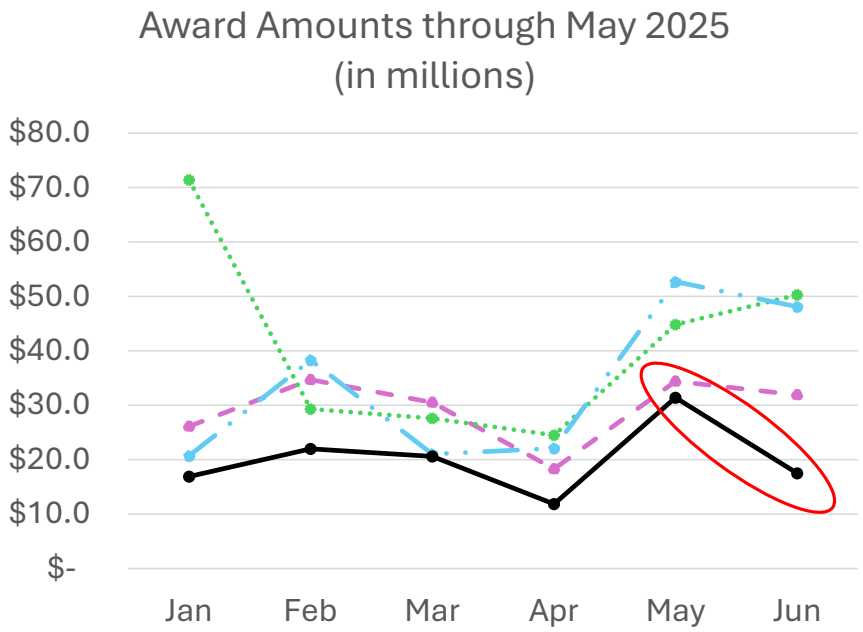
Projected & Proposed* Budget Cuts by Agency

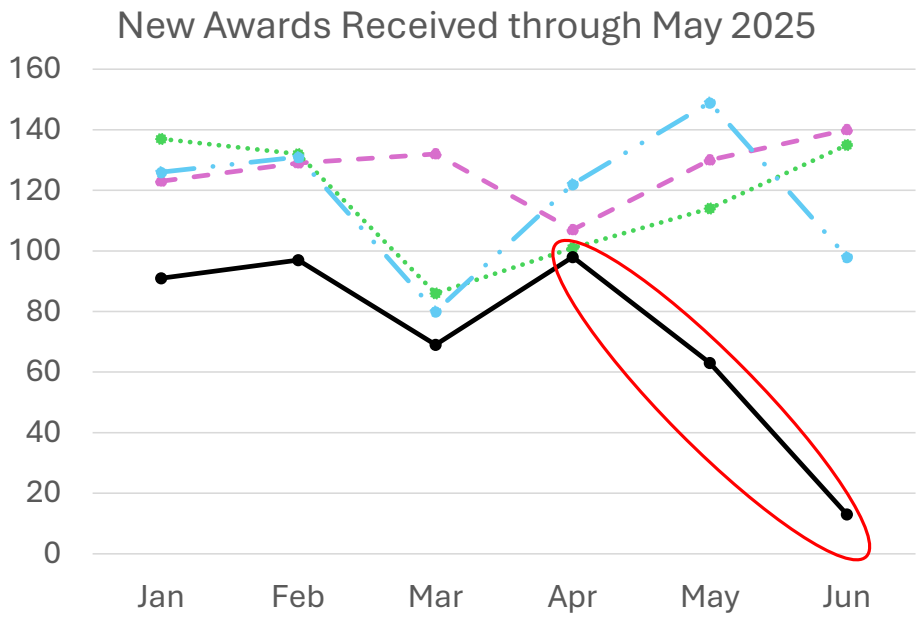


Similar trends are expected for **most** federal funding agencies.

*The federal budget has not been ratified at the time the presentation was developed.

The gap in new research funding is even more concerning than current lost funding.





FY22 FY23 FY24 FY25

How do we move forward under uncertainty?

SHORT TERM PLANNING

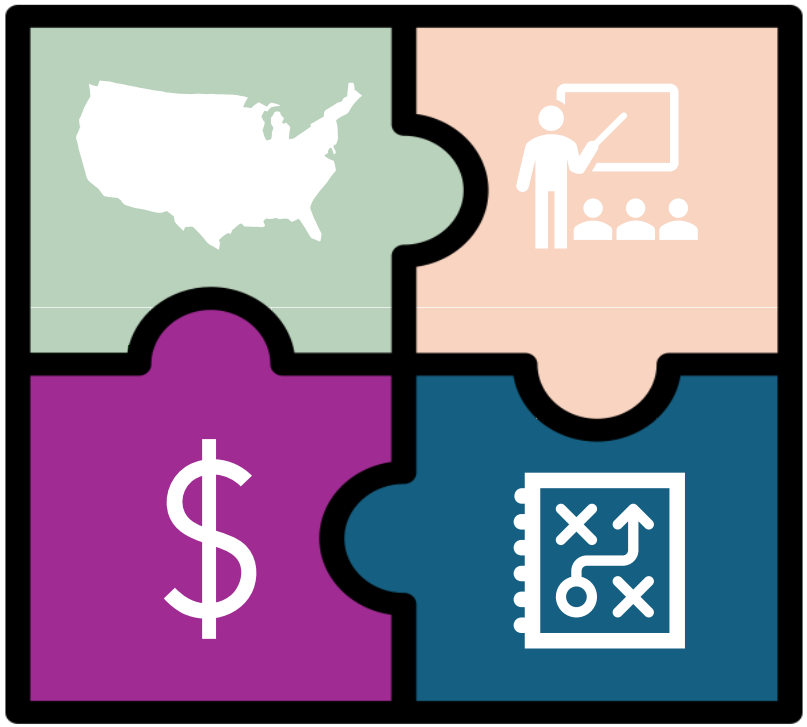
Engagement in national discussions

- IDC and other related topics
- Internal discussions on changes to financial models

Provide support for faculty and students

- Research initiatives
- Promotion and Tenure, annual review, & post-tenure review discussions
- Strategic planning discussions

How do we move forward under uncertainty?



LONG TERM PLANNING

Funding Innovation

- Creating/strengthening partnerships with industry and foundations
- Alumni and donor engagement for research support
- Strong engagement with state and federal relations to impact funding decisions

Be strategic in research planning

- Alignment of research priorities with new/emerging federal priorities
- ***Utilize tools to identify research excellence and collaborations***
- Retain and protect research expertise and capacity

QUESTIONS?

THE UNIVERSITY OF TENNESSEE SYSTEM

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

UT System Performance Compared to Peers

Board of Trustees — June 30-July 1, 2025

Institutional Effectiveness

ie.tennessee.edu

Institutional Effectiveness

Understanding Year Labels in This Report

- **Why do most 5-year trend visuals end in 2023, not 2024?**
- **Why do some callout visuals show 2024?**
- **Why do 4-Year Grad Rate visuals end in 2021, and 6-Year Grad Rates in 2023?**

University of Tennessee,

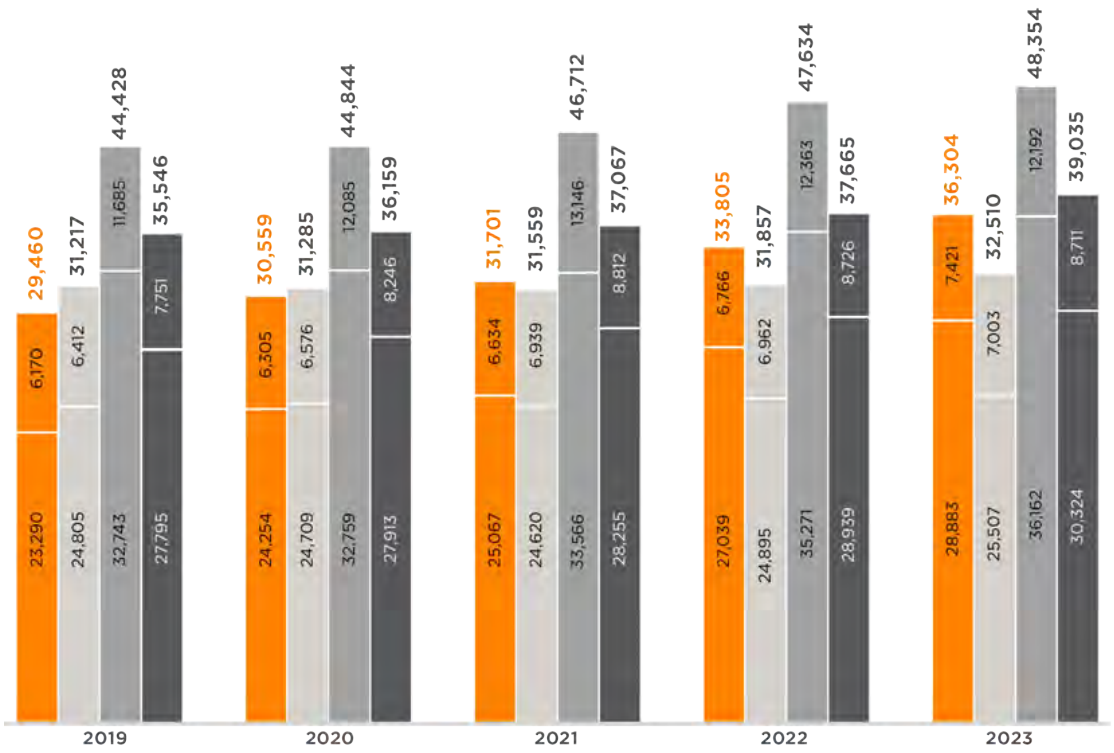
KNOXVILLE

UT System Performance Compared to Peers

Institutional Effectiveness

Enrollment Trends, UT Knoxville

2019-2023



● *UTK* ● *Comparable* ● *Aspirational* ● *SEC*

2024 UTK Enrollment Snapshot

38,728

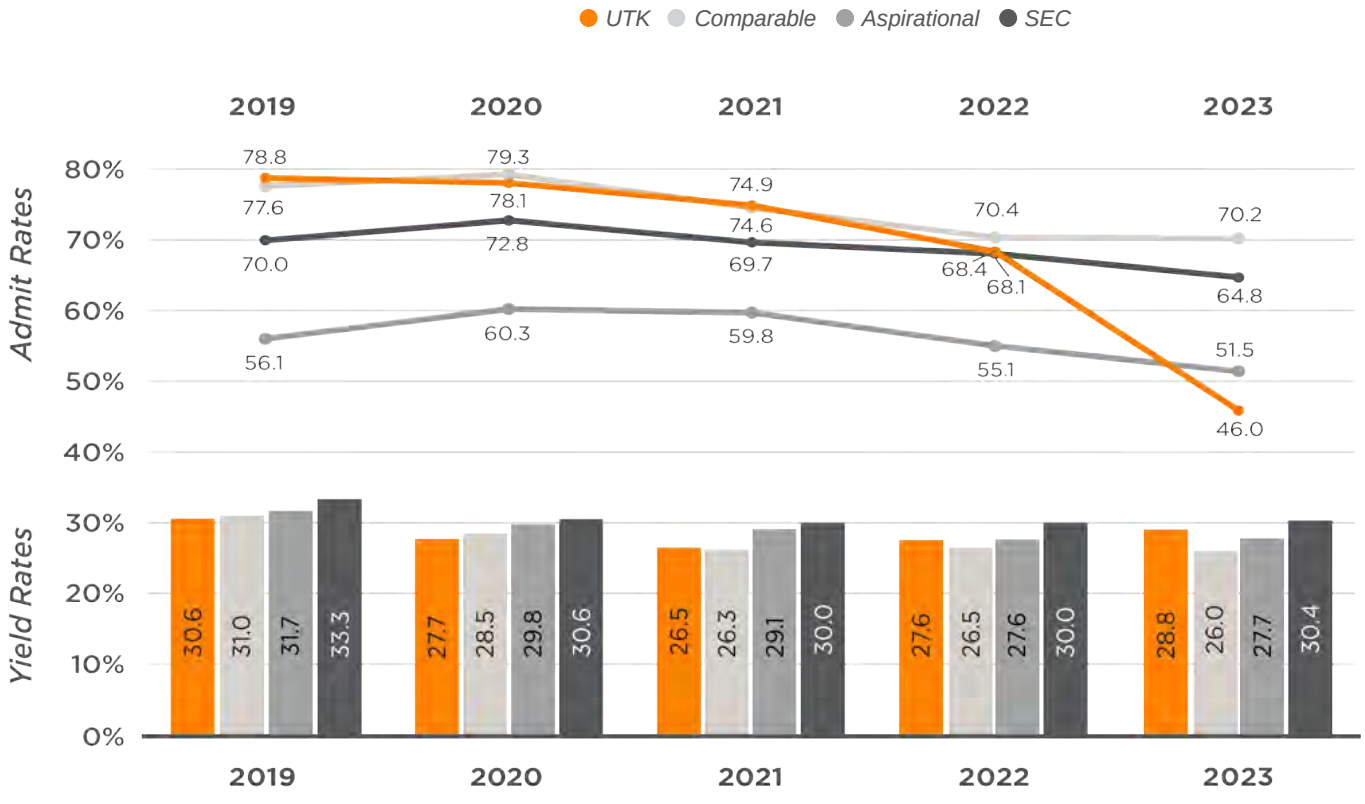
Total Enrollment

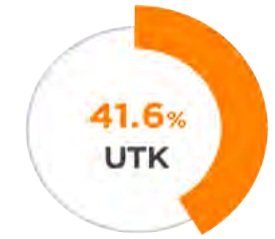
30,564 *UNDERGRAD*

8,164 *GRAD*

Institutional Effectiveness

Admit & Yield Rates, UT Knoxville





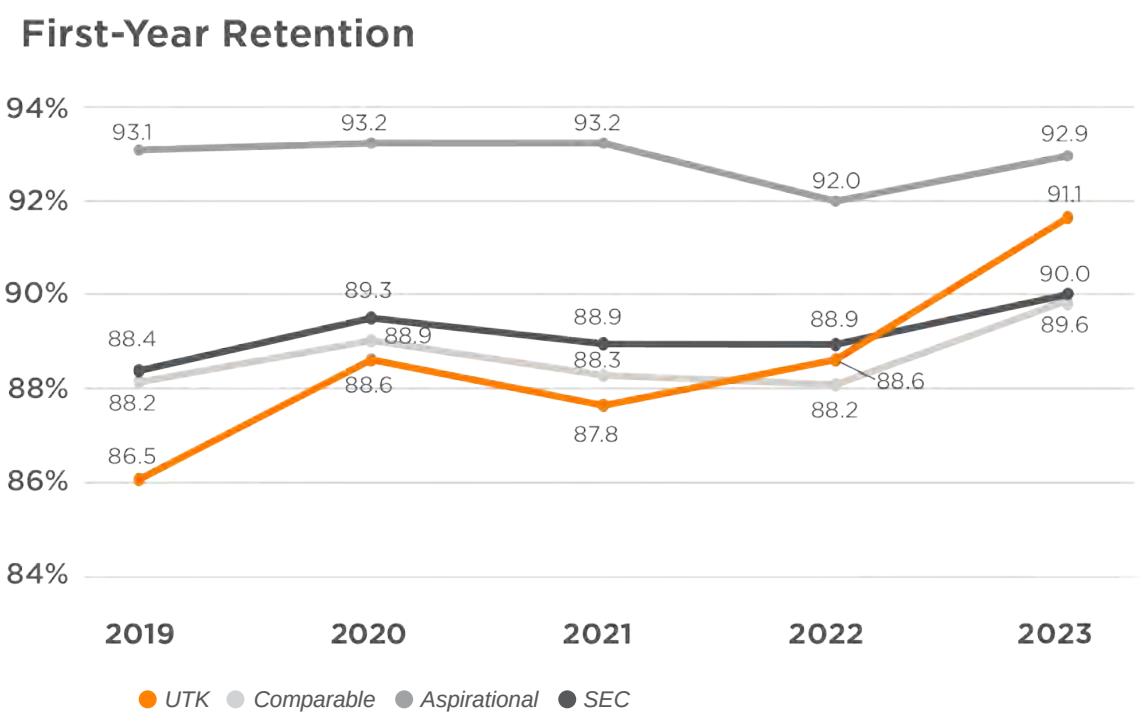
2024 Admit Rate

2024 Yield Rate

Institutional Effectiveness

First-Year Retention, UT Knoxville

2019-2023



2024 Retention

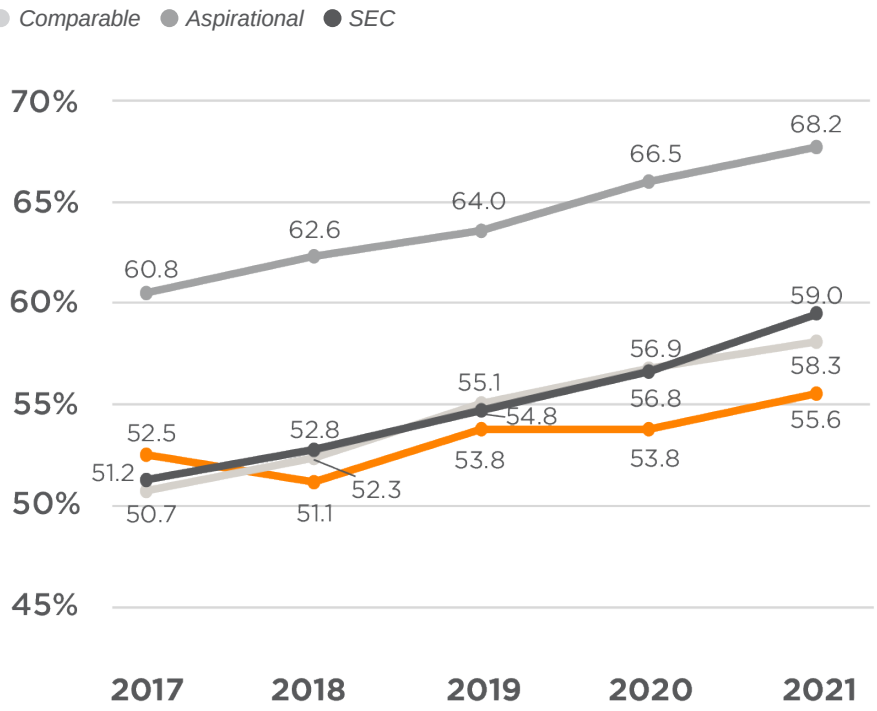
(Fall 2023 Cohort)

Institutional Effectiveness

4-Year Graduation Rates, UT Knoxville

61.6%
UTK

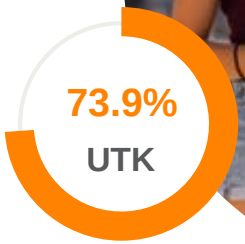
4-Year Graduation Rate (2024)



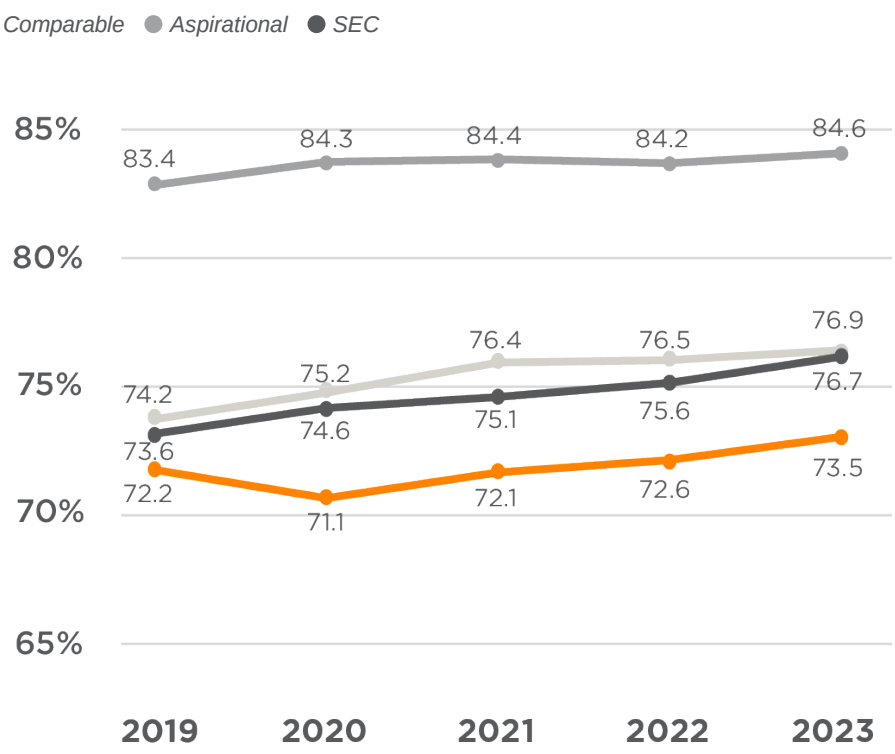
Note: 2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.

Institutional Effectiveness

6-Year Graduation Rates, UT Knoxville



6-Year Graduation Rate (2024)



University of Tennessee at

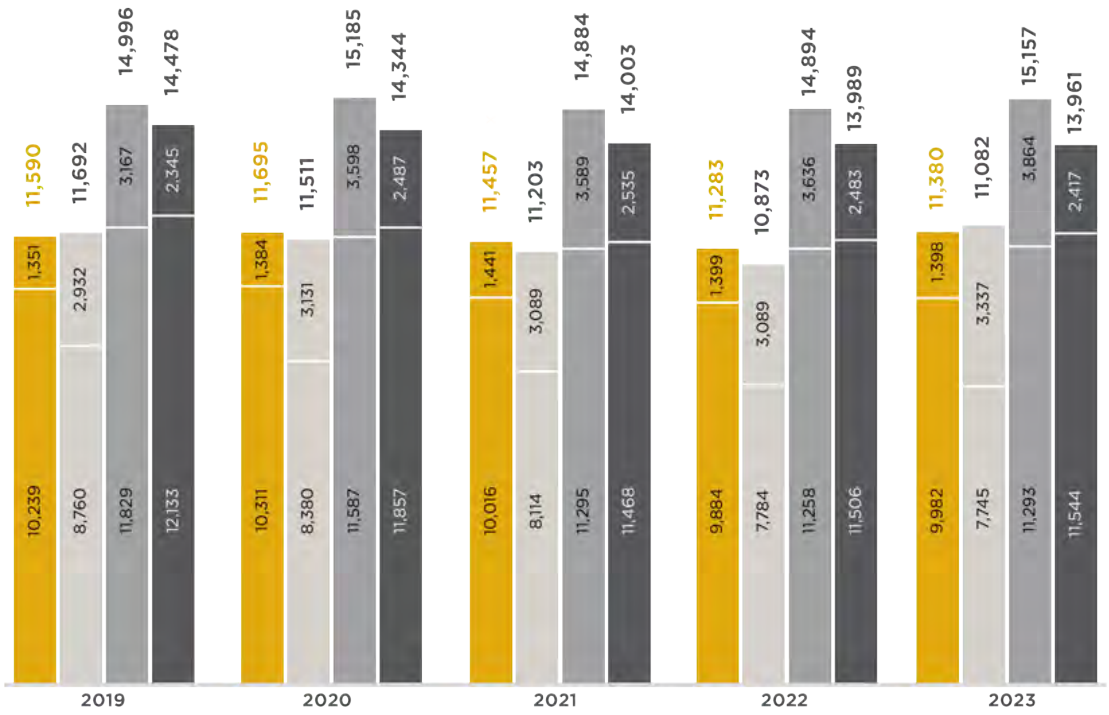
CHATTANOOGA

UT System Performance Compared to Peers

Institutional Effectiveness

Enrollment Trends, UT Chattanooga

2019-2023



UTC Comparable Aspirational LGI

2024 UTC Enrollment Snapshot

11,775

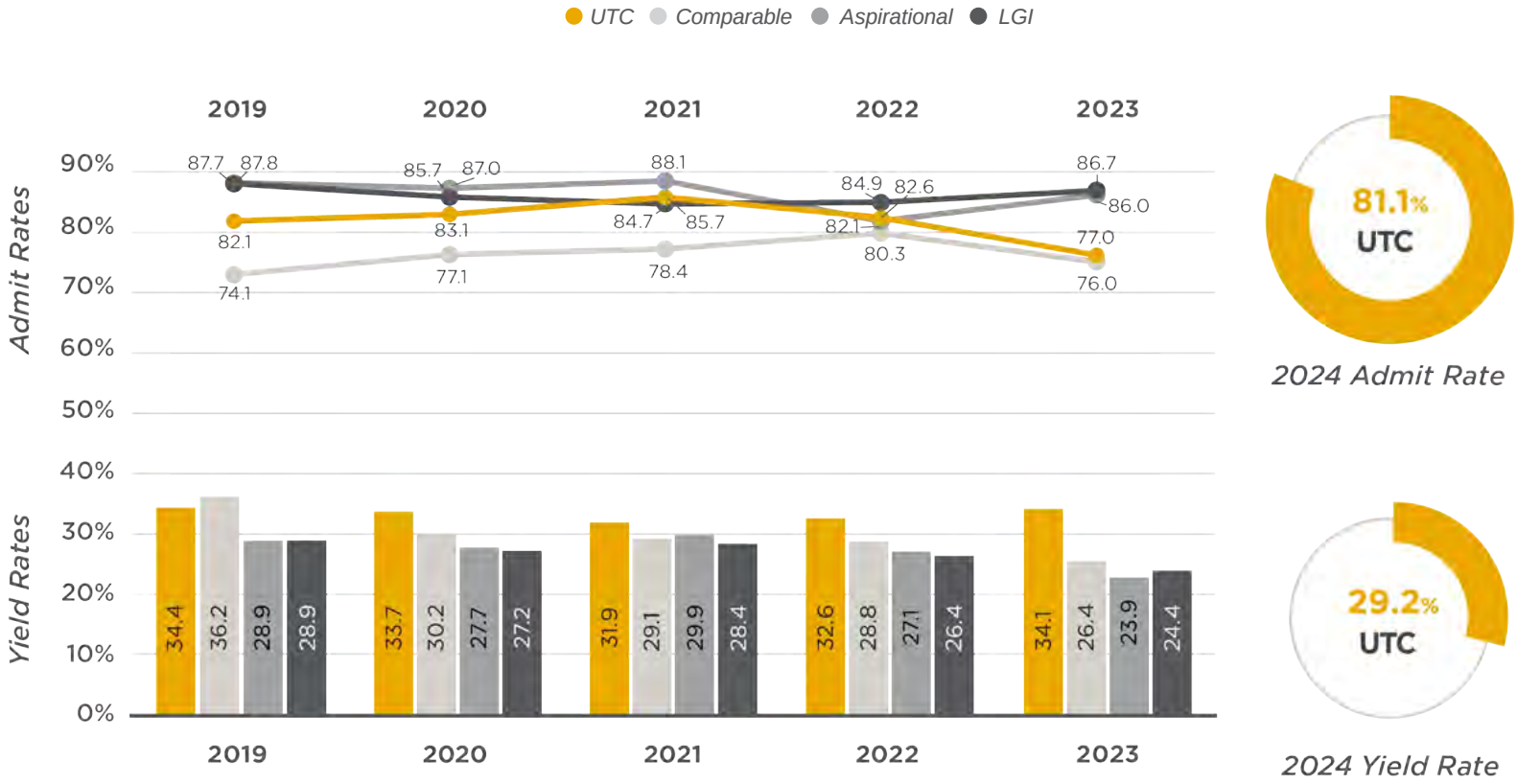
Total Enrollment

10,202 *UNDERGRAD*

1,573 *GRAD*

Institutional Effectiveness

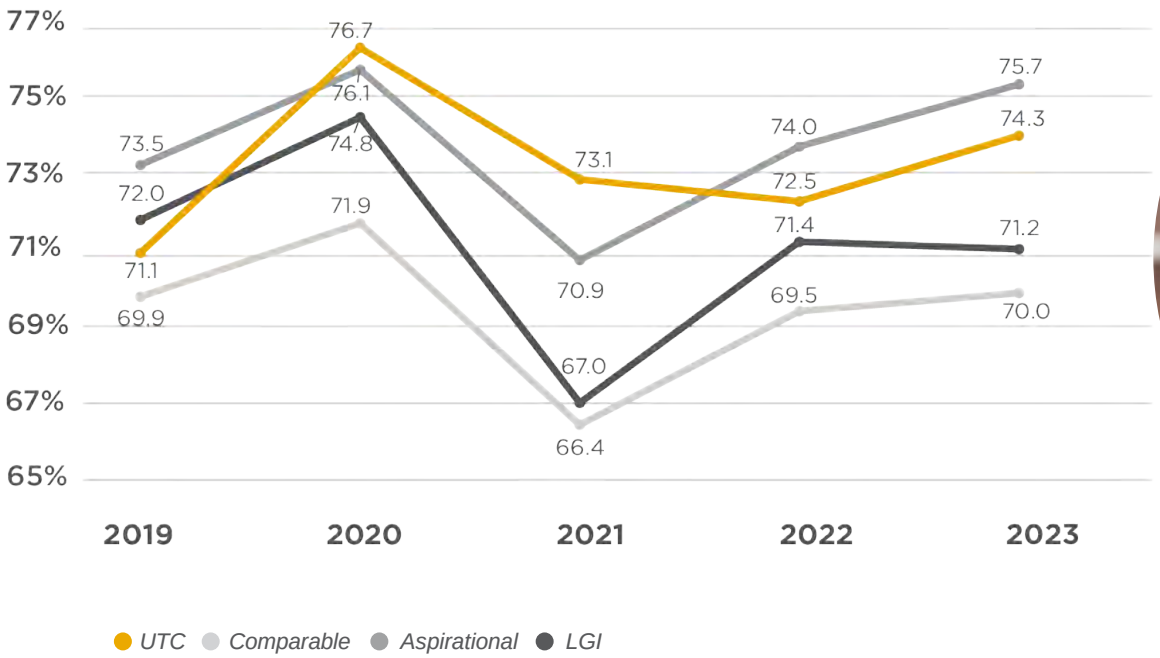
Admit & Yield Rates, UT Chattanooga



Institutional Effectiveness

First-Year Retention, UT Chattanooga

2019-2023

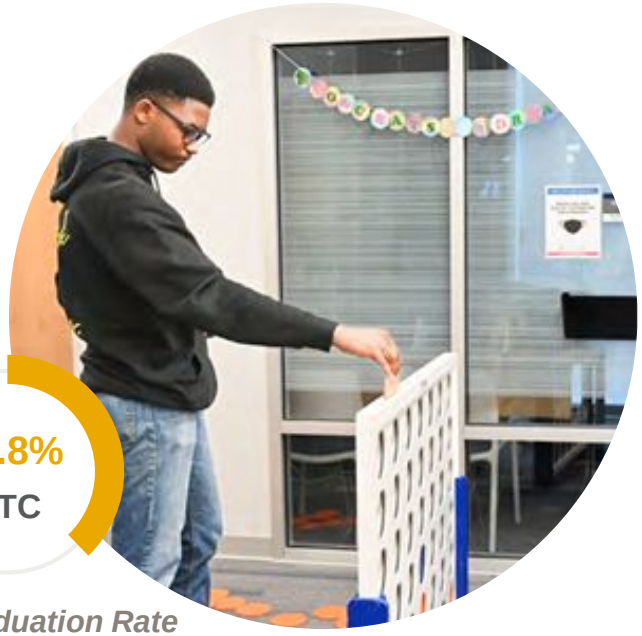


2024 Retention

(Fall 2023 Cohort)

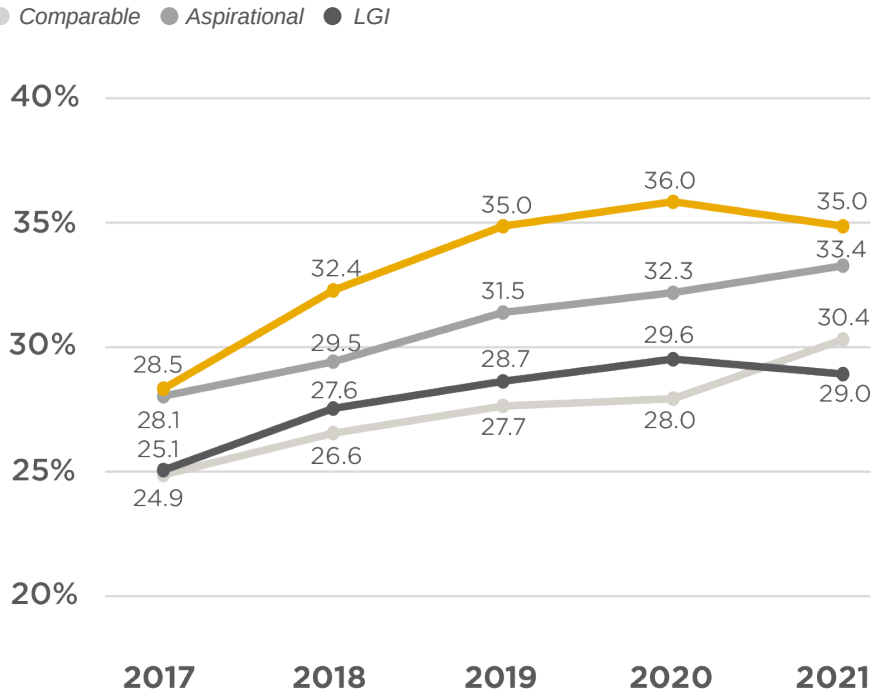
Institutional Effectiveness

4-Year Graduation Rates, UT Chattanooga



37.8%
UTC

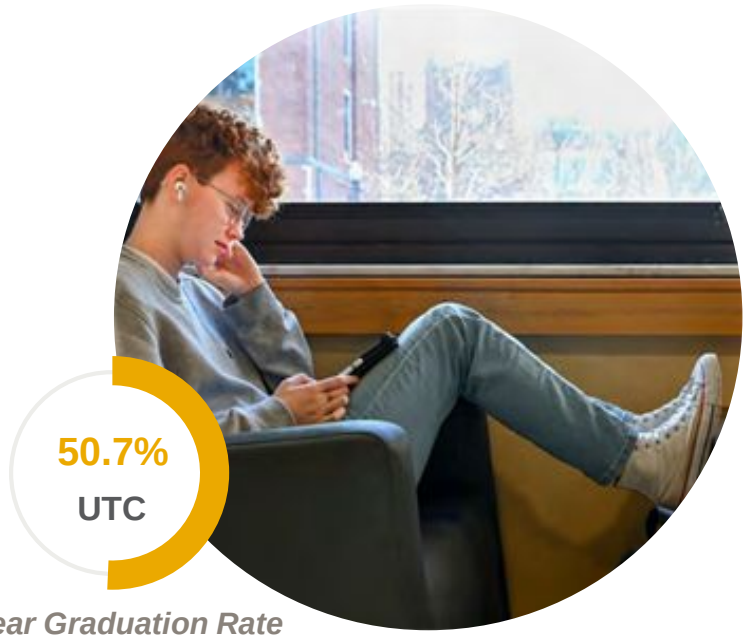
4-Year Graduation Rate (2024)



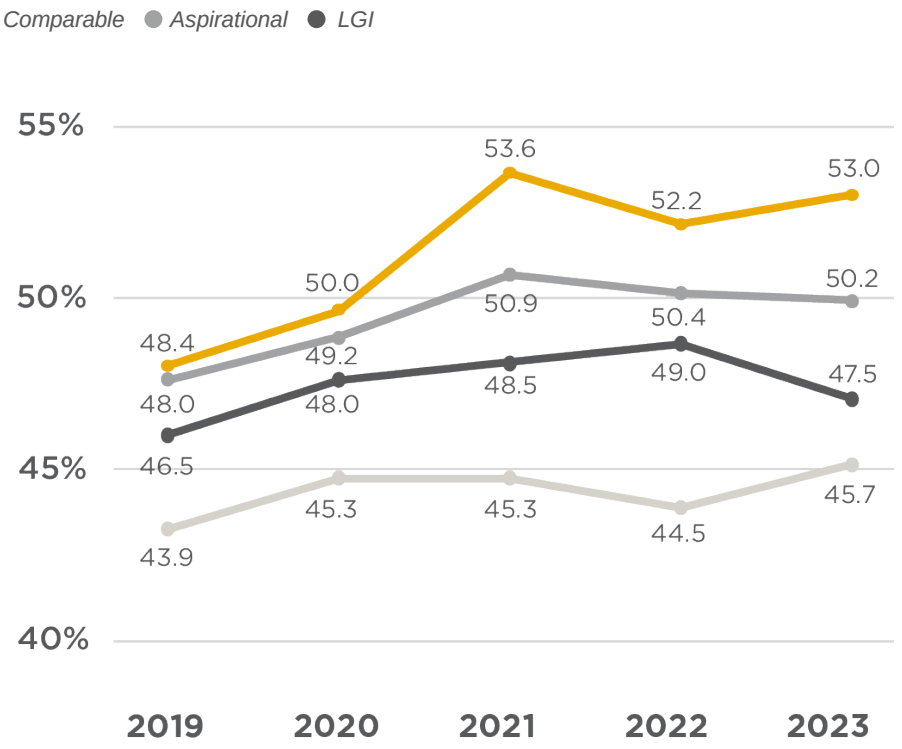
Note: 2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.

Institutional Effectiveness

6-Year Graduation Rates, UT Chattanooga



6-Year Graduation Rate (2024)



University of Tennessee

SOUTHERN

UT System Performance Compared to Peers

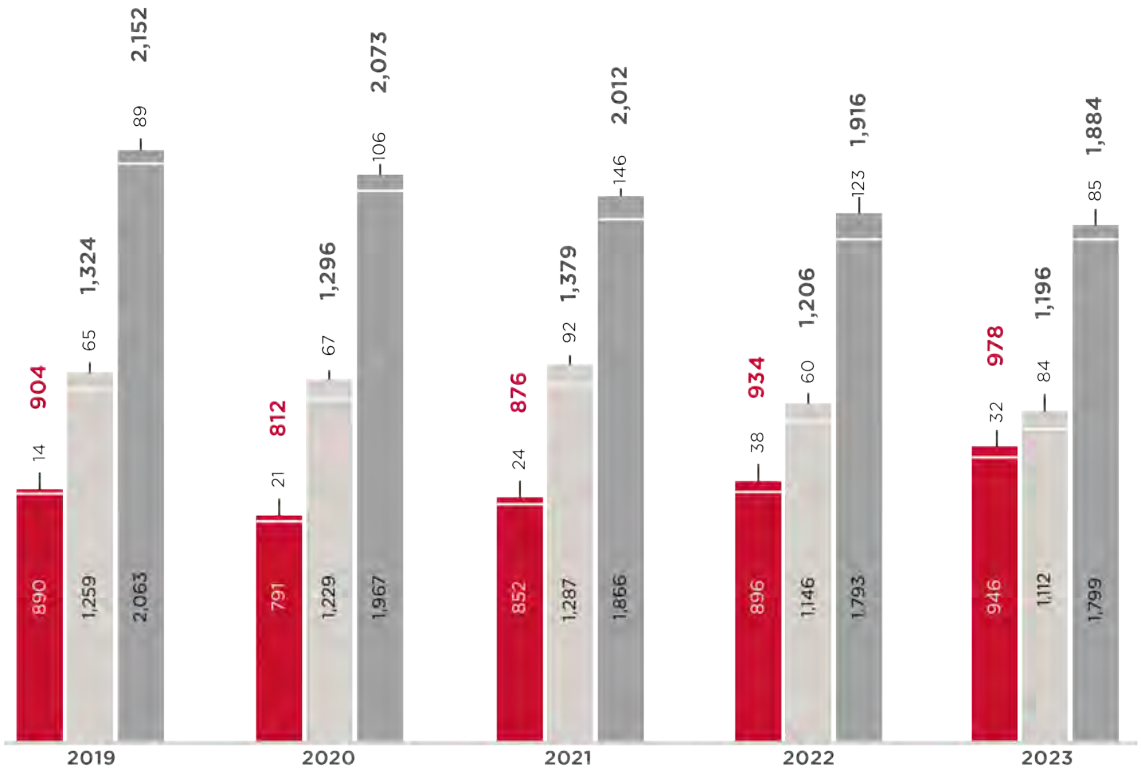
Institutional Effectiveness

Enrollment Trends, UT Southern

2019-2023

UTS *Comparable* *Aspirational*

Undergraduate | Graduate | Total Enrollment



5-Year Change

2024 UTS Enrollment Snapshot

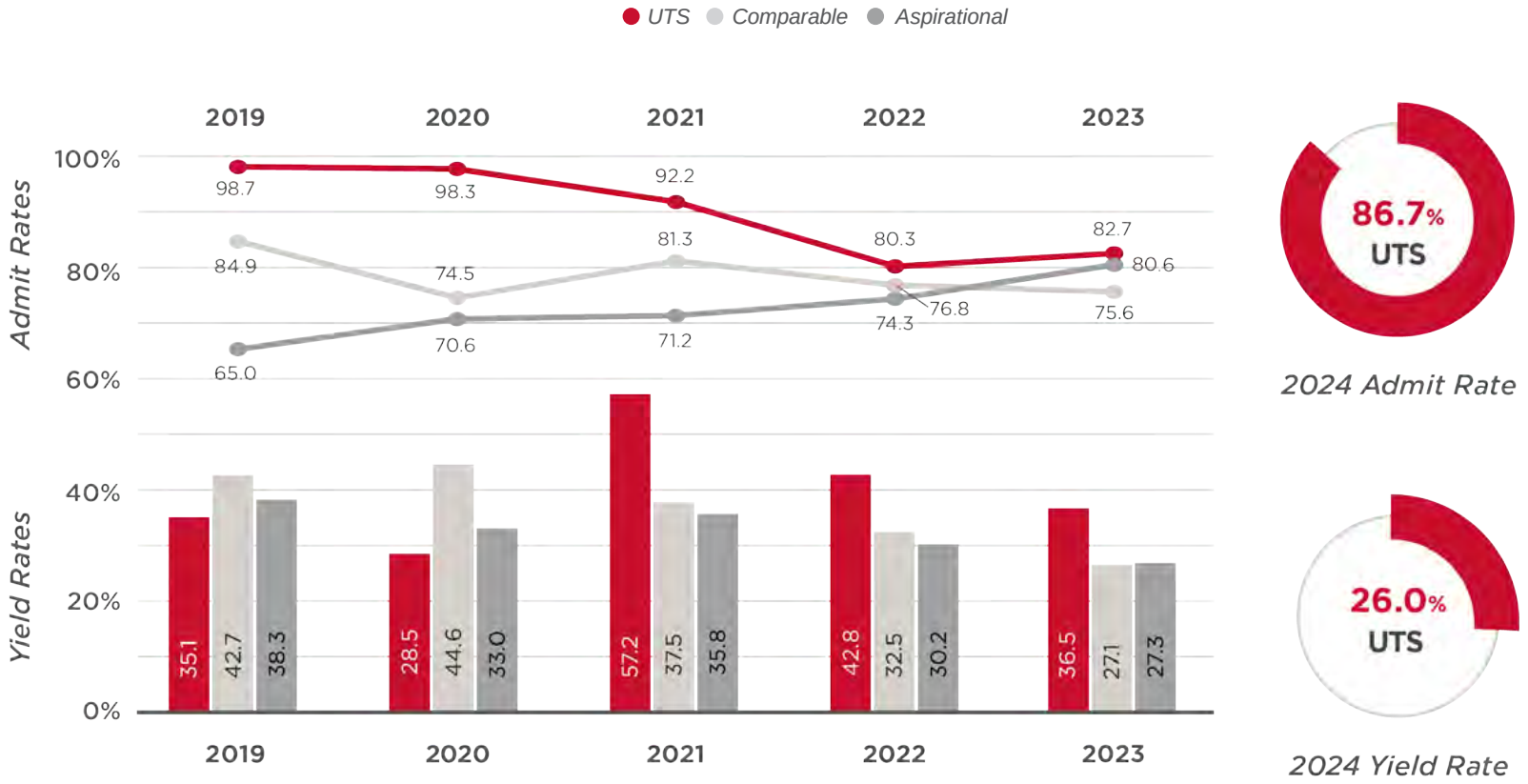
1,046
Total Enrollment

1,012 *UNDERGRAD*

34 *GRAD*

Institutional Effectiveness

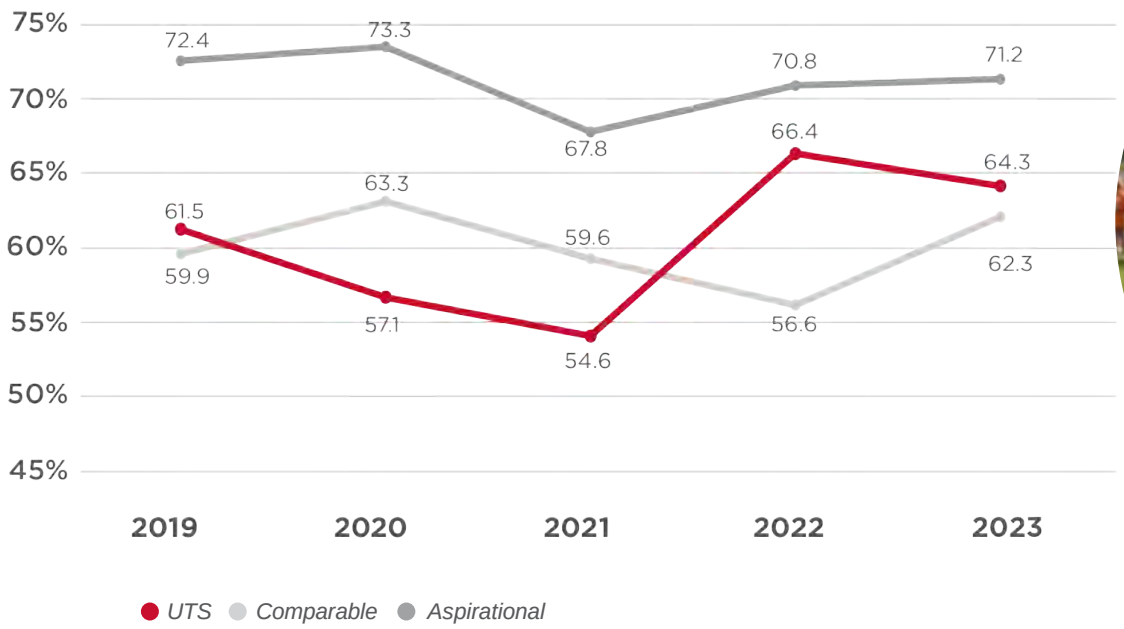
Admit & Yield Rates, UT Southern



Institutional Effectiveness

First-Year Retention, UT Southern

2019-2023



2024 Retention

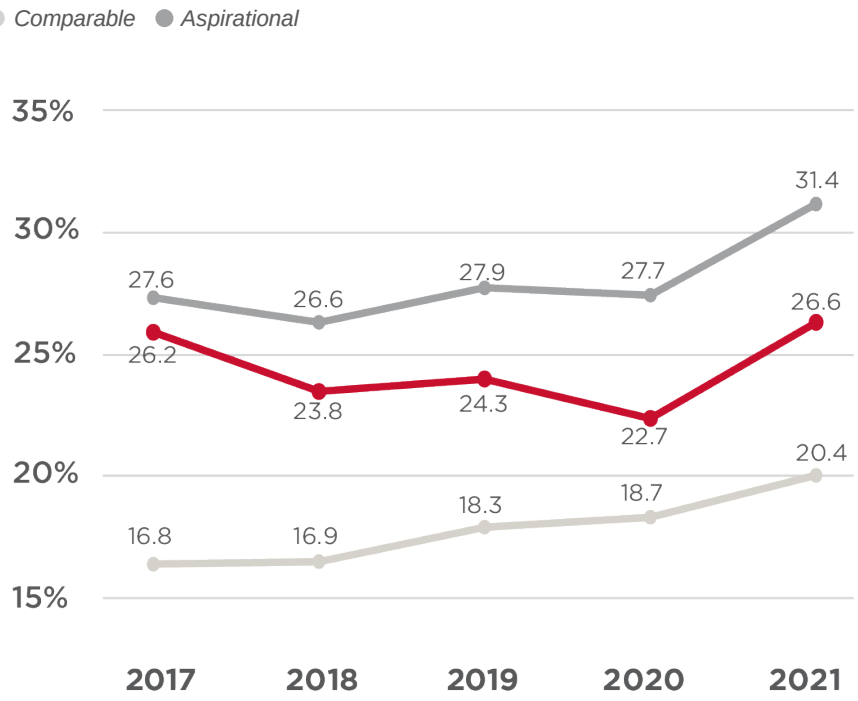
(Fall 2023 Cohort)

Institutional Effectiveness

4-Year Graduation Rates, UT Southern

26.5%
UTS

4-Year Graduation Rate (2024)

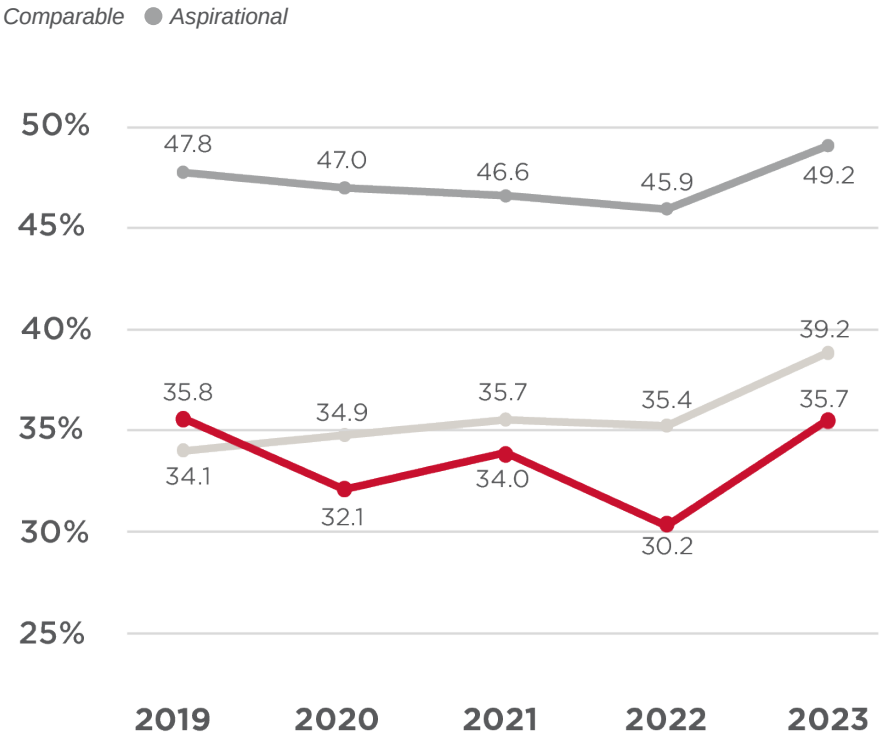


Note: 2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.

Institutional Effectiveness

6-Year Graduation Rates, UT Southern

6-Year Graduation Rate (2024)



University of Tennessee at

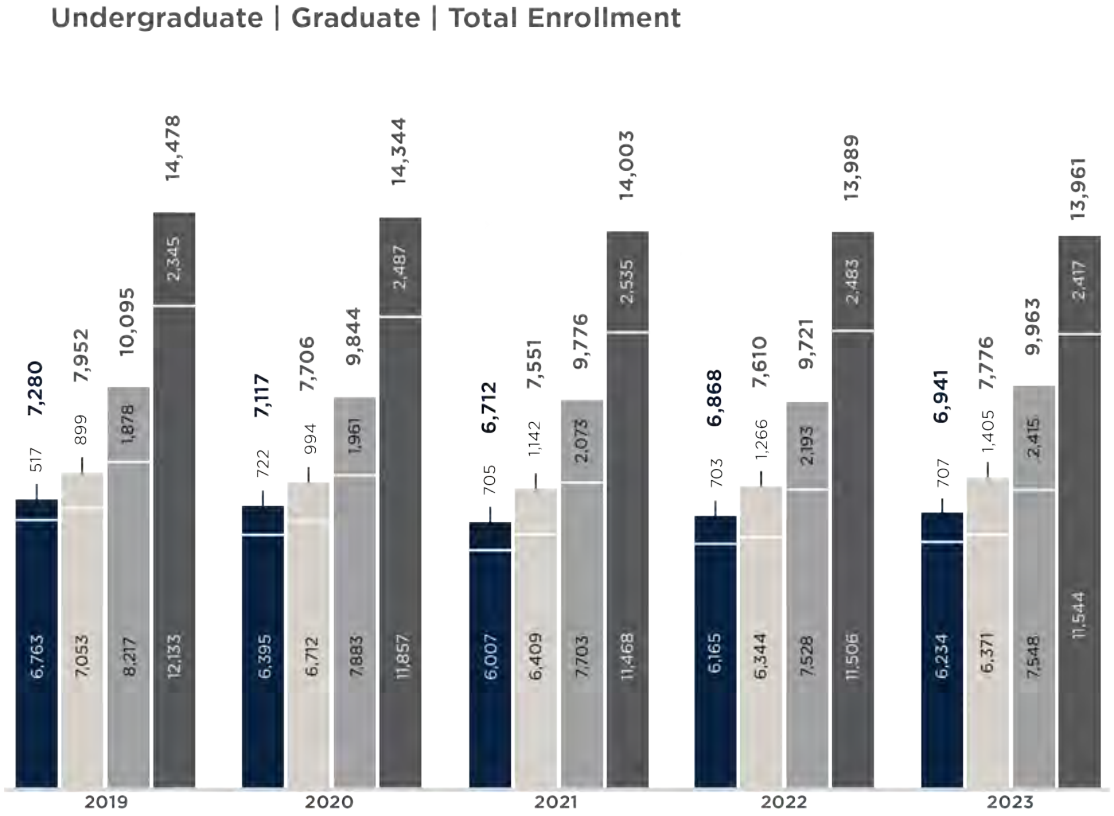
MARTIN

UT System Performance Compared to Peers

Institutional Effectiveness

Enrollment Trends, UT Martin

2019-2023



● *UTM* ● *Comparable* ● *Aspirational* ● *LGI*

2024 UTM Enrollment Snapshot

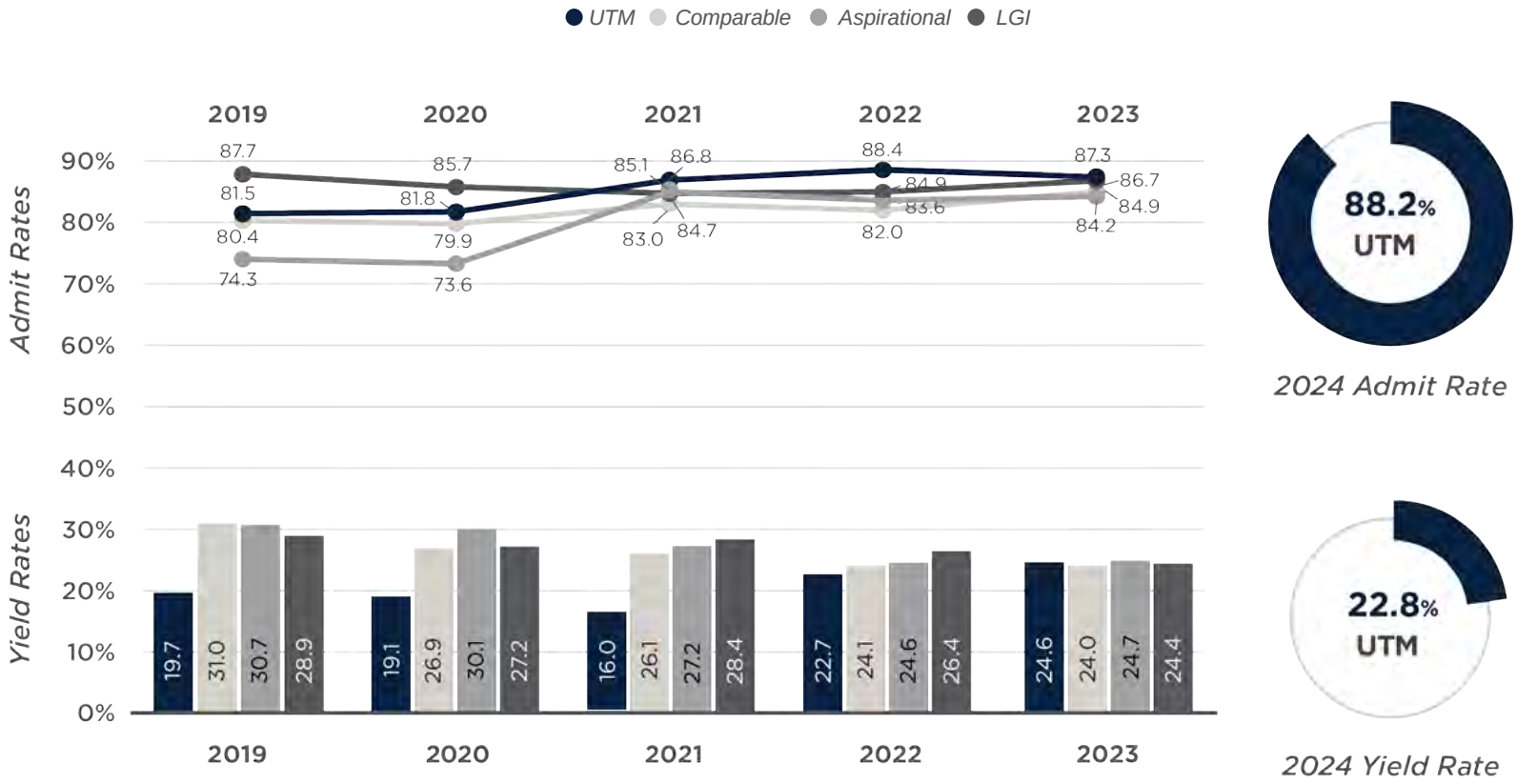
7,498

Total Enrollment

6,808	690
UNDERGRAD	*GRAD*

Institutional Effectiveness

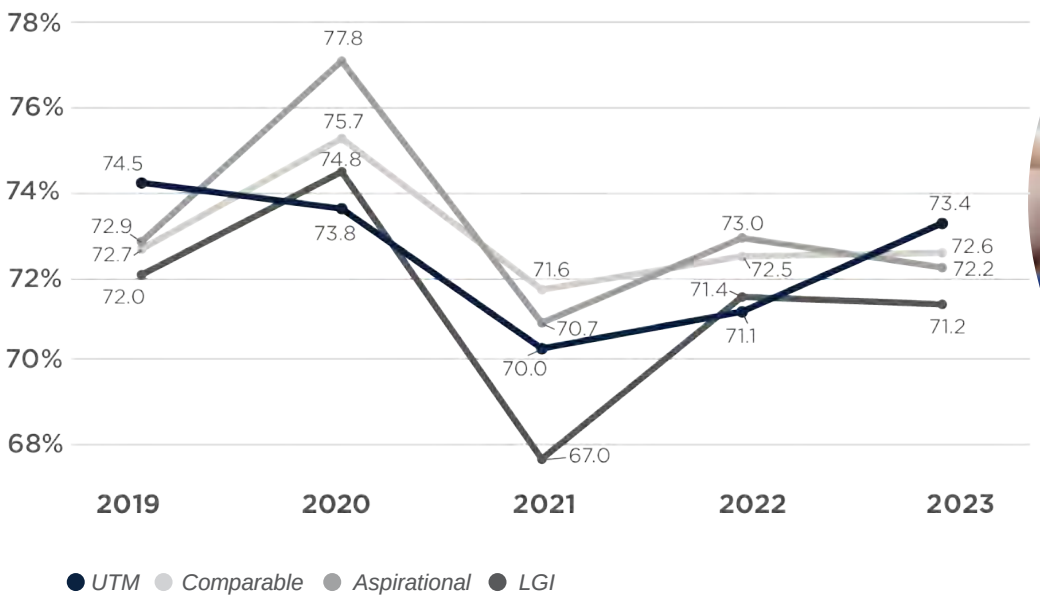
Admit & Yield Rates, UT Martin

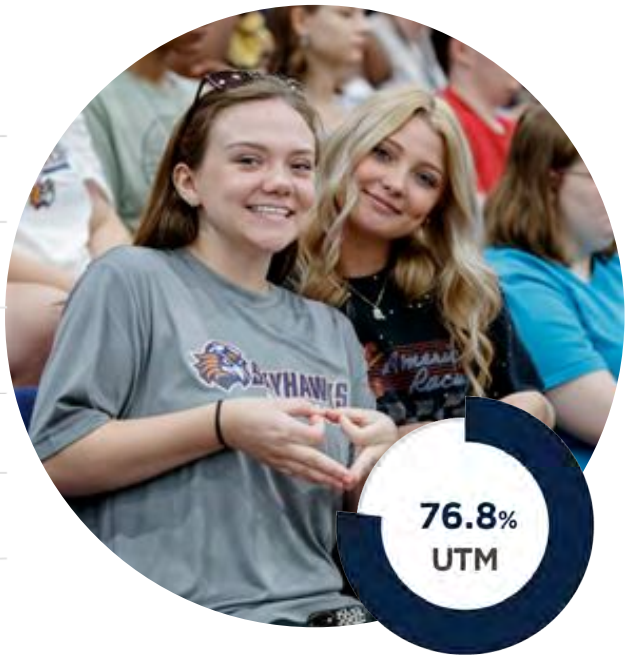


Institutional Effectiveness

First-Year Retention, UT Martin

2019-2023



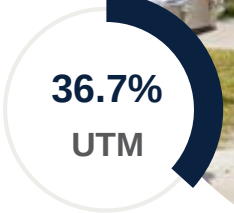


2024 Retention

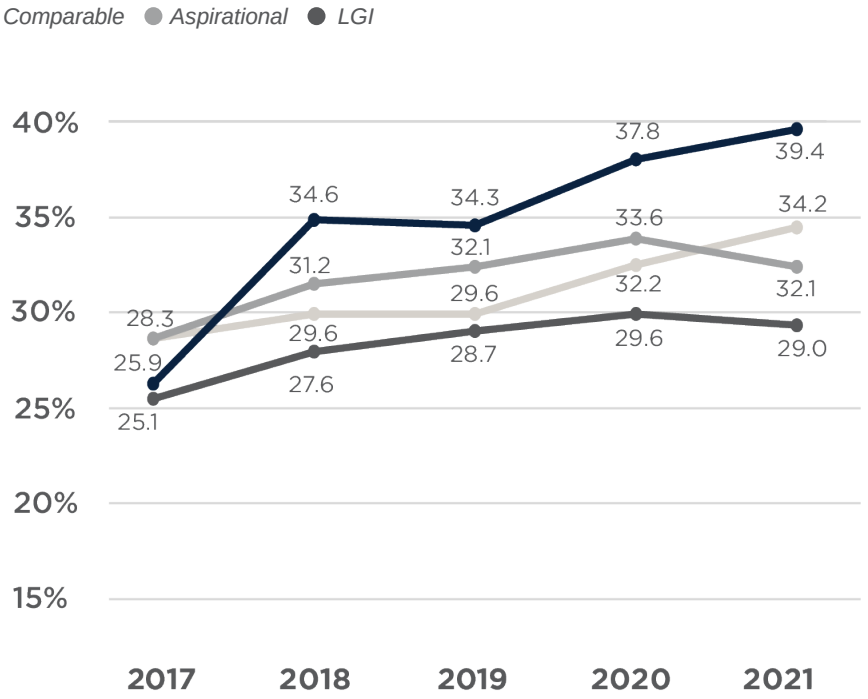
(Fall 2023 Cohort)

Institutional Effectiveness

4-Year Graduation Rates, UT Martin



4-Year Graduation Rate (2024)



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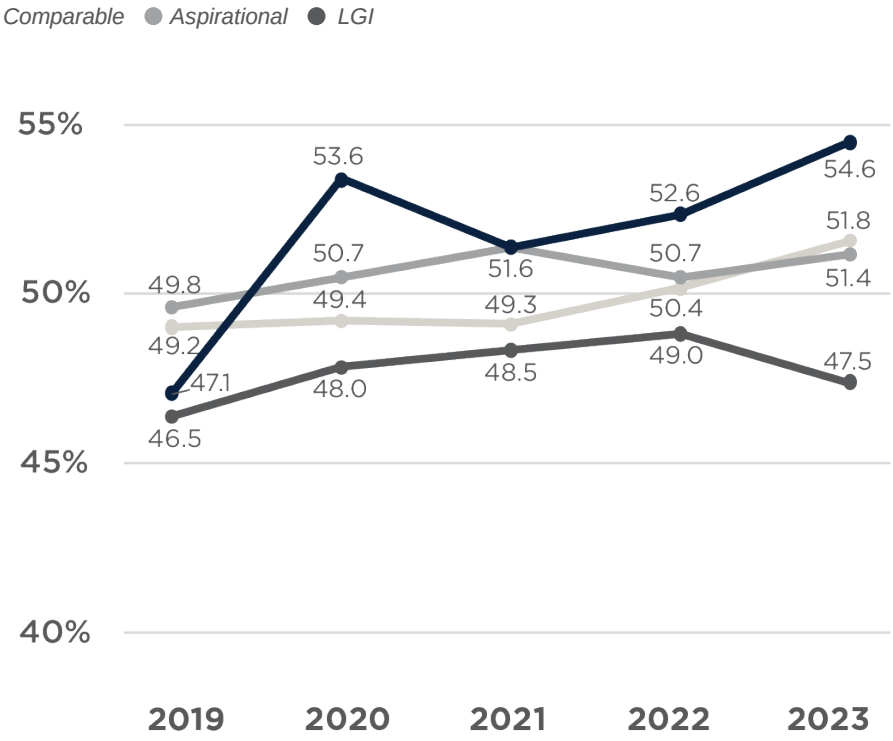
Institutional Effectiveness

6-Year Graduation Rates, UT Martin

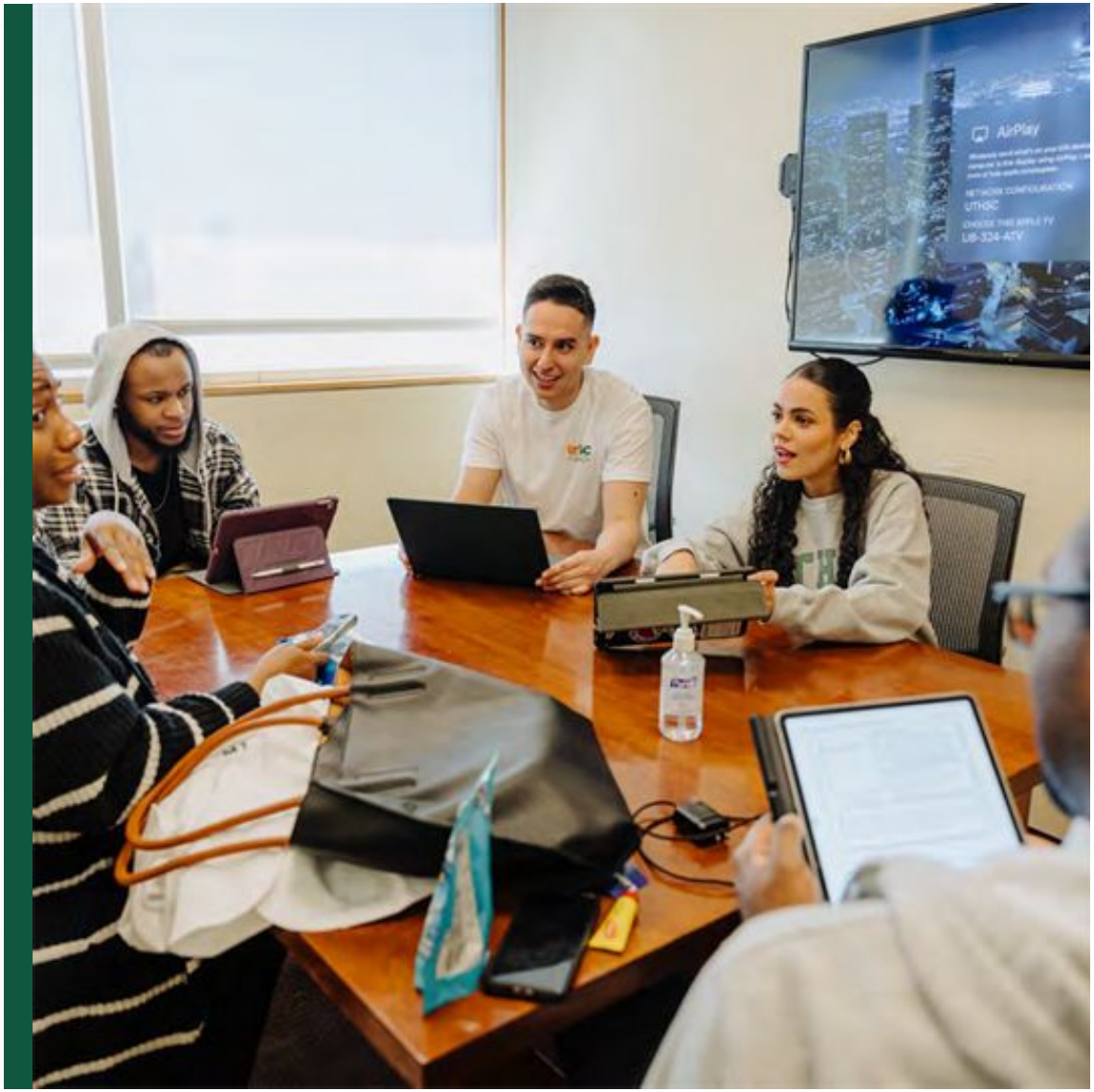
6-Year Graduation Rate (2024)



University of Tennessee

HEALTH SCIENCE CENTER

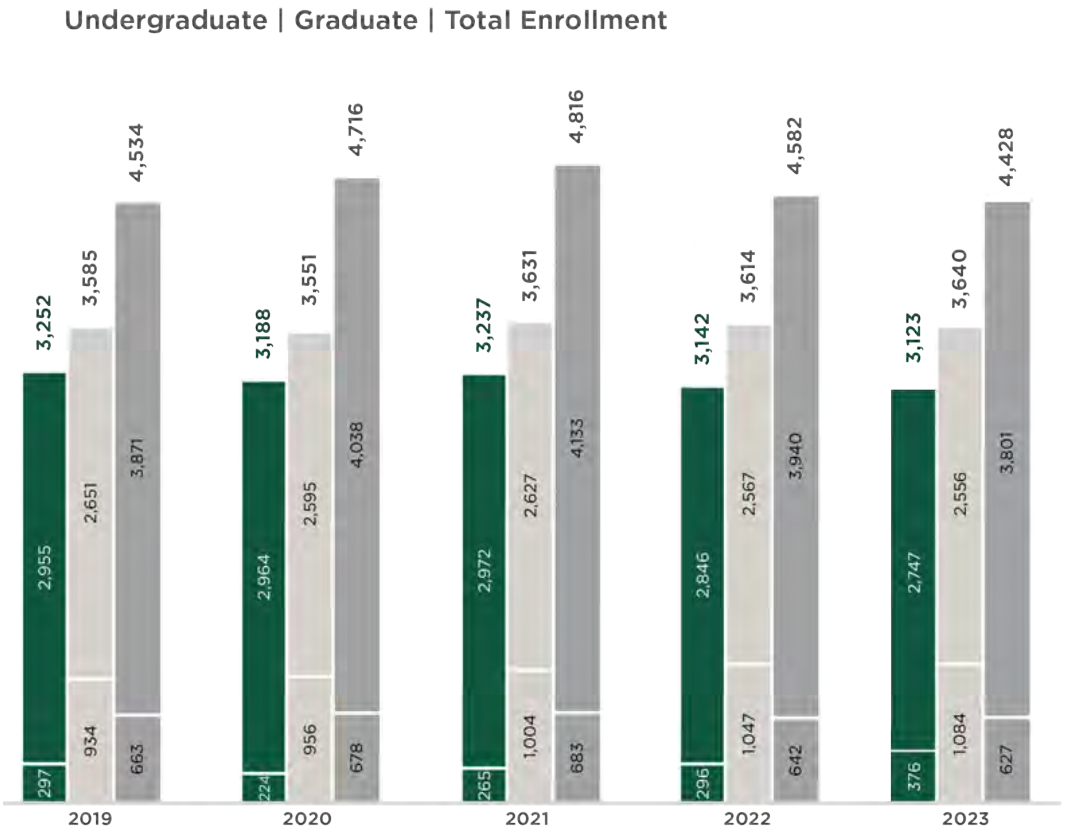
UT System Performance Compared to Peers



Institutional Effectiveness

Enrollment Trends, UT Health Science Center

2019-2023



UTHSC *Comparable* *Aspirational*

2024 UTHSC Enrollment Snapshot

3,101
Total Enrollment

394 *UNDERGRAD*

2,707 *GRAD*

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Questions?

Institutional Effectiveness *ie.tennessee.edu*

2.2

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

UT System Performance Compared to Peers

Board of Trustees — June 30-July 1, 2025

Institutional Effectiveness

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University of Tennessee,

KNOXVILLE

UT Knoxville Peer Comparisons | June 2025

Comparable Peers

- Auburn University
- Clemson University
- Iowa State University
- University of Colorado
- University of Kentucky
- University of Missouri
- University of Nebraska–Lincoln
- University of Oklahoma
- University of South Carolina
- Virginia Tech University

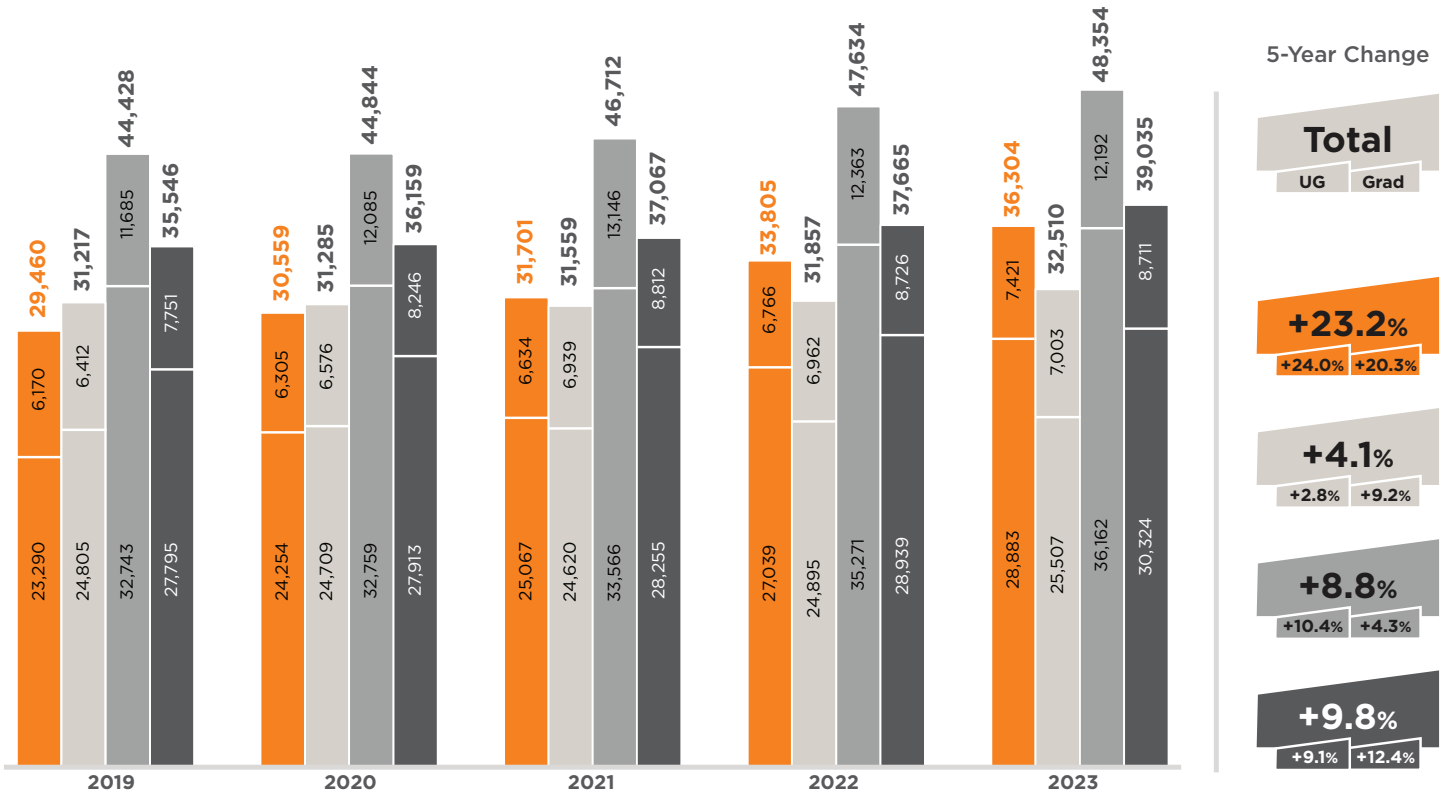
Aspirational Peers

- Michigan State University
- North Carolina State University
- Penn State University
- Purdue University
- University of Georgia
- University of Illinois

ENROLLMENT *2019-2023*

UTK · Comparable · Aspirational · SEC

Undergraduate | Graduate | Total Enrollment



2024 UTK Enrollment Snapshot

38,728
Total Enrollment

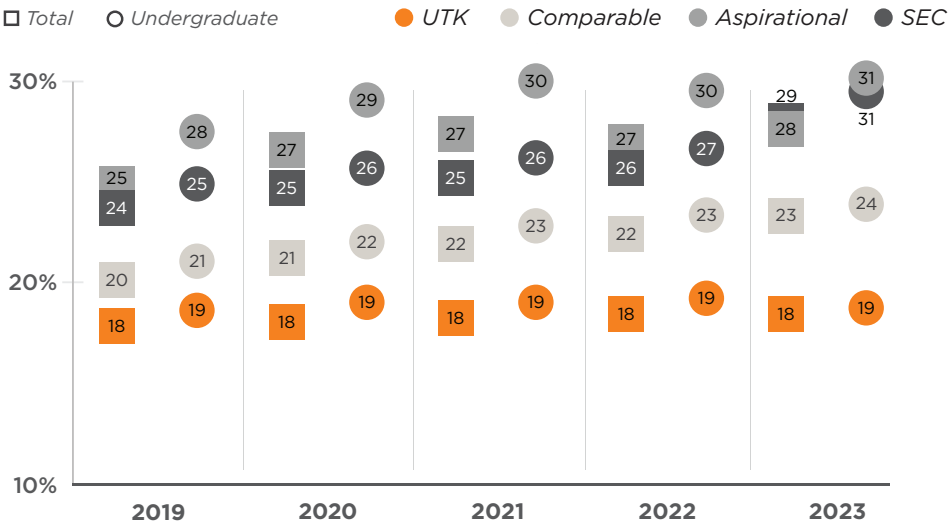
30,564 *UNDERGRAD*
8,164 *GRAD*

Racial/Ethnic Minorities
19.4% *TOTAL*
19.7% *UNDERGRAD*

Adult Learners
4.1% *UNDERGRAD*

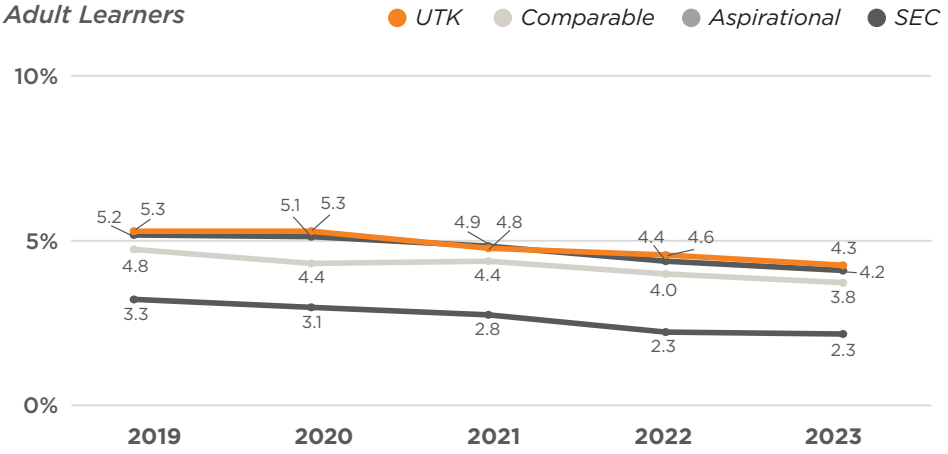
Undergraduate Gender
53.5% *FEMALE*
46.5% *MALE*

% Enrollment of Racial/Ethnic Minorities

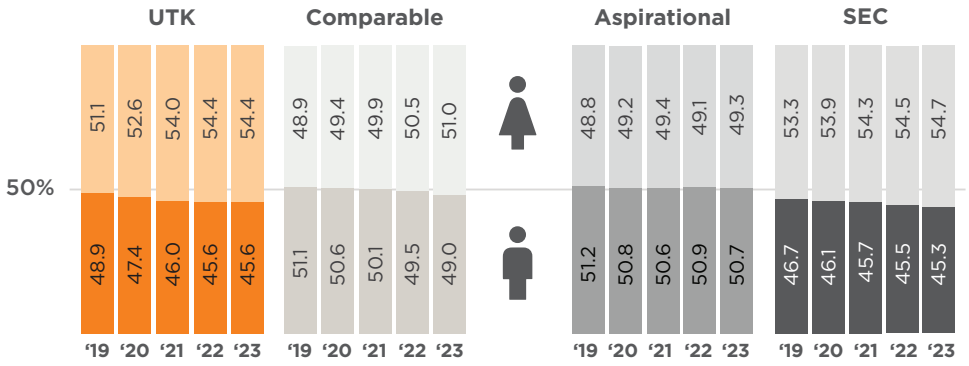


Undergraduate Enrollment

Adult Learners



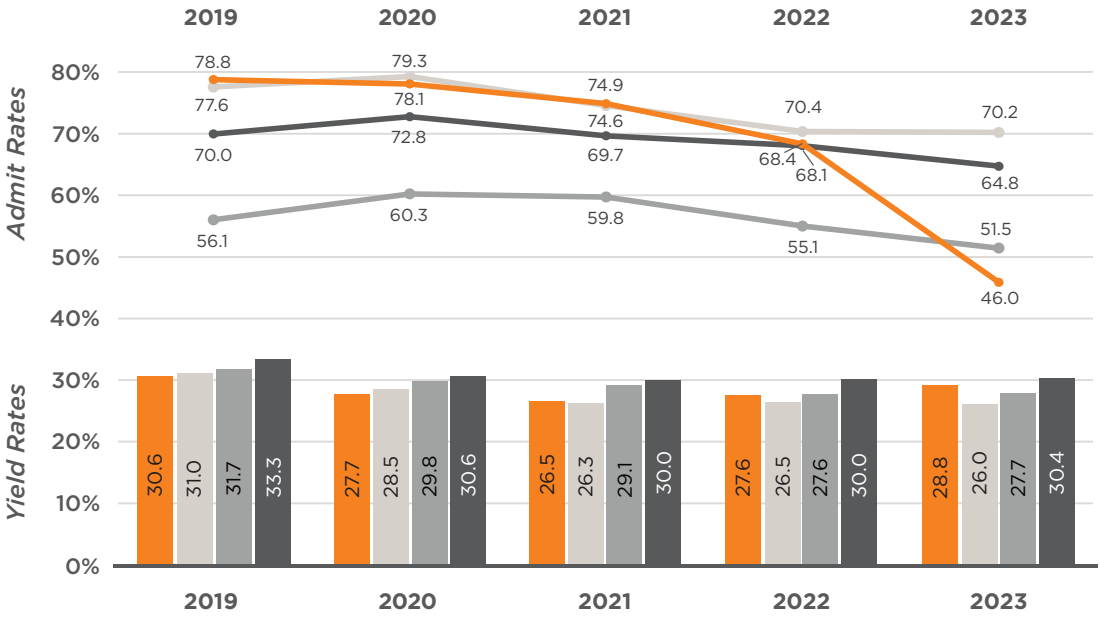
Gender

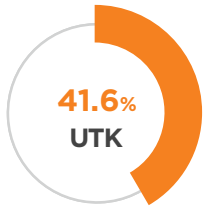


ADMISSIONS *2019-2023*

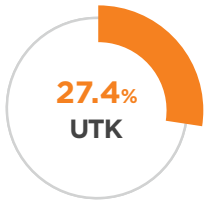
UTK *Comparable* *Aspirational* *SEC*

Admit & Yield Rates





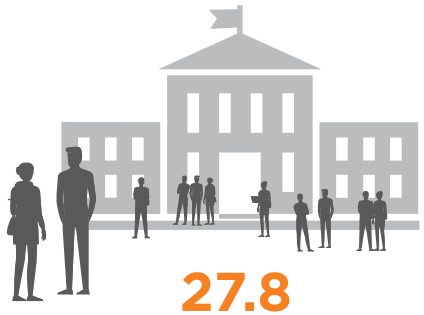
2024 Admit Rate



2024 Yield Rate

Freshman Average ACT Scores

2019	2020	2021	2022	2023
28.5	29.1	29.5	29.8	29.8
27.6	27.5	28.0	27.7	27.7
27.2	27.5	27.0	27.2	27.3
26.9	26.9	26.9	26.9	27.1



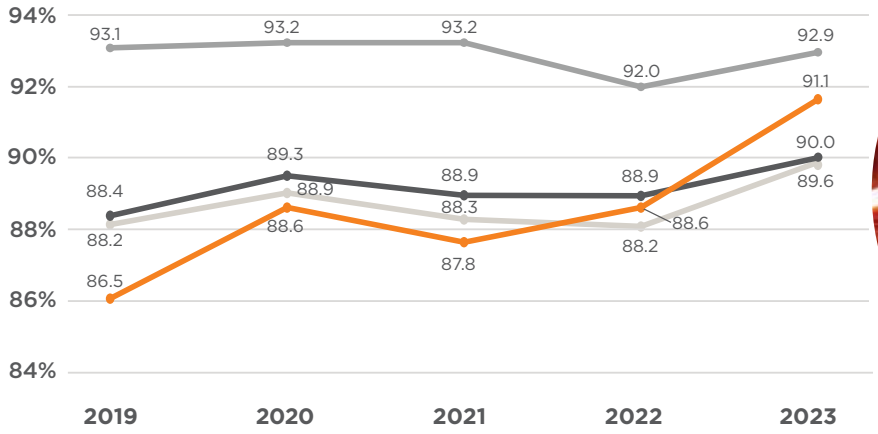
27.8

2024 UTK Freshman ACT Scores

RETENTION *2019-2023*

● *UTK* ● *Comparable* ● *Aspirational* ● *SEC*

First-Year Retention

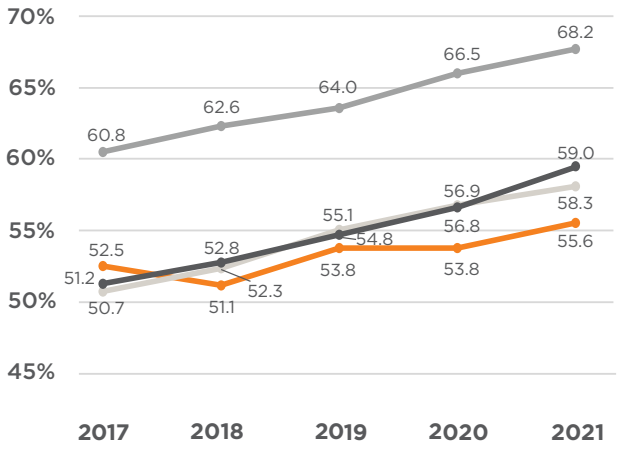


2024 Retention
(Fall 2023 Cohort)

GRADUATION RATES

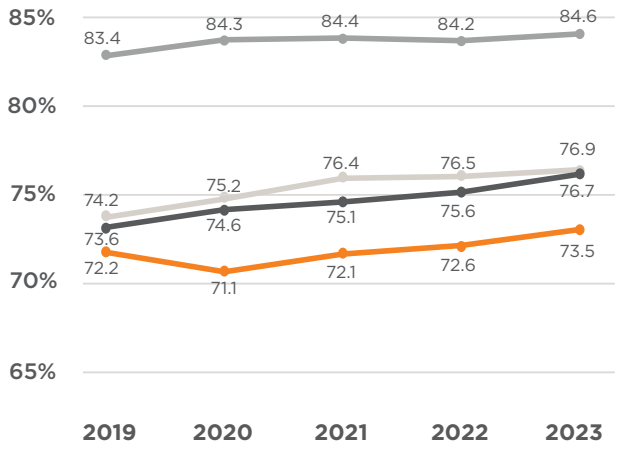
● *UTK* ● *Comparable* ● *Aspirational* ● *SEC*

4-Year (%)*



**2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.*

6-Year (%)



2024 UTK Graduation Rates Snapshot

4-Year
61.6%

6-Year
73.9%

6-Year Racial/Ethnic Minorities
68.4%

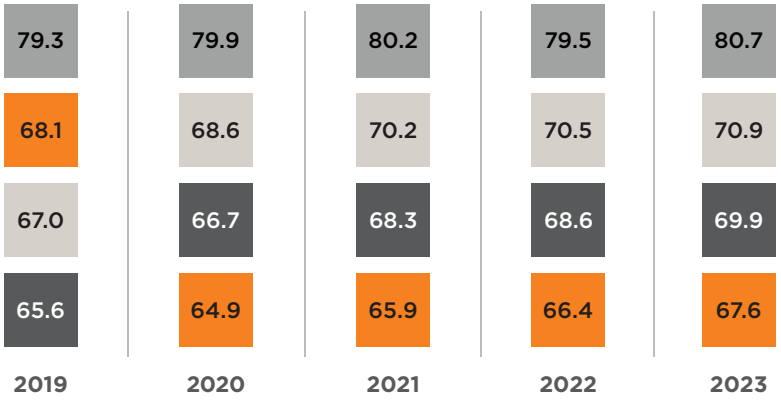
6-Year Pell Recipients
65.1%

6-Year Gender
77.9% *FEMALE*
69.1% *MALE*

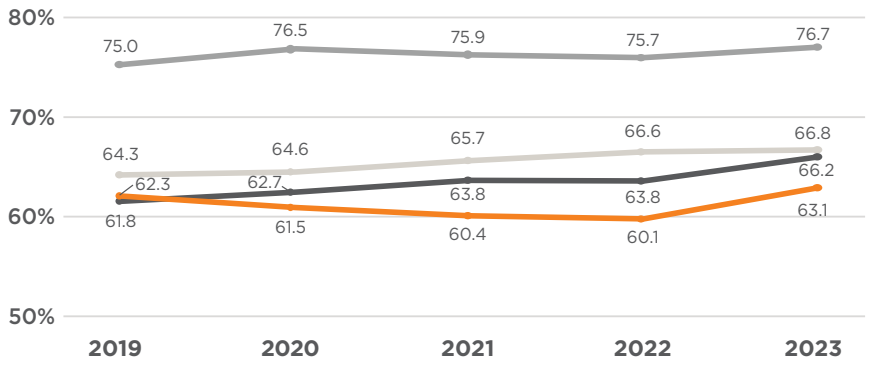
6-Year Graduation Rates

UTK · Comparable · Aspirational · SEC

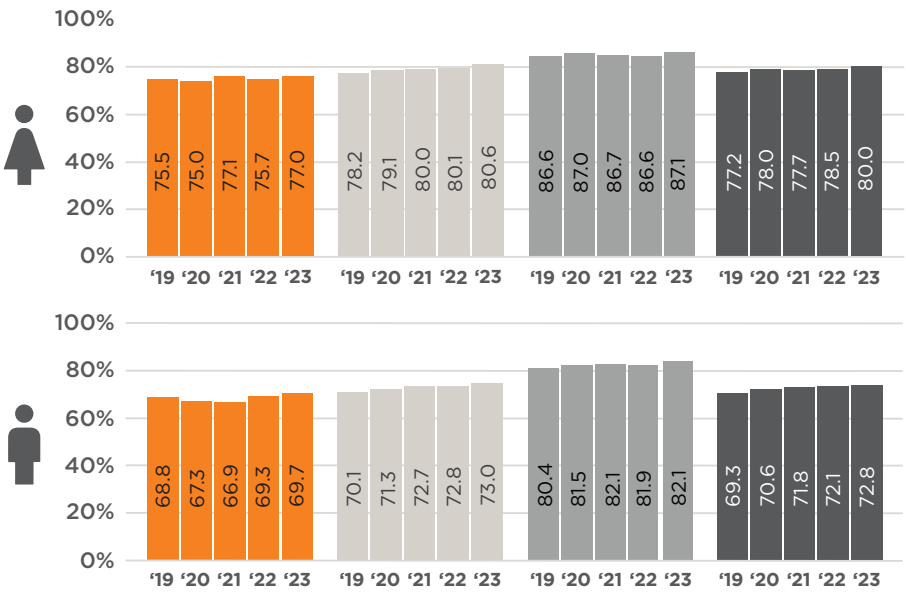
Racial/Ethnic Minorities (%)



Pell Recipients



Gender



University of Tennessee at

CHATTANOOGA

UT Chattanooga Peer Comparisons | June 2025

Comparable Peers

- Arkansas State University
- Louisiana State University–Shreveport
- Stephen F. Austin State University
- Texas A&M University–Corpus Christi
- University of Arkansas at Little Rock
- University of Central Arkansas
- University of Missouri–St Louis
- University of Texas at Tyler
- University of West Georgia
- Valdosta State University

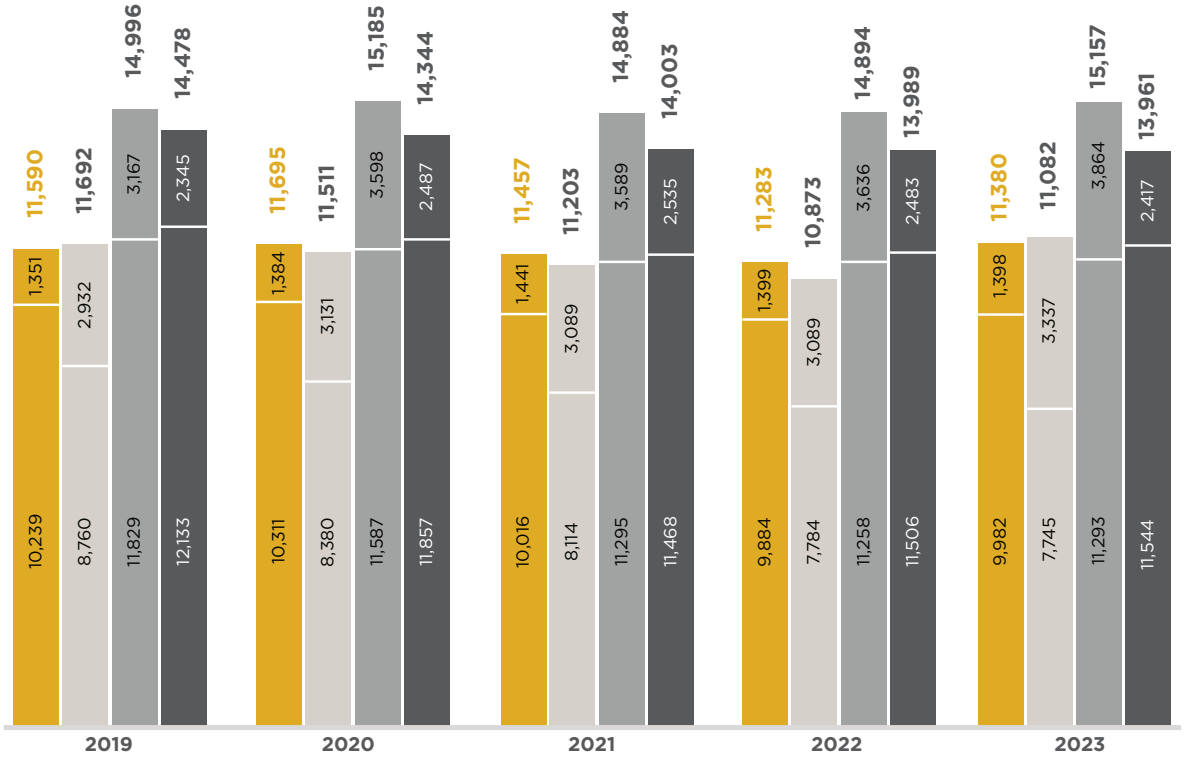
Aspirational Peers

- College of Charleston
- Eastern Kentucky University
- Lamar University
- Northern Kentucky University
- University of Nebraska at Omaha
- Western Kentucky University

ENROLLMENT *2019-2023*

● UTC ● Comparable ● Aspirational ● LGI

Undergraduate | Graduate | Total Enrollment



5-Year Change

	UG	Grad
Total	-1.8%	-2.5%
	+3.5%	
	-5.2%	-11.6%
	+13.8%	
	+1.1%	-4.5%
	+22.0%	
	-3.6%	-4.9%
	+3.1%	

2024 UTC Enrollment Snapshot

11,775
Total Enrollment

10,202 *UNDERGRAD*
1,573 *GRAD*

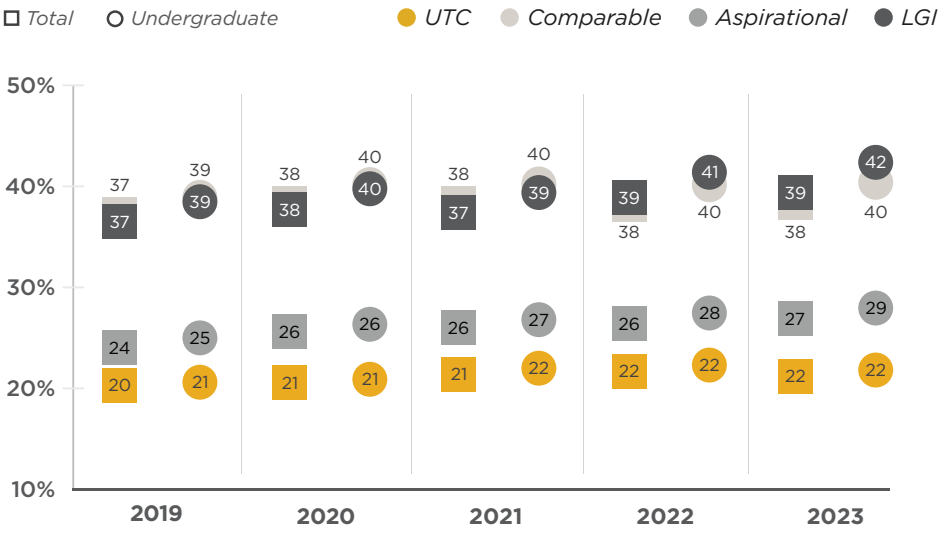
Racial/Ethnic Minorities
24.3% *TOTAL*
24.8% *UNDERGRAD*

Adult Learners
9.1% *UNDERGRAD*

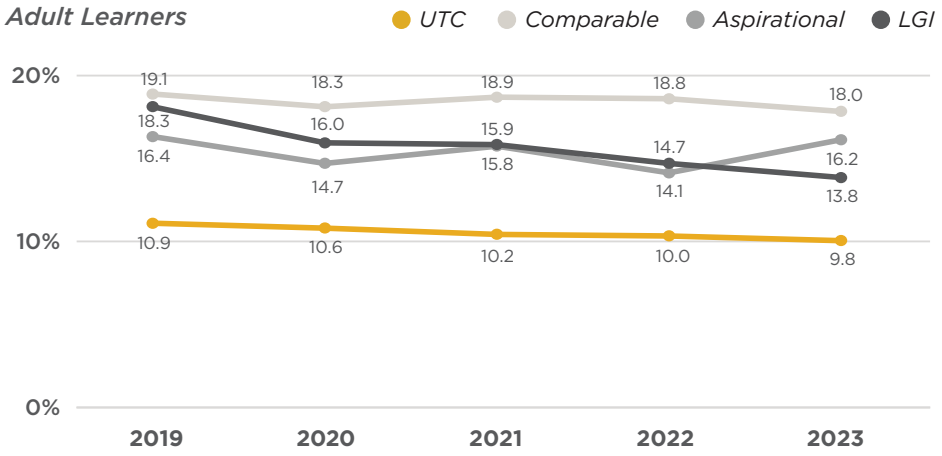
Undergraduate Gender
58.3% *FEMALE*
41.7% *MALE*

UT Chattanooga

% Enrollment of Racial/Ethnic Minorities

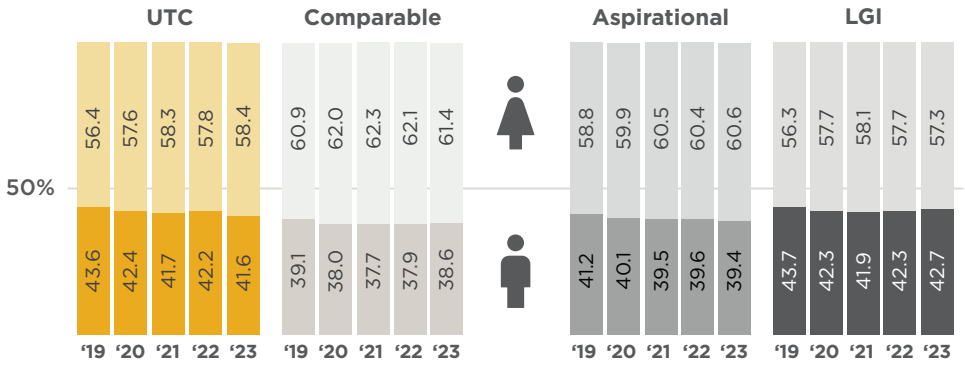


Undergraduate Enrollment



Note: Space here for footnote about EKU being removed due to error in their IPEDS reporting.

Gender

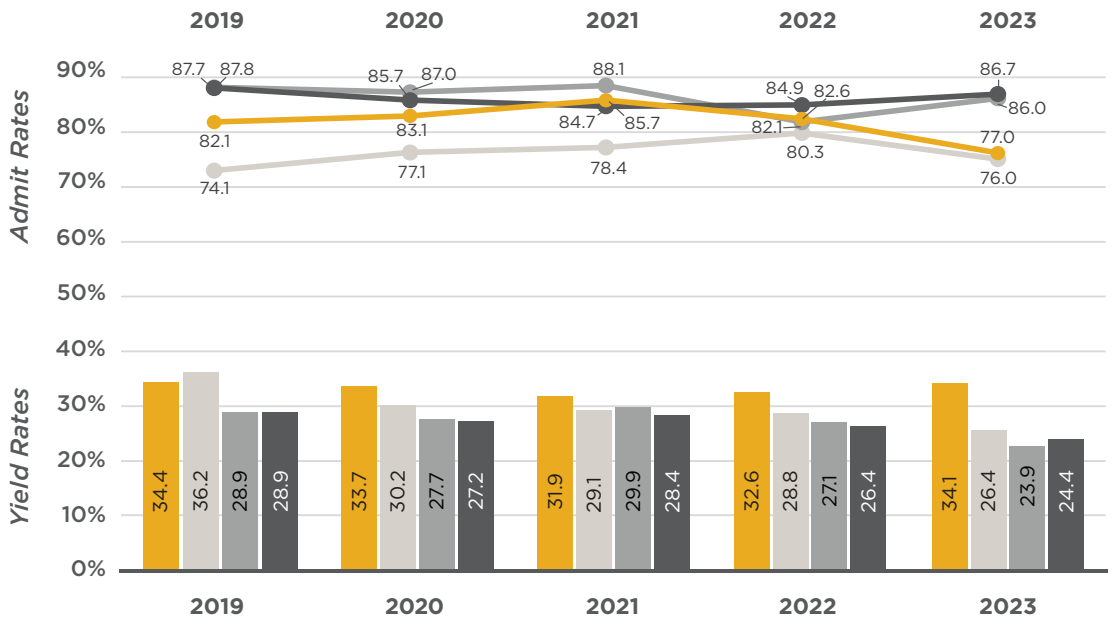


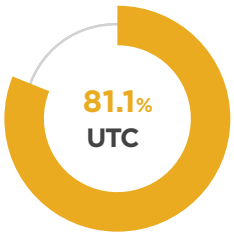
UT Chattanooga

ADMISSIONS *2019-2023*

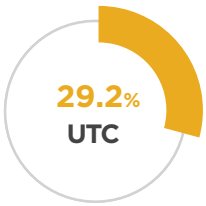
UTC *Comparable* *Aspirational* *LGI*

Admit & Yield Rates





2024 Admit Rate



2024 Yield Rate

Freshman Average ACT Scores

2019	2020	2021	2022	2023
23.9	23.7	23.1	23.0	22.6
22.9	23.0	22.3	22.2	21.7
22.8	22.3	22.0	21.6	21.5
22.4	22.0	22.0	21.2	21.3

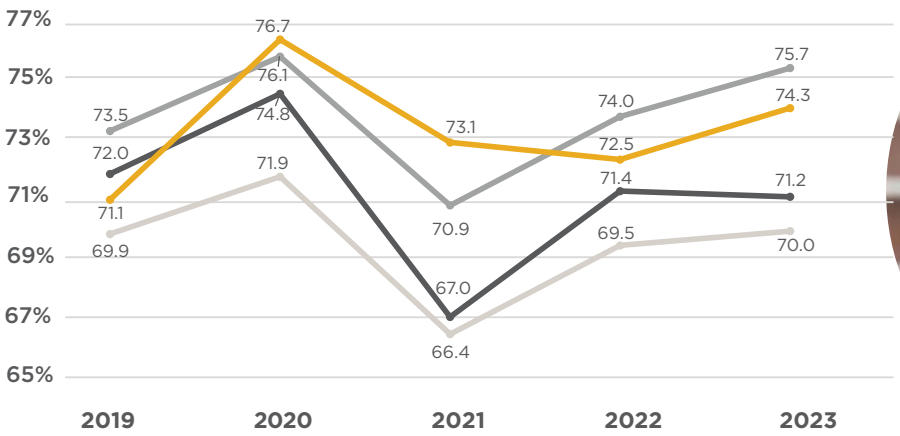
23.1

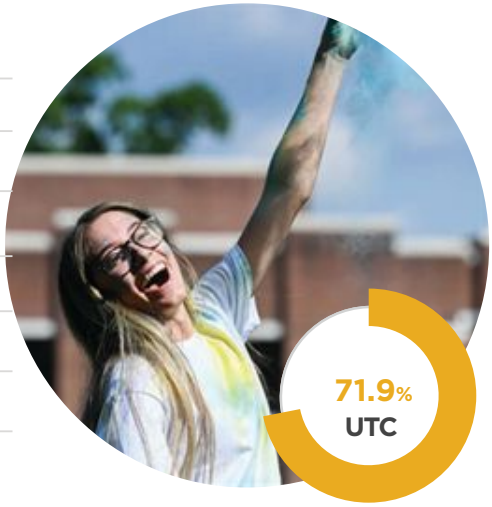
2024 UTC Freshman ACT Scores

RETENTION *2019-2023*

UTC · Comparable · Aspirational · LGI

First-Year Retention



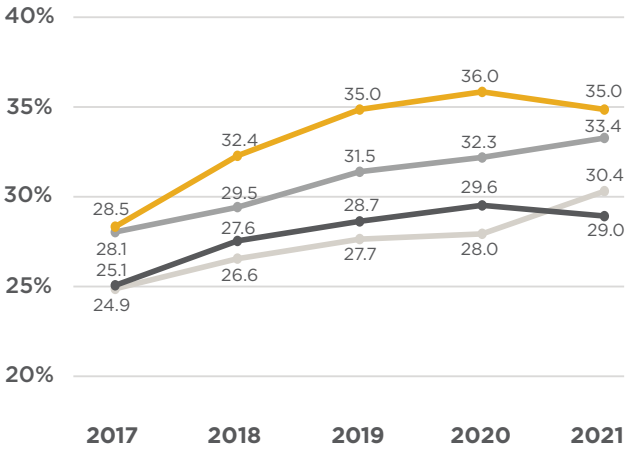


2024 Retention
(Fall 2023 Cohort)

GRADUATION RATES

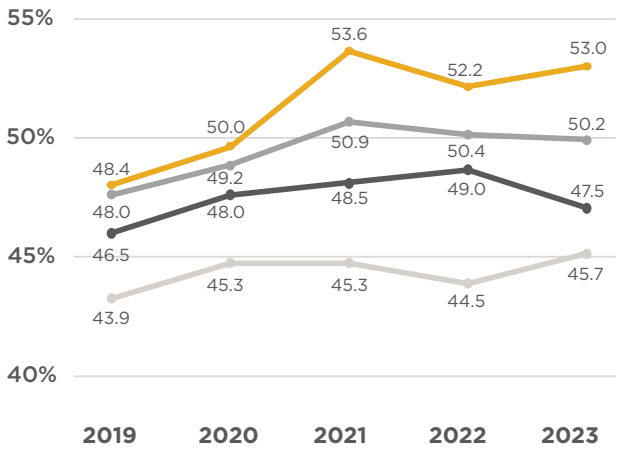
UTC · Comparable · Aspirational · LGI

4-Year (%)*



**2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.*

6-Year (%)



2024 UTC Graduation Rates Snapshot

4-Year
37.8%

6-Year
50.7%

6-Year Racial/Ethnic Minorities
43.8%

6-Year Pell Recipients
42.3%

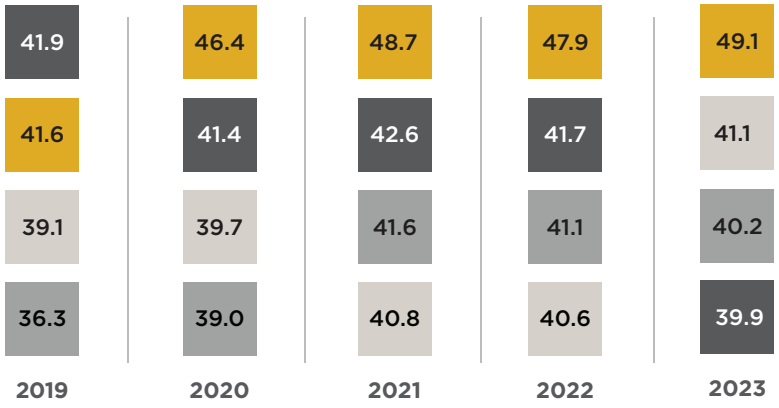
6-Year Gender
54.6% *FEMALE*
44.7% *MALE*

UT Chattanooga

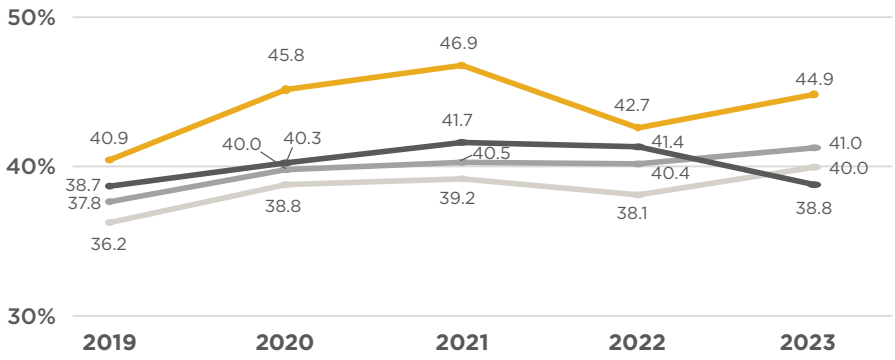
6-Year Graduation Rates

● *UTC* ● *Comparable* ● *Aspirational* ● *LGI*

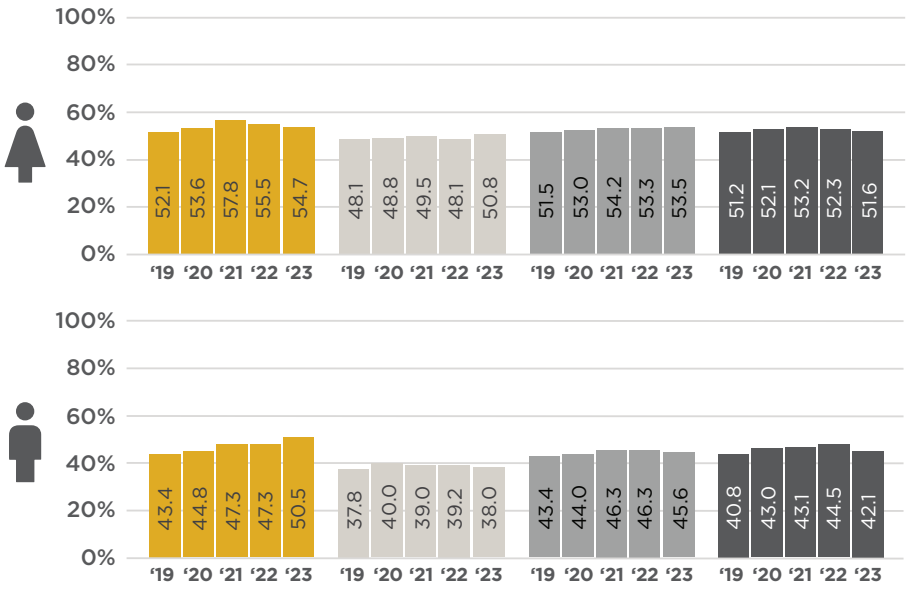
Racial/Ethnic Minorities (%)

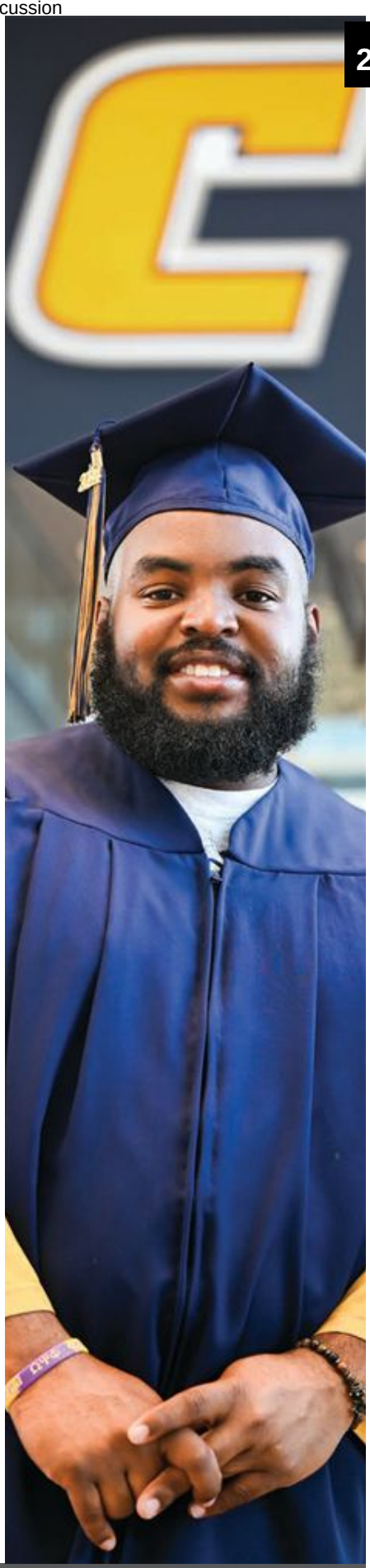


Pell Recipients



Gender





University of Tennessee

SOUTHERN

UT Southern Peer Comparisons | June 2025

Comparable Peers

- Dickinson State University
- Glenville State University
- Mayville State University
- Montana State University–Northern
- Ohio State University–Marion Campus
- Oklahoma Panhandle State University
- Peru State College
- University of Maine at Fort Kent
- University of New Hampshire at Manchester
- University of Science & Arts of Oklahoma

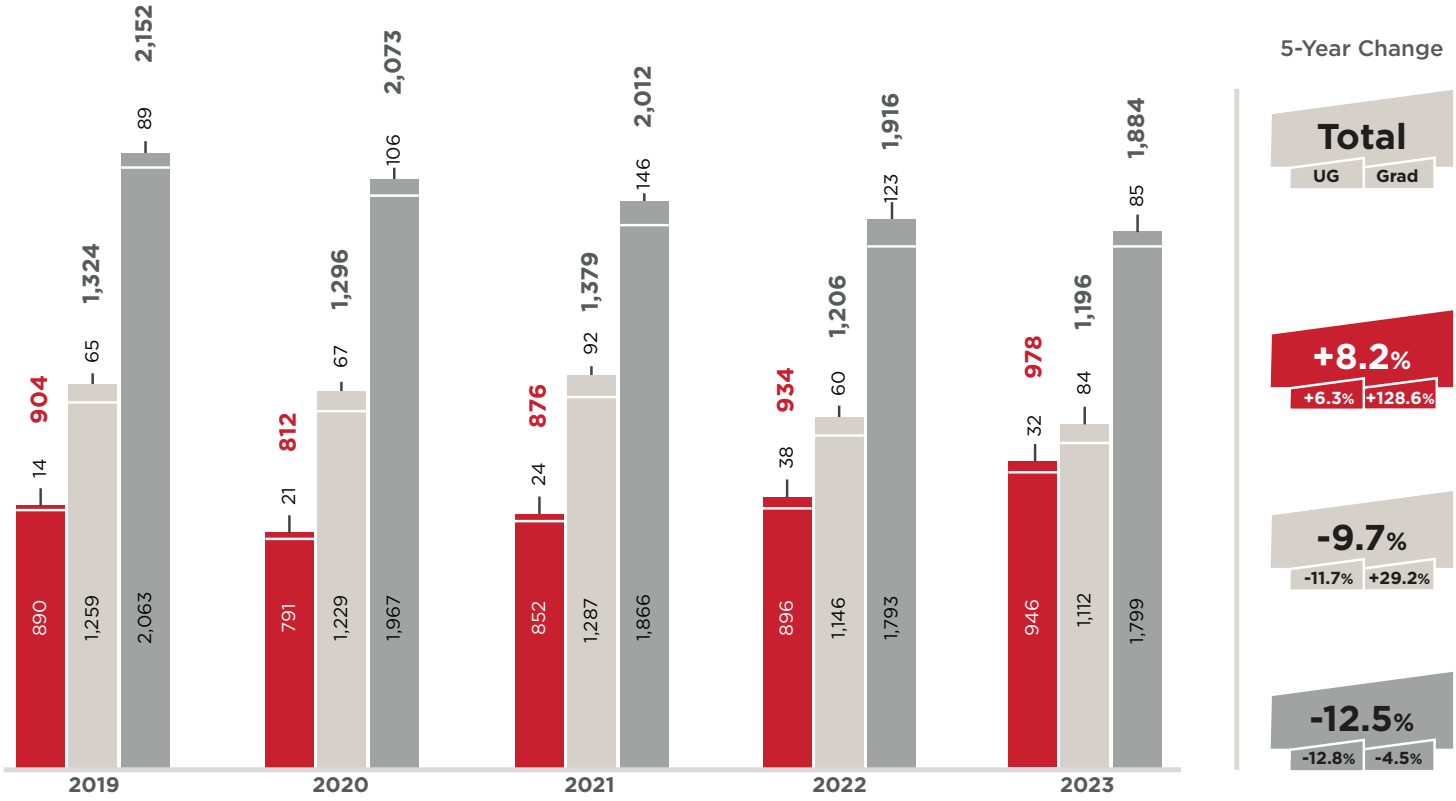
Aspirational Peers

- Lake Superior State University
- Rogers State University
- University of Minnesota–Morris
- University of Montana–Western
- University of Pittsburgh–Johnstown
- Valley City State University

ENROLLMENT *2019-2023*

● UTS ● Comparable ● Aspirational

Undergraduate | Graduate | Total Enrollment



Note: UT Southern peer undergraduate and graduate enrollment averages do not sum to equal the peer total enrollment average as some of the peer schools do not have any graduate student enrollment.

2024 UTS Enrollment Snapshot

1,046
Total Enrollment

1,012 *UNDERGRAD*
34 *GRAD*

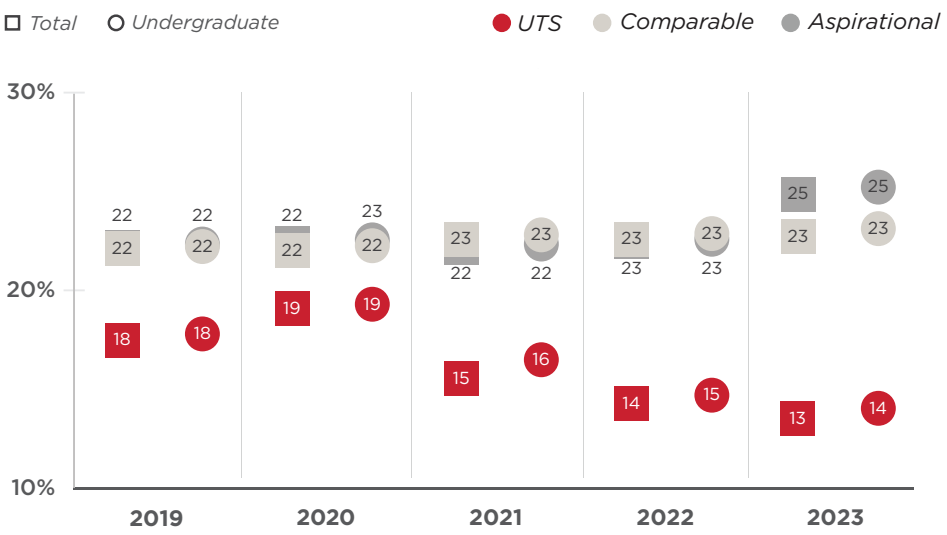
Racial/Ethnic Minorities
15.3% *TOTAL*
15.3% *UNDERGRAD*

Adult Learners
10.4% *UNDERGRAD*

Undergraduate Gender
61.2% *FEMALE*
38.8% *MALE*

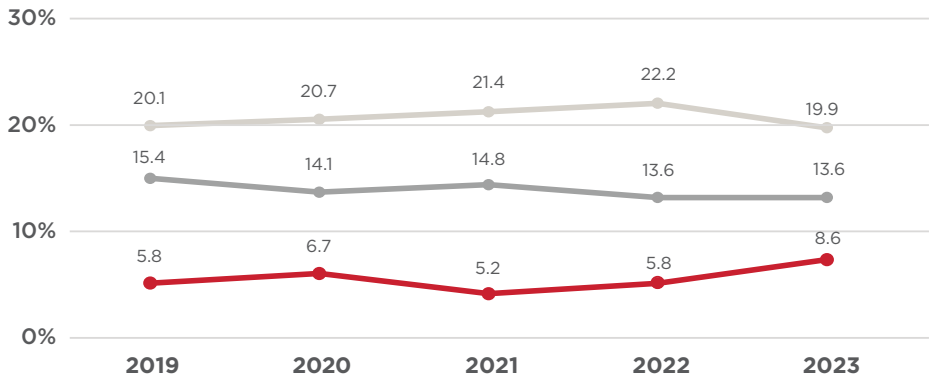
UT Southern

% Enrollment of Racial/Ethnic Minorities

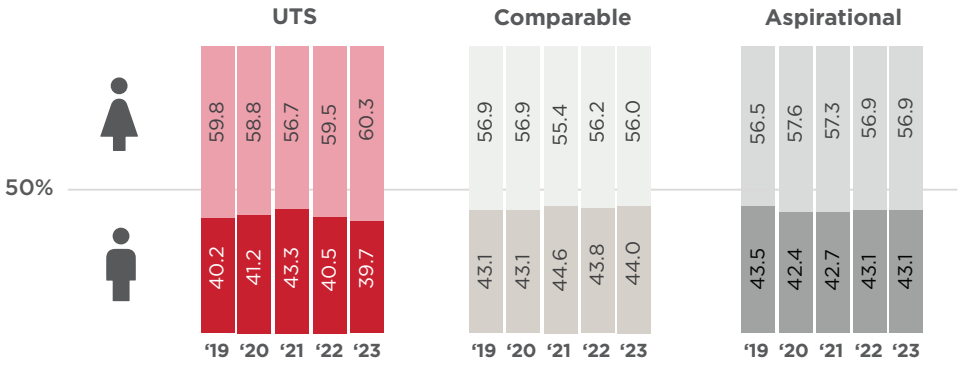


Undergraduate Enrollment

Adult Learners



Gender

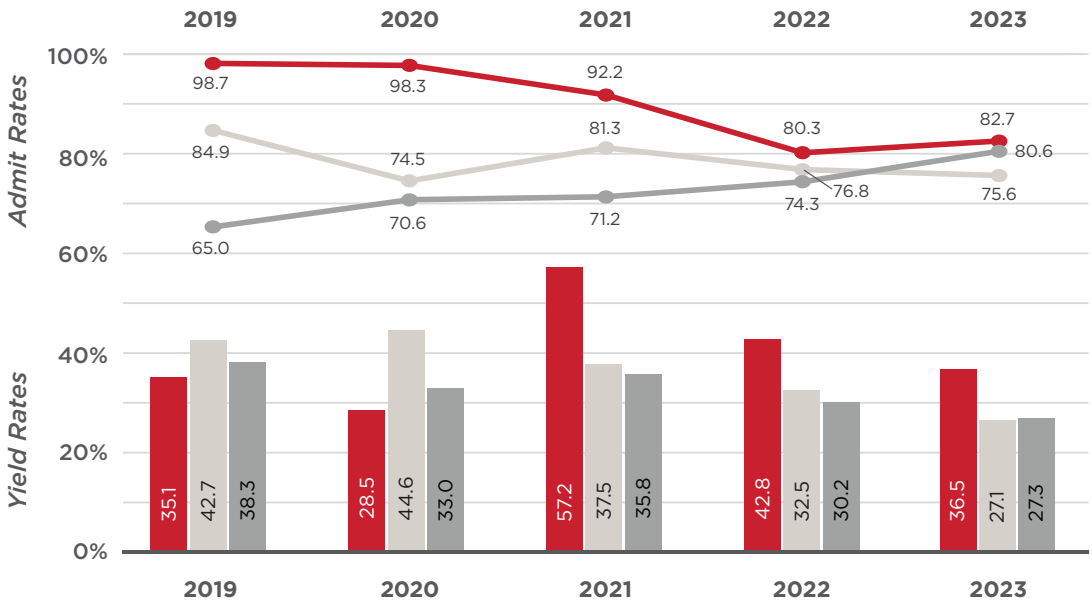


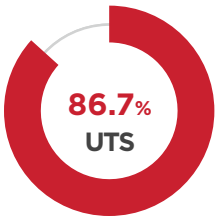
UT Southern

ADMISSIONS *2019-2023*

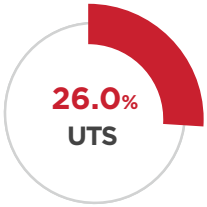
● *UTS* ● *Comparable* ● *Aspirational*

Admit & Yield Rates





2024 Admit Rate



2024 Yield Rate

Freshman Average ACT Scores

2019	2020	2021	2022	2023
21.7	21.6	22.0	22.0	23.3
20.1	19.8	20.6	21.3	23.0
19.7	18.8	19.5	19.8	20.9

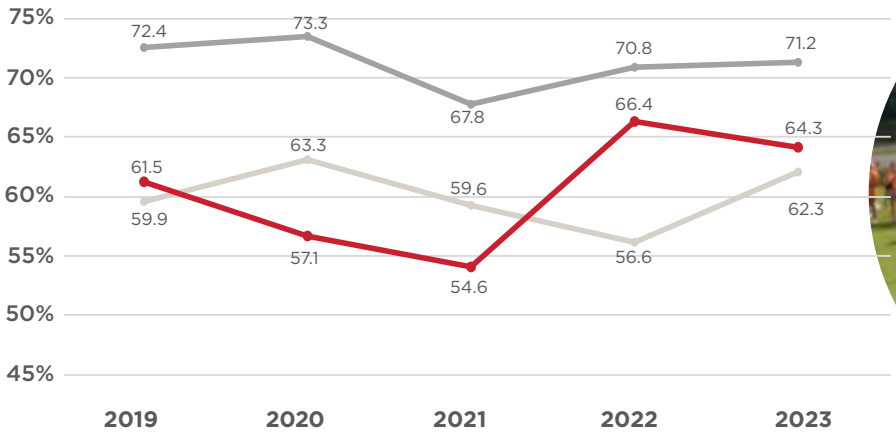
21.3

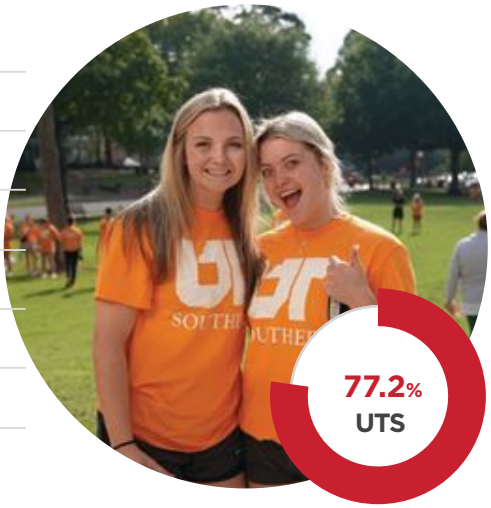
2024 UTS Freshman ACT Scores

RETENTION *2019-2023*

UTS Comparable Aspirational

First-Year Retention



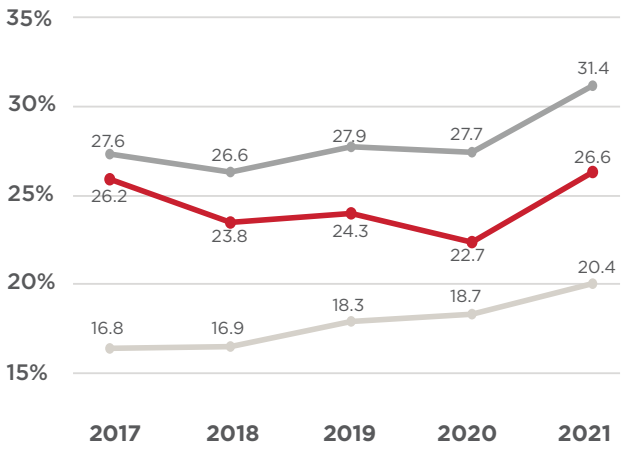


2024 Retention
(Fall 2023 Cohort)

GRADUATION RATES

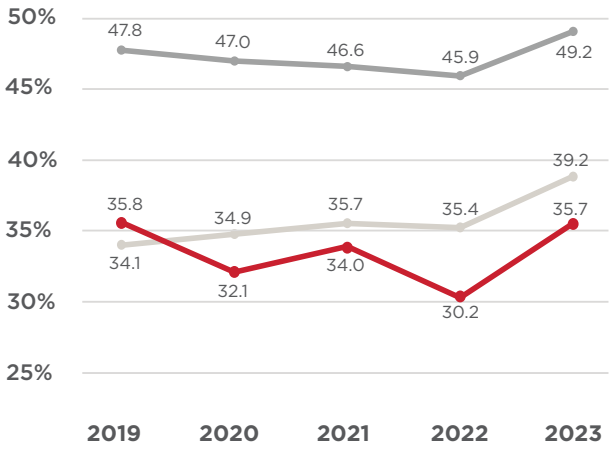
UTS Comparable Aspirational

4-Year (%)*



**2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.*

6-Year (%)



2024 UTS Graduation Rates Snapshot

4-Year
26.5%

6-Year
36.0%

6-Year Racial/Ethnic Minorities
24.4%

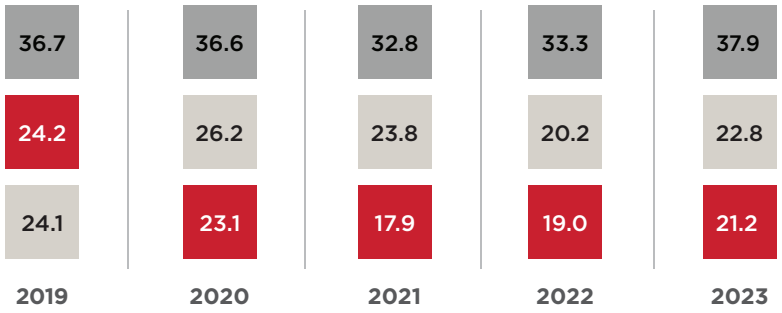
6-Year Pell Recipients
31.0%

6-Year Gender
36.6% *FEMALE*
35.2% *MALE*

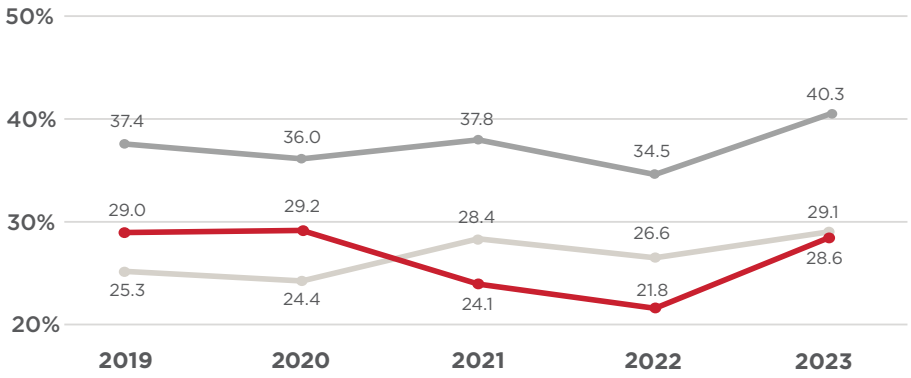
6-Year Graduation Rates

● UTS ● Comparable ● Aspirational

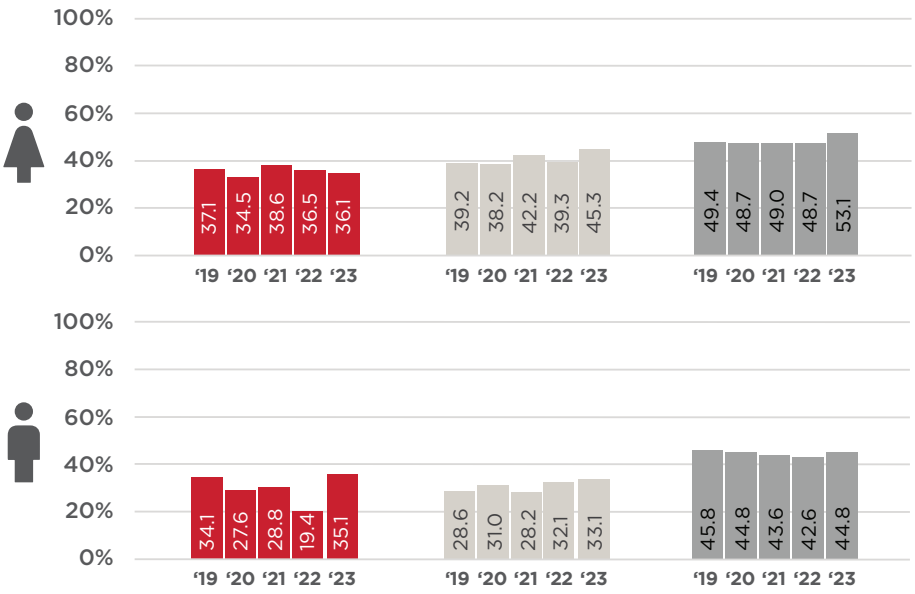
Racial/Ethnic Minorities (%)

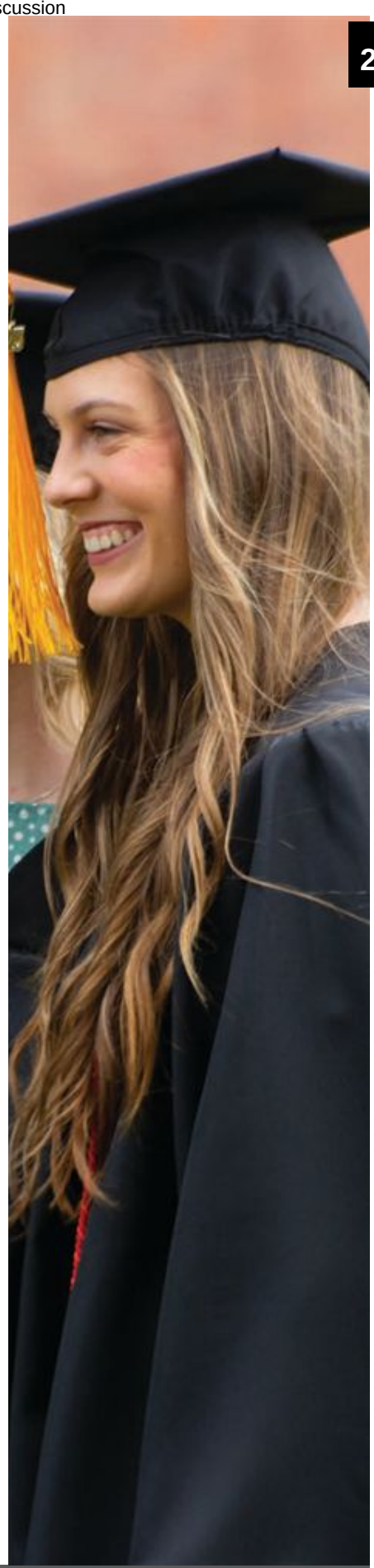


Pell Recipients



Gender





University of Tennessee at

MARTIN

UT Martin Peer Comparisons | June 2025

Comparable Peers

- Auburn University at Montgomery
- Austin Peay State University
- Coastal Carolina University
- Frostburg State University
- McNeese State University
- Morehead State University
- Northwest Missouri State University
- Southeast Missouri State University
- Truman State University
- University of North Alabama

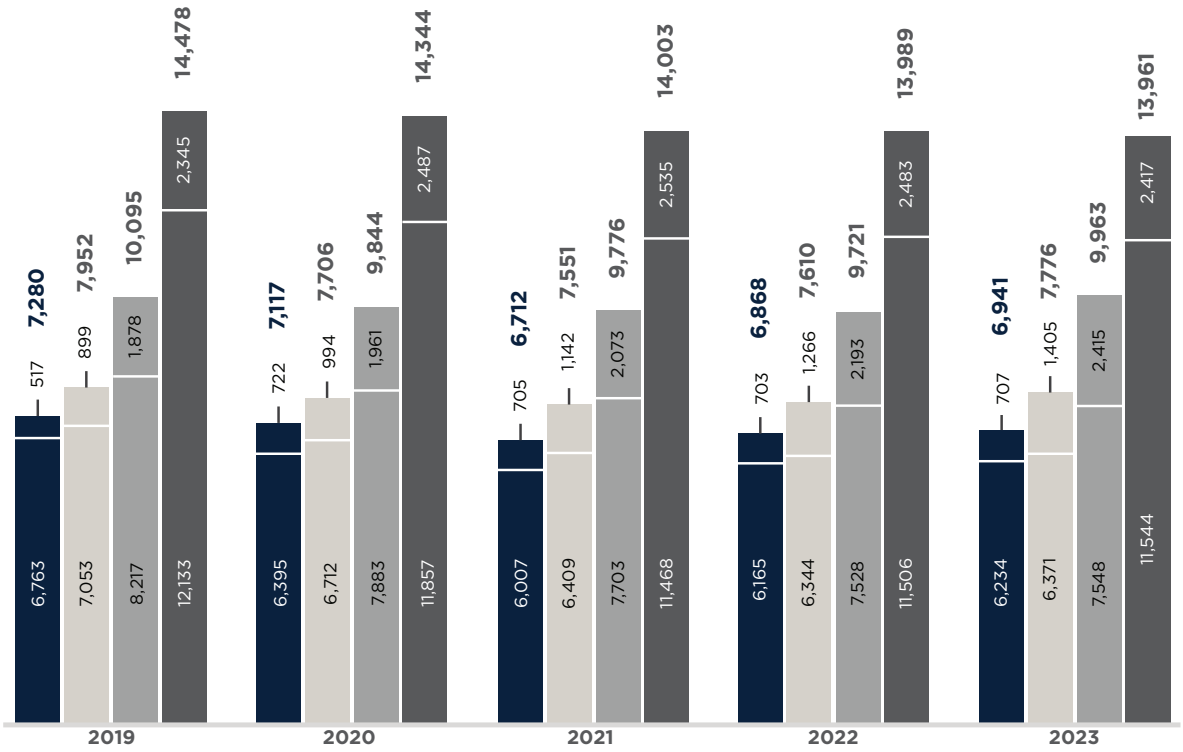
Aspirational Peers

- Angelo State University
- Murray State University
- Stephen F. Austin State University
- University of Central Missouri
- University of Nebraska at Kearney
- West Texas A&M

ENROLLMENT *2019-2023*

UTM *Comparable* *Aspirational* *LGI*

Undergraduate | Graduate | Total Enrollment



5-Year Change

	UG	Grad
Total	-4.7%	
	-7.8%	+36.8%
	-2.2%	
	-9.7%	+56.3%
	-1.3%	
	-8.1%	+28.6%
	-3.6%	
	-4.9%	+3.1%

2024 UTM Enrollment Snapshot

7,498
Total Enrollment

6,808 *UNDERGRAD*
690 *GRAD*

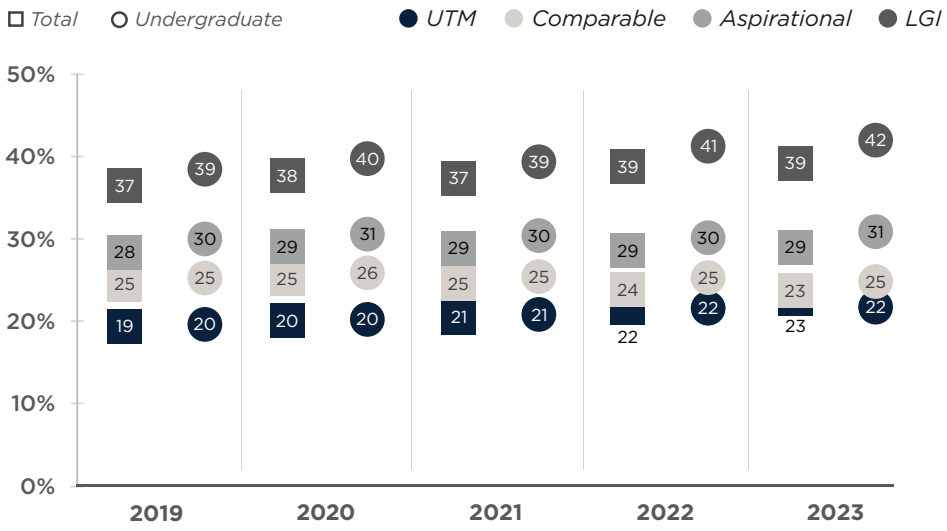
Racial/Ethnic Minorities
24.0% *TOTAL*
24.0% *UNDERGRAD*

Adult Learners
9.0% *UNDERGRAD*

Undergraduate Gender
62.4% *FEMALE*
37.6% *MALE*

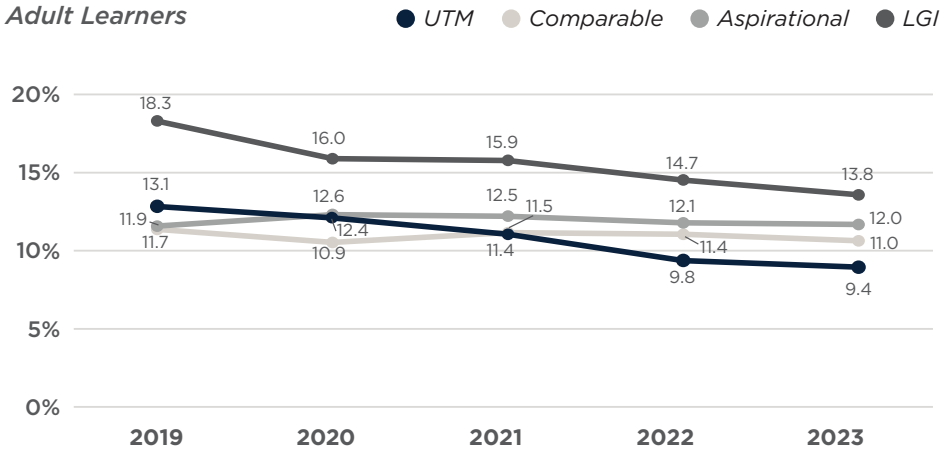
UT Martin

% Enrollment of Racial/Ethnic Minorities

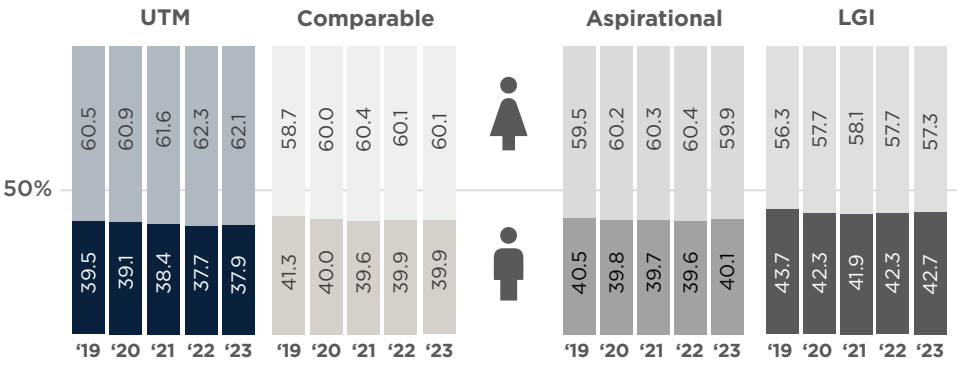


Undergraduate Enrollment

Adult Learners



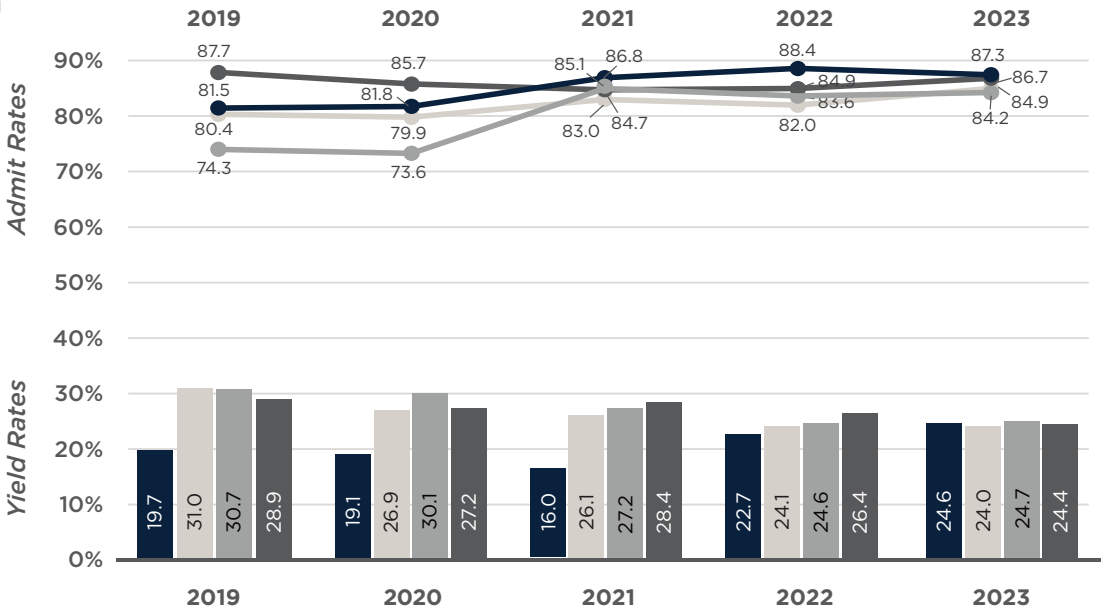
Gender

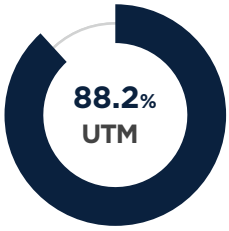


ADMISSIONS *2019-2023*

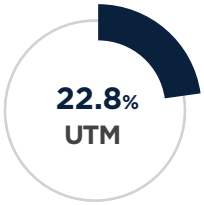
● *UTM* ● *Comparable* ● *Aspirational* ● *LGI*

Admit & Yield Rates





2024 Admit Rate



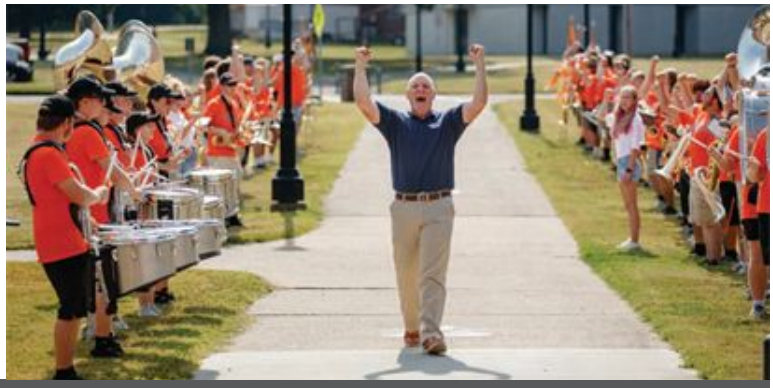
2024 Yield Rate

Freshman Average ACT Scores

2019	2020	2021	2022	2023
23.5	23.3	22.2	22.2	21.9
22.9	23.0	22.2	22.1	21.5
22.4	22.1	22.0	21.9	21.3
21.8	21.7	21.3	21.3	21.3

22.2

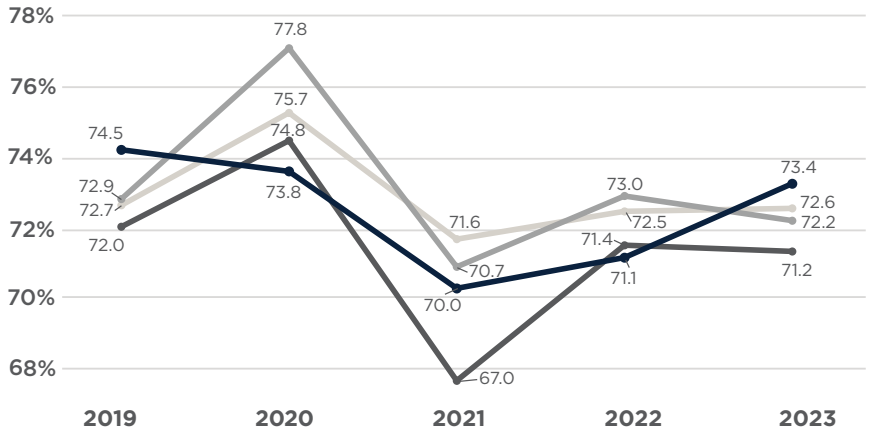
2024 UTM Freshman ACT Scores

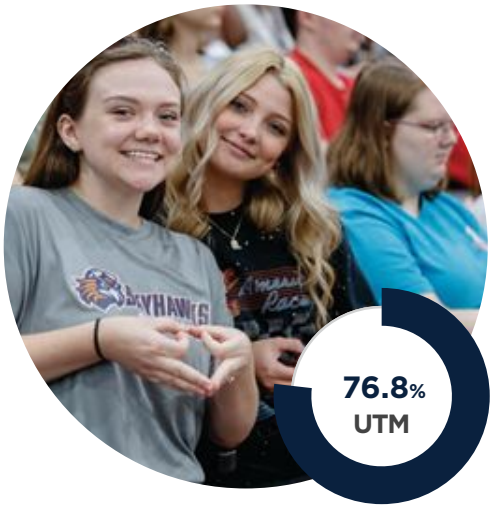


RETENTION *2019-2023*

● *UTM* ● *Comparable* ● *Aspirational* ● *LGI*

First-Year Retention



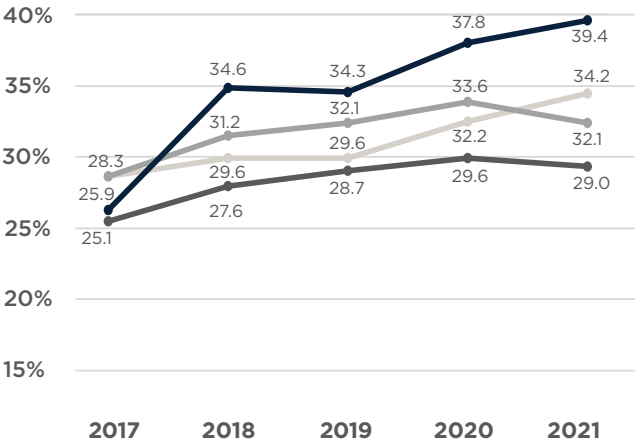


2024 Retention
(Fall 2023 Cohort)

GRADUATION RATES

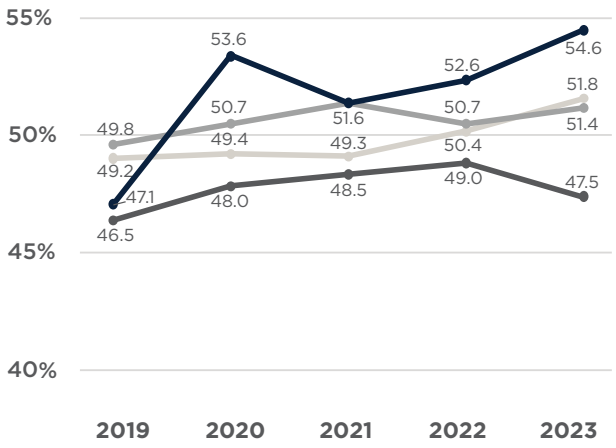
● *UTM* ● *Comparable* ● *Aspirational* ● *LGI*

4-Year (%)*



**2017 through 2021 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons.*

6-Year (%)



2024 UTM Graduation Rates Snapshot

4-Year
36.7%

6-Year
52.5%

6-Year Racial/Ethnic Minorities
38.6%

6-Year Pell Recipients
45.6%

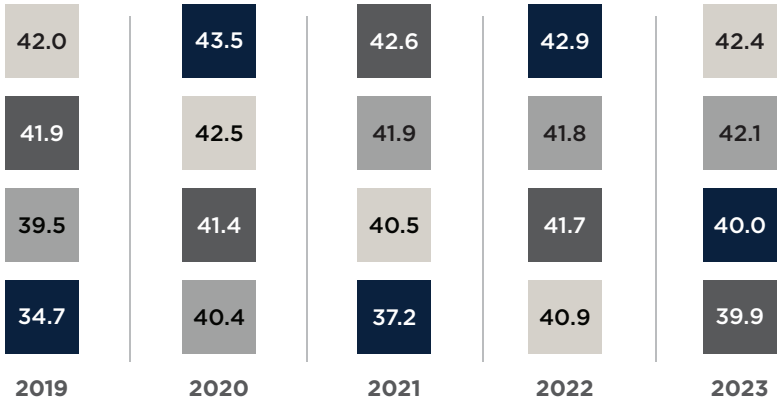
6-Year Gender
55.7% *FEMALE*
47.7% *MALE*

UT Martin

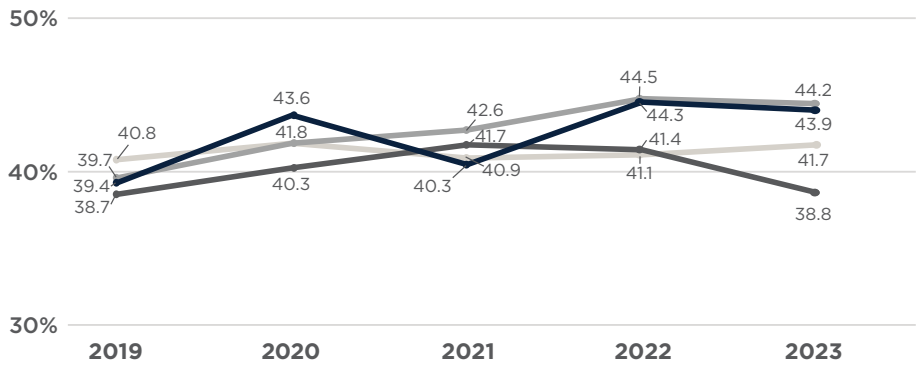
6-Year Graduation Rates

● *UTM* ● *Comparable* ● *Aspirational* ● *LGI*

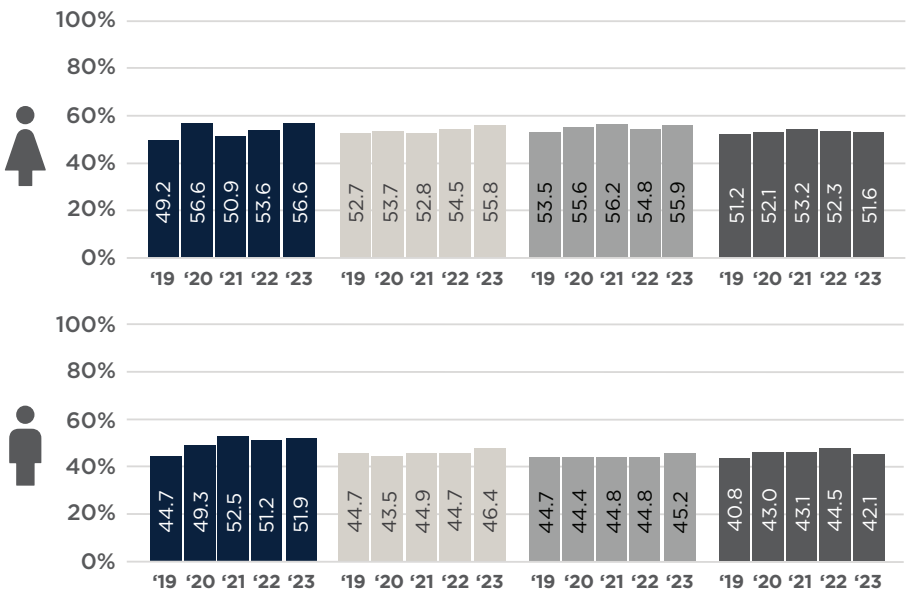
Racial/Ethnic Minorities (%)



Pell Recipients



Gender



University of Tennessee

HEALTH SCIENCE CENTER

UT Health Science Center Peer Comparisons | June 2025

Comparable Peers

- Louisiana State University Health Sciences Center–New Orleans
- Texas Tech University Health Sciences Center
- University of Arkansas for Medical Sciences
- University of Nebraska Medical Center
- University of Oklahoma–Health Sciences Center
- University of Texas Health Science Center at San Antonio

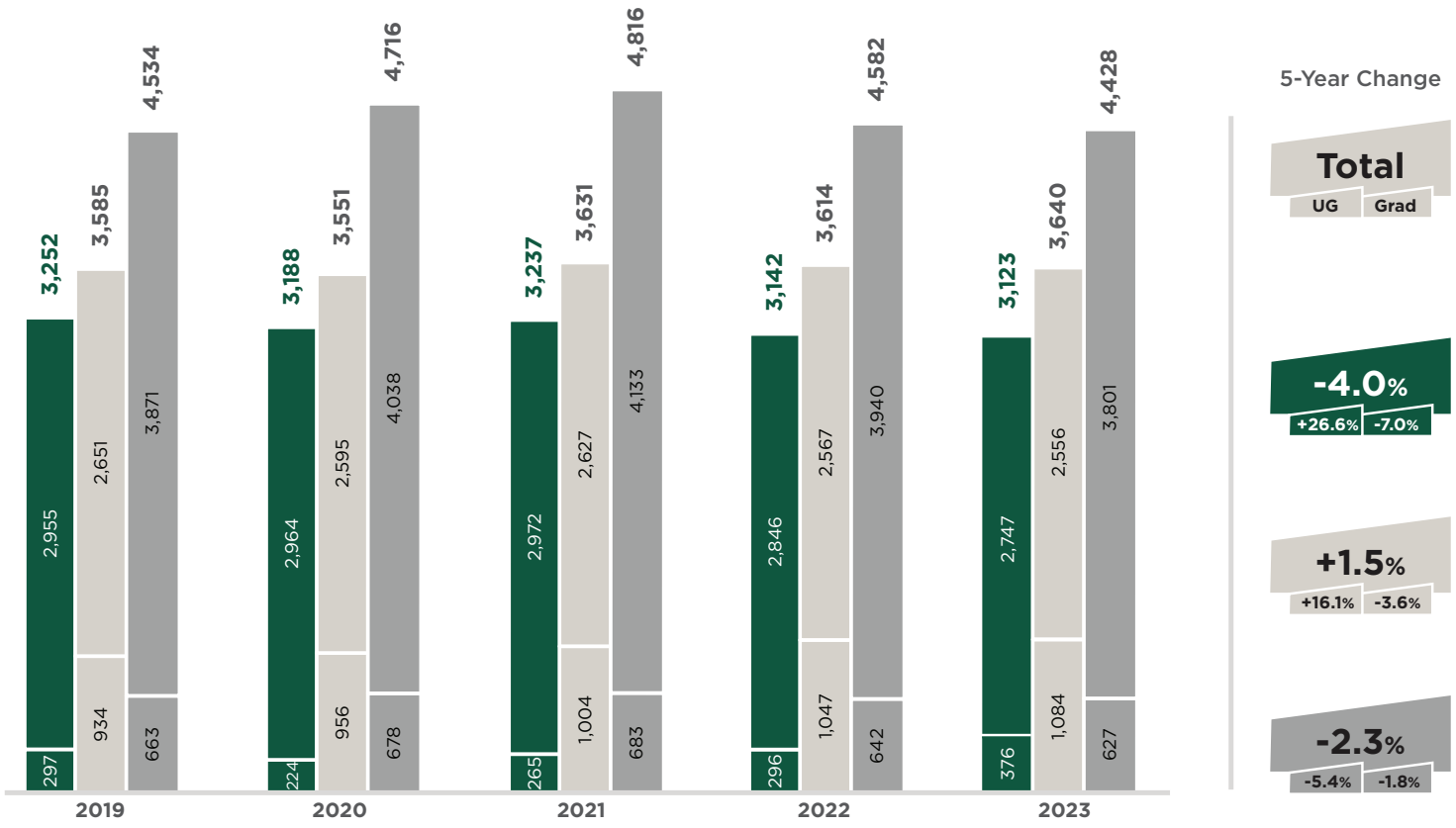
Aspirational Peers

- Medical University of South Carolina
- Oregon Health & Science University
- University of Maryland, Baltimore
- University of Texas Health Science Center at Houston

ENROLLMENT *2019-2023*

● UTHSC ● Comparable ● Aspirational

Undergraduate | Graduate | Total Enrollment



2024 UTHSC Enrollment Snapshot

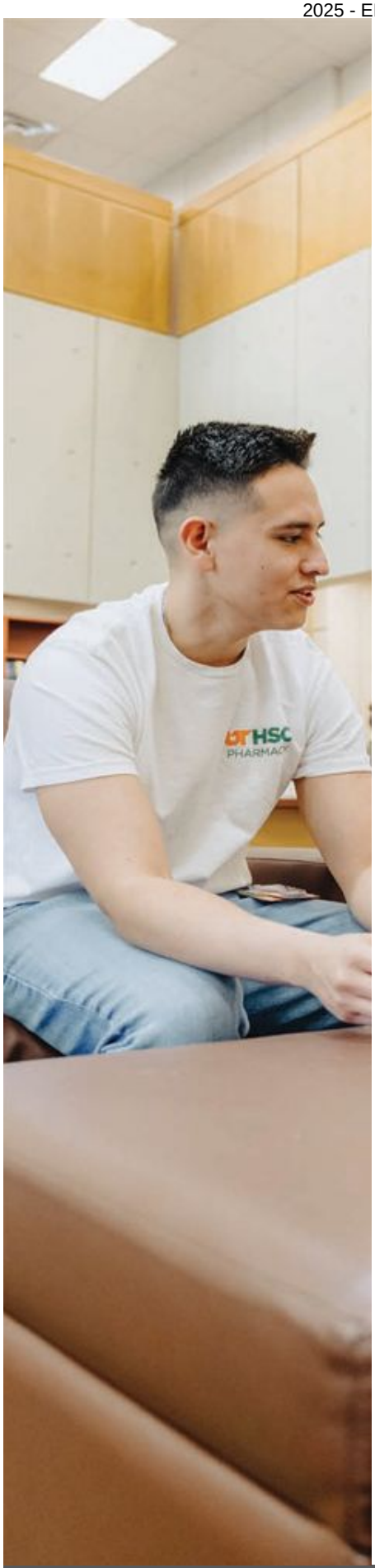
3,101
Total Enrollment

394 *UNDERGRAD*
2,707 *GRAD*

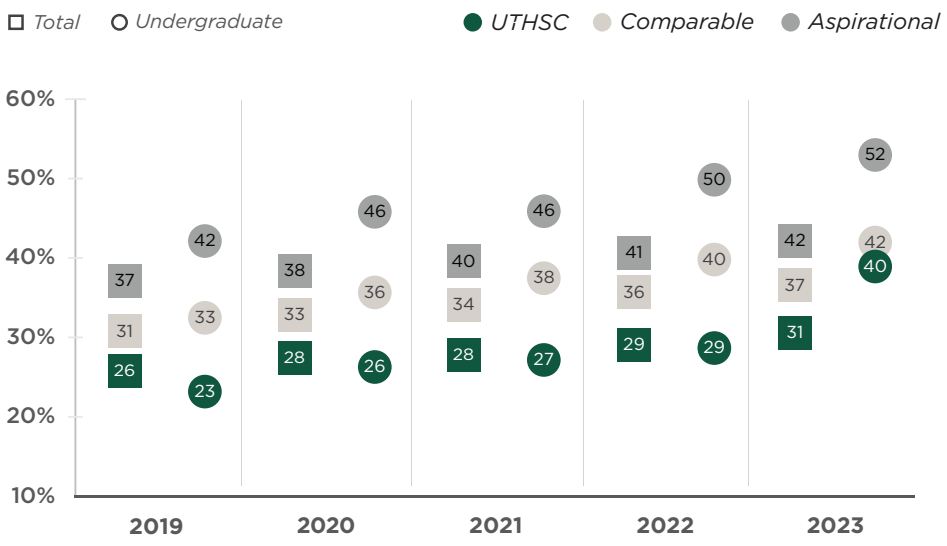
Racial/Ethnic Minorities
32.2% *TOTAL*
44.4% *UNDERGRAD*

Adult Learners
37.6% *UNDERGRAD*

Undergraduate Gender
91.0% *FEMALE*
9.0% *MALE*

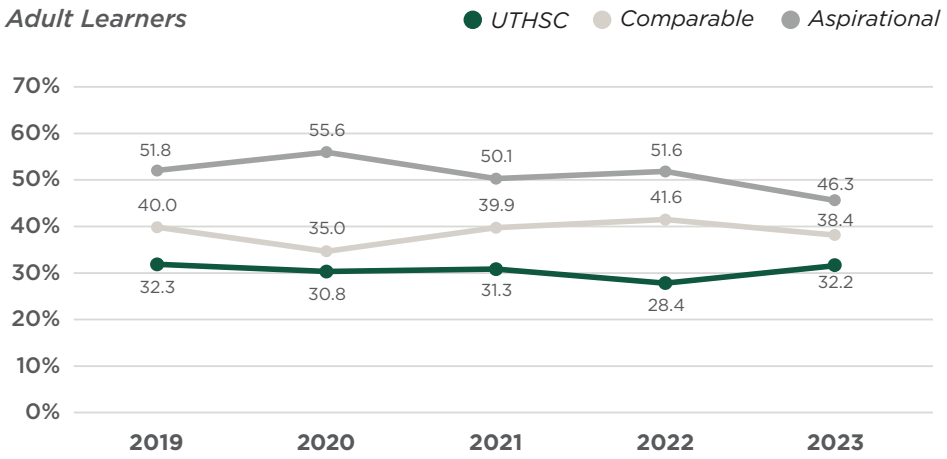


% Enrollment of Racial/Ethnic Minorities

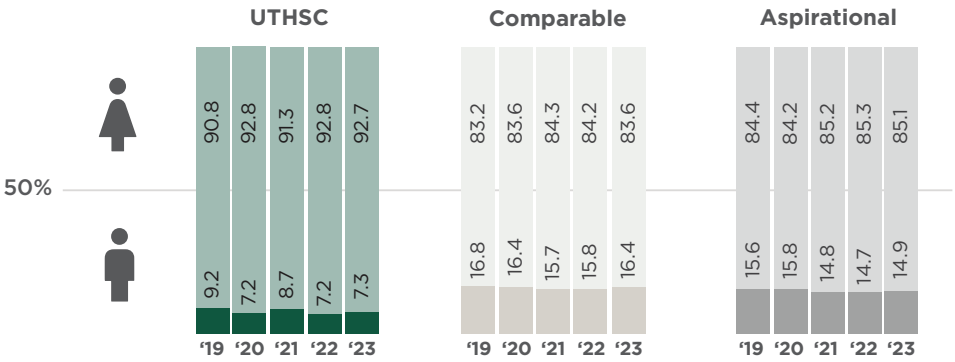


Undergraduate Enrollment

Adult Learners



Gender



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

ie.tennessee.edu | 865.974.3843

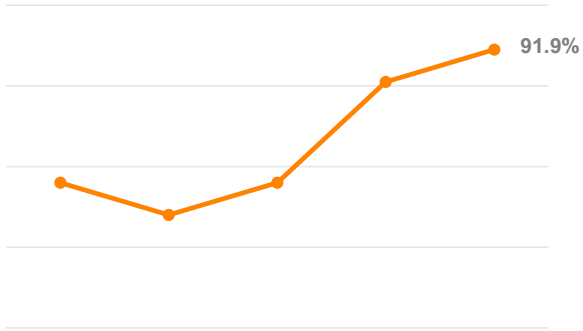
Reaching the Next Level: Research

Chancellor Donde Plowman

THE UNIVERSITY OF TENNESSEE KNOXVILLE

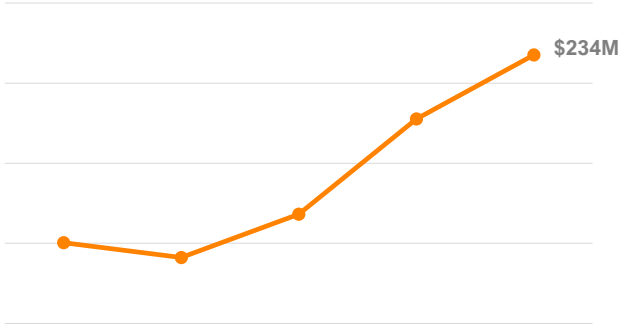
Next Level: **Leveraging our differentiators**

Retention



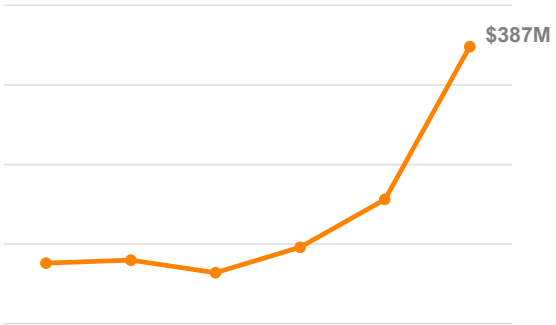
Unparalleled student experience

Athletics Revenue



World-class athletics

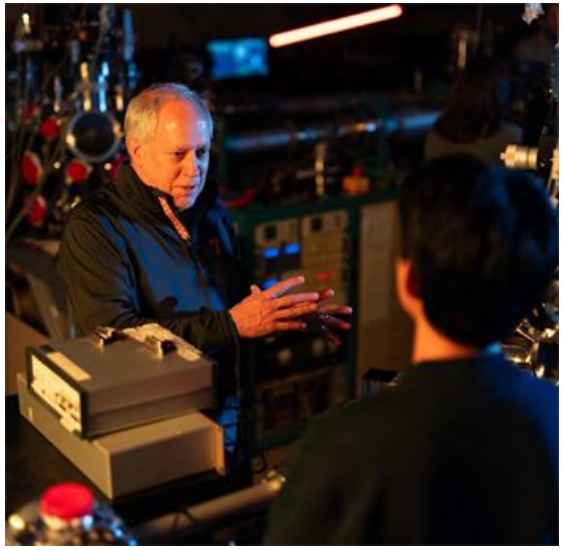
Research Revenue



High-impact research

Next Level: **The Moment**

A great state deserves a great university



UT research strengths align with national needs

Strong partnerships, unique assets & central location

Next Level: **Investments**

- Hiring outstanding research faculty in new ways
- Adopting creative approaches to enhancing our research infrastructure
- Data for decision making

Next Level: **Expanding our presence in TN with innovation districts**

Peninsula Innovation District

- 300+ acre site including UT Research Park at Cherokee Farm, UTMC & UTIA property
- Supports research in advanced materials and manufacturing and human health and wellness

Maplehurst Innovation District

- Near campus and downtown, to include partners focused on technology related innovation and economic growth
- Live-work-play neighborhood with a research focus on the future of computing

Oak Ridge Innovation Corridor

- Hardin Valley to Oak Ridge, including industry, university and government energy innovators
- Supports the advancement of next-generation materials and advanced manufacturing tech essential to advancing US advanced energy dominance

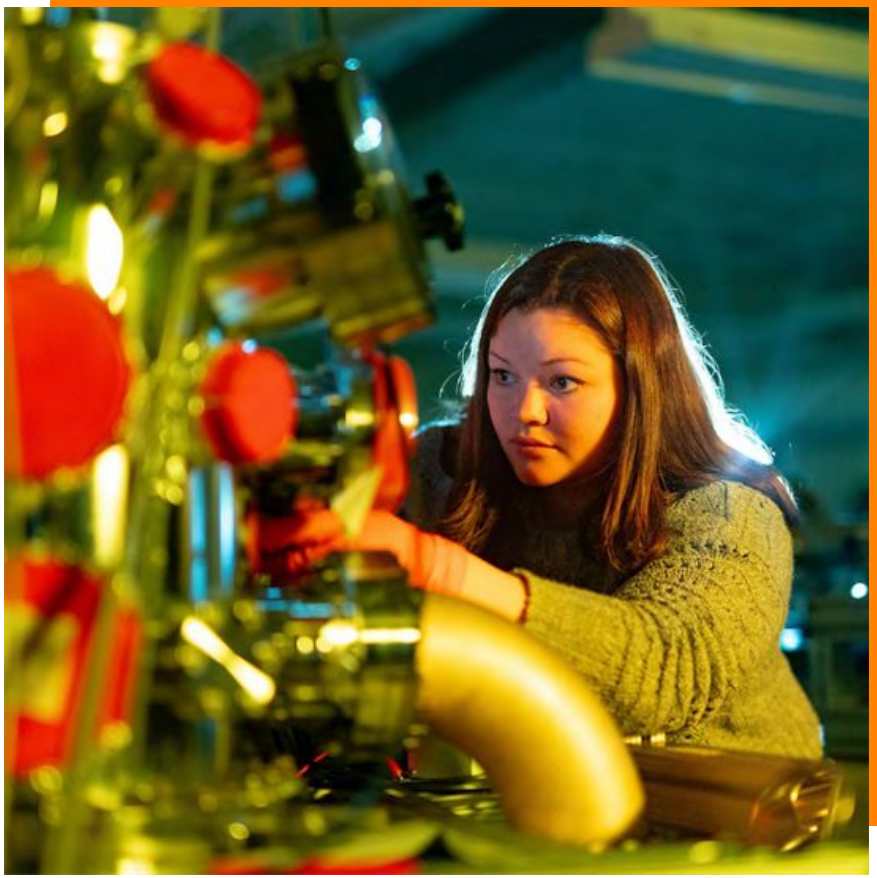
Next Level Example: **Nuclear Renaissance**

UT assets and investments:

- No. 3 nuclear engineering program
- 10 new UT-ORII faculty hires
- DoE selected UT to lead $25M nuclear consortium of eight labs,15 universities
- MOU signing with Y-12

State assets and investments:

- More than 229 nuclear-related companies
- ORNL, TVA, Y-12
- Workforce investments, including new minor at UT Knoxville
- Creation of Tennessee Nuclear Energy Advisory Council
- Business recruitment (e.g. Orano USA, Type One Energy)



Next Level: **The Impact**

On Tennessee

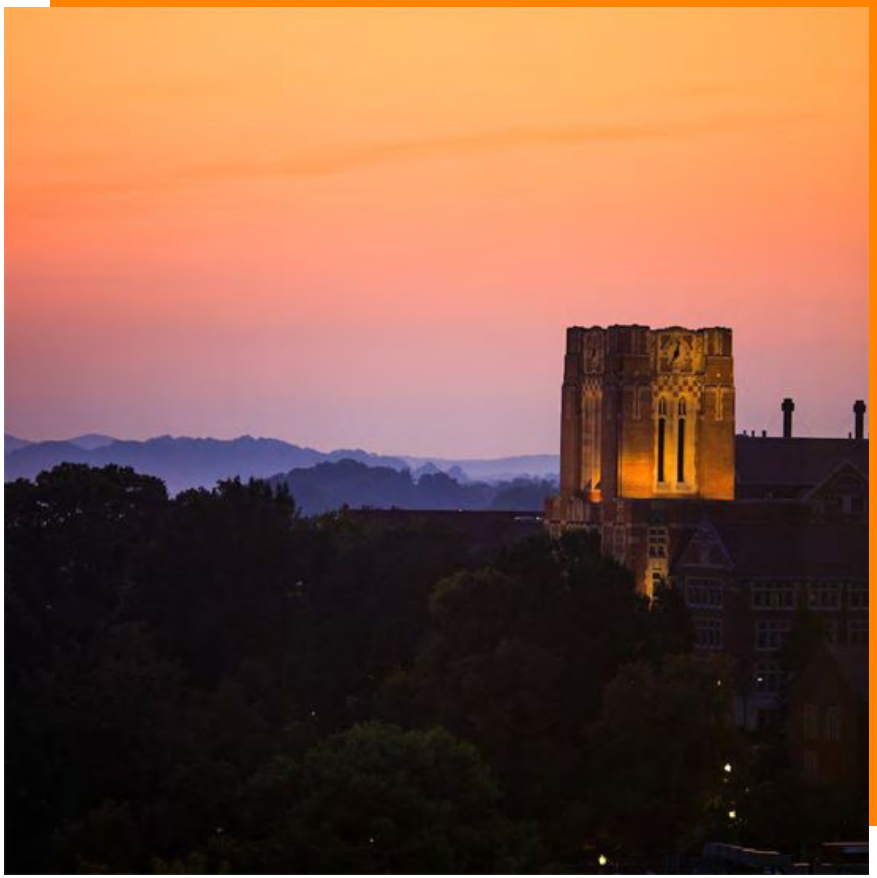
- Growing Tennessee's innovation economy
- Attracting talent and businesses to the state
- Impacting Tennessee citizens by solving our state's greatest challenges

On UT Knoxville

- Increasing UT Knoxville's share of federal research funding
- Attracting world-class faculty and graduate students
- Increasing national reputation

Next Level: **Discussion**

- What risks of aiming for “the next level” most concern you?
- What risks of not aiming for “the next level” most concern you?
- What advice do you have for how we talk about this effort and build buy-in from across the state?
- What messaging do you think will resonate most with stakeholders as we make this case?



3.2

A University on the Rise:

Academic Analytics & The University of Tennessee, Knoxville

Next-level Planning & Collaboration

June 30, 2025

Robert Berdahl, Chancellor Emeritus, University of California, Berkeley;
President Emeritus, Association of American Universities;
Senior Advisor, Academic Analytics

John Simon, President Emeritus, Lehigh University;
Former Provost, University of Virginia,
Senior Advisor, Academic Analytics

Matthew Cooper, Managing Director, Academic Analytics

3.2

1. **Data-driven approach to the Next Level**
2. **Where does UTK stand now relative to peers, aspirants, and other public institutions?**
3. **Collaboration objectives**
4. **Strategies to advance UTK's Next Level goals**
5. **Next steps**

Data-Driven Approach to the Next Level

- Integrating external peer analysis is essential for data-driven strategic planning and sustained excellence.
- Choosing the right aspirant peer set is critical for shaping the university's trajectory and enhancing its reputation.
- University leaders at multiple levels (e.g. chancellor, provost, vice chancellors, deans, department heads) must have a clear understanding of their units' relative position against excellence goals to guide progress effectively.
- Using external peer analysis is essential for creating strong new initiatives and making the best investments.

Association of American Universities (AAU)

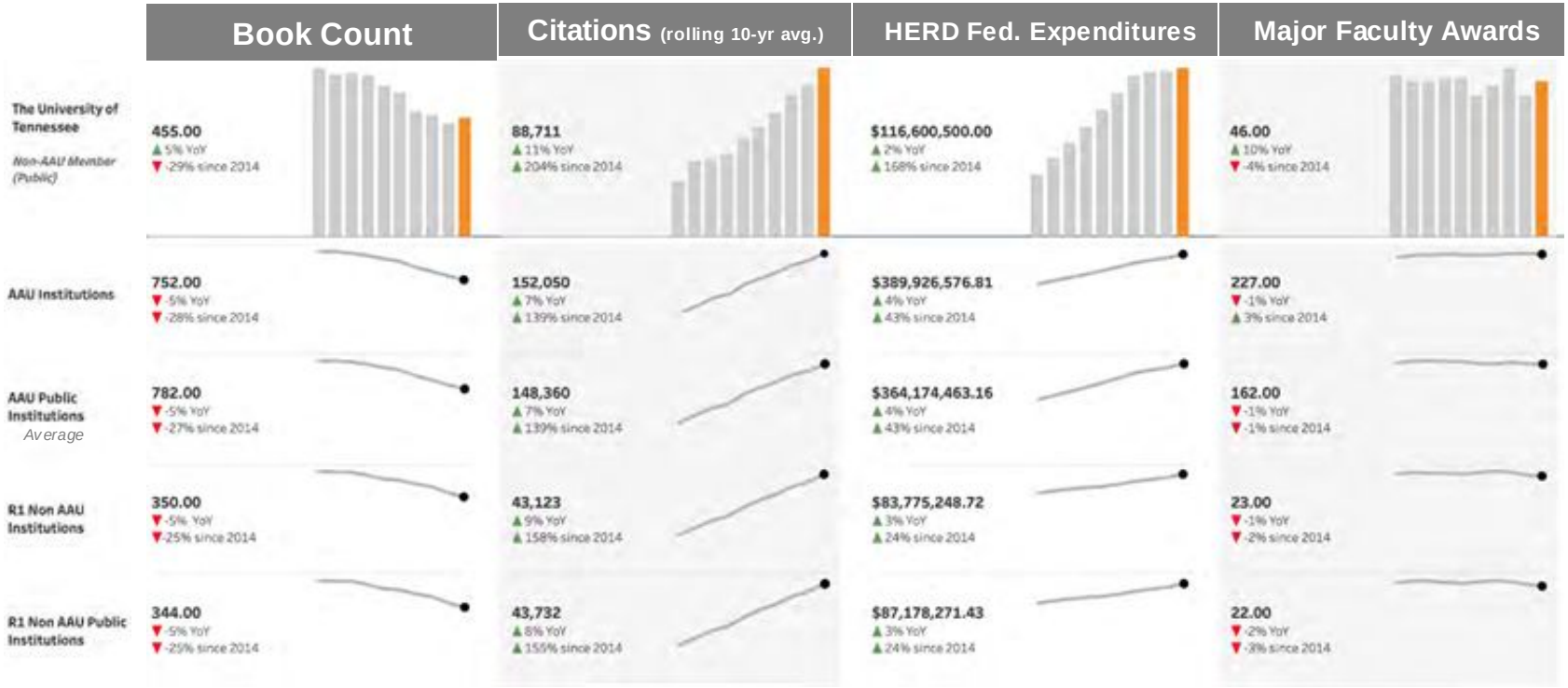
- Leading comprehensive research universities
- 71 members (69 in US, 2 in Canada)
- Members earn the majority of **competitively awarded US federal funding** for research that:
  - improves public health,
  - seeks to address national challenges, and
  - contributes significantly to our economic strength, while educating and training tomorrow's visionary leaders and innovators [1]

1 https://www.aau.edu/who-we-are-americas-leading-research-universities

AAU Membership Indicators

- **Phase 1 indicators**: institutional breadth and quality
  - Competitively funded federal research support
  - Faculty awards (incl. highly prestigious fellowships and memberships)
  - Citations
  - Books (esp. humanities, arts, and social sciences)
- **Phase 2 indicators**: calibration and context
  - USDA, state, and industrial research funding
  - Doctoral education
  - Postdoctoral appointees
- **Informational indicators**: context and mission
  - Pell enrollment
  - Undergraduate Graduation Rate
  - Pell Grant Recipient Graduation Rate
  - Graduation Rate Gap (Pell vs. non-Pell)

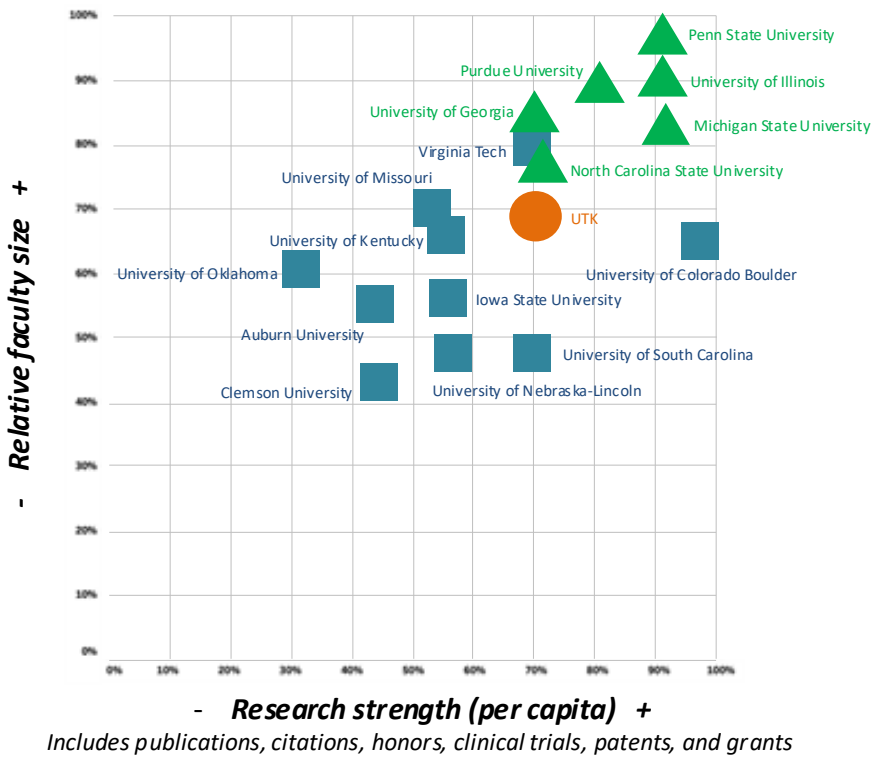
Evaluating the Next Level:
UTK vs. AAU Comparison w/ Peer Group Avg



3.2

Where does UTK stand now?

Research quality and faculty size compared to peers and aspirants



Includes publications, citations, honors, clinical trials, patents, and grants

Comparative peers:

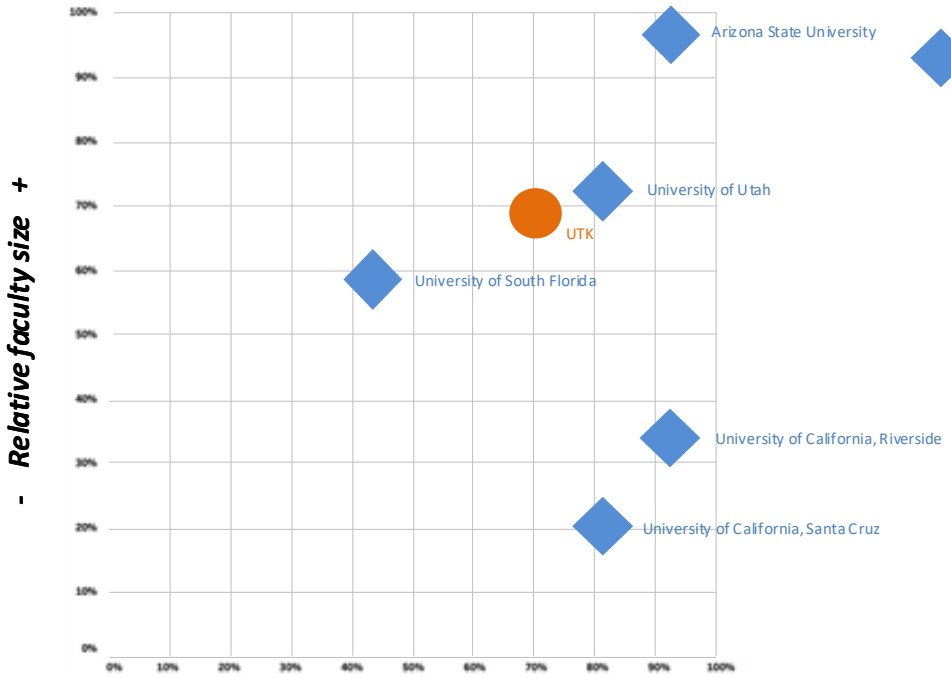
- Auburn University
- Clemson University
- Iowa State University
- University of Colorado Boulder
- University of Kentucky
- University of Missouri
- University of Nebraska-Lincoln
- University of Oklahoma
- University of South Carolina
- Virginia Tech

Aspirational peers:

- Michigan State University
- North Carolina State University
- Penn State University
- Purdue University
- University of Georgia
- University of Illinois

Where does UTK stand now?

Research quality and faculty size compared to recent new public AAU members



Includes publications, citations, honors, clinical trials, patents, and grants

Recent new public AAU members:

Arizona State University
University of Utah
University of South Florida
University of California, Riverside
University of California, Santa Cruz

Planning for the Next Level:
Academic Analytics and UTK

Elevate UTK academic and strategic planning with aspirant peer benchmarks.

Identify areas for future investment that build on UTK's existing strengths and leverage shared strengths with research partners (e.g., UTHSC, ORNL via UT-ORII).

Institutionalize the use of comparators in every planning conversation.

Equip university leaders at every level with an up-to-date understanding of the university's strengths, risks, and opportunities in the research enterprise relative to other U.S. R1 universities.

Strategies to Advance UTK's Next Level Goals

Strategic hiring and targeted new investments: Where can we target new resources to have the most significant impact?

Addressing faculty flight risks: How can UTK retain excellent faculty who are already here? (In some fields, much less expensive and more effective than new hiring)

Enhancing UTK and faculty reputation: How can we institutionalize a strong focus on awards and nominations?

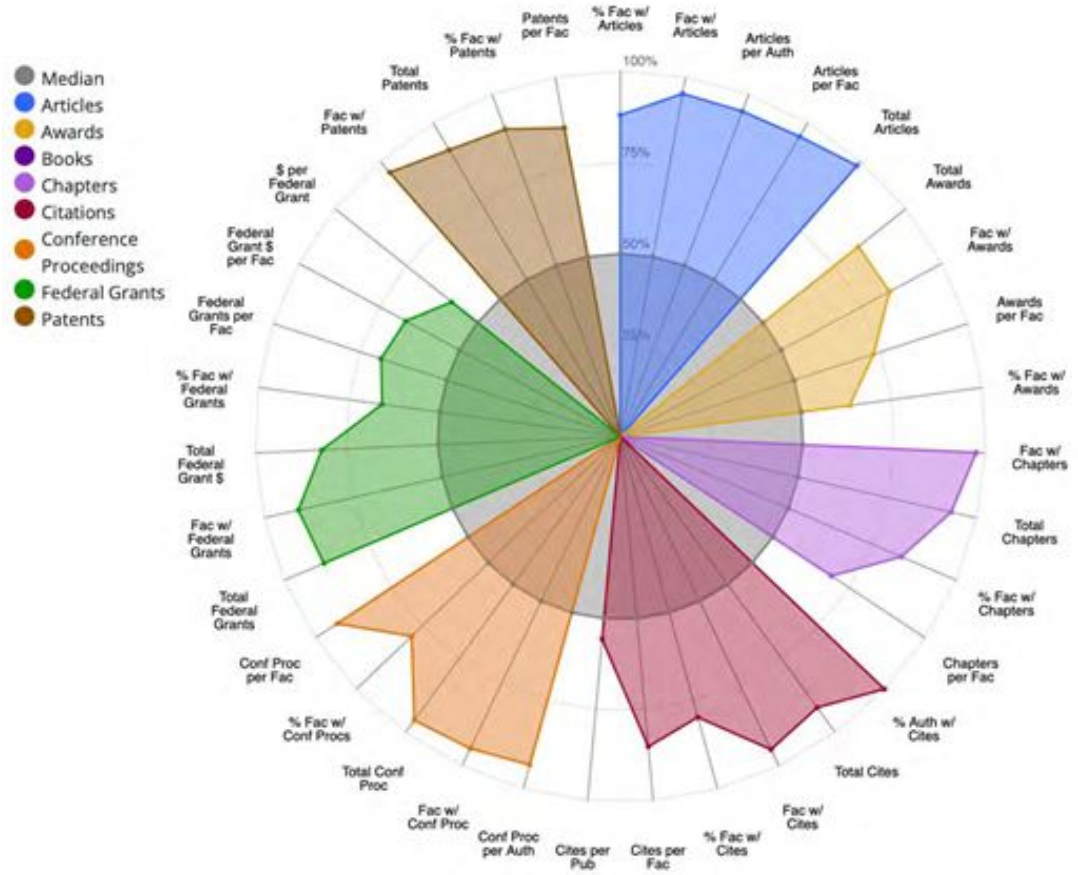
Leveraging unique assets: Close relationships across Tennessee

Embedding excellence in structural processes through program review with aspirant comparators, regular review of research excellence and progress toward key goals vs. peers

Strategies to Advance UTK's Next Level Goals

Data-driven peer analysis for next-level planning

Academic and research leaders have a real-time view of their strengths and key comparisons among peers



Strategies to Advance UTK's Next Level Goals

Strategic hiring and targeted new investments:

Where can we target new resources for maximum impact? How do we anticipate future trends in the US research landscape and build on UTK's unique strengths?

Example:

Using pro forma models of hiring impact to inform where to invest new resources

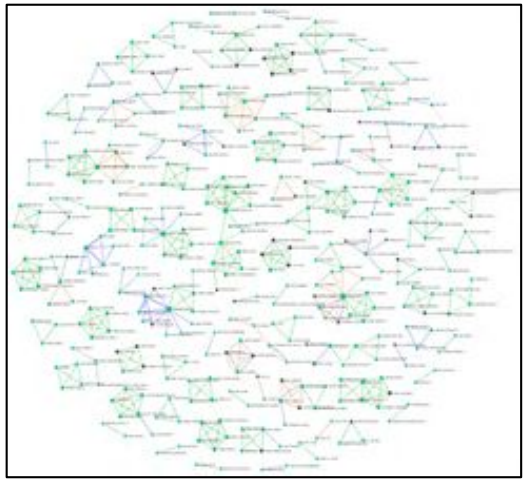
Strategies to Advance UTK's Next Level Goals

Leveraging comparative advantage:

How can UTK's close relationship partners across the region support long-term goals for sustained excellence?

Example:

Launching a new research institute by strategically recruiting premier faculty who will build on comparative advantages



***Strategic hiring**:*
Assistant professors at AAU universities with relevant recent expertise related to the proposed institute

3.2

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ASSOCIATION OF AMERICAN UNIVERSITIES (AAU)
BACKGROUND INFORMATION

I. AAU Membership Policy

The Association of American Universities (the "Association") is an association of leading comprehensive research universities distinguished by the breadth and quality of their programs of (a) academic research and scholarship and (b) graduate education. Membership in the association is by invitation. The Association maintains a standing Membership Committee, which periodically evaluates both non-member universities for possible membership and current members for continued membership, with the goal of ensuring that the Association in fact comprises comparable leading research-intensive universities. Non-member universities whose research and education profile exceeds that of a number of current members may be invited to join the Association; current members whose research and education profile falls significantly below that of other current members or below the criteria for admission of new members will be subject to further review and possible discontinuation of membership.

While the association does not have a specific limit on the number of its members, it values remaining a relatively small organization whose composition enables productive meetings and collegial relationships among the member presidents and chancellors. It endeavors to balance these characteristics of the association with the expectation that its membership will include the leading research-intensive universities.

In its evaluation of institutions, the Membership Committee is guided by a set of Membership Principles and Membership Indicators. The Membership Principles specify the primary purpose of the association and the corresponding characteristics of its member institutions. The Membership Indicators are a two-phase set of quantitative measures used to assess the breadth and quality of university programs of research and graduate education at U.S. based institutions.

Adopted January 12, 1999
Revised April 20, 2010
Revised April 17, 2023

II. AAU Membership Principles

1. The primary purpose of AAU should be to provide a forum for the development and implementation of institutional and national policies promoting strong programs of academic research and scholarship and undergraduate, graduate, and professional education.

2. The members of AAU should be comprehensive universities distinguished by the disciplinary breadth and quality of their programs of graduate education and research.

3. The members of AAU shall approve appropriate criteria for assessing the breadth and quality of these programs and shall apply these criteria in making judgments about potential new members of the Association and in the assessment of current members.

4. All current members are subject to ongoing assessment by the Membership Committee. In those instances in which there appears to be a significant and sustained disparity between the mission or accomplishments of a member institution and that of other members of the association, the Membership Committee will make the appropriate recommendations to the Board about continued membership.

Adopted January 12, 1999
Revised April 20, 2010
Revised April 17, 2023

III. AAU Membership Indicators

The AAU presidents and chancellors have adopted the following set of membership indicators to use in assessments of the U.S. current and potential new members. All indicators will be tabulated as both actual values and normalized, per-faculty measures where feasible.

These indicators are divided into Phase I indicators, which will be used as the primary indicators of institutional breadth and quality in research and education, and Phase II indicators, which will be used to provide additional important calibrations of institutional research and education programs.

Both the Phase I and Phase II indicators constitute the first stage of membership assessment. The second stage involves a more qualitative set of judgements about institutions and their trajectories.

Phase I Indicators

1. Competitively funded federal research support: The Membership Committee uses National Science Foundation (NSF) research expenditure data, excluding formula-allocated USDA research expenditures. Funding for the Agriculture Food and

Research Initiative (AFRI), a competitively funded USDA research support program, is included in the Phase I research support indicator.

2. Faculty awards, fellowships, and memberships: The Membership Committee gathers data on faculty awards, fellowships, and memberships as an additional assessment of the distinction of an institution's faculty. Beginning in 2023, memberships in the national academies will be included in this indicator.

3. Citations: Thomson Reuters InCitesTM citations database provides an annually updated measure of both research volume and quality and will provide a valuable complement to the first four indicators listed above.

4. Books: The Membership Committee gathers data on book publications to represent scholarship at AAU institutions – especially in the fields of arts, humanities, and social sciences.

Phase II Indicators

1. USDA, state, and industrial research funding: Though these three sources of academic research support fund important, high-quality research, they are treated as Phase II indicators since they are generally not allocated through competitive, merit-review processes. Competitively funded USDA research programs, such as AFRI, that can be separately identified in reported data are included in Phase I data.

2. Doctoral education: The Committee uses number of PhDs granted annually, using Department of Education IPEDS (Integrated Postsecondary Education Data System) data. These data are treated as Phase II indicators to de-emphasize the quantitative dimensions of Ph.D. programs and avoid sending an unintended signal to institutions to increase Ph.D. output.

3. Number of postdoctoral appointees: The Committee uses NSF-compiled data from institutions on postdoctoral appointees, most of whom are in the health sciences, physical sciences, and engineering. Postdoctoral education is an important component of university research and education activities that the committee believes should be tracked in AAU membership indicators. However, because postdoctoral activity is highly correlated with university research and because self-reported postdoctoral data are less uniform than data on federally funded research, postdoctoral appointees are treated as a Phase II indicator.

Informational Metrics

1. Pell Enrollment: The Membership Committee gathers data on the share of full-time, first-time undergraduate students who are recipients of Pell grants.

2. Undergraduate Graduation Rate: The Membership Committee gathers data on the 6-year graduation rates for bachelor's degree students.

3. Pell Grant Recipient Graduation Rate: The Membership Committee gathers data on the 6-year graduation rates for full-time first-time bachelor's degree seeking Pell grant recipient cohort.

4. Graduation Rate Gap: The graduation rate gap reflects the overall graduation rate minus the Pell grant recipient graduation rate.

Adopted July 18, 2000
Revised October 2012
Revised April 17, 2023

IV. AAU Member Universities

Private (Year Admitted)	Public (Year Admitted)
The George Washington University (2023) - M	Arizona State University (2023)
University of Miami (2023) - M	University of California, Riverside (2023) - M
University of Notre Dame (2023)	University of South Florida (2023) - M
Tufts University (2021) - M	The University of Utah (2019) - M
Dartmouth (2019) - M	University of California, Santa Cruz (2019)
Boston University (2012) - M	Georgia Institute of Technology (2010)
Emory University (1995) - M	Stony Brook University – The State University of New York (2001) - M
Brandeis University (1985)	Texas A&M University (2001) - S, M, L
Rice University (1985)	University of California, Davis (1996) - M, L
Carnegie Mellon University (1982)	University of California, Irvine (1996) - M
Case Western Reserve University (1969) - M	University of California, Santa Barbara (1995)
University of Southern California (1969) - M	Rutgers University – New Brunswick (1989) - M, L
Tulane University (1958) - M	University at Buffalo – The State University of New York (1989) - M
New York University (1950) - M	The University of Arizona (1985) - M, L
Vanderbilt University (1950) - M	University of Florida (1985) - S, M, L
University of Rochester (1941) - M	University of California, San Diego (1982) - M
Duke University (1938) - M	University of California, Los Angeles (1974) - M
California Institute of Technology (1934)	University of Pittsburgh (1974) - M
California Institute of Technology (1934)	University of Maryland at College Park (1969) - L
Massachusetts Institute of Technology (1934)	University of Oregon (1969)
Brown University (1933) - M	University of Colorado, Boulder (1966) - P
Washington University in St. Louis (1923) - M	Michigan State University (1964) - A, M, L
Northwestern University (1917) - M	Purdue University (1958) - A, L
Columbia University (1900) - M	The Pennsylvania State University (1958) - A, M, L
Cornell University (1900) - M, L	University of Washington (1950) - M
Harvard University (1900) - M	The University of Texas at Austin (1929) - S
Princeton University (1900)	McGill University (1926)
Stanford University (1900) - M	University of Toronto (1926)
The Johns Hopkins University (1900) - M	The University of North Carolina at Chapel Hill (1922) - M
The University of Chicago (1900) - M	The Ohio State University (1916) - M, L
University of Pennsylvania (1900) - M	Indiana University (1909)
Yale University (1900) - M	The University of Iowa (1909) - M
	The University of Kansas (1909) - M
	University of Illinois Urbana-Champaign (1908) - A, L
	University of Minnesota, Twin Cities (1908) - M, L
	University of Missouri, Columbia (1908) - P, M, L
	University of Virginia (1904) - M
	The University of Wisconsin – Madison (1900) - M, L
	University of California, Berkeley (1900) - L
	University of Michigan (1900) - M

P - UTK Board-Approved Peer
A - UTK Board-Approved Aspirant
M - Medical Center/School
L - Land Grant Institution
S - Southeastern Conference

4.1

FORWARD FOCUSED
Strategic Enrollment Plan
2025-2030
UT MARTIN

4.1

Strategic Plan Goal 1

To achieve sustainable enrollment growth by investing resources to attract and support a wide range of learners.

10,000 students enrolled by fall 2030

UT MARTIN

1

4.1

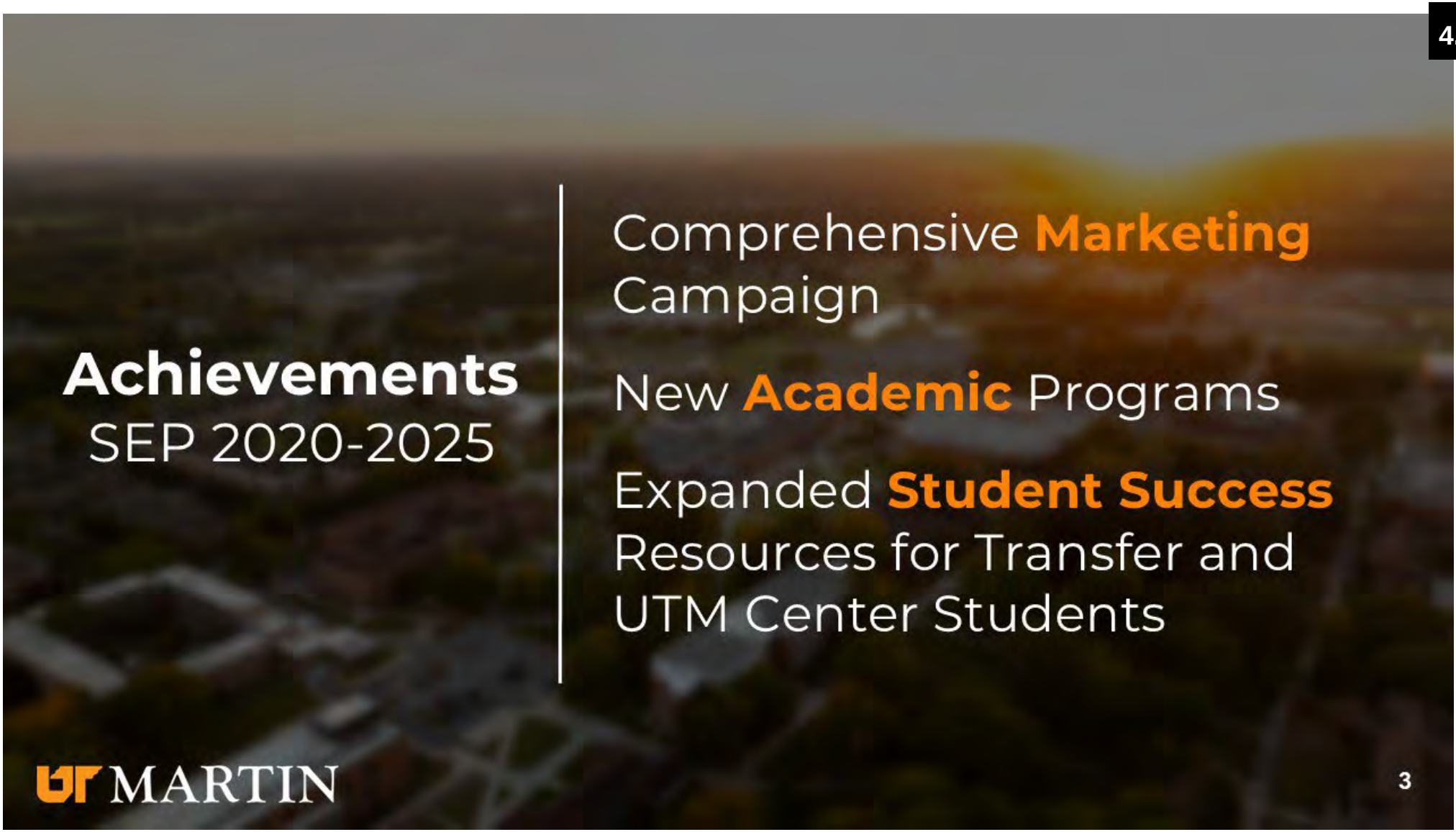
Driving Sustainable Growth

Strategic Enrollment Planning (SEP) is a continuous, data-informed process designed to:

- Set **realistic, quantifiable goals**
- Use an **ROI-driven, action-oriented** approach
- Align to institutional **mission, current realities** and evolving **external environment**

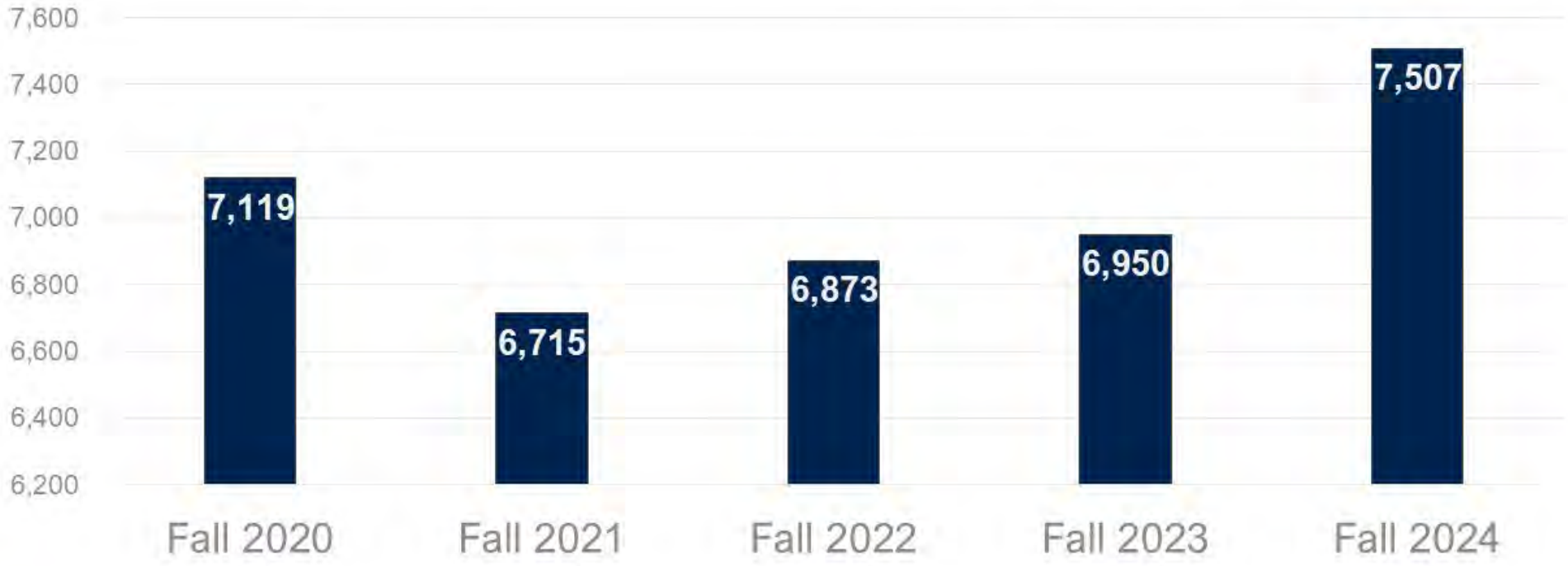
All to foster long-term enrollment and financial sustainability

4.1


Achievements
SEP 2020-2025
Comprehensive Marketing Campaign
New Academic Programs
Expanded Student Success Resources for Transfer and UTM Center Students
UT MARTIN
3

4.1

Enrollment 2020-2024



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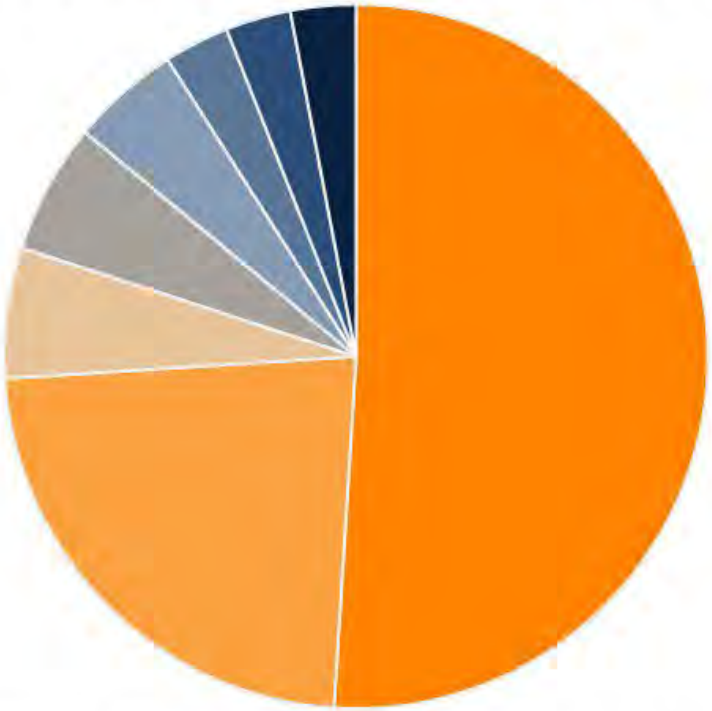
SEP 2025-2030 | Phases

1. Preparation and data collection
2. **Strategy development**
3. Establish enrollment goals for each strategy
4. **SEP Prioritization Summit "Shark Tank"**
5. Final prioritization & funding considerations
6. **Implementation**

4.1

Campus Collaboration



- Faculty
- Academic Affairs Staff
- Finance & Administration
- Student Affairs
- Information Technology
- Access & Engagement
- Athletics
- University Relations & Outreach

Five working groups consisted of 65 faculty and staff members from across all UTM colleges and divisions.

4.1

SEP 2025-2030 | 10 New Strategies

Degree Expansion and Innovation

1.	2.	3.	4.	5.
Master of Public Health	Expansion of Bachelor of Science in Nursing Program: Access through Spring Cohort	Growth of Online Computer Science Offerings with Launch of Graduate Program	Broadened Degree Access through UT Martin Regional Centers	Increased Dual Enrollment Pathways
52	114	110	62	300

Anticipated 2030-2031 enrollment outcomes for each strategy

SEP 2025-2030 | 10 New Strategies

Anticipated 2030-2031 enrollment outcomes for each strategy

4.1

SEP 2025-2030 Return on Investment

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment Impact	177	404	604	794	966	1,075
Total Revenue	$487,880	$1,468,819	$2,603,677	$3,671,961	$4,630,632	$5,320,113
Total Expenses	$473,078	$1,184,368	$1,668,818	$2,038,985	$2,235,421	$2,267,772
Total Net Revenue	$14,802	$284,451	$934,860	$1,632,976	$2,395,211	$3,052,341
Cumulative Net Revenue	$14,802	$299,253	$1,234,113	$2,867,089	$5,262,300	$8,314,641

Beyond the Plan
Sustaining and Growing Enrollment

Launch of new degree programs – Master of Social Work (MSW) and Bachelor of Applied Science in Advanced Manufacturing and Applied Engineering

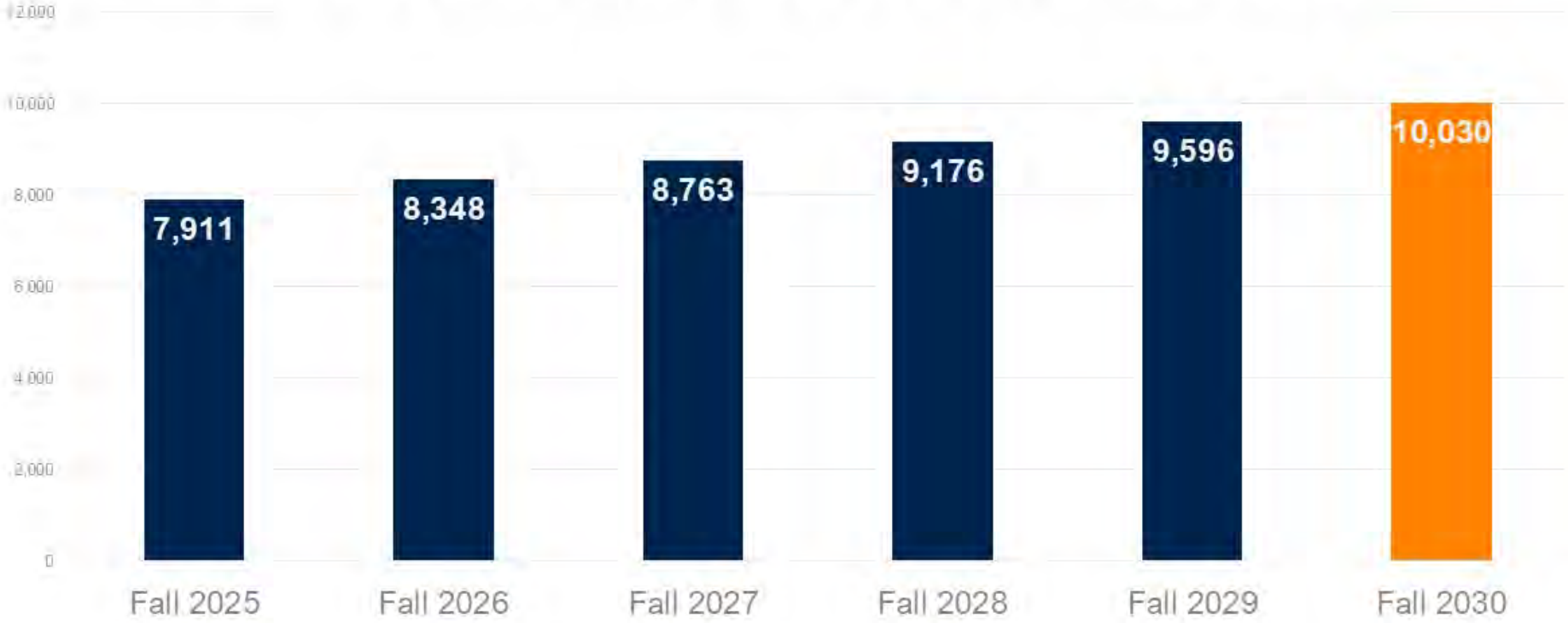
Continued investments in **strategic marketing**

Implementation of **international recruitment plan**

Development of **infrastructure** to support and sustain enrollment growth

4.1

Enrollment Growth Goals



Enrollment growth goals based on 5% enrollment increase each fall; 2% increase each spring; 5-year average progression and retention rates

UT MARTIN

12

Enrollment Growth Distribution

ENROLLMENT PROJECTIONS BY CLASSIFICATION						
	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Freshmen	1,581	1,668	1,752	1,839	1,931	2,027
Sophomores	1,126	1,194	1,259	1,322	1,388	1,456
Juniors	1,166	1,239	1,311	1,381	1,451	1,524
Seniors	1,317	1,452	1,560	1,656	1,748	1,839
Dual Enrollment	1,877	1,933	1,991	2,051	2,112	2,176
Graduate Students	709	726	753	787	824	864
Guest Students	135	137	138	140	142	144
Total	**7,911**	**8,348**	**8,763**	**9,176**	**9,596**	**10,030**

ENROLLMENT PROJECTIONS BY SUBPOPULATION						
	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
First-Time Freshmen	1,281	1,345	1,412	1,483	1,557	1,635
First-Time Transfers	400	420	441	463	486	511
Undergraduate Online	20%	20%	20%	20%	20%	20%
Graduate Online	100%	100%	99%	97%	95%	94%

Enrollment growth goals based on 5% enrollment increase each fall; 2% increase each spring; 5-year average progression and retention rates

4.1

STRATEGIC ENROLLMENT PLAN

FORWARD FOCUSED

2025-2030

THE UNIVERSITY OF TENNESSEE MARTIN

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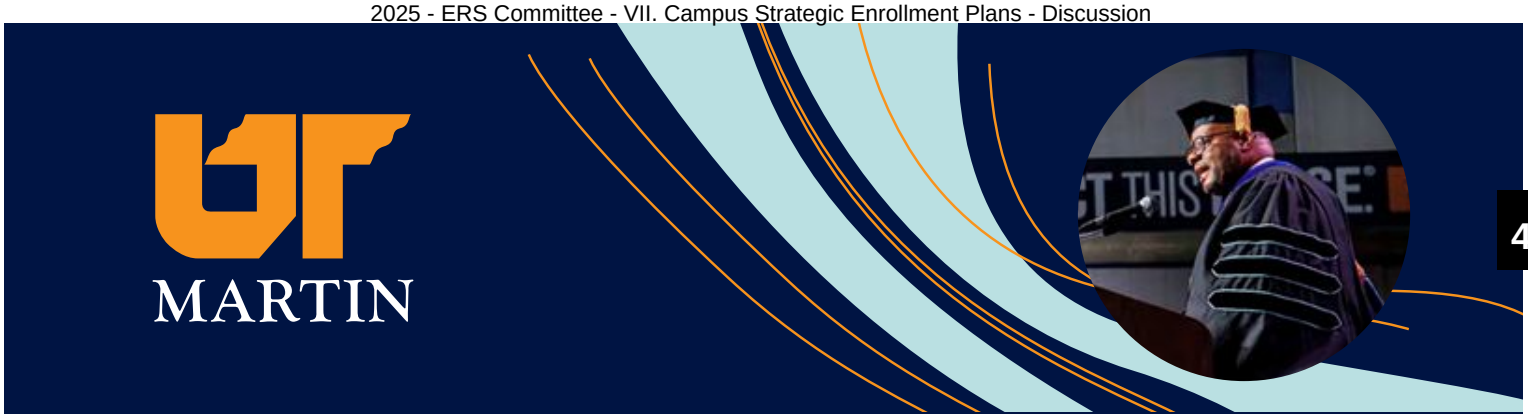


UT MARTIN STRATEGIC ENROLLMENT PLAN

INTRODUCTION & EXECUTIVE SUMMARY

At the University of Tennessee at Martin, we believe the future belongs to those who prepare for it today. In alignment with our bold "Watch Us Soar" strategic vision, UT Martin launched a comprehensive strategic enrollment planning process designed to shape the next chapter of our university's success and meet our enrollment goals.

From November 2024 through May 2025, a cross-campus collaboration engaged in six intensive planning sessions aimed at achieving the following goals:

- Assess current enrollment trends and challenges,
- Explore innovative strategies for growth,
- Develop financial models to prioritize and sustain initiatives, and
- Prepare for full-scale implementation beginning Fall 2025.

The 2025–2030 Forward Focused Strategic Enrollment Plan (SEP) builds on the momentum of the 2020–2025 plan, showcasing UT Martin's transformation into a data-driven, student-centered institution. Our focus is broader than simply attracting new students; we are equally committed to supporting the success, retention, and graduation of those already entrusted to us.

Key findings highlighted both opportunities and challenges. Several academic programs — existing strengths and exciting new offerings — emerged as powerful engines for enrollment growth. Simultaneously, critical barriers such as advising systems, tuition structures, and course accessibility were identified and prioritized for reform.

Our path forward demands nothing less than full community commitment. Success will hinge on:

- A campus-wide spirit of innovation and ownership,
- Strategic investment in high-impact initiatives, and
- Leadership that keeps student success and institutional excellence at the heart of every decision.

With determination and a clear plan, UT Martin is poised not just to meet the future — but to soar beyond it.

MISSION AND CORE VALUES; PRIORITIES AND IDEAL OUTCOMES; KPIS, AND PLANNING ASSUMPTIONS

The strategic enrollment planning project for UT Martin flows naturally from the university's mission and core values. At its core, the plan drives engagement of prospective and current students with the university: to support strong and relevant academic programs; to strengthen the student experience and foster student success; to serve and support all populations; and to provide service to West Tennessee and beyond.

Mission Statement

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.

Core Values

We value…

- Academic Program Excellence
- Student Experience and Success
- Inclusion
- Advocacy and Service

Priorities and Ideal Outcomes

At the outset of the project, Chancellor Yancy Freeman's cabinet identified the following priorities and ideal outcomes:

- Develop a strategic roadmap spanning five years to foster proactive rather than reactive planning.
- Deepen our understanding of target audiences and stakeholders.
- Gain clearer insight into the needs of academic and co-curricular programs.
- Assess the projected demographic shifts in our student population and ensure the infrastructure—such as student support services—is equipped to meet their needs.
- Enhance the overall student experience, leading to improved perceptions of UTM.
- Optimize the use of limited resources by identifying areas for strategic growth and reduction.
- Strengthen the role of data in guiding decisions, supported by accessible and reliable data resources.
- Improve financial sustainability to more effectively support the university's mission.
- Establish a comprehensive student success framework that includes advising and retention strategies.
- Incorporate geographic and location-specific factors into planning, alongside a thoughtful consideration of UTM's institutional culture.

Key Performance Indicators

Ultimately, the success of UT Martin's SEP will be determined by its performance on a select set of Key Performance Indicators (KPIs). At the outset of the project, the UT Martin Chancellor's Cabinet and the SEP Steering Committee developed a set of KPIs for the project. Over the course of the project, some of those initial KPIs served to frame and drive the work, while others provided less focus. The situational analysis that follows provides documentation of the driving KPIs listed in the table below. Performance on these and other metrics will serve as a framework for assessment and evaluation of both individual strategies and the project as a whole.

Category	Key Performance Indicator
Enrollment	
	Headcount: undergraduate; graduate; total
	FTE: undergraduate; graduate; total
	Cohort headcount: first year; transfer (by program)
	First-year and transfer cohort retention rates (to years 2, 3, 4, & 5)
	First-year and transfer cohort graduation rates four- and six-year (First-year); three-year (transfer)
	Graduate cohort retention graduation rates 2, 3, & 4
	THEC progression metrics
Student Characteristics	
	% Under-represented groups
	% First generation
	% Pell-eligible
	% Adult
	Academic readiness
Market Position	
	Market share

Additional KPIs included in the following table are not included in the situational analysis but remain under consideration for study and operationalizing in the future.

Program Quality	
Institutional Effectiveness Metrics	
	High Impact Practice rates (can be found in the strategic plan dashboard)
	Net academic gain (aspirational)
	Faculty development metrics (national recognitions)
	Professional exam pass rates
	Post-graduation placement rates (first destination: work; graduate school)
	Alumni engagement
	Graduation rates for target populations (i.e. Pell recipients)
Market Position	
	Brand awareness, web traffic, media mentions
Fiscal	
	Composite Financial Index (an internal financial literacy topic)
	Net revenue
	Net revenue/student
	Residence hall occupancy rates

ORGANIZATIONAL STRUCTURE AND PROCESS FOR PLANNING

Organizational Structure

To develop UT Martin's new SEP, we established a structured organization consisting of five working groups, coordinated by a central SEP Steering Committee and supported by a dedicated data team.

The co-chairs of each working group (represented by the outer circles in the accompanying graphic) also served on the SEP Steering Committee to ensure alignment and collaboration across all groups. Their responsibilities included coordinating data-collection efforts with the embedded data team members, maintaining focus within each group's assigned area, and minimizing duplication of work. As with any complex project operating under time constraints, some areas naturally experienced overlap or required additional attention due to time limitations or gaps in available data.

Each working group was composed of eight to ten members drawn from across the UT Martin community, including subject-matter experts and faculty members chosen for their broad, university-first perspective. A full list of working group members is provided in Part 1 of the appendix.

Process for Planning

UT Martin's strategic enrollment planning project was facilitated Dr. Phil Cavalier, Provost, and Dr. Destin Tucker, Assistant Vice Chancellor for Enrollment Management. The project included four interactive and recursive phases, which were based on the process utilized for the 2020-2025 SEP.

1. Preparation and data collection
2. Strategy development
3. Setting enrollment goals for each strategy
4. Implementation

The first three of those phases unfolded within the first eight meetings detailed blow. Implementation will begin prior to the fall 2025 semester.

Meeting	Date	Objectives/Focus
One	Nov. 19, 2024	Hard launch of SEP
Two	Dec. 4, 2024	Data overview and preparation; preparation for situational analysis
Three	Jan. 29, 2025	Situational analyses; identification of pilot strategies
Four	March 5, 2025	Finalize situational analyses; complete strategy ideation and working group prioritization; business planning organization
Five	April 4, 2025	Business plan review; full plan set development
Six	April 17, 2025	Business plan vetting; prioritization summit preparation
Seven	May 5, 2025	Strategy/business plan prioritization summit
Eight	May 12, 2025	Final prioritization; plan formation; funding considerations
Nine	Fall 2025	Full implementation of SEP to include process and timeline for monitoring, evaluating, and updating SEP

Overall Enrollment Picture

The University of Tennessee at Martin has experienced a strong enrollment recovery following the setbacks caused by the COVID-19 pandemic in 2020 and 2021. Like many institutions nationwide, UT Martin saw a drop in enrollment during this period, with total headcount falling from 7,119 in Fall 2020 to 6,715 in Fall 2021. This decline reflected the uncertainty and disruptions brought on by the pandemic, which affected student decisions and institutional operations across higher education. However, in the years since, UT Martin has made significant strides in rebounding from that dip, growing its total headcount each year to reach a five-year high of 7,507 in Fall 2024.

This recovery has been largely driven by a resurgence in undergraduate enrollment, especially among Tennessee residents. Undergraduate headcount grew by over 800 students from 2021 to 2024, while Tennessee resident enrollment increased by more than 770 students during the same period. These gains suggest that UT Martin has successfully re-engaged its core student population, possibly through strategic recruitment, retention efforts, and a return to more stable academic operations. While graduate enrollment has remained steady with slight declines, and non-resident enrollment has held consistent, the overall upward trajectory points to a resilient institution moving forward from the challenges of the pandemic era.

UT Martin Enrollment Summary					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
Total Headcount	7,119	6,715	6,873	6,950	7,507
TN Resident	6,519	6,130	6,259	6,350	6,902
Non-Resident	600	585	614	600	605
Undergraduate Headcount	6,397	6,010	6,170	6,243	6,817
Undergraduate FTE	1,110	1,042	1,107	1,118	1,220
Graduate Headcount	722	705	703	707	690
Graduate FTE	411	383	394	392	366

*Enrollment totals reflect both credit-earning and auditing students.

Entering Cohort Trends

As part of the development process, SEP working groups closely examined cohort trends to inform their situational analyses and action plans. This data-driven approach ensured that strategies were responsive to enrollment and retention patterns, allowing for more targeted and effective interventions.

Cohort Headcount - Full-time					
	2020	**2021**	**2022**	**2023**	**2024**
First-Years	1,102	1,036	1,101	1,113	1,212
Transfer	306	297	324	303	329

Cohort Headcount - Total includes Full-time and Part-time					
	2020	2021	2022	2023	2024
First-Years	1,110	1,042	1,107	1,118	1,220
Transfer	374	353	373	332	384

% First Gen					
	2020	2021	2022	2023	2024*
Degree-Seeking Undergraduates	26.7%	25.6%	24.8%	25.0%	37.6%

*note: the new FAFSA implemented in 24-25 changed the first-gen question resulting in fewer incomplete answers overall.

% Pell-Eligible					
	2020	2021	2022	2023	2024*
Degree-Seeking Undergraduates	49.4%	47.9%	46.5%	47.7%	53.6%

*note: the new FAFSA implemented in 24-25 resulted in more Pell-eligible students overall.

% Adult ages 25 and up					
	2020	2021	2022	2023	2024
Degree-Seeking Undergraduates	11.8%	10.9%	9.5%	8.7%	8.6%

% Minority					
	2020	2021	2022	2023	2024
Degree-Seeking Undergraduates	20.8%	21.4%	22.2%	23.1%	24.8%

Graduate Student Headcount					
	2020	2021	2022	2023	2024
Total Headcount	722	705	703	707	690

Retention Rates by Entering Cohort					
Cohort	2019	2020	2021	2022	2023
First-Year Cohort	73.77%	70.03%	71.11%	73.39%	76.96%
All Freshmen by Credit Hour (continuing included)	71.91%	66.90%	68.50%	70.28%	74.33%
Sophomores	82.57%	79.85%	80.77%	80.67%	86.60%
Juniors	88.97%	84.21%	85.35%	88.48%	88.62%
Seniors	89.32%	89.69%	90.59%	89.83%	92.29%
New Transfers	72.41%	69.79%	74.79%	69.44%	73.49%
First-Year Graduate Students	84.26%	78.49%	78.57%	73.41%	76.35%

Graduation Rates by Entering Cohort					
Cohort	**2016**	**2017**	**2018**	**2019**	**2020**
First-Year Cohort, 4-year Graduation Rates	37.42%	39.24%	35.99%	36.72%	36.43%
First-Year Cohort, 6-year Graduation Rates	52.11%	54.57%	52.10%		
First-Time Transfer Cohort, 4-year Graduation Rates	51.06%	52.60%	52.32%	56.73%	52.94%
First-Time Transfer Cohort, 6-year Graduation Rates	55.96%	57.63%	57.17%		

Strategies and Priorities for Action

At the SEP Prioritization Summit on Monday, May 5, 2025, the working groups presented 15 action plans outlining strategic enrollment strategies. Following the summit, feedback was gathered from the UT Martin Chancellor's Cabinet, Deans, Strategic Enrollment Management Council, and SEP Working Group Chairs. Based on this collective input, 10 action plans were selected for implementation.

UT Martin's Strategic Enrollment Plan 2025-2030 focuses on sustainable growth through ten targeted strategies organized into three overarching categories: **Degree Expansion and Innovation, Targeted Growth and Outreach, and Student Success and Completion**. These categories reflect UT Martin's commitment to meeting the evolving needs of students and the region. Degree Expansion and Innovation emphasizes the development of new academic programs and delivery models that respond to workforce demands and enhance educational access. Targeted Growth and Outreach focuses on strengthening recruitment efforts and expanding partnerships to grow enrollment strategically. Student Success and Completion highlights initiatives that support retention, timely graduation, and holistic student development. Together, these strategies form a comprehensive framework aimed at advancing UT Martin's mission while ensuring long-term institutional vitality.

SEP 2025-2030: 10 New Strategies | Estimated Enrollment Impact, Expenses, and Revenue

		Enrollment Impact					
Plan	**Strategy**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Degree Expansion and Innovation							
1	Master of Public Health	0	0	10	25	40	52
2	Expansion of BSN Program Access through Spring Cohort	20	44	64	90	106	114
3	Growth of Online Computer Science Offerings with Launch of Graduate Program	0	15	32	53	85	110
4	Broadened Degree Access through UT Martin Regional Centers	2	11	23	38	49	62
5	Increased Dual Enrollment Pathways	100	175	213	250	288	300
Targeted Growth and Outreach							
6	Elevating Marketing for Graduate Enrollment Growth	15	40	54	64	69	75
7	Strengthening Veteran Engagement and Enrollment Support	6	21	34	43	47	48

Note: Estimates represent total enrollment, combining new and returning students.

		Enrollment Impact					
Plan	Strategy	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Student Success and Completion							
8	Comprehensive Advising Initiative	15	37	69	99	134	157
9	Complete your Journey with UTM	5	22	43	60	72	76
10	Scholarship Reset Pathway	14	37	63	72	76	81
	Total Enrollment Impact	**177**	**404**	**604**	**794**	**966**	**1,075**
	Total Revenue	$487,880	$1,468,819	$2,603,677	$3,671,961	$4,630,632	$5,320,113
	Total Expenses	$473,078	$1,184,368	$1,668,818	$2,038,985	$2,235,421	$2,267,772
	Total Net Revenue	$14,802	$284,451	$934,860	$1,632,976	$2,395,211	$3,052,341
	Cumulative Net Revenue	$14,802	$299,253	$1,234,113	$2,867,089	$5,262,300	$8,314,641

Note: Estimates represent total enrollment, combining new and returning students.

Beyond the Plan: Growing and Sustaining Enrollment
Looking beyond the scope of the Strategic Enrollment Plan, the institution is taking decisive steps to not only sustain but grow enrollment in the years ahead. Key to this growth is the impending launch of innovative academic offerings, including the new Master of Science in Social Work (MSSW) and the Bachelor of Applied Science in Advanced Manufacturing and Applied Engineering—programs designed to meet emerging workforce demands and attract a broader, more diverse student population.

These academic expansions are reinforced by continued investments in strategic marketing to enhance visibility and reach. The implementation of an international recruitment plan will further diversify the student body and expand our global footprint. To support this momentum, the development of institutional infrastructure—ranging from student support services to digital systems and facilities—will ensure the university is well-equipped to accommodate and sustain long-term enrollment growth.

To guide UT Martin toward its long-term enrollment goal of 10,000 students by 2030, the Office of Institutional Research has developed a comprehensive enrollment projection model. This model is grounded in specific growth assumptions, including a 5% increase in new student enrollment each fall and differentiated spring increases—5% for new transfer and graduate students, and 2% for new first-year students. These projections are combined with a five-year average of student progression and retention rates, providing a data-informed framework to chart a sustainable path toward our enrollment target.

Enrollment Projections by Classification						
	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Freshmen	1,581	1,668	1,752	1,839	1,931	2,027
Sophomores	1,126	1,194	1,259	1,322	1,388	1,456
Juniors	1,166	1,239	1,311	1,381	1,451	1,524
Seniors	1,317	1,452	1,560	1,656	1,748	1,839
Dual Enrollment	1,877	1,933	1,991	2,051	2,112	2,176
Graduate Students	709	726	753	787	824	864
Guest Students	135	137	138	140	142	144
Total	**7,911**	**8,348**	**8,763**	**9,176**	**9,596**	**10,030**

Enrollment Projections by Subpopulation						
	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
First-Time Freshmen	1,281	1,345	1,412	1,483	1,557	1,635
First-Time Transfers	400	420	441	463	486	511
Undergraduate Online	20%	20%	20%	20%	20%	20%
Graduate Online	100%	100%	100%	100%	100%	100%

Closing Comments

The University of Tennessee at Martin launched its initial Strategic Enrollment Planning (SEP) process in the summer of 2019, with implementation of the strategies beginning in fall 2020. This marked the beginning of a focused, institution-wide effort to align enrollment strategies with the university's mission, vision, and long-term sustainability.

Throughout that first planning cycle, the SEP team worked to understand the university's enrollment landscape by integrating data analysis with institutional values. This approach allowed the team to identify actionable strategies that addressed immediate challenges while laying the groundwork for long-term growth. The process emphasized collaboration, transparency, and a shared commitment to the future of the institution.

As a result of this work, UT Martin is now well-positioned to transition into the next phase of enrollment strategy. Building on the insights and outcomes of the 2020-2025 SEP, the university is preparing to launch its next Strategic Enrollment Planning cycle for the 2025–2030 period. This new phase will continue to rely on data-informed decision-making and a university-wide perspective, with a focus on adapting to changing student needs, demographic shifts, and emerging opportunities.

Strategic Enrollment Management (SEM) must be understood as a dynamic, iterative process. While the campus implements and assesses the strategies from the initial SEP cycle, the search for new insights, innovations, and improvements must continue. The upcoming 2025–2030 SEP offers an opportunity to deepen that commitment, ensuring that UT Martin remains responsive, resilient, and ready for the future.

APPENDIX

Part 1: Working Group Members

SEP Working Groups				
Marketing & Recruitment	Finance & Financial Aid	Student Success	Undergraduate Programs	Graduate & Other Programs
Mykaela Waterfield (Co-Chair, Enrollment Comm)	Stacey Jackson (Co-Chair, Bursar)	Brad Baumgardner (Co-Chair, Student Success)	Mary Radford (Co-Chair, Nursing)	Derrick Shepard (Co-Chair, Ed Studies)
Hannah Stewart (Co-Chair, University Relations)	Emily Anne Sparks (Co-Chair, Athletics)	Nancy Buschhaus (Co-Chair, CENS)	Justin Martin (Co-Chair, Behavioral Sciences)	Joey Mehlhorn (Co-Chair, Grad Dean)
Ashley Owens (Engineering)	Amy Mistric (Fin Aid)	Allison Castleman (Student Health)	Alisa Wilson (Ed Studies)	Anita Cannedy (Centers)
Craig Ingram (IT)	Dominique Ross (Access & Engagement)	Ashley Bynum (Athletics)	Anderson Starling (Acad Affairs)	Bob Bradley (Comp Science)
Erica Bell (Centers/Online)	Candice McCloud (HR)	Christy Blount (Nursing)	Andrew Larkins (Records)	Bonnie Daniel (IT)
Jennifer Cooper (Univ Outreach)	Laura Hatch (AEF)	Dan Nappo (EMFL)	Ray Witmer (Engineering)	Deborah Gibson (Ed Studies)
Jody Blake (Music)	Ryan Martin (Housing)	Darrell Ray (Biological Sciences)	Bethany Wolters (AGNR)	Jenny Killebrew (CBGA)
Maari Carter (EMFL)	Tammy Stanford (SSC)	Eryn Parker (Fin Aid)	Henri Giles (History & Philosophy)	Joe Ostenson (International)
Mary Giles (Ed Studies)	Tracy Rutledge (MMSC)	Kameron Echols (Student Affairs)	Jeff Bibbee (CHFA)	Kurt Gorman (Music)
Sydney Roney (Admissions)	Trent Johnson (Admissions)	Laura Kepler (Housing)	Kara Tapp (Centers)	Richard West (HHP)
Tony Buford (Access & Engage)	Pat McKnight (Library)	Sarah Morris (SSC)	Lily Pharris (Comp Science)	Stephanie Kolitsch (Acad Affairs)
Will Bird (AGN)		Stan Dunagan (AGN)		Tony Delmond (AEF)
ZeVida Jones (Education)		Tara Tansil-Gentry (HHP)		
		John Ladue (Library)		
Resources	Resources	Resources	Resources	Resources
Rion McDonald (Institutional Research)	Carol Williams (Finance and Administration)	Rion McDonald (Institutional Research)	Patty Flowers (SACS Accreditation)	Patty Flowers (SACS Accreditation)
Kurt Wesner (IT)	Laura Foltz (Finance and Administration)		Stephanie Kolitsch (Associate Provost/SACS Accreditation)	

APPENDIX

Part 2: Action Plans

Plan #: 1

Action Plan Title: Master of Public Health

KPI(s):
Application, admit, and enrolled students in program; retention and graduation rates

Overarching Strategy:
Target: Increase total enrollment annually by 5% with an enrollment goal of 10,000 students in 2030. **Metrics:** Increase graduate headcount. This proposal outlines the need for and potential development of a Master of Public Health (MPH) program at the University of Tennessee at Martin (UT Martin), focusing on an online delivery format. It analyzes the current landscape, identifies opportunities and challenges, and proposes key considerations for program development.

Further Description/Explanation:
Public health is a critical field focused on preventing disease, prolonging life, and promoting health at the population level. An MPH degree equips professionals with the knowledge and skills to address complex public health challenges. Given the increasing demand for public health professionals and the growing popularity of online learning, UT Martin is well-positioned to offer a successful online MPH program.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Work with academics and accrediting body to frame program	Rick West		Year 0	Ongoing	
Add MPH to the Catalog	Rick West		Year 1	Before 27-28 catalog deadline	MPH in catalog
Begin search for MPH Director in conjunction with accreditor	Rick West	$65,000	Year 1	26-27	Director hired
Begin advertisement of first cohort to begin in following year	Graduate Office		Year 1	After SACS/THEC approval	Work with Academic Affairs on approvals
Finalize approvals for MPH program	HHP Department		Year 1		
First cohort to begin MPH prorgam at UTM	HHP Department		Year 2	Fall 2028	

Rationale for Estimated Enrollment Impact:
UT Martin offers an undergraduate Public Health concentration, through HHP, designed to prepare students for professional careers in the field. This track not only contributes to the development of qualified pre-healthcare students but also addresses the regional demand for certified health professionals. Although current applicant numbers are unavailable, the HHP program contains over 25 students per year that could potentially fit this program.

Coordinator: Dr. Rick West

Evaluation/Assessment:

Measure the growth, accreditation requirements, and pass rate of the ATC Exam and compare against goals

Revenue & Expenses

Plan #: 1

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title: Master of Public Health

REVENUE:	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
Expected Number of Total Incremental Undergrad Students:		0	0	0	0	0	0
Expected Number of Total Incremental Graduate Students:		0	0	10	25	40	52
Average Net Revenue per Undergrad Student:**		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 10,000	$ 10,100	$ 10,201	$ 10,303	$ 10,406	$ 10,510
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ -	$ -	$ 102,010	$ 255,618	$ 412,787	$ 549,394
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$85,000	$85,850	$151,709	$153,226	$154,758
Benefits @ 35.2%	$ -	$0	$29,920	$30,219	$53,401	$53,935	$54,475
Vendors/Agents: (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ 1,000	$ 2,500	$ 4,800	$ 4,800	$ 4,800
Total Operating Expense:	$ -	$0	$115,920	$118,569	$209,910	$211,961	$214,033
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Total Expense:	$ -	$0	$116,920	$119,569	$210,910	$212,961	$215,033
Net Income (loss):	$ -	$0	($116,920)	($17,559)	$44,708	$199,826	$334,362
Cumulative Net Revenue (loss)	$ -	$ -	($116,920)	($134,479)	($89,771)	$110,054	$444,416
Net Income per incremental student:		#DIV/0!	#DIV/0!	($1,756)	$1,802	$5,037	$6,396

* In addition to average entering student financial aid

**Updated average revenue per student to reflect cohort taking 21 hours per year; with no fee waivers, tuition is $12,726 for 21 hours

APPENDIX

Part 2: Action Plans

Plan #: 2

Action Plan Title: Expansion of BSN with Spring Cohort

KPI(s):
Increased enrollment in BSN program, retention of BSN students

Overarching Strategy:
Adding a spring cohort of students to the clinical nursing program

Further Description/Explanation:
One cohort at each location is admitted into the clinical program each fall semester (x60 students at Martin; x30 at Parsons). Adding a spring admission cohort to each location could add a potential x60 students to Martin and x30 students to Parsons over the next 5 years.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Open application for Spring 2026	Dr. Radford	N/A	Fall 2025	Fall 2025	Application Open
Hire three full-time Nursing faculty	Dr. Radford	$70,000 each plus benefits	7/1/2026	7/1/2026	positions posted and hired

Rationale for Estimated Enrollment Impact:
This is a moderate increase in enrollment but admitting a small cohort of x10-15 students each year at each location could be initially managed with overloads/adjuncts while not overwhelming the availability of classroom space and clinical site placement. The spring cohort would capture more transfer students and students who are graduating high school earlier (December vs. May). Implementation of the twice per year cohorts could double enrollment in the BSN program over 5 years.

Coordinator: Dr. Mary Radford

Evaluation/Assessment:

Addition of spring cohort to add more nursing graduates and also help retain current nursing students

Revenue & Expenses

Plan # 2: Expansion of BSN with Addition of Spring Cohort

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		20	44	64	90	106	114
Expected Number of Total Incremental Graduate Students:		0	0	0	0	0	0
Total Enrollment Impact:		20	44	64	90	106	114
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 120,700	$ 270,755	$ 392,464	$ 561,660	$ 668,574	$ 725,304
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$210,000	$212,100	$214,221	$216,363	$218,527
Benefits @ 35.2%	$ -	$0	$73,920	$74,659	$75,406	$76,160	$76,921
Vendors/Agents: (will auto-populate):	$ -	$19,564	$16,884	$16,884	$0	$0	$0
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ 6,000	$ 3,000	$ 3,000	$ 6,000	$ 3,000
Total Operating Expense:	$ -	$19,564	$306,804	$306,643	$292,627	$298,523	$298,448
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ 3,000	$ 3,000	$ 3,000	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ 3,000	$ 3,000	$ 3,000	$ -	$ -
Total Expense:	$ -	$19,564	$309,804	$309,643	$295,627	$298,523	$298,448
Net Income (loss):	$ -	$101,136	($39,049)	$82,821	$266,033	$370,051	$426,856
Cumulative Net Revenue (loss)	$ -	$ 101,136	$62,087	$144,909	$410,942	$780,992	$1,207,848
Net Income per incremental student:		$5,057	($879)	$1,299	$2,945	$3,476	$3,733

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #: 3

Action Plan Title: Growth of Online Computer Science Offerings with Launch of Graduate Program

KPI(s):
Enrollment, retention, and graduation rates of in undergraduate and graduate computer science degrees

Overarching Strategy:
Making the BS Computer Science program available online; Create an online graduate Computer Science program; Expand to an in-person graduate Computer Science program to attract both domestic and International Students

Further Description/Explanation:
This strategy is three pronged: first, make the BS Computer Science Software and Systems available online for students who wish to complete their degree from a remote location. In the future, this will also offer opportunity for online certificates. In addition, the program will expand to both online and in-person graduate program for both domestic and international students. The department has started offering some courses in hybrid format to which students have responded favorably, especially to courses that have a hybrid mode option. The department has not marketed these options beyond the current majors, but anticipates interest from the public due to the interest in computer science degrees and employment opportunities - one of the top cited areas of growth by Hanover Research. In addition, students informally polled in an upper division course, expressed interest in hybrid, in-person, and/or online options for a graduate degree, especially one offered as a 3+2 accelerated masters degree. International interest in computer science masters programs were of great interest and should the federal climate associated with immigration change, would like be of extreme interest due to affordability and location. The plan is to hire an additional faculty member to teach online January 2026 and add a second faculty member in August 2028, with additional funds available for well-paid adjuncts to fill in where needed.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Hire additional FT T/T or Lecturer faculty member	CSI	$75,000	8/1/2025	1/1/2026	New hire
Hire additional FT T/T or Lecturer faculty member	CSI	$75,000	1/1/2028	8/1/2028	New hire
Hire additional adjucts	CSI	$48,240	8/1/2025	5/30/2031	Total cost to hire additional adj. in years 1, 3, & 5

Rationale for Estimated Enrollment Impact:
Hanover data indicates a state-wide 9.1% CAGR for Computer Science and identifies high overall TN growth, high student demand, and high labor demand.

Coordinator: Dr. Nancy Buschhaus

Evaluation/Assessment:

Development of online courses; enrollment in online undergrad computer science courses and development and enrollment in graduate program

Revenue & Expenses

Plan #: 3 Growth of Online Computer Science Offerings with Launch of Graduate Program

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		0	15	27	40	52	60
Expected Number of Total Incremental Graduate Students:		0	0	5	13	33	50
Total Enrollment Impact:		0	15	32	53	85	110
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ -	$ 91,430	$ 188,559	$ 311,975	$ 490,647	$ 628,493
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$85,000	$85,850	$173,418	$175,152	$176,903
Benefits @ 35.2%	$ -	$0	$29,920	$30,219	$61,043	$61,653	$62,270
Vendors/Agents: (will auto-populate):	$ -	$4,020	$4,020	$8,040	$8,040	$12,060	$12,060
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$4,020	$118,940	$124,109	$242,500	$248,865	$251,233
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ 2,200	$ -	$ 2,500	$ -	$ 2,500
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ 2,200	$ -	$ 2,500	$ -	$ 2,500
Total Expense:	$ -	$4,020	$121,140	$124,109	$245,000	$248,865	$253,733
Net Income (loss):	$ -	($4,020)	($29,710)	$64,450	$66,975	$241,782	$374,760
Cumulative Net Revenue (loss)	$ -	$ (4,020)	($33,730)	$30,720	$97,695	$339,477	$714,237
Net Income per incremental student:		#DIV/0!	($1,981)	$2,034	$1,264	$2,841	$3,418

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #: 4

Action Plan Title: Broadened Degree Access through UT Martin Centers

KPI(s): Enrollment in courses at the Regional Centers, including class enrollment, student retention and progression

Overarching Strategy: Increase UG enrollment and degree offerings at regional centers

Further Description/Explanation:
In support of main campus degree options, increase access to biological and physical systems offerings to include Chemistry and Physics to contribute to the enrollment goals at all regional centers. In addition, offering Management and Chemistry courses on-site at UTM Jackson and UTM Somerville Centers will support the development of the Bachelor of Applied Science in Advanced Manufacturing and Applied Engineering.

Implementation Schedule/Timetable

	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Hire Management Faculty for in-person Center course offerings	CBGA	$75,000	Fall 2027	6/30/2027	Hired once enrollment reaches 15 students or more
Hire Physics Faculty for Somerville/Parsons Center Coverage	CENS	$75,000	Fall 2027	6/30/2027	Hired once enrollment reaches 15 students or more
Higher adjunct rate for highly skilled Chemisry instructors at Centers	RODP/CENS	$8,000	Fall 2025	6/30/2025	

Rationale for Estimated Enrollment Impact: estimated numbers based on interest

Coordinator: Erica Bell

Evaluation/Assessment:

Evaluation will be assessed by examining course enrollment and degree progression for students at the UTM Centers

Revenue & Expenses

Plan #: 4 Broadened Degree Access through UT Martin Centers

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		2	11	23	38	49	62
Expected Number of Total Incremental Graduate Students:		0	0	0	0	0	0
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 12,070	$ 69,743	$ 144,193	$ 235,825	$ 308,576	$ 392,242
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$0	$200,000	$202,000	$204,020	$206,060
Benefits @ 35.2%	$ -	$0	$0	$70,400	$71,104	$71,815	$72,533
Vendors/Agents: (will auto-populate):	$ -	$16,000	$16,000	$8,000	$8,000	$8,000	$8,000
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ 20,000	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$36,000	$16,000	$278,400	$281,104	$283,835	$286,593
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$ 36,000	$16,000	$278,400	$281,104	$283,835	$286,593
Net Income (loss):	$ -	($23,930)	$53,743	($134,207)	($45,279)	$24,741	$105,648
Cumulative Net Revenue (loss)	$ -	($23,930)	$29,813	($104,394)	($149,673)	($124,932)	($19,284)
Net Income per incremental student:		($11,965)	$4,697	($5,730)	($1,194)	$504	$1,708

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #: 5

Action Plan Title: Increased Dual Enrollment Pathways

KPI(s):
Increased enrollment in dual enrollment courses

Overarching Strategy:
Building an infrastracture and curriculum development to attract additional students to new and established lower-division course offerings beyond general education courses for increased exposure to University degree pathways from experienced faculty members. Develop a culture of providing early faculty exposure and engagement to dual enrollment students to encourage yield of students as first-time freshmen.

Further Description/Explanation:
Peer and competetive institutions focus on general education offerings for dual enrollment students. We can continue to build on our successes there but attract additional students through expanded course offerings. This, however, will require additional staff and training opportunities for faculty.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Hire one additional staff members in RCOP to handle increased application load	E. Bell / RCOP	$38,000	Fall 2025	7/31/2025	Successful completion of hiring process for the additional staff members
Hire one additional staff members in RCOP to handle increased Financial Aid/Scholarship load	E. Bell / RCOP	$38,000	Fall 2027	6/30/2027	Need once 100+ additional dual enrollment students are added
Implement new faculty training and curriculum development	E. Bell / RCOP	$2,000	Fall 2025	7/31/2025	

Rationale for Estimated Enrollment Impact:
AY 2022 - AY 2025, dual enrollment grew at approximately 11.4% CAGR; enrollment estimates here are calculated at a more conservative growth rate of 5% CAGR, still higher than the University's CAGR

Coordinator: Erica Bell and Audrey Waterfield

Evaluation/Assessment:
Will be evaluated based on expanded dual enrollment course offerings and expanded subject areas

Revenue & Expenses

Plan # 5: Increased Dual Enrollment Pathways Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		100	175	213	250	288	300
Expected Number of Total Incremental Graduate Students:		0	0	0	0	0	0
Average Net Revenue per Dual Enrollment Student		$ 323	$ 326	$ 330	$ 333	$ 336	$ 340
Average Net Revenue per UG Student:		$ 32,310	$ 57,108	$ 70,039	$ 83,223	$ 96,663	$ 101,874
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 32,310	$ 57,108	$ 140,078	$ 166,445	$ 193,326	$ 203,749
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$37,000	$37,370	$75,744	$76,501	$77,266	$78,039
Benefits @ 35.2%	$ -	$13,024	$13,154	$26,662	$26,928	$27,198	$27,470
Vendors/Agents: (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$50,024	$50,524	$102,405	$103,430	$104,464	$105,508
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ 2,500	$ -	$ 2,500	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Total Capital Expense:	$ -	$ 4,500	$ 2,000	$ 4,500	$ 2,000	$ 2,000	$ 2,000
Total Expense:	$ -	$54,524	$52,524	$ 106,905	$105,430	$ 106,464	$107,508
Net Income (loss):	$ -	($22,214)	$4,584	$ 33,172	$61,016	$86,862	$96,240
Cumulative Net Revenue (loss)	$ -	$ (22,214)	($17,630)	$15,542	$76,557	$163,420	$259,660
Net Income per incremental student:		($222)	$26	$156	$244	$302	$321

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #:6

Action Plan Title: Elevating Marketing for Graduate Enrollment Growth

KPI(s):
Inquiry counts; Conversion rates; Headcount

Overarching Strategy:
Define high-quality graduate student leads and comprehensive recruitment strategy to effectively advance this population through the enrollment funnel.

Further Description/Explanation:
It is crucial UT Martin engages in a proactive approach to identify potential graduate students. One key component of establishing graduate student leads is through student data sources. By leveraging this data, we can define target markets, reach new markets and pinpoint the graduate students who will enroll and retain at UT Martin. A combination of diversified student sources, organic lead generation, SEO optimization, and tailored multi-channel communication strategy will effectively engage potential learners, ultimately boosting yield and enrollment for graduate students.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaluated?
Identify student search sources for graduate level learners	Mykaela	Time	4/1/2025	6/1/2025	Assess potential vendors for quality and performance
Enter into vendor contracts with defined parameters for student search	Mykaela	$30,000.00	7/1/2025	8/1/2025	ROI - high lead conversion rates
Additional communication channels (mail and text)	Mykaela and Sarah	$16,000	10/1/2025	Ongoing	SEO tracking and conversation rates

Rationale for Estimated Enrollment Impact:
Increase potential graduate students and yield by accurately identifying prospective learners early in their college search journey using a dynamic mix of recruitment and marketing channels.

Coordinator: Mykaela Waterfield/Joey Mehlhorn

Evaluation/Assessment:

We will evaluate funnel metrics on a bi-weekly basis with an annual comprehensive evaluation.

Revenue & Expenses

Plan #: 6

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title: Elevating Marketing for Graduate Enrollment Growth

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		0	0	0	0	0	0
Expected Number of Total Incremental Graduate Students:		15	40	54	64	69	75
Total Enrollment Impact:		15	40	54	64	69	75
Average Net Revenue per Undergrad Student:			$ -	$ -	$ -	$ -	$ -
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue	$0.00	$ 71,400	$ 193,338	$ 262,425	$ 313,994	$ 340,761	$ 375,211
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$0	$0	$0	$0	$0	$0
Benefits @ 35.2%	$ -	$0	$0	$0	$0	$0	$0
Vendors/Agents: (will auto-populate):	$ -	$30,000	$30,600	$31,212	$31,836	$32,473	$33,122
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ 17,500	$ 18,010	$ 18,535	$ 19,075	$ 19,632	$ 20,205
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$47,500	$48,610	$49,747	$50,912	$52,105	$53,327
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$47,500	$48,610	$49,747	$50,912	$52,105	$53,327
Net Income (loss):	$ -	$23,900	$144,728	$212,678	$263,082	$288,656	$321,884
Cumulative Net Revenue (loss)	$ -	$ 23,900	$168,628	$381,306	$644,387	$933,043	$1,254,927
Net Income per incremental student:		$1,593	$3,599	$3,935	$4,109	$4,196	$4,292

* In addition to average entering student financial aid

APPENDIX
Part 2: Action Plans

Plan #: 7

Action Plan Title: Strengthening Veteran Engagement and Enrollment Support

KPI(s): Enrollment and retention of Veteran students
Headcount; FTE; Cohort headcount

Overarching Strategy:
To enhance veteran student enrollment and success, we will strategically invest in a dedicated Veterans Service Coordinator. This position will cultivate strong relationships with local veteran communities throughout West Tennessee to proactively identify and recruit prospective students. Furthermore, the Coordinator will ensure a supportive and seamless transition to the university by facilitating onboarding and directly collaborating with the certifying officer for VA education benefits. Serving as a trained back-up certifying officer, this role guarantees comprehensive 360-degree support for our veteran student population, minimizing administrative barriers and fostering their academic success.

Further Description/Explanation:
This position involves actively engaging with local veteran communities across West Tennessee and ensuring a seamless transition to the university's certifying officer for VA education benefits. Responsibilities include partnering with Enrollment Communications and Operations to develop and implement an outreach plan to connect with veteran organizations, military installations, and other relevant community partners in Decatur, Fayette, Lauderdale, McNairy, Madison, Robertson, and surrounding counties; representing the university at veteran-focused events, career fairs, and community gatherings; building and maintaining strong relationships with key stakeholders in the veteran community, including veteran service organizations (VSOs), military transition offices, and local community colleges; proactively identifying and engaging prospective veteran students through various channels, including online platforms, email, phone calls, and in-person meetings; conducting presentations and workshops; assisting veterans with completing application forms, gathering required documentation, and understanding admissions requirements; advising veteran students on financial aid options, including VA education benefits, scholarships, and grants; ensuring a smooth hand-off of admitted veteran students to the university's certifying officer for VA education benefits processing; providing the certifying officer with necessary documentation and information regarding the student's program of study, enrollment status, and other relevant details; collaborating with the certifying officer to address any questions or concerns from veteran students regarding their VA benefits; partnering with Enrollment Communications and Operations as well as Admissions to track and analyze recruitment data to assess the effectiveness of outreach strategies and identify areas for improvement; contributing to the development of recruitment goals and strategies for veteran students; staying informed about current regulations and policies related to veteran education benefits and admissions practices; participating in training sessions and professional development activities to enhance knowledge and skills; and adhering to all university policies and procedures related to recruitment and admissions.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Hire Veteran Service Outreach Coordinator	RCOP	$50,000	6/1/2025	8/1/2025	$50,000 Salary + benefits
Training with Jason Earley/Admissions/UTM Regional Centers and Online Programs	Earley/Admissions / Records/Finacial Aid/ RCOP	Existing Staff	8/1/2025	12/1/2025	Process Veteran Educational Benefits: The new coordinator will accurately process all required forms and documentation for various VA education benefits according to VA and institutional regulations. Advise Veteran Students: The new coordinator will effectively advise veteran students on their eligibility for benefits, academic policies, and available campus resources. Maintain Compliance: The new coordinator will maintain accurate records and ensure compliance with all relevant VA regulations and institutional policies. Collaborate with Departments: The new coordinator will effectively collaborate with the Admissions team, Registrar's Office, Financial Aid, RCOP, and other relevant departments to support veteran students. Utilize Technology: The new coordinator will proficiently use all relevant software and online systems (e.g., VA software, DASH, Banner, Slate) to manage veteran student information.
Submit necessary documenation for official approval as UTM certifying officer	Earley/McCloud	Existing Staff	10/1/2025	12/1/2025	Official certfication notice obtained
Implement CAL Recommendations for Prior Learning Assessment					

Rationale for Estimated Enrollment Impact:
Increase transfer, online, and admit yield by having additional support in place to increase our reach and support the onboarding process; will work to increase admit to enroll yield and reduce melt.

Coordinator:

Evaluation/Assessment:					
Bi-weekly reports to track progress along with comprehensive annual reviews					

Revenue & Expenses

Plan #: 7 Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title: Strengthening Veteran Engagement and Enrollment Support

	Projected	Projected	Projected	Projected	Projected	Projected	Projected
REVENUE:	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Expected Number of Total Incremental Undergrad Students:		6	18	29	37	41	42
Expected Number of Total Incremental Graduate Students:		0	3	5	6	6	6
Total Enrollment Impact:		6	21	34	43	47	48
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources (will auto-populate):	0	0	0	0	0	0	0
Total Revenue		$ 36,210	$ 126,644	$ 202,971	$ 256,903	$ 286,139	$ 295,140
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$50,000	$50,500	$51,005	$51,515	$52,030	$52,551
Benefits @ 35.2%	$ -	$17,600	$17,776	$17,954	$18,133	$18,315	$18,498
Vendors/Agents: (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$68,600	$69,276	$69,959	$70,648	$71,345	$72,048
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$68,600	$69,276	$69,959	$70,648	$71,345	$72,048
Net Income (loss):	$ -	($32,390)	$57,368	$133,012	$186,254	$214,794	$223,092
Cumulative Net Revenue (loss)	$ -	$ (32,390)	$24,978	$157,990	$344,244	$559,038	$782,130
Net Income per incremental student:		($5,398)	$2,679	$3,908	$4,379	$4,586	$4,667

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #: 8

Action Plan Title: Comprehensive Advising Initiative

KPI(s):
Retention (all UG students), Yield, Headcount

Overarching Strategy:
Create a phased roll out of full-time advising support in a dual decentralized model to assist faculty by offering support in current areas of need including but not limited to coverage during summer and winter breaks, extended availability, assistance with logistics for summer orienation, and the creation of advising best practices and procedures to increase retention, yield, and ultimately overall headcount.

Further Description/Explanation:
Institutional data gathering has shown that while students value the personalized elements of our current advising practices, they point to the need for a more consistent structure for advising and the need to develop infrastructure to fill specific gaps in our current approaches. Furthermore, survey data show that faculty indicate a need for training and professional development on advising best practices in addition to the infrastructre and transparent access to data needed to carry out the basic functions of the role. National research shows that the majority of institutions employee a split or dual model and that a faculty only decentralized model is rarely used for institutions with enrollments over 5,000. Our growth to 10,000 students will require a concentrated effort to improve retention for all students (not only first time freshmen), and to develop an infrastructure that prepares us to adequately serve 10,000 students. Similar approaches by other regional institutions have resulted in continued strong retetnion gains - specifically in institutions that have adapted the Georgia State model championed by Tim Renick. We've already begun to implement some of these concepts in our revision of holds, investigation of waitlists and permit structures, updated general education and articulation procedures, and the overhaul of our student success approach - and these changes have netted very positive retention results. In order to scale these approaches to meet the needs of increased growth toward 10,000 students, we will need to continue to refine and standardize our advising tools and procedures and invest in personnel trained and equipped to implement these high impact practices. Our expected growth in retention coupled with a phased rollout of this approach will result in additional revenue that will cover the cost of any new personnel.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Create clear reporting lines, expectations, PD's, and Advising Guide	Deans, Provost's Office	$0	6/1/2025	9/1/2025	Comparison with structures at other similar universities, process mapping
Identify colleges for initial pilot and hire the required number of advisors based on needed caseload allocation (1-300).	Deans, Provost's Office	$45,000/Hire Plus Benefits	7/1/2025		Successful hires with probationary review
Review retention outcomes, roll out advisors for additional colleges	Deans, Provost's Office	$45,000/Hire Plus Benefits	7/1/2026		Successful hires with probationary review
Review retention outcomes, monitor caseloads for additional need	Deans, Provost's Office	$0	ongoing		

Rationale for Estimated Enrollment Impact:
Full time advising support has been shown to significantly impact retention in both national studies and in recent reporting from regional competitors. Adapting the Georgia State model to fit the needs of UTM will help the institution to address current advising gaps and position the institution to grow to 10,000 with the

Coordinator: Brad Baumgardner

Evaluation/Assessment:

Evaluate retention gains and associated gains in both tuition revenue and performance funding related to retention and completion as an offset to the cost of hiring advisors.

Revenue & Expenses

Plan # 8: Comprehensive Advising Initiative — Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title:

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		15	37	69	99	134	157
Expected Number of Total Incremental Graduate Students:		0	0	0	0	0	0
Total Enrollment Impact:		15	37	69	99	134	157
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources:	0	10000	20000	24000	32000	32000	32000
Total Revenue		$ 100,525	$ 247,978	$ 447,504	$ 649,453	$ 871,322	$ 1,028,645
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$67,500	$159,525	$254,311	$351,940	$497,498	$512,423
Benefits @ 35.2%	$ -	$23,760	$56,153	$89,517	$123,883	$175,119	$180,373
Vendors/Agents: (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$91,260	$215,678	$343,828	$475,823	$672,618	$692,796
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ 12,500	$ 12,500	$ 5,000	$ 10,000	$ -	$ -
Other (will auto-populate):	$ -	$ 500	$ 500	$ 200	$ 400	$ -	$ -
Total Capital Expense:	$ -	$ 13,000	$ 13,000	$ 5,200	$ 10,400	$ -	$ -
Total Expense:	$ -	$104,260	$228,678	$349,028	$486,223	$672,618	$692,796
Net Income (loss):	$ -	($3,735)	$19,300	$98,476	$163,230	$198,704	$335,849
Cumulative Net Revenue (loss)	$ -	$ (3,735)	$15,565	$114,042	$277,272	$475,976	$811,824
Net Income per incremental student:		($249)	$516	$1,432	$1,644	$1,487	$2,137

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #: 9

Action Plan Title: Complete your Journey at UT Martin

KPI(s): readmit student reenroll rates; graduation rates

Overarching Strategy:
Replace ReUp Vendor services with in-house readmit recruitment efforts; centralize PLA credit application process; focus specifically on students with 90+ hours and no degree

Further Description/Explanation:
By redirecting the resources spent for ReUp in-house, we will save the institution money and possibly earn even more revenue. The average annual expenditure for ReUp from 2021-2024 was $313,000; estimated expenditure for 25-26 is $150,000

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Hire Non-Traditional Admissions Coordinator	Destin	$55,000	7/1/2025	Ongoing	Recruit Stop Outs from UTM
Implement CAEL PLA recommendations	Destin/Erica/Stephanie Anderson	$0	1/1/2026	6/30/2026	Establish centralized repository for PLA documents (Mykaela). Review academic coursework for credit transfer eligiblity. Compare accepted credits before and after recommendations were implemented. Evaluate initial enrollment, retention and matriculation rates for those with PLA.
Develop recruitment plan for stop-outs and students close to graduation	Destin/Admissions/ ECO	$0	7/1/2025	Ongoing	Assess response rates, CTA, application, yield and headcount data
Establish scholarship fund for one-time scholarship help	Destin	$50,000	7/1/2025	Ongoing	Assess the price sensitivity of this population

Rationale for Estimated Enrollment Impact:
Focused effort to re-recruit stop-out students so that they can come back and earn their degrees; Centralied prior learning assessment operations to make requirements and process more clear and streamlined.

Coordinator: Destin Tucker

Evaluation/Assessment:

Bi-weekly reports to assess funnel metrics and annual comprehensive reporting.

Revenue & Expenses

Plan #: 9 Complete Your Journey at UTM Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title: Complete your Journey at UT Martin

	Projected 2024-25	Projected 2025-26	Projected 2026-27	Projected 2027-28	Projected 2028-29	Projected 2029-30	Projected 2030-31
REVENUE:							
Expected Number of Total Incremental Undergrad Students:		5	22	43	60	72	76
Expected Number of Total Incremental Graduate Students:		0	0	0	0	0	0
Total Enrollment Impact:		5	22	43	60	72	76
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Average Net Revenue per Graduate Student:		$ 4,760	$ 4,808	$ 4,856	$ 4,904	$ 4,953	$ 5,003
Re-directed Resources (will auto-populate):	0	0	50000	75000	100000	125000	125000
Total Revenue		$ 30,175	$ 185,378	$ 337,813	$ 473,507	$ 579,801	$ 607,564
OPERATING EXPENSE:							
Salaries (will auto-populate from the previous tab):	$ -	$55,000	$56,650	$58,350	$60,100	$61,903	$63,760
Benefits @ 35.2%	$ -	$19,360	$19,941	$20,539	$21,155	$21,790	$22,444
Vendors/Agents: (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:							
Office Expense:							
Travel/Conferences/Conventions (will auto-populate):	$ -	=SUM(C31:33)	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Marketing/Communications (will auto-populate):	$ -	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Hospitality Expenses:							
Miscellaneous (will auto-populate):	$ -	$ 27,500	$ 52,500	$ 52,500	$ 52,500	$ 52,500	$ 52,500
Total Operating Expense:	$ -	$106,860	$139,091	$141,389	$143,755	$146,193	$148,704
CAPITAL EXPENSE:							
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$106,860	$139,091	$141,389	$143,755	$146,193	$148,704
Net Income (loss):	$ -	($76,685)	$46,287	$196,424	$329,752	$433,608	$458,860
Cumulative Net Revenue (loss)	$ -	$ (76,685)	($30,398)	$166,026	$495,778	$929,386	$1,388,246
Net Income per incremental student:		($15,337)	$2,084	$4,601	$5,489	$5,987	$6,031

* In addition to average entering student financial aid

APPENDIX

Part 2: Action Plans

Plan #: 10

Action Plan Title: Scholarship Reset Pathway

KPI(s):
Retention (primarily FTFT), Headcount, Scholarships and Aid

Overarching Strategy:
Create a one time bridge grant in the amount of $250 dollars and institutional scholarship regain option for first time freshman students who complete their first year with a GPA of 2.0-2.749, but fail to retain institutional merit awards due to GPA benchmarks.

Further Description/Explanation:
First year students often encounter challenges in acclimating to the rigor of collegiate study. They are often able to learn from early mistakes and progress through their study, but in some instances GPA's that keep students in good standing fail to reach the benchmarks required to retain institutional scholarships in addition to the HOPE scholarship. For students who face financial hardship, one costly misstep can prevent students from continuing to study at UTM though their performance may warrant good standing. We currently have no scholarship regain option and aside from emergency grants, do not offer any one time assistance for students who have lost scholarship funding. This initiative would seek to help students over a temporary setback and provide an incentive to improve performance for the regain of institutional merit awards.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Start Date	Completion Date	Outcomes and Evaluation planning notes. How will this step be assessed/evaulted?
Conduct statistical analysis to identify target population and define approach	Student Success	$0	Spring 25	Complete	
Create infrastructure to administer one time grant and regain	Student Success and Financial Aid	$0	Spring25	Complete	
Identify funding for one year pilot (122 students Spring 24 @ $250 each)	Chancellor	$30,500	Spring 25	Complete	
Automatically grant bridge scholarship to qualified students	Student Success and Financial Aid		5/25/2025		
Check GPA during final grading windows for automatic renewal of award	Student Success and Financial Aid		May & Dec.		

Rationale for Estimated Enrollment Impact:
Students who receive small awards but lose them even though they are still in good standing are often not retained. A small initial investment from the institution coupled with the opportunity to regain institutional funding will result in increased retention.

Coordinator: Brad Baumgardner, Eryn Tucker

Evaluation/Assessment:

Evaluation of retention metrics of the target population.

Revenue & Expenses

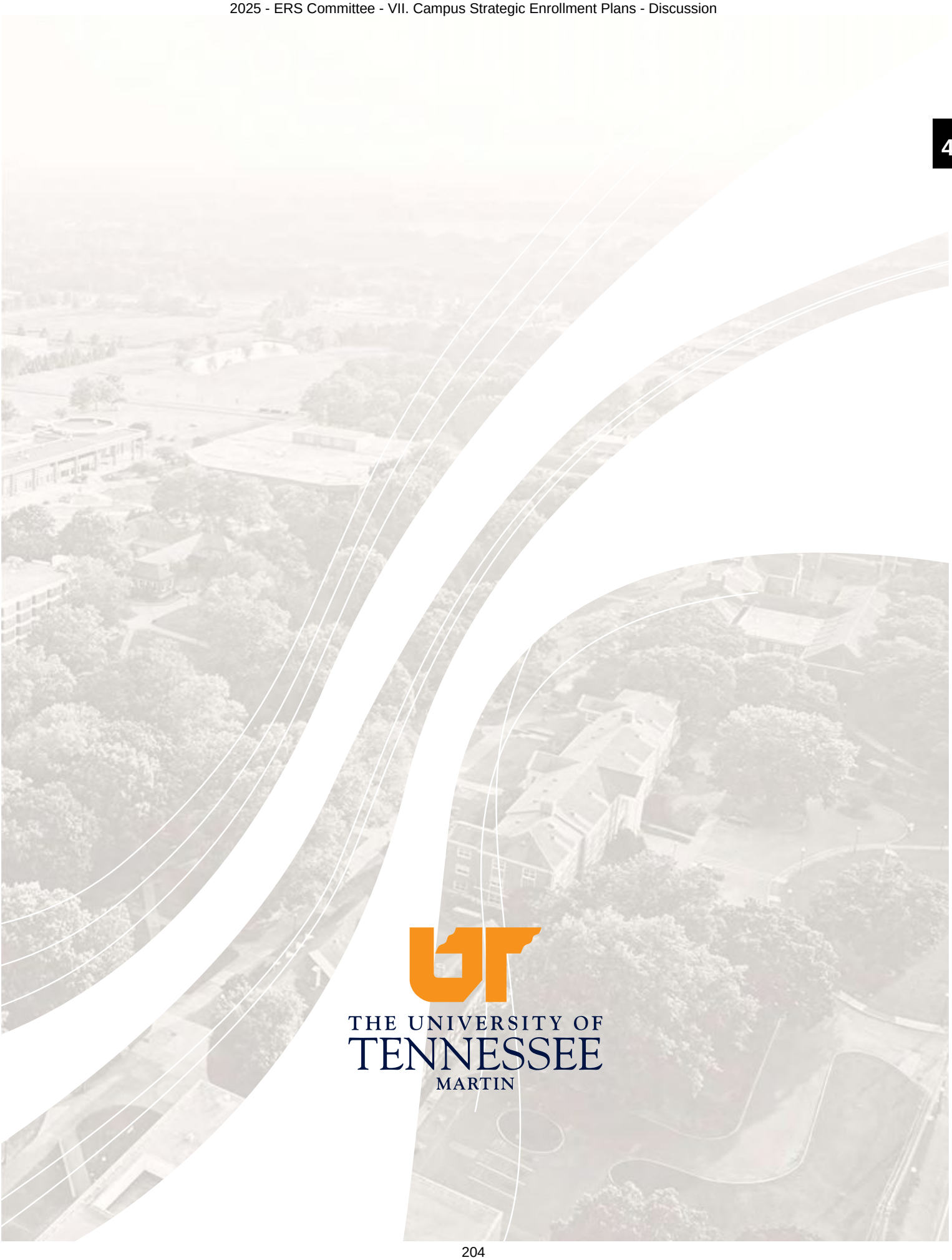
Plan #: 10 Scholarship Reset Pathway

Note: Most Expenses (as noted) will auto-populate from the Budget Detail tab.

Action Plan/Strategy Title: Bridge Grant and Regain

	Projected	Projected	Projected	Projected	Projected	Projected	Projected
REVENUE:	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Expected Number of Total Incremental Undergrad Students:		14	37	63	72	76	81
Average Net Revenue per Undergrad Student:		$ 6,035	$ 6,095	$ 6,156	$ 6,218	$ 6,280	$ 6,343
Re-directed Resources:	$ 31,750.00	0	0	0	0	0	0
Total Revenue		$ 84,490	$ 226,445	$ 385,660	$ 446,582	$ 478,700	$ 514,372
CAPITAL EXPENSE:							
Bridge Grants and Regain Estimated Costs	$ 31,750	$ 82,325	$ 120,068	$ 149,376	$ 142,513	$ 139,581	$ 138,615
Total Capital Expense:	$ 31,750	$ 82,325	$ 120,068	$ 149,376	$ 142,513	$ 139,581	$ 138,615
Total Expense:	$ 31,750	$82,325	$120,068	$149,376	$142,513	$139,581	$138,615
Net Income (loss):	$ (31,750)	$2,165	$106,377	$236,284	$304,069	$339,119	$375,757
Cumulative Net Revenue (loss)	$ (31,750)	$ (29,585)	$76,792	$313,076	$617,145	$956,264	$1,332,021
Net Income per incremental student:		$155	$2,863	$3,772	$4,234	$4,449	$4,634

4.1



4.2

THE UNIVERSITY OF TENNESSEE KNOXVILLE

UNIVERSITY OF TENNESSEE, KNOXVILLE

2030 INTEGRATED ENROLLMENT PLAN

GROWTH PLAN FOR THE FUTURE

OUR WORK IS DRIVEN BY OUR COMMITMENT TO OUR STUDENTS AND OUR COVENANT WITH OUR STATE.

UT, KNOXVILLE ENROLLMENT

PAST OUTCOMES & PRESENT FOCUS

RECORD ENROLLMENT | UT has experienced record enrollment outcomes in recent years, driven by larger first-year class sizes, record outcomes in retention and persistence rates, and gains in graduate enrollment.

GROWTH & ACCESS | The institution's future growth strategy will continue to prioritize access for Tennesseans while expanding educational pipelines and reaching new learners through enhanced online offerings.

STRATEGIC ENROLLMENT PLANNING | UT's new strategic enrollment plan will build on recent successes and launch new strategies aligned with the evolving higher education landscape and the workforce needs of our state.

2020–2024

26.7%
Total Enrollment Growth
2020-2024

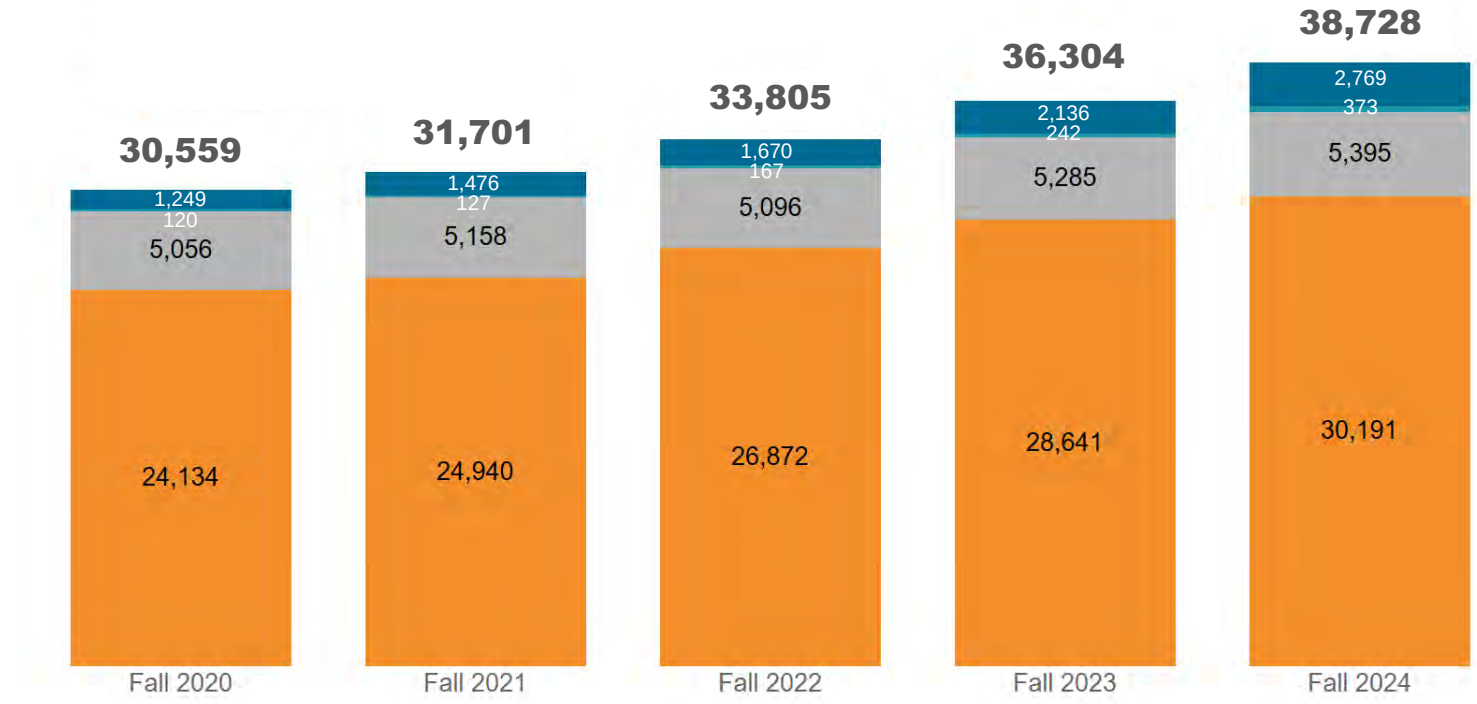
25.1%
Total Undergraduate
Enrollment Growth
2020-2024

6.7%
Total Graduate
Enrollment Growth
2020-2024

THE UNIVERSITY OF TENNESSEE KNOXVILLE

ENROLLMENT GROWTH

HISTORIC ENROLLMENT



Source: UTK Enrollment Management Data

2024 SEP BASELINE

38,728
2024 Total Enrollment

30,564
2024 Undergraduate Enrollment

8,164
2024 Graduate Enrollment

4.2

FUTURE FOCUS | SEP 2030 FOCUS AREAS

PRIORITIZING IN-STATE ACCESS & ATTRACTING NEW LEARNERS

COMPREHENSIVE GROWTH PLAN
Aligned Goals | Strategic Planning | Growth In Online, Adult, Transfer

DELIVER AN EXCEPTIONAL VOLUNTEER EXPERIENCE
Capacity Planning | Instructional Readiness | Personalized Support

EXPANDED FINANCIAL ACCESS & ENHANCED FINANCIAL AID LEVERAGING
Refined Aid Strategy | Improved Outcomes | Stronger State Advocacy

ENHANCED PIPELINE DEVELOPMENT
Early Outreach | Community Partnerships | Pathways To UT

TALENT PIPELINE ALIGNMENT
Workforce Readiness | Future-focused Education | Statewide Alignment

THE UNIVERSITY OF TENNESSEE KNOXVILLE

4

2030 GROWTH STRATEGY

ENROLLMENT PLAN & COMMITMENTS

UT's comprehensive growth strategy is dedicated to expanding educational access, enhancing academic excellence, and delivering an unparalleled Volunteer experience. We aim to empower and prepare Tennessee's economy for the future through workforce development and innovative research while fostering a community where every Vol is prepared to thrive.

VOLUNTEER EXPERIENCE
Deliver An Exceptional Student Experience

55,000 STUDENTS ENROLLED
2030 Total Enrollment (Campus-Based & Fully-Online)

50,000 NEW GRADUATES
By 2030 to Support Tennessee's Workforce

THE UNIVERSITY OF TENNESSEE KNOXVILLE

TOTAL ENROLLMENT

ENROLLMENT GOALS FOR 2030

55,000
VOLUNTEERS

PRIORITIZING ACCESS FOR TENNESSEANS
& WELCOMING MORE LEARNERS INTO
THE VOLUNTEER FAMILY

CAMPUS-BASED
41,000

UNDERGRADUATE | 34,500

FIRST-YEAR | 7,100

TRANSFER | 1,800

GRADUATE | 6,500

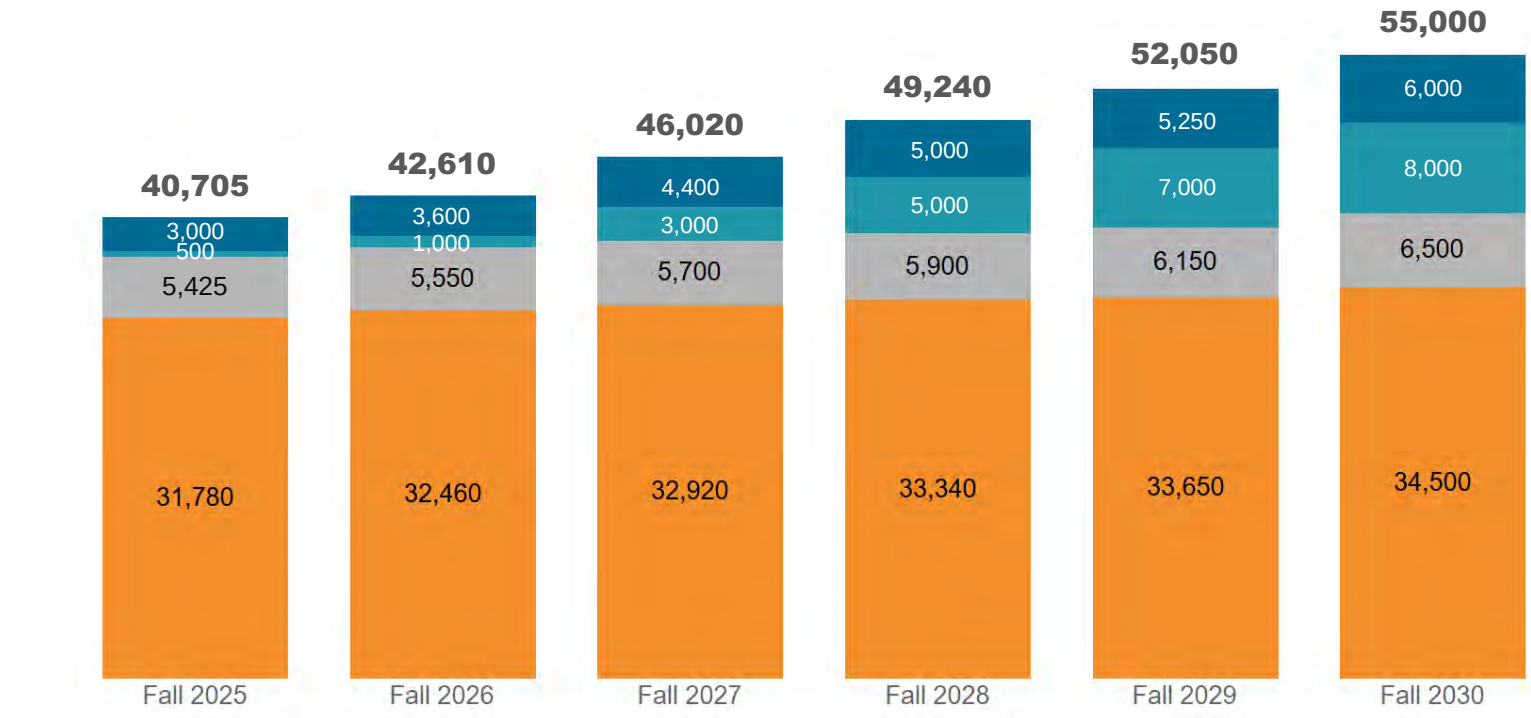
FULLY-ONLINE
14,000

UNDERGRADUATE | 8,000

GRADUATE | 6,000

SEP 2030 ENROLLMENT GOALS

PROJECTED ENROLLMENT GROWTH



Source: UTK Enrollment Management Data

2030 GOALS

42.0%
Growth in Total Enrollment by 2030
vs. 2024 Baseline

39.1%
Growth in Undergraduate Headcount by 2030
vs. 2024 Baseline

53.1%
Growth in Graduate Headcount by 2030
vs. 2024 Baseline

FALL 2024 WICHE UPDATE

TENNESSEE

An increase in birthrates and the growing state population starting in 2012 impacted the projected number of Tennessee high school graduates beginning in 2030. Tennessee will be one of few states to experience an increase in high school graduates, expected to lead to increased competition.

Source: WICHE

72,206

Lowest Future Number of TN HS graduates in Fall 2028

- 855

Fewer Projected TN HS Graduates in Fall 2030 vs. 2025

75,761

HS Graduates Fall 2025

THE UNIVERSITY OF TENNESSEE KNOXVILLE

4.2

SEP 2030 KEY CONSIDERATIONS

FACTORS SHAPING ENROLLMENT PLANNING THROUGH 2030

TENNESSEE DEMOGRAPHICS + INCREASED COMPETITION
Projected growth and rising competition in the South

UTK MARKET SHARE
Sustained market share with increased academic quality

STUDENT SUCCESS
Retention and graduation aligned with holistic support

FIRST-YEAR APPLICATION GROWTH
Steady growth toward 70K applications by 2030

HOLISTIC REVIEW
Balanced admissions through guaranteed and holistic review

UT SYSTEM ALIGNMENT
UTK growth contributing to 71K systemwide goal

THE UNIVERSITY OF TENNESSEE KNOXVILLE

SEP 2030 GOALS

STRATEGIC OBJECTIVES

01

DELIVER AN EXCEPTIONAL VOLUNTEER EXPERIENCE

02

EXPAND ACCESS TO THE MODERN LAND GRANT

03

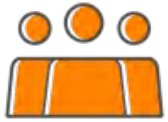
ADVANCE TENNESSEE THROUGH WORKFORCE & COMMUNITY IMPACT

THE UNIVERSITY OF TENNESSEE KNOXVILLE

KEY DRIVERS OF GROWTH

Future growth will be driven by increases in transfer enrollment, graduate program expansion, student success outcomes and the intentional scaling of high-demand online offerings.

TRANSFER STUDENTS



GRADUATE STUDENTS

ONLINE EXPANSION

STUDENT SUCCESS

EXPANDED ACCESS TO A UT EDUCATION

UT's guaranteed pathway programs will continue to serve as an important driver of enrollment growth while broadening access to the Volunteer Experience.

UT ACCESS COLLABORATIVE

A UT System wide commitment to expanded educational access invites students to begin the college experience at a partner UT campus and transfer to UT Knoxville the following fall to complete their degree - leveraging UT's statewide system to provide an affordable, high-quality educational experience from start to finish.

VERTO VOLS

A global pathway to the Volunteer Family, Verto Vol offers a unique international experience preparing students for a successful college career. Participants spend one semester or a year abroad with other new Vols at a UTK designated Verto location before enrolling as a transfer student in the spring or fall.

ROCKY TOP TRANSFER

Rocky Top Transfer allows students to complete first-year academic coursework at Pellissippi State Community College. Upon meeting program requirements, participants are guaranteed admission to UTK as a sophomore.

95%

of Tennessee Applicants are currently offered a Guaranteed Pathway to UT Knoxville through First-Year Admission or a Pathway Program Invitation

DRIVERS OF GROWTH

SUPPORTING 2030 ENROLLMENT PLANNING

CAMPUS-BASED UNDERGRADUATES

- Guaranteed Admission & Enrollment Pathways
- Scholarship & Aid Optimization
- Transfer Pipeline Development
- Retention & Student Success
- Regional Recruitment & Brand Expansion
- Distinctive Volunteer Experience

CAMPUS-BASED GRADUATES

- Expanded Academic Programs & Promotion
- Intentional Financial Incentives To Support Continued Educational Access
- Strategic Pipeline Development

FULLY-ONLINE STUDENTS

- Attracting & Serving New Learners
- Location & Demographics
- Expanded Degree Offerings
- UT Brand & Quality Of Education
- Student Success

SEP 2030 | COMMITMENT HIGHLIGHTS

PRIMARY OUTCOMES & KEY PERFORMANCE INDICATORS

STUDENT SUCCESS & ENROLLMENT OBJECTIVES

- Achieve an 80% 6-year undergraduate campus-based graduation rate by 2030.
- Maintain annual enrollment of 4,000+ first-time, first-year Tennesseans to support our in-state access mission.
- Increase transfer student enrollment by 20% by 2030 by streamlining pathways, enhancing partnerships with community colleges, and improving support for transfer student success.
- Increase total online enrollment to 14,000 by 2030 to meet learner demand and expand UT's reach.

TENNESSEE TALENT PIPELINE

- Prepare 50,000+ new graduates by 2030 to meet Tennessee's economic needs.
- Address Tennessee's workforce demands by producing 20,000 new graduates in STEM, education, and allied health fields.
- Expand Vols Online non-degree enrollments by 100% to support career growth, continuing education, and lifelong learning.

FACULTY & STAFF INVESTMENTS

- Sustain an 18:1 student-to-faculty ratio to ensure personalized learning experiences.
- Grow the tenure-track faculty by 10% by 2030 to support academic excellence and research capacity.
- Invest in technology solutions that streamline administrative processes and reduce transactional workload for staff.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

THANK YOU!

SEP2030 INTEGRATED GROWTH PLAN: UNDERGRADUATE | GRADUATE | ONLINE

4.2

THE UNIVERSITY OF TENNESSEE KNOXVILLE

UNIVERSITY OF TENNESSEE, KNOXVILLE

2030 INTEGRATED ENROLLMENT PLAN

GROWTH PLAN FOR THE FUTURE

OUR WORK IS DRIVEN BY OUR COMMITMENT TO OUR STUDENTS AND OUR COVENANT WITH OUR STATE.

2030 GROWTH STRATEGY

ENROLLMENT PLAN & COMMITMENTS

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2030 Total Enrollment (Campus-Based & Fully-Online)

50,000 NEW GRADUATES
By 2030 to Support Tennessee's Workforce

THE UNIVERSITY OF TENNESSEE KNOXVILLE

TOTAL ENROLLMENT

ENROLLMENT GOALS FOR 2030

55,000 VOLUNTEERS

PRIORITIZING ACCESS FOR TENNESSEANS **&** WELCOMING MORE LEARNERS INTO THE VOLUNTEER FAMILY

CAMPUS-BASED
41,000

- UNDERGRADUATE | 34,500
  - *FIRST-YEAR | 7,100*
  - *TRANSFER | 1,800*
- GRADUATE | 6,500

FULLY-ONLINE
14,000

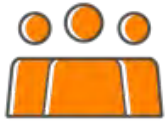
- UNDERGRADUATE | 8,000
- GRADUATE | 6,000

THE UNIVERSITY OF TENNESSEE KNOXVILLE

KEY DRIVERS OF GROWTH

Future growth will be driven by increases in transfer enrollment, graduate program expansion, student success outcomes and the intentional scaling of high-demand online offerings.

TRANSFER STUDENTS



GRADUATE STUDENTS

ONLINE EXPANSION

STUDENT SUCCESS

SEP 2030 GOALS

STRATEGIC OBJECTIVES

01 DELIVER AN EXCEPTIONAL VOLUNTEER EXPERIENCE

Further elevate the student experience by fostering academic excellence, expanding high-impact learning experiences, and providing proactive personalized support. Create an environment where every student feels engaged, connected, and prepared for life beyond UT.

02 EXPAND ACCESS TO THE MODERN LAND GRANT

Broaden access to a UT education by removing barriers and creating new and affordable pathways for Tennesseans and beyond to earn a UT degree. By expanding access to Tennessee's flagship university, our vision is to reinforce the lasting value of a UT education, ensuring our graduates are prepared for lifelong learning and make meaningful contributions to their communities.

03 ADVANCE TENNESSEE THROUGH WORKFORCE & COMMUNITY IMPACT

Educate Tennessee's workforce of the future by preparing scholars for advanced study, aligning academic programs with industry needs, and expanding enrollment in high demand fields. UT will further its land-grant mission and improve the quality of life for Tennesseans through innovative learning models, meaningful research, expanded partnerships, and community engagement.

GOAL 1

DELIVER AN EXCEPTIONAL VOLUNTEER EXPERIENCE

Further elevate the student experience by fostering academic excellence, expanding high-impact learning experiences, and providing proactive personalized support. Create an environment where every student feels engaged, connected, and prepared for life beyond UT.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

4.2

GOAL 1 STRATEGIES

DELIVER AN EXCEPTIONAL VOLUNTEER EXPERIENCE

FOSTER ACADEMIC EXCELLENCE & INNOVATION

Deliver world-class academic programs and further invest in innovative programs that strengthen the educational experience for all students.

EXPAND HIGH-IMPACT EXPERIENCES

Enhance high-impact experiential learning, research, career, and leadership opportunities for all students, while continuing to deliver nationally leading support and engagement experiences.

ENHANCE PROFESSIONAL & CAREER OUTCOMES

Enhance post-graduate employment opportunities by emphasizing professional development, partnerships with industry leaders, and other career services resources.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

7

GOAL 1 COMMITMENTS

OUTCOMES & KEY PERFORMANCE INDICATORS

STUDENT SUCCESS & SERVICE OUTCOMES

- Achieve an 80% 6-year undergraduate campus-based graduation rate by 2030.
- Vol Edge | Achieve 50%+ participation rate among campus-based undergraduate students in the signature career and professional development program.
- Award 800 diplomas by 2030 to fully-online students while building a national reputation for supporting online students.
- Fully operationalize the use of our student CRM, Vol Connect, to support streamlined student communications.

GRADUATE STUDENT EXPERIENCE

- Annually assess graduate student stipends in relation to federal cost of attendance benchmarks.
- Enhance graduate career outcomes by launching a new initiative to connect graduate students with business, industry, and academic partners prior to graduation.
- Streamline student onboarding and enhance access to academic, financial, and student support.

FACULTY & STAFF INVESTMENTS

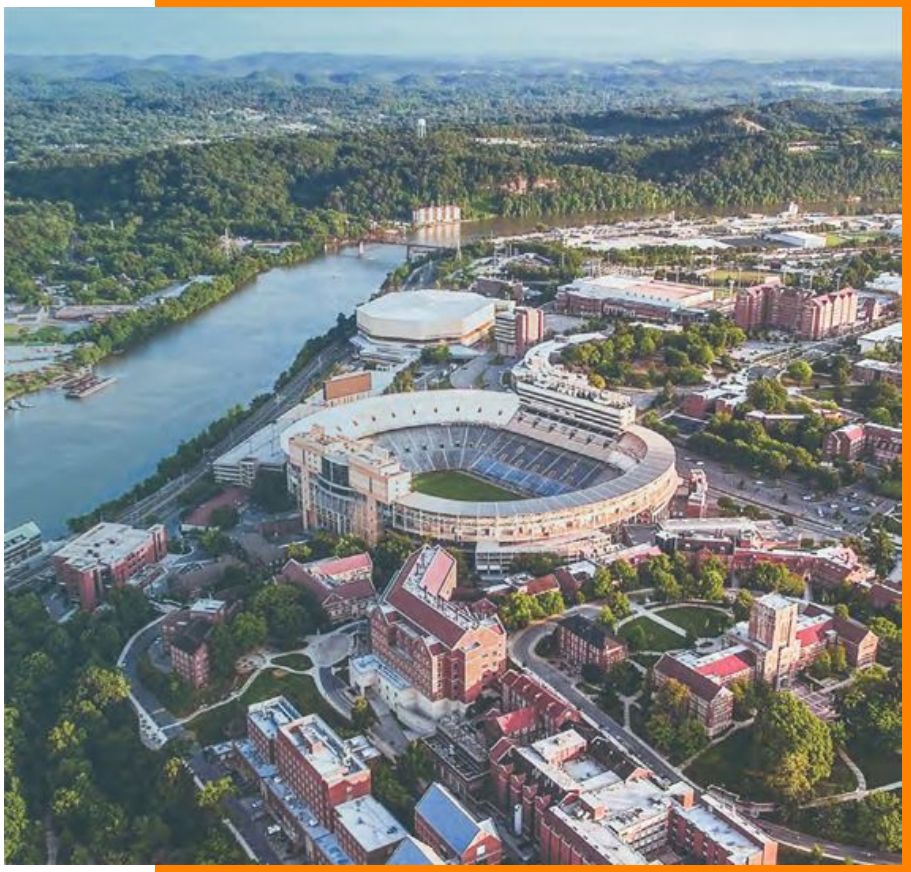
- Sustain an 18:1 student-to-faculty ratio to ensure personalized learning experiences.
- Grow the tenure-track faculty by 10% by 2030 to support academic excellence and research capacity.
- Invest in technology solutions that streamline administrative processes and reduce transactional workload for staff.

4.2

GOAL 2

EXPAND ACCESS TO THE MODERN LAND GRANT

Broaden access to a UT education by removing barriers and creating new and affordable pathways for Tennesseans and beyond to earn a UT degree. By expanding access to Tennessee's flagship university, our vision is to reinforce the lasting value of a UT education, ensuring our graduates are prepared for lifelong learning and make meaningful contributions to their communities.



THE UNIVERSITY OF TENNESSEE KNOXVILLE

9

4.2

GOAL 2 STRATEGIES

EXPAND ACCESS TO THE MODERN LAND GRANT

INCREASE OUTREACH & ENGAGEMENT
Enhance recruitment, expand pipelines to grow Tennessee's college-going culture, and create pathways to retain talent through graduate programs & industry partnerships.

EXPAND FLEXIBLE LEARNING PATHWAYS
Strengthen online and flexible programs to increase educational access and improve social mobility for learners across Tennessee.

ENHANCE FINANCIAL AID & AFFORDABILITY
Expand financial aid and financial wellness resources to reduce barriers, help students and families navigate college costs and reinforce the value of a UT degree.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

GOAL 2 COMMITMENTS

OUTCOMES & KEY PERFORMANCE INDICATORS

RECRUITMENT & ENGAGEMENT

- Maintain annual enrollment of 4,000+ first-time, first-year Tennesseans to support our in-state access mission.
- Expand access to UT by strengthening pipelines and continued investment in Flagship Schools and Communities programs.
- Increase transfer student enrollment by 20% by 2030 by streamlining pathways, enhancing partnerships with community colleges, and improving support for transfer student success.
- Increase total online enrollment to 14,000 by 2030 to meet learner demand and expand UT's reach.

ACADEMIC PATHWAYS & PROGRAM EXPANSION

- Expand the portfolio of fully-online academic degree programs to 70 by 2030, including 25+ baccalaureate programs.
- Implement AI-driven solutions to automate and streamline the transfer credit evaluation process.
- Launch five new graduate pathways (3+2 or 4+1 programs) to reduce time-to-degree and enhance career outcomes.

FINANCIAL ACCESS & AFFORDABILITY

- Advocate for increased state investment in HOPE, Aspire, and GAMS to keep high-achieving Tennesseans in-state and support enrollment growth among traditional and non-traditional learners.
- Pursue strategies aimed to increase affordability and further:
  - Lower the average student loan debt of bachelor's degree recipients by 5%.
  - Reduce the percentage of those who graduate with debt by 5%.
  - Increase the percent of students using financial wellness resources, including personalized college financing plans.

GOAL 3

ADVANCE TENNESSEE THROUGH WORKFORCE AND COMMUNITY IMPACT

Educate Tennessee's workforce of the future by preparing scholars for advanced study, aligning academic programs with industry needs and expanding enrollment in high-demand fields. UT will further its land-grant mission and improve the quality of life for Tennesseans through innovative learning models, meaningful research, expanded partnerships, and community engagement.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

4.2

GOAL 3 STRATEGIES

ADVANCE TENNESSEE THROUGH WORKFORCE AND COMMUNITY IMPACT

SUPPORT TENNESSEE'S WORKFORCE NEEDS

Produce more Volunteers in high-demand, high-growth fields, in collaboration with state and industry leaders to support Tennessee's evolving economy.

ENGAGE COMMUNITIES ACROSS TENNESSEE

Advance UT's land-grant mission by expanding outreach and engagement in all 95 counties, fostering educational pathways and developing civic-minded Volunteers committed to serving their communities.

EXPAND ACCESS TO LIFELONG LEARNING

Empower learners of all ages and backgrounds by creating new and innovative learning opportunities to support continuous achievement and advance the lives of Tennesseans.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

GOAL 3 COMMITMENTS

OUTCOMES & KEY PERFORMANCE INDICATORS

TENNESSEE TALENT PIPELINE

- Prepare 50,000+ new graduates by 2030 to meet Tennessee's economic needs.
- Address Tennessee's workforce demands by producing 20,000 new graduates in STEM, education, and allied health fields.

STATEWIDE IMPACT | EXPANDED PRESENCE IN ALL 95 COUNTIES

- Strengthen our partnership with UT Extension and increase enrollment from distressed counties by 5%.
- Build strategic collaborations with industry partners to deliver customized online learning opportunities for employees.
- Increase student participation in community-engaged research and high-impact practices statewide by 10%.

GROWTH OF FLEXIBLE LEARNING OPPORTUNITIES

- Expand Vols Online non-degree enrollments by 100% to support career growth, continuing education, and lifelong learning.

4.2

THE UNIVERSITY OF TENNESSEE KNOXVILLE

ENROLLMENT GOALS

DETAILS & OUTCOMES

TENNESSEE ACCESS COMMITMENT

FIRST-YEAR ENROLLMENT GOALS & ASPIRATIONS

PRIORITIZING TENNESSEANS

- Continue to prioritize access for Tennessee residents (Admissions access and Financial Aid & Scholarships).
- Maintain a minimum in-state, first-year headcount of 4,000+ annually (2024 – 2030).
- Leverage UT's Guaranteed Admission Program, a transparent entry point for qualified in-state applicants.
- Continue strategic investments in need-based aid to expand financial access for Tennessee families.

CONSIDERATIONS | *IN SUPPORT OF UT'S GROWTH PLAN*

- **Demographics Shifts** | Continued flexibility to support growth as the institution navigates a nationwide decline in high-school graduates over the next five years.
- **Increased Competition** | Decline in high-school graduates will heighten competition in Tennessee and nationally, reinforcing the importance of evolving strategic recruitment & enrollment strategies.
- **Non-Resident Enrollment to Fuel Tennessee's Workforce** | Attracting well qualified non-residents serves as an important contributor to Tennessee's Talent Pipeline, including among high-need professions (Health & Human Services, STEM, Education).
- **State Advocacy** | State investments in HOPE, GAMS, & ASPIRE will be critical to maintain in-state enrollments, retain high achieving scholars in-state, and support future enrollment growth.

Aspire to Maintain a Minimum

60%

Tennessee Residency Distribution

TOTAL ENROLLMENT

SEP 2030 HEADCOUNT GOALS

41,000
CAMPUS-BASED ENROLLMENT IN 2030

14,000
FULLY-ONLINE ENROLLMENT IN 2030

Total enrollment goals are driven by gains in student success, as well as growth in transfer, graduate, and online student populations, with projections reviewed annually to ensure alignment with institutional priorities.

	Fall 2024 FINAL	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Undergraduate Campus-Based	*30,191*	31,780	32,460	32,920	33,340	33,650	**34,500**
Graduate Campus-Based	*5,395*	5,425	5,550	5,700	5,900	6,150	**6,500**
Undergraduate Online	*373*	500	1,000	3,000	5,000	7,000	**8,000**
Graduate Online	*2,769*	3,000	3,600	4,400	5,000	5,250	**6,000**
TOTAL ENROLLMENT	*38,728*	40,705	42,610	46,020	49,240	52,050	**55,000**
TOTAL NTR ACADEMIC YEAR	***$588.4M***	**$629.6M** +$41.2M	**$637.3M** +$7.7M	**$656.1M** +$18.9M	**$678.9M** +$22.8M	**$693.8M** +$14.9M	**$711.3M** +$17.5M

Source: UTK Institutional Data

UT GRADUATES

SEP 2030 PROJECTIONS

The goal of producing 50,000+ UT graduates by 2030 is fueled by a comprehensive growth strategy to ensure more Volunteers are prepared to thrive and lead in every sector of the state and beyond. Annual reviews of progress and projections will ensure alignment with institutional priorities.

36,220

CAMPUS-BASED UNDERGRADUATE UT GRADUATES

11,660

CAMPUS-BASED GRADUATE UT GRADUATES

2,970

ONLINE UNDERGRADUATE UT GRADUATES

6,175

ONLINE GRADUATE UT GRADUATES

~ 57,025

TOTAL UT GRADUATES

THE UNIVERSITY OF TENNESSEE KNOXVILLE

UT GRADUATES

SEP 2030 PROJECTIONS

The goal of producing 50,000+ UT graduates by 2030 is fueled by a comprehensive growth strategy to ensure more Volunteers are prepared to thrive and lead in every sector of the state and beyond. Annual reviews of progress and projections will ensure alignment with institutional priorities.

	FINAL 2023-2024	ESTIMATED 2024-25	PROJECTED 2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTALS
Undergraduate Campus-Based	*5,888*	5,900	5,920	5,930	5,950	6,020	6,120	**6,280**	36,220
Graduate Campus-Based	*1,845*	1,870	1,890	1,910	1,930	1,950	1,980	**2,000**	11,660
Undergraduate Online	*107*	150	220	300	425	550	675	**800**	2,970
Graduate Online	*701*	725	775	875	975	1,075	1,175	**1,300**	6,175
TOTAL UTK GRADUATES	*8,541*	8,645	8,805	9,015	9,280	9,595	9,950	**10,380**	57,025

SEP 2030

Source: UTK Institutional Data

THE UNIVERSITY OF TENNESSEE KNOXVILLE

APPENDIX

SUPPORTING DATA & INFORMATION

DRIVERS OF GROWTH

CAMPUS-BASED UNDERGRADUATE STUDENTS

- **GUARANTEED ADMISSION & ENROLLMENT PATHWAYS** | Leverage UT's Guaranteed Admission Program and pathway programs to provide clear, transparent entry points for first-year and transfer students.
- **SCHOLARSHIP & AID OPTIMIZATION** | Leverage data-driven financial aid strategies to improve access, affordability, and yield across all populations.
- **TRANSFER PIPELINE DEVELOPMENT** | Scale transfer enrollment through intentional pathway programs, strengthened community college partnerships, improved technology, student support and policy revisions.
- **RETENTION & STUDENT SUCCESS** | Prioritize investments in academic and co-curricular support to drive persistence and positive student success outcomes.
- **REGIONAL RECRUITMENT & BRAND EXPANSION** | Elevate UT's presence statewide and in key markets to build upon current momentum and continue to attract high-potential students to fuel Tennessee's workforce.
- **DISTINCTIVE VOLUNTEER EXPERIENCE** | Differentiate UT through compelling campus visits, marketing and communication strategy, and meaningful engagement to build pride, drive enrollment decisions and create life-long affinity.

DRIVERS OF GROWTH

CAMPUS-BASED GRADUATE STUDENTS

- **EXPANDED ACADEMIC PROGRAMS & PROMOTION**
  - Increase alignment of undergraduate and master's program curriculum, including increasing the number of 4+1 programs.
  - Increase visibility of graduate program options for undergraduate students and prospects.
- **INTENTIONAL FINANCIAL INCENTIVES TO SUPPORT CONTINUED EDUCATIONAL ACCESS**
  - Proactively leverage the state's expanded HOPE funding.
  - Reimagine existing financial investments to align with institutional mission and growth goals.
- **STRATEGIC PIPELINE DEVELOPMENT**
  - Increase enrollment of UT undergraduates seeking graduate study in UT programs. UT undergraduates currently fuel 20%+ of graduate enrollments with opportunities to strengthen intentional enrollment pipelines.
  - Expand partnership programs with other Tennessee institutions and government partners (ORNL, Y-12).

DRIVERS OF GROWTH

FULLY-ONLINE STUDENTS

- **ATTRACTING & SERVING NEW LEARNERS** | Adult Learners (age 25+) represent 24% of undergraduate students and over 30% of all college students nationally (NCES). Position UT to expand online offerings to meet the rapidly increasing demand for fully-online programs from younger learners.
- **LOCATION & DEMOGRAPHICS** | Most online learners prefer to study at a university near where they live, but the Tennessee market is underserved, as evidenced by the 45,021 Tennesseans who study out-of-state in fully-online programs (NC-SARA 2025). Many of these learners can be served by UT with better quality at a competitive cost.
- **EXPANDED DEGREE OFFERINGS** | The launch of 20+ new degree programs in a fully-online modality will better serve the market, more than tripling the baccalaureate portfolio offered fully online.
- **UT BRAND & QUALITY OF EDUCATION** | The strength of the UT brand, commitment to quality, and best practices for engaging online students will drive demand for fully-online programs, taking the university to the people of Tennessee and beyond.
- **STUDENT SUCCESS** | Optimizing internal processes and infrastructure to support student success will drive growth through improved retention and enhanced reputation, as demonstrated with our campus-based students.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

DEMOGRAPHIC OVERVIEW

2024 WICHE REPORT KEY TAKEAWAYS

FALL 2024 WICHE UPDATE

KEY TAKEAWAYS

NATIONAL

- Total High School Graduates to peak in 2025, then gradually decline through 2041.
- 13% Projected Decline in High School Graduates through 2041.
- 38 states will see declines in high school graduates through 2041.
- Demographic Shift: Hispanic and Multiracial high school graduates will continue to grow.

THE SOUTH

- The South will see a period of growth (+3% between 2023–2041).
- Two states will see significant declines, including West Virginia (-26%) and Mississippi (-16%).

TENNESSEE

- Tennessee projected to experience an increase of +9.4% between 2024 and 2035 with fluctuations in headcount over time.
- Tennessee increase likely due to higher birth rates in key years, improved graduation rates (reaching 92.1% in 2023-24), and demographic shifts (in-migration) within the state.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

FALL 2024 WICHE UPDATE

KEY TAKEAWAYS FOR UT

INCREASED COMPETITION | Out-of-state institutions will actively recruit Tennessee's growing high school graduate population, leading to heightened competition to achieve market share and/or enrollment growth. Increased competition is expected to impact competitor scholarship & aid strategies, increase discount rates, and further contribute to net-cost informed decisions.

TENNESSEE HEADCOUNT | The number of Tennessee high school graduates is expected to fluctuate over the course of SEP 2030, and numbers will not exceed the projected high of 75,761 (2025) graduates until 2031.

DIFFERENTIATING THE VOLUNTEER EXPERIENCE TO PREPARE FOR INCREASED COMPETITION

- Diversify course offerings to align with Tennessee workforce needs and student preferences.
- Innovative approaches to serving students and families.
- Financial Access and Financial Wellness: Proactive and intentional outreach and financial planning with families will be critical to ensuring continued enrollments and student success.
- Continued state advocacy for HOPE/GAMS is needed to support financial access & affordability.

MARKET SHARE | SEP 2030 includes goals to maintain and increase UT's market share with prioritized focus on recruiting and retaining Tennessee's best and brightest students to UT.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

FALL 2024 WICHE UPDATE

TENNESSEE

An increase in birthrates and the growing state population starting in 2012 impacted the projected number of Tennessee high school graduates beginning in 2030. Tennessee will be one of few states to experience an increase in high school graduates, expected to lead to increased competition.

Source: WICHE

72,206

Lowest Future Number of TN HS graduates in Fall 2028

- 855

Fewer Projected TN HS Graduates in Fall 2030 vs. 2025

75,761

HS Graduates Fall 2025

THE UNIVERSITY OF TENNESSEE KNOXVILLE

FALL 2024 WICHE UPDATE

NATIONAL

Nationally, High School Graduates will peak in 2025, then gradually decline through 2041. The South is the only region expected to experience an increase in high school graduates, leading to enhanced competition in the southern region.

Source: WICHE

- 214K

Fewer Projected High School Graduates in Fall 2030

3.9M

High School Graduates Fall 2025

3.6M

High School Graduates Fall 2030

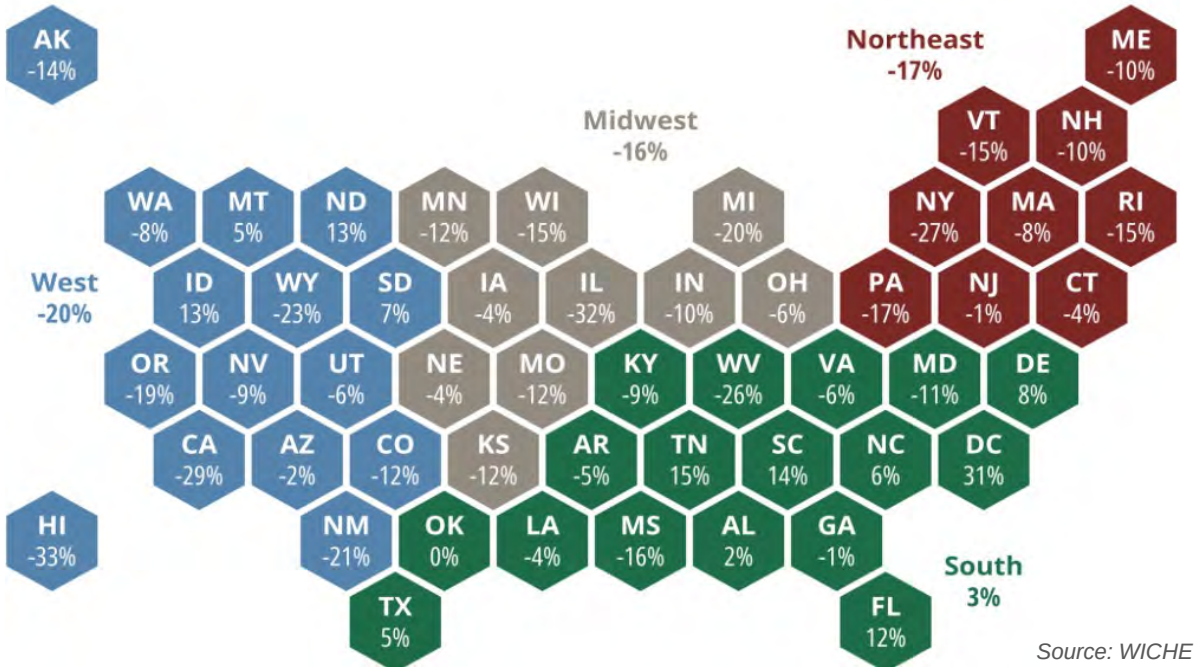
THE UNIVERSITY OF TENNESSEE KNOXVILLE

4.2

PROJECTED PERCENT CHANGE

2023 to 2041

By 2041, high school graduates will decline in 38 states, while the South will see a 3% increase—led by double-digit growth in D.C., Tennessee, South Carolina, and Florida.



Source: WICHE

+3%

Long Term Increase in HS Graduates in the South between 2023–2041

-16%

Long Term Decrease In HS Graduates All Other Regions between 2023–2041

29

4.2

THE UNIVERSITY OF TENNESSEE KNOXVILLE

SEP PLANNING

INITIAL PLANNING FRAMEWORK + ENROLLMENT MODEL ASSUMPTIONS

4.2

ENROLLMENT BENCHMARKS

ASPIRATIONAL & COMPARATIVE PEER AND SEC

In Fall 2023, UT was 15th in total enrollment size in comparison to UT's aspirational, comparative, and SEC peer institutions.

31

Source: IPEDS, Fall 2023

SEP 2030 GOALS & FOCUS AREAS

PRIORITIZING IN-STATE ACCESS & ATTRACTING NEW LEARNERS

COMPREHENSIVE GROWTH PLAN | Alignment of total enrollment goals across campus-based undergraduate, graduate, and distance learning, allowing for longer-term strategic planning. Further diversify enrollment growth via increases among online, adult, and transfer populations.

DELIVER AN EXCEPTIONAL VOLUNTEER EXPERIENCE | Proactive Capacity Planning and Management: Infrastructure, Instructional Planning, Service & Support to deliver a personalized and differentiated student experience.

EXPANDED FINANCIAL ACCESS & ENHANCED FINANCIAL AID LEVERAGING | Continued evaluation and refinement of institutional aid strategy to expand access and improve financial outcomes. Statewide advocacy for increased investments in HOPE // GAMS // ASPIRE to support the recruitment & retention of Tennessee's top students.

ENHANCED PIPELINE DEVELOPMENT | Strengthened community presence and positively impact Tennessee's college-going culture through expanded partnerships: Access & Engagement (Early Pipeline Development), UT Extension (4H & Rural Outreach), Undergrad to Grad Pipeline Programs, and Industry Partnerships.

TALENT PIPELINE ALIGNMENT | Educate and prepare Tennessee's workforce & citizens of the future: Evaluate academic program offerings and enrollment goals in alignment with current and future needs across Tennessee.

SEP 2030 KEY CONSIDERATIONS

FACTORS SHAPING ENROLLMENT PLANNING THROUGH 2030

TENNESSEE DEMOGRAPHICS + INCREASED COMPETITION | New WICHE data released in Dec. 2024 projects Tennessee high school graduates will increase between 2024 and 2035 with future projections outpacing previous estimates beginning in 2030. National declines are expected to drive heightened competition in the south, specifically Tennessee, one of few states projected to grow.

UTK MARKET SHARE | SEP 2030 models assume maintenance of UTK's average market share of Tennessee graduates. However, all models are adjusted for increased academic quality vs. Fall 2024 based on UT's new Guaranteed Admission program.

STUDENT SUCCESS | Retention, Persistence, and Graduation Rates developed in alignment with Student Success goals and a commitment to holistic student supports – across all enrolled populations (undergraduate, graduate, online).

FIRST-YEAR APPLICATION GROWTH | Models assume modest application growth vs. Fall 2024 building to ~70K total applications by 2030.

FIRST-YEAR HOLISTIC REVIEW | All enrollment models assume UT maintains the current Guaranteed Admission program criteria and includes a portion of admits via Holistic Review, allowing continued flexibility to shape the cohort toward capacity considerations, institutional mission, university and system wide goals.

UT SYSTEM ALIGNMENT | UTK growth plan contributes positively to UT System enrollment goal to reach 71,000 total enrollment by 2030.

SEP 2030 ENROLLMENT MODEL

FIRST-YEAR SUSTAINED COHORT

Campus-based, first-year headcount informed by In-state Pipeline/Demographics. Tennessee residency percentage and headcount will fluctuate due to projected demographic changes and high school class sizes. UT admission practices account for new guaranteed admission standards paired with maintaining review practices that prioritize academic preparedness and student success.

FIRST-YEAR ASSUMPTIONS

- **First-Year Headcount** | ~7,000 first-year headcount in Fall 2025; 7,100 in 2026–2030
- **High School Graduate Projections** | Includes Tennessee 2024 WICHE projections
- **Tennessee College-Going Rate** | Remains the same (56.7% in 2023)
- **UTK Market Share** | Following trend, slight improvement vs. 5 and 3-Year Averages
- **Prioritize Access for Tennesseans** | Leverage current Guaranteed Admission program
- **Financial Estimates** | Tuition & fees and aid structure remain the same as Fall 2025
- **Student Success/Persistence** | Aligns with UT Student Success goals
- **Application Pool** | Assumes modest growth (to ~70k) with consistent academic quality

7,100

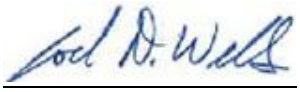
FIRST-YEAR HEADCOUNT
2026–2030

THE UNIVERSITY OF TENNESSEE KNOXVILLE

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 3, 2025* 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

5/30/2025
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 3, 2025* 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
Signature

Janice Cosey
Name

Bursar
Title

May 30, 2025
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 28, 2025* through *May 30, 2025* 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

Scott Summers

Name

Registrar

Title

June 9, 2025

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 28, 2025* through *May 30, 2025* 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

06-06-2025
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 3, 2025* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Martha M. Barnett

Signature

Martha M. Barnett

Name

Registrar

Title

05/29/2025

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 3, 2025* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar
Title

5-28-25
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 3, 2025 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

Vice Provost for Academic Affairs
Title

5/29/2025
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 3, 2025 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:

Rhonda Clinard
Signature

Rhonda Clinard
Name

Bursar
Title

6/6/2025
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 30, 2025

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 2025 Tenure

UTC			
Last Name	**First Name**	**College**	**Department**
Philipp	Stephanie	Health, Education and Professional Studies	School of Education
Michael	Jaclyn	Arts and Sciences	Philosohy and Religion
Nasadowski	Rebecca	Arts and Sciences	Art
Simoni	Zachary	Arts and Sciences	Social, Cultural, and Justice Studies
Wick	Kristina	Health, Education and Professional Studies	School of Nursing
Kantor	Sarah	Library	Public and Research Services
UTHSC			
Last Name	**First Name**	**College**	**Department**
Ishrat	Tauheed	Medicine	Anatomy and Neurobiology
Johnson	Rajasingh	Dentistry	Bioscience Research
Li	Minghui	Pharmacy	Clinical Pharmacy and Translational Science
Moore	Jacen	Health Professions	Diagnostic and Health Sciences
UTK			
Last Name	**First Name**	**College**	**Department**
Abell	Annika	Haslam College of Business	Marketing
Ahmadi	Mahshid	Tickle College of Engineering	Materials Science & Engineering
Cobb	Charlene	University Libraries	
Destine	Shaneda	Arts & Sciences - Division of Social Sciences	Sociology
Dobreski	Brian	Communication & Information	School of Information Sciences
Dosch	Brianne	University Libraries	
Gan	Hao	AgResearch & Herbert College of Agriculture	Biosystems Engineering & Soil Science
Herrero	Hannah	Arts & Sciences - Division of Social Sciences	Geography & Sustainability
Janzen	Anneke	Arts & Sciences - Division of Social Sciences	Anthropology
Lamer	Sarah	Arts & Sciences - Division of Social Sciences	Psychology
Lamichhane	Rajan	Arts & Sciences - Division of Natural Sciences & Mathematics	Biochemistry and Cellular & Molecular Biology
Lear	Andrea	Veterinary Medicine	Large Animal Clinical Sciences
Mathew	Daniel Joseph	AgResearch & Herbert College of Agriculture	Animal Science
Meadows	Harrison	Arts & Sciences - Division of Arts & Humanities	World Languages & Cultures
Mezick	Jennifer Ann	University Libraries	
Moorey	Sarah Elizabeth	AgResearch & Herbert College of Agriculture	Animal Science
Olukolu	Bode A.	AgResearch	Entomology & Plant Pathology
Page	Katharine	Tickle College of Engineering	Materials Science & Engineering
Palis	Eleni	Arts & Sciences - Division of Arts & Humanities	English
Ross	Michael	Herbert College of Agriculture	Plant Sciences
Talmy	David	Arts & Sciences - Division of Natural Sciences & Mathematics	Microbiology
Therrell	Grace Ellen	University Libraries	
Yenerall	Jacqueline	AgResearch & Herbert College of Agriculture	Agricultural & Resource Economics
UTM			
Last Name	**First Name**	**College**	**Department**
Cole	John	Agriculture and Applied Sciences	AGNR
Wolters	Bethany	Agriculture and Applied Sciences	AGNR
Blake	Jody	Humanities and Fine Arts	Music
Seyedkavoosi	Ali	Engineering and Natural Sciences	Engineering

June 2025 Promotions

UTC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Barisik	Murat	Engineering and Computer Science	Mechanical Engineering	Associate Professor
Basham	Shera	Arts and Sciences	Criminal Justice	Associate Professor
Bathi	Jejal	Engineering and Computer Science	Civil and Chemical Engineering	Associate Professor
Carlson	Lynette	Health, Education and Professional Studies	Health and Human Performance	Associate Professor
Casebier	Karen	Arts and Sciences	Modern and Classical Languages and Literature	Professor
Cowden	Chapel	Library	Public and Research Services	Professor
Crittenden	Courtney	Arts and Sciences	Social, Cultural, and Justice Studies	Professor
Dierenfeldt	Rick	Arts and Sciences	Social, Cultural, and Justice Studies	Professor
Garoiu	Monica	Arts and Sciences	Modern and Classical Languages and Literature	Professor
Hargrave	Kathyrn	Arts and Sciences	Art	Professor
Hogg	Jennifer	Health, Education and Professional Studies	Health and Human Performance	Professor
Hungenberg	Eric	Health, Education and Professional Studies	Health and Human Performance	Professor
Kamrath	Barry	Health, Education and Professional Studies	School of Education	Professor
Kantor	Sarah	Library	Public and Research Services	Associate Professor
Margraves	Charles	Engineering and Computer Science	Mechanical Engineering	Professor
Mauldin	Marcus	Arts and Sciences	Political Science and Public Service	Professor
McElrone	Marissa	Health, Education and Professional Studies	Health and Human Performance	Associate Professor
Michael	Jaclyn	Arts and Sciences	Philosohy and Religion	Associate Professor
Murillo	Edwin	Arts and Sciences	Modern and Classical Languages and Literatures	Professor
Nasadowski	Rebecca	Arts and Sciences	Art	Associate Professor
Philipp	Stephanie	Health, Education and Professional Studies	School of Education	Associate Professor
Policastro	Christina	Arts and Sciences	Social, Cultural, and Justice Studies	Professor
Reising	Donald	Engineering and Computer Science	Electrical Engineering	Professor
Roundy	Phillip	Gary W. Rollins College of Business	Marketing and Entrepreneurship	Professor
Runyon	Carolyn	Library	Collection Services	Professor
Simoni	Zachary	Arts and Sciences	Social, Cultural, and Justice Studies	Associate Professor
Srivastava	Prashant	Gary W. Rollins College of Business	Marketing and Entrepreneurship	Professor
Taylor	Jessica	Health, Education and Professional Studies	Applied Leadership and Learning	Associate Professor
Varol	Serkan	Engineering and Computer Science	Engineering Management and Technology	Associate Professor
Walker	Ruth	Arts and Sciences	Psychology	Associate Professor
Ward	Perry	Arts and Sciences	Music	Professor
Wick	Kristina	Health, Education and Professional Studies	School of Nursing	Associate Professor
Wu	Weidong	Engineering and Computer Science	Civil and Chemical Engineering	Professor
UTHSC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Abramovitz	Michelle	Dentistry	Dental Hygiene	Assistant Professor
Albin	Pamela	Dentistry	Dental Hygiene	Assistant Professor
Adams	Merritt	Medicine-Chattanooga	Orthopaedic Surgery	Associate Professor
Adams	Merritt	Medicine-Chattanooga	Pediatrics	Associate Professor
Ashbrook	David	Medicine	Genetics, Genomics and Informatics	Associate Professor
Bajwa	Amandeep	Medicine	Surgery	Professor
Bajwa	Amandeep	Medicine	Microbiology, Immunology and Biochemistry	Professor
Bajwa	Amandeep	Medicine	Genetics, Genomics and Informatics	Professor
Barenie	Rachel	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
Basu-Ray	Indranill	Medicine	Medicine	Associate Professor
Beasley	Lisa	Nursing	Community and Population Health	Associate Professor
Bird, Jr.	Joseph	Medicine-Chattanooga	Obstetrics and Gynecology	Associate Professor
Bird	Lindsey	Nursing	Health Promotion and Disease Prevention	Assistant Professor
Bollig	Reagan	Medicine-Knoxville	Surgery	Associate Professor
Bosfield	Kerri	Medicine	Pediatrics	Associate Professor
Boukovalas	Stefanos	Medicine-Knoxville	Surgery	Associate Professor
Bowers	Karen	Medicine-Chattanooga	Emergency Medicine	Clinical Associate Professor

June 2025 Promotions

UTHSC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Byerly	Saskya	Medicine	Surgery	Associate Professor
Carter	Sarah	Nursing	Health Promotion and Disease Prevention	Assistant Professor
Chen	Guoyun	Medicine	Pediatrics	Professor
Criswell	Sheila	Health Professions	Diagnostic and Health Sciences	Associate Professor
Dedmon	Diana	Nursing	Community and Population Health	Associate Professor
Derefinko	Karen	Medicine	Pharmacology, Addiction Science and Toxicology	Associate Professor
Doty	Jesse	Medicine-Chattanooga	Orthopaedic Surgery	Professor
Ephrem	Georges	Medicine	Medicine	Associate Professor
Geeleher	Paul	Medicine	Genetics, Genomics and Informatics	Associate Professor
Govatati	Suresh	Medicine	Physiology	Assistant Professor
Goyal	Nitin	Medicine	Neurology	Associate Professor
Goyal	Nitin	Medicine	Neurosurgery	Associate Professor
Grabeel	Kelsey	Medicine-Knoxville	Preston Medical Library	Professor
Harvey	Margaret	Nursing	Acute and Tertiary Care	Professor
Hedinger	Tricia	Health Professions	Audiology and Speech Pathology	Professor
Herrington	Cathy Crill	Pharmacy	Clinical Pharmacy and Translational Science	Professor
Hijano	Diego	Medicine	Pediatrics	Associate Professor
Hines	Kathryn	Medicine-Chattanooga	Pediatrics	Associate Professor
Hines	Melissa	Medicine	Pediatrics	Associate Professor
Holder	Christen	Medicine	Pediatrics	Professor
James	Deirdre	Medicine	Medicine	Associate Professor
Jee	Changhoon	Medicine	Pharmacology	Associate Professor
Jha	Sunil	Medicine	Medicine	Professor
Johnson	Liza-Marie	Medicine	Pediatrics	Associate Professor
Jones	Allison	Medicine	Dermatology	Associate Professor
Jones-Purdy	Patricia	Nursing	Acute and Tertiary Care	Assistant Professor
Kahloon	Rehan	Medicine-Chattanooga	Internal Medicine	Associate Professor
Khan	Nickalus	Medicine	Neurosurgery	Associate Professor
Koltnow	Paul	Medicine	Physician Assistant	Associate Professor
Lenart	Emily	Medicine	Surgery	Associate Professor
Lichaa	Hady	Medicine	Clinical Medical Education	Associate Professor
Lindsay	James Michael	Medicine-Knoxville	Preston Medical Library	Professor
Lindsay	James Michael	Medicine-Knoxville	General Dentistry	Professor
Lindsay	James Michael	Medicine-Knoxville	Oral and Maxillofacial Surgery	Professor
Lowe	Stephen	Medicine-Knoxville	Surgery	Clinical Assistant Professor
Lynch-Smith	Donna	Nursing	Acute and Tertiary Care	Professor
Maday	Kristopher	Medicine	Physician Assistant	Professor
Madni	Arshia	Medicine	Pediatrics	Associate Professor
Many	Heath	Medicine-Knoxville	Surgery	Associate Professor
March	Katherine	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
Martinez	Jesus	Medicine	Neurology	Assistant Professor
Masi	Thomas	Medicine-Knoxville	Surgery	Associate Professor
McGregor	Amy	Medicine	Pediatrics	Professor
Miller	Noah	Medicine	Pediatrics	Assistant Professor
Minniear	Timothy	Medicine	Pediatrics	Associate Professor
Nelson	Grace	Medicine	Pediatrics	Associate Professor
Nelson	Marquita	Medicine	Medicine	Associate Professor
O'Daniel	Teresa	Dentistry	Dental Hygiene	Assistant Professor
Parashar	Nirbhay	Medicine	Pediatrics	Associate Professor
Rehm	Jason	Medicine-Chattanooga	Plastic Surgery	Associate Professor
Rehm	Jason	Medicine-Chattanooga	Orthopaedic Surgery	Associate Professor
Rhea	Isaac	Medicine	Medicine	Associate Professor

June 2025 Promotions

UTHSC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Roach	Keesha	Nursing	Community and Population Health	Associate Professor
Rogers	Nathaniel	Medicine	Pediatrics	Associate Professor
Sandhu	Hitesh	Medicine	Pediatrics	Professor
Sawant	Laxmichaya	Medicine	Obstetrics and Gynecology	Assistant Professor
Schmocker	Ryan	Medicine-Knoxville	Surgery	Associate Professor
Sebastian	Andrea	Nursing	Acute and Tertiary Care	Associate Professor
Shahrabi-Farahani	Shokoufeh	Dentistry	Diagnostic Sciences and Oral Medicine	Professor
Sheyn	Anthony	Medicine	Otolaryngology	Professor
Simpson	Amanda	Dentistry	Periodontology	Assistant Professor
Smith	Loretta	Nursing	Health Promotion and Disease Prevention	Assistant Professor
Stanfill	Ansley	Medicine	Genetics, Genomics and Informatics	Professor
Stephens	Ryan	Nursing	Acute and Tertiary Care	Assistant Professor
Stultz	Jeremy	Pharmacy	Clinical Pharmacy and Translational Science	Professor
Sumida	Keiichi	Medicine	Medicine	Professor
Surbhi	Satya	Medicine	Medicine	Associate Professor
Surbhi	Satya	Medicine	Preventive Medicine	Associate Professor
Taylor	Charlotte	Dentistry	General Dentistry	Associate Professor
Taylor	Melissa	Medicine	Medical Education	Associate Professor
Thacker	Amber	Medicine	Medicine	Associate Professor
Thacker	Amber	Medicine	Pediatrics	Associate Professor
Thacker	Amber	Medicine	Microbiology, Immunology and Biochemistry	Associate Professor
Tombazzi	Claudio	Medicine	Medicine	Professor
Veluswamy	Hemanth	Medicine	Family Medicine	Assistant Professor
Ward	Lesley Evan	Medicine	Physician Assistant	Associate Professor
Weems	Mark	Medicine	Pediatrics	Professor
Williams	Regan	Medicine	Surgery	Professor
Williams	Regan	Medicine	Pediatrics	Professor
Wilner	Andrew	Medicine	Neurology	Professor
Wolf	Joshua	Medicine	Pediatrics	Professor
Wolfe	Lynlee	Medicine-Knoxville	Obstetrics and Gynecology	Associate Professor
Woods	Lauren	Health Professions	Occupational Therapy	Associate Professor
Zachry	Anne	Health Professions	Occupational Therapy	Professor
Zalamea Ducklo	Nia	Medicine	Surgery	Associate Professor
Zhang	Yanhui	Dentistry	Bioscience Research	Professor

UTK				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Abedi	Reza	Tickle College of Engineering	Mechanical & Aerospace Engineering	Professor
Abell	Annika	Haslam College of Business	Marketing	Associate Professor
Adams	Allison	Natalie L. Haslam College of Music		Professor
Ahmadi	Mahshid	Tickle College of Engineering	Materials Science & Engineering	Associate Professor
Amarante	Eric Franklin	Law		Professor
Barrera Olivares	Francisco	Arts & Sciences - Division of Natural Sciences & Mathematics	Biochemistry and Cellular & Molecular Biology	Professor
Bichescu	Bogdan	Haslam College of Business	Business Analytics & Statistics	Professor
Bradley	Randy	Haslam College of Business	Supply Chain Management	Professor
Bumgarner	Natalie	UT Extension	Plant Sciences	Professor
Cho	Moonhee	Communication & Information	Tombras School of Advertising & Public Relations	Professor
Cobb	Charlene	University Libraries		Associate Professor
Coleman	Dawn	Arts & Sciences - Division of Arts & Humanities	English	Professor
DeLong	Karen	AgResearch & Herbert College of Agriculture	Agricultural & Resource Economics	Professor
Destine	Shaneda	Arts & Sciences - Division of Social Sciences	Sociology	Associate Professor
Dobreski	Brian	Communication & Information	School of Information Sciences	Associate Professor

June 2025 Promotions

UTK				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Donovan	David	Tickle College of Engineering	Nuclear Engineering	Professor
Dosch	Brianne	University Libraries		Associate Professor
Doxastakis	Emmanouil	Tickle College of Engineering	Chemical & Biomolecular Engineering	Professor
Duncan	Lori Allison	UT Extension	Biosystems Engineering & Soil Science	Associate Professor
Ellis	Kelsey	Arts & Sciences - Division of Social Sciences	Geography & Sustainability	Professor
Gan	Hao	AgResearch & Herbert College of Agriculture	Biosystems Engineering & Soil Science	Associate Professor
Gaoue	Orou	Arts & Sciences - Division of Natural Sciences & Mathematics	Ecology & Evolutionary Biology	Professor
Gerhold, Jr.	Richard	Veterinary Medicine	Biomedical & Diagnostic Sciences	Professor
Gill	Thomas	AgResearch & Herbert College of Agriculture	Agricultural Leadership, Education & Communication	Professor
Griffin	Martin	Arts & Sciences - Division of Arts & Humanities	English	Professor
Han	Kyung Joon	Arts & Sciences - Division of Social Sciences	Political Science	Professor
Harrison	Guy	Communication & Information	School of Journalism & Media	Associate Professor
Hathaway	Jon	Tickle College of Engineering	Civil & Environmental Engineering	Professor
Herrero	Hannah	Arts & Sciences - Division of Social Sciences	Geography & Sustainability	Associate Professor
Holmes	Tova	Arts & Sciences - Division of Natural Sciences & Mathematics	Physics & Astronomy	Associate Professor
Janzen	Anneke	Arts & Sciences - Division of Social Sciences	Anthropology	Associate Professor
Khojandi	Anahita	Tickle College of Engineering	Industrial & Systems Engineering	Professor
Kwit	Charles	Herbert College of Agriculture	School of Natural Resources	Professor
Lamer	Sarah	Arts & Sciences - Division of Social Sciences	Psychology	Associate Professor
Lamichhane	Rajan	Arts & Sciences - Division of Natural Sciences & Mathematics	Biochemistry and Cellular & Molecular Biology	Associate Professor
Lear	Andrea	Veterinary Medicine	Large Animal Clinical Sciences	Associate Professor
Li	Minjie	Communication & Information	Tombras School of Advertising & Public Relations	Associate Professor
Liu	Jian	Arts & Sciences - Division of Natural Sciences & Mathematics	Physics & Astronomy	Professor
Love	Adam	Education, Health, & Human Sciences	Kinesiology, Recreation, and Sport Studies	Professor
Mathew	Daniel Joseph	AgResearch & Herbert College of Agriculture	Animal Science	Associate Professor
Meadows	Harrison	Arts & Sciences - Division of Arts & Humanities	World Languages & Cultures	Associate Professor
Mezick	Jennifer Ann	University Libraries		Associate Professor
Moore	Tara	Education, Health, & Human Sciences	Theory & Practice in Teacher Education	Professor
Moorey	Sarah Elizabeth	AgResearch & Herbert College of Agriculture	Animal Science	Associate Professor
Mundorff	Amy	Arts & Sciences - Division of Social Sciences	Anthropology	Professor
Neelakanta	Girish	Veterinary Medicine	Biomedical & Diagnostic Sciences	Professor
Oakes	Renata	AgResearch	Plant Sciences	Professor
Olukolu	Bode A.	AgResearch	Entomology & Plant Pathology	Associate Professor
Oz	Mustafa	Communication & Information	School of Journalism & Media	Associate Professor
Page	Katharine	Tickle College of Engineering	Materials Science & Engineering	Professor
Palis	Eleni	Arts & Sciences - Division of Arts & Humanities	English	Associate Professor
Papes	Monica	Arts & Sciences - Division of Natural Sciences & Mathematics	Ecology & Evolutionary Biology	Professor
Pienta	Daniel	Haslam College of Business	Accounting & Information Management	Associate Professor
Raper	Tyson	AgResearch & UT Extension	Plant Sciences	Professor
Rocha	Iliana	Arts & Sciences - Division of Arts & Humanities	English	Associate Professor
Ross	Michael	Herbert College of Agriculture	Plant Sciences	Associate Professor
Rucker	Daniel Caleb	Tickle College of Engineering	Mechanical & Aerospace Engineering	Professor
Russell	Neno	Arts & Sciences - Division of Arts & Humanities	Theatre	Associate Professor
Sedges	Heather (Kunicki)	UT Extension	Family & Consumer Sciences	Professor
Serfling	Matthew	Haslam College of Business	Finance	Professor
Sgouralis	Ioannis	Arts & Sciences - Division of Natural Sciences & Mathematics	Mathematics	Associate Professor
Smith	Joseph (Joe)	Veterinary Medicine	Large Animal Clinical Sciences	Associate Professor
Sobes	Vlad	Tickle College of Engineering	Nuclear Engineering	Associate Professor
Springer	Nora Lynn	Veterinary Medicine	Biomedical & Diagnostic Sciences	Associate Professor
Staton	Margaret	AgResearch & Herbert College of Agriculture	Entomology & Plant Pathology	Professor
Strickland	Lewrell	UT Extension & College of Veterinary Medicine	Animal Science	Professor

June 2025 Promotions

UTK				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Su	Xuhong	Baker School of Public Policy & Public Affairs		Professor
Sultana	Hameeda	Veterinary Medicine	Biomedical & Diagnostic Sciences	Professor
Talmy	David	Arts & Sciences - Division of Natural Sciences & Mathematics	Microbiology	Associate Professor
Tardy	Greg	Natalie L. Haslam College of Music		Professor
Teston	Elizabeth	Architecture & Design	School of Interior Architecture	Professor
Therrell	Grace Ellen	University Libraries		Associate Professor
Truster	Timothy	Tickle College of Engineering	Civil & Environmental Engineering	Professor
Xu	Haixuan	Tickle College of Engineering	Materials Science & Engineering	Professor
Yenerall	Jacqueline	AgResearch & Herbert College of Agriculture	Agricultural & Resource Economics	Associate Professor
Zheng	Wei	Haslam College of Business	Business Analytics & Statistics	Professor
Zingoni Phielipp	Milagros	Architecture & Design	School of Interior Architecture	Professor
UTM				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Alexander	Jason	Engineering and Natural Sciences	Chemistry and Physics	Professor
Alqusaireen	Eatedal	Engineering and Natural Sciences	Engineering	Associate professor
Baron	Verna	Engineering and Natural Sciences	Chemistry and Physics	Associate professor
Behfarnia	Ali	Engineering and Natural Sciences	Engineering	Associate professor
Carithers	David	Humanities and Fine Arts	English and Modern Foreign Language	Professor
Derafshi	Mercan	Agriculture and Applied Science	Family and Consumer Sciences	Associate professor
Ellis	Alison	Education, Health, and Behavioral Science	Health and Human Performance	Associate professor
Huse	Heidi	Humanities and Fine Arts	English and Modern Foreign Language	Professor
UTS				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Moon	Gennifer	Nursing & Health Sciences	Nursing	Associate Professor

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AGENDA ITEM SUMMARY

Meeting Date: June 30, 2025

Committee: Education, Research, and Service

Item: **Update on the Joint Nursing Program between UTS and UTHSC**

Type: Information

Background Information

In July 2023, the UT Board of Trustees approved a joint Bachelor of Science in Nursing (BSN) program between UT Southern and the UT Health Science Center and authorized the officers of the University to take such actions deemed necessary and appropriate to implement the joint program.

As originally conceived, the joint program would have addressed three historical challenges for the Nursing program at Martin Methodist College, as the institution had been known prior to its acquisition and rebirth as UT Southern in 2021. As described at the time, the challenges included: (1) a lack of robust resources available to BSN students; (2) obstacles to recruiting academically prepared Nursing faculty; and (3) lagging first-time pass rates for the NCLEX-RN (National Council Licensure Examination-RN) by graduates of the BSN program. Based on UT Southern's receipt of a letter of warning from the Tennessee Board of Nursing and a projected second letter of warning in 2022, the possibility of suspension of admissions to the BSN program appeared imminent at the time. As such, the joint degree program was proposed to safeguard UT Southern's ability to offer students in the surrounding region a strong, accredited nursing program.

Today, the BSN program at UT Southern finds itself in a far different place than when Martin Methodist College joined the UT System nearly four years ago. Since joining the UT System, the number of applicants to UT Southern has increased significantly. Even without a joint degree, the collaboration between the campuses has strengthened the support for Nursing students at UT Southern. Most notably, the program at UT Southern has had three straight years of perfect NCLEX-RN pass rates.

	2022	*2023*	*2024*
Attempted NCLEX-RN	7	10	9
Passed NCLEX-RN	7	10	9
Pass Rate	100%	100%	100%

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The partnership with UT Health Science Center has borne further benefits that do not require the establishment of a joint degree program. In October 2024, the faculty, staff, and administrators from each of the Nursing programs met at UT Southern and collaborated on a slate of continuing work between the two programs. Together, the campuses plan to pursue grants, collaborate on research and publications, share curriculum and online courses, increase purchasing power through joint contracts, and work on a common student application to recruit students to all Nursing programs across the UT System. Moreover, UT Southern is now included in the Partnership Enrollment Program at UT Health Science Center, which provides a pathway into UT Health Science Center's Accelerated BSN for students completing UT Southern's bachelor's degree programs in Biology or Public Health.

In 2023, the proposed joint degree program between UT Southern and UT Health Science Center represented a much-needed solution to the former's multiple challenges, a solution which also aligned neatly with the statewide mission of the latter. Collaborating, in the spirit of Be One UT, has in and of itself resulted in a stronger program at UT Southern.

In light of recent developments, the Chancellors of the respective campuses, the Vice President for Academic Affairs, Research and Student Success, and President Boyd have reached the conclusion that moving forward with the implementation of a joint program is no longer necessary. As such, each campus will maintain its own, independent degree program.