



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Friday, October 24, 2025	UT Tower, Plaza Level
8:30 a.m. (EDT)/7:30 am (CDT)	400 W Summit Hill Drive, Knoxville, TN

AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. [Consent Agenda](#) — Action.....Tab 1
 - A. [Minutes of the Prior Meeting](#).....Tab 1.1
 - B. [Grant of Tenure upon Initial Appointment](#).....Tab1.2
- V. [Proposed New Academic Unit, College of Nursing, UTC](#) — ActionTab 2
- VI. [UT System Student Success Indicators](#) — Information/DiscussionTab 3
- VII. Campus Strategic Enrollment Plans — Information/DiscussionTab 4
 - A. [University of Tennessee at Chattanooga](#)Tab 4.1
 - B. [University of Tennessee Southern](#)Tab 4.2
 - C. [University of Tennessee Health Science Center](#)Tab 4.3
- VIII. [2025 COACHE Faculty Job Satisfaction Survey](#) — Information/DiscussionTab 5
- IX. 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.]
- X. Closing Remarks and Adjournment



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Information Items

A. UT Research Foundation Annual Update	Tab 6.1
B. Annual Report on Intercollegiate Athletics	Tab 6.2
C. Overview of Campus Policies on the Use of Artificial Intelligence	Tab 6.3
D. Education, Research, and Service Committee Work Plan	Tab 6.4
E. Administrative Action to Terminate or Inactivate Academic Programs	Tab 6.5
F. Non-degree Credential Enrollment/Completion Data	Tab 6.6
G. Certification of Degrees Conferred	Tab 6.7
H. Tenure Approvals and Promotions	Tab 6.8



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Jamie Woodson, Committee Chair

Background Information

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

Committee Action

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

1. The reading of the minutes of the June 30, 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 June 30, 2025

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 2:30 p.m. (EDT) on Monday, June 30, 2025. The meeting was held in the Wolford Family Athletics Facility at the University of Tennessee at Chattanooga, Chattanooga, Tennessee.

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

Other Trustees Present: Bradford D. Box, Decosta E. Jenkins, William C. (Bill) 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 Melinda Arnold (UT Southern); Chancellor Lori Mann Bruce (UT Chattanooga); Chancellor Peter Buckley (UT Health Science Center); Chancellor Yancy Freeman (UT Martin); and Chancellor Donde Plowman (UT Knoxville). Additional members of the UT senior leadership and staff were also in attendance.

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 Chairperson

Committee Chair Jamie Woodson called the meeting to order, expressing appreciation to the UT Chattanooga campus for its hospitality. She thanked Interim Chancellor Robert Dooley for his leadership and welcomed Chancellor Bruce. Chair Woodson acknowledged the service of Dr. Beth Crawford and Lisa Patel, both completing their terms on the Committee, and introduced the incoming representatives — student representative Ashlee Mallon (UT Martin) and faculty representative Dr. Ken Vickers (UT Southern) — who attended as observers.

Requests to Address the Board

Chair Woodson noted that there were no requests to address the Board assigned to be heard by the Committee.

Consent Agenda

Chair Woodson referred to the items listed under the Consent Agenda in Tab 1 of the meeting materials and asked if any items should be removed for separate consideration. 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

Federal Research Landscape. Dr. Kari Babski-Reeves, Associate Vice President for Research, provided an overview of the University's primary research funding sources, noting that approximately 48% of such support was related to federal funding. She then addressed recent changes in the federal research funding landscape and the impact on the University. Dr. Babski-Reeves reported that, as of May 31, 2025, grant terminations and suspensions across the UT System impacted sixty (60 grants and awards), totaling \$38.7 million in unspent funds, with one grant from the US Department of Agriculture accounting for \$27 million. These grants involve 96 faculty and staff members, along with 35 graduate students and 23 undergraduate students.

Dr. Babski-Reeves outlined trends affecting major funding agencies, including potential reductions in indirect cost rates and proposed budget cuts. She indicated that the gap in new research funding is even more concerning than the current lost funding. In this regard, she highlighted the decrease in number of new awards between May and June 2025, compared against prior years. She explained that the slowing of new federal awards and the termination of some existing grants had created uncertainty across higher education, but the UT System remains positioned to adapt and pursue emerging opportunities. She shared strategies for both the short-term and long-term to retain and protect research expertise and capacity, such as opportunities for collaboration with industry and state partners, improvements in process efficiency, and the need for continued investment in infrastructure and faculty development.

Committee members commended the administration for maintaining research momentum and discussed strategies to expand private-sector partnerships and faculty recruitment during a period of national funding constraints.

UT System Performance Compared to Peers. Dr. Bernard Savarese, Vice President for Academic Affairs, Research, and Student Success, presented the annual UT System performance analysis comparing each campus to its peer institutions. He reviewed five-year trends in enrollment, highlighting the following retention, yield, and graduation rates:

- UT Knoxville – Enrollment increased by more than 23% over five years, with record retention (2024, 91.9%) and strong in-state demand. The campus continues to focus on improving graduation rates and expanding capacity.

- UT Chattanooga – Graduate enrollment and yield rates showed improvement; and first year retention for Fall 2024 stands at 71.9%.
- UT Southern – Enrollment grew by more than 8% over five years, and first-year retention reached 77.2%, a 22-point increase since 2021.
- UT Martin – Achieved three consecutive years of enrollment growth and record retention (2024, 76.8%), outperforming peer institutions.
- UT Health Science Center – Enrollment remained stable overall; a decline in number of pharmacy enrollments was an intentional decision based on the recent increase in pharmacy schools and anticipated open pharmacy workforce positions.

Dr. Robert Dooley, who had been serving as Interim Chancellor of UT Chattanooga, provided additional context regarding UT Chattanooga's recent efforts to strengthen student retention and engagement. He shared that the campus is finalizing its strategic plan, which sets a goal of achieving an 80% first-year retention rate by 2030. He shared that two task forces were established earlier in 2025 to develop actionable recommendations, and a number of short-term initiatives were launched for the current academic year, including enhanced advising, early intervention outreach, and retention grants. Dr. Dooley reported encouraging early results, with UT Chattanooga's unofficial first-year retention rate already improving by several percentage points over the prior year. He expressed optimism that the combination of faculty engagement and expanded student support services will sustain upward progress. Trustees commended the focused approach and discussed the importance of sharing effective retention strategies across campuses.

Trustees inquired about the relationship between retention and graduation rates, noting that while first-year retention has improved significantly across campuses, corresponding gains in four- and six-year graduation rates have not yet been fully realized. Chancellor Plowman observed that graduation rates lag behind retention improvements, and ongoing student success programs – particularly those launched in Fall 2022 – are expected to yield measurable gains beginning with the 2026 and 2027 cohorts.

Additional Trustee discussion included:

- A request that future reports display each campus's specific enrollment, retention, and graduation goals alongside peer data to provide visual benchmarks for progress.
- Interest in campus-level breakdowns of persistence by year (first-to-second, second-to-third, etc.) and by college or major, to help identify areas for targeted intervention.
- Questions about how economic and programmatic factors – such as co-op programs, part-time enrollment, or changes in student demographics – affect persistence and graduation metrics.
- A recommendation to expand reporting to include post-graduation outcomes, such as employability, licensure passage, and salary averages.

President Randy Boyd and Chair Woodson emphasized that progress in these areas directly supports the University's broader goal of enrolling and successfully graduating 71,000 students by 2030. Chair Woodson added that ongoing collaboration among campuses to identify and scale successful student success strategies remains critical to meeting that objective.

UT Knoxville: Next Level Aspirations. Chancellor Donde Plowman presented on UT Knoxville's "Next Level Vision" for advancing research and academic excellence. She outlined the campus's aspiration to become a world-class public research university that drives innovation and economic growth for Tennessee. Chancellor Plowman emphasized that achieving this goal will require strategic investment in faculty and facilities and the use of data-driven decision-making tools. The presentation highlighted three major components:

- Faculty Excellence – Expanding cluster and targeted hires in priority research areas such as quantum computing, advanced materials, and artificial intelligence.
- Place-Based Innovation – Developing new research districts that foster collaboration among faculty, students, industry, and government partners.
- Data for Decision-Making – Leveraging the Academic Analytics partnership to benchmark research productivity and guide strategic growth.

Representatives from Academic Analytics discussed tools and data used to benchmark UT Knoxville against members of the Association of American Universities (AAU), focusing on research expenditures, citations, major faculty awards, and other metrics. The analysis showed UT Knoxville at approximately the 70th percentile for research strength per capita relative to faculty size among peer and aspirational peers, with opportunity to grow faculty awards and recognition. The data supports strategic hiring, retention efforts, and understanding departmental strengths and weaknesses, as well as leveraging unique assets and relationships across Tennessee.

Committee members expressed strong support for the campus's forward-looking vision and encouraged continued alignment of research priorities with state and federal needs. The Committee members expressed interest in periodic updates on these efforts.

Campus Strategic Enrollment Plans

University of Tennessee at Martin

Chancellor Yancy Freeman presented UT Martin's Strategic Enrollment Plan, outlining a comprehensive approach designed to strengthen recruitment, retention, and the overall student success profile. He reported that UT Martin has achieved three consecutive years of enrollment growth, reversing post-pandemic declines and positioning the campus for

sustained stability. UT Martin aims to reach an enrollment target of 10,000 students by 2030; a key goal embedded in the UT System's Strategic Plan.

Chancellor Freeman explained that UT Martin has adopted a data-informed enrollment management framework that integrates recruitment, financial aid, and student success strategies. The plan focuses on four priority areas: (1) expanding the student pipeline through targeted outreach; (2) improving yield and retention; (3) enhancing academic and student life support; and (4) strengthening the connection between degree programs and workforce demand.

UT Martin has transitioned to a fully in-house enrollment management model, which allows for greater control and coordination of recruitment efforts. The campus is leveraging predictive analytics to identify high-potential student markets within Tennessee and surrounding states, with particular emphasis on rural, first-generation, and adult learners. A growing number of partnerships with Tennessee high schools, community colleges, and dual-enrollment programs are helping to expand the institution's reach.

On the student success side, Chancellor Freeman highlighted several initiatives that have yielded measurable gains in persistence and retention. These include the implementation of a case management advising system, a restructured first-year experience course, and expanded academic coaching and tutoring services. Financial support programs—such as “retention grants” for students facing short-term financial challenges—have also contributed to record fall-to-spring and year-to-year retention rates.

Trustees commended UT Martin's momentum and raised questions regarding potential barriers to achieving the goals set forth in the enrollment plan, including international student recruitment and future infrastructure needs to support the anticipated growth.

University of Tennessee, Knoxville

Chancellor Donde Plowman thanked the Trustees for challenging the administration's thinking around its enrollment strategy, citing standardized testing and early, guaranteed admissions. Kari Alldredge, Vice Provost for Enrollment Management, then provided an overview of UT Knoxville's Strategic Enrollment Plan, which combines for the first time undergraduate, graduate, and online goals.

The plan sets forth a goal of increasing enrollment to 55,000 students by 2030. Ms. Alldredge stated that UT Knoxville's plan is guided by three interrelated priorities: (1) delivering an exceptional Volunteer experience; (2) expanding access to the modern land grant; and (3) advancing Tennessee through workforce and community impact.

Ms. Alldredge reflected on recent outcomes, highlighting record enrollment (26.7% growth from 2020-2024) and record first-year retention (91.9%). This growth, she explained, has required careful management of admit rates and capacity to ensure that the institution

continues to serve Tennessee students effectively while maintaining its national competitiveness. She also provided an overview of certain demographic and competition trends, which were considered when developing the plan.

Key elements of the enrollment growth strategy are: (1) transfer pathway programs and partnerships; (2) growing graduate pipelines through four-plus-one programs and leveraging financial aid such as the fifth year of the HOPE scholarship; (3) expanding online offerings; and (4) enhancing student success initiatives. Ms. Alldredge concluded her remarks by reviewing some of the primary objectives and key performance indicators, including:

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

Chair Woodson concluded the discussion by noting that both UT Martin and UT Knoxville have demonstrated progress in aligning their enrollment and student success strategies with the UT System's overarching goal of enrolling 71,000 students by 2030. She encouraged the administration to look at their goals in terms of addressing performance gaps (e.g., Pell v. non-Pell recipients). With respect to the UT Knoxville plan, Chair Woodson recommended a continued emphasis on identifying highly qualified Tennessee students so as to exceed the goal of 4,000 first-time, first-year Tennesseans and expressed an interest in learning more about the campus' strategies to attract and enroll more of these students.

Other Business and Adjournment

There being no further business to come before the Committee, Chair Woodson thanked the presenters and participants for their contributions and adjourned the meeting.

Respectfully Submitted,

/s/ Cynthia C. Moore

Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the Last Meeting (February 27, 2025)
- 2025 Institutional Mission Profile Statements
- Authorization for Conferral of Degrees, 2025–26 Academic Year
- Faculty Handbook Revisions:
 - UT Chattanooga
 - UT Martin
- New Academic Programs:
 - Bachelor of Science in Applied Engineering (UT Knoxville)
 - Bachelor of Science in Applied Cybersecurity (UT Knoxville)
- New Academic Units – UT Chattanooga
- Tenure Recommendations
 - Grant of Tenure upon Initial Appointment
 - Grant of Tenure upon Early Consideration

Information Items

- Certification of Degrees Conferred
- 2025 Tenure & Promotions
- UT Southern Nursing



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

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

Type: Action

Background Information

President Boyd and Chancellor Plowman are recommending that tenure be granted to individuals upon their initial appointment to a faculty position. The nominated individuals satisfy 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; or the President has documented other exceptional circumstances warranting the grant of tenure upon initial appointment; and
- (2) All the required tenure review and recommendation procedures were followed by the campus; candidates received a positive recommendation for tenure at every level of review.

Information on the candidate 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

October 2025 Tenure upon Initial Appointment

UTK			
Last Name	First Name	College	Department
Appleby	Andrew	Law	
Asle Zaeem	Mohsen	Tickle College of Engineering	Materials Science and Engineering
Chaker	Nawar	Haslam College of Business	Marketing
Chen	Pingen	Tickle College of Engineering	Mechanical and Aerospace Engineering
Corral	Erica	Tickle College of Engineering	Mechanical and Aerospace Engineering
Garvey	Aaron	Haslam College of Business	Marketing
Kolers	Avery	Arts and Sciences: Division of Natural Sciences and Mathematics	Philosophy
Martinez	Marcias	Tickle College of Engineering	Mechanical and Aerospace Engineering
Miller	Ryan	Education, Health and Human Sciences	Educational Leadership and Policy Studies
Ren	Dacheng	Tickle College of Engineering	Biomedical Engineering
Schaffzin	Katharine	Law	
Sims	Jennifer	Arts and Sciences: Division of Social Sciences	Sociology
Van Puymbroeck	Marieke	Education, Health and Human Sciences	Kinesiology, Recreation, and Sport Studies
Wilkerson	Jessica	Arts and Sciences: Division of Arts & Humanities	History

October 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

UTK

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

Professor Andrew Appleby has been appointed at the rank Associate Professor in the College of Law at UTK, having been recruited from an appointment as Associate Professor with tenure in the Stetson University College of Law. Prof. Appleby has established a record of scholarship, teaching, and service which exceeds the expectations for tenure and appointment at the rank of Associate Professor in the College of Law at UTK. As a scholar, Prof. Appleby has authored (or co-authored) thirteen law review articles which have been recognized both through their reach as intellectual contributions to his research areas of tax and business law and further through disciplinary awards recognizing the quality of the work. Qualitatively and quantitatively, this record far exceeds expectations for a faculty member seeking tenure. Within the classroom, Prof. Appleby has an extensive record, over several years, of successfully teaching both general and specialized law classes with positive reviews from students and peers. Accordingly he has clear evidence that he meets the tenure expectations in the UTK College of Law to engage in “thoughtful and effective” teaching. Finally, on the matter of service, Prof. Appleby has a reputation as “the person who gets asked” when work has to be completed “well and on-time”. In addition to departmental responsibilities such as faculty advisor for the Stetson Business Law Review and coordinator for the Tax Law Programs, he coached the Stetson team in the National Tax Moot Court Competition, including in 2021 when the team swept all three competitive awards.

Dr. Mohsen Asle Zaeem has been appointed at the rank of Professor in the Department of Materials Science and Engineering in the Tickle College of Engineering at UTK, transitioning from an appointment Professor with tenure and the Fryrear Endowed Chair for Innovation and Excellence in the Department of Mechanical Engineering and Materials Science at the Colorado School of Mines. The standard for tenure in the department and college requires excellence in research, teaching, and service and Dr. Asle Zaeem has met those standards. With over 130 peer-reviewed articles in the study and design of materials, and \$7 million in external funding (including from national agencies like NSF, NASA, and DOE), he has established an international reputation as a scholar at the level expected for tenure and appointment at the rank of Professor. Dr. Asle Zaeem has also demonstrated a record as a teacher across two prior institutions, teaching numerous graduate and undergraduate classes, both large and small. Further, outside the traditional classroom, he has advised 13 doctoral students and mentored numerous post-doctoral research associates. Within the area of service, Dr. Asle Zaeem has chaired or contributed to important departmental committees around mentoring and curriculum, served on the ABET accreditation committees at two different universities, and maintained a strong presence in professional societies and at disciplinary conferences.

Dr. Nawar Chaker has been appointed at the rank of Associate Professor in the Department of Marketing in the Haslam College of Business at UTK, having previously held an appointment as

October 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

Associate Professor, with tenure, at Louisiana State University. As an established scholar in the field of sales and sales management, Dr. Chaker has an extensive record of peer-reviewed publications which has easily met the standards within the college and department for both quantity and quality of publications, as measured through lists of journal reputations and conference awards. Despite that fierce productivity, he has also served on the editorial board for four journals, including one premier journal, and contributes to conferences, all in his field. Such efforts ensure that he is both contributing to and cultivating the intellectual life of his discipline. Dr. Chaker has further contributed in more local ways, with service at the department, college, and even university level at prior faculty appointments, including recruitment of graduate students and faculty hiring. Finally, as a teacher he has been recognized by both his own students and by peers for excellence in the classroom. Not only have students consistently rated Dr. Chaker's instruction exceptional, through quantitative and qualitative feedback, but he won a dean's award for excellence in teaching at his prior institution. Dr. Chaker has met, and often exceeded, the standards for tenure in Marketing at UTK.

Dr. Pinggen Chen has been appointed at the rank of Associate Professor in the Department of Mechanical and Aerospace Engineering in the Tickle College of Engineering at UTK, departing from an appointment as Associate Professor with tenure at Tennessee Technological University. As an accomplished faculty member with a background in industry, Dr. Chen has met the college and department standards for tenure in the areas of teaching, research, and service. With expertise in the areas of hybrid electric vehicles and support systems for electric vehicles, he has a publication record of over 24 journal articles and 60 conference proceedings, all peer-reviewed, including presentations at selective IEEE conferences. That body of research has also attracted extensive funding, and Dr. Chen has documented over \$6 million in externally-funded research expenditures across the last six fiscal years. He has also distinguished himself as an instructor with successful delivery of a broad spectrum of undergraduate and graduate courses, covering the design and control of systems, combustion engines, and autonomous vehicles. He has also mentored numerous graduate students to completion, including 13 at the master's level and 5 at the PhD level, demonstrating an ability to teaching beyond the boundaries of the formal classroom. Finally, Dr. Chen has been a long-serving member on the Automotive and Transportation System Committee for ASME, including his current role as vice chair and prior role as secretary. He has further served his discipline as a reviewer for grant proposals for national agencies like the NSF and DOE.

Dr. Erica Corral has been appointed as Professor and Edward J. and Carolyn Boling Chair of Excellence in Space Propulsion in the Department of Mechanical and Aerospace Engineering at the University of Tennessee Space Institute, within the Tickle College of Engineering. Dr. Corral joins UTK from an appointment as Professor at the University of Arizona, Tucson and director of the Arizona Research Center for Hypersonics. As a leading expert in ultra-high temperature ceramic materials, she has distinguished herself as a scholar and researcher who capably meets the expectations for tenure in the college and department. Dr. Corral has a record of \$10 million in external funding directly credited to her work, along with over 26 peer-reviewed journal articles, 15 conference proceedings, and 2 book chapters. She has advised 10 master's degree students, 5 doctoral students, and 6 postdoctoral researchers, demonstrating the ability to bridge the space between researcher and teacher, and cultivating new generations of scholars. Indeed,

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Candidate Summaries

Dr. Corral has a record of over 15 years in the classroom at her prior appointment, artfully covering a broad range of materials engineering courses at the undergraduate and graduate levels. In 2011, she was recognized by ASM International, a professional organization within materials engineering, with the 2011 Bradley Stoughton Award for Young Teachers. Dr. Corral is also an active contributor in service at a local, national, and even international level, often in a leadership role, such as her membership on the Technical Advisory Board of the University Consortium for Applied Hypersonics, an organization sponsored by Office of Undersecretary of Defense Research & Technology.

Dr. Aaron Garvey has been appointed at the rank of Associate Professor in the Department of Marketing within the Haslam College of Business, having previously been appointed as an Associate Professor with tenure at the University of Kentucky. As a behavioral scholar whose expertise covers marketing of AI, conspicuous consumption, and the role of affect in consumer decisions, he has published 12 peer-reviewed articles, many of which appeared in journals designated as Premier by the college and recognized across the discipline as icons of quality. The impact and reach of his work have been noted, through institutional grants supporting research and his recent status as a finalist for the prestigious AMA/Marketing Science Institute/H. Paul Root Award. Dr. Garvey's teaching is equally impressive, having delivered courses across the undergraduate, graduate, and executive level, including at the doctoral level, and covering a breadth of topics which make him a valuable addition to the department. Finally, he has a record of service at the institutional, disciplinary, and even community level which meets the expectations for tenure in the department and college, including committee and governance roles, editorial service, roles in professional societies, and participation in local non-profit initiatives. Given the sum of his work, Dr. Garvey has met and even exceeded the expectations for a tenured faculty member in Marketing.

Dr. Avery Kolers has been appointed as Professor and Head in the Department of Philosophy in the Division of Arts and Humanities within the College of Arts and Sciences, departing from an appointment as Professor with tenure at the University of Louisville. Dr. Kolers is a specialist in the areas of social and political philosophy and applied ethics, with 25 peer-reviewed articles and two books (one book each at the two top presses for philosophy, Cambridge University Press and Oxford University Press). Indeed, he has established a national and international reputation through the numerous conferences around the world where his work has been presented, and his service as editor-in-chief for the *Journal of Applied Philosophy*, at the heart of the discipline. And while it is unusual in Philosophy, Dr. Kolers has even attracted external funding of over \$150,000. During his extensive academic career he has taught over 30 different courses, across the undergraduate and graduate level, while also advising numerous graduate students including 7 at the master's level and 12 at the doctoral level. As a citizen of the academy, Dr. Kolers has held himself to a high standard, with extensive service to his department (both as a member and as the chair), the college (for example, serving on a demanding curriculum committee), and the university (on faculty senate and a strategic planning committee). Given just this representative (but not exhaustive) accounting of his accomplishments, Dr. Kolers easily meets the standards for tenure in the college and in the department he will lead.

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Candidate Summaries

Dr. Marcias Martinez has been appointed at the rank of Professor in the Department of Mechanical and Aerospace Engineering at the University of Tennessee Space Institute, within the Tickle College of Engineering. He had previously held an appointment as Professor with tenure, and department chair, at Clarkson University. With an established national reputation in the area of holistic physics-based analysis and design for computationally evaluating structural integrity, Dr. Martinez will contribute to the hypersonic materials development of the department. Through 35 peer-reviewed journal papers, 48 conference proceedings, and 2 book chapters he has documented his work in the field, and those contributions have been recognized and further advanced with \$4.8 million in external funding. Dr. Martinez brings his professional expertise with him to the classroom, with high ratings from students across a broad spectrum of courses, and a teaching award from his university's student association. As an advisor and mentor, he has established a pipeline of graduate students, with 20 master's students and 3 doctoral students already having earned their degrees, and 4 additional doctoral students in progress. Dr. Martinez is further dedicated to the service of institution and discipline, with long-term service to key department or college committees along with organizing roles for multiple conferences. He currently serves as an associate editor for a key journal in his area, and was elected in 2023 as an Associate Fellow in the American Institute of Aeronautics and Astronautics (AIAA). Across all three areas, Dr. Martinez has fully met and sometimes exceeded the expectations for tenure.

Dr. Ryan Miller has been appointed at the rank of Professor in the Department of Educational Leadership and Policy Studies in the College of Education, Health and Human Sciences, having previously been appointed as Associate Professor with tenure at the University of North Carolina at Charlotte. His stellar record of teaching, research, and service capably meets the standards for tenure in the department and the college. With a body of scholarship covering two areas, the experiences of student groups in higher education and the internalization of strategic initiatives across higher education institutions, Dr. Miller has established a national reputation in his field through more than 40 publications, a dozen book chapters, and scores of presentations at national and international conferences. His research has been supported recently by a pair of externally funded grants, one for \$605,000 and another for \$474,000, on both of which he served as the co-principal investigator. As a teacher, Dr. Miller has taught a broad spectrum of classes which serve the department, and has been the developer of new courses – a skill which will inform the development of new programs. Beyond the traditional classroom, he has a record of graduating doctoral students, and has capably served on the committees of many more. Finally, in the area of service, particularly in the cultivation of his discipline, Dr. Miller has served as the editor or associate editor of a key journal in his field while also serving on the editorial boards for two other journals.

Dr. Dacheng Ren has been appointed as Professor and inaugural Head of the new Department of Biomedical Engineering in the Tickle College of Engineering, relinquishing an appointment as Professor with tenure at Syracuse University. His extensive record in the areas of research, teaching, and service meets and in some areas exceeds the standards for tenure within the college. As a scholar in the areas of biomaterials and biotechnology, especially for control of microbial films, Dr. Ren has decades of work spanning over 80 peer-reviewed publications and more than 50 invited conference presentations, establishing an international reputation in his field. He has been PI or Co-PI on over \$15 million in external funding from agencies like the NSF, NIH, and

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Candidate Summaries

EPA, as well as from numerous corporate partners. As a teacher in the traditional classroom, Dr. Ren has been recognized by students and by peers for his excellence, including from numerous regional and local teaching awards. Further, as an advisor he has graduated a dozen doctoral students and two dozen master's students, and has mentored several post-doctoral researchers, doing his part to cultivate future generations of researchers. In the area of service, Dr. Ren has been a member of the ASEE Engineering Research Council Board, as well as review panels and editorial boards, and he has been a Fellow of the American Institute for Medical and Biological Engineering since 2022. He has further served ably as the associate dean for research at his former institution, a role which has prepared him department leadership at UTK.

Professor Katharine Schaffzin has been appointed as Douglas A. Blaze Distinguished Professor and Director of the Institute for Professional Leadership in the Winston College of Law, having previously been appointed as Professor with tenure at the University of Memphis where she also served as Dean of the law school from 2018 to 2024. Prof. Schaffzin is a prolific and nationally recognized scholar on evidence, one whose work is widely cited not only within the academy but also by state supreme courts and federal district courts. More recently her scholarship has focused on leadership and research with the Association of American Law Schools. As a teacher at several institutions during her career, Prof. Schaffzin has taught across the curriculum, including the key courses of Evidence and Trial Advocacy, where recent students have rated her instruction at or above the College of Law standards. Her mentoring extends beyond the traditional classroom, with co-curricular work in academic success, trial teams, and support for law review students. She also has an extensive and impressive record of service, both within the university and without, serving her constituents across academic and professional communities alike. As examples, Prof. Schaffzin has served on key committees for strategic planning and academic curriculum, while also a member of the American Law Institute and a fellow in the American Bar Association. By the standards for tenure and promotion in the college, Prof. Schaffzin has exceeded the expectations for tenure.

Dr. Jennifer Sims has been appointed at the rank of Associate Professor in the Department of Sociology in the Division of Social Sciences within the College of Arts and Sciences. She previously held an appointment at the rank of Associate Professor with tenure at the University of Alabama in Huntsville. Dr. Sims is an internationally recognized scholar in the sociology of race and ethnicity, social psychology, perception, and research methodologies. Her work spans two books (with one further book due in 2026), nine peer-reviewed publications, as well as an edited volume and three book chapters. Both quantitatively and qualitatively, Dr. Sims has easily exceeded the scholarship expectations for tenure. She has also capably met the standards for excellence in teaching, having taught across the curriculum from introductory courses in sociology to advanced courses in research methodology. Her teaching has been recognized both by her student and her peers, even earning the Distinguished Contributions to Teaching Award from the Southern Sociological Society in 2022. She serves as on the editorial boards for two key journals in her specific areas of sociology, race, and ethnicity, has served as a referee for dozens of manuscripts at numerous journals, and is active in professional societies, like the Mid-South Sociological Association.

October 2025 Grant of Tenure upon Initial Appointment

Candidate Summaries

Dr. Marieke Van Puymbroeck has been appointed at the rank of Professor in the Department of Kinesiology, Recreation, and Sport Studies within the College of Education, Health and Human Sciences, in addition to serving as the Vice Provost and Dean of the Graduate School, departing from an appointment as Professor with tenure at Clemson University. She is a nationally recognized scholar whose work studies recreational therapy interventions to promote health and prevent chronic disease among individuals with disabilities. With a record of 152 peer-reviewed articles appearing in respected journals like the *American Journal of Recreation Therapy*, along with further book chapters and scores of presentations at national and international conferences, she has far exceeded the level of scholarship expected for tenure within the department and college. As a teacher, Dr. Puymbroeck has an established reputation at three prior R1 institutions, covering both undergraduate and graduate instruction, particularly in the area of therapeutic recreation. In 2015, she earned the Excellence in Education award from the American Therapeutic Recreation Association. As an advisor, she has guided 21 doctoral students to completion of their dissertations, along with 12 additional students at the master's level. Dr. Puymbroeck has further been a consistent contributor of service, both to her institution and discipline. She serves, for example, on the Council of Southern Graduate Schools' Three Minute Thesis (3MT) committee, as well as in mentoring and leadership roles within the NSF ADVANCE Grant program. From research to teaching to service, Dr. Puymbroeck has surpassed the expectations for tenure.

Dr. Jessica Wilkerson has been appointed at the rank of Associate Professor in the Department of History in the Division of Arts and Humanities within the College of Arts and Sciences, leaving an appointment as Associate Professor with tenure at West Virginia University. Dr. Wilkerson has exceeded the expectations for tenured faculty in the department and college across all three areas of research, teaching, and service. A specialist in the histories of the twentieth-century U.S. and Appalachia, particularly with regard to women and the working class, her first book won the H.L. Mitchell Prize from the Southern Historical Association in 2020. In addition to that notable publication, she has a notable record of peer-reviewed journal articles and work in public history, including widely-circulated pieces on Dolly Parton and Pat Summitt. She has two important book projects already under contract. Dr. Wilkerson has been consistently evaluated as an excellent instructor who covers a broad spectrum of history courses, from introductory undergraduate survey courses through upper-division and even specialized graduate courses, notably integrating both traditional as well as innovative techniques (like intensive journaling assignments) into her pedagogy. She also serves as the senior associate editor for the journal *Labor: Studies in Working-Class History* and was part of the program committee for the Southern Historical Association Conference in 2022.

College of Nursing

New Unit Proposal

50+ Years of Nursing Education



Award-Winning Academic Programs

Bachelor of Science in Nursing

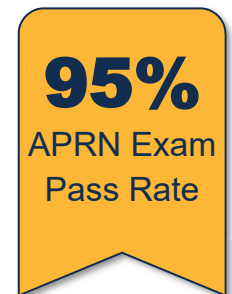
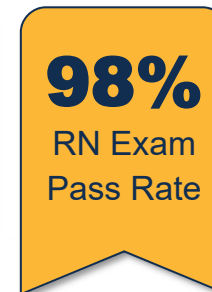
- 3 concentrations
- 2 On-ground
- 1 Online

Doctor of Nursing Practice

- 6 concentrations
- 4 On-ground
- 2 Online

Graduate Certificates

- Adult Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner



Nursing Workforce Demands

8,500

Projected shortfall of RNs
through 2035

Tennessee Hospital Association



Our Future of Nursing Education ...

MobileMOC



Dorothy and Jim Kennedy Health Sciences Building





THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

Item: **Proposed New Academic Unit, College of Nursing, UTC**

Type: Action

Presenter: UTC Chancellor Lori Bruce

Background Information

The University of Tennessee at Chattanooga (UTC) proposes elevating the School of Nursing into a new College of Nursing, effective January 2026. The elevation to college status will distinguish this academic unit within UTC, which has a rich history in developing quality nursing leaders. Currently, the School of Nursing offers a Bachelor of Science in Nursing, a Doctor of Nursing Practice, and multiple post-graduate certificate programs.

A College of Nursing at UTC will align this academic unit with its peer institutions and other Tennessee institutions. The College of Nursing will be able to move with greater agility in establishing a strategic direction, which will positively impact grant funding, donor appeals, and alumni outreach. Finally, this distinction will raise the profile of the nursing programs, attracting high-quality students and faculty.

The proposed administrative change from a school to a college will make UTC's programs more competitive with nursing programs in the region and throughout the country. Creating the college will require some investment in equipment, marketing, and administrative positions, though the school already has the administrative and operational infrastructure needed to operate as a freestanding unit. College status will enhance experiential learning opportunities, leading to increased enrollment and revenue for UTC. By fall 2027, the College of Nursing anticipates moving into the new Dorothy and Jim Kennedy Health Sciences Building.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

1. Subject to additional state approvals as required, the existing School of Nursing shall be elevated to a College of Nursing at the University of Tennessee at Chattanooga;
2. The implementation date is anticipated to be January 2026, 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 unit.

New Academic Unit Request

College of Nursing



THE UNIVERSITY OF TENNESSEE
CHATTANOOGA

August 22, 2025

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Academic Unit Information

Institution:	University of Tennessee at Chattanooga
Type of Unit:	College
Proposed Unit Name:	College of Nursing
Proposed Unit Location:	New College
Proposed UT BOT Approval:	October 2025
Proposed THEC Approval:	November 2025
Proposed Implementation Date:	January 2026
Academic Unit Liaison:	Karen Galicia Director of Academic Affairs, UT System Email: galicia@tennessee.edu Phone: 865-974-2104 505 Summer Place / UT Tower 1268-B Knoxville, TN
Campus Unit Contact:	Chris Smith Director of the School of Nursing Email: chris-smith@utc.edu Phone: 423-425-4665 615 McCallie Avenue University of Tennessee at Chattanooga Chattanooga, TN 37403

Campus Letter of Support

PROVOST AND SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS



Dept 5555
102 Founders Hall
Chattanooga, TN 37403
Phone: (423) 425-4633
www.utc.edu/academic-affairs

April 25, 2025

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

President Boyd:

Please accept the attached THEC Request for New Academic Units to formally create the College of Nursing within Academic Affairs at UTC. School of Nursing Director Chris Smith and her colleagues have built and maintained programs that are recognized for their quality both statewide and nationally. The college will elevate the prominence of the programs and communicate the right message to the region regarding our commitment to help the region meet the tremendous demand for outstanding healthcare. I have studied the financial documents provided by the Office of the Vice Chancellor for Finance and Administration and believe that separating the School of Nursing from the College of Health, Education, and Professional Studies can be done in a manner that is financially responsible.

The details of this new College are included in the proposal along with the cost summary and updated organizational chart. Thank you for your attention to this matter.

Sincerely,

Jerold L. Hale
Provost and Senior Vice Chancellor for Academic Affairs

Feasibility of New Academic Unit

Overview of Proposed Unit

The University of Tennessee at Chattanooga (UTC) School of Nursing, which currently resides in the College of Health, Education, and Professional Studies (CHEPS), seeks to become a new, independent College of Nursing. Since 1973, the School of Nursing has provided compassionate and quality nursing education to develop leaders committed to excellence within the profession and communities served. UTC currently offers a Bachelor of Science in Nursing (BSN), a Doctor of Nursing Practice (DNP), and multiple post-graduate certificate programs through the School of Nursing. Establishing a College of Nursing will enhance the prestige of these programs and allow for more strategic planning to address the growing need for qualified practitioners.

Based on the 2024 survey conducted by the National Council of State Boards of Nursing and the National Forum of State Nursing Workforce Centers, there were nearly 5.6 million active registered nurse (RN) licenses nationwide, and an average of 88% of all nurses who maintained licensure were employed in nursing. Furthermore, the survey reports the median age for RNs is 50 years old, and more than 40% of RNs report that they plan to leave nursing or retire over the next five years.¹ More locally, the Tennessee Hospital Association projects a shortfall of 8,500 RNs through 2035.² The School of Nursing has responded to the increasing demand for new nursing professionals by recently reinstating two post-graduate certificate programs and creating a new Psychiatric Mental Health Nurse Practitioner DNP concentration and post-graduate certificate program. The School of Nursing has managed the growth of the current programs, but also seeks to begin adding additional concentrations to support other community-specific initiatives. Although the Dean of CHEPS has fully supported the efforts of the School of Nursing, having more independent control to prioritize nursing-specific initiatives would more clearly define the identity of the unit. By redefining the governance model, the Dean of the College of Nursing would report directly to the Provost, and current faculty program coordinators would serve as an executive leadership council, which would set the strategic direction, examine current policies, and consider budgetary needs. Financial control over the development of partnerships will ensure priority access to clinical placements and increase visibility in the community, which will elevate the status of UTC's nursing program. Raising the profile of the nursing program will attract high-quality students and faculty, which positively impacts grant applications, donor appeals, and alumni outreach.

A review of peer institutions as well as other Tennessee public and private institutions indicates that most nursing programs are housed independently. Table 1 provides a comparison of these institutions, including the number of faculty and degree programs offered. Thirteen of these institutions have a Dean of Nursing, while four, including UTC, have a Chair, Director, or Executive Director of Nursing.

¹ [https://www.journalofnursingregulation.com/article/S2155-8256\(25\)00047-X/fulltext](https://www.journalofnursingregulation.com/article/S2155-8256(25)00047-X/fulltext)

² <https://tha.com/mend-the-gap/>

Table 1: Similar Departments at Peer and Tennessee Public and Private Institutions

Institution	Department Name & Structure	No. of Faculty/ Administrator's Title	Degree Programs
East Tennessee State University	College of Nursing	69 Dean of Nursing	• BSN: LPN-BSN, RN-BSN • MSN • DNP, PhD Nursing • PM Certificate: Adult/Gerontology, FNP, PMHNP, Nursing Admin, Health Care Genetics/Genomics
King University	School of Nursing	15 Dean of Nursing	• BSN: RN-BSN • MSN: FNP, PMHNP, PNP • DNP • PM Certificate: FNP, PMHNP, Nurse Educator
Marian University	Leighton School of Nursing	40 Dean of Nursing	• BSN: ABSN • DNP: FNP, CRNA
Middle Tennessee State University	School of Nursing	27 Director of Nursing	• BSN • MSN: FNP, PMHNP
South College	School of Nursing	Website did not list faculty Dean of Nursing	• ASN: LPN-ASN • BSN: ABSN, LPN-BSN, RN-BSN • MSN: AGACNP, FNP, Informatics, PMHNP • DNP: DNP-CRNA • PM Certificate: AGACNP, FNP, PMHNP
Tennessee State University	School of Nursing and Respiratory Care (College of Health Sciences)	19 Executive Director	• BSN: RN-BSN • MSN: FNP, Holistic Nursing, Education
Tennessee Technological University	Whitson-Hester School of Nursing	30 Dean of Nursing	• BSN: ABSN, RN-BSN • MSN: FNP, PMHNP, Women's Health, AGACNP, Administration, Education • DNP (partner with ETSU)

Institution	Department Name & Structure	No. of Faculty/ Administrator's Title	Degree Programs
Texas A&M – Corpus Christi	College of Nursing and Health Sciences	43 Dean of Nursing	• BSN: eLine BSN • MSN: FNP, Nursing Education, Leadership in Nursing Systems • DNP: Executive Leadership • PM Certificate: FNP, Education, Leadership, Health Care Admin
University of Memphis	Loewenberg College of Nursing	60 Dean of Nursing	• BSN: ABSN, RN-BSN • MSN: RN-MSN, FNP, Education, Leadership, AGACNP, PMHNP • PhD
University of Tennessee at Chattanooga	School of Nursing (College of Health, Education, and Professional Studies)	45 Director of Nursing	• BSN: ABSN, RN-BSN • DNP: AGACNP, FNP, Education, PMHNP • PM Certificate: AGACNP, FNP, CRNA, Administrative Systems, PMHNP
University of Tennessee Health Science Center	College of Nursing	80 Dean of Nursing	• BSN • DNP: AGACNP, FNP, PMHNP, CRNA, PPCNP, PACNP, NNP, Nurse Executive, Nurse Midwifery • DNP/PhD • Certificates: RNFA, Forensic Nursing, Post Masters, Post-DNP
University of Tennessee at Knoxville	College of Nursing	104 Dean of Nursing	• BSN: ABSN, RN-BSN • DNP: FNP, PMHNP, PP/PCNP, CRNA • PhD • PM Certificates
University of Tennessee at Southern	School of Nursing and Health Sciences	8 Chair of School	• BSN • BS Public Health

Institution	Department Name & Structure	No. of Faculty/ Administrator's Title	Degree Programs
University of Missouri - St. Louis	College of Nursing	44 Dean of Nursing	• BSN: ABSN, RN-BSN • DNP, PhD • PM Certificate: Adult/Geriatric NP, FNP, Ped Acute NO, PMHNP, Women's Health NP
University of Texas - Tyler	School of Nursing (Braithwaite College of Nursing and Health Sciences)	102 Dean of Nursing	• BSN: RN-BSN • MSN: Business Admin, Education, Administration, FNP, Informatics, PMHNP • DNP, BSN-PhD, MSN-PhD • PM Certificate: Informatics, Education, Administration, FNP, PMHNP, AGACNP
University of West Georgia	Tanner School of Nursing	39 Dean of Nursing	• BSN: RN-BSN • MSN • EdD
Vanderbilt University	School of Nursing	200 Dean of Nursing	• MN/MNP • MSN/DNP: AGACNP, AGPCNP, EDNP, FNP, NNP, PCNNP, PPCNP, PMHNP, Women's Health • DNP: CRNA, Leadership • PM Certificates

Existing Programs Associated with New Unit

The existing programs offered by the School of Nursing will remain within the proposed College of Nursing. These programs include the BSN with three concentrations, the DNP with six concentrations, and the four post-graduate certificate programs.

Table 2: Existing Programs Associated with New Academic Unit

Program Type	Program Name	CIP Code	Program Description
BSN	Nursing	51.3801	• 120 credit hours • Majority On-Ground
BSN	Nursing: Accelerated BSN	51.3801	• 60 credit hours • Majority On-Ground
BSN	Nursing: RN to BSN	51.3801	• 27 credit hours • Fully Online
DNP	Nursing	51.3818	• 36 credit hours after Master's • Fully Online
DNP	Nursing: Adult Gerontology Acute Care Nurse Practitioner	51.3818	• 81 credit hours • Majority On-Ground
DNP	Nursing: Family Nurse Practitioner Lifespan	51.3818	• 83 credit hours • Majority On-Ground
DNP	Nursing: Nurse Anesthesia	51.3818	• 111 credit hours • Majority On-Ground
DNP	Nursing: Nurse Administrative Systems	51.3818	• 57 credit hours • Fully Online
DNP	Nursing: Psychiatric Mental Health Nurse Practitioner	51.3818	• 82 credit hours • Majority On-Ground • Approved for Aug. 2025
Certificate	Adult Gerontology Acute Care Nurse Practitioner	51.3821	• 24 credit hours • Majority On-Ground
Certificate	Family Nurse Practitioner	51.3805	• 31 credit hours • Majority On-Ground
Certificate	Nursing Education	51.3203	• 15 credit hours • Will be deactivated Jan 2026
Certificate	Psychiatric Mental Health Nurse Practitioner	51.3810	• 28 credit hours • Majority On-Ground • Approved for Aug. 2025

Planned Future Programs Associated with New Unit

No current plans exist for new programs to be associated with the College of Nursing. The recently approved Psychiatric Mental Health Nurse Practitioner concentration and post-graduate certificate program are beginning implementation with the fall 2025 term.

Alignment of Academic Unit

Alignment with State Master Plan

The creation of a new College of Nursing aligns with the State Master Plan in two important ways. First, the units will continue to support the Drive to 55 initiatives by providing access to degree programs and increasing the number of credentialed working-age individuals. The programs offered in the College of Nursing provide a multitude of pathways to attaining a degree, some of which are provided fully online. Providing flexibility in undergraduate and graduate nursing programs helps increase educational attainment and supports current and future shortfalls in nursing.

Secondly, the College of Nursing will provide graduates with degrees directly aligned with Tennessee's workforce needs and the surrounding region. Graduates of the nursing program at UTC have passed the National Council Licensure Exam at a rate of 98% for the BSN program and 95% for the APRN certification. Students spend many hours in direct patient care, which prepares them to quickly add to the nursing workforce with clinical experience for a variety of patients, such as low-income and vulnerable families, rural populations, and the aging population.

Alignment with Institutional Mission

The proposed College of Nursing closely aligns with UTC's mission to be "a driving force for achieving excellence by actively engaging students, faculty, and staff" by providing nursing education that is evidence-based, learner-centered, and innovative. Students collaborate with educators to gain the knowledge, skills, and personal insights needed to become effective practitioners in the healthcare community. By providing experiential learning through unique clinical rotations, the nursing programs at UTC are "inspiring change and enriching and sustaining our community".³

Additionally, these experiential learning opportunities align with The University of Tennessee System's Grand Challenges initiatives, specifically the key focus area of strengthening rural communities.⁴ An example of this includes the Mobile MOC, which was funded by a Tennessee Department of Health grant. In partnership with the state and the Southeast Tennessee Area Agency on Aging and Disability, undergraduate and graduate students work with healthcare providers, faculty, and staff to bring free healthcare services directly to older adults (62+) and caregivers in rural communities. The Mobile MOC provides essential care, preventative screenings, annual wellness exams, and important support services in ten southeast Tennessee counties. Another example is UTC's partnership with Addressing Health Equity, Access, and Diversity through Nursing (AHEAD-RN). This grant allows clinical partners to increase

³ <https://www.utc.edu/about/utc-vision-mission-and-core-values>

⁴ <https://tennessee.edu/state-impact/grand-challenges/why-ut/>

the availability and capacity of nurses by concentrating on the health care needs and improving patient outcomes of rural and/or medically underserved populations. Faculty and grant staff prepare undergraduate nursing students for the workforce through simulation experiences that combine academic and clinical learning. Focusing on rural and medically underserved populations allows our students to see what is outside of the traditional hospital setting while also providing essential services to Tennessee residents.

Academic Unit Financials

Required Investment for New/Renovated Facilities

The state of Tennessee and Governor Bill Lee have generously given \$56,000,000 for the new Dorothy and Jim Kennedy Health Sciences Building, which will become the home of the School of Nursing and ultimately the proposed College of Nursing. UTC is currently in the second year of a capital campaign to raise the remainder of the \$80,000,000 project budget. On April 23, 2025, the Helene Fuld Trust notified UTC that a \$3,000,000 grant will be awarded for the new building. Only 15 organizations received an invitation to submit a proposal. A second \$3,000,000 gift is expected to be secured by the end of 2025, and the new building is projected to be completed by Fall 2027. The new College of Nursing will remain in the School of Nursing's current location in the Metropolitan Building until the new building is completed; therefore, no additional investment other than those planned initially will be needed for facilities.

Overall Costs Associated with New Unit

Included in Appendix A: THEC Financial Projections Form are the next five year's projected one-time and recurring costs associated with creating the new College of Nursing. Additionally included are the anticipated tuition revenues for the next five years, which are to be expected regardless of becoming an independent College.

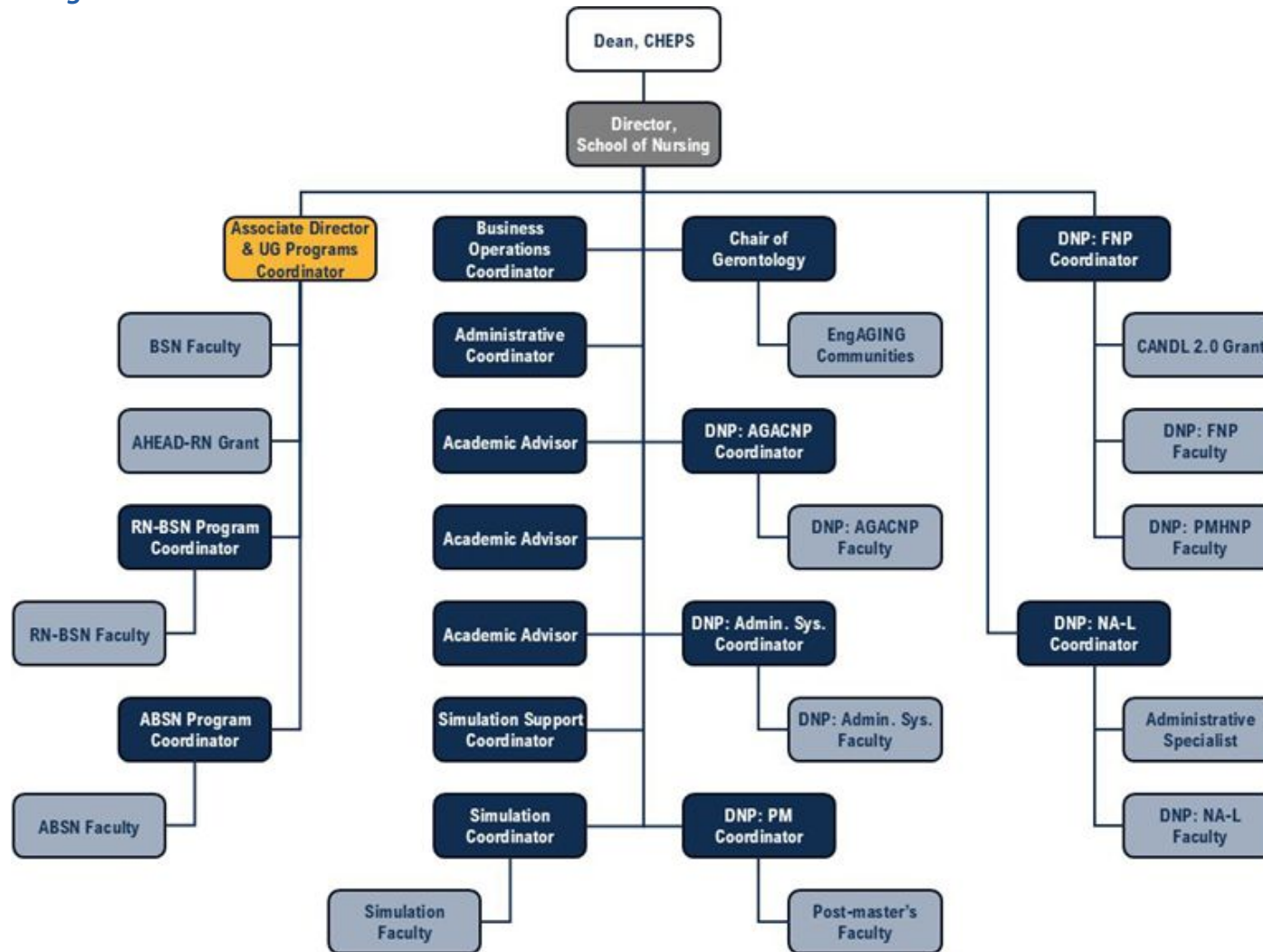
The College of Nursing expects to incur one-time costs in the first year as part of its transition from a school to a college, including expenses for rebranding and the purchase of new equipment to upgrade existing technology. These are estimated to cost a total of \$364,800. The estimate for rebranding marketing materials, signage, etc., is based on the costs incurred when the Gary W. Rollins College of Business was named in 2018.

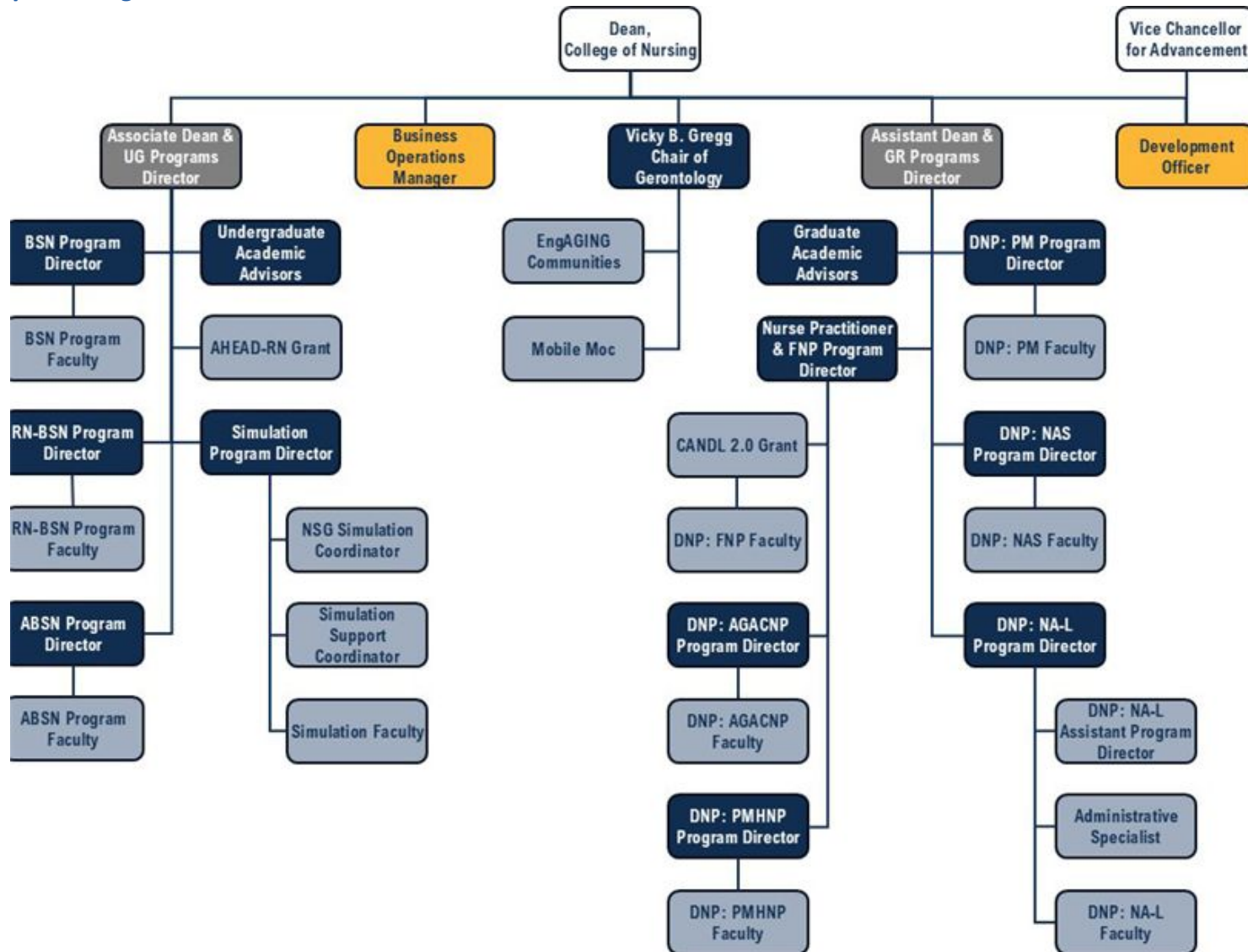
In addition to these one-time expenditures, the only recurring costs will be for the creation of necessary administrative positions. In alignment with the other current Colleges at UTC, the College of Nursing will hire a Development Officer dedicated exclusively to fundraising for the College. The cost of this position will be shared with the UC Foundation, reflecting a collaborative investment in the College's growth. The estimated portion of the salary and benefits that the College of Nursing will provide for this Development Officer will be \$60,750 for the first year. Secondly, one of the current Graduate Program Concentration Coordinators will be given a stipend of \$16,200 and named the Assistant Dean and Graduate Programs Coordinator. Lastly, marketing responsibilities will be assigned to the current business manager, who will be given an increase of \$20,250 for these additional duties. The calculated five-year financial projections for these positions include salary and benefits and account for 3% annual market-based salary adjustments.

As part of the planning for the new Dorothy and Jim Kennedy Health Sciences Building, the School of Nursing has committed to a significant increase in enrollment, which is planned regardless of becoming an independent College. Cohort sizes for the BSN and ABSN will expand to 64 students by the fall of 2028. The DNP program will also increase cohort sizes within the Nurse Anesthesia concentration from 28 to 40 and the FNP, AGACNP, and PMHNP concentrations to 25 students. The fully online Nursing Administration Systems and Post-Masters concentrations of the DNP will enroll 30 students each, and the fully online RN-BSN concentration will enroll 50 students. The estimated tuition revenue provided in the financial projections accounts for all anticipated nursing students based on current and planned future cohort sizes.

Organizational Charts

Current Organizational Chart



Proposed Organizational Chart

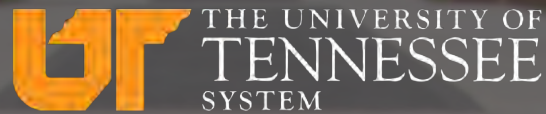
New Academic Unit

UTC: College of Nursing

14

Appendix A: THEC Financial Projections Form

Institution	University of Tennessee at Chattanooga					
Unit Name	College of Nursing					
Projected One-Time Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants						
Equipment		\$313,000				
Information Technology						
Library resources						
Marketing		\$51,800				
Facilities						
Travel						
Other						
<i>Total One-Time Expenditures</i>		<i>\$364,800</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Projected Recurring Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff		\$97,200	\$100,116	\$103,119	\$106,213	\$109,399
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library resources						
Marketing						
Facilities						
Travel						
Other						
<i>Total Recurring Expenditures</i>		<i>\$97,200</i>	<i>\$100,116</i>	<i>\$103,119</i>	<i>\$106,213</i>	<i>\$109,399</i>
Grand Total (One-Time and Recurring)		\$462,000	\$100,116	\$103,119	\$106,213	\$109,399
Projected Revenue						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition		\$8,105,297	\$8,267,403	\$8,650,286	\$9,045,178	\$9,226,081
Grants						
Other						
Total Revenues		\$8,105,297	\$8,267,403	\$8,650,286	\$9,045,178	\$9,226,081



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Student Success Indicators

Board of Trustees — October 23-24, 2025

Institutional Effectiveness

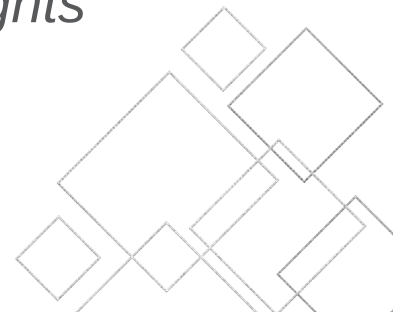


ie.tennessee.edu



OVERVIEW

- *Enrollment*
- *First-Year Retention Rates*
- *Graduation Rates*
- *Highlights*



University of Tennessee SYSTEM

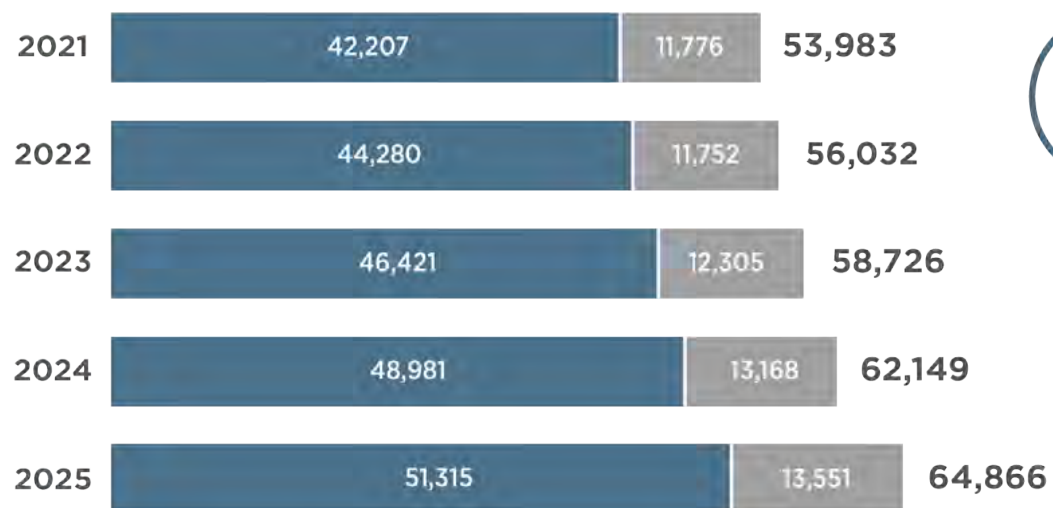
*UT System Student
Success Indicators*



Enrollment, UT System

2021-2025

Undergraduate | Graduate | Total Enrollment



2030 Target

71,000

Total 1-Year Change

+4.4%

Total 5-Year Change

+20.2%



UT THE UNIVERSITY OF TENNESSEE SYSTEM



First-Year Retention, UT System

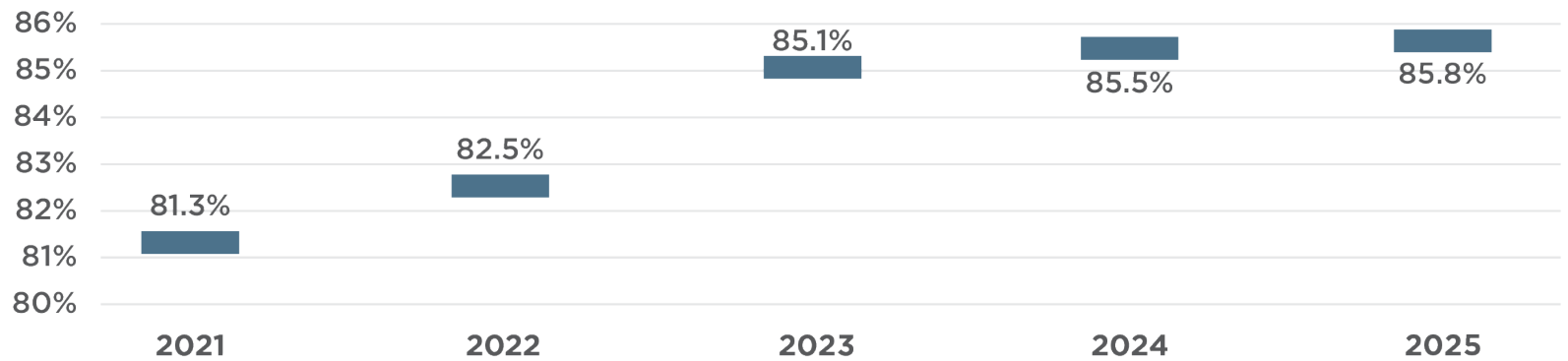
2021-2025

+0.3%

1-Year
Change

+4.5%

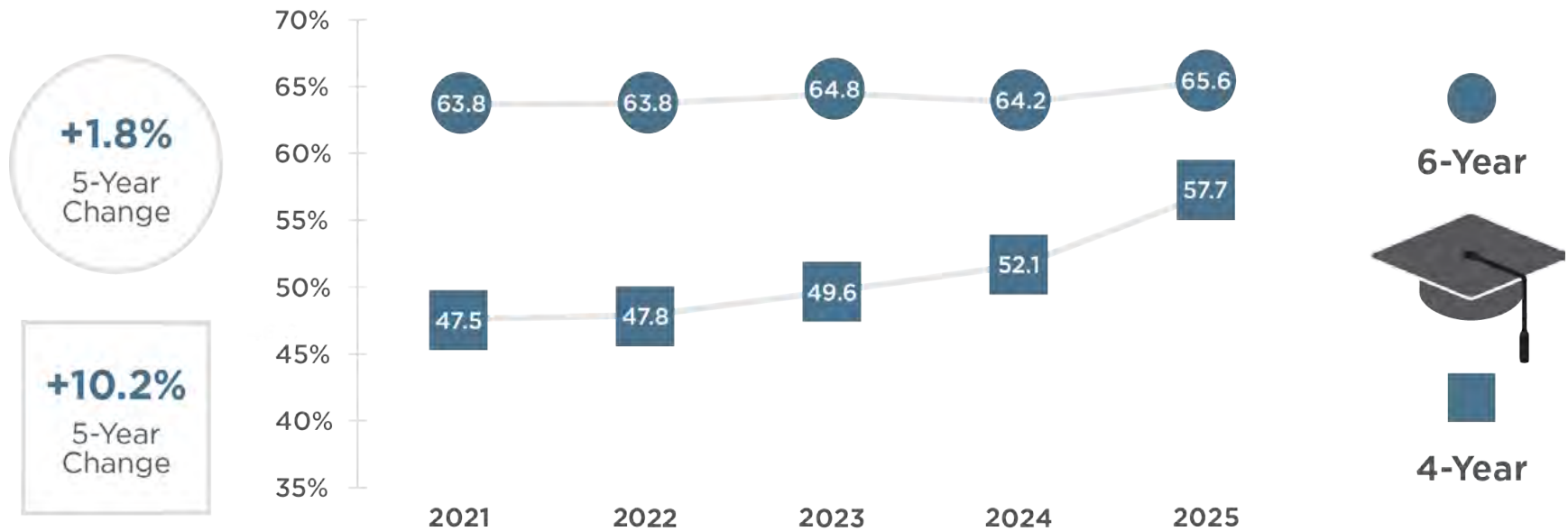
5-Year
Change





Graduation Rates, UT System

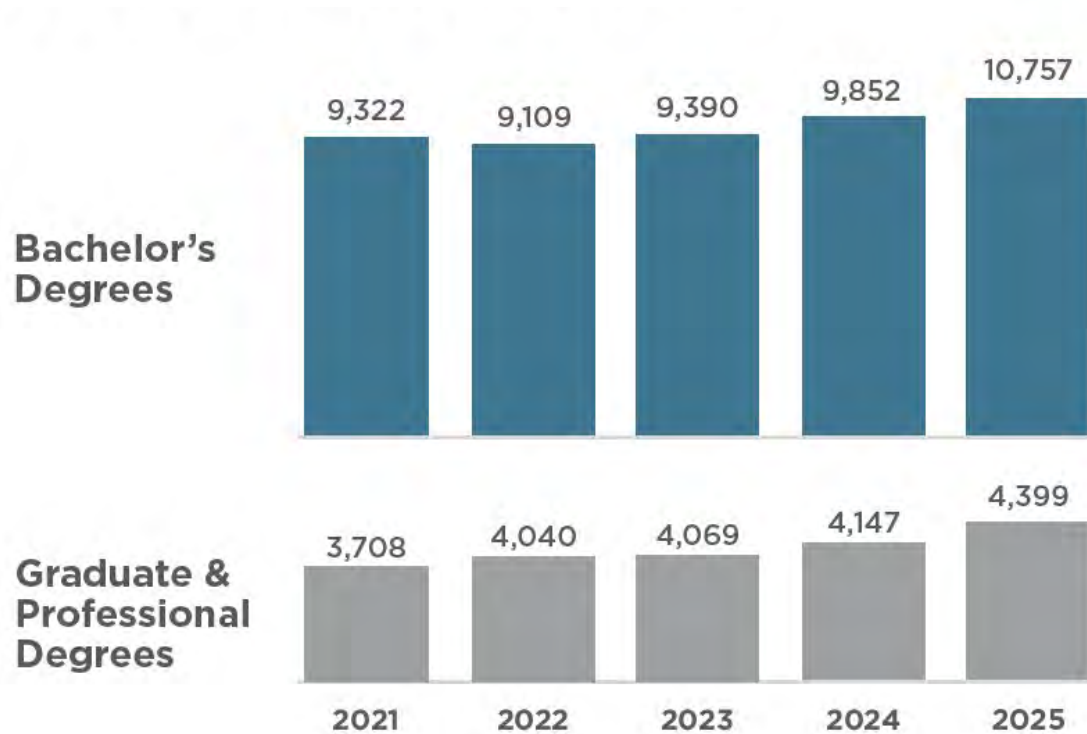
2021-2025





Degrees Awarded, UT System

2021-2025



University of Tennessee, **KNOXVILLE**

*UT System Student
Success Indicators*

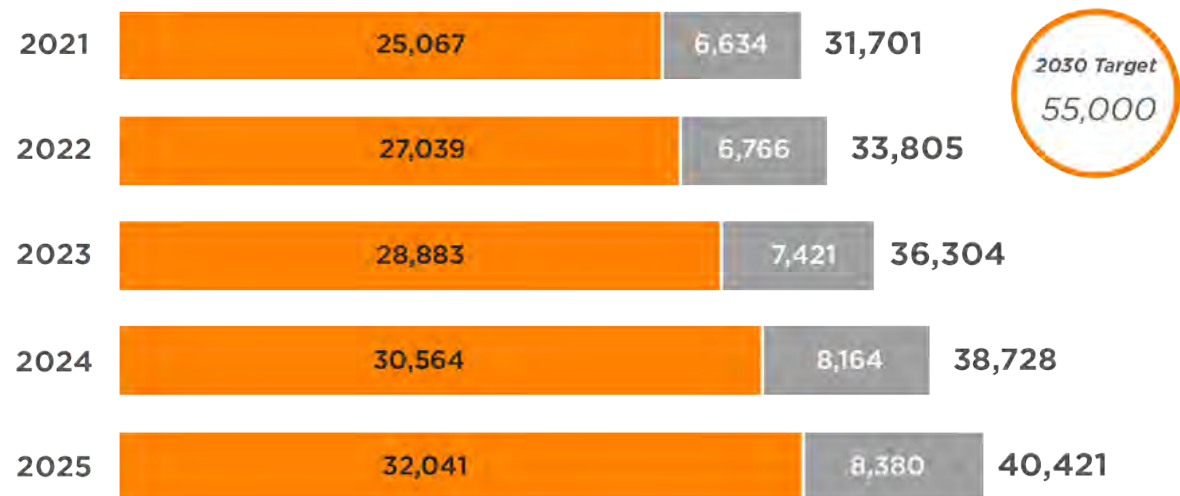




Enrollment, UT Knoxville

2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

+4.4%

Total 5-Year Change

+27.5%



First-Year Retention, UT Knoxville

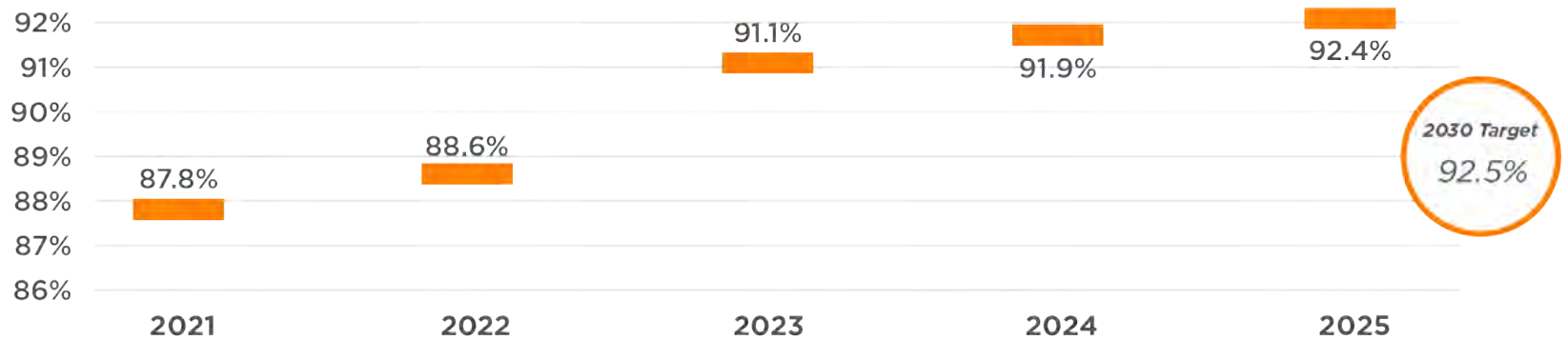
2021-2025

+0.5%

1-Year
Change

+4.6%

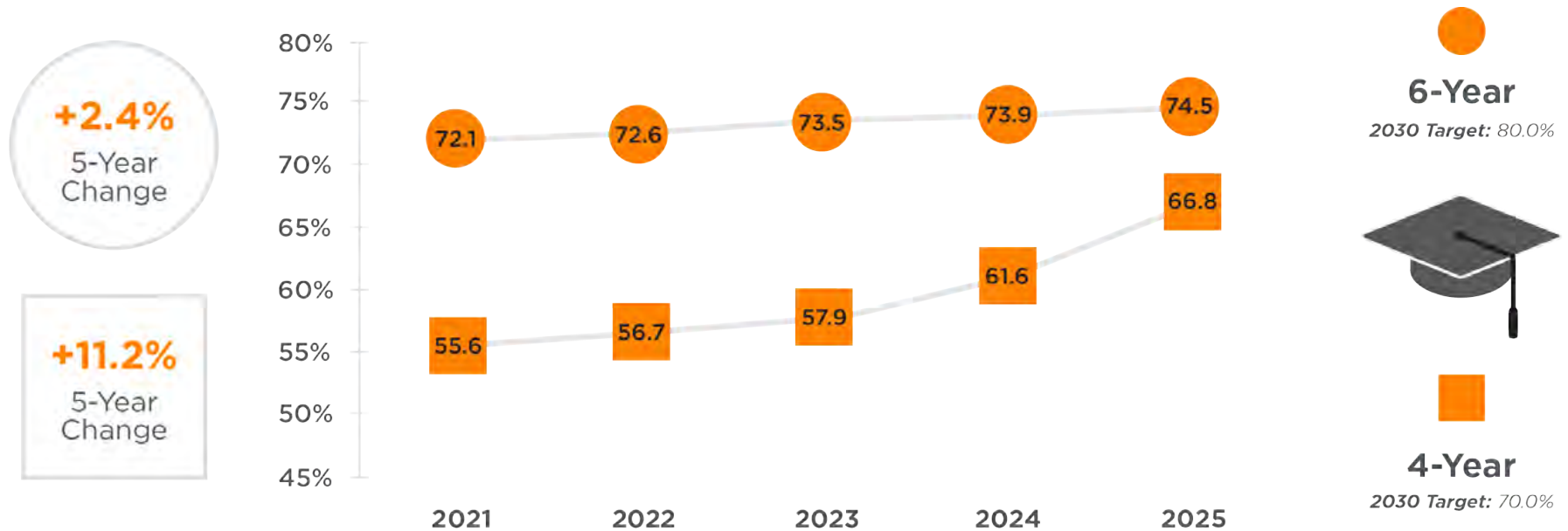
5-Year
Change





Graduation Rates, UT Knoxville

2021-2025

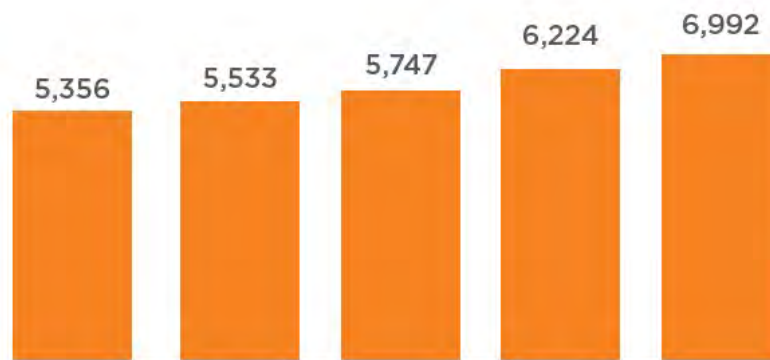




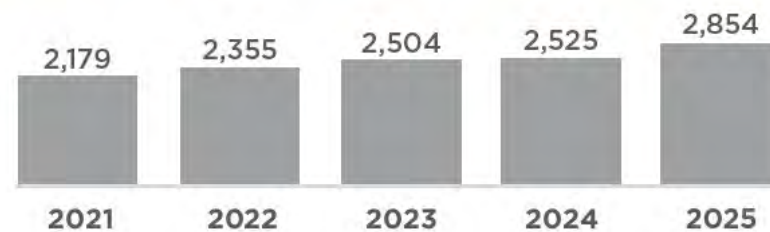
Degrees Awarded, UT Knoxville

2021-2025

Bachelor's Degrees



Graduate & Professional Degrees



University of Tennessee at **CHATTANOOGA**

*UT System Student
Success Indicators*





Enrollment, UT Chattanooga 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

+2.4%

Total 5-Year Change

+5.3%

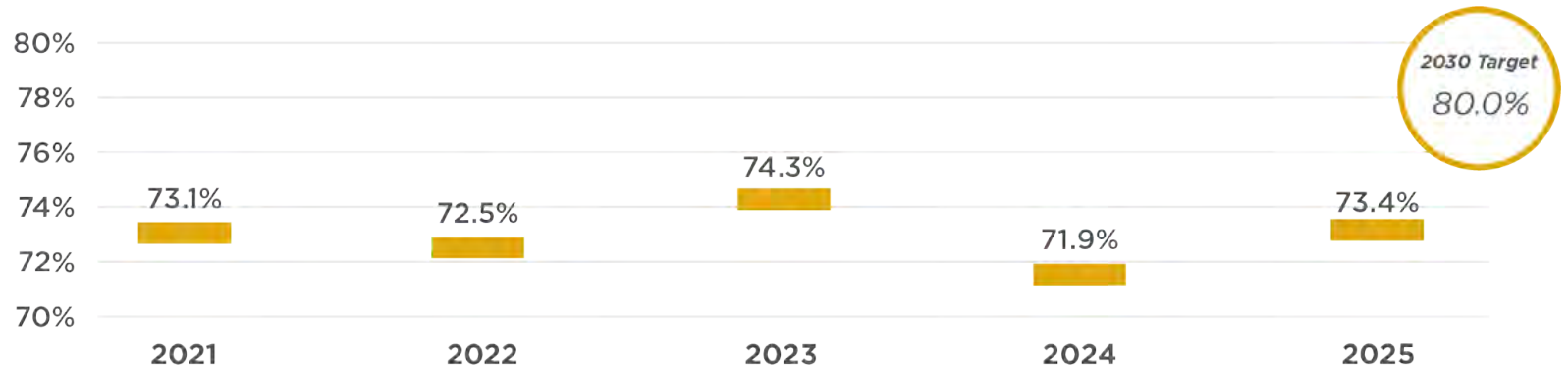


First-Year Retention, UT Chattanooga

2021-2025

+1.5%
1-Year
Change

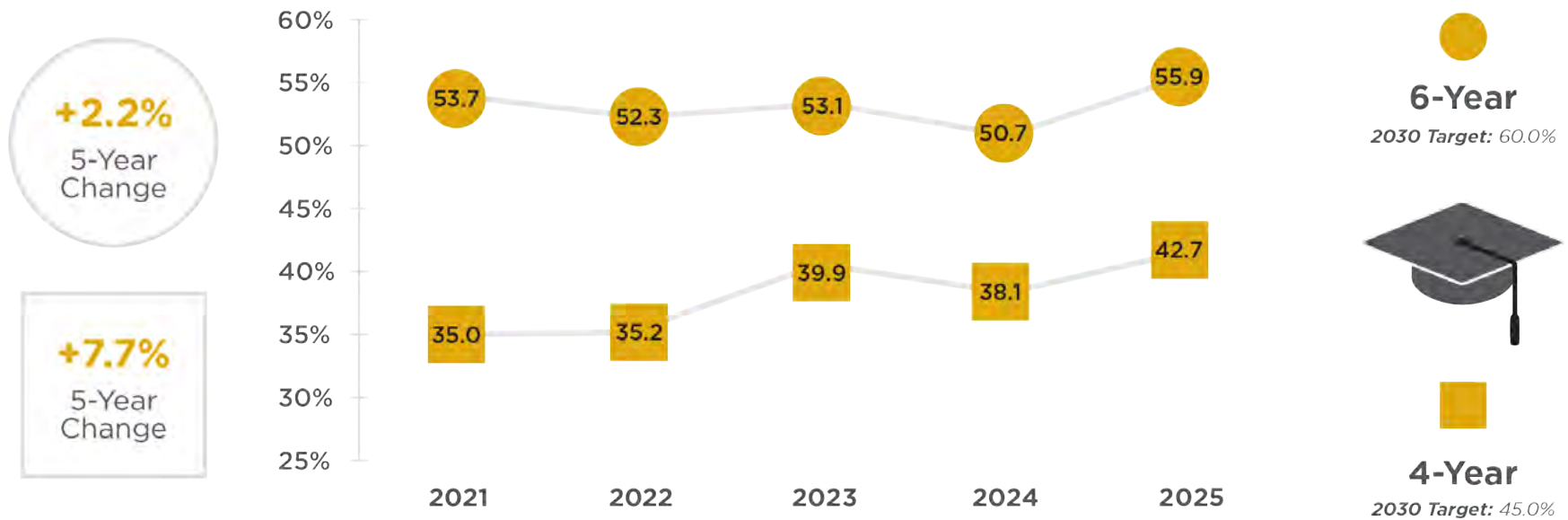
+0.3%
5-Year
Change





Graduation Rates, UT Chattanooga

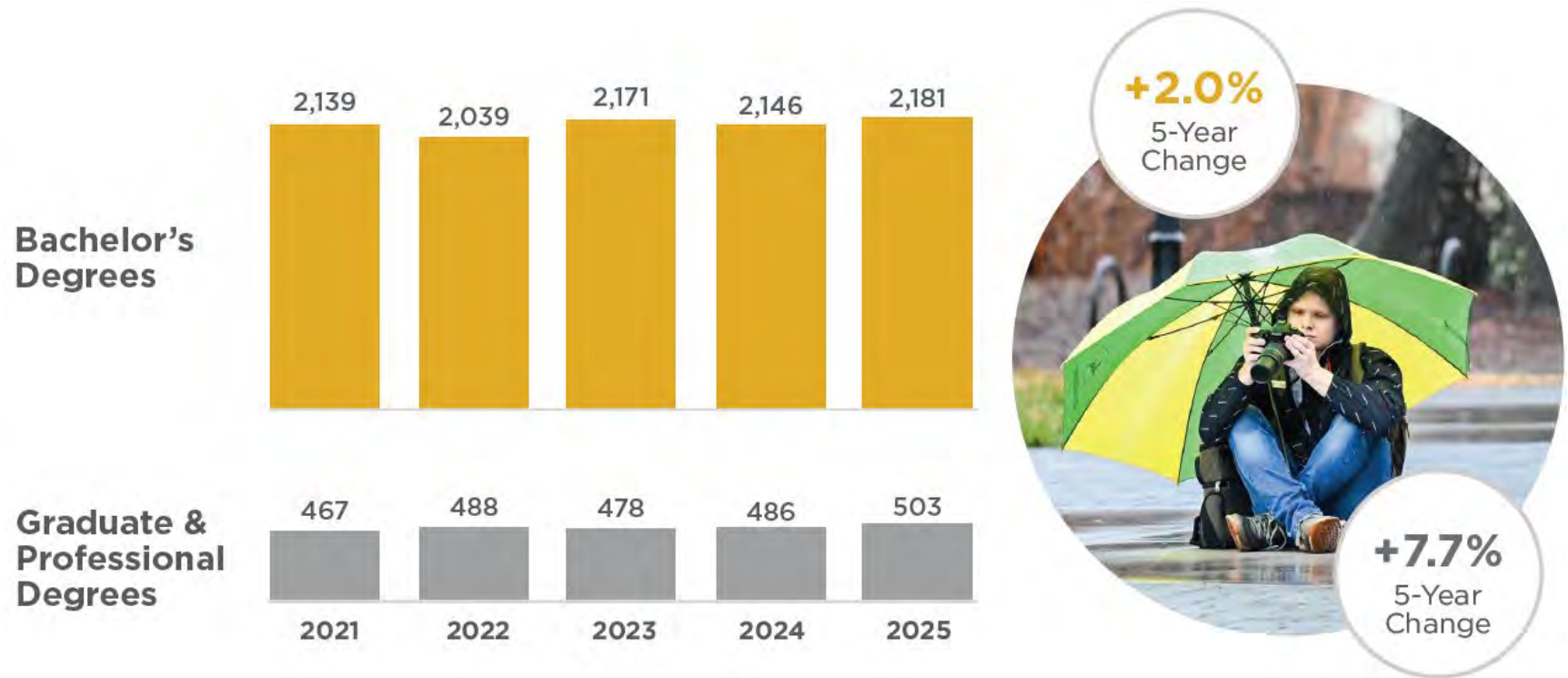
2021-2025





Degrees Awarded, UT Chattanooga

2021-2025



*University of
Tennessee*
SOUTHERN

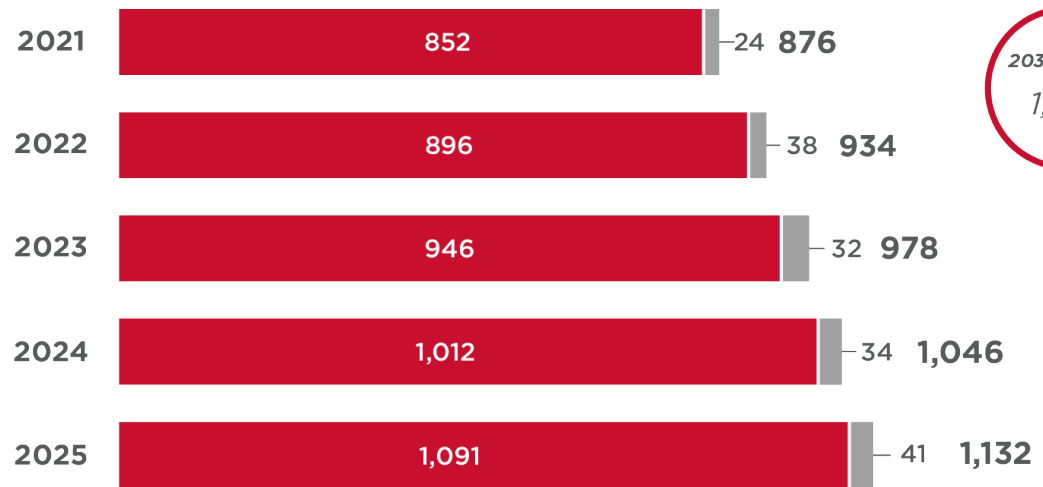
*UT System Student
Success Indicators*





Enrollment, UT Southern 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

+8.2%

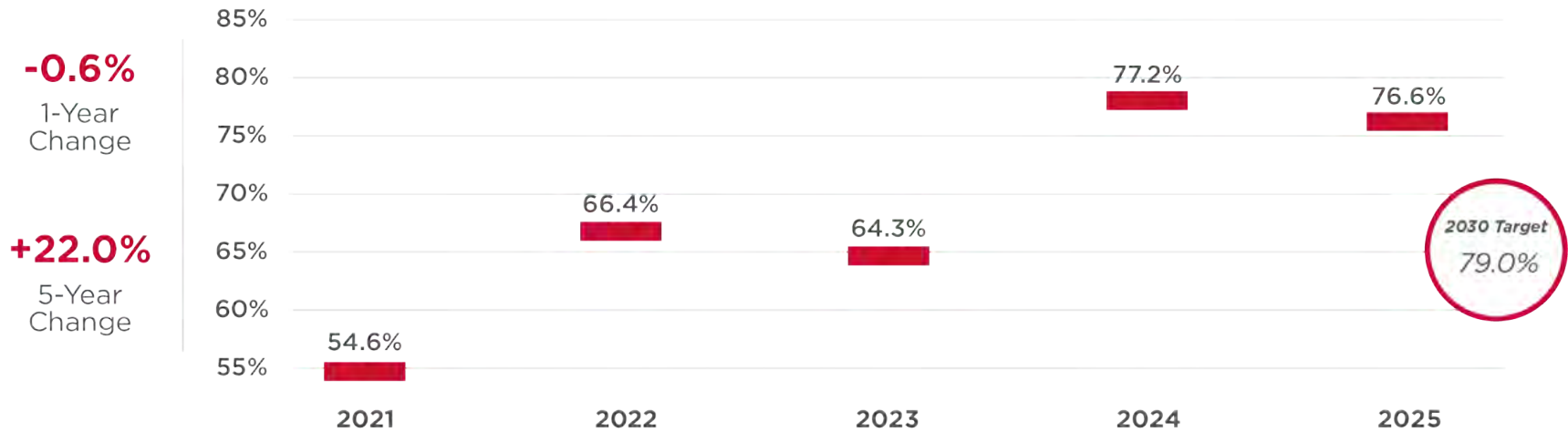
Total 5-Year Change

+29.2%



First-Year Retention, UT Southern

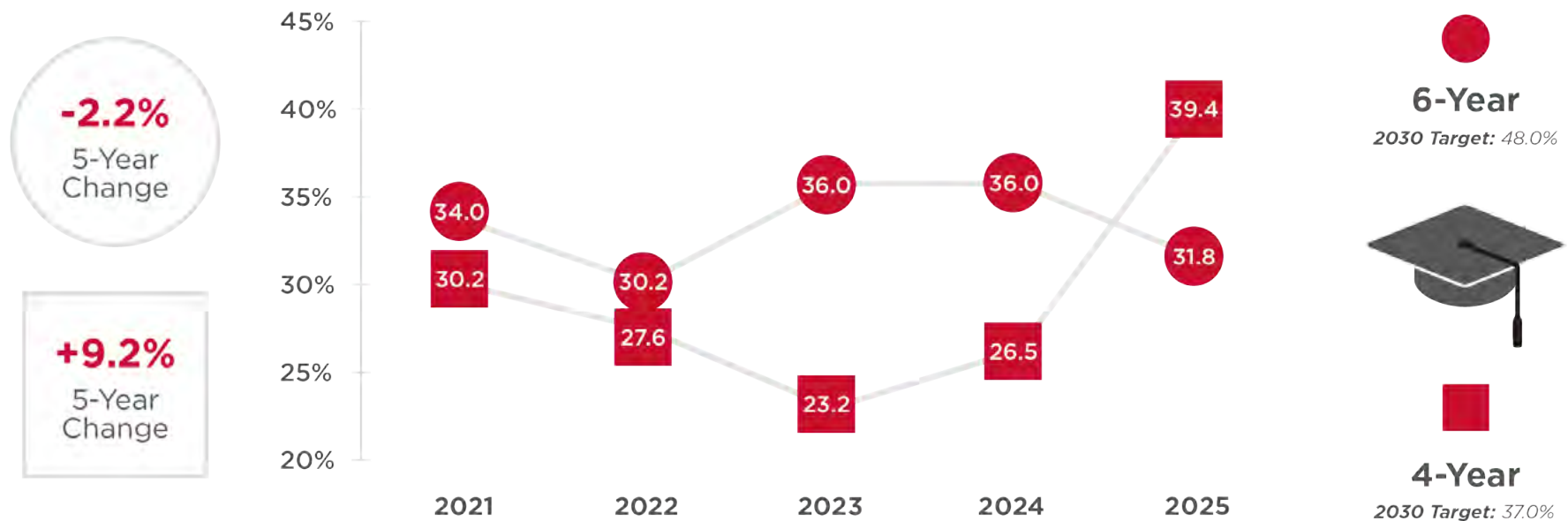
2021-2025





Graduation Rates, UT Southern

2021-2025

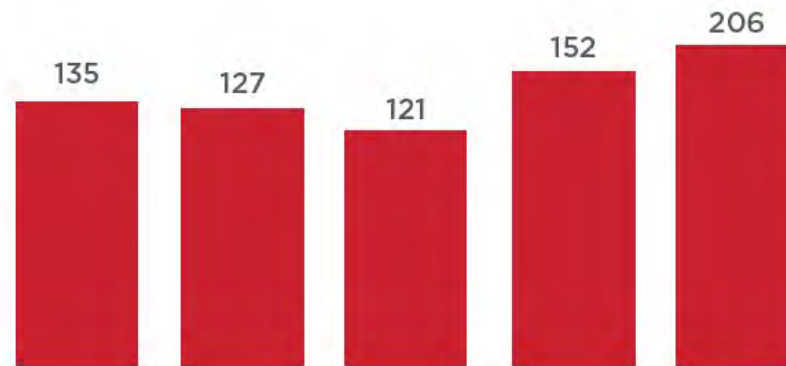




Degrees Awarded, UT Southern

2021-2025

Bachelor's Degrees



Graduate Degrees



University of Tennessee at **MARTIN**

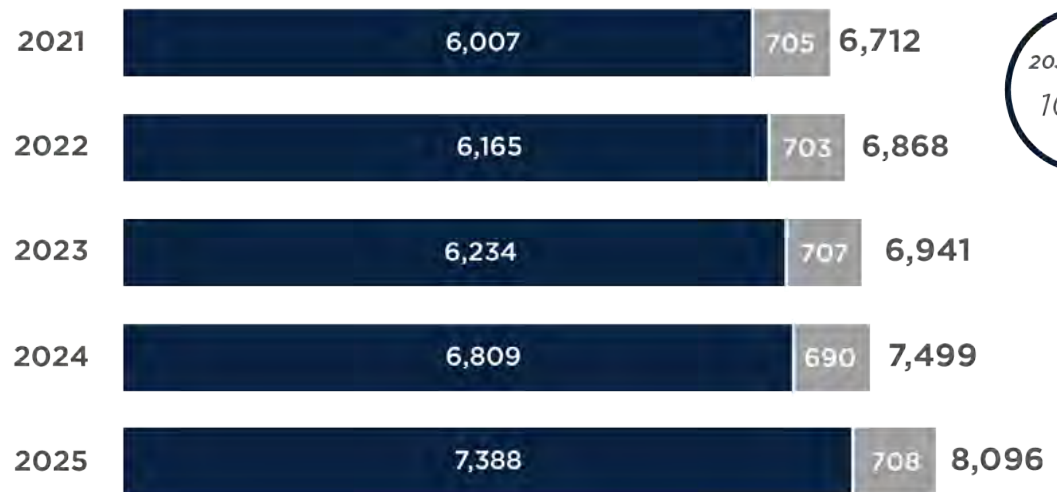
*UT System Student
Success Indicators*





Enrollment, UT Martin *2021-2025*

Undergraduate | Graduate | Total Enrollment



2030 Target
10,000

Total 1-Year Change

+8.0%

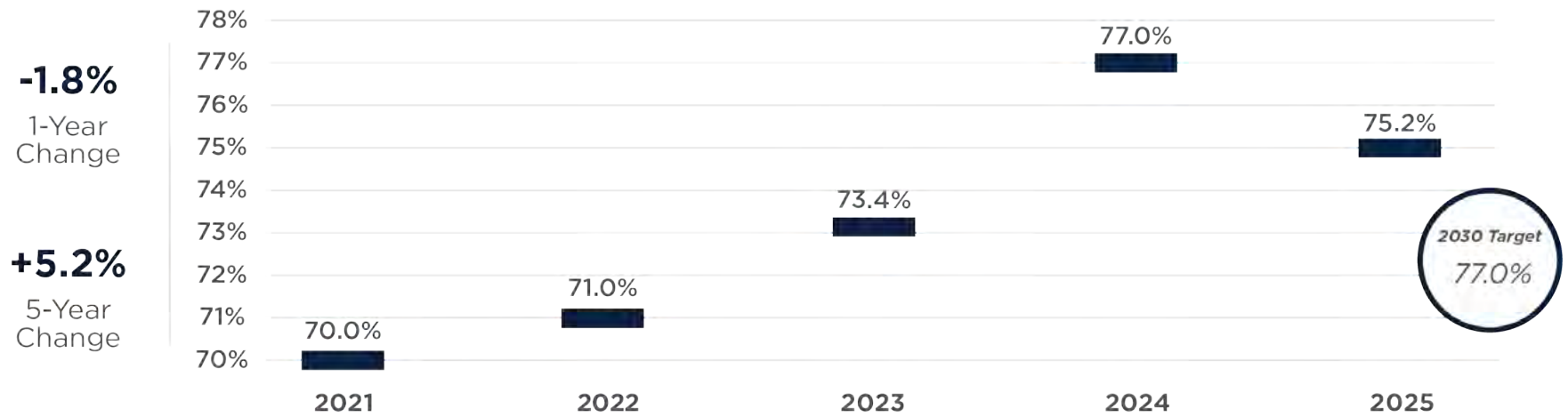
Total 5-Year Change

+20.6%



First-Year Retention, UT Martin

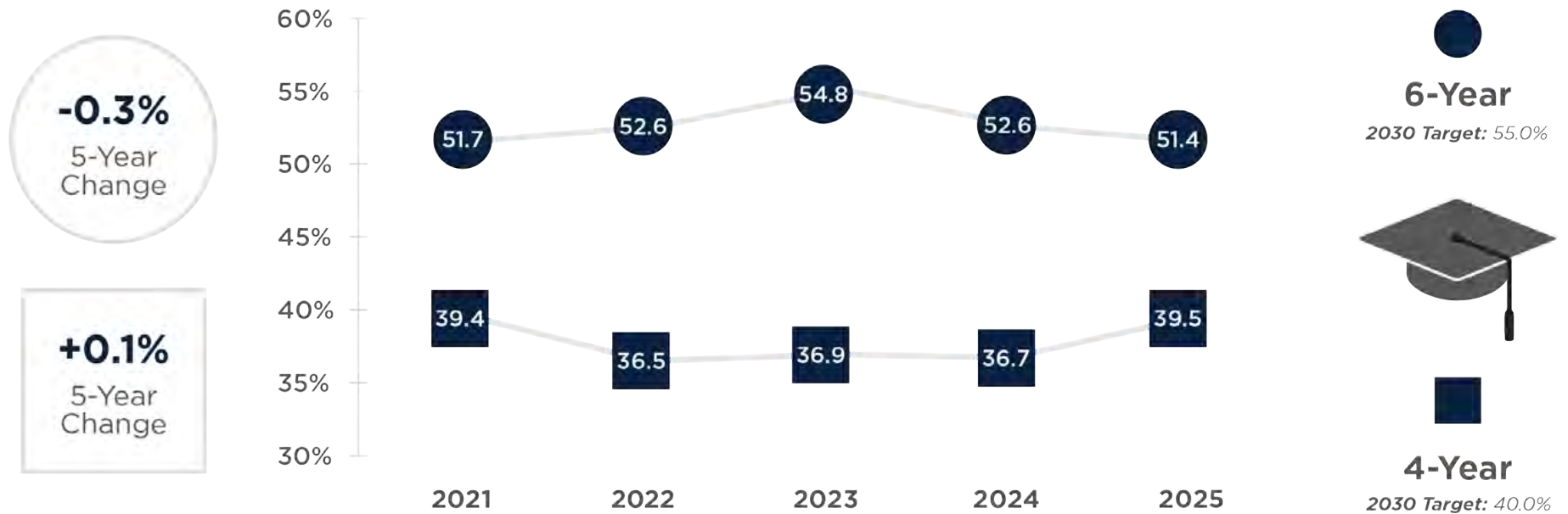
2021-2025





Graduation Rates, UT Martin

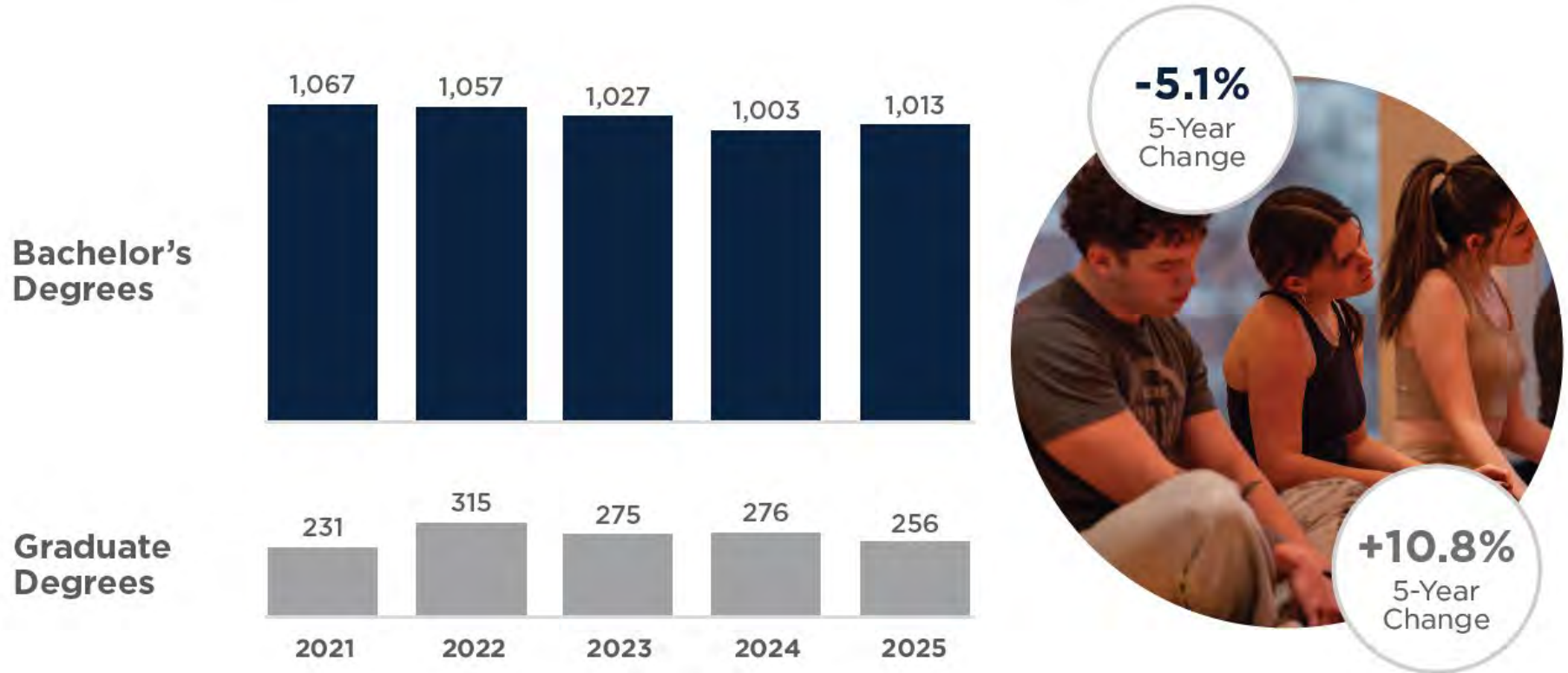
2021-2025





Degrees Awarded, UT Martin

2021-2025



*University of
Tennessee*

HEALTH SCIENCE CENTER

*UT System Student
Success Indicators*





Enrollment, UT Health Science Center

2021-2025

Undergraduate | Graduate | Total Enrollment

2021	265	2,972	3,237
2022	296	2,846	3,142
2023	376	2,747	3,123
2024	394	2,707	3,101
2025	399	2,758	3,157

Total 1-Year Change
+1.8%

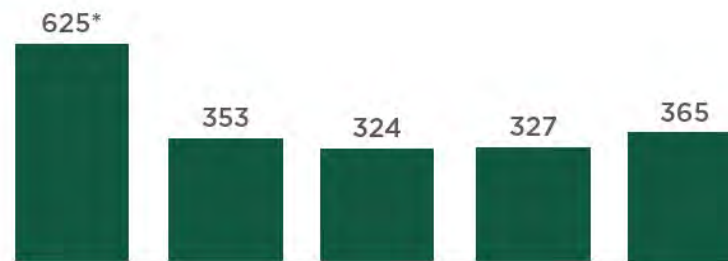
Total 5-Year Change
-2.5%



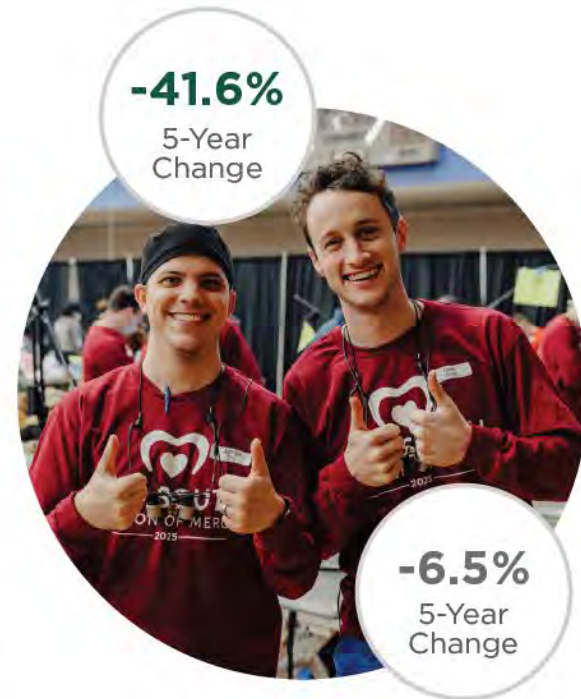
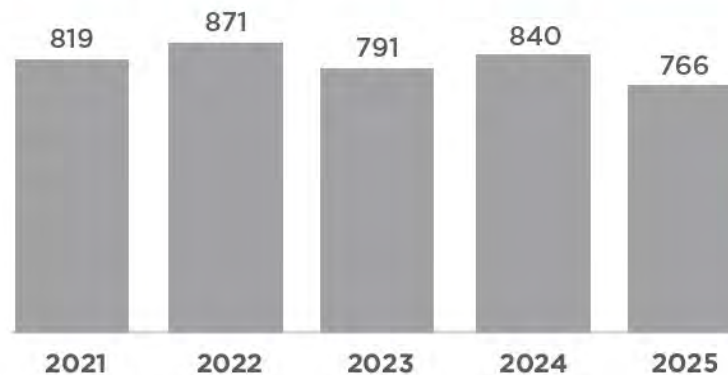
Degrees Awarded, UT Health Science Center

2021-2025

**Bachelor's
Degrees**



**Graduate &
Professional
Degrees**

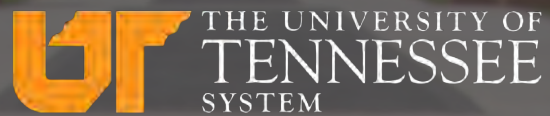


**UTHSC awarded BSPS degree for the first time (474 awards). All Pharmacy students that met the requirements were awarded the degree. Going forward, less than 200 BSPS will be awarded per year.*

HIGHLIGHTS

UT System Student Success Indicators





ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

Questions?

Institutional Effectiveness



ie.tennessee.edu



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Student Success Indicators

Board of Trustees — October 23-24, 2025



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University of Tennessee **SYSTEM**



UT System Student Success Indicators
October 2025



2025 UT System Enrollment Snapshot

64,866

Total Enrollment

51,315
UNDERGRAD

13,551
GRAD

Total New
Student
18,746

Total Online
Only
10.6%

Total Residency

70.6%
IN-STATE

29.4%
OUT-OF-STATE

Pell Recipient

26.6%
TOTAL

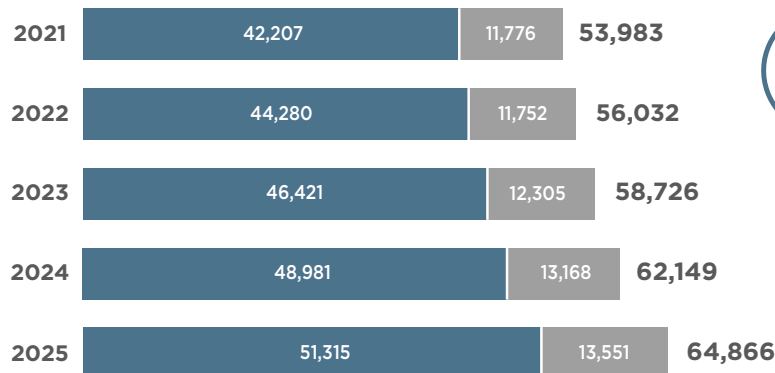
Total Gender

56.2%
FEMALE

43.8%
MALE

ENROLLMENT 2021-2025

Undergraduate | Graduate | Total Enrollment

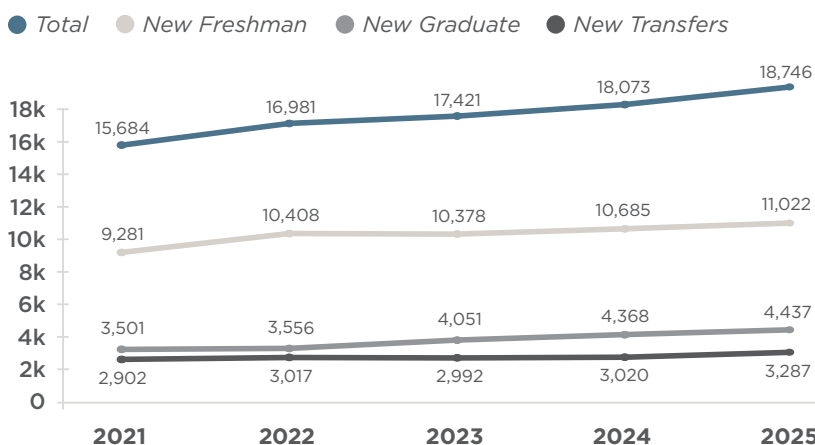


2030 Target
71,000

Total 1-Year Change
+4.4%

Total 5-Year Change
+20.2%

New Student Enrollment

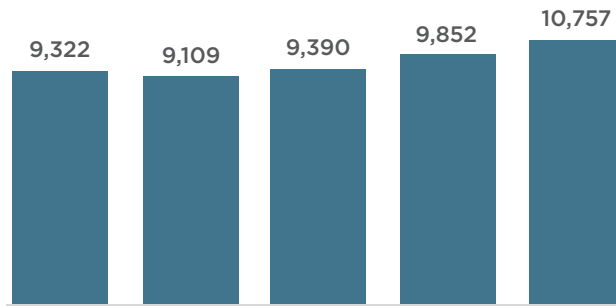


Total 1-Year Change **+3.7%**

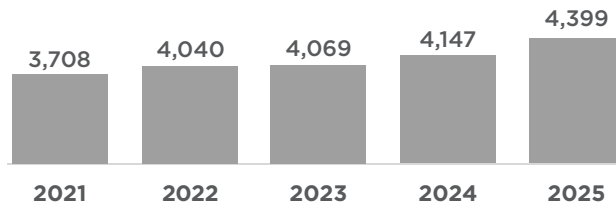
Total 5-Year Change **+19.5%**

DEGREES AWARDED 2021-2025

Bachelor's Degrees



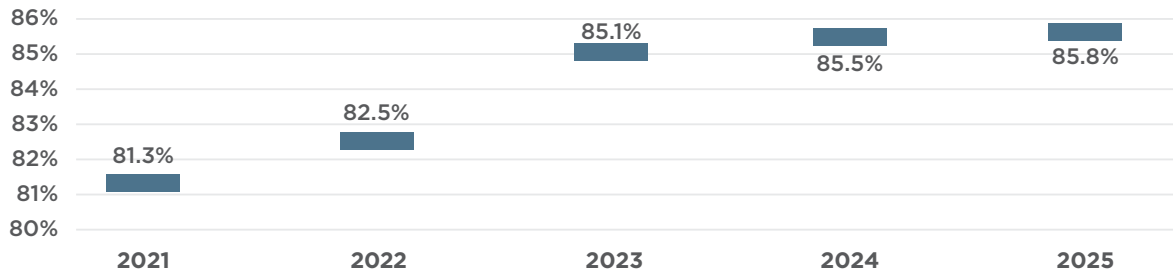
Graduate & Professional Degrees



FIRST-YEAR RETENTION RATES 2021-2025

+0.3%
1-Year Change

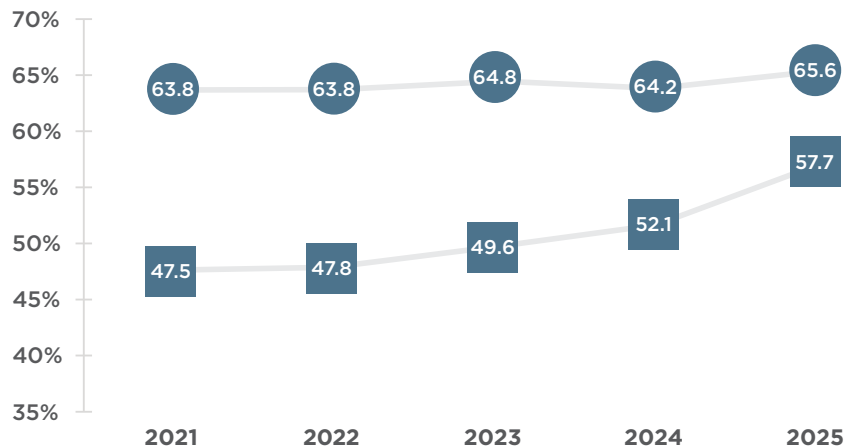
+4.5%
5-Year Change



GRADUATION RATES 2021-2025

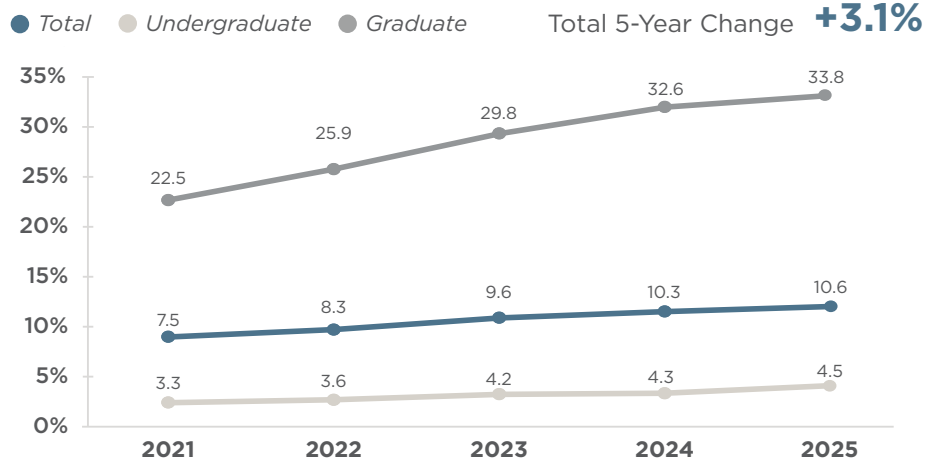
+1.8%
5-Year Change

+10.2%
5-Year Change



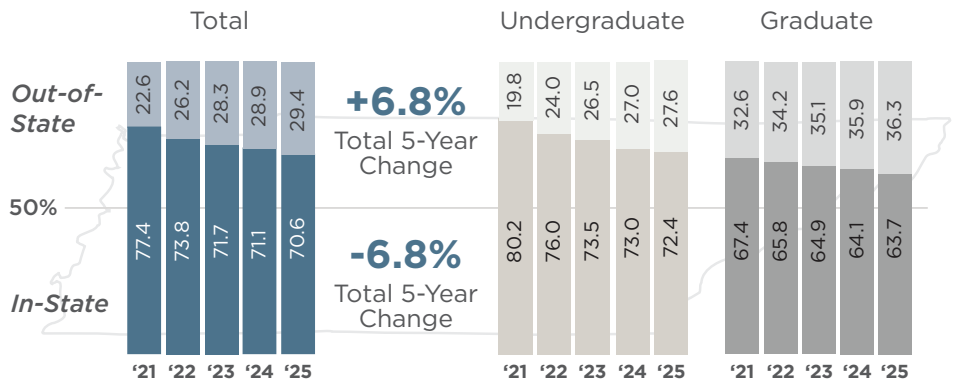
DISAGGREGATED ENROLLMENT DATA 2021-2025

Online*

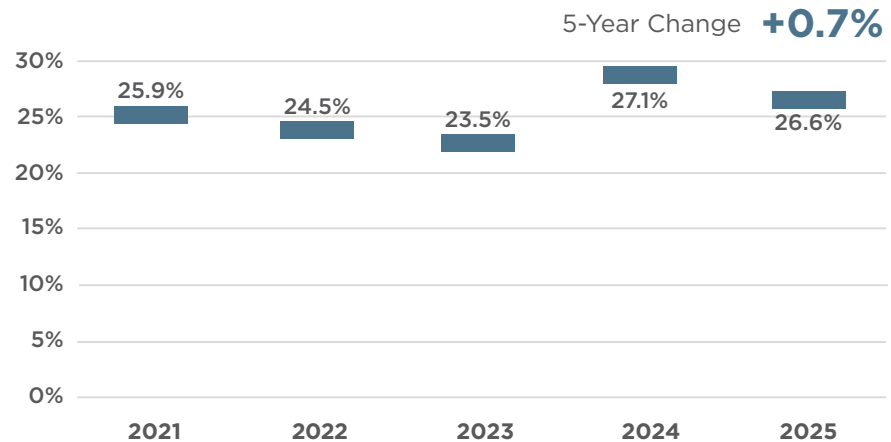


*Represents % of students enrolled in online courses only.

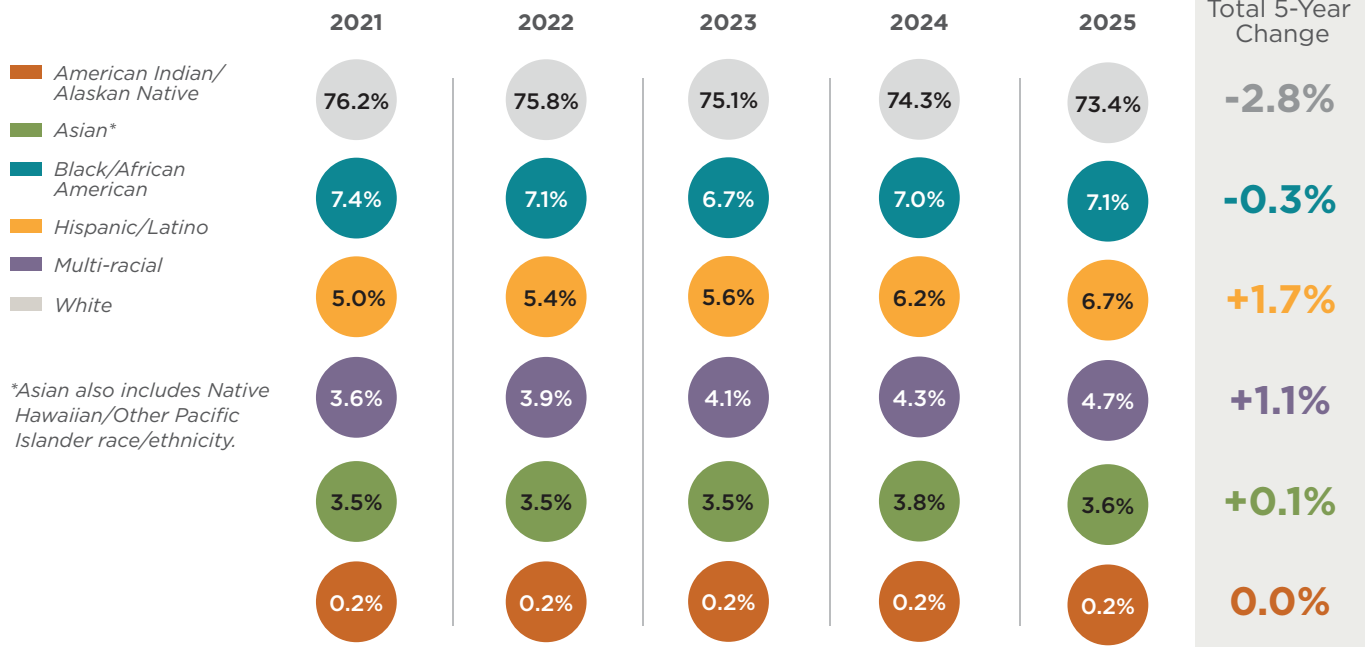
Residency



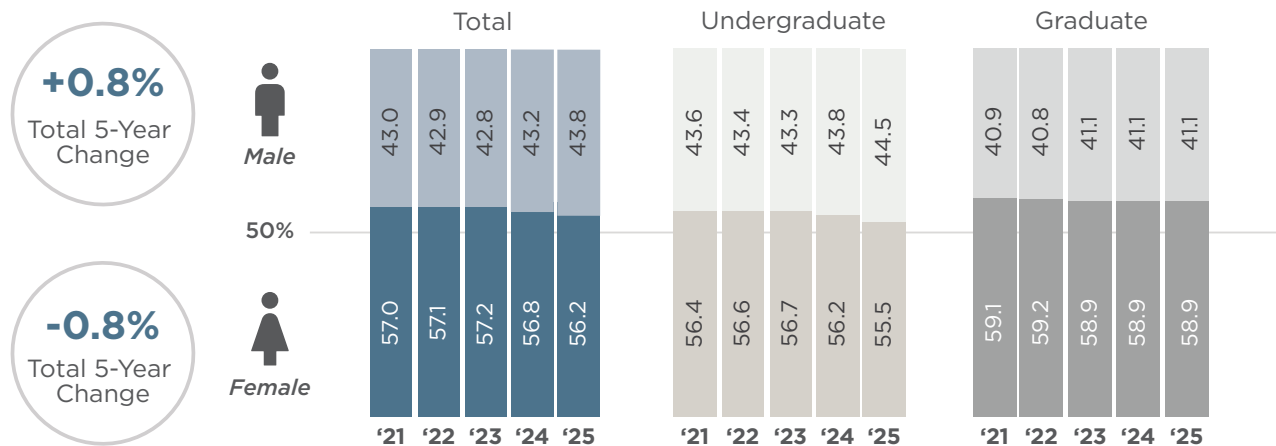
Pell Grant



Racial/Ethnic Minority



Gender





University of Tennessee, **KNOXVILLE**



UT System Student Success Indicators
October 2025



2025 UTK Enrollment Snapshot

40,421

Total Enrollment

32,041

UNDERGRAD

8,380

GRAD

Total New
Student

11,718

Total Online
Only

8.5%

Total Residency

61.8%

IN-STATE

38.2%

OUT-OF-STATE

Pell Recipient

20.6%

TOTAL

Total Gender

53.4%

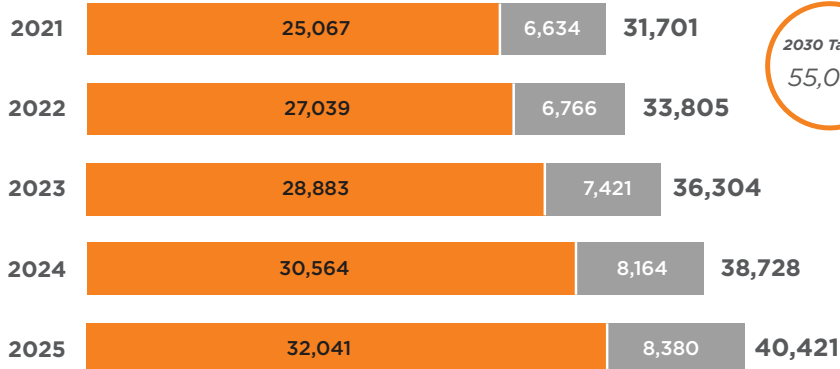
FEMALE

46.6%

MALE

ENROLLMENT 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

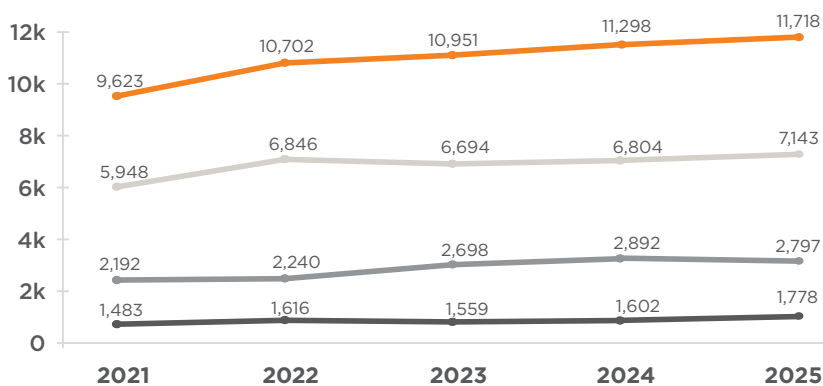
+4.4%

Total 5-Year Change

+27.5%

New Student Enrollment

● Total ● New Freshman ● New Graduate ● New Transfers



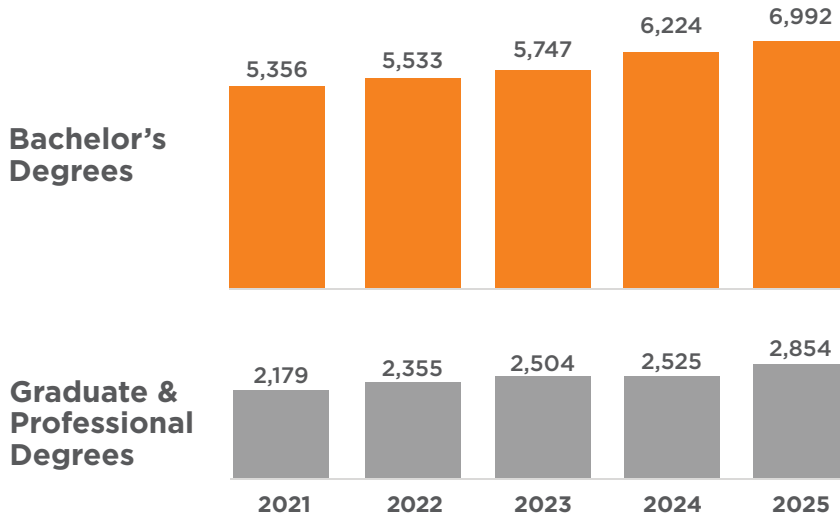
Total 1-Year Change

+3.7%

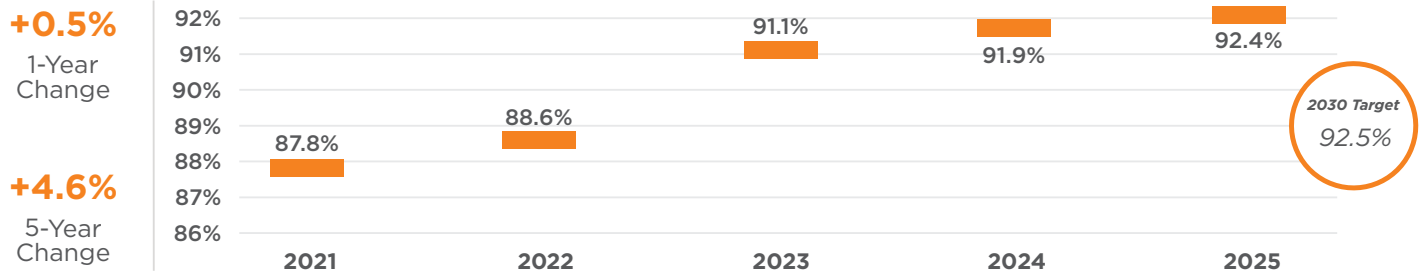
Total 5-Year Change

+21.8%

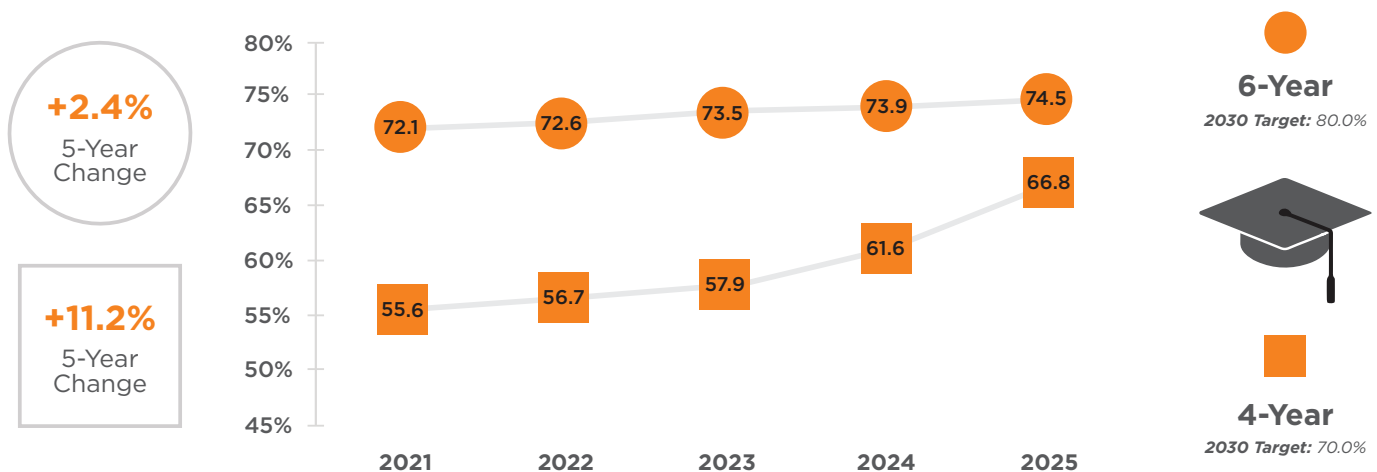
DEGREES AWARDED 2021-2025



FIRST-YEAR RETENTION RATES 2021-2025



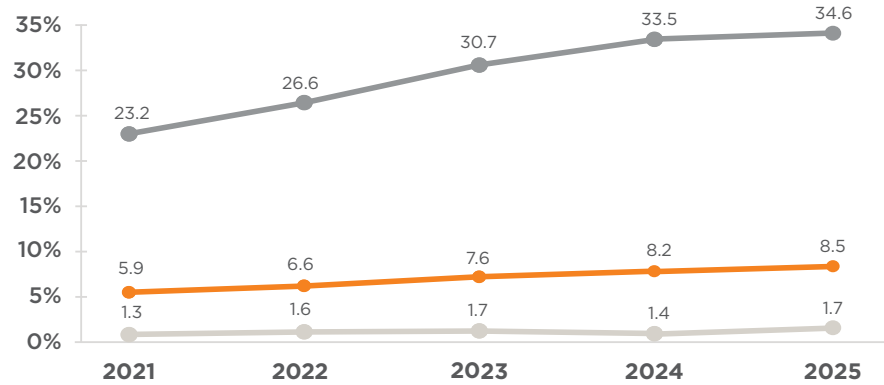
GRADUATION RATES 2021-2025



DISAGGREGATED ENROLLMENT DATA 2021-2025

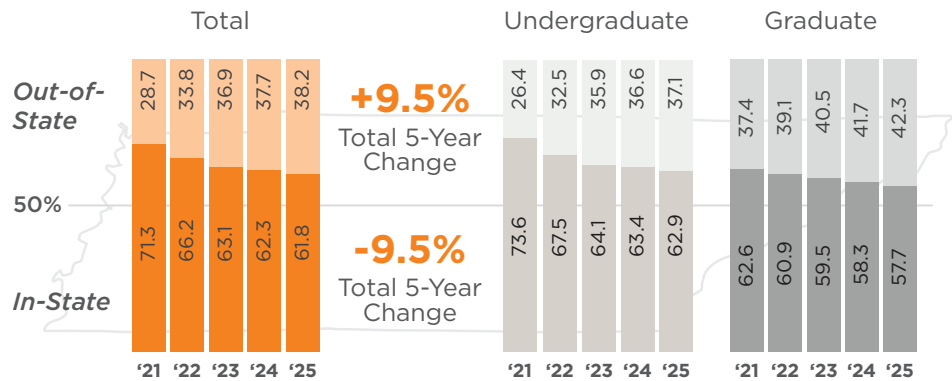
Online*

● Total ● Undergraduate ● Graduate Total 5-Year Change **+2.6%**

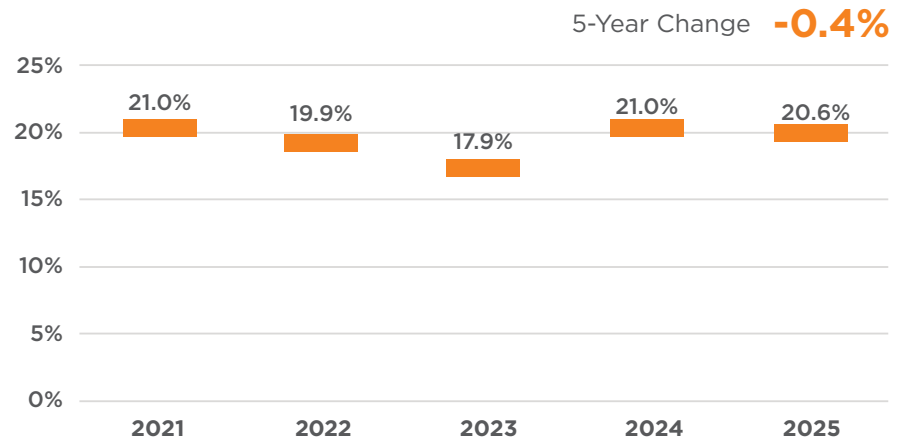


*Represents % of students enrolled in online courses only.

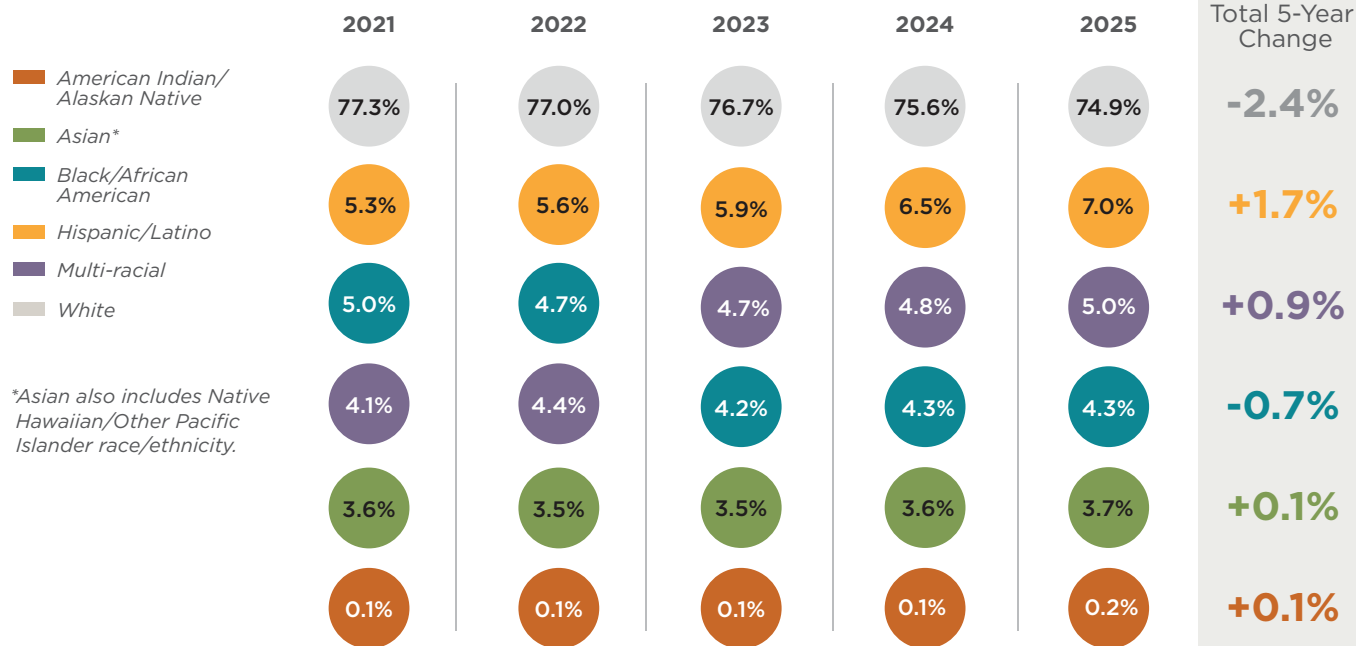
Residency



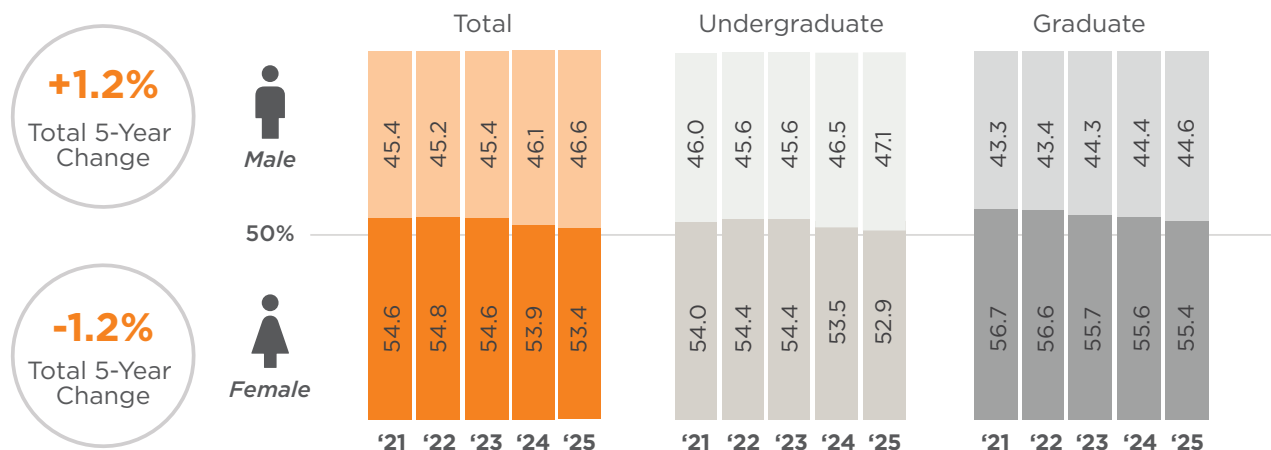
Pell Grant



Racial/Ethnic Minority



Gender





University of Tennessee at **CHATTANOOGA**



UT System Student Success Indicators
October 2025



2025 UTC Enrollment Snapshot

12,060

Total Enrollment

10,396

UNDERGRAD

1,664

GRAD

Total New
Student

3,724

Total Online
Only

9.2%

Total Residency

86.0%

IN-STATE

14.0%

OUT-OF-STATE

Pell Recipient

37.4%

TOTAL

Total Gender

58.5%

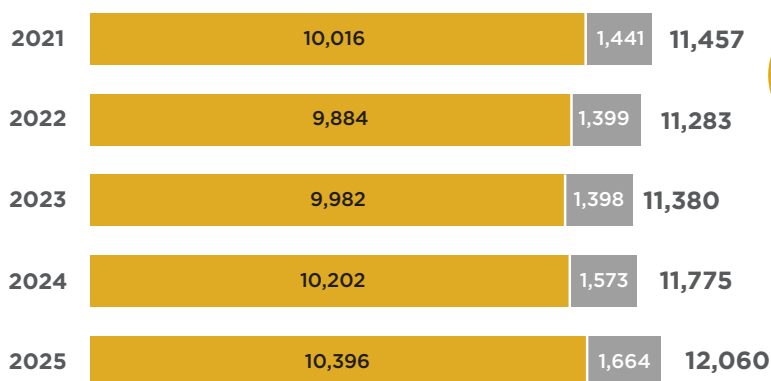
FEMALE

41.5%

MALE

ENROLLMENT 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

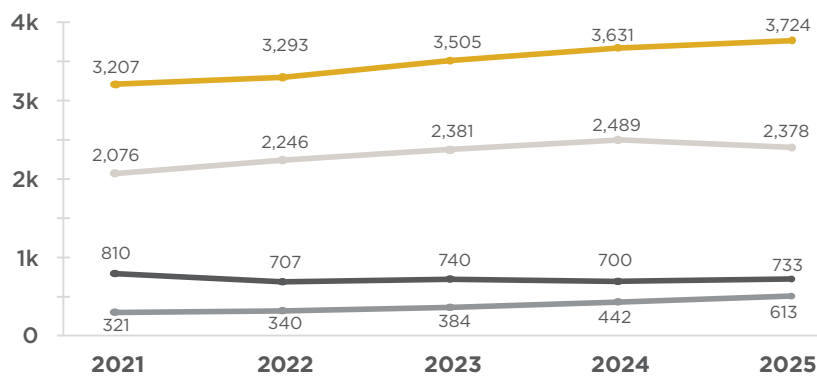
+2.4%

Total 5-Year Change

+5.3%

New Student Enrollment

● Total ● New Freshman ● New Graduate ● New Transfers



Total 1-Year Change

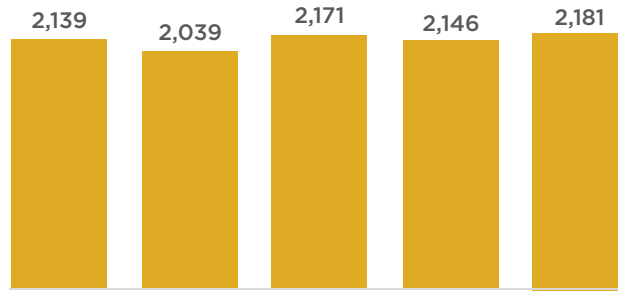
+2.6%

Total 5-Year Change

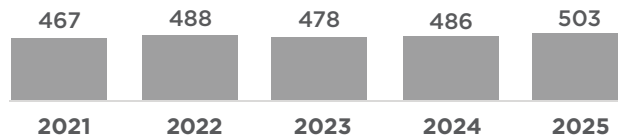
+16.1%

DEGREES AWARDED 2021-2025

Bachelor's Degrees



Graduate & Professional Degrees



+2.0%
5-Year
Change

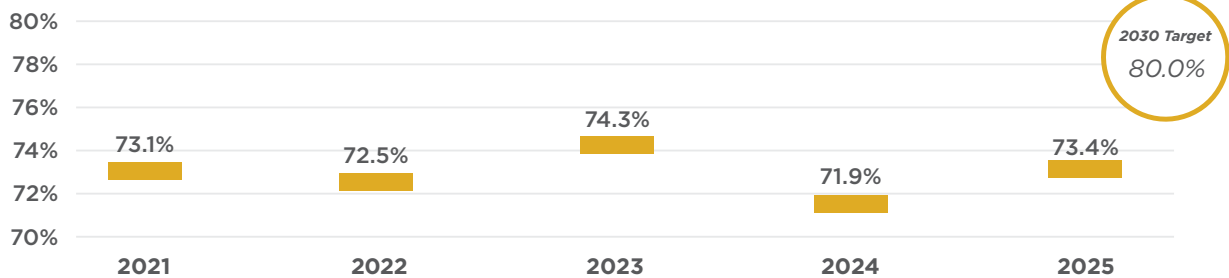


+7.7%
5-Year
Change

FIRST-YEAR RETENTION RATES 2021-2025

+1.5%
1-Year
Change

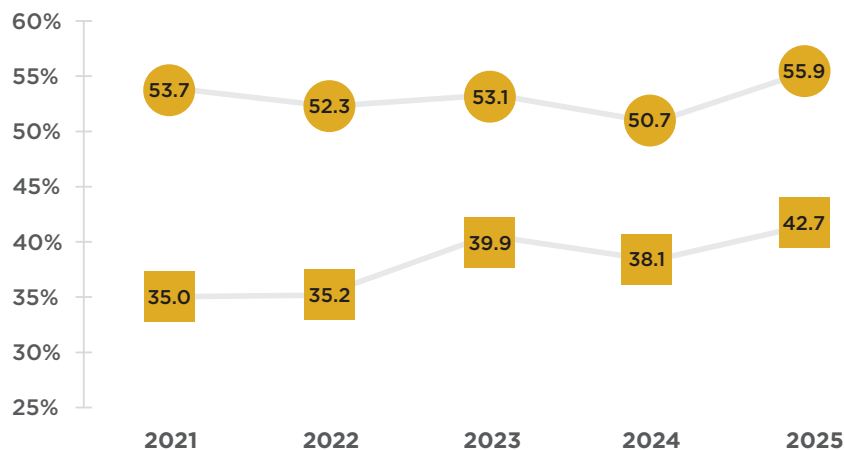
+0.3%
5-Year
Change



GRADUATION RATES 2021-2025

+2.2%
5-Year
Change

+7.7%
5-Year
Change



6-Year
2030 Target: 60.0%



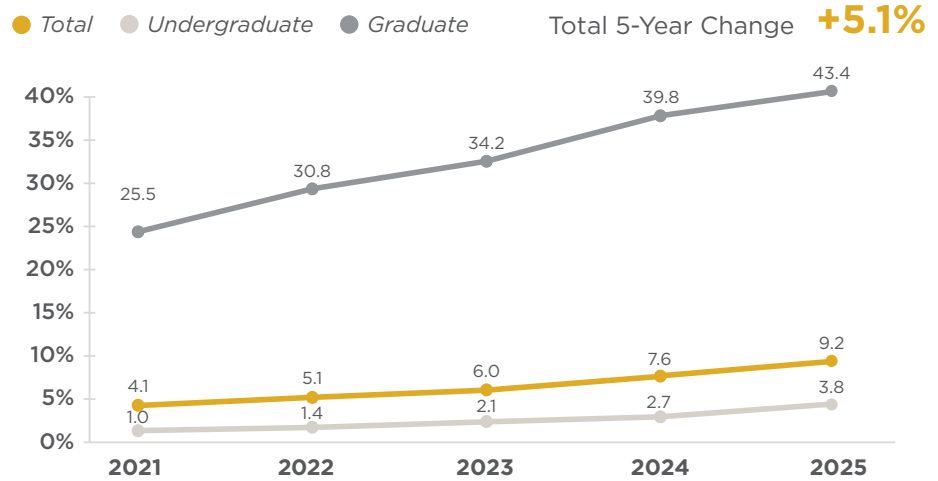
4-Year
2030 Target: 45.0%



DISAGGREGATED ENROLLMENT DATA 2021-2025

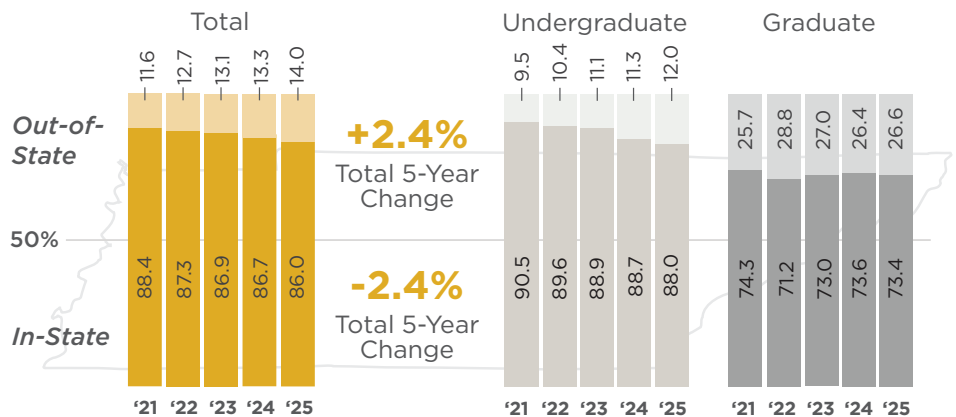
3

Online*

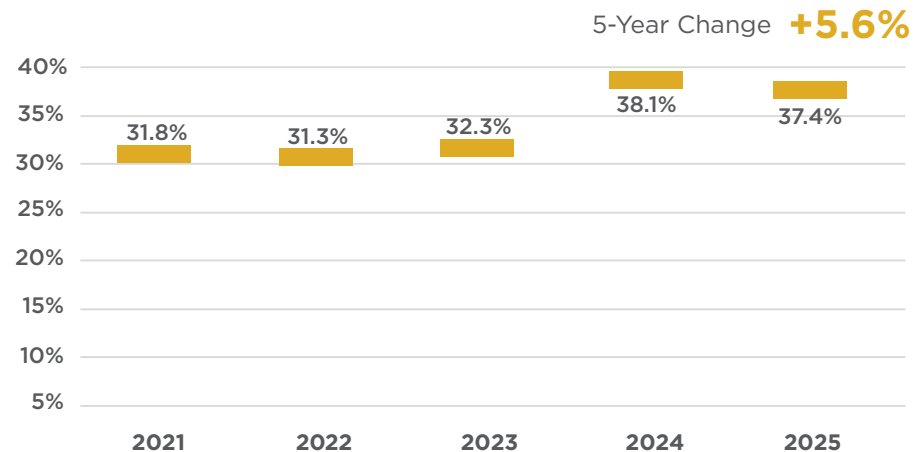


*Represents % of students enrolled in online courses only.

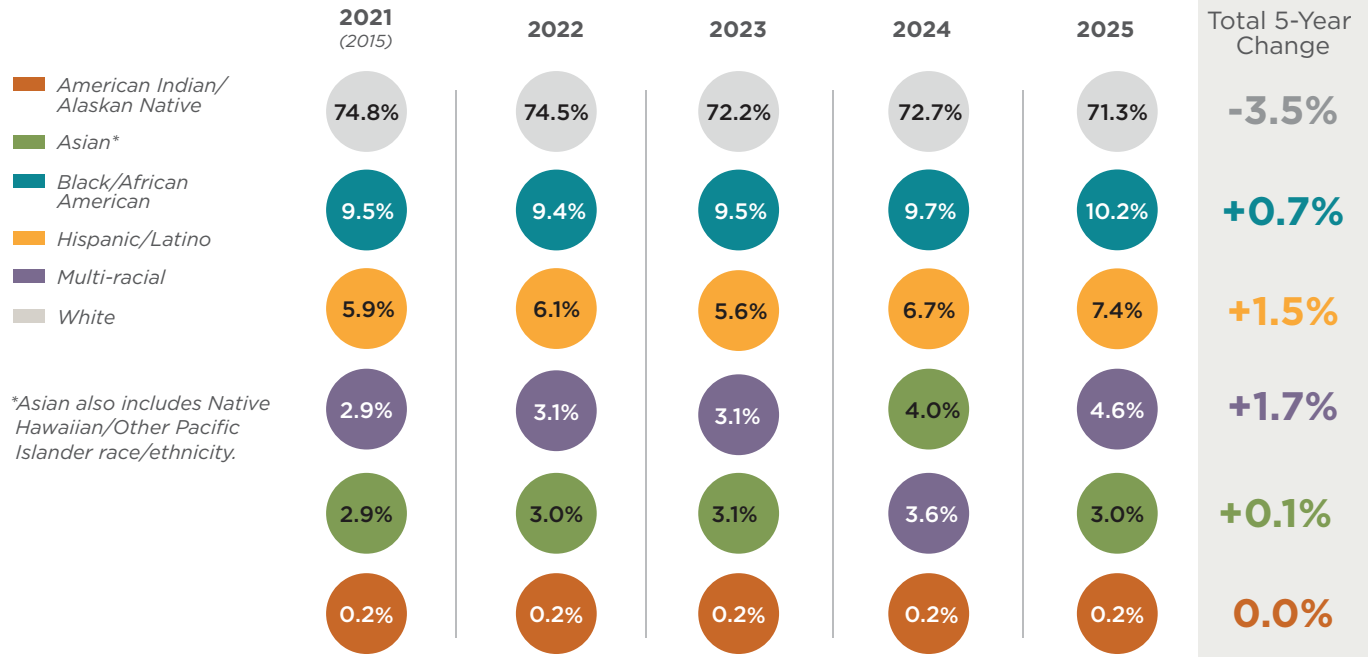
Residency



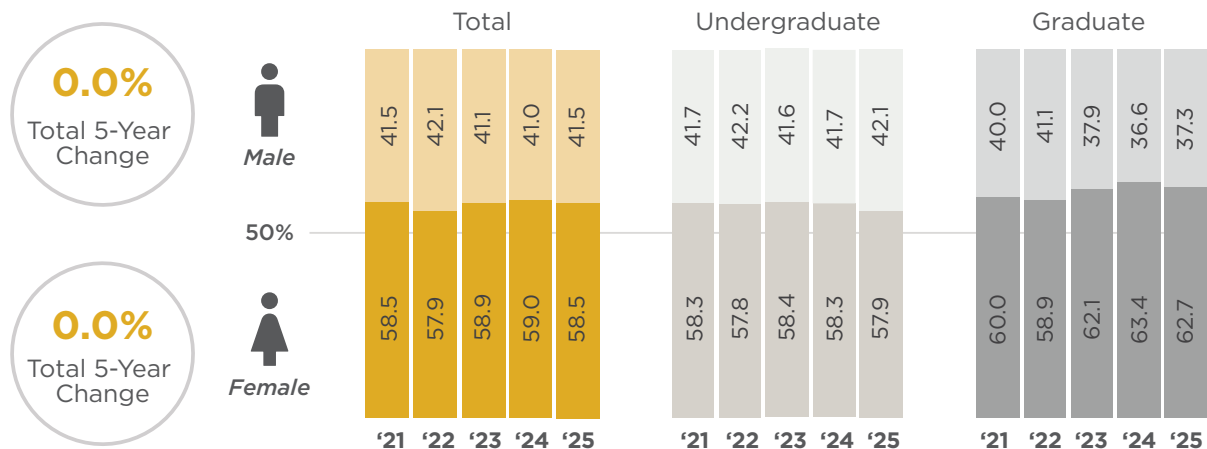
Pell Grant



Racial/Ethnic Minority



Gender





University of Tennessee **SOUTHERN**



UT System Student Success Indicators
October 2025



SOUTHERN 2025 UTS Enrollment Snapshot

1,132

Total Enrollment

1,091

UNDERGRAD

41

GRAD

Total New
Student

357

Total Online
Only

9.5%

Total Residency

79.9%

IN-STATE

20.1%

OUT-OF-STATE

Pell Recipient

35.9%

TOTAL

Total Gender

59.8%

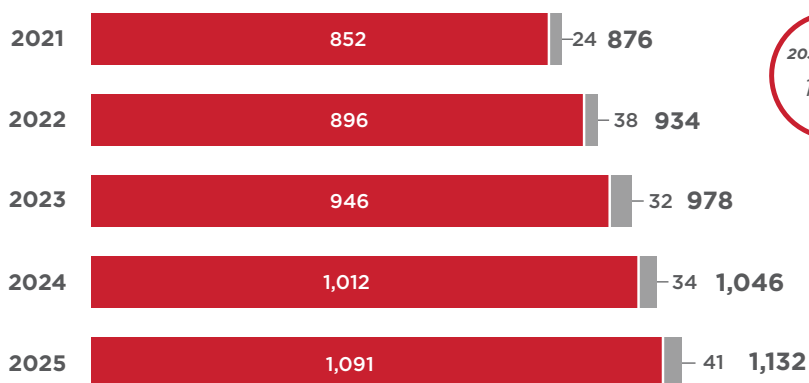
FEMALE

40.2%

MALE

ENROLLMENT 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

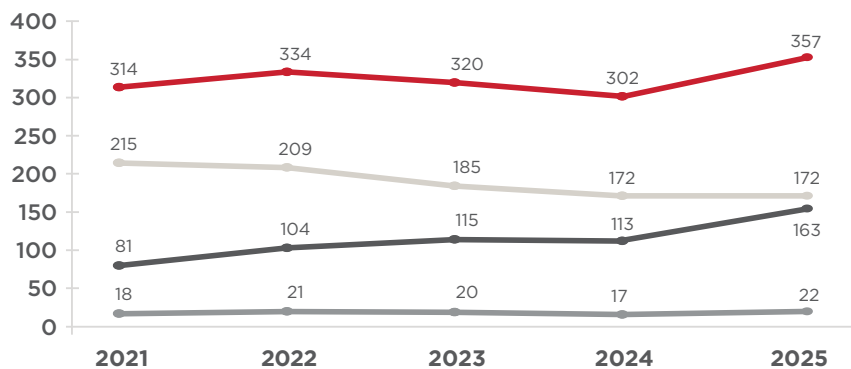
+8.2%

Total 5-Year Change

+29.2%

New Student Enrollment

● Total ● New Freshman ● New Graduate ● New Transfers

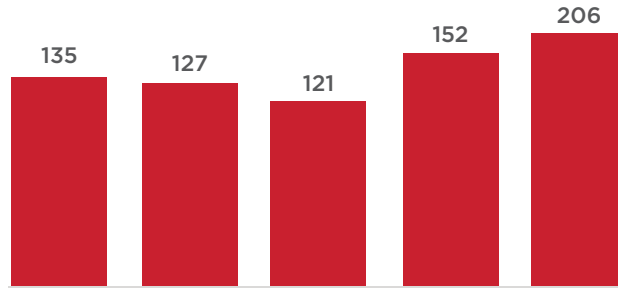


Total 1-Year Change **+18.2%**

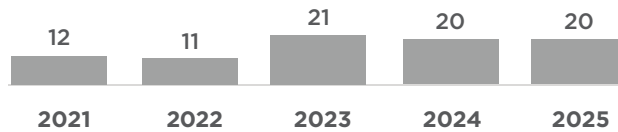
Total 5-Year Change **+13.7%**

DEGREES AWARDED 2021-2025

Bachelor's Degrees



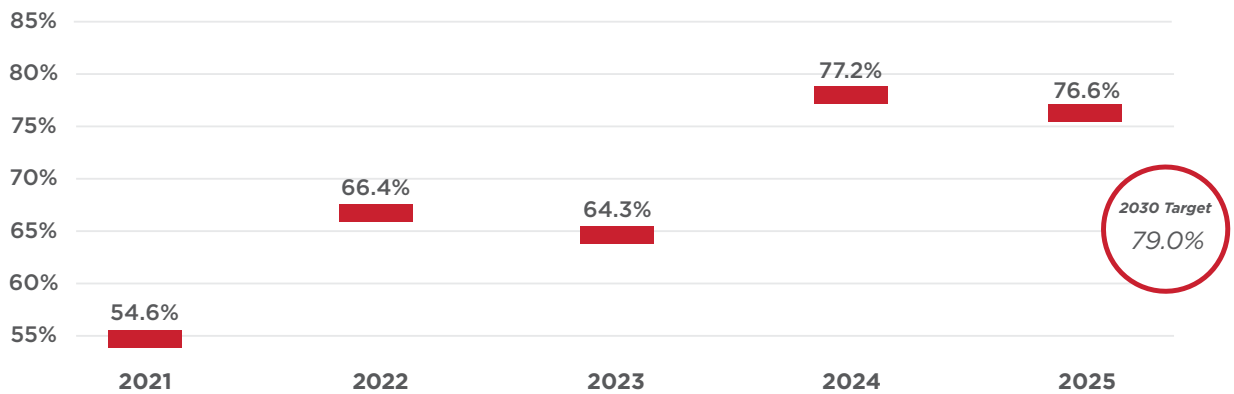
Graduate Degrees



FIRST-YEAR RETENTION RATES 2021-2025

-0.6%
1-Year Change

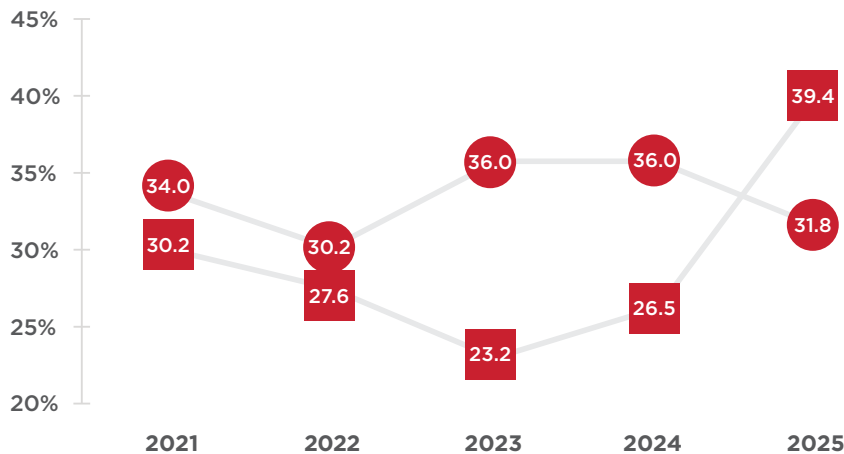
+22.0%
5-Year Change



GRADUATION RATES 2021-2025

-2.2%
5-Year Change

+9.2%
5-Year Change

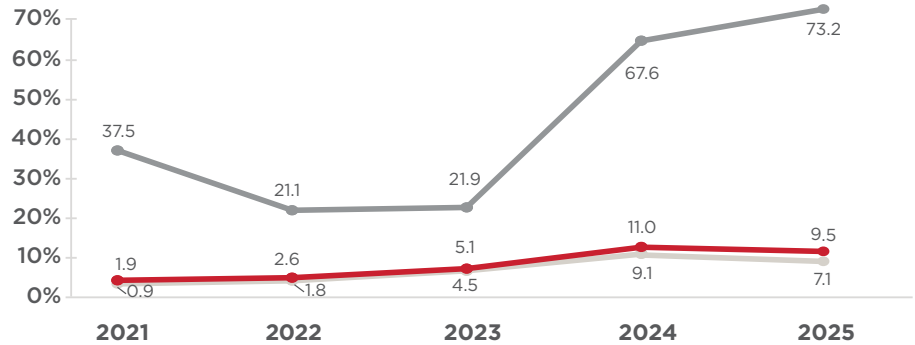


DISAGGREGATED ENROLLMENT DATA 2021-2025

3

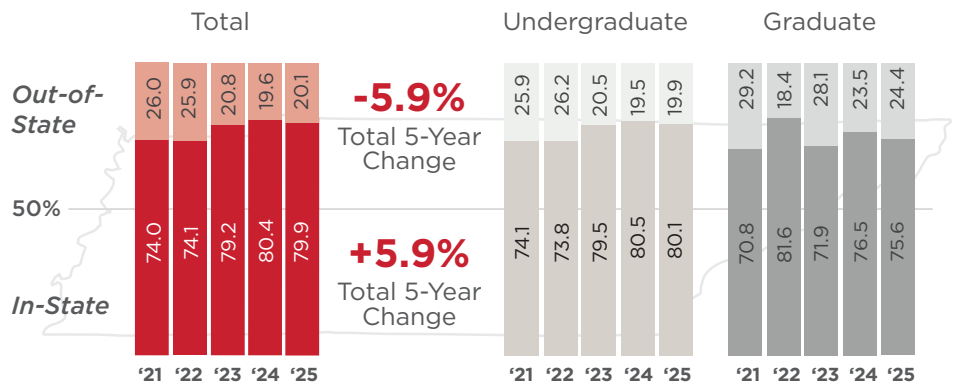
Online*

● Total ● Undergraduate ● Graduate Total 5-Year Change **+7.6%**



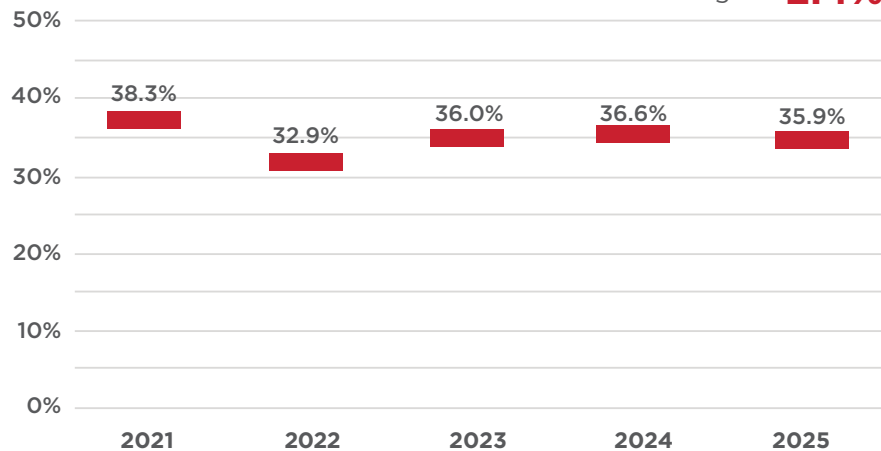
*Represents % of students enrolled in online courses only.

Residency

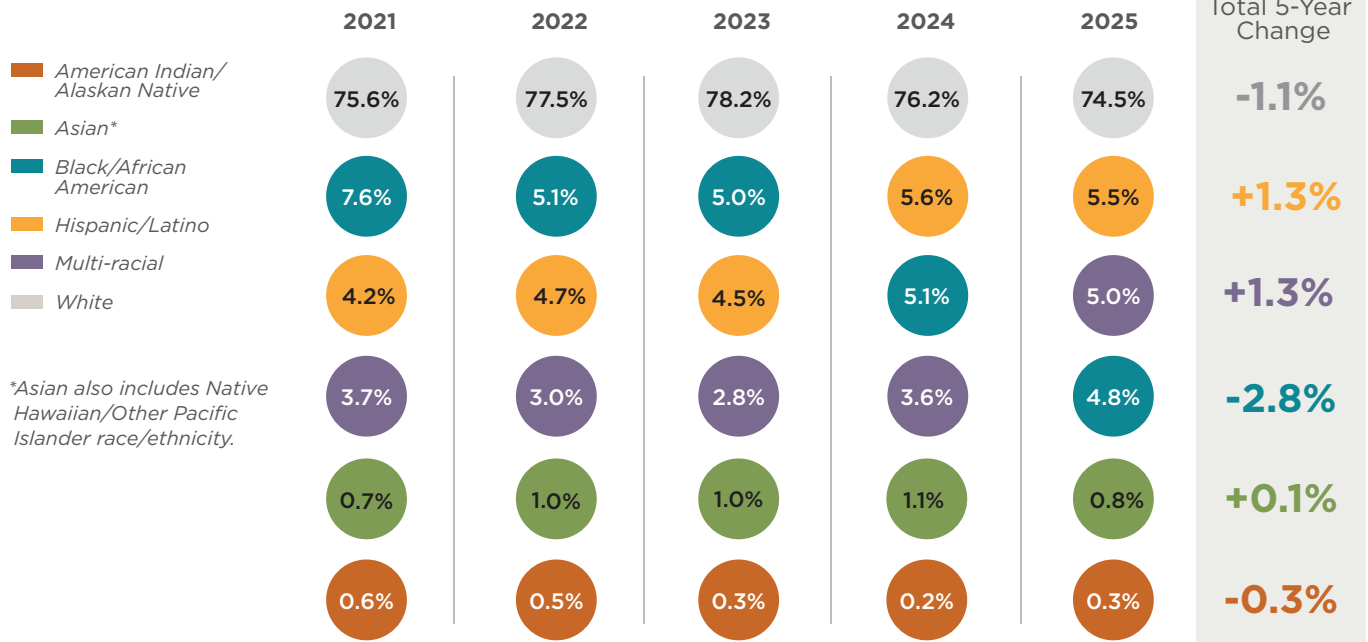


Pell Grant

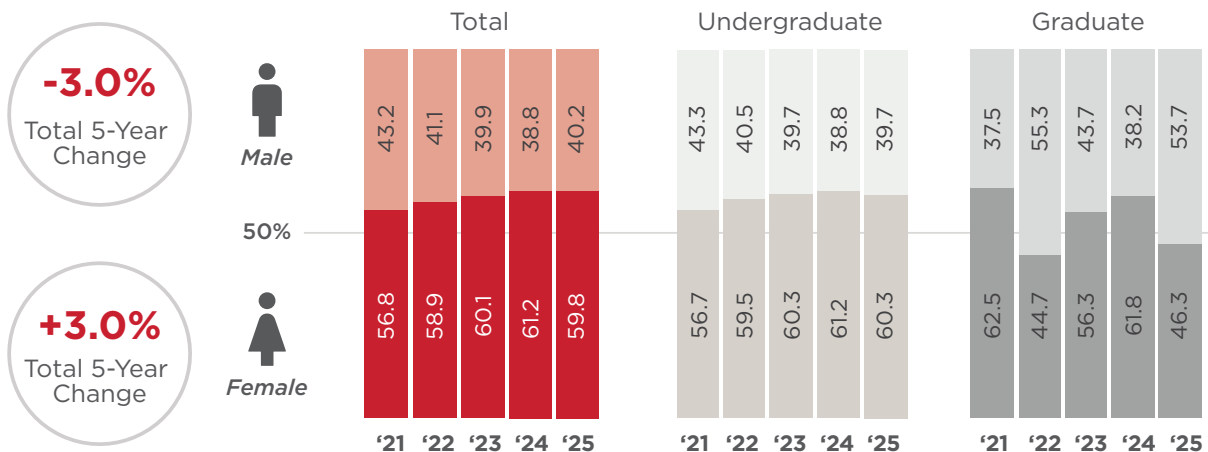
5-Year Change **-2.4%**



Racial/Ethnic Minority



Gender





University of Tennessee at **MARTIN**



UT System Student Success Indicators
October 2025



MARTIN

2025 UTM Enrollment Snapshot

8,096

Total Enrollment

7,388

UNDERGRAD

708

GRAD

Total New
Student

1,924

Total Online
Only

24.5%

Total Residency

91.0%

IN-STATE

9.0%

OUT-OF-STATE

Pell Recipient

36.3%

TOTAL

Total Gender

61.8%

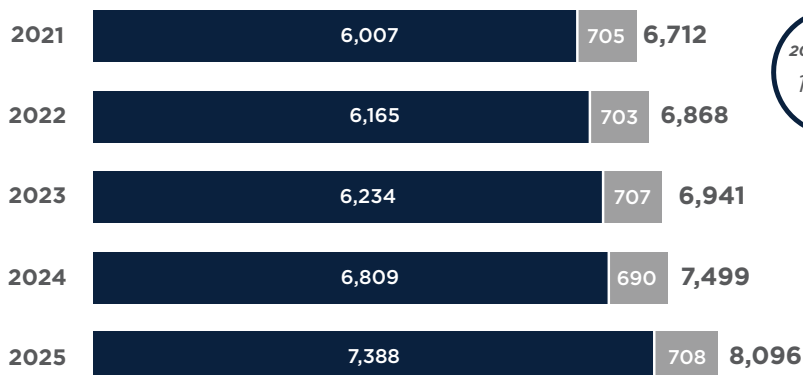
FEMALE

38.2%

MALE

ENROLLMENT 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

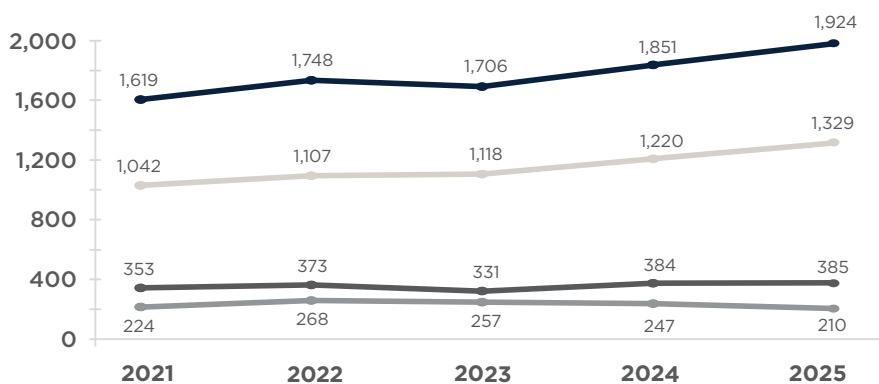
+8.0%

Total 5-Year Change

+20.6%

New Student Enrollment

● Total ● New Freshman ● New Graduate ● New Transfers

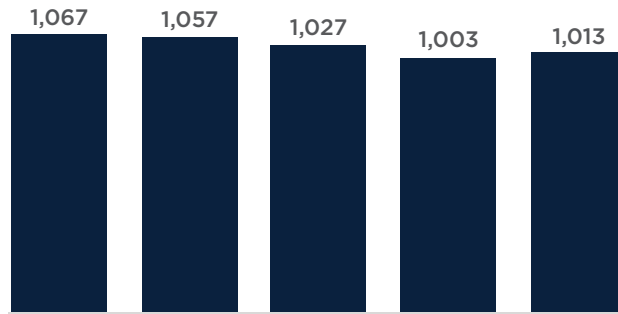


Total 1-Year Change +3.9%

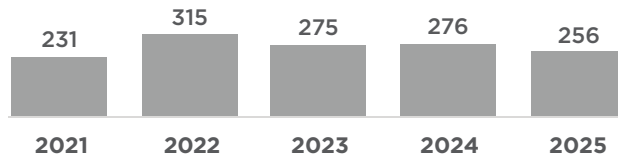
Total 5-Year Change +18.8%

DEGREES AWARDED 2021-2025

Bachelor's Degrees

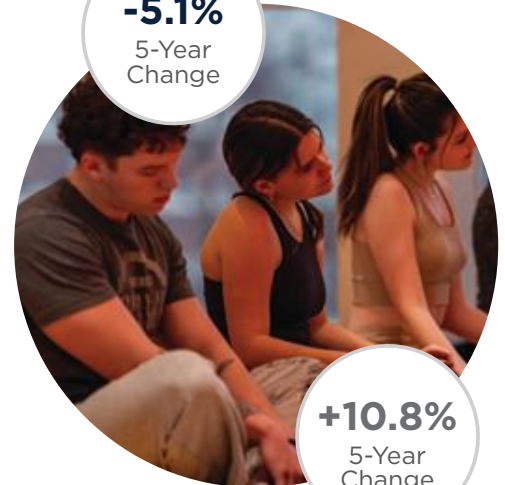


Graduate Degrees



-5.1%
5-Year
Change

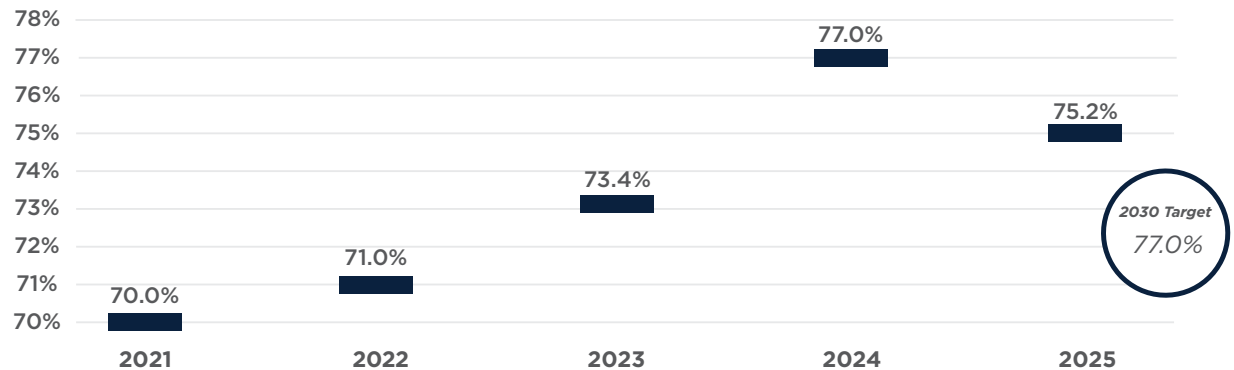
+10.8%
5-Year
Change



FIRST-YEAR RETENTION RATES 2021-2025

-1.8%
1-Year
Change

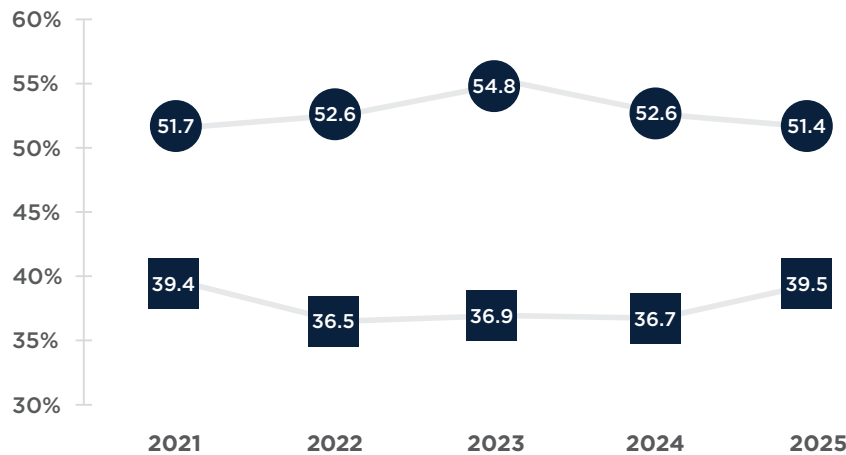
+5.2%
5-Year
Change



GRADUATION RATES 2021-2025

-0.3%
5-Year
Change

+0.1%
5-Year
Change



6-Year
2030 Target: 55.0%

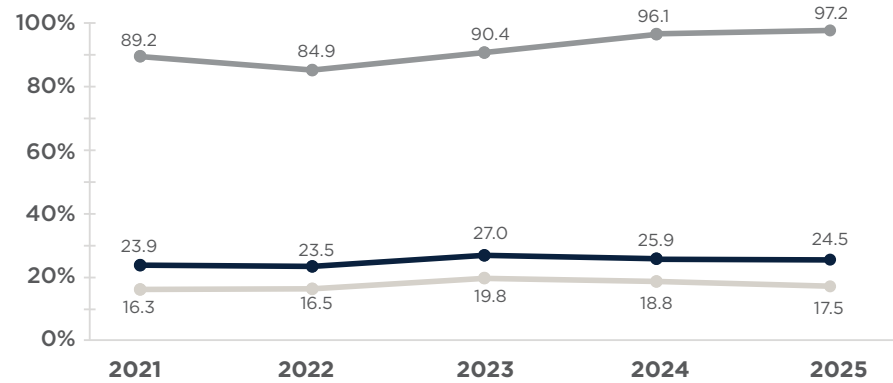


4-Year
2030 Target: 40.0%

DISAGGREGATED ENROLLMENT DATA 2021-2025

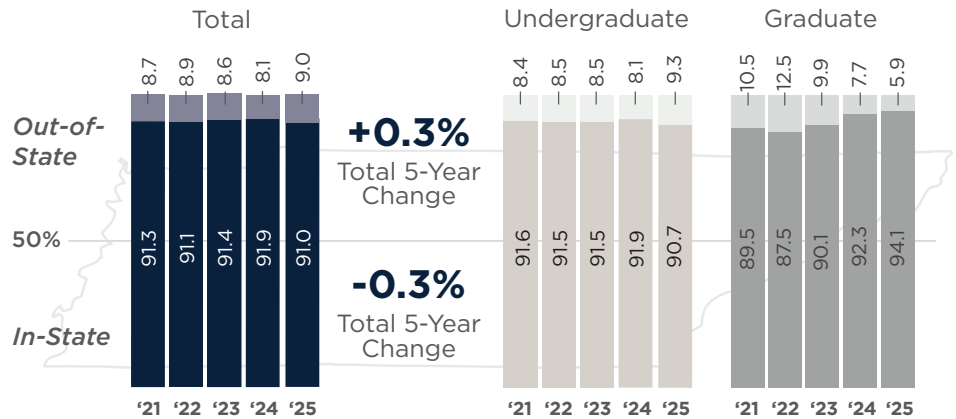
Online*

● Total ● Undergraduate ● Graduate Total 5-Year Change **+0.6%**

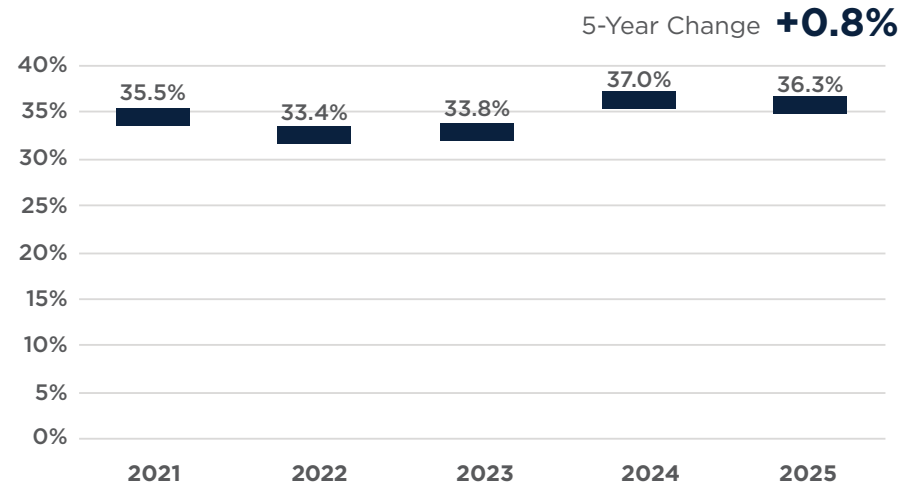


*Represents % of students enrolled in online courses only.

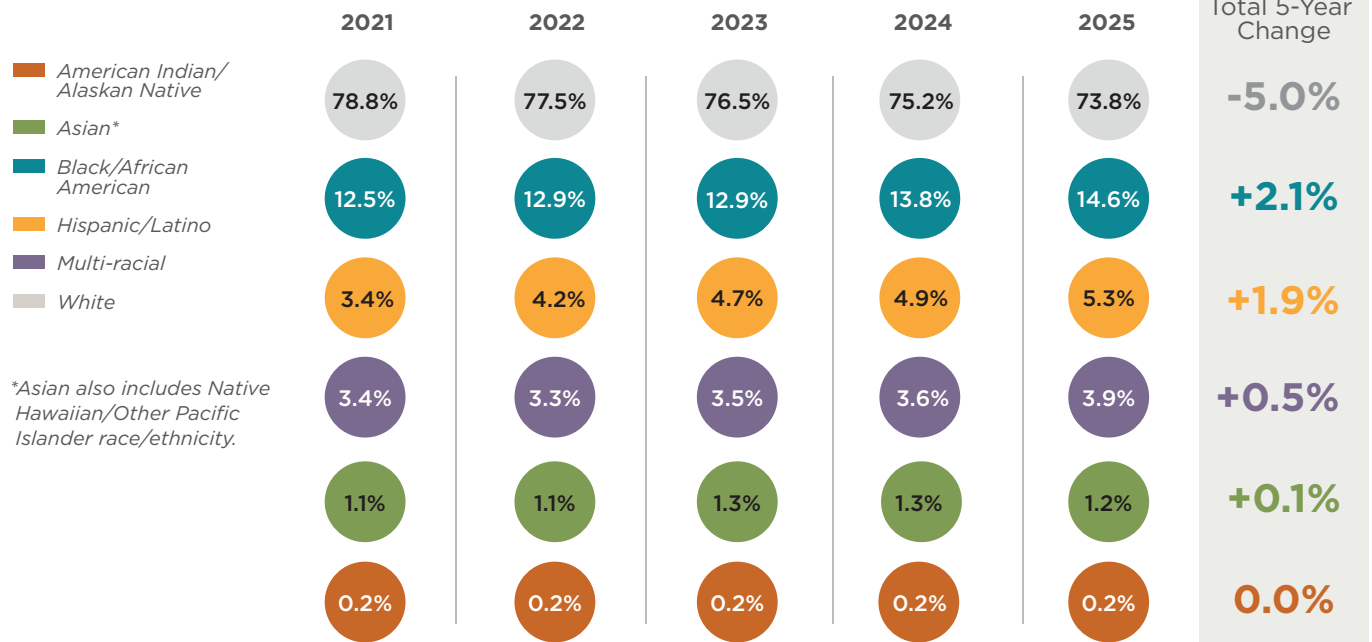
Residency



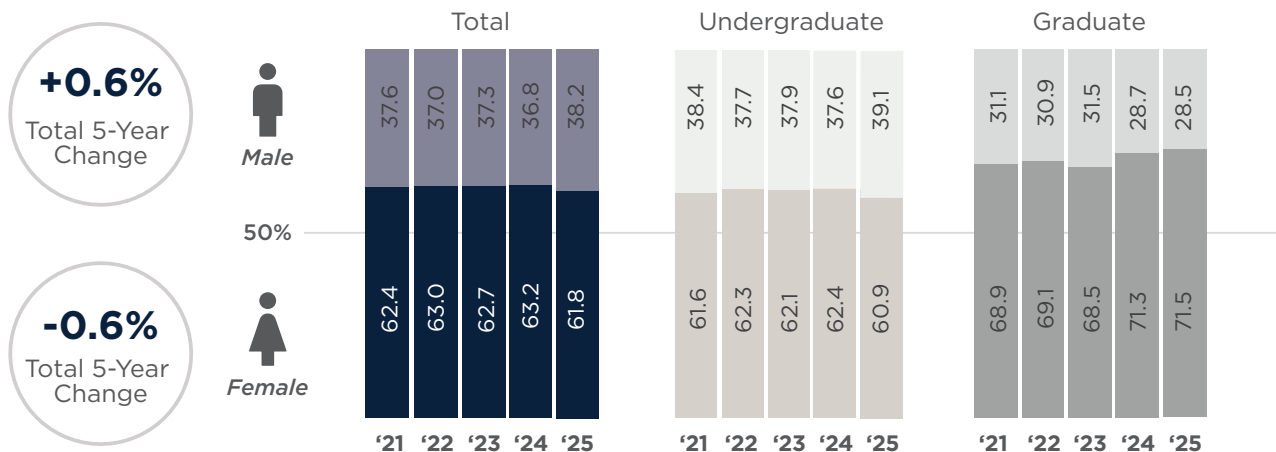
Pell Grant



Racial/Ethnic Minority



Gender





University of Tennessee

HEALTH SCIENCE CENTER



*UT System Student Success Indicators
October 2025*



2025 UTHSC Enrollment Snapshot

3,157

Total Enrollment

399

UNDERGRAD

2,758

GRAD

Total New
Student

1,023

Total Online
Only

7.7%

Total Residency

68.1%

IN-STATE

31.9%

OUT-OF-STATE

Pell Recipient

20.3%

TOTAL

Total Gender

67.4%

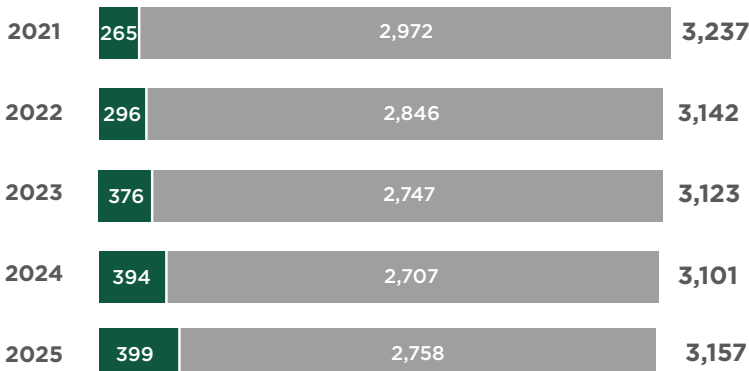
FEMALE

32.1%

MALE

ENROLLMENT 2021-2025

Undergraduate | Graduate | Total Enrollment



Total 1-Year Change

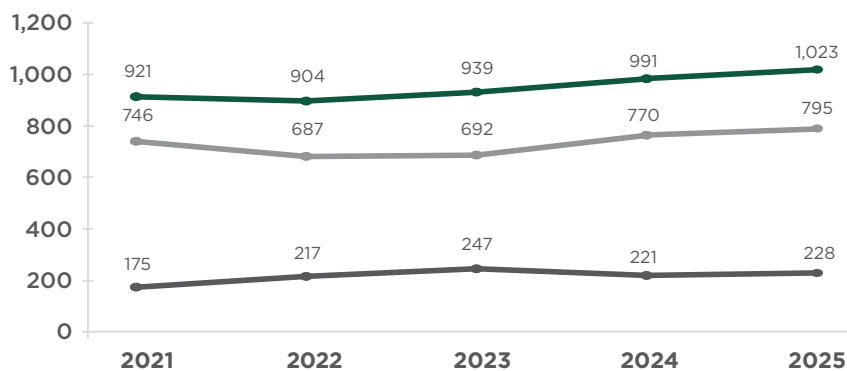
+1.8%

Total 5-Year Change

-2.5%

New Student Enrollment

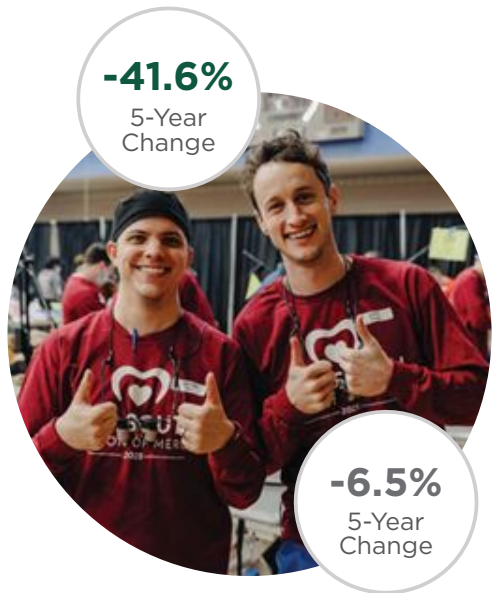
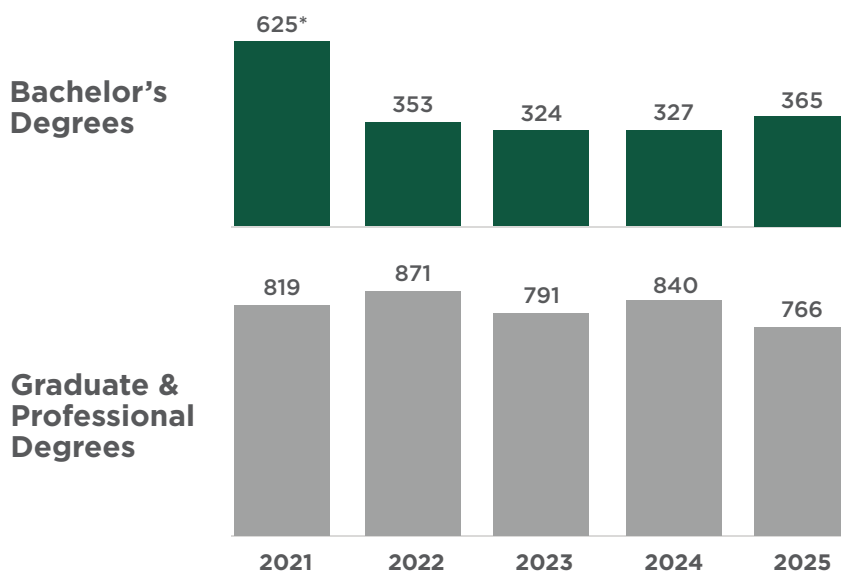
● Total ● New Graduate ● New Transfers



Total 1-Year Change **+3.2%**

Total 5-Year Change **+11.1%**

DEGREES AWARDED 2021-2025



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

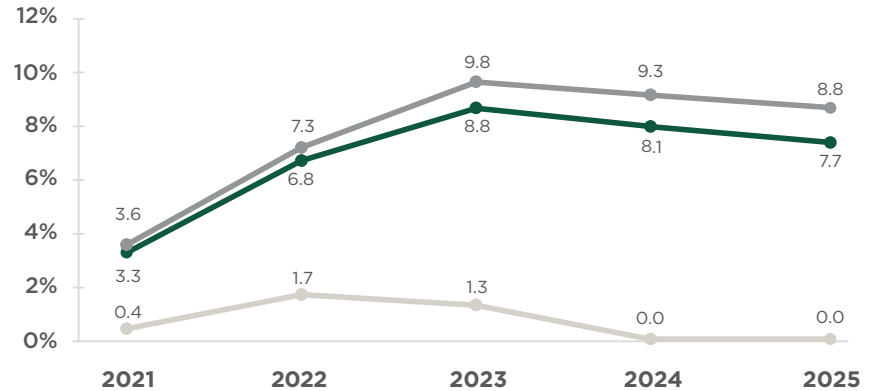


DISAGGREGATED ENROLLMENT DATA 2021-2025

3

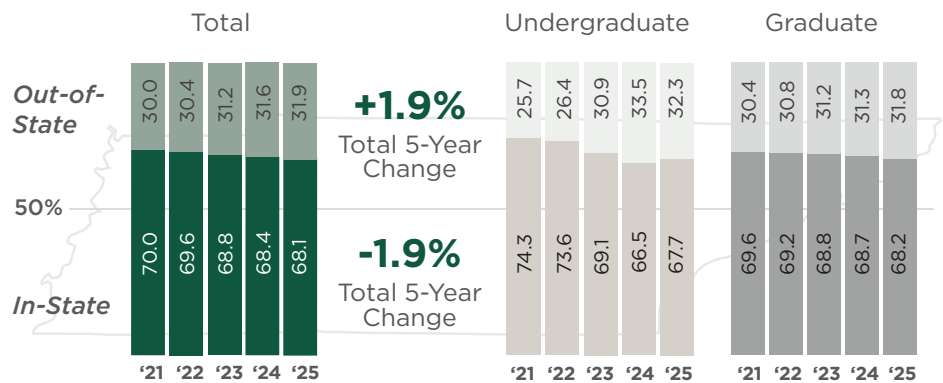
Online*

● Total ● Undergraduate ● Graduate Total 5-Year Change **+4.4%**



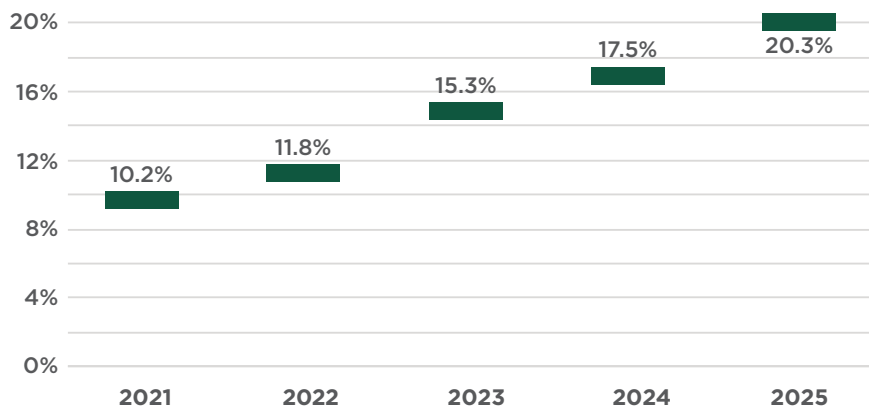
*Represents % of students enrolled in online courses only.

Residency

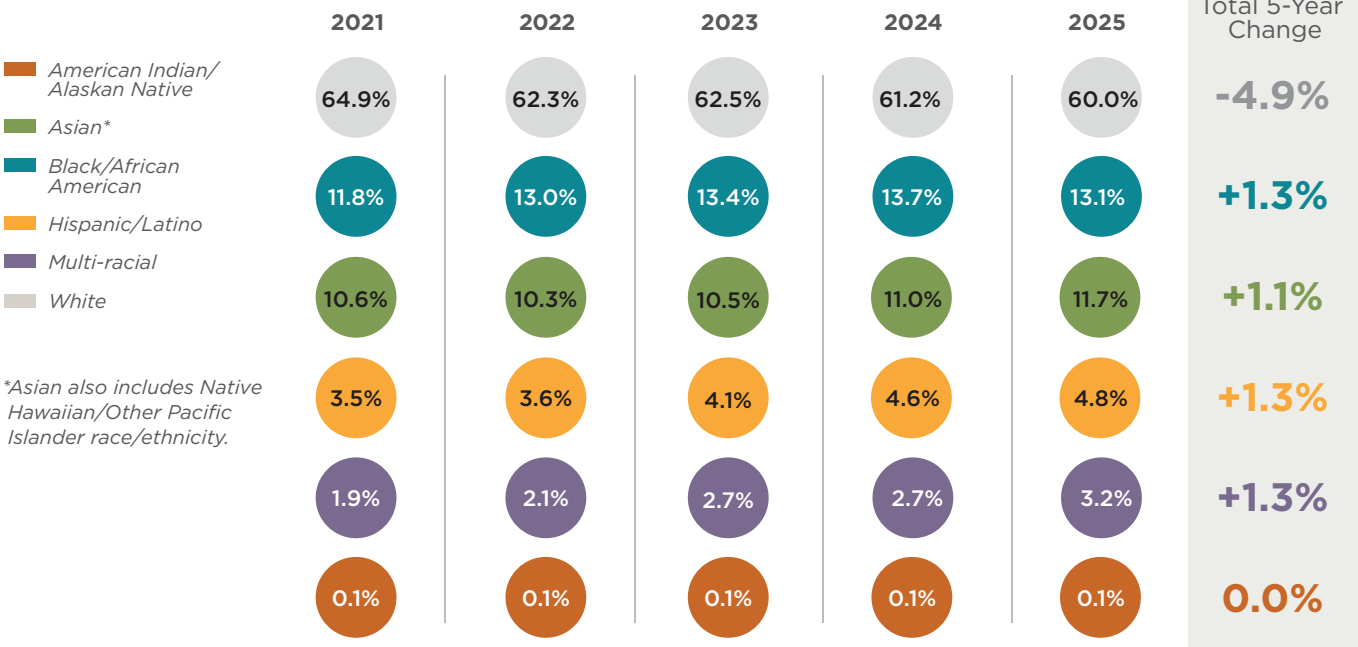


Pell Grant

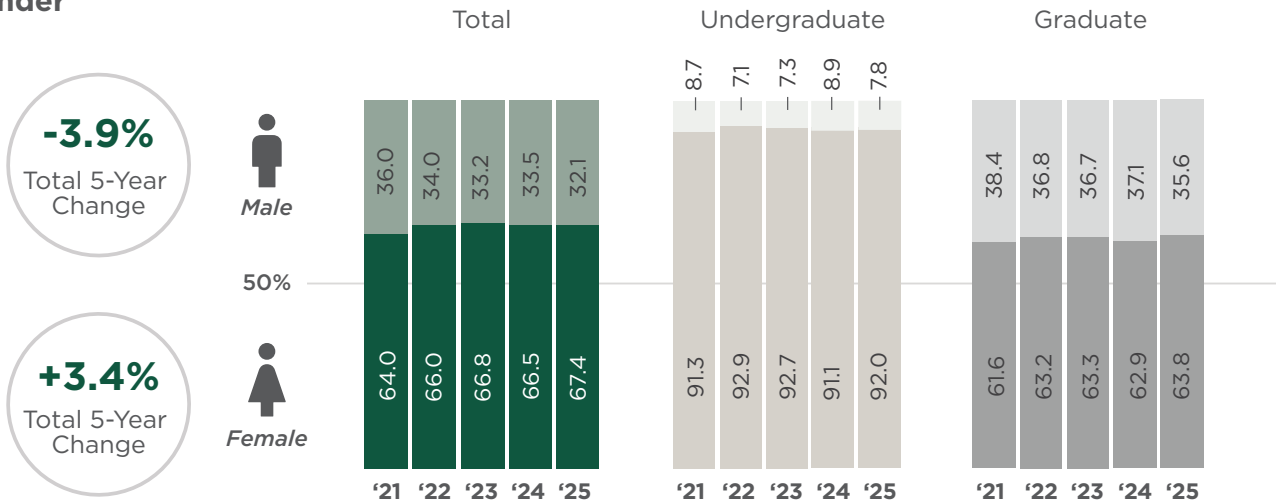
5-Year Change **+10.1%**



Racial/Ethnic Minority



Gender





ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

ie.tennessee.edu | 865.974.3843

MOCS FLIGHT PLAN

2025-2030 Strategic Enrollment Plan





*Committed to access and opportunity,
**growing our enrollment to
15,000 students by 2030***

MOCS FLIGHT PLAN

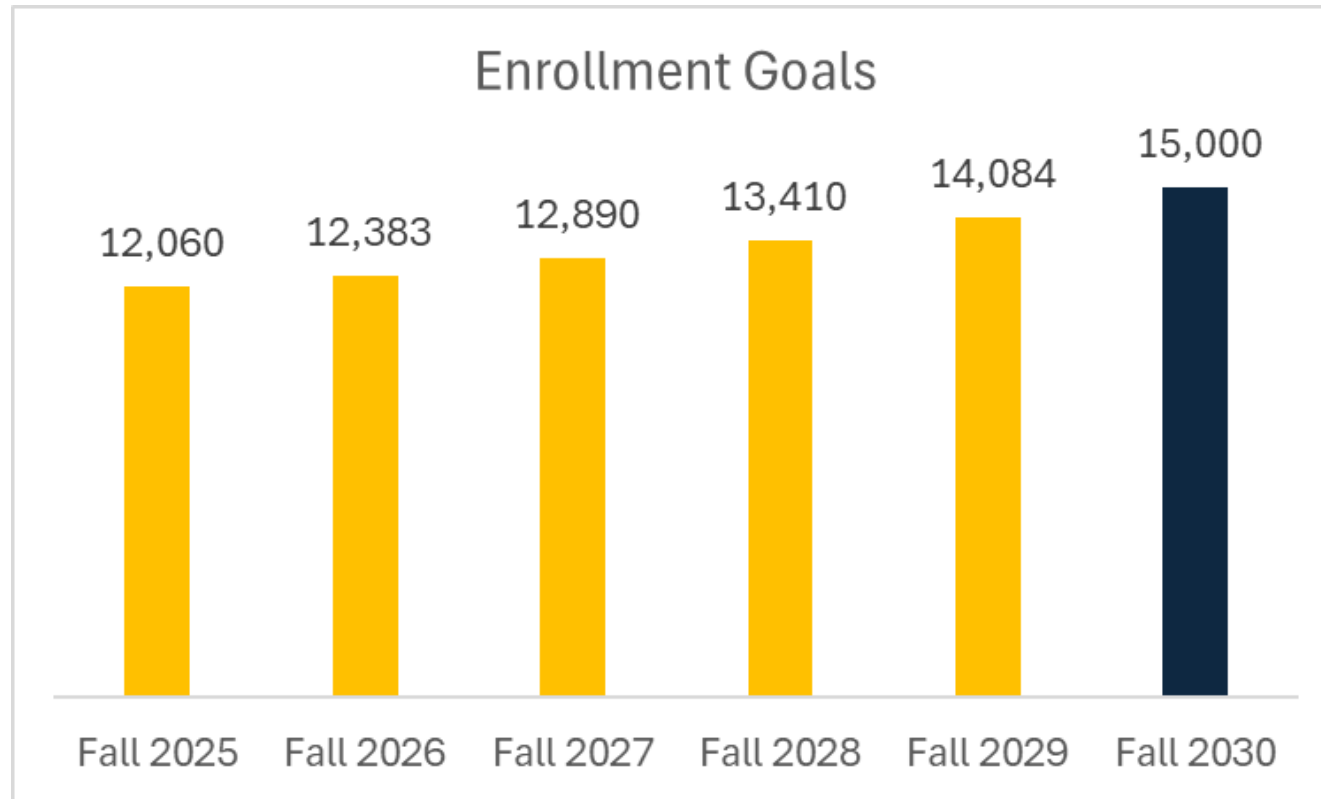
Statement of Purpose

At the
University of Tennessee
at Chattanooga,
we know that
**higher education
transforms lives
and communities.**



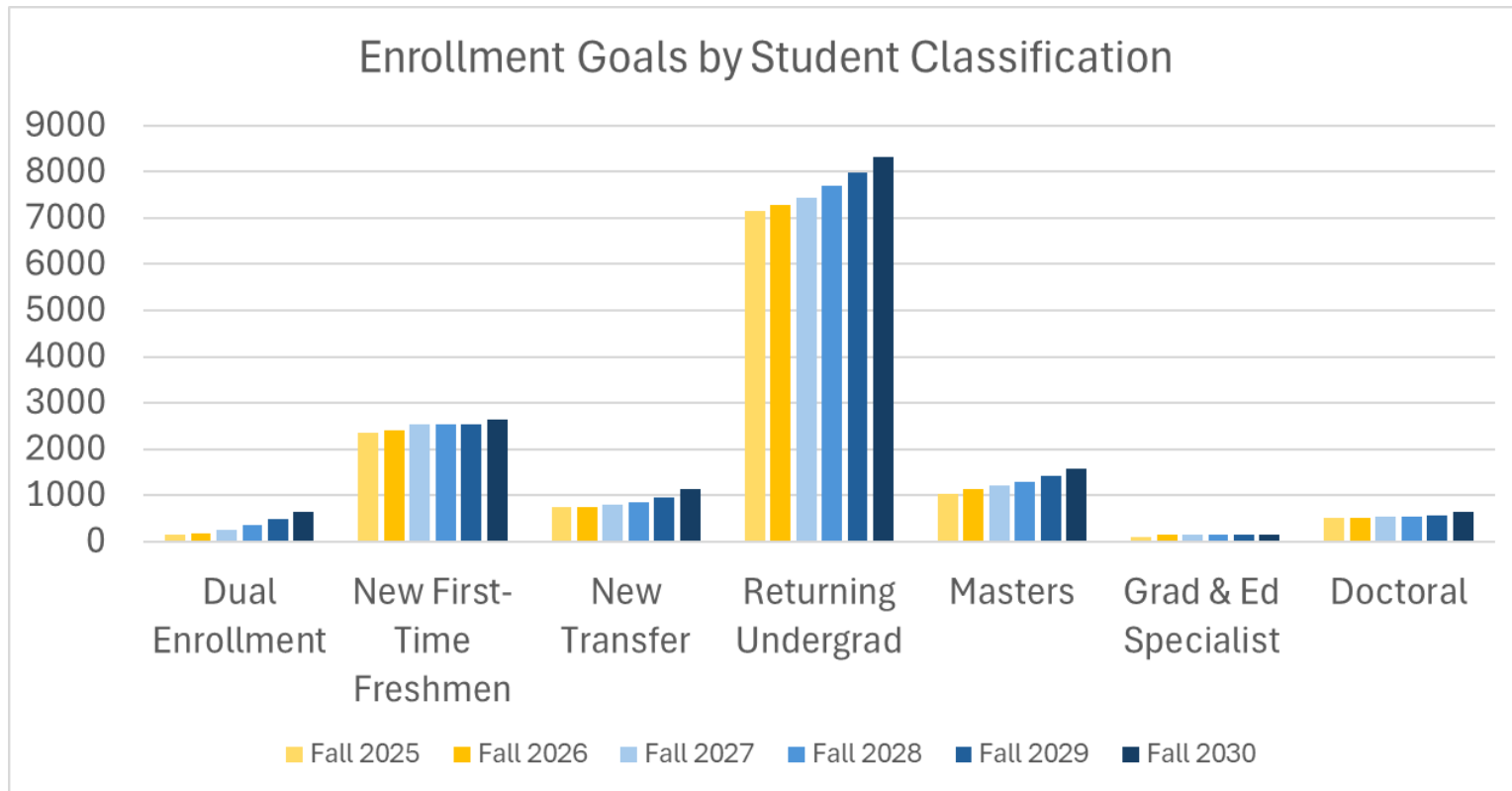
MOCS FLIGHT PLAN

Pathway to 15,000



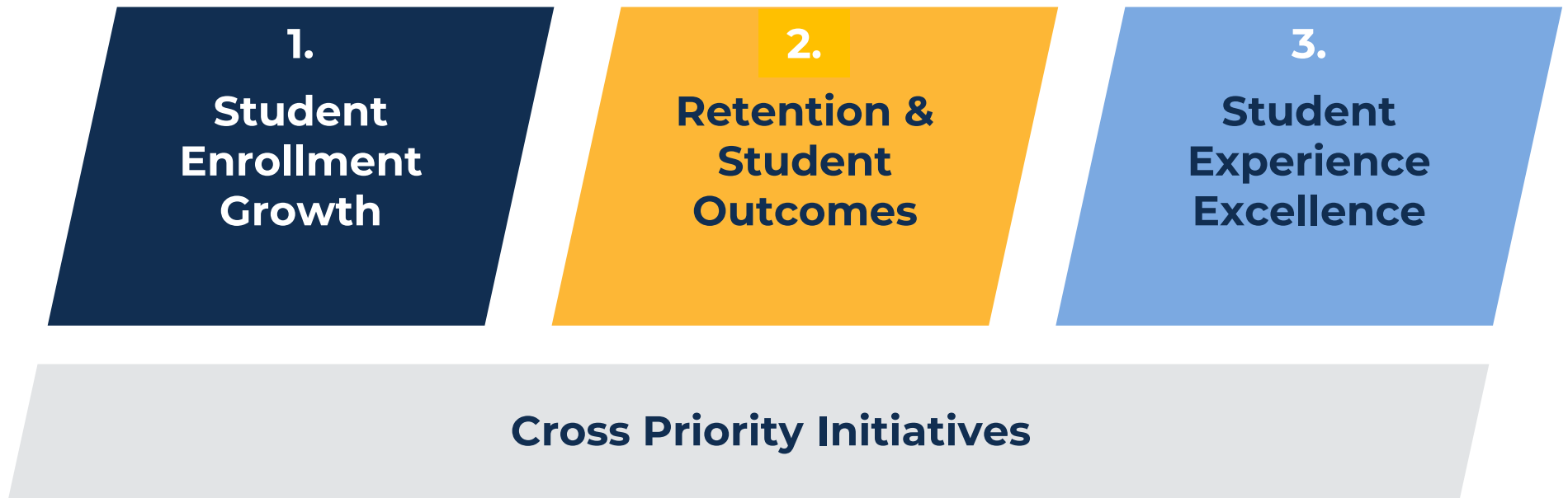
MOCS FLIGHT PLAN

Pathway to 15,000



MOCS FLIGHT PLAN

Strategic Priorities & Initiatives



MOCS FLIGHT PLAN

Strategic Priority 1

Student Enrollment Growth

Increase student enrollment across key populations through improved processes, targeted access and outreach, and sustainable resourcing.



MOCS FLIGHT PLAN

Strategic Priority 1: Initiatives

Student Enrollment Growth

Focus of Key initiatives:

- *Achieve and maintain new first-time full-time **freshmen classes of 2,500 per year***
- *Grow **dual enrollment programming** to create new enrollment pipelines*
- ***Grow transfer enrollment** by reducing policy and process barriers*
- ***Grow graduate enrollment** in line with R2 aspirations and to meet regional demand*

MOCS FLIGHT PLAN

Strategic Priority 2

Retention & Student Outcomes

Improve student retention and graduation outcomes across all student populations by focusing on high-impact student experiences through collaborative, campus-wide efforts.



MOCS FLIGHT PLAN

Strategic Priority 2: Initiatives

Retention & Student Outcomes

Focus of Key initiatives:

- **Targeted retention interventions** for current students and those already stopped-out
- **Strengthen and expand student life services** and engagement strategies
- Ensure **consistent and data-informed retention monitoring**

MOCS FLIGHT PLAN

Strategic Priority 3

Student Experience Excellence

Deliver high-quality, student-centered services and programming that enhance the academic journey through accessible, efficient, and impactful support.



MOCS FLIGHT PLAN

Strategic Priority 3: Initiatives

Student Experience Excellence

Focus of Key initiatives:

- ***Streamline policies and processes** across the University*
- *Ensure student support structures are **equipped to serve all students***
- *Strengthen training to support the improved use of **data dashboards and other student support tools***

MOCS FLIGHT PLAN

Cross-Priority Initiatives

Focus on Three Additional Cross-Priority Initiatives:

- **Scholarships and financial aid access** for new and current students

Align scholarship renewal requirements to support retention goals

- **Enhanced marketing and brand promotion efforts** aligned to enrollment growth goals

Dedicated marketing and branding for online Masters programs to working professionals

- **Optimize technology solutions** and platforms

Utilize CRM software tools for transfer students via strategic community college partnerships

MOCS FLIGHT PLAN

MOCS FLIGHT PLAN

Questions





MOCS FLIGHT PLAN

2025 - 2030 Strategic Enrollment Plan

Fall 2025





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Executive Summary

4.1

Following a comprehensive enrollment planning process, the University of Tennessee System recently identified a goal to enroll 71,000 students across its five campuses by 2030. The System estimates that at least 14,800 of these students will be enrolled at the University of Tennessee Chattanooga (UTC), and UTC has since formalized a campus-specific goal to enroll 15,000 total students by 2030.

UTC has already experienced impressive enrollment growth in recent years, reaching a record enrollment for the Fall 2025 term of 12,060 total students— the largest in the University's 139-year history. Despite fluctuations in Tennessee's college-going rates, there is significant opportunity for UTC to strengthen its ability to serve the state by expanding access to new and existing populations of students.

To create a clear roadmap for achieving the 15,000 student goal, UTC has developed a five-year Strategic Enrollment Plan informed by a five-month planning effort.

The **Mocs Flight Plan** will provide direction for recruitment activities at the graduate and undergraduate levels. The priorities and initiatives articulated within this plan reinforce UTC's capacity to achieve defined outcomes while consistently upholding the institution's mission and purpose. The Mocs Flight Plan outlines three umbrella Strategic Priorities:

Strategic Priority 1 - Student Enrollment Growth

Increase student enrollment across key populations through improved processes, targeted access and outreach, and sustainable resourcing.

Strategic Priority 2 - Retention & Student Outcomes

Improve student retention and graduation outcomes across all student populations by focusing on high-impact student experiences through collaborative, campus-wide efforts.

Strategic Priority 3 - Student Experience Excellence

Deliver high-quality, student-centered services and programming that enhance the academic journey through accessible, efficient, and impactful support.

The plan further articulates three critical enablers, essential to UTC's ability to achieve enrollment goals.

1. Resource Allocation and Strategic Investment
2. Role Clarity and Structures
3. Cross Campus Collaboration

These priorities and critical enablers are supported by clear initiatives and specific action items, which will be sequenced over a five-year period to support measured and strategic enrollment growth on the path to 15,000 students.



Plan Process & Methodology

4.1

The University of Tennessee Chattanooga (UTC) formed an enrollment planning Steering Committee, made up of enrollment and academic leaders from across the University, to undertake a five-month, data-informed planning process, in partnership with Huron Consulting Group.

The work began with a current state analysis, inclusive of 18 interviews with cross-campus constituents and detailed quantitative analysis regarding enrollment trends at the institution and across the region. Informed by these findings, the Steering Committee engaged in monthly workshops to reflect on the current state, discuss near-term priorities, and determine specific, year-over-year by-population goals to achieve 15,000 total enrolled students. The Mocs Flight Plan is the final result of this process.

Current State

UTC's current fall 2025 enrollment of 12,060 students represents the largest enrollment in University history. This number also includes:

- A record 1,664 graduate students, an increase of nearly 6% from last year.
- 613 new graduate students, a 38.7% increase from fall 2024.
- 2,363 first-time, full-time freshmen—the second-highest total in school history.
- 733 new transfer students, up 4.7% from last year.

UTC has achieved this success despite notable headwinds in the state. While the projected number of high school graduates in Tennessee is expected to grow by 15% between 2023 and 2041, college-going rates among high school graduates have been on the decline in the state since 2019. Between 2019 and 2023, the college-going rate for Hamilton County students dropped 12%.

First-year retention rose from 71.9% to 73.4% in Fall 2025. Continued improvements in retention will be important to UTC's ability to meet the 15,000 enrollment goal, and the institution has committed to a goal of 80% fall-to-fall retention by 2030 in the new strategic plan. Undergraduate students at UTC are also largely receiving some level of grant and scholarship aid (83%), with 38% of the population receiving Pell Grants. An intentional approach to aid strategy will be increasingly important in the face of major changes in federal student aid for all student populations.

At the graduate level, statewide demand is growing; between 2019 and 2023, graduate enrollment across the state grew by more than 8%. In Fall 2024, the College of Health, Education, and Professional Studies (801) has the highest graduate enrollment by a large margin. The other colleges all have under 400 students: Rollins College of Business (360), Engineering & Computer Science (193), and Arts & Sciences (177).



Enrollment Goals

Leveraging a comprehensive review of state, national, and regional data alongside institutional priorities and historical trends, the following goals have been established to achieve the 15,000 student target:

	2025	2026	2027	2028	2029	2030	'25-'30 % Growth
New First Time Freshmen	2,378	2,450	2,525	2,530	2,540	2,550	7%
New Transfer	733	750	800	850	950	1,050	45%
Dual Enrollment	126	150	190	250	350	525	327%
Returning Undergrad*	7,159	7,300	7,550	7,950	8,350	8,850	25%
Masters	1,022	1,010	1,050	1,100	1,175	1,350	28%
Doctoral	525	480	485	490	510	630	-1%
Grad Specialist & Ed Specialist**	117	140	140	145	150	150	43%
Total	12,060	12,144	12,588	12,970	13,655	15,000	25%

**Returning undergraduate students include readmitted, transient, and non-degree undergraduate students.*

***The Grad Specialist & Ed Specialist category includes graduate certificate and non-degree-seeking graduate students.*



Mocs Flight Plan Details

Statement of Purpose

At the University of Tennessee at Chattanooga, we believe that higher education transforms lives and communities.

As a regional public university committed to access and opportunity, we will grow our enrollment to **15,000 students by 2030** while investing in programs, people and infrastructure that ensure every student can thrive—retaining, graduating and contributing to the success of our region.

Strategic Priorities

Three strategic priorities will guide enrollment strategy and tactical approaches for the next five years, with initiatives and associated action items under each mapping a clear path to the action steps required for UTC to achieve its enrollment goals.

Priority 1: Student Enrollment Growth

Description: Increase student enrollment across key populations through improved processes, targeted access and outreach, and sustainable resourcing.

Success Metrics

- Enrollment by Population Type
- Students Yield Rate (% of Admits who Enroll)
- Applicant Volume

Desired Outcomes

- Reach a Total Enrollment of 15,000 by 2030
- Meet Population-Specific Goals

Initiatives to Pursue

- + **Initiative 1.1: First-Time Full-Time Students** | Solidify and maintain the number of new, incoming freshmen at 2,500 per year.
- + **Initiative 1.2: Dual Enrollment** | Grow dual enrollment to strengthen new first-time student pipelines and create additional educational pathways for Chattanooga-area students.
- + **Initiative 1.3: Transfer Students** | Grow transfer student enrollment by reducing policy and process barriers and strengthening community college pathways.



- + **Initiative 1.4: Graduate Enrollment** | Grow graduate enrollment at UTC across Master's and Doctoral levels, through the expansion of academic program options, in alignment with R2 aspirations and to meet regional demands.

Priority 2: Retention & Student Outcomes

Description: Improve student retention and graduation outcomes across all student populations by focusing on high-impact student experiences through collaborative, campus-wide efforts.

Success Metrics

- Retention & Graduation Rates Across Populations
- Funding Formula Metrics
- Higher Student GPAs
- Lower DFW Rates
- Scholarship Retention

Desired Outcomes

- Achieve an 80% Freshman-to-Sophomore FY Retention Rate
- Strengthened Retention & Persistence Rates Across Populations
- Increased Volume of Re-Admit Students

Initiatives to Pursue

- + **Initiative 2.1: Targeted Retention Interventions** | Create and strengthen support services and interventions for undergraduate students at risk of stopping out and develop proactive strategies to recruit back those who have already stopped out.
- + **Initiative 2.2: Student Life** | Strengthen and expand student life services and engagement strategies through evaluation of existing resources and data-informed decisions grounded in student perspectives and behaviors.
- + **Initiative 2.3: Retention Monitoring** | Evaluate the current cross-organizational retention work to ensure alignment, role clarity, access and utilization of common data sets, and shared goals.

Priority 3: Student Experience Excellence

Description: Deliver high-quality, student-centered services and programming that enhance the academic journey through accessible, efficient, and impactful support.

Success Metrics

- Student Satisfaction Surveys and Scores
- Presence & Availability Index of Student Support Services
- Technology Adoption Rates

Desired Outcomes

- Cross-Campus Ownership of Recruitment & Retention
- Create Nimble Processes to Support Student Enrollment



Initiatives to Pursue

- + **Initiative 3.1: Seamless Student-Facing Processes** | Identify opportunities to streamline policies, processes, and messaging across student services units and the Colleges to support a consistent and cohesive student experience.
- + **Initiative 3.2: Support Structures for All Students** | Ensure that existing student support structures, including Mocs One, are equipped to serve all undergraduate student populations, and consider new structures as necessary to provide targeted support for specific student groups.
- + **Initiative 3.3: Faculty/Staff Technology & Data Utilization** | Provide regular and proactive faculty and staff training and development to promote regular use of Navigate, data dashboards, and other student support tools.

Cross-Priority Initiatives

In addition to the ten initiatives supporting each of the three Strategic Priorities, three cross-priority initiatives will be important to progress across all three strategic priority areas.

- + **Initiative 0.1: Scholarship & Aid Access** | Strengthen awareness of and access to scholarships and financial aid, eliminating barriers & identifying targeted opportunities to provide financial assistance for new and returning students.
 - o **Success Metric:** Effectiveness of Aid Approaches for Intended Outcomes
 - o **Desired Outcome:** An updated, data-informed strategic approach to financial aid distribution directly aligned to recruitment and retention goals
- + **Initiative 0.2: Marketing & Brand Promotion** | Strengthen UTC's unified brand identity and messaging across all communications and marketing channels and invest in strategic marketing initiatives aligned with enrollment growth goals.
 - o **Success Metrics:** Campaign Reach/Engagement by Target Population & Brand Consistency Index by Channel
 - o **Desired Outcome:** Achieve a consistent and recognizable brand presence across all channels, driving stronger awareness, engagement, and enrollment outcomes.
- + **Initiative 0.3: Platforms & Solutions Optimization** | Evaluate the effectiveness and optimization of current enrollment-related technologies across the University, including assessing what resources are needed for support.
 - o **Success Metrics:** System performance metrics including cost & process efficiency (time to complete tasks) & enrollment outcomes
 - o **Desired Outcome:** Highly optimized solutions that improve efficiency and limit the need for manually intensive processes



Critical Enablers

4.1

Three Critical Enablers with associated action items (see appendix) have been identified as foundational, cross-functional areas essential to UTC's ability to achieve enrollment goals. UTC will need to address these critical enablers and continue to monitor, assess, and enhance on an ongoing basis.

Resource Allocation & Strategic Investment

Aligning financial and human resources with strategic priorities ensures that UTC can act on its enrollment goals with purpose and agility.

Role Clarity & Structures:

Clearly defined roles, responsibilities, and decision-making structures empower teams to act with confidence and accountability.

Cross-Campus Collaboration

Intentional and ongoing collaboration across academic and administrative units is essential to UTC's ability to deliver a seamless and student-centered enrollment experience.

Action items for each of the Mocs Flight Plan's thirteen initiatives as well as for the three critical enablers are detailed in the Appendix.



Appendix

4.1

Action Items: Strategic Priorities

Strategic Priority 1: Student Enrollment Growth

+ Initiative 1.1: First-Time Full-Time Students

- o **Action Item 1.1.1:** Continue to evaluate student volumes and conversion rates at every stage of the admissions funnel by county and top feeder high schools to identify year-over-year strengths and challenges and develop specific tactics to adjust for the next cycle.
- o **Action Item 1.1.2:** Expand the reach of the admitted student survey to capture non-enrolling students to understand the perspectives of both enrolling and non-enrolling students, which can guide future tactics related to recruitment and yield.
- o **Action Item 1.1.3:** Monitor the impact of UTC's participation in the Direct Admit program for the Fall 2026 class and consider if and how to more proactively promote the Direct Admit pathway for Fall 2027 and future prospects.
- o **Action Item 1.1.4:** Identify specific tactical weakness and critical resource needs to ensure that the first-time funnel remains strong in the face of increased competition and fluctuating college-going rates.

+ Initiative 1.2: Dual Enrollment

- o **Action Item 1.2.1:** Assess the student experience for current dual enrollment (University High) students and identify to what extent dual enrollment growth should focus on additional on-campus options vs. online courses or a combination of both.
- o **Action Item 1.2.2:** Determine resource needs required to scale the dual enrollment program quickly, including online course delivery infrastructure and the possibility of dedicated personnel.
- o **Action Item 1.2.3:** Conduct a gap analysis of courses currently offered for dual enrollment at UTC and high-demand courses at local high schools, especially those not currently offered by other colleges, to identify priority opportunities for expanded course offerings.
- o **Action Item 1.2.4:** Build marketing and communication campaigns to promote expanded UTC dual enrollment offerings to existing high school prospects and partner with Hamilton County School leaders to promote new options more broadly.
- o **Action Item 1.2.5:** Consider proactively socializing expanded dual enrollment offerings with partners at Chattanooga State to ensure that direct competition with Chattanooga State's early college program offerings doesn't negatively impact UTC transfer pipelines.

+ Initiative 1.3: Transfer Enrollment



- o **Action Item 1.3.1:** Establish dedicated personnel resources to ensure smooth pathways for students as they transition to UTC and partners with campus-wide units for students after matriculation.
- o **Action Item 1.3.2:** Evaluate the effectiveness and success of the Transfer Peer Mentors hired for 24-25 using CIF funds, to determine whether establishing a permanent transfer peer mentor program could support enrollment growth and student outcomes.
- o **Action Item 1.3.3:** Identify gaps in transfer-specific data and reporting and build new dashboards that would allow for real-time monitoring of important transfer-related metrics.
- o **Action Item 1.3.4:** Leverage transfer-specific current state data from the SEP process and the “Supporting Transfer Students” CIF project to inform a written, transfer recruiting plan, focused primarily on strengthening pipelines from local partners.
- o **Action Item 1.3.5:** Continue surveying transfer students routinely to capture feedback from this sub-population, ensuring sufficient support and identification of additional opportunities for support.
- o **Action Item 1.3.6:** Consider opportunities to better leverage Innovations in Honors (the Honors Program pathway for transfer students) to recruit Phi Theta Kappa and other high-achieving prospective transfers.

+ **Initiative 1.4: Graduate Students**

- o **Action Item 1.4.1:** Identify the likely number of new programs that will be required at the Master’s and Doctoral levels to support desired growth; partner with the Colleges to solicit and vet new program ideas.
- o **Action Item 1.4.2:** Conduct an internal analysis to determine which UTC Master’s and Doctoral programs have the capacity for growth, and which programs may require additional resources, leveraging market demand data compiled as part of the SEP process.
- o **Action Item 1.4.3:** Partner with the Deans, the Graduate School, and EMSA leaders to translate graduate enrollment goals in the SEP into College and Program specific goals, identify what proportion of projected growth can come from existing programs.
- o **Action Item 1.4.4:** Add new Joint Undergraduate to Master’s (JUMP) program options, review current policies related to credit attainment for these students, and identify opportunities to more proactively promote graduate options for current UTC undergraduate students.
- o **Action Item 1.4.5:** Evaluate personnel and other resources dedicated to graduate student recruitment in both central units and the Colleges, to determine whether additional resources may be necessary to support graduate enrollment growth.



Strategic Priority 2: Student Success & Outcomes

+ Initiative 2.1: Targeted Retention Initiatives

- o **Action Item 2.1.1:** Evaluate existing strategies to support first-generation students, who retain at lower rates at UTC, and consider tactical opportunities to provide additional support to this population.
- o **Action Item 2.1.2:** Embed materials to promote the Step Ahead Math Camp & Calculus Boot Camp across new student communications and experiences to promote the additional opportunity to strengthen student transition to college-level courses.
- o **Action Item 2.1.3:** Implement a survey for students leaving the institution to further understand the rationale for leaving and inform targeted approaches to retaining current and re-engaging departed students.
- o **Action Item 2.1.4:** Evaluate existing interventions triggered via leading indicators of attrition in Navigate (i.e., course withdrawals, financial aid holds, spring term non-FAFSA submits) and identify gaps.
- o **Action Item 2.1.5:** Strengthen communication and coordination between EMSA & Academic Affairs at key points in calendar year such as Welcome Week to create and meet shared priorities.

+ Initiative 2.2: Student Life

- o **Action Item 2.2.1:** Establish or affirm baseline metrics used to measure student involvement/participation in campus activities and evaluate the relationship between involvement and retention.
- o **Action Item 2.2.2:** Implement recent recommendations from the EMSA Health and Wellness Committee and evaluate current health and wellness resources to support a growing student population including larger populations of transfer and graduate students.
- o **Action Item 2.2.3:** Continue to closely monitor student satisfaction related to campus housing, dining, and parking, and involvement, including for various student populations (e.g. first-time freshmen vs. transfer students).
- o **Action Item 2.2.4:** Assess current resources and programming for commuter students and consider opportunities to add new or strengthen existing resources and opportunities to potentially attract more commuter students, given campus housing constraints.

+ Initiative 2.3: Retention Monitoring

- o **Action Item 2.3.1:** Assess the current structure, composition, and charges for multiple existing retention groups and consider adjustments to ensure that work is additive, collaborative, and that group structures are sufficient to provide adequate strategic support across all student populations.



- o **Action Item 2.3.2:** Based upon the evaluation of the various retention groups and consideration of departments as well, evaluate and determine the necessary data sets being utilized for reference materials, ensuring consistency.
- o **Action Item 2.3.3:** Enhance existing dashboards and tools around retention to ensure campus-wide access to timely, cross-population data and promote broader awareness.
- o **Action Item 2.3.4:** Schedule biannual meetings between retention groups and key institutional leaders to align on priorities and strategic plans.

Strategic Priority 3: Student Experience Excellence

+ Initiative 3.1: Seamless Student-Facing Processes

- o **Action Item 3.1.1:** Leverage existing tools (e.g. NSSE) or identify new ways to measure student satisfaction and especially challenges or pain points related to student-facing business processes and customer service.
- o **Action Item 3.1.2:** Audit student-facing communications, especially at key points (matriculation, registration) to identify possible duplicative, inconsistent, or confusing messaging across student-facing business units, including financial aid, student accounts, and advising.
- o **Action Item 3.1.3:** Reviewing the results of the upcoming NASPA student services assessment with the Strategic Enrollment Team and relevant retention groups to identify clear action steps in the context of Enrollment Plan goals.
- o **Action Item 3.1.4:** Charge colleges with inventorying and documenting inconsistent practices across their colleges that may create additional barriers to changing majors and/or academic progress and graduation (e.g. varying grades-specific requirements for graduation).
- o **Action Item 3.1.5:** Identify and implement opportunities to enhance cross-training, records access, and subject matter expertise among Mocs One staff to empower them to resolve student inquiries directly—reducing the need for referrals or ticketing other business units—while also assessing and addressing staffing needs required to achieve these service improvements effectively.

+ Initiative 3.2: Support Structures for All Students

- o **Action Item 3.2.1:** Explore opportunities to expand the A Moc's First Year program to support a wider range of students.
- o **Action Item 3.2.2:** Create an online-specific support office, in alignment with the strategic plan, to ensure adequate support for students engaging with the institution online.
- o **Action Item 3.2.3:** Update UTC's program participation agreement governing the use of Title IV federal financial aid, to include online programs.



- o **Action Item 3.2.4:** Build transfer-specific engagement initiatives, expanding upon Peer Mentor activity, ensuring opportunities for community-building, mentorship, & consistent experiences for non-Fall Semester enrolling students.
- o **Action Item 3.2.5:** Audit existing support services for graduate students in the Graduate School and the Colleges to identify any potential gaps to be addressed as this population grows.
- + **Initiative 3.3: Faculty/Staff Technology & Data Utilization**
 - o **Action Item 3.3.1:** Establish a written, formal plan to promote the active and consistent use of student-facing technology programs for faculty (e.g. Canvas, Navigate), including by providing additional training. Identify faculty champions in each School/College/office and benchmark goals for faculty adoption.
 - o **Action Item 3.3.2:** Consider an internal poll or survey for faculty and staff to collect information on challenges and barriers related to technology and data/information access.
 - o **Action Item 3.3.3:** Communicate access to internal dashboards regularly and offer walk-through and training opportunities to strengthen faculty/staff awareness of existing dashboards and reports and grow regular use.
 - o **Action Item 3.3.4:** In parallel with action item 3.3.1, identify opportunities to provide additional training and expand cross-training for administrative staff, to grow the number of people with strong technical capabilities to support Anthology, Banner, and Navigate.
- + **Initiative 0.1: Scholarship & Aid Access**
 - o **Action Item 0.1.1:** Streamline access to aid for new, incoming students by removing the requirement to complete a separate scholarship application to access merit scholarships, eliminating the form required to accept merit aid, and re-establishing the existing deadline as a “priority deadline”, creating flexibility to award merit dollars after that date.
 - o **Action Item 0.1.2:** Conduct an analysis of the effectiveness of current scholarship and aid strategies at influencing yield and fall-to-fall retention among target populations, and leverage findings to consider adjustments to scholarship and aid strategy, including eligibility requirements and the possible use of need-based grants.
 - o **Action Item 0.1.3:** Assess the impact of GPA requirements to maintain merit scholarships on student retention and consider revisions to the requirements so they are less stringent and more consistent with peer institutions.
 - o **Action Item 0.1.4:** Audit the volume and contents of separate scholarship applications campus-wide to understand whether application processes could be combined or streamlined, making it easier for students to access all available aid for which they are eligible.
 - o **Action Item 0.1.5:** Evaluate scholarship and aid strategies for transfer and graduate student populations, in alignment with growth goals.



- o **Action Item 0.1.6:** Form a working group composed of representatives from key institutional areas (e.g. EMSA, the Registrar's Office, Finance Office) to meet on a regular basis to collaboratively identify barriers and strategic opportunities related to scholarships and aid.

+ **Initiative 0.2: Marketing & Brand Promotion**

- o **Action Item 0.2.1:** Expand upon the brand awareness work of the last three years in targeted and strategic ways aligned to the goals of the Strategic Plan and the Strategic Enrollment Plan.
- o **Action Item 0.2.2:** Evaluate central and distributed marketing resources, including budgets, technology solutions, and personnel, benchmarking with other institutions where possible, to identify investment needs to support enrollment growth.
- o **Action Item 0.2.3:** Inventory existing marketing strategies and tactics across the University given UTC's distributed structures, especially related to paid and social media, to identify potential opportunities to streamline resources.
- o **Action Item 0.2.4:** Develop strategic marketing campaigns and population-specific communication plans for all prospective student populations targeted for growth in the enrollment plan.
- o **Action Item 0.2.5:** Evaluate the organizational structure and current state resources to support utc.edu, the University's most important marketing tool. Identify opportunities to shift content to focus primarily on external audiences.
- o **Action Item 0.2.6:** Map the full student lifecycle to identify where and how communication occurs at each stage, ensuring consistent ownership and maintenance of all platforms.

+ **Initiative 0.3: Platform & Solution Optimization**

- o **Action Item 0.3.1:** Evaluate the number of full-time staff dedicated to systems administration and support for all admissions, retention, and marketing technology platforms.
- o **Action Item 0.3.2:** Inventory current manual processes (e.g. residency determination) that could be automated (partially or in full) and establish timelines for automation internally or consider outsourcing temporary support to catch up on automation.
- o **Action Item 0.3.3:** Expand the sources of data populating Navigate to increase the information known about students to support advising and retention interventions (e.g. LMS data, data from student life/residence life systems).
- o **Action Item 0.3.4:** Review the current IT Roadmap document with the Strategic Enrollment Team (SET) to discuss near-term priorities, existing technology timelines, and alignment with the Strategic Enrollment Plan.



Action Items: Critical Enablers

4.1

Critical Enablers:

- + **Resource Allocation & Strategic Investment**
 - o Revisit the Campus Master Plan to ensure that it's appropriately aligned with the enrollment goals and that there are plans in place for associated infrastructure needs necessary to support growth.
 - o Charge each group tasked with ownership of initiative-level items in the plan to audit existing finance and personnel resources necessary to support progress toward the initiative, and flag potential gaps.
 - o Evaluate existing personnel resources in the context of new enrollment goals across various student populations and identify possible gaps.
 - o Review and discuss institutional scholarship and aid budgets with the newly-formed aid strategy working group (action item 0.1.6), to ensure that every available dollar to support student aid is being leveraged to support strategic priorities and goals.
- + **Role Clarity & Structures**
 - o Prioritize leadership-level discussions to clearly define enrollment responsibilities for central and college-level units supporting EM work.
 - o Leverage these definitions and shared understanding to create a framework for strategic coordination, which will likely look different for undergraduate vs. graduate recruitment, retention, and may vary by College.
 - o Consider using a RACI model or similar framework to support the clarification of roles and limit duplicative efforts.
- + **Cross-Campus Collaboration**
 - o Determine when and how key elements of the enrollment plan will be socialized broadly across the University and establish a cadence and plan for regular updates to ensure that goals and priorities are clear and commonly understood.
 - o Identify opportunities for the newly-established VP-level Strategic Enrollment Team to provide collective updates to the campus community and their respective constituencies on on-going initiatives and challenges.
 - o Identify clear and specific opportunities to engage the Deans individually and via Deans Council in enrollment plan implementation, creating proactive opportunities for them to surface ideas and questions.



Interview Participants

4.1

Strategic Enrollment Planning Steering Committee Members	
Dr. Artanya Wesley	VC Enrollment Management & Student Success
Brent Goldberg	VC Finance & Administration
Erica Holmes-Trujillo	Director, College of Arts & Sciences Student Success Center
Dr. Ethan Carver	Assoc Provost for Academic Affairs & Dean of Graduate School
Jana Cox	Director of Financial Aid
Jason Lyon	Director of Undergraduate Admissions
Dr. JAY Blackman	VC Communications and Marketing
Dr. Jerold Hale	Provost
Lee Pierce	AVC Enrollment Management
Dr. Linda Frost	Dean of Honors College
Dr. Michael Jones	Interim Dean for the Gary W. Rollins College of Business
Sally Holloran	Senior Director of Marketing
Dr. Sherry Marlow Ormsby	Executive Director for the Office of Planning, Eval., and Institutional Research
Stacie Grisham	AVC Student Success
Additional Interview Participants	
Dr. Ahad Nasab & Irene Hillman	Interim Dean of the College of Engineering & Computer Science & Director for the Center for Student Success
Beth Crawford	Program Advisor for the Learning and Leadership Programs
Dr. Takeo Suzuki	Executive Director for the Center for Global Education
Vicki Farnsworth	Vice Chancellor of Information and Chief Information Officer



Strategic Enrollment Plan – FY2026 Implementation Overview October 24, 2025

Executive Summary

The University of Tennessee Southern (UT Southern) partnered with Huron Consulting Group to develop a Strategic Enrollment Plan (SEP) that aligns with UT System enrollment goals. This plan builds on a comprehensive assessment of UT Southern’s current enrollment and retention landscape and identifies key priorities, enabling factors, and initial steps required to position the institution for growth.

The SEP sets forth a multi-year roadmap that emphasizes marketing and recruitment, student success, and academic portfolio alignment. It also highlights foundational “critical enablers” such as improved data use, streamlined processes, fiscal alignment, and continuous improvement practices.

Implementation of the plan will require investment in additional resources, including staffing, technology, and operational support. These investments are essential to ensure UT Southern can successfully execute the plan and achieve the enrollment and retention outcomes envisioned by 2030.

In FY2026, UT Southern will focus on a select set of initiatives with the greatest near-term enrollment impact. This measured, phased approach allows the university to demonstrate early progress while laying the foundation for long-term success.

Statement of Purpose

UT Southern’s Strategic Enrollment Plan affirms the institution’s commitment to serving students across Middle Tennessee and beyond through a supportive, student-first environment. By aligning academic offerings with workforce needs, strengthening recruitment and retention strategies, and emphasizing outcomes such as retention, graduation, and career placement, UT Southern seeks to grow enrollment in ways that reflect both its distinctive identity and the broader mission of the University of Tennessee System.

Strategic Priorities

1. Marketing and Recruitment

- Elevate UT Southern’s visibility and identity.
- Expand geographic reach and community engagement.
- Emphasize the value of a University of Tennessee degree paired with a highly personalized student experience.

2. Student Success

- Improve retention and graduation rates through proactive student support.
- Enhance engagement opportunities for all students, including commuters and non-athletes.

- Reimagine the entire student experience—from the moment they arrive on campus to the moment they graduate—ensuring a holistic, supportive journey that prepares every student for long-term success.

3. Academic Portfolio

- Align academic offerings with regional workforce needs.
- Streamline program development and expansion to meet student demand across multiple modalities.

Critical Enablers

Successful implementation depends on strengthening the university's underlying capacity in four areas:

- **Data Accuracy and Access** – Consistent, reliable information to support decision-making.
- **Improved Processes** – Streamlined systems to enable more efficient enrollment operations.
- **Fiscal and Enrollment Alignment** – Shared expectations around enrollment growth and financial planning.
- **Continuous Improvement** – Ongoing review and adaptation to ensure sustainable results.

FY2026 Focus Areas

For the first year of implementation, UT Southern will concentrate on a small number of initiatives that are foundational and high-impact. These include:

- A comprehensive recruitment marketing effort to raise awareness and expand the applicant pool.
- Recruitment strategies tailored to key student populations.
- A renewed emphasis on re-engaging students who have paused their enrollment.
- An academic portfolio review to identify program opportunities aligned with market demand.

These early priorities are designed to provide momentum, reinforce collaboration across campus, and demonstrate measurable progress toward enrollment growth.

Implementation and Next Steps

To move from planning to execution, UT Southern will establish a governance structure—including a Strategic Enrollment Council and working groups—charged with ensuring accountability and monitoring progress. Early actions will include:

- Launching governance and cross-functional teams to oversee implementation.
- Allocating resources to support initiatives with the greatest enrollment impact.
- Building feedback loops and continuous improvement mechanisms to sustain progress.

By advancing these steps, UT Southern will position itself to meet enrollment goals in alignment with the UT System's strategic vision, while maintaining its distinctive role as a student-focused institution serving the Middle Tennessee region.

###



STRATEGIC ENROLLMENT PLAN

October 24, 2025

Steering Committee Members

Strategic Enrollment Planning (SEP) Steering Committee

Brent Wren, Co-Chair – Vice Chancellor for Enrollment Management & Student Affairs

Aimee Rose, Co-Chair – Vice Chancellor for Strategic Communications & Marketing

Eric Blumenthal – Interim Vice Chancellor of Finance & Administration

Prentice Chandler – Provost & Vice Chancellor for Academic Affairs

Sarah Catherine Richardson – Dean of Students

Chris Mattingly – Vice Provost for Academic Affairs

Emma Hlubb – Director of Financial Aid & Veterans Affairs

Lorie Pettus Jones – Associate Professor and Program Coordinator, MBA

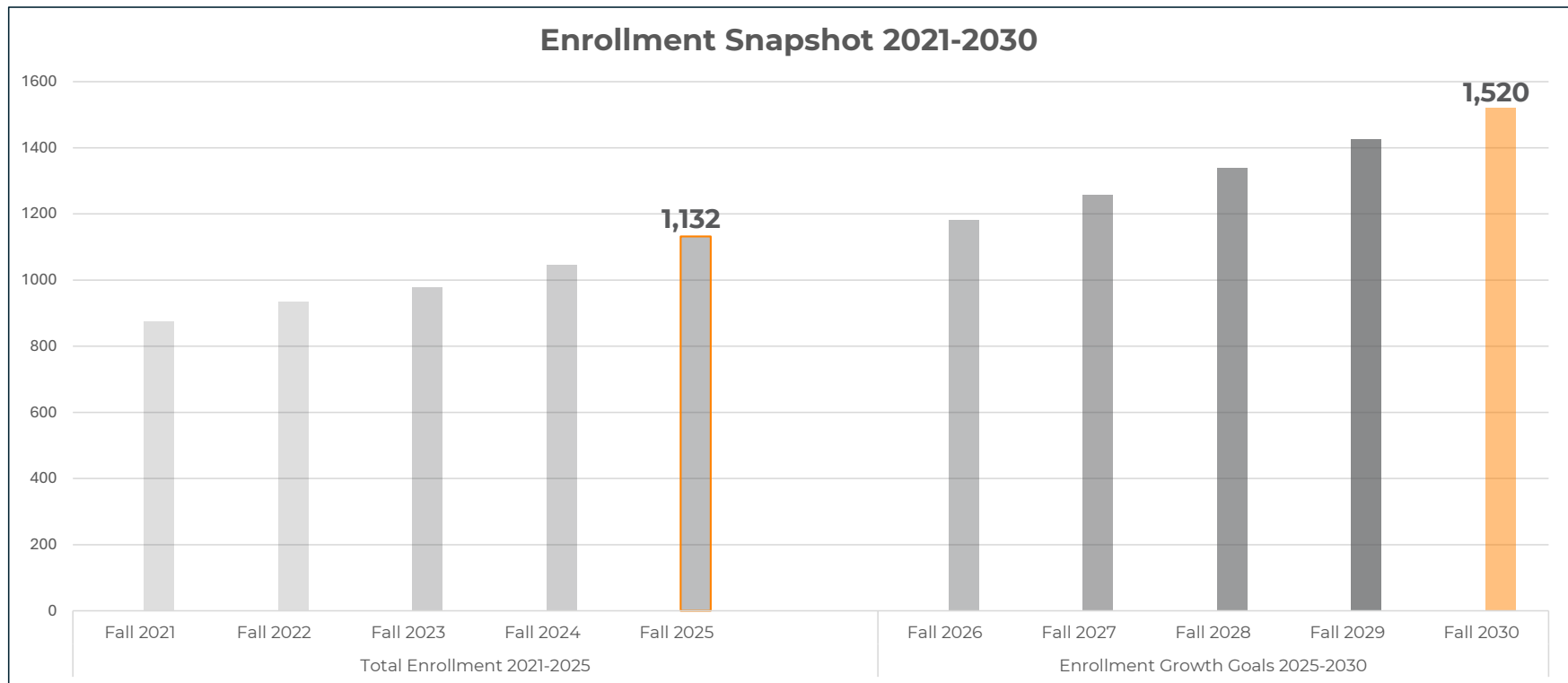
Richard Schoeberl – Assistant Professor and Program Coordinator, Criminal Justice

Michael Cathey - Associate Professor, Human Performance & Physical Education

Our Approach



From Momentum to Milestones



PAID ADVERTISING

First Ever for UTS

- 5MM+ impressions and 56k clicks in just four months
- 1,257 high-interest conversions (apply now, request info, visit)



NOVA EC

Entrepreneurial Spirit

- First LaunchTN grant awarded to higher ed
- Centralized hub for entrepreneurship in Southern Middle TN
- Unique access & opportunities for UTS students

Strategic Enrollment Goals

1,520 Students by 2030

					
Total number of students enrolled		First-year retention		Four- and six-year graduation rates	
Baseline	1,132	Baseline	77%	Baseline	23% 36%
Target	1,520	Target	79%	Target	37% 48%

Strategic Priorities for Growth

	Marketing and Recruitment	Build UT Southern's identity, extend reach, leverage UT brand value
	Student Success	Strengthen retention, engagement, and holistic support for all students
	Academic Portfolio	Align programs with workforce needs, expand pathways and modalities

Marketing and Recruitment



Marketing and Recruitment Initiatives

- Develop and deploy a comprehensive recruitment marketing plan including paid advertising
- Develop a recruitment plan for each student population (FTF, TR, Graduate, Adult, Veterans)
- Improve the prospective student experience through entire enrollment lifecycle
- Establish dual enrollment to full enrollment pathways and incentives
- Expand direct admission initiatives to streamline access for qualified students and strengthen the enrollment pipeline.

Accomplishments

- Updated branded materials, messaging, and campaign
- New marketing campaign launched for Fall 2026, all updated materials and tablescares
- Paid media efforts continue to drive traffic
- New data dashboards will enable insights-driven strategy
- Prospective student audience segmentation analysis to inform targeted recruitment tactics

Student Success



Student Success Initiatives

Develop and deploy a re-engagement outreach plan to bring back students with some college but no degree.

Advance student success through a comprehensive persistence and retention strategy—deploying a communication plan for continuing students and implementing individualized retention plans for each incoming student.

Expand student involvement opportunities to strengthen sense of belonging and engagement across all student populations.

Implement a professional advising model to provide proactive, holistic guidance and support for every student.

Accomplishments

- Retention rate increased 15% in last two years – up from 55% to 77+% since joining University of Tennessee
- Launching professional advisor model, hiring three new advisors
- Implemented CARE team to strengthen student success through a coordinated network of support services
- Developing new student experience collective, bringing cross campus units together to elevate student journey

Academic Portfolio



Academic Portfolio Initiatives

Respond to market and labor demand trends inside and outside of Tennessee, informing strategic recommendations for new or enhanced programs and modalities in alignment with UTS's Strategic Plan and institutional goals

Expand graduate program offerings and enrollment through diversified modalities

Develop unique articulation and unique pathway programs with Community Colleges and TCATs to create seamless, innovative access points for students.

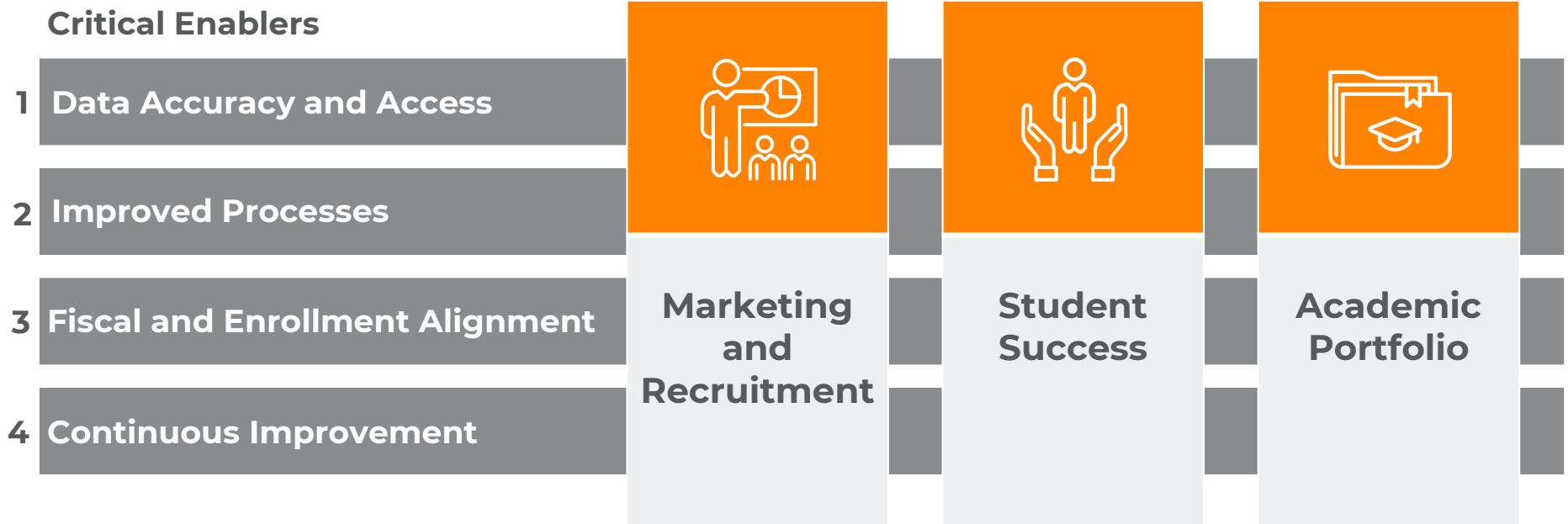
Expand living-learning communities to strengthen academic engagement, student success, and campus experience.

Accomplishments

- Launching an Ag Business Concentration for Fall 2026
- Transitioning MBA to online offering
- College of Education achieved SACSCOC accreditation for the first time, College of Business underway
- UTS named #1 nursing school in TN with 100% NCLEX-RN pass rate across multiple years

Enabling Strategic Priorities

Four key drivers are critical for our success—impacting our ability to execute our strategic priorities—without them, our strategies cannot succeed.







UT Health Science Center Strategic Enrollment Plan

October 24, 2025

A Path Towards Enrollment Growth

- Organizational History of Recruitment & Enrollment
- Conditions for Success
- Strategic Priorities & Initiatives
- Estimated Enrollment
- Institutional Strategic Alignment
- Next Steps

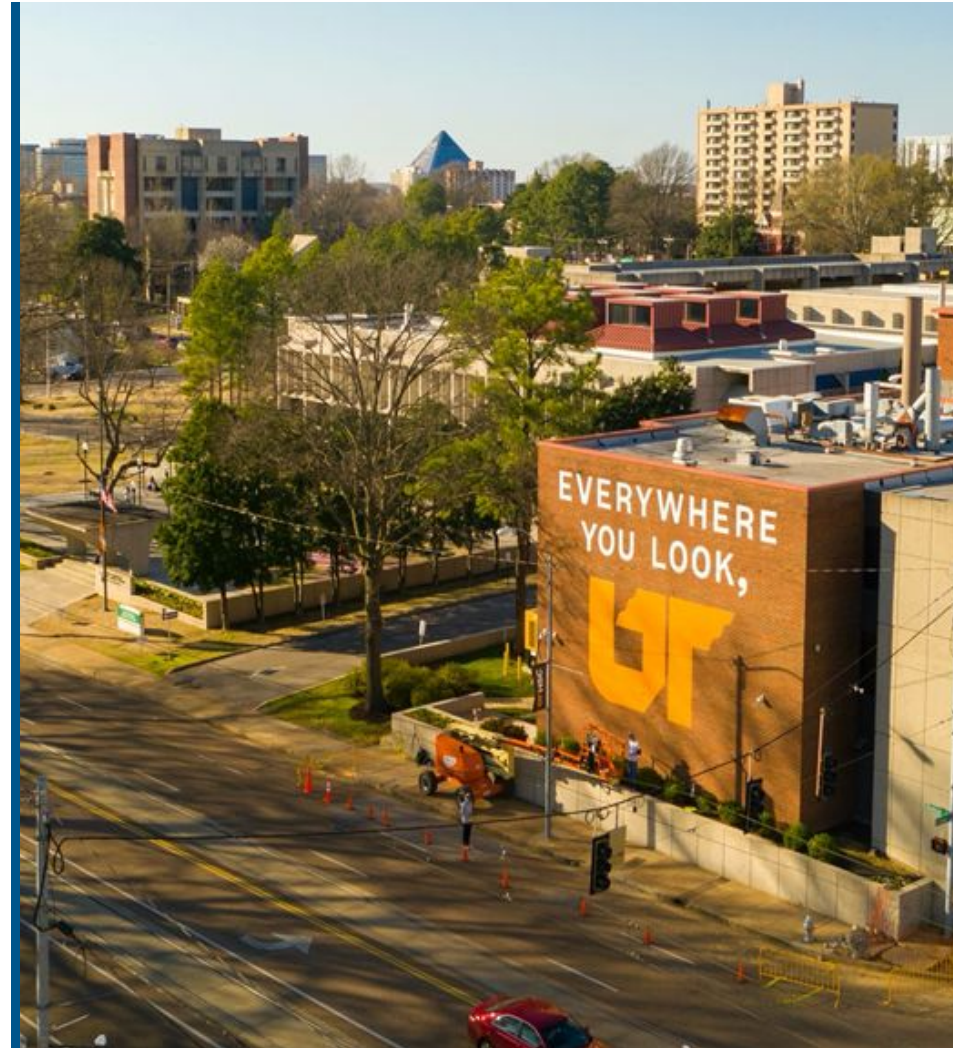


Organizational History of Recruitment & Enrollment at UT Health Science Center

Individual program recruitment
Resource-intensive



Total institutional approach



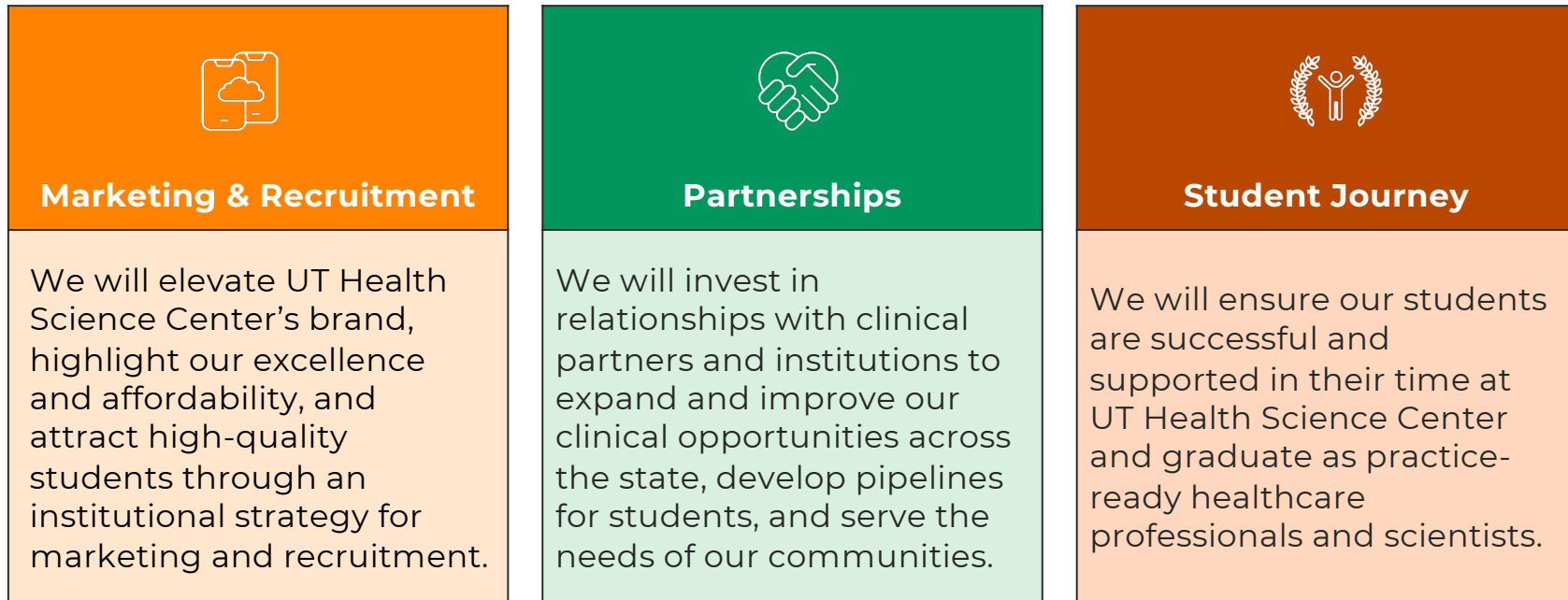
Conditions for Success

These elements represent the foundational work we must undertake as a unified institution to enable the success of the SEP.

Interprofessional Education and Collaborative Practice	Academic Portfolio
Improve team-based learning and collaboration in both the classroom and clinical settings , to improve patient care and outcomes.	Align academic offerings and curriculum to address student demands and University enrollment and revenue goals.
Fiscal and Enrollment Alignment	Governance
Ensure that all discussions related to enrollment, academics, and the fiscal future are grounded in a unified, strategically aligned set of metrics and goals .	Focus on coordinated and shared responsibilities to enable integrated decision making , reduce siloed activities, and maximize resources.

Strategic Priorities

These three high-level priorities will focus our initial efforts. They are not mutually exclusive, and initiatives may cross these areas.



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Year 1 Prioritization and Investment

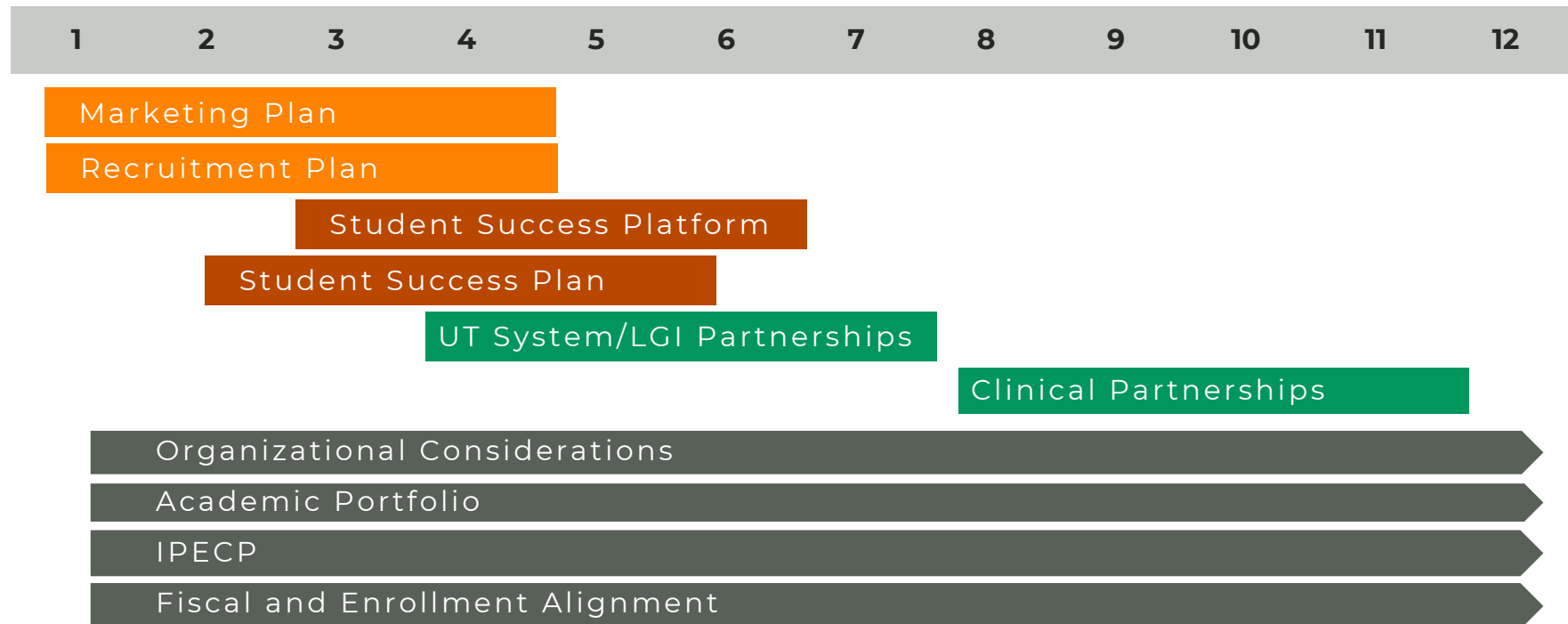
As these strategic priority initiatives support foundational elements of enrollment planning, we will begin work on these in the first year of the Strategic Enrollment Plan.

Initiatives	Investment Considerations
Marketing Plan Institutional Recruitment Plan Clinical Partnership Strategy UT and LGI Engagement Student Success Platform Student Success Plan	• Hiring additional staff to execute institutional work and collaborate with colleges • External vendor support on tactical work to allow internal resources to focus on strategic decision-making • Software to enable efficient collaboration and implementation costs to ensure tools deliver needed functionality • Recruitment expenses (travel, name buying, etc.) to build the inquiry pool

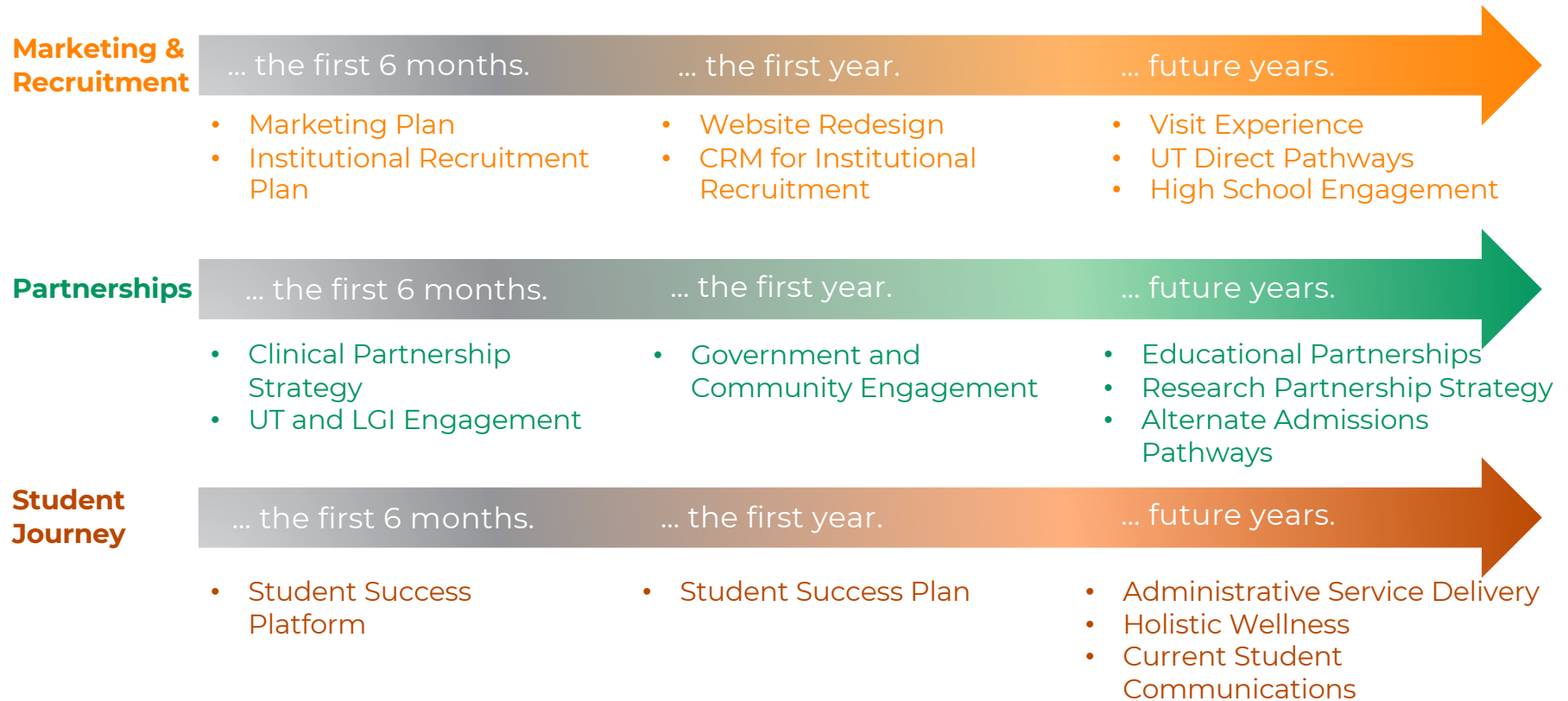
Year One Initiatives for Enrollment Growth

Over the next year, we will focus on initiatives that enable growth and prime our institution for new ways of collaborating and executing on enrollment initiatives.

MONTHS



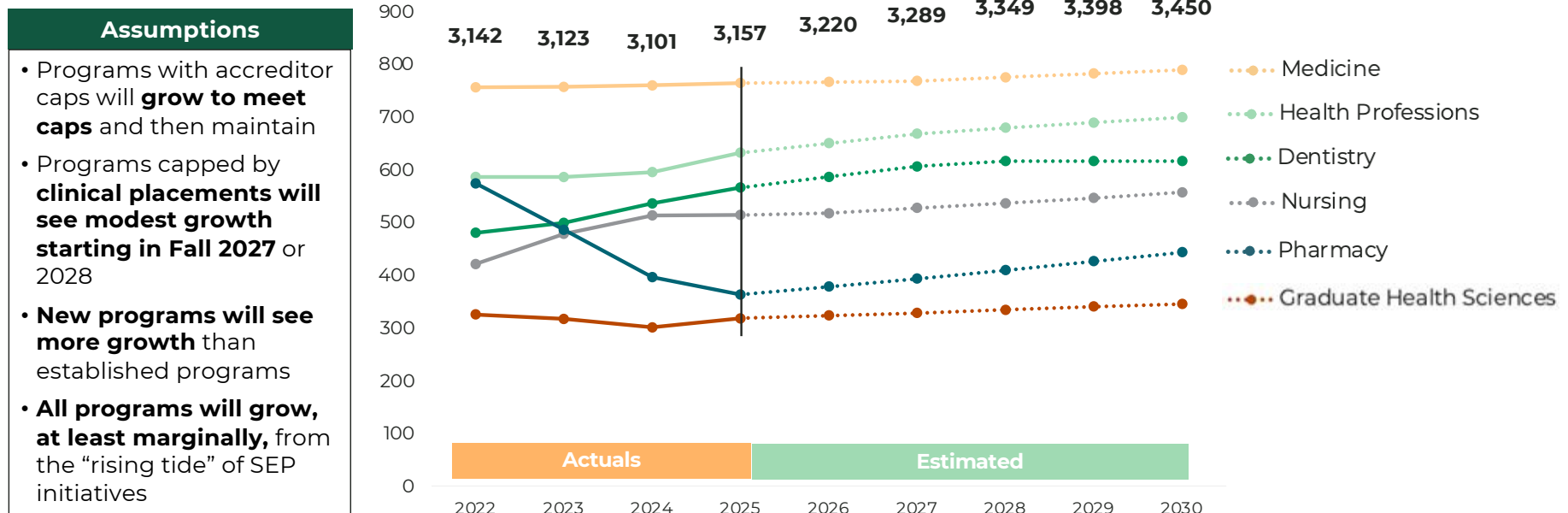
Timelines for Strategic Priority Initiatives



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Estimated Total Enrollment and by College Fall 2022 - 2030

As our institution builds the foundation for strategic enrollment growth, a modest estimate shows limited gains over the coming years.



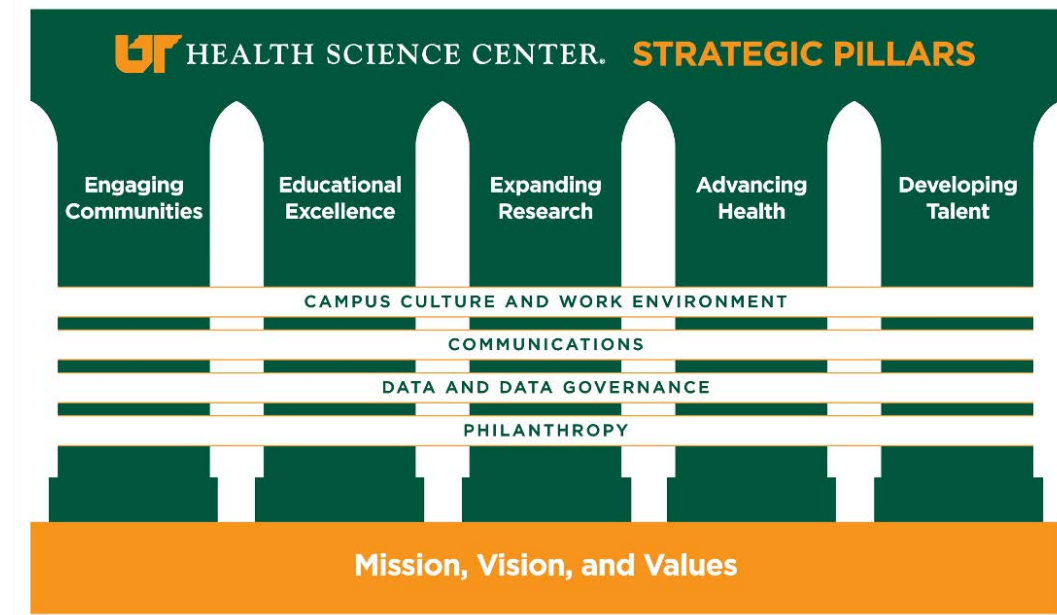
UT Health Science Center anticipates total enrollment growth estimated at 9.3% over the next five years.

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Institutional Strategic Alignment



UT System



UT Health Science Center

Next Steps

Moving forward with this Strategic Enrollment Plan, UT Health Science Center is establishing necessary governance for implementation, appointing key working groups, and beginning work on priority initiatives that will lead to the success of our students.

1

Governance



2

Working Groups



3

Conditions for Success





THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

The COACHE Faculty Job Satisfaction Survey

From its roots in a 2003 survey examining the faculty path to tenure, the Collaborative on Academic Careers in Higher Education (COACHE) has deployed faculty surveys and offered analysis of the results since 2008. Its flagship survey, the Faculty Job Satisfaction Survey, provides institutions with a snapshot of faculty sentiment across numerous dimensions, from the nature of work to leadership, from compensation to culture. Those insights into faculty perceptions can inform campus- and system-wide changes which can improve engagement and retention.

Previously the survey was used at UT Knoxville in 2021 and at the other four UT campuses in 2022. Those results were summarized, in part, in a presentation to the ERS Committee at the Winter 2025 meeting of the UT Board of Trustees.

Newest Survey Deployment

In February 2025, the UT system deployed the COACHE Faculty Job Satisfaction Survey to all five campuses simultaneously for the first time. Nearly 4000 full-time faculty members received the survey, and just over 1400, or 35%, completed it. Results were provided back to each campus Chief Academic Officer and their designees in August 2025.

Because the data takes considerable time to analyze and utilize, only preliminary results are available now, along with initial concepts for how the data will inform action on each campus. System-level results will be utilized to support initiatives which extend to multiple campuses.

Campus	Previous	Current
UT Knoxville	40%	34%
UT Chattanooga	40%	47%
UT Southern	72%	75%
UT Martin	45%	42%
UTHSC	31%	29%
Overall	38%	35%

Table 1: Response Rates for COACHE Faculty Job Satisfaction Survey (2021/2022 and 2025)

Cohorts, Peers, and Thematic Areas

Not every university or college participates in the COACHE Faculty Job Satisfaction Survey, and therefore normative comparisons rely on the survey results of recent or current participants. The terms “cohort” and “peer” have specific meanings when used with data from the COACHE Faculty Job Satisfaction Survey.

- Cohort – This means the pool of all similar institutions which have recently completed the COACHE Faculty Job Satisfaction Survey.
- Peer – Each institution completing the survey may pick up to five other institutions, called peers, which are completing or have recently completed the survey. The selecting institution will have its data reported with a comparison to these peers.

For UT, the cohort is always all the 4-year public institutions which have completed the survey recently.

Selection of COACHE peer institutions is fraught for each campus except UTK. The COACHE peer group selected by UTK includes a mixture of Board-selected aspirational and comparable peer institutions. However, since no Board-selected aspirational or comparable peer for any other UT campus participates in the COACHE Faculty Job Satisfaction Survey, the peers selected by UTC, UTS, and UTM have significant shortcomings. Further, there are no other health science centers in the survey, so UTHSC does not select institutional peers for comparison.

Further, the COACHE Faculty Job Satisfaction Survey also assigns specific question responses to 25 broad thematic areas that cut across the entire faculty work experience. These can include specific areas of work (like teaching and research), culture and relationships, advancement, and compensation – among many other areas. All areas are detailed in

Appendix A to this document.

For each campus, the 25 thematic areas can be assigned to one of three areas:

- Strength – Thematic area score which is 1st or 2nd among peers, or top 30% of cohort.
- Middle – Neither strength nor concern
- Concern – Thematic area score which is 5th or 6th among peers, or bottom 30% of cohort.

Newest Campus Results

Each campus received a high-level analysis of how its faculty members responded in each of the 25 thematic areas, compared to its respective peer and/or cohort institutions. For the purposes of the current document, each campus examined its COACHE survey results and identified two positive areas to highlight along with two areas where it felt it could begin improving. Some focused on a couple of the 25 broad areas, while others chose specific dimensions within those broad areas.

UT Knoxville

Out of the 25 thematic areas, 20 were identified as strengths at the UT Knoxville campus while 5 fell into the middle. No concerns were identified by the survey.

The campus highlighted Collaboration and Departmental Engagement as two thematic areas which it saw as particularly notable in these survey results. Between 2021 and 2025, Collaboration moved from the middle results for UTK up to a strength. The campus believes that their focus on transdisciplinary work and the creation of the new College of Emerging and Collaborative Studies (CECS) may have contributed to their results. As for Departmental Engagement, the campus observed that they ranked highest among their peers on this theme, and that it positions them well to recruit and retain the best faculty members.

For future improvement, UTK identified Childcare and Quality of Facilities, both of which fall under the heading of Resources and Support. The campus is seeking to add a childcare facility and building partnerships with local providers to improve faculty member access to family needs. Further, the Academic Affairs and Facilities Services have partnered to appoint a Director of Academic Infrastructure to address concerns around the quality of the facilities in which faculty members work.

UT Chattanooga

Out of the 25 thematic areas, 22 were identified as strengths at the UT Chattanooga campus while 3 fell into the middle. No concerns were identified by the survey.

Leaders at UTC highlighted that its faculty body felt positive about the nature of faculty work, namely Teaching, Research, and Service. They also identified Collegiality as one of the strong areas, with both the quality and support of faculty colleagues being measures which were highly rated.

For future work, the campus observed that Compensation and Service Expectations were also areas which could be improved. While the faculty responses focused on compensation, the executive leadership at UTC has been dedicated to a long-term plan to address compensation issues across the entire campus – and

that includes faculty compensation. The calibration of service expectations can be addressed through work with colleges and departments.

UT Southern

Out of the 25 thematic areas, 7 were identified as strengths at the UT Southern campus while 11 fell into the middle. An additional 7 areas were categorized as concerns.

The thematic areas of Senior Leadership and Departmental Collegiality are highlighted strengths at UTS. They ranked much higher than all peer institutions for senior leadership, and this likely results from cultural changes which align with the adoption of the campus as part of the UT System. The highest score overall for the campus was around departmental collegiality, which reflects the institutional commitment to working together. The campus identifies both strengths as part of their shared purpose of “Students First”.

The leadership at UT Southern also focused on Tenure Policies and Compensation as areas to dedicate resources toward improvement. The academic leadership is working with the schools to establish clearer rubrics for tenure and promotion, and clarifying processes laid out in its faculty handbook. While compensation was the most-cited negative aspect by faculty members, the newest appropriations for UT Southern should begin to address salary compression.

UT Martin

At the Martin campus, 14 thematic areas were categorized as strengths while 9 areas made up the middle of the faculty ratings. Only 2 areas were categorized as concerns.

Both Governance Adaptability and Personal and Family Policies were elevated by the UT Martin leaders as key areas of strength.

However, Divisional Leadership and Compensation were the areas of faculty concern where UT Martin will make improvements. Searches are underway for the role of Provost and for two separate dean roles. Successfully recruiting strong leaders into these roles will also bring new energy and ideas to the colleges and to the campus. A UT salary study, completed in partnership with Huron, provides insight into the areas of the faculty body which are most in need of salary adjustments. Further, the academic leadership of UT Martin is recalibrating faculty compensation around summer teaching, overload pay, and pay for adjunct faculty members.

UT Health Science Center

At the UT Health Science Center, nearly all thematic areas were categorized as strengths – a total of 23 – while only 2 were considered part of the middle. None were categorized as concerns.

UTHSC elevated Tenure Policies and Departmental Collegiality as two areas of strength. Clarity on process and standards for tenure and promotion have contributed to a culture which has confidence in the decisions that are made and believes that the process is fair. Both personal and professional interactions among the faculty at UTHSC contribute to a sense of shared purpose and support. The faculty members at UTHSC are always ready to “pitch in” for the benefit of their colleagues, students, and the institution.

For future improvement, UTHSC identified Departmental Quality and Facilities and Work Resources. On the former count, employee recruitment, engagement, and retention are a key objective in the UTHSC Strategic Plan, which should help address some concerns about the quality of academic departments. On the latter count, the recently authorized College of Medicine Interdisciplinary Building is but one part of ongoing advocacy for capital improvements at the Memphis campus.

System-Wide Themes

Some themes come up consistently across all five campuses within the UT System. The areas of Quality of Colleagues and Support of Colleagues, both measures which contribute to a faculty member's thoughts about their department, were cited by UT faculty members as the best part of their jobs. However, Compensation and Too much service were the most frequently cited areas in which changes could improve the faculty member experience on every UT campus.

Next Steps

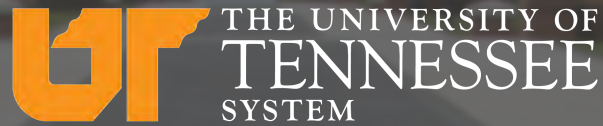
Over the coming months, each campus will share the survey results with key stakeholders, e.g., Faculty Senate, academic unit leaders, and the broader faculty community. A summary report of campus actions and preliminary outcomes will be available in mid-2026, along with plans for a UT-led pulse survey to measure faculty engagement and sentiment in the years between triennial COACHE Faculty Job Satisfaction Survey deployments.

Appendix A

Under 8 larger themes, COACHE breaks its faculty job satisfaction survey results out into 25 thematic areas. These are shown below.

5

1. Nature of Work
 - a. Research
 - b. Service
 - c. Teaching
2. Resources and Support
 - a. Facilities and work resources
 - b. Personal and family policies
 - c. Health and retirement benefits
 - d. Salary
3. Cross-Silo Work and Mentorship
 - a. Interdisciplinary work
 - b. Collaboration
 - c. Mentoring
4. Tenure and Promotion
 - a. Tenure policies
 - b. Tenure expectations
 - c. Promotion to full
5. Institutional Leadership
 - a. Senior Leadership
 - b. Divisional (School/College) Leadership
 - c. Departmental Leadership
 - d. Faculty Leadership
6. Shared Governance
 - a. Trust
 - b. Shared sense of purpose
 - c. Understanding the issue at hand
 - d. Adaptability
 - e. Productivity
7. The Department
 - a. Engagement
 - b. Quality
 - c. Collegiality
8. Appreciation and Recognition



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

2025 COACHE Faculty Job Satisfaction Survey Results

Board of Trustees — October 23 – 24, 2025

COACHE Faculty Job Satisfaction Survey

Extensive scope

- Covers breadth of the faculty work experience
- Hundreds of questions
- 30+ minutes to complete

Reaches faculty across all five campuses

Prior administrations

- UTK: February 2021
- UTC, UTHSC, UTM, UTS: February 2022

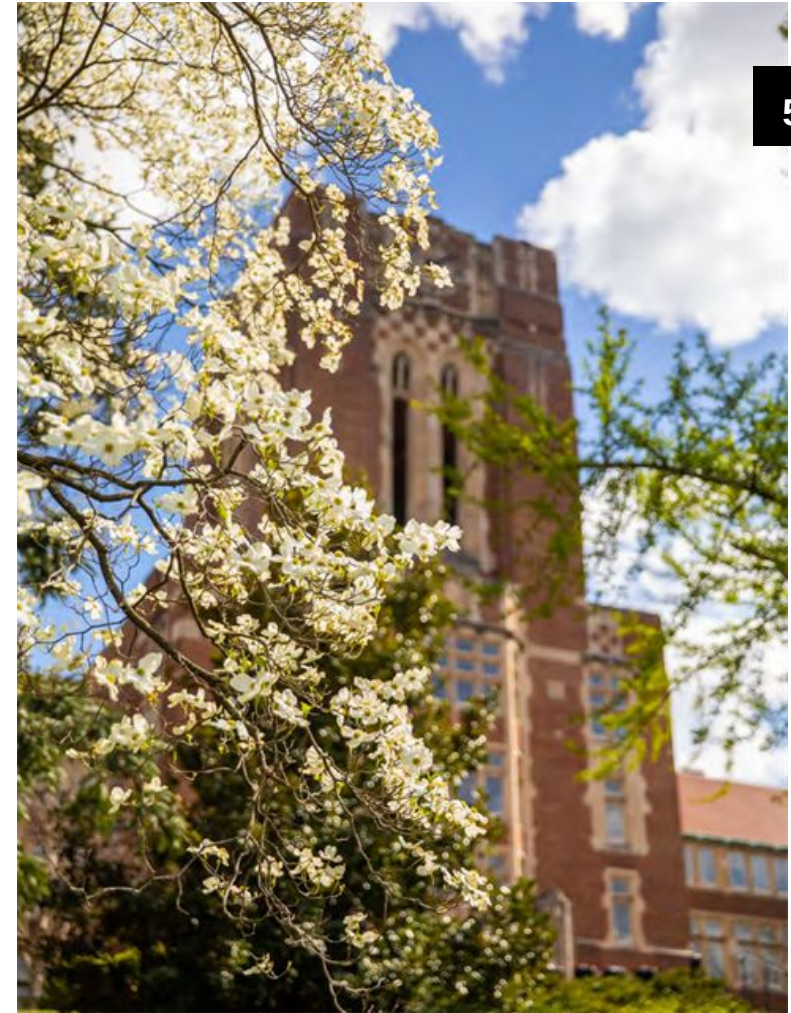


COACHE Covers 25 Broad Areas

- Nature of Work: Teaching, Research, Service
- Facilities and Work Resources, Personal and Family Policies, Health and Retirement Benefits
- Interdisciplinary Work, Collaboration
- Mentoring, Tenure Policies, Tenure Expectations (Clarity), Promotion to Full
- Leadership: Senior, Divisional, Departmental, Faculty
- Governance: Trust, Purpose, Understanding, Adaptability, Productivity
- Departmental Collegiality, Engagement, Quality
- Appreciation and Recognition

UT Knoxville

- **Areas of Strength: 20** broad areas
 - *1st or 2nd among peers, top 30% of cohort*
- **Middle: 5** broad areas
 - *Neither a strength nor a concern*
- **Area of Concern: 0** broad areas
 - *5th or 6th among peers, bottom 30% of cohort*



UT Knoxville Highlighted Areas of Strength

- **Collaboration**
 - Moved up to a strength from 2021
 - Focus on transdisciplinary work
 - Creation of CECS in 2023
- **Departmental Engagement**
 - Strongest area, esp. among peers
 - Improves position on recruitment and retention of best faculty



5

UT Knoxville Focus for Improvement

- **Childcare**
 - Low rank among peers and cohort
 - Seeking to add a childcare facility
 - Developing partnerships with providers
- **Quality of Facilities**
 - Often cited as improvement area
 - Director of Academic Infrastructure
 - Partnership with Facilities Services



5

UT Chattanooga

- **Areas of Strength: 22** broad areas
 - *1st or 2nd among peers, top 30% of cohort*
- **Middle: 3** broad areas
 - *Neither a strength nor a concern*
- **Area of Concern: 0** broad areas
 - *5th or 6th among peers, bottom 30% of cohort*



UT Chattanooga Highlighted Areas of Strength

- **Primary Areas of Responsibility**
 - Quality of Teaching
 - Research
 - Service Activities
- **Work Environment**
 - Quality of Colleagues
 - Support of Colleagues



5

UT Chattanooga Focus for Improvement

- **Compensation**
 - Identified by 39% of respondents
 - Significant focus by leadership, 3 years
- **Service Expectations**
 - 12% of respondents point to number of service activities



UT Southern

- **Areas of Strength: 7** broad areas
 - *1st or 2nd among peers, top 30% of cohort*
- **Middle: 11** broad areas
 - *Neither a strength nor a concern*
- **Area of Concern: 7** broad areas
 - *5th or 6th among peers, bottom 30% of cohort*



UT Southern Highlighted Areas of Strength

- **Senior Leadership**
 - Significantly higher than all peers
 - Culture changes take time, early results
- **Departmental Collegiality**
 - Highest overall score
 - Supportive and collaborative faculty



5

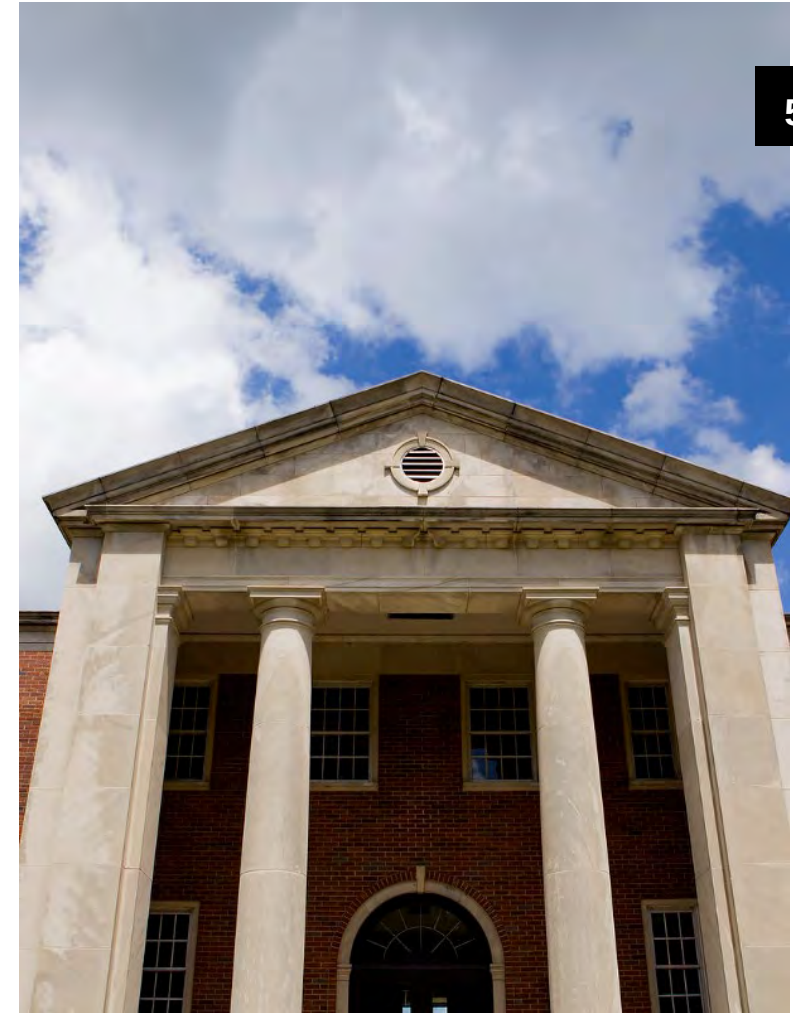
UT Southern Focus for Improvement

- **Tenure Policies**
 - Lowest score overall
 - Schools now have P&T rubrics
 - Handbook revisions to clarify process
- **Compensation**
 - Most cited area for improvement
 - New appropriations will address salary compression



UT Martin

- **Areas of Strength: 14** broad areas
 - *1st or 2nd among peers, top 30% of cohort*
- **Middle: 9** broad areas
 - *Neither a strength nor a concern*
- **Area of Concern: 2** broad areas
 - *5th or 6th among peers, bottom 30% of cohort*



UT Martin Highlighted Areas of Strength

- **Governance Adaptability**
 - Empowered by shared governance
 - Development of strong faculty leaders
- **Personal and Family Policies**
 - Support for lifelong education
 - Flexible workloads and modified duties



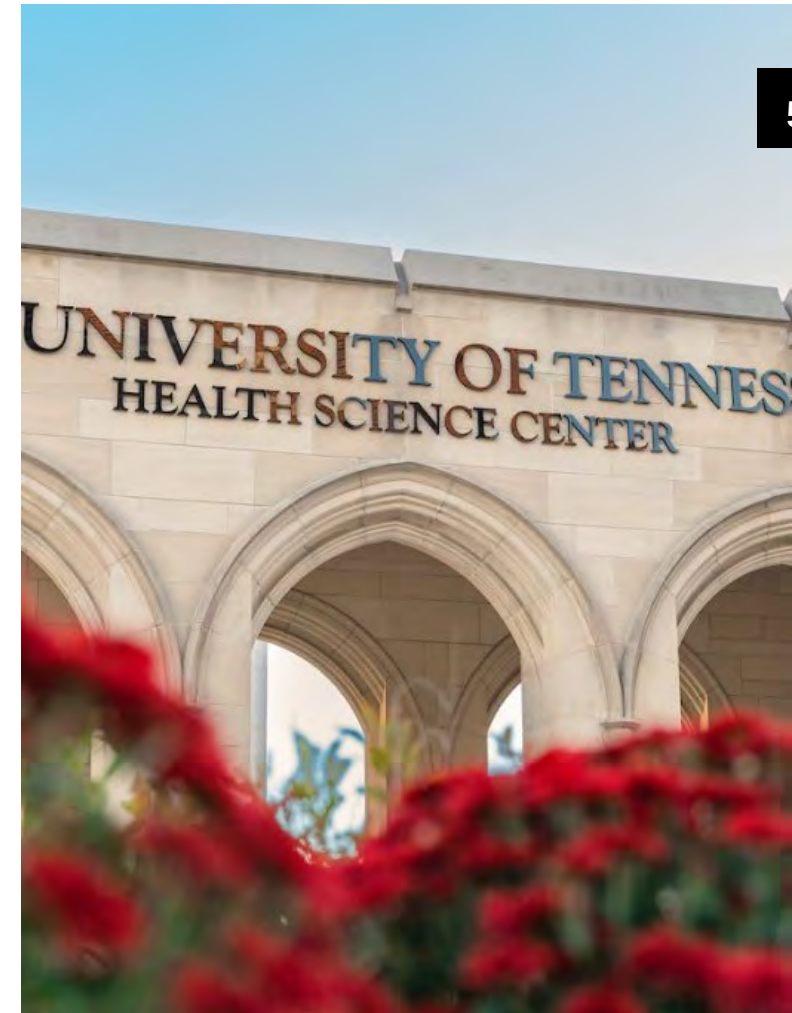
UT Martin Focus for Improvement

- **Leadership Divisional**
 - Low rank against peers and cohort
 - Recruiting new provost and two deans
 - New ideas and energy
- **Compensation**
 - Lowest score in faculty response
 - Huron salary study
 - Summer, overload, adjunct pay updates



UT Health Science Center

- **Areas of Strength: 23** broad areas
 - *1st or 2nd among peers, top 30% of cohort*
- **Middle: 2** broad areas
 - *Neither a strength nor a concern*
- **Area of Concern: 0** broad areas
 - *5th or 6th among peers, bottom 30% of cohort*



UT Health Science Center Highlighted Areas of Strength

- **Tenure Policies**
 - Clarity on process, criteria, etc.
 - Confidence in decisions, fairness, etc.
- **Departmental Collegiality**
 - Professional and personal interactions
 - Support each other, ready to “pitch in”



5

UT Health Science Center Focus for Improvement

- **Departmental Quality**
 - Employee recruitment, engagement, retention objective in Strategic Plan
 - Professional development for leaders
- **Facilities and Work Resources**
 - Recurring theme, including comments
 - College of Medicine Interdisciplinary Building
 - Increased advocacy for capital maintenance



5



Questions?

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University of Tennessee Research Foundation
 400 W. Summit Hill Drive - UT Tower 961A, Knoxville, TN 37902
 865.974.1882 • utrf.tennessee.edu

6.1

Dear Members of the UT Board of Trustees,

I am pleased to present the 2025 update from the University of Tennessee Research Foundation (UTRF). Working together with UT's campuses and institutes, with consistent and robust support from President Boyd and the UT System, we continue to advance innovations that improve lives, strengthen communities, and drive economic growth across Tennessee and beyond.

This year brought several exciting milestones:

- **Startup Success:** fLEX Standard Solutions, LLC — a UTRF-supported startup — was acquired by SGL, a global leader in sustainable pitch management solutions. fLex's flagship product objectively measures agronomic conditions and pitch performance, producing data on field behavior that turf managers can use to make informed decisions, especially when it comes to player safety and surface performance.
- **Accelerate Fund Impact:** We invested \$150,000 in pre-seed funding for VisualizAI, a company driven by AI and founded by researchers from UT Knoxville. The technology helps medical providers understand the complex relationships between codes, payments, and denials — ultimately enhancing reimbursement outcomes.
- **Entrepreneurial Fellows Expansion:** We welcomed three new Entrepreneurial Fellows, including our first at UT Chattanooga. Their projects to develop minimum viable products — ranging from implantable prosthetics to aluminum-air batteries and audio compression software — showcase the broad scope of UT research and UTRF's commitment to commercialization.
- **Innovation Pipeline:** UTRF received 182 invention disclosures from all campuses and executed 47 licenses — the second highest in our history. This demonstrates both the strength and breadth of UT's innovation pipeline, the success of our outreach efforts, and the dedication of our faculty, students, and researchers to bring innovations to market.
- **Economic Significance:** UTRF-related companies have created over 240 high-paying jobs and, over the past five years, have raised more than \$420M in capital - further underscoring our contribution to Tennessee's and the nation's economy.

Looking ahead, we are excited to launch UT Ventures in 2026 — a program that will connect UT-related startups with a network of alumni investors. This initiative, the first of its kind in the SEC, will provide exclusive opportunities to support businesses founded or led by members of the UT community, improving access to capital and further strengthening UT's innovation ecosystem.

Thank you for your dedication and support. UTRF is proud to support the creativity and entrepreneurship of our faculty, staff, and students, making this the most transformative decade in UT's history.

Maha Krishnamurthy, PhD, MBA
 UTRF President and CEO



Maha Krishnamurthy, Ph.D., MBA
President and CEO



OUR MISSION

- Protect, manage, and commercialize UT's innovations
- Support UT's research
- Support and encourage an entrepreneurial culture
- Contribute to state and regional economic development

Research Growth



Intellectual Property Commercialization



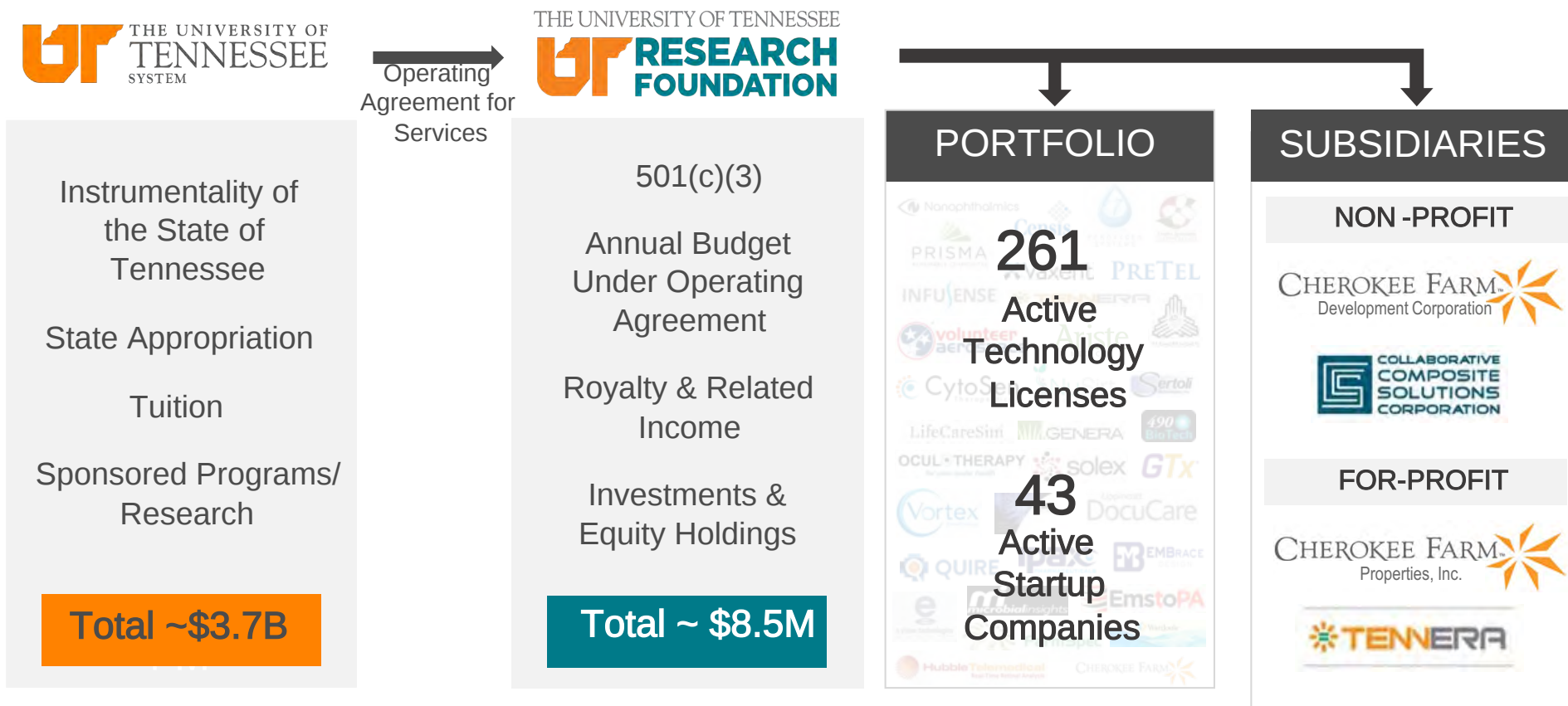
Entrepreneurial Culture



Economic Development

STRUCTURE / ORGANIZATION

6.1

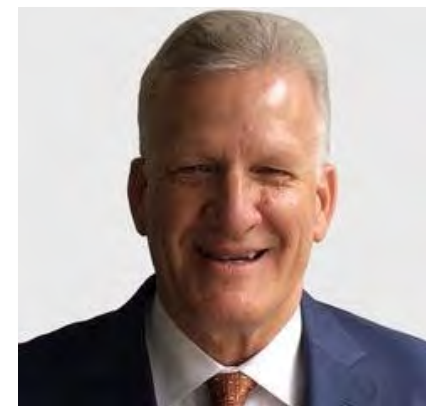


ACQUISITION OF **fLEX**

6.1

SGL, the global leader in sustainable pitch management solutions, acquired **fLEX Standard Solutions, LLC**

John Sorochoan and Kyele Dickson won the inaugural Chancellor's Innovation Award – building two prototypes and understanding the cost of goods sold



UTRF helped the company recruit Bob Vanderhof as its CEO, who helped develop the business plan, financials, and cap table

UTRF negotiated and executed the buyout of the patents and trademark

The fLEX device will be available under SGL's product portfolio later this year



ACCELERATE FUND

6.1

Investing in great ideas!

- Build a reputation and presence for UT and UTRF investing in tech-based companies
- Mentor entrepreneurs
- Good companies that other investors will want to follow



ACCELERATE FUND | VisualizAI

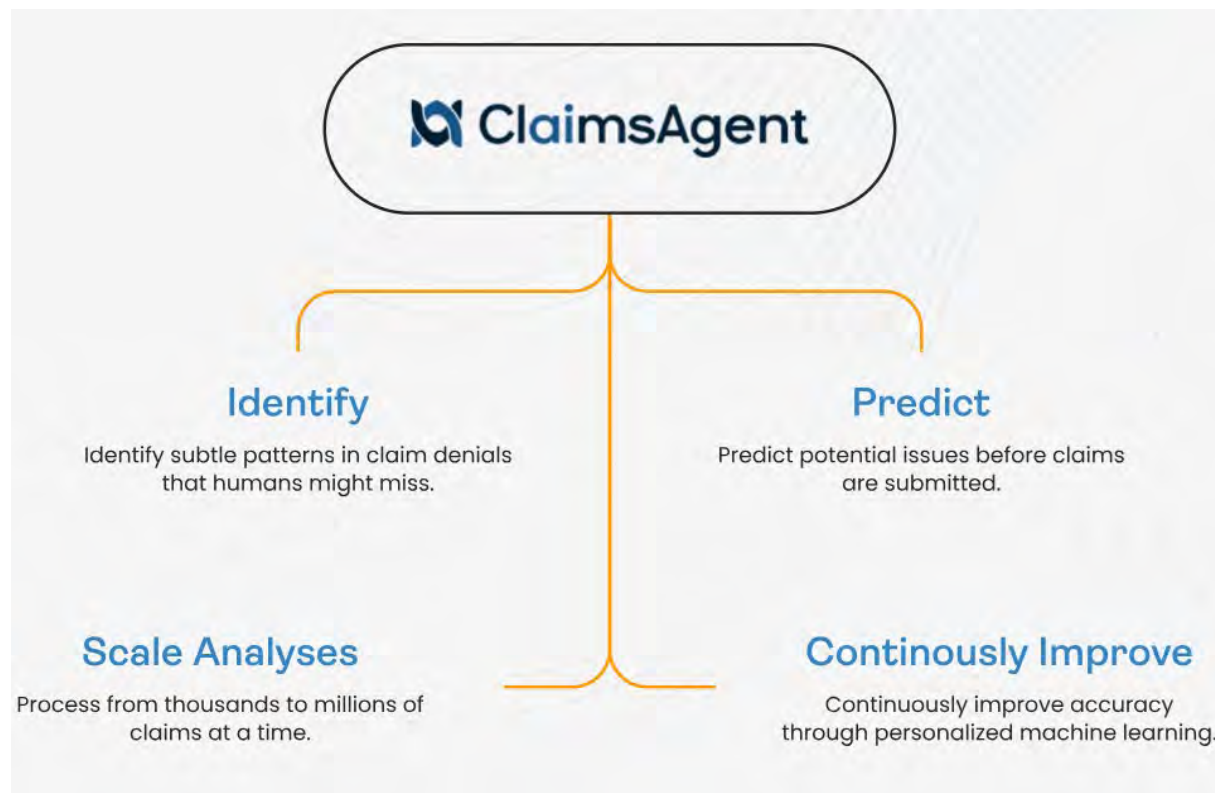
6.1

ClaimsAgent is an AI-driven data visualization and analytics platform

Their proprietary AI technology understands the complex relationships between medical codes, payment patterns, and denial reasons.

There are no complex integration projects, and no new systems that the medical service provider needs to acquire

This AI technology was developed at Dr. Huang's lab at UTK and supported by the Chancellor's Innovation Fund and UTRF's Entrepreneurial Fellow program



ACCELERATE FUND | VisualizAI

6.1

- The Investment Advisory Committee unanimously voted to invest \$150K
- Investment as a 2 year convertible
- Monthly meetings with the team to understand sales progress, with weekly reports from the CEO on marketing outreach
- The company completed the first pilot trials with an auditing firm, with positive results
- Raised another \$125K from an Angel investor
- Raising \$1M in Series A financing
- Marketing to get paying customers, in discussions with 10 prospects

2025 ENTREPRENEURIAL FELLOWS



Katrina Easton, Ph.D., UTK

- Working on EndoThumb, an implantable prosthetic
- Working with surgeons to conduct proof-of-concept tests
- Selected for prestigious NSF I-Corps National



Brian Washington, Ph.D., UTK

- Working on a large-scale, high-density aluminum-air battery
- Initial applications in drones
- Selected for 2026/2028 ORNL Innovations Crossroads cohort

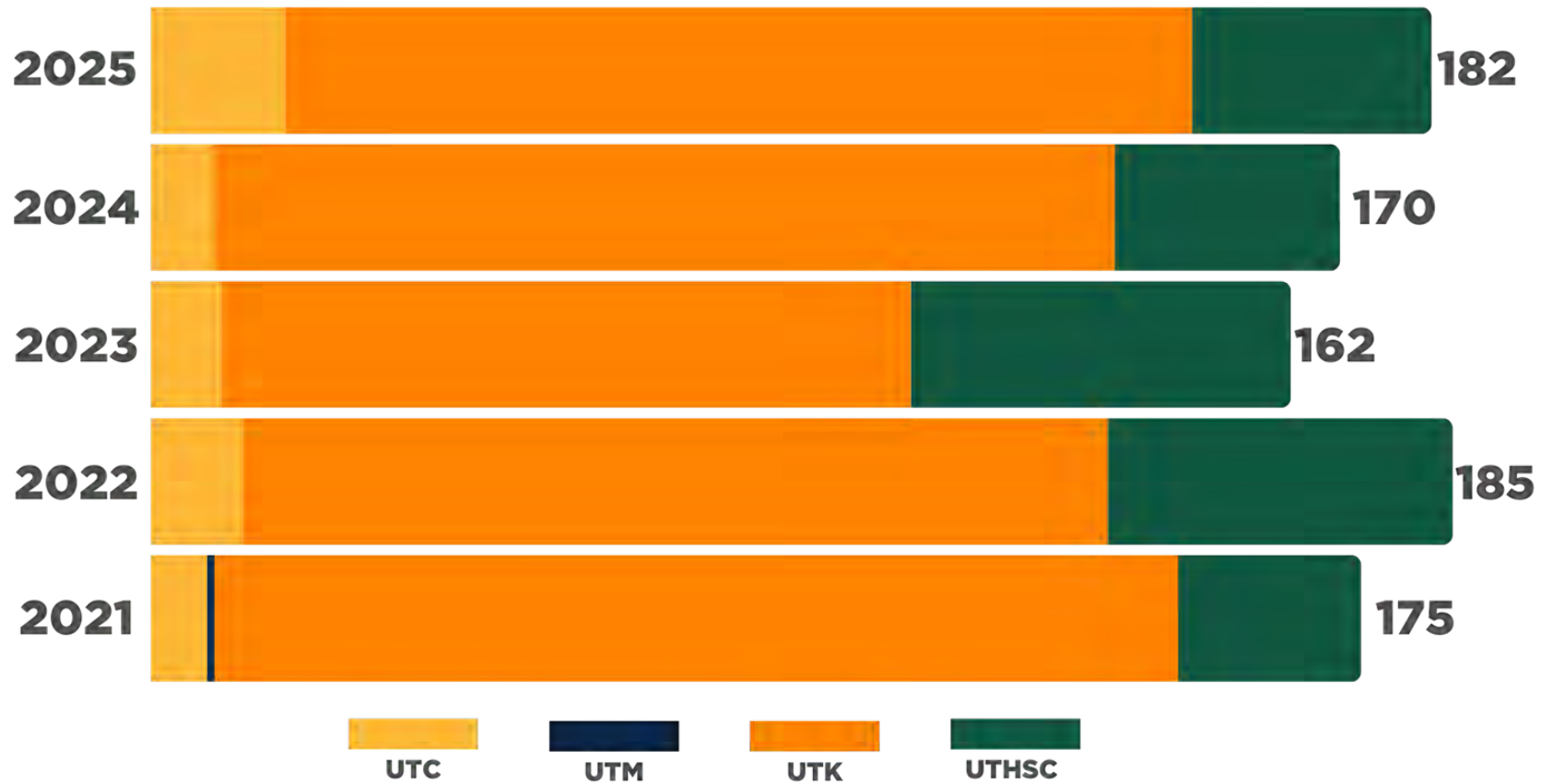


Josh Tyler, Ph.D., UTC

- Working on a technology to maintain audio quality while reducing file size
- Application: seamless transfer of large audio files over Bluetooth
- Conducting customer discovery with individual musicians

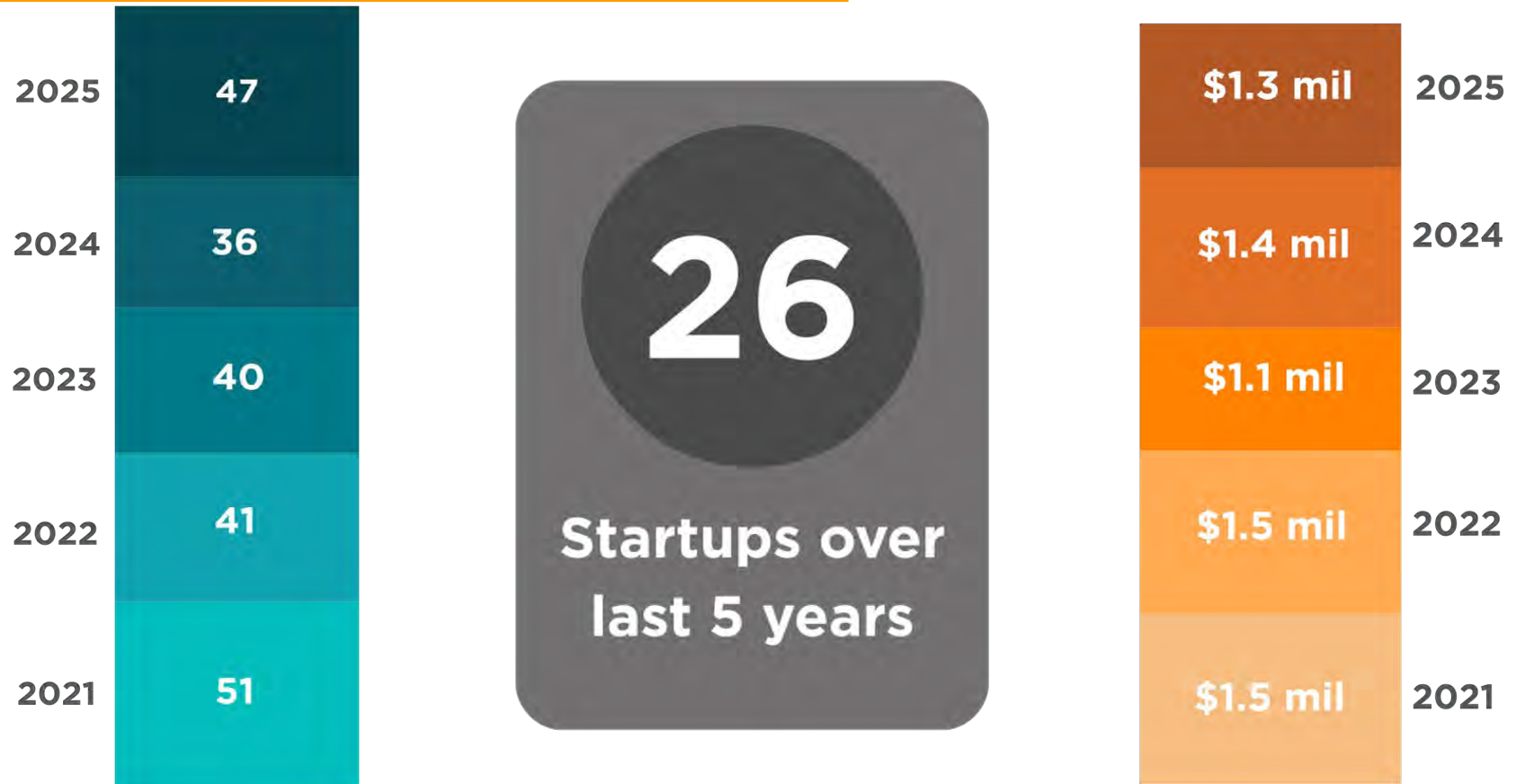
DISCLOSURES BY CAMPUS

6.1



LICENSES AND TECH TRANSFER REVENUE

6.1



IMPACT

6.1

>\$420M

**Total Funds Raised
by UTRF-Related
Companies Over the
Last 5 Years**

>240

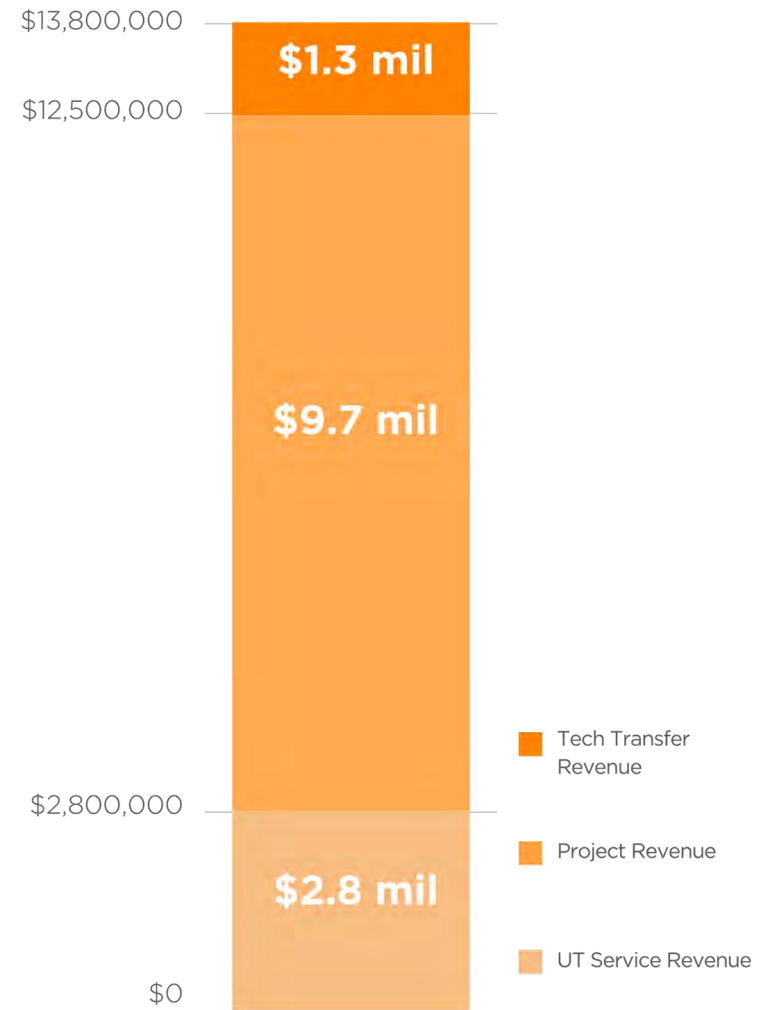
**Total Jobs Created
by UTRF-Related
Companies**

Numbers from Pitchbook

FY25* UTRF REVENUE

- Total Revenue \$13.8M
 - Fees and Royalties from Agreements
 - Project Revenue
 - UT Funding Under Annual Operating Agreement

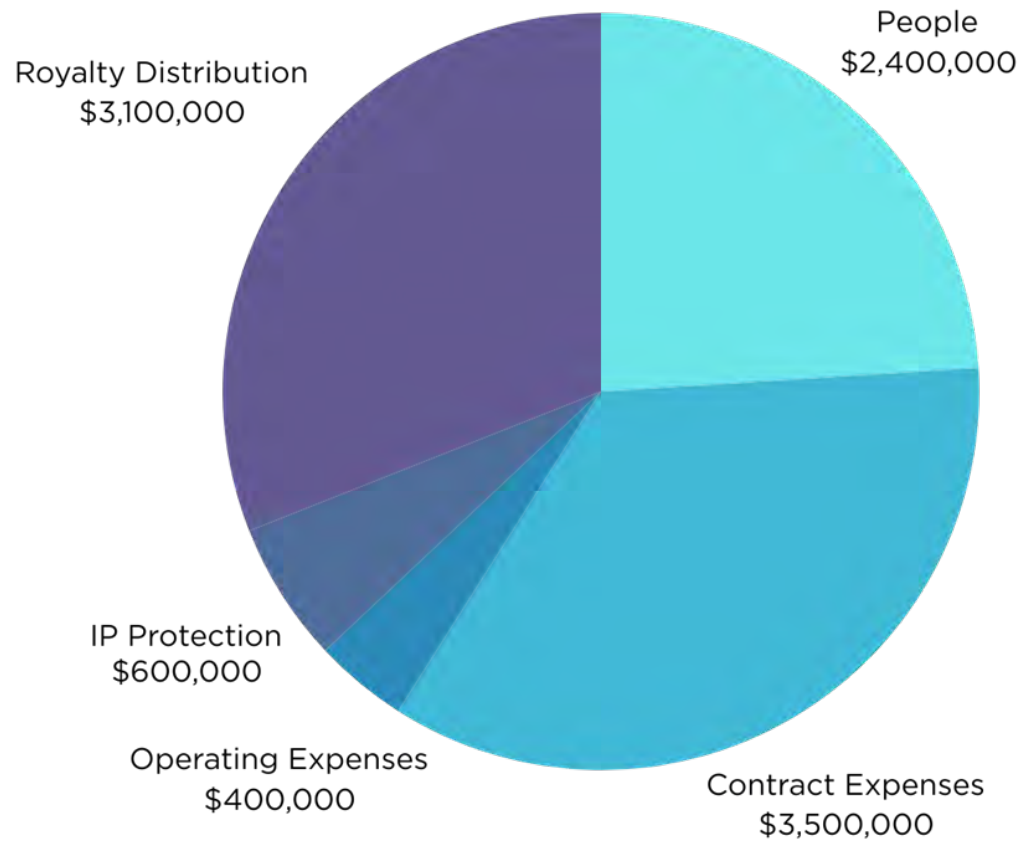
* Subject to change



6.1

FY25 UTRF EXPENSES

6.1



UTRF Financials

6.1

REVENUES	FY24 Actuals	FY25 Actuals*	FY25 Budget	Variance
UT-UTRF Support	\$2,400,000	\$2,800,000	\$2,900,000	-\$100,000
Project Revenue	\$10,600,000	\$9,700,000	\$4,400,000	\$5,300,000
License Income	\$1,400,000	\$1,300,000	\$700,000	\$600,000
Total Revenues	\$14,400,000	\$13,800,000	\$8,000,000	\$5,800,000
EXPENSES	FY24 Actuals	FY25 Actuals*	FY25 Budget	Variance
Contract Expenses	\$4,200,000	\$3,500,000	\$4,100,000	-\$600,000
People	\$2,100,000	\$2,400,000	\$2,500,000	-\$100,000
Royalty Distributions	\$800,000	\$3,100,000	\$300,000	\$2,800,000
Protection	\$600,000	\$600,000	\$700,000	-\$100,000
Operating Expenses	\$300,000	\$400,000	\$400,000	\$0
Total Expenses	\$8,000,000	\$10,000,000	\$8,000,000	\$2,000,000

* Subject to change

UTRF BOARD OF DIRECTORS & OFFICERS

UTRF Board Of Directors

- **Chair:** Shaun Gleason, PhD | *Director| Technology Transfer at ORNL*
- Jessica Snowden, MD | *Vice Chancellor for Research| UT Health Science Center, Memphis*
- Deborah Crawford, PhD | *Vice Chancellor for Research, Innovation, and Economic Development| University of Tennessee, Knoxville*
- Marty Brown | *CEO | PYA, Knoxville*
- Tracy Thompson | *CEO | Focus Health Group, Knoxville*
- Ted Townsend | *Chief Economic Development Officer | Greater Memphis Chamber, Memphis*
- Bradford Box, Esq. | *Attorney| Rainey, Kizer, Reviere, & Bell| UT Board of Trustees Representative*

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THE UNIVERSITY OF TENNESSEE

**UT RESEARCH
FOUNDATION**

THANK YOU!





THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

Item: **Annual Report on Intercollegiate Athletics**

Type: Information

6.2

Background Information

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

Effective November 2019, the University of Tennessee Board of Trustees issued BT0015—Policy on Oversight of Intercollegiate Athletics, which details the Board’s role and the specific responsibilities of the Chancellors and Intercollegiate Athletics Departments relative to the Board’s oversight. The policy requires that any UT campus with an intercollegiate athletics program submit a written report to the Education, Research, and Service Committee each fall.

Each campus report must contain the following information: (1) the role of athletics on the campus; (2) oversight of the faculty athletics representative (FAR) on each campus; (3) how athletics program success is measured; (4) National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) data or comparable measure; (5) NCAA Graduation Success Rate (GSR) or comparable measure; (6) department benchmarks for student performance assessment; (7) admissions policy; (8) student-athlete summary information on declared majors; and (9) academic standards and policy descriptions. All of UT’s undergraduate campuses have:

- Established policies and guidelines that support board reporting and standards set forth by regulatory organizations, respective divisions or conferences, and the campus academic community
- Consistently established targets to improve performance, even when division averages exceed national averages
- Implemented procedures that ensure that student-athletes are held to the same academic integrity, policies, and standards of conduct



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

- Ensured, through each Chancellor's leadership, that the campus undergoes a thorough review of all athletic programs and student-athletes' academic successes
- Appointed at least one Faculty Athletics Representative to oversee and ensure compliance with all rules and regulations established by the campus's respective athletic conference or association.

This year, each campus's Annual Report on Intercollegiate Athletics has been consolidated into a single UT System report, with each campus having a separate section that includes all required components outlined in BT0015. Additionally, supplemental information has been included in the Appendix along with an expanded introduction and a list of key terms to improve clarity and streamline reporting.

**ANNUAL INTERCOLLEGIATE ATHLETICS REPORT
TO THE EDUCATION, RESEARCH, AND SERVICE
COMMITTEE
2024-2025**

Report Prepared by:

Emily L. Blackman Ph.D., Asst. VC, Athletic Academic Enhancement, UT Chattanooga

Chris Johnson, Senior Assoc. Athletics Director & Assistant Provost, UT Knoxville

Ashley Bynum, J.D., Senior Assoc. Athletic Director for Internal Operations, UT Martin

Chris Mattingly, Ph.D., Vice Provost for Academic Affairs, UT Southern

October 2025

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Background

UT Board Policy on the Oversight of Intercollegiate Athletics

6.2

As required by BT0015¹, the Chancellor of each campus with an intercollegiate athletics program must provide a written report to the Education, Research, and Service Committee through the Vice President for Academic Affairs, Research, and Student Success. Annually, at the fall meeting, this report ensures that the Board receives sufficient information to understand and monitor student-athlete academic progress and academic integrity in the intercollegiate athletics programs. The written annual report must contain the following minimum information:

1. Description of the role of intercollegiate athletics at the campus
2. Information on the role of the institution's faculty athletics representative in the oversight of the intercollegiate athletics program (e.g., ensuring the academic integrity of the intercollegiate athletics program; serving as an advocate for student-athlete well-being; helping maintain institutional control of the intercollegiate athletics program)
3. Description of how the Chancellor measures the success of the intercollegiate athletics program
4. The most recently published NCAA Academic Progress Rate (APR) scores for every team and a report on corrective actions the institution intends to take with respect to unsatisfactory APR scores
5. The most recent published NCAA Graduation Success Rate (GSR) scores for every team and GSR trend data for every team
6. Benchmarks used by the athletics department to assess APR data, graduation rate data, and other academic or admissions data
7. The admissions policy for student-athletes, including the definitions utilized for exceptions to campus-based criteria; if the admissions policy does not limit the number of special admissions of student-athletes, then the institution must also provide the number and rates of special admission of student-athletes compared with those of the regular student body

¹ See [BT0015 - Policy on Oversight of Intercollegiate Athletics - UT System Policies](#)

8. Summary information on the declared majors of student-athletes and a summary comparison of the declared majors of the student body and
9. Description of the policies and standards relating to academic integrity for student-athletes, including an assurance that those policies and standards are consistent with those for the student body.

General Statement of Oversight Principles

The Board delegates direct responsibility for the administration and control of the intercollegiate athletics programs to the Chancellor of each campus with an intercollegiate athletics program. The Board exercises oversight and monitoring of the intercollegiate athletics programs and, through the President, holds the Chancellors accountable for the appropriate execution of their responsibility for administration and control of those programs. In addition to the requirements established by this policy, the Chancellor of each campus with an intercollegiate athletics program must keep the President informed of all matters necessary for the exercise of this oversight responsibility. Trustees must avoid involvement in the day-to-day operations of the intercollegiate athletics programs, including, without limitation, personnel matters and matters involving particular student-athletes.

Mission Statements

Each institution must submit to the Board for approval a mission statement for its intercollegiate athletics department that reflects the University's mission and academic values and any subsequent revisions to the mission statement.

Key Terms

Intercollegiate Athletics

Intercollegiate athletics refers to competitive sports activities that take place between different colleges or universities. These athletic programs are often closely tied to their institutions and make significant contributions to a school's culture, identity, and financial outlook. In the United States, intercollegiate competition is sanctioned by different college divisions, including the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA), among others. A comparison table of the NCAA and NAIA appears in Appendix A.

Student-Athlete

A student-athlete is a participant in an organized competitive sport sponsored by the educational institution in which the student is enrolled. Student-athletes are students and athletes, meaning they must be enrolled in and attend courses offered by the college while also participating in a competitive intercollegiate sport.

Academic Progress Rate (APR)²

Implemented by the NCAA in 2003 for Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. The APR system includes rewards for superior academic performance and penalties for teams that do not achieve certain academic benchmarks. Data are collected annually, and results are announced in the spring. The APR is calculated as follows:

- Each student-athlete receiving athletically related financial aid earns one point for staying in school and one point for being academically eligible.
- A team's total points are divided by points possible and then multiplied by 1,000 to equal the team's Academic Progress Rate.
- In addition to a team's current-year APR, its rolling four-year APR is also used to determine accountability.

Teams must earn a four-year average APR of 930 to compete in championships. While the APR is intended as an incentive-based approach, it does come with a progression of

² [Division I Academic Progress Rate \(APR\) - NCAA.org](https://www.ncaa.org/sportscareers/academic/academic-progress-rate)

penalties for teams that underperform academically over time. The first penalty level limits teams to 16 hours of athletics activities per week over five days (as opposed to 20 over six days), with the lost four hours to be replaced with academic activities. A second level adds additional athletics activities and competition reductions, either in the traditional or non-championship season, to the first level penalties.

Graduation Success Rate (GSR)³

In 2002, the NCAA introduced the Graduation Success Rate (GSR) methodology for Division I, which accounts for student-athletes who transfer in or out of a particular college. Calculation of the GSR begins with the group identified by the federal methodology⁴, but then it takes steps to track thousands of student-athletes that the federal methodology omits. This includes transfers from two-year or four-year colleges who receive athletics aid on entry, first-year students on aid who first enroll at midyear, and recruited student-athletes at schools that do not offer athletics aid.

The GSR has consistently yielded student-athlete graduation rates 10-15 points higher than those achieved using the federal methodology. While a GSR methodology applied to student-body data would likely show a similar jump, the education department, to date, has not authorized the collection of data necessary to calculate a student-body GSR. Thus, the NCAA still uses the federal rate as the sole basis for comparing student-athletes with non-student-athletes; however, the GSR is employed to provide a more accurate reflection of student-athlete graduation outcomes (comparing student-athlete GSRs with student body federal rates is not appropriate).

Team Retention Rate⁵

As part of the strategic plan to increase retention, UT Southern has tracked and disaggregated retention data for several years. Below, the single-year retention rates reflect the percentage of student-athletes on a sport roster in Fall 2021 who did not

³ [Graduation Rates - NCAA.org](https://www.ncaa.org/sportscollection/graduation-rates)

⁴ To calculate the graduation rate, the federal government requires colleges to report completion rates of their full-time, first-time, degree/certificate-seeking undergraduates and collects students' completion statuses at 100%, 150%, and 200% of the normal time to program completion. A key data limitation is that the federal government only includes "traditional" students, excluding other populations such as transfer students and non-degree-seeking students. See [Measuring Student Success In IPEDS: Graduation Rates \(GR\), Graduation Rates 200% \(GR200\), and Outcome Measures \(OM\)](#).

⁵ Team Retention Rate is only applicable to UT Southern; other campuses use APR scores. See [Division I Academic Progress Rate \(APR\) - NCAA.org](#)

graduate in the academic year and returned to UT Southern in Fall 2022. These rosters are reported by the coaches in the fall semester and are then frozen; therefore, they may include students who practiced with the teams but were not actually eligible to compete. The rosters also exclude student-athletes who joined the team in the Spring semester. This retention rate differs from the NCAA's academic progress rate, as it does not reward academic eligibility for student-athletes who do not return, nor does it punish academic ineligibility for student-athletes who do return. The NCAA APR is also a four-year aggregate computed semester-to-semester.

Team Graduation Rate⁶

Under the Higher Education Act of 1965, as amended, UT Southern publishes its annual athletic graduation rates. Team graduation rates represent cohorts of full-time, first-time, degree-seeking undergraduates in the fall semester and student-athletes who received athletic financial aid. UT Southern uses the federal definition of graduation rate⁴, unlike the NCAA's Graduation Success Rate, as described in Key Terms. Therefore, the cohorts do not include students who transferred to UT Southern during the academic year or those who enrolled for the first time in the spring semester.

NCAA Divisions

Among the three NCAA divisions, Division I schools have the biggest student bodies, manage the largest athletics budgets, and offer the highest number of athletics scholarships. Division II provides growth opportunities through academic achievement, learning in high-level athletics competition, and a focus on service to the community. The Division III experience offers participation in a competitive athletics environment that pushes college athletes to excel on the field and build upon their potential by tackling new challenges across campus. Among the University of Tennessee System's campuses, UT Chattanooga, UT Knoxville, and UT Martin are all Division I institutions.

Junior Varsity⁷

Junior Varsity (JV) is a secondary or developmental team that is composed of athletes who are not on the main varsity team. These athletes may be freshmen, walk-ons, or players who are still developing their skills and gaining experience. JV teams provide a platform for student-athletes to improve their abilities, gain competitive experience, and

⁶ Team Graduation Rate is only applicable to UT Southern; other campuses use GSR scores.

⁷ UT Southern is the only UT undergraduate campus with JV teams.

potentially move up to the varsity level. JV teams typically compete against other colleges' JV teams or club teams, and the level of play is generally lower than varsity. JV athletes are usually first- or second-year students, but eligibility rules can vary by institution. These athletes often do not receive athletic scholarships, especially at larger schools where scholarships are reserved for varsity athletes. Finally, JV teams are more common in sports with large rosters, such as football, basketball, and baseball, and are typically found at smaller colleges or community colleges. At the NCAA Division I level, JV teams are rare. They are more commonly found in Division II, Division III, or NAIA schools, and especially at junior colleges (NJCAA).

The Right Way to Play⁸

The NAIA's "The Right Way to Play" campaign emphasizes character-driven athletics and holistic student-athlete development, promoting integrity, respect, responsibility, sportsmanship, and student leadership. It highlights the NAIA's commitment to balancing athletic achievement with academic success and community engagement. This approach aims to cultivate well-rounded individuals and foster a positive culture within the association.

Faculty Athletics Representative (FAR)

Both the NAIA and NCAA require each of their member institutions to appoint a faculty athletics representative (FAR) ^{9,10} who must be a member of the faculty or administrative staff and may not hold a position in the athletics department. The faculty athletics representative (FAR) provides oversight of the academic integrity of the athletics program and serves as an advocate for the well-being of student-athletes.

⁸ [The Right Way to Play - NAIA](#)

⁹ [Faculty Athletics Representatives - NAIA](#)

¹⁰ [NCAA Publications - Faculty Athletics Representative \(FAR\) Handbook](#)

The University of Tennessee at Chattanooga (UTC)

Academic-Athletics Highlights

- The athletics department completed the fall term with a 3.38 grade point average (GPA) and the spring term with a 3.43 GPA -- that is the best academic year on record.
- A new record for semester GPA was set with 3.43 for the spring term. Of 299 enrolled student-athletes, 215 made the Dean's List.
- It marked 14 straight terms with 3.0 or better for the Mocs, and is the third year in a row with *every* program bettering the 3.0 mark as a team.
- The fall semester's 3.38 is now the third-best effort for the department.
- The soccer team won the Academic Cup with the highest GPA among all programs, with 3.725 for the year. Nine programs finished at 3.50 or higher.
- Football's Reid Williams earned the College Sports Communicators (CSC) Academic All-America¹¹ honors (2nd team) in 2024.
- Thirty-two Mocs in a variety of sports captured the CSC Academic All-District¹² consideration. The honor requires a minimum GPA of 3.5 and a competition requirement of being a starter or significant contributor playing 75 percent or more of team competitions.
- Eighty-six student-athletes made Southern Conference (SoCon) All-Academic squads for their sports. This achievement requires a minimum 3.3 cumulative GPA at the end of the spring while competing in at least 50 percent of the team's contests and completing at least three semesters at the institution.
- Chattanooga boasted 254 members of the SoCon Honor Roll, with 80 earning Commissioner's Medals (3.8+ GPA). Every sport had at least one Commissioner's Medal recipient.

¹¹ Academic All-American is a title reserved for college student-athletes who perform at an elite level in their chosen sport and in the classroom. For more about this recognition, see [About the Academic All-America Program \(PDF\) - College Sports Communicators](#)

¹² The 2024-25 Academic All-District® Men's and Women's At-Large teams, selected by CSC, recognize the nation's top student-athletes for their combined performances in competition and in the classroom. For more information about this recognition, see [Academic All-District® Men's & Women's At-Large Teams](#).

Mission Statement for UTC's Intercollegiate Athletics Department

Our Vision: To achieve excellence.

Our Mission: Equipping for Success.

Our Core Values:

- Integrity
- Accountability
- Respect
- Gratitude
- Competitiveness
- Pride
- Commitment
- Innovation

6.2

The Role of Intercollege Athletics at UTC

The UT Chattanooga Athletics Department sponsors sixteen NCAA Division I sports programs. A long-time member of the Southern Conference, UTC Athletics is committed to providing the highest level of student academic success, integrity, and competitiveness.

Our department enhances the entire UTC community through our collective efforts to effectively and appropriately:

- Graduate our student-athletes
- Compete for and capture championships with integrity
- Prepare students for life in a global community
- Operate with sound administrative principles, including a strong financial base
- Enhance the student experience, but not engulf it
- Maintain and develop functional facilities that provide our student-athletes and coaches with a competitive advantage and our patrons with a premier experience
- Serve as guardians and advocates for students and model the behaviors we want them to adopt
- Promote and participate in activities to foster lifelong learning
- Engage the UTC community and the surrounding region
- Embrace innovation and step outside our “comfort zone”
- Create an environment that embraces diversity and inclusion
- Fuel our passion for bettering ourselves and those we serve

The Faculty Athletics Representative at UTC

The Faculty Athletics Representative (FAR) provides oversight to ensure the academic integrity of the athletics program, serves as an advocate for student-athlete well-being, and interacts with the administration to assist with maintaining institutional control of the athletics program. The primary duties address academics, compliance/rules interpretation, student-athlete well-being, and administrative responsibilities, and include that the FAR will:

- Review and/or prepare reports on student-athletes
- Influence the delivery of services designed for student-athlete academic success
- Coordinate the nominations process for NCAA postgraduate scholarships
- Review annual student-athlete welfare surveys
- Annually conduct the NCAA GOALS survey (Growth, Opportunities, Aspirations, and Learning of Students in college)
- Confer on academic/athletics matters with campus administrators, faculty, students, and/or alumni
- Review and approve requests for NCAA academic waivers and appeals when submitted
- Inform the athletics department of faculty concerns
- Assist student-athletes who are encountering difficulties with class scheduling
- Assist the athletics director and coaches in carrying out compliance requirements
- Participate in major rules violations investigations should they occur
- Collaborate in the preparation of written infraction reports should an infraction occur
- Become informed of and involved in the discussions of health issues that impact student-athletes
- Serve on the Athletic Director's Leadership Team
- Serve as a liaison between the Chancellor and the athletics program
- Prepare reports on athletics for internal institutional purposes
- Actively assist in the establishment of athletics policy
- Serve as an ad hoc member of the University athletics committee

- Monitor NCAA compliance reports
- Attend Southern Conference meetings (2 per year) and serve on conference committees
- Serve/lead search committees as determined by the Chancellor and/or Athletic Director

Dr. Valerie Rutledge is in her sixth year as the Mocs Faculty Athletics Representative. She currently serves as the Dean of the University's College of Health, Education, and Professional Studies and is in her 31st year as a member of the UTC faculty.

A three-time graduate of UT campuses and former cheerleader at UTC, Dr. Rutledge earned her bachelor's degree from the university in 1974 and her master's degree in 1979 – both in Secondary Education: English. She earned an Ed.D. in Higher Education from UTK in 1997.

After her UTC undergraduate days, Rutledge worked in the Hamilton County school system for 21 years – teaching English, Latin, and Drama. She began her career as a middle school teacher and, after four years, transitioned to the high school level. Eventually, she began teaching as an adjunct for UTC's College of Education.

She served as a member of the NCAA Walter Byers Scholarship Committee for a two-year term, which continued through August 31, 2025.

How the Chancellor at UTC Measures Intercollegiate Athletics Success

At the University of Tennessee at Chattanooga, our student-athletes inspire excellence and strengthen the community we proudly serve. Athletics plays a vital role in that mission by creating meaningful connections with students, alumni, fans, and the broader Chattanooga region. Our success is measured by how well our athletics program supports student achievement, builds Mocs pride, and represents UTC with integrity. We expect our student-athletes to excel academically, earning strong grade point averages, graduating at high rates, and continuing to grow our Academic Progress Rate. At the same time, we are committed to fielding competitive teams in the Southern Conference, attracting exceptional talent from around the world, and fostering a championship culture rooted in honesty, civility, and respect. Winning matters, but never at the expense of our values. Through intercollegiate athletics, we prepare student-athletes for success in competition, in the classroom, and in life—while deepening Mocs pride and strengthening the bonds between UTC and the community we call home.

6.2

NCAA Academic Progress Rate (APR) Scores for UTC

Table 1

Academic Progress Rates for UT Chattanooga's Athletics Teams

Sport	Men's/Women's	Single-Year APR	Rolling 4-Year APR
Basketball	Men	1000	976
Basketball	Women	1000	970
Cross Country	Women	1000	988
Track & Field	Women	1000	984
Cross Country	Men	974	985
Football	Men	960	970
Golf	Men	969	972
Golf	Women	1000	980
Soccer	Women	986	992
Softball	Women	1000	991
Tennis	Men	1000	1000
Tennis	Women	950	962
Volleyball	Women	1000	994
Beach Volleyball	Women	n/a	n/a
Wrestling	Men	985	975

Notes: APR is reported for one academic year behind since data are not released until October. NCAA schools also compute a four-year rolling average of annual APR scores. Only one student in beach volleyball receives aid, so the figure is too small to report. For purposes of this reporting there are only 15 sports reported, since Women's Indoor and Outdoor track are combined into a single figure.

Corrective Action(s)

No corrective actions are necessary.

NCAA Graduation Success Rate (GSR) Scores for UTC

Table 2

Graduation Success Rates for UT Chattanooga's Athletics Teams

Sport	Men's/Women's	Single-Year GSR	Rolling 4-Year GSR
Basketball	Men	77	86
Basketball	Women	91	85
Cross Country	Women	95	94
Track & Field	Women	95	94
Cross Country	Men	100	100
Football	Men	67	70
Golf	Men	89	92
Golf	Women	86	88
Soccer	Women	96	92
Softball	Women	91	92
Tennis	Men	100	100
Tennis	Women	100	100
Volleyball	Women	91	90
Beach Volleyball	Women	n/a	n/a
Wrestling	Men	84	83

Notes: GSR is reported for one academic year behind since data are not released until October. The rolling GSR is based on a four-year average, although cohorts have six years to graduate per the federal definition. Only one student in beach volleyball receives aid, so the figure is too small to report. For purposes of this reporting there are only 15 sports reported, since Women's Indoor and Outdoor track are combined into a single figure.

UTC Athletics Department Benchmarks

UTC adheres to the NCAA benchmarks to participate in the Division I revenue distribution, which began in the spring of 2020. This revenue is distributed to member schools based on the academic achievement of their student-athletes. The model enables schools with higher graduation rates and academic success to qualify for additional funding.

Benchmarks:

- The Graduation Success Rate (GSR) for the most recently available year equals or exceeds 90 percent. The average single-year rates for all teams are used.
- The difference between student-athlete and student-body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points.
- The Academic Progress Rate for the previous year equals or exceeds 985. The average single-year scores for all teams are used to determine eligibility for this standard.

Outcomes Assessment:

- Follow-up actions planned include actions that will be taken based on the results.
- Connection between the assessment and results from the previous year to the current year – tells the story of continuous improvement within the particular outcome.
- Based on the results, we highlight strengths that were seen.

Admissions Standards for UTC

Student-Athlete Admissions Policy

General Admission Standards – True Freshman:

- 2.85 high school GPA (on a 4.0 scale) and a minimum 18 ACT composite (940* SAT composite).
- Minimum 2.5 high school GPA (on a 4.0 scale) and a minimum of 21 ACT composite (1060* SAT composite).
- Exception: Students who fall in the middle of these standards might be admissible under our Index admission process. 3-5 index students may be taken each season, depending on the academic makeup of the team. The index is maintained by the admission office and coordinated by the Assistant Vice Chancellor for Athletic Academic Enhancement. See Key Definitions below for the index chart.

General Admission Standards - Domestic Undergraduate Transfers:

- Transfers must have a 2.0 cumulative GPA from all colleges attended.
- Transfers must meet applicable NCAA transfer rules based on their transfer status.
- No special admissions have been granted in the past ten years for transfers having below a 2.0 GPA.

General Admission Standards - Graduate Transfers:

- 2.70 minimum GPA required (some programs require higher)
- Graduate School application
- Program application
- Proof of graduation from an undergraduate institution
- GRE/GMAT or Praxis exam, where required; score minimums vary
- No athletic special admission request process exists.

Special Admissions

- Should a student not meet the general admissions standards, the index option, or the holistic campus review, a student can be admitted by the Chancellor at the request of the Athletic Director. We have a limit of three Chancellor admissions per academic year. They are closely monitored for academic success.

Table 3

How the UT Chattanooga Index is Calculated

- Take the cumulative GPA for the student and divide it by the highest possible score (ex. 2.4/4.0). - Multiply that by .5, signifying that GPA is 50% of the measurement method for academic success. - Take the Highest Achieved Test Score and Divide it by the Highest Possible Test Score (18/36) - Multiply that times .5, signifying it is 50% of our measurement method for academic success. - Add the GPA and Test Score numbers together for the total. (2.5 GPA= .3125) + (18 ACT=.25) = .562				
GPA	% = (GPA/4)*.5)		ACT	% = (ACT/36)*.5)
2.3	0.2875		16	0.22222222
2.4	0.3		17	0.23611111
⋮	⋮		⋮	⋮
3.5	0.4375		34	0.47222222
3.6	0.45		35	0.48611111
3.7	0.4625		36	0.5
3.8	0.475		36	0.5
3.9	0.4875			
4	0.5			

Declared Majors at UTC

Table 4

Enrollment of Student-Athletes (SA) and Non-Student-Athletes (NSA) at UT Chattanooga by Major

Major	SA	NSA
Applied Leadership	28	94
Art: Studio	1	96
Biology	14	553
Business Administration	70	2005
Chemical Engineering	4	66
Chemistry	3	137
Civil Engineering	4	99
Communication	19	401
Computer Science	2	286
Criminal Justice	15	366
Electrical Engineering	3	158
Engineering Technology Management	7	249
Environmental Science	3	211
Health and Human Performance	95	812
Art: Photography & Media	1	39
Health and Physical Education: K-12	5	33
Integrated Studies	2	48
Interdisciplinary Educational Studies	11	455
Interior Architecture	4	136
Mechanical Engineering	11	316
Mechatronics Engineering Technology	1	102
Middle Grades Education: Mathematics	2	10
Nursing	11	687
Philosophy and Religious Studies	1	16
Political Science and Public Service	6	179
Pre-Major (Undecided)	23	328
Psychology	21	862
Secondary Education: English	1	47
Social Work	1	99
Sociology and Anthropology: Sociology	10	61

Graduate Programs	SA	NSA
Accountancy	1	41
Business Administration	19	207
Education	1	36
PB Business Analytics	1	4
PB School Athletics Program Leadership	4	5
Psychology: Psychological Science	2	56
Public Health	3	45
Social Work	1	49

Notes: This table only reports the student's primary major (not double majors) and includes only majors with at least one student-athlete enrolled in the program. "PB" = post-baccalaureate.

Summary

At the University of Tennessee at Chattanooga (UTC), student-athletes (SAs) are enrolled in a variety of majors, with Business Administration being the most popular undergraduate program, comprising 70 SAs compared to 2,005 non-student-athletes (NSAs). Other prominent undergraduate majors for SAs include Exercise and Health Science: Pre-Health Professional (51 SAs), Sport, Outdoor, Recreation, and Tourism Management (44 SAs), and Psychology (21 SAs). Graduate programs also show SA participation, with Business Administration leading at 19 SAs. Overall, student-athletes are represented across a wide range of disciplines, though their enrollment numbers are generally smaller compared to NSAs.

Academic Integrity at UTC

Policies and Standards

Below is the Student-Athlete Code of Conduct, published online in the Policies and Procedures manual¹³ on GoMocs.com and annually in the UTC Handbook.

Student-Athlete Code of Conduct

As the university's most visible ambassadors, student-athletes at UTC are expected to uphold high standards of integrity and behavior that will reflect well upon themselves, their families, coaches, teammates, UTC, and the UTC Department of Athletics at all times. Student-athletes are expected to act with propriety, to respect the rights of others, and abide by all state and federal laws and all rules, policies, and regulations of UTC (including, without limitation, the UTC Student Handbook), the UTC Athletics Department (including, without limitation, the rules and policies in this handbook), the Southern Conference, and the NCAA. A student-athlete who fails to meet those expectations has engaged in misconduct.

This Code of Conduct governs student-athletes' privileges of participating in intercollegiate athletics at UTC. Because student-athletes are students of UTC, they are also subject to the standards of conduct that apply to all UTC students. A student-athlete who is reported to have committed misconduct may be disciplined by the student-athlete's Head Coach, the UTC Athletics Department, and/or UTC, in addition to receiving consequences under state and/or federal law. Athletics discipline that may imposed by the Head Coach and/or the Athletics Department includes, without limitation: warning; probation; restricted use of athletics services or facilities; suspension (definite or indefinite) from athletic competition, practices, and/or other athletically-related activities; permanent dismissal from the team; and/or revocation of all or part of the student-athlete's financial aid (in compliance with NCAA rules).

When a student-athlete is reported to have committed misconduct, the Director of Athletics, the Sport Administrator, and the Head Coach will discuss, on a case by case basis, what athletics disciplinary action, if any, is appropriate based on factors that include, without limitation: the totality of the known circumstances; the student-athlete's conduct history; the seriousness of the alleged misconduct; whether the alleged misconduct involves violence; and whether the alleged misconduct, if true, constitutes a felony or misdemeanor crime. The Director of Athletics is the final decision maker on

¹³[2024-25 Athletics Policies \(PDF\) - University of Tennessee at Chattanooga Athletics](#)

matters of athletics discipline for misconduct. The Director of Athletics may suspend the student-athlete from competition, practices, and/or other athletically related activities on an interim basis while the Director of Athletics determines what disciplinary action, if any, is appropriate.

The UTC Athletics Administration will fully support appropriate disciplinary action taken by a Head Coach for a violation of team rules. A student-athlete may appeal a disciplinary action taken by a Head Coach by contacting the Senior Woman Administrator.

Consistency in Policies and Standards

This Student-Athlete Code of Conduct does not supersede any other UTC, NCAA, or Southern Conference rule, policy, or regulation. Nothing in this Student-Athlete Code of Conduct shall be construed as a limitation on UTC's right to take disciplinary action against a student-athlete pursuant to the University's code and standards of conduct that apply to all UTC students.

The University of Tennessee, Knoxville (UTK)

Academic-Athletics Highlights

Academic Highlights

- The collective multi-year Graduation Success Rate for Tennessee's female student-athletes is 98 percent, which ties for the highest mark in Lady Vols history. UTK's student-athletes tied the school's second-highest multi-year GSR rate at 93 percent.
- In sport-specific data, ten programs set or tied their highest-ever multi-year Graduation Success Rate, and 10 achieved a perfect multi-year GSR of 100%.
- The record-setting spring 2025 metrics marked the 25th consecutive semester in which the Vols and Lady Vols combined to post a GPA of 3.0 or higher.
- For the fifth straight semester, all 16 sports earned a GPA above 3.0.
- The spring semester included a record-high combined GPA of 3.33 for Tennessee's men's sports, including program-best performances achieved by baseball (3.71), men's basketball (3.59), and football (3.25).

Athletic Highlights

- For the first time in school history, Tennessee Athletics achieved its third consecutive top-10 finish in the Learfield Directors' Cup. Tennessee ranked sixth in the nation, marking its second-best finish since the Directors' Cup was established in 1993.
- All 20 sports at Tennessee reached the postseason (NCAAs and a bowl game) for just the second time in school history – with both achievements coming in each of the last two years. Tennessee is the only Power Five school to have every sport reach the postseason in both the 2023-24 and 2024-25 seasons.
- Overall, 12 UTK programs placed in the final top 15 for the 2024-25 academic year and finished second in the SEC All-Sports Trophy standings.
- In addition, 49 Tennessee student-athletes combined for 81 total All-American honors, including 29 individuals amassing 45 total First Team All-America honors.
- UTK led the nation in combined attendance across football, men's basketball, and women's basketball during the 2024-25 regular season.

Mission Statement for UTK's Intercollegiate Athletics Department

The mission of the University of Tennessee, Knoxville's Men's and Women's Department of Intercollegiate Athletics is to lead the way forward in all aspects of college sports.

The University of Tennessee Knoxville's Departments of Intercollegiate Athletics vision is to deliver an unparalleled student-athlete experience fueled by the relentless pursuit of comprehensive excellence; be bold and innovative in our approach to recruiting and developing well-rounded graduates, championship-driven competitors, and world-changing leaders.

6.2

The Role of Intercollege Athletics at UTK

The role of intercollegiate athletics at UTK is to provide students with opportunities for participation in intercollegiate athletics in an environment that encourages the achievement of academic excellence and athletic success while maintaining a proper balance between participation in athletics and the educational and social life common to all students.

6.2

The Faculty Athletics Representative at UTK

The Faculty Athletics Representative (FAR) is appointed by the Chancellor to assist in maintaining oversight of the intercollegiate athletics program, focusing on academic success, academic integrity, student-athlete well-being, and compliance. The FAR works closely with the Chancellor, the Provost, the Athletics Director, the Associate Provost/Senior Associate Athletics Director (Director of the Thornton Center), the faculty, Athletics Compliance Office, and other intercollegiate athletics and academics personnel to support a campus environment in which intercollegiate athletics is a vital component of the educational program. UT Knoxville has recently had two Co-FARs.

Dr. Don Bruce has served in this role since 2012. Donald Bruce is the Boyd Distinguished Professor in the Haslam College of Business at the University of Tennessee with a joint appointment as director of the Boyd Center for Business and Economic Research and Professor in the Department of Economics. As a Boyd Center economist, he regularly provides objective, non-partisan policy research and evaluation under contracts with an array of government agencies at the federal and state levels. His recent work includes an ongoing evaluation of Tennessee's welfare program, Families First, for the Tennessee Department of Human Services, an analysis of teacher supply and demand in Tennessee for the Governor's Office of Education Policy, and a forecast of expenditures on Tennessee Education Lottery Scholarships for the Tennessee Higher Education Commission. In addition to his Boyd Center research, Dr. Bruce studies the economic and behavioral effects of tax policies on such things as small business activity and owner-occupied housing. His work has been presented and published in various academic journals, edited volumes, and professional meetings. He has testified before Congress on the topic of internet taxation, and he presented his work on taxes and small business activity before the President's Advisory Panel on Federal Tax Reform in 2005.

Dr. Matt Harris joined in 2020 to provide additional leadership and will continue as the sole Faculty Athletic Representative beginning in the 2025-26 academic year. Matt Harris is the Boyd Distinguished Professor of Health Economics in the Boyd Center for Business and Economic Research and the Department of Economics in the Haslam College of Business at the University of Tennessee. Harris currently holds the Michael Stahl PEMBA Faculty Research Fellowship (2017-2022-2023), serves as SEC Faculty Athletics Representative, and chairs the organizing committee for the Annual Health Econometrics Workshop¹⁴. His research interests are primarily in labor, public, and health economics.

¹⁴ [Annual Health Econometrics Workshop | The University of Tennessee, Knoxville](#)

Harris is also responsible for population forecasting for the Tennessee Advisory Council on Intergovernmental Relations.

Specific responsibilities assigned by the Chancellor to the FARs include:

- Represent the University and the faculty in the university's relationship with the NCAA and the Southeastern Conference
- Review proposed competition schedules to monitor student-athlete time demands and class schedules
- Work closely with the Athletics Director, the Director of the Thornton Center¹⁵, and the Thornton Center staff to review and evaluate academic and general support services for student-athletes
- Receive regular reports and monitor the academic performance of individual student-athletes and teams, report these results to the Chancellor, and work constructively and cooperatively with coaches and students to assist student-athletes in their academic pursuits
- Participate in the review of student-athlete exit interviews
- Address any faculty concerns regarding the practice and competition schedules for athletes and foster open communication between the Athletics Department
- Report to the Faculty Senate on matters relating to intercollegiate athletics and the role of the intercollegiate athletics program on campus
- Engage with the Chancellor on matters involving SEC and NCAA compliance
- Participate in the examination and reporting of possible violations of NCAA, Southeastern Conference, and institutional policies and procedures
- Work as part of a team to meet responsibilities for certifying student-athlete eligibility
- Work cooperatively with and support the work of the Athletics Compliance Office

¹⁵ The Thornton Athletics Student Life Center is a state-of-the-art, 33,000 sq/ft facility that houses the Tennessee Tailored program, which encompasses academic counseling and career development services for student-athletes.

- Work as a part of the team in the development of appeals, reports, and other correspondence to the NCAA and the Southeastern Conference, as outlined in the NCAA Manual, the Southeastern Conference Manual, and the Commissioner's Regulations

6.2

How the Chancellor at UTK Measures Intercollegiate Athletics Success

The Chancellor expects the Athletics Department to foster the pursuit of academic excellence and academic integrity by student-athletes; inspire and support the achievement of individual and team championship performance; conduct intercollegiate athletics programs consistent with both the letter and spirit of the policies and/or regulations set forth by the NCAA, the Southeastern Conference (SEC), and UT Knoxville; operate fiscally in a self-sufficient, responsible, and transparent manner; establish and enforce expectations for standards of behavior for coaches, staff, and student-athletes appropriate to their positions as representatives of the university; and overall to be a source of pride for the university's students, alumni, and supporters.

6.2

NCAA Academic Progress Rate (APR) Scores for UTK

Table 5

Academic Progress Rates for UT Knoxville's Athletics Teams

Sport	Men's/ Women's	Single-Year APR	Rolling 4-Year APR
Baseball	Men	1000	982
Basketball	Men	1000	1000
Basketball	Women	978	990
Cross Country	Men	984	993
Cross Country	Women	991	996
Football	Men	982	964
Golf	Men	1000	994
Golf	Women	1000	1000
Rowing	Women	988	994
Softball	Women	1000	991
Soccer	Women	1000	995
Swimming	Men	1000	980
Swimming	Women	1000	997
Tennis	Men	962	968
Tennis	Women	1000	1000
Track & Field	Men	988	986
Track & Field	Women	995	985
Volleyball	Women	1000	1000

Note: APR is reported for one academic year behind since data are not released until October. NCAA schools also compute a four-year rolling average of annual APR scores. Track & Field has both indoor and outdoor seasons, including a post-season, resulting in 18 sports for this type of reporting.

Corrective Action(s)

No corrective actions are necessary.

NCAA Graduation Success Rate (GSR) Scores for UTK

Table 6

Graduation Success Rates for UT Knoxville's Athletics Teams

Sport	Men's/Women's	Single-Year GSR	Rolling 4-Year GSR
Baseball	Men	100	100
Basketball	Men	100	100
Basketball	Women	100	100
Football	Men	80	82
Golf	Men	100	100
Golf	Women	100	100
Rowing	Women	100	96
Softball	Women	100	100
Soccer	Women	100	94
Swimming	Men	100	92
Swimming	Women	100	100
Tennis	Men	100	100
Tennis	Women	100	100
Track & Field	Men	100	90
Track & Field	Women	100	100
Volleyball	Women	100	93

Note: GSR is reported one academic year behind, as data are not released until October. The rolling GSR is based on a four-year average, although cohorts have a six-year timeframe to graduate, as per the federal definition. Cross Country and Track & Field cohorts are combined into one GSR score for both the men and women – this will be represented as Track & Field in the table.

UTK Athletics Department Benchmarks

Academic Progress Rate

All teams are benchmarked against SEC peers on an annual basis.

Graduation Success Rate

All teams are benchmarked against SEC peers on an annual basis.

Academic and Admissions

All teams are benchmarked against SEC peers on an annual basis.

6.2

Admissions Standards for UTK

Student-Athlete Admissions Policy

The Special Considerations Admissions Committee

The Special Considerations Admission Committee (SCAC) reviews the admissions files of first-year applicants referred by the Undergraduate Admissions Holistic Review Committee. Admission files referred to SCAC may include applicants with special or unique talents, or who have overcome significant life-altering obstacles, and/or whose contributions would add to the overall strength of the University.

Referral of a file to the SCAC will generally be triggered by the calculation of the Institutional Rating (IR) from an applicant's UTK Core GPA and ACT (composite) or SAT (quantitative plus verbal) score. The IR is based on (a) GPA divided by 4 and (b) ACT divided by 36 or SAT divided by 1600, whichever is higher. Test scores are not converted from ACT to SAT metrics or vice versa for the purposes of calculating an applicant's IR. The specific calculation of IR double-weights the GPA, such that $IR = \{(GPA/4) + (GPA/4) + (ACT/36)\} / 3$.

Applicants who are not otherwise denied admission will be automatically referred to the SCAC if they have any of the following:

- an IR below 0.55
- a UTK Core GPA below 2.0
- an ACT composite below 16
- an SAT Redesign composite below 890

Others with an IR at or above 0.55 may be referred to the SCAC at the discretion of Admissions. Voting members of the SCAC are the Provost (chair), the Faculty Athletics Representative (FAR), an at-large member of the tenured faculty appointed by the Provost, and a representative of the Faculty Senate appointed by the Faculty Senate President. The Vice Provost of Enrollment Management, Assistant Vice Provost for Enrollment Management and Director of Undergraduate Admissions, University Registrar, Associate Vice Provost for Student Success, Director of the Thornton Center, and a Compliance Officer for intercollegiate athletics serve as ex officio members of the committee. Professional staff members or departmental faculty may be asked to attend committee meetings as an information source. On occasion, other UTK faculty or staff may be asked to attend to supply information for the committee.

A letter of support from a UTK faculty or staff member (head coach in the case of a student athlete applicant) must be submitted for all students appearing before the

committee. In the letter, the faculty or staff member should discuss the academic prospects for the student, the reasons (as far as they are known) for poor high school and/or test performance, the value of the student to the University, and the faculty or staff member's plan for the student's academic success. SCAC will consider all information provided, including any statement the student wishes to make regarding their reasons for wanting to attend UT Knoxville and the academic challenges they will face on campus. All students whose applications are discussed by the committee must be interviewed in advance by a member of the Thornton Center or Student Success Center, who will report on the results of the interview.

Limits

UTK has a policy that allows the campus to make admissions exceptions for students brought in through the Special Considerations Committee. The numbers shown in Table 7 reflect the maximum number of admits per sport for students who can be admitted; admission numbers are based on the overall roster size.

Table 7

Cumulative Squad Limits by Sport at UT Knoxville

Sport	Cumulative Squad Limit
Football (1)	12
Baseball (1), Men's Basketball, Women's Basketball, Rowing (3), Soccer, Softball, Men's Swimming & Diving, Women's Swimming & Diving (1), Men's Track & Field/Cross Country (2), Women's Track & Field/Cross Country (1)	4
Men's Golf, Women's Golf, Men's Tennis (1), Women's Tennis, Volleyball	2

There is no institutional limit on the number of students with an IR of 0.55 or above that may be admitted by the SCAC. Student-athletes with an IR below 0.55 may be admitted, subject to cumulative limits for each sport as shown in Table 7. These are binding limits, such that teams already at the cumulative limit will generally not be permitted to admit new counters¹⁶. All sports are currently under their allotted counter number, and the total number of current counters can be found in parentheses next to each team in the table above. There is no cumulative counter limit for non-athletes.

¹⁶ Counter refers to prospective students who would have an institutional rate below 0.55. The Institutional rate is based on the calculation of the applicant's UT Core GPA and ACT or SAT score.

Declared Majors at UTK

Table 8

Enrollment of Student-Athletes (SA) and Non-Student-Athletes (NSA) at UT Knoxville by Major

Major	SA	NSA
Accounting	7	768
Advertising	2	302
Aerospace Engineering	1	404
Agric Lead/Educ/Comm	5	105
Animal Science	2	463
Anthropology	3	346
Architecture	1	392
Art	1	46
Audiology and Speech Pathology	1	244
Biological Sciences	14	1535
Biomedical Engineering	3	399
Biosystems Engineering	2	51
Business Adm Exploratory	7	244
Business Analytics	6	830
Chemical Engineering	2	268
Chemistry	1	18
Child and Family Studies	3	138
Civil Engineering	6	435
Communication Studies	65	312
Computer Science	3	669
Construction Science & Management	1	258
Economics (Business)	5	262
Economics (Arts & Sciences)	1	110
Education	3	409
Electrical Engineering	2	253
English	1	263
Environmental & Soil Sciences	1	78
Finance	26	2219
Food and Agricultural Business	1	109
Food Science	1	51

Forestry	3	94
Geography	2	49
Geology and Environmental Studies	1	103
Global Studies	1	29
Graphic Design	2	117
Hospitality & Tourism Management	8	98
Human Development & Family Science	3	10
Human Resource Management	1	103
Information Sciences	10	212
Interdisciplinary Studies - Data Science	1	24
Interior Architecture	1	186
Journalism & Electronic Media	13	459
Kinesiology	47	1249
Management	21	1158
Marketing	29	1882
Mathematics	2	131
Mechanical Engineering	10	1043
Modern Foreign Lang/Literature	1	57
Neuroscience	3	507
Nuclear Engineering	2	255
Nursing	4	1089
Nutrition	10	215
Philosophy	1	49
Physics	1	122
Political Science	4	608
Pre-Professional Programs	3	465
Psychology	18	1170
Public Administration	2	31
Public Affairs	2	67
Public Health	4	115
Public Relations	2	283
Retail & Merchandising Management	5	76
Social Work	2	209
Sociology	17	240
Special Education	2	56
Sport Management	84	436

Supply Chain Management	21	1511
Sustainability	1	47
Therapeutic Recreation	12	192
University Exploratory Major	9	793
University Undecided (Non-Degree)	5	104
Wildlife & Fisheries Science	1	198
World Language & Cultures	1	11
Graduate Programs	SA	NSA
Aerospace Engineering (Master's)	1	36
Agric Lead/Educ/Comm (Master's)	18	82
Business Administration (Master's)	7	477
Business Analytics (Master's)	1	34
Business Cybersecurity (Master's)	1	34
Communication And Information (Master's)	7	226
Computer Science (PhD)	1	55
Information Sciences (Master's)	1	267
Kinesiology (Master's)	4	62
Management and Human Resources (Master's)	2	57
Marketing (Master's)	2	28
Philosophy (Master's)	1	3
Public Health (Master's)	2	172
Recreation/Sport Management (Master's)	1	72
Social Work (Master's)	2	650

Note: This table only reports the student's primary major (not double majors) and includes only majors with at least one student-athlete enrolled in the program.

Summary

The table above reflects a diverse makeup of programs offered by the UTK and selected by the student-athletes at the University of Tennessee. The most popular declared majors for UTK student-athletes during the 2024-25 academic year were Sport Management (84), Communication Studies (65), and Kinesiology (47). However, the Haslam College of Business garnered the highest total number of UTK student-athletes out of all colleges (118) when factoring in their various majors.

Academic Integrity at UTK

Policies and Standards

Student-athletes are held to the same policies, standards, and conduct process for all students at UT Knoxville, which can be found in the Honor Statement in the Student Code of Conduct¹⁷:

Student-athletes are expected to fulfill their academic responsibilities and comply with all policies of the Thornton Athletics Student Life Center. Unexcused absences from class and/or study hall are not tolerated. Lack of responsibility, tardiness, and/or disrespect toward faculty members are unacceptable actions that may result in loss or reduction of academic services and/or loss of team travel privileges. As students at UTK, student-athletes must uphold academic integrity. Cheating and/or other forms of academic dishonesty are unacceptable and violate the Standards of Conduct set forth in the Student Code of Conduct.

The University utilizes an Honor Statement that reads, “As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.” The Honor Statement prohibits cheating, plagiarism, and any other type of academic dishonesty.

¹⁷ [Code of Conduct - Student Conduct & Community Standards](#)

The University of Tennessee at Martin (UTM)

Academic-Athletics Highlights

6.2

We have put the finishing touches on yet another great year in UT Martin Athletics in 2024-25. Highlights include the following:

- Last season, our Skyhawk football team won its fourth straight conference championship and won a game in the Division I FCS playoffs for the second time in school history. Our UT Martin equestrian squad also won a league title and was selected as an at-large participant in their national championship tournament for the first time in school history. We also boasted the Ohio Valley Conference (OVC) individual champion in golf as Jonathan Xoinis advanced to the NCAA Regionals.
- Our most impressive feat came in the classroom as our 450 student-athletes combined for a phenomenal 3.37 Grade Point Average in the spring semester. That was the best academic performance in school history, and the 11th consecutive semester in which our department has posted a GPA of at least 3.20. For the entire 2024-25 campaign, Skyhawk Athletics tallied a 3.35 GPA and had a school-record of 35 student-athletes win an OVC Academic Medal of Honor for a flawless 4.0 GPA. We were also fortunate enough to claim two of the six OVC Scholar-Athletes, as Xoinis and soccer's Izzy Patterson were named to the league's highest individual accolade.
- Outside of the playing field, our student-athletes combined for 5,400 hours of community service. We are always proud to give back to the West Tennessee community that treats our department and our student-athletes so well.

Mission Statement for UTM's Intercollegiate Athletics Department

The University of Tennessee at Martin Department of Athletics emphasizes academic integrity, competitive excellence, community stewardship and the well-being of all student-athletes.

The University of Tennessee at Martin Department of Athletics emphasizes a sense of belonging among its student-athletes, staff, and coaches. The expectation for all Skyhawks is to **RISE** (**R**espect, **I**ntegrity, **S**portsmanship, and **E**quality) through leadership and service.

6.2

The Role of Intercollege Athletics at UTM

The role of the Department of Intercollegiate Athletics on the campus of UT Martin is to foster campus unity, enhance the visibility of the campus, provide essential life skills to students involved in athletics, and improve the level of student satisfaction to encourage retention. The athletic department offers a culture of campus unity by giving students a sense of pride in the institution and events to attend, to provide all students with a complete collegiate experience. The success of the programs within the athletic department gives students an incentive to attend events and bond with their colleagues and classmates on this basis.

The athletic department promotes the campus's visibility by maintaining membership with the Ohio Valley Conference. This Conference spans five states and exposes students to UT Martin who might otherwise have no knowledge of the campus. In addition, the athletic department recruits outside of the state of Tennessee and represents a significant proportion of the out-of-state students on campus, allowing for further visibility for states that would not otherwise be reached.

The athletic department also provides essential life skills to students involved in athletics, whether as athletes, student workers, or otherwise. UT Martin athletics dedicates significant time and resources to promoting life skills to athletes who may not have access to such programs outside of their participation in athletics. These include training for job interviews, coping with mental health concerns, maintaining financial well-being, and many other skills that cannot be attained through traditional educational methods. Finally, the athletic department helps improve student satisfaction to promote retention. All the above-listed roles contribute to student satisfaction. The entire campus benefits from the athletic department's success, as it increases the student body's satisfaction and retention rates.

The Faculty Athletics Representative at UTM

The faculty athletics representative abides by the OVC policies and procedures for their level of oversight and other functions. The functions and responsibilities listed herein are mandated by the NCAA and/or OVC regulations. Administratively, the faculty athletics representative:

- Shall have access to and meet with the Chancellor on an as-needed basis
- Should serve as a liaison between athletics and the University faculty and administration
- Should be a member of the University athletics board/committee
- Should participate in search committees for a Director of Athletics and any other search committees as assigned by the athletic director
- Should attend OVC meetings
- Shall be a member of the Conference Board of Faculty Athletics Representatives and fulfill the duties of the Board as prescribed in the OVC Constitution

Academically, the faculty athletics representative:

- Shall sign OVC eligibility and other applicable forms
- Shall oversee the OVC Scholar-Athlete nomination and award process
- Shall coordinate the submission of student-athlete data for the OVC Commissioner's Honor Roll, OVC Medal of Honor, and the OVC Academic Achievement Awards
- Shall review student-athlete participation schedules and frequency of missed class time for all sports sponsored by the institution
- Shall review annual academic progress data (e.g., Academic Progress Rate, Graduation Success Rate) and share this information with campus constituents (e.g., faculty senate, university board)

Regarding student-athlete well-being, the faculty athletics representative:

- Shall review all proposed OVC regular season and post-season schedules and provide feedback to the Board of Senior Woman Administrators and the Board of Directors of Athletics on student-athlete well-being on campus
- Should monitor and promote student-athlete well-being on campus
- Should maintain regular contact with the university's Student-Athlete

Advisory Committee

- Should promote academic enhancement of student-athletes
- Should participate in student-athlete exit interviews and surveys

Regarding compliance, the faculty athletics representative:

- Shall administer the NCAA Coaches Certification Exam
- Should assist the Athletic Compliance Administrator with appeals, waivers, and rules interpretations
- Should participate in the NCAA Institutional Performance Program of the University's athletics programs
- Should participate in investigations into potential OVC and NCAA rules violations
- Should receive, in real-time, Level Three and Four violations and updates from the Athletic Compliance Administrator

UTM Faculty Athletics Representative

Dr. Laura Brown is currently serving as the Faculty Athletics Representative (FAR) in her second term with the department. Dr. Brown is currently a faculty member with the Health & Human Performance Department on campus. Her research focuses on student-athletes and their well-being, making her an ideal candidate to serve in this role. Brown earned UT Martin's Featured Faculty Scholar award for the spring 2019 semester and received the 2018 Pinnacle Award from the UT Martin College of Education, Health and Behavioral Sciences. She additionally won the Alpha Omicron Pi Teacher of the Month honor in September 2017 and snagged the UT Alumni Outstanding Teacher Award in 2015, among other accolades. Dr. Brown has also served on a variety of Ohio Valley Conference and Athletics Strategic Planning committees during her time as the FAR, highlighting her commitment to the betterment of the department and the success of our student-athlete body.

How the Chancellor at UTM Measures Intercollegiate Athletics Success

The Chancellor utilizes a combination of the following achievements to determine the success of athletics on campus: Academic Progress Rate, Graduation Success Rate, cumulative Grade Point Average for the department, budget, and fundraising. The primary measurement tools for the department's academic success are APR, GSR, and GPA. The Academic Progress Rate and Graduation Success Rate reports are compiled annually by the NCAA to measure the department's success at the national level. Therefore, using the same measurements on a campus level is appropriate. The Chancellor's benchmarks in these areas are higher than the NCAA benchmarks required to avoid penalties. The Academic Progress Rate goal is for all programs to earn a single-year rate of 950 or above. The goal for the Graduation Success Rate is for all programs to achieve or exceed a rate of 75%. The annual cumulative grade point average goal is for each program to achieve a grade point average of 2.95 or higher.

From a budgetary standpoint, the benchmark should present no deficit at the end of the fiscal year. Lastly, for fundraising, the Chancellor measures success by determining if gift pledges to the athletic department show an increase of at least fifteen percent for the fiscal year, based on a rolling average of gift pledges to the athletic department over the past five fiscal years. Chancellor Freeman has identified community engagement and service as high priorities. The Athletic Department requires each student-athlete to complete at least 12 hours of community service annually, which has placed the department at the forefront of community service. The Chancellor expects this to continue and evolve in the years to come. From an athletic standpoint, finishing in the top half of the conference in the Commissioner's Cup is another priority for the Chancellor.

NCAA Academic Progress Rate (APR) Scores for UTM

Table 9

Academic Progress Rates for UT Martin's Athletics Teams

Sport	Men's/Women's	Single-Year APR	Rolling 4-Year APR
Baseball	Men	950	973.25
Basketball	Men	978	957.25
Basketball	Women	1000	979
Cross Country	Men	1000	991.25
Cross Country	Women	793	993.25
Football	Men	952	944
Golf	Men	1000	1000
Rifle	Mixed	1000	987.25
Soccer	Women	953	979
Softball	Women	987	993.5
Track	Men	982	990
Track	Women	969	977.25
Volleyball	Women	951	970.25
Beach Volleyball	Women	1000	1000

Note: APR is reported for one academic year behind since data are not released until October. NCAA schools also compute a four-year rolling average of annual APR scores.

Corrective Action(s)

The football program is currently under corrective action based on the rolling 4-year average academic progress rate being 944. As a result of this score, any recruited student-athletes undergo rigorous academic review, and the administration has the final determination on whether a recruit will be signed if their academics reflect that there could be potential retention or eligibility issues in the future. The number of conditional admits for the program has been reduced. The academic programming provided has been expanded, and coaches are taking on additional academic responsibilities to assist in areas where further oversight is needed.

NCAA Graduation Success Rate (GSR) Scores for UTM

Table 10

Graduation Success Rates for UT Martin's Athletics Teams

Sport	Men's/Women's	Single-Year GSR	Rolling 4-Year GSR
Baseball	Men	88	83.75
Basketball	Men	91	84.25
Basketball	Women	100	93.25
Cross Country	Men	84	68.25
Cross Country	Women	90	90.25
Football	Men	62	63.5
Golf	Men	100	100
Rifle	Mixed	100	92.75
Soccer	Women	100	90.5
Softball	Women	95	97.75
Track	Men	84	68.25
Track	Women	90	92.25
Volleyball	Women	91	93.5

Note: GSR is reported for one academic year behind since data are not released until October. The rolling GSR is based on a four-year average, although cohorts have six years to graduate per the federal definition. The institution sponsors beach volleyball and equestrian as well, but their status as "non-scholarship" sports prevents them from being included on GSR.

UTM Athletics Department Benchmarks

The athletic department uses Academic Progress Rates and Graduation Success Rates to help measure the success of each coach and their programs annually. There are specific benchmarks that the programs must meet to be considered in good standing with the athletic department. These have shifted slightly with the introduction of the Academic Unit Funding provided by the NCAA, starting with the 2019-20 academic year. To receive a portion of the funds distributed, the institution must achieve one of the following: a single-year APR rate of 985 or higher, a GSR for the most recently available year is 90% or higher, or the difference between student-athlete and student-body rates for the most recently published FGR is at least 13 percentage points. These parameters are now considered when determining the annual success of the coaching staff.

Academic Progress Rate

NCAA regulations require that the program have a multiyear rate of 930 or higher. This is also the basis of the institutional evaluation. If a program's single-year rate falls below 930, the program is subjected to additional monitoring and oversight by the compliance office. This is achieved through education and an in-depth evaluation of their APR for the most recent years, to identify any missteps that may have contributed to the lower score. The program will also face restrictions on recruiting, requiring the compliance office and the Athletic Director to play a more prominent role in determining whether an athlete can be issued signing papers. The recruiting restrictions will be based on analyzing that program's APR scores for the last five years to determine which types of recruits cause the most serious concerns for APR scores. For example, if midyear enrollee students have caused a significant loss of retention points for the program in question, the athletic director may deny a request for a midyear enrollee recruit. This incentivizes coaches to provide additional attention to the area in question or avoid the problem altogether by minimizing the number of student-athletes who have presented an APR issue in the past. To avoid additional oversight or monitoring in this area, programs are expected to have a single-year rate of 980 or above to increase the chances of reaching the benchmark of 985 as a department to receive Academic Unit Funding from the NCAA. Programs that fall between 930 and 980 must undergo a review of APR and additional education by the compliance office to help promote understanding and consideration of APR when making recruiting and roster management decisions. The Chancellor's tool for measuring success regarding APR requires all teams to present a score of 950 or above for the single-year rate.

Graduation Success Rate

The Graduation Success Rate is based on the ability of the programs to graduate the student-athletes recruited to this institution. To determine the success of the programs on campus, the athletic department focuses on the trends of the specific sport in question. For example, if softball has maintained an 85% for the past five years, they are expected to maintain either the same or higher rates. If there is a drop in the graduation rate of a specific program, the compliance office will evaluate the lost points and request an explanation from the head coach. If the reason for the decrease in the rate is not justified after the coach provides an explanation, the Compliance Office and the Athletic Director will provide additional oversight and education, similar to how programs are monitored if they are determined to be at risk in the area of APR. The Chancellor's tool for measuring success regarding GSR is that all teams present with a percentage of 75% or above the single-year rate.

Admissions Standards for UTM

Student-Athlete Admissions Policy

Graduates from high schools with state accreditation may enter the university by meeting one of the following criteria:

- A composite score of 19 or above on the American College Test (ACT) or 980 SAT (ERW+M) and a cumulative high school grade point average of 3.0 or above on a 4.0 scale, OR
- A composite score of 21 or above on the ACT or 900 SAT (ERW+M) and a cumulative high school grade point average of 2.7 or above on a 4.0 scale.

Graduates from high schools without state accreditation must meet one of the following criteria:

- A composite score of 21 or above on the American College Test (ACT) or 980 SAT (ERW+M) and a cumulative high school grade point average of 2.85 or above on a 4.0 scale

Students who have obtained a GED or HiSET Diploma

- An applicant 18 years or older who has not graduated from high school may be admitted to the university with appropriate GED or HiSET scores. Contact the Undergraduate Admissions Office (731-881-7020) for specific admission criteria information regarding ACT, GED, or HiSET test score requirements. The applicant's high school class must have graduated. Students must request that their official test results be sent to UT Martin in addition to a transcript of any high school work completed. A student entering based on a GED / HiSET will be assessed and placed in the appropriate course(s) relative to their needs, including high school unit requirements.

The following high school courses are required for high school graduates.

- English: 4 units
- Algebra: 2 units
- Advanced Math: 2 units of geometry, trigonometry, calculus, or advanced mathematics
- Natural/Physical Science: 3 units; 1 must be a course in biology, chemistry, or physics

- U.S. History: 1 unit
- Social Studies: 1 unit of world history, European history, or world geography (may be fulfilled by completing two one-half unit courses)
- Foreign Language: 2 units in the same language
- Visual/Performing Arts: 1 unit of theater arts, visual arts, music theory, music history, vocal music, instrumental music, or art history

Student-athletes are expected to meet all the same admissions requirements as non-student-athletes. Institution policy requires that there be no departures from the standard admissions requirements for student-athletes.

Special Admissions

Conditional Admission

- The Conditional Admission Committee will review any student's file that does not meet regular admission requirements for our conditional admission program. There are a limited number of spots in this program each semester, so apply early for a greater chance of securing a spot.

Number of Conditional Admits of Student Body vs. Student-Athletes

- Number of conditional admits for the entire student body for Fall 2024: 1,162
- Number of conditional admits for the athletic department for Fall 2024: 25
- Rate: 2% of conditional admits were student-athletes

Declared Majors at UTM

Table 11

Enrollment of Student-Athletes (SA) and Non-Student-Athletes (NSA) at UT Martin by Major

Major	SA	NSA
Accounting	11	113
Ag & Natural Resources Syst Mgt	1	29
Agricultural Business	27	282
Agriculture (General)	6	216
Art (BAA)	1	30
Business Administration	12	146
Cell & Molecular Biology	6	112
Chemistry	5	45
Computer Science	1	97
Construction Management	2	26
Counseling	2	96
Criminal Justice	14	197
Cybersecurity	2	32
Economics	7	38
Engineering	14	125
Environmental & Organismal Biology	2	34
Exploratory Major: Humanities & Fine Arts	4	33
Family and Consumer Science	3	57
Finance	19	101
Geoscience	1	47
Health & Human Performance	57	259
Integrated Studies	10	277
Interdisciplinary Studies	101	217
Management	57	280
Marketing	13	78
Mass Media & Strategic Comm	6	77
Mechanical Engineering	11	91
Natural Resources Management	5	103
Nursing	11	325
Political Science	5	53
Psychology	14	184
Secondary Education	1	67

Social Work	2	139
Veterinary Science & Technology	15	329
Graduate Programs	SA	NSA
Education Leadership	1	57
Sports Coaching & Performance	3	7
Strategic Communications	1	14
Teaching	3	278

Note: This table only reports the student's primary major (not double majors) and includes only majors with at least one student-athlete enrolled in the program.

Summary

The student-athletes at the University of Tennessee at Martin are enrolled in a variety of courses of study, depending on their interests and availability. There is a total of 460 athletes enrolled at UT Martin, who are pursuing degrees in 41 different programs. The majority of athletes are enrolled in Interdisciplinary Studies (101), followed by Management (57) and Health & Human Performance (57), and then Agriculture Business (27).

Academic Integrity at UTM

Policies and Standards

UT Martin has identified quality undergraduate education as its primary objective. Commitment to this objective must include an obligation by all University community members to promote and protect the highest standards of integrity in the study, research, instruction, and evaluation. Dishonesty or unethical behavior does not belong at an institution that promotes knowledge and learning. The integrity of the academic process requires fair and impartial assessment by faculty and honest academic conduct by students.

Consistency in Policies and Standards

The above-listed statement is the institution's posted Academic Integrity policy¹⁸. The athletic department mirrors and enforces a policy identical to that of the campus as a whole.

¹⁸ [Academic Integrity | UT Martin](#)

The University of Tennessee Southern (UTS)

Academic-Athletics Highlights

Academic Highlights

- UT Southern was named a Gold-Level Champion of Character Institution for the eighth consecutive year. In addition to receiving the Gold designation, UT Southern was also named to the NAIA Champion of Character Top Score List—recognizing institutions that go above and beyond in their commitment to the five core values: integrity, respect, responsibility, sportsmanship, and servant leadership.
- The overall athletic GPA rose again to 3.22, with the varsity teams averaging 3.25 and the junior varsity teams averaging 3.02. Seventeen of the twenty-three teams had a team GPA above a 3.0. Both men's and women's soccer had students named scholar-athlete of the conference.
- Numerous student-athletes were awarded SSAC Conference Academic Awards: a total of 92 across 13 sports.

Athletic Highlights

- Women's soccer was the conference champion and had Marina Nawa named the conference women's soccer scholar-athlete of the year.
- Men's Soccer had Manuel Flores named the conference men's soccer scholar-athlete of the year, as well as the overall male conference scholar-athlete of the year.
- Zach O'Kelley was named Sports Information Director of the Year for the conference.
- Five teams and six individual athletes made national championship appearances.

Mission Statement for UTS's Intercollegiate Athletics Department

At the University of Tennessee Southern Athletics, we are committed to fostering a culture of excellence, integrity, and personal growth within our student-athletes. As a vital component of our esteemed institution, we strive to elevate our athletics division within the NAIA, while staying true to our core values and the spirit of sportsmanship.

Our mission is to provide a transformative athletic experience that empowers our student-athletes to excel academically, athletically, and personally. We believe in the power of athletics to shape character, build resilience, and instill lifelong skills that extend beyond the playing field.

Recognizing that academics are a cornerstone of our student-athletes' success, we work in partnership with academic departments, faculty, and advisors to ensure our student-athletes receive the necessary support and resources to excel – harnessing the collective talents and strengths of our university community.

As the athletics department, we are dedicated to maintaining high ethical standards, emphasizing fairness, respect, and inclusivity in all aspects of our programs. We celebrate diversity and strive to create an inclusive environment that embraces individuals from all backgrounds, cultures, and identities. We believe in fostering a collaborative partnership among coaches, staff, and student-athletes, empowering them to work together toward shared goals and aspirations – and aim to engage our wider community, promoting school spirit among our student-athletes, alumni, and fans.

Through meaningful engagement, we seek to inspire a lifelong passion for sports and cultivate a sense of pride in the University of Tennessee Southern Athletics.

The Role of Intercollege Athletics at UTS

The Athletics Department lists among its division goals:

- To provide teams that should attract the interest of the student body and people in the community
- To be competitive with other teams in our conference
- To recruit high-quality athletes who should strive to excel in athletics and academics
- To graduate a high percentage of athletes
- To maintain a high-quality coaching staff who lead by positive examples

At a small school like UT Southern, athletics contributes to creating a positive environment for all students, not just student-athletes. While athletic programs at all schools serve as a pillar of pride for several students, at a small school with a high percentage of athletes, it is essential to create that community that comes from cheering on classmates and friends in athletic competition. At such institutions, student-athletes comprise a high percentage of the overall student population and are widely known across the campus.

The Athletics Department also values the phrase “student-athletes.” Athletes learn that they are students and that their academics take priority over their athletics. The Athletics Department strives to exceed the institution’s overall average retention and graduation rates by maintaining high standards for student-athletes and holding them accountable for their academic performance. Additionally, through the NAIA’s Champions of Character initiative, athletics aims to cultivate well-rounded individuals who make informed choices in all aspects of their lives.

The Faculty Athletics Representative at UTS

According to the NAIA Handbook (Article I, Section C), a faculty athletics representative shall:

- Be appointed by the chief executive officer of the institution to represent the institution in the development of sound educational policies for athletics
- Be a regular member of the faculty but not assigned as a coach or athletics administrator
- Be charged with the responsibility of ensuring that all participants in the intercollegiate competition are eligible to follow the rules and regulations of the Association before they represent the institution in any manner
- Meet with the institution's chief executive officer to review NAIA and conference issues regarding academics and athletics
- Participate (either in person or via conference call) in any conference-wide meeting that is set for the purpose of rules education
- Participate (either in person or via conference call) in conference meetings when items on the agenda are pertinent to the faculty member's role as the faculty athletics representative of their institution
- Be encouraged to attend the first NAIA National Convention occurring after being appointed faculty athletics representative
- Work with the athletics director to provide a rules education program consistent with the best practices approved and published by the Council of Faculty Athletics Representatives. Such a program shall include educating the institution's:
 - Administrators who participate in eligibility certification (e.g., registrar, newly appointed faculty athletics representative, or athletics director)
 - Sports coaches
 - Student-athletes, and
 - Appropriate faculty (including advising centers)

UTS Faculty Athletics Representative

Dr. Chris Mattingly serves as the current Faculty Athletics Representative (FAR) at UT Southern. He joined Martin Methodist College as an assistant professor in mathematics in 2012, gaining tenure and promotion to associate professor in 2018. That same year, he accepted an additional appointment as the Registrar & Director of Institutional Research. Having worked closely on eligibility with the previous FAR, Dr. Mattingly was also named the FAR in 2018. After the transition in 2021, he continued these roles until in 2024 he was named the Vice Provost for Academic Affairs. As a vice provost, Dr. Mattingly still teaches math classes and serves as the FAR but has a broader view of academics at UT Southern. In his role with athletics, the FAR reports directly to the Chancellor and works closely with the Director of Intercollegiate Athletics and coaches to ensure the athletics program's eligibility and integrity.

How the Chancellor at UTS Measures Intercollegiate Athletics Success

The Chancellor supports the aims and objectives of the National Association of Intercollegiate Athletics (NAIA) in promoting the development of athletics as an integral part of the educational offerings of its member institutions. Intercollegiate athletic success is primarily measured by the retention and academic success of student-athletes. Each team is evaluated based on the retention and academic performance of its members, as reported to the Chancellor. Coaches are evaluated based on the progress their team makes in their particular sport and the academic progress of each athlete.

6.2

Team Retention Rate Scores for UTS

Table 12

Team Retention Rates for UT Southern's Athletics Teams

Sport	Men's/ Women's	Single-Year Team Retention Rate	Rolling 4-Year Team Retention
Baseball	Men	94%	79%
Baseball (JV)	Men	80%	83%
Basketball	Men	91%	82%
Basketball	Women	71%	66%
Cheerleading	Co-Ed	77%	74%
Clay Target	Co-Ed	80%	86%
Cross Country	Men	75%	75%
Cross Country	Women	100%	73%
Golf	Men	82%	82%
Golf	Women	75%	83%
Outdoor Track & Field	Men	80%	N/A
Outdoor Track & Field	Women	100%	N/A
Soccer	Men	70%	66%
Soccer	Women	88%	86%
Soccer (JV)	Men	73%	80%
Soccer (JV)	Women	75%	76%
Softball	Women	100%	86%
Softball (JV)	Women	88%	76%
Swimming	Men	100%	69%
Swimming	Women	75%	82%
Tennis	Men	90%	82%
Tennis	Women	78%	90%
Volleyball	Women	92%	75%

*Note: Because UT Southern is a member of NAIA, Team Retention Rates have been calculated as a proxy for Academic Progress Rates. Outdoor Track and Field teams started in 2023-24, so they do not yet have a four-year rate.

Corrective Action(s)

No corrective actions are necessary. These retention rates are in line with our campus rates.

Team Graduation Rate Scores for UTS

Table 13

Team Graduation Rates for UT Southern's Athletics Teams

Sport	Men's/Women's	Single-Year Team Graduation Rate	Rolling Team Graduation Rate
Baseball	Men	45%	30%
Basketball	Men	20%	14%
Basketball	Women	14%	31%
Cheerleading	Co-Ed	22%	20%
Clay Target	Co-Ed	100%	50%
Cross Country	Men	67%	43%
Cross Country	Women	67%	80%
Golf	Men	50%	43%
Golf	Women	0%	57%
Outdoor Track & Field	Men	N/A	N/A
Outdoor Track & Field	Women	N/A	N/A
Soccer	Men	47%	29%
Soccer	Women	48%	37%
Softball	Women	61%	44%
Swimming	Men	N/A	N/A
Swimming	Women	N/A	N/A
Tennis	Men	0%	50%
Tennis	Women	0%	25%
Volleyball	Women	55%	55%

*Note: Because UT Southern is not a member of the NCAA, Team Graduation Rates have been calculated as a proxy for the Graduation Success Rate. Calculations are based on the federal definition of graduation rate, which counts only first-time freshmen who received athletically-related aid.

UTS Athletics Department Benchmarks

The Athletics Department measures success in retention against the university's average retention rate. While individual year rates can vary, especially on smaller teams, teams that are consistently well below average will receive particular attention and possible corrective actions.

Federal graduation rates do not measure the true success of student-athletes. So, while the Athletics Department compares team graduation rates against the average graduation rate of the University, it also looks at the percentage of the graduating class represented by student-athletes.

A standard academic benchmark for the Athletics Department has been a 3.0 team GPA. To be eligible to compete, all athletes must maintain a 2.0 UT Southern GPA after their first season or when they reach junior academic standing (whichever comes first). Transfers use their transfer GPA for their first semester.

The NAIA has a policy for initial freshman eligibility. This policy serves as a benchmark for the Athletics Department concerning admissions. Incoming first-year students who graduate from a traditional high school are eligible to compete in their first semester if they have at least a 2.3 high school GPA. Those traditional high school graduates who do not meet the 2.3 high school GPA must meet the “two-out-of-three rule” for initial eligibility. This rule requires traditional high school graduates to meet at least two of the three standards: 2.0 high school GPA, top half of high school class, or a minimum composite score of 18 on the ACT or 970 on the SAT.

Admissions Standards for UTS

Student-Athlete Admissions Policy

UT Southern does not have a separate admissions policy for student-athletes. In 2024-2025, the University admitted first-time students with a minimum ACT Composite score of 17 and a minimum high school GPA of 3.0, or a minimum ACT Composite score of 18 and a minimum high school GPA of 2.0. Transfer students are admitted based on good standing at their last school and a minimum cumulative transfer GPA of 2.0. Students who do not meet these admission requirements may be admitted by a special admissions committee if exceptional circumstances exist.

Special Admissions

Fifty students were offered special admission due to special circumstances. Of those, twenty-three were athletes. Athletic ability is not a consideration for the admissions committee in special circumstances, and athletes are not admitted differently from the regular student body.

Declared Majors at UTS

Table 14

Enrollment of Student-Athletes (SA) and Non-Student-Athletes (NSA) at UT Southern by Major

Major	SA	NSA
Accounting	11	19
Behavioral Sciences	15	50
Biology	27	40
Chemistry	2	9
Computer Information Systems	7	7
Criminal Justice	33	32
Cybersecurity	10	16
Elementary Education	9	91
English	7	10
Fine Arts	1	6
General Studies	1	0
History	10	20
Human Performance and Physical Education	47	20
Interdisciplinary Studies	14	11
Management	92	67
Management Information Systems	2	5
Mathematics	3	6
Nursing	12	61
Public Health Education	2	5
Special Education	6	23
Sport Management	35	10
Graduate Programs	SA	NSA
Business Admin	1	25
Criminal Justice	1	7

Note: This table only reports the student's primary major (not double majors) and includes only majors with at least one student-athlete enrolled in the program.

Summary

The student-athletes at UT Southern enroll across a variety of majors. In most programs, they enroll at around the same rate as non-student-athletes. Student-athletes choose

sport-adjacent areas at higher rates than non-student athletes, such as Sport Management (three times as many SAs as NSAs) or Human Performance & Physical Education (twice as many SAs as NSAs). Student-athletes declare professional programs at much lower rates than non-student-athletes; for example, Nursing has five times as many NSAs as SAs, and Elementary Education has ten times as many NSAs as SAs. Both professional programs require clinical attendance at junior and senior levels. The disparity in Elementary Education is larger than last year, which may be partially attributed to the growth of the major, particularly among Grow Your Own students who are not student-athletes.

Academic Integrity at UTS

Policies and Standards

Per the 2024-2025 Student Handbook, all students were bound by a Student Code of Conduct¹⁹. The introduction to the Code of Conduct describes its purpose of advancing the mission of the University by maintaining a safe and secure learning environment, protecting the rights and privileges of all members of the University community, providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving institutional integrity and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.

The first standard in the code of conduct addresses academic integrity. It explicitly prohibits cheating, plagiarism, or any other act of academic dishonesty. It also describes the process through which the Code of Conduct will be administered and the appeals process.

Consistency in Policies and Standards

The faculty and staff of UT Southern apply the same academic integrity standards to all students, regardless of their athletic status.

¹⁹ [University of Tennessee Southern - APPENDIX A: Student Code of Conduct](#)

Appendices

Appendix A: Comparison of NCAA and NAIA

Table A1

Key Differences between NCAA and NAIA

Feature	NCAA	NAIA
Founded	1906	1937
Number of Member Schools ²⁰	1,097	235
Divisions	3 (Division I, II, III)	1 (some schools compete in different conferences and some offer JV*)
Scholarships	D-I & D-II offer athletic scholarships; D-III does not	Offers athletic scholarships
Governance	Larger, more complex governance structure	Smaller, more streamlined governance
Championships	Hosts 90+ national championships annually	Hosts 25+ national championships annually
Eligibility Center	NCAA Eligibility Center	NAIA Eligibility Center
Academic Requirements	Varies by division; generally more stringent	Slightly more flexible academic requirements
Athlete Experience	Often more competitive and time-intensive	More balanced with academics and athletics
Recruiting Rules	Strict and detailed recruiting calendars and rules	More flexible recruiting rules
Cost of Participation	Generally higher due to larger programs and travel	Often lower due to smaller scale
Focus	Larger schools, high-profile sports (e.g., March Madness, FBS football)	Smaller schools, community-focused athletics

*UT Southern does offer JV, but they are counted separately for team retention rates and are counted together for graduation rates.

²⁰ See [Membership Directory - NCAA.org](#) and [NAIA](#) for a complete list of member institutions



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

Item: **Overview of Campus Policies on the Use of Artificial Intelligence**

Type: Information

Background Information

The University of Tennessee Board of Trustees passed a systemwide policy, BT0035: Policy on Artificial Intelligence, February 28, 2025, pertaining to the use of artificial intelligence (AI) technology by students, faculty, and staff for instructional and assignment purposes in connection with all academic courses offered by the campuses.

Policy BT0035 provides a framework of broad systemwide expectations while maintaining the necessary flexibility for campuses to issue academic procedures, guidelines, and/or restrictions pertaining to the responsible and ethical use of AI. The policy stipulates that each campus shall establish academic procedures and necessary guidance to provide transparency and clarity regarding the responsibilities of students, faculty, and staff concerning the appropriate use of AI, which must address at a minimum the following items: (a) course-related communication; (b) types of permitted use; (c) academic integrity; and (d) AI detection tools.

Since the approval of BT0035, the UT campuses at Chattanooga, Health Science Center, Knoxville, Martin, and Southern have established AI policies. Table 1 (attached) provides a summary of how each of these policies aligns with the guidelines outlined in the systemwide policy.

As summarized in the table, all campuses are in compliance with the guidelines set forth in the systemwide policy and have provided sufficient resources to support their respective campus communities in the appropriate and authorized use of AI tools for instructional and assignment purposes.

Table 1 – Overview of Campus AI Policies and Guidance

Campus	Summary of Campus Communication	A. Course-related Communication	B. Types of Permitted Use	C. Academic Integrity	D. AI Detection Tools
<i>Chattanooga</i>	UTC has created a policy on the acceptable use of AI in all courses to ensure instructors and students comply with BT0035. Extensive resources are available through the Walker Center for Teaching and Learning .	Course-related communications regarding AI use should clearly address faculty expectations, and the campus provides sample syllabus language.	Instructors should specify whether courses and/or assignments allow for unrestricted use, mixed use, or a total prohibition of AI.	Clarifies that unauthorized AI use is academic misconduct per the UTC Honor Code; reiterates that AI-generated results may include copyrighted or other protected intellectual property.	Affirms that under no circumstances should AI detection tools be the sole method of evaluating a student's academic performance.
<i>Health Science Center</i>	UTHSC created a standards document outlining the framework for the responsible, secure, and innovative application of AI technologies in support of the campus's mission. This standard applies to all students, trainees, faculty, and staff, covering all AI-related products and services.	Faculty should clearly state course-specific AI policies in the course syllabus or other standard form of course-related communications and define permitted use(s), acceptable type(s) of use, and required citation of AI technology and derived content in students' academic work.	Students and faculty should be informed about how AI technologies function, their role within a course, and specific permitted uses outlined in BT0035. Faculty remain responsible for course content and quality assurance.	Students are responsible for adhering to academic integrity policies/standards related to the use of AI technology and derived content as specified by one's faculty, department, college, and campus.	The UTHSC standard does not reference the use of AI detection software.

Campus	Summary of Campus Communication	A. Course-related Communication	B. Types of Permitted Use	C. Academic Integrity	D. AI Detection Tools
<i>Knoxville</i>	UTK created a guidance document that encourages reliance on BT0035. Extensive resources available via OIT's AI Page .	Provides suggested language for inclusion in the course syllabi.	Allows faculty/staff responsible for course delivery to determine whether unrestricted use, mixed use, or total prohibition is appropriate.	Encourages faculty to affirm to students that unpermitted AI use is a form of academic misconduct.	Affirms that under no circumstances should AI detection tools be the sole method of evaluating a student's academic performance.
<i>Martin</i>	UTM has established an extensive campus policy on AI that outlines specific procedures aligned with BT0035, aimed at balancing the innovative potential of AI with the need to uphold academic integrity.	All instructors must include an AI use statement in every course syllabus, and UTM encourages reiterating these expectations via course materials, assignment instructions, research guidelines, the course site, and other communications.	Allows faculty/staff responsible for course delivery to determine whether unrestricted use, mixed use, or total prohibition is appropriate and urges consideration of how AI can be used in learning, creating, conducting analyses, and controlling other systems.	Mandates that course-related communications affirm the importance of academic honesty and note that violations are subject to UTM's student code of conduct.	Encourages faculty/staff to exercise their professional judgment while affirming that AI detection tools shall never be the sole method of evaluating a student's academic performance.
<i>Southern</i>	UTS has established an extensive campus policy on AI that outlines specific procedures aligned with BT0035, aimed at providing transparency and clarity for students, faculty, and staff.	Faculty/staff should communicate expectations for AI use at a minimum via the course syllabus and may also do so in course materials, assignment instructions, research guidelines, the course site, and other electronic and in-person communications.	Faculty/staff responsible for course delivery shall determine whether unrestricted use, mixed use, or total prohibition is appropriate, and urge consideration of how AI can be used in learning, creating, and conducting analyses.	Mandates that course-related communications on the use of AI affirm the importance of academic honesty and note that violations are subject to the UTS student code of conduct.	UTS utilizes AI-detection software intended to supplement traditional assessment methods and provide additional insights, rather than serving as the sole basis for evaluating academic performance or misconduct.

The University of Tennessee Board of Trustees Education, Research, and Service Committee Work Plan

REGULAR REPORTS AND UNIVERSITY UPDATES	Fall	Winter	Annual
❖ Student Success Indicators Report (e.g., enrollment, retention, and graduation rates)	X		
❖ Student Outcomes Report (e.g., degrees awarded, student debt, and career outcomes)	X		
❖ Intercollegiate Athletics Program Report	X		
❖ Tennessee High School Pipeline Report		X	
❖ Admissions & Retention Update (e.g., Application Numbers, Admit and Yield Rates, First-Year Retention Rate, etc.)		X	
❖ Annual Report on Periodic Post-Tenure Performance Reviews (Processes & Outcomes)		X	
❖ Mental Health and Wellness Updates		X	
❖ Peer Institutions Comparison Report (e.g., admissions and enrollment, student success indicators, etc.)			X
❖ Research Activity Updates	X (UTRF)		
		X (HERD)	
			X (KPIs)
❖ Constituent Survey Reports (e.g., COACHE Faculty Job Satisfaction Survey, UT Student Experience Survey, etc.)	X (COACHE)		
		X (Student)	
❖ Certification – Conferred Degrees	X	X	X
❖ University Service and Outreach Update			X
❖ Updates on Strategic Initiatives	(*)	(*)	(*)
❖ Accreditation and Academic Program Quality Indicators			(*)

(*) = As needed

6.4

The University of Tennessee Board of Trustees Education, Research, and Service Committee Work Plan

ACTION ITEMS	Fall	Winter	Annual
❖ Annual Approval of Institutional Mission Profiles			X
❖ Authorization - Conferral of Degrees			X
❖ Mission Statements (UT System/Campuses/Institutes)	(*)	(*)	(*)
❖ Academic Programs (New/Modified)	(*)	(*)	(*)
❖ Termination of Academic Units (Tenure/Tenure-Track)	(*)	(*)	(*)
❖ Establishment of Campus/Institute/College/School/Department	(*)	(*)	(*)
❖ Policies (Education/Research/Service)	(*)	(*)	(*)
❖ Policies and Procedures (Faculty, Students, Non-Academic)	(*)	(*)	(*)
❖ Tenure (Early/Upon Initial Appointment/Other)	(*)	(*)	(*)
❖ Approval of Honorary Degrees	(*)	(*)	(*)

(*) = As needed

**The University of Tennessee Board of Trustees
Education, Research, and Service Committee Work Plan**

EDUCATIONAL SESSIONS/INTERSTITIAL MEETING TOPICS FOR CONSIDERATION	
❖ Strategic Enrollment Planning	
❖ Accreditation	
❖ On-line Education	
❖ The Tenure Process	
❖ Dashboards and Data Resources	
❖ Workforce Needs and Trends	
❖ Economic Impact of the University	
❖ Tennessee Demographic Trends	
❖ Emerging Research in Higher Education	
❖ Factors Impacting Student Success/Student Outcomes	
❖ Legal Issues in Higher Education	
❖ UTHSC research strategic plan	
❖ UTC research strategic plan	
❖ Research Security update (no earlier than June 2026)	
❖ Research tour of a major facility	
❖ UTORII – performance and initiatives	

6.4



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

6.5

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

Item: **Termination and Inactivation of Academic Programs**

Type: Information

Background

Each fall, campuses report whether any academic programs have been terminated (permanently closed) or inactivated (no longer enrolling students). No academic programs were terminated or inactivated via administrative action during the 2024-2025 academic year. However, the UT Health Science Center and UT Southern concluded their efforts to implement a new joint Bachelor of Science in Nursing (BSN) program, initially approved by the UT Board of Trustees in June 2023. The UT Board received an update on the canceled implementation of this program in June 2025, and the Tennessee Higher Education Commission acknowledged this change on August 29, 2025.

DR. STEVEN GENTILE
EXECUTIVE DIRECTOR



BILL LEE
GOVERNOR

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

6.5

Memorandum

TO: Dr. Bernie Savarese, Vice President for Academic Affairs, Research, & Student Success
University of Tennessee System

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

SUBJECT: UTHSC/UTS Joint Nursing, BSN Termination

DATE: August 29, 2025

In an email sent on Wednesday, August 27, 2025, THEC received a request from the University of Tennessee System to confirm the receipt and processing of the termination of the Joint Nursing, BSN proposed to be offered at the University of Tennessee, Health Science Center and the University of Tennessee, Southern.

The termination request was received on July 14, 2025 and processed in the Academic Program Inventory (API) on July 15, 2025. Both program entries are in "terminated" status, effective July 15, 2025.

cc: Mr. Randy Boyd, UT System, President
Dr. Steven Gentile, THEC, Executive Director
Dr. Peter Buckley, UTHSC, Chancellor
Dr. Melinda Arnold, UTS, Chancellor
Dr. Cindy Russell, UTHSC, Vice Chancellor and Chief Academic Officer
Dr. Prentice Chandler, UTS, Provost and Vice Chancellor for Academic Affairs
Dr. Matt Matthews, UT System, Associate Vice President for Academic Affairs
Dr. Katherine Brackett, THEC, Senior Director of Academic Affairs
Dr. Karen Galicia, UT System, Director of Academic Affairs
Ms. Betty Dandridge Johnson, UT System, Academic Affairs Consultant
Mr. Joshua Nave, THEC, Director of Academic Affairs



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Non-degree Credentials Report

The University of Tennessee System- October 2025

6.6

Background

In response to a request from the University of Tennessee System Board of Trustees, the office of Academic Affairs, Research and Student Success (AARSS) collected baseline data from across all University of Tennessee (UT) campuses and institutes in the spring and summer of 2025. This report presents data shared with the UT System as of September 19th, 2025.

The Inquiry

What do we know about nondegree credentials offered across the UT System?

The UT Board of Trustees receives regular updates on systemwide credit-bearing enrollments and completions, and this report is meant to complement such data. Therefore, credit-bearing courses are not included in this report. This report focuses on the delivery of non-degree education and training in fulfillment of UT's land grant mission and service to Tennesseans. It provides baseline data to understand what is known and unknown about UT's non-degree credential impact and trajectory since 2021.

Definitions and Taxonomy

Before data collection began, terms were defined and categorized according to nationally accepted norms and state-specific definitions. Four definitions (Appendix A) of **non-degree credentials** were considered as we defined the scope of the data collection effort and the categories for various fields of data.

- A non-degree credential involves mastery of a specific set of skills, knowledge and abilities in contrast to the broader education represented with a degree.
- A non-degree credential is not synonymous with a postsecondary degree and typically takes one year or less to complete.
- A non-degree credential prepares the learner to fulfill a specific need in the workforce.
- Ideally, non-degree credentials are valuable as stand-alone credentials and also as preparation for subsequent credentials or degrees.

Data Collection Process

Collecting nondegree credential data from across the UT System has never been done before, so AARSS personnel started by asking each campus and institute about the scope of non-degree and noncredit data available. Data collection efforts started on June 16th with each institution's institutional research (IR) director and ended on September 19th, 2025. Throughout that time, new data sets were emerging, so it is probable that new datasets will be discovered and added into future iterations of this report.

Units Represented

The following units submitted data included in this report. In addition to the points of contact listed here, many others were contacted and either contributed or confirmed that they had no contributions at this time.

UNIT	POINT OF CONTACT
UT Knoxville - Center for Professional Ed. & Lifelong Learning	Darrin Devault
UT Knoxville - College of Emerging and Collaborative Studies	Katie Cahill
UT Chattanooga - Center for Professional Education	John Freeze
UT Southern - Academic Affairs	Chris Mattingly
UT Southern - Student Success	Matthew Little
UT Martin - Office of University Outreach	Jennifer Cooper
Institute for Public Service - Leadership Programs	Macel Ely
Institute for Public Service - Municipal Tech	Christopher Shults
Institute of Agriculture - Extension	Justin Rhinehart
UT Health Sciences Center	Judith Nyabando

Data Notes

During the analysis, it became apparent that the roll-up of individual participant-level data from entities within a unit did not always match the total enrollments provided at the unit level. These 'within unit' discrepancies are likely caused by differences in data definitions (i.e., unduplicated headcount versus total enrollment) and unvalidated learner record data. In this report, continuing education training has been included in the enrollment counts along with nondegree credential enrollees if it was provided by the reporting unit. In future iterations of the report, we will differentiate between these two types of noncredit education — continuing education and nondegree credential education.

Future Plans

AARSS staff are planning a data collection process for future reporting. Several campus and institute leaders who were involved in this effort volunteered to collaboratively design a process that will result in accurate and timely reporting on an annual basis. This will equip units to identify trends and opportunities collectively. In addition, the AARSS team will support systemwide communities of practice (CoPs) so the data is actionable and accompanied by continuous improvement aligned with campus, institute, and system strategic plans.

Results

1. Total Enrollments by Academic Year and Unit

The table below shows the number of enrollees for each campus/institute from 2021 through 2025 where data was available. Totals are total enrollments and not unduplicated headcounts. For programs that operate on a calendar year, the 2025 data is not yet complete.

University of Tennessee System Total Noncredit Course Learners by Campus/Institute - 2021-2025						
Campus/Institute	2021	2022	2023	2024	2025	Grand Total
UTK - CPELL	3,184	3,343	3,662	4,965	5,366	20,520
UTC - CPE	-	-	196	597	2,268	3,061
UTS	-	-	21	16	-	37
UTM	180	719	456	444	675	2,474
UTHSC	-	-	-	10	-	10
IPS	579	591	697	637	677	3,181
UTIA	6,609	6,304	9,386	6,497	3,920	32,716
Grand Total	10,552	10,957	14,418	13,166	12,906	61,999

- UTK - CPELL: University of Tennessee, Knoxville, Center for Professional Education and Lifelong Learning
- UTC - CPE: University of Tennessee at Chattanooga, Center for Professional Education
- UTS: University of Tennessee Southern
- UTM: University of Tennessee at Martin
- UTHSC: University of Tennessee Health Science Center
- IPS: Institute for Public Service
- UTIA: University of Tennessee Institute of Agriculture

2. Unique Counties Impacted

In the table below, counties are listed by highest growth to lowest growth in terms of numbers of enrollees in non-degree credential opportunities.

Hamilton county tops the list with growth from 77 in 2021 to 1,170 enrollments in 2025. Growth has occurred in 36 counties while 59 counties have either remained consistent or decreased enrollment in non-degree credential learning opportunities.

On average, statewide enrollment in non-degree credentials has increased by about 12% over five years. See Appendix B for a complete list of Tennessee counties.

University of Tennessee System Noncredit Course Enrollment by Tennessee County - 2021-2025							
Rank	Tennessee County of Residence	2021	2022	2023	2024	2025	Percent Change
1	Hamilton	77	105	211	378	1,170	1419.5%
2	Blount	55	60	42	61	272	394.5%
3	Knox	352	346	357	337	1,560	343.2%
4	Anderson	33	43	60	39	108	227.3%
5	Loudon	47	41	60	55	153	225.5%
6	Unicoi	5	19	9	15	15	200.0%
7	Davidson	97	133	159	158	261	169.1%
8	Bradley	59	31	50	69	138	133.9%
9	Humphreys	21	90	24	58	48	128.6%
10	Hamblen	21	28	20	34	47	123.8%
11	Shelby	107	228	227	201	229	114.0%
12	Jefferson	44	36	64	47	90	104.5%
13	Roane	43	27	35	33	84	95.3%
14	Sequatchie	30	24	41	39	58	93.3%
15	Sevier	62	35	38	41	119	91.9%
16	Perry	8	20	19	22	13	62.5%
17	Polk	18	16	26	33	28	55.6%
18	Sullivan	72	49	55	74	109	51.4%
19	Scott	9	5	20	10	12	33.3%
20	Van Buren	13	14	16	17	17	30.8%
92	Lauderdale	189	165	367	140	34	-82.0%
93	Haywood	182	198	345	159	25	-86.3%
94	Crockett	248	210	419	182	30	-87.9%
95	Lake	71	56	120	33	8	-88.7%

3. Number and Popularity of Programs

Listed below are the most popular programs (>25 enrollees) delivered by each entity.

UTK - Center for Professional Education and Lifelong Learning Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
UTK- CPELL	Real Estate Licensure Courses	-	-	-	-	365	365
UTK- CPELL	Seniors for Creative Learning	-	-	-	-	222	222
UTK- CPELL	Cybersecurity Bootcamp	-	-	-	-	183	183
UTK- CPELL	UT Paralegal Studies Certificate	-	-	-	-	160	160
UTK- CPELL	Healthcare & Medical Training	-	-	-	-	77	77
UTK- CPELL	Software Engineering Bootcamp	-	-	-	-	71	71
UTK- CPELL	Data Analytics & Visualization	-	-	-	-	60	60
UTK- CPELL	Project Management Certificate	-	-	-	-	35	35
UTK- CPELL	Grant Writing Certificate	-	-	-	-	27	27

UTC - Center for Professional Education Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
UTC- CPE	APSI Week 2	-	-	-	4	415	419
UTC- CPE	Certified Nursing Assistant	-	-	18	76	275	369
UTC- CPE	APSI Week 1	-	-	-	1	276	277
UTC- CPE	Chattanooga's AI Network (CHAIN)	-	-	-	-	247	247
UTC- CPE	Online Medical Billing and Coding	-	-	25	84	92	201
UTC- CPE	Clinical Medical Assistant	-	-	16	72	105	193
UTC- CPE	APSI Week 3	-	-	-	-	122	122
UTC- CPE	SHRM Exam Prep	-	-	-	47	48	95
UTC- CPE	Lean Six Sigma Yellow Belt	-	-	4	-	77	81
UTC- CPE	PMP Exam Prep	-	-	4	27	30	61
UTC- CPE	Corporate Leadership Academy	-	-	-	2	52	54
UTC- CPE	Paralegal Certificate (CLS)	-	-	3	27	22	52
UTC- CPE	Phlebotomy Technician	-	-	-	29	23	52
UTC- CPE	Intermediate Excel	-	-	16	-	33	49
UTC- CPE	Corporate Project Management Fundamentals	-	-	6	10	30	46
UTC- CPE	Beginner Excel	-	-	16	1	25	42
UTC- CPE	Pharmacy Technician	-	-	-	18	24	42
UTC- CPE	Project Management Fundamentals	-	-	-	9	30	39
UTC- CPE	DDI	-	-	-	11	24	35
UTC- CPE	Sese- 8D Problem Solving	-	-	-	3	30	33
UTC- CPE	Advanced Excel	-	-	8	-	24	32
UTC- CPE	Freight Broker Professional Program	-	-	23	9	-	32
UTC- CPE	CPIM	-	-	-	18	10	28
UTC- CPE	Communication: Connect Through Conversations	-	-	-	-	26	26

UT Southern Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
UTS	Maggoteaux Industrial Management Certificate	-	-	21	-	-	21
UTS	Pulaski Electric System Professional Development	-	-	-	16	-	16

UT Martin Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
UTM	LPN Peripheral IV Therapy (Tennessee)	-	-	135	135	130	400
UTM	De-Escalation Training and Emergency Response	-	237	-	-	145	382
UTM	Passport to Retirement	-	152	121	75	21	369
UTM	Medical Billing & Coding	13	7	8	24	46	98
UTM	Surgical Technologist	-	-	-	28	61	89
UTM	Pharmacy Technician	6	3	8	27	42	86
UTM	Rapid Sequence Intubation	-	19	14	34	-	67
UTM	Phlebotomy Technician	16	5	4	14	17	56
UTM	Licensed Practical Nurse Intravenous Therapy	-	54	-	-	-	54
UTM	Mechanical Ventilator	-	-	14	34	-	48
UTM	LPN Peripheral Intravenous Therapy	-	23	15	-	-	38
UTM	Clinical Medical Assistant	9	8	3	5	11	36
UTM	Dental Assistant	14	6	4	5	6	35
UTM	Sterile Processing & Surgical Technologist	-	-	-	5	30	35
UTM	EMS EVOC	-	-	-	-	32	32
UTM	Dialysis Technician	-	2	20	2	6	30

UT Health Science Center Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
UTHSC	Administering Nitrous Oxide for the Dental Hygienist	-	-	-	10	-	10

UT Institute for Public Service Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
IPS	CTAS CCFO	132	127	168	-	215	642
IPS	Natinal Forensic Academy	81	86	90	90	54	401
IPS	Certified Public Manager	38	32	69	127	119	385
IPS	County Officials Certificate Training Program (COO)	81	49	56	70	61	317
IPS	Certified Municipal Finance Officer (CMFO)	66	64	85	92	-	307
IPS	Tennessee Government Management Institute	57	57	53	54	65	286
IPS	Tennessee Government Executive Institute	40	51	52	54	62	259
IPS	Tennessee Government Professionals Institute	-	60	53	55	63	231
IPS	SELA	28	28	44	44	-	144
IPS	Local Government Leadership Program	20	28	13	28	31	120
IPS	TCED	8	9	14	23	7	61
IPS	SELA West	28	-	-	-	-	28

UT Institute of Agriculture Noncredit Course Enrollment by Popular Programs - 2021-2025							
Campus/ Institute	Program Course or Program Name	2021	2022	2023	2024	2025	Grand Total
UTIA	Master Beef Producer	2,554	1,982	2,121	2,025	1,098	9,780
UTIA	Dicamba Training	2,184	1,976	2,474	1,618	12	8,264
UTIA	Private Applicator Training	-	2	4,201	572	405	5,180
UTIA	Master Farm Manager	473	550	599	933	871	3,426
UTIA	Income Tax Seminars	651	707	692	717	540	3,307
UTIA	Paraquat Training	254	102	2,101	134	62	2,653
UTIA	Master Small Ruminant	288	436	330	217	237	1,508
UTIA	Master Horse	201	154	209	191	245	1,000
UTIA	Farming Fundamentals	-	295	284	218	154	951
UTIA	Master Row Crop Producer	276	135	82	63	144	700
UTIA	Master Beekeeping	181	200	170	117	2	670
UTIA	Master Forage	-	-	-	-	179	179
UTIA	Structural Lumber Grading	-	30	29	54	20	133
UTIA	Master Dairy	47	14	1	26	35	123
UTIA	Farm Family Health and Wellness	-	29	33	20	40	122
UTIA	Advanced Master Beekeeping	-	-	44	30	-	74
UTIA	Master Backyard Poultry Producer	-	13	37	3	8	61
UTIA	Master Commercial Poultry Producer	-	17	13	12	18	60
UTIA	Master Nursery Producer	8	5	12	12	6	43
UTIA	Advanced Master Nursery Producer	14	7	1	4	4	30
Grand Total		7,890	7,964	14,803	8,670	10,204	49,531

4. Highest Growth Programs

As represented by percentage of positive change either since inception or since 2021, the ten nondegree credential programs that have seen the highest increases are from the healthcare industry with the exception of paralegal and project management training.

University of Tennessee System Highest Growth in Noncredit Course/Program - 2021-2025								
Rank	Campus/ Institute	Course/Program Name	2021	2022	2023	2024	2025	Percent Change
1	UTC - CPE	Certified Nursing Assistant	-	-	18	76	275	1427.8%
2	UTC - CPE	PMP Exam Prep	-	-	4	27	30	650.0%
3	UTC - CPE	Paralegal Certificate (CLS)	-	-	3	27	22	633.3%
4	UTM	Pharmacy Technician	6	3	8	27	42	600.0%
5	UTC - CPE	Clinical Medical Assistant	-	-	16	72	105	556.3%
6	UTM	EKG Technician	-	1	3	-	6	500.0%
7	UTC - CPE	Corporate Project Management Fundamentals	-	-	6	10	30	400.0%
8	UTM	Paralegal Professional	-	-	2	3	7	350.0%
9	UTM	Medical Administrative Assistant	1	-	1	2	4	300.0%
10	UTC - CPE	Online Medical Billing and Coding	-	-	25	84	92	268.0%

PMP Exam Prep: Project Management Professionals

5. Programs by Length

To provide a sense of scope for the types of programs and courses offered, this list represents the 25 most substantial programs sorted by program length from longest (largest) to shortest (smallest). Programs range from 674 clock hours (Army Certified Clinical Medical Assistant) to 1 clock hour (Artificial Intelligence Primer).

University of Tennessee System Top 25 Substantial Noncredit Course/Program by Program Length				
Campus/ Institute	Course/Program Name	Number of Courses if Multi- Course Program	Total Contact (Clock) Hours	Calendar Length
UTC - CPE	Ed2Go - ArmyCA-CCMA & CEHRS		674	
UTK - CPELL	Cybersecurity Bootcamp	1	672	6 months
UTK - CPELL	Data Analytics & Visualization	1	624	6 months
UTC - CPE	Ed2Go - MYCAA Certified Clinical Medical Assistant		540	
UTK - CPELL	Software Engineering Bootcamp	1	459	6 months
IPS	Natinal Forensic Academy		400	10-Weeks
UTC - CPE	Ed2Go- General Clinical Dental Assistant		300	
UTC - CPE	Ed2Go - MYCAA Certified Paralegal		225	
UTC - CPE	Ed2Go - MYCAA Certified Paralegal		225	
IPS	SELA		200	5 weeks
IPS	SELA West		200	5 weeks
UTK - CPELL	UT Culinary Program	1	200	8 weeks
UTC - CPE	Corporate Project Management Fundamentals		160	
UTC - CPE	PMF Corp Waste Connections		160	
UTK - CPELL	UT Photography Certificate	12	160	3 years
UTC - CPE	Clinical Medical Assistant		140	
UTC - CPE	Clinical Medical Assistant		130	
UTC - CPE	Clinical Medical Assistant		126	
UTC - CPE	Ed2Go- General Residential Electrician		125	
UTC - CPE	Ed2Go- General Residential Electrician		125	
UTC - CPE	Certified Nursing Assistant		123	
UTC - CPE	Corporate Leadership Academy		123	
UTC - CPE	Lean Six Sigma Black Belt		120	
IPS	Certified Public Manager		107	
UTC - CPE	Ed2Go- General Payroll Practice and Management		100	
UTC - CPE	Ed2Go- General Certified Administrative Professional		100	
UTC - CPE	Ed2Go- General Freight Broker/Agent Training		100	
UTK - CPELL	UT Paralegal Studies Certificate	1	100+	14 weeks

6. Total Revenue

For units that reported revenue (UTK, UTM, UTHSC, IPS and UTIA), total revenue by campus and academic year are as follows:

University of Tennessee System Noncredit Course/Program Revenue by Campus/Institute - 2021-2025							
Campus/ Institute	2021	2022	2023	2024	2025	Grand Total	
UTK - CPELL	\$ 1,070,000	\$ 1,600,000	\$ 1,460,000	\$ 1,790,000	\$ 1,780,000	\$	7,700,000
UTM	\$ 112,620	\$ 130,614	\$ 171,369	\$ 287,833	\$ 520,915	\$	1,223,351
UTHSC	\$ -	\$ -	\$ -	\$ 3,750	\$ -	\$	3,750
IPS	\$ 1,954,660	\$ 2,361,270	\$ 2,648,015	\$ 2,782,195	\$ 2,587,750	\$	12,333,890
UTIA	\$ 259,098	\$ 281,386	\$ 275,416	\$ 285,366	\$ 214,920	\$	1,316,186
Grand Total	\$ 3,396,378	\$ 4,373,270	\$ 4,554,800	\$ 5,149,144	\$ 5,103,585	\$	22,577,177

6.6

7. Learner Demographics

Currently, in-state and out-of-state data are the only consistently available descriptors of nondegree credential learners.

University of Tennessee System Noncredit Course/Program Learner Residency - 2021-2025						
Residency	2021	2022	2023	2024	2025	Grand Total
In-State	7,192	7,179	10,513	7,811	8,998	39,171
Out-of-state	174	155	212	349	3,197	1,735
Unknown	2	250	31	32	712	535
Grand Total	7,368	7,584	10,756	8,192	12,907	41,441

8. Noncredit Types

The [categories](#) used to define nondegree credential experiences are:

- **Occupational training:** Noncredit occupational training geared toward individuals seeking to gain or improve job skills leading to initial or better employment.
- **Sponsored occupational training:** Similar to occupational training but arranged by special contract with organizations and often responds directly to local area needs.
- **Personal interest:** Ex: Beekeeping, gardening

In the future we will add a category:

Continuing Education: Training that is often required to maintain licensure. It allows a professional to maintain their current level of qualification. In the current version of this report, these data, when provided, are included in the **occupational training** category.

University of Tennessee System							
Noncredit Course/Program Enrollment by Noncredit Type - 2021-2025							
Campus/ Institute	Noncredit Type	2021	2022	2023	2024	2025	Grand Total
UTK - CPELL	Occupational Training	-	-	-	-	1,072	1,072
	Personal Interest	-	-	-	-	222	222
UTS	Sponsored Occupational (Contract) Training	-	-	21	16	-	37
UTM	Occupational Training	60	359	213	259	569	1,460
	Personal Interest	120	284	198	111	61	774
	Sponsored Occupational (Contract) Training	-	76	45	74	45	240
UTHSC	Occupational Training	-	-	-	10	-	10
UTIA	Occupational Training	651	707	692	717	540	3,307
Grand Total		831	1,426	1,169	1,187	2,509	7,122

The National Landscape

Reports and research around nondegree credentials have been plentiful in the past two years. The American Enterprise Institute describes that, “These credentials offer attractive advantages: rapid skill acquisition, flexibility for learners juggling work or family commitments, and promising pathways for adults seeking to reenter or advance in the workforce,” ([Schneider et al., 2025](#)).

Strategist and Lawmakers’ Perspectives

- a. **Systems change:** “*No Dead Ends* offers a common-sense, field tested policy road map for re-engineering our education and workforce systems so everyone has boundless opportunities to advance through school, work, and life.” ([Jobs for the Future, 2024](#)). “It is the ecosystem—not the learner—that must adapt to ensure non-degree credentials are clear, accessible, and effective” ([Ed Strategy Group, 2025](#)).
- b. **Investment:** “In one year, 10 new state-funded credential initiatives in 8 states have launched, increasing total investments by roughly \$1.7 billion to \$5.6 billion.” Short-term credential programs have launched in Alabama, Colorado, Indiana, Michigan, Missouri, North Carolina and Ohio ([HCM Strategies, 2024](#)).
- c. **Legislation:** Lawmakers are working to ensure that every apprenticeship pathway leads to a bachelor’s degree- a bill passed by the Rhode Island General Assembly ([Apprenticeship pathways to earning a bachelor's degree, 2023-2024](#)).
- d. **ROI:** With significant state investment in non-degree credentials comes calls to better understand the extent to which the investment is resulting in positive returns for employers and workers ([National Skills Coalition, 2024](#)).
- e. **Evidence-based Funding Models:** The Burning Glass Institute and AEI describe that far too few nondegree credentials provide economic value and where value is observable, it varies significantly based on provider ([Burning Glass Institute, 2025](#)).
- f. **Sector-specific:** Implement sector specific workforce recruitment and retention strategies statewide as a strategy to improve quality of life and save taxpayer dollars (i.e. mental health workforce), ([All hands on deck, 2025](#)).
- g. **Economic mobility:** “...certificates, certifications, licenses, and badges—are increasingly important for advancing equity and economic mobility. Yet, the current landscape is fragmented: learners struggle to understand which credentials hold real value, while employers face challenges deciphering which credentials are quality and relevant to their industry” ([Ed Strategy Group, 2025](#)).

Employer or Industry Perspectives

- a. **Nondegree, Mid-level:** “Statewide, there is a notable demand for mid-level technically skilled practitioners,... They require specialized training, typically obtained through

postsecondary nondegree awards or associate degrees” ([TN Academic Supply for Occupational Demand Report](#), 2025).

- b. **Training Needs:** Six in 10 workers will require training before 2027, but only half of workers are seen to have access to adequate training opportunities today ([World Economic Forum](#), 2023).
- c. **Investment:** Forty-five percent of businesses see funding for skills training as an effective intervention available to governments seeking to connect talent to employment, ahead of improvements to school systems or tax incentives to improve wages ([World Economic Forum](#), 2023).
- d. **Durable Skills:** “Once they get talking, employers explain that they actually need workers who think critically, present themselves well, work well in teams, show leadership potential, and so on,” ([How Colleges Can Thrive in a Skills Economy](#), 2025).
- e. **Assessment:** “People deserve to be recognized for the skills they have acquired, while employers need to be able to validate that people are proficient in key areas. How do we better leverage assessments to accurately capture peoples’ unique skills and experiences?” Kathleen McLaughlin, Executive Vice President and Chief Sustainability Officer, Walmart Inc. ([Partnership for Skills Validation](#), 2025)

Postsecondary Leader Perspectives

- a. **Micro-credentials:** The portfolio of postsecondary program types is evolving to align with the diversity of workforce needs that exist in a state. Survey results from 72 university leaders show 68% offer micro-credentials or non-degree credentials online stating that “there is a growing emphasis on micro-credentials and alternative credentials as pathways to degree programs” ([Benchmarking Online Enterprises](#), 2025).
- b. **Ag Extension:** Cooperative extension professionals serve as facilitators of workforce solutions in rural communities. They are an integral part of fostering economic and social mobility for low-income workers and to meet the needs of rural businesses ([Creating Future Opportunities](#), 2023).
- c. **Value of College:** Eighty percent of employers “strongly or somewhat agree that college prepares people for success in the work force,” ([AAC&U](#), 2023).

Learners Perspectives

- a. **STARS:** 66% of rural workers, 61% of veterans, 61% of Blacks, and 55% of Hispanics are “STARS” — skilled through alternative routes, not a bachelor’s degree ([Skills Economy Insights Report](#), 2025).

- b. **College Going Rate:** National survey results from six years of recent high school graduates show consistently declining confidence in postsecondary college pathways and increasing interest in work-based learning ([YouScience](#), 2025). These data closely reflect Tennessee data which show an 14.2% drop in the college going rate over 5 years ([UT System](#), 2023).

There are several reasons to understand the nondegree credential landscape across the University of Tennessee System, the state and the country.

1. Offering continuing education, professional development, training, and community education to Tennesseans are services that are central to our mission as the state's public land grant university.
2. The widespread availability of low cost locally delivered nondegree credentials provides opportunities for upward social and economic mobility for learners who do not pursue postsecondary education or training directly after high school.
3. Nondegree credentials provide low-stakes entry points that build confidence and promote success in additional credential attainment.
4. Learners who discover a career path via a nondegree credential can have that credential evaluated for credit for prior learning as an on ramp to a degree program.

Finally, in a recent report from Georgetown University's Center on Education and the Workforce, authors conclude that, "The US economy is facing growing skills shortages in critical occupations due to an unmet need for workers with the postsecondary credentials associated with in-demand skills. From 2024 through 2032, 18.4 million experienced workers with postsecondary education are expected to retire, far outpacing the 13.8 million younger workers who will enter the labor market with equivalent educational qualifications.

Compounding the problem, the US economy is expected to add 685,000 new jobs requiring postsecondary education and training over the same period. CEW's research projects that the nation will need an additional 5.25 million workers with postsecondary education through 2032, 4.5 million of whom will need a bachelor's degree or higher" ([CEW](#), 2025).

The Bottom Line

Traditional pathways to degrees are insufficient to meet the projected needs for skilled workers. Expanded credentialing pathways are beneficial to employers, learners, communities and the post-secondary institutions that reimagine systems of education for a modern workforce.

Appendix A- Non-degree Credential Definitions

1) Quality Non-degree Credential (QNDC): means a credential, other than a degree or a diploma, the receipt of which indicates satisfactory completion of a workforce training program that:

- (A) Has a defined curriculum, objectives, and results in the awarding of a credential upon successful completion;
- (B) Culminates in an industry certification, but does not include participation in, or completion of, a program of professional development, continuing education, exam preparation, or similar objectives;
- (C) May be articulated to other quality **non-degree** credentials, postsecondary degrees, or diploma programs;
- (D) Qualifies an individual for an in-demand occupation; and
- (E) Is not eligible for federal Title IV funding;

~ [Tenn. Code Ann. § 49-4-902](#)

2) SACSCOC: “Non-degree credentials” include a variety of programs offering narrowly focused areas of study where learners demonstrate mastery of knowledge, skills, abilities, and/or competencies. A non-degree credential typically covers more than a traditional three-four credit hour course but less content than a full degree. Non-Degree Credentials vary in content, instructional level (associates, baccalaureate, masters, etc.), length, method of instructional delivery, credit awarded, and professional or occupational focus. They may be offered “for-credit” or “not-for-credit. The method of instructional delivery may be via distance education, in person, or through a combination. In all cases, the academic rigor of non-degree credentials matches the quality of other institutional credentials, regardless of whether academic credit is awarded for instruction provided by the institution, awarded for external credit (i.e., by transfer of credit from another institution), or awarded for credit through a collaborative academic arrangement. ~[SACSCOC](#)

3) SCORE: Nondegree credentials are focused on a specific competency or set of competencies and result in an award that is not a traditional postsecondary degree. They are also shorter in duration than traditional degrees and often not eligible for federal financial aid. The landscape of these opportunities is complex and includes programs such as diplomas, certificates, workforce training options, industry credentials, apprenticeships, state licenses, micro-credentials, and digital badges. Various providers offer these credentials to students, including

postsecondary institutions, state agencies, industry trade organizations, private third-party providers, and employers. ~[TN SCORE](#)

4) Quality Non-degree Credentials: The National Skills Coalition defined three suggestions for required criteria and a fourth as optional in their 2019 report.

1. There must be evidence of substantial job opportunities associated with the credential. Evidence must include quantitative data and direct communication with employers.
2. There must be transparent evidence of the competencies mastered by credential holders. A definition of a quality credential need not include any standard regarding length of time.
3. There must be evidence of the employment and earnings outcomes of individuals after obtaining the credential.
4. (Recommended) The credential would ideally stack to additional education or training.

~[Expanding Opportunities, NSC](#)

In addition to these definitions, three other reports were foundational to this report.

- The Rutgers Education and Employment Research Center published [The Noncredit Data Taxonomy 2.0](#) in February, 2025.
- North Carolina State University's *Non-degree Credentials Task Force Report* from November 17th, 2023.
- Nicole Smith, Martin Van Der Werf, Madeleine Adelson, and Jeff Strohl. *Falling Behind: How Skills Shortages Threaten Future Jobs*. Georgetown University Center on Education and the Workforce, 2025. <https://cew.georgetown.edu/skills-shortages>

Appendix B- Noncredit Course Enrollment by Tennessee County

University of Tennessee System Noncredit Course Enrollment by Tennessee County - 2021-2025							
Rank	Tennessee County of Residence	2021	2022	2023	2024	2025	Percent Change
1	Hamilton	77	105	211	378	1,170	1419.5%
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6	Unicoi	5	19	9	15	15	200.0%
7	Davidson	97	133	159	158	261	169.1%
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9	Humphreys	21	90	24	58	48	128.6%
10	Hamblen	21	28	20	34	47	123.8%
11	Shelby	107	228	227	201	229	114.0%
12	Jefferson	44	36	64	47	90	104.5%
13	Roane	43	27	35	33	84	95.3%
14	Sequatchie	30	24	41	39	58	93.3%
15	Sevier	62	35	38	41	119	91.9%
16	Perry	8	20	19	22	13	62.5%
17	Polk	18	16	26	33	28	55.6%
18	Sullivan	72	49	55	74	109	51.4%
19	Scott	9	5	20	10	12	33.3%
20	Van Buren	13	14	16	17	17	30.8%
21	Washington	87	116	127	101	112	28.7%
22	Macon	78	20	34	66	97	24.4%
23	Williamson	115	197	200	134	143	24.3%
24	Campbell	31	21	20	18	38	22.6%
25	Mcminn	68	81	73	83	82	20.6%
26	Decatur	45	80	85	26	54	20.0%
27	Robertson	80	90	64	87	95	18.8%
28	Sumner	76	60	92	74	90	18.4%
29	Carter	28	25	27	32	33	17.9%
30	Jackson	19	22	21	26	22	15.8%

6.6

University of Tennessee System Noncredit Course Enrollment by Tennessee County - 2021-2025							
Rank	Tennessee County of Residence	2021	2022	2023	2024	2025	Percent Change
31	Rutherford	159	124	159	125	182	14.5%
32	Grainger	56	57	120	59	63	12.5%
33	Dickson	45	74	57	70	49	8.9%
34	Montgomery	95	97	104	80	102	7.4%
35	Meigs	14	19	23	22	15	7.1%
36	Monroe	46	22	93	50	49	6.5%
37	Pickett	30	6	18	8	30	0.0%
38	White	77	46	32	48	76	-1.3%
39	Cumberland	48	37	38	40	47	-2.1%
40	Franklin	72	49	48	64	69	-4.2%
41	Marshall	68	65	75	73	65	-4.4%
42	Hawkins	83	107	101	103	79	-4.8%
43	Cheatham	45	45	41	47	42	-6.7%
44	Marion	26	29	22	31	24	-7.7%
45	Wilson	98	84	51	130	90	-8.2%
46	Claiborne	76	72	85	88	68	-10.5%
47	Hardin	72	92	120	91	64	-11.1%
48	Union	32	21	24	21	27	-15.6%
49	Coffee	94	59	79	67	78	-17.0%
50	Morgan	17	19	31	11	14	-17.6%
51	Madison	114	114	283	163	85	-25.4%
52	Overton	92	70	58	69	67	-27.2%
53	Rhea	33	22	21	42	24	-27.3%
54	Greene	138	124	145	165	96	-30.4%
55	Putnam	72	58	63	69	49	-31.9%
56	Fentress	50	53	88	28	33	-34.0%
57	Smith	81	113	62	70	53	-34.6%
58	Houston	26	61	16	19	17	-34.6%
59	Benton	40	31	51	19	26	-35.0%
60	Giles	80	85	77	84	52	-35.0%
61	Cannon	68	63	60	55	40	-41.2%
62	Warren	116	100	133	64	67	-42.2%
63	Lincoln	97	133	125	111	56	-42.3%
64	Bledsoe	46	48	74	65	26	-43.5%
65	Maurry	119	117	132	90	66	-44.5%
66	Cocke	31	32	27	44	17	-45.2%
67	Carroll	162	141	231	133	88	-45.7%
68	Fayette	132	107	191	89	71	-46.2%
69	Lewis	30	10	12	16	16	-46.7%
70	McNairy	90	101	121	104	48	-46.7%

University of Tennessee System Noncredit Course Enrollment by Tennessee County - 2021-2025							
Rank	Tennessee County of Residence	2021	2022	2023	2024	2025	Percent Change
71	Henderson	113	111	229	108	57	-49.6%
72	Grundy	20	7	12	16	10	-50.0%
73	Weakley	178	191	340	162	89	-50.0%
74	Hancock	41	22	38	38	20	-51.2%
75	Wayne	89	58	85	50	42	-52.8%
76	Stewart	15	18	34	5	7	-53.3%
77	Hardeman	76	62	132	67	35	-53.9%
78	Hickman	63	57	40	54	28	-55.6%
79	Chester	63	101	137	77	27	-57.1%
80	Bedford	152	94	86	126	61	-59.9%
81	Henry	88	114	245	82	35	-60.2%
82	Lawrence	163	93	158	143	62	-62.0%
83	Clay	48	64	17	43	18	-62.5%
84	Dekalb	88	43	48	48	33	-62.5%
85	Trousdale	40	42	38	41	15	-62.5%
86	Dyer	122	170	337	158	40	-67.2%
87	Obion	199	162	311	148	63	-68.3%
88	Johnson	36	16	32	35	11	-69.4%
89	Moore	40	25	17	32	10	-75.0%
90	Tipton	201	166	388	177	49	-75.6%
91	Gibson	270	265	526	241	51	-81.1%
92	Lauderdale	189	165	367	140	34	-82.0%
93	Haywood	182	198	345	159	25	-86.3%
94	Crockett	248	210	419	182	30	-87.9%
95	Lake	71	56	120	33	8	-88.7%
Grand Total		7,465	7,279	10,068	7,460	8,387	12.4%

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 9, 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

9/9/2025
Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 9, 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:


Signature

Janice Cosey

Name

Bursar

Title

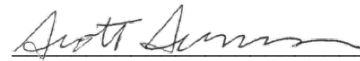
9/9/2025

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *June 6, 2025* through *August 18, 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

9/24/2025

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *June 6, 2025* through *August 18, 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

09-23-2025

Date



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

6.7

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on May 17, 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:

Brian M. Coldren

UNIVERSITY REGISTRAR

Signature

Brian Coldren
Name

AVP & University Registrar
Title

6/17/2025
Date

**Office of the University Registrar
Enrollment Management**

1331 Circle Park Drive 209 Student Services Building Knoxville, TN 37996-0230
865-974-1111 fax 865-974-2606

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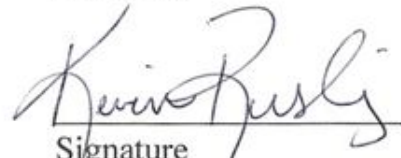
Flagship Campus of the University of Tennessee System 



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on May 17, 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 degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Kevin Rushing

Name

Bursar

Title

June 17, 2025

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on August 16, 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:


UNIVERSITY REGISTRAR

Signature

Brian Coldren
Name

AVP & University Registrar
Title

09/10/2025
Date



6.7

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on August 16, 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 degrees conferred has been filed with the Office of the Board of Trustees.

Certified:


Signature

Kevin Rushing

Name

Bursar

Title

September 10, 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 *August 9, 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

9/18/2025

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 *August 9, 2025* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Signature

Name

Title

Date

Stacey Jackson

Stacey Jackson

Bursar

9-18-25



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on August 7, 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

Andrew Peters
Name

Registrar
Title

09/11/2025
Date



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on August 7, 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

09/11/2025

Date



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 24, 2025

Committee: Education, Research, and Service

Item: **Tenure Approvals and Promotions**

Type: Information

6.8

Background Information

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 Addendum

UTC			
Last Name	First Name	College	Department
Liuzzo	Derek	Health, Education and Professional Studies	Physical Therapy

6.8

June 2025 Promotions Addendum

UTC				
Last Name	First Name	College	Department	Promoted To:
Myers	Elizabeth	Health, Education and Professional Studies	Physical Therapy	Professor
Liuzzo	Derek	Health, Education and Professional Studies	Physical Therapy	Associate Professor