



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE

Tuesday, June 30, 2026	Gault Fine Arts Building, UT Southern
8:00 a.m. (CDT) / 9:30 a.m. (CDT)	Pulaski, 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. Proposed Campus and Academic Unit Reorganizations — Action
 - A. [UT Martin](#)..... Tab 1.1
 - B. [UT Southern](#)..... Tab 1.2
- V. [Consent Agenda](#) — Action..... Tab 2
 - A. Minutes of the Last Meeting..... Tab 2.1
 - B. 2026 Institutional Mission Profile Statements..... Tab 2.2
 - C. Authorization for Conferral of Degrees, 2026-27 Academic Year Tab 2.3
 - D. Proposed Faculty Handbook Revisions
 - 1) UT Knoxville..... Tab 2.4.1
 - 2) UT Martin..... Tab 2.4.2
 - 3) UT Southern..... Tab 2.4.3
 - E. Tenure Recommendations Requiring Board Approval Tab 2.5
 - 1) Grant of Tenure upon Initial Appointment Tab 2.5.1
 - 2) Grant of Tenure upon Early Consideration Tab 2.5.2
- VI. [Proposed Changes to Board of Trustees Policy](#) - Action
 - A. [BT0006 - Policies Governing Academic Freedom, Responsibility, and Tenure](#)..... Tab 3.1
- VII. [Proposed Reduced-Credit Undergraduate Degrees](#) - Action..... Tab 4
- VIII. Proposed New Academic Programs - Action
 - A. [Bachelor of Fine Arts in Industrial Design, UTK](#) Tab 5.1
 - B. [Bachelor of Arts in Civic and Constitutional Thought, UTK](#) Tab 5.2



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

IX. UT System Presentations – Information/Discussion

A. Academic Affairs

- 1) [Periodic Post-Tenure Performance Review Update](#) Tab 6.1.1
- 2) [Faculty Pulse Survey Results](#) Tab 6.1.2

B. Student Success

- 1) [UT System Performance Compared to Peers](#) Tab 6.2.1
- 2) [Student Success Outcomes by Year](#) Tab 6.2.2

X. 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.]

XI. Closing Remarks and Adjournment

Information Items

- A. [Certification of Degrees Conferred](#) Tab 7.1
- B. [2026 Tenure & Promotions](#) Tab 7.2
- C. [First-Time Board Pass Rates: UTHSC](#) Tab 7.3



School of Business Proposal

School of Business Proposal

Rationale:

- Strategic and intentional integration of financial, analytical, managerial, and technological competencies
- Interdisciplinary approach to fostering fluid program design, stackable credentials, and collaborative learning opportunities
- Streamlined point of engagement for students and external partners
- Alignment with industry’s organizational standard

School of Business Proposal

Strategic Reorganization of UTM's College of Business & Global Affairs:

- Consolidate existing degree-granting units into a new School of Business
 - Department of Accounting, Economics, and Finance
 - Department of Marketing, Management, and Information Systems
 - MBA program
- Maintain all other units within the College as separate from the School
 - Undergraduate Student Services Center
 - Hendrix and Dunagan Chairs of Excellence
 - REED Center

School of Business Proposal

Steps Taken So Far:

- Transitioned Political Science faculty/programs to the College of Humanities & Fine Arts
 - Triggers a name change from “College of Business & Global Affairs” to the “College of Business”
- Transitioned Business Communication faculty/minor to the College of Agriculture & Applied Sciences
 - Maintained existing business communication core requirements in all business programs
- Created a new leadership structure and governance model for the new school

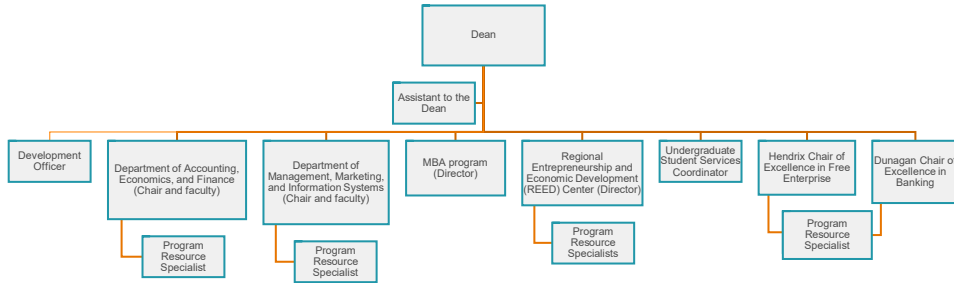
School of Business Proposal

School Governance Structure:

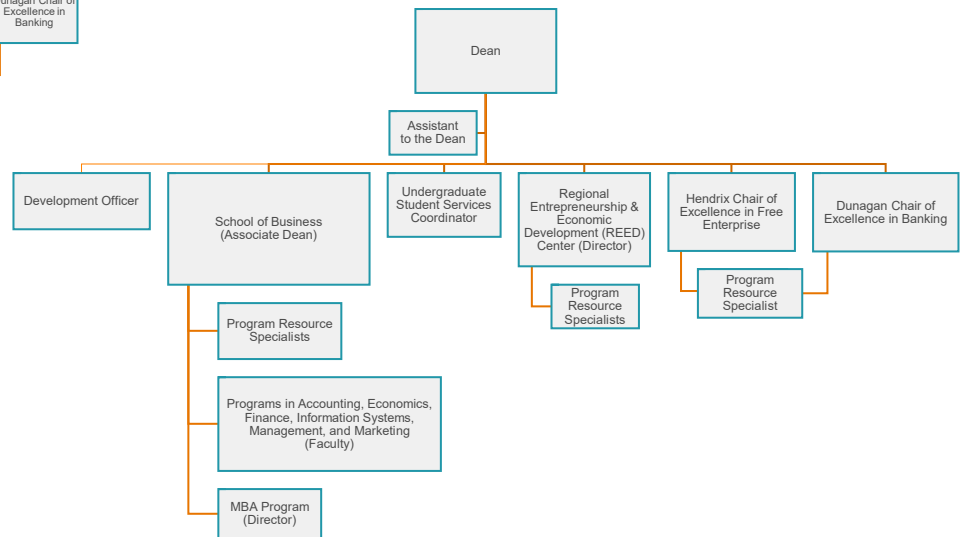
- One Associate Dean, replacing the previous model of two department chairs
- Shared Governance
 - Faculty Advisory Committee with representatives from each business discipline
 - New bylaws
 - Discipline-level and school-level curriculum oversight
 - Discipline-level and school-level tenure/promotion processes

School of Business Proposal

Current Structure - College of Business & Global Affairs



Proposed Structure - College of Business



QUESTIONS?



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2026

Committee: Education, Research, and Service

Item: **Academic Restructuring – College of Business, UTM**

Type: Action

Presenter(s): Dr. Laurie Couch, Provost and Senior Vice Chancellor

Background Information

The University of Tennessee at Martin (UTM) proposes establishing a new School of Business within its College of Business. The new school would consolidate two existing departments (the Department of Accounting, Economics, and Finance, and the Department of Marketing, Management, and Information Systems) and the Master of Business Administration (MBA) program, which is currently administered at the college level.

This proposal follows the transition of UTM’s Political Science and International Studies programs from the College of Business to the College of Humanities and Fine Arts. In connection with this change, the former “College of Business and Global Affairs” has been renamed the “College of Business” to reflect its current academic focus.

The School of Business will be administered by an Associate Dean, a new leadership position that will report directly to the Dean. This role will replace the two existing department chair positions, contributing to a salary savings and providing an interdisciplinary approach to programs that will integrate financial, analytical, managerial, and technological implications. Curriculum and tenure/promotion decisions will remain at the discipline level, rising to the Associate Dean and school-level committees before moving to the college Dean. By consolidating the business disciplines under a unified organizational structure, the School of Business provides a singular point of engagement that will benefit students, faculty, employer partners, advisory board members, and state agency collaborators.

More detailed information is available in the attached New Academic Unit Proposal and corresponding PowerPoint slides.



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. The reorganization of the academic structure of the University of Tennessee at Martin's College of Business as set forth in the New Academic Unit Proposal ("Proposal"), including the establishment of a new School of Business within the College, subject to additional state approvals as required. A copy of the Proposal shall be attached to this resolution;**
- 2. An implementation date of August 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 reorganization, including the establishment of the new academic units (colleges, departments, and/or centers) as contemplated therein.**

New Academic Unit Proposal

Submitted by

College of Business and Global Affairs

University of Tennessee at Martin



THE UNIVERSITY OF
TENNESSEE
MARTIN

Updated: May 29, 2026

Table of Contents

Overview of the Proposed Unit	3
Campus Letter of Support.....	4
Overview of the Proposed Unit	5
Planned Future Programs to be Associated with the New Unit	6
State and Institutional Alignment of the Academic Unit	6
Alignment with the 2025-35 Strategic Higher Education Master Plan	6
Alignment of the Proposed Unit with the Institution’s Mission	7
Inventory of Academic Program Offerings	8
Required Investment for New/Renovated Facilities.....	9
Overall Costs Associated with the New Academic Unit.....	9
Organizational Structure.....	10
Current and Proposed Organizational Chart.....	10

Overview of the Proposed Unit

Institution:	The University of Tennessee at Martin
Type of Unit:	School
Proposed Unit Name:	School of Business
Proposed Unit Location:	College of Business
Proposed UT Board Approval:	June 2026
Proposed THEC Approval:	July 2026
Proposed Implementation:	August 1, 2026

Campus Letter of Support



Division of Academic Affairs
 324 Administration Building
 554 University Street
 Martin, TN 38238
 office: (731) 881-7010
 www.utm.edu

May 22, 2026

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 School of Business within the College of Business (formerly known as the College of Business & Global Affairs) at the University of Tennessee at Martin. This new School, overseen by an Associate Dean, will be the merging of two former departments (i.e., the Department of Accounting, Economics, and Finance and the Department of Marketing, Management, and Information Systems) and the MBA program. This School will house all current faculty and degree-granting programs in the college.

The new structure positions UT Martin's College of Business to foster more interdisciplinary collaboration, streamline student experiences, and expedite administrative operations. Importantly, the new design also promotes agility, so our programs can easily respond to market demands and employer needs, and it provides a path for future growth and flexibility in our curriculum.

The details of this new School are included in the proposal, along with the cost summary and updated organizational chart. I would be happy to address any questions you may have.

Sincerely,

A handwritten signature in black ink that reads 'Laurie L. Couch'.

Laurie L. Couch
 Provost & Senior Vice Chancellor for Academic Affairs

cc: /file

Overview of the Proposed Unit

The University of Tennessee at Martin proposes a structural reorganization within what is now known as the College of Business and Global Affairs. The change is intended to better position the college to deliver flexible, cutting-edge business programs through interdisciplinary approaches that integrate financial, analytical, managerial, and technological competencies. Specifically, UTM proposes to consolidate the MBA program and two existing departments (i.e., the Department of Accounting, Economics, and Finance and the Department of Marketing, Management, and Information Systems) into a single new School of Business within the College. This School will serve as a streamlined point of engagement for students and external partners for all degree-granting business programs, and it will provide administrative oversight structure for faculty in the College.

The School of Business will be administered by an Associate Dean, a new leadership position reporting directly to the Dean and assuming duties traditionally held by a department chair. This role will replace the two existing department chair positions, yielding salary savings, and it will provide strategic guidance and day-to-day administration to the school's faculty and programs with input from a school-level advisory committee comprised of faculty representatives from each discipline. Importantly, curriculum and tenure/promotion decisions will still originate at the discipline level in the new structure, rising to the Associate Dean and school-level committees before moving to the college Dean. This structure, which is common within the industry, signals institutional commitment to a flexible and future-focused approach to UTM's individual business degree programs, while also providing strategic budget authority and curricular control at the school level.

Within the college, several entities will continue to exist outside the School of Business, also reporting to the Dean. These include the REED Center¹, the Tom E. Hendrix Chair of Excellence in Free Enterprise², the Horace and Sara Dunagan Chair of Excellence in Banking³, and the Undergraduate Student Services Center⁴. These entities support the work of the academic programs in the School by fostering external partnerships and student career development; however, they are not degree-granting programs. For example, the Undergraduate Student Services Center will serve as an advising and career support center for students, whereas the Reed Center and the two Chairs of Excellence are the college's externally-facing arm.

In preparation for this organizational transition, three main changes have been made over the past eighteen months: 1) The faculty and programs in Political Science (i.e., the Political Science and International Studies programs), which used to be part of the college, were moved to UTM's College of Humanities and Fine Arts, narrowing the focus within the remaining array of program offerings primarily to business curriculum and paving the way for a name change from the "College of Business and Global Affairs" to the "College of Business"; 2) Although courses in business communication will remain part of the core requirements of all business degrees, the faculty and minor in Business Communication were relocated to the College of

¹ [Regional Entrepreneurship & Economic Development Center](#): offers courses, workshops and training sessions that respond to the needs of small businesses and supports regional economic development.

² [The Tom E. Hendrix Chair of Excellence in Free Enterprise](#)

³ [The Horace and Sara Dunagan Chair of Excellence in Banking](#)

⁴ Undergraduate Student Services Center provides academic advising and other student success programming for CBGA students with less than 60 hours, after which students are assigned to a Faculty advisor.

Agriculture and Applied Sciences; and 3) an interim Associate Dean has been appointed to assist in the transition to the new model. The college's faculty also have drafted revised bylaws that will guide governance in the school going forward, which are set to be voted upon if we are granted approval of this proposal. In addition, the administration at UTM has explored a naming opportunity for the College, which will support the work of the new school.

Planned Future Programs to be Associated with the New Unit

None at this time.

State and Institutional Alignment of the Academic Unit

Alignment with the 2025-35 Strategic Higher Education Master Plan

The consolidation of the Department of Accounting, Economics, and Finance and the Department of Management, Marketing, and Information Systems into a unified School of Business represents a significant structural step toward the alignment envisioned in the Tennessee Higher Education Commission's Strategic Master Plan⁵. By bringing these disciplines under a single organizational umbrella, the School of Business is better positioned to deliver on the plan's call for a higher education system that is efficient, effective, and meaningfully connected to real-world outcomes. Where students previously navigated two separate departmental structures, they will now benefit from a more cohesive academic environment that intentionally integrates financial, analytical, managerial, and technological competencies the plan identifies as essential for workforce readiness.

The new School of Business also strengthens the university's capacity to fulfill the Master Plan's "Aligned" pillar by creating cleaner, more intentional pathways through the curriculum. Consolidation enables faculty across all business disciplines to collaborate more fluidly on program design, stackable credentials, and experiential learning opportunities. This interdisciplinary approach directly supports the plan's strategy of ensuring academic programs clearly articulate the skills students acquire and expanding high-quality experiential learning to build career readiness.

Finally, the School of Business's structure enhances the university's ability to respond to regional workforce demands, a core emphasis of the Master Plan's "Agile" pillar. A unified school within the larger College presents a single, coherent point of engagement for employer partners, advisory board members, and state agency collaborators, making it easier to gather labor market data and translate it into timely curriculum adjustments. This streamlined coordination also supports the plan's affordability and efficiency goals, as shared administrative resources and unified program oversight reduce redundancy and free up capacity to invest directly in student success initiatives. In these ways, the formation of the School of Business is not merely an internal, academic reorganization; it is a deliberate move toward the kind of coordinated, student-centered institution the Master Plan calls Tennessee's colleges and universities to become.

⁵ <https://www.tn.gov/thec/about-thec-tsac/master-plan.html>

Alignment of the Proposed Unit with the Institution's Mission

The University of Tennessee at Martin's mission statement is to educate and engage responsible citizens to lead and serve in a diverse world. As UTM engages in its new Strategic Planning phase, a consolidated School of Business provides the agility necessary to fulfilling this mission by removing barriers for student progression, curricular innovation, and community connection.

Inventory of Academic Program Offerings

All degree and certificate programs currently associated with the Departments of Accounting, Economics & Finance, and Management, Marketing & Information Systems will continue to operate within the new School of Business with the exception of the Business Communication minor, which has moved to the College of Agriculture and Applied Sciences, and the Political Science programs, which have been moved to the College of Humanities and Fine Arts.

The Masters of Business Administration (MBA) program, previously situated outside the two departments due to its multidisciplinary nature, will be located within the new School of Business which will now encompass all relevant courses, disciplines, and faculty.

Table 1: Current and Proposed Structure of Two Academic Departments Reorganized to the School of Business

CURRENT STRUCTURE	PROPOSED STRUCTURE
<p>Department of Accounting, Economics, and Finance</p> <ol style="list-style-type: none"> 1) Accounting, BSBA (52.0301) 2) Economics, BSBA (52.0601) 3) Finance, BSBA (52.0801) 4) Trust and Wealth Management, Undergraduate Certificate (52.0801) * <p>Minors</p> <ol style="list-style-type: none"> 1) Accounting 2) Economics 3) Finance <p><i>* Program will begin August 2026</i></p>	<p>School of Business</p> <ol style="list-style-type: none"> 1) Accounting, BSBA (52.0301) 2) Economics, BSBA (52.0601) 3) Finance, BSBA (52.0801) 4) Information Systems, BSBA (52.1201) 5) Management, BSBA (52.0201) 6) Marketing, BSBA (52.1401) 7) Business Administration, MBA (52.0201) 8) Trust and Wealth Management, Undergraduate Certificate (52.0801) 9) Human Resources Graduate Certificate (52.0201)

<p>Department of Management, Marketing, and Information Systems</p> <ol style="list-style-type: none"> 1) Management, BSBA (52.0201) 2) Marketing, BSBA (52.1401) 3) Information Systems, BSBA (52.1201) 4) Human Resources Graduate Certificate (52.0201) <p>Minors:</p> <ol style="list-style-type: none"> 2) Business Communication Information Systems 3) Entrepreneurship 4) Management 5) Management Information Systems 6) Marketing 7) Sport Business 	<p>Minors:</p> <ol style="list-style-type: none"> 1) Accounting 2) Economics 3) Entrepreneurship 4) Finance 5) Management 6) Management Information Systems 7) Marketing 8) Sport Business <p>College of Agriculture and Applied Science:</p> <ol style="list-style-type: none"> 1) Business Communication Information Systems Minor <p>College of Humanities and Fine Arts:</p> <ol style="list-style-type: none"> 1) Political Science
<p>College of Business & Global Affairs</p> <ol style="list-style-type: none"> 1) Business Administration, MBA (52.0201) 	

Required Investment for New/Renovated Facilities

No new facility investments are required; however, the UT Board of Trustees previously approved a \$60 million building for the College at the University of Tennessee at Martin. The creation of this new academic unit has been integrated into the planning process of the new building. The building will be configured around this new structure when it opens in Spring 2029.

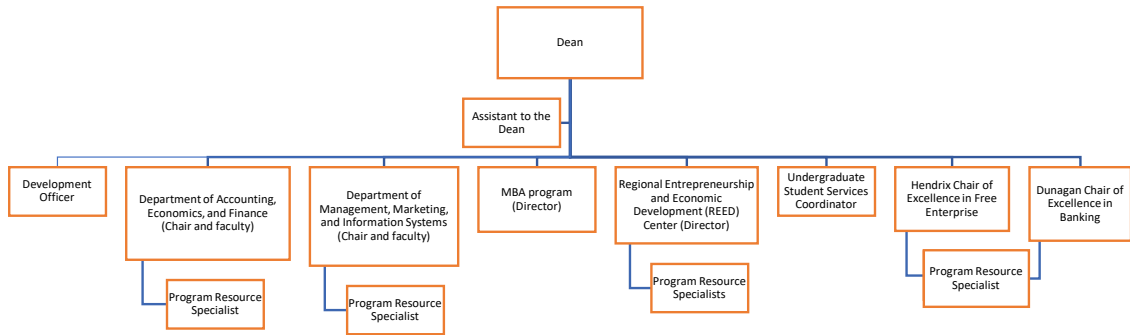
Overall Costs Associated with the New Academic Unit

The largest cost associated with consolidating these departments into a new School of Business is the hiring of the Associate Dean, a new position requiring a national search. The starting salary for this role is estimated at \$135,000, with an additional \$2,500 for assigned information technology purchases. Approximately \$50,000 savings are presented by moving the former department chairs back to their 9-month salary levels. It is also anticipated that the Associate Dean role will include an instructional assignment, which would yield cost savings relative to current adjunct or lecturer positions.

In addition to personnel costs, two one-time costs of \$2,500 are anticipated to cover the development of new branding and marketing materials for the new School of Business. All cost projections for the proposed School of Business appear in Appendix A.

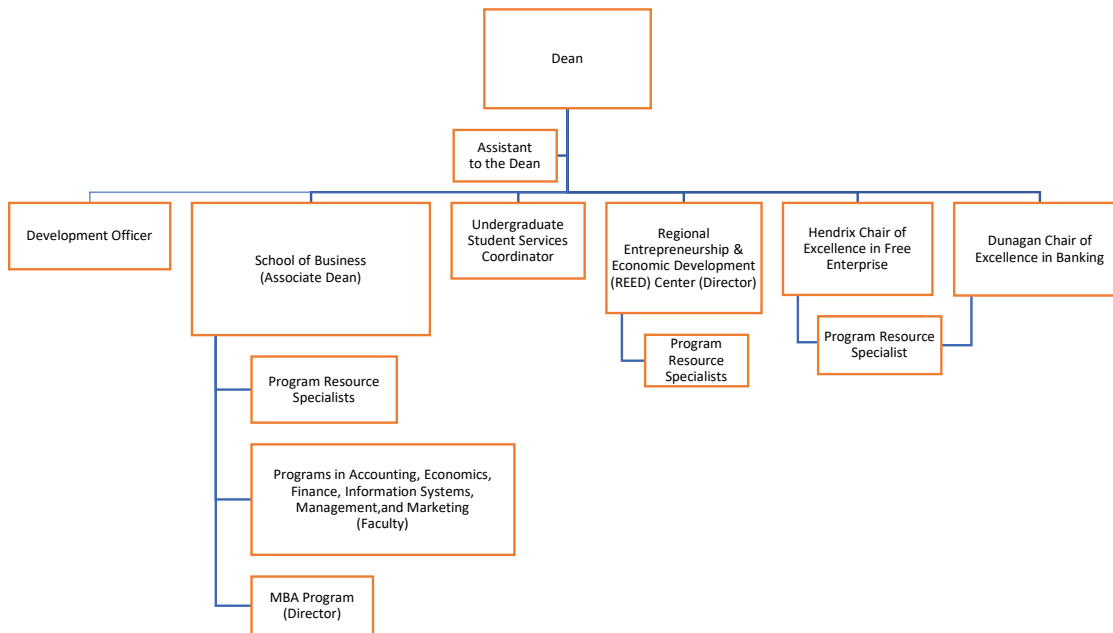
Organizational Structure

Current Organizational Chart - College Business and Global Affairs



Note: Political Science and International Studies programs were moved to the College of Humanities & Fine Arts in January 2025.

Proposed (New) Organizational Chart - College of Business




New Academic Unit

UT Martin: School of Business

10

Appendix A: THEC Financial Projections

 Tennessee Higher Education Commission Financial Projections Form						
Institution	University of Tennessee at Martin					
Unit Name	School of Business					
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						
Information Technology		\$2,500				
Library resources						
Marketing	\$2,500	\$2,500				
Facilities						
Travel						
Other						
<i>Total One-Time Expenditures</i>	<i>\$2,500</i>	<i>\$5,000</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		\$135,000	\$137,025	\$139,080	\$141,167	\$143,284
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other						
<i>Total Recurring Expenditures</i>	<i>\$0</i>	<i>\$135,000</i>	<i>\$137,025</i>	<i>\$139,080</i>	<i>\$141,167</i>	<i>\$143,284</i>
Grand Total (One-Time and Recurring)	\$2,500	\$140,000	\$137,025	\$139,080	\$141,167	\$143,284



Academic Affairs & Student Experience

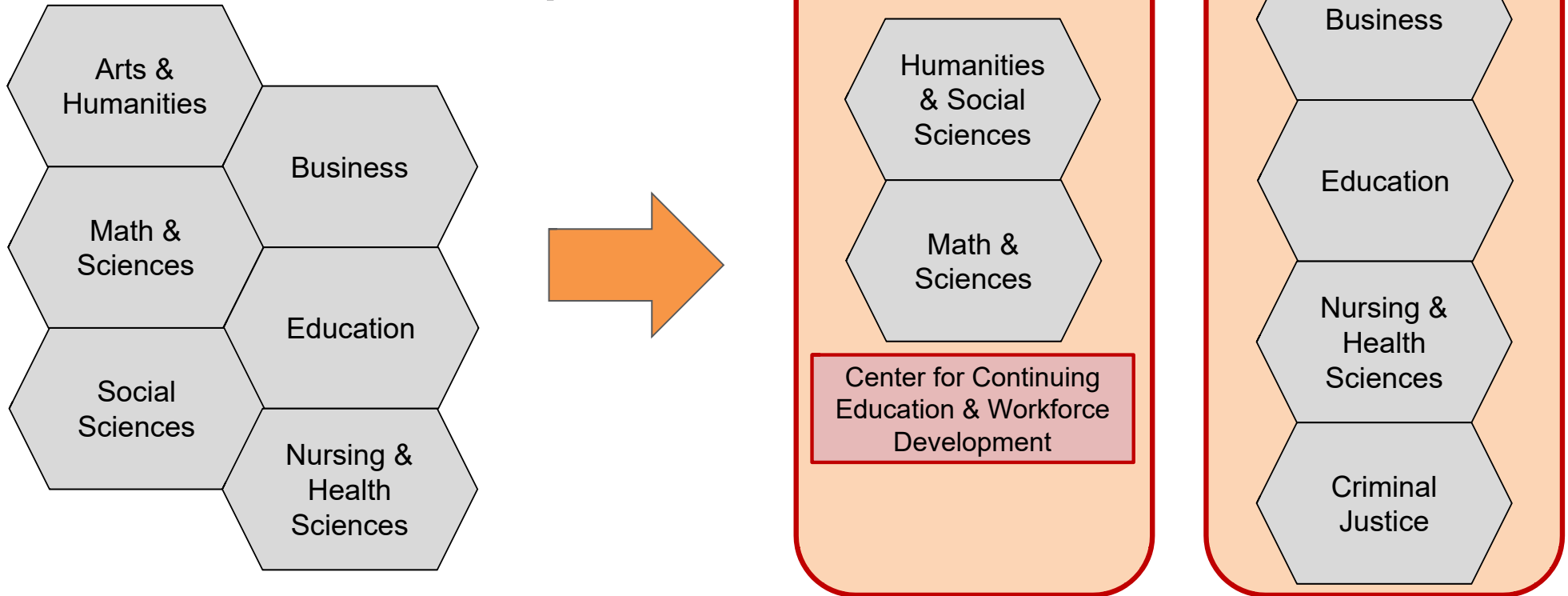
Academic Reorganization

NEW & MODIFIED ACADEMIC UNITS

Academic Reorganization: Overview

UT Southern proposes to reorganize Academic Affairs from its current six-school structure into two colleges—the College of Arts & Sciences and the College of Professional Studies—comprising six academic departments and a center.

Two New Colleges, Schools to Departments



Academic Reorganization: Key Points

- Administrative reorganization: no changes to the academic portfolio
- Allows stronger faculty governance structure
- Benchmarked, but scaled to size
- Modest salary lines repurposed from existing vacant roles

Faculty Handbook

Faculty Handbook

At the same time that UT Southern is implementing its academic reorganization, the university has undertaken a comprehensive revision of the Faculty Handbook to incorporate the new dean level within Academic Affairs. This revision also modernizes the Handbook more broadly to ensure closer alignment with current University of Tennessee System policies and institutional governance needs.

Overview of Faculty Handbook Changes

The proposed changes involve significant revisions to clarify content and to match the proposed academic reorganization. Major highlights of the revisions include:

- revising responsibilities of the academic administration;
- clarifying the faculty appointment type definitions;
- allowing a faculty member who applies for early tenure and is denied to reapply at their regular time;
- updating the definition of Service;
- changing Sabbatical Leave to Professional Development Leave; and
- streamlining of the overall structure of the handbook.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date:	June 30, 2026
Committee:	Education, Research, and Service
Item:	<u>Academic Units - Reorganization, UTS</u>
Type:	Action
Presenter(s):	Dr. Prentice Chandler, Provost and Executive Vice Chancellor for Academic Affairs & Student Experience

Background Information

The University of Tennessee Southern (UTS) proposes a reorganization of its academic structure by moving from the current six-school model to a two-college framework with six academic departments and one center. In Fall 2025, UTS established an Academic Restructuring Task Force to evaluate how a revised structure might better position UTS to serve students, support faculty, and strengthen collaboration across disciplines.

The revised structure will add a leadership level between the Provost and academic units by establishing two deans to oversee the colleges. The titles of the “school chairs” will change to “department heads” to align with terminology used in Board policy (i.e., BT0006 - Board Policies Governing Academic, Freedom, Responsibility, and Tenure) and peer institutions. The title change will also reflect the updated responsibilities of the proposed organization structure. Provided below is an overview of the current and proposed Academic Affairs Structure.

Academic Affairs Structure: Current

Six Schools (chairs): (1) Arts and Humanities, (2) Business, (3) Education, (4) Mathematics and Sciences, (5) Nursing and Health Sciences, and (6) Social Sciences.

Academic Affairs Structure: Proposed

Two colleges (deans) with six academic departments (department heads) and one center (director):

- College of Arts & Sciences: (1) Department of Humanities & Social Sciences, (2) Department of Mathematics & Sciences, and (3) Center for Continuing Education & Workforce Development; and
- College of Professional Studies: (1) D.W. Johnston Department of Business, (2) Department of Criminal Justice, (3) Department of Education, and (4) Jeanette M. Travis Department of Nursing & Health Sciences.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

The dean roles are expected to be filled by promoting current school chairs, requiring two replacement department heads to lead the affected academic units. Recurring personnel costs will include salary adjustments for the two dean positions, two replacement department heads, and the new director position. These adjustments reflect the expanded administrative scope and supervisory responsibilities of the proposed structure. There will also be modest, one-time marketing and communications costs.

More detailed information is available in the attached New Academic Unit Proposal and corresponding PowerPoint slides.

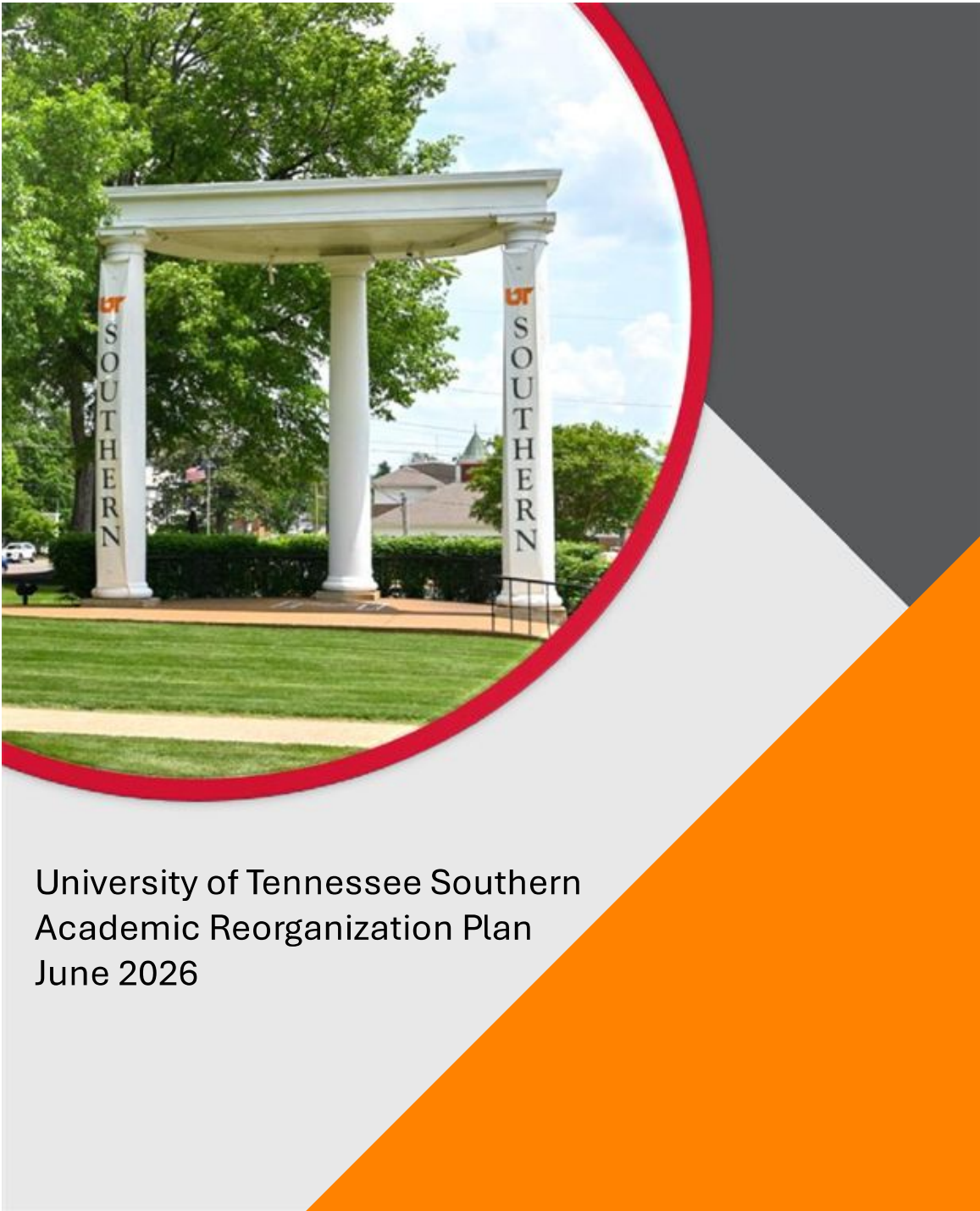
Committee Action

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. The reorganization of the academic structure of the University of Tennessee Southern as set forth in the Academic Reorganization Plan, including the establishment of two new colleges (College of Arts & Sciences and College of Professional Studies), subject to additional state approvals as required. A copy of the Academic Reorganization Plan shall be attached to this resolution;**
- 2. An implementation date of August 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 Academic Reorganization Plan, including the establishment of the new academic units (colleges, departments, and/or centers) as contemplated therein.**



University of Tennessee Southern
Academic Reorganization Plan
June 2026

New Academic Unit Request

Academic Reorganization Plan



Updated: May 14, 2026

New Academic Unit Request

Institution:	The University of Tennessee Southern
Types of Units:	Colleges, Departments, and Center
Proposed Unit Names:	College of Arts & Sciences Department of Humanities & Social Sciences Department of Mathematics & Sciences Center for Continuing Education & Workforce Development College of Professional Studies D. W. Johnston Department of Business Department of Criminal Justice Department of Education Jeanette M. Travis Department of Nursing & Health Sciences
Proposed UT Board Approval:	June 2026
Proposed THEC Approval:	July 2026
Proposed Implementation:	August 1, 2026

Contents

<u>Campus Letter of Support</u>	<u>5</u>
<u>Background and Overview Proposed Academic Units</u>	<u>7</u>
<u>Benefits of the Proposed Changes</u>	<u>8</u>
<u>Summary and Goals of the Proposed Units</u>	<u>8</u>
<u>State and Institutional Alignment of the Proposed Units</u>	<u>9</u>
<u>Alignment with State Master Plan</u>	<u>9</u>
<u>Alignment with Institutional Mission</u>	<u>10</u>
<u>Inventory of Academic Program Offerings</u>	<u>11</u>
<u>Organizational Structure</u>	<u>13</u>
<u>Current Organizational Chart</u>	<u>15</u>
<u>Proposed Organization Chart</u>	<u>16</u>
<u>Costs and Facilities Associated with the Proposed Academic Units</u>	<u>17</u>
<u>Costs</u>	<u>17</u>
<u>Facilities</u>	<u>17</u>
<u>Appendix A: Overview of Peer Benchmarking</u>	<u>18</u>
<u>Appendix B: THEC Financial Projections</u>	<u>23</u>

Campus Letter of Support



May 12, 2026

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

President Boyd:

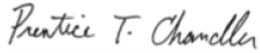
Please accept the attached proposal for approval of new academic units and academic reorganization within Academic Affairs at the University of Tennessee, Southern. This proposal emerged from the work of the Academic Restructuring Task Force during Fall 2025. The task force was charged with examining whether a revised academic structure could better serve students, support faculty, and strengthen collaboration across disciplines. Through a series of meetings and campus discussions, the task force concluded that UT Southern would benefit from moving from its current six-school model to a structure consisting of two colleges, six departments, and one center.

Under the proposed model, the College of Arts & Sciences would include the Department of Humanities and Social Sciences, the Department of Mathematics and Sciences, and the Center for Continuing Education & Workforce Development. The College of Professional Studies would include the D.W. Johnston Department of Business, the Department of Criminal Justice, the Department of Education, and the Jeanette M. Travis Department of Nursing and Health Sciences. This reorganization does not alter the university's academic program inventory; rather, it places existing programs within a clearer and more sustainable administrative framework.

The university believes the proposed reorganization will strengthen academic leadership, improve coordination of curriculum and assessment, encourage collaboration across disciplines, and better support student success. Benchmarking against peer institutions and Tennessee colleges and universities indicates that a college-based structure with departments is a widely recognized and appropriate model for an institution of UT Southern's size and mission. The costs associated with the reorganization are expected to be modest. They include salary adjustments related to the promotion of two deans and the appointment of two replacement department heads, as well as one-time updates to marketing and institutional materials. The proposal will be implemented using existing facilities and will not require new facilities.

These new units have been reviewed and approved by the appropriate bodies on the University of Tennessee Southern campus, and have the full support of campus administration. We request approval by the Board and subsequent transmission to THEC for approval. Please contact me if you have any questions or need additional documentation. Thank you in advance for your attention to this matter.

Sincerely,



Prentice Chandler, PhD

Provost & Executive Vice Chancellor for Academic Affairs & Student Experience

The University of Tennessee Southern

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Background and Overview Proposed Academic Units

In Fall 2025, the Academic Restructuring Task Force was charged with evaluating whether changes within Academic Affairs could better position the University of Tennessee Southern to serve students, support faculty, and strengthen collaboration across disciplines. Acting in an advisory capacity to the Provost, the task force examined the institution’s current academic organization and considered how a revised structure might improve efficiency, clarify academic program homes, and align the university more closely with established higher education practice. As a result of that review, the proposed reorganization of Academic Affairs would establish a clearer, stronger, and more sustainable academic structure by moving from the current six-school model to a two-college framework with six academic departments and one center. This change reflects the institution’s continued maturation as the newest campus in the University of Tennessee System and is designed to better support students, faculty, and the university’s long-term development.

At its core, this reorganization provides a more coherent academic framework. The creation of the College of Arts & Sciences and the College of Professional Studies introduces a structure that is both internally functional and externally recognizable. Colleges serve as broad academic homes that support coordination, planning, and leadership, while departments preserve discipline-based identity and oversight. Together, this structure creates a clearer chain of responsibility for curriculum, scheduling, assessment, faculty support, and program development. The reorganization is also intended to improve the efficient use of institutional resources. By consolidating the existing school structure into two colleges, UT Southern can reduce fragmentation and create broader academic units that are better positioned to coordinate offerings, share administrative effort, and plan strategically across related disciplines. The department-based model ensures that programs retain clear academic homes while enabling stronger coordination within and across colleges, particularly for course scheduling, general education delivery, and academic assessment, where a more integrated structure can reduce duplication and improve consistency.

A second major rationale is the opportunity to foster greater cross-disciplinary collaboration. Larger academic units create more opportunities for faculty and staff to work across traditional boundaries, share ideas, and build connections among related programs. The task force identified collaboration as a significant benefit of the college model, noting that broader organizational units can support interdisciplinary teaching, scholarly activity, and external funding opportunities. Many grant programs and academic initiatives increasingly value or require cross-unit collaboration, and the proposed structure provides a more suitable framework for demonstrating and supporting that work.

The proposed model also strengthens academic leadership and accountability. Under the reorganized structure, each college will be led by a dean, and each department will be led by a department head. This hierarchy creates a more defined leadership framework than the current structure and improves the university’s ability to support faculty, monitor program needs, coordinate operations, and respond to student concerns. Deans provide strategic leadership across a broad academic portfolio, while department heads maintain direct oversight of discipline-specific matters. This layered structure is common across higher education and supports more effective decision-making and communication.

The reorganization also broadens faculty governance by locating academic disciplines within larger collegiate units rather than smaller, more isolated schools. A college-based structure fosters greater faculty participation in shared governance, collegial discussion, and collaborative planning. It also provides a more

stable framework for future governance adjustments, including Faculty Senate representation and committee organization, as the university continues to grow and evolve. A complete overview of the peer benchmarking appears in Appendix A.

Benefits of the Proposed Changes

The proposed reorganization is expected to provide meaningful benefits for students, faculty, and the institution by creating a clearer, more coherent academic structure. By moving from the current six-school model to a two-college framework with departments and a center, the university would establish a leadership and reporting structure that is better suited to coordination, collaboration, and long-term planning. The addition of the dean level would strengthen academic oversight, distribute administrative responsibilities more effectively, and create broader opportunities for communication and shared problem-solving within Academic Affairs.

For students, the proposed structure should improve the university's ability to organize and deliver the curriculum more efficiently and in a student-centered way. The task force identified advantages in the coordination of the General Education Core, including improved scheduling of core courses, more streamlined assessment, and clearer alignment of programs and academic support. These changes can help ensure that students have more reliable access to required courses and more coherent academic pathways, which in turn can support timely progress toward degree completion.

For faculty and staff, the reorganization is intended to strengthen collegiality and create new opportunities for collaboration both within and across academic units. Grouping programs into broader colleges can encourage more regular communication among related disciplines, while also creating additional pathways for interdisciplinary work in teaching, scholarship, and conference activity. The proposed structure also provides a clearer institutional framework for demonstrating cross-college collaboration, which is often an important consideration in external grant opportunities and other academic partnerships.

Institutionally, the proposed model aligns UT Southern more closely with common university practice and with the academic structures used in the University of Tennessee System. That alignment can strengthen the university's credibility and visibility, both within the system and externally, while providing a more scalable structure for future growth and development. Overall, the reorganization is designed to improve operational effectiveness, enhance academic collaboration, support student success, and position the university more strongly for future opportunities.

Summary and Goals of the Proposed Units

The College of Arts & Sciences will serve as the home for the university's liberal arts, foundational sciences, and related interdisciplinary offerings, including the Humanities and Social Sciences, which would house Behavioral Sciences, English, Fine Arts, History, Philosophy, and Religious Studies. The college would also include the Department of Mathematics and Sciences, comprising Biology, Chemistry, Cybersecurity, and Mathematics. Additionally, the new Center for Continuing Education & Workforce Development would be located within the College of Arts & Sciences, housing the Interdisciplinary Studies program and providing a home for non-degree instruction, workforce-responsive programming, and community-based educational initiatives that extend the university's reach beyond traditional degree pathways. The creation of the Center for Continuing Education & Workforce Development intentionally differentiates it from the more traditional academic departments. Because the Center's Interdisciplinary Studies program does not

require dedicated faculty or offer its own coursework outside of a culminating capstone, it functions instead as a dynamic, institution-wide hub that leverages existing academic strengths. More importantly, housing Interdisciplinary Studies within this Center makes a powerful statement about the value of UT Southern’s curriculum. It directly connects the broad, foundational knowledge of the liberal arts with the continuous needs of the modern economy, highlighting how liberal arts disciplines cultivate the 'durable skills'—critical thinking, communication, and adaptability—that empower lifelong learning and drive meaningful workforce development.

The College of Professional Studies would bring together UT Southern’s career-focused and professional programs. It would include the Department of Business, housing Accounting, Computer Information Systems, Management, Management Information Systems, and the MBA in Business Administration. The Department of Criminal Justice would become a stand-alone department, reflecting the strength and distinct identity of the Criminal Justice and Homeland Security programs, and would include the Master of Science in Homeland Security. The Department of Education would include Elementary Education, Kinesiology, Special Education, and Sport Management. The Department of Nursing and Health Sciences would include Nursing and Public Health Education.

Taken together, these proposed units would provide UT Southern with an academic organization that is simpler, more coherent, and better aligned with both institutional needs and common university practice. The model is designed to support collaboration across disciplines, improve administrative coordination, strengthen the delivery and assessment of the curriculum, and position the university for continued development in service to students and the region.

State and Institutional Alignment of the Proposed Units

Alignment with State Master Plan

The proposed academic reorganization aligns with the Tennessee Higher Education Commission’s State Master Plan for Higher Education by supporting the plan’s emphasis on alignment, student achievement, and institutional agility. Specifically, it embraces the plan's guiding principle of innovation, which states: "Higher education must maintain relevance, which requires regular exploration of new ideas, re-evaluation of current practices, and problem-solving to meet the needs of students, communities, and the workforce."¹ By moving to a two-college structure with clearer academic leadership and program organization, UT Southern will be better positioned to coordinate academic offerings, respond to workforce and regional needs, and strengthen collaboration across related disciplines. The proposed model also supports student success by improving the university’s ability to schedule core courses efficiently, streamline assessment, and provide clearer academic pathways that promote persistence and timely degree completion. At the same time, because the proposal uses existing programs and facilities while creating a more scalable administrative structure, it reflects the kind of responsive, efficient, and mission-centered planning encouraged in the State Master Plan.

¹ https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/THEC_2025_MasterPlan.pdf

Alignment with Institutional Mission

The proposed academic reorganization aligns closely with UT Southern’s inaugural strategic plan, *Igniting Excellence*, by advancing each of its three foundational pillars: (1) enhancing academic excellence and promoting innovation; (2) creating transformational student experiences and fostering student success; and (3) establishing greater connectedness and facilitating campus and community engagement. By moving to a two-college structure, the university would create a clearer and more effective framework for academic leadership, program oversight, interdisciplinary collaboration, and curricular coordination, all of which support academic quality and innovation. The proposed structure would also improve the university’s ability to schedule core coursework, streamline assessment, and organize academic programs to better support student progress and degree completion, thereby reinforcing UT Southern’s commitment to student success. In addition, the college model would strengthen collaboration across academic units and better position the institution to pursue partnerships, external funding, and broader engagement opportunities consistent with the university’s regional mission. Specifically, the new Center for Continuing Education and Workforce Development provides a dedicated home for workforce-responsive programming and flexible educational pathways tailored to adult learners and working professionals. By connecting the university’s resources directly to regional economic needs, the Center actively advances the UT System Grand Challenge of Strengthening Rural Communities. Taken together, the reorganization represents a structural expression of UT Southern’s “Students First” mission and its vision to “Engage Minds & Transform Lives.”

Inventory of Academic Program Offerings

The proposed academic reorganization does not change UT Southern’s academic program inventory. The university will continue to offer its current 29 academic programs, consisting of 26 undergraduate degree programs, 2 graduate degree programs, and 1 undergraduate certificate, which are presently housed across the existing six-school structure. Under the proposed model, these same programs would be organized within a new framework of two colleges, six departments, and one center. Accordingly, the proposal is administrative and organizational in nature rather than programmatic. It does not create, eliminate, suspend, or substantively revise any academic program. Instead, it reassigns certain programs to new academic homes to achieve a more coherent and effective organizational structure.

The most notable changes involve the redistribution of programs currently housed in the School of Social Sciences. As proposed, History and Behavioral Sciences would move into the Department of Humanities and Social Sciences within the College of Arts & Sciences, while Criminal Justice would become a stand-alone department within the College of Professional Studies. Apart from these shifts in administrative placement, the university’s program portfolio would remain unchanged. In this way, the proposal preserves the full scope of UT Southern’s current academic offerings while placing them within a structure intended to strengthen leadership, improve coordination, and better support students, faculty, and future institutional development.

*Table 1: College of Arts and Sciences
Current and Proposed Structure of Academic Unit Reorganization and Program Offerings*

CURRENT STRUCTURE	PROPOSED STRUCTURE
	COLLEGE OF ARTS & SCIENCES
School of Arts & Humanities	Department of Humanities & Social Sciences
BA English (CIP 23.0101) BA Fine Arts (CIP 50.0101) BA / BS Philosophy & Religious Studies (CIP 38.0001) Minor Art Minor Dramatic Arts Minor English Minor Graphic Design Minor Music Minor Religion & Philosophy Minor TESOL	BA English (CIP 23.0101) BA Fine Arts (CIP 50.0101) BA / BS Behavioral Sciences (CIP 30.1701) BA / BS History (CIP 54.0101) BA / BS Philosophy & Religious Studies (CIP 38.0001) Minor Art Minor Behavioral Sciences Minor Dramatic Arts Minor English Minor Graphic Design Minor History Minor Music Minor Religion & Philosophy Minor TESOL
School of Social Sciences	
BA / BS Behavioral Sciences (CIP 30.1701) BS History (CIP 54.0101) Minor Behavioral Sciences Minor History	
School of Mathematics & Sciences	Department of Mathematics & Sciences
BS Biology (CIP 26.0101) BS Chemistry (CIP 40.0501) BS Cybersecurity (CIP 11.1003) BS Mathematics (CIP 27.0101) Undergraduate Certificate Cybersecurity (CIP 11.1003) Minor Biology Minor Chemistry	BS Biology (CIP 26.0101) BS Chemistry (CIP 40.0501) BS Cybersecurity (CIP 11.1003) BS Mathematics (CIP 27.0101) Undergraduate Certificate Cybersecurity (CIP 11.1003) Minor Biology Minor Chemistry

Minor Cybersecurity Minor Mathematics Minor Sustainability	Minor Cybersecurity Minor Mathematics Minor Sustainability
School of Arts & Humanities	Center for Continuing Education & Workforce Development
BA/BS Interdisciplinary Studies (CIP 24.0199)	BA/BS Interdisciplinary Studies (CIP 24.0199)

*Table 2: College of Professional Studies
Current and Proposed Structure of Academic Unit Reorganization and Program Offerings*

CURRENT STRUCTURE	PROPOSED STRUCTURE
	COLLEGE OF PROFESSIONAL STUDIES
School of Business	Department of Business
BBA Accounting (CIP 52.0301) BBA Management (CIP 52.0201) BBA Management Information Systems (CIP 52.1201) MBA Business Administration (CIP 52.0201) Minor Accounting Minor Business Minor Entrepreneurship Minor Management Information Systems	BBA Accounting (CIP 52.0301) BS Computer Information Systems (CIP 11.0101) BBA Management (CIP 52.0201) BBA Management Information Systems (CIP 52.1201) MBA Business Administration (CIP 52.0201) Minor Accounting Minor Business Minor Entrepreneurship Minor Management Information Systems
School of Mathematics & Sciences	
BS Computer Information Systems (CIP 11.0101)	
School of Social Sciences	Department of Criminal Justice
BS Criminal Justice (CIP 43.0103) BS Homeland Security (CIP 43.0301) MS Homeland Security (CIP 43.0301) Minor Criminal Justice Minor Homeland Security	BS Criminal Justice (CIP 43.0103) BS Homeland Security (CIP 43.0301) MS Homeland Security (CIP 43.0301) Minor Criminal Justice Minor Homeland Security
School of Education	Department of Education
BS Elementary Education (CIP 13.1202) BS Kinesiology (CIP 31.0501) BS Special Education (CIP 13.1017) Minor Coaching	BS Elementary Education (CIP 13.1202) BS Kinesiology (CIP 31.0501) BS Special Education (CIP 13.1017) BS Sport Management (CIP 31.0504) Minor Coaching Minor Sport Management
School of Business	
BS Sport Management (CIP 31.0504) Minor Sport Management	
School of Nursing & Health Sciences	Department of Nursing & Health Sciences
BSN Nursing (CIP 51.3801) BS Public Health Education (CIP 51.2207) Minor Public Health Education	BSN Nursing (CIP 51.3801) BS Public Health Education (CIP 51.2207) Minor Public Health Education

Organizational Structure

Under the university's current academic organization, Academic Affairs is structured around six schools, with each school chair reporting directly to the Provost. While this model provides a direct reporting relationship, it concentrates all school-level supervision and coordination at the Provost level and offers limited opportunity for an intermediate layer of academic leadership to support planning, collaboration, and alignment across related disciplines.

Under the proposed structure, Academic Affairs would be reorganized into two colleges: College of Arts & Sciences and College of Professional Studies. This revised model would add a leadership layer between the Provost and academic units by establishing two deans, selected from the current school chairs, to oversee the colleges. Reporting to these deans would be six department heads and one center director, creating a leadership chain of Provost → Dean → Department Head → Program Coordinator or Provost → Dean → Director, as applicable. Changing the title from 'school chair' to 'department head' aligns the institutional nomenclature with Board policy while culturally shifting the position to reflect the updated responsibilities of the new organizational structure.

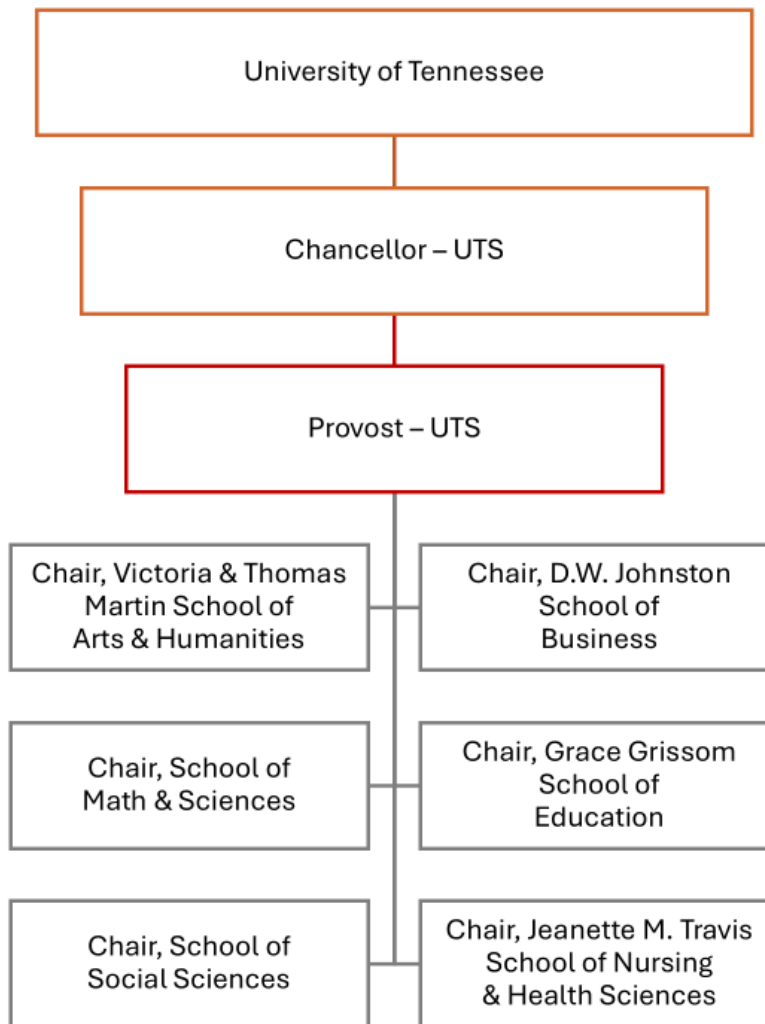
A significant feature of the proposed reorganization is the dissolution of the current School of Social Sciences. Under the new structure, History and Behavioral Sciences would join the Department of Humanities & Social Sciences within the College of Arts & Sciences, while Criminal Justice would become a stand-alone department within the College of Professional Studies. This change is intended to create more coherent academic groupings, strengthen the liberal arts profile of Arts and Sciences, and recognize the distinct identity and professional orientation of Criminal Justice.

As part of this reorganization, careful consideration has been given to the philanthropic naming of academic units. The university deeply values the legacy and generosity of historical benefactors. As part of this reorganization, two units will retain their established philanthropic names as they transition to departments: (1) the D.W. Johnston Department of Business and (2) the Jeanette M. Travis Department of Nursing & Health Sciences. These namings were established well before the institution's transition from Martin Methodist College to the University of Tennessee Southern and remain aligned with the scope of these specific programs. Conversely, the transition requires updating the nomenclature for two other units. The honorifics for the Thomas and Victoria Martin School of Arts & Humanities and the Grace Grissom School of Education—both added during the final Martin Methodist College Board of Trustees meeting in April 2021—will be retired as these units are restructured into the Department of Humanities & Social Sciences and the Department of Education, respectively.

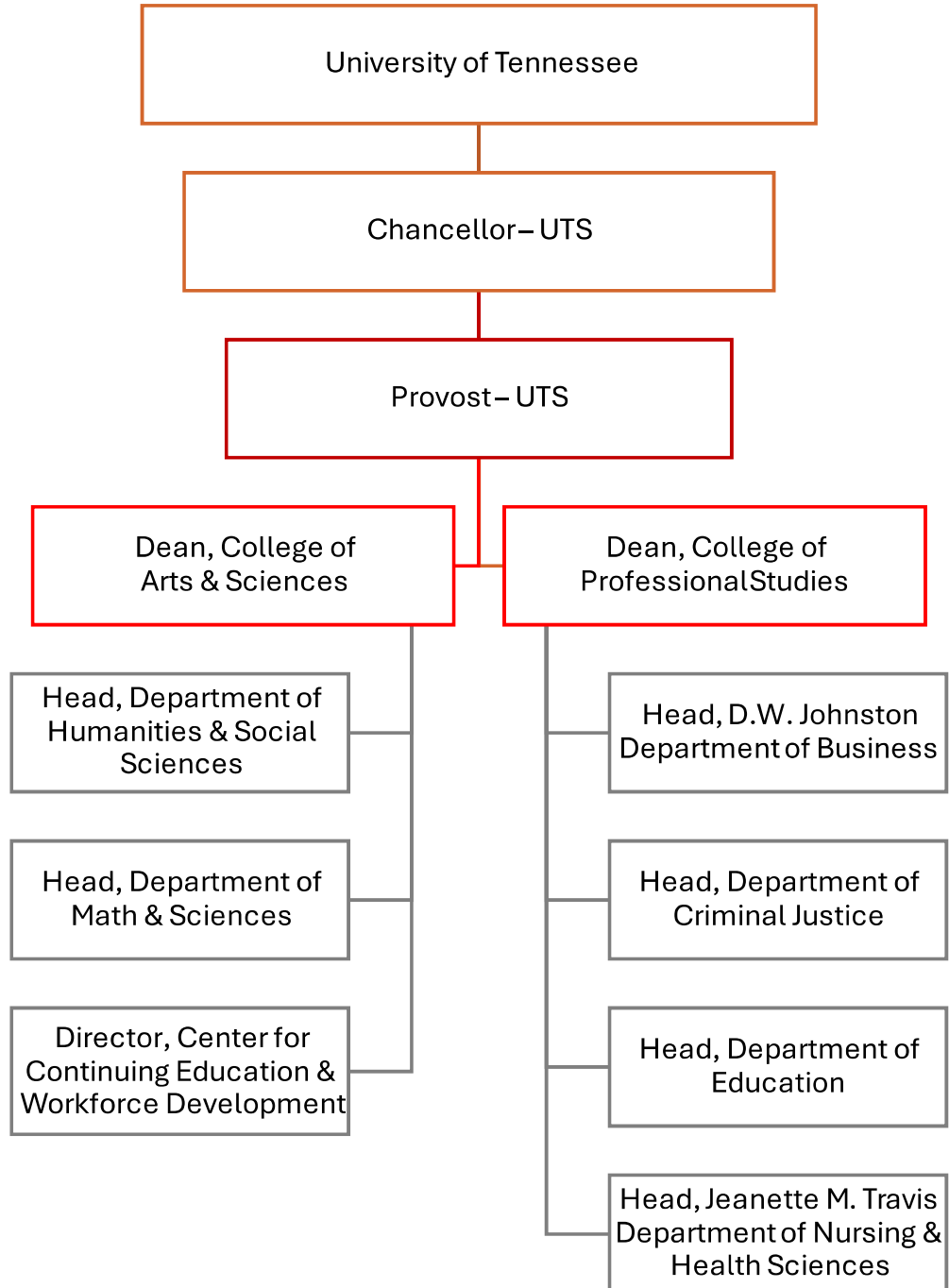
This decision aligns with the naming duration guidelines outlined in Board Policy BT0017. Furthermore, standardizing these departmental names prevents an imbalance in nomenclature across the newly established colleges and departments. Crucially, it also creates premier, high-visibility naming opportunities for future major donors, which is a vital component of the university's long-term advancement strategy.

The university remains steadfast in its commitment to honoring the Martin and Grissom families. Their enduring legacies will continue to be prominently recognized and celebrated through two existing buildings, specifically Martin Hall and Grissom Colonial Hall.

Overall, the proposed structure is designed to strengthen academic leadership capacity, improve coordination among related programs, and provide a more sustainable framework for decision-making and strategic planning. By adding the dean level and reorganizing programs into broader colleges and departments, the university can distribute responsibility more effectively, create clearer lines of supervision, and encourage stronger collaboration within and across academic units while maintaining close alignment with the Provost’s leadership of Academic Affairs & Student Experience.

Current Organizational Chart

Proposed Organization Chart



Costs and Facilities Associated with the Proposed Academic Units

Costs

The proposed academic reorganization is expected to involve modest, primarily personnel- and communication-related costs, rather than major capital or facility expenses. The highest recurring cost will be associated with creating two dean positions, which will be filled by promoting current school chairs. In addition, because two current chairs would move into dean roles, the university would need to appoint two replacement department heads to provide leadership for the affected academic units. Accordingly, the ongoing personnel costs of the reorganization will primarily consist of salary adjustments for the two deans, the two new department heads, and the new director, reflecting the greater administrative scope and supervisory responsibility associated with those positions, as well as the new director position. These salaries are budgeted at \$394, 515 in year 1, with projected recurring costs growing at 2% per year. UT Southern has repurposed existing budgets from vacant positions to fund these salaries.

Beyond personnel, the proposal will require one-time implementation costs of approximately \$2,500 for institutional communications and branding. These costs include revisions to marketing and recruitment materials, as well as updates to the university’s website, catalog, signage, and related publications, to reflect the new academic structure and unit names. While these updates will require coordination across Academic Affairs and university communications functions, they are expected to be manageable within the normal cycle of institutional material revision. Taken together, the costs of the proposed reorganization are expected to be limited and strategically focused. The proposal represents a targeted investment in academic leadership capacity and institutional clarity intended to support more effective operations, stronger collaboration, and long-term organizational sustainability. All cost projections for the proposed reorganization appear in Appendix B.

Facilities

The revised academic structure will be implemented using the university’s existing facilities and will not require new academic facilities. Faculty and programs will remain distributed across the current campus footprint, including the Johnston Center, Gault Fine Arts Center, Andrews Science Building, Criminal Justice House, Turner Center, and Martin Hall. As a result, the proposed reorganization is administrative and academic in nature rather than facility-driven, allowing the university to strengthen its organizational structure while continuing to make effective use of existing space and resources.

Appendix A: Overview of Peer Benchmarking

In evaluating the proposed academic reorganization, the university also considered how UT Southern’s academic structure compares with that of comparable peers, aspirational peers, and colleges and universities across Tennessee. That review suggests two broad conclusions. First, there is no single organizational model that defines small regional public institutions; colleges and universities of UT Southern’s size and mission use a variety of frameworks, including colleges, schools, divisions, and, in some cases, largely program-centered units. Second, UT Southern’s proposed transition from six schools to a two-college structure with departments is fully consistent with prevailing practice and would place the institution within a more recognizable and scalable academic model.

Among UT Southern’s comparable peers (Table 4) and aspirational peers (Table 5), the most common pattern is to use a smaller number of broad academic groupings rather than a large number of separate stand-alone schools. For example, Peru State College organizes its academic offerings into three schools: the School of Education, the School of Arts and Sciences, and the School of Professional Studies. Oklahoma Panhandle State University and Montana State University–Northern are both organized into three colleges. Other institutions rely on division-based models rather than colleges. For example, Glenville State University and Mayville State University use academic divisions. Still others de-emphasize intermediate academic units altogether and present academics primarily through a public-facing list of programs, as seen at the University of New Hampshire Manchester, the University of Maine at Fort Kent, and The Ohio State University at Marion. In short, the peer set demonstrates that small institutions often favor streamlined, broad organizing structures rather than highly fragmented academic arrangements.

Among Tennessee’s public universities, the dominant pattern is a college-based structure with academic departments nested within colleges. Within the University of Tennessee (UT) System, UT Knoxville operates fourteen degree-granting colleges and schools, UT Chattanooga and the UT Health Science Center each have six colleges, and UT Martin has five. Tennessee State University organizes its programs across nine colleges and schools, each housing numerous programs within academic departments. Tennessee Tech University and Middle Tennessee State University both follow a similar model, with eight and seven academic colleges, respectively.

This comparison is important because it shows that, in Tennessee public higher education, academic programs are typically organized through broad academic colleges rather than as a loose collection of stand-alone schools. UT Southern’s proposed move from six schools to two colleges with departments would therefore align the institution more closely with the organizational logic used by other public universities in the state, even though UT Southern would remain intentionally simpler and smaller in scale. This proposal does not attempt to replicate the complexity of larger institutions; rather, it adapts the same basic model to UT Southern’s size, mission, and current academic portfolio.

A comparison with Tennessee’s National Association of Intercollegiate Athletics (NAIA) institutions further suggests that UT Southern’s proposed academic structure is well within the range of accepted practice among similarly sized teaching-focused institutions. Most of these universities organize their academic offerings through a top-level structure of colleges or schools rather than presenting programs as a collection of stand-alone units. Bethel University and Freed-Hardeman University use college-based models, while Cumberland University, Fisk University, and Johnson University use school-based structures. Although Tennessee Wesleyan and Bryan present academics more programmatically in some public

materials, both still reflect the broader pattern of organizing academic work through identifiable academic groupings rather than through a purely flat structure.

This comparison is significant because it shows that UT Southern’s proposed move to a more coherent college-based framework would not be an outlier among comparable institutions in the region. Instead, it would align the university with a common organizational approach used by peer teaching institutions to create clearer leadership lines, stronger academic identity, and more effective coordination of programs. The benchmarking indicates that the proposed reorganization represents a conventional and credible academic structure that is appropriate to UT Southern’s mission, size, and stage of development.

Table 3: Comparison of Academic Structure by Institutional Type

Structure	Comparable Peers	Aspirational Peers	Selected TN Private Universities
Colleges	1) Oklahoma Panhandle State Univ 2) Montana State University	1) Rogers State University 2) Lake Superior State University	1) Belmont University 2) Bethel University 3) Freed-Hardeman University 4) Lee University 5) Lipscomb University
Schools	1) Peru State College 2) Dickson State University 3) Univ of Science & Arts of Oklahoma		1) Cumberland University 2) Fisk University 3) Johnson University
Divisions	1) Glenville State University 2) Mayville State University 3) University of Maine at Fort Kent	1) University of Minnesota – Morris 2) University of Pittsburgh - Johnstown	
Departments	1) University of New Hampshire - Manchester	1) Valley State University 2) Univ of Montana - Western	
Undefined Structure	1) Ohio State University – Marion Campus		


Table 4: Academic Structure at Comparable Peers

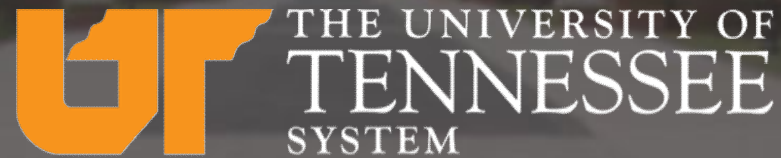
Peer Institution	Top-level academic units used
Peru State College	3 Schools: Education; Arts & Sciences; Professional Studies
Dickinson State University	4 Schools: Applied Sciences; Business & Entrepreneurship; Education; Graduate
University of Science & Arts of Oklahoma	5 Schools: Visual & Performing Arts; Education & Speech-Language Pathology; Science & Kinesiology; Social Sciences & Business; IDS & Humanities
Glenville State University	9 Academic Divisions: Business; Criminal Justice; Education; Fine Arts; Health Sciences; Land Resources; Language & Literature; Science & Mathematics; Social Science
Oklahoma Panhandle State University	3 Colleges: Agriculture, Science, and Nursing; Business and Technology; Arts and Education
University of New Hampshire at Manchester	Departments: Branch campus within University of New Hampshire's College of Professional Studies.
Mayville State University	6 Academic Divisions: Business; Education; Health, Physical Education and Recreation; Liberal Arts; Nursing; Science and Mathematics
Montana State University – Northern	3 Colleges: Arts, Sciences and Education; Health Sciences; Technical Sciences
University of Maine at Fort Kent	2 Divisions: Arts & Sciences and Professional Studies; Nursing, Allied Health & Behavioral Science
Ohio State University – Marion Campus	No structure: Branch campus of Ohio State University

Table 5: Academic Structure at Aspirational Peers

Aspirational Institution	Top-level academic units used
Rogers State University	2 Colleges: Arts and Sciences; Professional Studies
University of Minnesota – Morris	4 Academic Divisions: Education; Humanities; Science & Mathematics; Social Sciences
Lake Superior State University	4 Colleges: Health & Emergency Responders; Arts & Sciences; Great Lakes Ecology & Education; Business, Engineering, Computer Science, and Mathematics
University of Pittsburgh – Johnstown	7 Academic Divisions: Business & Enterprise; Education; Engineering & Computer Science; Humanities; Natural Sciences; Nursing & Health Sciences; Social Sciences
Valley City State University	11 Departments and 1 School
University of Montana – Western	11 Departments

Appendix B: THEC Financial Projections

 Financial Projections Form					
Institution	The University of Tennessee Southern				
Projected One-Time Expenditures					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff					
Non-Instructional Staff					
Graduate Assistants					
Accreditation					
Consultants					
Equipment					
Information Technology					
Library resources					
Marketing	\$2,500				
Facilities					
Travel					
Other					
<i>Total One-Time Expenditures</i>	<i>\$2,500</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Projected Recurring Expenditures					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff					
Non-Instructional Staff	\$394,515	\$402,405	\$410,450	\$418,660	\$427,035
Graduate Assistants					
Accreditation					
Consultants					
Equipment					
Information Technology					
Library					
Marketing					
Facilities					
Travel					
Other					
<i>Total Recurring Expenditures</i>	<i>\$394,515</i>	<i>\$402,405</i>	<i>\$410,450</i>	<i>\$418,660</i>	<i>\$427,035</i>
Grand Total (One-Time and Recurring)	\$397,015	\$402,405	\$410,450	\$418,660	\$427,035



Proposed Changes to Board of Trustees Policy

BT0006: Policies Governing Academic Freedom, Responsibility, and Tenure

Board of Trustees – June 29-30, 2026

Key Provisions of Tennessee Public Chapter 761

- Governing boards must adopt and implement disciplinary policies for misconduct by faculty members
- The policy must provide disciplinary procedures for misconduct while ensuring due process and complying with all applicable state and federal law
- Prior to termination or suspension, a faculty member is only entitled to a written notice of the grounds for termination or suspension and an opportunity to be heard by the provost or chancellor
- All decisions to terminate or suspend a faculty member based on misconduct must be made without any recommendation or vote by another faculty member

Changes to BT0006 to Support the Implementation of Public Chapter 761

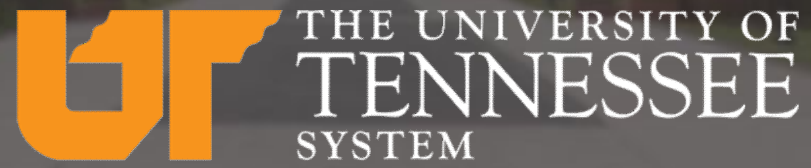
- Updates the definition of misconduct
- Leaves in place the current process for termination for unsatisfactory performance in teaching, research, or service
- Clarifies that disciplinary process for misconduct applies to both tenured and non-tenured faculty
- Authorizes provost to take disciplinary action (i.e., suspension or termination) for adequate cause based on misconduct following consultation with chancellor, but without recommendation or other input from faculty

Changes to BT0006 to Support the Implementation of Public Chapter 761

- Provides faculty member the pre-termination right to receive written notice of the grounds for termination and the opportunity to respond in writing and/or in a meeting with the provost
- Provides post-termination options for faculty member to contest the termination through either (1) an ad hoc hearing committee, with chancellor as final decision maker or (2) a hearing under the Uniform Administrative Procedures Act

Practical Implications and Next Steps

- Adoption of the revised policy will ensure compliance with new Tennessee law
- The revised policy will streamline the ability of campus administrators to impose discipline on faculty members who commit misconduct, while preserving due process rights for faculty
- If adopted, next steps would include working with campus provosts to make all necessary administrative changes to faculty handbooks to ensure they align with the revised policy



Questions?



THE UNIVERSITY OF TENNESSEE

BOARD OF TRUSTEES

3.1

AGENDA ITEM SUMMARY

Meeting Date:	June 30, 2026
Committee:	Education, Research, and Service
Item:	Proposed Changes to BT0006 – Policies Governing Academic Freedom, Responsibility, and Tenure
Type:	Action
Presenter(s):	Ryan Stinnett, General Counsel

Background Information

Tennessee Public Chapter 761, effective April 16, 2026, requires governing boards of public institutions of higher education to adopt and implement disciplinary policies for misconduct by faculty members that are separate from existing tenure-related policies. It also directs the pre-termination and suspension process for a faculty member in instances of alleged misconduct.

As stated in the statute, the policy must ensure that disciplinary actions do not alter or suspend a faculty member's tenure status except as provided by institutional policy and after providing the faculty member due process. The policy must provide disciplinary procedures for misconduct that are the same for tenured and non-tenured faculty while ensuring due process and complying with all applicable state and federal law.

The statute goes on to state that the chief executive officer (i.e., chancellor) or chief academic officer (i.e., provost) retains the authority to impose disciplinary actions, including suspension or termination for cause, on faculty members who violate institutional policies or professional standards, regardless of whether the faculty member is tenured or non-tenured, that are consistent with the policies adopted by the governing board. Prior to termination or suspension based on the alleged misconduct, a tenured or non-tenured faculty member is only entitled to a written notice of the grounds for termination or suspension and an opportunity to be heard by the institution's chief academic officer or chief executive officer. Finally, all decisions to terminate or suspend a faculty member based on misconduct must be made by the chief executive officer or chief academic officer without any recommendation or vote by another faculty member at the institution.

The policy on faculty misconduct must be implemented no later than July 1, 2026. To comply with the new statutory requirement, proposed revisions to BT0006 – Policies Governing Academic Freedom, Responsibility, and Tenure (attached) are being presented to the Committee for its consideration.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.1

Committee Action

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

Resolved:

The Board of Trustees hereby approves the proposed changes to BT0006 - Policies Governing Academic Freedom, Responsibility, and Tenure, which policy shall be attached to this Resolution after adoption.

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

BOARD OF TRUSTEES
POLICIES GOVERNING ACADEMIC FREEDOM, RESPONSIBILITY, AND TENURE¹

The Board of Trustees is constituted by statute of the State of Tennessee as the governing body of The University of Tennessee, with complete and full authority over the organization and administration of the University² and its constituent parts, and over the granting of tenure to members of the faculty.

The principal mission of the University is the discovery and dissemination of truth through teaching, research and service.³ The Board recognizes that freedom of inquiry and expression is indispensable for this purpose and believes that it and the administration and faculty should cooperate to that end. In the University's program of teaching, research and service, it is essential that the Board, administration and faculty cooperate voluntarily, each contributing freely, according to his or her qualifications, in a mutually beneficial exchange of information and ideas.

The following statement is intended to record the policy and procedures of the University with respect to academic freedom, responsibility, and tenure. The Board considers these principles compatible with its statutory authority and responsibilities and the constitutional guarantee of freedom of speech and inquiry to each citizen of the United States.

¹ This is a compilation and restatement of policies and procedures approved by the Board of Trustees on November 4, 1955, June 17, 1971, and October 20, 1978; by periodic approval of faculty handbook provisions for each University of Tennessee campus; by revisions recommended by the Board's AY 1997-98 special Tenure Committee and its Faculty Tenure Advisory Committee and approved by the Board on June 18, 1998; and by revisions approved by the Board.

² Many terms throughout this document are used generically. "University" refers to The University of Tennessee as a state-wide system composed of several campuses and institutes. "Campus" refers to UT Knoxville, the UT Health Science Center, UT at Chattanooga, UT at Martin, and UT Southern. "Chancellor" refers to the chief executive officer of the unit. "Department" refers to the smallest academic unit (in some cases a college, school, or division); similarly, "department head" refers to chair, director, or dean as appropriate. "Faculty Senate" refers to the campus governance body of elected faculty members and "Faculty Senate Executive Committee" refers to that committee or its comparable group of elected Senate officers. "Chief academic officer" refers to the campus provost, academic vice chancellor, or other official designated by the Chancellor for oversight of campus academic affairs.

³ The word "teaching" includes the set of instructional activities that normally occurs in classrooms, laboratories, clinical sites, and in directed study, etc.; "research" includes both scholarly investigation and the creation of works of art related to a faculty member's academic appointment; "service" includes public service, institutional service, and other assigned professional/clinical service responsibilities.

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

Article I. Academic Freedom and Responsibility of the Faculty Member

A healthy tradition of academic freedom and tenure is essential to the proper functioning of a University. At the same time, membership in a society of scholars enjoins upon a faculty member certain obligations to colleagues, to the University and to the State that guarantees academic freedom.

1. The primary responsibility of a faculty member is to use the freedom of his or her office in an honest, courageous, and persistent effort to search out and communicate the truth that lies in the area of his or her competence.
2. A faculty member is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his or her other academic duties, but research for pecuniary gain either within or beyond the scope of his or her employment must be based upon an understanding with the University administration, according to the University's policies (e.g., Compensated Outside Services, Conflict of Interest).
3. A faculty member should maintain a high level of personal integrity and professional competence, as demonstrated in teaching, research, and service. Academic freedom does not exempt a faculty member from an evaluation by colleagues and administration of his or her qualifications for continued membership in their society.
4. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.
5. A faculty member should recognize that the right of academic freedom is enjoyed by all members of the academic community. He or she should be prepared at all

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

times to support actively the right of the individual to freedom of research and communication as defined herein.

6. In addition to the normal responsibilities of a citizen of the state and nation, including the duty to uphold their Constitutions and obey their laws, a faculty member also should conduct himself or herself professionally with colleagues. He or she should strive to maintain the mutual respect and confidence of his or her colleagues. He or she should endeavor to understand the customs, traditions, and usages of the academic community.
7. When, as a citizen, a faculty member speaks outside the classroom or writes for publication, he or she should be free, as a citizen, to express his or her opinions. Each faculty member should conduct himself or herself professionally, should be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make clear that he or she speaks for himself or herself and not for the University.

8. All faculty members are expected to treat one another, students, and the general public with dignity, respect, and professionalism at all times.

8.9. This policy is intended to be consistent with the Board of Trustees Policy on Student and Faculty Speech, and shall be interpreted accordingly.

Article II. Academic Freedom and Responsibility of the University Administration

1. The University is committed to recruiting, appointing, retaining and promoting faculty members by processes which are thorough, thoughtful, equitable, and in which the professional judgments of faculty members are of major importance.
2. Administrative officers should actively foster within the University a climate favorable to freedom of teaching and research. In its pursuit of excellence, the University should reward its outstanding faculty members.
3. The administration is responsible for enforcing all Board and campus policies applicable to faculty members. It is the duty of the administration – beginning with department heads, deans, and chief academic officers – to remove from the faculty any faculty member who has been found, through proper procedures, seriously derelict in his or her responsibilities as a member of the academic community.

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

in the same department as the faculty member being reviewed and some of whom do not; (2) provide for external reviews to be solicited when deemed necessary by the peer review committee or the dean; and (3) provide for appropriate staggering of reviews to avoid excessive administrative burden at any given time.

3. Enhanced Post-Tenure Performance Review (EPPR)

Enhanced Post-Tenure Performance Review (EPPR) is an expanded and in-depth performance evaluation conducted by a committee of tenured peers and administered by the chief academic officer. Procedures for conducting an EPPR are detailed in [Appendix E](#).

This policy recognizes that the work of a faculty member is not neatly separated into academic or calendar years. To ensure that performance is evaluated in the context of ongoing work, the period of performance subject to enhanced review is the five most recent annual performance review cycles. Each campus administration must collect and maintain sufficient data regarding annual performance reviews to implement this policy effectively.

An Enhanced Post-Tenure Performance Review must be initiated when the chief academic officer determines that a faculty member has:

- requested an EPPR, after at least four annual performance review cycles since the last enhanced review (such as a previous EPPR or a review in connection with tenure or promotion);
- received one overall annual performance rating of “Unsatisfactory” (or the campus equivalent for the lowest performance rating); or
- received two overall annual performance ratings of “Needs Improvement” (or the campus equivalent for the next-to-lowest performance rating) during any four consecutive annual performance review cycles.

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

a. Administration of the EPPR by the Chief Academic Officer⁴

The EPPR process will be administered under the direction and oversight of the chief academic officer. As with any performance evaluation, the chief academic officer may overrule a performance rating assigned by a department head or dean during the annual review process. This practice ensures that when an EPPR process is activated by one or more negative performance ratings (III.I.3. above), the chief academic officer is aware of existing concerns.

The task of administering the EPPR requires implementation of this policy and the procedures detailed in Appendix E, as well as any additional steps the chief academic officer finds necessary to comply with the policy objectives. For example, the chief academic officer may be required to adapt the implementation of this policy to satisfy legal requirements (such as limitations on disclosure of student information) or respond to unexpected events (such as replacement of a committee member who becomes unable to serve).

b. Peer Review Committee's Charge

The peer review committee is charged to review the information relevant to the faculty member's performance during the review period and to conclude whether or not that performance has satisfied the expectations for the faculty member's discipline and academic rank.

As detailed in Appendix E, the expectations for faculty performance may differ by campus, college, department, and even among sub-disciplines within a department or program. Those expectations may be commonly-held standards in the discipline or sub-discipline. Those expectations may be stated explicitly in the faculty member's own past annual performance reviews, work assignments, goals or other planning tools (however identified), as well as department or college bylaws, the campus faculty handbook, this policy, and in other generally-applicable policies and procedures (for example, fiscal, human resources, safety, research, or information technology policies and procedures).

⁴ Where indicated in Appendix E, the chief academic officer may delegate tasks associated with the EPPR to a vice provost, associate or assistant vice chancellor for academic affairs, or other appropriate campus academic administrator, but will remain responsible for making any decisions assigned to the chief academic officer.

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

The peer review committee must reach a conclusion as to whether or not the performance has satisfied the expectations for the faculty member's discipline and academic rank. If the peer review committee concludes that the faculty member's performance has not met the expectations for the discipline and academic rank, the committee must also recommend either that an EPPR improvement plan be developed as detailed in Appendix E, or that tenure be terminated for Adequate Cause under III.J.c.1 below and Appendix B.

The committee must report its conclusions and recommendations in writing, including an explanation for each conclusion or recommendation, and enumerating the anonymously cast vote and dissenting explanation for any conclusion or recommendation that is not adopted unanimously. The faculty member must have an opportunity to review and respond to the committee's report.

All written conclusions, reasoning upon which they are based, and recommendations of the peer review committee must be reviewed and considered by the chief academic officer and the Chancellor.

c. Review and Action by the Chancellor

The Chancellor may accept the peer review committee's conclusions and recommendations or make different conclusions in a written explanation provided to the faculty member with copies to the chief academic officer, dean, department head, and members of the peer review committee. Based on those conclusions, the Chancellor may take further action as deemed appropriate, including (without limitation) actions described in this policy, in the applicable faculty handbook, or in any other policy and procedures generally applicable to faculty.

If the Chancellor concludes (based on the recommendation of a peer review committee or based on independent review of the EPPR materials) that an EPPR improvement plan is warranted, the Chancellor will promptly direct the chief academic officer to oversee development of the plan (Appendix E).

d. Final Review and Action Following Any EPPR Improvement Plan

If an EPPR improvement plan is implemented, the peer review committee must reconvene to review performance under the plan and to decide whether or not performance under the plan satisfies the expectations for the faculty member's discipline and academic rank. The committee must report its conclusions and recommendations in

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

J. Termination of Tenure

1. Grounds for Termination

a. Relinquishment or Forfeiture of Tenure

A tenured faculty member relinquishes tenure upon resignation or retirement from the University. A tenured faculty member forfeits tenure upon taking an unauthorized leave of absence or failing to resume the duties of his or her position following an approved leave of absence. Forfeiture results in automatic termination of employment. The chief academic officer shall give the faculty member written notice of the forfeiture of tenure and termination of employment.

b. Extraordinary Circumstances

Extraordinary circumstances warranting termination of tenure may involve either financial exigency or academic program discontinuance. In the case of financial exigency, the criteria and procedures outlined in the Board-approved Financial Exigency Plan for each campus shall be followed. In the case of academic program discontinuance, the termination of tenured faculty may take place only after consultation with the faculty through appropriate committees of the department, the college, and the Faculty Senate.

If termination of tenured faculty positions becomes necessary because of financial exigency or academic program discontinuance, the campus administration shall attempt to place each displaced tenured faculty member in another suitable position. This does not require that a faculty member be placed in a position for which he or she is not qualified, that a new position be created where no need exists, or that a faculty member (tenured or non-tenured) in another department be terminated in order to provide a vacancy for a displaced tenured faculty member. The position of any tenured faculty member displaced because of financial exigency or academic program discontinuance shall not be filled within three years, unless the displaced faculty member has been offered reinstatement and a reasonable time in which to accept or decline the offer.

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

c. Adequate Cause

“Adequate Cause” for terminating a tenured faculty member means the following:

- (1) Unsatisfactory Performance in Teaching, Research, or Service, which includes the following and similar types of unsatisfactory performance:
 - a) failure to demonstrate professional competence in teaching, research, or service;
 - b) failure to perform satisfactorily the duties or responsibilities of the faculty position, ~~including but not limited to failure to comply with a lawful directive of the department head, dean, or chief academic officer with respect to the faculty member’s duties or responsibilities;~~
 - c) inability to perform an essential function of the faculty position, given reasonable accommodation, if requested;
 - d) loss of professional licensure if licensure is required for the performance of the faculty member’s duties;
 - e) with respect to members of the UT Health Science Center faculty, failure to be granted or loss of medical staff membership and privileges at affiliated teaching hospitals;
 - f) loss of appointment (or substantive alteration of the faculty member’s work) with an affiliated entity unless approved in advance by the chief academic officer (or designee) (for example, loss of employment with an affiliated medical practice group or loss of “joint faculty” support from Oak Ridge National Laboratory);
 - g) as specified in Appendix D, paragraph 3, cessation of employment with an external entity/primary employer if tenure was granted contingent upon remaining employed by the external entity/primary employer; or
 - h) dishonesty or other serious violation of professional ethics or responsibility in teaching, research, or service; or serious violation of

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

professional responsibility in relations with students, employees, or members of the community.

(2) Misconduct, which includes the following and similar types of misconduct:

- a) refusal, failure, or persistent neglect to comply with University policies, procedures, rules, or other regulations, including but not limited to violation of the University's policies against discrimination and harassment or the University's code of conduct applicable to employees;
- a)b) refusal to follow lawful instructions, to perform designated work, or to comply with lawful directives of authorized university officials with respect to the faculty member's duties or responsibilities;
- b)c) falsification of a University record, including but not limited to information concerning the faculty member's qualifications for a position or promotion;
- d) fraud, dishonesty, theft or misappropriation of University funds, property, services, or other resources;
- e) improper use of intoxicants or narcotics that substantially impairs the faculty member's ability to fulfill departmental or institutional responsibilities;
- e)f) admission of guilt or conviction of: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration, or otherwise related to the fulfillment of a faculty member's responsibilities or duties; or
- e)g) any misconduct directly related to the fitness of the faculty member to engage in teaching, research, service, or administration, or otherwise related to the fulfillment of a faculty member's responsibilities or duties.

2. Termination Procedures for Adequate Cause

Each campus shall establish procedures for terminating a tenured faculty member, or a

System-wide Policy:	
BT0006 - Policies Governing Academic Freedom Responsibility and Tenure	
Version: 13	Effective Date: [TBD]

tenure-track faculty member before the expiration of the annual term, for Adequate Cause. Termination procedures shall incorporate and be consistent with the procedures in Appendices B, C, and C-1. The procedures shall be effective upon approval by the Board of Trustees and shall be published in the campus faculty handbook.

The procedures in Appendix CB shall apply if the Adequate Cause grounds for termination include both (i) unsatisfactory performance in teaching, research, or service and (ii) ~~m~~Misconduct.

K. Disciplinary Sanctions other than Termination for Adequate Cause

This section applies only to the imposition of disciplinary sanctions when the University does not propose to terminate a faculty appointment for Adequate Cause.

Disciplinary sanctions other than termination may be imposed against a faculty member. If the proposed sanction is suspension without pay for a definite term (no more than one year), the procedures set forth in Appendix B or C (as applicable and as tailored to reflect that the proposed sanction is suspension without pay rather than termination) shall be offered in connection with the suspension.

If the proposed sanction does not involve suspension without pay, the department head shall make a recommendation to the dean, and the dean shall make a recommendation to the chief academic officer. The chief academic officer shall give the faculty member written notice of the proposed sanction and the supporting reason(s) and shall offer him or her an opportunity to respond both in writing and in person. The faculty member may appeal the proposed sanction through established appeal procedures, and the sanction shall be held in abeyance until conclusion of the appeal. A decision by the Chancellor on appeal will be the final decision for the University and not appealable to the President.

History:

Adopted	06/18/1998
Revised	06/18/2003; 03/16/2006; 03/01/2013; 10/14/2016; 12/18/2017; 03/23/2018; 6/22/2018; 11/08/2019; 3/27/2020; 08/04/2020; 12/09/2020; 06/25/2021

APPENDIX C: TERMINATION PROCEDURES FOR MISCONDUCT

The following procedures shall apply to termination of a tenured faculty appointment, ~~or~~ termination of a tenure-track appointment before expiration of the annual term, or termination of a non-tenure-track appointment before expiration of the stipulated term, for ~~m~~"Misconduct" within the definition of Adequate Cause.

1. Suspension or Reassignment Pending Completion of Termination Proceedings

The chief academic officer may combine action under this paragraph with any other procedures in this appendix.

a. Suspension with Pay or Reassignment of Duties

~~After consultation with the President of the Faculty Senate or the Faculty Senate Executive Committee,~~ ~~†~~The chief academic officer may suspend a faculty member with pay, or change his or her assignment of duties, pending completion of the University's termination proceedings described in this appendix and in campus procedures incorporating this appendix.

b. Suspension without Pay

After consultation with the Chancellor, ~~the President, and the President of the Faculty Senate or the Faculty Senate Executive Committee~~, the chief academic officer may suspend a faculty member without pay pending completion of termination proceedings only for the following types of alleged ~~m~~Misconduct ~~and only in accordance with the procedures outlined in paragraph 8 of this appendix entitled "Expedited Procedure for Termination or Suspension Without Pay in Certain Cases of Misconduct":~~:

- (1) alleged misconduct involving: (i) acts or credible threats of harm to a person or University property; or (ii) theft or misappropriation of University funds, property, services, or other resources; or
- (2) indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration, or otherwise related to the fulfillment of a faculty member's responsibilities or duties.

~~If the University's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes both that the faculty member's employment should not be terminated for Adequate Cause and that the faculty member should not have been suspended without pay pending completion of termination proceedings, then full restitution of salary, academic position and tenure lost during the suspension without pay will be made.~~

~~2. Consultation with Tenured Faculty~~

~~The department head shall consult with the departmental tenured faculty before making a recommendation regarding whether a faculty member's alleged misconduct constitutes Adequate Cause for termination.~~

~~3. Department Head's Recommendation~~

~~If the department head concludes that a faculty member's alleged misconduct constitutes Adequate Cause for termination, he or she shall forward a recommendation and the reasoning supporting the recommendation to the dean. The recommendation shall include a report of the head's consultation with the tenured faculty.~~

~~4. Dean's Recommendation~~

~~If the dean concludes that a faculty member's alleged misconduct constitutes Adequate Cause for termination, he or she shall forward a recommendation and the reasoning supporting the recommendation to the chief academic officer.~~

~~Decision by the Chief Academic Officer~~

~~a. Review by the Chief Academic Officer~~

- ~~(1) If the chief academic officer concludes that Adequate Cause for termination may exist, he or she shall call the faculty member to a meeting to discuss the possibility of a mutually satisfactory resolution of the matter.~~
- ~~(2) If the chief academic officer concludes that Adequate Cause does not exist, the chief academic officer shall provide the faculty member with written notice of the conclusion (with a copy to the dean and the department head), and shall include in the notice any further instructions regarding the matter as may be necessary.~~

~~b.a. Sanctions Less than Termination for Adequate Cause~~

- ~~(1) If the chief academic officer concludes Adequate Cause exists but that a sanction other than termination or suspension without pay should be imposed, the chief academic officer may impose the lesser sanction. The faculty member may appeal the lesser sanction to the Chancellor, whose decision shall be final and not appealable to the President.~~

~~(2) If the chief academic officer concludes Adequate Cause exists but that the sanction should be suspension without pay rather than termination, the chief academic officer shall employ the procedures set forth in paragraph 5c of this appendix and in campus procedures incorporating this appendix, all as appropriately tailored to reflect that the proposed sanction is suspension without pay rather than termination. If the faculty member wishes to contest the suspension without pay, the procedures shall be those set forth in paragraph 7 of this appendix and in campus procedures incorporating this appendix, all as appropriately tailored to reflect that the proposed sanction is suspension without pay rather than termination.~~

2. Termination for Adequate Cause

a. Notice of Adequate Cause and Opportunity to Respond

Before deciding that the faculty member's appointment shall be terminated for Adequate Cause for Misconduct, the chief academic officer shall give the faculty member written notice, including a statement of the grounds for termination, framed with reasonable particularity, and the opportunity to respond to the stated grounds and the proposed termination in a meeting with the chief academic officer. The faculty member may choose to respond in writing instead of, or in addition to, a meeting with the chief academic officer. Any written response must be submitted to the chief academic officer within 10 calendar days of delivery of the written statement of the grounds for termination.

b. Sanctions Less than Termination for Adequate Cause

If the chief academic officer concludes Adequate Cause exists but that a sanction other than termination or suspension without pay should be imposed, the chief academic officer may impose the lesser sanction. The faculty member may appeal the lesser sanction to the Chancellor, whose decision shall be final and not appealable to the President.

c. Notice of Termination for Adequate Cause for Misconduct

If, after considering any information provided by the faculty member, and after consulting with the Chancellor ~~and the President~~, the chief academic officer concludes that the faculty member's appointment should be terminated for Adequate Cause for Misconduct, the chief academic officer shall provide written notice to the faculty member providing (1) ~~providing~~ a statement of the grounds for termination, framed with reasonable particularity, and the date on which the termination will become effective ~~unless the faculty member elects to contest the termination in a pre-termination hearing before an ad hoc hearing committee (paragraph 7a of this appendix);~~ (2) notice of the faculty member's right to contest the ~~proposed~~ termination in a ~~prepost~~-termination hearing before an ad hoc hearing committee (paragraph ~~7~~4a of this appendix) or in a post-termination hearing under the provisions of the Uniform Administrative Procedures Act;

and (3) notice that the faculty member has 15 calendar days after receipt of the written notice to elect in writing to contest the termination. The termination becomes effective on the date provided in the chief academic officer's written notice, notwithstanding the faculty member's election to contest the termination in a post-termination hearing. Selection of one type of hearing waives the opportunity to contest the termination through the other type of hearing. ~~The chief academic officer shall send a copy of the written notice to the Faculty Senate at the same time.~~

3. Failure to Contest

If the faculty member does not contest the ~~termination charge(s) of misconduct~~ in writing within 15 calendar days after receipt of the written notice described in paragraph ~~52c2~~ of this appendix, the ~~faculty member shall be terminated~~ is final, and no appeal of the matter will be heard within the University.

4. Options to Contest the Termination

The rights provided in this paragraph ~~74~~ are in lieu of any other rights of grievance or appeal in the applicable faculty handbook or any appeal to the President.

a. PrePost-Termination Hearing before an Ad Hoc Hearing Committee and Final Decision by the Chancellor

If the faculty member contests the ~~termination charge(s) of misconduct~~ but elects to waive his or her right to formal hearing under the contested case procedures of the UAPA, the faculty member must confirm in writing the decision to waive the right to a hearing under the UAPA, and the Chancellor shall appoint an ad hoc hearing committee to conduct an informal hearing on the charges, ~~with the faculty member's termination stayed pending the conclusion of the procedures set forth in this paragraph 7a.~~ The ad hoc hearing committee shall be composed of individuals whose primary roles are as 12-month administrators, including those administrators who may hold faculty appointments in addition to administrative appointments.

The Chancellor shall give the faculty member written notice of the hearing date at least 30 calendar days in advance. The Chancellor shall issue a scheduling order to ensure that the hearing committee's written ~~findings, reasoning, and conclusions are report is~~ submitted to the Chancellor within 120 calendar days from the date the faculty member has been provided with written notice of termination under paragraph ~~52c(2)~~ of this appendix. A scheduling order shall not be modified except by leave of the Chancellor upon a showing of good cause.

The faculty member may be represented before the hearing committee by legal counsel or other representative of his or her choice. If the faculty member intends to be represented by legal counsel, he or she must notify the committee chairperson within 10 calendar days of receipt of the written notice of the hearing date. If the faculty member

fails to give timely notice of legal representation the hearing date shall be postponed at the University's request.

The hearing committee shall grant adjournments to allow either party to investigate evidence to which a valid claim of surprise is made. The hearing committee may grant one such adjournment for a period of no more than five calendar days. If the hearing committee wishes to grant an adjournment for more than five calendar days, or wishes to grant more than one adjournment, the hearing committee shall notify the Chancellor of the proposed adjournment, provide an explanation of the need for the adjournment, and provide a recommendation regarding the length of the adjournment. If the Chancellor concurs in the hearing committee's recommendation that an adjournment be granted, the Chancellor shall give the faculty member written notice of the date on which the hearing will resume.

The hearing committee shall make a written report ~~of its findings, reasoning, and conclusions~~ to the Chancellor and the parties. ~~In the case of a split decision, a minority report should be included.~~ The report may provide a summary of the hearing, including a summary of any statement of any person who appeared before the committee, and any relevant documents, evidence, or other information provided to the committee. The report may also include a transcript of the hearing. The report shall not include any vote or recommendation as to termination from the committee.

Upon receipt of the hearing committee's ~~report findings, reasoning, and conclusions~~, the Chancellor shall provide the opportunity for written argument by the parties and may provide the parties an opportunity to present oral argument. After considering the hearing committee's ~~report findings, reasoning, and conclusions~~ and any arguments of the parties, the Chancellor will determine whether Adequate Cause for Misconduct has been established and whether termination is the appropriate sanction.

If the Chancellor concludes that Adequate Cause for Misconduct has not been established, the Chancellor shall provide the faculty member with written notice of the conclusion (with a copy to the hearing committee, ~~C~~chief ~~A~~academic ~~O~~fficer, dean, and department head), and shall include in the notice any further instructions regarding the matter as may be necessary.

If the Chancellor concludes that Adequate Cause for Misconduct has been established but that a sanction other than termination should be imposed, including without limitation suspension without pay, the Chancellor may impose the lesser sanction by written notice to the faculty member (with a copy to the hearing committee, ~~C~~chief ~~A~~academic ~~O~~fficer, dean, and department head). The notice shall include the date on which the sanction will become effective. The decision of the Chancellor shall be final and not appealable to the President.

If the Chancellor concludes that Adequate Cause for Misconduct has been established and that termination is the appropriate sanction, the Chancellor shall provide the faculty

member with a written notice ~~of termination~~ stating the grounds ~~for termination~~ (with a copy to the hearing committee, ~~C~~Chief ~~A~~Academic ~~O~~Officer, dean, and department head). The notice ~~of termination~~ may include or adopt the written ~~report findings, reasoning, and conclusions~~ of the hearing committee if applicable to the Chancellor's decision. ~~The notice shall include the date on which termination will become effective.~~ The decision of the Chancellor shall be final and not appealable to the President.

If the Chancellor's determination after an ad hoc hearing committee proceeding is favorable to the faculty member and concludes both that the faculty member's employment should not have been terminated for Misconduct and/or that the faculty member should not have been suspended without pay pending the proceedings, then full restitution of salary, academic position and tenure lost during the period of termination or suspension without pay will be made.

b. Post-Termination Hearing and Final Decision under the Uniform Administrative Procedures Act

(1) Contested Case Procedures

If the faculty member makes a timely election to contest the charge(s) under the Uniform Administrative Procedures Act (UAPA), the Chancellor shall appoint an administrative judge, the faculty member's employment will be terminated on the date specified in the notice provided under paragraph 5c(2), and the matter shall proceed post-termination in accordance with the contested case procedures promulgated by the University under the UAPA. The UAPA contested case procedures are published in the Compiled Rules and Regulations of the State of Tennessee, Tenn. Comp. R. & Regs. §1720-01-05.

(2) Initial Order

In accordance with the UAPA contested case procedures, upon completion of the hearing, the administrative judge shall render an initial order, which either party may appeal to the Chancellor within 15 calendar days. In addition, the Chancellor, on his or her own motion, may elect within fifteen calendar days to review the hearing officer's initial order.

(3) Final Order

The administrative judge's initial order shall become the final order unless review is sought by either party or the Chancellor within the fifteen-day period. If review is sought, the Chancellor shall review the initial order and issue a final order in accordance with applicable provisions of the UAPA contested case procedures. The final order, whether rendered by the Chancellor or by virtue of neither party appealing the initial order, shall be the final decision on the charge(s) within the University. If the University's final order is favorable to the faculty member and concludes that the faculty member's employment should not have been terminated for Adequate Cause, then full restitution of salary,

academic position and tenure lost during the termination or suspension without pay will be made.

(4) Judicial Review

If the final order is unfavorable to the faculty member, he or she is entitled to judicial review of the final order in accordance with applicable provisions of the Uniform Administrative Procedures Act.

~~8. Expedited Procedure for Termination or Suspension without Pay in Certain Cases of Misconduct~~

~~In the following cases of alleged misconduct by a faculty member, the chief academic officer, after consulting with the Chancellor, the President, and the President of the Faculty Senate or the Faculty Senate Executive Committee, may invoke an expedited procedure to accomplish termination or suspension without pay, with comprehensive due process procedures to be offered after termination or suspension without pay:~~

- ~~a. alleged misconduct involving (i) acts or credible threats of harm to a person or University property, including, without limitation, sexual harassment or other sexual misconduct; or (ii) theft or misappropriation of University funds, property, services, or other resources; or~~
- ~~b. indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration.~~

~~Under the expedited procedure, the faculty member shall be offered the following process before termination or suspension without pay:~~

- ~~(1) notice of the charges;~~
- ~~(2) an explanation of the evidence; and~~
- ~~(3) an informal opportunity to refute the charges in a meeting with the chief academic officer.~~

~~After termination or suspension without pay, the faculty member shall be offered the full range of due process options available to faculty members in other Adequate Cause proceedings as set forth in paragraph 7 of this appendix, except that the termination or suspension without pay shall not be stayed pending the outcome of an ad hoc hearing committee if the faculty member elects that method of contesting the action. If the University's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes that the faculty~~

~~member should not have been suspended without pay or that the faculty member's employment should not have been/should not be terminated for Adequate Cause, then full restitution of salary, academic position and tenure lost during the suspension without pay or termination will be made.~~



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date:	June 30, 2026
Committee:	Education, Research, and Service
Item:	Proposed Reduced-Credit Undergraduate Degree
Type:	Action
Presenter(s):	President Randy Boyd

Background Information

As the University of Tennessee aims to prepare individuals to be highly engaged and productive citizens, ready to contribute to today's high-skill labor market, a new credential type would help to communicate a unique level of occupational. For decades, a bachelor's degree, requiring a minimum of 120 credit hours, has served as an excellent signal of preparation for many careers, but in some cases, a more focused preparation pathway could serve learners and employers even more effectively without adversely affecting the prospects of a credential holder or the University. This degree type would be a reduced-credit undergraduate degree.

Our state, regional and national partners agree with this assessment. In March 2026, the executive council of our University's accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), approved a policy statement following an earlier adoption of guidelines for reduced credit undergraduate degrees (see the SACSCOC Policy Statement and Guidelines in [Appendix 1](#) for more information). The guidelines state this new degree type must be as follows:

- Less than 120 but more than 89 credit hours;
- Focused on preparing graduates for high-demand workforce disciplines;
- Clearly distinguishable from other award levels; and
- Designed with an appropriately strong curricular framework, ensuring breadth and depth.

The Tennessee Higher Education Commission (THEC) is also actively working to develop a policy for the consideration and approval of reduced credit undergraduate degrees. When finalized and approved by THEC, this new policy would provide the pathway for the state to consider and approve reduced credit undergraduate degrees in Tennessee.

With the Board's support, the University of Tennessee would emerge as a leader in this space, serving as an early adopter of the reduced-credit undergraduate degrees framework and having the ability to create credentials that are of unique value to the learner, the University, and employers across Tennessee and beyond.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

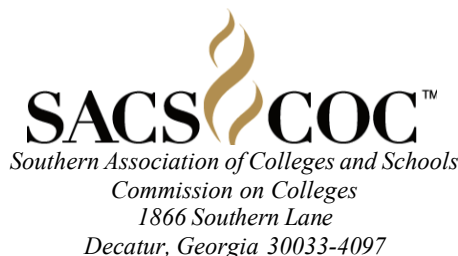
The Committee Chair will call for a motion to recommend adoption of the following resolution by the Board of Trustees.

Resolved:

The Board of Trustees hereby affirms its commitment to innovative, student-centered credentials that are aligned to high-demand workforce needs, improve student outcomes, reduce costs and student debt, and expand access to high-quality postsecondary education.

The Board expresses its support for the exploration, development, and implementation of reduced-credit undergraduate degree programs in appropriate academic disciplines. Any such programs shall maintain academic rigor and quality and follow the guidelines developed by the University, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and any policy adopted by the Tennessee Higher Education Commission (THEC). Each individual reduced-credit undergraduate degree program, consistent with all other new academic programs, shall be presented to the Board for its approval.

The proper officers of the University are hereby authorized to: (i) work collaboratively with institutional leadership and faculty in support of the development of reduced-credit undergraduate degree programs, including aligning financial aid, advising, scheduling, and other relevant student support structures; and (ii) engage and coordinate with THEC, federal and state governmental agencies, and accrediting bodies in order to ensure compliance with higher education rules, regulations, and standards and seek such approvals, as may be necessary.

APPENDIX 1**REDUCED-CREDIT UNDERGRADUATE DEGREES****Policy Statement**

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's program length requirements. Shared expectations for educational program degree requirements are foundational to communication among students, institutions, employers, and others in support of a wide range of activities, including, but not limited to, the admission and transfer of students from one institution to another and the preparation of graduates for employment or advanced study.

The purpose of this policy is to provide guidance to institutions and evaluation committees on SACSCOC's expectations regarding reduced-credit undergraduate degree programs. Reduced-credit undergraduate degree programs are defined as degree programs that require fewer than 120 semester credit hours. These programs require approval prior to implementation as described in SACSCOC's policy, *Substantive Change Policy and Procedures*. The following requirements must be addressed in the prospectus for approval and in all subsequent initial accreditation or continuing accreditation reviews:

- The name of the reduced-credit undergraduate degree program must clearly distinguish itself from traditional baccalaureate degree programs that require a minimum of 120 semester credit hours by use of a prefix to modify the degree name. The following degree names are acceptable: Reduced-Hour Bachelor of (Discipline), or Abridged Bachelors of (Discipline).
- Reduced-credit undergraduate degree programs must be based on at least 90 semester credit hours or the equivalent. The institution must provide an explanation of equivalencies when using units other than semester credit hours.
- Reduced-credit undergraduate degree programs may only be offered in specialized or applied disciplines that address workforce needs and prepare graduates for direct entry to employment.
- The institution provides an appropriate justification for any reduced-credit undergraduate degree program as appropriate to the mission and goals of the institution. The institution also ensures that all programs offered comply with the *Principles of Accreditation (with the exception of 9.2: Program Length)*, including, but not limited to, standards regarding 1) general education requirements that ensure a breadth of knowledge and alignment with commonly-accepted higher education competencies, and 2) faculty responsibility for program development, quality, integrity, and review.

The institution ensures that its recruitment, admissions, and other marketing materials, as well as transcripts, accurately represent the reduced-credit undergraduate degree programs. These materials must clearly communicate to all stakeholders that the degree might not fulfill admission and pre-requisite requirements for graduate and professional degree programs and might not meet expectations of some future employers.

Document History

*Approved: SACSCOC Board of Trustees, March 2026.
Edited, Executive Council, March 11, 2026*



*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

REDUCED CREDIT UNDERGRADUATE DEGREE

Guidelines

For the purposes of the Southern Association of Colleges Commission on Colleges (SACSCOC), reduced credit undergraduate degree programs are those that require fewer credit hours and shorter time-to-completion than traditional or standard baccalaureate degrees. The standard baccalaureate degree usually consists of at least 120 semester credit hours (or the equivalent quarter credit hours or clock hours) and is designed to be completed in four years (or eight academic semesters, or the equivalent). By contrast, reduced credit undergraduate degree programs typically require 90 to 100 semester credit hours, or the equivalent.

SACSCOC is supportive of curriculum renewal, innovation, continuous improvement, and exploration. These guidelines provide information to (1) assist institutions when initially seeking to offer, and then subsequently offering, a reduced credit undergraduate degree program; and (2) assist peer reviewers when evaluating an application from an institution that is seeking to offer a reduced credit undergraduate degree. SACSCOC has also published a policy on Reduced Credit Undergraduate Degrees which should be accessed and used in the creation of the Substantive Change prospectus.

Regardless of the approach used to design and produce a new option for students that provides a more rapid completion of an undergraduate degree, institutions must ensure that these reduced credit programs comply with all Principles of Accreditation: Foundations for Quality Enhancement (Principles). This applies to all educational programs and services, wherever the program is located or however it is delivered.

In addition, institutions should demonstrate clear institutional control and faculty involvement in the development of any academic program, and care should be given that programs align with the institutional mission and goals. Establishing a reduced credit undergraduate degree follows the SACSCOC Substantive Change guidelines.

In a Substantive Change prospectus for a reduced credit undergraduate degree, the institution must clearly describe the nature and goals of the proposed reduced credit hour undergraduate degree. These elements of the degree are the basis for the institution addressing how compliance with the faculty, curriculum, education policy, learning outcomes, and other related

standards of the Southern Association of Colleges and Schools Commission on Colleges will be met.

Credit Hours Required

The reduced credit undergraduate degree requires fewer than 120 credit hours, but more than 89 credit hours. If the institution wishes to offer a program below 90 credit hours, the option of certificates should be considered.

Degree Content

Among the goals of a reduced credit undergraduate degree is the desire to move students more rapidly into the workforce and reduce the cost of the degree for students. Thus, the content of the degree may not be suitable for all disciplines. Whether embedded in a baccalaureate degree, a stand-alone degree, or one that builds on an associate degree, these degrees are likely to prepare graduates for high-demand workforce disciplines and should be limited to workforce-related disciplines (such as: technology, professional programs, nursing, or similarly specialized disciplines).

While SACSCOC expects reduced credit undergraduate degrees to address workforce-related disciplines, it is the responsibility of the institution to build a case for what kinds of workforce needed majors/disciplines would lend themselves to this degree format and clearly justify why a reduced credit degree is more appropriate for the goals of the degree than a traditional bachelor's degree. The prospectus should also indicate the relationship between the reduced credit undergraduate degree to workforce needs.

Degree Name

To clearly distinguish these degrees from other award levels, institutions should refer to three-year programs as something other than solely a "baccalaureate or bachelor's degree," such as "Baccalaureate or Bachelor's," to avoid confusion with the traditional baccalaureate. The following degree names were approved by the Executive Council of the SACSCOC Board of Trustees and institutions must use one of these approved names: Reduced-Hour Bachelor of (Discipline), or Abridged Bachelors of (Discipline). The purpose of a more descriptive name is to indicate that the reduced credit degree is different from the traditional baccalaureate and reflects that the proposed undergraduate degree requires fewer than 120 semester credit hours.

Degree Structure

The institution should design an appropriately strong curriculum framework and provide an explanation of how curricular breadth and depth are ensured. The reduced credit undergraduate degree may be considered embedded in and lead to completion of a baccalaureate degree at those institutions offering baccalaureate degrees. These institutions must describe the path to completion of the baccalaureate degree from the reduced credit degree: for example, how the General Education coursework supports the baccalaureate degree, that the program outcomes for the reduced credit degree represent a subset of the outcomes for the baccalaureate degree. Similarly, for those institutions offering associate degrees (which may include embedded certificates and/or a diploma program), a path to completion of the reduced credit degree, with the General Education, major courses, and verifiable program learning outcomes of the associate degree embedded, should be included in the prospectus.

General Education: The institution is expected to demonstrate a proportional breadth of general education learning outcomes that are encompassed in a four-year program and required in the

SACSCOC standard CR 9.3 (General Education requirements). The curriculum breadth should be carefully designed to include those skills, abilities, and dispositions typical of a traditional baccalaureate, such as critical thinking, soft skills, and a broad introduction to a variety of disciplines to teach students how to pose and solve problems using different modalities. In some cases, institutions may choose to embed a limited number of student-learning outcomes typically found in the traditional baccalaureate general education curriculum into required courses in the major. Additionally, the reduced-credit degree may have more abbreviated, limited, or eliminated elective or minor requirements.

Major/Discipline and Required Related Content: Instead of simply removing all the electives, institutions preparing a reduced credit undergraduate degree should be intentional and perhaps more prescriptive of the hours required for the major and required related coursework to make certain the goals of the degree are met (i.e., compliant with Core Requirement 9.1, Program Content). As mentioned above, this could be accomplished by providing an introduction, development, and mastery of liberal arts learning outcomes together with the more in depth and narrowly focused major/discipline related content. The knowledge, skills, abilities, and dispositions of graduates must be clearly stated and consistent with the content of the degree. Evidence of how the student learning outcomes will be introduced, practiced, applied, and assessed at various levels across the curriculum must be included in the prospectus. With the exception of Standard 9.2 that addresses program length, it is expected that institutions with reduced credit degrees will be compliant with the Principles of Accreditation: Foundation for Quality Enhancement.

The prospectus should pay close attention to how the curriculum provides the breadth of disciplines, soft skills, and preparation for citizenship relative to a traditional baccalaureate degree. While a reduced credit undergraduate degree may have abbreviated general education, minor, or electives requirements, the curriculum is expected to approach the knowledge, skills, abilities, and dispositions in a manner befitting a baccalaureate degree.

Communication and Transparency

Since the United States [National Center for Education Statistics](#) defines a bachelor's degree as "A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least four years (or equivalent) of full-time college-level study," any reduction in what is generally accepted should be clearly identified. This information should be identified in all marketing materials and on official websites, as well as included in transcripts and diplomas.

It is the responsibility of the institution to communicate with all stakeholders that the reduced credit undergraduate degree may not fulfill admission and pre-requisite requirements for some graduate and professional programs, and/or may not meet expectations of some future employers. The institution should document this in a public and transparent manner.

If a four-year baccalaureate degree is offered at an institution implementing the three-year option in the same field, the institution should make that clear to all students, other colleges and universities, and employers, as well as the public. The institution is required to document this in a public and transparent manner.

Since a reduced credit undergraduate degree is relatively new to accreditors, universities, U.S. employers, postsecondary institutions, and, most importantly, students and parents, the institution should consider including the following information concerning the degree in

published materials such as the catalog, website, and other places where consumer disclosures are typically made using language suitable for first-generation students:

- the nature, goals, and program outcomes for the reduced credit undergraduate degree,
- the time-commitment from the student,
- the delineation of the difference between the 90- and 120-hour versions of the degree,
- the cost variation (if any) for students pursuing the reduced credit degree part-time vs. full-time or online vs. in-person, and
- the cost comparisons between the reduced credit hour degree and 120 credit hour degrees it offers (or relative to options offered at other institutions).

In developing its prospectus, the institution should include this information to support the approval of the new degree. Arguments provided for offering a reduced credit undergraduate degree include reducing student costs, increasing student completion rates, and fostering a more rapid entry of prepared students into the workforce. Therefore, the institution should identify metrics around student debt, retention rate, and graduation rate. In addition, employment data, student learning outcomes, and student satisfaction should be included in the communication.

Document History

Approved: SACSCOC Executive Council, March 2025

Revised: SACSCOC Executive Council, March 2026

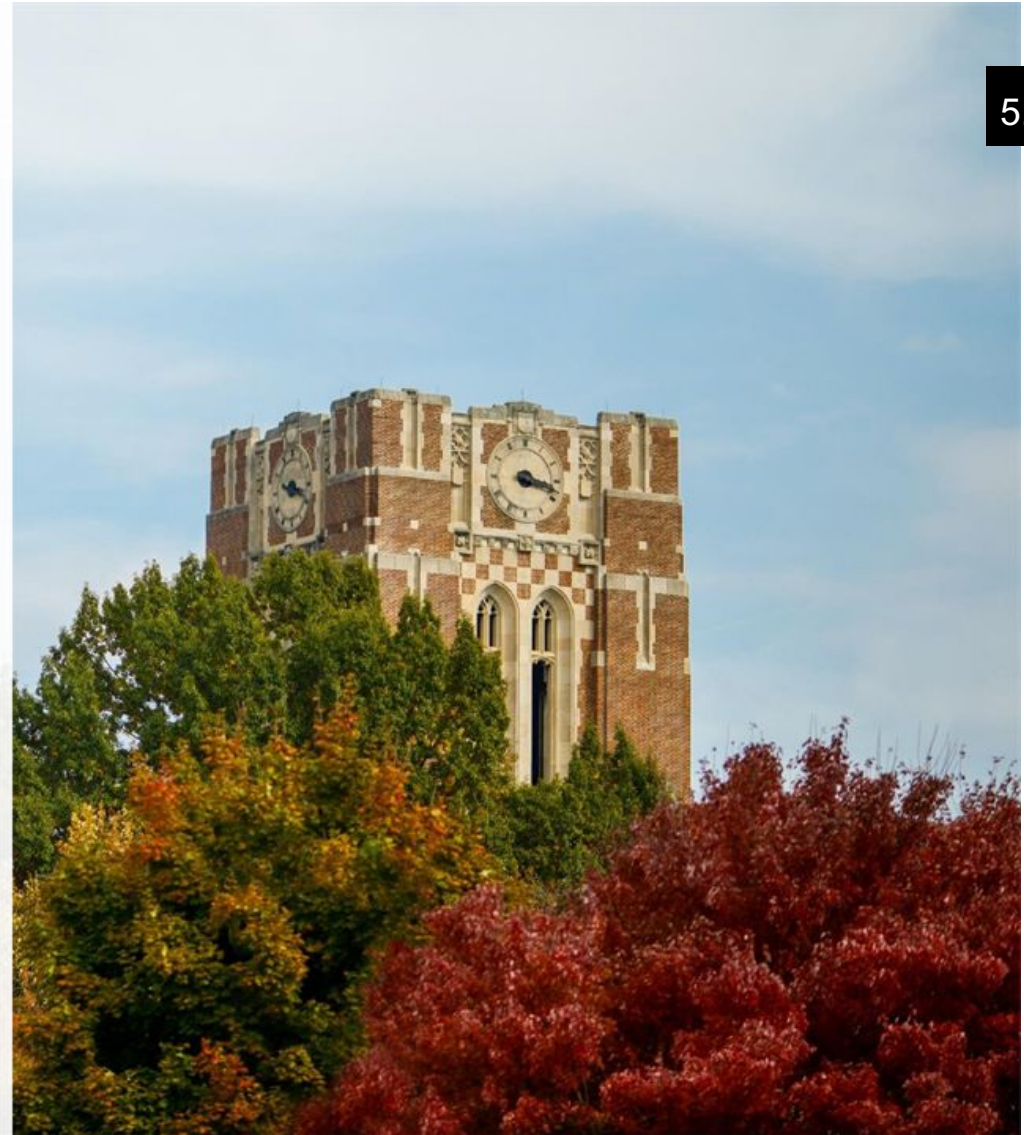
Industrial Design

Bachelor of Fine Arts

Presenter:
Dr. John Zomchick, Provost



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



5.1

Program Description

- Strategically bridges physical product innovation with digital systems through a human-centered, studio-based curriculum
- Leverages advanced fabrication facilities and deep industry partnerships
- Prepares graduates for careers in Tennessee's robust manufacturing and healthcare sectors
- Prioritizes a conceptually driven approach as a professional degree program

Strategic Alignment

- **THEC 2025-2035 Master Plan:** Program is “*aligned, achievable, and agile*” through a cohort-based studio model and proactive advising to develop workforce-ready skills.
- **UT System Mission:** Serves all Tennesseans by establishing the state’s first four-year industrial design program, retaining local talent to support Tennessee's vital manufacturing and healthcare sectors.
- **UTK Strategic Vision:** Makes UTK a destination for advanced manufacturing and intelligent machines by integrating human-centered design, digital innovations, and industry partnerships.

Career Outcomes for Graduates

- Manufacturing, the state's largest sector, is the single largest employer of industrial designers nationally.
- Tennessee ranks third nationally in medical equipment and supplies exports, a sector that depends on industrial design expertise in user-centered innovation.
- Regional employers of industrial designers from a range of industries have expressed strong support for internship and employment placement of graduates.

Enrollment Projections

Target Audience: Prospective students with STEM or visual arts backgrounds—including robotics, computer science, architecture, and career technical education (CTE)—who demonstrate strengths in analytical thinking, form, and aesthetics.

<i>Year</i>	<i>Academic Year</i>	<i>Projected Total Enrollment</i>
1	2027-2028	18
2	2028-2029	33
3	2029-2030	47
4	2030-2031	60
5	2031-2032	60

Program Costs & Revenue

<i>Year</i>	<i>Academic Year</i>	<i>Projected Costs</i>	<i>Projected Revenue</i>
1	2026-2027	\$219,478	\$198,063
2	2027-2028	\$349,970	\$360,532
3	2028-2029	\$444,957	\$520,685
4	2029-2030	\$441,955	\$742,271
5	2030-2031	\$444,314	\$742,271

- Program is self-sustaining through tuition revenue
- By Year 3, the program revenue exceeds costs
- One-time start-up costs are minimal and front-loaded



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.1

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2026

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Fine Arts in Industrial Design, UTK**

Type: Action

Background Information

The School of Design within the College of Architecture + Design at the University of Tennessee, Knoxville, proposes a Bachelor of Fine Arts (B.F.A.) degree with a major in Industrial Design. The proposed program will prepare students with the knowledge and skills necessary to create user-friendly products and systems by understanding audience needs and translating them into tangible solutions. The role of an industrial designer is critical across industries such as consumer electronics, automotive, furniture, appliances, and healthcare, where the design process significantly influences product performance, usability, and consumer experience. The professional competencies established by the National Association of Schools of Art and Design, the accrediting body for Industrial Design programs, will guide the proposed program's curriculum. The School of Design seeks to establish the first B.F.A. in Industrial Design program in Tennessee. The campus seeks approval to implement this new program in Fall 2027.

The attached Program Overview Document provides additional information on the program's structure and purpose, target audience, learning outcomes, a summary of workforce needs and alignment, unique program features, and an overview of enrollment, graduation, and financial projections.

Committee Action

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



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.1

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Bachelor of Fine Arts in Industrial Design;**
- 2. The implementation date is anticipated to be August 2027, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**

Academic Program Overview

University:	University of Tennessee, Knoxville
College/Division:	College of Architecture + Design
Department:	School of Design
Degree Designation:	Bachelor of Fine Arts
Title of Major/Program:	Industrial Design
Concentrations:	None
Program Delivery Modality:	On-Ground/Traditional
Total Credit Hours:	120
Admission:	Fall
Proposed Launch Date:	August 1, 2027

Purpose of the Proposed Program:

- Prepare graduates with the knowledge, skills, and ethical grounding (including business, legal, and sustainability standards) needed to enter professional industrial design practice.
- Develop coursework at the intersection of physical products, digital systems, and emerging tech, underscoring ergonomics, usability, and aesthetics.
- Foster a studio-driven, hands-on, project-based education through critique, iteration, and collaboration.
- Build relationships with industry, nonprofit, and community stakeholders to provide students with real-world exposure and leadership opportunities.
- Establish the state's first four-year Industrial Design program to retain in-state students and advance socially and environmentally responsible design practices in the region.

Target Audience:

Ideal candidates share a curiosity for how things work, an eye for aesthetics, and a passion for hands-on creation and iteration.

- Undergraduate students – First-time freshmen, internal UT transfers, and external transfer students from other institutions. Students who might otherwise pursue INDS out-of-state.
- Tennessee pipeline students – Students with STEM or visual arts backgrounds—including those in robotics, computer science, architecture, or career technical education (CTE)—who demonstrate strengths in analytical thinking, form, and aesthetics, including students enrolled in specific high school pathways such as Knox County's 865 Academies and Shelby County's Technical Design or Engineering programs.

Program Learning Outcomes:

- Design products and systems by demonstrating foundational understanding of their creation, value, development, production, distribution, and connection to environmental, societal, and responsible design considerations.
- Use technologies and tools associated with multi-dimensional design representation, development, dissemination, and application.
- Gain knowledge of the history of industrial design, including but not limited to the influences of works and ideas on the evolution of design study and practice over time and across cultures.
- Demonstrate knowledge of user experience, human factors, applied ergonomics, contextual inquiry, user preference studies, and usability assessments.
- Research, define, and communicate design problems, variables, and requirements; conceptualize and evaluate alternatives; and test and refine solutions by synthesizing user needs in terms of value, aesthetics, and safety
- Communicate concepts and specifications in verbal, written, and multiple media at levels ranging from abstraction and sketches to detailed multi-dimensional, functional, and visual representations.
- Demonstrate knowledge of professional design practices and processes, including ethical behaviors and intellectual property issues related to patents, trademarks, and copyrights.
- Demonstrate knowledge of basic business practices and apply this understanding to industrial design by investigating and reconciling the needs of entrepreneurship, marketing, engineering, manufacturing, servicing, and ecological and social responsibility in the context of specific design projects.
- Develop collaborative skills and work effectively in interdisciplinary and multidisciplinary teams to address design challenges.
- Engage in advanced study that strengthens skills and concepts, deepens knowledge of the industrial design profession, and applies learning beyond the classroom through an internship.

Summary of Workforce Needs and Opportunities for Program Graduates:

- Tennessee has no other four-year INDS program, yet saw an 103% increase in industrial design employment from 2014 to 2024, with especially strong growth in Knox, Davidson, and Williamson counties.
- Industrial designers are essential to the state's manufacturing sector, which accounts for 13% of Tennessee's GDP, and the healthcare industry, where the state ranks third nationally in medical equipment exports. Graduates are needed to provide the "human-centered" expertise required to design increasingly complex, interconnected products in target clusters such as Automotive, Electrical Equipment, and Medical Devices.
- Regional and national companies, including Coca-Cola, Gibson, and DeRoyal Industries, have expressed active interest in recruiting graduates, with employment settings ranging from consultancies and in-house teams to R&D labs and manufacturing plants.
- Graduates are prepared for a wide range of design careers including Product Designer, UX Designer, Packaging Designer, Furniture Designer, Design Researcher, Sustainability Designer, Exhibit

Designer, and can work across diverse settings like industrial design consultancies and agencies, in-house design teams, manufacturing plants, and research and development or prototyping labs.

Unique Program Features:

- Distinctive facilities – Upper-division students are housed in a dedicated 6,900 sq. ft. studio in downtown Knoxville's historic Southern Railway Depot (projected completion date of Spring 2027), with access to a 20,000 sq. ft. Fab Lab equipped with a nine-axis Kuka robotic workcell, industrial waterjet machines, CNC routers, and a fleet of 40 3D printers.
- Strategic curriculum integration with graphic design – At key points in the program, industrial design students learn alongside graphic design students, beginning with a shared foundational year that builds visual and digital literacy and continuing through required coursework in interaction and interface design and professional practice preparation. This cross-disciplinary structure mirrors the collaborative, multi-specialty teams students that will encounter in professional practice.
- Deep industry integration – The program aligns with TNECD target clusters (Automotive, Healthcare, Electrical Equipment & Appliances) and has secured commitments from companies like Coca-Cola, Gibson, and Cirrus Aircraft, while the University's Innovation Partnerships division opens doors to corporations such as Volkswagen, Nissan, Eastman Chemical, and Lockheed Martin; a dedicated industry advisory council will further guide and galvanize program support upon approval.
- The College's Center for Student Development (CSD) offers mandatory, proactive advising and personalized tracking to ensure on-time graduation by assigning each student a dedicated advisor who supports them throughout their time in the program. Additionally, the CSD organizes the annual College Career Day, featuring over 110 firms from across the region.

Accreditation:

- Institutional Accreditation: SACSCOC
 - Submission of Substantive Change Request - May 2026
- Program Accreditation: National Association of Schools of Art and Design:
 - July 2026 - NASAD Consultative Review
 - September 1, 2026 - Submission for Plan approval
 - October 2026 - Commission on Accreditation review of Plan Approval at the annual meeting
 - September 1, 2031 - Submission for Application for Final Approval for Listing
 - October 2031 - Commission on Accreditation review of Final Approval for Listing

Overview of Financial and Student Projections:

	Planning Year	YEAR 1 (AY 2027-28)	YEAR 2 (AY 2028-29)	YEAR 3 (AY 2029-30)	YEAR 4 (AY 2030-31)	YEAR 5 (AY 2031-32)
Expenditures	\$78,000	\$219,478	\$349,970	\$444,957	\$441,955	\$444,314
Revenues	0	\$198,063	\$360,532	\$520,685	\$742,271	\$742,271
Projected Enrollment	0	18	33	47	60	60
Projected Graduates	0	0	0	0	12	12

5.1



Financial Projections Form

Institution: University of Tennessee, Knoxville

Program Name: Industrial Design

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	\$68,000					
Equipment		\$2,500	\$2,500			
Information Technology						
Library resources						
Marketing						
Facilities						
Travel		\$5,000	\$10,000	\$10,000	\$5,000	
Other		\$2,500	\$7,500	\$10,000	\$5,000	
<i>Total One-Time Expenditures</i>	<i>\$68,000</i>	<i>\$10,000</i>	<i>\$20,000</i>	<i>\$20,000</i>	<i>\$10,000</i>	<i>\$0</i>

Projected Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$0	\$192,478	\$309,970	\$399,957	\$411,955	\$424,314
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology		\$1,400	\$2,000	\$3,000	\$4,000	\$4,000
Library						
Marketing	\$10,000	\$10,000	\$10,000	\$10,000		
Facilities						
Travel		\$2,800	\$4,000	\$6,000	\$8,000	\$8,000
Other		\$2,800	\$4,000	\$6,000	\$8,000	\$8,000
<i>Total Recurring Expenditures</i>	<i>\$10,000</i>	<i>\$209,478</i>	<i>\$329,970</i>	<i>\$424,957</i>	<i>\$431,955</i>	<i>\$444,314</i>
Grand Total (One-Time and Recurring)	\$78,000	\$219,478	\$349,970	\$444,957	\$441,955	\$444,314

Projected Revenue

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition		\$198,063	\$360,532	\$520,685	\$742,271	\$742,271
Grants						
Other						
Total Revenues	\$0	\$198,063	\$360,532	\$520,685	\$742,271	\$742,271

Civic and Constitutional Thought *Bachelor of Arts*

Presenter:
Dr. John Zomchick, Provost



THE UNIVERSITY OF
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5.2



Program Overview

- Housed in Institute of American Civics (est. by legislation in 2022) within the Baker School of Public Policy and Public Affairs
- Multidisciplinary: government, philosophy (especially American political thought), American political history and development, legal studies, economics, and public policy
- Learning Objectives:
 - Civic knowledge
 - Intellectual pluralism
 - Civil and effective communication
 - Strong capacity for civic reasoning and analysis
 - Career preparation

Workforce Alignment (THEC Master Plan)

- *Lifelong success* by providing deep civic knowledge and analytical and communication skills that transfer to multiple career paths
- *Stronger Tennessee* by promoting more informed and more thoughtful, workforce-ready citizens in careers such as government and civic affairs, legal professions, research, secondary and post-secondary education, journalism, public relations, and management
- *Workforce ready* with positive regional growth for jobs in related occupations: 6.7% from 2024-2029, above the national average*

*Source: Lightcast

Strategic Alignment: UTK and UT System

UTK Mission: CCT learning objectives are perfectly aligned with flagship land-grant institution committed to service and public impact.

Be One UT Strategic Plan goals and CCT major:

- *Accelerate Access, Academic Excellence & Student Success*—CCT major on the cutting edge of the civic thought movement supported by Baker School's outstanding Student Success Office
- *Fuel the Workforce of Tennessee and Beyond*—CCT opens the door to a wide variety of public and public-facing careers
- *Advance Community Engagement*—Promotes effective citizenship

Enrollment Projections

- Target populations: first-year and transfer students from TN community colleges who are interested in legal studies, civic thought, citizenship, and community leadership.
- Strong pipeline from Institute of American Civics Tocqueville Scholars program (projected 40 students per year).

<i>Year</i>	<i>Academic Year</i>	<i>Projected Total Enrollment</i>
1	2026-2027	26
2	2027-2028	70
3	2028-2029	104
4	2029-2030	144
5	2030-2031	165

Program Costs & Revenue

<i>Year</i>	<i>Academic Year</i>	<i>Projected Costs</i>	<i>Projected Revenue</i>	<i>Net</i>
1	2026-2027	\$671,243	\$430,200	(\$241,043)
2	2027-2028	\$666,143	\$781,530	\$115,387
3	2028-2029	\$873,534	\$1,005,030	\$131,496
4	2029-2030	\$875,834	\$1,028,223	\$152,389
5	2030-2031	\$925,877	\$1,078,475	\$152,598

Expenditures are largely centered on faculty costs.

Projected surplus by Year Two.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.2

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2026

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Arts in Civic and Constitutional Thought, UTK**

Type: Action

Background Information

The Howard H. Baker Jr. School of Public Policy and Public Affairs at the University of Tennessee, Knoxville, proposes a Bachelor of Arts (B.A.) degree with a major in Civic and Constitutional Thought. The proposed program will provide a highly accessible intercollegiate opportunity for students to receive a comprehensive education in America's philosophical, historical, political, and economic systems, preparing them for future careers in law, education, government, or public-facing roles in both the private and non-profit sectors. Currently, no similar undergraduate programs exist in Tennessee that provide students with a solid foundation in civic literacy, ethical leadership, and civil discourse. The proposed program is designed to provide the foundation students need to matriculate into highly competitive law schools, which require evidence of rigorous coursework and advanced abilities in research, writing, and problem-solving. The campus seeks approval to implement this new program in Fall 2026.

The attached [Program Overview Document](#) provides additional information on the program's structure and purpose, target audience, learning outcomes, a summary of workforce needs and alignment, unique program features, and an overview of enrollment, graduation, and financial projections.

Committee Action

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



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.2

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Bachelor of Arts in Civic and Constitutional Thought;**
- 2. The implementation date is anticipated to be August 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 program.**

Academic Program Overview

University:	University of Tennessee, Knoxville
College/Division:	Howard H. Baker Jr. School of Public Policy and Public Affairs
Department:	n/a
Degree Designation:	Bachelor of Arts
Title of Major/Program:	Civic and Constitutional Thought (CCT)
Concentrations:	Civic Thought, Constitutionalism and Law, General
Program Delivery Modality:	Majority On-Ground
Total Credit Hours:	120
Admission:	Fall for freshmen; Fall and Spring for transfers
Proposed Launch Date:	August 1, 2026

Purpose of the Proposed Program:

- Provide a highly accessible intercollegiate opportunity for undergraduate students to receive a comprehensive education in America's philosophical, historical, political, and economic systems.
- Prepare students for a future in law, education, government, or public-facing private or non-profit sectors

Target Audience:

- Undergraduate first-year or transfer students
- Students who are interested in legal studies, civic thought, citizenship, and community leadership.
- Students who have demonstrated a high level of civic engagement or commitment to public service through current or previous military service or involvement in organizations such as National Speech and Debate, American Mock Trial, Youth in Government, or JROTC.
- Students in secondary education programs (such as private academies or homeschool networks) that put particular emphasis on American civic principles.

Program Learning Outcomes:

- Civic knowledge: Foster understanding of the rights and responsibilities of citizenship, as well as the principles, philosophies, and institutions of democratic constitutionalism in America.
- Intellectual pluralism and viewpoint diversity: Expose students to a rich variety of viewpoints and encourage broader knowledge as well as intellectual humility, curiosity, and courage.
- Civil and effective written and oral discourse: Develop and encourage students to acquire habits of civil discourse as well as skills of effective communication, both oral and written.
- Strong capacities of civic reasoning and analysis: Develop the ability to engage in effective, logically sound civic reasoning and analysis.
- Preparation for careers in law, government, politics, social sciences, education, management, communications, and related fields.

Summary of Workforce Needs and Opportunities for Program Graduates:

- This program's CIP Code/Title 30.5101 (Philosophy, Politics, and Economics) qualifies graduates for a very broad range of employment opportunities as revealed by numerous employment experts ranging from the Tennessee Department of Labor to websites such as Indeed and InterviewGuys.
- CIP-SOC crosswalk occupations include two (post-secondary teachers and managers, all other) that are expected to enjoy over 100,000 openings per year nationally. Managers, all other is also classified as "in demand" statewide in Tennessee.
- Occupations in closely related fields in the law, education, management, and communications also show significant opportunities. Employment among lawyers, social and community service managers, and a number of communications positions are expected to grow nationally by 4% or more in 2024-2034. The BLS also expects openings per year to reach 98,000 among management analysts, 66,000 among high school teachers, 40,000 among middle school teachers, and more than 30,000 among lawyers, compliance managers, and advertising, promotion, and marketing managers.
- Of the 15 occupations identified by the Tennessee Department of Labor as closely associated with the new major's CIP code, eight require a bachelor's degree. Additionally, one requires a master's degree, five a doctoral degree, and one an associate's or other two-year degree.
- It should be anticipated that many CCT graduates will go on to seek higher degrees, especially in law.

Unique Program Features:


- Deviates from the Baker School's undergraduate Public Affairs major by emphasizing qualitative rather than quantitative analysis, including elements of political philosophy, American political thought, qualitative reasoning, institutions, and American Political Development/ political history.
- Interdisciplinary/multidisciplinary approach to the study of American civic and constitutional thought utilizing insights from political science, history, philosophy, and economics, among others.
- Approved by the Winston College of Law to develop a 3+3 program for an accelerated law degree and by the College of Education, Health, and Human Sciences for inclusion in the College's 4+1 program for grades 6-12 social studies teacher training.

Accreditation:

- Institutional Accreditation: SACSCOC: Since the Civic and Constitutional Thought BA consists of less than 50% new content and there is no increase in instructional level to a currently offered program, no action is needed with SACSCOC to implement the program.
- Program Accreditation: N/A

Overview of Financial and Student Projections:

	Planning Year	YEAR 1 (AY 2026-27)	YEAR 2 (AY 2027-28)	YEAR 3 (AY 2028-29)	YEAR 4 (AY 2029-30)	YEAR 5 (AY 2030-31)
Expenditures	\$2,500	\$671,243	\$666,143	\$873,534	\$875,834	\$925,877
Revenues	0	\$430,200	\$781,530	\$1,005,030	\$1,028,223	\$1,078,475
Projected Enrollment	0	26	70	104	144	165
Projected Graduates	0	0	10	15	20	35

						
Financial Projections Form						
Institution	The University of Tennessee - Knoxville					
Program Name	Civic & Constitutional Thought, Bachelor of Arts					
Projected One-Time Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
Non-Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Accreditation	\$0	\$0	\$0	\$0	\$0	\$0
Consultants	\$2,500	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Information Technology	\$0	\$0	\$0	\$0	\$0	\$0
Library resources	\$0	\$0	\$0	\$0	\$0	\$0
Marketing	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$5,000	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
<i>Total One-Time Expenditures</i>	<i>\$2,500</i>	<i>\$5,000</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		\$581,300	\$581,300	\$741,300	\$741,300	\$741,300
Non-Instructional Staff		\$2,400	\$4,800	\$4,800	\$9,600	\$9,600
Graduate Assistants		\$50,043	\$50,043	\$109,934	\$109,934	\$159,977
Accreditation						
Consultants		\$0	\$0	\$0	\$0	\$0
Equipment		\$0	\$0	\$0	\$0	\$0
Information Technology		\$15,000	\$15,000	\$5,000	\$5,000	\$5,000
Library		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Marketing		\$10,000	\$7,500	\$5,000	\$2,500	\$2,500
Facilities		\$500	\$500	\$500	\$500	\$500
Travel		\$0	\$0	\$0	\$0	\$0
Other		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Total Recurring Expenditures</i>	<i>\$0</i>	<i>\$666,243</i>	<i>\$666,143</i>	<i>\$873,534</i>	<i>\$875,834</i>	<i>\$925,877</i>
Grand Total (One-Time and Recurring)	\$2,500	\$671,243	\$666,143	\$873,534	\$875,834	\$925,877
Projected Revenue						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition		\$430,200	\$781,530	\$1,005,030	\$1,028,223	\$1,078,475
Grants		\$0	\$0	\$0	\$0	\$0
Other		\$0	\$0	\$0	\$0	\$0
Total Revenues	\$0	\$430,200	\$781,530	\$1,005,030	\$1,028,223	\$1,078,475

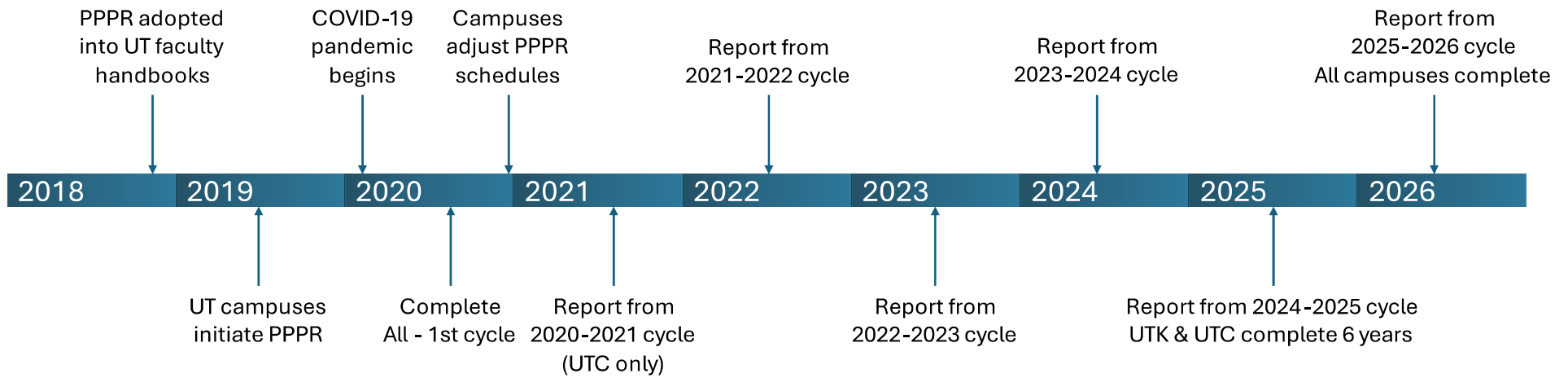


Periodic Post-Tenure Performance Review

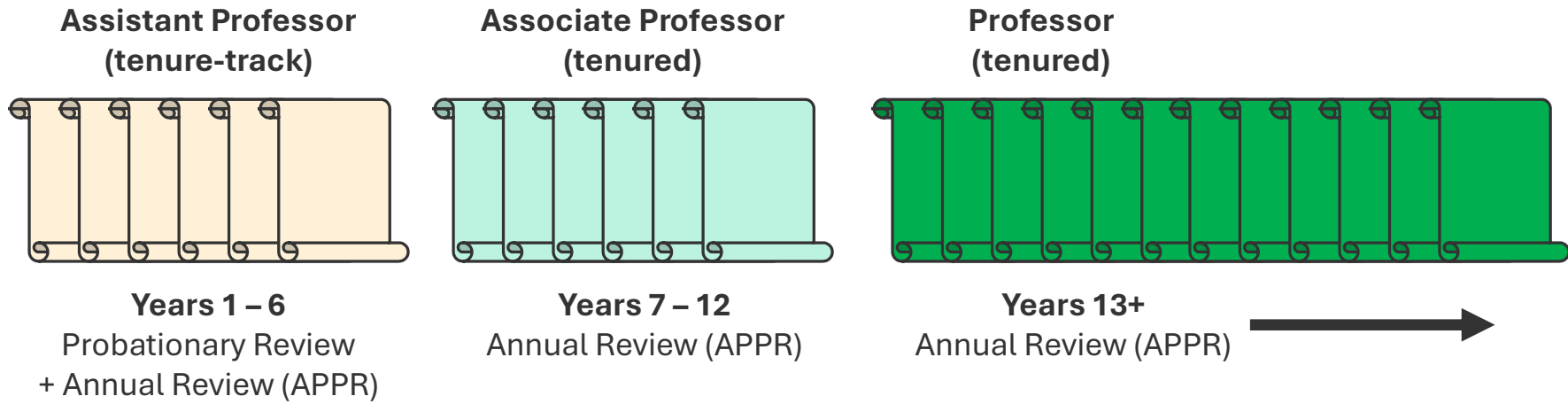
Dr. Matt Matthews
Associate Vice President for Academic Affairs

The Story So Far...

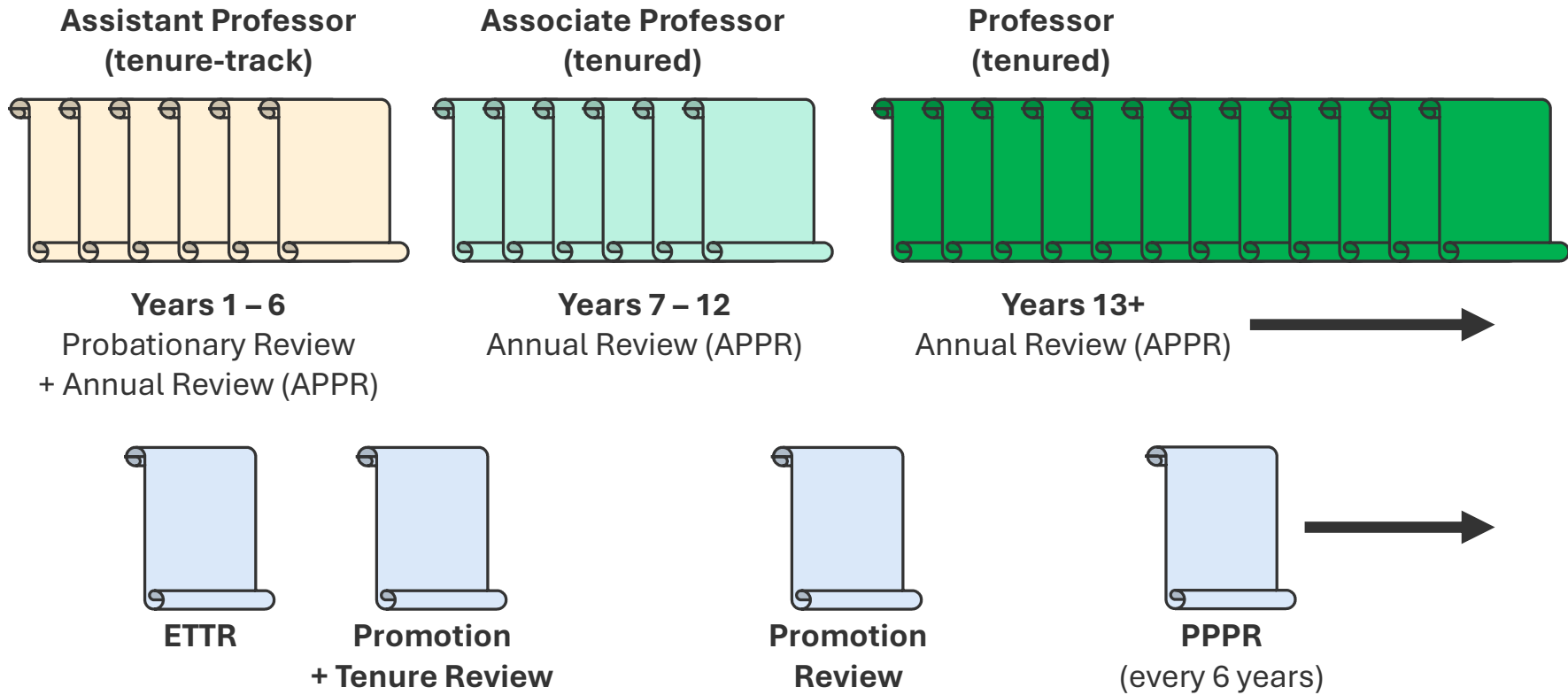
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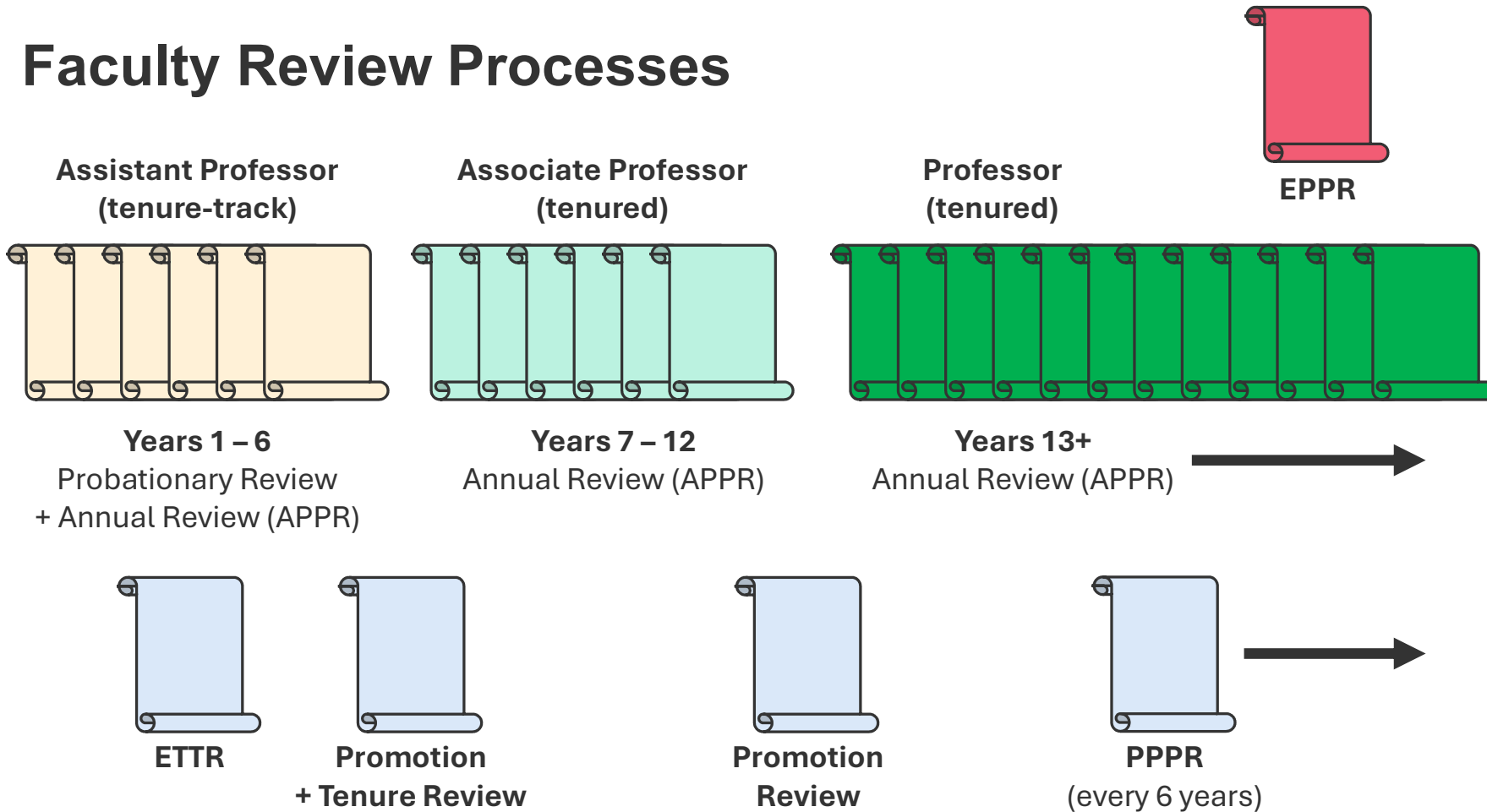
Faculty Review Processes



Faculty Review Processes

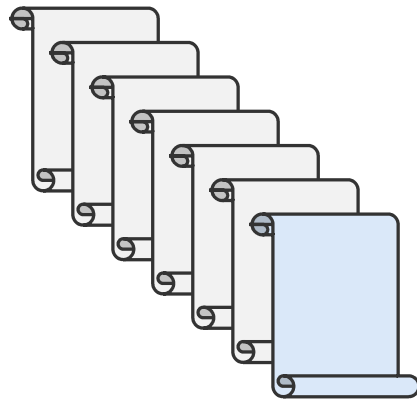


Faculty Review Processes

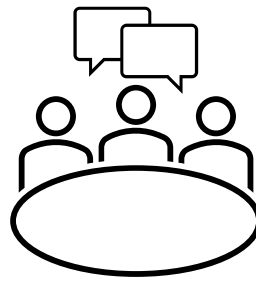
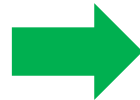


How PPPR Works

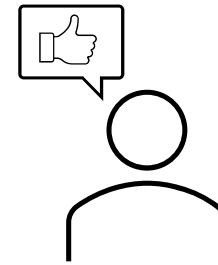
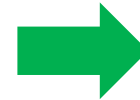
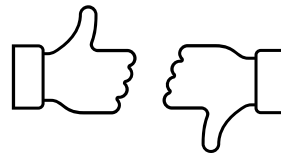
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Six years of APPR
+ summary of past six years
+ plan for next six years



Peer review against
tenure standards at
rank



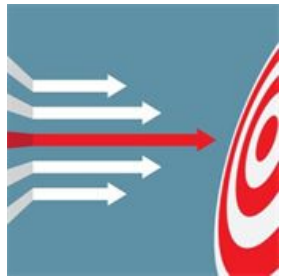
Administrative review

Summary of PPPR Results

6.1

Campus	Faculty Reviewed	Met Expectations	Met Expectations (%)
UT Knoxville	371	371	100%
UT Institute of Agriculture	61	61	100%
UT Chattanooga	112	111	99%
UT Martin	73	69	95%
UT Health Science Center	141	141	100%
UT System	758	753	99%

Additional Insights



Consistency

Increased rigor and focus on APPR



Culture

Infrastructure and process established



Opportunity Cost

Campuses estimate about \$2,600 per review

Questions



UT Faculty Pulse Survey 2026

Matt Matthews, Associate Vice President for Academic Affairs

UT Faculty Surveys



6.1

UT Faculty Member Satisfaction & Engagement

6.1

2021-2022

COACHE Faculty Job Satisfaction Survey

30+ minutes

All aspects of faculty work

n=1,523

2025

COACHE Faculty Job Satisfaction Survey

30+ minutes

All aspects of faculty work

n=1,408

2026

Faculty Pulse Survey

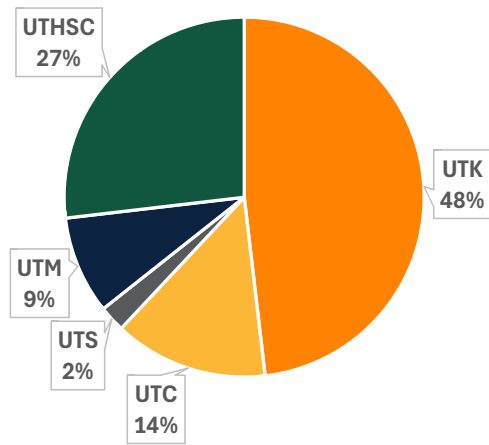
5-10 minutes

Satisfaction & UG teaching

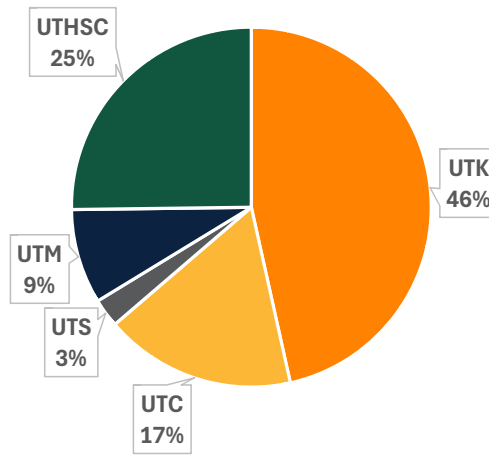
n=1,528

Share of Responses by Campus

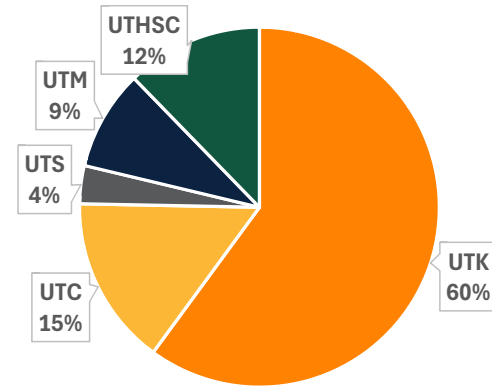
2021/2022 COACHE



2025 COACHE



2026 Pulse





Net Promoter Score

A Measure of Loyalty



Net Promoter Score (NPS)

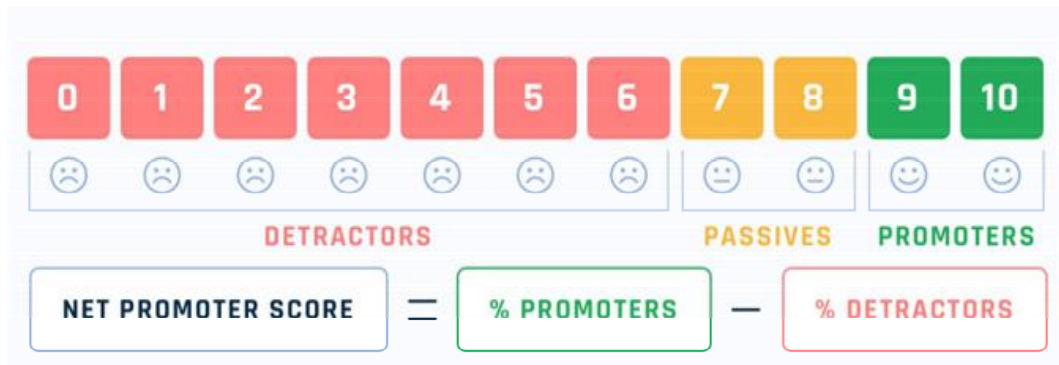
6.1

Developed 2003 – Fred Reichheld with Bain & Co.

Measure of customer loyalty

Respondent uses scale of 0 to 10

Part of employee engagement survey administered by McLean to non-faculty employees each fall.



File:NetPromoterScore-NPS.png. (2026, April 15). *Wikimedia Commons* Retrieved May 28, 2026, from <https://commons.wikimedia.org/w/index.php?title=File:NetPromoterScore-NPS.png&oldid=1197856000>.

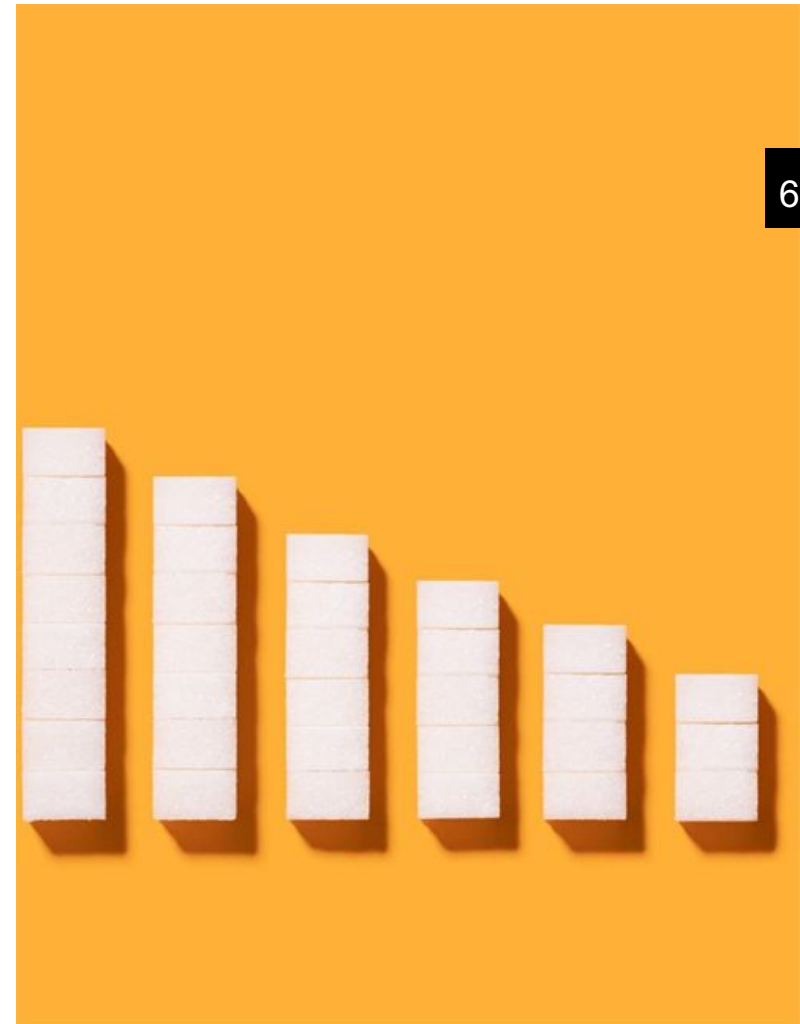
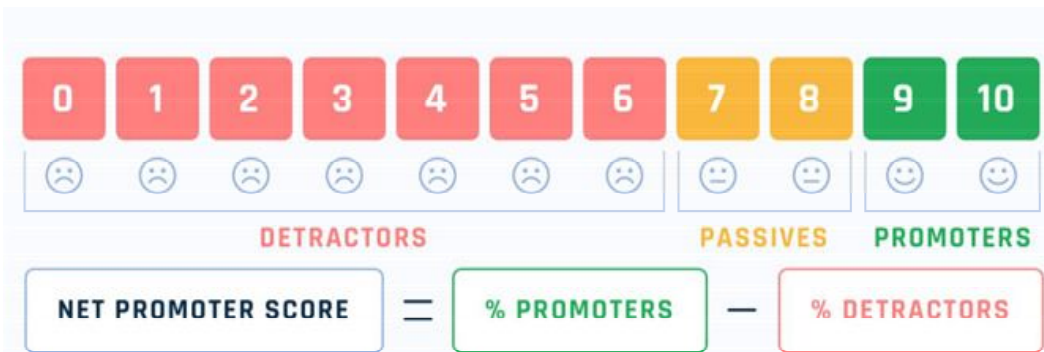
Net Promoter Score (NPS)

Our question:

How likely are you to recommend the University of Tennessee to a qualified friend or family member as a great place to work?

A score of 0 represents “Not at all likely”

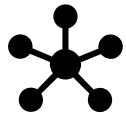
A score of 10 represents “Extremely likely”



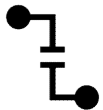
6.1

Net Promoter Score (NPS)

Limitations of NPS



Loyalty measurement, most valuable used with other data

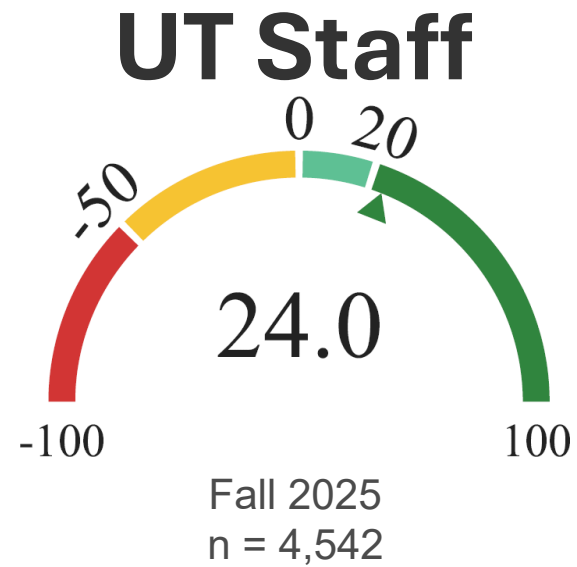
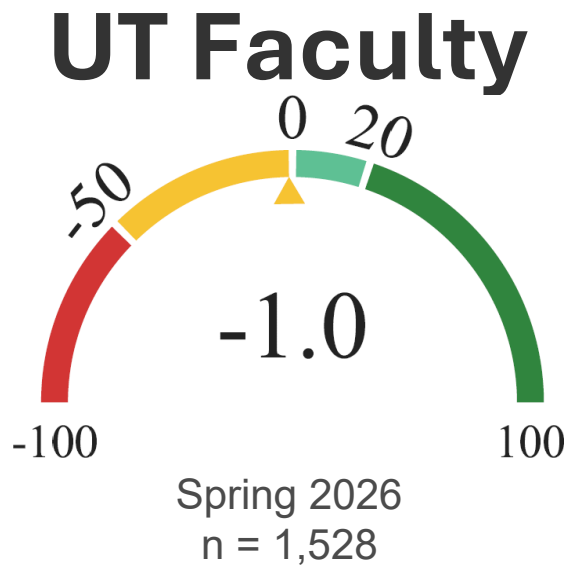


Behaviors and loyalty may not correlate



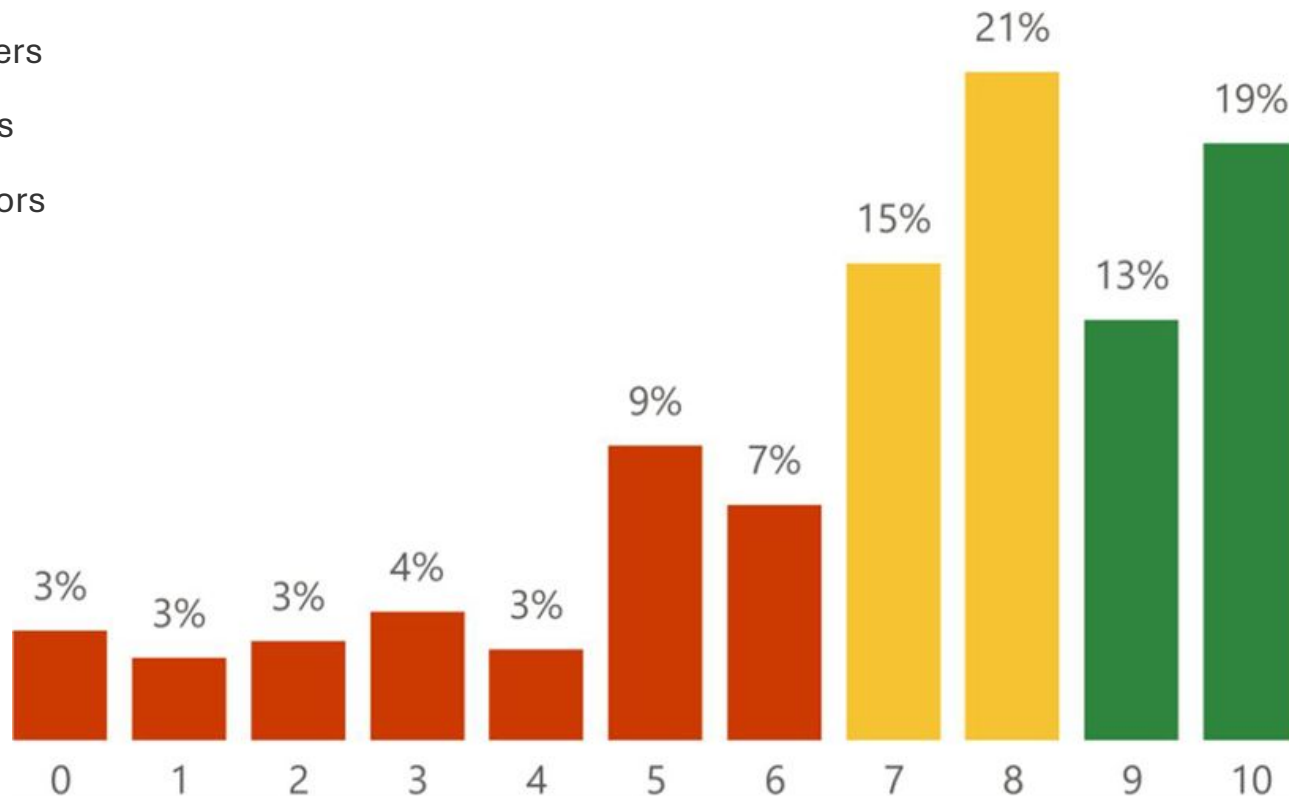
Insensitive to neutrals and level of intensity in detractors

Net Promoter Scores – UT Faculty and UT Staff

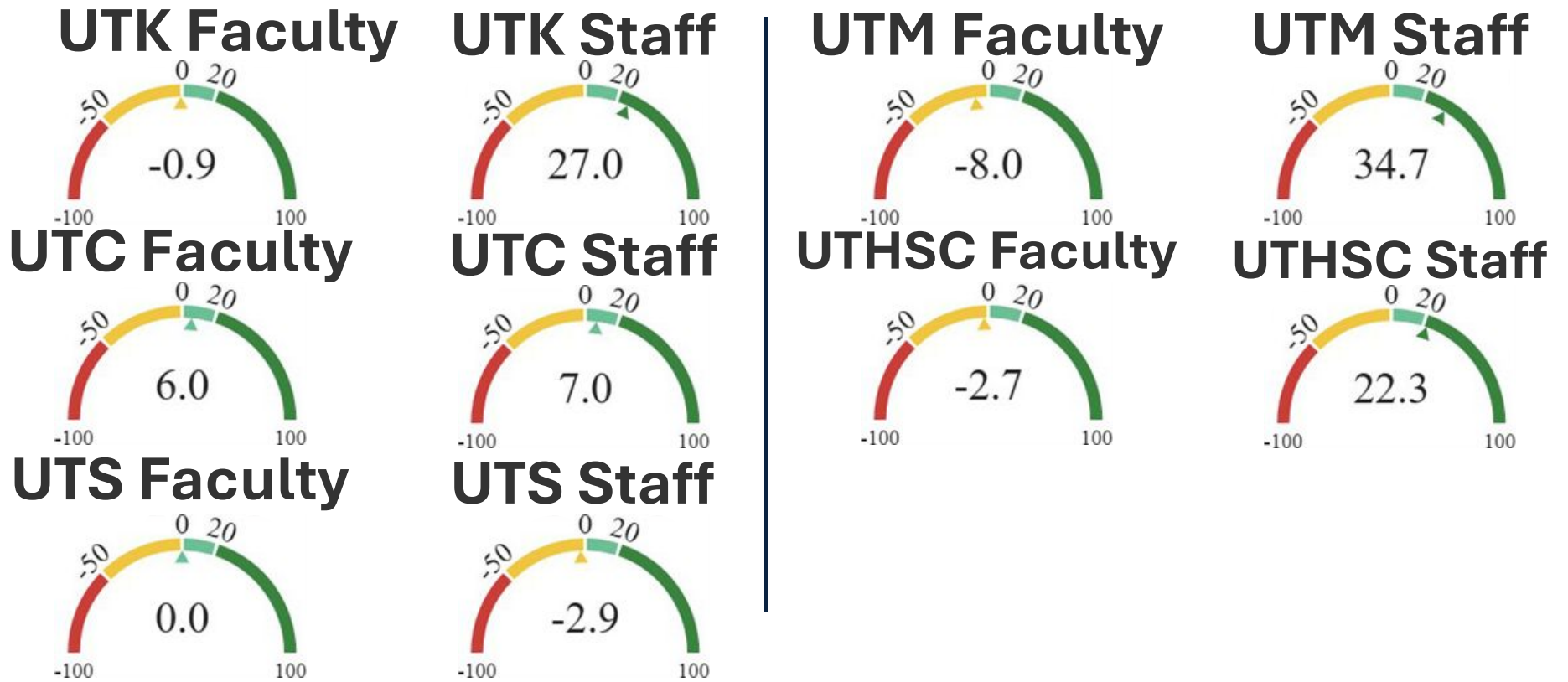


Net Promoter Scores – UT Faculty and UT Staff

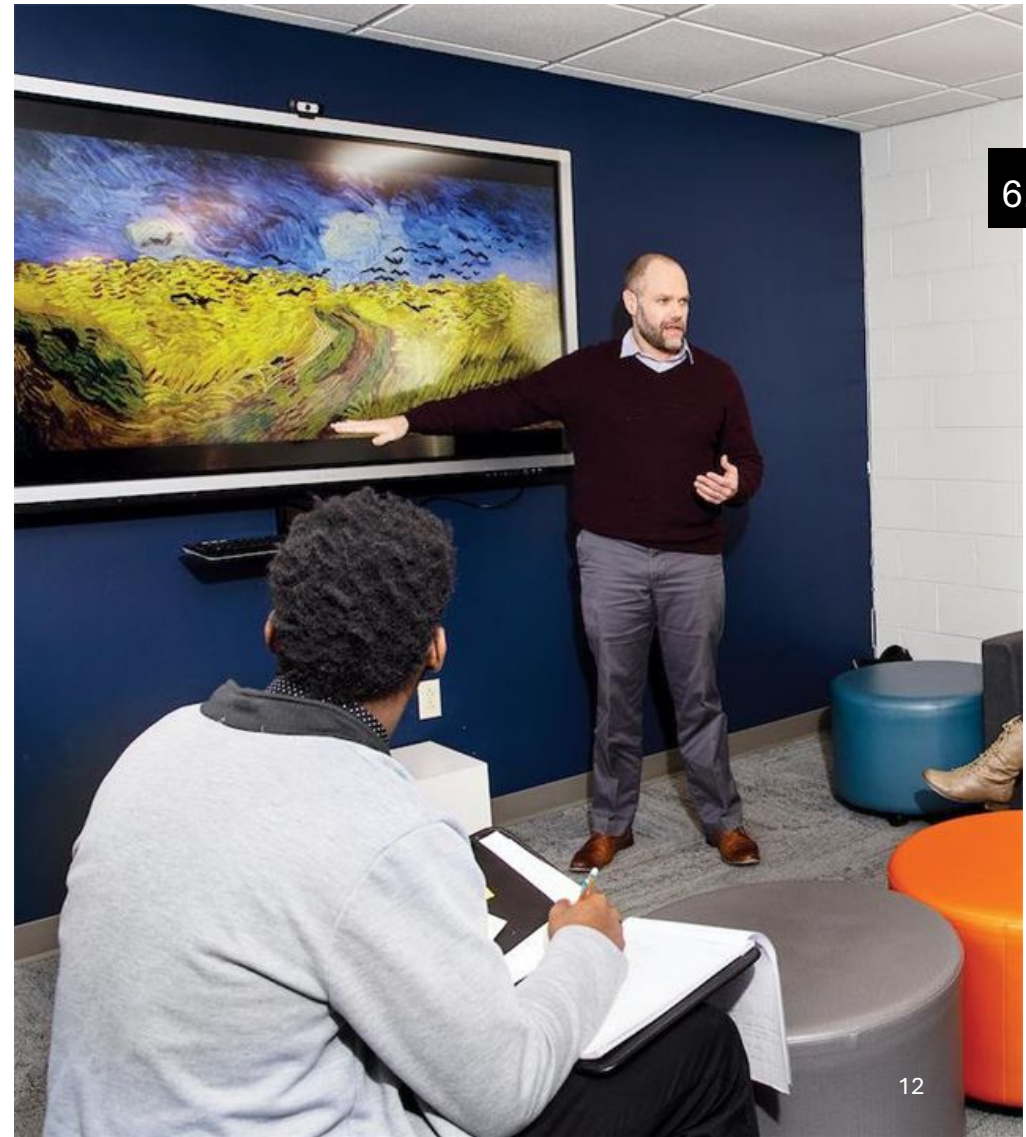
- Promoters
- Passives
- Detractors



Net Promoter Scores – By Campus



UT Faculty Satisfaction



6.1

12

Satisfaction with UT

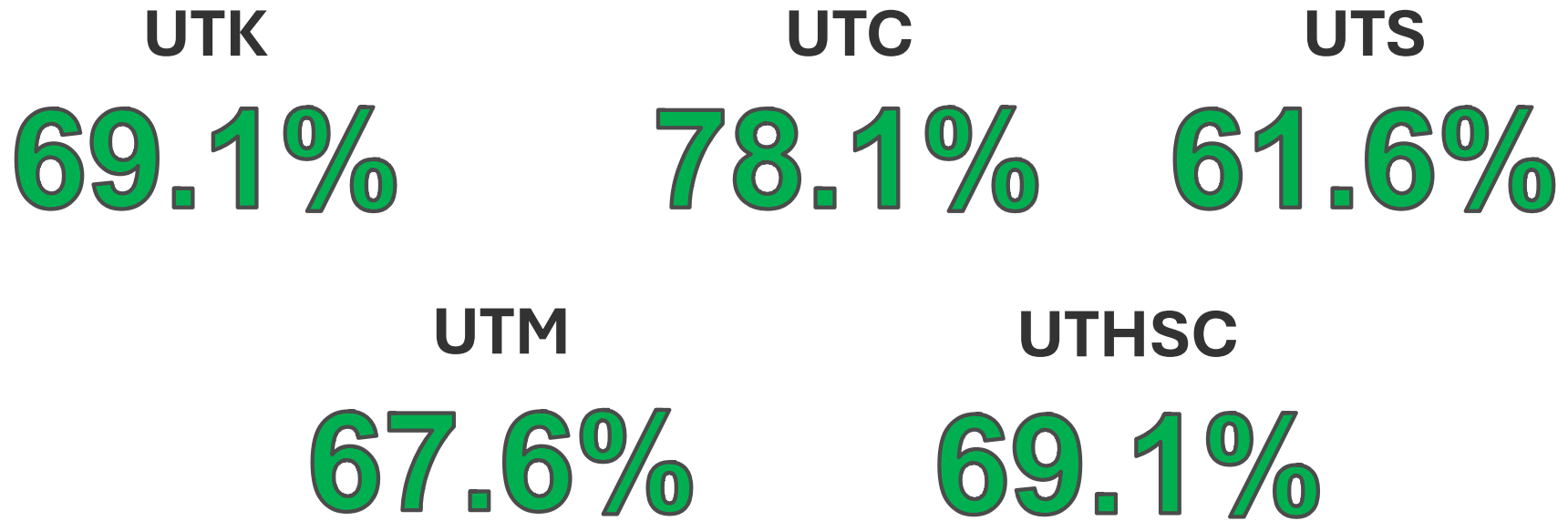
Re-used COACHE survey question on satisfaction with UT as a place to work

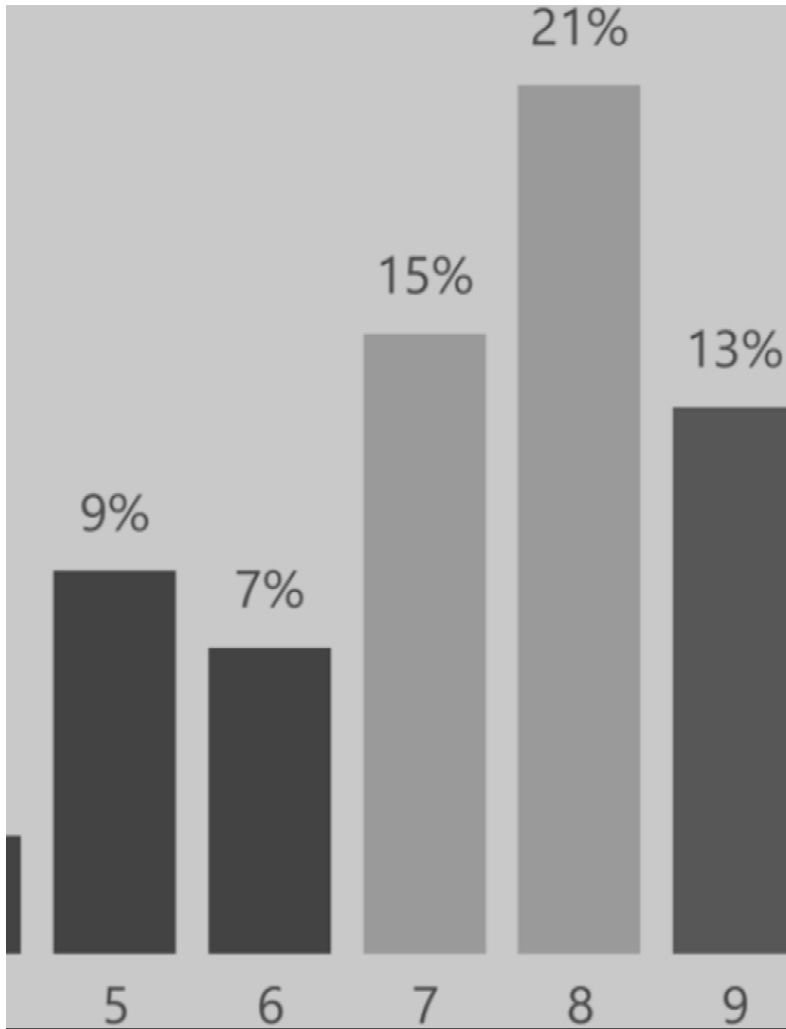
Our question (e.g. at UTK):
How satisfied are you with UTK as a place to work?

Scale: Very satisfied to very dissatisfied



Share of Faculty Satisfied/Very Satisfied





Observations

Faculty

- Roughly equal shares of promoters and detractors
- Significant share are satisfied with UT

Staff:

- More promoters than detractors

One possible explanation:

- External factors not unique to UT are affecting faculty loyalty, especially for tenured/tenure-track



6.1

Workload & Campus Insights

UT Faculty Member Workload

Key observations from 2026 Faculty Pulse Survey



Faculty workload varies greatly by campus mission



Nearly half of UT faculty work with UG students on research



Strong engagement with students on career plans



UT Knoxville Insights

6.1

Teaching Workload – Increasing enrollment, online learning, other pressures

Wellbeing – COACHE and Pulse indicate faculty are under intense pressure to succeed

Collegiality – Relationships among faculty are positive and a strength to amplify

AI – Faculty want guidance and support

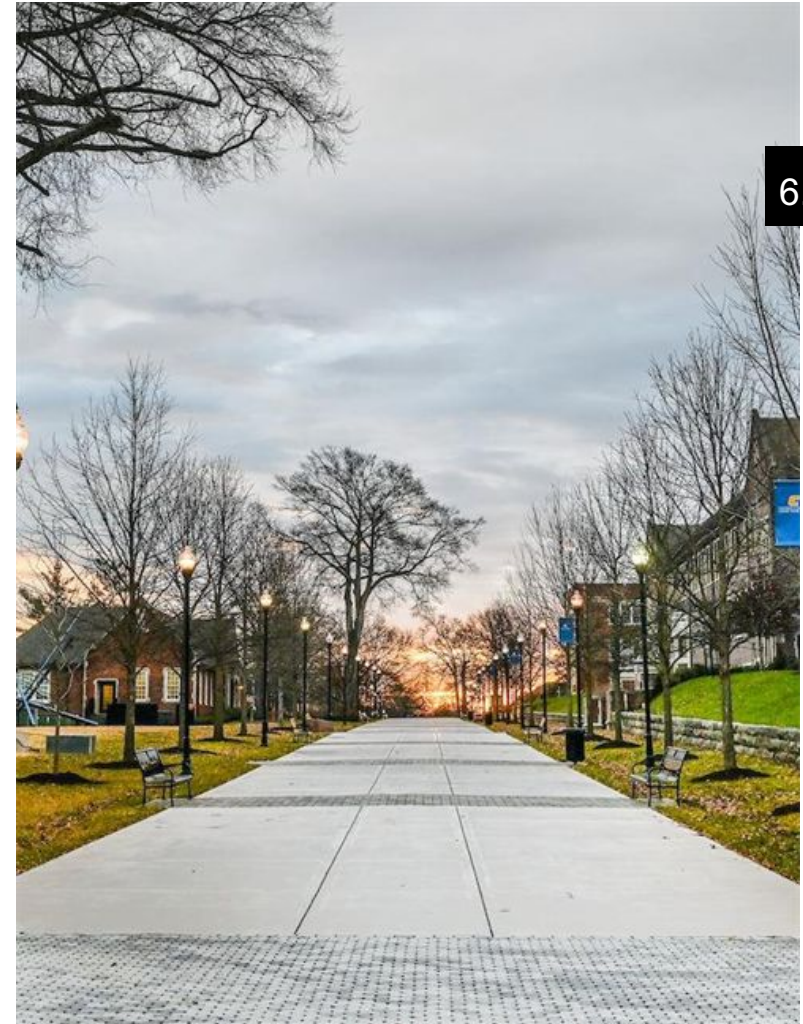
UT Chattanooga Insights

Compensation – Studied salaries this year, working to get everyone to 85% of median

Merit Pay – Starting from this year, should assist with some faculty concerns

Net Promoter Score – Faculty and staff scores aligned and positive

Workload – College policies are under review, addressed in coming year





UT Southern Insights

6.1

Teaching Workload – Institution in transition, commitment to quality, enrollment increase

Leadership – Value academic leadership and senior campus leadership

Compensation – Newly allocated budget will help

Continuity – Adapting but still devoted to student-centered mission of UT Southern

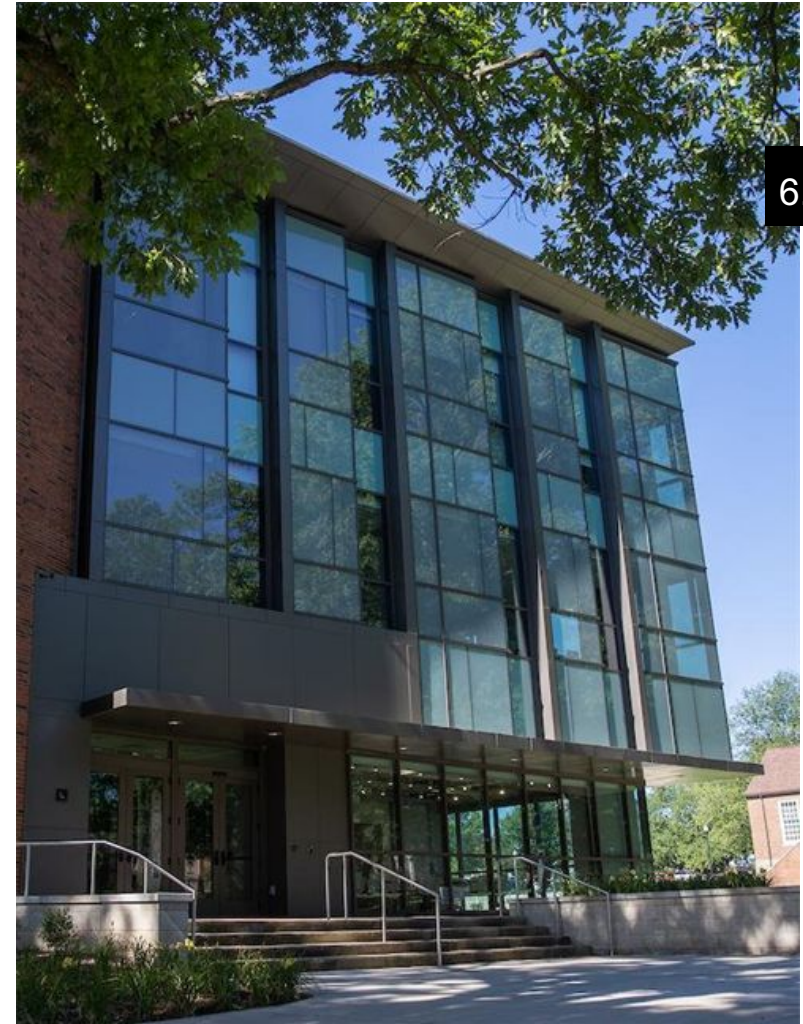
UT Martin Insights

Faculty Teaching – Quality teaching, high-impact practices, mentoring

Faculty Workload – High teaching and service loads

Affinity – Nearly 70% satisfied or very satisfied with UTM as place to work

Compensation – Will require time and creativity to address a long-standing concern





UTHSC Insights

6.1

Affinity for UTHSC – Pulse & COACHE indicate that faculty are very/satisfied with workplace

Workload – Increased enrollment, supports stretched

Environment – Pulse & COACHE suggest additional prof. development for unit leaders

Mission – Deep connection to role of UTHSC to improve lives and serve Tennessee

Next Steps



6.1

23

Faculty Engagement

6.1

Our connection to the UT faculty will continue



Spring 2027 – Second pulse survey



Spring 2028 – Next administration of COACHE Survey



Beyond – Guided by Board, System, and Campus leaders

Action

6.1

Focus efforts on factors within UT control



Each UT campus will continue to use survey results to work with their respective faculty bodies

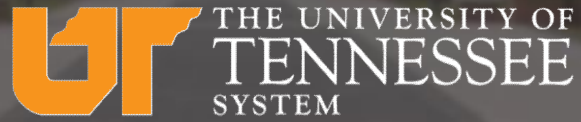


Report on and address faculty compensation and workload



Design future surveys to learn more, e.g., questions about faculty success and wellness

Questions



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Performance Compared to Peers

Board of Trustees — June 29-30, 2026

Institutional Effectiveness



ie.tennessee.edu

Understanding IPEDS Peer Reportings

6.2

- **Why do 5-year trend visuals end in 2024, not 2025?**
- **Why do campus callout visuals show 2025?**
- **Why do 4-Year graduation rate visuals end in 2022, and 6-Year Grad Rates in 2024?**

*University of
Tennessee,*
KNOXVILLE

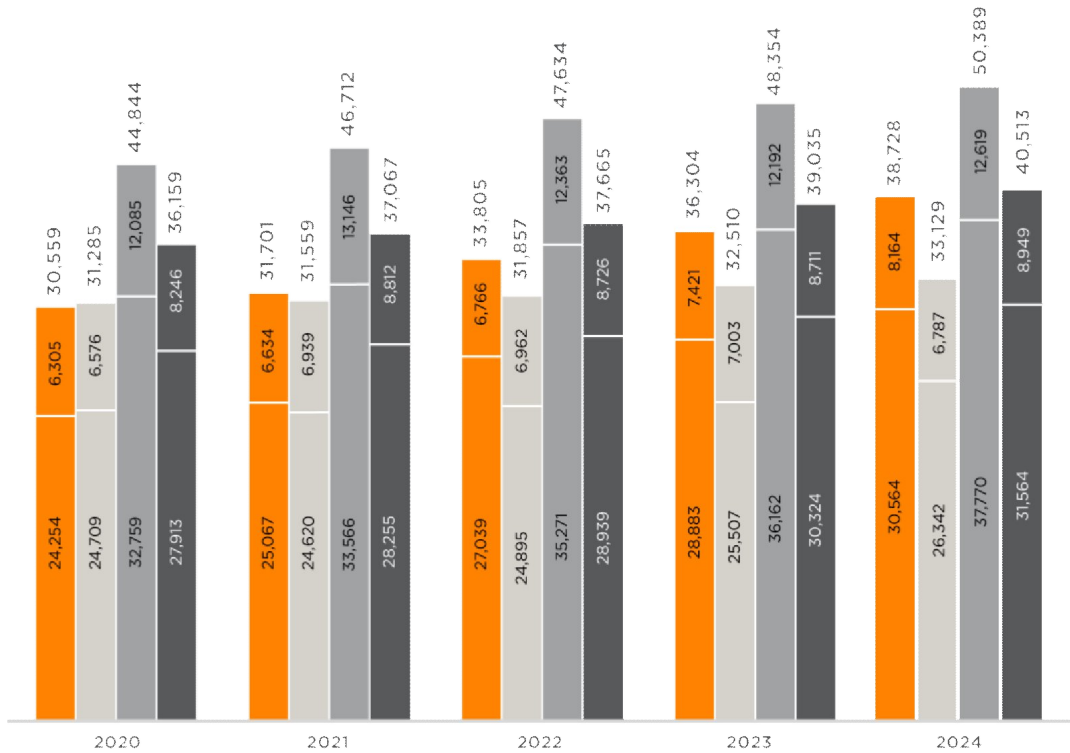
*UT System Performance
Compared to Peers*



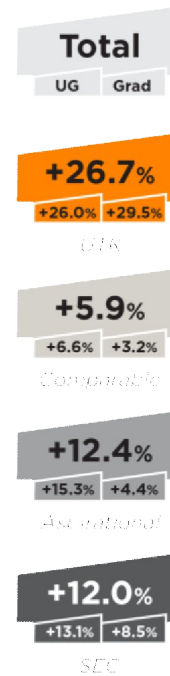
6.2



Undergraduate | Graduate | Total Enrollment



5-Year Change



Enrollment Trends, UT Knoxville 2020-2024

● UTK ● Comparable ● Aspirational ● SEC

2025 Enrollment Snapshot

40,421
Total Enrollment

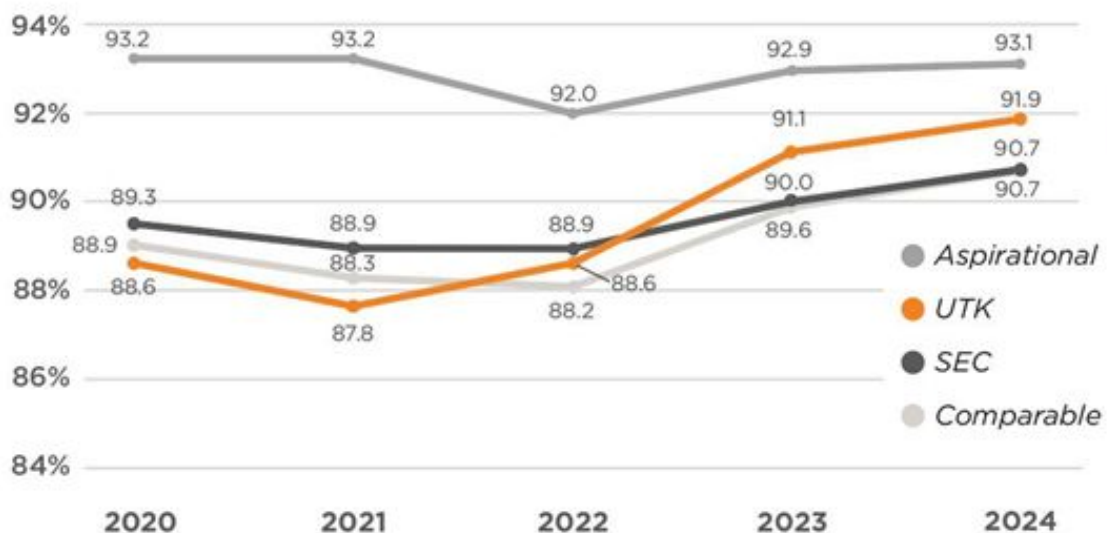
32,041 **8,380**
UNDERGRAD GRAD

Note: Data is preliminary and subject to change. UTK enrollment includes UTK, Comparable, Aspirational, SEC, and System total enrollment of students and graduate students and total.



First-Year Retention, UT Knoxville

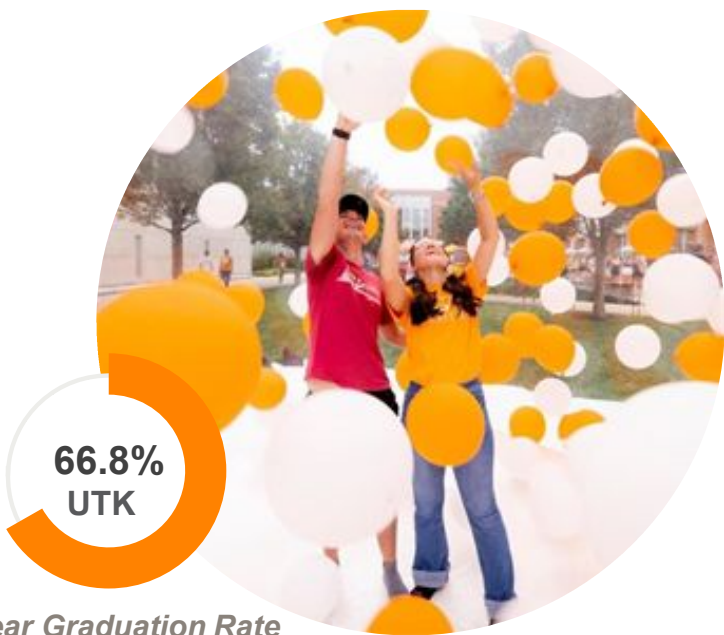
2020-2024



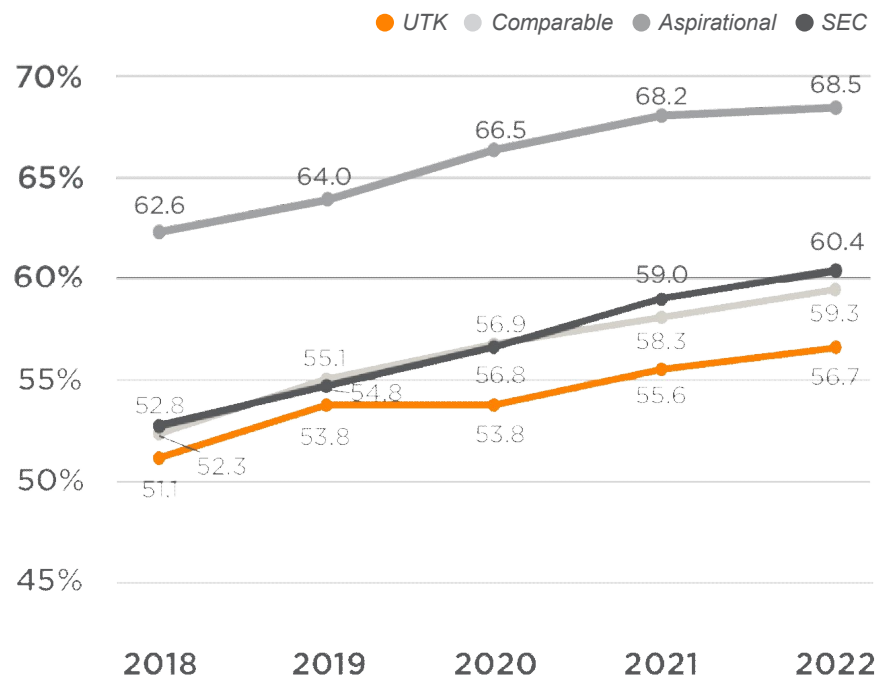
2025 Retention
(Fall 2024 Cohort)



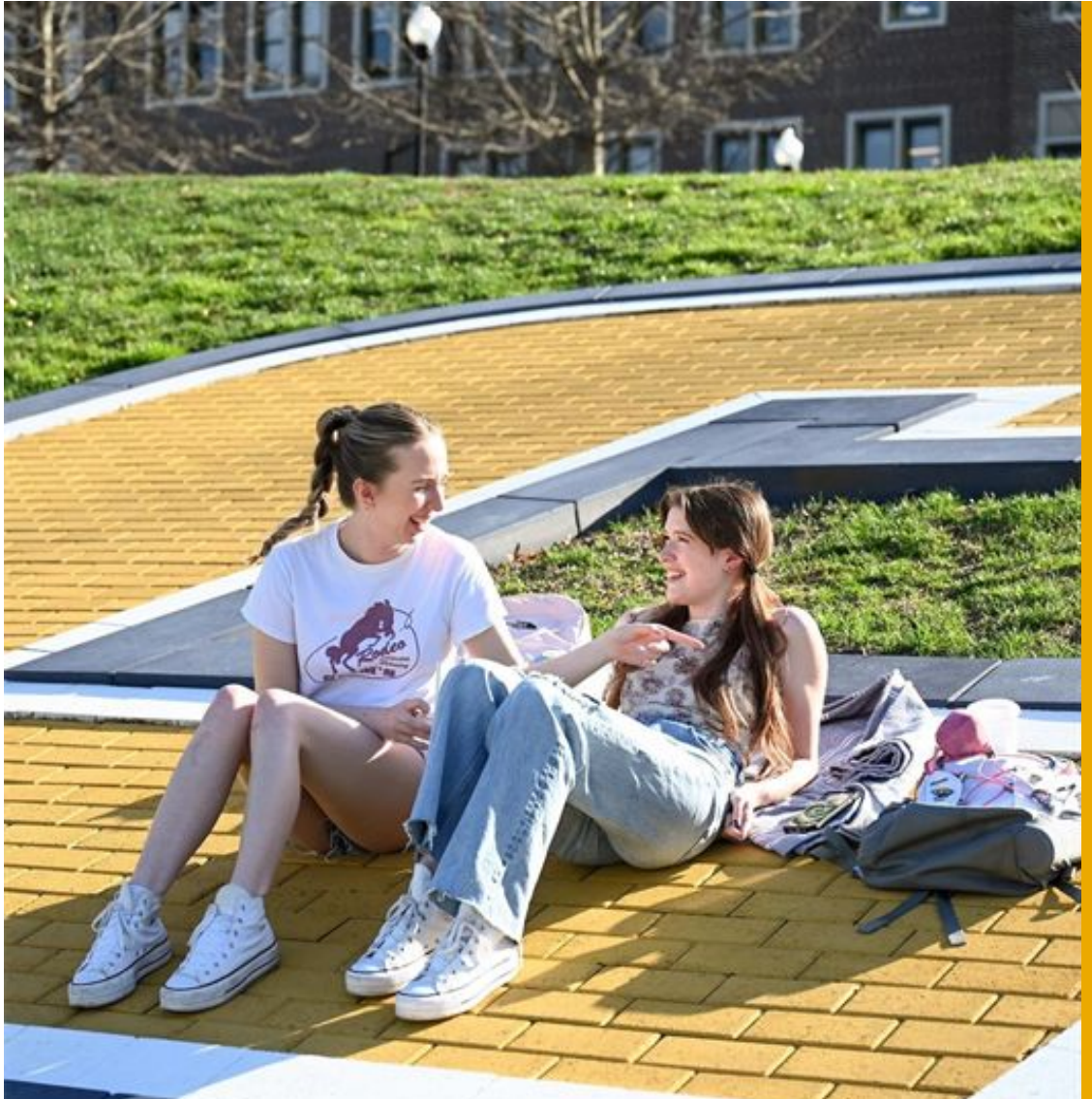
4-Year Graduation Rates, UT Knoxville



4-Year Graduation Rate (2025)



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories Aspirational, SEC, Comparable, UTK.



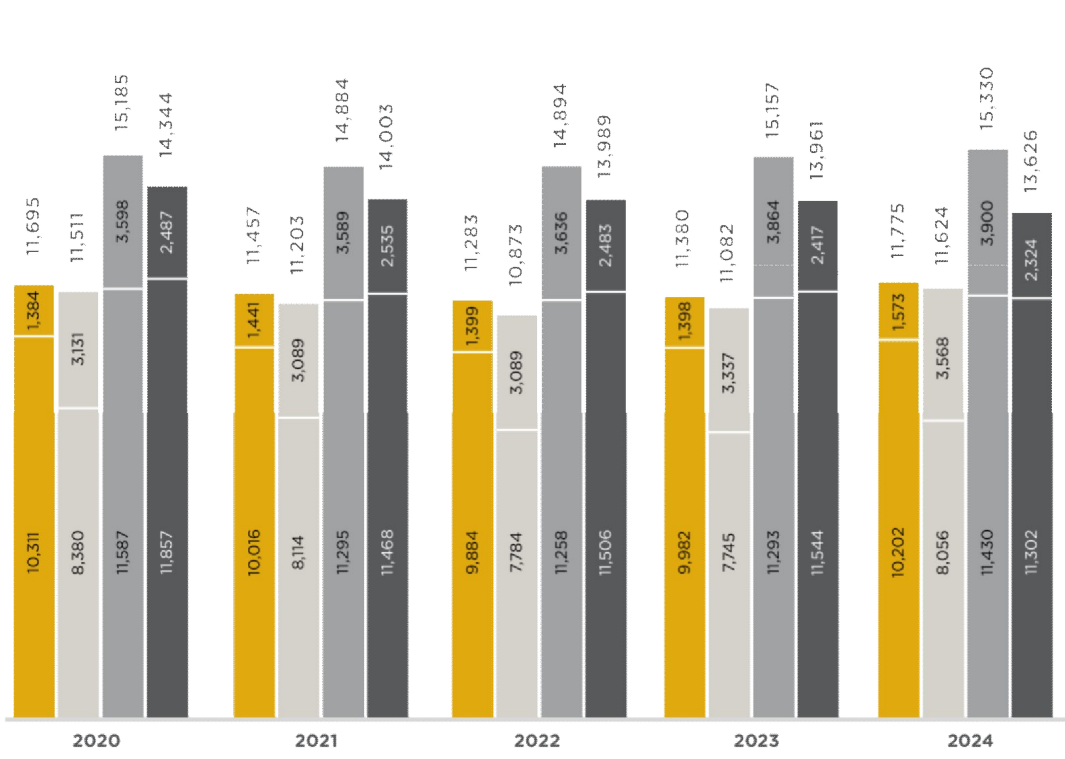
6.2

*University of
Tennessee at*
CHATTANOOGA

*UT System Performance
Compared to Peers*

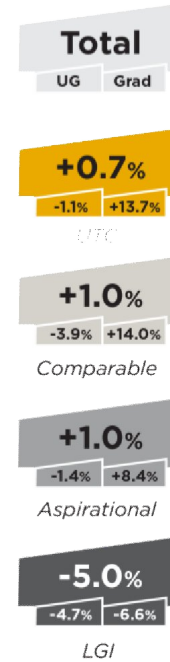


Undergraduate | Graduate | Total Enrollment



Note: Data is ordered left to right per year in the categories UTC, Comparable, Aspirational, LGI, and bottom to top by enrollment status of undergraduate, graduate, and total.

5-Year Change



Enrollment Trends, UT Chattanooga

2020-2024

● UTC ● Comparable ● Aspirational ● LGI

2025 Enrollment Snapshot

12,060

Total Enrollment

10,396

UNDERGRAD

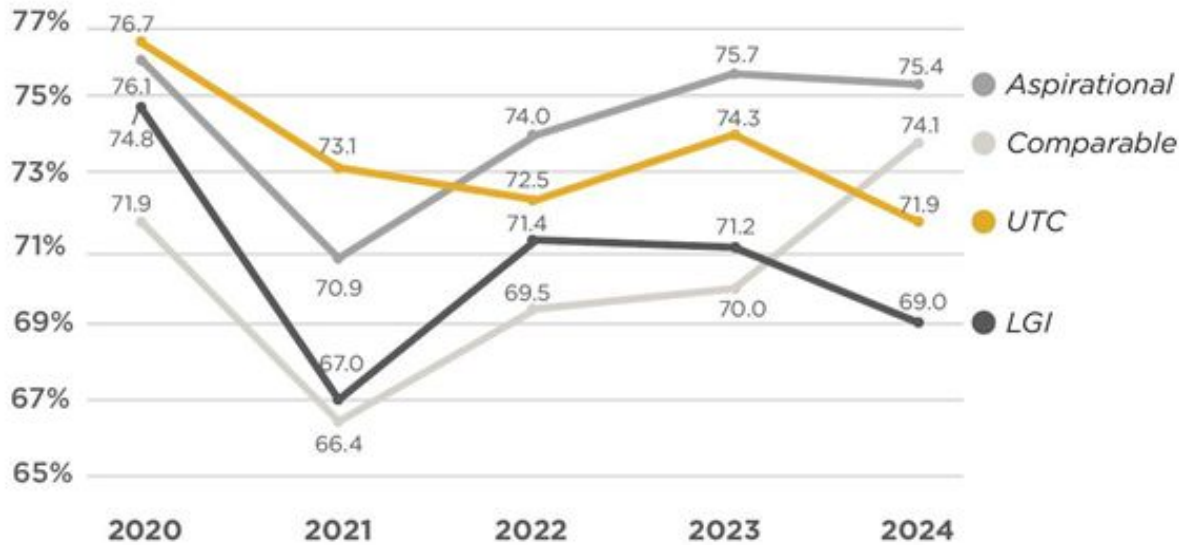
1,664

GRAD



First-Year Retention, UT Chattanooga

2020-2024



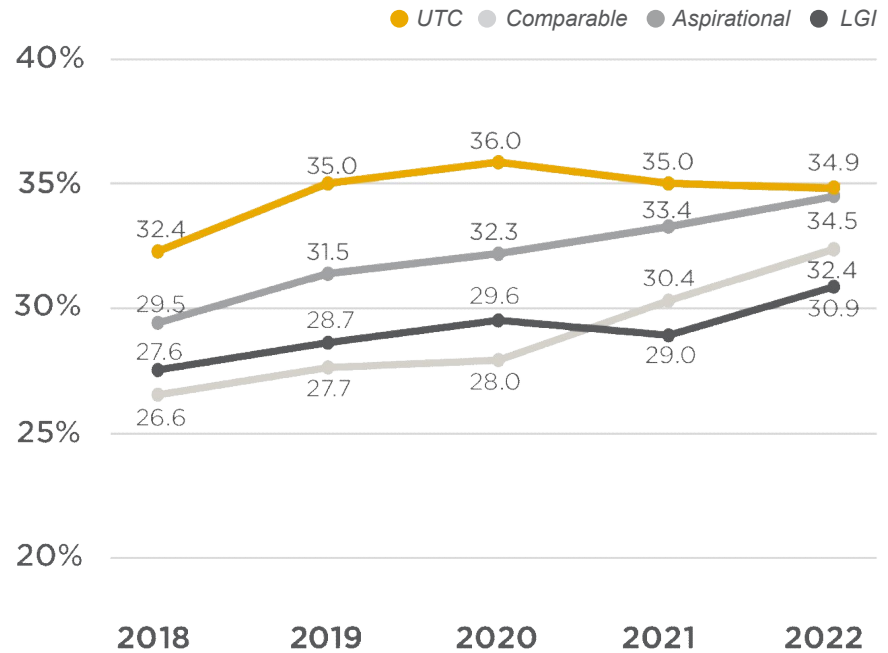


4-Year Graduation Rates, UT Chattanooga



**42.7%
UTC**

**4-Year Graduation Rate
(2025)**



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories UTC, Aspirational, LGI, Comparable.

*University of
Tennessee*
SOUTHERN

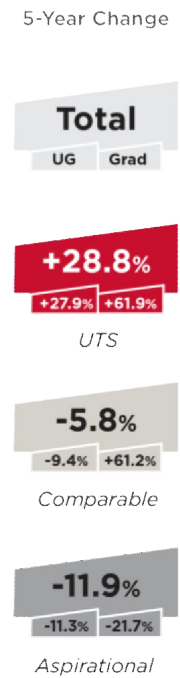
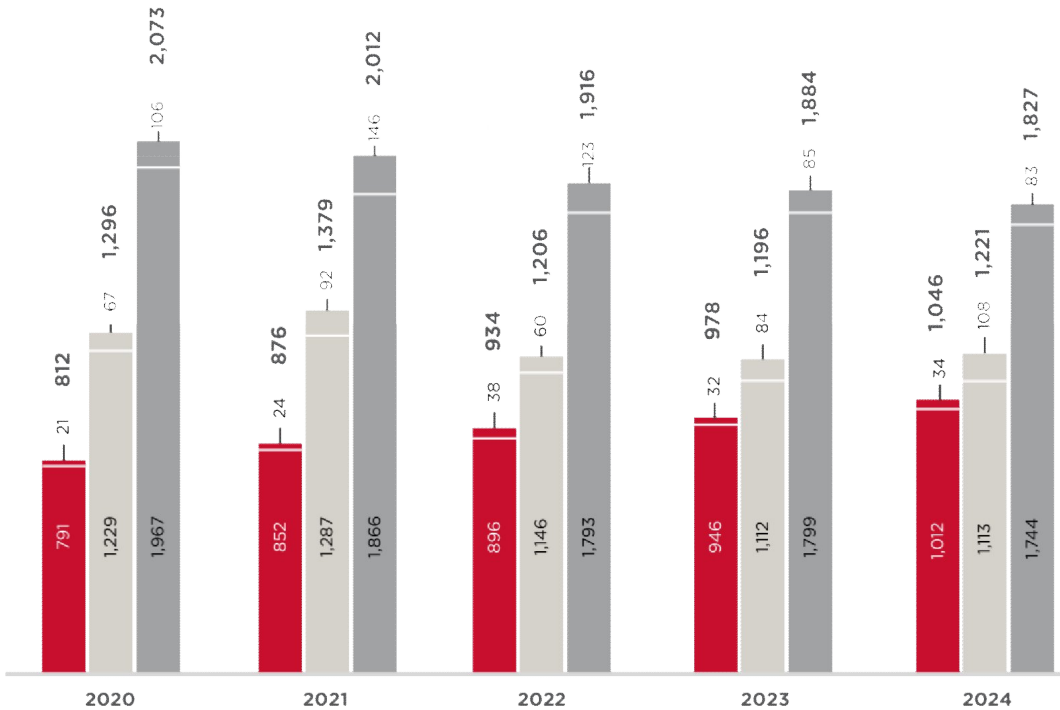
*UT System Performance
Compared to Peers*



6.2



Undergraduate | Graduate | Total Enrollment



Enrollment Trends, UT Southern

2020-2024

● UTS ● Comparable ● Aspirational

2025 Enrollment Snapshot

1,132

Total Enrollment

1,091

UNDERGRAD

41

GRAD

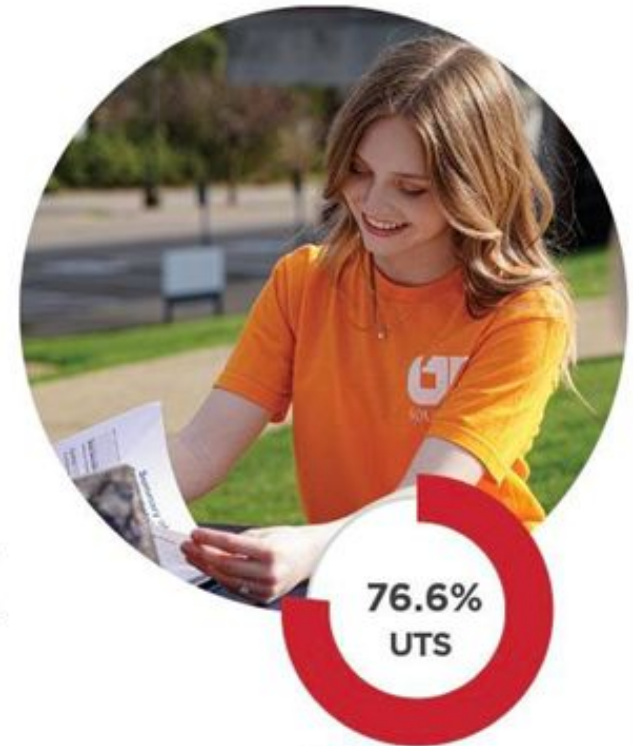
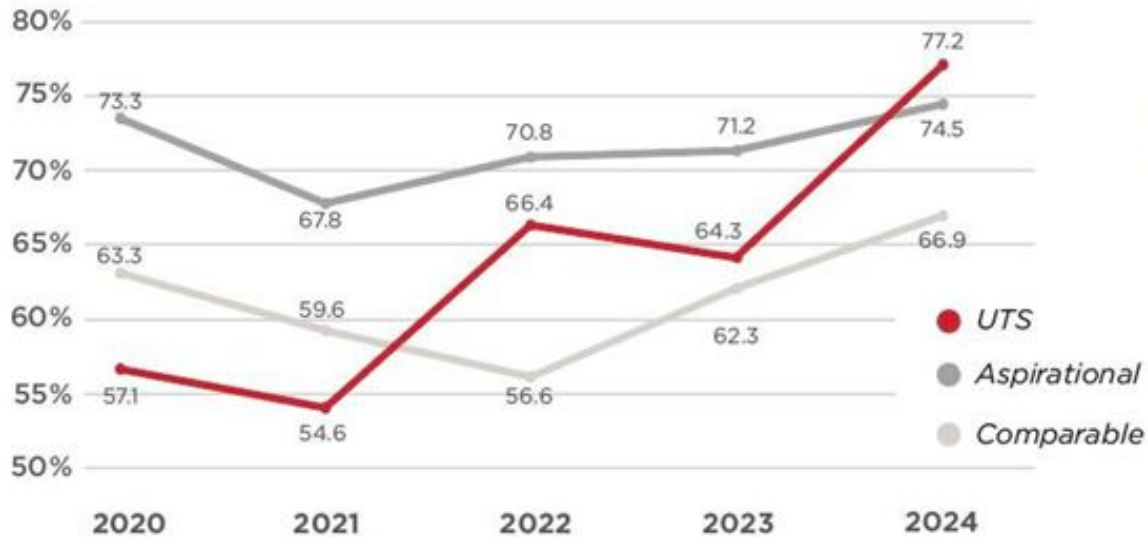
Note: Data is ordered left to right per year in the categories UTS, Comparable, Aspirational, and bottom to top by enrollment status of undergraduate, graduate, and total.

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



First-Year Retention, UT Southern

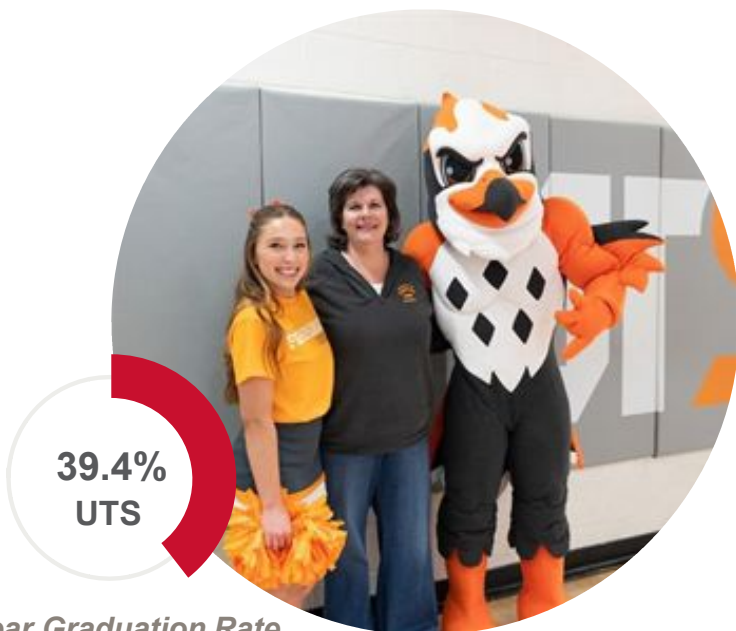
2020-2024



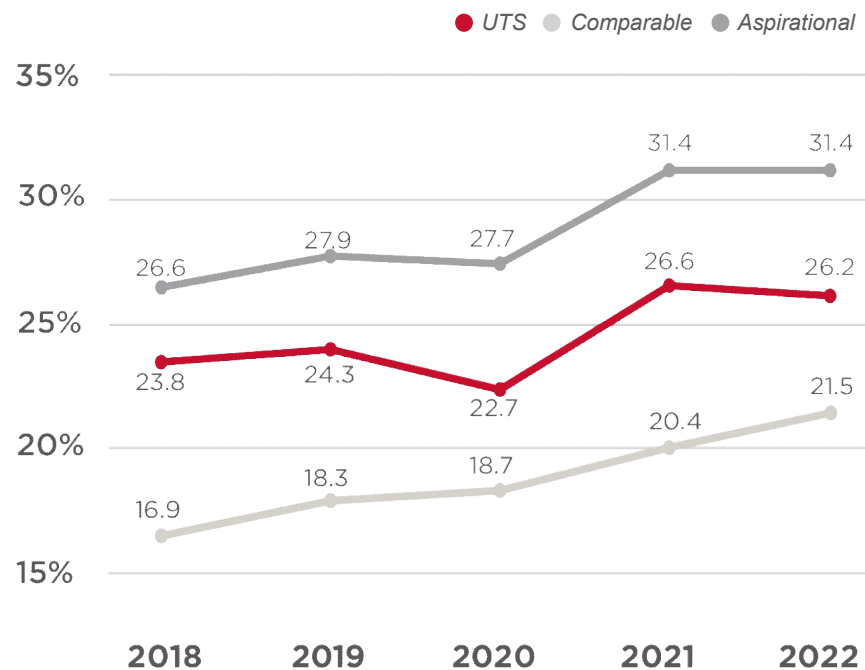
2025 Retention
(Fall 2024 Cohort)



4-Year Graduation Rates, UT Southern



4-Year Graduation Rate (2025)



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories Aspirational, UTS, Comparable



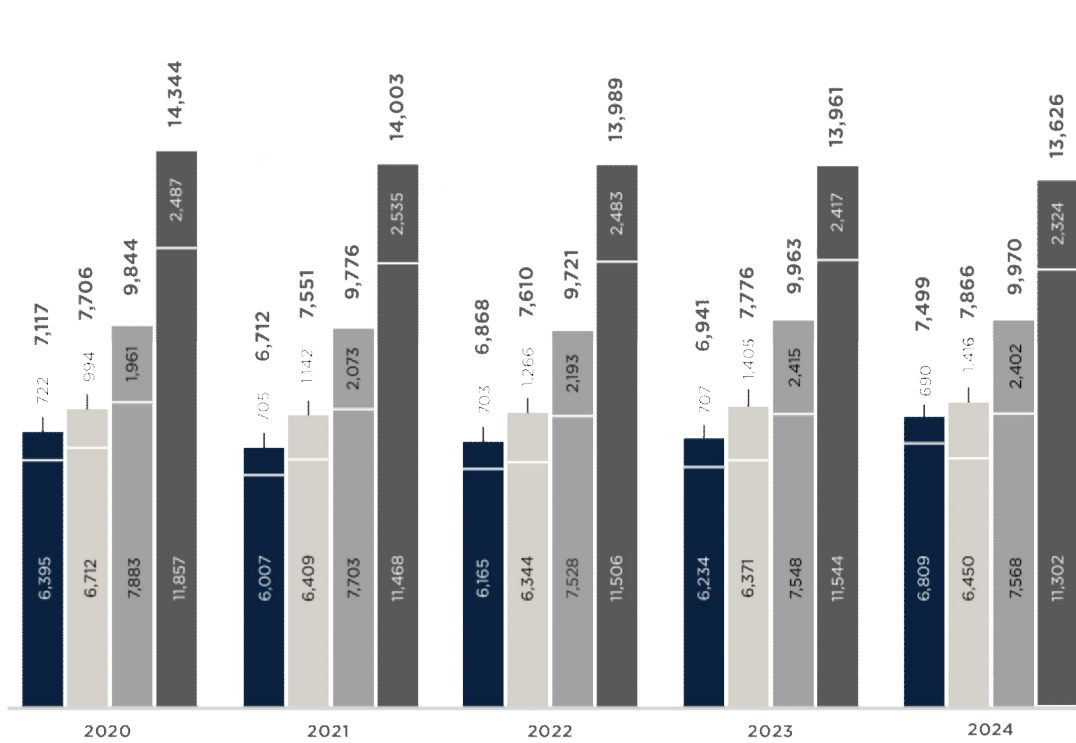
6.2

*University of
Tennessee at*
MARTIN

*UT System Performance
Compared to Peers*

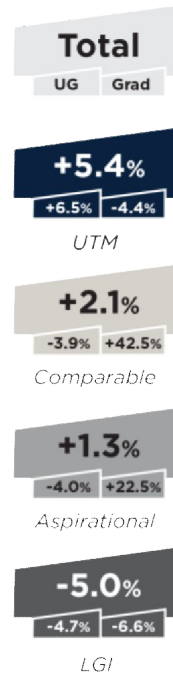


Undergraduate | Graduate | Total Enrollment



Note: Data is ordered left to right per year in the categories UTM, Comparable, Aspirational, LGI, and bottom to top by enrollment status of undergraduate, graduate, and total.

5-Year Change



Enrollment Trends, UT Martin

2020-2024

● UTM ● Comparable ● Aspirational ● LGI

2025 Enrollment Snapshot

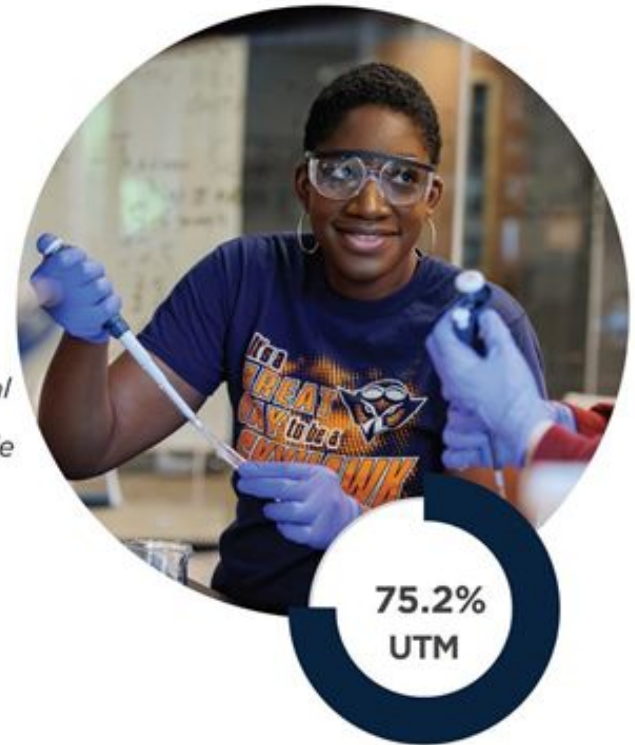
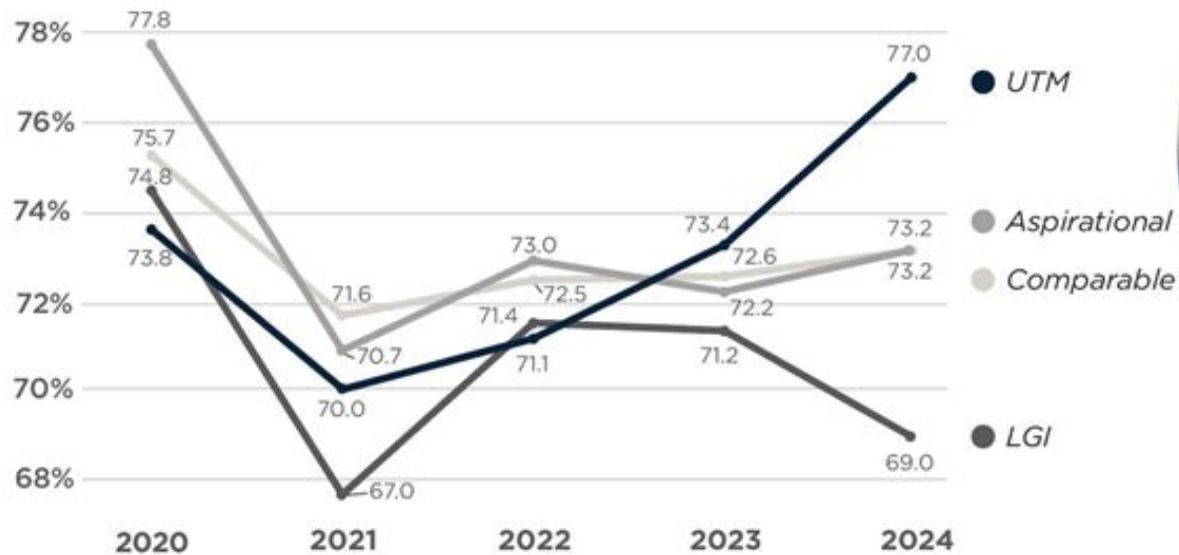
8,096
Total Enrollment

7,388 UNDERGRAD **708** GRAD



First-Year Retention, UT Martin

2020-2024



2025 Retention
(Fall 2024 Cohort)

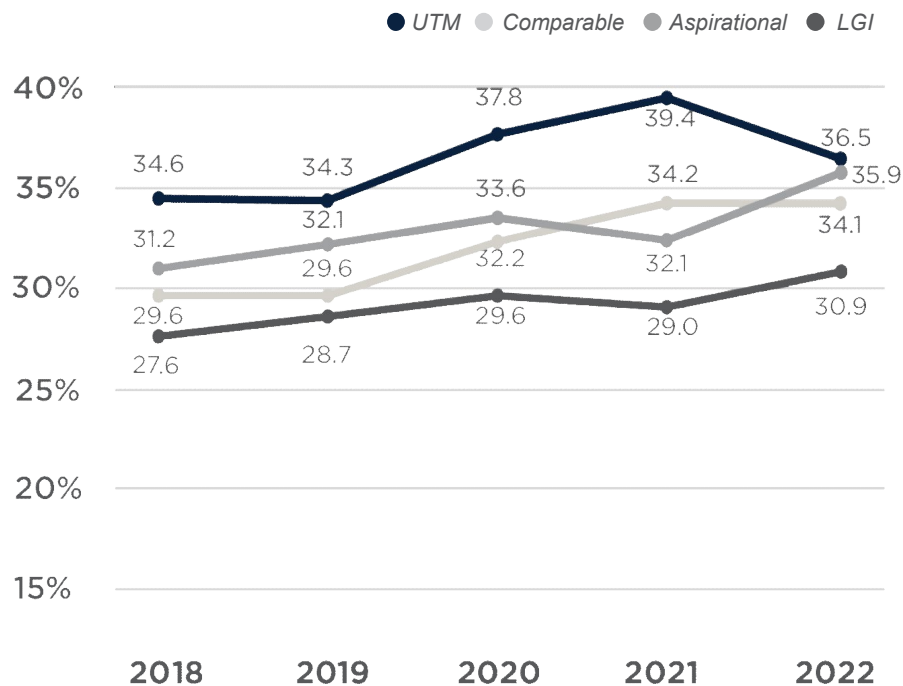


4-Year Graduation Rates, UT Martin



39.5%
UTM

4-Year Graduation Rate (2025)



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories UTM, Aspirational, Comparable, LGI.

*University of
Tennessee*

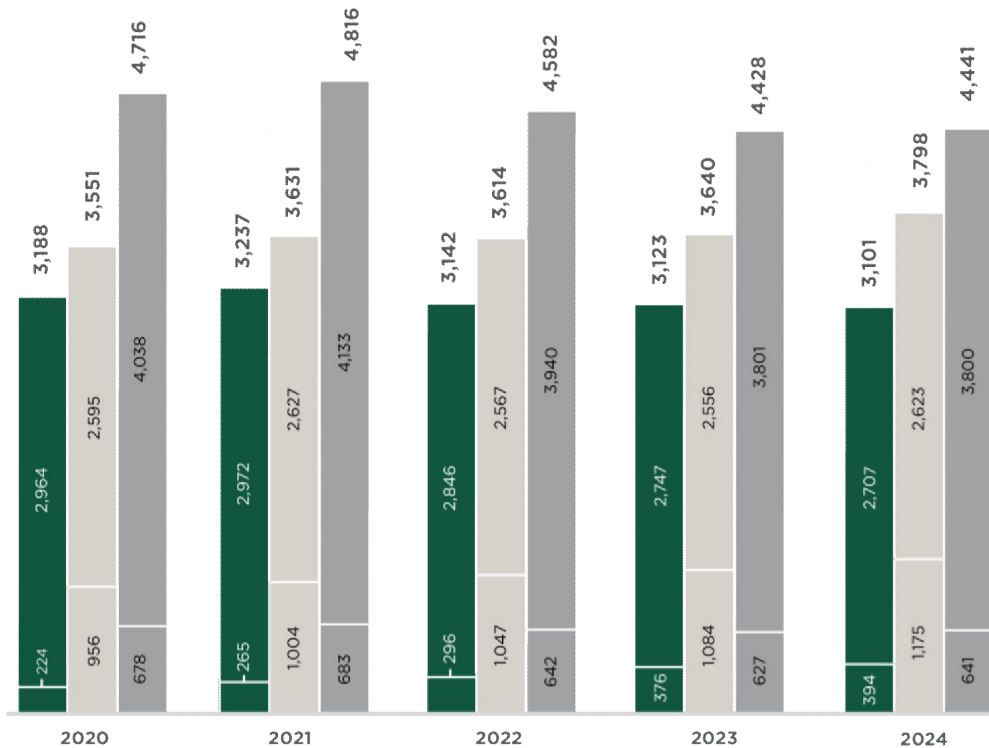
HEALTH SCIENCE CENTER

*UT System Performance
Compared to Peers*



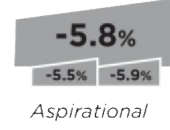
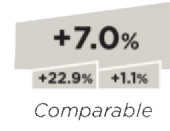
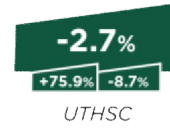
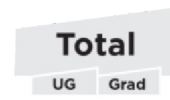


Undergraduate | Graduate | Total Enrollment



Note: Data is ordered left to right per year in the categories UTHSC, Comparable, Aspirational, and bottom to top by enrollment status of undergraduate, graduate, and total.

5-Year Change



Enrollment Trends, UT Health Science Center

2020-2024

● UTHSC ● Comparable ● Aspirational

2025 Enrollment Snapshot

3,157

Total Enrollment

399

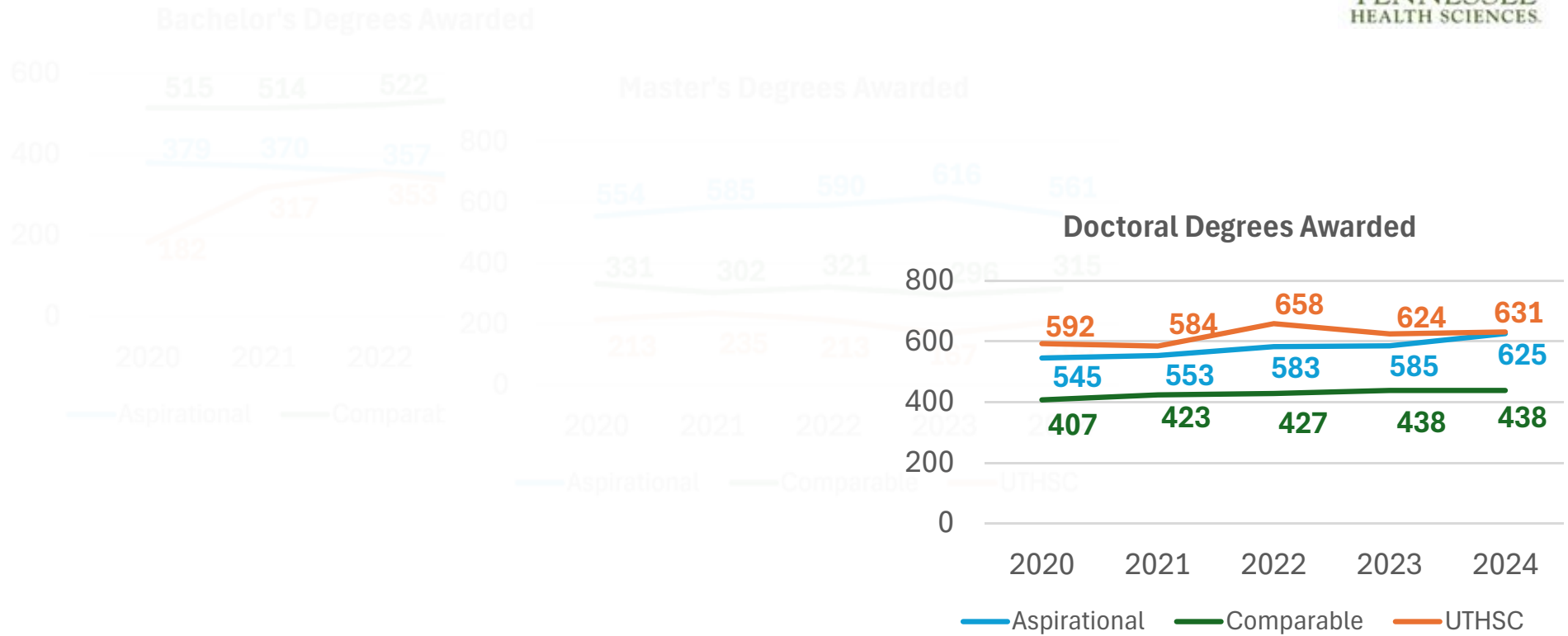
UNDERGRAD

2,758

GRAD



Degrees Awarded



First Time Pass Rates



6.2

Undergraduate Programs

Program	Exam		2020–21	2021–22	2022–23	2023–24
Dental Hygiene (BSDH)	NBDHE	UTHSC	82%	89%	97%	94%
		National	87%	86%	88%	90%
Medical Laboratory Science (BSMLS/MSCLS)	ASCP or AMT	UTHSC	92%	100%	93%	100%
		National	79%	78%	78%	79%
Nursing (BSN)	NCLEX-RN	UTHSC	94%	90%	96%	98%
		National	82%	80%	89%	91%

First Time Pass Rates



6.2

Professional Programs

Program	Exam		2020–21	2021–22	2022–23	2023–24
Dentistry (DDS)	INBDE	UTHSC	94%	90%	99%	100%
		National	90%	99%	100%	95%
Audiology (AuD)	Praxis AUD	UTHSC	90%	83%	88%	67%
		National	77%	76%	68%	73%
Speech-Language Pathology (MSSLP)	Praxis SLP	UTHSC		100%	98%	98%
		National		83%	77%	82%
Cytopathology Practice (MCP)	CT and HTL	UTHSC	100%	100%	100%	100%
		National (CT)	88%	88%	86%	88%
		National (HTL)	85%	79%	76%	75%
Medicine (MD)	USMLE Step 1	UTHSC	97%	97%	98%	92%
		National	96%	93%	92%	91%
	USMLE Step 2	UTHSC	98%	98%	99%	100%
		National	99%	99%	98%	98%

First Time Pass Rates



6.2

Professional Programs

Program	Exam		2020–21	2021–22	2022–23	2023–24
Pharmacy (PharmD)	NAPLEX	UTHSC	85%	79%	79%	81%
		National	81%	77%	76%	74%
Occupational Therapy (MOT)	NBCOT	UTHSC	85%	78%	73%	82%
		National	81%	77%	73%	68%
Physical Therapy (DPT)	NPTE	UTHSC	89%	91%	84%	86%
		National	89%	85%	84%	86%
Physician Assistant (MMS-PA)	PANCE	UTHSC	93%	87%	89%	84%
		National	93%	92%	92%	92%



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

Questions?

Institutional Effectiveness



ie.tennessee.edu



6.2



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Performance Compared to Peers

Board of Trustees — June 29-30, 2026



table of contents

6.2

University of Tennessee, Knoxville	3
<i>Enrollment</i>	4
<i>Admissions</i>	6
<i>Retention</i>	7
<i>Graduation Rates</i>	7
University of Tennessee at Chattanooga	9
<i>Enrollment</i>	10
<i>Admissions</i>	12
<i>Retention</i>	13
<i>Graduation Rates</i>	13
University of Tennessee Southern	15
<i>Enrollment</i>	16
<i>Admissions</i>	18
<i>Retention</i>	19
<i>Graduation Rates</i>	19
University of Tennessee at Martin	21
<i>Enrollment</i>	22
<i>Admissions</i>	24
<i>Retention</i>	25
<i>Graduation Rates</i>	25
University of Tennessee Health Science Center	27
<i>Enrollment</i>	28

University of Tennessee,

KNOXVILLE

6.2



UT Knoxville Peer Comparisons / June 2026

Comparable Peers

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

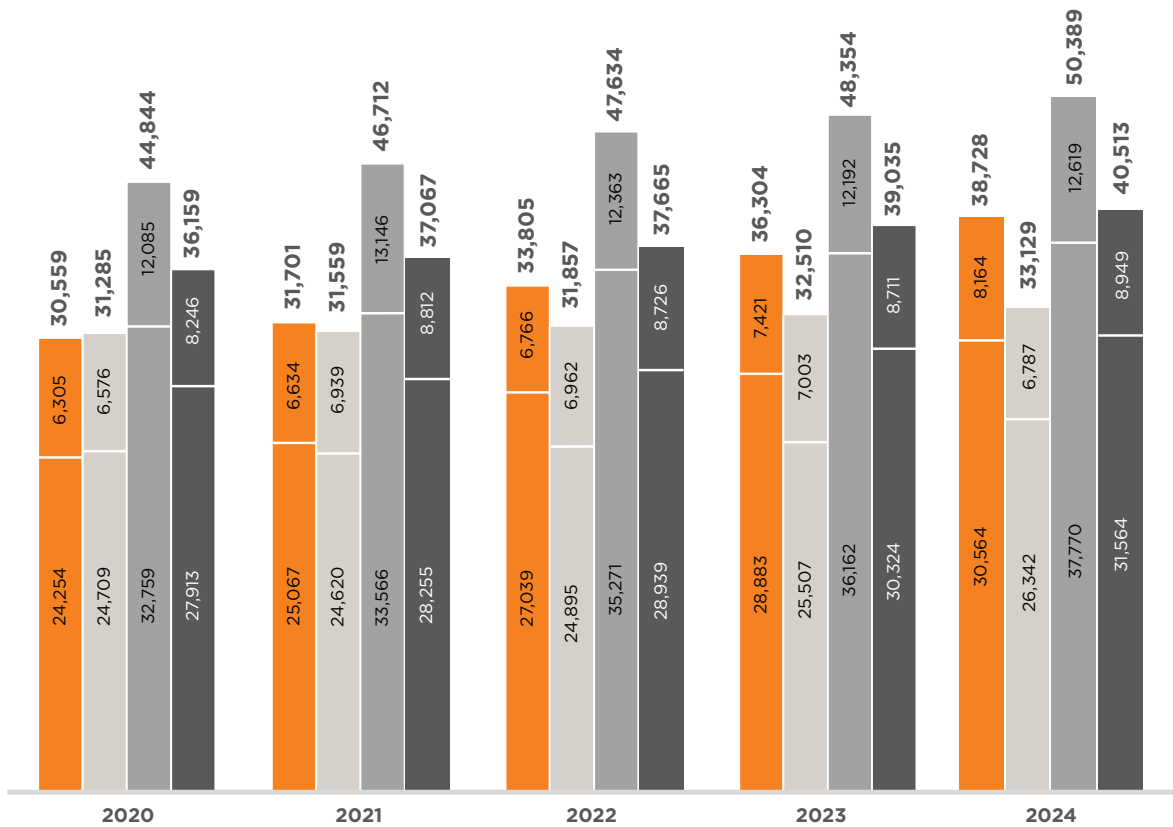
Aspirational Peers

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

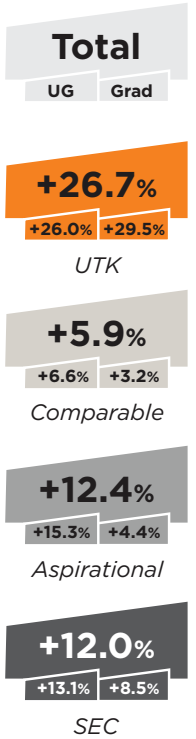
ENROLLMENT 2020-2024

● UTK ● Comparable ● Aspirational ● SEC

Undergraduate | Graduate | Total Enrollment



5-Year Change



Note: Data is ordered left to right per year in the categories UTK, Comparable, Aspirational, SEC, and bottom to top by enrollment status of undergraduate, graduate, and total.



2025 UTK Enrollment Snapshot

40,421
Total Enrollment

32,041 **8,380**
UNDERGRAD GRAD

Racial/Ethnic Minorities

20.1% **20.4%**
TOTAL UNDERGRAD

Adult Learners

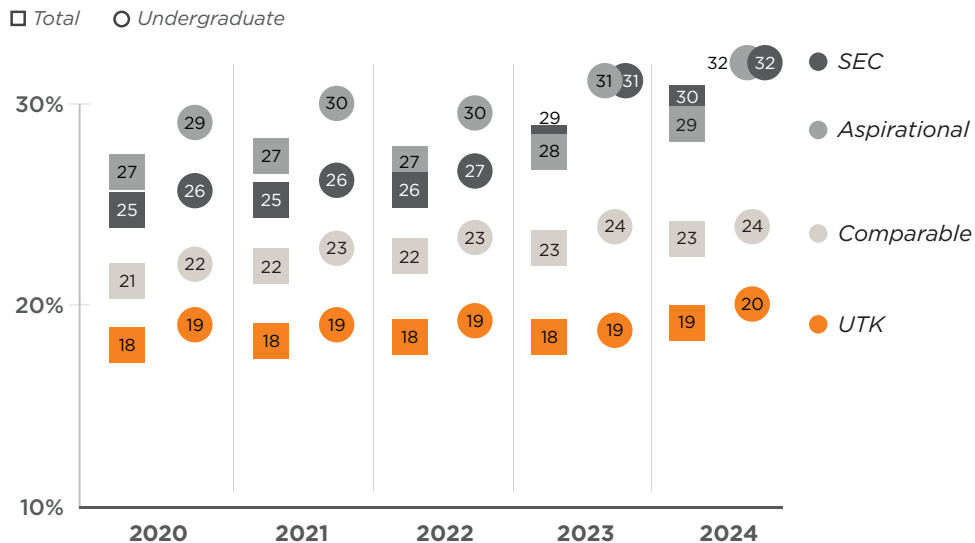
4.3%
UNDERGRAD

Undergraduate Gender

52.9% **47.1%**
FEMALE MALE

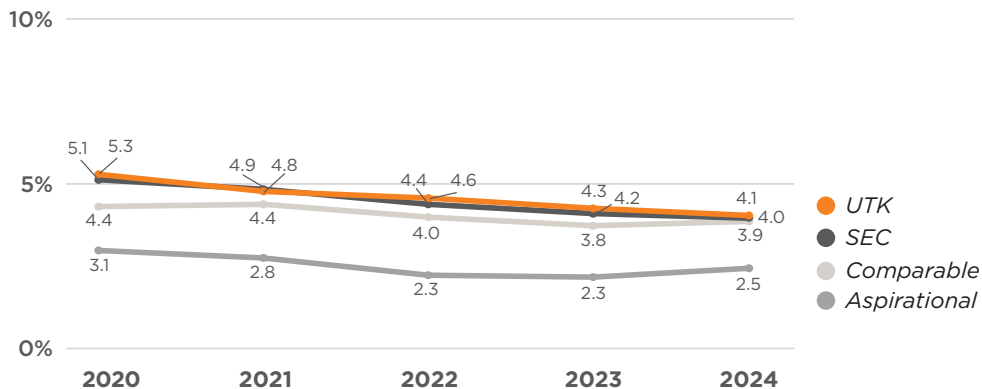
UT Knoxville

% Enrollment of Racial/Ethnic Minorities

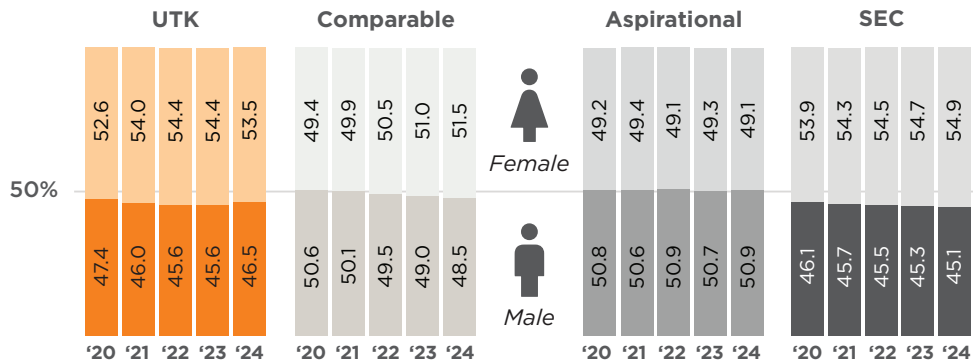


Undergraduate Enrollment

Adult Learners



Gender



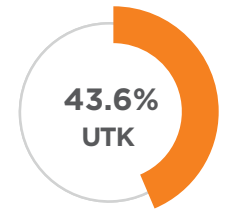
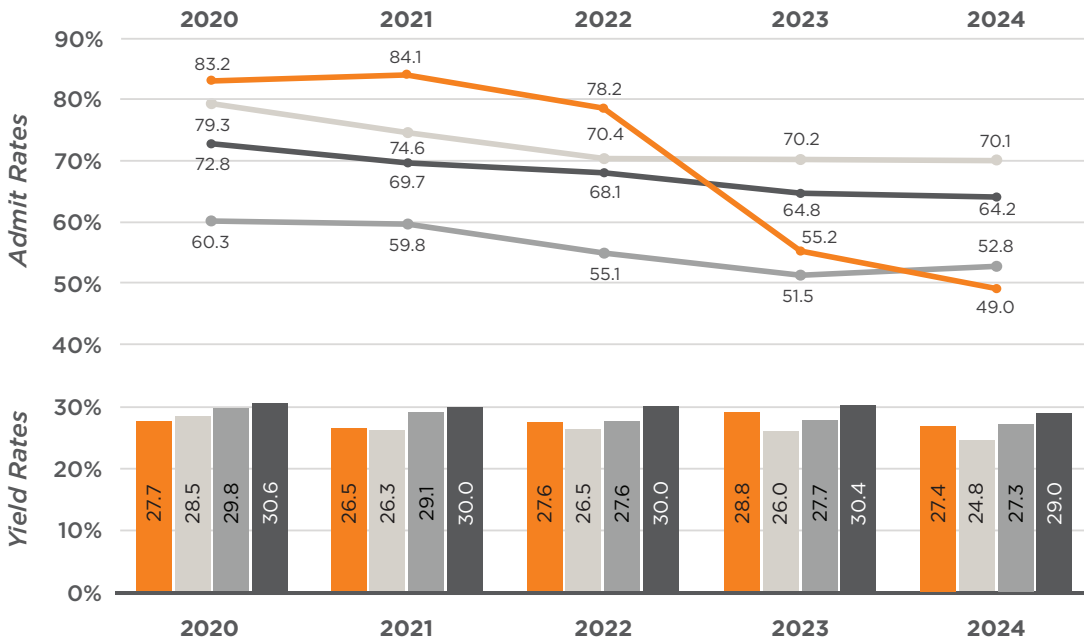
6.2



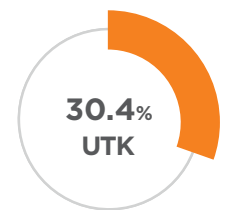
ADMISSIONS 2020-2024

● UTK ● Comparable ● Aspirational ● SEC

Admit & Yield Rates



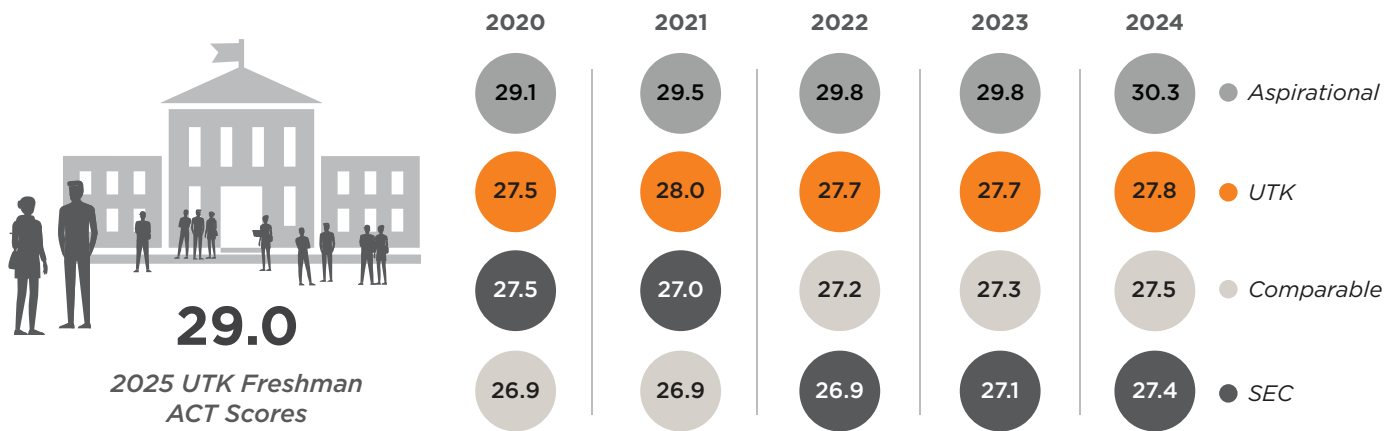
2025 Admit Rate



2025 Yield Rate

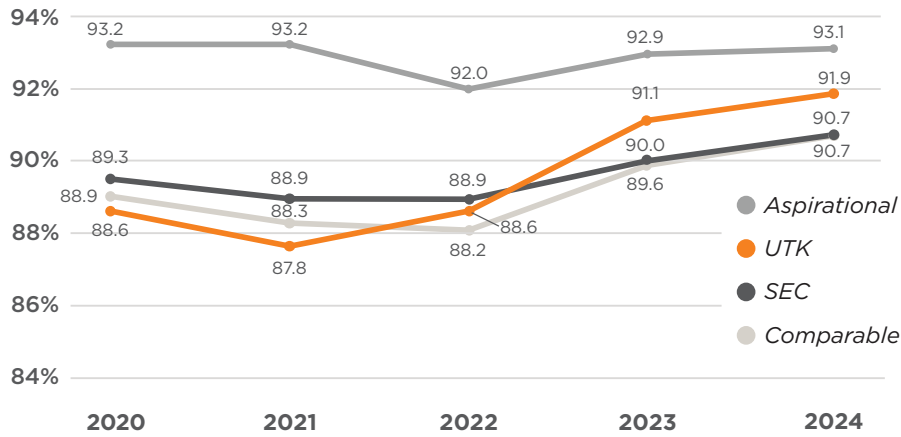
Note: Data is ordered top to bottom for trend lines of admit rates in the categories UTK, Comparable, SEC, Aspirational and left to right per year for yield rates in the categories UTK, Comparable, Aspirational, SEC.

Freshman Average ACT Scores



RETENTION 2020-2024

First-Year Retention

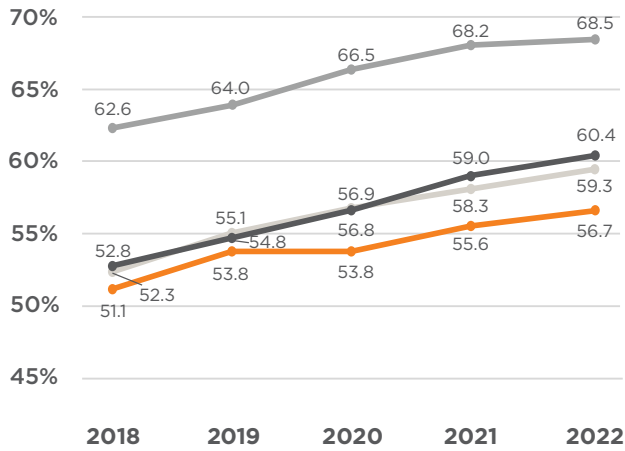


2025 Retention
(Fall 2024 Cohort)

92.4%
UTK

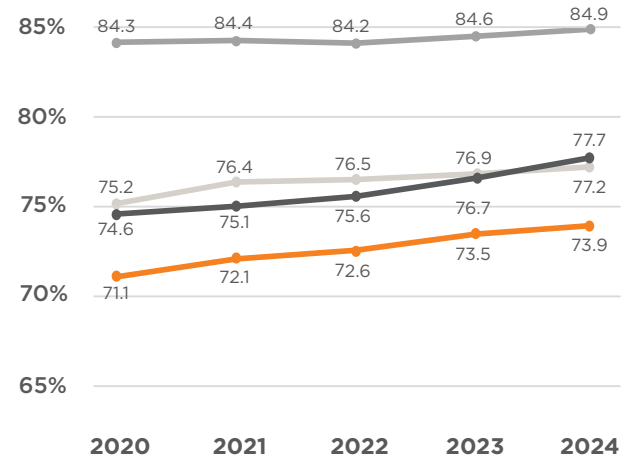
GRADUATION RATES

4-Year (%)*



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories Aspirational, SEC, Comparable, UTK.

6-Year (%)



Note: Data is ordered top to bottom for trend lines in the categories Aspirational, Comparable, SEC, UTK.

2025 UTK Graduation Rates Snapshot

4-Year
66.8%

6-Year
74.5%

6-Year Racial/Ethnic
Minorities

69.4%

6-Year Pell
Recipients

63.1%

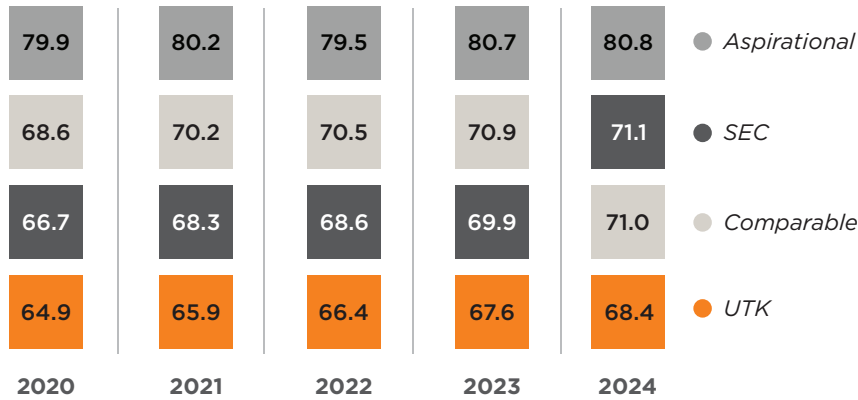
6-Year Gender

76.9% **71.8%**
FEMALE MALE

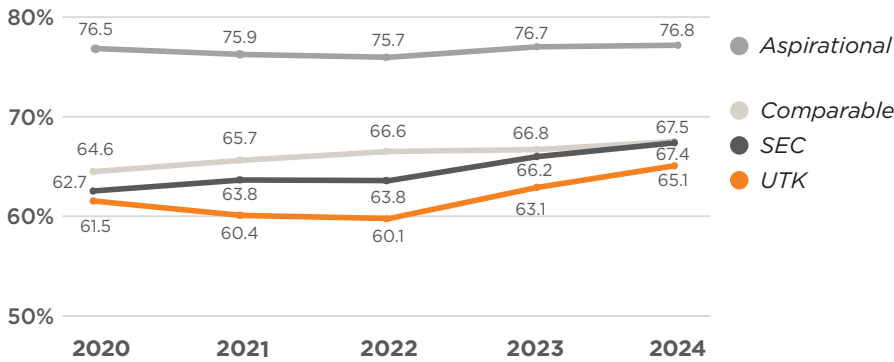


6-Year Graduation Rates

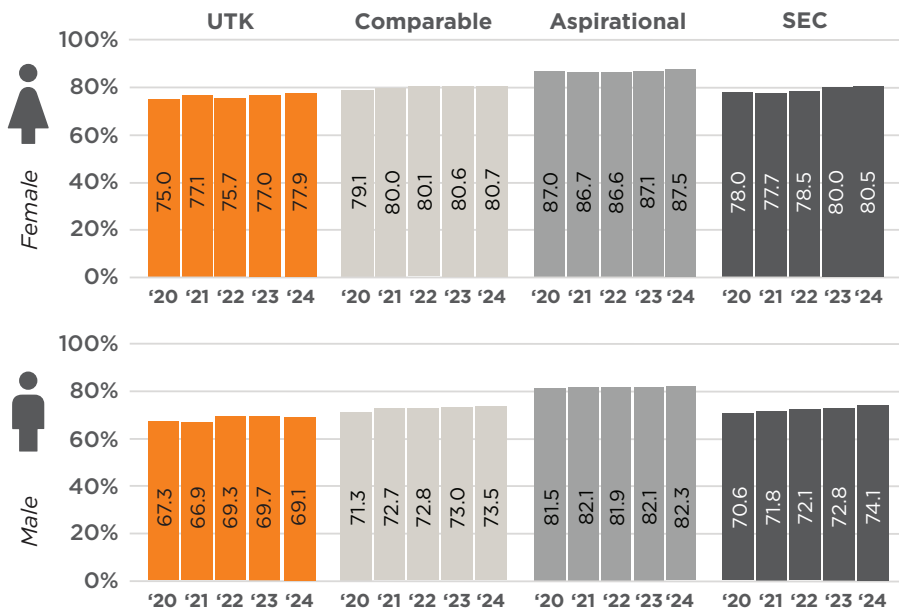
Racial/Ethnic Minorities (%)



Pell Recipients



Gender



University of Tennessee at

CHATTANOOGA

6.2



UT Chattanooga Peer Comparisons | June 2026

Comparable Peers

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

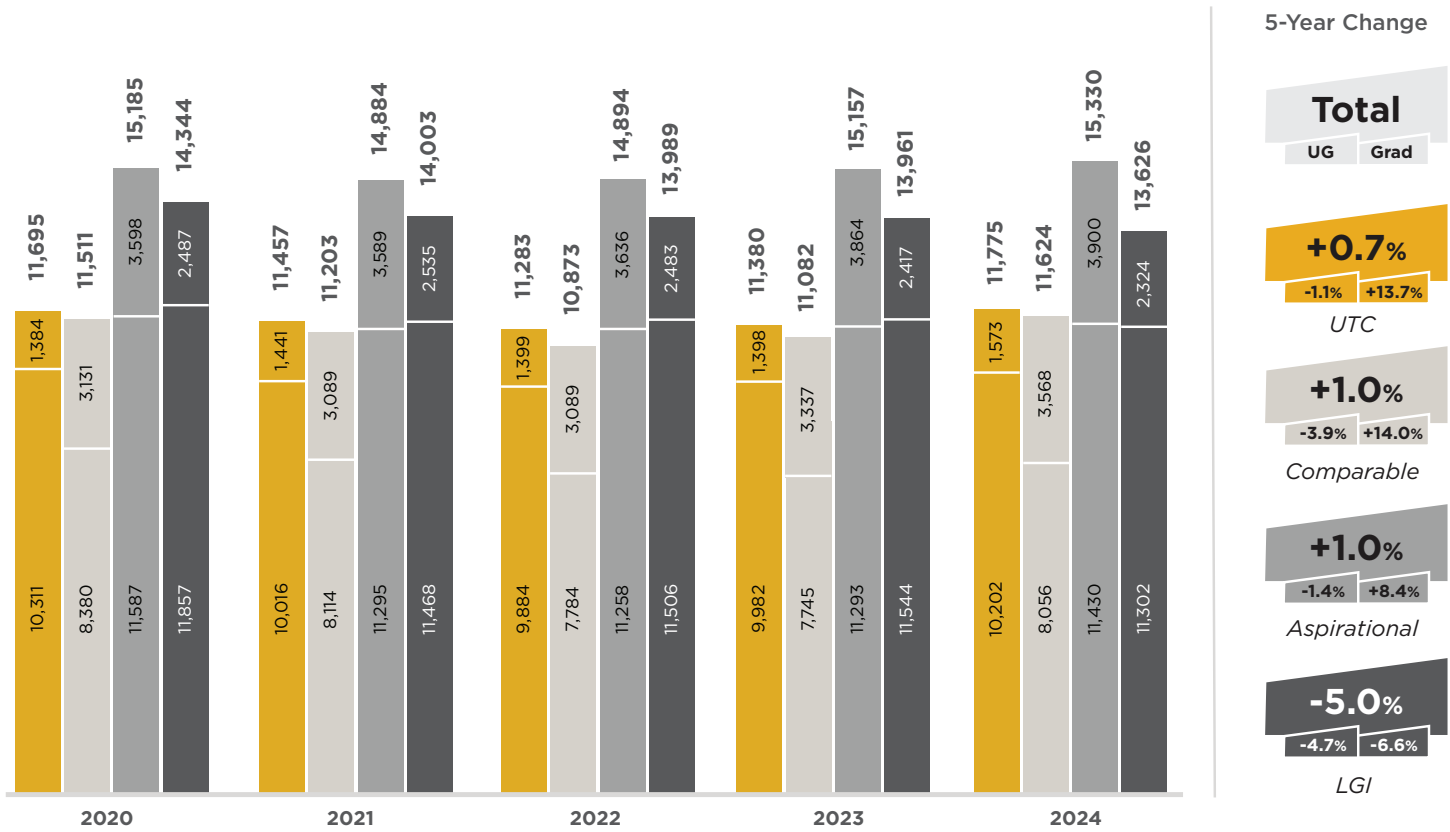
Aspirational Peers

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

ENROLLMENT 2020-2024

● UTC ● Comparable ● Aspirational ● LGI

Undergraduate | Graduate | Total Enrollment



Note: Data is ordered left to right per year in the categories UTC, Comparable, Aspirational, LGI, and bottom to top by enrollment status of undergraduate, graduate, and total.



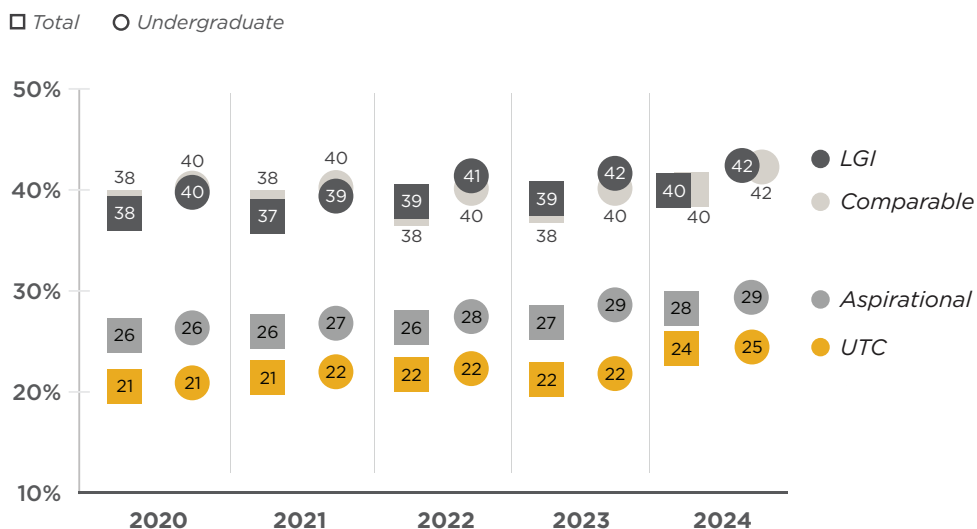
2025 UTC Enrollment Snapshot

<p>12,060 Total Enrollment</p> <p>10,396 UNDERGRAD 1,664 GRAD</p>	<p>Racial/Ethnic Minorities</p> <p>25.4% TOTAL 26.1% UNDERGRAD</p>	<p>Adult Learners</p> <p>9.9% UNDERGRAD</p>	<p>Undergraduate Gender</p> <p>57.9% FEMALE 42.1% MALE</p>
--	--	--	--



UT Chattanooga

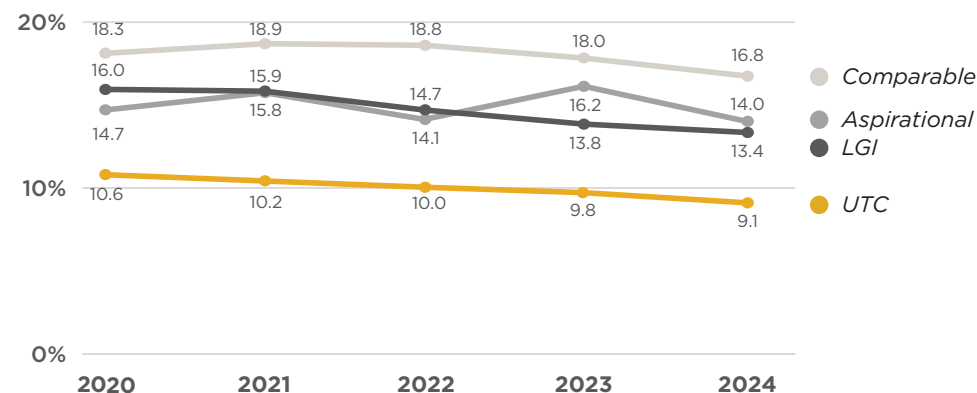
% Enrollment of Racial/Ethnic Minorities



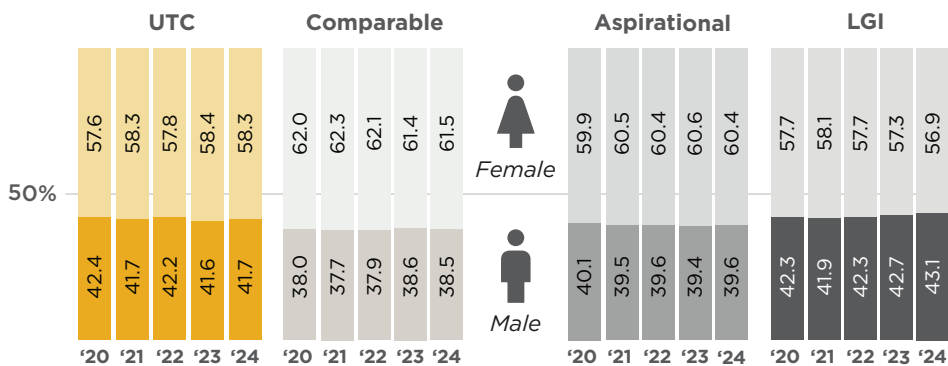
6.2

Undergraduate Enrollment

Adult Learners



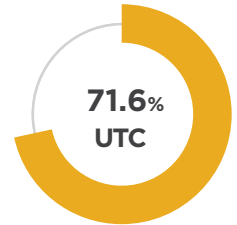
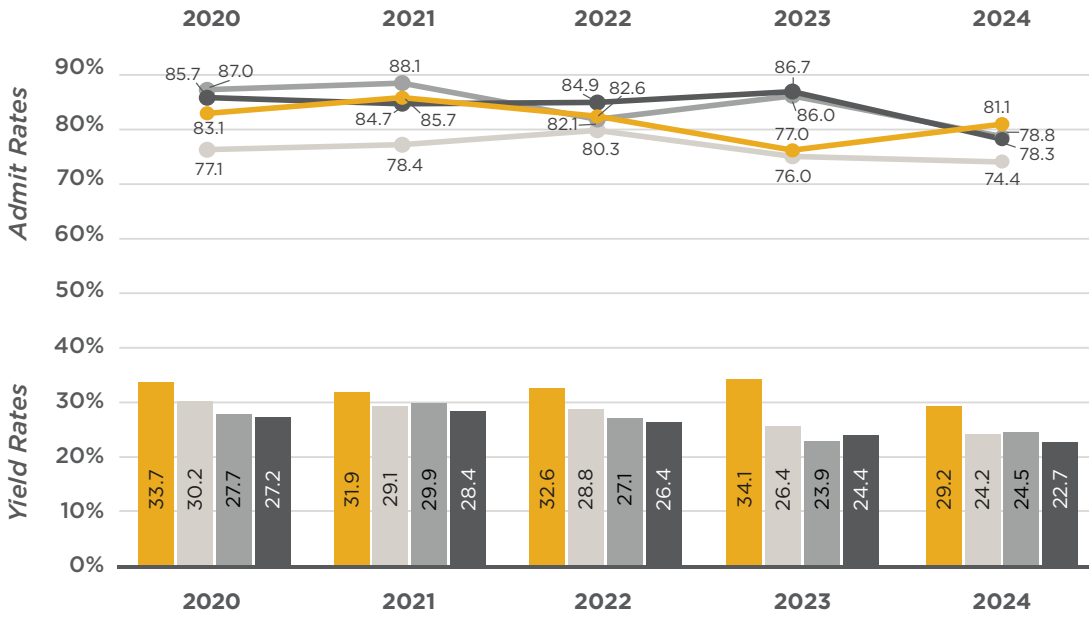
Gender



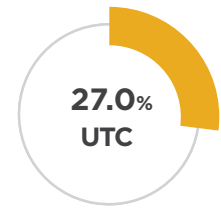
ADMISSIONS 2020-2024

● UTC ● Comparable ● Aspirational ● LGI

Admit & Yield Rates



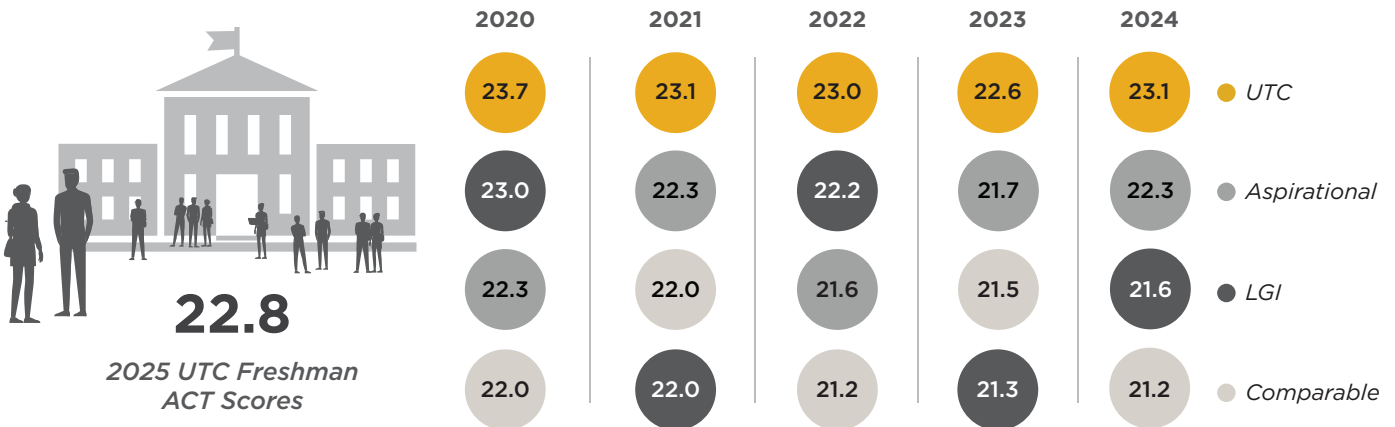
2025 Admit Rate



2025 Yield Rate

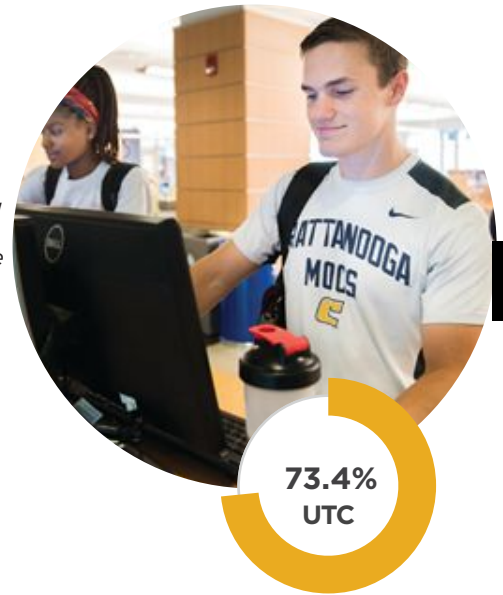
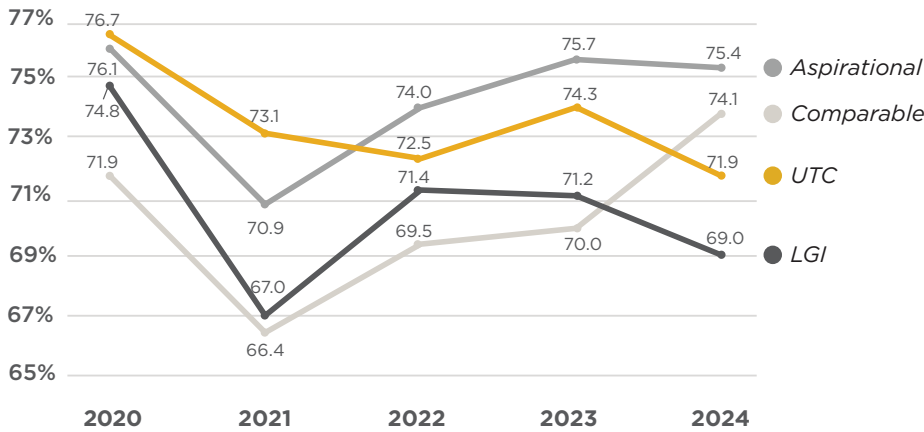
Note: Data is ordered top to bottom for trend lines of admit rates in the categories Aspirational, LGI, UTC, Comparable, and left to right per year for yield rates in the categories UTC, Comparable, Aspirational, LGI.

Freshman Average ACT Scores



RETENTION 2020-2024

First-Year Retention



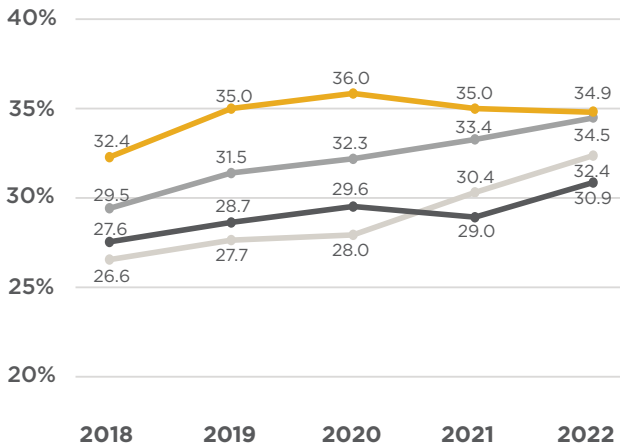
6.2

2025 Retention
(Fall 2024 Cohort)

GRADUATION RATES

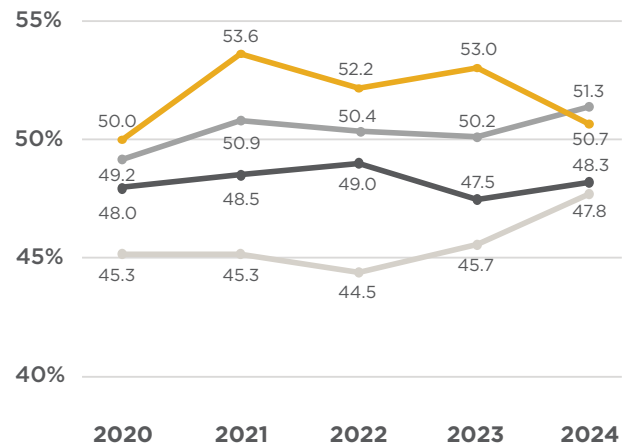
● UTC ● Comparable ● Aspirational ● LGI

4-Year (%)*



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories UTC, Aspirational, LGI, Comparable.

6-Year (%)



Note: Data is ordered top to bottom for trend lines in the categories UTC, Aspirational, LGI, Comparable.

2025 UTC Graduation Rates Snapshot

4-Year
42.7%

6-Year
55.9%

6-Year Racial/Ethnic
Minorities

52.6%

6-Year Pell
Recipients

44.9%

6-Year Gender

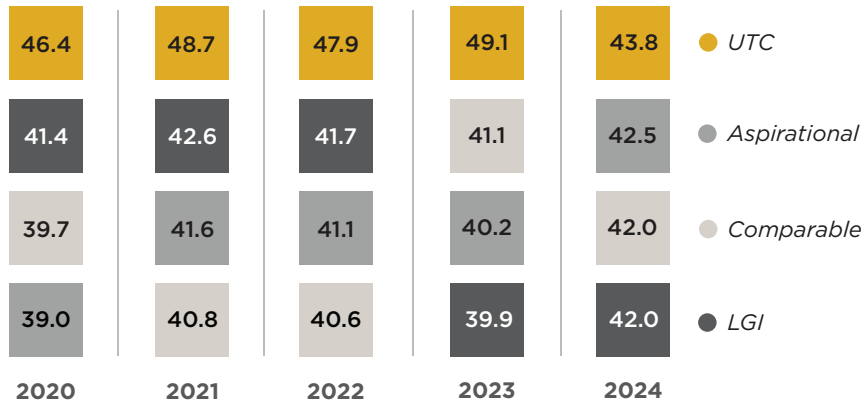
58.9% **51.5%**
FEMALE MALE



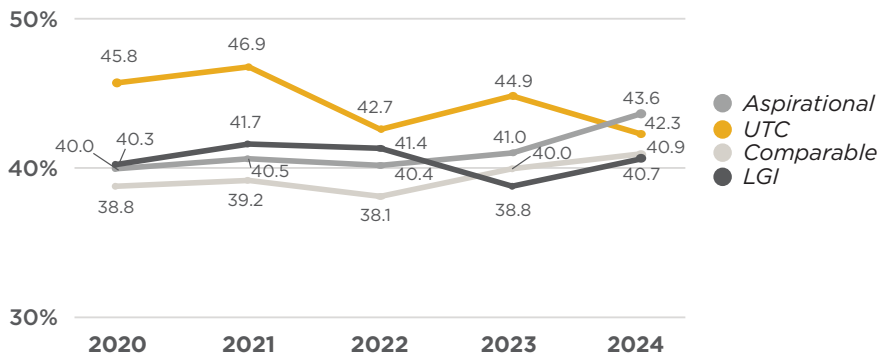
UT Chattanooga

6-Year Graduation Rates

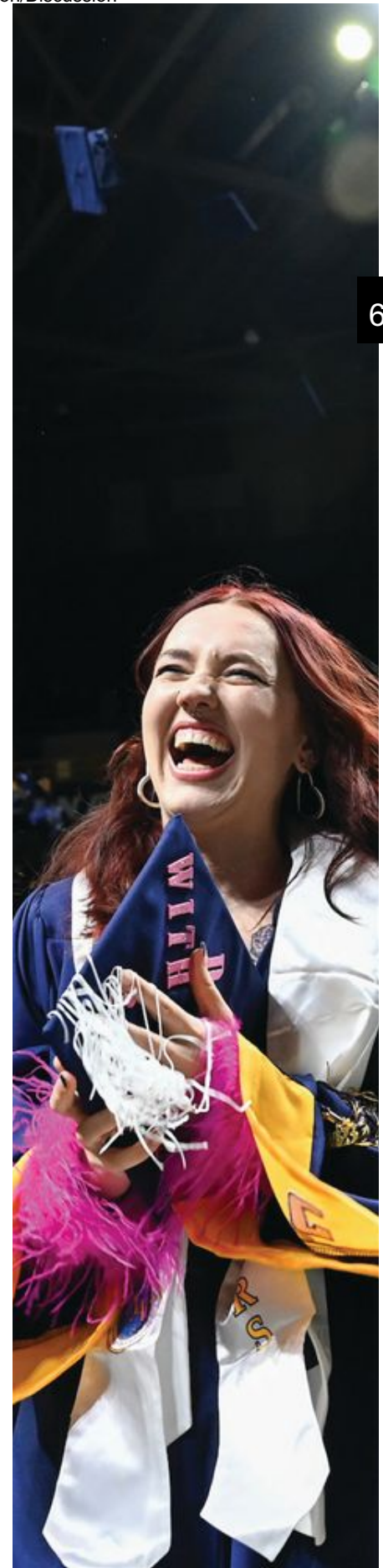
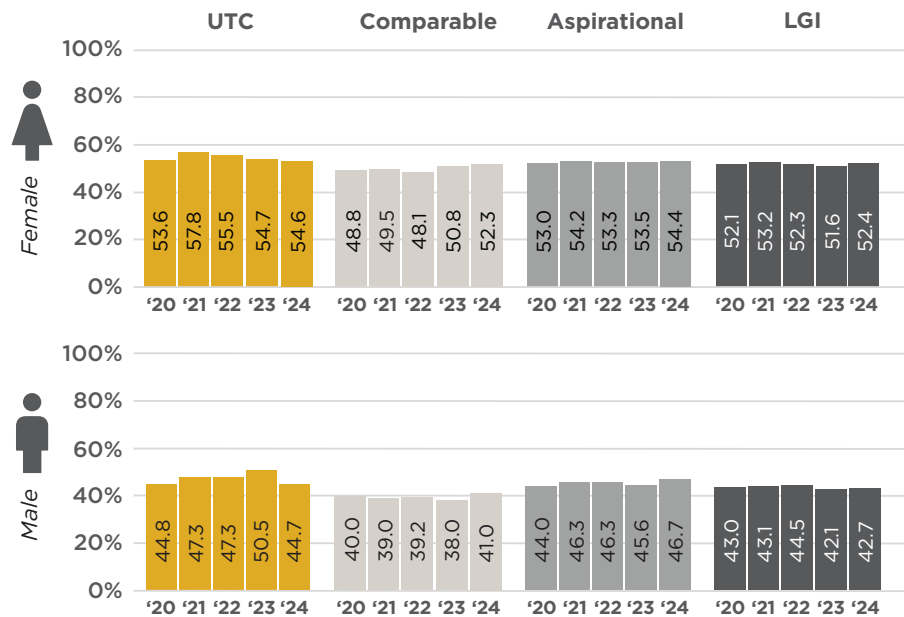
Racial/Ethnic Minorities (%)



Pell Recipients



Gender



University of Tennessee

SOUTHERN

6.2



UT Southern Peer Comparisons / June 2026

Comparable Peers

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

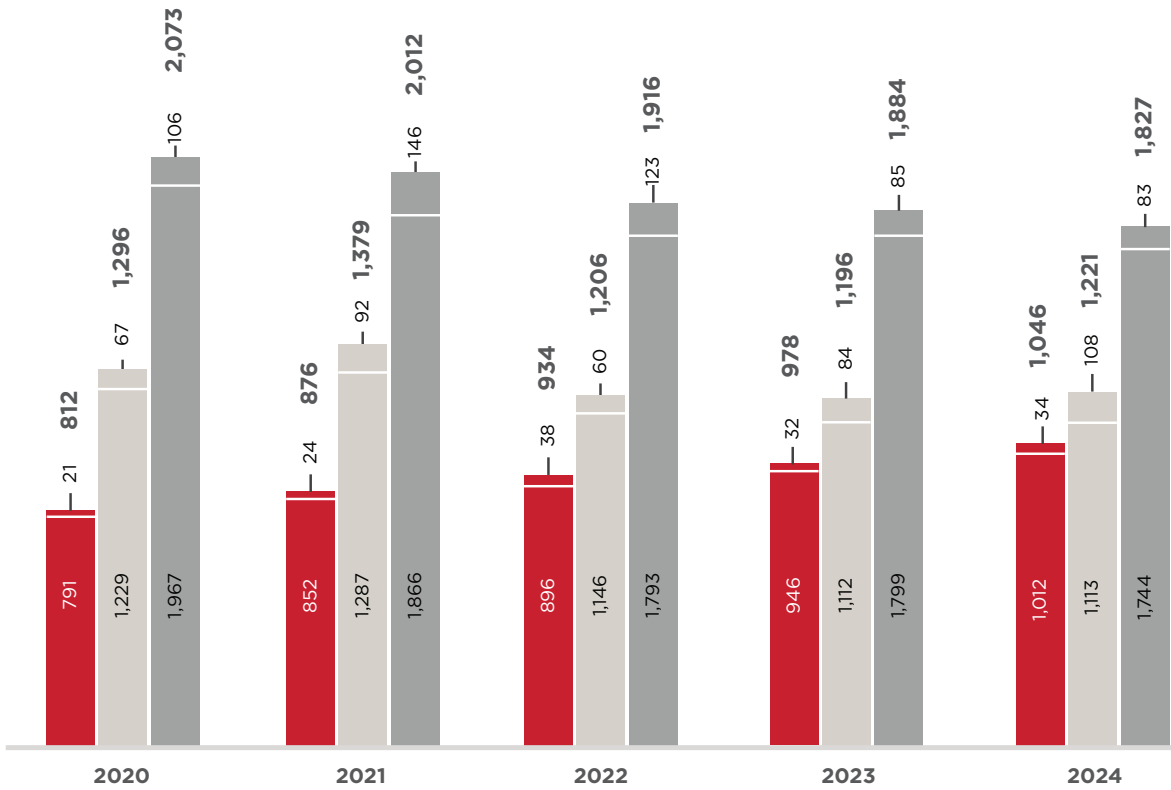
Aspirational Peers

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

ENROLLMENT 2020-2024

● UTS ● Comparable ● Aspirational

Undergraduate | Graduate | Total Enrollment



5-Year Change

Total 6.2
UG Grad

+28.8%
+27.9% +61.9%

UTS
-5.8%
-9.4% +61.2%

Comparable

-11.9%
-11.3% -21.7%

Aspirational

Note: Data is ordered left to right per year in the categories UTS, Comparable, Aspirational, and bottom to top by enrollment status of undergraduate, graduate, and total.
UT Southern peer undergraduate and graduate enrollment averages do not sum to equal the peer total enrollment average as some of the peer schools do not have any graduate student enrollment.



2025 UTS Enrollment Snapshot

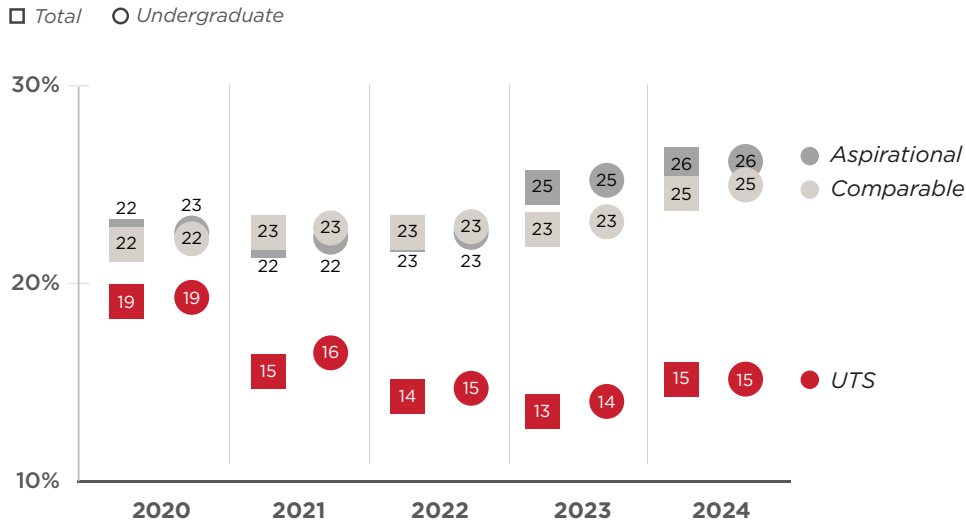
1,132
Total Enrollment
1,091 UNDERGRAD **41** GRAD

Racial/Ethnic Minorities
16.3% TOTAL **16.4%** UNDERGRAD

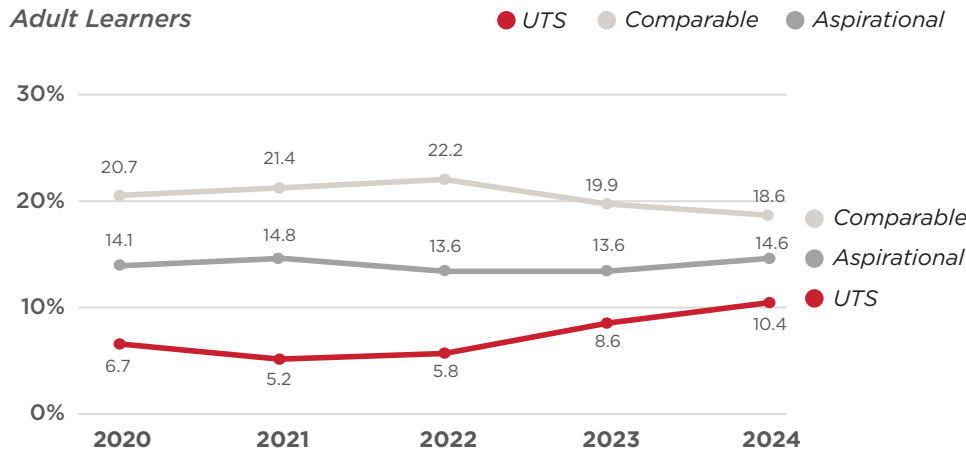
Adult Learners
8.9% UNDERGRAD

Undergraduate Gender
60.3% FEMALE **39.7%** MALE

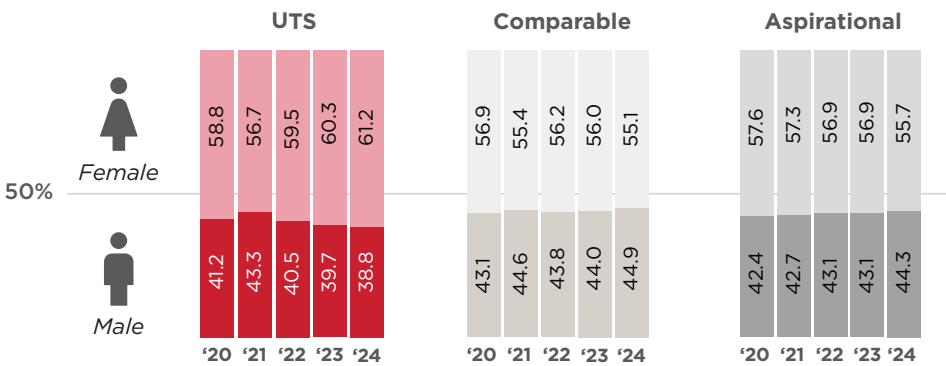
% Enrollment of Racial/Ethnic Minorities



Undergraduate Enrollment



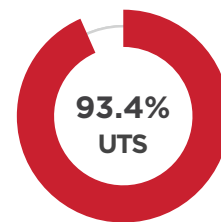
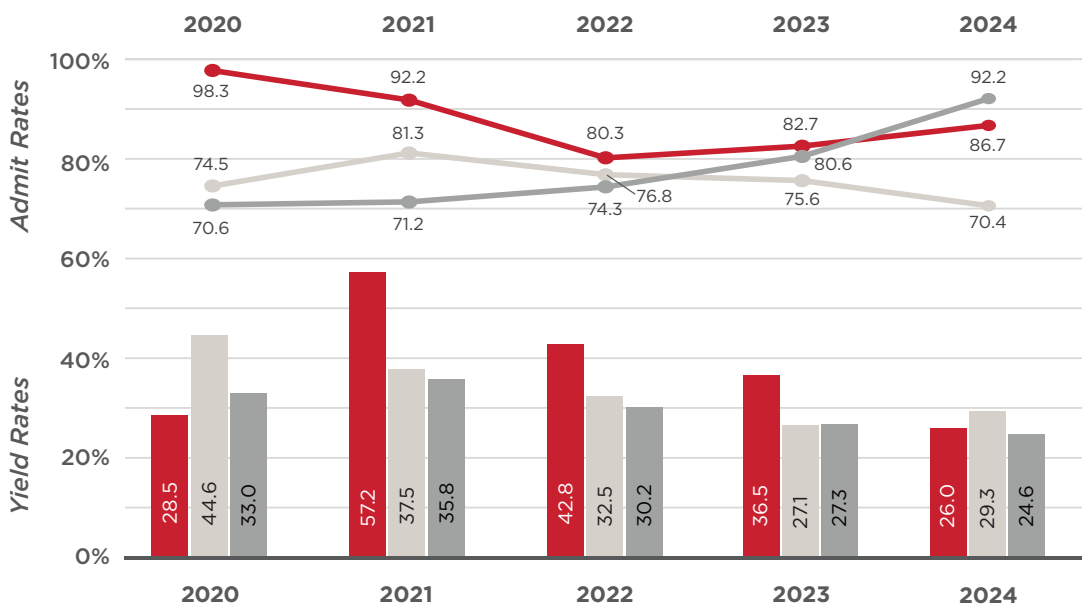
Gender



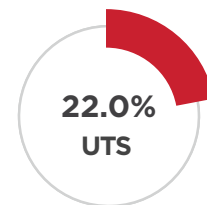
ADMISSIONS 2020-2024

● UTS ● Comparable ● Aspirational

Admit & Yield Rates



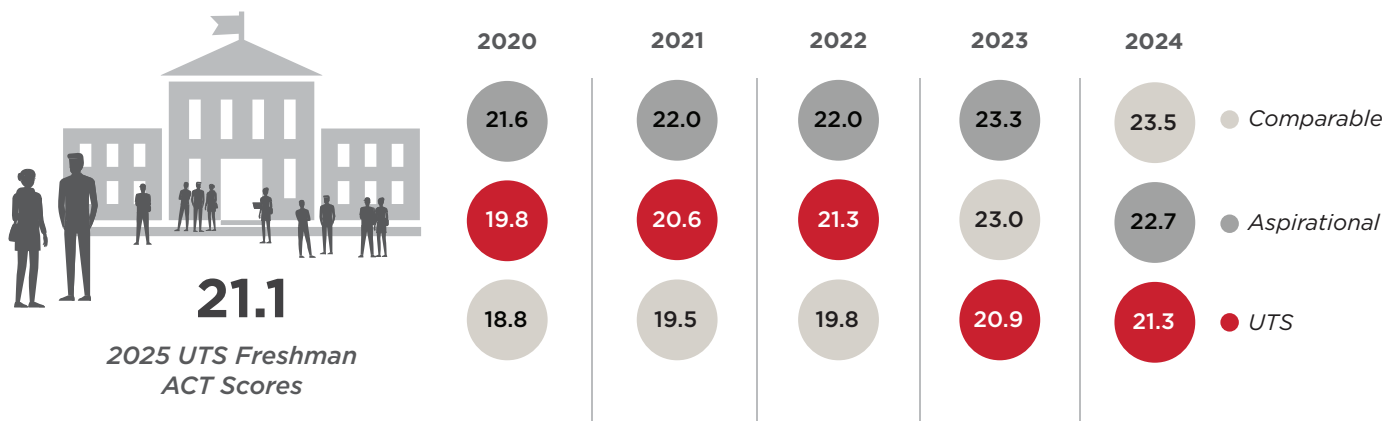
2025 Admit Rate



2025 Yield Rate

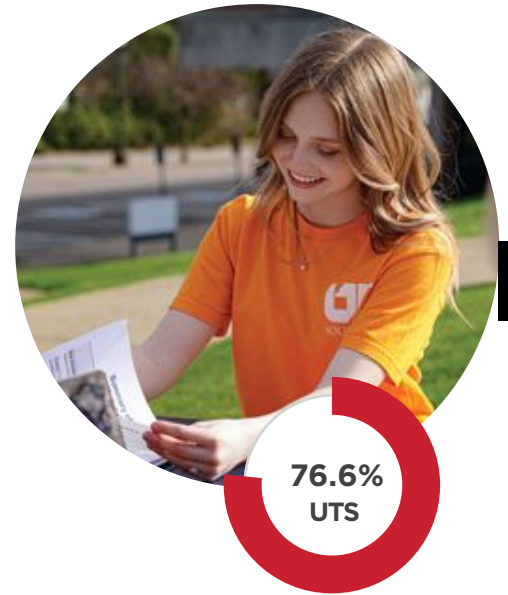
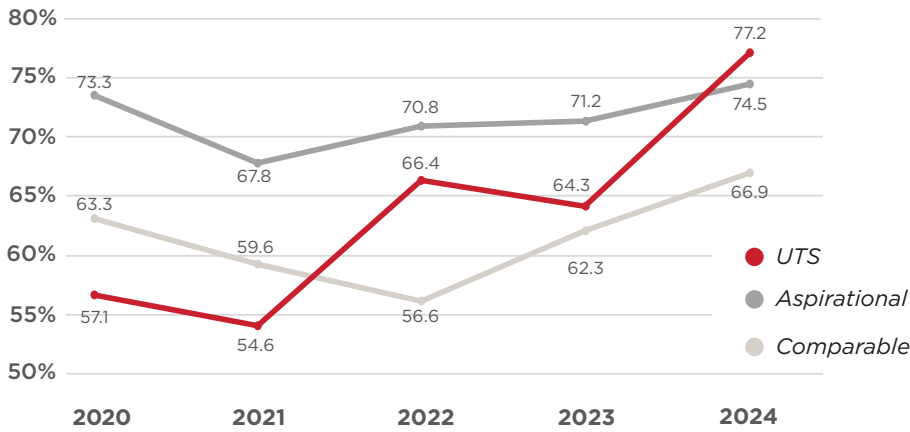
Note: Data is ordered top to bottom for trend lines starting with 2020 admit rates in the categories UTS, Comparable, Aspirational, and left to right per year for yield rates in the categories UTS, Comparable, Aspirational.

Freshman Average ACT Scores



RETENTION 2020-2024

First-Year Retention

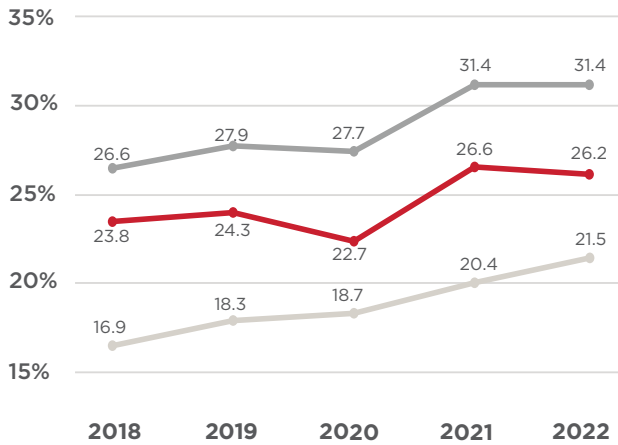


6.2

2025 Retention
(Fall 2024 Cohort)

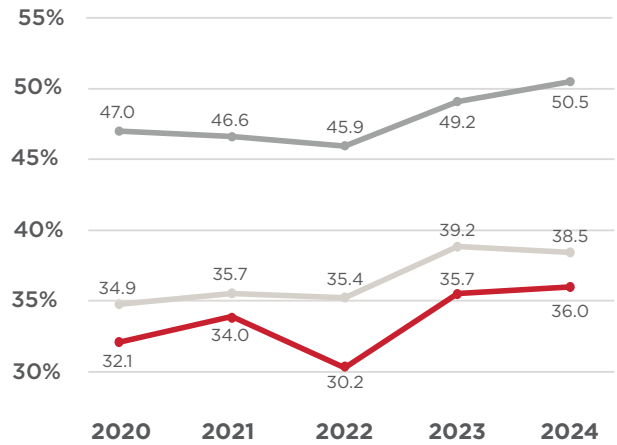
GRADUATION RATES

4-Year (%)*



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories Aspirational, UTS, Comparable.

6-Year (%)



Note: Data is ordered top to bottom for trend lines in the categories Aspirational, Comparable, UTS.

2025 UTS Graduation Rates Snapshot

4-Year
39.4%

6-Year
31.8%

6-Year Racial/Ethnic
Minorities

26.2%

6-Year Pell
Recipients

31.5%

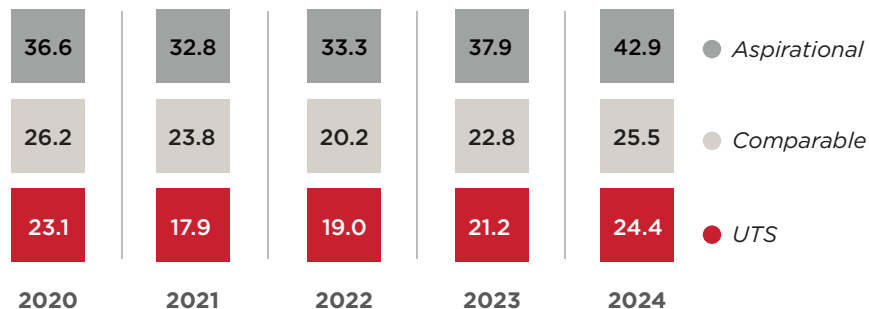
6-Year Gender

34.1% **28.8%**
FEMALE MALE

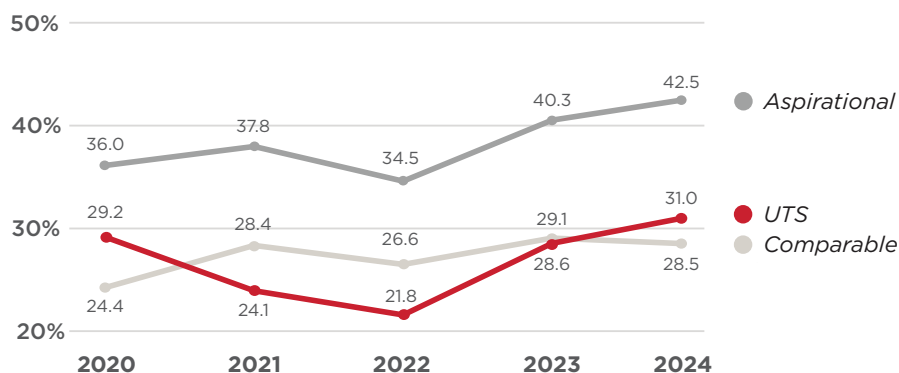


6-Year Graduation Rates

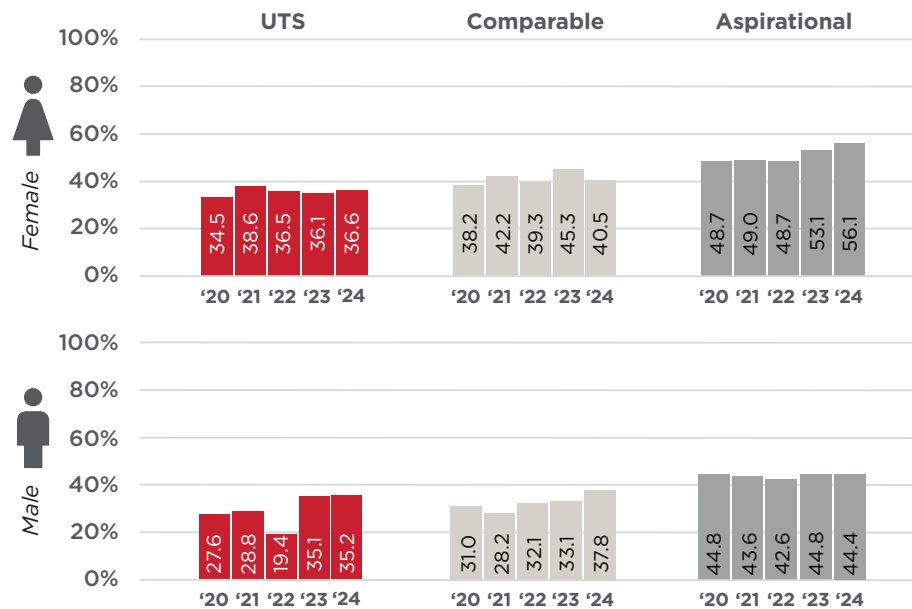
Racial/Ethnic Minorities (%)



Pell Recipients



Gender



6.2

University of Tennessee at **MARTIN**

6.2



UT Martin Peer Comparisons | June 2026

Comparable Peers

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

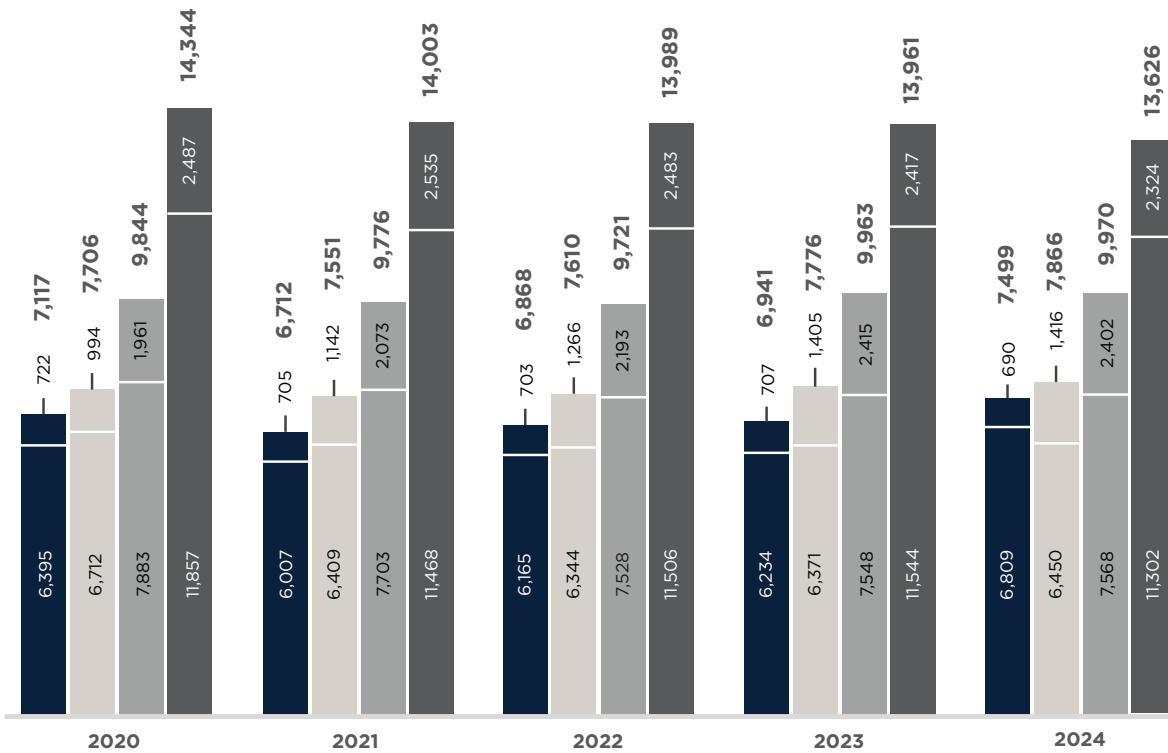
Aspirational Peers

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

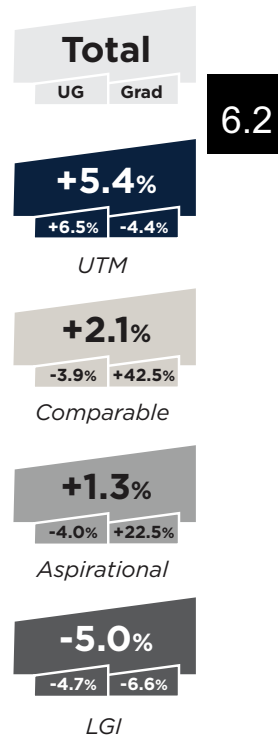
ENROLLMENT 2020-2024

● UTM ● Comparable ● Aspirational ● LGI

Undergraduate | Graduate | Total Enrollment



5-Year Change



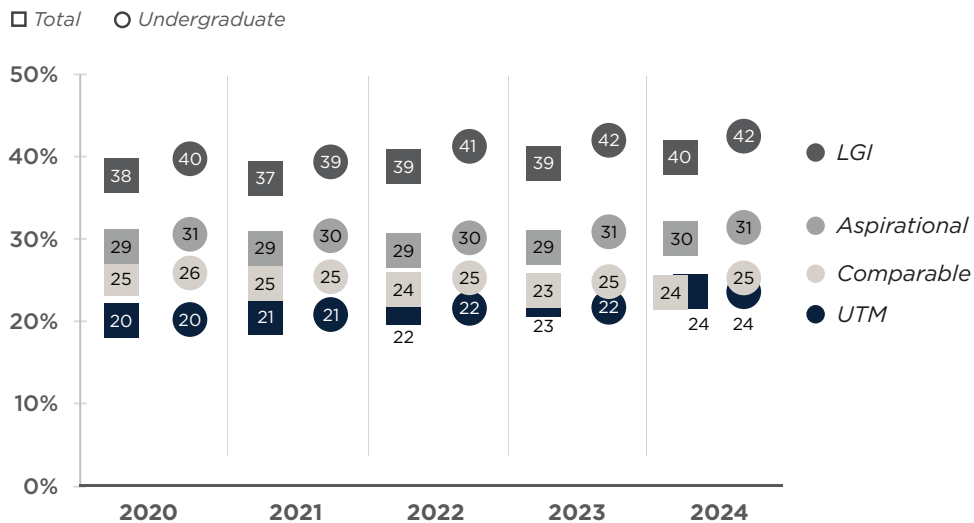
Note: Data is ordered left to right per year in the categories UTM, Comparable, Aspirational, LGI, and bottom to top by enrollment status of undergraduate, graduate, and total.



2025 UTM Enrollment Snapshot

<p>8,096 Total Enrollment</p> <p>7,388 UNDERGRAD 708 GRAD</p>	<p>Racial/Ethnic Minorities</p> <p>25.1% TOTAL 25.3% UNDERGRAD</p>	<p>Adult Learners</p> <p>8.4% UNDERGRAD</p>	<p>Undergraduate Gender</p> <p>60.9% FEMALE 39.1% MALE</p>
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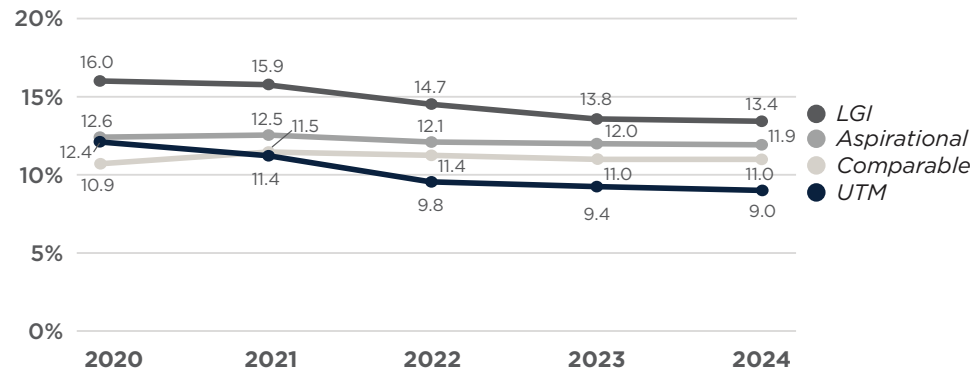
% Enrollment of Racial/Ethnic Minorities



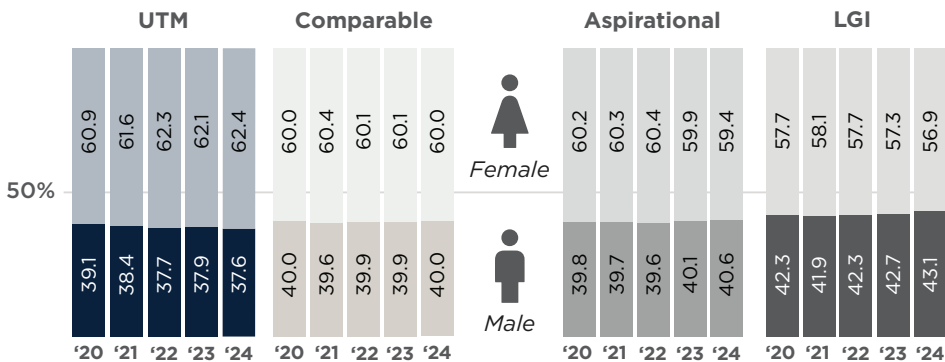
6.2

Undergraduate Enrollment

Adult Learners



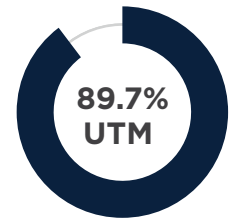
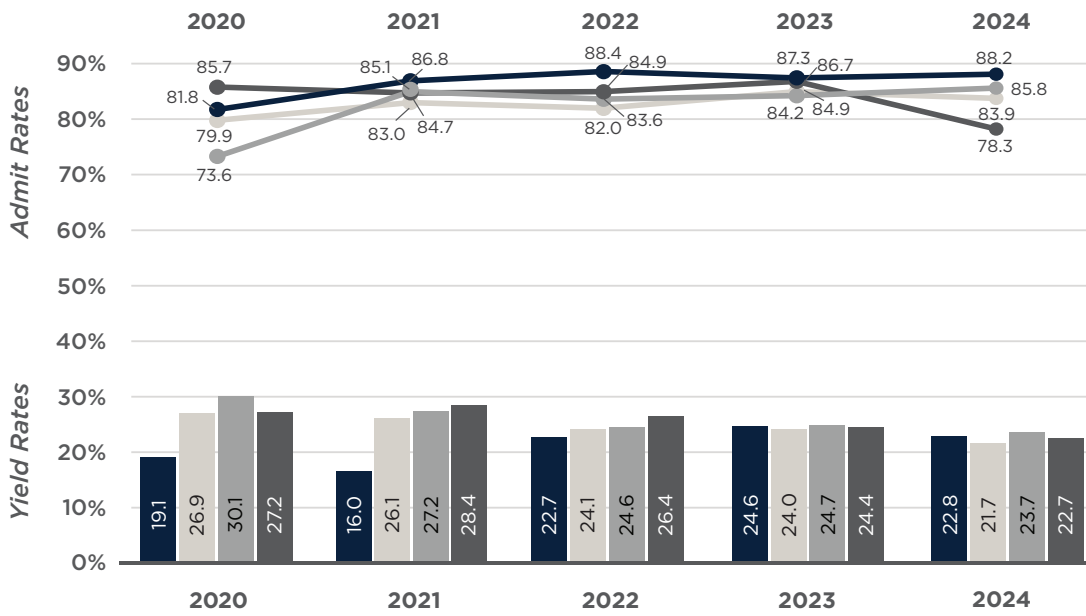
Gender



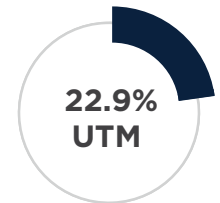
ADMISSIONS 2020-2024

● UTM ● Comparable ● Aspirational ● LGI

Admit & Yield Rates



2025 Admit Rate



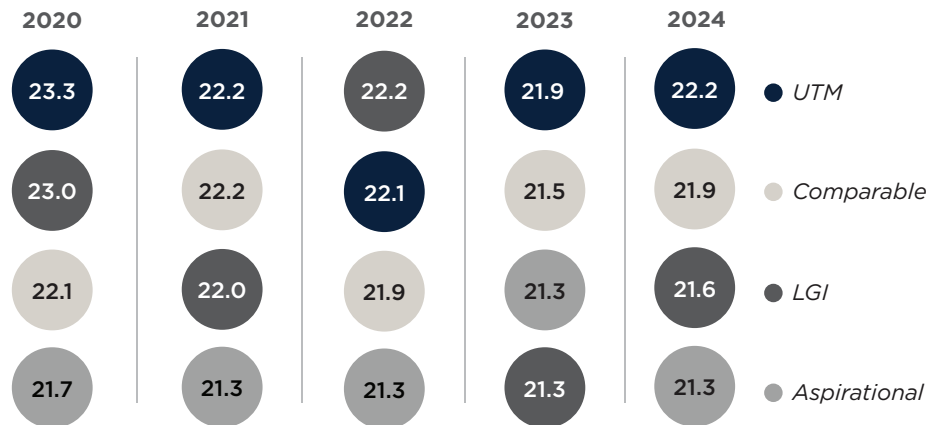
2025 Yield Rate

Note: Data is ordered top to bottom for trend lines starting with 2020 admit rates in the categories LGI, UTM, Comparable, Aspirational, and left to right per year for yield rates in the categories UTM, Comparable, Aspirational, LGI.

Freshman Average ACT Scores

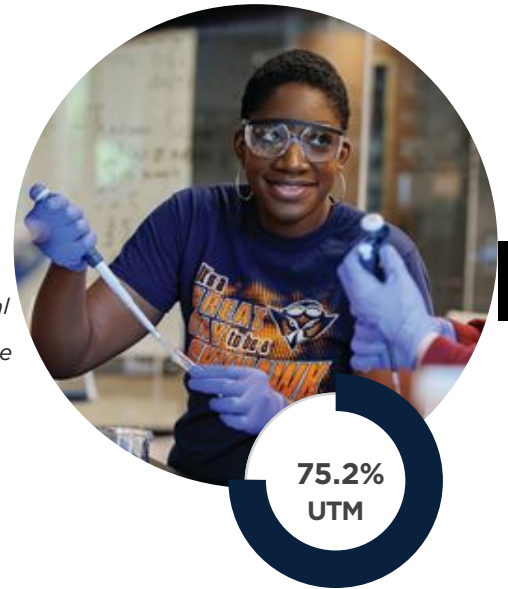
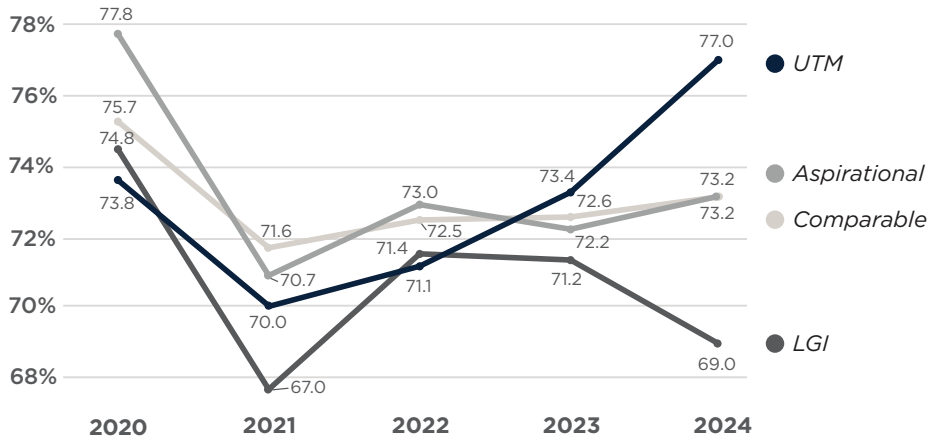


22.4
2025 UTM Freshman ACT Scores



RETENTION 2020-2024

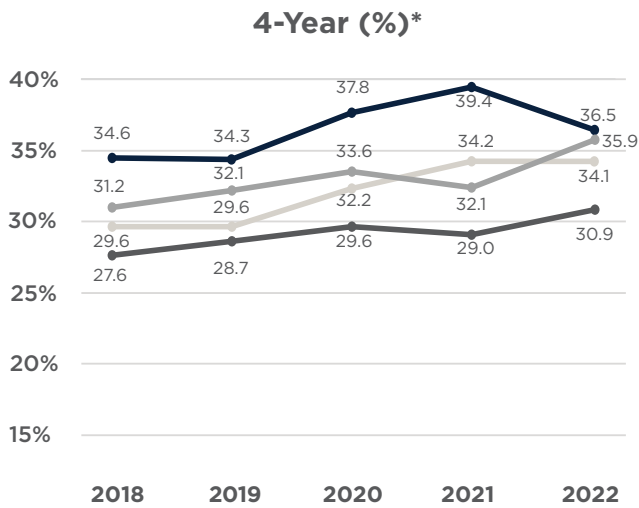
First-Year Retention



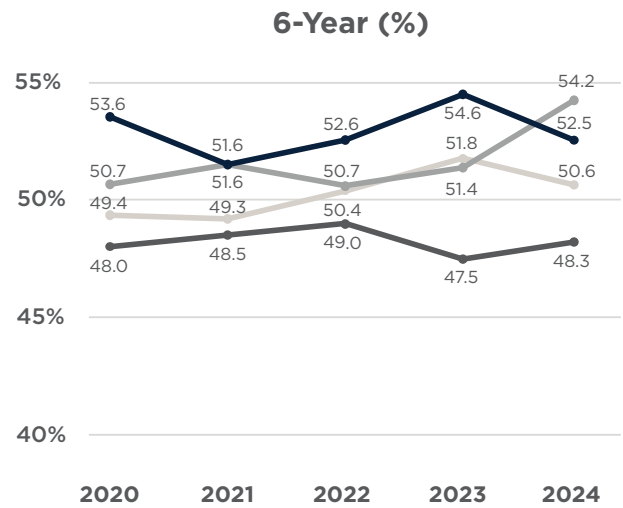
6.2

2025 Retention
(Fall 2024 Cohort)

GRADUATION RATES



Note: 2018 through 2022 represent the most current 4-year graduation rate data available in IPEDS for peer comparisons. Data is ordered top to bottom for trend lines in the categories UTM, Aspirational, Comparable, LGI.



Note: Data is ordered top to bottom for trend lines in the categories UTM, Aspirational, Comparable, LGI.

2025 UTM Graduation Rates Snapshot

4-Year
39.5%

6-Year
51.4%

6-Year Racial/Ethnic
Minorities

42.4%

6-Year Pell
Recipients

41.7%

6-Year Gender

53.6% **48.1%**
FEMALE MALE

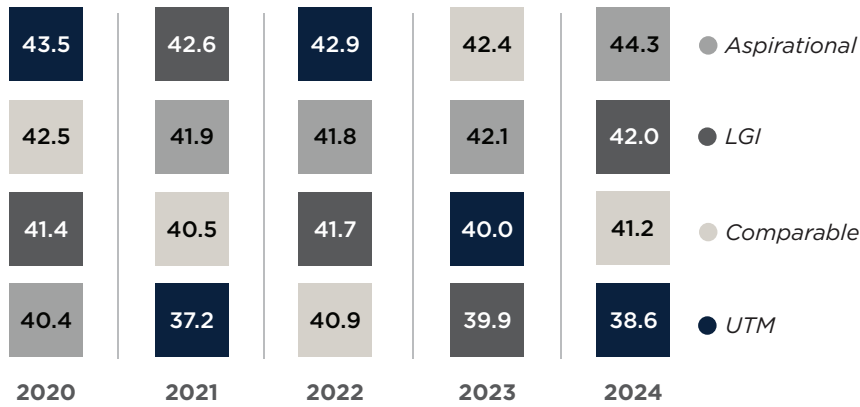


UT Martin

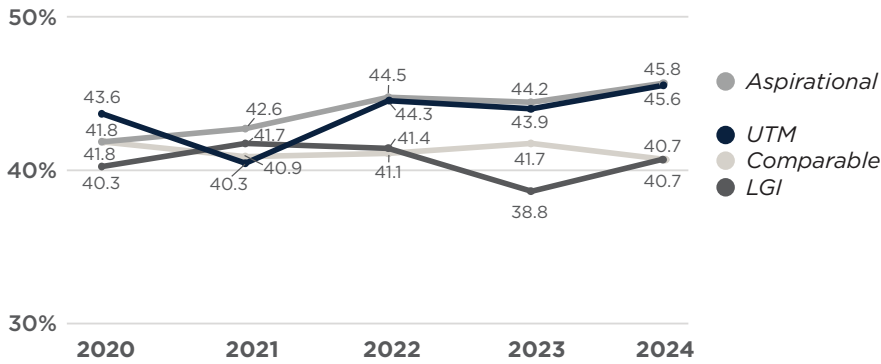
6-Year Graduation Rates

● UTM ● Comparable ● Aspirational ● LGI

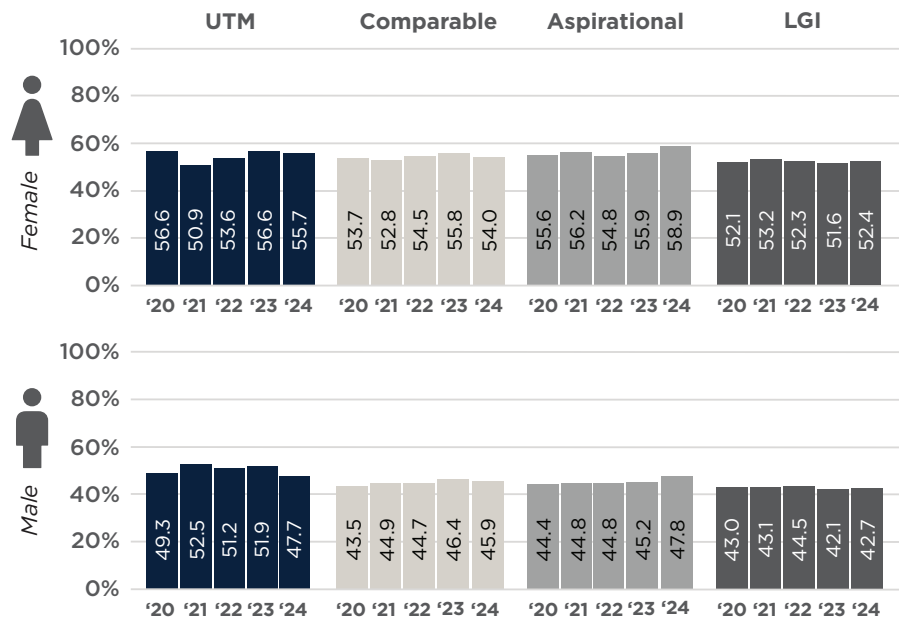
Racial/Ethnic Minorities (%)



Pell Recipients



Gender



6.2

University of Tennessee

HEALTH SCIENCE CENTER

6.2



UT Health Science Center Peer Comparisons | June 2026

Comparable Peers

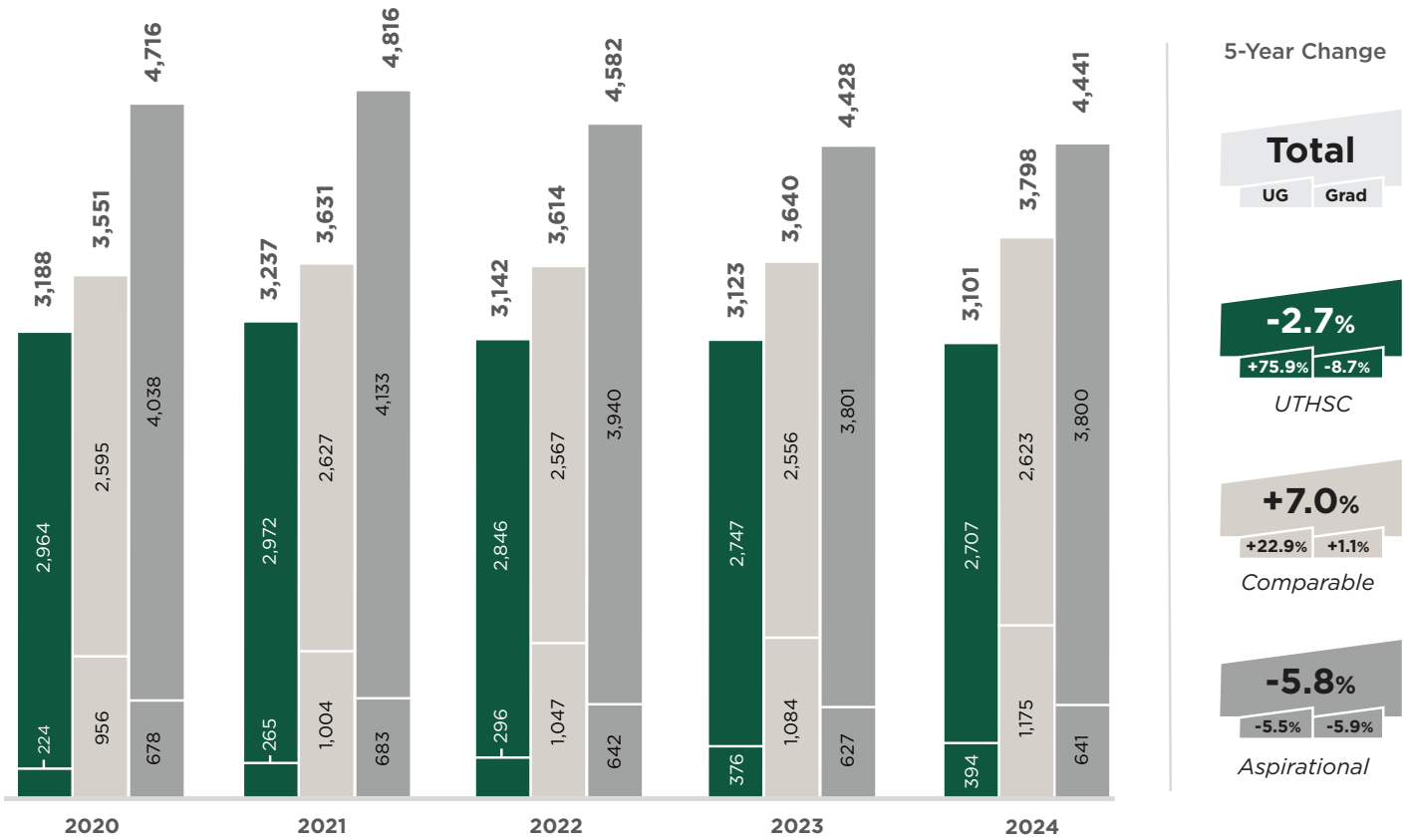
- Louisiana State University Health Sciences Center-New Orleans
- Texas Tech University Health Sciences Center
- University of Arkansas for Medical Sciences
- University of Nebraska Medical Center
- University of Oklahoma-Health Sciences Center
- University of Texas Health Science Center at San Antonio

Aspirational Peers

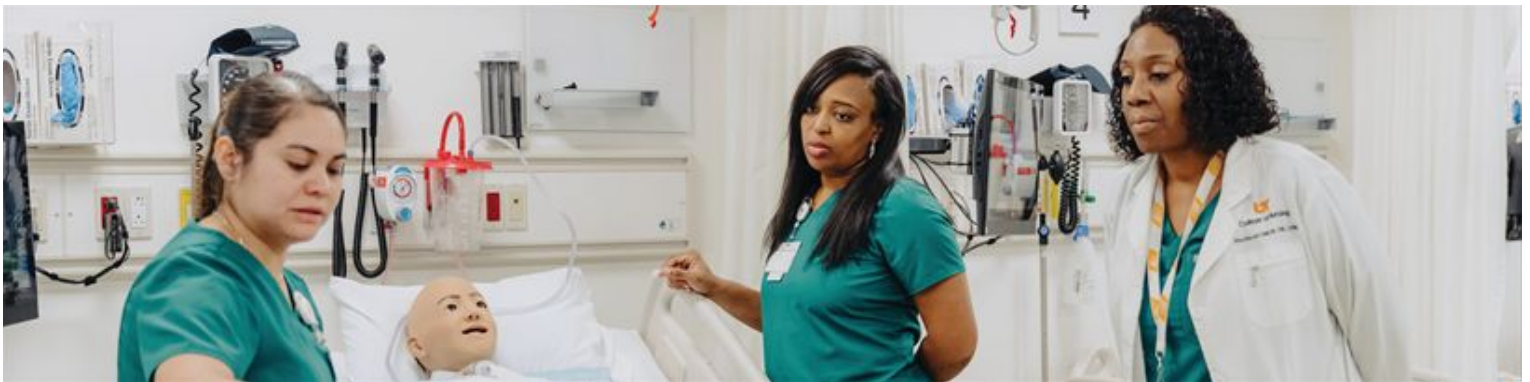
- Medical University of South Carolina
- Oregon Health & Science University
- University of Maryland, Baltimore
- University of Texas Health Science Center at Houston

ENROLLMENT 2020-2024

Undergraduate | Graduate | Total Enrollment



Note: Data is ordered left to right per year in the categories UTHSC, Comparable, Aspirational, and bottom to top by enrollment status of undergraduate, graduate, and total.



2025 UTHSC Enrollment Snapshot

3,157
Total Enrollment

399 **2,758**
UNDERGRAD GRAD

Racial/Ethnic Minorities

32.8% **43.6%**
TOTAL UNDERGRAD

Adult Learners

28.8%
UNDERGRAD

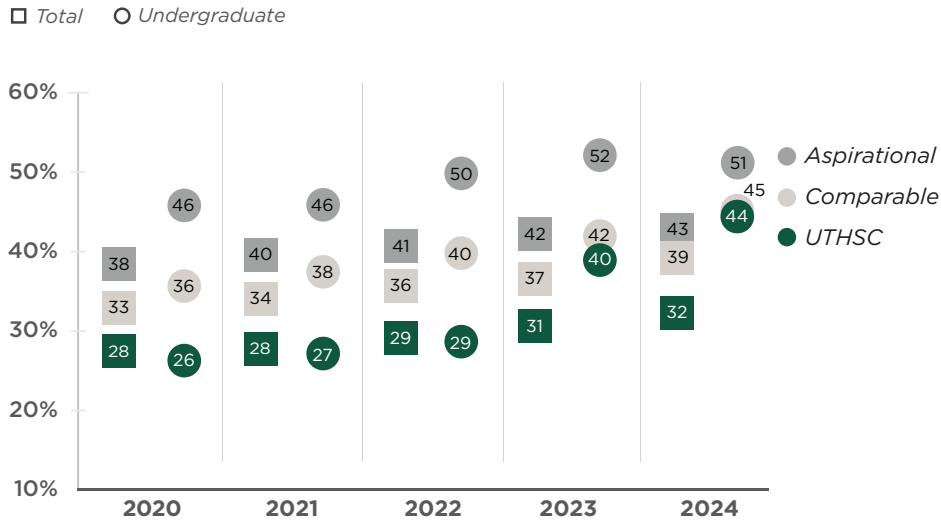
Undergraduate Gender

92.0% **7.8%**
FEMALE MALE

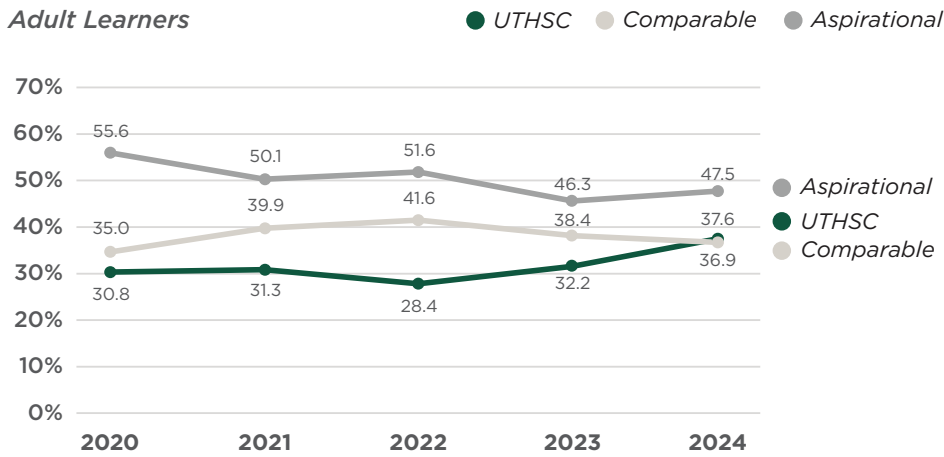
*Some gender data is unknown.

UT Health Science Center

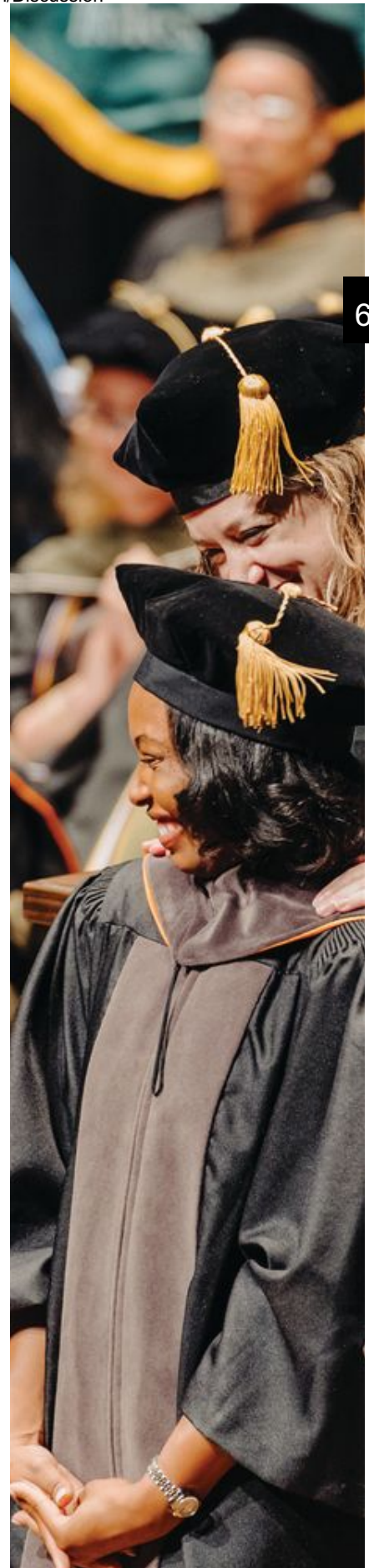
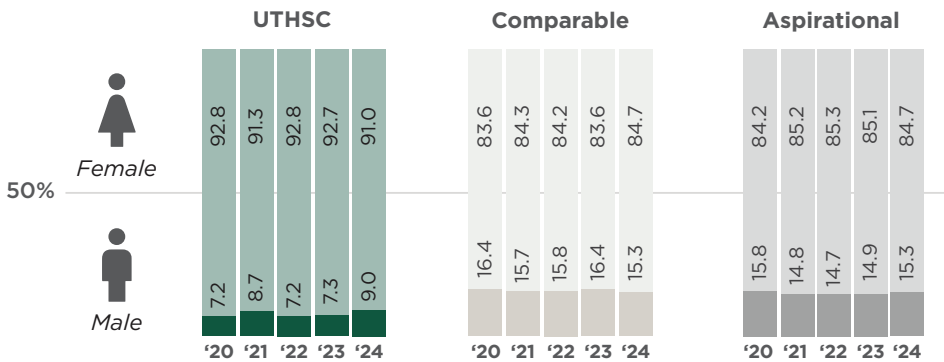
% Enrollment of Racial/Ethnic Minorities



Undergraduate Enrollment



Gender



6.2





ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

Student Success Outcomes by Year

Board of Trustees — June 29-30, 2026

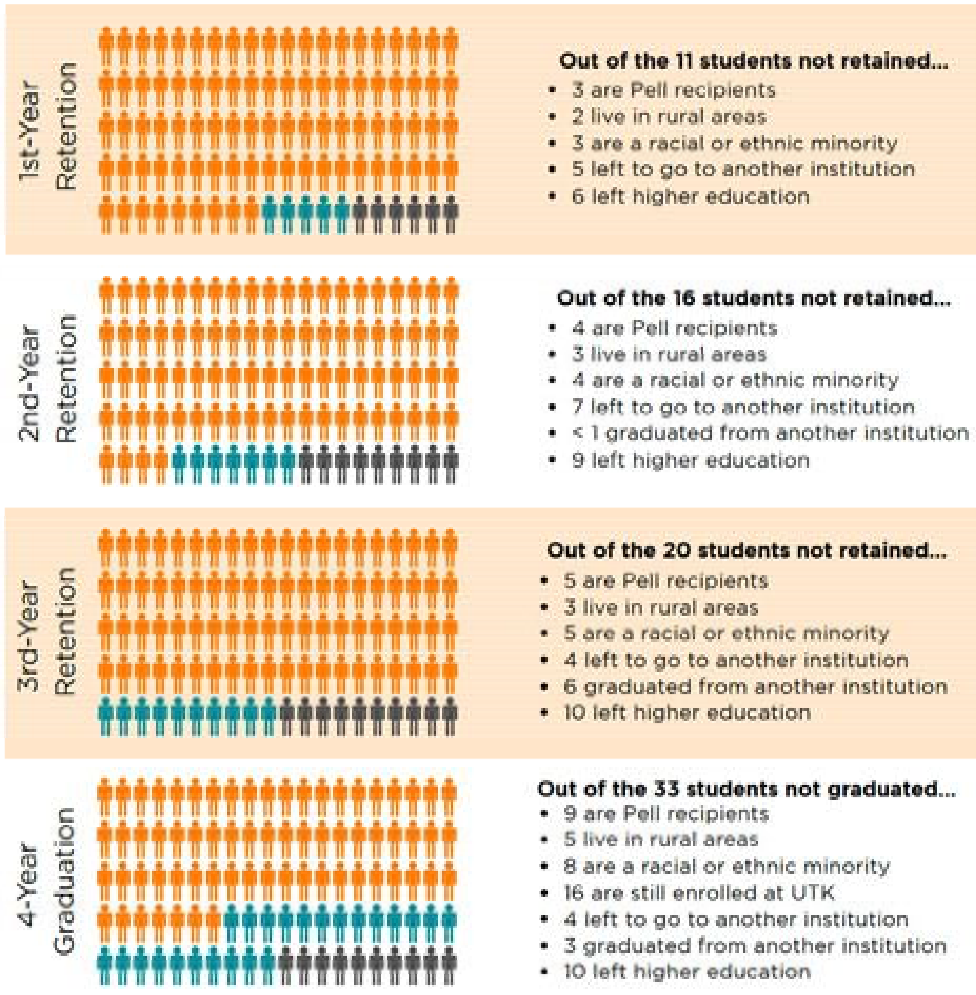
Institutional Effectiveness



ie.tennessee.edu

University of Tennessee, Knoxville Fall 2021 Cohort Attrition

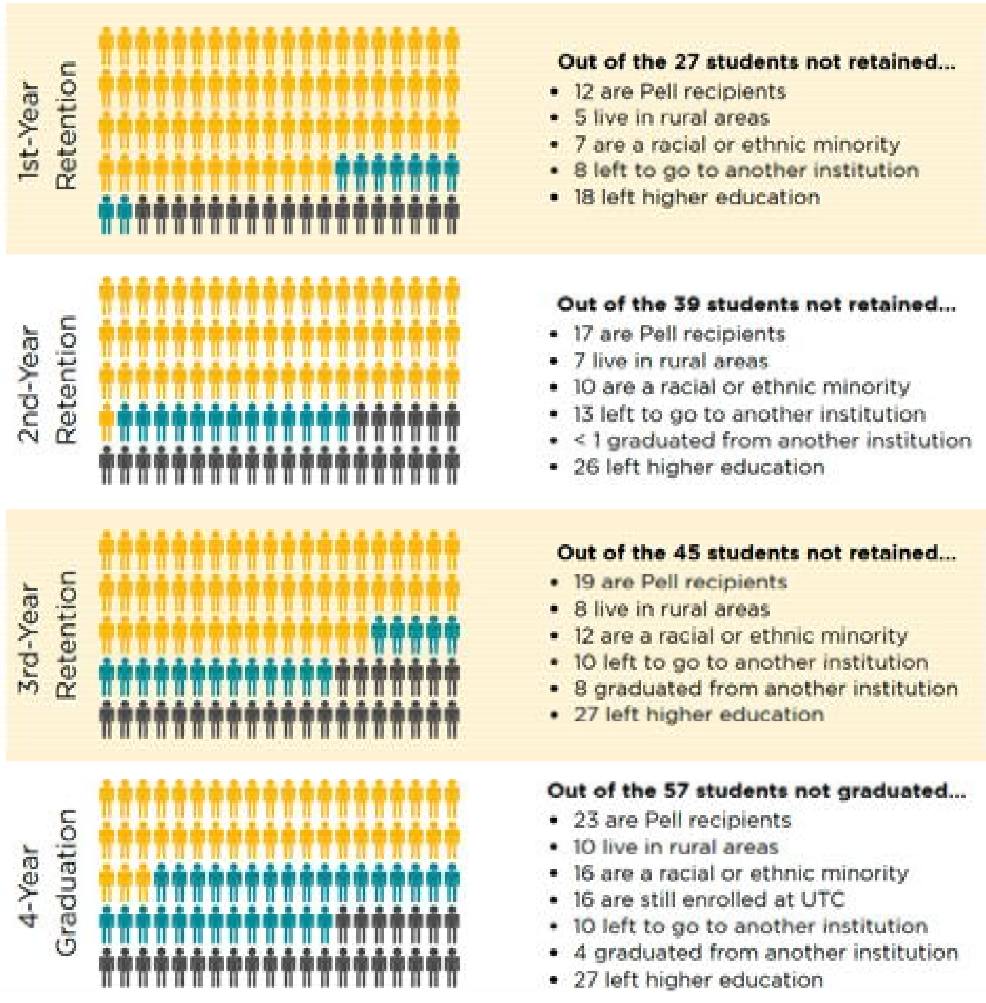
6.2



retained or graduated from parent institution
 transferred/remaining in higher education, or graduated
 left higher education

University of Tennessee at Chattanooga Fall 2021 Cohort Attrition

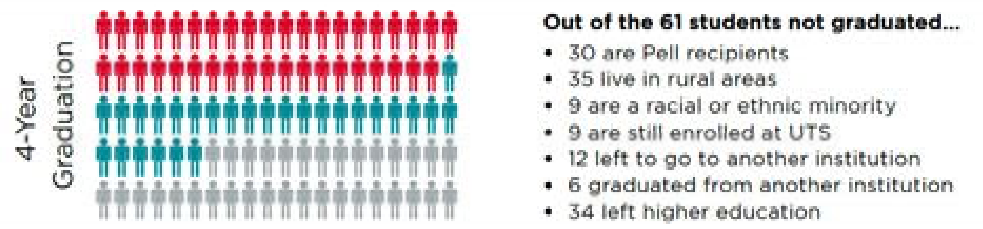
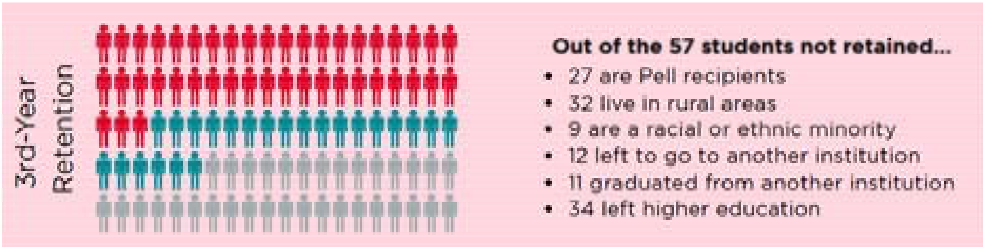
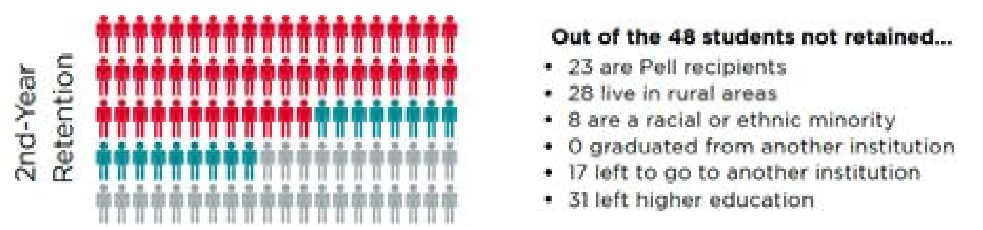
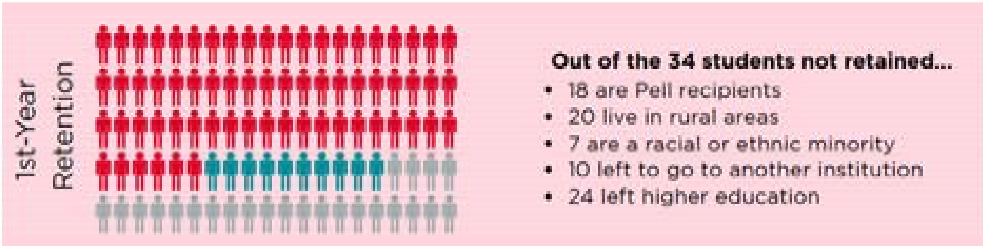
6.2



■ retained or graduated from parent institution
 ■ transferred/remaining in higher education, or graduated
 ■ left higher education

University of Tennessee Southern Fall 2021 Cohort Attrition

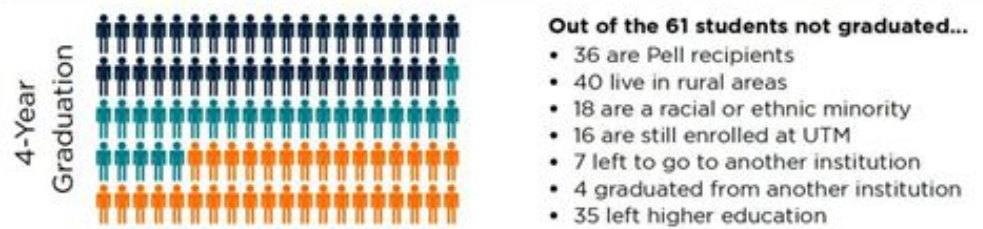
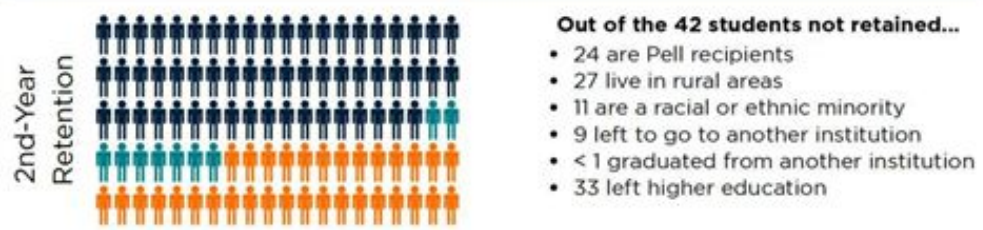
6.2



retained or graduated from parent institution
 transferred/remaining in higher education, or graduated
 left higher education

University of Tennessee at Martin Fall 2021 Cohort Attrition

6.2



retained or graduated from parent institution
 transferred/remained in higher education, or graduated
 left higher education



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

Questions?

Institutional Effectiveness



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THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee System Fall 2021 Cohort Attrition, Retention & Graduation

6.2

This report follows the Fall 2021 cohort at each University of Tennessee campus, scaled to 100 people, through four snapshots: first-year retention, second-year retention, third-year retention, and four-year graduation. Pages 2-5 show attrition and pages 6-9 show retention and graduation. The attrition pages focus on the students who were not retained at their parent UT institution and look at Pell recipients, rural students, racial or ethnic minorities, students who left higher education, students who transferred and enrolled at another institution, and students who graduated before year four from an institution outside of their parent institution. The retention and graduation pages include similar demographics for those students who stay enrolled at their parent UT institution. Together, the two views offer complementary perspectives on the same cohort to get a more clear understanding of the students who are leaving UT and also those who are staying.

Each visual has 100 people icons to represent students from the Fall 2021 cohort. Looking at the visuals on each page, you will see three colors. The main campus color (orange, yellow, red, and navy) represents the retained students. The turquoise color represents an alternative positive outcome, including those students who left their parent UT institution to enroll at another UT institution, students who enrolled at an institution outside of the UT System, and those who graduated before year four. Combining these two figures paints a better picture of overall cohort success by acknowledging the students who transfer elsewhere and stay in higher education. The last icons (dark grey, light grey, and orange) represent those who left higher education entirely. In cases where the turquoise icons do not equal the number of those who had an alternative positive outcome, the differences can be explained by rounding errors in the scaling and minor differences in data from the National Student Clearinghouse.



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee, Knoxville
Fall 2021 Cohort Attrition

6.2



Out of the 11 students not retained...

- 3 are Pell recipients
- 2 live in rural areas
- 3 are a racial or ethnic minority
- 5 left to go to another institution
- 6 left higher education



Out of the 16 students not retained...

- 4 are Pell recipients
- 3 live in rural areas
- 4 are a racial or ethnic minority
- 7 left to go to another institution
- < 1 graduated from another institution
- 9 left higher education



Out of the 20 students not retained...

- 5 are Pell recipients
- 3 live in rural areas
- 5 are a racial or ethnic minority
- 4 left to go to another institution
- 6 graduated from another institution
- 10 left higher education



Out of the 33 students not graduated...

- 9 are Pell recipients
- 5 live in rural areas
- 8 are a racial or ethnic minority
- 16 are still enrolled at UTK
- 4 left to go to another institution
- 3 graduated from another institution
- 10 left higher education



retained or graduated from parent institution



transferred/remaining in higher education, or graduated



left higher education

Note: Demographic groups are not mutually exclusive.



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee at Chattanooga
Fall 2021 Cohort Attrition

6.2



Out of the 27 students not retained...

- 12 are Pell recipients
- 5 live in rural areas
- 7 are a racial or ethnic minority
- 8 left to go to another institution
- 18 left higher education



Out of the 39 students not retained...

- 17 are Pell recipients
- 7 live in rural areas
- 10 are a racial or ethnic minority
- 13 left to go to another institution
- < 1 graduated from another institution
- 26 left higher education



Out of the 45 students not retained...

- 19 are Pell recipients
- 8 live in rural areas
- 12 are a racial or ethnic minority
- 10 left to go to another institution
- 8 graduated from another institution
- 27 left higher education



Out of the 57 students not graduated...

- 23 are Pell recipients
- 10 live in rural areas
- 16 are a racial or ethnic minority
- 16 are still enrolled at UTC
- 10 left to go to another institution
- 4 graduated from another institution
- 27 left higher education

retained or graduated from parent institution
 transferred/remaining in higher education, or graduated
 left higher education

Note: Demographic groups are not mutually exclusive.

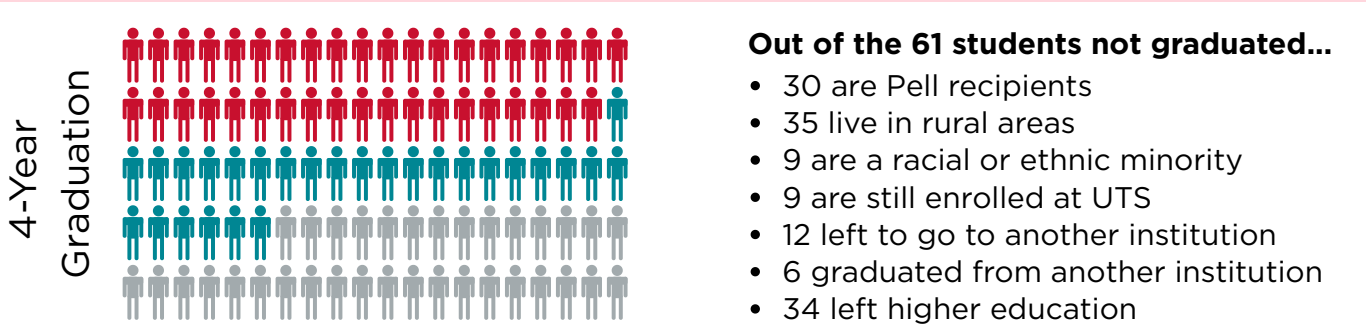
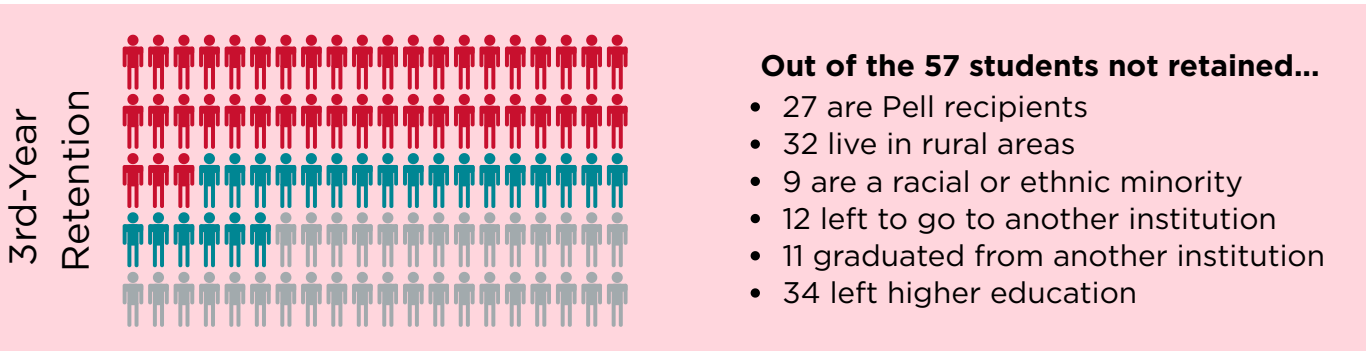
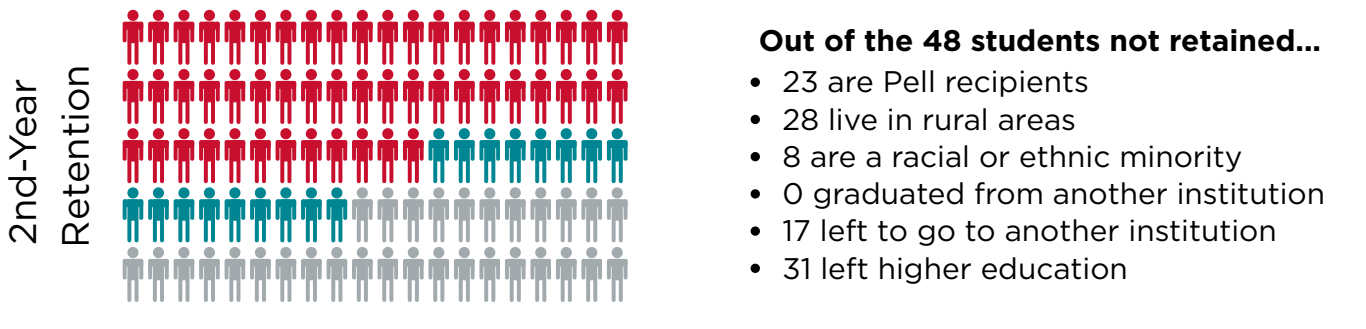
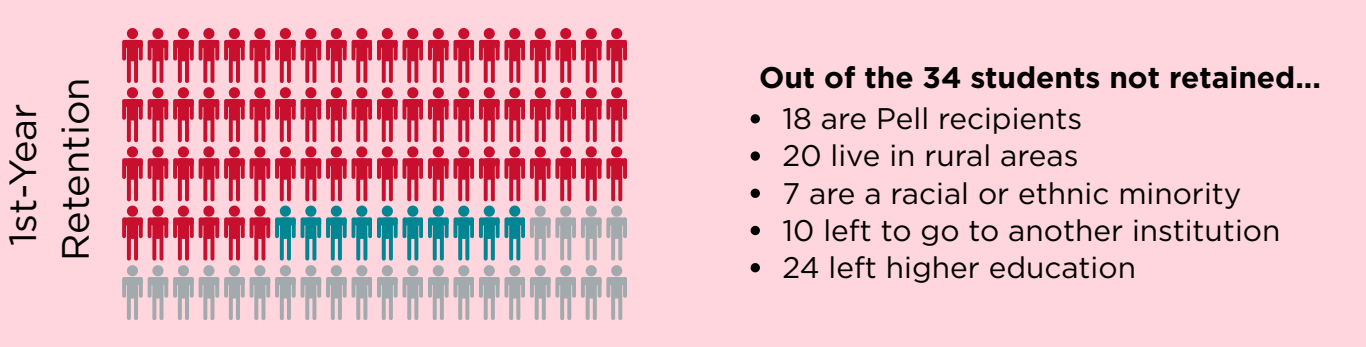


THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee Southern
Fall 2021 Cohort Attrition

6.2



retained or graduated from parent institution
 transferred/remained in higher education, or graduated
 left higher education

Note: Demographic groups are not mutually exclusive.



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee at Martin
Fall 2021 Cohort Attrition

6.2



Out of the 29 students not retained...

- 17 are Pell recipients
- 19 live in rural areas
- 8 are a racial or ethnic minority
- 7 left to go to another institution
- 22 left higher education



Out of the 42 students not retained...

- 24 are Pell recipients
- 27 live in rural areas
- 11 are a racial or ethnic minority
- 9 left to go to another institution
- < 1 graduated from another institution
- 33 left higher education



Out of the 49 students not retained...

- 27 are Pell recipients
- 33 live in rural areas
- 13 are a racial or ethnic minority
- 6 left to go to another institution
- 8 graduated from another institution
- 35 left higher education



Out of the 61 students not graduated...

- 36 are Pell recipients
- 40 live in rural areas
- 18 are a racial or ethnic minority
- 16 are still enrolled at UTM
- 7 left to go to another institution
- 4 graduated from another institution
- 35 left higher education

retained or graduated from parent institution
 transferred/remained in higher education, or graduated
 left higher education

Note: Demographic groups are not mutually exclusive.



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

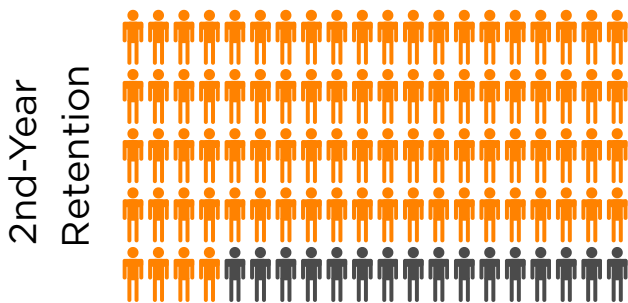
University of Tennessee, Knoxville
Fall 2021 Cohort Retention & Graduation

6.2



Out of the 89 students retained...

- 16 are Pell recipients
- 10 live in rural areas
- 17 are a racial or ethnic minority



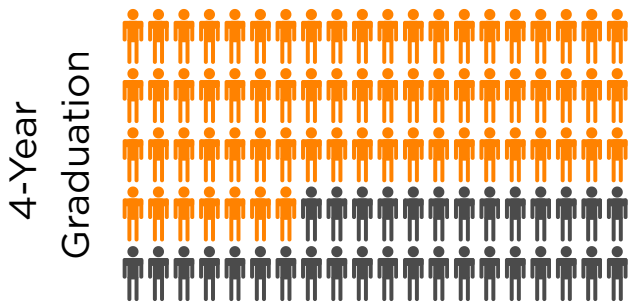
Out of the 84 students retained...

- 14 are Pell recipients
- 9 live in rural areas
- 15 are a racial or ethnic minority



Out of the 80 students retained...

- 13 are Pell recipients
- 9 live in rural areas
- 15 are a racial or ethnic minority



Out of the 67 students graduated...

- 10 are Pell recipients
- 7 live in rural areas
- 11 are a racial or ethnic minority

retained or graduated from parent institution

not retained or graduated from parent institution

Note: Demographic groups are not mutually exclusive.



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee at Chattanooga
Fall 2021 Cohort Retention & Graduation

6.2



Out of the 73 students retained...

- 24 are Pell recipients
- 14 live in rural areas
- 18 are a racial or ethnic minority



Out of the 61 students retained...

- 19 are Pell recipients
- 12 live in rural areas
- 14 are a racial or ethnic minority



Out of the 55 students retained...

- 18 are Pell recipients
- 10 live in rural areas
- 13 are a racial or ethnic minority



Out of the 43 students graduated...

- 13 are Pell recipients
- 9 live in rural areas
- 9 are a racial or ethnic minority

retained or graduated from parent institution

not retained or graduated from parent institution

Note: Demographic groups are not mutually exclusive.



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee Southern
Fall 2021 Cohort Retention & Graduation

6.2



Out of the 66 students retained...

- 26 are Pell recipients
- 41 live in rural areas
- 8 are a racial or ethnic minority



Out of the 52 students retained...

- 21 are Pell recipients
- 33 live in rural areas
- 7 are a racial or ethnic minority



Out of the 43 students retained...

- 17 are Pell recipients
- 29 live in rural areas
- 6 are a racial or ethnic minority



Out of the 39 students graduated...

- 14 are Pell recipients
- 26 live in rural areas
- 6 are a racial or ethnic minority

retained or graduated from parent institution

not retained or graduated from parent institution

Note: Demographic groups are not mutually exclusive.

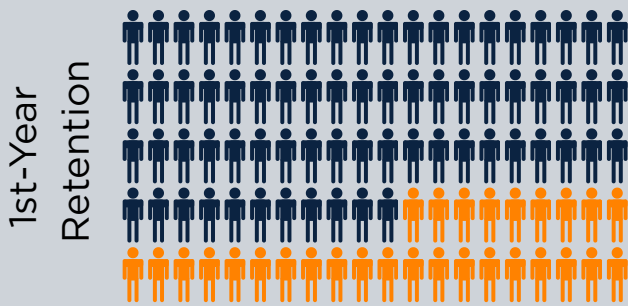


THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee at Martin
Fall 2021 Cohort Retention & Graduation

6.2



Out of the 71 students retained...

- 32 are Pell recipients
- 47 live in rural areas
- 17 are a racial or ethnic minority



Out of the 58 students retained...

- 25 are Pell recipients
- 39 live in rural areas
- 14 are a racial or ethnic minority



Out of the 51 students retained...

- 22 are Pell recipients
- 33 live in rural areas
- 12 are a racial or ethnic minority



Out of the 39 students graduated...

- 13 are Pell recipients
- 26 live in rural areas
- 7 are a racial or ethnic minority

retained or graduated from parent institution

not retained or graduated from parent institution

Note: Demographic groups are not mutually exclusive.

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *May 9, 2026* 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.

7.1

Certified:



Signature

Joel D. Wells
Name

University Registrar
Title

6/1/2026
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 *May 9, 2026* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Janice Cosey Digitally signed by Janice Cosey
Date: 2026.06.01 13:12:55 -04'00'

Signature

Janice Cosey

Name

Bursar

Title

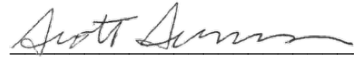
6/1/2026

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 *January 1, 2026* through *June 2, 2026* 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

University Registrar

Title

6/9/2026

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 *January 1, 2026* through *June 2, 2026* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:
Byron T Porter

Signature

Byron T. Porter

Name

Bursar

Title

06-08-2026

Date



Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *May 2, 2026*, 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:

A handwritten signature in black ink that reads "Destin B. Tucker".

Signature

Destin Tucker

Name

Assistant Vice Chancellor for Enrollment
Management

Title

May 27, 2026

Date

7.1



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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *May 2, 2026*, on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar
Title

5/27/2026
Date

7.1

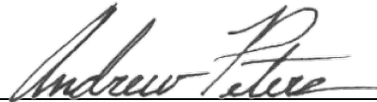


Registrar's Certification Regarding Satisfaction of Degree Requirements

7.1

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on May 2, 2026 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

06/08/2026

Date



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

7.1

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on May 2, 2026 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Rhonda Clinard

Signature

Rhonda Clinard

Name

Bursar

Title

6-9-26

Date



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 30, 2026
Committee: Education, Research, and Service
Item: **Tenure Approvals and Promotions**
Type: Information

7.2

Background

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

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

June 2026 Tenure

UTC			
Last Name	First Name	College	Department
Bhosale	Rahul	Engineering and Computer Science	Civil and Chemical Engineering
Cepak	Anthony	Arts and Sciences	Communication
Epperson	Stephanie (Brooke)	Nursing	
Hackathorne	Jessica	Health, Education and Professional Studies	Health and Human Performance
Hancock	Katelyn	Arts and Sciences	Criminal Justice
Howell	Ashley	Arts and Sciences	Psychology
Li	Tian	Arts and Sciences	Physics and Astronomy
Ma	Ziwei	Arts and Sciences	Mathematics
McDonell	Emma	Arts and Sciences	Sociology, Anthropology, and Geography
Murray	Sheena	Gary W. Rollins College of Business	Finance and Economics
Taylor	Kathryn	Arts and Sciences	History
Wang	Xiunan	Arts and Sciences	Mathematics
Ward	Shane	Arts and Sciences	Art
UTHSC			
Last Name	First Name	College	Department
Abhyankar	Vrushali	Dentistry	Periodontology
Anderson	Janeane	Nursing	Community Population Health
Dixon	Douglas	Dentistry	Periodontology
Du	Jianyang	Medicine	Anatomy and Neurobiology
Freeman	Kevin	Medicine	Genetics, Genomics and Informatics
Patel	Tejesh	Medicine	Dermatology
Yang	Chao-Yoe	Pharmacy	Pharmaceutical Sciences
UTK			
Last Name	First Name	College	Department
Adotey	Nutifafa	Institute of Agriculture	Biosystems Engineering & Soil Science
Anderson	Shaina Vanessa	University Libraries	N/A
Aziz	Ahmedullah	Tickle College of Engineering	Min H. Kao Electrical Engineering & Computer Science
Bland	Robert David	Arts & Sciences - Division of Arts & Humanities	History
Castillo Rodriguez	Maria	Natalie L. Haslam College of Music	N/A
Caudle	Lori Allison	Education, Health, & Human Sciences	Theory & Practice in Teacher Education
Ceballos	Manuela	Arts & Sciences - Division of Arts & Humanities	Religious Studies
Cruz	Sherley	Winston College of Law	N/A
Cunningham	Kathryn	Arts & Sciences - Division of Arts & Humanities	Theatre
Do	Thanh Duc	Arts & Sciences - Division of Natural Sciences & Mathematics	Chemistry
Engman	Augustin	Institute of Agriculture	School of Natural Resources
Frimu	Rodica	Arts & Sciences - Division of Arts & Humanities	World Languages & Cultures
Gragston	Mark	Tickle College of Engineering	Mechanical & Aerospace Engineering - University of Tennessee Space Institute
Greig	Jamie	Institute of Agriculture	Agricultural Leadership, Education, & Communications
Horne	Benjamin	Communication & Information	School of Information Sciences
Jared	Bradley	Tickle College of Engineering	Mechanical & Aerospace Engineering
Joseph (McCatty)	Andrea Asha	Social Work	N/A
Lass	Eric Andrew	Tickle College of Engineering	Materials Science & Engineering
Li	Mi	Institute of Agriculture	School of Natural Resources
Luke	Katherine	Arts & Sciences - Division of Social Sciences	Geography & Sustainability
Martinez	Charles	Institute of Agriculture	Agricultural & Resource Economics
Mason	Katie	Institute of Agriculture	Animal Science

June 2026 Tenure

UTK			
Last Name	First Name	College	Department
Murray	Brittany	Arts & Sciences - Division of Arts & Humanities	World Languages & Cultures
Ravi	Kristen	Social Work	N/A
Rihn	Alicia	Institute of Agriculture	Agricultural & Resource Economics
Russo	Laura Alexandra	Arts & Sciences - Division of Natural Sciences & Mathematics	Ecology & Evolutionary Biology
Saha	Debasish	University of Tennessee Institute of Agriculture	Biosystems Engineering & Soil Science
Schulz	Kalynn	Arts & Sciences - Division of Social Sciences	Psychology & Neuroscience
Secora	Kristen Renee	Education, Health, & Human Sciences	Theory & Practice in Teacher Education
Tas	Caglar	Arts & Sciences - Division of Social Sciences	Psychology & Neuroscience
Tsuruda	Jennifer	Institute of Agriculture	Entomology & Plant Pathology
Walters	Kellie	Institute of Agriculture	Plant Sciences
Wang	Jianbin	Arts & Sciences - Division of Natural Sciences & Mathematics	Biochemistry and Cellular & Molecular Biology
Widner	Kirsten	Arts & Sciences - Division of Social Sciences	Political Science
UTM			
Last Name	First Name	College	Department
Behfarnia	Ali	Engineering and Natural Sciences	Engineering
Bice	Matthew	Education, Health, and Behavioral Sciences	Health and Human Performance
Cude	Tabitha	Education, Health, and Behavioral Sciences	Educational Studies
Pegues	Conrad	Paul Meek Library	
Rasool	Adnan	Humanities and Fine Arts	Political Science and Global Studies
Van Boening	Angela	Agriculture and Applied Sciences	Agriculture, Geosciences, and Natural Resources
Watson	Diana	Agriculture and Applied Sciences	Agriculture, Geosciences, and Natural Resources
West	Richard	Education, Health, and Behavioral Sciences	Health and Human Performance
Whitt	Bridgette	Paul Meek Library	

7.2

June 2026 Promotions

UTC				
Last Name	First Name	College	Department	Promoted To:
Ahmed	Raga	Engineering and Computer Science	Department of Electrical Engineering	Professor
Alam	Rafayet	Gary W. Rollins College of Business	Department of Finance and Economics	Professor
Bhosale	Rahul	Engineering and Computer Science	Department of Civil and Chemical Engineering	Associate Professor
Brown	Leanora	Gary W. Rollins College of Business	Department of Finance and Economics	Professor
Cepak	Tony	Arts and Sciences	Department of Communication	Associate Professor
Clark	Amanda	Arts and Sciences	Department of Psychology	Professor
Elliot	Trevor	Engineering and Computer Science	Department of Mechanical Engineering	Professor
Epperson	Stephanine (Brooke)	Nursing		Associate Professor
Gohn	Katie	UTC Library	Department of Collection Services	Professor
Haber	Natalie	UTC Library	Department of Research and Public Services	Professor
Hackathorn	Jessica	Health, Education and Professional Studies	Department of Health and Human Performance	Associate Professor
Hancock	Katelyn	Arts and Sciences	Department of Criminal Justice	Associate Professor
Hanks	June	Health, Education and Professional Studies	Department of Physical Therapy	Professor
Hathaway	Liz	Health, Education and Professional Studies	Department of Health and Human Performance	Professor
Howell	Ashley	Arts and Sciences	Department of Psychology	Associate Professor
Jimenez	Carmen	Arts and Sciences	Department of Modern and Classical Languages and Literatures	Professor
Kim	SeongDae	Engineering and Computer Science	Department of Engineering Management and Technology	Professor
Kuby	Will	Arts and Sciences	Department of History	Professor
Li	Tian	Arts and Sciences	Department of Physics and Astronomy	Associate Professor
Ma	Ziwei	Arts and Sciences	Department of Mathematics	Associate Professor
McDonell	Emma	Arts and Sciences	Department of Sociology, Anthropology, and Geography	Associate Professor
Mills	Ethan	Arts and Sciences	Department of Philosophy And Religious Studies	Professor
Murray	Sheena	Gary W. Rollins College of Business	Department of Finance and Economics	Associate Professor
Rein (Peyer)	Karissa	Health, Education and Professional Studies	Department of Health and Human Performance	Professor
Scott	Cathy	Health, Education and Professional Studies	School of Professional Studies - Division of Social Work	Professor
Swaren	Chantelle	UTC Library	Department of Collection Services	Professor
Talyor	Kathryn	Arts and Sciences	Department of History	Associate Professor
Thompson	Emily	UTC Library	Department of Research and Public Services	Professor
Vincent	Nashani	Gary W. Rollins College of Business	Department of Accounting	Professor
Wang	Xiunan	Arts and Sciences	Department of Mathematics	Associate Professor
Wang	Yingfeng	Engineering and Computer Science	Department of Computer Science and Engineering	Professor
Ward	Shane	Arts and Sciences	Department of Art	Associate Professor
Yang	Wang-Yong	Arts and Sciences	Department of Chemistry	Associate Professor
Adams	Danita	Dentistry	Periodontology	Associate Professor
UTHSC				
Last Name	First Name	College	Department	Promoted To:
Aaron	Mark	Medicine	Clinical Medical Education	Associate Professor
AjitSankardas	Pooja	Dentistry	Periodontology	Associate Professor
Anderson	Janeane	Nursing	Community and Population Health	Associate Professor
Angelle	Jonathan	Medicine-Knoxville	Urology	Assistant Professor
Arrindell	Adrienne	Medicine	Pediatrics	Assistant Professor
Barry	Lydia	Health Professions	Audiology and Speech Pathology	Assistant Professor
Beebe	Michael	Medicine	Orthopaedic Surgery and Biomedical Engineering	Associate Professor
Betapudi	Bindu	Medicine	Surgery	Assistant Professor
Bettin	Clayton	Medicine	Orthopaedic Surgery and Biomedical Engineering	Professor
Biney	Isaac	Medicine-Knoxville	Medicine	Associate Professor
Bishop	Thomas	Medicine-Chattanooga	Family Medicine	Professor
Brett	Christopher	Medicine-Knoxville	Radiology	Associate Professor
Briceno-Medina	Mario	Medicine	Pediatrics	Associate Professor
Briggs	Blake	Medicine-Knoxville	Surgery	Associate Professor
Brooks	Ashton	Medicine-Knoxville	Surgery	Associate Professor
Burnett	Keisha	Health Professions	Diagnostic and Health Sciences	Professor

June 2026 Promotions

UTHSC				
Last Name	First Name	College	Department	Promoted To:
Campion	Chad	Medicine	Orthopaedic Surgery and Biomedical Engineering	Assistant Professor
Carrillo-Marquez	Maria	Medicine	Pediatrics	Professor
Cavalea	Alexander	Medicine-Knoxville	Surgery	Associate Professor
Chilakala	Sandeep K.	Medicine	Pediatrics	Professor
Cho	Hongsik	Medicine	Orthopaedic Surgery and Biomedical Engineering	Professor
Chourasia	Nitish	Medicine	Pediatrics	Associate Professor
Christianson	Thomas	Medicine-Knoxville	Anesthesiology	Associate Professor
Clardy	Carlos	Health Professions	Physical Therapy	Assistant Professor
Cox	John	Medicine	Microbiology, Immunology and Biochemistry	Professor
Das	Pranab	Medicine	Medicine	Professor
Derefinko	Karen	Medicine	Preventive Medicine	Professor
Ditta	Lauren	Medicine	Ophthalmology	Professor
Ditta	Lauren	Medicine	Pediatrics	Professor
Dudney	Tina	Medicine-Knoxville	Medicine	Professor
Duvvuri	Padmaraj	Medicine	Medicine	Associate Professor
Eid	Anas	Medicine	Otolaryngology	Associate Professor
Einhaus	Stephanie	Medicine	Neurosurgery	Associate Professor
Elangovan	Cheran	Medicine	Neurology	Associate Professor
Etters	Samantha	Health Professions	Diagnostic and Health Sciences	Assistant Professor
Farrar	Julie	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
Fernandez-Romero	Roberto	Medicine-Knoxville	Medicine	Associate Professor
Fraga	Charles	Medicine	Medicine	Associate Professor
Frederick	Kelsey	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
Freeman	Kevin	Medicine	Genetics, Genomics and Informatics	Associate Professor
Gardner	Warren	Medicine-Chattanooga	Orthopaedic Surgery	Professor
Ghosh	Ankita	Medicine	Pediatrics	Associate Professor
Gill	Marie	Nursing	Health Promotion and Disease Prevention	Professor
Green	Lindsay	Medicine	Clinical Medical Education	Associate Professor
Gregorie	William Douglas	Medicine-Chattanooga	Emergency Medicine	Associate Professor
Hastings	Margaret	Medicine	Medicine	Professor
Hastings	Margaret	Medicine	Pediatrics	Professor
Haushalter	Alisa	Nursing	Community and Population Health	Professor
Hawkins	Brandon	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
Hawkins	Brian	Medicine	Emergency Medicine	Associate Professor
Hendrix	Ryan	Medicine	Clinical Medical Education	Assistant Professor
Holland	Christopher	Medicine	Orthopaedic Surgery and Biomedical Engineering	Assistant Professor
Hussein	Wael	Medicine	Medicine	Associate Professor
Hutcheson, IV	James	Nursing	Acute and Tertiary Care	Assistant Professor
Hysmith	Nicholas	Medicine	Pediatrics	Professor
Inoa Acosta	Violiza	Medicine	Neurology	Professor
Jackson	Joseph	Medicine-Knoxville	Medicine	Associate Professor
Jagadesan	Bhuvaneshwari	Medicine	Pediatrics	Associate Professor
Johnson	Correada	Dentistry	Dental Hygiene	Assistant Professor
Jones	Clyde	Medicine	Medicine	Professor
Jordan	Sean	Medicine-Knoxville	Surgery	Associate Professor
Kahloon	Arslan	Medicine-Chattanooga	Internal Medicine	Professor
Karki	Karan	Medicine	Pediatrics	Associate Professor
Kerrigan	Jimmy	Medicine	Clinical Medical Education	Associate Professor
Kesari	Aditi	Medicine	Medical Education	Associate Professor
Kimbrell	Connor	Medicine-Chattanooga	Emergency Medicine	Clinical Assistant Professor
Kothari	Khyati	Medicine	Psychiatry	Associate Professor

June 2026 Promotions

UTHSC				
Last Name	First Name	College	Department	Promoted To:
Krishnaiah	Balaji	Medicine	Neurology	Professor
Lands	Lindsey	Medicine	Medicine	Associate Professor
Lange	Jessica	Medicine-Chattanooga	Urology	Associate Professor
Levine	Yehoshua	Medicine	Medicine	Associate Professor
Lord	Kito	Medicine	Emergency Medicine	Associate Professor
Mannemuddhu	Sai Sudha	Medicine-Knoxville	Pediatrics	Associate Professor
McCoy	Elisha	Medicine	Pediatrics	Professor
Melton	Tyler	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
Miller	Amanda	Medicine	Clinical Medical Education	Associate Professor
Mulligan	Megan	Medicine	Genetics, Genomics and Informatics	Professor
Naik	Ronak	Medicine	Pediatrics	Professor
Orland	Keith	Medicine	Orthopaedic Surgery and Biomedical Engineering	Assistant Professor
Owens	Marilyn	Health Professions	Audiology and Speech Pathology	Assistant Professor
Paiml	Elizabeth	Medicine	Pediatrics	Associate Professor
Parker	Catherine	Dentistry	Dental Hygiene	Assistant Professor
Parsa	Laxmi	Medicine-Chattanooga	Internal Medicine	Associate Professor
Peeler	Chelsea	Health Professions	Diagnostic and Health Sciences	Assistant Professor
Philip	Ranjit	Medicine	Pediatrics	Professor
Raissi	Sasan Ryan	Medicine	Clinical Medical Education	Associate Professor
Rana	Divya	Medicine	Pediatrics	Professor
Rawal	Pawan	Medicine	Neurology	Associate Professor
Ray	Trina Barrett	Nursing	Acute and Tertiary Care	Associate Professor
Reed	Kathleen	Health Professions	Diagnostic and Health Sciences	Assistant Professor
Richard	Celine	Medicine	Otolaryngology	Associate Professor
Sayers	Micayla	Health Professions	Audiology and Speech Pathology	Assistant Professor
Schaller	Alexandra	Medicine	Pediatrics	Associate Professor
Selecman	Audrey	Dentistry	Prosthodontics	Professor
Shaban-Nejad	Arash	Medicine	Pediatrics	Professor
Sharp	Marcia	Health Professions	Diagnostic and Health Sciences	Professor
Showkat	Arif	Medicine	Medicine	Professor
Shrestha	Rabin	Medicine	Medicine	Associate Professor
Shridharani	Anand	Medicine-Chattanooga	Urology	Professor
Singla	Bhupesh	Pharmacy	Pharmaceutical Sciences	Associate Professor
Smith	Amber	Medicine	Pediatrics	Professor
Song	Chi Young	Medicine	Pharmacology, Addiction Sciences and Toxicology	Assistant Professor
Soto	Francisco	Medicine-Knoxville	Medicine	Professor
Spence	David	Medicine	Orthopaedic Surgery and Biomedical Engineering	Professor
Swalles	Alexa	Medicine	Obstetrics and Gynecology	Associate Professor
Swengel	Justin	Medicine-Knoxville	Anesthesiology	Assistant Professor
Taylor	Darton	Dentistry	Prosthodontics	Associate Professor
Vinall	Volk	Dentistry	Pediatric Dentistry and Community Oral Health	Associate Professor
Wajsfeld	Tali	Medicine	Clinical Medical Education	Assistant Professor
Walker	J. Richard	Medicine	Emergency Medicine	Professor
Weitzel	Michael	Health Professions	Diagnostic and Health Sciences	Assistant Professor
Werlitz	Kiesha	Dentistry	Dental Hygiene	Associate Professor
Whetstone	David	Medicine	Clinical Medical Education	Associate Professor
Williams	Loretta Alexia	Nursing	Health Promotion and Disease Prevention	Associate Professor
Wilson	Keadrea	Medicine	Pediatrics	Associate Professor
Winer	Jeffrey	Medicine	Pediatrics	Professor
Yang	Anna	Medicine	Emergency Medicine	Associate Professor
Yaun	Jason	Medicine	Pediatrics	Professor
Yohannan	Thomas	Medicine	Pediatrics	Professor

June 2026 Promotions

UTHSC				
Last Name	First Name	College	Department	Promoted To:
Zenker	Mark	Medicine	Clinical Medical Education	Associate Professor
UTK				
Last Name	First Name	College	Department	Promoted To:
Adotey	Nutifafa	Institute of Agriculture	Biosystems Engineering and Soil Science	Associate Professor
Akpovo	Samara	Education, Health, and Human Sciences	Theory and Practice in Teacher Education	Professor
Albright-Keck	Julia	Veterinary Medicine	Small Animal Clinical Sciences	Professor
Albro	Marguerite	University Libraries		Associate Professor
Andersen	Margaret	Arts and Sciences - Division of Arts and Humanities	History	Professor
Anderson	Shaina Vanessa	University Libraries		Associate Professor
Aziz	Ahmedullah	Tickle College of Engineering	Min H. Kao Electrical Engineering and Computer Science	Associate Professor
Banerjee	Vasabjit	Arts and Sciences - Division of Social Sciences	Political Science	Associate Professor
Bland	Robert David	Arts and Sciences - Division of Arts and Humanities	History	Associate Professor
Bourni	Theodora	Arts and Sciences - Division of Natural Sciences and Mathematics	Mathematics	Professor
Brown	Sebe	Institute of Agriculture	Entomology and Plant Pathology	Associate Professor
Buss	Aaron	Arts and Sciences - Division of Social Sciences	Psychology and Neuroscience	Professor
Castillo Rodriguez	Maria	Natalie L. Haslam College of Music		Associate Professor
Caudle	Lori Allison	Education, Health, and Human Sciences	Theory and Practice in Teacher Education	Associate Professor
Ceballos	Manuela	Arts and Sciences - Division of Arts and Humanities	Religious Studies	Associate Professor
Cheng	Yingwen	Arts and Sciences - Division of Natural Sciences and Mathematics	Chemistry	Associate Professor
Christian	Michelle	Arts and Sciences - Division of Social Sciences	Sociology	Professor
Clark	Joseph	Arts and Sciences - Division of Natural Sciences and Mathematics	Chemistry	Associate Professor
Clemons	Aris	Arts and Sciences - Division of Arts and Humanities	World Languages and Cultures	Associate Professor
Coleman-Lopatic	Marion (Mari Beth)	Education, Health, and Human Sciences	Theory and Practice in Teacher Education	Professor
Cruz	Sherley	Winston College of Law		Associate Professor
Cunningham	Kathryn	Arts and Sciences - Division of Arts and Humanities	Theatre	Associate Professor
Cunningham	Lauren	Haslam College of Business	Accounting and Information Management	Professor
Dia	Vermont	Institute of Agriculture	Food Science	Professor
Do	Thanh Duc	Arts and Sciences - Division of Natural Sciences and Mathematics	Chemistry	Associate Professor
Drake	Elizabeth	Veterinary Medicine	Small Animal Clinical Sciences	Professor
Eckerd	Stephanie	Haslam College of Business	Supply Chain Management	Professor
Eldridge	Sarah	Arts and Sciences - Division of Arts and Humanities	World Languages and Cultures	Professor
Elledge	Lawrence (Chris)	Arts and Sciences - Division of Social Sciences	Psychology and Neuroscience	Professor
Engman	Augustin	Institute of Agriculture	School of Natural Resources	Associate Professor
Frimu	Rodica	Arts and Sciences - Division of Arts and Humanities	World Languages and Cultures	Associate Professor
Gillis	Matthew	Arts and Sciences - Division of Arts and Humanities	History	Professor
Gragston	Mark	Tickle College of Engineering	Mechanical and Aerospace Engineering - University of Tennessee Space Institute	Associate Professor
Greig	Jamie	Institute of Agriculture	Agricultural Leadership, Education, and Communications	Associate Professor
Hadziabdic Guerry	Denita	Institute of Agriculture	Entomology and Plant Pathology	Professor
Hampton	Chiara	Veterinary Medicine	Large Animal Clinical Sciences	Associate Professor
Hardwig	William (Bill)	Arts and Sciences - Division of Arts and Humanities	English	Professor
Harris	Matthew	Haslam College of Business	Economics	Professor
Held	Mary	Social Work		Professor
Holmes	Carolyn	Arts and Sciences - Division of Social Sciences	Political Science	Associate Professor
Horne	Benjamin	Communication and Information	School of Information Sciences	Associate Professor
Ivey	Jennie	Institute of Agriculture	Animal Science	Professor
Jagadamma	Sindhu	Institute of Agriculture	Biosystems Engineering and Soil Science	Professor
Jared	Bradley	Tickle College of Engineering	Mechanical and Aerospace Engineering	Professor
Joseph (McCatty)	Andrea Asha	Social Work		Associate Professor
Kalas	Gregor	Architecture and Design	School of Architecture	Professor

June 2026 Promotions

UTK				
Last Name	First Name	College	Department	Promoted To:
Kivlin	Stephanie	Arts and Sciences - Division of Natural Sciences and Mathematics	Ecology and Evolutionary Biology	Professor
Kofoed	Michael	Haslam College of Business	Economics	Associate Professor
Lass	Eric Andrew	Tickle College of Engineering	Materials Science and Engineering	Associate Professor
Leard	Benjamin	Howard H. Baker Jr. School of Public Policy and Public Affairs		Associate Professor
Lee	Lawrence	Arts and Sciences - Division of Natural Sciences and Mathematics	Physics and Astronomy	Associate Professor
Lenaghan	Scott	Institute of Agriculture	Food Science	Professor
Li	Mi	Institute of Agriculture	School of Natural Resources	Associate Professor
Luke	Katherine	Arts and Sciences - Division of Social Sciences	Geography and Sustainability	Associate Professor
Lux	Cassie	Veterinary Medicine	Small Animal Clinical Sciences	Professor
Martinez	Charles	Institute of Agriculture	Agricultural and Resource Economics	Associate Professor
Mason	Katie	Institute of Agriculture	Animal Science	Associate Professor
McClanahan	William	Arts and Sciences - Division of Social Sciences	Sociology	Associate Professor
Miller	Laura	Communication and Information	School of Communication Studies	Professor
			Mechanical and Aerospace Engineering - University of Tennessee Space Institute	
Moeller	Trevor	Tickle College of Engineering		Professor
Murray	Brittany	Arts and Sciences - Division of Arts and Humanities	World Languages and Cultures	Associate Professor
Myer	Phillip	Institute of Agriculture	Animal Science	Professor
Newnam	Katherine	Nursing		Professor
Olsson	Carl Tore	Arts and Sciences - Division of Arts and Humanities	History	Professor
Paraskevas	John-Patrick	Haslam College of Business	Supply Chain Management	Associate Professor
Paul	William (Drew)	Arts and Sciences - Division of Arts and Humanities	World Languages and Cultures	Professor
Pfammatter	Angela	Education, Health, and Human Sciences	Public Health	Professor
Rampold	Shelli	University of Tennessee Institute of Agriculture	Agricultural Leadership, Education, and Communications	Associate Professor
Ravi	Kristen	Social Work		Associate Professor
Richmond	Mitchell	Institute of Agriculture	Plant Sciences	Associate Professor
Rihn	Alicia	Institute of Agriculture	Agricultural and Resource Economics	Associate Professor
Rowan	Troy	Institute of Agriculture	Animal Science	Associate Professor
Russo	Laura Alexandra	Arts and Sciences - Division of Natural Sciences and Mathematics	Ecology and Evolutionary Biology	Associate Professor
Saha	Debasish	Institute of Agriculture	Biosystems Engineering and Soil Science	Associate Professor
Schaefer	Deanna	Veterinary Medicine	Biomedical and Diagnostic Sciences	Professor
Schulz	Kalynn	Arts and Sciences - Division of Social Sciences	Psychology and Neuroscience	Associate Professor
Secora	Kristen Renee	Education, Health, and Human Sciences	Theory and Practice in Teacher Education	Associate Professor
Sharp	Ryan	Institute of Agriculture	School of Natural Resources	Professor
Sheldon	Kimberly	Arts and Sciences - Division of Natural Sciences and Mathematics	Ecology and Evolutionary Biology	Professor
Singh	Prashant	Tickle College of Engineering	Mechanical and Aerospace Engineering	Associate Professor
Sun	Qi	Education, Health, and Human Sciences	Educational Leadership and Policy Studies	Professor
Synzkiewicz	Anna	Arts and Sciences - Division of Natural Sciences and Mathematics	Earth, Environmental, and Planetary Sciences	Professor
Tas	Caglar	Arts and Sciences - Division of Social Sciences	Psychology and Neuroscience	Associate Professor
Traga-Philippakos	Zoi	Education, Health, and Human Sciences	Theory and Practice in Teacher Education	Professor
Tsuruda	Jennifer	Institute of Agriculture	Entomology and Plant Pathology	Associate Professor
Velez Melendez	Alejandro	Arts and Sciences - Division of Social Sciences	Psychology and Neuroscience	Associate Professor
Walters	Kellie	Institute of Agriculture	Plant Sciences	Associate Professor
Wang	Jianbin	Arts and Sciences - Division of Natural Sciences and Mathematics	Biochemistry and Cellular & Molecular Biology	Associate Professor
Widner	Kirsten	Arts and Sciences - Division of Social Sciences	Political Science	Associate Professor
Zhou	Hongyu	Tickle College of Engineering	Civil and Environmental Engineering	Professor
Zhuravleva	Mariya	Tickle College of Engineering	Materials Science and Engineering	Professor

June 2026 Promotions

UTM				
Last Name	First Name	College	Department	Promoted To:
Ary	Clint	Agriculture and Applied Sciences	Agriculture, Geosciences, and Natural Resources	Professor
Beckham	Jessica	Humanities and Fine Arts	Mass Media and Strategic Communication	Associate Professor
Bird	Will	Agriculture and Applied Sciences	Agriculture, Geosciences, and Natural Resources	Professor
Burkhart	Amanda	Engineering and Natural Sciences	Chemistry and Physics	Associate Professor
Cude	Tabitha	Education, Health, and Behavioral Science	Education Studies	Associate Professor
Glunz	Angie	Humanities and Fine Arts	Mass Media and Strategic Communication	Associate Professor
Hatch	Laura	Business and Global Affairs	Accounting, Economics, and Finance	Associate Professor
Pegues	Conrad	Paul Meek Library		Associate Professor
Van Horn	Chara	Humanities and Fine Arts	Mass Media and Strategic Communication	Professor
Vanhoose	Amanda	Engineering and Natural Sciences	Biology	Associate Professor
Whitt	Bridgette	Paul Meek Library		Associate Professor
UTS				
Last Name	First Name	College	Department	Promoted To:
Belford	Stanton	Math and Sciences	Biology	Professor

7.2



First-Time Board Pass Rates 2020-2024

Undergraduate Programs

Program	Exam		2020-21 2021-22 2022-23 2023-24			
			2020-21	2021-22	2022-23	2023-24
Dental Hygiene (BSDH)	NBDHE	UTHSC	82%	89%	97%	94%
		National	87%	86%	88%	90%
Medical Laboratory Science (BSMLS/MSCLS)	ASCP or AMT	UTHSC	92%	100%	93%	100%
		National	79%	78%	78%	79%
Nursing (BSN)	NCLEX-RN	UTHSC	94%	90%	96%	98%
		National	82%	80%	89%	91%

Professional Programs

Program	Exam		2020-21 2021-22 2022-23 2023-24			
			2020-21	2021-22	2022-23	2023-24
Dentistry (DDS)	INBDE	UTHSC	94%	90%	99%	100%
		National	90%	99%	100%	95%
Audiology (AuD)	Praxis AUD	UTHSC	90%	83%	88%	67%
		National	77%	76%	68%	73%
Speech-Language Pathology (MSSLP)	Praxis SLP	UTHSC		100%	98%	98%
		National		83%	77%	82%
Cytopathology Practice (MCP)	CT and HTL	UTHSC	100%	100%	100%	100%
		National (CT)	88%	88%	86%	88%
		National (HTL)	85%	79%	76%	75%
Medicine (MD)	USMLE Step 1	UTHSC	97%	97%	98%	92%
		National	96%	93%	92%	91%
	USMLE Step 2	UTHSC	98%	98%	99%	100%
Pharmacy (PharmD)	NAPLEX	UTHSC	85%	79%	79%	81%
		National	81%	77%	76%	74%
Occupational Therapy (MOT)	NBCOT	UTHSC	85%	78%	73%	82%
		National	81%	77%	73%	68%
Physical Therapy (DPT)	NPTE	UTHSC	89%	91%	84%	86%
		National	89%	85%	84%	86%
Physician Assistant (MMS-PA)	PANCE	UTHSC	93%	87%	89%	84%
		National	93%	92%	92%	92%