THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Friday, October 16, 2026	Student Union Ballroom
8:00 a.m. (EDT)/ 7:00 a.m. (CDT)	The University of Tennessee, Knoxville, TN

AGENDA

I. Call to Order and Roll Call

II. Opening Remarks of the Committee Chair

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

IV. Presentations – Information/Discussion.....Tab 1
- A. The Tennessee Workforce and Credential Innovation .....Tab 1.1
- B. Report: Degrees Awarded, Student Debt, and Graduate Outcomes.....Tab 1.2

V. Proposed Peer and Aspirational Peer Institutions – Action .....Tab 2

VI. Proposed New Academic Programs and Units – Action.....Tab 3
- A. Academic Program, UTK
  1. BSBA in Information Systems for Business Innovation (ISBI).....Tab 3.1
- B. Academic Units, UTM
  1. School of Agriculture & Natural Resources, School of Animal and Veterinary Sciences, and Department of Earth and Atmospheric Sciences .....Tab 3.2

VII. Granting of an Honorary Degree, UTK.....Tab 4

VIII. Student Information System: Phase 1 Update – Information/Discussion.....Tab 5

IX. UT Research Foundation Annual Update – Information/Discussion.....Tab 6

X. Consent Agenda – Action.....Tab 7
- A. Minutes of the Prior Meeting.....Tab 7.1
- B. Grant of Tenure upon Initial Appointment.....Tab 7.2
- C. Proposed Academic Program Modifications, UTK
  1. BA designation - Biological Sciences.....Tab 7.3.1
  2. BS designation - Interdisciplinary Programs.....Tab 7.3.2
  3. EdD designation - Higher Education Administration .....Tab 7.3.3

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

XI. 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.]

XII. Closing Remarks and Adjournment

Information Items

A. Annual Report on Intercollegiate Athletics ..... Tab 8.1
B. Administrative Action to Terminate or Inactivate Academic Programs ..... Tab 8.2
C. Non-degree Credential Enrollment/Completion Data ..... Tab 8.3
D. Certification of Degrees Conferred ..... Tab 8.4

The Tennessee Workforce and Credential Innovation

THE UNIVERSITY OF TENNESSEE SYSTEM



Career Pathways	# of Jobs
Nursing & Clinical Care	11,112
Sales & Account Management	5,929
Financial Managers	5,924
Software Developers	5,491
Project Management Specialists	5,457
General and Operations Managers	5,254
Computer Occupations, All Other	4,671
Sales Managers	4,570
Accountants and Auditors	4,327
Medical and Health Services Managers	4,204
Marketing Managers	3,266
Data Scientists	3,082
Managers, All Other	3,061
Financial and Investment Analysts	3,020
Industrial Engineers	2,973
Secondary School Teachers, Except Special and Career/Technical Education	2,927
Human Resources Specialists	2,745

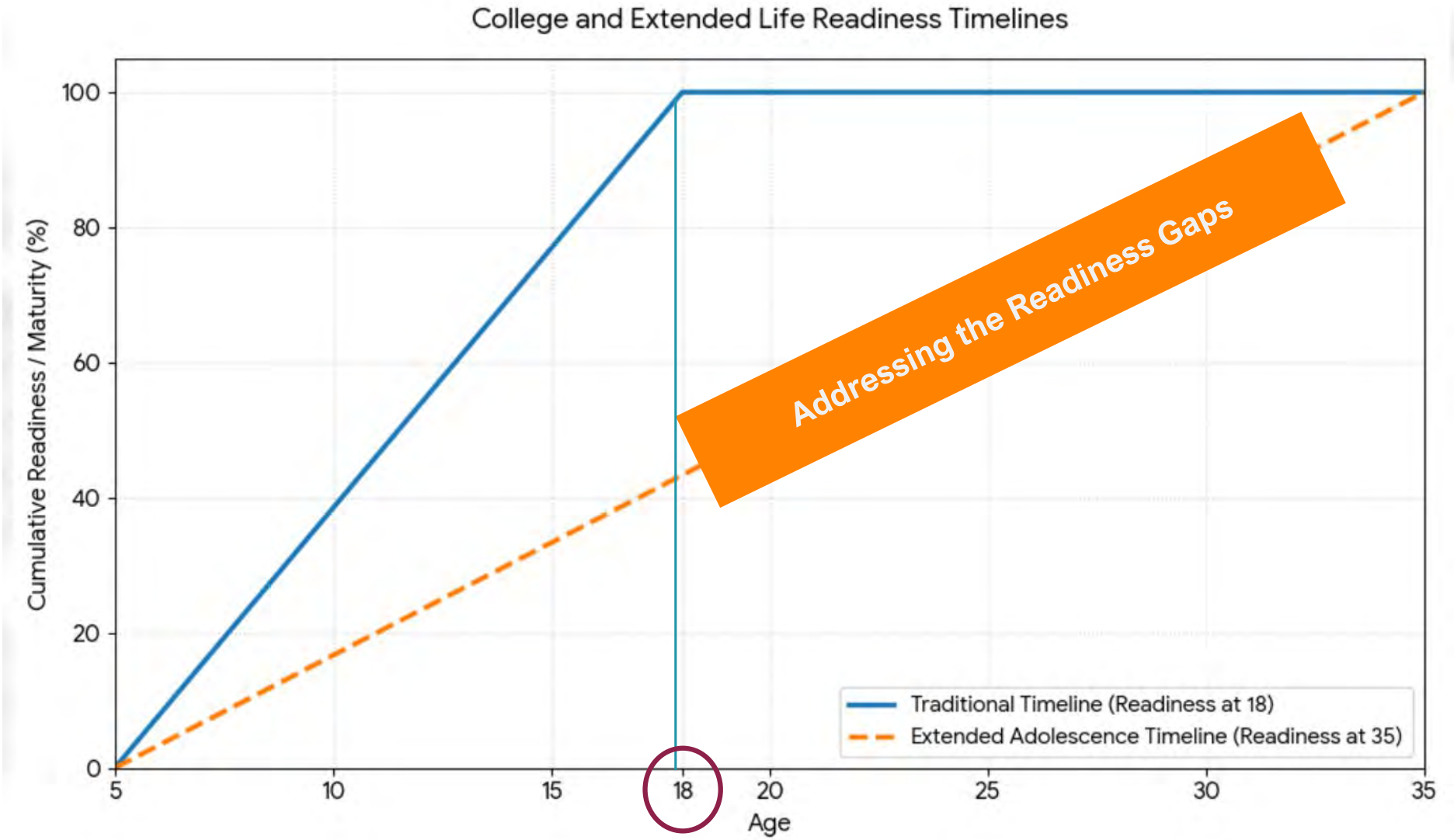
Top TN Job Postings

- 30-mile radius of each UT campus (includes neighboring states plus Davidson County/Nashville)
- 18 months, 2025-26
- Median advertised salaries > $60K

Who are we missing?

Which populations are under-enrolled?

- **Young adults** who are/were not ready for university at 18
- **Working adults** (25+) who need to upskill or reskill


College and Extended Life Readiness Timelines
Cumulative Readiness / Maturity (%)
100
80
60
40
20
0
5
10
15
18
20
25
30
35
Age
Addressing the Readiness Gaps
Traditional Timeline (Readiness at 18)
Extended Adolescence Timeline (Readiness at 35)

% of 25-34 year olds achieving the 4 traditional markers of adulthood

45%

1975

25%

2024

Working Learners

By 2030, out of every 100 workers, the expected trajectory looks like this:

- **29 workers** will require significant **upskilling** to adapt and keep their current roles.
- **19 workers** will have to completely **reskill** to transition into entirely new roles within the economic ecosystem.
- **11 workers** are unlikely to receive any necessary training, putting their long-term economic stability at severe risk.

59%

will need education

Current Efforts

1. Work to Learn Cocke County
2. Microcredentials and Workforce Pell
3. Reduced Credit Bachelor’s Degrees
4. Accelerated BS and MS Degrees

1. Work to Learn Cocke County

Future Forward Innovation Grant from SCORE

Addressing readiness gaps for 18-24 year olds

Learn More

THE UNIVERSITY OF TENNESSEE SYSTEM

HopeNation

5C

Credential Lead

Mapping stackable pathways with credit for work-integrated learning.

Intervention Lead

Assessment and individualized intervention with licensed therapists trained in increasing hope and confidence.

Community Lead

Facilitating employment and employer engagement for place-based learning.

The Challenge & Primary Goals

THE CHALLENGE

Cocke County college-going rates have ranged from 37% to 53%

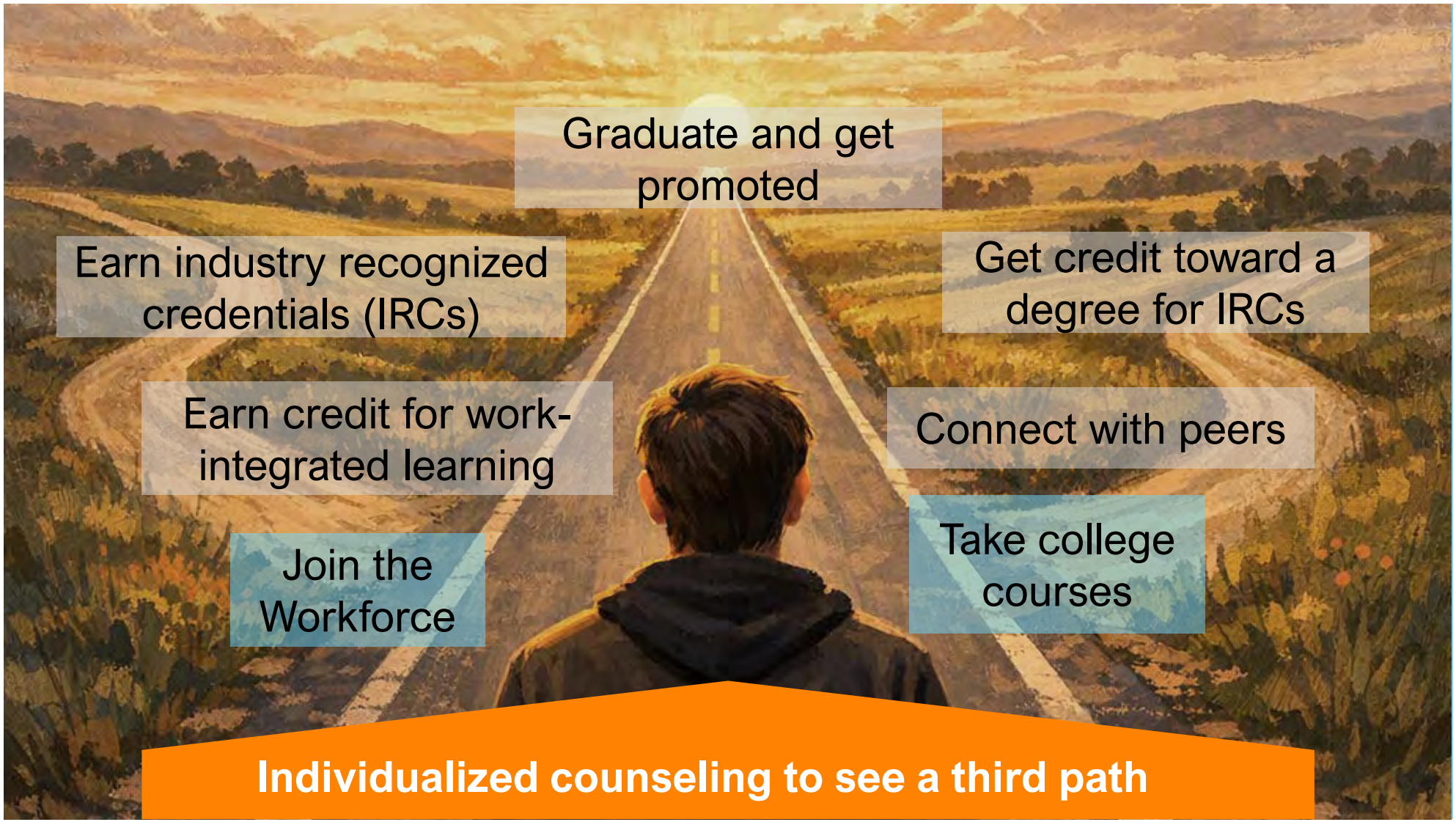
TN SCORE's 2030 goal: 77%

- Rural students face a **false choice** between staying at home and going to college.
- Feelings of **hopelessness** and lack of **confidence** are a barrier.
- Students who remain in rural communities lack **coordinated support** connecting employment with credential attainment.
- Online learners often experience **isolation** and a lack of belonging.

PRIMARY GOAL

Provide a workforce-aligned, place-based postsecondary option for Cocke County high school graduates, targeting 30–50 learners to increase the college-going rate.

- Develop **work readiness competencies** through clinically grounded assessment and individualized interventions.
- Enable students to live at home, join the workforce, and **earn stackable credentials** through place-based pathways
- **Achieve 25–30% aggregate improvement** in work readiness confidence, goal clarity, hope and persistence


Graduate and get promoted
Earn industry recognized credentials (IRCs)
Get credit toward a degree for IRCs
Earn credit for work-integrated learning
Connect with peers
Join the Workforce
Take college courses
Individualized counseling to see a third path

2. Microcredentials and Workforce Pell

Six Recommended Actions from the UT Working Group

The WFP Working Group's Recommended Actions for 2026-2027

Launch a public messaging campaign with strategic messaging for learners & employers

Adopt a Microcredential verification and delivery platform

Resolve wage data collection gaps

Credential Hub: WFP Eligible Programs

WFP Program Eligibility Timeline

Socialize Microcredential Definition

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3. Reduced Credit Hour Degrees

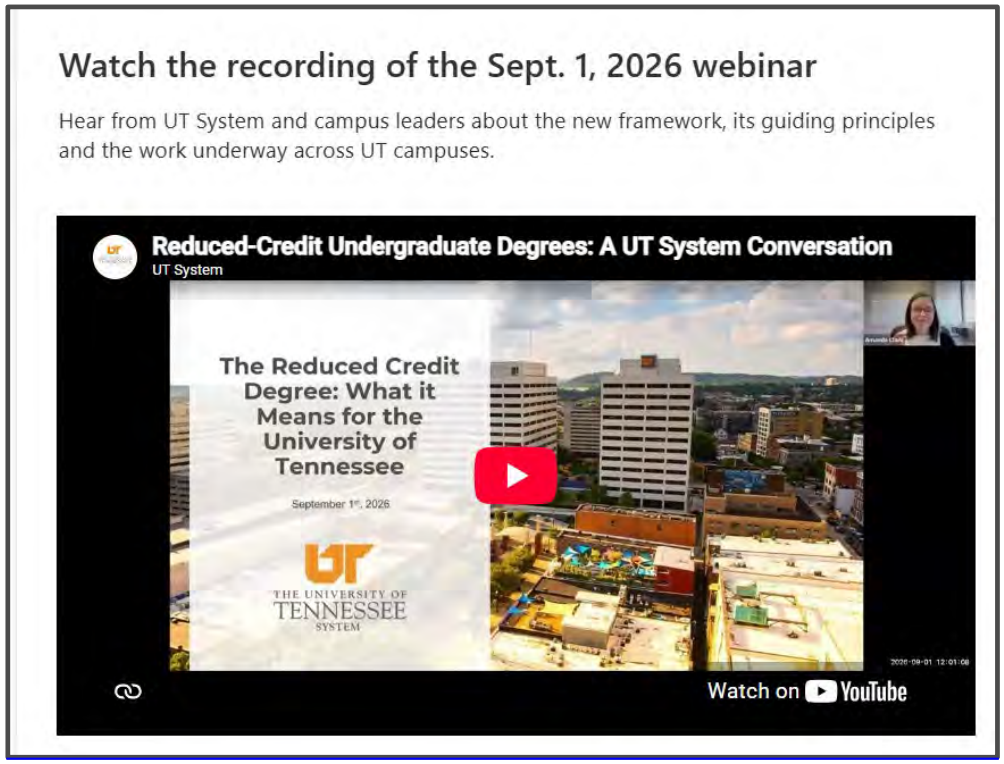
90-100 credit Focused Bachelor’s Degrees

A new credential type

- Interdisciplinary Occupations
  - Accounting Technology
  - Financial Management
  - AI Agents in Hospitality & Retail
  - Applied Cybersecurity
  - Risk Analysis and Predictive Modeling
- Durable Skills
  - Sharpen connections between gen ed coursework and cross-cutting skills desired by employers (i.e., problem solving, communication, professionalism)



Campus Support



A Conversation with the CAOs

625 registrations, >300 attendees,
20+ questions submitted, positive feedback

AARSS Follow-up Webinar

Tactical support for program developers

AARSS Hub Resources

- Guiding Principles
- Examples and data from other states
- FAQs
- Templates and THEC process support

4. Leveraging Credit for Prior Learning

Bachelor’s completion strategy- BIS

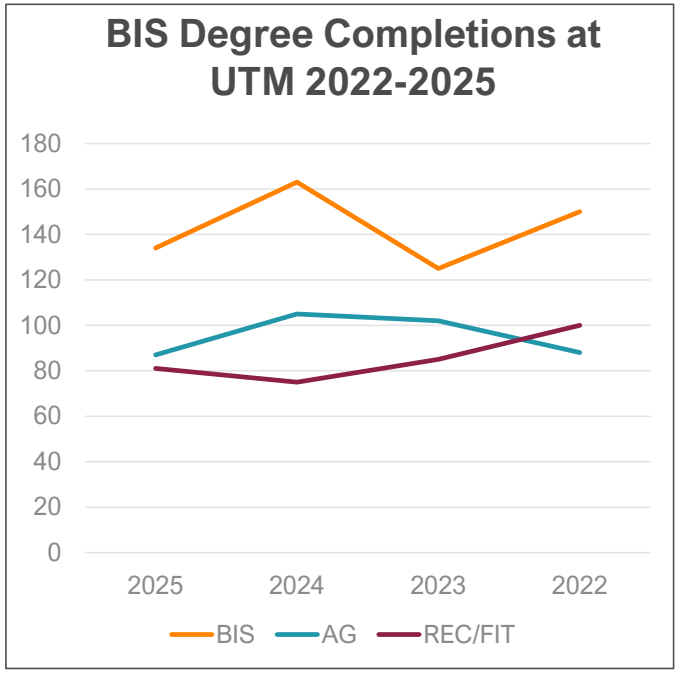
Accelerated Pathways- Faculty Innovation Grants (AP-FIG)

Bachelors in Integrated Studies (BIS)

Leveraging **credit for prior learning** and **competency-based credit** for up to 75% of a degree:

- ❑ TCAT credentials
- ❑ Industry Recognized Credentials
- ❑ Experiential / on-the-job learning
- ❑ Competencies demonstrated through assessment
- ❑ Employer sponsored training, and
- ❑ Military experience

BIS at UTM is their highest producing undergraduate program.



Accelerated Programs

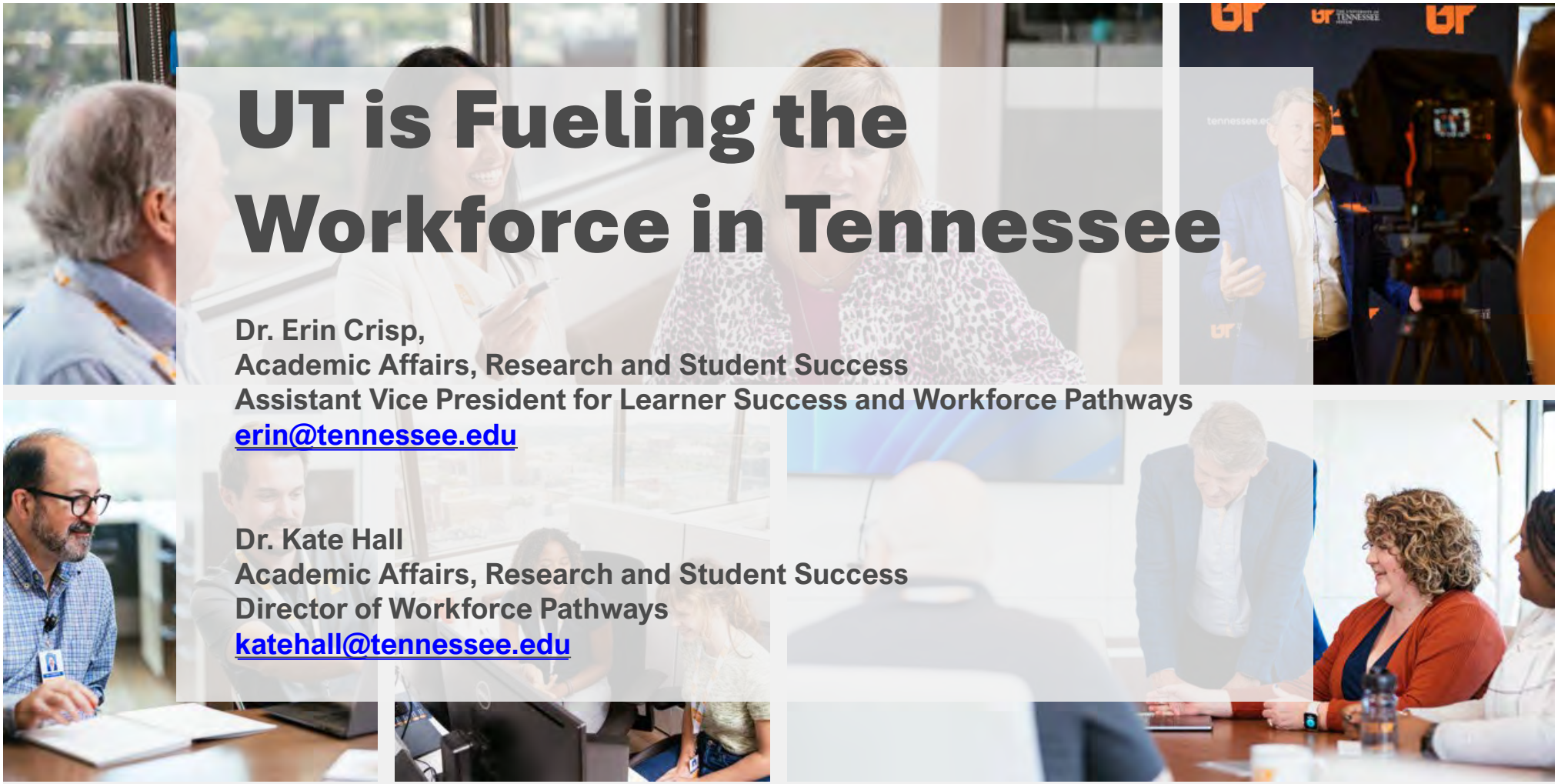
Existing Bachelor's Degrees (120) in 3 Years:

<u>Faculty Innovation Grants for 2026-27, $6K each:</u>

- **UTC**: MS in Engineering Management
- **UTS (2)**: Masters of Business Administration & BS in Nursing
- **UTHS**: Master of Health Informatics and Information Management
- **UTM**: BA/BS in Mathematics
- **UTK**: BS in Education, Interdisciplinary Early Childhood

By fall 2027, students with prior learning, military experience and/or work experience may realize completion of these degrees 25% faster than a typical degree completer.





UT is Fueling the Workforce in Tennessee

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Director of Workforce Pathways
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THE UNIVERSITY OF TENNESSEE SYSTEM

Campus Spotlights

1. UT Chattanooga
2. UT Knoxville
3. UT Southern
4. UT Martin
5. UT Health Sciences

BAS in Applied Leadership	
Intended Learner:	Some college, no degree; working learners
Format:	Asynchronous, online, 7-week terms for courses in the major
Outcomes:	137 graduates after 5 years (36 projected at program approval)
Highlights:	Flexible format and workplace relevance of the courses and assignments.

Center for Professional Education Non-credit programs	
Intended Learner:	Healthcare including clinical medical assisting, CNA, pharmacy technician
Format:	In person in a specialized training space plus clinicals
Outcomes:	381 completers last year, upskilling, reskilling and traditional students
Highlights:	WIOA or employer funded in lieu of traditional financial aid

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Rural Health Pathways Initiative

Intended Learner:	K-12 early exposure and HS dual enrollment to CC, 4-yr, & grad school
Format:	HS→ CC→ UTK→ UT Medical Center, 2+2 and guaranteed interviews
Outcomes:	- Key partners established; - $2M grant from THEC
Highlights:	Industry partners provide work-based learning & paid internships.

AI in Manufacturing

Intended Learner:	Upskilling employees at DENSO
Format:	Customized hybrid training to support the use of AI in manufacturing
Outcomes:	- 35 employees and growing TN, NC & MI; - Industry credential for completers
Highlights:	Employer sponsored; Includes a workplace capstone experience; CECS partnership with IPS

THE UNIVERSITY OF TENNESSEE KNOXVILLE

90 Credit Hour
Bachelor of Science in Corrections and Institutional Leadership
COMING SOON

Intended Learner:	Working law enforcement professionals or those seeking careers in corrections. Upskilling and reskilling for working adults.
Format:	- Asynchronous, online, 8-week terms - Stackable with existing community college and TCAT programs
Intended Outcomes:	- From 0 to Bachelor's degree in under 3 years. - Corrections professionals with applied skills in behavioral health, leadership, and institutional operations with complementary legal and constitutional knowledge.
Highlights:	- Pre-designed 90-120 credit, 1-year pathway if needed. - Launching a new Center for Continuing Education and Workforce Development

THE UNIVERSITY OF TENNESSEE SOUTHERN

Bachelor of Interdisciplinary Studies: Fire Leadership

Intended Learners:	- Upskilling Tennessee's current fire service professionals - AAS completers awarded up to 60 credit hours
Format:	- 6-week courses - Online synchronous weekly sessions - In-person capstone addressing a real problem from the participant's own workplace
Outcomes:	A 2-yr pathway to a bachelor's degree for working adults
Highlights:	- **Industry Led**: UTM convened attendees of the 58th Annual TN Fire Chiefs' Leadership Conference to help develop the new Fire Leadership Program - **Credit for Prior Learning**: Program builds on existing Fire Officer certifications and creates a direct pathway for career advancement for Tennessee Fire Service Professionals. - **Scalable Model**: Exploring similar pathways for first-responders.

THE UNIVERSITY OF TENNESSEE MARTIN

TN Rural Healthcare Center of Excellence

Learners:	- Upskilling for existing rural healthcare providers - Attracting and supporting new rural healthcare providers (dentistry, medicine, nursing, etc.)
Format:	- Promoting flexible learning models for statewide rural-centric programs (training, apprenticeship, certifications) and residency programs.
Outcomes:	- Rural county healthcare and workforce gap analysis - Develop a shared Rural Health Certificate Program building upon the existing UT Health Sciences Pharmacy and Nursing programs
Highlights:	- Leverage existing assets: UT Martin regional centers, mobile health units and extension offices as connectors to the rural communities - Build continuous pathways vs disconnected programming

THE UNIVERSITY OF TENNESSEE HEALTH SCIENCES

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

The Tennessee Workforce and Credential Innovation

Notes and Reference Links from Presentation:

The Readiness Gap (Slides 4 & 5): The U.S. Census Bureau highlights the decline in the numbers of people who are reaching the four traditional markers of adulthood (living independently, entering a career, marrying and having a child). Gallup and the Walton Family Foundation found that most high school students feel unprepared for life after graduation. A primary driver of college freshman dropout isn't a lack of academic capability but instead stems from deficits in emotional and lifestyle readiness. The Gates foundation points to economic uncertainty and affordability as key to the struggles of young people. The delay in marriage and children is a downstream effect of economic anxiety according to Pew. Additionally, the ACT organization points to a multi-year downward trajectory in standard high school performance. Fewer students are ready for the academic demands of college. These results are also reflected in reports from the National Assessment of Educational Progress and the College Board. Students must achieve economic stability before achieving social milestones.

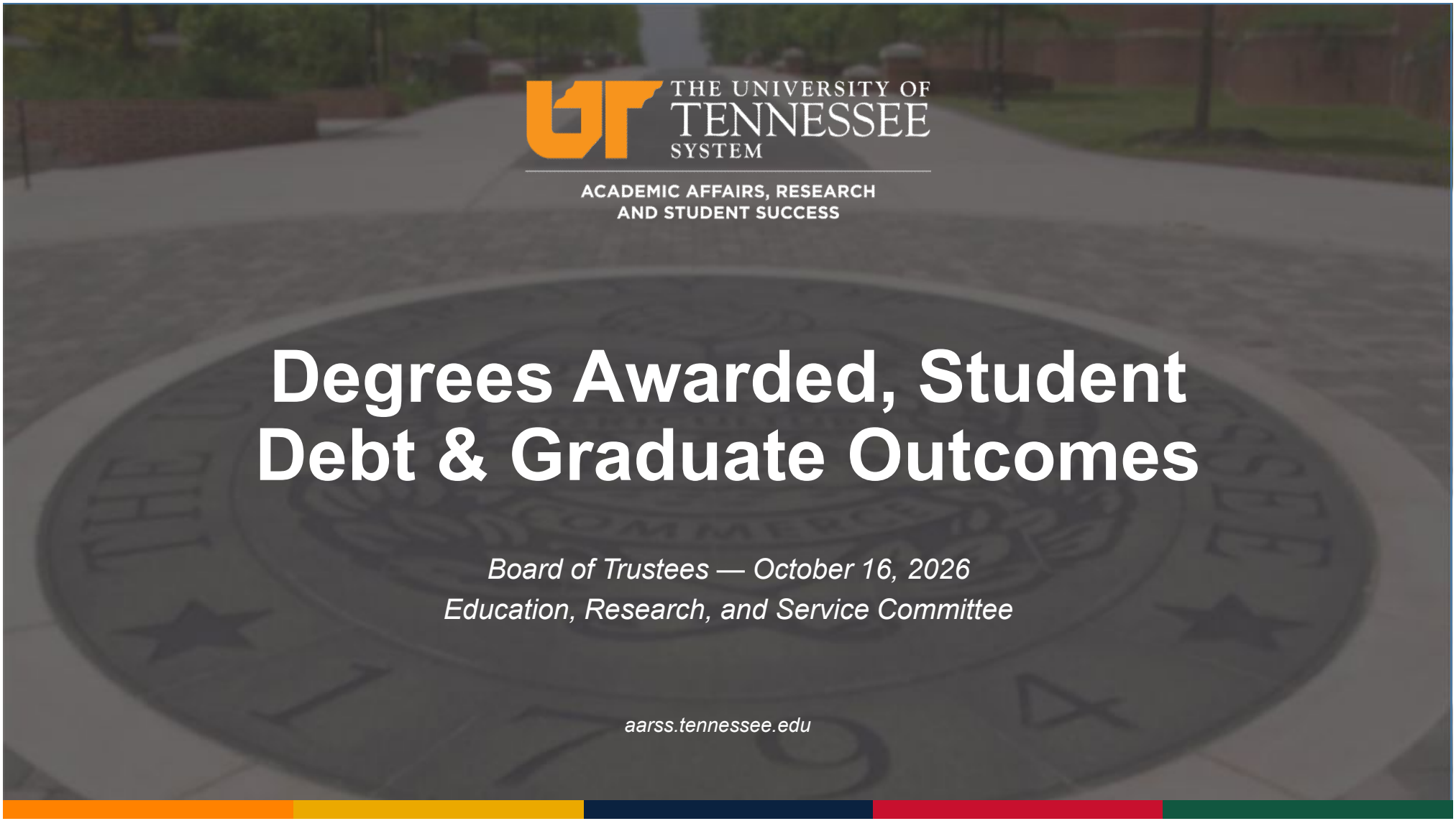
What works? 1) Sector-focused Career Pathways (as opposed to generic preparation). 2) Wrap around support that includes stable housing, mental health and wellness support, career navigators (advisors, mentors), childcare and transportation. 3) High-Quality Apprenticeships (the debt-free alternative to careers). The single most effective strategy to help young people reach family milestones is to provide them with hyper-focused career tracks and personal infrastructure required to achieve financial independence first.

Needs for Adult Upskilling/Reskilling (Slide 6): The World Economic Forum used employer perception data from international surveying (2025).

SCORE press release: Future Forward Innovation Grant information https://tiny.utk.edu/FFIG

UT System Webinar Recording: Reduced Credit Degrees: What it Means for the University of Tennessee recorded webinar from September 1st 2026. Over 600 UT faculty and staff registered, and over 325 people attended.

UT Knoxville: QR Code #1: Rural Health Pathways. QR Code #2: Denso partnership document is linked here.


THE UNIVERSITY OF TENNESSEE SYSTEM
ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS
Degrees Awarded, Student Debt & Graduate Outcomes
Board of Trustees — October 16, 2026
Education, Research, and Service Committee
aarss.tennessee.edu

University of Tennessee

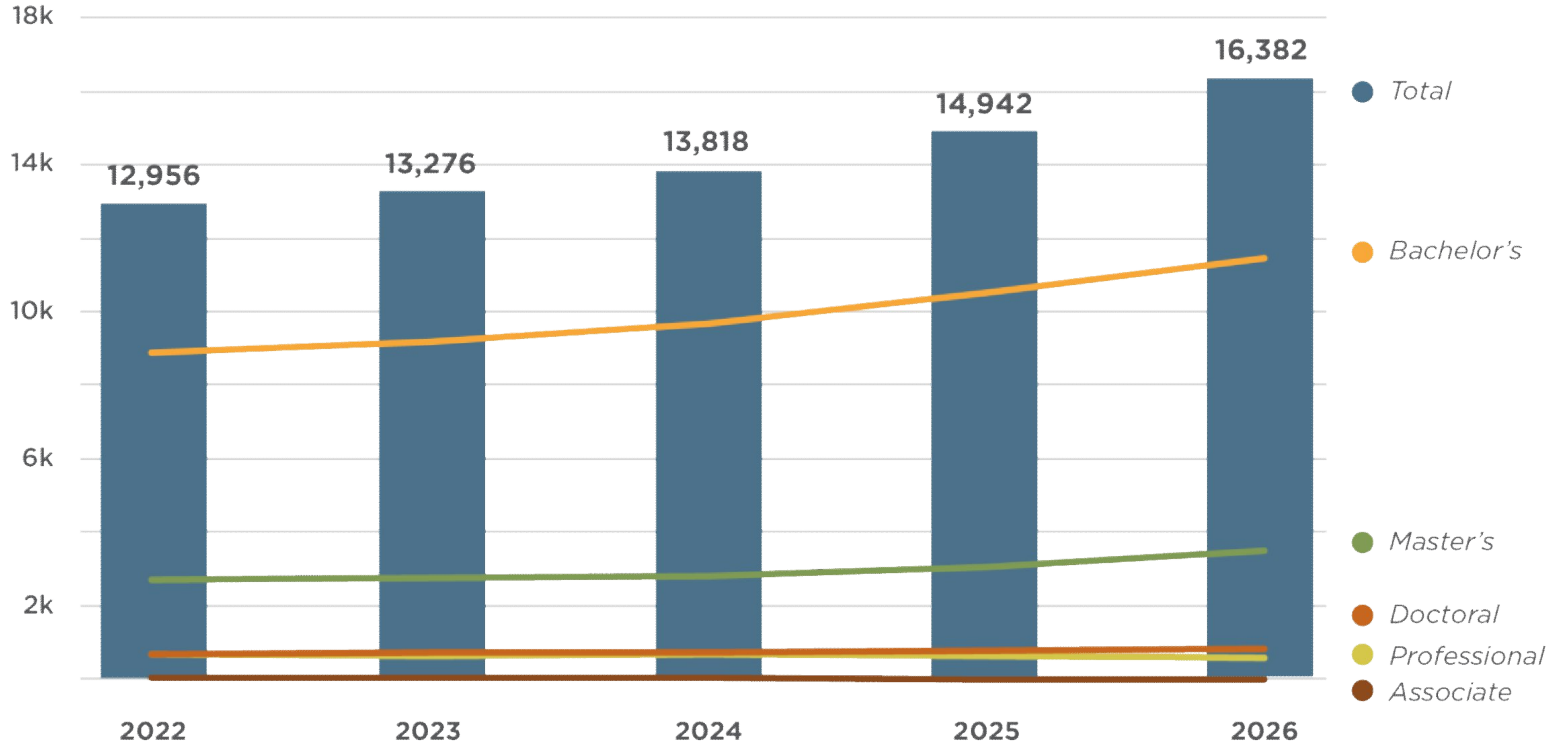
SYSTEM

Degrees Awarded, Student Debt & Graduate Outcomes



Total Degrees Awarded

UT System, 2022-2026



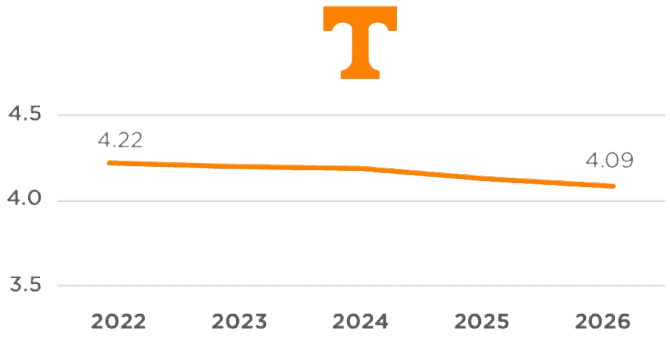
+26.4%
Total 5-Year Change

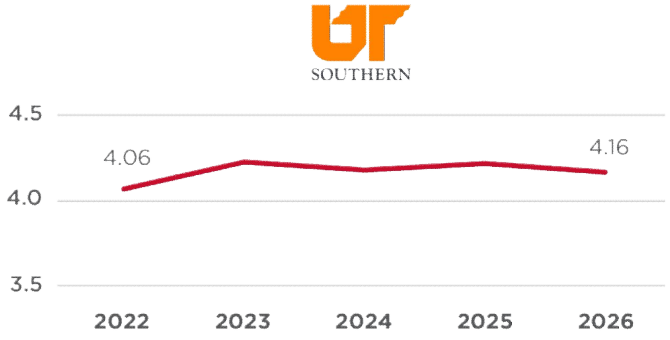
Note: UT Southern awarded last associate degrees in the 2024-25 academic year.

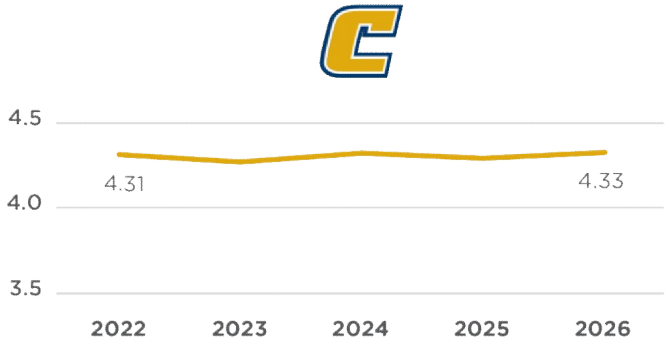
Average Time to Bachelor's Degree

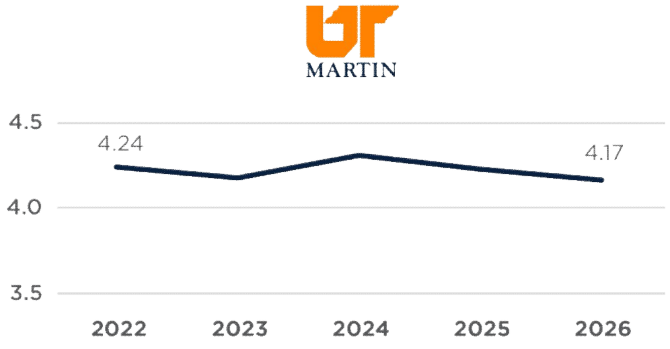
2022-2026

Note: UT Health Sciences primarily awards graduate and professional degrees.









Bachelor's Recipients Graduating Debt Free

UT System, 2020-2026

Count of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
2,372	2,521	2,742	3,091	3,321	3,657	4,163

Percentage of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
46.5%	47.1%	48.7%	52.1%	54.0%	55.1%	56.3%

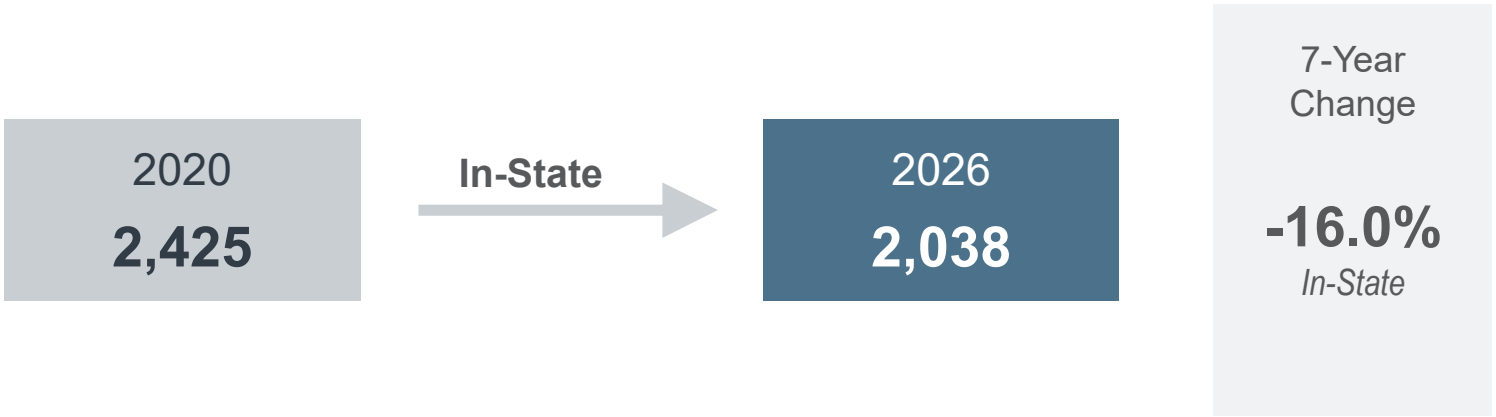
2030 Goal

64%

Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Number of In-State Bachelor's Recipient Borrowers

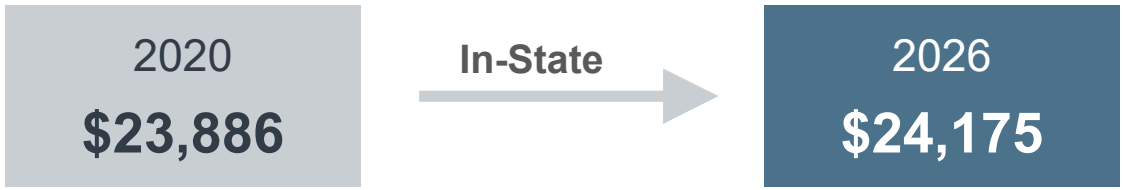
UT System, 2020-2026



Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Average In-State Student Debt of Bachelor's Recipient Borrowers

UT System, 2020-2026



7-Year Change

+1.2%

In-State

2030 Goal: $20,000

Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

University of Tennessee,

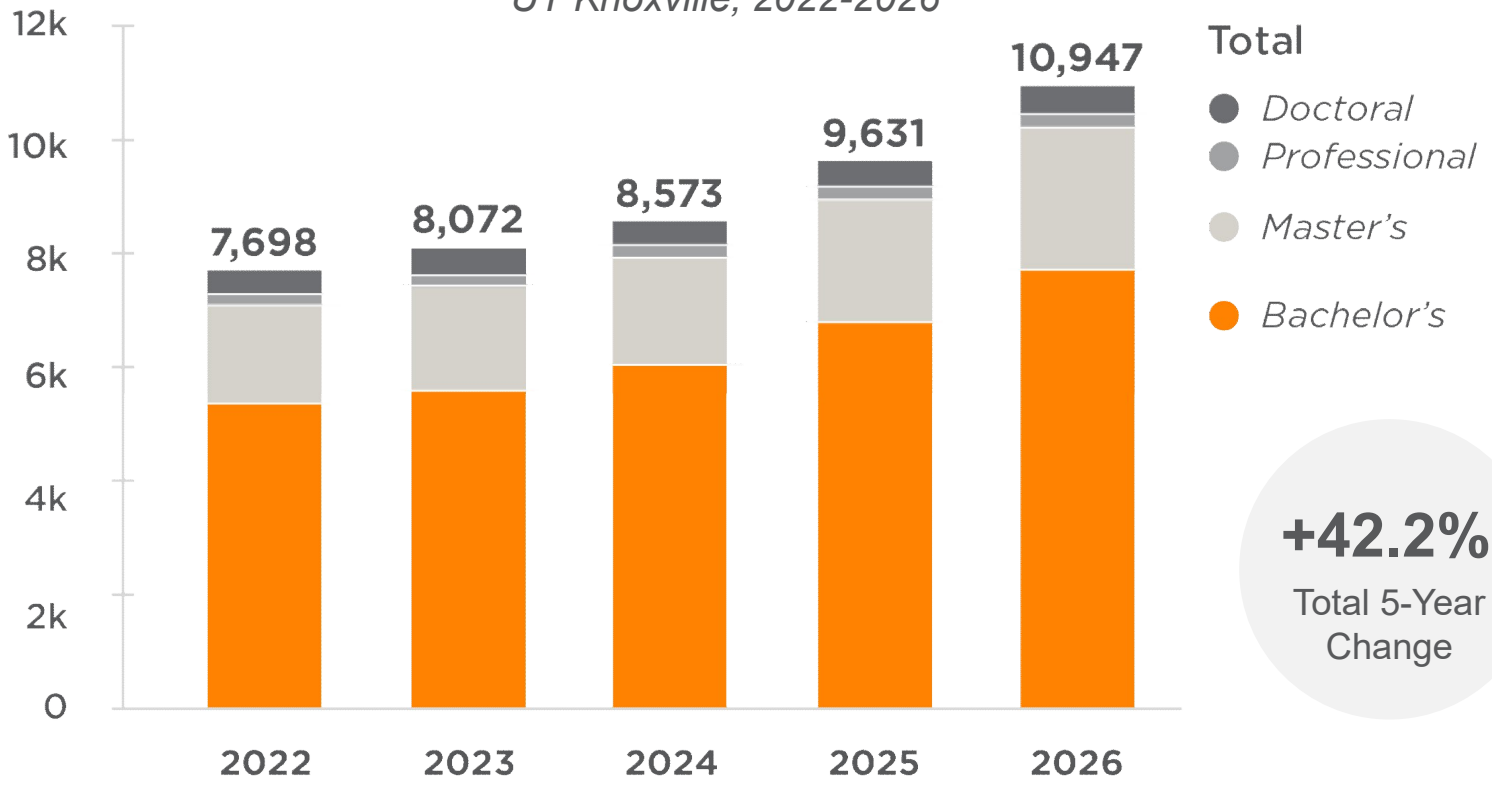
KNOXVILLE

Degrees Awarded, Student Debt & Graduate Outcomes



Total Degrees Awarded

UT Knoxville, 2022-2026

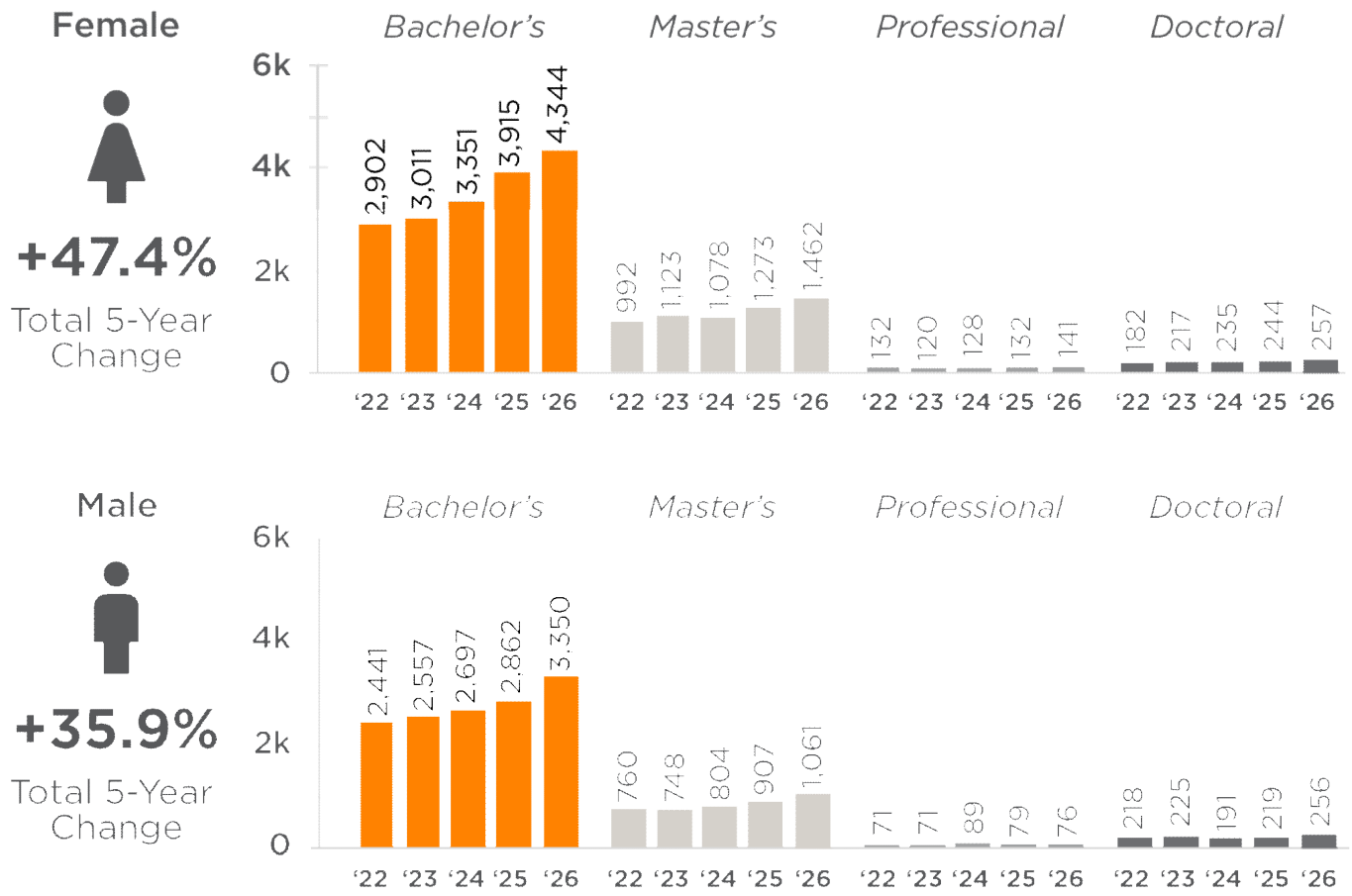


+42.2%

Total 5-Year Change

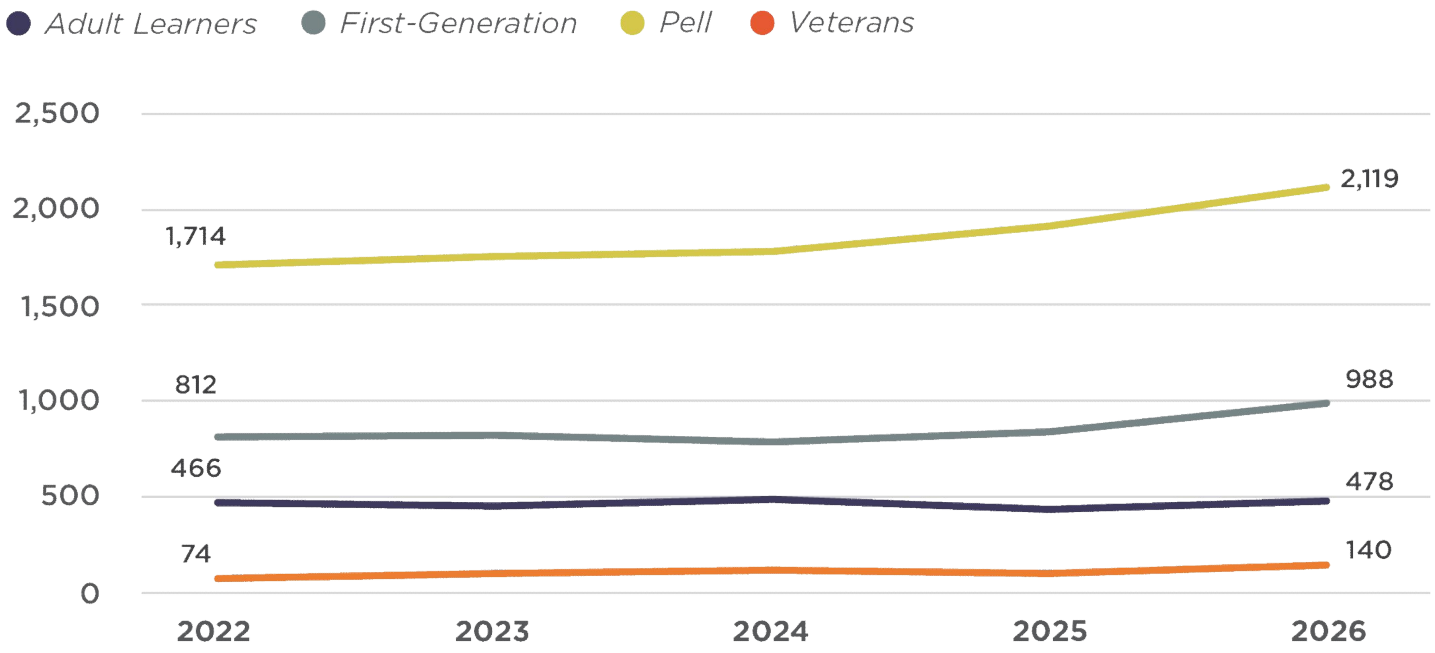
Degrees Awarded by Gender

UT Knoxville, 2022-2026



Bachelor's Degrees by Other Populations

UT Knoxville, 2022-2026



Total 5-Year Change

+23.6% Pell

+21.7% First-Generation

+2.6% Adult Learners

+89.2% Veterans

Bachelor's Recipients Graduating Debt Free

UT Knoxville, 2020-2026

Count of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
1,645	1,734	1,921	2,100	2,372	2,661	3,088

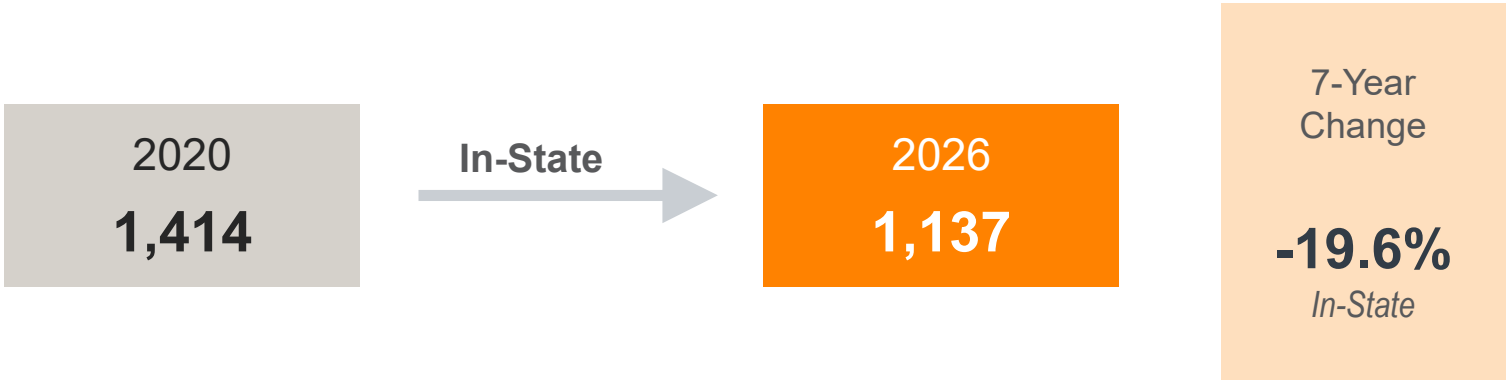
Percentage of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
49.5%	49.3%	52.0%	54.2%	56.8%	57.6%	58.1%

Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Number of In-State Bachelor's Recipient Borrowers

UT Knoxville, 2020-2026



Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Average In-State Student Debt Of Bachelor's Recipient Borrowers

UT Knoxville, 2020-2026



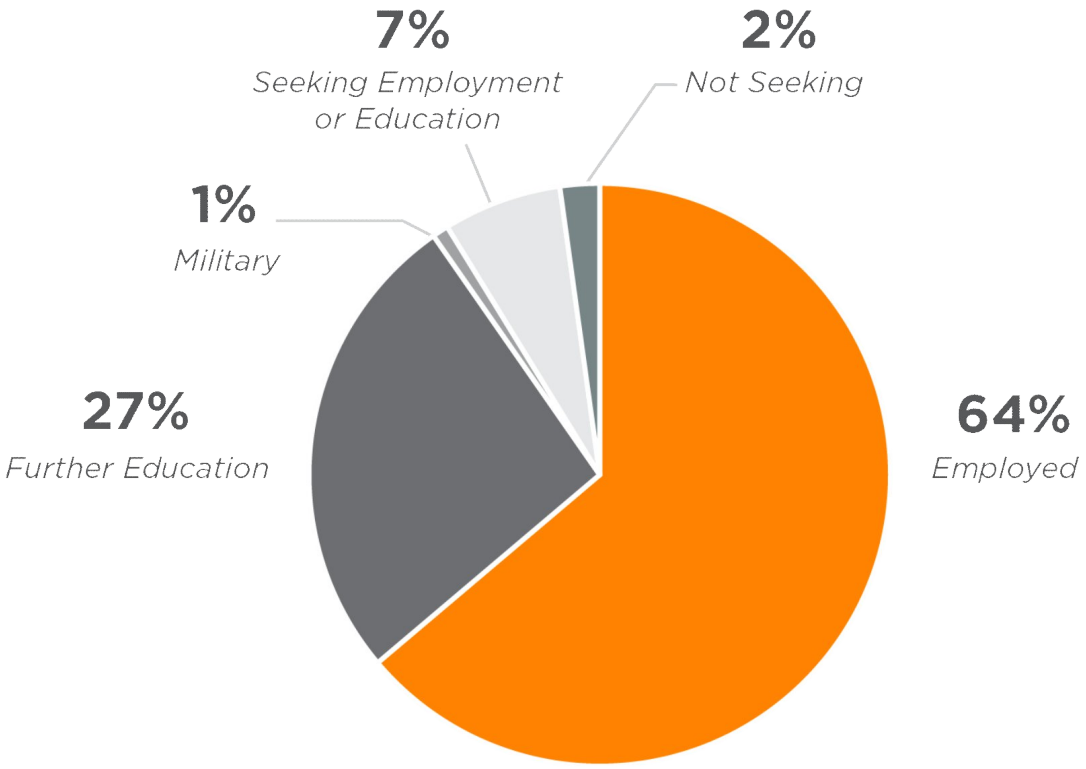
Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

First Destinations of Bachelor's Recipients

UT Knoxville
2024-2025

***Knowledge Rate: 80%**

Positive Career Outcomes: 92%



*Knowledge Rate: The percentage of graduating students for whom the university has verifiable data about their post-graduation activities. *Source: The National Association of Colleges and Employers (NACE)*

University of Tennessee at

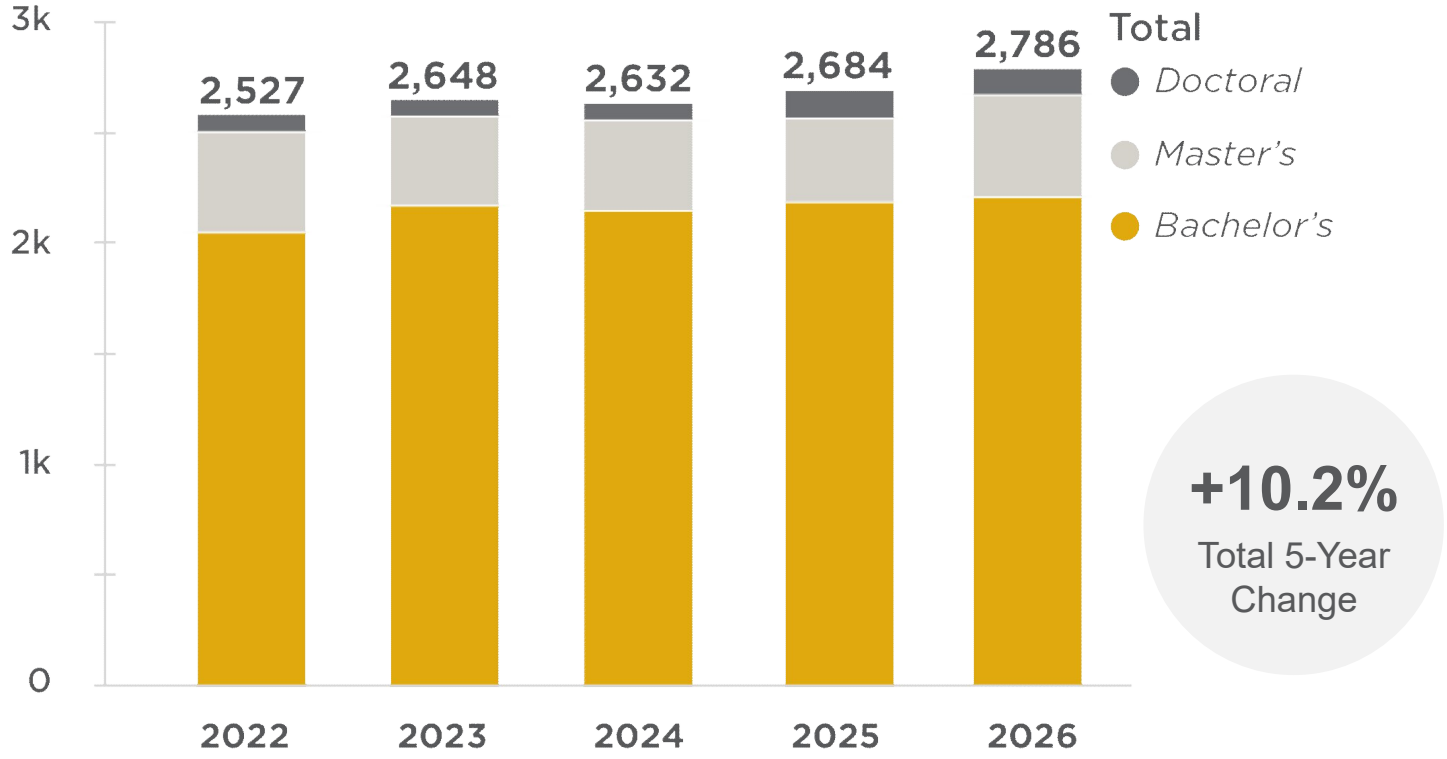
CHATTANOOGA

Degrees Awarded, Student Debt & Graduate Outcomes



Total Degrees Awarded

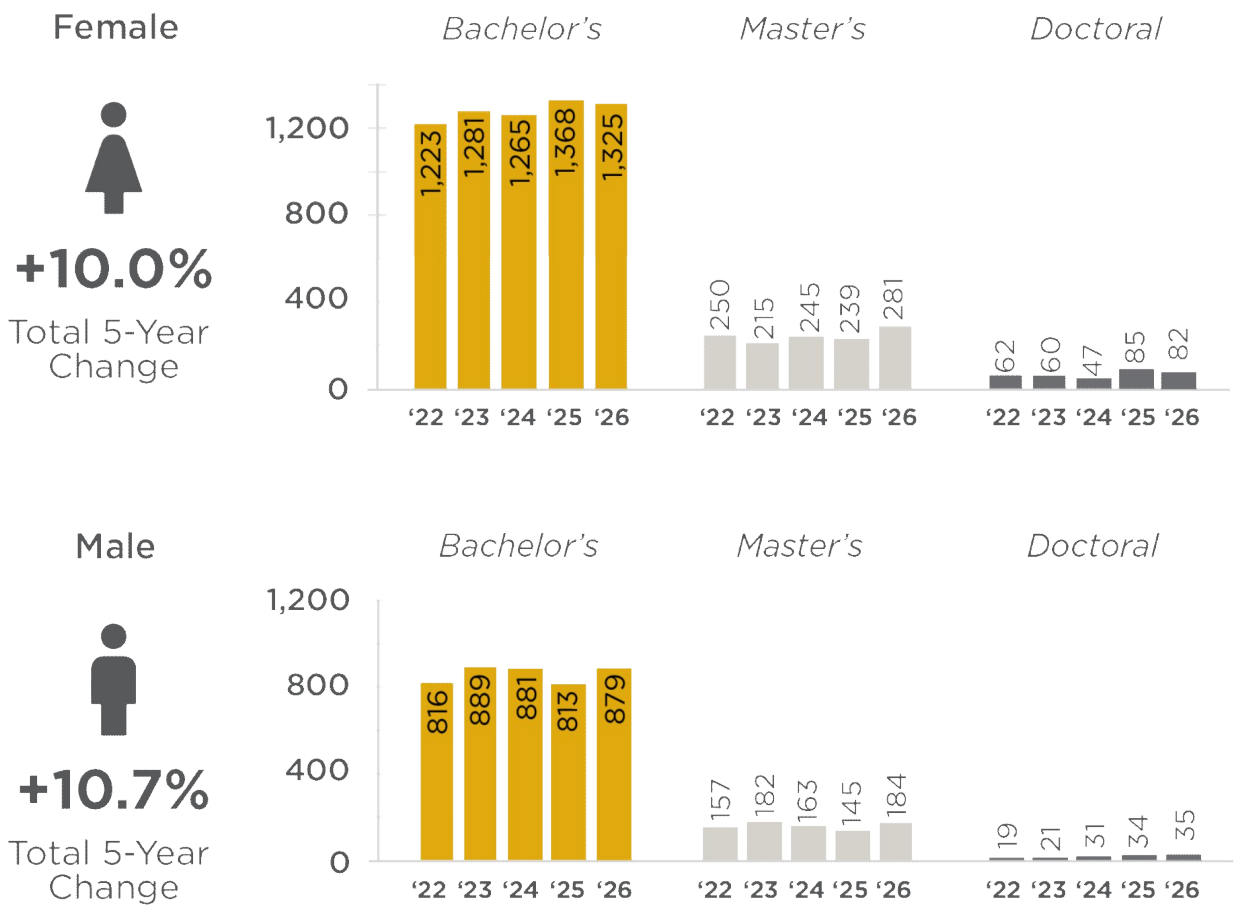
UT Chattanooga, 2022-2026



+10.2%
Total 5-Year Change

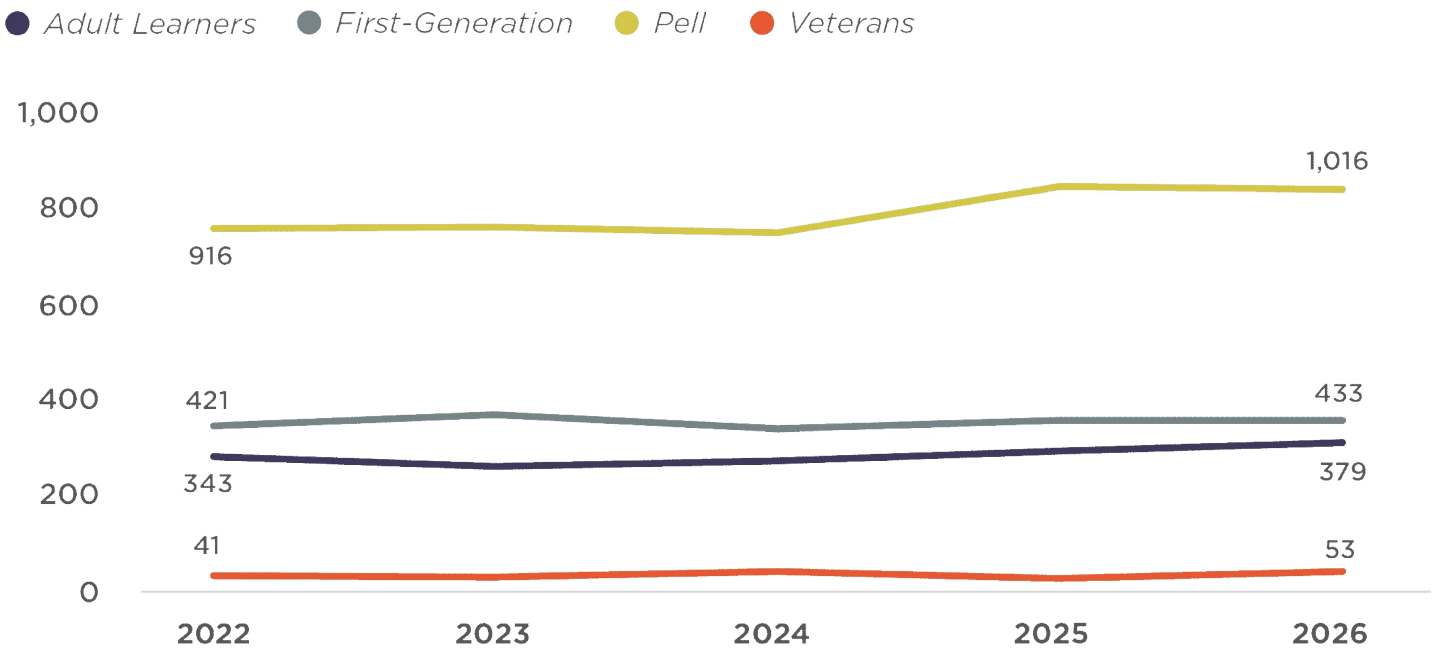
Degrees Awarded by Gender

UT Chattanooga, 2022-2026



Bachelor's Degrees by Other Populations

UT Chattanooga, 2022-2026



Total 5-Year Change

+10.9%
Pell

+2.9%
First-Generation

+10.5%
Adult Learners

+29.3%
Veterans

Bachelor's Recipients Graduating Debt Free

UT Chattanooga, 2020-2026

Count of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
485	540	547	661	632	640	686

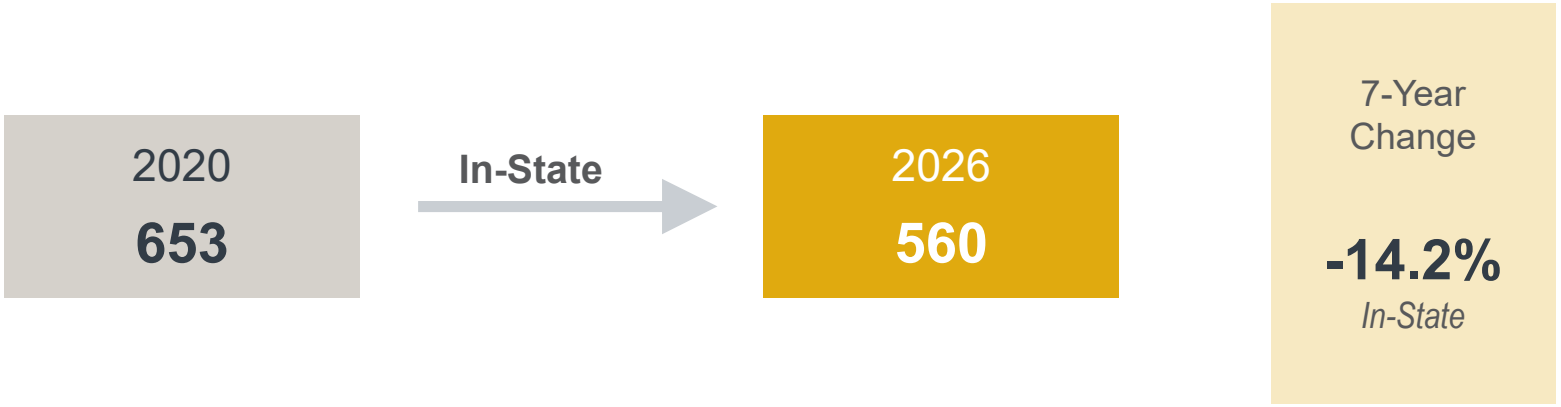
Percentage of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	226
42.1%	44.8%	44.5%	50.2%	49.8%	50.3%	52.4%

Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Number of In-State Bachelor's Recipient Borrowers

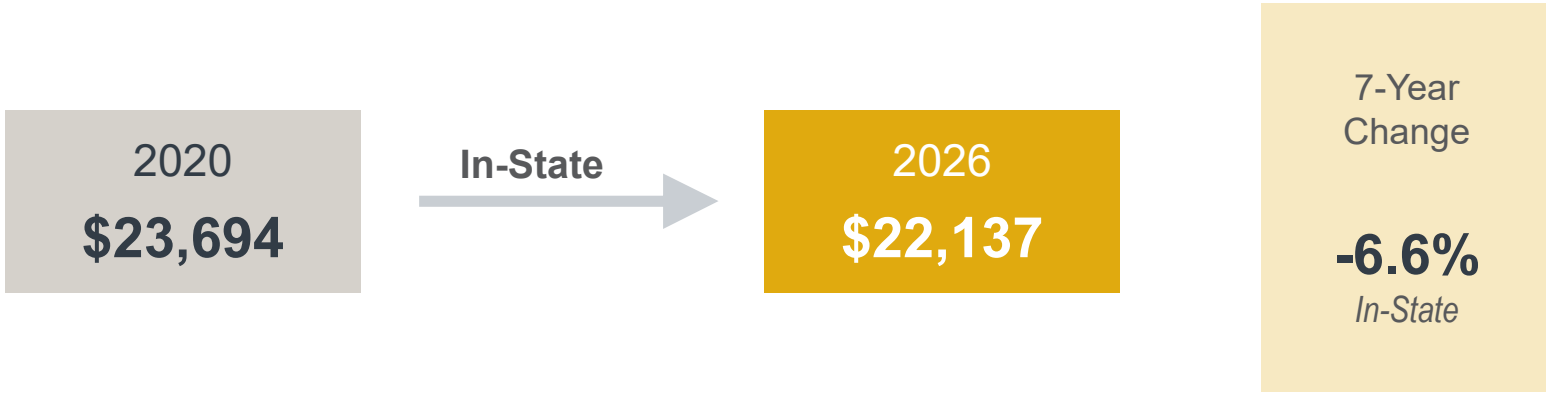
UT Chattanooga, 2020-2026



Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Average In-State Student Debt of Bachelor's Recipient Borrowers

UT Chattanooga, 2020-2026



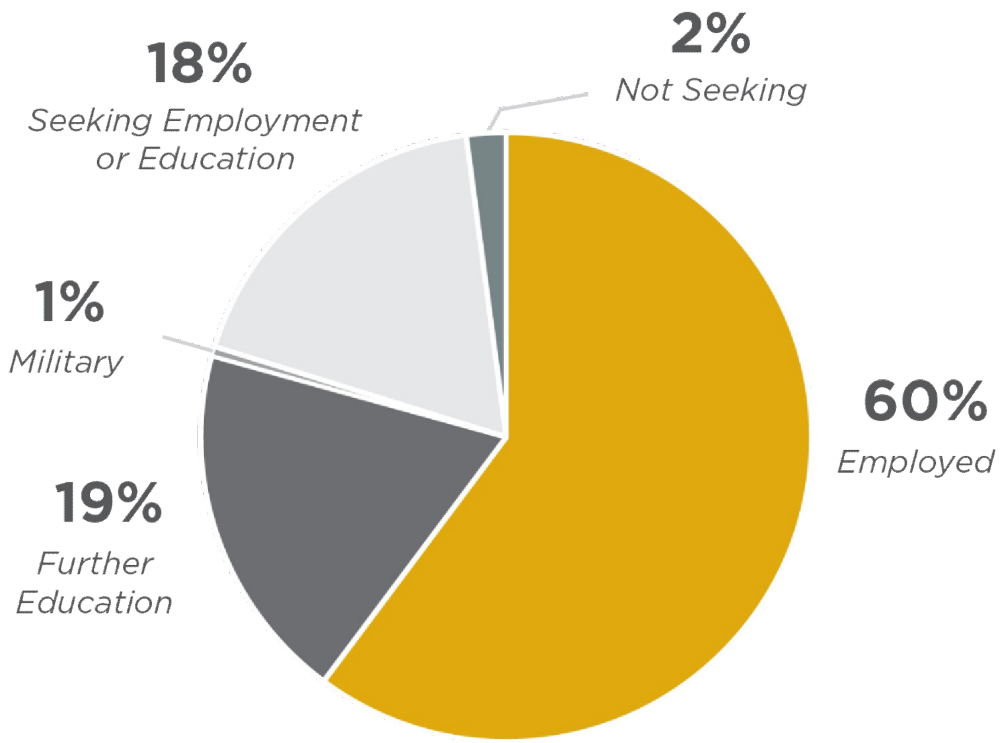
Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

First Destinations of Bachelor's Recipients

UT Chattanooga
2024-2025

***Knowledge Rate: 100%**

Positive Career Outcomes: 80%



*Knowledge Rate: The percentage of graduating students for whom the university has verifiable data about their post-graduation activities. *Source: The National Association of Colleges and Employers (NACE)*

University of Tennessee

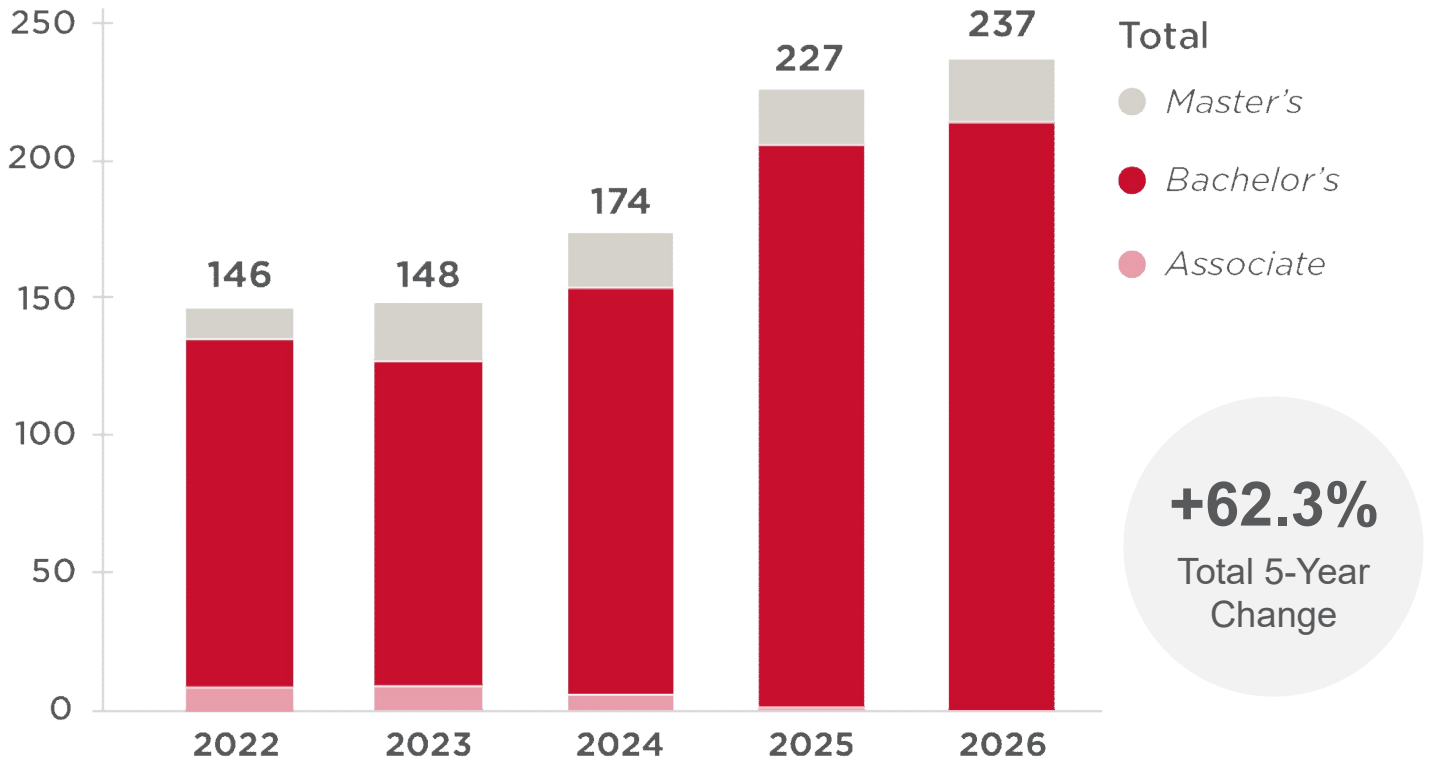
SOUTHERN

Degrees Awarded, Student Debt & Graduate Outcomes



Total Degrees Awarded

UT Southern, 2022-2026



+62.3%
Total 5-Year Change

Note: UT Southern awarded last associate degrees in the 2024-25 academic year.

Degrees Awarded by Gender

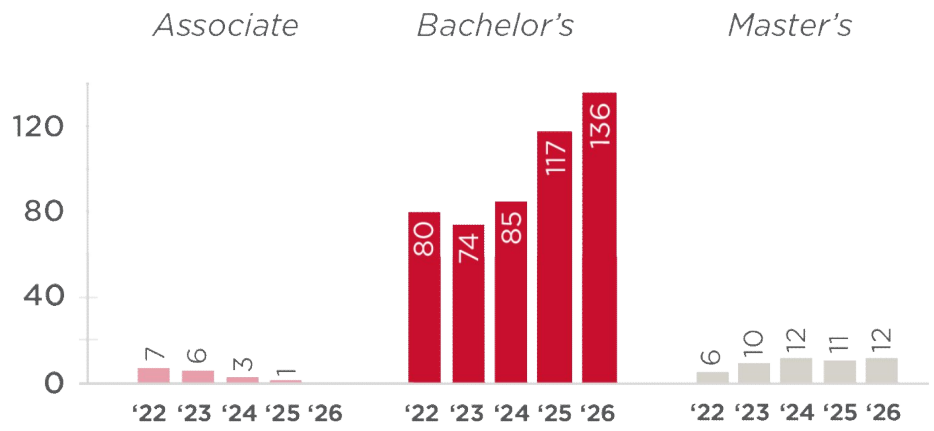
UT Southern, 2022-2026

Note: UT Southern awarded last associate degrees in the 2024-25 academic year.

Female

+59.1%

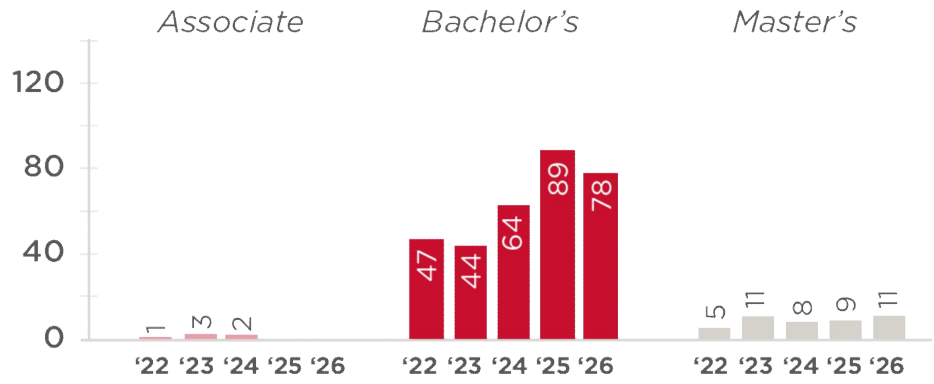
Total 5-Year Change



Male

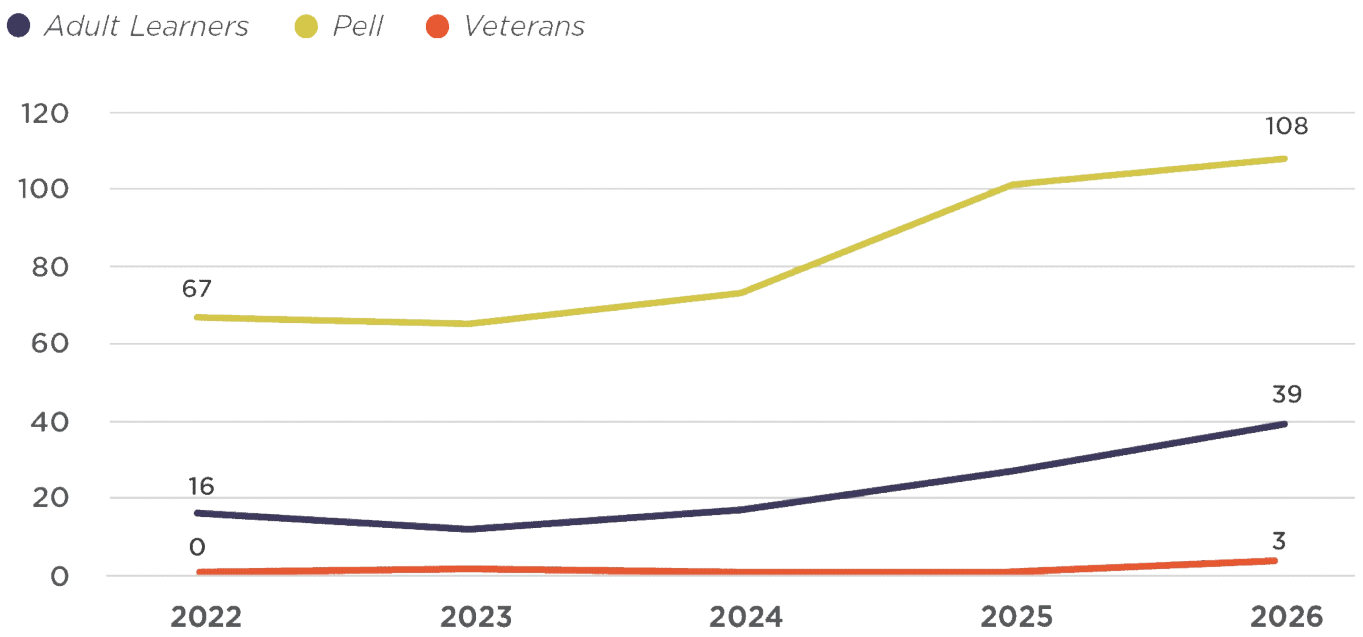
+67.9%

Total 5-Year Change



Bachelor's Degrees by Other Populations

UT Southern, 2022-2026



Total 5-Year Change

+61.2%
Pell

+143.8%
Adult Learners

Bachelor's Recipients Graduating Debt Free

UT Southern, 2020-2026

Count of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
34	30	25	29	31	52	58

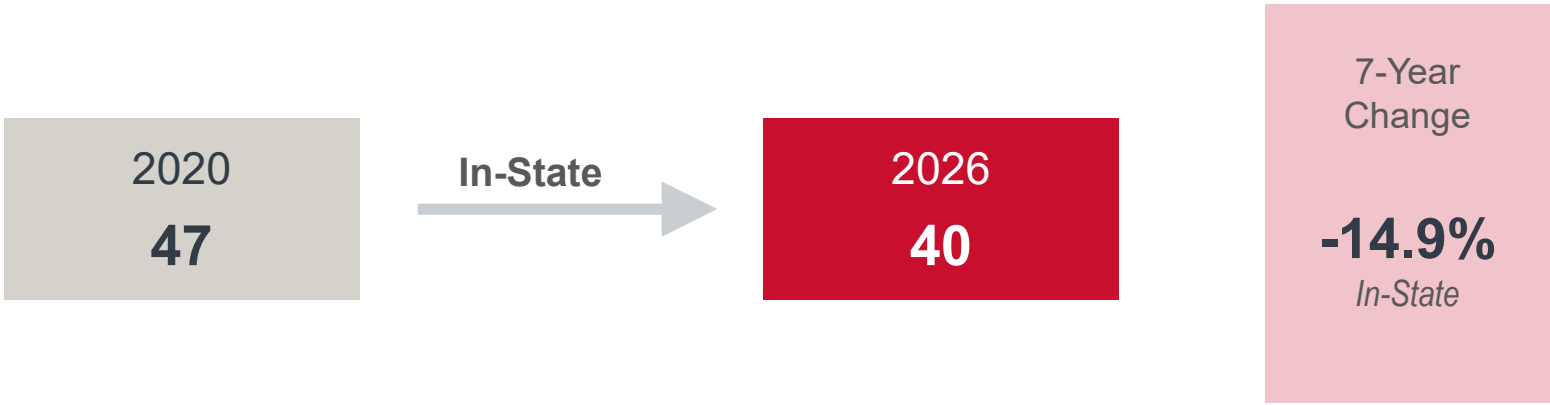
Percentage of Debt Free Graduates

2020	2021	2022	2023	2024	2025	226
39.1%	33.3%	29.4%	36.3%	42.5%	52.0%	54.2%

Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Number of In-State Bachelor's Recipient Borrowers

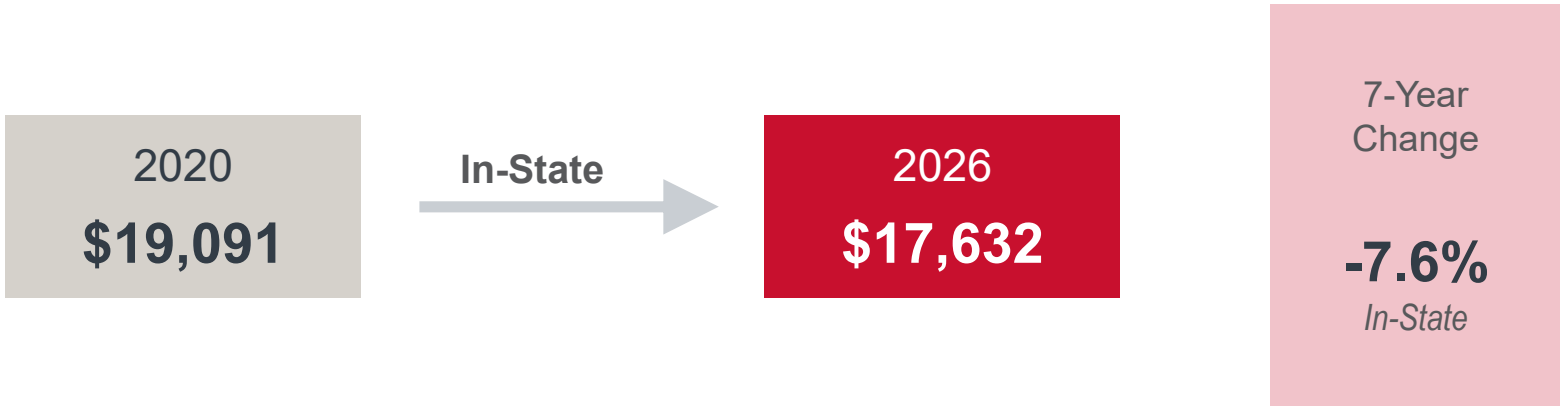
UT Southern, 2020-2026



Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Average In-State Student Debt of Bachelor's Recipient Borrowers

UT Southern, 2020-2026



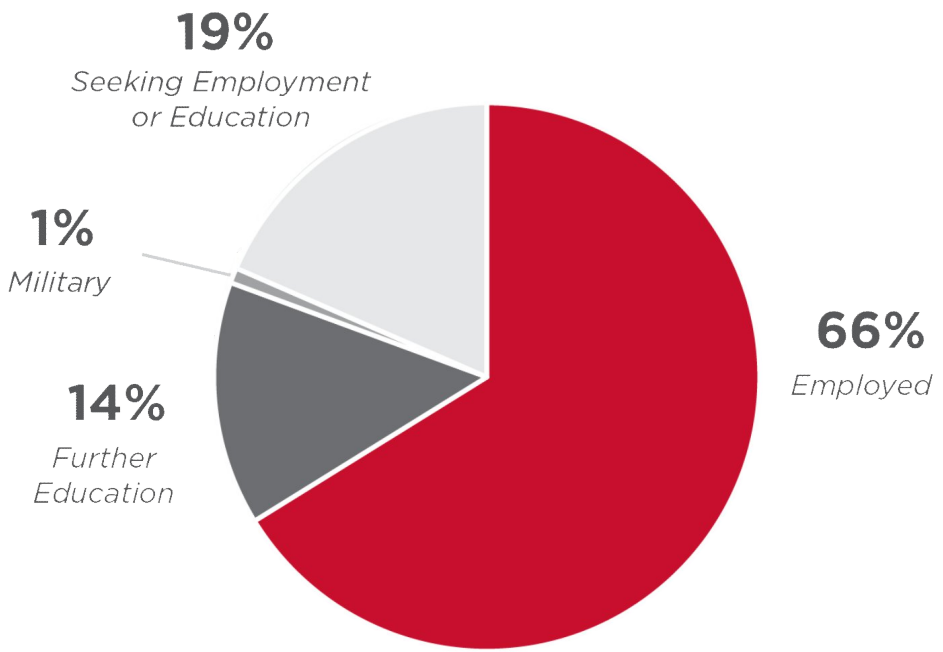
Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

First Destinations of Bachelor's Recipients

UT Southern
2024-2025

***Knowledge Rate: 97%**

Positive Career Outcomes: 82%



*Knowledge Rate: The percentage of graduating students for whom the university has verifiable data about their post-graduation activities. *Source: The National Association of Colleges and Employers (NACE)*

University of Tennessee at

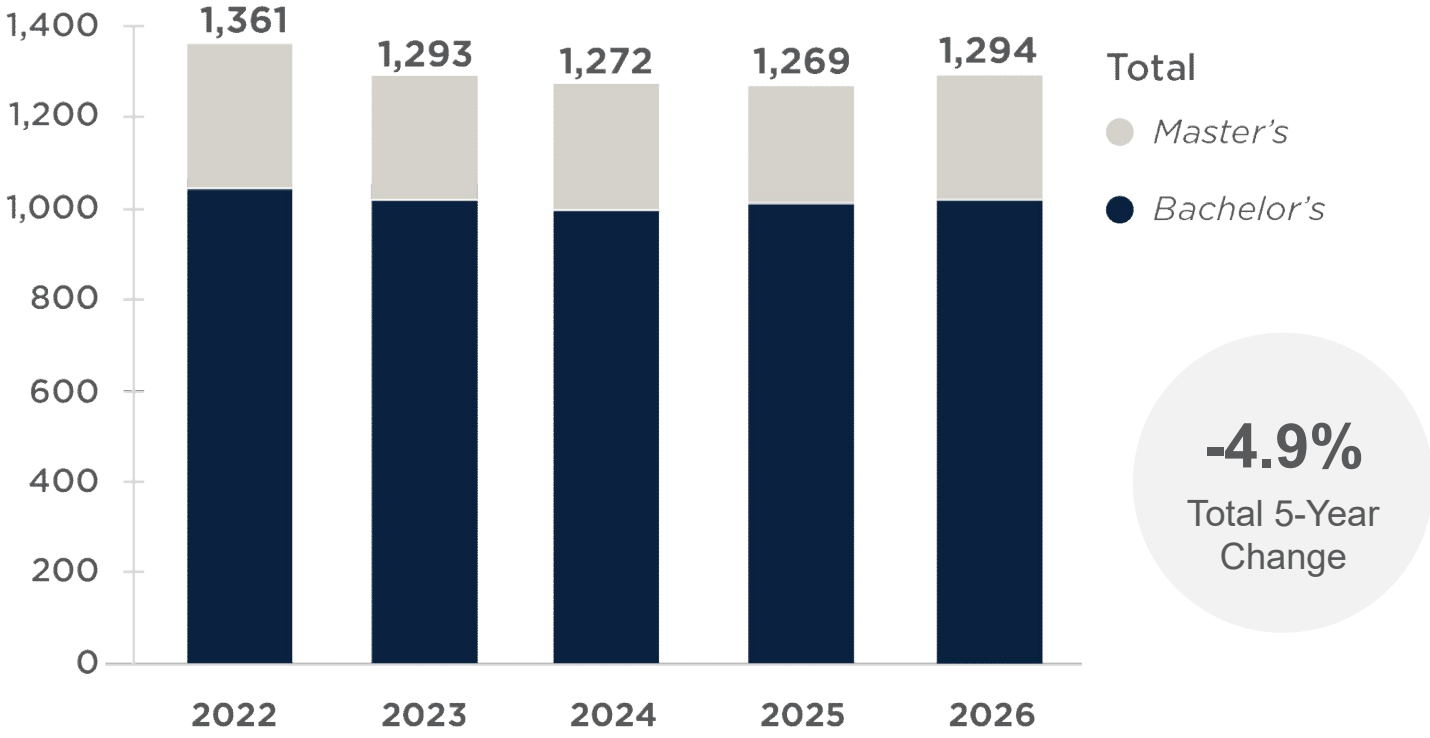
MARTIN

Degrees Awarded, Student Debt & Graduate Outcomes



Total Degrees Awarded

UT Martin, 2022-2026



-4.9%

Total 5-Year Change

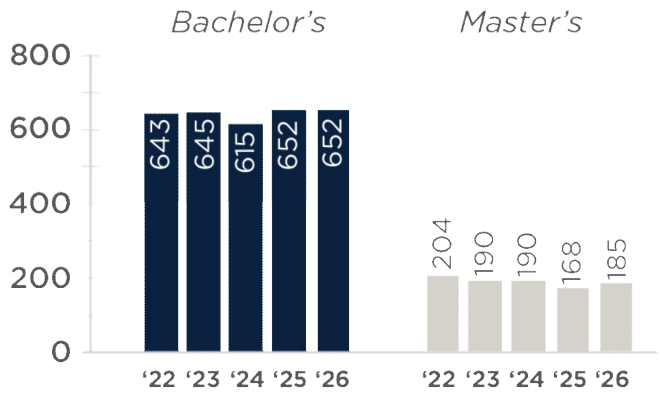
Degrees Awarded by Gender

UT Martin, 2022-2026

Female

-1.2%

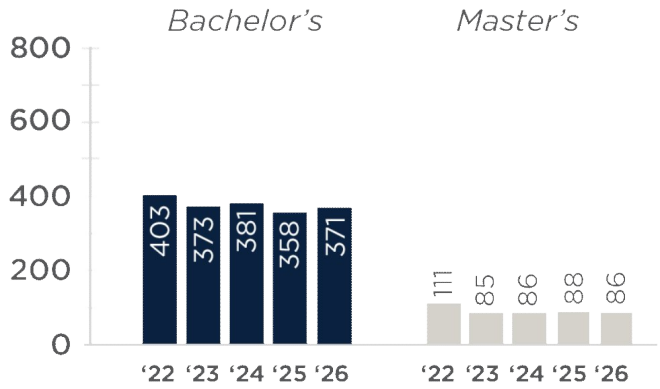
Total 5-Year Change



Male

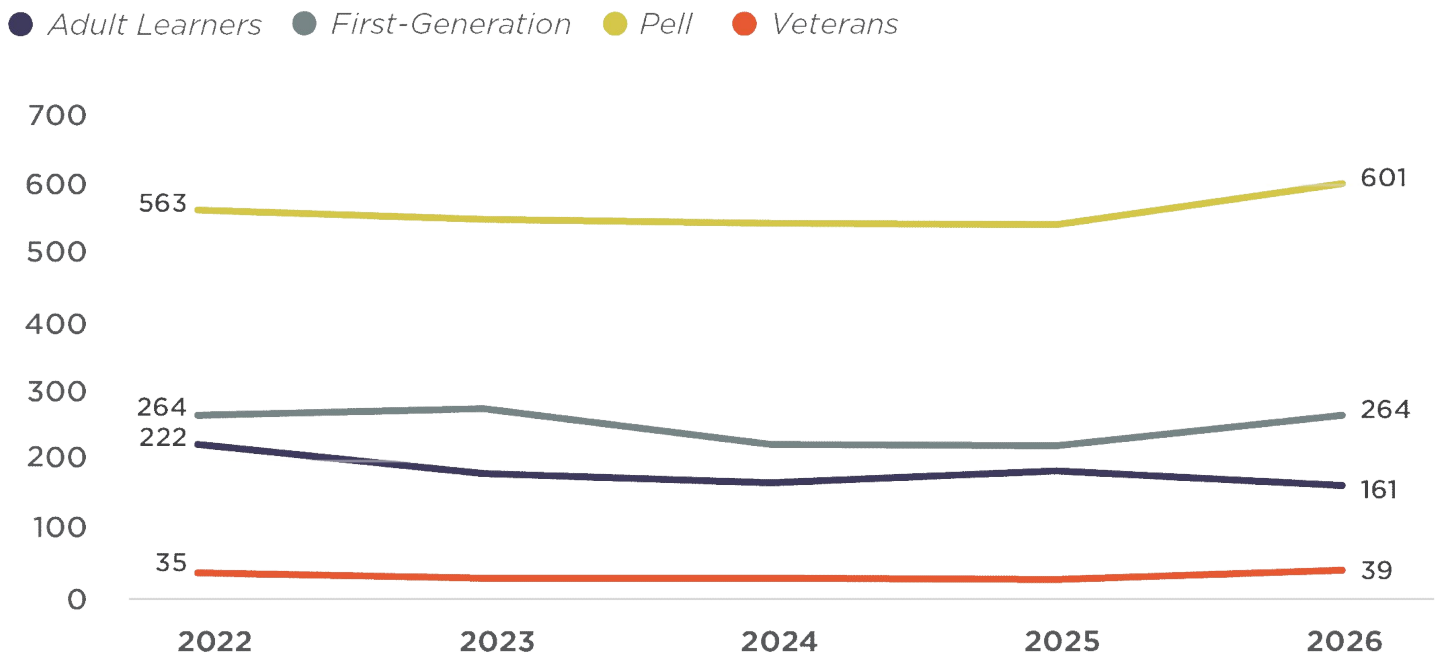
-11.1%

Total 5-Year Change



Bachelor's Degrees by Other Populations

UT Martin, 2022-2026



Total 5-Year Change

+6.7%
Pell

0.0%
First-Generation

-27.5%
Adult Learners

+11.4%
Veterans

Bachelor's Recipients Graduating Debt Free

UT Martin, 2020-2026

Count of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	2026
242	247	249	301	286	304	331

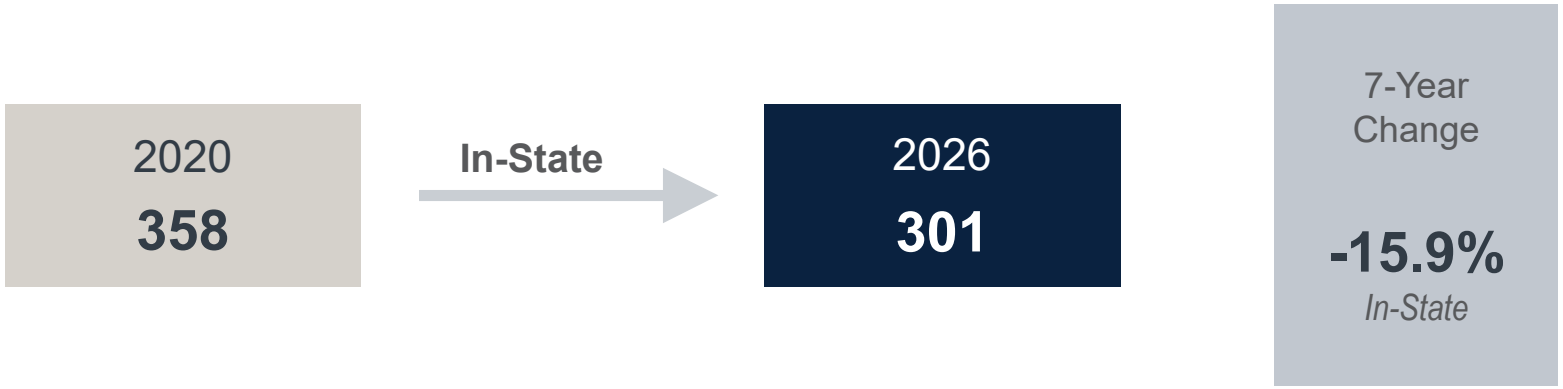
Percentage of Debt-Free Graduates

2020	2021	2022	2023	2024	2025	226
38.5%	39.6%	40.3%	45.7%	45.5%	47.1%	49.8%

Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Number of In-State Bachelor's Recipient Borrowers

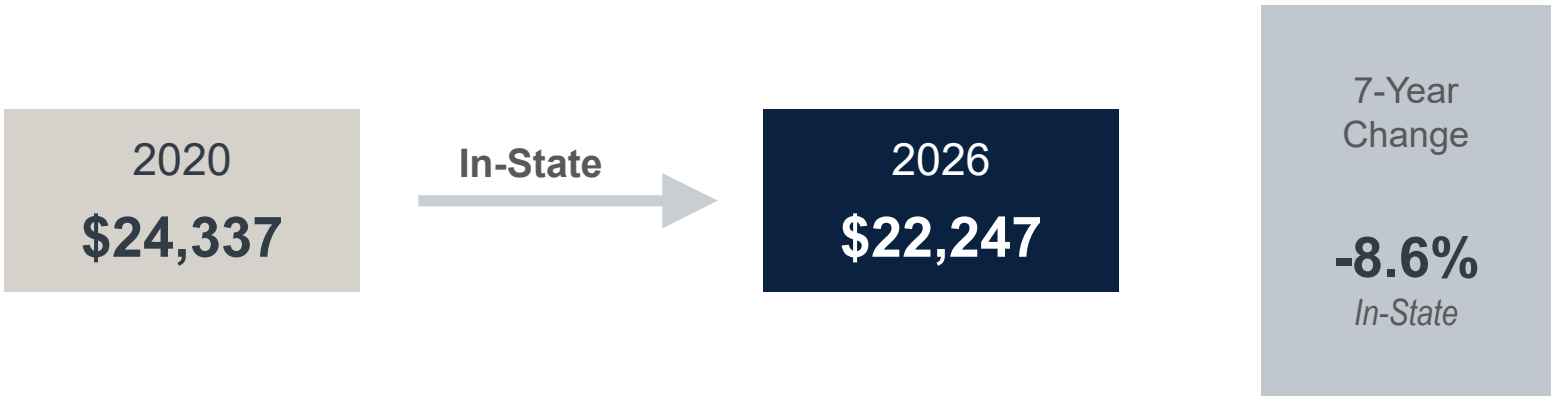
UT Martin, 2020-2026



Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

Average In-State Student Debt of Bachelor's Recipient Borrowers

UT Martin, 2020-2026



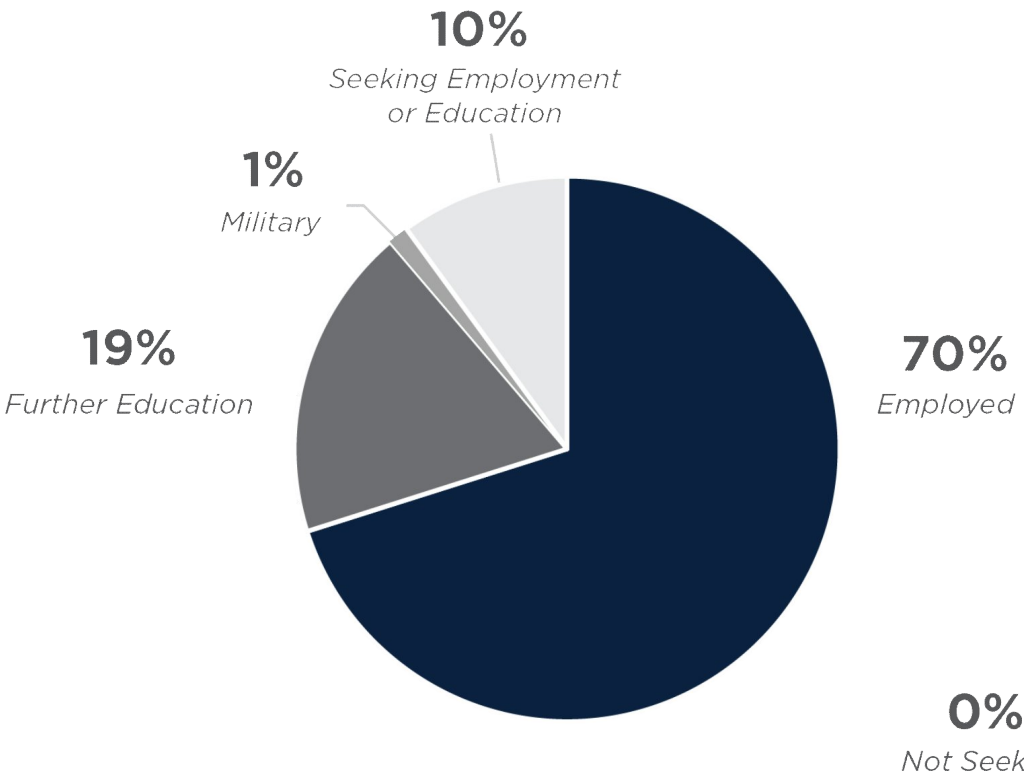
Note: Student debt figures do not include non-borrowers and include only graduates who entered college as first-time full-time freshmen.

First Destinations of Bachelor's Recipients

UT Martin
2024-2025

***Knowledge Rate: 60%**

Positive Career Outcomes: 90%



*Knowledge Rate: The percentage of graduating students for whom the university has verifiable data about their post-graduation activities. *Source: The National Association of Colleges and Employers (NACE)*

University of Tennessee

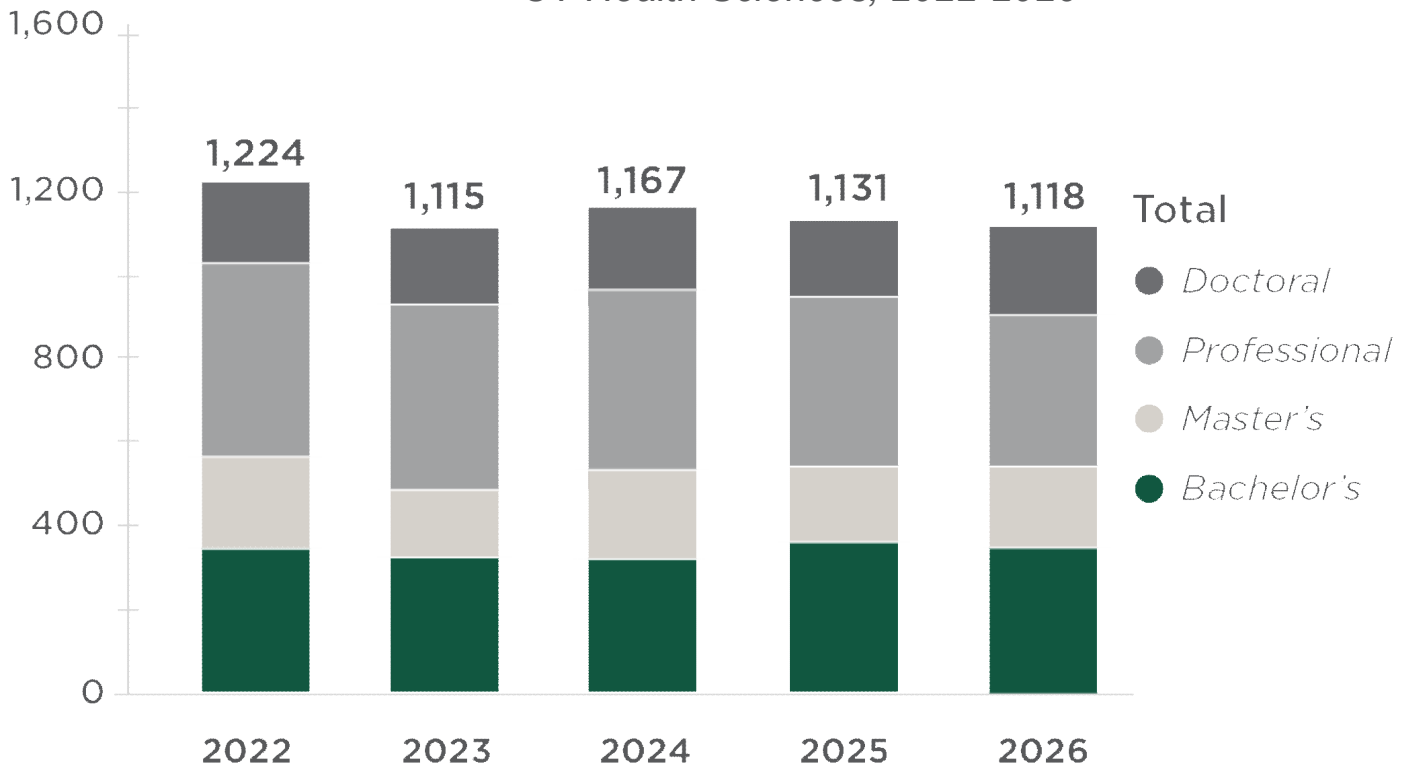
HEALTH SCIENCES

Degrees Awarded, Student Debt & Graduate Outcomes



Total Degrees Awarded

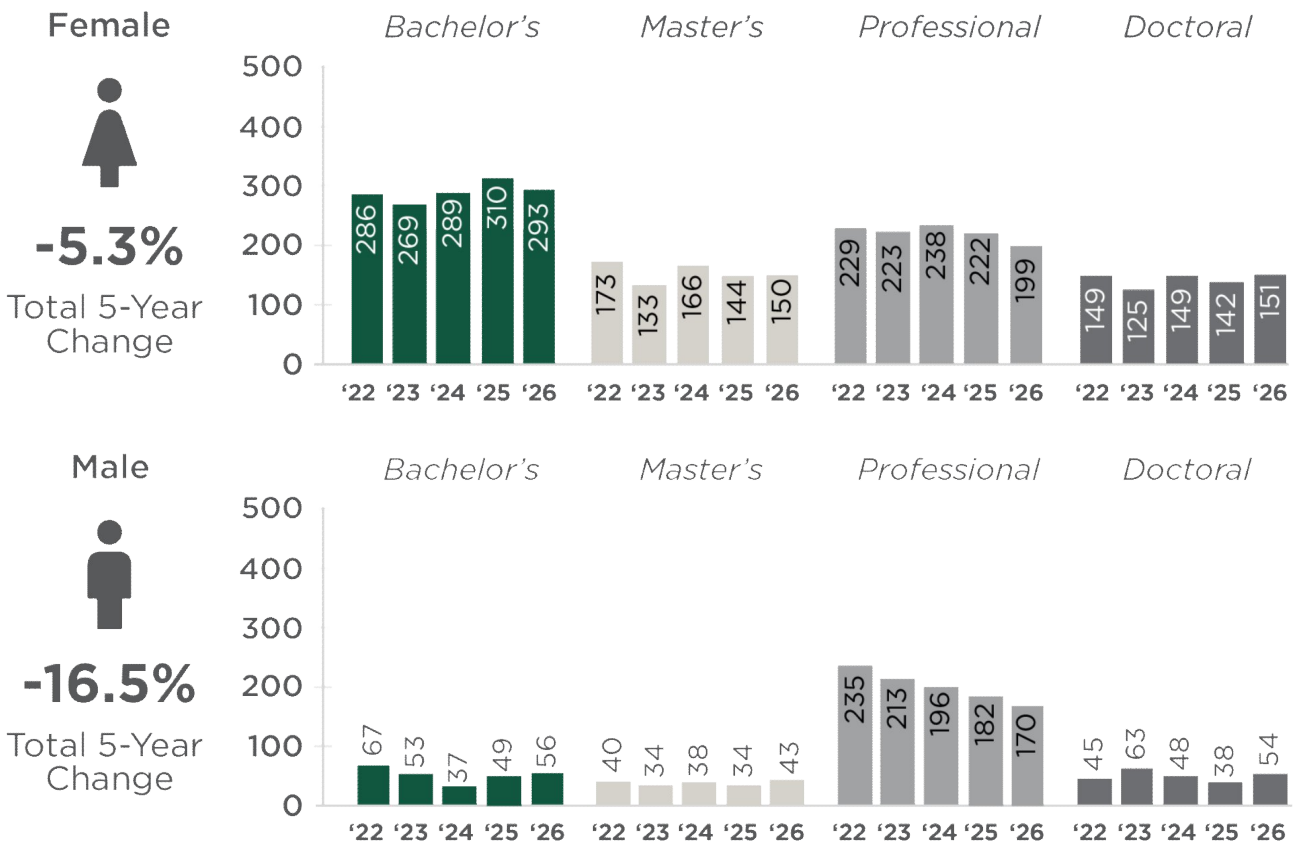
UT Health Sciences, 2022-2026



-8.7%
Total 5-Year Change

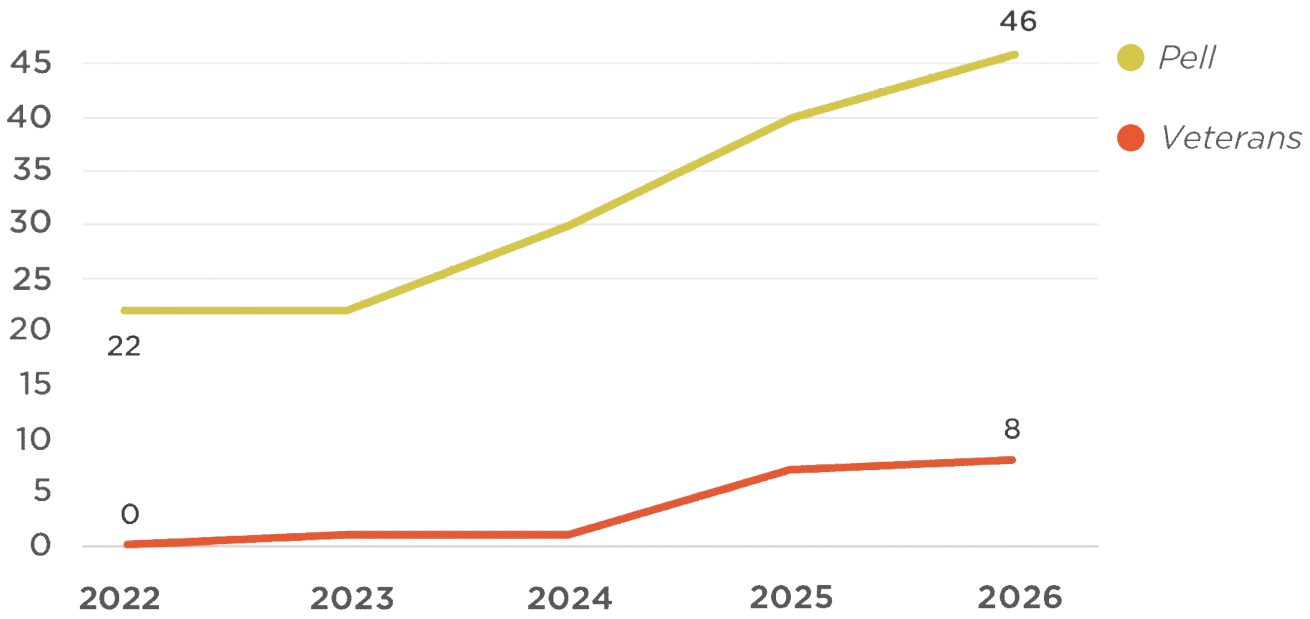
Degrees Awarded by Gender

UT Health Sciences, 2022-2026



Bachelor's Degrees by Other Populations

UT Health Sciences, 2022-2026



Total 5-Year Change

+109.1%

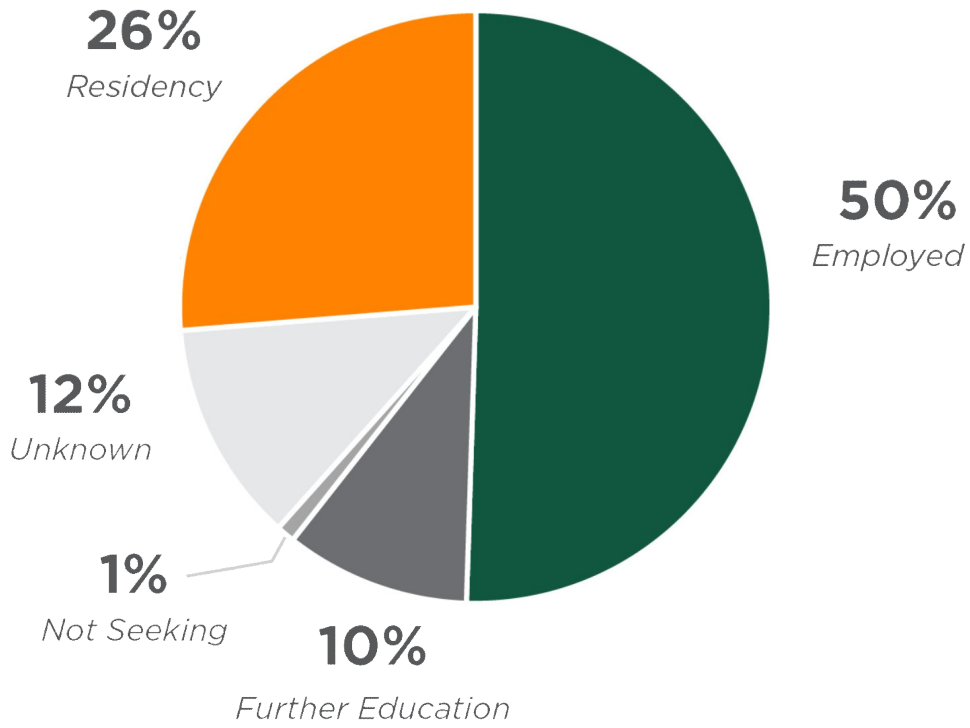
Pell

First Destinations of Recipients

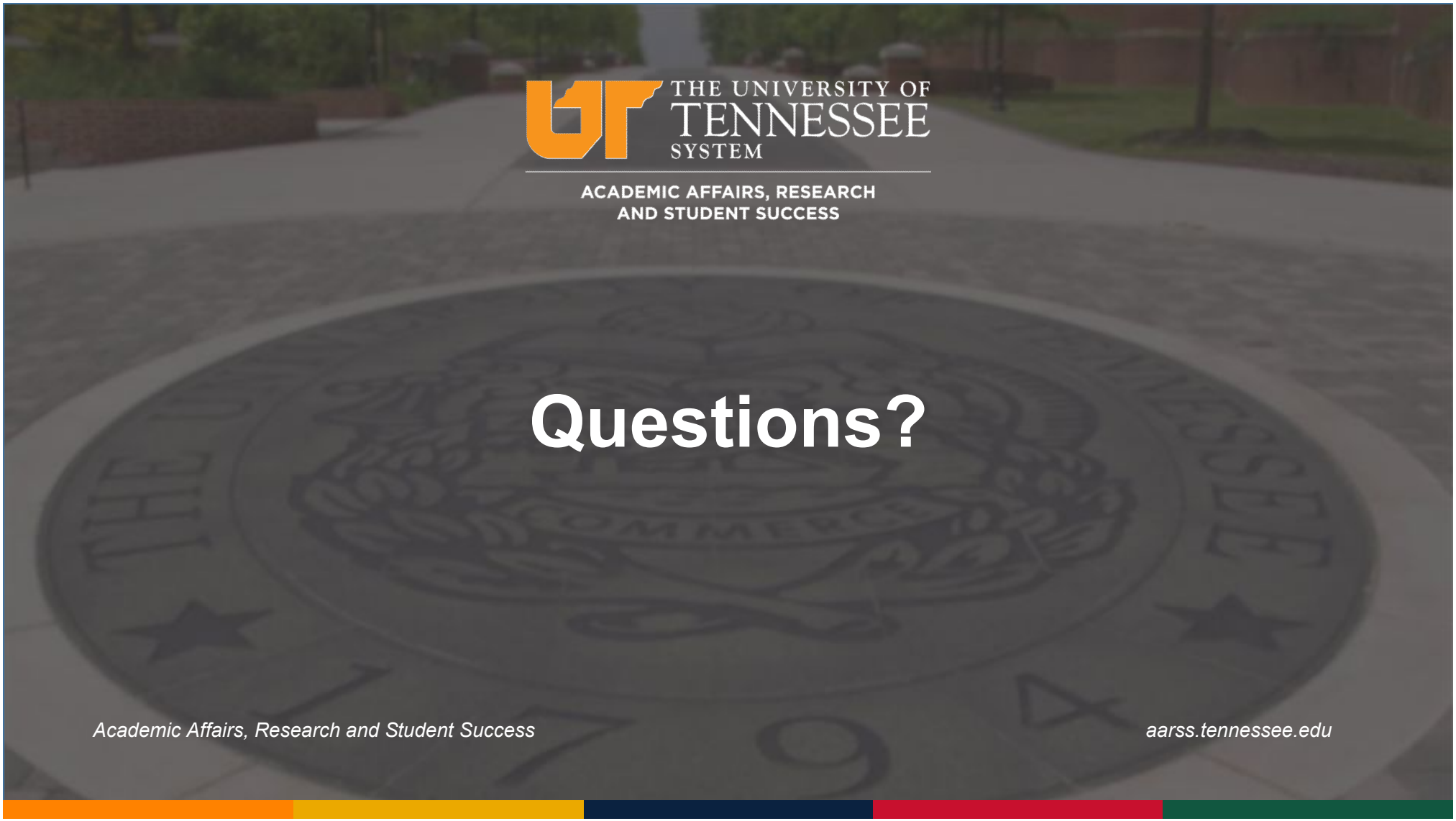
UT Health Sciences
2024-2025

***Knowledge Rate: 88%**

Positive Career Outcomes: 87%



*Knowledge Rate: The percentage of graduating students for whom the university has verifiable data about their post-graduation activities. *Source: The National Association of Colleges and Employers (NACE)*


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THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UT SYSTEM & CAMPUSES

Recommended Peer Institutions

Board of Trustees — October 16, 2026



Process

- *Validated criteria*
- *Computed z-scores*
- *Applied qualitative dimensions*
- *Shared draft lists*
- *Finalized peer lists collaboratively with ELT/campuses*

University of Tennessee System

Comparable Peers

- The University of Illinois System
- The University of Colorado System
- The University of Massachusetts System
- The University of Alabama System
- **The Louisiana State University System**
- The Texas Tech University System
- The University of Nebraska System
- The University of Arkansas System





University of Tennessee, Knoxville

Comparable Peers

- Virginia Tech University
- North Carolina State University
- **Indiana University**
- University of Colorado
- **Florida State University**
- University of Missouri – Columbia
- University of South Carolina
- Auburn University
- Iowa State University
- Clemson University

Aspirational Peers

- Penn State University
- **University of Wisconsin**
- University of Illinois
- **University of Minnesota**
- Purdue University
- University of Georgia

University of Tennessee at Chattanooga

Comparable Peers

- **East Tennessee State University**
- Western Kentucky University
- The University of Texas at Tyler
- **Marshall University**
- **University of West Florida**
- **University of Alabama in Huntsville**
- University of Missouri-St Louis
- **Tennessee Technological University**
- Texas A&M University – Corpus Christi
- University of Arkansas at Little Rock

Aspirational Peers

- **University of North Carolina at Greensboro**
- **University of North Carolina Wilmington**
- **University of North Florida**
- Lamar University
- University of Nebraska at Omaha
- Arkansas State University





University of Tennessee Southern

Comparable Peers

- **Indiana University-Kokomo**
- **Henderson State University**
- **Concord University**
- **Northwestern Oklahoma State University**
- Valley City State University
- **University of South Carolina Beaufort**
- Peru State College
- Mayville State University
- Dickinson State University
- **Miami University-Middletown**

Aspirational Peers

- **University of South Carolina-Upstate**
- **University of Montevallo**
- **Francis Marion University**
- **Lander University**
- **Shepherd University**
- Rogers State University

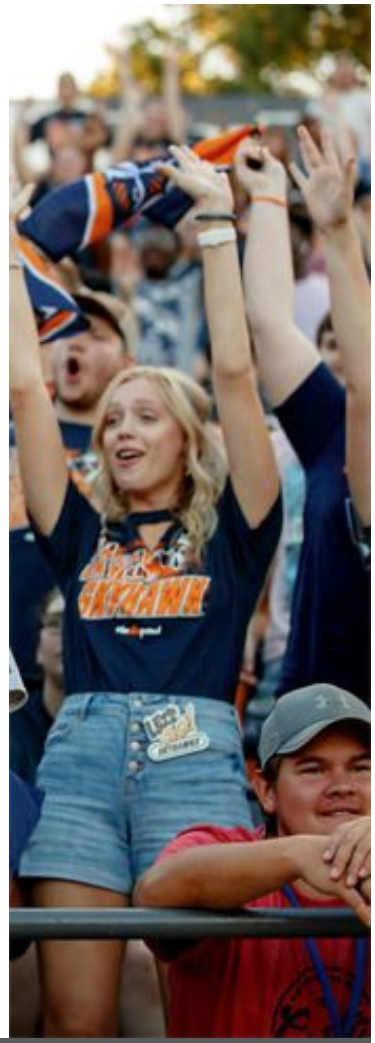
University of Tennessee at Martin

Comparable Peers

- Stephen F. Austin State University
- **Fort Hays State University**
- West Texas A&M
- **Kutztown University of Pennsylvania**
- **University of Wisconsin-Stevens Point**
- University of Nebraska at Kearney
- **Western Illinois University**
- **Winona State University**
- Morehead State University
- **Southwest Minnesota State University**

Aspirational Peers

- **Western Carolina University**
- **Tennessee Technological University**
- **Louisiana Tech University**
- University of Central Missouri
- **University of Wisconsin-Whitewater**
- Northwest Missouri State University





University of Tennessee Health Sciences

Comparable Peers

- University of Nebraska Medical Center
- **The University of Texas Medical Branch at Galveston**
- Texas Tech University Health Sciences Center
- University of Arkansas for Medical Sciences

Aspirational Peers

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


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

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

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

Type: Action

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

Background Information

The UT System (UT) and its constituent campuses are proposing updated lists of peer institutions for consideration and approval. The current set of peers was approved by the Board of Trustees in 2022. UT often gauges progress on key performance indicators relative to peer systems and institutions, as evidenced by the report "UT System Performance Compared to Peers" presented to the Board at its annual summer meeting. A current set of peers is necessary for analyses of topics such as access, affordability, student success, research expenditures, operational effectiveness, and salary competitiveness, including studies presented to the Board or committees of the Board.

Timeline

1. **July 13, 2026**: UT System shared 2022 peer selection criteria with campuses.
2. **August 3, 2026**: Campus leadership provided feedback on criteria (e.g., additions, deletions) to the UT System (see Attachment 1).
3. **August 25, 2026**: UT System developed and shared initial consideration sets of comparable and aspirational peers for each campus based on the approved criteria.
4. **September 9, 2026**: Campuses used consideration sets to select proposed peers and submitted lists to the UT System.
5. **September 14, 2026**: UT System reviewed final lists and prepared Board materials.
6. **October 16, 2026**: System and campus peers submitted to the UT Board of Trustees for consideration at the Fall 2026 meeting.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Process

1. The criteria used to develop the 2022 Board approved peers were shared with the campuses for feedback. UT campus leaders were encouraged to share criteria and current peer lists with key stakeholders during the feedback process.

2. After adjustments based on feedback (see Attachment 1), the updated criteria were used to identify the necessary data elements for analysis. Data were collected from sources including established national sources and annual data reports from professional associations. Information was collected from campus websites or factbooks as necessary.

3. Z-scores were calculated for each quantitative criterion. A z-score represents how far a given institution is from the mean on a given criterion. The z-score formula is:

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

4. For each institution, z-scores of all criteria were averaged to create a composite, overall z-score. Institutions were then ranked from highest to lowest on the composite z-score.

5. In addition to the quantitative criteria, the following qualitative or additional dimensions were considered for each constituent:
   a. UT System: Public university systems with approximately the same number of campuses, similar enrollment and financial chrematistics, a land-grant institution, and similar leadership/governance structures were more likely to be selected as peers.
   b. UTK: R1 universities with medical schools and no Vet Med schools were excluded.
   c. UTC: R2 and RCU universities with enrollments below 6,000 or above 21,000 were excluded. UTC requested additional criteria on undergraduate and graduate student FTE, count of undergraduate students living on-campus, full-time percent, and an urban campus setting located within a midsized city like Chattanooga.
   d. UTS: Only baccalaureate colleges with programs like those operated by UT Southern (e.g., business, education, health professions). UTS requested additional criteria indicating a campus located within a rural setting, student characteristics such as count of in-state first-time students and count of adult learners (students age 25+), and financial data weighted by student FTE.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

e. UTM: Research 3 (lower research) institutions with enrollments below 5,500 or above 13,000 excluded. UTM requested additional criteria indicating the number of institutions offering agriculture programs, undergraduates living on campus, and campuses located within a rural setting.

f. UTHS: Only stand-alone health sciences centers were included. Universities with medical schools were excluded.

6. Applying these quantitative and qualitative filters, the initial consideration sets of potential comparable and aspirational peers were reduced to the following and shared with campus/System leadership:
   a. UT System: 28 systems
   b. UT Knoxville: 42 institutions
   c. UT Chattanooga: 36 institutions
   d. UT Southern: 42 institutions
   e. UT Martin: 48 institutions
   f. UT Health Sciences: 20 institutions

7. The initial consideration set of System peers was vetted by the President's Executive Leadership Team (ELT); initial lists of institutional peers were vetted by campus leadership/stakeholders. Any modifications to lists were made based upon feedback from the ELT (in the case of UT System peers) and campus leaders (in the case of campus peers).

8. Being submitted for Board approval is a list of recommended peers for the UT System and recommended comparable and aspirational peers for each UT campus.

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 list of peers for the UT System and the proposed lists of comparable and aspirational peer institutions for each of the five UT campuses, effective starting Fall 2026. A copy of the full list of approved peers and aspirational peers shall be attached to this resolution.

THE UNIVERSITY OF TENNESSEE SYSTEM

Attachment 1 – Criteria for Establishment of Peers

Proposed Criteria Used for System and All Campuses

Institutional Characteristics:

1. Public Institution Indicator
2. Carnegie 2025 Institutional Classification (excludes System)
    a. UTC - Research Colleges and Universities
    b. UTS - Professions-focused Baccalaureate Small
    c. UTM - Professions-focused Undergraduate/Graduate-Master's Large/Medium; Professions-focused Undergraduate/Graduate-Master's Small
    d. UTHSC - Special Focus: Medical Schools and Centers
3. Carnegie 2025 Research Activity Designation (excludes UTM, UTS, System)
    a. UTK - Research 1: Very High Spending and Doctorate Production
    b. UTC - Research 2: High Spending and Doctorate Production; Research Colleges and Universities
    c. UTHSC - Research 1: Very High Spending and Doctorate Production
4. BEA Region (excludes UTK, UTHSC, System)
    a. UTC: Region (South+)
    b. UTS: Region (South+)
    c. UTM: Region (South+)
5. Eligible: Not an HBCU and/or Hispanic Enrollment <=35%

Student Characteristics:

6. Total Enrollment Headcount
7. Total Fall Student FTE (Full-Time + 1/3 Part-Time) (excludes UTC)
8. Fall Graduate Enrollment (excludes UTC)
9. Bachelor's Cohort 4-Year Completion Rate (excludes UTHSC, System)
10. Bachelor's Cohort 6-Year (150%) Completion Rate (excludes UTHSC, System)
11. Full-Time Cohort First-Year Retention Rate (excludes UTHSC, System)
12. ACT-Equivalent Composite Score (excludes UTHSC, System)
13. First-Time Undergraduate Admit Rate (excludes UTHSC, System)
14. Undergraduates Awarded Federal Pell Grants (excludes UTHSC, System)

Degrees Awarded:

15. Bachelor's, Master's, and Doctoral (Total) Degrees Awarded (excludes UTHSC)
16. Bachelor's Degrees Awarded (excludes UTHSC)
17. Master's Degrees Awarded (excludes UTHSC)
18. Total Doctoral Degrees Awarded (excludes UTC, UTM, UTS, UTHSC)
19. Research/Scholarship Doctoral Degrees Awarded (excludes UTK, UTM, UTS)
20. Professional Practice Doctoral Degrees Awarded (excludes UTK, UTM, UTS)
21. Other Doctoral Degrees Awarded (excludes UTK, UTM, UTS)

Financial:

22. Total Expenditures
23. Expenditures Less Auxiliary, Hospital, and Other Expenses (E&G Expenditures)
24. Expenditures Less Auxiliary, Hospital, and Other per 12-Month Student FTE
25. Total Revenue
26. State Appropriation Revenue

27. Tuition and Fees Revenue
28. Endowment Assets at Fiscal Year End
29. Endowment Assets per 12-Month Student FTE

Research:

30. Total Research Expenditures Reported to NSF (in thousands) (excludes UTM, UTS)

Faculty:

31. Employees with Faculty Status (Headcount)
32. Tenured and On-Tenure-Track Faculty-Status Employees
33. Faculty-Status FTE (FT + 1/3 PT)
34. IPEDS Student-to-Faculty Ratio (excludes UTHSC, System)

Additional Criteria for a Campus or System

UT- Knoxville:

1. AAU Member Institution
2. 1862 Land-Grant Institution
3. Flagship Institution
4. SEC Athletic Conference
5. Top 50 U.S. News Public Ranking
6. Veterinary Program Indicator (Current SQL CIP Proxy)
7. First-Time Degree/Certificate-Seeking Undergraduates In-State (%)
8. Citation Count
9. Book Publications
10. Agricultural Research Expenditures Reported to NSF (in thousands)
11. Research Expenditures Less Medical School Expenditures Reported to NSF (in thousands)
12. Federal Research Expenditures Reported to NSF (in thousands)
13. Research Expenditures Less Agricultural Research Expenditures
14. USDA-NIFA Capacity Funding
15. Non-formula State Appropriations for Extension and AgResearch
16. Federal Grants and Contracts Revenue
17. Faculty Awards
18. Institution Without Medical Focus

UT-Chattanooga:

1. Carnegie Institutional Size: Medium
2. Fall Full-Time Enrollment
3. Selected Minority Race/Ethnicity Enrollment
4. In-state FTFT Grant/Scholarship-Aid Recipients Living On Campus (Count)
5. City: Midsize Indicator
6. Fall Undergraduate FTE
7. Fall Graduate FTE

UT - Southern:

1. Carnegie Institutional Size: Small
2. Fall Full-Time Enrollment
3. Selected Minority Race/Ethnicity Enrollment
4. Academic Programs Offered Across Award Levels
5. NAIA School Indicator

6. IPEDS Degree of Urbanization (Locale) (Town: Distant)
7. Undergraduate Enrollment Full-Time (%)
8. Comparable Academic Profile (UTS 2-Digit CIP Portfolio Coverage)
9. Member of a Multi-Institution/Multi-Campus Organization
10. In-State FTFT Grant/Scholarship-Aid Recipients Living On Campus (%)
11. Fall Transfer-In Degree/Certificate-Seeking Undergraduate Enrollment
12. Estimated Students Age 25+
13. First-Time Degree/Certificate-Seeking Undergraduates In-State (Count)
14. Tuition and Fees as % of Core Revenues
15. State Appropriations per 12-Month Student FTE
16. Instruction Expenses per 12-Month Student FTE
17. Institutional Grants/Aid per 12-Month Student FTE
18. Bachelor's, Master's, and Doctoral Degrees per 100 12-Month Student FTE
19. In-State FTFT Grant/Scholarship-Aid Recipients Living Off Campus (%)
20. Undergraduate Enrollment Part-Time (%)

<u>UT- Martin:</u>

1. Carnegie Institutional Size: Medium
2. Fall Full-Time Enrollment
3. In-State FTFT Grant/Scholarship-Aid Recipients Living On Campus (Count)
4. Agriculture Programs Offered Across Award Levels
5. Selected Minority Race/Ethnicity Enrollment
6. IPEDS Degree of Urbanization (Locale) (Town: Remote)

<u>UT - Health Science Center:</u>

1. Medical-Focus Campus Indicator
2. NIH Awards
3. Faculty Awards
4. Residents Headcount
5. Fellows Headcount
6. Residency Programs

<u>UT System:</u>

1. Number of Campuses
2. Organizational Structure
3. System Has a Medical-Focus Campus

Note: “Faculty Awards” refers to the number reported via honorific awards as collected and maintained by Academic Analytics

Student FTE used for enrollment characteristics, including Undergraduate FTE and Graduate FTE, is based on Fall enrollment, with each full-time student counted as one FTE and each part-time student counted as one-third FTE. 12-Month Student FTE, used for annual financial and productivity measures, reflects instructional activity across the full 12-month reporting period and therefore differs from the Fall enrollment-based FTE measure.

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Recommended Comparable and Aspirational Peers
UT System and Campuses – September 2026

	The University of Tennessee System
	The University of Illinois System
	The University of Colorado System
	The University of Massachusetts System
	The University of Alabama System
	The Louisiana State University System
	The Texas Tech University System
	The University of Nebraska System
	The University of Arkansas System

	University of Tennessee, Knoxville	University of Tennessee at Chattanooga	University of Tennessee Southern	University of Tennessee at Martin	University of Tennessee Health Sciences
Comparable Peers	Virginia Tech University	East Tennessee State University	Indiana University-Kokomo	Stephen F Austin State University	University of Nebraska Medical Center
	North Carolina State University	Western Kentucky University	Henderson State University	Fort Hays State University	The University of Texas Medical Branch at Galveston
	Indiana University	The University of Texas at Tyler	Concord University	West Texas A&M	Texas Tech University Health Sciences Center
	University of Colorado	Marshall University	Northwestern Oklahoma State University	Kutztown University of Pennsylvania	University of Arkansas for Medical Sciences
	Florida State University	University of West Florida	Valley City State University	University of Wisconsin-Stevens Point	
	University of Missouri–Columbia	University of Alabama in Huntsville	University of South Carolina Beaufort	University of Nebraska at Kearney	
	University of South Carolina	University of Missouri-St Louis	Peru State College	Western Illinois University	
	Auburn University	Tennessee Technological University	Mayville State University	Winona State University	
	Iowa State University	Texas A & M University-Corpus Christi	Dickinson State University	Morehead State University	
	Clemson University	University of Arkansas at Little Rock	Miami University-Middletown	Southwest Minnesota State University	
Aspirational Peers	Penn State University	University of North Carolina at Greensboro	University of South Carolina-Upstate	Western Carolina University	University of Maryland, Baltimore
	University of Wisconsin	University of North Carolina Wilmington	University of Montevallo	Tennessee Technological University	The University of Texas Health Science Center at Houston
	University of Illinois	University of North Florida	Francis Marion University	Louisiana Tech University	Medical University of South Carolina
	University of Minnesota	Lamar University	Lander University	University of Central Missouri	
	Purdue University	University of Nebraska at Omaha	Shepherd University	University of Wisconsin-Whitewater	
	University of Georgia	Arkansas State University	Rogers State University	Northwest Missouri State University	

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee System
Recommended Peers – September 2026

SYSTEM	COMPARABLE PEER (P)	2022 Peer (P)	2017 PEER (P)
The Texas A&M System		P	
The University System of Maryland		P	
The University of Illinois System	**P**	P	P
The University of Colorado System	**P**	P	P
The University of Massachusetts System	**P**	P	P
The University of Alabama System	**P**	P	P
The University of Missouri System		P	P
The University of Tennessee System			
The Louisiana State University System	**P**		P
The Texas Tech University System	**P**	P	P
The University of Nebraska System	**P**	P	P
The University of Arkansas System	**P**	P	
The Rutgers University System			P

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)
Systems organized by highest composite z-score average descending

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee, Knoxville
Recommended Peers – September 2026

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2022 PEER (A/P)	2017 PEER (A/P)
University of Florida				A
Penn State University	**A**		A	
University of Wisconsin	**A**			A
University of Illinois	**A**		A	
University of Minnesota	**A**			A
Michigan State University			A	A
Purdue University	**A**		A	A
University of Georgia	**A**		A	A
Virginia Tech University		**P**	P	P
North Carolina State University		**P**	A	P
Indiana University		**P**		
University of Colorado		**P**	P	
University of Kentucky			P	P
Florida State University		**P**		
University of Missouri–Columbia		**P**	P	P
University of Tennessee, Knoxville				
University of South Carolina		**P**	P	P
Louisiana State University				P
Auburn University		**P**	P	P
Iowa State University		**P**	P	P
Clemson University		**P**	P	P
University of Oklahoma			P	
University of Alabama				P
University of Nebraska–Lincoln			P	P

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)
Institutions organized by highest composite z-score average descending

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee at Chattanooga
Recommended Peers – September 2026

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2022 PEER (A/P)	2017 PEER (A/P)
Appalachian State University				A
University of North Carolina at Greensboro	A			A
University of North Carolina Wilmington	A			A
East Tennessee State University		P		
University of North Florida	A			A
Eastern Kentucky University			A	
Lamar University	A		A	
Western Kentucky University		P	A	
University of Nebraska at Omaha	A		A	P
Florida Gulf Coast University				P
The University of Texas at Tyler		P	P	
Marshall University		P		
College of Charleston			A	A
University of West Florida		P		
Northern Kentucky University			A	
University of Tennessee at Chattanooga				
University of Alabama in Huntsville		P		
University of Missouri-St Louis		P	P	
Arkansas State University	A		P	
Murray State University				P
Tennessee Technological University		P		P
Texas A & M University-Corpus Christi		P	P	
University of West Georgia			P	P
Stephen F Austin State University			P	P
University of Central Arkansas			P	P
Georgia College and State University				P
Valdosta State University			P	P
Southeast Missouri State University				P
Louisiana State University-Shreveport			P	
University of Arkansas at Little Rock		P	P	A
Jacksonville State University				P
Northeastern State University				P

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)
Institutions organized by highest composite z-score average descending

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee Southern
Recommended Peers – September 2026

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2022 PEER (A/P)
University of South Carolina-Upstate	**A**		
University of Montevallo	**A**		
Francis Marion University	**A**		
Lander University	**A**		
University of Pittsburgh-Johnstown			A
Shepherd University	**A**		
Indiana University-Kokomo		P	
Lake Superior State University			A
University of Minnesota-Morris			A
Rogers State University	**A**		A
Henderson State University		P	
Concord University		P	
Northwestern Oklahoma State University		P	
Valley City State University		P	A
University of South Carolina Beaufort		P	
University of New Hampshire at Manchester			P
The University of Montana-Western			A
University of Maine at Fort Kent			P
University of Science and Arts of Oklahoma			P
Peru State College		P	P
Mayville State University		P	P
Dickinson State University		P	P
Glenville State University			P
Montana State University-Northern			P
Oklahoma Panhandle State University			P
University of Tennessee Southern			
Miami University-Middletown		P	
Ohio State University-Marion Campus			P

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)
Institutions organized by highest composite z-score average descending

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee at Martin
Recommended Peers – September 2026

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2022 PEER (A/P)	2017 PEER (A/P)
University of Texas at Tyler				P
Marshall University				A
Western Carolina University	**A**			A
Arkansas State University				P
Stephen F Austin State University		**P**	A	A
Tennessee Technological University	**A**			
Louisiana Tech University	**A**			
University of Central Missouri	**A**		A	
Coastal Carolina University			P	
Murray State University			A	A
University of Wisconsin-Whitewater	**A**			
University of Central Arkansas				A
Fort Hays State University		**P**		
Angelo State University			A	
West Texas A&M		**P**	A	P
University of North Alabama			P	
Southeast Missouri State University			P	A
Kutztown University of Pennsylvania		**P**		
Austin Peay State University			P	P
University of Wisconsin-Stevens Point		**P**		
Northwest Missouri State University	**A**		P	
University of Tennessee at Martin				
University of Nebraska at Kearney		**P**	A	
Western Illinois University		**P**		
Winona State University		**P**		
Arkansas Tech University				P
Morehead State University		**P**	P	P
Truman State University			P	
Midwestern State University				P
Frostburg State University			P	P
McNeese State University			P	P
Auburn University at Montgomery			P	P
Southwest Minnesota State University		**P**		

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)
Institutions organized by highest composite z-score average descending

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

University of Tennessee Health Sciences
Recommended Peers – September 2026

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2022 PEER (A/P)	2017 PEER (A/P)
University of Maryland, Baltimore	**A**		A	A
The University of Texas Health Science Center at Houston	**A**		A	A
Oregon Health & Science University			A	A
Medical University of South Carolina	**A**		A	P
University of Tennessee Health Sciences				
The University of Texas Health Science Center at San Antonio			P	P
University of Nebraska Medical Center		**P**	P	P
The University of Texas Medical Branch at Galveston		**P**		
University of Oklahoma-Health Sciences Center			P	P
Texas Tech University Health Sciences Center		**P**	P	P
University of Arkansas for Medical Sciences		**P**	P	P
Louisiana State University Health Sciences Center-New Orleans			P	P

Prepared by: UT System Institutional Research / Business Intelligence (September 11, 2026)
Institutions organized by highest composite z-score average descending

3.1

Information Systems for Business Innovation

Bachelor of Science in Business Administration

Presenter:
Dr. John Zomchick, Provost

THE UNIVERSITY OF TENNESSEE KNOXVILLE



Program Description

- Prepares graduates to bridge business and technology by integrating information systems, data, and emerging technologies to solve organizational problems.
- Develops professionals who can design, implement, and manage information systems that improve organizational performance, support data-driven decision-making, and enable digital transformation.
- Cultivates adaptable, technology-agnostic professionals who can evaluate and leverage emerging technologies while effectively collaborating across technical and business functions.

Strategic Alignment

- **THEC 2025 – 2035 Master Plan**: Advances workforce development, student success, and degree attainment by preparing graduates for high-demand, technology-enabled careers.
- **UT System Strategic Plan**: Supports educational access, workforce development, and innovation by preparing graduates to apply information systems and emerging technologies.
- **UT Knoxville Mission & Strategic Vision**: Advances UTK's land-grant mission by developing graduates who integrate business and technology and contribute to Tennessee's workforce and economy.

Career Outcomes for Graduates

- Tennessee shows strong demand for Computer Systems Analysts and other IT occupations, with THEC identifying Computer Systems Analysts among the state's most in-demand IT occupations.
- Regional labor-market data show strong demand for Computer & Information Systems Managers, Management Analysts, and Computer Systems Analysts, with projected growth across all three.
- Graduates will be prepared for careers including Systems Analyst, Management Analyst, Information Security Analyst, Database Professional, and IT Consultant.
- The program expands Tennessee's pipeline of technology-enabled business professionals to support digital transformation and innovation.

Enrollment Projections

Target Audience: Prospective students interested in business and technology who demonstrate strengths in analytical thinking, problem-solving, and using information systems and emerging technologies to address business challenges.

Year	*Academic Year*	*Projected Total Enrollment*
1	2027-2028	140
2	2028-2029	267
3	2029-2030	379
4	2030-2031	473
5	2031-2032	473

Program Costs & Revenue

Academic Year	*Projected Costs*	*Projected Revenue*
2027-2028	$2,000	$2,445,240
2028-2029	$2,000	$4,663,422
2029-2030	$28,560	$6,619,614
2030-2031	$41,840	$8,261,418
2031-2032	$41,840	$8,261,418

The proposed ISBI program leverages existing Haslam College of Business courses, faculty expertise, and resources, requiring only a modest additional investment.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: New Academic Program: Bachelor of Science in Business Administration in Information Systems for Business Innovation, UTK

Type: Action

Background Information

The Department of Accounting and Information Management, within the Haslam College of Business at the University of Tennessee, Knoxville, proposes a Bachelor of Science in Business Administration (B.S.B.A.) degree with a major in Information Systems for Business Innovation (the "Program"). The proposed Program will prepare students to integrate business knowledge with information systems knowledge to design, implement, and manage digital solutions that support organizational innovation and competitiveness. The Program represents a timely and high-demand addition to Tennessee's academic landscape. Employers and students are increasingly seeking training at the national, state, and regional levels that bridges business strategy, technological innovation, and information systems, which clearly demonstrates the growing need for graduates with these integrated capabilities. This demand underscores the Program's strong alignment with workforce priorities and its potential to attract a robust and diverse student population. Overall, the proposed Program will strengthen the Haslam College of Business's academic portfolio and reputation by aligning with peer and aspirational programs nationally, many of which have successfully integrated management information systems as a distinctive focus. The campus seeks approval to implement the Program in Fall 2027.

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

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Bachelor of Science in Business Administration in Information Systems for Business Innovation;**

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.**

New Academic Program Overview

University: University of Tennessee, Knoxville

College/Division: Haslam College of Business

Department: Accounting and Information Management

Degree Designation: Bachelor of Science in Business Administration

Title of Major/Program: Information Systems for Business Innovation

Concentrations: Not Applicable

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 to bridge business and technology by integrating information systems, data, and emerging technologies to solve organizational problems.
- Develop professionals who can design, implement, and manage information systems that improve organizational performance, support data-driven decision-making, and enable digital transformation.
- Equip students with integrated technical and business competencies, including systems analysis and design, database management, cybersecurity, IT infrastructure, application development, business process management, digital innovation, strategy, and project management.
- Cultivate adaptable, technology-agnostic professionals who can evaluate and leverage emerging technologies while effectively collaborating across technical and business functions.
- Address regional and state workforce needs by preparing graduates with the technical, analytical, and problem-solving skills needed to lead technology-enabled business innovation and support Tennessee's growing STEM workforce.

Target Audience:

- First-year students interested in business, technology, digital innovation, and problem-solving, recruited through initiatives such as Big Orange Preview, the Business Education for Talented Students (BETS) program, and other university outreach efforts.
- Transfer students from four-year institutions and Tennessee community colleges, including those completing Tennessee Transfer Pathways in Business Administration and Information Systems, enabling a seamless transition into the program.
- Exploratory students at the University of Tennessee who are considering technology-focused business careers, recruited through advising, targeted communications, campus events, and recruitment activities coordinated by the Haslam Undergraduate Programs Office.
- Students pursuing technology-enabled business careers, supported through the department's partnerships with regional employers, professional associations, and K–12 outreach initiatives that promote awareness of the program and career opportunities.

Program Learning Outcomes:

- Analyze Business Processes and Business Needs: Analyze business processes and identify opportunities where information systems and digital technologies can improve efficiency, effectiveness, and innovation in response to business needs.
- Design Innovative Information Systems Solutions: Design and implement innovative information systems and technology-enabled solutions that align with business needs and support business operations, strategy, and digital transformation.
- Apply Emerging Digital Technologies: Evaluate and apply emerging technologies such as cloud computing, digital platforms, automation, and artificial intelligence to support business innovation and evolving business needs.

Summary of Workforce Needs and Opportunities for Program Graduates:

- Strong workforce demand exists for professionals who can integrate business strategy with information systems, data, and emerging technologies to drive digital transformation and organizational performance.
- Graduates will be prepared for high-demand careers such as computer systems analyst, management analyst, information security analyst, database administrator/architect, network and computer systems administrator, and computer and information systems manager.
- The program aligns with state, regional, and national workforce needs, supporting Tennessee's economic development priorities and expanding the pipeline of technology-enabled business professionals. For Tennessee, computer systems analysts jobs are expected to grow by 28% between 2020 and 2030.
- Employers increasingly seek graduates who combine technical expertise with business acumen, analytical thinking, communication, and project management skills—competencies that are central to the ISBI curriculum.

Unique Program Features:

- Interdisciplinary curriculum that integrates information systems, business strategy, data, cybersecurity, and emerging technologies to prepare graduates who bridge business and technology.
- Adopts a technology-agnostic and future-focused approach that emphasizes foundational principles and adaptability rather than training on specific technologies or platforms.
- Applied, hands-on learning through project-based coursework, real-world business problems, and experiential learning opportunities.
- Business-centered perspective on technology, emphasizing the design, implementation, and management of technology solutions that improve organizational performance and support digital innovation.
- Strong industry relevance, informed by employer partnerships at the department and college level and aligned with current workforce needs for technology-enabled business professionals.

Accreditation:

- Institutional Accreditation: The Commission on Colleges and Universities
- Program Accreditation: AACSB (site visit 2027-28)

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	$4,500	$2,000	$2,000	$28,560	$41,840	$41,840
Revenues	$0	$2,445,240	$4,663,422	$6,619,614	$8,261,418	$8,261,418
Projected Enrollment	-	140	267	379	473	473
Projected Graduates	-	-	-	-	94	94

THEC Financial Projection Form

Tennessee Higher Education Commission

Financial Projections Form

Institution	University of Tennessee
Program Name	Information Systems for Business Innovation

Projected One-Time Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff								
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants	$2,500							
Equipment								
Information Technology								
Library resources								
Marketing								
Facilities								
Travel								
Other								
Total One-Time Expenditures	*$2,500*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*

Projected Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff				$26,560	$39,840	$39,840		
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library								
Marketing	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000		
Facilities								
Travel								
Other	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000		
Total Recurring Expenditures	*$2,000*	*$2,000*	*$2,000*	*$28,560*	*$41,840*	*$41,840*	*$0*	*$0*
Grand Total (One-Time and Recurring)	**$4,500**	**$2,000**	**$2,000**	**$28,560**	**$41,840**	**$41,840**	**$0**	**$0**

Projected Revenue

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Tuition		$2,445,240	$4,663,422	$6,619,614	$8,261,418	$8,261,418		
Grants								
Other								
Total Revenues	**$0**	**$2,445,240**	**$4,663,422**	**$6,619,614**	**$8,261,418**	**$8,261,418**	**$0**	**$0**

**Years 6 and 7 should only be included for doctoral programs*

Notes:

1. Expenditures are estimated based on the cost of hiring one adjunct faculty member ($10,000 plus $3,280 in benefits) to support the delivery of three new courses. These include two junior-level courses and one senior-level course. Because students will not enroll in major coursework until their junior year, expenditures will first occur in Year 3, when the junior-level courses are offered for the first time. By Year 4, all three courses, including the senior-level course, will be offered.
2. Projected revenue is calculated as projected enrollment multiplied by the total annual in-state cost per student.

UT MARTIN

School of Agriculture & Natural Resources

School of Animal & Veterinary Sciences

Department of Earth & Atmospheric Sciences

3.2

Proposal

Strategic Reorganization of UTM's Department of Agriculture, Geosciences, & Natural Resources:

- **School of Agriculture & Natural Resources**
- **School of Animal & Veterinary Sciences**
- **Department of Earth & Atmospheric Sciences**

Move administration of the Center of Excellence for Experimental Learning in Agricultural Science (the university's teaching farm) to the Dean of Agriculture & Applied Sciences

Increase visibility of high-need academic programs
Promote administrative equity and strategic oversight for all programs
Facilitate targeted focus on career development support in all programs
Align with industry's organizational standard

UT MARTIN

Proposal

Steps Taken So Far:

- Faculty have voted to reorganize as proposed
- Associate Deans for the two new schools have been identified through a faculty vote
- Department Chair for the new department has been identified by a faculty vote
- New structure for supervision of the Center of Excellence for Experimental Learning in Agricultural Science has been developed
- Plans have been made to transfer an administrative assistant position to serve the new department
- Faculty have begun developing new bylaws for shared governance

Proposal

School Governance Structure:

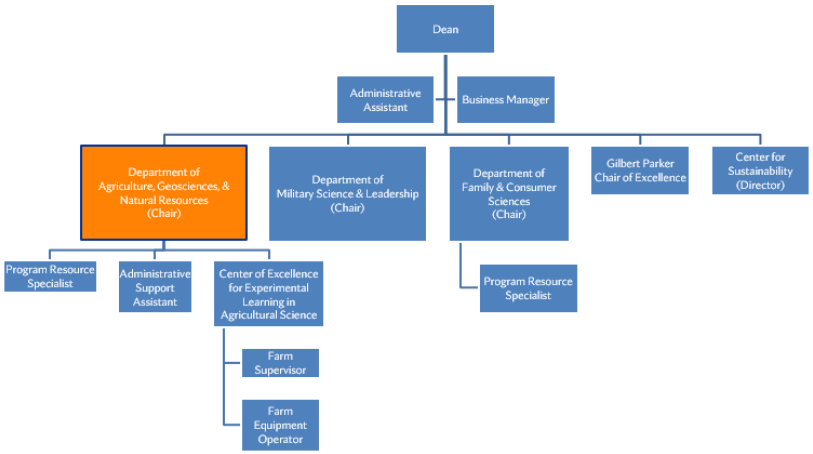
- One Associate Dean in each new school, One Department Chair in the new department
  - replaces the previous model of one Chair over a very large and complex department

- Shared Governance
  - Schools: Faculty Advisory Committee with representatives from each discipline
  - Department: Traditional shared governance structure
  - New bylaws
    - Discipline-level and school-level curriculum oversight
    - Discipline-level and school-level tenure/promotion processes

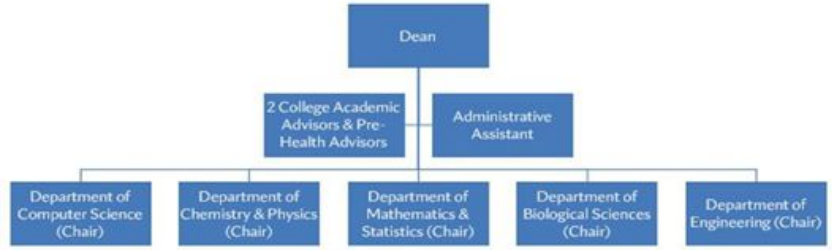
3.2

Proposal

Current Structure - College of Agriculture & Applied

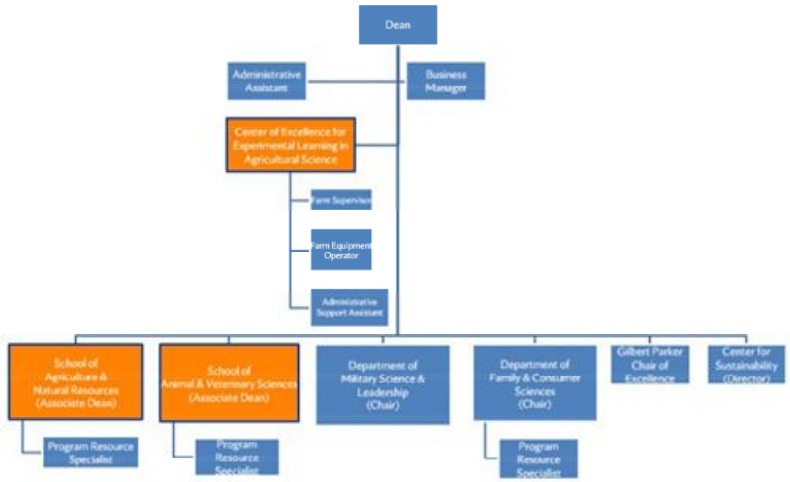


Current Structure - College of Engineering & Natural Sciences



Proposed Structure

College of Agriculture & Applied Sciences



College of Engineering and Natural Sciences



UT MARTIN

Proposal

Required Resources:

- UTM will leverage existing faculty for all three administrative roles
- Administrative stipend of $54,276 for Associate Deans
- Administrative stipend of $29,701 for Department Head
- No cost for moving the Center of Excellence for Experimental Learning in Agricultural Science

University of Tennessee at Martin						
Unit Names	School of Agriculture & Natural Sciences, School of Animal & Veterinary Sciences, and Department of Earth & Atmospheric Sciences					
Projected One-Time Expenditures						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Total One-Time Expenditures	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
Projected Recurring Expenditures						
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Non-Instructional Staff	$0	$83,977	$85,657	$87,370	$89,117	$90,899
Total Cost	**$0**	**$83,977**	**$85,657**	**$87,370**	**$89,117**	**$90,899**

3.2



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: New Academic Units, UTM

Type: Action

Background Information

The University of Tennessee at Martin (UTM) proposes a three-part structural reorganization of the current Department of Agriculture, Geosciences & Natural Resources (AGN), which is currently part of the College of Agriculture & Applied Sciences.

Specifically, the campus seeks to create: (1) a new School of Agriculture & Natural Resources: (2) a new School of Animal & Veterinary Sciences: and (3) a new Department of Earth & Atmospheric Sciences. These changes aim to boost enrollment growth in several academic programs by increasing their visibility and strengthening administrative and student support.

The AGN department's current structure and title obscure the variety of programs and concentrations it offers, leaving several high-demand programs with limited visibility to prospective students and external partners. The department has also become difficult to administer effectively and equitably across all majors because of its size and complexity, limiting faculty's ability to tailor career development opportunities to specific majors.

This academic reorganization will affect two colleges. The College of Agriculture & Applied Sciences will house the two new schools, and the College of Engineering & Natural Resources will house the new department.

Each new school will be administered by an Associate Dean, new leadership positions that will report directly to the Dean of Agriculture & Applied Sciences. The new department will be administered by a Department Chair, under the direction of the Dean of Engineering & Natural Sciences.

For both the school and department structure, curriculum and tenure/promotion decisions will remain at the discipline level, rising to the Associate Dean or Department Chair before moving to the respective college Dean.

Additional information regarding the proposed restructuring, including current and proposed organizational charts as well as financial implications, is set forth in the New Academic Units Proposal attached hereto.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as may be required, the proposed reorganization of the existing Department of Agriculture, Geosciences & Natural Resources at The University of Tennessee at Martin (UTM) to establish the following three new academic units:**
   (a) School of Agriculture & Natural Resources;
   (b) School of Animal & Veterinary Sciences; and
   (c) Department of Earth & Atmospheric Sciences.
2. **The implementation date is anticipated to be January 1, 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.**

New Academic Units Proposal

Submitted by

College of Agriculture & Applied Sciences

College of Engineering & Natural Sciences

University of Tennessee at Martin



Updated: September 16, 2026

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Overview of the Proposed Units

Institution:	The University of Tennessee at Martin
Type of Unit:	School (2)
Proposed Unit Names:	School of Agriculture & Natural Resources
	School of Animal & Veterinary Sciences
Proposed Unit Location:	College of Agriculture & Applied Sciences
Type of Unit:	Department (1)
Proposed Unit Name:	Department of Earth & Atmospheric Sciences
Proposed Unit Location:	College of Engineering & Natural Sciences
Proposed UT Board Approval:	October 2026
Proposed THEC Approval:	November 2026
Proposed Implementation:	January 1, 2027

Campus Letters of Support

THE UNIVERSITY OF TENNESSEE MARTIN

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

August 27, 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 two schools in the College of Agriculture & Applied Sciences at the University of Tennessee at Martin: the School of Agriculture & Natural Resources and the School of Animal & Veterinary Sciences. These new schools, each overseen by an Associate Dean, will split programs from the current Department of Agriculture, Geosciences, & Natural Resources.

The new structure, which has the full support of the faculty in the College, positions UT Martin's programs for greater visibility to prospective students. We expect this to help us meet our goal of increasing enrollment in high-demand workforce-related programs. Simultaneously, the new structure will enhance visibility of our programs to external partners, and it will foster more effective and equitable administrative support across the wide range of program offerings. Importantly, this restructure also will help us offer more targeted student support and career development opportunities by major, better preparing our students in key fields for the workforce.

The details of the two new Schools 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,

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

cc: /file

THE UNIVERSITY OF TENNESSEE MARTIN

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

August 29, 2026

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

President Boyd:

Please accept the attached THEC Request for a New Academic Unit to formally create a new Department of Earth and Atmospheric Sciences within the College of Engineering & Natural Sciences at the University of Tennessee at Martin. This new department, overseen by a department chair and Dean Nancy Buschhaus, will house existing curriculum under the 40.0601 CIP program codes (i.e., Physical Sciences), including academic program concentrations in Meteorology, Geology, Geosystems Earth Science, and Geographic Information Systems.

These curricula formerly resided within UT Martin's Department of Agriculture, Geosciences, & Natural Resources. However, creation of the new department, and the subsequent transfer of the curriculum mentioned above, is being proposed as part of a larger plan to better position high-demand academic programs for enrollment growth through increased visibility to prospective students and external partners. In addition, shifting these program concentrations to administrative oversight in the College of Engineering & Natural Sciences aligns the curriculum with other physical science areas for greater collaboration, and it will foster more effective and equitable administrative support. Importantly, this restructure also will help us offer more targeted student support and career development opportunities by major, better preparing our students in key fields for the workforce.

The details of this new department 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,

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

cc: /file

Overview of the Proposed Units

The University of Tennessee at Martin (UTM) proposes a three-part structural reorganization of the current Department of Agriculture, Geosciences & Natural Resources (AGN), which is currently part of the College of Agriculture & Applied Sciences. Specifically, the campus seeks to create (1) a new School of Agriculture & Natural Resources, (2) a new School of Animal & Veterinary Sciences, and (3) a new Department of Earth & Atmospheric Sciences. These changes aim to boost enrollment growth in several academic programs by increasing their visibility and strengthening administrative and student support. The AGN department's current structure and title obscure the variety of programs and concentrations it offers, leaving several high-demand programs with limited visibility to prospective students and external partners. The department has also become difficult to administer effectively and equitably across all majors because of its size and complexity, limiting faculty's ability to tailor career development opportunities to specific majors. Thus, UTM proposes a new structure that divides the department into three distinct academic units to support growth, effective and equitable administration, and student support. This academic reorganization will affect two colleges. The College of Agriculture & Applied Sciences will house the two new schools and the College of Engineering & Natural Resources will house the one new department.

College of Agriculture & Applied Sciences:
(1) School of Agriculture & Natural Resources
(2) School of Animal & Veterinary Sciences

UTM proposes creating a new School of Agriculture & Natural Resources and a new School of Animal & Veterinary Sciences in the College of Agriculture & Applied Science alongside two existing departments (Family & Consumer Sciences and Military Science & Leadership). Each new school will be administered by an Associate Dean, new leadership positions reporting directly to the Dean that will assume duties traditionally held by a department chair. The Associate Deans will provide strategic guidance and day-to-day administration for the school's faculty and programs, with input from a school-level advisory and governance committee composed of faculty representatives. 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, common in higher education, signals institutional commitment to a flexible, future-focused approach to UTM's individual degree programs, while also providing strategic budget authority and curricular control at the school level.

In preparation for this organizational transition, two new associate deans (i.e., one per school) and a Farm Supervisor[1] have been identified. Promotional materials are also being designed to highlight the new schools and their program concentrations. The college's faculty have also begun drafting revised bylaws to guide future governance, which will be voted on following approval of this proposal; UTM administration is also exploring naming opportunities for each school in the College.

[1] The Farm Supervisor position does not involve additional pay or salary but instead reflects a reassignment of duties.

College of Engineering & Natural Resources:
(3) Department of Earth & Atmospheric Sciences

Additionally, UTM proposes transferring the Geosciences, BS program and related certificate programs taught under CIP code 40.0601 from their current Department of Agriculture, Geosciences & Natural Resources in the College of Agriculture & Applied Sciences to a new Department of Earth & Atmospheric Sciences, which will be housed in the College of Engineering & Natural Sciences. Establishing a standalone department with a name that better reflects the curriculum will (1) make it easier to recruit students and (2) support collaboration between this department and other STEM-focused programs in the physical sciences, leading to greater engagement opportunities for students.

A new department chair position, under the direction of the Dean of Engineering & Natural Sciences, will be created to administer the department. This role will provide strategic guidance and day-to-day administration to the school's faculty and programs with input from faculty shared governance. Importantly, all curriculum and tenure/promotion decisions will still originate at the discipline level in the new structure, rising to the department chair before moving to the college Dean. This structure, common in higher education, signals institutional commitment to a flexible, future-focused approach to UTM's individual degree programs while also providing strategic budget authority and curricular control at the discipline level.

In preparation for this organizational transition, promotional materials are being designed to highlight the new department and its program concentrations. The college's faculty have also begun drafting revised bylaws to incorporate the new department and guide its future governance. The college will vote on the revised bylaws after this proposal is approved. The new Department of Earth & Atmospheric Sciences will join five other academic departments (Biological Sciences, Chemistry & Physics, Computer Science, Engineering, and Mathematics & Statistics) in the College of Engineering & Natural Sciences.

Planned Future Programs to be Associated with the New School Units

- The new School of Agriculture & Natural Resources will propose a new concentration in Outdoor Leadership under the 03.0201 CIP Code (Bachelor of Science, Natural Resource Management)
- The new School of Animal & Veterinary Science intends to propose a new Focused Baccalaureate program for Veterinary Office Management.

Planned Future Programs to be Associated with the New Department Unit

- No new programs are currently under development, though the faculty are exploring the feasibility of a possible Focused Baccalaureate program.

State and Institutional Alignment of the Academic Units

Alignment with the 2025-35 Strategic Higher Education Master Plan

The reorganization of programs proposed here is a significant structural step toward the alignment envisioned in the Tennessee Higher Education Commission's Strategic Master Plan[2]. Specifically, UTM's proposal aligns with the Master Plan's "Agile" pillar by focusing on proactive strategies to foster enrollment. As the Plan encourages, this strategic reorganization aims to "be nimble, adapt, and evolve," especially in how we meet the challenges of bringing more students to higher education and the critical workforce sectors that meet the state's needs. The proposal relies on labor market intelligence to anticipate future academic program demand and introduces a new structure that strengthens the university's ability to respond to regional and state workforce needs, a core emphasis of the Master Plan's "Agile" pillar.

The proposed reorganization creates scaled academic units where leadership, resources, recruitment, advising, curriculum, employer engagement, and career development opportunities are more visible, helping attract students who will fill the workforce pipeline in high-need fields. A clearer academic identity will also foster enhanced persistence, completion, and career outcomes – outcomes that are specifically called for in the Master Plan. The new academic units will provide dedicated leadership, curricular control, and strategic budget authority, with a focus that promotes a more agile organizational structure for responding to workforce demand. Further, the plan offers a coherent point of engagement for employer partners, advisory board members, and state agency collaborators in each academic area, making it easier to gather future labor market data and translate it into timely curriculum adjustments.

[2] https://www.tn.gov/thec/about-thec-tsac/master-plan.html

Alignment of the Proposed Units 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. UTM's proposed new school and department structure provides the agility needed to fulfill this mission by promoting greater access to high-need programs and providing an administrative structure that removes barriers to student progression, curricular innovation, community connection, and student career preparation.

Inventory of Academic Program Offerings

All degree and certificate programs currently associated with the Department of Agriculture, Geosciences, & Natural Resources (AGN) will continue to operate; however, they will be divided across the proposed new academic units. Table 1 outlines the AGN programs that will shift from the Department of Agriculture, Geosciences, & Natural Resources (AGN) to the School of Agriculture & Natural Resources and School of Animal & Veterinary Sciences. Table 2 outlines the geosciences programs that were previously in the AGN Department that will move to the new Department of Earth & Atmospheric Sciences in the College of Engineering & Natural Sciences.

Table 1: Current and Proposed Structure of Agriculture & Natural Resources and Animal & Veterinary Sciences Programs

CURRENT STRUCTURE		**PROPOSED STRUCTURE**	
College of Agriculture & Applied Sciences **Department of Agriculture, Geoscience & Natural Resources**		**College of Agriculture & Applied Sciences** **School of Agriculture & Natural Resources**	
CIP Code	**Academic Program, Degree Designation**	**CIP Code**	**Academic Program, Degree Designation**
01.0000	**Bachelor of Science in Agriculture (BSAG)** a) Agricultural Engineering Technology b) Agricultural Science-Production c) Agricultural Science-Professional Education d) Animal Science e) Crop And Soil Management f) Golf Course and Landscape Management	01.0000	**Bachelor of Science in Agriculture (BSAG)** a) Agricultural Engineering Technology b) Agricultural Science-Production c) Agricultural Science-Professional Education d) Animal Science e) Crop And Soil Management f) Golf Course and Landscape Management
	Undergraduate Certificates		**Undergraduate Certificates**
01.0000 01.0000 01.0000 01.0000 01.0000 01.0000 01.0000	1. Basic Unmanned Aircraft Systems Certificate 2. Land Surveying and Geomatics 3. Soil Science Certificate 4. Equine Certificate 5. International Agriculture AICP Certificate	01.0000 01.0000 01.0000 03.0200 03.0201 03.0201	1. Basic Unmanned Aircraft Systems Certificate 2. Land Surveying and Geomatics 3. Soil Science Certificate 4. Forestry Certificate 5. Interpretation Certificate 6. Wildlife and Fisheries Biology

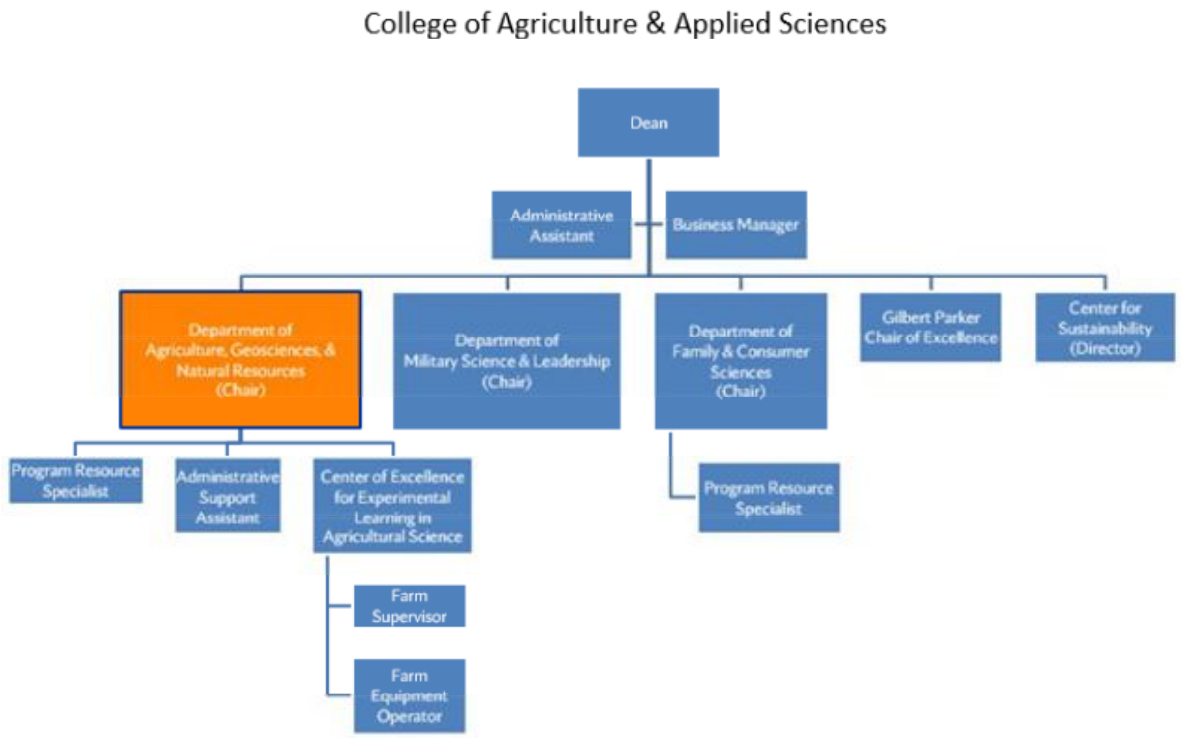
	6. Domestic Animal Welfare and Behavior 7. Animal Science Certificate		
01.0101	**Agriculture and Natural Resources, Master of Science in Agriculture and Natural Resources (MSANR)** a) Agribusiness And Risk Management b) Natural Resource Systems Management c) Systems Science In Agriculture	01.0101	**Agriculture and Natural Resources, Master of Science in Agriculture and Natural Resources (MSANR)** a) Agribusiness And Risk Management b) Natural Resource Systems Management c) Systems Science In Agriculture
01.0102	**Agricultural Business, Bachelor of Science in Agricultural Business (BSAB)** a) Agricultural Business b) Agricultural Business Communications c) Agriculture And Environmental Law & Policy d) Farm And Ranch Management e) Veterinary Technology and Management	01.0102	**Agricultural Business, Bachelor of Science in Agricultural Business (BSAB)** a) Agricultural Business b) Agricultural Business Communications c) Agriculture And Environmental Law & Policy d) Farm And Ranch Management e) Veterinary Technology and Management
03.0201	**Natural Resources Management, Bachelor of Science in Natural Resource Management (BSNRM)** a) Environmental Management b) Park Administration c) Soil And Water Conservation d) Wildlife And Fisheries Biology	03.0201	**Natural Resources Management, Bachelor of Science in Natural Resource Management (BSNRM)** a) Environmental Management b) Park Administration c) Soil And Water Conservation d) Wildlife And Fisheries Biology
College of Agriculture & Applied Sciences **Department of Agriculture, Geoscience & Natural Resources**		**College of Agriculture & Applied Sciences)** **School of Animal & Veterinary Science**	
01.8101	**Veterinary Science and Technology, Bachelor of Science in Veterinary Science and Technology (BSVST)** a) Veterinary Science b) Veterinary Studies c) Veterinary Technology	01.8101	**Veterinary Science and Technology, Bachelor of Science in Veterinary Science and Technology (BSVST)** a) Veterinary Science b) Veterinary Studies c) Veterinary Technology
03.0200 03.0201 03.0201	**Undergraduate Certificates** 1. Forestry Certificate 2. Interpretation Certificate 3. Wildlife and Fisheries Biology	01.0000 01.0000 01.0000 01.0000	**Undergraduate Certificates** 1. Equine Certificate 2. International Agriculture AICP Certificate 3. Domestic Animal Welfare and Behavior 4. Animal Science Certificate

Table 2: Current and Proposed Structure of Geosciences Programs

CURRENT STRUCTURE		**PROPOSED STRUCTURE**	
College of Agriculture & Applied Sciences **Department of Agriculture, Geoscience & Natural Resources**		**College of Engineering & Natural Sciences** **Department of Earth & Atmospheric Sciences**	
CIP Code	**Academic Program and Degree Designation**	**CIP Code**	**Academic Program and Degree Designation**
40.0601	**Geoscience, Bachelor of Science (BS)** a) Earth Science b) Geographic Information Systems c) Geography d) Geology e) Meteorology	40.0601	**Geoscience, Bachelor of Science (BS)** a) Earth Science b) Geographic Information Systems c) Geography d) Geology e) Meteorology
40.0601	**Undergraduate Certificates** 1. Advanced Geospatial Systems Certificate 2. Geospatial Fundamentals Certificate 3. Museum Curation in Earth Sciences Certificate 4. Paleontological Sciences Certificate 5. Geographic Information Systems Certificate 6. Fundamentals of Geology Prep	40.0601	**Undergraduate Certificates** 1. Advanced Geospatial Systems Certificate 2. Geospatial Fundamentals Certificate 3. Museum Curation in Earth Sciences Certificate 4. Paleontological Sciences Certificate 5. Geographic Information Systems Certificate 6. Fundamentals of Geology Prep

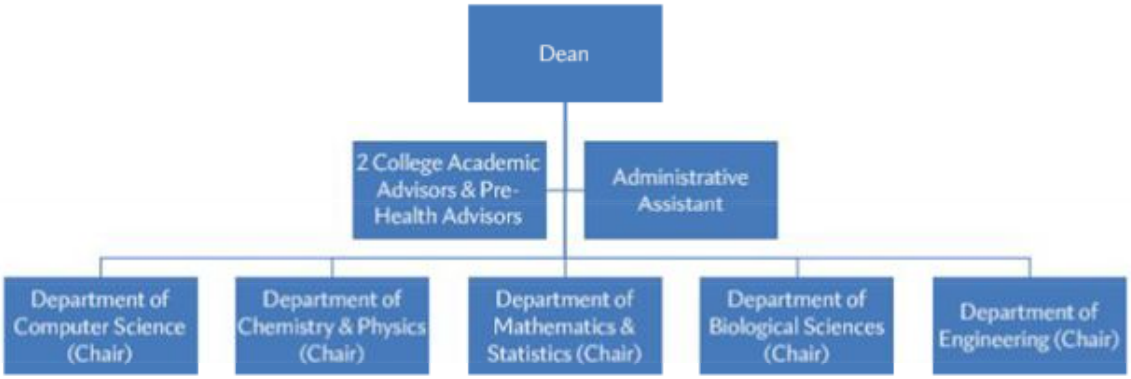
Organizational Structure

Current Organizational Chart: College of Agriculture & Applied Sciences

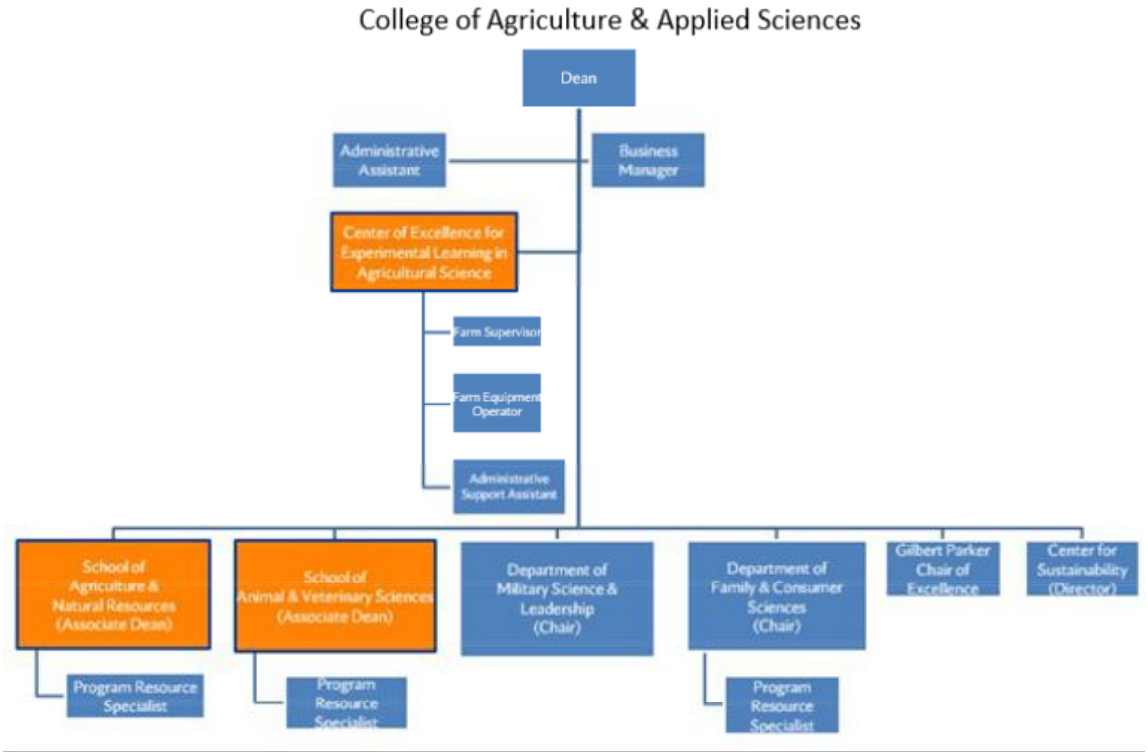


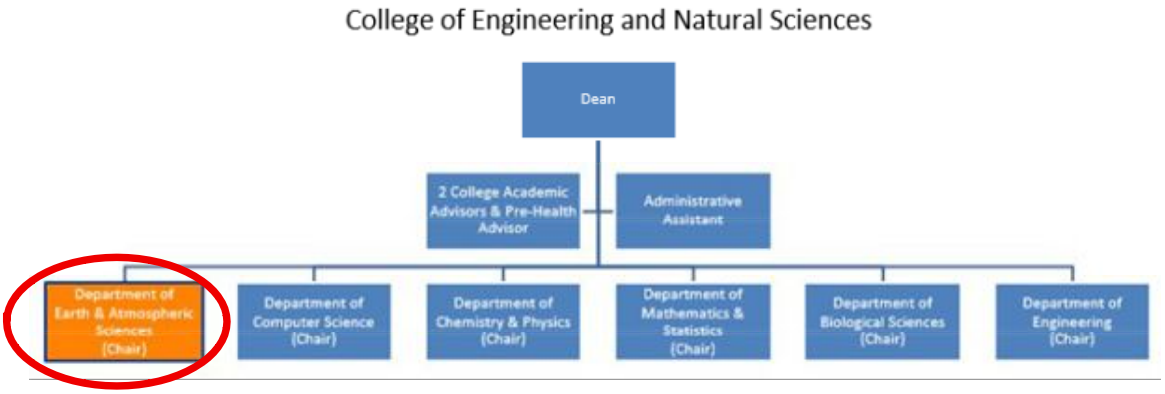
Note: In the current structure, the Department of Agriculture, Geosciences, & Natural Resources groups all programs and concentrations in Agriculture, Veterinary Sciences, and Geosciences under one administrative structure. UTM's teaching farm, the Center of Excellence for Experimental Learning in Agricultural Science, is also housed under the same administrative structure.

Current Organizational Chart: College of Engineering & Natural Sciences



Proposed (New) Organizational Chart





Note: The Department of Agriculture, Geosciences & Natural Resources will be divided into several groups, shown in orange. This proposal includes creating a new department in the College of Engineering & Natural Sciences and two schools in the College of Agriculture & Applied Sciences (CAAS). The university's teaching farm is also moved under the direct supervision of the Dean in CAAS.

Required Investment for New/Renovated Facilities

No new facility investments are required to support the reorganization outlined in this proposal for the new academic units (two schools and one department).

Overall Costs Associated with the New Academic Units

College of Agriculture & Applied Sciences:
(1) School of Agriculture & Natural Resources
(2) School of Animal & Veterinary Sciences

The cost of establishing two new Associate Dean positions (i.e., one for the new *School of Agriculture & Natural Resources* and one for the new *School of Animal & Veterinary Sciences* in the College of Agriculture & Applied Sciences) will be needed. UTM plans to use existing faculty in both roles, paying them an administrative stipend to serve as Associate Dean. The total cost for both administrative stipends will be $54,276. These costs will be recurring, with a projected 2% increase annually. No other costs are associated with implementation of the two new schools.

College of Engineering & Natural Sciences:
(3) Department of Earth & Atmospheric Sciences
UTM plans to use an existing faculty member to serve as Department Chair for the new Department of Earth & Atmospheric Sciences. The cost of the associated administrative stipend is $29,701 and this will be recurring, with a projected 2% increase annually.

The total implementation cost for the overall plan is $83,977 for the first year. Appendix A includes all cost projections for the two schools in the College of Agriculture & Applied Sciences and the new department in the College of Engineering & Natural Sciences.

Appendix A: THEC Financial Projections

Tennessee Higher Education Commission

Financial Projections Form

Institution	University of Tennessee at Martin
Unit Names	School of Agriculture & Natural Sciences, School of Animal & Veterinary Sciences, and Department of Earth & Atmospheric Sciences

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						
Library resources						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*

Projected Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff		$83,977	$85,657	$87,370	$89,117	$90,899
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other						
Total Recurring Expenditures	*$0*	*$83,977*	*$85,657*	*$87,370*	*$89,117*	*$90,899*
Grand Total (One-Time and Recurring)	**$0**	**$83,977**	**$85,657**	**$87,370**	**$89,117**	**$90,899**

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: Granting of an Honorary Degree, UTK

Type: Action

Background Information

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

Upon the recommendation Chancellor Donde Plowman, with the support of President Randy Boyd, the following candidate is being recommended to the Board for its approval.

- Mrs. Judith Anderson Herbert

Chancellor Plowman's nomination letter for the candidate is attached.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the granting of an Honorary Doctor of Humane Letters degree from the University of Tennessee, Knoxville, to Mrs. Judith Anderson Herbert.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

May 1, 2026

Mr. Randy Boyd, President
University of Tennessee System
400 W. Summit Hill Drive
Knoxville, TN 37902

Dear President Boyd,

It is a pleasure to offer my enthusiastic support for the nomination of Mrs. Judith Anderson Herbert for the Honorary Doctor of Humane Letters degree from the University of Tennessee, Knoxville. As a distinguished alumna, dedicated philanthropist, and steadfast advocate for student success, Ms. Herbert exemplifies the values this honor is intended to recognize.

A graduate of the University of Tennessee, Knoxville with a bachelor's degree in English, Mrs. Herbert has maintained a lifelong connection to the institution that helped shape her intellectual and personal foundation. Her early experiences as a student, particularly her work assisting with the evaluation of first-year writing, instilled in her a deep appreciation for the role of clear, effective communication in academic and professional achievement. This understanding has guided her philanthropic vision in ways that continue to benefit Vols across generations.

Mrs. Herbert's most enduring contribution to the university is her transformative support of writing instruction and student learning. Through the creation and continued growth of the Judith Anderson Herbert Excellence in Writing Endowment, she has ensured students at all levels have access to resources to strengthen their ability to think critically and communicate effectively. The Writing Center, which bears her name, stands as a testament to her belief that strong writing is foundational to success in every discipline, and her recent investments have expanded the Center's reach and impact in meaningful and lasting ways.

Beyond her commitment to writing education, Mrs. Herbert has demonstrated extraordinary leadership in advancing the broader mission of the university. Her service on key advisory and foundation boards reflects a thoughtful and strategic approach to philanthropy, one which prioritizes both immediate student needs and long-term institutional excellence. Together with her husband, Dr. James Herbert, she has contributed to transformative initiatives across campus, including significant support for the Herbert College of Agriculture and other programs to enhance student opportunity and academic achievement.

Office of the Chancellor
800 Andy Holt Tower 1331 Circle Park Drive Knoxville, TN 37996-0180
865-974-3265 chancellor.utk.edu

Mrs. Herbert's legacy at the University of Tennessee, Knoxville, is one of vision, humility, and enduring impact. Her commitment to empowering students, strengthening academic programs, and giving back to the university she holds dear reflects the very essence of this distinguished honor.

I request approval to honor Mrs. Herbert with this distinction.

Sincerely,



Donde Plowman
Chancellor

5

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Student Information System: Phase 1 Update

Board of Trustees — October 16, 2026

Education, Research, and Service Committee

aarss.tennessee.edu

Guiding Principles

The projects Guiding Principles and the Be One UT Strategic Plan together underscore the need for a new, **unified student information system (SIS)** as an essential enterprise technology investment that will streamline operations, strengthen security and data-informed decision-making, and deliver a more consistent, intuitive student experience focused on service excellence, engagement, and improved student outcomes.

Guiding Principle		Prep & Planning January 2024 – January 2025	Financial Aid Foundations November 2025 – June 2026
	**Enhanced Automation & Reporting**	Users were able to socialize the Student Financial Aid product in a standard environment to identify functionality that needed further automation.	Highlighted opportunities to automate manual financial aid and related work being done across the UT System.
	**Business Process Transformation**	Delivered business processes helped to demonstrate new ways of working to limit customization.	Designed 10 prioritized future-state processes and the governance steps needed to realize them.
	**Simplification & Standardization**	Common functionality was available to all users, demonstrating options for standardization and simplification.	Identified opportunities to standardize practices across the UT System through process, policy, and procedure maturity and alignment matrices.
	**Student Centered**	Delivered Student Portal aided in demonstrating ability to emulate the student experience and new user interface.	Grounded current state discovery and future state recommendations in improving the student financial aid experience across the UT System.
	**Investment & Resources**	Users were able to assess high-level functionality in the standard, temporary application to understand new processes for determining and awarding financial aid.	Completed a campus-by-campus assessment of functional and technical staffing needs and secured interim staffing to continue serving our students well.

Financial Aid Stakeholder Engagement

Continued stakeholder engagement during the Student Financial Aid (SFA) implementation has allowed users to get hands-on experience with the product, and support alignment on process and policies to ensure success.

Preparation & Planning

User Awareness

UT participants were exposed to SFA functionality, automation, and business practices.

Skill Development

Financial Aid teams demonstrated skills necessary to operate SFA through socialization and independent exploration.

Staff Buy-In

UT Financial Aid teams were able to have initial questions addressed, which aided in a beginning the implementation work smoothly.

Financial Aid Foundations

People

Conversations revealed the internal and external collaborations needed to make changes successful.

Policy

Policies driving Financial Aid operations were assessed to identify existing and missing policies to make changes successful.

Process

Discussions with Financial Aid staff revealed the overall inputs, outputs, and timing of operations across the student lifecycle.

Recent User Testing Results

Testing with each campus confirmed that key processes are functioning as expected, with only a small number of tests requiring follow-up.



Workshop Testing Sessions

Collaborative workshop sessions were held at each UT campus with the Financial Aid teams in July and August.

Cause for Retesting

Tests may not see initial success due to setup data, security settings, or configuration updates.

Change Management

Change impacts for each campus were documented throughout the workshop testing sessions.

Timeline for Planned Go-Live of SFA Module

2028 – 2029 Aid Year

Jan '24 – Jan '25 — **Prep and Planning**

Nov '25 – June '26 — **Financial Aid Foundations**

August 2026 — **Testing:** ISIR[1] Management User Workshop (1)

October 2026 — **Parallel Systems Testing:** ISIR[1] Management Socialization

June 2027 — **Testing:** ISIR Management User Workshop – additional functionality testing

July 2027 — **Testing:** ISIR Management Systems Integration

August 2027 — **Testing:** ISIR Management User Acceptance

October 2027 — **ISIR Management Go-Live**

Begin all aid application management and verification processing. Launch SFA student portal.

December 2027 — **Packaging Go-Live: Early admit students**

Package financial aid for new early admission decision students only.

March 2028 — **Packaging Go-Live: All students**

Package fall 2028 financial aid for continuing and new students.

July - August 2028 — **Disbursement Go-Live: All students**

Begin processing fall 2028 financial aid awards to post on student accounts in Banner or Elements.

[1] ISIR – Institutional Student Information Record, which is federal data that support the financial aid eligibility and awarding

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Questions?

Academic Affairs, Research and Student Success

aarss.tennessee.edu



UT RESEARCH FOUNDATION

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

Our Mission

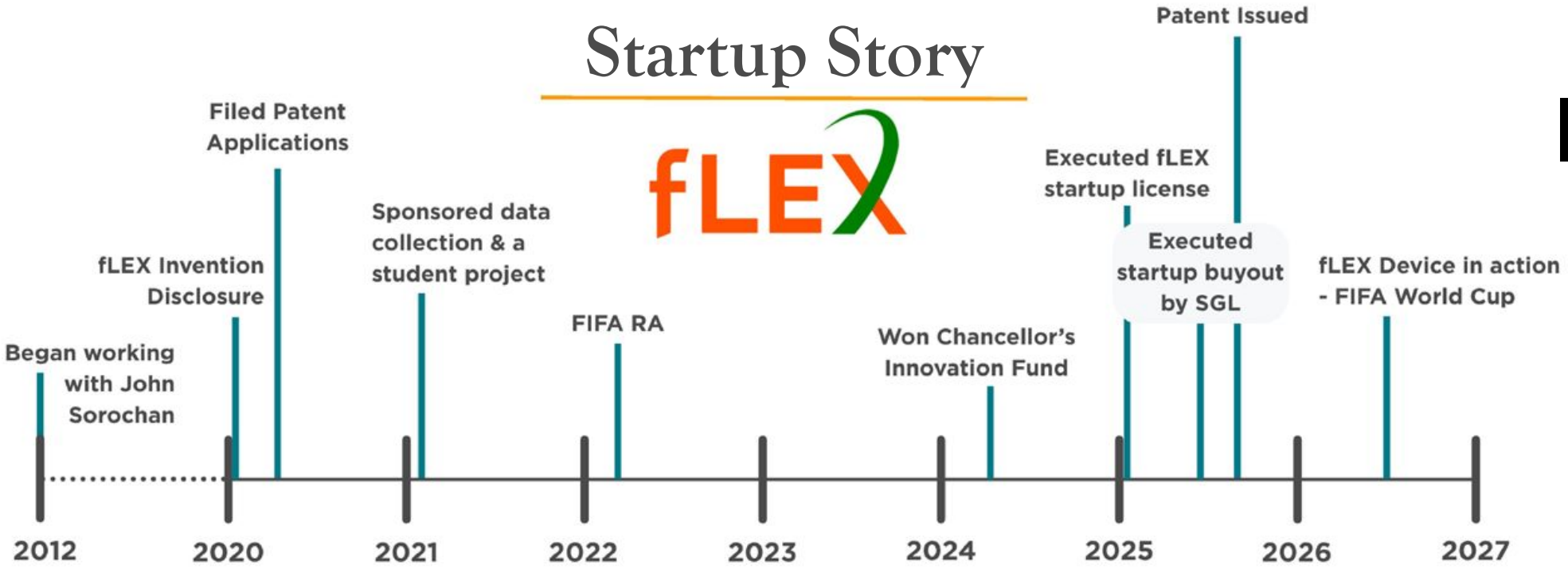
- Protect, manage, and commercialize UT's innovations
- Support UT's research
- Support and encourage an entrepreneurial culture
- Contribute to state and regional economic development




THE UNIVERSITY OF TENNESSEE
Operating Agreement, Annual Budget, Employee Assignment Agreements
RESEARCH FOUNDATION
Knoxville Office
(UTK, UTC, UTHS - Knoxville, Chattanooga)
Memphis Office
(UTM, UTS, UTHS - Memphis, Nasvhille)
IP Management
Tech Transfer
Outreach
Education
TN-MADE
Solar Farm
USFS & Innovation South
Business Incubator
Entrepreneurial Fellows
Accelerate Fund
UT Ventures
NOVA EC
Operating & Funding Agreements
Master Sublease, Development Management Services Agreement
Funding Advance Agreement
TennEra, LLC
Cherokee Farm Development Corporation
Collaborative Composite Solutions Corp./IACMI

Startup Story

fLEX





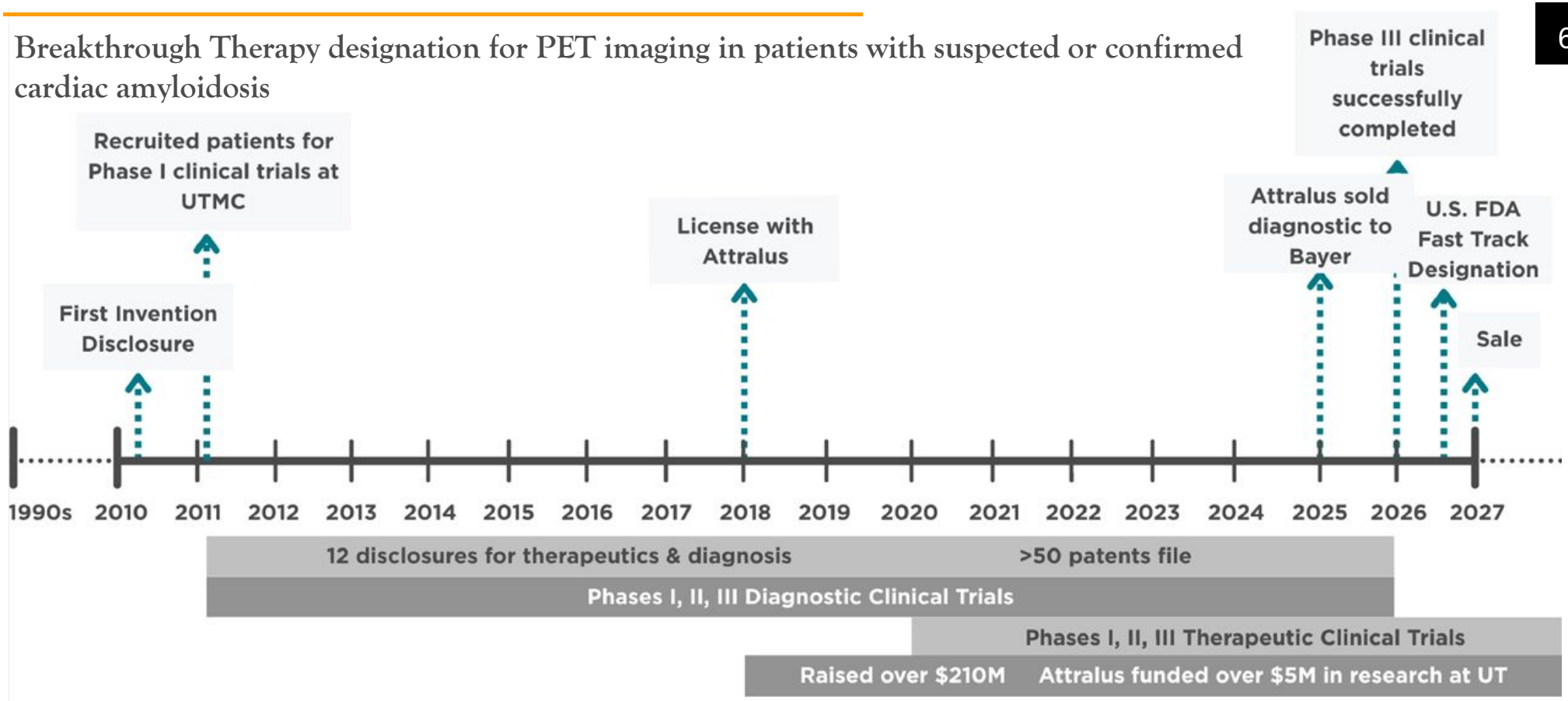






I^{124} Evuzamitide Radioactive Molecule - Phase III Clinical Trial

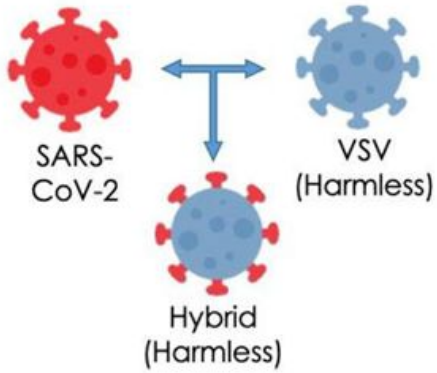
Breakthrough Therapy designation for PET imaging in patients with suspected or confirmed cardiac amyloidosis



Example Strategic Asset: Research Tool

What it is & Why it Matters

- **The Innovation:** Research Tool (VSV) developed by Dr. Whitt to safely study highly infectious viruses (e.g., Ebola, HIV, COVID-19) without risking viral spread.
- **Operational Advantage:** Enables research in standard, lower-security labs (BSL-2), thereby drastically reducing costs and accelerating research timelines.
- **Safe Viral Research:** Allows scientists to safely study dangerous pathogens.
- **IP Status:** A highly lucrative research tool with *no patent protection*.



The Moderna Partnership (Since 2020)

Catalyst: Moderna approached UTRF/Dr. Whitt to study COVID-19 mutations for vaccine development.

~**$1.5 Million** – Cumulative Sponsored Research to UT for developing VSV variations.

~**$1.2 Million** – Cumulative UTRF Licensing Fees & Royalties

Accelerate Fund

Investing in great ideas!



- Invests in UT spin-offs and companies leveraging UT's IP
- Mentor Entrepreneurs
- Investment Advisory Committee makes funding recommendations and assists with due diligence
- Invests in pre-seed to seed stage, up to $250K as a Convertible Note or Simple Agreement for Future Equity (SAFE)

- Investments to-date
  - **VisualizAI** – AI software that assists payers with insurance claims assessments, identifying patterns of denials and underpayments
  - **Orion** – RNA therapeutics company enabled by a novel delivery platform
  - **PreTeL** – Wearable labor monitoring technology

Accelerate Fund - PreTeL

- PreTeL is a medical device company developing a uterine monitoring platform to improve the identification of preterm labor
  - The technology was developed at UTHS by Dr. Young, and UTRF has 3 issued patents that we licensed to PreTel in 2015
- PreTeL applied to the fund last Fall and underwent diligence screening for over 5 months
- Solas BioVentures based in Chattanooga, is an active investor, and its managing director, Dr. Adair, is a maternal medicine specialist and board member
- Invested as a Convertible Note in the company, with our financing going towards understanding the regulatory pathway



UT VENTURES

UT Funders for UT Founders

THE UNIVERSITY OF TENNESSEE
UT RESEARCH FOUNDATION

UT Ventures

UT Ventures connects a network of accredited UT alumni investors with startups founded or led by UT alumni, faculty, or students, companies built on UT-owned intellectual property, or companies working closely with UT.

Vision

- To build a high-impact alumni investment community that fuels innovation, entrepreneurship, and engagement across the entire University of Tennessee system.

Mission

- Provide seed through Series A investment opportunities for accredited UT alumni investors.
- Assist entrepreneurs and early-stage growth companies through funding, mentorship, and educational resources.

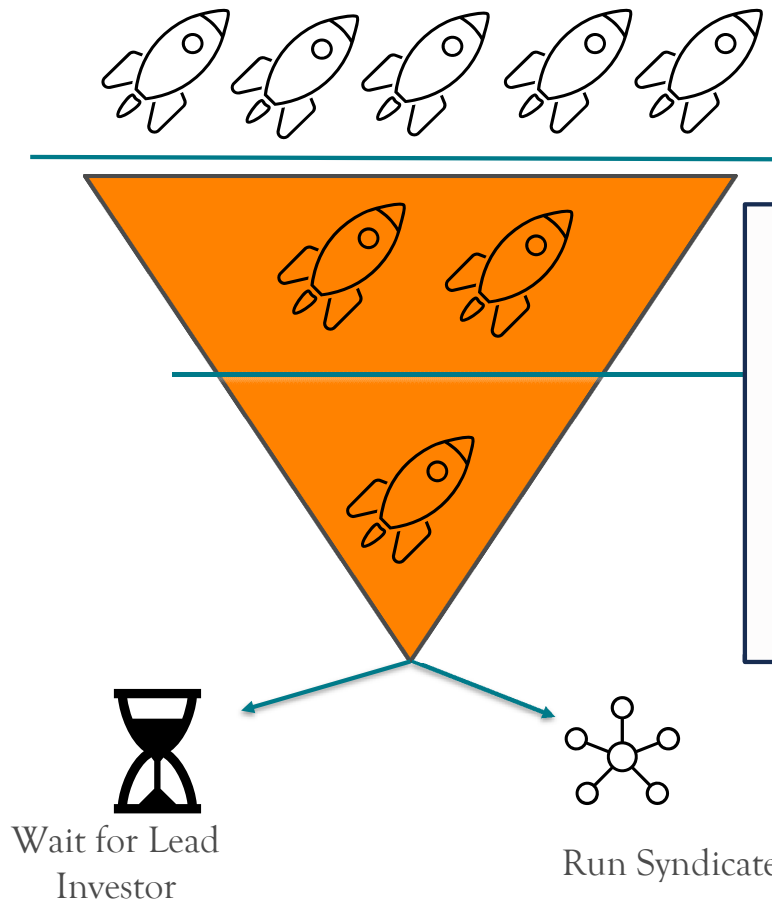
UT VENTURES

Investment Structure

Factors	
Decision Making	Individual member
Investments	Special Purpose Vehicle (SPV) structure
Investment Requirement	Lead investor and term sheet Seed through Series A
Company Requirement	**Non-hard tech or non-biotech** • Have revenue and customers **Hard tech** • Purchase orders or LOI from customers **Biotech** • Started the regulatory approval process
Minimum Financial Commitment in a Deal by an Investor	$5K
Minimum Investment Into a Company per deal	$50K

UT VENTURES

UT Ventures: Deal Process Overview



Initial Screen:
UT Ventures Internal Team review and pitch call

Screening Committee: 1-3 UT Ventures members with relevant industry knowledge work with the student review team

Academic Review

- Data room review
- Deal doc review
- Customer interviews
- Reference calls
- IRR modeling
- Etc.

In collaboration with UT Ventures, UT Knoxville's Haslam College of Business launched "**ENT 533**" an entrepreneurial certificate course that teaches students to conduct rigorous company evaluations. Eight students are enrolled in the inaugural cohort.

UT VENTURES

Inaugural Investment: Solaris Endovascular, Inc.

Solaris Endovascular, Inc:
A Dallas-based medical device company developing next-generation endovascular technologies for patients with dialysis access complications and peripheral artery disease.



John Reviere, UT Knoxville alumni and Vice President of Clinical and Quality Operations for Solaris

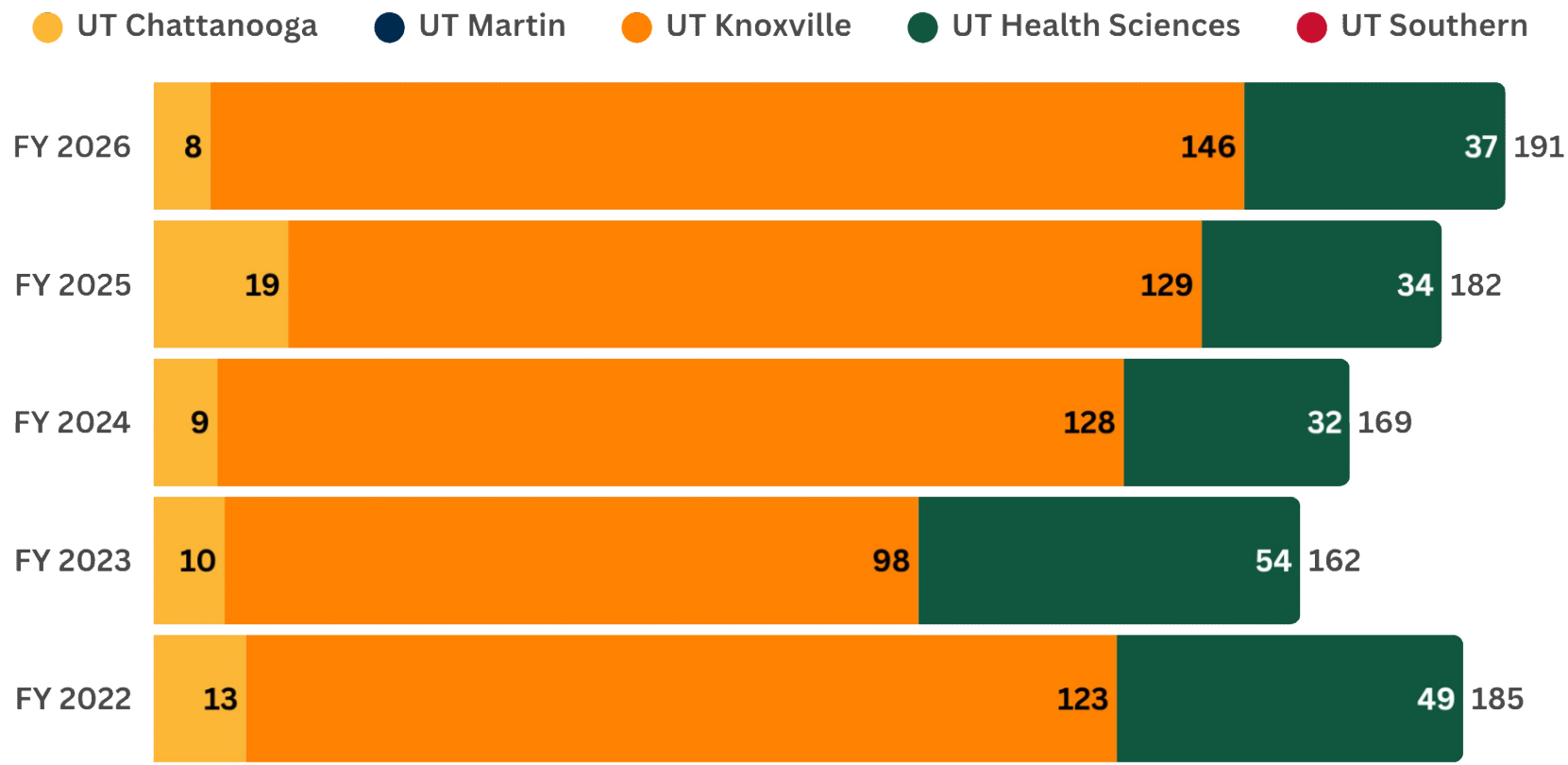
> *"Support from UT Ventures strengthens our ability to advance Solaris DE and bring a truly differentiated solution to patients who have very few good options today."*

UT VENTURES

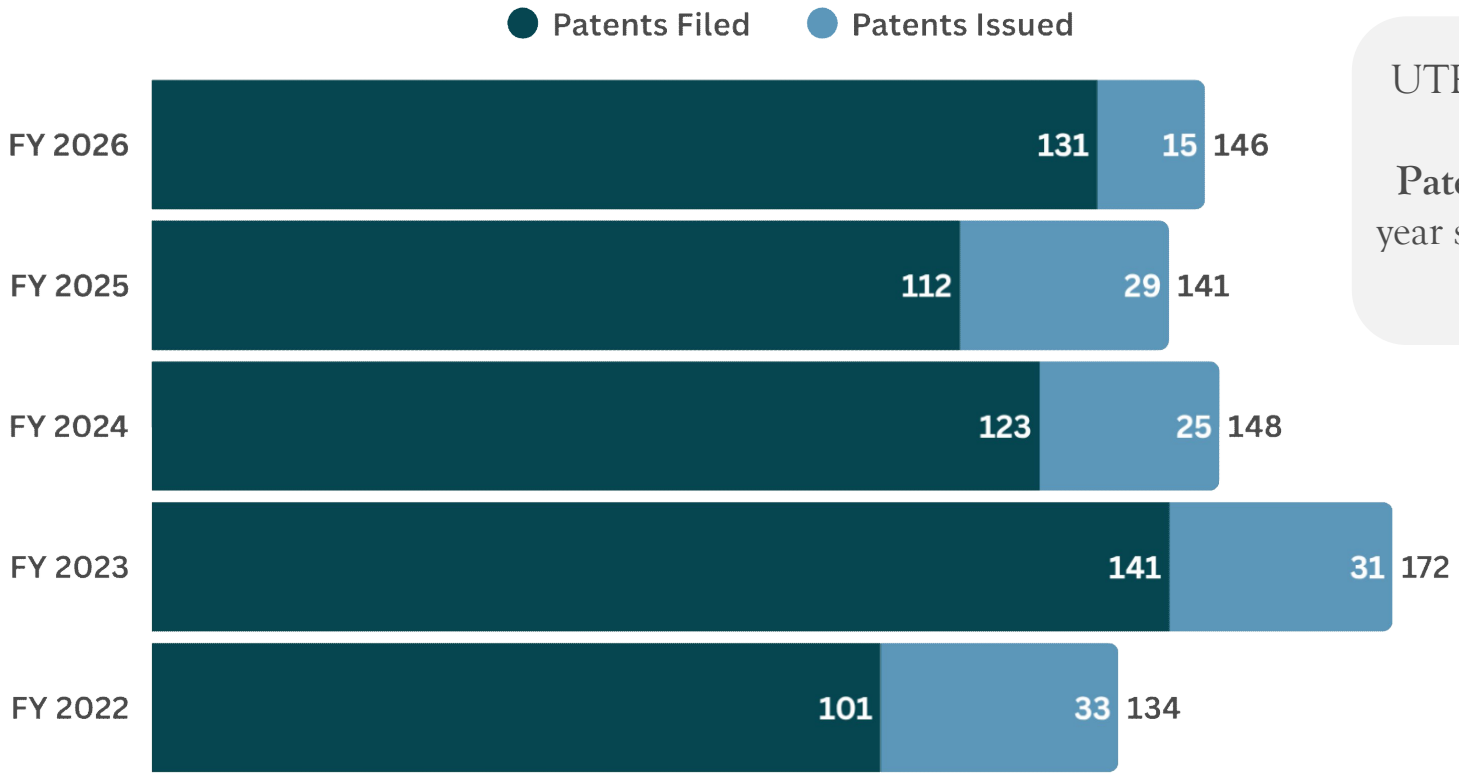
UTRF by the Numbers

THE UNIVERSITY OF TENNESSEE
RESEARCH FOUNDATION

Disclosures by Campus



U.S. Patents



UTRF has ranked among the **NAI's Top 100 U.S. Patenting Universities** every year since the ranking began in 2022.

Licenses Executed



202

Licenses/options over last 5 years

26

Startups over last 5 years

UTRF Financials* * Subject to change

REVENUES	FY25 Actuals	FY26 Actuals*	FY26 Budget
UT-UTRF Support	$2,800,000	$2,800,000	$2,900,000
Project Revenue	$9,700,000	$5,700,000	$5,000,000
License Revenue	$1,300,000	$500,00	$600,000
Total Revenues	**$13,800,000**	**$9,000,000**	**$8,500,000**
EXPENSES	**FY25 Actuals**	**FY26 Actuals***	**FY26 Budget**
Contract Expenses	$3,500,000	$3,860,000	$4,100,000
People	$2,400,000	$2,400,000	$2,500,000
Royalty Distributions	$3,100,000	$118,000	$300,000
Protection	$600,000	$622,000	$700,000
Operating Expenses	$400,000	$400,000	$400,000
Total Expenses	**$10,000,000**	**$7,400,000**	**$8,000,000**
Net Revenues	**$3,800,000**	**$1,600,000**	**$500,000**

UTRF Board of Directors & Officers

UTRF Board Of Directors

- **Chair:** Shaun Gleason, Ph.D. | *Director of Partnerships, ORNL*
- Jessica Snowden, MD, M.S., MHPTT | *Vice Chancellor for Research, UT Health Sciences*
- Bradford Box, Esq. | *Attorney, Rainey, Kizer, Reviere, & Bell, UT Board of Trustees Representative*
- Deborah Crawford, Ph.D. | *Vice Chancellor for Research, Innovation, and Economic Development, UT Knoxville*
- Tracy Thompson | *CEO, Focus Health Group*
- Marty Brown | *CEO, PYA*
- Maha Krishnamurthy, Ph.D., MBA | *President & CEO, UT Research Foundation (ex officio)*

Officers

- **Chair:** Shaun Gleason, Ph.D. | *Director of Partnerships, ORNL*
- **President:** Maha Krishnamurthy, Ph.D., MBA
- **Vice President — Knoxville Office:** Kusum Rathore, Ph.D., M.S.
- **Vice President — Memphis Office:** James Parrett, J.D., PharmD, M.S.
- **Assistant Treasurer:** Jennifer Easley, Ph.D., M.S., M.S. | *Associate Vice President, Budget, Analysis & Planning, UT System*
- **Secretary and General Counsel:** William E. Mason, Esq. | *Kennerly, Montgomery & Finley, P.C., Knoxville*



THE UNIVERSITY OF TENNESSEE
UT RESEARCH FOUNDATION

Thank You!

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: Committee Consent Agenda

Type: Action

Presenter: Shanea McKinney, Committee Chair

Background Information

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

Committee Action

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

1. The reading of the minutes of the June 30, 2026, meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials.

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

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

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE
June 30, 2026

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 8:00 a.m. (CDT) on Tuesday, June 30, 2026. The meeting was held in the Gault Fine Arts Building at the University of Tennessee Southern in Pulaski, Tennessee.

Committee Members Present: Jamie R. Woodson (Committee Chair); John C. Compton (Board Chair); Hon. William E. Haslam; Ashlee C. Mallon (Student Trustee); and Kenneth W. Vickers (Faculty Representative).

Other Trustees Present: Bradford D. Box; Decosta E. Jenkins; Christopher L. Patterson; William C. (Bill) Rhodes III; J. David Wade; David N. Watson; and T. Lang Wiseman.

University Administration: President Randy Boyd; Dr. Bernie Savarese, Vice President for Academic Affairs, Research, and Student Success; Cynthia C. Moore, Board Secretary and Special Counsel; Chancellor Melinda Arnold (UT Southern); Chancellor Lori Mann Bruce (UT Chattanooga); Chancellor Peter Buckley (UT Health Science Center); Chancellor Yancy Freeman (UT Martin); and Chancellor Donde Plowman (UT Knoxville). Additional members of the UT senior leadership and staff were also in attendance.

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

Opening Remarks of the Committee Chair

Committee Chair Jamie Woodson called the meeting to order and welcomed those in attendance. She thanked Chancellor Melinda Arnold and the UT Southern team for their hospitality and recognized the progress underway on the campus. Chair Woodson also expressed appreciation to Faculty Representative Kenneth Vickers and Student Trustee Ashlee Mallon for their service and contributions to the Committee during the year.

Requests to Address the Board

There were no requests to address the Committee.

Proposed Campus and Academic Unit Reorganizations

UT Martin. Dr. Laurie Couch, Provost and Senior Vice Chancellor for Academic Affairs, presented a proposal to reorganize the College of Business and Global Affairs and establish a School of Business within the renamed College of Business. The proposed school would

consolidate the Department of Accounting, Economics, and Finance; the Department of Marketing, Management, and Information Systems; and the MBA program under a single academic structure led by an Associate Dean. The Undergraduate Student Services Center, Chairs of Excellence, and Regional Entrepreneurship and Economic Development Center would remain outside the School and report through the College.

Dr. Couch explained that the reorganization is intended to increase faculty collaboration, support interdisciplinary curriculum and stackable credentials, create a more streamlined point of engagement for students and external partners, and align the organizational structure with common business-school practice. Faculty governance would be maintained through a faculty advisory committee and discipline- and school-level processes for curriculum, tenure, and promotion.

UT Southern. Dr. Prentice Chandler, Provost and Executive Vice Chancellor for Academic Affairs and Student Experience, presented a proposal to establish UT Southern's inaugural College of Arts and Sciences and College of Professional Studies, together with a Center for Continuing Education and Workforce Development, for implementation in Fall 2026. He explained that the reorganization would replace the existing structure of six schools reporting directly to the Provost with two colleges led by deans and departments led by department heads.

Dr. Chandler stated that the new structure is intended to strengthen academic leadership, improve coordination and interdisciplinary collaboration, support shared governance, and provide a scalable organizational framework for the University's continued growth. The Center for Continuing Education and Workforce Development would provide an institutional home for adult learners, prior learning assessment, competency-based education, microcredentials, professional development, and workforce partnerships. He noted that the proposal was developed through a campus task force and broad faculty engagement and is expected to be budget neutral through the reallocation and repurposing of available resources.

Dr. Chandler discussed the proposed revisions to the UT Southern Faculty Handbook (presented in the consent agenda) in the context of the campus's academic reorganization. He explained that the revisions reflect the new college structure and associated changes in academic leadership and governance, including the transition of existing unit leaders to department head roles under the newly established deans. The revisions are intended to ensure that the Faculty Handbook appropriately reflects the organizational and governance structure being implemented for Fall 2026.

The Committee discussed the proposed leadership structure at UT Southern, including the roles of deans and department heads.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the resolutions approving the proposed academic reorganizations at UT Martin and UT Southern.

Consent Agenda

The Committee considered the Consent Agenda, which included: (i) approval of the minutes of the last meeting; (ii) 2026 Institutional Mission Profile Statements; (iii) authorization for conferral of degrees for the 2026-27 academic year; (iv) proposed Faculty Handbook revisions for UT Knoxville, UT Martin, and UT Southern; and (v) tenure recommendations requiring Board approval, including grants of tenure upon initial appointment and upon early consideration. Chair Woodson asked whether any Committee member wished to remove an item for separate consideration. There being no requests, and upon motion duly made and seconded, the Committee approved the Consent Agenda as presented.

Proposed Changes to Board of Trustees Policy BT0006 - Policies Governing Academic Freedom, Responsibility, and Tenure

General Counsel Ryan Stinnett presented proposed revisions to BT0006 necessary to comply with Tennessee Public Chapter 761. He explained that the new law requires governing boards of public higher education institutions to adopt disciplinary policies addressing faculty misconduct and establishes requirements for notice, an opportunity to be heard, and decision-making authority in cases involving suspension or termination for misconduct.

Mr. Stinnett reviewed the principal proposed changes, including an updated definition of misconduct aligned with the University's Code of Conduct; application of the misconduct process to tenured and non-tenured faculty; authority for the Provost, following consultation with the Chancellor, to impose discipline for misconduct without a recommendation or vote by other faculty; and pre- and post-termination procedures designed to preserve due process. He emphasized that the revisions do not change the existing process for addressing unsatisfactory performance in teaching, research, or service.

The Committee discussed the placement of misconduct provisions within BT0006 and the need for a broader future review of the policy. Mr. Stinnett stated that the Administration intends to undertake a comprehensive review and may recommend separating the policy into more focused policies.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the proposed revisions to BT0006.

Proposed Reduced-Credit Undergraduate Degrees

President Randy Boyd introduced a proposal to authorize the development of reduced-credit undergraduate degree programs. He described the initiative as an opportunity to create more focused pathways that could enable students to enter the workforce sooner, reduce educational costs and student debt, and help address Tennessee workforce shortages. He emphasized that

proposed programs would focus on high-demand or emerging fields and would be expected to prepare graduates fully for success in their chosen careers.

The Committee heard from Dr. Stephen Pruitt, President of The Commission on Colleges and Universities (formerly known as the Southern Association of Colleges and Schools Commission on Colleges – SACSCOC), the University's institutional accreditor, regarding the accreditor's recently adopted framework for reduced-credit undergraduate degrees, and from Dr. Steven Gentile, Executive Director of the Tennessee Higher Education Commission, regarding the State's developing approval framework. The discussion emphasized appropriate guardrails, including workforce alignment, strong curricular breadth and depth, work-based learning opportunities, clear differentiation from traditional bachelor's degrees, and consideration of pathways to further education.

Committee members discussed the potential for reduced-credit degrees to serve students who may not otherwise pursue a traditional 120-credit-hour bachelor's degree, rather than simply shifting students from existing programs. The Administration clarified that the action before the Committee would authorize the framework for such degrees; any specific reduced-credit degree program would return to the Board for separate approval.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees authorize the development and future consideration of reduced-credit undergraduate degree programs consistent with applicable accreditor and state requirements.

Proposed New Academic Programs

Bachelor of Fine Arts in Industrial Design, UTK. Dr. John Zomchick, Provost and Senior Vice Chancellor, presented a proposal to establish a Bachelor of Fine Arts in Industrial Design at the University of Tennessee, Knoxville. He described the proposed program as the first of its kind in Tennessee, connecting technology, manufacturing, design, and human-centered problem solving. The cohort-based studio program would prepare students to work in interdisciplinary teams and develop products and systems that are functional, intuitive, and responsive to consumer needs. Dr. Zomchick noted strong alignment with Tennessee's manufacturing and healthcare sectors and projected that program revenues would exceed costs by the second year.

Bachelor of Arts in Civic and Constitutional Thought, UTK. Dr. Zomchick presented a proposal to establish a Bachelor of Arts in Civic and Constitutional Thought through the Baker School of Public Policy and Public Affairs. The multidisciplinary curriculum would draw from political thought, law, history, economics, public policy, and philosophy and would emphasize civic literacy, civil discourse, analytical reasoning, and communication. The program is designed to support careers in law, education, government, public service, and other fields requiring strong critical-thinking and communication skills. It also would be structured to permit completion as a second major and to support an accelerated pathway to a J.D. degree.

Committee members expressed support for both proposals, noting their workforce relevance, interdisciplinary character, and contribution to the University's mission.

Upon motion duly made and seconded, the Committee approved recommendations that the Board of Trustees authorize UT Knoxville to establish the Bachelor of Fine Arts in Industrial Design and the Bachelor of Arts in Civic and Constitutional Thought, subject to required state approvals.

UT System Presentations

Periodic Post-Tenure Performance Review Update. Dr. Matt Matthews, Associate Vice President for Academic Affairs, provided an update on the University's Periodic Post-Tenure Performance Review process. He reviewed the history of the process, which was adopted in 2018 and implemented beginning in 2019, and explained its relationship to annual faculty performance reviews and other tenure and promotion reviews. The periodic review evaluates a faculty member's performance over a six-year period through faculty reflection, peer review, and administrative review.

Dr. Matthews reported that the first full cohort has now completed the process across the campuses that were part of the System when the process began, with approximately 99% of faculty members reviewed meeting expectations. He noted that the process has contributed to more consistent and robust annual reviews and has become an established component of the faculty lifecycle. The Committee discussed peer-review selection, faculty retirement decisions occurring near the review period, and the administrative and faculty time required to conduct the reviews. Chair Woodson suggested that the history and operation of the post-tenure review process be incorporated into orientation for new Trustees.

Faculty Pulse Survey Results. Dr. Matthews then presented the results of the inaugural UT Faculty Pulse Survey, administered in April 2026 as part of the University's effort to maintain an ongoing connection with faculty between administrations of the more comprehensive COACHE Faculty Job Satisfaction Survey. Approximately 1,400 to 1,500 faculty members participated across the surveys discussed, with the 2026 response rate estimated at approximately 35 to 40 percent.

Dr. Matthews reported that the systemwide faculty Net Promoter Score was -1, indicating that the percentage of faculty who would strongly recommend UT as a place to work was approximately balanced by the percentage who would not. He noted, however, that 60 to 78 percent of faculty respondents, depending on the campus, reported being satisfied or very satisfied with their campus as a place to work. The presentation also highlighted differences among the campuses and identified faculty workload as a recurring concern.

Committee members discussed the importance of increasing participation in future surveys so that results can be examined more meaningfully by college, faculty rank, tenure status, and other relevant groupings. Dr. Matthews noted that each campus had received an interactive

dashboard permitting more detailed analysis by college and tenure rank. The Committee also asked about opportunities to benchmark faculty engagement against peer institutions. While directly comparable external data were not immediately available, University leadership indicated that additional information from the COACHE survey and prior engagement surveys could provide useful context and agreed to return to the Committee with additional benchmarking information.

The Committee emphasized that the initial results should be viewed as a baseline for continuous improvement rather than simply as a scorecard and encouraged the campuses to use faculty feedback to identify opportunities for improvement and increase engagement over time. Dr. Matthews stated that planning was already underway for the Spring 2027 Pulse Survey and that the next COACHE survey is anticipated for Spring 2028.

Student Success

UT System Performance Compared to Peers. Dr. Bernie Savarese, Vice President for Academic Affairs, Research, and Student Success, presented the annual comparison of UT campuses with their comparable and aspirational peers. He reviewed enrollment, first-year retention, and four-year graduation trends and noted that nationally reported IPEDS[1] data lag the University's most current results.

The presentation highlighted strong enrollment growth at UT Knoxville and UT Southern; improved retention at UT Knoxville, UT Southern, and UT Martin; and significant recent gains in four-year graduation rates across the undergraduate campuses. UT Knoxville's most recent four-year graduation rate was 66.8 percent; UTC improved to 42.7 percent; UT Southern improved to 39.4 percent; and UT Martin reached 39.5 percent. For the UT Health Science Center, the presentation included degree production and professional licensure pass-rate comparisons, with the campus exceeding peer averages on most reported first-time board pass measures.

Student Success Outcomes by Year. Dr. Savarese previewed a new report designed to show what happens to students between first-year retention and graduation. Using cohorts scaled to 100 students and National Student Clearinghouse information, the report distinguishes students who remain enrolled or graduate at their original UT campus, students who continue or graduate elsewhere in higher education, and students who leave higher education. The Committee expressed interest in using the report to better understand persistence across the full student lifecycle and to identify opportunities to improve four-year graduation outcomes.

Chair Woodson emphasized the importance of four-year graduation rates, continued improvement relative to peers, and a future review of campus peer and aspirational peer groups in light of newly adopted strategic plans. The Administration indicated that work to reassess peer groups would begin in collaboration with the campuses.

[1] *Integrated Postsecondary Education Data System, National Center for Education Statistics.*

Other Business

There was no other business to come before the Committee.

Closing Remarks and Adjournment

Chair Woodson thanked the presenters and Committee members for their participation and noted that the discussion of student success would continue with the chancellors later that morning. There being no further business to come before the Committee, the meeting was adjourned.

Respectfully Submitted,

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

Information Items

- Certification of Degrees Conferred
- 2026 Tenure & Promotions
- First-Time Board Pass Rates: UTHSC

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: Grant of Tenure upon Initial Appointment

Type: Action

Background Information

President Boyd, and Chancellors Bruce and Plowman, are recommending that tenure be granted to individuals upon their initial appointment to a faculty position. The nominated individuals satisfy the following requirements to be considered for tenure upon initial appointment:

(1) The candidates were tenured at the institution from which they were recruited and could not have been successfully recruited without being considered for tenure upon initial appointment; or the President has documented other exceptional circumstances warranting the grant of tenure upon initial appointment; and

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

Information about each candidate being recommended for tenure upon initial appointment is provided in Attachments 1 and 2.

Resolved:

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

ATTACHMENT 1

October 2026: Tenure upon Initial Appointment

UTC			
Last Name	**First Name**	**College**	**Department**
Bingham	Shawn	Arts and Sciences	Sociology, Anthropology, and Geography
UTK			
Last Name	**First Name**	**College**	**Department**
Ahers	Adam	Institute of Agriculture	School of Natural Resources
Anderson	Carolyn	Tickle College of Engineering	Nuclear Engineering
Cantrell	Melissa	University Libraries	
Capolungo	Laurent	Tickle College of Engineering	Mechanical and Aerospace Engineering
Hardy	Duncan	Arts & Sciences - Division of Arts & Humanities	History
McDonald	Shelby	Social Work	
Meredith	James "Carson"	Tickle College of Engineering	Chemical and Biomolecular Engineering
Pandian	Vinciya	College of Nursing	
Riggan	Benjamin	Tickle College of Engineering	Min H. Kao Department of Electrical Engineering and Computer Science
Rojas	Orlando	Institute of Agriculture	School of Natural Resources
Rumble	Joy	Institute of Agriculture	Agricultural Leadership, Education, and Communications
Tomberlin	Jeffrey	Institute of Agriculture	Entomology and Plant Pathology
Wren	Todd	Arts & Sciences - Division of Arts & Humanities	Theatre
Zhu	Caigang	Tickle College of Engineering	Biomedical Engineering

ATTACHMENT 2

October 2026 Grant of Tenure upon Initial Appointment

Candidate Summaries

UTC

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

Dr. Shawn Bingham has been appointed as Professor and Dean of the Honors College at UT Chattanooga. Before joining UT Chattanooga, Dr. Bingham was Associate Professor of Sociology, with tenure, Director of University Honors Program, and Mykles Endowed Chair of Honors at Colorado State University. Throughout his longstanding history of leadership experience to the social sciences and honors education, he has demonstrated curriculum innovation, careful budget stewardship, and effective collaboration with campus and community partners. Dr. Bingham has also established a strong reputation in scholarship. He has published several highly regarded books with esteemed presses, three peer-reviewed articles, and three book chapters. He has also served as a co-investigator on two externally funded grant programs, attracting over $1.7 million in support for research experiences for undergraduate students. Dr. Bingham also demonstrates successful instructional contributions as evidenced by strong student and peer evaluations, co-authored works with numerous mentees, and recognition through a Provost's Outstanding Undergraduate Teaching Award and two Classroom Teaching Innovation Grants. Throughout his faculty appointments at Colorado State University, University of North Carolina Wilmington, University of South Florida, Saint Leo University, and now at UT Chattanooga, Dr. Bingham has contributed to the service work that sustains academic programs and strategic initiatives. From his work with honors programs to task forces on student mentoring and interdisciplinary research to leading key recruitment committees, Dr. Shawn Bingham's service record demonstrates the commitment that is expected of a tenured member of the faculty.

UTK

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

Dr. Adam Ahers has been appointed as Professor and Director of the School of Natural Resources within the University of Tennessee Institute of Agriculture (UTIA). He previously served as an Associate Professor, with tenure, at Kansas State University and brings extensive academic, leadership, and military service experience to his new role at UTIA. Dr. Ahlers has published extensively in high impact journals such as *Nature Ecology & Evolution* and *Biological Conservation*. His research has been supported through approximately $3 million in external funding and competitive awards from USDA, the U.S. Fish and Wildlife Service, state wildlife agencies, and national conservation organizations. Notably, he has developed and taught a wide range of undergraduate and graduate courses in wildlife ecology, wetland and waterfowl management, science writing, conservation biology, and natural resources management, and his instructional work demonstrates both breadth and innovation. His teaching recognition includes the North American Colleges and Teachers of Agriculture Educator Award and the Gamma Sigma Delta Outstanding Teacher Award. He also has an extensive record of advising and mentoring undergraduate, graduate, and postdoctoral trainees, many of whose work has led to publications

October 2026 Grant of Tenure upon Initial Appointment

Candidate Summaries

and presentations. Dr. Ahers also has a strong history of leaderships in service. He has served as Undergraduate Program Coordinator, chaired curriculum committees, provided leadership within Graduate Council, represented faculty through the Kansas State Faculty Senate, and contributed extensively to college-level strategic planning.

Dr. Carolyn Anderson has been appointed as the UT-ORNL Governor's Chair Professor of Nuclear Medicine in the Department of Nuclear Engineering within the Tickle College of Engineering. Prior to joining UT, Dr. Anderson served as Professor of Radiology, with tenure, and held the Steve and Karen Ellebracht Professorship in Medicinal Chemistry at the University of Missouri, Columbia — a Carnegie R1 institution of standing fully comparable to the University of Tennessee. Dr. Anderson is one of the world's leading radiochemists. She is internationally renowned in the field of nuclear medicine and radiopharmaceuticals, has published 160 peer-reviewed papers, and has attracted over $5.6 million in external funding. Her research involves structure-activity relationships to optimize radiopharmaceutical therapy agents radiolabeled with reactor-produced radionuclides in conjunction with the development of companion positron emission tomography (PET) diagnostic agents. Her teaching has been recognized with the 2015 Michael J. Welch Lectureship and the 2016 Patricia Durbin Lectureship. Her record also documents substantial mentoring, including 25 graduate students advised, of whom 15 completed the PhD and 10 the MS. Dr. Anderson's substantial record of professional service includes serving as Associate Editor of *Molecular Imaging and Biology* and the *Journal of Nuclear Medicine*, and she has served on the editorial boards of additional journals in the field. Dr. Anderson also holds many leadership roles in major professional organization such as serving on the SNMMI Board of Directors and as President of the World Molecular Imaging Society.

Professor Melissa Cantrell has been appointed as Associate Professor and Head of Assessment Programs and Collection Strategy, a critical leadership position in the University Libraries. She previously served as Scholarly Communication Librarian, with tenure, within the Center for Research Data and Digital Scholarship at the University of Colorado Boulder, a position she has held since 2017 (with tenure conferred in 2025). Throughout her career Professor Cantrell has contributed at a high level to institutional priorities. She has demonstrated consistent commitment to assessment-driven decision-making, scalable innovation, and strategic leadership across complex organizational environments. She has established a sustained, funded, and nationally recognized scholarly program centered on open access publishing, scholarly communication, equity, and research assessment. She has authored eight refereed journal articles in leading venues including *College & Research Libraries* and the *Journal of Librarianship and Scholarly Communication*, a refereed and invited book chapter in the *ACRL Scholarly Communication Cookbook*, and a series of ten widely cited institutional State of Open reports. Her distinguished service record includes leadership on her campus as an elected At Large Member of the Boulder Faculty Assembly and as chair of numerous search, award, and recruitment committees. She has also held leadership positions in support of her discipline that have advanced her national reputation, including chair of the Open Initiatives Committee for NASIG.

Dr. Laurent Capolungo has been appointed as Professor in the Department of Mechanical and Aerospace Engineering (MAE), Tickle College of Engineering. Dr. Capolungo is an internationally recognized leader in computational and experimental mechanics of materials,

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with a research portfolio that addresses critical challenges in nuclear energy, hypersonic defense systems, and advanced manufacturing. His record of scholarship includes more than 170 refereed journal publications, most of which appear in the most selective outlets in the field, including *Nature Communications*, *Science Advances*, and *Physical Review Materials*. Dr. Capolungo was most recently Team Leader and Scientist (Level 5) with the Los Alamos National Laboratory and preceding that role he was Associate Professor, with tenure, at Georgia Institute of Technology. He received a Lockheed Martin Teaching Excellence Award while at Georgia Tech where his undergraduate teaching areas included heat transfer, deformable bodies, and statics, and his graduate courses included numerical methods and inelastic deformation of solids. Dr. Capolungo's service activities are equally outstanding. He serves as a member of the Board of the *International Journal of Plasticity* and *Frontiers in Physics*. He has also served as a U.S. delegate and representative for structural nuclear materials with the International Atomic Energy Agency, and as a member of the nuclear energy advisory panel and the Nuclear Structural Materials Point of Contact for Los Alamos National Laboratory.

Dr. Duncan Hardy has been appointed as Associate Professor in the Department of History in the College of Art and Sciences, Division of Arts and Humanities. He is joining UTK from the University of Central Florida, where he has served on the faculty since 2017 and was promoted to Associate Professor, with tenure, in 2022. His scholarly work is exceptional; his first monograph, *Associative Political Culture in the Holy Roman Empire: Upper Germany, 1346–1521*, was published by Oxford University Press in the Oxford Historical Monographs series and received the 2019 Gladstone Prize from the Royal Historical Society. Dr. Hardy published a second monograph in 2025 with Manchester University Press and has a third under contract with Bloomsbury Academic. Beyond these books, he has also published 17 peer-reviewed articles on imperial assemblies, courts, political communication, territoriality, reform, Reformation, diplomacy, land peace, and the political and judicial structures of the Holy Roman Empire in venues and edited collections that speak directly to his field. Dr. Hardy is a model university citizen, having engaged as a campus and disciplinary leader through his service. He has served as chair of his department's website committee and his college's Research Inventive Award committee. He also serves as Editor of *H-HRE: The History of the Holy Roman Empire*, Subject Editor for *Routledge Resources Online – The Renaissance World,* and as a peer reviewer for eight journals, four monograph series, and two grant-awarding organizations. Dr. Hardy is also a seasoned university instructor, having taught nine different courses (including several graduate courses). He also directed 8 MA students on their thesis projects and served on over 20 MA and PhD committees. His efforts resulted in receiving the Excellence in Undergraduate Teaching Award from the University of Central Florida in 2021.

Dr. Shelby McDonald has been appointed as Professor and Director of the Center for Veterinary Social Work & All Things Great and Small Endowed Professor in the College of Social Work. Prior to joining UTK, Dr. McDonald held the rank of Associate Professor, with tenure, and the Sarama Bliss Endowed Chair in Human-Animal Interaction at Colorado State University. Dr. McDonald's research productivity is exceptional by any standard. She has 86 peer-reviewed journal articles published or in press, with an additional seven currently under review. She has contributed eight book chapters to major publications and has an h-index of 31 with more than 3,437 citations—figures that are remarkable for any social work scholar and extraordinary for

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someone working in a field as specialized and interdisciplinary as human-animal interaction research. Dr. McDonald's commitment to teaching and student mentorship is also exceptional. She has mentored undergraduate and graduate research assistants at all levels, led students through master's theses and doctoral dissertations, and has created meaningful opportunities for students to participate as co-authors and co-presenters in her research. Students she has mentored have gone on to receive Fulbright awards, competitive dissertation fellowships, research-distinction honors, and early-career research awards, and now hold faculty, postdoctoral, and applied research positions nationally. Dr. McDonald's service record is also remarkable. At the national level, she has served as a committee co-chair for the American Psychological Association Division 17 and has been actively engaged with organizations at the intersection of animal welfare and public health.

Dr. Carson Meredith has been appointed as Professor and Head of the Department of Chemical and Biomolecular Engineering. He joins the Tickle College of Engineering from the Georgia Institute of Technology, where he served as Professor, with tenure, in the School of Chemical and Biomolecular Engineering. Dr. Meredith's record of scholarship is extensive, he has published over 120 refereed journal publications in venues such as *Chemical Reviews*, *Advanced Materials*, *Nature Communications*, *ACS Sustainable Chemistry & Engineering*, and *Biomacromolecules*. He has also contributed 11 books and book chapters, amassed over 8000 Google Scholar citations, and established almost two dozen patents or disclosures. Dr. Meredith has also assembled a substantial service record. Among other roles, he led high-profile recruitment committees, served as Executive Director of the Renewable Bioproducts Institute at Georgia Tech, and chaired the Faculty Advisory Committee and Undergraduate Curriculum Committee. His service also extends to his discipline, where he served as Chief Editor of the Biomaterials Area for *Emergent Materials* from 2017 to 2021, and still holds editorial roles for several highly ranked journals in his field. Dr. Meredith has compiled an exceptional record in teaching; he has mentored 26 PhD students, several postdoctoral researchers and more than 50 undergraduate researchers over his career. His teaching has been recognized by the 2024 David Himmelblau Award for Innovations in Computer-Based Chemical Engineering Education and the 2022 Georgia Tech Curriculum Innovation Award.

Dr. Vinciya Pandian has been appointed as Professor and Dean in the College of Nursing. She joins the University of Tennessee from Pennsylvania State University, a Carnegie R1 research institution, where she was the Associate Dean for Graduate Education and Professor of Nursing and received tenure in 2024. Prior to her Penn State appointment, she held a series of increasingly prominent leadership roles at the Johns Hopkins University School of Nursing. Throughout her career, she has demonstrated a sustained commitment to teaching, curriculum development, faculty development, and student mentorship. Her excellence in teaching and mentorship has been recognized through awards including the Johns Hopkins Alumni Association Excellence in Teaching Award and the Johns Hopkins School of Nursing Excellence in Research Mentoring Award. Dr. Pandian's research portfolio is extensive. Her record includes 80 peer-reviewed publications, nine book chapters, and almost 300 presentations at international, national, and regional meetings. Her funding record further demonstrates independent and collaborative research leadership. Dr. Pandian's service record is equally impressive. At Penn State, she chaired the Graduate Affairs Committee and the Continuing Improvement Progress Report Committee

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and co-chaired the National League for Nursing Center of Excellence accreditation process. She has also served in capacities nationally as the President of the Society of Otorhinolaryngology–Head and Neck Nurses, President of its Maryland/DC chapter, President of the Ear, Nose, and Throat Nursing Foundation, and President of the Global Tracheostomy Collaborative.

Dr. Benjamin Riggan has been appointed as Associate Professor in the Min H. Kao Department of Electrical Engineering and Computer Science within the Tickle College of Engineering. Before coming to University of Tennessee, Dr. Riggan held a full-time faculty role in the Electrical & Computer Engineering Department at the University of Nebraska-Lincoln (UNL) where he was promoted to Associate Professor, with tenure, effective August 2025. Dr. Riggan has demonstrated excellence in teaching electrical and computer engineering at the undergraduate and graduate levels. He was awarded the Henry Y. Kleinkauf Family Distinguished New Faculty Teaching Award in the College of Engineering at UNL in 2024. His record of mentorship is also strong; he mentored two PhD and 5 MS students while at UNL, five more PhD students from other universities, and a number of undergraduate students. Dr. Riggan has established a productive and nationally visible research program at the intersection of computer vision, biometrics, image and signal processing, and adaptive artificial intelligence. His publication record includes 13 refereed journal articles, 37 refereed conference papers, one book chapter, one book, and two patents (1 granted and 1 pending). His publication venues include highly regarded outlets such as *IEEE Transactions on Biometrics, Behavior, and Identity Science*, *International Journal of Computer Vision*, *IEEE Access*, and leading conferences including WACV, IJCB, CVPRW, and ICASSP. Dr. Riggan's service record is strong at both professional and institutional levels. He currently serves as Senior Editor of IEEE Transactions on Aerospace and Electronic Systems, having previously served as Associate Editor, and has held leadership roles at major conferences in his field including tutorial chair, workshop chair, special session chair, and area chair.

Dr. Orlando Rojas has been appointed as Professor and Governor’s Chair in Circular Bioeconomy in the School of Natural Resources at the University of Tennessee Institute of Agriculture. He has most recently been a Canada Excellence Research Chair, with tenure, in Forest Bioproducts and the Scientific Director of the Bioproducts Institute at the University of British Columbia (since 2019). Dr. Rojas is universally recognized as one of the world's leading authorities in bio-based materials, cellulose science, colloids and interfaces, nanocellulose, lignin valorization, soft matter, and sustainable materials engineering. Since 2022, he has been consistently recognized as a Clarivate Highly Cited Researcher. He has secured well over $40 million in competitive and industrial research funding and has led internationally recognized research enterprises including the FinnCERES Flagship and the Bioproducts Institute. He has authored approximately 650 peer-reviewed publications, which have received more than 54,000 citations, resulting in an h-index exceeding 100. Dr. Rojas’ service record is similarly outstanding. He has provided editorial leadership for impactful journals and served in major roles within the American Chemical Society, international advisory boards, award committees, and scientific organizations. Dr. Rojas’s record as a teacher, mentor, and academic leader is similarly distinguished. He has mentored a remarkable community of scientists, including 69 doctoral students, 51 master’s students, 55 postdoctoral researchers, and more than 138 visiting scholars. He has taught undergraduate, graduate, and professional courses in chemical engineering,

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biopolymers, polymer processing, colloid and surface science, forest biomaterials, and related areas across several institutions and countries.

Dr. Joy Rumble has been appointed as Professor and Head of the Department of Agricultural Leadership, Education and Communications, University of Tennessee Institute of Agriculture. She joins this department from the Ohio State University, a highly competitive R1 environment, where she was promoted to Associate Professor, with tenure, in the Department of Agricultural Communication, Education, and Leadership in 2022. Dr. Rumble's record of scholarship is remarkable. She has published 104 peer-reviewed publications, centering her impact on public perceptions of agriculture and food systems, science and risk communication, consumer attitudes toward emerging technologies (e.g., biotechnology and gene editing) and applied evaluation and outreach scholarship. Dr. Rumble's teaching and mentoring record includes undergraduate and graduate courses in agricultural communication, data analysis in applied sciences, program evaluation, and public opinion in agriculture and natural resources. She has also advised or co-advised numerous master's and doctoral students, served on many graduate committees, supported undergraduate honors work, and helped students earn regional and national recognition. Dr. Rumble has also demonstrated commitment to serving her campus through roles that have included, Director of Graduate Studies for the Department of Agricultural Communication, Education, and Leadership, overseeing graduate curriculum, policy, admissions, and program revision in collaboration with faculty and staff. Beyond her established service to her campus, Dr. Rumble has contributed extensively to her field through editorial board service, professional association leadership, USDA NIFA panel review, and service to disciplinary organizations such as the Association for Communication Excellence, the American Association for Agricultural Education, the Association for International Agricultural and Extension Education, and the National Agricultural Communications Symposium.

Dr. Jeffrey Tomberlin has been appointed as Chancellor's Excellence Professor in the Department of Entomology & Plant Pathology, University of Tennessee Institute of Agriculture. He was granted tenure at Texas A&M University, a peer R1 institution, in 2012, and was subsequently promoted to the rank of Full Professor in 2018, at which point he also held the titles of AgriLife Research Fellow and Presidential Impact Fellow. Dr. Tomberlin is a distinguished contributor to his discipline; his research achievement is extraordinary, he is internationally recognized in the fields of forensic entomology and insect ecology, and his level of grantsmanship (more than $14 million in competitive external funding from agencies including the National Science Foundation, USDA, NOAA, the National Institute of Justice, and DARPA) places him among the most successful funded investigators in all of entomology. Indeed, his scholarship has earned more than 26,500 citations, and he is ranked as the number two entomologist in the United States and number five worldwide by ScholarGPS (2025), a placement representing the top 0.05% of his entire field. Dr. Tomberlin has compiled an exceptional record of service at the departmental, university, national, and international levels as well. He has served as Director of the Forensic and Investigative Sciences Program, Director and Site Director of the NSF Center for Environmental Sustainability through Insect Farming at Texas A&M University, and has held leadership roles with the American Academy of Forensic Sciences, the Entomological Society of America, and the North American Forensic Entomology Association. Throughout his career, Dr. Tomberlin has demonstrated an exceptional commitment to teaching and graduate education,

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teaching undergraduate and graduate courses in forensic entomology, science and law, insects and society, and forensic sciences while continuously incorporating contemporary scientific advances into the curriculum. His excellence as an educator has been recognized through multiple teaching awards, including the Student-Led Award for Teaching Excellence, the Outstanding Faculty Award, and both Teaching and Research Mentorship Awards presented by his graduate students.

Dr. Todd Wren has been appointed as Associate Professor of Lighting Design in the Department of Theatre in the Division of Arts and Humanities, College of Arts and Sciences. Dr. Wren has been an Associate Professor, with tenure, at Florida State University, a Carnegie R1 research institution, since 2020, before which he served seven years at Coastal Carolina University, where he received tenure in 2019. Dr. Wren has taught more than 25 different courses and is a proven teacher, receiving national recognition from the United States Institute of Theatre Technology (USITT), which indicates a high level of mentorship and instructional impact. Dr. Wren has also demonstrated an excellent history of institutional and disciplinary citizenship and leadership. He has served as MFA Lighting Design Program Director, Production Manager, as a recruitment committee chair, as a Faculty Senator, and as the Light Lab Coordinator for the US Institute of Theatre Technology's annual conference for the past three years. With respect to scholarship and creative works, Dr. Wren's contributions are robust. He has designed more than 300 professional productions at nationally recognized theatres and his work clearly ranks him amongst the top levels of faculty lighting designers. He has also published an invited article in *Theatre Design & Technology*, presented research on LED color rendering, colorimetry, and lighting console optimization at the USITT Annual Conference and the Southeastern Theatre Conference, which are the two most significant professional gatherings in the discipline.

Dr. Caigang Zhu has been appointed as Associate Professor in the Department of Biomedical Engineering, Tickle College of Engineering. He held the rank of Associate Professor, with tenure, at the University of Kentucky since 2024. Dr. Zhu has built a nationally recognized and well-funded research program centered on the development of novel optical spectroscopy and microscopy technologies for cancer research and therapeutic monitoring. His scholarly output includes 36 peer-reviewed journal articles, 24 of which were published as first or corresponding author, with an h-index of 16 and over 1,200 total citations. Several of his recent publications have received special distinctions, including an Editor's Pick in Biomedical Optics Express and a cover-page paper in Biophotonics Discovery, reflecting international recognition by leading journals in the field. Dr. Zhu has demonstrated an exemplary record as an educator at the University of Kentucky, where he taught seven distinct courses and developed new offerings at both the undergraduate and graduate levels, including electives in optical spectroscopy and microscopy. He has advised two postdoctoral research associates, two doctoral students whose independent publication records attest to the quality of his mentorship, and he is currently supervising two additional PhD students. Dr. Zhu's service includes serving as a reviewer for a wide range of respected journals, including *Applied Optics, Biomedical Optics Express, Journal of Biomedical Optics, Optics Express, Optics Letters, Scientific Reports*, and *Photonics*. He has also reviewed grant proposals for the NIH, the American Chemical Society Petroleum Research Fund, and the Natural Sciences and Engineering Research Council of Canada.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: Academic Program Modification: Adding a Bachelor of Arts Degree Designation to the Biological Sciences program, UTK

Type: Action

Background Information

The University of Tennessee, Knoxville (UTK) proposes adding a Bachelor of Arts (B.A.) degree option within the Biological Sciences program. While the Biological Sciences program has an existing Bachelor of Science (B.S.) degree, the B.A. option will provide an additional pathway for students who want to apply a strong foundation in Biology to a diverse range of careers that do not require intensive training in chemistry, mathematics, or physics. Careers for graduates of this new B.A. program may include work in the nonprofit, communication, or policy sectors.

The justification for the new degree designation is threefold: (1) reduce barriers for transfer and double-major students, (2) expand participation in Biological Sciences by serving a wider range of career goals, and (3) align departmental training with regional and national workforce needs. The Biological Sciences B.A. program at UTK will be the first in the state among public institutions in Tennessee.

The proposed addition of the B.A. program will be administered within the existing departmental infrastructure and supported through current resources, including advising staff and instructional facilities already in use. Subject to receipt of the necessary approvals, the program is projected to enroll students beginning August 2027.

The attached Academic Program Modification Overview provides a description of the purpose for the proposed change, the target audience for the proposed degree and their likely career paths, a summary table of the key similarities and differences between the B.S. and B.A. for the Biological Sciences curriculum, and the financial projections associated with addition of this degree designation.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, may add a degree designation of a Bachelor of Arts in Biological Sciences in the Department of Ecology and Evolutionary Biology; and**

2. **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 program modification.**

Academic Program Modification Overview

University:	University of Tennessee, Knoxville
College/Division:	College of Arts and Sciences
Department:	Ecology and Evolutionary Biology
Degree Designation:	Bachelor of Arts
Title of Major/Program:	Biological Sciences
Concentrations:	Biochemistry, Cellular and Molecular Biology / Honors
	Ecology & Evolutionary Biology / Honors
	The Biology of Global Health / Honors
	Microbiology Concentration / Honors
Program Delivery Modality:	On-ground/Traditional
Total Credit Hours:	120
Proposed Launch Date:	August 2027, subject to any state approvals required

Summary of Change:

UTK proposes adding a Bachelor of Arts (B.A.) degree designation in Biological Sciences. The B.A. degree designation will be in addition to the existing Bachelor of Science (B.S.) degree designation in Biological Sciences.

Purpose of the Proposed Degree Designation:

The B.A. in Biological Sciences program will offer students a rigorous biological foundation while emphasizing applied and professional skills in areas such as field methods, scientific communication, policy literacy, conservation practice, and community-engaged scholarship. The B.A. will allow a more flexible educational pathway, as compared to the B.S., for students whose career goals do not require intensive training in chemistry, mathematics, or physics. While common at peer institutions, the Biological Sciences, B.A. program will be the first in the state among public universities. Importantly, the existing B.S. degree in Biological Sciences will be retained for students pursuing careers that demand rigorous preparation in biology as well as other quantitative and physical sciences, such as graduate study in biology, medical school, or allied health professions.

The proposed degree is anticipated to broaden student participation in Biological Sciences, improve student success, and support university-wide goals for increasing retention and on-time graduation.

Target Audience:

The proposed B.A in Biological Sciences degree is designed for undergraduate students who seek to develop a strong foundation in Biology, but whose career goals do not require the more intensive chemistry, mathematics, and physics course sequences that are embedded within the existing B.S. in Biological Sciences degree. The proposed B.A. degree designation responds to student demand, including that of transfer students and those pursuing a double major, and aligns with state workforce needs in areas that include conservation, sustainability, environmental policy, and related sectors. UTK often serves students in majors such as Agriculture, Business, Communication, Education, and Engineering who desire to develop

complementary knowledge in Biology. However, these students face extended time to degree and the accompanying financial burdens of a double major because of the pre-requisites associated with the chemistry, mathematics, and physics curriculum that is embedded within the B.S. program. The BA option would provide a more flexible structure that supports these students' career goals without compromising academic rigor.

Summary of Workforce Needs and Opportunities for Program Graduates:

The proposed B.A. in Biological Sciences responds to state and regional workforce trends. Tennessee's economy has grown steadily in recent years, adding tens of thousands of new jobs annually, with projections for continued growth as Tennessee's population growth rate is 7th in the nation. Tennessee also ranked first in the nation for growth in clean energy jobs in 2022, highlighting opportunities at the intersection of science and public service. The demand for environmental policy professionals in Tennessee, for whom the BA degree would be well-suited, is high, especially in the Knoxville and Memphis areas. Growth in positions like environmental managers and specialists focused on compliance and sustainability is expected to be strong, and these jobs have the 2nd-highest salaries in the agriculture, food, and natural resources sectors. Careers may include work in the nonprofit or communication sector, or positions such as Science Writer, Research Analyst, Science Outreach Coordinator, Land Protection Manager, or Research Coordinator.

The table below summarizes key differences in the target audience, career trajectory, and curricular focus for the existing B.S. in Biological Sciences and the proposed B.A. in Biological Sciences.

Table 1. Comparison of Biological Sciences B.S. and B.A.

Comparison Criteria	***Existing*** **Bachelor of Science (B.S.) Biological Sciences**	***Proposed*** **Bachelor of Arts (B.A.) Biological Sciences**
Target Student Audience / Career Path	Prepares students for graduate school. Prepares students for careers that require extensive training in the natural sciences.	Prepares students for careers that apply a strong biological foundation in Biology but do not require intensive training in chemistry, mathematics, or physics.
Curriculum Focus	More natural science intensive. More chemistry, physics, math, and lab requirements. More structure, fewer electives	Broader liberal-arts training. More curricular flexibility in natural science courses. More flexible, more elective options.
Curriculum *(comparison provided for Ecology & Evolutionary Biology concentration, but similar pattern for the 3 other concentrations)*	▪ 35-36 hours - Biology, Chemistry, Physics, and Math ▪ 6 hours - Quantitative Requirement ▪ 3 hours - Professional Development ▪ 23 hours - Upper-Division Courses and Electives ▪ No professional skills requirement ▪ 1-9 hours - Practical Experience	▪ 19-20 hours - Biology and one Math class only ▪ 3 hours - Biostatistics ▪ 3 hours - Professional Development ▪ 34 hours - Upper-Division Courses and Electives ▪ 6 hours – Professional Skills ▪ 1-9 hours - Practical Experience

Overview of Financial Projections:

The proposed B.A. in Biological Sciences program will be administered within the existing departmental infrastructure and supported through current resources, including advising staff and instructional facilities already in use. All courses required are currently offered in the College of Arts & Sciences. The degree structure reorganizes existing coursework into a cohesive framework that reflects current disciplinary directions and student interests, without requiring new courses. No new faculty lines, staff positions, or graduate teaching assistantships are requested for now; this will be evaluated annually and could change if enrollments are larger than predicted. Based on the anticipated student enrollment, the additional B.A. degree designation will not add costs to the university; it should generate new revenue, improve student access, and add curricular flexibility.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: Academic Program Modification: Adding a Bachelor of Science Degree Designation to the Interdisciplinary Programs, UTK

Type: Action

Background Information

The University of Tennessee, Knoxville (UTK) proposes adding a Bachelor of Science (B.S.) degree option within the Interdisciplinary Programs major. While Interdisciplinary Programs has an existing Bachelor of Arts (B.A.) option, the B.S. degree designation is necessary to support the continued growth, relevance, and competitiveness of interdisciplinary education at UTK.

An increasing number of emerging fields, particularly those rooted in science, technology, engineering and mathematics (STEM), require the technical, quantitative, and research-intensive training characteristic of a B.S. degree. The new degree designation will enable Interdisciplinary Programs to serve as an appropriate, long-term administrative home for interdisciplinary majors whose curricular structure, scientific depth, and workforce alignment better match B.S. expectations. The B.S. degree designation combines the strength and expertise of multiple departments across all three divisions of the College of Arts and Sciences, offering comprehensive preparation for careers in diverse areas.

The proposed Interdisciplinary Programs B.S. degree will be administered within the existing departmental infrastructure and supported through current resources, including advising staff and instructional facilities already in use.

The attached Academic Program Modification Overview provides a description of the purpose for the proposed change, the target audience for the proposed degree and their likely career paths, and the financial projections associated with addition of this degree designation.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, may add a degree designation of a Bachelor of Science in Interdisciplinary Programs in the Department of Interdisciplinary Programs; and**

2. **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 program modification.**

Academic Program Modification Overview

University:	University of Tennessee, Knoxville
College/Division:	College of Arts and Sciences
Department:	Interdisciplinary Programs
Degree Designation:	Bachelor of Science
Title of Major/Program:	Interdisciplinary Programs
Concentrations:	Africana Studies; Animal Behavior; Computational Social Science; Cultures and Societies; Health Science Data Analytics; Human Behavior and Society; Integrated Studies of Arts and Sciences; Jewish Studies; Latin American, Caribbean, and Latinx Studies; Linguistics; Medieval and Renaissance Studies; Middle East Studies; Public Policy and Administration; Sustainable Systems and Societal Development; Visual and Interactive Storytelling; Visual and Interactive Storytelling – Gaming Paradigms Track; Women, Gender, and Sexuality
Program Delivery Modality:	On-ground/Traditional
Total Credit Hours:	120
Proposed Launch Date:	Immediate, subject to any state approvals required

Summary of Change:

UTK proposes adding a Bachelor of Science (B.S.) degree designation in Interdisciplinary Programs. The B.S. degree designation will be in addition to the existing Bachelor of Arts (B.A.) degree designation in Interdisciplinary Programs.

Purpose of the Proposed Degree Designation:

The B.S. in Interdisciplinary Programs will support the continued growth, relevance, and competitiveness of interdisciplinary education at UTK. This change will enable Interdisciplinary Programs to serve as an appropriate and long-term administrative home for interdisciplinary majors whose curricular structure, scientific depth, and workforce alignment are more consistent with B.S. expectations. While many interdisciplinary programs across the country are housed within B.A.–granting structures, an increasing number of emerging fields, particularly those rooted in STEM, require the technical, quantitative, and research-intensive training characteristic of a B.S. degree. At UTK, several interdisciplinary majors that originally launched within the Interdisciplinary Programs have faced this limitation. For example, both the Data Science and Neuroscience majors began as B.A. in Interdisciplinary Programs and were later required to relocate to disciplinary departments in order to be offered as B.S. degrees that better fit their students' curricular and professional objectives. Establishing a B.S. degree designation within Interdisciplinary Programs will resolve this recurring structural barrier.

Target Audience:

The proposed B.S. in Interdisciplinary Programs is designed for learners who are developing knowledge in a science-focused concentration area, such as Animal Behavior, Computational Social Sciences, Science,

Technology, or Health and Society and desire a degree structure that aligns with disciplinary best practices and employer expectations. Also, establishing the ability to confer a B.S. within the Interdisciplinary Programs structure will streamline future program development (i.e., a concentration in Health Data Science which is currently under development). Allowing a B.S. option ensures that Interdisciplinary Programs can serve as an enduring, appropriate, academic home for interdisciplinary majors that require the scientific rigor and curricular depth characteristic of B.S. pathways.

Summary of Workforce Needs and Opportunities for Program Graduates:

The demand for a B.S. in Interdisciplinary Programs is clear. Degree programs in STEM-focused interdisciplinary areas, like Animal Behavior, are rapidly expanding nationally, yet they remain scarce at research-intensive (R1) institutions. Indeed, as just one example, only 2 of the 12 established Animal Behavior majors in the United States are housed at R1 universities. UTK is uniquely positioned to fill a national gap and to recruit top-tier students seeking rigorous scientific training in animal behavior, organismal biology, behavior and cognition, and wildlife and conservation science.

Interdisciplinary training is central to addressing complex real-world challenges, from biodiversity loss to climate-driven behavioral change. Also, many of today's workforce needs, particularly in emerging areas such as conservation science, data-driven biology, animal welfare, and environmental problem-solving, require the scientific literacy and applied skills that are typically associated with B.S. degrees. A B.S. degree designation will communicate to employers that our graduates have experienced enhanced hands-on learning (e.g., research experience, laboratory methods, field techniques, and data science tools) and will improve student competitiveness in both regional and national job markets. In short, a B.S. degree designation within Interdisciplinary Programs will enable UTK to deliver the kind of cross-disciplinary scientific education that today's students - and employers - demand.

THEC Financial Projection

The proposed B.S. in Interdisciplinary Programs will not require additional resources, and the department will continue to work within the instructional capacity to deliver this program. The B.S. degree designation is designed to provide a flexible framework within which faculty may develop future interdisciplinary concentrations, drawing on existing departmental coursework and instructional capacity.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

Item: Academic Program Modification: Adding a Doctor of Education Degree Designation to the Higher Education Administration program, UTK

Type: Action

Background Information

The University of Tennessee, Knoxville (UTK) proposes adding a Doctor of Education (Ed.D.) degree option within the Higher Education Administration program in the Department of Educational Leadership and Policy Studies (the "Department"). While the Higher Education program has an existing Doctor of Philosophy (Ph.D.), it prepares graduate students to become researchers and scholars in faculty positions and policy analyst roles, while an Ed.D. prepares higher education practitioners for advanced leadership and staff positions within the sector, which directly aligns with a critical workforce need in Tennessee.

The proposed Ed.D. in Higher Education Administration has support from higher education leaders and policy experts across Tennessee. If approved, UTK will deliver the program *fully online* beginning in July 2027, which will meet the growing demand among working professionals for a doctoral degree focused on administrative leadership throughout Tennessee and beyond. Being offered online means that learners can develop knowledge of leadership theory and principles and directly apply it to their current work environment. The Department plans to join the Carnegie Project on the Education Doctorate, which is a consortium of over 180 colleges and schools of education that collaboratively support professional doctorates in education.

Adding the Ed.D. degree designation will require UTK offering four new courses. The Department anticipates that once the program is fully operational and three Ed.D. cohorts are operating simultaneously, revenues of $462,978 per year will outweigh expenditures of $189,004 per year.

The attached Academic Program Modification Overview provides a description of the purpose for the proposed change, the target audience for the proposed degree and their likely career trajectory, a summary table of the key similarities and differences between

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

the Ph.D. and Ed.D. in Higher Education Administration curriculum, and the financial projections associated with addition of this degree designation.

7.3

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, may add a degree designation of a Doctor of Education in Higher Education Administration in the Department of Educational Leadership and Policy Studies; and**

2. **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 program modification.**

Academic Program Modification Overview

University:	University of Tennessee, Knoxville
College/Division:	College of Education, Health, and Human Sciences
Department:	Educational Leadership and Policy Studies
Degree Designation:	Doctor of Education (Ed.D.)
Title of Major/Program:	Higher Education Administration
Concentrations:	Not Applicable
Program Delivery Modality:	Online
Total Credit Hours:	51
Proposed Launch Date:	July 2027, subject to any state approvals required

Summary of Change:

UTK proposes adding a Doctor of Education (Ed.D.) degree designation to the Higher Education Administration program. The Ed.D. degree designation will be in addition to the existing Doctor of Philosophy (Ph.D.) degree designation in Higher Education Administration.

Purpose of the Proposed Degree Designation:

The proposed Ed.D. is designed for higher education practitioners who are seeking advanced leadership and staff positions within the sector. This additional designation is differentiated from the Ph.D., which for the last 20 years, has prepared graduates for a variety of careers in higher education, including faculty, research, and policy analyst careers. However, the program has also enrolled many students who primarily aspire to leadership positions within administration, rather than to careers focused on teaching or scholarship. The core purpose of the Ed.D. in Higher Education Administration will be to prepare effective future leaders for careers in postsecondary education across Tennessee and beyond. This aim is accomplished by preparing higher education practitioners already working in the field for increasingly responsible leadership positions. Turnover in senior higher education leadership positions has increased, and many college leaders are now contemplating retirement. UTK can play a key role in ensuring that the next generation of higher education leaders are prepared to manage the complex financial, policy, and ethical dimensions of leadership and to promote economic opportunity for all students.

Target Audience:

The Ed.D. program is designed for higher education professionals who have established their careers in the field and will continue to work full-time while pursuing the degree. The ideal students for this program seek to advance to mid- and senior-level positions in higher education institutions (e.g., community and technical colleges, baccalaureate degree-granting colleges, and professional schools) and related higher education organizations (e.g., non-profit/policy organizations, state agencies, corporations).

To enable working professionals from across Tennessee and beyond to take advantage of this program, the Ed.D. will be offered *fully online*, with a blend of synchronous (live/real-time during evenings/weekends) and asynchronous (not live/real-time) content. The program will include 51 credit hours and can be completed within three years, with the curriculum organized in four key areas (foundations, higher education administration core, applied research, and dissertation in practice).

Summary of Workforce Needs and Opportunities for Program Graduates:

The Ed.D. program aligns directly with critical workforce needs in Tennessee's higher education sector. Graduates will be prepared for a wide range of administrative and leadership positions, including academic dean, admissions director, college president, dean of students, financial aid director, institutional research director, provost, registrar, and more, as well as for leadership roles in related higher education organizations (e.g., non-profit/policy organizations, state agencies, corporations). Graduates of the Ed.D. can anticipate a return on investment, including well-paying salaries and opportunities for professional advancement.

The Ed.D. in Higher Education Administration will provide a doctoral degree option for higher education leaders who are not interested in becoming college/university faculty or researchers. According to the American Council on Education, the average age of college presidents is around 60, and more than half plan to leave their positions within five years, creating a leadership void in higher education. Particularly at teaching-focused institutions and community colleges, an Ed.D., along with significant administrative experience, is a viable pathway to the college presidency. In addition to college presidents, administrators, including vice presidents, vice chancellors, deans, and program directors at all institutional types, lead vital functions and can benefit from additional opportunities for leadership preparation and study to excel in their current positions and advance to the next level. Senior higher education leaders need effective training and networking opportunities to solve persistent problems in their practice and serve their institutions and communities. These are needs that the Ed.D. in Higher Education Administration is poised to address.

The table below summarizes key differences in the purpose, target audience, career trajectory, program delivery method, and curricular focus for the existing Ph.D. in Higher Education Administration and the proposed Ed.D.

Table 1. Comparison of Higher Education Administration Ph.D. and Ed.D.

Comparison Criteria	***Existing*** **Doctor of Philosophy (Ph.D.) Higher Education Administration**	***Proposed*** **Doctor of Education (Ed.D.) Higher Education Administration**
Guiding Purpose	Theory and research	Leadership practice and application
Target Student & Career Path	Early- to mid-career Academic, research, or policy careers	Mid- to senior-level career Senior administrative careers in higher ed
Employment during Program	Full-time study (3 courses/semester) and a graduate assistantship; Some may work	Working full-time during the program Takes courses part-time (2/semester)
Delivery	On-campus	Online synchronous and asynchronous
Admission Qualifications	Master's degree; Interest in higher education research and scholarship	Master's degree; 3+ years full-time professional work experience in higher education; Interest in pursuing leadership positions
Program Length	4-6 years, depending on dissertation	Three years
Credit Hours	72 credit hours	51 credit hours
Culminating Project	Dissertation: Original research study	Dissertation-in-practice: Applied research project analyzing a problem of practice

Overview of Financial Projections:

The proposed Ed.D. degree will require four new courses to be offered. UTK estimates two courses taught by adjuncts and one course taught by full-time faculty in Year 1 and double that in Year 2. In Year 3, the department intends to hire a full-time faculty member ($100,000 plus benefits) to support the program. Other operations costs include a modest marketing and travel budget, and the membership fee for joining the Carnegie Project on the Education Doctorate.

Once the program is fully operational and three Ed.D. cohorts are operating simultaneously, revenues of $462,978 per year are anticipated to exceed the expenditures of $189,004 per year.

Tennessee Higher Education Commission

Financial Projections Form

Institution	University of Tennessee, Knoxville							
Program Name	Ed.D. in Higher Education Administation - Adding Degree Designation (to the Ph.D.)							
Projected One-Time Expenditures								
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6***	**Year 7***
Faculty & Instructional Staff	$4,860							
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library resources								
Marketing	$5,000							
Facilities								
Travel	$5,000							
Other	$1,250							
Total One-Time Expenditures	*$16,110*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
Projected Recurring Expenditures								
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6***	**Year 7***
Faculty & Instructional Staff		$20,552	$41,104	$176,504	$176,504	$176,504	$176,504	$176,504
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library								
Marketing		$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
Facilities								
Travel		$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
Other		$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Total Recurring Expenditures		*$33,052*	*$53,604*	*$189,004*	*$189,004*	*$189,004*	*$189,004*	*$189,004*
Grand Total (One-Time and Recurring)	**$16,110**	**$33,052**	**$53,604**	**$189,004**	**$189,004**	**$189,004**	**$189,004**	**$189,004**
Projected Revenue								
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6***	**Year 7***
Tuition		$27,234	$190,638	$354,042	$462,978	$462,978	$462,978	$462,978
Grants								
Other								
Total Revenues	**$0**	**$27,234**	**$190,638**	**$354,042**	**$462,978**	**$462,978**	**$462,978**	**$462,978**

**Years 6 and 7 should only be included for doctoral programs*

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

8.1

Item: **Annual Report on Intercollegiate Athletics**

Type: Information

Background Information

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

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

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

- Established policies and guidelines that support board reporting and standards set forth by regulatory organizations, respective divisions or conferences, and the campus academic community
- Consistently established targets to improve performance, even when division averages exceed national averages

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

Each campus' Annual Report on Intercollegiate Athletics has been consolidated into a single UT System report. The report begins with a background and list of key terms, then a separate section for each campus is included that responds to all required components outlined in BT0015. The Appendix includes a table summarizing the key differences between NCAA and NAIA governing bodies.

ANNUAL INTERCOLLEGIATE ATHLETICS REPORT TO THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

2025-2026

Report Prepared by:

Emily L. Blackman, Ph.D., Assoc. Vice Chancellor, Athletics, UT Chattanooga

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

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

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

October 2026

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8.1

Background

UT Board Policy on the Oversight of Intercollegiate Athletics

As required by BT0015[1], the Chancellor of each campus with an intercollegiate athletics program must provide a written report to the Education, Research, and Service Committee through the Vice President for Academic Affairs, Research, and Student Success. Annually, at the fall meeting, this report ensures that the Board receives sufficient information to understand and monitor student-athlete academic progress and academic integrity in the intercollegiate athletics programs. The written annual report must contain the following minimum information:

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

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

9. Description of the policies and standards relating to academic integrity for student-athletes, including an assurance that those policies and standards are consistent with those for the student body.

General Statement of Oversight Principles

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

Mission Statements

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

Key Terms

Intercollegiate Athletics

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

Student-Athlete

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

Academic Progress Rate (APR)[2]

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

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

Teams must earn a four-year average APR of 930 to compete in championships. While the APR is intended as an incentive-based approach, it includes a progression of penalties for teams that underperform academically over time. The first penalty level limits teams

[2] Division I Academic Progress Rate (APR) - NCAA.org

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

Graduation Success Rate (GSR)[3]

In 2002, the NCAA introduced the Graduation Success Rate (GSR) methodology for Division I, which accounts for student-athletes who transfer in or out of a particular college. Calculation of the GSR begins with the group identified by the federal methodology[4], but then it takes steps to track thousands of student-athletes that the federal methodology omits. This includes transfers from two-year or four-year colleges who receive athletics aid on entry, first-year students who enroll at midyear and receive aid, and recruited student-athletes at schools that do not offer athletics aid.

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

Team Retention Rate[5]

As part of the strategic plan to increase retention, UT Southern has tracked and disaggregated retention data for several years. Below, the single-year retention rates reflect the percentage of student-athletes on a sport roster in Fall 2021 who did not graduate in the academic year and returned to UT Southern in Fall 2022. These rosters

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[3] Graduation Rates - NCAA.org

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

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

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

Team Graduation Rate[6]

Under the Higher Education Act of 1965, as amended, UT Southern publishes its annual athletic graduation rates. Team graduation rates represent cohorts of full-time, first-time, degree-seeking undergraduates in the fall semester and student-athletes who received athletic financial aid. UT Southern uses the federal definition of graduation rate[4], unlike the NCAA's Graduation Success Rate, as described in Key Terms. Therefore, the cohorts do not include students who transferred to UT Southern during the academic year or those who enrolled for the first time in the spring semester.

NCAA Divisions

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

Junior Varsity[7]

Junior Varsity (JV) is a secondary or developmental team that is composed of athletes who are not on the main varsity team. These athletes may be freshmen, walk-ons, or players who are still developing their skills and gaining experience. JV teams provide a platform for student-athletes to improve their abilities, gain competitive experience, and potentially move up to the varsity level. JV teams typically compete against other colleges' JV teams or club teams, and the level of play is generally lower than varsity. JV athletes are usually first- or second-year students, but eligibility rules can vary by

[6] Team Graduation Rate is only applicable to UT Southern; other campuses use GSR scores.
[7] UT Southern is the only UT undergraduate campus with JV teams.

institution. These athletes often do not receive athletic scholarships, especially at larger schools where scholarships are reserved for varsity athletes. Finally, JV teams are more common in sports with large rosters, such as football, basketball, and baseball, and are typically found at smaller colleges or community colleges. At the NCAA Division I level, JV teams are rare. They are more commonly found in Division II, Division III, or NAIA schools, and especially at junior colleges (NJCAA).

The Right Way to Play[8]

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

Faculty Athletics Representative (FAR)

Both the NAIA and NCAA require each of their member institutions to appoint a faculty athletics representative (FAR) [9],[10] who must be a member of the faculty or administrative staff and may not hold a position in the athletics department. The faculty athletics representative (FAR) oversees the academic integrity of the athletics program and advocates for the well-being of student-athletes.

[8] The Right Way to Play - NAIA
[9] Faculty Athletics Representatives - NAIA
[10] NCAA Publications - Faculty Athletics Representative (FAR) Handbook

The University of Tennessee at Chattanooga (UTC)

Academic-Athletics Highlights

- Student-athletes posted a department-record 3.45 GPA and forty-two athletes earned a 4.0 GPA for the 2025-26 academic year.
    - Men's golfer Camden Braidech (bray-deck) won the NCAA Elite Scholar-Athlete Award at the NCAA Championships last season. This award honors the student-athlete with the highest cumulative grade-point average competing at the finals site for each of the NCAA's national championships.
    - 99 athletes earned the SoCon Commissioner's Medal with a 3.8 GPA or better. This is a school record.
- **Record-Breaking Year of Fundraising:** Chattanooga Athletics had a record-breaking year, with $6.9 million in cash and commitments supporting our student-athletes and programs.
    - The Mocs Club Annual Fund increased 11%, reaching an all-time record of $1.39 million.
    - UTC generated more than $1 million in ticket revenue, marking the second-highest ticket revenue total in a single fiscal year.
- **Men's Golf** finished in the top five at the NCAA Bryan Regional and advanced to the NCAA Championships, marking the program's fourth NCAA Finals appearance.
- **Beach Volleyball** won its third consecutive OVC Tournament Championship and earned a third straight NCAA Tournament berth, becoming the first program in conference history to win three consecutive tournament titles.
- **Women's Basketball** captured its 24th Southern Conference Championship.
- **Women's Tennis** recorded its most wins since 2016.
- **Men's Tennis** followed up its UTR Sports NIT Championship last spring by making its second consecutive appearance in the same tournament.
- **Wrestling** won the SoCon regular season title and qualified two student-athletes for the NCAA Championships, highlighted by Cooper Flynn's victory over the No. 9 seed, the highest-seeded win by a Moc since 2016.
- Mark Wharton is entering his 10th season as Vice Chancellor and Director of Athletics at UTC. Only Harold Wilkes and Scrappy Moore have had longer tenures as Athletics Director at UTC.

Mission Statement for UTC's Intercollegiate Athletics Department

Our Vision: To achieve excellence.

Our Mission: Equipping for Success.

Our Core Values:

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

The Role of Intercollegiate Athletics at UTC

The UT Chattanooga Athletics Department sponsors sixteen NCAA Division I sports programs. A long-time member of the Southern Conference, UTC Athletics is committed to providing the highest level of student academic success, integrity, and competitiveness. The department enhances the entire UTC community through its collective efforts to effectively and appropriately:

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

The Faculty Athletics Representative at UTC

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

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

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

Dr. Valerie Rutledge is in her seventh year as the Mocs Faculty Athletics Representative. She currently serves as the Dean of the University's College of Health, Education, and Professional Studies and is in her 31st year as a member of the UTC faculty. A three-time graduate of UT campuses and former cheerleader at UTC, Dr. Rutledge earned her bachelor's degree from the university in 1974 and her master's degree in 1979 – both in Secondary Education: English. She earned an Ed.D. in Higher Education from UTK in 1997. After her UTC undergraduate days, Rutledge worked in the Hamilton County school system for 21 years – teaching English, Latin, and Drama. She began her career as a middle school teacher and, after four years, transitioned to the high school level. Eventually, she began teaching as an adjunct for UTC's College of Education. She served as a member of the NCAA Walter Byers Scholarship Committee for a two-year term, which continued through August 31, 2025.

How the Chancellor at UTC Measures Intercollegiate Athletics Success

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

NCAA Academic Progress Rate (APR) Scores for UTC

Table 1

Academic Progress Rates for UT Chattanooga's Athletics Teams

Sport	Men's/ Women's	Single-Year APR	Rolling 4-Year APR
Basketball	Men	1000	975
Basketball	Women	1000	975
Cross Country	Women	1000	988
Track & Field	Women	1000	990
Cross Country	Men	1000	986
Football	Men	970	988
Golf	Men	1000	971
Golf	Women	1000	990
Soccer	Women	1000	991
Softball	Women	1000	991
Tennis	Men	1000	1000
Tennis	Women	1000	960
Volleyball	Women	947	988
Beach Volleyball	Women	1000	1000
Wrestling	Men	985	978

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

Corrective Action(s)

No corrective actions are necessary.

NCAA Graduation Success Rate (GSR) Scores for UTC

Table 2

Graduation Success Rates for UT Chattanooga's Athletics Teams

Sport	Men's/ Women's	Single-Year GSR	Rolling 4-Year GSR
Basketball	Men	86	93
Basketball	Women	85	80
Cross Country/ Track	Women	94	95
Cross Country	Men	100	89
Football	Men	70	73
Golf	Men	92	92
Golf	Women	88	83
Soccer	Women	92	93
Softball	Women	92	90
Tennis	Men	100	100
Tennis	Women	100	100
Volleyball	Women	90	91
Beach Volleyball	Women	n/a	n/a
Wrestling	Men	83	83

Notes: GSR is reported one academic year behind since data are not released until October. The rolling GSR is based on a four-year average, although cohorts have six years to graduate per the federal definition. Only one student in beach volleyball receives aid, so the figure is too small to report. For purposes of this reporting, there are only 14 sports reported, since Women's Indoor and Outdoor track & Cross Country are combined into a single figure.

UTC Athletics Department Benchmarks

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

Benchmarks:

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

Admissions Standards for UTC

Student-Athlete Admissions Policy

General Admission Standards – True Freshman:

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

General Admission Standards - Domestic Undergraduate Transfers:

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

General Admission Standards - Graduate Transfers:

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

Special Admissions

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

Table 3

How the UT Chattanooga Index is Calculated

- Take the cumulative GPA for the student and divide it by the highest possible score (ex. 2.4/4.0).
- Multiply that by .5, signifying that GPA is 50% of the measurement method for academic success.
- Take the Highest Achieved Test Score and Divide it by the Highest Possible Test Score (18/36)
- Multiply that times .5, signifying it is 50% of our measurement method for academic success.
- Add the GPA and Test Score numbers together for the total.
    - (2.5 GPA= .3125) + (18 ACT=.25) = .5620

GPA	**% = (GPA/4)*.5)**		**ACT**	**% = (ACT/36)*.5)**
2.3	0.2875		16	0.2222
2.4	0.3000		17	0.2361
⋮	⋮		⋮	⋮
3.5	0.4375		34	0.4722
3.6	0.4500		35	0.4861
3.7	0.4625		36	0.5000
3.8	0.4750		36	0.5000
3.9	0.4875			
4	0.5000			

Declared Majors at UTC

Table 4

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

Major	SA	NSA
Accounting	5	316
Applied Leadership	28	95
Biology: General	3	212
Biology: Preprofessional	8	322
Business Analytics	3	116
Chemical Engineering	2	58
Chemical Engineering: Environmental	1	12
Chemistry: Biochemistry	3	93
Civil Engineering	6	119
Communication	9	395
Computer Engineering	1	62
Computer Science: Cyber Security	1	170
Computer Science: Data Science & Artificial Intelligence	1	43
Computer Science: Software Systems	1	175
Criminal Justice	15	346
Economics	4	28
Engineering Technology Management: Construction Management	5	173
Engineering Technology Management: Engineering Management	7	79
English: Literary Studies	2	38
Entrepreneurship	13	136
Environmental Science: Biodiversity, Conservation & Natural Res.	3	179
Environmental Science: Natural Res. Admin. & Law Enforcement	1	24
Finance: Business Finance	17	298
Finance: Investments	4	138
Health & Human Performance: Exercise & Health Science	44	530
Health & Human Performance: EHS Pre-Health Professional	18	118
Health & Human Performance: Health & P.E. K-12	1	23
Health & Human Performance: Sport, Outdoor Rec. & Tourism Mgt.	37	145
Integrated Studies	5	96

Major	SA	NSA
Interdisciplinary Educational Studies: Child & Family Studies	5	87
Interdisciplinary Ed. Studies: Elementary Ed. K-5 & ESL PreK-12	1	241
Interdisciplinary Ed. Studies: Exceptional Learning K-12	3	51
Interior Architecture	3	138
Management	17	554
Marketing	24	424
Marketing: Professional Sales	3	77
Mathematics: STEM Education	1	13
Mechanical Engineering	8	341
Mechatronics Engineering Technology	2	105
Middle Grades Education: Natural Sciences	1	4
Nursing	13	675
Nursing: Accelerated	1	47
Political Science & Public Service: Politics	2	35
Political Science: American Politics	1	19
Political Science: Public Law	4	95
Psychology	23	820
Secondary Education: History	1	55
Sociology & Anthropology: Sociology	1	36
Theatre	1	13
Undecided	27	214
Graduate Programs	**SA**	**NSA**
Accountancy	1	39
Business Administration: Business Analytics	1	40
Business Administration	5	134
Secondary Education: Licensure	2	56
Public Administration	1	9
Public Health: Chronic Disease Prevention & Control	1	20
Public Health: Nutrition & Dietetics	1	19
Engineering Management	1	37
Management	6	43
Business Analytics Certificate	1	6
School Athletic Program Leadership Certificate	2	4

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

Summary

Our student-athletes are enrolled in 60 distinct academic programs, 49 at the undergraduate level and 11 at the graduate level. This distribution reflects a genuinely diverse academic footprint rather than concentration in any single discipline. Student-athletes are represented in rigorous and demanding fields including Nursing, Mechanical and Civil Engineering, and throughout the Rollins College of Business. This breadth demonstrates that our student-athletes are pursuing the same wide range of professional and academic pathways as the general student body, underscoring the strength of our academic support model in enabling athletic and scholastic success across every college on campus.

Academic Integrity at UTC

Policies and Standards

Below is the Student-Athlete Code of Conduct, published online in the Policies and Procedures manual[11] on GoMocs.com and annually in the UTC Handbook.

Student-Athlete Code of Conduct

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

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

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

[11] 2026-27 Athletics Policies (PDF) - University of Tennessee at Chattanooga Athletics

an interim basis while the Director of Athletics determines what disciplinary action, if any, is appropriate.

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

Consistency in Policies and Standards

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

The University of Tennessee, Knoxville (UTK)

Academic-Athletics Highlights

Academic Highlights

- Tennessee student-athletes recorded the best semester in school history in the fall of 2025 with a 3.49 GPA
- Volunteers followed up a historic fall semester by posting the highest GPA ever for a spring term by amassing a 3.47 GPA to begin 2026
- All 16 teams earned a team GPA of 3.0 or higher for the seventh consecutive semester
- Football student-athlete Jourdan Thomas was chosen as the athletic department's 34th student-athlete Torchbearer

Athletic Highlights

- For the fifth year in a row, Tennessee finished in the top 15 of the LEARFIELD Directors' Cup, which marks the longest such streak in school history
- Seven teams finished in the top 10 of the national polls and/or the NCAA Championship during the 2025-26 academic year
- Tennessee was one of just three schools in Division I to reach the postseason in baseball, men's basketball, women's basketball, football, softball, and volleyball during the 2025-26 academic year
- Tennessee won a pair of SEC titles in 2025-26, as women's golf and rowing both claimed conference crowns
- The Volunteers reached the Elite Eight in men's basketball for the third straight season. Tennessee is the only school in the country to play in the Sweet 16 in each of the last four years and in the Elite Eight in each of the past three years

Mission Statement for UTK's Intercollegiate Athletics Department

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

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

The Role of Intercollegiate Athletics at UTK

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

The Faculty Athletics Representative at UTK

Responsibilities assigned by the Chancellor to the FAR at UT Knoxville include:

- Represent the University and the faculty in the university's relationship with the NCAA and the Southeastern Conference
- Review proposed competition schedules to monitor student-athlete time demands and class schedules
- Work closely with the Athletics Director, the Director of the Thornton Center13, and the Thornton Center staff to review and evaluate academic and general support services for student-athletes
- Receive regular reports and monitor the academic performance of individual student-athletes and teams, report these results to the Chancellor, and work constructively and cooperatively with coaches and students to assist student-athletes in their academic pursuits
- Participate in the review of student-athlete exit interviews
- Address any faculty concerns regarding the practice and competition schedules for athletes and foster open communication between the Athletics Department
- Report to the Faculty Senate on matters relating to intercollegiate athletics and the role of the intercollegiate athletics program on campus
- Engage with the Chancellor on matters involving SEC and NCAA compliance
- Participate in the examination and reporting of possible violations of NCAA, Southeastern Conference, and institutional policies and procedures
- Work as part of a team to meet responsibilities for certifying student-athlete eligibility
- Work cooperatively with and support the work of the Athletics Compliance Office
- Work as a part of the team in the development of appeals, reports, and other correspondence to the NCAA and the Southeastern Conference, as outlined in the NCAA Manual, the Southeastern Conference Manual, and the Commissioner's Regulations

Dr. Matt Harris joined in 2020 to provide additional leadership and he began his role as the sole Faculty Athletic Representative beginning in the 2025-26 academic year. Dr. Harris is the Boyd Distinguished Professor of Health Economics in the Boyd Center for Business and Economic Research and the Department of Economics in the Haslam College of Business at the University of Tennessee. Harris currently holds the Michael

Stahl PEMBA Faculty Research Fellowship (2017-present), serves on the editorial board of *Health Economics,* and chairs the organizing committee for the Annual Health Econometrics Workshop. His research interests are primarily in labor, public, and health economics. Harris is also responsible for population forecasting for the Tennessee Advisory Council on Intergovernmental Relations. On the Athletics side, Dr. Harris is the Southeastern Conference's representative to the 1A FAR Board and serves on the NCAA Division I Membership Committee.

How the Chancellor at UTK Measures Intercollegiate Athletics Success

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

NCAA Academic Progress Rate (APR) Scores for UTK

Table 5

Academic Progress Rates for UT Knoxville's Athletics Teams

Sport	Men's/ Women's	Single-Year APR	Rolling 4-Year APR
Baseball	Men	1000	990
Basketball	Men	1000	1000
Basketball	Women	1000	995
Cross Country	Men	1000	994
Cross Country	Women	1000	997
Football	Men	993	977
Golf	Men	1000	1000
Golf	Women	933	985
Rowing	Women	982	989
Softball	Women	1000	995
Soccer	Women	1000	995
Swimming	Men	990	984
Swimming	Women	1000	996
Tennis	Men	1000	964
Tennis	Women	1000	1000
Track & Field	Men	948	979
Track & Field	Women	1000	991
Volleyball	Women	1000	1000

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

Corrective Action(s)

No corrective actions are necessary.

NCAA Graduation Success Rate (GSR) Scores for UTK

Table 6

Graduation Success Rates for UT Knoxville's Athletics Teams

Sport	Men's/ Women's	Single-Year GSR	Rolling 4-Year GSR
Baseball	Men	100	100
Basketball	Men	100	100
Basketball	Women	100	100
Football	Men	70	79
Golf	Men	100	100
Golf	Women	100	100
Rowing	Women	80	92
Softball	Women	75	93
Soccer	Women	100	95
Swimming	Men	85	88
Swimming	Women	100	100
Tennis	Men	75	89
Tennis	Women	100	100
Track & Field	Men	100	94
Track & Field	Women	80	96
Volleyball	Women	100	100

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

UTK Athletics Department Benchmarks

Academic Progress Rate

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

Graduation Success Rate

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

Academic and Admissions

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

Admissions Standards for UTK

The Special Considerations Admissions Committee

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

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

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

- an IR below 0.55
- a UTK Core GPA below 2.0

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

SCAC will consider all information provided, including any statement the student wishes to make regarding their reasons for wanting to attend UT Knoxville and the academic challenges they will face on campus. All students whose applications are discussed by the committee must be interviewed in advance by a member of the Thornton Center or Student Success Center, who will report on the results of the interview.

Limits

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

Table 7

Cumulative Squad Limits by Sport at UT Knoxville

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

There is no institutional limit on the number of students with an IR of 0.55 or above that may be admitted by the SCAC. Student-athletes with an IR below 0.55 may be admitted, subject to cumulative limits for each sport as shown in Table 7. These are binding limits, such that teams already at the cumulative limit will generally not be permitted to admit new counters[12]. All sports are currently under their allotted counter number, and the total number of current counters can be found in parentheses next to each team in the table above. There is no cumulative counter limit for non-athletes.

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

Declared Majors at UTK

Table 8

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

Major	SA	NSA
Accounting	5	1009
Advertising	1	333
Aerospace Engineering	2	461
Agric Lead/Educ/Comm	6	115
Animal Science	2	487
Anthropology	1	327
Architecture	2	387
Biological Sciences	14	1606
Biomedical Engineering	3	424
Biosystems Engineering	1	59
Business Admin. Exploratory	5	58
Business Analytics	6	772
Chemical Engineering	1	287
Child and Family Studies	1	67
Civil Engineering	4	496
CCI Exploratory	1	4
Communication and Information	2	23
Communication Studies	50	306
Construction Science & Management	2	380
Economics (Business)	5	284
Economics (Arts & Sciences)	1	102
EHHS Exploratory	2	28
Education	5	447
Electrical Engineering	2	301
English	1	221
Finance	25	2766
Food and Agricultural Business	1	126
Food Science	1	63
Forestry	1	87
Geographic Info Science & Tech	1	19
Geology and Environmental Studies	1	88
Graphic Design	3	125

Hospitality & Tourism Management	4	90
Human Development & Family Science	9	82
Human Resource Management	1	96
Industrial Engineering	3	261
Information Sciences	16	234
Interdisciplinary Studies – Data Science	1	5
Journalism & Electronic Media	16	453
Kinesiology	42	1298
Management	30	1359
Marketing	23	1906
Mathematics	2	133
Mechanical Engineering	4	1309
Natural Resource & Environmental Economics	1	24
Neuroscience	4	497
Nuclear Engineering	2	333
Nursing	2	1172
Nutrition	8	231
Physics	1	131
Political Science	2	630
Pre-Professional Programs	6	646
Psychology	15	1159
Public Affairs	1	166
Public Health	4	175
Public Relations	2	321
Recreational Therapy	1	16
Retail & Merchandising Management	4	67
Sociology	11	246
Special Education	1	50
Sport Management	99	393
Studio Art	2	83
Supply Chain Management	18	1434
Theatre	1	55
University Exploratory Major	3	515
University Undecided (Non-Degree)	5	97
Wildlife & Fisheries Science	1	206
Graduate Programs	**SA**	**NSA**
Accounting (Master's)	1	131

Ag Leadership, Ed, and Communication (Master's)	10	99
Business Cybersecurity (Master's)	1	65
Communication And Information (Master's)	3	253
Computer Science (PhD)	1	326
Kinesiology (Master's)	2	57
Management and Human Resources (Master's)	3	60
Marketing (Master's)	3	26
Public Health (Master's)	1	175
Social Work (Master's)	1	723

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

Summary

The table above reflects a diverse makeup of programs offered by the UTK and selected by the student-athletes at UT Knoxville. The most popular declared majors for UTK student-athletes during the 2025-26 academic year were Sport Management (99), Communication Studies (50), and Kinesiology (42). However, the Haslam College of Business garnered the highest total number of UTK student-athletes out of all colleges (119) when factoring in their various majors.

Academic Integrity at UTK

Policies and Standards

Student-athletes are held to the same policies, standards, and conduct process for all students at UT Knoxville, which can be found in the Honor Statement in the Student Code of Conduct[13]:

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

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

[13] Code of Conduct - Student Conduct & Community Standards

The University of Tennessee at Martin (UTM)

Academic-Athletics Highlights

The University of Tennessee at Martin Department of Intercollegiate Athletics' 2025-26 academic year brought with it widespread success in a variety of important areas. A few highlights include:

- Men's cross country won its first Ohio Valley Conference championship in school history while also boasting the individual winner in Luke Johnson (first Skyhawk winner since 2017)
- Men's basketball tied a school record with 22 victories and ranked in the top-10 nationally in four separate statistical categories
- TJ Grines became UT Martin's first OVC Male Student-Athlete of the Year since 2008-09 while also becoming the first-ever Skyhawk to win OVC Player of the Year accolades in baseball. He was selected by the Los Angeles Angels in the 2026 MLB Draft after leading the nation with 66 stolen bases
- Clint Southworth placed third in the nation in tie-down roping at the College National Finals Rodeo, which was the program's best finish in that event since 2014
- Overall, Skyhawk Athletics accounted for four All-Americans, two conference Players of the Year, two conference Freshmen of the Year, and 59 all-conference performers
- UT Martin student-athletes posted a departmental record 3.39 Grade Point Average while ranking second in school history in both OVC Academic Medal of Honor winners (33) and OVC Commissioner's Honor Roll recipients (187)
- Skyhawk Athletics set a school record with 5,500 hours of community service – 100 more than the previous record set in 2024-25

Success in the classroom and in the community is vital to the growth and development of athletes and athletic programs. The department continues to strive for success across all three categories.

Mission Statement for UTM's Intercollegiate Athletics Department

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

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

The Role of Intercollegiate Athletics at UTM

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

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

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

The Faculty Athletics Representative at UTM

The Faculty Athletics Representative abides by the OVC policies and procedures for their level of oversight and other functions. The functions and responsibilities listed herein are mandated by the NCAA and/or OVC regulations.

Administratively, the Faculty Athletics Representative:

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

Academically, the Faculty Athletics Representative:

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

Regarding student-athlete well-being, the Faculty Athletics Representative:

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

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

Regarding compliance, the Faculty Athletics Representative:

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

UTM Faculty Athletics Representative

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

How the Chancellor at UTM Measures Intercollegiate Athletics Success

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

From a budgetary standpoint, the department should present no deficit at the end of the fiscal year. Lastly, for fundraising, the Chancellor measures success by whether gift pledges to the athletic department increase by at least 15% for the fiscal year, based on a rolling average of gift pledges to the athletic department over the past five fiscal years. Chancellor Freeman has identified community engagement and service as high priorities. The Athletic Department requires each student-athlete to complete at least 12 hours of community service annually, which has placed the department at the forefront of community service. The Chancellor expects this to continue and evolve in the years to come. From an athletic standpoint, finishing in the top half of the conference in the Commissioner's Cup is another priority for the Chancellor.

NCAA Academic Progress Rate (APR) Scores for UTM

Table 9

Academic Progress Rates for UT Martin's Athletics Teams

Sport	Men's/ Women's	Single-Year APR	Rolling 4-Year APR
Baseball	Men	978	967
Basketball	Men	1000	983
Basketball	Women	980	974
Cross Country	Men	1000	993
Cross Country	Women	1000	996
Football	Men	950	935
Golf	Men	1000	1000
Rifle	Mixed	1000	1000
Soccer	Women	1000	979
Softball	Women	944	983
Track	Men	964	983
Track	Women	1000	991
Volleyball	Women	1000	971
Beach Volleyball	Women	980	994

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

Corrective Action(s)

No corrective actions are necessary.

UTM does not have any programs on a corrective action plan given the APRs from the 2024-25 academic year (most available data). All programs met the required single-year rate of 930 or above. In fact, eight programs achieved a perfect APR score for the year. The only concerning score is football's multi-year rate of 935. However, the oldest score is lowering the average; therefore, their multi-year score should increase significantly once that year rolls off the 4-year average.

NCAA Graduation Success Rate (GSR) Scores for UTM

Table 10

Graduation Success Rates for UT Martin's Athletics Teams

Sport	Men's/ Women's	Single-Year GSR	Rolling 4-Year GSR
Baseball	Men	79	82
Basketball	Men	75	81
Basketball	Women	100	92
Cross Country	Men	90	77
Cross Country	Women	89	92
Football	Men	67	64
Golf	Men	100	100
Rifle	Mixed	100	95
Soccer	Women	100	94
Softball	Women	96	97
Track	Men	90	77
Track	Women	89	92
Volleyball	Women	91	93

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

UTM Athletics Department Benchmarks

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

Academic Progress Rate

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

Graduation Success Rate

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

Admissions Standards for UTM

Student-Athlete Admissions Policy

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

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

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

- A composite score of 21 or above on the ACT or 980 SAT (ERW+M) and a cumulative high school GPA of 2.85 or above on a 4.0 scale

Students who have obtained a GED or HiSET Diploma

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

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

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

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

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

Special Admissions

Conditional Admission

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

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

- Number of conditional admits for the entire student body for Fall 2025: 981
- Number of conditional admits for the athletic department for Fall 2025: 34
- Rate: 3% of conditional admits for Fall 2025 were student-athletes

Declared Majors at UTM

Table 11

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

Major	SA	NSA
Accounting	11	118
Agricultural Business	44	60
Agriculture (General)	9	209
Art (BAA)	1	33
Business Administration	7	154
Cell & Molecular Biology	13	133
Chemistry	4	56
Computer Science	2	137
Construction Management	2	26
Criminal Justice	16	204
Cybersecurity	3	44
Economics	15	33
Engineering	16	150
Environmental & Organismal Biology	4	30
Exploratory Major: Humanities & Fine Arts	2	43
Family and Consumer Science	8	61
Finance	26	131
Geoscience	1	55
Health & Human Performance	83	289
Integrated Studies	8	283
Interdisciplinary Studies	90	228
Management	61	276
Marketing	15	77
Mass Media & Strategic Comm	11	76
Mechanical Engineering	7	93
Natural Resources Management	4	100
Nursing	10	339
Political Science	7	62
Psychology	15	192
Secondary Education	1	69
Social Work	3	174
Veterinary Science & Technology	17	361

Graduate Programs	SA	NSA
Education Leadership	4	54
Sports Coaching & Performance	5	9

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

Summary

The table above compares student-athlete majors with those of the general student body. Student-athletes study a broad range of topics but tend to gravitate toward Agriculture, Health & Human Performance, Interdisciplinary Studies, and business-related fields. The percentage of athletes enrolled in most majors is commensurate with the general student body, though for a few majors the number of athletes makes up a significant portion of students, for instance, Agricultural Business.

Academic Integrity at UTM

Policies and Standards

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

Consistency in Policies and Standards

The above-listed statement is the institution's posted Academic Integrity policy[14]. The athletic department mirrors and enforces a policy identical to the campus-wide policy.

[14] Academic Integrity | UT Martin

The University of Tennessee Southern (UTS)

Academic-Athletics Highlights

- **Southern States Athletic Conference (SSAC) Commissioner's Cup:** UT Southern secured a 3rd-place overall finish in the SSAC Commissioner's Cup. Although it did not win a team conference championship, this finish shows the athletics department's broad-based competitive strength across all venues.
- **Department-Wide Academic Performance:** Student-athletes achieved a 3.24 overall GPA for the year.
- **SSAC Academic Awards:** 113 student-athletes across 17 different sports earned SSAC Academic Awards, led by Baseball (18), Men's Soccer (11), Women's Soccer (10), and Softball (10).
- **SSAC Scholar-Athlete Team:** Eight student-athletes were named to the SSAC Scholar-Athlete Team for their respective sports: Mike Bell Jr., Amon Rotich, Ramie Reid, Emma Vizina, Iona Pollitt, Mikayla McCain, Ashlee Kraft, and Madison Busey.
- **National Honors (Cheer):** Madison Busey earned NAIA All-American and SSAC Athlete of the Year honors.
- **Regional & Conference Honors (Track/XC):** Frankline Kipruto was named the UST&FCC South Regional Athlete of the Year, SSAC Runner of the Year, and SSAC Track Athlete of the Year.
- **NAIA National Championship Appearances:** Team appearances included Women's Basketball, Softball, and Cheer, alongside 13 individual national qualifiers across Men's and Women's Cross Country, Swimming, and Women's Golf.
- **SSAC Championship Runner-ups:** Both the Men's Golf and Women's Basketball teams finished as SSAC Championship Runner-ups.
- **SSAC Individual Champions:** Individual conference titles were won by Frankline Kipruto (1.5k, 5k, and 10k races) and Jacob Sanchez (Javelin).
- **All-Conference Recognition:** Over 40 student-athletes earned 1st or 2nd Team All-SSAC honors across 13 sports. The department also saw multiple All-Freshman selections and two SSAC Newcomers of the Year (Ramie Reid and Ashlee Kraft).
- **Weekly Honors:** Student-athletes secured 41 SSAC Player of the Week awards (led by 13 from Women's Basketball) and two NAIA National Player of the Week honors (Men's Soccer and Women's Basketball).

Mission Statement for UTS's Intercollegiate Athletics Department

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

Our mission is to provide a transformative athletic experience that empowers our student-athletes to excel academically, athletically, and personally. We believe in the power of athletics to shape character, build resilience, and instill lifelong skills that extend beyond the playing field. Recognizing that academics are a cornerstone of our student-athletes' success, we work in partnership with academic departments, faculty, and advisors to ensure our student-athletes receive the necessary support and resources to excel – harnessing the collective talents and strengths of our university community.

As the athletics department, we are dedicated to maintaining high ethical standards, emphasizing fairness, respect, and inclusivity in all aspects of our programs. We believe in fostering a collaborative partnership among coaches, staff, and student-athletes, empowering them to work together toward shared goals and aspirations – and aim to engage our wider community, promoting school spirit among our student-athletes, alumni, and fans. Through meaningful engagement, we seek to inspire a lifelong passion for sports and cultivate a sense of pride in the University of Tennessee Southern Athletics program.

The Role of Intercollegiate Athletics at UTS

The Athletics Department lists among its division goals:

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

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

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

The Faculty Athletics Representative at UTS

According to the NAIA Handbook (Article I, Section C), a Faculty Athletics Representative shall:

- Be appointed by the chief executive officer of the institution to represent the institution in the development of sound educational policies for athletics
- Be a regular member of the faculty but not assigned as a coach or athletics administrator
- Be charged with the responsibility of ensuring that all participants in the intercollegiate competition are eligible to follow the rules and regulations of the Association before they represent the institution in any manner
- Meet with the institution's chief executive officer to review NAIA and conference issues regarding academics and athletics
- Participate (either in person or via conference call) in any conference-wide meeting that is set for the purpose of rules education
- Participate (either in person or via conference call) in conference meetings when items on the agenda are pertinent to the faculty member's role as the faculty athletics representative of their institution
- Be encouraged to attend the first NAIA National Convention occurring after being appointed faculty athletics representative
- Work with the athletics director to provide a rules education program consistent with the best practices approved and published by the Council of Faculty Athletics Representatives. Such a program shall include educating the institution's, (1) Administrators who participate in eligibility certification (e.g., registrar, newly appointed faculty athletics representative, or athletics director), (2) Sports coaches; (3) Student-athletes; and (4) Appropriate faculty (including advising centers)

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

academics at UT Southern. In his role with athletics, the FAR reports directly to the Chancellor and works closely with the Director of Intercollegiate Athletics and coaches to ensure the athletics program's eligibility and integrity.

How the Chancellor at UTS Measures Intercollegiate Athletics Success

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

Team Retention Rate Scores for UTS

As a member of the National Association of Intercollegiate Athletics (NAIA), UT Southern uses Team Retention Rate; other campuses use APR scores as required by the National Collegiate Athletic Association (NCAA).

Table 12

Team Retention Rates for UT Southern's Athletics Teams

Sport	Men's/ Women's	Single-Year Team Retention Rate	Rolling 4-Year Team Retention
Baseball	Men	79	88
Baseball (JV)	Men	74	78
Basketball	Men	64	74
Basketball	Women	56	58
Cheerleading	Co-Ed	90	76
Clay Target	Co-Ed	83	91
Cross Country	Men	78	76
Cross Country	Women	100	79
Golf	Men	80	83
Golf	Women	75	79
Outdoor Track & Field	Men	80	N/A
Outdoor Track & Field	Women	100	N/A
Soccer	Men	81	70
Soccer	Women	68	81
Soccer (JV)	Men	80	79
Soccer (JV)	Women	70	77
Softball	Women	91	90
Softball (JV)	Women	67	76
Swimming	Men	60	63
Swimming	Women	57	74
Tennis	Men	100	88
Tennis	Women	100	91
Volleyball	Women	80	77

*Note: Outdoor Track and Field teams started in 2023-24, so they do not yet have a four-year rate.

Corrective Action(s)

No corrective action is necessary. While there has been turnover in some of the programs (swimming, women's basketball), removing the students who graduated from the retention rate can make smaller cohorts which do not represent those successes.

Team Graduation Rate Scores for UTS

Table 13

Team Graduation Rates for UT Southern's Athletics Teams

Sport	Men's/ Women's	Single-Year Team Graduation Rate	Rolling Team Graduation Rate
Baseball	Men	32	29
Basketball	Men	11	11
Basketball	Women	**	44
Cheerleading	Co-Ed	33	21
Clay Target	Co-Ed	56	57
Cross Country	Men	17	31
Cross Country	Women	**	44
Golf	Men	**	67
Golf	Women	**	40
Outdoor Track & Field	Men	N/A	N/A
Outdoor Track & Field	Women	N/A	N/A
Soccer	Men	29	30
Soccer	Women	27	39
Softball	Women	22	43
Swimming	Men	N/A	N/A
Swimming	Women	N/A	N/A
Tennis	Men	**	29
Tennis	Women	**	**
Volleyball	Women	40	49
Athletics	Overall	30	34

*Note: Calculations are based on the federal definition of graduation rate, which counts only first-time freshmen who received athletically-related aid. N/A: At the time of the six-year graduation rate, Outdoor Track & Field and Swimming had not yet started at UT Southern. ** Denotes small (less than 5) or empty cohorts. The overall athletics graduation rates were provided since some of the first-time student cohorts were too small to report.

UTS Athletics Department Benchmarks

The Athletics Department measures success in retention against the university's average retention rate. While individual year rates can vary, especially on smaller teams, teams that are consistently well below average will receive particular attention and possible corrective actions. Federal graduation rates do not measure the true success of student-athletes. So, while the Athletics Department compares team graduation rates against the average graduation rate of the University, it also looks at the percentage of the graduating class represented by student-athletes. A standard academic benchmark for the Athletics Department has been a 3.0 team GPA. To be eligible to compete, all athletes must maintain a 2.0 UT Southern GPA after their first season or when they reach junior academic standing (whichever comes first). Transfers use their transfer GPA for their first semester.

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

Admissions Standards for UTS

Student-Athlete Admissions Policy

UT Southern does not have a separate admissions policy for student-athletes. In 2025-2026, the University admitted first-time students with a minimum ACT Composite score of 17 and a minimum high school GPA of 3.0, or a minimum ACT Composite score of 18 and a minimum high school GPA of 2.0. Transfer students are admitted based on good standing at their last institution and a minimum cumulative transfer GPA of 2.0. Students who do not meet these admission requirements may be admitted by a special admissions committee if exceptional circumstances exist.

Special Admissions

Athletic ability is not a consideration for the admissions committee in special circumstances, and athletes are not admitted differently from the regular student body.

Declared Majors at UTS

Table 14

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

Major	**SA**	**NSA**
Accounting	21	23
Behavioral Sciences	19	47
Biology	22	37
Chemistry	2	6
Computer Information Systems	12	11
Criminal Justice	22	35
Cybersecurity	7	17
Elementary Education	11	87
English	4	11
Fine Arts	2	8
History	8	21
Homeland Security	--	7
Interdisciplinary Studies	11	26
Kinesiology	55	22
Management	80	76
Management Information Systems	2	2
Mathematics	6	2
Nursing	21	89
Public Health Education	4	7
Religion & Philosophy	--	2
Special Education	3	33
Sport Management	36	4
Undecided	--	2
Graduate Programs	**SA**	**NSA**
Business Administration	4	22
Criminal Justice	1	14

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

Summary

Student-athletes currently represent approximately 37% of the degree-seeking student body at UT Southern and are well-integrated into the university's academic fabric, enrolling across nearly all available majors. While the data shows that student-athletes make up a disproportionately large share of the Kinesiology and Sport Management programs, this concentration is both expected and highly reasonable given their natural alignment with and practical experience in these specific career paths. Outside of those two areas, student-athlete enrollment is broadly distributed, demonstrating a healthy academic balance that complements the broader student body across our business, STEM, education, and humanities programs.

Academic Integrity at UTS

Policies and Standards

Per the Student Handbook, all students are bound by a Student Code of Conduct[15]. The introduction to the Student Code of Conduct describes its purpose of advancing the mission of the University by maintaining a safe and secure learning environment, protecting the rights and privileges of all members of the University community; providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving institutional integrity and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.

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

Consistency in Policies and Standards

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

[15] University of Tennessee Southern - APPENDIX A: Student Code of Conduct

Appendices

Appendix A: Comparison of NCAA and NAIA

Table A1

Key Differences between NCAA and NAIA

Feature	NCAA	NAIA
Founded	1906	1937
Number of Member Schools[16]	~1,000	~250
Divisions	3 (Division I, II, III)	1 (some schools compete in different conferences and some offer JV*)
Scholarships	D-I & D-II offer athletic scholarships; D-III does not	Offers athletic scholarships
Governance	Larger, more complex governance structure	Smaller, more streamlined governance
Championships	Hosts 90+ national championships annually	Hosts 25+ national championships annually
Eligibility Center	NCAA Eligibility Center	NAIA Eligibility Center
Academic Requirements	Varies by division; generally more stringent	Slightly more flexible academic requirements
Athlete Experience	Often more competitive and time-intensive	More balanced with academics and athletics
Recruiting Rules	Strict and detailed recruiting calendars and rules	More flexible recruiting rules
Cost of Participation	Generally higher due to larger programs and travel	Often lower due to smaller scale
Focus	Larger schools, high-profile sports (e.g., March Madness, FBS football)	Smaller schools, community-focused athletics

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

[16] See Membership Directory - NCAA.org and NAIA for a complete list of member institutions

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 16, 2026

Committee: Education, Research, and Service

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

8.2

Type: Information

Background Information

Each fall, campuses report whether any academic programs have been terminated (permanently closed) or inactivated (no longer enrolling students). Only one academic program was terminated in the 2025-26 academic year, a dual MBA/Pharm.D. program at UT Knoxville, which closed due to low enrollment.

The University of Tennessee System
Academic Program Terminations & Inactivations: AY 2025-26

This report conveys any academic programs that have been terminated (permanently closed) or inactivated (no longer enrolling students). In AY 2025-26, only the dual MBA/Pharm.D. program at UT Knoxville was closed, due to low enrollment.

UT Knoxville

Program and College	Action	Date	Reason
Dual M.B.A./Pharm.D. with majors in Business Administration and Pharmacy, Haslam College of Business	Terminate program	8/1/26	Low student enrollment
Total	1	-	-

*Note:

UT Chattanooga

Program and College	Action	Date	Reason
	None	-	-
Total	0	-	-

*Note:

UT Southern

Program and College	Action	Date	Reason
List Program Here or Specify "None"	None	-	-
Total	0	-	-

*Note:

UT Health Science Center

Program and College	Action	Date	Reason
List Program Here or Specify "None"	None	-	-
Total	0	-	-

*Note:

UT Martin

Program and College	Action	Date	Reason
	None	-	-
Total	0	-	-

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS

Non-degree Credentials Report

The University of Tennessee System- October 2026

Background

In October of 2025, the UT System office shared our first non-degree credential report with the board of trustees. That report was an initial collection of non-degree efforts occurring across the system. Since that time, leaders from every campus and institute have worked together to refine data definitions, standardize collection and verification procedures, and refine analysis to ensure that this year's data reflect cleaner, more consistent and more reliable interpretation than the initial report in 2025.

The Inquiry

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

The UT Board of Trustees receives regular updates on systemwide credit-bearing enrollments and completions, and this report is meant to complement such data. Credit-bearing courses are not included in this report. This report focuses on the delivery of non-degree education and noncredit training in fulfillment of UT's land grant mission and service to Tennesseans. Noncredit offerings are essential to the future of UT because they can be meaningful to learners as an end in themselves and also because when they are evaluated as credit for prior learning (CPL) they can provide efficient on-ramps for students to realize cost and time savings when enrolling in for-credit programs.

Definitions and Taxonomy

Since the initial report in 2025, data definitions were refined by a cross-campus working group from January-June 2026. A data dictionary with templates was produced and provided to each campus, and a taxonomy was created and shared to assist campuses in defining the relationships between certificates, microcredentials, degrees, and other types of offerings. Appendix A provides official state and accreditor definitions of non-degree credentials.

Data Collection Process

The UT System's Institutional Research office collected data from across the UT System for the second time this year. Currently, these data are not centralized at each campus, so the collection process involves working across multiple units at each institution. Data collection efforts started in April with a cross-campus working group and continued through August 31st. In the future, the UT Institutional Research office hopes to support each institution to collect

these data for each campus. For the UT institutions that do not have an IR office, the UT System IR office will continue to support efforts to streamline processes.

Units Represented

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

UNIT	POINT OF CONTACT
UT Chattanooga - Center for Professional Education	John Freeze
UT Martin - Office of University Outreach	Jennifer Cooper
Institute for Public Service	Christopher Shults
Institute of Agriculture - Extension	Janet Fox
UT Knoxville – No data reported for 2026	
UT Southern – No data reported for 2026	

Data Notes

Data are collected at two levels- (1) program/course and (2) learner. (1) Program/course values include fields like credit or contact hours, credential type, delivery mode, and fee. (2) Learner values include fields like birth date, email, zip code and employment status.

Future Plans

Several campus and institute leaders volunteered their time this year to create data definitions and collection templates. These tools greatly improved the IR office's ability to validate data and improve accuracy. In the coming year, we will work toward each campus delivering non-credit and nondegree credential data along with their usual academic data sets.

Results

1. Total Enrollments by Academic Year and Unit

The table below shows the number of enrollees for each campus/institute from 2022 through June 30th, 2026 where data was available. Totals are total enrollments and not unduplicated headcounts (i.e. a learner who completed three courses counts as 3). For programs that operate on a calendar year, the 2026 data is not yet complete.

University of Tennessee System
Total Noncredit Course Learners by Campus/Institute - 2022-2026

Campus/Institute	2022	2023	2024	2025	2026	Grand Total
UTK - CPELL	3,343	3,662	4,965	5,366	Not provided	17,336
UTC - CPE	-	196	597	2,268	1,125	4,186
UTS	-	21	16	-	Not provided	37
UTM	719	456	444	675	173	2,467
UTHSC	-	-	10	-	Not provided	10
IPS	591	697	637	677	30,546	33,148
UTIA	6,304	9,386	6,497	3,920	109	26,216
Grand Total	**10,957**	**14,418**	**13,166**	**12,906**	**31,953**	**83,400**

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

The significant discrepancies noted between 2025 and 2026 are a result of new data definitions and improved data collection procedures.

2. Unique Counties Impacted

In the table below, counties are listed by highest growth to lowest growth in terms of numbers of enrollees in non-degree credential opportunities. Sevier county tops the list with growth from 35 in 2022 to 453 enrollments in 2026. Growth has occurred in 69 counties while 26 counties have either remained consistent or decreased enrollment in non-degree credential learning opportunities. On average, statewide enrollment in non-degree credentials has increased by about 12% over five years. See Appendix B for a complete list of Tennessee counties.

University of Tennessee System
Noncredit Course Enrollment by Tennessee County - 2022-2026

Rank	Tennessee County of Residence	2022	2023	2024	2025	2026	Percent Change
1	Sevier	35	38	41	119	453	1194.3%
2	Roane	27	35	33	84	308	1040.7%
3	Hamilton	105	211	378	1,170	864	722.9%
4	Franklin	49	48	64	69	345	604.1%
5	Hamblen	28	20	34	47	190	578.6%
6	Scott	5	20	10	12	33	560.0%
7	Lewis	10	12	16	16	61	510.0%
8	Coffee	59	79	67	78	356	503.4%
9	Rhea	22	21	42	24	129	486.4%
10	Johnson	16	32	35	11	93	481.3%
11	Montgomery	97	104	80	102	492	407.2%
12	Carter	25	27	32	33	124	396.0%
13	Hickman	57	40	54	28	282	394.7%
14	Blount	60	42	61	272	289	381.7%
15	Sullivan	49	55	74	109	233	375.5%
16	Bradley	31	50	69	138	134	332.3%
17	Putnam	58	63	69	49	250	331.0%
18	Grundy	7	12	16	10	29	314.3%
19	Madison	114	283	163	85	472	314.0%
20	Sumner	60	92	74	90	240	300.0%
85	Fayette	107	191	89	71	51	-52.3%
86	Carroll	141	231	133	88	67	-52.5%
87	Haywood	198	345	159	25	92	-53.5%
88	Lake	56	120	33	8	26	-53.6%
89	Obion	162	311	148	63	69	-57.4%
90	Decatur	80	85	26	54	29	-63.8%
91	Houston	61	16	19	17	22	-63.9%
92	Lauderdale	165	367	140	34	49	-70.3%
93	Clay	64	17	43	18	16	-75.0%
94	Claiborne	72	85	88	68	13	-81.9%
95	Crockett	210	419	182	30	31	-85.2%

3. Number and Popularity of Programs

Listed below are the most popular programs delivered by each entity.

Campus/ Institute	Program Course or Program Name	2026
IPS	Tennessee Government Professionals Institute 2025	960
IPS	Tennessee Government Executive Institute (TGEI) 2025	854
IPS	Tennessee Government Professionals Institute 2026	845
IPS	Tennessee Government Management Institute 2025	744
IPS	APA 2025 Administrative Professionals Academy	582
IPS	TN Agriculture and Forestry Leadership Program - TAFLP	517
IPS	TNAAO Regional Seminars - (Recertification) 4 Credits	368
IPS	CPM 2025	326
IPS	LGLP 2025	324
IPS	First Line Leadership	313
IPS	Ask CTAS: Emergency Management - (CO) 1 Credit	253
IPS	The Government Environment - CCFO	251
IPS	Internal Controls & Auditing - CCFO	240
IPS	Payroll, Benefits, & Pensions - CCFO	239
IPS	Purchasing & Risk Management - CCFO	238
IPS	Cash Management & Grant Management - CCFO	237
IPS	Government Accounting I - CCFO	233
IPS	Making the Shift to Leadership	231
IPS	Debt Management & Capital Projects - CCFO	231
IPS	Government Accounting II - CCFO	229
IPS	Financial Reporting I - CCFO	229

Campus/ Institute	Program Course or Program Name	2026
UTIA	Personal Finance Training for Teacher	67
UTIA	Farm Family Health and Wellness	42

Campus/ Institute	Program Course or Program Name	2026
UTM	Financial Literacy for Educators	31

Campus/ Institute	Program Course or Program Name	2026
UTC-CPE	Online Medical Billing and Coding	89
UTC-CPE	College of Nursing- Age Friendly Congregation Certificate	83
UTC-CPE	Certified Nursing Assistant	79
UTC-CPE	Clinical Medical Assistant	75
UTC-CPE	Certified Nursing Assistant LCCA	72
UTC-CPE	Pharmacy Technician	35
UTC-CPE	Phlebotomy Technician	31
UTC-CPE	APSI Week 1 AP Cybersecurity (in-person)	28
UTC-CPE	APSI Week 1 AP Business and Personal Finance (PBL) onlin	26
UTC-CPE	APSI Week 2 AP Business and Personal Finance (PBL) onlin	26

4. Programs by Length

To provide a sense of scope for the types of programs and courses offered, this list represents the 25 most substantial programs sorted by program length from longest to shortest. Programs range from the 10 week (National Forensic Academy) to 1 day programs.

Campus/Institute	Course/Program Name	Calendar Length
IPS	National Forensic Academy	10 weeks
IPS	APA 2025 Administrative Professionals Academy	6 months
IPS	SELA - Southeastern Leadership Academy	5 months
UTC-CPE	Clinical Medical Assistant	18 weeks
UTC-CPE	Certified Nursing Assistant LCCA	5 Weeks
UTC-CPE	Certified Nursing Assistant	5 weeks
IPS	First Line Leadership	3 days
UTC-CPE	Online Medical Billing and Coding	20 Weeks
IPS	Basic Criminal Investigations	5 days
IPS	APA 2026 East TN Cohort	6 months
IPS	LGLP 2025	1 week
IPS	Advanced Leadership (3 day)	3 days
IPS	Crime Scene Operations	5 days
IPS	Tennessee Government Professionals Institute 2025	1 day
IPS	FTO Course	5 days
IPS	Master PIO Certification	5 days
IPS	Tennessee Government Executive Institute (TGEI) 2025	1 day
IPS	Bloodstain Pattern Analysis	5 days
UTM	Certified Clinical Medical Assistant (CCMA) (Voucher Included)	
IPS	STOP Domestic Violence	4 days
UTC-CPE	Tai Chi Training	6 months
IPS	Tennessee Government Professionals Institute 2026	1 day
UTC-CPE	Pharmacy Technician	10 Weeks
UTC-CPE	Phlebotomy Technician	11 weeks
IPS	CPM 2025	1 day

5. Total Revenue

For units that reported revenue, total revenue by campus and academic year are as follows:

University of Tennessee System
Noncredit Course/Program Revenue by Campus/Institute - 2022-2026

Campus/ Institute	2022	2023	2024	2025	2026	Grand Total
UTK - CPELL	$ 1,600,000	$ 1,460,000	$ 1,790,000	$ 1,780,000		$ 6,630,000
UTC - CPE					$ 1,862,415	$ 1,862,415
UTM	$ 130,614	$ 171,369	$ 287,833	$ 520,915	$ 168,193	$ 1,278,924
UTHSC	$ -	$ -	$ 3,750	$ -		$ 3,750
IPS	$ 2,361,270	$ 2,648,015	$ 2,782,195	$ 2,587,750	$ 5,005,187	$ 15,384,417
UTIA	$ 281,386	$ 275,416	$ 285,366	$ 214,920	$ 4,200	$ 1,061,288
Grand Total	**$ 4,373,270**	**$ 4,554,800**	**$ 5,149,144**	**$ 5,103,585**	**$ 7,039,995**	**$ 26,220,794**

Note: The significant discrepancy between 2025 and 2026 is a result of new data definitions and improved processes for collecting and validating data.

6. Learner Demographics

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

University of Tennessee System
Noncredit Course/Program Learner Residency - 2022-2026

Residency	2022	2023	2024	2025	2026	Grand Total
In-State	7,179	10,513	7,811	8,998	24,666	59,167
Out-of-state	155	212	349	3,197	620	4,533
Unknown	250	31	32	712	6,667	7,692
Grand Total	**7,584**	**10,756**	**8,192**	**12,907**	**31,953**	**71,392**

7. Noncredit Types

The categories used to define nondegree credential experiences are:

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

University of Tennessee System
Noncredit Course/Program Enrollment by Noncredit Type - 2021-2025

Campus/ Institute	Noncredit Type	2021	2022	2023	2024	2025	2026	Grand Total
UTK - CPELL	Occupational Training	-	-	-	-	1,072	Not provided	1,072
	Personal Interest	-	-	-	-	222	Not provided	222
UTS	Sponsored Occupational (Contract) Training	-	-	21	16	-	Not provided	37
UTM	Occupational Training	60	359	213	259	569	100	1,500
	Personal Interest	120	284	198	111	61	63	717
	Sponsored Occupational (Contract) Training	-	76	45	74	45	17	257
UTHSC	Occupational Training	-	-	-	10	-	Not provided	10
UTIA	Occupational Training	651	707	692	717	540	Not provided	2,656
	Personal Interest						109	109
IPS	Occupational Training						30547	30,547
UTC-CPE	Occupational Training						1055	1,055
	Contract Training						62	62
	Sponsored (Contract) Training						10	10
	Sponsored Occupational (Contract) Training						9	9
	Personal Interest						4	4
Grand Total		**831**	**1,426**	**1,169**	**1,187**	**2,509**	**31,976**	**38,267**

The National Landscape

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

Strategist and Lawmakers' Perspectives

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

Employer or Industry Perspectives

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

postsecondary nondegree awards or associate degrees" (TN Academic Supply for Occupational Demand Report, 2025).

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

Postsecondary Leader Perspectives

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

Learners Perspectives

a. **STARS:** 66% of rural workers, 61% of veterans, 61% of Blacks, and 55% of Hispanics are "STARs" — skilled through alternative routes, not a bachelor's degree (Skills Economy Insights Report, 2025).

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

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

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

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

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

The Bottom Line

Traditional pathways to degrees are insufficient to meet the projected needs for skilled workers. Expanded credentialing pathways are beneficial to employers, learners, communities and the post-secondary institutions that reimagine systems of education for a modern workforce. The UT System's new policy on credit for prior learning provides foundational parameters to improve campus level policies and processes.

Appendix A- Non-degree Credential Definitions

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

> **(A)** Has a defined curriculum, objectives, and results in the awarding of a credential upon successful completion;
>
> **(B)** Culminates in an industry certification, but does not include participation in, or completion of, a program of professional development, continuing education, exam preparation, or similar objectives;
>
> **(C)** May be articulated to other quality **non-degree** credentials, postsecondary degrees, or diploma programs;
>
> **(D)** Qualifies an individual for an in-demand occupation; and
>
> **(E)** Is not eligible for federal Title IV funding;
>
> ~ Tenn. Code Ann. § 49-4-902

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

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

postsecondary institutions, state agencies, industry trade organizations, private third-party providers, and employers. ~TN SCORE

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

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

~Expanding Opportunities, NSC

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

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

Appendix B- Noncredit Course Enrollment by Tennessee County

University of Tennessee System

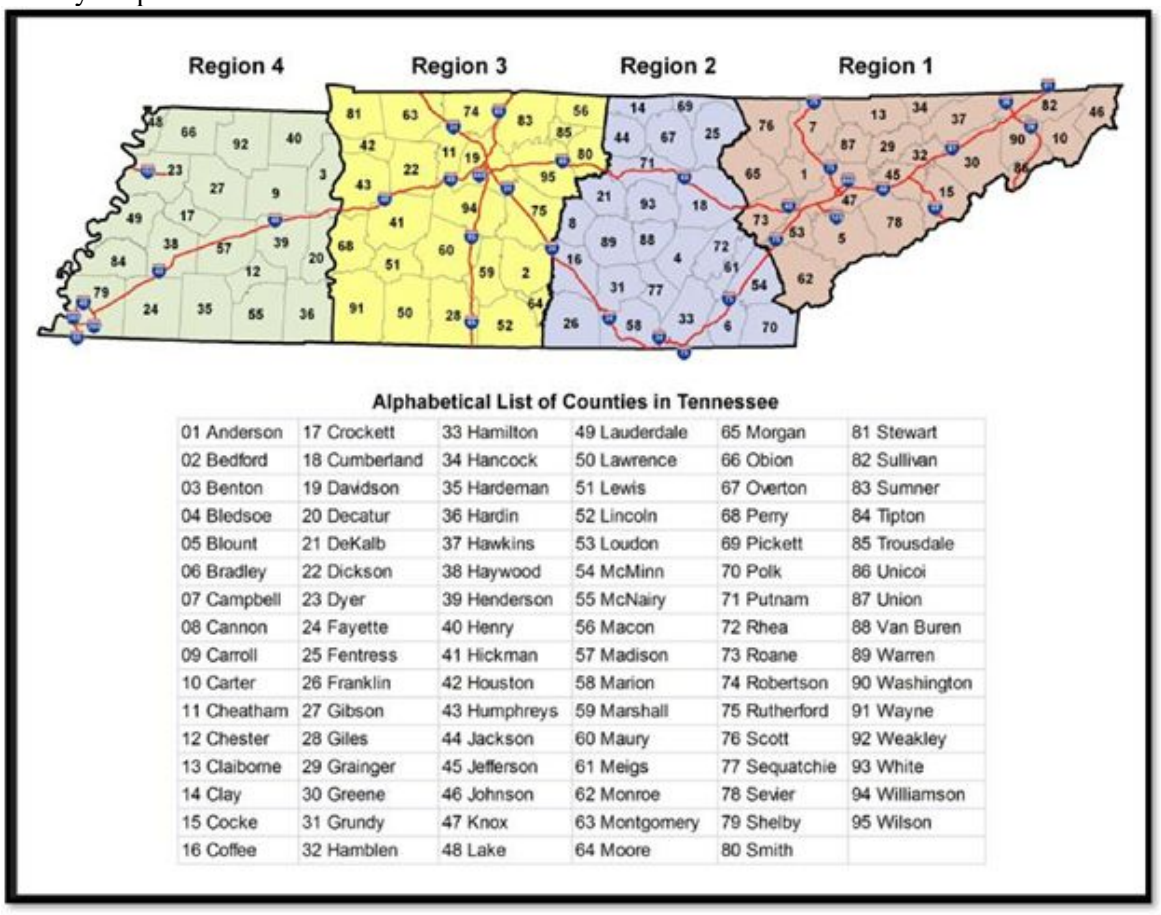
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21	Macon	20	34	66	97	74	270.0%
22	Unicoi	19	9	15	15	68	257.9%
23	Campbell	21	20	18	38	75	257.1%
24	Cocke	32	27	44	17	113	253.1%
25	Anderson	43	60	39	108	148	244.2%
26	Monroe	22	93	50	49	74	236.4%
27	Union	21	24	21	27	66	214.3%
28	Polk	16	26	33	28	50	212.5%
29	Morgan	19	31	11	14	59	210.5%
30	Loudon	41	60	55	153	122	197.6%
31	Sequatchie	24	41	39	58	67	179.2%
32	Cumberland	37	38	40	47	103	178.4%

Rank	Tennessee County of Residence	2022	2023	2024	2025	2026	Percent Change
33	Davidson	133	159	158	261	362	172.2%
34	Meigs	19	23	22	15	51	168.4%
35	Hardeman	62	132	67	35	160	158.1%
36	Lawrence	93	158	143	62	233	150.5%
37	Rutherford	124	159	125	182	307	147.6%
38	Giles	85	77	84	52	199	134.1%
39	Jefferson	36	64	47	90	79	119.4%
40	Trousdale	42	38	41	15	92	119.0%
41	Wilson	84	51	130	90	174	107.1%
42	Marion	29	22	31	24	59	103.4%
43	Van Buren	14	16	17	17	28	100.0%
44	Dickson	74	57	70	49	143	93.2%
45	Benton	31	51	19	26	59	90.3%
46	Cheatham	45	41	47	42	75	66.7%
47	Grainger	57	120	59	63	92	61.4%
48	Chester	101	137	77	27	156	54.5%
49	Hardin	92	120	91	64	138	50.0%
50	Shelby	228	227	201	229	327	43.4%
51	Maury	117	132	90	66	165	41.0%
52	Marshall	65	75	73	65	91	40.0%
53	Bedford	94	86	126	61	127	35.1%
54	Pickett	6	18	8	30	8	33.3%
55	Overton	70	58	69	67	91	30.0%
56	Stewart	18	34	5	7	23	27.8%
57	Jackson	22	21	26	22	28	27.3%
58	Weakley	191	340	162	89	237	24.1%
59	Fentress	53	88	28	33	64	20.8%
60	Wayne	58	85	50	42	70	20.7%
61	Perry	20	19	22	13	23	15.0%
62	Mcminn	81	73	83	82	93	14.8%
63	Gibson	265	526	241	51	303	14.3%
64	Dekalb	43	48	48	33	48	11.6%
65	Williamson	197	200	134	143	214	8.6%
66	Knox	346	357	337	1,560	363	4.9%
67	Robertson	90	64	87	95	94	4.4%
68	Moore	25	17	32	10	26	4.0%
69	Hancock	22	38	38	20	22	0.0%

Rank	Tennessee County of Residence	2022	2023	2024	2025	2026	Percent Change
70	White	46	32	48	76	45	-2.2%
71	Washington	116	127	101	112	111	-4.3%
72	Lincoln	133	125	111	56	116	-12.8%
73	McNairy	101	121	104	48	76	-24.8%
74	Cannon	63	60	55	40	43	-31.7%
75	Smith	113	62	70	53	77	-31.9%
76	Henry	114	245	82	35	77	-32.5%
77	Warren	100	133	64	67	63	-37.0%
78	Tipton	166	388	177	49	97	-41.6%
79	Bledsoe	48	74	65	26	28	-41.7%
80	Greene	124	145	165	96	72	-41.9%
81	Hawkins	107	101	103	79	62	-42.1%
82	Henderson	111	229	108	57	59	-46.8%
83	Humphreys	90	24	58	48	46	-48.9%
84	Dyer	170	337	158	40	82	-51.8%
85	Fayette	107	191	89	71	51	-52.3%
86	Carroll	141	231	133	88	67	-52.5%
87	Haywood	198	345	159	25	92	-53.5%
88	Lake	56	120	33	8	26	-53.6%
89	Obion	162	311	148	63	69	-57.4%
90	Decatur	80	85	26	54	29	-63.8%
91	Houston	61	16	19	17	22	-63.9%
92	Lauderdale	165	367	140	34	49	-70.3%
93	Clay	64	17	43	18	16	-75.0%
94	Claiborne	72	85	88	68	13	-81.9%
95	Crockett	210	419	182	30	31	-85.2%
	Grand Total	**7,279**	**10,068**	**7,460**	**8,387**	**12,739**	**12.4%**

County Map



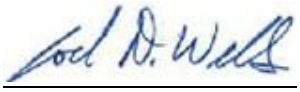
Alphabetical List of Counties in Tennessee

01 Anderson	17 Crockett	33 Hamilton	49 Lauderdale	65 Morgan	81 Stewart
02 Bedford	18 Cumberland	34 Hancock	50 Lawrence	66 Obion	82 Sullivan
03 Benton	19 Davidson	35 Hardeman	51 Lewis	67 Overton	83 Sumner
04 Bledsoe	20 Decatur	36 Hardin	52 Lincoln	68 Perry	84 Tipton
05 Blount	21 DeKalb	37 Hawkins	53 Loudon	69 Pickett	85 Trousdale
06 Bradley	22 Dickson	38 Haywood	54 McMinn	70 Polk	86 Unicoi
07 Campbell	23 Dyer	39 Henderson	55 McNairy	71 Putnam	87 Union
08 Cannon	24 Fayette	40 Henry	56 Macon	72 Rhea	88 Van Buren
09 Carroll	25 Fentress	41 Hickman	57 Madison	73 Roane	89 Warren
10 Carter	26 Franklin	42 Houston	58 Marion	74 Robertson	90 Washington
11 Cheatham	27 Gibson	43 Humphreys	59 Marshall	75 Rutherford	91 Wayne
12 Chester	28 Giles	44 Jackson	60 Maury	76 Scott	92 Weakley
13 Claiborne	29 Grainger	45 Jefferson	61 Meigs	77 Sequatchie	93 White
14 Clay	30 Greene	46 Johnson	62 Monroe	78 Sevier	94 Williamson
15 Cocke	31 Grundy	47 Knox	63 Montgomery	79 Shelby	95 Wilson
16 Coffee	32 Hamblen	48 Lake	64 Moore	80 Smith	

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 15, 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

Joel D. Wells
Name

University Registrar
Title

9/8/2026
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 *August 15, 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:



Signature

Janice Cosey
Name

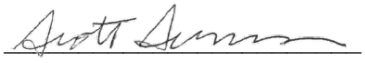
Bursar
Title

September 2, 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 *May 31, 2026* through *August 21, 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

9/22/2026

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 *May 31, 2026* through *August 21, 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

09-22-2026

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

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

_Brian Coldren_____
Name

AVP & University Registrar
Title

_09/10/2025_____
Date

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

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

Certified:

Kevin Rushing

Signature

Kevin Rushing

Name

Bursar

Title

June 26, 2026

Date

Office of the Bursar
211 Student Services Building
Knoxville, TN 37996-0225

BIG ORANGE. BIG IDEAS.
Flagship Campus of the University of Tennessee System

865-946-3100 phone
865-974-1945 fax
studentaccounts.utk.edu

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on August 15, 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

_Brian Coldren_____
Name

AVP & University Registrar
Title

_09/09/2026_____
Date

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on August 15, 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 degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Kevin Rushing

Signature

Kevin Rushing

Name

Bursar

Title

September 11, 2026

Date

Office of the Bursar
211 Student Services Building
Knoxville, TN 37996-0225

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865-974-1945 fax
studentaccounts.utk.edu

Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *August 8, 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

Kiara Castleman

Name

Interim Registrar

Title

September 10, 2026

Date

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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *August 8, 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

9/10/2026
Date

THE UNIVERSITY OF TENNESSEE SOUTHERN

8.4

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on August 6, 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:

Andrew Peters
Signature

Andrew Peters
Name

Registrar
Title

08/27/2026
Date

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

THE UNIVERSITY OF TENNESSEE SOUTHERN

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on August 6, 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

8/27/26
Date

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