



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
June 24, 2021	Refectory, Mooney Building, UTHSC
2:30 pm - 4:15 pm (CDT)	Memphis, TN

## AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. [Consent Agenda](#) – Action ..... Tab 1
  - A. [Minutes of the Last Meeting](#) ..... Tab 1.1
  - B. [2021 Institutional Mission Profile Statements](#) ..... Tab 1.2
  - C. [Granting of Honorary Degree to Joy Harjo, UTK](#) ..... Tab 1.3
  - D. [New Academic Units, Engineering, UTC](#) ..... Tab 1.4
  - E. Academic Program Modifications
    - 1) [Bachelor of Science in Kinesiology, UTK](#) ..... Tab 1.5.1
    - 2) [Bachelor of Science in Recreation and Sport Management, UTK](#) ..... Tab 1.5.2
    - 3) [Bachelor of Science in Cell and Molecular Biology, UTM](#) ..... Tab 1.5.3
  - F. [Diploma Guidelines](#) ..... Tab 1.6
  - G. [Authorization for Conferral of Degrees, 2021-22 Academic Year](#) ..... Tab 1.7
- V. [Proposed Faculty Handbook Revisions, UTC](#) – Action ..... Tab 2
- VI. [Tenure Recommendations Requiring Board Approval](#) – Action ..... Tab 3
  - A. [Grant of Tenure upon Initial Appointment](#) ..... Tab 3.1
  - B. [Grant of Tenure upon Early Consideration](#) ..... Tab 3.2
- VII. Proposed New Academic Programs— Action
  - A. [UTC, Bachelor of Applied Science in Applied Leadership](#) ..... Tab 4.1
  - B. [UTM](#) ..... Tab 4.2
    - 1) [Bachelor of Science in Veterinary Science and Technology](#)
    - 2) [Bachelor of Science in Cybersecurity](#)
    - 3) [Master of Science in Criminal Justice](#)



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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VIII. Presentations – Information/Discussion

- A. [Update on UT Research Enterprise](#) ..... Tab 5.1
- B. [UTHSC Covid Testing and Vaccination efforts in the City and County](#) ..... Tab 5.2
- C. [Rural Outreach Statewide Dental Clinics](#)..... Tab 5.3
- D. [Student Experience Survey](#)..... Tab 5.4
- E. [Enrollment Data](#) ..... Tab 5.5

IX. Other Business

*[Note: Under the Bylaws of the Board, items not appearing on the agenda may be considered only upon an affirmative vote representing a majority of the total voting membership of the Committee. Other business necessary to come before the Committee at this meeting should be brought to the attention of the Committee Chair or Board Secretary before the meeting.]*

X. Closing Remarks

XI. Adjournment

*Information Items*

- A. [Certification of Degrees Conferred](#)..... Tab 6.1
- B. [2021 Tenure & Promotions](#) ..... Tab 6.2



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Donnie Smith, Committee Chair

### **Background**

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

### **Committee Action**

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

1. The reading of the minutes of the February 25, 2021 meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials.
2. The action items set forth on the Consent Agenda be recommended for adoption by the Board of Trustees.

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



THE UNIVERSITY OF TENNESSEE  
BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE  
February 25, 2021  
Knoxville, Tennessee

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 11:00 a.m. (EST) on Thursday, February 25, 2021. Following continuing guidance from the U.S. Centers for Disease Control and Prevention (CDC) regarding COVID-19 and in compliance with the Tennessee Pledge and other state and local guidelines, the meeting was held virtually with Committee members participating electronically or by telephone. The meeting was hosted from the University of Tennessee, Knoxville campus.

**I. Call to Order and Roll Call**

Committee Chair Donnie Smith called the meeting to order. Board Secretary Cynthia Moore called the roll, and the following members were present: Donald J. Smith, Committee Chair; Leighton Chappell, Student Trustee; John C. Compton, Board Chair; Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Kara Lawson; Christina Vogel, Faculty Representative; Alan D. Wilson; and Jamie R. Woodson. In addition, Trustee Decosta E. Jenkins joined the meeting.

Others present included: President Randy Boyd; Linda C. Martin, Vice President for Academic Affairs and Student Success; Stacey Patterson, Vice President for Research, Outreach and Economic Development; Ryan Stinnett, General Counsel; Chancellors Angle, Carver, Plowman, and Schwab; Frank Cuevas, Vice Chancellor for Student Life, UTK; John Zomchick, Provost and Senior Vice Chancellor, UTK; Jorge Pérez, Associate Vice President for Institutional Effectiveness, UT System; Karen Etzkorn, Director of Academic Affairs, UT System; and other members of the UT senior leadership and administrative staff.

Ms. Moore addressed requirements for meetings conducted with members participating electronically and announced the presence of a quorum. The meeting was webcast for the convenience of the University community, the general public, and the media.

**II. Opening Remarks of the Committee Chair**

Committee Chair Donnie Smith welcomed everyone to the meeting and provided a high-level overview of the agenda.



### **III. Requests to Address the Board**

None.

### **IV. Consent Agenda**

Committee Chair Smith called the Committee members' attention to the Consent Agenda and asked if there were any requests to remove an item from the agenda. There being none, upon motion duly made and seconded, a roll call vote was taken, and the Committee approved: (i) the minutes of the October 22, 2020 meeting of the Committee, and (ii) the Resolutions pertaining to the other action items included on the Consent Agenda. (A complete list of the approved items appears at the end of these minutes.)

### **V. Grant of Tenure upon Initial Appointment, UTK**

President Boyd stated that he and Chancellor Plowman are recommending that tenure be granted to two candidates (Dr. Janet Fox and Dr. Robert Williams). President Boyd advised that the candidates meet the requirements to be considered for tenure upon initial appointment, all steps in the review process outlined in the Board policy have been completed, and the candidates have received strong support at each level of review. Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the grant of tenure upon initial appointment (as presented in Tab 2 of the meeting materials).

### **VI. MMC-Related Policy and Procedure Considerations**

Linda C. Martin, Vice President for Academic Affairs and Student Success, shared with the members of the Committee an update on activities pertaining to academic matters associated with the possible acquisition of Martin Methodist College (MMC). She highlighted items that would need to come before the Committee in the future should the acquisition continue to progress. These items include matters relating to transition of tenure and approval of academic programs for the new UT campus. Dr. Martin advised that the accreditation liaison at MMC has been working on updated narratives for a prospectus that it is required to submit to SACSCOC by March 15, 2021. She expressed her gratitude to the accreditation liaisons from across the UT System, who have been assisting MMC with this process. In closing, Dr. Martin advised that other items, such as a faculty handbook, mission statement, and annual academic program inventory, would also be presented to the Committee similar for what is generally done for other UT campuses.



## **VII. Proposed Revisions to Rules, UTK Student Code of Conduct**

Committee Chair Smith advised the members of the Committee that the proposed revisions to the UT Knoxville Student Code of Conduct Rule were being presented as an informational item. A public rulemaking hearing will be held on March 8, 2021 to solicit comments from the public regarding the proposed revisions. After the rulemaking hearing, the proposed revisions (inclusive of any changes resulting from the feedback received at the hearing) will then be presented to the Committee and the full Board of Trustees for consideration and formal approval.

Frank Cuevas, Vice Chancellor for Student Life, UT Knoxville, provided an overview of the history of the Student Code of Conduct, which was adopted in 2017, and the work that has been performed with campus constituents to provide greater clarity. Dr. Cuevas reviewed the key changes, which encompass, among other things, the following items: (i) incorporating UT Knoxville's Principles of Civility & Community; (ii) revisions for consistency and to reduce redundancies; (iii) updates per national recommendations; (iv) streamlining processes; and (v) changes reflective of the new Title IX regulations.

In response to a question raised by a trustee, Dr. Cuevas does not believe that there will be any unintended, negative consequences to the students from having grade appeals no longer heard by the Office of Student Conduct and Community Standards given how the undergraduate and graduate grade appeal committees are structured.

## **VIII. New Academic Program, Bachelor of Science - Geographic Information Science and Technology, UTK**

John Zomchick, Provost and Senior Vice Chancellor, presented a new academic program for the Committee's consideration. He provided an overview of the proposed Bachelor of Science degree in Geographic Information Science and Technology (GIS&T) in the Department of Geography. The program will teach students to bridge the gap between advanced geographic information technology and real-world problems/applications using spatial mapping, modeling, and analytics to make informed decisions. Dr. Zomchick explained how the proposed program will align with the State's Master Plan and the University's mission. Demand for well-trained GIS&T professionals currently exceeds the supply of graduates in the state and region. Dr. Zomchick also reviewed the financial and enrollment projections for the new program.

Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the new academic program (as presented in Tab 4 of the meeting materials).



## IX. Presentations

### Academic Affairs & Student Success Update

Dr. Martin noted that there are a number of academic affairs and student success initiatives. For today's meeting, the presentations will focus on: (i) an Enrollment Update; and (ii) the results of the 2020 Student Experience Survey.

- **Enrollment.** Jorge Pérez, Associate Vice President for Institutional Effectiveness, presented post-secondary enrollment trend information for Tennessee High School Graduates for the five-year period (2015-2019), which highlighted the following findings:
  - ❖ Although the total number of high school graduates has grown (3.6%) during the period, the total percentage of high school graduates enrolling in post-secondary programs has declined from a high of 64.8% in 2017 to 62.7% in 2019.
  - ❖ Over the period, there has been an aggregate 8.8% increase in the number of Tennessee graduates enrolling at UT campuses.
  - ❖ During the period, the percentage of Tennessee high school graduates enrolling at UT campuses has remained relatively steady (approximately 8.9%).
  - ❖ During the period, the percentage of Tennessee high school graduates attending colleges in-state has declined by 2%, and graduates attending out-of-state colleges has increased by 2%.
  - ❖ During the period, the percentage of Tennessee high school graduates attending public universities and colleges has declined by 3.0%, and enrollment in private universities and colleges has increased by 3.0%.
  - ❖ Nationally, there has been a decline in the number of high school graduates enrolling in 2-year institutions (approximately 8%), with growth in enrollments in 4-year institutions (approximately 7%).

Additionally, Dr. Pérez reviewed with the members of the Committee: (i) first-time freshman 1-year retention rates, measured in terms of both high school grade point averages and ACT scores; and (ii) retention rates by residency status (in-state v. out-of-state/foreign) for first-time freshman, by campus and system-wide.

In response to questions raised by the trustees, Dr. Pérez believes that the new proposed UT campus in southern, middle Tennessee, along with the online education and a focus on adult learners are potential areas of opportunity for the University with respect to enrollment growth. Chancellor Plowman (UTK), Chancellor Carver (UTM), and Chancellor Angle (UTC) highlighted areas of focus relevant to their respective campuses.



Trustee Alan Wilson reflected on the information contained in the chart regarding 1-year retention rates and the correlation to grade point averages. He inquired as to the University's success in attracting and enrolling these high achievers, especially those students from Tennessee, as compared to UT's peer institutions. The Chancellors discussed a number of efforts being employed by the UT campuses to attract these students, including early engagement, scholarships, and other activities.

- ***Student Experience Survey.*** Karen Etzkorn, Director of Academic Affairs, reviewed the results of the 2020 Student Experience Survey, which was distributed by the campuses in October/November 2020. Dr. Etzkorn remarked on the fact that 2020 was a very difficult year for students due to the COVID-19 pandemic. She reviewed the survey objectives: (1) assess the student experience and satisfaction at UT; (ii) identify greatest challenges faced during 2020; and (iii) understand how UT can best respond to students' needs. Dr. Etzkorn outlined the design and data collection process associated with the survey, shared the respondent demographics, and reviewed the survey results. Most noteworthy, 43% of the respondents disagreed or strongly disagreed that they had adjusted well to online learning. She reviewed the survey results by UT campus, and she discussed the primary concerns of students (Academic Success (48%), Mental Health (34%), Pandemic/Public Health (32%), General Uncertainty (21%), and Finances/Economy (19%)).

Chair Compton thanked the Office of Academic Affairs and Student Success and the Chancellors for their efforts in completing the student survey. The Board was very interested in hearing the voice of the students in an unfiltered fashion and this information confirms what the Board has been hearing anecdotally from parents and students.

### Graduate and Professional Education Overview

Committee Chair Smith introduced Graduate Deans Ethan Carver (UTC), Donald Thomason (UTHSC), Dixie L. Thompson (UTK), and Joey Mehlhorn (UTM), who provided a presentation on graduate and professional education at the UT campuses. The intended purpose of the presentation was to:

- Provide a Campus Overview,
- Review initiatives, programs, and planning,
- Share information on research and community outreach activities, and
- Showcased the successes of students and faculty.

A full copy of the presentation materials is included with these minutes.



## X. Other Business

None.

## XI. Closing Remarks

Before concluding the meeting, Committee Chair Smith requested that the Committee members contact the Board Secretary or any of the Committee Liaisons if there is any additional information that they would like to see on a regular basis, whether student data related or otherwise, so that the work plan can be reviewed to ensure that the agendas and materials provided are meeting the expectations of the Committee members.

## XII. Adjournment

There being no other business, the Committee Chair adjourned the meeting.

Respectfully Submitted,

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Cynthia C. Moore  
Secretary and Special Counsel

### Approved Consent Agenda Items

- Minutes of the Last Meeting (October 22, 2020)
- Academic Unit, Occupational Therapy, UTC
- Academic Unit, Physician Assistant Studies, UTHSC
- Academic Unit, Psychology, UTM
- Academic Program Modification, Bachelor of Science in Communication, UTC

### List of Information Items Presented to the Committee

- Certification of Degrees Conferred

Attachments. Copies of the following documents are filed with the official minutes of this meeting.

- Presentation Materials:
  - UTK Code of Conduct
  - Bachelor of Science in GIS&T, UTK
  - Academic Affairs and Student Success Update
  - Graduate and Professional Education at UT



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **2021 Institutional Mission Profile Statements**

Type: Action

### **Background**

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

More recently, the 2016 Focus on College and University Success (FOCUS) Act emphasizes the importance of these mission profiles. Every year, each public college and university in Tennessee is required to review and update its profile and submit an updated profile to its respective governing board for approval. The 2021 University of Tennessee Institutional Mission Profiles, with revisions and updates as tracked changes, are presented with the support of the Chancellors, the System Vice President for Academic Affairs and Student Success, and the President. If approved by the Board of Trustees, the profiles will be submitted to THEC for Commission approval.

**Resolved: The Board of Trustees hereby approves the Institutional Mission Profile Statements for The University of Tennessee at Chattanooga, The University of Tennessee Health Science Center, The University of Tennessee, Knoxville, and The University of Tennessee at Martin as presented in the meeting materials, which shall be attached to this Resolution after adoption, and authorizes the administration to submit the statements to the Tennessee Higher Education Commission for approval.**

### *The University of Tennessee at Chattanooga*

The University of Tennessee at Chattanooga is a comprehensive, metropolitan university, offering bachelor's, master's, specialist, and selected doctoral degrees and certificates to more than 11,000 students through the Colleges of Arts and Sciences; Engineering and Computer Science; Health, Education, and Professional Studies; and the Gary W. Rollins College of Business, as well as the Graduate School. Founded in 1886, the private campus joined The University of Tennessee system of public higher education in 1969 and emphasizes strong professional programs essential to the economic vitality of the region with a grounding in the liberal arts. The UTC Honors College was founded in 2013 to build on the tradition of excellence established by the university's long-standing honors program. In 2015 UTC opened a new state-of-the-art library that serves over 700,000 campus and community users annually. UT Chattanooga is classified as a Carnegie Doctoral/Professional campus, and earned the elective Carnegie classification as a Community Engagement campus for both curricular engagement and outreach and partnerships. While pursuing its mission as an engaged metropolitan university, UTC enjoys a strong relationship with the Chattanooga regional community, allowing for numerous cooperative education, internship, volunteer, clinical, research, and other experiential learning opportunities. The substantial and unique University of Chattanooga Foundation works to ensure the overall goal of academic distinction.

### *The University of Tennessee Health Science Center*

The University of Tennessee Health Science Center (UTHSC) improves the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service. With the home campus in Memphis and major sites in Knoxville, Chattanooga, and Nashville, UTHSC's six colleges – Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing, and Pharmacy – offer ~~32-33~~ degree programs and ~~105~~ graduate certificates and graduate more than ~~900-1,000~~ new health care professionals and researchers and greater than 400 specialty residents and fellows each year. UTHSC is the leading public institution in Tennessee for research and education on the causes, treatment, and prevention of diseases. Clinical care is provided by UTHSC clinical practice groups, ~~including University Clinical Health, UT Le Bonheur Pediatric Specialists, UT Methodist Physicians, UT Regional One Physicians, and University Dental Practice~~ throughout the state that generate more than \$350M in clinical care for Tennesseans.

### *The University of Tennessee, Knoxville*

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

UT Knoxville is dedicated to providing students – especially Tennesseans – with opportunities to access a high-quality education through programs and initiatives like the Tri-Star scholarship program. The university prides itself on its community of support and the resources it provides students, boasting the highest first-to-second-year retention rate and the highest four-year graduation rate among the state’s public institutions. As the only public university in Tennessee to hold the highest Carnegie classification of Doctoral University, Very High Research Activity, UT Knoxville is committed to world-class creative inquiry and an unparalleled culture of collaboration in the pursuit of new ideas and sustainable solutions. The university’s decades-long partnership with nearby Oak Ridge National Laboratory, the nation’s largest multiprogram science and energy laboratory, is at the forefront of transformative research addressing global energy and security issues. With more than 175 joint appointments at ORNL, UT Knoxville’s faculty and graduate students play a critical role in the lab’s work.

The university’s experiential learning initiatives bring hands-on real-world experience to students through research, service-learning, and leadership development, ensuring that they graduate ready to step forward as Volunteers and make an impact as

## University of Tennessee Institutional Mission Profiles

2021

part of a rapidly changing and increasingly global workforce. The university is proud of its distinction as a Carnegie Community Engagement institution – an acknowledgment of its unwavering commitment to service in support of the public good.

~~The University of Tennessee, Knoxville, Tennessee’s flagship and land grant university, serves Tennessee, the region and world through excellence in research, teaching, and engagement. The university educates over 23,000 undergraduate and 6,000 graduate and professional students, has 1600 full time faculty and offers a multitude of degree programs. Committed to student success and achievement, the university has the highest first to second year retention rate, highest four year graduation rate, and highest six year graduation rate for undergraduate students among the state’s public institutions. UTK is the only public university in Tennessee to hold the highest Carnegie Classification of Doctoral University, Very High Research Activity, showcasing a commitment to the production of new knowledge across all fields of inquiry. A unique and vital research partnership with Oak Ridge National Laboratories is one of the university’s distinguishing programs, sharing faculty and several joint institutes contributing research and innovations in areas such as clean energy, security, computing and nuclear systems. University initiatives like Experience Learning bring students into research partnerships alongside faculty in order to prepare the students for the challenges of a rapidly changing and increasingly global work force. As the Tennessee Volunteers, serving the communities and those around us through service, education, engagement and research is foundational. UTK is proud to be recognized as a Carnegie Community Engagement institution. With top ten nationally ranked programs in nuclear engineering, supply chain management, and printmaking as well as more than 20 other programs ranked among the best in their fields, the university is committed to continuous improvement to benefit its students, the pursuits of the state, and the citizens of Tennessee.~~

### *The University of Tennessee at Martin*

The University of Tennessee at Martin provides a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. Located in Northwest Tennessee, the university is committed to advancing the regional and global community through teaching, scholarly activities, research and public service. The university serves over 7,200-100 undergraduate and 500-700 graduate students, offering programs on the main campus, at its centers in Ripley, Selmer, Somerville, Parsons, and Jackson, and online. UT Martin is a selective institution that provides outreach programs for sub-populations including first-generation, adult, and transfer students. The most recent six-year graduation rate was 47.253.7 percent. UT Martin's Carnegie Classification is Masters Medium, with select graduate offerings in Education, Business, Family and Consumer Sciences, Agriculture and Natural Resources, and Strategic Communications. The campus is committed to encouraging community engagement and leadership enhancement and has received national recognition for its commitment to volunteering, service learning, and civic engagement.



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **Granting of Honorary Degree to Joy Harjo, UTK**

Type: Action

### **Background**

With the unanimous approval of the UT Knoxville Honorary Degree Nominating Committee, Chancellor Plowman has recommended that Joy Harjo be granted an Honorary Doctorate in Humanities from the College of Arts and Sciences, and President Boyd concurs with the recommendation. The nomination was submitted by Allen Dunn, Professor and Head, Department of English, the College of Arts and Sciences.

- **Ms. Joy Harjo.** Ms. Harjo, an internationally renowned performer, musician, and writer, is a former UT Knoxville faculty member and the 23rd Poet Laureate of the United States. She is the author of nine books of poetry, several plays and children's books, and two memoirs, *Crazy Brave* and *Poet Warrior: A Memoir*. As a member of the Mvskoke Nation, her work is deeply rooted in her personal story, the language and history of her people, and her advocacy for marginalized voices. Her poetry and plays have been celebrated around the world and she is currently serving a third term as poet laureate, only the second poet to receive that honor since 1943. Her many awards and recognitions include the Ruth Lily Prize for Lifetime Achievement from the Poetry Foundation, the Academy of American Poets Wallace Stevens Award, a PEN USA Literary Award, Lila Wallace-Reader's Digest Fund Writers' Award, a Rasmuson U.S. Artist Fellowship, two NEA fellowships and a Guggenheim Fellowship. While at UT Knoxville, she garnered high praise from students and deep respect from her colleagues as she helped raise the reputation of UT's creative writing program. She departed the university in 2019, shortly after being named poet laureate.

**Resolved: The Board of Trustees hereby approves the granting of an Honorary Doctorate in Humanities from the College of Arts and Sciences at the University of Tennessee, Knoxville to Joy Harjo.**



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: New Academic Units, Engineering, UTC

Type: Action

### Background

The University of Tennessee Chattanooga and its College of Engineering and Computer Science requests approval to restructure the Department of Engineering as it currently exists by separating it into three distinct units: (1) Department of Civil and Chemical Engineering; (2) Department of Electrical Engineering; and (3) the Department of Mechanical Engineering. The proposed structure has existed somewhat informally for reasons related to program accreditation, but the College seeks to formalize the structure. There are no new costs, facilities, or personnel required for the proposed units.

**Resolved: The Board of Trustees hereby approves the new academic units: (1) Department of Civil and Chemical Engineering, (2) Department of Electrical Engineering, and (3) Department of Mechanical Engineering in the College of Engineering and Computer Science at the University of Tennessee at Chattanooga.**



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: Academic Program Modification, Bachelor of Science in Kinesiology, UTK

Type: Action

### Background

The University of Tennessee, Knoxville, seeks approval for a proposed program modification to change the degree designation for students majoring in Kinesiology. The College Education, Health, and Human Sciences houses the Department of Kinesiology, Recreation, and Sport Studies. The program has operated under an outdated structure in which students earn a Bachelor of Science in Education. The proposed modification will change the degree designation to a Bachelor of Science in Kinesiology. This new structure aligns with similar and aspirational peers located in Tennessee and the nation. There are no costs associated with this modification, which has been reviewed and approved by all of the appropriate department, college, and campus bodies at UT Knoxville and has the administration's full support.

**Resolved: The Board of Trustees hereby approves the proposed modification to change the degree designation from a Bachelor of Science in Education (BSE) to a Bachelor of Science (BS) in Kinesiology in the Department of Kinesiology, Recreation, and Sport Studies at the University of Tennessee, Knoxville for implementation Fall 2021.**

**Tennessee Higher Education Commission**  
**Evaluation of Academic Program Modification (APM)**  
**April 5, 2021**



The *THEC Policy A1.1 Academic Program Modifications* are limited to currently approved academic programs as reflected in THEC's academic program inventory. Modifications are limited to the following changes: (1) change or add a program degree designation when this change does not involve a significant curriculum shift in redefining the program's purpose, (2) change of degree designation per the recommendation of a disciplinary accreditation body, or (3) establishment of a free-standing academic program from an existing concentration with a steady enrollment and degrees awarded within both the degree designation and all concentrations under that degree period for a period of the last three years.

<b>Institution:</b> University of Tennessee, Knoxville		<b>APM Submission Date:</b> April 2, 2021
APM Request	Degree designation change from a Bachelor of Science in Education (BSE) to Bachelor of Science (BS) for Kinesiology.	
Criteria	Comments	
<b>Cover Letter from CAO</b>	<ul style="list-style-type: none"> <li>Letter of support was submitted by Provost John Zomchick dated April 1 2021</li> </ul>	
<b>Current Program CIP Code</b>	<ul style="list-style-type: none"> <li>31.0505 (Kinesiology and Exercise Science)</li> </ul>	
<b>Proposed Program CIP Code</b>	<ul style="list-style-type: none"> <li>31.0505 (Kinesiology and Exercise Science)</li> </ul>	
<b>Proposed Implementation Date</b>	<ul style="list-style-type: none"> <li>Fall 2021</li> </ul>	
<b>Proposed Termination Date for Degree Designation</b>	<ul style="list-style-type: none"> <li>Summer 2026 (with inactivation effective Fall 2021)</li> </ul>	
<b>Anticipated Delivery Site</b>	<ul style="list-style-type: none"> <li>UT Knoxville</li> </ul>	
<b>Background for APM</b>	<ul style="list-style-type: none"> <li>At UTK, Exercise Science curricula has existed since 1988 with its origins in the College of Education. Due to lack of interest, the training of Physical Education teachers was phased out.</li> <li>The program, formerly known as "Exercise Science," is now approaching ten years in its current departmental structure, and Kinesiology has become a recognized discipline of its own. The Kinesiology program at UTK has approximately 930 undergraduate students and graduates approximately 230 students per year. The stability of the structure now allows for the proper branding of the degree by providing students with a Bachelor of Science in Kinesiology (instead of a Bachelor of Science in Education).</li> </ul>	
<b>Program Need</b>	<ul style="list-style-type: none"> <li>Kinesiology is a popular undergraduate major nationwide for students in the pre-health professional tract that leads to graduate programs such as physical therapy, occupational therapy, physician assistant studies, and athletic training.</li> </ul>	
<b>Potential Impact of Modification on Current Program</b>	<ul style="list-style-type: none"> <li>No change in the program curriculum will be needed.</li> </ul>	
<b>Existing Program Offerings at Public and Private Institutions</b>	<ul style="list-style-type: none"> <li>There are existing public Kinesiology BS programs with a CIP Code of 31.0505 at APSU, MTSU, UoM and UTC.</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Private TN institutions with Kinesiology BS (or Exercise Science) programs include Belmont, Carson Newman, Cumberland, Freed Hardeman, Lincoln Memorial, Lipscomb, Maryville, Southern Adventist, and Union University.</li> </ul>
<b>Enrollment/Degrees Awarded</b>	<ul style="list-style-type: none"> <li>▪ 3 year average enrollment – 848</li> <li>▪ 3 year average degrees awarded - 240</li> </ul>
<b>Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Upon completing the Kinesiology, graduates will: <ul style="list-style-type: none"> <li>○ Demonstrate an understanding of key disciplinary knowledge.</li> <li>○ Use disciplinary knowledge in practical settings related to the major.</li> <li>○ Demonstrate capacity for critical thinking.</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Assessment methods includes the THEC major field test, Critical Thinking Skills Test, and rubric for internship/practicum.</li> </ul>
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>▪ Initial ABET accreditation will be in the 2022-2023 academic year which will put the new major on the same six-year cycle as the existing BSE degree.</li> </ul>
<b>Curriculum Requirements New Courses Needed</b>	<ul style="list-style-type: none"> <li>▪ The curriculum requirement for the BSE is identical to that currently proposed curriculum for the Kinesiology, Bachelor of Science.</li> <li>▪ No new courses will be needed.</li> </ul>
<b>Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies</b>	<ul style="list-style-type: none"> <li>▪ The curriculum crosswalk is provided that aligns with program learning outcomes and course offerings.</li> </ul>
<b>Distance Learning</b>	<ul style="list-style-type: none"> <li>▪ The program will only be offered on-campus at this time.</li> </ul>
<b>Current and Proposed Admission, Retention and Graduation Policies</b>	<ul style="list-style-type: none"> <li>▪ No changes in admission, retention, or graduation guidelines.</li> </ul>
<b>Current Faculty</b>	<ul style="list-style-type: none"> <li>▪ No new faculty is needed.</li> </ul>
<b>Finance (THEC Financial Projection)</b>	<ul style="list-style-type: none"> <li>▪ No new costs will be associated with the proposed degree designation change from BSE to BS.</li> </ul>



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **Academic Program Modification, Bachelor of Science in Recreation and Sport Management, UTK**

Type: Action

### **Background**

The University of Tennessee, Knoxville, seeks approval for a proposed program modification to change the degree designation for students majoring in Recreation and Sport Management. The College Education, Health, and Human Sciences houses the Department of Kinesiology, Recreation, and Sport Studies. This program has operated under an outdated structure in which students earn a Bachelor of Science in Education. The proposed modification will change the degree designation to a Bachelor of Science in Recreation and Sport Management. This new structure aligns with similar and aspirational peers located in Tennessee and the nation. There are no costs associated with this modification, which has been reviewed and approved by all of the appropriate department, college, and campus bodies at UT Knoxville and has the administration's full support.

**Resolved: The Board of Trustees hereby approves the proposed modification to change the degree designation from a Bachelor of Science in Education (BSE) to a Bachelor of Science (BS) in Recreation and Sport Management in the Department of Kinesiology, Recreation, and Sport Studies at the University of Tennessee, Knoxville for implementation Fall 2021.**

**Tennessee Higher Education Commission**  
**Evaluation of Academic Program Modification (APM)**  
**June 3, 2021**



The *THEC Policy A1.1 Academic Program Modifications* are limited to currently approved academic programs as reflected in THEC's academic program inventory. Modifications are limited to the following changes: (1) change or add a program degree designation when this change does not involve a significant curriculum shift in redefining the program's purpose, (2) change of degree designation per the recommendation of a disciplinary accreditation body, or (3) establishment of a free-standing academic program from an existing concentration with a steady enrollment and degrees awarded within both the degree designation and all concentrations under that degree period for a period of the last three years.

<b>Institution:</b> University of Tennessee, Knoxville		<b>APM Submission Date:</b> April 12, 2021
		<b>APM Resubmission Date:</b> June 3, 2021
APM Request	Degree designation change from a Bachelor of Science in Education (BSE) in Recreation and Sport Management to a Bachelor of Science in Recreation and Sport Management.	
Criteria	Comments	
<b>Cover Letter from CAO</b>	<ul style="list-style-type: none"> <li>Letter of support was submitted by Provost John Zomchick dated April 12, 2021.</li> </ul>	
<b>Current Program CIP Code</b>	<ul style="list-style-type: none"> <li>31.0504- (Sport and Fitness Administration/Management)</li> </ul>	
<b>Proposed Program CIP Code</b>	<ul style="list-style-type: none"> <li>31.0504- (Sport and Fitness Administration/Management)</li> </ul>	
<b>Proposed Implementation Date</b>	<ul style="list-style-type: none"> <li>Fall 2021</li> </ul>	
<b>Proposed Termination Date for Degree Designation</b>	<ul style="list-style-type: none"> <li>Summer 2026 (with inactivation effective Fall 2021)</li> </ul>	
<b>Anticipated Delivery Site</b>	<ul style="list-style-type: none"> <li>UT Knoxville</li> </ul>	
<b>Background for APM</b>	<ul style="list-style-type: none"> <li>UTK has offered a bachelor's degree in sports management content since 1984. The program evolved from the teacher education program in physical education and has been housed in various administrative structures for 35 years.</li> <li>The purpose of the Academic Program Modification is to update the actual name of the degree students are earning to a Bachelor of Science in Recreation &amp; Sport Management. The concentrations will remain the same as (1) Sport Management and (2) Therapeutic Recreation</li> </ul>	
<b>Program Need</b>	<ul style="list-style-type: none"> <li>The current program has existed since 1984 and is a popular program among students.</li> <li>The degree designation change will align with students' preferences and has the support among faculty and staff in the program. Additionally, the change will align with peer institutions.</li> </ul>	
<b>Potential Impact of Modification on Current Program</b>	<ul style="list-style-type: none"> <li>No change in the program curriculum will be needed.</li> </ul>	

<b>Existing Program Offerings at Public and Private Institutions</b>	<ul style="list-style-type: none"> <li>▪ There are existing public Sport and Recreation BS programs with a CIP Code of 31.0504 at East Tennessee State University and University of Memphis.</li> </ul>
<b>Enrollment/Degrees Awarded</b>	<ul style="list-style-type: none"> <li>▪ 3 year average enrollment - 477</li> <li>▪ 3 year average degrees awarded - 134</li> </ul>
<b>Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Upon completing the Recreation and Sport Management program, students will <ul style="list-style-type: none"> <li>○ Apply sport management and therapeutic recreation principles in professional settings.</li> <li>○ Understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.</li> <li>○ Demonstrate a capacity for critical thinking.</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Assessment methods for each program learning outcome was outlined in Appendix B.</li> </ul>
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>▪ Recreation and Sport Management program is accredited by the Accreditation for Parks, Recreation, Tourism, and Related Professions.</li> </ul>
<b>Curriculum Requirements New Courses Needed</b>	<ul style="list-style-type: none"> <li>▪ The curriculum requirement for the BSE is identical to that currently proposed curriculum for the Recreation and Sport Management Bachelor of Science (for both concentrations).</li> <li>▪ No new courses will be needed.</li> </ul>
<b>Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies</b>	<ul style="list-style-type: none"> <li>▪ The curriculum crosswalk is provided that aligns with program learning outcomes and course offerings.</li> </ul>
<b>Distance Learning</b>	<ul style="list-style-type: none"> <li>▪ The program will only be offered on-campus at this time.</li> </ul>
<b>Current and Proposed Admission, Retention and Graduation Policies</b>	<ul style="list-style-type: none"> <li>▪ No changes in admission, retention, or graduation guidelines.</li> </ul>
<b>Current Faculty</b>	<ul style="list-style-type: none"> <li>▪ No new faculty is needed.</li> </ul>
<b>Finance (THEC Financial Projection)</b>	<ul style="list-style-type: none"> <li>▪ No new costs will be associated with the proposed degree designation change from BSE to BS.</li> </ul>



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **Academic Program Modification, Bachelor of Science in Cell and Molecular Biology, UTM**

Type: Action

### **Background**

The University of Tennessee at Martin seeks approval for a proposed program modification to elevate a Cell and Molecular Biology concentration within the Bachelor of Science in Biology program to a freestanding Bachelor of Science degree. Having a distinct Cell and Molecular Biology program is anticipated to attract new students and provide them with a degree title that more accurately reflects their studies and learning experiences. There are no new costs or resources required to offer a Cell and Molecular Biology program. The proposed modification has been reviewed and approved by all of the appropriate department, college, and campus bodies at UT Martin and has the administration's full support.

**Resolved: The Board of Trustees hereby approves Bachelor of Science in Cell and Molecular Biology degree program in the Department of Biological Studies at the University of Tennessee at Martin for implementation Fall 2021.**

**Tennessee Higher Education Commission**  
**Evaluation of Academic Program Modification (APM)**  
**May 14, 2021**



The *THEC Policy A1.1 Academic Program Modifications* are limited to currently approved academic programs as reflected in THEC's academic program inventory. Modifications are limited the following changes: (1) change or add a program degree designation when this change does not involve a significant curriculum shift in redefining the program's purpose, (2) change of degree designation per the recommendation of a disciplinary accreditation body, or (3) establishment of a free-standing academic program from an existing concentration with a steady enrollment and degrees awarded within both the degree designation and all concentrations under that degree period for a period of the last three years.

<b>Institution:</b> University of Tennessee, Martin		<b>APM Submission Date:</b> April 2, 2021 <b>Resubmission:</b> May 12, 2021
<b>APM Request</b>	Establish a free-standing program from a BS in Biology, concentration in Cell and Molecular Biology to BS in Cell and Molecular Biology.	
<b>Criteria</b>	<b>Comments</b>	
<b>Cover Letter from CAO</b>	<ul style="list-style-type: none"> <li>Letter of support (March 23, 2021) was received from Chancellor Carver. Provost Dr. Cavalier was copied on the letter along with the Dr. Martin at the UT System office.</li> </ul>	
<b>Current Program CIP Code and Title</b>	<ul style="list-style-type: none"> <li>26.0101 - Biology/Biological Sciences,</li> </ul>	
<b>Proposed Program CIP Code and Title</b>	<ul style="list-style-type: none"> <li>26.0406 - Cell and Molecular Biology</li> </ul>	
<b>Proposed Implementation Date</b>	<ul style="list-style-type: none"> <li>August 2021</li> </ul>	
<b>Proposed Termination Date for Concentrations</b>	<ul style="list-style-type: none"> <li>The current concentration will be terminated in August 2021</li> </ul>	
<b>Anticipated Delivery Site</b>	<ul style="list-style-type: none"> <li>Delivered on ground at UTM.</li> </ul>	
<b>Background for APM</b>	<ul style="list-style-type: none"> <li>In response to Strategic Enrollment Planning, a survey conducted by Ruffalo Noel Levitz Enrollment Consultants and current concentration enrollment numbers, UTM is proposing to elevate the Cell and Molecular concentration to a freestanding degree.</li> <li>UTM contends this elevation will better support students and increase enrollment at the University (outlined below). On average, for the last five years, the Cell and Molecular Biology concentration graduates exceed an average of 10 graduates per year, as required by THEC.</li> </ul>	
<b>Program Need</b>	<ul style="list-style-type: none"> <li>UTM contends this elevation could aid in the recruitment of students. The proposed elevation seeks to allow students a clearer ability to articulate their course of study and potential career or graduate school interest.</li> <li>UTM surveyed 600 potential UTM students currently in their senior years of high school and 11% reported the intention of majoring in Biology, of that 11%, 45% of respondents reported the most interest in the subfield of Cell and Molecular Biology.</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ UTM provided an analysis from their consultants showing a lack of supply of graduates in this major in West Tennessee.</li> </ul>
<b>Potential Impact of Modification on Current Program</b>	<ul style="list-style-type: none"> <li>▪ Removing the Cell and Molecular Biology concentration will not negatively affect the overall program.</li> <li>▪ The Cell and Molecular Biology concentration accounts for 49.5% of the 204 degrees awarded by the BS with a major in Biology program through Summer 2020.</li> <li>▪ The remaining concentrations in Biology will still graduate over 10 graduates per year combined.</li> <li>▪ Elevating the program to a major will not have an impact on faculty resources.</li> </ul>
<b>Existing Program Offerings at Public and Private Institutions</b>	<ul style="list-style-type: none"> <li>▪ No public university in Tennessee offers a Bachelor of Science in Cell and Molecular Biology.</li> <li>▪ According to Economic Development and <a href="#">Employer Planning System</a>, the only undergraduate major is at Welch College in Gallatin, TN.</li> </ul>
<b>Enrollment/Degrees Awarded by Concentration</b>	<ul style="list-style-type: none"> <li>• Table 1 below shows the enrollment and graduate for each concentration.</li> </ul>
<b>Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ The Student Learning Outcomes for the CMB will remain the same as the current degree.</li> <li>▪ Upon completion of the Biology and the Cell and Molecular Biology major, graduating seniors are expected to be able to: <ul style="list-style-type: none"> <li>○ Define and explain fundamental elements of cell biology, organismal biology, and ecology</li> <li>○ Define and explain how genetics and evolution influence biological diversity</li> <li>○ Apply the scientific process to natural phenomena</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will follow the University, College and Departmental assessments.</li> </ul>
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>▪ The department plans to seek accreditation via the American Society for Biochemistry and Molecular Biology (ASBMB) for this major.</li> <li>▪ The ASBMB uses an evaluation process that determines whether degree programs meet critical and desired program outcomes.</li> <li>▪ UTM will seek accreditation from ASBMB by completing the required application in Fall 2021 - Spring 2022 and submitting the application for Fall 2022. The review committee convenes and reviews applications every six months. Should the UT Martin BS in Cell and Molecular Biology degree be accredited after that review, the accreditation is conferred for seven years.</li> </ul>
<b>Curriculum Requirements New Courses Needed</b>	<ul style="list-style-type: none"> <li>▪ No new courses will be needed for the proposed program. All required courses are currently taught as part of the cell and molecular biology concentration within the biology major.</li> </ul>
<b>Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies</b>	<ul style="list-style-type: none"> <li>▪ Under the "Approval and Accreditation" section of the APM (pg. 12), the proposed program states that it will seek accreditation from the American Society for Biochemistry and Molecular Biology (ASBMB). Table 8 provides a curricular crosswalk to student learning outcomes including a crosswalk to ASBMB standards.</li> </ul>

<b>Distance Learning</b>	<ul style="list-style-type: none"> <li>Apart from adjustments related to COVID-19, the program has no plans to be offered online. However, some introductory-level courses may be available online post-COVID.</li> </ul>
<b>Current and Proposed Admission, Retention and Graduation Policies</b>	<ul style="list-style-type: none"> <li>The same admission, retention, and graduation policies will apply to the new BS with a major in CMB as with the existing BS with a major in Biology and a concentration of Cell and Molecular Biology program.</li> <li>The admission policies for the program are those followed by the University for the acceptance of students.</li> </ul>
<b>Current Faculty</b>	<ul style="list-style-type: none"> <li>UTM currently has 17 faculty members who will be available to teach in the program.</li> </ul>
<b>Finance (THEC Financial Projection)</b>	<ul style="list-style-type: none"> <li>No new costs will be associated with the proposed move to a new degree program. The major in biology with a concentration in cell and molecular biology already exists. The new CMB major will continue to employ the current biology faculty, support personnel, and administrators.</li> <li>No costs or revenues are projected for year one while the program transitions into a standalone major.</li> <li>UTM projects tuition revenue for the proposed program to begin in year one and increasing as enrollment is projected to grow.</li> </ul>

**Table 1.**  
*Fall Enrollments in BS with a major in Biology, per Concentration*

<b>Biology Major Concentrations</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<i>Cell and Molecular Biology</i>	81	87	194	177	185	160
<i>Organismal Biology</i>	36	31	30	47	52	48
<i>Ecology and Environmental Biology</i>	6	3	18	18	23	34
<i>Health Sciences<sup>3</sup></i>	--	--	--	--	--	5
<b>Total</b>	<b>123</b>	<b>121</b>	<b>242</b>	<b>242</b>	<b>260</b>	<b>247</b>

**Notes:**

1. Values obtained from UTM Institutional Research Records

2. Totals for 2015 and 2016 include students listed in pre-health pathways separated from the concentrations in those years.

3. Health Sciences Concentration added Fall 2020



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **New UT Diploma Design and Proposed Process for Future Changes**

Type: Action

### **Background**

All University of Tennessee diplomas are awarded by the Board of Trustees, upon the recommendation of the faculty, through authority conferred upon the President and the respective Chancellor for each UT Campus.

In light of multiple board resolutions over an extended period of time, as well as the lack of formal guidance on certain topics, inconsistencies exist with respect to size/style of the University's diplomas, along with the type of information presented thereon. These variances have raised questions by graduates and their parents. More recently, students and parents have also been advocating for a student's major to be listed on the diploma.

In the context of the Be One UT initiative and the potential establishment of a fifth campus, there was a recognized need to revisit the University's diploma. In the spring of 2021, the chief academic officers appointed their respective registrars to work with UT System staff in Academic Affairs and Student Success to offer recommendations to address these and related issues. In connection with this review, peer benchmarking was undertaken.

Based upon the registrars' recommendations, a revised diploma template has been developed, along with certain diploma guidelines. It is recommended that the diplomas list Latin Honors only, with all UT Campuses to consistently apply the grade point averages of: 3.5 (*Cum Laude*), 3.7 (*Magna Cum Laude*), and 3.9 (*Summa Cum Laude*).<sup>1</sup> These averages are consistent with the standards recognized by national honor's councils and societies.

Further, as a result of the review, the campuses intend to enter into a single agreement with one vendor, which is anticipated to streamline processes, ensure consistency, and result in considerable cost savings. Certain final details regarding the diplomas will be finalized upon selection of the vendor.

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<sup>1</sup> Proposed changes in grade point average(s) to be presented to the faculty at the respective campus(es) for consideration and approval, with any such changes to be applied prospectively so as not to negatively impact current students.



## THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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The Chief Academic Officers for each of the UT Campuses, the Vice President for Academic Affairs and Student Success, and the Secretary to the Board of Trustees have reviewed the revised diploma template and guidelines and are recommending these items for approval by the Board.

**Resolved:** The Board of Trustees hereby approves the following guidelines for the diplomas issued by the University:

- ***Conferral Language and Signatures.*** The conferral language and the signatories shall be consistent on all diplomas.
- ***Major.*** Inclusion of a student's primary or preferred major may appear on the diploma, subject to agreed upon standards.
- ***Honors.*** Only Latin Honors (*Cum Laude*, *Magna Cum Laude*, and *Summa Cum Laude*) may appear on the diploma. Subject to approval by the respective faculty for each campus (as may be necessary), the following grade point averages shall be applicable for awarding honors recognition: 3.5 (*Cum Laude*), 3.7 (*Magna Cum Laude*), and 3.9 (*Summa Cum Laude*).
- ***Campus Designation.*** The diploma shall denote the name of the respective campus from which the degree is awarded.
- ***Seal.*** The University's seal shall be standard on all diplomas. An approved campus color, consistent with brand guidelines, may be included as an outside border to the seal.
- ***Size/Style.*** The size and style of the diplomas (e.g., dimensions, font, paper, and ink color) shall be standard for all campuses. Diplomas for undergraduate and master's degrees shall be the same size, with the diploma for doctoral degrees to be larger.
- ***Diploma Template.*** All diplomas shall be substantially in the form presented on [Attachment 1](#).
- ***Delegated Authority.*** Consistent with the provisions set forth above, the Vice President for Academic Affairs and Student Success, in consultation with the Secretary to the Board, is hereby granted the authority to approve: (i) the final Size/Style details that are contingent upon the selection of the vendor; (ii) non-substantive revisions; and (iii) any additional procedures or standards as may be determined to be necessary for maintaining and promoting consistency with respect to the University's diplomas.

# The University of Tennessee

*The Board of Trustees upon the recommendation of the Faculty and by authority granted to the President and Chancellor, has conferred on*

**[Student Name]**

*the degree of*

**[Degree Designation]**

**[optional major]**

**[Honors]**

*with all Rights, Privileges and Honors thereunto appertaining.  
In Witness Whereof this diploma is hereby awarded having been duly signed,  
and the Seal of the University hereunto affixed.*

*Given at [Insert Full Name of Campus] in the State of Tennessee  
this \_\_\_\_\_ day of \_\_\_\_\_, two thousand and \_\_\_\_\_.*

*Chair of the Board of Trustees*

*Secretary of the University*



*Chancellor*

*President*



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

Item: **Authorization for Conferral of Degrees, 2021-22 Academic Year**

Type: Action

**Resolved: The Board of Trustees hereby authorizes the President and Chancellors to confer degrees during the 2021-22 academic year in any Board-approved bachelor's, master's, or doctoral degree program upon certification by appropriate University offices that the students have satisfied (1) all degree requirements and (2) all obligations to the University in accordance with state law.**



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021

Committee: Education, Research, and Service

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

Type: Action

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

### **Background**

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

UTC is proposing certain revisions to Section 4.7.1 of the UTC Faculty Handbook, which pertains to non-tenure-track appointments. The proposed changes are intended to provide clearer and more uniform campus-wide criteria for evaluating non-tenure-track Teaching faculty for appointment and/or promotion. The proposed revisions are shown on Attachment 1.

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

### **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 revisions to Section 4.7.1 of the UTC Faculty Handbook as presented on Attachment 1, which shall be attached to this Resolution after adoption.**

ATTACHMENT 1

## UTC FACULTY HANDBOOK

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## Chapter 4

### Non-Tenure-Track Faculty

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#### 4.7. NON-TENURE-TRACK APPOINTMENTS

##### 4.7.1. Teaching Appointments

UTC may hire non-tenure-track Teaching faculty members for specific teaching assignments; engagement and ordinarily does not expect them to engage in disciplinary scholarship and/or perform public or disciplinary service as a condition of their employment. However, expectations of disciplinary scholarship and service may be added to the terms of employment as outlined by the hiring college or department.

UTC uses the following ranks or titles for Teaching appointments:

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

Normally, those holding the rank of Lecturer will:

1. Have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
2. Have demonstrated ability or potential as a teacher in the discipline;
3. Effectively participate in service activities aligned with the department's needs;
4. Have demonstrated capacity to relate appropriately to students and professional colleagues; and
- 4.5. Effectively engage in professional development and/or research activities in cases where college or departmental bylaws identify these activities as an obligation of the position.

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

Normally, those holding the rank of Associate Lecturer will:

1. Have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
2. Have a record as an accomplished teacher in the discipline;
3. Have an established record of effective service activities aligned with the department's needs;
4. Have demonstrated the ability to relate appropriately to students and professional colleagues; and
5. Have a substantial record of professional development and/or research activities in cases where college or departmental bylaws identify these activities as an obligation of the position.

**Senior Lecturer:** Faculty members who have held Teaching appointments at the rank of Associate Lecturer for ~~a minimum of eight~~~~six~~ ~~(86)~~ years ~~may~~ will be considered for promotion to the rank of Senior Lecturer. However, a record of extraordinary performance at the Associate Lecturer level may justify earlier consideration. Additionally, those faculty holding Teaching appointments who were hired prior to the creation of the Associate Lecturer position in 2019 will be considered for promotion to Senior Lecturer after ten (10) years of service at any Teaching appointment rank(s). Teaching appointments at this rank will be made for a definite term of up to five years.

Normally, those holding the rank of Senior Lecturer will:

1. Have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in the teaching discipline;
2. Have a significant record as an accomplished teacher in the discipline;

3. Have an extended record of effective service activities aligned with the department's needs;
4. Have demonstrated a continuing ability to relate appropriately to students and professional colleagues; and
- ~~4.~~ Have a substantial record of professional development and/or research activities in cases where college or departmental bylaws identify these activities as an obligation of the position.
5.

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

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

Each academic department shall establish the criteria and process for evaluating applications for promotion of departmental faculty members holding Teaching appointments, subject to the approval of the dean and Provost. The departmental criteria and process for evaluating promotion decisions shall be consistent with this Faculty Handbook and any criteria established by the college within which the department resides and shall be published in the departmental bylaws.



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021  
Committee: Education, Research, and Service  
Item: **Tenure Recommendations Requiring Board**  
Type: Action  
Presenter: Randy Boyd, President

### **Background**

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

- Officers of the University (as defined by the Bylaws of the Board) who concurrently hold a faculty appointment;
- Any faculty member who is to be granted tenure upon initial appointment without serving a probationary period at a University campus; and
- Any faculty member to be tenured after serving less than a six-year probationary period.

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



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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3.1

## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021  
Committee: Education, Research, and Service  
Item: **Grant of Tenure upon Initial Appointment**  
Type: Action  
Presenter: Randy Boyd, President

### **Background**

The Chancellors have recommended tenure be granted to individuals upon their initial appointment to a faculty position at their respective campuses. I have received documentation that each individual satisfies the following requirements to be considered for tenure upon initial appointment:

- (1) The tenure candidates were tenured at the institution from which they were recruited and could not have been successfully recruited without being considered for tenure upon initial appointment; and
- (2) All the required tenure review and recommendation procedures were followed by the campuses; candidates received a positive recommendation for tenure at every level of review.

Information on the candidates is provided in Attachments 1 and 2.

Following my review of the tenure dossiers, in consultation with the Vice President for Academic Affairs and Student Success, I am recommending that the Board grant tenure to these individuals in their faculty appointments.

### **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 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

3.1

## June 2021 Tenure upon Initial Appointment

UTC			
Last Name	First Name	College	Department
Im	Subin	Rollins College of Business	Marketing and Entrepreneurship
Jarrell	Melissa	Arts and Sciences	Social, Cultural, and Justice Studies
Ozomy	Joshua	Arts and Sciences	Political Science and Public Service
Shortridge	Rebecca	Rollins College of Business	Accounting
To	Angie	Arts and Sciences	Art

UTK			
Last Name	First Name	College	Department
Bulumol	Yemisi	Haslam College of Business	Supply Chain Management
Eady	Cornelius	Arts & Sciences	English
Stokes	Ashley	Veterinary Medicine	Large Animal Clinical Sciences
Williams	Javonda	Social Work	Social Work

# Attachment 2

## 2021 Grant of Tenure upon Initial Appointment

### Candidate Summaries

3.1

#### UTC

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

**Dr. Subin Im** was recruited to serve as Department Head for the Department of Marketing and Entrepreneurship in the Gary W. Rollins College of Business. Dr. Im has established a strong record of scholarship including 23 peer-reviewed journal articles, many of which have appeared in respected marketing journals such as the *Journal of Marketing*, the *Journal of International Marketing* and recently, the *Strategic Management Journal* which is one of the top four journals in the management field. Likewise, Dr. Im has an extensive dedication to service; he has a standing appointment to the Editorial Review Board of the leading journal in his core research area (NPD), the *Journal of Product Innovation Management* (since 2014) and co-chaired one of the most important and widely attended Marketing Conference in the world last year, the annual American Marketing Association's (AMA) Winter Educator's Conference. He currently serves as Director of Center Startup and former Associate Dean at the prestigious Yonsei School of Business in Seoul, South Korea and holds tenure in the Department of Marketing. Dr. Im has a strong teaching evaluation record and has taught at the undergraduate and graduate level and has executive education experience. He is committed to teaching and mentoring students in and out of the classroom.

**Dr. Melissa Jarrell** was recruited to serve as the Department Head of the Social, Cultural, and Justice Studies Department in the College of Arts and Sciences. She currently serves as the Dean of the University College, a position where she oversees the Department of Undergraduate Studies, the Honors Program, First-Year Seminar Program, the Academic Advising Program, and other key offices related to the student experience. With 12 published articles since 2016 and another seven works forthcoming in 2021, Dr. Jarrell is a productive scholar. She has been funded from the Environmental Justice Housing Fund for \$3 and has served as a Visiting Scholar at the Environmental Law Institute, on the Texas Higher Education Coordinating Board Undergraduate Education Advisory Council, and was awarded the Praxis Award from the American Society of Criminology, Division on Critical Criminology and Social Justice for Activism and Community Engagement in Environmental Justice. In addition, she has a book contract in place for *Toxic Intent: A History of the Criminal Enforcement of Environmental Law in the United States*. Dr. Jarrell is an award-winning teacher and can teach a wide variety of undergraduate and graduate courses, such as Introduction to Criminal Justice, Criminology, Research Methods, Issues in Corrections, Sports and Crime, Women and Criminal Justice, White Collar Crime, Environmental Crime, and Correctional Theory and Policy. She has supervised internships and directed independent studies at the undergraduate and graduate level as well as Honor's Projects of Excellence, McNair Projects and graduate theses/dissertations.

**Dr. Joshua Ozymy** will serve as an Associate Professor in the Department of Political Science and Public Service in the College of Arts and Sciences. Dr. Ozymy currently holds tenure and is a Professor of Political Science at Texas A&M University-Corpus Christi where he is also the Director of the Honors Program. He is an effective teacher who has consistently received high student ratings; student comments show that his courses are well organized and delivered with

enthusiasm, and he has taught courses at the undergraduate and graduate level, supervised various research projects and developed several study-abroad courses. Likewise, Dr. Ozymy has a strong scholarship record with a published co-authored book, more than 50 peer-reviewed articles and/or refereed book chapters, several other manuscripts in various stages of preparation and review, as well as authoring and co-authoring several refereed conference presentations. In addition, Dr. Ozymy' service includes service to his discipline as a review for such journals as *Public Performance & Management Review*, *American Politics and Research*, *Environmental Politics*, *Review of Policy Research*, *Crime, Law and Social Change*, and *Environmental Policy and Governance* and in holding faculty/administrative service positions such as Director of the Honors Program and Strategic Initiatives (2019-present; 2017 as Director of Honors) and the Speaker of the Faculty (2016-2017).

**Dr. Rebecca Shortridge** was recruited to serve as Professor, Department Head and the Gary W. Rollins Endowed Chair of Accounting, in the Department of Accounting, Gary W. Rollins College of Business. Dr. Shortridge is well respected in the field of financial accounting policy and market reactions, and her work has been published in high quality, discipline-based journals such as the *Journal of Business Ethics* and *The CPA Journal*. She has established a strong scholarly record which includes 23 peer-reviewed journal articles and 21 professional/academic conference presentations to national and international audiences. Not only does Dr. Shortridge serve her campus and community by serving on numerous academic committees and volunteering, but she has also served as Past President/President/President-Elect and Secretary of the prestigious Federation of Schools of Accountancy (FSA). At her current institution, Northern Illinois University (NIU), she is the Chair of the Department of Accountancy and the holder for the Donald E. Kieso Endowed Chair of Accountancy. Dr. Shortridge is an award-winning teacher; she was the recipient of the 2019 Joseph A. Silvos Faculty Merit Award from the Federation of School of Accountancy in recognition of her outstanding contributions to post-baccalaureate education. Her student evaluations have consistently been high and reflect the expertise she has gained over her 20 years of teaching at the university level.

**Ms. Angie To** was recruited to serve as Professor and Department Head, in the Department of Art, College of Arts and Sciences. Ms. To currently serves as Director of the Foundations and tenured Associate Professor at the Alfred University School of Art and Design, where she is gifted and dedicated teacher with experience in curriculum design and development, as well as integrating students into her academic programs to enhance student learning, retention, and degree progression. In addition to her current role, she has served as Interim Dean, served in roles to increase student research and creative activity and roles to improve campus advising, and served on the university's strategic planning committee. Ms. To has a strong research portfolio, with her work featured in 29 regional, national, and international peer-reviewed exhibition in the US and Canada. She has participated in six artist residency programs, including one at the Icelandic Textile Center in Blönduos, Iceland (2019) and the Cité des Arts Internationale in Paris, France (2017), and she is affiliated with Artfully, a virtual gallery; the Cross Mackenzie Gallery in Washington, DC; and the Canvas Gallery in Toronto, Canada.

## 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. Yemisi Bolumole** was recruited to serve as Professor in the Department of Supply Chain Management in the Haslam College of Business. At Michigan State University (MSU), Dr. Bolumole is an Associate Professor of Supply Chain Management at the Eli Broad College of Business, and in her current leadership roles, she is the Chair of the APICS' *CLTD* certification exam committee and senior editor for the *Journal of Business Logistics*. Dr. Bolumole's research is strong; she has generated over 40 publications, including refereed journal articles in the *Journal of Business Logistics*, *International Journal of Physical Distribution and Logistics Management*, *Transportation Journal*, *International Journal of Logistics Management*, and most recently her research in the policy area garnered significant national attention, receiving recent visibility during the COVID-19 pandemic through an invited multi-part series of article published at the *Supply Chain Management Review Business Journal*. She has also published book chapters, numerous professional conference proceedings and other publications and has supported her work with over \$1.6M in funding. Dr. Bolumole's instruction is well-versed as she has taught in several executive education programs for the United States Army, the Ohio State University, the University of North Florida, Northwestern University, and Cranfield School of Management; she has won several teaching awards including the AT&T Instructional Technology Award for Best Hybrid/Flipped class at Michigan State University for her adoption of innovative and technology-enabled learning experiences in her courses.

**Dr. Cornelius Eady** was recruited to serve as the Chair of Excellence in English, in the Department of English, College of Arts & Sciences. Dr. Eady currently serves as a Professor of English in the Master of Fine Arts (MFA) Program at SUNY Stony Brook and is an award-winning poet, playwright, and educator. He has authored eight books of poetry, five plays, and his creative work has been published in more than 50 anthologies, including many prestigious venues such as the *Oxford Anthology of African-American Poetry*. He has received a number of prestigious awards including the American Academy of Poets Lamont Prize, an Obie, and the O.B. Hardison Jr. Poetry Prize. He was the recipient of the Modern Language Association's Phyllis Franklin Award (2019), the Paul Engle Prize (2019), and the National Book Foundation's Literarian Award (2016) for creative excellence dedicated to the betterment of the world through the literary arts. Dr. Eady is an accomplished teacher and has received high marks from students as well as from professional colleagues who have observed or experienced his pedagogical talents. He is a generous mentor and positive example to others. He is also co-founder of the prestigious Brooklyn-based *Cave Canem*, a Black poet's hub and workshop, which has helped launch and cultivate the careers of countless Black poets and artists.

**Dr. Ashley Stokes** was recruited as Dean for UT Extension in the Institute of Agriculture. She currently serves as the Associate Vice President, Deputy Director of Extension in the Office of Engagement and Extension at Colorado State University and is known as a national leader in engagement and extension. Dr. Stokes has a strong research history, not only attracting more than \$30.8M in research funding, but has authored 21 peer-reviewed manuscripts, 5 book chapter, 71 scientific abstracts, and has authored 56 extension articles. She has also presented the results of her research at international, national, and regional venues, as well as a community, citizen-

focused, educational efforts involving her Extension work. Her scholarly expertise is further recognized through her invitations to serve as an ad hoc review for the *American Journal of Veterinary Research*, *Journal of Animal Sciences*, *Innate Immunity*, *Veterinary Surgery*, *Equine Veterinary Journal*, and *Experimental Biology and Medicine*. Likewise, Dr. Stokes' academic career shows stellar achievements. She has served as a major professor for 7 graduate degree students and a committee member for an additional 4 students; she has effectively taught undergraduate, graduate, and professional student and her areas of expertise included molecular biology techniques, pharmacology, pain management, inflammation, communication skills, leadership development, strategic planning, well-being, nutrition, and behavior.

**Dr. Javonda Williams** was recruited to serve as Professor, Associate Dean of Academic Affairs in the College of Social Work. Dr. Williams currently serves as the Associate Dean for Educational Programs and Student Services in the School of Social Work at the University of Alabama. Dr. Williams' excellence in teaching is apparent through the 14 different courses in her field that she has taught, which is an unusually large number for a faculty member who has also held administrative positions for much of the time that she has served on the faculty. She has chaired three doctoral dissertation committees and served on four more. One external reviewer calls her a "beloved and much sought-after instructor" and notes that she has been nominated for several teaching awards. Her research on child sexual abuse and child trafficking has been published widely, and she recently (2018) been principal investigator of a \$1.3M Department of Justice grant to study juvenile trafficking in Alabama. Dr. Williams' service to academic departments and universities is estimable and her experience wide-ranging. She has served in administrative roles and key leadership positions such as Social Work Program Director/Department Chair at Miles College, and Bachelor of Social Work Program Chair, Interim Master of Social Work Program Director, Assistant dean for Educational Programs and Student Services, and Associate Dean for Educational Programs and Student Services at the University of Alabama. As a licensed social worker in Alabama, she uses her professional knowledge and experience in service to the community.



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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3.2

## AGENDA ITEM SUMMARY

Meeting Date: June 24, 2021  
Committee: Education, Research, and Service  
Item: **Grant of Tenure upon Early Consideration**  
Type: Action  
Presenter: Randy Boyd, President

### **Background**

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

Information on the candidates is provided in Attachments 1 and 2.

Following my review of the tenure dossiers, in consultation with the Vice President for Academic Affairs and Student Success, I am recommending that the Board grant tenure to these individuals in their faculty appointments.

### **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 grants tenure upon early consideration to the individuals presented in the meeting materials and listed on Attachment 1, which shall be attached to this Resolution after adoption.**

## Attachment 1

3.2

## June 2021 Tenure upon Early Consideration

UTC			
Last Name	First Name	College	Department
Alam	Rafayet	Rollins College of Business	Finance and Economics
Danquah	Michael	Engineering and Computer Science	Civil and Chemical Engineering
Karrar	Abdelrahman	Engineering and Computer Science	Electrical Engineering
Zelin	Alex	Arts and Sciences	Psychology

UTHSC			
Last Name	First Name	College	Department
Bukiya	Anna	Medicine	Pharmacology, Addiction Science and Toxicology
Hayes	Liza Makowski	Medicine	Medicine
Mandal	Nawajes	Medicine	Ophthalmology
Vasquez	Valeria	Medicine	Physiology
Zhou	QiQi	Medicine	Medicine

UTK			
Last Name	First Name	College	Department
Conway	Anne Marie	Social Work	Social Work
Hasford	Jonathan	Haslam College of Business	Marketing
Huth	Thursten	Arts & Sciences	Modern Foreign Languages & Literatures
Lenaghan	Scott	AgResearch	Food Science
Traga-Philippakos	Zoi Apostolia	Education, Health, and Human Sciences	Theory & Practice in Teacher Education
Vogiatzis	Konstantios	Arts & Sciences	Chemistry
West	Stacia	Social Work	Social Work

# Attachment 2

## 2021 Grant of Tenure upon Early Consideration

### Candidate Summaries

3.2

#### UTC

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

**Dr. Rafayet Alam** joined the Department of Finance and Economics at UTC in August 2016. Dr. Alam has been a valuable member of the department and has excelled in all areas of teaching, research, and service. His student evaluations are consistently on the upper end of the scale, and his student comments are highly positive. In a relatively short time, Dr. Alam's publication record has exceeded the minimum requirement for tenure consideration. He has published 13 peer reviewed journal articles, four of which are in "A" journals. He received the Rollins College of Business Outstanding Researcher award for the 2019-2020 academic year. Dr. Alam is active in serving the profession, as well as the Department, College, UTC, and the Chattanooga community. His service includes the University Curriculum Committee, RCOB Undergraduate Curriculum Committee, Assurance of Learning Committee, UTC Budget and Economic Status Committee, and he is actively involved with faculty recruitment efforts. The request to grant early tenure and promotion to Associate Professor was strongly supported by the department and college committees, and at all administrative levels.

**Dr. Michael Danquah** began his tenure at UTC as Professor of Chemical Engineering in August 2018 and has since made significant accomplishments in the areas of teaching, research, and service. His course evaluation ratings have been excellent and consistently well above the departmental average. He is committed to providing students with high impact practices and opportunities, whether in project-based learning as part of his assigned instructional load, or in his supervision and mentoring. Dr. Danquah established and leads the biomolecular and biomedical engineering research program in the Department. His research findings have appeared in premier journals and conferences and, as a result, he was recognized as a Fellow of the Royal Society of Chemistry in 2020. Dr. Danquash was also recently ranked in the top two percent of world scientists published by Stanford University. He was appointed to Associate Dean after his first year, which is a testament to his significant breadth and depth of experience and skill. Externally, Dr. Danquash serves as an Associate Editor for various journals, including BMC Biotechnology, Frontiers in Bioengineering, and Biotechnology. The request to grant early tenure to Professor was strongly supported at all levels.

**Dr. Abdelrahman Karrar** was hired as a visiting professor at UTC in August 2014 and appointed to Associate Professor of Electrical Engineering in 2017. Dr. Karrar was the recipient of the College's "Outstanding Teacher in Electrical Engineering" award in 2019. He has developed three new courses and revised materials in five others. Since joining UTC, Dr. Karrar established a new and funded research capability through projects sponsored by organizations such as Tennessee Valley Authorities (TVA) and EPB. As a principal investigator, he has secured over \$380K of external funding. Dr. Karrar has been awarded the best paper prize at the IEEE General Meeting twice and has won the IEEE Nuclear Power Engineering Technical Paper Prize twice. He currently serves as Interim Department Head of Electrical Engineering, has served on two search committees, participated in curriculum development, served on advisory task force committees,

and contributed to ABET and SACSCOC assessments. The request to grant early tenure and promotion to Professor was strongly supported by the department and college committees, and at all administrative levels.

**Dr. Alex Zelin** was appointed to Assistant Professor in UTC's Psychology Department in 2016. She has demonstrated exceptional dedication and ability in the areas of teaching, research and service during her time at UTC. She has been the PSY 2020 Research Methods Lab Coordinator, where she supervises several Graduate Teaching Assistants. Her commitment to support for teaching intersectionality in the classroom was recognized with the national Mary Roth Walsh Teaching in Psychology of Women award in Spring 2020. Dr. Zelin's research productivity has been impressive, with six peer-reviewed publications in top journals, five edited book chapters, two technical reports, 39 refereed presentations at regional, national, and international academic and professional conferences, and 18 invited lectures and workshops. Dr. Zelin is an ad hoc reviewer for several academic journals and conferences and serves as the current chair of the Women's Including Network (WIN) within the American Psychological Association's Division 14, the Society for Industrial-Organizational Psychology. The request to grant early tenure and promotion to Associate Professor was strongly supported at all levels.

### UTHSC

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

**Dr. Anna Bukiya** began her UTHSC career in 2011, first on a non-tenure track and moved to tenure track in 2016. She currently serves as Associate Professor in the Department of Pharmacology, Addiction Science and Toxicology, in the College of Medicine. Dr. Bukiya has received impressive peer evaluations of her teaching. Comments made by a senior faculty member after observation rated her as an "outstanding lecturer." Her external letters of reference are exemplary and speak to her value as a researcher; she has gained worldwide recognition for her work on signaling in fetal cerebral arteries during prenatal alcohol exposure. Dr. Bukiya has published nine book chapters, ten review articles, and 49 peer-reviewed original research articles. She served as Director of the Pharmacology Journal Club and now serves as Course Director of the new Principles in Pharmacology course, of which she played a substantial role in developing. The request to grant early tenure and promotion to Professor was strongly supported by the department and college committees, and at all administrative levels.

**Dr. Liza Makowski Hayes** was recruited to UTHSC in 2017 to serve as Professor in the Department of Medicine. She currently holds joint appointments in the Department of Microbiology, Immunology, and Biochemistry within the College of Medicine and the Department of Pharmaceutical Sciences within the College of Pharmacy. She is also a faculty member in the Biomedical Sciences program within the College of Graduate Health Sciences. Dr. Hayes has received consistently positive reviews for her teaching efforts and students feel strongly that she cares about their success. She is known internationally for her publications, grant-funding, and conference presentations on the topics of nutritional immunology, cancer, and metabolism. To date, she has published more than 63 manuscripts and invited reviews in top

journals. She has obtained a \$2.6M R01 grant from the National Institutes of Health as a Multiple Principal Investigator. Dr. Hayes has been very active in committee membership and other community building efforts, and is a role model and terrific mentor for the next generation of scientists. The request to grant early tenure was strongly supported at all levels.

**Dr. Nawajes Mandal** began his career at UTHSC in 2016. He currently serves as Associate Professor in the College of Medicine, with primary appointment in the Department of Ophthalmology and joint appointment in the Department of Anatomy and Neurobiology. Dr. Mandal's excellence in teaching has been described as being based on his solid foundation of ophthalmology, his interactive lecture style, and his passion for his subject. He is an active mentor, mentoring a total of 42 students in laboratory research, which has helped these students pursue graduate studies in medicine and the biomedical sciences. Dr. Mandal has 51 peer-reviewed original research articles and six reviews/invited reviews and book chapters. Additionally, he has 88 abstracts and presentations from national and international scientific meetings. Dr. Mandal also is the holder of six patent and invention disclosures; his extramural funding since 2007 has totaled over \$6.7M. Dr. Mandal excels in service as a leader in the Faculty Senate and holds leadership and session moderator roles in national ophthalmology organizations. The request to grant early tenure and promotion to Professor was strongly supported at all levels.

**Dr. Valeria Vasquez** serves as Associate Professor in the Department of Physiology in the College of Medicine. Since her arrival as a non-tenure track Assistant Professor in 2014, she has shown a record of academic achievement and has exceeded expectations. Students under Dr. Vasquez's guidance have gone on to become Assistant Professors, been awarded postdoctoral awards, and received international fellowships. Dr. Vasquez has published 15 peer reviewed research articles with an additional article under review, three peer-reviewed short surveys, two book chapters, and one invited review article. She has co-mentored four post-doctoral fellows and is a mentor for a research associate, as well as two undergraduate students. Additionally, Dr. Vasquez serves on three Master theses committees and four PhD dissertation committees. In 2020, she was selected as one of 100 Inspiring Hispanic/Latinx Scientists in America by Cell Press, publisher of the high-impact journal *Cell*. The request to grant early tenure was strongly supported by the department and college committees, and at all administrative levels.

**Dr. QiQi Zhou** joined UTHSC in 2019 as Professor in the Department of Medicine in the College of Medicine. Dr. Zhou has consistently exceeded expectations for performance in all areas of assigned effort. She plays an active role in education of medical students, residents, and fellows. Dr. Zhou received outstanding peer evaluations of her teaching by senior faculty in the department. She has published 45 peer reviewed articles and 51 abstracts from national meeting presentations. Dr. Zhou currently is supported by two RO1 NIH grants through 2024, totaling over \$3.5M and a Department of Veterans Affairs grant through 2022, totaling over \$1.4M. To date, she has mentored over 25 undergraduates, and pre- and postdoctoral trainees. Dr. Zhou is regularly invited to lecture at national conferences and scientific meetings, participates in NIH and other study sections, and serves as a journal reviewer for seven different publications. External letters of evaluation are exemplary and speak to Dr. Zhou's value as a researcher, faculty member, and mentor. The request to grant early tenure was strongly supported at all levels.

## UTK

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

**Dr. Anne Marie Conway** joined the College of Social Work in 2019 as the Urban Child Institute (UCI) Endowed Associate Professor. She has excelled during her time at UTK. Dr. Conway's student evaluations are strongly positive, with students and peer reviewers rating her as an excellent, student-centered teacher, advisor, and mentor. To date, Dr. Conway has authored or co-authored 22 published papers, two additional papers are in press, and two more are in preparation. Her publication venues are described as "top-tier, interprofessional, peer-reviewed journals." As the UCI Endowed Professor, she has worked to develop a project to examine the health and welfare of pregnant mothers in Memphis and their children's growth over time through the UCI-funded Conditions Affecting Neurocognitive Development and Learning in Early Childhood Study (CANDLES). The request to grant early tenure was strongly supported by the department and college committees, and at all administrative levels.

**Dr. Jonathan Hasford** began his career at UTK in 2019 as Assistant Professor in the Marketing Department of the Haslam College of Business. He serves as the Department's Doctoral Program Coordinator, an activity which combines teaching and service. Dr. Hasford's student evaluations are very positive, with recognition for his student-centered approach to teaching, his kindness in class, and his use of examples to illustrate principles. He has assembled an impressive research record. To date, he has a total of ten publications in peer reviewed journals, four of which appear in premier marketing journals, one published in a top psychology journal, and his remaining five appearing in a variety of well-regarded journals. Relative to the 127 marketing scholars who received their PhD in 2013, Dr. Hasford ranks second overall in terms of publications in premier journals, a level of success indicative of a "rising star" in his field. Dr. Hasford has demonstrated a willingness to serve by becoming coordinator of the Department's behavioral lab and research pool and also assuming the role of Director of Graduate Studies. He serves on the editorial boards of two professional journals and is an ad hoc reviewer for seven other disciplinary publications. The request to grant early tenure and promotion to Associate Professor was strongly supported at all levels.

**Dr. Thursten Huth** began his tenure-track position in 2016 as Assistant Professor of German/Linguistics after serving four years as a Lecturer for Modern Foreign Languages and Literatures (MFLL) in the College of Arts and Sciences. Dr. Huth's teaching scores and peer reviews are very strong, with one reviewer calling his teaching "exemplary," and noting his strong rapport with students. During his time at UTK, Dr. Huth has published, or has forthcoming, five articles in peer reviewed journals or edited volumes; four of these are co-authored, which is common in his field. He has also revised the widely used German language and culture textbook *Deutsch Heute* and has published a single-authored monograph, *Interaction, Language Use, and Second Language Teaching* (2020), which appeared in the prestigious series *Routledge Advances in Second Language Studies*. Dr. Huth serves on the Linguistics IDP Executive Committee, the MFLL Language Program Coordination Committee, the World Language Board of Admission, and is also a member of several professional organizations. The request to grant early tenure and promotion to Associate Professor was strongly supported by the department and college committees, and at all administrative levels.

**Dr. Scott Lenaghan** serves as Assistant Professor in the Department of Food Science at UTIA. Since his arrival in June 2016. His excellence in research is evidenced by an impressive record of deliverables and impacts, including publication of 23 peer reviewed articles in high-quality journals, one book chapter, and 24 conference presentations/publications. He serves as the co-director of UTIA Center for Synthetic Biology (CASB). Dr. Lenaghan has advised one Ph.D. student and one MS/Ph.D. student. Currently, one Master's thesis and one Ph.D. dissertation are in progress under his supervision. Dr. Lenaghan has also served on committees for 14 graduate students (five in progress) in five departments during his time at UTIA. His service record includes the UTIA Orange team, faculty senate, and UTIA Advisory Council. He has also contributed significantly to the department by serving on the graduate committee, undergraduate committee, space committee, and four search committees for tenure-track faculty, including the department head position. Dr. Lenaghan is an active member in the Genome Project Write Consortium, and his expertise has been called on to review numerous manuscripts for several journals and serves as a committee member for five GP-Write working groups. The request to grant early tenure and promotion to Associate Professor was strongly at all levels.

**Dr. Zoi Apostolia Traga-Philippakos** was appointed Assistant Professor of Literacy Education in the Department of Theory and Practice in Teacher Education in August 2018. Dr. Philippakos is a highly rigorous, highly effective teacher of very challenging courses. She teaches content based on research evidence, which is needed nationally in teacher preparation programs, making her work stand out and sought after. Since 2015, Dr. Philippakos has co-authored five books, with two more under contract; five book chapters, with three more invited or under contract; and 21 peer reviewed articles. The quality of the journals in which she is published is consistently top-tier and high impact, including *Reading Research Quarterly*, *Journal of Educational Psychology*, and *Reading and Writing Quarterly*. Dr. Philippakos has a robust disciplinary service record that includes service on the board of directors of the American Reading Forum, chair of the 2019 American Reading Forum Conference, editor of the *Athens Journal of Education*, as well as the department's external funding and diversity committees and a facilitator of the TPTE-CFS Literacy Working Group. The request to grant early tenure and promotion to Associate Professor was strongly supported by the department and college committees, and at all administrative levels.

**Dr. Konstantios Vogiatzis** was hired as Assistant Professor in the Department of Chemistry in 2016. Dr. Vogiatzis is an excellent instructor, teaching primarily at the graduate and advanced undergraduate level, and his student evaluations are consistently above average for these courses. He has mentored ten graduate students, including two Ph.D. students who recently graduated, and eight undergraduate students, some of whom have published and presented at conferences and been accepted into highly ranked graduate programs. Dr. Vogiatzis has published 25 peer reviewed publications since joining UTK and a total of 42 articles since 2009. His colleagues describe his rate of productivity as "high" and attest to the high quality of the journals where his work has been published. They also highlight the importance of his contributions to more than five computational chemistry program packages, which enable researchers around the world to conduct their own computational chemistry experiments. Dr. Vogiatzis has three active grants, one as PI from the National Science Foundation and two as co-investigator. His service also includes several departmental committees, including a faculty search committee, department head search committee, undergraduate curriculum committee,

and the graduate and undergraduate awards committee. The request to grant early tenure and promotion to Associate Professor was strongly supported at all levels.

**Dr. Stacia West** joined the College of Social Work as Assistant Professor in August 2016. Dr. West is an innovative and dedicated teacher whose scholarship has had an impact not only on knowledge development, but program and policy development. Student report that Dr. West cares about her students, offers a well-organized and engaging classroom, and brings passion about the material she is teaching. Dr. West is a prolific scholar, with 18 published peer reviewed articles, 16 of which were published since joining UTK. Dr. West has secured nearly \$900K in research funding. She was awarded a grant from the Robert Wood Johnson Foundation (RWJF) to conduct the first modern unconditional cash transfer experiment in the country. This is the largest RWJF grant ever awarded to the University of Tennessee. Dr. West's work has been featured in over 400 media outlets, evidence that her scholarship is not only influential in the academy, but also in public discourse. She currently chairs two dissertation committees and served on the committee of one other student, who completed their Ph.D. in 2019. Dr. West has served on several committees, including the MSSW Admissions Committee, the Search and Screen Committee, and the Faculty Governance Committee, UTK's Faculty Senate, and the Departmental Review Committee. Early tenure and promotion to Associate Professor was strongly at all levels.



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.1

## AGENDA ITEM SUMMARY

Meeting Date:	June 24, 2021
Committee:	Education, Research, and Service
Item:	<b><u>New Academic Program, Bachelor of Applied Science in Applied Leadership, UTC</u></b>
Type:	Action
Presenter:	Jerald L. Hale, Provost and Sr. Vice Chancellor of the University of Tennessee at Chattanooga

### **Background**

UT Chattanooga's new Bachelor of Applied Science in Applied Leadership will provide a flexible and fully online completion pathway for students with prior college, employment, and military experience. Housed in the College of Health, Education, and Professional Studies, this program will support the local community and region by preparing skilled workers and contributing to future economic development. A Bachelor of Applied Science (BAS), rather than a standard Bachelor of Science (BS) or Bachelor of Arts (BA) designation, aligns better with transfer students entering from Associate of Applied Science (AAS) programs. The program will also accommodate a wide range of prior experiences that students bring with them.

The BAS program will prepare students for their future careers by focusing on innovative and effective leadership theory and practice. Specifically, the coursework and experiences will help students develop the skills and knowledge they need to solve problems, communicate effectively, resolve conflict, and assess program effectiveness in diverse environments. While the program's primary focus is on cultivating leadership at all levels, students will also develop and refine skills in critical thinking, problem-solving, motivating and empowering others, and communicating effectively and persuasively. This program, ready for Fall 2021 implementation, has undergone all necessary levels of review and has the full support of campus leadership and the local community.

### **Committee Action**

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



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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4.1

**Resolved: The Board of Trustees approves the proposed new academic program at UT Chattanooga leading to a Bachelor of Applied Science degree in Applied Leadership and authorizes the administration to submit the proposal to the Tennessee Higher Education Commission for approval.**

**Tennessee Higher Education Commission**  
**Evaluation of New Academic Program Proposal (NAPP)**  
**January 5, 2021**



4.1

In keeping with *THEC Policy A.1 New Academic Programs: Approval Process*, the NAPP is submitted in entirety to THEC at the time the campus seeks to request an external review complements the Letter of Notification (LON) by addressing the additional criteria explained further in the NAPP checklist.

<b>Institution:</b> University of Tennessee, Chattanooga	<b>NAPP Submission Date:</b> December 3, 2020
<b>Academic Program, Degree Designation:</b> Applied Leadership, Bachelor of Applied Science (BAS)	
<b>Proposed CIP Code:</b> 52.0213 (Organizational Leadership)	
<b>Proposed Implementation Date:</b> August 2021	
<b>External Reviewer:</b> Christine Mollenkopf-Pigsley Assistant Professor and Director of Applied Leadership College of Social and Behavioral Sciences Minnesota State University <a href="mailto:christine.mollenkopf-pigsley@mnsu.edu">christine.mollenkopf-pigsley@mnsu.edu</a> <b>612-709-9164</b>	
<b>New Academic Program Approval Process: Essential Steps</b>	
<ol style="list-style-type: none"> <li>1) Site Visit: <i>January 15, 2021</i></li> <li>2) External reviewer submit report to UTC and THEC (30 days after site visit): <i>February 15, 2021</i></li> <li>3) UTC submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): <i>March 15, 2021</i></li> <li>4) THEC makes determination of whether to support, not support or defer support of proposed program. <i>(TBD)</i></li> <li>5) If THEC supports the institution's response, UTC may seek approval from the Board of Trustees: <i>June 24-25, 2021</i></li> <li>6) UTC provides documentation of BOT approval and request program to be placed on Commission agenda: <i>July 22, 2021</i></li> </ol>	

**Note: Italics reflect concerns based on the NAPP Evaluation conducted by THEC staff.**

Criteria	Comments
<b>Letter of support from President/Chancellor</b>	<ul style="list-style-type: none"> <li>▪ A letter of support for the proposed program was submitted by Dr. Linda Martin at the UT System dated October 2, 2020.</li> <li>▪ A letter of support from UTC Chancellor Steven Angle was submitted for the proposed program dated July 23, 2020.</li> </ul>
<b>Overall comments</b>	<ul style="list-style-type: none"> <li>▪ Overall, the proposed program in Applied Science seems to align well with the needs of the local labor market and provides a flexible option to those in the labor force who need additional education to advance in their careers.</li> </ul>
<b>Background on academic program development</b>	<ul style="list-style-type: none"> <li>▪ The proposed program was developed in response to the State's Drive to 55 and Reconnect initiatives in order to provide an avenue for adult learners to earn a bachelor's degree with some flexibility.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The proposed program will utilize existing capacities in the College of Health, Education, and Professional Studies (CHEPS) to create a high-quality online undergraduate program.</li> </ul>
<p><b>Purpose and nature of program</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program is targeted to adult learners – particularly those with prior college credit and/or work experience and no bachelor’s degree – and will provide an online, flexible program for those seeking employment or advancement in the workforce that requires a bachelor’s degree.</li> <li>▪ The proposed program was created as a BAS in order to support and accommodate all associate degree earners. As with UTC’s already existing BAS in Mechatronics, this degree curriculum has general education requirements that better align with transfer students from AAS degrees than do most BA and BS programs. Faculty advisors will work directly with students to identify appropriate transfer opportunities.</li> <li>▪ The proposed program will be designed as a completer degree program for adults which will build in as much flexibility as possible to translate previously earned credits including those from AAS degrees. The proposed program is also designed to maximize Prior Learning Assessment (PLA) to award credit to students with significant workplace and military experience.</li> <li>▪ Program outcomes for the proposed program:             <ul style="list-style-type: none"> <li>○ Analyze the styles and process to articulate and practice leadership</li> <li>○ Explain the need for ethical, responsible leadership</li> <li>○ Apply leadership approaches in diverse contexts</li> <li>○ Implement effective approaches to organizational change and innovation</li> <li>○ Implement effective approaches to organizational change</li> <li>○ Apply communication skills to influence the leadership process with a variety of audiences in various contexts</li> <li>○ Explore and analyze decision-making processes that result in the implementation of ethical practice</li> </ul> </li> <li>▪ The proposed program will have both full-time and part-time options.</li> </ul>
<p><b>Alignment with State Master Plan and Institutional Mission</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program directly aligns with the state’s master plan goal of increasing outreach to adults and builds on Tennessee Reconnect’s success to serve adults.</li> <li>▪ The proposed program aligns with the UT System and UT Chattanooga’s missions and strategic goals by expanding online offerings, adopting new learning technologies, embracing diversity and inclusion, and reaching the adult population, and contributing to community employers and individuals.</li> </ul>
<p><b>Institutional capacity to deliver the program</b></p>	<ul style="list-style-type: none"> <li>▪ UTC does not anticipate the proposed program will negatively affect enrollment in other programs.</li> <li>▪ The proposed program is supported and designed by the doctoral faculty in the Learning and Leadership program.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ CHEPS has developed a successful online RN to BSN program that targets adult learners.</li> <li>▪ UTC plans to leverage professional expertise at the Walker Center for Teaching and Learning to support Canvas, ZOOM, and other online learning technologies.</li> <li>▪ The proposed program will require 10 new core courses with a primary focus on the application of leadership practices and processes.</li> <li>▪ The proposed program is not specifically interdisciplinary, but UTC explains that the application of the leadership process is multi-disciplinary in nature.</li> </ul>
<p><b>Existing programs offered at public and private Tennessee institutions</b></p>	<ul style="list-style-type: none"> <li>▪ Currently, only four institutions offer a similar program with the same CIP code: Bethel University, Carson-Newman University, Lipscomb University, and Union University.</li> <li>▪ Five public institutions offer concentrations in organizational leadership under the major of professional studies: East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Tech University, and University of Memphis.</li> <li>▪ The proposed program will be the only public degree in Leadership classified under Organizational Leadership.</li> </ul>
<p><b>Feasibility Study</b></p>	
<p><b>Student interest</b></p>	<ul style="list-style-type: none"> <li>▪ UTC surveyed 78 students who had earned significant college credit (50+ hours) but stopped out. Sixty-four percent of those students indicated they were interested or very interested in the proposed program.</li> <li>▪ Survey respondents also indicated a high degree of interest in using PLA, online and hybrid courses, and seven-week courses as part of the proposed program.</li> <li>▪ UTC’s Director of Undergraduate Admission, Jason Lyon, noted (in an interview conducted by the UTC Office of Planning, Evaluation, and Institutional Research for the feasibility study) that there is a sizeable pool of adult learners who reach out to admissions each year interested in an entirely online program, but that UTC is currently limited in providing opportunities to these students</li> </ul>
<p><b>Local and regional need</b></p>	<ul style="list-style-type: none"> <li>▪ UTC program faculty identified 28 occupations that align with the proposed program with a common thread of managerial or supervisory roles.</li> <li>▪ Although other degrees align with these occupations, UTC’s feasibility study estimates there is a significant gap in filling all of those opportunities with existing graduates.</li> <li>▪ The proposed program is structured as a BAS to accommodate students who have previously earned AAS degrees and are currently in the workforce. Chattanooga State and Cleveland State have produced almost half of the 20,000 AAS degrees in Tennessee, including over 3,000 in the past three years.</li> <li>▪ The proposed program would provide a pathway to a bachelor’s degree for AAS earners needing additional education for upward</li> </ul>

	<p>mobility and in urgent areas in the local economy around Chattanooga.</p>
<b>Employer need/demand</b>	<ul style="list-style-type: none"> <li>▪ Since February 2019, over 4,000 unique jobs were posted in the Chattanooga area that align with the proposed BAS degree and require a bachelor’s degree for consideration.</li> <li>▪ Emsi Occupation Data indicate a 4.9 percent growth in BAS Leadership occupations in Chattanooga and a 6.2 percent growth in the state from 2016 to 2020 – both above the 4.5 percent projection for the US.</li> <li>▪ Seven employers were interviewed from various industries and several key themes emerged related to the proposed program including the preference for candidates with a bachelor’s degree for managerial roles and employers are most concerned around workforce skills in change management and innovation and communication, coaching, and motivation skills.</li> <li>▪ The proposed program will include courses on innovation and organizational change, multicultural organizations, decision making, ethics, and global perspectives of leadership and will be aligned with areas of need as expressed in a series of six interviews with major employers in Chattanooga.</li> </ul>
<b>Future sustainable need/demand</b>	<ul style="list-style-type: none"> <li>▪ UTC cited the THEC Academic Supply and Occupational Demand report that shows General and Operations Managers as the two in-demand occupations for Southeast TN with 4,685 annual openings for these positions.</li> <li>▪ UTC cited Emsi Occupational Data to show projected increases in jobs associated with the identified BAS Leadership occupations by 2030 in Chattanooga (6.5%) and Tennessee (8.3%) which are both above the national average of (5.9%).</li> <li>▪ Letters of support are included from the TN Department of Labor and the TN Department of Human Resources.</li> <li>▪ Additional Letters of Support were received by:                         <ul style="list-style-type: none"> <li>○ Rodney Woods – VP and Chief Clinical Engineer at BlueCross BlueShield of TN</li> <li>○ Jay Dale – Marketing President at First Horizon</li> <li>○ Marie Webb – Senior VP of Human Resources at EPB.</li> <li>○ Lauren Todd Ganem – Enterprise Lead, Career Management and Talent Mobility at Cigna</li> <li>○ Jonathan Parker, Kelley Tracey, and Kara Wallace – Training Specialists at McKee</li> </ul> </li> <li>▪ Student letters from James Miller and Amanda Winesbrugh – <i>Signatures need to be included.</i></li> </ul>
<b>Public comments</b>	<ul style="list-style-type: none"> <li>▪ No public comments were received.</li> </ul>
<b>Specific Items Required for the New Academic Program Proposal</b>	
<b>Implementation timeline</b>	<ul style="list-style-type: none"> <li>▪ <i>The implementation timeline needs to be updated to reflect the appropriate UT Board approval timeline, etc.</i></li> <li>▪ The proposed program is planned to be implemented in August 2021.</li> </ul>

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will require 120 credit hours and include 30 credit hours of core courses, and 57-59 credit hours of elective courses.</li> <li>▪ All the core courses (10) will be new courses and will be offered online.</li> <li>▪ Program learning outcomes will ensure upon completion of the proposed program, students will: <ul style="list-style-type: none"> <li>○ Analyze the styles and processes to articulate and practice leadership</li> <li>○ Explain the need for ethical, responsible leadership</li> <li>○ Apply leadership approaches in diverse contexts</li> <li>○ Implement effective approaches to organizational change and innovation</li> <li>○ Apply communication skills to influence the leadership process with a variety of audiences in various contexts</li> <li>○ Explore and analyze decision-making processes that result in the application of ethical practice</li> </ul> </li> <li>▪ The proposed program will work closely with the Integrated Studies program for processes and practices related to PLA and other alternative credit options.</li> <li>▪ <i>Include general education requirements to the proposed curriculum on pages 30-32 and ensure the total is 120 credit hours.</i></li> <li>▪ <i>Will there be guided pathways/concentrations for the proposed program?</i></li> <li>▪ <i>Specifically, how will alternative credential opportunities be integrated into the proposed program including the transfer for AAS degrees into the proposed program?</i></li> </ul>
<b>Academic Standards</b>	<ul style="list-style-type: none"> <li>▪ Admission, retention, and graduation requirements are in alignment with UTC guidelines.</li> <li>▪ <i>The NAPP mentions the program will only be available to transfer students – is this accurate? If so, how will enrollment in the program be monitored so current students will not be allowed to change their major?</i></li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>▪ <i>Provide specific strategies regarding how the proposed program will recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students.</i></li> </ul>
<b>Program enrollment and graduates</b>	<ul style="list-style-type: none"> <li>▪ The proposed program anticipates 15 enrollments in year one culminating in 96 in year five.</li> <li>▪ The proposed program projects six graduates starting in year three and culminating to 18 in year five.</li> <li>▪ The proposed program will likely have many part-time students which will increase time to degree. Accordingly, the first graduates are not expected until year three of the program.</li> </ul>
<b>Administrative structure</b>	<ul style="list-style-type: none"> <li>▪ The BAS Applied Leadership program will be based in the School of Professional Studies in the College of Health, Education, and Professional Studies.</li> <li>▪ For the initial year, the Learning and Leadership Program Director will serve as program director. Upon hiring one new faculty</li> </ul>

	<p>member in year 2 (dedicated to the BAS program), the Program Director will be appointed from within the faculty.</p>
<b>Faculty resources</b>	<ul style="list-style-type: none"> <li>▪ All current faculty are highly qualified in leadership and currently teach in the Learning and Leadership Doctoral program.</li> <li>▪ All proposed adjunct faculty have strong academic and leadership skillsets and are presently working in various leadership roles.</li> <li>▪ <i>Dr. Gretchen Potts is listed as a faculty member for the proposed program – what course(s) will be taught by Dr. Potts based on her background in Chemistry?</i></li> <li>▪ <i>Please list which courses faculty will be teaching and associated education/experience.</i></li> <li>▪ <i>For research faculty (type C), what types of related research that will be conducted.</i></li> </ul>
<b>Library and information technology resources</b>	<ul style="list-style-type: none"> <li>▪ <i>Please provide a summary of Appendix D in this section.</i></li> </ul>
<b>Support resources</b>	<ul style="list-style-type: none"> <li>▪ Letters of support have been provided by various local and regional organizations as evidence of the willingness to partner.</li> <li>▪ The College of Health, Education, and Professional Studies is supported by a college-level advisor who will assist program faculty with student advisement, marketing and social media communication.</li> <li>▪ <i>The NAPP mentions a possible partnership with Tennessee Reconnect. What does this partnership entail and how will the proposed program engage with adult students? Additionally, how will the proposed program ensure a seamless transition for these students?</i></li> <li>▪ <i>This section mentions potential partnerships with community colleges and industry partners to recruit students with associate's degrees into the proposed program. However, specific strategies are not outlined in this section or in the marketing and recruitment plan. Please provide specific strategies and plans to recruit, retain, and graduate these students.</i></li> </ul>
<b>Facilities and equipment</b>	<ul style="list-style-type: none"> <li>▪ No new facilities or equipment are anticipated in order to deliver the proposed program in the first three years.</li> <li>▪ In year four costs associated with dedicated office space for the program director will be required in the amount of \$2,000.</li> </ul>
<b>Marketing and recruitment plan</b>	<ul style="list-style-type: none"> <li>▪ <i>This section references collaboration with local and regional community colleges to identify potential students. Please provide more specificity to this section – which institutions, and which programs will serve as feeders to the proposed program? Letters of support from these stakeholders would strengthen this section.</i></li> <li>▪ <i>The marketing and recruitment plan mentions “The team [Enrollment Management] will target former UTC students that have dropped out and not completed a degree.” Earlier in the document it is stated this degree will only be available to transfer students – please reconcile.</i></li> </ul>
<b>Assessment and evaluation</b>	<ul style="list-style-type: none"> <li>▪ <i>What types of assessments and evaluations will be used to ensure a program with high standards and continual assessment? Please be specific.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>How will the proposed program work with industry partners to ensure the program is responsive to the changing needs of the workforce graduates will be entering?</i></li> </ul>
<p><b>Accreditation</b></p>	<ul style="list-style-type: none"> <li>▪ There is not a programmatic accreditor for the proposed program.</li> </ul>
<p><b>Funding and THEC financial projections form</b></p>	<ul style="list-style-type: none"> <li>▪ <i>Ensure the Financial Projections Form aligns with the narrative throughout the document. For example, the NAPP mentions equipment expenses for the program director in year four totaling \$2,000; it appears this is listed on the form in year two. Also, a program director is mentioned as being hired in year four at the cost of \$40,000 and benefits – this is not reflected on the Financial Projections Form.</i></li> <li>▪ <i>Faculty salary and benefits do not include any adjustments for increases in benefits costs or raises.</i></li> <li>▪ <i>Provide tuition and fee calculations and assumptions.</i></li> <li>▪ <i>Provide an explanation for the \$5,000 in “other” under operating expenses.</i></li> <li>▪ <i>Overall, review all financial projections on the THEC Financial Projections Form to ensure they are accurate and align with the NAPP.</i></li> </ul>



EMILY HOUSE  
*Executive Director*

BILL LEE  
*Governor*

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

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

FROM: Betty Dandridge Johnson   
Chief Academic Officer

SUBJECT: University of Tennessee, Chattanooga  
Applied Leadership, Bachelor of Applied Science (BAS)

DATE: March 12, 2021

Pursuant to THEC Academic Policy A1.0 (*New Academic Programs: Approval Process*), THEC staff will support the proposed Applied Leadership, BAS program. This proposed program has satisfied all requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewers.

University of Tennessee, Chattanooga may now seek approval from the Board of Trustees (BOT). Contingent upon approval by the BOT, and a formal request indicating that such approval has been granted, the University of Tennessee System may request the Applied Leadership, BAS program be placed on the Commission's agenda for approval.

cc: Randy Boyd  
Emily House  
Karen Etkorn



EMILY HOUSE  
Executive Director

BILL LEE  
Governor

4.1

STATE OF TENNESSEE  
**HIGHER EDUCATION COMMISSION**

Rosa L. Parks Ave, 9<sup>th</sup> Floor  
NASHVILLE, TENNESSEE 37243-0830  
(615) 741-3605

April 7, 2021

Mr. Randy Boyd  
President  
The University of Tennessee  
831 Andy Holt Tower  
Knoxville, TN 37996

Dear Mr. Boyd:

According to Tennessee Higher Education Commission (THEC) Academic Policy 1.0.12A (*Commission Action*) "programs may not be advertised by any public institution prior to approval by the Commission unless exceptional circumstances require special consideration." The proposed Bachelor of Applied Science in Applied Leadership program at the University of Tennessee, Chattanooga (UTC) is intended to facilitate the transfer of credit from community colleges for students who wish to pursue a four-year degree. Due to the importance of transfer to the proposed program and advising potential students as communicated by Chancellor Angle in his March 30, 2021 letter, THEC recognizes that UTC must coordinate with regional Tennessee Board of Regents community colleges and the UTC admission's office to prepare the appropriate structures and processes to facilitate transfer, articulation, and prior learning assessments for the proposed program.

Accordingly, THEC approves the UTC early marketing request due to the exceptional circumstances around this program as requested on April 1, 2021, contingent on clear communication to potential students that the program is pending final approvals by the University of Tennessee Board of Trustees on June 24-25, 2021 as well as the July 22, 2021 THEC Commission meeting. No student may be admitted to the proposed program until all required approvals have been obtained.

Sincerely,

Emily House, PhD

cc: Dr. Linda Martin  
Chancellor Steven Angle  
Betty Dandridge Johnson



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.2

## AGENDA ITEM SUMMARY

Meeting Date:	June 24, 2021
Committee:	Education, Research, and Service
Item:	<b><u>New Academic Programs, UTM</u></b>
Type:	Action
Presenter:	Philip Cavilier, Provost and Vice Chancellor for Academic Affairs, University of Tennessee at Martin

### **Background**

UT Martin is bringing three new academic programs for approval:

- Bachelor of Science in Veterinary Science and Technology
- Bachelor of Science in Cybersecurity
- Master of Science in Criminal Justice

### **Bachelor of Science in Veterinary Science and Technology**

UT Martin's College of Agriculture, Geosciences, and Natural Resources seeks approval for a new Bachelor of Science in Veterinary Science and Technology (BVST). This major was the first program in the state to undergo expedited review at the Tennessee Higher Education Commission, for which only new and high-demand STEM programs are eligible. The new program offers two concentrations in (1) Veterinary Science and (2) Veterinary Technology, comprising 120 hours each. The program will serve as a pipeline for students to enter veterinary school or sit for the Veterinary Technician Licensing Exam (VTNE) and subsequent licensure in Veterinary Technology.

According to the Bureau of Labor and Statistics, there is a national shortage of veterinary technicians, demonstrating a clear need for the program. UTM's proposed BVST will be the newest of only 22 accredited undergraduate veterinary programs nationwide. This program, which is ready for Fall 2021 implementation, has undergone all necessary levels of review and has the full support of Chancellor Carver and the UT Martin campus. The program also received strong external support from entities including the UT College of Veterinary Medicine, Auburn University, and Nashville Veterinary Specialists.



## THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.2

### **Bachelor of Science in Cybersecurity**

UT Martin's College of Engineering and Natural Sciences seeks approval for a new Bachelor of Science in Cybersecurity. UTM's 2019-2020 Strategic Enrollment Process revealed a clear need for programming in this area; similarly, THEC's State Master Plan notes a strong need for Tennesseans to have access to innovative computer science programs that can educate and train students to address growing societal and economic issues related to cybersecurity. UTM has identified a recognized Tennessee Transfer Pathway and is eager to explore future partnerships with the Tennessee Colleges of Applied Technology to identify new and flexible pathways for students to study cybersecurity at UTM. The program consists of 120 credit hours and will be taught primarily face-to-face on the Martin campus.

Among the numerous community partners and stakeholders who support the program, the most common observation was the need for a standalone program in cybersecurity (as opposed to a certificate or concentration) that can prepare graduates for successful careers in the field. The program will seek prestigious accreditation via ABET-CAC (Computing Accreditation Commission), which currently recognizes only 18 such programs. The proposed cybersecurity program has undergone all necessary levels of review and has the full support of Chancellor Carver and the UT Martin campus.

### **Master of Science in Criminal Justice**

UT Martin's College of Education, Health, and Behavioral Sciences seeks approval for a new Master of Science in Criminal Justice (MSCJ). UTM has offered a robust undergraduate program in criminal justice since 1973, having graduated over 1,500 students. Graduates and community stakeholders alike have requested that UTM offer a graduate-level option. The campus's Criminal Justice Department conducted three separate needs assessments in 2013, 2016, and 2020, all of which showed a steady and growing interest in this program, which UTM will offer beginning in January 2022. This 30-credit hour, fully online program will feature certificate options in Corrections Administration and Law Enforcement, which can be obtained separately or as part of the complete program.

The proposed MSCJ aligns strongly with UTM's mission to "educate and engage responsible citizens to lead and serve in a diverse world," as well as with the Tennessee State Master Plan's acknowledgment of a "critical need for academic programs at the graduate and professional level to fully address Tennessee's economic development, workforce, and research needs." The program has received strong external support from entities including the Tennessee Bureau of Investigation, the UT Institute for Public Service Law Enforcement Center, both the International and Tennessee Association of Chiefs of Police, and the Tennessee Law Enforcement Training Academy. The MSCJ has undergone all necessary levels of review and has the full support of Chancellor Carver and the UT Martin campus.



# THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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4.2

## 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 new academic programs at UT Martin:**

- 1. Bachelor of Science in Veterinary Science and Technology;**
- 2. Bachelor of Science in Cybersecurity; and**
- 3. Master of Science in Criminal Justice**

**and authorizes the administration to submit the proposals to the Tennessee Higher Education Commission for approval.**

**Tennessee Higher Education Commission**  
**Evaluation of Expedited New Academic Program Proposal (ENAPP)**  
**January 13, 2021**



4.2

In keeping with [THEC Policy A1.6 Expedited Academic Programs: Approval Process](#), the ENAPP is submitted in entirety to THEC at the time the campus seeks to request an external review and complements the Expedited Letter of Notification (ELON) by addressing the additional criteria explained further in the ENAPP checklist.

<b>Institution:</b> University of Tennessee, Martin	<b>NAPP Submission Date:</b> December 3, 2020
<b>Academic Program, Degree Designation:</b> Veterinary Science and Technology, BVST	
<b>Concentrations:</b> (1) Veterinary Science and (2) Veterinary Technology	
<b>Proposed CIP Code:</b> 01.8101 (Veterinary Sciences/Veterinary Clinical Studies)	
<b>Proposed Implementation Date:</b> Fall 2021	
<b>External Reviewer:</b> Glen Wright, DVM Director of Veterinary Technology/Animal Health College of Agriculture and Food Sciences Florida Agricultural and Mechanical University <a href="mailto:Glen.wright@famu.edu">Glen.wright@famu.edu</a> 850-599-8433	
<b>New Academic Program Approval Process: Essential Steps</b>	
<ol style="list-style-type: none"> <li>1) Site Visit: <i>January 20, 2021</i></li> <li>2) External reviewer submit report to UTC and THEC (30 days after site visit): <i>February 20, 2021</i></li> <li>3) UTC submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): <i>March 20, 2021</i></li> <li>4) THEC makes determination of whether to support, not support or defer support of proposed program. <i>(TBD)</i></li> <li>5) If THEC supports the institution's response, UTC may seek approval from the Board of Trustees: <i>June 24-25, 2021</i></li> <li>6) UTC provides documentation of BOT approval and request program to be placed on Commission agenda: <i>July 22, 2021</i></li> </ol>	

**Note: Italics reflect concerns based on the ENAPP Evaluation conducted by THEC staff which should be addressed along with the response to the external reviewer report.**

Section I: Expedited Letter of Notification	
Criteria	Comments
<b>Letter of support from President/Chancellor</b>	<ul style="list-style-type: none"> <li>▪ A letter of support for the proposed program from Linda Martin at the UT system office is included and dated October 26, 2020.</li> <li>▪ A letter of support of the proposed program from Chancellor Keith Carver is included and dated October 26, 2020.</li> </ul>
<b>Overall comments</b>	<ul style="list-style-type: none"> <li>▪ The proposed program is a Bachelor of Science in Veterinary Science and Technology (BVST) with two concentrations: Veterinary Science and Veterinary Technology.</li> <li>▪ <i>It is still unclear what the degree designation is for the proposed program. Please clarify if the degree designation should be BS, BVST, or</i></li> </ul>

	<p><i>BSVT – all of which are used in the ELON. Please note, this degree designation differs from what may be found in the UTM catalog.</i></p> <ul style="list-style-type: none"> <li>▪ <i>A crosswalk of ELON and ENAPP changes based on the THEC evaluations need to be submitted with the revised ENAPP.</i></li> </ul>
<b>Implementation timeline</b>	<ul style="list-style-type: none"> <li>▪ The intended implementation date for the proposed program is Fall 2021.</li> </ul>
<b>Background narrative</b>	<ul style="list-style-type: none"> <li>▪ Veterinary Science is an existing track in the existing General Agriculture, BSAG with a concentration in Animal Science. <i>This is referred to as a Bachelor of Science in Agriculture in this section, but according to the active Academic Program Inventory should be a General Agriculture, BSAG – please adjust.</i></li> <li>▪ Students who complete the requirements for the proposed program will be eligible to sit for the Veterinary Technician Licensing Exam (VTNE) and subsequent licensure in Veterinary Technology. <i>Will students from both concentrations be eligible for this exam and licensure?</i></li> <li>▪ The proposed program will consist of 120 credit hours and will be primarily delivered on campus.</li> <li>▪ The program is also intended to serve as a pipeline to professional veterinary schools with a focus on the University of Tennessee College of Veterinary Science.</li> <li>▪ There are only 22 accredited veterinary technology undergraduate degree programs nationwide.</li> <li>▪ A standalone program allows the program to offer a more focused curriculum experience, increases the visibility of the program to potential students, and be clearer for graduates to communicate to potential employers.</li> </ul>
<b>Justification for consideration of expedited policy</b>	<ul style="list-style-type: none"> <li>▪ The proposed program meets the definition of a high-demand program based on the CIP code (01) falling into the category of Science, Technology, Engineering, and Mathematics (STEM) programs.</li> <li>▪ Currently, there is a national shortage of veterinary technicians. According to the Bureau of Labor Statistics, employment for veterinary technicians is projected to grow 16 percent from 2019 to 2029 which is much faster than the average for all occupations.</li> <li>▪ The Department of Agriculture identified 197 areas with a shortage of veterinarians, including 13 counties in Tennessee and according to the USDA, there is a shortage in the supply of veterinarians in rural areas.</li> <li>▪ UTM tracks graduate outcomes and reported that 95 percent of veterinary technology graduates are employed within 60 days of graduation.</li> </ul>
<b>Existing programs of study at the institution</b>	<ul style="list-style-type: none"> <li>▪ Creating a standalone major will not have an adverse effect on the remaining two original concentrations as both Animal Sciences and Production, Business, and Management have an average annual enrollment of 67 and 20 students, respectively, while graduating an average of six and 10 students each year, respectively.</li> </ul>

<p><b>Community and industry partnerships</b></p>	<ul style="list-style-type: none"> <li>▪ Over the past 10 years, UTM has developed partnerships with more than 75 public, corporate, and private veterinary practices that have hosted Veterinary Technology interns and has sent 110 students to 11 different veterinary schools.</li> <li>▪ Letters of support are provided by:             <ul style="list-style-type: none"> <li>○ Memphis Veterinary Specialists and Emergency</li> <li>○ UT College of Veterinary Medicine</li> <li>○ Nashville Veterinary Specialists</li> <li>○ BluePearl Veterinary Partners</li> <li>○ Auburn University</li> <li>○ Texas Technological University – School of Veterinary Medicine</li> <li>○ Bells Animal Clinic in West TN</li> <li>○ VCA Ragland and Riley Hospital in Livingston</li> </ul> </li> </ul>
<p><b>Accreditation</b></p>	<ul style="list-style-type: none"> <li>▪ The existing track in Veterinary Health Technology is accredited by the AVMA Committee on Veterinary Technician Education and Activities (CVTEA) and the proposed change in structure will not affect this existing accreditation.</li> <li>▪ <i>Will the AVMA also provide accreditation for the Veterinary Science concentration? Will there be additional programmatic accreditations needed?</i></li> <li>▪ A SACSCOC substantive change will not be needed.</li> </ul>
<p><b>Administrative Structure</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program will be housed in the College of Agriculture and Applied Sciences</li> <li>▪ Dr. Jason Roberts will be the program director for the proposed program.</li> </ul>
<p><b>Enrollment and graduation projections</b></p>	<ul style="list-style-type: none"> <li>▪ UTM is basing high enrollment projections off a conservative estimate of 5 percent annual growth in the program. UTM cites that the current concentration began in fall 2010 and has grown to 121 students in the fall of 2019. UTM projects as the proposed standalone major becomes more visible, increased growth will continue (see Table 1 below).</li> <li>▪ <i>If the enrollment projections are met, the proposed program will average 280 graduates based on the 5-year projections, while the existing Agriculture degree has averaged 160 graduates from 2015 to 2020. Are these projections realistic?</i></li> <li>▪ Based on historical trends at UTM, the Veterinary Science program projects a 30 percent attrition rate, while the Veterinary Technician program is projected to have less than 5 percent attrition. UTM cites the high admissions standards as a reason for these projections.</li> </ul>
<p><b>Alignment with State Master Plan and Institutional mission profile</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program aligns with the THEC Master Plan by providing an avenue for Tennesseans to earn a postsecondary credential in a high-demand field.</li> <li>▪ UTM’s mission is to provide a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. In addition, the university is dedicated to meeting life-long educational needs by</li> </ul>

	<p>providing graduate programs, distance-learning opportunities and other creative endeavors. The proposed Veterinary Science and Technology major will allow the institution to continue serving diverse Tennessee populations through undergraduate programming.</p> <ul style="list-style-type: none"> <li>▪ Changing these current tracks into a new major with concentrations was recommended following a comprehensive University Strategic Enrollment Process which identified areas the University could improve in all areas of student recruitment, retention, and success.</li> <li>▪ The proposed program aligns with the master plan by utilizing some lower level courses that are currently offered as dual-credit courses as well as an Animal Science transfer pathway at Tennessee Board of Regents (TBR) community colleges. These opportunities allow for students to increase educational attainment.</li> </ul>
<b>Student interest</b>	<ul style="list-style-type: none"> <li>▪ A survey was administered to current UTM students in Animal Science including students enrolled in the Veterinary Science and Veterinary Technology tracks.</li> <li>▪ They received 176 responses which indicated: <ul style="list-style-type: none"> <li>○ 75 percent of students strongly agreed that a standalone major will be a valuable addition to UTM</li> <li>○ 73 percent strongly agreed that they would be interested in the new program</li> <li>○ 65 percent believed that the new pathway into veterinary school was important</li> </ul> </li> </ul>
<b>Existing programs offered at public and private Tennessee universities</b>	<ul style="list-style-type: none"> <li>▪ Austin Peay State University offers a BS in General Agriculture with tracks in Veterinary Science and Veterinary Technology.</li> </ul>
<b>Articulation and transfer</b>	<ul style="list-style-type: none"> <li>▪ UTM cites existing partnerships with Dyersburg and Jackson State Community Colleges to insure seamless transfer for students.</li> <li>▪ <i>Please add this section to the ELON and include in the Table of Contents.</i></li> <li>▪ <i>The information provided concerning the TTP for Animal Science is unclear - will a new pathway need to be developed or will the existing animal science pathway serve as a feeder to the proposed program?</i></li> </ul>
<b>Public comments</b>	<ul style="list-style-type: none"> <li>▪ No public comments were received.</li> </ul>
<b>Specific Items Required for the Expedited New Academic Program Proposal</b>	
<b>Section II: Curriculum</b>	
<b>Catalog description</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will consist of 120 credit hours – 47 of which are based on the chosen concentration.</li> <li>▪ <i>Page 21 states, "A student must be admitted into the Veterinary Technology concentration in order to graduate from the University of Tennessee at Martin with a <b>bachelor's degree in Agriculture</b> and a concentration in Veterinary Technology." – This appears to be a typo; please correct. Also, confirm the following admission requirements are specific to the proposed program and not the degree in Agriculture.</i></li> </ul>
<b>Program learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ Proposed program learning outcomes:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Pass rates of graduates of the veterinary technology concentration will be higher than the national average pass rates on the Veterinary Technology National Licensing Exam (VTNE).</li> <li>○ The veterinary technology concentration will maintain high retention rates for students who enter the program.</li> <li>○ Program graduates will demonstrate skills necessary for success in careers in veterinary science and technology.</li> <li>○ Program graduates of the veterinary science concentration will be prepared to successfully apply to colleges of veterinary medicine.</li> </ul>
<b>Student learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ Proposed student learning outcomes: <ul style="list-style-type: none"> <li>○ Students will demonstrate the ability to control and handle animals.</li> <li>○ Students will properly identify equipment needed for animal procedures and use it safely and proficiently.</li> <li>○ Students will demonstrate competency and critical thinking in animal nutrition, reproduction, genetics, health, anatomy and physiology.</li> <li>○ Students will demonstrate skills and understanding of careers in veterinary science and technology through the completion of an intensive internship in the field.</li> </ul> </li> <li>▪ <i>The student learning outcomes (SLOs) appear to be primarily mapped to the Veterinary Health Technology Concentration – please provide SLOs for the entire program and identify which ones are specific to each concentration.</i></li> </ul>
<b>Academic program requirements</b>	<ul style="list-style-type: none"> <li>▪ See Table 5 on pages 24-25 of ENAPP.</li> <li>▪ <i>Page 24 lists Math 140 as required; page 19 provides several options for the math requirement – please reconcile.</i></li> <li>▪ <i>Page 24 lists CHEM 121, 122 as required; page 19 provides several options for the science requirement – please reconcile.</i></li> <li>▪ <i>Vet science electives are not the same on page 19 and 25 – please reconcile.</i></li> </ul>
<b>Existing and new courses</b>	<ul style="list-style-type: none"> <li>▪ No new courses will be required.</li> <li>▪ <i>Page 27 lists AGECE 110 as Introduction to Agricultural Business; page 19 lists this course as Agricultural Economics – please reconcile across the ENAPP.</i></li> <li>▪ <i>General Chemistry and Elementary Statistics and Probability are listed in this section, but do not appear to be required courses according to proposed curriculum – please clarify.</i></li> <li>▪ <i>Course descriptions are missing for ANSC 211, 231, 240, 253, 260, 351, 374 and 360; ACCT 201; BCHE 411; and BIOL 336 – please include.</i></li> </ul>
<b>Program of study</b>	<ul style="list-style-type: none"> <li>▪ <i>Make sure requirements are aligned with catalog description and program requirements (table 5). For example, program requirements state Math 140 but the sample Vet Science program of study (table 8) lists several math options and table 5 states ANSC 360 or BIO 336 which does not align with table 8.</i></li> </ul>

<b>Assessment and evaluation</b>	<ul style="list-style-type: none"> <li>▪ On the program level, Dr. Jason Roberts is responsible for conducting program assessments and evaluations.</li> <li>▪ At the institutional level, Dr. Stephanie Kolitsch and Ms. Patty Flowers oversee annual program assessments and, where applicable, five-year program reviews for non-accredited programs.</li> <li>▪ The next annual accreditation report for The American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA CVTEA) is due in the spring of 2021 and the next site visit is scheduled for spring of 2024</li> </ul>
<b>Section III: Students</b>	
<b>Academic standards</b>	<ul style="list-style-type: none"> <li>▪ Admission, retention, and graduation requirements are aligned with UTM standards.</li> <li>▪ Due to Covid-19, UT Martin will offer test-flexible admission for students applying for the fall of 2021.</li> </ul>
<b>Marketing and recruitment</b>	<ul style="list-style-type: none"> <li>▪ The new program will be marketed through the university website and catalog.</li> <li>▪ Admissions staff and program faculty and staff regularly participate in high school visits and host college preview days.</li> <li>▪ Program faculty and staff attend sponsored admissions events.</li> <li>▪ In addition, the college has partnerships with community colleges, including Dyersburg State Community College and Jackson State Community College.</li> <li>▪ The admissions department has hired a minority recruiter who works directly with the director of multicultural affairs to help specifically recruit underrepresented students to UT Martin. In addition, admissions office has a bilingual admissions counselor who speaks fluent Spanish.</li> <li>▪ Due to the overrepresentation of white females in veterinary science and veterinary medicine, UTM is making the recruitment of males and individuals of color a recruitment priority. <i>What specific strategies will be employed to recruit, retain, and graduate these groups?</i></li> </ul>
<b>Student support services</b>	<ul style="list-style-type: none"> <li>▪ All students are assigned an academic advisor and a student success counselor and are required to meet with each of them a minimum of once a year.</li> <li>▪ UTM also has an Office of Student Engagement and Student Health and Counseling Center to support students.</li> </ul>
<b>Section IV: Instructional and Administrative Resources</b>	
<b>Faculty resources</b>	<ul style="list-style-type: none"> <li>▪ No additional faculty or non-instructional staff are anticipated for the proposed program.</li> </ul>
<b>Current faculty</b>	<ul style="list-style-type: none"> <li>▪ See Table 7 on page 42.</li> </ul>
<b>Section V: Institutional Capacity to Deliver Proposed Program</b>	
<b>Comments</b>	<ul style="list-style-type: none"> <li>▪ <i>The narrative in this section should explicitly explain the costs in the associated table – please adjust so the amounts are clarified in the ENAPP text and each associated line item has an explanation of costs.</i></li> <li>▪ <i>In “other support” provide explanation for the acronyms ANSC AEF.</i></li> </ul>

Table 1: Enrollment and Graduate Projections

Year	Academic Year	Projected Total Fall Enrollment	Projected Attrition**	Projected Graduates
1	2021-22*	314	53	261
2	2022-23	330	57	273
3	2013-24	346	61	285
4	2024-25	363	63	300
5	2025-26	381	66	315

*Costs to Deliver the Proposed Program: Recurring Expenditures*

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Library</i>	5,000	5,250	5,513	5,788	6,078	6,381
<i>Information Technology</i>	20,000	21,000	22,050	23,153	24,310	25,526
<i>Other support (please specify)</i>	35,000 ANSC AEF	36,750	38,588	40,517	42,543	44,670
<i>Equipment</i>	40,000	42,000	44,100	46,305	48,620	51,051
<i>New/Renovated Facilities</i>	0	0	0	0	0	0
<i>Marketing</i>	5,000	5,250	5,513	5,788	6,078	6,381
<i>Travel</i>	20,000	21,000	22,050	23,153	24,310	25,526
<b><i>Grand Total</i></b>	<b>125,000</b>	<b>131,250</b>	<b>137,814</b>	<b>144,704</b>	<b>151,939</b>	<b>157,535</b>

Explanation of recurring expenditure costs:

Recurring expenditures are based on current costs to deliver these options. Projections have a 5% increase each year. These costs are accounted for in the current budget and fees.



EMILY HOUSE  
*Executive Director*

BILL LEE  
*Governor*

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

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

FROM: Betty Dandridge Johnson   
Chief Academic Officer

SUBJECT: University of Tennessee, Martin  
Veterinary Science and Technology, Bachelor of Science (BS)

DATE: March 22, 2021

Pursuant to THEC Academic Policy A.1.6 (*Expedited Academic Programs*), THEC staff will support the proposed Veterinary Science and Technology, Bachelor of Science (BS) program. This proposed program has satisfied all requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer.

The proposed Veterinary Science and Technology, BS program will be considered for approval at an upcoming THEC Commission meeting once THEC staff receive confirmation of the University of Tennessee Board of Trustees' approval and a formal request from the University of Tennessee System to place the program on the Commission's agenda.

cc: Randy Boyd  
Emily House  
Karen Etzkorn  
Corey Gheesling

**Tennessee Higher Education Commission**  
**Expedited New Academic Program Proposal Evaluation**  
**February 24, 2021**



4.2

In keeping with [THEC Policy A1.6 Expedited Academic Programs: Approval Process](#), the ENAPP is submitted in entirety to THEC at the time the campus seeks to request an external review and complements the Expedited Letter of Notification (ELON) by addressing the additional criteria explained further in the ENAPP checklist.

<b>Institution:</b> University of Tennessee, Martin	<b>ELON Submission:</b> December 7, 2020 <b>Revised ELON Submission:</b> February 1, 2021
<b>Academic Program, Degree Designation:</b> Cybersecurity, Bachelor of Science (BS)	
<b>Proposed CIP Code:</b> 11.1003 (Computer and Information Systems Security)	
<b>Proposed Implementation Date:</b> Fall 2021	<b>Date of Site Visit:</b> March 23, 2021
<b>External Reviewer:</b> James Walden, PhD Professor and Director of Cybersecurity Department of Computer Science Northern Kentucky University <a href="mailto:waldenj@nku.edu">waldenj@nku.edu</a> 859-572-5571	
<b>New Academic Program Approval Process: Essential Steps</b> 1) Date of Site Visit: <i>March 23, 2021</i> 2) External reviewer submit report to UT and THEC (30 days after site visit): <i>April 23, 2021</i> 3) UTM submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): <i>May 24, 2021</i> 4) THEC makes determination of whether to support, not support or defer support of proposed program: <i>TBD – contingent upon response to external reviewer's report and any needed follow-up responses</i> 5) If THEC supports the institution's response, UTM may seek approval from BOT: <i>June 24-25, 2021 or Oct 20-21, 2021</i> 6) UTM provides documentation of BOT approval and request program to be placed on Commission agenda: <i>July 22, 2021 or November 18, 2021</i>	

**Note: Comments in italics within this document should be addressed in the Revised ENAPP.**

Criteria	Comments
<b>Letter of support from President/Chancellor</b>	<ul style="list-style-type: none"> <li>Letters of support were provided by Linda C. Martin from the UT System Office (dated December 7, 2020) and Chancellor Carver at UTM (dated November 24, 2020).</li> </ul>
<b>Overall comments</b>	<ul style="list-style-type: none"> <li>The proposed program meets the criteria for the expedited approval process, state needs, and offers a unique program of study not currently offered at a public university in Tennessee.</li> <li><i>Restructure the Institutional Capacity to Deliver Proposed Program section to follow the checklist categories and use Table 5 – Estimated Costs to Deliver the Proposed Program to report expenses which include grand totals.</i></li> </ul>

<b>Implementation timeline</b>	<ul style="list-style-type: none"> <li>▪ The proposed program has a target implementation date of Fall 2021.</li> </ul>
<b>Background narrative</b>	<ul style="list-style-type: none"> <li>▪ UTM entered a strategic enrollment planning process in the 2019-2020 academic year which revealed a need for cybersecurity graduates in Tennessee.</li> <li>▪ The proposed program will be delivered on-ground and will require the completion of 64 credit hours consisting of computer science, cybersecurity, and mathematics coursework.</li> <li>▪ Existing computer science and mathematics courses (43 credit hours) will be utilized in the proposed program.</li> <li>▪ A total of 21 credit hours of new coursework and a series of lectures on special topics courses that will account for 1-3 credit hours of new coursework will need to be developed. UTM has a current search for a faculty cybersecurity expert to develop these courses.</li> <li>▪ UTM plans to also offer a minor in cybersecurity. The minor's purpose will be to leverage existing courses to expand the reach of the field on campus and allow students enrolled in other majors an opportunity to learn this field.</li> <li>▪ Should the proposed program become ABET accredited as planned, it will join only 14 other accredited programs in the world and will be one of the first accredited cybersecurity programs in the state.</li> </ul>
<b>Justification for consideration of expedited policy</b>	<ul style="list-style-type: none"> <li>▪ The proposed CIP code (11.1003 – Computer and Information Systems Security) falls within stated THEC guidelines for eligible high demand programs.</li> <li>▪ UTM provided data from Burning Glass Technologies which demonstrated a high growth rate for occupations in the field.</li> <li>▪ The proposed program seeks to fill the growing need for employees in this field in Tennessee.</li> </ul>
<b>Existing programs of study at the institution</b>	<ul style="list-style-type: none"> <li>▪ No current cybersecurity or information security programs have ever existed at UT Martin. The proposed program is a new educational direction for UTM.</li> </ul>
<b>Community and industry partnerships</b>	<ul style="list-style-type: none"> <li>▪ Letters of support were provided by DuHart Consulting, University Physicians' Association, Isotek Systems, Tri Star Energy, Brookdale Senior Living, and Sedna Consulting Group.</li> <li>▪ UTM has held meetings with approximately a dozen community partners who have expressed interest in the proposed program and have provided information regarding possible career paths for graduates of the proposed program.</li> </ul>
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will seek ABET-CAC (Computing Accreditation Commission) accreditation and is designed to align with their guidelines for cybersecurity programs.</li> <li>▪ UTM hopes to have the proposed program accredited by ABET-CAC by summer 2025.</li> <li>▪ As of December 2020, only 18 institutions have cybersecurity programs with this designation.</li> </ul>

<b>Administrative Structure</b>	<ul style="list-style-type: none"> <li>▪ The Department Chair, Dr. Joshua T. Guerin, will act as Director, overseeing the new program in addition to the existing Computer Science major.</li> <li>▪ The Department Chair reports directly to the Dean of the College, Dr. Shadow JQ Robinson.</li> <li>▪ Because the department, college, and administrative structure already exist, no new academic units or administrative roles will be required to create this cybersecurity Program.</li> </ul>
<b>Enrollment and graduation projections</b>	<ul style="list-style-type: none"> <li>▪ See table 1 below (table 3 in the ELON)</li> <li>▪ <i>Page 16 of the revised ELON states that the proposed program anticipates five graduates in the first year. However, this number is not reflected in Table 3 or Table 4. Please reconcile.</i></li> </ul>
<b>Alignment with State Master Plan and Institutional mission profile</b>	<ul style="list-style-type: none"> <li>▪ The proposed program aligns with the Tennessee Higher Education Commission Master Plan by increasing opportunities for Tennesseans to earn a postsecondary credential in a high need field that is computer science related.</li> <li>▪ The proposed program is closely aligned with UT Martin’s mission statement, core values, and strategic plan goals. Specifically, the proposed program will educate and train students to be educated and trained to address growing societal and economic issues related to cybersecurity; allow UTM to address and satisfy growing needs of the workforce; and increase the visibility of the program options at UTM.</li> </ul>
<b>Student interest</b>	<ul style="list-style-type: none"> <li>▪ UTM surveyed current computer science students and approximately 40 percent (N=5) were interested in the proposed program. <i>This is a very low number of students. Please provide additional information regarding potential students for the proposed major.</i></li> </ul>
<b>Existing programs offered at public and private Tennessee universities</b>	<ul style="list-style-type: none"> <li>▪ Lipscomb University offers a cybersecurity program accredited by ABET-CAC.</li> <li>▪ Several universities have concentrations in cybersecurity such as University of Memphis, Tennessee State University, Tennessee Tech, University of Tennessee, Chattanooga, and East Tennessee State University</li> </ul>
<b>Articulation and transfer</b>	<ul style="list-style-type: none"> <li>▪ UTM will work with interested transfer students and with TBR once the proposed program is approved to develop or revise TTPs to help connect the proposed program to those at TBR institutions.</li> <li>▪ UTM will work with potential TCAT transfer students to evaluate their coursework and convert clock hours to credit hours when applicable.</li> </ul>
<b>Public comments</b>	<ul style="list-style-type: none"> <li>▪ No public comments were received.</li> </ul>
<b>Specific Items Required for the Expedited New Academic Program Proposal</b>	
<b>Section II: Curriculum</b>	
<b>Catalog description</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will offer a wide range of computer science and cybersecurity courses to support the B.S. degree with a major in Cybersecurity.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ These courses prepare students for a wide variety of cybersecurity careers in designing and protecting systems in business, education, government, and industry. The coursework also provides the foundation for graduate study in computer science, cybersecurity, or related fields, blending theory, and practice to prepare the students for careers in a rapidly changing discipline.</li> </ul>
<b>Program learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ Graduates from the proposed program will be able: <ul style="list-style-type: none"> <li>▪ Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.</li> <li>▪ Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.</li> <li>▪ Communicate effectively in a variety of professional contexts.</li> <li>▪ Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.</li> <li>▪ Function effectively as a team member or leader engaged in activities appropriate to the program's discipline.</li> <li>▪ Apply security principles and practices to maintain operations in the presence of risks and threats.</li> </ul> </li> </ul>
<b>Student learning outcomes</b>	<ul style="list-style-type: none"> <li>• The proposed program's student learning outcomes are the same as the program learning outcomes.</li> <li>• Page 39 provides a table showing which courses are aligned with specific learning outcomes.</li> </ul>
<b>Academic program requirements</b>	<ul style="list-style-type: none"> <li>▪ There are 61 credit hours of core courses for the proposed program and 3 additional hours of a required capstone experience.</li> <li>▪ <i>Please provide the entire program requirements including general education, electives, and total credit hours to complete the program.</i></li> </ul>
<b>Existing and new courses</b>	<ul style="list-style-type: none"> <li>▪ Nine courses will need to be developed for the proposed program. <i>Provide the current status of the approval processes for the courses in development.</i></li> </ul>
<b>Program of study</b>	<ul style="list-style-type: none"> <li>▪ Sample curriculum is provided. Students will need to take an additional elective to meet the total 120 credit hours needed for graduation.</li> </ul>
<b>Assessment and evaluation</b>	<ul style="list-style-type: none"> <li>▪ Assessment and evaluation are overseen by the department chair with the assistance of the departmental assessment coordinator, Dr. Kathleen Ericson.</li> <li>▪ Program assessment is based on a six-year ABET accreditation cycle.</li> <li>▪ Departmental accreditation is based on a 3-year window that repeats twice per cycle. In each year of the three-year period, assessment is performed for two of the six outcomes, and for each outcome, two courses are selected as representative samples for the assessment of that outcome.</li> <li>▪ <i>Are there plans for the UTM program to pursue becoming a National Cybersecurity Program of Excellence? If so, are the current standards aligned with this potential goal?</i></li> </ul>

<b>Section III: Students</b>	
<b>Academic standards</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will follow UTM standards for admissions, retention, and graduation.</li> <li>▪ Students in the proposed program must complete all required computer science, cybersecurity, and mathematics courses with a grade of C or above to graduate.</li> </ul>
<b>Marketing and recruitment</b>	<ul style="list-style-type: none"> <li>▪ The proposed program will be marketed by the admissions staff at UTM, through the university website and catalog, and through direct relationships with Jackson State Community College.</li> <li>▪ The admissions office at UTM has recently hired a staff position with responsibilities to recruit underrepresented students to UTM. Outreach will be made to local educational agencies, museums like Discovery park of America, and other local agencies like the Obion County Library.</li> <li>▪ UTM is currently planning a comprehensive, strategic marketing plan that will use the proposed program as a key example of the opportunities UTM offers.</li> </ul>
<b>Student support services</b>	<ul style="list-style-type: none"> <li>▪ Although not required, students in the proposed program will have access to internship opportunities with the assistance of departmental advisors and the career services staff at UTM.</li> <li>▪ Faculty advising is available for all students at UTM. Each student has an assigned faculty advisor and uses the flight plan software which delineates graduation requirements.</li> <li>▪ As a requirement for the Senior Design Project, all students must complete a career planning portfolio that helps students compile their needed items for successful job searches.</li> <li>▪ There are various scholarships and work study opportunities available to students in the department of Computer Science.</li> <li>▪ UTM is already developing specific resources for potential transfer students to the program including what general education and pre-requisites are needed. <i>What specific Tennessee Transfer Pathway and Tennessee College of Applied Technology programs will be targeted as transfer programs into the proposed program?</i></li> <li>▪ UTM also offers various on-boarding programs to all students and offers a STEM tutoring and writing labs to help students navigate the advanced requirements of various STEM programs.</li> <li>▪ <i>Does the proposed program offer any specific support programs for students which fall below the required C benchmark in major courses?</i></li> </ul>
<b>Section IV: Instructional and Administrative Resources</b>	
<b>Current faculty</b>	<ul style="list-style-type: none"> <li>▪ Five current computer science faculty will teach in the proposed program – see Table 11 on page 56.</li> <li>▪ The Department Chair, Dr. Joshua T. Guerin, will act as Director, overseeing the new program in addition to the existing Computer Science major.</li> </ul>
<b>Anticipated Faculty</b>	<ul style="list-style-type: none"> <li>▪ UTM will hire one additional faculty member in fall 2021 with a specialty in cybersecurity who will only teach in the proposed program.</li> </ul>

	<ul style="list-style-type: none"> <li>With the high wages cybersecurity professionals receive, is the proposed salary adequate to recruit and retain this faculty member?</li> </ul>
<b>Non-Instructional Staff</b>	<ul style="list-style-type: none"> <li>UTM will hire an administrative position in May 2020 to help both the Computer Science and Cybersecurity program. <i>Has this person been hired or is the anticipated started date May 2021?</i></li> </ul>
<b>Section V: Institutional Capacity to Deliver Proposed Program</b>	
<b>Accreditation</b>	<ul style="list-style-type: none"> <li>ABET requires a "readiness report" the year before the accreditation site visit and UTM has budgeted \$2,000 for this submission fee along with \$12,000 to cover all costs related to the site visit.</li> </ul>
<b>Consultants</b>	<ul style="list-style-type: none"> <li>UTM projects a one-time \$1,000 to cover the cost of the stipend for the external reviewer for the THEC External Reviewer Site visit.</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>The proposed program has access to a lengthy list of hardware and software assets currently in use by the Computer Science Department.</li> <li><i>Are there any specific additional hardware or software items needed by the proposed program?</i></li> <li><i>\$20,000 is planned for one-time equipment purchases from the planning year through year two. What items are expected to be purchased with these funds?</i></li> </ul>
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>UTM's Information Technology Services (ITS) maintains Canvas as the learning management system and Banner as the record system.</li> <li>UTM ITS provides new computers on a three year rotation funded by technology fees.</li> <li>The UTM ITS and Computer Science department provide access to any software or hardware students need during coursework or for their Senior Design Project. <i>What is the process for students to acquire new software or hardware through the university? Also, include these costs in the expenditure forms.</i></li> <li><i>What new information technology will be required to support the proposed program?</i></li> </ul>
<b>Library Resources</b>	<ul style="list-style-type: none"> <li>The CS department receives a yearly \$3,000 allocation to purchase additional library resources that is developed from a list compiled by faculty.</li> <li><i>What, if any, new journals and other library resources are needed for the proposed program?</i></li> </ul>
<b>Marketing</b>	<ul style="list-style-type: none"> <li>Marketing for the program is included in UTM's existing comprehensive marketing plan. However, the proposed program projects \$500 in additional costs to cover miscellaneous marketing costs.</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>The CS department and the proposed program will share five classrooms with the Engineering program.</li> <li>The CS department has two teaching labs comprised of 38 total computers exclusively for the department.</li> <li>The technology is maintained by UTM ITS and most equipment is on a replacement cycle. The current server room has an anticipated five more years until replacement is needed; at which time the department will propose a technology fee to fund this upgrade. <i>How</i></li> </ul>

	<i>will the department fund this upgrade if technology fees are not available?</i>
<b>Travel</b>	<ul style="list-style-type: none"> <li>▪ The CS department has a budget allocation for travel and conferences. UTM believes this budget will be sufficient for the proposed costs of adding an additional faculty member.</li> </ul>
<b>Other resources</b>	<ul style="list-style-type: none"> <li>▪ <i>Please include this section.</i></li> </ul>

**Table 1 - Projected Enrollments and Graduates**

<b>Year</b>	<b>Academic Year</b>	<b>Projected Total Fall Enrollment</b>	<b>Projected Attrition*</b>	<b>Projected Graduates</b>
1	2021-2022	13	0	0
2	2022-2023	25	6	3
3	2023-2024	34	10	6
4	2024-2025	43	11	9
5	2025-2026	47	14	10

*\*Note: Attrition projections based on the institution's overall graduation rate based on actual rates for the existing Computer Science program.*

**Tennessee Higher Education Commission**  
**Evaluation of New Academic Program Proposal (NAPP)**  
**April 13, 2021**



4.2

In keeping with *THEC Policy A.1 New Academic Programs: Approval Process*, the NAPP is submitted in entirety to THEC at the time the campus seeks to request an external review complements the Letter of Notification (LON) by addressing the additional criteria explained further in the NAPP checklist.

<b>Institution:</b> University of Tennessee, Martin	<b>NAPP Submission Date:</b> February 9, 2021
<b>Academic Program, Degree Designation:</b> Criminal Justice, Master of Science	
<b>Proposed CIP Code:</b> 43.0103: Criminal Justice	
<b>Proposed Implementation Date:</b> Spring 2022	
<b>External Reviewer:</b> Richard Helfers, PhD <i>Associate Professor and Program Coordinator</i> Graduate Programs in Criminal Justice and Public Administration Dept. of Social Sciences University of Texas at Tyler <a href="mailto:rhelfers@uttyler.edu">rhelfers@uttyler.edu</a> 903-566-7399	
<b>New Academic Program Approval Process: Essential Steps</b> <ol style="list-style-type: none"> <li>1) Site Visit: <i>April 20, 2021</i></li> <li>2) External reviewer submit report to UTM and THEC (30 days after site visit): <i>May 20, 2021</i></li> <li>3) UTM submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): <i>June 20, 2021</i></li> <li>4) THEC makes determination of whether to support, not support or defer support of proposed program. <i>(TBD)</i></li> <li>5) If THEC supports the institution's response, UTM may seek approval from the Board of Trustees: <i>October 20-21, 2021</i></li> <li>6) UTM provides documentation of BOT approval and request program to be placed on Commission agenda: <i>November 18, 2021</i></li> </ol>	

**Note: Italics reflect concerns based on the NAPP Evaluation conducted by THEC staff.**

Criteria	Comments
<b>Letter of support from President/Chancellor</b>	<ul style="list-style-type: none"> <li>▪ A letter of support for the proposed program was submitted by Dr. Linda Martin at the UT System dated September 15, 2020.</li> <li>▪ A letter of support from UTM Chancellor Keith Carver was submitted for the proposed program dated September 10, 2020.</li> </ul>
<b>Overall comments</b>	<ul style="list-style-type: none"> <li>▪ The proposed program represents a SACSCOC substantive change which is happening concurrently with the development of the proposed program.</li> <li>▪ The proposed program is designed as a completely online program tailored to the evolving needs of the Tennessee law enforcement community.</li> <li>▪ <i>The letter of support from David Moore should be resized to fit the rest of the document.</i></li> </ul>

<p><b>Background on academic program development</b></p>	<ul style="list-style-type: none"> <li>▪ UTM has an undergraduate criminal justice program since 1973 which has graduated over 1,500 students.</li> <li>▪ Currently, a concentration in criminal justice exists at UTM in the Master of Education. Feedback from prospective students is that a degree in Criminal Justice is more advantageous than a degree in education with a concentration in Criminal Justice. <i>Will students from the current concentration within the education graduate program be able to transfer into this proposed program?</i></li> <li>▪ <i>Are there plans to terminate the Criminal Justice concentration? If so, describe the termination plan?</i></li> <li>▪ As faculty attrition has occurred over the past 15 years, all new faculty hold terminal degrees in Criminal Justice and the early conversations regarding a graduate program in the field began in 2007.</li> </ul>
<p><b>Purpose and nature of program</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program will be a 30 credit hour, online program and two certificates will be offered in the scope of the degree – Law Enforcement (12 credits) or Corrections Administration (12 credits). The certificates can also be earned as standalone credentials.</li> <li>▪ All students will be required to complete a course on Civil Liberties in response to current events and anticipated systemic changes to criminal justice as identified by announcements from the Tennessee Bureau of Investigation (TBI).</li> <li>▪ <i>The LON states “Professionals who are already working in the field of criminal justice will be compiling, analyzing, and reporting on data that was collected and maintained by their own agencies – have these data sharing agreements already been established? Furthermore, the LON states “Students who enter the MSCJ program who are not currently working in the field will be involved with internships that allow them to obtain agency data to analyze and report findings that benefit the internship agency hosts.” Have these data agreements also been established?</i></li> <li>▪ <i>The LON mentions a three week in-residence program at the National Forensic Academy Collegiate Program in Oak Ridge, TN – provide additional information regarding this program and the potential integration in the proposed program.</i></li> </ul>
<p><b>Alignment with State Master Plan and Institutional Mission</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program aligns with the State Master Plan’s acknowledgement of “the critical need for academic programs of distinction at the graduate and professional level to fully address Tennessee’s economic development, workforce, and research needs”. The proposed program will provide opportunities for students wishing to advance into leadership roles in the criminal justice field.</li> <li>▪ The proposed program aligns with the University of Tennessee System Mission to educate, discover, and connect by enhancing educational excellence, expanding research capacities, and fostering outreach and engagement,</li> </ul>

	<ul style="list-style-type: none"> <li>The proposed program aligns with the UTM Mission to educate and engage responsible citizens to lead and serve in a diverse world.</li> </ul>
<b>Institutional capacity to deliver the proposed program</b>	<ul style="list-style-type: none"> <li>UTM does not anticipate the proposed program to affect enrollments in other graduate programs due to the specialized nature of the degree, current faculty expertise, and collaborations with the UT System.</li> </ul>
<b>Existing programs offered at public and private Tennessee institutions</b>	<ul style="list-style-type: none"> <li>There are currently eight graduate level criminal justice programs in the state, with another program in the pipeline at Austin Peay.</li> <li>Public institutions with a similar degree are: East Tennessee State University (ETSU), Middle Tennessee State University, Tennessee State University, University of Tennessee – Chattanooga and University of Memphis.</li> <li>The proposed program differs from the proposed program at APSU due to its concentrations in law enforcement and corrections.</li> <li>UTM plans to work with students who have prior professional training to evaluate that work for graduate credit.</li> <li>UTM's planned certificates in law enforcement and corrections are intended to differentiate from existing programs in the state. Further, the applied research component of the proposed program is intended to also provide uniqueness to the proposed program.</li> </ul>
<b>Feasibility Study</b>	
<b>Student interest</b>	<ul style="list-style-type: none"> <li>UTM has conducted three separate needs assessments over the past decade (spring 2013, fall 2016, and summer 2020) which show steady and growing interest in the proposed program.</li> <li>In 2020, surveys were sent out to current students, alumni, and local law enforcement individuals of the responses received (n=79) 99 percent believed a master's degree program in Criminal Justice is needed at UTM.</li> <li>Additionally, 72 percent indicated they were "very interested" in the proposed program and 20 percent indicated they were "somewhat interested".</li> <li>Respondents to the summer 2020 needs assessment revealed that cost (36 percent) and ability to complete all classes online (31 percent) were the most important factors for participating in a master's program in criminal justice.</li> </ul>
<b>Local and regional need</b>	<ul style="list-style-type: none"> <li>The field of law enforcement appears on the THEC list of top 25 high demand occupations in 2019</li> <li>In 2019, the TN Association of Chiefs of Policies reported statistics showing that Tennessee is below the national average for educational attainment at all degree levels. <i>Are these figures because of lack of supply or lack of incentives to earn graduate degrees in this occupation?</i></li> <li>According to BLS data, there was an increase of over 200 probation officer positions in West Tennessee and expected to increase.</li> </ul>
<b>Employer need/demand</b>	<ul style="list-style-type: none"> <li>The FBI is building a second FBI headquarters in Huntsville which is slated to bring thousands of federal law enforcement jobs to the</li> </ul>

	<p>region which will increase the need for more quality graduate trained professionals.</p> <ul style="list-style-type: none"> <li>▪ The head of the TBI, David Rausch, is increasing the number of training hours needed by new hires and increasing on going professional development requirements. The proposed program seeks to be integral in providing these learning opportunities to law enforcement professionals.</li> </ul>
<p><b>Future sustainable need/demand</b></p>	<ul style="list-style-type: none"> <li>▪ UTM is planning a three pronged marketing approach to ensure long-term sustainability.                         <ul style="list-style-type: none"> <li>○ Identifying and communicating with federal, local, and state law enforcement entities along with the UT Institute for Public Service Law Enforcement Center and the Tennessee Association of Chiefs of Police, International Association of Chiefs of Police, and the Tennessee Law Enforcement Training Academy.</li> <li>○ Identifying and communicating with those employed by the Tennessee Department of Correction and associated agencies, the National Correctional Association, Tennessee Correctional Association, and the Tennessee Correction Academy.</li> <li>○ Promotion of the graduate program to current students and recent graduates of the UTM undergraduate program.</li> </ul> </li> <li>▪ UTM received letters of support from:                         <ul style="list-style-type: none"> <li>○ Don Green - the Past President of the TN Chapter FBI National Academy Associates</li> <li>○ David Rausch – Director of TBI</li> <li>○ Rick Scarbrough the Executive Director of the UT Law Enforcement Innovation Center</li> </ul> </li> <li>▪ Tony Parker – Commissioner of TDOC</li> </ul>
<p><b>Public Comments</b></p>	<ul style="list-style-type: none"> <li>▪ ETSU submitted a public notification and has concerns related to (see Appendix 1):                         <ul style="list-style-type: none"> <li>○ Program duplication</li> <li>○ Lower number of credit hours than other programs in the state and a lack of research methods and statistics included in the curriculum potentially lowering the barrier to entry and being detrimental to other programs in the state.</li> </ul> </li> </ul>
<p><b>Specific Items Required for the New Academic Program Proposal</b></p>	
<p><b>Implementation timeline</b></p>	<ul style="list-style-type: none"> <li>▪ The program plans to enroll students in January 2022.</li> <li>▪ SACSCOC prospectus will be submitted for review by February 28, 2021 with the notation that the program will be eligible for approval by the UT BOT and the Commission by July 2021.</li> <li>▪ <i>The timeline will need to be updated to reflect new dates for site visit, board approval, etc.</i></li> <li>▪ <i>Provide status update of SACSCOC prospectus.</i></li> </ul>
<p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed MSCJ program will be completely online and consist of 30 credit hours comprised of 12 hours of core courses and 18 hours of electives.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Students will have the option of pursuing two certificate options along with the MSCJ – Law Enforcement or Corrections Administration. <i>Will students be required to complete one of the certifications or is this optional?</i></li> <li>▪ The proposed program's Student Learning Outcomes are derived from Lumina's Degree Qualifications Profile and mapped to specific courses and are designed to:             <ul style="list-style-type: none"> <li>○ Elucidate the major theories, research methods, and practices in criminal justice; articulate their sources and illustrate their applied relationships</li> <li>○ Articulate and defend the significance and implications of criminal justice practice in terms of the challenges and trends in a social or global context</li> <li>○ Investigate a core issue in criminal justice from the perspective of a different point in time or a different culture or context, and explain how this perspective differs from current norms, dominant cultural assumptions, or technologies</li> <li>○ Integrate knowledge acquired in practicum, work, community, or research activities with knowledge and skills in different segments of the criminal justice curriculum, and articulate the ways in which the different sources of knowledge influence current practice</li> <li>○ Propose a path to resolve a problem in criminal justice that is complicated by competing national or rival interests</li> </ul> </li> <li>▪ The proposed program will require all new courses; however, these courses have already gone through the required approval at UTM.</li> <li>▪ <i>There are no courses offered that cover specific issues related to ethics or the intersection of criminal justice and racial equity issues in the United States. How will UTM ensure these topics are covered sufficiently?</i></li> <li>▪ <i>Other programs in the state have 36 credit hours, is the proposed UTM curriculum sufficient in depth and breadth in comparison to peer programs in Tennessee?</i></li> </ul>
<p><b>Academic Standards</b></p>	<ul style="list-style-type: none"> <li>▪ The admission, retention, and graduation requirements will be consistent with those of existing master's degree programs offered at UT Martin.</li> <li>▪ There will be no GRE requirement for the proposed program.</li> <li>▪ Graduate students will have assigned advisors who will remain with them through their course of study. Each student will select a program committee chair. <i>Will the advisors be professional staff or faculty?</i></li> <li>▪ <i>On page 41, a maximum of 12 semester credit hours completed at a regionally accredited institution may be transferred into the student's degree program except that students cannot receive credit for both CJ 717 and transfer credit from other regionally accredited institutions for any courses or components of the same senior/executive-level training.</i></li> </ul>

	<p><i>This differs from the “Required Degree Hours” section cited in the bullet above (pg. 41). Please provide more clarity as to the amount of transfer credit that is eligible for the program and provide the protocol for evaluating these prior learning experiences.</i></p> <ul style="list-style-type: none"> <li>▪ Students will be presented with a comprehensive written exam in their last semester of coursework. The comprehensive exam will comprise five questions derived from the four core classes, and students will select four of those questions to answer. Students in the Master of Science in Criminal Justice must complete an applied research project as part of the degree coursework.</li> </ul>
<p><b>Equity</b></p>	<ul style="list-style-type: none"> <li>▪ UT Martin will follow all university guidelines as required by the University of Tennessee and the State of Tennessee in student recruitment, support, and evaluation.</li> <li>▪ The MSCJ program, offered 100 percent online and has been designed to provide all students (including underserved and historically underrepresented students) who meet the admission criteria.</li> <li>▪ All criminal justice faculty members who hold graduate faculty status will be involved in recruiting students to the program, specifically focusing on racial and ethnic diversity, recruiting students from rural areas, and military veterans (UT Martin is a veteran-friendly campus).</li> <li>▪ <i>Please provide specific information and strategies regarding how the proposed program will recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students</i></li> </ul>
<p><b>Program enrollment and graduates</b></p>	<ul style="list-style-type: none"> <li>▪ UTM projects 10 students will enroll in the program in the initial year and enrollment will grow to 30 students by year five of the proposed program.</li> <li>▪ The program plans to graduate its first students in year two with seven graduates which will increase to 25 by year five.</li> <li>▪ <i>What is the projected attrition rate?</i></li> </ul>
<p><b>Administrative structure</b></p>	<ul style="list-style-type: none"> <li>▪ The MSCJ program will be housed in the College of Education, Health, and Behavioral Sciences, specifically situated in the Department of Behavioral Sciences’ Criminal Justice program.</li> <li>▪ A Program Director/Graduate Coordinator will report directly to the Department of Behavioral Science’s Department Chair, who reports directly to the Dean of the College of Education, Health, and Behavioral Sciences, who reports to the UT Martin Provost.</li> </ul>
<p><b>Faculty resources</b></p>	<ul style="list-style-type: none"> <li>▪ UTM has five faculty for the proposed program who currently teach in the undergraduate program. No new faculty are needed to offer the proposed program.</li> <li>▪ UTM will monitor enrollment and if faster than anticipated growth occurs will look to hire an additional faculty member.</li> <li>▪ <i>With the complexities of graduate admissions, retention, teaching, and research, is the current plan for faculty resources sufficient to be able to offer both the undergraduate and proposed graduate program?</i></li> </ul>

<p><b>Library and information technology resources</b></p>	<ul style="list-style-type: none"> <li>▪ No additional library or information technology acquisitions are needed.</li> <li>▪ The department has meetings every semester with their library liaison to ensure necessary access to reference material is available.</li> <li>▪ UTM uses Canvas as their learning management system, Zoom as their video conference solution, and has access to Google and Microsoft Office 365 for online collaboration for students.</li> <li>▪ <i>With the online nature of the program and the analysis component of the curriculum, what types of software are needed for data analysis for students in the proposed program?</i></li> </ul>
<p><b>Support resources</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program sees a possibility of partnering with the proposed Cybersecurity program at UTM as law enforcement continues to have to respond to growing digital threats.</li> <li>▪ UTM has commitments of partnership with:             <ul style="list-style-type: none"> <li>○ Martin Police Department</li> <li>○ Madison Sheriff's Department</li> </ul> </li> <li>▪ UTM offers student support resources and has specific offices devoted to students with disabilities and veterans.</li> <li>▪ UTM plans to hire a graduate student and an administrative staff position in years two and three, respectively, to help with the proposed program.</li> </ul>
<p><b>Facilities and equipment</b></p>	<ul style="list-style-type: none"> <li>▪ The existing facilities and equipment within the UT Martin Department of Behavioral Sciences should be sufficient to support the program.</li> </ul>
<p><b>Marketing and recruitment plan</b></p>	<ul style="list-style-type: none"> <li>▪ Marketing plans include using a criminal justice alumni mailing list and use the criminal justice alumni Facebook page. More than 1,500 UT Martin criminal justice alumni will be contacted.</li> <li>▪ All law enforcement and correctional agencies within the state and surrounding areas will also receive information regarding the new UT Martin MSCJ degree.</li> <li>▪ Traditional marketing and recruitment will be conducted with a plan to also reach out to HBCUs.</li> <li>▪ Outreach to professional organizations in the criminal justice community will occur by UTM faculty and admissions staff.</li> <li>▪ Outreach will be done by:             <ul style="list-style-type: none"> <li>○ Identifying and communicating with federal, local, and state of Tennessee law enforcement officers in coordination with the UT Institute of Public Service's Law Enforcement Innovation Center's courses and programs, as well as marketing in national law enforcement publications and annual conferences such as the Tennessee Association of Chiefs of Police and the International Association of Chiefs of Police, and marketing announcements with the Tennessee Law Enforcement Training Academy;</li> <li>○ Identifying and communicating with those employed by the Tennessee Department of Correction as correctional officers, correctional treatment specialists, and probation/parole</li> </ul> </li> </ul>

	<p>officers as well as marketing through the National Correctional Association and the Tennessee Correctional Association and the Tennessee Correction Academy, and</p> <ul style="list-style-type: none"> <li>o Promotion of the UT Martin MSCJ program with current students and recent graduates through social media platforms.</li> </ul>
<p><b>Assessment and evaluation</b></p>	<ul style="list-style-type: none"> <li>▪ This program will be evaluated according to the criteria outlined in the University of Tennessee policy governing new academic programs and the corresponding THEC policy 1.0.13A Post-Approval Monitoring.</li> <li>▪ UTM assesses program student learning outcomes on an annual basis to ensure that programs monitor student learning, identify opportunities for improvement, and ensure that the program continues to provide excellent educational opportunities for students. The proposed MSCJ program is expected to submit annual student learning outcome assessment reports in the same manner as other programs.</li> <li>▪ UTM will also conduct departmental level reviews and evaluation that includes student and faculty assessments of the program and create results driven plan and five-year reviews.</li> <li>▪ <i>What plan does UTM have to engage in employer feedback of the program to ensure curricular alignment addresses emerging needs in the criminal justice field?</i></li> </ul>
<p><b>Accreditation</b></p>	<ul style="list-style-type: none"> <li>▪ The proposed program will not seek programmatic accreditation through the Academy of Criminal Justice Sciences (ACJS) because they will accept more transfer credit than is allowable based on their standards.</li> </ul>
<p><b>Funding and THEC financial projections form</b></p>	<ul style="list-style-type: none"> <li>▪ Costs for the proposed program include \$5,000 for various startup costs (e.g., travel, printing, etc.).</li> <li>▪ UTM includes approximately \$25,000 annually for the visiting professorship to offset faculty loads in both the undergraduate and proposed graduate program.</li> <li>▪ UTM will allocate funds for a graduate assistant beginning in year two of the proposed program.</li> <li>▪ UTM will allocate approximately \$35,000 annually for an administrative assistant beginning in year three of the program.</li> <li>▪ UTM anticipates the propose program generating revenue in year one of the proposed program.</li> <li>▪ The Year 1-5 budget projections include a summer stipend for the graduate coordinator (with a three percent increase each year) plus benefits.</li> </ul>

Appendix 1

Dr. Dandridge Johnson  
Chief Academic Officer  
Tennessee Higher Education Commission  
404 James Robertson Parkway  
Nashville TN 37243-0830

Re: THEC Public Comment Response  
September 30, 2020 – LON UT Martin, Criminal Justice, MS

Dear Dr. Johnson:

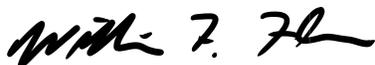
Following is the East Tennessee response to the Criminal Justice, MS proposal by University of Tennessee Martin. This is to provide clarification and additional information regarding this proposal.

The Chair of the ETSU department of Criminal Justice is providing the following perspective:

The Criminal Justice MS being proposed by UT Martin is similar to several degrees offered in Tennessee each of the following schools offers a similar degree: East Tennessee State University, the University of Memphis, Austin Peay University, Middle Tennessee University. There is concern regarding the direct competition with similar programs already in existence across the state. Moreover, the proposed program at UT Martin has a lower total program credits compared to others in the state. The reduction of content in the program is associated with a lack of research methods or statistics in the program. Although this reduction of credits may be attractive to prospective students it represents a lowering of academic standards for this degree

Thank you for the opportunity to provide information that we believe with help to clarify program similarities and differences. Should you have any need for further information, please do not hesitate to contact me.

Respectfully,



William Flora, Ed.D.  
Interim Associate Provost for Academic Initiatives  
East Tennessee State University  
206 Burgin Dossett Hall P.O.  
Box 70733  
Johnson City TN 37614  
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University of Tennessee, Martin  
Criminal Justice, MSCJ  
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# New Academic Programs

June 2021 Approval



# **Bachelor of Applied Science: Applied Leadership (BAS)**

**College of Health, Education, and Professional Studies**

Presented by Dr. Jerold L. Hale, Provost & Sr. Vice Chancellor

## **Bachelor of Applied Science: Applied Leadership**

- Equips students with skills and knowledge needed to practice innovative leadership across a variety of professional contexts in a broad range of industries
- Only applied leadership degree program at a public university in Tennessee
- Designed for working adults, online modality, 7-week terms, and maximizing transfer credit and credit for prior learning
- Beginning August 2021 (120 hours UG)



- Target audience includes Reconnect students and adult learners
- Student survey indicated strong interest in the program
- Partnerships with community colleges including ChSCC, CISCC, WSCC
- Designed to serve students from all associate degree programs including applied science degrees
- Strong employer interest in interviews (e.g.: BlueCross BlueShield, McKee Foods, First Horizon)
- 2,000 new jobs in Chattanooga predicted by 2025



**Programs presented by Dr. Philip Cavalier, Provost &  
Vice Chancellor for Academic Affairs**

# **Bachelor of Science in Veterinary Science and Technology (BVST)**

**College of Agriculture, Geosciences, and  
Natural Resources**



## BS in Veterinary Science and Technology

- 120 credit hours
- Fall 2021 implementation
- Projected enrollment: 300 students
- No new resources required for conversion of current degree options to new degree program



## **BS in Veterinary Science and Technology**

### **Purpose**

- Improve and expand current successful animal science options

### **Strategic Plan**

- Improve academic program excellence via student experience and success
- Foster outreach and engagement
- Increase workforce in underserved areas

### **Outcomes**

- Increase knowledge of veterinary science and technology
- Offer experiential learning opportunities to increase skills working with animals
- Provide supported internship opportunities in the veterinary industry
- Prepare students for admission to veterinary colleges and/or the VTNE exam

# **Bachelor of Science in Cybersecurity**

## **College of Engineering and Natural Sciences**



## **Bachelor of Science in Cybersecurity**

- Implementation date: Fall 2022
  - Same target date as the Latimer Engineering and Science Building
- Total credit hours: 64 from CSCI, CYBR, and MATH
- Expected enrollment: 50 students by year five
- A critical area of need: Industry, government, and academic demand far outpace graduates from existing programs

## Bachelor of Science in Cybersecurity

- **New Resources:** New administrative assistant (hired), assistant professor (ongoing search).
- **Key Feature:** Goal of ABET Accreditation within the first five years (first such at a TN Public institution).



# Master of Science in Criminal Justice

College of Education, Health, and Behavioral Studies



## Master of Science in Criminal Justice

- 30-hour online program beginning Spring 2022
- No new resources required
- Estimated enrollment: 3 full-time, 7 part-time in first semester
- Provides an opportunity to earn certificates or specialize in:
  - Law Enforcement Administration
  - Corrections Administration
- Students conduct research with their employment agencies, through an internship, or with faculty for hands-on experience, resulting in meaningful data-driven analyses

## Master of Science in Criminal Justice

- Students can earn graduate credit for prior experience
- Up to 12 hours via FBI National Academy, University of Louisville's Southern Police Institute, or UTC's Southeastern Leadership Academy
- Up to 9 hours of graduate credit by attending and completing the National Forensic Academy Collegiate Program in partnership with the UT Law Enforcement Innovation Center
- All faculty hold doctoral degrees in related fields and have 75+ years of real-world professional experience



# Update on UT Research Enterprise

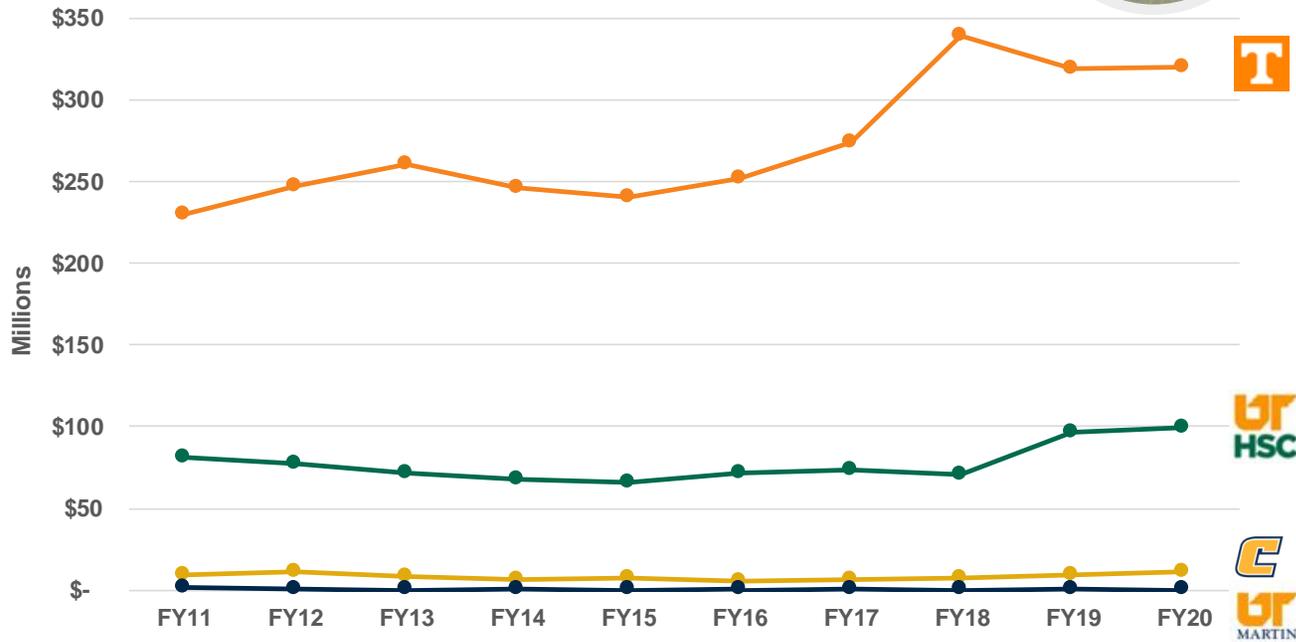
Board of Trustees  
Annual Meeting – June 24, 2021



# Total Research Expenditures by Campus



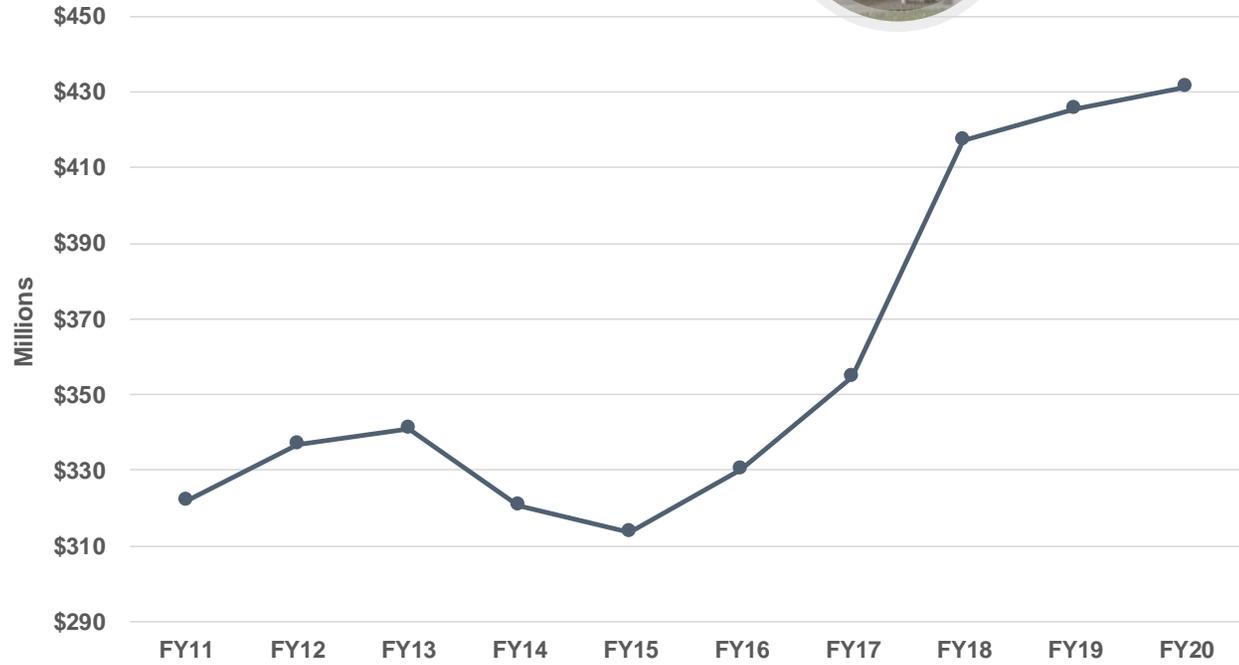
5.1



# Total System-wide Research Expenditures



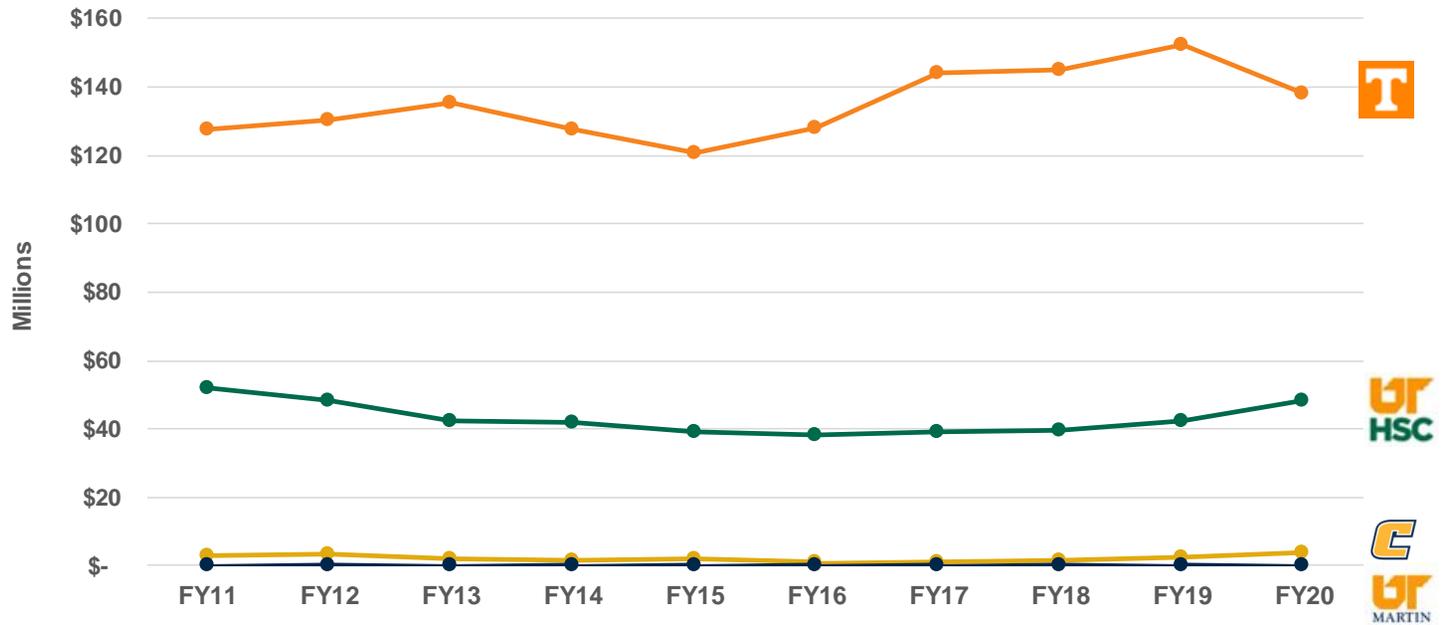
- System-wide, total research expenditures increased 1.3% in the last year and 37.5% in the last five years.
- From FY10 through FY19, the UT System captured 1.1 times it's "fair share" of the growth in national research funding at US universities.





# Federal Research Expenditures by Campus

5.1

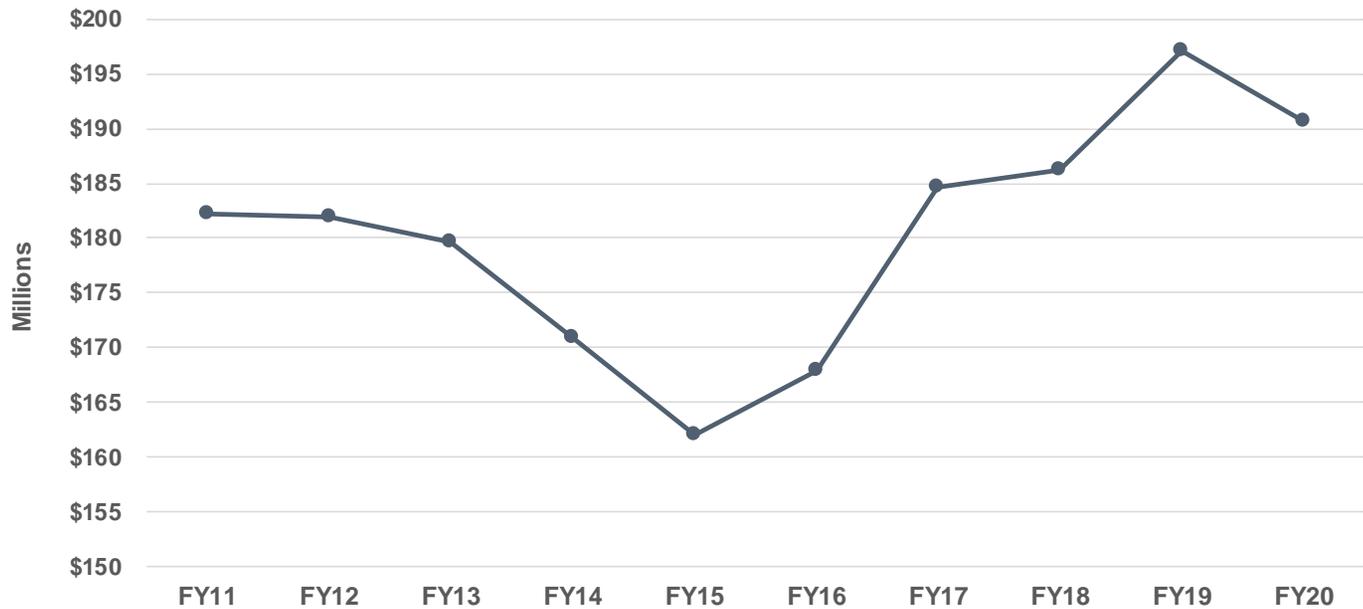




# System-wide Federal Research Expenditures

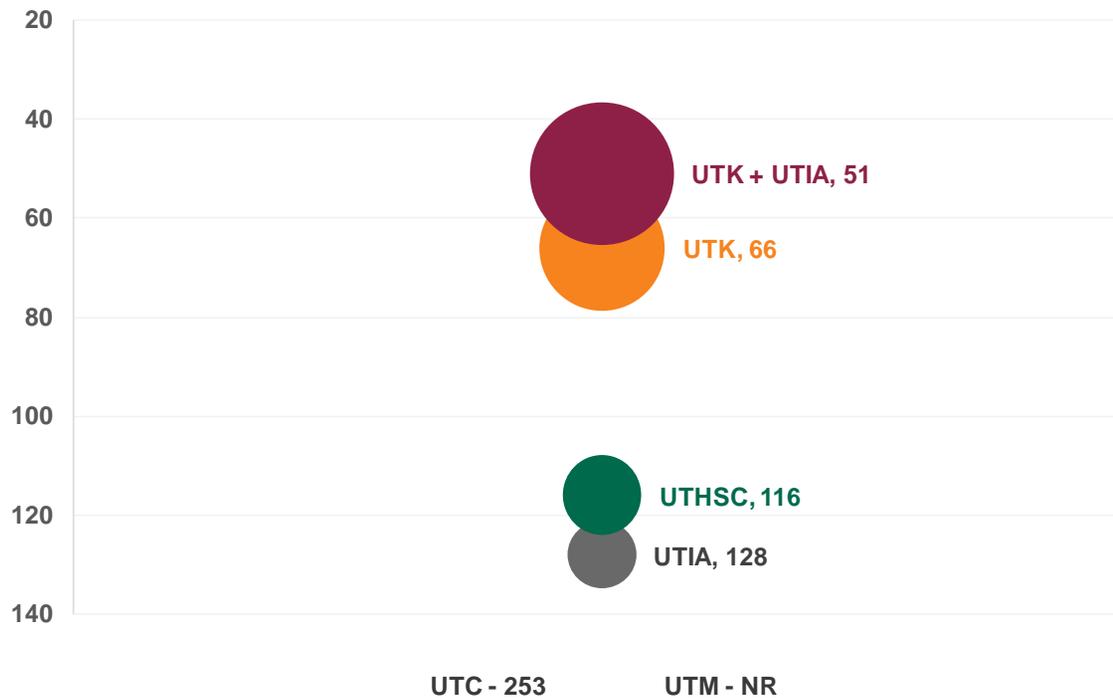
5.1

- System-wide federal research expenditures decreased 3.3% in the last year and increased 17.6% in the last five years.
- From FY10 through FY19, the UT System captured 97% of its “fair share” of the growth in federal research funding at US universities.



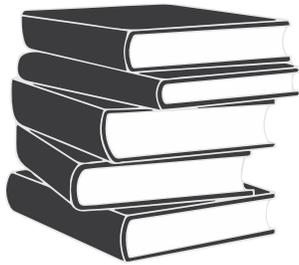
# NSF Higher Education Research and Development Survey Rankings

## TOTAL RESEARCH EXPENDITURES – PUBLIC UNIVERSITIES FY19



# Publication and Citation Metrics

## PUBLICATIONS



**6,582**

*total publications in 2020;  
5357 articles, reviews, and  
proceedings papers at UT  
System*

## CITATIONS



**123,795**

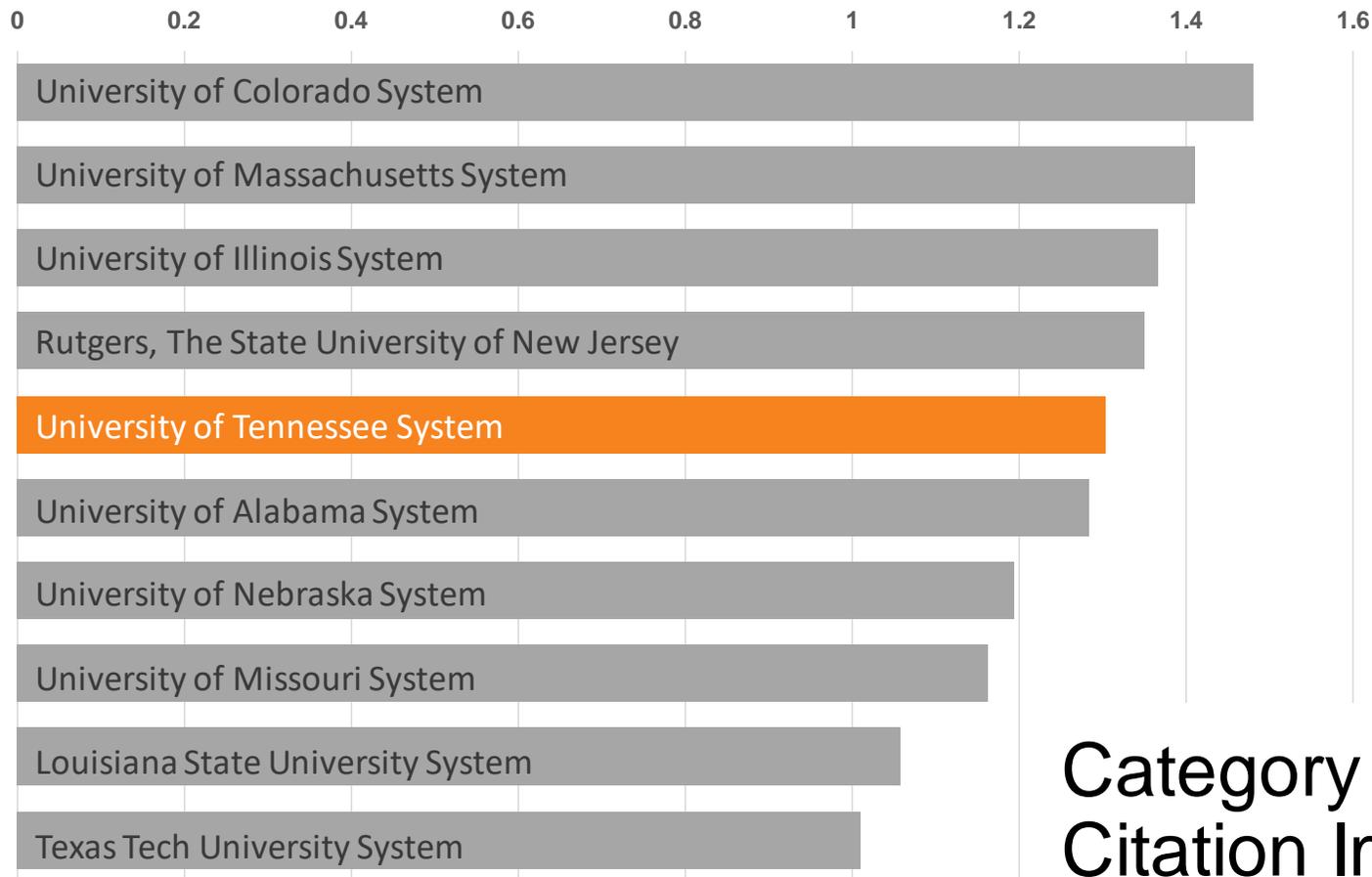
*citations in 2020 to  
UT System's co-authored  
publications from 2016 -  
2020*

## IMPACT



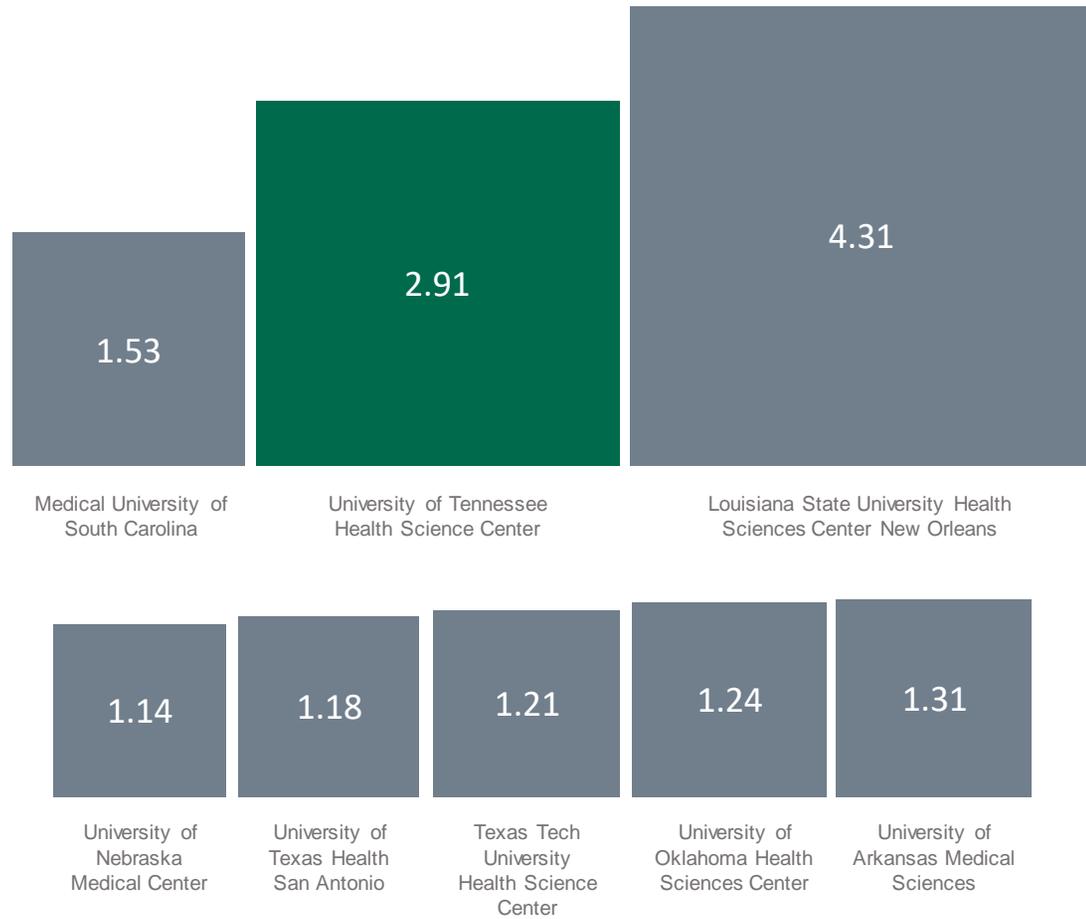
**1.3 x**

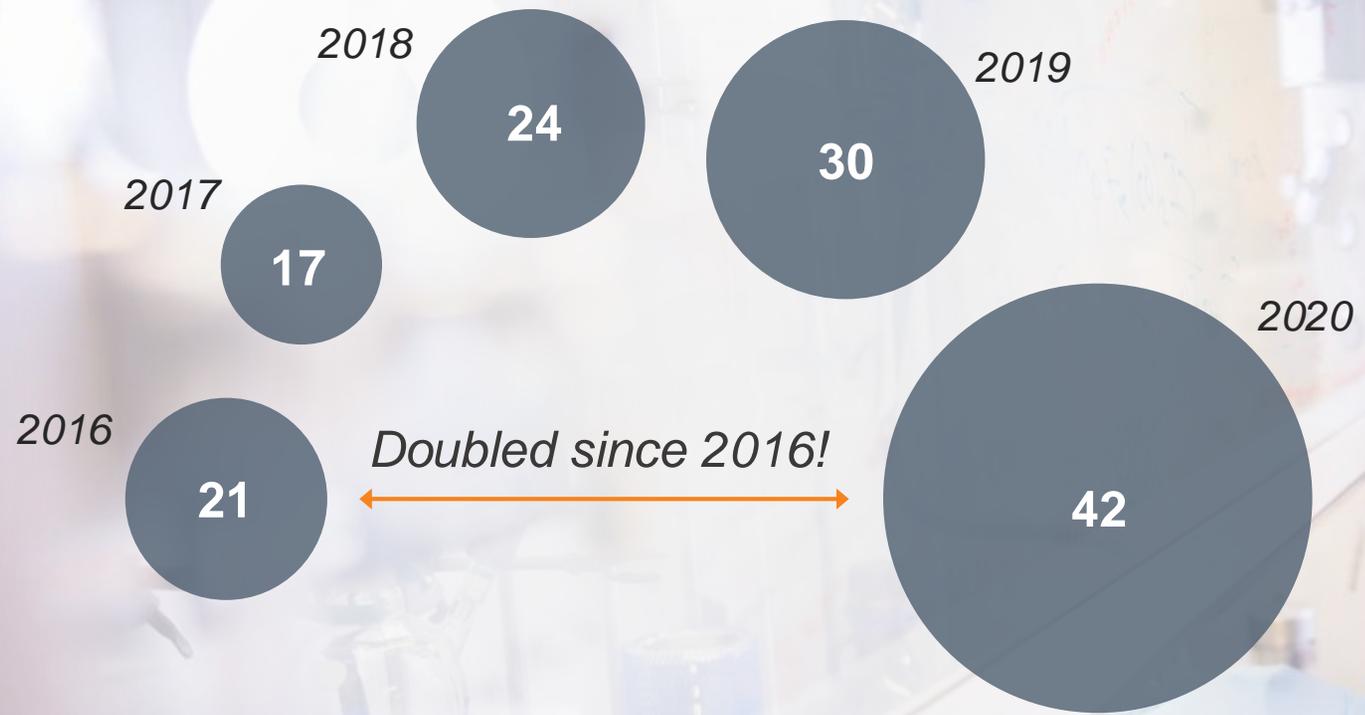
*the global average of citations  
accrued for documents  
published in the last 10 yrs;  
2.1% in the top 1%*



## Category Normalized Citation Impact

# CNCI for Toxicology – UTHSC and Peers





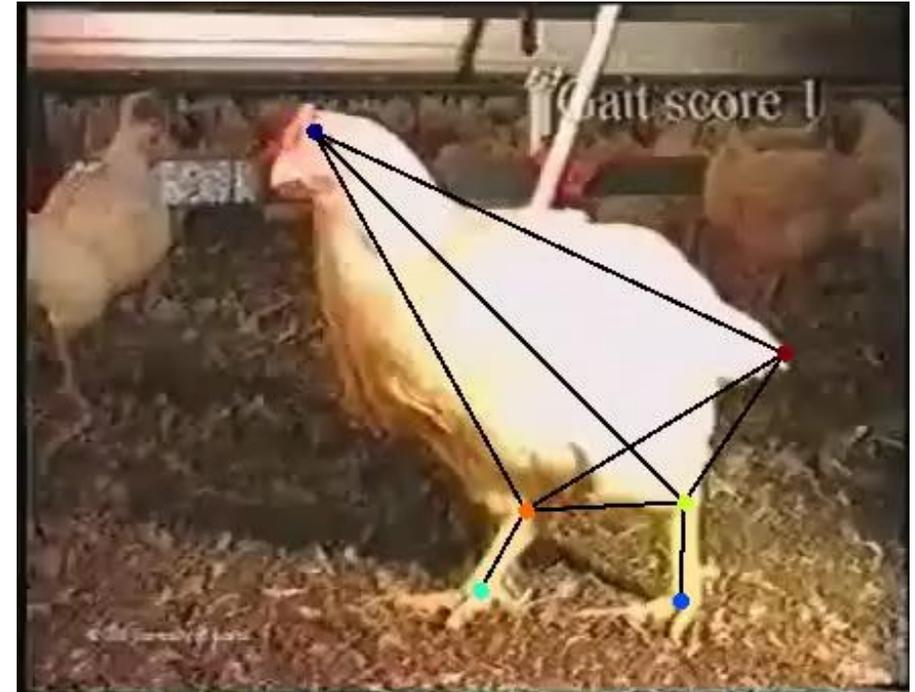
## Licenses & Options of UT Intellectual Property



5.1

# INNOVATION CHANGING LIVES

 THE UNIVERSITY OF TENNESSEE SYSTEM



5.1

## Supporting Tennessee's Top Revenue-Generating Animal Commodity Using Artificial Intelligence

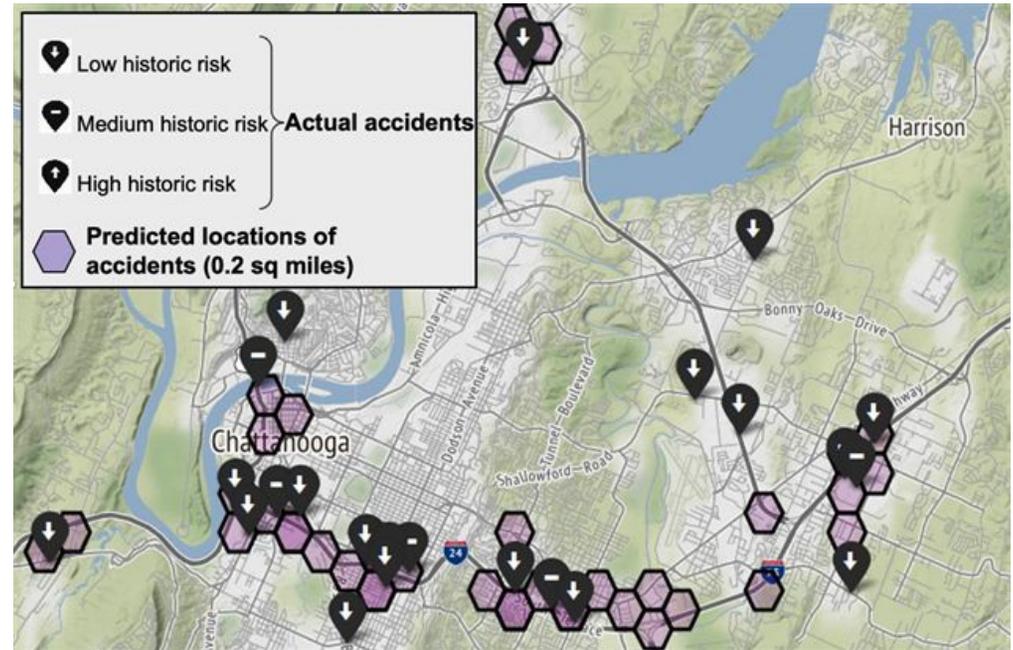
*Project Team Key Members: H. Gan, Y. Zhao, S. Hawkins, M. Prado, T. Tabler*



# Reducing Incidence & Impact of Traffic Accidents in Chattanooga using Artificial Intelligence



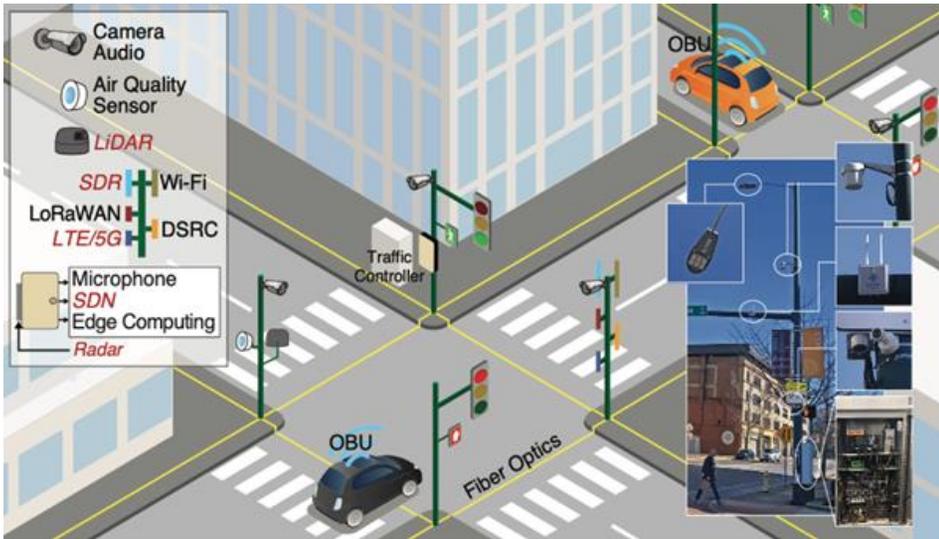
*Project designed & supervised by Dr. Mina Sartipi,  
Director of the Center for Urban Informatics & Progress*



*Using data up to Jan. 1<sup>st</sup>, 2021 to predict accidents on Jan. 2<sup>nd</sup>  
**Overall accuracy 95.4%***

# Living Testbed for Smart City Applications: Making Cities Safer for Pedestrians and Cyclists

Researcher: Dr. Mina Sartipi



# UTHSC Operational Strategic Plan for Research: Impact on Grants & Contracts



*A faculty driven series of 5-year plans providing a clear road map to success.*

## OSPR 1st EDITION FY17-21

### Areas of Excellence

Cancer; Obesity Diabetes and Vascular Diseases; Disorders of the Nervous System; Respiratory Disorders; Precision Medicine; Health Outcomes and Services Research

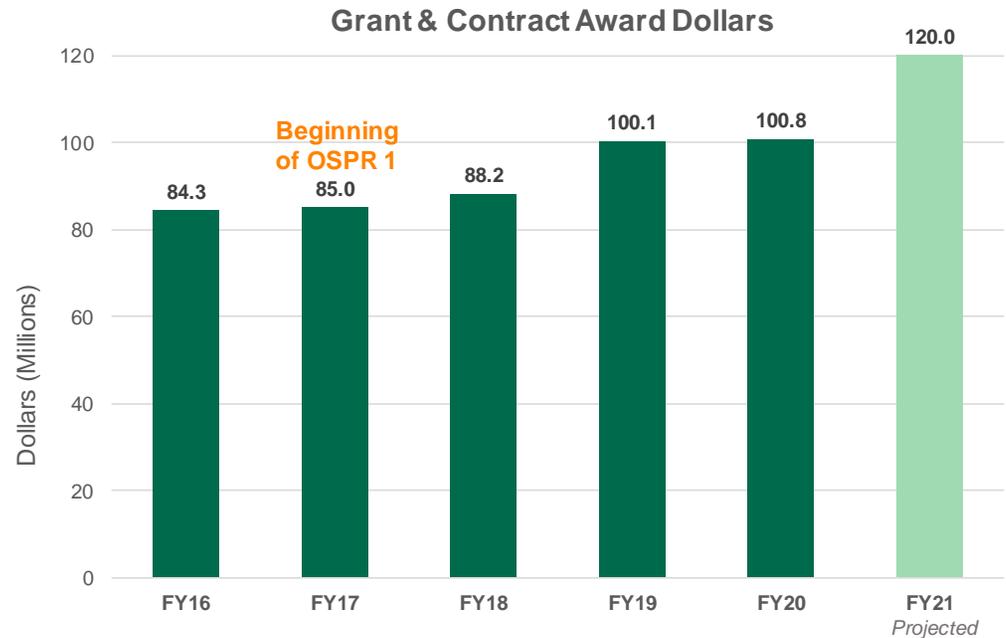
## OSPR 2nd EDITION FY22-26

### Areas of Excellence

Cancer; Obesity, Diabetes, & Disorders of Metabolism; Cardio-renal & Vascular Disease; Neuropsychological Behaviors and Nervous System Disorders

### New Areas of Excellence

Infection, Inflammation, & Immunity; Regenerative Medicine and Stem Cell-based Technologies; Women's Health





*Dr. Colleen Jonsson, Director of the Regional Biocontainment Laboratory (RBL)*

## UTHSC COVID-19 IMPACT



5.1

- Led collaborations with ~200 academic and industry partners to test antivirals and disinfectants
- Published several papers dealing with subjects ranging from cytokines and the immune response from SARS-CoV-2 infection to virtual and in vitro antiviral screening
- Developed two small animal models, tests to measure neutralizing antibodies, and tests to sequence full length genomes
- Screened nearly 100,000 molecules and has several hit to lead studies in progress
- Created a NHR biorepository with more than 2000 swab samples
- Created a database to examine the evolution of SARS Cov-2 regionally
- Working with the City of Memphis and Shelby County to map the spread of variants



# Culturally Relevant Robotics



5.1



## **\$1M NSF COMPUTER SCIENCE FOR ALL GRANT**

Improving computational thinking skills in children from culturally and linguistically diverse groups, leading to academic and career success

*Frances Harper, Lori Caudle, Margaret Quinn*



# America's Cutting Edge



Training the next-generation machine tool workforce to narrow the predicted 2.4 million manufacturing worker shortage by 2028 and decrease threats to national security

*Tony Schmitz*

# Undergraduate Research at UT Martin Coon Creek Science Center



# Undergraduate Research at UT Martin Coon Creek Science Center



## PROJECT OVERVIEW

Students involved in research at the UT Martin Coon Creek Science Center gain experience in application of newer methods of conservation and study as they locate, extract, and preserve fossils from a 70-plus million-year-old exposed seafloor deposit that's home to almost 700 preserved marine species.

*Dr. Michael Gibson, Center Director*



## PROJECT IMPACT

The research and high-impact educational opportunities extend beyond the campus and region to the paleontology world. Classified as one of the top 10 fossil sites in North America, the center's reach includes:

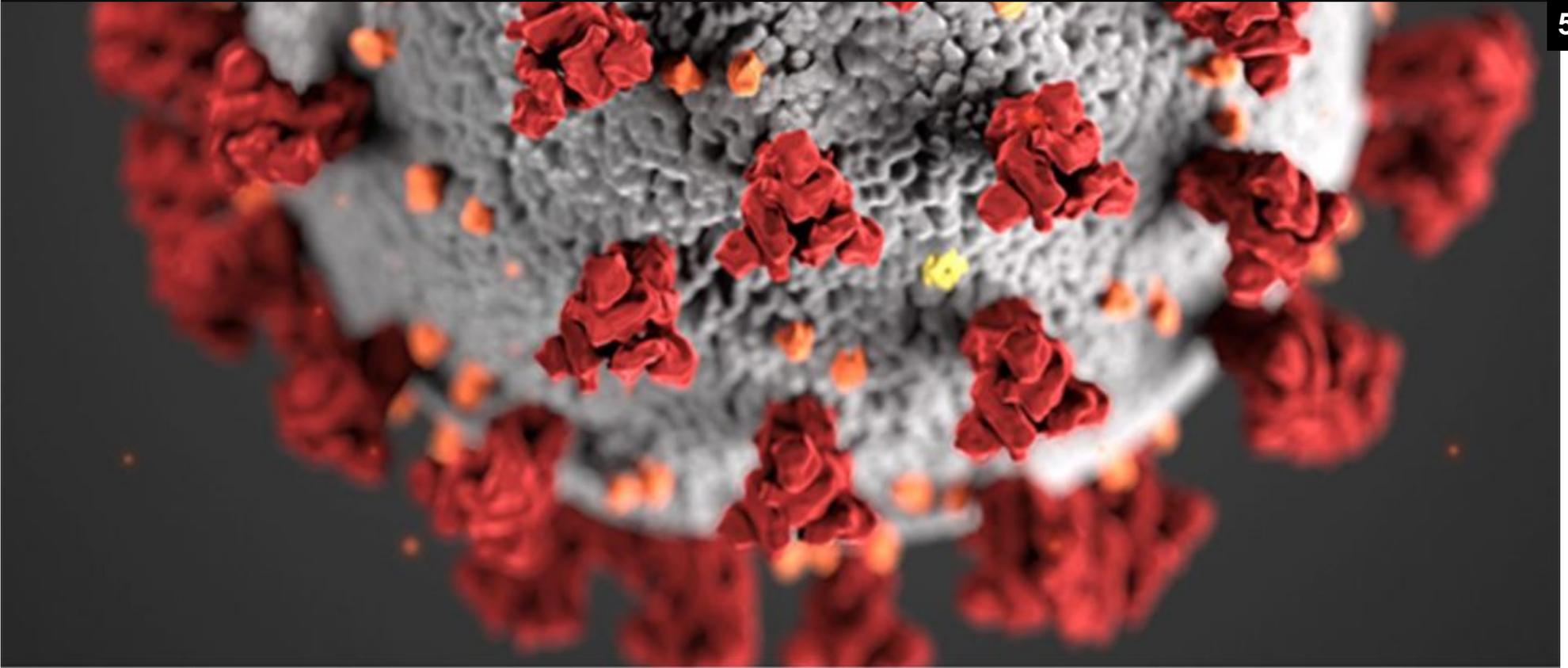
- K-12 schools and 4-H groups
- Geoscience educators and professionals
- Visitors of all ages and professions

Questions?

5.1



# UTHSC Response to COVID



5.2

Coronavirus Disease Information and Resources

Scott E. Strome, MD  
Robert Kaplan Executive Dean of the College of Medicine  
Vice Chancellor of Health Affairs  
University of Tennessee Health Science Center

# UTHSC Response to COVID

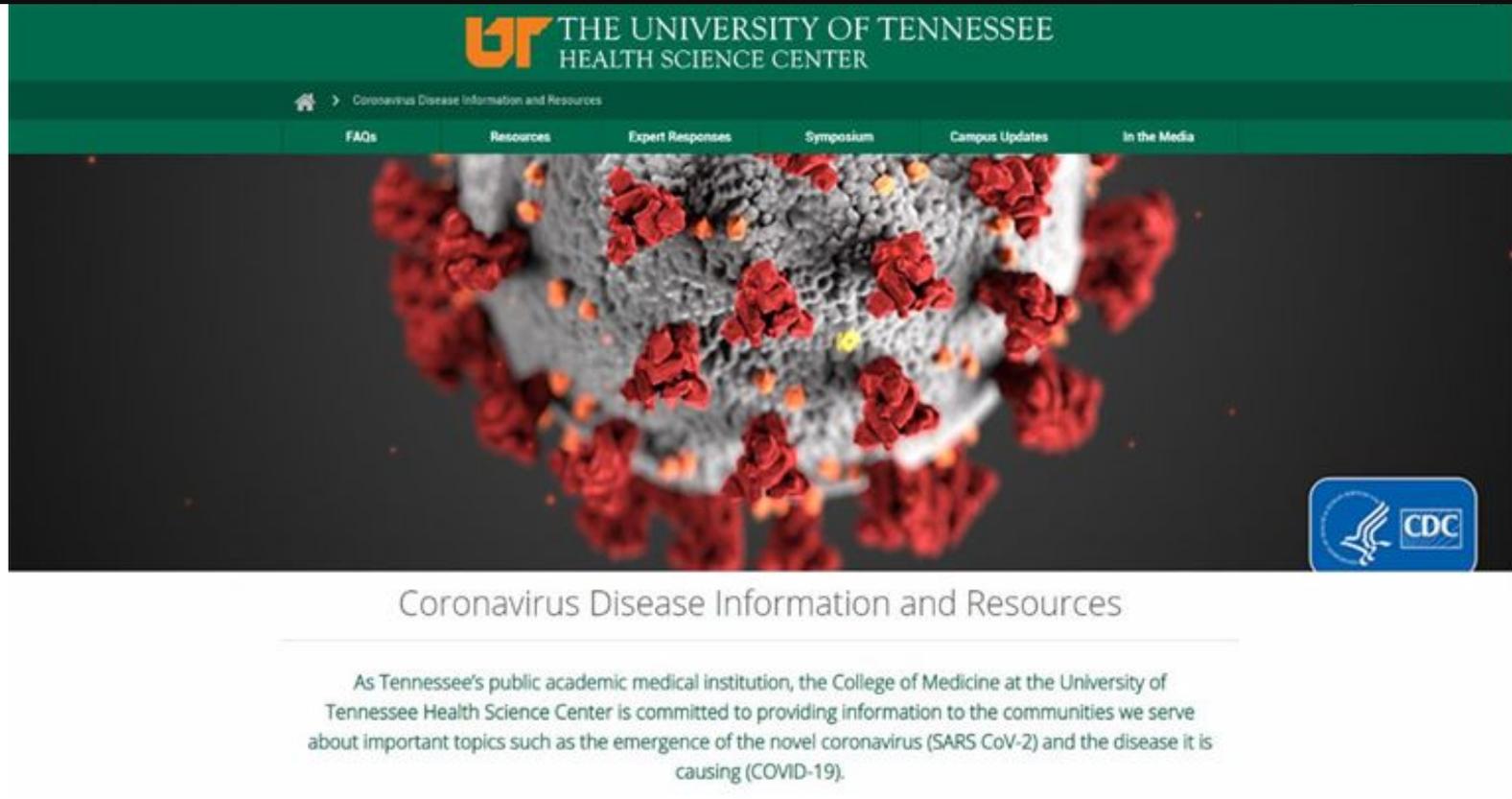
5.2

- Community Engagement/Service
- Education
- Research



# Community Engagement: Online Information

5.2



Website Views:

**72,608** (2/2020-5/2021)



# Community Engagement:

5.2

**Daily Memphian**  
 CORONAVIRUS METRO BUSINESS OPINION SPORTS ARTS & CULTURE FOOD SUBURBS NEIGHBORHOODS  
 Scott Strome  
 Dr. Scott Strome is the Robert Kayton Executive Dean of the College of Medicine and vice chancellor for clinical affairs at the University of Tennessee Health Science Center.  
**UTHSC dean: Current COVID antibody tests aren't always correct**  
 By Scott Strome Updated: April 29, 2020 11:02 AM CT | Published: April 29, 2020 11:02 AM CT

**genomeweb**  
 Business & Policy Technology Research Diagnostics  
 Home » Business » Policy & Funding » Business News » FDA Grants Emergency Use Authorization for Sansure Biotech, UTHSC Coronavirus Tests  
 May 09, 2020 | staff reporter  
 NEW YORK — The US Food and Drug Administration has granted separate Emergency Use Authorizations for PCR-based SARS-CoV-2 tests developed by Human, China-based Sansure Biotech and the University of Tennessee Health Science Center (UTHSC).

**FOX 13** Weather News Fox13 Investigates Live Stream Coronavirus Live! Best of  
 Health experts say pandemic could be taking a mental & emotional toll on children  
 Watch: Health experts say pandemic could be taking a mental & emotional toll on children  
 1 minute left  
**Children's Mental Health Awareness**  
 DR. ALTHEA STEWART  
 UTHSC CLINIC FOR HEALTH IN JUSTICE AWARDED VOTER

**WMC5** WATCH LIVE NEWS WEATHER CORONAVIRUS COVERAGE SCHOOL  
 STATE  
**UT campuses to welcome students back this fall with guidance from task force led by UTHSC professor**  
 THE UNIVERSITY OF TENNESSEE

**Daily Memphian**  
**UTHSC takes huge strides in battle to ramp up testing**  
 UTHSC students volunteer on the frontlines at COVID-19 testing sites

**memphis 13**  
 "Self-Assembling Superheroes"  
 UTHSC students volunteer on the frontlines at COVID-19 testing sites

**WATCH: UTHSC students volunteer on the frontlines at COVID-19 testing sites**  
 1 minute left

**Daily Memphian**  
**THE EARLY WORD**  
**The Early Word: Safer at home is staying put, and UTHSC grabs its cape**  
 By Matt Carlson Updated: April 25, 2020 9:12 AM CT | Published: April 25, 2020 9:12 AM CT  
 Hey, Early Word era, it's Thursday, April 23. The NFL 2020 draft begins tonight, and at least one former Memphis player won't be watching — because he's too nervous about it.

**WMC5** CORONAVIRUS COVERAGE  
**UTHSC health expert answers questions about coronavirus as states reopen economy**  
 DOCTOR ANSWERS COVID-19 QUESTIONS  
 with Shelby Co. & other metropolitan areas for separate re-opening



# Community Engagement: Drive Through Testing

5.2



David Schwartz, MD  
Chair, Radiation Oncology

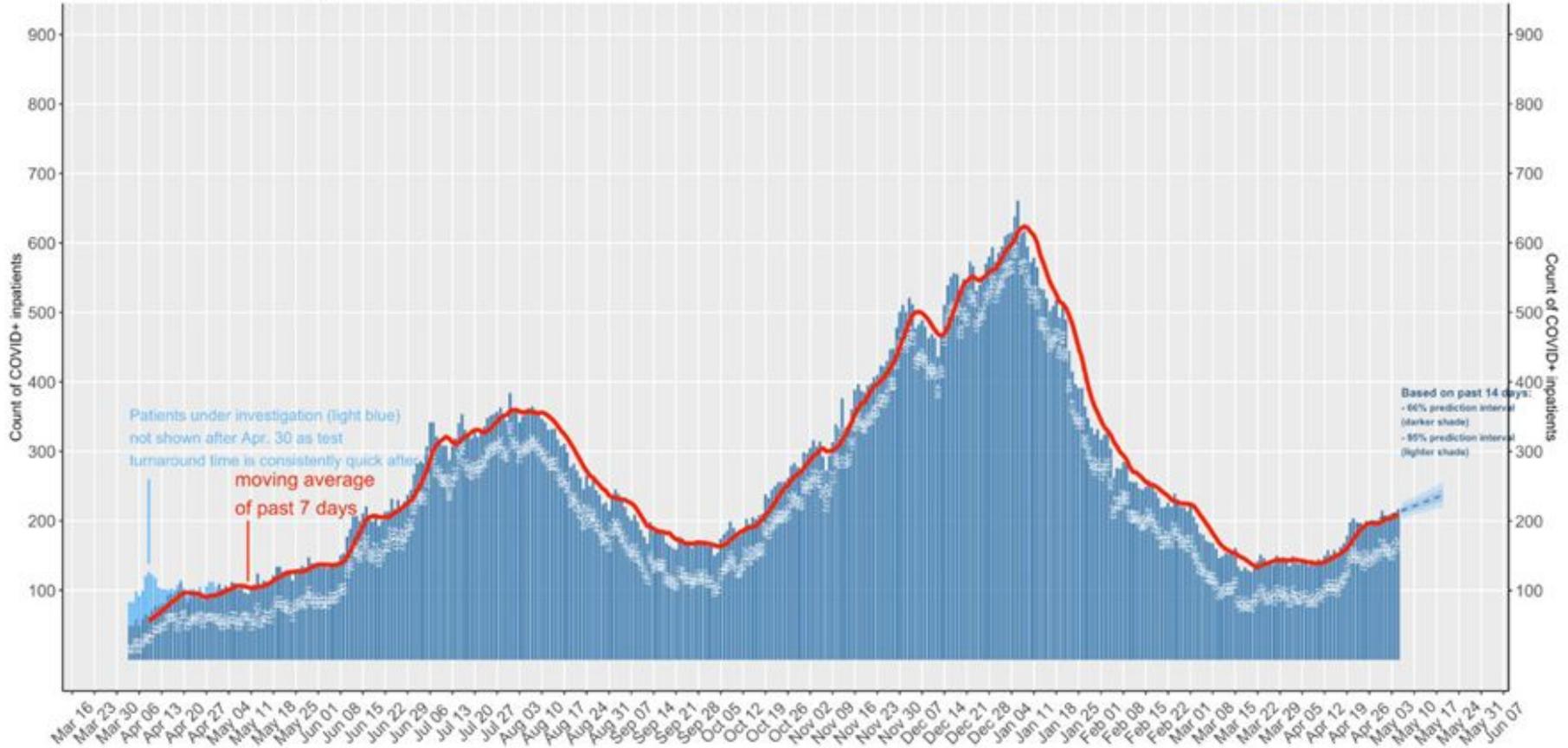
**54,084 COVID Tests**

3/2020-5/2021



# Community Engagement/Research: Tracking

**Shelby County - Hospitalized COVID+ Patients**  
 Extrapolation from past 14 days (earlier days ignored)



Data Source: Joint Task Force ESF8 Data Subcommittee, Shelby County Tennessee.  
 Figure: UTHSC College of Medicine | Preventive Medicine | Biostatistics | Fridtjof Thomas.

5.2



Fridtjof Thomas, PhD  
 Associate Professor  
 Preventive Medicine

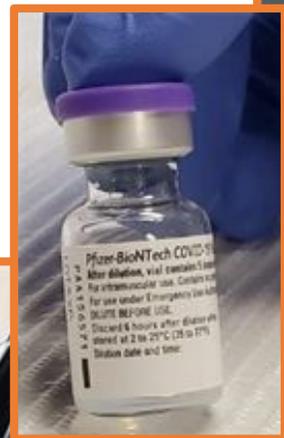


Mehmet Kocak, PhD  
 Associate Professor  
 Preventive Medicine



# Community Engagement: Vaccine Team

5.2



**116,391  
Vaccinations  
Given**



# Community Engagement: UTHSC Student Volunteers

5.2

## UTHSC Student Hours Testing and Vaccination

UTHSC College	Jan-Mar 2020	April-Jun 2020	July-Sept 2020	Oct-Dec 2020	Jan-Mar 2021	April-May 6 2021
Dentistry	0	19	0	0	40	0
Graduate	16	78	0	5	181	0
Health Professions	0	0	0	0	5	0
Medicine	2580	3121	0	337	2343	500
Nursing	0	1535	35	50	212	5
Pharmacy	0	0	0	309	3038	153
<b>Total</b>	<b>2596</b>	<b>4753</b>	<b>35</b>	<b>701</b>	<b>5819</b>	<b>658</b>



**14,562 Hours!**



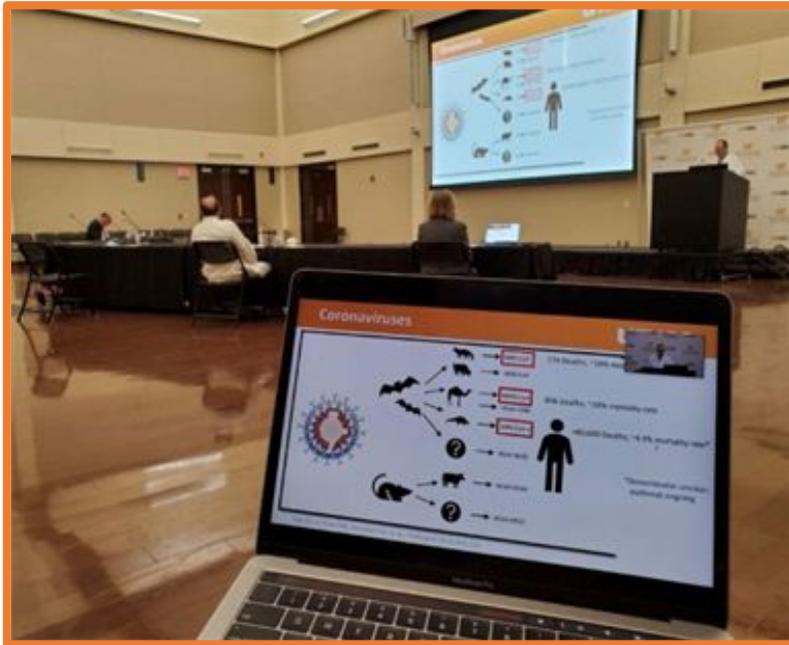
# Community Engagement: Field Hospital

5.2



# Education: Symposia and Distinguished Speakers

5.2



1<sup>st</sup> of 3: COVID Symposium April 2020

**1500+ Online Registrants**



**675 Viewers in Real Time**

# Research: COVID Trials

## Evaluating safety, tolerability, efficacy of Anti-Spike Antibodies

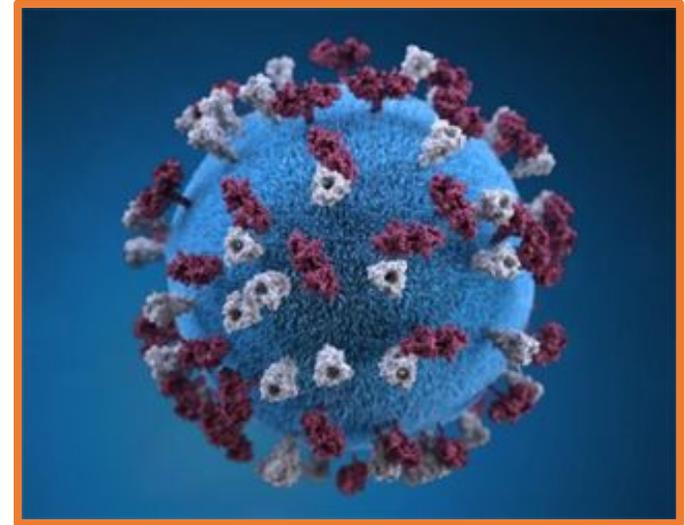
5.2

Regeneron #2067/2069 (adult) - 24 subjects enrolled  
John Jefferies, MD & Amber Thacker, MD

Regeneron #2067 (peds) - open to enrollment  
Sandy Arnold, MD & Terri Finkel, MD, PhD

### Plus 39+ other studies related to COVID such as....

- Convalescent plasma therapy
- Observational registry
- Reactions from frontline house staff
- Demographics, clinical and community outcomes
- Immunology of COVID
- Neurologic complications in COVID
- Type 1 diabetics and COVID
- Congenital heart disease and COVID



**112+ Publications and Counting**

# Research: Highlight



Michael Whitt, PhD  
Professor, Department of Microbiology, Immunology, and Biochemistry  
Associate Dean Medical Education, College of Medicine

## **Developed:**

Surrogate viruses, relatively harmless to humans, to test effectiveness of vaccines to COVID without the danger of working directly with COVID.

## **Used by:**

Pfizer, Moderna, and dozens of other Pharms Firms

5.2

# Questions?

5.2



# UTHSC College of Dentistry Tennessee Rural Dental Care Initiative



James Ragain, DDS, MS, PhD  
Professor and Dean  
UTHSC College of Dentistry



## The Problem

5.3

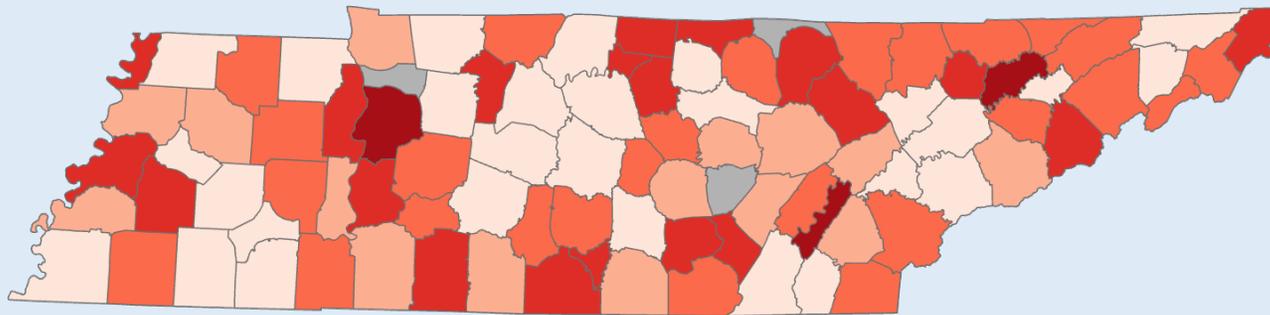
US News & World Report ranked Tennessee 43rd in access to dentists for citizens.

86 counties (90%) are below the American Dental Association's Health Policy Institute recommended 61 dentists per 100,000 people.

26 counties (27%) have less than 20 dentists per 100,000 people and many of these same counties have the highest concentrations of low-income populations in the state.

As one of the lowest ranking states for access to dental care, the shortage of 758 dentists across Tennessee is a health crisis that cannot be ignored. There are 3,512 licensed dentists in TN (practicing?), and the state needs 4,270 practicing dentists to achieve 61 dentists per 100,000 patients.

# Dentists Per 100,000 People



Dentists per 100,000 People  
Darker Colors are Worse

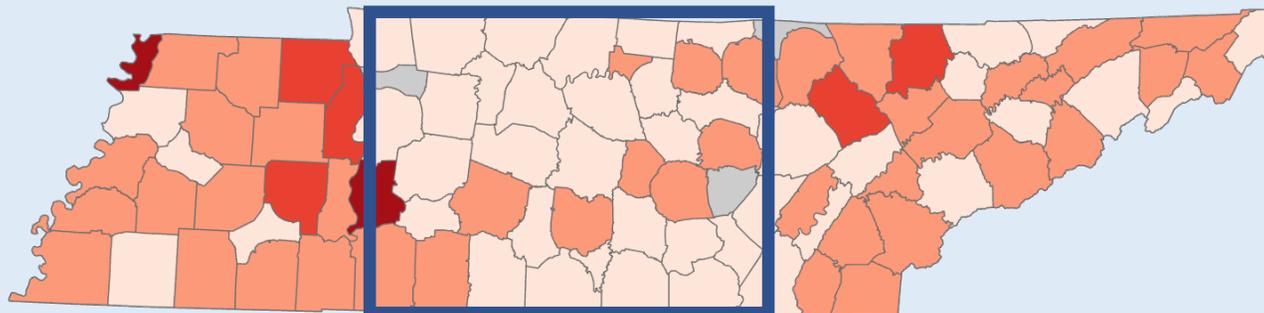
- No Dentists
- 1 - 10
- 11 - 20
- 21 - 30
- 31 - 40
- 41 - 92

Author: GIS Outreach and Community Engagement Lab, UTK  
Map Production Date: May 23, 2021  
2020 Population Estimate Data from US Census Bureau  
TN Licensed Dentists Data from UT Health Science Center

**ADA Health  
Policy Institute:  
61 dentists per  
100,000**



## Percent of Dentists Who Have Been Licensed At Least 35 Years



Percent of Dentists Per County Licensed At Least 35 Years  
Darker Colors Are Worse

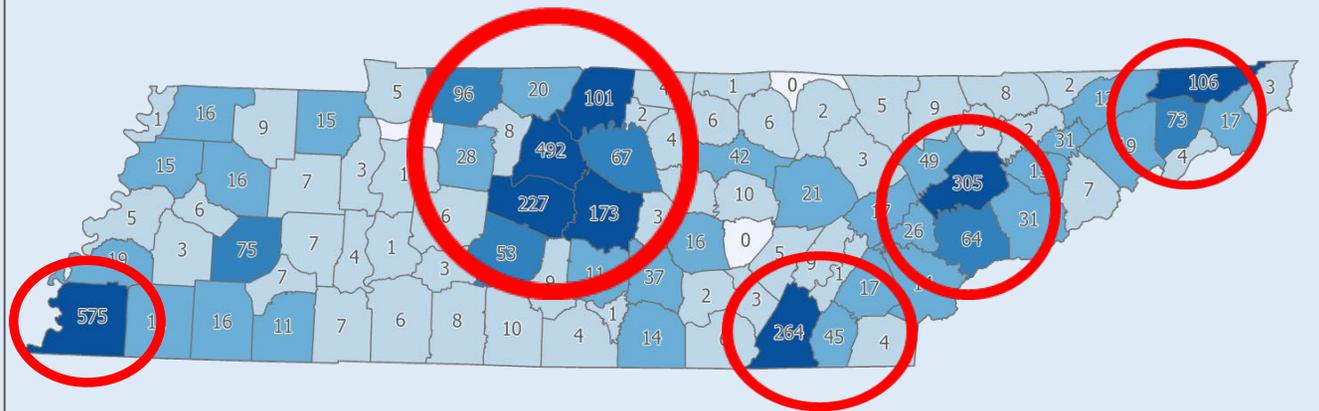
- ≤25
- ≤50
- ≤75
- ≤100
- No Dentists

Author: GIS Outreach and Community Engagement Lab, UTK  
Map Production Date: May 23, 2021  
2020 Population Estimate Data from US Census Bureau  
TN Licensed Dentists Data from UT Health Science Center



# Total Dentists Per County

**Dentist shortage is primarily a rural problem.**



Total Dentists Per County

- 0
- 1 - 10
- 11 - 50
- 50 - 100
- 100 - 575

Author: GIS Outreach and Community Engagement Lab, UTK  
 Map Production Date: May 23, 2021  
 2020 Population Estimate Data from US Census Bureau  
 TN Licensed Dentists Data from UT Health Science Center



It is the mission of the University of Tennessee Health Science Center to improve the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service.

UTHSC College of Dentistry is stepping up, directing our attention to the problem, and helping with the solution.





Incremental increase in dental class size to 130.

Recruit dental students from rural counties in Tennessee.

With the increase in enrollment, the College of Dentistry would expand its clinical rotations in rural communities around the state.

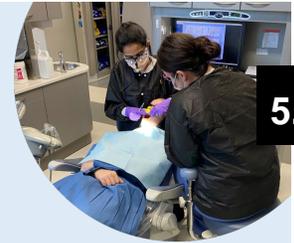
Additional AEGD (Primary Oral Health Care) residencies.

Major clinical footprint in Knoxville to include an AEGD residency and third and fourth year dental education.

Assist with incentive programs to attract graduates to underserved areas.

Expanded Functions Dental Auxiliaries (EFDA) Courses.

## The Plan



5.3

Collaboration with the Tennessee Department of Health, Tennessee State Board of Dentistry, higher education institutions, and private individuals/institutions.

# The Plan



# Dentists Per 100,000 People

Existing senior dental student clinical rotation sites:



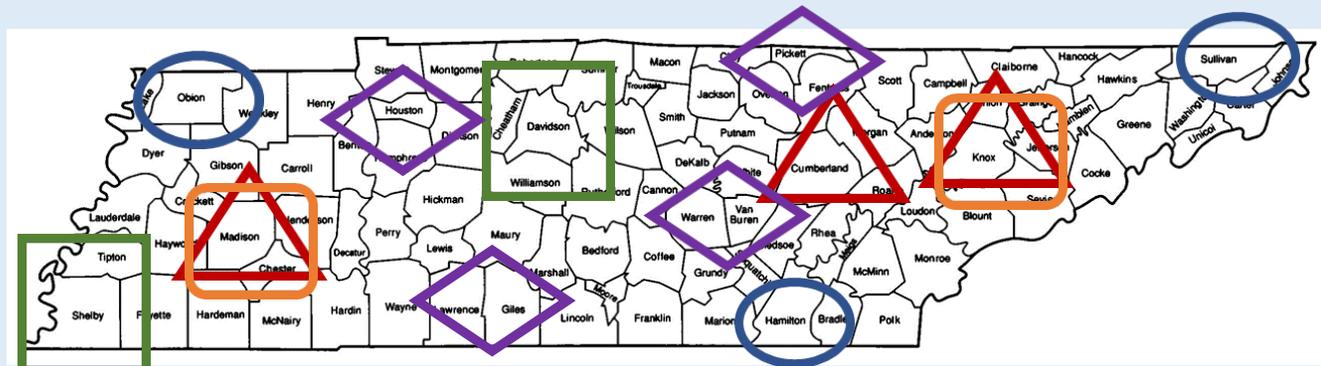
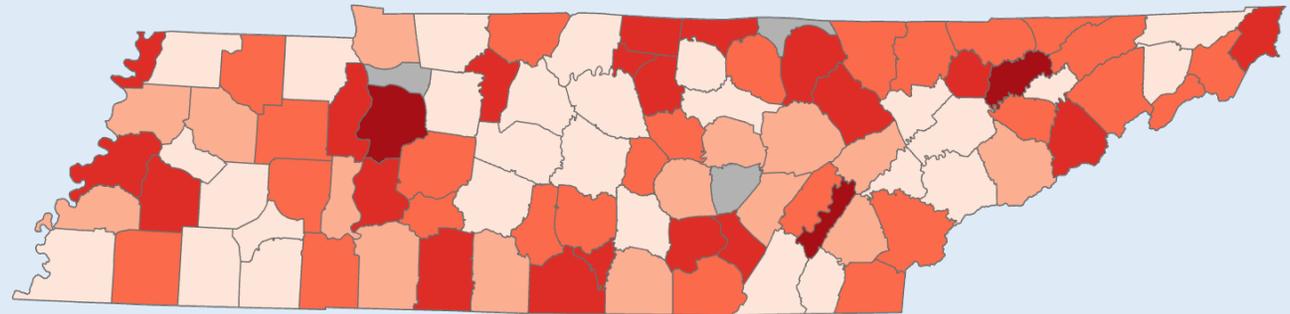
Proposed senior dental student clinical rotation sites 2021-2023:



Existing UTHSC COD AEGD (primary care) residency sites:



Proposed UTHSC COD AEGD (primary care) residency sites:



Other areas in need:



## Senior Dental Student's Tooth Restoration



# Questions?

# Student Experience Survey Spring 2021



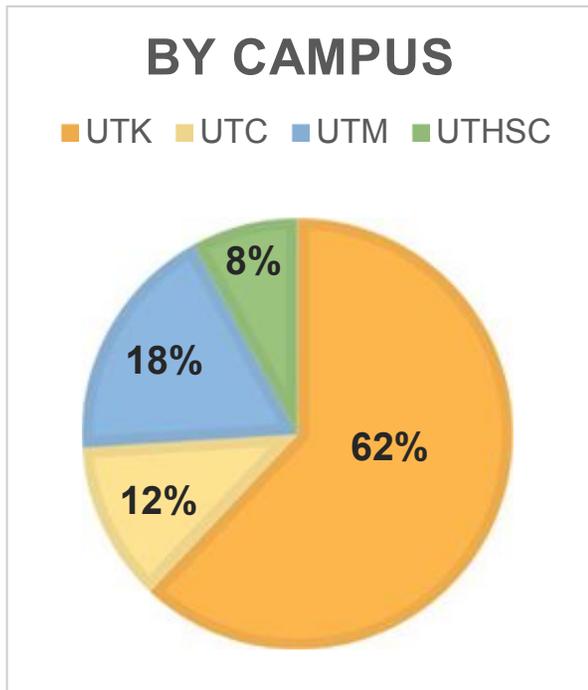
**UT** THE UNIVERSITY OF TENNESSEE SYSTEM

# Survey Objectives & Design

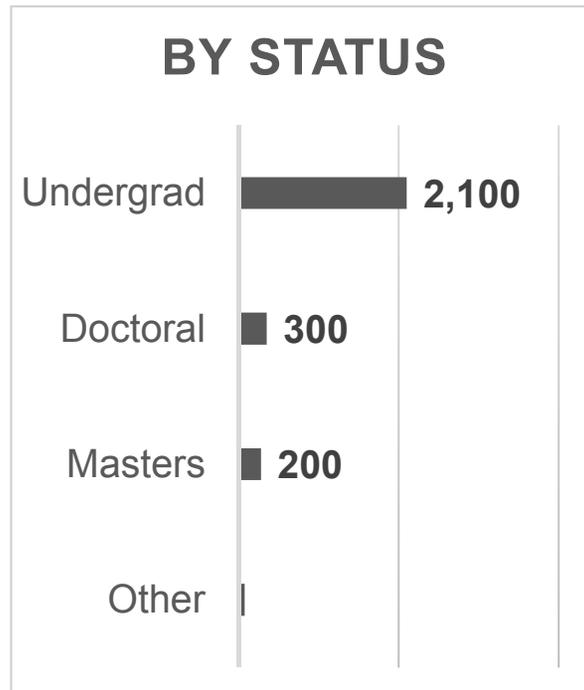
- Fall 2020 follow-up
- Four-part survey:
  - I. Demographics
  - II. Experience at UT
  - III. Current Concerns
  - IV. Write-in Items
- Distributed mid-March



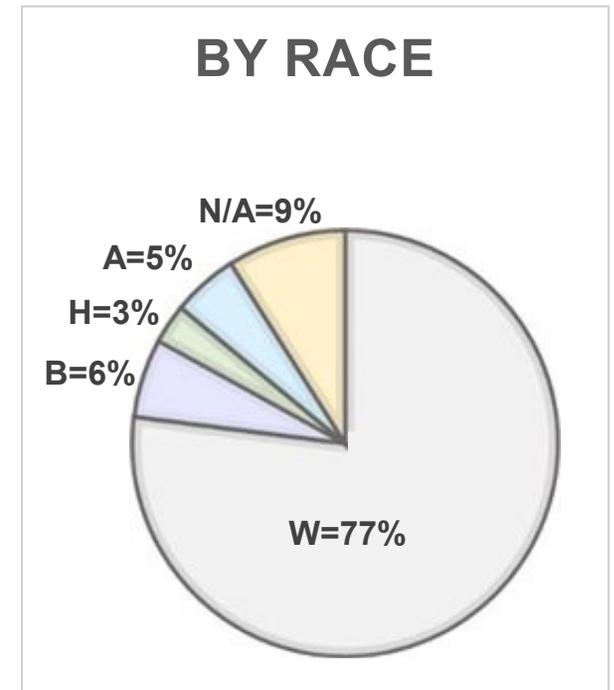
# Survey Respondents (n=2,518)



UTK=55%; UTC=22%; UTM=13%; HSC=6%



Other=Non-degree seeking or No Answer



W=White; B=Black; H=Hispanic; A=Asian

# Experience at UT

Item	Spring Mean (Fall)	A+SA	D+SD
I would recommend UT as a great place to study.	4.19 (3.62)	68%	14%
I believe that I matter and belong at UT.	3.79 (3.46)	50%	21%
UT offers the resources I need to succeed.	3.94 (3.33)	48%	21%
I am accessing the resources or support I need.	3.69 (3.28)	52%	17%
I have adjusted well to hybrid/ online learning.	3.32 (2.82)	47%	34%
I believe UT listens to its students*	3.67 (new)*	37%	37%

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

# Student Concerns

- 1) Mental Health
- 2) Academic Success
- 3) Finances/Economy
- 4) General Uncertainty
- 5) Pandemic/Public Health

“We are currently paying for many resources/experiences that we are not able to access due to COVID.”

*“I’ve never felt worse about myself and my success ever, and I really wish UT would listen to students and help with online learning.”*

*“[Give] students a choice... to come back to campus or stay online.”*

“Increase access to mental health services and providers that are not suffering from burnout.”

“Reopen campus so students can connect with their peers and instructors, [and] better access the resources that they need.”

“Earning the **trust** of a diverse student body with diverse needs to learn and thrive at university is one of the most important things this school can [do] to recruit talented students, engage alumni, and increase [UT’s] reputation.”

“Work harder to educate students and faculty on racism and [have] a zero tolerance on racism across campus.”

# Considerations

- Competing surveys impact response rate
- Low response rates do not allow for results to be reported by campus
- Context must be considered when interpreting data
- Interest in continuing this survey?







THE UNIVERSITY OF  
TENNESSEE  
SYSTEM

# UT System Performance Compared to Peers

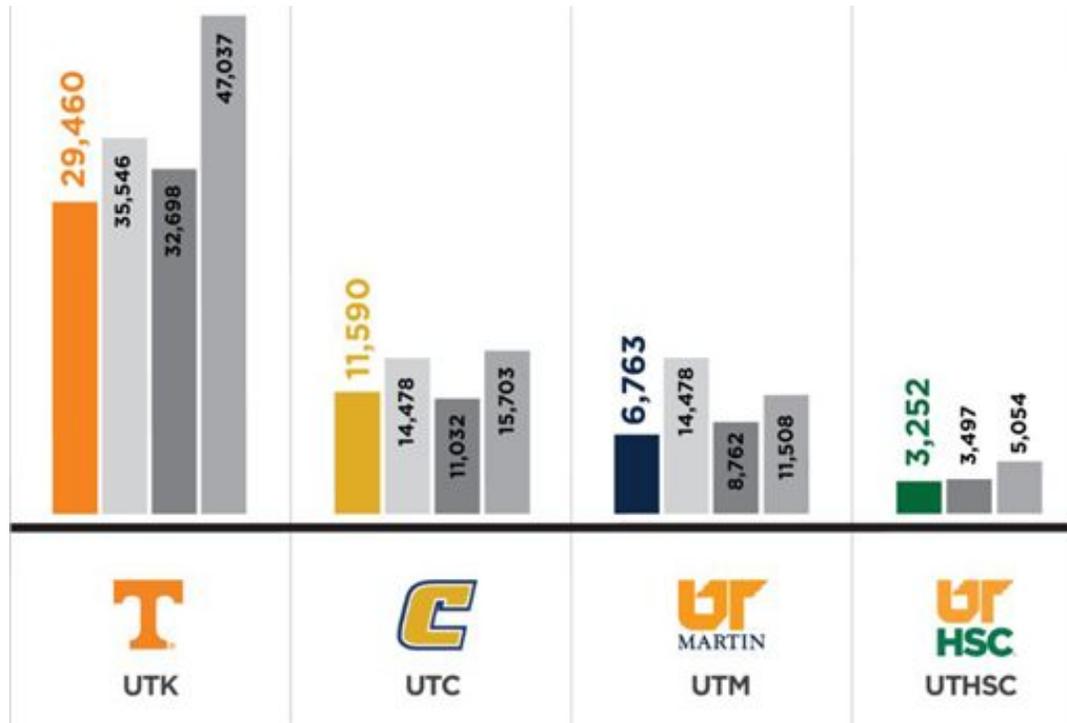
*Board of Trustees*

*June 2021*



# TOTAL ENROLLMENT

2019

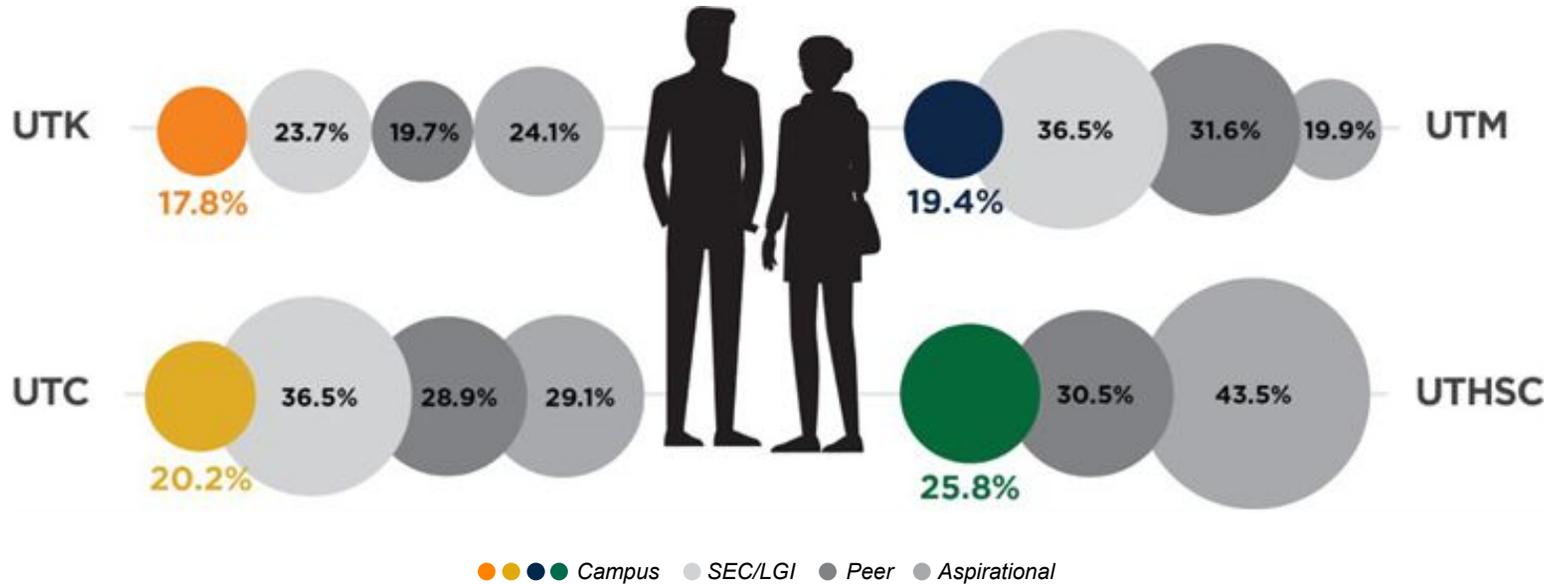


● ● ● ● Campus ● SEC/LGI ● Peer ● Aspirational

**UT** THE UNIVERSITY OF TENNESSEE SYSTEM

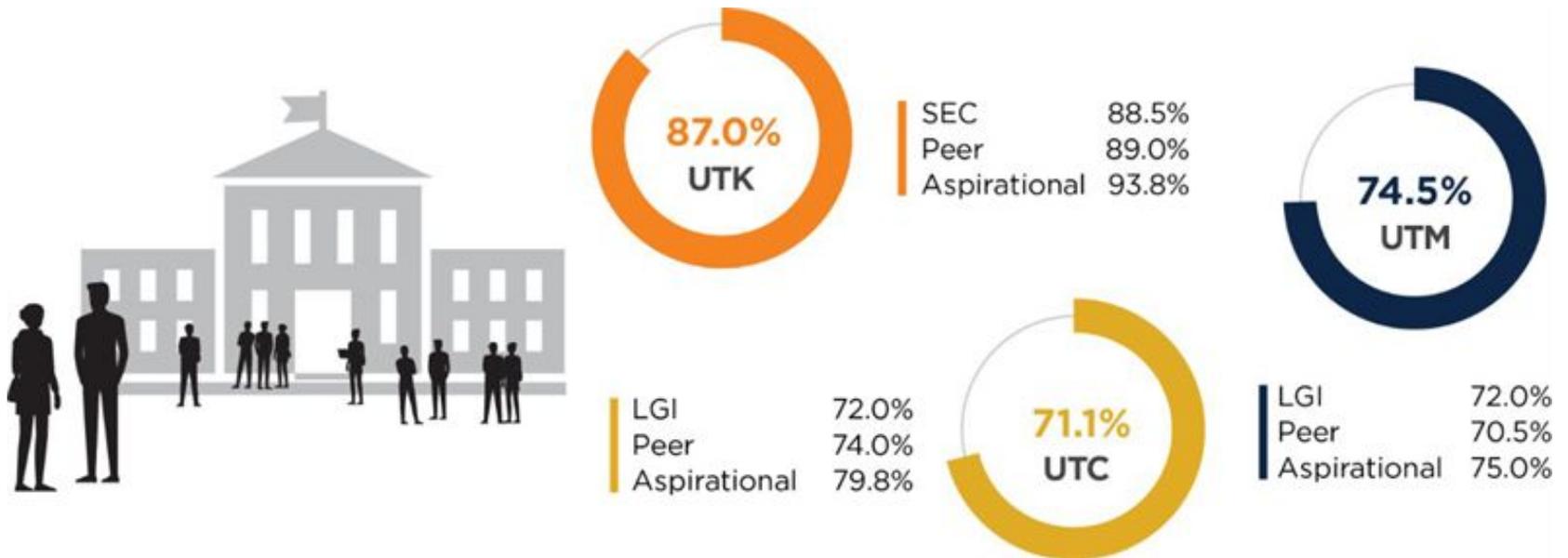
# TOTAL ENROLLMENT OF RACIAL/ETHNIC MINORITIES

2019



# FIRST-YEAR RETENTION

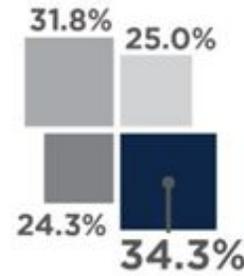
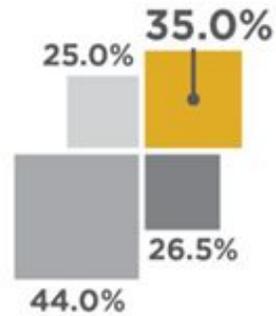
2019





# FOUR-YEAR GRADUATION RATES

2019 – New Full-Time, First-Time Freshmen

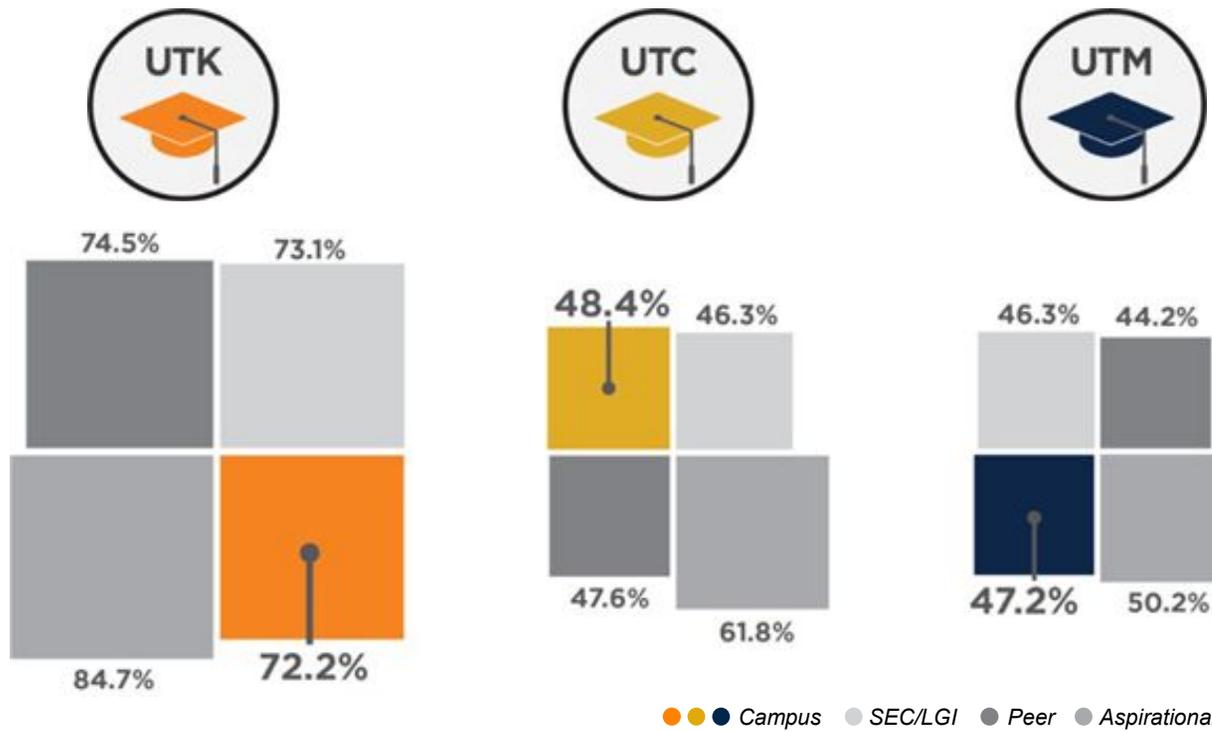


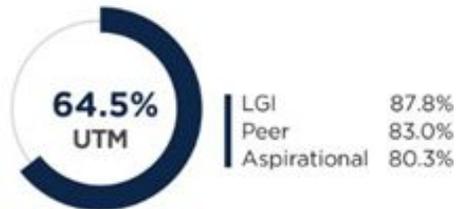
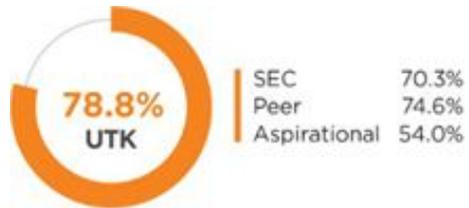
● ● ● Campus ● SEC/LGI ● Peer ● Aspirational



# SIX-YEAR GRADUATION RATES

2019 – New Full-Time, First-Time Freshmen





## NEW FRESHMAN ADMIT RATES

*2019 – Percent of Applicants Admitted*



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *May 8, 2021* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Joel D. Wells  
Name

University Registrar  
Title

5/28/2021  
Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *May 8, 2021* 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

NANCY L. Neal

Name

UTC Bursars Office

Title

5/26/2021

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 *April 1, 2021* through *June 4, 2021* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



\_\_\_\_\_  
Signature

Lyndsay Pittman

\_\_\_\_\_  
Name

Assistant Vice Chancellor/University Registrar

\_\_\_\_\_  
Title

6/9/2021

\_\_\_\_\_  
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 *April 1, 2021* through *June 4, 2021* 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

11-Jun-2021  
\_\_\_\_\_  
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 8, 2021 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

A handwritten signature in black ink, appearing to read 'Jeff Gerkin', written over a horizontal line.

Signature

Jeff Gerkin  
Name

Interim University Registrar  
Title

6/10/2021  
Date

Office of the University Registrar  
Enrollment Management  
1331 Circle Park Drive 209 Student Services Building Knoxville, TN 37996-0230  
865-974-1111 fax 865-974-2606

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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 8, 2021 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

Susan Forman

Name

Bursar

Title

June 10, 2021

Date

**Bursar's Office**

211 Student Services Building    Knoxville, TN 37996-0225  
office 865-946-3100    fax 865-974-1945

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Flagship Campus of the University of Tennessee System



Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *May 8, 2021* 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.

6.1

Certified:

Martha M. Barnett  
Signature

Martha M. Barnett  
Name

Registrar  
Title

05/24/2021  
Date



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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *May 8, 2021* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

6.1

Certified: \_\_\_\_\_  
Signature

DocuSigned by:  
*Stacey Jackson*  
775F52D8028E48C...

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## June 2021 Tenure

<b>UTC</b>			
<b>Last Name</b>	<b>First Name</b>	<b>College</b>	<b>Department</b>
Brown	Leanora	Rollins College of Business	Economics
Einstein	Sarah	Arts and Sciences	English
Elliott	Trevor	Engineering and Computer Science	Mechanical Engineering
Harris	Bradley	Engineering and Computer Science	Civil and Chemical Engr.
Harriss	Chandler	Arts and Sciences	Communication
Hungenberg	Eric	Health, Education and Professional Studies	Health and Human Performance
Shelton	Steven	Library	Library
Thompson	Emily	Library	Library
<b>UTHSC</b>			
<b>Last Name</b>	<b>First Name</b>	<b>College</b>	<b>Department</b>
Derefinko	Karen	Medicine	Preventive Medicine
Lewis	James	Health Professions	Audiology and Speech Pathology
Madlock-Brown	Charisse	Health Professions	Diagnostic and Health Sciences
Mancarella	Salvatore	Medicine	Physiology
Mulligan	Megan	Medicine	Genetics, Genomics and Informatics
<b>UTK</b>			
<b>Last Name</b>	<b>First Name</b>	<b>College</b>	<b>Department</b>
Abdoli	Samereh	Nursing	Nursing
Buehler	Matthew Jeffrey	Arts and Sciences	Political Science
Childs	Michelle Lynn	Education, Health & Human Sciences	Retail, Hospitality, and Tourism Management
Compton	Brett Gibson	Tickle College of Engineering	Mechanical, Aerospace, and Biomedical Engineering
Dia	Vermont	AgResearch	Food Science
Graham	Jeffrey Alexander	Education, Health & Human Sciences	Kinesiology, Recreation, and Sport Studies
Grieser	Jessica Ann	Arts and Sciences	English
Hollenbach	Kandace Renee	Arts and Sciences	Anthropology
Ivey	Jennie	UT Extension	Animal Sciences
Jarvandi	Soghra	UT Extension	Family & Consumer Sciences
Letizia	Paolo	Haslam College of Business	Business Analytics & Statistics
Liu	Jian	College of Arts & Sciences	Physics
Myer	Phillip	AgResearch	Animal Science

## June 2021 Tenure

<b>UTK</b>			
Last Name	First Name	College	Department
Okafor	Chika	Veterinary Medicine	Biomedical & Diagnostic Science
Paskewitz	Emily Ann	Education, Health & Human Sciences	Communication Studies
Romans	Laura Blair	University Libraries	Library
Stokes	Ashley	Veterinary Medicine	Large Animal Clinical Science
Zhuravleva	Mariya	Tickle College of Engineering	Materials Science and Engineering
<b>UTM</b>			
Last Name	First Name	College	Department
Busch	Heidi	Library	Library
Dempsey	Kyle	Education, Health, and Behavioral Sciences	Psychology
Martin	Justin	Education, Health, and Behavioral Sciences	Behavioral Sciences
Pruitt	Jeremy Ross	Agriculture and Applied Sciences	Agriculture, Geology, and Natural Resources

6.2

## June 2021 Promotions

UTC				
Last Name	First Name	College	Department	Promoted To:
Alam	Rafayet	Rollins College of Business	Finance and Economics	Associate Professor
Brown	Leanora	Rollins College of Business	Economics	Associate Professor
Butler	Frank	Rollins College of Business	Management	Professor
Einstein	Sarah	Arts and Sciences	English	Associate Professor
Elliott	Trevor	Engineering and Computer Science	Mechanical Engineering	Associate Professor
Harris	Bradley	Engineering and Computer Science	Civil and Chemical Engr.	Associate Professor
Harriss	Chandler	Arts and Sciences	Communication	Associate Professor
Hayes	Loren	Arts and Sciences	Biology, Geology, and Environmental Sciences	Professor
Howard-Baptiste	Shewanee	Health, Education and Professional Studies	Health and Human Performance	Professor
Hungenberg	Eric	Health, Education and Professional Studies	HHP	Associate Professor
Karrar	Abdelrahman	Engineering and Computer Science	Electrical Engineering	Professor
Klug	Hope	Arts and Sciences	Biology, Geology, and Environmental Sciences	Professor
Lewis	Phillip	Arts and Sciences	Art	Professor
Onyango	Mbakisya	Engineering and Computer Science	Civil and Chemical Engr.	Professor
Shelton	Steven	Libraries	Library	Associate Professor
Thompson	Emily	Libraries	Library	Associate Professor
Yeager	Jonathan	Arts and Sciences	Philosophy and Religion	Professor
Zelin	Alex	Arts and Sciences	Psychology	Associate Professor
UTHSC				
Last Name	First Name	College	Department	Promoted To:
Adeboye	Adedayo	Medicine	Medicine	Associate Professor
Bellflower	Bobby	Nursing	Acute and Tertiary Care	Professor
Bettin	Kristen	Medicine	Pediatrics	Associate Professor
Bhattacharya	S. Dave	Medicine-Chattanooga	Surgery	Associate Professor
Bhole	Rohini	Medicine	Neurology	Associate Professor
Boone	Jonathan	Medicine-Knoxville	Obstetrics and Gynecology	Associate Professor
Boston	Umar	Medicine	Surgery	Professor
Bowden	Martha Michelle	Medicine	Pediatrics	Associate Professor
Bradsher	Robert	Medicine	Medicine	Associate Professor
Bryant	Suzanne Brown	Medicine	Clinical Medical Education	Assistant Professor
Bukiya	Anna	Medicine	Pharmacology	Professor
Calvert	Justin	Medicine-Chattanooga	Radiology	Clinical Assistant Professor
Canada	Brad	Medicine	Medicine	Professor
Cantrell	Angela	Medicine	Anatomy and Neurobiology	Professor
Cantrell	Angela	Medicine	Medical Education	Professor
Colvert	Staley	Dentistry	General Practice Dentistry	Associate Professor
Cross	Cynthia	Medicine	Pediatrics	Associate Professor
DePasquale	Stephen	Medicine-Chattanooga	Obstetrics and Gynecology	Professor
Derefinko	Karen	Medicine	Preventive Medicine	Associate Professor
Doering	Tracey	Medicine	Medicine	Professor
Duff	Marlin	Dentistry	General Practice Dentistry	Associate Professor
ElNaggar	Adam	Medicine	Obstetrics and Gynecology	Assistant Professor
Fan	Tai-Hwang Michael	Medicine	Medicine	Professor
Ferguson-Paul	Kenice	Medicine	Pediatrics	Associate Professor
Flagg	Simran	Dentistry	Dental Hygiene	Assistant Professor
Fortner	Kimberly Bailey	Medicine-Knoxville	Obstetrics and Gynecology	Professor
Gosain	Ankush	Medicine	Surgery	Professor
Gosain	Ankush	Medicine	Pediatrics	Professor
Gradowski	Joel	Medicine	Pathology	Associate Professor
Grear	Benjamin J.	Medicine	Orthopaedic Surgery and Biomedical Engineering	Assistant Professor

## June 2021 Promotions

UTHSC				
Last Name	First Name	College	Department	Promoted To:
Griffin	Leslie	Medicine-Chattanooga	Family Medicine	Associate Professor
Haji	Showkat	Medicine	Medicine	Associate Professor
Heck	Robert	Medicine	Orthopaedic Surgery and Biomedical Engineering	Professor
Helmick	Ryan	Medicine	Surgery	Associate Professor
Herr	Michael	Medicine	Anatomy and Neurobiology	Associate Professor
Hoit	Daniel	Medicine	Neurosurgery	Associate Professor
Hyde	Glendon Alan	Medicine-Chattanooga	Surgery	Assistant Professor
Hysmith	Nicholas	Medicine	Pediatrics	Associate Professor
Ismail	Mohammad K.	Medicine	Medicine	Professor
Khanna	Pallavi	Medicine	Obstetrics and Gynecology	Associate Professor
Klimo	Paul	Medicine	Neurosurgery	Professor
Kocak	Mehmet	Medicine	Preventive Medicine	Professor
Koehn	Amy	Nursing	Acute and Tertiary Care	Associate Professor
Lee	Sue Chin	Medicine	Physiology	Associate Professor
Lewis	James	Health Professions	Audiology and Speech Pathology	Associate Professor
Madlock-Brown	Charisse	Health Professions	Diagnostic and Health Sciences	Associate Professor
Mandal	Nawajes	Medicine	Ophthalmology	Professor
Mandal	Nawajes	Medicine	Anatomy and Neurobiology	Professor
Maples	Jill Maureen	Medicine-Knoxville	Obstetrics and Gynecology	Associate Professor
Martin	Rebecca	Medicine-Chattanooga	Emergency Medicine	Clinical Assistant Professor
McLevy-Bazzanella	Jennifer	Medicine	Otolaryngology	Associate Professor
Miller	Stephen	Medicine	Pediatrics	Professor
Mixon	Benjamin Avery	Medicine-Chattanooga	Pediatrics	Associate Professor
Mulligan	Megan	Medicine	Genetics, Genomics and Informatics	Associate Professor
Murphy	Garnett	Medicine	Orthopaedic Surgery and Biomedical Engineering	Professor
Myers	Dayna	Dentistry	Dental Hygiene	Associate Professor
Narayana	Shalini	Medicine	Pediatrics	Professor
Narayana	Shalini	Medicine	Anatomy and Neurobiology	Professor
Onder	Songul	Medicine	Medicine	Associate Professor
Ost	Shelley Rae	Medicine	Medicine	Associate Professor
Philip	Ranjit	Medicine	Pediatrics	Associate Professor
Phillips	Melissa	Medicine-Knoxville	Surgery	Professor
Richardson	David	Medicine	Orthopaedic Surgery and Biomedical Engineering	Professor
Romero Legro	Ivan Humberto	Medicine	Medicine	Associate Professor
Scalise	Melissa	Medicine	Clinical Medical Education	Associate Professor
Seth	Ankur	Medicine	Medicine	Associate Professor
Shaban-Nejad	Arash	Medicine	Pediatrics	Associate Professor
Shafter	Mohamed Amer	Dentistry	Prosthodontics	Associate Professor
Shintaku	Werner H.	Dentistry	Diagnostic Sciences	Professor
Shridharani	Amand	Medicine-Chattanooga	Urology	Associate Professor
Sinclair	Scott	Medicine	Medicine	Professor
Sirelkhathim	Abdelazim	Medicine-Chattanooga	Neurology	Associate Professor
Smith	Amber	Medicine	Pediatrics	Associate Professor
Sorenson	Jeffrey	Medicine	Neurosurgery	Professor
Spence	David Daniel	Medicine	Orthopaedic Surgery and Biomedical Engineering	Associate Professor
Starlard-Davenport	Athena	Medicine	Genetics, Genomics and Informatics	Associate Professor
Terry	Paul	Medicine-Knoxville	Medicine	Professor
Trabue	Christopher Hamilton	Medicine	Medicine	Professor
Uzonyi	Thelma	Health Professions	Audiology and Speech Pathology	Assistant Professor
Winer	Jeffrey C.	Medicine	Pediatrics	Associate Professor

## June 2021 Promotions

UTHSC				
Last Name	First Name	College	Department	Promoted To:
Weinlein IV	John C.	Medicine	Orthopaedic Surgery and Biomedical Engineering	Associate Professor
Werlitz	Kiesha	Dentistry	Dental Hygiene	Assistant Professor
Wheeler	James	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor
White	Wesley M.	Medicine-Knoxville	Urology	Professor
Williams	Richard A.	Dentistry	Orthodontics	Professor
Yedlapati	Neeraja	Medicine	Medicine	Associate Professor
Yohannan	Thomas	Medicine	Pediatrics	Associate Professor
UTK				
Last Name	First Name	College	Department	Promoted To:
Abdoli	Samereh	Nursing	Nursing	Associate Professor
Bell	John	Haslam College of Business	Supply Chain Management	Professor
Bhardwaj	Neeraj	Haslam College of Business	Marketing	Professor
Black	Monica	Arts and Sciences	History	Professor
Blakeman	Robyn	Communications and Information	Advertising Public Relations	Professor
Buehler	Matthew Jeffrey	Arts and Sciences	Political Science	Associate Professor
Butler	David	AgResearch	Plant Sciences	Professor
Childs	Michelle Lynn	Education, Health & Human Sciences	Retail, Hospitality, and Tourism Management	Associate Professor
Compton	Brett Gibson	Tickle College of Engineering	Mechanical, Aerospace, and Biomedical Engineering	Associate Professor
Cureton	Adam	Arts and Sciences	Philosophy	Professor
Cushing	Andrew Charles	Veterinary Medicine	Small Animal Clinical Sciences	Clinical Associate Professor
Dhar	Madhu	Veterinary Medicine	Large Animal Clinical Sciences	Research Associate Professor
Dia	Vermont	AgResearch	Food Science	Associate Professor
Duke	Dawn	Arts and Sciences	Modern Foreign Language and Literatures	Professor
Duty	Chad	Tickle College of Engineering	Mechanical, Aerospace, and Biomedical Engineering	Professor
Fulcher	Amy	UT Extension	Plant Sciences	Professor
Golden	Rachel	Arts and Sciences	Music	Professor
Graham	Jeffrey Alexander	Education, Health & Human Sciences	Kinesiology, Recreation, and Sport Studies	Associate Professor
Grieser	Jessica Ann	Arts and Sciences	English	Associate Professor
Ha	Sejin	Education, Health & Human Sciences	Retail, Hospitality, and Tourism Management	Professor
Hasford	Jonathan	Haslam College of Business	Marketing	Associate Professor
Herndon	Hillary	Arts and Sciences	Music	Professor
Hollenbach	Kandace Renee	Arts and Sciences	Anthropology	Associate Professor
Huth	Thorsten	Arts and Sciences	Modern Foreign Language and Literatures	Associate Professor
Ivey	Jennie	UT Extension	Animal Sciences	Associate Professor
Jarvandi	Soghra	UT Extension	Family & Consumer Sciences	Associate Professor
Jean-Philippe	Sharon	Herbert College of Agriculture	Forestry, Wildlife & Fisheries	Professor
Johnson	Elizabeth	Education, Health & Human Sciences	Child and Family Studies	Professor
Johnston	Lacey	Herbert College of Agriculture	Animal Science	Sr. Lecturer
Leib	Brian	UT Extension	Biosystems Engineering & Soil Sciences	Professor
Lenaghan	Scott	AgResearch	Food Science	Associate Professor
Letizia	Paolo	Haslam College of Business	Business Analytics & Statistics	Associate Professor
Liu	Jian	Arts and Sciences	Physics	Associate Professor
Mannella	Norman	Arts and Sciences	Physics	Professor
Murphy-Price	Althea	Arts and Sciences	Art	Professor
Myer	Phillip	AgResearch	Animal Science	Associate Professor
Nagle	Nicholas	Arts and Sciences	Geography	Professor
Okafor	Chika	Veterinary Medicine	Biomedical and Diagnostic Sciences	Associate Professor
Olin	Shelly	Veterinary Medicine	Small Animal Clinical Sciences	Clinical Associate Professor

## June 2021 Promotions

UTK				
Last Name	First Name	College	Department	Promoted To:
Paskewitz	Emily Ann	Education, Health & Human Sciences	Communication Studies	Associate Professor
Powers	John	Arts and Sciences	Art	Professor
Rauer	Amy	Education, Health & Human Sciences	Child and Family Studies	Professor
Rawn	Claudia	Tickle College of Engineering	Materials Science and Engineering	Professor
Reynolds	Todd	Arts and Sciences	Microbiology	Professor
Rhinehart	Justin	UT Extension	Animal Sciences	Professor
Romans	Laura Blair	University Libraries	Library	Associate Professor
Salgado-Gonzalez	Abner Jonatan	Arts and Sciences	Math	Professor
Seddighi	Mohammad	Veterinary Medicine	Large Animal Clinical Sciences	Professor
Sommardahl	Carla	Veterinary Medicine	Large Animal Clinical Sciences	Clinical Professor
Stripling	Christopher	Herbert College of Agriculture	Agricultural Leadership Education & Communications	Professor
Traga-Philippakos	Zoi Apostolia	Education, Health & Human Sciences	Theory and Practice in Teacher Education	Associate Professor
Vogiatzis	Konstantinos	Arts and Sciences	Chemistry	Associate Professor
West	Stacia	Social Work	Social Work	Associate Professor
Zhao	Ling	Education, Health & Human Sciences	Nutrition	Professor
Zhuravleva	Mariya	Tickle College of Engineering	Materials Science and Engineering	Associate Professor
UTM				
Last Name	First Name	College	Department	Promoted To:
Busch	Heidi	Library	Library	Associate Professor
Currie	Stuart	Education, Health, and Behavioral Sciences	Health and Human Performance	Professor
Davis	Lajuan	Business and Global Affairs	Mgt., Mktg., & Info Systems	Professor
DeVito	Jason	Engineering and Natural Sciences	Mathematics & Statistics	Professor
Dietrich	David	Education, Health, and Behavioral Sciences	Educational Studies	Professor
Garlitz	Richard	Humanities and Fine Arts	History and Philosophy	Professor
Guerin	Joshua	Engineering and Natural Sciences	Computer Science	Professor
Hill	Melvin Gary	Humanities and Fine Arts	English and Modern Foreign Languages	Professor
Krueger	Lisa	Engineering and Natural Sciences	Biological Sciences	Professor
Olerich	John	Humanities and Fine Arts	Music	Professor
Pruitt	Jeremy Ross	Agriculture and Applied Science	Agriculture, Geology, and Natural Resources	Professor
Shaw	Donald	Engineering and Natural Sciences	Biological Sciences	Associate Professor
Silver	Terry	Education, Health, and Behavioral Sciences	Educational Studies	Professor