



**EDUCATION, RESEARCH, AND SERVICE APPENDIX**  
**October 21, 2021**

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**ANNUAL REPORT TO THE  
EDUCATION, RESEARCH, AND  
SERVICE COMMITTEE  
2020-21**

The University of Tennessee at Chattanooga

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UT Chattanooga: 2020-21 Collegiate Athletics Report

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## Background

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As required by BT0033, the Chancellor of each campus with an intercollegiate athletics program must provide a written report to the Education, Research, and Service Committee through the Vice President for Academic Affairs and Student Success. Annually, at the fall meeting, this report ensures that the Board receives information sufficient to understand and monitor student-athlete academic progress and academic integrity in the intercollegiate athletics programs.

### *Key Terms*

#### **National Collegiate Athletics Association (NCAA)**

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. NCAA schools award nearly \$3.5 billion in athletic scholarships every year and provide vast support to help student-athletes graduate at a rate higher than their general student peers. More than 500,000 college athletes across all three divisions compete for about 1,100 member schools in all 50 states, the District of Columbia, Puerto Rico and even Canada. Regardless of where they start, student-athletes strive to end each season at one of the NCAA's 90 championships in 24 sports.

#### **Student-Athlete**

A student-athlete is a participant in an organized competitive sport sponsored by the educational institution in which the student is enrolled. Student-athletes are full-time students and athletes at the same time. Colleges offer athletic scholarships in many sports.

#### **Academic Progress Rate (APR)**

Implemented in 2003 as part of an ambitious academic reform effort in Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. The APR emerged when Division I presidents and chancellors sought a more timely assessment of academic success at colleges and universities. At the time, the best measure was the graduation rate calculated under the federally mandated methodology that was based on a six-year window and did not take transfers into account. The APR system includes rewards for superior academic performance and penalties for teams that do not achieve certain academic benchmarks. Data are collected annually, and results are announced in the spring.

## Graduation Success Rate (GSR)

NCAA members, particularly presidents and chancellors, asked the NCAA in the early 2000s to develop a measure of student-athlete graduation success that more accurately reflects modern-day patterns of student enrollment and transfer. As a result, the NCAA created the Graduation Success Rate (GSR) for Division I and the Academic Success Rate (ASR) for Division II. The NCAA GSR differs from the federal calculation in two important ways. First, the GSR holds colleges accountable for those student-athletes who transfer into their school. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing. Essentially, those student-athletes are moved into another college's cohort. The Division II ASR additionally includes student-athletes who did not receive athletics aid but did participate in athletics.

## Faculty Athletics Representative (FAR)<sup>1</sup>

The faculty athletics representative (FAR) plays an important role on college campuses, providing oversight of the academic integrity of the athletics program and serving as an advocate for student-athlete well-being. The National Collegiate Athletic Association (NCAA) requires each of its member institutions to appoint an FAR who must be on the faculty or administrative staff and may not hold a position in the athletics department.

## Campus Highlights and Points of Pride

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- 58 Mocs earned degrees in 2020-21 ... UTC's student-athlete Graduation Success Rate climbed to 90% for the first time in school history.
- Had the second and third highest overall student-athlete GPAs last two semesters ... 3.309 in the fall and 3.304 overall GPA is the third-highest on record ... top three semester GPAs have come in the last three terms.
- Tied a school record with 14 teams scoring a 3.0 GPA or higher both semesters.
- Set school records with 206 (65% of all student-athletes) on the Dean's List and 240 (76% of all student-athletes) on the A.D. Honor Roll in the fall.
- 20% of all student-athletes (59 overall) had a perfect 4.0 GPA in the spring ... second-highest percentage in school history.

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<sup>1</sup> See <https://www.ncaapublications.com/productdownloads/FAR13.pdf> for the results of a survey of over 650 FARs that provides additional information on this important role.

- School record 90 individuals earned Academic All-Conference honors ... school record 216 made the SoCon Honor Roll.
- Wrestling's Drew Nicholson won the SoCon title at 165 pounds and was the MVP of the SoCon Tournament ... he was one of four Mocs to compete at the NCAA Championships ... Weston Wichman was named SoCon Freshman of the Year.
- Football's Devonnsha Maxwell earned All-American honors while Cole Strange was named the Jacobs Blocking Award Winner as the top offensive lineman in the SoCon ... Drayton Arnold was a finalist for the Doris Robinson Award given to the top scholar-athlete in the Football Championship Subdivision (FCS).
- Soccer finished 7-3-1 overall and 6-2-1 in SoCon action ... third place in the league is best in school history ... Gavin McKinney was named SoCon Coach of the Year ... Maggie Shaw was named SoCon Defensive Player of the Year ... Chloe Arnold was the SoCon Nominee for the NCAA Woman of the Year Award.
- The men's basketball team was the first in the country to reach a perfect 9-0 start, marking the best start to a season in school history ... finished 18-8 and fourth in the SoCon at 9-7 ... Malachi Smith earned All-SoCon First Team honors after leading the team in scoring behind a 16.8 points-per-game average. Smith became the first Moc to lead the team in points (16.8), rebounds (8.8) and assists (3.3) per game in a single season.
- Men's tennis senior Turner Voges earned the Don Bunch/Buddy Hartsell SoCon Sportsmanship Award, marking the third-straight year and the ninth Moc overall since 2000 to win the award ... for the seventh year in a row, the program was named an Intercollegiate Tennis Association (ITA) All-Academic Team. The Mocs tied a program record with eight student-athletes earning ITA Scholar-Athlete recognition for the 2020-21 season.
- Jonathan Boyd of men's cross country and Megan Kaufman of volleyball both earned CoSIDA Academic All-American honors ... 25<sup>th</sup> and 26<sup>th</sup> in school history ... 14<sup>th</sup> and 15<sup>th</sup> since 2011 ... school record nine individuals made the CoSIDA Academic All-District Team.
- In its first full season as a program, beach volleyball finished second in the Ohio Valley Conference with a 7-3 record ... head coach Darin Van Horn and volunteer assistant Juliana Van Horn were named the Ohio Valley Conference Co-Coaching Staff of the Year.
- Softball defeated Auburn, 1-0, on April 21 to claim its first SEC win since 2015 ... Tigers were ranked 11th in the national RPI rankings.

## 1. The Role of Intercollegiate Athletics

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

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

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

## 2. Roles, Responsibilities, and Functions of the Faculty Athletics Representative

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

Primary duties include:

1. Review and/or prepare reports on student-athletes
2. Influence the delivery of services designed for student-athlete academic success
3. Coordinate the nominations process for NCAA postgraduate scholarships
4. Review annual student-athlete welfare surveys
5. Annually conduct NCAA GOALS survey (Growth, Opportunities, Aspirations, and Learning of Students in college)
6. Confer on academic/athletics matters with campus administrators, faculty, students, and/or alumni
7. Review and approve requests for NCAA academic waivers and appeals when submitted
8. Inform the athletics department of faculty concerns
9. Assist student-athletes who are encountering difficulties with class scheduling
10. Assist athletics director and coaches in carrying out compliance requirements
11. Participate in major rules violations investigations should they occur
12. Collaborate in the preparation of written infractions reports should an infraction occur
13. Become informed on and involved in the discussions of health issues that impact student-athletes
14. Serve on the Athletic Director's Leadership Team
15. Serve as a liaison between Chancellor and the athletics program
16. Prepare reports on athletics for internal institutional purposes
17. Actively assist in the establishment of athletics policy
18. Serve as an ad hoc member of the University athletics committee
19. Monitor NCAA compliance reports
20. Attend Southern Conference meetings (2 per year) and serve on conference committees
21. Serve/lead search committees as determined by the Chancellor and/or Athletic Director

### 3. How the Chancellor Measures Intercollegiate Athletics Success

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The mission of the University of Tennessee at Chattanooga is to be a driving force for achieving excellence by actively engaging its constituents, embracing diversity, inspiring change and enriching the community. At UTC, we develop a campus that enables students to go into the global community, while providing a nurturing environment.

The success of our Athletics Department is measured by how it enhances the mission of the University. As the front porch of our institution, athletics is the main connection to most of our community and alumni. We expect a program that produces a positive image and is a source of pride.

Students are the primary reason we exist as an institution, and our student-athletes are some of the most successful on campus. We expect to see measured success in the classroom. Continued growth in grade-point-average, graduation rates and Academic Progress Rates (APR) are valuable metrics when judging our program.

Lastly, we want to be competitive in the Southern Conference and attract top-notch individuals from all over the world. We want to build a championship culture that does not sacrifice integrity, civility, or honesty to win at all costs.

### 4. NCAA Academic Progress Rate (APR) Scores

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Table I

*2019-20 Academic Progress Rate by Sport*

*\*2020-21 APR data has a delayed reporting deadline of 8 weeks after the school's fall census date. Data is not public until May of 2022.*

#### APR Scores Over the Last Five Years

Teams	2015-16	2016-17	2017-18	2018-19	2019-20	Difference from 2018-19
Men's Basketball	949	934	932	938	953	+ 15
Women's Basketball	1000	1000	1000	991	991	No Change
Women's Cross Country	1000	1000	1000	1000	1000	No Change
Women's Track & Field	1000	993	993	993	993	No Change

Men's Cross Country	993	993	993	993	1000	+ 7
Football	978	972	951	942	939	- 3
Men's Golf	993	986	985	993	993	No Change
Women's Golf	982	962	961	971	981	+ 10
Soccer	979	989	986	989	994	+ 5
Softball	990	1000	968	970	974	+ 4
Men's Tennis	980	980	1000	1000	1000	No Change
Women's Tennis	1000	1000	991	992	992	No Change
Volleyball	995	995	1000	1000	995	- 5
Beach Volleyball	N/A	N/A	N/A	N/A	N/A	N/A
Wrestling	967	963	963	961	965	+ 4

The University of Tennessee at Chattanooga continues to excel in its Academic Progress Rate (APR) scores according to the information released by the NCAA on May 19, 2020. The 2019-20 APR is a four-year average of scores encompassed from the 2016-17 – 2019-20 academic years. The NCAA did not issue national averages for the 2019-20 APR; however, each UTC sport APR was above the NCAA minimum of 930 (chart above). The sports of men's tennis, women's cross country and volleyball received formal recognition from the NCAA for finishing in the top 10 percent of their respective sports for four-year scores

The Mocs had twelve programs earn perfect single-year marks in 2019-20. It is the tenth year in a row at least seven of UTC's programs had a perfect single-year score of 1000. The Mocs had eight teams with a perfect single-year score in 2014-15 and 2019-19 academic years, 11 in 2013-14, 12 in 2011-12 and a school-record 13 in 2010-11.

The men's basketball team made the biggest jump, moving up 15 points to post a multi-year score of 953 after earning the program's first perfect single year score (1000). Women's golf jumped up ten points for a second consecutive year. Football's slight decrease from 2018-19 APR is attributed to how the APR is calculated rather than any recent point decline. The 2019-20 single year score (969) was eighteen points higher than the previous year.

Every Division I sports team across the nation calculates its Academic Progress Rate each academic year, like a report card. Each semester scholarship student-athletes earn one

point for remaining eligible and one point for staying in school or graduating. At schools that don't offer scholarships, recruited student-athletes are tracked.

### APR Single-Year Scores over the Last Five Years

Teams	2015-16	2016-17	2017-18	2018-19	2019-20
Men's Basketball	942	922	930	958	1000
Women's Basketball	1000	1000	1000	964	1000
Women's Cross Country	1000	1000	1000	1000	1000
Women's Track & Field	1000	976	1000	1000	1000
Men's Cross Country	972	1000	1000	1000	1000
Football	979	955	889	951	969
Men's Golf	1000	974	1000	1000	1000
Women's Golf	963	917	1000	1000	1000
Soccer	979	1000	972	1000	1000
Softball	986	958	947	989	1000
Men's Tennis	1000	1000	1000	1000	1000
Women's Tennis	1000	1000	963	1000	1000
Volleyball	1000	1000	1000	1000	980
Beach Volleyball	N/A	N/A	N/A	N/A	N/A
Wrestling	979	954	927	989	1000

Included are examples of our football and men's basketball reviews.

### 2019-20 APR Lost Points Review FOOTBALL

	<i>Points Lost</i>	<i>Single Year Score</i>	<i>APR</i>	<i>Notes</i>
2019-20	9 (3 eligibility / 6 retention)	969	939	
2018-19	13 (5 eligibility / 8 retention)	951	942	Coaching change (Dec 2018)
2017-18	35 (18 eligibility / 17 retention)	889	951	
2016-17	12 (4 eligibility / 8 retention)	995	972	Coaching change (Dec 2016)

**2019-20 Lost Points**

8 of the 82 football players in APR cohort lost 9 points (3 eligibility / 6 retention)  
Of the 8 who lost points, 7 were newcomers (5 freshman & 2 graduate transfers) while 1 was a returner

Newcomers

1. Spring R Freshman - did not return fall 2020 not known to transfer
2. Spring R Freshman - did not return fall 2020, transferred to 2-year college but not eligible for transfer exception due to GPA
3. Spring R Freshman - did not return fall 2020, not known to transfer
4. Fall E Graduate transfer - did not pass six-hour in fall 2019
5. Fall R Freshman - did not return spring 2020. Did not transfer to new institution immed. (spring 2020) so not eligible for transfer exception
6. Fall E Graduate transfer - did not pass six-hour in fall 2019
7. Spring R Freshman - did not return fall 202, not eligible for transfer exception due to GPA

Returners

8. Fall E & R Junior did not pass six-hours in Fall 2019 and did not return Spring 2020

**2018-19 Lost Points**

9 of the 76 football players in APR cohort lost 13 points (5 eligibility / 8 retention)  
Of the 9 who lost points, 6 were freshman and 3 were returners

Newcomers (all signed by previous coaching staff)

1. Fall R Freshman - did not return spring 2019, not known to transfer
2. Spring E & R Freshman - did not pass 18-hours / did not meet 1.8 GPA and did not return fall 19
3. Spring R Freshman - did not return fall 19, not eligible for transfer exception GPA
4. Spring E & R Freshman - did not pass 24-hours, transferred to 2-year but did not meet transfer exception GPA
5. Spring R Freshman - transferred to 2-year but did not meet transfer exception GPA
6. Spring R Freshman - transferred to 2-year but did not meet transfer exception GPA

Returners

7. Fall E & R Junior - did not pass 6 hours and placed on academic suspension for spring 2019
8. Fall E & R Junior - did not pass 6 hours and placed on academic suspension for spring 2019
9. Spring R Junior on a Medical Noncounter scholarship - did not pass 24-hours

**2017-18 Lost Points**

21 of the 88 football players in APR cohort lost 35 points (18 eligibility / 17 retention)  
Of the 21 players that lost points, 12 were newcomers (10 freshman & 2 transfers) while 9 were returners (2 sophomores, 2 juniors and 5 seniors)

Newcomers

1. Fall E & R Freshman - earned 0 hours fall 2017 & did not return spring 2018

- |                           |  |
|---------------------------|--|
| 2. Spring E & R           | Freshman - did not meet 18- or 24-hour and GPA rules / did not return fall 2018                              |
| 3. Spring E & R           | Freshman - did not meet 24-hour and GPA rules / did not return fall 2018                                     |
| 4. Spring E               | Freshman - did not meet 6, -18 or 24-hour and GPA rules  |
| 5. Spring R               | Freshman - transferred to UTK but not eligible for transfer exception (2.5 GPA)                              |
| 6. Spring E & R           | Freshman - did not meet GPA requirement / did not return fall 2018   |
| 7. Spring R               | Freshman - did not return fall 2018, not eligible for transfer exception (2.3 GPA)                           |
| 8. Spring E & R           | Freshman - did not meet 6-hour rule and did not return fall 2018   |
| 9. Spring E & R           | Freshman - did not meet 6-hr, 18-hr, 24-hr & GPA rules / did not return fall 2018                            |
| 10. Spring E & R          | Freshman - did not meet 18-hr & 24-hr rules / did not return fall 2018                                       |
| 11. Fall E / Spring E & R | 4-4 Transfer - did not pass 6-hours in fall 2017 / earned 0 hour in spring 2018 and did not return fall 2018 |
| 12. Fall E                | Graduate Transfer - did not pass any fall 2017 hours   |

Returns

- |                  |  |
|------------------|--|
| 13. Spring R     | Sophomore - transferred but did not meet 2.6 GPA requirement for transferring to a 4-year school                             |
| 14. Spring R     | Sophomore - transferred to junior college but did not meet 3.3 GPR requirement for transferring to a 2-year school           |
| 15. Spring E & R | Junior - Did not meet 18-hour rule. Was enrolled fall 2018 but did not earn retention point as he was not enrolled full-time |
| 16. Fall R       | Junior - Did not return spring 2018, transferred but did not meet 2.6 GPA requirement for transferring                       |
| 17. Spring E & R | Senior - Passed 0 hours / did not return fall 2018 transferred but did not meet 2.6 GPA requirement for transferring         |
| 18. Spring E & R | Senior - Passed 3 fall and 1 spring hours with 1.78 GPA, did not return fall 2018  |
| 19. Fall E       | 5 <sup>th</sup> year Senior - Post-Bac, passed 0 fall hours  |
| 20. Spring E & R | 5 <sup>th</sup> year Senior - Did not graduate within 5 years and did not return fall 2018                                   |
| 21. Spring E     | 5 <sup>th</sup> year Senior - 1 hour short of graduating within 5 years, enrolled fall 2018                                  |

**2016-17 Lost Points**

9 of the 74 football players in APR cohort lost 12 points (4 eligibility / 8 retention)

Of the 9 who lost points, 3 were freshman while 6 were returners

Newcomers

- |                 |  |
|-----------------|--|
| 1. Spring E & R | Freshman - placed on academic suspension (did not meet 18 or 24-hour rule & earned a 0.85 GPA) |
| 2. Fall E       | Freshman - 1 hour short of meeting 24-hour rule for spring 2017                                |
| 3. Spring R     | Freshman - did not return fall 2017, not eligible for transfer exception (1.88 GPA)            |

Returns

- |                 |   |
|-----------------|---|
| 4. Spring E & R | Sophomore - placed academic suspension (GPA)  |
| 5. Fall R       | Sophomore - did not return spring 2017, transferred but did not meet 2.6 GPA requirement for transferring |
| 6. Spring E & R | Junior - academic suspension (1.416 GPA)  |
| 7. Fall R       | Junior - did not return spring 2017, not eligible for transfer exception (1.785 GPA)                      |

- |                 |   |
|-----------------|---|
| 8. Spring E & R | Senior - did not meet 18 or 24-hour rule (earned 6 fall & 3 spring hours  |
| 9. Fall R       | MBB player playing football in 5 <sup>th</sup> year. Received disciplinary suspension when 3 hours short of graduating. |

2020-21 was the first time a portion of NCAA revenue was distributed to members based on the academic achievement of student-athletes, including APR scores. Each school can earn one academic achievement unit per year if its student-athletes meet at least one of the following requirements:

- Earn an overall single-year all-sport Academic Progress Rate of 985 or higher.
- Earn an overall all-sport Graduation Success Rate of 90% or higher.
- Earn a federal graduation rate that is at least 13 percentage points higher than the federal graduation rate of the student body at that school.

As requested by the Division I Board of Directors, the NCAA will not publicize which schools received the unit. Dollar figures were impacted by the cancellation of the 2020 Division I Men's Basketball Championship.

*Note: Campus APR Benchmark:*

UTC completes a lost point review for any team whose APR is under our internal goal of 950 to identify downward trends and/or issues related to retention and academic success.

### *Corrective Action(s)*

There are no corrective actions currently.

## 5. NCAA Graduation Success Rate (GSR) Scores

Table II

2019-20 Graduation Success Rate by Sport

\*2020-21 report is not yet released.

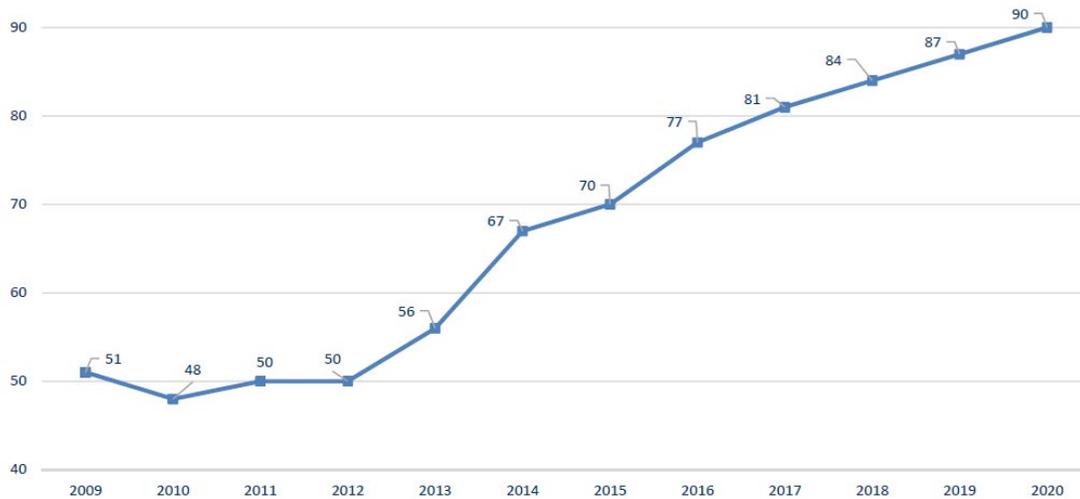
Sport	Men's/ Women's	Single-Year GSR	5-Year Trend GSR
Overall		90	+13
Basketball	Men's	83	+33
Basketball	Women's	92	-1
XC/T&F	Women's	100	+15
Men's Cross Country	Men's	100	+12
Football	Men's	85	+17
Men's Golf	Men's	100	No Change
Women's Golf	Women's	80	-20
Soccer	Women's	100	+36
Softball	Women's	95	+5
Men's Tennis	Men's	100	+30
Women's Tennis	Women's	100	+12
Volleyball	Women's	100	No Change
Beach Volleyball	Women's	N/A	N/a
Wrestling	Men's	74	+11

The NCAA releases its annual report on the graduation rates of Division I student-athletes each October. The University of Tennessee at Chattanooga hit 90% for the first time in 2019-20.

The Mocs Graduation Success Rate (GSR) climbed three points to 90%, the eighth year in a row of positive growth and the first time the 90% mark has been reached. Since 2012, Chattanooga's GSR has increased 40 points from 50%. This data reflects graduation numbers among student-athletes who entered school in 2013.

Leading the way are men's golf, soccer, men's tennis, women's tennis and volleyball who all have 100% GSRs. In addition to these sports, men's and women's cross country (93), women's basketball (92), football (80) and softball (95) all beat the national averages in their respective sports.

### ***UTC STUDENT-ATHLETE GSR GROWTH***



## **6. Athletics' Department Benchmarks**

UTC adheres to the NCAA benchmarks related to the Division I revenue distribution that began in spring 2020. This revenue is distributed to member schools based on the academic achievement of student-athletes. The model allows schools with higher graduation rates and academic success to qualify for more funds.

### ***Benchmarks***

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

## 7. Admissions

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### *Student-Athlete Admissions Policy*

#### **General Admission Standards - True Freshman:**

- 2.85 high school GPA (on a 4.0 scale) and a minimum 18 ACT composite (940\* SAT composite).
- Minimum 2.5 high school GPA (on a 4.0 scale) and a 21 ACT composite (1060\* SAT composite) minimum.
  - Covid-19 required a pivot to a test optional admission path for all students.
- Exception: Students who fall in the middle of these standards might be admissible under our Index admission process. 3-5 index students may be taken each season depending on the academic make-up of the team. The index is maintained by the admission office and coordinated by the Asst. Vice Chancellor for Athletic Academic Enhancement. See Key Definitions below for index chart.

#### **General Admission Standards - Domestic Undergraduate Transfers:**

- Transfers must have a 2.0 cumulative GPA from all colleges attended.
- Transfers must meet applicable NCAA transfer rules based on their transfer status.
- No special admissions have been granted in the past 10 years for transfers having below a 2.0GPA.

#### **General Admission Standards - Graduate Transfers:**

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

### Key Definitions

<b>HOW IS THE INDEX CALCULATED?</b>				
<ul style="list-style-type: none"> <li>• Take the cumulative GPA for the student and divide it by the highest possible score (ex. 2.4/4.0).</li> <li>• Multiply that by .5, signifying that GPA is 50% of the measurement method for academic success.</li> <li>• Take the Highest Achieved Test Score and Divide it by The Highest Possible Test Score (18/36)</li> <li>• Multiply that times .5, signifying it is 50% of our measurement method for academic success.</li> <li>• Add the GPA and Test Score numbers together for the total. <ul style="list-style-type: none"> <li>○ (2.5 GPA= .3125) + (18 ACT=.25) = .562</li> </ul> </li> </ul>				
<b>GPA</b>	<b>% = ((GPA/4)*.5)</b>		<b>ACT</b>	<b>% = ((ACT/36)*.5)</b>
2.3	0.2875		16	0.222222222
2.4	0.3		17	0.236111111
2.45	0.30625		18	0.25
2.5	0.3125		19	0.263888889
2.55	0.31875		20	0.277777778
2.6	0.325		21	0.291666667
2.65	0.33125		22	0.305555556
2.7	0.3375		23	0.319444444
2.8	0.35		24	0.333333333
2.9	0.3625		25	0.347222222
2.95	0.36875		26	0.361111111
3	0.375		27	0.375
3.05	0.38125		28	0.388888889
3.1	0.3875		29	0.402777778
3.2	0.4		30	0.416666667
3.3	0.4125		31	0.430555556
3.35	0.41875		32	0.444444444
3.4	0.425		33	0.458333333
3.5	0.4375		34	0.472222222
3.6	0.45		35	0.486111111
3.7	0.4625		36	0.5
3.8	0.475		36	0.5
3.9	0.4875			
4	0.5			

### *Special Admissions*

Should a student not meet the general admissions standards, the index option, nor the holistic campus review, a student can be admitted by Chancellor admission at the request of the Athletic Director. We have a limit of 3 Chancellor admission per academic year. They are closely monitored for academic success.

## 8. Declared Majors

Table III

*Comparison of Majors for Student-Athletes (SA) and Non-Student-Athletes (NSA)*

<b>Fall 2021 Undergraduate and Graduate Athlete Major Enrollment</b>			
<b>Undergraduate Major<sup>1</sup></b>	<b>Student Athlete</b>	<b>All Students</b>	<b>Percent of Athletes in Major</b>
Communication	2	193	1.0%
English: Creative Writing	1	72	1.4%
History	1	68	1.5%
Theatre	1	51	2.0%
Applied Leadership	1	12	8.3%
Art: Graphic Design	4	126	3.2%
Biology: General	7	237	3.0%
Biology: Preprofessional	9	357	2.5%
Chemistry: Biochemistry	4	88	4.5%
Communication	5	150	3.3%
Computer Science: Software Systems	1	215	0.5%
Criminal Justice	12	332	3.6%
Engineering Technology Management: Construction Management	4	130	3.1%
Engineering Technology Management: Engineering Management	6	95	6.3%
Environmental Science: Engineering	1	13	7.7%
Environmental Science: Biodiversity, Conservation & Natural Resources	1	162	0.6%
Environmental Science: Environmental Health	1	11	9.1%
Geology: Geology	1	18	5.6%
Health and Human Performance Exercise & Health Science	18	194	9.3%

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Health and Human Performance: Exercise Science	43	438	9.8%
Health and Human Performance: Health Physical Education K 12	4	38	10.5%
Health and Human Performance: SORT Mgmt.	41	173	23.7%
Interdisciplinary Educational Studies: Child & Family Studies	7	107	6.5%
Interdisciplinary Educational Studies: Early Childhood Education Special Education	1	95	1.1%
Interdisciplinary Educational Studies: Elementary Education K-5 & ESL PreK-12	4	214	1.9%
Interdisciplinary Educational Studies: Exceptional Learning K-12 Comp	1	25	4.0%
Interior Architecture	1	119	0.8%
Middle Grade Education Mathematics	4	35	11.4%
Middle Grade Education Natural Sciences	1	8	12.5%
Political Science: International/Comp St	1	2	50.0%
Political Science and Public Service: International/Comp St	1	23	4.3%
Political Science and Public Service: Public Administration & Non-Profit Management	1	18	5.6%
Political Science and Public Service: Public Law	2	101	2.0%
Psychology	27	833	3.2%
Sociology & Anthropology: Sociology	9	57	15.8%
Secondary Education: English	2	76	2.6%
Sec Education: History	1	64	1.6%
Business: Accounting	8	227	3.5%
Business: Economics	4	53	7.5%
Business: Entrepreneurship	2	142	1.4%
Business: Finance: Investments	3	86	3.5%
Business: Finance: Business Finance	10	231	4.3%
Business: Human Resource Management	3	81	3.7%
Business: Management	16	457	3.5%
Business: Management: Business Analytics	4	76	5.3%
Business: Marketing	15	497	3.0%
Chemical Engineering: Environmental	1	10	10.0%
Chemical Engineering	2	85	2.4%
Electrical Engineering	3	143	2.1%
Mechanical Engineering	10	285	3.5%
Nursing	8	655	1.2%
Social Work	1	131	0.8%
Pre Major (Undecided)	20	440	4.5%
<b>Undergraduate Student Total</b>	<b>341</b>	<b>8549</b>	

Graduate Major <sup>1</sup>	Student Athlete	All Students	Percent of Athletes in Major
Business Administration Bus Analytics	1	58	1.7%
Business Administration Finance	3	36	8.3%
Business Administration: General	3	107	2.8%
School Leadership: Teacher Leadership	1	8	12.5%
Public Administration	1	24	4.2%
Chronic Disease Prevention & Control	1	39	2.6%
Engineering Management	2	36	5.6%
Engineering Management: Construction Management	1	6	16.7%
Engineering: Electrical	1	28	3.6%
Criminal Justice	1	30	3.3%
Data Analytics	1	49	2.0%
Social Work	1	65	1.5%
Non-Degree	1	21	4.8%
<b>Graduate Student Total</b>	<b>18</b>	<b>507</b>	

## 9. Academic Integrity

### *Policies*

Below is the Student-Athlete Code of Conduct published online in the Policies and Procedures manual on GoMocs.com and annually in the Student-Athlete handbook.

#### **STUDENT-ATHLETE CODE OF CONDUCT**

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

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Examples of misconduct include, without limitation:

- Lying, fraud, abuse of property, and disturbing the peace;
- Possessing firearms or explosives;
- Gambling activities;
- Hazing;
- Unsportsmanlike conduct;
- Academic dishonesty (e.g., cheating and plagiarism);
- Failing to participate in student-athlete development programs as directed by the Head Coach and/or the Department of Athletics;
- Failing to follow academic procedures established by UTC, an athletic academic advisor, and/or a coach;
- Failing to comply with the Athletics Department's drug testing policies and procedures;
- Stealing, accessory to theft, unauthorized entry and accessory to unauthorized entry.
- Domestic violence or dating violence;
- Stalking;
- Sexual misconduct;
- Violation of team rules; and
- Failing to adhere to COVID-19 policies and procedures as outlined by UTC and/or UTC Athletics

This Code of Conduct governs student-athletes' privileges of participating in intercollegiate athletics at UTC. Because student-athletes are students of UTC, student-athletes are also subject to the standards of conduct that apply to all UTC students.

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

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

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

### *Consistency in Policies and Standards*

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



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

**ANNUAL REPORT TO THE  
EDUCATION, RESEARCH, AND  
SERVICE COMMITTEE**

**2020-21**

The University of Tennessee - Knoxville



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## Background

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As required by BT0033, the Chancellor of each campus with an intercollegiate athletics program must provide a written report to the Education, Research, and Service Committee through the Vice President for Academic Affairs and Student Success. Annually, at the fall meeting, this report ensures that the Board receives information sufficient to understand and monitor student-athlete academic progress and academic integrity in the intercollegiate athletics programs.

### *Key Terms*

#### **National Collegiate Athletic Association (NCAA)**

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. NCAA schools award nearly \$3.5 billion in athletic scholarships every year and provide vast support to help student-athletes graduate at a rate higher than their general student peers. More than 500,000 college athletes across all three divisions compete for about 1,100 member schools in all 50 states, the District of Columbia, Puerto Rico, and even Canada. Regardless of where they start, student-athletes strive to end each season at one of the NCAA's 90 championships in 24 sports.

#### **Student-Athlete**

A student-athlete is a participant in an organized competitive sport sponsored by the educational institution in which the student is enrolled. Student-athletes are full-time students and athletes at the same time. Colleges offer athletic scholarships in many sports.

#### **Academic Progress Rate (APR)**

Implemented in 2003 as part of an ambitious academic reform effort in Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. The APR emerged when Division I presidents and chancellors sought a timelier assessment of academic success at colleges and universities. At the time, the best measure was the graduation rate calculated under the federally mandated methodology that was based on a six-year window and did not take transfers into account. The APR system includes rewards for superior academic performance and penalties for teams that do not achieve certain academic benchmarks. Data are collected annually, and results are announced in the spring.

### **Graduation Success Rate (GSR)**

NCAA members, particularly presidents and chancellors, asked the NCAA in the early 2000s to develop a measure of student-athlete graduation success that more accurately reflects modern-day patterns of student enrollment and transfer. As a result, the NCAA created the Graduation Success Rate (GSR) for Division I and the Academic Success Rate (ASR) for Division II. The NCAA GSR differs from the federal calculation in two important ways. First, the GSR holds colleges accountable for those student-athletes who transfer into their school. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing. Essentially, those student-athletes are moved into another college's cohort. The Division II ASR additionally includes student-athletes who did not receive athletics aid but did participate in athletics.

### **Faculty Athletics Representative (FAR)<sup>1</sup>**

The faculty athletics representative (FAR) plays an important role on college campuses, providing oversight of the academic integrity of the athletics program and serving as an advocate for student-athlete well-being. The National Collegiate Athletic Association (NCAA) requires each of its member institutions to appoint a FAR who must be on the faculty or administrative staff and may not hold a position in the athletics department.

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<sup>1</sup> See <https://www.ncaapublications.com/productdownloads/FAR13.pdf> for the results of a survey of over 650 FARs that provides additional information on this important role.

## Campus Highlights and Points of Pride

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### Academic Highlights

- Record GPA Performances for the Fall 2020 (3.17) and Spring 2021 (3.23) semesters
  - o 14 of 16 teams earned a team GPA above 3.00
  - o 11 sports set new team GPA records
  - o 68% of student-athletes achieved a 3.00 GPA or higher
  - o 54 student-athletes achieved a 4.00 GPA during each of the Fall and Spring semesters
- 90% Institutional Graduation Success Rate (Highest in institution history and first time above 90%)
- Record APR results (see chart below)
- Record number of student-athletes recognized on their respective Dean's List
- 358 student-athletes received SEC Honor Roll distinction in 2020-2021 (up from 187 in 2014-2015)
- 75 student-athletes completed an internship or professional development experience during 2020-2021
  - o 97% six-month placement rate for graduating student-athletes

### Athletic Highlights

- Tennessee advanced to postseason play in each of its traditional Spring sports—baseball, men's golf, women's golf, rowing, softball, men's tennis, women's tennis and men's and women's indoor/outdoor track & field.
- Having authored one of the finest seasons in program history, baseball earned the No. 3 national seed and hosted an NCAA Super Regional for the first time in program history before advancing to the College World Series.
- After winning the SEC Tournament, the men's tennis team advanced to the semifinals of the NCAA Championships, and the doubles team of Pat Harper and Adam Walton won the NCAA Doubles Championship. The team finished ranked No. 4 nationally in the year-end ITA rankings.
- Three different Tennessee teams earned the opportunity to host NCAA Regionals this Spring—men's tennis, softball, and baseball.
- Tennessee was one of only six Division I schools nationwide to advance to the NCAA Tournament in men's and women's basketball, men's and women's golf, men's and women's tennis, baseball, and softball (joining Alabama, Arkansas, Baylor, Oklahoma State, and Texas).
  - o When adding rowing to that mix (which fewer schools sponsor), the list shortens to only three—Tennessee, Alabama, and Texas.
- Eleven Tennessee teams finished their seasons ranked among the national top 25:
  - o Men's Tennis - No. 4

- Baseball – No. 5
- Men’s Indoor Track & Field – No. 9
- Men’s Swimming – No. 11
- Men’s Outdoor Track & Field – No. 11
- Women’s Swimming – No. 11
- Women’s Basketball – No. 13
- Rowing – 17
- Men’s Golf – 18
- Softball – No. 18
- Women’s Tennis – No. 18
- During the 2020-21 academic year, Tennessee produced 20 first-team All-Americans across all sports.
- 18 current and former Vols and Lady Vols participated in this summer’s Olympic Games (18 as athletes, two as coaches). They combined to win five medals.
  - USA – 5
  - Ireland – 2
  - Antigua and Barbuda – 1
  - Bulgaria – 1
  - Canada – 1
  - Great Britain – 1
  - Greece – 1
  - Jamaica – 1
  - New Zealand – 1
  - Peru – 1
  - South Africa – 1
  - The Netherlands – 1
  - Trinidad & Tobago – 1

**Leadership Representation – The University of Tennessee, Knoxville is well represented in national and conference leadership. The following individuals serve in significant leadership roles at the conference and national level:**

- Chancellor Donde Plowman serves on the NCAA Presidential Forum.
- Dr. Don Bruce (FAR) serves on the NCAA working group on Name, Image, and Likeness and the NCAA Constitution Committee.
- Dr. Joe Scogin serves on the NCAA Committee on Academics and the NCAA APR Task Force.
- Dr. Chris Klenc serves on the SEC Medical Guidance Task Force.
- Alontae Taylor (Football) serves as the Vice-Chair of the SEC Football Leadership Council.
- John Fulkerson (Men’s Basketball) serves on the SEC Men’s Basketball Leadership Council.

- Tamari Key (Women's Basketball) serves on the SEC Women's Basketball Leadership Council.
- Hannah Jefcoat (Women's Track and Field) and Kylie Duckworth (Women's Tennis) serve on the SEC SAAC Leadership Council.

### **Additional Highlights**

- In collaboration with the Haslam College of Business, the College of Communication and Information, and the Anderson Center for Entrepreneurship, Tennessee Athletics unveiled comprehensive Name, Image, and Likeness programming, culminating in a minor in entrepreneurship.
- The VOLeaders Academy delivered the sixth year of comprehensive leadership development programming, including a sport-based international exchange in Belize. This was the first year that included two cohorts, an initiative that doubled the number of student-athletes involved in the first-of-its-kind program.

## **1. The Role of Intercollegiate Athletics**

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

## **2. Roles, Responsibilities, and Functions of the Faculty Athletics Representative**

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The Faculty Athletics Representative (FAR) is appointed by the Chancellor to assist the Chancellor in maintaining oversight of the intercollegiate athletics program concerning academic success, academic integrity, student-athlete well-being, and compliance. The FAR works closely with the Chancellor, the Provost, the Athletics Director, the Associate Provost/Senior Associate Athletics Director (Director of the Thornton Center), the faculty, athletics compliance office, and other intercollegiate athletics and academics personnel to support a campus environment in which intercollegiate athletics is a vital component of the educational program.

The University of Tennessee, Knoxville currently has Co-FAR's. Dr. Don Bruce has served in this role for the last eight years, and Dr. Matt Harris has joined to provide additional leadership.

Specific responsibilities assigned by the Chancellor to the FAR include:

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

### **3. How the Chancellor Measures Intercollegiate Athletics Success**

The Chancellor expects the Athletics Department to foster the pursuit of academic excellence and academic integrity by student-athletes; inspire and support the achievement of individual and team championship performance; conduct intercollegiate athletics programs consistent with both the letter and spirit of the policies and regulations set forth by the National Collegiate Athletics Association, the Southeastern Conference,

and the University of Tennessee, Knoxville; operate fiscally in a self-sufficient, responsible, and transparent manner; establish and enforce expectations for standards of behavior for coaches, staff, and student-athletes appropriate to their positions as representatives of the university; and overall to be a source of pride for the university's students, alumni/ae, and supporters.

#### 4. NCAA Academic Progress Rate (APR) Scores

Table 1

2020-21 Academic Progress Rate by Sport

Sport	Men's/ Women's	Single-Year APR	Multi-Year APR	5-Year Trend APR
Baseball	Men	981	976	+11
Basketball	Men	1000	990	+20
Basketball	Women	958	960	-19
Cross Country	Men	1000	1000	+16
Cross Country	Women	1000	1000	+6
Football	Men	912	951	-5
Golf	Men	1000	1000	+7
Golf	Women	1000	1000	+10
Rowing	Women	1000	994	-2
Softball	Women	986	997	+6
Soccer	Women	943	979	+8
Swimming	Men	981	982	+4
Swimming	Women	984	994	+3
Tennis	Men	971	963	-28
Tennis	Women	1000	992	-8
Track & Field	Men	980	970	-19
Track & Field	Women	991	998	-2
Volleyball	Women	1000	1000	+32

Note: Campus APR Benchmark: SEC Peers

#### Corrective Action(s)

No corrective actions are necessary.

## 5. NCAA Graduation Success Rate (GSR) Scores

Table 2

*2020-21 Graduation Success Rate by Sport*

<b>Sport</b>	<b>Men's/ Women's</b>	<b>Single-Year GSR</b>	<b>Multi-Year GSR</b>	<b>5-Year Trend GSR</b>
Baseball	Men	100%	90%	+25
Basketball	Men	100%	80%	+8
Basketball	Women	100%	92%	+10
Football	Men	75%	83%	+23
Golf	Men	100%	89%	+1
Golf	Women	100%	100%	=
Rowing	Women	100%	100%	=
Softball	Women	100%	100%	+20
Soccer	Women	100%	84%	-5
Swimming	Men	71%	89%	+6
Swimming	Women	100%	96%	+1
Tennis	Men	100%	100%	=
Tennis	Women	100%	100%	+12
Track & Field	Men	75%	88%	-6
Track & Field	Women	100%	100%	+11
Volleyball	Women	100%	100%	=

## 6. Athletics' Department Benchmarks

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### *Academic Progress Rate*

All teams are benchmarked against SEC peers on an annual basis

### *Graduation Success Rate*

All teams are benchmarked against SEC peers on an annual basis

### *Academic and Admissions*

All teams are benchmarked against SEC peers on an annual basis

## 7. Admissions

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### *Student-Athlete Admissions Policy*

#### **The Special Considerations Admissions Committee**

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

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

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

- an IR below 0.55;
- a UT Core GPA below 2.0;
- an ACT composite below 16; or
- an SAT Redesign composite below 890

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

A letter of support from a UT faculty or staff member (head coach in the case of a student-athlete applicant) must be submitted for all students appearing before the committee. In the letter, the faculty or staff member should discuss the academic prospects for the student, the reasons (as far as they are known) for poor high school and/or test performance, the value of the student to the University, and the faculty or staff member's plan for the student's academic success. SCAC will consider all information provided, including any statement the student wishes to make regarding his/her reasons for wanting to attend The University of Tennessee and the academic challenges he/she will face on campus. All students whose applications are discussed by the committee must be interviewed in advance by a member of the Thornton Center or Student Success Center, who will report on the results of the interview.

### Limits

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

There is no institutional limit on the number of students with an IR of 0.55 or above that may be admitted by the SCAC. Student-athletes with an IR below 0.55 may be admitted subject to cumulative limits for each sport as shown in the table below. These are binding

limits, such that teams already at the cumulative limit will generally not be permitted to admit new counters. There is no cumulative counter limit for non-athletes.

## 8. Declared Majors

Table 3

*Comparison of Majors for Student-Athletes (SA) and Non-Student-Athletes (NSA)*

Major Title	SA	NSA	Major Title	SA	NSA
Accounting (Master's)	1	108	History	1	237
Accounting	7	467	Hospitality & Tourism Management	3	69
Advertising	2	195	Hotel, Restaurant, and Tourism	1	43
Aerospace Engineering	3	332	Human Resource Management	3	101
Agric Lead/Educ/Comm (Master's)	9	61	Industrial Engineering	2	171
Agric Lead/Educ/Comm	1	66	Interdisciplinary Programs	1	476
Animal Science	2	458	Interior Architecture	1	147
Anthropology	9	336	Journalism & Electronic Media	16	370
Architecture	4	372	Kinesiology (Master's)	4	40
Arts & Sci Exploratory	3	143	Kinesiology	39	850
Audiology/Speech Pathology	1	266	Management	24	585
Biochem/Cellular/Molecular Bio (Master's)	1	51	Management and Human Resources (Master's)	8	28
Biological Sciences	20	944	Marketing	18	887
Biomedical Engineering	3	323	Materials Science & Engineering	1	86
Biosystems Engineering	2	58	Mathematics	2	178
Business Adm Exploratory	16	796	Mechanical Engineering	8	749
Business Administration (Master's)	6	244	Modern Foreign Lang/Literature	1	116
Business Analytics	10	692	Neuroscience	7	389
Chemical Engineering	1	336	Nuclear Engineering	2	195
Chemistry	2	185	Nursing	1	797

Child and Family Studies	10	274	Nutrition	4	122
Cinema Studies	1	50	Philosophy	2	44
Civil Engineering	5	332	Physics	1	146
Comm & Info Exploratory	2	28	Political Science	9	547
Communication And Information (Master's)	3	77	Pre-Profess Exploratory	2	23
Communication Studies	50	431	Pre-Professional Programs	8	750
Computer Engineering	1	166	Psychology	17	1,209
Computer Science	1	490	Public Administration	1	31
Economics	3	139	Public Health (Master's)	1	35
Economics-Arts & Sciences	1	126	Public Relations	3	215
Ed Health Hum Science Exploratory	2	44	Recreation /Sport Management	47	308
Education (PhD)	1	15	Recreation /Sport Management (Master's)	3	66
Electrical Engineering (PhD)	1	98	Social Work	1	243
Engineering Education (Graduate Certificate)	1	51	Sociology	9	317
English	3	325	Special Education	3	112
Environmental & Soil Sciences	1	109	Studio Art	1	103
Finance	23	813	Supply Chain Management	27	1,218
Food and Agricultural Business	1	70	Therapeutic Recreation	10	167
Food Science (Master's)	1	9	Undeclared (Graduate)	2	80
Forestry	4	101	University Exploratory	24	940
Geography	2	91	University Undecided	3	1,048
Geology and Environmental Studies	1	127			
Global Studies	1	19			
Graphic Design	1	110			

## 9. Academic Integrity

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### *Policies*

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

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



# ANNUAL REPORT TO THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

## 2020-21

The University of Tennessee at Martin



Report Prepared by:

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UT Martin: 2020-21 Collegiate Athletics Report

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## Background

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As required by BT0033, the Chancellor of each campus with an intercollegiate athletics program must provide a written report to the Education, Research, and Service Committee through the Vice President for Academic Affairs and Student Success. Annually, at the fall meeting, this report ensures that the Board receives information sufficient to understand and monitor student-athlete academic progress and academic integrity in the intercollegiate athletics programs.

### *Key Terms*

#### **National Collegiate Athletic Association (NCAA)**

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. NCAA schools award nearly \$3.5 billion in athletic scholarships every year and provide vast support to help student-athletes graduate at a rate higher than their general student peers. More than 500,000 college athletes across all three divisions compete for about 1,100 member schools in all 50 states, the District of Columbia, Puerto Rico, and even Canada. Regardless of where they start, student-athletes strive to end each season at one of the NCAA's 90 championships in 24 sports.

#### **Student-Athlete**

A student-athlete is a participant in an organized competitive sport sponsored by the educational institution in which the student is enrolled. Student-athletes are full-time students and athletes at the same time. Colleges offer athletic scholarships in many sports.

#### **Academic Progress Rate (APR)**

Implemented in 2003 as part of an ambitious academic reform effort in Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. The APR emerged when Division I presidents and chancellors sought a more timely assessment of academic success at colleges and universities. At the time, the best measure was the graduation rate calculated under the federally mandated methodology that was based on a six-year window and did not take transfers into account. The APR system includes rewards for superior academic performance and penalties for teams that do not achieve certain academic benchmarks. Data are collected annually, and results are announced in the spring.

## Graduation Success Rate (GSR)

NCAA members, particularly presidents and chancellors, asked the NCAA in the early 2000s to develop a measure of student-athlete graduation success that more accurately reflects modern-day patterns of student enrollment and transfer. As a result, the NCAA created the Graduation Success Rate (GSR) for Division I and the Academic Success Rate (ASR) for Division II. The NCAA GSR differs from the federal calculation in two important ways. First, the GSR holds colleges accountable for those student-athletes who transfer into their school. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing. Essentially, those student-athletes are moved into another college's cohort. The Division II ASR additionally includes student-athletes who did not receive athletics aid but did participate in athletics.

## Faculty Athletics Representative (FAR)<sup>1</sup>

The faculty athletics representative (FAR) plays an important role on college campuses, providing oversight of the academic integrity of the athletics program and serving as an advocate for student-athlete well-being. The National Collegiate Athletic Association (NCAA) requires each of its member institutions to appoint a FAR who must be on the faculty or administrative staff and may not hold a position in the athletics department

## Campus Highlights and Points of Pride

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The University of Tennessee at Martin's Intercollegiate Athletics Department has placed a specific emphasis on improving academic services and enhancing facilities for the use and betterment of our student-athlete body. Over the course of the 2020-21 academic year, annual giving was increased by 30%, showing that the community is supportive of the department's initiatives. The department was also the recipient of four Coach of the Year Awards for women's basketball, men's golf, equestrian, and beach volleyball. In addition to the success in the fundraising realm and competitive achievements, the classroom performance of UT Martin's student-athletes continued to trend upward during the 2020-21 academic year. For the third semester in a row, the departmental GPA increased, setting another school record for the highest semester GPA achieved with a 3.29. More programs are meeting the APR and GSR benchmarks set by the department and the Chancellor than the previous years, with eleven of the thirteen programs meeting APR

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<sup>1</sup> See <https://www.ncaapublications.com/productdownloads/FAR13.pdf> for the results of a survey of over 650 FARs that provides additional information on this important role.

benchmarks and ten of the eleven programs meeting the GSR benchmarks. While faced with seemingly insurmountable circumstances with the COVID-19 Pandemic, UT Martin Athletics continues making gainful strides towards departmental goals.

## **1. The Role of Intercollegiate Athletics**

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

The athletics department promotes the visibility of the campus by maintaining membership with the Ohio Valley Conference. This conference spreads over five states and exposes students to UT Martin that might otherwise have no knowledge of the campus. In addition to this, the athletics department recruits outside of the state of Tennessee and represents a significant proportion of the out-of-state students on campus, which allows for further visibility into states that would not otherwise be reached.

The athletics department also provides essential life skills to the students involved in athletics, whether as an athlete, a student worker, or otherwise. UT Martin Athletics dedicates significant time and resources to providing life skills to athletes that may not have the ability to take part in such programs outside of their participation in athletics. These include training for job interviews, coping with mental health concerns, maintaining financial well-being, and many other skills that cannot be attained through traditional educational methods. Finally, the athletics department helps improve the level of student satisfaction to promote retention. All of the above-listed roles play a part in student satisfaction. The entire campus benefits from the success of the athletic department, by increasing the satisfaction of the student body and therefore increasing retention rates.

## 2. Roles, Responsibilities, and Functions of the Faculty Athletics Representative

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

Administratively, the faculty athletics representative:

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

Academically, the faculty athletics representative:

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

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

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

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

Regarding compliance, the faculty athletics representative:

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

### **3. How the Chancellor Measures Intercollegiate Athletics Success**

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The Chancellor utilizes a combination of the following achievements to determine the success of athletics on campus: Academic Progress Rate, Graduation Success Rate, cumulative Grade Point Average for the department, budget, and fundraising. The primary measurement tools for the department's success academically are APR, GSR, and GPA. The Academic Progress Rate and the Graduation Success Rate reports are compiled for the NCAA yearly to measure the department's success at the national level. Therefore, it is appropriate to use the same measurements on a campus level. The Chancellor's benchmarks in these areas are higher than the NCAA benchmarks required to be met to avoid penalties. The Academic Progress Rate goal is to have all programs with a single-year rate of 950 or above. The goal for the Graduation Success Rate is to have all programs equal to or exceeding 75%. The goal for the annual cumulative grade point average is for each program to reach 2.95 or above. Thirteen of the fifteen programs evaluated met this threshold for the 2020-21 academic year. In addition to this accomplishment, the athletic department boasted the highest term GPA for the Spring 2021 semester in departmental history, with a 3.29.

From a budgetary standpoint, the benchmark would present no deficit at the end of the fiscal year. Lastly, for fundraising, the Chancellor measures success by determining if gift pledges to the Athletic Department increase by at least fifteen percent for the fiscal year based on a rolling average of gift pledges to the Athletic Department for the past five fiscal years.

#### 4. NCAA Academic Progress Rate (APR) Scores

Table 1:

*2019-20 Academic Progress Rate by Sport*

<b>Sport</b>	<b>Men's/Women's</b>	<b>Single-Year APR</b>	<b>5-Year Trend APR</b>
Baseball	Men's	978	967
Basketball	Men's	938	962
Basketball	Women's	1,000	1,000
Cross Country	Men's	1,000	979
Cross Country	Women's	1,000	974
Football	Men's	961	940
Golf	Men's	1,000	1,000
Rifle	Mixed	977	995
Soccer	Women's	975	985
Softball	Women's	1,000	1,000
Tennis	Women's	967	992
Track	Men's	1,000	966
Track	Women's	982	957
Volleyball	Women's	1,000	994

*Campus APR Benchmark:* The institution strives to meet the NCAA designated benchmarks for Academic Unit funding regarding APR. The departmental score that would qualify UT Martin for the Academic Unit funding is a single-year score of 985. This academic year the single-year departmental rate was 984.14.

#### *Corrective Action(s)*

While the institution did not meet the APR benchmark this academic year, the department was only 0.86 points from the designated goal. Each program that is not meeting the Chancellor's goals has been trending upward over the past years. Due to these positive trends, the institution monitors recruiting and retention to ensure that these trends continue. No corrective action plans are currently in place.

### *NCAA Graduation Success Rate (GSR) Scores*

Table 2:

*2020-21 Graduation Success Rate by Sport*

<b>Sport</b>	<b>Men's/ Women's</b>	<b>Single-Year GSR</b>	<b>5-Year Trend GSR</b>
Baseball	Men's	86	81.2
Basketball	Men's	77	70.4
Basketball	Women's	94	92.6
Cross Country/Track	Men's	83	93
Cross Country/Track	Women's	90	87.2
Football	Men's	69	68.8
Golf	Men's	100	92.6
Rifle	Mixed	80	82.2
Soccer	Women's	91	88
Softball	Women's	100	94.4
Tennis	Women's	100	100
Volleyball	Women's	89	87.4

## **5. Athletics' Department Benchmarks**

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

### *Academic Progress Rate*

NCAA regulations require that the program have a multiyear rate of 930 or higher. This is the base of the institutional evaluation as well. If a program's single-year rate falls below 930, the program is subjected to additional monitoring and oversight by the compliance office. This comes in the form of education and an in-depth evaluation of their APR for the most recent years to determine missteps that caused the lower score. The program will also face restrictions on recruiting, in that the compliance office and the Athletics Director will play a larger role in determining whether an athlete can be issued signing papers or not. The recruiting restrictions will be based on an analysis of that program's APR scores for the last five years to determine which types of recruits cause the most serious concerns for APR scores. For example, if midyear enrollee students have caused a loss of retention points for the program in question at a significant rate, the Athletics Director may turn down a request for a midyear enrollee recruit. This incentivizes the coaches to either provide additional attention to the area in question or avoids the problem altogether by minimizing the number of student-athletes that have presented as an APR issue in the past. Ultimately, to avoid additional oversight or monitoring in this area, programs are expected to have a single-year rate of 980 or above to increase the chances of reaching the benchmark of 985 as a department to receive the Academic Unit Funding from the NCAA. Programs that fall between 930 and 980 must undergo a review of APR and additional education by the compliance office to help promote understanding and consideration of APR when making recruiting and roster management decisions.

The Chancellor's tool for measuring success regarding APR is that all teams present with a score of 950 or above single-year rate. During the 2019-20 academic year, thirteen of the fourteen programs achieved this benchmark. This is a marked increase from the previous year, where eleven of the fourteen programs achieved the campus benchmark. The programs that do not meet the benchmark listed above undergo extensive education, evaluation, and recruiting monitoring to facilitate an increase in scores for that program. Seven programs achieved a perfect score throughout the 2019-20 academic year. The department has placed a special emphasis on academics and APR over the past several years, constructing a new academic center and expanding the support staff by three staff members. The department is committed to meeting all academic benchmarks and has made meaningful steps toward these benchmarks.

### *Graduation Success Rate*

The Graduation Success Rate is based in the ability of the programs to graduate the student-athletes that are recruited to this institution. In order to determine the successfulness of the programs on campus, the athletic department focuses on the trends of the specific sport in question. For example, if softball has maintained an 85% for the past five years, it is expected that they maintain either the same rate or a higher rate. If there is a drop in the graduation rate of a specific program, the compliance office

will do an evaluation of the lost points and request an explanation from the head coach. If the reason for the decrease in the rate is not justified once the coach provides an explanation, additional oversight and education will be provided by the compliance office, and Athletics Director in a similar manner to the way programs are monitored if determined to be at risk in the area of APR.

The Chancellor's tool for measuring success regarding GSR is that all teams present with a percentage of 75% or above the single-year rate. During the 2019-20 academic year, eleven of the twelve programs reached the Chancellor's tool for measuring the success of 75% or more. This was an increase from the previous year, where ten programs reached the 75% benchmark. The programs that do not meet the benchmark listed above undergo extensive education, evaluation, and recruiting monitoring to facilitate an increase in scores for that program. Three programs achieved a perfect score throughout the 2019-20 academic year: golf, softball, and tennis.

## 6. Admissions

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### *Student-Athlete Admissions Policy*

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

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

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

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

*Students who have obtained a GED or HiSet Diploma*

- An applicant 18 years of age or older who has not graduated from high school may be admitted to the university with appropriate GED or HiSET scores. Contact the Undergraduate Admissions Office (731-881-7020) for specific admission criteria information regarding ACT and GED or HiSET test score requirements. The applicant's high school class must have graduated. Students must request their

official test results be sent to UT Martin in addition to a transcript of any high school work completed. A student entering based on a GED / HiSET will be assessed and placed in the appropriate course(s) relative to his or her needs to include high school unit requirements.

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

- English: 4 units
- Algebra: 2 units
- Advanced Math: 2 units of geometry, trigonometry, calculus, or advanced mathematics
- Natural/Physical Science: 3 units; 1 must be a course in biology, chemistry, or physics
- U.S. History: 1 unit
- Social Studies: 1 unit of world history, European history, or world geography (may be fulfilled by completing two one-half unit courses)
- Foreign Language: 2 units in the same language
- Visual/Performing Arts: 1 unit of theater arts, visual arts, music theory, music history, vocal music, instrumental music, or art history

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

### ***Special Admissions***

#### *Conditional Admission*

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

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

- Number of conditional admits for the entire student body for Fall 2020: 643
- Number of conditional admits for the athletic department for Fall 2020: 21
- Rate: 3% of conditional admits were student-athletes
- 10% decrease in the percentage of conditional admits that were student-athletes from the Fall of 2019

## 7. Declared Majors

Table 3

*Comparison of Majors for Student-Athletes (SA) and Non-Student-Athletes (NSA)*

<b>Major Title</b>	<b>SA</b>	<b>NSA</b>	<b>Major Title</b>	<b>SA</b>	<b>NSA</b>
Accounting	8	115	Health & Human Performance	68	313
Ag & Natural Resources Syst Mgt (GR)	3	46	History	0	39
Agricultural Business	29	342	Information Systems	2	45
Agriculture (General)	11	346	Integrated Studies	9	315
Biology	18	215	Interdisciplinary Studies	56	244
Business Administration (GR)	10	177	International Studies	1	17
Cell & Molecular Biology	5	29	Management	48	347
Chemistry	3	26	Marketing	15	85
Chemistry (BSCh)	1	7	Math	0	21
Communications	11	99	Mechanical Engineering	2	21
Computer Science	3	106	Music (BAM)	0	21
Counseling (GR)	1	119	Music (BM)	0	55
Criminal Justice	18	199	Natural Resources Mgt	4	131
Economics	9	32	Nursing	16	366
Edu/Teacher Cert	0	2	Philosophy	0	11
Educ/CTE Non-degree Cert	0	80	Political Science	2	65
Educational Leadership (GR)	1	68	Psychology	5	185
Engineering	29	192	Secondary Education	3	107
English	0	34	Social Work	3	118
Exploratory: Hum & Fine Arts	0	6	Sociology	1	15
Family and Consumer Science	1	81	Spanish	0	5
FCS (GR)	1	30	Special Education	0	2
Finance	13	86	Strategic Communication(MASC) (GR)	2	28
Fine & Perf Arts	0	88	Teaching (GR)	5	293
Geoscience	1	38	Veterinary Science & Technology	13	233

## 8. Academic Integrity

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### *Policies*

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction, and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. The integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. A student may be found to have violated this obligation if he/she:

1. Refers during an academic evaluation to materials, sources, or devices not authorized by the instructor;
2. Assists in an academic evaluation or assignment to another person in a manner not authorized by the instructor;
3. Receives assistance during an academic evaluation or assignment from another person in a manner not authorized by the instructor;
4. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration;
5. Acts as a substitute for another person in any academic evaluation or assignment;
6. Utilizes another person as a substitute for him/herself in any academic evaluation or assignment;
7. Practices any form of deceit in an academic evaluation or assignment;
8. Depends on the aid of others, in a manner expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation;
9. Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation;
10. Indulges in plagiarism by presenting as one's own, for academic evaluation or assignment, the ideas, representations, or works of another person or persons without customary and proper acknowledgment of sources;
11. Submits the work of another person in a manner that represents the work to be one's own;
12. Knowingly permits one's work to be submitted by another person without the

instructor's authorization;

13. Attempts deceitfully to influence or change one's academic evaluation or record;  
or
14. Indulges in conduct that is so disruptive as to infringe upon the rights of an instructor or fellow students during a class or examination session.

### *Consistency in Policies and Standards*

The above-listed statement is the institution's posted Academic Integrity policy. The Athletic Department mirrors and enforces an identical policy as the campus as a whole.



**ANNUAL REPORT TO THE  
EDUCATION, RESEARCH, AND  
SERVICE COMMITTEE  
2020-21**

The University of Tennessee Southern



Report Prepared by:

Dr. Chris Mattingly  
Director of Institutional Research  
Faculty Athletics Representative

UT Southern: 2020-21 Collegiate Athletics Report

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The University of Tennessee Southern offers 18 varsity sports through the NAIA (8 men's, 9 women's, 1 co-ed) and 1 varsity club sport (co-ed). These are summarized in Table 1 below. The newest sports (Men's and Women's Swimming) started in Fall 2020 and, therefore, are not included in the retention or graduation rate statistics provided.

Table 1

### *NAIA Sports at UT Southern*

NAIA Sports			Non-NAIA
Men's	Women's	Co-Ed	Co-Ed
Baseball	Softball	Cheerleading	Clay Target
Basketball	Basketball		
Bowling	Bowling		
Cross Country	Cross Country		
Golf	Golf		
Soccer	Soccer		
Swimming	Swimming		
Tennis	Tennis		
	Volleyball		

### *Key Terms*

#### **National Association of Intercollegiate Athletics (NAIA)**

The National Association of Intercollegiate Athletics (NAIA) is a college athletics association for small colleges and universities in North America. For the 2020–21 season, it has 249 member institutions, of which two are in British Columbia, one in the U.S. Virgin Islands, and the rest in the conterminous United States. The NAIA, whose headquarters is in Kansas City, Missouri, sponsors 27 national championships. The CBS Sports Network, formerly called CSTV, serves as the national media outlet for the NAIA. In 2014, ESPN began carrying the NAIA Football National Championship. The NAIA was the first association to admit colleges and universities from outside the United States.

The NAIA began admitting Canadian members in 1967. UT Southern is an NAIA institution.

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The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. NCAA schools award nearly \$3.5 billion in athletic scholarships every year and provide vast support to help student-athletes graduate at a rate higher than their general student peers. More than 500,000 college athletes across all three divisions compete for about 1,100 member schools in all 50 states, the District of Columbia, Puerto Rico and even Canada. Regardless of where they start, student-athletes strive to end each season at one of the NCAA's 90 championships in 24 sports. UT Knoxville, UT Chattanooga, and UT Martin are NCAA institutions.

### **Student-Athlete**

A student-athlete is a participant in an organized competitive sport sponsored by the educational institution in which the student is enrolled. Student-athletes are full-time students and athletes at the same time. Colleges offer athletic scholarships in many sports.

### **Academic Progress Rate (APR)**

Implemented by the NCAA in 2003 as part of an ambitious academic reform effort in Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. The APR emerged when Division I presidents and chancellors sought a timelier assessment of academic success at colleges and universities. At the time, the best measure was the graduation rate calculated under the federally mandated methodology that was based on a six-year window and did not take transfers into account. The APR system includes rewards for superior academic performance and penalties for teams that do not achieve certain academic benchmarks. Data are collected annually, and results are announced in the spring.

The Academic Progress Rate is unique to the NCAA. UT Southern, as an NAIA institution, does not calculate the APR. The metrics reported later in this document (graduate rate and retention rate) are the UT Southern metrics that most closely match the NCAA's ACR and GSR.

## Graduation Success Rate (GSR)

The GSR is calculated only for student-athletes who are on a team that plays at the NCAA Division I level. An institution's GSR cohort for a given year includes the student-athletes in the federal cohort for that year as defined above (minus exclusions), as well as student-athletes who entered midyear and those who transferred into the institution from either two-year or four-year colleges (see below for more details on transfers). In the GSR, student-athletes who leave the institution but would have been academically eligible to compete in athletics if they had returned, are removed from the cohort thus reducing the denominator of the rate.

NCAA members, particularly presidents and chancellors, asked the NCAA in the early 2000s to develop a measure of student-athlete graduation success that more accurately reflects modern-day patterns of student enrollment and transfer. As a result, the NCAA created the Graduation Success Rate (GSR) for Division I and the Academic Success Rate (ASR) for Division II. The NCAA GSR differs from the federal calculation in two important ways. First, the GSR holds colleges accountable for those student-athletes who transfer into their school. Second, the GSR does not penalize colleges whose student-athletes transfer in good academic standing. Essentially, those student-athletes are moved into another college's cohort. The Division II ASR additionally includes student-athletes who did not receive athletics aid, but did participate in athletics.

The Graduation Success Rate is unique to the NCAA. UT Southern, as an NAIA institution, does not calculate the GSR. The metrics reported later in this document (graduation and retention rates) are the UT Southern metrics that most closely match the NCAA's ACR and GSR.

## Faculty Athletics Representative (FAR)<sup>1</sup>

The faculty athletics representative (FAR) plays an important role on college campuses, providing oversight of the academic integrity of the athletics program and serving as an advocate for student-athlete well-being. The National Collegiate Athletic Association (NCAA) requires each of its member institutions to appoint an FAR who must be on the faculty or administrative staff and may not hold a position in the athletics department.

The NAIA also utilizes a Faculty Athletics Representative. NAIA's Council of Faculty Athletics Representatives initiates policies for evaluation and implementation of academic standards. The Faculty Athletics Representative Association is comprised of all

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<sup>1</sup> See <https://www.ncaapublications.com/productdownloads/FAR13.pdf> for the results of a survey of over 650 FARs that provides additional information on this important role.

faculty athletics representatives on all NAIA campuses, and serves to provide professional development and leadership for the FARs.

### **Campus Highlights and Points of Pride**

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- Two alumnae competed at the 2020 Tokyo Olympics in trap shooting, including bronze medal winner Madelynn Bernau.
- Clay Target won the ACUI National Championship.
- Men's Bowling finished runner-up in the NAIA national tournament.
- Women's Bowling finished 7th in the NAIA national tournament.
- Coach Bob Learn was named NAIA Men's Bowling Coach of the Year for the second consecutive year.
- Women's Soccer won the Mid-South Conference regular season championship, proceeding to the national tournament.
- Mario Lopez was named to the CoSIDA Academic All-America® second team.
- The institution was named a Champions of Character® Five-Star Gold Award winner.

## 1. The Role of Intercollegiate Athletics

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In Fall 2020, UT Southern enrolled 812 total students. Excluding the dual-enrolled students who are still in high school, there were 730 degree-seeking students. Intercollegiate athletics is a vital part of the UT Southern experience, with 35% of degree-seeking students participating in varsity athletics and 55% of degree-seeking students participating in the athletics program.

The Athletics Department lists among its division goals:

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

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

The Athletics Department also values the phrase "student-athletes." Athletes learn that they are students first and that their academics take priority over their athletics. By having high standards for student-athletes, and holding them accountable for their academics, the Athletics Department tries to exceed the institution's overall average retention and graduation rates. Additionally, through the NAIA's Champions of Character initiative, athletics hopes to create well-rounded people who make good choices in all aspects of their lives. UT Southern participates in the Champions of Character initiative and has again achieved Gold Star status for the 2020-2021 school year by promoting the five core values (Integrity, Respect, Responsibility, Sportsmanship, and Servant Leadership) in its student-athletes and staff.

## 2. Roles, Responsibilities, and Functions of the Faculty Athletics Representative

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According to the NAIA Handbook (Article I, Section C)

“A faculty athletics representative shall:

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

At UT Southern, the current Faculty Athletics Representative is a tenured associate professor of Mathematics who also serves as the Registrar and Director of Institutional Research.

In his role with athletics, the FAR reports directly to the Chancellor and works closely with the Director of Intercollegiate Athletics, Associate Vice Chancellor for Enrollment Management and Athletic Recruiting, and coaches to ensure eligibility and the integrity of the athletics program.

### 3. How the Chancellor Measures Intercollegiate Athletics Success

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

### 4. Academic Progress for Student-Athletes

As part of the strategic plan to increase retention, UT Southern has tracked and disaggregated retention data for several years. Below, the single-year retention rates reflect the percentage of student-athletes who were on a varsity sport roster in Fall 2019, who did not graduate in the academic year, and who returned to UT Southern in Fall 2020.

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

Table 2

*2020-21 Academic Progress Rate by Sport*

<b>Sport</b>	<b>Men's/Women's</b>	<b>Single-Year Rate</b>	<b>4-Year Average</b>
Baseball	Men's	94%	70%
Basketball	Men's	44%	56%
Bowling	Men's	93%	77%
Cross Country	Men's	62%	N/A (started 2017)
Golf	Men's	100%	75%

Soccer	Men's	45%	55%
Tennis	Men's	29%	71%
Basketball	Women's	91%	71%
Bowling	Women's	88%	77%
Cross Country	Women's	71%	N/A (started 2017)
Golf	Women's	75%	71%
Soccer	Women's	88%	76%
Softball	Women's	93%	80%
Tennis	Women's	50%	59%
Volleyball	Women's	93%	84%
Cheerleading	Co-Ed	58%	59%
Clay Target	Co-Ed	88%	80%
<b>UT Southern</b>	<b>Total</b>	<b>68%</b>	<b>65%</b>

*Note: UT Southern does not track or report the Academic Progress Rate (APR) as defined by NCAA. However, a comparable reporting metric has been applied.*

### **Corrective Action(s)**

Men's Soccer and Cheerleading have changed head coaches since September 2020. Men's Basketball will be working with the new Student Success Coordinator (added Summer 2021) to improve retention efforts.

## **5. Graduation Rates for Student-Athletes**

In accordance with the Higher Education Act of 1965, as amended, UT Southern annually publishes athletic graduation rates. The graduation rates below represent cohorts of full-time, first-time, degree-seeking undergraduates in the fall semester and student-athletes that received athletic financial aid. UT Southern uses the federal definition of graduation rate, unlike the NCAA's Graduation Success Rate described in Key Terms; the cohorts below, therefore, do not include students who transferred-in to UT Southern during the academic year or those who enrolled for the first time in the spring semester.

Table 3

*2020-21 Graduation Success Rate by Sport*

<b>Sport</b>	<b>Men's/Women's</b>	<b>Single-Year Rate 2014 Cohort</b>	<b>4-Year Rate 2011-2014 Cohorts</b>
Baseball	Men's	42%	34%
Basketball	Men's	15%	21%
Bowling	Men's	33%	50%
Cross Country	Men's	N/A (started 2017)	N/A (started 2017)
Golf	Men's	75%	53%
Soccer	Men's	0%	25%
Tennis	Men's	100%	60%
Basketball	Women's	33%	24%
Bowling	Women's	0%	35%
Cross Country	Women's	N/A (started 2017)	N/A (started 2017)
Golf	Women's	N/A	75%
Soccer	Women's	31%	32%
Softball	Women's	22%	29%
Tennis	Women's	67%	60%
Volleyball	Women's	33%	33%
Cheerleading	Co-Ed	50%	52%
Clay Target	Co-Ed	80%	N/A (started 2013)
<b>UT Southern</b>	<b>Total</b>	<b>32%</b>	<b>35%</b>

*Note: UT Southern does not track or report the Graduation Success Rate (GSR) as defined by NCAA. However, a comparable reporting metric has been applied.*

## 6. Athletics Department Benchmarks

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### *Academic Progress*

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

### *Graduation Rate*

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

### *Academics and Admissions*

A standard academic benchmark for the Athletics Department has been a 3.0 team GPA. To be eligible to compete, all juniors and seniors (in the classroom or on the court) must have a 2.0 UT Southern GPA. Transfers use their transfer GPA for their first semester.

The NAIA has a policy for initial freshman eligibility. This policy serves as a benchmark for the Athletics Department with respect to admissions. The “two-out-of-three rule” requires traditional high school graduates to meet at least two out of the three standards: 2.0 high school GPA; top-half of high school class; or minimum composite score of 18 on the ACT or 970 on the SAT. There was a COVID test score exception granted for 2020-21 and 2021-22 eligibility decisions, allowing students to become eligible with only a 2.0 high school GPA, but which required them to maintain a 2.0 GPA from their third semester onward.

## 7. Admissions

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### *Student-Athlete Admissions Policy*

UT Southern does not have a separate admissions policy for student-athletes. In 2020-2021, the University admitted first-time students with a minimum 15 Composite score on the ACT and a minimum 2.0 high school GPA. Transfer students are admitted based off good standing at their last school and a minimum cumulative transfer GPA of 2.0.

Students who do not meet these requirements for admission may be offered admission by the Provost if special circumstances exist.

### *Special Admissions*

Seven students were offered admission by the Provost due to special circumstances. Of those, only three were athletes. Athletic ability is not a consideration of the Provost for special circumstances, and athletes are not admitted any differently than the regular student body.

## 8. Declared Majors

Table 4

*Comparison of Majors for Student-Athletes (SA) and Non-Student-Athletes (NSA)*

Major Title	SA	NSA	Major Title	SA	NSA
Behavioral Sciences	6.6%	9.5%	English	0.8%	2.3%
Biology	9.8%	4.1%	General Studies	7.0%	5.0%
Business Administration	32.0%	18.2%	History	1.2%	2.0%
Chemistry	1.6%	0.7%	Human Performance and Physical Education	17.2%	8.5%
Church Vocations	0%	0.5%	Interdisciplinary Studies	2.0%	0.9%
Church's Educational Ministry	0%	0.2%	Mathematics	3.1%	1.3%
Criminal Justice	4.7%	7.7%	Music	0%	0.5%
Cybersecurity	0%	0.5%	Nursing	8.2%	13.7%
Dramatic Arts	0%	0%	Public Health Education	0.8%	0.9%
Elementary Education	3.9%	5.0%	Religion and Philosophy	0%	0.4%
Dual Enrollment	0%	14.7%			
Masters of Business Administration	1.2%	2.2%	Masters in Criminal Justice	0%	1.1%

## 9. Academic Integrity

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### *Policies*

Per the 2020-2021 Student Handbook, all students were bound by Academic and Student Life Honor Codes. The first part, implemented in 2003, involves academic integrity. This portion of the Honor Code defines cheating, plagiarism, academic misrepresentation, multiple submissions of work, and the consequences for failure to comply with the Honor Code or Honor Council. It also describes the process through which the Honor Code will be administered, and the appeals process.

### *Standards*

**Academic Integrity:** Students are responsible for proper conduct and integrity in all scholastic work. This includes following a professor's instructions as to the completion of tests, quizzes, homework, and laboratory reports, and asking for clarification if the instructions are not clear. Students should not give or receive aid when taking exams, unless the professor specifies that this practice is appropriate. In addition, students should complete work within the time limitations specified by the professor. Described below are violations of these basic academic expectations and their consequences. In addition, students have the responsibility to review and abide by syllabi for all courses.

**Cheating:** Cheating is the use of any unauthorized source in the completion of assignments or tests. Students must complete all tests and examinations without help from any unauthorized source; they may not use, offer, or solicit unauthorized information, materials, or help without the explicit consent of the professor. Cheating offenses include, but are not limited to, looking at another student's paper, an open textbook, a notebook, online or a "cheat sheet" during a test; talking to another student during a test; the sharing of information between students who have taken a test and students who have not; and using or soliciting unauthorized test copies as study aids. Collusion—working together in an unauthorized or fraudulent way—is also cheating. Students may not collude on homework, papers, tests, or any other type of classwork without the express consent of the instructor(s). The student who knowingly shares information or supplies material to another student has also committed an offense and can be charged under this section. These rules apply to take-home exams as well as any other assignments unless the professor explicitly says otherwise. Students must check with the professor and syllabus to clarify what is acceptable. Cheating also includes the use of an instructor's copy of a textbook. These textbooks are not allowed in any class. The professor also has the right to confiscate any and all unauthorized materials used in the completion of academic work.

**Plagiarism:** Plagiarism, according to Hodges' Harbrace Handbook, 14th ed., is "the use of another writer's words or ideas without acknowledging the source. Akin to theft, plagiarism has serious consequences and should always be avoided" (788). Plagiarism can be blatant or incidental. Blatant plagiarism includes copying a passage without giving proper credit to the source, downloading all or part of a paper from the internet, summarizing or paraphrasing another's ideas without indicating where they came from, or submitting someone else's work as one's own. Incidental plagiarism includes careless omission of quotation marks around a passage that was copied word for word and otherwise cited correctly, or minor errors in documentation when quoting, summarizing, or paraphrasing another's words or ideas. Both forms of plagiarism are serious. Students must avoid both kinds of plagiarism.

**Academic Misrepresentation:** Any act of dishonesty committed for academic advantage is misrepresentation. Violations include, but are not limited to, lying about reasons for absences or late work, forging an academic document (e.g., a drop/add form), or submitting work not prepared by the student.

**Multiple Submissions of Work:** Students may not, without the prior consent of all instructors involved, submit the same work for credit in two or more courses or for a repetition of the same course, nor may they submit work previously completed at any other institution without the prior written consent of the current instructor.

**Failure to Cooperate with the Honor Council:** Members of the college community who are notified of Honor Code action which involves them and who fail to attend a scheduled meeting or hearing may be subject to disciplinary action at the discretion of the Honor Council. Witnesses are required to testify when called. Students convicted of an Honor Code violation who fail to comply with any penalties set by the Council may be subject to further disciplinary action. Cooperation consists of telling the truth. Failure to do so may produce additional honor code violations.

**Electronic Device Policy:** Unless specifically allowed by the instructor, no devices that allow communication of any kind may be used during examinations (tests, quizzes, final exams, etc.). Prohibited items include but are not limited to: cell phones, pagers, messaging devices, PDAs, MP3 players, iPods, iPads, electronic dictionaries, computers, and calculators with communication capabilities. Any use during an examination of an electronic device other than those authorized and approved by the course instructor is cheating. Instructors may place additional restrictions on the use of calculators and other electronic devices during exams. For example, graphing calculators may be allowed, but calculators that can store text and images will be prohibited. Students are advised to check with their instructor prior to any examination if they are not sure whether an electronic device is acceptable.

### *Consistency in Policies and Standards*

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