



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
October 21, 2021	Student Union Ballroom
11:00 am - 12:30 pm (EDT)	Knoxville, TN

AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. [Consent Agenda – Action](#) Tab 1
 - A. [Minutes of the Last Meeting](#) Tab 1.1
 - B. [Approval of the Comprehensive List of Academic Programs](#) Tab 1.2
 - C. [Ratification of Administrative Action to Terminate or Inactivate Academic Programs](#) Tab 1.3
 - D. [New Academic Units](#) Tab 1.4
 - 1) [Collection Services and Research and Public Services, UTC](#) Tab 1.4.1
 - 2) [Africana Studies, UTK](#) Tab 1.4.2
 - E. [Program Consolidation, Bachelor of Arts in Fine Arts, UTS](#) Tab 1.5
- V. [New Academic Program Master of Sport Coaching and Performance, UTM – Action](#) Tab 2
- VI. [Proposed Faculty Handbook, UTS – Action](#) Tab 3
- VII. [Proposed Policy on Award of Degrees and Certificates in Memoriam— Action](#) Tab 4
- VIII. [Tenure Recommendations Requiring Board Approval – Action](#) Tab 5
 - A. [Grant of Tenure upon Initial Appointment](#) Tab 5.1
 - B. [Grant of Tenure upon Early Recommendation](#) Tab 5.2
- IX. [Report on Periodic Post-Tenure Performance Review \(PPPR\) – Information](#) Tab 6
- X. [Annual Report Intercollegiate Athletics Programs – Information](#) Tab 7



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XI. Presentations — Information/Discussion

- A. [UTRF Update](#)..... Tab 8.1
- B. Surveys
 - 1) [Faculty](#) Tab 8.2.1
 - 2) [Student](#)..... Tab 8.2.2
- C. [Tennessee RiverLine Project](#)..... Tab 8.3
- D. [Student Success Indicators](#)..... Tab 8.4

XII. Other Business

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

XIII. Closing Remarks

XIV. Adjournment

Information Items

- [Certification of Degrees Conferred](#)..... Tab 9.1



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Donnie Smith, Committee Chair

Background

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

Committee Action

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

1. The reading of the minutes of the June 24, 2021 meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials.
2. The action items and associated Resolutions set forth on the Consent Agenda be recommended by the Committee for adoption by the Board of Trustees.

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



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE
June 24, 2021
Memphis, Tennessee

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 2:30 p.m. (CDT) on Thursday, June 24, 2021, in the Refectory, Mooney Building, located at the University of Tennessee Health Science Center, Memphis, Tennessee.

I. Call to Order and Roll Call

Committee Chair Donnie Smith called the meeting to order. Board Secretary Cynthia Moore called the roll, and the following members were present: Donald J. Smith, Committee Chair; Leighton Chappell, Student Trustee; John C. Compton, Board Chair; Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Kara Lawson; and Christina Vogel, Faculty Representative. In addition, Trustees Bradford D. Box; Decosta E. Jenkins; Amy E. Miles; Christopher L. Patterson; and Kim H. White were in attendance.

Others present included: President Randy Boyd; Linda C. Martin, Vice President for Academic Affairs and Student Success; Tim L. Cross, Senior Vice President/Senior Vice Chancellor, UTIA; Stacey Patterson, Vice President for Research, Outreach and Economic Development; Chancellors Carver, Plowman, and Schwab; Philip Cavalier, Provost and Vice Chancellor for Academic Affairs, UTM; Jerold L. Hale, Provost and Senior Vice Chancellor for Academic Affairs, UTC; Jorge Pérez, Associate Vice President for Institutional Effectiveness, UT System; Karen Etzkorn, Director of Academic Affairs, UT System; and other members of the UT senior leadership and administrative staff.

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

II. Opening Remarks of the Committee Chair

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



III. Requests to Address the Board

None.

IV. Consent Agenda

Committee Chair Smith called the Committee members' attention to the Consent Agenda and asked if there were any requests to remove an item from the agenda. There being none, upon motion duly made and seconded, a roll call vote was taken, and the Committee approved: (i) the minutes of the February 25, 2021 meeting of the Committee, and (ii) the Resolutions pertaining to the other action items included on the Consent Agenda. (A complete list of the approved items appears at the end of these minutes.)

V. Proposed Faculty Handbook Revisions, UTC

Jerold L. Hale, Provost and Senior Vice Chancellor for Academic Affairs, UTC, presented the proposed changes to Section 4.7.1 of the UTC Faculty Handbook, which pertains to non-tenure-track appointments. He indicated that the proposed changes are intended to provide clearer and more uniform campus-wide criteria for evaluating non-tenure-track Teaching faculty for appointment and/or promotion.

Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed revisions to the UTC Faculty Handbook (as presented in Tab 2 of the meeting materials).

VI. Tenure Recommendations

Grant of Tenure upon Initial Appointment

President Boyd stated that he and the Chancellors of UTC and UTK are recommending that tenure be granted to a combined total of 9 faculty (a detailed list of the recommended individuals was set forth in the meeting materials). President Boyd advised that the candidates meet the requirements to be considered for tenure upon initial appointment, all steps in the review process outlined in the Board policy have been completed, and they have received strong support at each level of review.

Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the grants of tenure upon initial appointment (as presented in Tab 3.1 of the meeting materials).



Grant of Tenure upon Early Consideration

President Boyd indicated that he and the Chancellors of UTC, UTHSC, and UTK are recommending that a combined total of 16 faculty members for tenure who have served less than a six-year probationary period at the campuses (a detailed list of the recommended individuals was set forth in the meeting materials). President Boyd advised that the candidates meet the requirements to be considered for tenure upon early consideration, all steps in the review process outlined in the Board policy have been completed, and they have received strong support for tenure at each level of review.

Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the grants of tenure upon early consideration (as presented in Tab 3.2 of the meeting materials).

VII. Proposed New Academic Programs

Bachelor of Applied Science in Applied Leadership, UTC

Dr. Hale explained that the proposed Bachelor of Applied Science in Applied Leadership (BAS), in the College of Health, Education, and Professional Studies at UT Chattanooga will provide a flexible and fully online completion pathway for students with prior college, employment, and military experience. He highlighted key features of the program, including the following:

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

He reviewed the target audience, the expected student demand for the program, employer interest, and the need to support the anticipated demand for talent in the area.

Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the new academic program (as presented in Tab 4.1 of the meeting materials).



New Programs, UTM

Philip Cavalier, Provost and Vice Chancellor for Academic Affairs, UTM, presented an overview of each of the following proposed academic programs:

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

Dr. Cavalier reviewed the number of credit hours, the proposed time period for implementation, the projected enrollment, and the resources, if any, needed for each program. In addition, he discussed the intended purpose of each program, how it relates to the UT Martin Strategic Plan, and the intended outcomes.

Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving all three proposed academic programs (as presented in Tab 4.2 of the meeting materials).

VIII. Presentations

Update on UT Research Enterprise

Stacey Patterson, Vice President for Research, Outreach and Economic Development, began the presentation by defining "research" as the:

"Studious inquiry or examination especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws."

Dr. Patterson reported on research expenditures by campus for the period FY 2011 through FY 2020. She then provided information on the aggregate amount of research expenditures for the UT System. In this regard, UT System total research expenditures increased 1.3% in the last year and 37.5% in the last five years. From FY 2010 through FY 2019, the UT System captured 1.1 times its "fair share" of the growth in national research funding at US universities.

Additionally, the amount of federal research expenditures by campus was presented for the period FY 2011 through FY 2020. UT System federal research expenditures decreased 3.3% in the last year and increased 17.6% in the last five years. From FY 2010 through FY 2019, the UT System captured 97% of its "fair share" of the growth in federal research funding at US universities.



Dr. Patterson reviewed the UT rankings by campus (NSF Higher Education Research and Development (HERD) Survey Rankins, Public Universities, FY 2019). She stated that the University had another all-time high in research expenditures for the 4th year in a row (\$431 million). Dr. Patterson shared publication and citation metrics, along with the global impact pertaining thereto. She concluded her remarks by noting the growth in the number of license and option of UT intellectual property which has doubled since 2016.

Dr. Patterson introduced the chief research officers from across the UT System, who shared highlights of some of the research efforts being undertaken at each of the UT campuses. A full copy of the presentation is attached.

UTHSC Covid Testing and Vaccination efforts in the City and County Overview

Scott E. Strome, MD, Robert Kaplan Executive Dean of the College of Medicine and Vice Chancellor of Health Affairs, UTHSC, shared information about UTHSC's response to COVID-19. He discussed the campus' community engagement efforts, which included developing a dedicated website, providing drive-through testing, data research in tracking cases in Shelby County, and providing vaccinations. He shared that UTHSC students had more than 14,500 hours of volunteer service (testing and vaccinations) from January 2020 – May 2021. Dr. Strome also discussed the campus' leadership in standing up a field hospital. He concluded his remarks by focusing on the faculty's research efforts, including the surrogate viruses developed by Michael Whitt, PhD that are being used by Pfizer, Moderna, and dozens of other pharmaceutical companies.

Rural Outreach Statewide Dental Clinics

James Ragain, DDS, MS, PhD, Professor and Dean of the College of Dentistry, UTHSC, discussed the issue facing the State of Tennessee with respect to the availability of qualified dentists. He noted that *US News & World Report* ranked Tennessee 43rd in the country for access to dentists for citizens. Dr. Ragain indicated that 86 counties (90%) are below the American Dental Association's Health Policy Institute's recommendation (61 dentists/100,000 people). He explained that there is currently a shortage of almost 800 dentists across Tennessee and it is a public health crisis that cannot be ignored. Dr. Ragain reviewed statistics by county for the State of Tennessee and the aging population of the dentists practicing. He remarked that the dentist shortage is primarily a rural problem. Dr. Ragain then outlined the mission of UTHSC and how the College of Dentistry is stepping up, directing its attention to the problem and helping with the solution.

Student Experience Survey

Linda C. Martin, Vice President for Academic Affairs and Student Success, presented the results of the student survey, which was a follow-up to the Fall 2020 survey. She reviewed the component elements of the survey and the participation rates (by campus, status, and



race). In all categories, the average scores improved from Fall 2020 to Spring 2021. Dr. Martin indicated that the top 5 concerns reported by students are: (1) mental health, (2) academic success, (3) finances/economy, (4) general uncertainty, and (5) pandemic/public health.

Board Chair Compton stressed the value of the Board hearing the voice of the students. He believes that the surveys should continue. He inquired as to how the survey is distributed and what could be done to improve the participation rate, while acknowledging the fatigue factor during the pandemic. Student Trustee Leighton Chappell offered that many students see the survey email from the campus and may not even open it thinking that it is just another general message. He suggested promoting the survey through the presidents of the student government bodies on each campus. Trustee Miles added that it is very important for the participants to understand why the survey is being conducted, along with any improvements stemming from the survey results.

Committee Chair Smith thanked Dr. Martin for the update.

Enrollment Data

Dr. Martin reviewed the UT System's performance, as compared to peers. She explained that due to COVID the most recent peer data available is from 2019. This presentation provided an overview of total enrollment, enrollment of racial/ethnic minorities, first-year retention, four-year graduation rates, six-year graduation rates, and new freshman admit rates. A full copy of the presentation materials is included with these minutes.

IX. Other Business

Committee Chair Smith called for any other business and recognized President Randy Boyd, who recommended having a workshop on the topic of admissions, standardized testing, and test-optional practices. He highlighted the challenges students have faced in sitting for the standardized tests during the pandemic. He noted that, last year, the campuses permitted test-optional admissions so as to not penalize applicants. Given the ongoing pandemic, this practice was extended for an additional year. President Boyd advised the Board that UT Knoxville has expressed in interest in having a 5-year pilot on test-optional admissions, with annual assessment of the program.

President Boyd indicated that he believes that this is a very important topic to be considered by the Committee. Committee Chair Smith agreed with the suggestion. Discussion amongst the Committee members and other trustees ensued regarding which items they felt would be important for planning the session (e.g., participants, experts, peer data, amount of time needed, and other considerations) in order to fully understand the advantages/disadvantages of such an approach on a long-term basis.



Committee Chair Smith stressed the importance of having the right resources, people, and time to have a thoughtful discussion given the importance of the topic. Although it will be structured as a Committee meeting, all trustees will be invited to attend. Committee Chair emphasized that the topic is within the scope of the Committee's responsibilities, and, as such, they should consider what recommendation(s) should come to the Board.

X. Adjournment

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

Respectfully Submitted,

Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the February 25, 2021 meeting
- 2021 Institutional Mission Profile Statements.
- Granting of Honorary Degree to Joy Harjo, UTK
- New Academic Units, Engineering, UTC.
- Academic Program Modifications
 - Bachelor of Science in Kinesiology, UTK
 - Bachelor of Science in Recreation and Sport Management, UTK
 - Bachelor of Science in Cell and Molecular Biology, UTM
- Diploma Guidelines
- Authorization for Conferral of Degrees, 2021-22 Academic Year

List of Information Items Presented to the Committee

- Certification of Degrees Conferred

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

- Update on UT Research Enterprise
- UTHSC Covid Testing and Vaccination efforts in the City and County Overview
- Rural Outreach Statewide Dental Clinics
- Student Experience Survey
- Enrollment Data



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021

Committee: Education, Research, and Service

Item: **Approval of the Comprehensive List of Academic Programs**

Type: Action

Background

The Comprehensive List of Academic Programs is a complete inventory of all academic programs offered by The University of Tennessee (all campuses). The listing is organized by campus, college, department or program, major, sub-major (“concentration,” “option,” track,” etc.), and degree. Each annual update is tied to internal and external reports, and so includes routine (non-substantive) name changes, ongoing curricular adjustments, and other actions that do not require separate consideration and approval by the Board of Trustees.

Committee Action

Under the Education, Research, and Service Committee Charter, the Committee is charged with recommending to the Board the approval of the Comprehensive List of Academic Programs. The following Resolution is being presented for consideration.

Resolved: The Board of Trustees hereby approves the Comprehensive List of Academic Programs for The University of Tennessee, as presented in the meeting materials, which shall be attached to this Resolution after adoption.

UTC Comprehensive List of Academic Programs
October 2021

College of Arts & Sciences			
Department	Major	Concentration	Degree
Art	Art	Art Education	BA
Art	Art	Art History	BA
Art	Art	Graphic Design	BFA
Art	Art	Painting & Drawing	BFA
Art	Art	Photography and Media Art	BFA
Art	Art	Sculpture	BFA
Art	Art	Studio	BA
Biology, Geology, and Environmental Science	Biology	General Biology	BS
Biology, Geology, and Environmental Science	Biology	Pre-Professional	BS
Biology, Geology, and Environmental Science	Biology	STEM Education	BS
Biology, Geology, and Environmental Science	Environmental Science	Natural Resource Admin and Enforcement	BS
Biology, Geology, and Environmental Science	Environmental Science	Biodiversity, Conservation & Natural Resources	BS
Biology, Geology, and Environmental Science	Environmental Science	Earth, Atmosphere, & Geological Resources	BS
Biology, Geology, and Environmental Science	Environmental Science	Environmental Health	BS
Biology, Geology, and Environmental Science	Environmental Science	Environmental Policy and Planning	BS
Biology, Geology, and Environmental Science	Environmental Science	Geographic and Cartographic Sciences	BS
Biology, Geology, and Environmental Science	Environmental Science	Environmental Admin and Management	MS
Biology, Geology, and Environmental Science	Geology	Environmental Geology	BS
Biology, Geology, and Environmental Science	Geology	Geology	BS
Biology, Geology, and Environmental Science	Geology	STEM Education	BS
Chemistry & Physics	Chemistry	Biochemistry	BS
Chemistry & Physics	Chemistry	Chemistry	BS
Chemistry & Physics	Chemistry	STEM Education	BS
Chemistry & Physics	Physics	Biophysics	BS
Chemistry & Physics	Physics	Physics	BS
Chemistry & Physics	Physics	STEM Education	BS
Communication	Communication		BS
English	English	Creative Writing	MA
English	English	Literary Studies	MA
English	English	Rhetoric and Writing	MA
English	English	Creative Writing	BA
English	English	Rhetoric and Professional Writing	BA
English	English	Literary Studies	BA
History	History		BA
Interdisciplinary Studies	Humanities	International Studies	BA
Interdisciplinary Studies	Humanities	Liberal Arts	BA
Interdisciplinary Studies	Humanities	Women, Gender, and Sexuality Studies	BA
Mathematics	Computational and Applied Statistics		GR Cert
Mathematics	Mathematics	Actuarial Science	BS
Mathematics	Mathematics	Applied Mathematics	MS
Mathematics	Mathematics	Applied Statistics	MS
Mathematics	Mathematics	Education	MS

**UTC Comprehensive List of Academic Programs
October 2021**

College of Arts & Sciences			
Department	Major	Concentration	Degree
Mathematics	Mathematics	General Mathematics	BS
Mathematics	Mathematics	Pre-Professional Mathematics	MS
Mathematics	Mathematics	STEM Education	BS
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Classics	BA
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	French	BA
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Latin American Studies	BA
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Spanish	BA
Performing Arts	Music		BA
Performing Arts	Music	Composition	BM
Performing Arts	Music	Instrumental Music Education	BM
Performing Arts	Music	Instrumental Performance	BM
Performing Arts	Music	Music Education	MM
Performing Arts	Music	Music Therapy	BM
Performing Arts	Music	Performance	MM
Performing Arts	Music	Vocal Music Education	BM
Performing Arts	Music	Vocal Performance	BM
Performing Arts	Theatre		BA
Philosophy & Religion	Philosophy & Religion	Combined Concentration	BA
Philosophy & Religion	Philosophy & Religion	Philosophy	BA
Philosophy & Religion	Philosophy & Religion	Religious Studies	BA
Political Science and Public Service	Political Science and Pubic Service	Public Admin & Non-Profit Management	BS
Political Science and Public Service	Political Science and Public Service	American Politics	BS
Political Science and Public Service	Political Science and Public Service	International & Comparative Studies	BS
Political Science and Public Service	Political Science and Public Service	Politics	BS
Political Science and Public Service	Political Science and Public Service	Public Law	BS
Political Science and Public Service	Political Science and Public Service	Public Policy	BS
Political Science and Public Service	Public Administration	Local Government Management	MPA
Political Science and Public Service	Public Administration	Non-Profit Management	MPA
Political Science and Public Service	Public Administration	Public Administration	MPA
Political Science and Public Service	Public Administration & Non-profit Management		GR Cert
Psychology	Psychology		BS
Psychology	Psychology	Industrial Organizational Psychology	MS
Psychology	Psychology	Psychological Science	MS
Social, Cultural, & Justice Studies	Criminal Justice		MSCJ
Social, Cultural, & Justice Studies	Criminal Justice		BS
Social, Cultural, & Justice Studies	Sociology & Anthropology	Anthropology	BA
Social, Cultural, & Justice Studies	Sociology & Anthropology	Anthropology	BS
Social, Cultural, & Justice Studies	Sociology & Anthropology	Sociology	BS
Gary W. Rollins College of Business			
Department	Major	Concentration	Degree
Accounting	Accountancy		MACC
Accounting	Accountancy	Forensic Data Analytics	MACC

UTC Comprehensive List of Academic Programs
October 2021

Gary W. Rollins College of Business			
Department	Major	Concentration	Degree
Accounting	Accounting		BSBA
Business Administration	Business Administration	Business Analytics	MBA
Business Administration	Business Administration	Executive	MBA
Business Administration	Business Administration	Finance	MBA
Business Administration	Business Administration	General	MBA
Business Administration	Business Administration	Healthcare Administration	MBA
Business Administration	Business Analytics		GR Cert
Management	Data Analytics		MSDA
Finance & Economics	Economics		BA
Finance & Economics	Economics	International Public Policy	BA
Finance & Economics	Economics		BSBA
Finance & Economics	Economics	Financial Economics	BSBA
Finance & Economics	Finance	Business Finance	BSBA
Finance & Economics	Finance	Investments	BSBA
Management	Human Resource Management		BSBA
Management	Management		BSBA
Management	Management	Business Analytics	BSBA
Marketing & Entrepreneurship	Entrepreneurship		BSBA
Marketing & Entrepreneurship	Marketing		BSBA
Marketing & Entrepreneurship	Marketing	Professional Sales	BSBA
College of Engineering & Computer Science			
Department	Major	Concentration	Degree
Civil and Chemical Engineering	Chemical Engineering		BSChE
Civil and Chemical Engineering	Chemical Engineering	Chemical Sciences	MS
Civil and Chemical Engineering	Chemical Engineering	Environmental	BSChE
Civil and Chemical Engineering	Civil Engineering		MS
Civil and Chemical Engineering	Civil Engineering		BSCE
Civil and Chemical Engineering	Civil Engineering	Environmental	BSCE
Computer Science & Engineering	Computer Engineering		BSCpE
Computer Science & Engineering	Computer Science	Computer Science	MS
Computer Science & Engineering	Computer Science	Cyber Security	MS
Computer Science & Engineering	Computer Science	Cyber Security	BS
Computer Science & Engineering	Computer Science	Data Science	BS
Computer Science & Engineering	Computer Science	Data Science	MS
Computer Science & Engineering	Computer Science	Software Systems	BS
Computer Science & Engineering	Computer Science	STEM Education	BS
Computer Science & Engineering	Computer Science	Scientific Applications	BS
Electrical Engineering	Electrical Engineering		MS
Electrical Engineering	Electrical Engineering		BSEE
Electrical Engineering	Electrical Engineering Smart Grid		GR Cert
Electrical Engineering	Electrical Engineering Smart Power Distribution		GR Cert
Electrical Engineering	Power System Protection		GR Cert

**UTC Comprehensive List of Academic Programs
October 2021**

College of Engineering & Computer Science			
Department	Major	Concentration	Degree
Electrical Engineering	Sustainable Electrical Energy		GR Cert
Engineering	Computational Science	Computational and Applied Mathematics	PhD
Engineering	Computational Science	Computational Engineering	PhD
Engineering	Computational Science	Computer Science	PhD
Engineering	Engineering Management	Construction Management	MS
Engineering	Engineering Management	Engineering Management	MS
Engineering	Mechatronics Engineering Technology		BAS
Engineering Management & Technology	Engineering Management Construction Management		GR Cert
Engineering Management & Technology	Engineering Management Project & Technology Management		GR Cert
Engineering Management & Technology	Engineering Technology Management	Construction Management	BS
Engineering Management & Technology	Engineering Technology Management	Engineering Management	BS
Engineering Management & Technology	Logistics & Supply Chain Management		GR Cert
Engineering Management & Technology	Quality Management		GR Cert
Mechanical Engineering	Mechanical Engineering		BSME
Mechanical Engineering	Mechanical Engineering		MS
College of Health, Education & Professional Studies			
Department	Major	Concentration	Degree
Education, School of	Elementary Education	Early Childhood Education	MEd
Education, School of	Elementary Education	Elementary Education	MEd
Education, School of	Elementary Education	English as a Second Language	MEd
Education, School of	Elementary Education	Licensure	MEd
Education, School of	Elementary Education	Reading Specialist	MEd
Education, School of	English as a Second Language		GR Cert
Education, School of	Instructional Coaching		GR Cert
Education, School of	Interdisciplinary Educational Studies	Child and Family Studies (Non-license)	BS
Education, School of	Interdisciplinary Educational Studies	Early Childhood and Early Childhood Special Education	BS
Education, School of	Interdisciplinary Educational Studies	Elementary Education K-5 and English as a Second Language PreK-12	BS
Education, School of	Interdisciplinary Educational Studies	Exceptional Learning K-12 Comprehensive	BS
Education, School of	Interdisciplinary Educational Studies	Exceptional Learning K-8 Interventionist	BS
Education, School of	Middle Grades Education	English	BS
Education, School of	Middle Grades Education	Mathematics	BS
Education, School of	Middle Grades Education	Natural Sciences	BS
Education, School of	Middle Grades Education	Social Sciences	BS
Education, School of	School Leadership		GR Cert
Education, School of	School Leadership	Principal/Supervisor Licensure	MEd
Education, School of	School Leadership	Teacher Leadership	MEd
Education, School of	Secondary Education	Economics	BS
Education, School of	Secondary Education	English	BS
Education, School of	Secondary Education	English as a Second Language	MEd
Education, School of	Secondary Education	Geography	BS
Education, School of	Secondary Education	History	BS
Education, School of	Secondary Education	Licensure	MEd

**UTC Comprehensive List of Academic Programs
October 2021**

College of Health, Education & Professional Studies			
Department	Major	Concentration	Degree
Education, School of	Secondary Education	Non-Licensure	MEd
Education, School of	Secondary Education	Political Science	BS
Education, School of	Secondary Education	Reading Specialist	MEd
Education, School of	Special Education	Early Childhood	MEd
Education, School of	Special Education	Mild Disabilities	MEd
Education, School of	Urban Specialist		GR Cert
Health and Human Performance	Athletic Training		MS
Health and Human Performance	Chronic Disease Prevention & Control	Registered Dietitian Nutritionist	MPH
Health and Human Performance	Health & Human Performance	Exercise & Health Sciences	BS
Health and Human Performance	Health & Human Performance	Health & Physical Education K-12	BS
Health and Human Performance	Health & Human Performance	Sport, Outdoor Recreation and Tourism Management	BS
Nursing, School of	Adult Gerontology Acute Care Nurse Practitioner		GR Cert
Nursing, School of	Family Nurse Practitioner		GR Cert
Nursing, School of	Health Care Informatics		GR Cert
Nursing, School of	Nursing		BSN
Nursing, School of	Nursing	Adult Gerontology Acute Care Nurse Practitioner	MSN
Nursing, School of	Nursing	Education	MSN
Nursing, School of	Nursing	Family Nurse Practitioner Lifespan	MSN
Nursing, School of	Nursing	Anesthesia	MSN
Nursing, School of	Nursing	Nursing	DNP
Nursing, School of	Nursing	Nursing Administration	MSN
Nursing, School of	Nursing	Nursing Administrative Systems	DNP
Nursing, School of	Nursing Anesthesia		GR Cert
Nursing, School of	Nursing Education		GR Cert
Occupational Therapy	Occupational Therapy		OTD
Physical Therapy	Physical Therapy	Physical Therapy	DPT
Professional Studies, School of	Advanced Educational Practice	Educational Leadership	EdS
Professional Studies, School of	Advanced Educational Practice	Instructional Leadership	EdS
Professional Studies, School of	Advanced Educational Practice	Principal Licensure	EdS
Professional Studies, School of	Advanced Educational Practice	School Psychology	EdS
Professional Studies, School of	Clinical Mental Health Counseling		GR Cert
Professional Studies, School of	Counselor Education	Clinical Mental Health Counseling	MEd
Professional Studies, School of	Counselor Education	School Counseling	MEd
Professional Studies, School of	Integrated Studies	Integrated Studies	BIS
Professional Studies, School of	Interior Architecture		BS
Professional Studies, School of	Leadership and Instructional Practice		EdD
Professional Studies, School of	Leadership and Decision Making		PhD
Professional Studies, School of	Applied Leadership		BAS
Professional Studies, School of	School Counseling		GR Cert
Professional Studies, School of	Social Work		BSW
Professional Studies, School of	Social Work		MSW

**UTHSC Comprehensive List of Academic Programs
October 2021**

College of Dentistry			
Department	Major	Concentration	Degree
Dental Hygiene	Dental Hygiene		BSDH
Dentistry	Dentistry	Interdisciplinary	DDS
College of Graduate Health Sciences			
Department	Major	Concentration	Degree
Biomedical Engineering	Biomedical Engineering		MS
Biomedical Engineering	Biomedical Engineering		PhD
Dentistry	Dental Science	Endodontics	MDS
Dentistry	Dental Science	Forensic Dentistry	MDS
Dentistry	Dental Science	Orthodontics	MDS
Dentistry	Dental Science	Pediatric Dentistry	MDS
Dentistry	Dental Science	Periodontology	MDS
Dentistry	Dental Science	Prosthodontics	MDS
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Health Policy/Health Services Research	MS
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Health Policy/Health Services Research	PhD
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Pharmacoeconomics	PhD
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Pharmacoeconomics	MS
Interdepartmental	Biomedical Sciences	Cancer & Developmental Biology	PhD
Interdepartmental	Biomedical Sciences	Cancer and Development Biology	MS
Interdepartmental	Biomedical Sciences	Genetics, Genomics and Informatics	MS
Interdepartmental	Biomedical Sciences	Genetics, Genomics and Informatics	PhD
Interdepartmental	Biomedical Sciences	Laboratory Research and Management	MS
Interdepartmental	Biomedical Sciences	Microbiology, Immunology and Biochemistry	MS
Interdepartmental	Biomedical Sciences	Microbiology, Immunology and Biochemistry	PhD
Interdepartmental	Biomedical Sciences	Molecular and Systems Pharmacology	MS
Interdepartmental	Biomedical Sciences	Molecular and Translational Physiology	PhD
Interdepartmental	Biomedical Sciences	Molecular and Translational Physiology	MS
Interdepartmental	Biomedical Sciences	Neuroscience	MS
Interdepartmental	Biomedical Sciences	Neuroscience	PhD
Interdepartmental	Biomedical Sciences	Pharmacology, Addiction Science, and Toxicology	PhD
Interdepartmental	Biomedical Sciences	Rehabilitation Sciences	MS
Interdepartmental	Biomedical Sciences	Rehabilitation Sciences	PHD
Interdepartmental	Health Outcomes & Policy Research	Health Informatics and Information Management	MS
Interdepartmental	Health Outcomes & Policy Research	Health Informatics and Information Management	PhD
Interdepartmental	Health Outcomes & Policy Research	Healthcare Quality Improvement	Gr Cert
Nursing Science	Nursing Science		PhD
Pharmaceutical Sciences	Pharmaceutical Sciences		BSPS
Pharmaceutical Sciences	Pharmaceutical Sciences	Bioanalysis	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Bioanalysis	PhD

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College of Graduate Health Sciences			
Department	Major	Concentration	Degree
Pharmaceutical Sciences	Pharmaceutical Sciences	Clinical and Translational Pharmacy	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Clinical and Translational Pharmacy	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Medicinal Chemistry	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Medicinal Chemistry	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmaceutics	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmaceutics	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmacometrics	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmacometrics	PhD
Pharmacology	Pharmacology		MS
Preventive Medicine	Clinical Investigation		Gr Cert
Preventive Medicine	Epidemiology	Biostatistics	MS
Preventive Medicine	Epidemiology	Clinical Investigation	MS
Preventive Medicine	Epidemiology	Data Science	MS
Speech & Hearing Science	Speech & Hearing Science	Audiology	PhD
Speech & Hearing Science	Speech & Hearing Science	Hearing Science	PhD
Speech & Hearing Science	Speech & Hearing Science	Speech and Language Pathology	PhD
Speech & Hearing Science	Speech & Hearing Science	Speech-Language Science	PhD
College of Health Professions			
Department	Major	Concentration	Degree
Audiology & Speech Pathology	Audiology		MS
Audiology & Speech Pathology	Audiology	Post-professional	AuD
Audiology & Speech Pathology	Audiology	Traditional	AuD
Audiology & Speech Pathology	Audiology & Speech Pathology		BSASP (JOINT)
Audiology & Speech Pathology	Speech-Language Pathology	Aural Re/habilitation	MSSLP
Clinical Lab Sciences	Clinical Laboratory Sciences	Advanced Practice	MSCLS
Clinical Lab Sciences	Cytopathology Practice		MCP
Clinical Lab Sciences	Medical Laboratory Science	MLT to MLS	BSMLS
Clinical Lab Sciences	Medical Laboratory Science	Professional-entry	BSMLS
Clinical Laboratory Sciences	Clinical Chemistry for Medical Laboratory Science		Gr Cert
Clinical Laboratory Sciences	Clinical Microbiology for Medical Laboratory Science		Gr Cert
Clinical Laboratory Sciences	Histotechnology		Gr Cert
Diagnostic and Health Sciences	Health Data Analytics		Gr Cert
Diagnostic and Health Sciences	Telemedicine		Gr Cert
Health Informatics & Information Mgmt	Health Informatics & Information Management		Gr Cert
Health Informatics & Information Mgmt	Health Informatics & Information Management	Entry Level	MHIIM
Health Informatics & Information Mgmt	Health Informatics & Information Management	Post-Graduate	MHIIM

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College of Health Professions			
Department	Major	Concentration	Degree
Occupational Therapy	Occupational Therapy		MOT
Physical Therapy	Physical Therapy	Entry Level	DPT
College of Medicine			
Department	Major	Concentration	Degree
Medicine	Medicine		MD
Physician Assistant Studies	Physician Assistant		MMS-PA
College of Nursing			
Department	Major	Concentration	Degree
Nursing	Nursing	Accelerated BSN	BSN
Nursing	Nursing	Adult/Gerontology Acute Care Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-DNP Pediatric Acute Care Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-DNP Family Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-DNP Pediatric Primary Care Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-Doctoral Psychiatric Mental Health Nurse Practitioner	Gr Cert
Nursing	Nursing	Registered Nurse First Assist	Gr Cert
Nursing	Nursing	RN-to-BSN	BSN
Nursing	Nursing	Traditional BSN	BSN
Nursing	Nursing Practice	Adult/Gerontology Acute Care Nurse Practitioner	DNP
Nursing	Nursing Practice	Dual Pediatric Acute Care and Pediatric Primary Care	DNP
Nursing	Nursing Practice	Family Nurse Practitioner	DNP
Nursing	Nursing Practice	Neonatal Nurse Practitioner	DNP
Nursing	Nursing Practice	Nurse Anesthesia	MS
Nursing	Nursing Practice	Pediatric Acute Care Nurse Practitioner	DNP
Nursing	Nursing Practice	Pediatric Primary Care Nurse Practitioner	DNP
Nursing	Nursing Practice	Psychiatric Mental Health Practitioner	MS
College of Pharmacy			
Department	Major	Concentration	Degree
Pharmacy	Pharmacy	Nuclear Pharmacy	Gr Cert
Pharmacy	Leadership Exploration and Ability Development		Gr Cert
Pharmacy	Pharmacy		PHARMD
Pharmacy	Rural Health		Gr Cert
Pharmaceutical Sciences	Pharmaceutical Sciences		BSPS

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College of Agricultural Sciences & Natural Resources			
Department	Major	Concentration	Degree
Agricultural and Resource Economics	Agricultural and Resource Economics	Agribusiness MS-MBA	MS-MBA
Agricultural and Resource Economics	Agricultural and Resource Economics	Agricultural Economics	MS
Agricultural and Resource Economics	Agricultural and Resource Economics	Five Year BS/MS - Food and Agr Business	BS/MS
Agricultural and Resource Economics	Agricultural and Resource Economics	Five Year BS/MS - Natural Resource Economics	BS/MS
Agricultural and Resource Economics	Agricultural and Resource Economics	Natural Resource Economics	MS
Agricultural and Resource Economics	Food & Agricultural Business	Agricultural Production & Technology Management	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Finance & Risk Management	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Five-Year BS/MS Program	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Food Industry Management	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Law & Policy	BSARE
Agricultural and Resource Economics	Natural Resource & Environmental Econ.	Five-Year BS/MS Agricultural and Resource Economics - Natural Resource Economics	BSARE
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Comm.	Agricultural Communications	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Comm.	Agricultural Communications	MS
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Comm.	Agricultural Education	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Comm.	Agricultural Education	MS
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Comm.	Agricultural Leadership	MS
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Comm.	Community Engagement and Leadership Development	BSAG
Animal Science	Animal Science		PhD
Animal Science	Animal Science	Five Year BS/MS	MS
Animal Science	Animal Science	Dual Program	MS-DVM
Animal Science	Animal Science	Animal Industries	BSAN
Animal Science	Animal Science	Bioscience	BSAN
Animal Science	Animal Science	Five-year BS/MS program	BSAN
Animal Science	Animal Science	Pre-Veterinary Medicine	BSAN
Animal Science	Animal Science	Pre-Veterinary Medicine 3+1	BSAN
Biosystems Engineering & Soil Science	Biosystems Engineering	Energy Science & Engineering	PhD
Biosystems Engineering & Soil Science	Biosystems Engineering	Five-year BSBSE/MS Program	MS
Biosystems Engineering & Soil Science	Biosystems Engineering	Five-year BSBSE/MS Program	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering	Honors Biosystems Engineering	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering	Honors Pre-Professional	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering	Pre-Professional	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering Technology		MS
Biosystems Engineering & Soil Science	Construction Science and Agricultural Systems	Agricultural Systems Technology	BSCSAS
Biosystems Engineering & Soil Science	Construction Science and Agricultural Systems	Construction Science	BSCSAS
Biosystems Engineering & Soil Science	Construction Science and Agricultural Systems	Off-Road Vehicle Technology	BSCSAS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences		MS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences	Conservation Agriculture & Envir. Sustainability	BSESS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences	Environmental Science	BSESS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences	Soil Science	BSESS
Entomology & Plant Pathology	Entomology & Plant Pathology	Bioinformatics and Genomics	MS
Entomology & Plant Pathology	Entomology & Plant Pathology	Entomology	MS
Entomology & Plant Pathology	Entomology & Plant Pathology	Plant Pathology	MS
Entomology & Plant Pathology	Entomology, Plant Pathology & Nematology	Organismal Biology, Ecology, & Systematics	PhD
Entomology & Plant Pathology	Entomology, Plant Pathology and Nematology	Bioinformatics, Genomics, and Molecular Interactions	PhD
Entomology & Plant Pathology	Entomology, Plant Pathology and Nematology	Sustainable Disease and Integrated Pest Management	PhD
Food Science	Food Science	Five-Year BSFS/MS	MS
Food Science	Food Science	Five-Year BSFS/MS	BSFS
Food Science	Food Science	Food Chemistry	PhD
Food Science	Food Science	Food Microbiology	PhD
Food Science	Food Science	Food Processing	PhD
Food Science	Food Science	Pre-Professional	BSFS
Food Science	Food Science	Pre-Professional 3+1	BSFS
Food Science	Food Science	Science	BSFS
Food Science	Food Science	Sensory Science	PhD
Forestry, Wildlife, Fisheries	Forestry	Bio-Based Products & Wood Science & Technology	MS

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College of Agricultural Sciences & Natural Resources			
Department	Major	Concentration	Degree
Forestry, Wildlife, Fisheries	Forestry	Forest Resources Management	BSF
Forestry, Wildlife, Fisheries	Forestry	Restoration and Conservation Science	BSF
Forestry, Wildlife, Fisheries	Forestry	Urban Forestry	BSF
Forestry, Wildlife, Fisheries	Forestry	Wildland Recreation	BSF
Forestry, Wildlife, Fisheries	Natural Resources	Bio-based Products and Wood Science and Technology	PhD
Forestry, Wildlife, Fisheries	Natural Resources	Natural Resource Economics	PhD
Forestry, Wildlife, Fisheries	Natural Resources	Wildlife Health	PhD
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science		MS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife & Fisheries Management	BSWFS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife Health	BSWFS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife Health	MS
Interdepartmental	Plant, Soil, and Environmental Sciences	Crop Sciences	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Environmental and Soil Sciences	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Horticulture	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Plant Breeding	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Plant Molecular Genetics	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Weed Science	PhD
Plant Sciences	Plant Sciences	Crop Sciences	MS
Plant Sciences	Plant Sciences	Horticulture	MS
Plant Sciences	Plant Sciences	Five Year BS/MS	BSPS
Plant Sciences	Plant Sciences	Horticulture Science & Production	BSPS
Plant Sciences	Horticultural Therapy		UG Cert
Plant Sciences	Plant Sciences	Organic Production	BSPS
Plant Sciences	Plant Sciences	Plant Breeding	MS
Plant Sciences	Plant Sciences	Plant Genetics & Biotechnology	BSPS
Plant Sciences	Plant Sciences	Plant Molecular Genetics	MS
Plant Sciences	Plant Sciences	Public Horticulture	BSPS
Plant Sciences	Plant Sciences	Sustainable Landscape Design	BSPS
Plant Sciences	Plant Sciences	Turfgrass Science & Management	BSPS
Plant Sciences	Plant Sciences	Weed Science	MS
College of Architecture & Design			
Department	Major	Concentration	Degree
Architecture, School of	Architecture	Accelerated BSIA/MArch	MArch
Architecture, School of	Architecture	Computational Design and Fabrication	MArch
Architecture, School of	Architecture	Conservation and Stewardship	MArch
Architecture, School of	Architecture	Dual March-MLA	MArch
Architecture, School of	Architecture	Sustainable Design	MArch
Architecture, School of	Architecture	Urbanism	MArch
Design, School of	Graphic Design		BFA
Interior Architecture, School of	Interior Architecture	Master of Architecture Preparatory Track	BArch
Interior Architecture, School of	Interior Architecture	Traditional Track	BArch
Interior Architecture, School of	Interior Architecture	Accelerated BSIA/MArch	BSIA
Interior Architecture, School of	Interior Architecture	Master of Architecture Preparatory	BSIA
Interior Architecture, School of	Interior Architecture	Master of Landscape Arch Preparatory Track	BSIA
Interior Architecture, School of	Interior Architecture	Traditional Track	BSIA
Landscape Architecture, School of	Landscape Architecture		MALA
Landscape Architecture, School of	Landscape Architecture		MSLA
Landscape Architecture, School of	Landscape Architecture	Accelerated BARCH/MLA	MLA
Landscape Architecture, School of	Landscape Architecture	Track 1 (first professional degree track)	MLA
Landscape Architecture, School of	Landscape Architecture	Track 2 (post-professional degree track)	MLA
College of Arts & Sciences			
Department	Major	Concentration	Degree
Anthropology	Anthropology	Archaeology	MA
Anthropology	Anthropology	Archaeology	PhD
Anthropology	Anthropology	Biological Anthropology	MA

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College of Arts & Sciences			
Department	Major	Concentration	Degree
Anthropology	Anthropology	Biological Anthropology	PhD
Anthropology	Anthropology	Cultural Anthropology	MA
Anthropology	Anthropology	Cultural Anthropology	PhD
Anthropology	Anthropology	Disasters, Displacement and Human Rights	BA
Anthropology	Anthropology	Forensic Anthropology	BA
Anthropology	Anthropology	Honors Anthropology	BA
Anthropology	Anthropology	Mediterranean Archaeology	MA
Anthropology	Anthropology	Zooarchaeology	MA
Anthropology	Anthropology	Zooarchaeology	PhD
Anthropology	Disasters, Displacement and Human Rights		Gr Cert
Art, School of	Art		BA
Art, School of	Art	Ceramics	MFA
Art, School of	Art	Painting/Drawing	MFA
Art, School of	Art	Printmaking	MFA
Art, School of	Art	Sculpture	MFA
Art, School of	Art	Time-Based Art	MFA
Art, School of	Art History		BA
Art, School of	Studio Art	Four-Dimensional Arts	BFA
Art, School of	Studio Art	Three-Dimensional Arts	BFA
Art, School of	Studio Art	Two-Dimensional Arts	BFA
Art, School of	Cinema Studies		BA
Biochem & Cellular & Molecular Biology	Biochem & Cellular & Molecular Biology		MS
Biochem & Cellular & Molecular Biology	Biochem & Cellular & Molecular Biology		PhD
Biology, Division of	Biological Sciences	Biochem & Cellular & Molecular Biology	BS
Biology, Division of	Biological Sciences	Ecology & Evolutionary Biology	BS
Biology, Division of	Biological Sciences	Honors Biochem & Cellular & Molecular Biology	BS
Biology, Division of	Biological Sciences	Honors Ecology & Evolutionary Biology	BS
Biology, Division of	Biological Sciences	Honors Microbiology	BS
Biology, Division of	Biological Sciences	Microbiology	BS
Chemistry	Chemistry	Analytical Chemistry	MS
Chemistry	Chemistry	Analytical Chemistry	PhD
Chemistry	Chemistry	Chemical Physics	PhD
Chemistry	Chemistry	Environmental Chemistry	MS
Chemistry	Chemistry	Environmental Chemistry	PhD
Chemistry	Chemistry	Honors Chemistry	BS
Chemistry	Chemistry	Honors Chemistry	BSCH
Chemistry	Chemistry	Inorganic Chemistry	MS
Chemistry	Chemistry	Inorganic Chemistry	PhD
Chemistry	Chemistry	Organic Chemistry	MS
Chemistry	Chemistry	Organic Chemistry	PhD
Chemistry	Chemistry	Physical Chemistry	MS
Chemistry	Chemistry	Physical Chemistry	PhD
Chemistry	Chemistry	Polymer Chemistry	MS
Chemistry	Chemistry	Polymer Chemistry	PhD
Chemistry	Chemistry	Theoretical Chemistry	PhD
Chemistry	Radiochemistry Graduate Certificate		Gr Cert
Classics	Classics	Classical Archaeology	BA
Classics	Classics	Classical Civilization	BA
Classics	Classics	Greek	BA
Classics	Classics	Honors Classical Archaeology	BA
Classics	Classics	Honors Classical Civilization	BA
Classics	Classics	Honors Greek	BA
Classics	Classics	Honors Latin	BA
Classics	Classics	Latin	BA
College Scholars Program	College Scholars Program		BA

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College of Arts & Sciences			
Department	Major	Concentration	Degree
Earth & Planetary Sciences	Geology		MS
Earth & Planetary Sciences	Geology		PhD
Earth & Planetary Sciences	Geology & Environmental Studies	Environmental Studies	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Geology	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Honors Environmental Studies	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Honors Geology	BS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Behavior	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Behavior	PhD
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Ecology	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Ecology	PhD
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Energy Science & Engineering	PhD
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Evolutionary Biology	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Evolutionary Biology	PhD
Economics (Intercollegiate)	Economics	Honors Economics	BA
English	Creative Writing		MFA
English	English		MA
English	English	Creative Writing	BA
English	English	Creative Writing	PhD
English	English	Honors Creative Writing	BA
English	English	Honors Individualized Program	BA
English	English	Honors Literature	BA
English	English	Honors Rhetoric & Writing	BA
English	English	Honors Technical Communication	BA
English	English	Individualized Program	BA
English	English	Literature	BA
English	English	Literature, Criticism, & Textual Studies	MA
English	English	Literature, Criticism, & Textual Studies	PhD
English	English	Rhetoric & Writing	BA
English	English	Rhetoric, Writing & Linguistics	MA
English	English	Rhetoric, Writing & Linguistics	PhD
English	English	Technical Communication	BA
English	Digital Humanities		Gr Cert
Geography	Geography		MS
Geography	Geography		PhD
Geography	Geography	Climate & Climate Change	BA
Geography	Geography	Geospatial Science & Technology	BA
Geography	Geography	Honors Climate & Climate Change	BA
Geography	Geography	Honors Geospatial Science & Technology	BA
Geography	Geography	Honors Landscapes & Environment	BA
Geography	Geography	Honors Space, Society, & Culture	BA
Geography	Geography	Honors World Cities & Economies	BA
Geography	Geography	Landscapes & Environment	BA
Geography	Geography	Space, Society, & Culture	BA
Geography	Geography	World Cities & Economies	BA
Geography	Sustainability		BA
History	History		MA
History	History	American	PhD
History	History	European	PhD
History	History	Honors History	BA
Interdepartmental/Intercollegiate	Life Sciences	Genome Science and Technology	MS
Interdepartmental/Intercollegiate	Life Sciences	Genome Science and Technology	PhD
Interdepartmental/Intercollegiate	Life Sciences	Plant Physiology & Genetics	MS
Interdepartmental/Intercollegiate	Life Sciences	Plant Physiology & Genetics	PhD
Interdisciplinary Programs	Africana Studies		Gr Cert
Interdisciplinary Programs	Interdisciplinary Programs	Africana Studies	BA

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College of Arts & Sciences			
Department	Major	Concentration	Degree
Interdisciplinary Programs	Interdisciplinary Programs	Asian Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Cultures and Societies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Data Science	BA
Interdisciplinary Programs	Interdisciplinary Programs	Jewish Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Latin American & Caribbean Studies - Brazilian Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Latin American & Caribbean Studies -General Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Linguistics	BA
Interdisciplinary Programs	Interdisciplinary Programs	Medieval & Renaissance Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Middle East Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Public Policy and Administration	BA
Interdisciplinary Programs	Interdisciplinary Programs	Women, Gender, and Sexuality	BA
Interdisciplinary Programs	Linguistics		Gr Cert
Interdisciplinary Programs	Medieval Studies		Gr Cert
Interdisciplinary Programs	Social Theory		Gr Cert
Interdisciplinary Programs	Women, Gender, and Sexuality		Gr Cert
Mathematics	Mathematics		MM
Mathematics	Mathematics	Applied Mathematics	BS
Mathematics	Mathematics	Honors Mathematics	BS
Mathematics	Mathematics	Math Biology	BS
Mathematics	Mathematics	Math Education	BS
Mathematics	Mathematics	Mathematical Biology	PhD
Mathematics	Mathematics	Theoretical Math	BS
Microbiology	Microbiology		MS
Microbiology	Microbiology		PhD
Modern Foreign Languages & Literatures	French		MA
Modern Foreign Languages & Literatures	German		MA
Modern Foreign Languages & Literatures	Spanish		MA
Modern Foreign Languages & Literatures	Modern Foreign Languages	Applied Linguistics (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	French (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	German (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Italian (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Latin American Studies (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Portuguese (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Russian (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Spanish (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	French & Francophone Studies - Five-Year BA/MA Program	BA/MA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	German - Five-Year BA/MA Program	BA/MA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	German Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Hispanic Studies - Five Year BA/MA Program	BA/MA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors Russian Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Italian	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Arabic	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Chinese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Italian	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Japanese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Portuguese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Russian Studies	BA

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College of Arts & Sciences			
Department	Major	Concentration	Degree
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Russian Studies	BA
Music, School of	Artist Certificate in Keyboard Performance		Gr Cert
Music, School of	Artist Certificate in String Performance		Gr Cert
Music, School of	Music	Applied Music	BA
Music, School of	Music	Brass Instruments	BM
Music, School of	Music	Choral Conducting	MMU
Music, School of	Music	Collaborative Piano	MMU
Music, School of	Music	Composition	MMU
Music, School of	Music	Instrumental Conducting	MMU
Music, School of	Music	Jazz	MMU
Music, School of	Music	Music Business Administration	BA
Music, School of	Music	Music and Culture	BA
Music, School of	Music	Music Education	MMU
Music, School of	Music	Music Education - String Emphasis	BM
Music, School of	Music	Music Education - Vocal-General/Keyboard Emphasis	BM
Music, School of	Music	Music Education - Vocal-General/Vocal Emphasis	BM
Music, School of	Music	Music Education - Woodwind/Brass/Percussion Emphasis	BM
Music, School of	Music	Music Education - String Jazz Emphasis	BM
Music, School of	Music	Music Education - Woodwind/Brass/Percussion Jazz Emphasis	BM
Music, School of	Music	Music Theory	MMU
Music, School of	Music	Musicology	MMU
Music, School of	Music	Organ	BM
Music, School of	Music	Performance - Organ, Percussion, Piano, Strings, Voice, or Winds	MMU
Music, School of	Music	Piano	BM
Music, School of	Music	Piano Pedagogy	BM
Music, School of	Music	Sacred Music - Organ Track	BM
Music, School of	Music	Sacred Music - Piano Track	BM
Music, School of	Music	Sacred Music - Voice Track	BM
Music, School of	Music	Strings	BM
Music, School of	Music	Studio Music and Jazz	BM
Music, School of	Music	Theory/ Composition	BM
Music, School of	Music	Voice	BM
Music, School of	Music	Woodwind & Percussion Instruments	BM
Music, School of	Music Theory Pedagogy		Gr Cert
Philosophy	Philosophy		PhD
Philosophy	Philosophy	Dual Program	ID-MA
Philosophy	Philosophy	Five-Year BA/MA Program - Philosophy	BA/MA
Philosophy	Philosophy	Honors Legal & Political Philosophy	BA
Philosophy	Philosophy	Honors Philosophy	BA
Philosophy	Philosophy	Honors Philosophy of Science & Medicine	BA
Philosophy	Philosophy	Legal & Political Philosophy	BA
Philosophy	Philosophy	Philosophy of Science & Medicine	BA
Physics & Astronomy	Physics	Academic	BS
Physics & Astronomy	Physics	Astronomy	BS
Physics & Astronomy	Physics	Astrophysics	MS
Physics & Astronomy	Physics	Astrophysics	PhD
Physics & Astronomy	Physics	Atomic, Molec., Optical & Low Temp. Physics	MS
Physics & Astronomy	Physics	Atomic, Molec., Optical & Low Temp. Physics	PhD
Physics & Astronomy	Physics	Biophysics	MS
Physics & Astronomy	Physics	Biophysics	PhD
Physics & Astronomy	Physics	Chemical Physics	MS
Physics & Astronomy	Physics	Chemical Physics	PhD
Physics & Astronomy	Physics	Condensed Matter & Surface Physics	MS
Physics & Astronomy	Physics	Condensed Matter & Surface Physics	PhD
Physics & Astronomy	Physics	Elementary Particle Physics	MS

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College of Arts & Sciences			
Department	Major	Concentration	Degree
Physics & Astronomy	Physics	Elementary Particle Physics	PhD
Physics & Astronomy	Physics	Energy Science & Engineering	PhD
Physics & Astronomy	Physics	Five Year BS/MS	BS/MS
Physics & Astronomy	Physics	General	BS
Physics & Astronomy	Physics	Geophysics	MS
Physics & Astronomy	Physics	Honors Academic	BS
Physics & Astronomy	Physics	Honors Astronomy	BS
Physics & Astronomy	Physics	Mathematical & Computational Physics	MS
Physics & Astronomy	Physics	Mathematical & Computational Physics	PhD
Physics & Astronomy	Physics	Nanomaterials	PhD
Physics & Astronomy	Physics	Nuclear & Relativistic Heavy Ion Physics	MS
Physics & Astronomy	Physics	Nuclear & Relativistic Heavy Ion Physics	PhD
Physics & Astronomy	Physics	Theoretical Physics	MS
Physics & Astronomy	Physics	Theoretical Physics	PhD
Political Science	Global Security Studies		Gr Cert
Political Science	Political Science		MA
Political Science	Political Science		PhD
Political Science	Political Science	Five-Year BA/MPPA	BA
Political Science	Political Science	Honors Political Science	BA
Political Science	Political Science	International Affairs	BA
Political Science	Political Science	Law and Courts	BA
Political Science	Political Science	Public Administration	BA
Political Science	Public Policy & Administration	Five Year BA/MPPA	BA/MPPA
Political Science	Public Policy & Administration	Dual JD-MPPA Program	MPPA
Pre-Professional Programs	Medical Laboratory Science		BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Dentistry	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Law	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Medicine	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Pharmacy	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Veterinary Medicine	BS
Psychology	Neuroscience		BS
Psychology	Neuroscience	Honors Neuroscience	BS
Psychology	Psychology	Clinical Psychology	PhD
Psychology	Psychology	Counseling Psychology	PhD
Psychology	Psychology	Experimental Psychology	MA
Psychology	Psychology	Experimental Psychology	PhD
Psychology	Psychology	General Psychology	MA
Psychology	Psychology	Honors Psychology	BA
Religious Studies	Religious Studies		Gr Cert
Religious Studies	Religious Studies	Honors Religious Studies	BA
Religious Studies	Religious Studies	Religion and Nonprofit Leadership	BA
Religious Studies	Religious Studies	Religion, Race and Ethnicity	BA
Sociology	Global Studies	Global Politics and Economy	BA
Sociology	Global Studies	Global Society and Culture	BA
Sociology	Global Studies	Language, Politics and Culture	BA
Sociology	Sociology	Criminology	MA
Sociology	Sociology	Criminology	PhD
Sociology	Sociology	Criminology & Criminal Justice	BA
Sociology	Sociology	Critical Race & Ethnic Studies	MA
Sociology	Sociology	Critical Race & Ethnic Studies	PhD
Sociology	Sociology	Critical Race & Ethnic Studies	BA
Sociology	Sociology	Environmental Issues	BA
Sociology	Sociology	Environmental Sociology	MA
Sociology	Sociology	Environmental Sociology	PhD
Sociology	Sociology	Honors Criminology and Criminal Justice	BA

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College of Arts & Sciences			
Department	Major	Concentration	Degree
Sociology	Sociology	Honors Critical Race & Ethnic Studies	BA
Sociology	Sociology	Honors Environmental Issues	BA
Sociology	Sociology	Political Economy & Globalization	MA
Sociology	Sociology	Political Economy & Globalization	PhD
Statistics (intercollegiate)	Statistics		BS
Theatre	Theatre	Acting	MFA
Theatre	Theatre	Acting	BA
Theatre	Theatre	Costume Design	MFA
Theatre	Theatre	Design & Technology	BA
Theatre	Theatre	Honors Theatre	BA
Theatre	Theatre	Lighting Design	MFA
Theatre	Theatre	Scene Design	MFA
Theatre	Theatre	Sound & Digital Media	MFA
College of Business Administration			
Department	Major	Concentration	Degree
Accounting & Information Management	Accounting	Audit and Controls	MAcc
Accounting & Information Management	Accounting	Collateral Option	BSBA
Accounting & Information Management	Accounting	Information Management	MAcc
Accounting & Information Management	Accounting	Integrated Business & Engineering	BSBA
Accounting & Information Management	Accounting	International Business	BSBA
Accounting & Information Management	Accounting	Taxation	MAcc
Business Administration (Intercollegiate)	Public Administration		BSBA
Business Analytics	Business Analytics	Collateral Option	BSBA
Business Analytics	Business Analytics	Information Management	BSBA
Business Analytics	Business Analytics	Integrated Business & Engineering	BSBA
Business Analytics	Business Analytics	International Business	BSBA
Business Analytics	Business Analytics	Marketing	BSBA
Business Analytics	Business Analytics	Supply Chain Management	BSBA
Business Analytics and Statistics	Business Analytics		MS
Business Analytics and Statistics	Business Analytics	Dual MS-MBA Program	MS
Business Analytics and Statistics	Management Science	Analytics	PhD
Business Analytics and Statistics	Statistics	Intercollegiate Graduate Statistics and Data Science	MS
Economics	Economics		MA
Economics	Economics		PhD
Economics	Economics	Business Analytics	BSBA
Economics	Economics	Collateral Option	BSBA
Economics	Economics	Integrated Business & Engineering	BSBA
Economics	Economics	International Business	BSBA
Economics	Economics	Traditional Option	BSBA
Finance	Finance	Business Analytics	BSBA
Finance	Finance	Collateral Option	BSBA
Finance	Finance	Integrated Business & Engineering	BSBA
Finance	Finance	International Business	BSBA
Interdepartmental	Business Administration	Accounting	PhD
Interdepartmental	Business Administration	Aerospace & Defense MBA	MBA
Interdepartmental	Business Administration	Business Analytics	MBA
Interdepartmental	Business Administration	Consulting	MBA
Interdepartmental	Business Administration	Dual JD-MBA Program	MBA
Interdepartmental	Business Administration	Dual MS-MBA Program	MBA
Interdepartmental	Business Administration	Entrepreneurship and Innovation	MBA
Interdepartmental	Business Administration	Executive MBA	MBA
Interdepartmental	Business Administration	Finance	MBA
Interdepartmental	Business Administration	Finance	PhD
Interdepartmental	Business Administration	Marketing	PhD
Interdepartmental	Business Administration	Physician Executive MBA	MBA

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College of Business Administration			
Department	Major	Concentration	Degree
Interdepartmental	Business Administration	Professional MBA	MBA
Interdepartmental	Business Administration	Statistics	PhD
Interdepartmental	Business Administration	Strategy, Entrepreneurship & Organizations	PhD
Interdepartmental	Business Administration	Supply Chain Management	MBA
Interdepartmental	Business Administration	Supply Chain Management	PhD
Management	Human Resource Management	Collateral Option	BSBA
Management	Human Resource Management	Integrated Business & Engineering	BSBA
Management	Human Resource Management	International Business	BSBA
Management	Management	Collateral Option	BSBA
Management	Management	Integrated Business & Engineering	BSBA
Management	Management	International Business	BSBA
Management & Entrepreneurship	Business Administration	Consulting	MBA
Management & Entrepreneurship	Management & Human Resources		MS
Marketing	Marketing	Business Analytics	BSBA
Marketing	Marketing	Collateral Option	BSBA
Marketing	Marketing	Information Management	BSBA
Marketing	Marketing	Integrated Business & Engineering	BSBA
Marketing	Marketing	International Business	BSBA
Marketing	Marketing	Supply Chain Management	BSBA
Supply Chain Management	Supply Chain Management	Business Analytics	BSBA
Supply Chain Management	Supply Chain Management	Collateral Option	BSBA
Supply Chain Management	Supply Chain Management	Information Management	BSBA
Supply Chain Management	Supply Chain Management	Integrated Business & Engineering	BSBA
Supply Chain Management	Supply Chain Management	Integrated Supply Chain	MS
Supply Chain Management	Supply Chain Management	International Business	BSBA
Supply Chain Management	Supply Chain Management	Tri-Continent Supply Chain	MS
College of Communication & Information			
Department	Major	Concentration	Degree
Advertising & Public Relations, School of	Advertising		BSC
Advertising & Public Relations, School of	Public Relations		BSC
Communication Studies, School of	Communication Studies	Honors Communication Studies	BAC
Information Sciences, School of	Information Sciences		MS
Information Sciences, School of	Information Sciences	Data, Information Management and Analytics	BSIS
Information Sciences, School of	Information Sciences	User Experience Design (UXD)	BSIS
Information Sciences, School of	Research Data Management		Gr Cert
Information Sciences, School of	Youth Infomatics		Gr Cert
Interdepartmental	Communication & Information	Advertising	MS
Interdepartmental	Communication & Information	Advertising	PhD
Interdepartmental	Communication & Information	Advertising and Public Relations	MS
Interdepartmental	Communication & Information	Communication Studies	MS
Interdepartmental	Communication & Information	Communication Studies	PhD
Interdepartmental	Communication & Information	Information Sciences	PhD
Interdepartmental	Communication & Information	Journalism & Electronic Media	MS
Interdepartmental	Communication & Information	Journalism & Electronic Media	PhD
Interdepartmental	Communication & Information	Public Relations	MS
Interdepartmental	Communication & Information	Public Relations	PhD
Interdepartmental	Communication & Information	Strategic & Digital Communication	MS
Journalism & Electronic Media, School of	Journalism & Electronic Media		BSC
College of Education, Health & Human Sciences			
Department	Major	Concentration	Degree
Child & Family Studies	Child & Family Studies		PhD
Child & Family Studies	Child & Family Studies	Community Outreach	BSHHS
Child & Family Studies	Child & Family Studies	Early Childhood Education Teacher Licensure Pre K-3	BSHHS
Child & Family Studies	Child & Family Studies	Early Development and Learning PreK-K	BSHHS
Child & Family Studies	Child & Family Studies	General-Emphasis	MS

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College of Education, Health & Human Sciences			
Department	Major	Concentration	Degree
Child & Family Studies	Child & Family Studies	Teacher-Licensure (PreK-3)	MS
Child & Family Studies	International, Children, Youth, & Families		Gr Cert
Educational Leadership & Policy Studies	College Student Personnel		MS
Educational Leadership & Policy Studies	Education	Educational Administration	EdS
Educational Leadership & Policy Studies	Educational Administration	Higher Education Administration	MS
Educational Leadership & Policy Studies	Educational Administration	Instructional Leadership	MS
Educational Leadership & Policy Studies	Educational Leadership		EdD
Educational Leadership & Policy Studies	Higher Education Administration		PhD
Educational Leadership & Policy Studies	Instructional Leadership		Gr Cert
Educational Psychology & Counseling	Counseling	Clinical Mental Health Counseling	MS
Educational Psychology & Counseling	Counseling	School Counseling	MS
Educational Psychology & Counseling	Counselor Education		PhD
Educational Psychology & Counseling	Education	Instructional Technology	MS
Educational Psychology & Counseling	Education	School Counseling	MS
Educational Psychology & Counseling	Education	School Psychology	EdS
Educational Psychology & Counseling	Educational Psychology	Adult Education	MS
Educational Psychology & Counseling	Educational Psychology	Applied Educational Psychology	MS
Educational Psychology & Counseling	Educational Psychology & Research	Adult Learning	PhD
Educational Psychology & Counseling	Educational Psychology & Research	Applied Educational Psychology	PhD
Educational Psychology & Counseling	Educational Psychology & Research	Evaluation, Statistics & Methodology	PhD
Educational Psychology & Counseling	Adult Learning in Professional Settings		Gr Cert
Educational Psychology & Counseling	Evaluation, Statistics, and Measurement		Gr Cert
Educational Psychology & Counseling	Grief, Loss, and Trauma		Gr Cert
Educational Psychology & Counseling	Online Teaching and Learning		Gr Cert
Educational Psychology & Counseling	Qualitative Research Methods in Educations		Gr Cert
Educational Psychology & Counseling	School Psychology		PhD
Interdepartmental	Education	Leadership Studies in Education	PhD
Interdepartmental	Education	Learning Environments and Educational Studies	PhD
Interdepartmental	Education	Learning, Design, & Technology	PhD
Interdepartmental	Education	Literacy Studies	PhD
Interdepartmental	Education	Special Education, Deaf Education and Interpreter Education	PhD
Interdepartmental	Education	Teacher Education	PhD
Kinesiology, Recreation, & Sport Studies	Kinesiology		BS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Biomechanics	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Exercise Physiology	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Sport Psychology and Motor Behavior	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology and Sport Studies	Kinesiology	PhD
Kinesiology, Recreation, & Sport Studies	Kinesiology and Sport Studies	Sport Studies	PhD
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management		BS
Kinesiology, Recreation, & Sport Studies	Sport Management		BSRSM
Kinesiology, Recreation, & Sport Studies	Therapeutic Recreation		BSRSM
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Sport Management	MS
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Therapeutic Recreation	MS
Nutrition	Nutrition	Basic Science	BSHHS
Nutrition	Nutrition	Cellular and Molecular Nutrition	MS
Nutrition	Nutrition	Clinical Nutrition and Dietetics	MS
Nutrition	Nutrition	Dietetics	BSHHS
Nutrition	Nutrition	Dual MS-MPH Program	MS-MPH
Nutrition	Nutrition	Public Health Nutrition	MS
Nutrition	Nutritional Sciences	Cellular and Molecular Nutrition	PhD
Nutrition	Nutritional Sciences	Community Nutrition	PhD
Public Health	Food Safety Certificate		Gr Cert
Public Health	Public Health		DrPH
Public Health	Public Health	Community Health Education	MPH
Public Health	Public Health	Dual MS-MPH Program	MS-MPH

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College of Education, Health & Human Sciences			
Department	Major	Concentration	Degree
Public Health	Public Health	Dual MPH-DVM Program	MPH-DVM
Public Health	Public Health	Epidemiology	MPH
Public Health	Public Health	Health Policy and Management	MPH
Public Health	Public Health	Veterinary Public Health	MPH
Public Health	Public Health Sciences		PhD
Retail, Hospitality, & Tourism Management	Hospitality and Tourism Management		BSRHTM
Retail, Hospitality, & Tourism Management	Retail & Consumer Sciences		BSRHTM
Retail, Hospitality, & Tourism Management	Retail, Hospitality, & Tourism Management		PhD
Theory & Practice in Teacher Education	American Sign Language Education		Gr Cert
Theory & Practice in Teacher Education	Art Education (K-12)		Gr Cert
Theory & Practice in Teacher Education	Audiology & Speech Pathology		BSASP
Theory & Practice in Teacher Education	Deaf Studies	ASL Education	BSED
Theory & Practice in Teacher Education	Deaf Studies	Education of the Deaf and Hard of Hearing	BSED
Theory & Practice in Teacher Education	Deaf Studies	Educational Interpreting	BSED
Theory & Practice in Teacher Education	Education	Elementary Education	BSED
Theory & Practice in Teacher Education	Education	Elementary Education - ESL Specialization	BSED
Theory & Practice in Teacher Education	Education	Elementary Education - 5-year Internship Specialization	BSED
Theory & Practice in Teacher Education	Education	Elementary Education - Interventionist Special Education Specialization	BSED
Theory & Practice in Teacher Education	Education	Elementary Education - Middle Grades Math Specialization	BSED
Theory & Practice in Teacher Education	Education	Elementary Education - Middle Grades Science Specialization	BSED
Theory & Practice in Teacher Education	Education	Second Language Education - World Language and ESL Specialization	BSED
Theory & Practice in Teacher Education	Education	VolsTeach Secondary STEM - Middle Grades Math Specialization	BSED
Theory & Practice in Teacher Education	Education	VolsTeach Secondary STEM - Middle Grades Science Specialization	BSED
Theory & Practice in Teacher Education	Education of the Deaf and Hard of Hearing (PreK-12)		Gr Cert
Theory & Practice in Teacher Education	Educational Technology		Gr Cert
Theory & Practice in Teacher Education	Elementary Education		Gr Cert
Theory & Practice in Teacher Education	English as a Second Language (PreK-12)		Gr Cert
Theory & Practice in Teacher Education	Gifted Education (PreK-12)		Gr Cert
Theory & Practice in Teacher Education	Literacy Specialist		Gr Cert
Theory & Practice in Teacher Education	Rehabilitation Counseling for the Deaf		Gr Cert
Theory & Practice in Teacher Education	Secondary English Education		Gr Cert
Theory & Practice in Teacher Education	Secondary Mathematics Education		Gr Cert
Theory & Practice in Teacher Education	Secondary Science Education		Gr Cert
Theory & Practice in Teacher Education	Secondary Social Science Education		Gr Cert
Theory & Practice in Teacher Education	Social Justice Education		Gr Cert
Theory & Practice in Teacher Education	Special Education	Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education - Student Teaching Program	BSEd
Theory & Practice in Teacher Education	Special Education	Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education - Professional Internship Program	BSEd
Theory & Practice in Teacher Education	Special Education Comprehensive K-12		Gr Cert
Theory & Practice in Teacher Education	Special Education Interventionist K-8 & 6-12		Gr Cert
Theory & Practice in Teacher Education	STEM Leadership		Gr Cert
Theory & Practice in Teacher Education	Teacher Education	Applied Behavior Analysis	MS
Theory & Practice in Teacher Education	Teacher Education	Applied Behavior Analysis	EdS
Theory & Practice in Teacher Education	Teacher Education	Art Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Art Education	EdS
Theory & Practice in Teacher Education	Teacher Education	ASL Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Educ of the Deaf & Hard of Hearing Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Educational Studies	MS
Theory & Practice in Teacher Education	Teacher Education	Educational Technology	EdS
Theory & Practice in Teacher Education	Teacher Education	Elementary Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Elementary Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	English Education	EdS
Theory & Practice in Teacher Education	Teacher Education	English Education and English as a Second Language Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Literacy Education	EdS

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College of Education, Health & Human Sciences			
Department	Major	Concentration	Degree
Theory & Practice in Teacher Education	Teacher Education	Mathematics Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Grades 6-8 Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Practitioner	EdS
Theory & Practice in Teacher Education	Teacher Education	Practitioner	MS
Theory & Practice in Teacher Education	Teacher Education	Science Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Science Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Science Grades 6-8 Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Social Science Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Social Sciences Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Special Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Special Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Teaching and Learning	EdS
Theory & Practice in Teacher Education	Teacher Education	World Language Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	World Language/ESL Education	EdS
Theory & Practice in Teacher Education	World Languages (PreK-12)		Gr Cert
Theory & Practice in Teacher Education	Urban Education		Gr Cert
College of Engineering			
Department	Major	Concentration	Degree
Chemical & Biomolecular Engineering	Chemical Engineering		MS
Chemical & Biomolecular Engineering	Chemical Engineering		PhD
Chemical & Biomolecular Engineering	Chemical Engineering	Biomolecular Engineering	BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering	Dual MS-MBA Program	MS-MBA
Chemical & Biomolecular Engineering	Chemical Engineering	Energy Science and Engineering	PhD
Chemical & Biomolecular Engineering	Chemical Engineering	Honors Biomolecular Engineering	BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering	Honors Chemical Engineering	BSCHE
Civil & Environmental Engineering	Civil Engineering	Climate Impacts Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Construction Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Construction Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Dual MS-MBA Program	MS-MBA
Civil & Environmental Engineering	Civil Engineering	Energy Science and Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Environmental Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Five-Year BSCE/MS Program	BSCE
Civil & Environmental Engineering	Civil Engineering	Five-Year BSCE/MS Program	MS
Civil & Environmental Engineering	Civil Engineering	Geotechnical/ Materials Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Geotechnical/Materials Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Five Year BSCE/MS: Civil Engineering	BSCE
Civil & Environmental Engineering	Civil Engineering	Five Year BSCE/MS: Environmental Engineering	BSCE
Civil & Environmental Engineering	Civil Engineering	Honors Civil Engineering	BSCE
Civil & Environmental Engineering	Civil Engineering	Public Works Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Public Works Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Structural Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Structural Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Transportation & Infrastructure Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Transportation Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Transportation Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Water Resources Engineering	PhD
Civil & Environmental Engineering	Environmental Engineering	Dual MS-MBA Program	MS-MBA
Civil & Environmental Engineering	Environmental Engineering	Five Year BSCE/MS	MS
Civil & Environmental Engineering	Environmental Engineering	Water Resources Engineering	MS
Electrical Eng & Computer Science	Artificial Intelligence & Machine Learning		Gr Cert
Electrical Eng & Computer Science	Computer Engineering	Computer Architecture	MS
Electrical Eng & Computer Science	Computer Engineering	Computer Architecture	PhD
Electrical Eng & Computer Science	Computer Engineering	Computer Networks	MS
Electrical Eng & Computer Science	Computer Engineering	Computer Networks	PhD

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College of Engineering			
Department	Major	Concentration	Degree
Electrical Eng & Computer Science	Computer Engineering	Computer Vision	MS
Electrical Eng & Computer Science	Computer Engineering	Computer Vision	PhD
Electrical Eng & Computer Science	Computer Engineering	Cybersecurity	MS
Electrical Eng & Computer Science	Computer Engineering	Cybersecurity	PhD
Electrical Eng & Computer Science	Computer Engineering	Data Analytics	MS
Electrical Eng & Computer Science	Computer Engineering	Data Analytics	PhD
Electrical Eng & Computer Science	Computer Engineering	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Computer Engineering	Embedded Systems	MS
Electrical Eng & Computer Science	Computer Engineering	Embedded Systems	PhD
Electrical Eng & Computer Science	Computer Engineering	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Computer Engineering	Five-Year BS/MS Program	BSCOME
Electrical Eng & Computer Science	Computer Engineering	Five-Year BS/MS Program	MS
Electrical Eng & Computer Science	Computer Engineering	Honors Computer Engineering	BSCOME
Electrical Eng & Computer Science	Computer Engineering	Image Processing	MS
Electrical Eng & Computer Science	Computer Engineering	Image Processing	PhD
Electrical Eng & Computer Science	Computer Engineering	Information Systems	MS
Electrical Eng & Computer Science	Computer Engineering	Information Systems	PhD
Electrical Eng & Computer Science	Computer Engineering	Signal Processing	MS
Electrical Eng & Computer Science	Computer Engineering	Signal Processing	PhD
Electrical Eng & Computer Science	Computer Engineering	VLSI System Design	MS
Electrical Eng & Computer Science	Computer Engineering	VLSI System Design	PhD
Electrical Eng & Computer Science	Computer Science	Computational Imaging	MS
Electrical Eng & Computer Science	Computer Science	Computational Imaging	PhD
Electrical Eng & Computer Science	Computer Science	Computer-Human Interaction	MS
Electrical Eng & Computer Science	Computer Science	Computer-Human Interaction	PhD
Electrical Eng & Computer Science	Computer Science	Cyberinfrastructure	MS
Electrical Eng & Computer Science	Computer Science	Cyberinfrastructure	PhD
Electrical Eng & Computer Science	Computer Science	Cybersecurity	MS
Electrical Eng & Computer Science	Computer Science	Cybersecurity	PhD
Electrical Eng & Computer Science	Computer Science	Data Analytics	MS
Electrical Eng & Computer Science	Computer Science	Data Analytics	PhD
Electrical Eng & Computer Science	Computer Science	Data Mining	MS
Electrical Eng & Computer Science	Computer Science	Data Mining	PhD
Electrical Eng & Computer Science	Computer Science	Data Visualization	MS
Electrical Eng & Computer Science	Computer Science	Data Visualization	PhD
Electrical Eng & Computer Science	Computer Science	Discrete Optimization	MS
Electrical Eng & Computer Science	Computer Science	Discrete Optimization	PhD
Electrical Eng & Computer Science	Computer Science	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Computer Science	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Computer Science	Five-Year BS/MS Program	BSCS
Electrical Eng & Computer Science	Computer Science	High Performance Computing	MS
Electrical Eng & Computer Science	Computer Science	High Performance Computing	PhD
Electrical Eng & Computer Science	Computer Science	Honors Computer Science	BSCS
Electrical Eng & Computer Science	Computer Science	Intelligent Systems and Machine Learning	MS
Electrical Eng & Computer Science	Computer Science	Intelligent Systems and Machine Learning	PhD
Electrical Eng & Computer Science	Computer Science	Life Science Applications	MS
Electrical Eng & Computer Science	Computer Science	Life Science Applications	PhD
Electrical Eng & Computer Science	Computer Science	Software Systems	MS
Electrical Eng & Computer Science	Computer Science	Software Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Automotive Manufacturing and Technology	MS
Electrical Eng & Computer Science	Electrical Engineering	Automotive Manufacturing and Technology	PhD
Electrical Eng & Computer Science	Electrical Engineering	Communications	MS
Electrical Eng & Computer Science	Electrical Engineering	Communications	PhD
Electrical Eng & Computer Science	Electrical Engineering	Control Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Control Systems	PhD

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College of Engineering			
Department	Major	Concentration	Degree
Electrical Eng & Computer Science	Electrical Engineering	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Electrical Engineering	Electromagnetics and RF Circuits	MS
Electrical Eng & Computer Science	Electrical Engineering	Electromagnetics and RF Circuits	PhD
Electrical Eng & Computer Science	Electrical Engineering	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Electrical Engineering	Fire Protection Engineering	MS
Electrical Eng & Computer Science	Electrical Engineering	Fire Protection Engineering	PhD
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program	MS
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program - Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program - Power & Energy Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Honors Electrical Engineering	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Honors Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Power Electronics	MS
Electrical Eng & Computer Science	Electrical Engineering	Power Electronics	PhD
Electrical Eng & Computer Science	Electrical Engineering	Power Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Power Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Signal Processing	MS
Electrical Eng & Computer Science	Electrical Engineering	Signal Processing	PhD
Electrical Eng & Computer Science	Electrical Engineering	Solid-State Electronics	MS
Electrical Eng & Computer Science	Electrical Engineering	Solid-State Electronics	PhD
Electrical Eng & Computer Science	Fire Protection Engineering		Gr Cert
Electrical Eng & Computer Science	Power and Energy Systems		Gr Cert
Electrical Eng & Computer Science	Wide Bandgap Power Electronics		Gr Cert
Engineering Fundamentals	Engineering Education		Gr Cert
Industrial & Systems Engineering	Data Driven Decision-Making		Gr Cert
Industrial & Systems Engineering	Engineering Management		Gr Cert
Industrial & Systems Engineering	Industrial Engineering	Five Year BSIE/MS	MS
Industrial & Systems Engineering	Industrial Engineering	Automotive Manufacturing	MS
Industrial & Systems Engineering	Industrial Engineering	Dual MS-MBA Program	MS-MBA
Industrial & Systems Engineering	Industrial Engineering	Energy Science and Engineering	PhD
Industrial & Systems Engineering	Industrial Engineering	Engineering Management	MS
Industrial & Systems Engineering	Industrial Engineering	Engineering Management	PhD
Industrial & Systems Engineering	Industrial Engineering	Five Year BSIE/MS	BSIE
Industrial & Systems Engineering	Industrial Engineering	Honors Industrial Engineering	BSIE
Industrial & Systems Engineering	Industrial Engineering	Systems Engineering	MS
Interdepartmental	Engineering Science	Aerospace Engineering	MS
Interdepartmental	Engineering Science	Aerospace Engineering	PhD
Interdepartmental	Engineering Science	Biomedical Engineering	MS
Interdepartmental	Engineering Science	Biomedical Engineering	PhD
Interdepartmental	Engineering Science	Civil Engineering	MS
Interdepartmental	Engineering Science	Civil Engineering	PhD
Interdepartmental	Engineering Science	Dual MS-MBA Program	MS-MBA
Interdepartmental	Engineering Science	Energy Science and Engineering	PhD
Interdepartmental	Engineering Science	Environmental Engineering	MS
Interdepartmental	Engineering Science	Environmental Engineering	PhD
Interdepartmental	Engineering Science	Flight Test Engineering (UTSI only)	MS
Interdepartmental	Engineering Science	Mechanical Engineering	MS
Interdepartmental	Engineering Science	Mechanical Engineering	PhD
Interdepartmental	Reliability & Maintainability Engineering	Aerospace Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Biomedical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Chemical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Chemical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Computer Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Computer Engineering	MS

2021 - Education, Research, and Service Committee (Regular Meeting) - IV. Consent Agenda - Action

UTK Comprehensive List of Academic Programs
October 2021

College of Engineering			
Department	Major	Concentration	Degree
Interdepartmental	Reliability & Maintainability Engineering	Electrical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Electrical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Industrial Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Industrial Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Materials Science & Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Mechanical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Mechanical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Nuclear Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Nuclear Engineering	MS
Materials Science & Engineering	Materials Science & Engineering	Automotive Materials	MS
Materials Science & Engineering	Materials Science & Engineering	Automotive Materials	PhD
Materials Science & Engineering	Materials Science & Engineering	Dual MS-MBA Program	MS-MBA
Materials Science & Engineering	Materials Science & Engineering	Energy Science and Engineering	PhD
Materials Science & Engineering	Materials Science & Engineering	Five-Year BS/MS Program	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Five-Year BS/MS Program	MS
Materials Science & Engineering	Materials Science & Engineering	Honors Materials Science & Engineering	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Nanomaterials	MS
Materials Science & Engineering	Materials Science & Engineering	Nanomaterials	PhD
Mechanical, Aerospace, & Biomed. Engr.	Advanced Manufacturing		Gr Cert
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering		BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Applied Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Applied Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Energy Science and Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Five-Year BSAE/MS Program	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Five-Year BS/MS Program	BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Honors Aerospace Engineering	BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Systems and Controls	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Systems and Controls	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Thermal-Fluid Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Thermal-Fluid Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomedical Systems	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomedical Systems	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Energy Science and Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Five-Year BSBME/MS Program	BSBME
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Five-Year BSBME/MS Program	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Honors Biomedical Engineering	BSBME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Applied Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Applied Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Automotive Manufacturing Simulation and Design	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Automotive Manufacturing Simulation and Design	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Energy Science and Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Five-Year BS/MS Program	BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Honors Mechanical Engineering	BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Systems and Controls	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Thermal-Fluid Mechanics	PhD
Nuclear Engineering	Medical Physics		Gr Cert
Nuclear Engineering	Medical Physics		MS
Nuclear Engineering	Nuclear Engineering	Dual MS-MBA Program	MS-MBA
Nuclear Engineering	Nuclear Engineering	Energy Science and Engineering	PhD
Nuclear Engineering	Nuclear Engineering	Five-Year BS/MS Program	BSNE

2021 - Education, Research, and Service Committee (Regular Meeting) - IV. Consent Agenda - Action

UTK Comprehensive List of Academic Programs
October 2021

College of Engineering			
Department	Major	Concentration	Degree
Nuclear Engineering	Nuclear Engineering	Five-Year BS/MS Program - Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Nuclear Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Nuclear Safety	MS
Nuclear Engineering	Nuclear Engineering	Nuclear Safety	PhD
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	PhD
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	MS
Nuclear Engineering	Nuclear Security Science and Analysis		Gr Cert
College of Law			
Department	Major	Concentration	Degree
Law	Law	Advocacy & Dispute Resolution	JD
Law	Law	Business Transactions	JD
Law	Law	Dual JD/MBA Program	JD/MBA
Law	Law	Dual JD/MPPA Program	JD/MPA
Law	Law	Dual Program	JD-MA
Law	Law		LLM
Law	Law and Social Welfare		Gr Cert
Law	Legal Studies		Gr Cert
Law	Legal Studies	Dual MSSW-MLS Degree Social Work-Legal Studies	MLS
College of Nursing			
Department	Major	Concentration	Degree
Nursing	Family Nurse Practitioner		Gr Cert
Nursing	Health Policy		Gr Cert
Nursing	Healthcare Informatics		Gr Cert
Nursing	Nursing		PhD
Nursing	Nursing	Accelerated Track	BSN
Nursing	Nursing	Family Nurse Practitioner	DNP
Nursing	Nursing	Honors	BSN
Nursing	Nursing	Nurse Anesthesia	DNP
Nursing	Nursing	Nurse Executive Practice	DNP
Nursing	Nursing	Pediatric Primary Care Nurse Practitioner	DNP
Nursing	Nursing	Pediatric Primary/Acute Care Dual Nurse Practitioner	DNP
Nursing	Nursing	Psychiatric Mental Health Nurse Practitioner	DNP
Nursing	Nursing	RN Track	BSN
Nursing	Nursing Education		Gr Cert
Nursing	Nurse Executive Practice		Gr Cert
Nursing	Pediatric Acute Care Nurse Practitioner		Gr Cert
Nursing	Pediatric Nurse Practitioner		Gr Cert
Nursing	Psychiatric Mental Health Nurse Practitioner		Gr Cert
College of Social Work			
Department	Major	Concentration	Degree
Social Work	Forensic Social Work		Gr Cert
Social Work	Gerontology		Gr Cert
Social Work	Social Work		DSW
Social Work	Social Work		PhD
Social Work	Social Work	Dual MSSW-JD Degree / Social Work-Law	MSSW
Social Work	Social Work	Dual MSSW-MLS Degree Social Work-Legal Studies	MSSW
Social Work	Social Work	Evidence-based Interpersonal	MSSW
Social Work	Social Work	Five Year BSSW/MSSW	MSSW
Social Work	Social Work	Honors Social Work	BSSW
Social Work	Social Work	Honors Social Work Syr BSSW/MSSW	BSSW
Social Work	Social Work	Organizational Leadership	MSSW
Social Work	Trauma Treatment		Gr Cert
Social Work	Veterinary Social Work		Gr Cert

UTK Comprehensive List of Academic Programs
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College of Veterinary Medicine			
Department	Major	Concentration	Degree
Veterinary Medicine	Veterinary Medicine		DVM
Veterinary Medicine	Veterinary Medicine	Dual DVM-MS Comparative/Experimental Medicine	Dual DVM-MS
Veterinary Medicine	Veterinary Medicine	Dual DVM-MPH Veterinary Medicine	DVM-MPH
Veterinary Medicine	Veterinary Medicine	Dual DVM-MS Animal Science	DVM-MS
Veterinary Medicine	Veterinary Medicine	Dual DVM-PhD Veterinary Medicine	DVM-PhD
Intercollegiate			
Department	Major	Concentration	Degree
Intercollegiate	Comparative & Experimental Medicine	Dual MS-DVM Comparative Exp Med	MS-DVM
Intercollegiate	Comparative & Experimental Medicine	Dual PhD-DVM Comparative Exp Med	PhD-DVM
Intercollegiate	Comparative & Experimental Medicine	Forensic Odontology	MS
Intercollegiate	Comparative & Experimental Medicine		PhD
Intercollegiate: Bredesen Center for Interdisciplinary Research and Graduate Education	Data Science and Engineering		PhD
Intercollegiate: Bredesen Center for Interdisciplinary Research and Graduate Education	Energy Science and Engineering		PhD

**UTM Comprehensive List of Academic Programs
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College of Agriculture & Applied Science			
Department	Major	Concentration	Degree
Agriculture, Geosciences & Natural Resources	Agricultural Business	Agribusiness	BSAB
Agriculture, Geosciences & Natural Resources	Agricultural Business	Agricultural Business Communication	BSAB
Agriculture, Geosciences & Natural Resources	Agricultural Business	Farm & Ranch Management	BSAB
Agriculture, Geosciences & Natural Resources	Agricultural Business	Veterinary Technology & Management	BSAB
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Agribusiness and Risk Management	MSANR
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Natural Resources Systems Management	MSANR
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Systems Science in Agriculture	MSANR
Agriculture, Geosciences, & Natural Resources	General Agriculture	Agricultural Engineering Technology	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Agricultural Science	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Animal Science	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Plant & Soil Science	BSAG
Agriculture, Geosciences, & Natural Resources	Geoscience	Geography	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Geology	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Geosystems	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Meteorology	BS
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Environmental Management	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Park Administration	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Soil & Water Conservation	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Wildlife & Fisheries Biology	BSNRM
Agriculture, Geosciences, & Natural Resources	Veterinary Science & Technology	Veterinary Science & Technology	BSVST
Agriculture, Geosciences, & Natural Resources	Veterinary Science & Technology	Veterinary Health Technology	BSVST
Family & Consumer Sciences	Family & Consumer Sciences	Child & Family Studies	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Dietetics	MSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Dietetics	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Family & Consumer Sciences Education	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Fashion Merchandising	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Food & Nutrition	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	General	MSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Gerontology	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Hospitality & Food Service Management	BSFCS
College of Business & Global Affairs			
Department	Major	Concentration	Degree
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	Agricultural	MBA
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	General Business	MBA

**UTM Comprehensive List of Academic Programs
October 2021**

College of Business & Global Affairs			
Department	Major	Concentration	Degree
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	Human Resource Management	MBA
Accounting, Finance, Economics, & Pol. Sci.	Accounting		BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	Economics	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	General Business	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	International Business	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Finance		BSBA
Accounting, Finance, Economics & Pol. Sci.	International Studies	International Diversity & Multiculturalism	BA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Business & Development	BA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Diplomacy & Strategy	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	General	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	General	BS
Accounting, Finance, Economics, & Pol. Sci.	Political Science	International Security Studies	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	International Security Studies	BS
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Legal Studies 3+3	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Public Administration	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Public Administration	BS
Management, Marketing, & Information Systems	Information Systems	Business Communication	BSBA
Management, Marketing, & Information Systems	Information Systems	Management Information Systems	BSBA
Management, Marketing, & Information Systems	Management	Management	BSBA
Management, Marketing, & Information Systems	Management	Sport Business	BSBA
Management, Marketing, & Information Systems	Marketing		BSBA
College of Education, Health & Behavioral Sciences			
Department	Major	Concentration	Degree
Behavioral Sciences	Criminal Justice	Corrections	BSCJ
Behavioral Sciences	Criminal Justice	Courts and Law	BSCJ
Behavioral Sciences	Criminal Justice	Forensics	BSCJ
Behavioral Sciences	Criminal Justice	Generalist	BSCJ
Behavioral Sciences	Criminal Justice	Law Enforcement	BSCJ
Behavioral Sciences	Criminal Justice		MSCJ
Behavioral Sciences	Psychology		BA
Behavioral Sciences	Psychology		BS
Behavioral Sciences	Social Work		BSSW
Behavioral Sciences	Sociology		BA
Behavioral Sciences	Sociology		BS

**UTM Comprehensive List of Academic Programs
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College of Education, Health & Behavioral Sciences			
Department	Major	Concentration	Degree
Educational Studies	Counseling	Clinical Mental Health	MSEd
Educational Studies	Counseling	Counseling Addictions	MSEd
Educational Studies	Counseling	School	MSEd
Educational Studies	Counseling	Students Affairs and College Counseling	MSEd
Educational Studies	Instructional Leadership	Higher Education Leadership	MSED
Educational Studies	Integrated Studies	6-8 Licensure	BSEd
Educational Studies	Integrated Studies	K-5 Licensure	BSEd
Educational Studies	Integrated Studies	Pre K-3 & Special Education Pre K-3	BSEd
Educational Studies	Integrated Studies	Special Education Early Childhood PreK-3	BSEd
Educational Studies	Integrated Studies	Special Education Interventionist K-8	BSEd
Educational Studies	Secondary Education	Secondary Biology	BSEd
Educational Studies	Secondary Education	Secondary Business	BSEd
Educational Studies	Secondary Education	Secondary Chemistry	BSEd
Educational Studies	Secondary Education	Secondary Earth & Space Science	BSEd
Educational Studies	Secondary Education	Secondary Economics	BSEd
Educational Studies	Secondary Education	Secondary English	BSEd
Educational Studies	Secondary Education	Secondary French	BSEd
Educational Studies	Secondary Education	Secondary Geography	BSEd
Educational Studies	Secondary Education	Secondary Government	BSEd
Educational Studies	Secondary Education	Secondary History	BSEd
Educational Studies	Secondary Education	Secondary Mathematics	BSEd
Educational Studies	Secondary Education	Secondary Spanish	BSEd
Educational Studies	Secondary Education	Special Education Interventionist 6-12	BSEd
Educational Studies	Teaching	Curriculum & Instruction	MSEd
Educational Studies	Teaching	Initial Licensure (Elementary)	MSEd
Educational Studies	Teaching	Initial Licensure (Secondary)	MSEd
Educational Studies	Teaching	Initial Licensure K-12 (Library Service)	MSEd
Educational Studies	Teaching	Initial Licensure K-12: Library Science	MSEd
Educational Studies	Teaching	Initial Licensure K-12: Special Education	MSEd
Educational Studies	Teaching	Initial Licensure K-8 (Special Education Interventionist)	MSEd
Educational Studies	Teaching	Interdisciplinary	MSEd
Educational Studies	Teaching	Literacy	MSED
Educational Studies	Teaching	Special Education	MSED
Health & Human Performance	Health & Human Performance	Exercise Science & Wellness	BSHHP

**UTM Comprehensive List of Academic Programs
October 2021**

College of Education, Health & Behavioral Sciences			
Department	Major	Concentration	Degree
Health & Human Performance	Health & Human Performance	Human Performance	BSHHP
Health & Human Performance	Health & Human Performance	Licensure K-12	BSHHP
Health & Human Performance	Health & Human Performance	Public Health	BSHHP
Interdisciplinary Studies, Office of	Multi-/Interdisciplinary Studies, General		BIS
Nursing	Nursing		BSN
College of Engineering & Natural Sciences			
Department	Major	Concentration	Degree
Biological Sciences	Cell & Molecular Biology	Cell & Molecular Biology	BS
Biological Sciences	Cell & Molecular Biology	Health Sciences	BS
Biological Sciences	Environmental & Organismal Biology	Ecology & Environmental Biology	BS
Biological Sciences	Environmental & Organismal Biology	Organismal Biology	BS
Chemistry & Physics	Chemistry	Chemical Sciences	BS
Chemistry & Physics	Chemistry	Health Sciences	BS
Chemistry & Physics	Chemistry		BSCH
Computer Science	Computer Science	Data Science	BS
Computer Science	Computer Science	Digital Hardware and Embedded Systems	BS
Computer Science	Computer Science	Software and Systems	BS
Computer Science	Cybersecurity		BS
Engineering	Engineering	Civil	BSE
Engineering	Engineering	Computer Engineering	BSE
Engineering	Engineering	Electrical	BSE
Engineering	Engineering	Manufacturing	BSE
Engineering	Engineering	Mechatronics Engineering	BSE
Engineering	Mechanical Engineering		BS
Mathematics & Statistics	Mathematics	Actuarial Science	BA
Mathematics & Statistics	Mathematics	Actuarial Science	BS
Mathematics & Statistics	Mathematics	Applied Mathematics	BA
Mathematics & Statistics	Mathematics	Applied Mathematics	BS
Mathematics & Statistics	Mathematics	General Mathematics & Statistics	BA
Mathematics & Statistics	Mathematics	General Mathematics & Statistics	BS
Mathematics & Statistics	Mathematics	Mathematics	BA
Mathematics & Statistics	Mathematics	Mathematics	BS
Mathematics & Statistics	Mathematics	Secondary Mathematics	BA
Mathematics & Statistics	Mathematics	Secondary Mathematics	BS

**UTM Comprehensive List of Academic Programs
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College of Engineering & Natural Sciences			
Department	Major	Concentration	Degree
Mathematics & Statistics	Mathematics	Statistics	BA
Mathematics & Statistics	Mathematics	Statistics	BS
College of Humanities & Fine Arts			
Department	Major	Concentration	Degree
Mass Media and Strategic Communications	Strategic Communications		MASC
Mass Media and Strategic Communications	Communications	Broadcasting	BA
Mass Media and Strategic Communications	Communications	Broadcasting	BS
Mass Media and Strategic Communications	Communications	Media Design	BA
Mass Media and Strategic Communications	Communications	Media Design	BS
Mass Media and Strategic Communications	Communications	News Editorial	BA
Mass Media and Strategic Communications	Communications	News Editorial	BS
Mass Media and Strategic Communications	Communications	Public Relations	BA
Mass Media and Strategic Communications	Communications	Public Relations	BS
English & Modern Foreign Languages	English	Legal Studies 3 + 3	BA
English & Modern Foreign Languages	English	Literature	BA
English & Modern Foreign Languages	English	Secondary English Education	BA
English & Modern Foreign Languages	English	Writing	BA
English & Modern Foreign Languages	Spanish		BA
History & Philosophy	History		BA
History & Philosophy	History		BS
History & Philosophy	Philosophy		BA
Interdisciplinary Studies	Video Game Design		UG Cert
Performing Arts	Music		BAM
Performing Arts	Music	Music Education	BM
Performing Arts	Music	Performance	BM
Visual and Theatre Arts	Fine and Performing Arts	Studio - Graphic Design	BFA
Visual and Theatre Arts	Fine and Performing Arts	Studio - Theatre	BFA
Visual and Theatre Arts	Fine and Performing Arts	Studio - Visual Art	BFA
Visual and Theatre Arts	Fine and Performing Arts	Teaching - Art Education	BFA
Visual and Theatre Arts	Fine and Performing Arts	Teaching - Dance Education	BFA

**UTS Comprehensive List of Academic Programs
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Grace G. Grissom School of Education			
Program	Major	Concentration	Degree
Elementary Education	Elementary Education	K-5 Licensure	BS
Elementary Education	Elementary Education	Non-licensure	BS
Human Performance and Physical Education	Human Performance and Physical Education	Exercise Science	BS
Human Performance and Physical Education	Human Performance and Physical Education	Physical Education with K-12 Licensure	BS
Special Education	Special Education	Licensure in Interventionist Grades K-8	BS
D.W. Johnston School of Business			
Program	Major	Concentration	Degree
Accounting	Accounting		BBA
Business Administration	Business Administration		MBA
Management	Management		BBA
Management Information Systems	Management Information Systems		BBA
Sport Management	Sport Management		BS
Victoria and Thomas Martin of School of Arts & Humanities			
Program	Major	Concentration	Degree
Dramatic Arts	Dramatic Arts		BA
Dramatic Arts	Dramatic Arts		BS
English	English	Literature	BA
English	English	Writing & Language	BA
English	English	English 6-12 Licensure	BA
English	English	TESOL	BA
Interdisciplinary Studies	Interdisciplinary Studies		BA
Interdisciplinary Studies	Interdisciplinary Studies		BS
Music	Music		BA
Religion and Philosophy	Religion and Philosophy		BA
Religion and Philosophy	Religion and Philosophy		BS
School of Mathematics & Science			
Program	Major	Concentration	Degree
Biology	Biology	Biomedical Sciences & Biotechnology	BS
Biology	Biology	General Biology	BS
Biology	Biology	Wildlife Biology and Ecology	BS
Biology	Biology	Biology 6-12 Licensure	BS
Chemistry	Chemistry	Biochemistry	BS

**UTS Comprehensive List of Academic Programs
October 2021**

School of Mathematics & Science			
Program	Major	Concentration	Degree
Chemistry	Chemistry	Forensics	BS
Chemistry	Chemistry	General Chemistry	BS
Computer Science	Computer Information Systems	Application Development and Support	BS
Computer Science	Computer Information Systems	Data Management	BS
Computer Science	Computer Information Systems	Networking and Information	BS
Computer Science	Cybersecurity		BS
Computer Science	Cybersecurity		Certificate
Mathematics	Mathematics		BS
Mathematics	Mathematics	Math with 6-10 or 6-12 Licensure	BS
Jeanette M. Travis School of Nursing & Health Sciences			
Program	Major	Concentration	Degree
Nursing	Nursing		BS
Public Health Education	Public Health Education		BS
School of Social Sciences			
Program	Major	Concentration	Degree
Behavioral Sciences	Behavioral Sciences	General Psychology	BA
Behavioral Sciences	Behavioral Sciences	Human Services and Counseling	BA
Behavioral Sciences	Behavioral Sciences	General Psychology	BS
Behavioral Sciences	Behavioral Sciences	Human Services and Counseling	BS
Criminal Justice	Criminal Justice		BS
Criminal Justice	Criminal Justice	Homeland Security	MS
Criminal Justice	Criminal Justice	Strategic Management	MS
History	History		BA
History	History		BS
History	History	History with 6-12 Licensure	BA
History	History	History with 6-12 Licensure	BS
Homeland Security	Homeland Security		BS



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021

Committee: Education, Research, and Service

Item: **Ratification of Administrative Action to Terminate or Inactivate Academic Programs**

Type: Action

Background

Pursuant to the Education, Research, and Service Committee Charter, the Committee is responsible for recommending for ratification by the Board of Trustees a list of academic programs terminated or inactivated by administrative action, when termination of tenured or tenure-track faculty members are not involved.

Attached is a list of those academic programs were terminated/inactivated by administrative action for the 2020-2021 academic year.

Committee Action

The following Resolution is being presented for consideration.

Resolved: The Board of Trustees hereby ratifies the administrative action taken during the 2020-21 academic year to terminate or inactivate academic programs, and the list of those programs terminated or inactivated shall be attached to this Resolution after adoption.

The University of Tennessee System Academic Program Terminations & Inactivations: AY 2020-21

UT Chattanooga

<i>Program and College</i>	Action	Date	Reason
<i>Master of Science in Interior Design, College of Health, Ed., and Prof. Studies</i>	Terminated	12/2020*	Low Enrollment
Total		-	-

*Note: MID was inactivated in 2018 and no new students were enrolled in the program.

UT Health Science Center

<i>Program and College</i>	Action	Date	Reason
<i>Master of Science in Nursing, College of Nursing</i>	Update Only	2018*	Incorrect API*
Total	n/a	-	-

*Note: MSN was terminated in 2018 but remained on the THEC Academic Program Inventory in error. This correction to the website has been made.

UT Knoxville

<i>Program and College</i>	Action	Date	Reason
<i>None</i>	N/A	N/A	N/A
Total	0	-	-

UT Martin

<i>Program and College</i>	Action	Date	Reason
<i>None</i>	N/A	N/A	N/A
Total	0	-	-



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021
 Committee: Education, Research, and Service
 Item: **New Academic Units**
 Type: Action

Background

UT Chattanooga: Library Reorganization

The University of Tennessee at Chattanooga proposes a reorganization to its library units – specifically, moving from one Library department (called Library) to two Library departments: (1) Collection Services, and (2) Research and Public Services. Implementing this structural change will allow the Library faculty review processes to (a) mirror those of other academic departments, and (b) include those outlined in UTC’s Faculty Handbook. An additional benefit to this change is that the Library’s governance structure will now mirror its operational structure, strengthening operations. Each department will have a Department Head who reports to the Dean of the Library. There will be no changes to the operating budget of the Library, which stays central and will not be divided. Additional information is provided in Tab 1.4.1.

UT Knoxville: New Department of Africana Studies

Creating a Department of Africana Studies will provide a strong statement about UT’s commitment to engaging with the history and culture of all people in the State of Tennessee. If established, the department will become the third in Africana Studies in the southeastern region, including Vanderbilt University and the University of Missouri. Currently, there are eight tenure-track core faculty and three lecturers who provide undergraduate and graduate instruction in Africana Studies. Establishing the proposed department will require faculty salaries and operating funds to be moved to the new academic unit but will continue sharing the business manager with the college. Additional expenses include higher stipends for the department chair (\$15,000) and associate chair (\$3,000). The College of Arts and Sciences is working to create contiguous space for all faculty offices; an allocation of \$695,000 is budgeted for the renovation. Additional information is provided in Tab 1.4.2.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

Under the Education, Research, and Service Committee Charter, the Committee is responsible for making recommendations to the Board of Trustees pertaining to the establishment of new academic departments. The following Resolution is being presented for the Committee's consideration.

Resolved: The Board of Trustees hereby:

(i) approves the establishment of the following two academic departments as part of the Library:

- UT Chattanooga -
 - Collection Services
 - Research and Public Services

- UT Knoxville -
 - Africana Studies

as presented in the meeting materials; and

(ii) authorizes the administration to submit such documentation and/or other information as may be required to the Tennessee Higher Education Commission for approval.

**PROVOST AND SENIOR VICE CHANCELLOR
FOR ACADEMIC AFFAIRS**



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Phone: (423) 425-4633
www.utc.edu/academic-affairs

To: Linda C. Martin
Vice President for Academic Affairs and Student Success
Fr: Jerold L. Hale 
Senior Vice Chancellor for Academic Affairs and Provost
Da: April 19, 2021
Re: Library Reorganization

THEC Policy A1.3 New Academic Units requires notification and approval of structural changes to academic department structure. Per this policy, UTC requests changes to the UTC Library's structure.

Attached please find:

- Library THEC New Academic Unit Request 20210419, includes Organizational Charts A and B
- Library THEC New Academic Unit Request Financials 20210419, please note the proposed changes are cost neutral.

The attached documents include information requested by THEC, including: (1) Name of proposed unit, (2) Rationale for the proposed academic unit, (3) Inventory of academic program offerings, (4) Updated organizational chart, (5) Cost-benefit analysis of the proposed unit; and (5) Existing and/or anticipated facilities for proposed academic unit.

Tennessee Higher Education Commission
A1.3 Policy – New Academic Units



New Academic Unit Request Template

The *THEC Policy A1.3 New Academic Units* subject to this policy include the request for adding colleges, schools, divisions and departments. The THEC Executive Director has approval authority for new academic units. The request for a new Academic Unit must address the following criteria and require approval of the institution’s President/Chancellor or Chief Academic Officer: (1) Name of proposed unit, (2) Rationale for the proposed academic unit, (3) Inventory of academic program offerings, (4) Updated organizational chart, (5) Cost-benefit analysis of the proposed unit; and (5) Existing and/or anticipated facilities for proposed academic unit.

Attached:

- Cover Letter from Chief Academic Officer
- Organizational Charts (Appendix A and B)

Institution	UTC
Submission Date	
New Academic Unit Request (Description)	UTC seeks formal approval to move from one Library department (called Library) to two Library departments (called Collections and Research and Public Services). Each department will have a Department Head who reports to the Dean of the Library. There will be no changes to the operating budget of the Library, which stays central and will not be divided.
Type of Implementation Unit	Department
Implementation Date	Effective Immediately

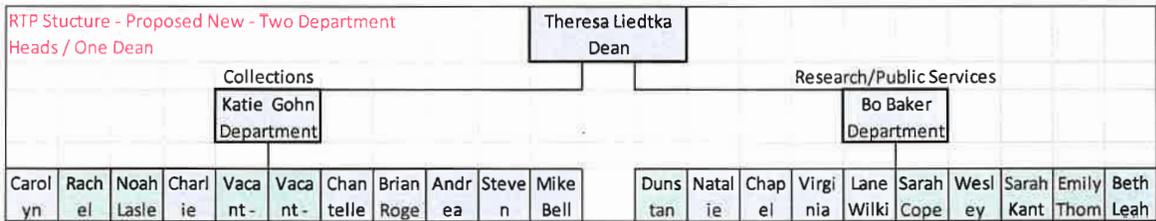
Criteria	Comment
<p>Rationale for Proposed Academic Unit</p> <p><i>Explain how the proposed new academic unit will contribute to meeting the priorities and goals of the institution's academic master plan. Provide the rationale as to why the institution needs the proposed academic unit.</i></p>	<p>Currently, the UTC Library is organized into a single department with the Dean serving in the role of both Dean and Department Head. This structure does not currently provide for the appropriate levels of review for Reappointment, Tenure, and Promotion decisions. All other academic colleges on campus provide two distinct levels of review for their faculty undergoing these important faculty processes: Department Head and Dean. With this request, the UTC Library seeks to reorganize the Library Faculty into two distinct departments (Library, Collection Services and Library, Research and Public Services). With the implementation of this structure change, Library faculty review processes will mirror those of other academic departments, and include the discrete reviews that are outlined in UTC's Faculty Handbook (RTP Committee, Independent College-level RTP committee, Department Head, Dean). An additional benefit to this change is that the Library's governance structure, will now mirror its operational structure, furthering strengthening operations.</p>
<p>Inventory of Academic Program Offerings</p> <p><i>Identify the current program offerings that will be housed in the new academic unit. Any future academic program offerings in the development stage at the institution should also be included.</i></p>	<p>The UTC Library does not offer a credit degree programs, and instead partners with the discipline faculty in the provision of library research and services as it relates to the curriculum. Library faculty may teach discrete credit-bearing courses individually and in partnership with discipline colleagues.</p>
<p>Updated Organizational Chart</p>	<p>The current Governance organizational chart is Appendix A.</p> <p>The proposed Governance organizational chart is Appendix B.</p> <p>The current Dean/Department Head will be assigned the role of Dean. The Dean will continue to report to the Provost as is the current practice.</p> <p>The two current faculty members currently assigned the role of Unit Heads will each be assigned the role of Department Head. As</p>

	<p>Department Heads these faculty will continue to report to the Dean as is the current practice.</p> <p>Library faculty will be divided into two departments based on current job roles in order to move from one to two departments.</p>
<p>Cost-benefit Analysis of the Proposed Academic Unit</p> <p><i>The benefit to the state should outweigh the cost of the academic unit. Institutions should estimate the effect on funding caused by the proposed change. Supporting documentation should be provided that cost will be met from internal reallocations or from other sources such as grants and gifts, if appropriate. The analysis should include the source of any institutional reallocation. The anticipated revenue from the new unit should be comparable to revenue generated by similar units within the institution.</i></p>	<p>No additional funds are requested or needed to complete this structural realignment. All costs to establish the departments are already part of the yearly budget of the Library.</p>
<p>Existing and/or Anticipated Facilities for Proposed Academic Unit</p> <p><i>New and/or renovated facilities required for the new academic unit should be clearly outlined by amount and type of space, costs identified, and source of costs in the proposal, if appropriate</i></p>	<p>No additional facilities are requested or needed to complete this structural realignment. All facilities to establish the departments are already part of the yearly budget of the Library.</p>

Appendix A Current Department / College Organization Chart



Appendix B Proposed Department / College Organization Chart



Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
UTC
Library (Current and Proposed)

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ 164,025	\$ 167,306	\$ 170,652	\$ 174,065	\$ 177,546
Benefits	67,250	68,595	69,967	71,367	72,794
Sub-Total Administration	\$ 231,275	\$ 235,901	\$ 240,619	\$ 245,431	\$ 250,340
Faculty					
Salary	\$ 1,634,452	\$ 1,667,141	\$ 1,700,484	\$ 1,734,494	\$ 1,769,183
Benefits	670,125	683,528	697,198	711,142	725,365
Sub-Total Faculty	\$ 2,304,577	\$ 2,350,669	\$ 2,397,682	\$ 2,445,636	\$ 2,494,549
Support Staff					
Salary	\$ 696,713	\$ 710,647	\$ 724,860	\$ 739,357	\$ 754,145
Benefits	285,652	291,365	297,193	303,137	309,199
Sub-Total Support Staff	\$ 982,365	\$ 1,002,013	\$ 1,022,053	\$ 1,042,494	\$ 1,063,344
Operating					
Travel	\$ 4,020	\$ 4,020	\$ 4,020	\$ 4,020	\$ 4,020
Printing	5,622	5,622	5,622	5,622	5,622
Equipment	22,637	22,637	22,637	22,637	22,637
Other (Library Acquisitions)	941,972	998,490	1,058,400	1,121,904	1,189,218
Sub-Total Operating	\$ 974,251	\$ 1,030,769	\$ 1,090,679	\$ 1,154,183	\$ 1,221,497
Total Recurring	\$ 4,492,469	\$ 4,619,352	\$ 4,751,033	\$ 4,887,744	\$ 5,029,729
TOTAL EXPENDITURES (A + B)	\$ 4,492,469	\$ 4,619,352	\$ 4,751,033	\$ 4,887,744	\$ 5,029,729

Tennessee Higher Education Commission
New Academic Unit Request
August 31, 2021



The *THEC Policy A1.3 New Academic Units* subject to this policy include the request for adding colleges, schools, divisions and departments. The THEC Executive Director will have approval authority for new academic units. The request for a new Academic Unit must address the following criteria and require approval of the institution's President/Chancellor or Chief Academic Officer: (1) Name of proposed unit, (2) Rationale for the proposed academic unit, (3) Inventory of academic program offerings, (4) Updated organizational chart, (5) Cost-benefit analysis of the proposed unit; and (5) Existing and/or anticipated facilities for proposed academic unit.

Note: Comments in italics within this document should be addressed.

Institution: UT Knoxville	Submission Date: August 4, 2021 Resubmission Date: August 30, 2021
New Academic Unit Request	Request to create a Department of Africana Studies
Type of Academic Unit	New Academic Department
Proposed Implementation Date	January 2022
Criteria	Response
Cover Letter from Chancellor	<ul style="list-style-type: none"> ▪ Cover letter from Provost John Zomchick dated August 3, 2021
Rationale for Proposed Academic Unit <i>Explain how the proposed new academic unit will contribute to meeting the priorities and goals of the institution's academic master plan. Provide the rationale as to why the institution needs the proposed academic unit.</i>	<ul style="list-style-type: none"> ▪ Since 1969, the Africana Studies Interdisciplinary Program has evolved to meet a growing need, expressed by students and faculty, for undergraduate instruction related to the experience and culture of Black and African American people. The Africana Studies program aligns with the goals of the College of Arts and Sciences and UTK. ▪ The creation of a stand-alone Department of Africana Studies will provide a strong statement about UT's commitment to engaging with the history and culture of all people in the State of Tennessee. If established, the Department will become the third Department of Africana Studies in the southeastern region that will include Vanderbilt University and the University of Missouri.
Inventory of Academic Program Offerings <i>Identify the current program offerings that will be housed in the new academic unit. Any future academic program offerings in the development stage at the institution should also be included.</i>	<ul style="list-style-type: none"> ▪ Inventory of academic programs that will be included in the proposed Department of Africana Studies: <ul style="list-style-type: none"> ○ Interdisciplinary Program, BA (Africana Studies concentration) ○ Africana Studies 15 hour minor ○ Africana Studies 18 hour graduate certificate ▪ According to the proposal, the College plans to elevate the Africana Studies concentration to a free-standing program. The Academic Program Modification request will be submitted during AY 2021-22 with a fall 2022 implementation date.
Updated Organizational Chart	<ul style="list-style-type: none"> ▪ New organizational chart was provided that will expand the College of Arts and Sciences from 21 to 22 academic departments.

<p>Cost-benefit Analysis of the Proposed Academic Unit <i>The benefit to the state should outweigh the cost of the academic unit. Institutions should estimate the effect on funding caused by the proposed change. Supporting documentation should be provided that cost will be met from internal reallocations or from other sources such as grants and gifts, if appropriate. The analysis should include the source of any institutional reallocation. The anticipated revenue from the new unit should be comparable to revenue generated by similar units within the institution.</i></p>	<ul style="list-style-type: none"> ▪ Currently, there are eight tenure-track core faculty and three lecturers that provide undergraduate and graduate instruction in Africana Studies. ▪ Establishing the proposed Department of Africana Studies will require faculty salaries and operating funds to be moved to the new academic unit. The new unit will continue to share the business manager with the College of Arts and Sciences. Additional expenses will include higher stipends for the department chair (\$15,000) and associate chair (\$3,000). ▪ These additional expenses are minimal and will outweigh opportunities to attract donor interest for programming, scholarships and research opportunities for faculty and students.
<p>Existing and/or Anticipated Facilities for Proposed Academic Unit <i>New and/or renovated facilities required for the new academic unit should be clearly outlined by amount and type of space, costs identified, and source of costs in the proposal, if appropriate.</i></p>	<ul style="list-style-type: none"> ▪ The creation of the proposed Department of Africana Studies will require some minor facilities renovation in McClung Tower. The College of Arts and Sciences is working to create contiguous space for faculty offices. An allocation of \$695,000 is budgeted for the renovation.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021
 Committee: Education, Research, and Service
 Item: **Program Consolidation, Bachelor of Arts in Fine Arts, UTS**
 Type: Action

Background

Currently, UT Southern currently offers three separate bachelors programs:

- (1) a BA in Dramatic Arts;
- (2) a BS in Dramatic Arts; and
- (3) a BA in Music.

The campus requests approval to consolidate these degrees into a single major, a BA in Fine Arts, with three concentrations in: (a) Arts, (b) Dramatic Arts, and (c) Music.

Consolidating the programs will provide stronger alignment with other divisions and programs and will increase the number of graduates counted under a single degree, thereby increasing the program's productivity. The consolidation will also reduce the number of hours for all students to 120 credit hours, which was recently completed for all other undergraduate programs.

Committee Action

The following Resolution is being presented for the Committee's consideration.

Resolved: The Board of Trustees hereby: (i) approves the a program consolidation to establish a Bachelor of Arts in Fine Arts at the University of Tennessee Southern, as presented in the meeting materials, which shall be attached to this Resolution after adoption; and (ii) authorizes the administration to submit such documentation and/or other information as may be required to the Tennessee Higher Education Commission for approval.

Form A1:5F



Policy A1.5 Academic Actions Notification

Form A1:5F: Consolidation of Existing Academic Programs into Single Academic Program

Reporting Schedule Notification Dates:

- _____ May 15 for all actions approved between Jan 1 and April 30
- _____ Aug 15 for all actions approved between May 1 and July 31
- _____ Jan 15 for all actions approved between Aug 1 and Dec 31

Institution: _____

Programs to be Consolidated:			
10 Digit Program CIP Code	Current Program Title	Degree Designation	Phase Out Date

New 10 Digit Program CIP Code (XX.XX.XXXX.XX): _____

New Program Title: _____ **Degree Designation:** _____

Institutional or Governing Board Approval Date (month/year): _____

Implementation Date (month/year): _____

Provide a brief rationale for the academic program consolidation and the teach out or transitional plan for any students affected.

Chief Academic Officer Signature (electronic signature acceptable)

Date



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date:	October 21, 2021
Committee:	Education, Research, and Service
Item:	<u>New Academic Program at UT Martin: Master of Sport Coaching and Performance</u>
Type:	Action
Presenter:	Philip A. Cavalier, Provost at the University of Tennessee at Martin

Background

The University of Tennessee at Martin's (UTM) College of Education, Health, and Behavioral Sciences proposes a new Master of Science program in Sport Coaching and Performance (MSCP) for implementation in Spring 2022. The MSCP will be a professionally oriented 30-hour online program designed to develop effective coaches and leaders at the youth, collegiate, Olympic, and professional levels. The program will address demands for qualified sport coaches who possess the requisite skills to work with athletes. The program will provide candidates with evidence-based scientific and practical knowledge that benefits athletes' well-being and performance. The curriculum will align with the National Standards for Sport Coaches and be delivered by knowledgeable faculty with coaching experience at the elite level.

The U.S. Bureau of Labor Statistics notes that the need for coaches and scouts will grow at a rate of 12% during this decade and exceed the anticipated average for all occupations. Additionally, the U.S. Department of Labor reports that the demand for coaches and scouts in Tennessee will exceed 18%, surpassing nationwide demand. This program will address the current local and regional need for professionally trained sports coaches.

Committee Action

The following Resolution is being presented for the Committee's consideration.

Resolved: The Board of Trustees hereby: (i) approves a Master of Science program in Sport Coaching and Performance (MSCP) to be offered by the University of Tennessee at Martin, as presented in the meeting materials, which shall be attached to this Resolution after adoption; and (ii) authorizes the administration to submit such documentation and/or other information as may be required to the Tennessee Higher Education Commission for approval.



EMILY HOUSE
Executive Director

BILL LEE
Governor

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

**Revised letter to correct name from
Master of Science in Sport Coaching and
Performance to Master of Sport Coaching
and Performance.**

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

FROM: Betty Dandridge Johnson 
Chief Academic Officer

SUBJECT: University of Tennessee, Martin
Master of Sport Coaching and Performance (MSCP)

DATE: October 7, 2021

Pursuant to THEC Academic Policy A1.0 (*New Academic Programs: Approval Process*), THEC staff will support the proposed Master of Sport Coaching and Performance program. This proposed program has satisfied all requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer, Dr. David Carr from Ohio University.

The University of Tennessee, Martin may now seek approval from the Board of Trustees (BOT). Contingent upon approval by the BOT, and a formal request indicating that such approval has been granted, the University of Tennessee System may request the Master of Sport Coaching and Performance program be placed on the Commission's agenda for approval.

- cc: Randy Boyd, University of Tennessee System, President
- Dr. Emily House, THEC, Executive Director
- Dr. Karen Etzkorn, University of Tennessee System, Director of Academic Affairs
- Dr. Keith Carver, University of Tennessee-Martin, Chancellor
- Dr. Corey Gheesling, THEC, Director of Academic Affairs



Master of Sport Coaching Performance **College of Education, Health, and Behavioral Studies**

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



Master of Sport Coaching Performance (MSCP)

- First master's program in HHP
- Launching Spring 2022 with 10-student cohort
- 30 credit hours and fully online
- HHP will hire a tenure tract faculty-program coordinator
- 7-week block scheduling; finish in 5 semesters
- Diverse faculty experience
 - College level coaching
 - Strength and conditioning
 - Club sports
 - High school coaching





Master of Sport Coaching Performance (MSCP)

- A unique professional, skills-based degree for sport coaches
- Develops the knowledge and skills coaches need to develop athletes
- Addresses growing need for qualified sport coaches who possess the requisite skills to work with athletes
- Competencies emphasize advanced training, conditioning, and techniques
- Provides working and aspiring coaches a professional master's degree entirely online
- Prepares professionally educated coaches with a dynamic skill set for developing athletes of all ages, levels, and abilities



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021

Committee: Education, Research, and Service

Item: **Proposed Faculty Handbook and Financial Exigency Plan, UTS**

Type: Action

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

Background

Under Board Policy BT0007, “The Board of Trustees approves policies and procedures, including faculty handbook provisions, governing the following and related subjects: academic freedom; appointment, retention, promotion, tenure, evaluation, and termination of faculty members; faculty workload; intellectual property rights; compensated outside services by faculty members; research misconduct; and conflict of interests.” Additionally, under Board Policy BT0006, Section III.J.1.b, campus financial exigency plans must be Board-approved.

The former Martin Methodist College Faculty Handbook has been revised to incorporate all relevant UT policies and has been approved at the campus level.

The Faculty Handbook and Financial Exigency Plan have been reviewed by Chancellor Mark La Branche, the Vice President for Academic Affairs and Student Affairs, and the Office of the General Counsel. UT Southern is presenting its Faculty Handbook and Financial Exigency Plan for approval.

Committee Action

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

Resolved: The Board of Trustees hereby approves the proposed Faculty Handbook and Financial Exigency Plan for The University of Tennessee Southern, as presented in the meeting materials and shall be attached to this Resolution after adoption.



THE UNIVERSITY OF TENNESSEE
SOUTHERN

OFFICE OF THE CHANCELLOR

Memorandum

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

From: Mark La Branche, Chancellor

Date: September 15, 2021

RE: **UT Southern Faculty Handbook and Financial Exigency Plan**

In accordance with *UT Policy BT0007 – Policy on Faculty Handbook Revisions*, I submit two items for approval:

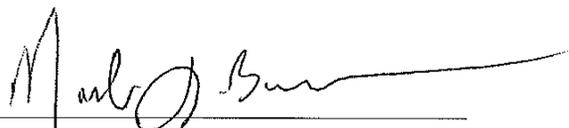
- the UT Southern Faculty Handbook
- the UT Southern Financial Exigency Plan (which is referenced in the Handbook)

Both documents are enclosed.

The former Martin Methodist College Faculty Handbook has been revised to incorporate all relevant UT policies and has been approved at the campus level and reviewed by counsel.

I recommend that the two documents be submitted to the Board for approval.

Cc: Ms. Doree Brown, UTSA Academic Affairs Administrative Coordinator
Dr. Karen Etzkorn, Director of Academic Affairs
Dr. Judy Cheatham, UTS Provost and Vice Chancellor for Academic Affairs



Dr. Mark La Branche

FACULTY HANDBOOK

2021 – 2022



Last Reviewed Fall 2021

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INTRODUCTION

This Faculty Handbook is intended to be a general summary of university governance, policies, and guidelines specific to faculty. Other information regarding employment and university services and resources is available in the Employee Handbook. All members of the faculty are expected to be thoroughly familiar with the Faculty Handbook and the Employee Handbook, along with the University Catalog and the [UT Code of Conduct](#). Members of the faculty should be familiar also with [UT Policy BT0006](#), Policies Governing Academic Freedom, Responsibility, and Tenure. This policy is referenced frequently in appropriate sections of this Faculty Handbook, and faculty are recommended to read the policy in its entirety. These publications, including the Faculty Handbook, are amended or revised as required. Amendments and revisions are subject to approval by the UT Board of Trustees or the University President ([BT0007](#)). The Appendices to this Faculty Handbook have not been approved as part of the official Faculty Handbook by the UT Board of Trustees, but rather are included with this Faculty Handbook for convenience, and will be updated and amended as necessary without need for the process specified by [BT0007](#).

The provisions of this handbook apply to all faculty members. It is produced by the Office of the Provost and Vice Chancellor for Academic Affairs, and it supersedes all others previously issued. Questions relating to the contents of this handbook should be directed to the Office of Academic Affairs.

The material in this handbook in no way replaces or supersedes information published in the University Catalog or in the policies of the UT Board of Trustees. In the event of an apparent or real contradiction, the Catalog and the Board policy shall be given precedence. Current versions of the University of Tennessee Policies are available online [here](#).

The contents of this handbook are not intended to establish, nor should they be interpreted as establishing, a contractual relationship with any faculty member or to induce reliance thereon. The University reserves the right to modify, revoke, suspend, terminate, or change any or all of the contents of this handbook, in whole or in part, at any time, with or without notice. All faculty members will be bound by any such changes or revisions.

I. UNIVERSITY ORGANIZATION AND GOVERNANCE

1.1 University of Tennessee Board of Trustees

The governing body of the University of Tennessee is the Board of Trustees. The Board has delegated administrative authority to the President, who exercises this authority through delegation to, and in consultation with, a staff of vice presidents and chancellors. For a more complete description of the organization, duties, and powers of the Board, consult the Board of Trustee [website](#).

1.2 University of Tennessee System Administration

The University of Tennessee is comprised of campuses in Knoxville, Chattanooga, Martin, and Pulaski (Southern), the Health Science Center in Memphis, the Institute for Public Service in Knoxville, and the Space Institute in Tullahoma. The University of Tennessee System has a presence in each of Tennessee's 95 counties. Through the combined force of its education, research, and outreach, the System serves students, business and industry, schools, governments, organizations, and citizens throughout the state.

The primary purpose of the UT System is to serve the people of Tennessee and beyond through the discovery, communication, and application of knowledge, as further elaborated in its [mission statement](#).

The UT System administration, headed by the President, enunciates the general mission of the University of Tennessee System and coordinates comprehensive, long-range plans, growth, and development of the campuses and system operating divisions. For more information about the organization, duties, and functions of the administration, see the UT System [website](#).

1.3 The University of Tennessee Southern Academic Administration

1.3.1 Chancellor

The Chancellor is the chief executive officer, or administrative head, of the campus. As chief executive officer, the Chancellor is fully responsible for the administration and management of the campus subject to the general supervision of the President. The Chancellor or the Chancellor's delegate represents the campus in all matters that go before the President and the Board of Trustees. The Chancellor delegates responsibility for various operations to vice-chancellors and other campus administrative staff.

1.3.2 Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs serves as the chief academic officer and directs the area of administration that includes the academic program, faculty relations, academic advising and mentoring, academic records, learning resources, and coordination with licensure and accreditation agencies. The Provost and Vice Chancellor for Academic Affairs serves as a member of the University's Leadership Council and reports directly to the Chancellor.

Primary Responsibilities

1. Oversee all aspects of the academic curriculum, including coordination of the Committee on Curriculum and Academic Policy and the regular review of all

- academic programs;
2. Oversee the planning and initiation of any additions of academic programs based on the objectives of the University's strategic plan;
 3. Coordinate the work of the Faculty, including the oversight of class assignments and scheduling, faculty development, faculty searches, and the faculty performance review process. Serve as liaison with the Faculty Senate;
 4. Oversee the academic mentoring program and activities of the Student Resource Center;
 5. Oversee the work of the Office of the Registrar and Academic Advising and assure effective services related to academic records and advising;
 6. Oversee the work of the Director of Institutional Research and, with the Director of Accreditation and Institutional Effectiveness, oversee the institutional effectiveness process in relation to the academic program;
 7. Oversee the work of the Librarian and the services of the University's library and other provisions for learning resources;
 8. Oversee the academic elements of the work of the Director of the Evening Program and the Coordinator of the First Year Experience Program;
 9. Oversee all continuing education programs offered for the community and region;
 10. Liaise with the Vice President for Academic Affairs and Student Success and the chief academic officers of the other campuses to coordinate academic matters throughout the UT system.

General Responsibilities

11. Support the University's Planning and Improvement processes by setting annual Management Planning objectives and completing the annual Performance Review Process;
12. Be discrete and confidential about the activities of the Office of Academic Affairs and the Leadership Council;
13. Complete other assignments as required by the annually defined objectives of the University of Tennessee, UT Southern, and the Office of Academic Affairs or as indicated by the Chancellor.

1.3.3 School Chairs and Program Coordinators

The academic program at UT Southern is administered through Academic Schools, each of which is overseen by a Chair.

1.3.3.1 Responsibilities of School Chairs

Academic School Chairs report to the Provost and Vice Chancellor for Academic Affairs and are responsible for coordinating the academic programs offered within their schools.

Primary Responsibilities

1. Review the development of program goals and objectives and the assessment of programs and activities within their schools after receiving them from Program Coordinators;
2. Coordinate periodic program evaluation;
3. Assist in curriculum development and revision;
4. Assist the Provost and Vice Chancellor for Academic Affairs in providing leadership and in evaluating faculty as described in sections 6.1, 6.2, and 6.3 of this handbook;
5. Represent the school faculty on the Academic Council;
6. Coordinate the up-dating of school material for Catalog revisions;
7. Promote a team approach to programs and activities within the school;
8. Provide leadership in promoting instructional improvement within the school;
9. Assist during registration and coordinate academic mentoring (advising) within the school;
10. Coordinate the preparation of school budgets;
11. Provide leadership and assistance in the recruitment and selection of new faculty;
12. Call meetings of school faculty, at least once per semester, and submit a copy of minutes to Academic Affairs;
13. Work with Program Coordinators, the Provost and Vice Chancellor for Academic Affairs, and the Registrar in reviewing class schedules, teaching loads, and the assignment of faculty to classes.

General Responsibilities

14. Complete other assignments as required by the annually defined objectives of UT Southern or as indicated by the Provost and Vice Chancellor for Academic Affairs or the Chancellor.

1.3.3.2 Responsibilities of Program Coordinators

Program Coordinators report through the Academic School Chairs to the Provost and Vice Chancellor for Academic Affairs and are responsible for planning, coordinating, and evaluating the particular programs under their supervision.

Primary Responsibilities

1. Determine the program goals and objectives, and assess the outcomes;
2. Assist in curriculum development and revision under the supervision of the School Chair and the Provost and Vice Chancellor for Academic Affairs;
3. Assist the Provost and Vice Chancellor for Academic Affairs in evaluation of adjunct faculty as described in section 6.4 of this handbook;
4. Coordinate with the Assessment Committee and, if applicable, the Core Curriculum Committee in the evaluation of their programs;
5. Serve as a member of the Curriculum and Academic Policies Committee;

6. Keep program material current for the Catalog;
7. Participate in instructional improvement within the school;
8. Submit annual budgets to the School Chair;
9. Serve as a mentor to students;
10. Serve on search committees for faculty hiring;
11. Provide leadership and assistance in the recruitment and selection of new faculty within their academic area;
12. Assist in the hiring, supervision, and evaluation of adjunct faculty within their program areas;
13. Call and chair program area meetings, at least once per semester, and submit a copy or minutes to Academic Affairs;
14. Assist the School Chair/Registrar/Provost and Vice Chancellor for Academic Affairs in scheduling, determining teaching loads, and assigning faculty members to classes;
15. Select textbooks within the department, and submit textbook requests to the School Chair;
16. Where appropriate to the discipline, place and supervise interns;
17. Aid in career counseling and placement.

General Responsibilities

18. Complete other assignments as required by the annually defined objectives of UT Southern or as indicated by the Provost and Vice Chancellor for Academic Affairs or the Chancellor.

1.4 Faculty Responsibility in Shared Governance

The voice of the faculty in University governance is indispensable. Its advice cannot be lightly given or lightly received. Everything depends upon the collegiality, mutual respect, and sensitivity of the faculty and the administrative officers. The officers are colleagues who have been assigned specific administrative responsibilities. The faculty are colleagues whose advice and counsel must influence the exercise of those responsibilities. The employer both of faculty and of officers is the Board of Trustees, which has delegated to each a set of specific responsibilities that can be successfully discharged only with the support and counsel each of the other.

Faculty members have the right to contribute to campus and university discourse that is at the heart of the shared governance of the campus and the university. When contributing to campus and university discourse, at any level within the university or the community at large, faculty members have the freedom to raise and to address, without fear of institutional discipline or restraint or other adverse employment action, any issue related to professional duties; the functioning of academic units, the campus, or the university; and department, school, campus, or university actions, positions, or policies.

The most direct responsibility of the faculty in University governance is to determine the shape of the academic programs. A less direct, but no less important, role of the faculty is to advise the officers whose duties are described above about administrative matters that are intrinsically related to the vitality and credibility of the University. These matters include (but are not necessarily limited to) the five areas listed

below. The administration and faculty will both encourage and actively protect such dialogue. Both faculty and administration will carry out discussions with collegiality, civility, and respect.

- Appointment, retention, tenure, and promotion of the faculty;
- Assessment of faculty performance;
- Resolution of grievances in faculty affairs;
- Selection of University administrators;
- Determination of University priorities and budgeting.

1.4.1 Faculty Senate

The full faculty (all full-time faculty members) is represented by and delegates the transaction of much of its business to the Faculty Senate. Composed of elected faculty representatives, the Faculty Senate is the main vehicle by which the faculty influences campus-wide governance. The senate considers issues relating to curriculum, admission, retention, degrees, promotion, tenure, economic concerns, instructional practices, faculty grievances, and legislative relations. While final administrative judgment on the campus is reserved for the Chancellor, the recommendations of the senate are regarded with seriousness by all administrative officers. The Constitution and Bylaws of the Faculty Senate, along with a list of all faculty committees, is included as Appendix K of this handbook.

1.4.2 Faculty Meetings

The Faculty Senate is charged to schedule at least two official meetings of the full faculty per semester. The President of the Senate will preside at these meetings and as appropriate will bring to the faculty issues of importance for review, consideration, and voting. Additional meetings may be called by the Chancellor or the Provost and Vice Chancellor for Academic Affairs. Faculty members are expected to attend all regularly scheduled and called faculty meetings.

1.5 Faculty Responsibility for the Academic Program

The full-time faculty of the University, operating through the Curriculum and Academic Policies Committee, bear responsibility for planning and developing the academic curriculum, subject to the provisions of the University of Tennessee System and the Tennessee Higher Education Commission. The Curriculum and Academic Policies Committee oversees the establishment, review, and evaluation of curricular offerings. This Committee provides an interface for the faculty, administration, and governing board in defining the academic purposes of the University; in considering proposals for major changes in the curriculum; in assuming leadership in developing long-range plans for the University curriculum; and in assisting the Provost and Vice Chancellor for Academic Affairs in studying the problems of articulation between UT Southern and other educational institutions.

1.5.1 Proposals for Curricular Changes

Proposals for curricular changes originate with qualified faculty in the school where the course or program is centered. All proposals for curricular changes should be submitted for review by the Curriculum and Academic Policies Committee to the Provost and Vice Chancellor for Academic Affairs, who chairs the Committee. All proposals should follow the template supplied by the Curriculum Proposal Form

(included in this handbook as Appendix A and available from the Office of Academic Affairs).

1.5.2 Proposals for Substantive Curricular Changes

Some substantive curricular changes, such as the addition of a new major or new program, must be approved by the Tennessee Higher Education Commission. Some other academic changes require that THEC be notified. Initial proposals for such substantive curricular changes should be submitted by the appropriate school for review by the Undergraduate Program Review Subcommittee or the Graduate Program Review Subcommittee of the Curriculum and Academic Policies Committee. The full Committee will consider the subcommittee's recommendation and will, as appropriate, follow the approval process prescribed [here](#) by THEC.

1.6 Academic Program Evaluation

The Provost and Vice Chancellor for Academic Affairs and each School Chair will meet with faculty to analyze results of various program evaluations conducted throughout the year to determine any weaknesses or changes necessary in the school. Faculty may also be made aware of needed changes as a result of evaluations. Together, the faculty, the School Chair, and the Provost and Vice Chancellor for Academic Affairs can address these needs and formalize them into specific changes desired in the educational program. Program evaluation will periodically involve the use of outside consultants to assess a variety of issues related to a particular program

The relevant faculty, School Chair, and Provost and Vice Chancellor for Academic Affairs will together develop feasible solutions to any identified weaknesses or needs. The implementation strategy, which will include objectives, assessment criteria and procedures, and an implementation timetable, will be sent to the Curriculum and Academic Policies Committee for review and approval.

UT Policy [BT0006](#) (III.I.5) authorizes the President, based on the findings of an academic program review, to recommend to the Board of Trustees procedures under which the campus administration will conduct comprehensive performance reviews of tenured and non-tenured faculty in the program.

II. FACULTY APPOINTMENTS

2.1 Definition of Faculty

The faculty of the University comprises all persons holding academic rank whose principal responsibility at the University of Tennessee Southern is to directly provide or administer academic instruction or services. Faculty members' responsibilities are classified according to the following categories: those whose principal responsibilities are teaching, designing curricula, and advising students; those whose principal responsibilities are administering academic programs and courses of study; and those whose principal responsibilities are providing library and learning services. The faculty operate through regular meetings, an elected senate, and an array of standing committees, as explained in section 1.4 of this handbook.

2.2 Types of Faculty Appointments

Full-time faculty appointments are of four types: regular faculty, temporary faculty, instructor, and librarian. In addition, the University may hire part-time (adjunct) faculty to teach individual courses. Every faculty member's appointment document will specify the appointment type, faculty rank, and tenure status. Regardless of type or rank, all faculty positions other than tenured positions are provisional. Holding a provisional appointment does not create an obligation for the University to reappoint a faculty member or to renew an appointment.

2.2.1 Full-Time Faculty Appointments

2.2.1.1 Regular Faculty. Regular Faculty appointments are either probationary appointments or tenured appointments and are renewable subject to the provisions described in sections 6.1 and 6.2 of this handbook and to any provisions in individual appointment documents. These appointments carry rank and are eligible for promotion and tenure as described in section 5.2 of this handbook. Regular Faculty members are eligible to receive benefits as provided in University policies and described by the Office of Human Resources at the time of appointment.

2.2.1.2 Temporary Faculty. Temporary Faculty appointments may occasionally be offered to fulfill specific responsibilities. Such appointments are full-time assignments for a specified limited period of time, typically for one term or one academic year, and terminate automatically at the end of the specified period. These appointments carry rank, to be negotiated at the time of appointment, but are not eligible for promotion or tenure, nor may a Temporary Faculty appointment be converted to a Regular Faculty appointment. Temporary Faculty members are eligible to receive benefits as provided in University policies and described by the Office of Human Resources at the time of appointment. One holding a Temporary Faculty appointment may, on an equal basis with other candidates, apply for an appropriate Regular Faculty appointment should one become available.

2.2.1.3 Instructor. Instructor appointments are full-time assignments that are renewable subject to the provisions described in 6.1 of this handbook and to any provisions in individual appointment documents. The appointment carries the rank of Instructor but is not eligible for promotion or tenure. Nor may an Instructor appointment be converted to a Regular Faculty appointment. Instructors are eligible to receive benefits as provided in University policies and described by the Office of Human Resources at the time of appointment. One holding an Instructor appointment may, on an equal basis with other candidates, apply for an appropriate Regular Faculty appointment

should one become available.

2.2.1.4 Librarian. Librarian appointments are full-time 12-month appointments that are renewable subject to the provisions described in 6.1 of this handbook and to any provisions in individual appointment documents. Librarians hold faculty rank and may apply for promotion as described in section 5.2 of this handbook. However, Librarians may not hold tenure. Librarians are eligible to receive benefits as provided in University policies and described by the Office of Human Resources at the time of appointment.

2.2.2 Part-Time Faculty Appointments

Part-Time (Adjunct) Faculty appointments are less than full-time assignments for a specified period of time, typically one term or one academic year, and terminate automatically at the end of the specified period. These appointments are typically to teach individual courses or to perform other clearly delimited responsibilities. Such appointments carry the rank of Instructor but are not eligible for promotion or tenure. Part-Time (Adjunct) Faculty members may be eligible to receive some benefits as provided in University policies and described by the Office of Human Resources at the time of appointment.

2.3 Statement of Terms of Appointment

2.3.1 Full-Time Faculty Appointments

The terms and conditions of every initial appointment and every reappointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member at the time of employment. Each appointment document will specify the position, academic rank, appointment period, effective dates of appointment, rate of compensation, any special conditions attached to the particular appointment or position, and any special departmental or program standards. Each appointment document will also specify whether the appointment is tenured, probationary, renewable, or temporary. The initial as well as all subsequent probationary appointment documents will inform the faculty member of matters relative to eligibility for the acquisition of tenure, including the term during which the faculty member must apply for tenure. Any subsequent extensions of or modifications to any appointment, and any special understandings or any notices incumbent upon either party to provide, will be confirmed in the reappointment document.

Initial appointments may carry advanced rank and/or tenure. Tenure, in such cases, is subject to positive action of the Board of Trustees upon the recommendation of the President. See section 3.1.5 of this handbook.

Faculty members will be notified by letter of any changes to the appointment. Notification of an award of tenure or promotion will come by letter from the Chancellor or President. Notification of other changes to an appointment—such as salary adjustments; tenure review date; or changes in rank, title, or assignment—will come by letter from the Provost and Vice Chancellor for Academic Affairs. Any other oral or written representations concerning such adjustments and changes are unauthorized and not binding on the University. Normally, salary adjustments and other changes in employment are made following approval of the University budget by the Board of Trustees at its annual meeting in June.

Full-time faculty appointments typically cover the nine-month academic year, beginning the full week before the week in which classes begin in the fall (mid-August) and ending at the end of the week following Commencement in the spring (mid-May).

2.3.1.1 Tenured Appointments

Faculty members holding tenured appointments receive annual appointment documents as described above in section 2.3.1 of this handbook. Only faculty members holding Regular Faculty appointments are eligible to hold tenure, which is always granted within a particular academic program or discipline. Non-renewal of a tenured appointment may occur only according to the provisions described in section 2.4.3 of this handbook.

2.3.1.2 Probationary Appointments

A Probationary Appointment is a Regular Faculty appointment that is tenure eligible (tenure-track) but for which tenure has not yet been awarded. Any tenure-track faculty member must serve a probationary period at UT Southern prior to being considered for tenure (see section 2.3.1.2.1 below). Probationary appointments are for one year, subject to renewal according to the performance expectations described in sections 6.1 of this handbook. A notice of non-renewal will follow the process described in section 2.3.1.2.5 below.

2.3.1.2.1 Length of Probationary Period

According to UT System Policy (BT0006, III.E),

Except as otherwise provided in this policy, the probationary period shall be six years. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member's initial appointment will count as the first year of the probationary period, so that what is treated as the first year of a faculty member's probationary period will not be shorter than six months. The provision of a probationary period and any statement in an appointment letter or otherwise regarding the probationary period and the year of mandatory tenure consideration does not guarantee retention of the faculty member for the full probationary period.

A faculty member may request an early consideration for tenure before the sixth year of his or her probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period. Each campus shall adopt policies and procedures regarding a faculty member's early application for tenure, and the consequences of such a candidate's failure to receive tenure upon an early application, which shall be effective upon approval by the Board of Trustees and shall be included in the faculty handbook.

2.3.1.2.2 Specific UT Southern Probation Policy

At UT Southern the tenure-track faculty member will apply for tenure during the fall semester of the sixth probationary year. (See section 5.2.3 this handbook.) A faculty member may request in writing consideration for tenure before the end of the probationary period specified in the original letter of appointment. Such a request must be approved by the Provost and Vice Chancellor for Academic Affairs upon the recommendation of the faculty member's School Chair and the faculty member's Enhanced Tenure-Track Review committee (see section 2.3.1.2.6 below). Whether applying in the sixth probationary year or earlier, a faculty member will be considered for tenure only once. If tenure is not granted, the faculty member will automatically receive an additional terminal appointment for one academic year but may not apply for tenure a second time.

2.3.1.2.3 Extension of Probationary Period

According to UT System Policy (BT0006, III.E),

For good cause that is either related to procedural error or results from a significant disruption of University operations that has impeded the faculty member's opportunity to conduct required research or other scholarly activity, teaching, and/or service, the University and a tenure-track faculty member may agree in writing to extend a six-year probationary period for a maximum of two additional years. The proposed extension must be approved in advance by the chief academic officer, the Chancellor, and the vice president for academic affairs.

2.3.1.2.4 Suspension of Probationary Period

According to UT System Policy (BT0006, III.E),

The chief academic officer shall decide whether the probationary period will be suspended when the following circumstances occur:

- a. the faculty member accepts a part-time faculty position;
- b. the faculty member accepts an administrative position; or
- c. the faculty member is granted a leave of absence or modified duties assignment.

The chief academic officer shall give the faculty member written notice of the decision concerning suspension of the probationary period.

2.3.1.2.5 Notice of Non-Renewal of Probationary Appointment

According to UT System Policy (BT0006, III.E),

Notice that a tenure-track faculty member's appointment will not be renewed for the next year shall be made in writing by the chief academic officer, upon the recommendation of the department head and dean, according to the following schedule:

- a. In the first year of the probationary period, not later than March 1 for an academic year appointment and no less than three months in advance for any other term of appointment;
- b. In the second year of the probationary period, not later than December 15 for an academic year appointment and no less than six months in advance for any other term of appointment; and
- c. In the third and subsequent years of the probationary period, not less than twelve months in advance.

These notice requirements relate only to service in a probationary period with the University. Credit for prior service shall not be considered in determining the required notice. Notice of non-renewal shall be effective upon personal delivery or upon mailing, postage prepaid, to the faculty member's residential address of record at the University.

2.3.1.2.6 Enhanced Tenure-Track Review (ETTR)

UT Policy BT0006 requires Regular Faculty on Probationary Appointments to undergo enhanced review during the third or fourth year of the probationary period. This Enhanced Tenure-Track Review (ETTR) is in addition to the annual review undergone by all full-time faculty. (See section 6.1 of this handbook for a description of annual review and the ETTR process.) The intent of ETTR is to assess the faculty member's progress, and to inform the faculty member of his or her progress, toward the grant of tenure.

2.3.1.3 Renewable Appointments: Instructor and Librarian

Faculty members holding Instructor appointments and Librarian appointments receive annual appointment documents as described above in section 2.3.1 of this handbook. Such appointments are renewable annually subject to satisfactory performance (see section 6.1 of this handbook) and at the sole discretion of the University.

Regardless of the stated term or other provisions of any appointment, written notice that a renewable appointment is not to be renewed will be given to the faculty member as early as possible in advance of the expiration of the appointment but in no case later than five business days after the conclusion of the June meeting of the Board of Trustees.

When a decision not to renew the appointment has been reached, the faculty member involved will be informed of that decision in writing by the Provost and Vice Chancellor for Academic Affairs.

2.3.1.4 Temporary Faculty Appointments

Faculty members holding a Temporary Faculty appointment receive an appointment document at the time of initial appointment as described above in section 2.3.1 of this handbook. Temporary Faculty appointments, which are for a specified period of time and terminate automatically at the end of the specified period, are typically not renewed. Under unusual circumstances, however, as determined by the Provost and Vice Chancellor for Academic Affairs, a Temporary Faculty appointment may be renewed and a reappointment

document issued.

2.3.2 Part-Time (Adjunct) Faculty Appointments

At the time of employment, the terms and conditions of every Part-Time (Adjunct) Faculty appointment will be stated or confirmed in writing and a copy of the appointment document will be supplied to the faculty member. Such appointments are for a specified period of time, typically one term or one academic year, and terminate automatically at the end of the specified period. Each appointment document will specify the position, academic rank, appointment period, effective dates of appointment, rate of compensation, any special conditions attached to the particular appointment or position, and any special departmental or program standards. Part-Time (Adjunct) Faculty may be appointed to a maximum of 12 credit hours per semester or the equivalent. The performance of Part-Time (Adjunct) Faculty is evaluated by the process described in section 6.4 of this handbook.

2.4 Termination of Faculty Appointments

2.4.1 Resignation and Retirement

Resignation

Faculty members who wish to resign have an obligation to make their resignation effective at the end of the academic year or, under exceptional circumstances, at the end of an academic semester. In all cases notification of resignation should be made early enough to allow the University to cover any scheduled assignments.

Teaching faculty on academic-year appointments who resign before the end of the academic year are paid for the number of semesters they have taught, at one half of annual salary per semester. Persons who leave their teaching positions during the semester will be compensated on a pro-rated basis, receiving a salary for only the service completed. Faculty members who have unused annual leave accrued while on 12-month appointments will receive payment for the leave upon resignation in accordance with University policies.

Tenure is relinquished upon resignation.

Retirement

Under normal circumstances, a member of the faculty controls the decision to retire. The effective date of retirement for academic-year faculty is normally at the end of either the fall or spring semesters. Computation of the final payment for the last year of service is calculated in the same way as for resignations (above). Faculty members who have unused annual leave accrued while on 12-month appointments will receive payment for the leave upon resignation in accordance with University policies.

After Retirement

1. Emeritus status may be given to recognize retiring faculty members or administrators for distinguished service to the University of Tennessee over an extended period of time. Complete information on the policy appears in UT Policy [HR0102](#).

2. Benefits available for retirees can be found on the UT Human Resources [website](#).
3. The Post-Retirement Service Program is a plan for tenured faculty to transition from full-time teaching and/or research to retirement upon agreement by the faculty member, the department chair, and other required administrators. Complete information on the policy appears in UT Policy [HR0374](#).

Exit Procedures

Employees who have resigned or retired must complete the exit interview process to ensure clearance of all personal debts owed and the return of all assigned university property to the respective department prior to termination and release of final wage payments. This requirement is a part of UT Policy [HR0125](#). Faculty should contact UT Southern Human Resources to initiate this process.

2.4.2 Termination by the University of Non-Tenured Appointment

2.4.2.1 Non-Renewal of a Probationary Appointment or a Renewable Appointment

A non-tenured faculty member holding either a probationary or a renewable appointment will be notified in writing by the Provost and Vice Chancellor for Academic Affairs if the University, in its sole discretion, chooses not to renew the faculty member's appointment. For faculty holding probationary appointments, such notification will be given according to the schedule included in section 2.3.1.2.5 of this handbook. For faculty holding renewable appointments, such notification will be given no later than five business days after the conclusion of the June meeting of the Board of Trustees.

2.4.2.2 Termination Prior to the Expiration Date of Appointment

2.4.2.2.1 Termination of a Renewable Appointment

A non-tenure-track faculty appointment may be terminated for adequate cause (as defined in section 2.4.3.1 of this handbook) prior to the expiration of the appointment term. In the event that a program coordinator or school chair recommends to the Provost and Vice Chancellor for Academic Affairs that a non-tenure-track faculty member be terminated for cause, the chair and Provost and Vice Chancellor for Academic Affairs shall meet with the faculty member to present the reasons for the recommended termination and to permit the faculty member to respond. If, after this meeting, the chief academic officer concludes that adequate cause for the termination exists, the faculty member is informed in writing. A non-tenure-track faculty member whose appointment has been terminated for adequate cause shall be notified of the right to a post-termination hearing under the Tennessee Uniform Administrative Procedures Act.

In the event of Extraordinary Circumstances (as defined in Board Policy and quoted in Section 2.4.3.1), a non-tenure-track appointment may be terminated following the same procedures applicable to tenure-track faculty.

At any time the University may terminate without cause the appointment of a non-tenure-track faculty member. The termination may be implemented by paying the

remaining salary due during the appointment.

2.4.2.2 Termination of a Probationary Appointment

The termination of a probationary appointment before the expiration date of the appointment follows the same procedures as those used for the revocation of tenure and termination of a tenured faculty appointment (described in section 2.4.3 of this handbook). The procedures for non-renewal of a probationary appointment are explained above in section 2.4.2.1 of this handbook.

2.4.3 Termination of a Tenured Appointment

2.4.3.1 Board Policy

UT Policy defines tenure as “a principle that entitles a faculty member to continuation of his or her annual appointment until relinquishment or forfeiture of tenure or until termination of tenure for Adequate Cause, financial exigency, or academic program discontinuance” (BT0006, III.A).

UT Policy details these grounds for termination of tenure as follows (BT0006, III.J):

1. Grounds for Termination
 - a. Relinquishment or Forfeiture of Tenure

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

- b. Extraordinary Circumstances

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

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

faculty member displaced because of financial exigency or academic program discontinuance shall not be filled within three years, unless the displaced faculty member has been offered reinstatement and a reasonable time in which to accept or decline the offer.

c. Adequate Cause

"Adequate cause" for terminating a tenured faculty member means the following:

(1) Unsatisfactory Performance in Teaching, Research, or Service which includes the following and similar types of unsatisfactory performance:

- a) failure to demonstrate professional competence in teaching, research, or service;
- b) failure to perform satisfactorily the duties or responsibilities of the faculty position, including but not limited to failure to comply with a lawful directive of the department head, dean, or chief academic officer with respect to the faculty member's duties or responsibilities;
- c) inability to perform an essential function of the faculty position, given reasonable accommodation, if requested;
- d) loss of professional licensure if licensure is required for the performance of the faculty member's duties;
- e) with respect to members of the Health Science Center faculty, failure to be granted or loss of medical staff membership and privileges at affiliated teaching hospitals;
- f) loss of appointment (or substantive alteration of the faculty member's work) with an affiliated entity unless approved in advance by the chief academic officer (or designee) (for example, loss of employment with an affiliated medical practice group or loss of "joint faculty" support from Oak Ridge National Laboratory);
- g) as specified in [BT0006] Appendix D, paragraph 3, cessation of employment with an external entity/ primary employer if tenure was granted contingent upon remaining employed by the external entity/primary employer; or
- h) dishonesty or other serious violation of professional ethics or responsibility in teaching, research, or service; or serious violation of professional responsibility in relations with students, employees, or members of the community.

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

- a) failure or persistent neglect to comply with University policies, procedures, rules, or other regulations, including but not limited to violation of the University's policies against discrimination and harassment;
- b) falsification of a University record, including but not limited to information concerning the faculty member's qualifications for a position or promotion;
- c) theft or misappropriation of University funds, property, services, or other resources;
- d) admission of guilt or conviction of: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration; or
- e) any misconduct directly related to the fitness of the faculty member to engage in teaching, research, service, or administration.

2. Termination Procedures for Adequate Cause

Each campus shall establish procedures for terminating a tenured faculty member, or a tenure-track faculty member before the expiration of the annual term, for Adequate Cause. Termination procedures shall incorporate and be consistent with the procedures in Appendices B and C [of BT0006]. The procedures shall be effective upon approval by the Board of Trustees and shall be published in the campus faculty handbook.

The procedures in [BT0006] Appendix B shall apply if the Adequate Cause grounds for termination include both (i) unsatisfactory performance in teaching, research, or service and (ii) misconduct.

2.4.3.2 Additional UT Southern Policy

2.4.3.2.1 Relinquishment or Forfeiture of Tenure

Faculty members who wish to resign have an obligation to make their resignation effective at the end of the academic year or, under exceptional circumstances, at the end of an academic semester. In all cases notification of resignation must be made early enough to allow the university to cover any scheduled assignments. Teaching faculty on academic-year appointments who resign before the end of the academic year are paid for the number of semesters they have taught, at one half of annual salary per semester. Persons who leave their teaching positions during the semester will be compensated on a pro-rated basis, receiving a salary for only the service completed. Faculty members who have unused annual leave accrued while on 12-month appointments will receive payment for the leave upon resignation in accordance with University policies.

2.4.3.2.2 Termination Procedures for Adequate Cause

UT Southern will follow the termination procedures for Adequate Cause described in the appendices of UT Policy BT0006: Appendix B Termination Procedures for Unsatisfactory Performance in Teaching, Research, or Service; Appendix C Termination Procedures for Misconduct; and Appendix C-1 Termination Procedures for Title IX Sexual Harassment. These documents are available on the UT Policy [website](#).

2.4.4 Disciplinary Sanctions Other than Termination for Adequate Cause

UT Policy (BT0006, III.K) allows for disciplinary sanctions of faculty members other than termination for adequate cause:

Disciplinary sanctions other than termination may be imposed against a faculty member. If the proposed sanction is suspension without pay for a definite term (no more than one year), the procedures set forth in [BT0006] Appendix B or C (as applicable and as tailored to reflect that the proposed sanction is suspension without pay rather than termination) shall be offered in connection with the suspension.

If the proposed sanction does not involve suspension without pay, the department head shall make a recommendation to the dean, and the dean shall make a recommendation to the chief

academic officer. The chief academic officer shall give the faculty member written notice of the proposed sanction and the supporting reason(s) and shall offer him or her an opportunity to respond both in writing and in person. The faculty member may appeal the proposed sanction through established appeal procedures (see section 4.2 of this handbook), and the sanction shall be held in abeyance until conclusion of the appeal. A decision by the Chancellor on appeal will be the final decision for the University and not appealable to the President.

III. RECRUITMENT AND HIRING OF FACULTY

3.1 Full-Time Faculty

3.1.1 Authorization to Search

An authorization to search is required to fill any new or vacated position. School Chairs must submit requests and justifications for any new positions to the Provost and Vice Chancellor for Academic Affairs during the budget conferences for the following year. The requests should include the proposed rank, salary, and job description. The Provost and Vice Chancellor for Academic Affairs will, on behalf of the Chancellor, either grant or withhold authorization to fill new positions or vacancies created through resignation or termination of appointment after due consideration of budget and enrollment projections, subject to UT policy.

3.1.2 Recruitment and Interview Procedures

The University is committed to affirmative action to recruit a diverse pool of highly qualified applicants; therefore, search procedures should be designed to ensure that qualified individuals are made aware of any position vacancy. A thorough search and careful screening procedure must precede any recommendation of appointment. The complexity of the search process depends upon the nature of the position, with a more extensive search necessitated by a regular, full-time appointment.

The Provost and Vice Chancellor for Academic Affairs will consult with the department/school faculty about the program needs, the minimal qualifications for the position, the primary and secondary areas of specialties, and the procedure for the search. He or she will then, in consultation with the relevant school chair, appoint an advisory search committee comprised of at least three faculty members and name one of them to serve as committee chair. The composition of the committee should conform to all relevant HR guidelines.

For regular full-time faculty positions, the committee will recommend candidates, typically three, to be invited for on-campus interviews. For instructor or temporary faculty positions, Teams/Zoom or other remote technology interviews may substitute for on-campus interviews.

As a part of the interview process, a candidate may be required to make a formal presentation on an appropriate subject. Such presentations will be announced in advance by the search committee and will be open to faculty, students, and administration of the University. No one may be recommended for an initial appointment who has not been interviewed by the Provost and Vice Chancellor for Academic Affairs and/or the Chancellor.

Once interviews are completed, the search committee will submit its formal recommendation to the Provost and Vice Chancellor for Academic Affairs. The Provost and Vice Chancellor for Academic Affairs will forward the committee's recommendation, along with her/his own, to the Chancellor, who will make the final selection of the candidate.

Note: For full-time positions that involve a combination of both teaching and non-teaching obligations, the candidate must have the same academic credentials and meet the same criteria for employment as full-time teaching faculty. (See section 3.3 of this handbook.)

3.1.3 Certification of English Language Competency

The School Chair, in consultation with the search committee, should certify that the candidate can communicate effectively with students in the English language. The relevant policy can be found [here](#) and on the website of UT Academic Affairs and Student Success.

3.1.4 Letter of Appointment

The Vice Chancellor for Academic Affairs will provide a formal letter of appointment for the selected candidate. The appointment letter must specify

1. The academic rank at which the faculty member is being appointed,
2. The initial salary and related financial terms (such as startup funding, travel allowances, etc.),
3. The nature of the appointment (tenure-track or non-tenure track) and length of any probationary period,
4. The academic year during which tenure and/or promotion must be considered,
5. A complete description of what constitutes the terminal degree for the position, if not a doctorate, and
6. The criteria the faculty member must satisfy before being considered eligible for promotion or tenure review if the appointment occurs before the terminal degree is obtained.

The new faculty member's written acceptance of the letter of appointment, together with the execution of normal University employment forms and the provision of official copies of all college transcripts to the Office of Academic Affairs, completes the initial appointment to employment between the University and the faculty member. (See also section 2.3.1 of this handbook.)

3.1.5 Tenure upon Initial Appointment

UT Policy BT0006 (III.D) does allow for the granting of tenure upon initial appointment with approval by the Board of Trustees:

No faculty member shall be granted tenure upon initial appointment except by positive action of the Board of Trustees upon the recommendation of the President, which shall include documentation of compliance with all tenure review and recommendation procedures stated in Appendix A and as established by the campus in accordance with Section G of this Article III. The Board of Trustees will grant tenure upon initial appointment only if (1) the proposed appointee holds tenure at another higher education institution and the Board determines that the President has documented that the proposed appointee cannot be successfully recruited to the University without being granted tenure upon initial appointment; or (2) the Board of Trustees determines that the President has documented other exceptional circumstances warranting the grant of tenure upon initial appointment. When necessary between regular meetings of the Board of Trustees, the Board's executive committee may act on behalf of the Board to grant tenure upon initial appointment in accordance with the provisions of this Section D.

3.2 Part-Time (Adjunct) Faculty

The appropriate Program Coordinator, in consultation with the School Chair and Provost and Vice Chancellor for Academic Affairs, is primarily responsible for recruiting Part-Time (Adjunct) Faculty. Applicants must submit a letter describing their qualifications and interest in the position, a current curriculum vitae, and the names and contact information of three current references. Part-Time (Adjunct) Faculty are required to have the academic credentials and to meet the criteria for employment that are detailed in section 3.3 of this handbook.

The School Chair will make a recommendation to the Provost and Vice Chancellor for Academic Affairs, who must also interview the applicant for the Part-Time (Adjunct) Faculty appointment. Any official offer of employment will be made by the Provost and Vice Chancellor for Academic Affairs. At the time of appointment, the faculty member will be provided with an appointment document as described in section 2.3.2 of this handbook. Also at the time of appointment, the candidate must provide official copies of all college transcripts and execute normal University employment forms.

3.3 Faculty Credentials

In hiring faculty, whether full-time or part-time, the University adheres to the guidelines provided by its regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges: Faculty Credentials—Guidelines (and any updates and revisions to the Guidelines). Those guidelines read as follows:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- d. Faculty teaching graduate and post -baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

SACSCOC has reiterated at its annual meetings that a faculty member's qualifications for a particular teaching assignment may include or may rest on professional or artistic/creative accomplishments, licensures/certifications, and a range of other evidence of "competence, effectiveness and capacity" in successfully meeting the objectives of a given course. The University may consider such additional qualifications when hiring faculty.

3.4 Faculty Records

Permanent record files for faculty members are maintained in the Office of the Provost and Vice

Chancellor for Academic Affairs. Included in these files are employment agreements, personal data records, official transcripts, evaluations, correspondence, and other relevant materials. Faculty records related to payroll and benefits are maintained by Office of Human Resources. All faculty records are maintained with proper regard for security and confidentiality, subject to the requirements of the Tennessee Public Records Act. Access is limited to those persons whose position carries authorization for record use and review. With reasonable notice and during regular business hours, any faculty member may review his/her own record in the presence of the Provost and Vice Chancellor for Academic Affairs. Materials may not be removed, substituted, or photocopied without the approval of the Provost and Vice Chancellor for Academic Affairs.

Upon hire, each employee will complete a Personnel File Access and Disclosure Form to establish the level of information the Office of Human Resources is permitted to disclose to interested parties upon request. Information from an employee's personnel file will be made available only through the Office of Human Resources and only within the guidelines established by UT Policy [HR0130](#) Personnel Files and Release of Information.

Faculty members are expected to keep their records current by reporting changes as required by the University, including, but not limited to, records affecting directory information, taxes and benefits, additional training and degrees, research, special honors and recognitions, offices and memberships, publications, and other pertinent information.

IV. FACULTY RIGHTS AND TENURE

4.1 Statement on Academic Freedom and Tenure

UT Policy [BT0006](#), which details the policies governing academic freedom, responsibility, and tenure, is referenced frequently in appropriate sections of this handbook. Articles I and II of the document, quoted below, establish the principle of academic freedom; Article III, quoted in part below, establishes the principle of and policies governing academic tenure. Those policies governing academic tenure, such as the probationary period, criteria for tenure, application procedures, performance reviews, etc., are referenced, as noted, in the appropriate sections of this handbook:

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

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

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

Article I. Academic Freedom and the Responsibility of the Faculty Member

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

1. The primary responsibility of a faculty member is to use the freedom of his or her office in an honest, courageous, and persistent effort to search out and communicate the truth that lies in the area of his or her competence.
2. A faculty member is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his or her other academic duties, but research for pecuniary gain either within or beyond the scope of his or her employment must be based upon an understanding with the University administration, according to the University's policies (e.g., Compensated Outside Services, Conflict of Interest).
3. A faculty member should maintain a high level of personal integrity and professional competence, as demonstrated in teaching, research, and service. Academic freedom does not exempt a faculty member from an evaluation by colleagues and administration of his or her qualifications for continued membership in their society.

4. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.
5. A faculty member should recognize that the right of academic freedom is enjoyed by all members of the academic community. He or she should be prepared at all times to support actively the right of the individual to freedom of research and communication as defined herein.
6. In addition to the normal responsibilities of a citizen of the state and nation, including the duty to uphold their Constitutions and obey their laws, a faculty member also should conduct himself or herself professionally with colleagues. He or she should strive to maintain the mutual respect and confidence of his or her colleagues. He or she should endeavor to understand the customs, traditions, and usages of the academic community.
7. When, as a citizen, a faculty member speaks outside the classroom or writes for publication, he or she should be free, as a citizen, to express his or her opinions. Each faculty member should conduct himself or herself professionally, should be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make clear that he or she speaks for himself or herself and not for the University.
8. This policy is intended to be consistent with the Board of Trustees Policy on Student and Faculty Speech, and shall be interpreted accordingly.

Article II. Academic Freedom and Responsibility of the University Administration

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

The Board requires that each campus and its constituent academic units develop appropriate policies and procedures necessary to implement the Board's tenure policy.

Article III. Tenure

A. Definition of Tenure

Tenure is a principle that entitles a faculty member to continuation of his or her annual appointment until relinquishment or forfeiture of tenure or until termination of tenure for Adequate Cause, financial exigency, or academic program discontinuance. The burden of proof that tenure should be awarded rests with the faculty member. The grant of tenure shifts the burden of proof concerning the faculty member's continuing appointment from the faculty member to the University, except in the case of relinquishment or forfeiture of tenure.

B. Authority to Grant Tenure

Tenure is acquired only by positive action of either the President or the Board of Trustees, based on the circumstances under which tenure is sought, and is granted in a particular academic unit (department, school, or college) of a campus.

1. The Board of Trustees makes the decision whether to grant tenure, based upon the recommendation of the President, to
 - a. All University Officers as defined in bylaws adopted by the Board of Trustees;
 - b. Any faculty member who is to be granted tenure upon initial appointment without serving a probationary period at a University campus; and
 - c. Any faculty member to be tenured after serving less than a six-year probationary period, but not including a faculty member who has been employed by the University in a tenure-track position for six years and whose probationary period has been suspended for one or more year(s) in connection with a leave of absence or modified duties assignment under Section III.E.3 [of BT0006].
- . . .
2. The President makes the decision whether to grant tenure, based upon the recommendation of the Chancellor, in all other cases.

The President or Board of Trustees (as applicable according to this policy) may grant tenure at any time during a given year, after confirming that all tenure review and recommendation procedures in Appendix A [of BT0006] have been followed.

C. Eligibility for Tenure Consideration

Eligibility for tenure consideration shall be subject to the following minimum standards:

1. Regular, full-time, tenure-track faculty appointments at the academic rank of instructor, assistant professor, associate professor, or professor are eligible for tenure consideration;
2. Temporary, term, and part-time appointments are not eligible for tenure consideration, except that in the extraordinary circumstances defined in Appendix D [of BT0006], faculty members who do not have a full-time appointment may be eligible for tenure consideration.

Each campus may establish additional eligibility requirements for tenure consideration. Campus eligibility requirements for tenure consideration shall be effective upon approval by the Board of Trustees and shall be published in the campus faculty handbook.

Eligibility requirements for tenure consideration specific to UT Southern and the procedures for

requesting tenure consideration are detailed in section 5.2 of this handbook.

4.2 Faculty Rights of Appeal

The following general and special procedures are provided to give faculty members an opportunity to seek resolution of complaints about decisions affecting their employment as faculty members. Faculty members should make reasonable efforts to resolve issues informally before using these procedures. Unless specified otherwise, the procedures outlined in this section must be initiated within 30 days of the date of the employment decision in question, or before termination of employment, whichever occurs first.

General Appeals

Faculty members with grievances have three options for pursuing appeals, depending on the subject matter(s) of their appeal. They may (1) initiate an appeal through administrative channels, (2) request an appeal through the Faculty Appeals Committee, or (3) bring an appeal through the Tennessee Uniform Administrative Procedures Act. Each of these options is addressed in the following sections.

The appeals procedures through administrative channels and the Faculty Appeals Committee are formal but not judicial processes.

Special Appeals

Special procedures are provided for cases involving (1) allegations of discrimination or harassment due to race, sex, religion, national origin, age, handicap, or veteran status, (2) termination or suspension of a tenure-track faculty member for adequate cause prior to the expiration of his or her term of appointment, (3) termination or suspension of a tenure-track faculty member without the minimum advance notice specified for non-reappointment of the tenure-track faculty, or (4) allegations that the non-renewal of appointment of a tenure-track faculty member constitutes a violation of academic freedom.

1. **Appeal Procedures for Complaints of Discrimination:** Allegations of discrimination on the basis of race, sex, national origin, religion, age, disability, veteran status, or other basis prohibited by University Policy must be brought forward and investigated in accordance with procedures outlined in the UT Southern Employee Handbook.
2. **Appeal Procedures for Alleged Violations of Academic Freedom:** When a decision not to reappoint a non-tenured faculty member is appealed as an alleged violation of academic freedom, the appeal shall be made directly to the Faculty Appeals Committee and shall be heard in accordance with the procedures outlined below.

4.2.1 Appeals through Administrative Channels

To initiate a grievance through administrative channels, the faculty member must write a letter to the official at the first administrative level where a contested recommendation or decision was made. The letter should (a) notify the administrator that a grievance is being made, (b) outline the nature of the grievance, and (c) state the desired action. The administrative channels through which a grievance may progress include: School Chair or the academic unit head; Provost and Vice Chancellor for Academic Affairs; and Chancellor. At each level, the administrator ideally should inform the faculty member of his/her decision in writing within thirty days. If the grievance is not resolved at the first administrative level where a negative recommendation or decision was made, the faculty

member may pursue the grievance through each succeeding level of administration. Upon receipt of a negative decision by an administrator at one level, the faculty member will have thirty days to initiate an appeal to the next level.

When a faculty member who has initiated a grievance through administrative channels receives a negative decision by the Provost and Vice Chancellor for Academic Affairs, the faculty member may appeal the Vice Chancellor's decision to the Chancellor directly or request review by the Faculty Appeals Committee prior to the Chancellor's review. The Vice Chancellor's decision shall include notice to the faculty member of his/her right to request review by the Faculty Appeals Committee. The faculty member will have thirty days from receipt of the Vice Chancellor's decision to request a Faculty Appeals Committee review.

4.2.1.1 Appeal Procedures for Non-Reappointment of Probationary Faculty Member

A decision not to reappoint a probationary faculty member may be appealed to a committee consisting of the faculty member's Program Coordinator and School Chair and the Provost and Vice Chancellor for Academic Affairs. After receiving any material the faculty member chooses to present, the committee will recommend to the Chancellor whether the initial recommendation should be supported or reversed.

4.2.2 Appeals through the Faculty Appeals Committee

To initiate an appeal through the Faculty Appeals Committee, the faculty member must submit a letter to the chair of the committee and provide a copy to the Provost and Vice Chancellor for Academic Affairs. The letter should (a) indicate that an appeal is being made, (b) outline the nature of the appeal, and (c) state the desired action. The chair of the Faculty Appeals Committee in consultation with committee members and the Chancellor will determine if the faculty member's complaint both lies within the scope of the Committee's jurisdiction and merits consideration. If so, the chair will initiate a complete review of the matter.

A. Authority of the Faculty Appeals Committee

For matters which lie within the scope of the Committee's jurisdiction, the Committee will consider only whether or not personnel decisions were made according to University policies, procedures, and regulations. The scope of the Committee's jurisdiction with respect to promotion and tenure decisions is limited to a review of complaints that applicable procedures were not followed. Members of the Faculty Appeals Committee shall hold all information in confidence except when required by law to make disclosure.

The Faculty Appeals Committee will not accept for review matters that by policy are required to be reviewed by other bodies, such as matters involving

1. allegations of discrimination in violation of university policy or procedure (see Special Appeals above);
2. non-reappointment of probationary faculty members (see Section 4.2.1.1 of this handbook);

3. termination of temporary or probationary faculty before the stipulated term of appointment (see Section 2.4.2.2 of this handbook);
4. termination for unsatisfactory performance in teaching, research, or service (see BT0006, Appendix B); or
5. termination for misconduct (see BT0006, Appendix C).

B. Process for Appeals

When an appeal lies within the scope of the Faculty Appeals Committee (FAC), the following steps will be implemented:

1. The FAC will serve as the Hearing Committee. Each party involved in the appeal shall have the right to exclude one potential member without being required to show cause for such exclusion. The chair of the FAC shall serve as chair of the Hearing Committee. In appeals where the FAC chair is excluded, the FAC will elect a chair of the Hearing Committee.
2. The Hearing Committee will receive evidence, hear witnesses, and/or take written statements. Each party may specify a UT Southern colleague to be a nonvoting observer of the proceedings.
3. Judicial rules of procedure and evidence shall not be required. However, any individual making a presentation to the Hearing Committee may obtain the assistance of an advisor or legal counsel. If legal representation is desired, the faculty member must notify the Hearing Committee at least ten days before any hearings that may be scheduled so that the University may also schedule the presence of legal counsel. The University will be obliged to notify the individual in the same way. If this notification comes later than ten days before a hearing, postponements may be granted by the Hearing Committee so that those who desire counsel may have counsel present. Participation of legal counsel shall be limited to advising their clients and shall not include examination of witnesses or oral argument.
4. The Hearing Committee will ensure that all appropriate parties are notified of its review and given an opportunity to present to the committee evidence deemed appropriate. Any objection to the review procedures or composition of the Hearing Committee must be made in writing to the chair of the Hearing Committee. The committee shall review all objections, and its decision will be final.

C. Hearing Results and Recommendations

1. After due consideration by the Hearing Committee, its recommendations based on majority vote shall be detailed in writing to the Chancellor and to the parties involved in the appeal.
2. Prior to reaching a final decision, the Chancellor has the option of asking the Hearing Committee to reconsider specific issues of fact. The written decision of the Chancellor shall be forwarded to the chair of the Hearing Committee and to the parties involved in the appeal. If the Chancellor does not accept all or part of the findings and recommendations of the Hearing Committee, he/she will include in the decision the reasons for not doing so.

4.2.3 Appeals through the Tennessee Uniform Administrative Procedures Act

A hearing under the Tennessee Uniform Administrative Procedures Act (TUAPA) is available to tenure-track and non-tenure-track faculty members under certain circumstances. Unless otherwise stated in a University policy or by statute, requests for a TUAPA hearing must be brought within 10 days of the employment action that is the subject of the hearing.

4.3 Compensated Outside Services

Full-time faculty members appointed to The University of Tennessee agree to devote themselves to UT's mission of teaching, research, and public service. Fulfillment of these responsibilities demands a full-time, 100% commitment to normal University duties, including remaining current in the discipline to which the faculty member is appointed. For many faculty members, an important part of keeping up-to-date lies outside the classroom, laboratory, and library: it involves testing one's academic skills and abilities by applying them to real-world problems. The University encourages the faculty to engage in consulting and other related outside services that are associated with an individual faculty member's appointment and that develop his/her professional expertise. By these means, many faculty members improve their disciplinary skills; they serve educational institutions and professional organizations, business, industry, and government; and they bring positive recognition to the University.

General Principles

University policy establishes procedures to ensure that professional development of the faculty is encouraged and, at the same time, ensure that faculty meet their regular University responsibilities in a timely and effective manner.

1. Full-time faculty members appointed to The University of Tennessee must devote themselves to the University's mission of teaching, research, and public service. Fulfillment of these responsibilities demands a full-time commitment to normal University duties, including remaining current in the discipline to which the faculty member is appointed.
2. While compensated outside activities may be valuable for both faculty and the University, the primary responsibility of a faculty member is to fulfill the teaching, research/scholarship/creative achievement, and service commitments of her/his full-time appointment to the University. Faculty members have a responsibility not to undertake external activities that substantially burden or interfere with commitments to the University. A full-time appointment includes an obligation to maintain a meaningful presence on behalf of the University in the performance of responsibilities. This obligation means being accessible on campus to students, staff, and colleagues. Compensated outside activities must not result in a conflict of interest or a conflict of commitment with respect to the faculty member's University duties.
3. As outside compensated activities are not part of the full-time commitments of a faculty member, they cannot be substituted for commitments of a faculty member to teaching, research/scholarship/creative activity, and service within the University. Correspondingly, the annual review of the performance of a faculty member is based only on her/his regular responsibilities and duties as part of her/his full-time commitments to the University, which are negotiated annually and must be consistent with the Handbook and applicable bylaws. The primary responsibility for assessing the value of compensated outside activities rests in the academic departments and their bylaws.

4. School and/or departmental bylaws may define the nature and allowable time commitments of appropriate compensated outside activities for a faculty member in the unit beyond this policy. Administrative officers such as chairs or program coordinators who believe that a faculty member has engaged in compensated outside activities in a manner inconsistent with this policy or applicable bylaws may initiate appropriate action. In such cases, a faculty member has the right to the appeals processes described in the Faculty Handbook.

5. This policy primarily concerns long-term or continuing/recurring short-term arrangements between faculty members and clients. This policy does not apply to activities such as:

- Occasional, short-term activities (which are typically not compensated except for modest honoraria), which include but are not limited to, publication and/or editing of research/scholarship/creative activity, participation in symposia, accreditation visits, research paper presentations, professional licensing board examination questions, exhibitions, recitals, or extra-service pay.
- Compensated activities conducted in the summer by faculty who serve in an academic-year appointment.
- Faculty compensation through grants and contracts. (See UT Policies on Sponsored Projects, FI0205 through FI0235.)

6. These guidelines shall be construed to be consistent with the University's policies regarding conflict of interest, ownership of commercial ventures, intellectual property, and Faculty Handbook provisions regarding academic freedom.

Policy Requirements

1. During the conduct of compensated outside activities, faculty members must not make any use of the name of The University of Tennessee or of any of its constituent institutions (e.g., campuses or institutes) for any purpose other than professional identification; nor may she/he claim any University or institutional responsibility for the conduct or outcome of such activities.

2. Should a faculty member wish to pursue compensated outside activities, the faculty member and her/his school chair must agree about the faculty development benefits that will be gained by the planned activities, as part of the annual review process. If after the review, a faculty member has an opportunity to pursue a new compensated outside activity or if any significant changes to an agreed plan from the last annual review occur, the faculty member must report the situation to her/his school chair, and develop a new or revised plan with the chair's concurrence.

3. Nine-month faculty members are expected to perform university-related activities for a nine-month academic year. Thus, nine-month faculty members should limit their total compensated outside services to no more than twenty percent (20%) over their total (100%) university effort during a given academic year, exclusive of non-academic year course schedules (summer session, mini-term, etc.) but including grants of released-time. The school chair and chief academic officer may restrict compensated outside service effort to less than 20% (e.g., if a faculty member's performance of assigned university duties does not meet expectations, as found in the annual evaluation).

4. Nine-month faculty employed full-time on the university payroll during the summer months

(e.g. summer school teaching, work on grants and contracts), must ensure that their annual compensated outside service activity is no more than 20% over their total (100%) university effort per academic year. For part-time summer employment, the limit of compensated outside services during the time of employment will be established by written agreement between the school chair and the faculty member.

5. Twelve-month faculty and staff members are expected to perform university-related activities for a twelve-month year. Thus faculty members on twelve-month appointment are covered by the same University of Tennessee Personnel Policies and Procedures that apply to administrative or professional personnel of the university. However, to provide equitable treatment of nine-month and twelve-month faculty, the latter should normally limit their aggregated compensated outside services to no more than an additional twenty percent (20%) over their total (100%) university effort – including accrued annual leave taken and grants of released time – during a given calendar year, upon approval of the department head and school chair. The school chair and chief academic officer may restrict a faculty member's compensated outside service effort to less than 20% (e.g., if a faculty member's performance of assigned university duties does not meet expectations, as found in the annual evaluation).

6. While conducting compensated outside activities, no unauthorized activity is permitted involving significant direct expense to UT or significant use of university facilities, equipment, or services unless procedures and fee schedules have been established. Faculty and staff wishing to use University resources to conduct compensated outside activities must have an official written UT agreement specifying the nature of work to be performed; the kind of equipment, supplies, material, or services to be used; the extent of the use; and the amount to be paid to the University. The amount may not be less than the University's cost or a fair market value. A written agreement must be approved in advance by the appropriate school chair, chief academic officer, and chief business officer.

7. Noncompliance with this policy for compensated outside activities may be considered as a negative factor during annual reviews, promotion and tenure decisions, salary determinations, and requests for released-time, and other institutional support (e.g., a faculty member's compensated outside activities may be limited if his/her performance of assigned activities is less-than-meets-expectations). Serious and/or continuing noncompliance also may result in other sanctions (e.g., reduction in allowable compensated outside activities, salary reduction, restitution for cost of equipment, termination for adequate cause).

8. The Office of the Provost and Vice Chancellor for Academic Affairs will provide school chairs with a template form to be used in conducting the discussion and agreement regarding outside compensated service described in Policy Requirement 2 above.

4.4 Sabbatical Leave

Tenured faculty members may apply for a sabbatical leave that affords them the opportunity to improve their teaching techniques and/or to deepen their expertise in the teaching discipline.

Tenured faculty members may take up to one year of sabbatical leave. The sabbatical policy provides for an individual to retain tenure and to receive institutionally paid medical benefits for him- or herself for one year and tuition payments up to \$2,500 for one year.

To be considered for sabbatical leave, the faculty member must have completed at least one full year as a tenured faculty member and must apply to the Provost and Vice Chancellor for Academic Affairs no later than September 20 of the year prior to that of the proposed sabbatical.

Applications will be considered by an ad hoc committee composed of the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Business Manager, and a School Chair selected by the Provost and Vice Chancellor for Academic Affairs.

V. ADVANCEMENTS IN RANK AND AWARDING OF TENURE

5.1 Faculty Rank

All faculty appointments in the University carry one of four faculty ranks: instructor, assistant professor, associate professor, or professor. In addition, a faculty member may be awarded graduate faculty status, and a retired faculty member may be awarded emeritus status. The following criteria must be met either for initial appointment to or for promotion to each rank. In addition to the minimum requirements listed below, all promotions in rank are based upon teaching performance, professional accomplishments, continuing efforts to improve knowledge and teaching and advising skills, and service to the University as described in section 5.2 of this handbook.

5.1.1 Instructor

For faculty teaching college-level courses, the rank of Instructor requires at least either (a) a master's degree in the teaching discipline or (b) a master's degree with at least 18 semester hours of graduate work in the teaching discipline. For faculty teaching developmental courses that do not count toward graduation requirements, the rank requires at least a baccalaureate degree in the teaching discipline.

5.1.2 Assistant Professor

The rank of assistant professor requires possession of the terminal degree appropriate to the teaching discipline. One hired for a Regular Faculty appointment before receiving a terminal degree and at the rank of Instructor will, upon completion of the terminal degree, be immediately eligible for promotion to assistant professor. In addition to the doctorate (Ph.D., Ed.D. and other generally recognized doctoral degrees), the University recognizes the following degrees as terminal degrees in specific fields: Master of Fine Arts, Master of Social Work, Juris Doctorate, Master of Library Science degree along with a second master's degree, and a Master of Business Administration degree with Certified Public Accountant certification that is maintained by continuous education.

5.1.3 Associate Professor

The rank of associate professor requires both (a) possession of the terminal degree appropriate to the teaching discipline and (b) at least five years of continuous employment as an assistant professor. See section 5.1.2 in this handbook for a description of terminal degrees.

5.1.4 Professor

The rank of professor requires both (a) possession (for at least two years) of the terminal degree appropriate to the teaching discipline and (b) at least five years of continuous employment as an associate professor. See section 5.1.2 in this handbook for a description of terminal degrees.

5.1.5 Graduate Faculty Status

Graduate Faculty status may be awarded to a Regular Faculty member who possesses a terminal degree appropriate to the teaching discipline; professional licensure or certification, if applicable; and the written endorsement of the relevant School Chair, director of the relevant graduate program, and Provost and Vice Chancellor for Academic Affairs, in consultation with the full-time terminally-degreed faculty members in the discipline. Adjunct faculty who meet these criteria may be awarded Adjunct Graduate

Faculty status. In addition, the full-time Graduate Faculty must demonstrate scholarly competence in the discipline. See section 5.1.2 of this handbook for a description of terminal degrees.

5.1.6 Emeritus Status

Retiring faculty may be awarded emeritus status under the provisions of UT Policy HR0102, which is accessible [here](#).

Exceptions to the above requirements may include special certificates and/or work experience that uniquely qualifies an individual to teach a particular subject or in a particular discipline. In such instances a written justification will be developed and placed in the individual's permanent file.

The above criteria are subject to any standards set by the Commission on Colleges of the Southern Association of Colleges and Schools and to any standards set by the UT Board of Trustees.

It shall remain the prerogative of the Chancellor/Provost and Vice Chancellor for Academic Affairs to hire needed personnel and waive the listed criteria.

5.2 Policies on Advancement in Rank and Tenure

Academic rank and tenure are essential for maintaining a well-qualified and dedicated faculty. Therefore the University of Tennessee and UT Southern have established the following policies governing the awarding of advancement in academic rank and tenure. Only Regular Faculty members and Librarians (as described in section 2.2.1 of this handbook) are eligible to be considered for advancement in rank and only Regular Faculty members are eligible to be considered for tenure. For a definition of tenure, see section 4.1 of this handbook.

5.2.1 Board Criteria for the Awarding of Tenure

UT Policy BT0006 (III) states:

F. Tenure is granted after a thorough review which culminates in the University acknowledging a reasonable presumption of the faculty member's professional excellence, and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the academic unit in which tenure is granted. Professional excellence is reflected in the faculty member's teaching, research, and service including the faculty member's ability to interact appropriately with colleagues and students. The relative weights of these factors will vary according to the fit between the faculty member and the mission of the academic unit in which he or she is appointed.

Each campus may establish more-specific criteria for tenure that are consistent with the criteria stated in this policy but may be more restrictive. Campus criteria for tenure shall be effective upon approval by the President (or designee) and the General Counsel and shall be published in the campus faculty handbook.

Each college may establish more-specific criteria for tenure that are consistent with, but may be more restrictive than, the criteria stated in this policy and any more-specific campus criteria. College criteria for tenure shall be effective upon approval by the chief academic officer and shall be published in college bylaws.

Each department shall establish more-specific criteria for tenure in that unit that are consistent with the criteria stated in this policy and any criteria established by the college and campus but may be more restrictive. Departmental criteria for tenure shall be effective upon approval by the dean and chief academic officer and shall be published in the bylaws of the department. Departmental criteria for tenure shall not be required, however, if more-specific criteria have been established by the applicable college, and the dean and chief academic officer have approved application of the college criteria in lieu of departmental criteria.

G. Each campus shall establish procedures for considering a faculty member for tenure that are consistent with the minimum components stated in [BT0006] Appendix A. Campus procedures shall be effective upon approval by the Board of Trustees and shall be published in the campus faculty handbook.

H. Tenure at the University of Tennessee is granted in a particular academic unit (department, school, or college) of a specific campus, in a position appropriate to the faculty member's qualifications. Reorganizations that result in the merger or splitting of department do not affect the tenure or probationary states of the faculty involved.

If a tenured faculty member voluntarily transfers from one UT campus to another, his or her tenured status is not transferred. However, a review by the responsible administrators in consultation with the tenured faculty of the receiving department may result in an immediate recommendation to the President that tenure at the new campus be granted to the transferred individual; on the other hand, a new probationary period in the receiving unit may be established. There shall be no involuntary transfer of faculty members between campuses.

Transfers of tenure between departments on the same campus do not require the president's approval, but must be approved by the responsible campus administrators in consultation with the tenured faculty of the receiving unit, with notice to the President. In any event, prior to the effective date of the transfer all conditions relating to tenure must be documented and accepted, in writing, by the transferring faculty member. If a non-tenured faculty member transfers from one existing department to another, a new probationary period must be established and documented under the same guidelines that would be followed if the faculty member came from another institution. All conditions relating to the new probationary period must be documented and accepted, in writing, by the transferring faculty member.

If a tenured faculty member accepts a part-time faculty position or an administrative position with the University, neither of which can carry tenure, the faculty member retains tenure in the full-time faculty position he or she vacated.

5.2.2 Additional UT Southern Criteria for Determining Advancement in Academic Rank and the Awarding of Tenure

Criteria for determining academic rank and tenure include appropriate credentials, length of service, excellence in teaching or librarianship, appropriate accomplishments in scholarship and professional development, and effective involvement in university and community service. The first two of these items, credentials and length of service, are detailed in section 5.1 of this handbook. The other three criteria are detailed below.

Regular Faculty on probationary status shall apply for tenure during the term indicated in the probationary appointment document. Regular Faculty and Librarians may apply for promotion at such time as they have the appropriate credentials, have served the appropriate length of time, and believe they can demonstrate achievement of the other three criteria. The procedures for applying for tenure or promotion are detailed in section 5.2.3 of this handbook.

Teaching, Scholarship and Professional Development, and Service

Teaching, scholarship and professional development, and service are all integral parts of the academic profession. Candidates applying for promotion or tenure will be expected to demonstrate that they have met or exceeded the University's expectations in each of these three areas.

Teaching includes the four components of academic program planning and development, instruction, evaluation, and student academic mentoring (advisement). Effective teaching involves:

- Mastery of one's subject matter combined with the ability to convey knowledge and skills to students in a creative and cogent manner.
- The ability to stimulate students' intellectual development. Effective teaching should foster in students the processes of critical thinking and/or creativity, clarity of expression, mastery of subject matter, and enthusiasm for learning.
- The ability to practice diversity in teaching methods and styles, which may vary with the subject matter and the level at which one is teaching. Other kinds of interaction with students such as independent study or research and departmental seminars or performances are also important.

Scholarly activity is recognized to include original research, scholarship, and creative endeavors. Candidates for tenure and/or promotion and Graduate Faculty are expected to demonstrate scholarly competence in their subject matter area and to pursue professional development activities, such as participation in formal coursework, seminars, workshops, and other specialized training programs related to updating and extending one's knowledge within their academic field, enhancing teaching effectiveness, and adding new areas of expertise to the existing programs of the University.

Meaningful service activities include service to the institution, service to the profession, and service to the community. Institutional service through serving on University standing or ad hoc committees and participating in special activities and events is an expectation of all faculty members. Professional and community service are encouraged, and faculty efforts in these areas are supported as much as possible by the University.

5.2.3 Procedures for Applying for Tenure or Promotion

Applications for promotion and/or tenure follow a strict timeline and involve multiple steps, as detailed below. Before applying for promotion and/or tenure status, candidates must be confirmed as eligible to apply by the Provost and Vice Chancellor for Academic Affairs. Candidates for tenure or promotion must meet all published submission deadlines. No late applications will be considered by the Promotion and Tenure Committee.

For consistency and accuracy in the review process, candidates must submit a standard application portfolio. This portfolio will guide and inform each stage of the review process. The portfolio should be a complete, accurate, cumulative, and concise portrait of the candidate's professional growth and accomplishments that will demonstrate the candidate's achievement of the University's

performance expectations. Candidates should consult the appropriate school chair and the Provost and Vice Chancellor for Academic Affairs for advice regarding the preparation of the portfolio.

Each application portfolio should include an introductory section containing a current curriculum vitae, letters of recommendation (see section 5.2.3.1), a peer/supervisor review of instruction (see section 5.2.3.2), and a statement of teaching philosophy. Three sections follow that will demonstrate the candidate's achievement of the university's expectations for teaching effectiveness, for scholarship and continued professional development, and for service beyond teaching and mentoring. A concluding section will contain annual performance-and-planning reviews, annual evaluations by the school chair and provost, copies of student evaluations of instruction, and course syllabi. At the discretion of the candidate, other materials may be included that help to demonstrate the candidate's achievement of the university's performance expectations.

Candidates, to repeat, should consult the appropriate school chair and the Provost and Vice Chancellor for Academic Affairs for guidance regarding the formatting, organization, contents, and presentation of the application portfolio. Candidates are advised to consult Appendix G of this handbook as well.

The requirements for the application portfolio are the same for both tenure applications and promotion applications. However, the application procedures vary somewhat. The two application procedures and timelines follow.

5.2.3.1 External Review Letter

All tenure or promotion application portfolios must include at least one external review letter. The external reviewer should be qualified to evaluate the applicant's scholarship. Well in advance of the submission of the portfolio, 12 months is recommended, the candidate will prepare for the school chair a list of potential external reviewers, along with a brief description of each potential reviewer's qualifications. The school chair may suggest additional potential reviewers. The school chair will then request the letter directly from a reviewer agreed upon by both the chair and the applicant. If the applicant and candidate are unable to agree upon a reviewer, the Provost and Vice Chancellor for Academic Affairs will choose one from among the identified potential reviewers. The letter should give an evaluation of the candidate's scholarship and should be requested early enough to be included in the candidate's application portfolio.

5.2.3.2 Peer Review of Teaching

All tenure or promotion application portfolios must include at least one formal review of the applicant's teaching performance. The review should be conducted by the applicant's school chair or the chair's designee, and it should be conducted during the academic year prior to the submission of the portfolio.

5.2.3.3 Procedures for Applying for Tenure

Step 1—Solicitation of External Review Letter

See section 5.2.3.1 above.

Step 2—Consideration by Tenured School Faculty

UT policy requires formal consultation with the tenured faculty of the school in which the candidate seeks tenure. By August 20, therefore, the candidate will make his or her application portfolio available for review by the tenured faculty of the School in which the candidate seeks tenure. The tenured School faculty will meet to discuss the tenure candidacy and will then submit by October 1 a written report to the School Chair. The report will include the manner of taking and recording a formal anonymously cast vote of the tenured faculty on whether the candidate should be recommended for tenure. A simple majority of the tenured faculty will constitute a positive recommendation. The report of the tenured faculty is advisory to the School Chair.

Step 3—Consideration by the School Chair

The School Chair, after receiving the advisory report from the tenured faculty and making an independent judgment on the tenure candidacy, will submit his or her own report to the Provost and Vice Chancellor for Academic Affairs with a written summary explanation of his or her judgment, with a copy provided to the tenure candidate and to the Promotion and Tenure Committee at the same time. If the Chair's recommendation differs from the recommendation of the tenured faculty, the summary must explain the reasons for the differing judgment, and the Chair must provide a copy of the summary to the tenured faculty. The tenured faculty may forward a dissenting report to the Provost and Vice Chancellor for Academic Affairs.

Step 4—Consideration by the Promotion and Tenure Committee

The candidate's application portfolio, along with the School Chair's report, will be made available to the Promotion and Tenure Committee no later than December 1. The Committee will meet to discuss the tenure candidacy and will then submit by January 15 its written recommendation to the Provost and Vice Chancellor for Academic Affairs. The Committee's recommendation is advisory to the Provost and Vice Chancellor for Academic Affairs.

Step 5—Consideration by the Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs will make his or her independent judgement of the tenure candidacy and will then forward his or her recommendation and summary explanation for the recommendation to the Chancellor, with a copy provided to the tenure candidate at the same time.

Step 6—Chancellor's Recommendation

All tenure recommendations from the Provost and Vice Chancellor for Academic Affairs, whether positive or negative, will be reviewed by the Chancellor. After making his or her own independent judgment on the tenure candidacy, the Chancellor will forward only positive recommendations, with a summary explanation for the recommendation, to the President, with a copy provided to the tenure candidate at the same time.

Step 7—President's Action or Recommendation

The President acts only on the Chancellor's positive recommendation for tenure. If the President concurs in the positive recommendation, he or she will grant tenure if he or she is authorized to do so, and the Chancellor will give the faculty member written notice of the effective date of tenure. If only the Board of Trustees is authorized to grant tenure, the President will submit the recommendation to grant tenure, and summary explanation for the recommendation, to the Board of Trustees. If the President does not concur in the positive recommendation of the Chancellor, the Chancellor will give the faculty member written notice that tenure will not be awarded.

Step 8—Action by the Board of Trustees when Required

Only the Board of Trustees is authorized to grant tenure in certain cases specified in UT Policy BT0006, III.B. In those cases, the Board of Trustees acts only on the President's positive recommendation for tenure. After positive action by the Board of Trustees to grant tenure, the President will give the faculty member written notice of the effective date of tenure.

5.2.3.4 Procedures for Applying for Promotion

Step 1—Solicitation of External Review Letter

See section 5.2.3.1 above.

Step 2—Consideration by the School Chair

By October 1 the candidate will make his or her application portfolio available for review by the School Chair. The School Chair will make an independent judgment on the promotion candidacy and will by December 1 submit his or her summary recommendation to the Promotion and Tenure Committee. The report of the School Chair is advisory to the Promotion and Tenure Committee.

Step 3—Consideration by the Promotion and Tenure Committee

The candidate's application portfolio, along with the School Chair's report, will be made available to the Promotion and Tenure Committee no later than December 1. After review of the portfolio and the School Chair's report, the Committee will meet to discuss and vote on the promotion candidacy. A simple majority will constitute a positive recommendation. The Committee will then submit by January 15 its written recommendation to the Provost and Vice Chancellor for Academic Affairs. The Committee's recommendation is advisory to the Provost and Vice Chancellor for Academic Affairs.

Step 4—Consideration by the Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs will make his or her independent judgement of the promotion candidacy and will then forward his or her recommendation and summary explanation for the recommendation to the Chancellor.

Step 5—Chancellor's Decision

All promotion recommendations from the Provost and Vice Chancellor for Academic Affairs, whether positive or negative, will be reviewed by the Chancellor. After making his or her own independent judgment on the promotion candidacy, the Chancellor will give the faculty member written notice of the decision.

VI. FACULTY EVALUATION

All faculty members, both full-time and part-time, both tenured and untenured, undergo regular evaluation to ensure that they meet or exceed the University's performance expectations.

NOTE: The procedures for appealing a faculty evaluation are explained in section 6.2.1 of this handbook.

6.1 Evaluation of Non-Tenured Full-Time Faculty

Non-tenured full-time teaching faculty (Regular, Temporary, and Instructor) undergo annual review. In addition to such annual review, regular faculty on Probationary appointments undergo Enhanced Tenure-Track Review (see section 2.3.1.2.6 of this handbook).

Teaching, scholarship and professional development, and service are all integral parts of the academic profession. Full-time faculty members are expected to demonstrate during annual reviews--as well as when being considered for promotion, tenure, or post-tenure review--that they have met or exceeded the University's expectations in each of these three areas. These expectations are described on the Annual Self-Evaluation and Faculty Development Plan form (included as Appendix B of this handbook) and in the Procedural Guidelines Regarding Teaching (included as Appendix E of this handbook).

The annual review process consists of the following elements:

- For each class taught the faculty member will administer a student evaluation of instruction.
- Each fall the faculty member will submit an Annual Self-Evaluation and Faculty Development Plan form to both the School Chair and the Provost and Vice Chancellor for Academic Affairs. (See Appendix B of this handbook.)
- In response the School Chair and Provost will prepare a Faculty Evaluation by School Chair and Provost form. (See Appendix C of this handbook.)
- The faculty member will then meet with the School Chair and Provost to review the evaluations and discuss performance.

Additionally, the review process for first-year faculty members will include a formal observation of the faculty member's teaching performance conducted by both the School Chair and the Provost and Vice Chancellor for Academic Affairs or their designees. Note: The application portfolios for both tenure and promotion should include recent formal observations of instruction conducted by the relevant School Chair or the Chair's designee. (See section 5.2.3.2 of this handbook.)

The annual review process both mirrors and dovetails with the review process for promotion, tenure, and post-tenure. The student evaluations of instruction, the Annual Self-Evaluation and Faculty Development Plan forms, and the Faculty Evaluations by School Chair and Provost forms will comprise an integral part of the faculty member's portfolio application for promotion, tenure, or post-tenure review. (See section 5.2.3 of this handbook.)

6.1.1 Enhanced Tenure-Track Review (ETTR) for Probationary Appointments

According to UT Policy BT0006 (III.E.5),

For each tenure-track faculty member, the department and department head will conduct an enhanced review to assess and inform the faculty member of his or her progress toward

the grant of tenure during the third or fourth year of the probationary period, which may be extended past the fourth year of the probationary period for any faculty member who has been granted an extension of the probationary year (with the year to be determined by the department head after consultation with the faculty member and, if applicable, the faculty member's mentor).

The tenured departmental faculty will confer regarding the faculty member's performance and will then write a report to the department head that will contain a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; the majority and minority report, if applicable; and the summary anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure. The department head will present and discuss the tenured faculty's report, as well as his or her own written assessment, with the faculty member. Copies of the ETTR documents will be given to the faculty member. A favorable ETTR does not commit the tenured departmental faculty, the department, or the college to a subsequent recommendation for the grant of tenure.

Each campus shall adopt further procedures regarding the ETTR, including specifications of the required contents of the materials to be reviewed, which shall be effective upon approval by the Board of Trustees and shall be included in the campus faculty handbook. Any appeal regarding the ETTR shall follow the same procedures for an appeal of an annual performance and planning review. [See section 6.2.1 of this handbook.]

6.1.2 Additional UT Southern Requirements for Enhanced Tenure-Track Review (ETTR)

This review will occur during the third or fourth year of probation for a tenure-track faculty member and for that year will replace the Annual Self-Evaluation. The review is intended to be comprehensive and should cover all of the faculty member's probationary years through the July preceding the date of review. This review reflects the criteria for the evaluation of faculty performance and for promotion and tenure detailed in section 5.2 of the Faculty Handbook. These expectations are described on the Enhanced Tenure-Track Review form (included as Appendix D of this handbook) and in the Procedural Guidelines Regarding Teaching (included as Appendix E of this handbook).

The ETTR consists of the following elements:

- The faculty member will submit the Enhanced Tenure-Track Review form and Faculty Development Plan to the School Chair no later than August 20 for distribution to the tenured faculty members in the school.
- The tenured school faculty will confer regarding the faculty member's performance and will then submit by October 1 a written report to the School Chair. The report will include a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; the majority and minority report, if applicable; and the summary anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure.
- The School Chair will compile his or her own written assessment of the faculty member's progress and will share that assessment, along with the tenured faculty's assessment, with the faculty member. The School Chair will forward both assessments, along with his or her written summary of the meeting with the faculty member, to the Provost and Vice Chancellor for Academic Affairs.

- The Provost and Vice Chancellor for Academic Affairs and School Chair will then meet with the faculty member to review the assessments and to discuss the faculty member's progress toward the grant of tenure.

6.2 Evaluation of Tenured Full-Time Faculty

According to UT Policy BT0006, the University systematically evaluates all faculty members, including tenured faculty:

The University is committed to the evaluation of all faculty members as a means of strengthening the principle of tenure. To that end, the University conducts the types of performance reviews described in this Section I. Performance reviews focus on the faculty member's contributions to the University's missions through teaching, research (including scholarly and artistic work), service, and clinical care.

Competent teaching is a crucial responsibility for faculty members, and the effective use of appropriate instructional evaluation (including departmental files of class syllabi and related materials, student, and peer evaluation, etc.) is important to all objective review processes. Faculty members with research/creative arts responsibilities should have the quantity and quality of their work fairly assessed. Each faculty member's service contributions should be evaluated impartially.

6.2.1 Annual Performance-and-Planning Review

Each tenured faculty member will undergo a formal annual Performance-and-Planning Review based on the Annual Self-Evaluation and Faculty Development Plan form (included as Appendix B of this handbook) and the Procedural Guidelines Regarding Teaching (included as Appendix E of this handbook).

The annual review process consists of the following elements:

- For each class taught the faculty member will administer a student evaluation of instruction.
- Each fall the faculty member will submit an Annual Self-Evaluation and Faculty Development Plan form to both the School Chair and the Provost and Vice Chancellor for Academic Affairs. (See Appendix B of this handbook.)
- In response the School Chair and Provost will prepare a Faculty Evaluation by School Chair and Provost form. (See Appendix C of this handbook.)
- The faculty member will then meet with the School Chair and Provost to review the evaluations and discuss performance.

This annual review will be a key element in any merit pay or performance-based salary adjustments. This review employs the following four-point performance rating scale for evaluating tenured faculty members:

- Exceeds Expectations for Rank—eligible for significant merit pay or performance-based salary adjustment that is consistent with campus, college, and department fiscal situations
- Meets Expectations for Rank—eligible for minimum merit pay or performance-based salary adjustment that is consistent with campus, college, and department fiscal situations

Needs Improvement for Rank –not eligible for merit pay or performance-based salary adjustment and may require an Annual Review Improvement Plan (see below), and
 Unsatisfactory for Rank –not eligible for any salary adjustment and requires an Enhanced Post-Tenure Performance Review (see below).

Annual Review Improvement Plan: Within 30 calendar days of the annual review, any faculty member with an overall performance rating of Needs Improvement for Rank must collaborate with the School Chair on an Annual Review Improvement Plan to be reviewed by the Chair and recommended by him/her to the Provost and Vice Chancellor for Academic Affairs for review and approval/denial. The next year’s annual review must include a progress report that clearly describes improvements in any area(s) for which improvement was required. This Annual Review Improvement Plan process is inapplicable if the faculty member’s performance rating has triggered Enhanced Post-Tenure Performance Review (see section 6.2.3 of this handbook).

Appeal Process: A faculty member may appeal his or her annual review rating to the Faculty Appeals Committee. The written petition must be submitted within ten business days of the date of the review. The Appeals Committee will review relevant documents and, if it wishes, interview principals.

The Appeals Committee will report its findings to the Provost and Vice Chancellor for Academic Affairs. The Appeals Committee may recommend a reconsideration. If it does so, the Provost and Vice Chancellor for Academic Affairs will submit the Committee's report, along with his or her own recommendation, to the Chancellor, who will either confirm the original evaluation or accept the proposed reconsideration. The decision of the Chancellor is final.

The faculty member will receive notification from the Chancellor or Provost and Vice Chancellor for Academic Affairs that the appeal has been approved or denied.

6.2.2 Periodic Post-Tenure Performance Review

The Board of Trustees recognizes and affirms both the importance of tenure and its own fiduciary responsibility to students, parents, and all citizens of Tennessee to ensure that faculty members effectively serve the needs of students and the University throughout their careers. Accordingly, UT Policy (BT0006) calls for a comprehensive performance review of every tenured faculty member no less often than every six years. UT Southern conducts such post-tenure performance reviews according to the following procedures.

1. Post-Tenure Review (“PTR”) Period

Except as otherwise provided in these procedures, each tenured faculty member must undergo some form of comprehensive performance review no less often than every six years. The PTR shall not substitute for the Annual Performance and Planning Review in the year a faculty member is scheduled for PTR.

The chief academic officer shall develop an initial plan for staggering post-tenure reviews to avoid excessive administrative burden at any given time. The initial staggering plan may be revised if later developments require changes in order to avoid excessive administrative burden. The post-tenure review period begins at the granting of tenure, and, except as otherwise provided by the

staggering plan, a faculty member's PTR will occur no less often than every six years thereafter unless one of the following circumstances results in a different timetable:

- Suspension of post-tenure review period – A faculty member's post-tenure review period is suspended during any year in which the faculty member is granted a leave of absence or a modified duties assignment.
- Restarting of post-tenure review period due to alternative comprehensive review – A comprehensive review of a faculty member's performance restarts the faculty member's PTR period under the following circumstances:
 - If a tenured faculty member undergoes a successful promotion review or a promotion is in progress during the year scheduled for PTR, the promotion review fulfills the PTR requirement and the PTR period is modified to require PTR six years after the promotion review.
 - If a tenured faculty member undergoes an Enhanced Post-Tenure Performance Review (EPPR) (generally triggered by annual performance review rating(s)) and is either rated as meeting expectations or successfully completes the terms of the EPPR improvement plan, the EPPR process fulfills the PTR requirement and the PTR cycle is modified to begin with the date of the EPPR committee's report.
- Start of the PTR period upon conclusion of an administrative appointment – Full time administrators and faculty members with a majority administrative appointment (more than 50%) are not subject to PTR; faculty members holding a less than majority administrative appointment (50% or less) are subject to PTR regarding their faculty duties based on expectations consistent with their faculty duty allocation. When a full-time or majority-time administrator leaves his or her administrative position to assume a tenured faculty position, the faculty member's initial PTR shall occur within six years after leaving the administrative post.
- A faculty member's scheduled PTR may be waived if the faculty member submits a written and binding commitment to retire no later than one year after the year in which the PTR was scheduled.
- A faculty member's scheduled PTR may be otherwise deferred or modified only for good cause approved by the chief academic officer.

2. Annual Schedule for Post-Tenure Review

All post-tenure reviews will be conducted and completed according to the following schedule:

- The chief academic officer shall appoint the PTR Committee as set forth in Section IV below no later than the beginning of the academic year of review.
- The PTR Committee shall be provided with the materials required by Section V below no later than December 1.
- The PTR Committee shall submit its report required by Section VII below no later than January 30.

3. Appointment and Composition of Post-Tenure Review Committee

All post-tenure reviews must be conducted by a committee established for the sole purpose of post-tenure review. The PTR Committee shall include five members appointed by the chief academic officer. To ensure that no committee member has an actual or apparent conflict of interest with any faculty member under review, the chief academic officer shall if necessary appoint an alternate committee member. The composition of the PTR Committee must meet the following requirements:

- Each PTR Committee member must be a tenured full-time faculty member who is at the same or higher academic rank, and whose locus of tenure is at the same campus, as the faculty member being reviewed.
- One, and only one, PTR Committee member must hold an appointment in the same division as the faculty member being reviewed, unless there is no such faculty member eligible to serve; provided that no other PTR Committee members may hold an appointment in the same department.

The chief academic officer, working with the University of Tennessee Office of Academic Affairs and Student Success, will provide instructions, guidelines, and best practices to members of PTR Committees.

4. Materials to be Reviewed by Post-Tenure Review Committee

The PTR Committee must review (1) annual review materials (including the Annual Self-Evaluations, the Faculty Evaluations by School Chair and Provost, the student evaluations of instruction, and any peer evaluations of teaching) for each year since the last review; (2) the faculty member's current CV; a narrative, not to exceed two pages, prepared by the faculty member describing the faculty member's milestone achievements and accomplishments since the last review as well as goals for the next review period; and (if there has been a previous PTR) a copy of the narrative submitted as a part of the faculty member's previous PTR (each to be supplied by the faculty member); and (3) external reviews when deemed necessary by the PTR Committee or when deemed necessary by the chief academic officer.

5. Criteria for Post-Tenure Review

The post-tenure review process should ensure the faculty member has demonstrated continued professional growth and productivity in the areas of teaching, research (including scholarly, creative and artistic work), service, and/or clinical care pertinent to his or her faculty responsibilities. The criteria for assessing the faculty member's performance must be consistent with established expectations of the department, school, and campus and provide sufficient flexibility to consider changes in academic responsibilities and/or expectations. The expectations for faculty performance may differ by campus, school, department, and even among sub-disciplines within a department or program. Those expectations may be commonly-held standards in the discipline or sub-discipline. Those expectations may be stated explicitly in the faculty member's own past annual performance reviews, work assignments, goals or other planning tools (however identified), as well as department or school bylaws, the campus faculty handbook, this policy, and in other generally-applicable policies and procedures (for example, fiscal, human resources, safety, research, or information technology policies and procedures).

6. Post-Tenure Review Committee's Conclusions and Report

The PTR Committee is charged to review the faculty member's performance during the review period and to conclude whether the faculty member's performance satisfies the expectations for the faculty member's discipline and academic rank. All conclusions and recommendations shall be adopted upon the vote of a simple majority of the PTR Committee. No member of the PTR Committee may abstain or recuse himself or herself from voting. Based on the judgment of its members, the PTR Committee must conclude either:

- That the faculty member's performance satisfies the expectations for the faculty member's discipline and academic rank; or
- That the faculty member's performance does not satisfy the expectations for the faculty member's discipline and academic rank.

The committee must report its conclusions and recommendations in writing, including (1) an enumeration of the vote, (2) the supporting reasons for its conclusion, (3) a dissenting explanation for any conclusion that is not adopted unanimously, (4) an identification of any incongruences observed between the faculty member's performance and his or her annual evaluations, (5) a statement of any additional concerns identified or actions recommended, and (6) if applicable, an identification of areas of extraordinary contribution and/or performance.

The detailed PTR Committee report shall be provided to the faculty member, school chair, and chief academic officer.

Faculty members and school chairs must have the opportunity to provide a written response to the PTR Committee report. The chief academic officer shall either accept or reject the PTR Committee's determination that the faculty member's performance satisfies or does not satisfy the expectations for the faculty member's discipline and academic rank. The Chancellor shall indicate whether or not he or she concurs in the chief academic officer's determination. If the PTR Committee report is not unanimous, the chief academic officer shall provide the supporting reasons for his or her determination. If the chief academic officer or the Chancellor does not concur in a determination, then he or she shall provide the supporting reasons for the non-concurrence. The chief academic officer's determination, the Chancellor's concurrence, and any written responses of the faculty member, and school chair will be maintained with the PTR Committee report in the chief academic officer's office and submitted electronically to the University of Tennessee Office of Academic Affairs and Student Success.

7. Appeal

Within thirty days of receipt of the PTR Committee report, the faculty member may appeal any conclusion with which the faculty member disagrees. The procedure for appeal is described in Section 4.2 of this handbook, except that a final decision on the appeal shall be made within ninety (90) days of the faculty member's appeal, and the final decision of the Chancellor on an appeal shall not be appealable to the President.

8. Further Actions

If the PTR Committee concludes that the faculty member's performance has not satisfied the expectations for the faculty member's discipline and rank, a PTR improvement plan must be developed using the same procedures used for the development of an EPPR improvement plan as detailed in Board Policy BT0006 Appendix E.

If the chief academic officer concludes that deficiencies exist in the departmental annual performance review process (including failure of department heads/chairs to conduct rigorous annual performance reviews) or other incongruences are observed between the PTR performance review and rankings assigned through the annual performance review process, the chief academic officer must develop a process for addressing the issues.

9. Annual Report to the Board of Trustees

The chief academic officer shall prepare an annual assessment report of campus post-tenure review processes, procedures and outcomes for submission by the Chancellor to the Board of Trustees, through the President, no later than June 1 of each year. The report shall include a description of any deficiencies identified in departmental annual performance review processes and the plan for addressing the issues.

6.2.3 Enhanced Post-Tenure Performance Review (EPPR)

The evaluation of tenured faculty may require an Enhanced Post-Tenure Performance Review, as described in UT Policy (BT0006, I.3):

An Enhanced Post-Tenure Performance Review (EPPR) is an expanded and in-depth performance evaluation conducted by a committee of tenured peers and administered by the chief academic officer. Procedures for conducting an EPPR are detailed in Appendix E [of BT0006].

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

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

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

a. Administration of the EPPR by the Chief Academic Officer

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

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

b. Peer Review Committee's Charge

The peer review committee is charged to review the information relevant to the faculty member's performance during the review period and to conclude whether or not that performance has satisfied the expectations for the faculty member's discipline and academic rank. As detailed in Appendix E, the expectations for faculty performance may differ by campus, college, department, and even among sub-disciplines within a department or program. Those expectations may be commonly-held standards in the discipline or sub-discipline. Those expectations may be stated explicitly in the faculty member's own past annual performance reviews, work assignments, goals or other planning tools (however identified), as well as department or college bylaws, the campus faculty handbook, this policy, and in other generally-applicable policies and procedures (for example, fiscal, human resources, safety, research, or information technology policies and procedures). The peer review committee must reach a conclusion as to whether or not the performance has satisfied the expectations for the faculty member's discipline and academic rank. If the peer review committee concludes that the faculty member's performance has not met the expectations for the discipline and academic rank, the committee must also recommend either that an EPPR improvement plan be developed as detailed in Appendix E, or that tenure be terminated for Adequate Cause under III.J. below and Appendix B. The committee must report its conclusions and recommendations in writing, including an explanation for each conclusion or recommendation, and enumerating the anonymously cast vote and dissenting explanation for any conclusion or recommendation that is not adopted unanimously. The faculty member must have an opportunity to review and respond to the committee's report. All written conclusions, reasoning upon which they are based, and recommendations of the peer review committee must be reviewed and considered by the chief academic officer and the Chancellor.

c. Review and Action by the Chancellor

The Chancellor may accept the peer review committee's conclusions and recommendations or make different conclusions in a written explanation provided to the faculty member with copies to the chief academic officer, dean, department head, and members of the peer

review committee. Based on those conclusions, the Chancellor may take further action as deemed appropriate, including (without limitation) actions described in this policy, in the applicable faculty handbook, or in any other policy and procedures generally applicable to faculty. If the Chancellor concludes (based on the recommendation of a peer review committee or based on independent review of the EPPR materials) that an EPPR improvement plan is warranted, the Chancellor will promptly direct the chief academic officer to oversee development of the plan (Appendix E).

d. Final Review and Action Following Any EPPR Improvement Plan

If an EPPR improvement plan is implemented, the peer review committee must reconvene to review performance under the plan and to decide whether or not performance under the plan satisfies the expectations for the faculty member's discipline and academic rank. The committee must report its conclusions and recommendations in writing, as described in Appendix E. The chief academic officer and the Chancellor must review all conclusions and recommendations of the peer review committee. The Chancellor may: accept the committee's conclusions and recommendations; provide a written explanation of different conclusions to the faculty member with copies to the chief academic officer, dean, department head, and members of the peer review committee; or take further action deemed appropriate, including (without limitation) actions described in this policy, in the applicable faculty handbook, or any other policy and procedures generally applicable to faculty.

6.2.4 Campus Coordination of the APPR and EPPR Review Processes

UT Policy (BT0006, III,I,4) requires each campus to coordinate the Annual Performance-and-Planning Review (APPR) process with any ongoing Enhanced Post-Tenure Reviews in such a way as to ensure that faculty members undergoing EPPR still receive an annual overall performance rating to be considered for annual salary adjustments (including across-the-board and other raises). At UT Southern the peer review committee of any faculty member undergoing Enhanced Post-Tenure Performance Review will, as necessary, recommend to the Vice Chancellor for Academic Affairs a rating using the four-point performance rating scale described in section 6.2.1 of this handbook.

6.2.5 Comprehensive Performance Review Based on Findings of an Academic Program Review

According to UT Policy (BT0006):

Based on the findings of an academic program review, the President may recommend to the Board of Trustees procedures under which the campus administration will conduct comprehensive performance reviews of tenured and non-tenured faculty in the program.

See also section 1.6 of this handbook.

6.3 Evaluation of Graduate Faculty

Full-time faculty with Graduate Faculty status will undergo annual evaluation as described in sections 6.1

of this handbook (for non-tenured faculty) and 6.2 (for tenured faculty). Graduate Faculty status comes with the ongoing requirement to demonstrate scholarly competence in one's discipline. Adjunct faculty with Adjunct Graduate Faculty status will undergo annual evaluation as described in section 6.4 of this handbook, with additional review by the School Chair, the director of the graduate program, and the Provost and Vice Chancellor for Academic Affairs.

6.4 Evaluation of Part-Time (Adjunct) Faculty

Part-time (adjunct) faculty members are expected to meet or exceed the University's performance expectations for teaching. These expectations are described under item 1 of the Annual Self-Evaluation and Faculty Development Plan form (Appendix B of this handbook) and in the Procedural Guidelines Regarding Teaching (Appendix E of this handbook).

The annual review process for part-time (adjunct) faculty consists of the following elements:

- For each course taught, the faculty member will administer a student evaluation of instruction.
- During the initial term, annually for recurring faculty, the program coordinator will formally observe the faculty member's teaching.
- At term's end, annually for recurring instructors, the faculty member will meet with the program coordinator to review the student evaluations and the classroom observation and to discuss performance.

Appendix A Curriculum Proposal Form

New Course Proposal

1. Title of Course:

Proposed Course Number (must be approved by Registrar):

Course Type: Lecture/Lab/Studio/Independent
Study/Research/Practicum/Clinical/Performance/Other

Pre-Requisite(s): Minimum acceptable grade required for any prerequisite(s):

Co-Requisite(s):

Other Course Restrictions (junior standing, majors only, etc.):

Credit Hours: Please justify.

Is the course cross-listed? If so, with what course(s)?

Is the course repeatable for credit toward graduation? If so, is there a limit to the number of times?

Will the course carry any fees? If so, how much? Please explain.

2. Course Description as it will appear in the Catalog:

3. Attach a sample syllabus that includes:

- A statement of purpose
- Course learning objectives and how the objectives will be accomplished
- Textbook and reference information
- A weekly content and assignment calendar
- A grading schematic and any additional information relevant to this review4.

4. For whom is the course primarily intended?

5. How does this course fit into the program requirements (elective, required for major, elective for another program, required by another program, etc.)?

6. How will the addition of this course affect the total hours required for graduation?

7. When and on what rotation will the course be offered?

8. What is the anticipated enrollment for this course?

9. How will the course be staffed?

10. Will the course require any special equipment, particular classroom, or costs beyond those usually associated with a course at MMC? If yes, please explain.

PLEASE COMPLETE A SEPARATE FORM FOR EACH NEW COURSE PROPOSED

Proposed Revision(s) to an Existing Course

- 1. Title of Course:**
- 2. Course Description as it Currently Appears in the Catalog:**
- 3. Check and Supply a Rationale for All that Apply:**
 - Course Title Change**
 - Substantive Change to Course Description**
 - Course Number Change**
 - Credit Hour Change**
 - Pre- or Co-Requisite Change**
 - Added or Deleted Cross-Listing**
 - Delete Course from Catalog**
 - Other**
- 4. Revised Course Description as it Will Appear in the Catalog:**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH COURSE
PROPOSED**

Proposed Revisions to a Program

1. Which category or categories best describe the program change being proposed:
Changes to
 - Major
 - Minor
 - Concentration
 - Certificate
 - Interdisciplinary Program
 - Other
2. Summarize the changes being proposed and the rationale for the changes:
3. Will the proposed changes affect other programs? If so, which ones? Have the affected programs been consulted?
4. Will the proposed changes add any new courses? If so, attach the appropriate forms.
5. Will the proposed changes revise any existing courses? If so, attach the appropriate forms.
6. Please attach current Catalog copy edited to indicate clearly the proposed changes (either an edited Word document tracking changes or a legible hand-edited copy).

New Course Proposed for General Education Credit

11. Title of Course:

Proposed Course Number (must be approved by Registrar):

Course Type: Lecture/Lab/Studio/Independent
Study/Research/Practicum/Clinical/Performance/Other

Pre-Requisite(s): Minimum acceptable grade required for any prerequisite(s):

Co-Requisite(s):

Other Course Restrictions (junior standing, majors only, etc.):

Credit Hours: Please justify.

Is the course cross-listed? If so, with what course(s)?

Is the course repeatable for credit toward graduation? If so, is there a limit to the number of times?

Will the course carry any fees? If so, how much? Please explain.

12. Course Description as it will appear in the Catalog:

13. Attach a sample syllabus that includes:

- A statement of purpose
- Course learning objectives and how the objectives will be accomplished
- Textbook and reference information
- A weekly content and assignment calendar
- A grading schematic and any additional information relevant to this review.

14. What General Education Core Student Learning Outcome(s) will the course address? How will the student learning outcome(s) be assessed? (The syllabus should explicitly address these points.)

15. For whom is the course primarily intended?

16. How does this course fit into the program requirements (elective, required for major, elective for another program, required by another program, etc.)?

17. How will the addition of this course affect the total hours required for graduation?

18. When and on what rotation will the course be offered?

19. What is the anticipated enrollment for this course?

20. How will the course be staffed?

21. Will the course require any special equipment, particular classroom, or costs beyond those usually associated with a course at MMC? If yes, please explain.

PLEASE COMPLETE A SEPARATE FORM FOR EACH NEW COURSE PROPOSED

Existing Course Proposed for General Education Credit

5. **Title of Course:**
6. **Course Description as it Currently Appears in the Catalog:**
7. **What General Education Core Student Learning Outcome(s) will the course address?**
8. **How will the learning outcome(s) be assessed?**
9. **Attach a sample syllabus that includes:**
 - **A statement of purpose**
 - **Course learning objectives and how the objectives will be accomplished with explicit focus on General Education Core Learning Outcomes, how they will be accomplished, and how they will be assessed**
 - **Textbook and reference information**
 - **A weekly content and assignment calendar**
 - **A grading schematic and any additional information relevant to this review.**

PLEASE COMPLETE A SEPARATE FORM FOR EACH COURSE PROPOSED

Proposed Revision(s) to an Existing General Education Course

1. **Title of Course:**
2. **Course Description as it Currently Appears in the Catalog:**
3. **Check and Supply a Rationale for All that Apply:**
 - Course Title Change**
 - Substantive Change to Course Description**
 - Course Number Change**
 - Credit Hour Change**
 - Pre- or Co-Requisite Change**
 - Added or Deleted Cross-Listing**
 - Delete Course from Catalog**
 - Other**
4. **How will the proposed change affect the General Education Core Student Learning Outcome(s) addressed by this course?**
5. **How will the proposed change affect the assessment of the General Education Core Student Learning Outcome(s) addressed by this course?**
6. **Revised Course Description as it Will Appear in the Catalog:**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH COURSE
PROPOSED**

Proposed Revisions to a Program that Will Affect the General Education Core

7. Which category or categories best describe the program change being proposed:

Changes to

- Major**
- Minor**
- Concentration**
- Certificate**
- Interdisciplinary Program**
- Other**

8. Summarize the changes being proposed and the rationale for the changes:

9. How will the proposed changes affect the General Education Core Requirements and/or the General Education Core Student Learning Outcomes?

10. Will the proposed changes affect other programs? If so, which ones? Have the affected programs been consulted?

11. Will the proposed changes add any new courses? If so, attach the appropriate forms.

12. Will the proposed changes revise any existing courses? If so, attach the appropriate forms.

13. Please attach current Catalog copy edited to indicate clearly the proposed changes (either an edited Word document tracking changes or a legible hand-edited copy).

Appendix B

Annual Self-Evaluation and Faculty Development Plan Form



Annual Self-Evaluation

Name:

School:

Date:

This evaluation covers the calendar year (August through July) preceding the above date. This evaluation reflects the criteria for the evaluation of faculty performance and for promotion and tenure detailed in sections 6.1 and 6.2 of the Faculty Handbook. Please read carefully the relevant sections of the Handbook before completing this annual evaluation form. This form, along with the Faculty Development Plan, is due to the Provost and Vice Chancellor for Academic Affairs by August 20.

1. The handbook describes expectations for teaching effectiveness that can be categorized as follows:
 - Adherence to procedural guidelines and policies regarding teaching;
 - Use of teaching strategies designed to encourage critical thinking and intellectual development;
 - Use of teaching strategies designed to engage and motivate students;
 - Adaptation of subject matter and instruction to the needs of the students;
 - Appropriate, transparent, and unbiased evaluation of students;
 - Evaluation of teaching and the use of evaluation data to achieve improvement;
 - Incorporation of applicable, up-to-date subject matter into one's courses;
 - Participation in seminars or workshops with evidence of application to teaching;
 - Implementation, as appropriate, of innovative teaching strategies;
 - Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students;
 - Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties.

Briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations. Be sure to address **each** bullet point. Also, be sure to address any student evaluations since your last evaluation. Summarize them, highlighting whatever strengths and weaknesses were mentioned by your students and describe your actions to address any weaknesses.

2. As the handbook explains, candidates for tenure and/or promotion and Graduate Faculty are expected to demonstrate scholarly competence in their subject matter areas. For all other faculty members, scholarly activity (original research, scholarship, and creative endeavors) is encouraged but not required. Professional development activities (such as participation in formal coursework, seminars, workshops and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University) are expected of all faculty members. Briefly describe how you have met or exceeded these expectations. Describe your scholarly and/or professional development activities since the time of your last evaluation.

3. Describe your service to the University since your last evaluation and accomplishments resulting from that service. Include service on governance committees, task forces, and ad hoc committees, along with any special responsibilities requested by the administration. Also summarize any professional or community service accomplishments. Include only those community service accomplishments that were done pro bono and that were specifically related to your academic discipline.

4. Describe your role in student academic and/or career advising since your last evaluation. Include an assessment of your principal strengths and weaknesses in the area of advising, and mention steps that you have taken to address any weaknesses.

5. Reflect on your most recent Faculty Development Plan. Which objectives were successfully achieved? If any objectives were not achieved, explain the reasons including any obstacles to success.

Appendix C

Faculty Evaluation by School Chair and Provost Form



Faculty Evaluation by School Chair and Provost

Name: _____ School: _____
 Date of Evaluation: _____ Rating Period: _____

This evaluations covers the calendar year (August through July) indicated above. This evaluation reflects the criteria for the evaluation of faculty performance and for promotion and tenure detailed in Sections 6.1 and 6.2 of the Faculty Handbook. Please read carefully the relevant sections of the Handbook before completing this annual evaluation form.

-
- 4-5 —Exceeds Expectations for Rank
 Eligible for significant merit pay or performance-based salary adjustment that is consistent with campus, school, and department fiscal situations
 - 3 —Meets Expectations for Rank
 Eligible for minimum merit pay or performance-based salary adjustment that is consistent with campus, school, and department fiscal situations
 - 2 —Needs Improvement for Rank
 Not eligible for merit pay or performance-based salary adjustment and may require an Annual Review Improvement Plan*
 - 1 —Unsatisfactory for Rank
 Not eligible for any salary adjustment and requires (if tenured) an Enhanced Post-Tenure Performance Review*
-

6. The handbook describes expectations for teaching effectiveness that can be categorized as follows:
- Adherence to procedural guidelines and policies regarding teaching;
 - Use of teaching strategies designed to encourage critical thinking and intellectual development;
 - Use of teaching strategies designed to engage and motivate students;
 - Adaptation of subject matter and instruction to the needs of the students;
 - Appropriate, transparent, and unbiased evaluation of students;
 - Evaluation of teaching and the use of evaluation data to achieve improvement;
 - Incorporation of applicable, up-to-date subject matter into one’s courses;
 - Participation in seminars or workshops with evidence of application to teaching;
 - Implementation, as appropriate, of innovative teaching strategies;
 - Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students;
 - Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties.

Briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations. Be sure to address **each** bullet point. Also, be sure to address any student evaluations since your last evaluation. Summarize them, highlighting whatever strengths and weaknesses were mentioned by your students and describe your actions to address any weaknesses.

Rating: 1 2 3 4 5

7. As the handbook explains, candidates for tenure and/or promotion and Graduate Faculty are expected to demonstrate scholarly competence in their subject matter areas. For all other faculty members, scholarly activity (original research, scholarship, and creative endeavors) is encouraged but not required. Professional development activities (such as participation in formal coursework, seminars, workshops and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University) are expected of all faculty members. Briefly describe how you have met or exceeded these expectations. Describe your scholarly and/or professional development activities since the time of your last evaluation.

Rating: 1 2 3 4 5

8. Describe your service to the University since your last evaluation and any accomplishments resulting from that service. Include service on governance committees, task forces, and ad hoc committees, along with any special responsibilities requested by the administration. Also summarize any professional or community service accomplishments. Include only those community service accomplishments that were done pro bono and that were specifically related to your academic discipline.

Rating: 1 2 3 4 5

9. Describe your role in student academic and/or career advising since your last evaluation. Include an assessment of your principal strengths and weaknesses in the area of advising, and mention steps that you have taken to address any weaknesses.

Rating: 1 2 3 4 5

10. Reflect on your most recent Faculty Development Plan. Which objectives were successfully achieved? If any objectives were not achieved, explain the reasons including any obstacles to success.

-
- The Annual Review Improvement Plan and the Enhanced Post-Tenure Performance Review are detailed in the Faculty Handbook. The procedures for appealing the Faculty Evaluation by School Chair and Provost is explained in the Faculty Handbook as well.

Faculty Development Plan

Name: _____

Date: _____

Two-Year Period Covered: _____

Use this format to evaluate yourself. What areas would you like to sustain or strengthen? How do you plan to do that? List 2 or 3 specific objectives for each achievement over the next two years in each of the three performance areas below. Each objective should include activity, expected result(s), and completion date.

5. Teaching and Advising

6. Scholarship and Professional Activities

7. Service to the University and the Community

8. Extramural Teaching and/or Extramural Activities for which you are compensated (see chapter VI of the Faculty Handbook, Teaching for Other Institutions or Other Outside Employment).

Faculty Member's Signature

Provost's Signature

School Chair's Signature

Date

Appendix D Enhanced Tenure-Track Review Form



Enhanced Tenure-Track Review

Name:

School:

Date:

Probationary Year:

This review will occur during the third or fourth year of probation for a tenure-track faculty member and for that year will replace the Annual Self-Evaluation. The review is intended to be comprehensive and should cover all of the faculty member's probationary years through the July preceding the above date. This review reflects the criteria for the evaluation of faculty performance and for promotion and tenure detailed in section 6.1, 6.1.1, and 6.1.2 of the Faculty Handbook. Please read carefully the relevant sections of the Handbook before completing this annual evaluation form. This form, along with the Faculty Development Plan, is due to the faculty member's School Chair by August 20 for distribution to the tenured faculty members in the School.

The tenured School faculty will confer regarding the faculty member's performance and will then submit by October 1 a written report to the School Chair. The report will include a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; the majority and minority report, if applicable; and the summary anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure.

The School Chair will compile his or her own written assessment of the faculty member's progress and will share that assessment, along with the tenured faculty's assessment, with the faculty member. The School Chair will forward both assessments, along with his or her written summary of the meeting with the faculty member, to the Provost and Vice Chancellor for Academic Affairs, who will then meet with the faculty member and School Chair together to review the assessments.

-
1. The handbook describes expectations for teaching effectiveness that can be categorized as follows:
 - Adherence to procedural guidelines and policies regarding teaching;
 - Use of teaching strategies designed to encourage critical thinking and intellectual development;
 - Use of teaching strategies designed to engage and motivate students;
 - Adaptation of subject matter and instruction to the needs of the students;
 - Appropriate, transparent, and unbiased evaluation of students;
 - Evaluation of teaching and the use of evaluation data to achieve improvement;
 - Incorporation of applicable, up-to-date subject matter into one's courses;
 - Participation in seminars or workshops with evidence of application to teaching;
 - Implementation, as appropriate, of innovative teaching strategies;
 - Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students;
 - Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties.

Briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations. Be sure to address **each** bullet point. Also, be sure to address any student evaluations since your last evaluation. Summarize them, highlighting whatever strengths and weaknesses were mentioned by your students and describe your actions to address any weaknesses.

2. As the handbook explains, candidates for tenure and/or promotion and Graduate Faculty are expected to demonstrate scholarly competence in their subject matter areas. For all other faculty members, scholarly activity (original research, scholarship, and creative endeavors) is encouraged but not required. Professional development activities (such as participation in formal coursework, seminars, workshops and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University) are expected of all faculty members. Briefly describe how you have met or exceeded these expectations. Describe your scholarly and/or professional development activities since the time of your last evaluation
3. Describe your service to the University since your last evaluation and accomplishments resulting from that service. Include service on governance committees, task forces, and ad hoc committees, along with any special responsibilities requested by the administration. Also summarize any professional or community service accomplishments. Include only those community service accomplishments that were done pro bono and that were specifically related to your academic discipline.
4. Describe your role in student academic and/or career advising since your last evaluation. Include an assessment of your principal strengths and weaknesses in the area of advising, and mention steps that you have taken to address any weaknesses.
5. Reflect on your most recent Faculty Development Plan. Which objectives were successfully achieved? If any objectives were not achieved, explain the reasons including any obstacles to success.
6. As a part of this review, the faculty member should include at least two written peer reviews/observations of the faculty member's teaching.

Faculty Development Plan

Name: _____

Date: _____

Two-Year Period Covered: _____

Use this format to evaluate yourself. What areas would you like to sustain or strengthen? How do you plan to do that? List 2 or 3 specific objectives for each achievement over the next two years in each of the three performance areas below. Each objective should include activity, expected result(s), and completion date.

9. Teaching and Advising

10. Scholarship and Professional Activities

11. Service to the University and the Community

12. Extramural Teaching and/or Extramural Activities for which you are compensated (see chapter VI of the Faculty Handbook, Teaching for Other Institutions or Other Outside Employment).

Signature

Date

Appendix E

Procedural Guidelines Regarding Teaching

Procedural Guidelines Regarding Teaching

All faculty members are expected to adhere to the following procedural guidelines:

1. Provide a syllabus for each course that conforms to the guidelines given in Appendix I of this handbook; post an electronic copy of each syllabus on the appropriate course website; and submit an electronic copy of each syllabus to the Office of the Provost.
2. Track students' attendance regularly on the University's SIS software as directed by the Registrar.
3. Record mid-term and final course grades on the University's SIS software as directed by the Registrar.
4. Grade and return student work in a timely manner so that students know their standing in your classes.
5. Meet all classes regularly, systematically, promptly, and for the full class period; through substitutes, make-up sessions, or other means assure that the absence of the faculty member will not adversely affect the quality of instruction to which the students are entitled. All absences, except for illness, must be approved in advance by the Provost and Vice Chancellor for Academic Affairs (through the appropriate HR procedures).
6. Administer final exams in all courses; approval not to administer final examinations or to change the time of a final examination must be requested from the Provost and Vice Chancellor for Academic Affairs. With the exception of physical education activities courses, instructors are not to administer final examinations during the last week of regularly scheduled classes.
7. Schedule regular and sufficient office hours, and post the office hours for the benefit of the students, and to provide a schedule showing teaching periods and office hours to the School Chair and to the Provost and Vice Chancellor for Academic Affairs; full-time faculty members should schedule at least 8 office hours per week; part-time faculty members should schedule at least one office hour for each three-credit course; in addition, faculty members are expected to be accessible to administrators and students between the last day of examinations and graduation day.
8. Serve as a faculty mentor to students, not to exceed 20-25, who are enrolled in a given curriculum, usually within the faculty member's particular academic discipline.
9. Deal personally with student absences, including absences resulting from illness.
10. Handle cases involving cheating and plagiarism according to the University's Academic Honor Code.
11. Attend regularly scheduled faculty, school, and program meetings.
12. Serve on one or more University committees annually.
13. Participate in opening convocation, commencement, and other special events that may be called; faculty members wear full academic regalia appropriate to the highest degree attained. Full-Time faculty members are expected to participate in these programs.

Appendix F Requirements Related to Working from Home



To UT Southern Faculty: Requirements Related to Working from Home

Though these are very different times, expectations for faculty are the same as always, whether faculty work from home, teach totally on-line, or teach synchronously or asynchronously using TEAMS. Faculty members are expected to adhere to the Procedural Guidelines and Demonstration of Teaching Effectiveness, as outlined in the Faculty Handbook. Below are very specific ways in which faculty are expected to teach classes during these uncertain times.

1. Over-communicate and over-prepare in every way you can.
2. Have your syllabus ready on day 1, with topics—if not full assignments—every week.
3. Have all of your lecture PowerPoints and assignments online and available for student access at Moodle or CAMS.
4. MAKE SURE you have the technology and technology skills you need to teach/advise/mentor/tutor from your home. If not, get with the IT office immediately. It is your responsibility to make sure you are able to teach your classes using technology. Your instruction at must have a camera and a mic on your compute so students are able to see your face and you can see theirs; you must be proficient in TEAMS. If you have the hardware but need some professional development, reach out to Haley Kinder, who will help you. Dr. Mattingly and Dr. Cathey have TEAMS and MOODLE both on a Moodle site.
5. MAKE SURE your students in each class have the technology and technology skills they need to participate in your class. If NOT, be quickly in touch with Cedrick Nkulu, Haley Kinder, and Casey Capps. Quick intervention is key.
6. Make sure on your syllabus that you have accounted for the last 4.5 hours of the class, time usually allotted for after Thanksgiving.
7. Send the Provost your plan to teach each one of your classes. Will you be teaching face to face? Synchronously? Asynchronously? How do you plan to cover the additional 4.5 hours of the class, after Thanksgiving.
8. Run your day as if you were on campus, so always respond to email and phone calls, as if you were on campus, 9-5. Please refer to “Procedural Guidelines Regarding Teaching,” in the Faculty Handbook.
9. Check and return emails multiple times during the day.
10. Have a camera and a mic, which are on at all times you are teaching or talking with students and colleagues.
11. Attend meetings—faculty, program area, division, committee-- that same way, via camera and mic; as the Faculty Handbook states, “Attend regularly scheduled faculty, division, and program meetings.”
12. Over-communicate, monitor and document how you communicate in regards to student progress, which will need to be more than follow-up emails: you will want to have whole-group, small-group and certainly individual TEAMS meetings, at the very least; make sure you keep a good handle on student work, student attendance, student participation, and student progress. Hold review sessions as needed. Check attendance more than usual. Keep in constant contact with the Director of Academic Advising (ccapps6@utsouthern.edu).

13. Identify students who may need tutoring early in the semester. Either send them yourself or work with Casey Capps.
14. Hold Office Hours on TEAMS and communicate those hours with students, faculty, and staff.
15. If you have any concerns about confidentiality or FERPA, check with the Registrar or with Academic Advising.
16. Per usual, please alert your school chair and Dianne Bass if you are ill or will not be teaching a class.
17. As we have done for spring and summer, please let Jamie Hlubb know if there is reason for you not to be on campus, related to the pandemic.
18. Take care and we will all pray for safer times.

Appendix G

Promotion and Tenure Portfolio Guidelines

Promotion and Tenure Application Portfolio Guidelines

The application for tenure or promotion should be a complete, accurate, cumulative, and concise portrait of the candidate's professional growth and achievements. The application portfolio is the candidate's opportunity to make a positive case for his or her candidacy, the candidate's opportunity to describe and to present evidence of professional performance that merits the awarding of tenure and/or promotion. It's essential, therefore, that the portfolio be guided by the performance expectations outlined in the College's *Faculty Handbook*. This document is meant to provide guidance on preparing a complete portfolio.

As explained below, the portfolio must follow a standard organizational format and must include certain prescribed documents. Within these limitations, however, the candidate retains a significant amount of freedom. The candidate, after all, is making a persuasive case for his or her own candidacy. And it's ultimately the candidate who decides how best to make that case by choosing what to discuss or not, what to emphasize or not, what to document or not.

However he or she chooses to make the case, the candidate should remember that the portfolio will be seen by a variety of reviewers in addition to one's faculty colleagues—including the Chancellor, the President, and the Board of Trustees. It is essential, therefore, that the material be presented in such a way that even those reviewers outside the candidate's own discipline can understand the nature and the significance of the candidate's accomplishments. The candidate should also remember that narrated activities and included documents are not necessarily self-explanatory; it is the candidate's responsibility both to indicate the importance of such activities and to explain the relevance to those activities of any referenced documents.

Portfolio: The portfolio should be submitted electronically on Microsoft Office OneNote and should follow the prescribed organizational format, which is described below. Sample successful portfolios are available for review from the Office of Academic Affairs; it is strongly recommended that candidates review them prior to compiling their own portfolios.

The portfolio consists of requested **administrative information**, the candidate's **narrative responses** to specific items, and **documentary evidence** in support of those narrative responses organized in eight sections (called sections in OneNote), some with subsections (called pages in OneNote). Again, please review the sample portfolio in OneNote so see how the pieces fit together.

Section 1--Title Page

Section 2--Basic Information

Biography

Eligibility to Apply (Appendix H of the Faculty Handbook)

Curriculum Vitae

Letters of Recommendation (three minimum)

UTS Colleagues (at least two, one of which must be from someone in a different school and one of which must focus on the candidate's service to the institution)

External Reviewer/Colleague (at least one)

Others are Optional (Note that the School Chair will be submitting a separate report to the P&T Committee.)

Peer/Supervisor Reviews of Instruction (two within the most recent two years)

Section 3--Statement of Teaching Philosophy

The Statement of Teaching Philosophy (not to exceed 1500 words) is a purposeful and reflective essay about the candidate's teaching beliefs and practices. The narrative should include not only the candidate's beliefs about the teaching and learning process but also **concrete examples** of the ways in which the candidate enacts these beliefs in the classroom.

The Statement can address any or all of the following:

- Your conception of how learning occurs
- A description of how your teaching facilitates student learning
- A reflection of why you teach the way you do
- The goals you have for yourself and for your students
- How your teaching enacts your beliefs and goals
- What, for you, constitutes evidence of student learning
- The ways in which you create an inclusive learning environment
- Your interest in new techniques, activities, and types of learning

Section 4--Demonstration of Teaching Effectiveness

This section should persuade the Promotion and Tenure Committee that the candidate has met or exceeded the University's expectations for teaching effectiveness. **Be sure to make your case;** don't assume that documents speak for themselves. This section of the portfolio should contain 12 subsections/pages. Each subsection should directly address one of the following twelve bullet points. You must address each of the bullet points. Some of the narratives will be longer than others, but you must address each point:

- Adherence to procedural guidelines and policies regarding teaching
- Use of teaching strategies designed to encourage critical thinking and intellectual development
- Use of teaching strategies designed to engage and motivate students
- Adaptation of subject matter and instruction to the needs of the students
- Appropriate, transparent, and unbiased evaluation of students
- Incorporation of applicable, up-to-date subject matter into one's courses
- Participation in seminars or workshops with evidence of application to teaching
- Implementation, as appropriate, of innovative teaching strategies
- Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students
- Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties
- Advising and mentoring of students
- Evaluation of teaching and the use of evaluation data to achieve improvement. Explicitly address your most recent two years' student evaluations. Summarize the evaluations, highlighting whatever strengths and weaknesses were mentioned by your students and describing your actions to address any weaknesses.

Section 5--Demonstration of Scholarship and Continued Professional Development

This section should persuade the Promotion and Tenure Committee that you have met or exceeded the University's expectations for scholarship and professional development. **Be**

sure to make your case; don't assume that documents speak for themselves. This section should contain three subsections/pages. Be sure to address (1) any scholarly activity (original research, scholarship, or creative endeavors), then (2) any professional development activities (such as participation in formal coursework, seminars, workshops, and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University), and then (3) any grant-writing activity.

Again, some of the responses will be longer than others, but you must address each of the three items. The information here will duplicate information already given in your curriculum vitae. That's okay. Give the information here. Keep in mind, too, that many of your reviewers will not be familiar with the journals or conferences that are familiar to colleagues in your discipline. So you'll likely want to do some explaining.

Section 6--Evidence of Service beyond Teaching and Mentoring

This section should persuade the Promotion and Tenure Committee that you have met or exceeded the University's expectations for service. **Be sure to make your case;** don't assume that documents speak for themselves. This section should contain three subsections/pages. Be sure to address (1) your service to the institution (such as service on governance committees, task forces, and ad hoc committees; administrative duties; and any special responsibilities requested by the administration), then (2) any service to the profession, and then (3) any service to the community. Include only those community service accomplishments that were done pro bono and that were specifically related to your academic discipline.

Section 7—Annual Evaluations

This section should contain two subsections/pages:
 Your two most recent annual self-evaluations
 The two most recent evaluations by the School Chair and Provost

Section 8—Course Materials

This section should contain two subsections/pages:
 Student evaluations from all courses for the most recent two years
 Syllabi from all courses for the most recent two years

General Note: OneNote allows you to link or electronically refer to other documents within the portfolio. So you are encouraged to include whatever materials/documents that may help you make the case for your candidacy. Documents in support of teaching effectiveness, for example, might include course materials developed, assignments, graded student products, evidence of course or curricular revisions, peer evaluations, evidence of professional development in teaching, evidence of supervision of student projects, or other evidence of teaching excellence. You might refer to the syllabi or student evaluations that you've included. Documents in support of scholarly activity and professional development might include copies of scholarly products; citations/digital copies of creative activities, exhibitions, or performances; evidence of participation in workshops or conferences; evidence of grant proposals. And you are encouraged to include whatever materials may help make the case for your service.

Appendix H Promotion and Tenure Application Cover Sheet

Application for Promotion and Tenure

Applicant _____ Date _____
Division _____ Department _____

Applying for: _____ Promotion to Full Professor
_____ Promotion to Associate Professor
_____ Tenure

1. Credentials

_____ I hold the terminal degree appropriate for my discipline.
_____ Degree Held Degree is in _____

2. Length of Service

_____ Date of Initial Appointment to Martin Methodist College
_____ Initial Rank at Appointment
_____ Years Allowed toward Tenure at Appointment
_____ Current Rank _____ Date Appointed to Current Rank
_____ Length of Time in Current Rank at MMC (including current year)

3. Certification by Provost

_____ The candidate is eligible to make this application.

Provost Date

4. Signature

Candidate Date

Appendix I Syllabus Guide

SYLLABUS GUIDE

All syllabi are to include the following information. A copy of each syllabus should be sent electronically to the Office of the Provost and also uploaded on the course website in CAMS.

- I. General Information
 - A. Course Name
 - B. Course Number
 - C. Instructor's Name
 - D. Semester Taught
 - E. Classroom Building and Room Number
 - F. Office Phone Number
 - G. Instructor's Office Hours

- II. Course Orientation Statement
 - A. Prerequisites
 - B. Number of Hours Credit
 - C. General Statement Concerning Course
 - D. Nature of Course Content

- III. Instructional Methods and Resources
 - A. Whether approach is predominantly lecture, project, self-paced, individualized, auto-tutorial, etc.
 - B. Adopted Textbook and Supplementary Resources, Videos, Etc.

- IV. Statement of Goals and Expected Learning Outcomes, Skills, and Knowledge to Be Acquired (Including Attitudes if Appropriate)

In addition to the course learning outcomes, any course carrying general education credit must also identify the course's general education learning outcome(s):

 - Each general education syllabus should have a clearly labeled general education section, and
 - Each general education section should clearly identify these three elements:
 - The general education core requirement being fulfilled
 - The general education learning outcome(s) being developed, an
 - The method of assessment

General Education Core Requirement and Learning Outcome
 This course fulfills a General Education Core Requirement in _____. This course contributes to the development of General Education Student Learning Outcome/s _____. Students' progress toward achieving this outcome will be assessed through _____ [writing/essay assignment, oral presentation, problem set, laboratory report, embedded exam questions, etc.]

- V. Work Tasks Expected of Students
 - A. Term Papers

- B. Outside Reading
 - C. Memory Work
 - D. Projects, etc.
 - E. Class Participation
 - F. Reports
 - G. Field Experience (if required)
 - H. Outline Showing Important Completion Dates
- VI. Class Attendance Policy
- A. Policy on make-up examinations or other work
 - B. Penalty, if any, for work turned in late
- VII. Statements Regarding Students with Disabilities and Confidentiality
- A. In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be offered reasonable accommodations. The Office of the Vice President for Academic Affairs will certify a disability and advise faculty members of reasonable accommodations.
 - B. The following statement **MUST** be included in the course syllabus:

A student must inform the instructor, as soon as possible, of any special concerns or classroom needs. To receive accommodations based on a disability, a student must provide the instructor with documentation from the Office of Academic Affairs, located on the second floor of Colonial Hall. Course requirements cannot be waived, but reasonable accommodations may be provided.
 - C. The following Confidentiality Statement should be included also:

While your work is generally viewed as belonging only to you, and considered to be private communication between you and the instructor, certain circumstances could arise which would necessitate your instructor sharing your work with others. If a faculty member reasonably believes the content of a student's written work reflects a possible danger to the author or to a third party, the faculty member may take reasonable steps to prevent harm. This includes, but is not limited to, disclosure of the contents as the faculty member in his/her discretion deems appropriate. The College, its officers, trustees, and employees shall have no liability to the student or to any third party as a result of the disclosure of non-disclosure of information contained in students' academic work.
- VIII. Academic Disruption Policy
- A. State your expectations for student behavior in the class and any penalties for behavior that disrupts the classroom. It is expected that students will be cordial, courteous, and respectful of faculty members and fellow students.
- IX. Academic Integrity
- A. Remind students that the College has an Academic Honor Code, which is included in the Student Handbook and the Catalog, and that any academic infractions will be reported.

- X. Evaluation
 - A. Grading Policy
 - B. Dates and Types of Texts/Exams
 - C. Exam Make-up Policy
 - D. Other Factors in Assigning Final Grade

Appendix J
Constitution and By-Laws of Faculty Senate and
By-Laws of Standing Committees

Faculty Senate Constitution

MARTIN METHODIST COLLEGE

Preamble:

Preamble: Conscious of our commitment to the traditions and future excellence of Martin Methodist College, we, the Faculty, seeking to advance the welfare of the College, promote harmony within the academic community of Administration, Faculty, and Students, and encourage the professional participation of the Faculty in determining the educational policies of the College, propose the continuation of the Martin College Faculty Organization and Faculty Senate under this Constitution.

Article I:

The Faculty of Martin Methodist College shall be represented in the determination of educational policies of the College by an elective assembly, The Faculty Senate of Martin Methodist College.

Article II:

Functions and powers of the Faculty Senate:

Section 1 - The Faculty Senate shall exercise such powers as are provided for herein and shall perform such duties as the Board of Trustees or the President of the College may from time to time prescribe.

Section 2 - The duties of the Faculty Senate:

- a. it shall be the duty of the Faculty Senate to inform the President and the Board of Trustees of the College of its activities.
- b. it shall be the duty of the Faculty Senate to make its agenda, minutes, and decisions available to the faculty at large.
- c. it shall be the duty of the Faculty Senate to recommend to the Vice President for Academic Affairs the composition of standing and ad hoc committee assignments of faculty.
- d. it shall be the duty of the Faculty Senate to schedule at least two faculty assemblies per semester.
- e. to make recommendations, review and revise with appropriate faculty and staff processes involved with initial appointment, promotion, ranking, tenure and dismissal of Faculty.

- f. to amend this Constitution of the Faculty Senate by a two-thirds vote of the total membership of the Faculty Senate with five days' notice.
- g. to be represented on the Executive Council by the chair of the Faculty Senate.
- h. to review policy on admissions and to recommend or propose revisions in such policies by the committees of the College on admissions.

Article III:

The membership of the Faculty Senate:

Section 1 - All members of the Enfranchised Faculty shall be electors in accordance with the following definitions:

- a. Full-time Faculty: full-time faculty assignments subject to college policy on promotion and tenure and any provisions in individual contracts of employment.
- b. Part-time Faculty: full-time assignments, but these individuals combine part-time teaching with other duties, such as coaching, administrative duties, etc. These individuals are under contract and qualify for the general rights, privileges and benefits accorded all full-time faculty.

Section 2 - The Faculty Senate shall consist of members chosen in the following manner:

- a. One Senator from each division now existing or to be created by the College shall be elected by the enfranchised members of each division.
- b. Every member of the Enfranchised Faculty who has attained the rank of Instructor, Assistant Professor, Associate Professor, or Professor (or their equivalent for Library Staff), and who has been associated with Martin Methodist College for at least one year immediately prior to the election shall be eligible to become a Senator.
- c. There shall be one Senator-at-large for each ten (10) faculty members or fraction thereof in excess of sixty (60) Enfranchised Faculty.
- d. The Senate shall reapportion Senator-at-large seats each election year to reflect population figures. This reapportionment shall be ratified by a majority vote of the Faculty Senate.
- e. In any and all cases of ties, both for divisional Senators and Senators at-large, decisions shall be made according to the following principles: first, the faculty member having the highest or higher academic rank shall be deemed elected; second, the faculty member having the greatest or greater seniority of

service to the College shall be deemed elected. Failing these, a run-off election between or among the tied shall be held.

Section 3 - Regular elections of Divisional Senators and Senators-at-large shall be held during April. The election of Senators-at-large shall follow the announcement of Divisional Senators. The term of office for all Senators shall be two years commencing with the first Faculty Senate meeting the following fall and terminating with the first full meeting two years thereafter.

Section 4 - All members of the Faculty Senate shall be eligible for reelection.

Section 5 - In case of death, resignation, or inability to serve on the part of any Senator, there shall be no special election except as may be otherwise determined by the Faculty Senate.

Section 6 - The Faculty Senate shall elect from its own membership a President, a Vice President, a Secretary, and a President Elect by simple majority vote. The Faculty Senate shall be judge of its own elections, succession of officers, conduct of its members, and by-laws.

- a. The Faculty Senate President and President Elect will be elected from and by the members of the Senate. The President will serve a three year term. The President will stay as ex-officio member of the Senate for one year after the term is up.
- b. In the fall semester of the President's last year in office, the Senate will elect a President-elect from its body. In order to ensure a smooth transfer of leadership and to aid the President Elect in gaining needed experience and knowledge to lead the Senate, the president elect will "shadow" the President the 6-months preceding the taking of the office of President.
- c. This policy for election of President of the Senate assures an effective term limit for President of the Faculty Senate that provides time to establish oneself in the leadership role while allowing for turnover in representation from various Divisions. This policy also provides for a smooth transition during changes in leadership.

Section 7 - Regular vocal, but nonvoting and nonseconding representatives in the Faculty Senate:

- a. The Faculty Senate shall receive and recognize one member of the Athletic department chosen to represent the department within the Faculty Senate.

Article IV:

The meetings of the Faculty Senate:

Section 1 - Regular meetings:

- a. The Faculty Senate shall schedule no fewer than three regular meetings during the academic year, one each at the beginning, the middle, and the end of the academic year.
- b. The President of the Faculty Senate shall normally be the presiding officer at meetings of the Senate. In the President's absence, the Vice President shall preside over the assembly. Should neither be present, the Senator who is senior in academic rank and length of service to the College shall be the presiding officer.
- c. A majority of the Faculty Senate membership shall constitute a quorum.
- d. The President of the Faculty Senate shall order an advisory referendum of the entire enfranchised faculty if such a referendum is requested by: 1) a majority of the Faculty Senate membership, or 2) a petition signed by twenty percent of the enfranchised faculty.
- e. Any member of the Faculty may attend any regular or special meeting of the Faculty Senate and shall have the privilege of the floor but shall not make nor second motions nor vote.

Section 2 - Special meetings:

- a. The President of the Faculty Senate may call a special meeting of the Faculty Senate at any time. In the absence or disability of the President, the Vice President of the Senate may call a special meeting.
- b. Upon written request of one-quarter of the total membership of the Faculty Senate, the President of the Senate must convene a special meeting within two weeks of the receipt of the request.
- c. Special meetings of the Faculty Senate shall follow the same procedures as regular meetings except as otherwise specified in by-laws.

Section 3 - Voting:

- a. Decisions of the Faculty Senate shall be made by a majority vote of those present. The presiding officer shall enjoy voice and vote in all proceedings of the Faculty Senate.

Adopted April 9, 2008
Updated Spring 2015
Updated Summer 2018

Faculty Senate By-Laws

March, 2008

BY-LAWS Faculty Senate

MARTIN METHODIST COLLEGE
Pulaski, Tennessee 38478

Article I:

The rules contained in *Robert's Rules of Order Revised* shall govern the Faculty Senate in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and By-Laws of the Faculty Senate.

When it is known to the Senate that one of its members will be unable to attend Senate meetings for more than one semester, his or her seat shall be declared vacant.

Article II: Election of Senate Officers

Section 1. Election of Senate officers is to be by secret ballot on nominations from the floor until completed.

Section 2. Nominations and elections of each officer of the Senate are to be held separately.

Section 3. The Senate can elect officers not provided for by the Constitution.

Section 4. All officers of the Senate, except the President, shall hold office one year, and shall be eligible for re-election. (See Article II, Section 6 of the Constitution for the procedures for electing the Senate President and for the length of the President's term.)

Article III: Duties of the President

Early in the academic year, the President of the Faculty Senate shall arrange a calendar of regular meetings of the Senate in consultation with the proper officer of the Administration of the College. The President of the Faculty

Senate, at the last regular meeting of the Senate, in the spring academic session, shall, with the approval of the Senate, indicate the day and the time for the first convening of the Faculty Senate in the next academic year.

The call for regular meetings, along with their agenda, shall be sent to the members of the Faculty Senate at least five days before the meetings. Minutes of the meetings shall be sent to the members within fifteen days after the meetings. Publication of agenda does not, however, preclude the introduction of other subjects for deliberation or decision.

The President of the Faculty Senate must refer all substantive items of business to the appropriate committee upon receipt on the floor. However, new business may be considered immediately and without referral to the committee with approval of a majority of the Senate.

Article IV: Committees of the Faculty Senate

Section 1. The Senate shall create such standing and ad hoc committees as it deems proper.

Article V: Order of Business

Section 1. The order of business shall be:

1. **Minutes**
2. **Announcement by the President**
3. **Special orders**
4. **Reports of standing committees**
5. **Reports of ad hoc committees**
6. **Unfinished business**
7. **New business**

Section 2. On the request of a Senator, any item can be recalled from committee to the floor with the approval of a majority of the Senate.

Article VI: A roll call vote requested by any Senator must be taken and recorded.

Article VII: The By-laws of the Senate may be amended by a two-thirds vote of the Senate with five days notice.

Adopted April 9, 2008
Updated Spring 2015

BYLAWS OF STANDING COMMITTEES (Updated fall 2018)

Standing Committees (Open to all faculty)

ACADEMIC COMPUTING COMMITTEE

Sub-committee of Technology Infrastructure Committee.

The purpose of this committee is to oversee the development and implementation of online content to support traditional classroom instruction, online courses, and hybrid courses. The Committee will serve as the advisory body for the Faculty Resource Center. The Committee will provide guidelines and support to course developers and instructors to insure consistent and effective online course content and efficient use of the technology infrastructure of the College.

Whenever changes are proposed that affect curriculum or academic policy, these changes will be submitted to the Curriculum and Academic Policy Committee consideration.

The Academic Computing Committee/Instructional Technology Committee will meet monthly. The Chair of the Academic Computing Committee/Instructional Technology Committee will file minutes of committee meetings with the Provost. The Senate will recommend to the Provost the faculty from each division and from the Faculty Development Committee. The Provost appoints the other committee members. Division representatives will rotate on a 3-year basis and the Assessment and Faculty Development representatives are rotated off when they rotate off the parent committee.

ATHLETIC COMMITTEE:

The Athletic Committee serves in an advisory capacity to the President on the Intercollegiate Athletic Program and seeks the support of the college community for all athletic programs. The Committee shall make recommendations on the policy, scope, planning and evaluation of the intercollegiate athletic program and specifically will be consulted when new sports are added. It will advise in decisions concerning questions of eligibility of student-athletes.

Membership on the Committee is composed of the Faculty Athletic Representative (Chair), and six voting members, to include one faculty representative from four different academic divisions, one student designated by the ASG and the Student President of the Student Athletic Advisory Board, and the Athletic Director as an ex officio member. The faculty representatives will rotate membership every three years, as well as rotate among the six academic divisions (where applicable).

CORE CURRICULUM COMMITTEE

The core curriculum committee functions to review on a regular basis, the components of the general education requirements of the College; to assist the Director of Institutional Research and the Provost and Vice President for Academic Affairs in the assessment of the core and in evaluating the results of such assessments. Changes recommended by the committee as a result of assessments will be directed to the Provost and Vice President for Academic Affairs and to the Curriculum and Academic Policy Committee for action.

The committee shall consist of seven faculty members representing the various components of the core, and who are regularly involved in teaching classes in the core and the Director of the First Year Experience (FYE) Program. The Provost and Vice President for Academic Affairs and the Director of Institutional Research shall serve as ex officio members. The committee shall elect a chair annually from its membership.

DEVELOPMENTAL STUDIES COMMITTEE:

The Developmental Studies Committee serves to provide guidance and direction to the Developmental Studies Program of the College and to assist in developing procedures for the effective planning, management, and evaluation of the program. The committee further serves as an appeals committee in matters of dispute involving a student being required to take developmental studies class.

Membership on the Committee will consist of: one or more representatives each from English and Mathematics who teach developmental classes, the Director of the First Year Experience (FYE) Program, the Director of the English as a Second Language (ESL) Program, and the Director of the Student Resource Center.

ESL COMMITTEE

The ESL Advisory Committee convenes as needed to discuss the impact that changes to the ESL program (including the IEP) might have on other academic programs and/or policies. As such, the committee is chaired by the ESL Director and the five to eight members (including faculty, staff and one athletic coach) are chosen based upon interest in serving on the committee or collaborating with the ESL program. The International Advisor and the Director of the First Year Experience are permanent members.

FACULTY DEVELOPMENT COMMITTEE

The overall purpose of the Faculty Development Committee is to plan and coordinate programs of professional development.

The Director/s of the Center for Teaching Excellence will Chair the committee. Members of this committee will include one member from each Academic Division. The Chair of Faculty Development Committee is responsible for filing minutes of committee meetings with the Provost and contacting any other persons who have been asked to assist in any way with the committee's work.

FRESHMAN YEAR EXPERIENCE COMMITTEE

The FYE Committee oversees the various activities associated with the Freshman Year Experience. This includes such activities as: summer orientation, fall orientation, FYE 101 and 102 courses, community service activities; freshman advising, etc. The Committee assists the Director of the Freshman Year Experience in achieving the objectives of the Quality Enhancement Plan.

HONORS PROGRAM COMMITTEE

The Honors Program Committee provides guidance, direction and oversight to the College's Honors Program. The Council consists of the Honors Program Director and at least one representative from each academic division as appointed by the Provost.

INTERNATIONAL STUDIES COMMITTEE

The International Studies Committee serves to provide a framework for standard policies and procedures for the College's globalization growth initiatives. The committee serves to coordinate and develop policies related to student and faculty initiatives related to international study, both inbound and outbound.

The committee shall consist of the Director of International Studies (chair), the International Student Advisor, the Director of Business Services, and six faculty members, one from each academic division. The Provost and Vice President for Academic Affairs shall serve as an ex officio member.

LIBRARY COMMITTEE:

The function of the Library Committee is to advise and work with the Library Director in the development, management and evaluation of library resources and services and to serve as a liaison between the faculty and the library.

In addition, the committee will review annually the status of the library and make recommendations on improvements for the library including, but not limited to: (1) planning, development and maintenance of the physical plant and the collection; (2) methods of promoting student library use; (3) improvement of the library's effectiveness for teaching; (4) distribution of funds to budget areas and departments; and (5) rules and regulations, and the committee will also consider and report to the faculty any matter concerning the library which should receive faculty attention.

The composition of the committee shall consist of eight faculty members, with at least one from each academic division, and two students. The Library Director and the Assistant Library Director serve as an ex-officio members of the committee.

The committee will meet at least once each term during the school year. Unscheduled meetings may be called when deemed necessary by the chairman.

PROMOTION AND TENURE COMMITTEE:

The Promotion and Tenure Committee serves to receive and evaluate applications from faculty for promotion in rank and/or for tenure. The committee is composed of five tenured faculty members who hold the rank of Professor, to include the Faculty Senate Chair, if qualified. The committee accepts applications only during the spring term. The committee meets early in the spring term to notify faculty of deadlines for receiving applications. Once applications and supporting documentation are received, the committee meets to evaluate the applicant's portfolios and service records, and make recommendations on promotion and/or tenure to the Vice President for Academic Affairs.

Applications and supporting documentation are forwarded, along with the recommendations from the Promotion and Tenure Committee to the Vice President for Academic Affairs, who in turn evaluates the applications and recommendations of the committee and forwards these along with his/her recommendations to the President. A final recommendation is submitted to the Academic Program and Policy Committee and through that Committee to the full Board for action. Final authority for granting tenure shall reside with the Board of Trustees of Martin Methodist College.

POST-TENURE REVIEW COMMITTEE

The function of this committee is to annually review the performance of selected tenured faculty members. This is carried out by reviewing portfolios prepared by the faculty involved which documents their teaching, service, and professional development activities over the past five year period. Post-tenure review is primarily a way of promoting and documenting faculty performance and development on a continuing basis. While post-tenure review will typically occur on a five-year rotating basis it could also be initiated if a faculty member receives two consecutive negative annual evaluations. A negative post-tenure review would result in the development of goals that the individual will be required to address and meet. If not addressed adequately within a two-year period, tenure could be revoked and the individual subject to dismissal.

The committee is composed of five tenured faculty members who hold the rank of Professor.

RETENTION COMMITTEE

The Retention Committee serves in an advisory capacity on issues related to student retention and in proposing policies and procedures that will serve to improve student retention. The Committee serves to evaluate issues and make recommendations regarding the loss and reinstatement of financial aid, and reviews appeals submitted by students who have been placed on academic suspension.

The Provost will serve as Chair of this committee. Membership includes the Vice-President for Enrollment, the Registrar, Associate and Assistant Registrar, the Director of the First Year Experience, the Vice President of Campus Life, the Director of Campus Life, Director of Financial Aid, Director of Student-Athlete Enhancement, two representatives from the Business Office, and 3-4 faculty.

SERVICE LEARNING COMMITTEE

The purpose of this committee is to organize and enhance service learning at MMC. Committee membership includes Faculty Service Learning Liaison (Chair), Martin Serves Coordinator, and 6 faculty members appointed by the Vice President for Academic Affairs.

SUSTAINABILITY COMMITTEE

The Sustainability Committee works to encourage environmental awareness and a stewardship view of Martin Methodist College's responsibility to be mindful of the earth's natural resources, to be aware of our impact on the environment of southern Middle Tennessee and northern Alabama, and to embrace our responsibilities as members of a liberal arts college connected to the United Methodist Church to promote sustainability on campus and in the lives of our students, administration, staff, faculty, and alumni.

Membership includes President of the College (ex-officio), the Director of Institutional Research, Director of Human Resources, the College Chief Finance Officer, the Director of Martin Serves' the Director of Athletics, the president of the student Sustainability Club, a representative of the Ground Keeping Staff. Faculty representatives include those that teach courses in the Sustainability academic program and others that have interest in sustainability.

**TECHNOLOGY RESOURCES COMMITTEE: add new committee structure
(JBC note: Post-colon comment, from 2018 manuscript)**

The purpose of the Technology Resources Committee is to assist the College in the development, maintenance and evaluation of technology resources and services on campus. Specifically the Committee will establish policies and procedures to govern use of college owned information technology hardware and software, to consider and make recommendations regarding the acquisition and allocation of technology resources on campus, to promote the use of technology throughout the campus, and to assist in the evaluation of technology resources and services.

The Technology Resources Committee will meet as necessary to maintain technology usage policies and procedures and to consider the acquisition of new purchases of computer hardware or software. A committee recommendation should be prerequisite to any new purchases of hardware or software

The Chair of the Technology Resources Committee will routinely file minutes of committee meetings with the Academic Dean. Recommendations with respect to purchases not related to academic programs will be provided to the management team administrator(s) responsible for that area.

ADMINISTRATIVE COMMITTEES (Convened As Needed)**ACADEMIC GRIEVANCE REVIEW COMMITTEE:**

The Academic Grievance Review Committee functions to provide an avenue of due process to students who feel that their academic rights have been violated and who feel that their grievance has not been settled

satisfactorily through discussions or hearings with the faculty member involved, the Program Coordinator and/or the Division Chair. Nursing students must exhaust all appeals efforts within the program before bringing a grievance to the academic grievance review committee.

Students should bring their grievance to the Vice President for Academic Affairs who shall call a meeting of the committee. The committee shall consist of three faculty members and one student, who shall serve in an advisory capacity to the Academic Dean and/or the President as appropriate. The committee will be made up of one faculty member selected by the faculty member involved in the appeal, one faculty member selected by the student involved in the dispute, one faculty member selected by the Academic VP, and the student representative will be selected by the Vice President for Campus Life and Enrollment Management.

The committee will conduct a hearing(s) on the case and make a written recommendation to the Vice President for Academic Affairs or President as appropriate.

HONOR CODE COMMITTEES

HONOR COUNCIL

This committee receives and acts upon reports of violations of the Academic Honor Code. The committee consists of three faculty members appointed by the Faculty Senate, the Provost and Vice President for Academic Affairs, and one staff member. The Vice President for Campus Life serves as an ex-officio member of the committee.

APPEALS BOARD

The Appeals Board serves to provide due process to students who feel the actions recommended by the Campus Judicial Board are unjust. The function of the Appeals Board is to review written appeals by students of actions taken by the Honor Council. The Appeals Board has no direct contact with students, but reads the transcript of the case and decides whether an appeal should be granted.

The Appeals Board consists of four faculty representatives, and the President of SGA. The Vice President for Campus Life and Enrollment Management and a recorder serve in an ex officio and non-voting basis.

SUPREME COUNCIL

The Supreme Council serves to provide due process to any student who the Appeals Board feels did not get a fair and equitable hearing by the Honor Council. The Council consists of two faculty members and a representative of ASG.

FACULTY APPEALS COMMITTEE: need to revisit. Ad hoc committee (JBC note: Post-colon comment, from 2018 manuscript)

The Faculty Appeals Committee functions to review, upon request, cases involving contractual disagreements, issues related to academic freedom, and other grievances that may exist between a faculty

member and the College administration. The Committee shall be composed of six faculty members, one from each academic division, who hold the rank of Associate Professor or higher. Should an appeal involve a decision made by a member of the committee, that individual shall excuse himself/herself from the committee during the appeals process. No administrator may serve on the committee.

When a faculty member feels they have been unjustly treated, he/she may request a review of the case by the Faculty Appeals Committee. The request must be made in writing and must clearly state the situation and explain the basis for the appeal. The appeal should be sent to the Vice President for Academic Affairs, who will convene the committee for purposes of electing a chair to hear the appeal. The committee shall in a timely manner make a full inquiry into all aspects of the case and shall submit a written report of its findings and its recommendations to the President who will then make a decision on the appeal.

Standing Committees (Restricted)

ACADEMIC COUNCIL:

The Academic Council is composed of the Provost and Vice President for Academic Affairs, who serves as Chair of the committee, the Chairs of the Academic Divisions, the Director of Library Services, and the Registrar.

Academic Council is the official leadership body of the faculty, advising the Provost and Vice President for Academic Affairs on administrative matters relating to the academic program and academic policies of the College. Normally, faculty members may have input on Council matters through the appropriate Division Chairs or through the various Faculty Committees.

CURRICULUM AND ACADEMIC POLICY COMMITTEE:

The purpose of the Curriculum Committee is to review and approve course/curricular changes or changes in academic policies, to disseminate that information to the faculty, and to recommend changes to the Executive Council of the College, and where appropriate to the Curriculum and Academic Policy Committee of the Board of Trustees.

Any member of the faculty may submit through his/her division the addition/deletion of a new course, or curriculum, or a change in an academic policy. Any proposal should be submitted to the Committee Chair in electronic form, if at all possible and to all members of the Committee prior to being placed on the agenda. The procedure for approval of course or curricular changes is delineated in Policy 1100 in the MMC Policy Manual.

Committee membership consists of: the Provost and Vice President for Academic Affairs, who serves as Committee Chair, the Division Chairs, all Program Coordinators, the Director of the Library, the Director of the Student Resource Center, the Director of the First Year Experience, and the Registrar. The Curriculum Committee meets on the last Thursday of each month or/as necessary to review course and curricular changes.

Minutes of all meetings will be maintained and disseminated to all committee members.

Undergraduate Program Review Subcommittee:
Subcommittee of C&AP

Graduate Program Review Subcommittee:
Division Chairs

EVENING COLLEGE COMMITTEE:

Membership includes the Vice President for Campus Life (Chair), four faculty and staff with ties to the evening program, the Registrar, the Director of Academic Advising, the Director of the Evening Program, and the Vice President for Academic Affairs.

EXECUTIVE COUNCIL

The Executive Council of the college is made up of the senior officials of each of the administrative divisions who serve at the discretion of the president. Each member also serves as the liaison with the committee of the Board of Trustees related to their area of oversight, thereby creating an effective linkage between the management and governance functions of the college. The Executive Council meets on a bi-weekly basis to take up issues related to proper coordination and management of the college's programs, policies and procedures.

Membership on the Council includes the President, the area Vice presidents, the Executive Director of Athletic, the Executive Director of the Center for Church Leadership, the Assistant Vice President for Human Resources and Operations, the Assistant Vice President for Alumni Affairs and the Annual Fund, and the Chair of the Faculty Senate.

GRADUATE COUNCIL

The purpose of the Graduate Council is to review and approve graduate curricula, review and approve graduate program policy proposals, and review and recommend applications for appointment to graduate faculty. The Council reports to the Provost and Vice President for Academic Affairs. Voting membership includes the Graduate MBA faculty, the Director of the MBA Program, and the Provost and Vice President for Academic Affairs. Ex officio, nonvoting members are the Director of the Library and the Registrar or representative of the Registrar.

The Council shall meet at least once a semester or as needed and shall be convened by the Provost. The Council is charged to:

1. Review curriculum, program, and policy changes submitted by the MBA graduate curriculum committee.
2. Recommend students for candidacy to the Provost and President.
3. Coordinate with College staff responsible for preparation of the College Catalog.
4. Prepare and submit a yearly report to the Faculty Senate and Curriculum and Academic Policy Committee concerning Graduate Council activities.
5. Review applications for appointment to graduate faculty and make recommendations to the President.

STANDING COMMITTEES APPOINTED BY DIVISION, OR ADMINISTRATOR

EDUCATION DIVISION COMMITTEES

EDUCATION ADVISORY & LONG-RANGE PLANNING COMMITTEE

The primary purpose of this committee is to discuss the planning and implementation of educational collaboration and cooperation strategies between MMC and Giles County Schools (the local education agency – LEA). The committee generally meets twice each year to discuss topics of concern to both the college and the school system.

Membership consists of seven faculty/staff members, seven members of the local school system, including teachers, principals, and central office personnel, and two students each from elementary education and two from secondary education.

TEACHER EDUCATION COMMITTEE

The Teacher Education Committee collaborates regularly for the purpose of program planning and evaluation of all facets of the teacher education curriculum. The committee consists of professors of Business, English, History, Religion, Science and Professional Education. A teacher and an administrator from the public school system also participate. The duties of the committee include, but not limited to the following:

- Interviewing students desiring to be admitted to the education program
- Admitting candidates to the education program
- Admitting candidates to clinical practice
- Approving candidates for recommendation for licensure from the State of Tennessee
- Approving program policy changes
- Approving additional programs
- Discussing and voting on existing program changes/improvements
- Approval of courses for Admission to the Alternate Route in Elementary Education
- Hearing and voting on student appeals of program policies
- Discussing and voting on special circumstances as they arise

INSTITUTIONAL ASSESSMENT COMMITTEE

The Institutional Assessment Council provides guidance and oversight to the College's institutional effectiveness efforts ranging from the assessment of academic programs, administrative offices, and the process used for performance review of all faculty and staff. The committee annually reviews the assessment activities undertaken for administrative and staff offices, the academic program, and academic support areas; reviews the results obtained, along with any proposed changes resulting from these evaluations. Members of the committee are appointed by the President.

INTEGRATED MARKETING TEAM

The Integrated Marketing Team was created to use the synergy among the various departments and offices across campus to effectively market the college to its many constituents; to improve internal communications throughout campus; to identify and enhance a proven, intentional brand for the College; to develop institutional messaging that is consistent in content and quality, regardless of the audience; to pool marketing financial resources for effective media purchases; and to heighten cross-promotion of events through appropriate departments and offices

MISSION REVIEW COMMITTEE:

The Mission Review Committee consists of representatives of the faculty, staff, administration, student body, alumni, and the Board of Trustees. The function of the committee is to review on an annual basis the College's mission statement. In addition, every three years the committee will formally assess the extent to which the College's mission is being achieved and will recommend changes to the mission statement resulting from these periodic reviews. Recommended changes in the mission statement will be forwarded to the Board of Trustees for action, and will not be implemented until approved by the Board.

SAFETY AND SECURITY COMMITTEE:

The function of the Safety and Security Committee is to ensure that appropriate policies and procedures are in place to insure the safety and security of the College its students, faculty and staff. The Committee works to establish policies and procedures to be followed in the event of a violation of campus policies, or in the case of an emergency.

Membership includes the Vice President for Campus Life, Vice President of Enrollment Management, the Provost, the Director of Campus Life (Chair), the Assistant Vice President for Human Resources and Operations, the faculty and staff serving on the traffic court and one representative from the Associated Student Government.

SUMMER PROGRAM COMMITTEE

This committee functions to plan and evaluate the effectiveness of the summer program offerings; including, but not limited to the academic program offerings, special groups who use campus facilities during the summer, and special programs designed to serve the region and generate income for the campus.

Committee membership includes the Vice President for Campus Life and Enrollment Management (Chair), the Provost, the Vice President for Administration and Finance, the Assistant Vice President for Human Resources and Operations, the Director of Campus Life, the Athletic Director, the Registrar and the MMC Conference Planning & Summer Programs Office.

NURSING PROGRAM COMMITTEES

NURSING ADVISORY COMMITTEE

This committee is composed of area health-care professionals and the Chair of the Division of Nursing. It functions to facilitate continuous quality improvement; advance best practices as benchmarks for integration into the curriculum; promote recruitment and retentions of faculty; disseminate information about the program; and promote collaboration between nursing education and nursing practice.

NURSING ADMISSIONS AND PROGRESSIONS COMMITTEE

This committee develops, applies, and evaluates policies related to student admission, progression and retention in the nursing programs. Committee membership includes all nursing faculty and a student representative from the Student Advisory Committee.

NURSING CURRICULUM COMMITTEE

This committee coordinates the implementation, evaluation, and revision of the curriculum; reviews course proposals and makes recommendation to the Nursing Faculty Assembly, and prepares curricular changes for submission to the College Curriculum and Academic Policy Committee.

NURSING FACULTY ASSEMBLY

This committee is composed of all faculty holding academic appointment and a student representative from the Student Advisory Committee. The committee provides all faculty the opportunity to participate in shared governance of the Division, and functions to establish priorities of educational offerings, philosophy, purposes, and goals of the program; and to participate in faculty search procedures, advise and collaborate with the Division Chair regarding budget and program policies.

NURSING STUDENT ADVISORY COMMITTEE

The committee serves to advise the Chair of the Division of Nursing on student concerns, to select representatives to serve on standing committees, and to select recipients of teaching awards. Membership consists of three senior nursing students, three junior nursing students, and the Chair of the Division of Nursing who is an ex-officio member.

SPECIAL EVENTS COMMITTEES (Serve as Needed)

AWARDS DAY COMMITTEE

This committee assists the Provost and Vice President for Academic Affairs in planning and evaluating the annual spring Awards Convocation.

HOMECOMING COMMITTEE

This committee involves members from many different departments on campus who are involved in planning and evaluating the events associated with Homecoming each year. Membership is typically chosen from the Athletic Program and Alumni Affairs, as well as others as needed.

COMMENCEMENT COMMITTEE

This committee is chaired by the Vice President for Institutional Advancement and is responsible for planning the events associated with the commencement each year.

FINE ARTS COMMITTEE

This committee is charged with responsibility of planning special functions, presentations, and performances on campus each year. The committee is also charged with the responsibility for approval of all events that qualify each term for Martin Moments credit.

UT Southern Financial Exigency Plan

Financial Exigency is defined as an imminent financial crisis facing the campus as a whole that results or is expected to result from such a significant decline in financial support and/or enrollments that emergency release of staff, administrators, tenured and non-tenured faculty members may be necessary and that elimination of programs might be required.

Determination

1. Early indications that adverse financial conditions may face the campus should be reported in writing to the faculty and staff as soon as possible.
2. Financial exigency is a circumstance which is declared only after careful consideration and wide consultation. When a situation of financial exigency is thought to exist or to be imminent, the Chancellor of the campus shall request a meeting of the Faculty Senate to present documentation indicating the necessity of a declaration of financial exigency. After discussion with the Faculty Senate and whomever else the Chancellor deems necessary and desirable to consult, if the Chancellor remains convinced that a financial exigency is imminent, he/she shall present the documentation to a meeting of the full faculty for review and discussion. If a formal declaration is determined to be necessary, all pertinent documentation will be submitted by the Chancellor to the President of the University for review by the appropriate University officials. The President, following confirmation of the need for a formal declaration of financial exigency, will recommend to the Board of Trustees that a state of financial exigency be officially declared for the campus.

Procedures Following the Declaration

1. After the Board of Trustees has officially declared a state of financial exigency, the campus administration, with the active participation of the campus Financial Exigency Committee, shall take action to allocate necessary funding reductions among the various departments and budget units.
2. Financial exigency procedures shall be recommended by a Financial Exigency Committee consisting of the following voting members: the Provost and Vice Chancellor for Academic Affairs, Vice Chancellor for Finance and Administration, Associate Vice Chancellor for Finance, Associate Vice Chancellor for Student Affairs, Associate Vice Chancellor for Human Resources, Associate Vice Chancellor of Enrollment and Athletic Recruiting, and President of the Faculty Senate.
3. The committee shall be convened by the Chancellor. At this time, the chairperson shall be elected from among the members.
4. The committee shall develop and recommend a general plan of budget reduction. Specific plans of budget reduction for each unit of the campus, consistent with the general plan, shall then be developed through the normal budget-making channels.

5. The committee shall report its recommendations to the Chancellor and shall provide to the faculty and staff all appropriate information concerning its recommendations.

Guidelines for the Financial Exigency Committee

Paramount importance shall be given to preserving the campus's capability to meet its institutional goals. The Financial Exigency Committee should include but not be limited to the following guidelines in its deliberations.

1. All units of the campus, academic and non-academic, shall be considered.
2. Reduction need not be uniform throughout the campus. Some services or programs may be eliminated completely. However, some reductions may be applied on a campus-wide basis.
3. Non-academic reductions will be favored over academic ones.
4. Reductions in operating budgets will be favored over reductions in personnel budgets whenever possible.
5. If recommendations for personnel reductions are deemed necessary, the committee guidelines will include consideration of the following:
 - a. workload per staff member within a budgetary unit. Attention should be directed toward productivity and effectiveness in fulfilling responsibilities of the unit. For faculty, credit hour production per FTE compared to institutional, discipline, and state averages and other assigned duties should be considered;
 - b. ratios between faculty and administrative personnel;
 - c. ratios between personnel in positions classified as staff exempt and staff non-exempt.
6. The committee shall consult with heads of budgetary units before issuing recommendations concerning those units.

Guidelines for Developing Specific Plans of Reduction in the Event of Financial Exigency

1. Each unit of the campus has the responsibility to develop a specific plan which will allow that unit to comply with the general plan of budget reduction for the campus and to recommend specific budget cuts for itself through the normal budget-making channels. Each unit shall elect a committee for this purpose. The unit head shall make recommendations after consideration of the committee's report.
 - a. In developing specific plans in non-academic units, the heads of departments will consult with all members of the unit and will be responsible for making the recommendations to the Financial Exigency Committee.
 - b. Each academic unit will consider its reduction plan by meeting as a committee of the whole chaired by the school chair to discuss the recommendations to the Financial

Exigency Committee. The chair will note in writing when there is a significant lack of agreement with his/her recommendations.

2. Specific unit plans for reduction may include such alternatives to personnel terminations as

- a. cutbacks in operating budgets (e.g., supplies and equipment);
- b. voluntary early retirements;
- c. voluntary transfers to other units with approval of receiving unit;
- d. voluntary changes in appointment types and/or work schedules by exempt and non-exempt staff;
- e. voluntary temporary leave;
- f. voluntary reductions in salary;
- g. projects to attract additional students;
- h. outside funding;
- i. teaching one semester and a summer;
- j. voluntarily teaching overloads without additional salary;
- k. elimination of released time.

3. Specific unit plans should include a determination of the minimum staff and budget necessary for continued operation of those programs which are deemed viable.

4. The specific plans should include a determination of the minimum number of staff reductions necessary to meet the general reduction plan.

5. The specific unit plans shall set forth by category the savings to be achieved by the plan.

Guidelines for Recommendations for Termination of Personnel

1. The Financial Exigency Committee will review specific unit plans and determine the number of terminations, if any, necessary in each unit and report its recommendations to the Chancellor.

2. Selection of specific persons to be terminated shall in general follow the considerations below. Highest priority shall be given to retaining persons necessary to maintain essential academic and non-academic programs. When the issue of maintaining an essential program is not at stake, then the following guidelines are proposed.

- a. Full-time (regular) employees will be retained in preference to part-time (temporary) ones.
- b. Continuous-contract persons shall be retained in preference to term, contract or probationary ones.
- c. Tenured faculty members will be retained in preference to non-tenured ones.
- d. Among tenured faculty members, those of higher rank shall be retained in preference to those of lower rank. Within rank, seniority will be considered; seniority is to be determined, first, by total number of years of service to the institution and, second (where the total number of years of service is equal), years of service in the highest rank.
- e. In determining retention of non-tenured faculty members equal weight shall be given to seniority and to performance as recorded in annual evaluations.
- f. Seniority and performance rules stated above shall apply to individuals in positions classified

as staff exempt. Attention shall be given to the possibility of temporary merging or elimination of some administrative and/or managerial positions.

g. Procedures for termination of individuals in positions classified as staff non-exempt shall be as presented in the UT Policy for reduction-in-force. (UT Policy HR0145)

3. Variations from the above rules of tenure, rank, or seniority may be allowed if the head of the unit involved and the Financial Exigency Committee agree that the termination of a specific individual or the loss of that person's expertise would:

- a. jeopardize the continuance of program effectiveness;
- b. undermine the campus capability to meet its institutional goals;
- c. impair the campus' Affirmative Action Plan sufficiently to jeopardize Compliance with federal regulations.

4. Notification. Written notifications of termination will be sent by the Chancellor. In all cases of termination of appointment because of financial exigency, every effort shall be made to give notice no less than that prescribed by standard personnel procedures and procedures presented in the Faculty Handbook. Any person receiving a termination notice may request and receive from the Chancellor a written statement outlining the reasons for termination and the basis of his selection for termination.

5. Appeal. Any faculty or staff member receiving a notice of termination has a right to appeal his/her selection for termination. Such an appeal shall first seek resolution through normal administrative channels and, if denied, may be referred to a hearing committee. Members of the Financial Exigency Committee will be ineligible to serve on hearing committees.

- a. An appeal by individuals in positions classified as faculty or staff exempt shall proceed through channels, including the appropriate vice chancellor. If the appeal is denied, recourse shall be through the Faculty Affairs Committee according to procedures specified in the Faculty Handbook.
- b. Individuals in positions classified as staff non-exempt shall proceed through channels according to procedures presented in UT Policy HR0640. Further appeal may be submitted to a subcommittee of the Employee Relations Council as described in UT Policy HR0630.
- c. The appropriate hearing committee shall insure a prompt, fair, and unbiased hearing. The committee shall determine whether established procedures were followed and appropriate criteria applied in arriving at the decision to terminate.
- d. The hearing committee will not review the decision to declare financial exigency nor the decision allocating necessary funding reductions to the various budgetary units.
- e. The respective hearing committee will recommend that the decision to terminate be upheld or reversed; recommendations will be made to the appropriate vice chancellor (in case of non-exempt staff) or Chancellor (in case of faculty or exempt staff).
- f. If the decision to terminate is upheld (by the hearing committee and/or the appropriate administrative officer to whom the hearing committee makes its recommendations), further appeal may be made to the Chancellor and to the President (and to the Board of Trustees in the case of tenured faculty).

Continuing Rights of Persons Terminated

The University shall make every reasonable effort to assist persons who are terminated because of financial exigency in finding other employment. Actions to achieve this goal shall include:

1. Any vacancies that occur during the period of exigency shall be filled by transfer of employees who are to be terminated, provided the employee considered for transfer is qualified, or may become qualified by satisfactory completion of a reasonable program of training, to fill the vacancy. Qualification will be assessed by the chair/head of the receiving unit and the Vice Chancellor under whose supervision the vacancy occurs;
2. Vacancy in a faculty position caused by termination due to financial exigency shall not be filled for a period of three years unless the released faculty wish to accept or decline the offer. Continuing rights of staff exempt and staff nonexempt personnel shall be as presented in the UT policy on restoration-of-force procedures. (UT Policy HR0150)
3. The above guidelines are not to be construed as limitations on the University's right to employ new personnel, provided the additions are in a new or expanded program area that is essential to achieving institutional goals, and provided that employees terminated because of exigency are not qualified for the positions and cannot become qualified by completing a program of training which appears reasonable and equitable in view of the University's program needs and financial circumstances.

Guidelines for Students Affected by Personnel Reductions Within Academic Units

The campus recognizes its responsibility to students who may be affected by personnel reductions. In the event personnel reductions jeopardize continuance of an academic program, the following guidelines are proposed:

1. Students affected by personnel reductions shall be notified immediately by the chair at the unit level;
2. The chair or an appropriate faculty member shall provide counsel and guidance to affected students;
3. The focus of the counsel and guidance shall include, but not be limited to, information on other current programs offered within the department or on the campus that may meet academic and career objectives of the student;
4. If the programs at the campus do not meet the needs and objectives of the student, he/she shall be advised of existing similar programs at other institutions within the state. If desired, assistance in transferring shall be offered.

Reviewed UTS August 2021



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021

Committee: Education, Research, and Service

Item: **Proposed Policy on Award of Degrees and Certificates in Memoriam (BT0005)**

Type: Action

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

Background

In accordance with the requirements of Tennessee law and the University's Bylaws, the President and Chancellors of the University, with the advice and consent of a majority of the Board of Trustees, are authorized to confer any bachelor's, master's, or doctoral degree approved by the Board upon certification by the appropriate university offices that a student has satisfied all degree requirements and all obligations to the University.

The Board of Trustees has previously adopted a Policy on Awarding of Honorary Degrees (BT0005). Certain revisions to the Policy are being recommended to: (i) incorporate information pertaining to the conferral and revocation of degrees; (ii) the guidelines for diplomas, which were approved by the Board of Trustees in June 2021; (iii) streamline the composition of the nominating committee for the awarding of honorary degrees, which, among other things, includes removal of the Chair of the Education, Research, and Service Committee as a member of the nominating committee; (iv) provide for a consistent approach for the awarding of posthumous degrees and certificates of memoriam.

A copy of the proposed Policy on Awarding of Degrees and Certificates of Memoriam follows this summary.

Committee Action

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

Resolved: The Board of Trustees hereby approves the proposed Policy on Award of Degrees and Certificates in Memoriam (BT0005) as presented in the meeting materials, a copy of which shall be attached to this Resolution after adoption. Such policy shall supersede and replace all prior resolutions, policies, and procedures pertaining to the conferral and revocation of degrees and the issuance of diplomas and certificates.



System-wide Policy	
BT0005 - Policy on Awarding of Degrees and Certificates in Memoriam	
Version: 1	Effective Date: [10/22/2021]

**BOARD OF TRUSTEES
POLICY ON AWARDING OF DEGREES AND
CERTIFICATES IN MEMORIAM**

PURPOSE

The policy outlines the requirements and guidelines, including various delegations of responsibilities, applicable to the conferral and revocation of degrees, honorary degrees, posthumous degrees and memorial certificates. This policy is applicable to all University campuses.

CONFERRAL AND REVOCATION OF DEGREES

In accordance with the requirements of Tennessee law and the University's Bylaws, the President and Chancellors of the University, with the advice and consent of a majority of the Board of Trustees, are authorized to confer any bachelor's, master's, or doctoral degree approved by the Board upon certification by the appropriate university offices that a student has satisfied all degree requirements and all obligations to the University.

Diplomas shall be issued in the name of The University of Tennessee and shall adhere to the guidelines attached hereto as Appendix A ("Diploma Guidelines").

HONORARY DEGREES

An honorary degree is the highest form of recognition offered by the University. The Board of Trustees authorizes the awarding of honorary degrees to recognize individuals who have benefited the institution or society through outstanding achievements or leadership.

Maximum Awards, Eligibility Criteria, and Other Considerations

The following criteria shall guide the campuses in considering and nominating candidates for honorary degrees.

- A. Each campus may award up to three honorary degrees each year.
- B. University employees shall not be eligible for nomination during their employment. In addition, members of the Board of Trustees and elected officials shall not be eligible for nomination prior to completion of their terms of service.

System-wide Policy	
BT0005 - Policy on Awarding of Degrees and Certificates in Memoriam	
Version: 1	Effective Date: [10/22/2021]

- C. Honorary degrees awarded shall be doctoral degrees, with the specific title to be appropriate to the campus and the recipient. Honorary degree titles must not duplicate the title of any existing for-credit academic degree. The honorary degree title shall be included in the materials provided to the Board.
- D. All degrees, honorary and for-credit, are awarded by the Board, based on recommendations by the faculty of a specific campus. As such, it is possible for an individual to be nominated for and receive more than one honorary degree from the University. Any additional honorary degree shall, in most instances, be from a campus other than the first honorary degree. No recipient shall receive more than one honorary degree with the same specific title.
- E. All honorary degrees awarded shall be in the name of The University of Tennessee and shall adhere to the Diploma Guidelines.
- F. The University expects honorary degree recipients to participate fully in commencement exercises; however, exceptions may be made for extenuating circumstances.

Nomination Process

Each campus shall develop specific procedures for considering and nominating honorary degree recipients, which procedures shall be approved by the Chancellor. Notwithstanding the foregoing, the campus procedures shall be consistent with the following provisions:

- A. The nominating committee shall include members of the faculty, as selected by the faculty governing body of the respective campus, and the chief academic officer of the campus, who shall serve ex-officio as chair of the nominating committee and may vote in the event of a tie. The nominating committee may also include other members of the campus community.
- B. The composition of the committee shall include individuals with different backgrounds, perspectives, and expertise.
- C. The process shall promote broad engagement and participation by representative groups and individuals on campus.
- D. The nominating committee shall be responsible for soliciting, receiving and screening nominations, and recommending candidates to the Chancellor for consideration.



THE UNIVERSITY OF TENNESSEE

System-wide Policy	
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- E. All honorary degree nominee(s) shall be subject to the recommendation and approval of the Chancellor and President, consecutively. Final approval of the award of all honorary degrees rests with the Board of Trustees.

POSTHUMOUS DEGREES AND CERTIFICATES IN MEMORIAM

Posthumous Degrees

The University seeks to extend sympathy and compassion to families of deceased students nearing completion of their degrees, to recognize the academic achievements of students who would have fulfilled the requirements of the degree, as well as honor the memory of deceased students whose degrees were in process.

The Board of Trustees authorizes the awarding of posthumous degrees or memorial certificates to undergraduate, graduate, or professional students, subject to the guidelines set forth below.

Eligibility Criteria

- A. At the time of death, the student was enrolled or on an approved leave of absence;
- B. The student was in good standing, both academically and with respect to conduct; and
- C. The student was nearing completion of work required for the award of degree. For undergraduate students, "nearing completion" is defined as having been in the final semester of their degree program or within 18 hours of degree completion. For students in graduate and professional programs, "nearing completion" is defined as having completed approximately eighty-five percent (85%) of the program.
- D. In exceptional circumstances, the school/college dean's request may include justification for another definition of "nearing completion" of the program of study.



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Award Process

Each campus shall develop specific procedures for considering requests for posthumous degree recipients. At a minimum, the process shall include the following:

- A. A recommendation for the award of the degree as approved by the faculty in the student's major department or program, the department head/chair or program director, and school/college dean.
- B. A school/college dean shall initiate the request for conferral of a posthumous degree by notifying the chief academic officer of the request in writing and by providing information about the academic progress and standing of the student in support of the conferral of the degree.
- C. Upon approval by the chief academic officer, the recommendation of the conferral of a posthumous degree shall be presented to the Chancellor.
- D. All posthumous degree conferrals shall be subject to the approval of the Chancellor and President, consecutively.
- E. The campus registrar shall be responsible for documenting posthumous degrees. The registrar shall prepare a transcript showing the student's completed course work and with special notation indicating posthumous conferral of the degree. The registrar shall also prepare a diploma indicating the degree in the declared area of study, with the graduation date noted as the nearest official graduation date following the student's death. The diploma shall be consistent with the Diploma Guidelines and need not contain a notation of posthumous conferral. The registrar shall maintain the student's records in compliance with all applicable state and federal guidelines pertaining to the accuracy of graduation data.
- F. At the Chancellor's discretion, a school/college may recognize the student and the conferral of the posthumous degree at commencement, subject to the consent of the student's family.

Certificates in Memoriam

A Certificate in Memoriam is issued in recognition of a deceased student's progress toward the degree and to honor the student's memory as a member of the University community. The Certificate in Memoriam is not included in the official count of degrees and shall not be considered a conferral of a degree by the University.



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Eligibility Criteria

Any student who at the time of his or her death meets the eligibility requirements for the conferral of a posthumous degree except for the condition of “nearing completion” may be awarded a Certificate in Memoriam.

Award Process

Each campus shall develop specific procedures for considering requests for the issuance of Certificates of Memoriam. At a minimum, the process shall include the following:

- A. A recommendation for the issuance of the certificate as approved by the faculty in the student’s major department or program, the department head/chair or program director, and school/college dean.
- B. A school/college dean shall initiate the request for the issuance of the certificate by notifying the chief academic officer of the request in writing and by providing information about the academic progress and standing of the student in support of the certificate.
- C. Upon approval by the chief academic officer, the registrar shall issue the certificate in the name of The University of Tennessee, which shall indicate the student’s dates of enrollment, and, if applicable, major, academic department or program, and school/college. Latin Honors are not awarded for Certificates in Memoriam.
- D. The size and style of the Certificates of Memoriam shall be in substantially the same form and shall be distinguishable from diplomas issued by the University. The Vice President for Academic Affairs and Student Success, in consultation with the Secretary to the Board, shall be responsible for approving the standard template for the certificate and any permissible exceptions thereto.
- E. The campus registrar shall be responsible for documenting the issuances of all Certificates of Memoriam. The registrar shall prepare a transcript showing the student’s completed course work and with special notation indicating posthumous issuance of the certificate.
- F. The Certificate of Memoriam shall be delivered to the dean of the school/college for appropriate mailing or in-person presentation to the student’s family.



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REVOCATION OF DEGREES

In accordance with the University's Bylaws, the Board of Trustees has delegated to the Chancellors authority to revoke a degree if the degree was awarded in error or if degree revocation is imposed pursuant to University policies and procedures as a disciplinary penalty for academic or research misconduct.

History:

Adopted	[10/22/2021]*
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(*) This policy supersedes and replaces the prior Board Policy on Awarding of Honorary Degrees (BT0005) adopted on June 17, 1999, as amended through June 21, 2019.



APPENDIX A - DIPLOMA GUIDELINES

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

The University of Tennessee

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

[Student Name]

the degree of

[Degree Designation]

[optional major]

[Honors]

with all Rights, Privileges and Honors thereunto appertaining.

In Witness Whereof this diploma is hereby awarded having been duly signed, and the Seal of the University hereunto affixed.

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

Chair of the Board of Trustees

Secretary of the University



Chancellor

President



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021
Committee: Education, Research, and Service
Item: **Tenure Recommendations Requiring Board**
Type: Action
Presenter: Randy Boyd, President

Background

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

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

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



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.1

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021
Committee: Education, Research, and Service
Item: **Grant of Tenure upon Initial Appointment**
Type: Action
Presenter: Randy Boyd, President

Background

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

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

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

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

Committee Action

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

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

ATTACHMENT 1

October 2021 Tenure upon Initial Appointment

UTC			
Last Name	First Name	College	Department
Coleman	Randall	Arts and Sciences	Performing Arts

UTK			
Last Name	First Name	College	Department
Brooms	Derrick	Arts & Sciences	Sociology
Day	Brad	Arts & Sciences	Microbiology
Kelchen	Robert	Education, Health and Human Services	Educational Leadership and Policy Studies
Mazer	Joseph	Communication and Information	
Rorissa	Adebe	Communication and Information	School of Information Sciences
Thapliyal	Himanshu	Tickle College of Engineering	Electrical Engineering and Computer Science

5.1

ATTACHMENT 2**Fall 2021 Grant of Tenure upon Initial Appointment****Candidate Summaries****UTC**

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

Mr. Randall Coleman was recruited to serve as Professor and Director of Bands in the Department of Performing Arts in the College of Arts and Sciences. He comes from the University of Alabama where he served as Associate Director of Bands and tenured professor in the School of Music. Mr. Coleman has instructed both the Alabama Concert Band and the Million Dollar Marching Band, and is a member of the highly selective American Bandmasters Association. He is an effective teacher at the graduate and undergraduate level, which is evidenced in his highly positive course evaluations. Professor Coleman has served on ten doctoral dissertation and eight graduate committees. He has many published recordings, with multiple chapters and recordings featured in "Teaching Music Through Performance in Band" by GIA publications. He is currently serving as the President-Elect of the National Band Association and has previously served as the Alabama State Chair for College Band Directors National Association, as well as the President of the Georgia Music Educator's Association. Mr. Coleman has had almost 20 national guest conducting engagements in the last decade, adjudication engagements across the South, and 17 invitational performances with ensembles from across the nation.

UTK

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

Dr. Derrick Brooms was recruited to serve as Professor in the Department of Sociology and the Africana Studies Program in the College of Arts and Sciences. He comes from the University of Cincinnati, where he served as chair and tenured professor in the Department of Sociology. Dr. Brooms is a leading scholar in the area of equity in education, especially as it applies to African-American men and boys. He has authored over 50 journal articles and chapters, and his fourth book will be published later this year. Dr. Brooms is the founding editor of the Critical Race Studies in Education book series with SUNY Press and also the newest coeditor of *Social Problems*, one of the leading journals in Sociology. He is an excellent and committed instructor, having been named Faculty Member of the Year twice and awarded Most Constructive In-Class Feedback Award by the Graduate Student Lyceum in the Sociology Department of the University of Cincinnati. Dr. Brooms has supervised internships for three students and sat on thesis committees for 11 students. He has advised four undergraduate research projects and served as the research mentor for a high school student whose work was published. His research speaks to understudied issues within sociology and fills important gaps in the field.

Dr. Brad Day was recruited to serve as Professor in the Department of Microbiology in the College of Arts & Sciences and Associate Vice Chancellor for Research & Innovation Initiatives. He comes from Michigan State University (MSU), where he served as an endowed professor in the Department of Plant, Soil and Microbial Sciences, one of the top departments in the country. Dr. Day is a leading international scholar in the area of plant-microbe interactions and has built a world-class research program in this area at MSU. He has a strong and consistent publication and funding portfolio, with manuscripts in high impact societal and general peer-reviewed journals and funding from diverse federal agencies. This is illustrated in 72 peer-reviewed papers and over \$7 million in external support, including multiple grants from the National Science Foundation, the National Institutes of Health, and the US Department of Agriculture. In 2020 Dr. Day was named MSU Foundation Professor, a distinction awarded to “exceptionally accomplished” faculty members. Dr. Day has given over 85 invited presentations and served on numerous panels. He is a leader on campus, supervising the research of over 50 students at the graduate and undergraduate level and chairs 20 thesis committees. Dr. Day has strong mentoring background and has a demonstrated excellence in training scientists at all levels.

Dr. Robert Kelchen was recruited to serve as Department Head of Educational Leadership and Policy Studies (ELPS) in the College of Education, Health, and Human Sciences. Dr. Kelchen comes from Seaton Hall University, where he was awarded tenure in 2019. Dr. Kelchen has published over 30 academic papers in scholarly venues such as Educational Research, the Review of Higher Education, the Journal of Research in Higher Education, the Journal of Education Finance, and a monograph from Johns Hopkins University Press. He is also an active contributor to popular journalistic outlets, including the Chronicle of Higher Education and Inside Higher Education. Dr. Kelchen’s dedication to teaching and service is evidenced through the mentorship of 22 doctoral students, in addition to teaching a broad selection of classes on higher education planning and finance. In a short amount of time, Dr. Kelchen has brought in over \$1 million of external funding to study the effects of policy in higher education on student outcomes, particularly focused on underrepresented minorities and students from low-income families. He has a proven record of putting research and policy into practice.

Dr. Joseph P. Mazer was recruited to serve as Dean for the College of Communication and Information. Dr. Mazer comes from Clemson University, where he was tenured and promoted to full professor in 2019. At Clemson, Dr. Mazer served in the roles of Department of Communication Chair and Faculty Fellow in the Office of the Executive VP for Academic Affairs and Provost. He has conducted work focusing on gender inequalities and career opportunities, cyberbullying, and healthcare issues in diverse communities, receiving numerous awards for his teaching and research, ranking in the top 1% of prolific scholars in communications. Dr. Mazer’s exemplary record of scholarship and solid mentorship emphasizes his passion for teaching and sharing knowledge, from both a practitioner and researcher prospective. He has been awarded over \$6 million in NIH funding and has complimented his research and teaching with leadership and service through memberships including the General Education Task Force, Undergraduate Curriculum Committee, NSF Advance Grant Search Committee, Crisis Management Team, and multiple search committees.

Dr. Adebé Rorissa was recruited to serve as Professor and Director of the School of Information Sciences. Dr. Rorissa comes from the State University of New York (SUNY) Albany, where he served as Associate Dean for Faculty Development in the College of Emergency Preparedness, Homeland Security and Cybersecurity, as well as a tenured faculty member in the Department of Information Science. He has an exemplary service record in the information sciences community, where he has held numerous leadership positions in the Association for Information Science & Technology. Over the past decade, Dr. Rorissa has published 20 peer reviewed journal articles, many in top journals, including the Journal of Information Science and Technology, Government Information Quarterly, and Information Processing & Management. Within his institution and department, Dr. Rorissa has provided exceptional service as a committee member, campus leader, and Associate Dean. Under his leadership, the Master's degree in the Information Sciences program was restructured and expanded to introduce new, innovative, and strategic concentrations. During his time at SUNY Albany, Dr. Rorissa has demonstrated a commitment to diversity and inclusion by working to attract and mentor a diverse student body, leading efforts to recruit and retain diverse faculty, and initiating strategic planning efforts for justice, equity, diversity, and inclusion.

Dr. Himanshu Thapliyal was recruited to serve as Associate Professor of Electrical Engineering and Computer Science in the Tickle College of Engineering. Dr. Thapliyal comes from the University of Kentucky in Lexington, where he served as Associate Professor and Endowed Robley D. Evans Faculty Fellow in the Department of Electrical and Computer Engineering. His research, teaching, and service records have been described as "extraordinary." During his career, Dr. Thapliyal's research has been cited over 4,000 times, and he has authored over 150 publications, including more than 40 journal articles. He is a section editor, senior associate editor, or associate editor of six journals. Dr. Thapliyal has an extensive service record, both at the University of Kentucky and within his professional discipline. He served as a member of the graduate committee in his department, co-director of a cybersecurity certificate program, and was heavily involved in assisting the accrediting body with a program review. Additionally, he has been a member of the technical planning committee for 33 conferences or symposia and organized 13 sessions for technical conferences.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.2

AGENDA ITEM SUMMARY

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

Background

Chancellor Plowman has recommended for tenure a faculty member who has served less than a six-year probationary period. All steps in the tenure review process outlined in Board policy and campus procedures have been completed for this faculty member, and he has received strong support at each level of review. Information on the candidate is provided in Attachments 1 and 2.

Following my review of the tenure dossiers, in consultation with the Vice President for Academic Affairs and Student Success, I am recommending that the Board grant tenure to Matthew Van Essen.

Committee Action

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

Resolved: The Board of Trustees hereby grants tenure upon early consideration to Matthew Van Essen, a faculty member in the Department of Economics, Haslam College of Business, UT Knoxville campus.

ATTACHMENT 1

October 2021 Tenure upon Early Consideration

UTK			
Last Name	First Name	College	Department
Van Essen	Matthew	Haslam College of Business	Economics

5.2

ATTACHMENT 2

Fall 2021 Grant of Tenure upon Early Consideration

Candidate Summary

UTK

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

Dr. Matthew Van Essen has served as Associate Professor in the Department of Economics for the Haslam College of Business at the University of Tennessee, Knoxville since 2020. Prior to this role, Dr. Van Essen was a tenured Associate Professor at the University of Alabama. Since his arrival, he has taught six sections of two different courses, successfully creating online versions of these previously face-to-face programs due to the pandemic. Even with these obstacles, Dr. Van Essen received high teaching scores and multiple students commented on the value of the additional resources he used to supplement his lectures. He has published 19 journal articles, many of which are single authored. Dr. Van Essen has secured \$65,000 in external funding to support his research, in addition to receiving several awards while at his previous institution. Dr. Van Essen served as the Master's Program Coordinator for Economics, was a member of the Ph.D. comprehensive exam committee, and several recruitment committees while at the University of Alabama. Though it has been a challenging time in the area of service during the pandemic, his departmental colleagues describe his prior service record as "extensive" and expect he will "contribute to our department's development in many ways."

5.2



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 21, 2021

Committee: Education, Research, and Service

Item: **Report on Periodic Post-Tenure Performance Review (PPPR)**

Type: Information

Background

The summary and presentation for PPPR 2019-21 follows this Agenda Item Summary.

Periodic Post-Tenure Review Summary: 2020-21

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Observations from the Process

UT Chattanooga

COVID did not change what UTC asked faculty members to provide. Because of the abrupt pivot made from face-to-face classes to internet classes, UTC made it optional for faculty to submit course evaluation information for two semesters. UTC reported no surprises and no changes to the process.

UT Health Science Center

UTHSC did not conduct PPPR (Post-Tenure Review (PTR)) in the 2020-21 academic year. The 2019-20 academic year was the first (and only) time to conduct PTR to date; PTR will be conducted this academic year.

Evaluations from students are not collated by one entity in a college/department. Evaluations were collected across different types of learners (undergraduate or professional students and residents) as well as across different educational environments (students in didactic lectures, students in clinical rotations, students in other settings). Evaluations were sometimes found with the faculty member, sometimes with the department chair or department administrative staff person, and sometimes with clerkship directors/staff (in the case of resident evaluations). Student evaluations were not always, therefore, being used by department chairs for annual review purposes.

UT Knoxville

During the 2020-21 academic year, UTK opted to pause PPPR because of the pandemic and therefore was unable to provide feedback about the PPPR process. During this time, however, UTK commissioned a small working group to make recommendations regarding how the annual review process could be improved to address some of the concerns that led to the creation of PPPR. The working group met four times between January 28 and March 24, 2021. In addition, group members met informally or in small groups with faculty members and administrators to receive feedback on the current annual performance and planning review (APPR) process and suggestions for the working group to consider.

UTIA paused PPPR for the 2020-21 academic year. Thus, only one year of PPPR has been completed, with 14 faculty participating in the review process. Nineteen faculty were notified that they would be undergoing reviews, and 5 faculty subsequently retired or committed to retirement within the year and their reviews were waived. It was not possible to determine how many retirements were the direct result of this new review process. Only one review committee requested external review letters. None of the reviews resulted in a finding that a faculty member failed to satisfy the expectations for discipline and rank. One review committee identified a perceived incongruity with the

annual reviews; feedback was provided to the department head and was used as an opportunity to emphasize the need for rigorous, thorough annual reviews.

UT Martin

UTM reported that very little was learned as a result of the first iteration. UTM discovered that one department was using criteria that differed from those used by the rest of the departments and have since addressed this to create consistency in the process. UTM reported that the annual evaluations of each faculty member are accurate and a sufficient form of evaluation.

Changes Made or Observed as a Result of PPPR

UT Chattanooga

The PPPR process annually indicates that the overwhelming majority of our faculty continue to do what UTC expects of tenured and tenure-track faculty, i.e., they teach well, continue to engage in scholarship and creative activities at acceptable levels, and provide useful service to a variety of constituencies.

UT Health Science Center

UTHSC instituted Digital Measures and, for the two most recent evaluation cycles (conducted in spring 2020 and spring 2021), the materials for the evaluations are being pulled from Digital Measures reports or are being uploaded or completed as part of a form inside Digital Measures. Since there were issues with paper forms being completed accurately and fully, Digital Measures was set up to require the completion of specific fields so that information would no longer be missing.

UT Knoxville

The working group recommended two initiatives. The first was to provide more guidance about the content and structure of the three-year narrative reviews supervisors provide to tenured faculty at the time of annual review. The second recommendation was to consider adding an enhanced annual performance and planning review (EAPPR), which would occur every six years following the granting of tenure and focus on the faculty member's long-term impact to the profession/discipline to date, reflection on impact in the last six years (since the awarding of tenure or the last enhanced review), and a set of longer-term goals (e.g., 4-6 years). The taskforce noted that this would align with existing practices for faculty in their probationary periods (i.e., enhanced retention review), provide for a broader and deeper reflection on the part of the faculty member and the administration, and provide a venue for discussing career trajectories.

UTIA asked each review committee to provide input regarding concerns or needed improvements; eight review committees identified concerns about the burden of the

review process. One specific concern was the lack of a standardized form for the committees to use for reporting and providing feedback. This has been addressed for the next round of reviews.

UT Martin

The one iteration was the year in which COVID hit, and last year many faculty members were teaching online and simply trying to manage a very different academic year. The main change, as indicated above, was to create a more consistent set of criteria across the institution.

Impact of Changes Implemented as a Result of PPPR

UT Chattanooga

UTC identified one change for consideration, something more than a bifurcated “meets expectations” “does not meet expectations” evaluation. Worth consideration is something like a “superior” designation, that only faculty at the rank of professor are eligible to receive that comes with a tenure and promotion salary-like bump.

UT Health Science Center

The annual performance and planning review was completed in a more thorough manner for most faculty members. Given the pandemic, UTHSC continued to have some exceptionally busy clinical departments, mostly in the college of medicine, and some of those evaluations were less thorough. Since this is the second round of PPPR for UTHSC and since the first round was two years ago, UTHSC will have the opportunity to identify changes in annual evaluations.

UTHSC also developed a training document for the first round of PPPR. The following comment was received from a PTR committee member completing the training:

“I just finished the PTR training module. I don’t recall seeing this document in the past. It is very complete and well done. I suggest that it be distributed to all UTHSC faculty not only when they are serving on the committee or as a reviewee, but at this early date so that they are: (1) better informed about the process itself, (2) the criteria upon which they will be evaluated thereby providing time to successfully achieve those criteria.”

UTHSC provided this as evidence that there was some value-add.

UT Knoxville

UTK launched this year’s PPPR process and will follow the same procedure that we used in the 2019-20 cycle.

UTIA senior faculty seem to be more attentive to recording and reporting accomplishments in a comprehensive manner, in anticipation of their upcoming post-tenure reviews. As individual performance is scrutinized for senior faculty, there has been some reluctance to perform duties for the good of the department, college, and university (committees, recruitment, mentoring, advising...)

UT Martin

UTM continues to question the benefits of PPPR. Smaller departments found the combination of mid-tenure review and PPPR particularly taxing.

Supplemental Information: UT Southern

The tenured faculty at MMC have been required, per the faculty handbook and the Academic Policy and Procedures Committee of the Board of Trustees, to undergo post-tenure review every five years. As reviewed and confirmed by the visiting team for the SACS-COC reaccreditation visit in February 2019, all MMC fulltime, tenured faculty were in compliance, with faculty portfolios available on site for the team to review. Last year, 2020-21, five faculty were reviewed, per those guidelines. Of the five, all five received scores of at least “2” on a 3-point scale in all areas. New PPPR process will be consistent with BOT Policy.

PPPR Reporting for UT Chattanooga

PPPR Review 2020-21 (BT0006)	UTC 2020-21	UTC 2019-20
Summary Statistics		
Number of Colleges on Campus (<i>n</i>)	5	5
Colleges Conducting Reviews (<i>n</i>)	5	5
Departments Conducting Reviews (<i>n</i>)	15	20
Number of Faculty Scheduled for Review	31	58
Number of Faculty Who Underwent Review (<i>n</i>)	28	43
Number of Faculty Reviewers (<i>n</i>)	28	23
<i># of Reviewees divided by # of Reviewers</i>	1.00	1.87
Additional Findings		
Total Scheduled Faculty Not Evaluated (<i>n</i>)	8	15
PPPR Exemptions (non-retirement)	7	8
Faculty Retiring (<i>n</i>)	1	7
<i>% of Scheduled PPPR Faculty Retiring</i>	3.23%	12.07%
Performance Findings		
% Faculty Meeting Expectations	96%	100%

Periodic Post-Tenure Performance Review 6 Fall 2021 Update



UT THE UNIVERSITY OF TENNESSEE SYSTEM

AY 2020-21 PPPR

- Campuses had the option to delay or refine regular PPPR reporting
- Campuses reported on (1) observations, (2) implemented changes, and (3) impact of changes
- UTS is preparing for full PPPR report in AY 2021-22



Campus PPPR Summary

- Most campuses delayed review due to COVID-19; UTC allowed faculty who wished to do so, to move forward with PPPR as scheduled
- Observed opportunities to improve consistency in processes and data sources
- UTK formed a working group to review procedures; UTHSC created a training document
- The process will remain largely the same but with possible adjustments and considerations

Continuing Considerations

- Continued monitoring at both the campus and system levels to evaluate costs/benefits
- Creating opportunities to standard reporting
- Need to stagger cycles (after all faculty complete initial PPPR) if PPPR is to be continued
- Continue to explore the continued need for PPPR
- More clearly define how “success” is measured

Questions?





THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date:	October 21, 2021
Committee:	Education, Research, and Service
Item:	<u>Annual Report on Intercollegiate Athletics</u>
Type:	Information

Background

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

UT Board Policy BT0033

Effective November 2019, the University of Tennessee Board of Trustees issued BT0033 – Policy on Oversight of Intercollegiate Athletics, which details the Board’s role and the specific responsibilities of the Chancellors and Intercollegiate Athletics Departments relative to the Board’s oversight. The policy requires that any UT campus with an intercollegiate athletics program submit a written report to the Education, Research, and Service Committee each fall. Each campus report must contain the following information: (1) the role of athletics on the campus; (2) oversight of the faculty athletics representative (FAR) on each campus; (3) how athletics program success is measured; (4) National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) data or comparable measure; (5) NCAA Graduation Success Rate (GSR) or comparable measure; (6) department benchmarks for student performance assessment; (7) admissions policy; (8) student-athlete summary information; and (9) academic standards and policy descriptions.

Campus Summary

The Chancellors of the Chattanooga, Knoxville, Martin, and Southern campuses submitted summary reports outlining the required information, as presented in Table 1, *ERS Athletics Summary Table 2020-21*, which follows this Agenda Item Summary.

The full reports for each of the campuses with intercollegiate athletics programs are located in the ERS Appendix.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

<i>Education, Research, and Service Committee: Athletics Summary Table, 2020-21</i>				
	UT Chattanooga	UT Knoxville	UT Martin	UT Southern
1 <i>Role of Intercollegiate Athletics (ICA)</i>	“[UTC Athletics] 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.” (p. 6)	“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.” (p. 7)	“[The UTM Athletics Department] provide[s] 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.” (p. 5)	“At a small school like UT Southern, athletics contributes to creating a positive environment for all students, not just student-athletes. [It is] important to create that community that comes from cheering on classmates and friends in athletic competitions. At such institutions, student-athletes, who comprise a high percentage of the overall student population, are widely known across the campus.” (p. 7)
2 <i>Faculty Athletics Representative (FAR) Oversight</i>	“[The FAR’s] primary duties include academics, compliance/rules interpretation, student-athlete well-being, and administrative responsibilities.” (p. 6)	“[The 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. (p. 7)	“[The FAR] abides by the Ohio Valley Conference policies and procedures for their level of oversight and other functions. The functions and responsibilities [e.g., administrative, academic, student-athlete well-being, and compliance] are either mandated by the NCAA and/or OVC regulations.” (p. 6)	“[The FAR] is a tenured associate professor of Mathematics who also serves as the Registrar and Director of Institutional Research. In this role, the FAR reports directly to the Chancellor and works closely with the Director of Intercollegiate Athletics, Assoc. Vice Chancellor for Enrollment Management and Athletic Recruiting, and coaches to ensure eligibility and the integrity of the athletics program. (p. 8)
3 <i>Measuring Athletics Program</i>	“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	“The Chancellor expects the Athletics Department to foster the pursuit of academic excellence and academic integrity by student-athletes; inspire and support the	“The Chancellor utilizes a combination of the following achievements to determine the success of athletics on campus: Academic Progress Rate,	“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

	<p>connection to most of our community and alumni. We expect a program that produces a positive image and is a source of pride." (p. 8)</p>	<p>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 Athletic 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." (p. 8-9)</p>	<p>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." (p. 7)</p>	<p>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...and the progress of each athlete academically." (p. 9)</p>
<p>4</p> <p>NCAA Academic Progress Rate (APR)*</p>	<p>14 divisions; 2019-20 APR range: 939-1000 (p. 8)</p>	<p>18 sports; 2020-21 single-year APR range: 912-1000 (p. 9)</p>	<p>14 divisions; single-year APR ranged from 961-1000; 5-year APR ranged from 940-1000. 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." (p. 8)</p>	<p>UT Southern does not track or report the Academic Progress Rate (APR) as defined by NCAA. The NCAA APR is also a four-year aggregate computed semester-to-semester. However, a comparable reporting metric for retention has been applied. At UTS, there are 17 divisions; single-year retention ranged from 44%-100%, and the 4-year average retention ranged from 55%-84%. (p. 9-10)</p>

<p>5</p> <p>NCAA Graduation Success Rate (GSR)** or Federal Graduation Rate</p>	<p>"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%." Single-year GSR: 74-100%. (p. 14)</p>	<p>16 sports; single-year GSR ranged from 71%-100%; 5-year GSR ranged from 83%-100% (p. 10)</p>	<p>12 divisions; single-year GSR ranged from 69%-100%; 5-year GSR ranged from 68.8% - 100%. (p. 9)</p>	<p>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 to UT Southern during the academic year or those who enrolled for the first time in the spring semester. Single-year and 4-year cohort graduation rates ranged from 0%-100% and 21%-60%, respectively. (p. 10)</p>
<p>6</p> <p>Department Benchmarks</p>	<p>GSR ≥ 90%; APR ≥ 985. (p. 13)</p>	<p>"All teams are benchmarked against SEC peers on an annual basis" (p. 11)</p>	<p>"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 Federal Graduation Rate is at least 13 percentage points." (p. 9)</p>	<p>"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 that are consistently well below average will receive particular attention and possible corrective actions. The NAIA has a policy for initial freshman eligibility. This policy serves as a benchmark for the Athletics Department with respect to admissions. Traditional high school graduates [must] meet at least two out of the three standards: 2.0 high school GPA; top-half of high school class; or a minimum composite score of 18 on the ACT or 970 on the SAT." (p. 12)</p>

<p>7 <i>Admissions Policy</i></p>	<p>“Students who fall in the middle of [the established admissions] standards might be admissible under our Index admission process. 3-5 index students may be taken each season depending on the academic makeup of the team. The index is maintained by the admission office and coordinated by the Asst. Vice Chancellor for Athletic Academic Enhancement.” (p. 14)</p>	<p>“The Special Considerations Admission Committee (SCAC) reviews admissions files of freshman applicants referred by the Under-graduate 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. . . . 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.” (p. 11-12)</p>	<p>“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. 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.” (p. 12)</p>	<p>“UT Southern does not have a separate admissions policy for student-athletes. Seven students were offered admission by the Provost due to special circumstances. 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.” (p. 12-13)</p>
<p>8 <i>Student-Athlete Summary vs. All Students</i></p>	<p>Top 5 Student-Athlete Majors: Exercise Science; Sport Mgmt.; Psych; Undecided; Health Science. Top 5 Non-Student-Athlete Majors: Psych; Nursing; Marketing; Biology; Management (p. 19)</p>	<p>Top 5 Student-Athlete Majors: Communication Studies; Sport Mgmt.; Kinesiology; Supply Chain Mgmt; Mgmt. Top 5 Non-Student-Athlete Majors: Supply Chain Mgmt.; Psych.; Undecided; Biological Sciences; Marketing (p. 13)</p>	<p>Top 5 Student-Athlete Majors: Health and Human Performance; Interdisciplinary Studies; Mgmt.; Ag. Business; Engineering. Top 5 Non-Student-Athlete Majors: Nursing; Agriculture; Ag. Business; Mgmt.; Integrated Studies (p. 13)</p>	<p>Top 5 Student-Athlete Majors: Business; Human Performance and Phys. Ed.; Biology; Nursing; Behavioral Sciences. Top 5 Non-Student-Athlete Majors: Business; Nursing; Behavioral Sciences; Human Performance and Phys. Ed; Crim. Just. (p. 13).</p>
<p>9 <i>Standards and Policies</i></p>	<p>“A student-athlete who is reported to have committed misconduct may be disciplined by the student-athletes Head Coach, the UTC Athletics Department, and/or</p>	<p>“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</p>	<p>“[UTM] has chosen as its primary objective quality undergraduate education, [which includes] an obligation by all members of the University</p>	<p>“The faculty and staff of The University of Tennessee Southern apply the same academic integrity standards to all students,</p>

	UTC, in addition to receiving consequences under state and/or federal law." (p. 20)	Student Code of Conduct." (p. 15)	community...The integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students." (p. 14)	regardless of their athletic status." (p. 16)
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Notes: * 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)



ACADEMIC AFFAIRS AND
STUDENT SUCCESS

Annual Report Intercollegiate Athletics Programs

Board of Trustees

October 20-22, 2021

UT Chattanooga

- UTC's student-athlete Graduation Success Rate climbed to **90%** for the first time in school history.
- The Mocs set new school records with **90** individuals earning Academic All-Conference honors and **216** making the SoCon Honor Roll in 2020-21.
- **20%** of all student-athletes (59 overall) had a perfect **4.0 GPA** in the spring of 2021 -- second-highest percentage in school history.
- In the unusual COVID-19 year that was 2020-21, UTC still managed to produce an All-American, a SoCon Individual Champion, two athletes of the year, two coaches of the year and two Academic All-Americans.

<https://gomocs.com/>



7





- **Challenges**

- Changing landscape of college athletics
- Time demands – Name, Image, & Likeness (NIL)
- Transfer portal

- **Opportunities**

- Changing landscape of college athletics
 - Dr. Don Bruce (FAR) serving on NCAA Constitution Committee
- Proactively differentiate the student-athlete experience at Tennessee

- **Initiatives**

- COVID takeaways – virtual connection, hybrid learning
- Full summer school funding
- Comprehensive NIL education/programming – Entrepreneurship minor
- Education related expenses (Alston ruling)
- VOLeaders Academy – Leadership minor





Academic Success Initiatives

- Collaborative Student-Athlete Study Space
- Challenges & Solutions
- 4-Year Program for Enhancing Life Skills
- Retention





7

UT THE UNIVERSITY OF TENNESSEE SYSTEM



ACADEMIC AFFAIRS AND
STUDENT SUCCESS

QUESTIONS?



University of Tennessee Research Foundation
600 Henley Street, Suite 211, Knoxville, TN 37996 • 865.974.1882 • utrf.tennessee.edu

Dear Members of the UT Board of Trustees,

It is my honor and pleasure to submit the 2021 update of the University of Tennessee Research Foundation (UTRF). This year has been marked by the continuation of the global pandemic and social unrest with worldwide impacts on public health, infrastructure, and the economy. Though the events of 2021 have at times brought about devastating effects, the year has also highlighted one of innovation's often overlooked deliverables: hope. The University of Tennessee is fortunate to have so many innovators who rise up to help address some of the world's greatest challenges and provide hope every day.

From novel drug formulations to advances in monitoring the dynamics of the power grid to musical arrangements and new teaching methods, innovations stemming from the University of Tennessee are evidence that, truly, Everywhere You Look, UT!

UTRF received 175 invention disclosures in FY21, making this the third highest year in our history. We are focused on deploying technologies out into the world so society can reap their benefits. In FY21, our team executed 51 technology license agreements, an all-time high!

We also celebrated the start of five new companies based on UT technology, three of which are led by graduate student alums. Our existing startups also had a successful year with seven receiving SBIR/STTR matching funds from LaunchTN and three being selected to pitch at Innov865 Startup Week later this month. Additionally, companies based on UT technologies are doing well in the capital markets, with Attralus earning special attention as it raised \$116M last month in Series B financing.

There is much to be proud of, and UTRF is privileged to serve the faculty, staff and students across the University of Tennessee's campuses and institutes through our technology transfer mission. We look forward to sharing our full Discover 2021 report with you in December.

Thank you for your dedication and commitment to our University. We appreciate your support and look forward to reaching new heights in 2022 as we do our part to make this the greatest decade in the history of the University of Tennessee!

Stacey S. Patterson, PhD
President & CEO, UTRF

where discovery and opportunity connect

THE UNIVERSITY OF TENNESSEE RESEARCH FOUNDATION

Where Discovery and Opportunity Connect



UTRF Background

Created in 1934, UTRF is a 501(c)(3) Tennessee corporation, legally separate from the University of Tennessee, acting under State law, TCA 49-9-1401 et seq., to enhance UT's competitive position for research and development (R&D) funding, facilitate expanded R&D activities, commercialize UT research outcomes, and transfer UT technology to commercial and industrial enterprises, in furtherance of Tennessee's economic development.

UTRF is managed by a seven-member board with a majority external to the University of Tennessee. UTRF acts in accord with the UT BOT's "Policy on Related Foundations" and "Patent, Copyrights, and Other Intellectual Property Policy," and the UT - UTRF Operating Agreement. With Board of Trustee and UT research interests represented, UTRF's Board consists of a majority of independent representatives nominated by UT's President, based on outside business, research and economic development capabilities.

8.1



Commercializing UT Innovations & Furthering Economic Development

Referred to as "tech transfer," UTRF core functions are to identify, protect, manage and license UT inventions and discoveries in line with the federal Bayh Dole Act and to share licensing revenue with originating campuses and departments and with UT inventors. Under the direction of Dr. Stacey Patterson who serves the dual role of UTRF President and UT's Vice President for Research, Outreach and Economic Development, UTRF's staff serve all UT campuses and institutes. UTRF operates out of two offices - the Health Sciences Center Office in Memphis serving UTHSC and UT Martin, and the Multi-campus Office in Knoxville which serves UT Knoxville, including the UT Institute for Agriculture and the UT Space Institute, UT Chattanooga, and the UT Graduate School of Medicine. UTRF reached an all-time high of 201 invention disclosures in FY20.

Over the past five years, UTRF had 149 U.S. Patents issued, executed 164 commercial options/licenses, and earned \$10.9 million in license revenue.



Research Growth

IP Commercialization

Entrepreneurial Culture

Economic Development

Operations & Structure

UTRF's annual budget is ~\$8 million and includes an investment from UT of ~\$1.9 million through the UTRF operating agreement; principal expenses are personnel, including licensing professionals with advanced degrees.

UTRF works with each campus research office to ensure and protect the intellectual property of UT researchers while facilitating sponsored research agreements with private sector partners. UTRF also takes on the outreach responsibility for promoting a technology based entrepreneurial culture within the University and within the community. That effort includes providing incubator facilities in both Knoxville and Memphis, and engaging in entrepreneurial training and awareness, as well as working toward efforts to make early stage investment funds available for UT-related start-ups.

UTRF's (and its subsidiaries') financial statements are **audited annually** and are consolidated with UT's financial statements. UTRF's President formally provides an annual report to UT's President.

A valuable feature of its structure is that UTRF's research expenditures are counted as part of UT's metrics in comparing the University's performance to other research institutions. In FY21, UTRF is forecasting to account for \$26.1M of UT's total research expenditures for UT campuses (\$24.6M for UTK and \$1.5M for UTHSC)

UTRF Subsidiaries

In addition to its tech transfer activities, UTRF holds a portfolio of tax exempt and for-profit subsidiaries that focus on particular research-related projects UT has chosen not to carry out directly itself; the start-up or operating expense of some of these subsidiaries has been funded from UTRF reserves; others rely on UT or other grants and contracts.



Cherokee Farm Development Corporation, and its taxable subsidiary, **Cherokee Farm Properties Inc.**, are charged with managing development of the **UT Research Park at Cherokee Farm** with privately funded buildings occupied by tenants with strong research ties to UT.



Clinical Trials Network of Tennessee/CTN2 created and maintains a Tennessee-wide network of hospitals and large physician practice groups, leveraging Big Data science, to attract clinical trials for the benefit of the health of Tennesseans.



Collaborative Composites Solutions Corporation administers a DOE Cooperative Agreement managing the **Institute for Advanced Composite Manufacturing Innovation (IACMI)/The Composites Institute** made up of over 150 private entities, five states and multiple academic institutions in addition to the University of Tennessee to address technology hurdles to the widespread adoption of low-cost composite materials in the automotive, wind turbine and compressed gas storage industries.



TennEra LLC/Genera Energy Inc./Prisma Renewable Composites LLC and a biomass processing facility in Vonore, TN, were spawned from the UTRF subsidiary originally created to manage the UT Biofuels Initiative. TennEra holds title to minority interests in Genera and Prisma, spin-out companies that have obtained private financing and are creating for-profit ventures.

UTRF also manages the 5-MW **Solar Farm** off I-40 near Brownsville, TN, an income-producing legacy asset of the Tennessee Solar Institute, funded by a grant that UTRF managed several years ago.



UTRF ANNUAL REPORT

*Board of Trustees
October 22, 2021*

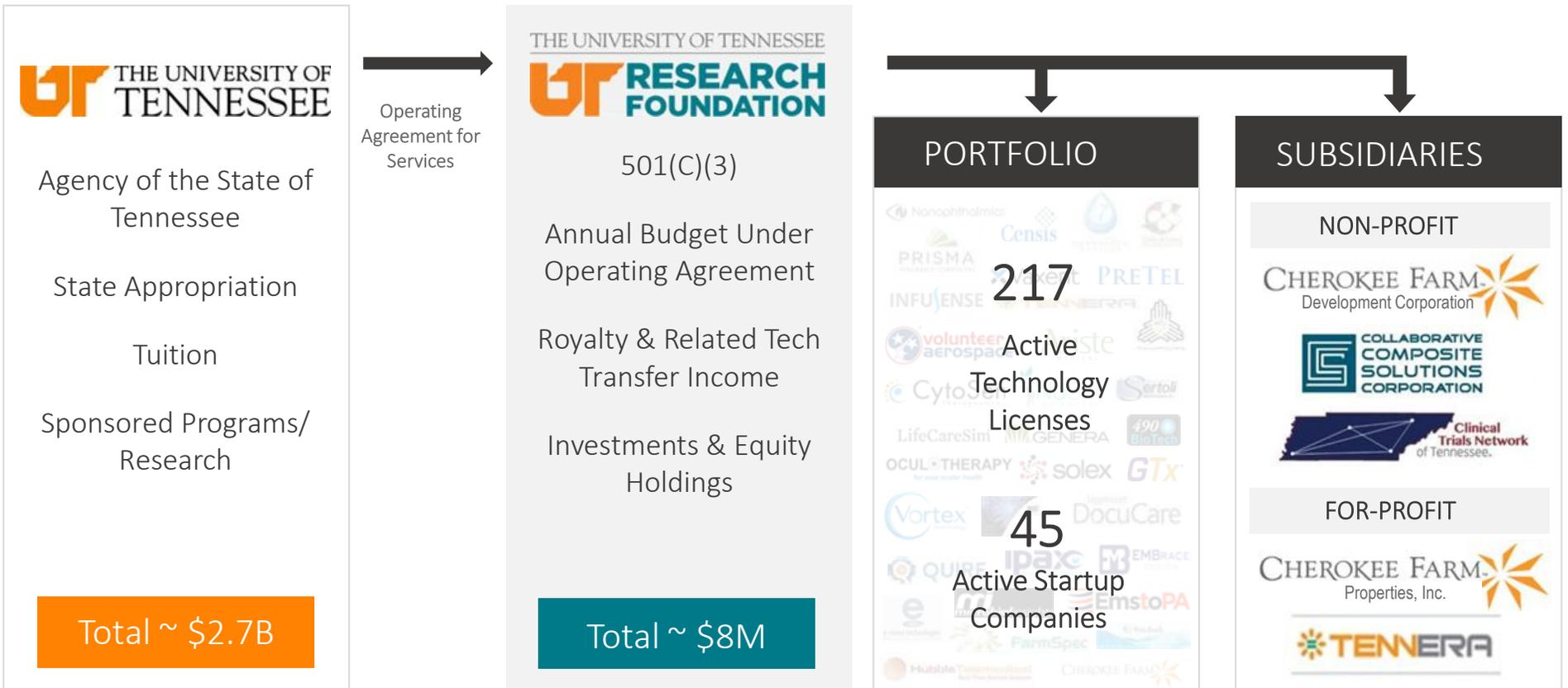
Stacey Patterson, PhD, President

Maha Krishnamurthy, PhD, Vice President (MCO)

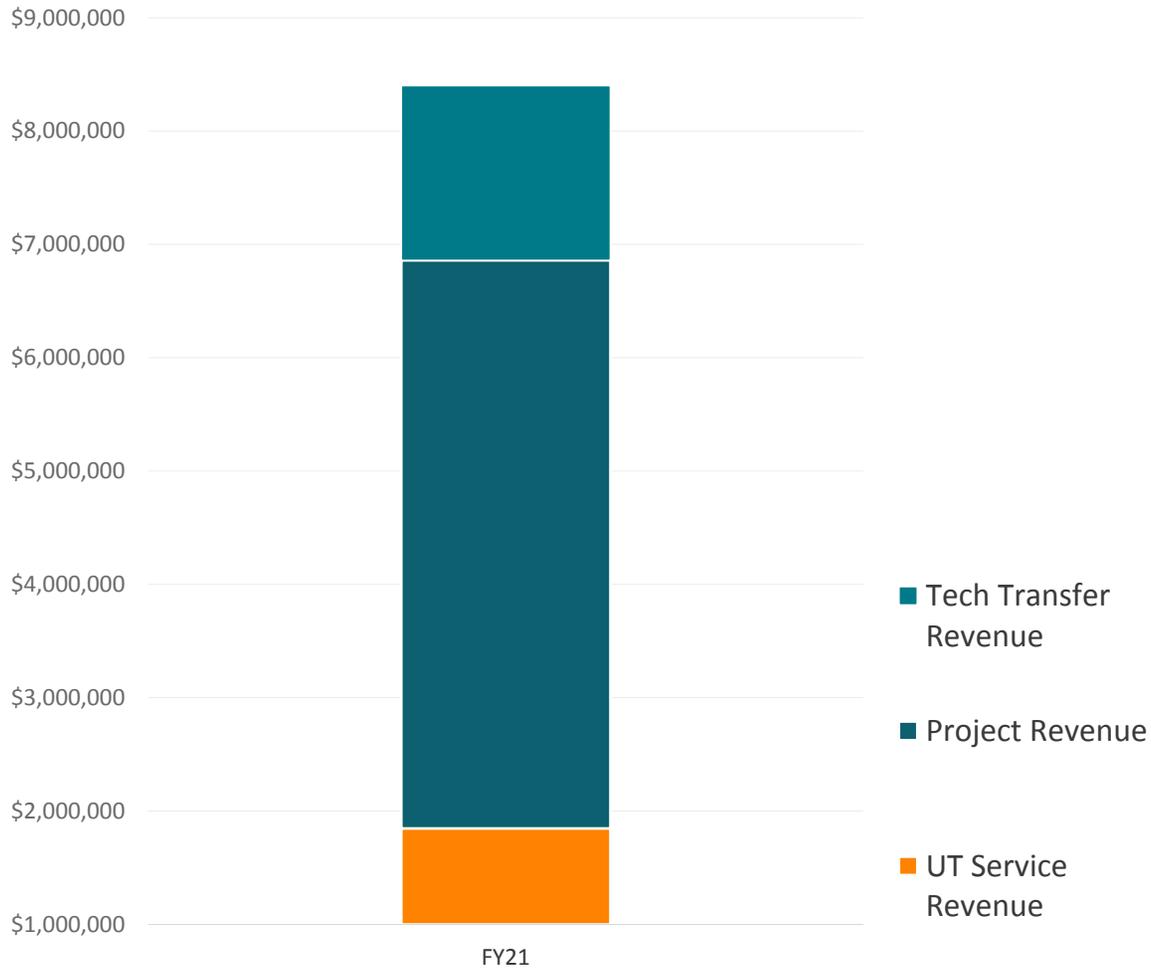
Richard Magid, PhD, Vice President (HSC)



UTRF STRUCTURE/ORGANIZATION



8.1

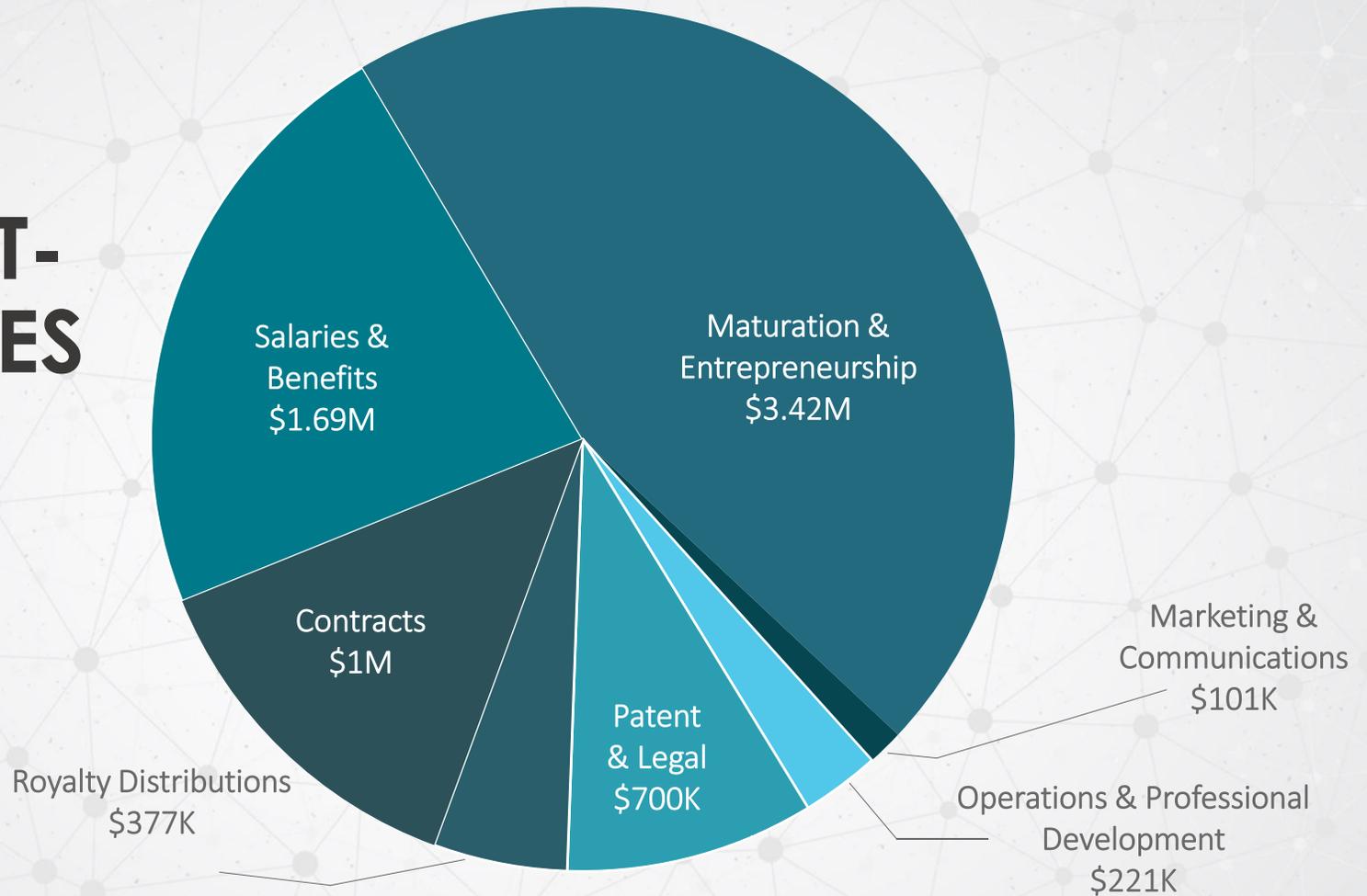


FY21 UTRF REVENUE

8.1

- Fees and Royalties from Agreements
- UT Funding Under Annual Operating Agreement

FY22 BUDGET- EXPENSES



8.1

DISCLOSURES

Disclosures by Campus

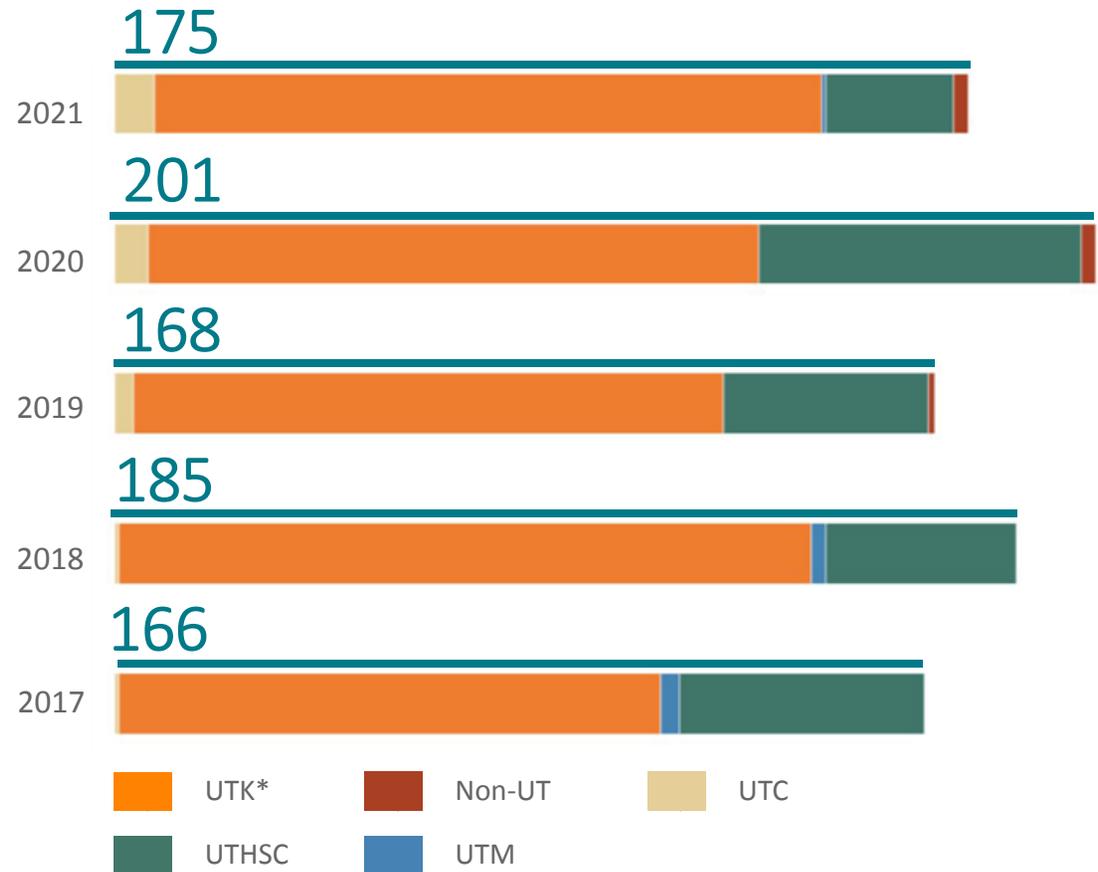


175

Total Disclosures in FY2021

Innovation is everywhere.

We're proud that disclosures come from across the UT system, including schools of engineering, medicine, agriculture, and other colleges & departments.



8.1

PATENTS

514

Filed

over the last 5 yrs

149

Issued

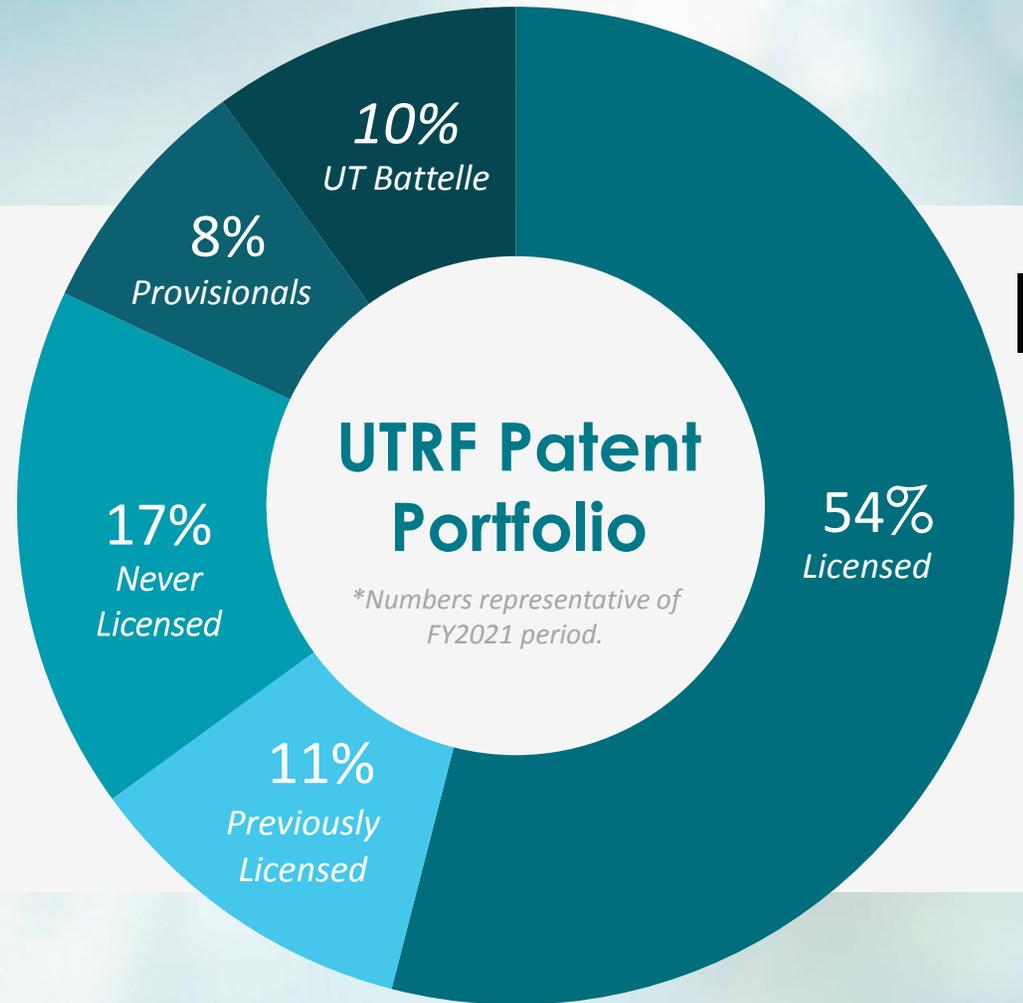
over the last 5 yrs

113

Filed FY21

32

Issued FY21



8.1

LICENSES

Deal Flow



Licensing Revenue



8.1

2021 SUCCESSES



8.1





2021 SUCCESSES

ABOUT ENTAC

8.1



Dr. John Cromwell, inventor of PrevisEA and former researcher at UTHSC



PrevisEA, the first medical device to predict GII due to POI

- In August, the FDA cleared Entac Medical to begin commercial sales of PrevisEA
- Predicts Gastro-Intestinal Impairment due to postoperative ileus (POI)
- Raised \$4.5M to date



2021 SUCCESSES

ABOUT ATTRALUS

8.1



Professor Jonathan Wall & his team at UTGSM, whose work helped launch Attralus

- Biopharmaceutical company with significant patent portfolio and know-how licensed from UTRF
- They're developing delivery of diagnostics and therapeutics to patients with systemic amyloidosis; currently, there are no diagnostics or therapeutics for amyloidosis
- They recently announced the closing of \$116 million Series B financing and had raised \$25M in Series A financing last year
- Plan to advance clinical trials on licensed diagnostic technology
- In lieu of license fee, Attralus has sponsored over \$750K in research funding at UT in two years



2021 SUCCESSES

ABOUT GENERA

8.1



Facilities located
in Vonore, TN



Compostable
molded fiber products

- Leased the biorefinery at Vonore, TN from TennEra LLC, a UTRF affiliate
- Raised \$118M in investment in 2019
- Earthable[®] products are compostable, cost-competitive, and have a clear supply chain from farm to product
- Made in America



2021 SUCCESSES

8.1

ABOUT VERU PHARMA

Program	Mechanism	Indication	Preclinical	Phase 1	Phase 2	Phase 3
Prostate Cancer						
Sabizabulin	Oral cytoskeleton disruptor and androgen receptor transport disruptor	Metastatic castration and AR targeting agent resistant prostate cancer				Phase 3 VERACITY: 245 Patients - Enrolling
VERU-100	Gonadotropin-releasing hormone antagonist 3-month subcutaneous depot injection	Hormone sensitive advanced prostate cancer				Phase 2: 35 Patients - Enrolling
Breast Cancer						
Enobasarm	Selective androgen receptor targeted agonist	AR+ER+HER2- metastatic breast cancer (3 rd line metastatic)				Phase 3 ARTIST: Planned Q3 2021 - 210 Patients
Enobasarm + abemaciclib combination	Selective androgen receptor targeted agonist + CDK4/6 inhibitor	AR+ER+HER2- metastatic breast cancer (2 nd line metastatic)				Phase 2b: Planned Q4 2021 - 184 Patients
Sabizabulin	Oral cytoskeleton disruptor	Metastatic triple negative breast cancer				Phase 2b: Planned Q3 2021 - 214 Patients
Virology						
Sabizabulin	Oral cytoskeleton disruptor	Hospitalized COVID-19 patients at high risk for ARDS				Phase 3: 300 Patients - Enrolling

- UTRF Licensee Veru Pharma has taken two UTHSC-developed oncology drugs into pivotal trials for breast and prostate cancer
- Sabizabulin showed Phase II success in treating acute respiratory distress associated with COVID-19

INDUSTRIES OF THE FUTURE ACCELERATOR



ORNL, TVA, and UT have partnered to commission Techstars, a global platform for investment and innovation, to provide third-party analysis of the Knoxville region's potential for economic development.

- The Industries of the Future Accelerator supports and develops startups focused in these industries:
 - Artificial intelligence
 - Advanced manufacturing
 - Quantum information science
 - 5G/advanced wireless technology
 - Biotechnology
 - Clean energy technology

8.1



8.1

THANK YOU

utr@tennessee.edu



8.1

SUPPLEMENTAL INFORMATION

utr@tennessee.edu

ASSISTANCE & OUTREACH



8.1

- Provide tech transfer presentations to undergraduate and graduate students
- Meet with deans and researchers of various colleges
- Actively market new innovations
- Work with researchers on business models for potential startups

R&D SUPPORT

TECHNOLOGY MATURATION GRANT



- Assist innovators in bringing new technologies to market
- Award up to \$15,000 in direct costs to the highest ranking proposals
- Program is open to researchers, faculty, staff, and students across all UT campuses and institutes



SENIOR DESIGN PROJECTS



Surgical Cheek & Lip Protector



Bone Plate Adjustment

- Teams of four or five students work closely with doctors and UTRF technology managers to design and build a preliminary prototype
- Of the six senior design projects, at least three projects have commercial potential and we plan to pursue patent applications

8.1

INTERNSHIP PROGRAM

8.1



UTRF COMMERCIALIZATION
ANALYST PROGRAM

- Interns in UTRF's year-long Commercialization Analyst Program merge science with law, business development and entrepreneurship
- Work closely with our technology managers to understand the progression of innovations from discovery to product
- Gain knowledge of the commercialization process and the impact of intellectual property on research growth and economic development

SUPPORTING ENTREPRENEURSHIP



- Provides startups the opportunity to focus their limited assets and capital on the development of their business
- The incubator serves as both an office space and a resource for startups

- Serves as a business mentor and commercialization advisor for UTHSC researchers
- Helps researchers translate their innovations into commercial products or startup companies



8.1

INNOV865 ALLIANCE

- UTRF is a founding member of the Innov865 Alliance, a collaborate effort developing, supporting, and promoting the Knoxville region's entrepreneurial ecosystem
- The Alliance coordinates activities throughout the year including our signature event Innov865 Week and additional pitch competitions, educational opportunities, and social events
- 3 of the 6 startups pitching at Startup Day 2021 are UTRF's startup licensees



8.1





8.1

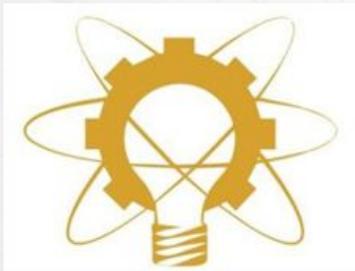


We partner with UTK Haslam College of Business for the NSF I-Corps customer discovery program.

SCIPRENEUR CHALLENGES



8.1



- These entrepreneurship-based competitions are organized by LifeSciTN in collaboration with UT & other local research institutions in Memphis & Knoxville
- The programs showcase STEM-related IP & provide entrepreneurship training to teams of students & postdoctoral fellows





8.1



The Spark Innovation Center provides early-stage tech companies in East Tennessee with the support they need to sustain growth and reach success.

Six current startup companies:

- American Nanotechnologies Inc.
- Chem Chip, LLC
- Eonix
- Neptune Fluid Flow Systems
- Sky Nano
- Qubit Engineering



COACHE Survey



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

8.2

About COACHE

- COACHE Faculty Job Satisfaction Survey is given every three years
- UT Knoxville first used the survey in 2012
- Auburn, Clemson, Iowa State, N.C. State, and Virginia Tech are UTK's survey peers
- 80 COACHE partners with similar profiles as UTK used as survey cohort
- 40% of faculty responded, nearly identical to peers
- Responses include tenured, pre-tenure, non-tenure track faculty

8.2

Value

- COACHE gives us a deep dive into our areas of strength and areas for growth. Results can be disaggregated by rank, ethnicity, and gender and by college. Data are comprehensive and address 13 categories and 17 subcategories

8.2



- Nature of Work
- Facilities and Work Resources
- Personal and Family Policies
- Health and Retirement Benefits
- Interdisciplinary Work
- Collaboration
- Mentoring
- Tenure policies and expectations
- Promotion
- Leadership at multiple levels
- Governance
- Departmental quality and climate
- Appreciation and recognition

COACHE comparisons

COACHE shows:



Whether the institution is in the top 30%, middle 40%, or bottom 30% of the cohort (80 COACHE institutions)



How your institution compares to your five selected peers: Auburn, Clemson, Iowa State, N.C. State, and Virginia Tech



How your current rating compares to your previous rating

Overview

18 areas

Top 30% of institutions and 1st or 2nd among peers

- Nature of Work: Research
- Facilities and Work Resources
- Health and Retirement Benefits
- Mentoring
- Tenure Policies
- Tenure Expectations: Clarity
- Promotion to Full
- Leadership: Senior
- Leadership: Divisional
- Leadership: Departmental
- Leadership: Faculty
- Governance: Trust
- Governance: Shared Sense of Purpose
- Governance: Understanding Issue at Hand
- Governance: Adaptability
- Departmental Engagement
- Departmental Quality
- Appreciation and Recognition

3 areas

Middle 40% of institutions and 1st or 2nd among peers

- Nature of work: Teaching
- Personal and family policies
- Departmental collegiality

3 areas

Middle 40% of institutions and 3rd or 4th among peers

- Nature of Work: Service
- Interdisciplinary Work
- Governance: Productivity

1 area

Middle 40% of institutions and 5th or 6th among peers

- Collaboration

No areas are in bottom 30% of institutions



Strength areas

Category	Percentile among cohort	Rank among peers	Comparison to last rating	Notes
Nature of Work: Research	Top 30%	First	Similar	
Facilities and Resources	Top 30%	First	Improved	Leader among cohort
Tenure Policies	Top 30%	First	Improved	Leader among cohort
Leadership Senior	Top 30%	First	Improved	Leader among cohort
Governance Trust	Top 30%	Second	Similar	
Nature of Work: Teaching	Middle 40%	Second	Similar	Growth opportunities: Time spent on teaching, discretion over course content, teaching load

8.2



Growth opportunities

Category	Percentile among cohort	Rank among peers	Comparison to to last rating	Notes
Nature of Work: Service	Middle 40%	Fourth	Similar	Tenured less satisfied than pre-tenure, non-tenure
Collaboration	Middle 40%	Fifth	Similar	<ul style="list-style-type: none"> • 5th or 6th among peers across races • Emphasis in strategic plan
Interdisciplinary	Middle 40%	Fourth	Similar	<ul style="list-style-type: none"> • Tenured less satisfied than pre-tenure • Emphasis in strategic plan
Governance: Productivity	Middle 40%	Third (Tie)	Similar	<ul style="list-style-type: none"> • Relates to effectiveness, progress toward goals • Tenured less satisfied than pre-tenure, non-tenure

8.2

Value

- COACHE has provided us with insights into areas such as compensation and family friendly policies
- We received this year's results in mid-August, are analyzing the data, and developing plans to better use the report as a tool for discussions on what the results represent and how they might lead to improvements

8.2

Student Experience Survey Fall 2021

8.2



UT THE UNIVERSITY OF TENNESSEE SYSTEM

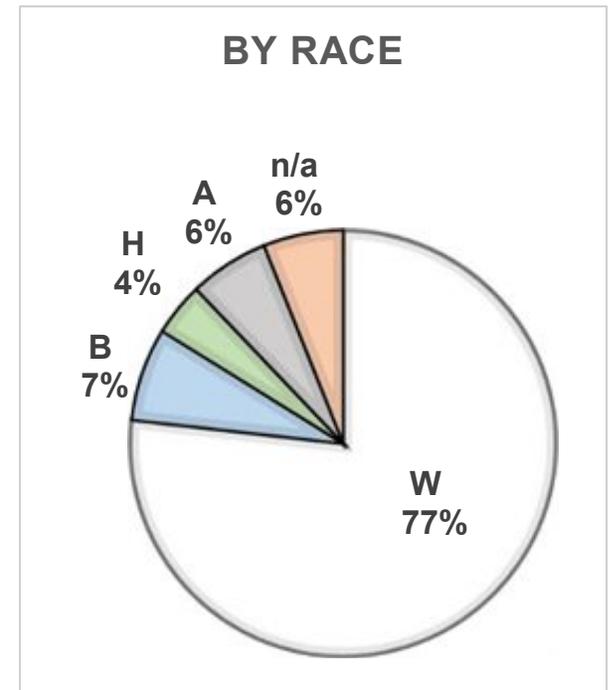
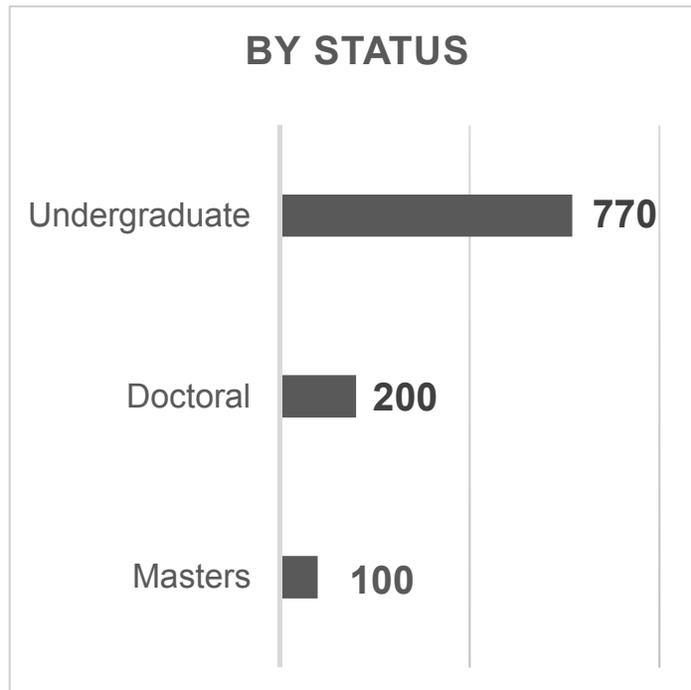
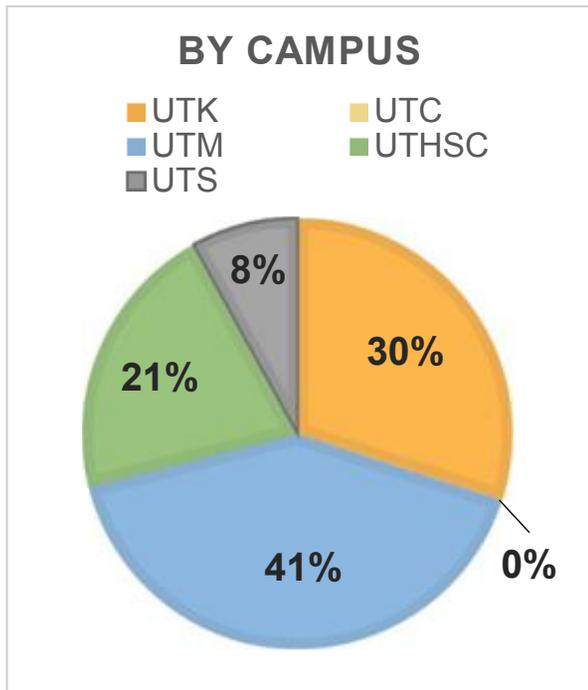
Survey Design

- Third consecutive semester for the student experience survey.
- Modified and shortened.
- Includes demographics, questions (5) about students' experience at UT, and comment space (optional).
- Distributed by Chancellors in early October.



8.2

Survey Respondents (n=1,075)



8.2

UTK=55%; UTC=22%; UTM=13%; HSC=6% UTS= 1% Other=Non-degree seeking or No Answer

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

Experience at UT

Item	Fall Mean (Spring)	A+SA	D+SD
I believe my campus listens <i>and responds</i> to student needs.	3.41 (3.67)	54% (37%)	23% (37%)
I agree that my campus offers the resources/ support needed for my success as a student.	3.95 (3.94)	76% (48%)	10% (21%)
I am currently accessing the resources/ support I need to be successful.	3.73 (3.69)	65% (52%)	10% (17%)
I would recommend UT to a friend/ family member as a great place to study.	3.85 (4.19)	69% (68%)	13% (14%)
I believe that I matter and belong at UT.	3.52 (3.79)	55% (50%)	19% (21%)

8.2

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

Experience at UT

Item	UTSA n=1075	UTC n=0	UTHSC n=228	UTK n=326	UTM n=449	UTS n=87
I believe my campus listens <i>and responds</i> to student needs.	3.41	n/a	3.41	2.66	3.41	3.96
I agree that my campus offers the resources/ support needed for my success as a student.	3.95	n/a	3.87	3.59	3.87	4.29
I am currently accessing the resources/ support I need to be successful.	3.73	n/a	3.76	3.55	3.76	4.10
I would recommend UT to a friend/ family member as a great place to study.	3.85	n/a	3.67	3.47	3.67	4.12
I believe that I matter and belong at UT.	3.52	n/a	3.44	3.05	3.44	4.00

8.2

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

Written Comments

- *I don't feel safe. I actively took as many courses online as possible to avoid getting COVID but the times I do need to come to campus for classes **I feel like health and safety is ignored.***
- *Listening to students is more than just giving them an opportunity to speak. It would be nice to **see change come from what the students say.***
- *There are many resources that were made of but are not able to use because of the vast amount of students. **Resources can only be available to some not all.***
- ***We went back to hybrid & in-person classes far too soon, and the fact that testing and vaccines aren't required to go back to class is extremely upsetting.***
- ***I do not think UT is doing enough for covid safety. Many people are not wearing masks in buildings despite the mandate.***

Questions?

8.2



UT THE UNIVERSITY OF TENNESSEE SYSTEM



the Tennessee RiverLine is a partnership of

in collaboration with



for all who seek to experience the Tennessee River for generations to come

October 21, 2021

**University of Tennessee Board of Trustees
Education, Research and Service Committee Presentation**

The Tennessee RiverLine is a partnership of the University of Tennessee, Knoxville, and Tennessee Valley Authority in collaboration with the Tennessee RiverLine Partnership. Proposed by a student in 2016, the Tennessee RiverLine vision has since been cultivated into a signature initiative of UT Knoxville under leadership from the UT School of Landscape Architecture and Department of Plant Sciences. The creative effort of 100 students in three colleges (Architecture + Design, Herbert College of Agriculture, Tickle College of Engineering), research efforts by faculty and staff, and support from state, federal and community partners around the region have advanced the vision toward implementation.

Five things to know about the Tennessee RiverLine in Tennessee

1. The Tennessee RiverLine is North America’s next great regional trail system: a continuous system of paddling, hiking and biking experiences along the Tennessee River’s 652-mile reach from Knoxville, TN, to Paducah, KY ([watch vision video](#)). In all, 386 miles of the Tennessee RiverLine are in Tennessee.
2. The Tennessee RiverLine is a regional and local strategy for economic development, public health, resource stewardship and equitable access to one of our state’s greatest natural and cultural assets
3. The Tennessee RiverLine is Powered by Partnerships, including principal partners UT Knoxville and TVA and a robust alliance of communities, organizations and allied initiatives in Tennessee and around the region
4. More than \$520,000 has been invested by the Tennessee RiverLine and external funders in Tennessee communities through outreach programs and grants that build local support, overcome barriers to river experiences and catalyze new investment
5. An investment in the Tennessee RiverLine is an investment in Tennessee

See reverse side for additional information, and contact Brad Collett, (865-974-7176, brad@tnriverline.org) or Hannah Kirby (865-809-5313, hannah@tnriverline.org)



north america’s next great regional trail system



Five things to know about the Tennessee RiverLine in Tennessee

1. **The Tennessee RiverLine is North America's next great regional trail system: a continuous system of paddling, hiking and biking experiences along the Tennessee River's 652-mile reach from Knoxville, TN, to Paducah, KY. In all, 386 miles of the Tennessee RiverLine are in Tennessee**
 - The vision was proposed by a UT landscape architecture student in 2016, and has since engaged the talents of 100+ students in three colleges: Architecture + Design, Herbert College of Agriculture, Tickle College of Engineering
 - The Tennessee RiverLine reframes the river, adjacent public lands and river communities as a 1.2 million acre 'river park;' 470,000 acres in Tennessee
 - It engages existing river access infrastructure, cultural- and eco-tourism experiences and complementary initiatives like the Tennessee River Trail (Discover TN Trails & Byways), Land Between the Lakes Regional Water Trail and Tennessee River Blueway (Chattanooga)
 - It catalyzes new investments in enhanced river experiences and infrastructure to further equitable access for residents and visitors
2. **The Tennessee RiverLine is a regional and local strategy for economic development, public health, resource stewardship and equitable access to one of our state's greatest natural and cultural assets**
 - 2.4 million people live in the 32 counties along the river's 652-mile reach that touches four states: Alabama, Kentucky, Mississippi and Tennessee; 1.3 million residents in 17 counties in Tennessee
 - The initiative brings economic impacts through local and visitor spending, entrepreneurship, infrastructure investment, job attraction through enhanced quality of life and health-care cost avoidance
 - Active lifestyles through river experience improve the region's often-poor public health indicators
 - Increased river experiences, education and awareness of the river's value and fragility inspire new generations of river stewards
 - Dedicate intentional effort and investment to provide experiences and access to those typically underserved by outdoor recreation opportunities
 - The Tennessee RiverLine will offer optimized and equitable day-use and long-distance river experiences, positioning the river as a local amenity and international destination for distance flatwater paddling and the cultural and ecological heritage of our region
3. **The Tennessee RiverLine is Powered by Partnerships, including principal partners UT Knoxville and TVA and a robust alliance of communities, organizations and allied initiatives in Tennessee**
 - Tennessee communities now a part of this historic initiative through the Tennessee RiverTowns Program are Knoxville, Loudon County, Roane County, South Pittsburg, Hardin County, Clifton, Benton County and Stewart County. They are among 15 total communities in AL, KY and TN that enrolled in the program in 2020. Five new communities will enroll in the program in October 2021
 - UT Baker Center and UT Chattanooga are collaborating with the Tennessee RiverLine to complete essential research: a regional economic impact study and gap analysis of existing river experiences and access amenities
 - Tennessee tourism associations believe in the Tennessee RiverLine, including Visit Knoxville, Visit Loudon County, the Roane Alliance, Southeast Tennessee Tourism Association, Explore Tennessee River Valley and Tour Hardin County
 - Tennessee chambers of commerce believe in the Tennessee RiverLine, including the Roane Alliance, Knoxville, Wayne County, Benton County and Stewart County Chambers
4. **More than \$520,000 has been invested by the Tennessee RiverLine and external funders in Tennessee communities through outreach programs and grants that build local support, overcome barriers to river experiences and catalyze new investment**
 - Two of the five Tennessee RiverLine Pilot Communities (2019) are in Tennessee: Roane County and Benton County. Each Pilot Community was granted a Tennessee RiverLine kayak fleet (2021) to support all communities participating in the Tennessee RiverTowns Program across Tennessee, breaking down barriers to equitable access through a fleet sharing program
 - Kingston, TN, was awarded a \$220,000 U.S. DOT BUILD grant after learning about the opportunity at the 2020 Tennessee RiverLine Summit. Tennessee RiverLine staff also wrote Healthy Built Environment Grants that were awarded by TN Department of Health to Benton County and South Pittsburg in 2021, totaling \$100,000. All grants support master planning for Tennessee RiverLine investments
5. **An investment in the Tennessee RiverLine is an investment in Tennessee: Your support helps expand its impact**
 - Sustain and grow the Tennessee RiverLine's staff at UT Knoxville to provide leadership for the initiative, direct marketing and communications, and provide capacity for grant writing, programming, planning and design for Tennessee communities enrolled in the Tennessee RiverTowns Program
 - Support the development of key infrastructures for local investment and promotion: 1) Planning and design standards, 2) Website for destination marketing and trip planning, 3) Complementary mobile app with experience guide capability
 - Invest in the building of river experience infrastructure in Tennessee RiverTowns communities: optimized river access points, pavilions, campsites, signage, riverfront parks, greenways and trails

8.3

for all who seek to experience the Tennessee River for generations to come





ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

8.4

Student Success Indicators

Board of Trustees

October 20-22, 2021

Institutional Effectiveness



ie.tennessee.edu

Institutional Effectiveness

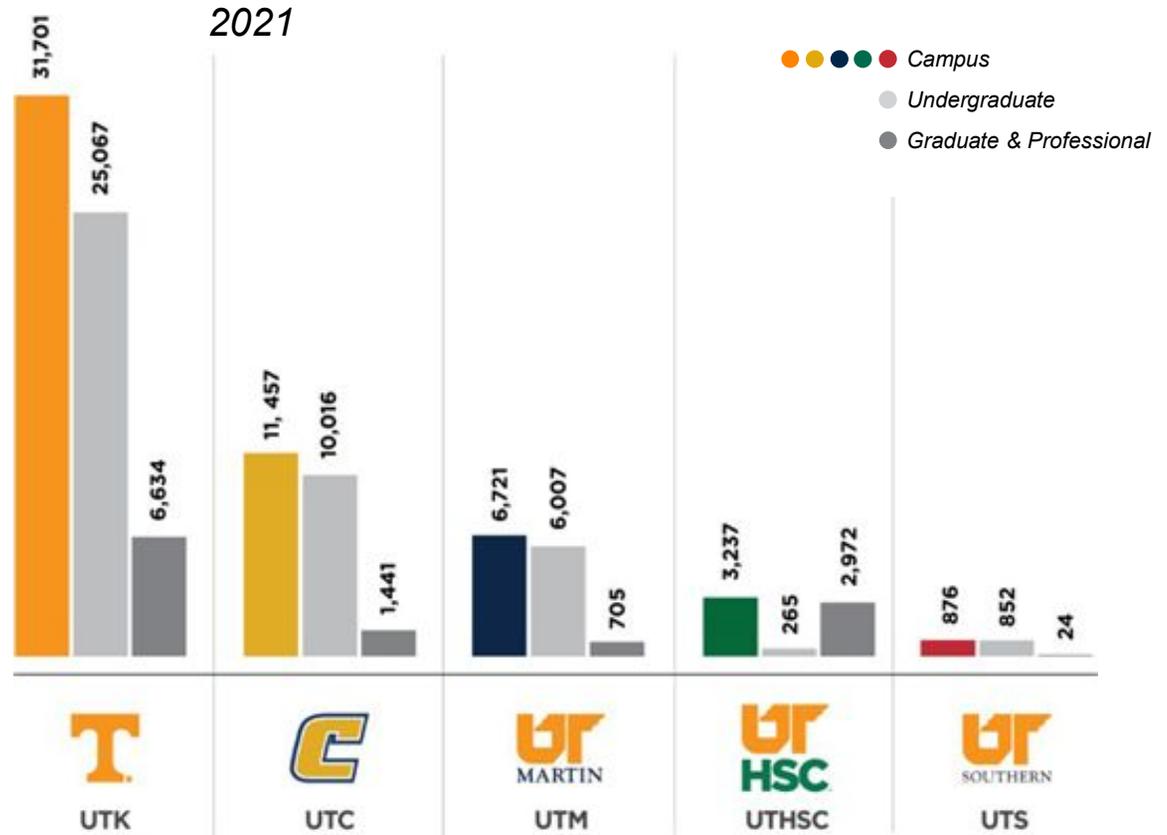


TOTAL ENROLLMENT

53,983
UT SYSTEM*

+2.7%
2020 vs. 2021

53,983 all-time high for systemwide enrollment

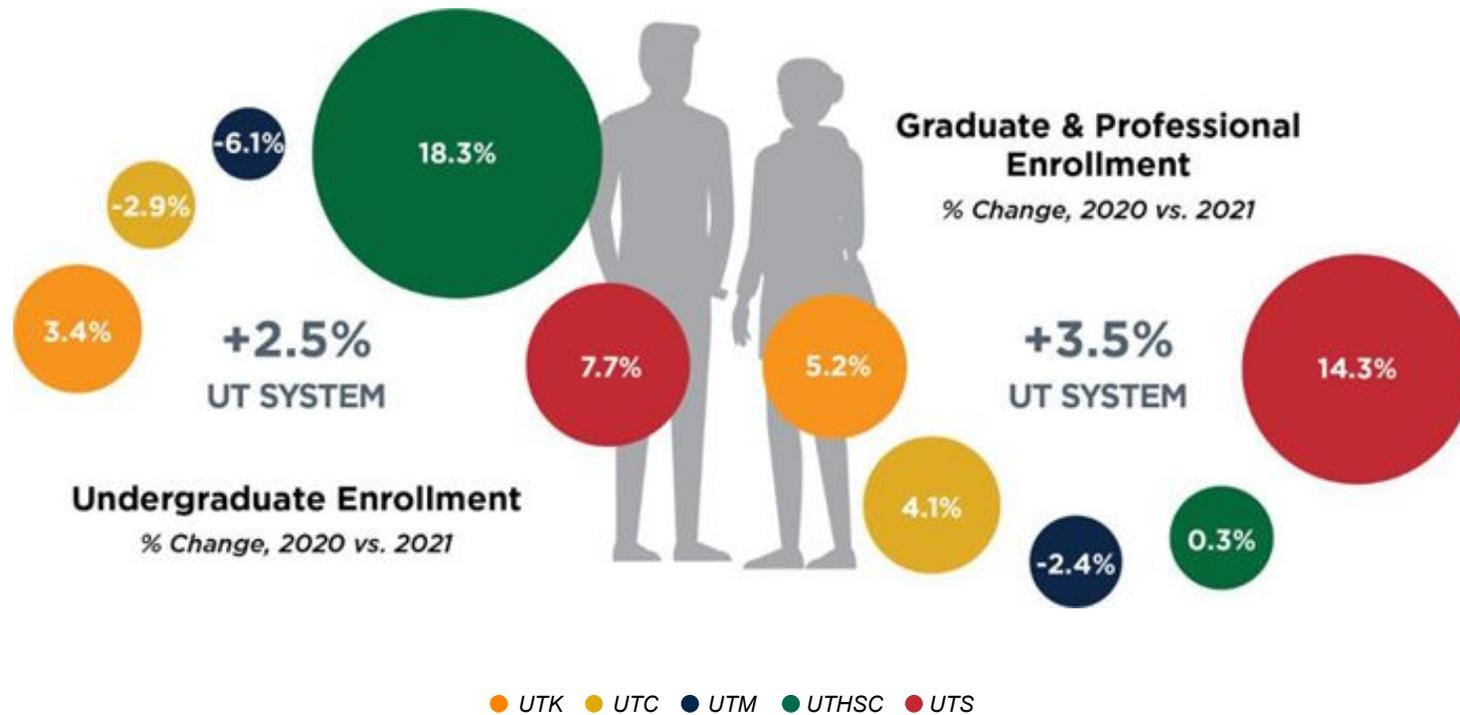


8.4

*2021 UT System numbers include UT Southern; prior years do not include UT Southern.



UNDERGRADUATE & GRADUATE/PROFESSIONAL ENROLLMENT

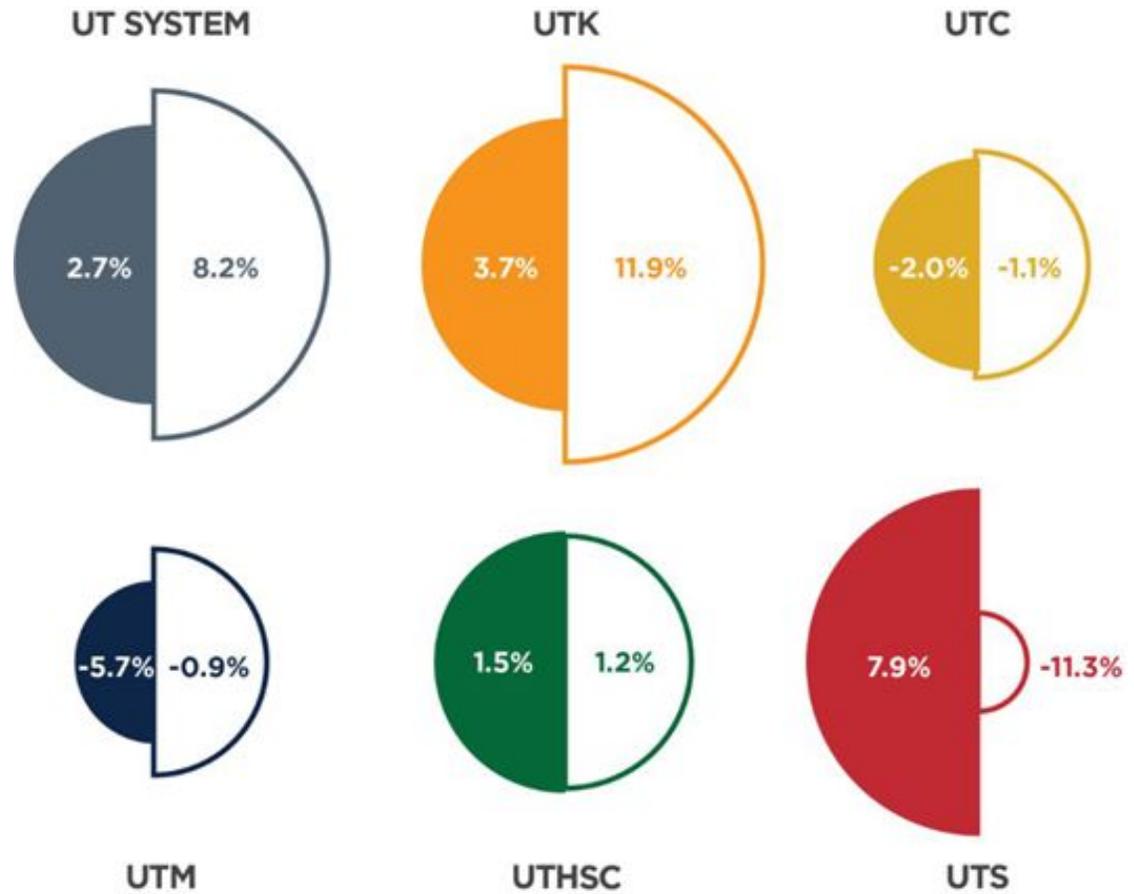




TOTAL ENROLLMENT TRENDS

1-YR & 5-YR % Change

- 1-YR % Change, 2020 vs. 2021
- 5-YR % Change, 2017 vs. 2021



8.4

Institutional Effectiveness

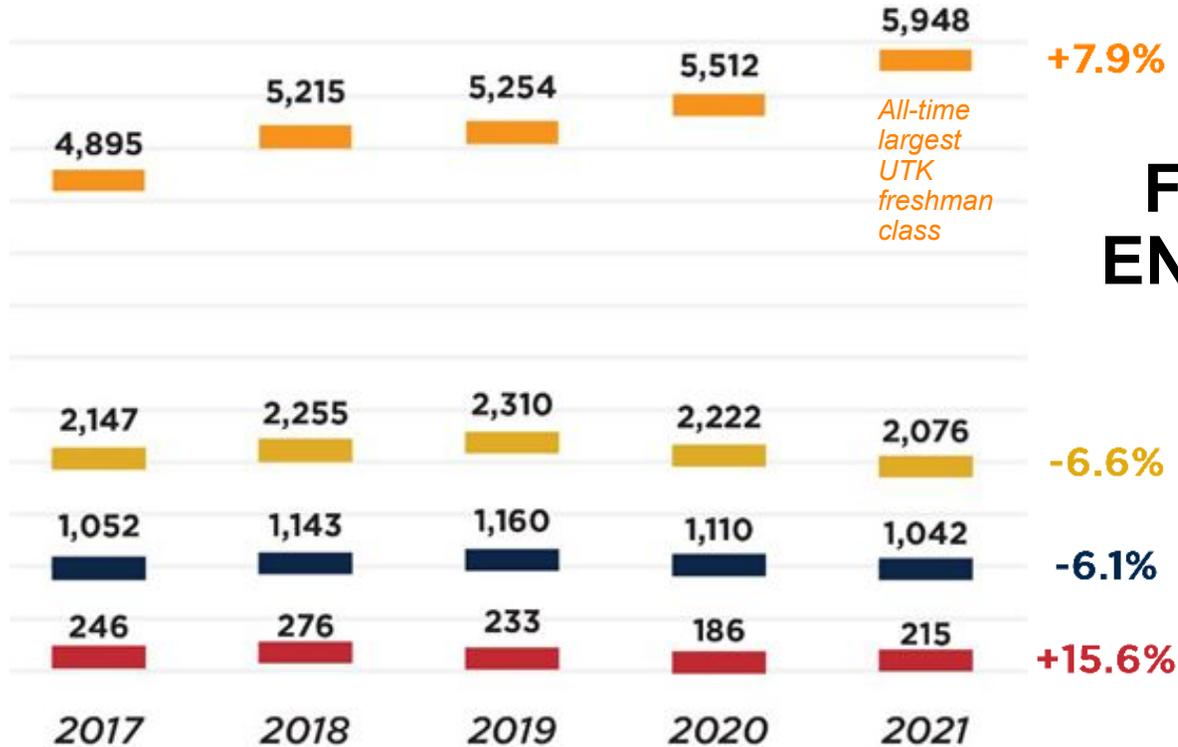


1-YR
% Change

+4.9%
2020 vs. 2021

9,281
UT SYSTEM

+14.7%
2017 vs. 2021



FRESHMAN ENROLLMENT TRENDS

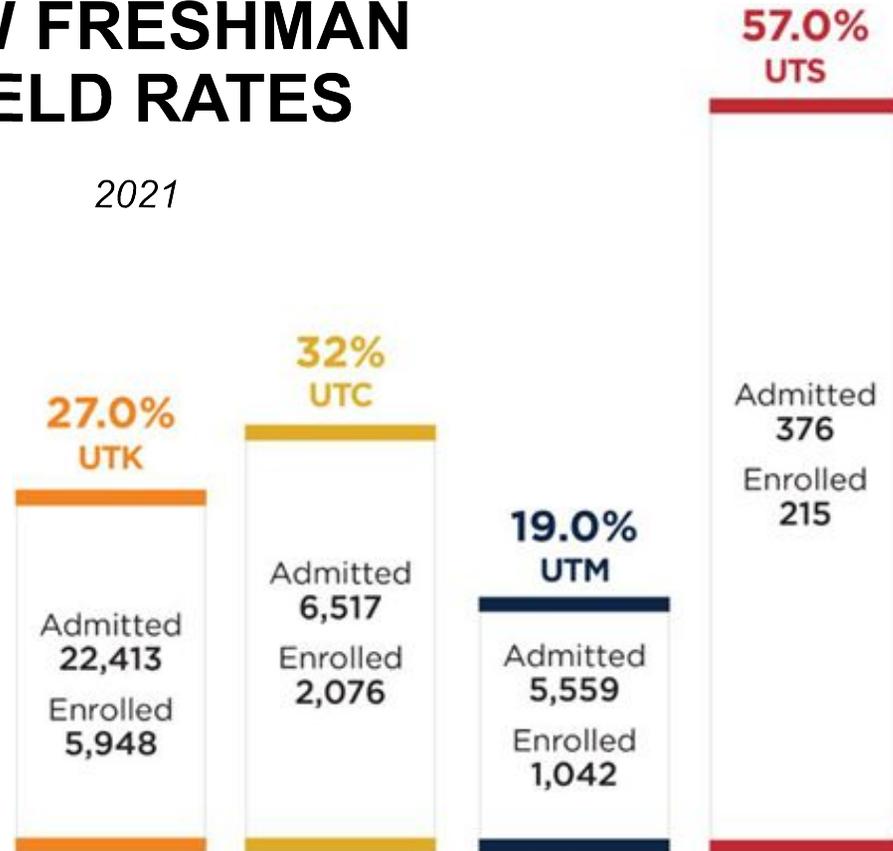
8.4

● UTK ● UTC ● UTM ● UTS



NEW FRESHMAN YIELD RATES

2021

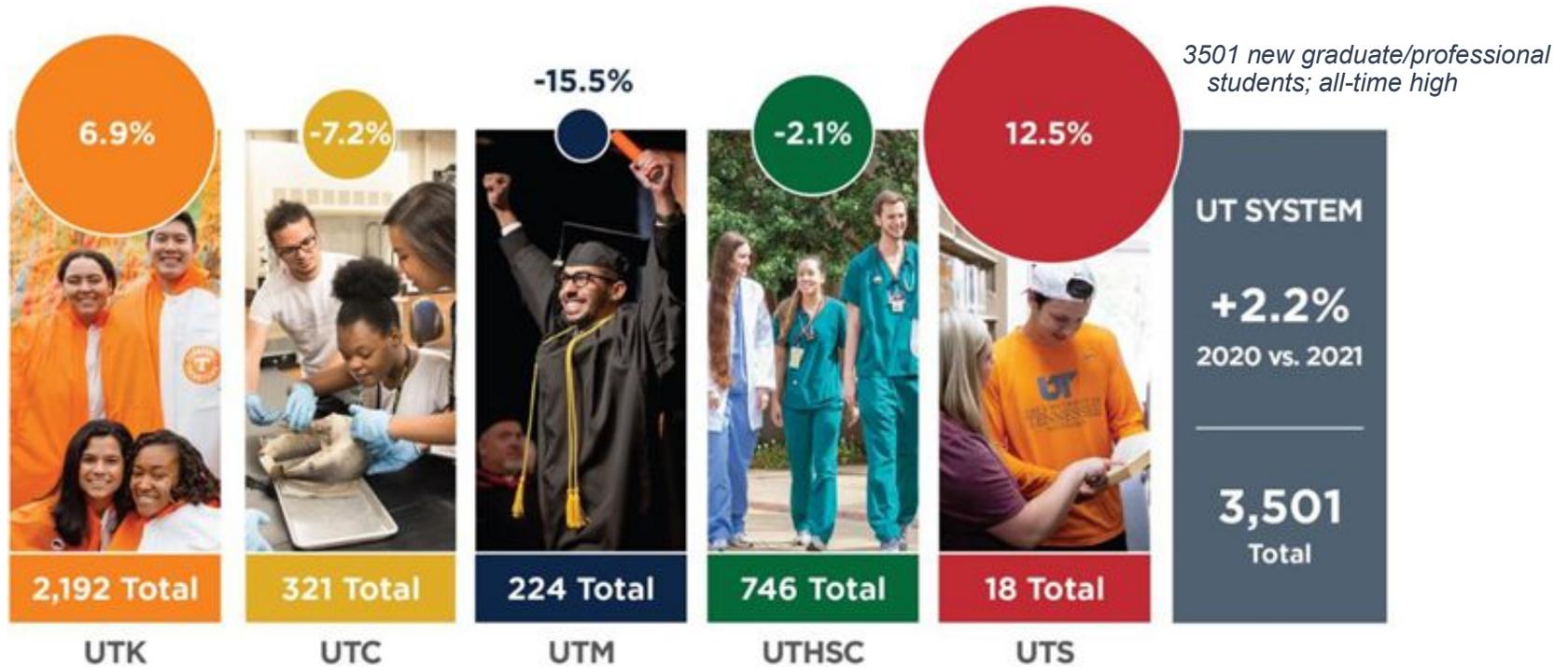


8.4



NEW GRADUATE & PROFESSIONAL ENROLLMENT

2021 Student Totals & % Change 2020 vs. 2021

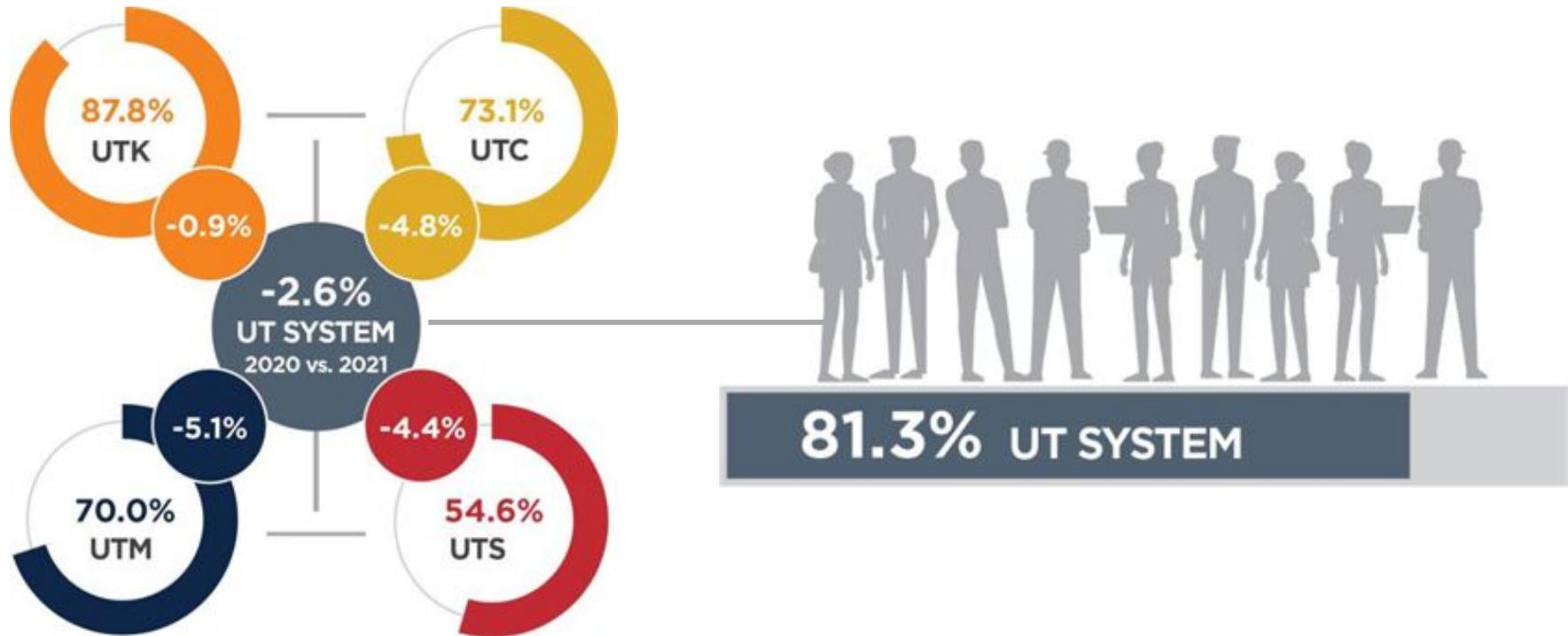


8.4



FIRST-YEAR RETENTION

2021



8.4

Institutional Effectiveness

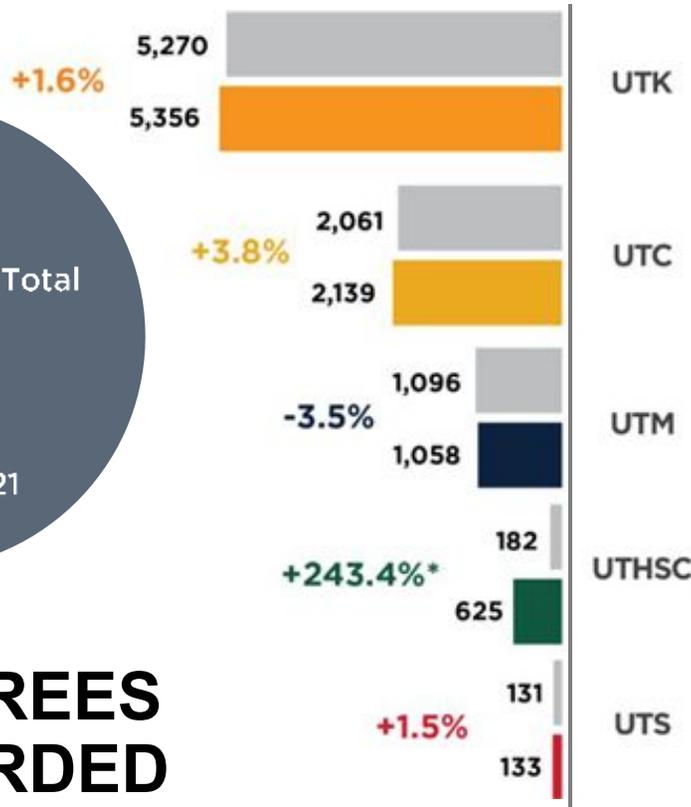


9,311
2021 UT System Total

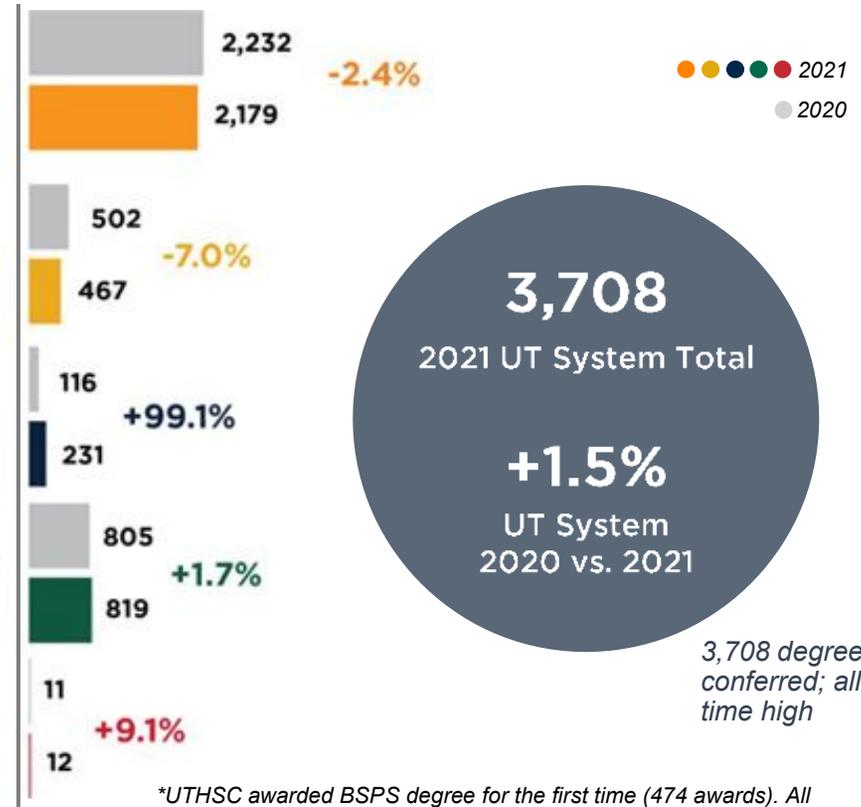
+8.2%
UT System
2020 vs. 2021

**DEGREES
AWARDED**
2021

Bachelor's Degrees



Graduate & Professional Degrees



3,708
2021 UT System Total

+1.5%
UT System
2020 vs. 2021

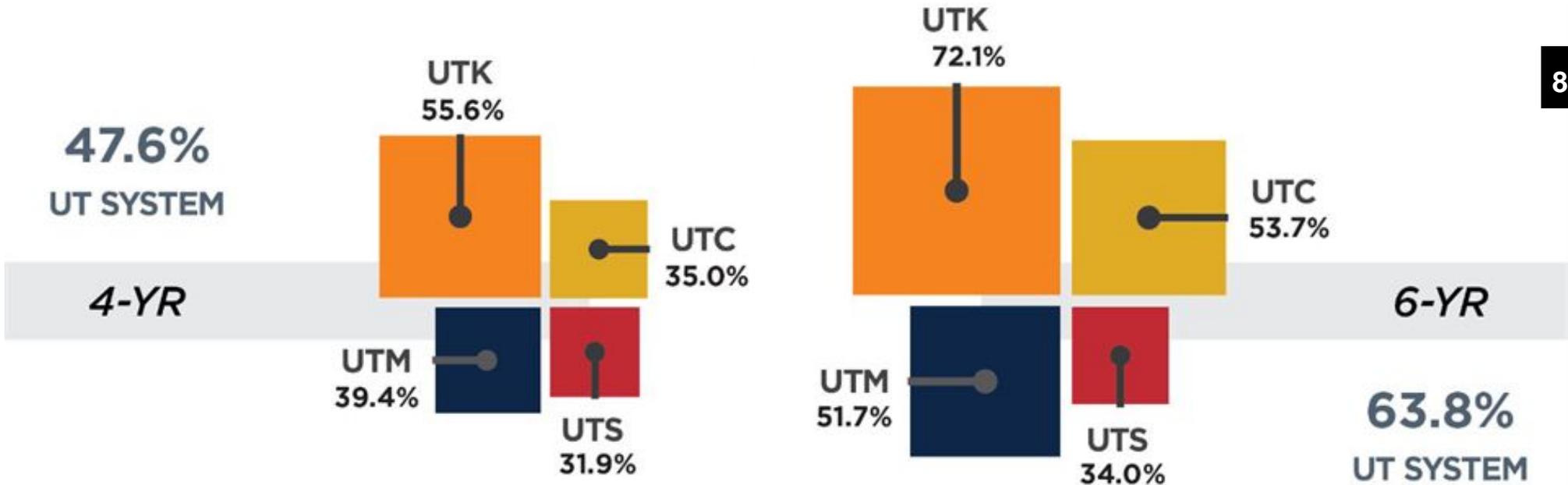
3,708 degrees conferred; all-time high

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



GRADUATION RATES

2021 – New Full-Time, First-Time Freshmen

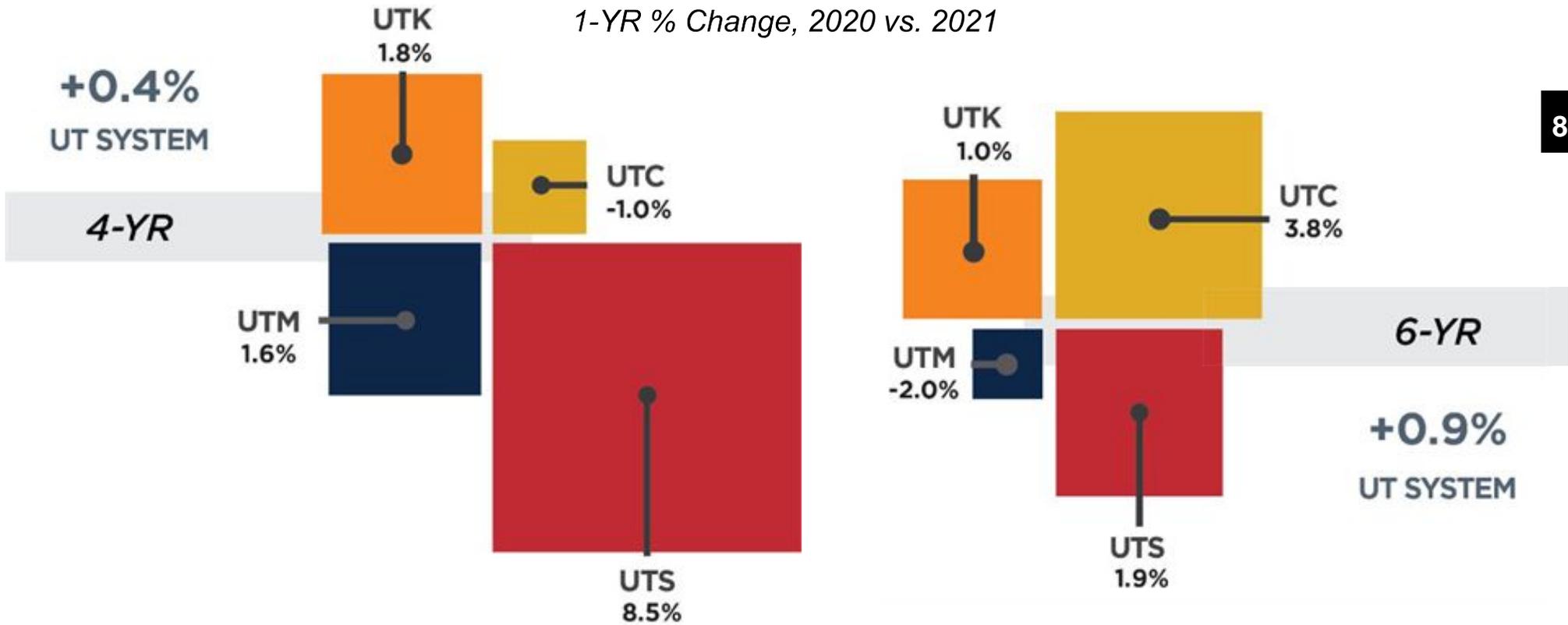


8.4



GRADUATION RATES

1-YR % Change, 2020 vs. 2021



8.4



ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

8.4

QUESTIONS?

Institutional Effectiveness



ie.tennessee.edu

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 7, 2021* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Joel D. Wells

Name

University Registrar

Title

8/30/2021

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 7, 2021* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:

Janice Cosey Digitally signed by Janice Cosey
Date: 2021.08.30 08:33:58
-04'00'

Signature

Janice Cosey

Name

Bursar

Title

8/30/21

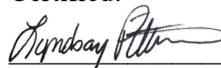
Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *August 6, 2021* through *August 13, 2021* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:



Signature

Lyndsay Pittman

Name

Assistant Vice Chancellor/University Registrar

Title

9/16/2021

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *August 6, 2021* through *August 13, 2021* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:
Byron T Porter

Signature

Byron T. Porter

Name

Bursar

Title

09/16/2021

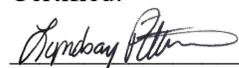
Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *June 11, 2021* through *September 3, 2021* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:



Signature

Lyndsay Pittman
Name

Assistant Vice Chancellor/University Registrar
Title

9/16/2021
Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *June 11, 2021* through *September 3, 2021* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Byron T Porter

Signature

Byron T. Porter

Name

Bursar

Title

09/16/2021

Date

9.1



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on July 31, 2021 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:

Signature

Jeff Gerkin
Name

Interim University Registrar
Title

8/30/21
Date

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

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Flagship Campus of the University of Tennessee System



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on July 31, 2021 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:



Signature

Dee Fortenberry
Name

Interim Bursar
Title

August 30, 2021
Date

Bursar's Office

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

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Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *August 14, 2021*, have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Martha M. Barnett

Signature

Martha Barnett

Name

Registrar

Title

09/03/2021

Date

9.1



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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *August 14, 2021* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified: Stacey Jackson
Signature
Stacey Jackson
Name
Bursar
Title
9/3/2021
Date

9.1