



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Friday, February 25, 2022	Gault Fine Arts Center - Art Gallery
9:45 a.m. (CST)	UT Southern
10:45 a.m. (EST)	423 W. Madison Street, Pulaski, TN 38478

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 Prior Meetings](#)Tab 1.1
 - B. [Academic Program Modification, Bachelor of Mass Media and Strategic Communications, UTM](#)..... Tab 1.2
 - C. [New Academic Program, Master of Science degree in Marketing, UTK](#)Tab 1.3
 - D. [Grant of Tenure upon Initial Appointment](#)Tab 1.4
 - V. [Authorization Concerning Extension of the Probationary Period Due to COVID-19 Crisis \(Board Policy - BT0006\)](#) – ActionTab 2
 - VI. [Standardized Testing in Admissions](#) – Information/DiscussionTab 3
 - VII. [AA&SS Update Presentation](#) – Information/Discussion.....Tab 4
 - VIII. 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.]
 - IX. Closing Remarks
 - X. Adjournment
- Information Items**
 Certification of Degrees ConferredTab 5



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2022

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 set forth on the Consent Agenda be recommended for adoption by the Board of Trustees.

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



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE
(SPECIAL SESSION - STANDARDIZED TESTING IN ADMISSIONS)

October 20, 2021
Knoxville, Tennessee

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 1:00 p.m. (EDT) on Wednesday October 20, 2021, in the Student Union Ballroom, located on the campus of The University of Tennessee, Knoxville.

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 of the Committee were present: Donald J. Smith, Committee Chair; John C. Compton, Board Chair; Lane Gutridge, Student Trustee; Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Phyllis Richey, Faculty Representative; and Jamie R. Woodson. In addition, Trustees William (Bill) C. Rhodes III, Christopher L. Patterson, and Kim H. White were in attendance.

Others present included: President Randy Boyd; Linda Martin, Vice President for Academic Affairs and Student Success; Stacey Patterson, Vice President for Research, Outreach and Economic Development; Chancellor Keith Carver (UT Martin); Chancellor Mark La Branche (UT Southern); Chancellor Donde Plowman (UT Knoxville); Chancellor Steve Schwab (UTHSC); Kari Alldredge, Vice Provost for Enrollment Management (UT Knoxville); Judy Cheatham, Provost and Vice President for Academic Affairs (UT Southern); Yancy Freeman, Vice Chancellor of Enrollment Management and Student Affairs (UT Chattanooga); Destin Tucker, Director of Admissions (UT Martin); Li Cai, Professor, UCLA School of Education and Information Studies; and other members of the UT senior leadership and administrative staff.

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

II. Opening Remarks of the Committee Chair

Committee Chair Donnie Smith welcomed everyone to the meeting and began his remarks by indicating that the session is intended to be informational in nature and that no decisions will be made. He indicated that the session has been designed so that the Committee



members may learn more about this important topic, and he would like for the session to be an open dialogue where all views and perspectives are considered.

Committee Chair Smith cautioned the presenters that their role in the meeting is not to advocate for a particular outcome, but to provide the Committee with what has been learned. In addition, he invited the Chancellors to share their concerns and let the Committee know what issues they are dealing with in this current landscape. Committee Chair Smith stated that a great outcome from this session would be for the Committee members to identify the questions that need to be answered and additional data that needs to be gathered in order for the Committee to be in a position to make a recommendation to the Board about the use of standardized testing in admissions moving forward, starting with the Fall 2023 admissions cycle.

III. Overview

Linda C. Martin, Vice President for Academic Affairs and Student Success, stated that the program is intended to share more information regarding: (i) how standardized tests have historically been utilized in admission and scholarship decisions; (ii) pre-COVID admission practices; (iii) the impacts of the pandemic and changes in testing/admissions practices at UT and nationally; and (iv) the many facets and complexities associated with admissions across the UT System.

Dr. Martin shared a brief history of the use of standardized testing in admissions and noted that test scores are just one of many factors considered as part of the admissions process. She highlighted recent articles that discuss the benefits and potential disadvantages of standardized tests. In addition, Dr. Martin provided an overview of the State of Tennessee's current requirements regarding standardized tests, which require a post-secondary assessment (SAT or ACT) as a condition for graduation from a public high school. Dr. Martin advised that the State of Tennessee pays for a preparation class and for the opportunity for public high school students to sit for the exam twice (both of which have been shown to generally improve test scores). The state has set a goal of a composite score of 21 on the ACT as an indicator of a student's readiness for college.

Dr. Martin also presented information as to the actions that were taken by other universities in terms of test optional admission policies during the pandemic and what actions may be anticipated in the future. During the pandemic, more-selective institutions have seen a dramatic increase in applications, while less-selective institutions have seen a decline in applications. She explained that there are other disruptions and unknowns regarding college admissions practices, including the impact of test optional policies on national rankings/reputation. Recently, a National Collegiate Athletics Association (NCAA) task force has recommended that the use of standardized testing in college admissions be discontinued.



She closed her remarks by sharing some potential questions that the Committee members may wish to consider, including the following:

- Whether a one size fits all the best approach for the UT System?
- What can we do better in our admissions practices?
- What might be lost if standardized tests were not required?
- What does the campus data tell us?
- How do we identify certain deficiencies and provide appropriate subject matter assistance or course placement?
- How will COVID-related grade inflation affect our ability to rely on high school grade point averages (GPA) in a post-COVID environment?
- How might a decision at one UT campus influence students' behavior and potentially impact other UT campuses?

IV. Campus Perspectives

Dr. Martin introduced the panelists representing the UT's predominately undergraduate campuses: Yancy Freeman, Vice Chancellor of Enrollment Management and Student Affairs (UT Chattanooga); Kari Alldredge, Vice Provost for Enrollment Management (UT Knoxville); Destin Tucker, Director of Admissions (UT Martin); and Judy Cheatham, Provost and Vice President for Academic Affairs (UT Southern).

Definitions. The campus presentation began with a review of the following definitions:

- Test Mandatory: required of all applicants for admission decision;
- Test Optional: students can choose whether to submit SAT/ACT scores;
- Test Flexible: students have the option to submit other test scores (e.g., AP/IB)
- Test Blind: tests not factored into admissions even if submitted.

Admissions Overview. Each campus then provided an overview of their traditional and current admission requirements, along with 2021 data pertaining to (i) first-year Enrollment, (ii) average grade point average (GPA); (iii) average ACT score; (iv) first-year retention rate; and (v) 4- and 6-year graduation rates.

Test-Optional/Test-Flexible Considerations. The presenters discussed the impact of the COVID-19 pandemic, which limited access to standardized testing. Approximately 700,000 and 400,000 fewer students took the SAT and ACT exams, respectively. From a competitive landscape perspective, 75% of U.S. colleges and universities remained test optional for Fall 2022; 47 of 52 Top Colleges (as reported by *U.S. News & World Report*) were test optional for Fall 2022. It was also noted that the analysis of institutional data shows GPA to be the best predictor of student success.



Measuring Success/Annual Evaluation. An annual evaluation based on certain metrics, along with an associated timeline for each was presented.

Preliminary Outcomes/Key Takeaways. In addition, each campus provided a snapshot of their recent experience.

Questions. Each of the campus representatives responded to the following questions:

- 1) What are the benefits and/or advantages of test optional/flexible admissions practices for the UT campuses? Students? State of Tennessee?
- 2) What are the challenges associated with test optional/flexible admission policies?

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

Committee Chair Smith opened the floor for discussion and invited everyone present to participate in the conversation. The Committee members engaged in a robust and lengthy discussion with members of the panel and other members of the senior leadership team during which a number of questions were raised by Committee members and other members of the Board of Trustees, which included (among others) the following:

- How have standardized tests been used previously and currently as part of the admission process and for other purposes (e.g., placement, scholarships, etc.)?
- How much time is spent on evaluating individual student applications?
- What are the strongest predictors for student success?
- What are the main factors that adversely impact student success?
- How much do standardized scores add to the admission analysis? Does the combination provide a fuller picture?
- How can admissions officers identify and assess grade inflation and comparability of students' grade point averages?
- In light of the pandemic and its adverse impact on the learning progress of students in K-12, how can the University without a standardized element understand (i) who is ready and capable of college-level work, and (ii) what student supports may be needed to ensure success?
- Is the ACT test readily available in Tennessee/nationally?
- What is the status of other applicable state requirements (e.g., to graduate from a Tennessee public high school, to be eligible for the Tennessee HOPE Scholarship, to be admitted into certain programs and for licensure, etc.)?
- With regard to the bias concerns, it has been reported that household income influences success on ACT scores. Is this causal or correlational? Is the same true for GPA?



- Do students from higher income households have more opportunity to participate in extracurricular activities? Does this have an adverse impact in the admissions analysis for those applicants who may not have had these types of opportunities?
- How much is the performance on standardized tests of the incoming freshman class considered in national rankings (i.e., *U.S. News and World Report*)? What would be the potential reputation/perception impact be if standardized test scores were not required?
- Are standardized test scores considered as part of the evaluation process for the awarding research grants?
- How do the admissions policies align with the University's mission and goals?
- Is it possible to adopt an admission policy that could place the University in a competitive disadvantage based on what peers/aspirational peers may be requiring in terms of standardized tests?
- What information will be available and when for evaluating the recent test-optional admission practice? Is there a risk of making a premature decision without supporting data?

**** RECESS ****

Following a short recess of approximately 15 minutes the meeting resumed.

V. Keynote Speaker

Dr. Martin introduced Li Cai, a Professor in the School of Education and Information Studies at UCLA. His presentation included:

- A Brief History of Standardized Testing
- Key Criticisms
- Counter-arguments to the Criticisms
- The University of California (UC System) Standardized Testing Task Force (STTF)

Dr. Cai presented an overview of certain results from the STTF report, which looked at the correlations between freshman GPA and SAT scores (reading and math). This information was further broken down by income, race and ethnicity, and parental education. He also shared data that presented student performance (freshman GPA, 1-year non-retention rates, non-completion rate (at 7 years) and graduation GPA) broken down by family income level and GPA/SAT scores. The data was based on students admitted to the UC System.

Dr. Cai reviewed the recommendations brought forward by STTF, which included further analysis of factors contributing to disproportionate representation, the development of a new assessment tool that would assess a broader array of student learning than any currently available tests. The STTF recommended that UC not go test optional.

(A full copy of the presentation is filed with these minutes.)



Committee Chair Smith opened the floor for questions. Dr. Cai responded to a number of questions from members of the Committee. Among the topics discussed, he addressed the rationale behind STTF's recommendation that the UC System not adopt a test optional approach (i.e., statistical, ethical and legal concerns). With respect to the UC System, Dr. Cai stated that the STTF's analysis showed that the largest single barrier to entry was not standardized test scores, but the lack of high-level K-12 coursework. Dr. Cai confirmed that the UC Board of Regents adopted a test blind approach to admissions for the UC System.

With respect to the data and the question of bias, he does believe that family household income may show a correlation to test scores, but that he does not believe it to be causal. In this regard, he noted that there are other factors, which may show similar correlations. Dr. Cai also addressed questions regarding analysis performed on other factors beyond GPA and test scores. He cited a recent study performed by Stanford, which highlights that household income may greatly impact the quality of application essays and adversely impact certain prospective students (those who do not have access to good guidance counselors, may not have parents who have attended college, etc.).

Dr. Cai answered questions regarding the data set used and how a similar approach may be useful to others.

VI. Next Steps

Committee Chair Smith solicited feedback from the members of the Committee as to what questions they have and what data/additional information they would like to receive in follow-up to the session and prior to the next meeting of the Committee.

In addition to the questions identified, it was emphasized that, pursuant to the University's Bylaws, the Board of Trustees has oversight responsibility for the approval of general admission, retention, and graduation requirements for each campus. This specific responsibility falls within the scope of the Education, Research, and Service Committee Charter.

Committee Chair Smith asked that the Committee members and other members of the Board of Trustees share their questions with Dr. Martin, who will compile a comprehensive list.

VII. Adjournment

The Committee Chair adjourned the meeting.



Respectfully Submitted,

A handwritten signature in blue ink that reads "Cynthia C. Moore".

Cynthia C. Moore
Secretary and Special Counsel

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

- Campus Perspectives
- Reflections on the Fading Standardized Testing Requirement in College Admissions



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

October 21, 2021
Knoxville, Tennessee

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 11:00 a.m. (EDT) on Thursday, October 21, 2021, in the Student Union Ballroom, located on the campus of The University of Tennessee, Knoxville.

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 of the Committee were present: Donald J. Smith, Committee Chair; Lane Gutridge, Student Trustee; John C. Compton, Board Chair; Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Phyllis Richey, Faculty Representative; and Jamie R. Woodson. In addition, Trustees Bradford D. Box, Decosta E. Jenkins, Christopher L. Patterson, and Kim H. White were in attendance.

Others present included: President Randy Boyd; Linda Martin, Vice President for Academic Affairs and Student Success; Stacey Patterson, Vice President for Research, Outreach and Economic Development; Chancellor Keith Carver (UT Martin); Chancellor Mark La Branche (UT Southern); Chancellor Donde Plowman (UT Knoxville); Chancellor Steve Schwab (UTHSC); Philip Cavalier, Provost and Vice Chancellor for Academic Affairs (UT Martin); Brian Dickens, Chief Human Resources Officer; John Zomchick, Provost and Senior Vice Chancellor (UT Knoxville); R. Todd Benson, Executive Director and Principal Investigator, Collaborative on Academic Careers in Higher Education (COACHE), Harvard University, Graduate School of Education; and other members of the UT senior leadership and administrative staff.

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

II. Opening Remarks of the Committee Chair

Committee Chair Donnie Smith welcomed Phyllis Richey, a Professor in the Department of Preventive Medicine at the UT Health Science Center, who is serving as the new faculty representative to the Committee, and Lane Gutridge, a student at the UT Chattanooga campus, who is serving as the new student representative to the Committee. In addition, he



introduced Bernie Savarese, who was recently hired as Assistant Vice President for Student Success and will be officially starting in this role next week.

III. Requests to Address the Board

Chair Smith welcomed Ms. Rachel Stewart who registered to address the Board and was assigned to speak at the Committee's meeting. Ms. Stewart, a Haslam scholar and junior at UT Knoxville with a self-designed major in environmental justice and a minor in nuclear engineering, indicated that she serves as Co-President of the student organization SPEAK (Student Promoting Environmental Action in Knoxville). Ms. Stewart raised student concerns associated with respect to the strategic alliance that was announced between the UT System and The Texas A&M University System to compete for the management-and-operations contract of the Y-12 National Security Complex in Tennessee and the Pantex Plant in Texas.

She noted that the United Nations Treaty on the Prohibition of Nuclear Weapons prohibits the development, testing, production, stockpiling, use and threat of use of nuclear weapons. Although the United States is not a party to the treaty, Ms. Stewart highlighted statements from the UT Knoxville Strategic Vision document, including the creation of a more sustainable future, and stated that many students see the creation of nuclear weapons as an existential threat to such future. As a student, she acknowledges the value of internships and other work opportunities, but questions whether, in this instance, it aligns with the University's stated values. Ms. Stewart closed her remarks by asking that administrators consider the views of the students on this matter.

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, the Committee approved: (i) the minutes of the June 24, 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. New Academic Program: Master of Sport Coaching and Performance (UT Martin)

Philip Cavalier, Provost and Vice Chancellor for Academic Affairs, UT Martin, presented information on a proposed Master of Science program in Sport Coaching and Performance (MSCP) in UT Martin's College of Education, Health, and Behavioral Sciences for implementation in Spring 2022. The MSCP will be a professionally-oriented 30-hour program. The program will be fully online and is designed for working adults. The primary audience for the degree is expected to be K-12 teachers and athletic association (non-school) coaches. The program is designed to develop effective coaches and leaders for developing



athletes of all ages, levels and abilities. Dr. Richey expressed her support of the proposed program and inquired about the prerequisites to be admitted. Dr. Cavalier anticipates that most who apply will hold teacher licensure, but they may come from various fields beyond health and physical education. He also confirmed that those individuals without teaching licenses, but may be actively coaching (club sports, sports academies, etc.) would not be disqualified from consideration for admission into this program.

Upon motion duly made and seconded, the Committee approved the recommendation that the Board of Trustees adopt the Resolution approving the proposed Master of Science program in Sport Coaching and Performance (as presented in Tab 2 of the meeting materials).

VI. Proposed Faculty Handbook and Financial Exigency Plan (UT Southern)

Linda C. Martin, Vice President for Academic Affairs and Student Success, explained that the proposed Faculty Handbook for UT Southern is included in the meeting materials. She highlighted that, since UT Southern is new to the UT System, it seemed most appropriate to bring forward the entire handbook for approval. Dr. Martin acknowledged members of the UT Martin campus for their role in assisting UT Southern in the development of the proposed handbook, along with members of the Office of General Counsel. Dr. Martin advised that the proposed Faculty Handbook received the approval of the faculty and administration at UT Southern. As it has been fully vetted, she is recommending the Faculty Handbook and the Financial Exigency Plan for approval by the Committee.

Upon motion duly made and seconded, the Committee approved the recommendation that the Board of Trustees adopt the Resolution approving the Faculty Handbook and Financial Exigency Plan for UT Southern (as presented in Tab 3 of the meeting materials).

VII. Proposed Policy on Award of Degrees and Certificates in Memoriam

Dr. Martin indicated that certain amendments are being recommended to Board of Trustees Policy BT0005. She noted that it has been more than 20 years since the Board adopted the policy and that it was appropriate to undertake a review of the policy. As revised, the policy covers the conferral and revocation of degrees, the awarding of honorary degrees, and the awarding of posthumous degrees and certificates in memoriam. Among other things, the revised policy (i) streamlines the composition of the nominating committee for the awarding of honorary degrees; (ii) provides for a more consistent approach for the awarding of posthumous degrees and certificates of memoriam; and (iii) allows for broader participation by the campus community (e.g., students and staff) on the nominating committee for honorary degrees.

Upon motion duly made and seconded, the Committee approved the recommendation that the Board of Trustees adopt the Policy on Award of Degrees and Certificates in Memoriam (as presented in Tab 4 of the meeting materials).



VIII. Tenure Recommendations

Grant of Tenure upon Initial Appointment

President Boyd stated that he, Chancellor Angle (UT Chattanooga), and Chancellor Plowman are recommending that tenure be granted to faculty upon initial appointment (a detailed list of the 7 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, 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 5.1 of the meeting materials).

Grant of Tenure upon Early Consideration

President Boyd indicated that he and Chancellor Plowman are recommending that Matthew Van Essen (a faculty member in the Department of Economics, Haslam College of Business, UT Knoxville), who has served less than a six-year probationary period, be granted tenure. President Boyd advised that he meets 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 he has received strong support for tenure at each level of review.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees grant of tenure upon early consideration to Matthew Van Essen (as presented in Tab 5.2 of the meeting materials).

IX. Report on Periodic Post-Tenure Performance Review (PPPR)

Dr. Martin reported that, for the 2020-21 Academic Year, the Periodic Post-Tenure Performance Review (PPPR) process was allowed to be delayed due to the ongoing COVID-19 pandemic. UT Chattanooga allowed faculty, who wished to do so, to move forward with PPPR as scheduled. During the year, campuses have continued to look at ways to improve the process, along with the Annual Performance-and-Planning Review (APPR). Dr. Martin advised that UT Southern already had a post-tenure review process, but it has taken steps to conform to UT's process. UT Southern will be preparing for a full PPPR report for the 2021-22 Academic Year.

Dr. Martin highlighted certain ongoing considerations, including: (i) monitoring PPPR activity at both campus and system levels to evaluate costs/benefits; (ii) creating opportunities to standardize reporting; (iii) staggering cycles after all faculty complete initial



PPPR; (iv) evaluating PPPR in light of improvements being made to APPR; and (v) clarifying the meaning of “success” and how best measured.

In response to a question from Board Chair Compton, Dr. Martin confirmed that the next PPPR report will be for 2021-22 Academic Year, which will be provided in Fall 2022. It will be the second report. Board Chair Compton stated that the University Faculty Council (UFC) had expressed concerns over the mix of tenure/tenure-track faculty versus non-tenure track faculty. He recommended that this information be presented to the Committee at a future meeting. Dr. Richey, who also serves as a member of the UFC, indicated that faculty also recommended examining the APPR process and not waiting on the results of the next PPPR report.

X. Annual Report on Intercollegiate Athletics

Committee Chair Smith explained that, effective November 2019, Chancellors for campuses with an intercollegiate athletics program are required to submit a written report to the Committee to ensure that the Board receives sufficient information to understand and monitor issues pertaining to student-athlete academic progress and academic integrity. He noted that the full reports by campus were included in advance of the meeting.

Dr. Martin highlighted that the 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.

Dr. Martin introduced representatives from each campus, who were invited to speak to the Committee to share more information on current challenges and opportunities, along with actions the campuses are taking to support the academic success of student-athletes. The presenters included: Jerry Hale, Provost and Senior Vice Chancellor for Academic Affairs (UT Chattanooga); Joe Scogin, Associate Provost and Senior Associate Athletic Director (UT Knoxville); Ashley Bynum, Associate Athletic Director for Compliance/Athletics (UT Martin); and Mark La Branche, Chancellor (UT Southern). A full copy of the presentation is filed with these minutes.

In response to a question raised by Student Trustee Lane Gutridge, Chancellor La Branche indicated that student satisfaction is very high and the student-athletes are excited about the new brand. With respect to any reported dissatisfaction, it tends to be more associated with over-recruiting and concerns about having a meaningful opportunity to play. In this regard, Chancellor La Branche noted that, moving forward as part of the UT System, the coaches will have less pressure to over-recruit for their teams.



XI. Presentations

University of Tennessee Research Foundation – Annual Report (2021)

Stacey Patterson, Vice President for Research, Outreach and Economic Development and President of the University of Tennessee Research Foundation (UTRF), shared highlights from the annual report. For FY 2021, there were 175 invention disclosures from across the UT System, and UTRF entered into 51 technology licenses (an all-time high). Currently, UTRF has 217 active technology licenses and 45 active start-up companies. Dr. Patterson provided an overview of a few of the 2021 successes (Entac Medical, Attralus, Genera, and Vera Pharma) that demonstrate the impact of the research activities of UT faculty, staff and students.

COACHE Survey

John Zomchick, Provost and Senior Vice Chancellor (UT Knoxville), introduced Dr. Todd Benson, Executive Director and Principal Investigator, Collaborative on Academic Careers in Higher Education (COACHE), which is housed in the Graduate School of Education at Harvard University. Dr. Benson acknowledged UT Knoxville as being an early adopter of the COACHE Faculty Job Satisfaction Survey (Survey) and indicated that it has been a great partner for almost 10 years. He explained that COACHE's goal is not to produce nice-looking surveys that institutions can post on their websites. Instead, COACHE's commitment is to improving the academic workplace, where faculty live and teach, to make it a more attractive environment so that institutions can recruit the best and brightest minds to serve its students.

Dr. Zomchick reported that UT Knoxville first used the Survey in 2012 and has administered it four times, with the latest survey having been conducted in 2021. The Survey allows UT Knoxville to compare its faculty's job satisfaction against two groups. As constructed, UT Knoxville can select five specific institutions as Survey peers. For the last Survey, UT Knoxville identified Auburn, Clemson, Iowa State, North Carolina State, and Virginia Tech, which all happen to be Board-approved peers. The second group includes a total of 80 other similar institutions. For the most recent Survey, UT Knoxville had a faculty participation rate of almost 40% (nearly identical to response rate of peer institutions) and the responses included tenured, pre-tenure, and non-tenure track faculty.

The Survey is comprehensive and includes 13 categories and 17 subcategories. Results are presented based on top 30%, middle 40% or bottom 30% with respect to the larger cohort. In addition, it also provides more information as to how you compare to the identified peers. He stated that one of the benefits of the longitudinal study is that it provides valuable comparative data as to whether an institution has improved or regressed on any of the areas measured since the last time the Survey was administered.



Dr. Zomchick then reviewed UT Knoxville's most recent Survey results, including strength areas and opportunities for growth. He concluded his remarks by sharing that the team is continuing to analyze the data to fully understand what the results represent and opportunities for future improvement.

Brian Dickens, Chief Human Resource Officer, reported that the contract with COACHE has been extended to include the other UT campuses, which will allow the entire UT System to use the same faculty job satisfaction survey moving forward. As an interim measure, the University worked with COACHE to develop a pulse survey for faculty. Dr. Dickens shared the results of the pulse survey, but he cautioned that the results were not statistically meaningful due to the low participation rate.

Following the presentation, Board Chair Compton thanked the Chancellors, whose campuses are currently not conducting the COACHE Survey, for adopting this best practice as it will provide a standardized approach across the UT System. In response to questions from the Committee members, Dr. Benson discussed: (i) the differences in participation rates and the communication efforts that are associated with the full COACHE Survey; (ii) possible inconsistent results captured by the pulse survey; (iii) how the COACHE Survey is constructed and the ability to capture data by discipline; (iv) strategies employed by COACHE to engage with clinical faculty; and (v) the research protocols associated with maintaining the confidentiality of respondents.

Student Experience Survey

Dr. Martin presented the results of the Fall 2021 student survey. She noted that it was the third consecutive semester for the student experience survey and that the student survey was modified and shortened based on recommendations made by the Chancellors. In aggregate, only 1,075 students responded, of which 41% were from the UT Martin campus. In this regard UT Martin students account for approximately 13% of all students across the UT System. Approximately 70% of the respondents were undergraduate students, and 77% of the respondents identified as being white. She also shared how the fall results compared against those from the last survey (Spring 2021). Dr. Martin explained that changes in the wording of at least one survey question may have impacted the results. With respect to written comments received, Dr. Martin indicated that the students remain concerned about the COVID-19 pandemic and associated health/safety measures.

Members of the Committee expressed their concern over the low student participation rate, given that participation can also be representative of the level of constituent engagement, and inquired as to what actions are being considered to improve the participation rate so that there is more meaningful data by campus and across the system. Dr. Martin suggested certain measures, but stated that the poor response rate may also be indicative of survey fatigue as there have been a large number of different student surveys due to the pandemic.



Tennessee RiverLine

Committee Chair Smith introduced Brad Collett, who serves as Director of the Tennessee RiverLine initiative and is an Associate Professor in the Department of Plant Sciences with a faculty appointment in the School of Landscape Architecture. Mr. Collett explained that the School of Landscape Architecture is a partnership between the Herbert College of Agriculture and the College of Architecture + Design at UT Knoxville.

Principal partners for this initiative include UT Knoxville and the Tennessee Valley Authority in collaboration with the Tennessee RiverLine Partnership (a consortium of communities and organizations in the region). The Tennessee RiverLine is a vision for North America's next great regional trail system. A continuous, multimodal system of paddling, hiking, and biking experiences along the 652-mile reach of the Tennessee River from Knoxville, Tennessee to Paducah, Kentucky. It is hoped that the Tennessee RiverLine project will inspire the 2.4 million people who live in Tennessee River communities across four states to transform their relationship with this valuable natural resource, along with a number of state and federal parks, viewing it as a 1.2 million-acre park connected by a treasured river. Mr. Collett shared how the Tennessee RiverLine will impact economic opportunity, social health, and ecological stewardship. The project was the result of a proposal prepared by a UT Knoxville student. Since 2016, more than 100 undergraduate and graduate students, associated with four colleges and three universities have been engaged in the initiative. With the support of a \$250,000 grant from the U.S. Department of Agriculture's Rural Placemaking Innovation Challenge and the 3M Foundation, the team will continue its collaboration with local communities to advance the project.

Trustee Kim White thanked Mr. Collett for his passion and leadership for the Tennessee RiverLine. She remarked that it is an excellent example of the University's BeOneUT values.

Student Success Indicators

Dr. Martin reported that enrollment of the UT System was an all-time high of 53,983, representing an increase of 2.7% from Fall 2020 to Fall 2021. Undergraduate enrollment saw an increase of 2.5%, and graduate/professional enrollment grew by 3.5%.

Undergraduate Enrollment - Dr. Martin reviewed the 1-year and 5-year enrollment trends for the UT System and for each campus. It was highlighted that UT Knoxville had a 1-year increase in its freshmen class of 7.9% (all-time high of 5,948 students), and UT Southern had a 1-year increase in its freshman class of 15.6% (215 students Fall 2021 as compared to 186 students Fall 2020). UT Chattanooga and UT Martin saw declines in freshman enrollment of approximately 6% in Fall 2021.



Graduate/professional Enrollment – New graduate/professional enrollment grew 2.2% for the UT System from Fall 2020 to Fall 2021 (all-time high of 3,501 students). Both UT Knoxville and UT Southern showed dramatic increases of 6.9% and 12.5%, respectively. The other UT campuses reported declines – UT Chattanooga (-7.2%), UT Health Science Center (2.1%), and UT Martin (15.5%).

First-Year Retention – For the UT System, first-year retention was 81.3%, which reflects a 2.6% decline from 2020. The decline may be attributable to the impact of the pandemic. Retention figures by campus were as follows:

- UT Chattanooga – 73.1% (4.8% decline from 2020-2021)
- UT Knoxville – 87.8% (0.9% decline from 2020-2021)
- UT Martin – 70.0% (5.1% decline from 2020-2021)
- UT Southern – 54.6% (4.4% decline from 2020-2021)

Degrees Awarded – For the UT System, a total of 9,311 bachelor’s degrees were awarded, representing an 8.2% increase from 2020 to 2021. For the UT System a total of 3,708 graduate/professional degrees were awarded, representing a 1.5% increase from 2020 to 2021.

Graduation Rates – For the UT System, the 4-year graduation rate and 6-year graduation rate was 47.6% and 63.8%, respectively. As compared to 2020, the UT System 4-year graduation rate and 6-year graduation rate increased by 0.4% and 0.9%, respectively. UT Chattanooga had a decline (1.0%) in its 4-year graduation rate, but saw an increase (3.8%) in its 6-year graduation rate. UT Martin had a decline (2.0%) in its 6-year graduation rate, but an increase (1.6%) in its 4-year graduation rate.

Trustee Jamie Woodson noted the increase in freshman enrollment at UT Knoxville and the declines at UT Chattanooga and UT Martin. She inquired what relationship, if any, the test-optional admission policy at UT Knoxville may have contributed to these figures. Chancellor Plowman reported that UT Knoxville’s growth was attributable to the 38% increase in out-of-state students. From an in-state student perspective, the campus had a decline of 200 students. As such, it does not appear that there is a relationship between the policy change and the reduced enrollment at the other UT campuses. In response to a follow-up question, Chancellor Plowman stated that the hiring of out-of-state recruiters is starting to show results now that they have been in place for 3-4 years. She believes that the growth in out-of-state students is being driven by the efforts of the recruiters and the influence that out-of-state students have on others who may be graduating from their high schools. Chancellor Plowman also noted that the retention rate at UT Knoxville was inflated due to the pandemic (easing of certain academic policies during what was a very challenging time) and that this year’s retention rate is more accurate reflection.



In response to questions raised by Student Trustee Lane Guttridge, Dr. Martin provided more information on (i) the critical points in time when students are most likely to drop-out, and (ii) the enrollment goals set forth in the UT Strategic Plan.

Board Chair Compton noted that, similar to how first-year retention is a leading indicator for graduation, freshman enrollment is also key. As UT Chattanooga has had a 10% drop enrollment from 2019, he looks forward to hearing the presentation on the new strategic plan for the campus and its plans for increasing enrollment.

XII. Other Business

President Boyd shared an update on the UT Promise Scholarship initiative. Under the program, eligible students with a family household income of under \$50,000 may attend a UT campus free of tuition/fees, subject to satisfying the admission requirements. He reported that expenses associated with the scholarship program are less than 20% of the program estimate, and the University continues to be successful in raising funds for the endowment to support the program (\$30 million towards its goal of \$100 million). He also advised that, when initiated, the median household income for families in the State of Tennessee was less than \$50,000; this figure is now over \$50,000. In order to continue to attract and retain students, the administration intends to increase the family household income level for eligibility to \$60,000. The estimated cost impact is expected to be less than \$400,000.

In addition, President Boyd advised that the administration intends to approach the state legislature to authorize in-state tuition for veterans and certain other military-affiliated individuals regardless of their state of residency. A number of other universities and colleges grant in-state tuition to these individuals. While the Board of Trustees has the authority to amend its standing rule on residency, it is anticipated that going directly to the legislature on this item may be faster and would allow for the same opportunity for other Tennessee, public, higher education institutions.

XIII. Adjournment

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

Respectfully Submitted,

A handwritten signature in blue ink that reads "Cynthia C. Moore".

Cynthia C. Moore
Secretary and Special Counsel



Approved Consent Agenda Items

- Minutes of the June 24, 2021 meeting
- Approval of the Comprehensive List of Academic Programs
- Ratification of Administrative Action to Terminate or Inactivate Academic Programs
- Approval of New Academic Units
 - Collection Services and Research and Public Services, UTC
 - Africana Studies, UTK
- Program Consolidation, Bachelor of Arts in Fine Arts, UTS

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.

- University of Tennessee Research Foundation - 2021 Annual Report
- COACHE Survey
- Student Experience Survey
- Tennessee River Line
- Student Success Indicators



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2022
 Committee: Education, Research, and Service
 Item: **Academic Program Modification, Bachelor of Mass Media and Strategic Communications, UTM**
 Type: Action

Background

The University of Tennessee at Martin proposes changing its BA/BS in Communications, which focuses on Broadcasting, Media Design, News Editorials, and Public Relations, to a Bachelor of Mass Media and Strategic Communication. While the program's areas of focus will remain the same, the current title of the degree offering in Communications does not address the emerging trends; thus, UTM proposes the change to remain competitive considering changes in mass communications.

The modified program will shift from a course sequence-based progression to greater flexibility to enable students to acquire their desired skillset. The MMSC will offer some flexibility with select courses available online, particularly for Collierville High School students interested in the COMM 100 course. The number of program hours and general education requirements will shift slightly; however, the total program hours will remain at 120, and the modification does not constitute a SACSCOC substantive change. The financial impact is relatively small, with the department requesting only \$11,300 in institutional reallocations for supplies and technology needs, which was approved. This academic program modification has gone through UT Martin's institutional procedures and received all necessary internal approvals. UT Martin now seeks board approval for a Fall 2022 implementation date.

Resolved: The Board of Trustees hereby approves the proposed modification to change the degree designation from a Bachelor of Arts/Bachelor of Science in Communications to a Bachelor of Mass Media and Strategic Communication at the University of Tennessee, Martin for implementation Fall 2022.

EMILY HOUSE
Executive Director



STATE OF TENNESSEE

BILL LEE
Governor

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

TO: Keith Carver, Chancellor

FROM: Dr. Emily House

SUBJECT: University of Tennessee, Martin
Academic Program Modification Request:
Mass Media and Strategic Communication, Bachelor of Mass Media and Strategic
Communication

DATE: January 20, 2022

Pursuant to THEC *Academic Policy A1.1 Academic Program Modifications*, the following program modification has been approved:

FROM: **Major:** Communication, Bachelor of Science and Bachelor of Art (CIP Code 09.0100) **Concentrations:** (1) Broadcasting; (2) Media design; (3) News Editorial; and (4) Public Relations

TO: **Major:** Mass Media and Strategic Communication, Bachelor of Mass Media and Strategic Communication (CIP Code 09.0102)
Concentrations: (1) Broadcast and Multimedia Production, (2) Journalism and Digital Communication; (3) Media Design and Digital Content Production; and (4) Strategic Communication and Public Relations

Under separate cover, THEC staff will transmit an updated Academic Program Inventory that will reflect this academic program modification and the termination of the existing communication major and associated concentrations (phase-out: 2024 summer term).

Best wishes for success in implementing this academic program.

cc: Randy Boyd, UT President
Linda Martin, UT Vice President for Academic Affairs and Student Success
Phil Cavalier, UTM Provost
Betty Dandridge Johnson, THEC Chief Academic Officer

Tennessee Higher Education Commission
Evaluation of Academic Program Modification (APM)
December 28, 2021



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

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

Institution: University of Tennessee, Martin	APM Submission Date: December 9, 2021			
APM Request	UTM has proposed an academic program modification to rename and change the CIP code designation for the current undergraduate bachelor program in Communication to Mass Media and Strategic Communication.			
	Before Proposed Change		After Proposed Change	
	Title, Degree	CIP Code	Title, Degree	CIP Code
Communication, Bachelor of Arts Bachelor of Science Concentrations 1) Broadcasting 2) Media design 3) News editorial 4) Public relation	09.0100	Mass Media and Strategic Communication Bachelor of Mass Media and Strategic Communication Please provide the new names for the concentrations.	09.0102	
Criteria	Comments			
Overall Comments	<ul style="list-style-type: none"> The proposal was thorough with only minor clarifications needed. The THEC APM checklist does not require letters of support for APMs and are not necessary for future APMs. 			
Cover Letter from CAO	<ul style="list-style-type: none"> Dr. Phil Cavalier submitted a letter of support for the proposed academic program modification (dated September 8, 2021) 			
Current Program Name CIP Code	<ul style="list-style-type: none"> Bachelor of Arts (BA) and Bachelor of Science (BS) in Communications CIP Code 09.0100 – Communication, General 			
Current Concentrations	<ul style="list-style-type: none"> Broadcasting News Editorial Public Relations Media Design 			
Proposed Program Name CIP Code	<ul style="list-style-type: none"> Bachelor of Mass Media and Strategic Communication (BMMSC) CIP Code 09.0102 – Mass Communication/Media Studies 			
Proposed Concentration	<ul style="list-style-type: none"> Broadcasting News Editorial Public Relations Media Design 			
Proposed Implementation Date	<ul style="list-style-type: none"> Fall 2022 			

Proposed Termination Date for Program	<ul style="list-style-type: none"> ▪ Fall 2024
Anticipated Delivery Site	<ul style="list-style-type: none"> ▪ University of Tennessee, Martin main campus
Background for APM	<ul style="list-style-type: none"> ▪ In 2021, UTM renamed and repurposed the Department of Communication into the Department of Mass Media and Strategic Communication due to changes in the mass media landscape and to better incorporate strategic communication content and employer demands. The modified program will better align the major's curricular components, the existing concentrations, and allow the program the flexibility to evolve and adapt as the mass media and strategic communications industries rapidly change. ▪ The modified program will shift from a sequence-based progression of courses to a competency-based menu of courses that will allow students more options to gain desired skills. ▪ The modified program will also increase the total hours of the required major.
Program Need	<ul style="list-style-type: none"> ▪ UTM contends the current degree offering does not address these emerging trends and that a modification is necessary to reflect the shift of the major to keep aligned with the changing nature of mass communications. ▪ The modification will allow UTM to update their curriculum, align with their current faculty strengths that includes faculty teaching in the graduate program in Strategic Communication and respond to recommendations with the program's Industry Advisory Board to update the major, and provide more opportunities for students to gain knowledge and experience in the new mediums of mass media and strategic communications. According to Bureau of Labor Statistics (BLS), public relations and strategic communications occupations are projected to grow seven percent through 2029. ▪ BLS data also shows that while traditional media and journalism jobs are in decline, the opportunities for students with training in strategic communication, public relations, marketing, communication, and advertising will grow by five percent through 2029. ▪ In 2019, Strada Institute for the Future of Work found that the top "common skills" included "writing, editing, communications, research, social media management, grammar, innovation, and leadership". The same analysis found "hard skills" desired by graduates to have experience in "journalism, broadcasting, storytelling, AP style, live reporting, multimedia, and video editing".
Potential Impact of Modification on Current Program	<ul style="list-style-type: none"> ▪ The elevation will require comprehensive academic advising as the current major is phased out of the two different degree pathways and transition students to a single major with more options within the four concentrations to meet graduation requirements. ▪ The largest impact on students will be the change in number of general education hours required by the new program. In being a

	<p>BMMSC, the program will only require 38 general education hours compared to the 47-49 general education hours required for the Bachelor of Arts or Bachelor of Science degrees.</p> <ul style="list-style-type: none"> ▪ Students will be required to take less coursework in laboratory sciences, humanities, fine arts, math, and the social sciences. Students will increase coursework in campus electives, foreign language, and in the major. ▪ Does UTM offer any other majors that depart from general education requirements as much as the proposed program? ▪ The proposed elevation will impact staffing, course planning, academic advising, and will phase out the current major in Communications by 2024. ▪ UTM will use the newly revised Communication minor to facilitate this program modification. ▪ Some courses will be refocused to broaden their respective scopes and transition to a competency-based approach that will allow students the ability to take multiple courses to fulfill identified competencies.
<p>Existing Program Offerings at Public and Private Institutions</p>	<ul style="list-style-type: none"> ▪ Within the proposed CIP, there are existing programs at: <ul style="list-style-type: none"> ○ Austin Peay State University – Professional Communication, BA/BS ○ East Tennessee State University – Media and Communication, BA/BS ○ Middle Tennessee State University – Media and Entertainment, BS ○ University of Memphis – Communication, BA ○ Belmont University – Media Production – BA/BS; Emerging Media, BA/BS ○ Carson Newman University – Film and Digital Media, BA ○ Johnson University – Journalism and Digital Mass Media, BA ○ Lane College – Mass Communication, BA ○ Trevecca Nazarene – Media Arts and Studies, BS ▪ UTM participates in the Tennessee Transfer Pathway with all community colleges in Tennessee. The proposed elevation aligns with the Mass Communication and Communication Studies TTP.
<p>Enrollment/Degrees Awarded by Concentration</p>	<ul style="list-style-type: none"> ▪ UTM provided enrollment and graduation projections for the first three years of the modified program and expects a three-year averages of enrollment and graduation of 143 and 25, respectively. ▪ Please provide the names of the four new concentrations for the BMMSC program (as referenced on page 11).
<p>Student Learning Outcomes</p>	<ul style="list-style-type: none"> ▪ Students in the proposed modification will develop proficient knowledge and skills in the following competencies: <ul style="list-style-type: none"> ○ Content production and Management ○ Critical Thinking, Communication Strategy, and Planning ○ Business and Research/Information Management ○ Human Communication

	<ul style="list-style-type: none"> ○ Historical, Cultural, and Legal Issues ○ Professional Readiness ○ Professional Ethics ▪ The student learning outcomes (SLO) – referred to as WRAPP (Writing, Research and Information Management, Audience and Strategy, Production and Performance, Professional Readiness) – will consist of: <ul style="list-style-type: none"> ○ Produce and manage communication content using appropriate formats and technologies. (Competencies: Content Production and Management; Human Communication Skills) ○ Develop content and business strategies using appropriate research techniques and data. (Competencies: Critical Thinking, Communication Strategy, and Planning; Business and Research/Information Management; Human Communication) ○ Develop strategies for the application of professional ethics. (Competency: Professional Ethics) ○ Demonstrate an understanding of the profession’s historical development, cultural impact, and legal issues. (Competencies: Human Communication; Historical, Cultural, and Legal Issues) ○ Demonstrate an understanding of the diverse audience perspectives reflected in a global society. (Competencies: Content Production and Management; Human Communication; Critical Thinking, Communication Strategy, and Planning) ○ Demonstrate critical thinking skills through professional strategic planning techniques. (Competencies: Critical Thinking, Communication Strategy, and Planning; Business and Research/Information Management) ○ Demonstrate knowledge of workplace expectations and standards of professional practice. (Competency: Professional Readiness)
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ Each student learning outcome will be systematically assessed semesterly and will include input from all faculty and integrated into the curriculum. ▪ The department has an assessment coordinator to collect and compile data from the assessments. The data is reviewed on an annual basis by the faculty and shared with the institutional advisory board.
<p>Accreditation</p>	<ul style="list-style-type: none"> ▪ The program does not constitute a SACSCOC substantive change. ▪ The proposed program will conduct an academic program review as a part of THEC’s Quality Assurance Funding process. ▪ UTM plans to monitor the development of programmatic accreditation from the American Communication Association or

	<p>pursue Certification in Education for Public Relations (CEPR) if THEC adds this accreditor to the list of approved accreditor agencies. The American Communication Association's accreditation is currently lacking standards related to diversity and is only held by a handful of schools that are international in scope. UTM will monitor this accreditor as it develops.</p>
Curriculum Requirements New Courses Needed	<ul style="list-style-type: none"> ▪ The proposed modification would require the following new courses: <ul style="list-style-type: none"> ○ COMM 306 – Introduction to Research and Information Management ○ COMM 493 – Senior Portfolio ○ COMM 494 – Professional Seminar in Media and Strategic Communication
Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies	<ul style="list-style-type: none"> ▪ UTM provided a crosswalk of the curriculum to CEPR competencies.
Distance Learning	<ul style="list-style-type: none"> ▪ The program will be taught mainly on-campus at UTM with some courses potentially taught in a hybrid manner. COMM 100 is taught online and is available for Collierville High School students.
Current and Proposed Admission, Retention and Graduation Policies	<ul style="list-style-type: none"> ▪ The proposed modification will use existing admission, retention, and graduation policies in place at UTM.
Current Faculty	<ul style="list-style-type: none"> ▪ The Department of Mass Media and Strategic Communication currently has 13 full time faculty. ▪ There are currently two faculty searches underway to fill vacant positions. <i>Are these positions in addition to the current 13 positions? If these are new faculty lines, please update the THEC Financial Projection form to account for the additional costs.</i> ▪ Two adjuncts are also used in the department.
Finance (THEC Financial Projection)	<ul style="list-style-type: none"> ▪ The proposed program anticipates an annual expense of \$5,600 for student salaries related to the on-campus radio station and recurring costs of \$3,500 to cover miscellaneous costs for the program. ▪ The modified program anticipates \$2,000 each year in one-time costs associated with needed equipment. ▪ The program is requesting an additional \$11,300 in institutional reallocations in the existing budget for the modification.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2022
 Committee: Education, Research, and Service
 Item: **New Academic Program, Master of Science degree in Marketing, UTK**
 Type: Action

Background

The University of Tennessee, Knoxville, proposes a new Master of Science in Marketing (MS-MARK) for implementation in Fall 2022. The proposed marketing program will be the only one of its kind at a public institution in Tennessee and is designed as a 32-hour program that full-time students can complete in 10 months (or in 22 months for part-time students). The program, which will be offered in a simulcast format (both in-person and online options available), was developed in direct response to student interest and industry needs. The program's curriculum will focus on competencies related to understanding consumers and markets, creating and implementing a market strategy, and leveraging a market toolkit. Students enrolled in the program will have numerous opportunities for experiential learning that involves some of the many industry partners identified by the program.

All but one of the courses offered in the program will be newly designed and directly aligns with the program's learning outcomes. The program will be housed in the Department of Marketing in the Haslam College of Business and will involve 14 full-time faculty members; no additional faculty hires, facilities or equipment will be required to deliver the program. All substantive change documents required for SACSCOC were submitted on September 10, 2021, and the program intends to explore disciplinary accreditation via the Association to Advance Collegiate Schools of Business (AACSB), which already accredits other programs in the college. The proposed program has the full support of UTK's central, college, and departmental leadership and strong interest from students.

Resolved: The Board of Trustees hereby approves the Master of Science in Marketing as a new academic program at UT Knoxville, and authorizes the administration to submit the proposals to the Tennessee Higher Education Commission for approval.




EMILY HOUSE
Executive Director

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

BILL LEE
Governor

TO: Linda Martin, Vice President for Academic Affairs and Student Success
University of Tennessee System

FROM: Betty Dandridge Johnson, Chief Academic Officer 
Tennessee Higher Education Commission

SUBJECT: University of Tennessee, Knoxville
Marketing, Master of Science

DATE: December 21, 2021

Pursuant to THEC Academic Policy A1.0 (*New Academic Programs: Approval Process*), THEC staff will support the proposed Master of Science (MS) in Marketing degree. 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 Hardesty from the University of Kentucky.

The University of Tennessee, Knoxville 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, Knoxville may request the Marketing, MS program be placed on the Commission's agenda for approval.

cc: Emily House, THEC Executive Director
Randy Boyd, UT President
Donde Plowman, UTK Chancellor
John Zomchick, UTK Provost
Stephen Mangum, UTK Dean, Haslem College of Business
Alex Zablah, UTK Chair, Department of Marketing
Karen Etzkorn, UT Director of Academic Affairs
Julie A. Roberts, THEC Associate Chief Academic Officer

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



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

Institution: University of Tennessee, Knoxville	NAPP Submission Date: September 16, 2021 NAPP Submission Date (response to external reviewer's report): November 30, 2021
Academic Program, Degree Designation: Master of Science, Marketing	
Proposed CIP Code: 52.1401: Marketing/Marketing Management, General	
Proposed Implementation Date: July 2022	
Program Liaisons: Karen Etz Korn (etzkorn@tennessee.edu) and Alex Zablah (azablah@utk.edu)	
External Reviewer David Hardesty, MS, PhD Carol Martin Gatton Endowed Chair of Marketing and Director of the Master's in Marketing University of Kentucky Dmhard3@uky.edu 859-257-9419	
New Academic Program Approval Process: Essential Steps	
<ol style="list-style-type: none"> 1) Site Visit: <i>November 19, 2021</i> 2) External reviewers submit report to UTK and THEC (30 days after site visit): <i>December 20, 2021</i> 3) UTK submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): <i>January 20, 2021</i> 4) THEC makes determination of whether to support, not support or defer support of proposed program: <i>TBD</i> 5) If THEC supports the institution's response, UTK may seek approval from the Board of Trustees: <i>February 24-25, 2022 or June 22-23, 2022.</i> 6) UTK provides documentation of BOT approval and request program to be placed on Commission agenda: <i>May 19, 2022 or July 28, 2022.</i> 	

Note: Items in italics reflect concerns based on the NAPP Evaluation conducted by THEC staff.

Criteria	Comments
Letter of support from President/Chancellor	<ul style="list-style-type: none"> ▪ Letters of support were provided by Linda C. Martin (dated June 1, 2021) and John P. Zomchick (dated May 5, 2021). ▪ A letter from John P. Zomchick dated November 30, 2021 notes that the proposed program has received all on campus approvals.
Overall Comments	<ul style="list-style-type: none"> ▪ <i>The external reviewer commented "There needs to be a strong commitment from Haslam's Executive Education Office to help with student placement." Please provide a letter of support from this office outlining how they will support placement for graduates of the proposed MS-MARK.</i>
Background on academic program development	<ul style="list-style-type: none"> ▪ The Haslam College of Business (HCB) at the University of Tennessee, Knoxville (UTK) proposes a Master of Science in Marketing. ▪ The program is being proposed for two critical reasons:

	<ol style="list-style-type: none"> 1. To provide a pathway for undergraduate students to pursue a master's degree in marketing and thereby qualify for non-entry level employment, 2. Industry partners have expressed the need for graduates who have advanced training in marketing to support the accelerated need for marketing professionals.
<p>Purpose and nature of program</p>	<ul style="list-style-type: none"> ▪ The proposed program is designed as a 32-credit hour program. ▪ Students have the option to register as a full-time student completing the degree in 10 months or as a part-time student taking six credits per semester, completing the degree in 22 months. ▪ The proposed program has an option for students to pursue an early admissions option, which includes a maximum of 6 credit hours of graduate courses while enrolled in their undergraduate program. ▪ Students will indicate a preference upon being admitted whether they intend to pursue their studies remotely or in person. Because tuition and fees will vary based on selected enrollment type, they will not be able to switch between delivery modalities. ▪ The program will target current undergraduate business majors in the HCB, UT system colleges, and other postsecondary institutions, as well as early career marketing professionals. ▪ The program is constructed so that students develop competency in understanding customers and markets, creating and implementing marketing strategy, and leveraging a marketing toolkit. ▪ Students will be provided with several experiential learning opportunities, like working with industry partners to allow students to work on actual marketing problems for specific organizations. Informal mentoring and career development will be provided through a mentorship roundtable comprised of advisory board members and students.
<p>Alignment with State Master Plan and Institutional Mission</p>	<ul style="list-style-type: none"> ▪ The proposed program supports the State Master Plan as follows: <ol style="list-style-type: none"> 1. The program will increase educational attainment levels of Tennesseans, 2. Program graduates will qualify for better jobs, and the improved quality of workforce will benefit the state, 3. The flexibility of the program – bot the in-person and online program options, and the full and part time completion plans increases student access, 4. UTK graduate tuition is affordable relative to other institutions in the state with programs of comparable quality. 5. The program is aligned with industry, designed to be agile and cutting edge, and so will lead graduates to high paying jobs. ▪ The proposed program is consistent with UTK's Institutional Mission in the following ways:

	<ol style="list-style-type: none"> 1. Provides an opportunity for marketing undergraduates and other UTK students to seek a high-quality master's degree in marketing that will lead to higher-paying marketing careers. 2. Fosters greater research productivity by having some master's students work as RAs for research faculty. 3. Proposed program will be agile, and content will evolve rapidly to with the ever-changing world of marketing. Leverages communication technologies to connect students with faculty and marketing professionals worldwide
<p>Institutional capacity to deliver the proposed program</p>	<ul style="list-style-type: none"> ▪ The HCB has been approved to hire two non-tenure-track faculty members this year to increase overall teaching capacity in the department. ▪ HCB's Graduate and Executive Education (GEE) department is supporting the proposed program and will assist with recruitment and admissions, partner relationship, student services, and career management.
<p>Existing programs offered at public and private Tennessee institutions</p>	<ul style="list-style-type: none"> ▪ There are no public institutions who offer a Master of Science in Marketing in the state of Tennessee. ▪ Vanderbilt University offers a Master of Marketing with the same CIP code as the proposed program. ▪ East Tennessee State University offers a Master of Science in Digital Marketing. ▪ Lincoln Memorial University offers a concentration in Marketing and Southern Adventist University offers an emphasis in marketing. ▪ <i>In the LON crosswalk response, it was noted that UTK no longer offers a Marketing concentration in its Master of Business Administration program; hence, does not anticipate any impact of the proposed MS in Marketing program on the existing MBA program. However, UTK's API report (see page 295), indicates a Marketing concentration. Please work with the UT System Office to process the Concentration Termination Form to terminate the Marketing concentration.</i>
<p>Feasibility Study</p>	
<p>Student interest</p>	<ul style="list-style-type: none"> ▪ A survey was administered to HCB's seniors enrolled in the undergraduate marketing capstone course in spring 2021. ▪ Over 90 percent of students responded to the survey (n=140) and approximately 60.7 percent of marketing students identified they had interest in the proposed MS in Marketing. ▪ The survey provided additional data to reflect 52 percent of the surveyed marketing students had interest in pursuing the degree in two or fewer years post-graduation.
<p>Local and regional need</p>	<ul style="list-style-type: none"> ▪ From 2018-2028 there is a predicted 24 percent increase for Marketing Research Analysts positions in Tennessee and 13 percent increase for Marketing Manager positions.

	<ul style="list-style-type: none"> Additionally, O*NET (onetonline.org) identifies these two marketing-related occupations as having a “bright outlook” both in the State of Tennessee and nationwide, which implies that these occupations are expected to grow faster than average (employment increase of 5 percent or more) over a ten-year projection window.
Employer need/demand	<ul style="list-style-type: none"> The LON provides evidence of employer demand from four sources: <ol style="list-style-type: none"> The CMO survey, which solicits input twice a year from nearly 3,000 marketers at for-profit US organizations, which projected 7.6 percent increase in marketing hires within the next year. AACSB data indicate 171 institutions (28 percent) report offering a specialized master’s degree in marketing. Additionally, only one major university in TN (Vanderbilt) offers such a degree, suggesting employer needs for specialized marketing talent in TN are likely underserved. Georgetown University’s Economic Value of College Majors report states that median wages for individuals with a Marketing graduate degree are \$18K higher nationally and \$10K in Tennessee. Recent job postings indicated that 22 percent of the 38,500 job postings required or preferred a master’s degree.
Future sustainable need/demand	<ul style="list-style-type: none"> Letters of support were included from the following businesses supporting the development of the proposed MS in Marketing and hiring of potential qualified graduates: Procter & Gamble, Lutron Electronics Co. Inc. E&J Gallo Winery, Ryder System, Inc., Weigel’s, and Smarter Searches.
Public Comments	<ul style="list-style-type: none"> No public comments were received.
Specific Items Required for the New Academic Program Proposal	
Implementation timeline	<ul style="list-style-type: none"> Proposed program implementation is July 2022. Program officers intend to request approval to market the program at the time of UT Board of Trustees approval, before THEC approval of the program.
Curriculum	<ul style="list-style-type: none"> The proposed program contains 32 credits of core classes. With the exception of MARK 538, all new courses will be developed for the proposed program. The program is built to achieve eight program learning outcomes. <ul style="list-style-type: none"> Explain the determinants of contemporary consumer behavior; Utilize quantitative and qualitative methodologies to generate marketing insights; Leverage marketing insights to develop marketing tactics, strategies, and plans; Monitor market and marketing performance; Identify and refine insights-based innovation opportunities; Build a marketing technology stack;

	<ul style="list-style-type: none"> ○ Employ advanced and emerging digital tools in support of marketing practice; and ○ Demonstrate an ability to collaborate effectively in cross-functional customer teams. ▪ Each program learning outcome is mapped to particular courses in the proposed program. ▪ The proposed program will be delivered on ground with an option for students to participate online via simulcasting. Students will be charged based on the chosen delivery method to ensure students incur fees for services they can use. ▪ Courses will be offered in Summer 2 Term, Fall Term, Winter Term, and Spring Term. Course times will alternate year to year to accommodate part time students, and courses will not have pre-requisites.
<p>Academic Standards</p>	<ul style="list-style-type: none"> ▪ The Haslam College of Business (HCB) admissions group and the faculty program leader from the departments of Marketing and Graduate and Executive Education will review all applications and recommend prospective students for admission to the program. ▪ To be admitted to the MS MARK, students must: <ol style="list-style-type: none"> 1. Meet admission requirements for the UTK Graduate School; 2. Hold an undergraduate degree in business (applicants with non-business degrees will be reviewed on an individual basis, and may be required to complete non-credit training programs in addition to the MS-MARK curriculum); 3. Provide a GPA; 4. Provide TOEFL or IELTS scores if the applicant’s native language is not English; 5. Adhere to UTK ethical and professional standards. ▪ Students can be considered for early admission if they (1) have a 3.3 cumulative GPA or higher, (2) are a current HCB major on track to complete 120 credit hours of undergraduate course work. Early admission students can earn up to 6 hours of graduate credit, fulfilling MS-MARK requirements. ▪ To be retained in the program, students must (1) receive a minimum of a B in all HCB courses, (2) earn a 3.0 cumulative graduate GPA, (3) adhere to UTK ethical and professional standards.
<p>Equity</p>	<ul style="list-style-type: none"> ▪ The proposed program will take the following steps to recruit, retain, and graduate a diverse population of underserved and historically underrepresented students: <ol style="list-style-type: none"> 1. Work with the HCB Office of Diversity and Community Relations to establish ongoing conversations with diverse undergraduate students to help them determine if the MS-MARK fits their career and aspirational goals. 2. Take deliberate effort to ensure that faculty, invited thought leaders, and industry experts who participate in the program reflect the desired student diversity.

	<ul style="list-style-type: none"> ▪ Retention and graduation of underserved and underrepresented students will be prioritized by: <ol style="list-style-type: none"> 1. Providing student access to excellent advising throughout the program; 2. With the support of the program director, creating classroom environments that support diversity; 3. Ensuring that all enrolled students participate in a mentorship program pairing students with industry partners; 4. Carefully designing the required course "Career Planning and Professional Development" to keep students focused on their post-program goals, and thereby on the successful completion of their program of study.
Program enrollment and graduates	<ul style="list-style-type: none"> ▪ <i>Please provide only one set of estimates for program enrollment and graduation, these estimates will serve as the basis for the program's post-approval monitoring. Also, make sure these enrollments are aligned with the THEC Financial Projection form.</i>
Administrative structure	<ul style="list-style-type: none"> ▪ The MS-MARK is housed in the department of marketing at the Haslem College of Business (HCB). ▪ The program director will be a current faculty member in the program and will receive direct support from the Chair of the Marketing Department. Indirect support will be provided by the HCB Office of Graduate and Executive Education.
Faculty resources	<ul style="list-style-type: none"> ▪ Fourteen current full-time faculty members will participate in the MS-MARK program, creating a student-to-faculty ratio of 20:1. ▪ No additional faculty – adjunct or full-time – will be needed to support the proposed program.
Library and information technology resources	<ul style="list-style-type: none"> ▪ The UTK library already provides sufficient resources to cover program demands. No additional library information technology or acquisitions are needed to support the proposed program.
Support resources	<ul style="list-style-type: none"> ▪ Table 11 shows only one faculty member who will serve as an advisor to students in the program. ▪ Support from industry partners includes student mentoring, invited speakers, and the Marketing Department's Professional Sales Forum which connects corporate leaders with students and faculty. ▪ Further support is provided by the student-led AMAze consulting group, providing students real-world consulting experience. ▪ Student support is provided by the Office of Information Technology, Student Services, the Division of Student Success, VolTech, and Smokey's Closet. ▪ The HCB Graduate and Executive Education Department will support program recruitment and admissions, partner relationship development, student services, and career development.
Facilities and equipment	<ul style="list-style-type: none"> ▪ Delivery of MS-MARK courses, and related events will occur in the Haslem Business Building – a state of the art instructional facility built in 2009.

	<ul style="list-style-type: none"> ▪ Faculty offices, meeting spaces, technology-enhanced conference rooms, and a behavioral economics lab are housed in the Stokley Management Center. ▪ Not additional facilities or equipment are needed.
<p>Marketing and recruitment plan</p>	<ul style="list-style-type: none"> ▪ Program marketing will include, sharing program information (curriculum, coursework, and student placement data) on the HCB website; working with both the HCB Office of Marketing and Public Relations and external marketing vendors to create and implement digital and social media marketing campaigns to increase program awareness; creating print and promotional materials that provide relevant program details; hosting regular information sessions for UTK undergraduates; and making digital materials available for faculty who present to appropriate audiences. ▪ Recruitment is targeted to current UTK business undergraduate students who are interested in deepening their marketing skillset. A secondary target is non-business UTK undergraduate students, business majors from non-UT schools, and early career marketing professionals. Recruitment will start inside the HCB, and after program growth will shift to the secondary target, widening communications through careful use of social and digital media. ▪ Diverse students will be recruited to enroll in the MS MARK utilizing four strategies. First, by directly engaging diverse undergraduates at UTK enrolled in HCB undergraduate programs to encourage them to stay at UTK for graduate education. Second, faculty diversity will be leveraged to attract diverse students. Third, personalized outreach efforts will be utilized to reach diverse students directly. Finally, the program will monitor national best practices for recruiting diverse students.
<p>Assessment and evaluation</p>	<ul style="list-style-type: none"> ▪ Regular program assessment and evaluation will be completed in the process of SACSCOC re-accreditation efforts and will center on gauging student learning outcomes relative to program learning goals. Student progression towards meeting learning outcomes will be assessed during the MS MARK capstone course. ▪ Program evaluation will also happen in the process of the AACSB college maintenance of the accreditation process, which happens next in 2027. ▪ Dr. Zablah and Mr. Armbrister lead SACSCOC and AACSB accreditation efforts.
<p>Accreditation</p>	<ul style="list-style-type: none"> ▪ Accreditation will be through SACSCOC. Substantiative change documents were submitted for Board approval on September 10, 2021. ▪ Additional accreditation will be considered through the existing HCB Advance Collegiate Schools of Business (AACSB) accreditation.
<p>Funding and THEC financial projections form</p>	<ul style="list-style-type: none"> ▪ Over the next five years, the plan for the proposed program is to be revenue generating starting in year three. A \$100,000 loan from the HCB will finance \$80,000 in instructional design costs and \$20,000 for program marketing. <i>The program is not approved for marketing in the planning year, please adjust.</i>

	<ul style="list-style-type: none"> ▪ The MS-MARK will assess a \$7500 annual program fee to in-person students enrolled in the program. This fee is consistent with other Business Graduate program fees at UTK (MBA = \$17,000, Master of Accountancy = \$6,000, MS in Business Analytics = \$6000, MS in Management and HR = \$4,500). ▪ The total program cost for in state students (tuition + fees) equals \$26,584, which is comparable with similar programs at Florida International University and the University of Kentucky. ▪ Online students will pay an all-inclusive cost of \$1,000 per credit, for a \$32,000 total cost for the MS MARK. Table 12 lists the online fee for out-of-state students as \$1200 – please adjust. ▪ Faculty costs include instructional costs assessed to their academic program – this is direct salary paid for the percent of effort faculty expend teaching in the MS Mark Program. These costs vary depending on which faculty members are teaching classes but are currently estimated at \$229,125 per year. ▪ The MS-MARK program will contribute \$80,340 in year one to cover costs associated with support staff housed in the GEE who support the program. These costs increase 3 percent per year, to \$90,423 in year 5. ▪ Operating costs start at \$65,818 in year one, increasing to \$332,396 in year 5. These expenses cover printing, equipment, marketing, student support expenses, and program participation fees assessed by UTK on the MS MARK. ▪ Please revise the financial projections narrative to include only one set of estimates and include external reviewer costs included under “consultant” in the planning year instead of under travel.
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Master of Science in Marketing

Haslam College of Business



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Academic Program Overview

The program's **objective** is to prepare students for **careers in marketing management** by equipping them with the **state-of-the-art** digital, data, technology, and decision-making **toolkit** necessary for business success in an increasingly complex, fragmented, and ever-changing marketplace.

Primary

UTK business majors

Secondary

Non-business UTK majors
Non-UTK business majors
Marketing professionals

Geographic Focus

Domestic
Tennessee
Southeast Region

Target Market

Modality

Face-to-Face (traditional learners)
Online synchronous (adult learners)

Coursework

32 credit hours

Duration

10 months (full time)
22 months (part time)

"Early Admissions" Option

Maximum credits: 6 hrs.

Program Attributes



- 31 credit hours
- 10 months
- \$62,000



- 30 credit hours
- 10 months
- \$26,700



- 30 credit hours
- 12 months
- \$37,500

Comparable Programs

Program Alignment

Select Program Attributes	Related Priorities & Objectives	
	State Master Plan	UTK Strategic Plan
1. Prepares students for careers with high earning potential	Future of workforce priority	Provide quality education opportunities
2. Serves traditional and non-traditional student audiences	Student success priority Family prosperity priority	Offer learning opportunities whenever and wherever sought
3. Comparably affordable, offers need and merit-based scholarship opportunities	Family prosperity priority	Create and sustain a culture where diversity and community are source of strength
4. Rapidly evolving to deliver state-of-the-art marketing training	Future of workforce priority	Create a culture of collaboration, agility and innovation
5. External facing to connect students with marketing experts locally & worldwide	Future of workforce priority	Connect with every Tennessean and communities worldwide

Supporting Evidence & Demand

Procter & Gamble
 The Procter & Gamble Distributing Company
 2140 Plaza 176-03
 Cincinnati, OH 45202
 March 30, 2021


Tennessee Higher Education Commission
 404 James Robertson Parkway
 Suite 1900
 Nashville, TN 37243

To Whom It May Concern,

As a proud alum of the University of Tennessee, and the Haslam College of Business, I am excited to provide this letter in support of UTK's proposed Master of Science in Marketing. As the world's leading Consumer Products Company, Procter & Gamble has not only delivered product innovation over our +180-year history but has been an industry leader in brand marketing. At P&G, we are continuously stretching, redefining and transforming the business of Marketing. Our business model requires a steady stream of innovation in both the products we bring to market as well as the methods and people who deliver them. P&G has a long history of promoting solely from within, which places significant importance on our ability to hire exceptional talent from university campuses across the globe. Applicants who have excelled in highly focused education, training and real-world experience are in high demand.

The Haslam College of Business at UT Knoxville is already recognized by P&G for its stellar Marketing, Supply Chain and Business Analytics undergraduate programs. We have had success in hiring its graduates and recently have ramped up hiring of its Marketing undergraduates due to recent innovations in programming. The dedicated Master of Science in Marketing is a logical next step in providing the deeper marketing skill sets we seek. Currently, there are no Masters level programs (MBA or otherwise) with a sole focus on Marketing at UT Knoxville. The proposed program features a format that allows students to accelerate their learning and acquire needed skills in data driven marketing, digital & social media strategy, brand & customer strategy and corporate social responsibility. The program also requires direct collaboration with industry to ensure the skills student develop are a good match for the current business challenges companies like P&G are facing. The training and experiences built into the program are invaluable.

I am proud of the leadership at UTK for recognizing that a more focused graduate program is needed in order to fully equip marketing professionals with the knowledge, skills and abilities that 21st century business demands. I fully support the Masters of Science in Marketing program and highly recommend that the Tennessee Higher Education Commission approve the program.

Sincerely,

 Rob Power
 Director - Sales Operations

12.9%
 projected growth in **marketing management** positions in Tennessee
2018-2028 Projections

24.9%
 projected growth in **research & specialist** positions in Tennessee
2018-2028 Projections

60%
 of senior-level marketing majors & collaterals expressed interest in an MS in Marketing
2021 Haslam Survey

2,050
 unique job postings per month for these two positions in Tennessee
2016-2020 Emsi Data

22%
 of these unique postings indicate a preference for a master's degree
2016-2020 Emsi Data

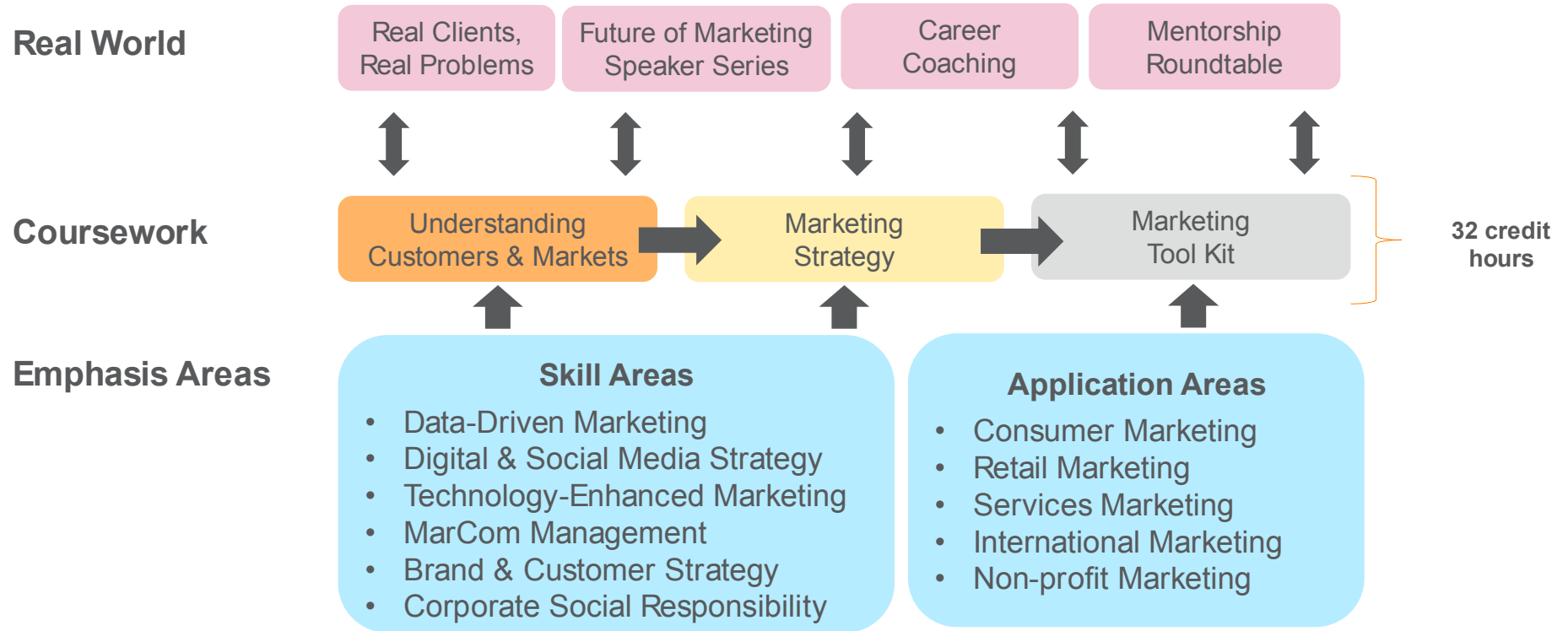
18.9%
 median **wage premium** for master's degree holders in Tennessee
Economic Value of Majors

Sourced from: www.bls.gov, www.projectionscentral.com, www.economicmodeling.com & Georgetown University Economic Value of Majors Report

Strong industry and community support for the program, with partners indicating a willingness to employ graduates, participate in "live" projects, mentor students, and serve as guest speakers.



Program Design



Enrollment & Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	\$401,602	\$437,733	\$507,924	\$634,512	\$673,988
Revenues	\$197,785	\$321,401	\$561,467	\$783,068	\$832,515
Enrollment (Graduates)	8(7)	13(12)	25(19)	37(29)	39(31)

 Projections assume a July 2022 program launch date.

Note: Financial projections are based on UTK's new Budget Allocation Model (BAM) such that instructional expenditures, facility fees, and programming expenses are charged to the program.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2022

Committee: Education, Research, and Service

Item: **Grant of Tenure upon Initial Appointment**

Type: Action

Presenter: Randy Boyd, President

Background

Chancellor Donde Plowman (UTK) and former Chancellor Steve Schwab (UTHSC), prior to his retirement, 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.

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.

February 2022 Tenure upon Initial Appointment

UTHSC			
Last Name	First Name	College	Department
Buckley	Peter	Medicine	Psychiatry

UTK			
Last Name	First Name	College	Department
Tennant	David Alan	Arts and Sciences	Physics and Astronomy

Winter 2022 Grant of Tenure upon Initial Appointment Candidate Summaries

UTHSC

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

Dr. Peter Buckley was recruited to serve as Chancellor of the UT Health Science Center and hold a faculty position in the Department of Psychiatry in the College of Medicine at the rank of Professor. He comes from the Virginia Commonwealth University where he served as Dean of the School of Medicine. Dr. Buckley received his MB Bch BAO, the equivalent of an MD degree, from the University College Dublin in Dublin, Ireland and completed medical and surgical internships at Vincent's University Hospital in Dublin. He also completed a residency in psychiatry and research fellowship at St John of God Psychiatric Services in Dublin. Dr. Buckley has an extensive publication history: he has 248 peer-reviewed publications (with 3 additional in press), 20 books, 88 book chapters and monographs, and 119 abstracts. Also, he is currently the Co-investigator on a pending HHH R01 grant. His service record is outstanding, and he is currently the Chair of the Association of American Medical Colleges (AAMC) Council of Deans and a member of the AAMC Board of Trustees; AAMC represents and accredits the nation's 125 medical schools. Dr. Buckley has been awarded numerous honors nationally and regionally such as: Strauss Award for Extraordinary Service, Medical College of Virginia Foundation (2021), Distinguished Service Award, Georgia Psychiatric Physicians Association (2017), Presidential Commendation for Leadership Accomplishments, American Psychiatric Association (2013), Fellow of the American College of Psychiatrists (2013), and Psychiatrist of the Year, Georgia Psychiatric Physicians Association (2006).

UTK

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

Dr. Alan Tennant was recruited to serve as Professor in the Department of Physics and Astronomy in the College of Arts and Sciences and in the Department of Materials Science & Engineering in the Tickle College of Engineering. Prior to joining UTK, Dr. Tennant served as Chief Scientist at Oak Ridge National Laboratory (ORNL) (2013-2017), Director of the Shull Wollan Center, a joint Institute of Neutron Sciences between the University of Tennessee and ORNL (2016-2021), and as Quantum Materials Initiative Lead (2017-2021). Dr. Tennant then moved to the Technical University of Berlin where he served as a Professor of Physics (2004-2014) and head of the department (2004-2009). Dr. Tennant was appointed as a C4 professor, which is a chaired full professorship and the highest academic title within the German university system. While at Technical University of Berlin, Dr. Tennant also served as the head of Magnetic Materials at the Hahn Meitner Institute (2004-2009) and the Institute of Complex Magnetic Materials (2009-2013). Dr. Tennant is one of the world's experts in quantum behavior of magnetic materials. He has published more than 100 peer-reviewed articles, many in leading journals in quantum

Winter 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

physics, and has received tens of millions of dollars of external funding to support his research. The impact of his work is clearly reflected in the number of citations it receives and by the number of awards he has received including the prestigious Europhysics Prize for Condensed Matter Physics. He is an excellent and committed instructor having taught at St. Andrews University (Scotland) and the Technical University of Berlin receiving high marks from his students and high praise from his professional colleagues who observed his pedagogical talents both inside and outside of the classroom. Dr. Tennant has successfully supervised and mentored graduate students and post-doctoral researchers. He was strongly supported at all levels of review for his appointment to the rank of professor with tenure.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2022

Item: **Authorization Concerning Extensions of the Probationary Period Due to COVID-19 Crisis**

Type: Action

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

Background Information

The Board's tenure policy, BT0006, establishes a standard probationary period of six years for faculty members hired into a tenure track appointment, but allows a faculty member to request an extension of the probationary period for a maximum of two additional years, thus allowing a probationary period (or "tenure clock") of seven or eight years. Historically, the grounds for such an extension are "good cause related to procedural error."

At its special meeting on March 27, 2020, in order to address the potential need for extension of the tenure clock due to the coronavirus (COVID-19) crisis, as well as to streamline the process for granting such an extension, the Board revised Article III, Section E.2 of Board Policy BT0006 to permit extensions of the probationary period that result from 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. At the same time the Board approved authorizations regarding how the amended BT0006 provision would be applied to the COVID-19 crisis, in particular providing for a streamlined, campus-based implementation process. At the Board's December 9, 2020 special meeting, the Board again amended BT0006 to make clear that probationary period extensions granted due to the COVID-19 crisis do not count against the upper limit of eight years for probationary periods (i.e., the normal six-year probationary period plus a maximum of two additional years).

The COVID-19 crisis has proven to be more protracted and more disruptive to the work of the University's faculty members than was anticipated in March 2020. The campuses' Chief Academic Officers have recommended certain probationary period extensions in the following instances:



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

- An opportunity for faculty members who chose a one-year, rather than a two-year, extension during 2020, to seek an additional year of extension of their probationary period, for a total of a two-year extension due to the COVID-19 crisis.
- An opportunity for faculty members who opted out of any extension during 2020 to seek a one- or two-year extension of their probationary period due to the COVID-19 crisis.
- An opportunity for faculty members who were not employed at the University during 2020, including faculty members at the newly-added UT Southern campus, to obtain a one- or two-year extension of their probationary period due to the COVID-19 crisis.

The requested authorization is intended to grant to each campus' Chancellor (or the Chancellor's designee) delegated authority and discretion to address needed changes to tenure-track faculty members' probationary periods.

In this respect, it is anticipated that there will be two categories of tenure-track faculty members as relates to extensions of the probationary period:

- Some tenure-track faculty members have and will continue to be make adequate progress toward the grant of tenure, despite the disruptions caused by the coronavirus crisis, and may not wish to receive any extension of their probationary periods. The proposed action will not require an extension of the probationary period for any faculty member who does not wish to receive such an extension; that is, no faculty member will be forced to accept an extension of his or her probationary period.
- Other tenure-track faculty members may wish to seek an extension of their probationary periods due to the disruptions caused by the coronavirus, and the proposed action will grant each campus' Chancellor (or designee) the necessary authority and discretion to approve an extension for any faculty member who requests such an extension by no later than December 31, 2022, without requiring each faculty member to make an individualized showing of how the coronavirus crisis has impeded the faculty member's opportunity to conduct research or other required scholarly activity.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

For any timely request for an extension of a probationary period that is granted, it shall lie within the Chancellor's (or the Chancellor's designee's) discretion whether to extend the probationary period for one year, or for two years for those who have not already requested and obtained a one-year extension.

Committee Action

The following Resolution is being presented to the Committee for its consideration and recommendation for adoption by the Board of Trustees.



The University of Tennessee
Board of Trustees

Resolution ___ - 2022

Authorization Concerning Extensions of the Probationary Period
Due to COVID-19 Crisis under the Board of Trustees
Policies Governing Academic Freedom, Responsibility and Tenure (BT0006)

WHEREAS, Article III, Section E.2 of Board Policy BT0006 permits extensions of the probationary period that result from 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;

WHEREAS, in March 2020, the Board of Trustees authorized the granting of extensions of the probationary period in connection with the COVID-19 pandemic, subject to such requests being made on or before December 31, 2020;

WHEREAS, the pandemic has been more protracted and more disruptive to the work of the University's faculty members than was anticipated; and

WHEREAS, based on the recommendation of the administration and the Education, Research, and Service Committee, the Board of Trustees finds it appropriate, in certain instances (as further described below) to permit each campus Chancellor (or the Chancellor's designee) the authority to address needed changes to tenure-track members' probationary periods as a consequence of the pandemic;

NOW, THEREFORE, BE IT RESOLVED:

- 1) Subject to the provisions set forth herein, each campus Chancellor (or the Chancellor's designee) is hereby granted the authority and discretion to approve an extension for any faculty member who requests such an extension by no later than December 31, 2022, without requiring each faculty member to make an individualized showing of how the coronavirus crisis has impeded the faculty member's opportunity to conduct research or other required scholarly activity.

- 2) Extension requests shall be available in the following instances:
 - a) Faculty members who chose a one-year, rather than a two-year, extension during 2020, will have an opportunity to seek an additional year of extension of their probationary period, for a total of a two-year extension due to the COVID-19 crisis.
 - b) Faculty members who opted out of any extension during 2020 will have an opportunity to seek a one- or, at the discretion of their Chancellor (or the Chancellor's designee), two-year extension of their probationary period due to the COVID-19 crisis.
 - c) Faculty members who were not employed at the University during 2020, including faculty members at the newly-added UT Southern campus, will have an opportunity to seek a one- or, at the discretion of their Chancellor (or the Chancellor's designee), two-year extension of their probationary period due to the COVID-19 crisis.
- 3) For any timely request for an extension of a probationary period that is granted, it shall lie within the Chancellor's (or the Chancellor's designee's) discretion whether to extend the probationary period for one year, or for two years for those who have not already requested and obtained a one-year extension.
- 4) This authorization shall be consistently applied in furtherance of the amendment to Article III, Section E.2 of Board Policy BT0006, which was adopted on December 9, 2020. As such, any extension granted pursuant to this authorization shall not be included in the maximum of two additional years that Board Policy BT0006 normally permits regarding extensions to the six-year probationary period.
- 5) This action shall not require an extension of the probationary period for any faculty member who does not wish to receive such an extension; that is, no faculty member shall be forced to accept an extension of his or her probationary period.

Standardized Testing in Admissions

(See Supplemental Information)



ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

Tennessee Public High School Graduate Trends

Board of Trustees — February 24-25, 2022

Institutional Effectiveness

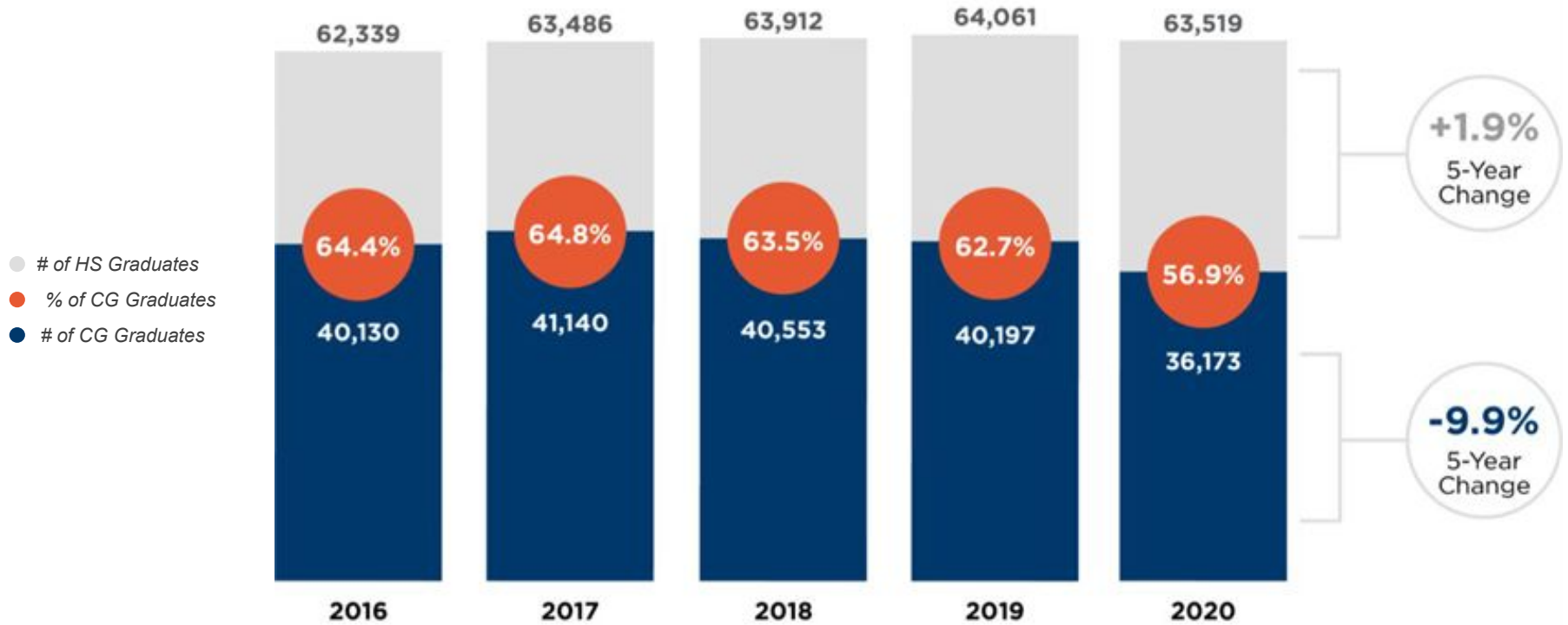


ie.tennessee.edu

Institutional Effectiveness

COLLEGE-GOING (CG) HIGH SCHOOL (HS) GRADUATES

All HS Graduates vs. CG Graduates, 2016-20

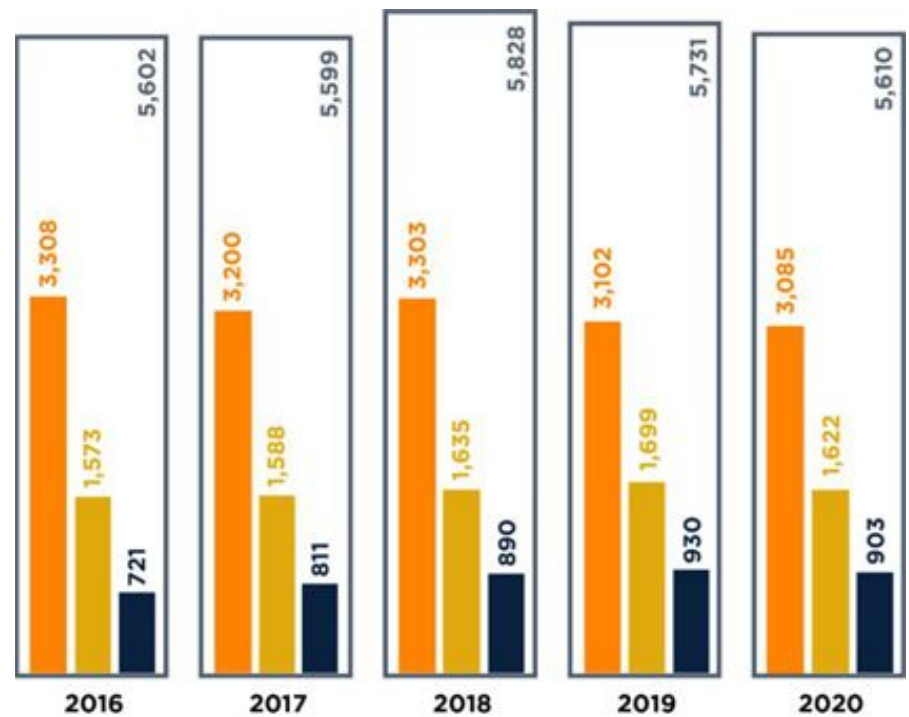


Institutional Effectiveness

COLLEGE-GOING (CG) HIGH SCHOOL (HS) GRADUATES

HS Graduates Going to UT, 2016-20

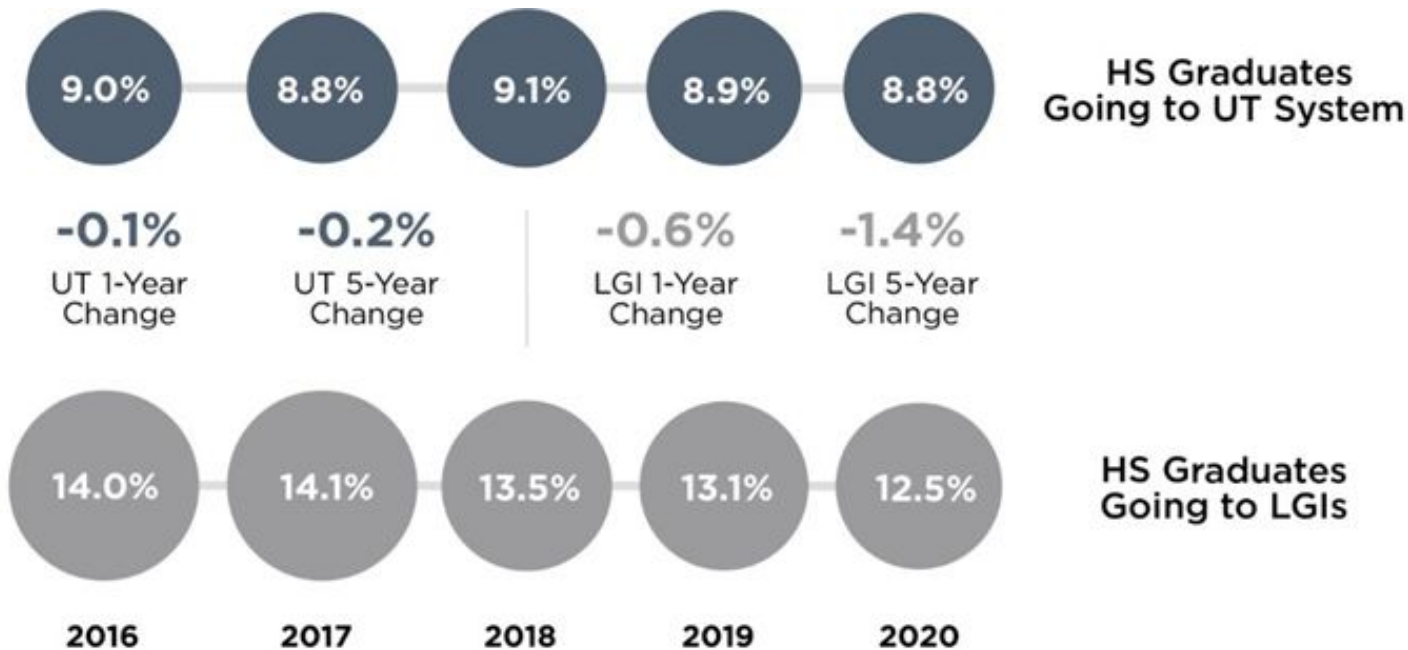
● UTK ● UTC ● UTM ● UT System



Institutional Effectiveness

UT VS. LGI SHARE OF HS GRADUATES

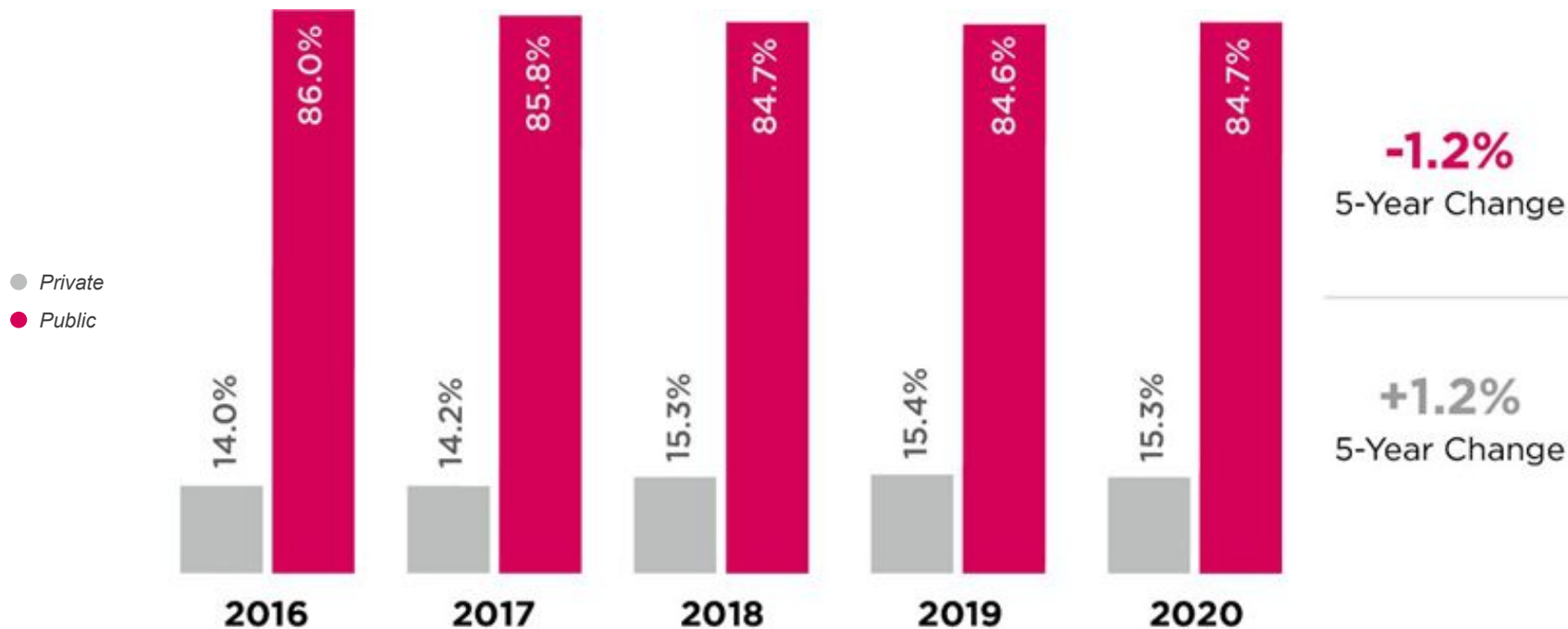
2016-20



Institutional Effectiveness

ATTENDING PRIVATE VS. PUBLIC COLLEGES

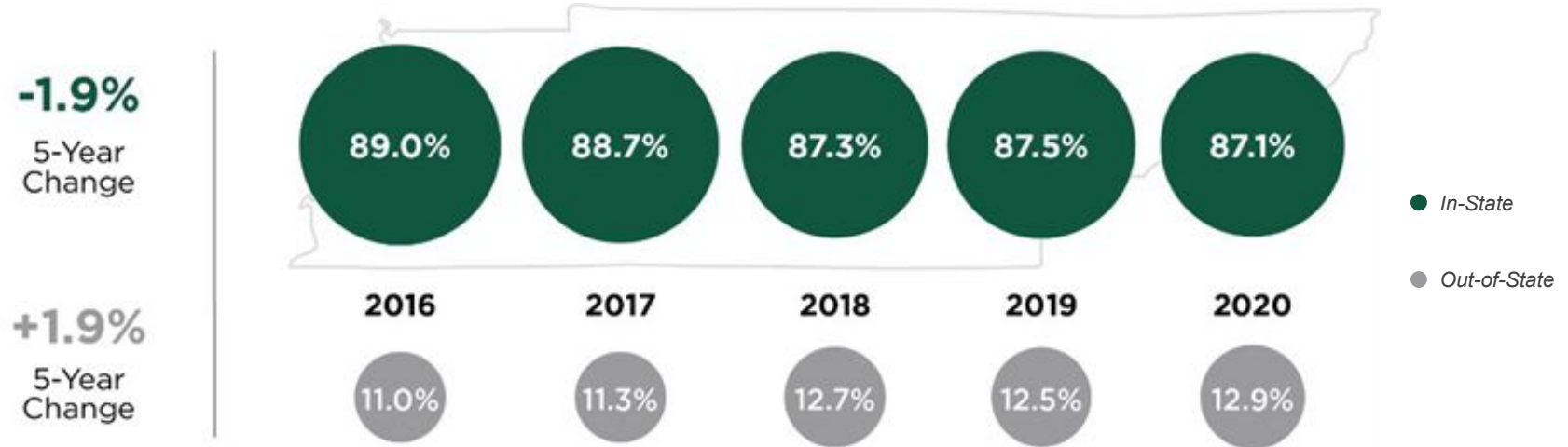
2016-20



Institutional Effectiveness

ATTENDING IN-STATE VS. OUT-OF-STATE COLLEGES

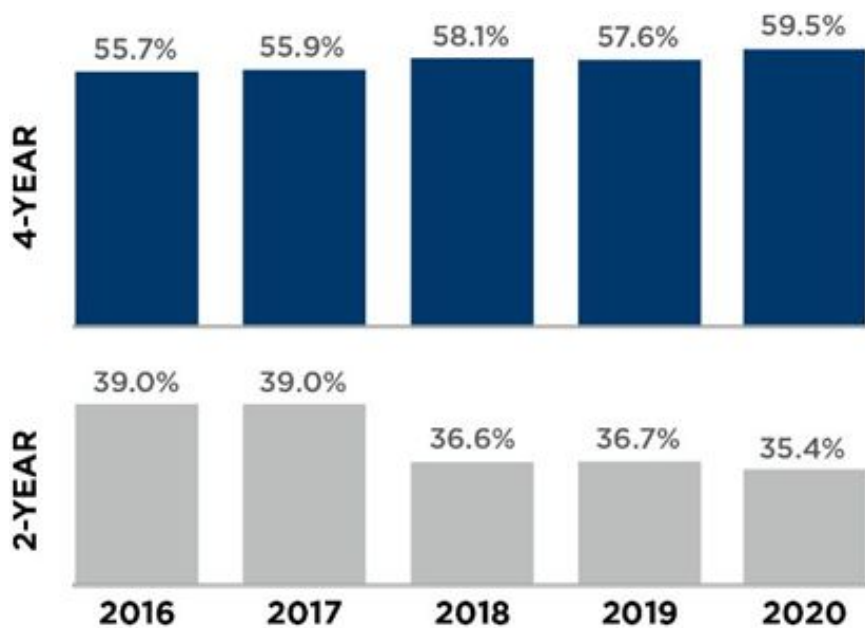
2016-20



Institutional Effectiveness

ATTENDING 4-YEAR VS. 2-YEAR COLLEGES

2016-20

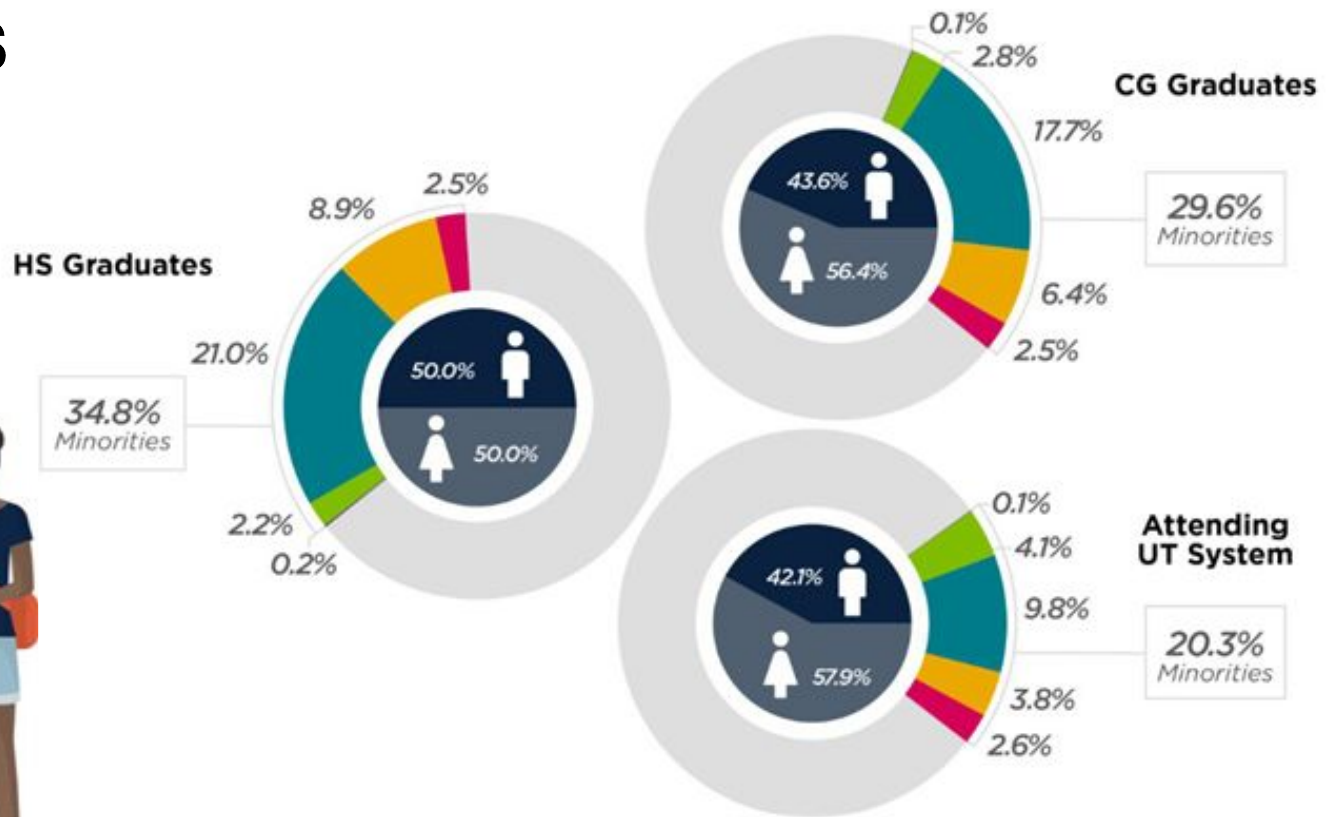


Institutional Effectiveness

DEMOGRAPHICS

2020

- American Indian/Alaskan Native
- Asian*
- Black/African American
- Hispanic/Latino
- Multi-racial
- White



*Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.



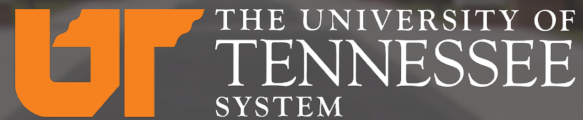
ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

Questions?

Institutional Effectiveness



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ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

UT System Freshman Admission & Retention Snapshots

Board of Trustees — February 24-25, 2022

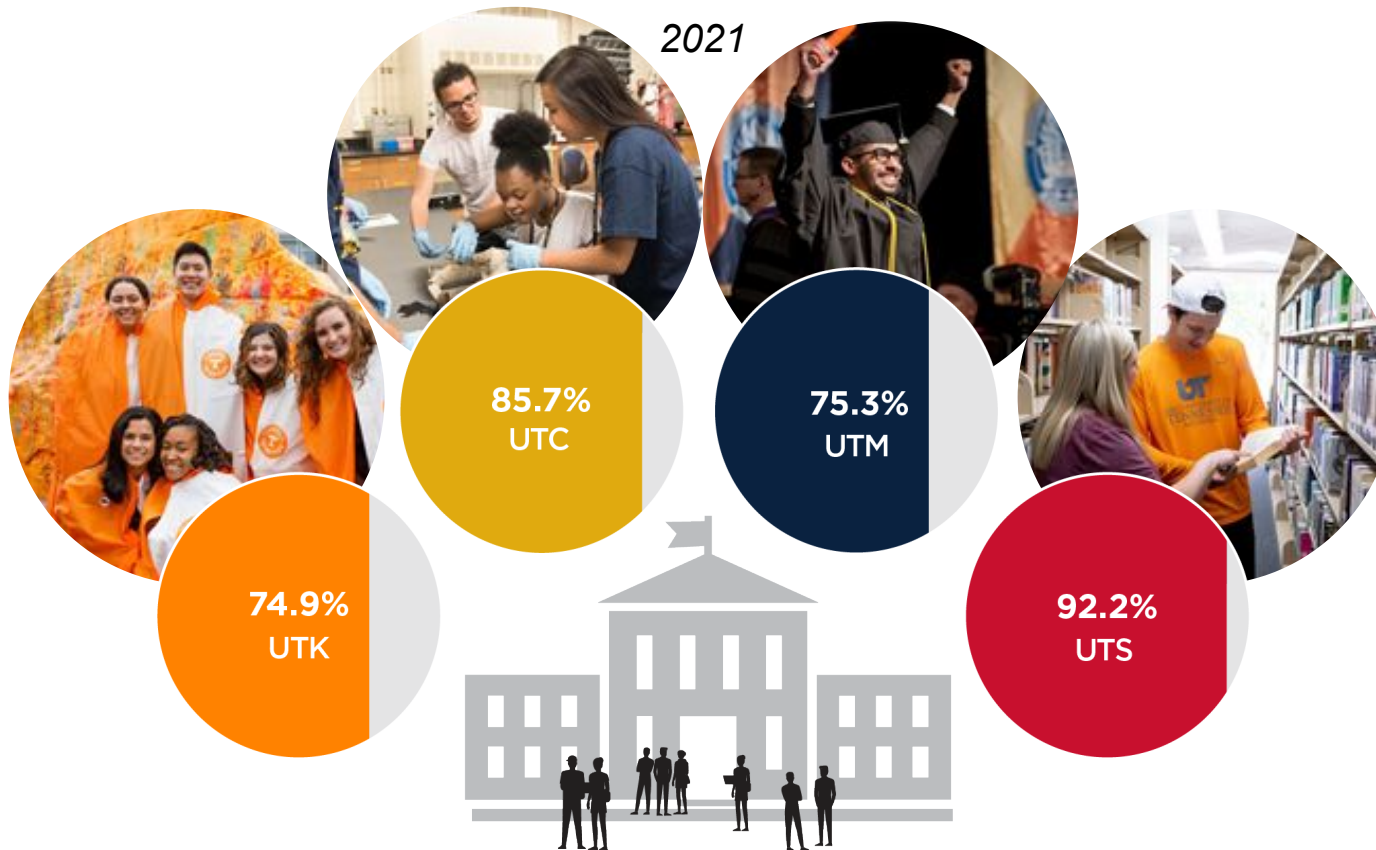
Institutional Effectiveness



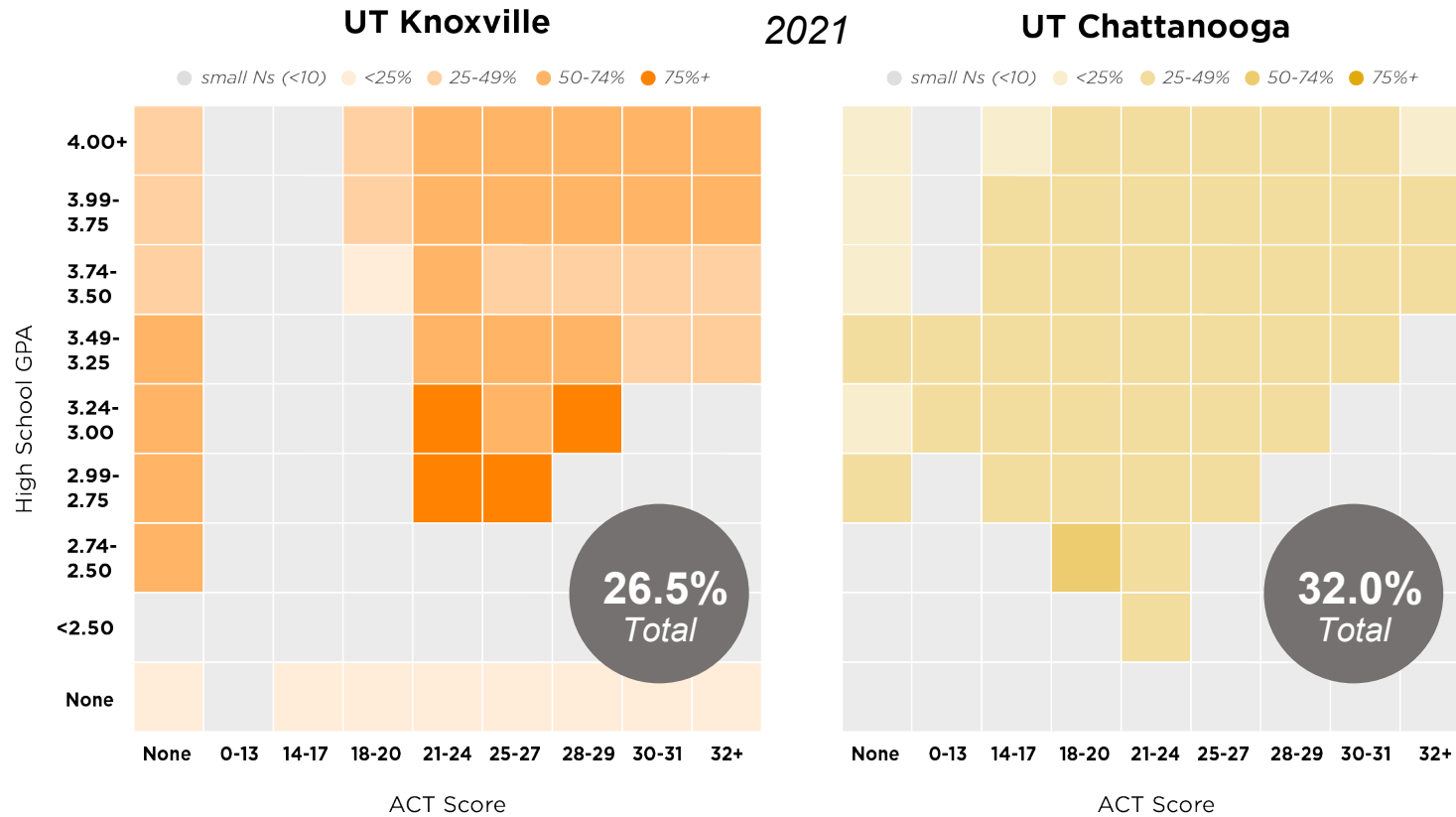
ie.tennessee.edu

Institutional Effectiveness

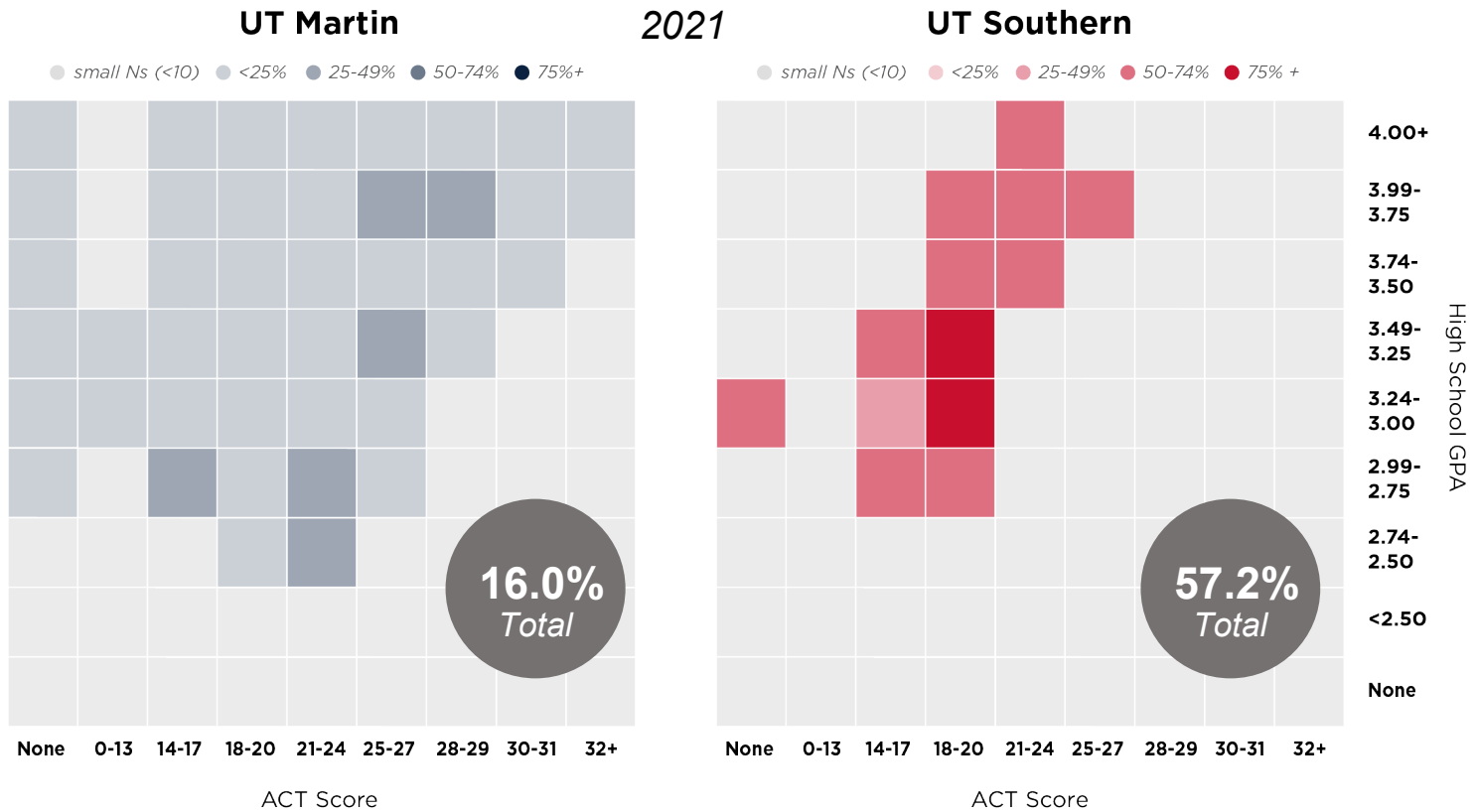
ADMISSION RATES



YIELD RATES



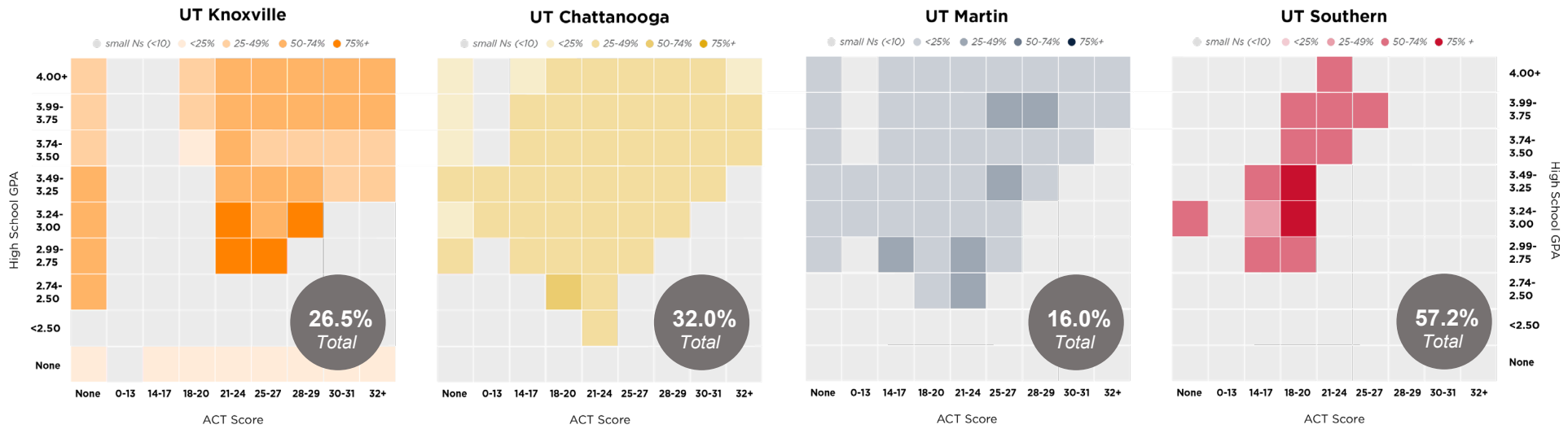
YIELD RATES



Institutional Effectiveness

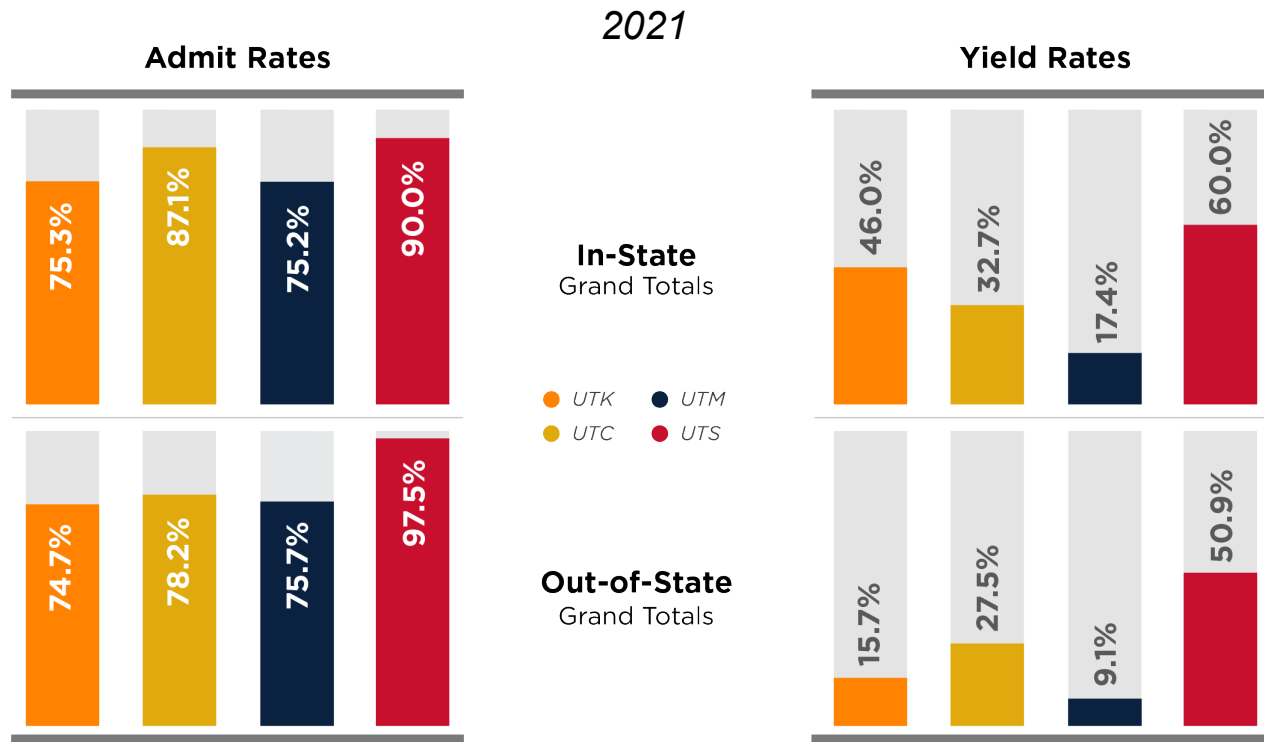
YIELD RATES

2021



Institutional Effectiveness

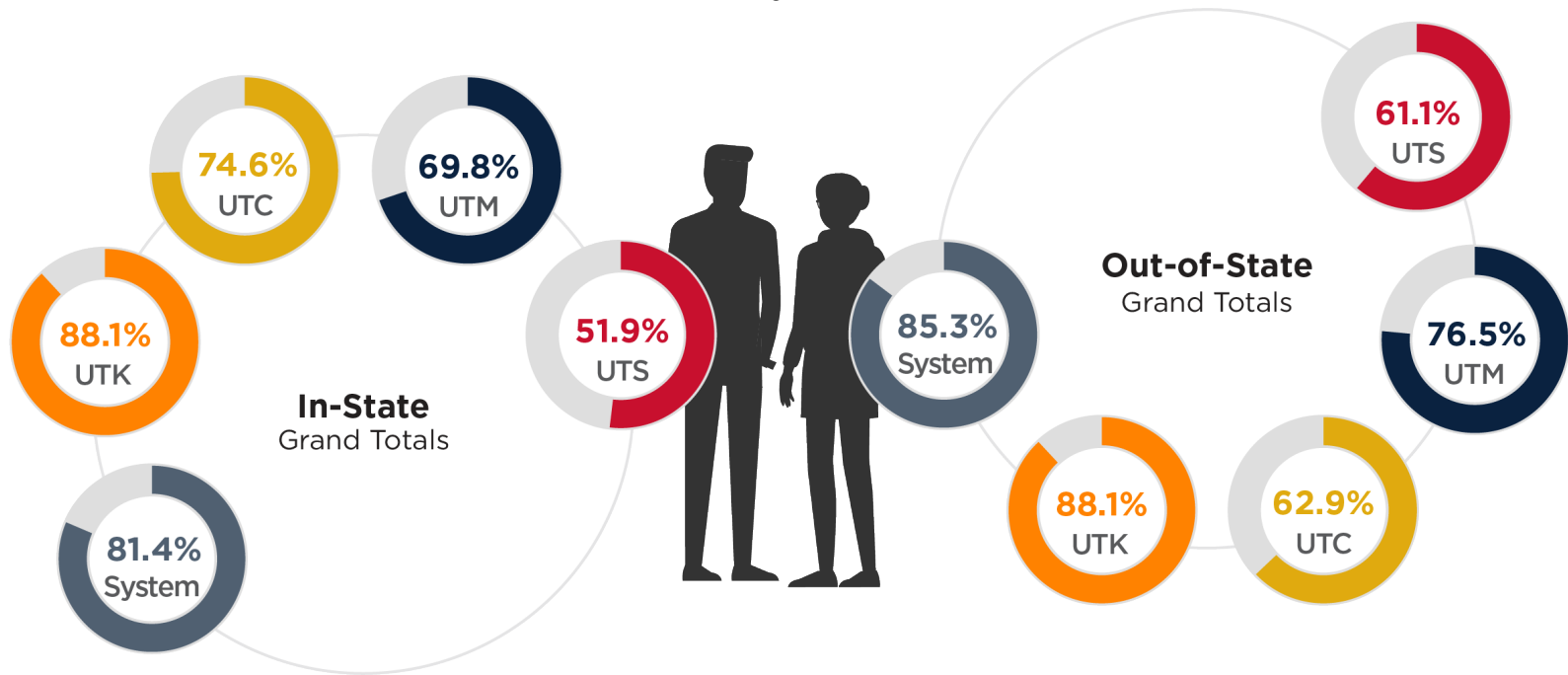
ADMISSION & YIELD RATES BY RESIDENCY (IN-STATE VS. OUT-OF-STATE/FOREIGN)



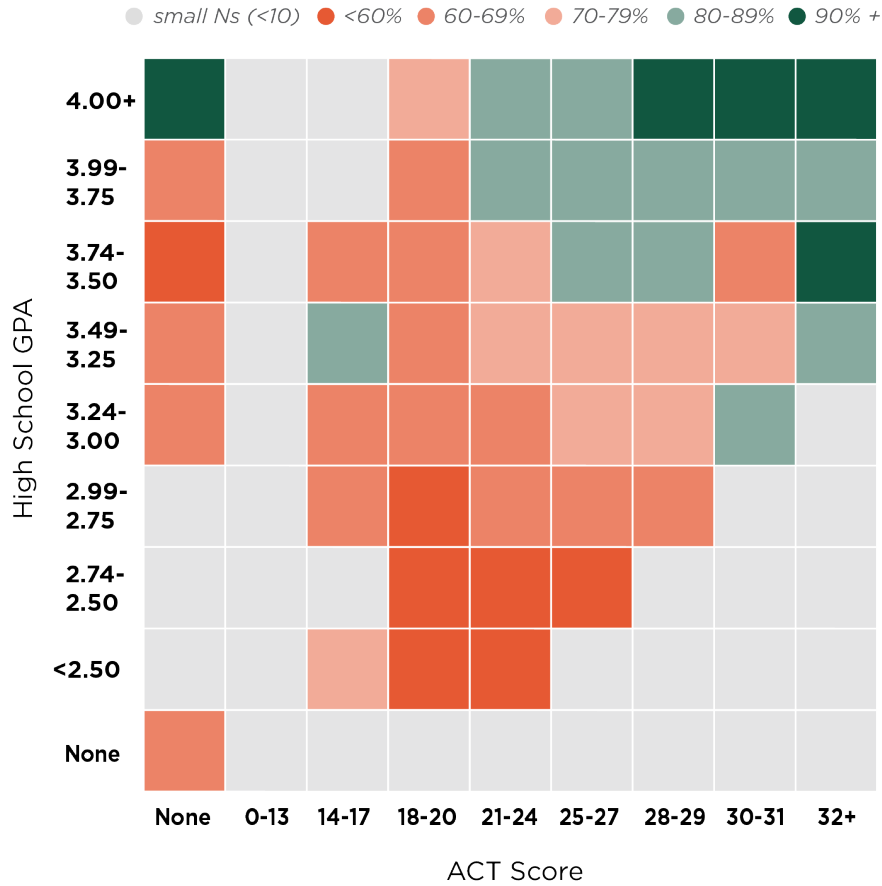
Institutional Effectiveness

FIRST-YEAR RETENTION RATES BY RESIDENCY (IN-STATE VS. OUT-OF-STATE/FOREIGN)

2021

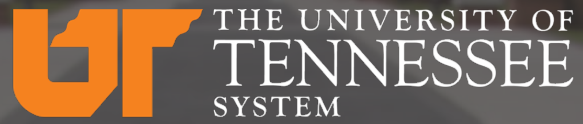


Institutional Effectiveness



UT SYSTEM FIRST-YEAR RETENTION RATES BY HS GPA & ACT

2021



ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

Questions?

Institutional Effectiveness




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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 *December 11, 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

1/19/2022

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 *December 11, 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:

Janice Cosey
Signature

Janice Cosey
Name

Bursar
Title

January 19, 2022
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 *December 03, 2021* through *December 20, 2021* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Lyndsay Pittman
Name

Assistant Vice Chancellor/University Registrar
Title

1/21/2022
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 *December 03, 2021* through *December 20, 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

02/14/2022

Date



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

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 December 11, 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

Jeff Gerkin
Name

Interim University Registrar
Title

1/20/22
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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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 December 11, 2021 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:


Signature

Dee Fortenberry
Name

Interim Bursar
Title

January 20, 2022
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 *December 11, 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 M. Barnett
Name

Registrar
Title

1/19/2022
Date



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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *December 11, 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
1/19/2022
Date



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 17, 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:

Chris Mattingly
Signature

Chris Mattingly
Name

Registrar
Title

2/4/2022
Date



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 17, 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:

Chasity Wells
Signature

Chasity Wells
Name

Associa Bursar
Title

2.4.2022
Date