EDUCATION, RESEARCH, AND SERVICE COMMITTEE
APPENDIX

October 13, 2023

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New Academic Unit Proposal

College of Arts and Sciences

Department of Theatre

Department of Music

Updated: August 30, 2023

Academic Unit Information

Institution:	The University of Tennessee at Chattanooga
Type of Unit:	Department
Unit Name:	Department of Performing Arts
Proposed Unit Modification:	Split Unit
Proposed Unit Name(s):	(1) Department of Theatre (2) Department of Music
Proposed Unit Location:	College of Arts and Sciences
Proposed UT Board Approval:	October 12, 2023
Proposed THEC Approval:	November 2023
Proposed Implementation:	November 2023 (immediately upon approval)

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Documentation of Board Approval

(Inserted after UT Board of Trustees Meeting)

Campus Letter of Support

Provost and Senior Vice Chancellor for Academic Affairs
Dept 5555
615 McCallie Avenue
Chattanooga, TN 37403
Phone: (423) 425-4633
utc.edu/academic-affairs

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

May 5, 2023

President Randy Boyd
The University of Tennessee
800 Andy Holt Tower
1331 Circle Park
Knoxville, TN 37996

Dear President Boyd:

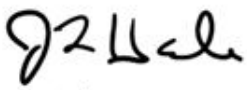
Please accept the attached Modified Academic Unit Request for the approval to formally restructure the Performing Arts Department into two separate departments: 1) Music and 2) Theatre within in the College of Arts and Sciences at the University of Tennessee at Chattanooga.

The performing arts have unique complexities relative to other traditional academic departments. The need to recruit, to audition students, to raise funds, to pass accreditation, to provide equipment, costumes, and uniforms to students, and to produce a continuous stream of public-facing programming complicates the operation of these units. Additionally, many of our competing music programs in the state of Tennessee and at our peer or aspirant institutions have autonomous Music Departments or even Schools of Music. For serious music or theatre students, our divisional structure is a potential red flag indicating less serious programs. Continued growth of these programs necessitates organizational structure to support both equitably. We feel both units will better thrive under their own discipline-specific leadership. Furthermore, our plan to reorganize is a less expensive option than finding a new external leader willing to take on both disciplines, but who likely would only have experience in one area or the other.

Details of the restructuring are included in the proposal, as well as a cost summary and organizational charts.

Please let me know if you need additional information.

Sincerely,



Jerold L. Hale

The University of Tennessee at Chattanooga is a comprehensive, community-engaged campus of the University of Tennessee System.

Feasibility of New Academic Unit

Overview of the Unit Modification

The University of Tennessee at Chattanooga (UTC) seeks to split the Department of Performing Arts into two departments: *Theatre* and *Music*.

History: In Fall 2016, as a cost-saving measure and to promote administrative efficiency, the Department of Music and Theatre & Speech at UTC were merged into the Department of Performing Arts. In the newly organized structure, Professor Stuart Benkert served as the Department Head, overseeing both the Division of Music and the Division of Theatre. While this removed the administrative cost of two department heads, the programming complexity in these units necessitated two Associate Heads, one in Music and one in Theatre. The newly formed unit retained two office staff, one serving as a receptionist and one handling the department's finances. At the time, music struggled with enrollments, and merging made sense.

Unique Complexities of the Performing Arts: The performing arts have unique complexities relative to other traditional academic departments. The need to recruit and audition students, raise funds, pass accreditation, provide equipment, costumes, and uniforms to students, and produce a continuous stream of public-facing programming complicates the operation of these units. Because both accreditors (NASM: National Association of Schools of Music and NAST: National Association of Schools of Theatre) require evidence of financial commitment to the respective program, separate accounts have been maintained, and the financial management of the two divisions has remained separate since the merger. Within the Division of Music, multiple subdisciplines operate somewhat independently (Choral, Instrumental, Piano, Composition, Therapy), each with its own needs for budgetary autonomy and each with unique pedagogical best practices. In contrast, in Theatre, the entire faculty works collaboratively with their specialty to contribute to each performance: lighting, costuming, sound, directing, and set design. Thus, the units have very different operational styles, philosophies, and needs. As evidence of this, the entire Department of Performing Arts has rarely met together formally as a faculty. Students, too, have a strong disciplinary identity in their respective divisions.

Leadership in Performing Arts: Since its inception, the Performing Arts Department has been led by a musician. Thus, the Associate Head on the Theatre side has been called to organize the minutia of play productions, oversee the curriculum, and provide feedback on faculty evaluations. Duties include organizing design meetings for all shows, producing the season calendar and production schedule, obtaining consensus on what shows to produce, monitoring the progress of sets, costumes, props, and lighting, attending rehearsals of all shows to monitor progress and providing feedback, scheduling the theatre space for multiple constituencies, budgeting the production costs, working with the Box Office to ensure ticketing and comps, organizing publicity and approving press releases, producing the program, obtaining the licenses for production, and maintaining archives of productions. Lastly, a person trained in music is unlikely to understand theatre at the level that faculty members deserve for their evaluations (or vice versa). In effect, the Associate Head on the theatre side has been acting as a Department Head for their division without appropriate compensation, authority, or title recognition for that administrative work. We have adjusted

compensation for the Associate Head in Theatre by adding the title "Artistic Director" to recognize this burden. He receives two months' salary as Associate Head and Artistic Director.

Brand: Many of our competing music programs in Tennessee and at our peer or aspirant institutions have autonomous Music Departments or even a School of Music. For serious music or theatre students, our divisional structure is a potential red flag indicating less serious programs. In many larger R1 schools, with whom we also compete for students, it is common to have a College of Music; for example, the University of Tennessee, Knoxville, has transitioned to a College of Music.

Table 1: Peer and Aspirant Institutions with Associated Units

State	Institution	Music: Academic Unit	Theatre: Academic Unit
TN	Tennessee Tech	School of Music	Theatre Concentration in the Department of English
TN	East Tennessee	Department of Music	Theatre and Dance Department
TN	Middle Tennessee	School of Music	Theatre and Dance Department
TN	UT Martin	Department of Music	Department of Visual and Theatre Arts
TN	Austin Peay	Department of Music	Department of Theatre and Dance
AK	Arkansas State	Department of Music	Department of Theatre
GA	Valdosta State	Department of Music	Department of Communication Arts
KY	Western Kentucky	Department of Music	Department of Theatre and Dance
KY	Eastern Kentucky	School of Music	Musical Theatre within the School of Music
TX	Texas A&M Corpus Christi	Department of Music	Department of Theatre and Dance

Growth of Programs: When Music and Theatre & Speech merged in Fall 2016, Music had an enrollment of 36 students. Through strategic hires in the music program, most notably a prominent Director of Bands and a new Director of Music Therapy, music has expanded its enrollment to 92 students. Perhaps more illustrative, however, is the size of the core ensembles. The marching band has grown from a low of 37 students to ~160 members, expected in Fall 2023. The Chamber Singer group has doubled in size since 2016. The Wind Ensemble was meeting in just one semester per year with a membership of 26 students in 2016 and now meets in both terms with an enrollment of 55. The UTC Theatre Company has 75 students, a count of all majors and minors, and several non-majors involved in their productions.

Cost of Leadership: With the departure of Performing Art's Department Head, we could hire externally for the role, with the recognition that candidates would likely only have expertise in either music or theatre, but not both. Both departments have multiple senior personnel who would be good candidates for internal leadership in the coming years. The money saved can be used to hire an additional faculty member (tenure-track) or two additional lecturers. The cost of splitting the departments is approximately $15,000 more than we currently pay for an Interim Head in Performing Arts plus an associate head in Theatre who also serves as Artistic Director. The cost of searching externally for a new department head of Performing Arts would be ~$110,000 more than we currently pay.

Staffing: We have developed a staffing plan that will assign each existing staff member to either Theatre or Music without the need for additional staff at present.

Summary: Splitting the Department of Performing Arts into a Department of Music and a Department of Theatre provides autonomy to growing units, provides a "brand" advantage in recruiting students, ensures that each discipline is led by someone who is from that discipline, and provides minimal expenses to implement these new academic units.

Existing Programs Associated with the New Unit

Table 2: Programs in the Department of Music

Degree Designation, Academic Program: Concentration	CIP Code	Credit Hours and Program Delivery Mode
BA Music	50.0901	120 SCH, Traditional
BM Music: Composition	50.0901	120 SCH, Traditional
BM Music: Instrumental Music Education	50.0901	120 SCH, Traditional
BM Music: Instrumental Performance	50.0901	120 SCH, Traditional
BM Music: Music Therapy	50.0901	120 SCH, Traditional
BM Music: Piano Performance & Pedagogy	50.0901	120 SCH, Traditional
BM Music: Vocal Music Education	50.0901	120 SCH, Traditional
BM Music: Vocal Performance	50.0901	120 SCH, Traditional
MM Music: Music Education	50.0901	31 SCH, Traditional or Online
MM Music: Performance	50.0901	33 SCH, Traditional
PBC Music Teaching and Learning *	50.0901	12 SCH, Traditional or online
PBC Pedagogy and Conducting*	50.0901	12 SCH, Online or Traditional
Minor: Collaborative Music	50.0901	21 SCH, Traditional
Minor: Music: Composition	50.0901	24 SCH, Traditional
Minor: Music: Performance	50.0901	21 SCH, Traditional

*PBC = Post Baccalaureate Certificate

Table 3: Programs in the Department of Theatre

Degree Designation, Academic Program: Concentration	CIP Code	Credit Hours and Program Delivery Mode
BA Theatre	50.0501	120 SCH, Traditional
BA Theatre: Acting	50.0501	120 SCH, Traditional
BA Theatre: Design/Technical	50.0501	120 SCH, Traditional
BA Theatre: Directing	50.0501	120 SCH, Traditional
BA Theatre: Theater Education	50.0501	120 SCH, Traditional
BA Theatre: Theater Entrepreneurship	50.0501	120 SCH, Traditional
Minor: Drama	50.0501	18 SCH, Traditional
Minor: Theatre	50.0501	18 SCH, Traditional

Planned Future Programs Associated with New Units

Both arms of the Performing Arts Department have reviewed and revised the curriculum within this department, ensuring the portfolio of programs meets the needs of the students in the Music and Theatre disciplines. Recent modifications demonstrate flexibility and innovation. For example, Music added a degree program in Music Therapy, which now accounts for 25-30% of their majors. They also modified the music theory sequence to increase student success in this gateway sequence. Theatre recently added concentrations, including Acting, Design & Technology, Directing, Theatre Education, and Theatre Entrepreneurship. In addition, the Music Division substantially revised its graduate program to center around intensive conducting workshops held in the summer to appeal to working teachers who need professional development and graduate credentials. Their first new workshops (choral and instrumental) were held this summer and were a resounding success. In addition, the revised graduate degree has an all-online option. There are no additional planned programs at this time.

Alignment of the Academic Unit

Alignment with State Master Plan

While this Unit Modification Proposal is essentially restructuring a department to run more efficiently, the two new units align with the State Master Plan in two important ways. First, the units will continue to support the *Drive to 55* initiatives. Secondly, these units will reiterate the value of liberal arts degrees as workforce degrees.

Alignment with Institutional Mission

The mission of the University of Tennessee at Chattanooga is to be a driving force for achieving excellence by actively engaging students, faculty, and staff, embracing diversity and inclusion, inspiring positive change, and enriching and sustaining our community.

Goal one of UTC's Strategic Plan states:

> UTC will transform our students' lives and our region's futures by increasing access to a distinctive model of education grounded in the liberal arts and tied closely to workforce opportunities.

Both units, the Division of Theatre and the Division of Music, exemplify experiential learning through public-facing performances. Experiential learning is a distinctive model of education that UTC has included in QEP plans and its strategic plan. Both units have education degree paths that prepare future teachers, a workforce need in Tennessee. Both units contribute to general education courses in the liberal arts, and both disciplines have a rich history of being core components of a liberal education. Both units have made recent curricular changes to better meet workforce needs and disciplinary trends: the addition of music therapy, the creation of theatre entrepreneurship, and a shift in the focus of the graduate program to music education. Both units track alumni success, for example, as highlighted here. Through these efforts, the proposed units align with the institution's mission by actively engaging students, inspiring positive change, and enriching and sustaining our community.

Academic Unit Financials

Required Investment for New/Renovated Facilities

No new investment is necessary for this unit modification. There will be some relocations within the building that the departments share, the most notable being establishing a second department office. A location is available for this; no renovations or new facilities are required.

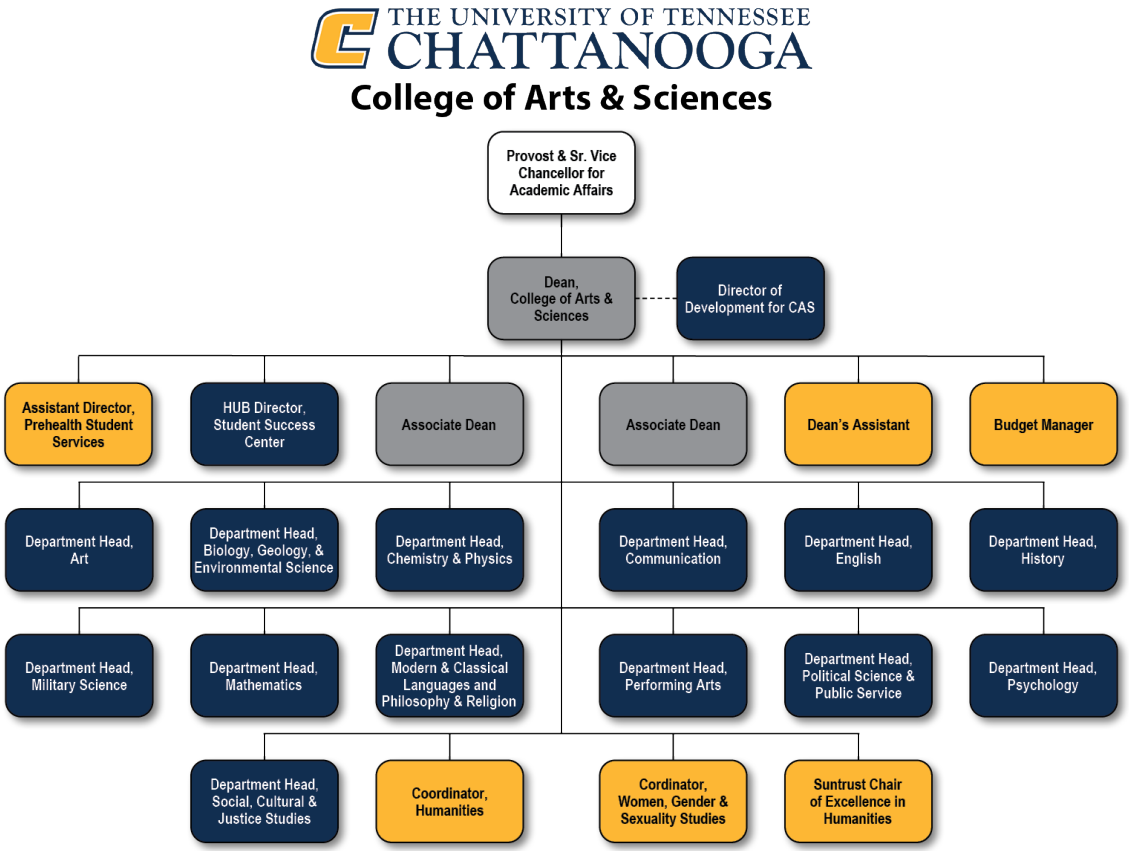
Overall Costs Associated with the New Academic Unit

The current Associate Head of Theatre and Artistic Director of UTC Theatre Company, Steve Ray, already earns two months of salary for his various administrative roles. We need to add an additional month of pay for a 12-month department head appointment. At current salary is $9,372. We will add $3,000 for an administrative stipend for assistance in the Theatre Department (scheduling, assessment, etc.). We anticipate needing to give a raise to the administrative assistant as budgeting duties are added to the position ($3,000). This is roughly $15,000.

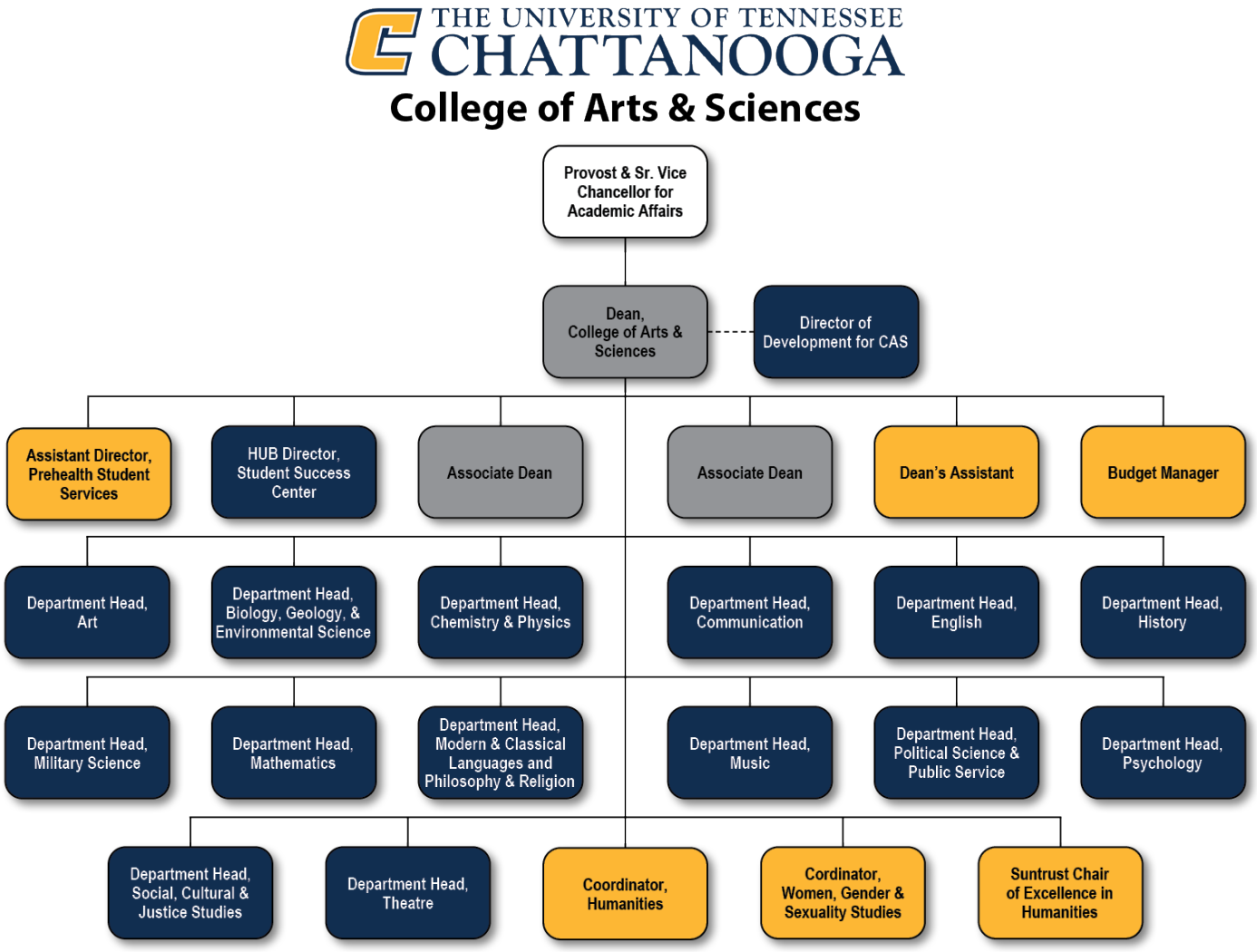
The alternative is to search for an external head with the capability and interest in running these two units as a Department of Performing Arts at an expense of $130,000 in salary. Restructuring, therefore, offers significant savings. Since the salaries are already budgeted, this change will be budget positive. No further operational expenses are anticipated.

Organizational Structure

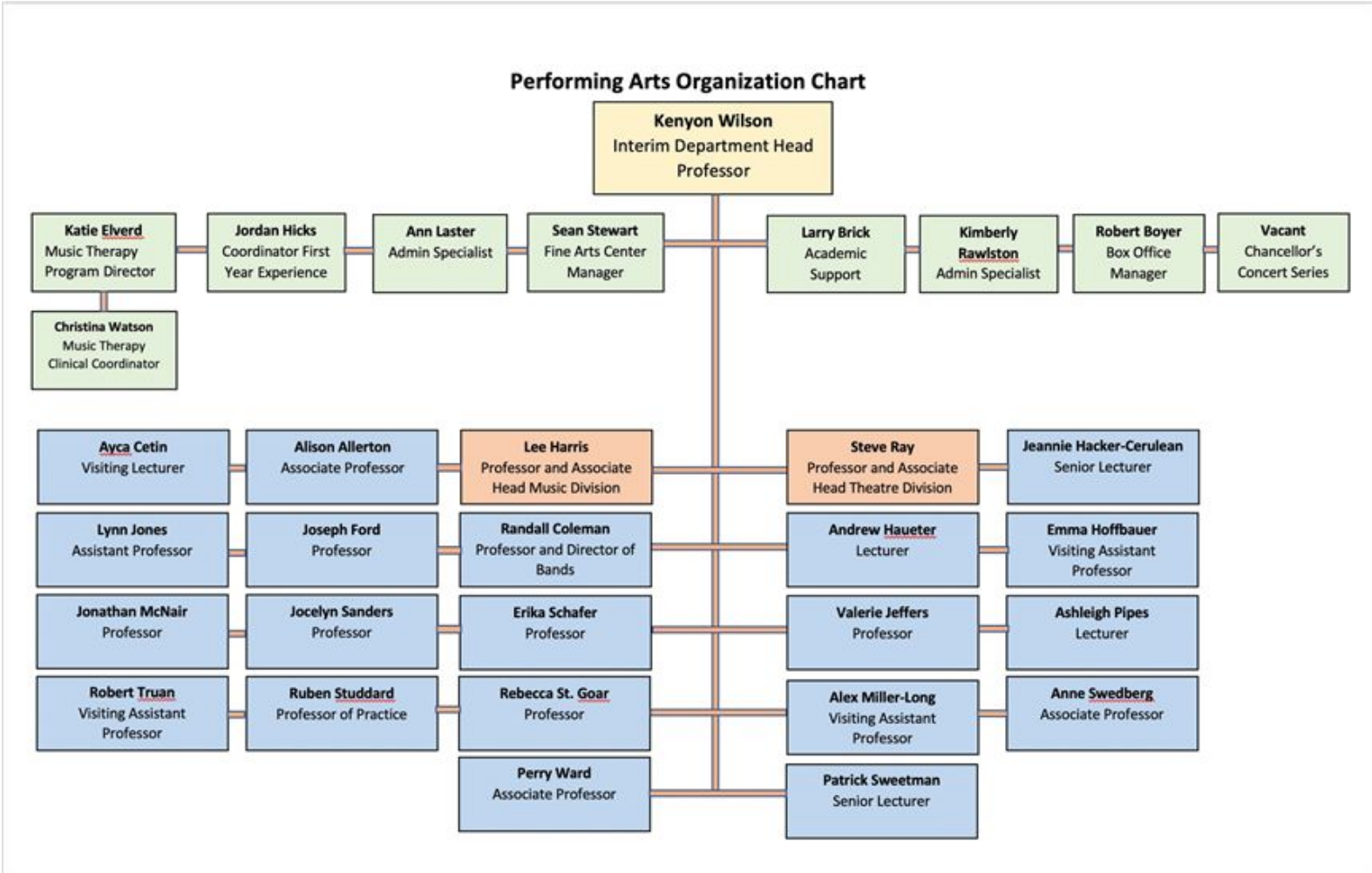
Current Organizational Chart College of Arts and Sciences



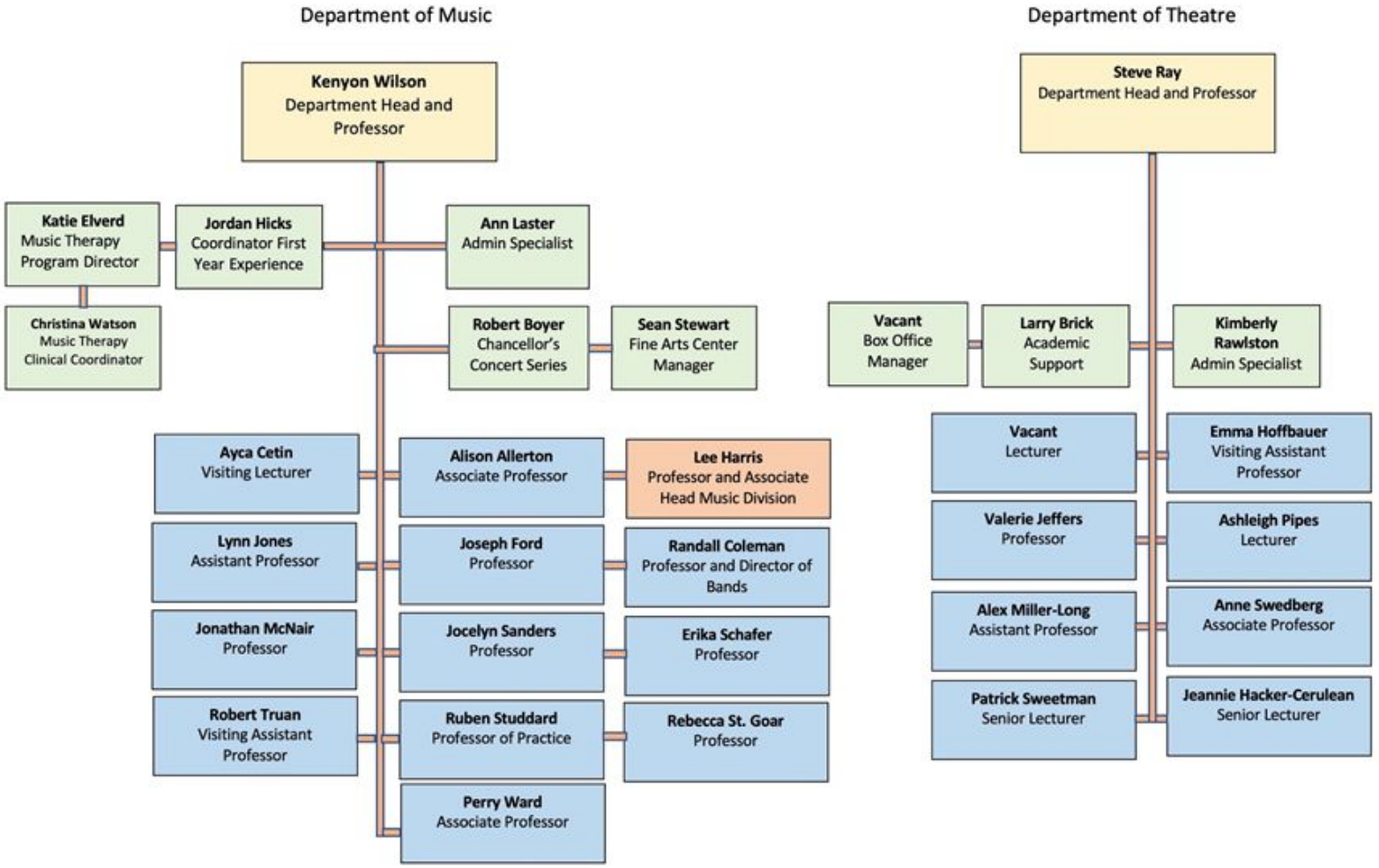
Proposed Organizational Chart College of Arts and Sciences



Current Organizational Chart Department of Performing Arts



Proposed Organizational Chart Department of Music and Department of Theatre



New Academic Unit Proposal

College of Engineering and Computer Science

Department of Engineering Management and Technology

THE UNIVERSITY OF TENNESSEE
CHATTANOOGA

Updated: August 30, 2023

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Academic Unit Information

Institution:	The University of Tennessee at Chattanooga
Type of Unit:	Department
Proposed Unit Name:	Engineering Management and Technology
Proposed Unit Location:	College of Engineering and Computer Science
Proposed UT Board Approval:	October 12, 2023
Proposed THEC Approval:	November 2023
Proposed Implementation Date:	November 2023 (immediately upon approval)

Documentation of Board Approval

(Inserted after UT Board of Trustees Meeting)

Campus Letter of Support

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Academic Affairs
615 McCallie Ave., Dept. 5555
Chattanooga, TN 37403
Phone 423-425-4633
utc.edu/academic-affairs

May 11, 2023

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

President Boyd:

Please accept the attached THEC New Academic Unit Request for the formal approval to formally establish a new department of Engineering Management and Technology (EMT) within in the College of Engineering and Computer Science at the University of Tennessee at Chattanooga.

The department was internally structured based upon program accreditation approval to assist in improving administrative oversight and creating program growth. All internal approvals have been obtained to move this proposal forward. The proposal provides an overview of the proposed unit and associated programs, alignment to State Master Plan and UTC's mission, as well as the corresponding organizational structure. Please note that the THEC Financial Projection Form for Academic Unit is not provided as there are no additional costs associated with the formal establishment of this department.

Thank you in advance for your attention to this matter.

Sincerely,

Dr. Jerold Hale
Provost and Senior Vice Chancellor of Academic Affairs

UTC is a comprehensive, community-engaged campus of the UT System. UTC is an EEO/AA/Titles VI and IX Section 504/ADA/ADEA institution.

Feasibility of the New Academic Unit

Overview of the Proposed Unit

The University of Tennessee at Chattanooga (UTC) seeks formal approval for a Department of Engineering Management and Technology (EMT) in the College of Engineering and Computer Science (CECS). The original degree program was established in the College of Engineering and Computer Science in the 1970s under the title of Industrial Technology Management. The name was changed to its current title of Engineering Technology Management (ETM) in 2005. The program added the Construction Management concentration to the existing ETM degree program in 2008.

The Bachelor of Science in Engineering Technology Management degree program, with its two concentrations in Engineering Management and Construction Management, has been offered as a fully accredited degree program by the Accreditation Board for Engineering and Technology (ABET) since 2013. This interdisciplinary program is designed to apply management and engineering principles to business practices. Additionally, the Mechatronics Engineering Technology program, initiated in 2018, was evaluated by ABET in 2021, and its formal accreditation status was announced in August 2022.

The Master of Science in Engineering Management and Construction Management is also associated with the proposed EMT department and is offered in both classroom and online modalities. This graduate degree program currently has 52 students enrolled.

In 2005, the College of Engineering and Computer Science internally established the Department of Engineering Management & Technology. The Department has a Head and operates a budget that has been sustainable since its inception. With over 380 enrollments as of Fall 2022, the proposed EMT department currently has the second-highest enrollment among departments in the College of Engineering and Computer Science.

The EMT programs have contributed significantly to UTC's mission in teaching, research, and service toward workforce development to meet the demands of industries in the region. Since its inception, the programs offered by the EMT department have seen steady growth in student enrollment and graduation, teaching activities, research productivity, and community engagement.

The proposed establishment of an academic unit (Department) is needed to house these programs and their related academic activities, improve administrative oversight, and create opportunities for growth.

Table 1.

Existing Programs Associated with the New Unit

Degree Designation Academic Program: Concentration	Federal CIP Code	Credit Hours and Program Delivery Mode
BS Engineering Technology Management: Engineering Management Concentration	15.1501	124 credit hours Dual modality
BS Engineering Technology Management: Construction Management Construction	15.1501	124 credit hours Dual modality
BAS Mechatronics Engineering Technology	15.0407	124 credit hours Dual modality
MS Engineering Management	15.1501	33 credits Dual Modality
MS Engineering Management: Construction Management	15.1501	33 credits Dual Modality

Planned Future Programs to be Associated with the New Unit

The Engineering Management and Technology department does not currently have any future programs in development.

Alignment of the Academic Unit

Alignment with State Master Plan

The Master Plan for Tennessee Postsecondary Education 2015-2025 State statute charges the Tennessee Higher Education Commission (THEC) with developing a statewide Master Plan for the future development of public universities, community colleges, and colleges of applied technology, with input from the Board of Regents and the University of Tennessee Board of Trustees. The overriding function of the Plan is to direct higher education to be accountable for increasing the educational attainment levels of Tennesseans while also addressing the state's economic development, workforce development, and research needs, ensuring increased degree production within the state's capacity to support higher education; and using institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

The EMT department mission statement closely aligns with the Tennessee State Master Plan as stated below:

> *The mission of the ETM and the Mechatronics degree programs at UTC is to provide accessible education in the principles and application of technology and technology management while preparing students to understand and be productive in the work environment.*

The primary focus of the department is to prepare an effective and ready workforce in support of the regional economy. The program is unique in its nature of approach to education and training and minimizes redundancy in such programs. The programs offered in this department are among the most unique programs in Tennessee. The Engineering Management degree program is the only such program at the undergraduate level in Tennessee. The undergraduate program in Construction Management specializes in commercial construction, where most upper-division courses are also available online. The Mechatronics Engineering Technology program is the only such program at a public 4-year university. Moreover, the programs closely align with the State Master Plan's goal of increasing (a) educational attainment among Tennesseans, (b) degree production, and (c) scholarly activities.

Alignment with Institutional Mission

The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty, and staff, embracing diversity and inclusion, inspiring positive change, and enriching and sustaining our community. Some of the highlights of the 2021-2025 UTC Strategic Plan are:

- Effectively recruit a larger and more diverse student population;
- Improve student performance;
- Define and promote UTC's distinctive educational experience;
- More tightly align educational offerings to regional workforce needs (including curricular, co-curricular
- Expand extra-curricular and stackable credential opportunities; and
- Double the number of online degree programs, from 9 to 20.

The EMT department activities and program offerings are well aligned with the current mission and the strategic plans of the University of Tennessee Chattanooga, as evidenced by the following accomplishments and activities of this unit. Specifically, the EMT department:

- Doubled its population of females and minorities in the last five years and continues to effectively target underrepresented minorities in the technology field
- Offers unique programs such as the Mechatronics Technology program to support the regional industry's needs for a trained workforce in advanced manufacturing
- Established graduate and undergraduate online programs to serve non-traditional students and provide re-skilling opportunities for the current workforce
- Offers four certificate programs that can be used as stackable credentials
- Increased student performance by establishing state-of-the-art laboratory facilities for its mechatronics program and utilizing professional practices and software tools in its engineering management and construction management programs.

Academic Unit Financials

Required Investment for New/Renovated Facilities

All facilities needed for this academic unit (department) meet the current instructional activities and departmental operations in terms of classrooms, teaching, and research laboratories, and faculty/staff offices already exist and are allocated for the current Department of Engineering Management & Technology. *No additional facilities or space is required.*

Overall Costs Associated with New Unit

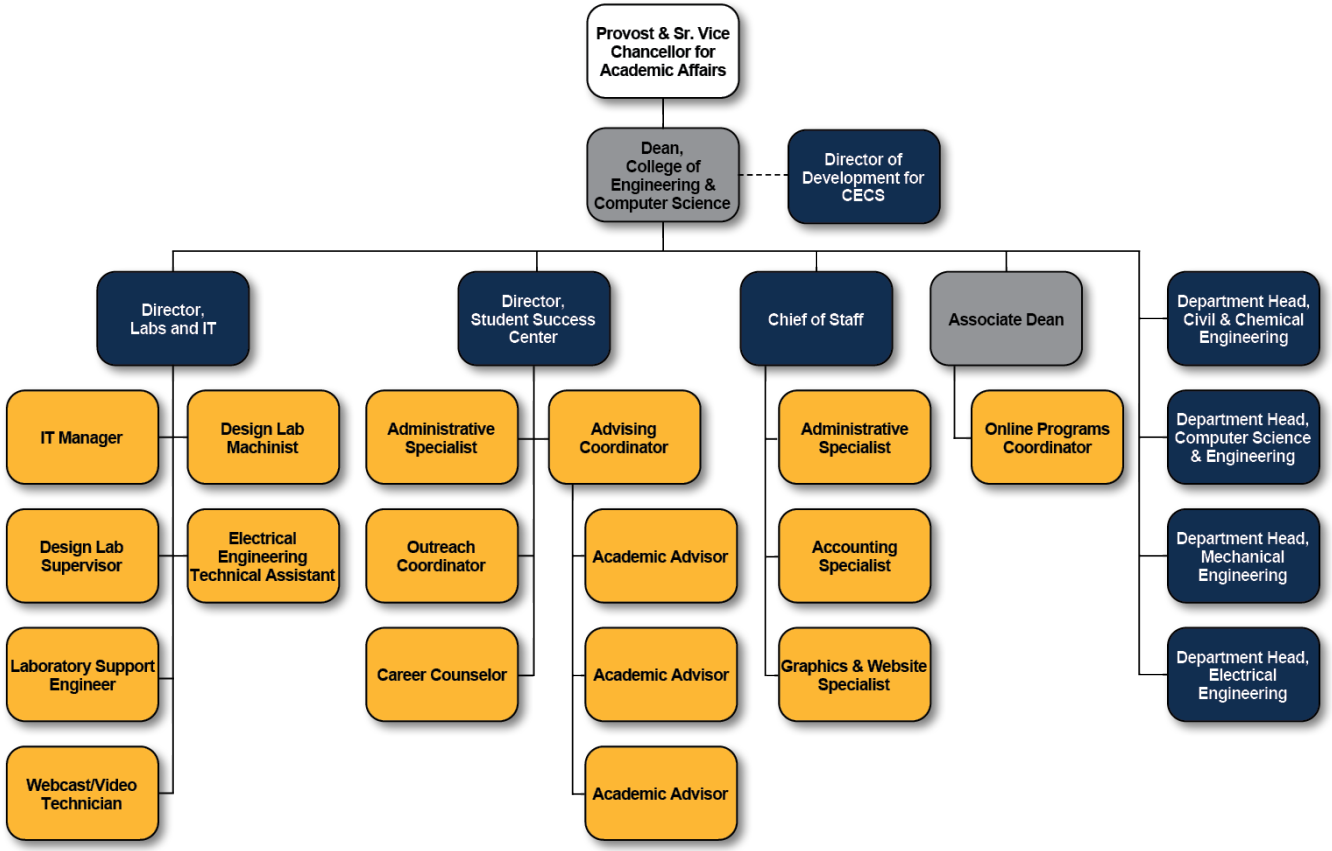
All costs to formally establish and maintain the EMT Department are allocated from the existing Department of Engineering Management and Technology annual budget and managed by the EMT department. *No additional costs* related to the establishment of the department *are required*. The University and College will manage future budgetary allocations coordinated with the growth and strategic planning of the EMT Department. The formal establishment of the department facilitates compliance with ABET standards.

Organizational Charts

Current Organizational Chart

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

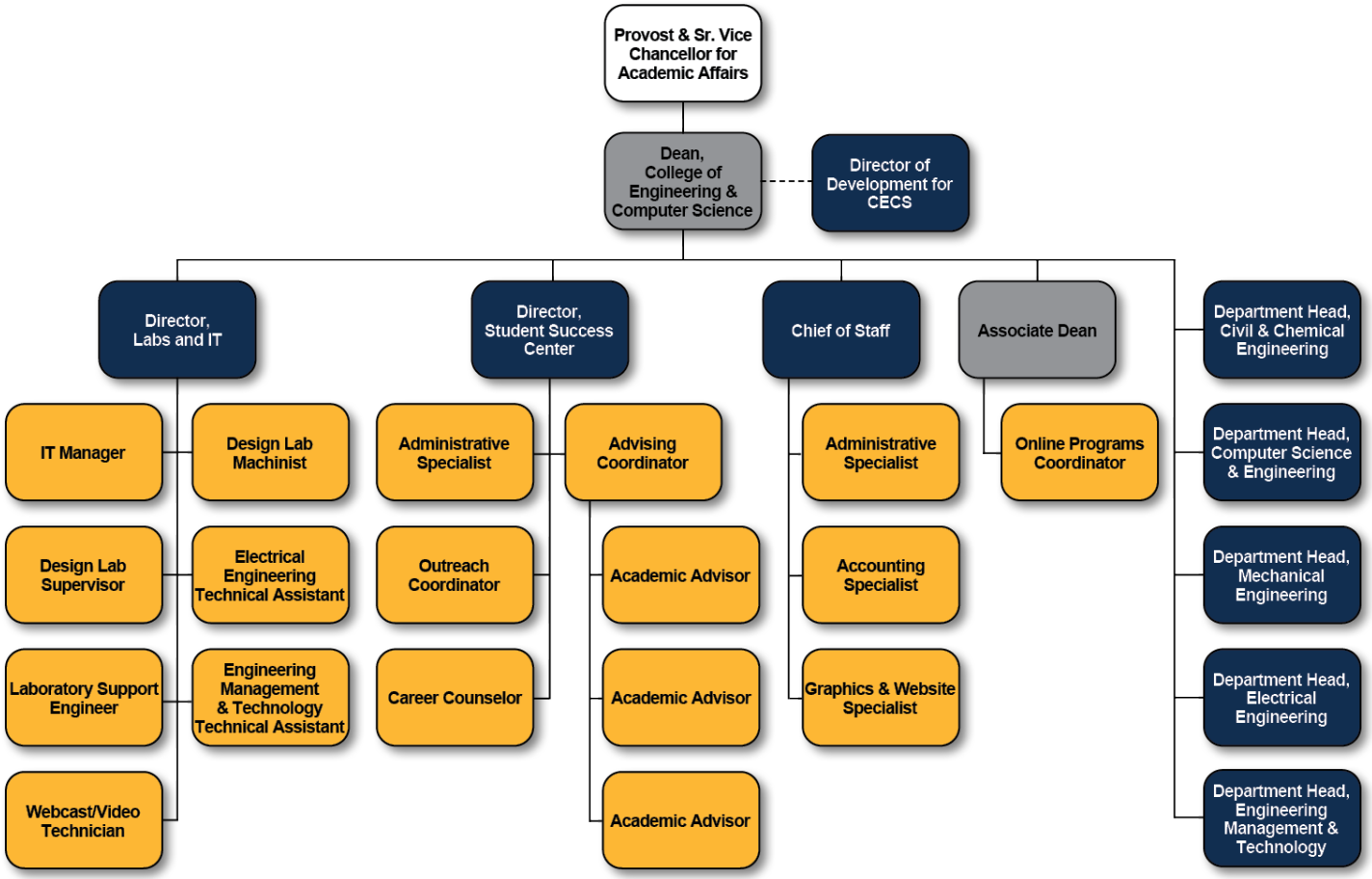
College of Engineering and Computer Science



Proposed Organizational Chart

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

College of Engineering and Computer Science



New Academic Unit Proposal

Gary W. Rollins College of Business

Department of Data Analytics

Updated: August 30, 2023

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Academic Unit Information

Institution:	University of Tennessee at Chattanooga
Type of Unit:	Department
Proposed Unit Name:	Department of Data Analytics
Proposed Unit Location:	Gary W. Rollins College of Business
Proposed UT BOT Approval:	October 2023
Proposed THEC Approval:	November 2023
Proposed Implementation Date:	July 1, 2024

Documentation of Board Approval

(Inserted after UT Board of Trustees Meeting)

Campus Letter of Support

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Academic Affairs
615 McCallie Ave., Dept. 5555
Chattanooga, TN 37403
Phone 423-425-4633
utc.edu/academic-affairs

August 8, 2023

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

President Boyd:

Please accept the attached THEC New Academic Unit Request for formal approval to officially establish the Department of Data Analytics within the Gary W. Rollins College of Business (RCOB) at the University of Tennessee at Chattanooga.

The Department of Data Analytics would create a more efficient and effective administrative structure to address student needs, faculty development, and curriculum modifications and changes. Further, the proposed unit aligns with both the State Master Plan and the institution's mission in many ways- but most relevant is addressing the workforce skills gap in Tennessee and the region in the areas of data analytics, data visualization, and data driven decision-making. Please note that the THEC Financial Projection Form for Academic Unit is provided although the small increase in administrative costs associated with the establishment of this department will be covered by RCOB.

Thank you in advance for your attention to this matter.

Sincerely,

Dr. Jerold Hale
Provost and Senior Vice Chancellor of Academic Affairs

Feasibility of New Academic Unit

Overview of Proposed Unit

The proposed Department of Data Analytics will provide a dedicated department and faculty focused on teaching, curriculum development, research, student support, and community engagement around data analytics. Currently, the data analytics faculty and academic programs are housed in the Department of Management. The Department of Management has 28 total faculty - more than double the size of the next largest department in the college, and an overly broad academic scope that includes both behavioral and quantitative academic programs and curriculum. The size and scope of the management department are administratively unwieldy, with the faculty engaging in widely divergent research and teaching. This divergence creates promotion and tenure challenges (i.e., expertise, time commitments, and methodology differences) and limits the ability to respond effectively to fast-changing technologies in the data analytics field. The size and scope also make it more difficult to provide personalized attention to students and their academic needs administratively.

Through this proposal, twelve faculty members would move from the management department to data analytics. A Department of Data Analytics would create a more efficient and effective administrative structure to address student needs, faculty development, and curriculum modifications and changes.

Existing Programs Associated with New Unit

Table 1: Existing Programs Associated with New Academic Unit

Program Type	Program Name and Concentration	CIP Code	Program Description
MS	Master of Science in Data Analytics	52.1301	36 credit hours F2F, complete degree online
MBA	Business Administration: Business Analytics (concentration)	52.0201	48 credit hours F2F, complete degree online
Graduate Certificate	Business Analytics	52.0201	12 credit hours F2F, complete degree online
BS	BSBA Management: Business Analytics (concentration)	52.0201	120 credit hours F2F, online course offered

Planned Future Programs Associated with New Unit

1) **New Bachelor of Science in Business Administration (BSBA) degree program in Supply Chain and Logistics. Estimated Timeline: Fall 2025**

   The logistics industry relies on data analytics as the backbone of operations and decision-making. Data analysis is used for freight load optimization, route optimization, warehouse optimization, and freight tracking. It is also critical to demand forecasting, understand customer behavior, and manage inventory.

   The logistics companies in the Chattanooga region are a significant driver of economic growth, with 50+ companies operating in the industry, employing over 2000 white-collar workers. Forbes recently called Chattanooga the "Silicon Valley of Trucking," and many of Chattanooga's fastest-growing companies are in logistics. To meet the growing workforce demand needs, the proposed department will develop a BSBA in logistics that gives students the skills to make data-driven decisions in the logistics industry.

2) **Elevate current BSBA Management: Business Analytics concentration to a free-standing BSBA degree in Business Analytics. Estimated Timeline: Fall 2024**

   Business analytics is currently a concentration within the Management BSBA program. It is one of the fastest-growing undergraduate programs in the college. The new department will elevate the concentration to a stand-alone major in Business Analytics.

3) **New concentration in Artificial Intelligence (AI) under BSBA Business Analytics. Estimated Timeline: Spring 2025**

   Artificial intelligence is quickly becoming ubiquitous in the business world, quickly transforming how many businesses operate. The proposed department will develop a concentration in AI that blends business knowledge, analytics, and AI applications in the industry. This concentration will prepare students to understand the role of AI and its impact on business strategy and functional operations.

Alignment of Academic Unit

Alignment with State Master Plan

The proposed Department of Data Analytics aligns with the State Master Plan in three key areas: 1) meeting industry workforce demand, 2) enhancing student learning and success, and 3) expanding college enrollment.

1) **Workforce Demand.** A dedicated Department of Data Analytics will be more responsive to the needs of employers in the state. Data analytics is an essential skill that cuts across all industries. Employers in Tennessee show a growing demand for students who can conduct data analysis, data visualization, and data interpretation for decision-making. A Department of Data Analytics will also create new opportunities for academic program growth in high-demand areas such as logistics/supply chain (e.g., predictive analytics in demand forecasting, route optimization, inventory management, cost optimization) and artificial intelligence, which relies heavily on processing big data and analytics.

2) **Enhanced Student Learning and Success.** The proposed Department of Data Analytics will allow for the development of a more specialized curriculum that provides students with in-depth knowledge and skills to prepare them for professional careers in industry. The department will provide opportunities for departmental faculty to develop stronger ties with industry and business to create student internship and experiential learning opportunities. More focused student academic advising through the department will enhance student retention and academic success.

3) **Expanding College Enrollment.** The growing demand for data analysts will provide opportunities for increased student enrollment. The new data analytics department will develop its own departmental and academic goals identifying prospective students' student academic profiles and demographics.

Alignment with Institutional Mission

The proposed new data analytics department aligns with the institution's mission and several of the goals outlined in the current institutional strategic plan. UTC's mission is to be *a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community.*

Enriching and Sustaining Our Community through Expanded Program Offerings. A key component of the UTC mission and strategic plan is to better align education offerings to regional workforce needs. The newly proposed department will more effectively address the workforce skill gaps in Tennessee and the region in data analytics, data visualization, and data-driven decision-making.

Embrace Diversity and Inclusion by Internationalization of the Student Population. Data analytics programs are in strong demand among international students, showing 71% growth in international student applications in 2021. A dedicated department in data analytics will increase our ability to recruit international students, supporting the institutional goal of internationalizing our student population.

Achieving Excellence through Improved Student Performance. To prepare students to achieve excellence in their careers, they first need to be successful in college. Separating the data analytics programs from management programs enhances the department's ability to develop a more specialized curriculum needed for data analytics career. The dedicated data analytics department can provide numerous student internship and experiential learning opportunities through stronger ties with relevant industry and business partners. Closer linkage to faculty through courses and advising will enhance student retention and academic success.

Actively Engaging Students and Inspiring Positive Change. A smaller, more focused department has the ability to be nimbler and develop goals to meet the student's need. Focused marketing materials and plans will be developed to support these goals. A dedicated department can also better highlight the departmental strengths of faculty and the curriculum to attract prospective students. The department can also participate in academic fairs, providing prospective students with advice and materials on professional and career opportunities in data analytics. With a dedicated department, the opportunity exists to raise scholarship dollars for students majoring in data analytics. All of these factors lead to actively engaging students as well as inspiring positive change in the community.

Academic Unit Financials

Required Investment for New/Renovated Facilities

No additional investment is required.

Overall Costs Associated with New Unit

No new faculty or staff resources are required since this proposed unit is developing from an existing department. The only additional costs will be a salary adjustment for an internal department head appointment (i.e., moving from a 9-month to 12-month salary plus a department head stipend) and hiring adjunct faculty to cover the internal department head's course releases (4 courses per academic year) for serving in an administrative role. No new administrative assistant staff will be needed. The new department will continue to share an administrative assistant with the management department. The Rollins College of Business will cover increased costs associated with department head compensation and adjunct hires.

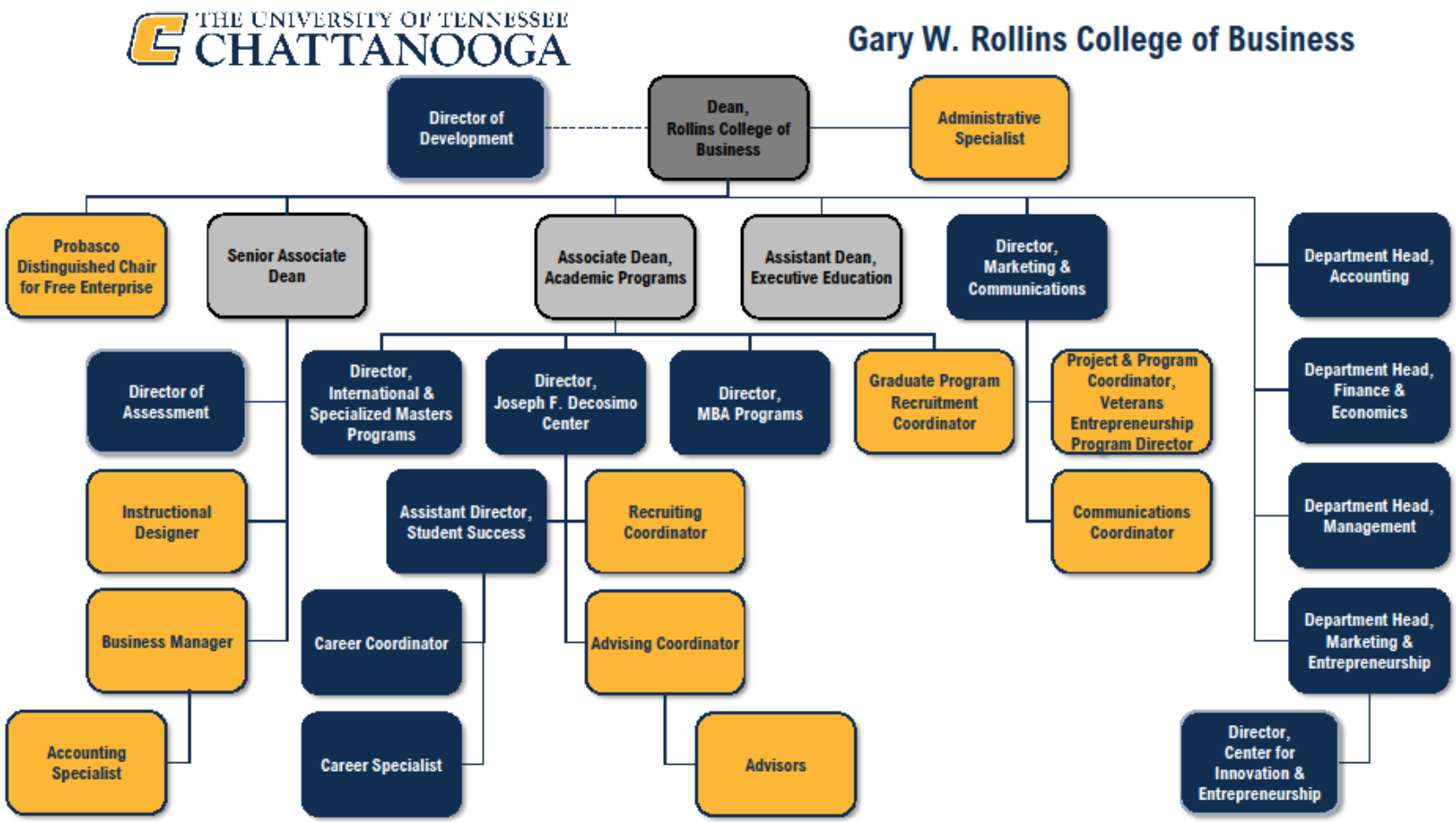
The Financial Projections form below captures current expenditures and revenues of the management department, except for the additional cost of the salary adjustment for the department head to move from a 9-month to 12-month contract plus head stipend and adjunct salary to cover the cost of four courses annually. Items in the 'Other' line item include telecommunications charges, supplies, printing, training, advertising, and group events.

Faculty Expenditures Changes:

- Department Head salary adjustment plus stipend= $53,328 annually
- Adjunct course release coverage= $3000 per course @ 4 courses annually=$12,000

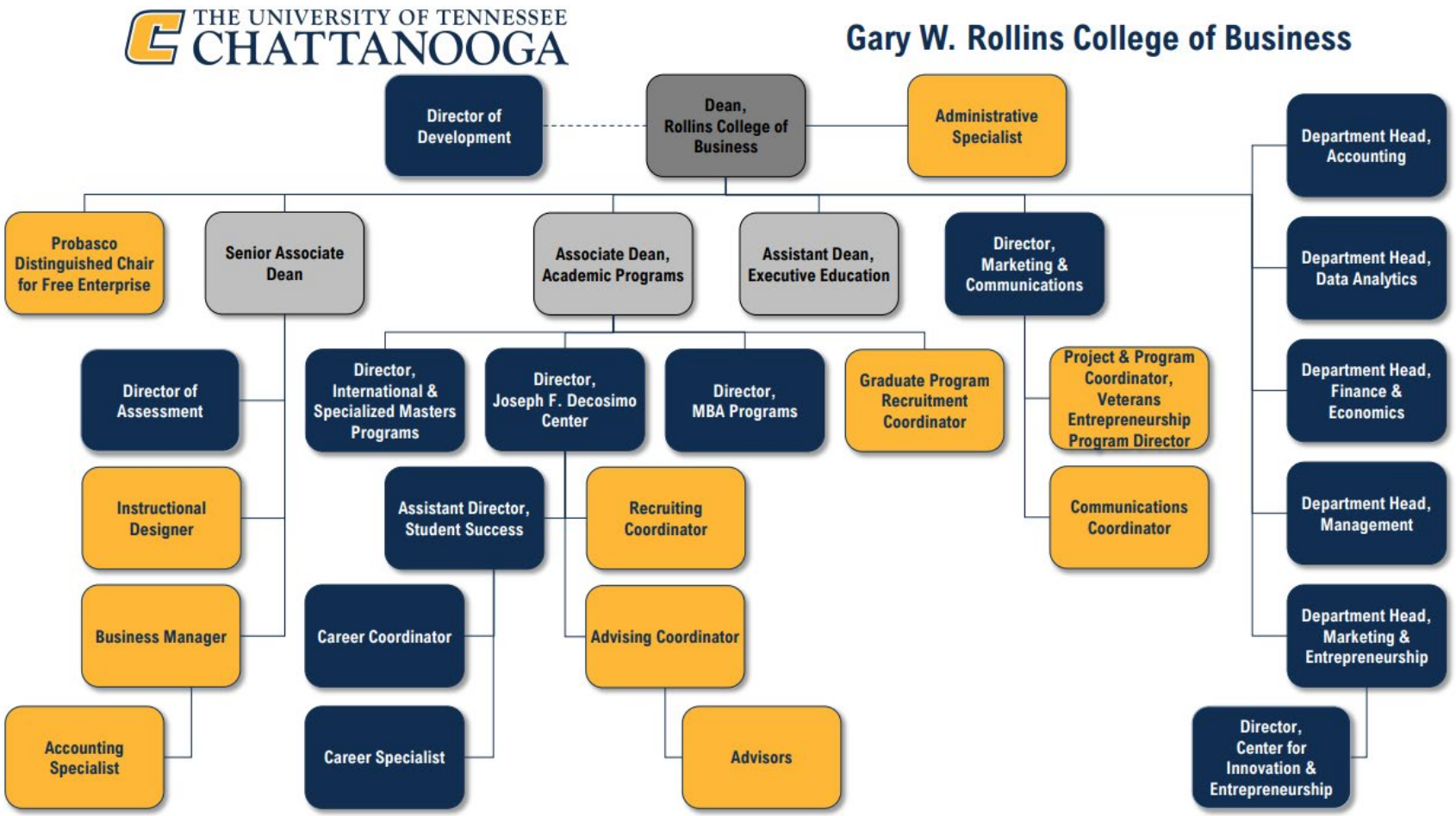
Organizational Charts

Current Organizational Chart



3

Proposed Organizational Chart



Financial Projections

Financial Projections Form

Institution	University of Tennessee Chattanooga
Program Name	Department of Data Analytics

Projected One-Time Expenditures

Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	FY24	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**
Faculty & Instructional Staff						
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library resources						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*

Projected Recurring Expenditures

Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty & Instructional Staff	$1,535,623	$1,581,331	$1,640,315	$1,689,164	$1,754,111	$1,836,335
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other	$45,000	$50,000	$50,000	$55,000	$55,000	$60,000
Total Recurring Expenditures	*$1,580,623*	*$1,631,331*	*$1,690,315*	*$1,744,164*	*$1,809,111*	*$1,896,335*
Grand Total (One-Time and Recurring)	**$1,580,623**	**$1,631,331**	**$1,690,315**	**$1,744,164**	**$1,809,111**	**$1,896,335**

4

Academic Program Modification Proposal

Doctor of Philosophy in Plant, Soil, and Environmental Sciences

(PhD-PSES)

APM Request Type: Changing the Program's Assigned CIP Code

Herbert College of Agriculture

University of Tennessee, Knoxville

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Updated August 30, 2023

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Cover Letter from Chief Academic Officer

THE UNIVERSITY OF TENNESSEE KNOXVILLE

August 24, 2023

President Randy Boyd
University of Tennessee
505 Summer Place / UT Tower
Knoxville, TN 37902

Re: CIP Code Change Request – Plant, Soil, and Environmental Sciences PhD

President Boyd:

Please accept the attached application for a change of Classification of Instructional Program (CIP) code for the Doctor of Philosophy in Plant, Soil, and Environmental Sciences (PhD-PSES) in the Herbert College of Agriculture at the University of Tennessee, Knoxville.

At present, the classification for this program is listed as "Agriculture, General" (01.0000). The proposed change would update the program's code to "Plant Sciences, General" (01.1101). This change allows for a more accurate classification of the current program and will better align with the program's title. There will be no changes in the curriculum or delivery.

This change in CIP code has been reviewed and approved by the appropriate department, college, and campus bodies on the University of Tennessee, Knoxville, campus and has the full support of campus administration. Currently, we request transmission to THEC for approval. Please contact me if you have any questions or need additional documentation.

Thank you in advance for your attention to this matter.

Sincerely,

John P. Zomchick
Provost and Senior Vice Chancellor
University of Tennessee, Knoxville

CC: Donde Plowman
Bernie Savarese
Karen Etzkorn
David White
Ozlem Kilic
Heather Hartman

Office of the Provost
527 Andy Holt Tower, Knoxville, TN 37996-0152
865-974-2445 provost.utk.edu

Program Liaison Names and Contact Information

Academic Program Liaison:

Karen Etzkorn
Director of Academic Affairs, UT System
Email: etzkorn@tennessee.edu
Phone: 865-974-2104
505 Summer Place / UT Tower 1268-B
Knoxville, TN 37902

Departmental Contact:

Gary Bates
Department Head
Plant Science
Email: gbates@utk.edu
Phone: 865-974-7208
112 Plant Biotechnology Building
2505 E.J. Chapman Drive
Knoxville, TN 37996-4531

Danielle Julie Carrier
Department Head
Biosystems Engineering and Soil Science
Email: dcarrie1@utk.edu
Phone 865-974-7305
2506 E.J. Chapman Drive, Room 101
Knoxville, TN 37996-4531

Summary of Proposed Change

Every ten years, the National Center for Education Statistics (NCES) establishes new Classification of Instructional Programs (CIP) codes as programs continue to emerge and evolve. When the Plant, Soil, and Environmental Sciences (PSES) doctoral program was established, it was assigned the CIP code 01.0000, Agriculture, General. The University of Tennessee, Knoxville (UTK) proposes modifying the current CIP code and reassigning it 01.1101, which is for Plant Sciences, General. Compared with the code of Agriculture, General, the Plant Sciences CIP code is most closely aligned with the Plant, Soil and Environmental Sciences (PSES) doctoral program, as evidenced by the curricular scope and focus of the program.

Current and Proposed Program Information

Table 1: *Overview of Proposed Change*

Before Proposed Change		
Degree Type, Name, and Concentrations	*Degree*	*CIP Code*
• PhD Plant, Soil, and Environmental Sciences (PSES) 1) Crop Sciences 2) Environmental & Soil Sciences 3) Horticulture 4) Plant Breeding 5) Plant Molecular Genetics 6) Weed Science	PhD	01.0000 Agriculture, General
After Proposed Change		
Degree Type, Name, and Concentrations	*Degree*	*CIP Code*
PhD Plant, Soil, and Environmental Sciences (PSES) 1) Crop Sciences 2) Environmental & Soil Sciences 3) Horticulture 4) Plant Breeding 5) Plant Molecular Genetics 6) Weed Science	PhD	01.1101 Plant Sciences, General

Key Dates:

Proposed Implementation Date of Proposed Program: Immediately upon approval by BOT and THEC

Anticipated Delivery Site: University of Tennessee Knoxville (UTK)

Approved Off-Campus Site(s): None

Delivery Mode: On-Campus Delivery

Background on Proposed Academic Program Modification

In 2015, faculty of the Plant Sciences and Biosystems Engineering and Soil Sciences departments at UTK modified the former Plant, Soils, and Insects (PSI) PhD degree program into the Plant, Soil and Environmental Sciences (PSES) doctoral program, which retained the 01.0000 General Agriculture CIP code. The PSES doctoral program is housed within UTK's Herbert College of Agriculture and enables Plant Sciences and Environmental and Soil Sciences students to study for a doctoral degree. Students must complete 72 hours of coursework beyond the baccalaureate degree and conduct applied or fundamental scientific research project(s) that culminate in a dissertation on topics related to Plant Science and/or Soil Sciences.

The Department requests modifying the CIP code of 01.0000 General Agriculture to the code of 01.1101 Plant Sciences, General, which more accurately reflects the objectives of UTK's current PSES doctoral program. The PSES doctoral degree program prepares students to pursue research-based careers in consulting services, commercial enterprises, and governmental agencies. The research work component undertaken by PSES doctoral students is focused on the scientific principles that underly the breeding, cultivation, and production of agricultural plants concerning soil, water, and environmental conditions, as well as the production, processing, and distribution of agricultural plant products including carbon and nutrient cycling via by-product valuation. Student coursework includes instruction in the plant sciences, crop cultivation and production, plant-soil interactions, soil science, environmental remediation, and agricultural and food products processing.

Justification/ Rationale for the Proposed Change

UTK requests approval for this proposed CIP code change to align better with the program's title and instruction. No other changes will be made to this program.

Potential Impact on Existing Programs

Impact on the Modified Program
No impact.

Impact on Other or Similar Programs
No impact.

Teach-Out Plan for Current Students
No teach-out plan is required.

Similar Programs Offered at Public and Private TN Institutions

Currently, no institutions in the state of Tennessee offer a doctoral degree program with the CIP code of 01.1101 (Plant Sciences, General). However, Middle Tennessee State University offers a bachelor's program, and UTK offers a bachelor's and master's degree program with the CIP code 01.1101.

Table 2*: Overview of Existing Programs in the State*

Institution Name	Program Title and Degree Designation	CIP Code	Description Focus of Program	Miles from UT Campus
Middle Tennessee State University	BS, Plant & Soil Science	01.1101	The program, leading to a Plant and Soil Science major, is designed for students interested in agronomy, horticulture, and/or soil sciences.	181
University of Tennessee, Knoxville	BSPS, Plant Sciences	01.1101	Students seeking a major in Plant Sciences can study across various concentrations, including Horticulture Science/Production, Organic Production, Plant Genetics/Biotechnology, Public Horticulture, Sustainable Landscape Design, and Turfgrass Science and Management.	N/A
University of Tennessee, Knoxville	MS, Plant Sciences	01.1101	Both thesis and project options are available for the major in plant sciences. Studies are possible across a wide variety of crop commodities, including fruits, vegetables, weeds, cereals, grains, turfgrass, ornamental plants, and public horticulture.	N/A

Curriculum Comparison

No curriculum changes will be made to the proposed changes to the UTK PSES doctoral program.

New Courses Needed

No new courses will be needed for the UTK PSES doctoral program.

Accreditation

No additional accreditation requirements will be needed for the UTK PSES doctoral program. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will continue to evaluate the program.

THEC Financial Projection Form and Associated Narrative

No changes in cost or revenues will be implemented for the UTK PSES doctoral program.

5

Academic Program Modification Proposal

Master of Architecture

APM Request Type:

Changing the Program's Assigned CIP Code

School of Architecture
College of Architecture and Design
University of Tennessee, Knoxville

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Updated September 8, 2023

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Letter of Support: Chief Academic Officer

THE UNIVERSITY OF TENNESSEE KNOXVILLE
OFFICE OF THE PROVOST

June 8, 2023

President Randy Boyd
505 Summer Place / UT Tower
Knoxville, TN 37902

President Boyd:

Please accept the attached proposal to modify the program in the School of Architecture, College of Architecture and Design at the University of Tennessee, Knoxville. The proposed modification is to change the six-digit Classification of Instructional Program (CIP) code for an existing academic program, Master of Architecture, from CIP 04.0201 Architecture to CIP 04.0902 Architecture and Building Sciences/Technology.

In a review of the CIP codes and detailed content descriptions, the School of Architecture has determined the 04.0902 CIP is a more appropriate fit for the Master of Architecture program due to the level of building technology content and application in the coursework, as well as the opportunity for STEM designation provided by the more specific CIP listing. Anticipated benefits of CIP with STEM designation include extended Optional Practical Training (OPT), which will make the program more attractive for international students; enhanced attractiveness of program graduates to prospective employers, leading to more job opportunities for current students; providing STEM-preferred credentials for faculty and student researchers as they apply for federal funding. This new CIP code also will allow our College of Architecture and Design to compete better with the 63% of all accredited M. Arch programs who have adopted this CIP code since it was introduced in 2010, with the majority of that 63% having made the change in the last three years.

This CIP change has been reviewed and approved by the appropriate department, college, and campus bodies on the Knoxville campus, and has the full support of campus administration. No additional resources will be required in order to implement this change. At this time, we request transmission to the Tennessee Higher Education Commission for approval. Please contact me if you have any questions or need additional documentation. Thank you in advance for your attention to this matter.

Sincerely,

John Zomchick
Provost and Senior Vice Chancellor

cc: Bernie Savarese
Karen Etzkorn
Donde Plowman
Jason Young
Katherine Ambroziak
Carl Lostritto
Heather Hartman

Office of the Provost and Senior Vice Chancellor
527 Andy Holt Tower, Knoxville, TN 37996-0152
865-974-2445 | 865-974-4811 fax | provost.utk.edu

Program Liaison Names and Contact Information

Academic Program Liaison:	Karen Etzkorn Director of Academic Affairs UT System Email: etzkorn@tennessee.edu Phone: 865-974-2104 505 Summer Place / UT Tower 1268-B Knoxville, TN 37902
Departmental Contact:	Katherine Ambroziak Associate Professor Associate Dean for Academic Affairs and Research Email: aambrozi@utk.edu Phone: 865-974-3270 320 Art and Architecture Building 1715 Volunteer Blvd. Knoxville, TN 37996

Current and Proposed Program Information

Summary of Proposed Change:

Table 1: *Overview of Proposed Change*

Before Proposed Change		
Degree Type, Name, and Concentrations	*Degree*	*CIP Code*
• Master of Architecture 1) Accelerated BSIA/MARCH 2) Computational Design and Fabrication 3) Conservation & Stewardship 4) Dual MARCH-MLA 5) Sustainable Design 6) Urbanism	Masters	04.0201_ Architecture
After Proposed Change		
Degree Type, Name, and Concentrations	*Degree*	*CIP Code*
• Master of Architecture 1) Accelerated BSIA/MARCH 2) Computational Design and Fabrication 3) Conservation & Stewardship 4) Dual MARCH-MLA 5) Sustainable Design 6) Urbanism	Masters	04.0902_ Architecture and Building Sciences/ Technology

Key Dates:

Proposed Implementation Date: Fall 2023

Anticipated Delivery Site: University of Tennessee, Knoxville

Approved Off-Campus Site(s): Not applicable.

Delivery Mode: On-Campus Delivery

Background on Proposed Academic Program Modification

The School of Architecture is requesting a change to the CIP Code for the Master of Architecture program based on (1) the addition of the CIP Code 04.0902, focusing on building technology and approved for STEM designation, to the taxonomy during the 2010 CIP code revisions and (2) a redesign of the M.ARCH building technology sequence in 2017. The new curriculum strengthened the technical content in its courses as well as implemented more direct links to their corequisite studio courses where technology is applied to building design. In keeping with disciplinary trends, corequisite design representation has substantially increased its instruction in digital, computer-aided, and computational design tools and techniques, and design studios and professional electives include opportunities to explore sustainable energy practices, digital fabrication, and materials exploration.

Architectural design is increasingly focused on the application of technology to the design of buildings. Architects use technical design expertise in applying and integrating material analysis, structural design, and mechanical systems technologies during the building design process. Architectural design also incorporates new materials and technologies used in various building industries and is closely aligned with advances in building science.

04.0201 is the general CIP used for Architecture and was the only CIP available for use by this discipline when CIP was first introduced. **04.0902**, focusing on building technology and approved for STEM designation, was added to the taxonomy during the 2010 CIP code revision.

In a review of the CIP codes and detailed content descriptions, the School of Architecture has determined that the 04.0902 CIP is a more appropriate fit for the Master of Architecture program due to the level of building technology content and application in the coursework, as well as the opportunity for STEM designation provided by the more specific CIP listing.

Justification/ Rationale for the Proposed Change

- Requested CIP is STEM-designated, which provides:
  - Extended Optional Practical Training (OPT)
  - More attractive option for international students, which facilitates class diversity and percentage of international students enrolled.
  - Allows the School of Architecture to be more competitive against its peer institutions nationwide that have successfully changed their M.Arch program CIP code to 04.0902 (see Precedent below). As of 2021, 62% of full and candidate member schools of the Association of Collegiate Schools of Architecture and 63% of all accredited M.ARCH programs in the United States had adopted the new CIP code. ("Classification of Instructional Programs (CIP): CIP code changes from 2018-2021" in *ACSA Institutional Data Report: Institutional Metrics for Architectural Education*, ACSA Research, June 2021, p. 25.)
- Program graduates will be more attractive to prospective employers, leading to more job opportunities for current students (including higher placement rates and salaries).
- Provides STEM-preferred credentials for faculty and student researchers as they apply for federal funding (example programs and agencies: NSF Graduate Research Fellowship Program, Department of Education, Department of Energy, Environmental Protection Agency, National Institute of Health).

Precedent:

Other U.S. architecture programs have successfully changed their CIP code to 04.0902, Architectural and Building Sciences/Technology. In 2018, The Association of Collegiate Schools of Architecture (ACSA) wrote a white paper on architectural education, research, and STEM. At that time, only 13 institutions with Master of Architecture programs filed under CIP code 04.0902. (*ACSA White Paper on Architectural Education Research and STEM*, Association of Collegiate Schools of Architecture, 2018, p. 28.) Three years later, in its 2021 Institutional Data Report, ACSA lists 86 STEM-designated CIP code 04.0902 programs in architecture. ("Classification of Instructional Programs (CIP)" in *ACSA Institutional Data Report: Institutional Metrics for Architectural Education*, ACSA Research, June 2021, p. 24.) Of these, 76 institutions offer a Master of Architecture, 63 of which had successfully changed their CIP code within this three-year term (indicated by * below).

Academy of Art University*	Syracuse University* (R-1)
Andrews University*	Temple University* (R-1)
Arizona State University (R-1)	The University of Texas at Austin* (R-1)
Ball State University	The University of Texas at San Antonio* (R-1)
Boston Architectural College*	Tulane University of Louisiana* (R-1)
California College of the Arts*	University at Buffalo-SUNY*
Carnegie Mellon University (R-1)	University of Arizona* (R-1)
Clemson University* (R-1)	University of California-Berkeley* (R-1)
Columbia University in the City of New York (R-1)	University of California-Los Angeles* (R-1)
Cornell University* (R-1)	University of Cincinnati* (R-1)
CUNY City College*	University of Colorado Denver* (R-1)
Drury University*	University of Detroit Mercy
Georgia Institute of Technology (R-1)	University of District of Columbia*
Harvard University* (R-1)	University of Hartford*
Illinois Institute of Technology*	University of Houston* (R-1)
Iowa State University* (R-1)	University of Illinois at Urbana-Champaign* (R-1)
Kent State University at Kent* (R-1)	University of Kansas* (R-1)
Kansas State University* (R-1)	University of Maryland-College Park* (R-1)
Lawrence Technological University*	University of Massachusetts-Amherst (R-1)
Massachusetts College of Art and Design*	University of Memphis* (R-1)
Montana State University* (R-1)	University of Miami* (R-1)
Morgan State University*	University of Michigan-Ann Arbor (R-1)
New Jersey Institute of Technology* (R-1)	University of Minnesota-Twin Cities (R-1)
New York Institute of Technology*	University of North Carolina at Charlotte*
New School of Architecture & Design*	University of Oklahoma-Norman Campus* (R-1)
North Carolina State University at Raleigh* (R-1)	University of Oregon* (R-1)
Northeastern University* (R-1)	University of Pennsylvania (R-1)
Parsons The New School for Design*	University of Southern California* (R-1)
Pennsylvania State University* (R-1)	University of Utah* (R-1)
Pratt Institute*	University of Virginia* (R-1)
Princeton University* (R-1)	University of Washington (R-1)
Rensselaer Polytechnic Institute (R-1)	University of Wisconsin-Milwaukee* (R-1)
Rhode Island School of Design*	Virginia Polytechnic Institute and State University* (R-1)
Rice University* (R-1)	Washington State University* (R-1)
Rochester Institute of Technology*	Washington University in St. Louis* (R-1)
Savannah College of Art and Design	Wentworth Institute of Technology*
School of the Art Institute of Chicago*	Woodbury University*
Southern California Institute of Architecture*	Yale University* (R-1)

Source: (*ACSA Institutional Data Report: Institutional Metrics for Architectural Education*, ACSA Research, June 2021. cross reference of "Master of Architecture Degree Programs (M. Arch)" p. 13 and "Classification of Instructional Programs (CIP)" p. 24.)

In-state use of 04.0902:

In Tennessee, the only program that carries the CIP code 04.0902 is the University of Memphis Master of Architecture. Its M.ARCH program is accredited by the National Architectural Accrediting Board and requires a pre-professional degree plus 60 graduate credits. According to program and course descriptions, 36 credit hours are required professional courses (ARCH). **15 of these 36 credit hours contain STEM-related content**. This translates to 42% of required professional credit hours and 25 % of total program credit hours containing STEM-related content.

University of Memphis: Master of Architecture_ 2 Year Professional Program

- 36 CH required courses (ARCH)
  - **15 CH ARCH studios and seminars that relate to building science and technology**
    - ARCH 7711 – Advanced Design Studio 1 (6)
    - ARCH 7712 – Advanced Design Studio 2 (6)
    - ARCH 7011 – Advanced Design Seminar 1 (3)
    - ARCH 7012 – Advanced Design Seminar 2 (3)
    - ARCH 7421 – Advanced Environmental Systems (3)
  - 21 CH ARCH studios and seminars, *not implicitly* related to STEM
- 24 CH undefined graduate credit
- 60 Credit Hours total

By comparison, the University of Tennessee, Knoxville Master of Architecture program, accredited by the National Architectural Accrediting Board, provides the opportunity for students with any undergraduate background to pursue a professional architecture degree. The 3.5-year program requires 102 graduate credit hours. Eighty-four credit hours are required professional courses (ARCH). **31 of these 84 credit hours contain STEM-related content**. This translates to 38% of required professional credit hours and 30% of total program credit hours containing STEM-related content. Compared to the University of Memphis, UTK's M.ARCH curriculum requires double the number and a comparable percentage of credit hours that align with the requirements of CIP code 04.0902. (See Table 5 below for program specifics.)

Within the M.ARCH curriculum, students can pursue four distinct concentrations: Concentration in Computational Design and Fabrication, Concentration in Conservation and Stewardship, Concentration in Sustainable Design, and Concentration in Urbanism. Concentrations follow the same program requirements, but students gain greater exposure to their declared topic concentration through the topical foci of studios and professional electives.

Students who have matriculated through the UTK Bachelor of Science in Interior Architecture program and have taken specified architectural prerequisites while pursuing their undergraduate degree may apply for advanced standing in the M.ARCH program. The prerequisites plus the accelerated program requirements replicate the required program requirements of the 3.5-year professional degree.

Additionally, students may pursue a Master of Architecture as a dual degree with the Master of Landscape

Architecture, which holds a CIP that recently gained STEM designation. This 4.5-year program requires 137 graduate credit hours. One hundred twenty-two credit hours are required in professional courses (ARCH and LAR). **66 of these 122 credit hours contain STEM-related content**. This translates to 54% of required professional credit hours and 48% of total program credit hours containing STEM-related content. Compared to the University of Memphis, UTK's Dual M.ARCH -MLA curriculum requires four times the number and significantly higher percentages of credit hours that align with the requirements of CIP code 04.0902. (See Table 6 below for program specifics.)

Curriculum:

Instruction in Building Sciences and Technology addressing proficiency in civil and structural engineering, mechanical engineering, and computational tools is a significant part of the M. ARCH curriculum. **43% of credit hours for required professional courses (ARCH) contain building science and technology content.**

University of Tennessee Knoxville Master of Architecture_ 3.5-Year Professional Program

Includes Concentrations in Computational Design and Fabrication, Conservation and Stewardship, Sustainable Design, and Urbanism.

Accelerated BSIA/M.ARCH provides an identical curriculum through prerequisites plus program requirements.

- 84 CH required professional courses (ARCH), **31 CH of these are STEM-related**
  - **15 CH ARCH building science and technology**
  - **12 CH ARCH studio courses with objectives directly tied to building science and technology**
  - **4 CH ARCH representation, digital and computational**
  - 53 CH studios and seminars *not implicitly* related to STEM
- 18 CH professional electives (fulfilled through ARCH, IARC, LAR, or GRDS coursework, with several options to pursue STEM content each semester)
- 102 Credit Hours total, **31 CH of these are specifically STEM-related**

University of Tennessee Knoxville Dual Degree Master of Architecture and Master of Landscape Architecture_ 4.5-Year Professional Program

- 122 CH required professional courses (ARCH + LAR), **66 CH of these are STEM-related**
  - **15 CH ARCH building science and technology**
  - **19 CH LAR and GEOL landscape and geology technology**
  - **24 CH ARCH and LAR studio courses with objectives directly tied to science and technology**
  - **8 CH ARCH and LAR representation, digital and computational**
  - 56 CH studios and seminars *not implicitly* related to STEM
- 15 CH professional electives (fulfilled through ARCH, IARC, LAR, or GRDS coursework, with several options to pursue STEM content each semester)
- 137 Credit Hours total, **66 CH of these are specifically STEM-related**

Potential Impact on Existing Programs

Impact on the Modified Program: No impact
Impact on Other or Similar Programs: No impact

Teach-Out Plan for Current Students

Not applicable

Similar Programs Offered at Public and Private TN Institutions

Table 4*: Overview of Existing Programs in the State*

Institution Name	Program Title and Degree Designation	CIP Code	Description/ Focus of Program	Miles from UT Campus
University of Memphis	Master of Architecture	04.0902	Architecture and Building Sciences/Technology	381

Curriculum Comparison and Overview

The School of Architecture is proposing no new curriculum changes for 2023-2024. This request for CIP change is based on curriculum changes that took place in 2018. While credit hours stayed relatively consistent compared to the earlier curriculum, more direct links were made between building technology, design studio, and representation technology courses.

Following are the curricula of both the Master of Architecture and Dual Degree MARCH-MLA programs.

Table 5: *Curriculum Outline, Master of Architecture*
Existing Curriculum, no proposed changes

Design Studios		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 538 *Design Foundations*	3	
ARCH 541 *Architectural Design I*	**6**	**6**
ARCH 542 *Architectural Design II*	6	
ARCH 543 *Design Charette*	3	
ARCH 571 *Architecture and Urbanism*	6	
ARCH 572 *Design Integration*	**6**	**6**
ARCH 583 *Advanced Architectural Design: Urbanism* or **ARCH 586 *Advanced Architectural Design: Sustainable Design*** or ARCH 590 *Advanced Architectural Design: Special Topics*	6	
ARCH 598 *Master of Architecture Project (MAP) Studio* or ARCH 599 *Diploma Studio*	6	
Total Hours	42	**12**

Building Technologies		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 557 *Structural Principles in Architecture*	**4**	**4**
ARCH 558 *Materials and Methods in Architecture*	**4**	**4**
ARCH 559 *Building Systems in Architecture*	**4**	**4**
ARCH 560 *Seminar in Design Integration*	**3**	**3**

Total Hours	15	**15**

Representation, Digital, and Computational		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 518 ***Design Representation and Process I***	**2**	**2**
ARCH 519 ***Design Representation and Process II***	**2**	**2**
Total Hours	4	**4**

Other Required Professional Courses		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 501 *Introduction to the Built Environment*	2	
ARCH 511 *History and Theory of Architecture I*	3	
ARCH 512 *History and Theory of Architecture II*	3	
ARCH 513 *Modern Architecture: Histories and Theories*	3	
ARCH 527 *Design Tactics*	3	
ARCH 528 *Design Theories*	3	
ARCH 529 *Master of Architecture Projects (MAP) Seminar*	3	
ARCH 562 *Professional Practice*	3	
Total Hours	23	**0**

Total Required Professional Hours	84	**31**

Professional Electives		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 000 *Professional Elective* or GRDS 000 *Professional Elective* or IARC 000 *Professional Elective* or LAR 000 *Professional Elective*	18	
Total Hours	18	**0**
Total Program Hours	102	**31**

Table 6: *Curriculum Outline, Dual Degree - Master of Architecture and Master of Landscape Architecture*
Existing Curriculum, no proposed changes

Design Studios		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 538 *Design Foundations*	3	
ARCH 541 *Architectural Design I*	**6**	**6**
ARCH 543 *Design Charette*	3	
ARCH 571 *Architecture and Urbanism*	6	
ARCH 572 *Design Integration*	**6**	**6**
ARCH 598 *Master of Architecture Project (MAP) Studio* or LAR 598 *Master of Landscape Project*	6	
LAR 552 *Design Studio II*	6	
LAR 553 *Design Studio III*	**6**	**6**
LAR 554 *Design Studio IV*	**6**	**6**
LAR 555 *Design Studio V*	6	
Total Hours	54	**24**

Building Technologies		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 557 *Structural Principles in Architecture*	**4**	**4**
ARCH 558 *Materials and Methods in Architecture*	**4**	**4**
ARCH 559 *Building Systems in Architecture*	**4**	**4**
ARCH 560 *Seminar in Design Integration*	**3**	**3**
Total Hours	15	**15**

Landscape and Geology Technologies		
Course No. and Title	*Hours*	***STEM Hours***
LAR 530 *Plants in the Landscape I*	**3**	**3**
LAR 534 *Operative Landscapes*	**3**	**3**
LAR 535 *Operative Landscape Tactics*	**3**	**3**
LAR 571 *Landform and Hydrology*	**4**	**4**

LAR 572 *Design and Construction*	3	3
GEOL 590 *Special Problems in Geology: Urban Ecology*	3	3
Total Hours	19	19

Representation, Digital, and Computational		
Course No. and Title	*Hours*	*STEM Hours*
ARCH 518 *Design Representation and Process I*	2	2
LAR 521 *Design Communication I*	3	3
LAR 522 *Design Communication II*	3	3
Total Hours	8	8

Other Required Professional Courses		
Course No. and Title	*Hours*	*STEM Hours*
ARCH 501 *Introduction to the Built Environment*	2	
ARCH 511 *History and Theory of Architecture I*	3	
ARCH 512 *History and Theory of Architecture II*	3	
ARCH 513 *Modern Architecture: Histories and Theories*	3	
ARCH 529 *Master of Architecture Projects (MAP) Seminar* or LAR 580 *Thesis Preparation/Programming* or LAR 583 *Design Theory and Methods I*	3	
ARCH 562 *Professional Practice*	3	
LAR 587 *Contemporary Landscape Architecture*	3	
LAR 584 *Histories and Theories II*	3	
LAR 582 *Professional Practice*	3	
Total Hours	26	0

Total Required Professional Hours	122	66

Professional Electives		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 000 *Professional Elective* or GRDS 000 *Professional Elective* or IARC 000 *Professional Elective* or LAR 000 *Professional Elective*	15	
Total Hours	15	**0**

Total Program Hours	137	**66**

New Courses Needed

No new courses.

Accreditation

The Master of Architecture program is accredited by the National Architectural Accrediting Board (NAAB), the sole agency authorized to accredit U.S. professional degree programs in architecture. The CIP code change will not affect the current nor future accreditation status of the UTK Bachelor of Architecture. NAAB states that Conditions for Accreditation do not require programs to operate under a specific CIP code.

THEC Financial Projection Form and Associated Narrative

Not applicable.

Academic Program Modification Proposal

Bachelor of Architecture

APM Request Type:

Changing the Program's Assigned CIP Code

School of Architecture
College of Architecture and Design
University of Tennessee, Knoxville

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Updated September 6, 2023

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Letter of Support: Chief Academic Officer

THE UNIVERSITY OF TENNESSEE KNOXVILLE
OFFICE OF THE PROVOST

June 8, 2023

President Randy Boyd
505 Summer Place / UT Tower
Knoxville, TN 37902

President Boyd:

Please accept the attached proposal to modify the program in the School of Architecture, College of Architecture and Design at the University of Tennessee, Knoxville. The proposed modification is to change the six-digit Classification of Instructional Program (CIP) code for an existing academic program, Bachelor of Architecture, from CIP 04.0201_Architecture to CIP 04.0902_Architecture and Building Sciences/Technology.

In a review of the CIP codes and detailed content descriptions, the School of Architecture deems the 04.0902 code a more appropriate fit due to the level of technology content and application to building science in the coursework. This more accurate STEM designation of the program will make our graduates more attractive to prospective employers, thereby increasing their job opportunities in a profession where technology and building science play an increasingly dominant role. It will also provide extended Optional Practical Training opportunities for international students, which facilitates diversity of class through the potential for increasing the percentage of international students enrolled. The proposed modification also provides STEM-preferred credentials for faculty and student researchers as they apply for federal funding.

This request for CIP change has been reviewed and approved by the appropriate department, college, and campus bodies on the Knoxville campus and has the full support of campus administration. No additional resources will be required to implement this change. At this time, we request transmission to the Tennessee Higher Education Commission for approval. Please contact me if you have any questions or need additional documentation. Thank you in advance for your attention to this matter.

Sincerely,

John Zomchick
Provost and Senior Vice Chancellor

cc: Bernie Savarese
Karen Etzkorn
Donde Plowman
Jason Young
Katherine Ambroziak
Carl Lostritto
Heather Hartman

Program Liaison Names and Contact Information

Academic Program Liaison:

Karen Etzkorn
Director of Academic Affairs,
UT System Email: etzkorn@tennessee.edu
Phone: 865-974-2104
505 Summer Place / UT Tower 1268-B
Knoxville, TN 37902

Departmental Contact:

Katherine Ambroziak
Associate Professor
Associate Dean for Academic Affairs and Research
Email: aambrozi@utk.edu
Phone: 865-974-3270
320 Art and Architecture Building
1715 Volunteer Blvd.
Knoxville, TN 37996

Current and Proposed Program Information

Summary of Proposed Change:
Change the six-digit Classification of Instructional Program (CIP) code for an approved academic program.

Table 1: *Overview of Proposed Change*

Before Proposed Change		
Degree Type, Name, and Concentrations	*Degree*	*Federal CIP*
• Bachelor of Architecture, Baccalaureate 1) Master of Landscape Arch Preparatory Track 2) Traditional Track	Bachelor	04.0201 Architecture
After Proposed Change		
Degree Type, Name, and Concentrations	*Degree*	*Federal CIP*
• Bachelor of Architecture, Baccalaureate 1) Master of Landscape Arch Preparatory Track 2) Traditional Track	Bachelor	04.0902 Architecture and Building Sciences/ Technology

Key Dates:

Proposed Implementation Date: Fall 2023, upon final approval by THEC

Anticipated Delivery Site: University of Tennessee, Knoxville
1715 Volunteer Blvd
Knoxville, TN 37996

Approved Off-Campus Site(s): Not applicable

Delivery Mode: Face to Face

Background on Proposed Academic Program Modification

The School of Architecture is requesting a change to the CIP Code for the Bachelor of Architecture program based on (1) the addition of the CIP Code 04.0902, focusing on building technology and approved for STEM designation, to the taxonomy during the 2010 CIP code revisions and (2) a redesign of the B.ARCH building technology sequence in 2016. The new curriculum included 10 technology courses, taught in years 2, 3, and 4, and was implemented with stronger links to their corequisite studio courses where technology is applied to building design. In keeping with disciplinary trends, corequisite design representation has substantially increased its instruction in digital, computer-aided, and computational design tools and techniques, and design studios and professional electives include opportunities to explore sustainable energy practices, digital fabrication, and materials exploration.

Architectural design is increasingly focused on applying technology to the design of buildings. Architects use technical design expertise in applying and integrating material analysis, structural design, and mechanical systems technologies during the building design process. Architectural design also incorporates new materials and technologies used in various building industries and is closely aligned with advances in building science.

04.0201 is the general CIP used for Architecture and was the only CIP available for use by this discipline when CIP was first introduced. **04.0902**, focusing on building technology and approved for STEM designation, was added to the taxonomy during the 2010 CIP code revision.

In a review of the CIP codes and detailed content descriptions, the School of Architecture has determined that the 04.0902 CIP is a more appropriate fit for the Bachelor of Architecture program due to the level of building technology content and application in the coursework, as well as the opportunity for STEM designation provided by the more specific CIP listing.

Justification/ Rationale for the Proposed Change

- Requested CIP is STEM-designated, which provides:
  - Extended Optional Practical Training (OPT)
  - More attractive option for international students, which facilitates diversity of class and percentage of international students enrolled.
  - Allows the School of Architecture to be more competitive against its peer institutions nationwide that have successfully changed their B. ARCH program CIP code to 04.0902 (see Precedent below). As of 2021, 62% of full and candidate member schools of the Association of Collegiate Schools of Architecture had adopted the new CIP code. ("Classification of Instructional Programs (CIP): CIP code changes from 2018- 2021" in *ACSA Institutional Data Report: Institutional Metrics for Architectural Education,* ACSA Research, June 2021, p. 25.)
- Program graduates will be more attractive to prospective employers, leading to more job opportunities for current students (including higher placement rates and salaries).

- Provides STEM-preferred credentials for faculty and student researchers as they apply for federal funding (example programs and agencies: NSF Graduate Research Fellowship Program, Department of Education, Department of Energy, Environmental Protection Agency, National Institute of Health).

Precedent:

Other U.S. architecture programs have successfully changed their CIP code to 04.0902, Architectural and Building Sciences/Technology. In 2018, The Association of Collegiate Schools of Architecture (ACSA) wrote a white paper on architectural education, research, and STEM. At that time, due to its relatively new introduction, no Bachelor of Architecture programs were filed under CIP code 04.0902, and only two Bachelor of Fine Arts in Architecture were filed under that code. (*ACSA White Paper on Architectural Education Research and STEM*, Association of Collegiate Schools of Architecture, 2018, p. 28.) Three years later, in its 2021 Institutional Data Report, ACSA lists 86 STEM-designated CIP code 04.0902 programs in architecture, 32 of which are Bachelor of Architecture Programs that successfully changed their code. ("Classification of Instructional Programs (CIP)" in *ACSA Institutional Data Report: Institutional Metrics for Architectural Education*, ACSA Research, June 2021, p. 24.)

Specific examples of B. ARCH programs using this STEM-designated CIP code (2021 data) include the following 31 institutions:

Academy of Art University	Pennsylvania State University (R-1)
Ball State University	Pratt Institute
Boston Architectural College	Rensselaer Polytechnic Institute (R-1)
California College of the Arts	Rice University (R-1)
California Polytechnic State University-San Luis Obispo	Southern California Institute of Architecture
	Syracuse University (R-1)
Carnegie Mellon University (R-1)	Tulane University of Louisiana (R-1)
Cornell University (R-1)	University of Arizona (R-1)
CUNY City College	University of Houston (R-1)
Illinois Institute of Technology	University of Miami (R-1)
Iowa State University (R-1)	University of North Carolina at Charlotte
Jefferson | Philadelphia University + Thomas Jefferson University	University of Oklahoma-Norman Campus (R-1)
	University of Oregon (R-1)
New Jersey Institute of Technology (R-1)	University of Southern California (R-1)
New York Institute of Technology	Virginia Polytechnic Institute and State University (R-1)
New School of Architecture & Design	
North Carolina State University at Raleigh (R-1)	Woodbury University
Oklahoma State University (R-1)	

Source: (*ACSA Institutional Data Report: Institutional Metrics for Architectural Education*, ACSA Research, June 2021; cross reference of "Bachelor of Architecture Degree Programs (B. Arch)" p. 12 and "Classification of Instructional Programs (CIP)" p. 24).

Curriculum:

Instruction in Building Sciences and Technology addressing proficiency in civil and structural engineering, mechanical engineering, and computational tools is a significant part of the B. ARCH curriculum. Approximately 60% of credit hours for required professional courses (ARCH) in the B. ARCH, Traditional Track, contain building science and technology content. 75% of credit hours required for professional courses (ARCH, GEOL, and LAR) in the B. ARCH, Master of Landscape Architecture Preparatory Track, contain building science and technology content.

Additionally, 33% of general education (Volunteer Core) courses are required outside of B. ARCH traditional track professional requirements, and 40% of general education courses required outside the B. ARCH preparatory track professional requirements are STEM-related.

Bachelor of Architecture – Traditional Track_ 5 Year Professional Program

- 101 CH required professional courses (ARCH), **59 CH of these are STEM-related**
  - **21 CH ARCH building science and technology**
  - **30 ARCH studio courses with objectives directly tied to building science and technology**
  - **8 CH ARCH representation, digital and computational**
- 31 CH additional general education, **10 CH STEM-related**
- 31 CH professional or open electives, options for students to take STEM-related electives of their choice
- 163 Credit Hours total, **69 CH of these are STEM-related**

Bachelor of Architecture – Master of Landscape Architecture Preparatory Track_ 5 Year Professional Program

- 119 CH required professional courses (ARCH), **86 CH of these are STEM-related**
  - **21 CH ARCH building science and technology**
  - **9 CH GEOL or LAR science and technology**
  - **42 ARCH studio courses with objectives directly tied to building or landscape science and technology**
  - **14 CH ARCH or LAR representation, digital and computational**
- 31 CH additional general education, **10 CH STEM-related**
- 31 CH professional (including **3 CH STEM-related Life Science electives**) or open electives, options for students to take STEM-related electives of their choice
- 165 Credit Hours total, **99 CH of these are STEM-related**

Titles for ARCH, GEOL, and LAR courses are listed in the "Curriculum comparison overview" below.

General Education courses required outside of ARCH requirements that are STEM-related include:

- **MATH 113 – Mathematical Reasoning (3)** or **MATH 125 – Basic Calculus (3)**
- **PHYS 161 – Elements of Physics for Architects and Interior Design Students (3)**
- **Natural Science with Lab (4)** (NS/L approved for Vol Core credit)

Potential Impact on Existing Programs

Impact on the Modified Program: No impact

Impact on Other or Similar Programs: No impact

Teach-Out Plan for Current Students

Not applicable

Similar Programs Offered at Public and Private TN Institutions

Table 4*: Overview of Existing Programs in the State*

Institution Name	Program Title and Degree Designation	CIP Code	Description/ Focus of Program	Miles from UT Campus
University of Memphis	Master of Architecture	04.0902	The professional M. ARCH is a STEM Designated program (CIP Code 04.0902) that allows international students graduating from the programs to apply for an additional 24-month extension after their initial 12-month-long Optional Practical Training (OPT), with eligibility for a total of 36 months of practical training in the United States	381

Curriculum Comparison / Overview

The School of Architecture proposes no new curriculum changes for 2023-2024. The program underwent a rigorous redesign starting in 2015, with full implementation by fall 2020. Changes to the Building Technology courses were proposed in fall 2015 and were implemented in fall 2016, 2017, and 2018; changes to Design Studio courses were proposed in fall 2019 and implemented in fall 2020; changes to Representation courses were proposed in fall 2016 and implemented in fall 2017. While credit hours stayed relatively consistent compared to the earlier curriculum, more direct links were made between building technology, design studio, and representation technology courses.

Following are the curricula of the Bachelor of Architecture – Traditional Track and the Bachelor of Architecture – Master of Landscape Architecture Preparatory Track.

Table 5: *Curriculum Outline, Bachelor of Architecture – Traditional Track*
Existing Curriculum, no proposed changes

Design Studios		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 171 *Design I: Spatial Order I*	3	
ARCH 172 *Design II: Spatial Order II*	4	
ARCH 271 *Design III: Territory I*	**6**	**6**
ARCH 272 *Design IV: Territory II*	**6**	**6**
ARCH 373 *Design V: Applied Research*	**6**	**6**

ARCH 374 *Design VI: Systems and Atmospheres*	6	6
ARCH 471 *Design VII: Integrations*	6	6
ARCH 472 *Design VIII: Cultural Immersion*	6	
ARCH 476 *Design IX Provocation*	6	
ARCH 497 *Independent Study – Advanced Architectural Design Studio* or ARCH 498R *Design X: Consequences - Self-Directed Diploma Studio* or ARCH 499 *Design X: Consequences – Diploma Studio*	6	
Total Hours	55	30
Building Technologies		
Course No. and Title	*Hours*	*STEM Hours*
ARCH 261 *Tectonics and Stereotomics*	2	2
ARCH 262 *Climatic and Daylight Design*	2	2
ARCH 263 *Design Implementation I: Principles*	2	2
ARCH 264 *Design Implementation II: Assemblies*	2	2
ARCH 361 *Design Research in Technology*	2	2
ARCH 362 *Schematic Design Technology*	2	2
ARCH 363 *Design Implementation III: Systems*	2	2
ARCH 364 *Performative Design I: Passive Systems Design*	2	2
ARCH 365 *Performative Design II: Active and Hybrid Systems Design*	2	2
ARCH 461 *Design Development Integrations*	3	3
Total Hours	21	21
Representation, Digital, and Computational		
Course No. and Title	*Hours*	*STEM Hours*
ARCH 121 *Representation I: Visual Logic and Perception*	2	2
ARCH 122 *Representation II: Intention and Communication*	2	2
ARCH 221 *Representation III: Digital Workflow*	2	2
ARCH 321 *Representation IV: Information Modeling*	2	2
Total Hours	8	8

Other Required Professional Courses		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 101 *Introduction to the Built Environment* or ARCH 107 *Honors: Introduction to the Built Environment*	3	
ARCH 102 *Visual Design Theory*	2	
ARCH 211 *History and Theory of Architecture I* or ARCH 217 *Honors: History and Theory of Architecture I*	3	
ARCH 212 *History and Theory of Architecture II* or ARCH 218 *Honors: History and Theory of Architecture II*	3	
ARCH 213 Modern Architecture: *Histories and Theories* or ARCH 227 Honors: Modern Architecture: *Histories and Theories*	3	
ARCH 462 *Professional Practice*	3	
Total Hours	17	**0**

General Education		
Course No. and Title	*Hours*	***STEM Hours***
ENGL 101 *English Composition I*	3	
ENGL 102 *English Composition II*	3	
XXXX 000 *Oral Communication Elective*	3	
XXXX 000 *Written Communication Elective*	3	
MATH 113 *Mathematical Reasoning* or MATH 125 *Basic Calculus*	**3**	**3**
PHYS 161 *Elements of Physics for Architects and Interior Design Students*	**3**	**3**
XXXX 000 *Natural Science Elective with Lab*	**4**	**4**
XXXX 000 *Global Citizen – United States Elective*	3	
XXXX 000 *Social Sciences Elective*	3	
XXXX 000 *Engaged Inquiry*	3	
Total Hours	31	**10**

Professional or Open Electives		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 000 *Professional Elective* or GRDS 000 *Professional Elective* or IARC 000 *Professional Elective* or LAR 000 *Professional Elective*	12	
XXXX 000 *Non-ARCH Elective*	9	
XXXX 000 *Unrestricted Elective*	10	
Total Hours	31	**0**

Total Hours	163	**69**

Table 6: *Curriculum Outline, Bachelor of Architecture – Master of Landscape Architecture Preparatory Track Existing Curriculum, no proposed changes*

Design Studios		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 171 *Design I: Spatial Order I*	3	
ARCH 172 *Design II: Spatial Order II*	4	
ARCH 271 *Design III: Territory I*	**6**	**6**
ARCH 272 *Design IV: Territory II*	**6**	**6**
ARCH 373 *Design V: Applied Research*	**6**	**6**
ARCH 374 *Design VI: Systems and Atmospheres*	**6**	**6**
ARCH 471 *Design VII: Integrations*	**6**	**6**
ARCH 472 *Design VIII: Cultural Immersion*	6	
ARCH 474 *Advanced Architectural Design: Landscape Architecture I*	**6**	**6**
ARCH 475 *Advanced Architectural Design: Landscape Architecture II*	**6**	**6**
Total Hours	55	**42**

Building Technologies		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 261 *Tectonics and Stereotomics*	**2**	**2**
ARCH 262 *Climatic and Daylight Design*	**2**	**2**
ARCH 263 *Design Implementation I: Principles*	**2**	**2**
ARCH 264 *Design Implementation II: Assemblies*	**2**	**2**
ARCH 361 *Design Research in Technology*	**2**	**2**
ARCH 362 *Schematic Design Technology*	**2**	**2**
ARCH 363 *Design Implementation III: Systems*	**2**	**2**
ARCH 364 *Performative Design I: Passive Systems Design*	**2**	**2**
ARCH 365 *Performative Design II: Active and Hybrid Systems Design*	**2**	**2**

ARCH 461 *Design Development Integrations*	3	3
Total Hours	21	21

Landscape or Geology Technologies		
Course No. and Title	*Hours*	*STEM Hours*
LAR 432 *Plants in the Landscape I*	3	3
LAR 534 *Operative Landscapes*	3	3
GEOL 590 *Special Problems in Geology: Urban Ecology*	3	3
Total Hours	9	9

Representation, Digital, and Computational		
Course No. and Title	*Hours*	*STEM Hours*
ARCH 121 *Representation I: Visual Logic and Perception*	2	2
ARCH 122 *Representation II: Intention and Communication*	2	2
ARCH 221 *Representation III: Digital Workflow*	2	2
ARCH 321 *Representation IV: Information Modeling*	2	2
LAR 421 *Design Communication I*	3	3
LAR 422 *Design Communication II*	3	3
Total Hours	14	14

Other Required Professional Courses		
Course No. and Title	*Hours*	*STEM Hours*
ARCH 101 *Introduction to the Built Environment* or ARCH 107 *Honors: Introduction to the Built Environment*	3	
ARCH 102 *Visual Design Theory*	2	
ARCH 211 *History and Theory of Architecture I* or ARCH 217 *Honors: History and Theory of Architecture I*	3	
ARCH 212 *History and Theory of Architecture II* or ARCH 218 *Honors: History and Theory of Architecture II*	3	
ARCH 213 Modern Architecture: *Histories and Theories* or	3	

ARCH 227 Honors: Modern Architecture: *Histories and Theories*		
ARCH 462 *Professional Practice*	3	
LAR 487 *Contemporary Landscape Architecture*	3	
Total Hours	20	**0**
General Education		
Course No. and Title	*Hours*	***STEM Hours***
ENGL 101 *English Composition I*	3	
ENGL 102 *English Composition II*	3	
XXXX 000 *Oral Communication Elective*	3	
XXXX 000 *Written Communication Elective*	3	
MATH 113 *Mathematical Reasoning* or MATH 125 *Basic Calculus*	**3**	**3**
PHYS 161 *Elements of Physics for Architects and Interior Design Students*	**3**	**3**
XXXX 000 *Natural Science Elective with Lab*	**4**	**4**
XXXX 000 *Global Citizen – United States Elective*	3	
XXXX 000 *Social Sciences Elective*	3	
XXXX 000 *Engaged Inquiry*	3	
Total Hours	31	**10**
Professional or Open Electives		
Course No. and Title	*Hours*	***STEM Hours***
ARCH 000 *Professional Elective* or GRDS 000 *Professional Elective* or IARC 000 *Professional Elective* or LAR 000 *Professional Elective*	9	
XXXX 000 *Non-ARCH Elective*	3	
XXXX 000 *Life Science Elective*	**3**	**3**
Total Hours	15	**3**

Total Hours	165	**99**

New Courses Needed

No new courses.

Accreditation

The Bachelor of Architecture program is accredited by the National Architectural Accrediting Board (NAAB), the sole agency authorized to accredit U.S. professional degree programs in architecture. The CIP code change will not affect the current or future accreditation status of the UTK Bachelor of Architecture. NAAB states that Conditions for Accreditation do not require programs to operate under a specific CIP code.

THEC Financial Projection Form and Associated Narrative

Not applicable

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

ANNUAL REPORT TO THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

2022-23

The University of Tennessee at Chattanooga

Report Prepared by:

David Steele, Chief of Staff, Office of the Chancellor
Emily L. Blackman, Assistant VC, Athletic Academic Enhancement
Jay Blackman, Deputy AD, Athletics

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Background

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

Key Terms

National Collegiate Athletics Association (NCAA)

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

Student-Athlete

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

Academic Progress Rate (APR)

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

The APR is calculated as follows:

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

Teams must earn a four-year average APR of 930 to compete in championships.

While the APR is intended as an incentive-based approach, it does come with a progression of penalties for teams that underperform academically over time. The first penalty level limits teams to 16 hours of athletics activities per week over five days (as opposed to 20 over six days), with the lost four hours to be replaced with academic activities. A second level adds additional athletics activities and competition reductions, either in the traditional or non-championship season, to the first-level penalties.

Graduation Success Rate (GSR)

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

Faculty Athletics Representative (FAR)[1]

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

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

Campus Highlights and Points of Pride

- Mocs posted a 3.20 overall GPA in the spring of 2023. This is the 18th time in the last 19 semesters, and the 10th straight overall, UTC has posted over a 3.0 GPA. The Mocs' top 10 semesters in the classroom have all come in the last five years. This is the fifth time in the last seven terms Chattanooga has posted a 3.2 or higher.
- 49 student-athletes graduated at the Spring Commencement, while 24 graduated in the fall of 2022.
- 11 UTC athletics programs beat the national averages for APR scores. Men's golf and men's cross country had perfect 1000 multiyear scores.
- 10 UTC athletics programs beat the national average for Graduation Success Rate based on information released by the NCAA in December. UTC's overall rate for student-athletes is a school record 91%, while women's basketball, men's and women's track & field/cross country, men's and women's golf, soccer, softball, men's and women's tennis, and volleyball all had perfect 100% scores.
- Led the Southern Conference with 34 student-athletes posting a 4.0 GPA for the 2022-23 academic year. Fourth year in a row with 30+.
- 217 student-athletes made the SoCon Honor Roll for the 2022-23 academic year, the second-most on record.
- 50 student-athletes made the 2023 Spring Academic All-SoCon team. UTC led the SoCon with nine holding a cumulative 4.0 GPA.
- McClendon Curtis signed with the Las Vegas Raiders after winning the SoCon Jacobs Blocking Award Winner and earning All-American honors in his final season at UTC. For the second year in a row, Curtis was a finalist for the Doris Robinson Award, given to the top student-athlete at the FCS Level. He graduated with a degree in Sport Management in 2021 and finished his master's degree in education in May.
- Cross Country's Jonathan Boyd became the first Moc to earn three Academic All-America honors in a career.
- Five wrestlers made the NWCA Scholar All-American team, including Weston Wichman, Logan Ashton, Jake Boyd, Franco Valdes and SoCon Champion Rocky Jordan.
- Men's golfer earned GCAA All-Academic Team recognition, while Paul Conroy and Samuel Espinosa were honored individually.

- Men’s and women’s tennis claimed ITA All-Academic Team awards while Gabriel Castillo, Peyton Gatti, Cortland Grove, Kristof Kincses, Jordan McClure, Quinten Nevenhoven and Carter Ramthun, Caroline Gibben and Jessie Young scored individual recognition.
- Women's track and field and men's cross-country team were named to the United States Track and Field and Cross Country Coaches Association (USTFCCCA) All-Academic Teams. The women posted a 3.651 GPA and were ranked 17th out of more than 200 teams while the men posted a 3.1983.

1. The Role of Intercollegiate Athletics

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

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

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

2. Roles, Responsibilities, and Functions of the Faculty Athletics Rep.

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

Primary duties include:

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

3. How the Chancellor Measures Intercollegiate Athletics Success

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

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

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

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

4. NCAA Academic Progress Rate (APR) Scores

Table I

2022-23 Academic Progress Rate by Sport

APR Scores Over the Last Five Years

Teams	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Difference
Men's Basketball	932	938	953	973	973	+41
Women's Basketball	1000	991	991	986	966	-34
Women's Cross Country	1000	1000	1000	1000	995	-5
Women's Track & Field	993	993	993	993	990	-3
Men's Cross Country	993	993	1000	1000	1000	+7
Football	951	942	939	947	965	+14
Men's Golf	985	993	993	1000	1000	+15
Women's Golf	961	971	981	991	991	+30
Soccer	986	989	994	994	994	+8
Softball	968	970	974	984	994	+26
Men's Tennis	1000	1000	1000	1000	994	-6
Women's Tennis	991	992	992	992	992	-1
Volleyball	1000	1000	995	990	990	-10
Beach Volleyball	n/a	n/a	n/a	n/a	n/a	n/a
Wrestling	963	961	965	970	982	+19

APR Single-Year Scores over the Last Five Years

Teams	2017-18	2018-19	2019-20	2020-21	2022-23
Men's Basketball	930	958	1000	1000	927
Women's Basketball	1000	964	1000	980	923
Women's Cross Country	1000	1000	1000	1000	981
Women's Track & Field	1000	1000	1000	975	988
Men's Cross Country	1000	1000	1000	1000	1000
Football	889	951	969	983	953
Men's Golf	1000	1000	1000	1000	1000
Women's Golf	1000	1000	1000	963	1000
Soccer	972	1000	1000	1000	978
Softball	947	989	1000	1000	988
Men's Tennis	1000	1000	1000	1000	974
Women's Tennis	963	1000	1000	1000	966
Volleyball	1000	1000	980	1000	1000
Beach Volleyball	n/a	n/a	n/a	1000	n/a
Wrestling	927	989	1000	972	955

The University of Tennessee at Chattanooga continued its tradition of posting impressive Academic Progress Rate (APR) scores, according to the information released by the NCAA in May. The NCAA numbers show the Mocs had two programs post a perfect 1000 multi-year score while 11 beat or equaled the national average.

UTC's two programs with a perfect 1000 were men's golf and men's cross country. Softball saw the biggest jump in its 4-year average. The 2022 Southern Conference Champions moved up 24 points to 994, that program's highest mark on record. Football improved 18 points to 965, while wrestling jumped 12 points to a program-record 982.

Men's basketball, men's and women's cross country, men's golf, soccer, men's and women's tennis, women's track & field, softball, soccer, and wrestling all beat the national average, while volleyball equaled the Division I mark.

Every Division I sports team across the country calculates its APR each academic year using a simple and consistent formula. Each term, scholarship student-athletes can earn 1 point for remaining eligible and 1 point for staying in school or graduating. For schools that do not offer scholarships, recruited student-athletes are tracked.

The minimum APR academic standard for each team is 930. Teams that scored below the benchmark would have to face penalties that encourage an emphasis on and prioritization of academics.

The most recent APRs are multiyear rates based on scores from the 2018-19, 2019-20, 2020-21, and 2021-22 academic years.

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

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

Note: Campus APR Benchmark:

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

Corrective Action(s)

There are no corrective actions currently.

5. NCAA Graduation Success Rate (GSR) Scores

Sport	Single-Year GSR (2021-22)	5-Year Trend GSR
Overall	91	+10
Basketball (Men's)	75	+12
Basketball (Women's)	83	-10
Women's XC/T&F	100	+9
Men's Cross Country	100	+8
Football	81	+6
Golf (Men's)	100	--
Golf (Women's)	100	--
Soccer	100	+31
Softball	100	+11
Tennis (Men's)	100	+20
Tennis (Women's)	100	+12
Volleyball	100	--
Beach Volleyball	n/a	n/a
Wrestling	78	+12

*The NCAA releases its annual report on the graduation rates of Division I student-athletes each October.

The University of Tennessee at Chattanooga Athletics Department set another program record for classroom performance. The Mocs' student-athlete Graduation Success Rate reached an all-time high of 91%, based on information released by the NCAA in November. The NCAA began tracking GSR scores in 1998.

All totaled, 10 of the Mocs' 13 measured programs scored a perfect 100% graduation rate, while 11 beat the national average for their respective sport. Figures released this week reflect graduation numbers among student-athletes who entered school in 2015.

UTC tied Samford for the Southern Conference lead with seven women's programs scoring a perfect 100%. Chattanooga was second in the SoCon with 10 overall teams with a 100% GSR score.

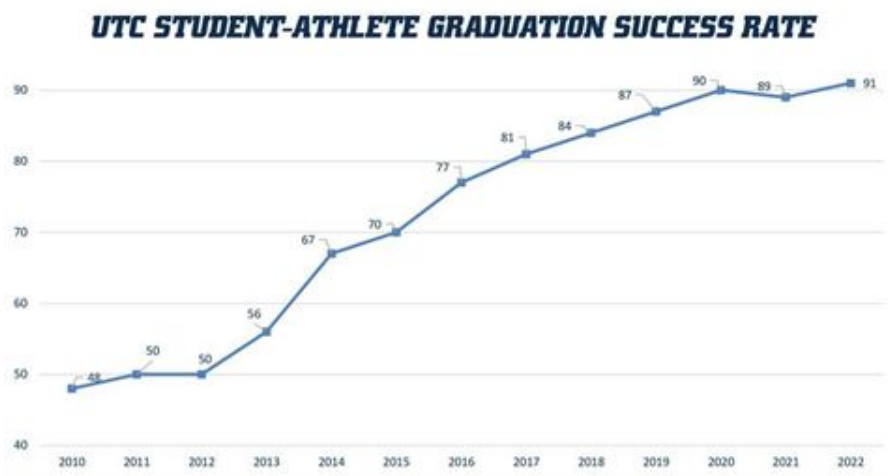
This is the first-time softball and women's basketball posted perfect scores. The volleyball program has scored a 100 for each of the last eight years, while men's tennis and soccer

have logged perfect numbers for four years in a row. Men's cross country, women's track & field and cross country and men's golf have recorded 100% GSRs for three years in a row. Football scored 81%, which beat the national average of 78% for FCS programs.

Over the last 20 years, the NCAA has seen its overall GSR increase from 74% to its current peak at 90%. As seen in the chart below, the Mocs were at 48% for GSR in 2010 and just 50% as recently as 2012. This is the second time they have broken the 90% mark, having hit that milestone first in 2020.

The GSR — which more accurately reflects the mobility of college students beyond what the federal graduation rate measures — was created by the Division I Board of Directors in 2002. The federal rate counts as an academic failure any students who leave their initial school, even if the students transfer and enroll at another school. Also, the federal rate does not include students who enter school as transfer students.

The GSR formula removes from the rate student-athletes who leave school while academically eligible and includes student-athletes who transfer to a school after initially enrolling elsewhere. This calculation provides a more accurate measure of student-athlete success.



6. Athletics' Department Benchmarks

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

Benchmarks

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

7. Admissions

Student-Athlete Admissions Policy

General Admission Standards – True Freshman:

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

General Admission Standards - Domestic Undergraduate Transfers:

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

General Admission Standards - Graduate Transfers:

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

Key Definitions

HOW IS THE INDEX CALCULATED?

- Take the cumulative GPA for the student and divide it by the highest possible score (ex. 2.4/4.0).
- Multiply that by .5, signifying that GPA is 50% of the measurement method for academic success.
- Take the Highest Achieved Test Score and Divide it by The Highest Possible Test Score (18/36)
- Multiply that times .5, signifying it is 50% of our measurement method for academic success.
- Add the GPA and Test Score numbers together for the total.
    - (2.5 GPA= .3125) + (18 ACT=.25) = .562

GPA	% = ((GPA/4)*.5)		ACT	% = ((ACT/36)*.5)
2.3	0.2875		16	0.222222222
2.4	0.3		17	0.236111111
2.45	0.30625		18	0.25
2.5	0.3125		19	0.263888889
2.55	0.31875		20	0.277777778
2.6	0.325		21	0.291666667
2.65	0.33125		22	0.305555556
2.7	0.3375		23	0.319444444
2.8	0.35		24	0.333333333
2.9	0.3625		25	0.347222222
2.95	0.36875		26	0.361111111
3	0.375		27	0.375
3.05	0.38125		28	0.388888889
3.1	0.3875		29	0.402777778
3.2	0.4		30	0.416666667
3.3	0.4125		31	0.430555556
3.35	0.41875		32	0.444444444
3.4	0.425		33	0.458333333
3.5	0.4375		34	0.472222222
3.6	0.45		35	0.486111111
3.7	0.4625		36	0.5
3.8	0.475		36	0.5
3.9	0.4875			
4	0.5			

Special Admissions

Should a student not meet the general admissions standards, the index option, or the holistic campus review, a student can be admitted by the Chancellor admission at the request of the Athletic Director. We have a limit of 3 Chancellor admissions per academic year. They are closely monitored for academic success.

8. Declared Majors

Table III

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

Fall 2022 Undergraduate and Graduate Athlete Major Enrollment			
Undergraduate Major[1]	**Student Athlete**	**All Students**	**Percent of Athletes in Major**
BA Economics	1	24	4.2%
BA English: Creative Writing	1	61	1.6%
BA Theatre	1	43	2.3%
BAS Applied Leadership	4	51	7.8%
BAS Mechatronics Engineering Technology	1	86	1.2%
BFA Art: Graphic Design	3	111	2.7%
BS Biology: General	4	212	1.9%
BS Biology: Preprofessional	10	308	3.2%
BS Biology: STEM Education	1	5	20.0%
BS Chemistry: Biochemistry	4	72	5.6%
BS Communication	20	299	6.7%
BS Computer Science: Cyber Security	2	134	1.5%
BS Computer Science: Software Systems	1	255	0.4%
BS Criminal Justice	9	340	2.6%
BS Engineering Technology Management: Construction Management	5	148	3.4%
BS Engineering Technology Management: Engineering Management	6	97	6.2%
BS Environmental Science: Biodiversity, Conservation, and Natural Resources	1	188	0.5%
BS HHP Exercise and Health Science	59	637	9.3%
BS HHP Health: Physical Education: K-12	5	43	11.6%
BS HHP Sport, Outdoor, Recreation, and Tourism Management	32	154	20.8%
BS IES: Child and Family Studies	7	91	7.7%
BS IES: Elementary Education K-5 and ESL Pre-K-12	4	213	1.9%
BS Interior Architecture	3	137	2.2%
BS Middle Grades Education: English	1	7	14.3%
BS Middle Grades Education: Mathematics	1	30	3.3%

BS Political Science and Public Service: International Relations and Comparative Politics	1	23	4.3%
BS Political Science and Public Service: Politics	1	48	2.1%
BS Political Science and Public Service: Public Administration and Non-Profit Management	1	18	5.6%
BS Political Science and Public Service: Public Law	5	80	6.3%
BS Political Science and Public Service: Public Policy	2	13	15.4%
BS Psychology	19	832	2.3%
BS Secondary Education: English	2	59	3.4%
BS Secondary Education: History	1	61	1.6%
BS Sociology and Anthropology: Anthropology	1	42	2.4%
BS Sociology and Anthropology: Sociology	8	61	13.1%
BSBA Accounting	5	243	2.1%
BSBA Entrepreneurship	4	149	2.7%
BSBA Finance: Business Finance	10	227	4.4%
BSBA Finance: Investments	5	103	4.9%
BSBA Human Resource Management	1	84	1.2%
BSBA Management	17	462	3.7%
BSBA Management: Business Analytics	4	83	4.8%
BSBA Marketing	13	489	2.7%
BSBA Marketing: Professional Sales	3	39	7.7%
BSCE Civil Engineering	1	125	0.8%
BSCE Civil Engineering: Environmental	1	32	3.1%
BSChE Chemical Engineering	4	75	5.3%
BSCPE Computer Engineering	1	57	1.8%
BSEE Electrical Engineering	2	127	1.6%
BSME Mechanical Engineering	7	252	2.8%
BSN Nursing	12	595	2.0%
BSW Social Work	1	114	0.9%
Pre-Major (Undecided)	22	398	5.5%
Total	**340**	**8,637**	

Graduate Major[1]	Student Athlete	All Students	Percent of Athletes in Major
MBA Business Administration: Finance	2	36	5.6%
MBA Business Administration: General	9	119	7.6%
MBA Business Administration: Healthcare Administration	1	26	3.8%
MED Counselor Education: School Counseling	1	15	6.7%
MED School Leadership: Teacher Leadership	4	8	50.0%
MED Secondary Education: Non-Licensure	1	8	12.5%
MPA Public Administration	2	18	11.1%
MPA Public Administration: Non-Profit	1	7	14.3%
MPH Public Health: Chronic Disease Prevention and Control	7	40	17.5%
MS Engineering Management	1	40	2.5%
MS ENGR: Electrical Engineering	1	23	4.3%
MSDA Data Analytics	3	55	5.5%
MSW Social Work	1	41	2.4%
Graduate Student Total	**34**	**436**	

9. Academic Integrity

Policies

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

STUDENT-ATHLETE CODE OF CONDUCT

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

Examples of misconduct include, without limitation:

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

- Sexual misconduct;
- Violation of team rules; and
- Failing to adhere to COVID-19 policies and procedures as outlined by UTC and/or UTC Athletics

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

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

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

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

Consistency in Policies and Standards

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

ANNUAL REPORT TO THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

2022-2023

The University of Tennessee – Knoxville

Report Prepared by:

The Office of the Chancellor and the UTK Athletics Department

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Background

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

Key Terms

National Collegiate Athletics Association (NCAA)

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

Student-Athlete

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

Academic Progress Rate (APR)

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

The APR is calculated as follows:

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

Teams must earn a four-year average APR of 930 to compete in championships. While the APR is intended as an incentive-based approach, it does come with a progression of penalties for teams that underperform academically over time. The first penalty level limits teams to 16 hours of athletics activities per week over five days (as opposed to 20 over six days), with the lost four hours to be replaced with academic activities. A second level adds additional athletics activities and competition reductions, either in the traditional or non-championship season, to the first-level penalties.

Graduation Success Rate (GSR)

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

Faculty Athletics Representative (FAR)[1]

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

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

Campus Highlights and Points of Pride

Academic Highlights

- Record GPA Performances for the Fall 2022 (3.32) and Spring 2023 (3.38) semesters
  - Spring 2023 marked the 21st consecutive semester with a 3.0+ student-athlete GPA
  - Spring 2023 also marked the first time in program history that all 16 teams earned a team GPA above 3.00
  - 16 of 16 teams earned a team GPA above 3.00
  - 8 sports set new team GPA records
  - 76% of student-athletes achieved a 3.00 GPA or higher
  - 67 and 74 student-athletes achieved a 4.00 GPA during the Fall and Spring semesters, respectively
- 93% Multi-year Graduation Success Rate (highest in school history)
  - 87% Men's GSR (ties highest in school history)
  - 98% Women's GSR (highest in school history)
- 93% Single-year Graduation Success Rate
  - 100% Women's GSR (highest in school history)
- 13 of 16 teams earned a 100% GSR
- 90 total student-athletes graduated in Fall 2022 and Spring 2023, including 19 who earned master's degrees
- Record number of student-athletes recognized on their respective Dean's List (215 in Fall 2022 and 202 in Spring 2023)
- 402 student-athletes received SEC Honor Roll distinction in 2022-2023
  - 114 earned SEC First-year Honor Roll (highest ever)
  - 69 earned SEC Winter Honor Roll (highest ever)
- Produced a school-record 15 Academic All-Americans in 2022-2023
- Secured nearly $250,000 in post-graduate scholarships from the NCAA, SEC, and UTAD for student-athletes
- 99% six-month placement rate for graduating student-athletes (Fall 2022 graduates)

Athletic Highlights

Tennessee in 2022-23 repeated as SEC All-Sports champion while becoming only the second school ever to sweep both the men's and women's all-sports standings.

Tennessee finished at an all-time best No. 6 in the final 2022-23 LEARFIELD Directors' Cup standings—second among SEC schools. The 1,078.75 points scored were the most in school history, with 19 different sports contributing at least 25 points. It was Tennessee's

first top-10 Directors' Cup finish since 2006-07, when UT landed at its previous-best No. 7.

UT also reigned supreme in the annual CBS Sports "Best of College Sports" rankings, becoming only the second SEC school ever to earn that honor. Tennessee outscored an impressive top five that was rounded out by UCLA, Alabama, Texas and TCU.

UT also became the only school to win a New Year's Six bowl game, advance both its men's and women's basketball teams to the Sweet Sixteen and send both its softball and baseball teams to the College World Series—in the same academic year.

After Tennessee football dominated the Orange Bowl and earned a No. 6 year-end national ranking, a dozen other UT teams followed suit with national top-16 showings: men's and women's swimming & diving finished seventh and eighth at their respective NCAA Championships. Men's and women's basketball both advanced to the Sweet Sixteen. At the NCAA Track & Field Indoor Championships, the Lady Vols and Vols finished seventh and 11th, respectively. Women's and men's tennis each advanced to the NCAA Championships round of 16. The men's golf team earned a year-end ranking of No. 12. Softball swept a pair of SEC titles while storming all the way to the Women's College World Series. The Lady Vols track & field squad finished tied for 10th at the NCAA Outdoor Championships, and baseball rode an impressive late season surge all the way to the Men's College World Series in Omaha (the program's second CWS appearance in three years).

When the football program earned the top spot in the first edition of the 2022 CFP rankings, it made Josh Heupel the sixth active head coach to guide his/her Tennessee program to a No. 1 national ranking. The others are baseball coach Tony Vitello (six polls, 2022), men's tennis coach Chris Woodruff (ITA, 2022), men's basketball coach Rick Barnes (AP & Coaches, 2019), men's golf coach Brennan Webb (Golfweek, 2018) and softball coach Karen Weekly (NFCA & USA Softball, 2014, 2007).

During the 2022 *calendar* year, Tennessee's ticketed men's sports—football (7-0), men's basketball (15-0) and baseball (38-5)—had a combined home record of 60-5 (.923), illustrating the tremendous homefield/homecourt advantage the Vols enjoy here on Rocky Top.

A total of 23 Tennessee games during the 2022-23 athletic year drew more than 1 million viewers. A total of 25 *telecasts* involving the Vols or Lady Vols exceeded 1 million viewers, including multiple episodes of ESPN College GameDay hosted on campus during the football season. ESPN College GameDay originated from campus four times during the athletic year, and those broadcasts drew nearly a combined 5.0 million viewers – 2.2

million (football vs. Alabama), 1.9 million (football vs. Florida), 543,000 (men's basketball vs. Texas) and 320,000 (women's basketball vs. UConn). Tennessee is the only school to have hosted ESPN College GameDay for football, men's basketball AND women's basketball all-time. It is also the only school to do it in the same athletic year. Tennessee also made history as the only school in the country to have both a softball and women's basketball game aired on ABC in the same year.

Director of Athletics/Vice Chancellor Danny White in May was selected as one of six national finalists for the *Sports Business Journal* Athletic Director of the Year Award.
The Big Orange excelled when it came to helping Vols and Lady Vols take the next steps in their careers athletically, as UT had student-athletes selected in professional leagues in football, men's and women's basketball, baseball and softball. A combined 16 (number through second day of MLB draft) Vols and Lady Vols were drafted in 2023, including first-rounders Chase Dollander (No. 9 / Colorado Rockies / MLB), Jordan Horston (No. 9 / Seattle Storm / WNBA), Darnell Wright (No. 10 / Chicago Bears / NFL) and Ashley Rogers (No. 3 / Smash It Sports Vipers / WPF). Tennessee was the only school in the country to produce top-10 picks in the 2023 NFL Draft, 2023 WNBA Draft and 2023 MLB Draft.

Football saw five individuals selected in the NFL Draft, with all of them going in the first three rounds, marking the second-most picks of any team during that span. Women's basketball produced a first-round pick for the third year in a row under Kellie Harper. This feat was achieved once before in program history under Pat Summitt, making Tennessee the only women's program to have two different coaches accomplish that feat. A total of eight Vols were selected in the MLB Draft—highlighted by Dollander being the highest-drafted pitcher straight out of college in program history. The eight were the second-most in a single draft in program history. And the Volunteers have now had 28 baseball players picked since the 2020 draft—the most of any school during that span. After men's basketball one-and-done wing Julian Phillips went 35th overall to the Chicago Bulls in the 2023 NBA Draft, seven Vols have now heard their names called in the last five NBA Drafts—the most picks over a five-year span in program history. Tennessee's seven picks over that span are tied for fourth-most among all schools nationwide.

FOOTBALL
Tennessee football culminated its first 11-win season since 2001 with an emphatic 31-14 victory over No. 7 Clemson in the Capital One Orange Bowl. The 14 points tied for the fewest scored by Clemson all season. The Vols won 11 overall games and six SEC contests

while playing the nation's fourth-toughest schedule (.645 opponent winning percentage). UT defeated three out of the last four national champions in the process.

The Volunteers finished ranked No. 6 in the Associated Press and AFCA Coaches polls, their highest finish since 2001, and it happened in Josh Heupel's second season. Tennessee tied a school record with six victories over top-25 opponents at the time of the meeting, matching the 1998 national championship team.

Tennessee shattered 13 team single-season offensive records in 2022, including total points (599), points per game (46.1), total offense (6,832), total offense per game (525.5), yards per play (7.2), total touchdowns (79), passing touchdowns (38), rushing touchdowns (40), completion percentage (68.7), passing efficiency (181.4), passing yards (4,239), fewest interceptions (3) and first downs (330).

Tennessee started the year 8-0 for the first time since 1998 and rose to No. 1 in the season's initial College Football Playoff rankings. The Vols became just the seventh program in the playoff era to hold the No. 1 ranking. It was the first No. 1 ranking for the program since UT finished the 1998 campaign as national champions. For the first time in program history, Tennessee led the nation in scoring offense (46.1), total offense (525.5), and passing efficiency (181.4). No program in the nation was more explosive offensively than Tennessee. The Vols amassed 36 plays of 40+ yards from scrimmage—eight better than the next closest team (TCU). The 36 were the most by an FBS program since Oklahoma had 37 in 2017.

Quarterback Hendon Hooker secured the highest Heisman Trophy voting finish by a Tennessee player in 25 years with fifth place. Hooker, who was a finalist for the Maxwell Award, swept the SEC Offensive Player of the Year awards as selected by the coaches and Associated Press. Hooker compiled 3,565 yards of total offense and 32 total touchdowns while finishing second in the nation in passing efficiency (175.51).

Jalin Hyatt won the Biletnikoff Award as the nation's top receiver, becoming the first in Tennessee history to do so. Hyatt earned the honor of becoming the 13th unanimous first-team All-American in school history (selected first team by every organization). Hyatt is the 78th overall first-team All-American in school history. Hyatt won the SEC, receiving triple crown, leading the league in receptions (67), receiving yards (1,267), and receiving touchdowns (15). Hyatt shattered the school record for receiving touchdowns with 15, which led all Power Five players.

Tennessee's *Rocky Top Rowdies* student section was tabbed as the "best student section in college football," earning the Taco Bell Live Más Student Section of the Year Award during ESPN's annual college football awards show. UT's *Rocky Top Rowdies* beat out UCF's *Knightmare*, Ohio State's *Block O* and Washington's *Dawg Pack* for the award.

MEN'S/WOMEN'S CROSS COUNTRY

The men's cross-country team won the 2022 NCAA South Regional in Huntsville, Alabama, on Nov. 11. Yaseen Abdalla and Dylan Jacobs finished second and third, respectively.

The men's cross-country team finished second at the SEC Championships in its first appearance under new head coach Sean Carlson, marking the program's best finish since 1999. Dylan Jacobs and Yaseen Abdalla finished in second and third place, respectively.

Tennessee head coach/director of cross-country Sean Carlson was named the USTFCCCA South Region Men's Coach of the Year, while graduate student Dylan Jacobs was selected as the USTFCCCA South Region Men's Athlete of the Year.

Sean Carlson's debut season culminated with a pair of athletes earning All-America acclaim as Dylan Jacobs and Yaseen Abdalla placed fourth and 33rd at the national meet, respectively. The Vols took 20th place at the championship event for the highest finish of any South Region squad and the best placement for the Vols since 1995.

In October—and for the first time in program history—the Tennessee men's cross-country team was ranked No. 1 in the USTFCCA South Region. The team ascended to a high of No. 14 in the *national* rankings.

SOCCER

In head coach Joe Kirt's first year at the helm, the Lady Vols soccer program claimed its third straight SEC Eastern Division Championship and advanced to the NCAA Championships.

Tennessee soccer rose to a high of No. 11 in the United Soccer Coaches national rankings. The Lady Vols posted a 7-2-1 regular-season SEC record and shut out six of seven league opponents prior to the SEC Tournament. For the first time in program history, Tennessee went undefeated on the road in SEC matches, giving up just two goals over five contests.

Soccer player Jaida Thomas earned first-team All-SEC honors after scoring a team-high 13 goals on the season, moving her career total to 38 to pull within five goals of tying the program record of 43.

VOLLEYBALL

The Tennessee volleyball team persevered through injuries and adversity to advance to its 17th all-time NCAA Tournament. As key players returned from injuries late in the season, the Lady Vols closed the season by going 7-2 to clinch another NCAA berth.

Senior Morgahn Fingall finished the season with a career-high 483 kills—the second-most in Tennessee history during the 25-point rally-scoring era—and was named to the All-SEC Team for the first time in her career. Fingall also was tabbed the league's scholar-athlete of the year before ultimately earning AVCA second-team All-America acclaim.

MEN'S/WOMEN'S GOLF

The men's golf team won the SEC Fall Match Play title on Sept. 27, defeating No. 1 Vanderbilt in the event's match-play final, 3-2, at Old Overton Club in Vestavia Hills, Alabama. The Vols qualified to face Vanderbilt in the event's match play championship after finishing second out of 14 teams in the three-round stroke play portion of the event.

The men's golf team won its second tournament title in as many tries when it followed its SEC Fall Match Play crown with the team championship at the Purdue Fall Invitational. With a three-round score of 208 (-8), the Volunteers outpaced runner-up LSU by 12 strokes. Redshirt junior Bryce Lewis completed the sweep for the Vols, capturing the individual title by four full strokes, shooting 8-under for the tournament.

Playing in his first career collegiate tournament, true first-year student Caleb Surratt captured the individual title at the Maui Jim Intercollegiate in Scottsdale, Arizona, with an 18-under performance—the best 54-hole score in relation to par in program history.

Women's golf sophomore Bailey Davis shot an incredible 63 during the second round of the Mercedes-Benz Collegiate at Knoxville's Cherokee Country Club on Sept. 19. Davis finished the event tied for second with the second-lowest 54-hole score in the tournament's 25-year history at 203 (-10).

MEN'S/WOMEN'S SWIMMING & DIVING

For the first time in program history, both programs earned top-10 finishes at the NCAA Championships during the 2022-23 campaign. The Vols finished seventh at the NCAA Championships, marking the program's best finish since 2016, and placed third at SECs. The Lady Vols took second at the SEC Championships followed by an 8th-place finish at the NCAAs, marking the sixth year in a row in which the group ended the season inside the top 10 nationally.

The men's team was led by the duo of SEC Swimmer of the Year Jordan Crooks and SEC Diver of the Year Bryden Hattie. Crooks etched his name into history this year by winning the 50 free titles at the NCAA Championships, SEC Championships and Short Course World Championships. During SECs, he threw down the second-fastest time in NCAA history at 17.93 effort, becoming only the second swimmer ever to swim under 18 seconds in the 50 free. The sophomore earned SEC Swimmer of the Meet and was a Co-Commissioner's Trophy winner after taking four gold medals at the conference championships and hauling in first team All-American recognition in seven different events at NCAAs. Hattie, who won SEC Diver of the Meet and was also a Co-Commissioner's Trophy winner, earned All-America First Team recognition on 3-meter and platform. Thanks to a list that included four dives scoring for 80-plus points, the junior was the national runner-up on tower. During the SEC Championships, he enjoyed a monster week on the boards, bringing home a pair of gold medals on platform and 3-meter and winning silver on 1-meter. Nick Stone won SEC Freshman Diver of the Year honors after scoring in all three events at SECs and earning All-America Second Team honors on platform.

Leading the Lady Vols, junior Mona McSharry and sophomore Brooklyn Douthwright both won SEC titles and finished as national runners-up in an event at the 2023 NCAA Women's Swimming & Diving Championships, which were held at Tennessee's Allan Jones Aquatic Center. McSharry swept the breaststroke events and took home silver in the 50 free at SECs, and she followed that performance up by placing second overall in the 100 breast and fourth in the 200 breast at the NCAAs. Enjoying an impressive sophomore campaign, Douthwright was the SEC Champion and national runner-up in the 200 free. She was also a member of two Lady Vol relays that earned First Team All-America recognition. Fellow sophomore Josephine Fuller earned SwimSwam Breakout Swimmer of the Year honors after earning First Team All-America honors in the backstrokes and winning silver medals in three individual events at SECs.

MEN'S BASKETBALL

The men's basketball team (25-11, 11-7 SEC) defeated Butler, USC and No. 3 Kansas in the Bahamas in November to capture the 2022 Battle 4 Atlantis championship. In the title game, the Vols held the defending national champion Jayhawks to their lowest point total (50) since November of 2014. That win also snapped Kansas' 17-game win streak dating to the previous season.

Overall, in the season, the men's basketball team defeated three top-10 opponents, toppling No. 1 Alabama, No. 3 Kansas and No. 10 Texas. The Volunteers went 5-1 vs. top-*15* foes, including an NCAA Tournament victory over No. 12 Duke to advance to the Sweet Sixteen.

The basketball Vols spent the entire season ranked in the AP Top 25, ascending as high as No. 2 on Jan. 30. During Rick Barnes' eight-year tenure on Rocky Top, the Vols have spent the entire season ranked in the AP Top 25 three times, earned a seed of No. 4 or better in the NCAA Tournament four times and have won at least 25 games four times.

Men's basketball players Santiago Vescovi, Zakai Zeigler and Julian Phillips earned postseason honors from the SEC head coaches. Vescovi repeated as a first-team All-SEC selection, while Zeigler garnered second-team All-SEC acclaim. Zeigler also landed on the coaches' SEC All-Defensive Team for the second time in as many years. Phillips' selection to the SEC All-Freshman Team gave the Vols at least one selection on that team for the third straight season.

WOMEN'S BASKETBALL

The Lady Vols basketball team (25-12, 13-3 SEC) advanced to the Sweet Sixteen round of the NCAA Tournament for the second straight season. The program has now appeared in all 41 NCAA Tournaments and in 36 of 41 Sweet Sixteens.

Head coach Kellie Harper guided the Lady Vols to 25 wins for the second straight season. It was her fourth 25-win season as a head coach.

Lady Vols senior Rickea Jackson finished the regular season as the SEC's third-leading scorer with an average of 18.9 points per game. Because of her play, she was a top-five finalist for the Cheryl Miller Award and an AP, WBCA and USBWA All-America honorable mention choice.

The SEC women's basketball coaches selected Lady Vols Jordan Horston and Rickea Jackson to their All-SEC first team. Tennessee was one of three schools to put a pair of players on the first unit, and Horston became only the fourth Lady Vol since 2012 to earn All-SEC first-team acclaim in back-to-back seasons.

Tennessee was one of only four schools nationally that saw both its men's and women's basketball teams advance to the Sweet Sixteen, joining Miami (Fla.), UCLA and UConn.

MEN'S/WOMEN'S INDOOR TRACK & FIELD

The Duane Ross era began with the 2022-23 indoor season, and the first-year head coach led UT to a pair of top-five finishes (women third, men fifth) at the SEC Indoor Championships for the first time since 2009. Two weeks later, the Lady Vols took seventh at the NCAA Indoor Championships while the men finished 11th at the national meet in Albuquerque, New Mexico.

Graduate student Dylan Jacobs was recognized as the 2023 USTFCCCA National Indoor Track Athlete of the Year after a spectacular debut season for the Vols. The distance

specialist from Orland Park, Illinois, set Southeastern Conference records and all-time top five collegiate marks in the 3,000-meter (7:36.89) and 5,000-meter (13:11.01) during the regular season, won a pair of SEC titles in the DMR and 3k and rounded out his campaign winning Tennessee's first indoor 5k national title in program history. His time of 13:37.59 at the NCAA Championships set a new all-time high-altitude collegiate record, lowering the previous standard by more than nine seconds.

On the women's side, graduate student Charisma Taylor was Tennessee's top scorer at the SEC and NCAA Championships after showcasing her versatility in the 60-meter hurdles, long jump and triple jump. Placing third, fifth and second in those events, respectively, at the national meet, the Nassau, Bahamas, native became one of 13 athletes in collegiate history to score in three events at the NCAA Division I Championships. Her most notable performance came with a leap of 14.88 meters (48-10) in the triple jump in Albuquerque, establishing herself as the No. 2 performer in collegiate history and No. 2 performer on the 2023 world list.

Lady Vol speedster Jacious Sears also stood out individually, claiming the SEC 60-meter title with a school record time of 7.11 and becoming the second fastest performer in collegiate history with a sprint of 7.04 seconds in prelims at the NCAA Championships. The Palm Beach Gardens, Florida, native finished third in the national 60-meter final with a time of 7.10, and her personal-best time of 7.04 stands as the fifth-fastest in the world in 2023.

During the indoor track & field season, the Vols and Lady Vols tallied nine school records, 10 SEC medals, and 16 All-America certificates.

WOMEN'S TENNIS

Under the direction of seventh-year head coach Alison Ojeda, the women's tennis team set a program record by winning 11 regular-season SEC matches. The Lady Vols finished league play with an 11-2 mark to clinch a double bye in the SEC Tournament. The Lady Vols went 21-6 for the year, posting the 12th 20-win season in program history. UT also concluded the year at No. 14 in the ITA Team Rankings, the best finish since 2010.

Women's tennis finished 11-2 in SEC play, the highest league win total in program history, and tallied double-digit conference victories for just the second time ever. The Lady Vols went unbeaten at home, turning in an 11-0 record on Rocky Top.

Ojeda was named SEC Co-Coach of the Year, while Daria Kuczer, Rebeka Mertena, and Elza Tomase each earned first-team All-SEC honors.

MEN'S TENNIS

On the men's tennis side, Johannus Monday was named SEC Player of the Year. Monday was a first-team All-SEC selection alongside Emile Hudd, and Shunsuke Mitsui was a second-team All-SEC honoree.

Monday captured ITA Singles All-America status for a third consecutive season, recording a dual singles record of 19-3, including a stellar mark of 16-3 (9-1 SEC) at the No. 1 singles lineup position. Monday boasted a 12-3 record against ranked singles competition, including a 5-0 mark against top-10 foes.

Monday and graduate student Pat Harper also earned All-America status as a doubles pairing. The duo was ranked in the top eight in all but one set of ITA doubles rankings during the 2023 dual season, logging a 17-5 double record together. The pair went 7-2 in SEC action, rising to as high as No. 2 in the national ITA doubles rankings.

MEN'S GOLF

Men's golf phenom Caleb Surratt was named SEC Freshman of the Year while also receiving first-team All-SEC and SEC All-Freshman Team honors. Surratt won the SEC individual championship after shooting a three-round total of 14-under to cruise past the field by six strokes at St. Simons Island in April. He became the fifth Vol in program history to win an SEC individual title and the first since David Skinns in 2005. Surratt was also the first *freshman* to win an SEC individual title since Alabama's Justin Thomas in 2012.

At the conclusion of the collegiate golf season, Surratt became the first Vol in program history to earn first-team All-America honors when he was recognized on the PING All-America Team. As a true freshman, Surratt posted a program-record single-season stroke average of 69.58 over 33 rounds while setting another single-season program record in rounds of par or better with 27.

Junior Bryce Lewis was named second-team All-SEC for the second consecutive season and posted a single-season stroke average of 70.58, which ranked fourth in program history.

ROWING

The Lady Vols rowing program earned its best finish ever during the Big 12 Championship, placing second overall, as all five boats medaled during the regatta for the first time in program history. Two Lady Vols crews notched their best finishes ever at the league championship, while four rowers (Casey Chronister, Reagan Long, Kate Schildmeyer, Emma Seawright) were selected to the All-Big 12 First Team.

Throughout the season, the 2V8 crew posted an impressive 36-6 record and earned Big 12 Boat of the Week honors twice, while the 2V4 boat received the honor once. It was the first time in program history that either of the boats had won the award.

At the season's end, rowing head coach Lisa Glenn announced her retirement following 25 years at the helm. In the history of Tennessee Athletics, only two head coaches—Pat Summitt (38 seasons with women's basketball) and Mike Patrick (29 seasons with women's tennis)—enjoyed longer tenures than Glenn. Throughout Glenn's tenure, the Lady Vols appeared in nine NCAA Championships, won three titles (2 conference, 1 region), and finished inside the top three at conference championships 12 out of 13 times, earning her Regional/Conference Coach of the Year on five occasions.

Vice Chancellor/Director of Athletics Danny White announced Kim Cupini as Tennessee rowing's new head coach on June 9. Cupini had been the head coach at SMU, where she guided the Mustangs to three American Athletic Conference titles (2021, 2022, 2023) and three consecutive NCAA Championship appearances—finishing 11th in 2021, 12th in 2022 and ninth in 2023.

MEN'S/WOMEN'S OUTDOOR TRACK & FIELD

In Tennessee's first season under head coach Duane Ross, the Vols and Lady Vols totaled 15 school records, 32 All-America honors and 22 SEC medals over the course of the indoor and outdoor seasons. The campaign concluded with the Lady Vols tying for 10th place at the NCAA Outdoor Championships, representing the first time since 2009 that the women of Tennessee finished top 10 at both national meets.

Lady Vol sprinter Jacious Sears was named the 2023 USTFCCCA South Region Track Athlete of the Year after an outstanding outdoor season, culminating with a team-high 11 points at the NCAA Championships in Austin, Texas. The junior placed third in the 100-meter (10.94w) and fourth in the in the 200-meter (22.04w), representing the best finish by a Lady Vol in both events since 2005.

Sears won the SEC Commissioner's Trophy as the highest individual point scorer at the 2023 SEC Outdoor Championships, totaling 20.5 points for Tennessee. The Palm Beach Gardens, Florida, native won the 100-meter dash with a school-record mark of 10.96 seconds, earned silver in the 200-meter with a lifetime-best clocking of 22.45, and ran relay legs on the 4x100- and 4x400-meter scoring efforts to finish half a point ahead of Arkansas' Britton Wilson and Florida's Jasmine Moore.

Charisma Taylor also shined for the Lady Vols in the outdoor postseason, collecting four All-America honors and scoring eight points at the NCAA Championships in the

horizontal jumps after claiming silver in the triple at the SEC Outdoor Championships with a school-record leap of 13.99 meters (45-10.75).

Vol graduate students Devon Brooks and Dylan Jacobs locked up outdoor conference titles in the men's 110-meter hurdles and 5,000-meter, respectively, leading the squad to a third-place finish in the team standings with 87 points at the SEC Outdoor Championships.

Senior Emmanuel Bynum stood out at the national meet with a third-place finish in the 400-meter dash with his lifetime-best 44.49-second clocking. Adding scoring performances in the 400-meter hurdles from Rasheeme Griffith (49.17, 5th) and the 110-meter hurdles from Rasheem Brown (13.53, 8th), Tennessee finished 22nd nationally with 11 points.

After a strong debut campaign under the direction of Ross and cross-country head coach Sean Carlson, the Tennessee Volunteers finished ninth overall in the 2022-23 NCAA Division I John McDonnell Men's Program of the Year Award final standings, Tennessee's best showing since the award's inception in 2008-09.

BASEBALL

Tennessee baseball continued its ascent to the upper echelon of college baseball in 2023, making it to the College World Series for the second time in the last three seasons and the sixth time in program history. Finishing the season 44-22, the Volunteers are the only team in the country to average 50 victories or more over the last three seasons in Division I baseball.

The Big Orange bats continued their power surge as Tennessee totaled 126 round-trippers on the season, led by graduate transfer Griffin Merritt's 18 homers. Merritt delivered some of the biggest regular-season moments for the Vols, crushing Friday-night walk-off home runs against Vanderbilt and Mississippi State in consecutive weekends during a nine-game winning streak that pushed Tennessee into prime position for the postseason.

Arguably, the most memorable game of the season was a 14-inning thriller at No. 3 Clemson in the NCAA Regionals. With a two-run deficit, two strikes and two outs in the bottom of the ninth, Zane Denton crushed a three-run blast out of the ballpark to flip the momentum in the crucial 1-0 game. Tennessee would go on to win the regional and the Super Regional at Southern Miss thanks to a shutdown pitching performance from Drew Beam to clinch a trip to Omaha.

SOFTBALL

Tennessee softball captured the SEC regular-season championship, leading the league wire-to-wire and winning seven of eight series while securing the league crown. It was the program's second SEC regular-season title and its first since 2007.

Senior outfielder Kiki Milloy set the Tennessee softball single season record for home runs, finishing with 25. She surpassed the previous record of 19 on the same day the Lady Vols clinched the SEC regular-season championship (May 6).

In addition to being honored as the NFCA Pitcher of the Year, graduate softball pitcher Ashley Rogers was selected as the SEC's Softball Scholar Athlete of the Year, while Karen Weekly garnered SEC Coach of the Year acclaim, and pitcher Karlyn Pickens was named SEC Freshman of the Year.

The softball team swept the 2023 SEC titles (the first time in program history) by winning the SEC Tournament in Fayetteville, defeating Florida, Alabama and South Carolina en route to its first SEC Tournament title since 2011.

The Lady Vols finished the softball season 51-10 – breaking the 50-win mark for the first time since 2013. After sweeping through the NCAA Knoxville Regional and Super Regional at Sherri Parker Lee Stadium, Tennessee advanced to the Women's College World Series semifinals. It was the program's eighth all-time appearance at the WCWS.

At the Women's College World Series in Oklahoma City, Ashley Rogers was the recipient of the Elite 90 award for the 2023 NCAA Division I Softball Championship. Rogers, who in May completed her Master's in Kinesiology, finished with a 4.0 GPA. The prestigious Elite 90 award is presented to the student-athlete with the highest cumulative grade-point average participating at the finals site for each of the NCAA's championships. Rogers also was spotlighted as the CSC Academic All-American of the year for Division I softball—the fourth Lady Vol softball student-athlete to earn that distinction.

Kiki Milloy and infielder Zaida Puni each were voted onto the Women's College World Series All-Tournament Team.

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

- Chancellor Donde Plowman was named Vice President of the SEC's Executive Committee on a two-year term.

- Co-Faculty Athletics Representative, Dr. Don Bruce, serves on the NCAA Division I Council and Men's Basketball Oversight Committee (MBOC) and was named President of 1A FAR.
- Dan Wirth, Director of Olympic Sports Performance, was named the 2023 College Strength and Conditioning Coach of the Year by the National Strength and Conditioning Association (NSCA).
- Omari Thomas (Football) serves on the SEC Football Leadership Council.
- Jahmai Mashack (Men's Basketball) serves on the SEC Men's Basketball Leadership Council and was selected to represent the SEC on the NCAA Men's Basketball Oversight Committee's (MBOC) Student-Athlete Engagement Group.
- Tamari Key (Women's Basketball) serves on the SEC Women's Basketball Leadership Council.
- Mikele Vickers (Women's Track and Field) and Kirby Connell (Baseball), SAAC Co-Presidents, serve on the SEC SAAC Leadership Council.

Additional Highlights

- Kiki Milloy (Softball) added the university's highest student honor to her impressive list of academic and athletic accolades as she was named a Torchbearer for her commitment to comprehensive excellence. Kiki was the 29th student-athlete and first softball student-athlete to receive the honor.
- In collaboration with the Haslam College of Business, the College of Communication and Information, and the Anderson Center for Entrepreneurship, Tennessee Athletics delivered the second year of comprehensive Name, Image, and Likeness programming, culminating in a minor in entrepreneurship.
- The VOLeaders Academy delivered the eighth year of comprehensive and best-in-class leadership development programming, including a sport-based international exchange in the Philippines.
- The VOLeaders Academy garnered national attention in 2022-23 as the sole recipient of the National Association of Academic and Student-Athlete Development Professionals (N4A) Model Practices Award at the 2023 National Association of Collegiate Directors of Athletics (NACDA) Convention.
- In its first year, the Tennessee-Rwanda Leadership Experience (TRLE), pronounced "Trail," a unique international, educational partnership between the Division of Diversity & Engagement and the Thornton Athletics Student Life Center, provided student and student-athlete leaders from across campus an opportunity to engage in a 10-day, two-way cultural immersion experience in Rwanda. In total, 24 undergraduate and graduate student leaders and staff across numerous academic disciplines, engaged in a series of pre-departure lectures, discussions, and workshops before spending 10 days in Rwanda engaging with governmental and local organizations to learn about the history of Rwanda from

the genocide to rebirth, economic and educational investments, and efforts to address agricultural and social issues facing Rwandan communities.

1. The Role of Intercollege Athletics

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

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

The Faculty Athletics Representative (FAR) is appointed by the Chancellor to assist the Chancellor in maintaining oversight of the intercollegiate athletics program with respect to academic success, academic integrity, student-athlete well-being, and compliance. The FAR works closely with the Chancellor, the Provost, the Athletics Director, the Associate Provost/Senior Associate Athletics Director (Director of the Thornton Center), the faculty, athletics compliance office, and other intercollegiate athletics and academics personnel to support a campus environment in which intercollegiate athletics is a vital component of the educational program. The University of Tennessee, Knoxville, currently has Co-FARs Dr. Don Bruce, who has served in this role for over a decade, and Dr. Matt Harris, who has provided additional leadership for the last two years. Specific responsibilities assigned by the Chancellor to the FAR include:

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

3. How the Chancellor Measures Intercollegiate Athletics Success

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

4. NCAA Academic Progress Rate (APR) Scores

Table 1

2022-2023 Academic Progress Rate by Sport

Sport	Men's/ Women's	Single-Year APR	Multi-Year APR	5-Year Trend APR
Baseball	Men	980	977	-2
Basketball	Men	1000	1000	+41
Basketball	Women	1000	978	-17
Cross Country	Men	1000	1000	=
Cross Country	Women	1000	1000	+10
Football	Men	968	946	-26
Golf	Men	1000	995	+2
Golf	Women	1000	1000	=
Rowing	Women	991	996	+7
Softball	Women	1000	997	+9
Soccer	Women	979	974	-7
Swimming	Men	936	966	-18
Swimming	Women	988	995	+1
Tennis	Men	938	964	-7
Tennis	Women	1000	992	-8
Track & Field	Men	981	989	-2
Track & Field	Women	982	989	-11
Volleyball	Women	1000	1000	+17

Note: Campus APR Benchmark: SEC Peers

Corrective Action(s)

No corrective actions are necessary.

Note: According to the NCAA (2023), this is the second year of publicly reported APRs after a one-year pause due to the impact of the COVID-19 pandemic. Last spring, the Division I Board

of Directors approved the release of APR scores but voted to continue the suspension of program penalties. Normal Academic Performance Program operations with program penalties and loss of access to postseason competition will resume in spring 2024.

6. NCAA Graduation Success Rate (GSR) Scores

Table 2

2022-2023 Graduation Success Rate by Sport

Sport	Men's/ Women's	Single-Year GSR	Multi-Year GSR	5-Year Trend GSR
Baseball	Men	100	100	+15
Basketball	Men	100	75	-14
Basketball	Women	100	100	+17
Football	Men	75	82	+8
Golf	Men	100	100	+22
Golf	Women	100	100	=
Rowing	Women	100	100	=
Softball	Women	100	100	+19
Soccer	Women	100	91	+2
Swimming	Men	71	88	-4
Swimming	Women	100	100	+8
Tennis	Men	100	100	=
Tennis	Women	100	100	=
Track & Field	Men	75	86	+3
Track & Field	Women	100	100	+5
Volleyball	Women	100	93	-7

6. Athletics' Department Benchmarks

Academic Progress Rate

All teams are benchmarked against SEC peers on an annual basis

Graduation Success Rate

All teams are benchmarked against SEC peers on an annual basis

Academic and Admissions

All teams are benchmarked against SEC peers on an annual basis

7. Admissions

Student-Athlete Admissions Policy

The Special Considerations Admissions Committee

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

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

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

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

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

A letter of support from a UT faculty or staff member (head coach in the case of a student athlete applicant) must be submitted for all students appearing before the committee. In the letter, the faculty or staff member should discuss the academic prospects for the

student, the reasons (as far as they are known) for poor high school and/or test performance, the value of the student to the University, and the faculty or staff member's plan for the student's academic success. SCAC will consider all information provided, including any statement the student wishes to make regarding his/her reasons for wanting to attend The University of Tennessee and the academic challenges he/she will face on campus.

All students whose applications are discussed by the committee must be interviewed in advance by a member of the Thornton Center or Student Success Center, who will report on the results of the interview.

Limits

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

There is no institutional limit on the number of students with an IR of 0.55 or above that may be admitted by the SCAC. Student-athletes with an IR below 0.55 may be admitted subject to cumulative limits for each sport as shown in the table below. These are binding limits, such that teams already at the cumulative limit will generally not be permitted to admit new counters. There is no cumulative counter limit for non-athletes.

8. Declared Majors

Table 3

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

Major Title	SA	NSA	Major Title	SA	NSA
Accounting	8	537	Mathematics	1	135
Advertising	4	217	Mechanical Engineering	12	784
Aerospace Engineering	1	378	Modern Foreign Lang/Literature	1	78
Agric Lead/Educ/Comm (Master's)	20	87	Neuroscience	7	503
Animal Science	6	479	Nuclear Engineering	3	196
Anthropology	3	391	Nursing	4	844
Architecture	2	354	Nutrition	6	181
Arts & Sci Exploratory	1	87	Philosophy	1	36
Audiology/Speech Pathology	2	315	Plant Sciences	1	128
Biological Sciences	17	725	Political Science	5	568
Biomedical Engineering	1	361	Pre-Profess Exploratory	1	19
Biosystems Engineering	1	46	Pre-Professional Programs	9	679
Business Adm Exploratory	10	711	Psychology	18	1,303
Business Administration (Master's)	3	302	Public Administration	1	32
Business Analytics	4	712	Public Health (Master's)	1	96
Chemistry	3	162	Public Policy & Administration (Master's)	1	14
Child and Family Studies	5	223	Public Relations	2	230
Civil Engineering	4	384	Recreation /Sport Management	55	505
Comm & Info Exploratory	1	23	Recreation /Sport Management (Master's)	4	52
Communication And Information (Master's)	2	172	Retail & Merchandising Management	2	26
Communication Studies	57	403	Social Work (Master's)	1	463
Computer Science	3	606	Sociology	13	337
Const Science & Ag Systems	1	161	Special Education	2	73
Const Science & Management	1	56	Studio Art	1	145

Deaf Studies	1	28	Supply Chain Management	26	1,450
Economics	4	197	Therapeutic Recreation	6	123
Ed Health Hum Science Exploratory	2	74	Undeclared (Graduate)	4	68
Education	3	258	University Exploratory	9	907
Electrical Engineering	1	214	University Undecided	4	202
English (Master's)	1	35			
Environmental & Soil Sciences	1	94			
Finance	29	1,284			
Food and Agricultural Business	1	72			
Forestry	2	115			
Geography	1	119			
Geology and Environmental Studies	1	103			
Global Studies	1	50			
Graphic Design	1	109			
Hospitality & Tourism Management	7	115			
Hotel, Restaurant, & Tourism Management	1	2			
Human Resource Management	1	108			
Industrial Engineering	1	216			
Information Sciences	3	142			
Interior Architecture	1	176			
Journalism & Electronic Media	18	415			
Kinesiology (Master's)	5	34			
Kinesiology	53	1,109			
Management	26	804			
Management and Human Resources (Master's)	11	41			
Marketing	18	1,392			

9. Academic Integrity

Policies

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

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

Consistency in Policies and Standards

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

ANNUAL REPORT TO THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

2022-23

The University of Tennessee at Martin

Report Prepared by:

Ashley Bynum – Associate Athletic Director for Internal Operations
Kurt McGuffin – Vice Chancellor & Athletic Director

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Background

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

Key Terms

National Collegiate Athletic Association (NCAA)

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

Student-Athlete

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

Academic Progress Rate (APR)

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

The APR is calculated as follows:

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

Teams must earn a four-year average APR of 930 to compete in championships. While the APR is intended as an incentive-based approach, it does come with a progression of penalties for teams that underperform academically over time. The first penalty level limits teams to 16 hours of athletics activities per week over five days (as opposed to 20 over six days), with the lost four hours to be replaced with academic activities. A second level adds additional athletics activities and competition reductions, either in the traditional or non-championship season, to the first-level penalties.

Graduation Success Rate (GSR)

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

Faculty Athletics Representative (FAR)[1]

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

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

Campus Highlights and Points of Pride

A goal of UT Martin's campus is to serve as a valuable asset to the community that surrounds the campus. The athletic department strives to be a recognizable entity in pursuing such a goal. The department is committed to providing community service in various ways across the county and beyond. The Student-Athlete Advisory Council, which is a student-led organization, takes the lead on community service efforts by identifying areas of need and encouraging teammates and other athletes to join in on the efforts. Each student-athlete is required to complete a minimum of twelve community service hours per year. The majority of athletes easily exceed this minimum, with our highest-performing student-athlete completing over 200 hours of community service during the 2022-23 academic year. The department continued to provide Christmas gifts to local foster children, participated in multiple food drives (on and off campus), read to students in local grade schools, executed a book drive in the county, and served in a variety of other ways throughout the academic year.

It was yet another banner year for Skyhawk Athletics in 2022-23, as three different athletic programs combined to win four Ohio Valley Conference championships. UT Martin football won its second straight OVC title, completing the first undefeated conference season in school history. The Skyhawk volleyball squad won their first OVC regular season championship in 20 years, tying the school record for OVC victories and winning its first-ever postseason match. UT Martin beach volleyball swept the OVC regular season and tournament titles for the second straight season, setting a conference record for victories and receiving votes in the national poll for the first time ever. Overall, 14 of the Skyhawks' 17 sports finished in the top five of their conference or region standings, leading to the school's highest finish in the history of the OVC Commissioner's Cup standings. UT Martin produced 70 conference Players of the Week, 77 all-conference performers, 11 All-Americans, two all-district honorees, one conference Player of the Year, five conference Freshmen of the Year, three conference Coaches of the Year, two NFL signees, and the highest MLB Draft pick in school history. Academically, Skyhawk Athletics produced a 3.25 cumulative Grade Point Average for the 2022-23 academic year. The spring term marked the seventh consecutive semester that the athletic department registered at least a 3.20 cumulative GPA.

1. The Role of Intercollegiate Athletics

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

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

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

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

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

Administratively, the faculty athletics representative:

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

Academically, the faculty athletics representative:

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

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

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

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

Regarding compliance, the faculty athletics representative:

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

3. How the Chancellor Measures Intercollegiate Athletics Success

The Chancellor utilizes a combination of the following achievements to determine the success of athletics on campus: Academic Progress Rate, Graduation Success Rate, cumulative Grade Point Average for the department, budget, and fundraising. The primary measurement tools for the department's success academically are APR, GSR, and GPA. The Academic Progress Rate and the Graduation Success Rate reports are compiled for the NCAA yearly to measure the department's success at the national level. Therefore, using the same measurements on a campus level is appropriate. The Chancellor's benchmarks in these areas are higher than the NCAA benchmarks required to avoid penalties. The Academic Progress Rate goal is for all programs to earn a single-year rate of 950 or above. The goal for the Graduation Success Rate is for all programs to equal to or exceed 75%. The annual cumulative grade point average goal is for each program to reach 2.95 or above. Fourteen of the fifteen programs evaluated met this threshold for the 2022-23 academic year. This is on par with the performance in this area during the previous academic year.

From a budgetary standpoint, the benchmark should present no deficit at the end of the fiscal year. Lastly, for fundraising, the Chancellor measures success by determining if gift pledges to the athletic department show an increase by at least fifteen percent for the fiscal year based on a rolling average of gift pledges to the athletic department for the past five fiscal years. With the change in leadership, athletics' measure of success will be re-evaluated with Dr. Yancy Freeman to ensure that these standards are acceptable to him going forward.

4. NCAA Academic Progress Rate (APR) Scores

Table 1:

2021-22 Academic Progress Rate by Sport

Sport	Men's/ Women's	Single-Year APR	5-Year Trend APR
Baseball	Men's	943	973
Basketball	Men's	977	953
Basketball	Women's	985	991
Cross Country	Men's	965	987
Cross Country	Women's	1,000	994
Football	Men's	905	948
Golf	Men's	1,000	1,000
Rifle	Mixed	1,000	994
Soccer	Women's	976	988
Softball	Women's	987	997
Tennis	Women's	1,000	992
Track	Men's	978	978
Track	Women's	1,000	963
Volleyball	Women's	977	995
Beach Volleyball	Women's	1,000	1,000

Campus APR Benchmark: The institution strives to meet the NCAA-designated benchmarks for Academic Unit funding regarding APR. The departmental score that would qualify UT Martin for the Academic Unit funding is a single-year score of 985. This academic year, the single-year departmental rate was 977.

Corrective Action(s)

The institution did not reach the departmental benchmark this academic year. There has been a significant shift in NCAA regulations regarding transferring, and this has impacted retention efforts on campus. The NCAA is changing some of the parameters of the Academic Performance Rate to adjust to the changing landscape of college athletics. At this time, the athletic department is educating coaching staff and enacting policies and procedures to encourage retention efforts from a departmental standpoint. This includes

additional contact from administrative staff and partnerships with campus departments tasked with improving retention numbers. It is the hope of the department that these partnerships will ensure higher retention and graduation rates for student-athletes.

NCAA Graduation Success Rate (GSR) Scores

Table 2:

2021-2022 Graduation Success Rate by Sport

Sport	Men's/ Women's	Single-Year GSR	5-Year Trend GSR
Baseball	Men's	81	85.4
Basketball	Men's	78	77.4
Basketball	Women's	91	92.8
Cross Country/Track	Men's	63	80.6
Cross Country/Track	Women's	92	90
Football	Men's	59	67
Golf	Men's	100	100
Rifle	Mixed	89	85.2
Soccer	Women's	82	89.4
Softball	Women's	100	98.8
Tennis	Women's	100	100
Volleyball	Women's	91	87.4

5. Athletics Department Benchmarks

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

Academic Progress Rate

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

The Chancellor's tool for measuring success regarding APR requires all teams present with a score of 950 or above the single-year rate. During the 2021-22 academic year, thirteen of the fifteen programs achieved this benchmark. The programs that do not meet the benchmark listed above undergo extensive education, evaluations, and recruitment monitoring to facilitate an increase in scores for that program. Six programs achieved a perfect score throughout the 2021-22 academic year.

Graduation Success Rate

The Graduation Success Rate is based on the ability of the programs to graduate the student-athletes recruited to this institution. To determine the success of the programs on campus, the athletic department focuses on the trends of the specific sport in question. For example, if softball has maintained an 85% for the past five years, they are expected to maintain either the same or higher rates. If there is a drop in the graduation rate of a specific program, the compliance office will evaluate the lost points and request an explanation from the head coach. If the reason for the decrease in the rate is not justified once the coach provides an explanation, additional oversight, and education will be provided by the compliance office and Athletic Director in a similar manner to how programs are monitored if determined to be at risk in the area of APR.

The Chancellor's tool for measuring success regarding GSR is that all teams present with a percentage of 75% or above the single-year rate. During the 2021-22 academic year, ten of the twelve programs reached the Chancellor's tool for measuring success. The programs that do not meet the benchmark listed above undergo extensive education, evaluation, and recruiting monitoring to facilitate an increase in scores for that program. Three programs achieved a perfect score throughout the 2020-21 academic year: golf, softball, and tennis.

6. Admissions

Student-Athlete Admissions Policy

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

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

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

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

Students who have obtained a GED or HiSet Diploma

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

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

- English: 4 units
- Algebra: 2 units
- Advanced Math: 2 units of geometry, trigonometry, calculus, or advanced mathematics
- Natural/Physical Science: 3 units; 1 must be a course in biology, chemistry, or physics
- U.S. History: 1 unit
- Social Studies: 1 unit of world history, European history, or world geography (may be fulfilled by completing two one-half unit courses)

- Foreign Language: 2 units in the same language
- Visual/Performing Arts: 1 unit of theater arts, visual arts, music theory, music history, vocal music, instrumental music, or art history

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

Special Admissions

Conditional Admission

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

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

- Number of conditional admits for the entire student body for Fall 2021: 1,006*
- Number of conditional admits for the athletic department for Fall 2021: 21
- Rate: 2% of conditional admits were student-athletes
- 1.8% increase in the percentage of conditional admits that were student-athletes from the Fall of 2021

*An increase in the number of conditional admits is associated with a temporary admissions process approved by the Provost and Faculty Senate in response to ACT test cancelations during the COVID pandemic. Some UTM students initially accepted under the test-flexible admissions process with a minimum 3.0 GPA were subsequently coded as conditional if the student fell below UTM's regular admissions requirements of 3.0 GPA and 19 ACT upon submission of test scores.

8. Declared Majors

Table 3

2022-23 Comparison of Majors for Student-Athletes (SA) and Non-Student-Athletes (NSA)

Major Title	SA	NSA	Major Title	SA	NSA
Accounting	9	98	Geoscience	1	39
Ag & Natural Resources Syst Mgt	3	30	Health & Human Performance	70	263
Agricultural Business	26	332	Information Systems	2	35
Agriculture (General)	9	232	Integrated Studies	8	255
Biology	12	152	Interdisciplinary Studies	86	222
Business Administration	11	176	International Studies	1	9
Cell & Molecular Biology	3	46	Management	40	295
Chemistry	2	22	Marketing	9	95
Chemistry (BSCh)	3	5	Mechanical Engineering	6	21
Communications	4	53	Natural Resources Mgt	4	119
Computer Science	2	91	Nursing	20	296
Counseling (GR)	2	119	Psychology	6	181
Criminal Justice	19	181	Secondary Education	2	80
Economics	6	38	Social Work	3	108
Educational Leadership (GR)	2	70	Sociology	1	13
Engineering	19	166	Strategic Communication(MASC) (GR)	6	27
Family and Consumer Science	5	67	Teaching	3	233
Fine Arts & Performance	2	102	Veterinary Science &Technology	13	272
Finance	11	89	Sport Coaching & Performance	4	9

9. Academic Integrity

Policies

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

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

12. Knowingly permits one's work to be submitted by another person without the instructor's authorization;
13. Attempts deceitfully to influence or change one's academic evaluation or record or
14. Indulges in conduct so disruptive as to infringe upon the rights of an instructor or fellow students during a class or examination session.

Consistency in Policies and Standards

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

ANNUAL REPORT TO THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE

2022-23

The University of Tennessee Southern

Report Prepared by:

Dr. Chris Mattingly, Director of Institutional Research & Faculty Athletics Rep

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Background

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

The University of Tennessee Southern offers 18 varsity sports through the NAIA (8 men's, 9 women's, 1 co-ed), 7 junior varsity sports through the NAIA (3 men's, 4 women's), and 1 varsity club sport (co-ed). These are summarized in Table 1 below. The sports that started after 2016 haven't reached the six-year mark and are not included in the graduation rate statistics provided. Their start dates are noted in the graduation rate table.

Table 1

NAIA Sports at UT Southern

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

Key Terms

National Association of Intercollegiate Athletics (NAIA)

The National Association of Intercollegiate Athletics (NAIA) is a college athletics association for small colleges and universities in North America. For the 2022-23 season, it has 250 member institutions, of which two are in British Columbia, one in the U.S. Virgin Islands, and the rest in the conterminous United States. The NAIA, whose headquarters is in Kansas City, Missouri, sponsors 28 national championships. The CBS Sports Network, formerly CSTV, serves as the national media outlet for the NAIA. In

2014, ESPNU began carrying the NAIA Football National Championship. The NAIA was the first association to admit colleges and universities outside the United States. The NAIA began welcoming Canadian members in 1967. UT Southern is an NAIA institution.

National Collegiate Athletics Association (NCAA)

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

Student-Athlete

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

Academic Progress Rate (APR)

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

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

Graduation Success Rate (GSR)

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

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

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

Faculty Athletics Representative (FAR)[1]

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

The NAIA also utilizes a Faculty Athletics Representative. NAIA's Council of Faculty Athletics Representatives initiates policies to evaluate and implement academic standards. The Faculty Athletics Representative Association comprises all faculty

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

athletics representatives on all NAIA campuses and provides professional development and leadership for the FARs.

Campus Highlights and Points of Pride

- Between all programs, there were five national tournament appearances this year.
- Bob Heard was named National Collegiate Bowling Coaches Association Men's Bowling Coach of the Year.
- Tommy Clem was named Mid-South Conference Assistant Coach of the Year for Men's Golf.
- Brian Davies was named Mid-South Conference Coach of the Year for Men's Soccer.
- Taylor Jones was named Mid-South Conference Assistant Coach of the Year for Men's Soccer.
- Estelle Badoedana Ekada was named Mid-South Conference Player of the Year for Women's Soccer.
- Eleven student-athletes were named NAIA All-Americans:
  - Landon Rogers (Baseball)
  - Charlie Griffiths (Cheer)
  - Nakiya Mostella (Cheer)
  - Colt Roberts (Cheer)
  - Tyler Betz (Men's Bowling)
  - Hayden Stippich (Men's Bowling)
  - Carlos Galan (Men's Soccer)
  - Lindsay Brown (Women's Bowling)
  - Estelle Badoedana Ekada (Women's Soccer)
  - Yuki Watari (Women's Soccer)
  - Suzuho Yamasaki (Women's Soccer)
- Forty-three student-athletes were named as NAIA Scholar-Athletes.
- Thirty-four student-athletes were named to the All-Conference Team for their respective sports.
- The institution was again named a Champions of Character® Five-Star Gold Award winner.
- Volleyball was awarded the American Volleyball Coaches Association's Team Academic Award.

1. The Role of Intercollegiate Athletics

In Fall 2022, UT Southern enrolled 934 total students. Excluding the dual-enrolled students still in high school, there were 825 degree-seeking students. Intercollegiate athletics is a vital part of the UT Southern experience, with 39% of degree-seeking students participating in varsity athletics and 49% of degree-seeking students participating in the athletics program.

The Athletics Department lists among its division goals:

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

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

The Athletics Department also values the phrase "student-athletes." Athletes learn that they are students and that their academics take priority over their athletics. The Athletics Department tries to exceed the institution's overall average retention and graduation rates by having high standards for student-athletes and holding them accountable for their academics. Additionally, through the NAIA's Champions of Character initiative, athletics hopes to create well-rounded people who make good choices in all aspects of their lives. UT Southern participates in the Champions of Character initiative and has again achieved Gold Star status for the 2022-23 school year by promoting the five core values (Integrity, Respect, Responsibility, Sportsmanship, and Servant Leadership) in its student-athletes and staff.

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

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

"A faculty athletics representative shall:

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

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

In his role with athletics, the FAR reports directly to the Chancellor and works closely with the Director of Intercollegiate Athletics, Associate Vice Chancellor for Admissions & Prospective Students, and coaches to ensure the athletics program's eligibility and integrity.

3. How the Chancellor Measures Intercollegiate Athletics Success

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

4. Academic Progress for Student-Athletes

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

It's important to note that these rosters are reported by the coaches in the Fall semester and frozen; therefore, they can include students who practiced with the teams but were not eligible to compete. The rosters also exclude student-athletes who joined the team in the Spring semester. This retention rate differs from the NCAA's academic progress rate, as it does not reward academic eligibility for student-athletes who do not return or punish academic ineligibility for student-athletes who do return. The NCAA APR is also a four-year aggregate computed semester-to-semester.

Table 2

2022-23 Academic Progress Rate by Sport

Sport	Men's/Women's	Single-Year Rate	4-Year Average
Baseball	Men's	83%	72%
Baseball (JV)	Men's	76%	75%
Basketball	Men's	61%	67%
Basketball (JV)	Men's	47%	45%
Bowling	Men's	81%	83%
Cross Country	Men's	70%	74%
Golf	Men's	87%	83%
Soccer	Men's	81%	64%
Soccer (JV)	Men's	73%	68%
Swimming	Men's	60%	N/A (started 2020)
Tennis	Men's	75%	66%
Basketball	Women's	70%	78%
Basketball (JV)	Women's	67%	62%
Bowling	Women's	69%	80%
Cross Country	Women's	33%	60%
Golf	Women's	67%	75%
Soccer	Women's	89%	82%
Soccer (JV)	Women's	92%	73%
Softball	Women's	91%	85%
Softball (JV)	Women's	67%	78%
Swimming	Women's	75%	N/A (started 2020)
Tennis	Women's	100%	89%
Volleyball	Women's	58%	78%
Volleyball (JV)	Women's	50%	67%
Cheerleading	Co-Ed	69%	65%
Clay Target	Co-Ed	100%	86%
UT Southern	Total	71%	69%

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

Corrective Action(s)

JV Men's Basketball was discontinued beginning in Fall 2022.

JV Women's Basketball, JV Volleyball, Men's Bowling, and Women's Bowling have been discontinued beginning in Fall 2023.

UT Southern has also moved from the Mid-South Conference in 2022-23 to the Southern States Conference in 2023-24.

JV Basketball teams (Men's and Women's) were cut primarily due to academics. They were consistently the teams with the lowest academic performance and the teams that had the hardest times making their rosters and keeping students eligible – those were planned cuts. JV Volleyball and Men's and Women's Bowling had less to do with academics. They were less planned and had more to do with staffing, recruiting, and travel/practice issues.

5. Graduation Rates for Student-Athletes

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

Table 3

2022-23 Graduation Success Rate by Sport

Sport	Men's/ Women's	Single-Year Rate 2016 Cohort	4-Year Rate 2013-2016 Cohorts
Baseball	Men's	6%	24%
Basketball	Men's	0%	16%
Bowling	Men's	17%	38%
Cross Country	Men's	N/A (started 2017)	N/A (started 2017)
Golf	Men's	50%	50%
Soccer	Men's	25%	21%
Tennis	Men's	67%	63%
Basketball	Women's	25%	26%
Bowling	Women's	43%	28%
Cross Country	Women's	N/A (started 2017)	N/A (started 2017)
Golf	Women's	-	83%
Soccer	Women's	40%	38%
Softball	Women's	38%	33%
Tennis	Women's	0%	50%
Volleyball	Women's	57%	46%
Cheerleading	Co-Ed	22%	43%
Clay Target	Co-Ed	33%	48%
UT Southern	Total	30%	33%

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

6. Athletics Department Benchmarks

Academic Progress

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

Graduation Rate

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

Academics and Admissions

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

The NAIA has a policy for initial freshman eligibility. This policy serves as a benchmark for the Athletics Department concerning admissions. The "two-out-of-three rule" requires traditional high school graduates to meet at least two of the three standards: 2.0 high school GPA, top-half of high school class, or a minimum composite score of 18 on the ACT or 970 on the SAT.

7. Admissions

Student-Athlete Admissions Policy

UT Southern does not have a separate admissions policy for student-athletes. In 2022-2023, the University admitted first-time students with a minimum 17 Composite score on the ACT and a minimum 3.0 high school GPA or a minimum 18 Composite score on the ACT and a minimum 2.0 high school GPA. Transfer students are admitted based on good standing at their last school and a minimum cumulative transfer GPA of 2.0. Students who do not meet these requirements for admission may be offered admission by the Provost if exceptional circumstances exist.

Special Admissions

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

8. Declared Majors

Table 4

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

Major Title	SA	NSA	Major Title	SA	NSA
Accounting	2.7%	1.5%	History	1.5%	1.3%
Behavioral Sciences	3.2%	6.6%	Homeland Security	0.3%	0%
Biology	5.9%	6.6%	Human Performance and Physical Education	14.5%	4.0%
Business Administration	6.6%	2.8%	Interdisciplinary Studies	2.9%	4.3%
Chemistry	1.5%	0.4%	Management	22.8%	8.5%
Computer Information Systems	1.0%	0.6%	Management Information Systems	1.5%	0.6%
Criminal Justice	7.6%	6.4%	Mathematics	0.7%	0.8%
Cybersecurity	2.0%	1.5%	Non-Degree Seeking	0%	0.4%
Elementary Education	4.2%	6.2%	Nursing	3.9%	10.4%
English	1.0%	2.3%	Public Health Education	2.9%	1.9%
Fine Arts	0%	0.4%	Religion and Philosophy	0%	0%
General Studies	3.4%	3.8%	Special Education	1.2%	0.9%
			Sport Management	7.6%	1.5%
Dual Enrollment	0%	20.3%			
Masters Business Admin	1.2%	4.7%	Masters in Crim Justice	0%	1.5%

9. Academic Integrity

Policies

Per the 2022-2023 Student Handbook, all students were bound by a Student Code of Conduct. The introduction to the Code of Conduct describes its purpose of advancing the mission of the University by maintaining a safe and secure learning environment, protecting the rights and privileges of all members of the University community, providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving institutional integrity and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.

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

Standards

From the Student Handbook Section 1720-07-01-.12 Honor Statement:

(1) **Honor Statement.** An essential feature of the University is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. The University utilizes an Honor Statement that reads, "As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my personal commitment to honor and integrity." Each student is responsible for knowing and adhering to the terms and conditions of the Honor Statement.

(2) **Academic Dishonesty.** The Honor Statement prohibits cheating, plagiarism, and any other type of academic dishonesty.

(3) **Plagiarism.** Plagiarism is using someone else's intellectual property or product without giving proper credit. The undocumented use of someone else's words or ideas in any communication medium (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism include, but are not limited to, (a) using without proper documentation (quotation marks and citation) written or spoken words, phrases, or sentences from any source; (b)

summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge); (c) borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge); (d) collaborating on a graded assignment without the instructor's approval; and (e) submitting work, either in whole or in part created by a professional service or used without attribution (e.g., paper, speech, bibliography, or photograph).

(4) **Examples of Other Types of Academic Dishonesty.** Specific examples of other types of academic dishonesty include, but are not limited to: (a) providing or receiving unauthorized information during an examination or academic assignment, or the possession and/or use of unauthorized materials during an examination or academic assignment; (b) providing or receiving unauthorized assistance in connection with laboratory work, field work, scholarship, or another academic assignment; (c) falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with an academic assignment; (d) serving as, or enlisting the assistance of, a substitute for a student in the taking of an examination or the performance of an academic assignment; (e) altering grades, answers, or marks in an effort to change the earned grade or credit; (f) submitting without authorization the same assignment for credit in more than one (1) course; (g) forging the signature of another or allowing forgery by another on any class or University related document such as a class roll or drop/add sheet; (h) gaining an objectively unfair academic advantage by failing to observe the expressed procedures or instructions relating to an exam or academic assignment; and (i) engaging in an activity that unfairly places another student at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

Consistency in Policies and Standards

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

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS, RESEARCH AND STUDENT SUCCESS
Institutional Effectiveness

Degrees Awarded, Student Debt & Graduate Outcomes

Board of Trustees — October 13, 2023

Class of 2021
ΑΓΡ

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University of Tennessee

SYSTEM

Degrees Awarded, Student Debt & Graduate Outcomes

October 2023

2023 UT System Outcomes

Total Degrees Awarded

+10.1%

5-Year Change

Average Student Debt (Bachelor's Recipients)

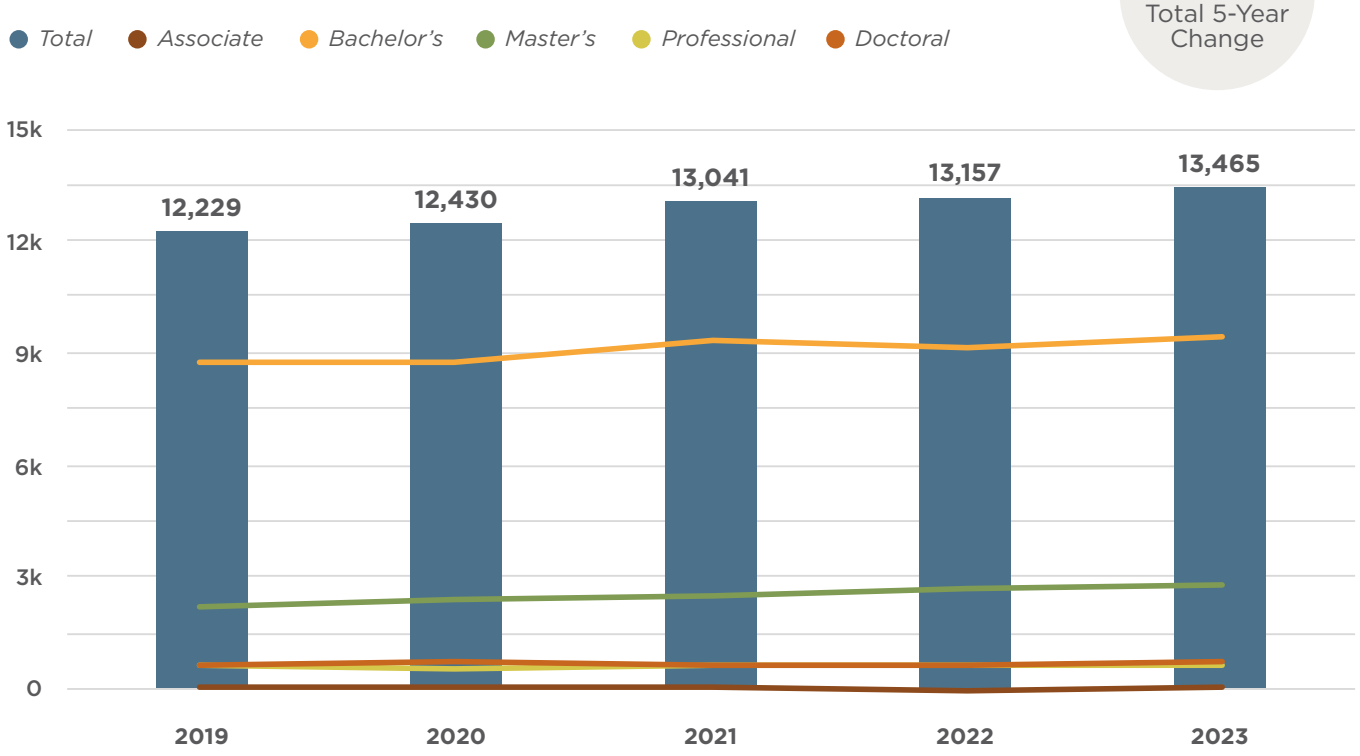
-4.4%

5-Year Change

DEGREES AWARDED *2019-2023*

Total Degrees Awarded

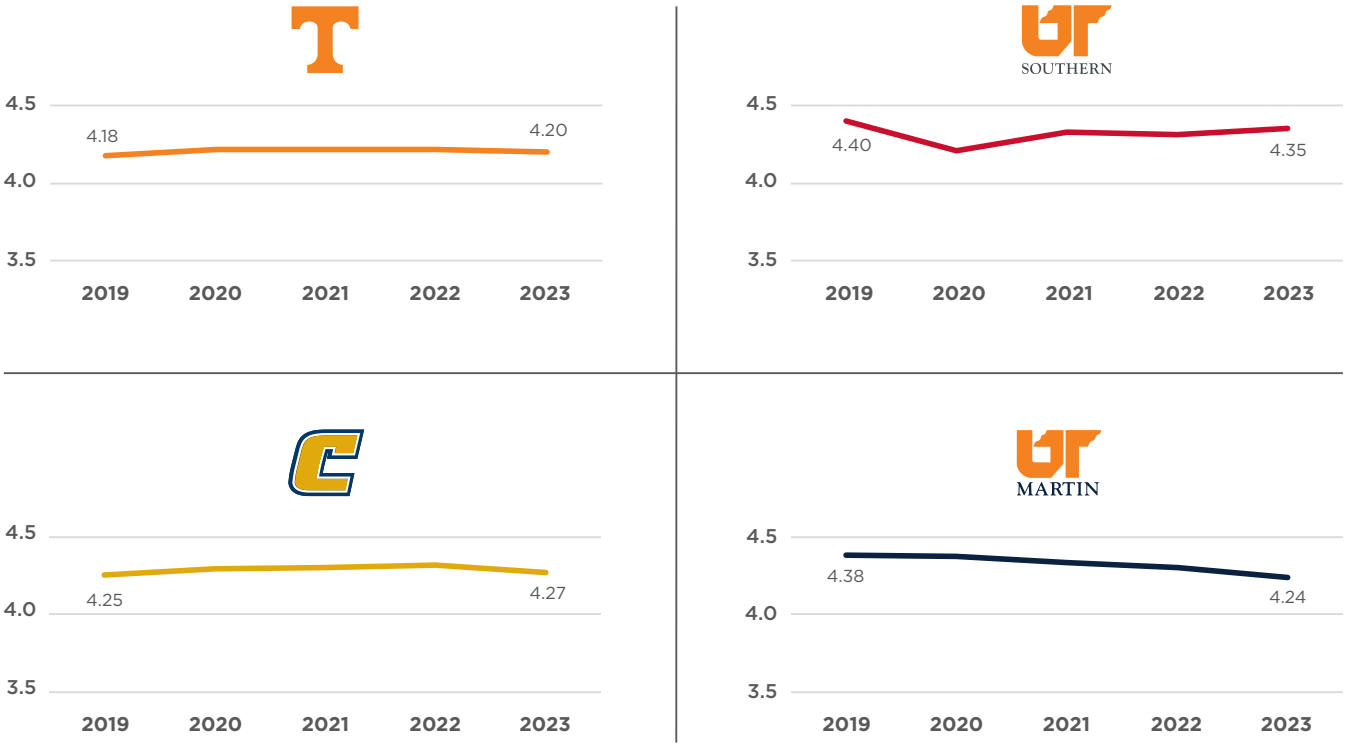
+10.1%
Total 5-Year Change



UT System

TIME TO DEGREE *2019-2023*

Average Time to Bachelor's Degree

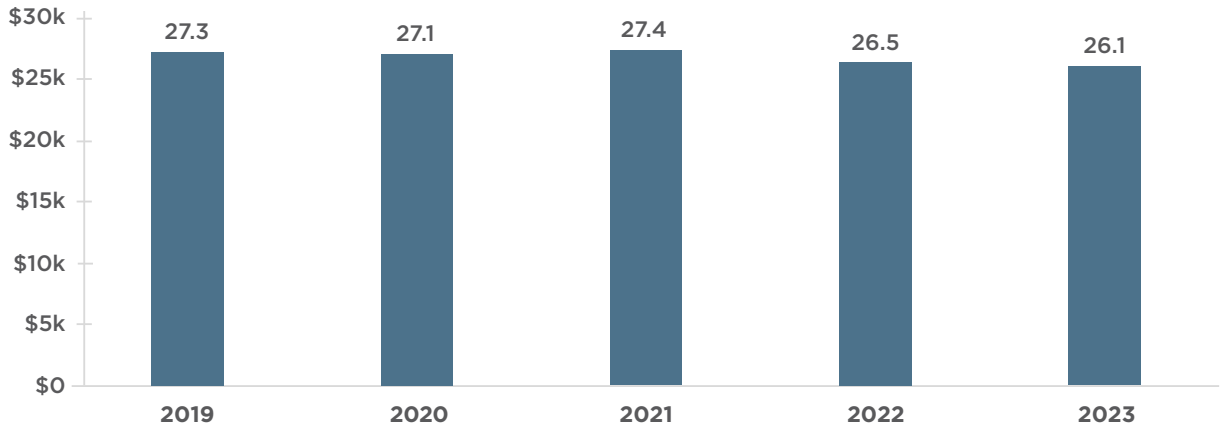


Note: UT Health Science Center primarily awards graduate and professional degrees.

STUDENT DEBT – BACHELOR'S RECIPIENTS *2019-2023*

Average Student Debt of Bachelor's Recipient Borrowers

5-Year Change **-4.4%**



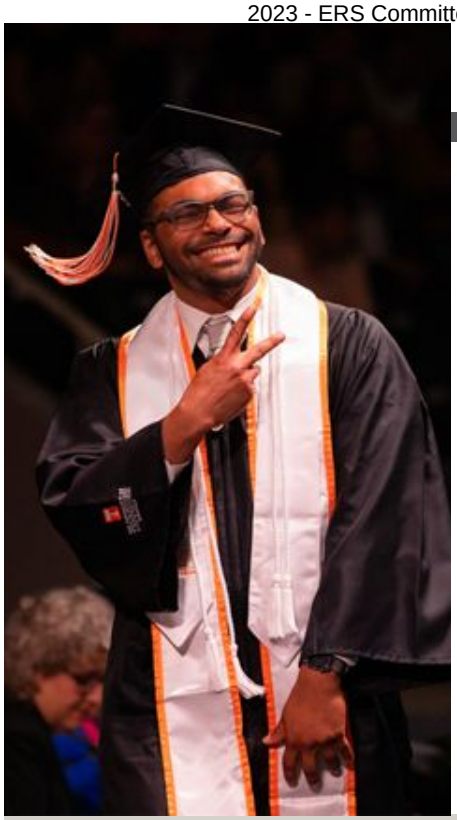
Note: Student debt figures do not include non-borrowers and include only students who entered college as first-time full-time freshman.

University of Tennessee,

KNOXVILLE

Degrees Awarded, Student Debt & Graduate Outcomes

October 2023

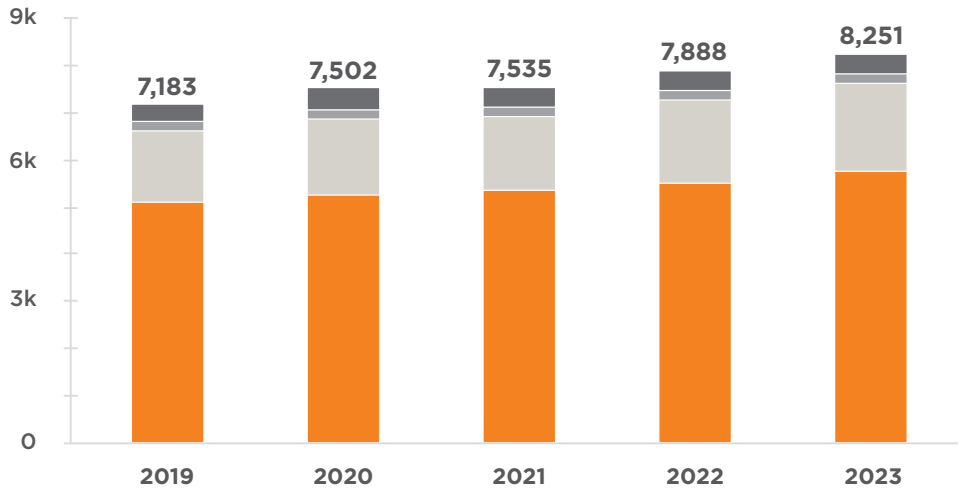


DEGREES AWARDED *2019-2023*

Total Degrees Awarded

+14.9%
Total 5-Year Change

Bachelor's *Master's* *Professional* *Doctoral*



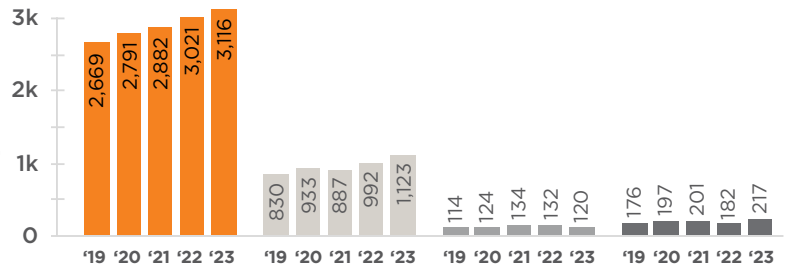
2023 UT Knoxville Outcomes

Total Degrees Awarded	Average Student Debt (Bachelor's Recipients)	Graduate Outcomes
+14.9%	**-3.8%**	**63%**
5-Year Change	*5-Year Change*	*Employed*

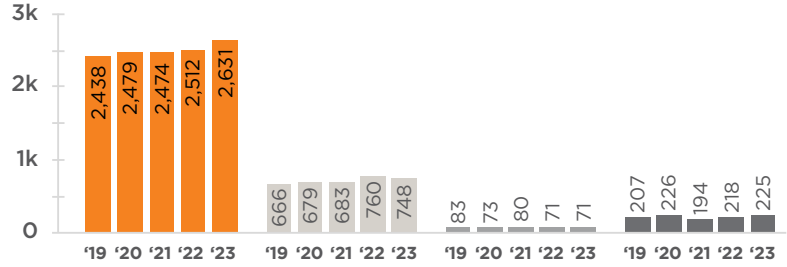
Degrees Awarded by Gender

Bachelor's *Master's* *Professional* *Doctoral*

+20.8%
Total 5-Year Change



+8.3%
Total 5-Year Change



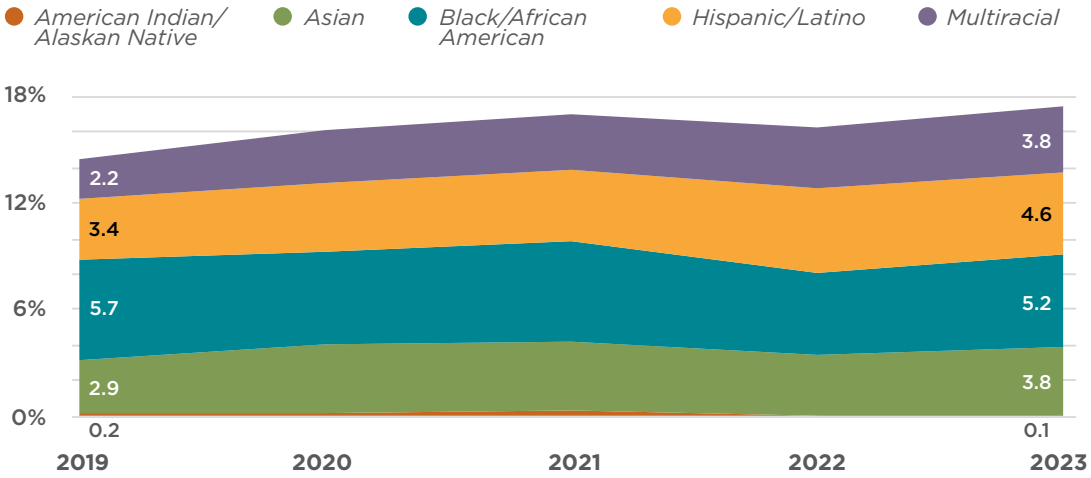
UT Knoxville

Degrees Awarded by Residency (Percent In-State)

5-Year Change	-8.5% Bachelor's	-3.0% Master's	+3.5% Professional	+2.6% Doctoral
2019	86.9%	70.2%	76.6%	43.3%
2020	85.9%	71.3%	76.6%	47.0%
2021	83.1%	68.7%	66.8%	45.1%
2022	81.3%	68.4%	77.8%	48.0%
2023	78.4%	67.2%	80.1%	45.9%

8

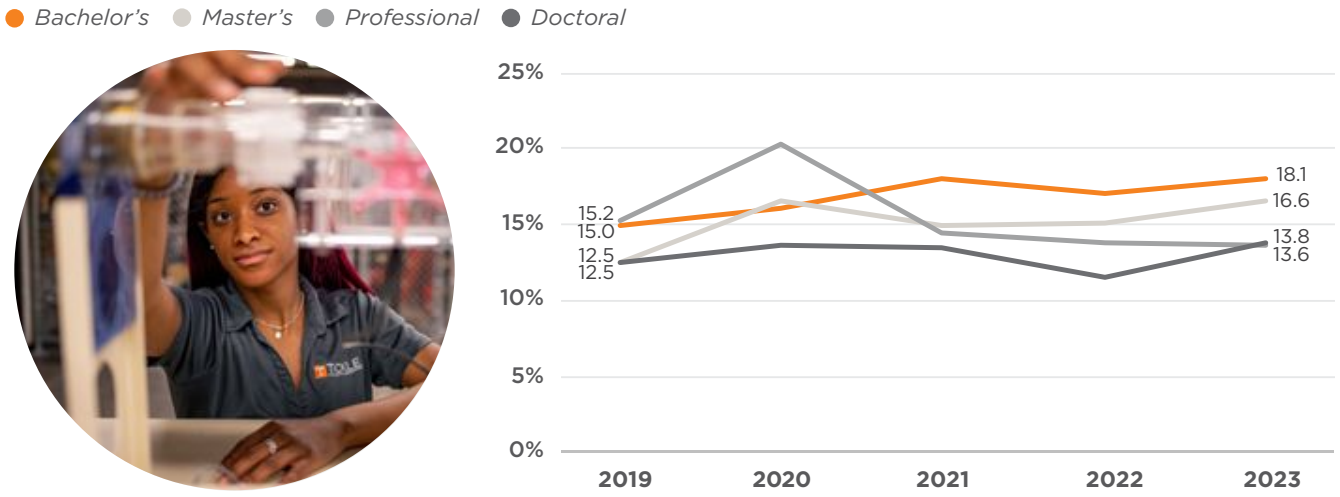
Total Degrees Awarded by Racial/Ethnic Minorities (Percent)



Total 5-Year Change	
American Indian/ Alaskan Native	+1.6%
Asian	+1.2%
Black/African American	-0.5%
Hispanic/Latino	+0.9%
Multiracial	-0.1%

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

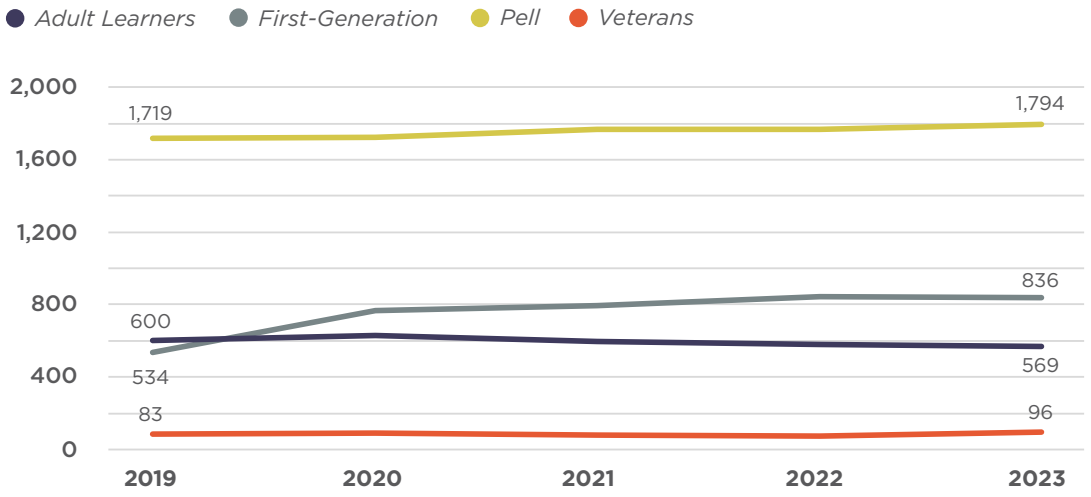
Total Racial/Ethnic Minorities by Degree Level (Percent)



Total 5-Year Change	+3.1% Bachelor's	+4.1% Master's	-1.6% Professional	+1.3% Doctoral

UT Knoxville

Bachelor's Degrees by Other Populations



Total 5-Year Change

+4.4% Pell

+56.6% First-Generation

-5.2% Adult Learners

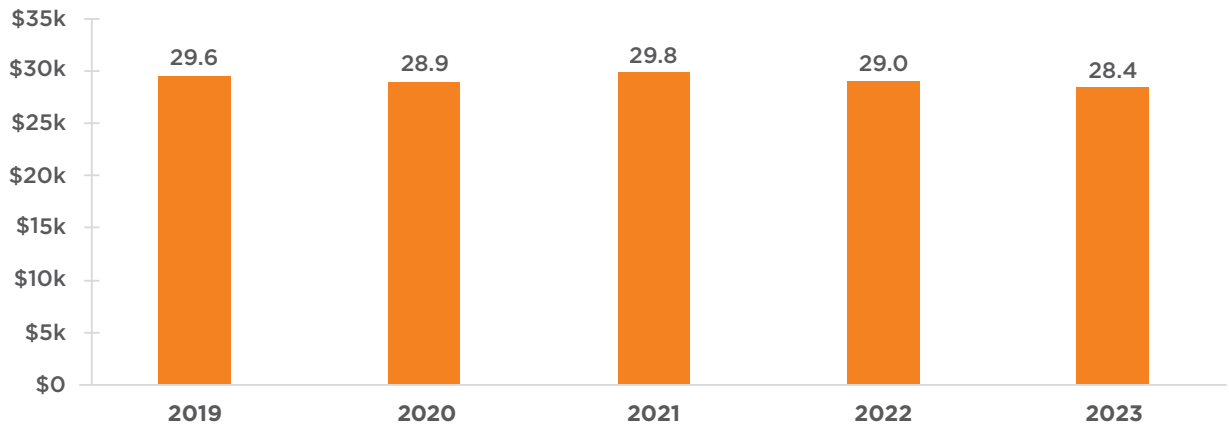
+15.7% Veterans

8

STUDENT DEBT – BACHELOR'S RECIPIENTS *2019-2023*

Average Student Debt of Bachelor's Recipient Borrowers

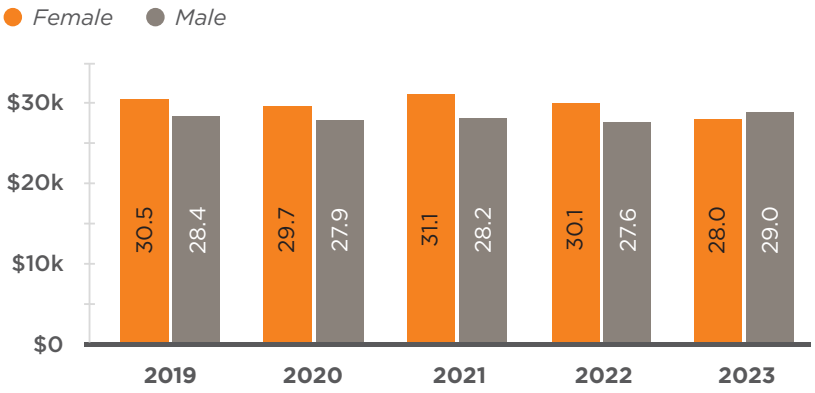
5-Year Change **-3.8%**



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

UT Knoxville

Average Student Debt by Gender

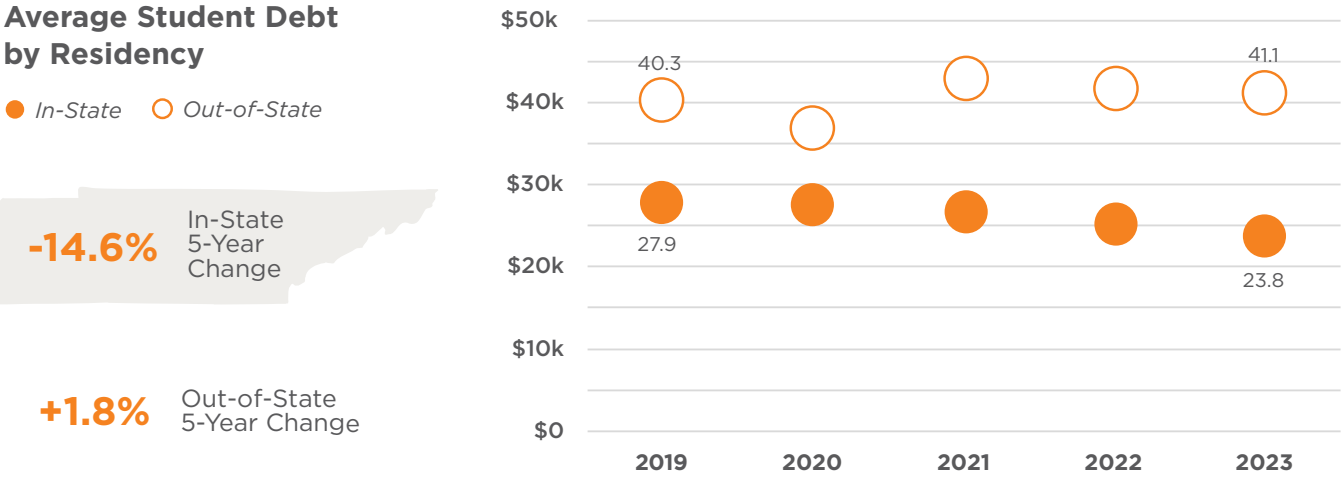


Total 5-Year Change

-8.1% Female

+1.9% Male

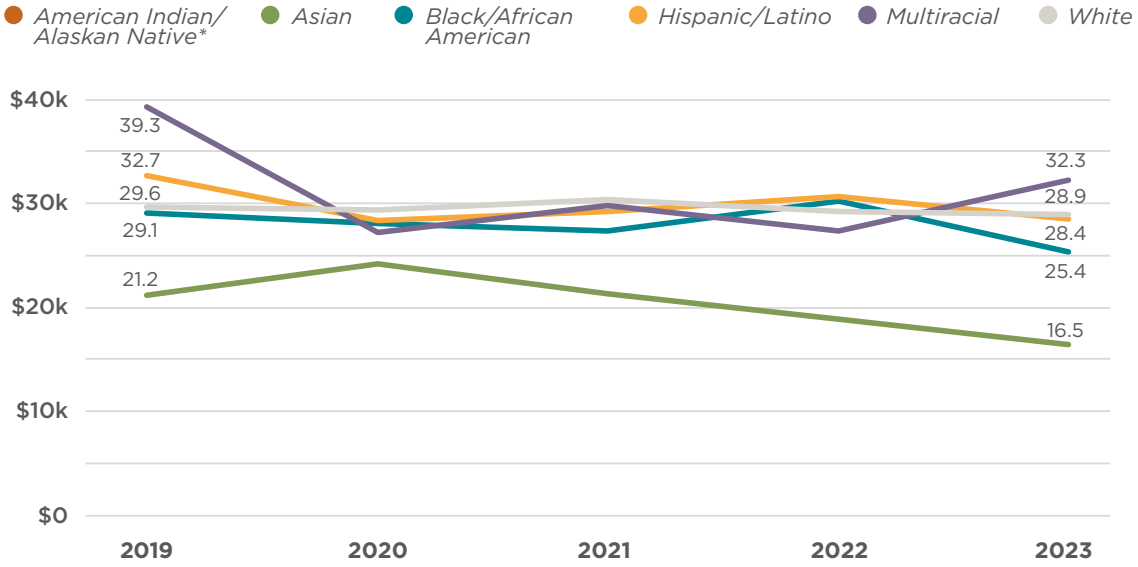
Average Student Debt by Residency



-14.6% In-State 5-Year Change

+1.8% Out-of-State 5-Year Change

Average Student Debt by Race/Ethnicity



Total 5-Year Change

-17.9%

-2.4%

-13.1%

-12.7%

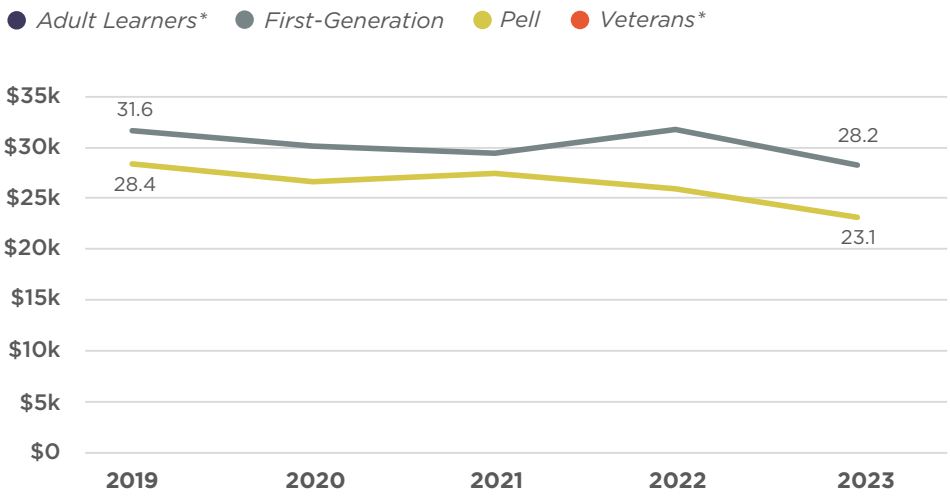
-22.3%

**Data not displayed when count of students <10.*

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

UT Knoxville

Average Student Debt by Other Populations



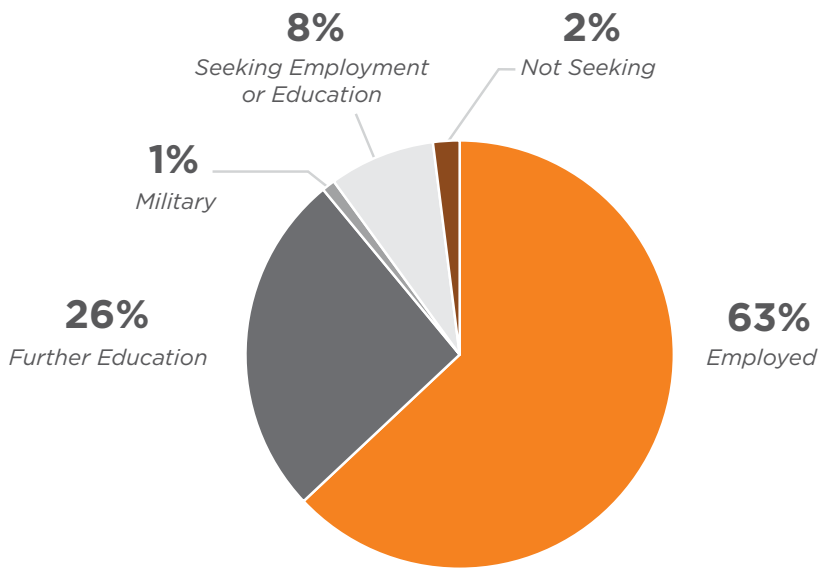
Total 5-Year Change	-10.6% First-Generation	-18.5% Pell

**Data not displayed when count of students <10.*

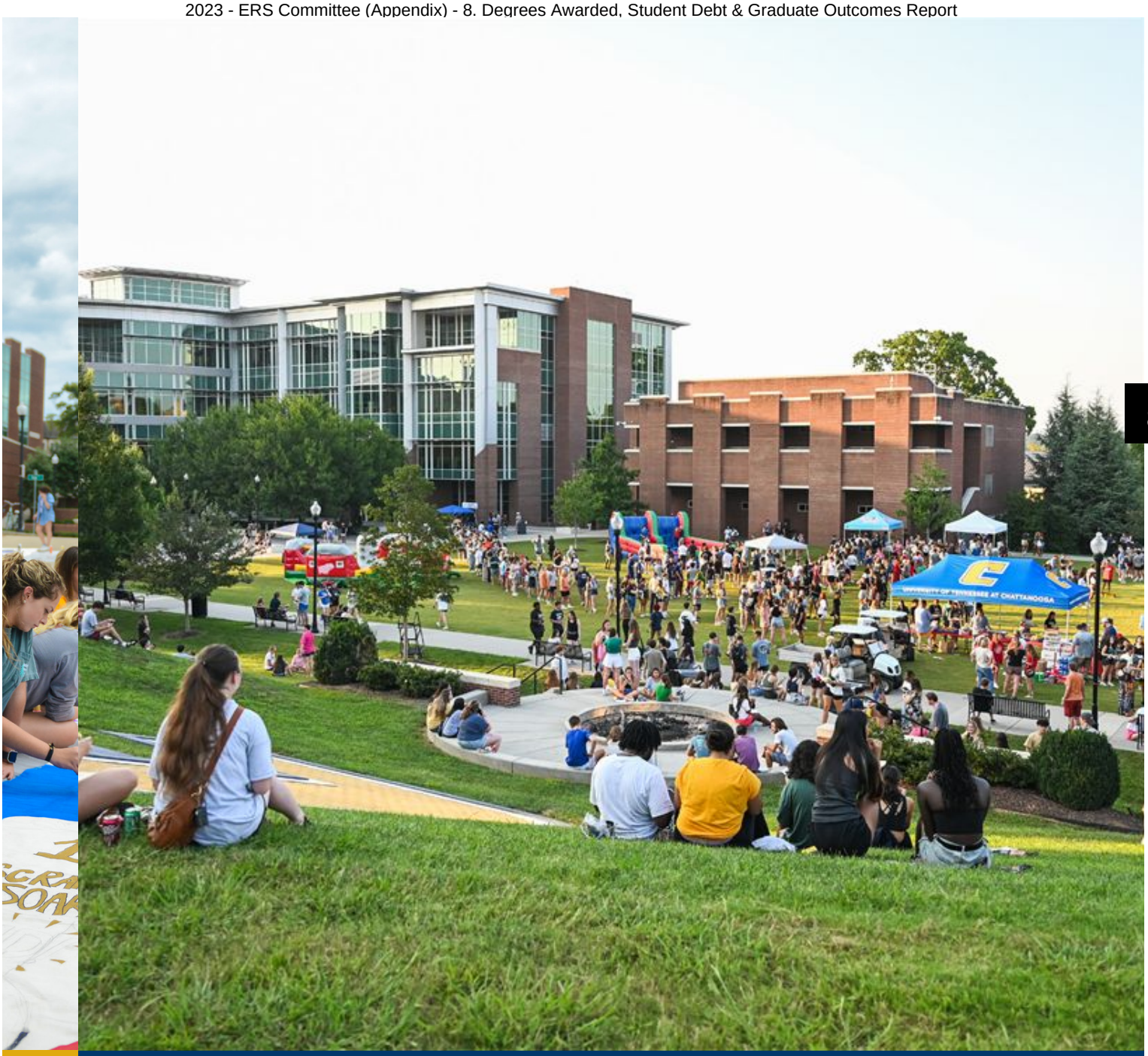
8

GRADUATE OUTCOMES *2021-2022*

First Destinations of Bachelor's Recipients



Response Rate: 81%



University of Tennessee at

CHATTANOOGA

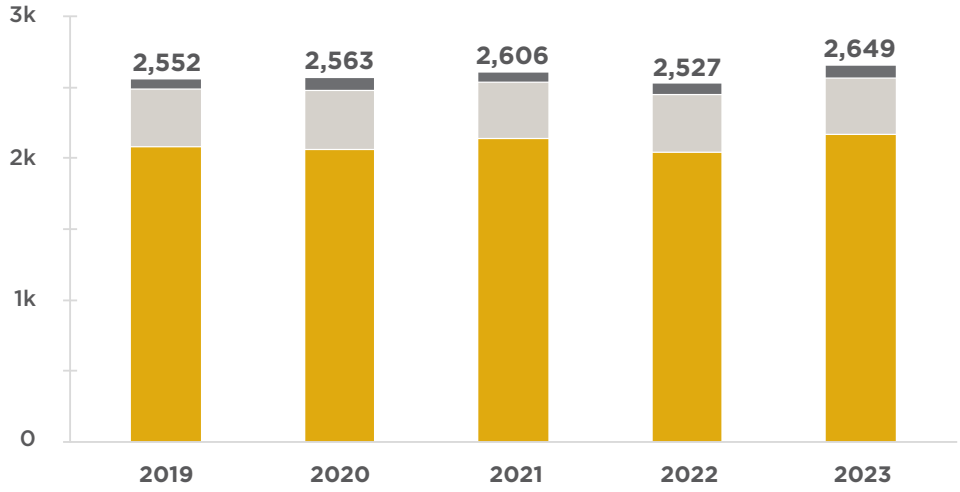
Degrees Awarded, Student Debt & Graduate Outcomes

October 2023

DEGREES AWARDED *2019-2023*

Total Degrees Awarded

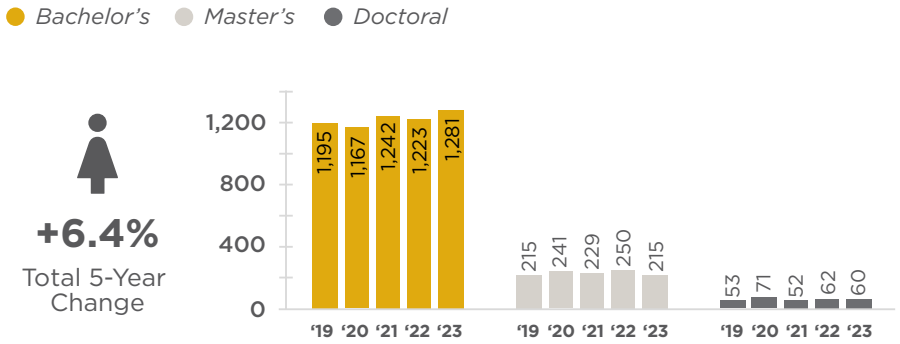
+3.8%
Total 5-Year Change



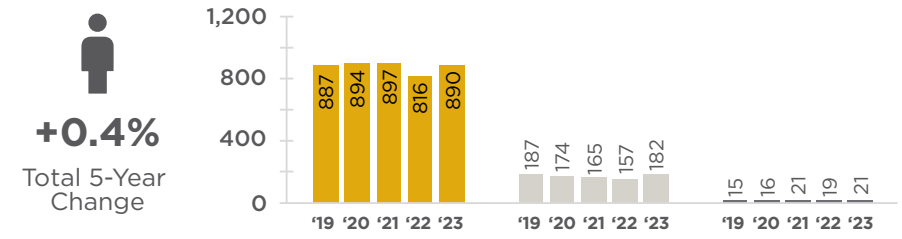
2023 UT Chattanooga Outcomes

Total Degrees Awarded	Average Student Debt (Bachelor's Recipients)	Graduate Outcomes
+3.8%	-5.3%	70%
5-Year Change	*5-Year Change*	*Employed*

Degrees Awarded by Gender



+6.4%
Total 5-Year Change



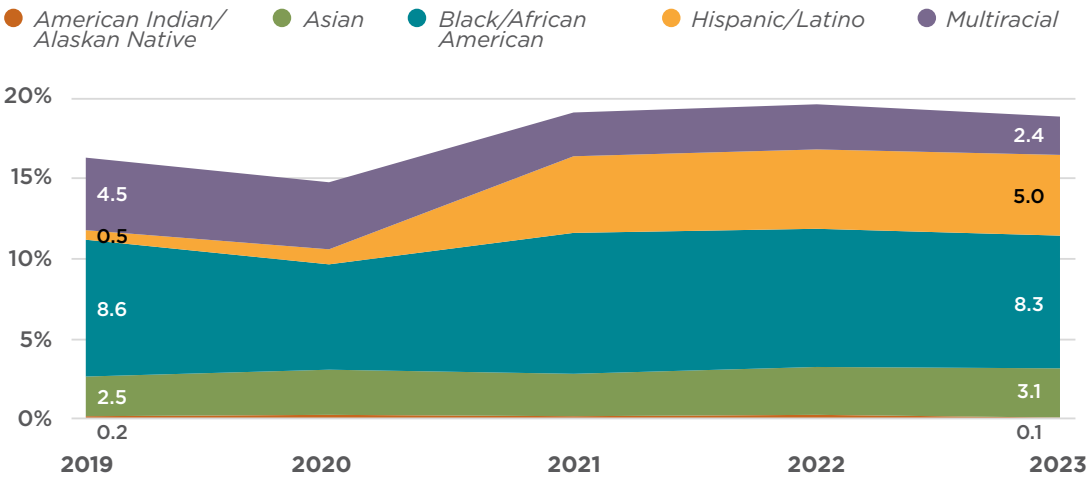
+0.4%
Total 5-Year Change

UT Chattanooga

Degrees Awarded by Residency (Percent In-State)

5-Year Change	-0.3% Bachelor's	+0.9% Master's	-2.4% Doctoral
2019	93.6%	74.4%	76.5%
2020	92.3%	75.7%	74.7%
2021	90.8%	71.8%	83.6%
2022	92.2%	75.2%	81.5%
2023	93.3%	75.3%	74.1%

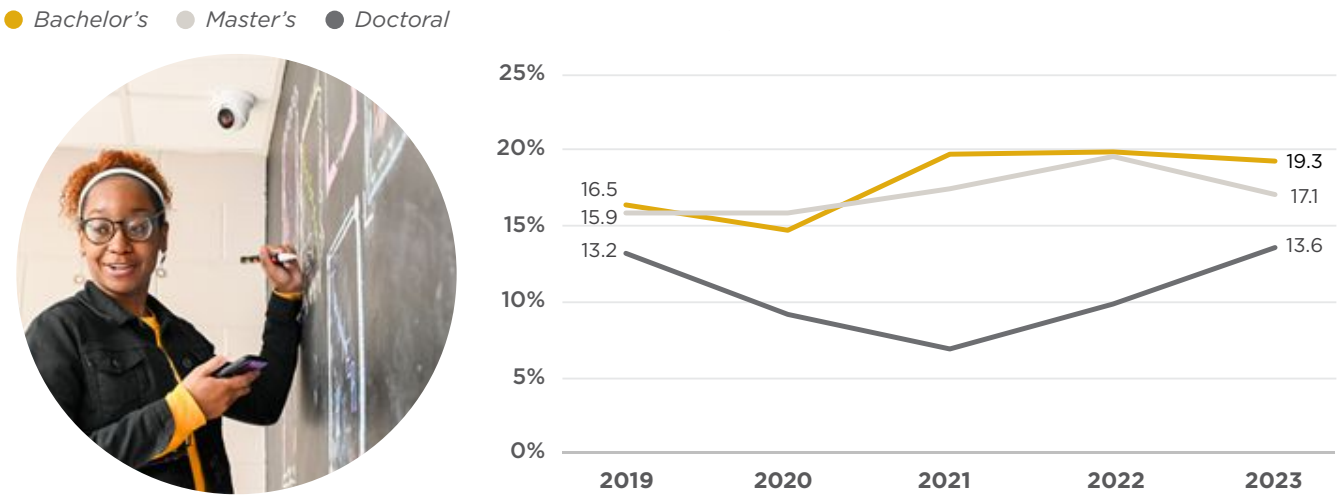
Total Degrees Awarded by Racial/Ethnic Minorities (Percent)



Total 5-Year Change	
American Indian/ Alaskan Native	-2.1%
Asian	+4.5%
Black/African American	-0.3%
Hispanic/Latino	+0.6%
Multiracial	-0.1%

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

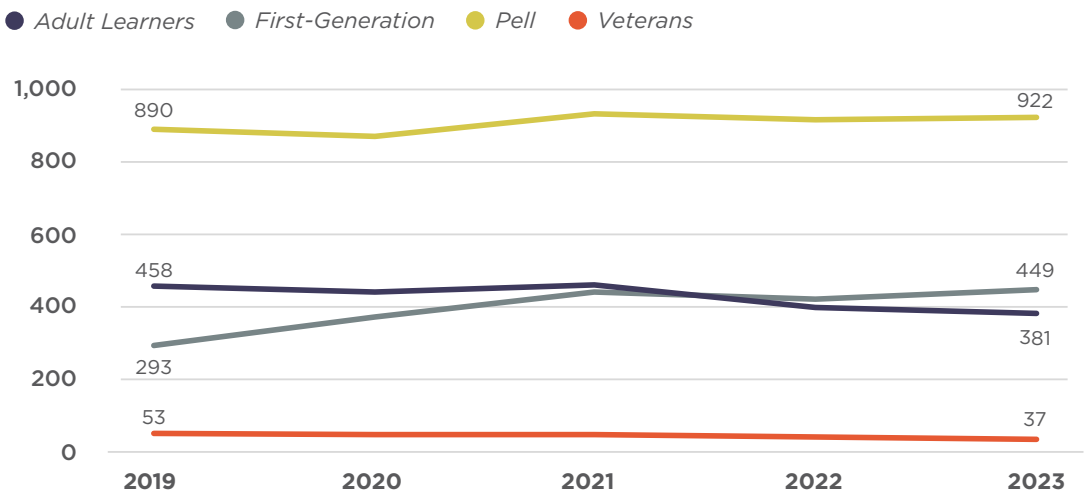
Total Racial/Ethnic Minorities by Degree Level (Percent)



Total 5-Year Change	+2.8% Bachelor's	+1.2% Master's	+0.4% Doctoral

UT Chattanooga

Bachelor's Degrees by Other Populations



Total 5-Year Change

+3.6% Pell

+53.2% First-Generation

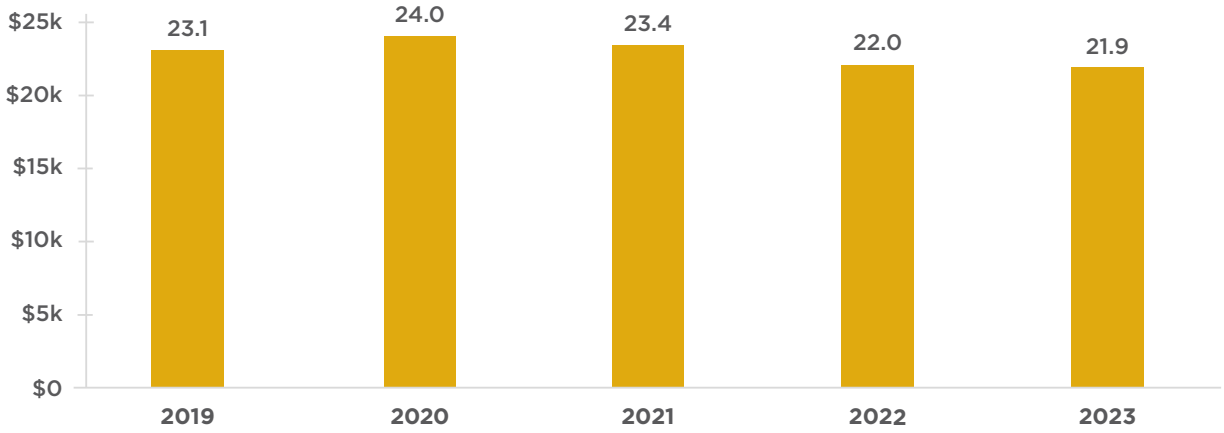
-16.8% Adult Learners

-30.2% Veterans

STUDENT DEBT – BACHELOR'S RECIPIENTS *2019-2023*

Average Student Debt of Bachelor's Recipient Borrowers

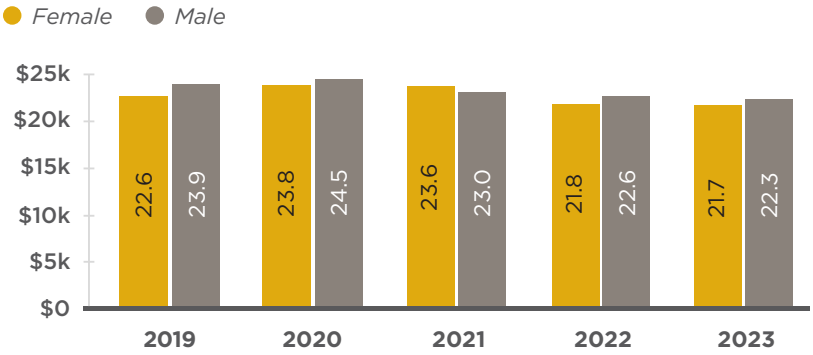
5-Year Change **-5.3%**



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

UT Chattanooga

Average Student Debt by Gender



Total 5-Year Change

-4.3% Female

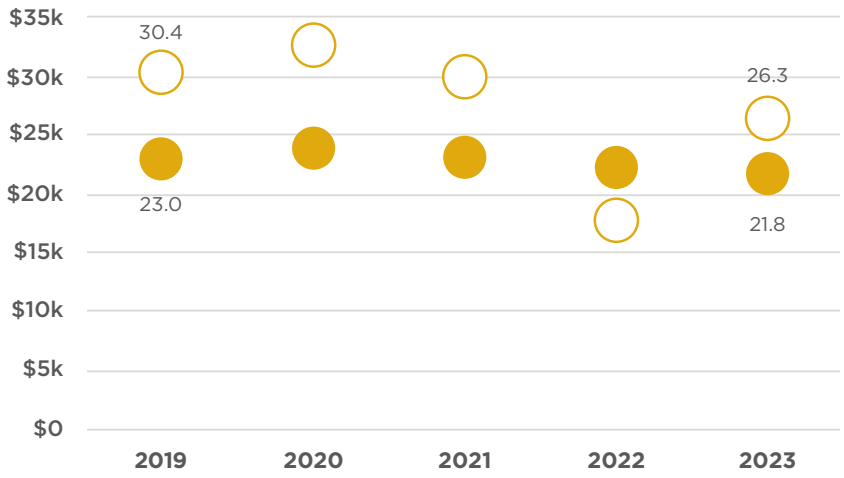
-6.8% Male

Average Student Debt by Residency

In-State *Out-of-State*

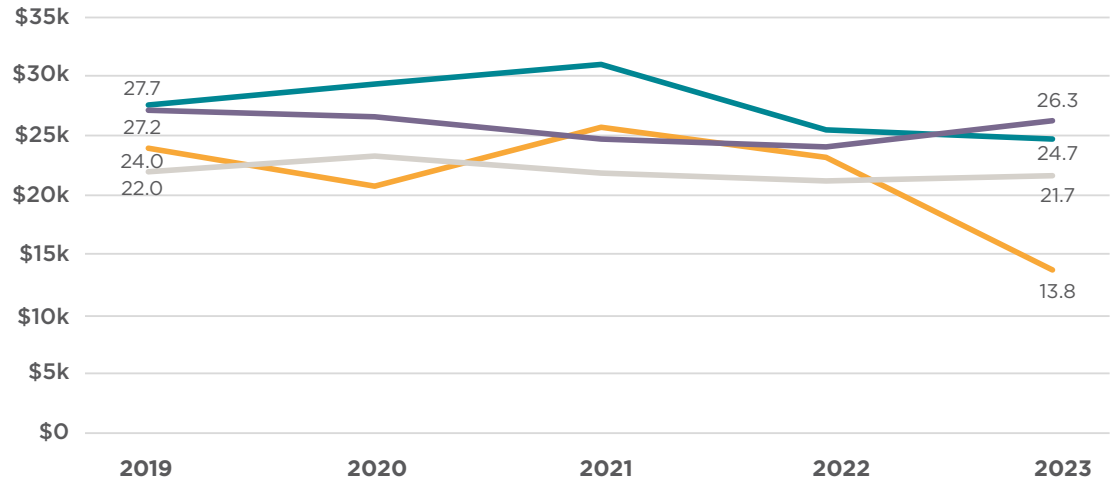
-5.2% In-State 5-Year Change

-13.5% Out-of-State 5-Year Change



Average Student Debt by Race/Ethnicity

*American Indian/ Alaskan Native** *Asian** *Black/African American* *Hispanic/Latino* *Multiracial* *White*



Total 5-Year Change

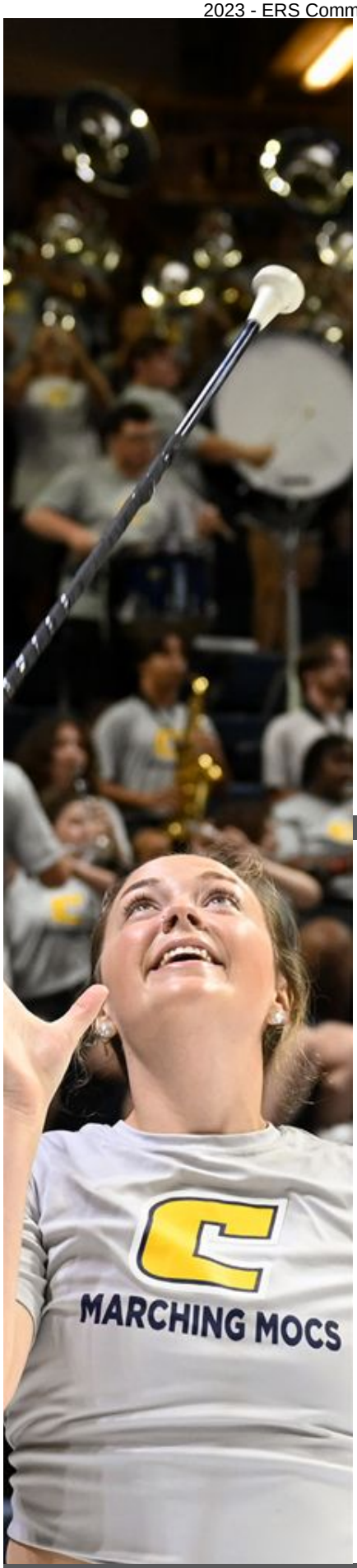
-3.0%

-10.6%

-1.2%

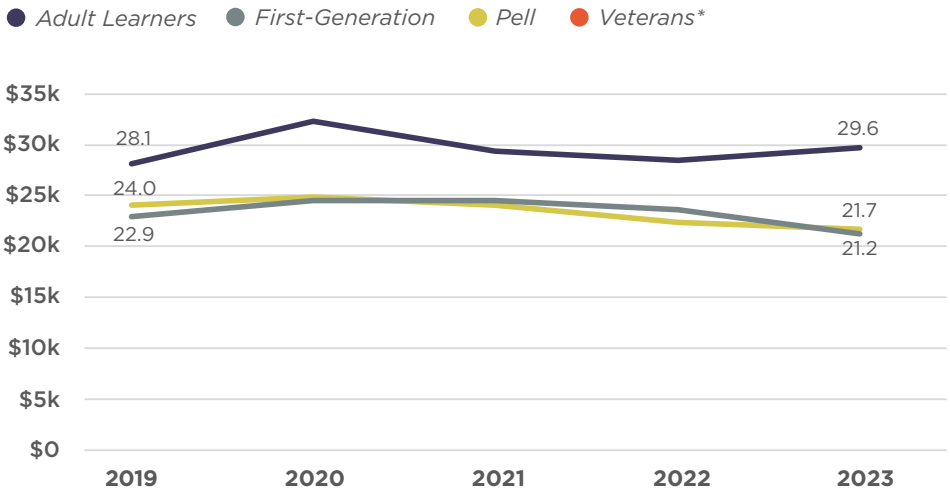
-42.6%

**Data not displayed when count of students <10.*
Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.



UT Chattanooga

Average Student Debt by Other Populations



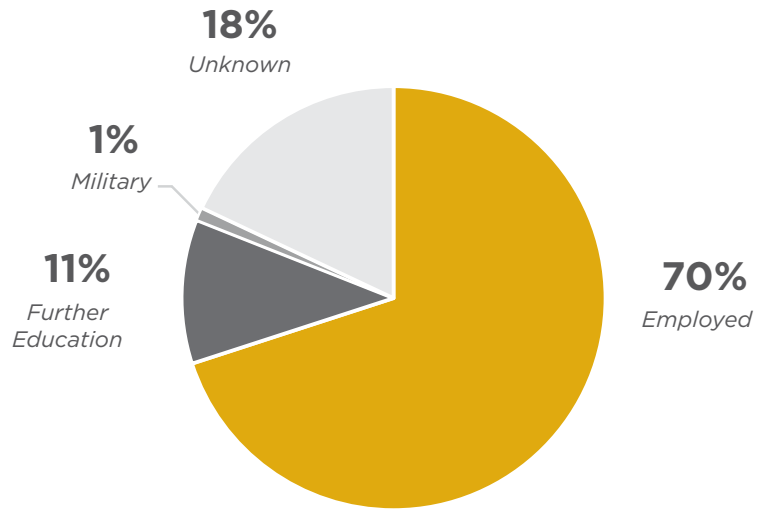
Total 5-Year Change	+5.5% Adult Learners	-7.6% First-Generation	-9.6% Pell

**Data not displayed when count of students <10.*

8

GRADUATE OUTCOMES *2021-2022*

First Destinations of Bachelor's Recipients



Response Rate: 18%

8

University of Tennessee

SOUTHERN

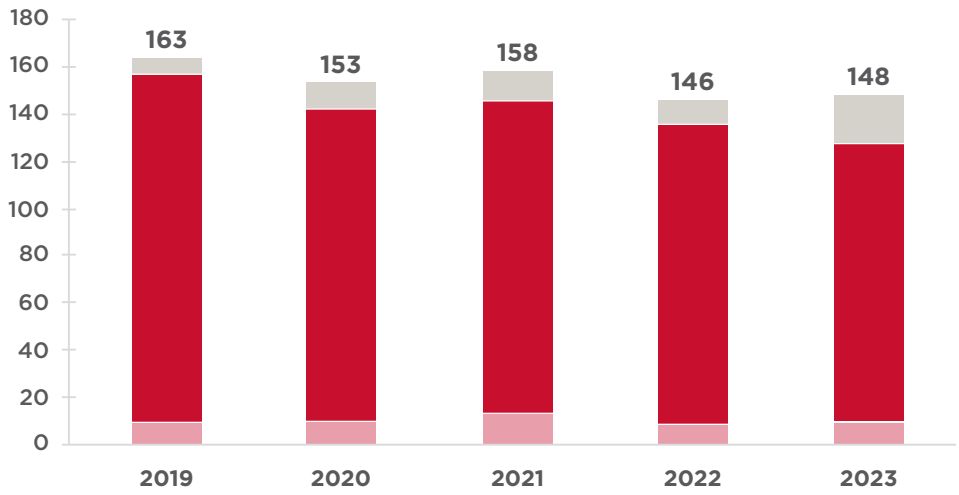
Degrees Awarded, Student Debt & Graduate Outcomes

October 2023

DEGREES AWARDED *2019-2023*

Total Degrees Awarded

-9.2%
Total 5-Year Change



SOUTHERN

2023 UT Southern Outcomes

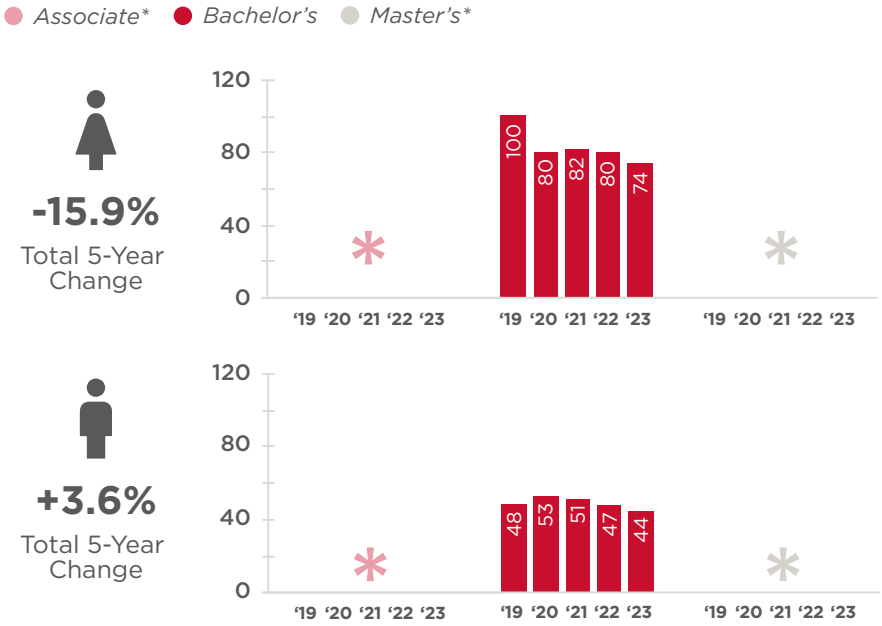
Total Degrees Awarded

-9.2%
5-Year Change

Average Student Debt (Bachelor's Recipients)

-6.0%
5-Year Change

Degrees Awarded by Gender



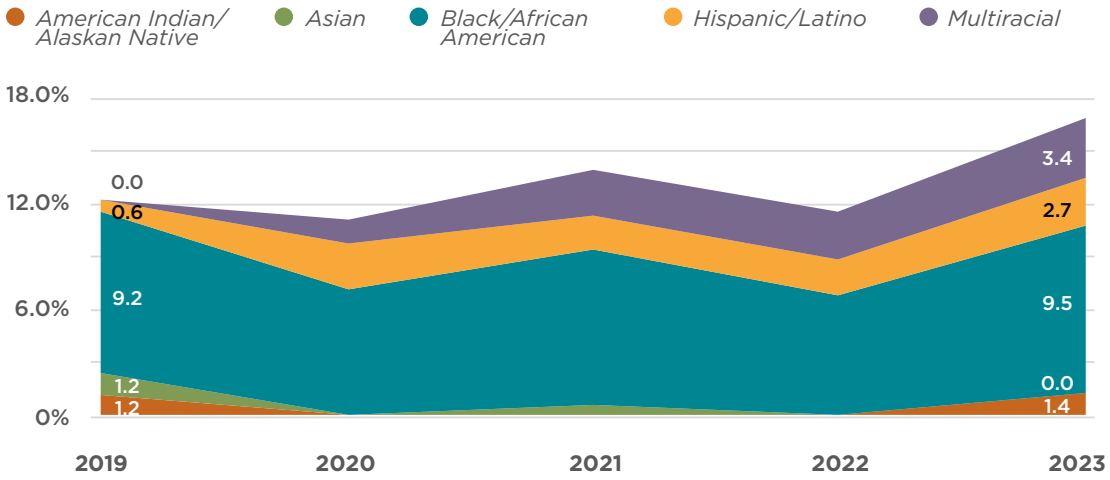
**Total 5-Year Change includes Associate, Bachelor's, and Master's degrees. Timeline data is not displayed when count of students <10.*

UT Southern

Degrees Awarded by Residency (Percent In-State)

5-Year Change	0.0% Associate	-14.3% Bachelor's	-23.8% Master's
2019	88.9%	80.4%	100.0%
2020	100.0%	72.2%	54.5%
2021	84.6%	75.9%	66.7%
2022	87.5%	76.4%	63.6%
2023	88.9%	66.1%	76.2%

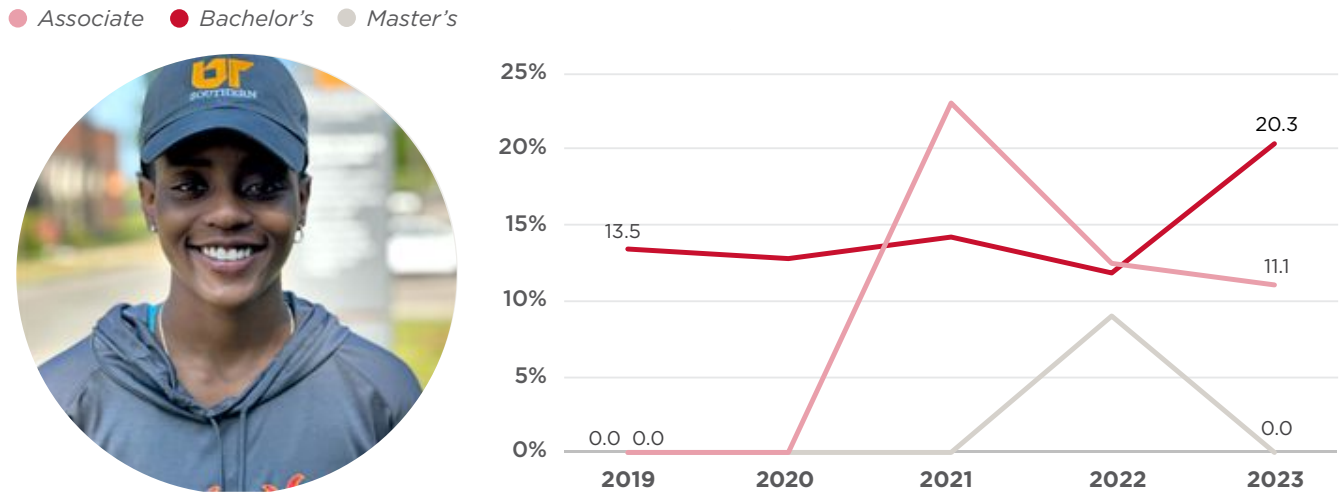
Total Degrees Awarded by Racial/Ethnic Minorities (Percent)



Total 5-Year Change
+3.4%
+2.1%
+0.3%
-1.2%
+0.2%

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

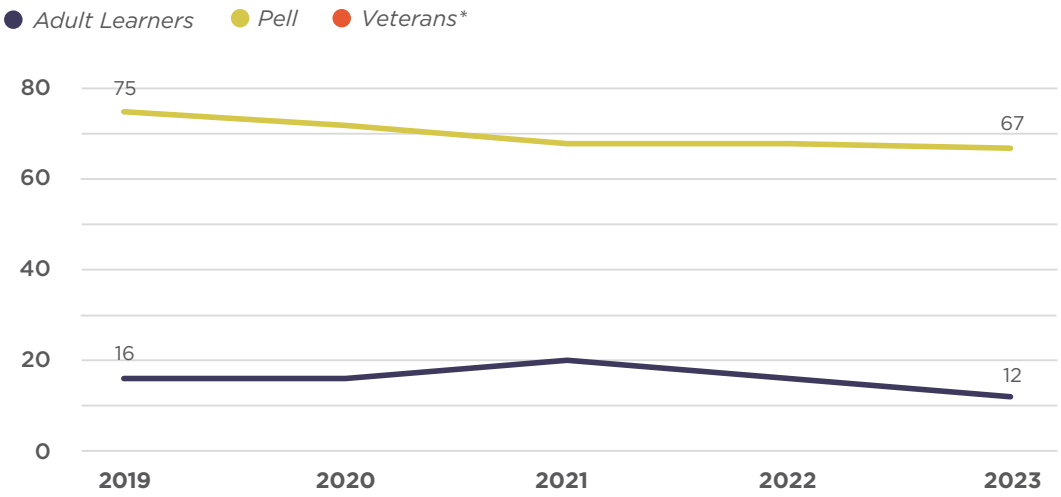
Total Racial/Ethnic Minorities by Degree Level (Percent)



Total 5-Year Change	+11.1% Associate	+6.8% Bachelor's	0.0% Master's

UT Southern

Bachelor's Degrees by Other Populations



Total 5-Year Change

-10.7%
Pell

-25.0%
Adult Learners

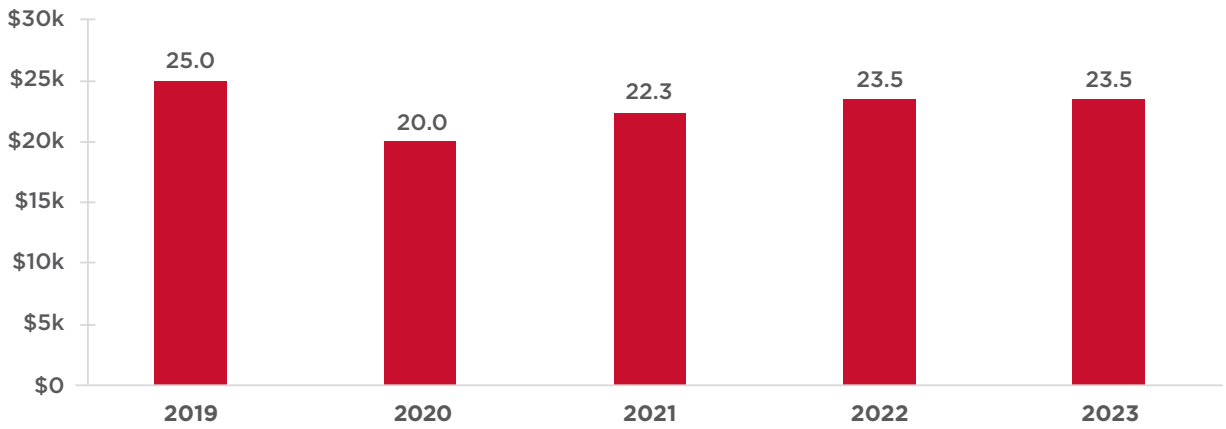
8

**Data not displayed when count of students <10.*

STUDENT DEBT – BACHELOR'S RECIPIENTS *2019-2023*

Average Student Debt of Bachelor's Recipient Borrowers

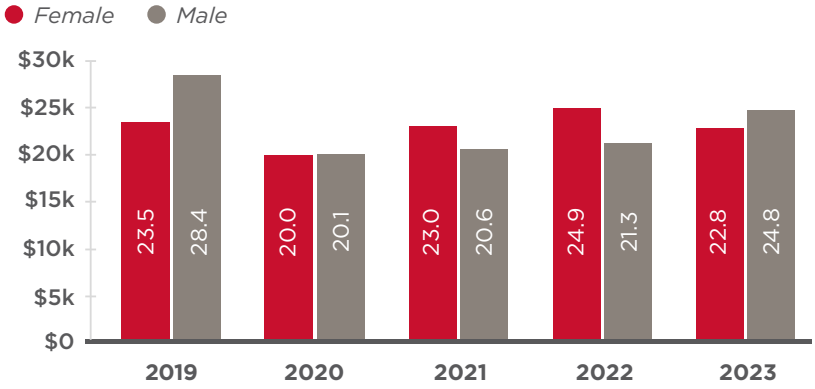
5-Year Change **-6.0%**



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

UT Southern

Average Student Debt by Gender



Total 5-Year Change

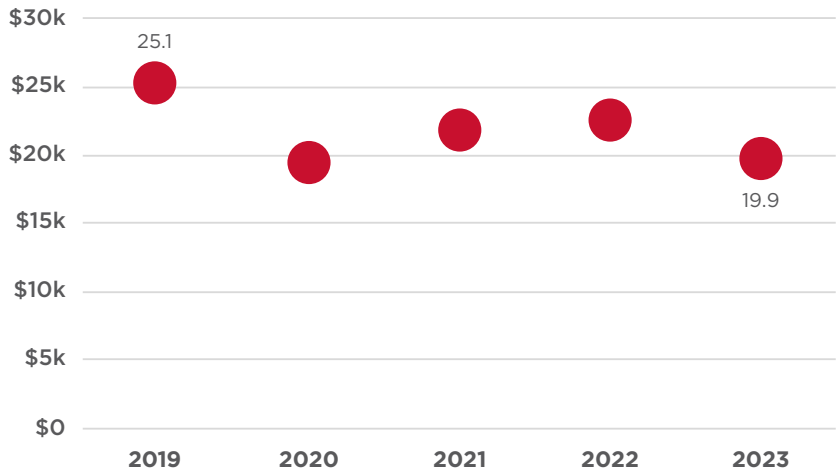
-3.1% Female

-12.8% Male

8

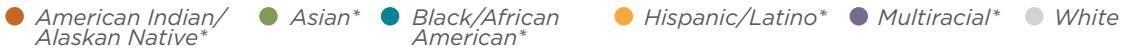
Average Student Debt by Residency

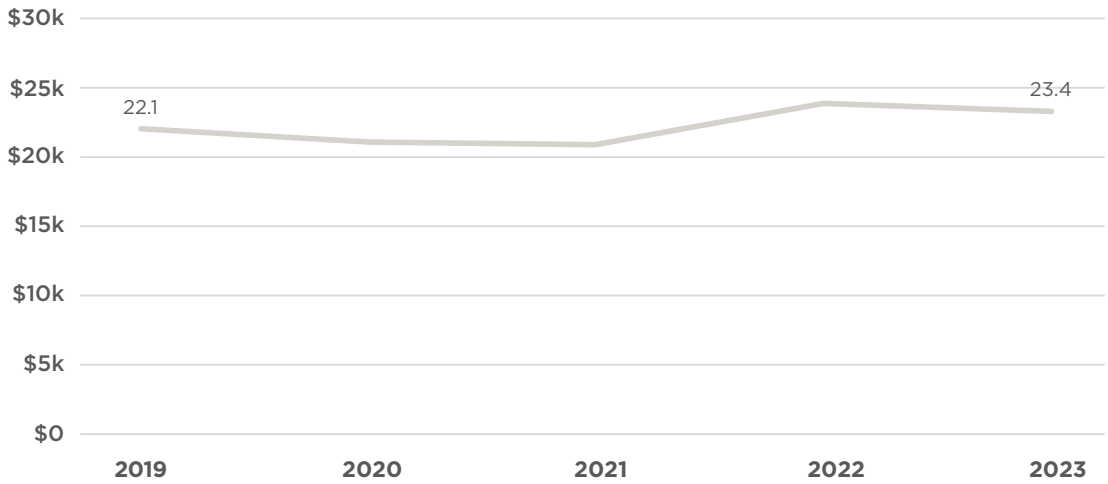
-20.7% In-State 5-Year Change



**Data not displayed when count of students <10.*

Average Student Debt by Race/Ethnicity



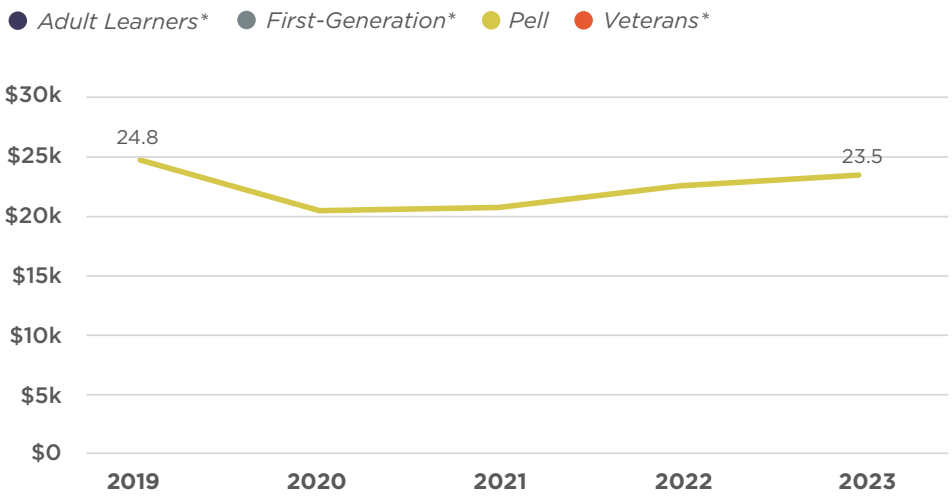


Total 5-Year Change

+5.6%

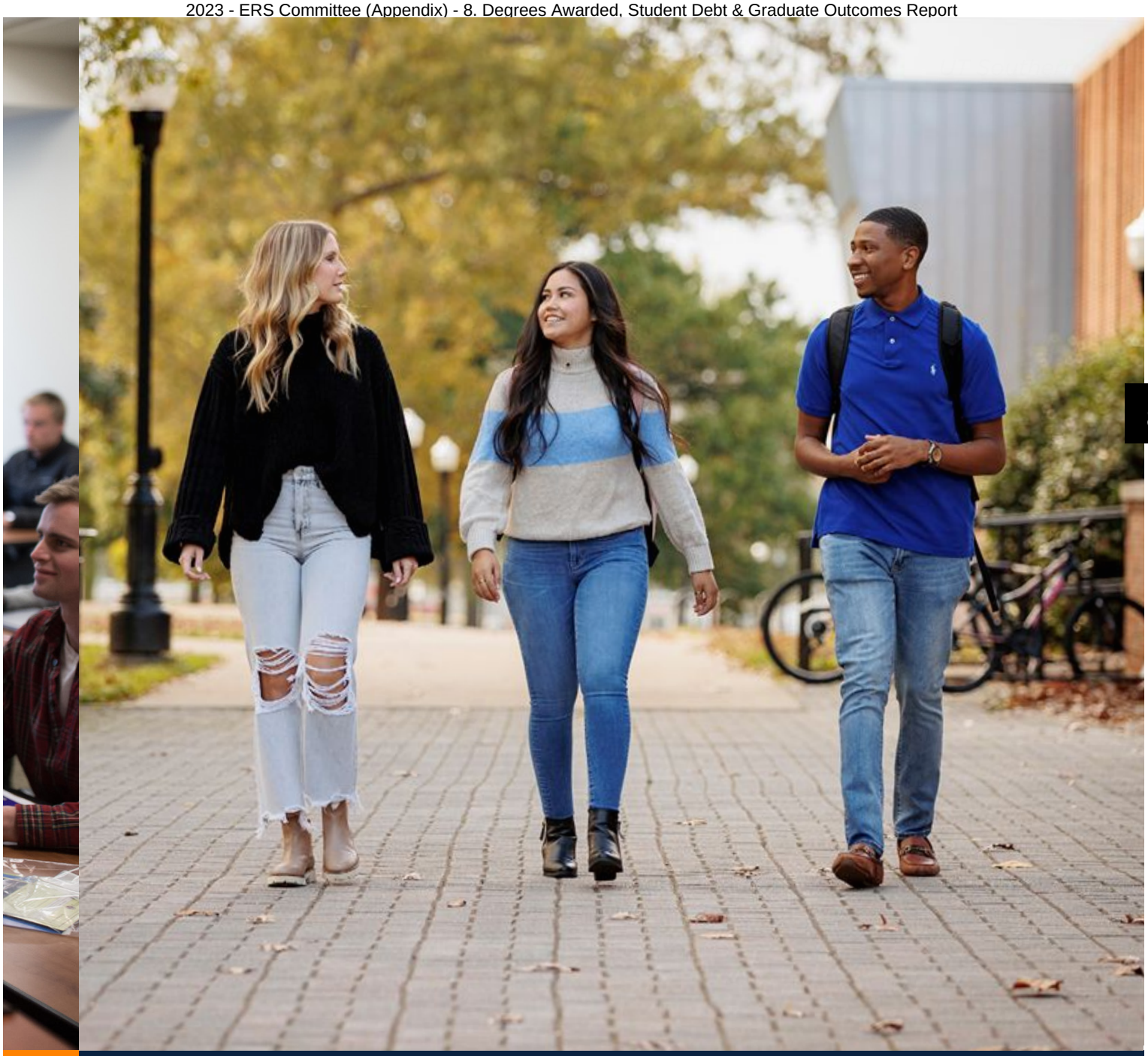
**Data not displayed when count of students <10.*
Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

Average Student Debt by Other Populations



Total 5-Year Change	-5.0%	Pell

Data not displayed when count of students <10.



University of Tennessee at

MARTIN

Degrees Awarded, Student Debt & Graduate Outcomes

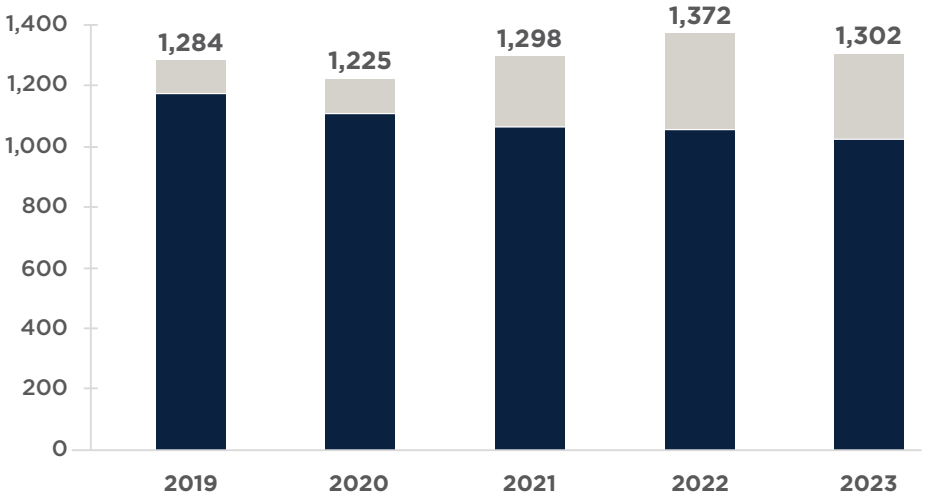
October 2023

DEGREES AWARDED *2019-2023*

Total Degrees Awarded

+1.4%
Total 5-Year Change

● *Bachelor's* ● *Master's*



MARTIN

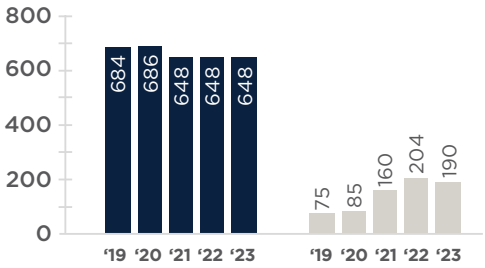
2023 UT Martin Outcomes

Total Degrees Awarded	Average Student Debt (Bachelor's Recipients)	Graduate Outcomes
+1.4%	**-8.0%**	**69%**
5-Year Change	*5-Year Change*	*Employed*

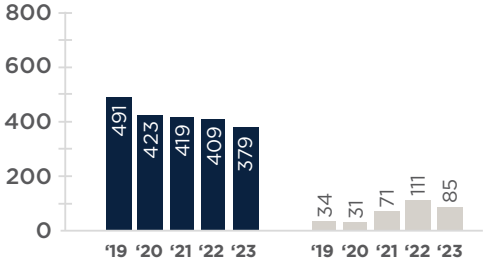
Degrees Awarded by Gender

● *Bachelor's* ● *Master's*

+10.4%
Total 5-Year Change



-11.6%
Total 5-Year Change

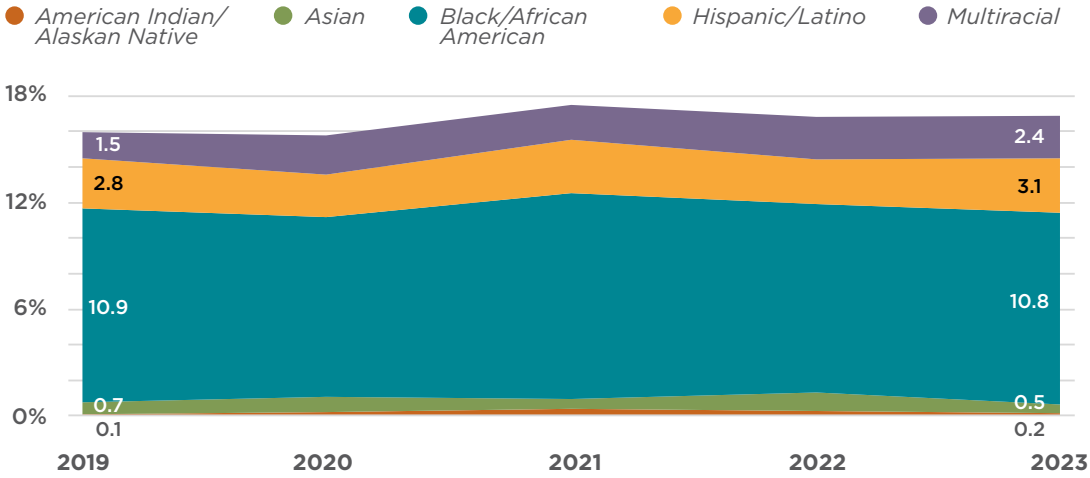


UT Martin

Degrees Awarded by Residency (Percent In-State)

5-Year Change	+1.7% Bachelor's	+8.1% Master's
2019	88.6%	81.7%
2020	89.7%	89.7%
2021	88.8%	89.6%
2022	89.5%	85.7%
2023	90.3%	89.8%

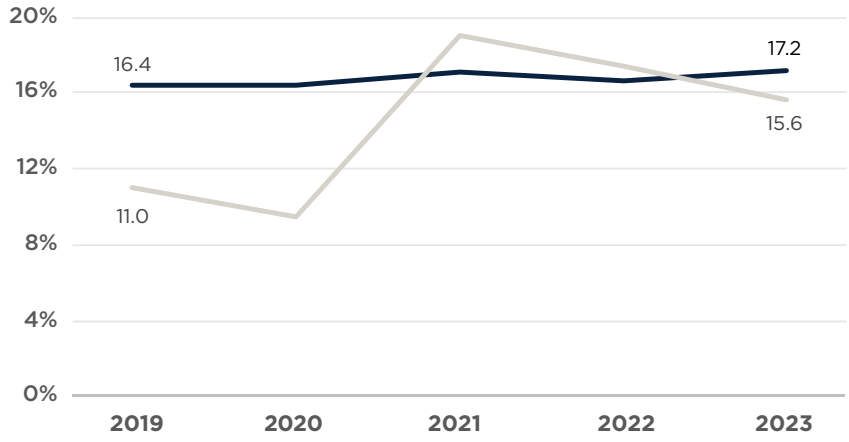
Total Degrees Awarded by Racial/Ethnic Minorities (Percent)



Total 5-Year Change	
American Indian/ Alaskan Native	+0.9%
Asian	+0.3%
Black/African American	-0.1%
Hispanic/Latino	-0.2%
Multiracial	+0.1%

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

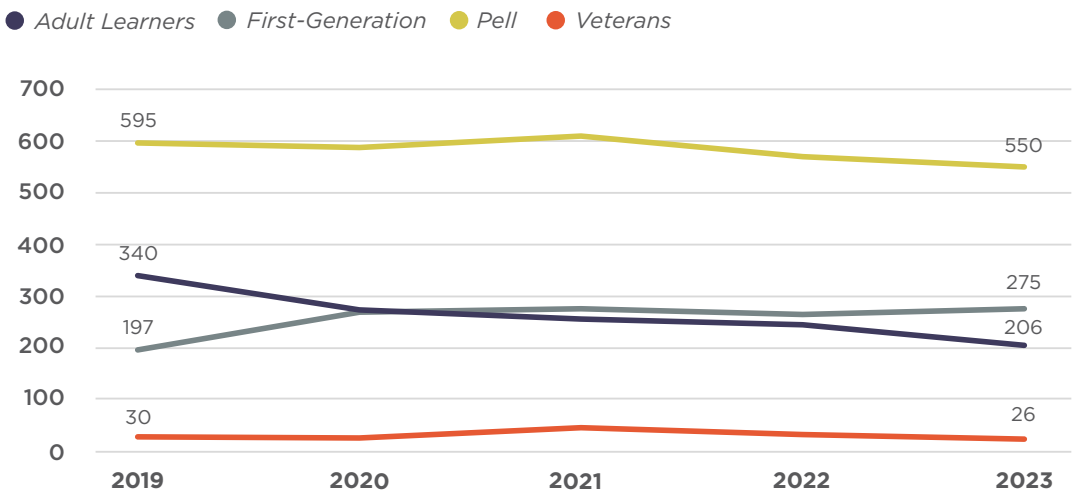
Total Racial/Ethnic Minorities by Degree Level (Percent)



Total 5-Year Change	+0.8% Bachelor's	+4.6% Master's

UT Martin

Bachelor's Degrees by Other Populations



Total 5-Year Change

-7.6% Pell

+39.6% First-Generation

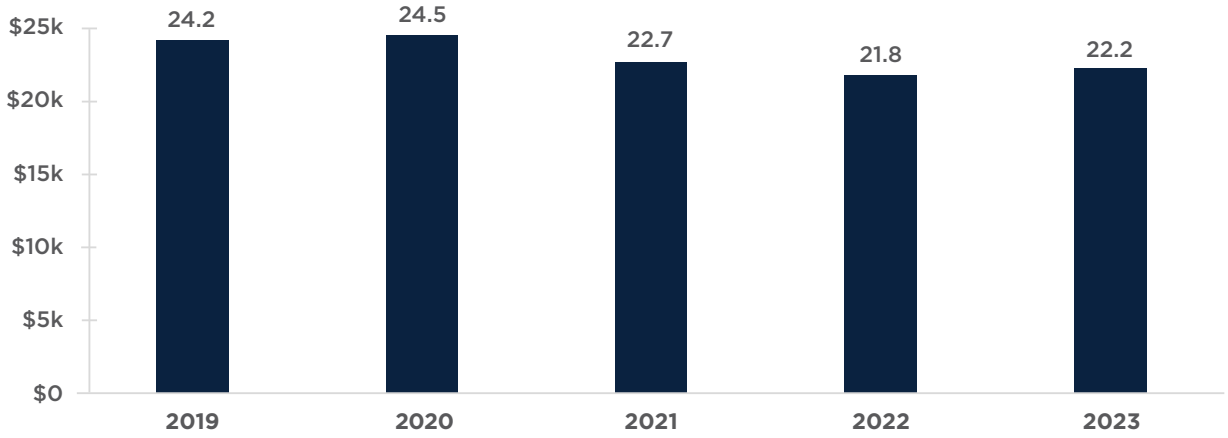
-39.4% Adult Learners

-13.3% Veterans

STUDENT DEBT – BACHELOR'S RECIPIENTS *2019-2023*

Average Student Debt of Bachelor's Recipient Borrowers

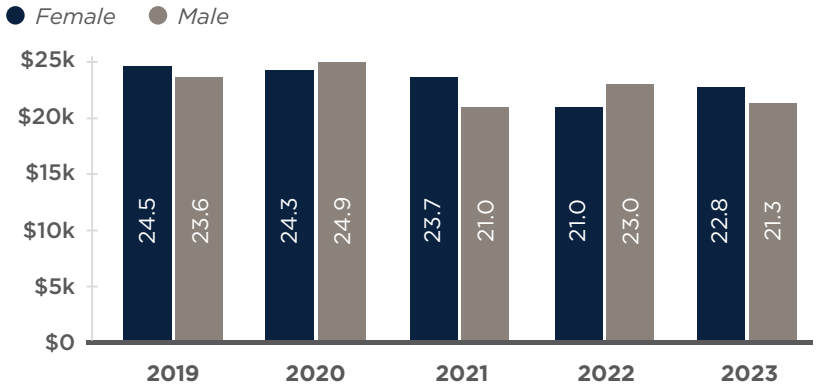
5-Year Change **-8.0%**



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

UT Martin

Average Student Debt by Gender

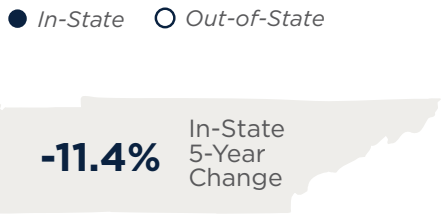


Total 5-Year Change

-7.2% Female

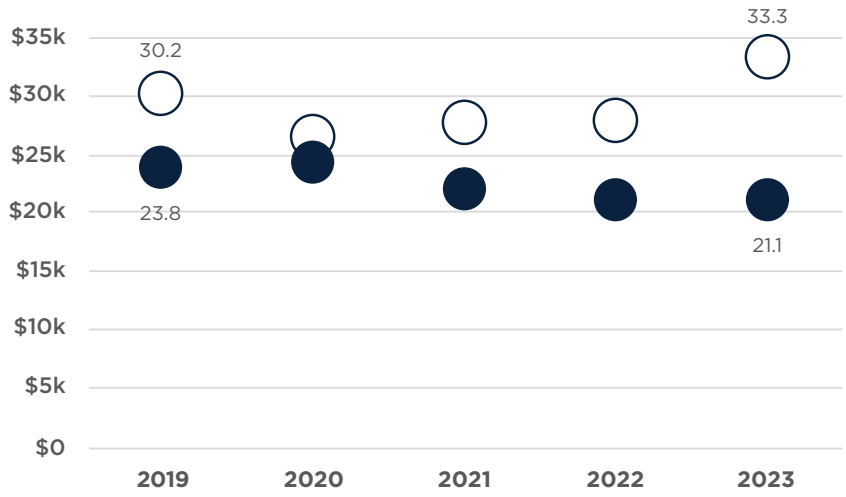
-9.8% Male

Average Student Debt by Residency

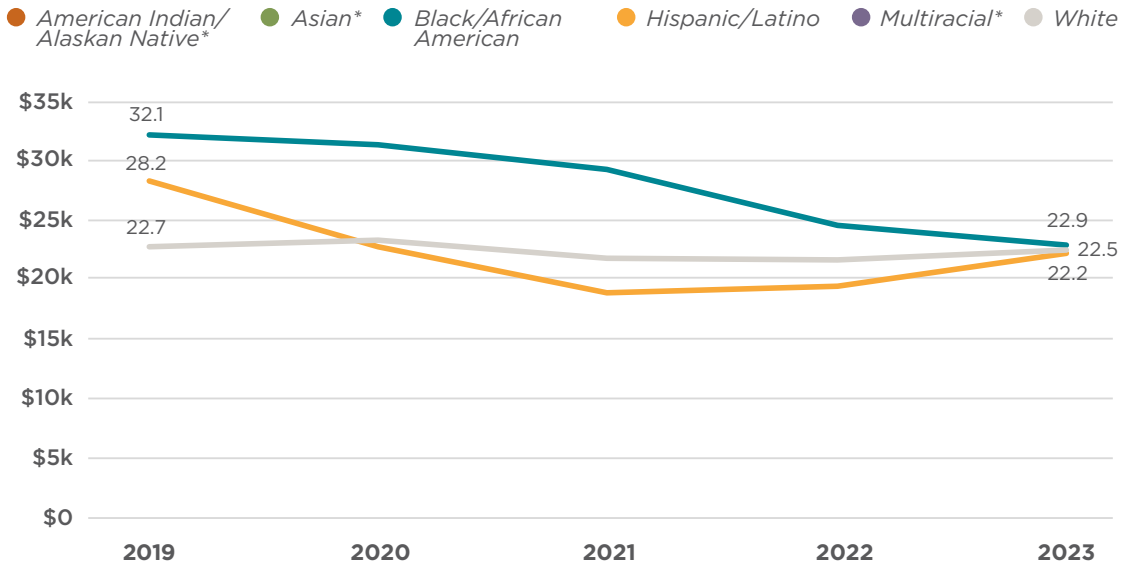


-11.4% In-State 5-Year Change

+10.4% Out-of-State 5-Year Change



Average Student Debt by Race/Ethnicity



Total 5-Year Change

-28.8%

-1.2%

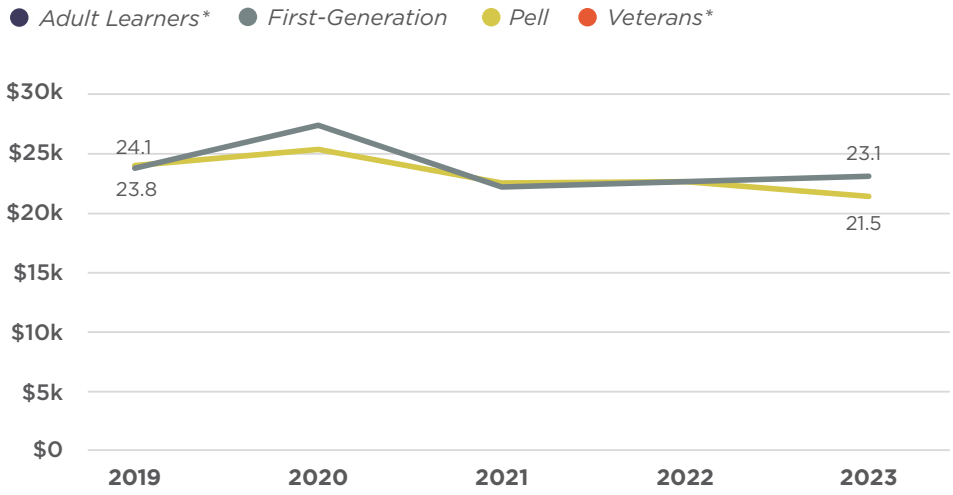
-21.5%

**Data not displayed when count of students <10.*

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity

UT Martin

Average Student Debt by Other Populations



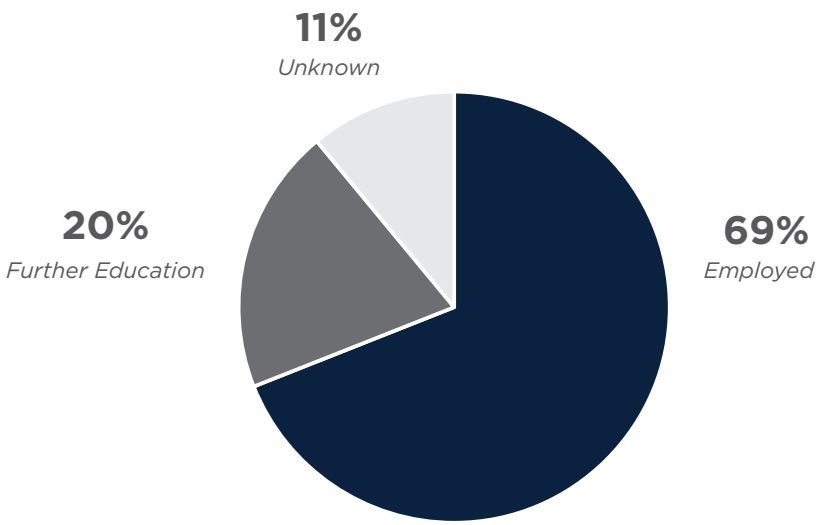
Total 5-Year Change	-2.9% First-Generation	-10.9% Pell

**Data not displayed when count of students <10.*

8

GRADUATE OUTCOMES *2021-2022*

First Destinations of Bachelor's Recipients



Response Rate: 74%

University of Tennessee

HEALTH SCIENCE CENTER

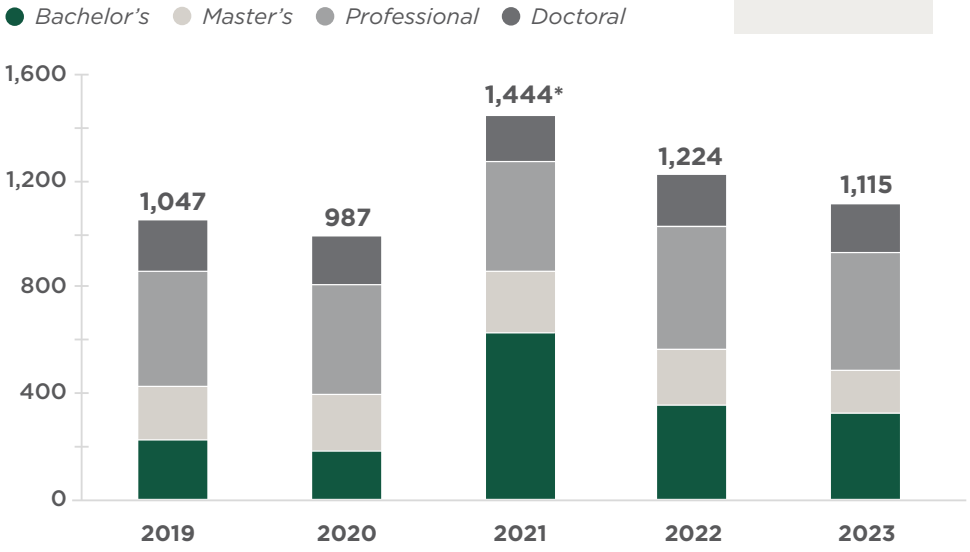
Degrees Awarded, Student Debt & Graduate Outcomes

October 2023

DEGREES AWARDED *2019-2023*

+6.5%
Total 5-Year Change

Total Degrees Awarded



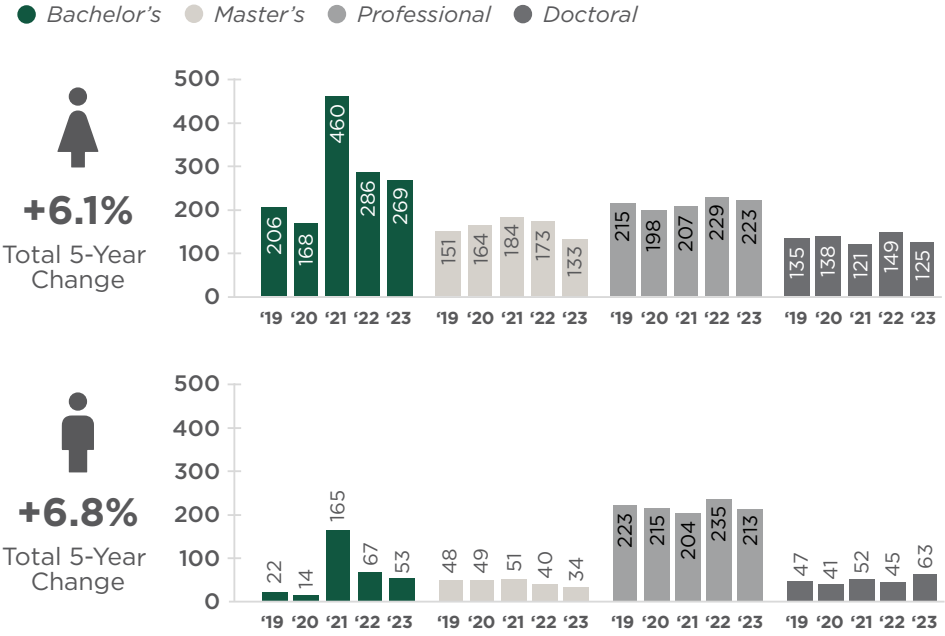
**UTHSC awarded BSPS degree for the first time (474 awards). All Pharmacy students that met the requirements were awarded the degree. Going forward, less than 200 BSPS will be awarded per year.*

2023 UT Health Science Center Outcomes

1,115
Total Degrees Awarded

324 *Bachelor's*
167 *Master's*
436 *Professional*
188 *Doctoral*

Degrees Awarded by Gender



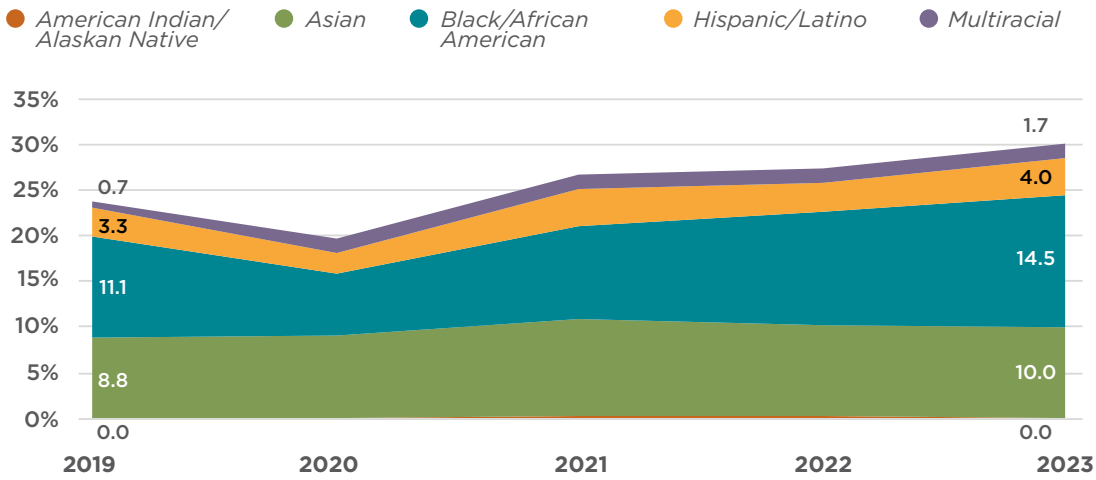
UT Health Science Center

Degrees Awarded by Residency (Percent In-State)

	5-Year Change	-2.7% Bachelor's	-10.2% Master's	-9.2% Professional	-4.1% Doctoral
2019		72.8%	71.9%	81.7%	78.0%
2020		78.6%	59.6%	78.2%	62.0%
2021		68.8%	63.0%	81.0%	69.9%
2022		68.8%	67.6%	75.2%	68.0%
2023		70.1%	61.7%	72.5%	73.9%

8

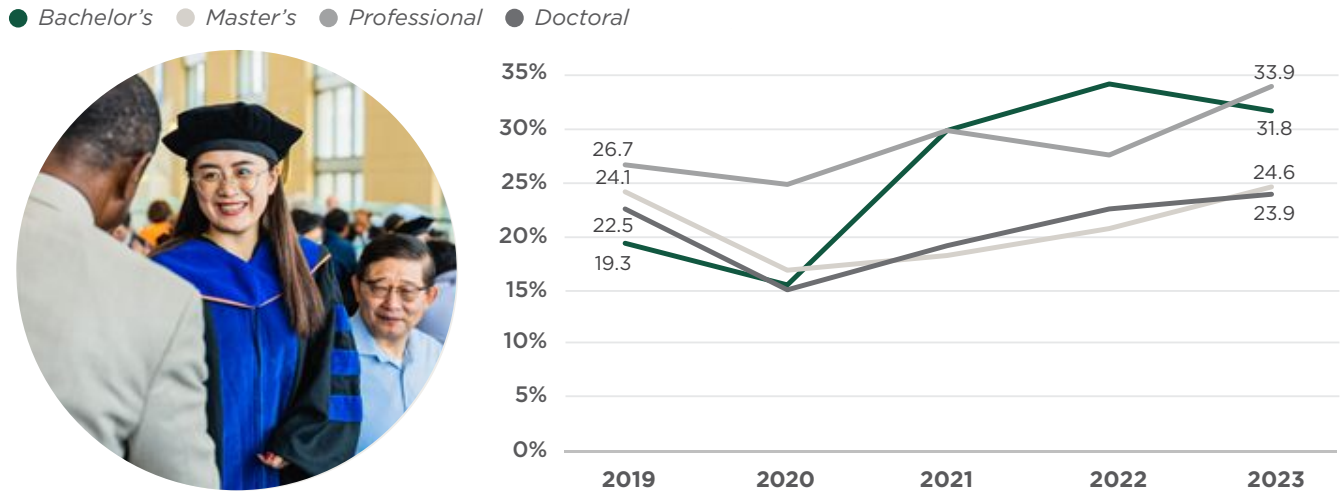
Total Degrees Awarded by Racial/Ethnic Minorities (Percent)



Total 5-Year Change	
American Indian/ Alaskan Native	+1.0%
Asian	+0.7%
Black/African American	+3.4%
Hispanic/Latino	+1.2%
Multiracial	0.0%

Note: Asian includes Native Hawaiian/Other Pacific Islander race/ethnicity.

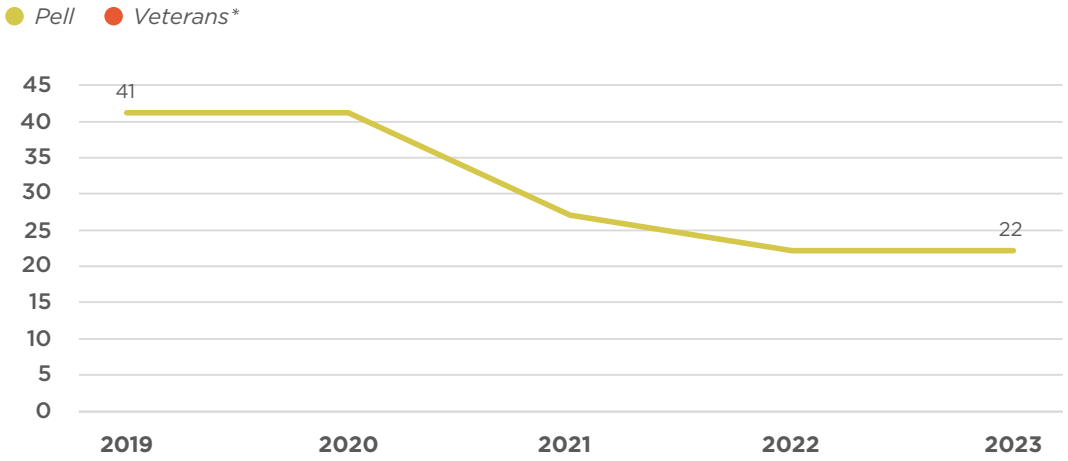
Total Racial/Ethnic Minorities by Degree Level (Percent)



Total 5-Year Change	+12.5% Bachelor's	+0.5% Master's	+7.2% Professional	+1.4% Doctoral

UT Health Science Center

Bachelor's Degrees by Other Populations



Total 5-Year Change

-46.3%

Pell

*Data not displayed when count of students <10.

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