



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Thursday, February 27, 2025	Russell Duncan Ballroom
1:30 p.m. (CST)/2:30 p.m. (EST)	Boling University Center, UT Martin

AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. [Proposed Board of Trustees Policy on Artificial Intelligence \(AI\)](#) – Action..... Tab 1
- V. [Consent Agenda](#) – Action Tab 2
 - A. [Minutes of the Last Meeting](#)..... Tab 2.1
 - B. Proposed New Academic Programs
 - 1. [Master of Science in Social Work, UTM](#)..... Tab 2.2.1
 - 2. [Bachelor of Science - Communication and Information, UTK](#)..... Tab 2.2.2
 - 3. [Master of Science in Retail, Hospitality & Tourism Management, UTK](#) Tab 2.2.3
 - 4. [Master of Science in Sustainability, UTK](#)..... Tab 2.2.4
 - C. Proposed Academic Program Modifications
 - 1. [Bachelor of Science in Environmental Studies, UTK](#)..... Tab 2.3.1
 - 2. [Recreation and Sport Management, Bachelor of Science, UTK](#)..... Tab 2.3.2
 - D. [Proposed New Academic Unit, Dept. of Sociology, Anthropology, and Geography and Dept. of Criminal Justice, UTC](#)..... Tab 2.4
 - E. [Proposed New Off-campus Centers, UTK](#)..... Tab 2.5
 - F. [Grant of Tenure upon Initial Appointment](#) Tab 2.6
- VI. Presentations – Information/Discussion
 - A. [Enrollment Update](#)
 - 1. [High School Graduate Trends](#)..... Tab 3.1.1
 - 2. [Campus Admit, Yield, and Retention Rates](#) Tab 3.1.2
 - B. Systemwide Community Surveys
 - 1. [Fall 2024 Student Experience Survey Results](#) Tab 3.2.1
 - 2. [2025 UT/Gallup Climate Survey Preview](#) Tab 3.2.2
 - 3. [COACHE Faculty Satisfaction Survey – Insights from Last Administration](#) Tab 3.2.3
 - C. [Research Update](#) Tab 3.3



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

VII. Other Business

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

VIII. Closing Remarks and Adjournment

Information Item(s)

- A. [Report on Periodic, Enhanced, and Annual Post-Tenure Performance Review](#) Tab 4.1
- B. [Transfer Report](#)..... Tab 4.2
- C. [Certification of Degrees Conferred](#)..... Tab 4.3



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **Board Policy on Artificial Intelligence**

Type: Action

Presenter(s): Dr. Matt Matthews, Associate Vice President for Academic Affairs

Background Information

Tennessee Public Chapter 550, effective March 11, 2024, requires each governing board of a public institution of higher education to adopt a policy regarding the use of artificial intelligence technology by students, faculty, and staff for instructional and assignment purposes. As defined in the statute, “artificial intelligence” means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments and that is capable of using machine and human-based inputs to perceive real and virtual environments, abstract such perceptions into models through analysis in an automated manner, and use model inference to formulate options for information or action. The policy on artificial intelligence must be implemented no later than July 1, 2025 (“Implementation Date”). Additionally, the policy must be published on an institution's website and submitted to the chair of the education committee of the senate and the chair of the education administration committee of the house of representatives no later than the Implementation Date. To comply with the new statutory requirement, a proposed Board Policy on Artificial Intelligence (attached) is being presented to the Committee for its consideration.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the Policy on Artificial Intelligence, which policy shall be attached to this Resolution after adoption. Further, the Board Secretary is hereby authorized to renumber and reorder the Board’s outstanding policies to reflect the addition of this new policy and as may otherwise be necessary or appropriate to improve the overall organization of the approved Board policies.



THE UNIVERSITY OF TENNESSEE

System-wide Policy: BT0034- Policy on Artificial Intelligence	
Version: 1	Effective Date: [TBD]

BOARD OF TRUSTEES POLICY ON ARTIFICIAL INTELLIGENCE

I. AUTHORITY

Pursuant to Tennessee Public Chapter 550 (2024),¹ the Board of Trustees (“Board”) of The University of Tennessee (the “University”) is responsible for adopting a policy pertaining to the use of artificial intelligence technology by students, faculty, and staff for instructional and assignment purposes. Additionally, the Board is responsible for approval of policies governing, among other things: (i) student conduct,² and (ii) the general welfare and success of students.³

II. DEFINITIONS

For purposes of this policy, capitalized terms used herein shall have the meanings set forth below:

“Artificial Intelligence” or **“AI”** means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments and that is capable of using machine and human-based inputs to perceive real and virtual environments, abstract such perceptions into models through analysis in an automated manner, and use model inference to formulate options for information or action.⁴

“Campus” means The University of Tennessee at Chattanooga (UT Chattanooga), The University of Tennessee Health Science Center (UTHSC), The University of Tennessee, Knoxville (UT Knoxville), The University of Tennessee at Martin (UT Martin), The University of Tennessee Southern (UT Southern), and any other campus that is or becomes a part of The University of Tennessee system. For purposes of this policy, the University of Tennessee Institute of Agriculture (UTIA) and the University of Tennessee Space Institute are recognized as component units of the UT Knoxville campus.

“Faculty” or **“Faculty Member”** means any faculty member (regardless of rank or title) employed by the University engaged primarily in academic instruction, research, or service.

¹ Tennessee Code Annotated § 49-7-185.

² Tennessee Code Annotated § 49-9-209(d)(1)(I).

³ Education, Research, and Service Committee Charter.

⁴ Tennessee Code Annotated § 49-7-185(a).

“Staff” or “Staff Member” means exempt and non-exempt staff members employed by the University not engaged primarily in academic instruction, research, or service, including but not limited to professional staff and executive/administrative staff.

“Student” or “Students” shall include person(s) enrolled or registered for study at the University, either full-time or part-time, pursuing undergraduate, graduate, or professional studies, as well as non-degree and non-credit programs and courses to the extent they are so defined in a Campus’ student code of conduct or similar University rule (e.g., student rights and responsibilities), as applicable.

III. PURPOSE

The University’s mission is to serve *“all Tennesseans and beyond through education, discovery and outreach that enables strong economic, social and environmental well-being.”* Pursuant to the [Be One UT](#) values, the University strives to: (i) be bold and impactful, (ii) inspire creative and transformational action, and (iii) foster integrity through openness, accountability, and stewardship. Consistent with the University’s mission and core values, the Board recognizes that AI technologies will continue to evolve and that it is imperative for Students, Faculty, and Staff to have the opportunity to succeed and thrive in a world transformed by AI.

Through this policy, the Board aims to balance the innovative potential of AI with the need to uphold academic integrity, protect sensitive information, and comply with applicable laws, rules, and regulations. This policy is intended to provide a framework of broad systemwide expectations while maintaining the necessary flexibility for the Campuses to issue academic procedures, guidelines, and/or restrictions pertaining to the responsible and ethical use of AI for instructional and assignment purposes in a dynamic landscape.

IV. SCOPE AND APPLICABILITY

This policy applies systemwide to all Students, Faculty, and Staff with respect to the use of AI technology for instructional and assignment purposes in connection with all academic courses offered by the Campuses.

V. POLICY STATEMENT AND GUIDING PRINCIPLES

- The University embraces the use of AI as a powerful tool for the purpose of enhancing human learning, creativity, analysis, and innovation within the academic context.
- Each Faculty or Staff Member (to the extent responsible for the delivery of a course) shall consider whether, when, and how AI may be used, if at all, for instructional and assignment purposes associated with a course, including independent study, clinical, and/or research activities.

- Faculty/Staff Members responsible for the delivery of a course are expected to clearly communicate to Students the permitted use(s), if any, of AI technology in connection with a course and the extent to which AI technology and derived content may be used as part of a Student's academic work.
- Students are responsible for adhering to the requirements set by Faculty/Staff Members with respect to the permitted use of AI technology in each of their courses. Students should be made aware that the use of AI technology may vary by course, discipline, and by Faculty/Staff Member. Students who are uncertain of the permitted use of AI technology are encouraged to seek further clarification from the respective Faculty/Staff Member.
- AI generated results may contain data, images, and other information protected under intellectual property or other ownership rights, including copyright. Authors shall be fully responsible for ensuring the allowed use of any AI generated data and information contained in their academic work.
- AI technology is to be used in accordance with: (i) academic and student codes of conduct/honor codes; (ii) any ethical and professional standards applicable to a particular course or program; (iii) academic standards pertaining to attribution and citations; (iv) University/Campus policies, procedures, and other guidelines; and (v) applicable laws, rules, or regulations.

VI. CAMPUS PROCEDURES

Each Campus shall establish academic procedures and guidance as may be necessary to provide transparency and clarity regarding the responsibilities of Students, Faculty, and Staff with respect to the appropriate use of AI technology for instructional and assignment purposes, which shall, at a minimum, address the following items:

- A. Course-related Communication. Communication of Faculty/Staff expectations regarding the permitted use of AI technology by Students for a course shall occur through at least one of the following modalities: (i) course syllabus; (ii) course materials; (iii) assignment instructions; (iv) research guidelines; (v) a learning management system (LMS); and/or (vi) other standard forms of course-related communications, including in-person and electronic methods of communication (online, email, etc.) provided to Students.
- B. Types of Permitted Use. Course-related communication shall address the context(s) in which a Student may employ AI technology with respect to a course and/or particular assignments. Three possible options include, but are not limited to, the following:

1. ***Unrestricted Use*** – Students may use AI technology for any learning, creation, or analysis, without restriction.
2. ***Mixed Use*** – Students may use AI technology for some learning, creation, or analysis, with specifics provided in a clear and timely manner.
3. ***Total Prohibition*** – Students may not use AI technology for any learning, creation, or analysis.

In describing any limitations (or lack thereof) on the use of AI technology in course-related communications, Faculty/Staff shall consider, among other things, the following use cases:

1. ***Learning*** – AI can provide definitions, facts, names, dates, or summaries of larger topics.
 2. ***Creating*** – AI can generate a text work (from a single word up to an entire long-form text), an image (from a simple still image up through an entire video), and possibly other creations.
 3. ***Analyzing*** – AI can examine patterns, gain insights, and make informed decisions of quantitative or qualitative data.
- C. **Academic Integrity**. Course-related communications pertaining to the use of AI technology shall: (i) affirm the importance of academic honesty; and (ii) inform Students that the unpermitted use of AI technology is a form of academic misconduct, which violations are subject to the Campus' student code of conduct.
- D. **AI Detection Tools**. The Campus academic procedures and/or guidance shall provide Faculty/Staff with advice as to the acceptable use, if any, of AI detection tools for instructional and assignment purposes. Notwithstanding the foregoing, under no circumstances shall the results of AI detection tools be the single measure for determining the academic performance of or misconduct by a Student.

Campus procedures may include more stringent requirements provided that such procedures do not conflict with or lower the requirements set forth in this policy.

Additionally, Campuses are encouraged to provide: (i) Faculty/Staff members with examples, templates, and/or standard language for course-related communication based on multiple types of AI use, which can be adopted for instructional and assignment purposes; and (ii) education and training concerning the potential benefits, risks, and responsibilities associated with the use of AI technology.

VII. AI TECHNOLOGY RESOURCES/DATA PROTECTION

The use of AI technology is subject to the University's policies and procedures pertaining to information technology, including the University's policy on [Acceptable Use of Information Technology Resources \(IT0002\)](#).

As with the use of any type of information technology, Students, Faculty, and Staff must be cognizant of information security and data protection obligations (e.g., intellectual property rights, personally identifiable information, protected health information, contractual and other legal obligations, etc.) that may apply. Protected University Data shall not be entered into AI technology that has not been reviewed by the University's Chief Information Officer (or designee) and authorized for use. The University shall maintain a list of approved AI technology resources available for use. Faculty, Staff, and Students are free to use any AI technology for instructional purposes so long as Protected University Data is not entered into such systems. "Protected University Data" shall have the meaning set forth in the University's [General Statement on Information Technology Policy \(IT0001\)](#).

VIII. ADMINISTRATIVE RESPONSIBILITIES

The Vice President for Academic Affairs, Research, and Student Success, in consultation with the appropriate subject matter experts, shall be responsible for providing advice and support to the Campuses with respect to the requirements of this policy. The Chancellor of each Campus shall be responsible for ensuring the establishment of the Campus procedures, guidelines, and/or other resources consistent with this policy.

IX. COMPLIANCE AND OVERSIGHT

The Office of Institutional Compliance shall be responsible for reviewing the Campuses' procedures, guidelines, and other efforts to promote compliance with the provisions of this policy. The Office of Institutional Compliance shall prepare reports regarding the implementation and ongoing compliance with this policy as may be requested by the Audit and Compliance Committee.

History:

Adopted	
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ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Proposed Policy on Artificial Intelligence (AI)

Board of Trustees — February 27 – 28, 2025

The Road So Far...

November 2022

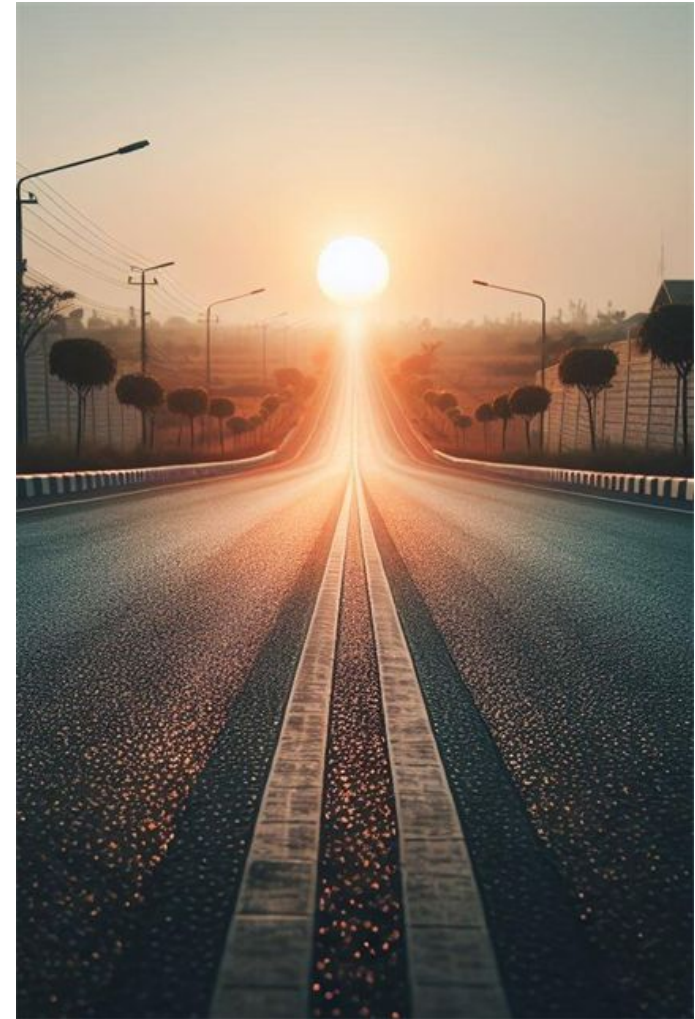
- Widespread access to generative pre-trained transformational tools such as OpenAI's ChatGPT

Reactions

- Ambiguity about acceptable norms for society, business, and education

March 2024

- Tennessee law (T.C.A. § 49-7-185) requires an AI policy from every public university





AI

A **machine-based system** that can, for a given set of human-defined objectives, **make predictions, recommendations, or decisions ...**

Policy

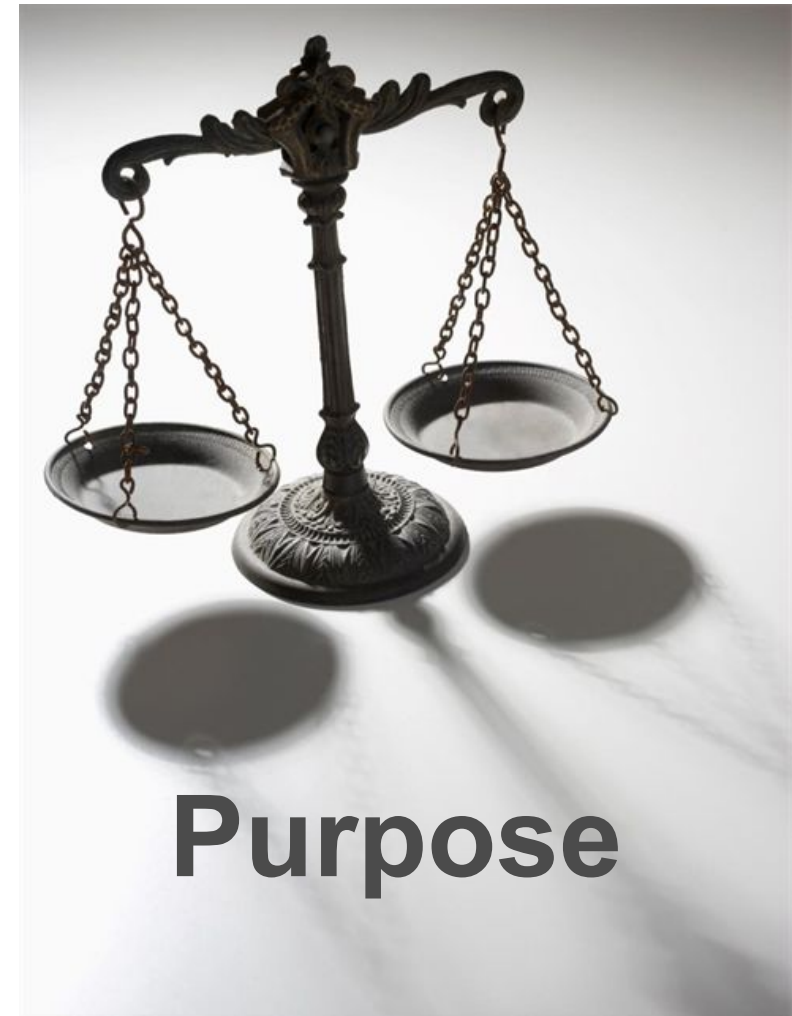
The board of trustees of the University of Tennessee, the board of regents, and each local governing board of trustees of a state university shall adopt a policy regarding the use of artificial intelligence technology by students, faculty, and staff for instructional and assignment purposes.

Process

Systemwide Engagement:

Faculty Governance – **Student Governance** – **Academic Leadership** – **Teaching & Learning Support** – **IT Leadership** – General Counsel

Balance the innovative potential
of AI with the need to
uphold academic integrity,
protect sensitive information,
and comply
with applicable laws, rules, and
regulations



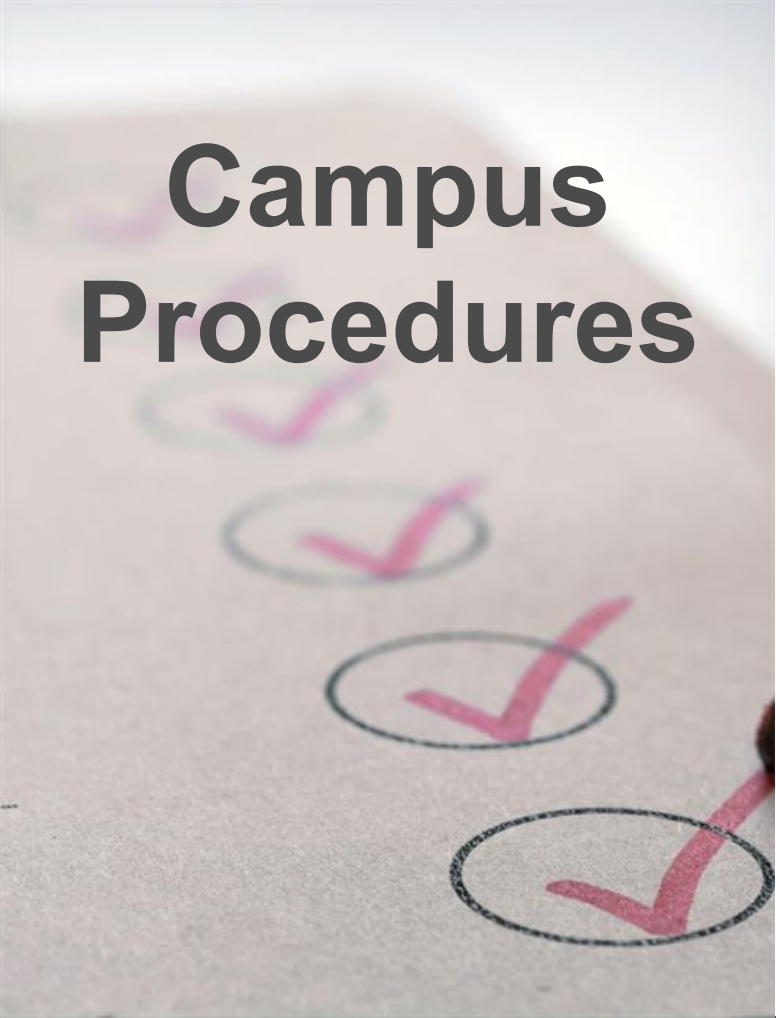
Purpose

Policy & Framework

Includes...

- Value of AI as a tool
- Faculty prerogative and responsibility
- Student responsibility
- Copyright and data protection
- Relationships to other documents

... and a framework for campus procedures.



Campus Procedures

Must address...

- Course-related Communication
- Types of Use
- Academic Integrity
- AI Detection Tools

... in the context of instruction and assignment.



QUESTIONS?

UT THE UNIVERSITY OF
TENNESSEE
SYSTEM

ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Jamie Woodson, Committee Chair

Background Information

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

Committee Action

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

1. The reading of the minutes of the October 24, 2024, meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials.
2. The action items set forth on the Consent Agenda be recommended for adoption by the Board of Trustees.

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



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE October 24, 2024

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 2:00 p.m. (EDT) on Friday, October 24, 2024. The meeting was held in the Pilot Company Ballroom of the Student Union located at the University of Tennessee, Knoxville, in Knoxville, Tennessee.

Committee Members Present: Jamie R. Woodson, Committee Chair; John C. Compton, Board Chair; Elizabeth K. Crawford (Faculty Representative); Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Shanea A. McKinney; Lisa N. Patel (Student Representative); and Donald J. Smith.

Other in Attendance:

Trustees: Bradford D. Box, Decosta E. Jenkins; William (Bill) C. Rhodes III; David N. Watson, and T. Lang Wiseman.

University Administration: President Randy Boyd; Bernard Savarese, Vice President for Academic Affairs, Research, and Student Success; Cynthia C. Moore, Board Secretary and Special Counsel; Chancellor Steve Angle (UT Chattanooga); Chancellor Peter Buckley (UT Health Science Center); Chancellor Yancy E. Freeman (UT Martin); Interim Chancellor Linda C. Martin (UT Southern); and Chancellor Donde Plowman (UT Knoxville). In addition, other members of the UT senior leadership and administrative staff were present.

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

Opening Remarks of the Committee Chair

Committee Chair Jamie Woodson called the meeting to order, expressing gratitude to the UT Knoxville campus for their hospitality. New committee members, Dr. Elizabeth Crawford (UC Foundation Professor and Program Advisor for the Learning and Leadership programs at The University of Tennessee at Chattanooga) and Lisa N. Patel (an undergraduate student in the Tickle College of Engineering at the University of Tennessee, Knoxville) were introduced. Committee Chair Woodson announced a revision to the order of the agenda to prioritize the action items before the presentations.

Proposed New Academic Programs

Occupational Therapy Doctorate, UT Health Science Center. Dr. Cindy Russell, Vice Chancellor for Academic, Faculty, and Student Affairs, UT Health Science Center, presented the proposed Doctor of Occupational Therapy (OTD) program at the UT Health Science Center. The program will be housed in the College of Health Professions. She highlighted that the program aligns with the University's mission to address workforce shortages in healthcare and ensure Tennessee residents have access to high-quality professional education. The new OTD program will expand enrollment capacity and create more clinical training opportunities.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the new academic program at the UT Health Science Center, as presented in Tab 3.1 of the meeting materials.

Doctor of Philosophy in Agricultural Leadership, Education, and Communication, UT Knoxville. Dr. John Zomchick, Provost and Senior Vice Chancellor, UT Knoxville, introduced the proposed Ph.D. in Agricultural Leadership, Education, and Communication in the Herbert College of Agriculture. The program's objective is to prepare students to address social science issues related to food, agriculture, natural resources, and human sciences. Dr. Zomchick explained that the program would prepare future leaders, educators, and researchers in agricultural education and communication, serving Tennessee's farming and rural communities. The Ph.D. program will help train new professionals to fill these roles while enhancing research on agricultural policy and rural development.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the new academic program at UT Knoxville, as presented in Tab 3.2 of the meeting materials.

Board Policy on Institutional Accreditation

Dr. Jorgé Perez, Associate Vice President for Institutional Effectiveness, provided an overview of the accreditation process, including the types of accreditations (institutional and programmatic). Dr. Perez reminded the Committee members that all UT campuses are institutionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). He outlined: (i) the key components of the SACSCOC standards; (ii) the steps and timeline associated with the reaffirmation process; and (iii) the reaffirmation schedule for each of the UT campuses. Dr. Perez also commended UT Knoxville for its eligibility for differentiated review, allowing a streamlined evaluation of its academic standards.

Dr. Bernie Savarese, Vice President for Academic Affairs, Research, and Student Success, indicated that Tennessee Public Chapter 868 (2024), requires each governing board of a public institution of higher education to: (i) identify and determine the institutional

accrediting agencies or associations eligible to serve as an accreditor; and (ii) update the institution's policies and practices regarding accreditation to ensure that the institution may freely choose to pursue accreditation by any accreditor recognized by the U.S. Department of Education. Dr. Savarese stated that the proposed Board Policy on Institutional Accreditation is a new policy, which will satisfy the new statutory requirements in advance of the deadline (December 31, 2024).

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the Board Policy on Institutional Accreditation, as presented in Tab 2 of the meeting materials.

Presentations

Student Success Indicators. Dr. Savarese provided an update on student enrollment trends, noting that UT institutions have outperformed national trends despite FAFSA¹ processing delays and demographic shifts. Dr. Savarese highlighted record-setting student enrollment across the UT System, attributing growth to strong recruitment strategies and expanded student support services. As of Fall 2024, achievements for the UT System included:

- Enrollment reached 62,208 students, an all-time high;
- Enrollment grew by almost 6% over the prior year and by more than 18% over the last five years;
- First-year retention rate increased to 85.5%;
- The four-year graduation rate increased to 52.1%, representing a 4.9% improvement over the last five years;
- The six-year graduation rate is 64.2%, representing a 1.3% improvement over the last five years;
- The number of bachelor's degrees reached 9,853, representing a 14.3% increase over the last five years; and
- The number of graduate and professional degrees reached 4,146, representing a 13.4 increase over the last five years.

Dr. Savarese then provided a more in-depth analysis of the trends at each of the UT campuses. It was explained that the decrease in enrollment at the UT Health Science Center was reflective of a strategic decision to right size the incoming class for the College of Pharmacy. Trustee Shanea McKinney, a graduate of the College of Pharmacy, expressed her appreciation to Chancellor Buckley for the thoughtful approach, which recognizes the changes in the marketplace including the number of pharmacy schools and overall demand for pharmacists.

¹ Free Application for Federal Student Aid

Trustees commended UT's continued progress in student success metrics and emphasized the importance of maintaining momentum in retention and graduation rate improvements. In terms of the information provided, the trustees expressed their interest in learning more about (i) the goals that will be included in the upcoming UT System strategic plan, and (ii) the UT campuses' performance as compared to their aspirational peers. Additionally, a request was made for the Administration to consider how transfers within the UT System should be reflected within the scope of the retention figures.

Research Enterprise. Dr. Savarese began his remarks by introducing Dr. Kari Babski-Reeves, who has joined the UT System and will be serving as Associate Vice President for Research. Dr. Savarese stated that research is an integral aspect of the mission of the University. Research transforms ideas into practical applications that impact and improve lives. UT research expenditures have grown to an all-time high for the eighth consecutive year (\$484 million). While the total number of grant proposals submitted has declined, the grant proposal dollar amounts have increased reflective of a shift toward larger-scale, high-impact research projects. Dr. Savarese provided an update on the adoption and future implementation of components of the Huron Research Suite Solutions application.

Committee Chair Woodson emphasized the importance of the research enterprise in serving Tennesseans and inquired about the needs of the campuses in this area. President Boyd indicated that expanding and upgrading the University's infrastructure is a critical imperative for attracting and retaining high caliber research faculty and increasing the University's research activities.

UT Research Foundation. Dr. Maha Krishnamurthy, President of the UT Research Foundation (UTRF), provided an update to the Committee. She highlighted that UTRF's mission is to translate university research into real-world applications by supporting faculty entrepreneurs, securing patents, licensing technologies, and promoting industry partnerships. Dr. Krishnamurthy reported significant growth in technology commercialization and intellectual property development over the past fiscal year, and she outlined UTRF's strategic priorities to further enhance technology commercialization and research impact. Student Trustee Lisa Patel expressed her appreciation for the entrepreneurial fellowship program.

Faculty Job Satisfaction Survey. Dr. Matt Matthews, Associate Vice President for Academic Affairs, presented an update on the next administration of the Faculty Job Satisfaction Survey, conducted by Harvard University's Collaborative on Academic Careers in Higher Education (COACHE). The upcoming survey, scheduled for Spring 2025, will be the first instance when all UT campuses have participated at the same time. The survey will be conducted on a triennial basis moving forward. Key areas of focus include workload distribution, research expectations, and compensation satisfaction. Among other things, faculty will be asked to evaluate institutional support for professional growth, department leadership, and overall job fulfillment. The survey will be

distributed to tenured, tenure-track, and non-tenure-track faculty, ensuring a comprehensive representation of faculty perspectives. Survey results are expected by August 2025.

UT Knoxville Digital Learning Initiative. Dr. Bruce Behn, Dean and Chief Executive Officer of Digital Learning, and Dr. Shay Scott, Vice Dean and Chief Operating Officer of Digital Learning, provided an in-depth overview of the UT Knoxville's Digital Learning Initiative, an ambitious effort aimed at expanding flexible, technology-enhanced education. The presentation focused on the market demand, the planned growth in programs, and the collaboration with Arizona State University. The initiative is focused on:

- Expanding online course offerings to accommodate student needs, including working professionals and non-traditional learners;
- Enhancing digital infrastructure to support high-quality virtual and hybrid learning environments; and
- Strengthening faculty support and training to ensure effective digital instruction.

Consent Agenda

Committee Chair Woodson asked if there were any requests to remove an item from the agenda. There being none, upon motion duly made and seconded, the Committee approved: (i) the Resolution to adopt the minutes of the last meeting of the Committee; and (ii) the Resolutions pertaining to the other action items included on the Consent Agenda (a complete list of the approved items appears at the end of these minutes).

Other Business and Adjournment

With no further business to come before the Committee, Committee Chair Woodson adjourned the meeting.

Respectfully Submitted,

/s/ Cynthia C. Moore
Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the Prior Meetings (June 24, 2024)
- Proposed Academic Program Modification: Bachelor of Science Business Administration in Business Analytics, UT Chattanooga
- Tenure Recommendations Requiring Board Approval
 - Grant of Tenure upon Initial Appointment
 - Grant of Tenure upon Early Consideration

Information Items

- Annual Report on Intercollegiate Athletics
- Education, Research, and Service Committee Work Plan
- Ratification of Administrative Action to Terminate or Inactivate Academic Programs
- Certification of Degrees Conferred

Appendix – Supplemental Materials

- Campus Intercollegiate Athletics Reports:
 - UT Chattanooga
 - UT Knoxville
 - UT Martin
 - UT Southern



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **New Academic Program: Master of Science in Social Work, UTM**

Type: Action

Background Information

The College of Education, Health, and Behavioral Sciences at the University of Tennessee at Martin (UTM) proposes a Master of Science in Social Work (MSSW). Currently, UTM is the only Tennessee public institution that offers an undergraduate program in social work that does not have a master's-level program. The proposed MSSW program will emphasize clinical practice with a rural emphasis and prepare graduates to effectively serve rural populations and integrate services across healthcare, mental health, education, and social services. The proposed MSSW program will be one of six Council on Social Work (CSWE) accredited social work programs in the United States with a rural emphasis.

Students will complete 30 or 60 hours based on their educational credentials. Students who have earned a bachelor's degree in social work from a CSWE accredited institution will complete 30 hours. Students who enter the MSSW program from a major other than social work will complete 60 hours. To accommodate the diverse needs of students, the MSSW program will be offered online, utilizing synchronous and asynchronous delivery methods.

The demand for MSSW graduates is projected to increase at both the state and national levels. The *Jobs 4 Tennessee* (2023) reports long-term growth from 2020 to 2030 which is 19.7% or 80,000+ jobs in the healthcare and social assistance occupational categories. The U.S. Bureau of Labor Statistics has identified healthcare and social assistance occupations as one of the fastest-growing sectors. For example, mental health and substance abuse social workers are anticipated to increase by 14.4% from 2025 to 2030.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

The College of Health, Education, and Behavioral Sciences will use three existing faculty positions along with one new faculty position to be filled in year two. The accrediting agency, Council on Social Work Education, requires a minimum of four full-time faculty for the MSSW program. Other expenditures for successful program implementation include marketing, faculty professional development, a graduate assistant, part-time administrative assistant, and accreditation. Enrollment and financial projections are included in the materials that follow.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Martin, is authorized to offer a Master of Science in Social Work;**
- 2. The implementation date is anticipated to be August 2026, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**



Master of Science in Social Work

College of Education,
Health, & Behavioral
Sciences

Presented by
Dr. Philip Cavalier, Provost



Academic Program Overview

The MSSW Program is designed to meet the increasing demand for advanced clinical social work education in rural settings, focusing on marginalized and underserved populations through a commitment to ethical service, research, and clinical skill development and practice.

<p>Primary BSSW graduates</p> <p>Secondary Criminal Justice, Psychology, Sociology, Interdisciplinary Studies, & Public Health majors Social work professionals & paraprofessionals</p> <p>Geographic Focus Tennessee and beyond</p>	<p>Modality Online (Synchronous and Asynchronous)</p> <p>Coursework 30 credits for advanced standing students (prior BSW/BSSW degree) 60 credits for other Bachelor's degree candidates</p> <p>Duration 1-2 years</p>	<p>Builds upon the success of the BSSW degree</p> <p>1st MSSW degree with a rural emphasis in TN</p> <p>Adds an advanced clinical degree to the College, filling a strategic need in addressing mental health professional shortages in rural West TN</p>
<p>Target Market</p>	<p>Program Attributes</p>	<p>Unique Features</p>

Program Alignment

Select Program Attributes	State Master Plan	UTM Mission
The MSSW program offers practicing social workers the opportunity to earn a master’s degree in their field of study and increase earning potential, with social work’s curriculum attracting from three underserved groups needed to meet goals: nonwhite students, adult learners, & Pell-eligible students.	<p>Increase the educational attainment of Tennesseans</p> <p>Fostering Outreach & Engagement</p> <p>Strengthening Rural Communities</p>	Recruit, retain, and graduate students prepared for careers, professions, and life.
The MSSW program offers Bachelor’s level graduates and social workers in the field the ability to increase knowledge, skills, and income while also providing career advancement.	Economic and workforce development	Prepare graduates to be responsible, informed, and engaged citizens in their workplaces and the larger community.
The program encourages social work students and workers to conduct and apply research, as well as policy advocacy to improve the communities in which they live and work	Leveraging Diversity & Inclusion to Expand Research	Through service and advocacy, UT Martin will improve the vitality and prosperity of West Tennessee and beyond.

Enrollment & Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	\$67,357	\$160,230	\$163,812	\$160,194	\$168,848
Revenues	\$300,219	\$371,964	\$482,148	\$522,264	\$637,200
Enrollment (Graduates)	25(17)	31(21)	42(21)	48(22)	56(29)

➔ Projections assume an August 2026 program launch date.





THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Science in Communication and Information, UTK**

Type: Action

Background Information

The College of Communication and Information at the University of Tennessee, Knoxville (UTK) proposes an online Bachelor of Science degree-completion program in Communication and Information. The proposed program includes the four communication disciplines offered by the College (advertising and public relations, communication studies, information sciences, and journalism and electronic media). It will broaden students' skillsets and prepare them to enter the workforce or continue their academic careers. The proposed program is designed for transfer students who have completed an associate degree program. These students will transfer 60 credit hours and complete the remaining 60 at UTK. Students will complete 12 hours in the four communication disciplines and 12 hours of general electives.

According to the U.S. Bureau of Labor Statistics (BLS), media and communication positions are expected to grow by 4% through 2032. Other sources indicate a need for the communication sector. According to the LinkedIn 2024 report, which analyzed data from the organization's one billion members across 200 regions and countries, communication ranked as the most in-demand skill.

The College of Communication and Information will use 19 existing faculty and hire two Assistant Professors of Practice to teach asynchronous online courses. A dedicated advisor will also be hired to support students in the proposed program. Other expenditures for successful program implementation include equipment for new faculty, marketing, and travel. Travel expenditures are needed to build partnerships with faculty and staff at community colleges while recruiting students. Enrollment and financial projections are included in the materials that follow.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Bachelor of Science degree in Communication and Information;**
- 2. The implementation date is anticipated to be August 2025, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**



**Bachelor of Science
Communication and Information**

College of Communication and Information

**Presented by
Dr. John Zomchick, Provost**



**THE UNIVERSITY OF
TENNESSEE**
KNOXVILLE

Academic Program Overview

The program's **objective** is to provide access to an interdisciplinary University of Tennessee degree in Communication and Information, utilizing online asynchronous course delivery.

Primary

Tennessee residents with a 2-year degree

Secondary

As online course offerings expand at UT, students will be able to pursue the online Communication degree without prior college credits

Geographic Focus

Tennessee residents

Target Market

Modality

Fully online with asynchronous course delivery

Coursework

Students with an Associate's degree will complete 60 hours of coursework – 48 hours in Communication and Information + 12 hours of general electives

Program Attributes

This is the first program in the state to offer an Interdisciplinary Communication and Information degree fully online with asynchronous delivery. It is also one of the first of its kind in the nation.

Provides a pathway to a University of Tennessee degree from anywhere.

Unique Features

Supporting Evidence & Demand

40,000+

Tennessee residents are pursuing an online degree outside of the state.

88%

of community college transfer students within CCI indicated they would have considered an online degree (47% yes, 41% maybe)

#1

Communication ranks as the most in demand skill according to a LinkedIn report that analyzed data from one billion members across 200 regions and countries

7 out of 10

respondents reported an insufficient supply of appropriately trained workers.
(2022 Tennessee Business Leaders Survey)

4%

Growth expected in Media and Communication positions through 2032 (U.S. Bureau of Labor and Statistics)

30 out of 30

occupations that required a bachelor's degree also required moderate to advanced proficiency in personal skills, service orientation, and persuasion skills

Enrollment & Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	\$185,000	\$249,000	\$403,250	\$386,250	\$384,750
Revenues	\$280,382	\$640,175	\$962,493	\$1,241,404	\$1,502,002
Enrollment (Graduates)	25(0)	58(20)	86(41)	104(66)	127(79)

 Projections assume a Fall 2025 program launch date.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **New Academic Program: Master of Science in Retail, Hospitality, and Tourism Management, UTK**

Type: Action

Background Information

The College of Education, Health, and Human Sciences at the University of Tennessee, Knoxville (UTK) proposes a Master of Science degree in Retail, Hospitality, and Tourism Management. The proposed online asynchronous program will prepare graduates as leaders in the retail, hospitality, and tourism industries as they improve their career progression and earning potential.

The proposed program will require a minimum of 30 credit hours. Each 3-credit-hour course is designed as a seven-week course, except for the thesis, which will be written throughout an academic semester. The program's coursework is designed with three phases that build on the previous one to achieve high-level learning objectives across foundational courses, advanced topics, and applied learning.

The Tennessee's Economy Report (2022-23) projects long-term growth from 2020 to 2030 for all tourism and hospitality-related employment areas. The leisure and hospitality industry will generate close to 114,000 additional positions statewide by 2030. Nationally, retail, hospitality, and tourism occupations are predicted to grow rapidly. The Lightcast Feasibility Report (2024) indicates that lodging and entertainment/recreation managers are anticipated to increase by 13% and 19%, respectively, from 2022 to 2032.

The Department of Retail, Hospitality, and Tourism will offer the program using 12 existing faculty members and one new faculty position to be hired in year four. Other expenditures for successful program implementation include administrative support, marketing, and travel. Enrollment and financial projections are included in the materials that follow.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Master of Science in Retail, Hospitality, and Tourism Management;**
- 2. The implementation date is anticipated to be August 2025, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**

Master of Science in
**Retail, Hospitality &
Tourism Management**

College of Education, Health, and
Human Sciences

Presented by Dr. John Zomchick, Provost



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



Academic Program Overview:

Deepens RHTM knowledge and skills to improve career progression and earning potential, enhance specialized employment opportunities, prepare well-equipped leaders, and transition into educational roles in RHTM higher education.

Target Market	Program Attributes	Unique Features
<ul style="list-style-type: none"> • Current RHT industry professionals seeking a career progression or transition to education. • Traditional, full-time students in RHTM. • Industry professionals who do not have RHTM education and aspire to advance their careers. 	<ul style="list-style-type: none"> • Fully online to provide flexible opportunities for industry professionals. • Intensive 7-week courses. • 30 credit hours with industry experience. • Applied market research method courses to prepare for required culminating experience. 	<ul style="list-style-type: none"> • Curriculum improves data driven analysis, critical thinking, and strategic thinking skills. • There is a thesis option is for students pursuing doctoral degrees. • Initial course offerings allow time-to-degree less than two years.

Program Alignment

Select Program Attributes	Related Priorities & Objectives	
	State Master Plan	UTK Strategic Plan
1. Fully online for industry professionals with various responsibilities and commitments.	<ul style="list-style-type: none"> • Student Success (Completion) • Family Prosperity (Outreach to Adults) 	<ul style="list-style-type: none"> • Deliver educational opportunities that are responsive to learners' needs
2. Applied market research method courses to lay the foundations for industry research or thesis.	<ul style="list-style-type: none"> • Student Success (Academic Readiness) 	<ul style="list-style-type: none"> • Provide learners with opportunities to engage in rich learning and in scholarship that is inquiry-based and experiential
3. Affordable and accessible education without relocation expenses or high out-of-state tuition.	<ul style="list-style-type: none"> • Family Prosperity (Affordability) 	<ul style="list-style-type: none"> • Ensure affordability and accessibility to communities across Tennessee and beyond
4. Career advancement or potential career changes to higher education.	<ul style="list-style-type: none"> • Future of Workforce • Family Prosperity (Outreach to Adults) 	<ul style="list-style-type: none"> • Support curricular innovations that align with 21st-century workforce needs

Budget & Enrollment

Year	Annual Tuition/Grants	Total Expenditures	Net Profit/Loss	Projected Enrollment	Projected Graduates
Planning	45,000	74,903	(29,903)	-	-
1	229,500	63,260	166,240	30	0
2	367,200	65,610	301,590	57	24
3	436,050	66,963	369,087	65	27
4	466,650	171,277	295,373	70	31
5	515,100	175,936	339,164	76	32

- ✓ Projections assume a Fall 2025 program launch date.
- ✓ Expenditure is calculated based on assumption that current faculty will fulfill all instructional needs through Year 3 with an adjunct instructor (\$5,000) who will cover the director's course load reduction. An additional faculty will be hired in Year 4 (\$82,000 + 31% benefits) to meet enrollment growth.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **New Academic Program: Master of Science in Sustainability, UTK**

Type: Action

Background Information

The College of Emerging and Collaborative Studies (CECS) at the University of Tennessee, Knoxville (UTK) proposes their first graduate program, a Master of Science (MS) degree in Sustainability. The proposed program will prepare graduates to meet the exponentially increasing demand for sustainability professionals in the industry, academy, and government.

The proposed program will require a minimum of 30 credit hours. Students will complete 12 core courses taught by CECS faculty and CECS Faculty Fellows appointed from across disciplines at UTK. Additionally, students will complete nine credit hours in two concentrations from this list of nine concentrations: (1) sustainable business practices, (2) governance and policy, (3) ecological sustainability, (4) community engagement and social justice, (5) sustainable development, (6) urban sustainability, (7) sustainable water management, (8) sustainable technologies, and (9) climate mitigation and adaptation.

The demand for graduates in the sustainability field exceeds the regional demand in comparison to national projections. According to the Lightcast Feasibility Study (2024), there will be an 8.6% increase in sustainability jobs between 2023 and 2028. The largest areas of employment for sustainability are natural science managers, environmental and health scientists, and urban/regional planners. Natural science managers showed the largest projected future growth rate among the seven occupations and are anticipated to increase by 8.9 from 2023 to 2028.

The College of Emerging and Collaborative Studies will utilize existing campus resources for program implementation. The program will have 14 faculty members representing 11 academic units. The College will hire one full-time Professor of Teaching to teach core courses. Enrollment and financial projections are included in the materials that follow.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, is authorized to offer a Master of Science degree in Sustainability;**
- 2. The implementation date is anticipated to be August 2025, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**

Sustainability Master of Science

Presenter:
Dr. John Zomchick
Provost



THE UNIVERSITY OF
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KNOXVILLE

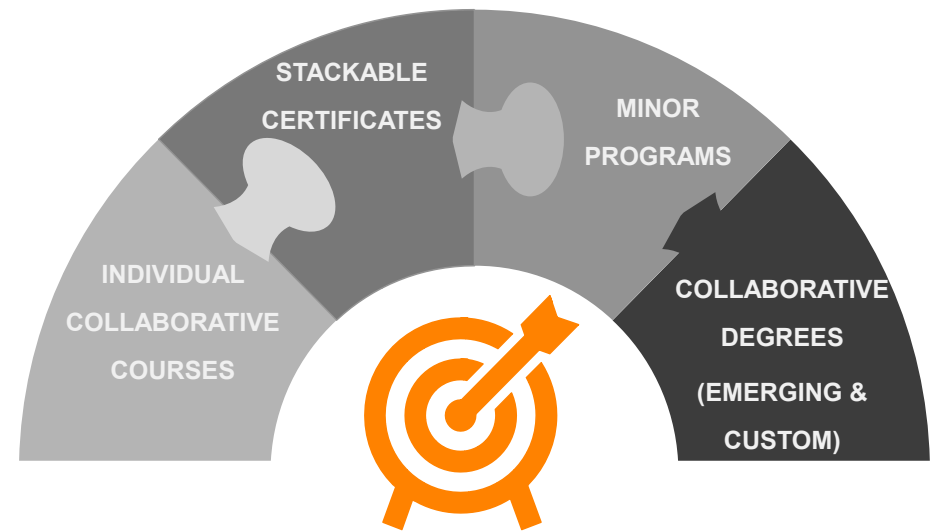


About the College of Emerging and Collaborative Studies

Launched July 1, 2023 as one of the 3 new colleges

**CECS Program Structure:
Course – Certificate- Minor - Major**

- Fast, agile, innovative, complementary programs for all degrees on campus
- Collaborative with industry
- Customizable, build from course to full major
- Aligned with campus strategic vision, Drive to 55, Be One UT



CECS bachelor's programs



Data Science

Interdisciplinary perspective in applications of data to various fields



Applied Artificial Intelligence

Address rapid talent gap per industry feedback



Innovative Transdisciplinary Studies

Customizable degree aligned with student interests and future talent gap

Strategic Alignment

CECS fills the **future talent gap** in emerging careers for both working professionals and recent graduates, provides students with **control over their degree programs**, and ensures a **path to employability** through strong employer partnerships.

- **Provide educational opportunities to meet a variety of needs and circumstances**
 - CECS allows students to **customize degree** paths with **stackable certificates** aligned with their interests while addressing the future talent gap in emerging fields of employability.
- **Make life and lives better**
 - CECS **provides support for the emerging workforce** by equipping students with in-demand and sought-after skills needed to excel in careers of the future.
- **Strengthen community and culture**
 - CECS creates **pathways for students of all backgrounds, ages, and interests** to pursue individualized **paths to employability**.

Academic Program Overview - Sustainability

Features

- Meets the increasing demand for sustainability professionals in a wide variety of private and public sectors.
- Flexible design allows recent graduates and working professionals to customize their degree based on their professional goals.
- Areas of interest include: Sustainable Business Practices, Governance and Policy, and Sustainable Technologies.
- Capstone course leverages both campus and industry partnerships to create an immersive learning experience.

Outcomes

- Develop a comprehensive understanding of sustainability that integrates knowledge, skill, and application.
- Collaborate effectively across diverse disciplines to develop innovative solutions to complex problems.
- Engage with local and national community to foster industry partnerships and increase professional opportunities.

Finances

CECS	Expenditures	Revenues	Enrollment	Graduates
Planning	\$22,000	0	--	--
Year 1	\$175,844	\$172,188	10	0
Year 2	\$191,092	\$533,783	25	9
Year 3	\$215,389	\$952,774	40	23
Year 4	\$233,439	\$1,653,005	60	36
Year 5	\$258,046	\$1,985,902	80	53



Projections assume a Fall 2025 program launch date

Major expenditures include instructional faculty and staff.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **Academic Program Modification: Bachelor of Science in Environmental Sciences, UTK**

Type: Action

Background

The University of Tennessee, Knoxville, currently offers a Bachelor of Science in Environmental and Soil Sciences with concentrations in (1) Conservation Agriculture and Environmental Sustainability, (2) Environmental Science, and (3) Soil Science. The CIP Code assigned to this program is 01.1202 – Soil Chemistry and Physics. The campus proposes changing the program name, degree designation, and CIP code. The proposed program name and degree designation are a Bachelor of Science in Environmental Science (BSENVS) with concentrations in (1) Conservation Agriculture and Environmental Sustainability and (2) Soil Science; the proposed CIP code is 03.0104 – Environmental Science, which directly aligns with the program name.

A major impetus for this requested change is based on input from the Environmental Science and Social Sciences Program Advisory Council and graduating seniors who find the program name confusing for incoming students. Stakeholders understand environmental science but are confused by the soil science modifier in the program name. Changing the program name, concentrations, and CIP code will reflect the program's focus and give students a broader background in environmental science.

There are no significant curriculum changes as part of the modification request to change the program name and CIP code. Additionally, only minimum marketing costs will be needed for recruitment and marketing of the new program name.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville may change the program name, degree designation, and CIP code for the Bachelor of Science in Environmental and Soil Sciences. The new program will be named Bachelor of Science in Environmental Science (BSENVS) with a CIP code classification of 03.0104 - Environmental Science, which directly aligns with the program name;**
- 2. The implementation date is anticipated to be Fall 2025, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed unit modification.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

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

Type: Action

Background

The University of Tennessee, Knoxville currently offers a Bachelor of Science with a major in Recreation and Sport Management (CIP 31.0504) with concentrations in (1) Sport Management and (2) Therapeutic Recreation. The campus proposes elevating both concentrations into stand-alone programs as indicated below:

- Sport Management, Bachelor of Science (CIP 31.0504 – Sport and Fitness Administration/Management)
- Recreational Therapy, Bachelor of Science (CIP 51.2309 – Therapeutic Recreation/Recreational Therapy)

A major impetus of this requested change is to recognize the distinctiveness of both programs while aligning each program with an appropriate CIP code. As a result of the program modification, employers will better understand students' knowledge and skill sets when referencing their respective academic majors. There are no significant curriculum changes as part of the modification request to elevate both concentrations. There are no costs associated with this proposed modification.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville may elevate the two concentrations in Recreation and Sport Management, Bachelor of Science program to two freestanding programs with the respective CIP codes: Sport Management, Bachelor of Science (CIP 31.0504) and Recreational Therapy, Bachelor of Science (CIP 51.2309);**
- 2. The implementation date is anticipated to be April 2025, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed unit modification.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **Academic Unit Modification: Department of Social, Cultural, and Justice Studies, UTC**

Type: Action

Background

The University of Tennessee at Chattanooga (UTC) seeks to split the Department of Social, Cultural, and Justice Studies into two departments: (1) Sociology, Anthropology, and Geography and (2) Criminal Justice. In Fall 2015, as a cost-saving measure and to promote administrative efficiency, the Criminal Justice program was merged with the Department of Sociology, Anthropology, and Geography to create the current Department of Social, Cultural, and Justice Studies (SCJS). Due to the distinct differences in disciplines, UTC proposes to dissolve this merger based on numerous factors such as branding, leadership, research, and space.

As of Fall 2024, the SCJS unit serves over 800 students in criminal justice, sociology, anthropology, archaeology, geography, and forensics. Since the merger, SCJS has struggled to keep the position of department head filled. Currently, 27 faculty members are associated with the department, and 13 are criminal justice faculty. Splitting the department will also facilitate the move for both departments to share designated space with the upcoming renovations of the State Office Building. Lastly, research efforts will be more coordinated with both units hosting two distinct research clusters.

The separation of the Department of Social, Cultural, and Justice Studies into a Department of Sociology, Anthropology, and Geography and a Department of Criminal Justice will provide necessary autonomy to these growing units, create a “brand” advantage in recruiting students, ensure that each department is led by someone who is from that discipline, and will require minimal expenses to implement these new academic units. These expenses include a three-month stipend for one additional department head ranging from \$25,000-\$35,000, depending on the individual’s rank and salary, and an additional administrative assistant position (\$40,000).



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee at Chattanooga may separate the Department of Social, Cultural, and Justice Studies into two departments: (1) Sociology, Anthropology, and Geography and (2) Criminal Justice;**
- 2. The implementation date is anticipated to be July 2025, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed unit modification.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **Proposed New Off-campus Centers for the Master of Science in Industrial Engineering, UTK**

Type: Action

Background Information

The University of Tennessee, Knoxville (UTK) seeks approval for two off-campus instructional centers for the Tickle College of Engineering's Industrial Engineering Master of Science (MS) program. More information pertaining to each of these off-campus centers is provided below.

Location: **Glazer Building
1201 Oak Ridge Turnpike
Oak Ridge, TN 37830**

The Industrial Engineering MS program, which began in 2011, grew out of a workforce development need for U.S. Department of Energy (DOE) employees. The program is offered in Oak Ridge due to the DOE presence in that area. This is a delayed approval to establish the off-campus center at the Glazer Building. The target audience for the program is non-traditional students who work within DOE or affiliated organizations. Since the program's inception, over 200 graduates have completed it, providing promotion opportunities within their respective organizations. Since January 2024, the Industrial Engineering MS program has been relocated to the Oak Ridge Enhanced Technology and Training Center. UTK seeks to maintain the Glazer Building as a center in the event the Industrial Engineering MS program further expands, or other programs are suitable for the Glazer Building location.

Location: **Oak Ridge Enhanced Technology and Training Center
3607 Oak Ridge Turnpike
Oak Ridge, TN 37830**

Since January 2024, the MS in Industrial Engineering relocated to the Oak Ridge Enhanced Technology and Training Center (ORETTC). Given the longstanding relationship with the U.S. Department of Energy National Security (Y-12), the program moved to the new, state-of-the-art U.S. Department of Energy-managed ORETTC facility.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

The University will use existing faculty in the Department of Industrial and Systems Engineering to offer the program at ORETTTC. No additional costs or resources are needed for the ORETTTC. The financial sources to offer this program at ORETTTC are provided directly from tuition funding.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, through its Tickle College of Engineering may offer its Master of Science in Industrial Engineering at the following off-campus instructional center locations:**

**Glazer Building
1201 Oak Ridge Turnpike
Oak Ridge, TN 37830**

**Oak Ridge Enhanced Technology and Training Center
3607 Oak Ridge Turnpike
Oak Ridge, TN 37830**

- 2. The official implementation date shall be immediately upon final approval by the Tennessee Higher Education Commission, estimated for May 2025; and**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the new off-campus instructional center locations.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

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

Type: Action

Background Information

President Boyd and Chancellor Plowman are recommending that tenure be granted to an individual upon her initial appointment to a faculty position. The nominated individual satisfies the following requirements to be considered for tenure upon initial appointment:

- (1) The tenure candidate was tenured at the institution from which they were recruited and could not have been successfully recruited without being considered for tenure upon initial appointment; or the President has documented other exceptional circumstances warranting the grant of tenure upon initial appointment; and
- (2) All the required tenure review and recommendation procedures were followed by the campus; candidates received a positive recommendation for tenure at every level of review.

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

Resolved:

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

February 2025 Tenure upon Initial Appointment

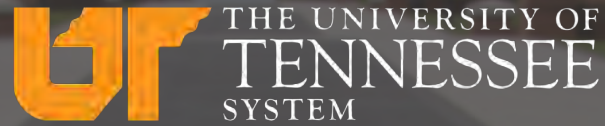
UTK			
Last Name	First Name	College	Department
Wu	Jia-Rong	Nursing	

February 2025 Grant of Tenure upon Initial Appointment Candidate Summaries

UTK

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

Dr. Jia-Rong Wu has been appointed to the rank of professor in the College of Nursing at UTK, transitioning from an appointment at the rank of professor with tenure in the College of Nursing at the University of Kentucky. With a career that spans decades, Dr. Wu has met, and in some areas exceeded, the standards for tenure at the rank of professor in the College of Nursing at UTK. Her record of over 70 publications in peer-reviewed journals has established her as a scholar of national prominence in the area of care for patients with cardiovascular disease, and her body of work has been cited over 2,500 times by others in the discipline. Her research agenda has been consistently supported by extramural funding, with an early-career K23 grant from the National Institute of Nursing Research (NINR), a part of the National Institutes of Health, and more recently an R01 award (again from NINR). As a teacher and mentor, Dr. Wu has a decades-long record of excellence in teaching, beginning with her clinical work as a lecturer, continuing as a tenure-track faculty member at the University of North Carolina, and most recently as a tenured professor with the University of Kentucky. Her record is fully upheld through traditional course learning evaluations, on which she is rated highly, and peer-reviewed publications co-authored with doctoral and post-doctoral students under her mentorship. Finally, Dr. Wu's disciplinary and institutional service is demonstrated through her role as a reviewer for numerous journals in her field, vice chair for the annual conference for a national organization (Asian American Pacific Islander Nurses Association), and numerous committee appointments at her previous universities. As a tenured professor at UTK, Dr. Wu will elevate the scholarly and instructional profile of the College of Nursing.



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Enrollment Updates

Board of Trustees — February 27 – 28, 2025

Institutional Effectiveness



ie.tennessee.edu

Cadence: Annual Enrollment Updates

Fall Meeting

- Campus Enrollment and Student Success Outcomes (post-census)

Winter Meeting

- High School Graduate Trends (lagging)
- Admit, Yield, and Retention Rates

Annual/Summer Meeting

- Peer Comparison Reporting – Enrollment and Student Success (lagging)

Enrollment Updates

New Items in 2025

Campus Enrollment Plans (2025 – 2030)

Annual Meeting

UT Knoxville

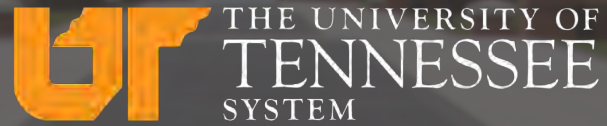
UT Martin

Fall Meeting

UT Chattanooga

UT Southern

UT Health Science Center



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

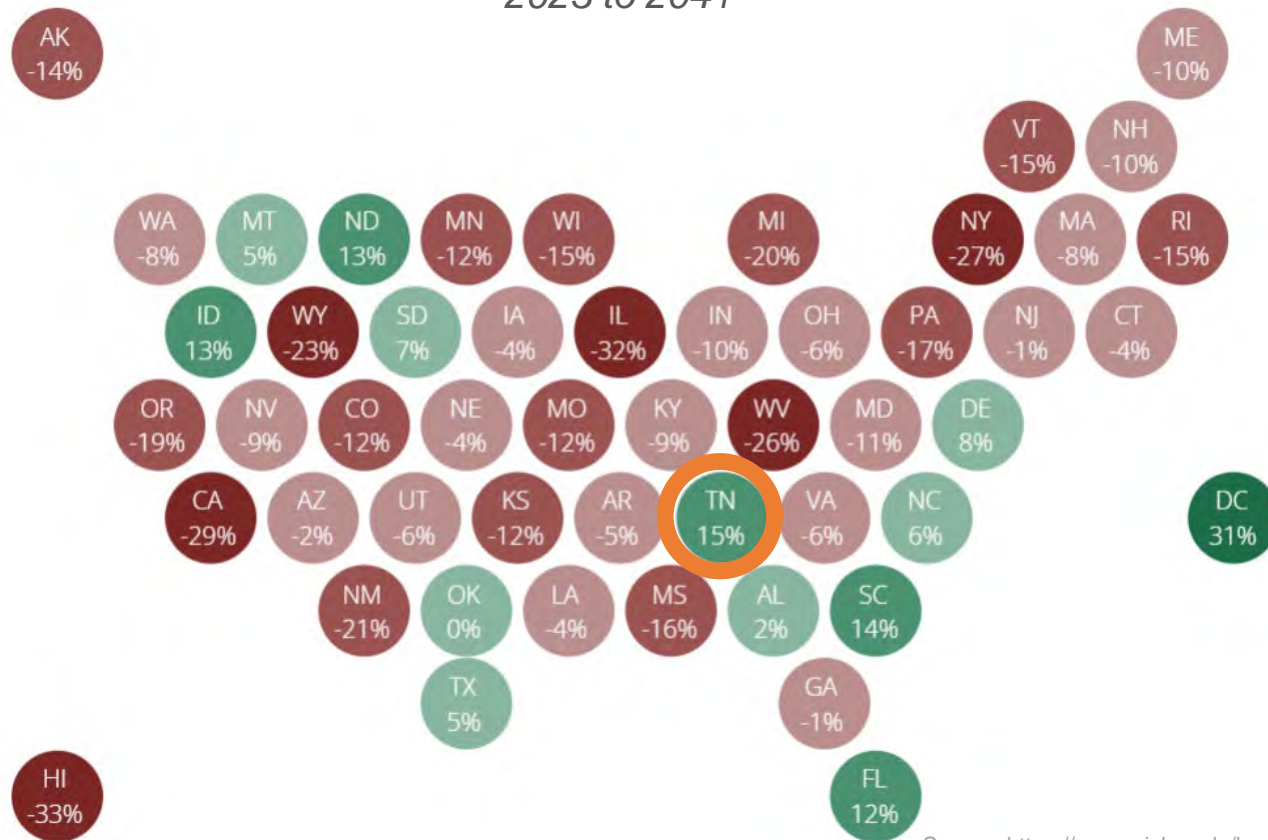
High School Graduate Trends

Board of Trustees — February 27 – 28, 2025



Projected Percent Change in High School Graduates

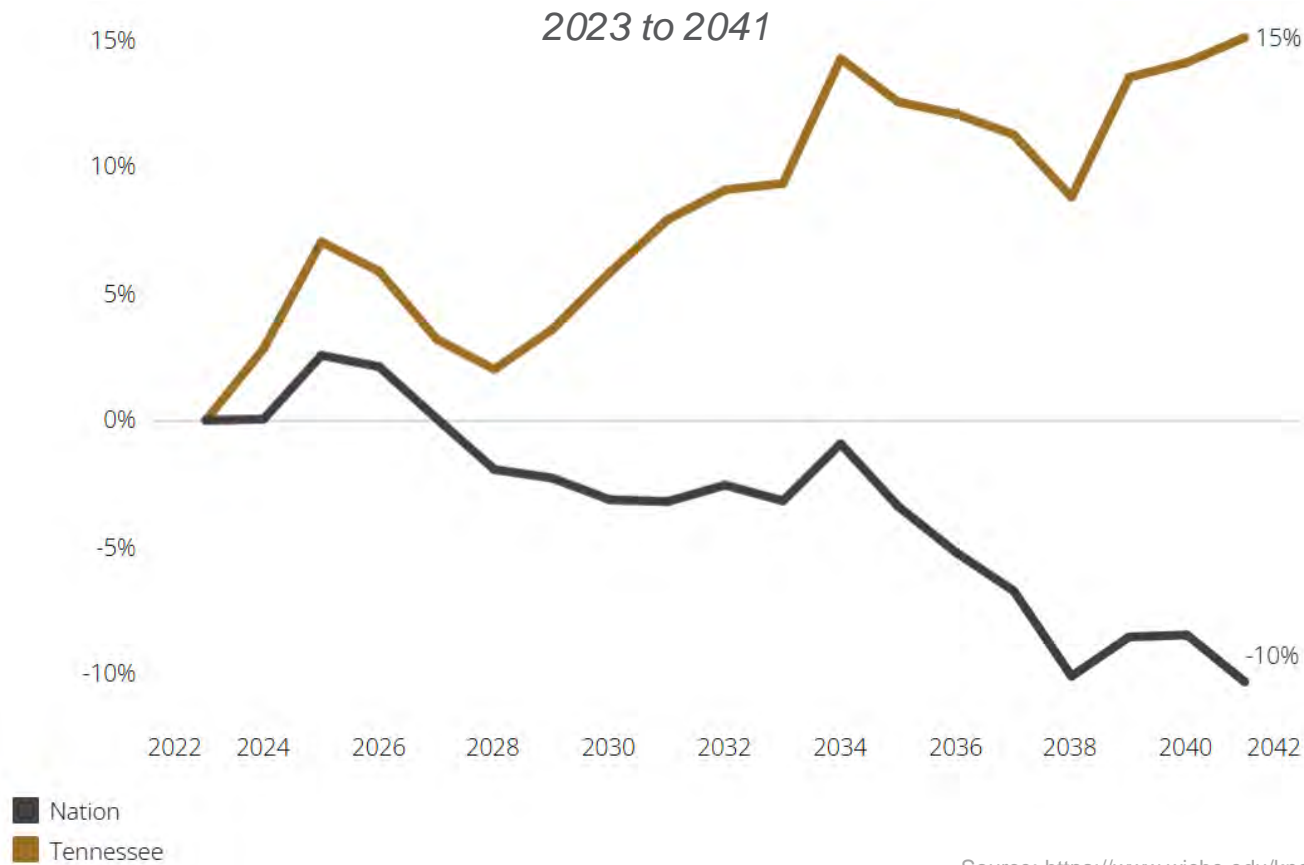
2023 to 2041



Source: <https://www.wiche.edu/knocking/data-visualizations/graduates/>



Projected Percent Change in High School Graduates



Source: <https://www.wiche.edu/knoocking/data-visualizations/graduates/>

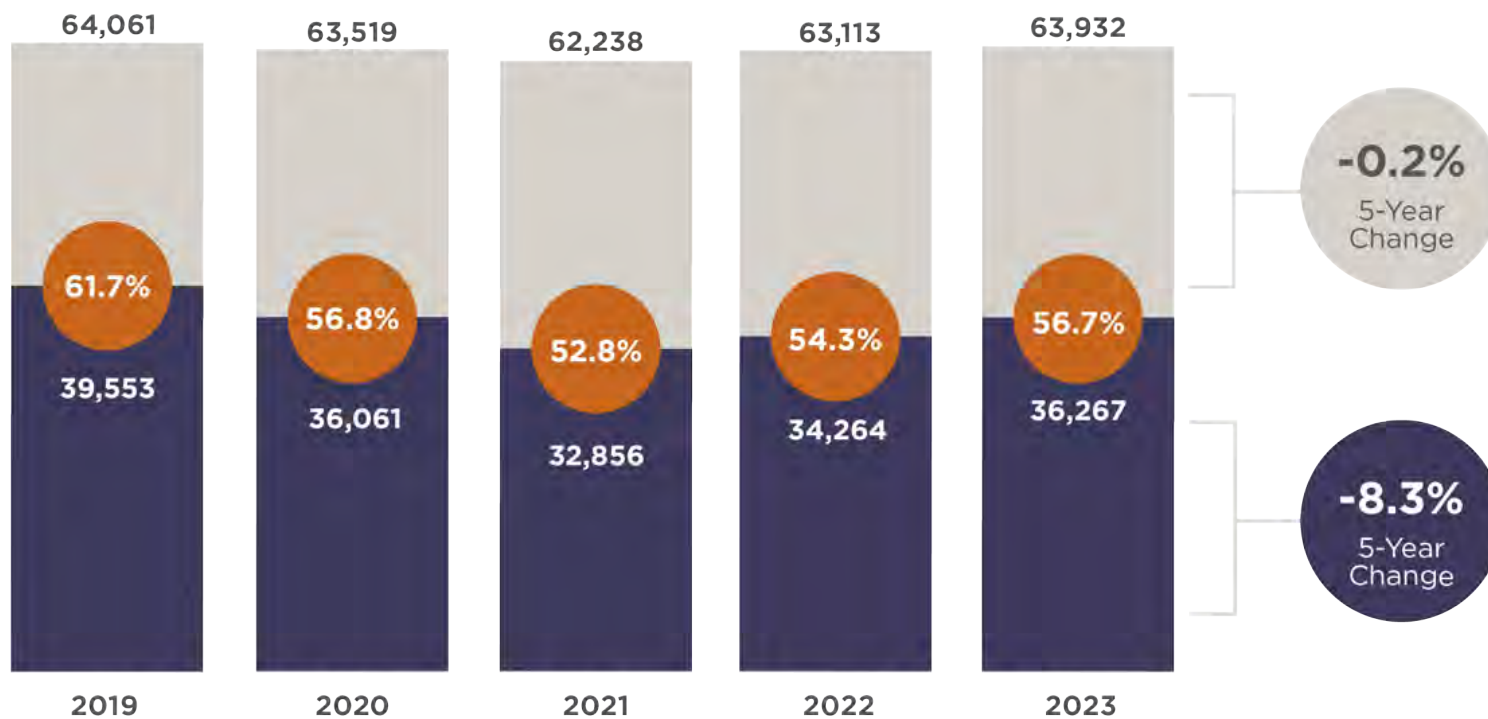


College-Going (CG) Public High School (HS) Graduates

2019-2023

All HS Graduates vs. CG Graduates

● # of HS Graduates ● % of CG Graduates ● # of CG Graduates





UT Share of CG Public HS Graduates

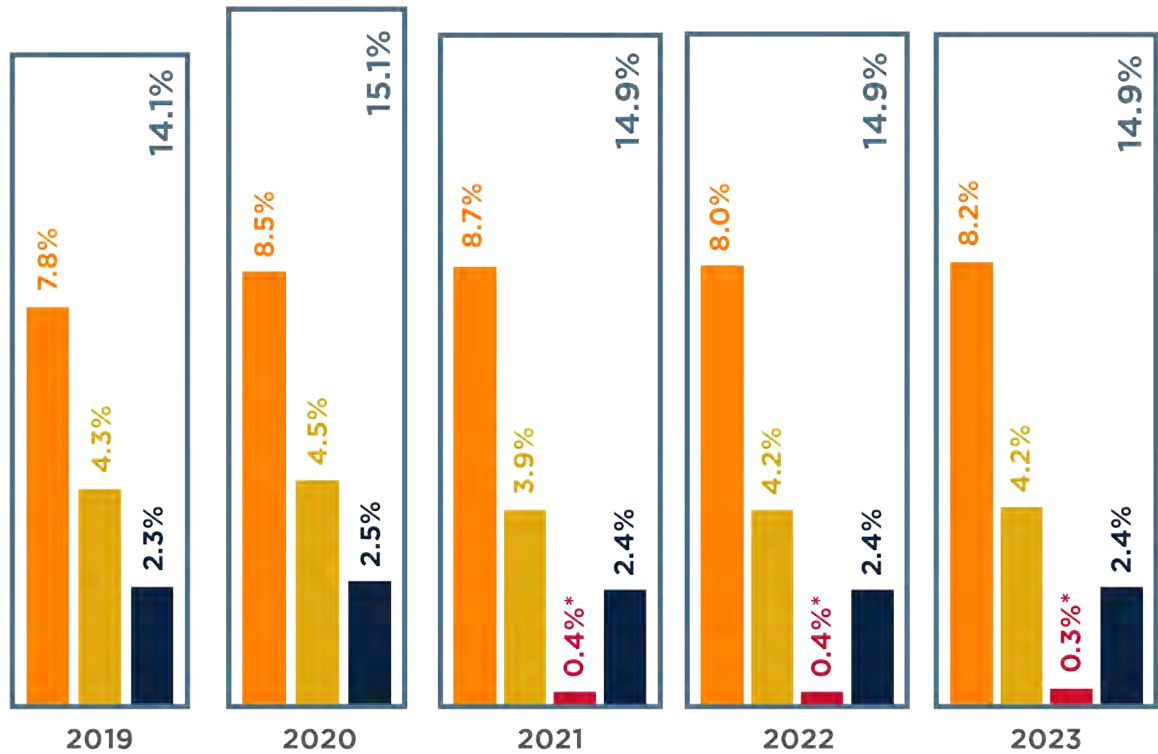
2019-2023



+0.8%
5-Year
Change

UT Share of CG HS Graduates

● UTK ● UTC ● UTS ● UTM ● UT System



*Martin Methodist College officially joined the UT System as UT Southern in 2021.

Note: UT System percentages do not equal the sum of campus percentages each year because some students are enrolled at multiple UT campuses.



UT vs. LGI Share of CG Public HS Graduates

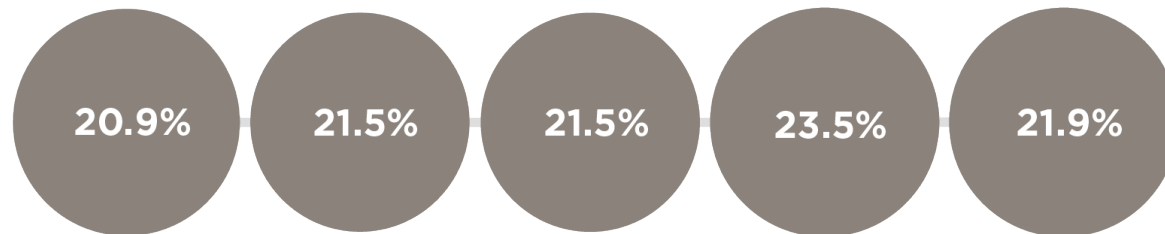
2019-2023

HS Graduates
Going to
UT System



0.0%	+0.8%	-1.6%	+1.0%
UT 1-Year Change	UT 5-Year Change	LGI 1-Year Change	LGI 5-Year Change

HS Graduates
Going to LGIs



2019 2020 2021 2022 2023



Where are they going?

Public

-0.5%

Total 5-Year Change

In-State

-2.9%

Total 5-Year Change

4-Year

+4.3%

Total 5-Year Change

84.2%
2019

83.7%
2023

87.3%
2019

84.4%
2023

45.5%
2019

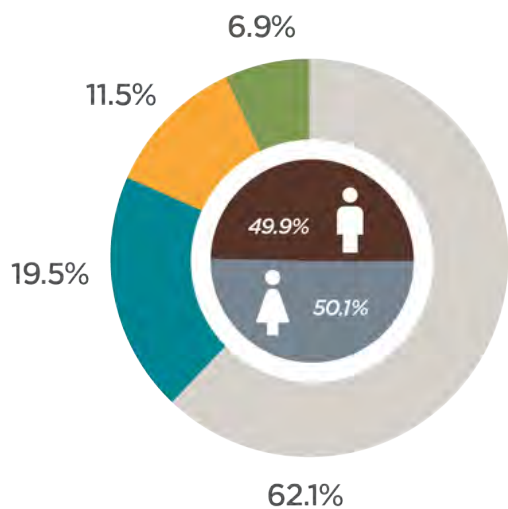
49.8%
2023



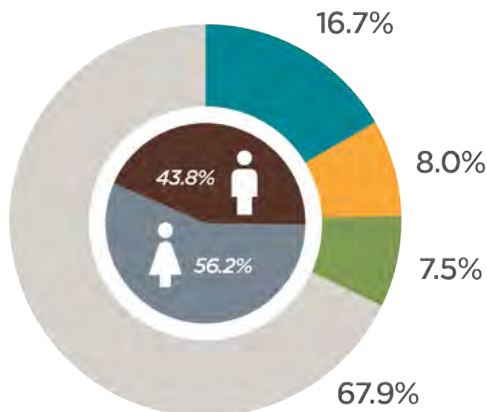
Demographics

2023

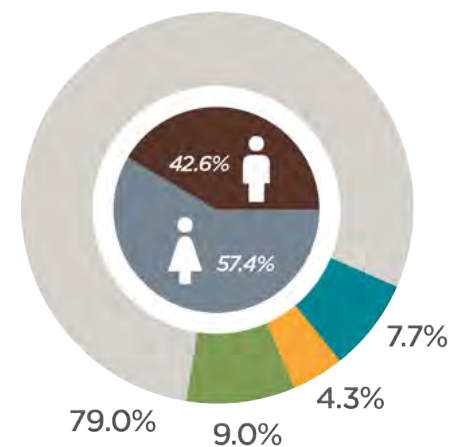
HS Graduates



CG Graduates



Attending UT System

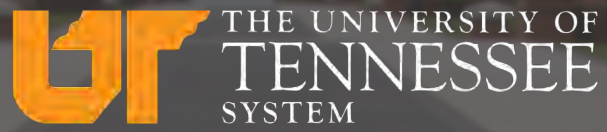


■ Black/African American
■ Hispanic/Latino

■ Other*
■ White

● Male
● Female

*Other includes American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander Race/Ethnicity, and Two or More Races.



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AND STUDENT SUCCESS

Questions?

Institutional Effectiveness



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AND STUDENT SUCCESS

Tennessee Public High School Graduate Trends

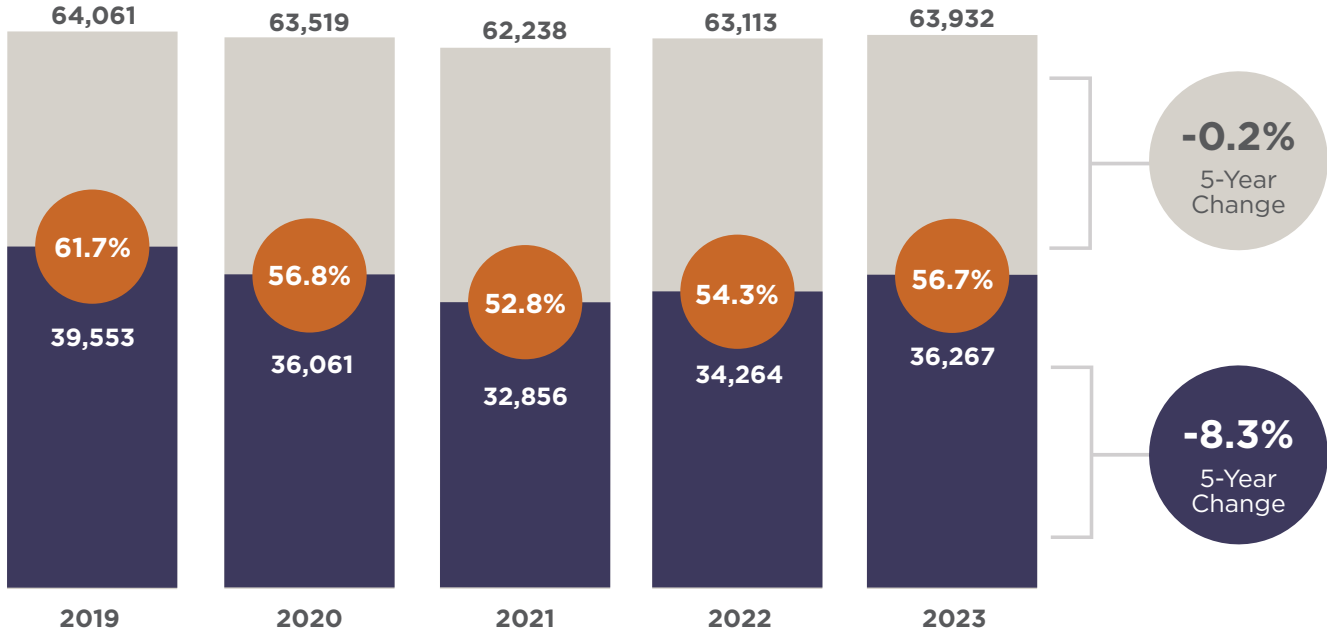
Board of Trustees — February 27-28, 2025



COLLEGE-GOING (CG) HIGH SCHOOL (HS) GRADUATES 2019-2023

All HS Graduates vs. CG Graduates

● # of HS Graduates ● % of CG Graduates ● # of CG Graduates



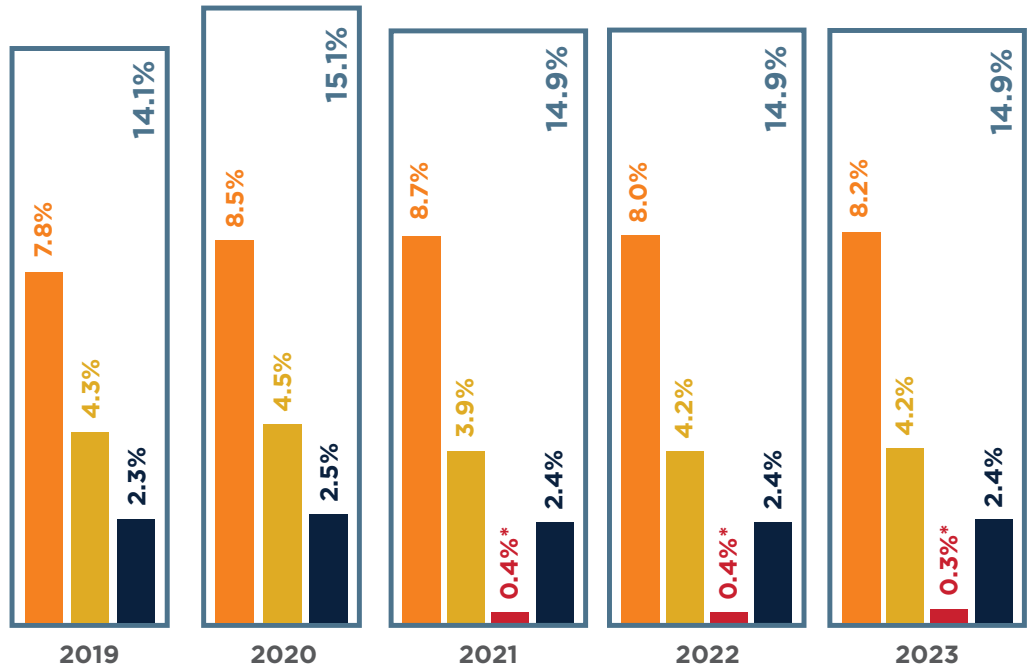
UT Share of CG HS Graduates

● UTK ● UTC ● UTS ● UTM ● UT System



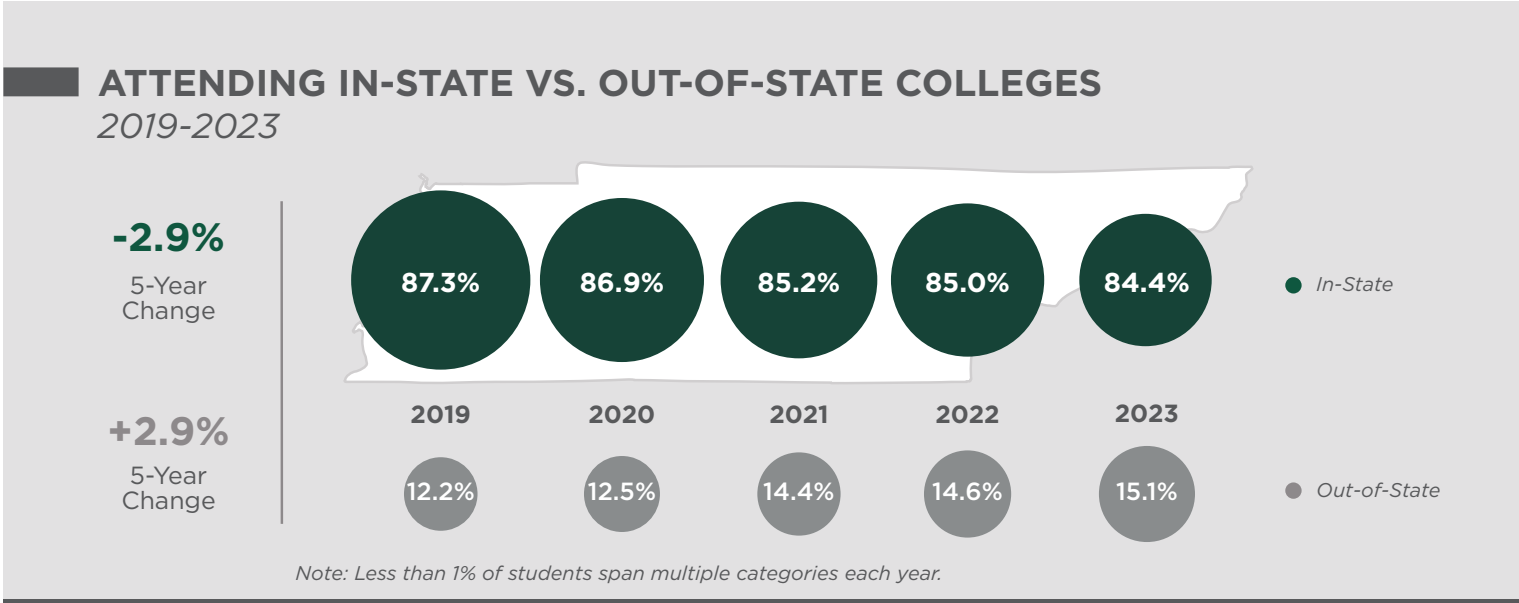
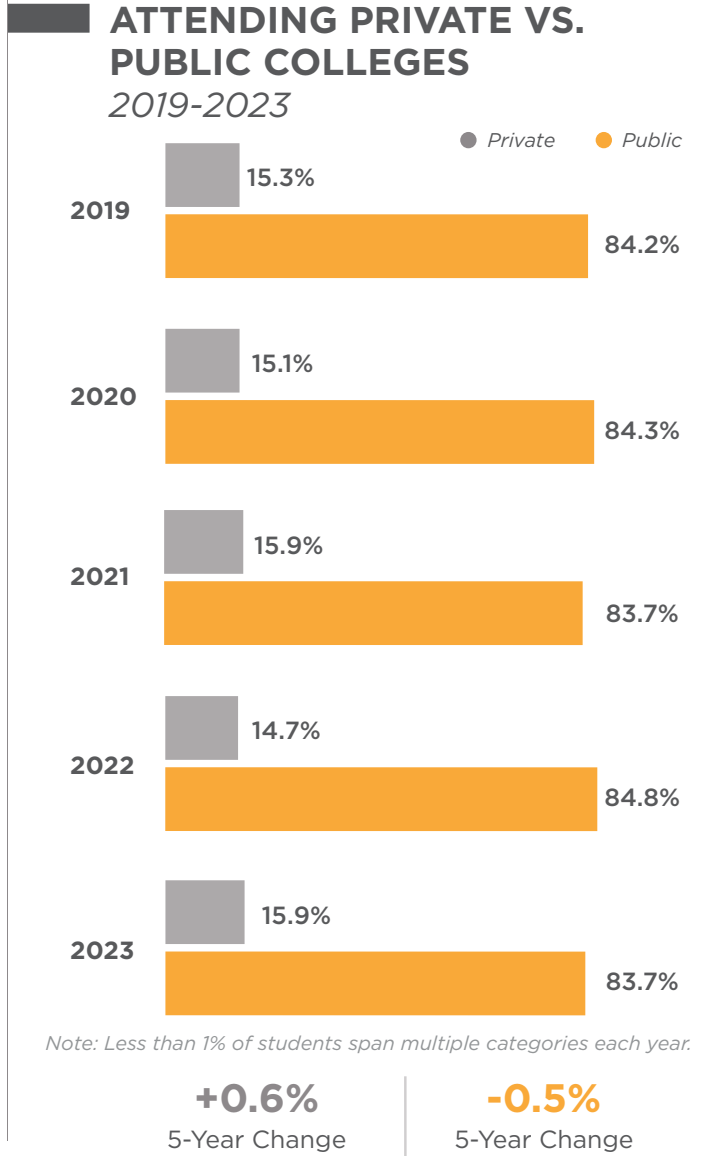
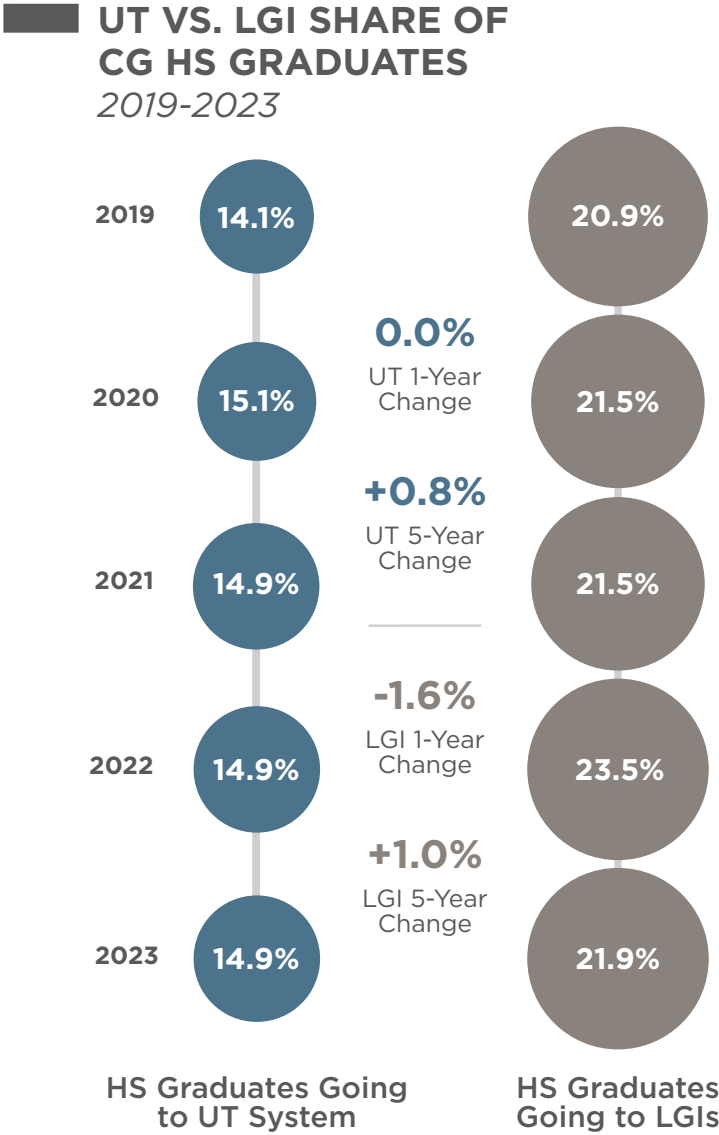
+0.8%
5-Year Change

UT Share of CG HS Graduates



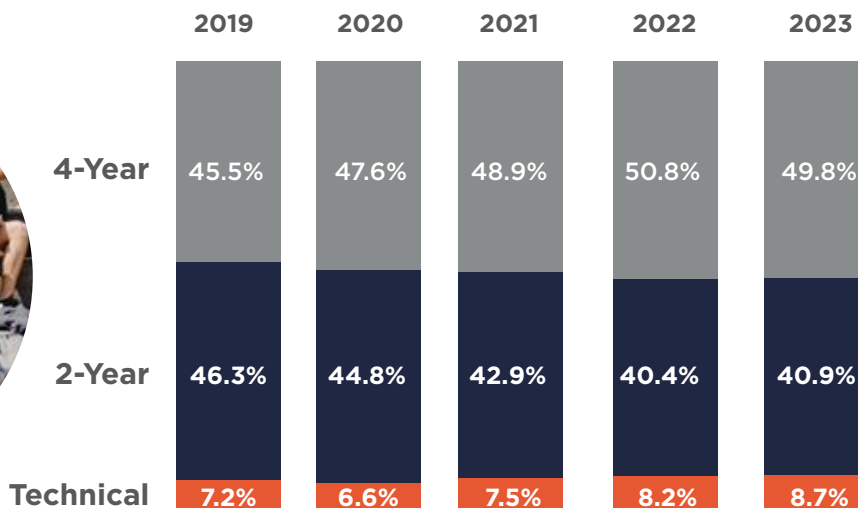
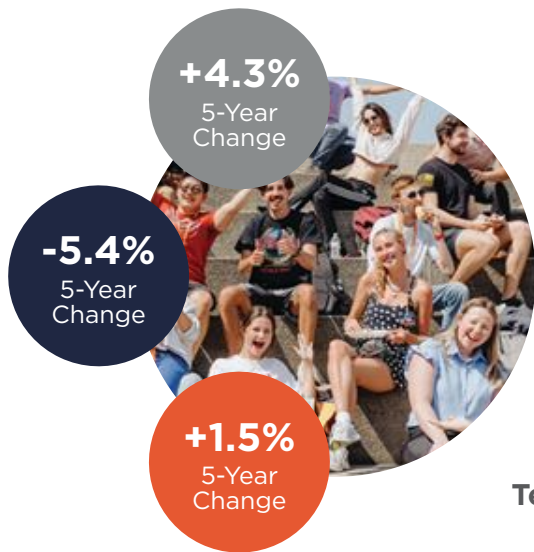
*Martin Methodist College officially joined the UT System as UT Southern in 2021.

Note: UT System percentages do not equal the sum of campus percentages each year because some students are enrolled at multiple UT campuses.



SECTOR ATTENDING

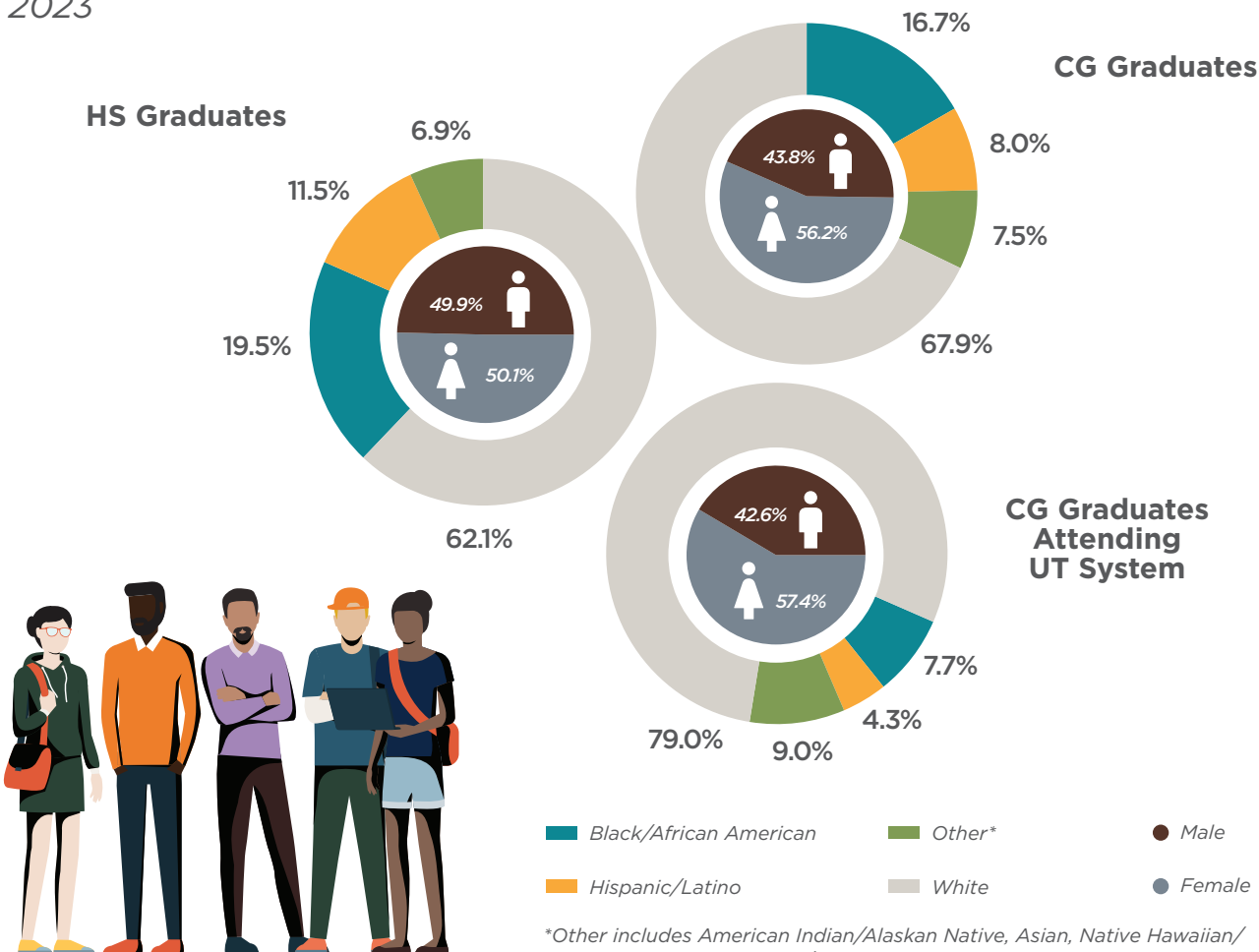
2019-2023



Note: Less than 1% of students span multiple categories each year.

DEMOGRAPHICS

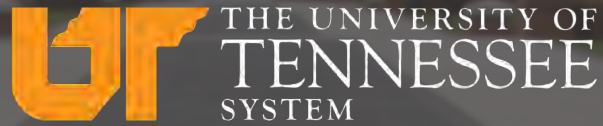
2023





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ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Admit Rates, Yield Rates & Retention Rates

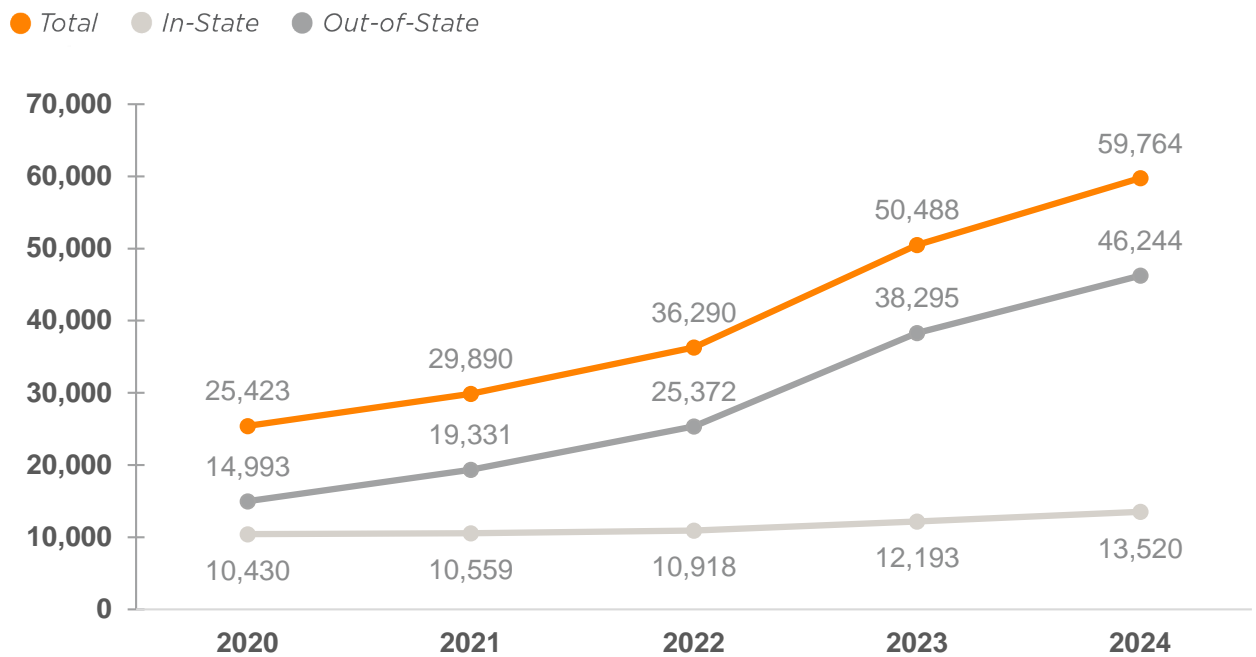
Board of Trustees — February 27 – 28, 2025

Definitions

- **Admit Rate**
The percentage of applicants admitted to the university
- **Yield Rate**
The percentage of admitted applicants who enroll at the university
- **Retention Rate**
The percentage of a university's first-time, full-time (FTFT) students who continue at that institution the next Fall

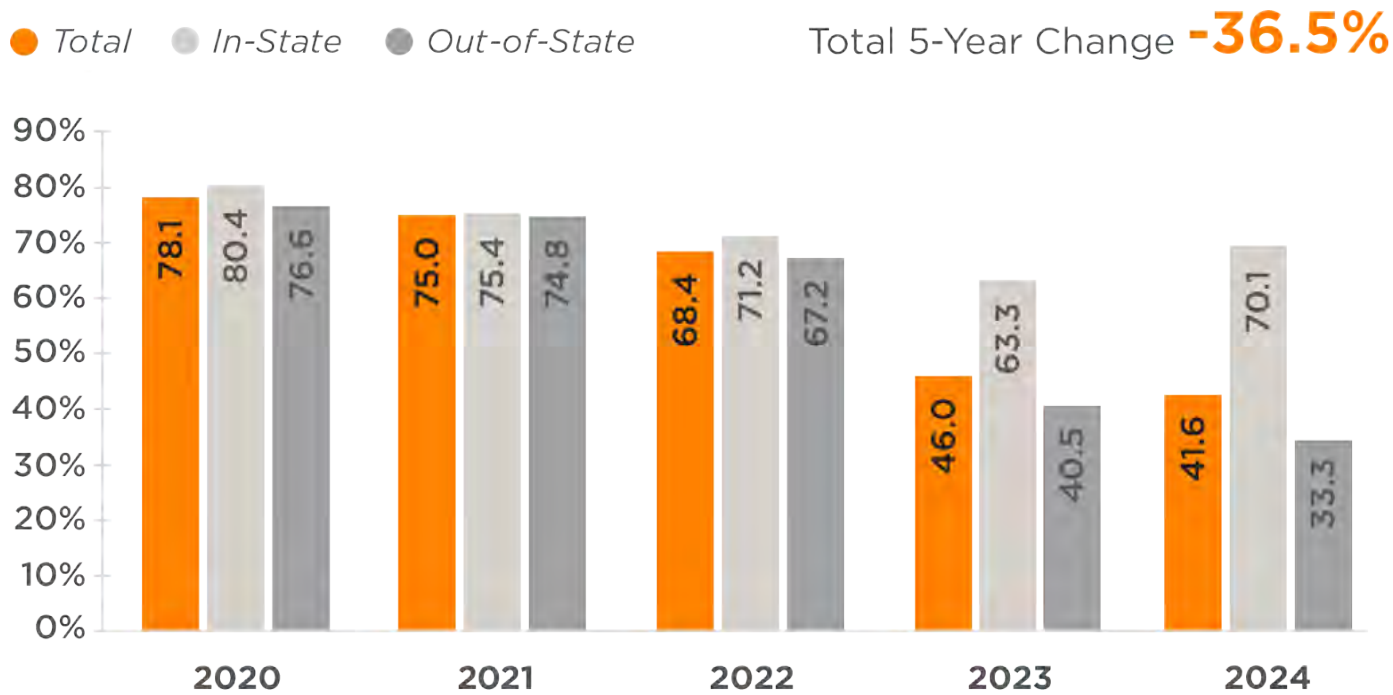
University of Tennessee, Knoxville

Total Freshman Applications



University of Tennessee, Knoxville

Admit Rates



2024 Admitted

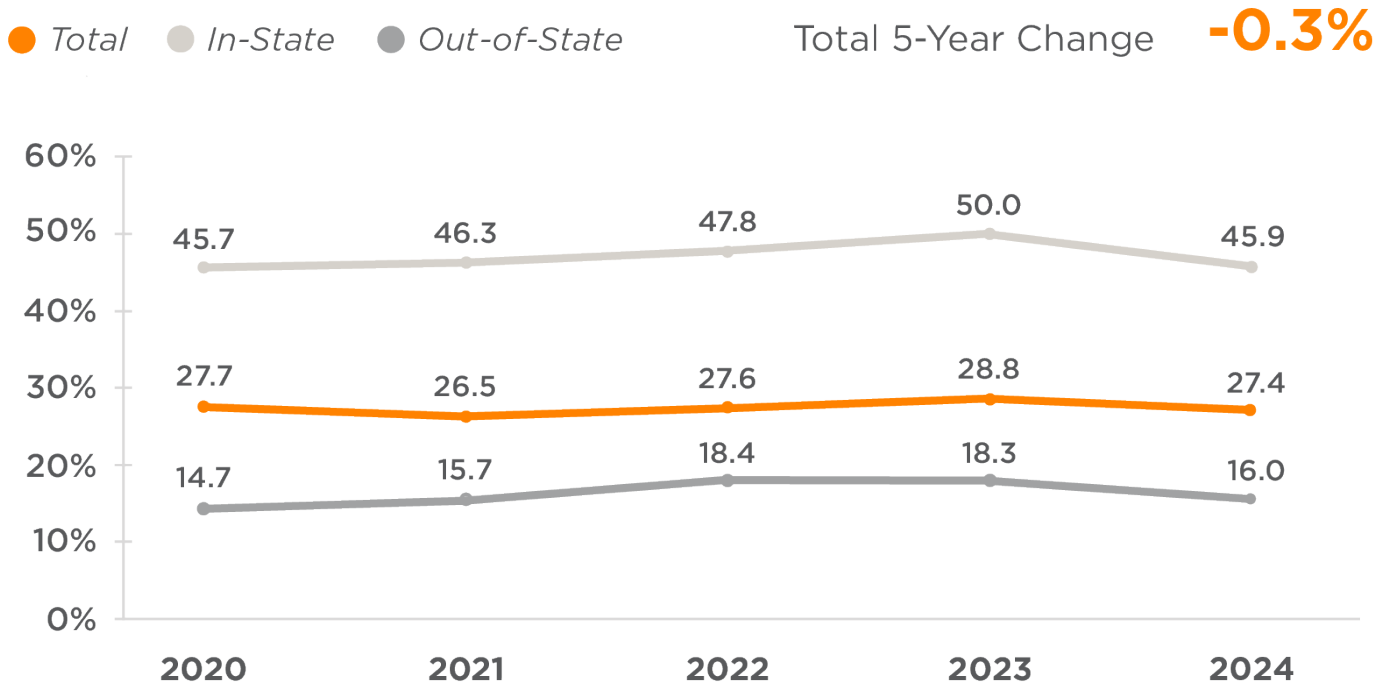
Total
24,863

In-State
9,478

Out-of-State
15,385

University of Tennessee, Knoxville

Yield Rates



2024 Enrolled

Total
6,804

In-State
4,348

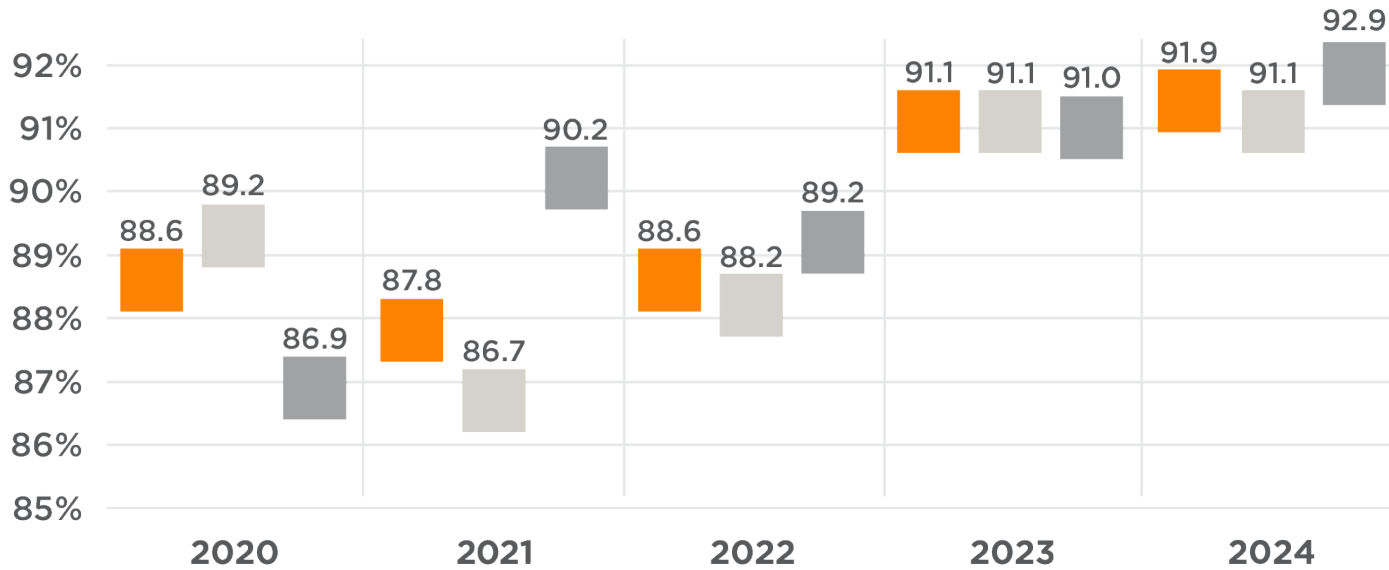
Out-of-State
2,456

University of Tennessee, Knoxville

First-Year Retention Rates

● Total ● In-State ● Out-of-State

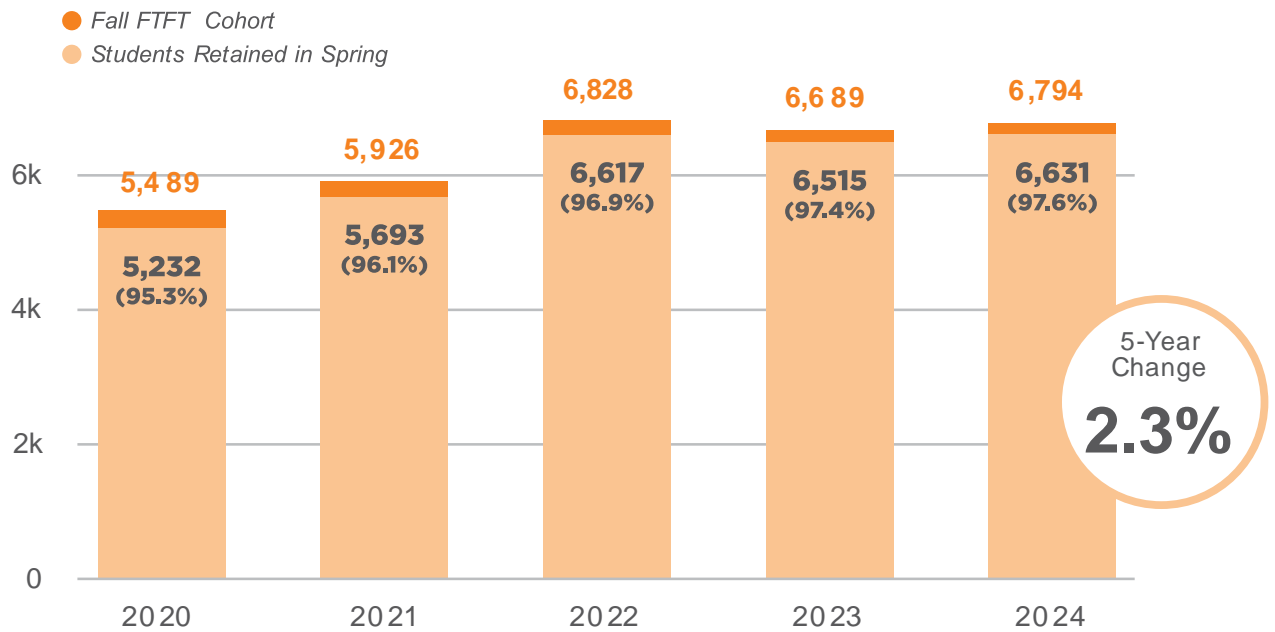
Total 5-Year Change **+3.3%**



University of Tennessee, Knoxville

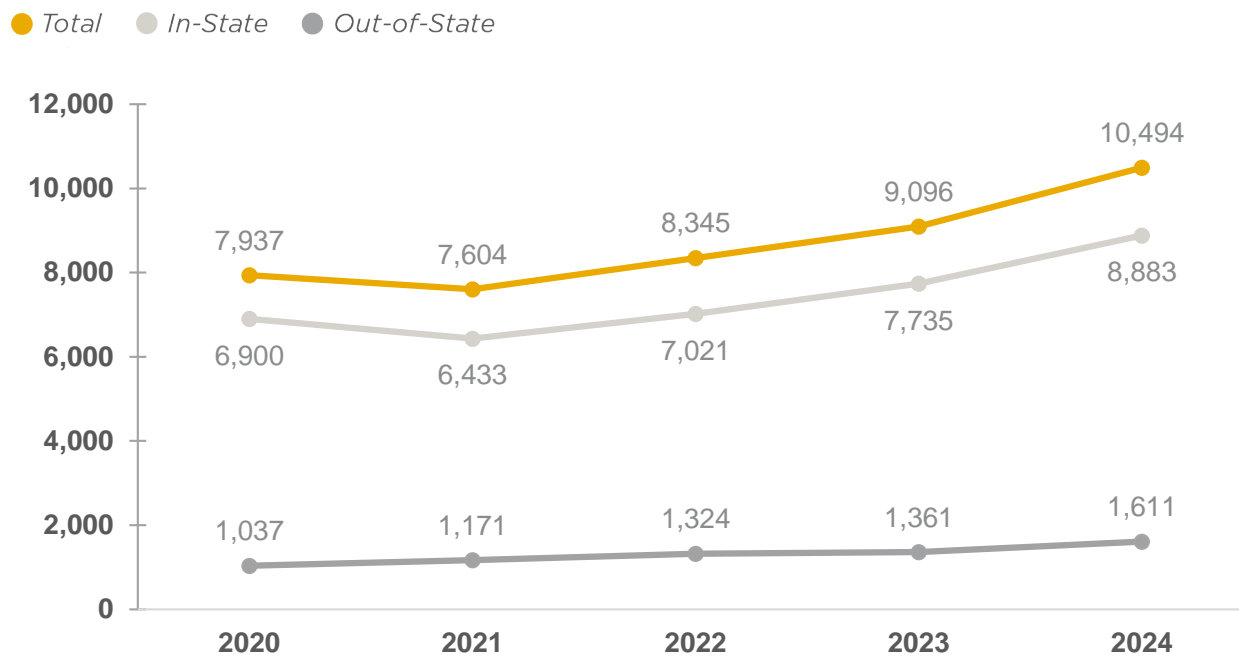
Fall-to-Spring Retention Rates

2020-2024





University of Tennessee at Chattanooga Total Freshman Applications





University of Tennessee at Chattanooga

Admit Rates

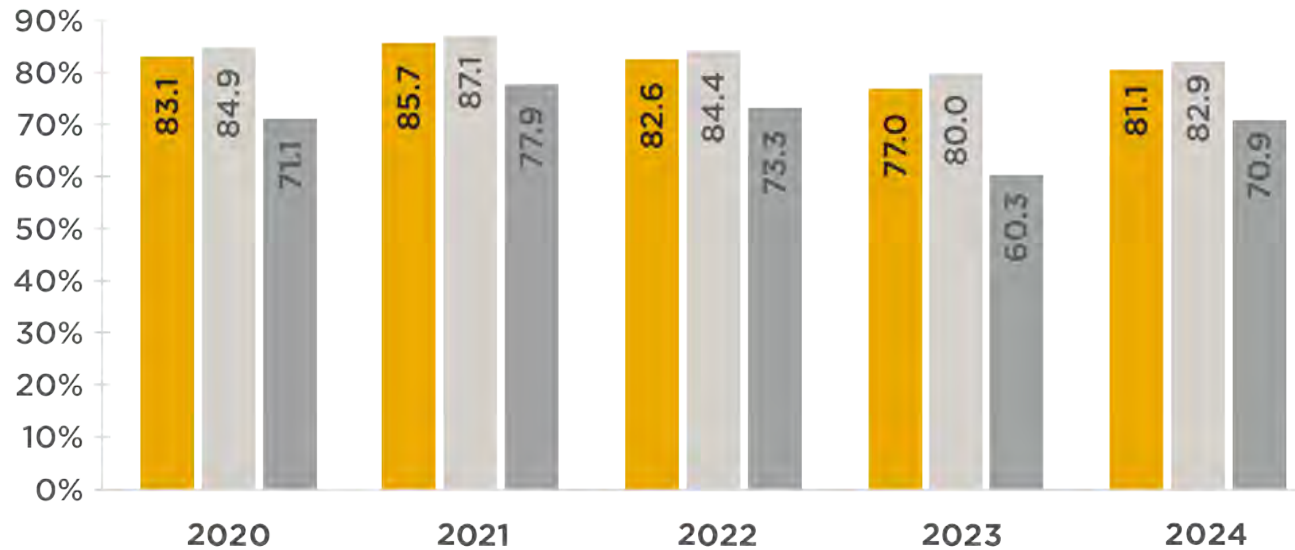
2024 Admitted

Total
8,510

In-State
7,368

Out-of-State
1,142

● Total ● In-State ● Out-of-State Total 5-Year Change **-2.0%**





University of Tennessee at Chattanooga

Yield Rates

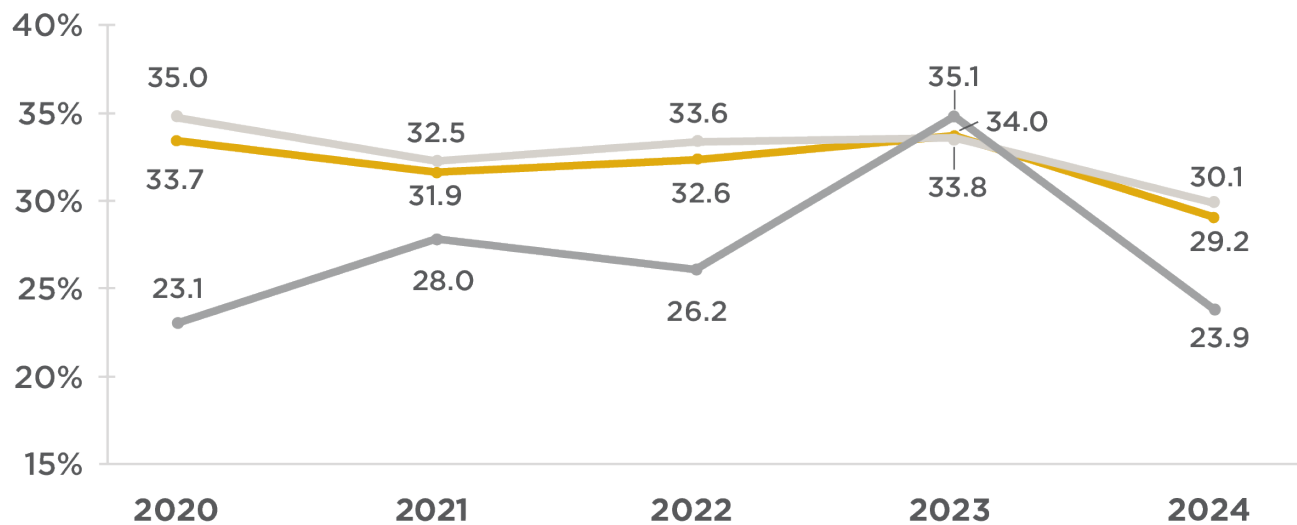
2024 Enrolled

Total
2,489

In-State
2,216

Out-of-State
273

● Total ● In-State ● Out-of-State Total 5-Year Change **-4.5%**

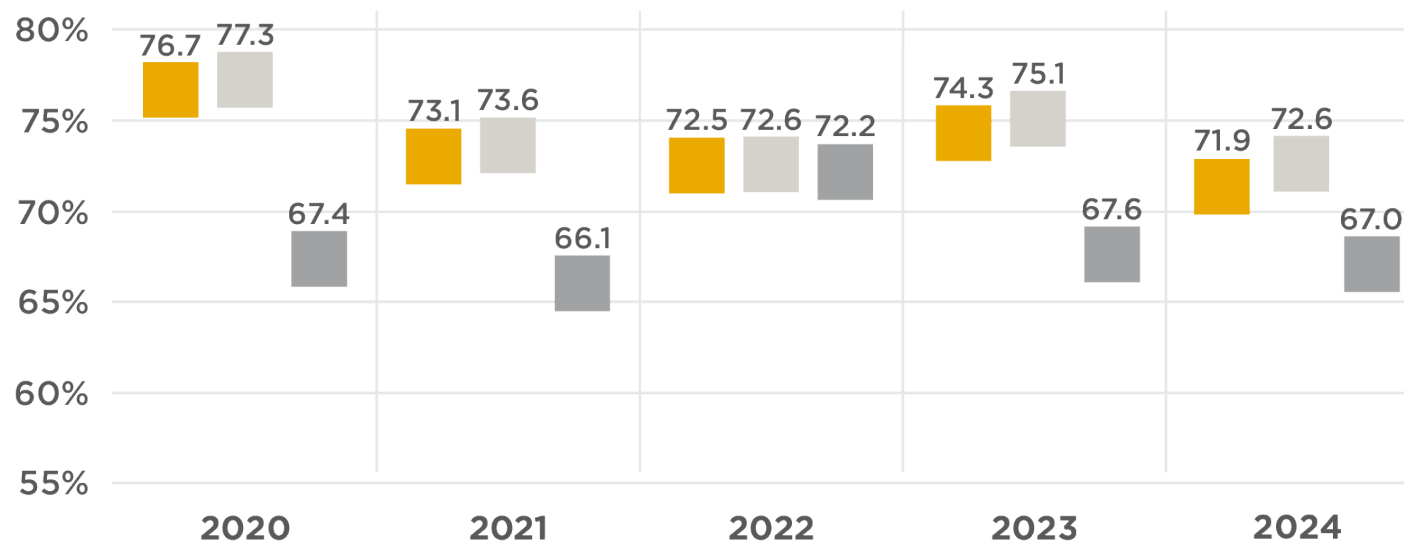




University of Tennessee at Chattanooga

First-Year Retention Rates

● Total ● In-State ● Out-of-State Total 5-Year Change **-4.8%**

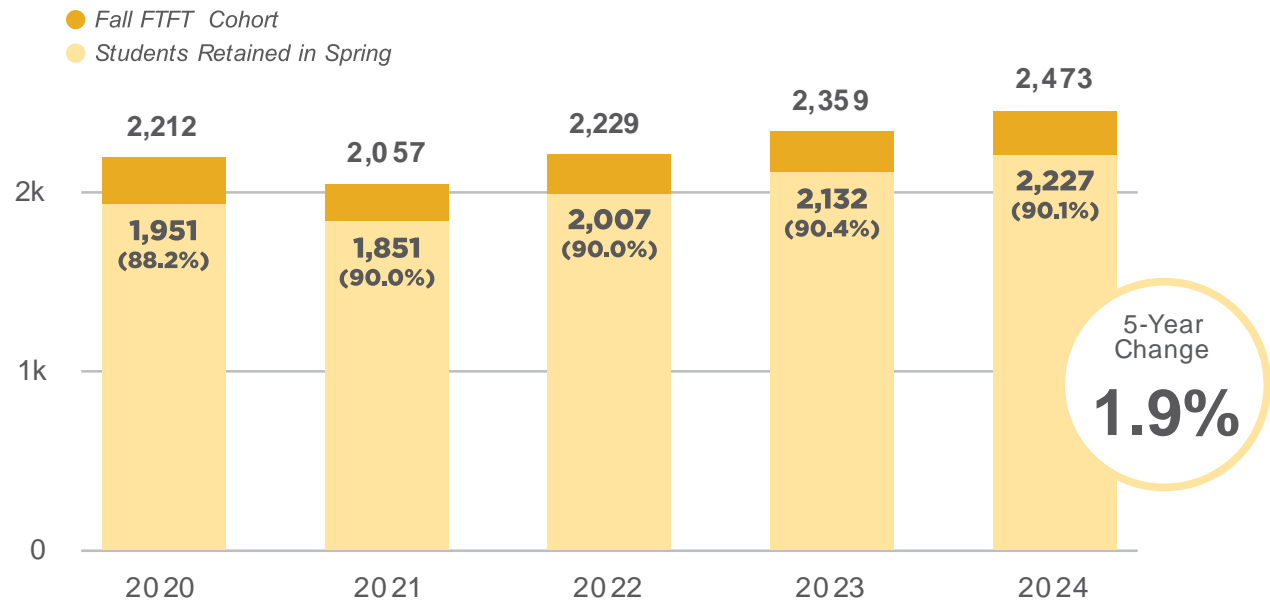




University of Tennessee at Chattanooga

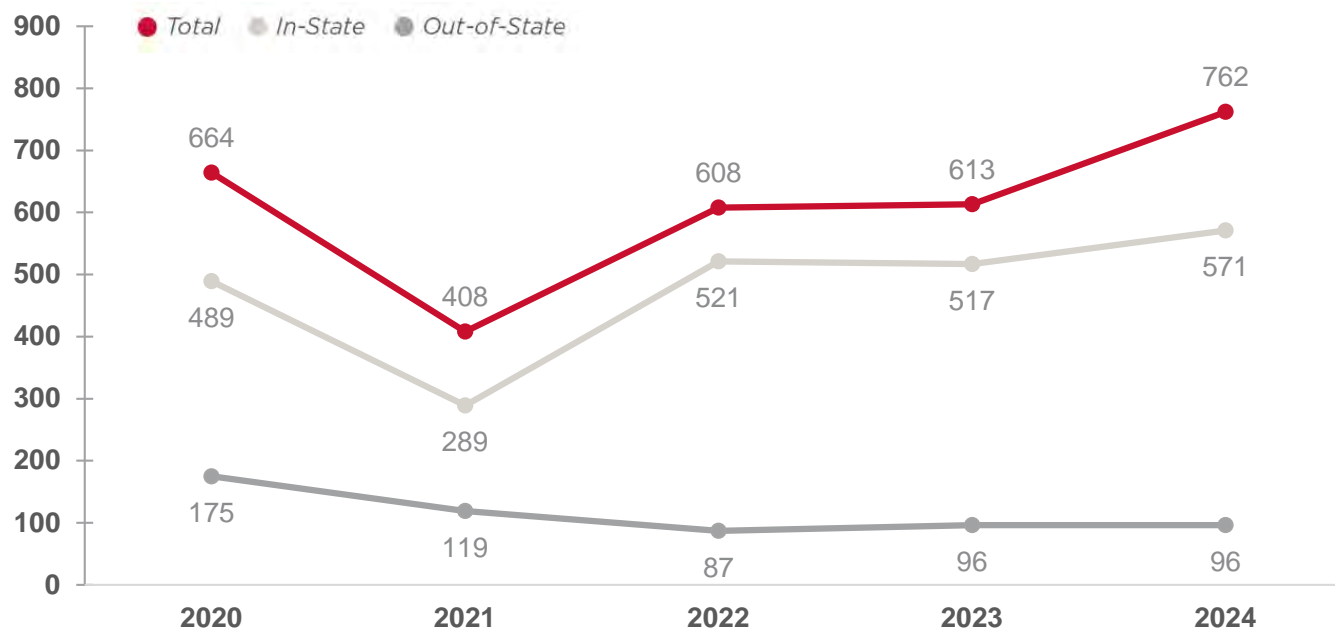
Fall-to-Spring Retention Rates

2020-2024



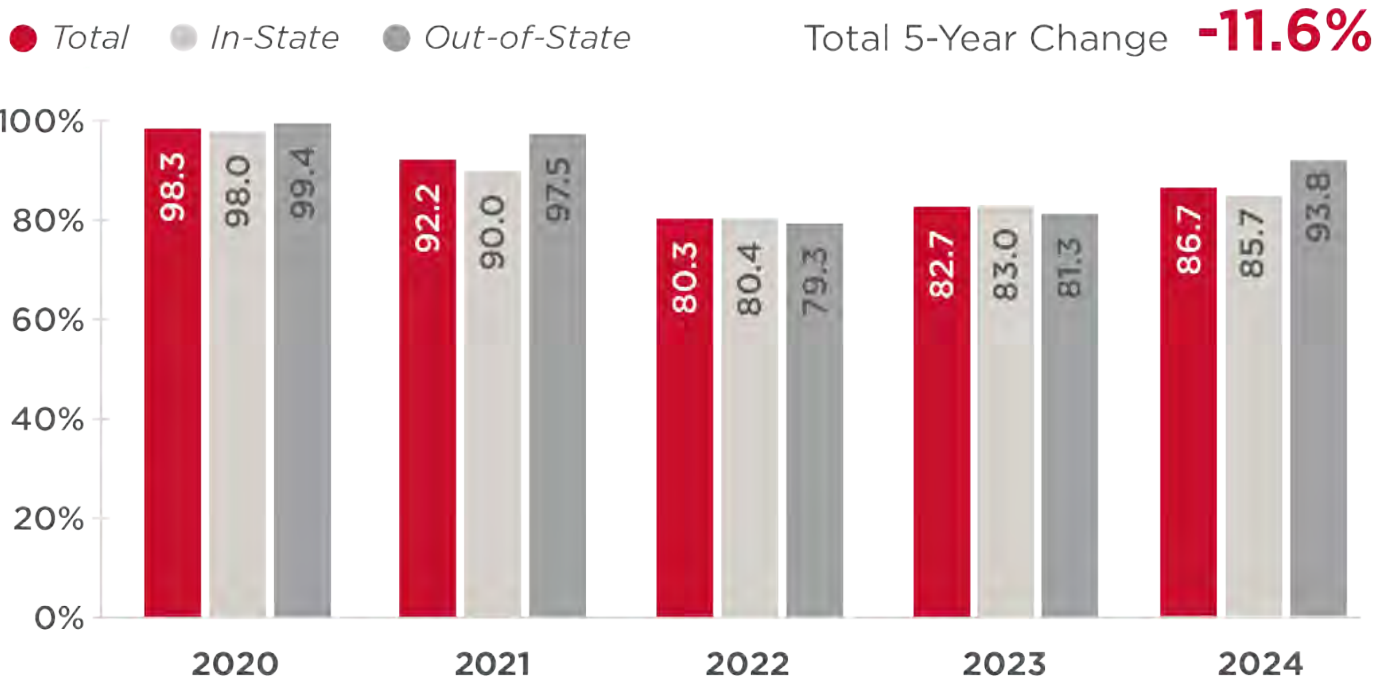
University of Tennessee Southern

Total Freshman Applications



University of Tennessee Southern

Admit Rates



2024 Admitted

Total
661

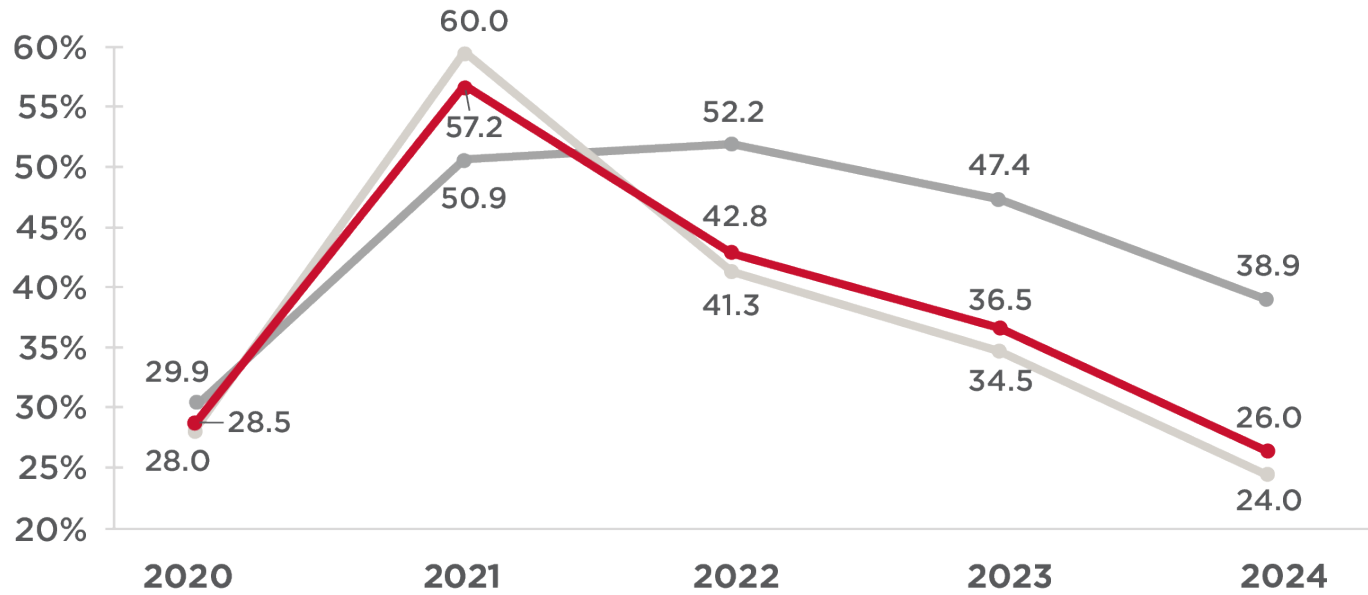
In-State
571

Out-of-State
90

University of Tennessee Southern

Yield Rates

● Total ● In-State ● Out-of-State Total 5-Year Change **-2.5%**



2024 Enrolled

Total
172

In-State
137

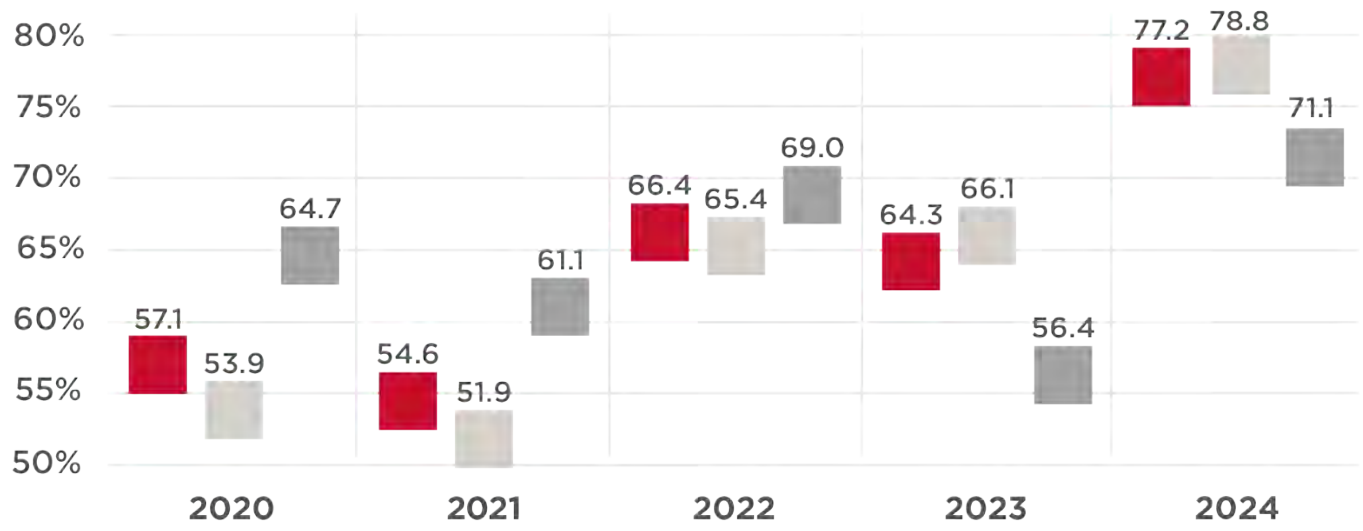
Out-of-State
35

University of Tennessee Southern

First-Year Retention Rates

● Total ● In-State ● Out-of-State

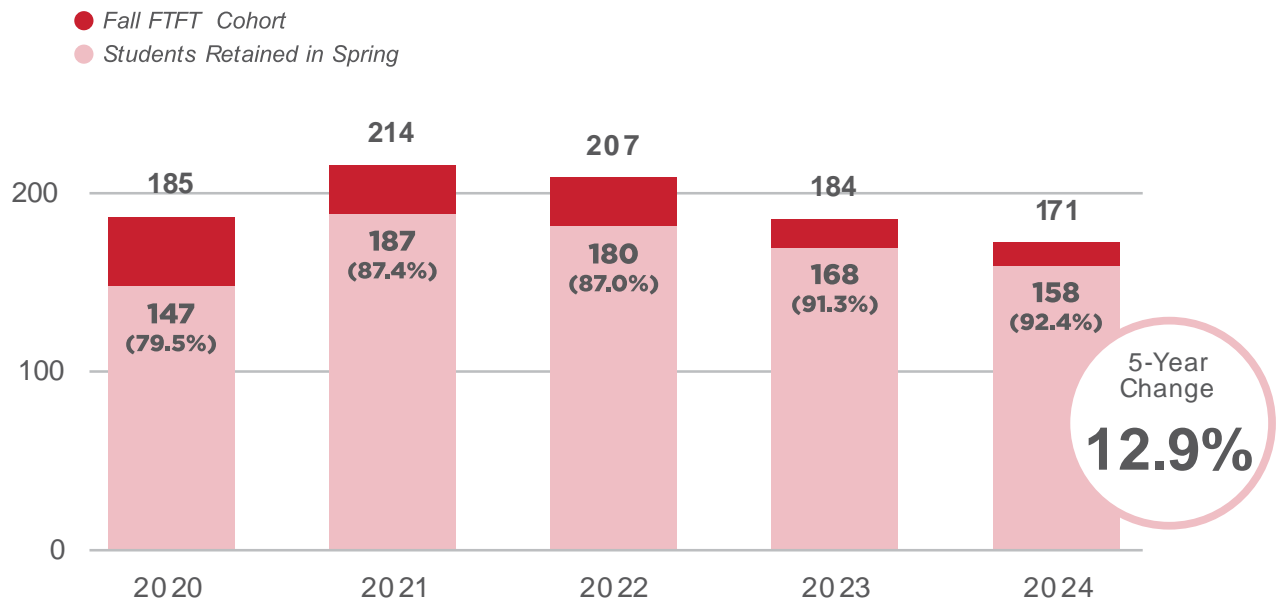
Total 5-Year Change **+20.1%**



University of Tennessee Southern

Fall-to-Spring Retention Rates

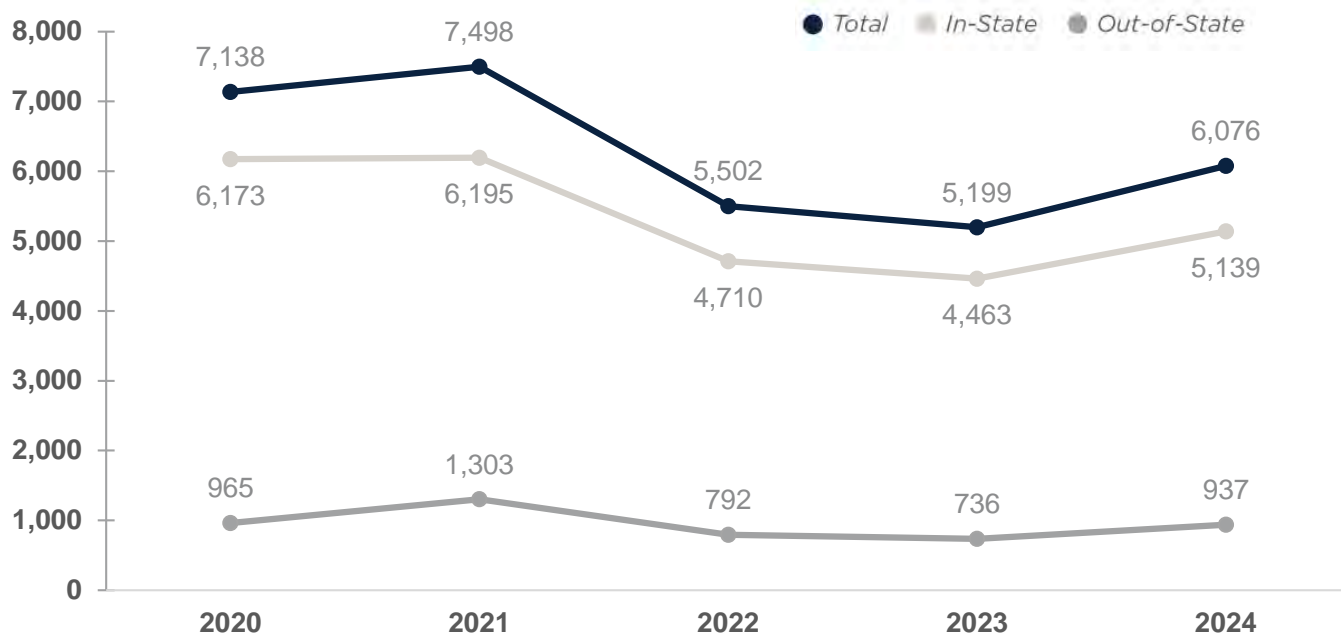
2020-2024





University of Tennessee at Martin

Total Freshman Applications

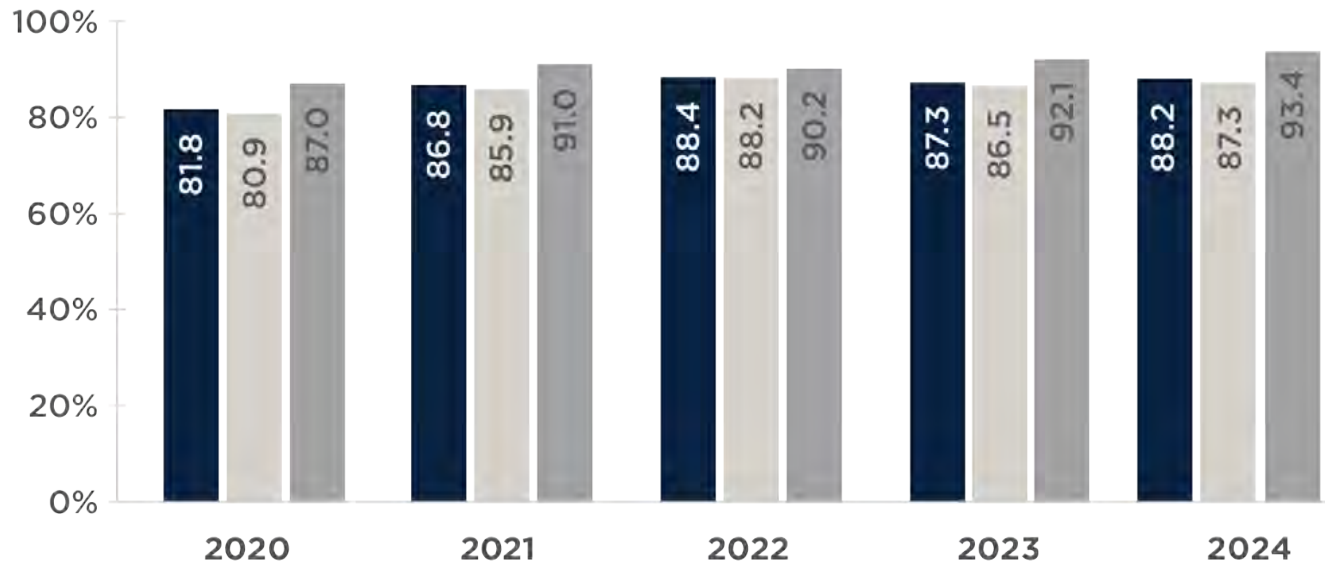




University of Tennessee at Martin

Admit Rates

● Total ● In-State ● Out-of-State Total 5-Year Change **+6.4%**



2024 Admitted

**Total
5,360**

**In-State
4,485**

**Out-of-State
875**



University of Tennessee at Martin

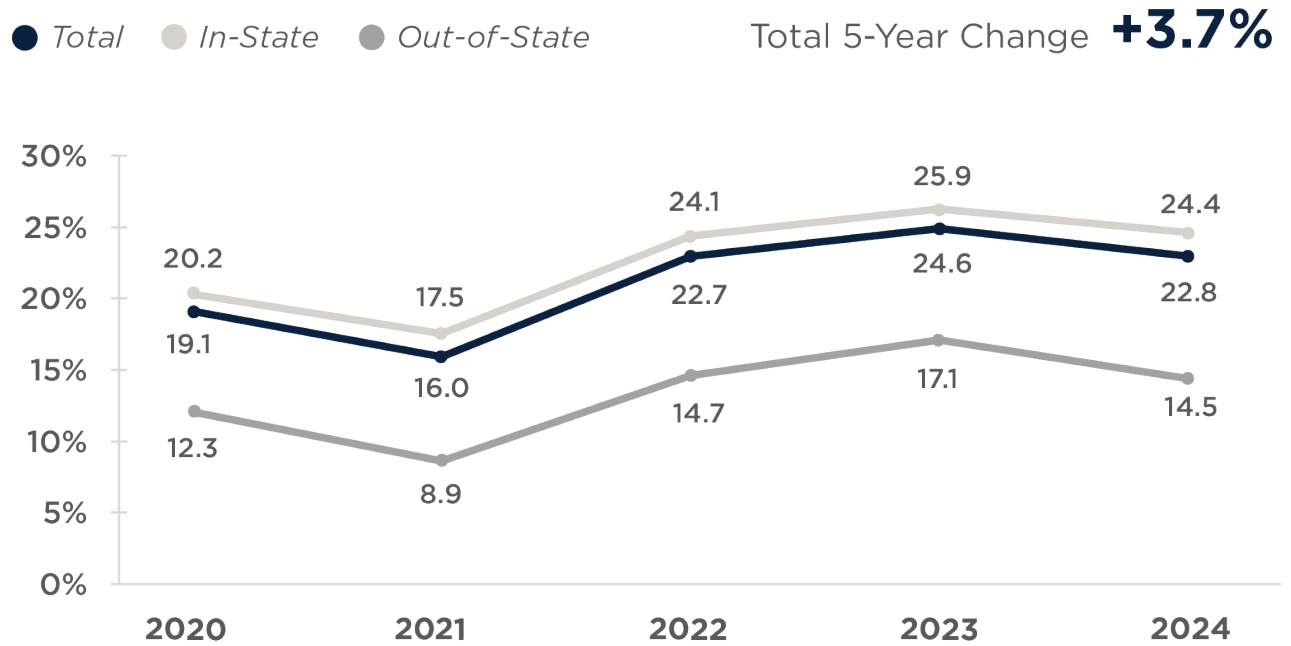
Yield Rates

2024 Enrolled

Total
1,220

In-State
1,093

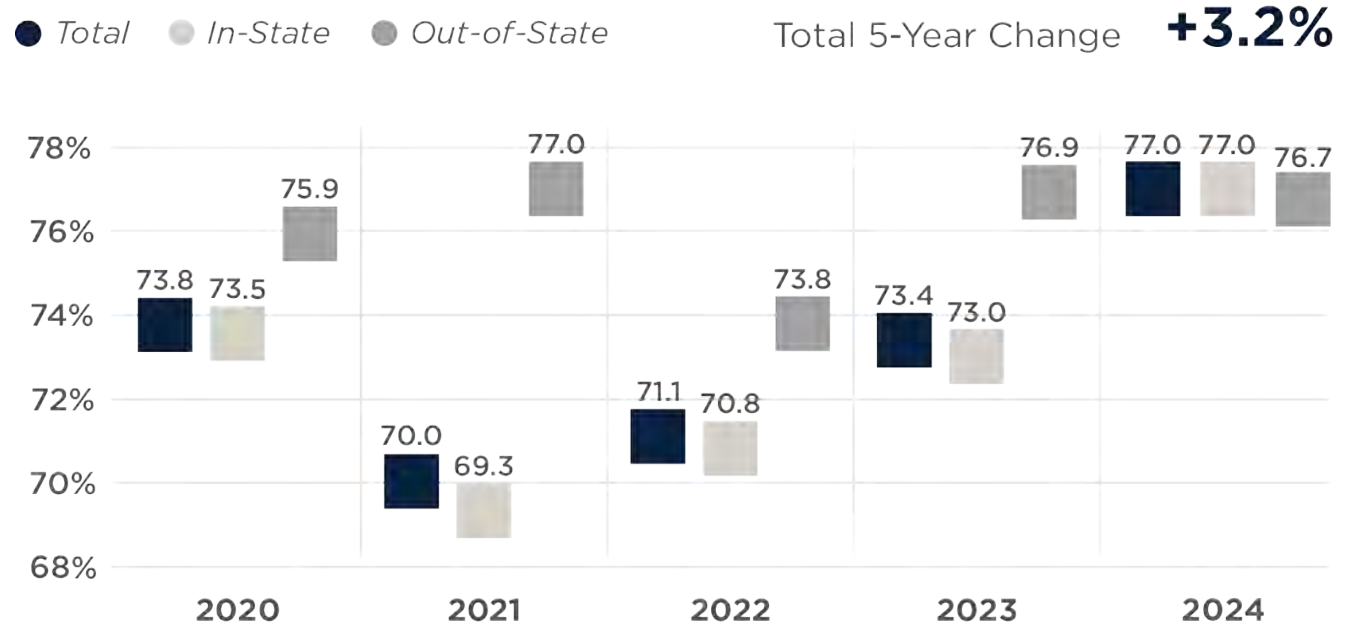
Out-of-State
127





University of Tennessee at Martin

First-Year Retention Rates

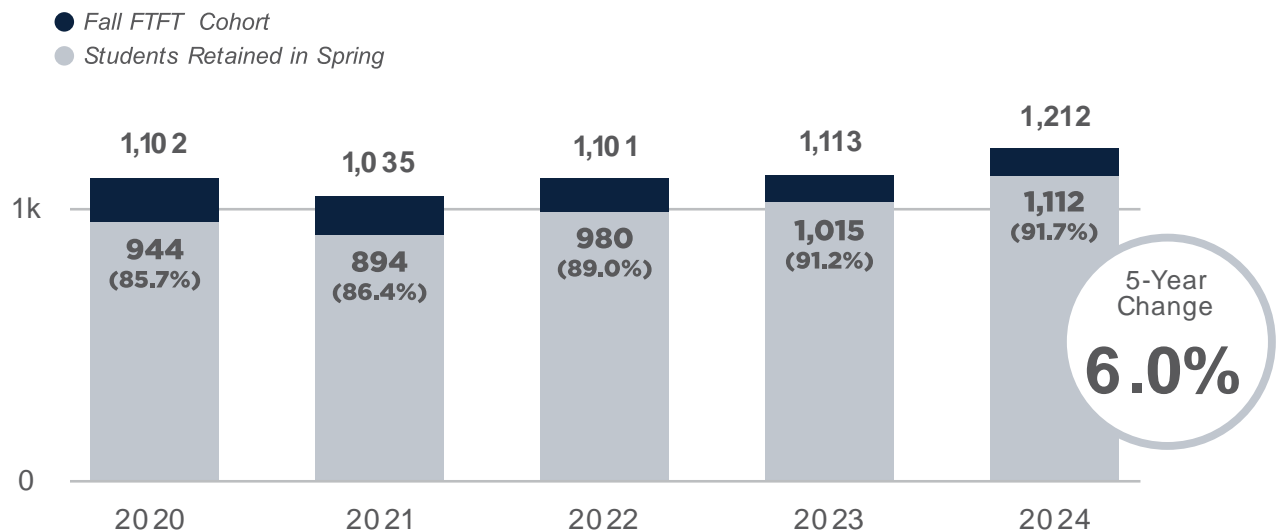




University of Tennessee at Martin

Fall-to-Spring Retention Rates

2020-2024






Common Application Adoption


Early Insights

Common App Adoption – Early Insights

*Snapshot: January 1, 2025



UT Knoxville	*Fall 2025 Apps	% Change from Fall 2024	Common App %
All Applications	61,185 (52,444)	+ 5.9%	85.7%
In-State	13,809 (7,106)	+ 5.8%	51.5%
Out-of-State	47,376 (45,338)	+ 5.9%	95.5%



UTC	*Fall 2025 Apps	% Change from Fall 2024	Common App %
All Applications	13,965 (3,123)	+ 12.0%	22.4%
In-State	10,949 (1,711)	+ 7.1%	15.6%
Out-of-State	3,016 (1,412)	+ 40.8%	46.8%

Common App Adoption – Early Insights

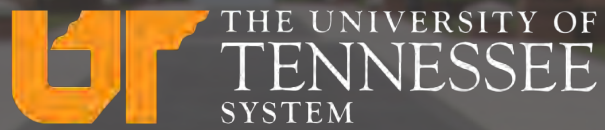
*Snapshot: January 1, 2025



UT Southern	*Fall 2025 Apps	% Change from Fall 2024	Common App %
All Applications	1,281 (485)	+ 35.1%	37.9%
In-State	839 (165)	+ 1.7%	19.7%
Out-of-State	442 (320)	+ 259.3%	72.4%



UT Martin	*Fall 2025 Apps	% Change from Fall 2024	Common App %
All Applications	7,558 (1093)	+ 17.1%	14.5%
In-State	5,492 (667)	+ 3.2%	12.1%
Out-of-State	2,065 (426)	+ 82.9%	20.6%



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Questions?

Institutional Effectiveness



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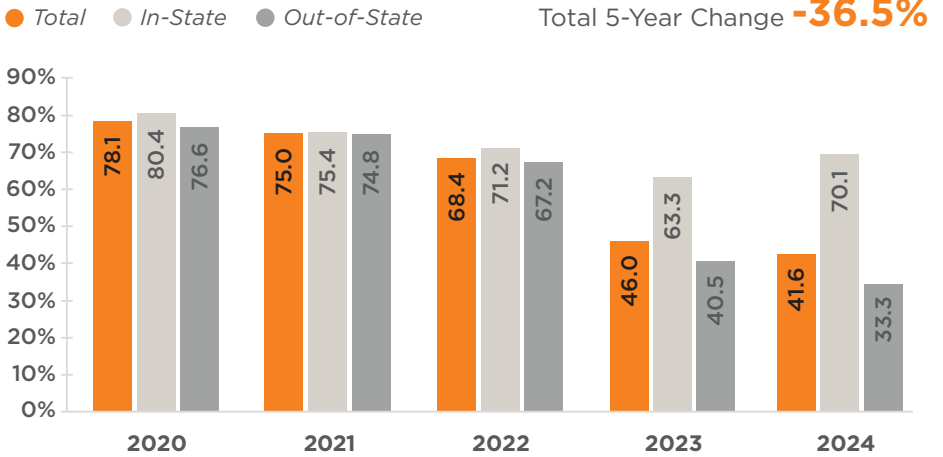
ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Admit Rates, Yield Rates & Retention Rates

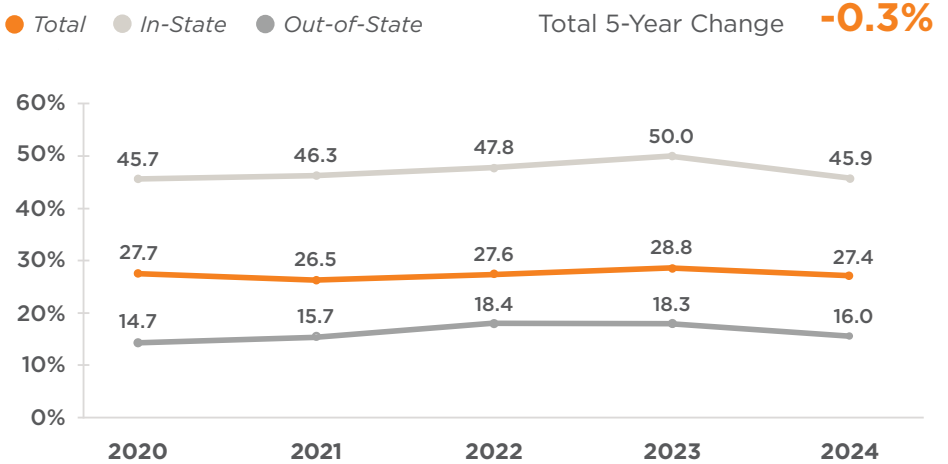
Board of Trustees — February 27-28, 2025



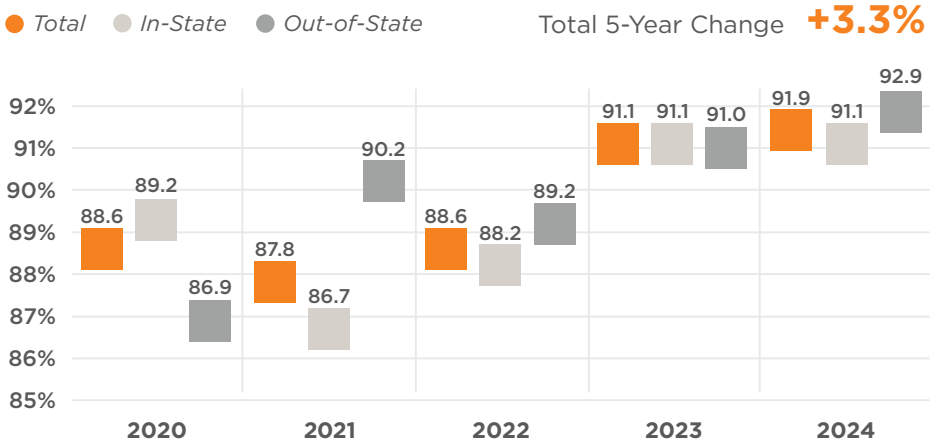
ADMIT RATES 2020-2024



YIELD RATES 2020-2024



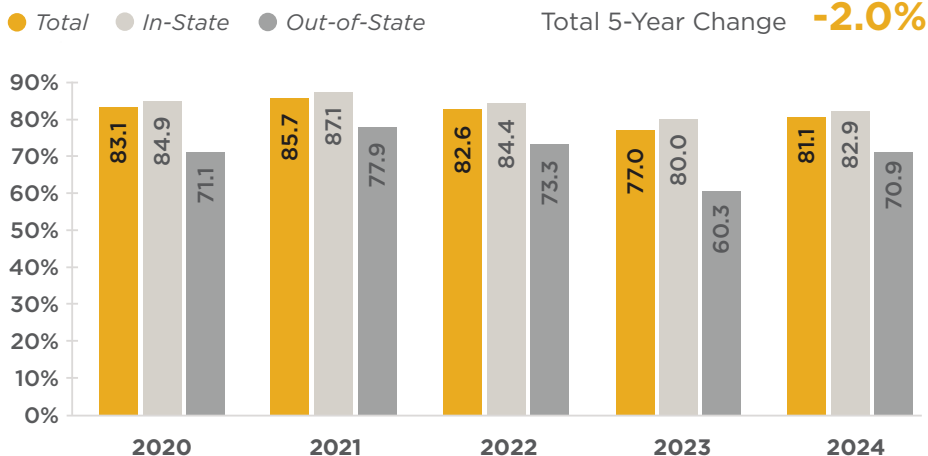
FIRST-YEAR RETENTION RATES 2020-2024



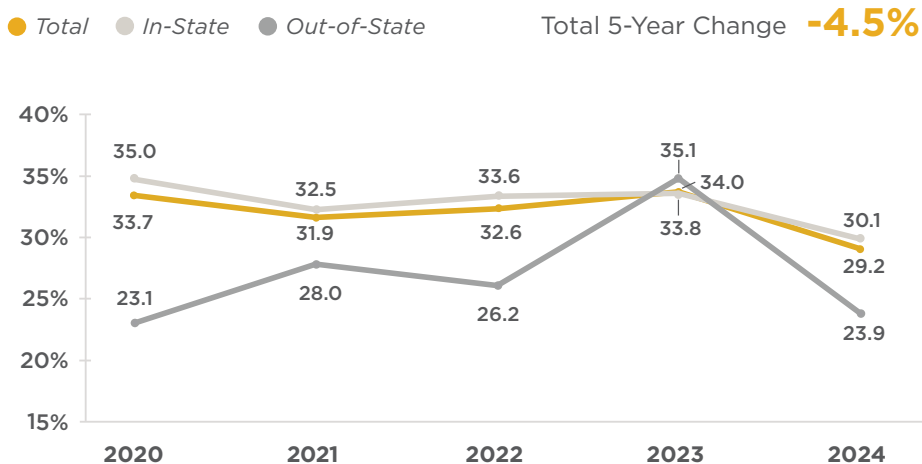
University of
Tennessee,
Knoxville



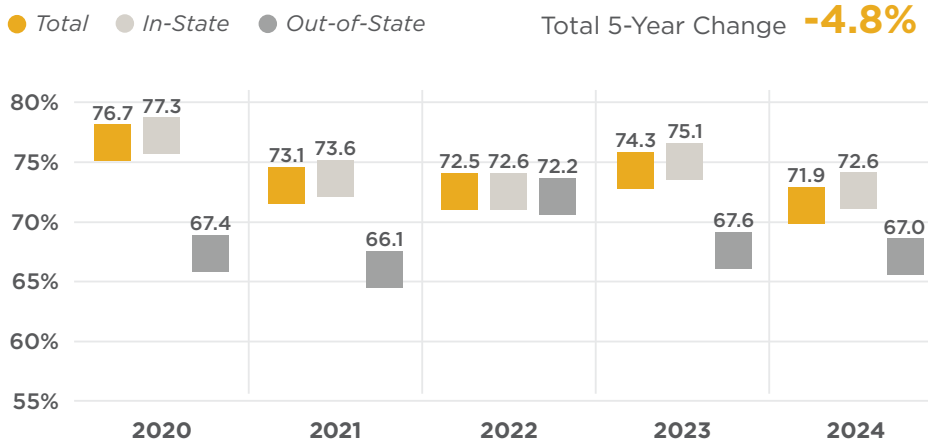
ADMIT RATES 2020-2024



YIELD RATES 2020-2024

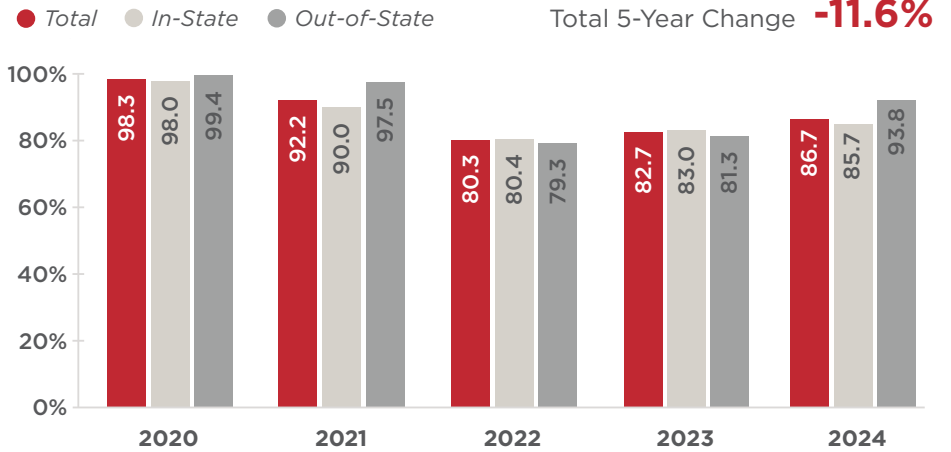


FIRST-YEAR RETENTION RATES 2020-2024

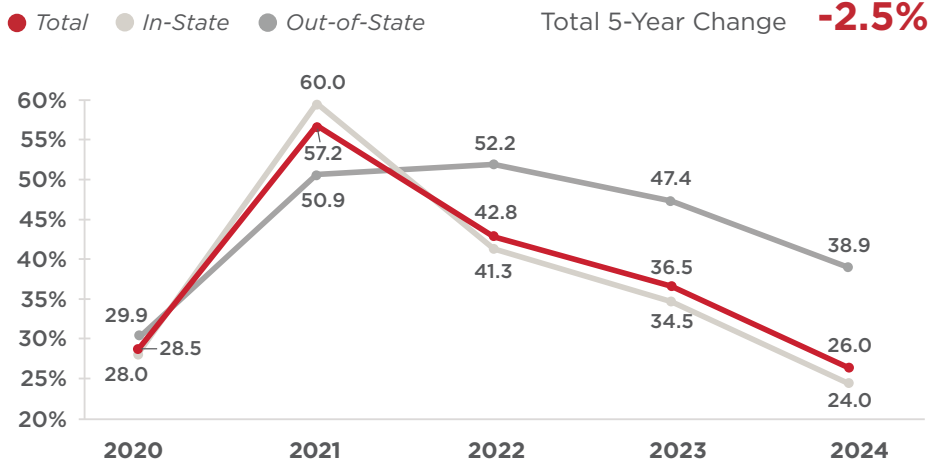




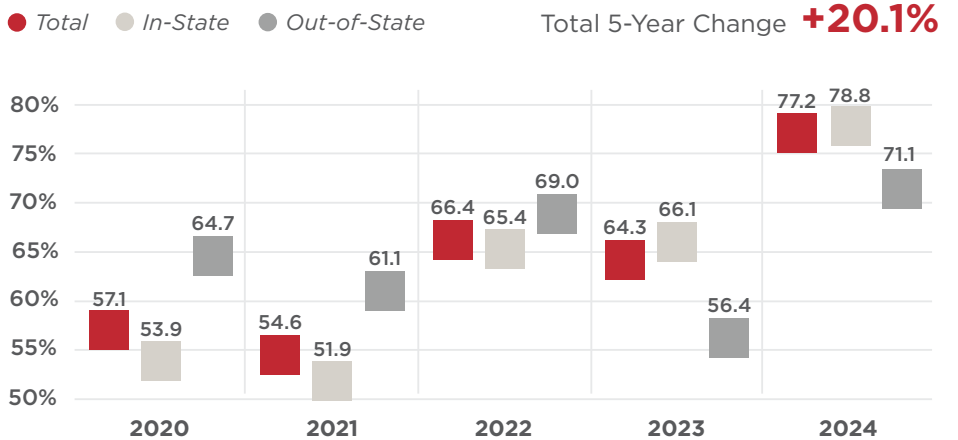
ADMIT RATES 2020-2024



YIELD RATES 2020-2024

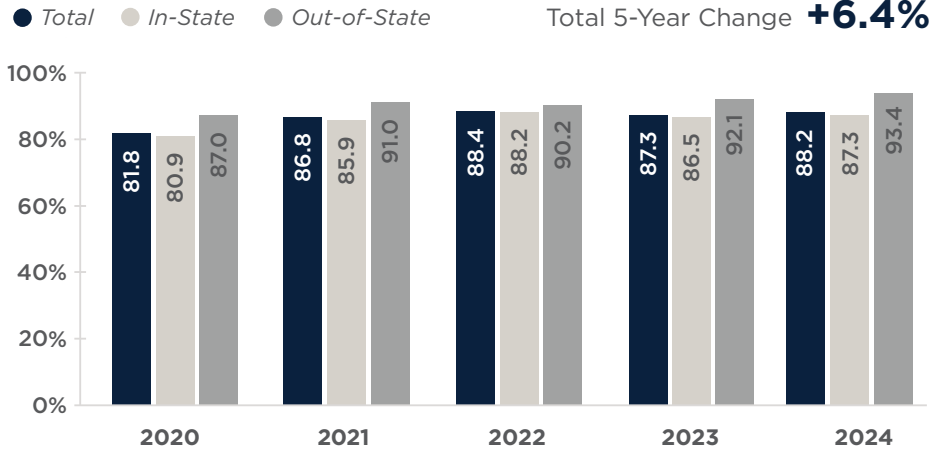


FIRST-YEAR RETENTION RATES 2020-2024

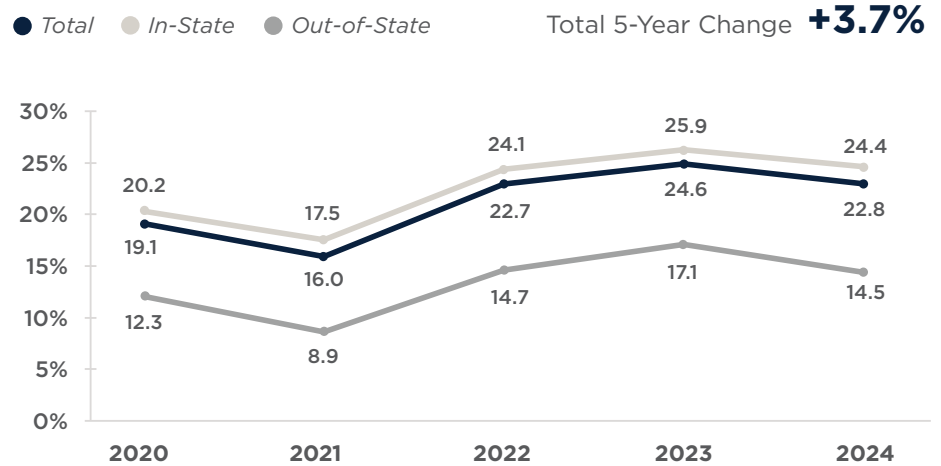




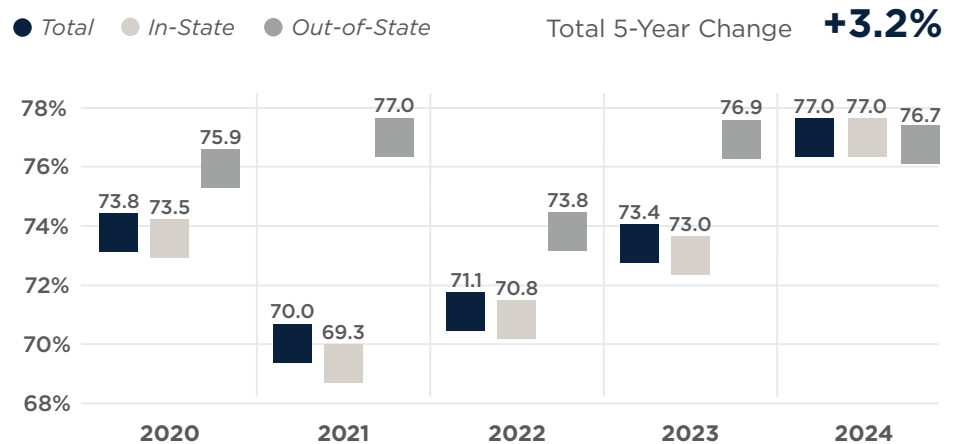
ADMIT RATES 2020-2024



YIELD RATES 2020-2024



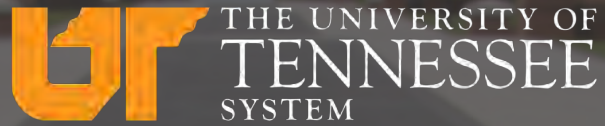
FIRST-YEAR RETENTION RATES 2020-2024





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ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT System Community Surveys

Board of Trustees — February 27 – 28, 2025

UT System Community Surveys

Survey	Administration Cycle	Next Administration
Student Experience Survey	Annual (Fall)	Fall 2025
COACHE Faculty Satisfaction Survey	Triennial (Spring) <i>(Pulse Survey in Development)</i>	Spring 2025
UT/Gallup Climate Survey	Biennial (Spring) through 2028	Spring 2025
Employee Engagement Survey	Full: Biennial Pulse: Alternating with Full	Full: Fall 2025 Pulse: Fall 2026

Student Experience Survey Fall 2024 Results



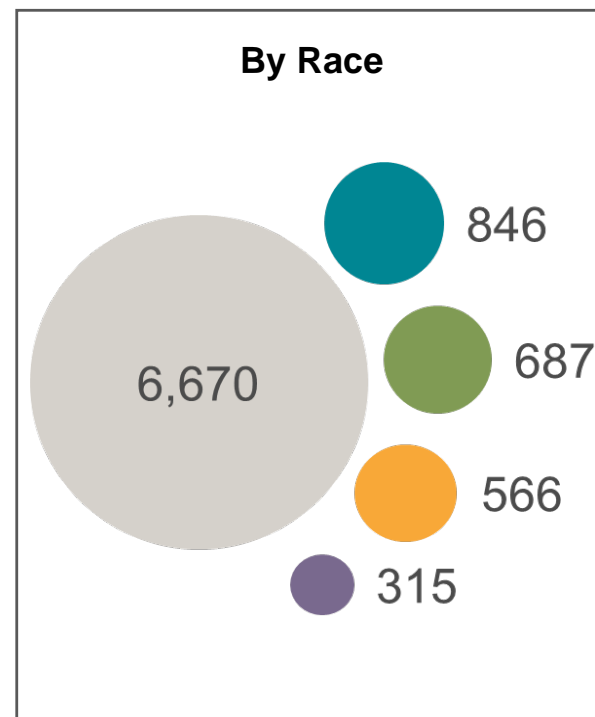
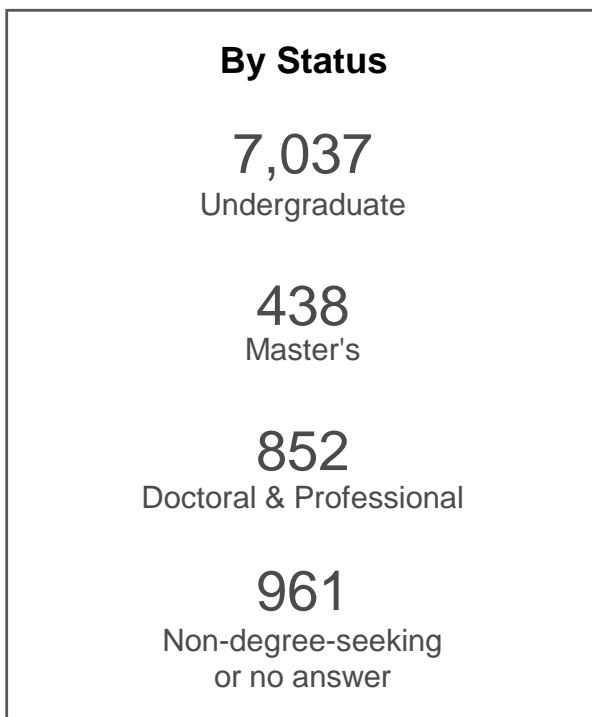
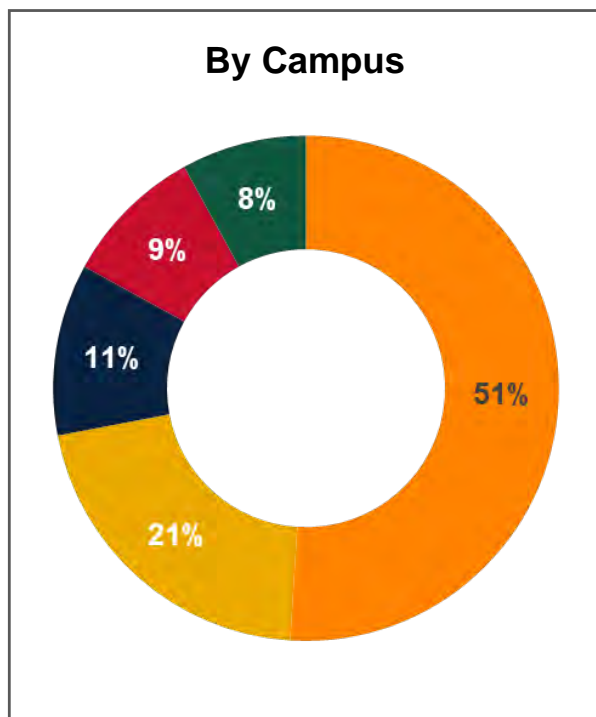
UT THE UNIVERSITY OF TENNESSEE SYSTEM

Survey Objectives & Design

- 7th administration of the Systemwide survey
- Administered annually since Fall 2020
- Includes demographic and scaled items (5) with the option to provide written feedback
- Fall 2024 survey went live on Sept. 30th and remained in the field on each campus for five weeks



Survey Respondents (n= 8,536: 14%) (Fall 2023= 8,158: 14%)



Percent of Students in the UT System
 UTK=62%; UTC=19%; UTM=12%; HSC=5% UTS= < 2%

White Asian Other/ No Answer
 Black Hispanic

Experience at UT: Systemwide Outcomes

Item	Mean (Fall 2020)	% Agree or Strongly Agree (Fall 2020)	% Disagree or Strongly Disagree (Fall 2020)
I would recommend my campus to a friend/family member as a great place to study.	4.23 ▲ (3.28)	81% ▲ (43%)	5% ▼ (21%)
I believe my campus listens and responds to student needs.	3.89 ▲ (3.62)	72% ▲ (59%)	9% ▼ (16%)
My campus offers the resources and/or support needed for my success as a student.	4.24 ▲ (3.46)	85% ▲ (52%)	4% ▼ (19%)
I am currently accessing the resources and/or support I need to be successful.	3.91 ▲ (3.33)	72% ▲ (48%)	5% ▼ (21%)
I believe that I matter and belong at UT.	4.01 ▲ (2.28)	73% ▲ (34%)	8% ▼ (43%)

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

Experience at UT: Systemwide Outcomes

Five Year Trend Data

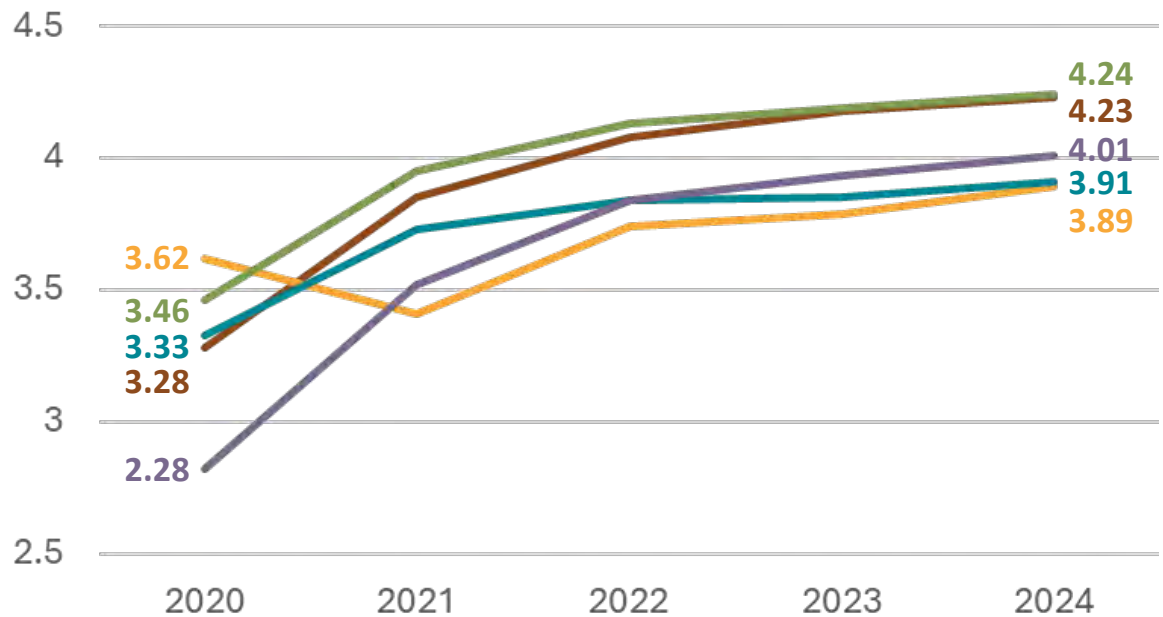
"My campus offers the resources and/or support needed for my success as a student."

"I would recommend my campus to a friend/family member as a great place to study."

"I believe that I matter and belong at UT."

"I am currently accessing the resources and/or support I need to be successful."

"I believe my campus listens and responds to student needs."



Experience at UT: By Campus

Item	UTSA (n= 8,598) 13.8%	UTK (n= 4,375) 11.3%	UTC (n= 1,762) 14.9%	UTS (n= 672) 64.2%	UTM (n= 963) 12.8%	UTHSC (n= 691) 22.3%
I would recommend my campus to a friend/family member as a great place to study.	4.23 ▲ (3.62)	4.33 ▲ (3.49)	4.08 ▲ (3.75)	4.24 ▲ (4.12)	4.19 ▲ (4.06)	3.99 ▲ (3.84)
I believe my campus listens and responds to student needs.	3.89 ▲ (3.41*)	3.88 ▲ (2.66)	3.76 (n/a)	4.18 ▲ (3.96)	3.97 ▲ (3.41)	3.94 ▲ (3.41)
I agree that my campus offers the resources and/or support needed for my success as a student.	4.24 ▲ (3.33)	4.27 ▲ (3.17)	4.16 ▲ (3.49)	4.31 ▲ (4.29)	4.30 ▲ (3.88)	4.17 ▲ (3.81)
I am currently accessing the resources and/or support I need to be successful.	3.91 ▲ (3.28)	3.95 ▲ (3.16)	3.77 ▲ (3.38)	4.09 ▼ (4.10)	3.89 ▲ (3.60)	3.93 ▲ (3.62)
I believe that I matter and belong at UT.	4.01 ▲ (3.46)	4.12 ▲ (3.43)	3.72 ▲ (3.49)	4.17 ▲ (4.00)	3.95 ▲ (3.88)	4.00 ▲ (3.81)

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

Thematic Opportunities

- Parking and housing
- Student support services
- Finances
- Mental health

Campus Engagement Strategies



Points of Pride

*"I have greatly enjoyed my time at **UTC**. Housing has been great. All of my classes provide additional support for deeper understanding."*

*"The school does a great job advocating and providing for the students in my college. **UTHSC** has excellent facilities to help me reach my goals."*

*"[**UTK**] is doing amazing things when it comes to mattering and belonging!"*

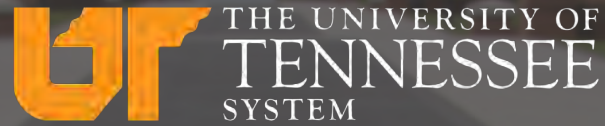
*"Almost every person I have met [at **UTM**] whether faculty or staff has expressed investment in my life on both an academic and personal level."*

*"I love the atmosphere here [at **UTS**] and I'm so excited to be a student here."*

Questions?



UT THE UNIVERSITY OF TENNESSEE SYSTEM



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

UT/Gallup Climate Survey *2025 Preview*

Board of Trustees — February 27 – 28, 2025

Tennessee law requires all public higher education institutions to:

“...conduct a biennial survey of the institution's students and employees to assess the campus climate with regard to diversity of thought and the respondents' comfort level in speaking freely on campus, regardless of political affiliation or ideology.”

Tennessee Code § 49-7-1905

Survey Details

Administered in partnership with Gallup

2025 Administration Dates

- Jan. 27 – Feb. 24, 2025

Recipients: All Students and Employees

- UT Knoxville (incl. UTIA and UTSI)
- UT Chattanooga
- UT Southern
- UT Health Science Center
- UT Martin
- UT System Administration
- UT Institute for Public Service

Outreach

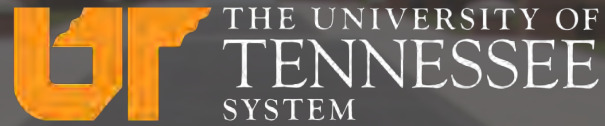
- Participants received survey invitations at their university email address
- Non-responders received up to 7 reminder emails

GALLUP®

Sample Questions

- [University] is committed to creating an environment in which students can express their opinions freely on campus
- At [University], I can express my opinions freely
- At [University], I often have the opportunity to interact with people of different views

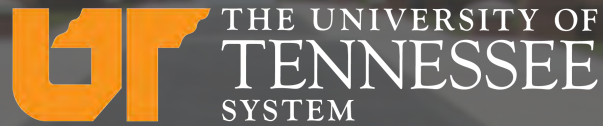
GALLUP®



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

STAY TUNED...

*2025 results will be shared at the June
Annual Meeting*



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

Latest COACHE Faculty Job Satisfaction Survey Results — 2021 and 2022

Board of Trustees — February 27 – 28, 2025

COACHE Faculty Job Satisfaction Survey

Extensive scope

- Covers breadth of the faculty work experience
- Hundreds of questions
- 30+ minutes to complete

Responses from **1,523** faculty members across all five campuses

Most recent administrations

- UTK: February 2021
- UTC, UTHSC, UTM, UTS: February 2022



Example Question:

Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:

- Teaching
- Research
- Service

Satisfaction scale:

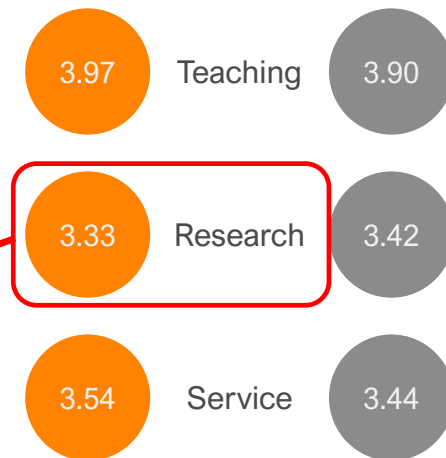
1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

Example Question:

Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:

- Teaching
- Research
- Service

UT vs. Public Cohort Averages



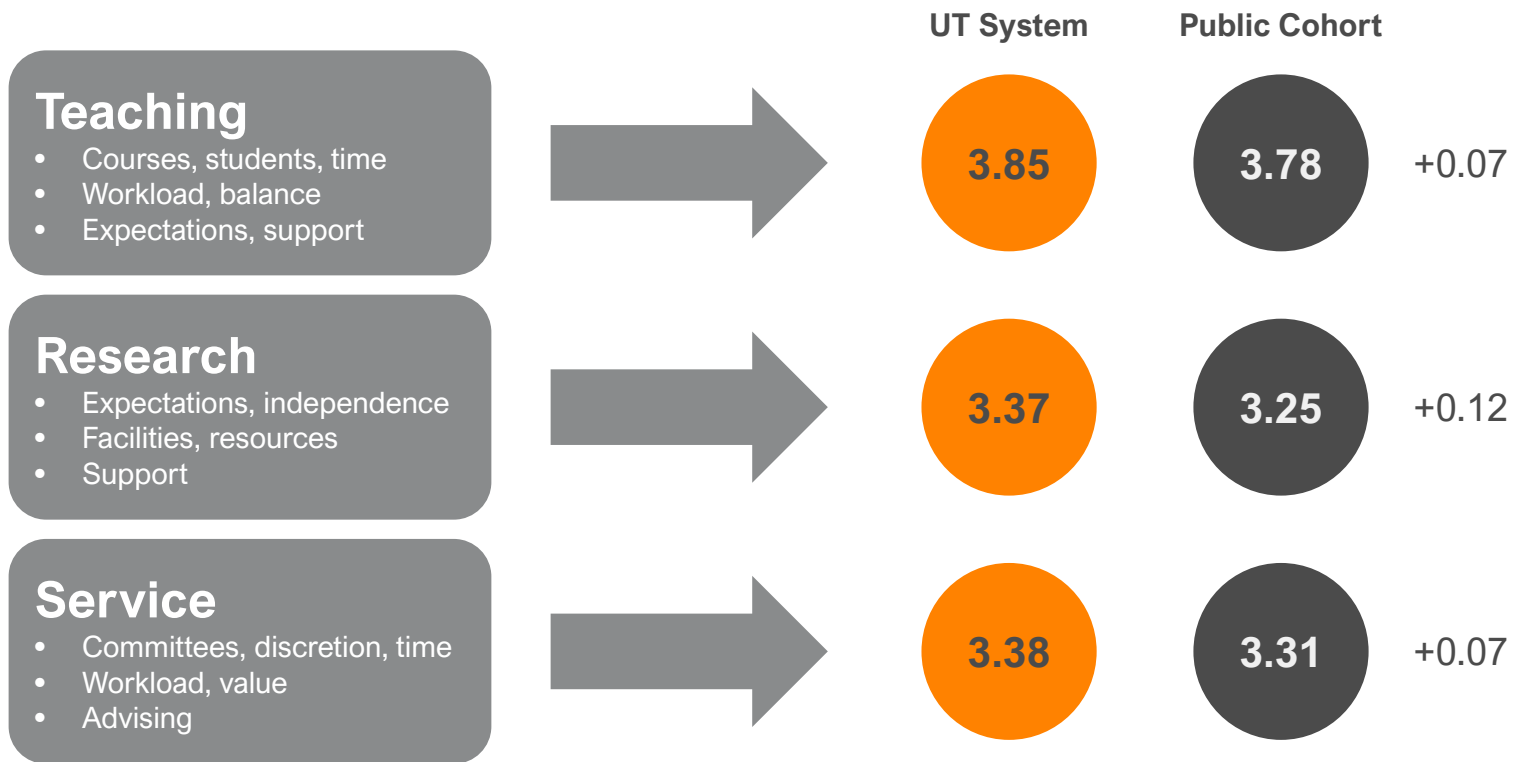
Aggregated into category
Nature of Work: Research



Aggregated UT Results Higher than 4Y Publics

- Rolled up into 25 broad categories
- UT faculty rates their work experience more highly than 4-year public peers
- Every difference is within 1 standard deviation of the mean

UT System – Nature of Work





UT Results Well Ahead of Public Peer Cohort

Senior University Leadership	3.43	+0.25
Facilities & Resources	3.77	+0.21
Health & Retirement Benefits	3.92	+0.21



UT Results Comparable to Public Peer Cohort

Departmental Engagement	3.52	+0.00
Collaboration	3.66	+0.02
Nature of Work: Service	3.38	+0.07
Nature of Work: Research	3.37	+0.12



High UT Results

Health & Retirement Benefits

3.92

Path to Promotion

3.89

Nature of Work: Teaching

3.85

Department Leadership

3.76

Facilities & Resources

3.77



Lower UT Results

Interdisciplinary Work

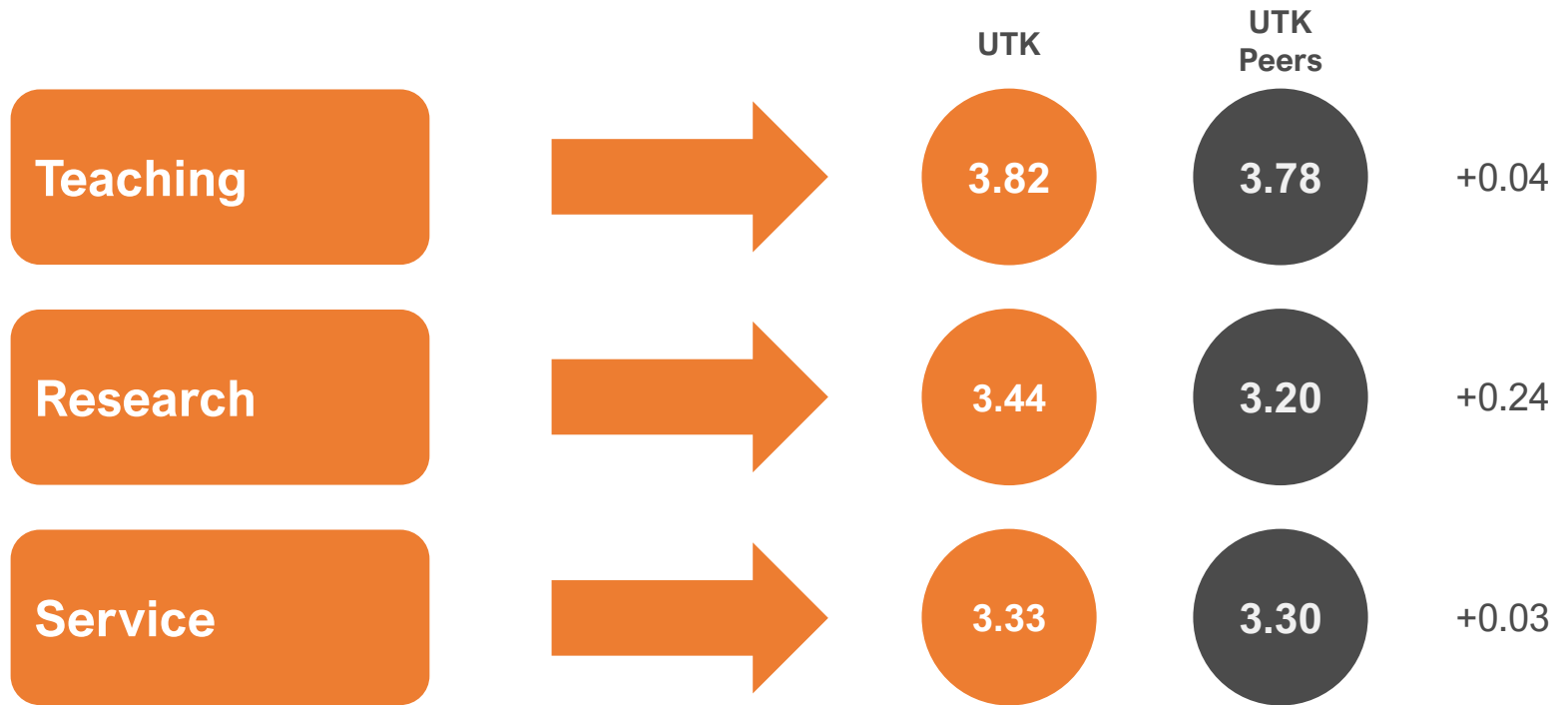
2.83

Governance Adaptability

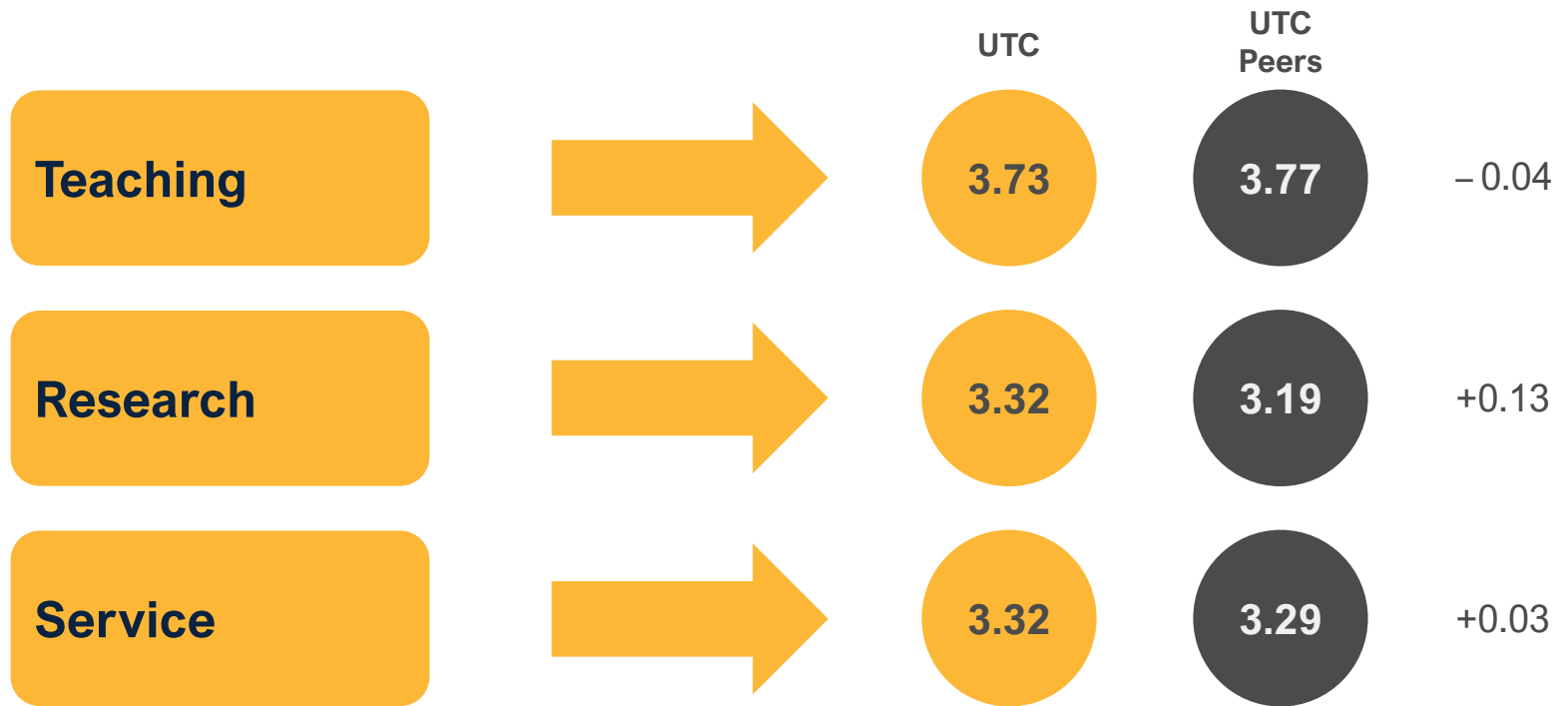
3.07

Still ahead of 4-year public peer cohort

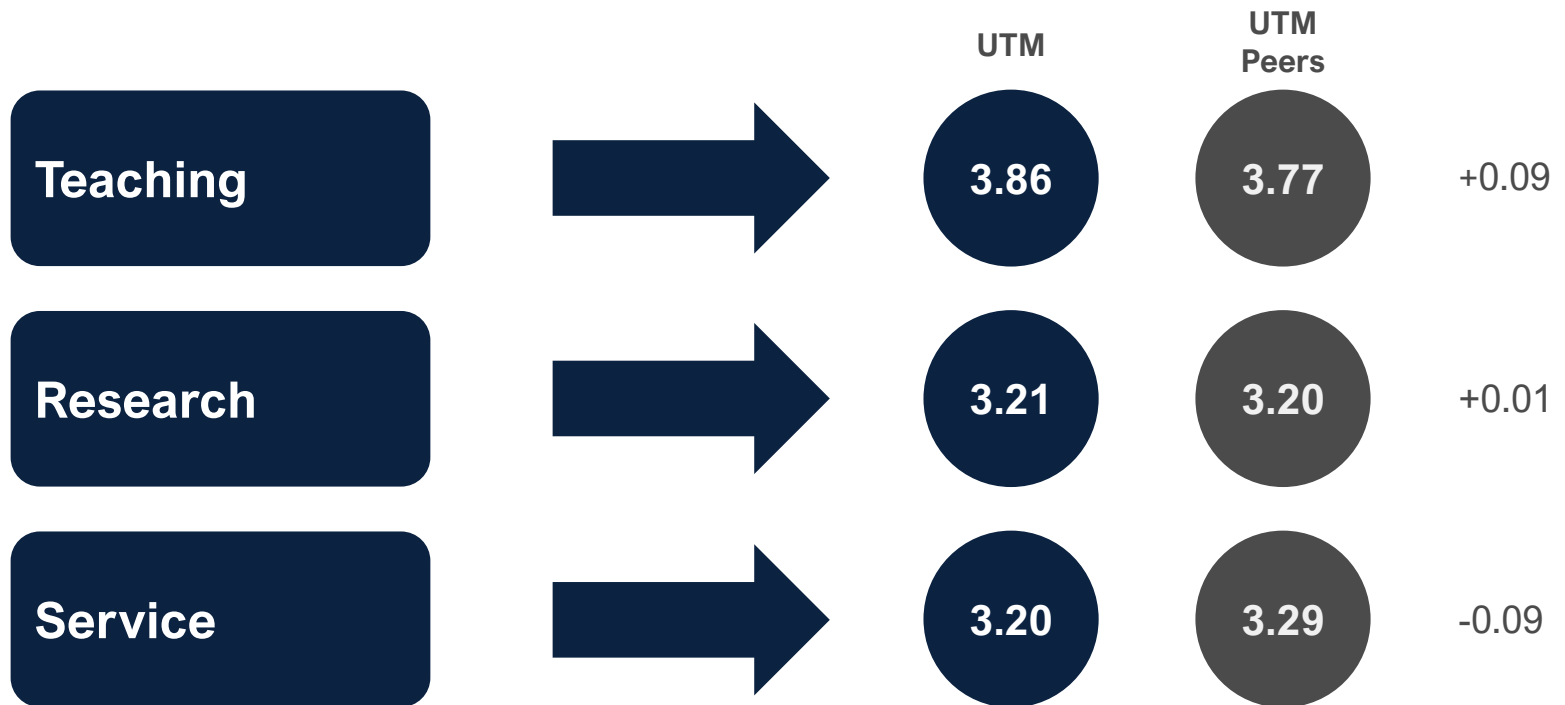
UT Knoxville – Nature of Work



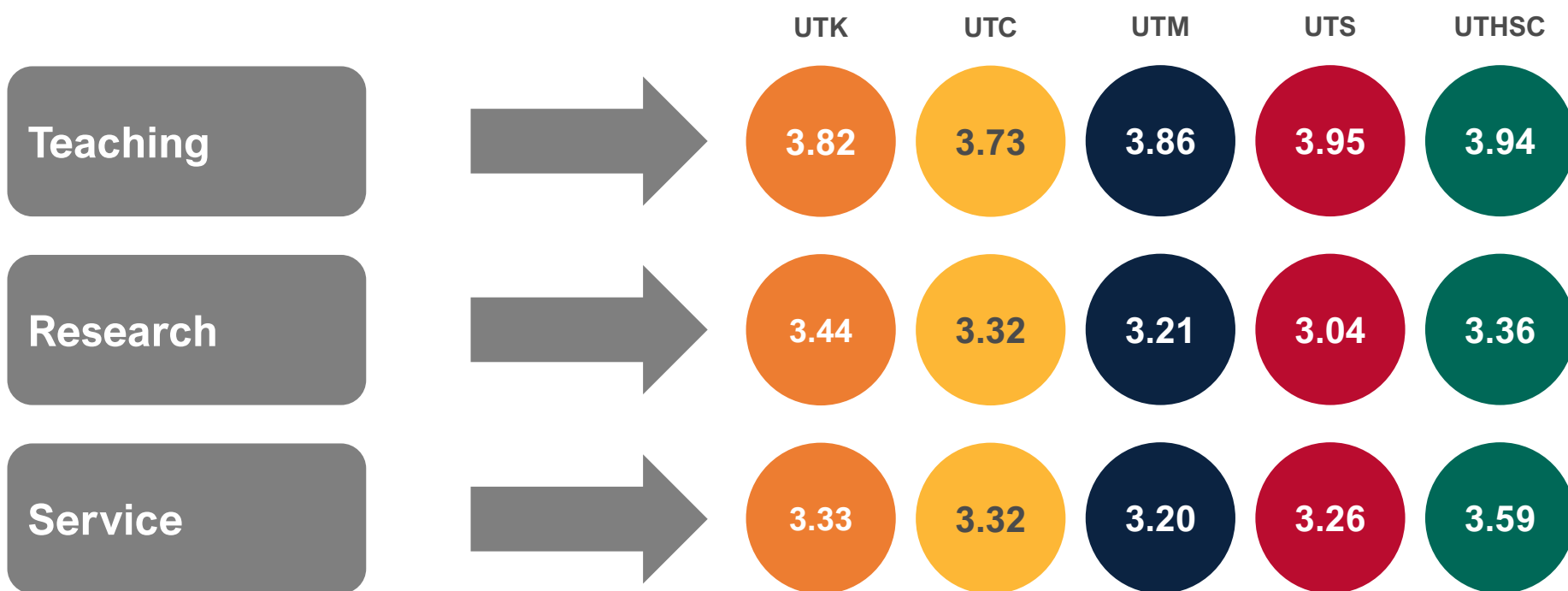
UT Chattanooga – Nature of Work



UT Martin – Nature of Work



UT Campuses – Nature of Work



Where to Next?

- Nature of Work: Research, Service, Teaching
- Facilities and Work Resources, Personal and Family Policies, Health and Retirement Benefits
- Interdisciplinary Work, Collaboration
- Mentoring, Tenure Policies, Tenure Expectations (Clarity), Promotion to Full
- Leadership: Senior, Divisional, Departmental, Faculty
- Governance: Trust, Purpose, Understanding, Adaptability, Productivity
- Departmental Collegiality, Engagement, Quality
- Appreciation and Recognition



Measuring UT System Research and Creative Works Successes

February 2024

UT System Board of Trustees ERS Session

Academic Affairs, Research and Student Success

Research and creative discovery are central to the UT mission

Research can...

Serve as an economic driver of the state

Impact national and international rankings and reputation

Directly impact the lives of the citizens of our state, nation and beyond

Research is...

Multifaceted

Challenging & complex

Involves hundreds of UT employees

Proposals were submitted to 937 unique sponsors in FY24. (Note: these are monetary proposals only)

Federal Agencies (132)

Federal agency divisions (128)

DOE (30)	DOC (2)	IMLS (1)
HHS (27)	DOS (2)	LOC (1)
DOD (19)	NSF (2)	NARA (1)
USDA (9)	ARC (1)	NEA (1)
DOT (7)	DHS (1)	NEH (1)
DOI (5)	DOL (1)	NRC (1)
DOJ (4)	EPA (1)	OIG (1)
NASA (4)	GAO (1)	USAID (1)
ED (3)	HUD (1)	

Federally funded academic research centers (4)

State Agencies (242)

State Government Agencies (45)

Tennessee (36) Non-Tennessee (9)

Local Government Agencies (17)

Tennessee (16) Non-Tennessee (1)

Higher Education (180)

State Institutions (134)

Private Institutions (46)

Industrial & Non-Profit (522)

Industry Partners (226)

Non-Profits (296)

Organizations (192) Foundations (104)

International (41)

For-Profit Organizations (19)

Higher Education Institutions (13)

Non-Profits (5)

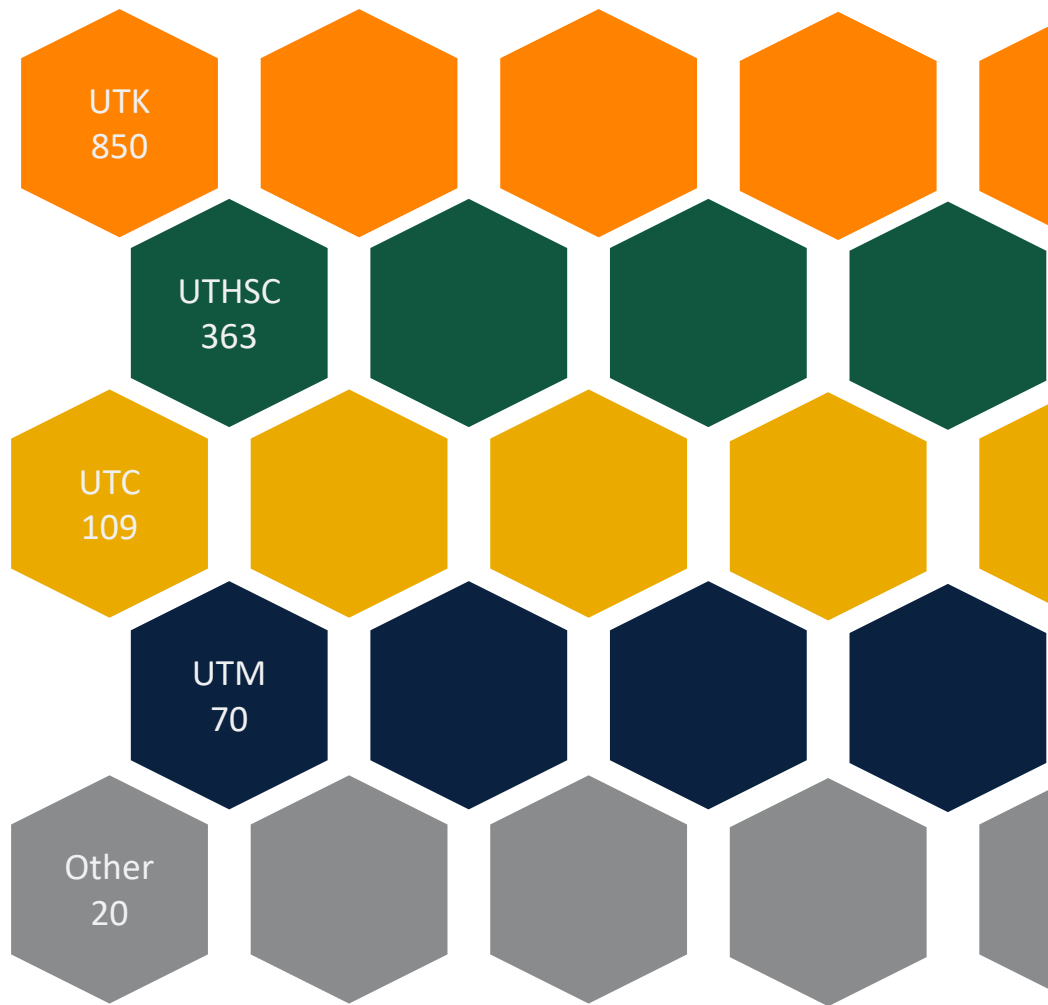
Foreign Governments (3)

Foundations (1)

1,412
Unique Lead PIs submitted proposals in
FY24

Lead PIs also include administrators
and select staff.

In rare cases, students may also
serve as proposers (e.g., NSF GRFP)
along with faculty.



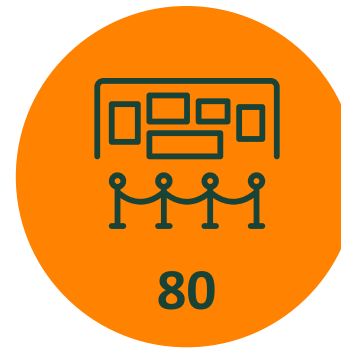
Research, Scholarly and Creative Works Outcomes are the creative capital of the faculty and students.



Scholarly Works
(Journals, Conference Proceedings, Abstracts, etc.)



Presentations & Invited Presentations



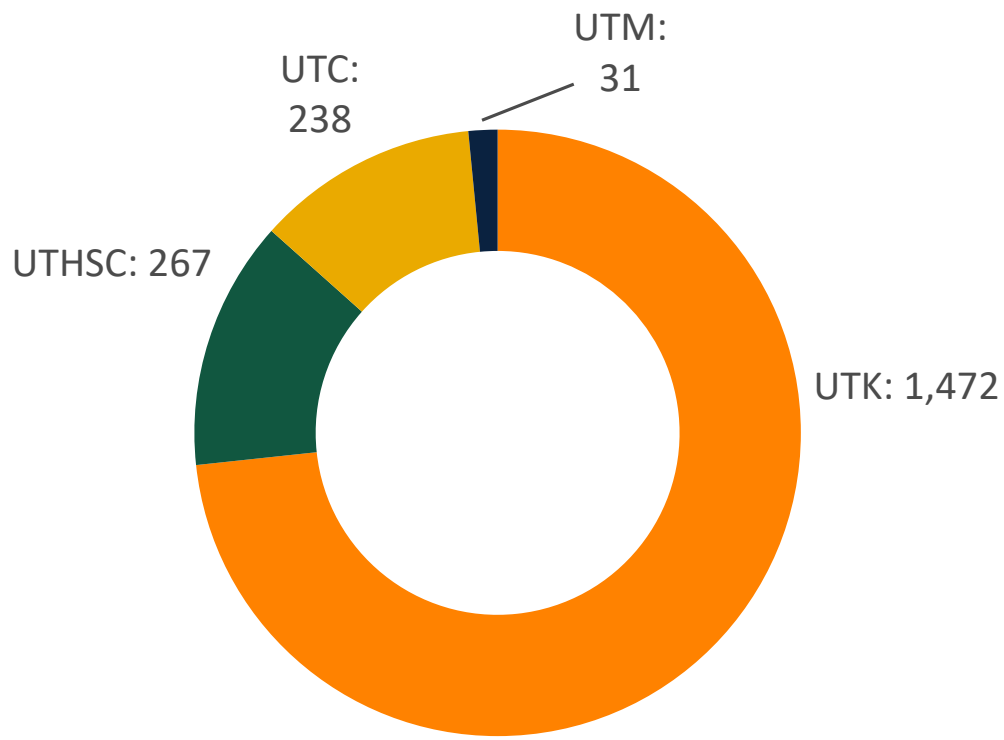
Performances & Exhibits
UTC numbers only



Other Creative Works (Art, Music, etc.)
UTC numbers only

Note: This does not represent 100% of the research, scholarly and creative works in CY or AY 2024. Data is reliant on faculty self reporting activity. Creative works are particularly challenging to collect.

2,008 unique GRAs were funded in AY24.



Research is a KEY component to student success & retention, particularly at the UG level.

Student Success & Retention

Experiential Learning

SI & Other
Programming

Advising &
Mentoring

Faculty
Engagement

Quality
Instruction

Undergraduate Engagement in Research

- 884 Undergrad Researchers

- 611 Undergrad Symposia
- Research Intensive Courses
- Honors Thesis

- 60 Undergrad Researchers
- Summer Research Scholars*

- 59 Undergrad Research Symposium

- 70 Research Intensive Courses & Conference Presenters

1,684
Total
Impacted
Undergrads

Engagement in research includes, but is not limited to:

- **For-credit courses**
- **Paid research experience**
 - On funded grant/contract
 - Unit funded
- **Undergrad Symposia**
- Unpaid research experience
- Honor's thesis
- Summer Research Scholar's
- Other opportunities

**UTHSC has very few UG programs.*

Note: Very difficult to track, and these numbers are under-reporting true engagement.

Violence Reduction Initiative: A Community-Based Approach to Externally Funded Research



- Dr. Rick Dierenfeldt, UC Foundation Asso. Prof of Criminal Justice, Interim Head of the Department of Social, Cultural and Justice Studies
- Chattanooga Police Department's Scenic City Crime Gun Intelligence Center (CGIC)
- Purpose: to utilize intelligence, technology, and community engagement to swiftly identify crime guns and their sources and effectively prosecute those who commit firearm-related crimes.

Dr Dierenfeldt's research has been such a success it is now a *National Model for New CIGC Sites!*

Research Outcomes

Reconceptualization of case closure

Rapid seizure of crime guns

*ATF Excellence in
Crime Gun Intelligence Award*

30+ student co-authored technical reports and peer-reviewed publications

Crime Decreases

Overall Homicides

36%

Shooting Victims

42%

Firearm Homicides

36%

Non-Fatal Shootings

42%

Gang-Involved Homicide

36%

Non-Gang Homicide

18%

Gang-Involved Non-Fatal Shootings

36%

QUESTIONS?



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.1

AGENDA ITEM SUMMARY

Meeting Date: February 27, 2025

Committee: Education, Research, and Service

Item: **Report on Faculty Evaluation Procedures, including PPPR**

Type: Information

Background Information

UT Board Policy BT0006, *Policies Governing Academic Freedom, Responsibility, and Tenure*, outlines three procedures for the evaluation of tenured faculty:

1. Annual Performance and Planning Review (APPR) requires that each tenured faculty member undergo a formal annual review with the department head or school director to evaluate the faculty member's activities in the past year, relative to expectations for the faculty member's rank, and to plan activities for the upcoming year.
2. Periodic Post-Tenure Performance Review (PPPR) is a comprehensive review of a tenured faculty member's activities, as documented through APPR, that occurs at least every six years. PPPR requires review by an inter-departmental peer review committee of tenured faculty at the same or higher rank, and may include external reviews when deemed necessary by the peer review committee or the dean, or when requested by the faculty member under review. Furthermore, PPPR allows for staggering of reviews across years to avoid an undue administrative burden.
3. In certain cases, a tenured faculty member may be reviewed under Enhanced Periodic Post-Tenure Review (EPPR). Such a review is initiated when a faculty member (a) requests such a review; (b) receives one overall APPR rating of "Unsatisfactory" or "Falls Far Short of Expectations"; or (c) receives two overall APPR ratings of "Needs Improvement" or "Falls Short of Expectations" during any consecutive four-year period.



THE UNIVERSITY OF TENNESSEE

BOARD OF TRUSTEES

4.1

PPPR Reporting

UT campuses conducted PPPR for the first time during Academic Year (AY) 2019-20. During AY 2020-21, all campuses except the UT Chattanooga campus suspended the PPPR process in response to the COVID-19 pandemic.

To assist the UT Board of Trustees, the System President, and campus leadership in evaluating and improving procedures, each campus annually reports summary PPPR results for faculty under review along with estimates of hours spent on the review and estimated value of the time spent on the review based on the salaries of the reviewers. The results for the entire system are produced based on the campus reports.

The tables below provide summaries of key outcomes from PPPR for all review cycles since AY 2019-20.

Table 1: Total tenured faculty members undergoing PPPR, on each campus and within the UT System.

Academic Year	UTK	UTIA	UTC	UTM	UTHSC	System
2019-2020	88	14	43	18	30	193
2020-2021			28			28
2021-2022	85	14	7	20	24	150
2022-2023	63	9	15	10	27	124
2023-2024	72	15	10	16	30	143
Total	308	52	103	64	111	638

Table 2: Total tenured faculty members who received a PPPR rating of "Meets Expectations", on each campus and within the UT System.

Academic Year	UTK	UTIA	UTC	UTM	UTHSC	System
2019-2020	88 (100%)	14 (100%)	43 (100%)	15 (83%)	30 (100%)	190 (98%)
2020-2021			27 (96%)			27 (96%)
2021-2022	85 (100%)	14 (100%)	7 (100%)	20 (100%)	24 (100%)	150 (100%)
2022-2023	63 (100%)	9 (100%)	15 (100%)	9 (90%)	27 (100%)	123 (99%)
2023-2024	72 (100%)	15 (100%)	10 (100%)	16 (100%)	30 (100%)	143 (100%)
Overall	308 (100%)	52 (100%)	102 (99%)	60 (94%)	111 (100%)	633 (99%)



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.1

Table 3: Estimated value of time to conduct APPR, on each campus and within the UT System.

Academic Year	UTK	UTIA	UTC	UTM	UTHSC	System
2019-2020	\$ 208,070	\$ 48,549	\$ 69,523	\$ 39,665	\$ 135,123	\$ 500,930
2020-2021			\$ 41,683			\$ 41,683
2021-2022	\$ 291,574	\$ 47,062	\$ 13,409	\$ 40,359	\$ 112,773	\$ 505,177
2022-2023	\$ 114,480	\$ 35,985	\$ 30,331	\$ 15,355	\$ 88,074	\$ 284,225
2023-2024	\$ 170,009	\$ 48,038	\$ 17,448	\$ 21,519	\$ 100,754	\$ 357,768
Total	\$ 784,133	\$ 179,634	\$ 172,394	\$ 116,898	\$ 436,724	\$ 1,689,782

APPR Reporting

Each year the tenured and tenure-track faculty members on each campus are evaluated using the APPR process. As described in BT0006, the rating scale used for faculty may be either a 4-point scale or a 5-point scale. As shown on the next pages, UTK, UTIA, and UT Southern have been utilizing a 5-point scale while the other campuses have been using a 4-point scale.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.1

UTK	Tenured Faculty						Tenure-Track Faculty					
	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short of Expectations	Falls Far Short of Expectations	Total	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short of Expectations	Falls Far Short of Expectations	Total
AY2022	58	301	235	3	0	597	15	74	92	3	0	184
	9.72%	50.42%	39.36%	0.50%	0.00%	100.00%	8.15%	40.22%	50.00%	1.63%	0.00%	100.00%
AY2023	61	320	259	5	1	646	16	83	108	4	0	211
	9.44%	49.54%	40.09%	0.77%	0.15%	100.00%	7.58%	39.34%	51.18%	1.90%	0.00%	100.00%
AY2024	67	338	265	9	1	680	10	105	117	4	0	236
	9.85%	49.71%	38.97%	1.32%	0.15%	100.00%	4.24%	44.49%	49.58%	1.69%	0.00%	100.00%

UTIA	Tenured Faculty						Tenure-Track Faculty					
	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short of Expectations	Falls Far Short of Expectations	Total	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short of Expectations	Falls Far Short of Expectations	Total
AY2022	26	82	44	1	0	153	2	21	29	1	0	53
	16.99%	53.59%	28.76%	0.65%	0.00%	100.00%	3.77%	39.62%	54.72%	1.89%	0.00%	100.00%
AY2023	23	76	30	0	0	129	3	28	25	1	0	57
	17.83%	58.91%	23.26%	0.00%	0.00%	100.00%	5.26%	49.12%	43.86%	1.75%	0.00%	100.00%
AY2024	25	81	32	0	0	138	2	32	36	0	0	70
	18.12%	58.70%	23.19%	0.00%	0.00%	100.00%	2.86%	45.71%	51.43%	0.00%	0.00%	100.00%



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.1

UTC	Tenured Faculty					Tenure-Track Faculty				
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Total	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Total
AY2022	72 36.18%	125 62.81%	2 1.01%	0 0.00%	199 100.00%	40 31.01%	89 68.99%	0 0.00%	0 0.00%	129 100.00%
AY2023	90 36.89%	153 62.70%	1 0.41%	0 0.00%	244 100.00%	42 37.17%	70 61.95%	1 0.88%	0 0.00%	113 100.00%
AY2024	72 34.62%	134 64.42%	2 0.96%	0 0.00%	208 100.00%	33 28.45%	80 68.97%	3 2.59%	0 0.00%	116 100.00%

UTS	Tenured Faculty						Tenure-Track Faculty					
	Exceptional Performance	Exceeds Expected Level of Performance	Meets Expected Level of Performance	Does Not Meet Expected Level of Performance	Not Acceptable	Total	Exceptional Performance	Exceeds Expected Level of Performance	Meets Expected Level of Performance	Does Not Meet Expected Level of Performance	Not Acceptable	Total
AY2022												
AY2023	0 0.00%	6 33.33%	12 66.67%	0 0.00%	0 0.00%	18 100.00%	1 5.26%	5 26.32%	13 68.42%	0 0.00%	0 0.00%	19 100.00%
AY2024	0 0.00%	6 35.29%	11 64.71%	0 0.00%	0 0.00%	17 100.00%	0 0.00%	7 31.82%	15 68.18%	0 0.00%	0 0.00%	22 100.00%



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

4.1

UTM	<i>Tenured Faculty</i>					<i>Tenure-Track Faculty</i>				
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Total	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Total
AY2022	64	47	5	1	117	35	19	0	0	54
	54.70%	40.17%	4.27%	0.85%	100.00%	64.81%	35.19%	0.00%	0.00%	100.00%
AY2023	61	47	5	1	114	23	22	1	0	46
	53.51%	41.23%	4.39%	0.88%	100.00%	50.00%	47.83%	2.17%	0.00%	100.00%
AY2024	74	53	4	0	131	26	24	1	0	51
	56.49%	40.46%	3.05%	0.00%	100.00%	50.98%	47.06%	1.96%	0.00%	100.00%

UTHSC	<i>Tenured Faculty</i>					<i>Tenure-Track Faculty</i>				
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Total	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Total
CY2021	143	126	1	0	270	39	38	1	0	78
	52.96%	46.67%	0.37%	0.00%	100.00%	50.00%	48.72%	1.28%	0.00%	100.00%
CY2022	143	104	2	0	249	49	33	0	0	82
	57.43%	41.77%	0.80%	0.00%	100.00%	59.76%	40.24%	0.00%	0.00%	100.00%
CY2023	151	89	1	0	241	46	26	3	0	75
	62.66%	36.93%	0.41%	0.00%	100.00%	61.33%	34.67%	4.00%	0.00%	100.00%



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.2

AGENDA ITEM SUMMARY

Meeting Date:	February 27, 2025
Committee:	Education, Research, and Service
Item:	<u>Transfer Student Report</u>
Type:	Information

Transfer Student Report

The following report on transfer students provides currently available descriptive data for each of the five University of Tennessee campuses, disaggregated by demographic characteristics. National benchmark data for 2021-2023 are also provided for comparison. It was produced in response to a question from the University of Tennessee System board of trustees at the fall 2024 board meeting.

The report pertains to transfer student enrollment and not transfer credits. Transfer students and transfer credits are treated separately in both policy and practice. For example, while a state may have a policy in place intended to ensure that all community college students can transfer into a four-year institution, institutions may not require to accept the credits a student has earned. This is a common opportunity in higher education ecosystems.¹

Data Sources

All University of Tennessee System data in this report were provided by the institutional research (IR) team in the UT System's office of Academic Affairs, Research, and Student Success. Statewide data were collected from the Tennessee Higher Education Commission's (THEC) Articulation and Transfer Report.² National benchmark data in this report are drawn from the Community College Research Center³ at Columbia University, and the National Student Clearinghouse's⁴ report. The UT System data has been collected from each campus's IR office.

UT System Transfer Summary

New transfer: A student who is new to their respective university and is transferring from another university, including from one UT campus to another.

Non-transfer: Students remaining at the same university are non-transfer. After a student remains enrolled at one campus for more than one academic year, they become part of the continuing/returning enrollment group for that campus.⁵

¹ Lane, J. E., & Johnstone, D. B. (Eds.). (2013). *Higher education systems 3.0: Harnessing systemness, delivering performance* (SUNY series, Critical issues in higher education). State University of New York Press.

² Articulation and Transfer Report, THEC (2024) <https://www.tn.gov/thecc/research/at.html>

³ Community College Research Center, Columbia University <https://ccrc.tc.columbia.edu/research/transfer.html>

⁴ College Transfer Enrollment Grew by 5.3% in the Fall of 2023 (2024) [National Student Clearinghouse Report](https://nscrclearinghouse.org/)

⁵ Transfer and Progress (2024) National Student Clearinghouse <https://nscrclearinghouse.org/transfer-and-progress/>

Overall Summary: The number of transfer student enrollments has increased across the system over the past five years but not as quickly as the overall student population has increased. The question we sought to answer was, considering the overall student population, what percentage of that population enrolled as a transfer student each year at each campus, and how does that compare to the transfer student sub-population at other 4-year public universities in the US? We learned that at each campus except UT Southern, the transfer student sub-population is smaller than the national average and does not appear to be trending in a particular direction (Figure 1).

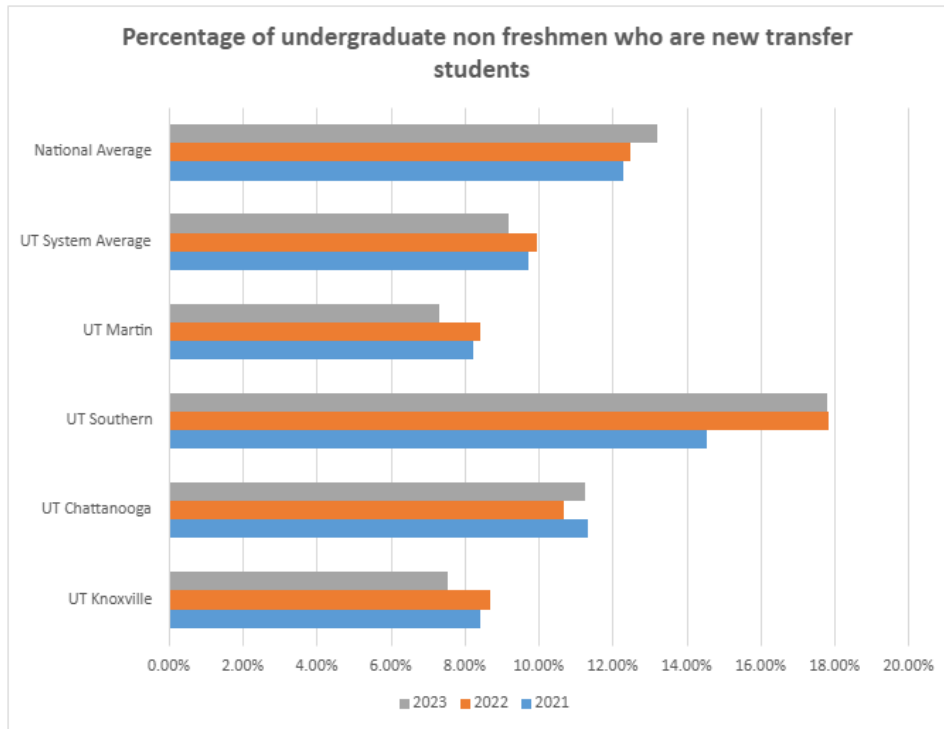


Figure 1: Transfer students as a percentage of all non-freshman undergraduates.

Note on UTHSC: The undergraduate programs at UT Health Science Center require prerequisite work at other colleges prior to enrollment which leads to an artificially high percentage of transfer students, so these data have been excluded.

Nationally, in 2023, transfer enrollment represented 13.2% of all non-freshman undergraduates and showed annual increases. Across the UT System, in 2023, transfer enrollment represented 9.2% of all non-freshman undergraduates and showed a decrease from 2022 (Figure 2).

	2021	2022	2023
UT System Average	9.75%	9.95%	9.20%
National Average	12.3%	12.5%	13.2%

Figure 2: New transfer students as a percentage of non-freshman undergraduates.

UT System Transfer Demographics

Other data currently available show the demographic characteristics of the UT System transfer student population and trends over time.

1. **Race/ethnicity:** The race/ethnicity of the transfer student population has shown a 3.5% decrease in White students, a 1.1% increase in Hispanic/Latino students, and a <1% increase in Black/African American and Other students.

	2019	2020	2021	2022	2023	5-Year
Percentage of Known Transfers						
Black/African American	6.8%	8.0%	7.6%	7.5%	7.5%	0.7%
Hispanic/Latino	5.9%	6.0%	6.5%	7.0%	7.0%	1.1%
Other*	7.3%	6.9%	7.3%	7.7%	7.5%	0.2%
White	77.8%	77.5%	76.0%	75.3%	74.3%	-3.5%
*Other includes American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander Race/Ethnicity, and Two or More Races.						
** Includes Unknowns						

2. **Urban/Rural:** The transfer student populations at UT Knoxville and UT Chattanooga are much more likely to be from urban communities than from rural communities. At UT Martin in 2023, 56.2% of their transfer students were from rural communities and 43.8% were from urban communities.

	2019	2020	2021	2022	2023	5-YR % Change
% Rural						
UT Knoxville	15.9%	16.0%	15.0%	13.9%	13.9%	-2.0%
UT Chattanooga	16.6%	16.3%	16.9%	16.5%	17.1%	0.5%
UT Southern	N/a	N/a	N/a	N/a	N/a	N/a
UT Martin	N/a	58.1%	58.8%	56.8%	56.2%	N/a
UT Health Science Center	15.6%	17.9%	15.1%	14.2%	15.7%	0.1%
System	16.1%	22.4%	21.4%	19.9%	19.8%	3.7%

	2019	2020	2021	2022	2023	5-YR % Change
% Urban						
UT Knoxville	84.1%	84.0%	85.0%	86.1%	86.1%	2.0%
UT Chattanooga	83.4%	83.8%	83.1%	83.5%	82.9%	-0.5%
UT Southern	N/a	N/a	N/a	N/a	N/a	N/a
UT Martin	N/a	41.9%	41.2%	43.2%	43.8%	N/a
UT Health Science Center	84.4%	82.1%	84.9%	85.8%	84.3%	-0.1%
System	83.9%	77.6%	78.6%	80.1%	80.2%	-3.7%

3. **First Generation:** Overall, between 22.5% (UTK) and 35.9% (UTM) of the transfer student population at each campus are first-generation college students.

	2019	2020	2021	2022	2023	5-YR % Change
% First-Generation						
UT Knoxville	26.3%	27.3%	26.6%	24.7%	22.5%	-3.8%
UT Chattanooga	30.3%	31.6%	30.7%	29.7%	28.2%	-2.1%
UT Southern	N/a	N/a	N/a	N/a	N/a	N/a
UT Martin	N/a	37.5%	37.0%	36.0%	35.9%	N/a
UT Health Science Center	27.1%	26.1%	25.5%	31.2%	28.8%	1.7%
System	27.7%	30.1%	29.1%	27.7%	25.9%	-1.8%

4. **Pell:** The percentage of the transfer student population who are Pell eligible has decreased across all campuses.

	2019	2020	2021	2022	2023	5-YR % Change
% Pell Recipient						
UT Knoxville	32.3%	32.4%	32.6%	29.8%	27.5%	-4.8%
UT Chattanooga	40.9%	39.4%	38.6%	37.2%	37.1%	-3.8%
UT Southern	N/a	N/a	46.2%	39.5%	41.1%	N/a
UT Martin	N/a	46.7%	45.4%	44.0%	45.5%	N/a
UT Health Science Center	16.8%	17.4%	10.6%	12.5%	15.7%	-1.1%
System	34.7%	36.1%	35.5%	33.0%	31.8%	-2.9%

5. **Adult Learners:** The percentage of the transfer student population who are adult learners has remained flat or decreased across all campuses except for UT Southern.

	2019	2020	2021	2022	2023	5-YR % Change
% Adult Learners						
UT Knoxville	20.6%	21.1%	20.0%	18.9%	18.1%	-2.5%
UT Chattanooga	23.0%	21.7%	21.9%	22.4%	23.0%	0.0%
UT Southern	N/a	N/a	17.3%	15.8%	23.4%	N/a
UT Martin	N/a	30.5%	30.1%	28.4%	27.0%	N/a
UT Health Science Center	32.3%	30.8%	31.3%	28.6%	32.2%	-0.1%
System	21.9%	22.9%	22.1%	21.2%	21.0%	-0.9%

Future Reporting

In the future, the office of Academic Affairs, Research, and Student Success (AARSS) intends to gather more insights related to transfer student outcomes, transfer student credits, and transferring students. We plan to gather and report these data and compare it with nationally available benchmarks. The currently articulated research questions are:

1. How do retention and graduation rates of transfer students compare to their non-transfer peers?
2. What credit transfer models are used across the UT System? Are decisions about transfer credit centralized, decentralized or a combination?
3. When are decisions about transfer credit made in the student's application process?
4. How long does it take for students to receive information about the acceptance of transfer credit?
5. What processes are used to gather and analyze transcripts from prior institutions? Is the process different for students who transfer (i.e., campus change) within the UT System?
6. What changes (i.e. technology enhancements, process improvements) have been implemented at UT campuses regarding transfer students, and what impact has been realized?

Please contact the UT System AARSS department with requests or questions related to this report or future reporting related to transfer students utvpacademicaaffairs@tennessee.edu.

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *December 14, 2024* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Joel D. Wells
Name

University Registrar
Title

1/23/2024
Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *December 14, 2024* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Janice Cosey
Signature

Janice Cosey
Name


Bursar
Title

January 28, 2025
Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *July 5, 2024* through *December 31, 2024* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Scott Summers

Name

University Registrar

Title

1/28/2025

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *July 5, 2024* through *December 31, 2024* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Byron T Porter
Signature

Byron T. Porter
Name

Bursar
Title

01/27/2025
Date



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Registrar’s Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on December 14, 2024 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

UNIVERSITY REGISTRAR

Signature

Brian Coldren
Name

AVP & University Registrar
Title

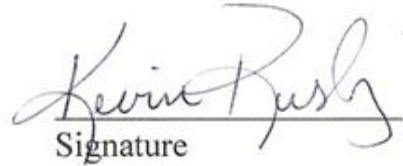
1/22/2025
Date



Bursar’s Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on December 14, 2024, have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and degrees conferred has been filed with the Office of the Board of Trustees.

Certified:


Signature

Kevin Rushing
Name

Bursar
Title

January 23, 2025
Date



Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *December 14, 2024*, have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Martha M. Barnett
Signature

Martha M. Barnett
Name

Registrar
Title

1/16/2025
Date



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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *December 14, 2024* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar
Title

1/16/2025
Date



Registrar’s Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 11, 2024 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:


Signature

Chris Mattingly
Name

Vice Provost for Academic Affairs
Title

1/31/2025
Date



Bursar’s Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 11, 2024 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

A handwritten signature in black ink, appearing to read 'Lonnie Dillard III', written over a horizontal line.

Signature

Lonnie Dillard III

Name

Assistant Bursar

Title

02/03/2025

Date