

THE UNIVERSITY OF TENNESSEE

October 7, 2021

Members present: Ohnesorg, S (Chair), Alshibli, K., Aydeniz, M., Dittmann, P., L., Edwards, L., Finotti, L., Fleming-May, R., Gerhold, R., Guo, H., Hammock, H. (Graduate Student Senate President), Hines, M., Kaplan, G., King, L., Kotowski, M., Laursen, S., Lim, E. MacTavish, J., Mannik, J., Meschke, L. (Chair-Elect), Newkirk, K., Palies, P. (UTSI), Preuss, N., Ravi, K. (proxy for P. Thompson, CSW), Sachs, A., Schmidt, H., Scott, J., Ward, M.

Guest speaker: Deborah Crawford, Vice Chancellor for Research

Ex-Officio members present: Anderson, D., Behn, B., Bradberry, S., Cox, C., Gordon, K., Lane, I., Moore, T., Stier, J., Thompson, D.

1. **Call to Order and Welcome** (Stefanie Ohnesorg)

The Graduate Council Zoom meeting was called to order by Chair, Stefanie Ohnesorg on Thursday, October 7, 2021, at 3:00 p.m.

2. **Minutes of the Preceding Meeting**

The September 2, 2021, Graduate Council Minutes were approved electronically on September 23, 2021.

3. **Guest speaker: Deborah Crawford, Vice Chancellor for Research**

- Chancellor Deb Crawford provided an overview of the expanded vision for the University of Tennessee Space Institute (UTSI), as described within her PDF in **Attachment 1**.

Discussion and questions:

D. Thompson: Thank you for the presentation. I see potentials to be received with these ideas. You mentioned exploring opportunities between Tullahoma and Huntsville - will these be existing courses and programs we currently offer at an alternative location, or will this be new programs/courses provided at these sites or both?

D. Crawford: I believe both. We know there is demand in the Tullahoma area for courses we currently offer at UTK, but we don't have the faculty expertise in Tullahoma to deliver the programs in person. Taking programs to Tullahoma that already exist and think about how we expand to new educational areas, particularly in Huntsville, where we have a very large alumni base.

P. Palies: I attended your visit at UTSI and fully approve the direction for UTSI. I also would like to point out the importance of aeronautics and the need to include that into the strategic planning.

B. Behn: On the non-degree side, I believe there is a lot of opportunity and potential, not just with the military establishments but also with companies.

D. Crawford: One of our Tullahoma colleagues, John Schmisser, developed some programs for aerospace companies in the area and appear to be very popular.

S. Ohnesorg: Looking at the array of disciplines from your presentation, will humanities fit into the plan?

D. Crawford: Absolutely. Everyone in the university is invited to participate. Please share your ideas.

D. Thompson: Is it already in works for Huntsville to be approved as a site to deliver educational programs?

D. Crawford: It is not in works yet. But, it is in the timeline of activities as we move forward.

S. Ohnesorg: What is the timeline?

D. Crawford: Our first priority is to get the executive director in place. Their leadership will be very important as we move forward. Then we will clinch everything else to the executive director timeline. We have an implementation plan. But, we are looking at a 24-month implementation process.

UTSI is hiring faculty to be based in Tullahoma. This hiring will take place in the next 12 months. Please reach out to me with any ideas you have about strengthening this concept and implementation.

4. Committee Reports

We will now have our committee reports.

➤ **Academic Policy Committee (Melissa Hines, co-chair), September 9, 2021 Report, **Attachment 2****

Two items were originally proposed. But, after speaking with the Graduate Associate Deans, Dr. Thompson withdrew the second proposal. We have one item to bring forward for discussion.

1) Composition of a Master's Committee

- Do we need a master's committee of 3 people for every master's student? Example, do we need a committee of 3 for those students in coursework-only programs?
- Should we open the committee assignments to people who are not at the rank of assistant professor?

Ohnesorg asked and encouraged each member to go back to their units and colleges and discuss this proposal and then send the input to the APC chair, Melissa Hines or to Catherine Cox our Graduate Council liaison. Please send input by Thursday, October 14.

➤ **Appeals Committee (Laurie Meschke, chair)**

The Appeals Committee met recently and reviewed one appeal. After careful review and discussion, a recommendation was made to Dean Dixie Thompson. Dean Thompson will review our recommendation and will provide the student with the appeal decision.

➤ **Curriculum Committee (Avigail Sachs, chair) - September 23, 2021 Report, **Attachment 3****

The Curriculum Committee met via Zoom on September 23, 2021. We reviewed proposals from the Haslam College of Business. Two program proposals were discussed, as well as course changes. The two program changes to note are:

- ❖ Add new major and degree: Marketing Major, MS degree (*pending THEC approval*)
- ❖ Add concentration: Online MBA, to the Business Administration Major, MBA degree.

All items were approved as reported and are recommended to Graduate Council for approval.

This comes forward as a seconded motion. All in favor of approving the Curriculum Committee Report, please raise your virtual hand. Any oppose - none. Any abstain – none. Unanimous approval.

➤ **Student Faculty Research Awards (Dixie Thompson, chair)**

The call for fall 2021 SFRA applications has been published. The due date to submit applications is Thursday, October 7.

5. Administrative Reports and Announcements:**Deans Update:** (Dixie Thompson)

I appreciate everyone attending today and for all you do to support our graduate and professional students. Our enrollment numbers are good and great things are happening around campus. I hope you take time and read some of the stories that come out in Tennessee Today and VOL Update. Look also on the Office of Research website and the Graduate School website where accomplishments of our students are highlighted.

- The Dawn and Lawrence Taylor Dissertation Award winners have been announced. Look to TN Today and the Graduate School website for details.
- The distribution of COVID-relief funds from the third round of funding is well underway. Several opportunities for funding are available as described here: <https://onestop.utk.edu/heerf2021/> Applications from graduate and professional students who had delayed graduation due to COVID-19 are now being considered. The distribution of funds should be completed during the fall semester 2021.
- Fellowship notifications have been distributed to all college deans. Information on fellowship nominations can be found on the Graduate School website.
- The Graduate Recruiters Network is a group of individuals (faculty and staff) from across campus who are interested in recruitment of grad/prof students. This group is convened by Ernest Brothers and Sean Hendricks. They meet at least once each semester and regularly share information on recruitment venues, best practices in recruitment, hosting campus visits, etc. Anyone who wants to learn more can reach out to Sean Hendricks to be added to this group.
- The “4 or more” report (courses not taught in 4 or more years) has been distributed across colleges. The curriculum committee will consider whether to retain these courses at its next meeting on October 14. If your unit has not responded to the report, please do so asap.

Graduate Student Senate Update (Hunter Hammock, GSS President)

Updates from our last GSS meeting.

- All our senior officers were approved and confirmed to the executive team and committee chairs.
- Our next GSS meeting is Wednesday, October 27. At this meeting we will discuss our strategic plan for the year and initiatives that we want to tackle. Based on the surveys we sent to graduate students and senators, we will recognize the following for this year:
 - Social reconnection. Every student we have talked with, whether in person or through the surveys, said they want and need the social reconnection. Based on this information, we will partner with the Center for Student Engagement and other organizations on campus to help promote upcoming student events. We will also put an emphasis on different types of events for different demographics. We want to make sure we are inclusive and provide a variety of events for all students on campus.
 - General mental, physical, emotional, and financial well-being and health. Upwards of 90 to 95 percent of our students mentioned they wanted and needed this type of support. For the mental health aspect – I want to praise the UTK administration, the Dean of Students, for hiring more counselors to help/assist with graduate student crises and intervention.
 - Physical well-being. Many graduate students want to promote vaccine awareness and masks. We understand there is politics involved in wearing masks. But, as a graduate student body, we want to encourage our fellow VOLS to get vaccinated and wear masks so that we can move forward and continue our research.
 - Financial well-being. Almost every student mentioned that finances is a heavy burden. We will help promote the resources available for graduate and professional students. To be able to increase the amount given to students is an important factor when trying to recruit graduate students, to include international and out of state students.
- We also want to try and align our priorities with the Strategic Vision, that Chancellor Plowman set forward in her flagship address. Many of the issues from the graduate students directly relate to that vision. We hope to work together to achieve those common goals.

- One of my personal goals for GSS this year is to get 100 percent participation from our departments. Currently, we have 72 out of 95 senate seats filled, which is almost doubled the participation from last year. The Haslam College of Business and the Tickle College of Engineering are underrepresented. We will reach out to them and try to make sure that the senator seats are filled. From our perspective, if we are discussing policies or initiatives to help the graduate and professional students, then we need to have every academic unit and department in the ring to discuss these important issues. Some policies may affect departments in different ways. If we don't have that representation, then we are not going to be able to have those educated decisions.
- Travel Awards: In conjunction with the Graduate School, GSS can offer \$350,000.00 of travel awards and academic support awards. These are separate awards. The first is an in-person travel award, where a student is traveling to a conference to present their work. The second, is an academic support award, with a maximum of \$200.00 that can be spent towards school supplies, books, software, etc. Both these awards have been extremely popular. The first deadline review for the travel award has passed and we had about 50 applications. The committee will review and make those decisions.
- If any are interested, I am happy to share the results of the survey we did. Are there any questions?

Questions:

S. Ohnesorg: Can students apply for only one or for both the awards?

Hammock: students can apply for only one of those two awards, once per academic year. Because last year was such an anomaly, students not being able to travel because of COVID, this policy is different than in the past. We hope in the next few years the policy will stabilize. The travel award is intended for students traveling in-person. The academic support award is for virtual conference or anything that would advance their professional development.

L. Meschke: I am very impressed by the increase in participation of the graduate students. Did you change your recruitment strategies or is this because of COVID?

Hammock: I think a little of both. Last year, because of COVID, there was a shortage in senators and participation. This year, we strongly encouraged in-person participation with a hybrid option. Back in May and June, when Mohamed and I were elected, the primary motive we had was determine who active and not active. Once we establish that, we reached out to all the Directors of Graduate Studies and attempted to get our senators. That effort alone, dramatically increased participation. We still have a few that have not responded, so we are going to make a second attempt and see if we can get those last few, about 23 senators involved. Another big change we made is our reporting. In our Minutes, we have a detailed list of attendance. So, if you miss and do not attend for your department, it shows. If a senator does not attend or send a proxy, more than two times without an unexcused absence, then they are dismissed, and we reach back out to the DGS and department head to replace that senator position. Really, just rolling up our sleeves and making that connection has made a difference. We are hopeful that we will reach 100 percent before spring semester.

Graduate Council Chair (Stefanie Ohnesorg)

As a reminder, Graduate Council is a special committee of the Faculty Senate, and the Chair of Graduate Council serves as ex-officio voting member of the Faculty Senate Executive Committee. Faculty Senate approves implementation of actions taken by Council as stated in Council minutes.

The Faculty Senate meetings are open meetings; therefore, all members can attend. However, council members do not automatically receive an invitation. Their meeting dates and times are on their webpage under the calendar link and are also noted on our Graduate Council Calendar. Graduate Council members are not voting members of the Faculty Senate.

Our Graduate Council Bylaws are dated. A good example is the Bylaws still references the Credential Committee, which no longer exists. Therefore, I am recommending this year that we review the GC Bylaws and update them as to what is accurate. With this initiative, we need to establish a committee to this charge. I would like for the chairs of each of committees to serve on the committee. But, I also invite any member of Graduate Council to volunteer for this committee. If you are interested, please contact Catherine Cox or me of your interest as soon as possible. We would like to make the committee known at our next meeting.

Curriculum proposals and the new budget model. Students in courses is a big factor in the overall equation of how monies are allocated. At the end of this academic year, we will know about this process and how the

budget allocation model is working. Our current curriculum process is working fine. As we move into the future, this process may need to be refined. There is a taskforce committee that R.J. Hinde and Dixie Thompson are a part of that is currently reviewing curricular management systems. The two being reviewed are Curriculog and CourseLeaf. Dean Thompson do you have information to share?

D. Thompson: We believe using one of these software platforms will expedite the curricular process. As with any new system, there will be a learning curve. Ultimately, it will be advantageous because all the changes will be readily available to see across campus. We will continue to make sure shared governance is a part of any curricular change that is brought forward. As we work through this year and prepare for next year, my hope is we can find ways to expedite those proposals that have no impact on other units. This may involve more curriculum meetings to help proposals move forward more quickly.

S. Ohnesorg
Thank you, Dr. Thompson for the update.

Our next Graduate Council meeting is November 18. After the November meeting we will not meet again until February 17.

6. Items from the Floor

There were no items from the floor.

With no further business, the meeting adjourned at 4:23 p.m.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

Attachment 1

**Presentation by Deborah Crawford, Vice Chancellor for Research
Vision for University of Tennessee Space Institute**

University of Tennessee Space Institute

...Reimagined...

A Strategic Initiative of the University of Tennessee

Timeline of Activities (past and present)

- 1. *Visit to UTSI by Chancellor Plowman and Vice Chancellor Crawford:*** Inspiring trip.
- 2. *Strategic alignment plan committee report:*** Completed with committee of UTSI and UTK faculty and delivered to Dr. Crawford and Dean Terpenney in fall, 2020. Revised and updated to present form.
- 3. *UTSI Hiring of Bruce LaMattina:*** as Senior Director for UTSI Space and Defense Programs (previously Associate Vice Chancellor for Strategic Research Initiatives).
- 4. *Opening of UTSI Huntsville office:*** New location in Huntsville research park open for operations.
- 5. *Coordination of shared services:*** Groups of IT, HR, ORIED and communications staff based in Tullahoma, Knoxville and Huntsville in ongoing meetings to discuss integrated support model for faculty, staff and students. Communications person hired for Tullahoma-based web developer.
- 6. *Input from stakeholders:*** President Boyd and Chancellor Plowman, chancellor's cabinet, council of deans, state legislators, faculty and staff
- 7. *Begin search for next Executive Director (Next)***

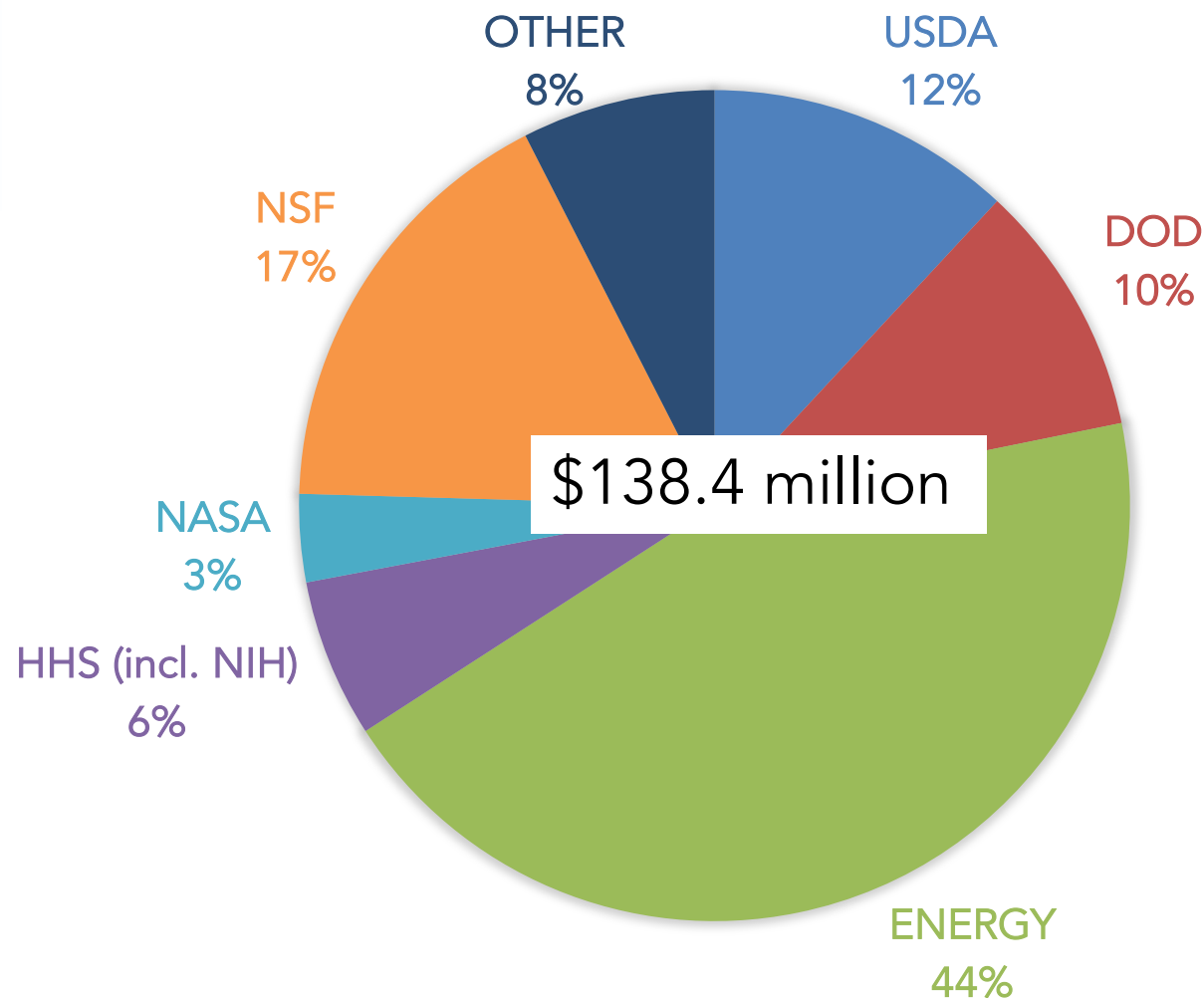
Our Strategic Goals

- **Research & Development:** Advance aerospace and defense technologies and next-generation systems
- **Workforce Development:** Prepare current and future generations of Tennesseans to contribute to Tennessee's aerospace and defense sectors
- **Economic Growth:** Seed innovation and economic opportunities by creating, recruiting, and retaining organizations serving national defense needs



Opportunity: Diversification of Research (and Grad Ed)

SPACE
INSTITUTE



UTK FY 20 HERD Survey (all federal, all fields)



Engaged Leadership



Mobilize ALL Faculty Talent

Abedi, Acharya, Allen, Alshibli, Anderson, Arel, Ayers, Babu, Baccarella, Balas, Bell, Blalock, Bond, Bradley, Braiman, Bray, Bruce, Buehler, Burton, Cartwright, Chakraborty, Choo, Coble, Coder, Cody, Combs, Compton, Cook, Costa, Counce, Cyr, Dager, Darko, Davenport, DeSmidt, Dongarra, Duty, Engel, F, Ganguly, Ganusov, Gao, Gavrilets, Glasby, Gragston, Gu, Hall, Hamel, H, Jantz, Jardine, Johnson, Jonsson, Kalyanatraman, Kihm, Kraft, Kreth, Lenhardt, Leonard, Leppanen, Li, Liaw, Liu, Loeffler, Long, Lyles, M, Medal, Mee, Moeller, Mukherjee, Mundorff, Ostrowski, Paddison, Pan, Parker, Parriger, Peng, Penumadu, Perfect, Plank, Prins, Richards, Rose, Sangoro, Sarles, Sawhney, Schmisser, Schmitz, Sharma, Shi, Siopsis, Steadman, Stefanski, Stein, Stewart, Sun, Taylor, TerMaath, Thomas, Thompson, Trinh, Troop, Vaidya, Vakili, Vasconcelos da Costa, Weitering, Wreszczak, Wiegand, Wierschem, Willcox, Williams, Wu, Wyatt, Xi, Ye, Yu, Zawodzinski, Zhang, Zhang, Zhao

139 faculty

An Integrated Approach



SPACE
INSTITUTE

Workforce
Training

Hypersonics

Executive
Education

Pathfinder

Materials &
Manufacturing
Processes

Veterans
Education &
Support

- Research
- Workforce Development
- Economic Impact

America's
Cutting Edge

eVTOL

Supply
Chain Mgmt





Capitalize on Existing Assets



- "Lockheed wants to hire 500 new engineers to support hypersonics programs this year"
- R. Reynolds / LM at the 2018 AIAA AVIATION meeting
- Master Research Agreement signed with Lockheed Martin
 - UTSI faculty taught a hypersonics short course to 330 LM engineers at three sites in Fall 2019
 - 14 LM Engineers in pilot certificate program – Summer 2020

LM has extended the hypersonic research program with UT (MABE)
• \$1M+ over two years

Characterization of the Impact of Degraded or Rough Material Surfaces on the Structure and Unsteadiness of Shock/Boundary Layer Interactions	U of TN	Schmisseur, John	Aero	Rhoads, John
Integral 3D-printed helical antennas for hypersonics applications	U of TN	Compton, Brett	MFC	Bell, David
Preliminary Aerodynamic Characterization of Emerging Hypersonic System Configurations	U of TN	Schmisseur, John	MFC	Strickland, Garrett
Pulsating heat pipe (PHP) as a temperature equalizer between the leading edge and the trailing surfaces	U of TN	Kihm, Kenneth	Space	Rawal, Saraj



And Create New Opportunities

IMMEDIATE RELEASE

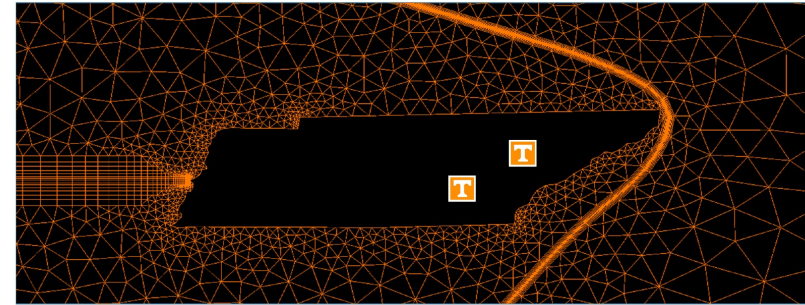
DoD Approves \$25 Million in Grants Under Defense Manufacturing Community Support Program

SEPT. 22, 2021



The Department of Defense today announced the award of five grants totaling approximately \$25 million under the Defense Manufacturing Community Support Program by the Office of Local Defense Community Cooperation. The awards derive from Fiscal Year 2021 appropriated funding and leverage an additional \$11.7 million in non-Federal funds for a total investment of \$36.7 million. The Defense Manufacturing Community Support Program makes long-term investments in critical skills, facilities, workforce development, research and development, and small business support in order to strengthen the national security innovation base.

Fast Forward for Tennessee



Supporting National Defense Priorities through Hypersonics Research

\$5 million to the University of Tennessee at Knoxville-led Defense Manufacturing Community Consortia to undertake a \$8,624,399 project to address next-generation machine tools and smart manufacturing processes; create an education and training pipeline to recruit and prepare the future workforce needed to operate these new technologies; and integrate academic, government, and corporate partners to translate these advances into industry leadership and economic impact.

Next Steps

- Launch search for UTSI Executive Director
- Continue to expand educational offerings in Tullahoma
- Continue to build brand in Huntsville and Atlanta
- Continue to develop strategic partnerships with industry
- Continue to develop and relaunch the updated UTSI brand

Attachment 2**Academic Policy Committee Meeting Report****Thursday, September 9, 2021****3:30 – 5:00 p.m., Zoom Meeting**

Committee members present: Melissa Hines (Co-Chair), Lars Dzikus (Co-Chair), Patricia Bamwine, Luis Finotti, Hunter Hamock (GSS President), Greg Kaplan, Siris Laursen, Mohammed Mohsin, Allyson Neal

Other attendees: Sara Bradberry, Amy Broemmel (Past Graduate Council Chair), Stefanie Ohnesorg (Graduate Council Chair), Dixie Thompson, and Catherine Cox (Graduate Council Liaison)

Melissa Hines called the Zoom meeting to order at 3:30 p.m.

Agenda Items: submitted by Dr. Dixie Thompson, Dean of the Graduate School**1. Composition of a Master's Committee**

- Do we need a master's committee of 3 people for every master's student? Example, do we need a committee of 3 for those students in coursework-only programs?
- Should we open the committee assignments to people who are not at the rank of assistant professor?

Current Catalog Language**Master's Committee**

A master's committee is composed of the major professor from the student's academic program and at least two other faculty members, all at the rank of assistant professor or above and should be formed as early as possible in a student's program, and must be formed by the time a student applies for admission to candidacy. If the student is pursuing a minor, the student in consultation with the major professor, should consider adding a committee member from the minor department.

The responsibility of this committee is to

- assist the student in planning a program of study and carrying out research or other scholarly work,
- serve as the review panel for thesis or project proposals,
- prepare a final comprehensive examination, and
- assure fulfillment of the program's degree requirements.

D. Thompson:

The items on the agenda today are coming forward as discussion items.

The first discussion item relates to the master's committee.

The current policy is that all master's committees have a minimum of 3 faculty members on the committee. This is a good policy, especially for students writing a thesis or taking comp exams. However, we have many programs now that offer a coursework only option. These students take the required courses and earn their degree – no exam or defense is required.

- For those students in programs that offer the coursework only option, do they need a committee of 3 to sign off or approve their Admission to Candidacy Application?

In relation with the current master's committee policy, the language in the catalog states that the committee members must be at the rank of assistant professor or above. We often get requests for lecturers or instructors be approved on the master's committee. Usually, they will have expertise in the student's area of study or concentration. Normally, we approve these exceptions.

I open this up for questions and discussion.

1. Could a lecturer with a master's degree be approved to serve on the master's committee?

Thompson: I believe that a person with a master's degree could serve as a useful member on a master's committee. If they have the disciplinary expertise in the student's area of study and with the Director of Graduate Studies endorsement, I would be inclined to approve that committee.

Broemmell: I will share that in our department many of our lecturers are successful retired teachers, who are working with and supervising our graduate teaching interns. These retired teachers have that professional expertise to be an important member of a master's committee, but they do not have a terminal degree.

Thompson: With more of these requests being submitted is why I bring this forward. Do we need to change the language, or should we keep the language and make the exception approvals in the Graduate School?

Ohnesorg: Should each unit look at this to determine if it is acceptable within their department instead of at the top level? Do we know how other schools approve committees?

Hammock: Adding a lecturer to the master's committee may benefit the student if, as mentioned, is an expert in their field of study. My concern then is, does this open the door of having multiple lecturers on a committee who are not certified. Would there be any situation that would compromise the integrity of the degree?

Hines: For those programs that are coursework only, do they need a committee?

Thompson: That is partly why we are having this discussion today. For those master's students that have chosen the coursework only option – they have no defense, no project, no comprehensive exams. Who will be the faculty member and/or mentor responsible to make sure the student is staying on track and meeting the degree requirements? We do not want students to feel like they are on their own with no faculty support. If we do away with the 3-person committee for the coursework only option students, what will we replace that with? That is the key question.

Ohnesorg: Just a note to keep in mind. Lecturers are not usually compensated for service beyond their teaching load. On the flip side, we do not want to put a burden on lecturers.

Thompson: My office will determine how many programs are listed in the Graduate Catalog as coursework only options. We will contact those departments to ask how they feel about doing away with the 3-person master's committee. And, if we do away with the 3-person committee, what do they recommend as a replacement?

Bamwine: If we open this up to lecturers will this also be an option for trainees at the post-doc level? I ask because coming out of a post-doc position and applying for jobs, one of the questions is if you have had student supervision?

Thompson: If we decide to change the language – maybe instead of inserting lecturer – we revise to say "other qualified individuals approved by "X."

2. ***Approvals for Classified Research***

The second item for discussion today is related to classified Research. We have a few theses or dissertations each year where their research is classified. We have research that is associated with the Department of Energy, Department of Defense, and funded research that has classified information. This classified information cannot be released for public consumption. Those students do not publish their thesis or dissertation in TRACE. There is a process where students working with classified research apply to be exempted from publication in TRACE.

Our current policy states that the college dean, department head, and dean of the Graduate School must approve the student's classified research.

- Is it necessary for the College Dean to sign off on a classified thesis or dissertation?
- Is it adequate for only the Department Head and the Dean of the Graduate School to approve?

D. Thompson: I presented this proposal to the College Deans. They agreed to keep this requirement in place as is, because it helps create checks and balances to ensure that students are receiving a good experience. Because of the feedback from the colleges, I withdraw this proposal for consideration.

Current Catalog Language

Classified Research

~~A basic principle in graduate education is that theses and dissertations produced by graduate students will be published and made available to other researchers in the field. When a graduate student is involved in classified or proprietary research, and such research is intended to lead toward a thesis or dissertation, prior approval should be secured from the department head and dean, and from the Dean of the Graduate School. Should the research become classified in the course of a project, these same persons should be notified immediately so that proper procedures can be assured. Failure to comply with these requirements may lead to rejection of a thesis or dissertation manuscript.~~

~~Is it necessary for the college dean to have to approve when the college dean may be unfamiliar with the student and the research? Is this an important step for the college dean to approve, to be aware of how many exemptions are coming through their college?~~

~~This does not involve many students. Probably less than 6 a year.~~

~~The committee has the same responsibility — to sign and approve the final product. It goes through the same rigor as any other thesis or dissertation. But, because of the classified information in the document itself, it is not released beyond the committee.~~

~~I will take this to the next Graduate Associate Deans meeting and ask them to evaluate the policy. I will bring their feedback to the next APC meeting. Based on what the deans communicate, we will know our next step — to revise or to leave the same.~~

M. Hines

Thank you, Dr. Thompson for the discussion items today. I ask each of you to go back to your departments and share what we discussed today. Then, bring back that information to our next meeting. Are there any more questions today?

D. Thompson: Thank you everyone for the positive feedback and dialogue today. Please take these issues back to your units and college and ask the faculty for their input. Then be prepared to share that information at our next APC meeting.

Dr. Hines thanked everyone for the discussion and questions of these two items.

Meeting adjourned at 4:10.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

Attachment 3**Graduate Curriculum Committee Meeting Report
Zoom Meeting
Thursday, September 23, 2021**

Members present: Avigail Sachs (Chair), Mehmet Aydeniz, Paul Dittmann, Lee Han (proxy for K. Alshibli), Lisa King, Mike Kotowski, Kim Newkirk, Paul Palies, Martina Ward

Also in attendance: Sara Bradberry, Mary Goss (guest, Haslam College of Business), Sadie Hutson, Ozlem Kilic, Stefanie Ohnesorg (Graduate Council Chair), Dixie Thompson (Dean of the Graduate School), Alex Zablah (guest, Haslam College of Business), Catherine Cox

Avigail Sachs called the meeting to order at 3:30 p.m.

Curriculum proposals submitted for discussion:

1) Haslam College of Business

- a) Course changes: added 21 courses, revised 12 courses, dropped 0 courses
- b) Program changes: revised two programs
- c) Add new major and degree: Marketing Major, MS degree (*Pending THEC Approval*)
 - Campus code was amended to include Distance Education as an option
- d) Add concentration: Online MBA to the Business Administration Major, MBA

Proposals were discussed and upon motions duly made and seconded, all course changes and program changes were approved.

All items were approved as indicated above and are recommended to Graduate Council for approval.

The meeting adjourned at 4:15 p.m.

Respectfully submitted,

Catherine Cox
Graduate Curriculum Coordinator

Thursday September 23, 2021 3:30 P.M.	Graduate Curriculum Committee Meeting	Zoom Meeting https://tennessee.zoom.us/j/92942066581 Password: 384073
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AGENDA

Haslam College of Business

- **Indicates add of Majors**
- ❖ **Indicates add of Concentrations**

HASLAM COLLEGE OF BUSINESS

All Changes effective Fall 2022

I. COURSE CHANGES

COLLEGE

(BUAD) Business Administration

ADD

BUAD 503 Business Communications (3) Designed to build skills that MBAs need to successfully apply knowledge in the business world. Focus on database skills and information technology.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

DEPARTMENT OF ACCOUNTING AND INFORMATION MANAGEMENT

(ACCT) Accounting

ADD

ACCT 503 Financial and Managerial Accounting (3) Understand financial accounting principles, analyze financial statements of U.S. Public companies, and interpret related information, including financial statement notes. Emphasis on assessing company liquidity, profitability, asset management and capital structure. Understand the methods and techniques used by managers to solve business problems using data accounting and to plan and assess business operations.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

(BZAN) Business Analytics

ADD

BZAN 503 Operations Management and Decision Modeling (3) Principles and techniques for managing operations. Emphasis on process improvement, optimization, and advanced decision models.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

BZAN 504 Supply Chain Models (3) Will demonstrate data-driven modeling approaches for effective decision-making in supply chains. Using realistic industry-based problems, particular emphasis is placed on identification of appropriate data and data sources, and identification of appropriate descriptive, predictive and prescriptive analytics techniques to support value creation in supply chains.

(DE) Prerequisite: Business Analytics (BZAN) 503.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

BZAN 558 Deep Reinforcement Learning for Business Applications (1.5) Fundamentals and advances in prescriptive analytics using reinforcement learning and deep neural networks with applications in business, including policy gradients, Q-learning, and actor critic algorithms. Special focus will be on making deep reinforcement learning work on real-life, large business data with topics such as entropy regularization, exploration versus exploitation, replay buffers, learning from offline data, and solving problems with multiple objectives.

(RE) Prerequisite(s): BZAN 545.

(RE) Corequisite(s): BZAN 554.

Registration Restriction(s): Master of Science – Business Analytics major, or Dual MS-MBA Program, Business Analytics major. Minimum student level – graduate.

Rationale: Update curriculum to maintain market relevance. Impact on other units: None. Financial Impact: None. To be taught by existing faculty.

REVISE TO ADD REGISTRATION RESTRICTION

BZAN 536 Case Studies in Business Analytics (1.5)

Registration Restriction(s): Master of Science – Business Analytics major, or Dual MS-MBA Program, Business Analytics major. Minimum student level – graduate.

Rationale: Establish standard registration restrictions and prerequisites for registration across all core MSBA courses. Impact on other units: None. Financial Impact: None.

REVISE TITLE, DESCRIPTION AND ADD REGISTRATION RESTRICTION

BZAN 544 App Development for Business Analytics (1.5) An introduction to the app design process as well as app development principles and tools with an emphasis on visualization in analytics

Registration Restriction(s): Master of Science – Business Analytics major, or Dual MS-MBA Program, Business Analytics major. Minimum student level – graduate.

Formerly: Decision Support Systems for Business Analytics (1.5)

Building integrated analytic models with graphical user interfaces to support business decision-making processes using Python and the VBA structured programming language.

Rationale: The title and content of the course has been revised to reflect market trends. Impact on other units: None. Financial Impact: None.

(STAT) Statistics

ADD

STAT 503 Quantitative Methods (3) Quantitative methods for data-driven business insights.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

DEPARTMENT OF ECONOMICS

(ECON) Economics

ADD

ECON 503 Economics in a Global Environment (3) Introduces microeconomic and macroeconomic theory and applies it to problems faced by firms and managers. Example topics include, among others, global markets, exchange rates, pricing strategies, and economic expansions and recessions.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

DEPARTMENT OF FINANCE**(FINC) Finance****ADD**

FINC 503 Financial Management (3) Introduction to the fundamental principles and techniques of financial management. Emphasis on evaluation and risk analysis for domestic and international projects, corporate valuation, capital structure theory, payout policy and risk management in a global environment.

(DE) Prerequisite ACCT 503.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

FINC 504 Financial Statement Analysis (3) Designed to focus on the key or essential components of financial statement analysis and the implication of same.

(DE) Prerequisite FINC 503.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

DEPARTMENT OF MARKETING**(MARK) Marketing****ADD**

MARK 503 Marketing Strategy (3) Provides students with an understanding of the concepts, frameworks, theories, and analytical tools that underlie contemporary marketing practice. Will gain an appreciation for the critical role that marketing plays in creating, communicating, and delivering value for customers, and capturing value for the firm.

Registration Restriction(s): Must be MBA online student, Master of Science – Marketing major, or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA and MS Marketing. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

MARK 504 Contemporary Consumer Behavior (3) Enhances student understanding of behavioral theories rooted in psychology, sociology and economics that are used to explain and predict contemporary consumer behavior. Emphasis is placed on how these theories can be used to craft novel marketing strategies to capture consumer attention, change consumer mindsets, and shape consumer behavior in an ever-changing marketplace.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 534 Data Visualization and Storytelling (3) Provides students with an introduction to the fundamentals of effective data-driven storytelling. Will learn how to leverage data visualization tools to unearth and communicate, to diverse audiences, the stories hidden within data. Various data sources relevant to marketing decision-making are considered, with emphasis given to data originating from digital touchpoints.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 536 Qualitative Marketing Insights (3) Provides students with the skills necessary to generate marketing insights using a state-of-the-art qualitative research toolkit. Will gain an appreciation for how qualitative insights can be used to inform strategic decisions within an organization.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 541 Managing Digital Marketing Campaigns (3) Provides students with the skills needed to effectively plan, develop, manage, and optimize digital marketing campaigns. Topics such as establishing objectives, media and audience selection, and creative strategy are covered. Focuses on how digital marketing campaigns can be used to achieve different marketing goals (e.g., awareness, performance, reputation management) using state-of-the-art practices. Students are introduced to campaign analytics and marketing automation tools.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 542 Marketing Innovations (3) Introduces students to novel practices and technologies that are reshaping the marketing field. Will learn how emerging marketing innovations can be leveraged in pursuit of business objectives. Topics covered vary depending on the pace of innovation within the marketing discipline.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 543 Professional Selling for Marketers (3) Provides students with an appreciation for and understanding of the sales function within an organization. The course emphasizes the marketing-sales interface, with particular attention given to approaches that can be used to enhance marketing-sales collaboration to achieve breakthrough business results. Selling of ideas internally and multifunctional roles within business teams are also discussed.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 544 Insights-Driven Innovation (3) Provides students with an understanding of how to leverage marketing insights to effectively develop and launch new products that contribute to organizational growth and success. Marketing insight tools necessary to master the different phases of the new product development process (e.g., idea generation, screening, brand positioning) are given special consideration.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 550 Client-Based Consulting Project (3) Will challenge students to step into the role of a consultant and engage with a for-profit or non-profit client to address a marketing issue of strategic importance to the organization. Clients are assigned to students and chosen based on the extent to which the strategic issue they face allows students to apply and refine the core theoretical and analytical skills emphasized throughout the program.

Registration Restriction(s): Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

MARK 599 Career Planning and Professional Development (1) Guides students through the process of setting career goals and developing strategies for achieving them. As part of this process, students are encouraged to reflect on their own strengths, values and interests to ensure that chosen career goals are conducive to a fulfilling work life.

Registration Restriction: Master of Science – Marketing major or permission of the instructor.

Rationale: New course to be required of students enrolled in the MS in Marketing. Impact on other units: None expected. Financial impact: cost of instruction included in cost of MS in Marketing degree program, to be offset by tuition revenue generated by that program.

REVISE TITLE, DESCRIPTION, AND REGISTRATION RESTRICTION; DROP (DE) PREREQUISITE

MARK 538 Quantitative Marketing Insights (3) Provides students with the skills necessary to generate marketing insights using a cutting-edge quantitative research toolkit. Emphasis is placed on learning to identify the data and tools most appropriate for generating insights needed to develop, support and defend strategic recommendations.

Registration Restriction(s): Master of Science – Marketing major or Master of Business Administration student or requires permission of the instructor.

Formerly: Customer Insights (3) Provides an advanced experience for students interested in more complex techniques for generating customer insights for strategic decision-making; it trains students how to identify and apply the appropriate data and tools to back up strategic recommendations.

(DE) Prerequisite(s): BZAN 507.

Registration Restriction(s): Admission to a graduate business program in the Haslam College of Business.

Rationale: We are requesting a modification of the course description so that it better reflects course content and includes updated registration requirements. Impact on other units: None expected. Financial impact: None expected.

REVISE HOURS, DESCRIPTION, AND ADD REGISTRATION RESTRICTION

MARK 598 Special Topics in Marketing (1-6) Exposes students to one or more special topics related to the practice of marketing. Students gain an appreciation for how marketing activities and decisions explored in the course contribute to organizational goals and effectiveness.

Registration Restriction: Master of Science – Marketing major or permission of the instructor.

Formerly: (3-6) Seminar designed to study current issues in Marketing.

Rationale: We are requesting a modification of the course description so that it better reflects course content, includes updated registration requirements, and can be offered for 1 to 6 credit hours of variable credit (currently limited to 3 to 6 hours of variable credit). Impact on other units: None expected. Financial impact: None expected.

DEPARTMENT OF MANAGEMENT

(MGT) Management

ADD

MGT 503 Strategic Decision Making (3) Introduction to the topics of managing people and organizations as well as decisions and actions related to competitive positioning in an industry. Provides exposure to theories of organization, important organizational and behavioral issues and processes; explores a variety of strategies useful to successful organizational leaders. Provides overview of strategic management theory, with a focus on factors that lead to competing successfully in a global world, including industry competitive position, strategic processes, leadership and implementation.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the above financial justification.

REVISE TITLE AND DESCRIPTION

MGT 596 Strategic Management Capstone (3) Students will bring together the skills and knowledge acquired through their work experience and MBA courses in this capstone experience. Research and professional articles are assigned to provide students with foundational material. In addition, there will be class lectures and case discussions covering companies operating across multiple industries and geographies. There will also be an applied, problem-based approach to tackling firms' strategy decisions.

Formerly: Corporate Strategy (3) Offers an applied, problem-based approach to tackling firms' corporate strategy decisions. Students will bring together the skills and knowledge acquired through their work experience and MBA courses to engage with the course materials. Case discussions cover multinational companies operating across multiple industries and geographies. In addition to the cases, in-class lectures, research and professional articles are assigned to provide students with the theoretical foundations necessary to frame each case.

Rationale: Accurately reflects course content. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

(SCM) Supply Chain Management

ADD

SCM 503 Supply Chain Management Strategy, Operations, and Customer Value (3) Defines a supply chain orientation through which businesses can create value to fulfill customer, organizational, and shareholder needs. Explores core SCM operating elements including planning, sourcing, operations, and logistics. Emphasis is placed on how SCM nurtures new product/process innovations and utilizes key enablers such as technology, international business, sustainability, and deep cooperation with finance.

Registration Restriction(s): Must be online MBA student or permission of the instructor.

Rationale: New course to be required of students enrolled in the online MBA. Impact on other units: Additional faculty time required. Financial impact: cost of instruction included in cost of online MBA degree program, to be offset by tuition revenue generated by that program, per the online MBA financial justification.

REVISE DESCRIPTION AND (RE)COREQUISITE; ADD (RE)PREREQUISITE

SCM 547 Supply Chain Planning and Analysis (3) Development of plans for executing supply chain processes to support integration of the supply chain across major functional areas of the business including logistics, marketing, manufacturing, and procurement. To facilitate achievement of these objectives, the course introduces analytical tools and techniques that provide a cause and effect understanding linking operational plans with corporate objectives. Will utilize exercises and a simulation to allow students to analyze and synthesize program coursework. May require a three-day immersion on the University of Tennessee campus or another location.

(RE) Prerequisite(s): Supply Chain Management 545.

(RE) Corequisite(s): Finance 504 or Finance 507.

Formerly:

Development of plans for executing supply chain processes to support integration of the supply chain across major functional areas of the business including logistics, marketing, manufacturing, and procurement. To facilitate achievement of these objectives, the course introduces analytical tools and techniques that provide a cause and effect understanding linking operational plans with corporate objectives.

(RE)Corequisite(s): Supply Chain Management 545.

Rationale: This change adds the immersion requirement as this requirement is now part of SCM 547 instead of SCM 580. Impact on other units: None. Financial impact: No impact.

REVISE TO REMOVE (RE) COREQUISITE AND ADD (RE) PREREQUISITE

SCM 548 – Global Supply Chain Management (3)

(RE) Prerequisite: SCM 545.

Formerly: *(RE) Corequisite(s): SCM 545.*

SCM 563 Supply Chain Operations (3)

(RE) Prerequisite: SCM 564.

Formerly: *(RE) Corequisite(s): SCM 545.*

Rationale: This change supports the revised MS SCM-ISC program course flow. Impact on other units: None. Financial impact: No impact.

REVISE TITLE; REMOVE (RE) COREQUISITE AND ADD (RE) PREREQUISITE

SCM 565 Supply Chain Information Management and Technology (3)

(RE) Prerequisite: SCM 564.

Formerly: *(RE) Corequisite(s): SCM 545.*

Rationale: This change supports the revised MS SCM-ISC program course flow. Impact on other units: None. Financial impact: No impact.

REVISE (RE) COREQUISITE AND ADD (RE) PREREQUISITE

SCM 571 Strategic Supply and Cost Management (3)

(RE) Prerequisite: SCM 555.

(RE) Corequisite: SCM 551.

Formerly: *(RE) Corequisite(s): Supply Chain Management 545 or Supply Chain Management 551*

Rationale: This change supports the revised MS SCM-ISC program course flow. Impact on other units: None. Financial impact: No impact.

SCM 573 Distribution, Logistics, and Network Management (3)

(RE) Prerequisite: SCM 564.

(RE) Corequisite: SCM 551.

Formerly: *(RE) Corequisite(s): Supply Chain Management 545 or Supply Chain Management 551.*

Rationale: This change supports the revised MS SCM-ISC program course flow. Impact on other units: None. Financial impact: No impact.

REVISE DESCRIPTION; REMOVE (RE)COREQUISITE; ADD (RE)PREREQUISITE

SCM 580 Integrated Supply Chain Management Capstone (3) A capstone course, enabling students to synthesize their learning from program coursework. The global context within which firms operate will provide the foundation for understanding global supply chain strategy, from market entry through to the integration of demand management and supply management processes to meet corporate objectives. Course will utilize exercises and a simulation to allow students to analyze and synthesize program coursework. Will help students understand how to best use program knowledge to maximize value creation for employers and in their own career.

(RE) Prerequisite(s): SCM 545 and SCM 555 and SCM 564.

Formerly:

A capstone course, enabling students to synthesize their learning from program coursework. The global context within which firms operate will provide the foundation for understanding global supply chain strategy, from market entry through to the integration of demand management and supply management processes to meet corporate objectives. Course will utilize exercises and a simulation to allow students to analyze and synthesize program coursework. Course will help students understand how to best use program knowledge to maximize value creation for employers and in their own career. This course may require a one-week residency on the University of Tennessee campus or another location.

(RE) Corequisite(s): SCM 547, SCM 545, SCM 548, SCM 555, SCM 563, SCM 564, SCM 565, SCM 571 and SCM 573.

Rationale: Revision removes the immersion requirement as this requirement is now part of SCM 547. Impact on other units: None. Financial impact: No impact.

II PROGRAM CHANGES

DEPARTMENT OF BUSINESS ANALYTICS AND STATISTICS

REVISE DUAL MBA-MS PROGRAM, BUSINESS ADMINISTRATION-BUSINESS ANALYTICS

In the 2022-23 Graduate Catalog, revise application deadline. Under the Admissions Standards/Procedures heading, revise the 3rd bullet as shown below:

Admissions Standards/Procedures

- After the MBA application deadline of December 15, applications by United States citizens and permanent residents will be considered as space allows.

Formerly:

After the MBA application deadline of February 1, applications by United States citizens and permanent residents will be considered as space allows.

In the 2022-23 Graduate Catalog, revise credit hours required from 62 to 63. Under the Credit Hours Required heading, revise as shown below.

Credit Hours Required

63 graduate credit hours

Formerly: 62 graduate credit hours

In the 2022-23 Graduate Catalog, under the Required Courses heading, remove current course list and replace with list shown below.

Required Courses

Core Requirements for Business Analytics (25.5 credit hours)

BZAN 530

BZAN 531

BZAN 533

BZAN 535

BZAN 536

BZAN 537

BZAN 540

BZAN 542

BZAN 545

BZAN 550

Formerly:

Core Requirements for Business Analytics (29 credit hours)

BZAN 530

BZAN 531

BZAN 533
 BZAN 535
 BZAN 540
 BZAN 542
 BZAN 543
 BZAN 544
 BZAN 545
 BZAN 550
 BZAN 548

In the 2022-23 Graduate Catalog, under the Required Courses heading, revise next to last bullet as shown below.

10.5 additional hours of BZAN 500-level courses approved by the advisor and for which the student is eligible to register

Formerly:

Six additional hours of BZAN 500-level courses approved by the advisor and for which the student is eligible to register.

Rationale: Previously 62 hours total; now 63 hours total due to 1 additional hour of required BZAN content.

REVISE BUSINESS ADMINISTRATION MAJOR, FULL-TIME, MBA – BUSINESS ANALYTICS CONCENTRATION

In the 2022-23 Graduate Catalog, for the Business Analytics Concentration, Course Only without Comprehensive Exam heading, revise course listings under the Required Courses heading, as shown below.

Business Analytics Concentration, Course Only without Comprehensive Exam.

Required Courses

The MBA concentration in Business Analytics requires a total of 9 credit hours (3 courses) in Business Analytics.

BZAN 522 (3 hours)

BZAN 531 (3 hours)

Choose one additional course (3 credit hours) from the following 2 courses:

BZAN 545

BZAN 583

Formerly:

Required Courses

The MBA concentration in Business Analytics requires a total of 9 credit hours (3 courses) in Business Analytics.

BZAN 522 (3 hours)

BZAN 531 or BZAN 535 (3 hours)

Choose one additional course (3 credit hours) from the following 5 courses:

BZAN 520

BZAN 531

BZAN 535

BZAN 555

BZAN 556

Rationale: Due to the new 10-month MSBA program, business analytics electives are now offered each spring semester instead of fall requiring an adjustment of the set of course electives for MBA students concentrating in business analytics to accommodate the change

DEPARTMENT OF MARKETING

➤ ADD NEW MAJOR AND DEGREE (PENDING THEC APPROVAL)

Major: Marketing

Degree: Master of Science

In the 2022 Graduate Catalog, add program and program requirements (pending THEC approval)

**This program is pending approval from the Tennessee Higher Education Commission and the Southern Association of Colleges and Schools Commission on Colleges. Students will be admitted to the major should the program be approved.*

The Master of Science degree with a major in Marketing (MS-MARK) prepares individuals with a high level of ability and motivation for a successful career in marketing management. The program uses a combination of innovative coursework and real-world experiences to help students develop the unique mix of decision-making, analytical, communication and creative skills

necessary for effective marketing in a digital, global, and dynamic marketplace. The program is designed to be highly responsive to the ongoing, technology-driven evolution of marketing practice, thus ensuring an excellent fit between student preparation and changing industry needs for marketing management talent.

Options Available: Course Only without Comprehensive Exam

Campus Code:

Knoxville
Distance Education

Admission Standards/Procedures

The HCB admissions group will perform reviews of student files along with the faculty program leader from the departments of Marketing and Graduate and Executive Education. This group will review all applications and recommend prospective students for admission to the program. The following criteria will be considered when determining applicant admission into the program:

- Meets requirements for admission to the UT Graduate School.
- Holds an undergraduate degree in business (or equivalent) from an accredited program. Applicants with non-business degrees will be reviewed on an individual basis and may be required to complete non-credit training programs and/or additional coursework prior to enrolling in the MS-MARK program.
- For UTK undergraduate students, grade point average and recommendation letters from faculty are required.
- For non-UTK undergraduate students, minimum grade point average and recommendation letters from faculty are required, and additional evaluation materials (such as GMAT scores) may be required.
- Applicants whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
- All students must adhere to all UTK ethical and professional standards (see Hilltopics).

Applicants (1) with a 3.30 cumulative GPA or higher, (2) who are current Haslam majors and (3) are on track to complete 120 credit hours of total undergraduate coursework may pursue an *early admissions* option. If granted early admission into the program, such applicants would be able to earn up to 6 hours of graduate credit, above and beyond the 120 hours of undergraduate coursework needed for their bachelor's degree, that would serve to fulfill the requirements for the MS in Marketing degree.

Upon admissions to the program, students will indicate whether they intend to pursue their studies as residential or remote learners. Instruction will primarily be face-to-face for residential learners and online – through simulcasting of class sessions – for remote learners. Program tuition and fees will depend on students' status as either residential or remote learners.

Residential students will start the program in the second summer session and generally progress through courses on a full-time basis. Remote learners will have the option of extending the time it takes to complete the program by taking courses on a part time basis.

Procedure for Application to Program

- Submit Graduate School application.
- Complete Haslam College of Business Application Form.
- Adhere to application deadlines and other requirements as posted on the Haslam College of Business website.

Retention Standards

- A minimum grade of B in all HCB courses.
- A 3.00 graduate cumulative GPA is required for continuation in the program.
- Students must adhere to ethical and professional standards.

Credit Hours Required

32 graduate credit hours

Required Courses

Core and Sub-core Requirements (32 graduate credit hours). The program requires completion of 32 Semester Credit Hours (SCH) distributed as follows:

Summer

- MARK 503 (3)
- MARK 504 (3)

Fall

- MARK 536 (3)
- MARK 534 (3)
- MARK 538 (3)
- MARK 541 (3)

Winter Mini-Term

- MARK 598 (1)
- MARK 599 (1)

Spring

- MARK 542 (3)
- MARK 543 (3)
- MARK 544 (3)
- MARK 550 (3)

Electives:

No formal course electives are offered as part of the program.

Graduation / Academic Standards

To be eligible for graduation, students must:

- Complete the entire curriculum plan per UTK Graduate School policies as specified by the University of Tennessee.
- Students must have a 3.00 graduate GPA to graduate.

RATIONALE: SUPPORTING INFORMATION

Academic/Institutional Need. The Marketing major for the MS degree is consistent with the goals and priorities of UTK. In addition, so far as we are aware, this will be only one of two MS in Marketing programs offered by a public university in the State of Tennessee (the other being an online MS in Digital Marketing at East Tennessee State University), and it will be offered by a highly rated program in the country. The proposed MS-MARK would differ significantly from the MBA, which is a general business degree primarily intended to prepare students from a wide variety of backgrounds for a career in business and leadership. The MBA program currently does not offer a marketing concentration, as employer demand for MBA talent is generally higher in other specialization areas. In addition, the MS-MARK is different in its content focus and target audience than the other discipline-specific master's programs offered in the Haslam College of Business (e.g., Master of Accountancy, Master of Science in Business Analytics, Master of Science in Management and Human Resources). Hence, the proposed MS-MARK would move the Haslam College of Business a step closer toward a full portfolio of specialty master offerings, which are programs that tend to attract students and employers with different interests and needs than the MBA program.

Student Demand. Evidence of student demand for and interest in an MS-MARK program is provided by several different data points. First, a 2018 report by the AACSB indicates that 171 institutions (27.7%) report offering specialized master's in marketing, which is the fourth most common type of specialized business master's degree behind accounting (71%), finance (48.3%), and management (29.8%). While this large number of programs is not, itself, conclusive evidence of student demand for specialized degrees in marketing, their existence is certainly predicated on (and thus serves as indirect evidence for) student demand for such programs. Despite being offered by over a quarter of AACSB accredited business schools in 2018, there are only two such programs in the State of Tennessee (one offered by Vanderbilt University and the other by East Tennessee State University), hence suggesting student demand for specialized marketing training is not being adequately met.

Relatedly, a review of current MS program offerings (see Table below), indicates that specialized master's degrees are offered by 6 of 6 UTK aspirational peers, 3 of 11 comparable peers, and 7 of 14 Southeastern Conference (SEC) institutions. Notably, 2 of the 7 SEC programs will be coming online in Fall of 2021, thus suggesting student demand for specialized master's degrees in marketing remains strong and is potentially on the rise.

Institution	Institution Type	MS in MARK?	Comments
Michigan State	Aspirational Peer	Yes	
Purdue University	Aspirational Peer	Yes	
University of Georgia	Aspirational Peer/SEC	Yes	
University of Florida	Aspirational Peer/SEC	Yes	
University of Minnesota	Aspirational Peer	Yes	
University of Wisconsin	Aspirational Peer	Yes	Restricted to PhD students
Auburn University	Comparable Peer/SEC	No	
Clemson University	Comparable Peer	Yes	
Iowa State University	Comparable Peer	No	
Louisiana State University	Comparable Peer/SEC	No	
NC State University	Comparable Peer	No	
University of Alabama	Comparable Peer/SEC	Yes	
University of Kentucky	Comparable Peer/SEC	Yes	Fall 2021 Launch
University of Missouri	Comparable Peer/SEC	No	
University of Nebraska	Comparable Peer	No	
University of South Carolina	Comparable Peer/SEC	No	
Virginia Tech	Comparable Peer	No	

Vanderbilt University	SEC	Yes	
University of Arkansas	SEC	Yes	Fall 2021 Launch
University of Mississippi	SEC	No	
Mississippi State University	SEC	No	
Texas A&M University	SEC	Yes	

Second, the undergraduate marketing major is consistently one of the largest programs on the UTK campus in terms of yearly graduates (e.g., ranked third and seventh in total UTK degree conferrals in 2019 and 2020, respectively). These undergraduate students have increasingly expressed interest in pursuing a master's degree in Marketing at the Haslam College of Business as a way of deepening their knowledge of cutting-edge marketing skills, differentiating themselves from other graduates, and enhancing their employment opportunities, career progression and earning potential.

This anecdotal evidence led us to conduct a survey of Haslam College of Business seniors (n=140) enrolled in the undergraduate marketing capstone course (MARK 460) during the spring 2021 semester as a way of more formally ascertaining potential student demand for the MS-MARK. Key findings from this survey are reported below and confirm that strong interest (and thus potential demand) exists, among Haslam students, for such an offering.

A majority (59%; n=82) of respondents indicated they were likely or very likely to pursue a master's degree in the future. Of those who did so, nearly 60% (n=48) indicated they were likely or very likely to pursue such a degree within 2 years or less after graduating with their undergraduate degree.

Out of the respondents (n=48) who indicated they would be likely or very likely to pursue a master's degree two or less years post-graduation, 52% (n=25) indicated an interest in an M.S. in Marketing degree. More broadly, of those who indicated they were likely or very likely to pursue a master's degree at any time post-graduation, nearly 60% (n=49) indicated an interest in an M.S. in Marketing degree.

When asked to indicate how interested they would be in an M.S. in Marketing if offered by the Haslam College of Business (rated on a 0=not at all interested and 100=extremely interested scale), 21% (n=29) entered a rating of 90 or higher, 34% (n=48) provided a rating of 80 or higher, and nearly half (n=66) indicated a rating of 70 or higher.

Out of the respondents who revealed they would be likely or very likely to pursue a master's degree two or less years post-graduation and indicated being a marketing major (n=30), 60% (n=18) expressed an interest in an M.S. in Marketing. In contrast, of those who indicated they would be likely or very likely to pursue a master's degree two or less years post-graduation and indicated being a non-marketing major (n=18), 38.9% (n=7) expressed an interest in an M.S. in Marketing.

The preceding findings, along with data on marketing undergraduate degrees conferred at UTK in 2020 (n=211) and 2019 (210), provide a basis for estimating potential demand for the program from UTK marketing students alone. Specifically, assuming yearly undergraduate marketing degree conferrals remain at the same level, we can project that about 27 marketing students from each graduating class would be likely to pursue a Haslam M.S. in Marketing program immediately following graduation.

In light of these survey findings, our initial recruitment efforts will focus on well-qualified undergraduate students in the Haslam College of Business and related disciplines. In addition to targeted information sessions to these key audiences, we will also solicit faculty for recommendations on high performing students who would be a good match for the program. Targeting well-qualified undergraduate students within the Haslam College of Business has been a successful model for the HCB's Master of Accountancy program, and we are confident that a majority of the cohort will, at least initially, come from these groups. Furthermore, we will also promote the new program on the College's website, social media, and other marketing collateral as a way of encouraging applications from young professionals and business students at other institutions, across the state and region, interested in pursuing advanced training in marketing (be it in person or online).

Employer Need. Strong demand exists in the State of Tennessee, as well as in adjacent states and across the nation, for individuals with advanced training in marketing (Georgia and North Carolina were chosen to illustrate regional demand for individuals with a marketing skillset because UTK marketing graduates often seek and obtain employment in those neighboring states). Specifically, as the Table¹ below reveals, a double-digit (%) increase is expected over the next decade in positions for (1) marketing research analysts and specialists, and (2) marketing managers. This growth, which is far higher than the projected average for all other occupations (6%) will contribute to an average number of annual openings for these two positions of 1,770 in Tennessee, 7,000 in Georgia and North Carolina combined, and 116,700 across the nation. These numbers suggest strong local, regional and national demand for specialized training in marketing. Consistent with this assertion, O*NET (onetonline.org) identifies these two marketing-related occupations as having a "bright outlook" both in the State of Tennessee and nationwide, which implies that these occupations are expected to grow faster than average (employment increase of 5% or more) over a 10 year projection window.

Occupation	Median Pay (2019)	Market	Long-Term Projections (2018 – 2028)			
			Projected Jobs	10 Year Change	% 10 Year Change	Avg. Annual Openings
Marketing Research Analysts	\$63,790	United States	821,100	139,200	20.4	90,700
		Tennessee	11,880	2,330	24.4	1,330
		Georgia	25,570	5,570	27.9	2,890

¹ Pay data were obtained from the U.S Bureau of Labor Statistics website (www.bls.gov). Long-term occupational projections were sourced from www.projectionscentral.com and www.jobs4tn.gov.

and Specialists		North Carolina	23,030	4,450	24.0	2,570
Marketing Managers	\$136,850	United States	280,100	20,900	8.1	26,000
		Tennessee	4,640	530	12.9	440
		Georgia	8,880	1,090	14.0	850
		North Carolina	7,230	770	11.9	690

Using data provided by Emsi (<https://www.economicmodeling.com>), a job postings analysis was also conducted to assess employer demand for marketing talent in the State of Tennessee. This analysis indicates that past and present employer demand for individuals with a comprehensive marketing toolkit is robust. Specifically, we performed a job postings analysis for the same two marketing-related occupations identified before: (1) marketing research analysts and specialists, and (2) marketing managers. This analysis considered job postings for these two occupations, in the State of Tennessee, from September 2016 to December 2020.

The analysis reveals that 151,773 total job postings were made during this time period, of which 38,488 were deemed to be unique. Of these unique job postings, nearly 50% occurred in the Nashville MSA, 23% in the Memphis MSA, 9% in Knoxville, 5% in Chattanooga, and about 3% in Kingsport-Bristol. Consistent with salary data obtained elsewhere, the median advertised salary for these positions was \$33.66 per hour, which translates to a median annual salary of about \$65,000 per year (which is meaningfully higher than the median salary for undergraduate marketing majors). In terms of education levels, 55% (21,244) of postings indicated that a bachelor's degree was needed or preferred while 22% (8,354) indicated that a master's degree was needed or preferred. In addition, the data reveal that during the analysis period, an average of 2,050 postings were made each month for these two occupations, with an average of only 769 hires made each month. That is, approximately only 1 hire was made for every 3 of these unique job postings.

Overall, these statistics affirm strong employer demand exists within the State of Tennessee for employees with marketing skills in general and advanced marketing skills in particular. Moreover, they suggest that needs for marketing talent in the State are not being consistently met as, on average, only 1 of 3 job vacancies are being filled each month.

Finally, we consulted The CMO Survey – which solicits input twice a year from nearly 3,000 top marketers at for-profit organizations in the United States – to gain further insight into the recruitment and hiring of marketing talent. The most recent iteration of the survey (26th Edition) considers the likely impact of the COVID-19 pandemic on marketing practice and the marketing labor market. Consistent with long-term growth projections reported earlier, survey results reveal a projected 7.6% increase in marketing hires within the next year, with smaller companies reporting stronger future hiring than their larger counterparts. In addition, the survey indicates that over 72% of marketers report an increase in the importance of marketing within their organizations since the start of the pandemic as marketers are increasingly being relied upon to lead digitization efforts in their organizations and respond to consumer demand for digital products and experiences. While the pandemic has only accelerated a shift toward digitization that was already underway, this rapid marketplace change served to highlight an organizational need for employees with a new mix of marketing skills. Consistent with this assertion, the report indicates a net gain in marketing hires during the pandemic but suggests significant turnover occurred in favor of marketers with strong digital skills. In sum, evidence from the CMO survey points to a growing need for a new type of marketer that has strong business and analytical skills, as well as a cutting-edge digital marketing toolkit.

Our data indicate strong student interest in an M.S. in Marketing and long-term industry need for talent with advanced marketing skills. Importantly, educational programs that help students develop a robust, specialized and contemporary marketing skillset are limited in the State of Tennessee. The proposed M.S. in Marketing program can thus help fill an important, long-term market need, to the betterment of students, businesses and the State of Tennessee.

Staffing Impact:

No additional academic staff is expected as a result of this new program. Anticipated support staff will be funded through revenues generated from the program.

Financial Impact (All in dollars)

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Tuition		651,324	879,287	1,183,020	1,591,720	2,180,608
Fees		128,475	173,441	234,146	316,097	427,995
Total Revenue		779,799	1,052,728	1,417,165	1,907,817	2,608,602
HBB Operating Cost	371,500	724,127	786,150	868,116	1,185,539	1,340,077
Net Contribution	(371,500)	55,651	266,578	549,050	722,278	1,268,525

Notes. These numbers are based on estimates of number of students enrolled (i.e., starting with 24 in year 1 and growing 35% annually) and current in-state and out of state rates and online tuition fees (\$1200 per credit hour). The program fee (subject to Board approval) will be \$7,500 per student, with no anticipated increases for the first 5 years. Operating costs for 2023-2024 include increased marketing spend to attract students beyond Haslam and UTK. Costs are estimated and use a 3% percent inflation factor over time.

Impact on other units:

This new program is expected to have impact in a few important ways:

Graduate student recruiting. The MS-MARK program would increase the number of graduate students on the UTK campus by 24 in year one and more in subsequent years. Given the target market will be students with limited or no work experience, it is also anticipated that the University will be able to retain top undergraduates who would otherwise leave to pursue graduate studies in marketing elsewhere. Once

successful, this program would also serve as a solid foundation for future expansion of graduate level marketing management education. For example, we could launch an online version of this particular master's program.

Research output and collaborations. Having a vibrant master's program, along with our existing Ph.D. program, will help foster a greater research productivity by having some masters students work as RAs for our research faculty, along with idea generation by teaching these masters students. Given the cutting-edge nature of this program and the anticipated collaboration among others across the college and campus, research output will be strengthened and broadened in the Department of Marketing. Further, the program could provide well-trained masters students that might have an interest in pursuing a PhD in Marketing.

Benefits to the State of Tennessee. This proposal responds to an increasing need, in the State of Tennessee and beyond, for talent with the decision-making, analytical, communication and creative skills necessary for effective marketing in a digital, global, and dynamic marketplace. The program will help meet unmet and growing industry demand, in the State of Tennessee, for marketing management talent.

Learning Objectives Supported:

Proposed learning outcomes may include:

- Have knowledge of the determinants and patterns of contemporary consumer behavior;
- Utilize quantitative and qualitative methodologies to generate marketing insights necessary for business success;
- Craft effective marketing strategies and plans using marketing insights;
- Monitor market and marketing performance;
- Identify and propose insights-driven innovation opportunities;
- Build a marketing technology stack for market success;
- Employ advanced digital tools for market success; and/or
- Manage the marketing-sales interface.

These learning objectives will be paired with program assignments and course grades.

Evidence from Assessment Activities

None identified as this is a new program, but external evidence regarding student demand and employer need is reported earlier.

ADD CONCENTRATION - BUSINESS ADMINISTRATION MAJOR, MBA DEGREE

Concentration: Online MBA

In the 2022-2023 Graduate Catalog, add heading, text, and requirements for the Online MBA concentration.

Business Administration Major, MBA (Distance Education option)

Concentration and Options Available

Online MBA concentration – Coursework-only option without comprehensive exam

Campus Code: Distance Education

Note: Completion of BUAD 503 will require students, along with other requirements to be accomplished virtually, to participate in a short residence period, typically three days, on the University of Tennessee campus.

Admission Standards/Procedures

Applications are accepted for fall, spring and summer semesters. To be considered for admission, the applicants file must be complete

- The online application submitted to the Office of Graduate Admissions
- An online MBA program application
- Transcripts of prior college coursework
- Two completed applicant recommendation forms
- Additional information, including the TOEFL score (Test of English as a Foreign Language), may be required by the Office of Graduate Admissions for international candidates; and
- Applicants may need to take the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE)

For admission to the MBA Program, consideration is given to:

- Applicant's academic record with particular attention to the last two years of undergraduate work and previous graduate studies
- Quality of work experience and other activities that demonstrate potential for leadership
- Scores on the Test of English as a Foreign Language (TOEFL) for those whose native language is not English; and
- Recommendations from professors and/or work supervisors. The admission decision is based on all factors that make up the total application; therefore, there is no automatic cut-off for either grade point averages or GMAT/GRE scores. However, admission preference is given to applicants with full-time work experience after obtaining the undergraduate degree

Academic Standards

- Retention is dependent on the student maintaining a 3.00 cumulative graduate grade point average (GPA) in graduate courses taken at UT.
- The degree requirements must be completed within 7 years.

Credit Hours Required

45 graduate credit hours

Course Requirements for the Online MBA Program

Core and Sub-core Requirements (45 graduate credit hours). The proposed Online MBA program concentration requires completion of 45 graduate Semester Credit Hours (SCH) distributed as follows:

Course Number	Course Title	SCH
BUAD 503*	Business Communications	3
ACCT 503	Financial and Managerial Accounting	3
MGT 503	Strategic decision Making	3
FIN 503	Financial Management	3
FIN 504	Financial Statement Analysis	3
SCM 503	Supply Chain Management Strategy, Operations, and Customer Value	3
BZAN 504	Supply Chain Models	3
STAT 503	Quantitative Methods	3
BZAN 503	Operations Management and Decision Modeling	3
MARK 503	Marketing Strategy	3
ECON 503	Economics in a Global Environment	3
MGT 596**	Strategy Management Capstone	3
Elective Courses		<u>9</u>
Total graduate Credit Hours		45

*BUAD 503 must be taken in the first semester of study

**MGT 596 must be taken in the last semester of study

The Online MBA is a coursework-only option without a comprehensive exam but with a culminating capstone experience in MGT 596.

While the concentration will begin with the introductory course (BUAD 503) and ends with the capstone course (MGT 596), students can take the remaining coursework in a manner that best fits with their schedule and finances allow. This flexibility would allow students to complete the program in as little as 21 months or more slowly based upon their individual situations. Thus, this concentration will not strictly be using a cohort system. LOA will be allowed but students must complete the degree requirements in 7 years.

Electives

Course electives are offered in focus areas. These focus areas also do not strictly utilize a cohort system, so students can complete the program as their schedule and finances allow. Elective course options are MARK 538, MGT 595, and FINC 555.

SUPPORTING INFORMATION: Rationale: Overview

The Haslam College of Business (HCB) offers a Master of Business Administration degree (MBA) with a major in Business Administration (BA). The current MBA is 48 credit hour program delivered over three semesters. **This newly proposed MBA Online program would be another concentration that will be delivered almost entirely online** by the Haslam College of Business. This new concentration will complement the Full-time MBA program and allow greater access, increase the number of graduate students and increase the HCB impact/brand. The online MBA is a flexible option for individuals working full-time. The purpose of this concentration would be to provide additional education for working professionals, thereby facilitating their continued career growth. **The proposed MBA Online curriculum would consist of 45 credit hours (15 3-hour classes, further details outlined above).** The content of the curriculum is almost identical to the full-time program, except that the existing two 1.5 credit courses will now be delivered as a 3 credit hour courses. The proposed program would begin with a single annual intake, but expand up to three intakes per year based upon enrollment, ensuring reasonable class size and efficiency in delivery. Finally, this concentration would complement the existing full-time MBA program by offering an option for those students who cannot commit to a traditional full-time residential program. Students in the existing MBA program place high value on the lock-step format, in person classes that comes from studying in a residential program, so **the online MBA is not expected to substantially impact enrollment in the existing MBA Program.**

SUPPORTING INFORMATION: Rationale:

The existing MBA program is a program designed for traditional students who desire to further their education and is delivered as a cohort program that requires 16 months of full-time student residency. The typical student demographic for this program is 0-5 years of professional experience.

The proposed Online MBA concentration is designed for professionals who desire to continue their education while working full-time. This program would significantly increase the impact and brand of UTK's MBA programs. It is opportune time for us to offer an online program since our full-time MBA received its highest ranking to date by US News and World Report (#17 public university). It is currently viewed as a significant negative that UTK does not currently offer this online degree option. Nationwide, there has been a significant increase in the number of online MBA programs. Nine of the fourteen SEC schools have an online MBA option. According to the [GMAC](#) Application Trends Survey for 2019, applications to business schools overall have declined, with total applicants "down 3.1 percent year-on-year." However, despite this overall trend, "among professional MBA programs, online options tended to see more application growth than part-time and flexible programs."

The difference in credit hours between the programs (48 hours for the full-time concentration and 45 hours for the distance education online concentration) should not be construed as a quality difference. The 48-hour full-time program includes a 3 hour international experience, which the online MBA students will not participate in.

Staffing Impact:

Early in the development year, we will contract with our Supply Chain department to use part of a non-tenure track (NTT) faculty who has

significant experience with Noodle to assist us in managing the new course development and preparation and hire a program manager to run the administrative operations.

Additional Information about Concentration Needs. Academic/Institutional Need.

The Online MBA concentration is consistent with the goals and priorities of UTK, in particular enhancing access, the UTK and Haslam brand, the impact to the State and growing the graduate student population. While there other online MBA programs in the State of Tennessee (Middle Tennessee State, King University, Union University and University of Tennessee – Chattanooga) we do not feel that this new concentration will significantly impact the demand for these programs.

Student Demand:

Student demand for full-time MBA programs has been stagnant, but online programs remain the growth area for domestic students. Public institutions saw a 44% increase in online conferrals from 2014 to 2018. Individuals wanting an online MBA will seek out schools that fit their need even if it is not their first choice university. We are losing students who desire a MBA from The University of Tennessee because we do not offer an online version. As Noodle points out 52% of adult learners seeking an online MBA will find an online alternative versus 29% who will opt to attend on ground.

Online MBA Market Shifts (Noodle, IPEDS)

The Online MBA conferrals at private institutions increased approximately 10%, while public university conferrals increased by approximately 44% percent.

Online MBA Programs	2014	2018	% Change
Private for-profit, 4-year or above	17,428	12,960	-25.6%
Private not-for-profit, 4-year or above	25,805	28,290	9.6%
Public, 4-year or above	16,987	24,513	44.3%
Grand Total	60,220	65,763	9.2%

Volume and growth have favored online programs (Noodle, IPEDS)

Overall public universities are growing as private university enrollments are declining. In addition, 60% of MBAs are now conferred online.

Degrees Conferred	2014	2019	CAGR
Private	69,990	67,283	-0.8%
Public	38,384	43,060	2.3%
Modality	2014	2019	CAGR
Online	60,220	65,763	1.8%
On-campus	48,154	44,580	-1.5%

In addition, demand for MBA-related occupations is expected to grow at above average rates, suggesting that workforce demand for programs is strong. In the Southeast, MBA-related occupations are projected to grow by 15.3 percent from 2016 to 2026, compared to an 11.1 percent increase in the workforce at large. (Hanover)

Employer Need

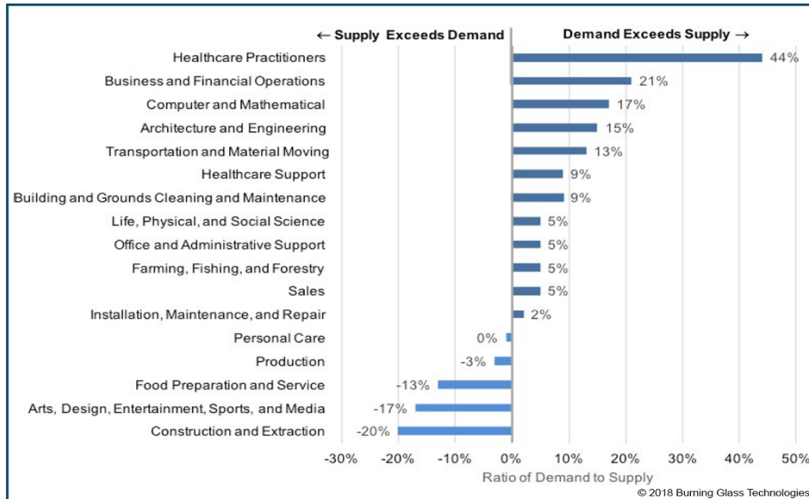
Future Business Jobs Pay Big Dividends (Noodle, Burning Glass)

The lower posting ratio reflects slower recruiting cycle. The upside job market potential is significant, especially with master's degree. All these related business occupations reflect above average growth rates over the foreseeable future and command above-average salaries.

Occupation Title	Job Postings	# Employed in 2019	Posting: Employee Ratio	% Req Masters	10 Year Growth	Avg Market Salary
Management Analysts	270,868	709,750	0.38	25%	14.3%	\$83,764
Financial Managers	107,542	654,790	0.16	38%	18.7%	\$93,811
General and Operations Managers	309,550	2,400,280	0.12	23%	9.1%	\$76,857
Administrative Service Managers	39,145	614,560	0.06	33%	10.1%	\$59,210
Business Operation Specialists	11,568	1,279,390	0.009	32%	8.8%	\$86,830

In 12 of the career areas we studied (below), we found that demand for workers exceeded available supply by a total of 4.4 million openings. There were 1.9M job postings in the last 12 months for Master's holders in business fields nationally. (Noodle, Burning Glass). As one can see below, business and financial operations have a 21% talent shortage.

DEMAND/SUPPLY RATIO BY OCCUPATION



The Market

MBA Relative Regional Program Sizing (Noodle)

Overall, you can see the regional MBA market below. UTK is the 13th largest MBA in the region

Only a handful of the local providers have an online program option.

Top 10 Regional MBA Providers	Online?	2014	2019	CAGR
Liberty University	Yes	1,405	1,444	0.6%
Columbia Southern University	Yes	1,099	1,041	-1.1%
Duke University	No	789	960	4.0%
University of North Carolina	Yes	652	913	7.0%
University of Virginia	No	410	442	1.5%
Emory University	No	187	367	14.4%
Strayer University-Virginia	Yes	372	305	-3.9%
Georgia Institute of Technology	No	237	266	2.3%
Wake Forest University	No	335	259	-5.0%
University of Georgia	No	189	247	5.5%

THEC Form (UTK Perspective)

All in USD

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Total Revenue-Program Fees	0	1,119,960	2,995,020	7,678,440	11,691,000	12,621,420
Expenditures						
Fees-UTK	0	73,731	197,172	505,497	769,658	830,910
OPM Upfront Fees	1,492,768	0	0	0	0	0
OPM Operating Costs	0	1,704,886	\$2,566,650	\$3,235,360	\$3,948,613	\$4,269,830
HCB Operating Costs	\$204,000	\$648,832	\$1,280,514	\$2,430,206	\$3,273,316	\$3,462,591
Total Expenditures	\$1,696,768	\$2,427,449	\$4,044,336	\$6,171,063	\$7,991,587	\$8,563,331
Total Contribution HCB	(1,696,768)	(1,307,489)	(1,049,316)	1,507,377	3,669,413	4,058,089