

University of Tennessee, Knoxville
Focused Reported

Submitted to SACS COC On-Site Review Team

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2.7.1 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The University of Tennessee offers a series of baccalaureate, graduate, and professional degree programs. The university does not offer associate's degrees. Bachelor's degree programs require a minimum of 120 credit hours. There are undergraduate programs that require a greater number of credit hours: engineering programs require 126-129 credit hours, a five-year program in architecture requires 168 credit hours, and the online nursing RN to BSN requires 123 credit hours. The undergraduate catalog confirms that baccalaureate degree programs require a minimum of 120 credit hours. Documentation is further provided that credit hour requirements are reviewed as a regular part of the curriculum revision process.

UT establishes the minimum length of master's degree programs as 30 credit hours beyond the baccalaureate degree, the minimum length for the specialist in education degree as 60 credit hours beyond the baccalaureate degree, and the minimum length of the doctoral degree as 24 credit hours of course work or more hours beyond the master's degree or 48 credit hours beyond the baccalaureate degree. While not outlined in the Compliance Certification's narrative, the graduate catalog indicates that doctoral students must also complete 24 credit hours of doctoral research. There are 25 online graduate programs that are required to follow the regular curricular review process and credit hour minimums. Catalog copy, as well as procedures for the review and approval of academic programs and program changes, documents the minimum number of credit hours required for a degree. The institution also documented that the credit hour length of a program is reviewed by appropriate faculty-led curricular groups.

The institution provided information in FR 4.4 describing 3-plus-1 programs offered with the College of Veterinary Medicine and the University of Tennessee Health Science Center in Memphis. The committee was unclear whether these agreements are consistent with recent interpretations of 2.7.1 with regard to program length for combination programs with degrees offered by the same institution.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville (UT), demonstrates compliance with regards to the three-plus-one accelerated degree programs, as demonstrated in Table 2.7.1-1 (see below). The seven three-plus-one accelerated degree programs allow a student to complete general education and major course work for the baccalaureate degree on the University of Tennessee, Knoxville campus and then apply for early admission to one of several professional doctorate programs either in the College of Veterinary Medicine (CVM), located in Knoxville, or the University of Tennessee Health Science Center (UTHSC), located in Memphis. After the student successfully completes the first year of the multi-year professional doctorate program, the student requests that the Registrar of the UTHSC or Associate Dean of the CVM reports to the Registrar of the UT, that the first year was successfully completed and the credit hours are applied, as free electives, to the baccalaureate program to complete the 120 semester credit hours required for graduation. All such three-plus-one degree programs meet the spirit of the new interpretation of 2.7.1 as demonstrated below where the combined degree total is in excess of the 120 semester credit hours required of baccalaureate degree programs and the minimum 30 semester credit hours for graduate and professional degree programs.

These programs have been in existence for many years and at the time of the previous reaffirmation.

Pre-Veterinary Medicine in the College of Agricultural Sciences and Natural Resources (predecessor: College of Agriculture) and the Department of Animal Sciences: The University of Tennessee College of Agriculture had a pre-veterinary medicine two-year curriculum as described in the **1964-1966 Undergraduate Catalog**, "*Under the Regional Education Plan, the State of Tennessee provides funds to Auburn University, Auburn, Alabama, that will permit each year up to ten Tennessee students to enroll in the School of Veterinary Medicine without having to pay out-of-state tuition fee normally charge non-resident students*." The University of Tennessee Department of Animal Science (in the College of Agriculture, now named the College of Agricultural Sciences and Natural Resources) has had a pre-veterinary medicine three-plus-one program with the UT College of Veterinary Medicine since the **1975-1976 Undergraduate Catalog**. This coincides with the creation of the College of Veterinary Medicine in 1974 with the first students admitted fall 1976.

Pre-Professional Studies in the Department of Food Science and Technology, College of Agricultural Sciences and Natural Resources: The Department of Food Science and Technology has had a pre-professional concentration since the 1999-2000 academic year catalog. The first concentration was solely named "pre-professional", was a three-plus-one plan, and was approved by the Undergraduate Council on **January 21, 1999**. The faculty separated the pre-professional concentration into pre-professional and pre-pharmacy beginning in the 2009-2010 Undergraduate Catalog, both as three-plus-one plans, as approved by the Undergraduate Council on **January 27, 2009**.

Pre-Professional Programs in the College of Arts and Sciences (predecessor: College of Liberal Arts): The pre-professional medical programs in the College of Arts and Sciences date back to the 1962 when the first Unified Curriculum Leading to the Study of Medicine, Dentistry, or Pharmacy was approved for the College of Liberal Arts and the **Undergraduate Council**. These were developed collaboratively with the "Medical Units of The University of Tennessee." The minutes from the meeting further state, "*Selection by the various colleges and schools of medicine, dentistry, pharmacy, medical technology, or nursing of The University of Tennessee, as well as other universities, varies in accordance*

with the admission requirements of the colleges and schools. Final decision for admission rests with the authorities of these colleges."

Table 2.7.1-1 Three-plus-One Degree Programs at the University of Tennessee, Knoxville.

Academic Major	Undergraduate semester credits[a]	Professional semester credits	Total semester credits
Animal Science, Pre-Veterinary Medicine 3+1 Concentration (BS/DVM)	96 - 98	165	261
Food Science and Technology Major, Pre-Pharmacy 3+1 Concentration BS/PharmD)	100 - 101	148	248 - 249
Food Science and Technology Major, Pre-Professional 3+1 Concentration (BS/MD or BS/DDS)	97	238 - 259 MD 201 DDS	335 - 356 MD 298 DDS
Pre-Professional Programs Major– Pre-Dentistry Concentration (BS/DDS)	91 - 100	201	292 - 301
Pre-Professional Programs Major– Pre-Medicine Concentration (BS/MD)	88 - 101	238 - 259	326 - 360
Pre-Professional Programs Major– Pre-Pharmacy Concentration (BS/PharmD)	94 - 102	148	238 - 246
Pre-Professional Programs Major– Pre-Veterinary Medicine Concentration (BS/DVM)	96 - 103	165	261 - 268

[a] Credit hours from the 2013-2014 catalogs.

Sources

- 1964-1966 UG Catalog (Page 2)
- 1975-1976 UG Catalog College of Agriculture (Page 5)
- UG Council Minutes, 1960-1962, Vol-7001_OCR (Page 2)
- UGCouncil_Minutes_1999-01-21-Food_Science (Page 17)
- UGCouncil_Minutes_2009-01-27-Food_Science (Page 17)

2.11.1 Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (*or Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The institution provided evidence of fiscal stability over the last five years. Total net assets grew from $1.8 billion in 2009 to $2.34 billion in 2013. The balance of unrestricted net position (exclusive of plant and plant-related debt) was $255.23 million at the end of Fiscal 2013.

UT enjoys a diverse revenue stream which protects it from fluctuation in any one item. The four largest revenue streams are grants and contracts (27 percent), tuition and fees (24 percent), State and local appropriations (21 percent), and auxiliary enterprises (18 percent). The budget development process is preceded by strong revenue and expense forecasting. The Vice Chancellor for Finance and Administration is responsible for coordinating the annual budgeting process. The Vice Chancellor's office distributes budget instructions to the campus fiscal officers within each vice chancellor division. To maximize the effectiveness of the institution's Strategic Plan and its Top 25 initiative, resource allocation decisions are closely aligned to University's strategic planning efforts. The Chancellor then endorses the budget and the Board of Trustees approves it. The Trustees approved the fiscal year 2014 operating budget for the UT System (including UT Knoxville) at the June 19-20, 2013 meeting.

The institution was not able to provide a current year audit with accompanying management letter.

University of Tennessee, Knoxville Focused Response

Attached is the audit and management letter for Fiscal Year 2014 ending June 30, 2014 (secure pdf from the Comptroller of the Treasury of the State of Tennessee). The audit is for

the University of Tennessee System (UT System), the legal entity with fiduciary responsibility. The attached audit includes the management letter from the Division of State Audit (see **pages 6 through 8** of the pdf file) and a discussion and analysis beginning on **page 9** of the pdf file. Supplementary Combining Schedule of Net Position is on **page 67** of the pdf file and the Supplementary Combining Schedule of Revenues, Expenses and Changes in Net Position is on **page 68** of the pdf file. Table column headings on these two pages refer to the different units within the UT System: Knoxville refers to the UT (including the UT Space Institute and the College of Veterinary Medicine), Chattanooga refers to UT at Chattanooga campus (a separately SACS COC accredited institution), Martin refers to UT at Martin campus (a separately SACS COC accredited institution), and Other Units refers to other budget entities within the UT System, including UT Institute of Agriculture (AgResearch and UT Extension), UT Institute for Public Service, and university-wide administration (UT System Office). Consideration of internal control over financial reporting and tests of compliance resulted in no audit findings.

Conclusion

The University of Tennessee, Knoxville, as part of the University of Tennessee System, is audited on an annual basis and is able to provide the audit and management letter for the most recent fiscal year, FY 2014.

Sources

- 2014 UT State Audit report (Page 6)
- 2014 UT State Audit report (Page 67)
- 2014 UT State Audit report (Page 68)
- 2014 UT State Audit report (Page 9)

3.2.1 Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The selection of the Chancellor is governed by the UT System Bylaws, Art. IV, Sec. 2(b) as is the role of the President of the UT System, Art. IV, Sec. 3 (c). The duties and responsibilities are defined by the job description. The process used for the last search for a Chancellor in 2008, is detailed, and the approval of the selection by the Board of Trustees in accordance with their Bylaws is documented.

The Chancellor is subject in his duties to the supervision of the President of the UT System. Additionally, the annual evaluation of the Chancellor, as outlined by the UT system Human Resources Policy 0129, is delegated to the UT System President by the Board of Trustees report. Final action by the Executive and Compensation Committee appears as an agenda item of the annual Board of Trustees' June meeting.

The institution did not provide sufficient evidence of periodic evaluations of the Chancellor.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville, Chancellor undergoes annual review by the University of Tennessee System President. In addition to the annual review process, the University of Tennessee Board of Trustees requires that each campus chancellor undergoes a comprehensive, four-year cumulative review in the fifth year of service. UT presented the documentation for the four-year cumulative review and neglected to provide the annual documentation. The annual evaluation documentation for the calendar years 2010, 2011, 2012, and 2013 are provided (Table 3.2.1-1), as is the four-year cumulative report. The review documentation for 2014 is not yet available. The University of Tennessee System Board of Trustees **process for the four-year cumulative review** of CEOs is included with this report.

Table 3.2.1-1 Annual and cumulative reviews for Chancellor Jimmy G. Cheek

Year	Type of evaluation	Chancellor Activity Report file name	President Evaluation Letter file name
2010	Annual	**2010 Annual Activity Report.pdf**	**2010 Evaluation Letter.pdf**
2011	Annual	**2011 Annual Activity Report.pdf**	**2011 Evaluation Letter.pdf**
2012	Annual	**2012 Annual Activity Report.pdf**	**2012 Evaluation Letter.pdf**
2012	Cumulative	2012 4-yr Evaluation Full Board Report 2013-06-20.pdf, **pages 6-16**	2012 4-yr Evaluation Full Board Report 2013-06-20.pdf, **pages 1-6**
2013	Annual	**2013 Annual Activity Report.pdf**	**2013 Evaluation Letter.pdf**

Conclusion

The University of Tennessee, Knoxville demonstrates annual review of the CEO and therefore, demonstrates compliance.

Sources

- 2010 Annual Activity Report
- 2010 Evaluation Letter
- 2011 Annual Activity Report
- 2011 Evaluation Letter
- 2012 4-yr Evaluation Exec Compensation Comm of the Board, Report 2013-06-20 (Page 1)
- 2012 4-yr Evaluation Exec Compensation Comm of the Board, Report 2013-06-20 (Page 6)
- 2012 4-yr Evaluation Full Board Agenda 2013-06-21
- 2012 4-yr Evaluation Report
- 2012 Annual Activity Report
- 2012 Evaluation Letter
- 2013 Annual Activity Report
- 2013 Evaluation Letter
- 4-Yr Comprehensive Evaluation Process Board Agenda 2013-06-21

3.2.14 Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The University has clearly specified policies and procedures to manage intellectual property (IP). These are outlined UT System Policy on Patents, Copyrights, and Other Intellectual Property. The commercialization of IP is undertaken by the UT Research Foundation, which is a System-level Non-profit 501(c) (3). The sharing of royalties is clearly outlined on the institution's website.

However, the Off-Site Reaffirmation Committee was not able to find sufficient evidence to demonstrate implementation of these policies.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville faculty, staff and students are supported by the University of Tennessee Research Foundation (UTRF), a System-level Non-profit 501(c) (3), for patenting and licensing of intellectual property. The faculty member would work directly with personnel at the UTRF to submit disclosures to the US Patent and Trademark Office (USPTO). Attached are three examples of patent applications; the third example resulted in licensing.

Example Patent Application, Civil Engineering

- Dr. Dayakar Pennumadu, professor in the Department of Civil Engineering, College of Engineering, submitted a disclosure to UTRF on August 26, 2011 and was assigned a disclosure number 12020.
- UTRF filed a utility patent application with the US Patent and Trademark Office (USPTO) on March 14, 2013. A copy of the application as filed with the USPTO is attached (**96-page secured document**).
- A notice of allowance for the patent application from the USPTO, dated March 20, 2014, is attached (**9-page document**).
- The patent was issued on Aug 5, 2014; patent number is US 8796631 (attached; **29-page document**).

Example Patent Application, Electrical Engineering

- Dr. Doug Birdwell, professor in Department of Electrical Engineering and Computer Science, College of Engineering, submitted a disclosure to UTRF on March 4, 2011 and was assigned a disclosure number 11068.

- UTRF filed a utility patent application with the US Patent and Trademark Office (USPTO) on May 11, 2012. A copy of the application as filed with the USPTO is attached (**92-page document**).
- A notice of allowance for the patent application from the USPTO, dated March 4, 2013, is attached (**19-page document**).
- The patent was issued on April 23, 2013; patent number is US 8429153 (attached; **69-page document**).

Example of Patent Application Licensed

- Dr. Jayne Wu, professor in Department of Electrical Engineering and Computer Science, College of Engineering, submitted a disclosure to UTRF on August 31, 2011 and was assigned a disclosure number 12025.
- UTRF filed a PCT (that enables filing for international patent application) with the US Patent and Trademark Office (USPTO) on January 22, 2013; see attached a copy of the application as filed with the USPTO (**92-page document**).
- This patent application was nationalized (i.e. filed in United States, Canada, Europe, Australia and Japan). The US application was filed on July 24, 2014; see attached notice of acceptance received from the USPTO (**2-page document**).
- This technology has been successfully licensed to Meridian Biosciences Inc.; attached is a **news release** done by Meridian Bioscience Inc. in the Wall Street Journal.

Copyright Protections Afforded to Graduate Student Theses and Dissertations

In addition to assisting faculty with protecting intellectual property through patenting and licensing, the Graduate School assists graduate students with protection of intellectual property contained in their theses or dissertations. An embargo option was approved by the Graduate Council on **February 2, 2012**.

The Graduate School thesis and dissertation consultant works closely with students as they prepare their theses or dissertations for submission to the Graduate School and upload into the UT electronic repository for research, **TRACE - Tennessee Research and Creative Exchange**. For those students wishing to delay making their work public, they are provided the option to embargo their work to allow time for publication or patent application.

The first page of the **approval form** is where the student's committee members sign to notify us that they fully approve the content of the thesis or dissertation. These forms are due to the Thesis/ Dissertation Consultant in the Graduate School by the published deadline (published each term on the Graduate School website). Once the Consultant receives the approval form, the Electronic Thesis/ Dissertation (ETD) will be officially accepted in TRACE; the Consultant will not accept the ETD if the approval form is not submitted to the Graduate School.

When a student uploads the ETD in TRACE, he/she reads and accepts the Submission Agreement that explains that the student *grants the university a non-exclusive, perpetual right to use the digital assets (the ETD) for non-commercial use. Because you as the author retain the copyright for all content posted in the repository, you are free to reuse the content elsewhere, and hold all proprietary rights, such as patent rights, in the thesis or dissertation*. (From the TRACE ETD Uploading Guide, **page 4**) This is a **screen capture** of the actual webpage where they accept the submission agreement. Students do not enter embargo information in the TRACE system.

If the embargo request section is fully completed (bottom **half of page 2** of the approval form; **examples** of completed embargo requests), it is automatically approved for one year. To be fully completed, it needs the student's signature, the advisor's signature, and a brief reason (generally 1-2 sentences) for requesting the embargo. When the ETD is accepted, the Consultant enters the embargo date in the TRACE webform. The one year embargo is from official graduation date for a student. For example, Spring Semester, 2015, graduation date is officially set as May 15, 2015; the one year embargo closes on May 15, 2016. The Consultant also maintains a spreadsheet track of each ETD, and whether or not the student requested an embargo.

ETDs are posted (made public) by the Consultant one to two months after graduation. After all degrees have been officially awarded, the Consultant receives the official list of all students who have graduated that semester. The list is cross-checked with the spreadsheet and the accepted approval forms to verify that everyone who submitted an ETD in that semester met all other degree requirements and actually graduated. Once the list is verified that each student has met all degree requirements, the Consultant posts the appropriate theses and dissertations.

When the thesis/dissertation is officially made public, an email, automatically generated from TRACE, is sent to the student with the direct link to his/her ETD. If an embargo has been placed on the ETD, the general student information (title, committee members, graduation date, etc.) and abstract are made public, but there will be a note underneath the PDF "Download" button that says *Available for download on [date that embargo is set to expire]. If someone were to click Download, they would be taken to a page that says, NOTE: The full-text of this Dissertation is currently under embargo. It will be available for download on [date that embargo is set to expire].* An example of this can be seen here on **the web** or in this **pdf file**.

Conclusion

The University of Tennessee, Knoxville, not only has policy in place to ensure the protection of intellectual property of faculty, staff and students, if demonstrates due diligence in so doing as evidenced by the supporting documentation provided.

Sources

- Birdwell Application as filed
- Birdwell Notice of allowance
- Birdwell US issued patent
- ETDApproval-EmbargoForm (Page 1)
- ETDApproval-EmbargoForm (Page 2)
- Examples of Embargo Requests
- Pennumadu Application as filed
- Pennumadu Notice of Allowance

- Pennumadu US Issued Patent
- Thesis and Dissertation Embargo Option
- Thesis page on TRACE showing sample embargo
- Trace ETD uploading guide (Page 4)
- TRACE webpage (Page 2)
- TRACE Webpage_Sample Embargo
- TRACE: Tennessee Research and Creative Exchange
- Wu Application as filed
- Wu Notice of Acceptance
- Wu WSJ article

3.3.1.1 Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The University of Tennessee identifies expected outcomes in its educational programs including graduate certificates, bachelor, master, and doctoral programs The university assesses the extent to which it achieves these educational program outcomes through the Tennessee Higher Education Commission (THEC) assessment, professional accreditation processes and program student learning assessments including annual assessment processes overseen by the university. The university provided examples of assessment reports from each of the university's colleges. These reports include objectives, methodology and results Examples of use of results for improvement were provided for some of the programs highlighted However, it is unclear how the programs selected were chosen for inclusion as examples of either annual assessments or academic program review. This information is needed to evaluate the representativeness of the sample of programs provided.

In addition, while the university has made considerable progress in assessing its educational programs, there is still evidence of some variability in the quality of programs' assessment processes. For example, occasionally, surveys are reported as direct measures of student learning. Other programs continue to focus on reporting improvements to the assessment process rather than improvements to student learning. The university recognizes there remains some "variance in results and use of results" and is transparent regarding this variability in its narrative.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville (UT) has a process by which each academic major identifies its learning outcomes, assesses them, and reports how improvements are made to the curriculum based upon the assessment. These assessment findings are used to help justify curricular revisions to the Undergraduate and Graduate Councils. Summary of key learner outcomes and courses designed to meet these outcomes are now required as part of the academic program review process (Academic Program Review Manual, 2014-2015 edition, **pages 13 and 14** of the pdf file).

Context for Current Status of Assessment

A result of the Fifth-Year Interim Compliance Report, the university has undergone reorganization that removed the University of Tennessee System President and the UT System Vice President for Academic Affairs and Student Success as the CEO and SACS COC

Liaison, respectively, and placed those responsibilities with the University of Tennessee, Knoxville, campus Chancellor with the appointment of an Associate Vice Provost as the SACS COC Liaison (see substantive change letter dated **March 2012**). This organizational change was approved in by SACS COC in **April 2012**. The current SACS COC Liaison assumed those responsibilities fully January 1, 2013.

A finding from the Fifth-Year Compliance Report (2010) was the inadequate assessment of student learning outcomes. Through the process of preparing the Response to the Fifth-Year Review (2011), the First Monitoring Report (2012), and the Second Monitoring Report (2013; see **attached narrative**, less the assessment reports), UT has worked to rebalance its assessment activities that had focused on the requirements of the Tennessee Higher Education Commission. Assessment is based on academic majors with these exceptions:

> **Interdisciplinary Programs Major** (IDP) is assessed by concentration. The Interdisciplinary Program major is used 1) to provide students with the opportunity to pursue focused study in emerging disciplines (e.g., neuroscience), and 2) to offer curricula that are truly interdisciplinary and combine faculty expertise and courses from multiple departments (e.g., cinema studies). Therefore, it is more appropriate to assess at the concentration level.
>
> **College Scholars Major** is a unique program making it difficult to conduct assessment of learning outcomes because each student will have different outcomes. The College Scholars Program is an interdisciplinary honors program in the College of Arts and Sciences that exists solely for highly motivated and academically talented students who have clear goals for their undergraduate education, and who cannot attain those goals within the traditional requirements structure of the College. Each student, working with a faculty mentor, the Director of College Scholars, and other faculty, design a unique curriculum to meet the student's individual educational goals. Scholars are required to complete the university's general education requirements. Also, as the culmination of the individual program, each scholar is required to complete a substantial project involving research, scholarship, or creative imagination. Admission is based on previous academic accomplishments, test scores, references, a written application and an interview. Students can apply after one semester at UT, Knoxville, or as late as the middle of their fourth semester in residence.
>
> **Pre-Professional Major** in the College of Arts and Sciences is the accelerated 3-plus-1 Bachelor and medical degree program, which is a little used major today. Most students will complete a discipline-oriented undergraduate major prior to applying to the University of Tennessee Health Science Center.

Programs are now required to include in any curricular proposals submitted for review by the Graduate or Undergraduate Councils the student learning outcomes for the program and discuss within the Rationale for the Change section of the proposal how the changes proposed link to assessment of student learning.

Explanation of How Programs Were Chosen For Inclusion in the Compliance Report

Table 3.3.1.1-1 provides a breakdown by college of the number of academic majors, the population from which the sample was drawn. Some majors, such as Education that awards the Master of Science, the Education Specialist, and the Doctor of Philosophy, across multiple departments in the College of Education, Health and Human Sciences, report out their assessment plans based on concentrations within the major offered by the different

departments. Therefore, the list of majors will not agree with the number of assessment reports as given in the Compliance Report CS 3.3.1.1 narrative of 76 at the Bachelor's level, 137 at the Master's and doctoral levels, and 43 graduate certificates.

Table 3.3.1.1-1 The number and level of academic majors in each of the eleven colleges at the University of Tennessee, Knoxville, based on the 2013-2014 undergraduate and graduate catalogs, the year for which we reported in the Compliance Report.

College / Intercollegiate	Baccalaureate majors	Graduate certificate programs	Master and post-baccalaureate majors	Doctoral majors
Agricultural Sciences and Natural Resources	10	1	11	5
Architecture and Design	2	4	2	0
Arts and Sciences	28	9	23	17
Business	9	1	6	1
Communication and Information	4	0	2	1
Education, Health, and Human Sciences	8	9	12	9
Engineering	11	7	14	12
Law	0	0	0	1
Nursing	1	10	1	2
Social Work	1	3	1	2
Veterinary Medicine	0	0	0	1
Aviation Systems (UTSI)	0	0	1	0
Comparative and Experimental Medicine	0	0	1	1
Bredesen Center for Interdisciplinary Research and Graduate Education	0	0	0	1
Total	**74**	**44**	**74**	**53**

Sampling Methodology for Assessment Reports Included in the Compliance Report

Programs were sampled for inclusion based on various factors including

1. examples from the eleven colleges and the levels of study (undergraduate, graduate, and graduate certificate) across the colleges;
2. examples of online programs (these exist at the graduate level) and programs that include online or blended courses (such as the undergraduate majors in Mathematics and in Nutrition);
3. that there is some remaining variance in results and in use of results;
4. that programmatic annual assessments illustrate diversity of outcomes and methods (Examples of outcomes and methods column in Table 3.3.1.1-2);
5. that there are diverse approaches in the faculty's use of results (Examples of use of results column in Table 3.3.1.1-2); and
6. that programs are bridging between the traditional use of assessment to make change through the academic program review to the effective use of the annual assessment process, as shown with additional sampling from 2012-2013 and 2011-2012 (Examples of bridging assessment focus column in Table 3.3.1.1-2).

All of the sampled assessment reports that were used in the Compliance Report are attached below in the list of Sources and may be accessed by clicking on the academic year in the first column in Table 3.3.1.1-2. This table gives a list by college and provides information as to level and why it was selected. Summary statements for them as given in the Compliance Report are attached in **Appendix 3.3.1.1-A**.

Table 3.3.1.1-2 List of sampled academic major assessment plans and reason for selection of those included in the Compliance Report (to access a plan, click on the year for the program given in the first column).

Academic major	Degree	Example of outcomes and methods	Examples of use of results	Examples of changing assessment focus
College of Agricultural Sciences and Natural Resources				
Agricultural Leadership, Education and Communications, **2013-2014**	BS		X	
Animal Science, **2013-2014**	BS	X		
Food and Agricultural Business, **2012-2013** and **2013-2014**	BS			X
Agricultural and Resource Economics, **2013-2014**	MS		X	
Natural Resources, **2013-2014**	PhD	X		
College of Architecture and Design				

Academic major	Degree	Example of outcomes and methods	Examples of use of results	Examples of changing assessment focus
Architecture, **2013-2014**	BArch		X	
Architecture, **2013-2014**	MArch			X
College of Arts and Sciences				
Chemistry, **2013-2014**	BS		X	
Geography, **2012-2013** and **2013-2014**	BA	X		
History, **2013-2014**	BA		X	
Mathematics, **2012-2013** and **2013-2014**	BS		X	
Psychology, **2013-2014**	BA		X	
Studio Art, **2012-2013** and **2013-2014**	BFA	X		
English, **2013-2014**	PhD		X	
Geology, **2012-2013** and **2013-2014**	PhD		X	
Geography, **2013-2014**	PhD	X		
Mathematics, **2013-2014**	PhD		X	
Philosophy, **2013-2014**	PhD	X		
Haslam College of Business				
Finance, **2013-2014** and **2013-2014**	BS		X	
Marketing, **2013-2014**	BS		X	
Accounting, **2013-2014**	MAcc		X	
Business Administration, **2012-2013**	MBA		X	
College of Communication and Information				
Communication Studies, **2013-2014**	BA		X	
Information Sciences, **2013-2014**	MS	X		
College of Education, Health and Human Sciences				
Art Education (second major, only), **2013-2014**	BA/BFA		X	

Academic major	Degree	Example of outcomes and methods	Examples of use of results	Examples of changing assessment focus
Nutrition, **2013-2014**	BS	X		
Kinesiology, **2013-2014**	MS		X	
Public Health, **2012-2013** and **2013-2014**	MPH	X		
Qualitative Research Methods in Education, **2013-2014**	Grad Cert		X	
College of Engineering				
Electrical Engineering, **2012-2013** and **2013-2014**	BS	X		
Industrial Engineering, **2012-2013** and **2013-2014**	BS		X	
Materials Science and Engineering, **2013-2014**	BS	X		
Computer Science, **2013-2014**	PhD	X		
College of Law				
Law, **2012-2013** and **2013-2014**	JD		X	
College of Nursing				
Nursing, **2013-2014**	BS	X		
Nursing, **2013-2014**	MS	X		
College of Social Work				
Social Work, **2012-2013** and **2013-2014**	BS			X
Gerontology, **2013-2014**	Grad Cert	X		
Social Work, **2013-2014**	MS	X		
College of Veterinary Medicine				
Veterinary Medicine, **2012-2013** and **2013-2014**	DVM		X	
Intercollegiate Programs				
Comparative and	MS	X		

Academic major	Degree	Example of outcomes and methods	Examples of use of results	Examples of changing assessment focus
Experimental Medicine, **2012-2013** and **2013-2014**				

Sampling Methodology for Academic Program Reviews Included in the Compliance Report

Traditionally, the University of Tennessee, Knoxville (UT) relied on academic program review (APR) as the sole means of assessing program quality. The process is required by the Tennessee Higher Education Commission as part of performance funding. Therefore, UT has relied heavily on the findings. Since the SACS COC Fifth Year Interim Report of 2010, UT has reinvented the system of assessing student learning outcomes to take on a larger role of assessing learning.

APRs and mid-cycle reviews were included as evidence of the long-standing system of assessing program quality, of which student learning outcomes was one aspect. The APRs included in the Compliance Report were selected based upon the first two criteria used to sample the assessment reports,

1. Examples from various colleges and the levels of study (undergraduate, graduate, and graduate certificate) across the colleges. Architecture, Law and Veterinary Medicine are not included because they undergo accreditation review and not academic program review.
2. examples of online programs (Master of Science in Social Work)

APRs occur on a rotating five-year schedule, with every other review being a mid-cycle follow-up to the previous full review. UT was on a 1-3-10 year cycle (with a review in year 1, a mid-cycle review in year 3, and the next review seven years after). This changed to a five year rotation in 2010. With the adoption of the Vol Vision - Journey to the Top 25 Strategic Plan (**pages 3 and 4**), the Academic Program Review Manual (**pages 13 through 16** of the pdf file) was revised to align with the five strategic initiatives.

Prior to the full review, the program completes a self-study which is distributed to all involved in the review process. The Review Team for the full review consists of external, discipline experts and internal peers from other units on campus. For the mid-cycle follow-up, every effort is made to bring in the same team of reviewers. Each review culminates with a closing meeting between the Review Team and campus administration in which findings and recommendations are shared, with a written report submitted within three weeks of the review. The review takes place over a period 2 to 3 days; the mid-cycle review is a shorter process as the Review Team is only following up on the findings and recommendations from the full review. Finally, the Review Team is also responsible for completing a program review checklist supplied by the Tennessee Higher Education Commission (THEC) in order to meet performance funding criteria. The attached documents are bookmarked for the various key sections in each document.

Table 3.3.1.1-3 The samples of academic program and mid-cycle reviews included in the Compliance Report (to access a report, click on the report links in the last column of the table)

Academic Unit	Undergrad.	Graduate	Cycle Review Schedule
Agricultural and Resources Economics (formerly Agricultural Economics)	BS	MS	**2008 APR Review Team Report** **2008 APR Dept. Response** **2013 Mid-cycle Report and Review Team Report combined**
Anthropology	BA	MA, PhD	**2009 APR Review Team Report** **2009 APR Dept. Response**
Communication Studies	BA	MS, PhD	**2012 APR Review Team Report** **2012 APR Dept. Response**
Educational Psychology and Counseling		MS, EdS, PhD	**2006 APR Review Team Report** **2006 APR Dept. Response** **2009 Mid-cycle Review Team Report**
English	BA	MA, PhD	**2014 APR Review Team Report**
Industrial and Information Engineering	BS	MS, PhD	**2012 APR Review Team Report** **2012 APR Dept. Response**
Marketing and Logistics	BS	MBA, PhD	**2011 Mid-cycle Review Team Report** **2011 Mid-cycle Dept. Update**
Mechanical, Aerospace, and Biomedical Engineering (MABE)	BS	MS, PhD	**2008 APR Review Team Report** **2008 APR Dept. Response** **2011 Mid-cycle Dept. Update** **2011 Mid-cycle Review Team Report**
Microbiology		MS, PhD	**2007 APR Review Team Report** **2007 APR Dept. Response** **2010 Mid-cycle Review Team Report**
Nursing	BS	MS	**2004-05 APR Review Team Report** **2004-05 APR Dept. Response** **2008 Mid-cycle Review Team Report**
Nutrition	BS	MS, PhD	**2012 APR Review Team Report** **2012 APR Dept. Response**
Social Work	BS	MSSW, DSW, PhD	**2013 APR Review Team Report** **2013 APR College Response**
Sociology	BA	MA, PhD	**2013 APR Review Team Report** **2013 APR Dept. Response**

Conclusion

The University of Tennessee, Knoxville, engages in a process of assessment of student learning outcomes that involves faculty and students in a multi-layered, staged process of identifying outcomes, gathering and analyzing data, and acting on results in undergraduate,

graduate and certification programs, on campus and online. The interweaving of annual assessments with THEC-mandated academic program reviews and, for many programs, external accreditation processes, results in a rich picture of our ongoing efforts towards continuous improvement of student learning. Therefore, UT demonstrates compliance.

The changes at this institution since 2011, such as establishment of the Assessment Steering Committee, the creation of an Academic Assessment Council, the hiring of an assessment specialist and an assessment analyst, adoption of a central software tracking solution, and implementation of training, resources, consultations, and standardized processes, was in answer to the needs pointed out in the first monitoring report. As a result, while variation in the quality of the reports still exists, faculty are more engaged and have gained a deeper understanding of using direct measure of student learning outcomes to make improvements in the curriculum.

Significant change at UT is evidenced in the wholesale, successful completion of annual assessment reports, with most using direct measures of assessment and over 40% using a combination of direct and indirect measures. The assessment plans provided were representative samples of the breadth of our academic programs and the breadth of the quality of assessment plans. We are still working to improve the processes by which we assess student learning and use the findings to improve our curricula and ultimately, student learning.

Sources

- Academic Program Review Manual, 2014-2015 (Page 13)
- Accounting_MAcc_2013-2014
- AgricEconomics_APR_2008_DeptResponse
- AgricEconomics_APR_2008_ReviewTeamRept
- AgricResourceEconomics_MID_2013_All_Documents
- AgrLeadEducComm_BS_2013-2014
- AgrResourceEcon_MS_2013-2014
- AnimalScience_BS_2013-2014
- Anthropology_APR_2009_DeptResponse
- Anthropology_APR_2009_ReviewTeamRept
- Appendix 3.3.1.1-A
- Architecture_BArch_2013-2014
- Architecture_MArch_2013-2014
- ArtEducation_BA-BFA_2013-2014
- Business_MBA_2012-2013
- Chemistry_BS_2013-2014_
- CommStudies_APR_2012_DeptResponse

- CommStudies_APR_2012_ReviewTeamRept
- Communication Studies_BA_2013-2014
- ComparativeExperimentalMed_MS_2012-2013
- ComparativeExperimentalMed_MS_2013-2014
- ComputerSci_PhD_2013-2014
- EducPsychCounseling_APR_2006_DeptResponse
- EducPsychCounseling_APR_2006_ReviewTeamRept
- EducPsychCounseling_MID_2009_ReviewTeamRept
- ElectricalEngr_BS_2012-2013
- ElectricalEngr_BS_2013-2014
- English_APR_2014_ReviewTeamRept
- English_PhD_2013-2014
- Finance_BS_2012-2013
- Finance_BS_2013-2014
- FoodAgricultrualBus_BS_2012-2013
- FoodAgriculturalBus_BS_2013-2014
- Geography_BA_2012-2013
- Geography_BA_2013-2014
- Geography_PhD_2013-2014
- Geology_PhD_2012-2013
- Geology_PhD_2013-2014
- Gerontology_GradCert_2013-2014
- History_BA_2013-2014
- History_PhD_2013-2014
- IndustrialEngr_BS_2012-2013
- IndustrialEngr_BS_2013-2014
- IndustrialInforEngr_APR_2012_DeptResponse
- IndustrialInforEngr_APR_2012_ReviewTeamRept
- InformationSci_MS_2013-2014
- Kinesiology_MS_2013-2014
- Law_JD_2012-2013
- Law_JD_2013-2014
- MarketingLogistics_BS_2013-2014
- MarketingLogistics_MID_2011_DeptUpdate

- MarketingLogistics_MID_2011_ReviewTeamRept
- MaterialsScienceEngr_APR_2008_DeptResponse
- MaterialsScienceEngr_APR_2008_ReviewTeamRept
- MaterialsScienceEngr_BS_2013-2014
- MaterialsScienceEngr_MID_2011_DeptUpdate
- MaterialsScienceEngr_MID_2011_ReviewTeamRept
- Mathematics_BS_2012-2013
- Mathematics_BS_2013-2014
- Mathematics_PhD_2013-2014
- MechAeroBiomedEngr_APR_2008_DeptResponse
- MechAeroBiomedEngr_APR_2008_ReviewTeamRept
- MechAeroBiomedEngr_MID_2011_DeptUpdate
- MechAeroBiomedEngr_MID_2011_ReviewTeamRept
- Microbiology_APR_2007_DeptResponse
- Microbiology_APR_2007_ReviewTeamRept
- Microbiology_MID_2010_ReviewTeamRept
- NaturalResources_PhD_2013-2014
- Nursing_APR_2004-05_DeptResponse
- Nursing_APR_2004-05_ReviewTeamRept
- Nursing_BS_2013-2014
- Nursing_MID-2008_ReviewTeamRept
- Nursing_MSN_2013-2014
- Nutrition_APR_2012_DeptResponse
- Nutrition_APR_2012_ReviewTeamRept
- Nutrition_BS_2013-2014
- Philosophy_APR_2010_DeptResponse
- Philosophy_APR_2010_ReviewTeamRept
- Philosophy_PhD_2013-2014
- PlantSciences_BS_2012-2013
- Psychology_BA_2013-2014
- Public_Health_MPH_2012-2013
- Public_Health_MPH_2013-2014
- QualResMethods_GradCert_2013-2014
- Reorganization Letter, SACS COC Response, 2012-04

- Reorganization Letter, UTK-UTHSC, 2012-03
- SocialWork_APR_2013_CollegeResponse
- SocialWork_APR_2013_ReviewTeamRept
- SocialWork_BS_2012-2013
- SocialWork_BS_2013-2014
- SocialWork_MSSW_2013-2014
- Sociology_APR_2013_DeptResponse
- Sociology_APR_2013_ReviewTeamRept
- StudioArt_BFA_2012-2013
- StudioArt_BFA_2013-2014
- Univ. Tennessee, Second Monitoring Report, CS3.3.1.1
- VeterinaryMed_DVM_2012-2013
- VeterinaryMed_DVM_2013-2014
- Vol Vision Strategic Plan (Page 3)

3.3.1.2 Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

UT reports that it collects data related to its administrative support services. Several of the examples provided describe the data collected and the process for reviewing the identified data. However, it is difficult in many of the examples provided to link the data collected to specific outcomes. Without this link, it is unclear what the provided data tells the institution regarding the effectiveness of the university's administrative support services. Without this connection, it is also unclear whether the changes or improvements discussed are directly related to the specific service's objectives. In addition, while the data collection processes are described in the narrative, sufficient supporting documentation is often absent. Finally, it is unclear how the services selected were chosen for inclusion as examples. A complete list of administrative support services and information regarding how specific services were selected for inclusion in the narrative is needed to evaluate the representativeness of the sample of services provided.

University of Tennessee, Knoxville Focused Response

Context for Current Status of Assessment

A result of the Fifth-Year Interim Report, the university has undergone reorganization that removed the University of Tennessee System President and the UT System Vice President for Academic Affairs and Student Success as the CEO and SACS COC Liaison, respectively, and placed those responsibilities with the University of Tennessee, Knoxville (UT) campus Chancellor with the appointment of an Associate Vice Provost as the SACS COC Liaison (see substantive change letter dated **March 2012**). This organizational change was approved in by SACS COC in **April 2012**. The current SACS COC Liaison assumed those responsibilities fully January 1, 2013.

In January 2009, Dr. Jimmy G. Cheek began his tenure as Chancellor for the UT Knoxville campus. Chancellor Cheek initiated a strategic planning process and the UT System Board of Trustees accepted the strategic plan at their June 2010 meeting. UT is still developing its system of regular reporting of unit goals, objectives, assessment, and improvements outside of the annual review process of the unit administrator; or in other words, separating unit performance from personnel performance; hence, the difficulties identified by the off-site review team. The Chancellor and Cabinet are committed to improving the institutional effectiveness process.

Assessment of Administrative Support Services

The University of Tennessee, Knoxville (UT) is the flagship campus of the University of Tennessee System (UT System). The UT System provides central services for all of its campuses and institutes. These administrative support services include the Controller's Office, Account Payable, Treasury Functions, Payroll Office, Enterprise Computing, and Purchasing. UT has no oversight for these operations. Likewise, for Development and Alumni Affairs, those activities are supported and managed through the UT Foundation.

As a large and diverse public institution, UT has many units dedicated to providing the administrative support services that ensure efficient and effective fulfillment of the UT's mission. Units providing administrative support services establish goals, objectives, and outcomes for their services and use the results to make improvements.

Support units are reviewed continuously and external evaluation and feedback helps to guide development of programs and services and informs the administration of any weaknesses. The units that were included in the Compliance Report are the main divisions within the Division of Finance and Administration and were illustrative of how larger support units are assessed. All other units are measured in a similar fashion.

The main support units covered in the Compliance Report are part of the Division of Finance and Administration, and include,

Information Technology, led by the Associate Vice Chancellor and Chief Information Officer for the UT campus

University of Tennessee Police Department, led by the UTPD Chief, carries national accreditation by the Commission on Accreditation for Law Enforcement Agencies since 2009

Parking and Transportation Services is managed by a Director and has oversight for all parking (surface lots and garages development and maintenance and institutional parking permit system), the campus transportation system (operated by TransLoc), and works closely with the City of Knoxville and the Knoxville Area Transit Office

Emergency Management, led by a Director with oversight for all special events, including sporting events, and daily operations; works closely with the UTPD, City of Knoxville Police Department, Knox County Sheriff Department, City of Knoxville Fire Department, and local federal and state emergency management, law enforcement, and security agencies.

Dining Services, led by a Director with responsibility for providing meals to resident and non-resident students, faculty, and staff on a daily basis.

Environmental Health and Safety, led by a Director, goal is to provide an accident-free environment for students, faculty, staff and visitors. The unit covers all aspects of safety including environmental compliance, fire safety, and hazardous materials management. The Director works closely with Emergency Management, Biosafety, Radiation Safety, Risk Management, Facilities Services and UT Police.

Human Resources, is a UT System office led by the Vice President for Human Resources who also holds the title of Vice Chancellor for Human Resources for the UT Campus, was also discussed in the Compliance Report.

Other administrative units not discussed in the Compliance Report include the following:

Office of Communications and Marketing, reporting offices include Creative Communications, Media/Internal Relations, Video and Photography (headed by the Vice Chancellor for Communications)

Office for Diversity, reporting office includes the Office of Equity and Diversity (EEOC/AA Compliance); other units are discussed in 3.3.1.3 Academic and Student Support Services include Office of Multicultural Student Life, Educational Advancement Program, and OUTreach LGBT and Ally Resource Center (headed by the Vice Chancellor for Diversity; a new position recently created and filled June 2013). The VC has initiated a planning process with his units and created their first impact report published; see attached **Diversity Impact Report, 2013-2014**)

Office of Development and Alumni Affairs is led by the Vice Chancellor for Development and Alumni Affairs who produces quarterly reports on fundraising activities and distributes these to the university via email (see **March 2014** and **December 2014** quarterly reports attached).

Conclusion

The University of Tennessee, Knoxville, is committed to improving the institutional effectiveness process. The Vice Chancellor for Finance and Administration is currently instituting a budget planning process similar to that used by the Provost and Senior Vice Chancellor, who asks each unit during the annual planning meetings to discuss 1) progress towards achieving the goals of the unit's strategic plan, 2) progress towards contributing to the University's strategic plan, 3) successes in meeting goals throughout their units, and 4) efforts made to improve operations. As part of the annual planning meeting report, unit benchmarks and metrics, and the adoption of best practices are expected.

Sources

- Diversity Impact Report-2013-2014
- Quarterly Update Ending 2014-03-31
- Quarterly Update Ending 2014-12-31
- Reorganization Letter, SACS COC Response, 2012-04
- Reorganization Letter, UTK-UTHSC, 2012-03

3.3.1.3 Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

UT reports that it collects data related to its academic and student support services. Several of the examples provided describe the data collection process or what data is collect. However, it is difficult with many of the examples provided, to link data collected to specific outcomes. Without this link, it is unclear what the provided data tells the institution regarding the effectiveness of academic and student support services. Without this link, it is also unclear whether the changes or improvements discussed are directly related to the service's objectives. In addition, while the data collection processes are often described using brief narratives, sufficient supporting documentation is not provided. Finally, it is unclear how the services selected were chosen for inclusion as examples. A complete list of academic and student support services and information regarding how services were selected for inclusion in the narrative is needed to evaluate the representativeness of the sample of services provided.

University of Tennessee, Knoxville Focused Response

Context for Current Status of Assessment

A result of the Fifth-Year Interim Report, the university has undergone reorganization that removed the University of Tennessee System President and the UT System Vice President for Academic Affairs and Student Success as the CEO and SACS COC Liaison, respectively, and placed those responsibilities with the University of Tennessee, Knoxville (UT) campus Chancellor with the appointment of an Associate Vice Provost as the SACS COC Liaison (see substantive change letter dated **March 2012**). This organizational change was approved in by SACS COC in **April 2012**. The current SACS COC Liaison assumed those responsibilities fully January 1, 2013.

In January 2009, Dr. Jimmy G. Cheek began his tenure as Chancellor for the UT Knoxville campus. Chancellor Cheek initiated a strategic planning process and the UT System Board of Trustees accepted the strategic plan at their June 2010 meeting. UT is still developing its system of regular reporting of unit goals, objectives, assessment, and improvements outside of the annual review process of the unit administrator; or in other words, separating unit performance from personnel performance; hence, the difficulties identified by the off-site review team. The Chancellor and Cabinet are committed to improving the institutional effectiveness process.

Units that Provide Academic and Student Support Services

The units identified as providing academic and student support services on the UT campus (residential and distance education students) from which a sampling was drawn are listed in Table 3.3.1.3-1. As a result of strategic planning and filling two vice chancellor positions (one due to retirement; the other a newly created position), recent changes in institutional organization resulted in,

The creation of the Office of Diversity, led by the new position of Vice Chancellor (VC) for Diversity (June 2013), with three units listed below (Multicultural Student Life, Educational Advancement Program, and OUTreach) being moved from other divisions during at the start of the 2013-2014 academic year.

The creation of the Office of Undergraduate Research in the Office of Research and Engagement as a result of the strategic planning process. A permanent director only just started September 1, 2014.

A reorganization of the Division of Student Life after the successful search for a new VC (the position was vacated in early 2012; new VC started in January 2013). Upon his arrival, the Division of Student Life conducted a study of its structure, benchmarking against peer institutions and best practices. Offices were realigned based upon their programmatic responsibilities, 1) reducing the number of offices that reported to the Associate Vice Chancellor and Dean of Students, 2) moving units relating to student health and welfare to the Assistant Vice Chancellor for Student Life, 3) elevating the positon of Director of University Housing to an Assistant Vice Chancellor and Executive Director and moved auxiliary operations for Student Life under the direction of this revised position. Three units were renamed to reflect contemporary functions, 1) Student Activities became Center for Student Engagement, 2) Safety, Environment, and Education Center became Center for Health Education and Wellness, and 3) Office of Student Judicial Affairs became Student Conduct and Community Services; each better reflecting the programs and initiatives for which these offices have responsibility.

The creation of One Stop Express Student Services Center, which consolidates functions that students frequently used from the Bursar, Registrar and Financial Aid offices into one virtual and physical location providing high quality customer services to students. Should the student need higher-level of service from one of the offices, the One Stop Counselors will then work with the students to get the needed service.

Table 3.3.1.3-1 Academic and student support units across the various administrative divisions at the University of Tennessee, Knoxville (as of January 2015).

I. Division of Student Life
   - A. Associate Vice Chancellor for Student Life and Dean of Students
     - i. Career Services
     - ii. Center for Leadership and Service
     - iii. Center for Student Engagement (formerly Student Activities)
     - iv. New Student and Family Programs
     - v. Sorority and Fraternity Life

vi. Student Media (formerly Student Publications)

B. Assistant Vice Chancellor for Student Life
   i. Center for Health Education and Wellness (formerly Safety, Environment, and Education Center (S.E.E. Center)
   ii. Disability Services
   iii. Student Conduct and Community Services (formerly Office of Student Judicial Affairs)
   iv. Student Counseling Center
   v. Student Health Center

C. Assistant Vice Chancellor for Student Life and Executive Director of University Housing
   i. RecSports
   ii. University Center

II. Office of Diversity
   A. Multicultural Student Life
   B. Educational Advancement Program
   C. OUTreach: LGBT and Ally Resource Center

III. Office of the Provost and Senior Vice Chancellor
   A. Academic Colleges
      i. College of Arts and Sciences
         1. Chemistry GTA/Tutorial Center
         2. Math Tutorial Center
         3. Music Tutorial Center
         4. Writing Center
   B. Academic Advising Centers in each college with undergraduates
   C. Center for International Education
   D. Enrollment Services
      i. Office of Financial Aid and Scholarship
      ii. Office of the Registrar
      iii. One-Stop Express Student Services Center
   E. University Honors Programs (Chancellor's Honors, Haslam Scholars)
   F. Student Success Administration
      i. First Year Studies
      ii. Office of National Scholarships and Fellowships
      iii. Student Success Center
   G. Thornton Athletics Student Life Center (jointly with Intercollegiate Athletics)
   H. University of Tennessee Libraries
   I. Online Programs

IV. Office of Research and Engagement
   A. Office of Undergraduate Research

The Division of Student Life, Office of Diversity, Office of the Provost and Senior Vice Chancellor, and Office of Research and Engagement have their own processes for units to report their annual goals, priorities, strategies, metrics for success, and improvements based upon their assessment of programs and work.

The Office of the Provost and Senior Vice Chancellor uses the annual budget planning meetings for units within the division as a means for units to report their progress. During these planning meetings, each unit (including all of the colleges) discuss

1. Progress towards achieving the goals of the unit's strategic plan,
2. Progress towards contributing to the University's strategic plan,
3. Challenges to meeting goals throughout their units,
4. Efforts made to improve operations. As part of the annual planning meeting report, unit benchmarks and metrics, and the adoption of best practices is expected, and
5. Progress made in contributing to the five strategic initiatives of the Vol Vision Strategic Plan (**pages 3 and 4**).

Each college is given academic unit statistics (AUS) for the entire college and, for those organized with departments or schools, data for those units, from the Office of Institutional Research and Assessment. AUS are for the previous five fiscal years and include student credit hour production (upper, lower and graduate level), major enrollment (bachelor, master and doctorate), degrees awarded (bachelor, master and doctorate), faculty head count and FTEs (full-time tenure/tenure track, non-tenure track, and part-time), student credit hours and enrolled majors per faculty FTE, and budget (salaries and operating). It is then incumbent upon the college to discuss what actions are being taken to influence the trends in the data over the five-year period so that they contribute to the strategic goals of the university.

Attached are the reports (each report covers two fiscal years for planning purposes) from the

College of Agricultural Sciences and Natural Resources, FY 2014 and 2015
College of Architecture and Design, FY 2014 and 2015
College of Arts and Sciences, FY 2014 and 2015
Haslam College of Business, FY 2014 and 2015 (formerly College of Business Administration)
College of Communication and Information, FY 2014 and 2015
College of Education, Health, and Human Sciences, FY 2014 and 2015
College of Engineering, FY 2014 and 2015
College of Law, FY 2014 and 2015
College of Nursing, FY 2014 and 2015
College of Social Work, FY 2014 and 2015
Center for International Education, FY 2015 and 2016
Enrollment Services, FY 2015 and 2016
Honors Programs, FY 2014 and 2015
Student Success Administration, FY 2015 and 2016
Thornton Athletics Student Life Center, FY 2015 and 2016

The Provost has also initiated a process of strategic assessment reporting during the current academic year. Each unit identifies appropriate metrics (Top 25, Operational, and Effectiveness), compliance metrics (if appropriate), present operational and effectiveness metric data, benchmarking against Top 25 peer institutions, trends and case studies, and unit strategic priorities. Reports presented to date include

First-Year Studies

Online Programs
Summer School

These reports demonstrate that units are examining their programs, review measures and making adjustments when moving forward.

Conclusion

The University of Tennessee, Knoxville, is committed to improving the institutional effectiveness process. The Provost and Senior Vice Chancellor uses a budget planning process that asks each unit during the annual planning meetings to discuss 1) progress towards achieving the goals of the unit's strategic plan, 2) progress towards contributing to the University's strategic plan, 3) successes in meeting goals throughout their units, and 4) efforts made to improve operations. A critical part of the preparation of the annual planning report requires units to identify benchmarks and metrics, when analyzing their position and make appropriate adjustments to programming based on assessment results and review of best practices. The full integration of strategic planning with assessment is relatively new and we only have a few years of practice at the process. The Chancellor and the Vice Chancellors are fully committed to improving institutional effectiveness.

Sources

- Center for International Education_APM_FY 15 16
- College of Agricultural Sciences and Natural Resources_APM_FY 14 15
- College of Architecture and Design_APM_FY 14 15
- College of Arts and Sciences_APM_FY 14 15
- College of Communication and Information_APM_FY 14 15
- College of Education, Health, and Human Sciences_APM_FY 14 15
- College of Engineering_APM_FY 14 15
- College of Law_APM_FY 14 15
- College of Nursing_APM_FY 14 15
- College of Social Work_APM_FY 14 15
- Enrollment Services_APM_FY 15 16
- First-Year Studies_Assessment_Update
- Haslam College of Business_APM_FY 14 15
- Honors Programs_APM_FY 14 15
- Online Programs_Assessment_Update
- Reorganization Letter, SACS COC Response, 2012-04
- Reorganization Letter, UTK-UTHSC, 2012-03
- Student Success Administration_APM_FY 15 16
- Summer School_Assessment_Update

- Thornton Athletics Student Life Center_APM_FY 15 16
- Vol Vision Strategic Plan (Page 3)

3.3.1.4 Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

UT outlined expected institutional outcomes for research in the institution's Research Strategic Action Plan. However, other than measures related to funding, it is difficult to identify and link data collected to back specific outcomes. Metrics developed following the arrival of the new Vice Chancellor of Research and Engagement do set goals related to each of the action items associated with the university's revised research plan. However, the majority of data collection is currently underway, leaving few opportunities for the institution to document evidence of improvement based on findings. One exception is in the area of funding dollars, which has increased over the last five years. The narrative does discuss the faculty evaluation process and the academic program review process as methods by which research objectives are assessed. While the institution does link to academic program review guidelines, no examples of actual academic program reviews are provided.

University of Tennessee, Knoxville Focused Response

Context for Current Status of Assessment

A result of the Fifth-Year Compliance Report, the university has undergone reorganization that removed the University of Tennessee System President and the UT System Vice President for Academic Affairs and Student Success as the CEO and SACS COC Liaison, respectively, and placed those responsibilities with the University of Tennessee, Knoxville (UT) campus Chancellor with the appointment of an Associate Vice Provost as the SACS COC Liaison (see substantive change letter dated **March 2012**). This organizational change was approved in by SACS COC in **April 2012**. The current SACS COC Liaison assumed those responsibilities fully January 1, 2013.

At the same time, a new Chancellor was hired (2009) for the UT Campus and initiated a strategic planning process (2010). Chancellor Jimmy G. Cheek initiated a search for the Vice Chancellor for Research and Engagement which ultimately was successful when after the second round identified Dr. Taylor Eighmy, who took the position in 2012. It is Vice Chancellor Eighmy who

- initiated the development of more detailed **strategic plan metrics** for his division,
- the regular review of research investment (**webpage** or **pdf** of the webpage),
- the regular review of the UT-Battelle joint institutes,
- the development of engagement metrics for Carnegie Community engaged designation, and

- the regular review of the research centers (see actual **webpage** or **pdf print** of webpage), a relatively new process.

Further, an Action Plan for the Office of Research and Engagement will be launched this spring that reflects an active, accountable response to annually identified administrative, procedural, and scholarship support needs by the division. UT is still developing its system of regular reporting of unit goals, objectives, assessment, and improvements outside of the annual review process of the unit administrator; or in other words, separating unit performance and assessment from personnel performance; hence, the difficulties identified by the off-site review team.

UT has a long history of conducting academic program reviews for academic departments; those that undergo programmatic accreditation review may opt out of the academic program review process. UT recently revised the schedule moving from a 10-year cycle with the mid-cycle review in the third or fourth year to a 10-year cycle with the mid-cycle review in the fifth year. During this transition, some reviews were rescheduled to more evenly distribute the programs over time. Also, during this transition, the institution moved from paper-based documents to electronically submitted reports.

Beginning with the 2012-2013 academic year, the Academic Program Review (APR) manual underwent major revision after the adoption of the Vol Vision - Journey to the Top 25 strategic plan. The guidelines for development of the self-study report requires academic programs to address how their own vision, mission and values align with the institution's vision, mission, and values, and the five initiatives of the strategic plan (Academic Program Review Manual, Appendix I: Self-Study Document, **pages 13 through 16** of the pdf file; Vol Vision - Journey to the Top 25, **pages 3 and 4** of the pdf file). One of the five initiatives is, Strengthen our capacity and productivity in research, scholarship, and creative activity to better educate our students; enhance economic, social, and environmental development; support outreach to our various constituencies; and extend the reputation and recognition of our campus. It is this part of the review that focuses on an academic program's research and scholarly work. Most APRs are based on the college-department structure; however, some interdepartmental programs also undergo APR such as the Interdepartmental Genome Science and Technology program. The APRs conducted prior to the 2012-2013 academic year followed the old guidelines and do not align the self-study document with the strategic plan.

A sampling of APR and Mid-cycle reviews from across the colleges is included with this report. They were selected to represent reviews that occurred within the past five years and show the breadth of programs across colleges. Programmatic accreditation reviews were not selected for this response due to the volume of documentation associated with accreditation reviews. Those can be made available to reviewers on site, if so desired.

Table 3.3.1.4-1 provides a listing of the various academic program reviews (APR) and mid-cycle reviews provided with this report and the sections relating to research, scholarly work, and productivity are listed in the table (page numbers refer to the page in the pdf file and does not necessarily correspond with the pagination on the printed page; please note that some of the files are large and that some sections were deleted to reduce file size. Sections most commonly deleted were the faculty abbreviated vita, departmental bylaws, and/or undergraduate and graduate catalog copy).

Following Table 3.3.1.4-1, are illustrative, brief summaries of a sub-sample of the programs included in the table (those given in bold-face type) that represent the breadth of disciplines

across the eleven colleges and types of research and scholarly activity at UT in humanities, arts, social sciences, biological and physical sciences, and professional fields. Some colleges are not represented because they undergo programmatic accreditation review, that is accepted by the Tennessee Higher Education Commission in lieu of academic program review [Colleges of Architecture and Design (programs in architecture, interior design, and landscape architecture; each are accredited), Law, Nursing, Social Work, and Veterinary Medicine].

Table 3.3.1.4-1 Listing of select academic program (APR) and mid-cycle reviews included in this report; reviews occurred within the last five years; type of review, year and appropriate pages of the report's pdf file are given in the table. Please note the self-studies are large documents and the entire study is provided, as opposed to extracting relevant sections.

Unit	Type of review and year	Discussion of research programs (specific pages in reports)	
		Self-study	Review team findings
Animal Science (1)	APR, 2014	Page 18 Pages 72 through 92	Pages 2 through 4
Anthropology (2)	APR, 2009	Pages 7 through 10 Pages 21 through 24 Page 38 Pages 53 through 55 Pages 151 through 153	Pages 3 through 5
Child and Family Studies (3)	Mid-Cycle, 2009	Pages 3 through 4 Page 8	Pages 2 through 4
Classics (1)	APR, 2010	Page 15 Page 24 Page 29	Pages 2 through 3 Pages 5 through 7
College of Communication and Information Doctoral Program (4)	APR, 2010	Pages 16 through 17 Pages 32 through 35	Page 10
Economics (5)	Mid-Cycle, 2011	Pages 3 through 5 Pages 7 through 8 Page 11	Page 3 Pages 5 through 6
Electrical Engineering and Computer Science (6) [located in Knoxville and at the UT Space Institute (UTSI), Tullahoma]	APR, 2009	Pages 6 through 7 Pages 25 through 30 Pages 68 through 70 Pages 77 through 89 Page 114 Pages 129, 135	Pages 1 through 4

Unit	Type of review and year	Discussion of research programs (specific pages in reports)	
		Self-study	Review team findings
		through 136, and 143 through 146 (UTSI information) Pages 149 through 198	
English (2)	APR, 2014	Pages 47 through 51	Various ways throughout the report (passages highlighted)
Forestry, Wildlife and Fisheries (1)	APR, 2012	Page 37 Pages 39 through 41 Pages 86 through 89 Pages 96 through 105 Page 110 through 112	Page 3 Pages 6 through 7
Genome Science and Technology (2) (7)	APR, 2013	Pages 11 through 13 Pages 17 through 18 Pages 20 through 21 Page 28 Pages 67 through 84	Not addressed (findings focused on graduate student funding and program structure)
Geography (2)	APR, 2014	Pages 57 through 66 Pages 71 through 78	Pages 3 through 4 Page 8 through 9
Kinesiology, Recreation and Sport Studies (3)	Mid-Cycle, 2010	Pages 3 through 5 Pages 8 through 9	Pages 2 through 3
Marketing and Supply Chain Management (5) (8)	Mid-Cycle, 2011	Pages 4 through 6 Pages 8 through 9	Page 1 Page 4
Nuclear Engineering (6)	Mid-Cycle, 2012	Page 4 Pages 6 through 12 Page 14 Pages 17 through 18	Pages 2 through 4
Nutrition (3)	APR, 2012	Pages 34 through 41 Pages 61 through 77	Pages 6 through 10

Unit	Type of review and year	Discussion of research programs (specific pages in reports)	
		Self-study	Review team findings
		Page 81	
Philosophy (2)	Mid-Cycle, 2014	**Pages 10 through 11** **Pages 18 through 19** **Pages 21 through 22** **Pages 28 through 29** **Pages 47 through 49** **Pages 88 through 93**	Minimally addressed on **Page 1** (findings focused on teaching loads, departmental community, and other issues)
Physics and Astronomy (2)	Mid-Cycle, 2009	**Pages 4 through 6**	**Page 2 through 3**
Sociology (2)	APR, 2013	**Pages 36 through 40**	**Page 1** **Page 3**
Theory and Practice of Teacher Education (3)	APR, 20096	**Pages 7 through 10** **Pages 14 through 49**	**Page 2** **Page 4**

(1) College of Agricultural Sciences and Natural Resources
(2) College of Arts and Sciences
(3) College of Education, Health and Human Sciences
(4) College of Communication and Information
(5) Haslam College of Business
(6) College of Engineering
(7) A cross-disciplinary MS and PhD with faculty mentors predominately from the College of Arts and Sciences, but also from the College of Agricultural Sciences and Natural Resources, and Oak Ridge National Labs
(8) Formerly the Department of Marketing and Logistics, effective July 1, 2012

Anthropology (offers BA, MA, and PhD programs)

The Department of Anthropology research focuses on forensic anthropology and archaeology. The departmental faculty members collaborate with the Frank H. McClung Museum of Natural History and Culture, the Tennessee Valley Authority (TVA), Tennessee Department of Transportation, and other contractual sponsoring agencies. These relationships generate research opportunities for students and faculty, and appreciable overhead funds to support the institution and the department; these collaborations often lead to employment of department graduates. Other collaborations exist with Oak Ridge National Laboratories and the UT Medical Center. Faculty members consistently publish, in various formats, and are speakers at national and international conferences. They actively seek external funding to support the research program, having increased their funding to over $1.7 million in FY 2007 (the last year of data presented in the report), a 430% increase over a nine year period. The review team recognized, *Both the bio-anthropology and archaeology programs are enhanced by access to remarkable research and teaching collections: the so-called Body Farm, the Archaeological Research Laboratory (ARL), the*

McClung Museum, skeletal collections (both donated and excavated), and special collections of marmosets, mussels, and other zoological specimens. While complimentary on the efforts made to date, they did recognize that there was inconsistency across the faculty and encouraged them to seek out the assistance of the grant support infrastructure provided by the Office of Research.

Classics (offers BA program)

The faculty's special research strengths are in Bronze-Age Aegean archaeology and nautical archaeology, in late Bronze Age-early Iron Age Aegean archaeology, in archaic Greek economy and society, in archaic and classical Greek epigraphy and archaeology, in classical rhetoric and oratory, in Hellenistic and Augustan poetry, in gender studies, in Roman legal and social history of the late Republic and the early Empire, in Latin hexameter poetry and Latin literature, of the empire, and in Medieval Latin. The department does not offer graduate degrees, so graduate education and research is through collaboration with other appropriate units on campus. However, the faculty is productive and they have a record of publication of books and book chapter, refereed papers at scholarly meetings, and invited lectures. Faculty have also been recipients of Fellow recognition from various groups, along with National Endowment for the Humanities awards. The review team recognized that the heavy teaching and service loads limit research productivity, and yet they remain committed to scholarly publication and have in fact, increased their scholarly productivity over the last two years covered by the review period. At the same time, the team identified four factors that seem to affect the faculty's professional development (teaching load, administration and service, underuse of Faculty Development Leave program, and absence of a graduate program).

Economics (offers BS, MA, and PhD programs)

The Department of Economics responded to recommendations made at the time of the academic program review and in the mid-cycle review self-study presented progress towards achieving the recommendations. With regards to research, they benchmarked the department against other departments of economics located at similar research institutions. They presented data that indicates they have successfully improved not only the quality and the quantity of publications, but also were able to publish in more prestigious economics journals. They also developed a departmental strategic plan that places research and faculty output as one of their strategic goals to become a Top 50 Economics Department. The review team suggested that the department create other benchmarks or target specific institutions against whom to compare faculty research productivity (such as, publications, doctoral student placements, endowed chairs, etc.). The team also suggested that in order to improve the research of the department, the faculty needed to change the profile of the doctoral students being recruited.

Electrical Engineering and Computer Science (offers 3 BS, 3 MS, and 3 PhD programs)

The Department of Electrical Engineering and Computer Science (EECS) is an example of a complex, recently merged department. The Department of Computer Science had been in the College of Arts and Sciences and was merged with the Department of Electrical Engineering in the College of Engineering effective July 1, 2007. The academic program review occurred approximately 18 months later and offers insights into a complex unit with different cultures and components located at the UT Space Institute, Tullahoma, Tenn. The department represents three distinct and yet inter-related fields. The department identifies its strengths as increasingly strong research programs with high levels of external support and with collaborations with Oak Ridge National Laboratory, including the new NSF

supercomputer, allowing for unique research opportunities. At the time of the review, the department was anticipating moving into new facilities that would be dedicated exclusively to the EECS research and teaching programs. The department's self-study included exhaustive data in appendices relating to research awards that demonstrate a high level of commitment to grantsmanship and research. The review team noted there were inconsistencies in data provided mainly due to the data being separated by the two parent departments and then presented for the combined, new department. The team did note that the department compared well to other Top 50 EECS departments as ranked by US News and World Report. The team 1) recommended focusing the research agenda to allow for depth to develop with future hires; 2) recognized that there are a small number of named professorships or chairs making it difficult to recruit high-caliber senior faculty; 3) recommended the department develop a strategy to capture more research funding from other federal agencies, beyond the Department of Energy and the National Science Foundation; and 4) clarify the contributions of the UTSI to the EECS department's mission.

Forestry, Wildlife and Fisheries (offers 2 BS, 2 MS, and one PhD programs)

The Department of Forestry, Wildlife and Fisheries is part of the College of Agricultural Sciences and Natural Resources and has faculty with appointments to AgResearch (formerly called the Tennessee Agricultural Experiment Station) and UT Extension of the University of Tennessee Institute of Agriculture. Research is conducted on AgResearch Research and Extension Center land, as well as public lands (e.g., Great Smoky Mountains National Park, Cherokee National Forest, Tennessee's state forests, stare parks, and Wildlife Management Areas), and public waters. Collaborations exist with Oak Ridge National laboratory, the National Institute for Mathematical and Biological Synthesis (NIMBios), an NSF funded center located on the University of Tennessee, Knoxville campus, and several UT departments. Faculty productivity is measured by peer-reviewed journal articles, peer-reviewed proceeding papers, books and book chapters, external funding, and graduate degree production. The department benchmarks itself against other southeastern forestry, wildlife and fisheries programs. The review team noted the increased activity in the area of grantsmanship and noted that at the same time, there was a decline in the number of doctoral students due to the loss of hard-funded graduate research assistantships that come with fee waivers (fee waivers are not allowed on the grants received). The team also noted that the research tends to be regional in scope, although work with national implications is routinely undertaken. They did suggest that the department needs to identify a "niche" for itself beyond its broad identity as the place in Tennessee to go for expertise in forestry, wildlife and fisheries.

Genome Science and Technology (offers MS and PhD programs)

Genome Science and Technology (GST) describes itself as a *cross-disciplinary, degree-granting, graduate program in the life sciences that links the campuses of Oak Ridge National Lab (ORNL), the University of Tennessee, Knoxville (UTK) and the UT Institute of Agriculture (UTIA)*. At any given time, approximately 70 faculty members are adjunct with the GST and at the time of the review, had 44 graduate students (43 doctoral, 1 Master). Research is directly tied to graduate student theses and dissertations related to the work of the faculty mentor. The 70 GST faculty members are among the most research active in their respective units, and the productive GST students play critical roles in their teams. Work is interdisciplinary, targets local and regional problems, and supports the strategic plan of becoming a Top 25 institution through the awarding of graduate degrees and enhancing institutional research. The review team recognized the strengths of the program lie in the collaboration between UT and ORNL, attracting highly productive faculty to the program to mentor the graduate students. Research output as measured by refereed article publication and graduate career placement is high.

Kinesiology, Recreation and Sport Studies (offers 2 BS, 2 MS, and one PhD programs)

The Mid-Cycle review documents are provided. They respond to the findings of the Academic Program Review (APR) that had been conducted three years earlier. Collaboration within the department and with others outside the department was noted as a weakness in the APR. Increased collaboration within and outside the department is discussed in several locations throughout the document and the improvement in pre- and post-award functions at the college and university levels point to increased scholarly work by the faculty. Also discussed was reorganization of the department and curricula that lead to reduced duplication and increased curricular collaboration that brought faculty together in ways not previously done; both actions resulted in improved faculty collaborations. The review team noted that faculty scholarship benchmark means for the period from 2005 to 2009 were higher in three categories (refereed publications, books, and American Academy of Kinesiology and Physical Education Fellows) compared to the previous review of the department. The team noted that the three new faculty hires appeared to be off to a good start.

Nutrition (offers BS, MS, and PhD programs)

The self-study document is an example of a department that has clear expectations for faculty and uses data to determine faculty workloads. They have a strong understanding of time needed to write grant proposals and how to balance with teaching assignments that minimize class preparation time (teaching similar material at the undergraduate and graduate levels). Through careful faculty hiring and mentoring, they can demonstrate an increase in grantsmanship, funding, and refereed publications. The review team noted the commitment to and engagement in research, including undergraduate students, is stellar. They also noted the collaborative research among disciplines, both within and outside UT, and including non-academic community partners; and, the strategic purchases of equipment to support the research of faculty and graduate students enhances their productivity. The physical state of the research facilities was identified as a roadblock to continued growth of the research program.

Physics and Astronomy (offers BS, MS, and PhD)

The department reports their refereed publications, citations and research expenditures and demonstrate increases in all three metrics over the time frame of the review. They also reported an increase in endowment and endowment earnings that allow for improved support for graduate students and the department in general. The review team noted the increase in the three metrics places the department in the top 10 percent of physics programs according to NSF data. And, the review team expressed concern over the aging of the department's faculty and the need to be able to recruit top-notch scientists.

Conclusion

The University of Tennessee, Knoxville, assesses the quality of its research programs in various ways. The Vice Chancellor for Research instituted a new review process for research centers that was discussed in the compliance report. Additionally, the University recognizes that research is conducted by the faculty, professional staff, graduate and undergraduate students. The quality of the research and the strength of research programs are evaluated through faculty and staff annual review, placement of graduate students upon completion of their studies at UT, and with departmental research programs. Academic Program Review provides a multi-year evaluation of all aspects of a department, including its research

programs. Through these various processes, UT assesses its research agenda and sets priorities and goals for the future.

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3.3.1.5 Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

Community/public service is clearly within the university's mission given the inclusion of "outreach and engagement" in the institution's mission statement. Furthermore, the strategic priorities developed by the institution as part of the university's strategic planning process speaks to strengthening the university's support of outreach to various constituencies. This part of the university's mission is largely coordinated through the Office of Community Engagement and Outreach (OCEO), UT Service Learning and the Center for Leadership and Service (CLS. Metrics identified to assess outreach and engagement include projects and awards, service-learning participation and number of partnerships. The OCEO requires end-of-project reports that contain assessment information. However, the one example provided was written in future tense, making it difficult to determine whether any improvements resulted from such assessment.

The university states UT Service-Learning has established five goals and has identified objectives related for each goal; however, the objectives are not provided. The university states that learning courses with a service designation must report on learning outcomes; however, no examples or supporting documentation are provided. This is also true for the post-placements assessments discussed in the narrative. The institution states that it surveys over 100 partner organizations as part of the CLS assessment process; however, again, no supporting documentation is provided. While the university has established structures to coordinate its operations that support the community/public service component of its mission, much of the assessment and improvement process is still under development. For the majority of assessments outlined, no supporting documentation is provided.

University of Tennessee, Knoxville Focused Response

Context for Current Status of Assessment

A result of the Fifth-Year Interim Report, the university has undergone reorganization that removed the University of Tennessee System President and the UT System Vice President for Academic Affairs and Student Success as the CEO and SACS COC Liaison, respectively, and placed those responsibilities with the University of Tennessee, Knoxville (UT) campus Chancellor with the appointment of an Associate Vice Provost as the SACS COC Liaison (see substantive change letter dated **March 2012**). This organizational change was approved in by SACS COC in **April 2012**. The current SACS COC Liaison assumed those responsibilities fully January 1, 2013.

In January 2009, Dr. Jimmy G. Cheek began his tenure as Chancellor for the UT Knoxville campus. Chancellor Cheek initiated a strategic planning process and the UT System Board of Trustees accepted the Vol Vision-Journey to the Top 25 **strategic plan** at their June 2010 meeting. UT is still developing its system of regular reporting of unit goals, objectives, assessment, and improvements outside of the annual review process of the unit administrator; or in other words, separating unit performance from personnel performance; hence, the difficulties identified by the off-site review team. The Chancellor and Cabinet are committed to improving the institutional effectiveness process.

Previous Organization of the University and Community Engagement and Outreach

The University of Tennessee, Knoxville (UT) is the flagship campus of the University of Tennessee System (System) with a Board of Trustees providing oversight to all campuses and institutes within the UT System. The UT System is led by a President, to whom the Chancellor for the University of Tennessee, Knoxville answers. The University of Tennessee Institute of Agriculture (UTIA) is headquartered in Knoxville. The UTIA Chancellor has oversight for AgResearch (formerly called Tennessee Agricultural Research) and UT Extension programs (federally supported outreach programs in agriculture, natural resources, family and consumers, youth development and 4-H) across the state. The Institute for Public Service (IPS), another unit of the University of Tennessee System, provides university expertise for communities and workplaces by consulting daily with government, law enforcement and industry leaders to improve efficiency and performance of government and businesses. IPS is led by a Vice President who answers directly to the UT System President. As discussed above, the University of Tennessee was reorganized by separating out the UT System administration, the UTIA, and the IPS from the University of Tennessee, Knoxville. Therefore, these programs were not addressed in the Compliance Report, as might be expected for other land-grant universities and are separate from the UT Knoxville operations.

Establishing a Coordinating Structure for UT's Outreach Mission

Outreach occurs in three basic ways through 1) faculty and community partnerships to address needs of different constituents, 2) formal course and academic-program based instruction for students, and 3) informal volunteer programs for students, faculty and staff. Three units on campus have taken the leadership in each of the three areas; these connect the UT's outreach mission to its education and/or research missions, in support of the stated strategic goals and priorities of UT.

Table 3.3.1.5-1: Mission-based public service at the University of Tennessee, Knoxville

Unit	Academic Outreach and Community Engagement
Office of Community Engagement and Outreach (Office of Research and Engagement)	Coordinates and facilitates a broad and diverse set of community-campus partnerships, providing community engaged scholarship and community engaged research opportunities for UT faculty.
UT Service-Learning (Office of the Provost)	Engages faculty and community partners in course-based service-learning experiences that enhance students' academic learning while pursuing solutions to society's most pressing problems.
Center for Leadership and Service (Division of Student Life)	Educates and engages all UT students to lead and serve the global community.

Status of Community Engagement and Outreach

In 2012, a new Vice Chancellor (VC) for Research and Engagement was hired and reviewed the Vol Vision-Journey to the Top 25 **Strategic Plan**. Organizational structure was established to operationalize the engagement elements of the strategic plan and has dedicated Top 25 strategic plan funding to establish the Office of Community Engagement and Outreach (OCEO) based within the Office of Research and Engagement (ORE). The VC for Research and Engagement developed more detailed strategic plan metrics for his division that include more granular metrics relating to engagement and outreach (see UT Research and Engagement Top 25 Strategic Plan, January 2014, **pages 5 through 6**). This document was finalized in January 2014. Metrics added that measure engagement include numbers of formal partnerships, the number of UT participants, scholarly projects and national awards. Because these are new processes that filled a void in our institutional effectiveness work, no data is yet available to present.

The Office of Community Engagement and Outreach worked collaboratively with UT Extension (University of Tennessee Institute of Agriculture) to submit a **joint application** for Carnegie Foundation's elective Community Engagement Classification. Undertaking the application process has allowed the institution to identify areas where improved assessment is needed and to put in place the above mentioned metrics. Since the Compliance Report was submitted, we received word that the **application was approved** effective January 2015. Feedback from the Carnegie application will provide a roadmap for improvement in four areas, 1) assessment, 2) reciprocal partnerships, 3) faculty rewards, and 4) integration and alignment with other institutional initiatives. The Director of Community Engagement and Outreach is currently leading a process to improve in these areas.

Status of Service-Learning

The University of Tennessee, Knoxville, established the Office of Service-Learning with the mission is to engage faculty and community partners in meaningful, reciprocal, and impact-driven service-learning experiences that enhance students' academic learning, prepare them for democratic citizenship, and leverage their scholarship towards the pursuit of multi-faceted solutions to society's most pressing problems. Many of the service-learning

experiences result from the faculty engagement in activities supported by the Office of Community Engagement and Outreach.

In keeping with the mission of the University, the desired outcomes of UT Service-Learning are documented in an initial, two-year strategic plan and include the following five goals:

- Institutionalize service-learning processes for faculty and community partners
- Foster institutional awareness of best practices in service-learning
- Facilitate matching of faculty and community partners regarding service-learning opportunities
- Develop systems for tracking service-learning activity
- Build the capacity of service-learning on campus

UT Service-Learning has established measurable objectives for each of its five strategic goals, and has implemented a number of ongoing processes by which UT service-learning courses can be monitored and assessed. The Director of Service-Learning prepared the **first progress report**, see Table 3.3.1.5-1, (adapted from the **Service-Learning Strategic Plan**) in achieving goals for the one-year review, which occurred since the submission of the Compliance Report in September 2014.

Table 3.3.1.5-1 Goals and objectives established by the Office of Service-Learning in its two-year strategic plan. Exhibits for each accomplished objective may be viewed by clicking on the link for each objective for which there is an exhibit.

Goal	1. Institutionalize service-learning processes for faculty and community partners
Objective	1.a. Create guides to service-learning for faculty (upcoming) and community partners (complete), and an abbreviated version for students (upcoming) Exhibit: **Community Partner Guide to Service-Learning**
	1.b. Develop a Memorandum of Collaboration (MOC) and optional Expanded Memorandum of Collaboration (EMOC) for faculty and community partners to help guide the collaboration process (complete) Exhibits: **Expanded Memorandum of Collaboration for Service-Learning Partnerships** **Standard Memorandum of Collaboration for Service-Learning Partnerships**
	1.c. Develop an evaluation process to assess achievement of goals outlined in the MOC or EMOC, and to be administered upon completion of the service-learning project (complete) Exhibits: **Service-Learning Community Partner Evaluation** **Service-Learning Faculty Evaluation**
	1.d. Create an electronic intake process for community partners who want to engage in service-learning (complete)
	1.e. Develop an (optionally anonymous) electronic feedback process for faculty and community partners to discuss their experiences (complete)
	1.f. Develop a process for securing student insurance payments(complete) Exhibit:

	Risk Management and Liability Insurance
	1.g. Create a service-learning (S) course designation with some type of award attached, and secure a designation committee for S courses (in progress) Exhibits: **Course Proposal for S-Designation** **S-Designation Applicant Profiles** **S-Designation Proposal to Undergraduate Council** **Service-Learning Steering Committee**
Goals	2. Foster institutional awareness of best practices in service-learning
Objective	2.a. With Tennessee Teaching and Learning Center (Tenn TLC): Create a How-To pedagogy page on service-learning at UT, and post to web (complete) Exhibit: **Service-Learning How To Guide**
	2.b. Provide information on managing and preventing risks associated with service-learning (complete) Exhibit: **Risk Management and Liability Insurance**
	2.c. Post Howard's Principles of Good Practice on the web (complete), and expand best practices resources available on the website (in progress/ongoing) Exhibit: **Course Design**
	2.d. Offer service-learning course/project design consultations for faculty, with Tenn TLC and Office of Information Technology (OIT) where appropriate (in progress/ongoing)
	2.e. Provide training for faculty associated with service-learning course/project design and acquiring the SL designation, with Tenn TLC, OIT, and designation committee where appropriate (upcoming/ongoing)
	2.f. Include service-learning section in UT Teaching Guide (complete)
	2.g. Offer pre-service student trainings and resources, with Center for Leadership and Service and others where appropriate (upcoming/ongoing)
	2.h. Publicize best practices resources to faculty and administrators through press releases and presentations (in progress/ongoing)
Goal	3. Facilitate matching of faculty and community partners regarding service-learning opportunities
Objective	3.a. Create a list of community partner organizations interested in service-learning, with descriptions of possible scholarly applications for students, and post to website (complete/ongoing) Exhibit: **Service-Learning Partnership Opportunities for Faculty**
	3.b. Create a Facebook page to widen visibility and disseminate information (upcoming)
	3.c. Develop network of point people to disseminate information on partnerships to their colleges/departments(complete) Exhibit: **Service-Learning Steering Committee**
	3.d. Work with Partnerships Portal group to communicate partnership opportunities to the campus in an organized, ongoing way (ongoing)
	3.e. Work with Partnerships Portal to create a website where community

	members can browse offices that offer service and/or scholarship to the community; submit requests for partnerships based on need; and stay abreast of current and upcoming events and opportunities (in progress)
	3.f. Upon completion of Partnership Portal website, work with Portal members to publicize through identified external communications networks (upcoming)
Goal	4. Develop systems for tracking service-learning activity
Objective	4.a. Upon establishment of service-learning "S" designation, collect and report data on faculty, community partner, and student participation in service-learning (upcoming)
	4.b. Conduct service-learning course inventory to establish baseline for number of courses offered per semester (upcoming) Exhibit: **Service-Learning Course Identification Instructions**
Goal	5. Build the capacity of service-learning on campus
Objective	5.a. Garner grassroots-level support as well as administrative support/funding (upcoming)
	5.b. Explore possibilities of establishing programs around issue-based service-learning partnerships (such as Sustainable Cities Initiative at University of Oregon) (complete: Smart Communities Initiative/ongoing) Exhibits: **Program Description, Smart Communities Initiative** **Smart Communities Initiative Web Screenshot** **Smart Communities Initiative Courses**
	5.c. Collaborate with Carnegie Elective Community Engagement Classification Writing Team to complete application for 2015 designation (complete: Carnegie Designation awarded) Exhibits: **Carnegie Foundation Letter** **Carnegie Campus Announcement**
	5.d. Distribute service-learning project materials (such as Haiti Project books) to prospective community partners, administrators, and select others to spotlight and promote existing service-learning efforts (ongoing)
	5.e. Collaborate with Tenn TLC on Instructor/Partnership of the Month project for UT homepage (upcoming)
	5.f. Work with Office of Communications to publicize stories of excellent service-learning on campus (in progress/ongoing)
	5.g. Work with designated other offices to host events to promote opportunities around service-learning, internships, community service, engaged research, and outreach (upcoming/ongoing)

As of spring 2014, service-learning at UT, is now a formally defined, course-based activity, with an initial group of S-designated courses from nine different UT colleges now underway (see below). The compliance report erroneously noted that the Undergraduate Council approved the S-designation at the April 8, 2014 meeting (detail provided on **pages 4 through 9** of the pdf file) and that service-learning courses, therefore, would first appear in the 2014–15 Undergraduate Catalog, and then also will be reflected on student transcripts beginning fall 2015. The minutes of the meeting actually indicated the designation will be included in the 2015-2016 Undergraduate Catalog.

Since the completion of the Compliance Report, the Director for Service-Learning and the Service-Learning Steering Committee have decided to delay completion of the S-Designation Implementation Plan for two reasons, 1) the pilot-project with the nine courses (see Table 3.3.1.5-2 below) revealed a number of gaps needing to be addressed, and 2) they wanted to wait until after the SACS COC QEP Reviewer and the SACS COC On-Site Review Team complete their review of the QEP (titled *Experience Learning* with a focus on experiential learning, including service-learning) should they have any comments and because the QEP proposal included resources and a support mechanisms which will be critical to making the S-designation viable. Because of these delays in implementation, the S-designation, in the best case scenario, will appear in the 2016-2017 undergraduate catalog and transcripts for students taking courses during that academic year.

Table 3.3.1.5-2 UT pilot program of a service-learning course designation during the 2013–2014 academic year, with nine pilot courses representing eight of the 11 colleges; course designation links to the s-designation proposal for the course.

College of Agricultural Science and Natural Resources

Agricultural Leadership, Education, and Communication 450 Ag Leadership Development

College of Architecture and Design

Architecture 483 Advanced Architectural Design–Urbanism

College of Arts and Sciences

Sociology 495 Social Justice and Community Service

College of Communication and Information

Information Science 554 Public Library Management and Services

College of Education, Health and Human Sciences

Education 100 Special Topics - Service-Learning

College of Engineering

Civil Engineering 400 Senior Design Project

College of Law

Law 948 Public Defender Externship

College of Nursing

Nursing 382 Health Promotion and Maintenance in the Community

College of Veterinary Medicine

Veterinary Medicine 893 Clinical Rotation in Large Animal Clinical Services III Equine and Farm Animal Field Services

Conclusion

Under direction provided by the Provost and Senior Vice Chancellor, the Vice Chancellor of Student Life, and the Vice Chancellor of Research and Engagement, UT's mission for community engagement and outreach will be coordinated, assessed, and continually improved upon by the three major divisions of the university. Rather than standing apart from the University's other missions of instruction and research, community engagement and outreach is being integrated into the same process of planning, evaluation, assessment and change implementation that applies to all other units.

As discussed in the full Compliance Report, UT's efforts to integrate community engagement with its mission have recently been given a clear structure. These efforts support the

mission and the strategic plan's goals. The full integration of strategic planning with assessment is relatively new and we only have a few years of practice at the process. The Chancellor and the Vice Chancellors are fully committed to improving institutional effectiveness.

Sources

- ALEC 450
- ARCH 483
- Carnegie Application
- Carnegie Campus Announcement
- Carnegie letter
- CE 400
- Community Partner Guide to Service-Learning
- Course Design
- Course Proposal for S-Designation
- EDUC 100
- Expanded Memorandum of Collaboration for Service-Learning Partnerships
- INSC 554
- LAW 948
- NURS 382
- Program Description, Smart Communities Initiative
- Reorganization Letter, SACS COC Response, April 2012
- Reorganization Letter, UTK-UTHSC, March 2012
- Risk Management and Liability Insurance
- S-Designation Applicant Profiles
- S-Designation Proposal to UG Council
- Service-Learning Community Partner Evaluation
- Service-Learning Course Identification Instructions
- Service-Learning Faculty Evaluation
- Service-Learning Goals and Objectives Update
- Service-Learning How to Guide
- Service-Learning Partnership Opportunities for Faculty
- Service-Learning Steering Committee
- Service-Learning Two Year Strategic Plan
- Smart Communities Initiative Courses

- Smart Communities Initiative Web Screenshot
- SOCI 495
- Standard Memorandum of Collaboration for Service-Learning Partnerships
- Undergraduate Council, Minutes April 8, 2014, Service-Learning (Page 4)
- UT Research and Engagement Top 25 Strategic Plan, January 2014 (Page 5)
- VMD 893
- Vol Vision Strategic Plan

3.4.3 Educational Programs: All: Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

A review of undergraduate and graduate catalogs, various web pages and the 2013-2014 UT Fact Book revealed clear evidence of published admission policies consistent with the institutional mission for first-year and transfer undergraduate applicants, graduate and doctoral applicants, and applicants to the Colleges of Law and Veterinary Medicine. The documentation also specifically addressed admissions requirements for international applicants as well as individual program exceptions that may apply. However, the Off-Site Reaffirmation Committee could not determine whether or not the documented admission policies are applicable to the distance education programs listed in the institutional summary or if these programs have additional admission requirements.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville, does not have any additional admission policies applicable to distance education programs. Students applying to the Internet-mediated programs as listed in the institutional summary follow the same admission procedures as do students to any residential programs. For the following programs, the department asks students to complete supplemental application forms:

- **Counseling, MS**, concentration in Rehabilitation Counseling (for students currently employed as a rehabilitation counselor on a full- or part-time basis; admission as a cohort group)
- **Education, EdS**, concentration in Education Administration (requests students to identify their technical readiness)
- **Education, MS**, concentration in Education Administration (requests students to identify their technical readiness)
- **Social Work, Doctor of Social Work** (explanation of the need to have and maintain over the course of study Internet connectivity, equipment, and learning environment)
- **Social Work, MSSW** (explanation of the need to have and maintain over the course of student Internet connectivity, equipment, and learning environment)

The information on the forms is designed to inform students of the technology necessary to fully participate in the Internet-mediated programs and does not impact whether or not the students are admitted to the programs. Therefore, the University clearly informs students of its admissions procedures through its admissions websites undergraduate, graduate and professional students, and through information provided graduate and undergraduate catalogs.

Sources

- Counseling, Rehabilitation concentration, MS (Page 4)
- Education, Education Administration concentration, EdS
- Education, Education Administration concentration, MS
- Social Work, Doctor of Social Work (Page 4)
- Social Work, MSSW (Page 5)

3.5.4 Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The University of Tennessee reports that terminally degreed faculty in the discipline teach an average (institutional) of 80.6 percent of 300-400 level major courses offered by the unit housing the major. Since the MSW or MSSW is not the terminal degree in the field of Social Work, the Off-Site Reaffirmation Committee was unable to determine whether those programs for which the institution included the MSW (MSSW) in its calculations would still meet the standard.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville, included the MSW or MSSW in the calculation of percent of course hours in each major at the baccalaureate level as being taught by faculty members holding an appropriate terminal degree based on a long-standing acceptance of these degrees as the appropriate terminal, advanced practice degree, as defined by the Council on Social Work Education (see letter to Dr. Jill Biden from the CSWE of **September 17, 2010** that includes such a statement).

Furthermore in the current Educational Policy and Accreditation Standards document (2008 version, revised 2010, updated 2012; currently under revision), it clearly states, *Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience*. (CSWE **Accreditation Standard 3.3.1**, page 12) Additionally, the CSWE supports full-time faculty with a master's degree teaching in the baccalaureate program. (CSWE **Accreditation Standard B3.3.3**, page 13)

This language is retained in the most recent draft of the revised Educational Policy and Accreditation Standards document available from CSWE **website**, updated October 2014 (CSWE **Accreditation Standards 3.2.2 and B3.2.4**, page 15). These faculty are well qualified to teach the assigned courses.

We presented data in the compliance report, **Table 3.5.4-1** (page 3), that showed the percentage of upper-division Social Work courses taught by faculty holding terminal degrees, which included the MSW/MSSW and PhD, was 96.5 percent. We recalculated the percentage of upper-division Social Work courses taught only by faculty holding the PhD. The results demonstrate that 31.0 percent of the 300-400 level major courses offered by the College of Social Work are taught by those holding the terminal PhD; the institution as a

whole moves from 80.6 percent with earned doctorates or appropriate terminal degrees to 79.8 percent holding doctorates or appropriate terminal degrees.

Therefore, the University of Tennessee, Knoxville, demonstrates that at least 25 percent of the courses hours in each major at the baccalaureate level, including the upper-division courses in Social Work, are taught by faculty members holding an earned doctorate or an appropriate terminal degree.

Sources

- 2008 Educational Policy and Accreditation Standards (Page 12)
- 2008 Educational Policy and Accreditation Standards (Page 13)
- 2015 Educational Policy and Accreditation Standards, Draft 3 (Page 15)
- Council on Social Work Education, Accreditation
- CSWE_Biden_CommCollegeSummit_2010-09-17
- Table 3.5.4-1 Faculty With Appropriate Terminal Degrees for Undergraduate Majors, original (Page 3)

3.7.1 Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines "Faculty Credentials.")*

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The institution's teaching assignment procedures and hiring process are consistent with SACSCOC Faculty Credential Guidelines. Its policy is to focus efforts on hiring faculty with terminal degrees in their teaching field. The institution also has capitalized on its proximity to the Oak Ridge National Laboratory and the Knoxville community to recruit qualified instructors of record in order to advance its mission of teaching, research, and engagement. As evidenced by supporting documentation on faculty hiring, determination of faculty competence is a central component of the hiring process. However, the faculty roster is incomplete. It does not provide sufficient information to document all faculty members' academic or professional backgrounds in their teaching disciplines when the faculty members did not possess terminal degrees. In addition, while the institution identified the graduate teaching assistants (GTAs) among the part-time faculty listed on the roster, they did not document the corresponding 18 graduate credit hours in the discipline stated as a requirement in the narrative.

Please see the ***Request for Justifying and Documenting Qualifications of Faculty*** appended to this report.

University of Tennessee, Knoxville Focused Response

As requested by the Off-Site Review Committee, the following is additional documentation establishing that the university's faculty members are qualified to meet the mission and goals of the institution. Following these college-specific explanations to facilitate review of the request of the off-site review team, we provide the list of faculty with the expanded justifications and links to faculty resumes.

College of Architecture and Design

The College of Architecture and Design (CAD) currently requires all new faculty to have a master's degree. Initial date of hire and date of the award of the Bachelor degree for those with only the Bachelor of Architecture are Matthew Culver, 2012, 2000; Robert French, 1974, 1972; William Martella, 1971, 1965; James Rose, 2004, 1997; and Jeffrey Wilkinson, 2000, 1988. Historically, a Bachelor of Architecture (five-year professional degree, B.Arch.) was considered to be comparable to a Master of Architecture degree. In fact it was not

uncommon for high-ranking accredited programs to have a dean with no more than a B.Arch. (and this situation may still exist). A Bachelor of Architecture is still considered a terminal professional degree.

In addition the faculty members without a master's degree have valuable professional experience, which they can pass on to our students. In fact, faculty with professional experience is a requirement for programmatic accreditation. Such professional experience more than compensates for the lack of a graduate degree in architecture.

College of Social Work
As discussed in our response to the Off-Site Review Team's evaluation of **Comprehensive Standard 3.5.4** Terminal Degrees of Faculty, the faculty members identified hold the MSW/MSSW, which is considered an appropriate terminal degree by the Council on Social Work Education for those teaching baccalaureate and master-level courses as long as the faculty members also draw upon their professional experience. Their additional credentials are included in the response table.

College of Veterinary Medicine
Faculty members in colleges of veterinary medicine commonly hold the Doctor of Veterinary Medicine (DVM) degree and its international equivalents. They are accepted as terminal degrees and appropriate to teaching courses in the professional program (courses numbered at the 800-level at the University of Tennessee, Knoxville, are only for Colleges of Veterinary Medicine and Law; courses numbered at the 900-level are solely used for the College of Law). It is not uncommon for faculty to also have the research PhD or a Master of Science in related disciplines such as medicine, biological science, animal science, public health, or epidemiology. Faculty members also participate in graduate education (500- and 600-level courses) in these related fields because of their professional experiences, certifications, and licensures.

The Bachelor of Veterinary Science (BVSc or BVSC), Bachelor of Veterinary Medicine (BVetMed), or Bachelor of Veterinary Medicine and Surgery (BVM&S or BVMS) are bachelor's degrees for studies in veterinary science in the United Kingdom and some other countries. These degrees qualify one to practice as a veterinarian in the US. They are not called doctorate degrees due to nomenclature differences among degree designations between the US and Canada and the UK. In the UK, a doctorate degree designation is reserved for advanced academic degrees resulting in a thesis publication and dissertation, as in a PhD. However, if graduates with a BVSc (BVSC, BVMS, etc.) practice in the US, they are entitled to use the title Doctor (Dr.). It is generally a 5-year course of study (Cambridge Veterinary School's course lasts six years and awards a BA after three years, followed by the VetMD after six years).

The Master's degree in Veterinary Medicine (MMedVet) is a professional specialist degree that equips the student with a broad scientific background in the theoretical aspects of the discipline and provides specific skills and competencies in the chosen specialty. Holders of the degree are registerable with the South African Veterinary Council as specialists provided they are also registerable as veterinarians. The program covers theoretical and practical training in the chosen specialty and requires the completion of a research project and submission of a dissertation. A module in research methodology is compulsory. Some of the programs are recognized as suitable for preparation for overseas diplomate college examinations. The Diplomate in Medical Veterinary (Dip Med Vet) is the South African version of Specialist in Medicine

Veterinary Medicine College Specialty Organization abbreviations common to veterinary medicine faculty include,).

- D (diplomate).
- ACVS – American College of Veterinary Surgeons
- ACVSMR – American College of Veterinary Sports Medicine and Rehabilitation)
- ACVR – American College of Veterinary Radiology
- ACVB – American College of Veterinary Behavior
- ACVP – American College of Veterinary Pathology
- ACVA (or ACVAA) – American College of Veterinary Anesthesia (and Analgesia)
- CVMA – Chinese Veterinary Medicine, acupuncture
- CVA – Certificate in Veterinary Acupuncture)
- ACVIM – American College of Veterinary Internal Medicine)
    - (SAIM – Small Animal Internal Medicine)
    - (LAIM – Large Animal Internal Medicine)
- ACVD – American College of Dermatology
- ABVP – American Board of Veterinary Practitioners
- ACVM – American College of Veterinary Microbiologist
- ACVN – American College of Nutrition
- ECVPT – European College of Veterinary Pharmacology and Toxicology
- ACVCP – American College of Veterinary Clinical Pharmacology
- CCRP – Certified Canine Rehabilitation Practitioner
- ECVDI – European College of Veterinary Diagnostic Imaging
- ACVP – American College of Veterinary Pathologists
- FAHA – Fellow American Heart Association (given by the Council on Epidemiology and Preventive Medicine)
- ACT – American College of Theriogenologists (Note: theriogenology is concerned with reproduction, including the physiology and pathology of male and female reproductive systems of animals and the clinical practice of veterinary obstetrics, gynecology, and andrology)
- ACZM – American College of Zoological Medicine
- ECZM – European College of Zoological Medicine
- ACVPM – American College of Preventative Medicine
- ACVO – American College of Veterinary Ophthalmologist

Faculty Roster of Those Listed in the Request for Justifying and Documenting Qualifications of Faculty

Table 3.7.1-1 provides the information for those faculty identified by the Off-Site Review Team. In addition to the information provided in the table, we have also attached resumes for each of the faculty members identified; these may be accessed by clicking on the person's name.

Table 3.7.1-1 Supplemental information regarding qualifications and comments for faculty identified by the Off-Site Review Team. Resumes are linked through the person's name. In the column labeled Courses Taught, G = Graduate level; UT = Undergraduate transferable.

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Anderson, John C (F)	MGT 596: Capstone: Global Business Strategy (3) (G)	Master of International Management, 1972, Thunderbird School of Global Management, Glendale, Arizona	Senior lecturer with a focus on international business. His undergraduate degree is from Indiana University and his Master's from Thunderbird. Business career included positions with Textron, Gillette and Rubbermaid and includes expatriate assignments in Brazil, the Dominican Republic, Germany and the United Kingdom. Fluid in German, Spanish and Portuguese. Received several teaching awards from both the undergraduate program and the MBA.
Aoukar, Ryann (F)	ARCH 525: Spaces of Memory (3) (G)	Master of Arts, 2000, Product Design (DNSEP), ESAD de Reims, France Bachelor of Interior Design (D.E.S.), 1996, Ecole des Beaux Arts, Paris	Professional experience includes design juror in interior design at Pratt Institute, Brooklyn, NY; design projects in Rotterdam and in Shenzhen, China while with OMA (Rem Koolhaas); project designer in NYC with Gensler (projects included MetLife, NYC, Goldman Sachs, NYC, Citibank, Baltimore, McCarthy, Montreal, and Ziff Brothers, NYC, ranging in size from 150,000 square feet to 750,000 square feet); creative director with Lemay & Assoc., Montreal, Quebec; senior designer with Keops & Rarek Ali Ridah, including King Abdullah residence (King of Saudi Arabia, Al Riyadh), An-Nakhil Royal Mall, Kuwait City, Princess Adila resident, Jeddah, Saudi Arabia.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Awarded first prize for exhibitions at International Interior Design Show, Canada; Interior Design Magazine, NY; and Athenaeum Museum, Chicago.
Avery, James David Gorman (P)	CMST 240: Business/ Professional Communication (3) (UT) CMST 400: Topics/ Communication Technology (3)	Bachelor of Science in Communication, 1984, Advertising, University of Tennessee	Has a total of 30 years of professional experience in digital marketing and career development. His experience in the role of technology in communication has covered industries such as health care, tourism, consumer retail marketing, and CPG. His career focus includes digital strategy development and campaign integration, data discovery, vertical web integration and deployment. His professional experience has prepared him to teach topics involving electronic footprints in the age of social media, databank & database management, emarketing, and digital strategy for electronic communication. He serves currently as the Vice-President of the Tombras Group, a Top 35 full service marketing and communication firm in North America.
Blakeman, Robyn Lynne (F)	ADVT 350: Advertising Creative Strategy (3) (UT) ADVT 380: Advertising Professional Seminar (1) (UT)	Master of Liberal Arts, 1996, Liberal Arts, Southern Methodist University	Began teaching advertising and graphic design in 1987, first with the Art Institute of Dallas (1988-1998) and then as an Assistant Professor of Advertising teaching both graphic and computer design at Southern Methodist University (1997-1998). As an Assistant Professor of Advertising at West Virginia University (1998-2003), developed the creative

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			track in layout and design; also responsible for designing and developing the first Online Integrated Marketing Communications Graduate Certificate and Online Integrated Marketing Communications Graduate programs in the country. While at West Virginia University she held several positions including: Advertising Program Chair, Coordinator of the Integrated Marketing Communications Online Graduate Certificate Program and Coordinator of Student Affairs and Curriculum. Received the Kappa Tau Alpha honorary from her peers and was voted journalism professor of the year for 2001-2002. Published two texts, *The Bare Bones of Advertising Print Design*, and *Creative Strategy for Integrated Marketing Communications*. Professional experience as a freelance designer (1990-1997), Saunders Lubinsiki & White Advertising (mechanical director, 1984-1989)
Brooks, Terry Alexander (P)	JREM 365: Sports Broadcasting (3) (UT)	Bachelor of Arts, 2000, Communications, Psychology, University of Tennessee, Chattanooga	Extensive experience in sports broadcasting; sports anchor/ reporter with WBIR-TV, Knoxville, Tenn.; WEWS ABS 5, Cleveland Ohio; News 14 Carolina, Raleigh, NC; WLTX News 19, Columbia, SC; and WDSI-FOX 61, Chattanooga, Tenn. This was a part-time lecturer, temporary employment.
Brown, Keith R (F)	MUCO 110: Introduction to	Bachelor of Science in Education, 1981,	MUCO=Musicology MUEN=Music Ensemble

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	Music Western Culture (3) (UT) MUCO 125: Jazz in American Culture (3) (UT) MUCO 350: History of Jazz (3) (UT) MUEN 303: Small Jazz Ensemble (1) (UT) MUEN 304: Jazz Ensemble (1) (UT) MUEN 503: Small Jazz Ensemble (1) (G) MUJZ 420: Jazz Pedagogy (1) (UT) MUPF 150: Percussion (1) (UT) MUPF 151: Percussion (2) (UT) MUPF 250: Percussion (3) (UT) MUPF 251: Percussion (3) (UT) MUPF 350: Percussion (2) (UT) MUPF 351: Percussion (2) (UT) MUPF 450: Percussion (2) (UT) MUPF 451: Percussion (2) (UT)	Music Education, University of Tennessee	MUJZ=Music Jazz MUPF=Music Performance Began in a lecturer position in 1985. Significant professional experience in field; highly-acclaimed jazz drummer and musician. Played on numerous highly-acclaimed jazz CDs and in concert with famous jazz musicians. Is the drummer for the critically-acclaimed Knoxville Jazz Orchestra. An invited instructor at the Jamy Abersold Summer Jazz Camps, conducted master classes at University of South Carolina, Georgia State University, and Appalachian State University. Directs the UT Jazz Big Band and small jazz combos. Studied with Alan Dawson (Berkeley School of Music), George Marsh (San Francisco), Ron David (Los Angeles) and Ed Soph (North Texas University) on a grant from the National Endowment for the Arts. An active jazz performer and has played with Marvin Stamm, Ken Peplowski, Bill Mays, Jeff Coffin, the Jimmy Dorsey Orchestra, Charlie Spivak, Mose Alison, Diane Schure, Jerry Coker, Tommy Flanagan and others. Invited to appear at the San Jose Jazz Festival, Muroran Japan Jazz Festival, Jazz a Vienne Jazz Festival, Montreux Jazz Festival, and Ezcary Spain Jazz Festival. Invited to perform at the International Association of Jazz Educators Conference (1996, 2000) and the Percussive Arts Society International Conference (1994,

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			2004). Very involved with the Percussive Arts Society and has contributed articles to its official publication.
Brown, Mary Lynn (F)	NURS 529: Clinic Practice: Adult and Older Adult (5) (G) NURS 531: Adult Health Nursing II (2) (G) NURS 574: Clinical Nurse Specialist: Foundation of Practice Roles (2) (G) NURS 575: Adult Health CNS I: Adult and Older Adult (6) (G)	Doctor of Philosophy, 1995, Education, University of Tennessee Graduate Certificate in Adult Health Nursing, 2007	Dissertation: The Administrative and Educational Practices of Shared Governance in Baccalaureate Nursing Programs in the State of Tennessee Clinical assistant professor with over 15 years of experience teaching in both undergraduate and graduate programs. She is a licensed advance practice nurse holding certification thru ANCC as Adult Nurse Practitioner and Clinical Nurse Specialist as well as thru NLN as a Nurse Educator. She is a content specialist in cardiac, pulmonary, vascular, and trauma nursing care. In 2012, she was awarded the UT Alumni Outstanding Teaching Award and the Professional Nursing Clinical Excellence Award. She has also received the UTK Chancellor's Excellence in Teaching Award as well as recognition from CON students as Outstanding Classroom Teacher (2003, 2004, 2007, 2010, 2011). Dr. Brown is a member of the CON Body-Mind-Spirit Research Group.
Buckley, Kathleen Susan (F)	THEA 300: Play Analysis (3) (UT) THEA 430: Principles of Play Directing (3) (UT)	Bachelor of Arts, 1978, Elementary Education, Aurora College, Aurora, Ill.	Over 35years of experience as a director, dramaturgy and text coach in professional theatres of regional, national and international reputation, including: Guest lecturer on Shakespeare at universities and arts

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			organizations nationally and abroad, most notably at Charles University in Prague and Yale University. Adjunct faculty status at Northwestern University, DePaul University, and Roosevelt University in Chicago. Founding member of Chicago Shakespeare Theatre, where she taught in the Classical Training Program, and served as the Artistic Director of the Next Theatre in Evanston, Illinois. Received four Best Director nominations from the Joseph Jefferson Committee, her productions have won four consecutive Jefferson Awards for Best Ensemble and she has won two After Dark Awards for Outstanding Direction. A committee member of the Michael Merritt Award for Design Excellence. 2006 she received a Distinguished Alumni Award from Aurora University and a Creative Research Award from the University of Tennessee. International Credits: The National Theatre of Slovakia; Colla Marionette Company, Milan, Italy. Regional Theatre Credits: Oregon Shakespeare Festival; The Goodman Theatre; Milwaukee Repertory Theatre; Utah Shakespearean Festival; Kansas City Repertory Theatre; American Players Theatre; Chicago Shakespeare Theatre, New Victory Theatre, NY; Northlight Theatre; Madison Repertory Theatre; Skylight

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Opera Theatre; Renaissance Theatre Works; Milwaukee Shakespeare Theatre; Theatre at the Center, Indiana; Peninsula Players Theatre; Writer's Theatre; and The Next Theatre.
Burnette, Michael Henry (P)	SCM 421: Global Strategic Sourcing (3) (UT)	Bachelor of Science, 1980, Industrial Engineering, Tennessee Technological University	A 33 year career as a supply chain executive at Procter and Gamble. Most recently, was the P&G global supply chain leader for skin care (including the $2+ billion Olay brand) and P&G global supply chain leader for hair care (including the $4 billion dollar Pantene and Herbal Essence brands). Supply chain leadership and expertise include supply strategy / design, manufacturing, logistics, innovation, acquisitions, and human resources. Serves as the associate director of the Global Supply Chain Institute (GSCI) at the University of Tennessee.
Caldwell-Weddig, Melissa Erin (F)	THEA 242: Fundamentals of Costume Design and Technology (3) (UT)	Bachelor of Arts, 1995, Theatre and English, College of William and Mary Costume Internship, Julliard School, NYC	Professional costume experience: Lynne Mackey Studio, New York (supervisor, Millinery Shop, for productions of *Spamalot, Wicked, Mamma Mia, Chitty Chitty Bang Bang, Kiss Me Kate* and *Fiddler on the Roof*), Daniel Wallace Ltd. (costumer), and Glimmerglass Opera, Washington Opera, and Arena Stage (costume crafts with these three production companies). Costume Shop Supervisor, UT Clarence Brown Theatre: oversees and facilitates all aspects of costume production, wigs, makeup and wardrobe.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Prior to her employment at the University of Tennessee, she worked in New York for 10 years as a Milliner, Crafts Artisan, Dyer and Assistant Designer. In 2012, presented a workshop in Millinery Trim techniques at the Tennessee Theatre Association Conference at Maryville College.
Chyz, Somer Khanlarian (P)	BULW 505: Foundations of Business Law & Ethics (2) (G)	J.D., 2003, Richmond College	Joined the Department of Accounting and Information Management in 2013 following a career as an attorney, having practiced law in New Mexico and Arizona, as well as Tennessee. Her legal career touched on a variety of disciplines, including commercial litigation, white-collar prosecution, and criminal defense. While practicing law in Arizona, she served as in-house counsel for an international investment firm where, among her duties, she advised human resources regarding employment issues. As an associate attorney in New Mexico, she handled products liability defense and contract disputes as part of her practice. This array of experience in business law qualifies her to teach the Foundations of Law & Ethics course to undergraduate and MBA students. She also works as a staff attorney for the University of Tennessee College of Law's Legal Clinic.
Culver, Matthew Craig (F)	ARCH 425: Construction Exploration (3)	Bachelor of Architecture, 2000, University of	Fabrication Laboratory Supervisor since 2012 Unique skill-set from

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	(UT) ARCH 525: Spaces of Memory (3) (G) IDS 480: Furniture Design (3) (UT)	Tennessee, Knoxville	professional experience in digital and hand-crafted industrial, furniture and/or building design and construction with J. Mark Rodgers Architect (specialized in institutional projects for county governments throughout the State of Tennessee, coordination with consulting engineers, production of contract documents, and construction administration); Bark Studio (furniture designer and associate sculptor, oversaw studio furniture branch of business, designing, detailing and fabricating high-end custom furniture for clients); and ph Design (owner, focused on design, development and fabrication of high-end, custom studio furniture). Honorable mention in design competitions (International Woodworking Fair, 2010; Appalachian Center for Craft, 2010); exhibited work in east Tennessee communities and Atlanta, GA.
Cwiek, Charles Mitchell (F)	STAT 566: Introduction to Data Management and Directed Process Studies (3) (G)	Master of Science, 1986, Statistics, University of Tennessee, Knoxville	20 years of experience in executive education in industrial statistics, working with executives in a variety of industries. Has provided private consulting with individuals from industry, as well as from many other backgrounds and businesses. Most of this work involved the application of Statistical Process Control, or Six-Sigma; spent close to two years consulting with RobertShaw, Knoxville, Tenn.,

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			helping them implement a variety of studies, data collection and data analysis efforts. Other non-manufacturing consulting jobs included companies such as West High School, Knoxville, Tenn, the Knoxville Zoo, Cellular Sales, Dagger Kayaks, Strata Environmental, and Attorney Angela Morelock. 2000 recipient of the Charles the Allen H. Keally Outstanding Teaching Award from the College Plus 20 years teaching in U.T.'s Graduate and Executive Education (GEE). Develops, produces and manages the graphical content of teaching materials used in selected courses within GEE. Technology Coordinator for GEE's Practical Strategies for Process Improvement courses.
Davis, Sharon Keck (F)	NURS 622: Methods for Translational Research (3) (G)	Doctor of Nursing Practice, 2013, University of Tennessee, Chattanooga Master of Science in Nursing, 2000, University of Tennessee	Instructor, 2010-2014; promoted to Clinical Assistant Professor, 2014- Licensures and Certifications: Tennessee Advanced Practice Nurse, Tennessee RN, Basic Life Support Health Care Provider, Neonatal Resuscitation Attended Summer Institute faculty development programs in course construction and on-line teaching. With a PhD-prepared tenured mentor, Dr. Davis co-taught at the MSN and doctoral level for 2-3 semesters prior to becoming sole instructor in a DNP course. Her scholarly endeavors are in the field of pregnancy and substance abuse and the

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			concurring bioethical issues.
Ferrara, Julie Danielle (F)	STAT 583: Special Topics: Applied Statistics (3) (G)	Master of Science, 2004, Statistics, University of Tennessee, Knoxville	WebShare, LLC - Web Analytics, Search and Conversion Marketing Firm, Consultant and Chief Statistician, 2007 - 2010; involved in performing data analysis and website design and optimization. Intel, Research and Development Statistician in Assembly Technology Development, 2004 - 2007 Also, held training responsibilities with both companies. With WebShare, conducted the Google Seminar for Success, teaching clients fundamentals of web analytics, testing, and usability. At Intel, trained engineers in statistics and change control process; as part of this duty, she helped revise the training manuals used to teach the courses. NOTE: course is primarily an undergraduate course; cross-listed for graduate students who want to become Google certified; graduate students receive only 1.5 hours of credit.
Foster, Larry Steven (P)	ME 450: Mechanical Engineering Design I (3) (UT) ME 460: Mechanical Engineering Design II (2) (UT) ME 495: Special Project/ System Design (1) (UT)	Bachelor of Science, 1977, Mechanical Engineering, University of Tennessee, Knoxville	Licensed Professional Engineer, State of Kentucky, P.E. license 12760 Was hired specifically to teach the departmental senior design course sequence, ME 450 and 460, based on his extensive industrial experience with Lexmark International (1991-2010, mechanical systems architect, chief engineer, senior technical staff member) and IBM (1977-1991, senior

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			product design engineer) and established track record for development of new concepts evidenced from his 38 US patents, 2 European patents, and 6 pending patents. He has expertise in product development, design, testing, and intellectual property development that is ideal for the senior design process (recipient of 15 design and technical achievement awards). He is not expected to or asked to teach any other courses in the curriculum.
French, Robert Clayton (F)	ARCH 171: Design Fundamentals I: Space (3) (UT) ARCH 172: Design Fundamentals II: Space (4) (UT) ARCH 370: Programming/ Architecural Design (3) (UT) ARCH 371: Programming and Design (3) (UT) ARCH 372: Architectural Design IV (6) (UT)	Bachelor of Architecture, 1972, University of Tennessee	Registered Architect since 1978 Independent architect of private residences, including new construction and renovations, and commercial properties. Design firm experience with work on Energy Reduction Efforts, U.S. Army Forcom Installation, TVA; designer, detailer, design coordinator and contract administrator for TVA Office Building; and other design firms.
Friedman, Deya Suarez (F)	THEA 330: Stage Management (3) (UT) THEA 481: Applied Theatre (1) (UT)	Bachelor of Fine Arts, 1985, Theatre, Florida State University	Production Stage Manager, UT Clarence Brown Theatre, oversees and facilitates all aspects of stage management including supervising all student stage managers. Member of Actors Equity Association and supervises all communication with AEA.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Over 28 years of experience as a stage manager and company manager in professional theatres of regional and national reputation. Adjunct faculty status at Loyola and DePaul Universities in Chicago. Joined the UTK staff after many years in the Chicago and Midwest theater communities. Chicago credits include: *Marriage Play*, *Waiting for Godot*, *Wings*, and *Spic-o-Rama* (Goodman Theatre) *Man of La Mancha*, *Fences*, and *Glass Menagerie* (Court Theatre), *The Good War*, L*ady Windermere's Fan*, *At Wit's End* and *2 Pianos 4 Hands* (Northlight Theatre), *Everyman*, *As I Lay Dying* and *A Clockwork Orange* (Steppenwolf Theatre) and the Auditorium Theater Council's Ovations! Series. Regional credits include *2 Pianos, 4 Hands* (Kansas City Rep) and five seasons at Peninsula Players in Door County, Wisconsin.
Gaboda, Travis Daniel (F)	THEA 262: Fundamentals of Lighting Design and Technology (3) (UT)	Bachelor of Fine Arts, 2004, Theatre Arts, University of Wisconsin, Steven's Point	Over nine years of experience as lighting designer and technician in professional theatres of regional and national reputation. Cumberland County Playhouse, Tenn. (Assistant Carpenter and an Assistant Master Electrician) and designed lights for five of the Playhouse's professional, main stage productions. UT Clarence Brown Theatre 10 years), Master Electrician, oversaw all aspects of the lighting shop and inventory, including supervising the

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			implementation of the designs of resident, guest and student lighting designers; promoted to Electrics Manager, supervising all student and staff labor in our electrics shop consistent with union rules and professional practice
Garroway, Lauren Ashley (P)	BIOL 101: Introduction to Biology I (4) (UT)	Master of Science, 2013, Anthropology, University of Tennessee, Knoxville; course work included at time she was hired: ANTH 486 Intro. Forensic Anthropology (3) ANTH 504 Anthropological Statistics I (3) ANTH 590 Method / Theory in Biological Anthropology (3) ANTH 581 Forensic Anthropology (3) ANTH 585 Advanced Osteo and Metrics (3) ANTH 500 Thesis (12)	This is a non-science major general education biology course. Covers the content areas of cell structure, genetics, metabolism, and human anatomy and physiology. Garroway earned her MS in biological anthropology because her studies focused on humans. She had already taught the Biology 101 and 102 (second semester in the sequence) laboratory sections for two academic years and over two summers terms (2012, 2013) prior to her appointment as the lecturer for the class.
Gaylord, Nan M (F)	NURS 527: Nursing of Women and Children: Clinical Experience in Children's Health (2) (G) NURS 528: Well Child Care: Assessment of Growth, Development, and Behavior (2)	Doctor of Philosophy, 1999, Education, University of Tennessee, Knoxville Master of Science in Nursing, 1980, University of Colorado, Boulder Bachelor of Science in Nursing, 1977, University of	Dissertation: The Relationship of Parents'/ Guardians' Self-Management to Their Children's' Self-Management, Academic Performance, and Health Pediatric Nurse Practitioner Certification PI on program grants supporting the Vine School Health Clinic in Knoxville, TN. Her scholarly interests and work lie in the area of bioethics

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	(G) NURS 550: Nursing of Women and Children I (2) (G) NURS 551: Nursing of Women and Children II (2) (G) NURS 562: Acute Illnesses in Children (2) (G) NURS 563: Care of the Child with a Chronic Condition (2) (G) NURS 582: Scholarly Inquiry for Advance Practice Nursing (3) (G)	Tennessee, Knoxville	of health care for children; successful parenting; and academic-practice partnerships.
Graham, Donald R (P)	FINC 475: Insurance/ Financial Plan Management (3) (UT)	Master of Arts, 1971, Education, University of Kentucky	Pilot Corporation/Pilot Travel Centers LLC (1987 to present; senior manager, corporate risk with responsibilities including risk financing, loss prevention, reduction and mitigation, regulatory compliance and claim management and mitigation, 1995 to present; human resources manager, 1991-1995; convenience store and travel center operations regional manager, 1987-1991) where he has been practicing risk management and insurance, specifically he has experience determining the deductible and self-insured retention levels for all risks and has responsibility for purchasing approx.. $13 million in excess/stop loss insurance annually. Other responsibilities

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			have included loss prevention and reduction for a diverse exposure base that includes store and restaurant operations risk, environmental risk, transportation risk, construction risk, and labor and employment risk; and, regulatory compliance with OSHA, DOT, and ADA, among others. All claims for the Pilot Corporation, with the exception of some workers' compensation claims, are self-administered by Pilot's Risk Management Department Certifications and licensures: Licensed independent claims adjuster (Commonwealth of Kentucky, 1998 to present) Certified workers' compensation claims (State of Alabama, State of Oregon, 2004 to present)
Guidry, Michael W (F)	ASTR 411: Astrophysics (3) (UT) PHYS 616: Astrophysics and Cosmology (3) (G)	Doctor of Philosophy, 1974, Chemistry, University of Tennessee, Knoxville	Adjunct staff member, Physics Division and Computer Science and Mathematics Division, Oak Ridge National Laboratory. Previous experiences: Lawrence Berkeley Lab, Univ. California, Berkley, Scientist in residence (1974-1976), Visiting professor at Niels Bohr Institute, Copenhagen; University of Liverpool; University of Basel Research and publication record addresses nuclear physics, computational science, advance educational technology, astronomy, astrophysics, cosmology, general relativity, mathematics of symmetry in physics, elementary particle physics, relativistic quantum field theory, and condensed matter physics.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Lead educational technology developer for a dozen major college textbooks in introductory physics, astronomy, biology, genetics, and microbiology. Published multiple textbooks on astronomy and physics. Recipient of three teaching awards (1999 and two in 2006)
Hardin, Robin L (F)	RSM 290: Practicum I (3) (UT) RSM 390: Practicum II (3) (UT) RSM 501: Project (3) (G) RSM 530: Sport and Media Issues (3) (G) RSM 550: Intercollegiate Athletics (3) (G) RSM 590: Practicum (3) (G) RSM=Recreation and Sport Studies	Doctor of Philosophy, 2000, Communications, University of Tennessee, Knoxville Master of Science, 1998, Human Performance and Sport Studies, University of Tennessee, Knoxville Master of Science, 1996, Communications, University of Tennessee, Knoxville	Area of expertise is sport communication. Full professor in the Recreation and Sport Management program. PhD in Communications, with expertise is in sport communication and sport management. Over 10 years of experience as a tenure-track and tenured faculty member teaching in the sport management disciplinary area. Currently program coordinator for the Recreation and Sport Management Program. Co-editor of the book *Policy and Governance in Sport: Issues, Organizations, and Practical Application* and the author or co-author of over 45 refereed-journal articles relating to sports management, intercollegiate sports, and communication of sports. On the editorial board, ad hoc reviewer and guest reviewer for numerous refereed journals in the area of sport management
Hart-Reilly, Kathryn M (P)	MUED 240: Class String Methods I (1) (UT) MUED 241: Class	Bachelor of Music, with a concentration in Music Education, 1992, University of	Courses are for music education students who may or may not have experience with stringed instruments; therefore, the

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	String Methods II (1) (UT) MUED=Music Education	Tennessee, Knoxville	instructor of these courses must also teach the students how to play the instruments. Besides the B.M. with a concentration in Music Education, she is a certified extended Suzuki instructor having attended Institute and Leadership Retreats in Virginia, Washington, Florida, Georgia, Colorado, and Arkansas. Professional experiences include teaching strings in a private studio setting, and being the conductor and general manager of the Knoxville Youth Symphony Orchestra Association.
Herbstritt, Lauren Kelly (P)	CMST 240: Business/ Professional Communication (3) (UT)	Bachelor of Science, 2003, Organizational Communication, Middle Tennessee State University	Graduate student (full-time university employee; part-time instructor) in the Communication and Information Master of Science program; has completed a total of 24 hours of graduate coursework in communication to date. Additionally, she is a full-time development officer in the College of Law and has professional experience in the course content. Professional experience with the Girl Scouts of Northeast Mississippi (director of organizational advancement) and Helen Ross McNabb Center (center for mental illness, addiction and social challenges rehabilitation; special events coordinator). CMST 240 course description: Basic principles of communication within organizations. Topics and activities may include organizational/communication

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			theory, group problem solving, case studies, interviewing, and formal presentations
Hoke, Jessica Gayle (P)	SOWK 510: Social Work and Social Welfare Policies and Programs (3) (G)	Master of Science in Social Work, 2006, University of Tennessee, Knoxville Bachelor of Social Work, 2001, Middle Tennessee State University	Licensed Clinical Social Work, 2011 Professional Experience: Coordinator, Nashville CARES; Relief and Assistant Child Advocate, YWCA
Holloway, Harold B (F)	MUEN 305: Studio Orchestra (1) (UT) MUEN 505: Studio Orchestra (1) (G) MUPF 172: Electric Bass (2) (UT) MUPF 174: String Bass (3) (UT) MUPF 175: String Bass (2) (UT) MUPF 272: Electric Bass (2) (UT) MUPF 273: Electric Bass (2) (UT) MUPF 274: String Bass (2) (UT) MUPF 275: String Bass (2) (UT) MUPF 372: Electric Bass (3) (UT) MUPF 373: Electric Bass (2) (UT) MUPF 374: String Bass (3) (UT) MUPF 375: String	Bachelor of Music, 1990, University of Tennessee, Knoxville	MUEN=Music Ensemble MUPF=Music Performance Performed throughout the Unites States with significant professional jazz bands and jazz artists. Bassist with the highly-acclaimed Knoxville Jazz Orchestra. On the faculty since 1979, functioning as both classical and jazz bass professor. Began his studies with Edgar Meyer Sr. and continued with Herman Bruckhardt. While living in NY, took advantage of several masterclasses with Gary Karr, Oscar Zimmerman, James Vandermark, Ron Carter, and periodic lessons with Dave Holland, Mike Moore, and studied regularly with Nick Molfese principal Buffalo Philharmonic. Performed with many known musicians such as Dizzy Gillespie, Liza Minnelli, Della Reese, Woody Herman, Joe Williams, and Stan Getz While travelling, visited and performed for many bass luminaries such as Willie Ruff at

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	Bass (2) (UT) MUPF 473: Electric Bass (1) (UT) MUPF 475: String Bass (3) (UT) MUPF 572: Electric Bass (1) (G) MUPF 575: String Bass (2) (G) MUSC 101: Fundamentals of Performance (1) (UT)		Yale, Henry Portnoi at New England, Oscar Zimmerman, Eastman. Member Eastman Studio Orchestra and instructor for Summer Program, worked as clinician in many school programs. After over 40 years of teaching and performing experience, Mr. Holloway retired in December 2014.
Hoy, Mariea G (F)	ADVT 470: Advertising Campaigns (3) (UT) ADVT 480: Advertising Issues (3) (UT)	Doctor of Philosophy, 1988, Business Administration, Oklahoma State University	Took graduate level courses in marketing, consumer behavior, social psychology, marketing research, and personality theories. Research focuses on consumer behavior, preferences and choices made in order to understand human behavior as it relates to advertising.
Hughes, Harry N (F)	ACCT 200: Foundations of Accounting (3) (UT)	Bachelor of Science, 1970, Personnel Management, University of Tennessee, Knoxville Bachelor of Science, 1973, Accounting, University of Tennessee, Knoxville	Professional experience in public relations and retail management, as well as accounting in the public and private sector. Accounting experience at the university since 1976. Received teaching award from Phi Eta Sigma and “concern for students” award from Alpha Kappa Psi. Assistant to the Department Head and deals with course scheduling, enrollment projections, student disciplinary matters, and deployment of teaching assistants, and related matters.
Johnson,	JREM 375: Sports	Bachelor of Science,	Seven years of experience in

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Evan Quinn (P)	Reporting Across Media (3) (UT)	2007, Mass Communication, McNeese State University	broadcasting; sports anchor/ reporter with WBIR-TV in Knoxville; previous experience with WTOC-TV, Savannah, Ga.; and KPLC-TV, Lake Charles, La. Experience with use of social media for news reporting, video and audio-editing software and other technologies used in modern newsroom. This was a one-time, temporary assignment when a faculty member left unexpectedly at the start of the semester. This is a hands-on journalism sports broadcasting class.
Lefmann, Teresa Anne (P)	SOWK 513: Lifespan and Neurophysiologic Development (4) (G)	Doctor of Philosophy, Social Work, 2014, University of Tennessee, Knoxville Master of Science in Social Work, 2010, University of Tennessee, Knoxville	Research focuses on brain development
León, Ramón V (F)	STAT 538: Statistics for Research II (3) (G) STAT 560: Introduction to Mathematical Statistics (3) (G) STAT 567: Survival Analysis (3) (G)	Doctor of Philosophy, 1976, Statistics, Florida State University	Error in data upload into faculty credential database; he did earn a PhD in statistics in 1976.
Mahoney, Mary W (F)	COUN 404: Special Topics: Career Strategies in Arts and Sciences (3) (UT)	Bachelor of Science In Home Economics, 1976, Home Management, Equipment and Family Economics,	29 years' experience at Career Services; 25 of those as Asst. Director. Assistant Director of UT's Career Services overseeing employer relations and the on-

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
		University of Tennessee, Knoxville	campus recruiting program which includes the Hire-A-VOL software. Consultant to the following colleges: Agricultural Sciences and Natural Resources, Architecture and Design and select majors in the College of Education, Health and Human Sciences–Hotel, Restaurant and Tourism Management, Recreation & Leisure Studies, Retail & Consumer Sciences and Sport Management. Assists individuals with job search skills such as resume/ vita development, interview preparation, salary negotiation, pros/ cons of decision making on job offers and any concerns related to one's career development. Certifications: National Association of Colleges and Employers Career Coaching Intensive Coach; American Association of University Women Start Smart Facilitator-Salary Negotiations.
Mallory, Kimberly Dawn (F)	SOWK 510: Social Work and Social Welfare Policies and Programs (3) (G) SOWK 513: Lifespan and Neurophysiologic Development (4) (G)	Master of Science in Social Work, 2002, University of Tennessee Bachelor of Arts, 1996, Psychology, University of Tennessee	Licensed Advanced Practice Social Worker, 2010 Professional Experiences prior to joining UT in 2013 as Assistant Professor of Practice: Director, Office of Independent Living, Tennessee Department of Children' Services; policy analyst, Governor's Office of Children's Care Coordination; project director, Jim Casey Youth Opportunities Initiative, Vanderbilt Institute for Public Policy Studies; community outreach coordinator, South Central Tennessee Family

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Center
Martella, William (F)	ARCH 171: Design Fundamentals I: Space (3) (UT) ARCH 172: Design Fundamentals II: Space (4) (UT) ARCH 372: Architectural Design IV (6) (UT) ARCH 471: Integration Design Studio (6) (UT)	Bachelor of Architecture, 1965, University of California, Berkeley	Post-baccalaureate, graduate study at Washington University, St. Louis, 1973 On UT faculty since 1971 Registered Architect, since 1972 Professional experience includes work in Saudi Arabia (project architect and manager), Houston, Texas (project architect), Corona del Mar, California (senior designer), Chicago, Illinois (designer).
Mayfield, Vicki L (F)	BULW 301: Legal Environment of Business (2) (UT)	Master of Accountancy, 1981, and J.D., 2003, University of Tennessee, Knoxville	Eight years in public accounting and law in Nashville and Washington, D.C. prior to joining Whittle Communications in Knoxville in 1989. As a tax manager for Arthur Andersen & Co., managed tax engagements for public and closely held corporations and limited partnerships, and consulted on restructuring transactions and mergers and acquisitions. Served as vice president of strategic planning and acquisitions at Whittle Communications, negotiated revenue contracts for major media properties, and assisted with equity and financing transactions. After earning her law degree, practiced law in the bankruptcy and commercial law areas.
McClernon-Chaffin, Katherine Ann (F)	SOWK 510: Social Work and Social Welfare Policies and Programs (3)	Master of Science in Social Work, 2004, University of Tennessee,	Licensed Advance Practice Social Worker Experience as clinical supervisor (Davidson County

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	(G)	Knoxville Bachelor of Science, Sociology, 2002, Tennessee Tech University	Mental Health Court, Tennessee), child and adolescent therapist (Symmetry Counseling Services), consultant to Metro-Nashville Public Defenders Office, Project Transformation Tennessee (reading program for children on free and reduced lunch program; responsible for program development, planning and evaluation). Vanderbilt Interprofessional Learning Program, faculty advisor and steering committee member. Published peer-reviewed articles on effectiveness of online/ distance education in social work
McConnell, Dona Marie (P)	ENGL 295: Business/ Technical Writing (3) (UT)	Master of Arts, English, 1978, University of Georgia Bachelor of Arts, 1972, English, University of Tennessee, Knoxville	Extensive experience teaching introductory writing at the college and community college level and thirty years of experience as a professional writer at Decatur Federal Savings and Loan and Primerica Financial Services, a division of Citigroup. This experience enables her to teach business and technical writing with an understanding of actual workplace practice
Ott, Richard J (P)	PLSC 230: Interior Plantscaping (3) (UT) PLSC 470: Professional Practices in the Green Industry (3) (UT)	Master of Business Administration, 1973, University of Tennessee, Knoxville	Incorrect experience information loaded into credentialing system. PLSC 230 course description: History and introduction of the interior plantscaping industry. Identification, culture, propagation, and use of plants for the commercial interior plantscape. Management of the interior environment including

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			light, humidity, growing media, insects, and diseases. Commercial use of containers, planters, water features, and artificial plants. PLSC 470 course description: professionalism, sales, sales proposals, budgeting, managerial skills, estimating, specifications, and contract management in the turf, public horticulture, and plantscaping professions. Mr. Ott's professional career makes him uniquely qualified to teach these two courses. Worked for over 40 years in the interior plantscaping industry, has served on the accreditation board of the Associated Landscape Contractors of America (ALCA), and received the ALCA Lifetime Achievement Award, Interiorscape Hall of Fame, and Certified Landscape Professional. Was the President/Owner of the Botany Center, Knoxville, Tenn., an interior-plantscaping company (1973 - 1990); Vice President of Training and Operations, Orkin Plantscaping, Atlanta (1990-1997); Director, Tru-Green-ChemLawn Plantscaping, Memphis, Tenn. (1997-1999); Director, National Interiorscape Network (2003 to present)
Pannell, T Allen (P)	STAT 505: Quantitative Methods (2) (G)	Master of Science, 1984, Statistics, University of Tennessee, Knoxville	Pannell is an ABD, Ph.D. student with 20 years of experience as an industry consultant. Worked with numerous manufacturing and service organizations (including Coca-Cola, Ford, and Kraft) on projects involving quality

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			improvement, cost reduction, and customer focus. Has consulting experience in the automotive, chemicals, health care, and banking industries. Has led numerous workshops, teaching topics such as process innovation, process and organizational redesign, SIX-SIGMA, problem solving, fundamental team concepts, leadership, change management, and Lean Manufacturing methods and process management. Prior experiences include work with Martin Marietta Energy Systems and 12 years with Tennessee Associates International, where he worked his way up from consultant to president, and then served as executive consultant and a member of its board of directors.
Payne, Joseph E (F)	THEA 373: Introduction to Sound Design (3) (UT) THEA 450: Special Topics: Design and Technology (3) (UT) THEA 475: Projection and Media Design (3) (UT) THEA 587: Computer Aided Rendering for the Theatre (3) (G) THEA 588: Digital Portfolio (3) (G)	Bachelor of Science, 1995, Theatre Arts (emphasis in sound technology and scenic design), Weber State University	Professional experience qualifies this person to teach this course. Over 22 years of experience as a sound designer and technician in professional theatres of regional and national reputation, including, The Utah Shakespeare Festival (15 years) having won a Tony Award as Outstanding Regional Theatre in 2000, Repertory Theatre of St. Louis, Cincinnati Playhouse in the Park, Milwaukee Repertory Theatre, and Indiana Repertory Theatre; resident sound and media designer for ten years at Pioneer Theatre Company, resident sound designer for three years at the Virginia Stage Company, and has

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			designed sound for Alabama Shakespeare Festival, and Utah Symphony and Opera. Adjunct faculty status at University of Utah (teaching beginning and advanced sound design, and digital rendering) and regular faculty status at Illinois State University (teaching sound design, audio technology, and projection design). Since 2003, he has developed websites and created graphic art and publicity videos for The University of Utah Department of Theatre, Pioneer Theatre Company, UT's Department of Theatre, and dozens of individual freelance designers and musicians. Nationally recognized as a member of the United States Institute of Theatre Technology sound design commission, and has acted as one of three adjudicators and portfolio reviewers for the Robert Cohen Sound design award from 2012-2015. His work has been internationally recognized at the most prestigious of juried theatrical design exhibitions, the Prague Quadrennial. In 2007 his original score and design was presented among the first sound designs ever allowed in the exhibition, an honor that accompanies the international emergence of Sound Design as a unique design element in the theatre. In the summer of 2015, his projection design for *A Christmas Carol* (Clarence Brown Theatre), and original

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			score and sound design for *The Tempest* (The Utah Shakespeare Festival) have been accepted as one of the United States' submissions to Prague Quadrennial. A member of United Scenic Artists Local 829, and the international OISTAT Sound Working Group.
Petty, Gregory C (F)	PUBH 495: Special Topics: Public Health Aspects of Gerontology (2) (UT) PUBH 530: Biostatistics (3) (G)	Doctor of Philosophy, 1978, Research and Statistics and Technology Teaching; cognates in industrial health and safety; engineering management, higher and adult (gerontology) education, University of Missouri, Columbia; Master of Science, 1974, Technology-Health and Safety, University of Memphis	Post-Doctoral Training: Biostatistics and Epidemiology, The Johns Hopkins University, Bloomberg School of Public Health; Fundamentals of Biostatistics, University of Michigan, School of Public Health; Community Action Planning and Management and Psychometric Research, University of Missouri-Columbia. Member of the Board of Delegates for the National Safety Council where he is Technical Advisor for Research for the College and University Strategic Advisory Group for Education Activities. Dr. Petty was transferred into the public health programs before the establishment of the Department of Public Health. His scholarly work has been in the area of work ethic and ethical leadership. Dr. Petty taught Research Methods for public health several years prior to teaching biostatistics. He helped to establish a Gerontology Minor and concentration prior to being transferred to the Department of Public Health. Dr. Petty recently retired from the University.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Piper, Austin Coleman (P)	RCS 346: Retail Operations Management (3) (UT) RCS 410: Strategic Retail Planning (3) (UT)	Bachelor of Arts, 1968, Sociology, Maryville College, Maryville, Tenn.	27 years of executive leadership with Proffitt's Department Store including Executive Vice-President and Chief Operating Officer; Distribution Center Manager; Purchasing Manager.
Powell, Matt S (F)	JREM 200: Media Writing (3) (UT)	Bachelor of Arts, 1986, Broadcast and Cinematic Studies, Central Michigan University	More than 10 years of broadcast experience; director of news content/ executive producer WUOT, a member of NPR licensed to UT; producer and bureau manager, Michigan Radio, Ann Arbor; senior media producer, Alticor, Inc., Ada, Mich.; production director WLAV AM/FM, Grand Rapids, Mich.. Has received awards for his journalism. This was a temporary, one-semester assignment.
Rice, Dean Patrick (P)	CMST 449: Political Persuasion (3) (UT)	Bachelor of Arts, 1994, University of Tennessee	Course examines political persuasion and communication strategy. Rice has extensive relevant work experience involving policy and political consulting for numerous political campaigns ranging from presidential primaries to local county mayoral races, including serving as the Chief of Staff for the Knox County Mayor; partner and vice president of Pratt, Pratt & Rice, Inc., a government and community relations firm he helped found in 2006; over 15 years of experience in the political and governmental sectors in Tennessee, Washington and South Carolina. Most of this time was spent working for the United States Senate and

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			House of Representatives; is a frequent commentator on foreign policy having been published by CNN and a guest on the nationally syndicated radio program, "Security Briefings with Ian Masters." He also publishes a foreign policy blog, "Beneath the Clutter," which examines current geopolitical issues.
Richardson, Charles Patrick (F)	MGT 552: Entrepreneurial Strategy Implementation (3) (G) MGT 560 Monetization of Technology Enabled Social Media (3) (G)	Master of Science, 1971, Mechanical Engineering, Purdue University	Has started four businesses, including his most recent, a leadership consulting business in Chicago before he moved to Knoxville to join Oak Ridge National Laboratories to help move science into new business creation. In addition, was a Vice President in the Motorola New Ventures organization (Corporate Venture Capital), developing strategy and making investments in startup businesses, including serving on the boards of 13 for profit and nonprofit organizations. Inside Motorola, he successfully led the development of a brand new business, intrapreneur, which grew from zero to $100 million in sales in the first five years.
Rose, James Richard (F)	ARCH 171: Design Fundamentals I: Space (3) (UT) ARCH 172: Design Fundamentals II: Space (4) (UT) ARCH 471: Integration Design Studio (6)	Bachelor of Architecture, 1997, University of Tennessee	Registered Architect (RA) since 2006 (State of Tennessee and National Council of Architecture Registration Board); Occupational Safety and Health Administration training On UT faculty since 2004. Recipient of numerous awards for his teaching and built work. Faculty sponsor and architect of record for the UT Solar

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	(UT) ARCH 542: Design III: Campus/ Urban Architecture (6) (G)		Decathlon team and author of the Materials and Resources course in the UT/RedVector Online Certificate in Sustainable Design (student work placed first in Middle TN AIA competition). Work in 471 and 542 relate to design for LEED certification and field study in Chattanooga and Atlanta. Research focuses on energy efficiencies and LEED design principles. Professional experience includes private practice designing for LEED certifications; Brewer Ingram Fuller Architects (designed, documented, and managed institutional, commercial, residential, retail and medical projects) Thompson & Litton Architects, Engineers, Planners (design associate).
Rouse, Barry T (F)	CMVM 612: Journal Club/ Viral Immunology (1) (G)	Doctor of Science, 1997, University of Bristol, England Doctor of Philosophy, 1970, University of Guelph, Canada Master of Science, 1967, University of Guelph, Canada Bachelor of Veterinary Science, 1965, University of Bristol, England	Postdoctoral research, 1970-1972, Walter and Eliza Hall Institute of Medical Research, Australia
Sall, Amadou Bocar (F)	AFST 235: Introduction to African Studies (3) (UT) AFST 236: Introduction to	Doctor of Philosophy, 1999, Education, University of Tennessee, Knoxville	Doctorate applicable to teaching introductory interdisciplinary course grounded in his education in Ghana; 13 years of experience in multicultural education;

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	African Studies (3) (UT) INPG 200: ~~Neuroanatomy~~ Pulaar (Fulani) Language, History (1) (UT) (error in course title)		received the University's Citation for Excellence in Teaching Award, 2006; received the Outstanding and Dedicated Service Award from the Black Graduate and Professional Student Association, 2008; received the University's Hardy Liston Jr. Symbol of Hope Award from the University Commission for Blacks, 2014. Leads study-abroad programs to South Africa and Ghana with a focus on service-learning; serves as the study abroad coordinator for the African Studies Interdisciplinary Program.
Schriver, Ragan Driscoll (F)	SOWK 510: Social Work and Social Welfare Policies and Programs (3) (G) SOWK 512: Social, Economic, and Political Environments (2) (G) SOWK 522: Intro to Social Work Practice (4) (G)	Master of Science, 1989, Counseling Psychology, Xavier University Master of Social Work, 1994, Washington University (course work in mental health theory, cade management, child abuse, mental health policy, assessment and treatment of families, social policy analysis and evaluation, coping with stress and life crises) An additional 26 graduate credit hours in Social Work (psychology, substance abuse, psychology	Professional Experience related to teaching assignment: Executive Director, Catholic Charities of East Tennessee, overseeing a 24-program social service agency; Counselor, Community Alternatives to Prison Program, Knox County Sheriff Department, Knoxville, Tenn.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
		dysfunction, and social work), 1989-1991, University of Tennessee, Knoxville	
Shatila, Suzanne Lynn (P)	SOWK 512: Social, Economic, and Political Environments (2) (G)	Master of Science in Social Work, 2002, University of Tennessee	Professional Experience: Tennessee Department of Human Services (Program Planner with the Research and Performance Management Unit); East Tennessee State University (Assistant Director, Planning and Evaluation Unit for the Department of Human Services Family Assistance Division); MacMaster, Bride, and Jones LLC (research coordinator for the Ryan White Needs Assessment Program for Middle Tennessee); Tennessee Department of Children's Services (research coordinator, Brian A. Racial Disparities Research Team)
Smith, Bennett L (F)	JREM 320: Media Promotions (3) (UT)	Bachelor of Science, 1987, Broadcasting, University of Tennessee, Knoxville	Extensive broadcast experience; Radio Station Manager of 90.3 The Rock, WUTK-FM, student-operated radio station that is part of the School of Journalism and Electronic Media. Experience includes managing student staff, improve underwriting sales; under his management, the station has earned national and local honors. Additional experience as promotions director at a local newspaper and radio station, and marketing director/ concert representative for a national entertainment promoter. Professional experience with media promotions is highly

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			appropriate for this course. This was a temporary assignment. JREM 320 course description: Media promotions techniques and campaigns. Strategies for reaching audiences with media promotions. Students develop promotional messages and campaigns.
Smith, Sharon Lockett (F)	CMST 240: Business/ Professional Communication (3) (UT)	Bachelor of Science in Home Economics, 1972, Home Economics Education, University of Tennessee, Knoxville	Long term teaching experience in public speaking courses for University. Smith has a total of 46 graduate hours in addition to the bachelor's degree. She also has nine years of professional experience as a trainer in corporate settings involving communication and group presentations
Souza, Marcy Jan (F)	CMVM 501: Fundamentals Human-Animal Bond (1) (G) CMVM 610: Foreign Animal/ Emerging Diseases (2) (G) VMD 837: Food Hygiene/ Zoonoses (2) (G)	Master of Public Health, 2008, North Carolina State University Doctor of Veterinary Medicine, 2004, North Carolina State University	Board Certifications: Diplomate in College of Veterinary Preventive Medicine, 2010; Diplomate in American Board of Veterinary Practitioners, Avian Practice, 2007 Areas of Expertise: Avian and Wildlife Diseases, recognized international expert on white nose syndrome in bats and its environmental impact on man, public health, One Health, and the human and animal bond.
Stevens, Donald Richard (P)	MGSC 530: Business Skills Development (1) (G)	Master of Business Administration, 1974, Marketing, University of Chicago	Is lecturer and career development director, helps students' transition from academia to the business world. MGSC 530 focuses on successfully applying knowledge in the business world and develops students' communications skill and focuses on career development. With 35 years of high level business experience, Stevens is

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			well suited to help MBA students learn the communication and career development skills necessary to succeed in the business world. Brings insight from having worked on customer communication projects for Bank of America, Target, Royal Caribbean, Nestle, Unilever, Ralston Purina, American Airlines, Johnson & Johnson, Kimberly Clark, and General Electric. Also, maintained business relationships with his company's key customer, leading to a nine-year retention of his group's largest and most profitable client when the average turnover was two years.
Swift, Glenn D (F)	BUAD 518: Innovation in Practice (2) (G)	Master of Business Administration, 1981, Marketing, Georgia State University Executive Management Program, Yale University	Enjoyed a 35-year management career at AT&T, including stints as Vice President of Sales, Vice President of Marketing, Vice President of Investor Relations and Vice President & General Manager. On three occasions, earned the prestigious AT&T Leaders Council honor, a designation reserved for only the highest performing employees at AT&T. At UT, has taught multiple courses, including Innovation & Practice, Entrepreneurial Strategy Implementation and Monetizing Technology Enabled Social Media. Has championed the Entrepreneurship & Innovation program that has produced 61 new ventures started exclusively by students and has established and nurtured

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			partnership relationships with over 200 community entrepreneurs to advise, mentor and assist entrepreneurial-minded students. Under his leadership, the school improved to 17th among public schools in the Bloomberg BusinessWeek entrepreneurship specialty rankings. In addition to his teaching at UT, was an MBA Executive-in-Residence at The Ohio State University in 2000-2001 and served as the interim director of UT's full-time MBA program in 2003.
Tan, Jindong (F)	BME 271: Biomedical Engineering Principles (3) (UT) BME 430: Biomedical Engineering Lab (3) (UT)	Doctor of Philosophy, 2002, Electrical and Computer Engineering, Michigan State University Master of Science, 1995, Electrical Engineering, Northeastern University, China	Works in the fields of robotics and control, and has over the past decade applied this discipline into the field of biomedical engineering, specifically, into surgical robotics. His research in surgical tools which contain video cameras eliminate the need for an additional incision in the patient and is funded through the NSF. Robotics and control are a focus in the Department of Mechanical, Aerospace, and Biomedical Engineering and within the disciplinary area of Biomedical Engineering (BME). Has worked in BME research for a number of years, making him well-qualified for teaching the assigned BME courses. As a discipline, BME is generally quite multi-disciplinary, covering such topics as medical imaging, biomechanics, drug delivery, on-human sensing, rehabilitation, surgical tools and

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			others. As such, all top BME departments nationwide must employ faculty, or build collaborations with faculty, with a wide range of core disciplines such as electrical (EE) and mechanical engineering (ME). In this regard, he leverages the strengths of the department and needs of the BME and ME programs quite well.
Tobias, Karen M (F)	VMD 887: Advanced Soft Tissue Surgery ~~Advanced Small Animal Orthopedics~~ (error in course title) (2) (G)	Doctor of Veterinary Medicine, 1985, University of Illinois Master of Science, 1989, Veterinary Clinical Sciences, The Ohio State University	Professional Experience prior to joining UT in 1999 (details on attached vita): Clinical Instructor, Small Animal Soft Tissue Surgery, Assistant Professor, Small Animal Surgery, Associate Professor, Small Animal Surgery; Chief of Small Animal Surgery, Department of Veterinary Clinical Sciences, Washington State University, Pullman, Washington. Areas of Expertise: internationally recognized surgeon with specific expertise in portosystemic shunts and hepatobiliary disorders, in addition to wound care and general surgery.
Van Amstel, Sarel R (F)	VMD 897: Camelid Medicine ~~Theriogenology~~ (error in course title) (2) (G)	Masters in Veterinary Internal Medicine, 1982. College of Veterinary Medicine, University of Pretoria, Pretoria, South Africa Bachelor of Veterinary Science, 1978, College of Veterinary Medicine, University of	Residencies in Veterinary Internal Medicine: College of Veterinary Medicine, University of Pretoria, Pretoria, South Africa 1982; Residency Veterinary Internal Medicine, University of Tennessee 1997. Board certifications: Diplomate in American College of Veterinary Internal Medicine, Large Animal, 2001; American Board of Veterinary Practitioners, Food Animals,

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
		Pretoria, Pretoria, South Africa.	2000; IPC Dairy Training Center, Friesland. 1997 Areas of Expertise: world-renowned expert on foot and claw disease of the bovine, camelid and swine; extensive expertise in all areas of large animal and production animal anatomy, physiology, medicine and surgery.
Videla, Ricardo (F)	VMD 897: Camelid Medicine ~~Theriogenology~~ (2) (G) (error in course title)	Master of Veterinarian. 2003. School of Veterinary Medicine Universidad del Salvador, Buenos Aires, Argentina Master of Science, 2012, Comparative and Experimental Medicine, Concentration: Veterinary Immunology, The University of Tennessee, Knoxville	Internship: Equine Medicine and Surgery, Chino Valley Equine Hospital, Chino, CA Residency: Large Animal Medicine: Large Animal Internal Medicine, Department of Large Animal Clinical Sciences, The University of Tennessee, Knoxville Board Certification: Diplomate American College of Veterinary Large Animal Medicine. 2011 Area Expertise: clinical specialist in veterinary internal medicine of large animals (equine and production animals), clinical veterinary medicine of livestock
Weigel, Joseph Paul (F)	VMD 843: Musculoskeletal System I (3) (G) VMD 872: Small Animal Orthopedic Surgery and Rehabilitation (3) (G) VMD 887: Advanced Small Animal Orthopedics (2) (G)	Doctor of Veterinary Medicine, 1972, University of Colorado Master of Science, 1998, Engineering Science/Biomedical Engineering, University of Tennessee, Knoxville	Board Certification: Diplomate in American College of Veterinary Surgeons, Diplomate in the College of Veterinary Surgeons Other Experiences: Surgical Residency, University of California, Davis, 1976; Staff Clinician, 1973-1974, and General Internship, 1972-1973, Angell Memorial Animal Hospital, Boston, Mass. Areas of Expertise: General Surgery, Orthopedic Surgery, Biomechanics of movement, Musculoskeletal anatomy,

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			physiology in health and disease; specializing in orthopedic surgery; specialized advanced training in engineering to combine the expertise of the biomechanics and orthopedics to the Canine.
Wilkinson, Jeffrey D (F)	ARCH 221: Representation III: Digital Media (2) (UT)	Bachelor of Architecture, 1988, University of Tennessee	College IT Coordinator, since 2000. Many years of experience with digital technology and application to design that includes current role as director of IT services for college, computer generated visualization work related to historical redevelopment for the City of Knoxville; managing partner for information technology, CADD and computer modeling and visualization at Duckett, Goss, Wilkinson Architecture; computer generated visualization work related to industrial design at Falcon Industries, Inc
Williams, Darren Andrew (P)	FINC 495: Investment Fund Management (1) (UT)	Bachelor of Science, 1999, Biochemistry, Cellular, and Molecular Biology, University of Tennessee, Knoxville Bachelor of Science in Business Administration, 2000, Finance, University of Tennessee, Knoxville	Chartered Financial Analyst (Sept. 2002); Knoxville CFA Society, Vice President Professional experience includes: Martin & Company Investment Counsel (assistant vice president and equity analyst, 2006-present; equity analyst, 2000-2006; equity analyst intern, 1999-2000); IPS Advisory, Inc. (intern, 1998-1999, developed marketing materials and presentations to promote IPS Millennium and New Frontier Mutual Funds). Detailed professional experience: serves as assistant vice president for Martin &

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Company Investment Counsel, analyzing equities and making strategy recommendations for the company's large-cap core equity strategy, which has assets of over $200 million; led the development of and co-managed the company's small-cap investment management strategy, a small-cap value strategy with $10 million in assets (strategy evaluates securities held and potential investments in small-cap portfolios by placing considerable emphasis on quantitative factors such as book value, earnings power, and return on capital as well as qualitative factors such as competitive position and barriers to entry); co-manages Martin & Company's opportunity strategy, a multi-cap investment strategy constructed of both value and growth stocks (strategy is managed using both top-down trend identification and bottoms-up fundamental research); while serving as an equity analyst at Martin & Co. prior to being promoted to assistant VP, performed fundamental security analysis, prepared research reports, and made strategy recommendations for Martin's core equity and opportunity strategies; communicated the firm's investment strategies with consultants and clients through presentations and the writing of Martin & Company's quarterly investment commentary.

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Wood, Elizabeth Ann (P)	SOWK 555: Psychological Development and Mental Health in Later Life (3) (G)	Master of Social Work, 2005, University of Alabama; relevant course work in human development, developmental behavior, social welfare policy, and health policy; psychopathology.	Professional Experience: Relative Caregiver Program (program coordinator, community support coordinator and family advocate), Chattanooga, Tenn.
Wood, Kathryn Coleman (F)	HRM 545: Compensation and Benefits (3) (G)	Master of Business Administration, 1979, Wharton School of Business, University of Pennsylvania	Prior to joining UT in 2006, extensive corporate experience with East Tennessee companies including ten years as Vice President of Human Resources for ImagePoint Inc. (formerly, Plasti-Line and CTI) and seven years as Vice President of Human Resources and Support Services for CTI, Inc. In both organizations, she was responsible for managing the human resources function and personally led the development and implementation of the companies' compensation and benefits programs. Prior to CTI, she was Director of Compensation for the Oak Ridge Y-12 Plant (Oak Ridge, Tenn.), at the time managed by Martin Marietta. In total, Wood has 20 years of experience in compensation and 17 years in employee benefits. She has been involved in all aspects of managing employee compensation and benefits for all types and levels of employees; 1) conducted job analyses, written job descriptions, and evaluated jobs using structured job

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			evaluation systems; 2) conducted and analyzed salary surveys, developed new employee compensation programs for executives, sales personnel, professionals, support, and production employees, and managed annual increase programs; 3) she developed and managed stock option programs and incentive programs, including the development of a new ownership structure for a company that transitioned from public to private ownership; 4) managed and redesigned 401(k) programs, redesigned health care benefits, implemented wellness programs, and developed employee communications programs; 5) responsible for the management of employee benefit costs; and 6) has worked closely with other company executives, Boards of Directors, and outside consultants and healthcare providers.
Yeager, Kenton L (F)	THEA 563: Projects in Lighting Design (2) (G) THEA 580: Design Seminar (3) (G) THEA 584: Photography for the Theatre (3) (G)	Bachelor of Fine Arts, 1983, Lighting Design and Technology, Pennsylvania State University	Over the past 30 years, has designed or produced more than 700 events for Theatre, Dance, Music, Industrials, Festivals, Architecture, Youth Audiences and Touring Productions both nationally and internationally. Owner and creator of Yeagerlabs, a classroom theater system used in teaching theatre (yeagerlabs.com). Theatre design credits include work for: Milwaukee Repertory, St Louis Repertory, Pioneer Theatre,

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Round House Theatre, Folger Shakespeare, The Clarence Brown Theatre, Virginia Stage Co, Arden Theatre, Syracuse Stage, Asolo Theatre, PlayMakers Repertory, Great River Shakespeare Festival, Arkansas Repertory, Theatre by the Sea, Pennsylvania Stage, National Shakespeare Co, Camden Shakespeare Co, The Flynn Theater for the Performing Arts, and American Music Theatre Festival. Has designed cooperate events for IBM, AIG International, The Olympic Ski Team, University of Tennessee, Vermont Fine Wine and Food Festival, and ESPN. Has also designed concerts for Suzanne Vega, Dave Matthews, John Prine, They Might Be Giants, George Winston, The Kronos Quartet, Bobby McFerrin, The Roches Charles Mingus Big Band, Ladysmith Black Mambazo, George Winston, Slide Hampton, Canadian Brass, Jonny Clegg, James Carter, Sweet Honey in the Rock and, Stephane Grappelli. As an event photographer he has shot over 1000 professional shoots including theatre, dance and music productions as well as corporate events and weddings. The course in Theatre Photography was devised by Professor Yeager as part of the MFA Lighting Design curriculum. As an educator, he has taught design master classes at more than 40 Universities, taught lighting design at the

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			Pennsylvania State University, and was Chair/Artistic Director of Interlochen Arts Camps' Department of Theater. Has taught lighting workshops internationally, including Berlin, Munich, Salzburg, Prague, Mexico City, Avignon, and Amsterdam. Has received a nomination for the Barrymore Award for Lighting Design for work at Arden Theatre in Philadelphia and is the only lighting designer in the world to be invited to show his work at all three World Stage Design international exhibits. Recipient of the Chancellor's Citation for Research and Creative Achievement, the Junior faculty Teaching Award, and the Faculty Advising Award at the University of TN. The Tennessee Theatre Association's Distinguished Achievement Award was bestowed on him in 2014.
Youngs, Lynn Ramsey (P)	MGT 551: New Venture Planning (3) (G)	Master of Business Administration, 1985, University of Tennessee, Knoxville	Duties as executive director of the Anderson Center for Entrepreneurship and Innovation include instructing, coaching, and mentoring students in the field of entrepreneurship; responsible for overall strategy formulation and execution in support of entrepreneurial talent development and regional economic development, especially with regard to technology commercialization. Has held multiple, executive-level positions in early-stage technology and healthcare

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NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES& COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
			organizations, as well as in publicly traded manufacturing and retail businesses. Brings a hands-on and practical approach to instruction, drawing on real-world experience from his leadership roles in finance, marketing, sales, and operations.

Conclusion

The University of Tennessee, Knoxville, demonstrates faculty competence through a thorough vetting through the hiring process. The faculty identified by the Off-Site Review Team provided resumes and the department heads, school directors, or associate deans, as appropriate, provided detailed justifications for these faculty members. In some cases, errors or omissions were identified on the original faculty rosters reviewed by the Off-Site Review Team. Corrections were made and noted on the attached Faculty Roster.

Sources

- Anderson_John
- Aoukar_Ryann
- Avery_ J_David_G
- Blakeman_Robyn
- Brooks_Terry
- Brown_Keith
- Brown_Mary_Lynn
- Buckley_Kathleen
- Burnette_Michael
- Caldwell-Weddig_Melissa
- Chyz_Somer
- Culver_Matthew
- Cwiek_Charlie
- Davis_Sharon
- Ferrara_Julie
- Foster_Larry_Steven

- French_Robert
- Friedman_Deya
- Gaboda_Travis_Daniel
- Garroway_Lauren
- Gaylord_Nan
- Graham_Donald
- Guidry_Michael
- Hardin_Robin
- Hart-Reilly_Kathy
- Herbstritt_Lauren
- Hoke_Jessica
- Holloway_Harold
- Hoy_Mariea
- Hughes_Harry
- Johnson_Evan
- Lefmann_Tess
- Leon_Ramon
- Mahoney_Mary
- Mallory_Kimberly
- Martella_William
- Mayfield_Vicki
- McClernon-Chaffin_Katherine
- McConnell_Dona
- Ott_Richard
- Pannell_Allen
- Payne_Joe
- Petty_Greg
- Piper_Coleman
- Powell_Matt_Shafer
- Request for Justifying and Documenting Qualifications of Faculty
- Rice_Dean
- Richardson_C_Patrick
- Rose_James
- Rouse_Barry
- Sall_Amadou

- Schriver_Ragan
- Shatila_Suzanne
- Smith_Bennett
- Smith_Sharon_Lockett
- Souza_Marcy
- Stevens_Richard
- Swift_Glenn
- Tan_Jindong
- Tobias_Karen
- Van Amstel_Sarel
- Videla_Ricardo
- Weigel_Joseph
- Wilkinson_Jeffrey
- Williams_Darren_A
- Wood_Elizabeth
- Wood_Kathryn
- Yeager_Kenton
- Youngs_Lynn

3.13.2 Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

UT provided evidence that it had executed a number of consortial agreements as listed in comprehensive Standard 3.4.7, and that in these agreements it had taken steps to assume appropriate responsibility for the integrity of the collaborative academic arrangements and the quality of credits recorded on their transcripts. For some of these agreements, such as the UT College of Education, Health and Human Sciences/University of Padua Dual Degree Program and the University of Tennessee, Knoxville (UT)/University of Tennessee Institute of Agriculture (UTIA) Collaborative Academic Arrangement, the institution also provided evidence confirming that it had provided appropriate notification to the SACSCOC. However, for several other agreements such as the UT College of Engineering/Fisk University Dual Degree Program and the UT College of Engineering/Maryville College Dual Degree Program, UT provided copies of the signed agreement but the Off-Site Reaffirmation Committee was unable to confirm that appropriate notice had been provided to the SACSCOC.

University of Tennessee, Knoxville Focused Response

The University of Tennessee, Knoxville College of Engineering entered into a collaborative agreement with **Maryville College** in 2002 and renewed in 2007. This predates the SACSCOC policy *Agreements involving joint and dual academic awards: Policy and procedures* (previously named *Collaborative Academic Arrangements: Policy and procedures*; original date approved by SACSCOC Board of Trustees, June 2010).

The University of Tennessee, Knoxville College of Engineering entered into a collaborative agreement with **Fisk University** in May 2011. This post-dates the aforementioned policy and we neglected to notify SACS COC. The Vice President for Academic Affairs and Student Success served as the SACSCOC Liaison since the 2000 institutional reorganization. Dr.

Katherine N. High, University of Tennessee System Vice President for Academic Affairs and Student Success, assumed the position of VP and SACS COC Liaison in August 2010 upon the departure of her predecessor. At that time, Dr. High determined several changes had not been submitted. Multiple changes were reported in **May 2011** with acceptance being received in **August 2011**; however, this agreement was inadvertently omitted.

Upon receipt of the off-site review report, we submitted a letter to SACS COC with an explanation (see **2014 Dual Degree Agreements Engineering**) and attached the agreements.

- The agreement with Maryville College has expired. There is both student and faculty interest and the two institutions have plans to revisit the agreement. Should a new agreement result, it will be submitted as required. (See **Email Engineering Dual Degree Programs 2014-12-03**)
- The agreement with Fisk University has not expired but it is no longer active (there are no students) due to the lack of funds to support the program. It will not be renewed in 2016 when it expires. (See **Email Engineering Dual Degree Programs 2014-12-03**)

Conclusion

The University of Tennessee, Knoxville, appreciates the concern of the Off-Site Review Team. We have subsequently submitted appropriate notification to SACS COC regarding these two programs.

Sources

- 2014 Dual Degree Agreements Engineering
- Email Engineering Dual Degree Programs 2014-12-03
- Multiple_Changes_2011_05_06
- Multiple_Changes_2011_08_01_SACS_response-1
- UT-Fisk Agreement
- UT-Maryville Agreement

4.1 Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Off-Site Review Team Evaluation

The University of Tennessee evaluates success with respect to student achievement consistent with its mission. The university tracks graduation and retention data and reports this information to the university community through the institution's Fact Book publication. Licensure rates are tracked for a variety of programs including Nursing, Veterinary Medicine, College of Law, and Engineering. Job placement rates, undergraduate salaries and top employer data are also used to evaluate student achievement. The Office of Institutional Research and Assessment tracks and reports on a variety of other data (e.g. course completion rates, survey data, and progress to degree completion) for the purpose of tracking student achievement. However, while the institution does provide comparative data (i.e. access time, to system, or nationally) the Off-Site Reaffirmation Committee was unable to determine how the data or comparisons related to the university benchmarks for success.

University of Tennessee, Knoxville Focused Response

Retention and Graduation Rate

The University of Tennessee, Knoxville (UT) strategic plan, Vol Vision - Journey to the Top 25, focuses on student success. Within the Undergraduate Plan, two major institution-level metrics used to monitor progress on the strategic plan are the first-to second year retention and six-year graduation rates. Our goal is to increase the first-year to second-year retention rate for first-time, full-time undergraduate students is 90 percent and to increase the six-year graduation rate to 75 percent. These benchmarks were set during the strategic planning process when current, target and aspirational peers were identified and the **benchmark institutions** identified. Progress towards achieving the benchmark is

- presented on the Journey to the Top 25 - **Undergraduate Education webpage** (also provided here as a **pdf file**);
- reported to the Board of Trustees on an annual basis (see slides from **2011**, **2012**, **2013**, and **2014** presentations);
- reported in the Chancellor's Annual Report (**2012** and **2013**), which is broadly distributed to legislators, alumni, donors, and various others and made available online; and
- presented on the Office of Institutional Research and Assessment **webpage** (also provided here as a **pdf file**).

The retention rate has increased each year since the benchmark study conducted for the strategic plan in 2010: 84.5, 84.6, 85.6, 86.6 percent for 2010, 2011, 2012, and 2013,

respectively. The six-year graduation rate has risen from 60.5 percent for the fall 2004 cohort to 69.3 percent for the fall 2010 cohort. Responsibility for improving retention and persistence to graduation falls to several inter-related groups that focus on improving the student experience. Descriptions of these groups follow (listed in alphabetical order).

Academic Advising Leadership Group

The Assistant Provost for Student Success along with the directors for undergraduate advising in the nine colleges with baccalaureate degree programs focus on advising outcomes, technology that supports advising (GradesFirst and uTrack), professional development of advising staff and faculty, and monitoring of student success. Actions, recommendations and study findings are reported to the Undergraduate Council and the Enrollment Management Committee.

Associate Deans Group

Vice Provost for Academic Affairs and the associate dean for academic affairs focused on undergraduate programs from each of the colleges with baccalaureate degree programs. Recommendations and actions are reported to the Undergraduate Council and advisory input is shared with the Enrollment Management Committee and the Undergraduate Planning Team.

Enrollment Management Committee

The Enrollment Management Committee discusses, develops, monitors, and evaluates all aspects relating to the recruitment, retention, graduation, and support of UT students. This committee is advisory to the Provost and is charged with achieving our institution's desired enrollment (in quantity and quality) and improving student life and learning to ensure student success. Appointments to the committee represent a cross-section of the university functions that impact day-to-day operations, and include the following,

From the Office of the Provost

- Provost and Senior Vice Chancellor for Academic Affairs (chair)
- Vice Provost for Academic Affairs
    - Director of Online Programs
    - Summer School Coordinator
- Vice Provost and Dean of the Graduate School
    - Associate Dean and Director, Office of Graduate Training and Mentorship
    - Assistant Dean and Director of Graduate Admissions
- Vice Provost for Faculty Affairs
- Associate Provost and Director of the Center for International Education
- Assistant Provost for Academic Resources
- Assistant Vice Provost for Accreditation
- Assistant Provost for Student Success
    - Executive Director, Student Success Center
    - Director, First Year Programs
    - Director, Advising, College of Arts and Sciences
- Assistant Provost and Director of Office of Institutional Research and Assessment
- Assistant Provost and Director for Enrollment Services
    - Associate Dean and University Registrar
    - Assistant Dean and Director for Undergraduate Admissions

    - Assistant Dean, Office of Financial Aid and Scholarships
    - Director, One-Stop Student Services Center

From the Office of Communications and Marketing

- Vice Chancellor for Communications
    - Director, Creative Services

From the Division of Student Life

- Associate Vice Chancellor and Dean of Students
- Assistant Vice Chancellor and Director of University Housing
- Director, New Student and Family Programs

From the Faculty

- Chair, Undergraduate Council (tenured associate professor)
- President, Faculty Senate (also a tenured full professor in the College of Nursing)
- Associate Dean for Academic Affairs, College of Arts and Sciences (also a tenured full professor)
- Assistant Dean, College of Agricultural Sciences and Natural Resources (also a tenured full professor)

From the Office of Diversity

- Vice Chancellor for Diversity
    - Director of Multicultural Student Life
    - Interim Director, Office of Equity and Diversity

From the Office of Finance and Administration

- Associate Vice Chancellor of Finance and Administration
- Assistant Vice Chancellor and Chief Information Officer

<u>The First Year Success Consortium</u>

The First-Year Success Consortium meets monthly to discuss the success of first-year students. The retention index was developed by a faculty member in the Department of Economics who modeled UT student data to help understand dimensions contributing their success at UT. The consortium members review data and proven success practices, such as academic coaching, through a consistent assessment approach, examine student data to identify gaps in programmatic support for students in need, and propose new success initiatives after careful research and examination. The consortium is composed of a cross-section of offices that provide student services, which include: Office of First-Year Studies (Office of Student Success); Thornton Athletics Student Life Center (Athletics and Office of the Provost); Center for Leadership and Service (Dean of Students Area); UT LEAD (Leadership, Excellence, Achievement, and Diversity) in the Student Success Center; One Stop Student Services Center (Enrollment Services); College of Arts and Sciences Advising Center, who also represents the Academic Advising Leadership Group; Office Multicultural Student Life (Office of Diversity); Student Success Center (Student Success); Academic

Standing/Probation Process, Student Success Center (Student Success); and Housing/ Living Learning Communities (Student Life)

Sophomore Taskforce
The Sophomore Taskforce communicates and collaborates on the various academic and social support resources to support retention and persistence to graduation for our second year students. In addition, the Sophomore Taskforce reviews institutional and national data trends and best practices on second year student success. The Sophomore Taskforce represents a broad cross section of campus units, which include: Career Services, Center for International Education, Center for Student Leadership and Engagement, Dean of Students, Financial Aid, Multicultural Student Life, College of Arts and Sciences, Haslam College of Business, Undergraduate Research, Graduate School, Office of National Scholarships and Fellowships, First-Year Studies, and the Student Success Center.

The Tactics Team
The Tactics Team is composed of key administrators designed to quickly study issues and propose solutions to problems and challenges. It reports findings and recommendations to the Undergraduate Planning Team and the Enrollment Management Committee. The Tactics Team membership consists of the Vice Provost for Academic Affairs (chair); Assistant Provost and Director for Enrollment Services; Assistant Provost for Student Success, Academic Affairs; Assistant Provost and Director of Office of Institutional Research and Assessment, Academic Affairs; Associate Vice Chancellor for Finance and Administration; Director, Advising, College of Arts and Sciences; Executive Director, Office of Information Technology, Division of Finance and Administration; Associate Vice Chancellor and Dean of Students, Student Life; and Director, Creative Services, Office of Communications and Marketing.

Undergraduate Planning Team
The Undergraduate Planning Team monitors progress towards achieving goals and takes action on various matters relating to the academic and student life programming that impacts student retention, progress to degree, and graduation. Broad representation includes the Vice Provost for Academic Affairs (chair); Assistant Provost for Academic Resources; Assistant Provost and Director for Enrollment Services; Assistant Provost for Student Success, Academic Affairs; Assistant Provost and Director of Office of Institutional Research and Assessment, Academic Affairs; Associate Dean for Academic Affairs, College of Arts and Sciences, and Professor, Department of Chemistry; Associate Vice Chancellor for Finance and Administration; Associate Professor, Department of Marketing and Supply Chain Management; Executive Director, Office of Information Technology, Division of Finance and Administration; Associate Vice Chancellor and Dean of Students, Student Life; and Director, Creative Services, Office of Communications and Marketing.

Licensure Exams

The University of Tennessee routinely tracks and reports on the national licensing exams for several programs. These results are also incorporated into the assessment plans of these programs where appropriate and are additionally used in UT's annual performance funding report to the Tennessee Higher Education Commission (THEC). UT continually strives to surpass the statewide pass-rates and, when available, to meet or exceed the national averages. Benchmarks for each exam are given below in the table titles.

For the **Nursing** program, the National Council Licensure Examination (NCLEX) first-time pass rates are based on a calendar year. Nursing faculty set the benchmark for first time

pass at 90 percent. For the 2013 calendar year (the most recently available data), UT posted a 90.0percent pass rate compared to 86.6 percent for the State of Tennessee and 83.0 percent nationally (Table 4.1-1). When the pass rate decreases, a faculty team looks at potential causes and makes recommendations for remediation. Between 2009 and 2010, the decision was to increase student preparation for the exam by holding special test preparation sessions.

In 2013, the National Council changed both the test plan and the passing level of the computer adaptive testing licensure exam (gray-filled cells in Table 4.1-1). The test plan is divided into Client Need categories and percentage of exam questions in several categories were either decreased or increased. The passing level (indicator of minimum competency) was raised by starting with more difficult critical thinking questions which relied on alternative formatting. The Council expected a 3 to 5 percent decrease in national and regional scores. The decrease in the UT score just fell outside the Council's expected decrease in national score (decline in UT first time pass rate of 5.8 percent between 2012 and 2013); whereas, the gap in first-time pass rate from other Tennessee institutions between 2012 and 2013 fell 6.9 percent. The Tennessee pass rate was greater than this margin of decrease as predicted by the Council.

Table 4.1-1 First-time pass rate comparison for National Council Licensure Examination (NCLEX); UT benchmark equals 90 percent first-time pass rate.

	2008	2009	2010	2011	2012	2013
UT	95.8%	99.6%	95.8%	96.6%	95.8%	90.0%
Tennessee	91.0%	91.0%	90.5%	92.0%	93.5%	86.6%
National	86.7%	86.7%	84.9%	87.9%	90.3%	83.0%

For **College of Law**, the comparison is made between UT students and others taking the Tennessee Bar Exam and is also based on a calendar year. In 2013 (the most recently available data; gray-filled cells), the UT pass rate for first-time takers was 91.5 percent while the pass rate for the others taking the Tennessee Bar Exam was 76.2 percent (Table 4.1-2).

Table 4.1-2 First-time pass rate comparison for Tennessee Bar Exam; UT benchmark equals a UT first-time pass rate 8 percent above the overall state passage rate on the Tennessee Bar Exam in a calendar year.

	2008	2009	2010	2011	2012	2013
UT	89.7%	88.5%	89.7%	80.5%	85%	91.5%
Tennessee [a]	82.9%	76.8%	79.2%	76.9%	77%	76.5%

[a] Includes all others taking the Tennessee Bar Exam regardless of where they received their education or are domiciled.

The **College of Veterinary Medicine** reports their results for first-time pass rate on an academic year for the North American Veterinary Licensing Examination (NAVLE). These

results are compared to national norms. For the 2013-2014 academic year, the national pass rate was 90.0 percent while the pass rate for UT was 91 percent. In fact, UT consistently surpasses the national levels on the NAVLE (Table 4.1-3).

In 2013-2014 the examination was changed substantially to a more clinic problem based Q&A format. The scores fell across the board nationwide (noted by the grayed cells in Table 4.1-3. This was likely due in-part to discrepancy in old board preparatory material not matching the format and focus of the revised examination.

Table 4.1-3 First-time pass rate comparison for North American Veterinary Licensing Examination (NAVLE); UT benchmark equals a UT pass rate above the national pass rate.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
UT	96.7%	98.4%	95.4%	95.8%	97.4%	91.0%
National	93.1%	95.9%	94.7%	92.1%	92.0%	90.0%

The **College of Engineering** uses the Fundamentals of Engineering Exam (FE) for their licensing exam. FE results are compiled on an academic year basis. The departments compare their students' performance to the national pass rates. Not all engineering areas require the FE and not all students participate which tends to make the results less stable or consistent from year to year. Out of the 11 engineering programs at least 7 programs each year performed at or higher than the national levels. Additionally, Civil, Computer, Electrical, Mechanical and Nuclear Engineering all met or exceeded the national rates for the past five years (Table 4.1-4).

Table 4.1-4 First-time pass rate comparison for Fundamentals of Engineering Exam; UT benchmark equals a UT pass rate above the national pass rate (all values are percent).

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Program	UT	Nat'l	UT	Nat'l	UT	Nat'l	UT	Nat'l	UT	Nat'l	UT	Nat'l
Aerospace	78	81	83	83	94	83	100	86	80	88	100	94
Biomedical	100	82	100	82	60	75	93	82	100	80	90	80
Biosystems	67	78	100	84	55	76	75	75	70	81	100	78
Chemical	74	84	73	87	86	87	83	85	78	86	89	83
Civil	92	73	92	75	89	74	95	73	95	74	89	73
Computer	63	63	60	52	92	74	75	72	86	70	83	55
Electrical	91	71	86	72	76	69	87	75	82	68	71	65
Industrial	100	78	50	72	75	72	80	75	100	76	NA	NA

Program	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	UT	Nat'l	UT	Nat'l	UT	Nat'l	UT	Nat'l	UT	Nat'l	UT	Nat'l
Materials Science	86	81	100	80	100	83	100	80	50	76	NA	NA
Mechanical	88	83	88	84	86	81	96	84	88	82	80	82
Nuclear	82	81	94	82	100	86	90	86	92	84	85	89

NA - Not available because no scores reported

The College of Engineering (COE) is considering whether or not they will continue to use the Fundamentals of Engineering Exam as a measure of student success because,

- With the 2013-2014 administration of the exam, the format and content changed (noted by gray-filled cells in Table 4.1-4).
- The fee has increased from $50 to $250 reducing the number of students taking the exam, even though the COE is trying to help subsidize the fee for students.
- Most departments have discontinued the use of the data in their ABET reports and have dropped the FE preparation course. The Department of Civil and Environmental Engineering have retained the FE preparation course.

Career Services

The Career Services Office at UT provides annual reports showcasing job placement rates, undergraduate salaries, and top employers for UT students/graduates. With increased attention paid to job placement by Federal and State of Tennessee officials, Career Services personnel have revised post-graduation first destination surveys to conform to best practices promoted by the National Association of Colleges and Employers (NACE; **https://www.naceweb.org/**), adopting questions to include and sampling methods. At the present time, no specific benchmarks for placement rates or starting salaries have been adopted. The Director of Career Services position is currently vacant. It is anticipated, that once filled, the process of post-graduation survey and data collection/ analysis will be high on the priority list of activities.

Conclusion

The University of Tennessee, Knoxville, monitors student success in various ways throughout their studies, has set some benchmarks and will continue to apply benchmarks when identified by the appropriate unit. Therefore, it demonstrates it evaluates success with respect to student achievement consistent with its mission.

Sources

- Annual Report, 2012
- Annual Report, 2013
- Journey to the Top 25- Undergraduate Education
- Journey to the Top 25-Undergraduate Education Webpage

- National Association of Colleges and Employers
- Office of Institutional Research and Assessment
- OIRA webpage
- Top 25 Benchmark Schools
- Top 25 Update Presentation to Board, 2011
- Top 25 Update Presentation to Board, 2012
- Top 25 Update Presentation to Board, 2013
- Top 25 Update Presentation to Board, 2014
- Top 25-Undergraduate Education webpage