



BIG ORANGE  
BIG IDEAS



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

BIG ORANGE. BIG IDEAS.

SACSCOC  
2021 COMPLIANCE CERTIFICATION

# University of Tennessee, Knoxville

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### *QEP Impact Report*



## **THE FIFTH-YEAR INTERIM REPORT**

**Name of Institution:** University of Tennessee, Knoxville

**Address of the Institution:** Knoxville, Tennessee 37996

**Name, title, contact numbers of person(s) preparing the report:**

Heather Hartman

Assistant Vice Provost for Accreditation / SACSCOC Liaison

865-803-1817 (cell)

865-974-3635 (office)

**Part I:  
Signatures Attesting to Integrity**

By signing below, we attest that the University of Tennessee, Knoxville has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: March 15, 2021

**Accreditation Liaison**

**Heather Hartman**



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**Chief Executive Officer**

**Donde Plowman**



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**Part II:**  
**“Institutional Summary Form Prepared for SACSCOC Reviews”**

**GENERAL INFORMATION**

**Name of Institution:** University of Tennessee, Knoxville

**Name, Title, Phone number, and email address of Accreditation Liaison:**

Heather Hartman  
Assistant Vice Provost for Accreditation / SACSCOC Liaison  
865-803-1817 (cell)  
hhartman@utk.edu

**Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification**

Heather Hartman  
Assistant Vice Provost for Accreditation / SACSCOC Liaison  
865-803-1817 (cell)  
hhartman@utk.edu

**IMPORTANT:**

**Accreditation Activity (*check one*):**

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

**Submission date of this completed document:** March 15, 2021

## EDUCATIONAL PROGRAMS

### 1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) \_\_\_\_\_

### 2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) \_\_\_\_\_

## GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
  - Independent, not-for-profit
    - Name of corporation OR
    - Name of religious affiliation and control: \_\_\_\_\_
  - Independent, for-profit \*
    - If publicly traded, name of parent company: \_\_\_\_\_

- Public state \* (*check one*)
- Not part of a state system, institution has own independent board
- Part of a state system, system board serves as governing board
- Part of a state system, system board is super governing board, local governing board has delegated authority
- Part of a state system, institution has own independent board

\* ***If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.***

## INSTITUTIONAL INFORMATION FOR REVIEWERS

### Directions:

***Please address the following and attach the information to this form.***

### 1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**Brief history:** Founded in Knoxville in 1794, the University of Tennessee, Knoxville (UT Knoxville) is the flagship, land-grant (1869), comprehensive research institution in the University of Tennessee System (UT System). In 1972, just four years after the formation of the System, the Institute of Agriculture (UTIA) was created from the new College of Veterinary Medicine, College of Agricultural Sciences and Natural Resources, Agricultural Experiment Station, and Agricultural Extension Service. Ever since, UT Knoxville has had a collaborative arrangement with the UTIA for delivery of undergraduate, graduate, and professional programs in the areas of agricultural science, natural resources, and veterinary medicine. In 2000, UT Knoxville entered into a research venture with Battelle Memorial Institute to manage Oak Ridge National Laboratory (ORNL) and established the Oak Ridge Institute at The University of Tennessee (ORI at UT) for world-class interdisciplinary research and graduate education. Besides the main campus in Knoxville, two off-campus instructional sites in Nashville (College of Social Work satellite facility) and Tullahoma (in 2010, the UT Space Institute was folded under the supervision of the UT Knoxville Chancellor) deliver social work, and select engineering and physics graduate programs, respectively. UT Knoxville's *mission* is to move forward the frontiers of human knowledge and enrich and elevate the citizens in the State of Tennessee, the nation, and the world. **Service area:** As a comprehensive research university, teaching, research, and outreach programs cross borders to impact other states and countries. To achieve diversity in the various academic programs, students, faculty, and staff are recruited from the 50 states and internationally. Based on the fall 2020 student census, the institution's *student population* composition is as follows: (24,254 undergraduate students and 6,305 graduate/professional students), 94% of undergraduates and 61% of graduate/ professional students are enrolled full-time with male to female student ratios of 47:53 for undergraduate and 44:56 for graduate/ professional students. Of those non-international students who self-identify, 19% of the undergraduate and 16% of the graduate/ professional students are racial/ethnic minorities. UT Knoxville uses selective, holistic review admissions for undergraduate, graduate, and professional programs admissions. The institution defines "holistic" review as "considering each candidate's potential contribution to the learning environment and community, and includes the review of each student's academic profile, community and school activities, and other documentation relating to each student's abilities and experiences." The institution identifies Auburn University, Clemson University, Iowa State University, Louisiana State University, North Carolina State University, University of Alabama, University of Kentucky, University of Missouri, University of Nebraska-Lincoln, University of South Carolina, and Virginia Tech as *peers*.

## 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

### UTK Degrees Awarded 2019-20 (summer, fall, spring)

Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
Accounting	BSBA	52.0301	151
Accounting	MAC	52.0301	103
Advanced Manufacturing	GCP	14.3601	0
Advertising	BSC	09.0903	53
Aerospace Engineering	BSAE	14.0201	28
Aerospace Engineering	MS	14.0201	14
Aerospace Engineering	PHD	14.0201	1
Africana Studies	BA	05.0101	0
Africana Studies	GCP	05.0101	2
Agricultural Leadership, Education, & Communications	BSAG	01.0801	14
Agricultural Leadership, Education, & Communications	MS	01.0801	26
Agricultural & Resource Economics	MS	01.0103	8
Animal Science	BSAN	01.0901	113
Animal Science	MS	01.0901	3
Animal Science	PHD	01.0901	1
Anthropology	BA	45.0201	56
Anthropology	MA	45.0201	5
Anthropology	PHD	45.0201	7
Architecture	MARCH	04.0201	13
Architecture	BARCH	04.0201	53
Art	BA	50.0702	10
Art (Studio)	BFA	50.0702	30
Art	MFA	50.0702	9
Art History	BA	50.0703	7
Artist Certificate in Music	GCP	50.0901	6
Audiology & Speech Pathology	BSASP	51.0204	78
Biochemistry & Cellular & Molecular Biology	MS	26.0202	2
Biochemistry & Cellular & Molecular Biology	PHD	26.0202	8
Biological Sciences	BS	26.0101	223
Biomedical Engineering	BSBME	14.0501	37
Biomedical Engineering	MS	14.0501	10
Biomedical Engineering	PHD	14.0501	0
Biosystems Engineering	BSBSE	14.0301	8
Biosystems Engineering	MS	14.0301	0
Biosystems Engineering	PHD	14.0301	1



Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
Biosystems Engineering Technology	MS	14.0301	1
Business Administration	MBA	52.0201	200
Business Administration	PHD	52.0201	5
Business Analytics	BSBA	52.1302	112
Business Analytics	MS	52.1302	38
Chemical Engineering	BSCHE	14.0701	74
Chemical Engineering	PHD	14.0701	7
Chemistry	BS	40.0501	27
Chemistry	MS	40.0501	5
Chemistry	PHD	40.0501	17
Child & Family Studies	BSHHS	19.0701	82
Child & Family Studies	MS	19.0701	29
Child & Family Studies	PHD	19.0701	2
Cinema Studies	BA	50.0601	0
Civil Engineering	BSCE	14.0801	93
Civil Engineering	MS	14.0801	29
Civil Engineering	PHD	14.0801	14
Classics	BA	16.1200	8
College Scholars Program	BA	30.9999	8
College Student Personnel	MS	13.1102	18
Communication & Information	MS	09.0102	22
Communication & Information	PHD	09.0102	6
Communication Studies	BAC	09.0101	135
Comparative & Experimental Medicine	MS	26.9999	5
Comparative & Experimental Medicine	PHD	26.9999	10
Computer Engineering	BSCOME	14.0901	14
Computer Engineering	MS	14.0901	10
Computer Engineering	PHD	14.0901	4
Computer Science	BSCS	11.0701	92
Computer Science	MS	11.0701	21
Computer Science	PHD	11.0701	8
Conservation and Stewardship	GCP	04.9999	0
Construction Science & Agricultural Systems	BS	52.2001	22
Counseling	MS	42.2806	17
Counselor Education	PHD	13.1102	4
Creative Writing	MFA	23.1302	5
Cultural Studies/Education	GCP	30.2301	1
Data Science & Engineering	PHD	30.0601	3
Deaf Studies	BS	05.0211	0
Disasters, Displacement, & Human Rights	GCP	45.0299	2
Ecology & Evolutionary Biology	MS	26.1301	4

Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
Ecology & Evolutionary Biology	PHD	26.1301	4
Economics	BSBA	52.0601	31
Economics	MA	45.0603	3
Economics	PHD	45.0603	4
Economics (Arts & Sciences)	BA	45.0601	32
Education	EDS	13.0101	19
Education	MS	13.0101	10
Education	PHD	13.0101	28
Educational Administration (Prek-12)	GCP	13.0401	4
Educational Administration	MS	13.0401	10
Educational Leadership	EDD	13.0401	0
Educational Psychology & Research	PHD	42.2806	9
Educational Psychology	MS	42.2806	19
Electrical Engineering	BSEE	14.1001	49
Electrical Engineering	MS	14.1001	25
Electrical Engineering	PHD	14.1001	18
Energy Science & Engineering	PHD	14.9999	21
Engineering Education	GCP	14.9999	0
Engineering Management	GCP	15.1501	0
Engineering Science	MS	14.1301	1
Engineering Science	PHD	14.1301	1
English	BA	23.0101	92
English	MA	23.0101	13
English	PHD	23.0101	9
Entomology & Plant Pathology	MS	01.1105	8
Entomology, Plant Pathology, & Nematology	PHD	01.1105	4
Environmental & Soil Sciences	BSESS	01.1202	35
Environmental & Soil Sciences	MS	01.1202	4
Environmental Engineering	MS	14.1401	10
Evaluation, Statistics, & Measurement	GCP	42.2806	5
Family Nurse Practitioner	GCP	51.3805	0
Finance	BSBA	52.0801	244
Fire Protection Engineering	GCP	43.0299	0
Food & Agricultural Business	BSARE	01.0101	17
Food Safety	GCP	51.2299	3
Food Science	BSFS	01.1001	19
Food Science	MS	01.1001	5
Food Science	PHD	01.1001	3
Forensic Social Work	GCP	44.0799	0
Forestry	BSF	03.0501	17
Forestry	MS	03.0501	4

Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
French	BA	16.0901	0
French	MA	16.0901	4
Geography	BA	45.0701	21
Geography	MS	45.0701	5
Geography	PHD	45.0701	5
Geology	MS	40.0601	4
Geology	PHD	40.0601	4
Geology & Environmental Studies	BS	40.0601	33
German	BA	16.0501	0
German	MA	16.0501	3
Global Security Studies	GCP	45.0999	0
Global Studies	BA	30.2001	0
Graphic Design	BFA	50.0409	18
Grief, Loss, & Trauma	GCP	42.2803	6
Health Policy	GCP	44.0503	2
Healthcare Informatics	GCP	51.0707	0
History	BA	54.0101	65
History	MA	54.0101	7
History	PHD	54.0101	7
Hospitality & Tourism Management	BSRHTM	52.0901	37
Human Resource Management	BSBA	52.1001	27
Industrial Engineering	BSIE	14.3501	49
Industrial Engineering	MS	14.3501	39
Industrial Engineering	PHD	14.3501	9
Information Sciences	BSIS	110401	0
Information Sciences	MS	25.0101	100
Interdisciplinary Programs	BA	30.9999	109
Interior Architecture	BSIA	04.0501	37
Interior Design	BSID	50.0408	0
International Children, Youth, & Families	GCP	19.0701	3
Journalism & Electronic Media	BSC	09.0401	81
Kinesiology	BSED	31.0505	283
Kinesiology	MS	31.0505	25
Kinesiology & Sport Studies	PHD	31.0505	11
Landscape Architecture	MALA	04.0601	0
Landscape Architecture	MLA	04.0601	12
Landscape Architecture	MSLA	04.0601	0
Law	JD	22.0101	118
Legal Studies	MLS	22.9999	0
Life Sciences	MS	26.9999	3
Life Sciences	PHD	26.9999	3

Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
Management & Human Resources	MS	52.1001	29
Management Science	PHD	52.1301	3
Marketing	BSBA	52.1401	207
Materials Science & Engineering	BSMSE	14.1801	31
Materials Science & Engineering	MS	14.1801	18
Materials Science & Engineering	PHD	14.1801	18
Mathematics	BS	27.0101	33
Mathematics	MM	27.0101	7
Mathematics	MS	27.0101	10
Mathematics	PHD	27.0101	16
Mechanical Engineering	BSME	14.1901	191
Mechanical Engineering	MS	14.1901	22
Mechanical Engineering	PHD	14.1901	12
Medical Laboratory Science	BS	51.1005	5
Medical Physics	GCP	51.2205	0
Medieval Studies	GCP	30.1301	0
Microbiology	MS	26.0503	4
Microbiology	PHD	26.0503	10
Modern Foreign Languages	PHD	16.0101	2
Modern Foreign Languages & Literature	BA	16.0101	36
Music	BA	50.0901	2
Music	BM	50.0901	32
Music	MMUS	50.0901	31
Music Theory Pedagogy	GCP	50.0912	5
Natural Resource & Environmental Economics	BSARE	03.0204	6
Natural Resources	PHD	03.0101	2
Neuroscience	BS	26.1501	57
Nuclear Engineering	MS	14.2301	29
Nuclear Engineering	PHD	14.2301	16
Nuclear Security Science & Analysis	GCP	14.2301	5
Nursing	BSN	51.3801	252
Nursing	DNP	51.3818	5
Nursing	MSN	51.3801	21
Nursing	PHD	51.3808	7
Nursing Education	GCP	51.3203	2
Nurse Executive Practice	GCP	51.3802	0
Nutrition	BSHHS	30.1901	34
Nutrition	MS	30.1901	11
Nutritional Sciences	PHD	30.1901	3
Online Teaching & Learning	GCP	13.0501	4
Pediatric Acute Care Nurse Practitioner	GCP	51.3809	0

Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
Pediatric Nurse Practitioner	GCP	51.3809	0
Philosophy	BA	38.0101	18
Philosophy	MA	38.0101	2
Philosophy	PHD	38.0101	0
Physics	BS	40.0801	26
Physics	MS	40.0801	13
Physics	PHD	40.0801	19
Plant Sciences	BSPS	01.1101	32
Plant Sciences	MS	01.1101	4
Plant, Soil, & Environmental Sciences	PHD	01.0000	7
Political Science	BA	45.1001	142
Political Science	MA	45.1001	1
Political Science	PHD	45.1001	5
Power & Energy Systems	GCP	14.1099	1
Pre-Professional Programs	BS	30.9999	6
Psychiatric Mental Health Nurse Practitioner	GCP	51.3810	13
Psychology	BA	42.2799	271
Psychology	MA	42.2799	14
Psychology	PHD	42.2799	16
Public Administration	BSBA	44.0401	9
Public Health	DPH	51.2201	2
Public Health	MPH	51.2201	16
Public Health Sciences	PHD	51.2201	0
Public Policy & Administration	MPPA	44.0501	9
Public Relations	BSC	09.0902	61
Qualitative Research Methods in Education	GCP	42.2806	5
Radiochemistry	GCP	40.0599	0
Recreation & Sport Management	BSED	31.0504	130
Recreation & Sport Management	MS	31.0504	32
Rehabilitation Counseling for the Deaf	GCP	51.2399	0
Reliability & Maintainability Engineering	MS	14.9999	6
Religious Studies	BA	38.0201	4
Retail & Consumer Sciences	BSRHTM	19.0402	26
Retail, Hospitality, Tourism Management	PHD	52.0901	2
School Psychology	PHD	42.2805	4
Social Theory	GCP	30.9999	1
Social Work	BSSW	44.0701	36
Social Work	DSW	44.0701	22
Social Work	MSSW	44.0701	243
Social Work	PHD	44.0701	3
Sociology	BA	45.1101	73

Major	Degree <sup>1</sup>	Major CIP	Degrees Awarded
Sociology	MA	45.1101	6
Sociology	PHD	45.1101	4
Spanish	BA	16.0905	0
Spanish	MA	16.0905	1
Special Education	BSED	13.1001	26
Statistics	MS	27.0501	17
Statistics (Arts & Sciences)	BS	27.0501	12
Supply Chain Management	BSBA	52.0203	320
Supply Chain Management	MS	52.0203	8
Sustainability	BA	30.3301	5
Sustainable Design	GCP	04.9999	0
Teacher Education	EDS	13.1399	2
Teacher Education	MS	13.1399	113
Theatre	BA	50.0501	10
Theatre	MFA	50.0501	6
Trauma Treatment	GCP	44.0799	35
Urban Education	GCP	13.0410	1
Urbanism	GCP	04.0301	0
United States Business Law	LLM	22.0201	0
Veterinary Medicine	DVM	01.8001	79
Veterinary Social Work	GCP	44.0799	8
Wide Bandgap Power Electronics	GCP	14.1099	1
Wildlife & Fisheries Science	BSWFS	03.0601	30
Wildlife & Fisheries Science	MS	03.0601	6
Women, Gender, & Sexuality	GCP	05.0201	1
Women, Gender, & Sexuality	BA	30.9999	1
Youth Informatics	GCP	25.0102	1

<sup>1</sup> Degree abbreviations:

BA, Bachelor of Arts  
BAC, Bachelor of Arts in Communications  
BARCH, Bachelor of Architecture  
BFA, Bachelor of Fine Arts  
BM, Bachelor of Music  
BS, Bachelor of Science  
BSAE, Bachelor of Science in Aerospace Engineering  
BSAG, Bachelor of Science in Agriculture  
BSAN, Bachelor of Science in Animal Science  
BSARE, Bachelor of Science in Agriculture and Resource Economics  
BSASP, Bachelor of Science in Audiology and Speech Pathology  
BSBA, Bachelor of Science in Business Administration  
BSBME, Bachelor of Science in Biomedical Engineering  
BSBSE, Bachelor of Science in Biosystems Engineering  
BSC, Bachelor of Science in Communications  
BSCE, Bachelor of Science in Civil Engineering  
BSCHE, Bachelor of Science in Chemical Engineering  
BSCOME, Bachelor of Science in Computer Engineering  
BSCS, Bachelor of Science in Computer Science  
University of Tennessee, Knoxville

BSCSAS, Bachelor of Science in Construction Science & Agricultural Systems  
 BSED, Bachelor of Science in Education  
 BSEE, Bachelor of Science in Electrical Engineering  
 BSESS, Bachelor of Science in Environmental and Soil Sciences  
 BSF, Bachelor of Science in Forestry  
 BSFS, Bachelor of Science in Food Sciences  
 BSHHS, Bachelor of Science in Health and Human Sciences  
 BSIA, Bachelor of Science in Interior Architecture  
 BSID, Bachelor of Science in Interior Design  
 BSIE, Bachelor of Science in Industrial Engineering  
 BSIS, Bachelor of Science in Information Sciences  
 BSME, Bachelor of Science in Mechanical Engineering  
 BSMSE, Bachelor of Science in Materials Science and Engineering  
 BSN, Bachelor of Science in Nursing  
 BSPS, Bachelor of Science in Plant Sciences  
 BSRHTM, Bachelor of Science in Restaurant, Hospitality, and Tourism Management  
 BSSW, Bachelor of Science in Social Work  
 BSWFS, Bachelor of Science in Wildlife and Fisheries Science  
 DNP, Doctor of Nursing Practice  
 DPH, Doctor of Public Health  
 DSW, Doctor of Social Work  
 DVM, Doctor of Veterinary Medicine  
 EDD, Doctor of Education  
 EDS, Specialist in Education  
 GCP, Graduate Certificate Program  
 JD, Juris Doctor (Law)  
 LLM, Master of Laws  
 MA, Master of Arts  
 MAC, Master of Accountancy  
 MALA, Master of Arts in Landscape Architecture  
 MARCH, Masters in Architecture  
 MBA, Master of Business Administration  
 MFA, Master of Fine Arts  
 MLA, Master of Landscape Architecture  
 MLS, Master of Legal Studies  
 MMUS, Master of Music  
 MM, Master of Mathematics  
 MMUS, Master of Music  
 MPH, Master of Public Health  
 MPPA, Master of Public Policy Administration  
 MS, Master of Science  
 MSLA, Master of Science in Landscape Architecture  
 MSN, Master of Science in Nursing  
 MSSW, Master of Science in Social Work  
 PHD, Doctor of Philosophy

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Yes. The UT Knoxville College of Education, Health, and Human Sciences offers the following ESL opportunities:

Undergraduate:

- Theory & Practice in Teacher Preparation offers an ESL Education Minor to prepare candidates to teach students <https://tpte.utk.edu/esl-education-minor/>
- Secondary English Education 6-12 program, where a student earns a BA in English and minors in secondary education, then a Professional Year with coursework and a Professional Internship concentration, which leads to the MS in English Education, where students can earn an additional licensure endorsement to teach ESL PreK-12.

Graduate:

- MS in Teacher Education - Educational Studies Concentration with World Language/ESL specialization <https://tpte.utk.edu/fled-ms-t1/>
- MS in Teacher Education - Professional Internship Initial Licensure Concentration with English Education and English as a Second Language Professional Internship specialization <https://tpte.utk.edu/msprograms/>
- MS in Teacher Education - Practitioner Concentration with English as a Second Language specialization <https://tpte.utk.edu/msprograms/>

- EdS in Teacher Education (World Language / ESL Concentration) <https://tpte.utk.edu/fledesl-eds/>
- PhD in Education (Literacy Studies Concentration, ESL Specialization) <https://tpte.utk.edu/esl-phd/>
- Add-on ESL Endorsement: <https://tpte.utk.edu/licensure-esl/>

UT Knoxville Center for Global Engagement offers:

- English Language Institute program with graded courses in English reading, writing, speaking/listening, and grammar for basic to advanced English language learners.
- A 6-credit course, ELI 110, that covers study skills, college life preparation, and intensive academic English preparation for students who require a “bridge” between ELI and the University.

### 3. Off-Campus Instructional Locations and Branch Campuses

List **all locations** where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Table 1: Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
University of Tennessee Space Institute (UTSI)	411 B.H. Goethert Parkway, MS01 Tullahoma, TN 37388	ca. 1964	1964	MS, PhD, Industrial Engineering, concentration in Engineering Management MS, PhD, Mechanical Engineering MS, PhD, Aerospace Engineering MS Engineering Science, concentration in Flight Test Engineering PhD, Engineering Science MS, PhD, Physics MS, PhD, Biomedical Engineering	Active
University of Tennessee, College of Social Work	193 Polk Ave., Suite E Nashville, TN 37210	ca. 1951	July 1, 1951	MS, Social Work Graduate Certificate, Gerontology Graduate Certificate, Trauma Treatment	Active

**Table 2: Off-campus instructional sites** at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

None



**Table 3: Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

None

#### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial date of approval to offer distance education: February 12, 1998**

UT Online Programs	Synchronous or Asynchronous or Both	Location
<b>Bachelor Degree Programs</b>		
RN to BSN	B	N/A
Social Work, BSSW	B	N/A
<b>Specialist Degree (EdS)</b>		
Education, concentration in Educational Administration	A	N/A
<b>Graduate Certificate Programs</b>		
Educational Administration (PreK-12)	A	N/A
Engineering Management	B	N/A
Family Nurse Practitioner	B	N/A
Fire Protection Engineering	B	N/A
Health Informatics	A	N/A
Industrial Engineering, concentration in Engineering Management	B	Tulahoma
Nursing Education	B	N/A
Online Teaching and Learning	B	N/A
Pediatric Nurse Practitioner	B	N/A
Psychiatric Mental Health Nurse Practitioner	B	N/A
Reliability and Maintainability Engineering	B	N/A
Youth Informatics	B	N/A
<b>Master Degree Programs</b>		
Agricultural Leadership, Education and Communications, MS	B	N/A
Civil Engineering, concentration in Public Works Engineering, MS	B	N/A
Civil Engineering, concentration in Transportation, MS	B	N/A
Communication and Information, concentration in Strategic and Digital Communication, MS	B	N/A
Education Psychology, concentration in Adult Education, MS	B	N/A
Education Psychology, concentration in Applied Educational Psychology, MS	B	N/A
Education, concentration in Instructional Technology, MS	B	N/A

UT Online Programs	Synchronous or Asynchronous or Both	Location
Educational Administration, MS	A	N/A
Environmental Engineering, MS	B	N/A
Gerontology	B	N/A
Industrial Engineering, concentration in Engineering Management, MS	B	Tullahoma
Information Sciences, MS	S	N/A
Mathematics, MM	B	N/A
Reliability and Maintainability Engineering (RME), MS	B	N/A
Social Work, MSSW	B	N/A
Supply Chain Management, MS	B	N/A
Teacher Education Non-Licensure Track, concentration in Science, Technology, Engineering and Mathematics, MS	B	N/A
<b>Doctoral Degree Programs</b>		
Doctor of Nursing Practice, DNP (BSN to DNP; MSN to DNP)	B	N/A
Doctor of Social Work (DSW) in Clinical Practice and Leadership	B	N/A
Doctor of Education, EdD, concentration in Educational Leadership	B	N/A
Nursing, PhD, Offered online with occasional on-campus residential periods	B	N/A
Industrial Systems Engineering, PhD, concentration in Engineering Management	B	Tullahoma

## 5. Accreditation

- List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
- If SACSCOC is not your primary accreditor for access to US Department of Education (USDE) Title IV funding, identify which accrediting agency serves that purpose.
- List any USDE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
- Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE to the institution.

Accrediting agency	Programs accredited	Date of last review
Accreditation Board of Engineering and Technology (ABET)	Aerospace Engineering, BS in AE Biomedical Engineering, BS in BME Biosystems Engineering, BS in BE Chemical Engineering, BS in CHE Civil Engineering, BS in CE Computer Engineering, BS in CPE Computer Science, BS in CS Electrical Engineering, BS in EE Industrial Engineering, BS in IE Materials Science & Engineering, BS in MSE Mechanical Engineering, BS in ME	2018

Accrediting agency	Programs accredited	Date of last review
	Nuclear Engineering, BS in NE	
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Dietetic Internship Nutrition, BS in Health & Human Sciences (Dietetics concentration)	2018
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Advertising & Public Relations, BS in Communications Journalism & Electronic Media, BS in Communications  Public Relations, BS in Communications	2017
American Chemical Society (ACS)	Chemistry, BS in Chemistry	2017
American Library Association (ALA)	Information Science, MS	2016
American Psychological Association (APA)	Clinical Psychology, PhD Counseling Psychology, PhD School Psychology, PhD	2017 2016 2014
American Veterinary Medical Association (AVMA)	Veterinary Medicine, DVM	2015
Association to Advance Collegiate Schools of Business (AACSB)	Accounting, BS, Master of Accountancy, and PhD Accounting  Business Administration with concentrations in Accounting, Finance, Logistics, Marketing, Organizations & Strategy, PhD  Business Analytics, BS, MS, PhD Economics, BS, MA, and PhD Finance, BS, PhD Human Resource Management, BS, MS Management Science, PhD Management, BS Marketing, BS, PhD Master of Business Administration – all concentrations Public Administration, BS Statistics, BS (intercollegiate with College of Arts & Sciences) & MS Supply Chain Management (formerly named Logistics), BS	2017
Commission on Accreditation of Medical Physics Education Programs (CAMPEP)	Medical Physics, MS Medical Physics, Graduate Certificate	2019
Commission on Collegiate Nursing Education (CCNE)	Nursing, BS in Nursing & MS in Nursing Nursing, DNP Nursing, Graduate Certificate Programs including Post-Graduate APRN Certificate	2015
Council for Accreditation of Counseling and Related	Counseling, Mental Health & School Counseling concentrations, MS Counselor Education, PhD	2020

Accrediting agency	Programs accredited	Date of last review
Educational Programs (CACREP)		
Council for the Accreditation of Educator Preparation (CAEP)	Agricultural Leadership, Education, & Communications, Agricultural Education concentration, BS Child & Family Studies, BS, MS Counseling, School Counseling Concentration, MS Educational Administration, MS Information Sciences, MS Music, B Music, Music Education concentration Social Work, BS & MS in Social Work Studio Art, BFA with a minor in Art Education Teacher Education, MS, EdS School Psychology, PhD	2014 <i>(report expected in April)</i>
Council of the Section of Legal Education and Admissions to the Bar, American Bar Association (ABA)	Law, JD	2015
Council on Accreditation of Nurse Anesthesia Educational Programs (COA)	Nursing, MS in Nursing, Nurse Anesthesia concentration,	2014
Council on Accreditation of Parks, Recreation, Tourism and Related Professions, National Recreation and Park Association (COAPRT)	Recreation & Sport Management major, BS, Therapeutic Recreation concentration	2016
Council on Education for Public Health (CEPH)	Public Health, MPH	2016
Council on Interior Design Accreditation (CIDA)	Interior Architecture, BS in Interior Architecture (formerly Interior Design)	2018
Council on Social Work Education (CSWE)	Social Work, BS & MS in Social Work	2019
Landscape Architectural Accreditation Board, American Society of Landscape Architects (LAAB)	Landscape Architecture, MA in Landscape Arch, MLA, MSLA	2019
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Medical Laboratory Sciences, BS (with the UT Medical Center)	2017
National Architectural Accrediting Board (NAAB)	Architecture, B Arch & M Arch	2014
National Association of School Psychologists (NASP)	School Psychology, PhD	2015

Accrediting agency	Programs accredited	Date of last review
National Association of Schools of Art and Design (NASAD)	Art History, BA Art, BA, & BA with minor in Art Education Graphic Design, BFA Interior Architecture, BS in Interior Architecture (formerly Interior Design) Studio Art, BA, BFA, MFA Studio Art, BFA with a minor in Art Education	2011
National Association of Schools of Music (NASM)	Artist Certificate in Music Certificate in Music Theory Pedagogy Music, BA & B Music, M Music (all concentrations)	2013
National Association of Schools of Theatre (NAST)	Theatre, BA, MFA	2015 <i>(review deferred until spring 2022)</i>
Society of American Foresters (SAF)	Forestry, BS (Forest Resources Management, Restoration & Conservation Science, Urban Forestry Concentrations) Forestry, BS (Wildland Recreation Concentration) Wildlife & Fisheries Science, BS (Wildlife & Fisheries Management Concentration)	2018

## 6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

None

### **Document History**

*Adopted: September 2004*

*Revised: March 2011*

*Revised: January 2014*

*Edited: January, June 2018, February 2019, March 2020*

## R – 5.4: Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) selects academic and non-academic officers carefully and most typically through open national search processes. All are qualified for their respective responsibilities. Credentials, in the form of resumes and curriculum vita, as well as the officer position descriptions, are provided in this report for the Chancellor's and Provost's Cabinet members. All officers are considered staff and are evaluated annually, per UT System policy.

### Chief Administrative and Academic Officers

Credentials (personal information redacted) included are for the officers of the university, including: Chancellor's Cabinet, Provost's Senior Leadership Team (academic affairs administrators) and academic deans. Department heads and school directors vita (personal information redacted) are included in [Standard 6.2.c](#).

**Table 5.4-1. Chancellor's Cabinet (Organizational Chart)**  
(Names are linked to resume, and titles link to position descriptions.)

Name and Title	Highest Degree, Academic Discipline, and Institution	Start Year in Current Position	Prior Position
<a href="#">Ms. Tisha Benton, Vice Chancellor for Communications</a>	BA in Journalism, University of Missouri - Columbia	2018	Deputy Commissioner, Tennessee Department of Environment and Conservation's (TDEC) Bureau of Environment; prior, Senior Executive Producer at Knoxville's WATE-TV
<a href="#">Mr. Chip Bryant, Vice Chancellor for Advancement</a>	BS in Education, UT Knoxville	2017	Executive Director of Development, Haslam College of Business, UT Knoxville
<a href="#">Mr. Chris Cimino, Senior Vice Chancellor for Finance &amp; Administration</a>	MBA, University of Tennessee, Chattanooga	2009	Vice Chancellor for Finance & Administration; prior, Assistant Vice President, Budgeting, University of Tennessee System
<a href="#">Dr. Tim Cross, Sr. Vice Chancellor, UT Institute of Agriculture</a>	PhD in Agricultural and Resource Economics, Oklahoma State University	2017	Dean of University of Tennessee Extension

<b>Name and Title</b>	<b>Highest Degree, Academic Discipline, and Institution</b>	<b>Start Year in Current Position</b>	<b>Prior Position</b>
<a href="#">Dr. Frank Cuevas, Vice Chancellor for Student Life</a>	EdD in Higher Education - Educational Leadership, Florida State University	2020	Associate Vice Chancellor for Student Life, UT Knoxville
<a href="#">Daniel White, Vice Chancellor and Director of Athletics</a>	Doctorate in Higher Education, University of Mississippi	2021	Vice President and Director of Athletics, University of Central Florida
<a href="#">Dr. John Zomchick, Provost and Senior Vice Chancellor</a>	PhD in English Literature, Columbia University	2020	Associate Dean for Academic Personnel, College of Arts and Sciences, UT Knoxville
<a href="#">Dr. Deborah Crawford, Vice Chancellor for Research and Engagement</a>	Doctorate in Information Systems Engineering, University of Bradford, UK	2020	Vice President of Research, Innovation and Economic Impact, George Mason University
<a href="#">Mr. Matthew Scoggins, Vice Chancellor and Chief of Staff</a>	JD, UT Knoxville	2019	Deputy General Counsel, UT System
<a href="#">Mr. Tyvi Small, Vice Chancellor for Diversity and Engagement</a>	MEd in College Student Affairs, University of South Florida	2019	Executive Director of Talent Management, Diversity, and Community Relations, Haslam College of Business, UT Knoxville

**Table 5.4-2. Provost's Senior Leadership Team and Key Personnel (Organizational Chart)**

(Names are linked to resume, and titles link to position descriptions.)

<b>Name and Title</b>	<b>Highest Degree and Institution</b>	<b>Start Year in Current Position</b>	<b>Prior Position</b>
<a href="#">Vice Provost for Academic Affairs, Dr. Robert J. (RJ) Hinde</a>	PhD in Chemistry, University of Chicago	2015	Associate Dean, College of Arts & Sciences, UT Knoxville
<a href="#">Assistant Provost for Academic Finance, Dr. Gary Gray</a>	PhD in Music Theory & MBA, Finance & Marketing, University of Michigan	2017	Assistant Director, Division of Finance and Administration
<a href="#">Assistant Provost and Senior Associate Athletic Director, Dr. Joe Scogin</a>	PhD in School and Counseling Psychology, University of Missouri	2013	Associate Athletic Director for Academic Services, University of Missouri
<a href="#">Vice Provost Enrollment Management, Ms. Kari Alldredge</a>	MA in History, Niagara University	2008	Dean of Enrollment Services, UT Knoxville; University Registrar, University of South Carolina, Columbia

<b>Name and Title</b>	<b>Highest Degree and Institution</b>	<b>Start Year in Current Position</b>	<b>Prior Position</b>
Vice Provost for Faculty Affairs, Dr. Diane Kelly	PhD in Information Sciences, Rutgers University	2020	Director, School of Information Sciences, UT Knoxville
Vice Provost and Dean of the Graduate School, Dr. Dixie Thompson	PhD in Exercise Physiology, University of Virginia	2016	Associate Dean for Research and Academic Affairs, College of Education, Health & Human Sciences, UT Knoxville
Interim Associate CIO, Mr. Mark Savage	Executive MBA in Strategic Leadership, UT Knoxville	2017	Executive Director, Office of Information Technology, UT Knoxville
Assistant Provost Institutional Research and Assessment, Dr. Denise Gardner	PhD in Educational Research and Policy Analysis, North Carolina State University	2012	Director, Office of Institutional Research, University of Georgia, Athens
Executive Director, McClung Museum of Natural History & Culture, Mr. Claudio Gomez	Public and Nonprofit Management, University of Pittsburgh	2019	Executive Director, National Museum of Natural History of Chile
Vice Provost for International Affairs, Dr. Gretchen Neisler	PhD in Political Science, University of Geneva, Switzerland	2018	Director, Center for International Studies, Wake Forest University
Air Force ROTC Department Head, Lt. Col. Tony Estep	MS in Aviation Management, Embry-Riddle Aeronautical University	2020	Deputy Chief of Staff, Strategic Deterrence and Nuclear Integration Headquarters Air Force, Washington DC
Army ROTC Department Head, Lt. Col. Justin Howe	MA in Management and Leadership, Webster University; US Army Command and Staff College	2018	Commander, Headquarters and Headquarters Battalion, 4th Infantry Division, Fort Carson, CO
Vice Provost for Student Success, Dr. Amber Williams	Education & Leadership Studies, University of Nebraska – Lincoln	2020	Assistant Vice Chancellor for Academic Services and Enrollment Management, University of Nebraska–Lincoln

Academic deans (shown below in **Table 5.4-3**) have a particular set of responsibilities that remain consistent from one college to another. Generally, the academic dean has the following administrative concerns:

- the academic program in its college-wide aspects, in the special relationships among its departments, and its relation to the larger university and public
- the faculty of the college and the leadership of the college (directors and department heads, college committees and task forces), their well-being, development, review, assessment, and renewal
- the encouragement and support of teaching, research, creative activity, and public service
- the support services for the conduct of college business (staff, facilities, equipment)



- the strategic planning
- the budget preparation, review, and analysis for the college
- the fund-raising and developing relationships with outside constituents

The university looks to the dean for definitive recommendations about the curriculum; staffing; faculty promotion, tenure, and review; development needs; and all financial aspects of college operation. These recommendations are made after consultation with appropriate faculty and/or college or department level committees, as well as department heads.

The dean is expected to take an active role in decision making that may or may not agree with faculty and/or department heads and that may involve identification of needs that have not been made explicit in department reports, or that recommend the orchestration of joint programs and ventures, and the development and execution of alternative means for doing the work of the college. The Office of the Dean, like all other administrative offices, carries no tenure. The dean serves at the will of the chief academic officer, normally for a five-year term that may be renewed. The chief academic officer shall conduct annual reviews of the dean, including surveys of tenured, tenure-track, and non-tenure-track faculty as well as staff. The chief academic officer provides a summary assessment of the dean’s performance, including goals established for the coming year, which is available for inspection for the college’s faculty. The decision to reappoint a dean to a new term shall be made after a reappointment review, based on annual reviews by the chief academic officer and a survey of members of the college, similar to that administered for the annual review. In no case should a judgment on retention or non-retention be made without consultation with the faculty, who are involved to a degree at least co-extensive with their role in the selection process. (Source: [Faculty Handbook, Section 1.6.1](#))

### Table 5.4-3. College Deans and Dean of UT Libraries

(Names are linked to resume, and position description is discussed above.)

<b>Name and Title (Names are linked to vitae)</b>	<b>Highest Degree and Institution</b>	<b>Start Year in Current Position</b>	<b>Prior Position</b>
<a href="#">Dr. Caula Beyl</a> , Dean, Herbert College of Agriculture	PhD in Plant Stress Physiology, Purdue University	2007	Interim Dean, Graduate Studies, Alabama A&M
<a href="#">Dr. Theresa M. Lee</a> , Dean, College of Arts and Sciences	PhD in Biopsychology, University of Chicago	2012	Chair, Department of Psychology, University of Michigan
<a href="#">Dr. Stephen Mangum</a> , Dean, Haslam College of Business	PhD in Economics, George Washington University	2013	Senior Associate Dean, Max H. Fisher College of Business, The Ohio State University
<a href="#">Dr. Ellen McIntyre</a> , Dean, College of Education, Health and Human Sciences	EdD in Language and Literacy Education, University of Cincinnati	2020	Dean of the Cato College of Education, University of North Carolina - Charlotte

<b>Name and Title (Names are linked to vitae)</b>	<b>Highest Degree and Institution</b>	<b>Start Year in Current Position</b>	<b>Prior Position</b>
<a href="#">Dr. Lori Messinger</a> , Dean, College of Social Work	PhD in Social Work, University of North Carolina - Chapel Hill	2019	Professor, University of North Carolina - Wilmington
<a href="#">Dr. Victoria Niederhauser</a> , Dean, College of Nursing	Doctor of Public Health (DrPH), University of Hawaii, Honolulu	2011	Associate Dean for Academic Affairs, School of Nursing and Dental Hygiene, University of Hawaii, Honolulu
<a href="#">Mr. Scott Poole</a> , Dean, College of Architecture and Design	MArch, University of Texas	2011	Director, School of Architecture and Design, Virginia Tech University
<a href="#">Dr. Steven Smith</a> , Dean, University Libraries	PhD in English, Texas A&M University; Master of Librarianship (ML), University of South Carolina	2011	Interim Executive Associate Dean, Texas A&M Libraries, Texas A&M University
<a href="#">Dr. Matthew Mench</a> , Interim Dean, Tickle College of Engineering	PhD in Civil Engineering, University of Tennessee, Knoxville	2019	Department Head, Pennsylvania State University
<a href="#">Dr. James Thompson</a> , Dean, College of Veterinary Medicine	DVM; PhD in Immunology and Medical Microbiology, University of Florida	2008	Executive Associate Dean, College of Veterinary Medicine, University of Florida
<a href="#">Doug Blaze</a> , Interim Dean, College of Law	JD, Georgetown University Law Center	1984	Professor of Law, UT Knoxville
<a href="#">Dr. Michael Wirth</a> , Dean, College of Communication and Information	PhD in Mass Media, Michigan State University	2006	Director, School of Communication, University of Denver

## **Search and Selection Process of Officers**

All searches for upper-level academic and nonacademic officers must follow [Guidelines for Conducting Academic and Staff-Exempt Searches](#) provided by the Office of Equity and Diversity (OED), which defines upper-level officers as department head and directors or higher-level. The Faculty Handbook ([Sec 1.6 Colleges and Departmental Administration](#)) provides additional guidance for Academic Deans searches:

Deans are appointed after an internal or external search conducted according to guidelines published by the Office of Equity and Diversity (OED). The chief academic officer selects the chair of the search committee from outside the college and appoints members of the committee from persons nominated by tenured and tenure-track faculty members of the college. A majority of the search committee is composed of tenured and tenure-track faculty members of the college, chosen to represent a balance among the academic areas of the college. The committee may include representation from non-tenure-track faculty members,

departmental staff members, students, and where appropriate faculty members from outside of the college, as covered by collegiate bylaws. According to university requirements for upper-level searches (department head and above), membership of the search committee must be diverse, particularly in terms of gender and race.

Department head searches are discussed in the Faculty Handbook ([Sec 1.6 Colleges and Departmental Administration](#)). Heads serve for a 5-year, renewable term. Searches require the faculty, students, and where appropriate, faculty from outside the department, as covered by departmental bylaws. While input from all departmental constituents is important, only the tenure-track and tenured faculty conduct an anonymous vote in department head selections. The vote guides the decision of the search committee, and the search committee recommendation guides the decision of the dean.

For upper-level academic and non-academic officer positions, typically deans and higher, a search firm may be contracted to assist with national searches. Search firms are not typically used for internal searches.

All officers' credentials are verified by Human Resources (HR) through the National Student Clearinghouse. If a candidate's degree is earned at a university which is not part of the clearinghouse, HR will contact the institution to verify earned degree(s). If the candidate's degree is from a foreign university, HR requests the candidate send an official transcript or appropriate documentation in order to verify the degree. Additionally, effective January 1, 2011, criminal background checks are conducted for any person being hired into a permanent position (graduate, undergraduate, and professional student employees do not undergo a background check).

## **Regular Evaluation of Administrative and Academic Officers**

Subsequent to the system-wide policy [HR0135 - Probationary Period](#), at the 6-month mark, all employees receive a performance review. Each year afterward, per [HR0129 - Performance Reviews for Regular Staff Employees](#), supervisors evaluate employees on or near the anniversary of their hire by the institution. Officers are considered staff and are covered by the aforementioned policy. Completed forms are transmitted to and housed in Human Resources.

Examples of administrative and academic officer evaluations are linked below:

- [Dean Evaluation](#)
- [Vice Provost Evaluation](#)
- [Vice Chancellor Evaluation](#)
- [Senior Vice Chancellor Evaluation](#)

## **Conclusion**

All administrative and academic officers at The University of Tennessee, Knoxville are considered staff and are evaluated annually, as supported by the documentation. The institution has processes in place to ensure open searches with faculty input that require review of applicant credentials. A review of the credentials included in the report demonstrates that the administrative and academic officers have appropriate experience and qualifications to lead the institution.

## CR – 6.1: Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) employs an adequate number of full-time faculty to support its primary mission to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. Of full-time instructional faculty, 95% perform a combination of instructional, research and public service duties. UT Knoxville's percentage of full-time instructional faculty is higher than most of its peers. Full-time instructional faculty teach 79% of the student credit hours (78% at the undergraduate level). The student-faculty ratio of 17:1 is equal to or better than most of the institution's comparable peers and several of its aspirational peers.

### Mission and Goals

As the preeminent research-based, land-grant university in the state, the institution embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions. The [Vol Vision 2020](#) strategic plan provided the guiding framework for the institution to achieve its potential among the nation's preeminent research universities. The institution focuses on [six priority areas](#): undergraduate education; graduate education; faculty; research, scholarship, creative activity, and engagement; resources and infrastructure; and diversity and inclusion. Within these strategic priorities are goals designed to achieve success.

The institution offers more than 300 degree programs to its almost 27,500 students, who come from every county in Tennessee, every US state, and more than 100 nations. A faculty of almost 1,400 provides high-quality educational experiences to students while also performing research and providing public service to the state and nation. The educational experiences faculty provide to students focus on instilling a foundation for successful academic study, for lifelong learning, and for carrying out the duties of local, national, and global citizenship. Early in their academic experience, students learn to better understand themselves, human cultures and societies, and the natural world, and to contribute to their personal enrichment while enrolled and after graduation. Once in their chosen majors and in graduate programs, students cultivate specialized expertise in specific areas and prepare for specific types of careers.

Every tenure-line faculty member must engage in research, scholarship, or creative activity. Even in disciplines where funding for scholarly or creative projects is scarce, tenure-line faculty members are expected to allocate part of their annual effort to extending the frontiers of knowledge or other appropriate creative activity. The Office of Research and Engagement and AgResearch administer funded research activities for the campus. Public service is embodied in many programs, including AgExtension. The Academic Outreach and Engagement Council promotes its land-grant mission by

encouraging excellence in outreach scholarship through teaching, research, and service; by encouraging excellence in engagement that is transformative for the academic and public communities; and by advocating policies that reward and recognize faculty engaged in academic outreach and engagement. Also, individual units offer focused programs, such as the College of Social Work's Office of Research and Public Service working directly with state agencies and regional policy makers, linking them to academic and professional resources; and, the Department of Psychology offers counseling services to the public at its downtown Knoxville clinic, with fees based on each client's ability to pay.

## **COVID-19 Response:**

In response to the COVID-19 pandemic, UT Knoxville worked quickly to move as many classes as possible to online delivery mode. In order to accomplish this mass course conversion, many support initiatives were developed and consideration was given for the impact on faculty. An Online & Hybrid Teaching Guide was developed, and a Virtual Vol Bootcamp online training effort was offered for interested faculty members. For faculty teaching on campus, safety measures included PPE, social distancing, and enhanced cleaning of facilities. Classroom upgrades were made to optimize synchronous and asynchronous instructional delivery. Systems were established to aid faculty in finding new classrooms that allowed for social distancing and to access the training for specific technology equipment in each.

The institution allowed all probationary tenure-track faculty (i.e., tenure-track faculty who had not been reviewed for tenure) to request either 1- or 2-year tenure clock extensions. Course evaluations in spring 2020 were not considered in annual performance reviews, unless the faculty member explicitly requested. A task force has been charged to consider how UT Knoxville might address the COVID-19 pandemic's lasting impacts on the faculty review and promotion processes. The full impact of the additional effort to pivot to online instruction in spring 2020 may impact faculty members' scholarly productivity, particularly those faculty members who had not previously taught in the online format.

## **Definitions and Policies Regarding Faculty**

The various classifications, designations, and definitions of faculty, including regular and specialty faculty, are defined in the [Faculty Handbook](#) in [Section 3.2](#) for tenured and tenure-track and [Section 4.2](#) for non-tenure track. Faculty at all locations are governed by the same policies. There are two types of appointment for tenured and tenure-track faculty: full-time academic year (9-month) appointments and full-time 12-month appointments, applicable to some faculty with administrative appointments and faculty in the Institute of Agriculture. Those on 12-month appointment accrue [sick leave](#) and [vacation time](#) in accordance with personnel policies. Generally, regular 9-month academic year appointments run August 1 -July 31. Faculty members on 9-month appointments are expected to be on campus a week before the beginning of classes and through commencement in the spring. Regular 12-month appointments run July 1 - June 30.

Tenure-track faculty hold titles of assistant professor, associate professor, or professor. The institution also has a number of special faculty titles including endowed chairs and distinguished titles:

- Endowed chairs, professorships, and fellowships. The institution has received endowments to fund chairs, professorships, and fellowships. Nominations for these positions are made on the basis of the terms set by the endowments. These positions may provide a salary supplement, additional research funds, secretarial support, graduate student funding, or release time to pursue research and/or creative projects. In addition, the following special titles are available:
- Distinguished professors. This title may be awarded to candidates at the rank of professor who have displayed an exceptional record of teaching, research and/or creativity, and service.
- Distinguished scientists. Appointments as distinguished scientists may be awarded to faculty who contribute significantly to nationally and internationally recognized research. They are typically paid jointly by the University of Tennessee and the Oak Ridge National Laboratory (ORNL) under the auspices of The Science Alliance, a center of excellence at the University of Tennessee, Knoxville, established in 1984 by the Governor and the Tennessee Legislature, with the support of the Tennessee Higher Education Commission (THEC).
- University distinguished research professor. This title may be awarded to faculty at the rank of professor for exceptional records in research.
- University professor. This title may be awarded to faculty at the rank of professor in recognition of exceptional academic accomplishments.

Non-tenure track faculty (NTTF) are hired on limited, but typically renewable, appointments to fill specific needs related to each hiring unit's particular mission and to the mission of the university as a whole. Non-tenure track faculty appointments can be categorized by their primary academic responsibilities as teaching, research, clinical, practice, and extension positions, or as adjunct, visiting, or joint appointments. NTTF appointments can be both full-time and part-time. Below is a summary of the different NTTF titles and roles.

- Teaching Faculty. Non-tenure track teaching faculty are hired for specific teaching assignments. They generally are not expected to conduct research or perform public, institutional, or disciplinary service as a condition of their employment. However, research or service activities may be included as part of their effort, depending on the needs of the department and the skills and desires of the faculty member. A complete and thorough documentation of the NTT teaching faculty's responsibilities and workload distribution will be provided by the hiring unit to the faculty member at the time of initial appointment and updated each time the faculty member is reappointed. NTT teaching faculty are typically appointed at the rank of lecturer, with a promotion path of senior lecturer and distinguished lecturer.
- Research Faculty. Non-tenure-track research faculty are hired to conduct research. They generally are not expected to engage in teaching or perform public, institutional, or disciplinary service as a condition of their employment. However, teaching or service activities may be included as part of their effort, depending on the needs of the department and the skills and desires of the faculty member. NTT Research Faculty have three ranks: Research assistant professor, research associate professor, and research professor.
- Clinical Faculty. Non-tenure track clinical faculty are hired to perform professional services and to provide instruction to students in a clinical setting. They generally are not expected to conduct research or perform public, institutional, or disciplinary service as a condition of their employment. However, research or service activities may be included as part of their

effort, depending on the needs of the department and the skills and desires of the faculty member. NTT Clinical Faculty have four ranks: clinical instructor, clinical assistant professor, clinical associate professor, and clinical professor.

- Faculty of Practice. Non-tenure track faculty of practice are hired to provide instruction to students. Professors of practice typically have significant experience working as professionals in a field of study. NTT faculty of practice have four ranks: instructor of practice, assistant professor of practice, associate professor of practice, and professor of practice.
- Extension Faculty. Non-tenure track extension faculty are hired for specific outreach and engagement assignments. They generally are not expected to conduct traditional academic research or engage in for-credit, classroom teaching as a condition of their employment. Extension faculty are expected to conduct externally funded work and to publish the results of that work. NTT Extension Faculty have three ranks: Extension assistant professor, extension associate professor, and extension professor.
- Adjunct Faculty. Individuals who provide uncompensated or part-time compensated service to the instructional and/or research programs of the university may be given adjunct faculty appointments. Adjunct faculty originate from one of two sources: (i) University staff and (ii) individuals external to the University. Adjunct faculty may serve on graduate committees, serve as program directors, supervise clinical experiences, or assume other responsibilities as are consistent with university, college, and departmental policies. Adjunct faculty appointments may be made at the rank of adjunct professor, adjunct associate professor, adjunct assistant professor, or adjunct lecturer.

Graduate Teaching Associates, who are listed as Instructors of Record for a particular course, are required to have completed eighteen hours of graduate course work before being named Teaching Associate. Graduate Teaching Assistants typically assist faculty with the delivery of their courses and are not listed as instructors of record.

## **Faculty Responsibilities and Workload**

Tenure-track and tenured faculty are expected to contribute to the missions of teaching, research/scholarship/creative activity, and public service. Particular performance expectations of the varying ranks are a function of the discipline and are typically defined by the faculty of the department in which an appointment resides. The exact apportionment of effort in teaching, research/scholarship/creative activity, and service is a function of the skills of the faculty member and the needs of the department and institution. The individual mix of these responsibilities is determined annually by the department head, in consultation with each faculty member, with review and approval of the dean and chief academic officer. The institution requires that each member of the faculty perform a reasonable and equitable amount of work each year.

The normal maximum teaching responsibility of a full-time faculty member engaged only in classroom teaching is 12 credit hours each semester. The precise teaching responsibility of each individual is based on such things as class size and the number of examinations, papers, and other assignments that require grading and evaluation. In addition, the number of different courses taught and other appropriate considerations are used to determine teaching responsibility. Classroom teaching responsibility may be reduced by the department head for other justifiable

reasons including student advising, active involvement in research and/or creative activities (with publications or other suitable forms of recognition), direction of graduate theses or dissertations, teaching non-credit courses or workshops, administrative duties, and institutional and/or public service.

## **Sustaining a Sufficient Full-Time Faculty to Achieve the Mission**

The number of faculty members with different types of appointments changes from year to year based on the needs of academic departments to fulfill department-level contributions to UT's instructional mission and research and scholarship goals. Trends in undergraduate enrollments, for instance, may require the institution to add non-tenure-track faculty members in a department in order to increase the instructional capacity provided by that department. When UT Knoxville identifies an important societal problem that requires intensive and sustained research, the institution may choose to enhance its research and scholarship capabilities in this area by hiring tenured or tenure-track faculty specializing in relevant topics.

Faculty adequacy—having a sufficient number of faculty to carry out the institution's mission—is ensured through a variety of processes. In the past two years, the Provost has created approximately 40 new Tenure Track Faculty (TTF) lines. Primary responsibility for ensuring that UT Knoxville has adequate faculty to carry out its threefold mission lies with the Office of the Provost, which oversees the following annual activities and processes:

- **Campus Planning Meetings:** Each spring semester, the Provost requires the 11 colleges and the Libraries to present plans for the next two academic years. At these meetings, the deans request resources in order to build programs or to meet demand in growing programs. Annual planning meetings provide an opportunity to explore instructional and other mission-related needs.
- **Continual oversight of enrollment by the Office of the Provost:** The Vice Provost for Academic Affairs (VPAA) monitors highly subscribed courses in order to eliminate bottlenecks and facilitate timely graduation. Such monitoring allows the VPAA to provide the resources necessary for departments to open additional sections of the over-subscribed courses. For the purpose of meeting enrollment needs, the VPAA administers a Supplemental Instruction Fund (SIF). The SIF provides colleges with additional funds in the event of shifting, unusual, or increasing enrollment patterns.
- **Vice Provost for Academic Affairs holds monthly meetings with associate deans in charge of their college's undergraduate education.** These meetings give the associate deans a formal way of bringing instructional needs to the attention of the Provost.
- **The Dean of the Graduate School meets monthly with those who oversee graduate programs, including associate deans and/or those who serve as directors of graduate studies at the department level where instructional needs are discussed.**
- **Annual Request for Proposals for new tenure-line faculty:** Each September, the Provost issues a request for proposals from the colleges for adding new tenure line faculty. Each college is required to provide justifications for the addition of the new tenure-line faculty. Although instructional need is one justification for such an addition, building upon already existing scholarly strengths, creating interdisciplinary clusters / programs, and fulfilling our land-grant mission through community engagement are also presented as rationales for additions to the tenure-line faculty.



- Academic Program Reviews: Academic programs undergo a comprehensive review every ten years. Five years after the full review, the departments undergo a less comprehensive review aimed at following up on the recommendations from the decennial review. The comprehensive nature of the review ensures that every aspect of the department’s role in carrying out the institution's mission is examined. The question of adequacy of resources is always addressed, and the review committee submits a report to the Provost. The department is required to respond to the report and to explain how it intends to respond to any issues that the committee has identified as needing to be addressed. Examples of program reviews are provided in the case for compliance with [Standard 9.1](#).
- Programmatic Accreditations: Over 25 academic programs hold [programmatic accreditation](#). During the re-accreditation review, adequacy of instructional personnel is discussed.

## Profile of Faculty and Peer Comparisons

The [UT 2019-2020 Fact Book](#) categorizes full-time instructional faculty according to tenure status and tenure home or primary instructional funding unit (for non-tenure line faculty). Faculty at the Institute of Agriculture, the Space Institute, and the College of Social Work-Nashville are included within their respective colleges.

- UT Knoxville employed 1,625 full-time instructional faculty in fall 2019; 70% are tenured or tenure-seeking, and 77% are in the ranks of professor, associate professor, or assistant professor (**Table 6.1-1**).
- 32% of Fall 2019 full-time instructional faculty have been at UT Knoxville for 15 or more years.

**Table 6.1-1. Fall 2019 Full-Time Instructional Faculty by College, Appointment, Tenure Status, and Rank**

College	Number of Faculty	Appointment		Tenure Status		
		9-Month	12-Month	Tenured	Tenure Track	Non-Tenure Track
<b>UNIVERSITY TOTAL</b>	<b>1,625</b>	<b>1,311</b>	<b>314</b>	<b>843</b>	<b>289</b>	<b>493</b>
<b>UNIVERSITY PERCENTAGES</b>	<b>100.0</b>	<b>80.7</b>	<b>19.3</b>	<b>51.9</b>	<b>17.8</b>	<b>30.3</b>
Architecture & Design	39	35	4	21	5	13
Arts & Sciences - Humanities	330	317	13	151	37	142
Arts & Sciences - Natural Sciences	228	211	17	130	42	56
Arts & Sciences - Social Sciences	120	117	3	66	26	28
Communication & Information	69	66	3	38	11	20
Education, Health & Human Sciences	153	139	14	80	36	37
Haslam College of Business	137	129	8	59	29	49
Herbert College of Agriculture	120	15	105	80	28	12
Law	32	28	4	30	2	0
Nursing	72	59	13	11	11	50
Social Work	39	18	21	14	6	19
Tickle College of Engineering	188	177	11	123	44	21
Veterinary Medicine	98	0	98	40	12	46

College	Number of Faculty	Academic Rank				
		Professor	Associate Professor	Assistant Professor	Instructor	Lecturer
<b>UNIVERSITY TOTAL</b>	<b>1,625</b>	<b>521</b>	<b>392</b>	<b>343</b>	<b>30</b>	<b>339</b>
<b>UNIVERSITY PERCENTAGES</b>	<b>100.0</b>	<b>32.1</b>	<b>24.1</b>	<b>21.1</b>	<b>1.8</b>	<b>20.9</b>
Architecture & Design	39	12	9	5	0	13
Arts & Sciences - Humanities	330	63	89	36	0	142
Arts & Sciences - Natural Sciences	228	91	41	40	0	56
Arts & Sciences - Social Sciences	120	45	22	27	0	26
Communication & Information	69	20	19	11	0	19
Education, Health & Human Sciences	153	41	54	47	1	10
Haslam College of Business	137	37	26	29	0	45
Herbert College of Agriculture	120	57	27	25	0	11
Law	32	20	10	2	0	0
Nursing	72	12	12	23	25	0
Social Work	39	9	12	17	0	1
Tickle College of Engineering	188	87	45	40	0	16
Veterinary Medicine	98	27	26	41	4	0

The federal government collects information about fall staff through IPEDS (Integrated Postsecondary Education Data System). Data are submitted by function, such as administrative, professional, technical, instructional, research, or public service. UT Knoxville reports most of its faculty in the IPEDS category Instruction Combined with Research and/or Public Service defined as, "Persons for whom it is not possible to differentiate between instruction or teaching, research, and public service because each of these functions is an integral component of his/her regular assignment. Regardless of title, academic rank, or tenure status, these employees formally spend the majority of their time providing instruction, research, and/or public service." Most peers report faculty the same way.

Of the 1,193 full-time tenured/tenure-track faculty in fall 2019, 95% performed a combination of instructional, research and public service duties (**Table 6.1-2**). The remaining faculty are either purely in the Research (e.g., AgResearch) or Public Service (e.g., UT Extension) categories.

**Table 6.1-2. IPEDS Human Resources Data (Submitted, Fall 2019)**

	Full-Time Tenured/ Tenure-Track	Full-Time Non-Tenure Track	Part-Time	Graduate Assistants
<b>Instruction/ Research / Public Service</b>	1,132	493	204	1,451
<b>Research</b>	20	61	62	1,134
<b>Public Service</b>	41	20	12	n/a
<b>TOTAL</b>	<b>1,193</b>	<b>574</b>	<b>278</b>	<b>2,585</b>

**Table 6.1-3. IPEDS Peer Comparison (Fall 2018)**

	Instructional		Research		Public Service		TOTAL	Instructional FT		Instructional PT	
University of Tennessee - Knoxville	1,799	89.9%	138	6.9%	64	3.2%	2,001	1,595	88.7%	204	11.3%
<b>Comparable Peers</b>											
Auburn University	1,606	85.5%	29	1.5%	243	12.9%	1,878	1,375	85.6%	231	14.4%
Clemson University	1,411	79.4%	175	9.8%	192	10.8%	1,778	1,300	92.1%	111	7.9%
Iowa State University	1,865	70.9%	560	21.3%	205	7.8%	2,630	1,561	83.7%	304	16.3%
Louisiana State University	1,501	75.0%	201	10.0%	299	14.9%	2,001	1,331	88.7%	170	11.3%
North Carolina State University	2,050	74.6%	394	14.3%	304	11.1%	2,748	1,753	85.5%	297	14.5%
University of Alabama	2,009	100.0%	-	0.0%	-	0.0%	2,009	1,484	73.9%	525	26.1%
University of Kentucky	2,110	65.5%	405	12.6%	704	21.9%	3,219	1,733	82.1%	377	17.9%
University of Missouri	2,644	85.3%	333	10.7%	121	3.9%	3,098	1,874	70.9%	770	29.1%
University of Nebraska	1,398	71.8%	346	17.8%	204	10.5%	1,948	1,301	93.1%	97	6.9%
University of South Carolina	2,325	94.7%	92	3.7%	37	1.5%	2,454	1,667	71.7%	658	28.3%
Virginia Tech	2,168	65.8%	936	28.4%	192	5.8%	3,296	1,938	89.4%	230	10.6%
<b>Aspirational Peers</b>											
Michigan State University	3,449	76.7%	579	12.9%	469	10.4%	4,497	2,979	86.4%	470	13.6%
Purdue University	2,395	76.1%	520	16.5%	231	7.3%	3,146	2,006	83.8%	389	16.2%
University of Georgia	2,373	76.4%	134	4.3%	599	19.3%	3,106	2,098	88.4%	275	11.6%
University of Florida	3,238	56.3%	648	11.3%	1,870	32.5%	5,756	2,734	84.4%	504	15.6%
University of Minnesota	4,964	70.8%	1,696	24.2%	351	5.0%	7,011	3,609	72.7%	1,355	27.3%
University of Wisconsin	4,588	75.7%	1,291	21.3%	178	2.9%	6,057	3,513	76.6%	1,075	23.4%

**Table 6.1-3** above shows peer comparisons of IPEDS staff data from fall 2018 (the most recent available) show that of the ten comparable peers with staff in all three categories (instructional, research, public service), UT Knoxville has the second-highest percentage in the instructional category, and is higher than all six aspirational peers. In addition, the percentage of full-time instructional faculty is equal to or higher than all but two comparable peers and higher than all six aspirational peers.

The institution's student-to-faculty ratio, as published in the fall 2019 Common Data Set, is 17:1. This is the standard ratio of FTE students to FTE instructional faculty (excluding professional programs' students and faculty). UT Knoxville's 17:1 ratio was based on 26,328 FTE students to 1,551 FTE faculty. The institution is well-positioned among its peers, tied with or better than all but four of 11 comparable peers and tied with four of six aspirational peers (**Table 6.1-4**).

**Table 6.1-4. Student-Faculty Ratio Peer Comparison**

	Fall2018	Fall2019
University of Tennessee - Knoxville	17:1	17:1
<b>Comparable Peers</b>		
Auburn University	19:1	20:1
Clemson University	16:1	16:1
Iowa State University	19:1	18:1
Louisiana State University	20:1	20:1
North Carolina State University	14:1	14:1
University of Alabama	22:1	20:1
University of Kentucky	16:1	16:1
University of Missouri	17:1	17:1
University of Nebraska	18:1	17:1
University of South Carolina	17:1	17:1
Virginia Tech	14:1	14:1
<b>Aspirational Peers</b>		
Michigan State University	16:1	16:1
Purdue University	13:1	13:1
University of Georgia	17:1	17:1
University of Florida	18:1	17:1
University of Minnesota	17:1	17:1
University of Wisconsin	17:1	17:1

For the fall 2019 and spring 2020 semesters, 79.4% of all student credit hours were taught by full-time faculty members, while 11.9% were taught by part-time faculty or staff (full-time or part-time), and 8.7% were taught by graduate assistants. Section 6.2.b discusses the breakdown of full-time faculty by academic program.

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard. As documented, the institution employs an adequate number of full-time faculty members to support its mission and instructional, research, and public service goals.

## R – 6.2.b: Program Faculty

For each of its educational programs, the institution:

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) employs a sufficient number of full-time faculty members to ensure the integrity of each of its academic programs. Established policies and annual assessments ensure sufficiency across all programs at all locations. Faculty provide review, oversight, and instruction of courses and programs within their departments. For the fall 2019 and spring 2020 semesters, 79.4% of all student credit hours (SCH) were taught by full-time faculty members (78.2% undergraduate and 85.9% graduate / professional), while 11.9% were taught by part-time faculty or staff (full-time or part-time), and 8.7% were taught by graduate assistants.

#### Academic Programs

A degree program is an area of study approved as such by the institution and the Board of Trustees and listed on the official inventory of degree programs. The degree, which is an award signifying rank or level of educational attainment that is conferred on students who have successfully completed a degree program, is represented by an official degree designation.

At the undergraduate level, the institution offers a baccalaureate degree, awarded for completion of an undergraduate curriculum of courses that meets the requirements for a degree in a particular field of study. UT Knoxville offers the Bachelor of Arts (BA) and Bachelor of Science (BS), which are comprised of general education courses, major courses, elective courses, and, in some cases, the courses to earn a minor. Some majors offer a concentration, which is a focus within a major (e.g., criminal justice is a concentration in sociology). A complete list of undergraduate [majors, minors, and concentrations](#) can be found in the most recent edition of the Undergraduate Catalog. The institution also offers several [Honors and Scholars programs](#) for high achieving students and two distance education programs at the undergraduate level, a [BS in Nursing](#) and a [BS in Social Work](#).

UT Knoxville offers a number of accelerated combined [bachelor's/master's program](#). These programs are designed for and limited to undergraduate students with exceptional undergraduate academic performance in their major field of study. Qualified students will apply to one of these programs during the year just prior to their final undergraduate year (typically during their junior year). Participation in one of these programs must be approved by both the faculty members in the department offering the program and the Vice Provost and Dean of the Graduate School. Students pursuing an accelerated combined bachelor's/master's program must have an overall cumulative GPA of at least 3.30 in the term prior to enrollment in coursework that will apply to the master's degree; however, individual departments may require more rigorous standards. The institution's [official policy statement](#) regarding this type of program appears in its Undergraduate Catalog.

UT Knoxville offers a number of [graduate majors, degree and certificate programs](#) through the Graduate School, which are listed in its [Graduate Catalog](#). A degree or certificate is awarded upon completion of a specified program of study in a major field. Degree titles are posted on transcripts and diplomas. Titles of majors are posted on transcripts. A formally approved subcomponent of a degree program is a concentration. The basic "[Program Requirements](#)" are described in the Graduate Catalog, and more detailed requirements that are specific to degree programs and majors are shown on the graduate majors/minors pages online. The following graduate degrees and programs are offered by the institution:

Master's degrees including the Master of Arts (MA), the Master of Science (MS), the Master of Fine Arts (MFA) and a number of professional master's degrees. The master's degree is evidence of successful completion of a body of coursework, advanced understanding, and the ability to apply knowledge within a major field. Many master's degrees require a culminating experience such as an advanced seminar, creative product, exhibit, independent project, integrated case study or simulation, internship, practicum, recital, or thesis.

The Specialist in Education (EdS) degree is offered with majors in education and teacher education. Admission to the Specialist in Education program requires [acceptance by the Office of Graduate Admissions](#) and review and acceptance by the department or area in which the student is majoring. Doctoral degrees including Doctor of Jurisprudence (JD), Doctor of Philosophy (PhD), Doctor of Nursing Practice (DNP), Doctor of Public Health (DrPH), Doctor of Social Work (DSW), and Doctor of Veterinary Medicine (DVM). The doctoral degree is evidence of exceptional scholarly attainment and demonstrated capacity in original investigation. Requirements for the degree, therefore, include courses, examinations, and a period of resident study, as well as arrangements which guarantee sustained, systematic study and superior competency in a particular field. Specific degree requirements for each degree are listed within each college in the catalog.

Graduate certificate programs provide a means for UT Knoxville to respond to emerging needs, providing focused areas of study for students 1) pursuing other academic programs at the master's or doctoral levels, 2) who have already earned a graduate degree, or 3) who are post-baccalaureate and enrolled solely in a graduate certificate program. Available graduate certificate programs are listed with majors and minors.

Minors provide an opportunity for both master's and doctoral students to demonstrate training in a field of study outside the major. For students pursuing a graduate degree, a minor consists of no fewer than 6 credit hours in a field of study outside the major. The content of academic minors is designed by the faculty. Students are not directly admitted to a minor and may co-enroll in a minor while working on a master's or doctoral degree. Minors are listed with majors in the Graduate Catalog.

A number of dual degree programs are offered including the Dual DVM-MPH, JD-MBA, MBA-MS, and PhD-DVM, and several [intercollegiate opportunities](#) are also offered, including interdisciplinary PhDs in Energy Science and Engineering and Data Science and Engineering. Several graduate programs are delivered via distance education and are noted as such in Graduate Catalog listings.

The institution's main campus in Knoxville encompasses the University of Tennessee Institute of Agriculture (UTIA), including the Herbert College of Agriculture and the College of Veterinary Medicine. UT Knoxville offers programs at two off-campus instructional sites: Graduate programs in Social Work offered in Nashville, and graduate programs in Engineering at the University of Tennessee Space Institute (UTSI) in Tullahoma. Faculty in all locations are governed by the same UT Knoxville policies. Faculty provide review, oversight, and instruction of programs and courses within their departments.

## **Faculty Responsibilities**

Faculty responsibilities are defined in Chapters 3 and 4 of the [Faculty Handbook](#), and further specified in college and departmental bylaws. They are summarized below for tenure track and non-tenure track faculty.

### Tenure Track Faculty

The assigned workload for full-time faculty consists of a combination of teaching, advising, research/scholarship/creative activity, and institutional and/or public service. The individual mix of these responsibilities is determined annually by the department head, in consultation with each faculty member, with review and approval of the dean and chief academic officer. The institution requires that each member of the faculty perform a reasonable and equitable amount of work each year. (See [Faculty Handbook, Section 3.7](#))

### Non-Tenure Track

UT Knoxville requires that each member of the faculty perform a reasonable and equitable amount of work each year. The normal maximum teaching responsibility of a full-time faculty member engaged only in classroom teaching is 12 credit hours each semester. The precise teaching responsibility of each individual will be based on such things as class size and the number of examinations, papers, and other assignments that require grading and evaluation. In addition, the number of different courses taught and other appropriate considerations will be used to determine teaching responsibility. Classroom teaching responsibility should be reduced by the department head for other justifiable reasons including student advising, active involvement in research and/or creative activities (with publications or other suitable forms of recognition), direction of graduate theses or dissertations, teaching non-credit courses or workshops, administrative duties, and institutional and/or public service. (See [Faculty Handbook, Section 4.1](#))

The assigned workload for full-time NTT faculty may consist of a combination of teaching, advising, research/scholarship/creative activity, and institutional and/or public service depending on the needs of the unit. Assignments for part-time non-tenure track faculty typically include instruction, service or research. Because the individual mix of these responsibilities varies by appointment, responsibilities are negotiated and determined annually by the department head and faculty member, with review and approval of the dean and chief academic officer.

### Role of Full-Time Faculty in Program Oversight and Supervision

The Faculty Senate is authorized to review curriculum, including admission and graduation requirements for programs of all academic units. The review process takes place through designated committees at the college and university level, proceeding to the Senate through the Undergraduate and/or Graduate Councils. Departmental proposals for the curriculum are transmitted by a departmental representative (or



head) for review by divisional, college, and university committees. The head does not have veto power in curricular recommendations approved by departmental faculty, although it is important for college and university committees to have full benefit of the head's advice and judgment about such recommendations. Each academic unit is represented on the Senate by an equitable number of senators as stated in the [Faculty Senate Bylaws](#). Other faculty members may serve on Faculty Senate committees and task forces to assist in this process.

Faculty also provide program oversight and supervision in a number of other ways, including:

- Service as members of department- and college-level curriculum committees.
- Ensuring that requirements for academic programs are fulfilled and recommending candidates for graduation.
- Making admissions recommendations for academic programs in their department to The Graduate School.
- Serving as members of thesis and doctoral dissertation committees.
- Engaging in student advising and student group advising.
- Serving in informal roles or roles defined at the local department or program level, including as members on departmental assessment committees, service as college assessment liaison to the University's Office of Institutional Assessment, or service on doctoral comprehensive qualifying examination committee.

Full-time faculty also serve as academic program coordinators. Specific responsibilities vary among programs based on need and include:

- Monitoring and reviewing the curriculum for disciplinary effectiveness and relevance
- Managing or participating in program assessment
- Facilitating or participating in program review or program-specific accreditation processes
- Guiding curricular changes through the University process
- Working with the department chair and faculty to revise the curriculum, and ensure consistent and route course offerings
- Overseeing student advising and mentoring
- Facilitating department-based recruiting, admissions and on-boarding processes
- Facilitating compliance with external entities and coordinating clinicals, internships, co-operatives and other experiential learning opportunities.
- Assisting the University in responding to the Tennessee Higher Education Commission program productivity review as needed.

### Supervision of Graduate Students

Supervision of graduate student teaching assistants takes place at the departmental level. Typically, a single person within the department is responsible for supervising student teachers, providing feedback, and/or professional development opportunities. Initial orientation and training are conducted by Graduate School, as well as at the departmental level. UT Knoxville's Teaching & Learning Innovation's Developing Future Faculty initiative assists graduate students aspiring to become future faculty through training opportunities focused on teaching techniques and strategies, including through membership and programming offered through the [Center for the Integration of Research, Teaching and Learning \(CIRTL\)](#).

## Assessing Sufficiency of Full-Time Faculty at the Academic Program Level

This item is discussed at the institutional level in the case for compliance with [Standard 6.1](#), Sustaining a Sufficient Full-Time Faculty to Achieve the Mission. The sufficiency of full-time faculty at the academic program level is evaluated and adjusted when needed during the annual budgeting and planning process where the deans (in consultation with department heads) request resources in order to build programs or to meet demand in growing programs. It is also monitored by the Vice Provost for Academic Affairs who meets regularly with the college-level associate deans to identify emerging instructional needs, and the Vice Provost and Dean of the Graduate School who meets regularly with the appropriate college- and department-level program administrators. A special fund has been designed to assist colleges and departments to add more instructional capacity at short notice and to help with bottlenecks. The sufficiency of full-time faculty is also evaluated during academic program reviews and accreditation reviews, all of which are organized by the Provost's Office.

### Program Faculty Data

The UT 2019-2020 Fact Book categorizes full-time instructional faculty according to tenure status and tenure home or primary instructional funding unit (for non-tenure line faculty). Faculty at the Institute of Agriculture, the Space Institute, and the College of Social Work-Nashville are included within their respective colleges. The institution is currently unable to disaggregate faculty data by academic program; therefore, data are presented with regard to full-time faculty teaching courses offered by academic departments at the undergraduate and graduate levels.

UT Knoxville employed 1,625 full-time instructional faculty in Fall 2019, 70% tenured or tenure-seeking and 77% in the ranks of professor, associate professor, or assistant professor. Among the non-professional colleges, the Arts & Sciences Humanities disciplines have the lowest percentage of tenured or tenure-seeking faculty, as expected ([Table 6.1-1](#)).

All faculty, whether full- or part-time, have a primary academic home in a college or a department housed within a college. Academic programs are housed within a college or department. Interdisciplinary programs are housed at the college level. Faculty provide review, oversight, and instruction of programs and courses within their department.

For Fall 2019 and Spring 2020 semesters, 78.2% of all undergraduate student credit hours (SCH) and 85.9% of all graduate / professional SCH were taught by full-time faculty members, while 11.7% of undergraduate SCH and 13.5% of graduate / professional SCH were taught by part-time faculty or staff (full-time or part-time). (see [Table 6.2.b-2](#), [Table 6.2.b-1a](#) and [Table 6.2.b-1b](#)).

By college, the lowest percentage of SCH taught by full-time faculty was in the College of Education, Health, and Human Services (CEHHS). The college was without stable leadership for a few years and has a number of vacant faculty lines, many in the process of being filled. It is expected that the new dean, appointed in 2020, will take additional measures to adjust the proportion of courses taught by full- and part-time faculty to levels that are appropriate to the individual program and type of educational experience offered. Professional colleges such as Law, Veterinary Medicine, Social Work, and CEHHS, intentionally employ part-time instructors who work full-time in the profession to ensure that students are learning contemporary field practices, including in clinical settings.

**Table 6.2.b-2. Percent SCH by College by Level, Fall 2019 and Spring 2020**

College	Undergraduate			Graduate/Professional		
	Full-Time Faculty	Part-Time Faculty or Staff (FT/PT)	Graduate Assistant	Full-Time Faculty	Part-Time Faculty or Staff (FT/PT)	Graduate Assistant
Architecture and Design	96.8%	3.2%	0.0%	90.1%	9.9%	0.0%
Arts and Sciences	77.4%	9.0%	13.5%	96.2%	3.8%	0.0%
Communication and Information	76.2%	11.7%	12.1%	74.6%	25.4%	0.0%
Educ. Health, Human Sciences	55.9%	24.9%	19.2%	85.6%	14.4%	0.0%
Haslam College of Business	83.7%	13.0%	3.3%	85.5%	14.5%	0.0%
Herbert College of Agriculture	90.1%	8.7%	1.2%	98.2%	1.8%	0.0%
Law				82.1%	17.9%	0.0%
Nursing	99.9%	0.1%	0.0%	100.0%	0.0%	0.0%
Social Work	68.0%	23.7%	8.3%	70.3%	24.4%	5.4%
Tickle College of Engineering	87.6%	11.1%	1.2%	90.5%	9.5%	0.0%
Veterinary Medicine				81.2%	18.8%	0.0%
Intercollegiate / Independent	37.8%	5.5%	1.6%	92.6%	7.4%	0.0%
<b>Total</b>	<b>78.2%</b>	<b>11.7%</b>	<b>10.1%</b>	<b>85.9%</b>	<b>13.5%</b>	<b>0.6%</b>

The vast majority of SCH during Fall 2019 and Spring 2020 semesters (96.1%) were taught in Knoxville (including Institute of Agriculture courses). Over three-fourths of the undergraduate SCH (77.9%) were taught by full-time faculty members (shown in **Table 6.2.b-3**). The Nashville location is for the Master’s program in Social Work, and many courses were taught by practitioners. Programs at the Space Institute include graduate engineering, mathematics, and physics/astronomy, and include a number of part-time practitioner faculty. Nearly all (98.3%) undergraduate SCH offered via distance education were taught by full-time faculty.

**Table 6.2.b-3. Percent SCH by Location by Level, Fall2019 and Spring2020**

Location	Undergraduate			Graduate/Professional		
	Full-Time Faculty	Part-Time Faculty or Staff (FT/PT)	Graduate Assistant	Full-Time Faculty	Part-Time Faculty or Staff (FT/PT)	Graduate Assistant
	%	%	%	%	%	%
Knoxville	77.9%	11.9%	10.3%	73.6%	23.4%	3.0%
Nashville				88.2%	11.6%	0.2%
Space Institute				76.2%	21.9%	1.9%
Distance Education	98.3%	0.6%	1.1%	75.9%	24.1%	0.0%
<b>Total</b>	<b>78.2%</b>	<b>11.7%</b>	<b>10.1%</b>	<b>85.9%</b>	<b>13.5%</b>	<b>0.6%</b>

**Table 6.2.b-1a** and **6.2.b-1b** present the fall 2019 and spring 2020 SCH by undergraduate and graduate/professional college/department respectively, disaggregated for Knoxville, off-campus, and distance education courses. Overall, 78.2% of all undergraduate SCH and 85.9% of all graduate/professional SCH were taught by full-time faculty members.

## **Ensuring Quality and Integrity in Departments**

Several departments have lower percentages of credit hours being taught by full-time faculty. Below, we offer commentary on units where the percentage of courses taught by full-time faculty is less than 70%. Two courses in the college of Architecture and Design, for the BS programs and the Design minors, are taught interdepartmentally. The courses were created and first taught by the director of the School of Interior Design. A part-time lecturer, who holds the terminal master's and has extensive experience, taught these courses in 2019-20 after previously assisting the director in teaching them. The College of Arts and Sciences has several undergraduate departments where the percentage of student credit hours taught by full-time faculty is less than 70%:

- Religious Studies is a small unit with respect to major enrollment and full-time tenure track faculty. The percentage is very close to 70% (68.5%) and could be explained by having one faculty with a course release or who was on leave. Religious Studies also has many cross-listed courses, which impacts the ratios, and several regular lecturers who are not at 100%.
- Sociology recently hired a new tenure-track faculty member, which will help with their numbers. It is also the case that the large-enrollment undergraduate courses they offer are often taught by GTA, which generates more student credit hours.
- Music Technology consists of one 400-level course on commercial scoring for media, taught by a lecturer. This person is a professional composer with 20 years of industry experience. He consults with faculty in the Music Theory, Composition and Tech areas about curricular structure and connections to industry.
- Theatre offers a number of courses that are more appropriately taught by practitioners, such as courses on stage and costume design. A number of lecturers have partial appointments in Theatre and the Clarence Brown Theatre (CBT), which also would impact the ratios. When theatre courses are taught by CBT professional staff, resident artists, or by adjunct faculty, those classes are created with and supervised by regular faculty members from the appropriate discipline. In the case of performance-focused classes, the entire acting faculty meet 2-3 times each semester to discuss the acting curriculum and the progress of students. The full-time, tenure-track faculty have regular opportunities to discuss and evaluate the teaching of resident artists, professional staff and adjunct faculty.
- There are a number of departments in the College of Arts and Sciences where GTAs teach a significant number of SCH. These are departments such as English and Math that teach general education courses which most UTK undergraduate students are required to complete. Thus, GTAs are essential to offering the number of sections to meet the needs of students in these basic, introductory-level courses. Psychology also uses GTAs for their introductory courses.
- The percentage of student credit hours taught by full-time faculty in the Information Sciences programs was a result of substantial student enrollment growth in the MSIS degree program (primarily delivered via distance education) over a four-year period, which grew from 124 students in fall 2016 to 273 in fall 2019. At the same time, the unit launched a new undergraduate major in information sciences. This growth necessitated having more GTAs and part-time lecturers until the

unit had the opportunity to hire new faculty. The unit hired three new full-time faculty in Fall 2020 and currently has two more open positions.

- As described earlier, many units in the College of Education and Health and Human Sciences have lower percentages of student credit hours generated by full-time faculty because of lack of leadership and open faculty lines. Under normal circumstances, several programs would still have a large number of courses taught by part-time instructors because many courses are focused on practice and involve supervision in the field.
- Kinesiology/Recreation/Sport Studies contains the physical education courses which are primarily taught by staff members or graduate students and are popular courses with students across the university. The program's full-time faculty oversee the development of course expectations, activities, and student learning outcomes. Full-time faculty review student learning outcomes and student instructor evaluations annually and implement data-informed improvements.
- Education (EDUC) courses are one-credit introductory course for students exploring the teaching degree. A full-time faculty member, who has an appointment in the department of Theory and Practice in Teacher Education, co-teaches the EDUC courses with advising and teacher licensure staff. Course expectations, outcomes, and instructor evaluations are reviewed annually and shared with the TPTE Department Head.
- Many of Educational Psychology & Counseling's lower-level courses, which are larger in size, are taught by graduate teaching associates. Some graduate courses are taught by practitioners. The program's full-time faculty oversee the training of all graduate teaching associates and practitioners. Prior to be assigned as a primary instructor, all graduate teaching associates and practitioners are required to audit the courses and co-teach the course. Additionally, they meet regularly with the faculty who oversees the courses when they are the primary instructor.
- Educational Leadership & Policy Studies employs many current and former administrators, as well as certain staff members at the university, to teach courses to provide students with the opportunity to learn from expert practitioners about the wide variety of topics and issues addressed by this field. The program's full-time faculty ensure all current and former practitioners are trained on the course expectations and student learning outcomes, as well as national and state standards, prior to teaching the course. Full-time faculty annually review the quality of student performance course artifacts, activities, and assignment.
- Many courses in Child & Family Services and Retail, Hospitality, and Tourism Management are taught by part-time faculty who have (or had) careers in the field and bring particular expertise and experiences to the classroom. The program's full-time faculty oversee all aspects of the courses taught by part-time faculty or practitioners to ensure the quality of course objectives and student learning outcomes met.
- Business Administration at the undergraduate level has a one-hour seminar course designed to help first-year business students make a meaningful connection to the college and university communities and facilitate future success in a student's academic and professional career (similar to FYS100). The course is taught by professional advisors and administrators in the Haslam College of Business with the support of peer mentors who share a critical student perspective. The Associate Dean oversees this program and the instructors. Several other one-hour seminar courses are focused on preparing students for internships and employment, and are taught by career and professional development coordinators, faculty, and other administrators within the College. The college's Director of Professional and Career Development and the Associate Dean provide oversight for these courses and instructors.

- The Herbert College of Agriculture has two programs where the number of credit hours generated by full-time faculty is below 70%, Agriculture Leadership, Education, and Communication and Agriculture Sciences and Natural Resources. Agriculture Science and Natural Resources is not a degree, minor, or certificate program, but rather a small collection of courses administered out of the dean's office. These courses include first-year studies courses usually taught by college staff members and overseen by the associate dean or other full-time faculty. The department of Agriculture Leadership, Education, and Communication recently expanded its faculty from three to six full-time faculty. In 2019-20, two part-time lecturers taught a number of undergraduate courses.
- Independent Units are comprised of Air Force Aerospace Studies and Military Science/ Leadership courses all of which are taught by military personnel.
- Intercollegiate programs:
  - The first-year studies program consists of three courses: FYS 101, FYS 129 and TRNS 201, and a practicum for peer mentors. FYS 101 and TRNS 201 are one-hour seminar courses for new students and follow a set curriculum that has been created by FYS staff and campus partners. The instructors all apply to teach and are chosen by FYS staff. The content of FYS 129 courses vary, but this course is restricted to full-time faculty instructors only.
  - The Chancellor's Honors Program is UT's largest honors program with students representing all nine undergraduate colleges. These high-achieving students take certain core courses as well as academic department honors courses. The Associate Vice Provost / Director of Honors & Scholars programs works with the Associate Directors and the University Honors Committee (comprised of full-time faculty members and selected staff) to oversee the curriculum, introductory seminar, special topics courses, and thesis projects. Full-time faculty from various disciplines teach many of these courses, and others are taught by Honors staff. Students work primarily with full-time faculty on their theses, but their course of study is overseen by an Honors staff member.
  - The Baker Center for Public Policy (BCPP) is a program for selected Baker Scholars. These undergraduates are paired with faculty or professional mentors who oversee their research or policy projects (with course credit). The director of the Baker Center, who holds a joint faculty appointment with the UTK Department of Economics, oversees all programs and is advised by a set of program directors, all of whom are tenure-track faculty. The instructors supporting the Baker Scholars program and the minor in Public Policy Analytics are chosen and monitored by the Director of the Baker Center.
- Industrial & Systems Engineering's percentages of student credit hours generated by full-time faculty is below 70% for three programs they administer: undergraduate courses at Knoxville (on-campus) and distance education, and graduate courses at UTSI. The unit currently has two half-time Professors of Practice to bring more real-world experience to the classroom. One of these professors is retiring and this position will be combined with the other half-time position to create one full-time position. This unit provides support to UTSI by sponsoring a small number courses. Recently UTSI added a full-time tenure track faculty in industrial and system engineering, which should impact these proportions in the future. The proportion in the distance education program will likely increase now that more faculty have experience delivering online education.
- There are three 500-level aviation courses taught at UTSI by two part-time research associate professors. Both of these faculty transitioned to part-time after serving as tenure-track associate professors.

- The College of Social Work employs a number of part-time faculty who have the necessary work experience to teach practice-focused courses.

## **Conclusion**

The University of Tennessee, Knoxville has demonstrated that a sufficient number of full-time faculty are teaching in each of its academic programs at the graduate and undergraduate level. The institution has policies and practices in place to ensure ongoing curriculum and program quality, integrity, and review.

## R – 6.2.c: Program Coordination

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) has specific guidelines and processes that establish qualified faculty members as responsible for program curriculum oversight, governance, and coordination. These guidelines and processes define and utilize committees at the departmental, college and institution level to coordinate its academic curricula.

### Program Curriculum Policies

UT Knoxville practices shared governance. It acts on principles derived from in-depth conversation among faculty representatives and academic administrators that are in accordance with faculty holding the primary role in determining curriculum, educational policy, standards for evaluating teaching and scholarship, selection of new faculty, and promotion and tenure, as described in [Chapter 1, Part 7 \(Shared Governance\) of the UT Knoxville Faculty Handbook](#).

The faculty role in campus-wide governance is through the Faculty Senate, the representative body specifically charged by the board to (a) formulate the institution's educational standards and degree requirements, including approval of academic programs and their curricula; and (b) consider, advise, and recommend to the administration policies about a wide range of issues affecting the general welfare of the faculty.

### Program Coordination

[Chapter 1, Part 6 \(College and Departmental Administration\) of the UT Knoxville Faculty Handbook](#) places the responsibility for the coordination, curriculum development and review in the hands of the department heads, school directors, and program directors for all degree programs in their respective units. These department heads and directors provide oversight for 1) faculty selection (tenure, tenure-track, and non-tenure-track), teaching assignments, workload, and annual performance review; 2) hiring of graduate teaching associates (those graduate students with a minimum of 18 credit hours in the discipline or doctoral students who have already earned an appropriate master's degree in the discipline); 3) faculty assessment of student learning outcomes and reporting to the associate deans annually on their assessment activities; and 4) ensuring that university curricular approval policies and procedures are followed, as outlined in [Chapter 1, Part 6, Item 3 \(Effective Departmental Governance\) of the UT Knoxville Faculty Handbook](#).

Department heads, directors, and faculty undergo annual performance review. Coordination of academic programs is part of that review for department heads, directors, and for those faculty members who serve as graduate directors or undergraduate coordinators. Academic programs also undergo regular reviews by



unit, college dean, review team, and accreditation reviews at UT Knoxville. Reviewers are specifically asked to assess the adequacy and quality of the department head/director and program faculty.

Seven of the 11 academic colleges are organized into departments or schools, with the department heads or school directors having full responsibility for all degrees and certificates providing oversight and coordination of the curriculum. Within the College of Arts and Sciences, the associate dean for academic programs assumes oversight duties related to the college's interdisciplinary programs, which cross departmental lines. These colleges are:

- College of Architecture and Design;
- Herbert College of Agriculture;
- College of Arts and Sciences;
- Haslam College of Business;
- College of Communication and Information;
- College of Education, Health and Human Sciences; and
- Tickle College of Engineering.

Four colleges have college-wide graduate programs with an associate dean or a director handling the coordination of the curriculum and oversight for curriculum development meeting the requirements of the Graduate School:

- College of Architecture and Design (graduate director),
- Haslam College of Business (associate dean),
- College of Communication and Information (associate dean),
- College of Veterinary Medicine (associate dean), and
- Herbert College of Agriculture has an interdepartmental doctoral program (PhD in Plants, Soils and Insects; this involves three of the eight departments), which is coordinated by the associate dean.

Three colleges are not organized into departments or schools and have program directors with the oversight function for curriculum development, assessment, and review:

- College of Law,
- College of Nursing, and
- College of Social Work.

There are three intercollegiate units with directors:

- Comparative and Experimental Medicine,
- Energy Science and Engineering, and
- Data Science and Engineering.

Depending upon the size of the unit, department heads and directors may assign faculty to help with the day-to-day operations, such as timetable preparation or graduate admissions. Such assignments typically rotate among the faculty every one-to-three years. Department heads and directors, however, serve for five years and have full responsibilities for all functions of the departmental or school operations. They can be reappointed for multiple five-year terms; many are. Final responsibility for coordination rests with the department head or director.

Successful candidates for department heads and directors have their credentials verified by Human Resources through the National Student Clearinghouse. If a candidate's degree is earned at an institution that is not part of the Clearinghouse, Human Resources will contact the institution. If the candidate's degree is from a foreign institution, Human Resources requests the candidate send an official transcript in order to verify the degree. Full criminal background checks are conducted for all persons being hired into a

permanent position (graduate, undergraduate, and professional student employees will not have a background check). All new hires are required to supply official transcripts.

**Table 6.2.c-1. Program Coordinator Credentials and Rationale**

Academic Program	Coordinator	Qualifications	Rationale
Accounting BS	James Myers	PhD, Business Administration, University of Michigan	
Accounting MAcc	Robert Fuller  (Lauren Cunningham; James Chyz)	PhD, Management Information Systems, Indiana University  [PhD, Business Administration (Accounting), University of Arkansas, CPA; and PhD, Management, University of Arizona, CPA]	The accounting profession is changing and technology / information management issues are driving the changes in the profession. The MAcc program has 3 tracks - audit, tax and information management, and students in the audit and tax tracks are advised by the lead faculty who specialize in those fields.
Advanced Manufacturing Graduate Certificate	Doug Aaron  (Tony Schmitz, Suresh Babu, Uday Vaidya, Chad Duty, Brett Compton, & Matthew Young)	PhD, Environmental Engineering, Georgia Institute of Technology  (PhD, Mechanical Engineering, University of Florida; PhD, Materials Science, University of Cambridge; PhD, Mechanical Engineering, Auburn University; PhD, Mechanical Engineering, Georgia Institute of Technology; PhD, Materials, University of California, Santa Barbara; PhD, Mechanical Engineering, University of Tennessee)	Supported in coordination by Drs. Tony Schmitz, Suresh Babu, Uday Vaidya, Chad Duty, Brett Compton, Matthew Young, who have extensive expertise in the subject matter.
Advertising BS	Elizabeth Avery Foster	PhD, Mass Communication, University of Georgia	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Aerospace Engineering BS, MS, PhD	Hans DeSmidt	PhD, Mechanical Engineering, Pennsylvania State University	17 NASA, NSF, & US Army funded research grants in field; significant research publications in field.
Africana Studies Graduate Certificate	Shayla Nunnally	PhD, Political Science, Duke University (Durham, North Carolina)	Certificate from Duke University in African and African American Studies
Agricultural and Resource Economics MS	James Larson	PhD, Agricultural Economics, Oklahoma State University	
Agricultural Leadership, Education and Communication BS	Carrie Stephens	PhD, Agricultural Education, Iowa State University	
Agricultural Leadership, Education and Communication MS	Jennifer Richards	PhD, Education-Curriculum, Research, and Evaluation, University of Tennessee-Knoxville	15 years as Project Director of USDA NIFSI K-12 outreach program
Animal Science BS	Cheryl Kojima	PhD, Animal Science, University of Missouri	
Animal Science MS, PhD	Lannett Edwards	PhD, Animal Science, University of Florida	
Anthropology BA, MA, PhD	Barbara Heath	PhD, American Civilization, University of Pennsylvania	
Architecture BArch, MArch	Jason Young	MArch, Rice University (Houston, Texas)	
Art BA, BFA, MFA	Christopher McNulty	MFA, Art, University of Wisconsin-Madison	
Art History BA	Christopher McNulty	MFA, Art, University of Wisconsin-Madison	
Artist Certificate in Music Graduate Certificate	Jeffrey Pappas	DMus, Choral Conducting and Pedagogy, University of Iowa	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Audiology and Speech Pathology BS	<a href="#">Kristen Secora</a>	PhD, Language and Communicative Disorders, University of California-San Diego & San Diego State University	
Biochemistry and Cellular and Molecular Biology MS, PhD	<a href="#">Gladys Alexandre</a>	PhD, Microbial Ecology, Claude Bernard University (Lyon, France)	
Biological Sciences BS	<a href="#">Randall Small</a>	PhD, Genetics, Iowa State University	
Biomedical Engineering BS, MS, PhD	<a href="#">Jeff Reinbolt</a>	PhD, Mechanical Engineering, University of Florida	Ongoing sponsored research in field; significant research publications in field.
Biosystems Engineering BS	<a href="#">Daniel Yoder</a>	PhD, Agricultural Engineering, Purdue University (West Lafayette, Indiana)	
Biosystems Engineering MS, PhD	<a href="#">Philip Ye</a>	PhD, Biosystems & Agricultural Engineering, University of Minnesota	
Biosystems Engineering Technology MS	<a href="#">Philip Ye</a>	PhD, Biosystems & Agricultural Engineering, University of Minnesota	
Business Administration MBA	<a href="#">Russell Crook</a>	PhD, Strategic Management and Supply Chain Management; MBA, Finance and Management Information Systems	
Business Administration (Finance Concentration), PhD	<a href="#">Andrew Puckett</a>	PhD, Finance, University of Georgia	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Business Administration (Strategy, Entrepreneurship & Organizations Concentration) PhD	David Williams	PhD, Business Administration, Georgia State University	
Business Analytics BS	Charlie Cwiek	MS, Statistics, University of Tennessee-Knoxville	
Business Analytics MS	Missie Bowers	PhD, Management Science, Clemson University	
Chemical Engineering BS	Brian Edwards	PhD, Chemical Engineering, University of Delaware	
Chemical Engineering MS, PhD	Eric Boder	PhD, Chemical Engineering, University of Illinois	
Chemistry BS, MS, PhD	Viktor Nemykin	PhD (Ukrainian equivalent), Chemistry, National Academy of Science of Ukraine (Kyiv, Ukraine)	
Child and Family Studies BS	Elizabeth I. Johnson	Joint PhD, Developmental Psychology & Social Work, University of Michigan	
Child and Family Studies MS, PhD	Julia Jaekel	Habilitation (higher doctorate/venia legendi), Developmental Psychology, Ruhr-University Bochum (Germany); PhD, Developmental Psychology, Ruhr-University Bochum (Germany)	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Cinema Studies BA	Maria Stehle & Paul Harrill	Stehle: PhD, Germanic Languages and Literatures, University of Massachusetts Amherst; Harrill: MFA, Film & Media Arts, Temple University (Philadelphia, Pennsylvania)	Stehle: Ongoing sponsored research in field; significant research publications in field.
Civil Engineering BS, MS, PhD	Chris Cox	PhD, Environmental Engineering, Pennsylvania State University	Civil Engineering is a diverse field that focuses on the engineering of urban infrastructure systems. The subdisciplines in this major include Environmental, Water Resources, Construction, Structural, Transportation, and Geotechnical (earth materials) engineering.
Classics BA	Aleydis Van De Moortel	PhD, Classical and Near Eastern Archaeology, Bryn Mawr College (Bryn Mawr, Pennsylvania)	
College Scholars Program BA	Todd Freeberg	PhD, Biology, Indiana University	College Scholars is an individualized program for each student so there is no appropriate discipline area. Dr. Freeberg has experience in guiding students in independent study projects and has connections to various discipline areas.

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
College Student Personnel MS	<a href="#">Dorian McCoy</a>	PhD, Educational Leadership and Research, Louisiana State University	Research expertise in college student development and administration; 8 yrs prior experience as a student affairs administrator with progressively responsible experience. He has particular expertise in working with underserved students and in multicultural education, which aligns with recruitment, administration, and focus for this program.
Communication and Information MS, PhD	<a href="#">Virginia Kupritz</a>	PhD, Environmental Design and Planning, Virginia Polytechnic Institute and State University	Exemplary record in organizational communication teaching, research, and service; she is not creating curriculum, which is the charge of the faculty, but rather she provides overall leadership at the college; outstanding reputation in the field.
Communication Studies BA	<a href="#">John Haas</a>	PhD, Organizational Communication, University of Kentucky	
Comparative and Experimental Medicine MS, PhD	<a href="#">Stephen Kania</a>	PhD, Veterinary Infectious Diseases, University of Florida	
Computer Engineering BS, MS, PhD	<a href="#">Mike Berry</a>	PhD, Computer Science, University of Illinois	
Computer Science BS, MS, PhD	<a href="#">Mike Berry</a>	PhD, Computer Science, University of Illinois	
Conservation and Stewardship Graduate Certificate	<a href="#">Jason Young</a>	MArch, Rice University (Houston, Texas)	
Construction Science and Agriculture Systems BS	<a href="#">Charlie Parker</a>	MS, Engineering Technology, Murray State University (Murray, Kentucky)	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Counseling MS	Casey Barrio Minton	PhD, Counseling & Counselor Education, University of North Carolina at Greensboro	
Counselor Education PhD	Melinda Gibbons	PhD, Counseling & Counselor Education, University of North Carolina at Greensboro	
Creative Writing MFA	Misty Anderson	PhD, English, Vanderbilt University (Nashville, Tennessee)	
Cultural Studies in Education Graduate Certificate	Barbara Thayer-Bacon	PhD, Education, Indiana University; MA, Education, San Diego State University	
Data Science and Engineering PhD	Russell Zaretski	PhD, Statistics, Cornell University (Ithaca, New York)	
Deaf Studies BS	David Smith	PhD, Psychological and Cultural Studies, University of Nebraska; MS, Deaf Education, University of Rochester & National Technical Institute for the Deaf	
Disasters, Displacement and Human Rights Graduate Certificate	Barbara Heath	PhD, American Civilization, University of Pennsylvania	
Ecology and Evolutionary Biology MS, PhD	Susan Kalisz	PhD, Biology, University of Chicago	Extensive research grants and publications in field.
Economics BA, BS	Rudy Santore	PhD, Economics, The Ohio State University	
Economics MA, PhD	Georg Schaur	PhD, Economics, Purdue University (West Lafayette, Indiana)	



Academic Program	Coordinator	Qualifications	Rationale
Education MS, PhD (1 of 3)	Craig Howard	PhD, Instructional Systems Technology, Indiana University-Bloomington; MA, Applied Linguistics (minor: Teaching of English to Speakers of Other Native Languages), Teachers College Columbia University	
Education PhD (2 of 3)	Susan Groenke	PhD, Curriculum and Instruction, Virginia Polytechnic Institute and State University	
Education PhD (3 of 3)	Sonya Hayes	PhD, Educational Administration, Texas A&M University	
Education EdS	Pam Angelle	MS, Academic Advising, Kansas State University	3 years as prior Department Chair/Professor of Aerospace Studies at The Ohio State University including program coordination and recruitment; prior 28 years as Commander, Air Force Reserve Officer Training Corps (AFROTC) (National Appointment, including program coordination and recruitment).

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Educational Administration MS	Tammy Knierim	MS, Academic Advising, Kansas State University	3 years as prior Department Chair/Professor of Aerospace Studies at The Ohio State University including program coordination and recruitment; prior 28 years as Commander, Air Force Reserve Officer Training Corps (AFROTC) (National Appointment, including program coordination and recruitment).
Educational Administration PreK-12 Graduate Certificate	Tammy Knierim	MS, Academic Advising, Kansas State University	3 years as prior Department Chair/Professor of Aerospace Studies at The Ohio State University including program coordination and recruitment; prior 28 years as Commander, Air Force Reserve Officer Training Corps (AFROTC) (National Appointment, including program coordination and recruitment).
Educational Leadership EdD	Mary Lynne Derrington	EdD, Policy, Governance and Administration, University of Washington	
Educational Psychology MS	Cathy Hammon	PhD, Educational Psychology and Research, University of Tennessee-Knoxville	
Educational Psychology and Research PhD	Jennifer Ann Morrow	PhD, Experimental Psychology, University of Rhode Island	Extensive research grants and publications in field.

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Electrical Engineering BS, MS, PhD	Mike Berry (Ben Blalock)	PhD, Computer Science, University of Illinois  (PhD, Electrical and Computer Engineering, Georgia Institute of Technology)	Extensive research grants and publications in field. Ben Blalock supports in the coordination of the program and is super-advisor.
Energy Science & Engineering PhD	Sudarsanam Suresh Babu	PhD, Materials Science & Metallurgy, University of Cambridge (Cambridge, England)	Interdisciplinary program that combines a wide range of fields including materials science. Extensive experience in the area of energy sciences and engineering through his career starting with his work at Oak Ridge National Laboratory from 1993; has led many interdisciplinary fundamental and applied research projects related to energy sciences within ORNL.
Engineering Education Graduate Certificate	Courtney Faber	PhD, Engineering and Science Education, Clemson University	
Engineering Management Graduate Certificate	Andrew Yu	PhD, Industrial Engineering, Louisiana State University	
Engineering Science MS, PhD	Kivanc Ekici	PhD, Aeronautics and Astronautics (with CS&E minor), Purdue University (West Lafayette, Indiana)	
English BA, MA, PhD	Misty Anderson	PhD, English, Vanderbilt University (Nashville, Tennessee)	
Entomology and Plant Pathology MS	Bonnie Ownley	PhD, Plant Pathology, North Carolina State University	
Entomology, Plant Pathology and Nematology PhD	Bonnie Ownley	PhD, Plant Pathology, North Carolina State University	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Environmental and Soil Sciences BS	Daniel Yoder	PhD, Agricultural Engineering, Purdue University (West Lafayette, Indiana)	
Environmental and Soil Science MS	Jaehoon Lee	PhD, Water Resources & Soil Physics, Iowa State University	
Environmental Engineering MS	Chris Cox	PhD, Environmental Engineering, Pennsylvania State University	
Evaluation, Statistics and Measurement Graduate Certificate	Jennifer Ann Morrow	PhD, Experimental Psychology, University of Rhode Island	
Family Nurse Practitioner Graduate Certificate	Sadie Hutson	PhD, Nursing, University of Pennsylvania	
Finance BS	Eric Kelley	PhD, Finance, Texas A&M University	
Fire Protection Engineering Graduate Certificate	Dave Icove	PhD, Engineering Science and Mechanics, University of Tennessee-Knoxville	
Food and Agricultural Business BS	Jonathan Walton	MS, Agricultural Economics, University of Tennessee-Knoxville	
Food Safety Graduate Certificate	Kathleen Brown	PhD, Human Ecology, University of Tennessee-Knoxville; MPH, Health Planning and Administration, University of Tennessee Knoxville	Conducted, then supervised the team that conducted the investigation and response for all food-borne illness outbreaks in Knox County for 8 years as the Regional Epidemiologist and then Director of Community Assessment and Health Promotion.

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Food Science BS	<a href="#">Karen Jones</a>	MS, Food Technology & Science, University of Tennessee-Knoxville	
Food Science MS, PHD	<a href="#">Qixin Zhong</a>	Joint PhD, Food Science and Chemical Engineering, North Carolina State University	
Forensic Social Work Graduate Certificate	<a href="#">Ragan Schriver</a>	PsyD, Pastoral Psychology, Graduate Theological Foundation (Mishawaka, Indiana); MSW, Washington University in St. Louis	Licensed Advanced Practice Social Worker (LAPSW) State of Tennessee, Health Related Boards, 2009-Present.
Forestry BS	<a href="#">Emma Willcox</a>	PhD, Wildlife Ecology & Conservation, University of Florida	
Forestry MS	<a href="#">Lisa Muller</a>	PhD, Forest Resources-Wildlife Ecology and Management, University of Georgia	
French BA, MA	<a href="#">Luis Cano</a>	PhD, Spanish, Pennsylvania State University	
Geography BA, MS, PhD	<a href="#">Derek Alderman</a>	PhD, Geography, University of Georgia	
Geology MS, PhD	<a href="#">Derek Alderman</a>	PhD, Geography, University of Georgia	
Geology and Environmental Studies BS	<a href="#">Edmond Perfect</a>	PhD, Agronomy, Cornell University (Ithaca, New York)	
German BA, MA	<a href="#">Luis Cano</a>	PhD, Spanish, Pennsylvania State University	
Gerontology Graduate Certificate	<a href="#">Sherry Cummings</a>	PhD, Social Work, University of Georgia	Extensive research grants and publications in field.

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Global Security Studies Graduate Certificate	Richard Pacelle, Jr.	PhD, Political Science, The Ohio State University	
Graphic Design BFA	Sarah Lowe	MGD, North Carolina State University	
Grief, Loss and Trauma Graduate Certificate	Laura Wheat	PhD, Counselor Education, University of Virginia	
Health Policy Graduate Certificate	Sadie Hutson	PhD, Nursing, University of Pennsylvania	
Healthcare Informatics Graduate Certificate	Sadie Hutson	PhD, Nursing, University of Pennsylvania	
Higher Education Administration PhD	J. Patrick Biddix	PhD, Educational Leadership-Higher Education, University of Missouri-St. Louis	
History BA, MA, PhD	Ernest Freeberg	PhD, History, Emory University (Atlanta, Georgia)	
Hospitality and Tourism Management BS	Dean Aaser	MS, Hospitality and Tourism, University of Wisconsin-Stout (Menomonie, Wisconsin)	10 years of hotel and tourism management experience; 5 years of college instructor experience elsewhere; 19 years at the University of Tennessee-Knoxville
Human Resource Management BS	Debbie Mackey	PhD, Human Resource Development, University of Tennessee-Knoxville	
Industrial Engineering BS	Mingzhou Jin	PhD, Industrial and Systems Engineering, Lehigh University (Bethlehem, Pennsylvania)	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Industrial Engineering MS, PhD	<a href="#">John Kobza</a>	PhD, Industrial and Systems Engineering, Virginia Polytechnic Institute and State University	
Information Sciences BS	<a href="#">Carolyn Hank</a>	PhD, Information and Library Sciences, University of North Carolina at Chapel Hill	
Information Sciences MS	<a href="#">Rachel Fleming May</a>	PhD, Library and Information Studies, University of Alabama	
Interdisciplinary Programs Major (Africana Studies Concentration) BA	<a href="#">Shayla Nunnally</a>	PhD, Political Science, Duke University (Durham, North Carolina)	Certificate from Duke University in African and African American Studies
Interdisciplinary Programs Major (American Studies Concentration) BA	<a href="#">Charles Collins</a>	PhD, Mathematics, University of Minnesota	Associate Dean in College of Arts & Sciences overseeing the teach-out of the program (through Summer 2021).
Interdisciplinary Programs Major (Asian Studies Concentration) BA	<a href="#">Shellen Wu</a>	PhD, History, Princeton University	Ongoing sponsored research in field; significant research publications in field.
Interdisciplinary Programs Major (Global Studies Concentration) BA	<a href="#">Stephanie Bohon</a>	PhD, Demography and Sociology, Pennsylvania State University	
Interdisciplinary Programs Major (Judaic Studies Concentration) BA	<a href="#">Helene Sinnerich</a>	PhD, Comparative European History, Brandeis University (Waltham, Massachusetts)	Extensive research grants and publications in field.

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Interdisciplinary Programs Major (Latin & Caribbean Studies Concentration) BA	<a href="#">Kristen Block</a>	PhD, History, Rutgers University (New Brunswick, New Jersey)	Extensive research grants and publications in field.
Interdisciplinary Programs Major (Linguistics Concentration) BA	<a href="#">Thorsten Huth</a>	PhD, German Applied Linguistics, University of Kansas	Interim co-chair for Spring 2021.
Interdisciplinary Programs Major (Medieval and Renaissance Studies Concentration) BA	<a href="#">Gregor Kalas</a>	PhD, History of Art, Bryn Mawr College (Bryn Mawr, Pennsylvania)	Ph.D. Focus on Medieval Art and Architecture
Interdisciplinary Programs Major (Middle East Studies Concentration) BA	<a href="#">Krista Wiegand</a>	PhD, Political Science, Duke University (Durham, North Carolina)	Extensive research grants and publications in field.
Interdisciplinary Programs Major (Women, Gender, and Sexuality Concentration) BA	<a href="#">Patrick Grzanka</a>	PhD, American Studies, University of Maryland	PhD focus on race and gender.
Interior Architecture BS	<a href="#">David Matthews</a>	MArch, Miami University (Oxford, Ohio)	
International Children, Youth and Families Graduate Certificate	<a href="#">Samara Madrid Akpovo</a>	PhD, Teaching and Learning-Early Childhood Education, The Ohio State University	
Journalism and Electronic Media BS	<a href="#">Catherine Luther</a>	PhD, Mass Communication, University of Minnesota	



<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Kinesiology BS, MS	<a href="#">Rebecca Zakrajsek</a>	PhD, Sport and Exercise Psychology, West Virginia University	
Kinesiology and Sport Studies PhD	<a href="#">Lars Dzikus</a>	PhD, Cultural Studies in Sport, The Ohio State University	
Landscape Architecture MLA, MALA, MSLA	<a href="#">Gale Fulton</a>	MLA, University of Colorado at Denver	
Law JD	<a href="#">Paula Schaefer</a>	JD, University of Missouri School of Law	
Legal Studies MLS	<a href="#">Paula Schaefer</a>	JD, University of Missouri School of Law	
Life Sciences MS, PhD	<a href="#">Gladys Alexandre</a>	PhD, Microbial Ecology, MS, Microbiology & Plant Physiology, Claude Bernard University (Lyon, France); Postdoc in Molecular Microbiology, Loma Linda University Medical School (Loma Linda, California)	
Linguistics Graduate Certificate	<a href="#">Thorsten Huth</a>	PhD, German Applied Linguistics, University of Kansas	Interim co-chair for Spring 2021.
Management BS	<a href="#">Jackie Jacobs</a>	PhD, Industrial-Organizational Psychology, University of Tennessee-Knoxville	
Management and Human Resources MS	<a href="#">Cheryl Barksdale</a>	PhD, Industrial-Organizational Psychology, University of Tennessee-Knoxville	
Management Science PhD	<a href="#">Sean Willems</a>	PhD, Operations Management, Massachusetts Institute of Technology	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Marketing BS	Eddie Armbrister	JD, Entrepreneurial Law, University of Tennessee School of Law; MBA, Marketing and New Venture Management, University of Tennessee-Knoxville	
Materials Science and Engineering BS	Claudia Rawn	PhD, Materials Science and Engineering, University of Arizona	
Materials Science and Engineering MS, PhD	Kurt Sickafus	PhD, Materials Science and Engineering, Cornell University (Ithaca, New York)	
Mathematics BS, MS, MM, PhD	Conrad Plaut	PhD, Differential Geometry, University of Maryland	
Mechanical Engineering BS, MS, PhD	Doug Aaron	PhD, Environmental Engineering, Georgia Institute of Technology	
Medical Laboratory Science BS	LeeAnne Briggs	MPH, University of Tennessee-Knoxville	MLS Certification
Medical Physics MS, Graduate Certificate	Michael Howard	PhD, Nuclear Engineering (concentration in Medical Physics), University of Tennessee-Knoxville	
Medieval Studies Graduate Certificate	Gregor Kalas	PhD, History of Art, Bryn Mawr College (Bryn Mawr, Pennsylvania)	Ph.D. Focus on Medieval Art and Architecture
Microbiology MS, PhD	Heidi Goodrich-Blair	PhD, Molecular Biology, State University of New York-Albany	
Modern Foreign Languages and Literatures BA, PhD	1 - Drew Paul (Arabic-Hebrew)	1 - PhD, Middle Eastern Studies, The University of Texas at Austin	(continued)

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
	2 - <a href="#">Yen-Chen Hao</a> (Chinese)	2 - PhD, Linguistics, Indiana University, Bloomington	
	3 - <a href="#">Anne-Helene Miller</a> (French)	3 - PhD, French Studies, University of Washington, Seattle	
	4 - <a href="#">Stefanie Ohnesorg</a> (German)	4 - PhD, German Studies, McGill University, Montréal, Canada	
	5 - <a href="#">Flavia Brizio-Skov</a> (Italian)	5 - PhD, Comparative Literature: Italian and American Literature, University of Washington, Seattle	
	6 - <a href="#">Noriko Horiguchi</a> (Japanese)	6 - PhD, East Asian Languages and Civilizations, University of Pennsylvania	
	7 - <a href="#">Dawn Duke</a> (Portuguese)	7 - PhD, Hispanic Languages and Literatures, University of Pittsburgh	
	8 - <a href="#">Stephen Blackwell</a> (Russian)	8 - PhD, Slavic Languages and Literatures, Indiana University	
	9 - <a href="#">Gregory Kaplan</a> (Spanish)	9 - PhD, Medieval Spanish Language and Literature, University of Pennsylvania	
Music BA, BM, MMusic	<a href="#">Jeffrey Pappas</a>	DMus, Choral Conducting and Pedagogy, University of Iowa	
Music Theory Pedagogy Graduate Certificate	<a href="#">Jeffrey Pappas</a>	DMus, Choral Conducting and Pedagogy, University of Iowa	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Natural Resources PhD	Lisa Muller	PhD, Forest Resources-Wildlife Ecology and Management, University of Georgia	
Natural Resources and Environmental Economics BS	Jonathan Walton	MS, Agricultural Economics, University of Tennessee-Knoxville	
Neuroscience BS	Deborah Welsh	PhD, Clinical Psychology, University of Massachusetts	
Nuclear Engineering BS, MS, PhD	Jason Hayward	PhD, Nuclear Engineering and Radiological Sciences, University of Michigan	
Nuclear Security Science and Analysis Graduate Certificate	Jason Hayward	PhD, Nuclear Engineering and Radiological Sciences, University of Michigan	
Nurse Executive Practice Graduate Certificate	Sadie Hutson	PhD, Nursing, University of Pennsylvania	
Nursing BSN	Phillip Moore	DNP, University of Tennessee Health Science Center	
Nursing MSN	Terrica Durbin	PhD, Education, University of Tennessee-Knoxville; DNP, Acute Care Nursing, University of Tennessee Health Science Center	
Nursing PhD	Sandra Thomas	PhD, Education, University of Tennessee-Knoxville; MSN, Nursing, University of Tennessee, Knoxville	R.N. (Registered Nurse) and F.A.A.N (Fellow of the American Academy of Nursing). Dr. Thomas has published widely in high-impact scholarly journals and serves as the editor of <i>Issues in Mental Health Nursing</i> .

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Nursing DNP	<a href="#">Terrica Durbin</a>	PhD, Education, University of Tennessee-Knoxville; DNP, Acute Care Nursing, University of Tennessee Health Science Center	
Nursing Education Graduate Certificate	<a href="#">Sadie Hutson</a>	PhD, Nursing, University of Pennsylvania	
Nutrition BS	<a href="#">Marsha Spence</a>	PhD, Human Ecology-Nutrition, University of Tennessee-Knoxville	Extensive research grants and publications in field.
Nutrition MS	<a href="#">Melissa Hansen-Petrik</a>	PhD, Nutrition, University of Tennessee-Knoxville	
Nutritional Sciences PhD	<a href="#">Guoxun Chen</a>	PhD, Biochemistry and Molecular Biology, University of Texas Southwestern Medical Center at Dallas	Extensive research grants and publications in field.
Online Teaching and Learning Graduate Certificate	<a href="#">Craig Howard</a>	PhD, Instructional Systems Technology, Indiana University-Bloomington	
Pediatric Acute Care Nurse Practitioner Graduate Certificate	<a href="#">Sadie Hutson</a>	PhD, Nursing, University of Pennsylvania	
Pediatric Nurse Practitioner Graduate Certificate	<a href="#">Sadie Hutson</a>	PhD, Nursing, University of Pennsylvania	
Philosophy BA, MA, PhD	<a href="#">Mariam Thalos</a>	PhD, Philosophy, University of Illinois-Chicago	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Physics BS, MS, PhD	<a href="#">Hanno Weitering</a>	PhD, Mathematics and Natural Sciences, University of Groningen (Groningen, Netherlands)	
Plant Sciences BS	<a href="#">Andrew Pulte</a>	PhD, Plants, Soils, and Insects-Horticulture, University of Tennessee-Knoxville	
Plant Sciences MS	<a href="#">Bill Klingeman</a>	PhD, Entomology, University of Georgia	
Plant, Soil, and Environmental Sciences PhD	<a href="#">Bill Klingeman</a>	PhD, Entomology, University of Georgia	
Political Science BA, MA, PhD	<a href="#">Richard Pacelle, Jr.</a>	PhD, Political Science, The Ohio State University	
Power and Energy Systems Graduate Certificate	<a href="#">Daniel Costinett</a>	PhD, Electrical Engineering, University of Colorado at Boulder	
Psychiatric Mental Health Nurse Practitioner Graduate Certificate	<a href="#">Sadie Hutson</a>	PhD, Nursing, University of Pennsylvania	
Psychology BA, MA, PhD	<a href="#">Deborah Welsh</a>	PhD, Clinical Psychology, University of Massachusetts	
Public Administration BS	<a href="#">Benjamin Compton</a>	PhD, Economics, Clemson University	Fields: Public Economics, The Economics of Education, Industrial Organization.
Public Health MPH	<a href="#">Kathleen Brown</a>	PhD, Human Ecology, University of Tennessee-Knoxville; MPH, University of Tennessee-Knoxville	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Public Health DrPH	Kristina Kintziger  Samantha Ehrlich	PhD, Epidemiology, Arnold School of Public Health, University of South Carolina PhD, Epidemiology, School of Public Health, University of California- Berkeley	
Public Health Sciences PhD	Kristina Kintziger  Samantha Ehrlich	PhD, Epidemiology, Arnold School of Public Health, University of South Carolina PhD, Epidemiology, School of Public Health, University of California- Berkeley	
Public Policy and Administration MPPA	Richard Pacelle, Jr.	PhD, Political Science, The Ohio State University	
Public Relations BS	Elizabeth Avery Foster	PhD, Mass Communication, University of Georgia (concentration: Public Relations)	
Qualitative Research Methods in Education Graduate Certificate	Mitsunori Misawa	PhD, Adult Education- Higher Education Leadership and Policy & Interdisciplinary Qualitative Studies Graduate Certificate, University of Georgia	
Radiochemistry Graduate Certificate	Viktor Nemykin	PhD (Ukrainian equivalent), Chemistry, National Academy of Science of Ukraine (Kyiv, Ukraine)	
Recreation and Sport Management BS, MS	Rob Hardin	PhD, Communications, University of Tennessee-Knoxville	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Rehabilitation Counseling for the Deaf Graduate Certificate	David Smith	PhD, Psychological and Cultural Studies, University of Nebraska; MS, Deaf Education, University of Rochester & National Technical Institute for the Deaf	
Reliability and Maintainability Engineering MS, Graduate Certificate	Mingzhou Jin	PhD, Industrial and Systems Engineering, Lehigh University (Bethlehem, Pennsylvania)	
Religious Studies BA	Christine Shepardson	PhD, Early Christianity, Duke University (Durham, North Carolina)	
Retail and Consumer Sciences BS	Lucy Simpson	MS, Textiles and Clothing, University of Tennessee-Knoxville	6 years as retail business owner; 15 years' experience in retail management in positions of increasing responsibility.
Retail, Hospitality, and Tourism Management PhD	Michelle Childs	PhD, Consumer, Apparel, and Retail Studies, University of North Carolina at Greensboro	
School Psychology PhD	Merilee McCurdy	PhD, School Psychology, Mississippi State University	
Social Theory Graduate Certificate	Harry Dahms	PhD, Sociology, New School for Social Research (New York City, New York)	Interdisciplinary program with courses in multiple areas including Sociology.
Social Work BSSW	Robert Mindrup	PsyD, Clinical Psychology, Forest Institute of Professional Psychology (Springfield, Missouri); MSSW, University of Tennessee-Knoxville	



<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Social Work MSSW	Ragan Schriver	PsyD, Pastoral Psychology, Graduate Theological Foundation (Mishawaka, Indiana); MSW, Washington University in St. Louis	Licensed Advanced Practice Social Worker (LAPSW) State of Tennessee, Health Related Boards, 2009-Present.
Social Work MSSW - Nashville	Mary Held	PhD, Social Work, University of Texas at Austin	
Social Work MSSW - Online Program	Kate McClernon- Chaffin	MSSW, University of Tennessee-Knoxville	
Social Work PhD	Gretchen Ely	PhD, Social Work University of Tennessee-Knoxville	
Social Work DSW	Sharon Elizabeth Bowland	DSW, Washington University in St. Louis	
Sociology BA, MA, PhD	Stephanie Bohon	PhD, Demography and Sociology, Pennsylvania State University	
Spanish BA, MA	Luis Cano	PhD, Spanish, Pennsylvania State University	
Special Education BS	Tara Moore	PhD, Special Education, Peabody College of Vanderbilt University (Nashville, Tennessee)	
Statistics BS, MS	Russell Zaretski	PhD, Statistics, Cornell University (Ithaca, New York)	
Studio Art BFA	Christopher McNulty	MFA, Art, University of Wisconsin-Madison	
Supply Chain Management BS	Paul Dittmann	PhD, Industrial Engineering & Operations Research, University of Missouri	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Supply Chain Management MS	<a href="#">Shay Scott</a>	Ph.D. in Higher Education Administration, Postgraduate work in Marketing and Logistics, & MBA (Management), University of Tennessee-Knoxville	
Sustainability BA	<a href="#">Derek Alderman</a>	PhD, Geography, University of Georgia	
Sustainable Design Graduate Certificate	<a href="#">Jason Young</a>	MArch, Rice University (Houston, Texas)	
Teacher Education MS, EdS	<a href="#">Kristin Rearden</a>	PhD, Curriculum and Instruction, Texas A&M University	
Theatre BA, MFA	<a href="#">Calvin MacLean</a>	MFA, Directing, University of Massachusetts	
Trauma Treatment Graduate Certificate	<a href="#">Phyllis Thompson</a>	PhD, Social Work, University of Utah	
United States Business Law LLM	<a href="#">George Kuney</a>	JD, University of California Hastings College of the Law (San Francisco, California)	
Urban Education Graduate Certificate	<a href="#">Susan Groenke</a>	PhD, Curriculum and Instruction, Virginia Polytechnic Institute and State University	
Urbanism Graduate Certificate	<a href="#">Jason Young</a>	MArch, Rice University (Houston, Texas)	

<b>Academic Program</b>	<b>Coordinator</b>	<b>Qualifications</b>	<b>Rationale</b>
Veterinary Medicine DVM	India Lane	DVM, University of Georgia; EdD, Educational Leadership and Policy Studies-Higher Education, University of Tennessee-Knoxville	
Veterinary Social Work Graduate Certificate	Elizabeth B. Strand	PhD, Social Work, University of Tennessee-Knoxville	
Women, Gender, and Sexuality Graduate Certificate	Patrick Grzanka	PhD, American Studies, University of Maryland	PhD focus on race and gender.
Wide Bandgap Power Electronics Graduate Certificate	Daniel Costinett	PhD, Electrical Engineering, University of Colorado at Boulder	
Wildlife and Fisheries Science BS	Emma Willcox	PhD, Wildlife Ecology & Conservation, University of Florida	
Wildlife and Fisheries Science MS	Lisa Muller	PhD, Forest Resources-Wildlife Ecology and Management, University of Georgia	
Youth Informatics Graduate Certificate	Dania Bilal	PhD, Library and Information Science, Florida State University	

## Conclusion

The University of Tennessee, Knoxville is in compliance with this standard. The institution assigns responsibility for program coordination primarily to the deans, department heads, and school directors who are assisted by undergraduate coordinators, graduate directors, and/or assistant/associate department heads. Credentials of those with coordination responsibility are reviewed during the hiring process and through annual performance reviews. UT Knoxville has appropriate processes in place to ensure that all academic programs are coordinated by persons academically qualified in the appropriate fields.

## CR – 8.1: Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

As the preeminent research-based land-grant institution in the state, and as Tennessee's flagship institution, the University of Tennessee, Knoxville's (UT) primary mission and vision seeks to enrich and elevate the citizens of our state. Our culture is defined by our Volunteer spirit. UT consistently identifies, evaluates, and publishes goals and outcomes for multiple measures of student achievement appropriate to the institution's mission and representative of our students and programs offered. The most recent strategic plan, Vol Vision 2020, has six strategic priorities and tracks metrics related to student achievement within three of these priorities (particularly undergraduate retention and graduation, and number of graduate degrees). Many of these metrics were tracked with baselines starting in 2010, and realigned during the 2015 refresh of the strategic plan.

Student achievement goals, initiatives, and outcomes are published in several locations on the institution's websites. Besides the strategic plan, other metrics are summarized within reports by the Office of Institutional Research and Assessment (OIRA) and on the institution's [accreditation website](#).

UT focuses on several measures of student success, including undergraduate retention and graduation rates, number of graduate degrees conferred, professional licensure, and aspects of experiential learning such as participation in undergraduate research. UT has made measurable progress on all metrics tracked except one.

## Undergraduate Student Success

### Retention and Graduation

The OIRA routinely reports [freshmen cohort retention and graduation rates](#) to administrators, and publishes them in the Common Data Set, Fact Book, and Freshmen Retention report. The cohorts are defined using the federal IPEDS definition of first-time full-time degree-seeking freshmen (students may enter in the summer but must be enrolled full-time in their first fall to be included in a cohort). Rates are tracked fall-to-fall and disaggregated by characteristics such as gender, race/ethnicity, Pell-eligible, and first-generation students.

UT Knoxville has identified a set of 11 comparable and six (6) aspirational peers, which are used for comparison for benchmarking and goal setting. Using retention and graduation data from the *US News & World Report* 2020 Best Colleges Rankings, the institution performs well compared to the peer institutions (**Table 8.1-1**). The 4-year average retention rate of 86% is larger than that of three comparable peers, with two others being only one point higher. For the 2012 cohort, UT Knoxville had a higher percentage of Pell recipients (30%) than all of the comparable peers (range of 13% to 25%), and the 6-year graduation

rate difference between Pell recipients and non-recipients was smaller than all but four of these peers. Using these comparisons for prior years helped in setting thresholds and goals.

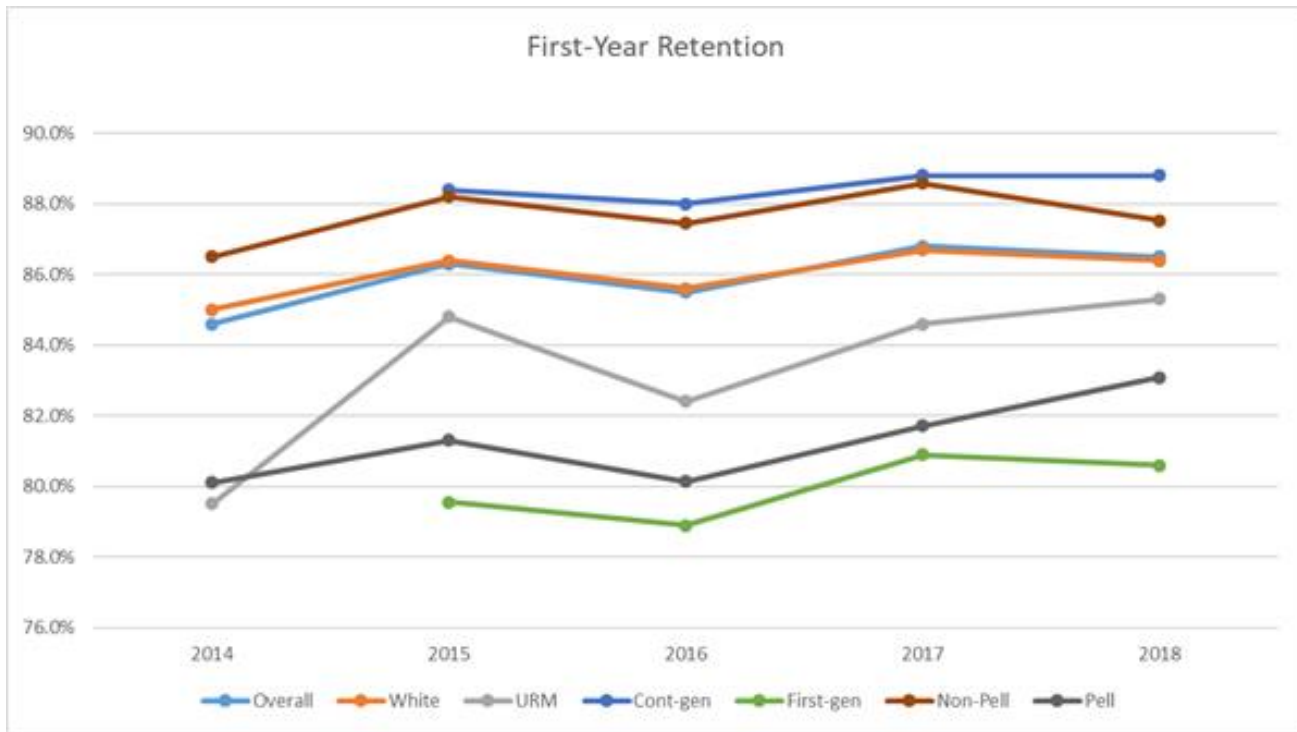
The Vol Vision strategic plan set goals of 90% first-year retention and 80% 6-year graduation, but this goal was revised to 89% first-year retention and 73% 6-year graduation by 2023, to better match the student success initiatives in-process. UT Knoxville loses too many freshmen during the first year, so by increasing their retention it sets the stage for increased graduation rates.

**Table 8.1-2** presents the retention and graduation goals and current status. The source is the Office of Institutional Research and Assessment’s official university reporting for freshmen cohorts and the Fact Book. The institution recently achieved its highest-ever 4-year undergraduate graduation rate (54%), and the 6-year rate has risen 12 points over 10 years, to 72%. The two most recent cohorts have reached a first-year retention rate of 87%. UT Knoxville is actively working to reduce the gap in retention and graduation between white vs underrepresented minority (URM) students, first-generation (neither parent/guardian having a 4-year degree) vs continuing generation students, and those who receive federal Pell grants their first fall term vs those who do not (**Table 8.1-3**). The most recent retention gap for URM students has narrowed to 1.1%, while the gap for Pell students is at 4.5% and for first-generation students is at 8.2%. The institution continually reassesses scholarship opportunities for low-income students and in 2018-19 created a new student success initiative for first-generation students.

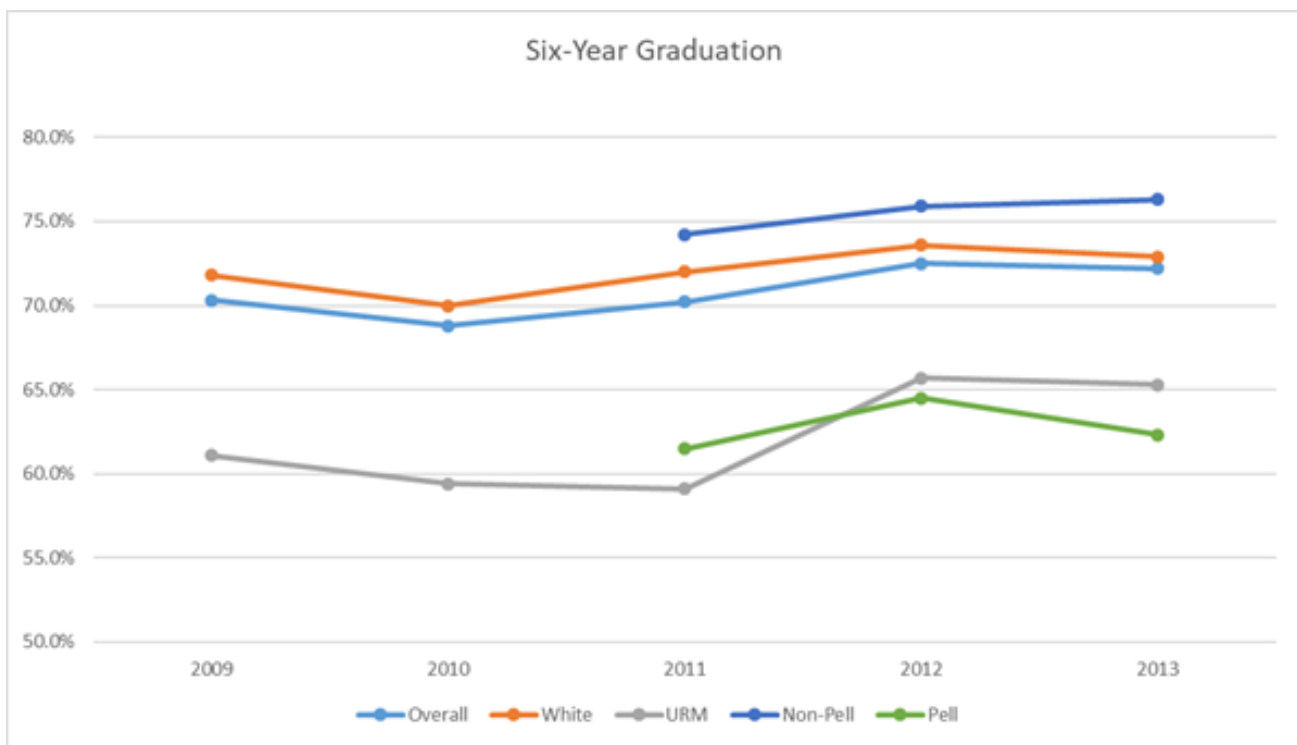
**Table 8.1-2. Retention and Graduation Goals and Status**

<b>Undergraduate Success Metric</b>	<b>Target (by 2023)</b>	<b>Minimum Threshold</b>	<b>Current Status</b>
<b>FTFT Freshmen first-year retention</b> (2018 FTF cohort)	89%	87%	87%
Gap between Underrepresented Minority (excludes International) and White	0.5%		-1.1%
Gap between first-generation and continuing generation	-5.0%		-8.2%
Gap between Pell recipients and non-recipients	-1.0%		-4.4%
<b>FTFT Freshmen 6-year graduation rate</b> (2013 FTF cohort)	73%	70%	72%
Gap between Underrepresented Minority (excludes International) and White	6.5%		-7.6%
Gap between Pell recipients and non-recipients	12.0%		-14.0%

NOTE: First-generation data not available prior to 2015 freshmen cohort  
 URM = Hispanic (any race), Black/African American, American Indian/Alaskan Native, and Two or More Races. URM does not include international students who are not permanent residents.



**Figure 8.1-1.** First-Year Retention Gap, 2014-2018



**Figure 8.1-2.** Six-Year Graduation Rate Gap, 2009-2013

### Licensing Exams

UT Knoxville routinely tracks and reports on the national licensing exams for several programs. These results are incorporated into the assessment plans of the programs, where appropriate, and are also used in the institution's annual quality assurance funding report to the Tennessee Higher Education Commission (THEC). *UT's goals are to surpass the statewide scores and, when available, to meet or exceed the national averages.*

For the Bachelor of Science in Nursing program, the National Council Licensure Examination (NCLEX) pass rates are based on a calendar year, and the results for first-time takers of the exam are tracked at UT Knoxville. For the 2019 calendar year, the institution posted a 98% pass rate, compared to 92% for the State of Tennessee and 88% nationally, both of which exceed UT Knoxville goals.

<b>National Council Licensure Examination (NCLEX)</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
UT	91%	89%	93%	97%	98%
Tennessee	87%	87%	90%	92%	92%
National	88%	85%	87%	88%	88%

The Tickle College of Engineering uses the Fundamentals of Engineering (FE) exam for the licensing exam, but only a few disciplines strongly encourage seniors to take the exam. FE results are posted on an academic year and are compared to national pass rates, with the goal of exceeding the national rate. For the most recent years that exam scores are available, all but one discipline's passage rates are above the national average. Few Biosystems Engineering (BSE) students take the exam, so any single student not passing will affect the overall rate. For example, in 2019-20 one of the four students taking the exam did not pass, and the spring 2020 semester was overshadowed by students trying to finish the semester remotely due to COVID-19. BSE faculty are exploring requiring seniors to take the exam.

<b>Program</b>		<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Aerospace	UT	NA	100%	NA	NA	NA
	National		83%			
Biosystems	UT	100%	60%	78%	100%	75%
	National	86%	82%	84%	84%	81%
Chemical	UT	83%	83%	74%	82%	100%
	National	79%	84%	74%	77%	75%
Civil	UT	78%	69%	77%	77%	85%
	National	69%	68%	69%	69%	70%
Computer	UT	NA	NA	NA	100%	NA
	National				59%	
Electrical	UT	50%	50%	93%	73%	100%
	National	75%	72%	73%	71%	72%
Industrial	UT	NA	NA	NA	67%	100%
	National				63%	48%
Materials Science	UT	NA	NA	100%	NA	NA
	National			79%		

Program		2015-16	2016-17	2017-18	2018-19	2019-20
Mechanical	UT	87%	92%	85%	80%	95%
	National	80%	78%	80%	79%	79%
Nuclear	UT	100%	NA	100%	NA	NA
	National	90%		100%		

NA – Not available because no scores reported

### Other Success Measures

The institution's Quality Enhancement Plan (QEP), *Experience Learning*, is a bold initiative focusing on 12 types of experiential learning, with a core set of student learning outcomes and benchmarks. Over the first five years of the program, the increase in participation was most evident in five (5) of the 12 types, including undergraduate research, leadership and service, internships, and international experiences. No goals were set for these types of experience learning within the QEP, however, some units set participation goals.

- In 2015, the Office of Undergraduate Research set a *goal* of 25% of students participating in undergraduate research by 2020. That goal was reached in 2017, and participation continued to increase, rising from 722 in 2014-15 to 4,460 in 2018-19.
- The Center for Global Education set a *goal* for 25% of undergraduates to have participated in an international experience during their career at UT Knoxville. The number of undergraduates participating during an academic year has risen for each of the past five years, from 854 in 2014-15 to 1,301 in 2018-19. For the 2015 freshmen cohort, 24.5% had such an experience within four years. The number of students studying abroad in 2014-15 was 872, which grew to 1,501 in 2018-19.

## **Graduate Student Success**

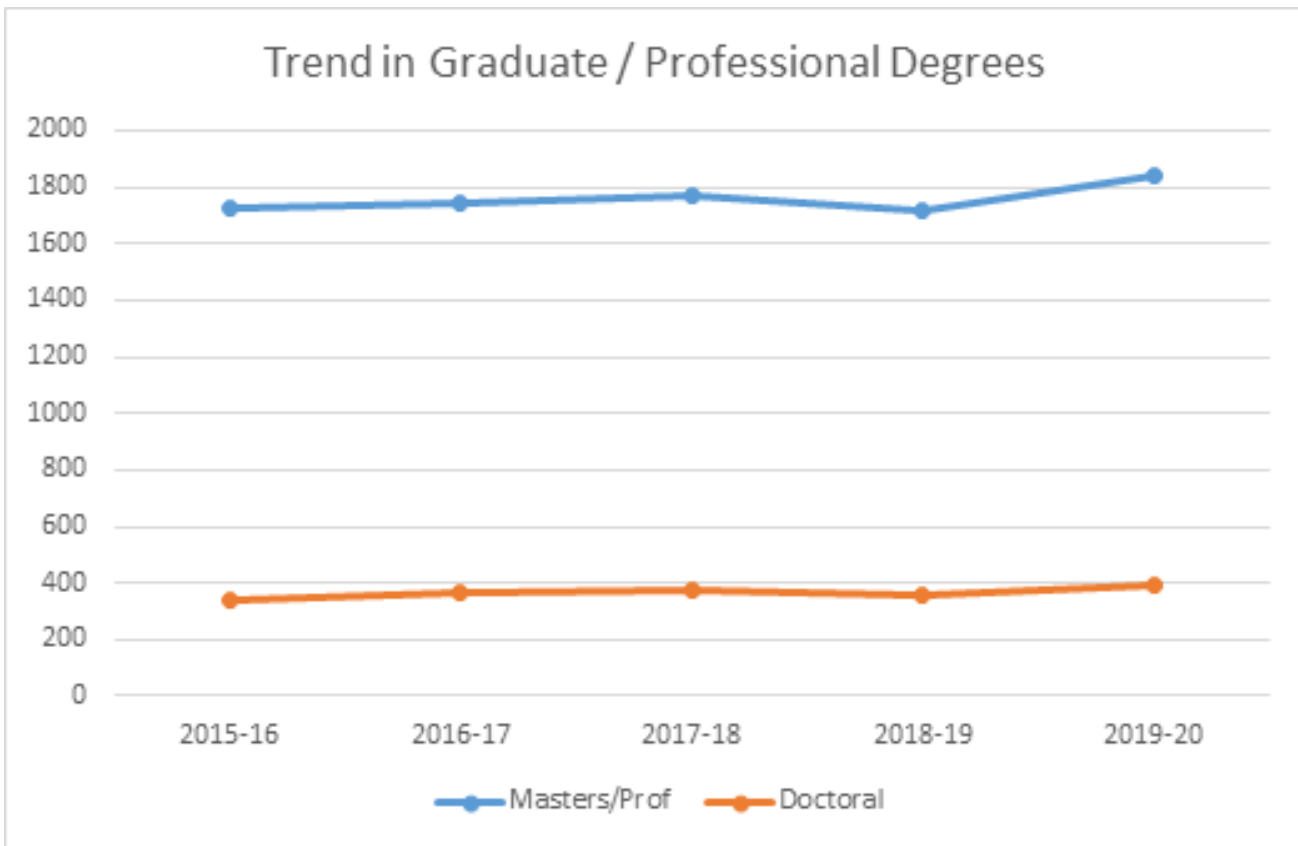
### Degrees Awarded

The Vol Vision strategic plan measured graduate student achievement by the number of degrees awarded. **Table 8.1-4** presents these goals and current status. The threshold and goal was a 15% increase between 2015 and 2020. These goals were set based on UT trends, peer comparisons, a focus on growing graduate enrollment, and leadership's aspirations.

The 2014 baseline was 1,811 master's/professional and 317 doctoral. In 2017-18 UT exceeded the goal (365) for doctoral degrees by awarding 374 degrees, and reached 394 in 2019-20. The goal for master's and professional degrees (2,083) has not been reached, but progress has recently been made (after a several-year decline) by reaching 1,838 in 2019-20. Because of the large number and variety of master's programs, this overall metric has been hard to achieve. For instance, increases in business and engineering master's were offset by decreases as some programs were dropped or enrollment interest declined, and the Law School had an intentional decrease in enrollment for several years. Recent actions taken to try to reach our goal include enhanced communication with recruits, additional increases in stipends for graduate assistants, and creation of a Graduate and Professional Student Professional Development network to enhance opportunities for students.



While no targets were set for disaggregated groups, the differences between male vs female and White vs URM has remained fairly steady over five years. Males receive more doctoral degrees, while females receive more master’s/professional degrees, with an increase in this disparity in 2019-20.



**Figure 8.1-3.** Graduate / Professional Degrees Awarded, 2015-2020

Graduate Student Progression

The Graduate School also measures success by both decreasing attrition and improving time-to-degree. There were no university-wide goals set, but some programs monitored this closely. The attrition rate for those who were first enrolled in MS programs in fall 2012 was 10.8%; this dropped to 7.3% for those first enrolled in fall 2016. The attrition rate for those first enrolled in PhD programs in fall 2012 was 17.1%; this fell to 9.7% for first enrolled in fall 2016. Time to degree is improving. For MS students who entered in fall 2012, 93.8% of graduates finished in 3 years or less; this improved to 97.6% of graduates of MS programs who entered in fall 2016. For PhD students who graduated in spring 2016, 75.9% graduated in 6 years or less; for PhD students who graduated in spring 2019, 87.1% finished in 6 years or less.

Licensing Exams

UT Knoxville routinely tracks and reports on the national licensing exams for several programs. These results are incorporated into the assessment plans of these programs where appropriate and are additionally used in the institution's annual quality assurance funding report to the Tennessee Higher Education Commission (THEC). *The goals are to surpass the statewide scores and, when available, to meet or exceed the national averages.*

For the College of Law, the American Bar Exam is the metric used, and rates tracked are first-time taker pass rates for the July test (when the vast majority of students sit for the exam). The goal is to score above the statewide rate. In 2019, UT Law graduates passed the Tennessee Bar exam at 84%, four points above the statewide rate.

<b>Tennessee Bar Exam</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
UT	84%	78%	89%	81%	84%
Tennessee	74%	73%	75%	77%	80%

For the College of Veterinary Medicine, the North American Veterinary Licensing Examination (NAVLE) is the metric used, based on an academic year. The minimum threshold is the American Veterinary Medical Association’s Council on Education requirement that 80% or more of the senior students sitting for the exam will have passed at the time of graduation. UT Knoxville's goal is to be at or above the national mean. For 2018-19, 96% of the institution's graduates passed the exam, which is above the national average of 94%.

<b>North American Veterinary Licensing Examination (NAVLE)</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
UT	95.7%	100.0%	97.7%	92.7%	96.4%
National	95.5%	94.6%	94.7%	94.7%	93.9%

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard, as it identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the its mission, the nature of the students it serves, and the kinds of programs offered. As documented above, the institution uses multiple measures to document student success.

## R – 8.2.a: Student Outcomes: Educational Programs

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

- a. student learning outcomes for each of its educational programs

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

#### Culture of Assessment

Education is at the core of The University of Tennessee, Knoxville (UT Knoxville) [mission](#). As the preeminent research-based, land-grant institution in the state, UT Knoxville embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions. The ultimate goal is to build the citizen of tomorrow capable of providing the leadership to move our state and nation forward. UT Knoxville's educational culture is grounded in the values we cherish as representative of the Volunteer Spirit, including intellectual curiosity, academic freedom and integrity, diversity, community engagement, ethical and professional behavior, transparent and data-informed decision making, and wise management of resources and infrastructure.

UT Knoxville's culture of assessment has evolved over the past several years to strengthen its emphasis on program improvement based on student learning assessment. Annual assessment originates in programmatic collaboration among faculty representatives, who meet annually to review student learning outcomes, set goals, establish assessment methods, and take actions for coming years. Assessment is further supported by several key groups and individuals on campus, and through resources, training, and consultation.

The [Assessment Steering Committee](#) (ASC) was formed 10 years ago as a task force with an initial charge of preparing departments for the assessment of student learning outcomes and to provide guidance on the use of the assessment management system. The ASC is comprised of heads and staff from the Offices of Accreditation; Institutional Research and Assessment; Teaching and Learning Innovation; and Student Life. While the charge of the ASC remains the same, its scope has evolved and broadened. With the hiring of the Faculty Consultant for Assessment in the Teaching and Learning Innovation Unit in June 2016, the ASC began addressing specific needs and deficiencies within the annual assessment reports through group and individual consultation. This committee [meets biweekly](#) and has an [annual retreat](#) in summer.

The [Academic Assessment Council](#) (AAC), established in 2014, provides an additional level of oversight for the student learning outcomes assessment process. The AAC was born out of discussions and observed needs from the ASC and the campus community. It was charged by the Provost with providing faculty with leadership and oversight of assessment of student learning and promoting a culture of assessment on campus. The Council provides feedback on how assessment is working in the departments and general education program, helps identify faculty development needs, provides direction in advancing the assessment culture, ensures campus-wide communication relating to academic assessment, and serves as a conduit between the ASC and the faculty engaging in the assessment process. The AAC has broad

representation from across all colleges, including associate deans and faculty members. This [council meets](#) at least once per year.

## Identifying Expected Outcomes

From the beginning, the assessment of student learning outcomes has always been intended to be owned by the faculty. Departmental faculty representatives are responsible for creating their program learning outcomes and for establishing their assessment methods. They are also responsible for reporting findings, creating plans of action, and entering everything into the assessment planning system. This is an interactive and collaborative process from deans and associate deans to department heads to faculty and support staff. Associate deans have long been part of the meta-assessment review process, and for two years, faculty members have been included in the process.

The Assessment Steering Committee (ASC) designed opportunities for faculty members to learn beginning and intermediate level topics such as the definition of an outcome, how to write a good outcome, types of assessment methods, and matching assessment methods to outcomes. The Committee also offered sessions on how to work within the assessment planning system (Anthology's Planning Module). Walk-in sessions were available for faculty members who had questions or concerns about any part of the assessment planning process. The sessions were offered as a series (basic and intermediate) once each semester, while sessions for working in the assessment management system were offered a couple of times each semester to coincide with when faculty would be most likely to be in the system. Walk-in sessions were offered closer to the dates assessment reports were due for review.

Over time, these training opportunities evolved to meet the changing level of expertise and needs of the faculty. With the hiring of a Faculty Consultant for Assessment in the Teaching and Learning Innovation Unit, the ASC was able to offer one-on-one or departmental consultations to address specific needs. Recently, the ASC developed an [Assessment Guide](#) and online training modules to better serve faculty training needs and make those opportunities more accessible.

Finally, "Assessment Day" was established in 2019, as a day-long training session to educate faculty on the process and components of assessment, and to show faculty members how to review an assessment report as part of the meta-assessment process. With this training, faculty members are now a part of the meta-assessment process, providing feedback to other program faculty on their assessment reports, which includes them in every facet of the assessment process and effectively closes the loop. Similar to the peer committee process SACSCOC uses for accreditation reviews, the faculty members are able to learn by participating in the process.

Departments store all student learning outcomes (SLOs) and other pertinent information and documentation in this system. Departments are asked to create concise, measurable outcomes, and they are given an opportunity in a description box to further outline specific details. They also document those people who are involved in the process (their assessment team or at the very least the responsible party). A full description of the methodology, including a collections schedule, direct assessment method, and indirect assessment method (if any) is required. Finally, all results are stored in the Campus Labs Planning Module either in descriptive form or by way of file attachments along with the proposed plan of action to address their findings.

Reports are generated from the Planning module to allow faculty members working in assessment and department and college administrators to review various combinations of data points that are collected in the SLO form across various years of collection which enables departments to readily see and track their assessments, performance, actions and improvement across outcomes and over time.

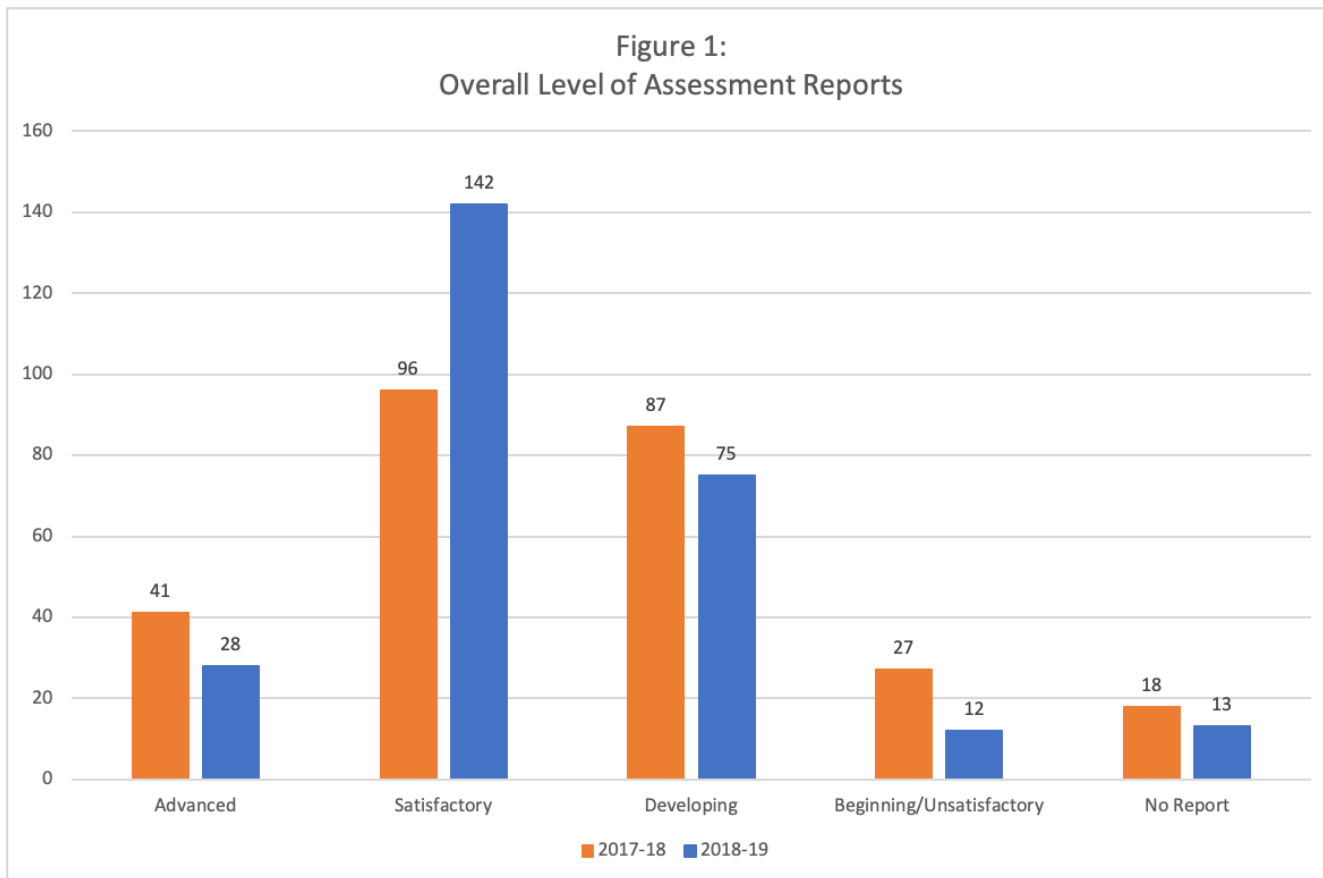
## **Assessing the Achievement of Outcomes**

Each year, areas are to turn in their completed assessment reports by September 15. As such, areas are assessing their students during the fall and/or spring terms, which includes gathering their data, analyzing their results, discussing the results and implications of the results amongst the faculty, and making recommendations for actions going forward. All of this information is entered into the Planning Module by September 15 so that the meta-assessment process can begin.

The Assessment Steering Committee, at the earliest onset of the process, created the [Meta-Assessment Rubric](#) in order to provide guidance to those writing the assessment reports and also to provide a framework for reviewing the completed reports. This rubric has been revised and updated in order to better and more accurately reflect the process and the desired outcome of the assessment process. There are five content areas of the rubric: Content, Student Learning Outcomes, Assessment Methods and Data Collection, Analysis of Results, and Use of Results. For each area, there are four rating levels: Advanced, Satisfactory, Developing, and Unsatisfactory. There is also a rating level of "No Report" that is typically reserved for those programs that are on hiatus or are new.

Initially, the Meta-Assessment Rubric was used as an outline for discussion with program faculty. However, as time went on, it became apparent that faculty needed more specific guidance when it came to the reviews of their reports. Values were assigned to the various rating levels of each of the five content areas of the rubric -- Advanced (4), Satisfactory (3), Developing (2), or Unsatisfactory (1) -- and criteria examples for each level of the content area were provided. When these ratings from the five content areas are combined they provide an overall rating for the report: Advanced (19-20), Satisfactory (14-18), Developing (9-13), and Unsatisfactory (5-8). Therefore, not only do the faculty see how program report fare overall, but they are given specific feedback on each content area so that targeted actions can be taken.

**Figure 8.2.a-1** provides a breakdown of the overall rating levels of the assessment reports by year for 2017-18 and 2018-19. Overall, the trends between the two years are very similar, with the majority of reports falling in the Satisfactory rating level. In general, this is where the majority of reports should be rated. It is expected that reports that begin as Unsatisfactory or Developing will move up to Satisfactory as feedback is provided and implemented in future assessments. One point of interest is the decline in the number of reports in the Advanced category and the spike in the Satisfactory category from 2017-18 to 2018-19. One possible reason for these trends is that the rating level to achieve Advanced status was made more stringent in order to afford that category level the appropriate level of achievement.



**Figure 8.2.a-1.** Overall Level of Assessment Report Ratings

When the meta-assessment process was first implemented, there were two levels of review: a college level review and an institutional level review. The college review was performed by the associate deans of the colleges and was seen as a content-specific review; the reviews within the college were more focused on the specific content of the assessment, whether it fit with the department or program and whether it was a meaningful review within the realm of the discipline. The second review, or institutional level review, was conducted by members of the ASC and was seen as a process-specific review; the ASC was more concerned about the actual assessment process and whether the outcomes were correctly written, whether the assessments were aligned with the outcomes, and if the proper collection and analysis of results were conducted.

After using this system for several cycles, it became apparent that the content review was generally taken care of by the faculty and department heads. What was found lacking was adherence to the process. The ASC was also committed to making the assessment process as a whole more faculty owned and driven. To that end, a new system was developed and implemented for the review cycle of 2018-2019. As mentioned earlier, Assessment Day was created to give faculty more ownership of the process as well as to move from a content/process review process to a paired-review process review in which teams of two would evaluate the reports and come to a consensus on the ratings.

All-together, for the 2018-2019 review cycle there were 272 programs to be reviewed. Twenty-eight faculty participated in Assessment Day and they were trained to use the Meta Assessment Rubric to

review assessment reports. In exchange for their service of rating 12 assessment reports, faculty were offered a stipend, with the option of receiving additional funds for reviewing five more reports. As such, the 28 faculty who participated in Assessment Day were grouped in 14 pairs and assigned 12 programs per pair with one faculty pair volunteering to review five additional programs. Therefore the total number of programs reviewed by faculty was 173. The remaining 99 programs were distributed among 3 pairs of reviewers from the ASC. Given that this was the first year for faculty to be included in the review process, the ASC felt it prudent to meet with each pair once their reviews were completed to ensure that there were no issues with their reviews and that they had reached agreement on their ratings. Additionally, members of the ASC double-checked the programs reviewed by faculty for consistency, especially if there was an increase or decrease in more than one level of the overall rating scale (e.g., moving from Developing the previous year to Advanced in 2018-19).

As with the Meta Assessment Rubric, the manner in which programs were given feedback on their reports has evolved over time. Initially, programs were given qualitative comments to address the content of the assessment report as well as the process. However, with no set standard, it was difficult to maintain consistency between reviewers and even within reviewers across time. Categories were created and used in conjunction with the qualitative comments to provide context and focus. The categories also helped the ASC generate reports in order to evaluate the assessment process. Still, inter-rater consistency was an issue and departments were asking for more targeted feedback. Finally, a Feedback Form was created that mimicked the Meta Assessment Rubric, including the same five categories with the corresponding rating scales. Now, when programs saw that their report was rated as Satisfactory, they could see in which specific areas they were excelling and which areas needed attention.

According to the assessment timeline, areas were to have their assessment reports completed and ready for review by September 15. It then took the ASC until the end of December to review and critique all of the assessment reports. Areas would typically receive their feedback reports sometime in January. With such a late turnaround, it was often difficult for programs to utilize any of the recommendations provided for the current assessment cycle. In 2018-2019, with the implementation of Assessment Day and the increase in the number of total report reviewers, all assessment reports were reviewed by October 31 and the feedback reports were in the hands of programs by the middle of November. Many program chairs and faculty indicated that receiving their feedback reports that much earlier was a huge advantage and enabled them to implement the recommendations provided in their current assessment cycle.

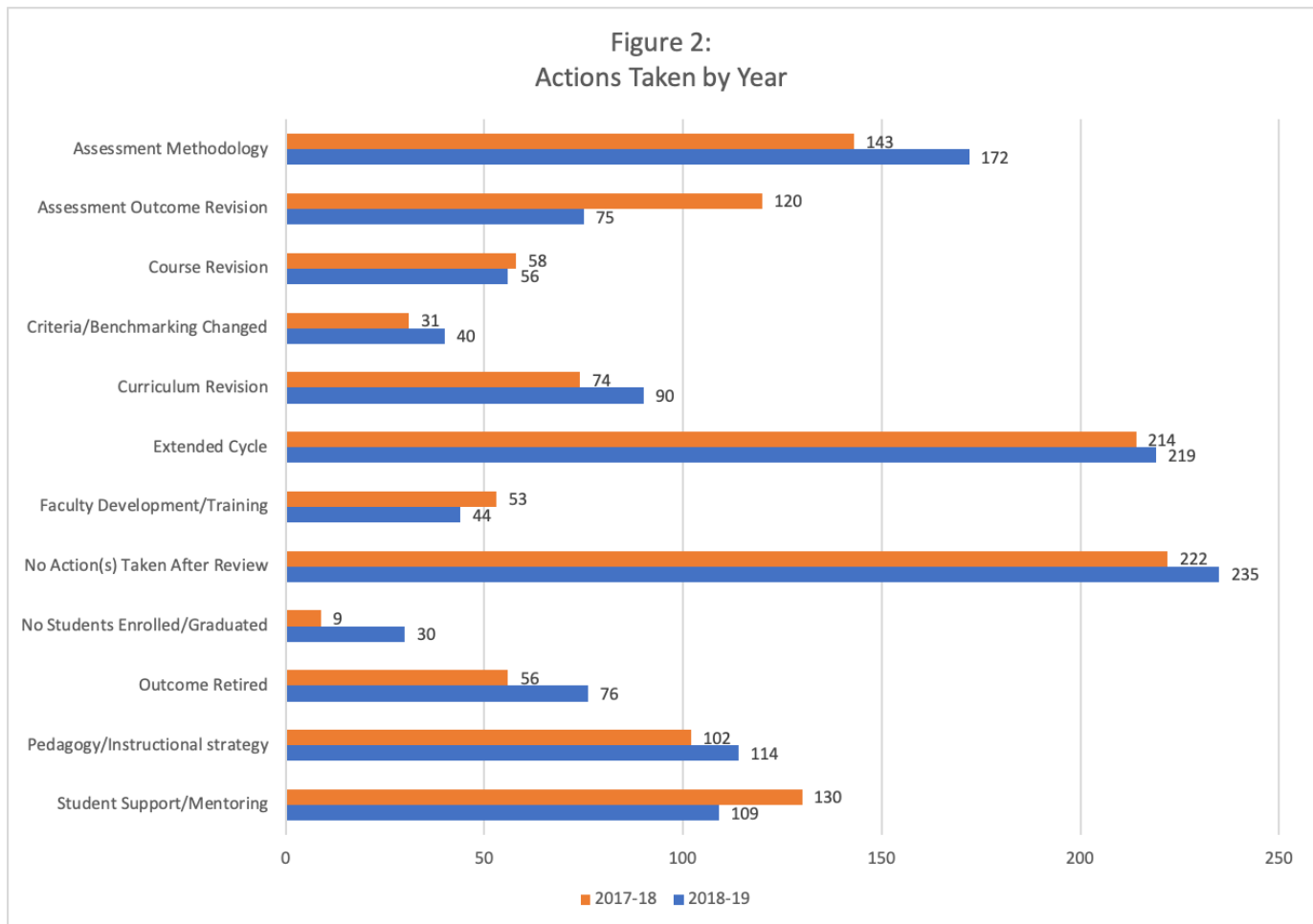
## **Seeking Improvement Based on Analysis of Results**

UT Knoxville, like many institutions, experienced a challenge in collecting assessment data from the 2019-20 academic year, particularly in spring 2020, due to the COVID-19 pandemic and emergency pivot to online instruction. Some program faculty had to change methodology or even reassign the course where assessment took place. For some, there was no data collection at all in the spring. Additionally, some faculty members question the meaningfulness of some of the results due to the unusual circumstances, so changes based on those results was unlikely.

Due to the COVID-19 pandemic, a representative sample was not able to be pulled from the 2019-2020 reporting cycle. Therefore, in order to provide sufficient examples of assessment reports, a sample was selected from the two previous review years: 2017-2018 and 2018-2019. From these two years, a weighted sample of reports from each college was chosen, representing all degree levels – PhD, Master’s, Bachelor’s, and Certificate – and at three of the rubric-based feedback rating levels – Advanced,

Satisfactory, and Developing. The Unsatisfactory rating was not chosen, as many of those programs have not fully documented their results and actions. Similarly, the No Report rating was not selected because the rating is reserved for new programs without data and programs currently without students. It should be noted that for those programs that receive a Developing or Unsatisfactory rating, the ASC sets up individual meetings with those areas to review their feedback reports. In doing so, the ASC guides those struggling areas to make adjustments to the lacking areas in their assessment process, reporting, and use of results. The goal is to move as many areas as possible into at least a Satisfactory rating.

**Figure 8.2.a-2** provides a breakdown of the most common actions taken by year. From year to year, the trend of which actions are more frequently taken remains fairly consistent. With regard to the two highest categories, Extended Cycle tends to be an option for those programs that may have few students and need multiple cycles to collect enough data to make reasonable recommendations. Similarly, No Action(s) Taken After Review is often a function of a program wanting to see if the actions that they have previously taken tend to hold up over time.



**Figure 8.2.a-2.** Actions Taken by Year, 2017018 and 2018-19



**Table 8.2.a-2** contains the evidence of improvement sought in various academic programs and has links to the original assessment reports. As a frame of reference, **Table 8.2.a-1** provides a breakdown of the total number of reports by year for each college on campus.

**Table 8.2.a-1. Number of Assessment Reports by College**

<b>College</b>	<b>2017-18</b>	<b>2018-19</b>
College of Architecture & Design	8	8
College of Arts & Sciences	90	90
College of Communication & Information	13	12
College of Education, Health, & Human Sciences	41	38
College of Law	2	2
College of Nursing	11	11
College of Social Work	6	6
College of Veterinary Medicine	2	2
Haslam College of Business	25	26
Herbert College of Agriculture	29	31
Tickle College of Engineering	47	47
<b>TOTAL</b>	<b>274</b>	<b>273</b>

**Table 8.2.a-2. Evidence of Improvement by Program (sample)**

<b>College of Architecture and Design</b>	
<b>Graduate</b>	
<b>Architecture-MArch</b>	The SACSCOC assessment process and results are shared with individual faculty members responsible for the courses that are being assessed. In the Master of Architecture Program, the articulation of the outcome has helped faculty members have more direct focus on course objectives and more uniform expectations with similar courses taught in the Bachelor of Architecture Program. Note that in some cases, the same instructor teaches both the graduate and undergraduate students in separate but similar courses; sometimes graduate and undergraduate student are taught and assessed together. Specific actions in Integrated Building Practices (PLO2) based on assessment analysis include curriculum redesign where the introduction of hands-on workshops that that align building technology and design objectives, and a greater focus on theoretical content. Actions in Leadership and Practice (PLO3) include more specific curation of resources, with readings from current professional journals to supplement the textbook, in order to engage the fast pace of change in practice.
<b>Undergraduate</b>	
<b>Architecture-BArch</b>	The SACSCOC assessment process and results are shared with the cohort coordinators, when multiple course sections are being used to assess the learning outcome, and with individual faculty members, when single capstone courses are being assessed. In the Bachelor of Architecture Program, the clear articulation of the learning outcomes has helped faculty teams focus more directly on course objectives and more uniform expectations. Specific actions in Integrated Building Practices (PLO2) based on assessment analysis include curriculum redesign where building technology is introduced earlier in the program and there is more direct correlation between design studios and building technology. Efforts were also made to introduce software used to evaluate design performance in prerequisite rather than corequisite courses so students enter the course with the necessary skills to evaluate their designs. Actions in Leadership and Practice (PLO3) include more specific curation of resources, with readings from current professional journals to supplement the textbook, in order to engage the fast pace of change in practice.
<b>Interior Architecture-BS</b>	Based on analysis of student group interactions in team projects for outcomes related to <i>"Leadership, Practice and Collaboration"</i> the program has added additional leadership workshops to enhance student collaboration and leadership in team projects. Based on analysis of outcomes from <i>"Independent Thinking and Self Initiative"</i> we have further embedded design thinking activities learned in workshops in subsequent first year foundations projects.

<b>College of Arts and Sciences</b>	
<b>Graduate</b>	
<b>Art-MFA</b>	Based on feedback from School of Art faculty members, the graduate committee made a recommendation to the faculty that the timing of the assessment of Oral Reviews of graduate work be moved from our School-wide Graduate Review Day to end-of-fall semester Area Reviews. The faculty unanimously agreed with this move. The reason for this was two-fold: 1) Area faculty are better equipped to make a detailed assessment of their own grad students progress versus faculty members who might not have many contact hours with those particular students, but are being asked in 1 hour to assess their knowledge of theoretical issues. 2) This decision would prepare areas to write the CAS mandated yearly progress reports for each Grad student at the end of the Spring semester.
<b>Geography-MS</b>	Over the past few years we have restructured our curriculum, ultimately removing the required methods course (GEOG 415) and only requiring it for those entering with a deficiency in geospatial analysis. This led us to replace the outcome that was assessed by our methods course with one based on our colloquium series (GEOG 501), which is required of all students every semester. This outcome will assess student's ability to summarize and synthesize research problems and methods presented by geographers from a variety of subfields. Assessing this course will provide an opportunity to make certain that it is serving its purpose in the program.
<b>Geography-PhD</b>	Restructuring of the methods requirement for the PhD curriculum, specifically allowing students to choose between two methods courses (GEOG 515 or 516), resulted in a similar change as our MS program. We added an outcome for our colloquium series to assess student's ability to summarize and synthesize research problems and methods presented by geographers from a variety of subfields, which will provide more meaning to the required course by helping us determine what students are getting out of the presentations that we organize.
<b>Microbiology-PhD</b>	One of the aspects of graduate education in the microbiology department is teaching students of how to well present results of their research in the departmental colloquium. Students get informal training by their advisers on how to do the presentations, and we have updated the rubric by which the presentations are evaluated by faculty. After the first year of evaluations (AY2017-18) we discovered that students rarely focused their presentation on discussing limitations/alternative solutions to the posed problems. Identification of this issue and then following up work of the faculty with their students resulted in dramatic improvements in evaluations in the following years (AY2018-19 and 2019-20).
<b>Public Policy &amp; Administration-MPPA</b>	We were not evaluating communication skills but noticed uneven writing and presentation skills in our last assessment. As a result of the review, the faculty added communication to the evaluation. We increased assignments, gave more feedback, and encouraged the use of the

	<p>Writing Center. A second change involved instruction in statistics and research design. Instructors altered their pedagogy after a review that showed a wide variation in student scores in these areas. They posted problem solutions online, which allowed students to follow along at their own pace. The communication and analytical skills of our graduates are now better.</p>
<b>Theatre-MFA</b>	<p>Our program's SLO3 and SLO4 results were used to improve the department's communication of transparent expectations for MFA students. In going over our data from the last few years, 100% of our second-year and third-year MFA students in both the areas of Design and Acting met the expectation of 2.0 or above in these areas of profession-based artistic practices, but our first-year students were not meeting the 2.0 expectation, especially in the first semester. Beginning in AY 2018-19, the department produced a "Standards and Practices in Production and Performance" guide and held a workshop for the students. We will be monitoring our numbers in this area. In addition, the MFA faculty currently meet each semester to discuss SLOs prior to giving students individual feedback at the end of the semester. Beginning in AY 2020-21, faculty will document their meetings in the areas of Acting and Design with meeting minutes to be turned into the Director of Graduate Studies. We hope to monitor the focus of our SLO conversations over the next three years.</p>
<b>Undergraduate</b>	
<b>Anthropology-BA</b>	<p>Across all sub-disciplines, increases in core knowledge takes place from early career to advanced students, though the improvement is not consistent across the three sub-disciplines. The greatest improvement is seen in cultural anthropology, which may be the result of increased focus on this sub-discipline within the department in recent years. The lower degree of improvement in mean scores within the other two sub-disciplines is now the focus of the curriculum committee, who are constructing the timetable to encourage greater exposure to and consistency in classes in archaeology and biological anthropology that focus on core knowledge and concepts. In response to a comparatively lower correct response rate for core knowledge within biological anthropology among advanced students, we also made a recent change in the undergraduate program that requires more specialized coursework in this sub-discipline. These requirements already exist for course work in archaeology and cultural anthropology. It is expected that in future assessment years, an improvement will be seen in performance with respect to core knowledge of biological anthropology bringing it in line with the other sub-disciplines.</p>
<b>Chemistry-BS</b>	<p>Chem 406 Senior Seminar has been used to assess the student learning outcome: "Students will demonstrate an ability to make effective scientific presentations." With the feedback provided to the students by the instructors, there has been a steady improvement in students' performance in scientific presentation over the past years, as evidenced by the improved</p>

	<p>average score. One weakness identified by the instructors is the conveyance of significance of the research to the audience. The future instructor of the seminar course will emphasize the importance of conveying the significance of the research (“why is this research important?”) to audience in the beginning of the presentation. We will continue assessing this learner outcome.</p>
<b>Chemistry-BS Chem</b>	<p>We have been using students’ research reports from CHEM 400/408 Research in Chemistry to assess the student learning outcome: “Student will demonstrate an ability to write effective scientific reports.” An improvement has been seen over the past years, as indicated by a higher average score in the most recent assessment compared with the one in the previous assessment. We also found from the assessments that some research reports did not follow the general format of scientific reports. The Department has requested faculty research advisors to emphasize the importance of scientific writing to undergraduate students, review draft reports, and provide feedback to students before they submit the final reports. We will continue assessing this learner outcome and monitor students’ progress. We reviewed 10 randomly selected lab reports from the class of CHEM 449 Advanced Synthesis Laboratory in the fall semester of 2019 to assess the student learning outcome: “Students will demonstrate competence in the use of appropriate synthetic, spectroscopic or other instrumental techniques.” While this learner outcome was achieved by the students, the aspect of “understanding of the principle underlying the used laboratory techniques” received the lowest score. The current and future instructors will provide a more thorough explanation for each laboratory technique to ensure that students will have a full understanding of the principle. This learner outcome will be assessed regularly to track student’s progress in learning.</p>
<b>Classics-BA</b>	<p>In Classics, we have until now used three SLOs that focused exclusively on improving 400-level research papers, because we felt that the research paper was an excellent measure of the effectiveness of a Classics education. Over the years, as a result of our assessments, we have drafted a list of departmental instructions standardizing our requirements for student research papers across our various 400-level classes. These measures have led to some improvement, but more was needed. Finally, we created a CLAS 299 Research practicum course in spring 2020, which is required of all majors. This course specifically teaches students how to do research in the various subfields of Classics and how write a good research paper.</p>
<b>English-BA</b>	<p>Our SLO2 and SLO3 results were used to improve our student’s performance in constructing effective arguments and in demonstrating effective writing skills. Although these are abilities we teach implicitly in all courses, we reorganized our major requirements in 2015 to include a capstone course that focused on argument-driven writing as well as research skills. The content of the capstones is variable, but all faculty are given instructions well in advance of the semester that their classes must feature multiple opportunities for students to practice and receive feedback on their writing; they are also given the rubrics to make clear the kinds of</p>

	competencies we are looking for. This year we were pleased to see that our results for SLO2 had improved 8% and our results for SLO3 had improved 9%.
<b>Geography-BA</b>	The department has continuously improved the methods, rubrics, and benchmarks of the assessment for the Geography BA program over the past few years based on the assessment outcomes and the institutional feedback from the Office of Institutional Research and Assessment. For those student learning outcomes (SLO) that have successfully met assessment benchmark over the past three years, we have raised the benchmark and added new perspectives to the assessment rubric for future assessment. For the SLO that we assessed based on the indirect senior exit survey, we have merged it with GEOG 499 and developed a direct assessment method and new rubric for future assessment. We also continuously refine our SLOs and their related courses to make the assessment more accurate and effective.
<b>History-BA</b>	<p>The annual assessment of the History BA has provided information that has been regularly shared with the professorial faculty of the department. Out of the assessment process and related discussion has emerged a number of changes, including the creation and ongoing refinement of the undergraduate seminar HIST 299, "Thinking Historically," to improve major student preparedness, changes to the standards for the capstone HIST 499 to reflect desired improvements in student learning outcomes, and shifts in department communication with History BA majors.</p> <p>Example actions:  The institution and ongoing refinement of the required seminar HIST 299, "Thinking Historically." Since 2017, HIST 299 has introduced concepts, vocabulary, research skills, and citation methodology students need for success in the History major. We continue to improve the implementation of this seminar, and, for example, submitted requests to shift Utrack milestone for this course to earlier in the major (4th term) and to place it earlier in the example plan in the catalog (3rd term). Changes to the formal, department-level standards for the capstone seminar HIST 499. HIST 499 is a small course in which History majors work closely with a faculty member to complete the senior thesis. The department has implemented changes to the standards for HIST 499 that reflect increased emphasis on application of a standard citation form, such as Chicago style, and the formal requirement for the use of incremental writing assignments in the process of completing the senior thesis. Ongoing development in the communications strategy, by which the department makes undergraduates aware of the resources available to them. In response to assessment results related to writing mechanics, the department has shifted its communication about the History writing tutor program away from sole reliance on instructors as the means of reaching students. The</p>

	Associate Head has begun to expand direct communication with undergraduates, focused on improving their utilization of the department's writing tutors.
<b>Mathematics-BS</b>	Our SLO1 results were used to inform the Calculus Visions Committee, as they created guideline documents for calculus courses. Thus, in the last two years, we have exceeded our benchmark of 80th percentile on the calculus subscore of the Major Field Test. Our SLO2 results motivated us (a) to create a new course MATH 295 to expose math majors to real-world applications of math and (b) to seek special designations for 3 courses that focus on real-world math. Our SLO3 results show improvement from a major curricular revision in our department; the percentile rose from 52rd to 73rd to 83rd, indicating that students indeed had more opportunities to engage in more complex problem solving.
<b>Physics-BS</b>	The undergraduate curriculum committee has developed a curriculum revision plan and has held meetings with a focus group of faculty members to receive their feedback. One of the concerns the revision plan addresses is the sequencing of our core courses. Currently students following the sequence outlined in the catalog study electromagnetism in the second semester of their freshman year, and they do not revisit the topic until their senior year. By then, students have forgotten many of the concepts. The revised curriculum will revisit all core topics periodically. A new student-centered problem-solving course focusing on students taking materials out of the course "compartments" and "putting it all together" is also under consideration. We piloted a version of such a course in the 2018 spring semester to help our students applying to physics graduate programs score higher on the GRE physics subject test. Most students taking this class also took the April 2018 ETS Major Field test, and the average score met our goal. During the 2019/2020 academic year the curriculum committee plans finalize the curriculum revision plan and present it to the entire voting faculty.
<b>Psychology-BA</b>	The psychology BA has implemented a number of changes in response to assessment data. These have included minor actions (sharing data with relevant course instructors and faculty as a whole and discussing possible course / pedagogy changes) as well as significant curricular revisions. The most significant of these have been: (a) increasing the number of WC-designated courses offered in our department from 0 in AY 2016-2017 to 5 in AY 2017-2018 in order to offer more opportunities for our majors to develop their discipline-specific writing skills (related to SLO 3); (b) developing a new 1-credit research methods lab course (PSYC 294), which is being offered for the first time in Fall 2020 (to address SLOs 2 and 3).
<b>Sociology-BA</b>	Currently no benchmark exists for the direct assessment rubric. Faculty will develop this benchmark and will continue to assess this outcome in the next academic year.

<b>College of Communication and Information</b>	
<b>Graduate</b>	
<b>Communication &amp; Information-MS</b>	Faculty implemented the action that master's students would be required to take their statistics course during the first semester of study, based upon lower assessment results. Due to this action, the past five assessment years indicate an upward trend in student learning overall where 23 out of 25 master's students pursuing a thesis met or exceeded expectations for student ability to explain and apply methods.
<b>Undergraduate</b>	
<b>Communication Studies-BA</b>	We have been seeking to provide more timely assignment feedback to students following each presentation. Improved feedback timeliness will strengthen student performance over the course of the semester. The goal of developing more timely on-line feedback rested on speech evaluation rubrics using the software program Qualtrics. With the decision by OIT to replace Qualtrics with QuestionPro, the development of on-line rubrics for assignment feedback was suspended. The decision was made to develop software with the capability to assess speeches that will provide for more timely feedback. We partnered with the School of Information Sciences and the software firm 2:45Tech to create speech evaluation software with the goal of providing more timely feedback and standardizing assignment evaluations. The software is being tested during the fall 2020 semester.
<b>Journalism &amp; Electronic Media-BS</b>	Based on assessment results, revisions were made in existing course content and new courses were developed to better serve the educational needs of our students. For example, a need came to light to better prepare students for the current demands of news media organizations for students to have knowledge and skills sets in the area of audience analytics, especially those involving social media. To address this need, the unit created a new course that provides instruction in audience analysis, information curation techniques, and strategies for driving traffic in order to maintain successful news websites. From the assessment findings, we also revised our capstone course to better reflect the need for students to understand entrepreneurial principles and develop leadership skills as they enter into the ever-evolving world of media. The changes we have made have been well received by students. We also observed noticeable improvements in student evaluations from practicum and internship supervisors.
<b>College of Education, Health and Human Sciences</b>	
<b>Graduate</b>	
<b>Kinesiology-MS</b>	Toward the end of continuous improvement on SLO #1, faculty members continued to purchase equipment to ensure graduates have up-to-date training using current technology. Courses continued to be revised so that they included the most pertinent assignments.



	<p>Additionally, providing support for student travel to present at conferences remained a priority. Regarding SLO #2, based on the continued strong performance on comprehensive exams, the faculty again made the assessment instrument and rubric available to all master's students. Both documents were posted to Blackboard (previously) and Canvas (currently) sites. Faculty members facilitated discussions with students regarding the rubric categories and the program expectations. These strategies were very helpful in that the mean scores on the organization and presentation category remained relatively unchanged. In the current academic year, based on student performance in comprehensive exams, faculty will make a concerted effort to provide more guidance on important topics and subtopics that may appear on the comprehensive exam. Scheduling meetings with students outside of class who may be struggling with certain subjects and giving clarity on select topic areas in the classroom area also a part of this strategy. Finally, an exit survey will be developed and administered to the graduate students that take comprehensive exams. The aim is to determine how the coursework and guidance from faculty prepared them for the comprehensive exam.</p>
<b>Nutrition-MS</b>	<p>Our department did not have a formal means in place to collectively evaluate how well-prepared master's students were going into their thesis defense as an indicator of career readiness. In 2016-17 we implemented a thesis and dissertation defense rubric to be completed by all members of each student's committee while reading the document and after participating in the defense. This has provided an important means of identifying areas where the curriculum could be strengthened regarding critical thinking, written and verbal communication, statistics, research methods, etc. It also provides important feedback to faculty as they navigate how to strengthen their own research mentoring of graduate students.</p>
<b>Retail, Hospitality, &amp; Tourism Management-PhD</b>	<p>Assessments of PhD students are conducted two times during their four-year program, once at their comprehensive exams and once at their dissertation defense. Assessments of the use of literature and theory to identify research gaps and prepare a manuscript including research design during comprehensive exams were satisfactory and stable. However, slight improvements were needed in three of five areas at the dissertation defense stage from the previous year, i.e., use of research design and methods, synthesis into a coherent whole, and advanced written communication suitable for publication. As a result, content and rigor within methods and advanced manuscript preparation seminars will be revised and a more detailed mentoring and oversight process focused on dissertation chair advising between comprehensive exams and dissertation defense will be implemented. In addition, overall PhD program rubrics and assessment processes will be improved to enable identification of students falling short of expectations early enough to address knowledge deficiencies more quickly.</p>
<b>School Psychology-PhD</b>	<p>In examining data related to SLO 2 (Praxis), we determined that students were not as successful on this exam in the area of systems consultation. We modified the curriculum to</p>

	<p>make room for a new course to directly address this weakness. This addition is a recent change and we continue to monitor the impact of this course on student Praxis scores. For SLO 3 (practicum supervisor ratings), we identified a need for further training in consultation and intervention. Therefore, we made modifications to the curriculum to provide students with a didactic consultation class in the fall semester and an applied practicum in consultation in the spring. In doing so, we could ensure that students master the class content before expecting them to apply those skills in a school setting. The results of this change are being monitored but ratings are improving.</p>
<b>Teacher Education-EdS</b>	<p>TPTE has appointed an advanced program (including EdS) ad-hoc committee to review assessments for relevance and currency. SLOs will be revised to better reflect a measurable skill or competency related to the major. Additionally, beginning in the fall, this rubric will no longer be used in favor of a new artifact and rubric recommended by the ad-hoc committee</p>
<b>Undergraduate</b>	
<b>Child &amp; Family Studies-BS</b>	<p>For Outcomes 1 and 2, in Fall 2016, CFS 240 (Human Sexuality), CFS 345 (Family Resource Management), CFS 360 (Family Stress), and CFS 440 (Family Life and Parent Education) were added to the core courses for the UG Community Outreach CFS program. This was done to enable our students to be eligible to become certified family life educators (CFLE), better align coursework with career and grad school goals of our graduates, and to have more congruency among students' knowledge upon graduation. In order to see the full effects of these changes (i.e., students who started and finished their degree on the Fall 2016 catalog), it was determined that Spring 2020 would be the semester to assess the effectiveness of the curriculum changes. However, we were unable to administer the Test of the Major due to issues related to COVID-19 and will determine the effectiveness in Spring 2021.</p>
<b>Nutrition-BS</b>	<p>Our graduates most often aspire to careers as registered dietitian nutritionists (RDNs) or other healthcare professionals. Implementing direct assessment measures tied to SLOs has provided an important means of establishing expectations for skill development to optimize successful pursuit of desired careers. For example, we require dietetics students to develop an e-portfolio as part of career development and began using it as a direct assessment measure in 2015-2016. Feedback from the assessment process showed our learning outcome was not as clear as it could be and the assessment rubric for the assignment was vague. We revised the SLO to make it very purposeful and the revision of the rubric added much stronger direction to students by spelling out expectations for professionalism, goal setting, career development, and communications to help them develop a more polished product and be successful in next steps. Monitoring student performance on a project that involves interpreting current research and evidence-based guidelines led us to revise the undergraduate research course into two courses so students could build these skills earlier and utilize them across the curriculum.</p>

<b>Certificate</b>	
<b>Evaluation, Statistics &amp; Measurement-Certificate</b>	<p>In 2018 we modified our assessment rubrics for both SLO1 and SLO2 for the ESM certificate program. These rubrics contained clearer operational definitions. Based on results from our first use of these rubrics (2018-2019) we added additional course content in the program evaluation 1 course (EDPY 533) on program on program theory and its importance in developing a program evaluation as well as included an additional assessment which enabled the faculty member to give additional feedback on their proposal prior to submitting their final version. In the EDPY 577/677 sequence we continued to emphasize the importance of providing literature/evidence to support their research questions/results. Since last year implementation was the weakest category (SLO2) we spent more time in EDPY 534 discussing the importance of implementation and we included an additional assessment so faculty would be able to give additional feedback on their report before submitting their final project. In addition, instructors in EDPY 533/534 and the EDPY 577/677/678 course sequences spent considerable time discussing and practicing the final write-up of research/evaluation results. Students have to complete a variety of projects/activities on this topic and orally defend their results in front of the class. However, due to COVID-19 some of these planned activities were modified during this assessment cycle.</p>
<b>College of Law</b>	
<b>Law-JD</b>	<p>In 2019, the College of Law improved upon our 2018 Tennessee Bar Examination performance (moving from an 81% pass rate to an 84% pass rate), but we still did not achieve our benchmark of being 8% above the statewide pass rate (we were 4% above). In the assessment process, the faculty responded to the 2018 bar exam results by adopting two significant proposals. We began offering third year law students a 3-day bar preparation course that included a simulated Multi-State Bar Exam. We also amended our academic policies to require the bottom 25% of the class (based on grades each semester) to enroll in the course Bar Examination: Law, Skills &amp; Strategies.</p> <p>College faculty saw a positive correlation between passage rate and the 3-day course in 2019 and offered the course again in 2020. The class of 2020 was the first class to be subject to the new graduation requirement; when we receive bar results for the class, we will begin assessing the effectiveness of this new requirement.</p>
<b>College of Nursing</b>	
<b>Graduate</b>	
<b>Nursing-MSN</b>	<p>The Nurse Anesthesia Program did not meet the minimum certification examination first-time pass rate benchmark of 80% in 2017. We implemented a policy of additional individual study days, which involved scheduled board study sessions away from clinical for students. We also instituted a policy that required a minimum passing score for the Self-Evaluation Examination</p>

	provided by the National Board of Certification and Recertification for Nurse Anesthetists prior to student graduation from the program. The 2020 cohort, which graduated in August 2020, achieved a 100% first-time certification pass rate.
<b>Nursing-DNP</b>	In 2018, we admitted our largest cohort of DNP students after discontinuing enrollment in our MSN program. After reviewing annual course reports and feedback from instructor evaluations via the graduate curriculum committee, we revised the course sequence to offer N620 Foundations of Practice prior to N628 Evidence Acquisition and Appraisal. We will continue to monitor student and instructor data to determine whether this change in sequence optimizes student preparation for the DNP Scholarly Project Proposal defense, so this program milestone can be completed in the semester it is intended (Fall term, second year).
<b>Undergraduate</b>	
<b>Nursing-BS</b>	In 2016, our BSN graduate's NCLEX-RN first-time pass rate was 89%, which fell below the faculty established benchmark of 90%. In response, several measures were incorporated including (a) implementing standardized testing in major content courses throughout the upper division curriculum; (b) faculty review of NCLEX test blueprint to ensure essential content coverage; and, (c) incorporating 3-day Live Review Course for all students prior to graduation. These strategies have been effective as our first-time pass rates have continually improved over the past 3 years (2017= 93%; 2018= 97%; 2019= 98%). Faculty decided to adjust the established benchmark for 2020 to 95%.
<b>College of Social Work</b>	
<b>Undergraduate</b>	
<b>Social Work-BS</b>	The program revised the Senior Portfolio assessment rubric for AY 2019-2020. The assessment results exceeded the target using the revised rubric. The program director and faculty will explore and address the possible score inflation observed in AY 2019-2020 assessment cycle on the Portfolio assignment. The revised Portfolio rubric was implemented for the first time in AY 2019-2020 and therefore additional training is needed to improve assessment of student performance using the revised Portfolio rubric. The training will take place in either late fall or early spring semester prior to the scheduled date for the Portfolio assignment. If after training occurs and the AY 2020-2021 reveal the same grade inflation concern, then the program director and faculty will revisit the revised rubric as well, which may necessitate a change in our benchmarks. These discussions will be on-going and documented evidence of these discussions will be attached to the AY 2020-2021 Assessment Report.

<b>Certificate</b>	
<b>Trauma Treatment-Certificate</b>	In the future, professors will inform students about the free student writing workshop and attendance will be emphasized. Professors will also provide resources on APA guidelines. These actions will strengthen student writing skills, which will help increase student grades and achieve this goal.
<b>Veterinary Social Work-Certificate</b>	Based on feedback the following are being initiated: A change in instructional strategy in the VSW Intensive about the topic of euthanasia and bestiality (in progress). A method of communication for all VSW-CP students to have easier mentoring access to the Director and Program Coordinator through a Slack Technology Group (to be initiated this year). More supervision sessions that focus on reflective group discussion instead of task management (to be initiated this year). Work to reallocate certificate hours to create a 1 hour capstone seminar. Administer a per semester self-assessment on the overall VSW-CP program rubric and discuss in supervision (to be initiated this year). Engage with field instructors and selective elective course instructors to share over all VSW-CP program rubric and solicit feedback on VSW-CP students (to be initiated this year)
<b>College of Veterinary Medicine</b>	
<b>Veterinary Medicine-DVM</b>	The college's Assessment Committee discussed and refined the benchmark for competency data. Expectation for competency is that 80% of all students should have a combined performance at good or exceptional levels on the competency rubric. Assessment results are satisfactory (94%). We will continue to monitor. There were no significant changes in this outcome from the previous assessment report.
<b>Herbert College of Agriculture</b>	
<b>Graduate</b>	
<b>Agricultural Leadership, Education &amp; Communications-MS</b>	We recently revised the learning outcomes and assessment rubrics for our distance and on-campus students to better represent our department's teaching and learning expectations. We also included a final exam option to serve as a capstone learning experience in addition to the thesis and creative component options. These capstone experiences allow us to assess the new learning outcomes in a more holistic, summative manner. Additionally, as a result of the assessment reports, we have placed a greater emphasis on providing feedback related to written scholarly work in our courses and during the capstone experience. We will continue to assess and monitor students on how they are progressing and performing and continue to make changes as needed.
<b>Environmental and Soil Sciences-MS</b>	The three SLOs of the Environmental & Soil Science MS degree are: Ability to effectively communicate their knowledge to audience (seminar); Ability to convey research findings through publication and presentations; and, Ability to critically evaluate pertinent literature;

	design and conduct research project. We did not have critical aspects to improve. However, we will continue to request for a mandatory presentation review by a faculty adviser prior to seminar presentation of the student. Furthermore, the addition of ESS 561, Nexus of Food, Energy and Water, promotes student's abilities to think strategically, systematically and critically using a trans-disciplinary approach, and also helps connect student's research to real-world issues at a system level.
<b>Natural Resources-PhD</b>	As a program, our students have done very well on the current outcomes, so we are exploring other outcomes that might address different areas of the curriculum in order to maximize their career preparedness
<b>Undergraduate</b>	
<b>Animal Science-BS</b>	In the Department of Animal Science, we analyze our assessment results and summarize them at our annual Teaching Summit. If the results are less than satisfactory, we will discuss reasons for the decrease and work to provide solutions. A perfect example of this is our careful monitoring of the results of the major field exam, which every senior is required to take. We have designed this exam to contain components from our most important core courses, many of which are taught by more than one professor. For example, ANSC 320, 330, and 380 are each taught by two professors, one in fall and another in spring. This can lead to a dichotomy in the material covered. We have used the Major Field Exam results to identify such dichotomies. Once identified, the two professors were able to meet and come to an agreement as to how the information should be incorporated into both fall and spring semester offerings. The increase in Major Field Test subscores for that course in the following years reflect the success of the correction.
<b>Food &amp; Agricultural Business-BS</b>	The UG Committee is engaged in an ongoing review process of the major field exam to insure alignment between required coursework and exam questions. Curricular changes made in the 2016-2017 academic year and substantial changes in teaching faculty appointments have necessitated this review process. Additionally, the current Senior Seminar course is being revised as a capstone course dealing with contemporary issues in agriculture and natural resources. A different issue and potential solutions are being analyzed weekly from the perspective of economic and policy drivers. A sample of student writing will be assessed at the conclusion of the course to help faculty determine the extent to which current learner outcomes are being met.
<b>Plant Sciences-BS</b>	This program has begun the process of looking more critically at its major field tests to insure they are reflecting what student are learning within program curriculum. In classroom instructors have provided students information annually on how to join professional organizations. Additionally, a internship resource guide was developed for students and a seminar on internships was provided for students in Fall of 2019.

<b>Haslam College of Business</b>	
<b>Graduate</b>	
<b>Executive MBA</b>	In the Executive MBA (EMBA) program, we are using our student learning outcome assessments and review process to expand the focus of the leadership development SLO. We want our focus on personal leadership development to include developing a strategic leadership mindset. To accomplish this transition, a new faculty member has joined the program team (January 2018). In the academic year 2019-2020, we plan to pilot a strategic leadership framework with our Global Supply Chain Leadership (GSCL) program track. After we have the opportunity to review student assessments and student feedback from the pilot year, we will refine the strategic leadership framework and implement it in our other two program tracks, Healthcare Leadership (HL), and Strategic Leadership (SL).
<b>Management and Human Resources-MS</b>	We did not meet our goal of 100% of students scoring 85% or better on SLO3 (synthesizing research findings in areas of management and organizational behavior). This led to the following change in Fall 2020: Students were given earlier and more in-depth exposure to peer-reviewed research articles, to better prepare them for the assignments they would encounter in later courses (such as the course in which SLO3 is assessed). Formal instruction on how to efficiently read and extract meaning from this unique form of writing was provided in our program's kickoff courses prior to the beginning of the Fall 2020 semester.
<b>Undergraduate</b>	
<b>Accounting-BS</b>	Given that there will be a new faculty member teaching the course next year, the faculty member currently coordinating and teaching the class recommends that the focus on the flowcharting and data flow diagrams continue for another academic year, and that the learning outcome goal be raised to 75% of students will score 75% or higher.
<b>Business Analytics-BS</b>	For the first time since first assessing this learner objective, we met our stated goal in both of the previous semesters. As such, no changes in pedagogy or instruction are indicated. The actions taken over the last several years in a variety of courses seems to be paying off. Finally, the students hitting BAS 479 as seniors have all seen our emphasis on quality writing skills in all of our Business Analytics courses. However, there is evidence that variation from one evaluator to the next needs to be reduced. Before the next assessment on this learner objective begins, we will once again select a final paper to "practice" scoring based on the rubric. Special attention will be given to rubric items 2, 3 and 9, in an attempt to reduce the differences between evaluators on these specific items.
<b>Economics-BS</b>	In previous years, it appeared to be a consensus that more focus was needed on the "basics" of microeconomics and how to apply basic concepts to real world applications. As a result of this, the curriculum for one instructor was adjusted to cover fewer topics more deeply, rather than more topics superficially. In another instance, an instructor noticed that some students

	<p>had a hard time understanding the differences between short and long-run dynamics. The next iteration of the course was to involve more examples on short- vs long-run decisions, making more emphasis on the differences and their effects on the decision-making processes.</p>
<b>Management-BS</b>	<p>We did not meet our goal of 85% of students scoring 85% or better on SLO1 (students will demonstrate their ability to make decisions using PROAct, a well-accepted, systematic decision-making tool). In Fall 2020, the department made significant changes to the management major curriculum. The course that measures progress toward SLO1 will not be a required course for all management majors, so we will replace SLO1 with three new learning outcomes (one for each of the required courses for all management majors).</p> <p>We did not meet our goal of 85% of students scoring 92% or better SLO2 (students will enhance their own self-awareness of their strengths and weaknesses as a leader). Two instructors teach the course where SLO2 is measured. One instructor met the goal, while the second instructor missed the target. The actions identified are designed to bring the instructors closer together while continuing improve student performance. Actions include enhancing rigor while more closely aligning the assignments in the course between instructors. Instructors have also received training on how to grade using the leadership tool (Ambio360) and will compare notes throughout the semester.</p>
<b>Tickle College of Engineering</b>	
<b>Graduate</b>	
<b>Energy Science &amp; Engineering-PhD</b>	<p>Currently, assessment results for the Energy Science &amp; Engineering program are reviewed by the Bredesen Center leadership team at monthly meetings. After the results and suggestions for necessary changes are discussed by the leadership, they are brought to Center faculty meetings for discussion and dispersal of action items (i.e. committee memberships and objectives). More specifically in response to the annual assessment, the Center implemented the use of rubrics for the qualifying exam, comprehensive exam, and final dissertation defense. This provides students with feedback from all committee members. Recent results have confirmed a need to hire an ESE Program Director with concentrated efforts on reviewing program curriculum and assessment methodology. The Center is working to have the position filled by January 2021 in collaboration with newly formed Oak Ridge Institute.</p>
<b>Aerospace Engineering-PhD</b>	<p>As mentioned earlier, we will continue to assess students in the AE MS thesis option in the following AY and depending on the number of students assessed (or graduating), we may put this program in an extended cycle. In addition, the Graduate Programs Committee (GPC) in the MABE Department will discuss and review the current rubrics and scoring scale. Currently, our rubrics have 3 different scores; Does not meet expectations (1.00/3.00), Meets expectations (2.00/3.00), and Exceeds expectations (3.00/3.00). As recommended by UTK's SACS</p>



	assessment committee, we will look into increasing the total number of possible scores to 5. These will include: Does not meet expectations (1.00/3.00), Approaching expectations (1.50/3.00), Meets expectations (2.00/3.00), Exceeds expectations (2.50/3.00), and Far exceeds expectations (3.00/3.00). A score of 2.00 out of 3.00 will still be our target for learning outcomes.
<b>Chemical Engineering-PhD</b>	Assessment data has indicated that our PhD students have met our benchmark for each learner outcome; however, the data shows the weakest outcome is routinely related to communicating results orally and in writing. To address this, we introduced a new 1 credit-hour mandatory course, CBE 601, which began in Fall 2018. All PhD students take this course as part of the qualifying exam during the fall semester, typically of their second year. The course uses a structured approach and peer review to guide the students through the process of writing a research proposal and developing an oral presentation of that proposal. The qualifying exam is administered at the conclusion of the semester, at which faculty committees evaluate each students' written proposals and oral presentations. Data for the first cohort to complete this new qualifying exam format should become available AY 2022-2023, ongoing thereafter.
<b>Civil Engineering-MS</b>	Elimination of the University requirement for a comprehensive exam for course-work only MS degree also eliminated our mechanism of assessment for oral and written communication. To fill this gap, we added assignments to several graduate-level courses that explicitly require students to demonstrate written and oral communication skills. Embedding these assessments within the context of courses also provided greater opportunity for formative assessment, feedback, and improvement of student communication skills compared to the former end-of-degree program assessment.
<b>Industrial Engineering-PhD</b>	Assessment trends for the PhD program showed consistently strong performance for students completing the program. During the past two years the department undertook a curriculum revision. The assessment data served to challenge faculty to explore ways to "raise the bar" and further improve student preparedness.
<b>Undergraduate</b>	
<b>Aerospace Engineering-BS</b>	Results from Outcome 1 assessment indicate that students are exceeding adequate proficiency, based on the direct and indirect assessments. These results will be presented at a Fall semester faculty meeting, discussed by the faculty, and any changes for the current assessment period will be instituted in the spring.
<b>Civil Engineering-BS</b>	Passing rates by our students on the Engineering Fundamentals exam dropped below our target of 90%. We analyzed the data and found that while our students performed better than the national average in most subjects, they performed less than the national average in mechanics-related subjects. To address this short-coming we added a one-credit hour

	recitation to CE262 Structural Mechanics to allow additional supervised problem solving and drilling on mechanics concepts.
<b>Industrial Engineering-BS</b>	In 2017~2018, the outcome of "Ability to function and communicate effectively as teams" was met but the faculty saw improvement opportunities. In 2018~2019, the department decided to change the outcome to "Students are able to utilize project management tools to manage project progress" in 2019, introducing basic project management skills and tools in IE 450 in Fall 2019, and offered it as a new course as a special topic in Fall 2020. The department proposed it to be a new course called "Project Planning and Organizational Management" in the catalog in Fall 2020. The SACS assessment based on data collected in senior design projects during 2019~2020 showed that most teams except one failed to meet the expectation. The new course of "Project Planning and Organizational Management" is expected enhance students' project management and team work capability. 2018~2019 SACS assessment showed that the Industrial Engineering senior design teams failed to meet the rubrics requirement for "determine appropriate industrial engineering methodologies to solve a problem." Through better using a checklist to encourage students to consider IE tools, more training for the senior design courses (IE 404 and IE 422), and connecting teams with individual faculty members with relevant expertise, we now met the requirement in 2019~2020. We even increased the requirement of having four tools used in senior designs from three tools during 2018~2019 review and met this requirement in 2019~2020.
<b>Nuclear Engineering-BS</b>	Our program assessment is a subset of our ABET engineering accreditation process. As such, we are continually monitoring our learning outcomes. Our exit interviews, town hall meetings, and board of advisor meetings flow into our continuous improvement program and has triggered changes in our curriculum.

## Conclusion

The University of Tennessee, Knoxville is in compliance with this standard. As described in detail above, the institution identifies expected outcomes for its educational programs, assesses the extent to which it achieves the outcomes, and provides evidence of seeking improvement based on analysis of the results. Where program assessment processes need improvement, the institution's Assessment Steering Committee works closely with the faculty to continuously improve academic program assessment process.

## CR – 9.1: Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

University of Tennessee, Knoxville's (UT Knoxville) academic programs at the baccalaureate, master's, professional, and doctoral levels offer its students a coherent course of study in fields of study appropriate to higher education, and compatible with the institution's mission. Program coherence, appropriateness, and compatibility with mission are ensured through a comprehensive and complementary portfolio of internal and external processes, policies, and tools, which are applied to programs on a continuing basis to ensure their ongoing quality. Nearly all of these processes, and tools, which are described below with examples, speak to coherence, appropriateness, and compatibility.

### Program Coherence

Program coherence for baccalaureate programs is achieved partially through the institution's General Education curriculum. This required curriculum comprises at least 44 total credit hours consisting of coursework in building basic skills (18 credit hours) and developing broadened perspectives (26 credit hours) to advance the general academic and professional development of all students.

UT Knoxville processes and policies related to the development, review, approval, and modification of academic programs ensure that they are characterized by a coherent course of study. The UT Knoxville *Faculty Handbook* (Chapter 1.7) charges the faculty with determining curriculum, educational policies, and the standards for evaluating teaching and scholarship. Proposals for new programs and courses are reviewed and approved by departments, [department heads](#), and college and [university committees](#), including curriculum committees of [Graduate Council](#) and [Undergraduate Council](#), as well as the Faculty Senate.

To ensure that the program curriculum is coherent and properly arranged, the above-described process includes specification, review, and approval of course numbering sequences and program prerequisites. [Courses numbering sequences](#) are described in the Undergraduate Catalog and are designed to demonstrate how students progress from introductory to increasingly advanced coursework. Courses number 100-299 are lower-division courses and intended primarily for freshmen and sophomores while courses numbered 300-499 are upper-division courses intended for juniors and seniors. These upper-division courses can be taken for graduate-level credit, too, under specific circumstances described in the Undergraduate Catalog. At the graduate level, courses numbered 500-599 are general graduate level and courses numbered 600-699 are advanced graduate courses (often at the doctoral level.) Courses in Veterinary Medicine or Law are numbered 800-999.

Program or course modifications can be made through these curriculum processes to change sequencing or pre-requisites based on assessment results or other data indicating that coherence can be improved. For example, a [proposal](#) to revise the senior level course ACCT 411 (Introduction to Auditing) was

approved in 2020 which added a prerequisite of INMT 341 based on data showing students who'd completed INMT 341 performed better in ACCT 411.

The UT Knoxville's [Undergraduate Catalog](#) provides information on baccalaureate programs and their associated requirements and curricula, as well as undergraduate [course descriptions and associated prerequisites](#). The institution's [Graduate School website](#) provides a gateway to specific information about graduate programs. The [Graduate Catalog](#) provides [graduate course descriptions and prerequisites](#). Furthermore, many of the institution's [academic programs hold accreditation from specialized accreditors or professional associations](#). Such accreditation generally includes a review of the academic program to assess its coherence.

## **Program Compatibility with University Mission and Strategy**

Our comprehensive and diverse academic programs support the institution's stated [mission](#) "...to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world." UT Knoxville has eleven colleges offering 370 undergraduate programs of study and 547 graduate programs of study. These programs encompass fields ranging from STEM, arts, humanities, and social sciences with the goal of providing students with holistic and comprehensive educational opportunities.

A primary example of program compatibility with this mission is the integration of our Quality Enhancement Plan, [Experience Learning](#). In addition to co-curricular and extracurricular opportunities (e.g., internships, academic clubs, etc.) supported by this comprehensive initiative, a series of undergraduate course designations was established to explicitly identify courses with service-learning, research, or internship opportunities for students. These courses are identified in the Undergraduate Catalog with *S* (service-learning), *R* (research), and *N* (internship) suffixes. For example, Architecture 496S (Design IX: Provocations) has a service-learning requirement for students, Geology 450R (Landscapes: Earth and Elsewhere) features significant research opportunities, and EF 333N (Co-op/Intern Experience in Engineering) includes an internship requirement for students. Faculty members and/or departments propose specific courses to receive one of these designations, then the courses are reviewed through the same previously-described curricular approval process, with the addition of a unique [course designation subcommittee](#) review in the Undergraduate Council.

## **Appropriateness of Programs to Higher Education**

The internal review and approval processes described above combined with external processes ensure the appropriateness of all academic degree programs to the rigors, standards, and expectations of higher education. Such internal and external engagement is important to ensure that program's stay continually relevant and responsive to student demand as well as the needs of the state of Tennessee and the region.

### The Role of the Tennessee Higher Education Commission

The Tennessee Higher Education Commission (THEC) is a critical external body to maintain programs' appropriateness to higher education. THEC was codified in 1967 as state law under Tennessee Code Title 49, and coordinates and provides oversight and guidance to the institutions governed by the University of Tennessee Board of Trustees. It is the duty of THEC on a continuing basis to study the use of public funds for higher education in the state and to analyze programs and needs in the field of higher education. Primary among its many [responsibilities](#) is approval of all new academic degree programs. THEC sets rules

and processes for program approval, working in concert with the provost and campus administrators. Policies, procedures, and resources for this process are published at THEC's website.

- [Academic Policy A1.0 - New Academic Programs: Approval Process](#)
- [New Academic Programs Approval Process - Checklist](#)
- [THEC Financial Projection Form](#)

Prior to final THEC review, program proposals, which typically originate in departments, receive approval in the following order: department, college, and institution. The Provost provides approval prior to and dependent upon, THEC approval. The Board of Trustees reviews new programs following THEC approval. This process guarantees that program compatibility and utility is checked at multiple levels and from multiple perspectives within and without the institution. Interaction with THEC and the Board of Trustees is facilitated by the office of the President of the University of Tennessee System.

### The Use of CIP Code Taxonomy

UT Knoxville and THEC require program faculty to utilize the U.S. Department of Education's Classification of Instructional Programs (CIP) coding taxonomy for academic programs. This system ensures the programs are recognized as relevant and appropriate to higher education institutions. The institution maintains an updated list of [CIP codes](#) posted on its accreditation website.

### University Curricula Review and Approval Process

Managing the curriculum is one of the most important roles of UT Knoxville faculty members. With their broad knowledge and deep understanding of disciplines, faculty members are responsible for defining learning outcomes for students. In addition, faculty perform periodic assessment activities to determine how well those outcomes are being met, as well as whether changes within the professional field or programmatic accrediting standards indicate that the learning outcomes need to be modified.

To illustrate the curricular review and approval process, undergraduate curricular changes at the institution are categorized into three subsets:

- High-impact changes, which include adding a new major or adding, dropping, archiving, or making major revisions to any high-demand course.
- Mid-impact changes, which include adding, dropping, archiving, or making major revisions to any course that is not high-demand or adding, ending, or making major revisions to programs.
- Low-impact changes, which are routine maintenance to existing courses or programs.

Detailed explanations of this review and approval process are provided in the Undergraduate Council's [Curricular Submission Guide](#).

The internal approval process for new programs requires an explanation of and rationale for the proposed program. This information becomes part of the proposal record that is reviewed at various levels of the institution's approval process. As an example, a recently approved [new program proposal for an undergraduate degree of Construction Science and Agricultural Systems](#) contains an explanation of, and rationale for, the new degree program. The proposal was reviewed and approved by the Department of Biosystems Engineering and Soil Science, the College of Agricultural Sciences and Natural Resources (now the Herbert College of Agriculture), the UT Knoxville Undergraduate Council, the Provost, the Tennessee Higher Education Commission, and the Board of Trustees. The Graduate School has a similar process and its own [Curricular Submission Guide](#).

## The Role of the University Board of Trustees

The Board of Trustees is the governing body of The University of Tennessee, overseeing the educational and operational activities of the statewide University system. As described in its bylaws, under the [Powers and Responsibilities of the Board](#), the Board approves “the scope of the educational opportunities to be offered by the institution, including approval of new academic degrees or degree programs, subject to final approval by the Tennessee Higher Education Commission and, if required by the Commission, approval of the modification of existing programs; provided that the planning and development of curricula shall be the function of the faculties.”

## Academic Program Review

The UT Knoxville Office of the Provost provides oversight to Academic Program Reviews (APR), which are the primary means by which the institution evaluates the ongoing effectiveness of its academic units in teaching, research/creative activity, and service. The administration participates in the reviews and treats the process and the outcomes very seriously. Documents from these reviews, including the unit’s self-study, reviewers’ reports, and follow-up discussions, are archived in the Office of the Provost and referred to frequently. A detailed description of the Academic Program Review process is provided in the institution's [APR Manual](#), and examples are provided for the following programs:

- [Child and Family Studies \(CFS\)](#)
- [Civil and Environmental Engineering \(CEE\)](#)
- [Electrical Engineering and Computer Science \(EECS\)](#)
- [Microbiology](#)
- [Nuclear Engineering \(NE\)](#)
- [Psychology](#)

Academic program reviews are designed to improve the quality of the institution's academic offerings, to achieve the best use of available resources, and to foster cooperation among the academic and administrative units. Reviews serve to evaluate program quality, productivity, need, and demand within the institution, state, and region; to determine program effectiveness and consider possible modifications; and to facilitate academic planning and budgeting. They bring to each unit the advantages of assessment from the perspective of peers outside the institution and colleagues from other units within the institution.

UT Knoxville’s structure for academic program reviews has evolved over time, with the first comprehensive program review done in October 1974. From then until 1979, reviews were conducted on behalf of the Graduate Council and administered by the Dean for Graduate Studies. While the initial focus was on doctoral programs, in late 1979 the review process was expanded to include master’s and baccalaureate programs. Program reviews are now coordinated by the Provost’s Office, sharing the planning, management, and follow-up process with the academic unit and its college.

Beginning in 2011, a 10-year cycle for program reviews was adopted, along with a system for mid-cycle evaluations during the fifth year after the first review. Also, in 2011, the institution began, where appropriate, to have external accreditation substitute for program reviews. The changes made in 2011 also reflected the adoption of a campus-wide strategic plan, *Vol Vision*. After *Vol Vision* was updated in 2016, the program review process was modified to focus reviewers’ attention, and the attention of the units undergoing review, on opportunities for continuous improvement in a unit’s performance through both reallocation of existing resources and the allocation (when available) of new resources. In 2016, the

Provost's office also began to provide reviewers, and units undergoing review, with standardized data sets that provide an overview of a unit's recent performance.

### Distance and Online Programs

The same comprehensive and complementary suite of internal and external processes, policies, and tools described above are also employed by distance/online programs and programs at off-campus instructional sites to ensure that these too are coherent, appropriate, and aligned with institution's mission and strategy. The [Civil and Environmental Engineering APR](#) includes reference to its online degree program on pp. 10, 13, and 15-16.

### **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard, as each program reflects a coherent course of study, programs are compatible with the institution's stated mission, and are based on appropriate fields of study for higher education.

## CR – 9.2: 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. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

#### Introduction

The University of Tennessee, Knoxville (UT Knoxville) is the state's flagship, comprehensive land-grant research institution. The institution offers bachelor, master's, and doctoral level programs, as well as graduate certificates; UT Knoxville does not offer associate degrees. Undergraduate programs have a minimum of 120 semester credit hours, as clearly demonstrated in the Undergraduate Catalog descriptions for each program. Graduate programs are more highly variable in semester credits hours; however, they meet the minimum 30 semester credit hours as demonstrated in the Graduate Catalog descriptions for each program with the exception of the LLM in United States Business Law.

#### Undergraduate Programs

All bachelor's degrees at the University of Tennessee, Knoxville require a [minimum of 120 semester credit hours](#). This policy is clearly stated in the Undergraduate Catalog on the Academic Policies and Procedures under the heading General Requirements for a Bachelor's Degree:

The University of Tennessee, Knoxville, requires a minimum of 120 credit hours to earn a bachelor's degree. Students choosing to pursue two degrees simultaneously must complete at least 30 hours in addition to the total hours required for one bachelor's degree. These additional hours apply only to those seeking a second degree and not to students who simultaneously pursue a second major, concentration, or minor.

Requirements for each bachelor's degree are listed in the Undergraduate Catalog along with a clear statement of the minimum 120 credit hours. See the following examples:

- [Communication Studies Major, BA in Communication](#)
- [English Major, BA – Literature Concentration](#)
- [Supply Chain Management Major, BS in Business Administration – International Business Concentration](#)



Some degree programs, such as those in the Tickle College of Engineering or the College of Architecture and Design, require additional hours for a bachelor's degree, and these requirements are clearly stated in the Undergraduate Catalog. See the following examples:

- [Aerospace Engineering Major, BS in Aerospace Engineering](#)
- [Architecture Major, Bachelor of Architecture](#)
- [Nuclear Engineering Major, BS in Nuclear Engineering](#)

A limited number of degree programs allow exceptional students to apply up to nine (9) credit hours to both the bachelor's and the master's degrees. The policy governing these programs is described in the Undergraduate Catalog in Academic Policies and Procedures page under the heading Opportunities for High-Achieving Students and the subheading [Accelerated Combined Bachelor's/Master's Programs](#) and shown below:

The University of Tennessee, Knoxville, offers accelerated combined bachelor's/master's programs in some areas of study. These programs are designed for, and limited to, students with exceptional undergraduate academic performance in their major field of study.

Participation in one of these programs must be approved both by the faculty members of the department offering the program and by the Vice Provost and Dean of the Graduate School. A student pursuing an accelerated combined bachelor's/master's program may take a limited number of 400- or 500-level graduate courses for graduate credit during her/his final undergraduate year and use these courses to satisfy disciplinary elective requirements in the student's bachelor's degree program. The number of graduate credit hours that may be applied to a student's bachelor's degree requirements is determined by the faculty members offering the program, but may in no case exceed nine credit hours. Students participating in an accelerated combined bachelor's/master's program must adhere to the policies for "Seniors Eligible for Graduate Credit." Students pursuing an accelerated combined bachelor's/master's program must have an overall cumulative GPA of at least 3.30 in the term prior to enrollment in coursework that will apply to the master's degree; however, individual departments may require more rigorous standards.

A list of degree programs available under this policy can be found on the [Accelerated Combined Bachelor's/Master's Programs](#) page of the Undergraduate Catalog posted online.

UT Knoxville continues to offer a small number of 3+1 programs, wherein a student will complete 90 hours of undergraduate coursework followed by 30 hours at one of the institution's professional schools such as the College of Veterinary Medicine. These programs are restricted to exceptional undergraduate students who meet clearly stated criteria. See the following example, which has both a 3+1 option and a traditional 4-year program:

- [Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine 3+1 Concentration](#)
- [Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine Concentration](#)

To enter this 3+1 program, a student must have a cumulative UT Knoxville grade point average of 3.0, and then must maintain a minimum 3.0 to remain in the program, as is clearly stated as a requirement on

the Animal Science Major, BS in Animal Science – Pre-Veterinary Medicine 3+1 Concentration page of the Undergraduate Catalog posted online.

An alphabetical list of [undergraduate majors](#) can be found in the Undergraduate Catalog with each program linked to specific requirements for that particular major and any accompanying concentration(s).

## Graduate and Professional Programs

The semester credit hour is the common measure of course completion, and each degree program meets this standard as stated in the [2020-2021 Graduate Catalog](#). One (1) credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of 2 credit hours per week of student work outside the classroom over a fall or spring semester. Normally, each credit hour represents an amount of instruction that is equivalent to 700 minutes of classroom-based direct instruction. See the first paragraph of the case for compliance with [Standard 10.7](#) for the definition of a credit hour.

At the graduate level, individual programs vary considerably in the number of required semester credit hours. However, the minimum requirement is explicitly stated in the 2020-2021 Graduate Catalog as 30 or more graduate credit hours for [master's degrees](#); 60 credit hours beyond the bachelor's degree for the specialist in education degree, or 30 credit hours beyond the master's degree, for the [specialist in education degree](#); and 24 or more graduate credit hours of coursework beyond the master's, or 48 graduate credit hours of coursework beyond the bachelor's, for [doctoral degrees](#). The institution's list of [Graduate and Professional Programs](#) with concentrations indicates that, as of August 2020, the UT Knoxville offers 85 master's/specialist degrees, and 64 doctoral programs including professional doctorates. The institution has appropriate requirements that master's and doctoral degrees must be completed within specified time limits. As stated in the Graduate Catalog, students must [complete degrees programs within a reasonable time period](#); a maximum of six (6) years is allowed to complete a master's/specialist degree, and a maximum of eight (8) years is allowed to complete the doctoral degree. The 2020-2021 Graduate Catalog also clearly states the number of credit hours required for each degree program, which is monitored by the graduate Academic Policy Committee, Curriculum Committee, Faculty Senate, Graduate Council, Financial Aid, and the Graduate School.

**Table 9.2-1. Master's / Specialist Degrees**

Master's / Specialist Degree Program	Degree Type	Total Credit Hours
Education, Educational Administration	EdS	Varies based on Concentration
Education, School Psychology	EdS	61
Teacher Education	EdS	30 - Beyond Master's 60 - Beyond Bachelor's
United States Business Law	LLM	24
Anthropology	MA	Minimum 30
Economics	MA	30
English	MA	Minimum 30
French	MA	Minimum 30
German	MA	Minimum 30

<b>Master's / Specialist Degree Program</b>	<b>Degree Type</b>	<b>Total Credit Hours</b>
History	MA	30
Philosophy	MA	Minimum 30
Political Science	MA	30
Psychology	MA	32
Sociology	MA	Minimum 30
Spanish	MA	Minimum 30
Accounting	MAcc	30
Landscape Architecture	MALA	42
Architecture	MArch	Varies based on Concentration
Business Administration, Full-Time	MBA	48
Business Administration, Working Professionals	MBA	45
Art	MFA	60
Creative Writing	MFA	Minimum 30
Theatre	MFA	Minimum 60
Landscape Architecture	MLA	Varies based on Track
Law	MLSD	30
Mathematics	MMath	30
Music	MMusic	33
Public Health	MPH	42
Public Policy and Administration	MPPA	39
Aerospace Engineering	MS	Minimum 30
Agricultural and Resource Economics	MS	31
Agricultural Leadership, Education, and Communications	MS	30
Animal Science	MS	30
Biochemistry and Cellular and Molecular Biology	MS	Minimum 30
Biomedical Engineering	MS	Minimum 30
Biosystems Engineering	MS	30 or 33
Biosystems Engineering Technology	MS	30 or 33
Business Analytics	MS	38
Chemical Engineering	MS	Minimum 30
Chemistry	MS	Minimum 30
Child and Family Studies	MS	Varies based on Concentration
Civil Engineering	MS	30
College Student Personnel	MS	36 or 45
Communication and Information	MS	Minimum 34
Communication and Information, Strategic and Digital Communication	MS	30
Comparative and Experimental Medicine	MS	Minimum 30
Computer Engineering	MS	30

<b>Master's / Specialist Degree Program</b>	<b>Degree Type</b>	<b>Total Credit Hours</b>
Computer Science	MS	30
Counseling	MS	60
Ecology and Evolutionary Biology	MS	Minimum 30
Education, Instructional Technology	MS	33
Educational Administration	MS	Varies based on Concentration
Educational Psychology	MS	36
Electrical Engineering	MS	30
Engineering Science	MS	Minimum 30
Entomology and Plant Pathology	MS	30
Environmental and Soil Sciences	MS	30 or 33
Environmental Engineering	MS	30
Food Science	MS	30
Forestry	MS	Varies based on Concentration
Geography	MS	Minimum 30
Geology	MS	Minimum 30
Industrial Engineering	MS	32
Information Sciences	MS	Varies based on Concentration
Kinesiology	MS	30
Life Sciences	MS	Minimum 30
Management and Human Resources	MS	33
Materials Science and Engineering	MS	30
Mathematics	MS	Minimum 30
Mechanical Engineering	MS	Minimum 30
Medical Physics	MS	32 - Graduate Hours 9 - Undergraduate Hours
Microbiology	MS	30
Nuclear Engineering	MS	30
Nutrition	MS	Varies based on Concentration
Physics	MS	30
Plant Sciences	MS	30 or 34
Recreation and Sport Management	MS	36
Reliability and Maintainability Engineering	MS	Minimum 30
Statistics	MS	33
Supply Chain Management	MS	Varies based on Concentration
Teacher Education	MS	Varies based on Concentration
Wildlife and Fisheries Science	MS	30

Master's / Specialist Degree Program	Degree Type	Total Credit Hours
Landscape Architecture	MSLA	30
Nursing	MSN	Varies based on Concentration
Social Work	MSSW	60

*Note.* A master's degree program requires a minimum of 30 graduate credit hours. A specialist degree program requires a minimum of 60 graduate credit hours beyond the bachelor's degree for the specialist in education degree, or 30 graduate credit hours beyond the master's degree, for the specialist in education degree.

**Table 9.2-2. Doctoral and Professional Degrees**

Doctoral and Professional Degree Program	Degree Type	Total Credit Hours
Nursing	DNP	Varies based on Concentration
Public Health	DrPH	89
Social Work	DSW	48
Veterinary Medicine	DVM	Depends on year of matriculation
Education Leadership	EdD	60 - Post Master's or EdS
Law	JD	89
Aerospace Engineering	PhD	Minimum 72 hours beyond Bachelor's
Animal Science	PhD	48 hours beyond Master's
Anthropology	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Biochemistry and Cellular and Molecular Biology	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Biomedical Engineering	PhD	Minimum 72 hours beyond Bachelor's
Biosystems Engineering	PhD	Minimum 75 hours beyond Bachelor's
Business Administration	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Chemical Engineering	PhD	72 hours beyond Bachelor's
Chemistry	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Child and Family Studies	PhD	Minimum 73 hours beyond Bachelor's
Civil Engineering	PhD	72 hours beyond Bachelor's
Communication and Information	PhD	Minimum 62 hours beyond Bachelor's
Comparative and Experimental Medicine	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Computer Engineering	PhD	72 hours beyond Bachelor's

<b>Doctoral and Professional Degree Program</b>	<b>Degree Type</b>	<b>Total Credit Hours</b>
		48 hours beyond Master's
Computer Science	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Counselor Education	PhD	74
Data Science and Engineering	PhD	72 hours beyond Bachelor's
Ecology and Evolutionary Biology	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Economics	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Education, Leadership Studies	PhD	75
Education, Educational Psychology and Counseling	PhD	76
Education, Theory and Practice in Teacher Education	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Educational Psychology and Research	PhD	Varies based on concentration
Electrical Engineering	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Energy Science and Engineering	PhD	72 hours beyond Bachelor's
Engineering Science	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
English	PhD	78 hours beyond Bachelor's 54 hours beyond Master's
Entomology, Plant Pathology, and Nematology	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Food Science	PhD	72 hours beyond Bachelor's
Geography	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Geology	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Higher Education Administration	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
History	PhD	72 hours beyond Bachelor's
Industrial Engineering	PhD	72 hours beyond Bachelor's
Kinesiology and Sport Studies	PhD	78 hours beyond Bachelor's
Life Sciences	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Management Science	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Materials Science and Engineering	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Mathematics	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Mechanical Engineering	PhD	72 hours beyond Bachelor's

<b>Doctoral and Professional Degree Program</b>	<b>Degree Type</b>	<b>Total Credit Hours</b>
Microbiology	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Modern Foreign Languages and Literatures	PhD	87
Natural Resources, Natural Resource Economics	PhD	72 hours beyond Bachelor's
Natural Resources, Forestry, Wildlife, and Fisheries	PhD	72 hours beyond Bachelor's
Nuclear Engineering	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Nursing	PhD	71-83
Nutritional Sciences	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Philosophy	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Physics	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Plant, Soil, and Environmental Sciences, Environmental and Soil Sciences	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Plant, Soil, and Environmental Sciences, Plant Sciences	PhD	72 hours beyond Bachelor's 48 hours beyond Master's
Political Science	PhD	72 hours beyond Bachelor's
Psychology	PhD	Varies based on Concentration
Public Health Sciences	PhD	72
Retail, Hospitality, and Tourism Management	PhD	65
School Psychology	PhD	116
Social Work	PhD	67 beyond Master's
Sociology	PhD	51 beyond Master's

*Note.* A doctoral or professional degree program requires a minimum of 24 or more graduate credit hours of coursework beyond the master's, or 48 graduate credit hours of coursework beyond the bachelor's, for doctoral degrees.

The institution's credit hour definition is the semester credit hour. Both the College of Law and College of Veterinary Medicine utilize the semester credit hour rule as well. Graduate students may earn course credits and apply them towards a *master's degree* by taking a proficiency examination. A proficiency examination measures the level of knowledge a student has in a specific body of knowledge. A proficiency examination may be given in academic courses offered for graduate credit. The institution does not offer direct assessment.

A limited number of approved dual degree graduate programs are available among different colleges on campus and are listed in the 2020-2021 Graduate Catalog. Dual graduate programs require a single admissions application, and students must be admitted into both programs to pursue the dual program. Students admitted into a dual program should follow the defined requirements as given in the Graduate Catalog. The [List of Graduate and Professional Programs](#) includes all graduate dual programs. The table below lists current dual graduate degree programs. The dual programs are listed in the Graduate Catalog with both programs listed first in the dual degree name (e.g., "Dual Business Administration/Business

Analytics” and “Dual Business Analytics/Business Administration”) to ensure both departments can be listed as the primary curriculum in the system. However, **Table 9.2-3** only lists one name of the dual program, but the dual name can be used interchangeably. The maximum number of credit hours that can be counted towards both degree programs will vary among each dual degree program.

**Table 9.2-3. Dual Degree Programs - Internal**

Dual Degree Program Names	Total Hours for Degree 1	Total Hours for Degree 2	Total Hours for Dual Degree
Dual Animal Science / Veterinary Medicine	21	153	174
Dual Architecture / Landscape Architecture: Dual Architecture 3G / Landscape Architecture Dual Architecture 2G / Landscape Architecture	67 - 73 39 - 45	64 - 70 49 - 55	137 94
Dual Business Administration / Aerospace Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Agricultural and Resource Economics	30	30	60
Dual Business Administration / Biomedical Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Business Analytics	27	35	62
Dual Business Administration / Chemical Engineering	36	27	63
Dual Business Administration / Civil Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Computer Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Computer Science	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Electrical Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Engineering Science	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Environmental Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Industrial Engineering	36	24	60
Dual Business Administration / Law	39	80	119
Dual Business Administration / Materials Science Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Mechanical Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Nuclear Engineering	36	24 - Project 27 - Thesis	60 - Project 63 - Thesis
Dual Business Administration / Reliability and Maintainability Engineering	36	24	60



Dual Degree Program Names	Total Hours for Degree 1	Total Hours for Degree 2	Total Hours for Dual Degree
Dual Comparative and Experimental Medicine / Veterinary Medicine: MS & PhD	30-48	Depends on year of matriculation	Depends on year of matriculation
Dual Law / Philosophy	80	15	95
Dual Law / Public Health	80	36	116
Dual Law / Public Policy and Administration	80	30	110
Dual Public Health / Nutrition	32	25 - Project 28 - Thesis	57 - Project 60 - Thesis
Dual Public Health / Veterinary Medicine	34	146	180

*Note.* The first degree program listed in the name field corresponds to the “Total Hours for Degree 1” column. The second degree program listed in the name field corresponds to the “Total Hours for Degree 2” column.

Dual domestic and international doctoral degrees may be earned at UT Knoxville through approved dual degree programs with other educational institutions offering doctoral degrees. Dual doctoral degrees are available only in fields where dual degree programs have been established by agreement between UT Knoxville and the collaborating institution(s). Each dual doctoral degree program is governed by a specific memorandum of understanding and must follow the institution's policies and be approved by its Chancellor. All requirements for dual doctoral degrees must be consistent with standard UT Knoxville procedures, including those for graduation. **Table 9.2-4** includes dual degree programs in partnership with other local institutions also accredited by the Southern Association of Colleges and Schools Commission on Colleges.

**Table 9.2-4. Dual Degree Programs with Partner Institutions**

Dual Degree Program Name	Total Hours for Degree 1	Total Hours for Degree 2	Total Hours for Dual Degree
Dual BS in Engineering Science (University of Tennessee Wesleyan) / BS in Civil, Industrial, Electrical, or Mechanical Engineering (UT Knoxville)	60	132-137	132-137
Dual BS in Applied Science and Mathematics (King University) / BS in Biomedical Engineering, Chemical Engineering, Civil Engineering, or Industrial Engineering (UT Knoxville)		127-129	127-129
Dual Bachelor's Degree (Maryville College) / DVM Degree (UT Knoxville)			153-163
Dual Business Administration (UT Knoxville) / Pharmacy (The University of Tennessee Health Science Center (UTHSC) in Memphis, TN)	30	142	172

*Note.* The first degree program listed in the name field corresponds to the “Total Hours for Degree 1” column. The second degree program listed in the name field corresponds to the “Total Hours for Degree 2” column.

The [concurrent master's degree program](#) allows PhD students who intend to remain active in their PhD degree program to complete a master's degree along the way to the PhD. Students must complete a form that is signed off by both their PhD department and the intended master's degree department, which serves as their admissions into the master's program.

The Graduate Council has the responsibility for assessing "curricular revisions and new proposals for graduate programs" as stated in their mission statement ([Graduate Council Bylaws, Article I](#)). We have 21 graduate degree programs and 26 graduate certificates offered via Distance Education (DE) listed in the 2020-2021 Graduate Catalog and the [VOLS Online website](#). Each program was required to go through the regular curricular review process and each conforms to the minimum requirements.

Proposals are submitted to the Graduate Curriculum Committee and the Graduate Council in a standardized format, which is outlined in a manual (See current [Curricular Submission Guidelines for the Graduate Council](#)). During the curriculum submission process, program length is established and monitored throughout the approval process. After curriculum proposals are approved, the required [THEC academic action notification forms](#) (under the Program Actions Notification tab) are prepared by the Graduate School and then submitted to the UT System office. The UT System office sends the forms to THEC for final approval. An example of the [Name Change of an Existing Concentration](#) was submitted for the PhD in Sociology concentration to be changed from "Political Economy" to "Political Economy and Globalization" beginning fall 2019. An example of the [Establish a New Concentration within an Existing Academic Program](#) was submitted for the MS in Nutrition to add the concentration "Clinical Nutrition and Dietetics" beginning fall 2019.

For example, the Medical Physics major leading to a Master of Science degree in the Nuclear Engineering department was reviewed and approved by the Graduate Council as documented in the [February 14, 2019 minutes](#) (summary and details on pages G3314-G3315). As a new academic major, the proposal required approval by the University of Tennessee System Board of Trustees ([June 21, 2019](#)) and the Tennessee Higher Education Commission (per THEC New Academic Programs Policies [A 1.0](#), [A 1.1](#), and [A 1.5](#)). THEC granted approval to the MS in Medical Physics and notified the Chancellor on July 2, 2019 (see [THEC approval letter](#)).

Graduate students must graduate using the current Graduate Catalog. The Graduate School will not award a degree to a student who does not have the required number of credit hours to earn the degree as it is stated in the current Graduate Catalog. However, one possible exception would be if a current student petitioned to use a previous Graduate Catalog to meet the degree and credit hour requirements (e.g., the curriculum changed significantly from when the student started the program until when they had completed it).

The Master of Laws (LLM) degree, requiring only 24 credit hours, is the institution's only graduate degree program that requires less than 30 credit hours. This degree program allows students with a law degree from outside the United States to practice law in the United States. UT Knoxville submitted a [proposal to SACSCOC](#) proposing to offer the LLM program on September 16, 2015. This degree program was [approved by SACSCOC](#) to be completed with 24 semester credit hours on February 18, 2016.

## Combination Undergraduate and Graduate and Professional Degree Programs

Combination degrees programs are identified as [Accelerated Combined Bachelor's/Master's programs](#) or 3+1 programs at UT Knoxville. Departments and colleges may propose to offer accelerated combined bachelor's/master's programs. These proposals must be approved by the Curriculum Committees of both the Undergraduate and Graduate Councils. Students must apply to, and be admitted to, the Graduate School before receiving a master's degree. UT Knoxville offers accelerated combined bachelor's/master's programs in certain areas of study (see **Table 9.2-5** below). These programs are designed for, and limited to, students with exceptional undergraduate academic performance in their major field of study, as described in the [institution's policy on Accelerated Combined Bachelor's/Master's Programs](#).

Participation in one of these programs must be approved both by the faculty members of the department offering the program and by the Vice Provost and Dean of the Graduate School. A student pursuing an accelerated combined bachelor's/master's program may take a limited number of 400- or 500-level graduate courses for graduate credit during her/his final undergraduate year and use these courses to satisfy disciplinary elective requirements in the student's bachelor's degree program. The number of graduate credit hours that may be applied to a student's bachelor's degree requirements is determined by the faculty members offering the program, but may in no case exceed nine credit hours. Students participating in an accelerated combined bachelor's/master's program must adhere to the policies for ["Seniors Eligible for Graduate Credit."](#) A student pursuing an accelerated combined bachelor's/master's program must have an overall cumulative GPA of at least 3.30 in the semester prior to the student's enrollment in coursework that will apply to the master's degree; however, individual departments may require more rigorous standards.

Overall, accelerated combination degree programs require students to have exceptional credentials. Higher admissions standards than graduate school policy are required for students to qualify when pursuing an accelerated combined bachelor's/master's program.

**Table 9.2-5. Combination / Accelerated Degree Programs**

Combination / Accelerated Degree Program Names	UG GPA Requirement to Qualify	Total Hours for UG Degree	Total Hours for GR Degree	Total Hours for Combination Degree
<a href="#">BS/MS in Aerospace Engineering</a>	3.40	120	30	150*
<a href="#">BS/MS in Agricultural and Resource Economics</a>	3.30	120	31	151*
<a href="#">BS/MS in Animal Science</a>	3.40	120	30	150*
<a href="#">BS/MS in Biomedical Engineering</a>	3.40	120	30	150*
<a href="#">BS/MS in Biosystems Engineering</a>	3.40	120	30	150**
<a href="#">BS/MS in Civil Engineering</a>	3.40	120	30	150**
<a href="#">BS/MS in Computer Engineering</a>	3.40	120	30	150*
<a href="#">BS/MS in Computer Science</a>	3.40	120	30	150*
<a href="#">BS/MS in Electrical Engineering</a>	3.40	120	30	150*
<a href="#">BS/MS in Environmental Engineering</a>	3.40	120	30	150*

Combination / Accelerated Degree Program Names	UG GPA Requirement to Qualify	Total Hours for UG Degree	Total Hours for GR Degree	Total Hours for Combination Degree
BS/MS in Food Science	3.40	120	30	150*
BA/MA in French	3.00 – Cum. GPA 3.50 – French GPA	120	30	150*
BA/MA in German	3.00 – Cum. GPA 3.50 – German GPA	120	30	150*
BS/MS in Industrial Engineering	3.40	120	32	152*
BS/MS in Materials Science and Engineering	3.40	120	30	150*
BS/MS in Mechanical Engineering	3.40	120	30	150*
BS/MS in Nuclear Engineering	3.40	120	30	150**
BA/MA in Philosophy	3.25 – Cum. GPA 3.50 – Phil. GPA	120	30	150*
BS/MS in Physics	3.40	120	30	150**
BA/MPPA in Public Policy and Administration	3.40	120	39	159*
BSSW/MSSW in Social Work	3.50	120	37	157

Note. Numbers marked with an \* indicate, a maximum of nine (9) credit hours can be used towards both the bachelor and master's degree. Numbers marked with two \*\* indicates, a maximum of six (6) credit hours can be used towards both the bachelor and master's degree.

## Conclusion

The University of Tennessee, Knoxville does not offer degree programs at the associate level. The institution offers one or more degree programs based on 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. In the Graduate and Professional Programs section, the institution provided an explanation of equivalencies when using units other than semester credit hours. An appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours, or its equivalent unit has been provided. The institution is in compliance with this standard, as demonstrated and documented above.

## R – 10.2: Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT) is the state's flagship, comprehensive land-grant research institution. The university offers baccalaureate, master's, and doctoral level programs as well as graduate certificates; UT does not offer associate degrees. The institution provides current information regarding the following four categories, as noted below:

### Academic Calendars

The official academic calendar is prepared by the Chancellor's University Calendar Committee and published in the following places.

- [The Undergraduate Catalog](#)
- The website of the Office of the University Registrar as a [PDF file](#) via a link from the [academic calendar](#) page of that site
- In addition, the institution provides a list of important [dates](#) and [deadlines](#) on webpages hosted by One Stop Student Services.

### Grading Policies

The official grading policies are explained in the academic catalogs:

- [Undergraduate](#)
- [Graduate](#)

In addition, aids to assist students in both understanding and in calculating potential grade point averages can be found on two webpages:

- The Office of the University Registrar ([general](#))
- The Office of the University Registrar ([specific to the Tennessee Education Lottery Scholarship](#))
- [One Stop Student Services](#)

### Cost of Attendance

General statements regarding institutional fees are published in the academic catalogs:

- [Undergraduate](#)
- [Graduate](#)

Specific information regarding the cost of attendance is published by One Stop Student Services. In addition, budget calculators and financial aid information is provided by One Stop.

- [Tuition and Fees](#)
- [Personal Cost Calculator](#)
- [Estimated Undergraduate Budget](#)

- [Estimated Graduate Student Budget](#)
- [Estimated Law Student Budget](#)
- [Estimated Veterinary Medicine Student Budget](#)
- [Financial Aid](#) (general information with links to more specific information)
- [Discounts and Waivers](#)

## **Refund Policies**

General refund policy information may be found in the academic catalogs:

- [Total withdrawal from the university \(undergraduate\)](#)
- [Refunds \(graduate\)](#)
- [Textbooks](#)

In addition, One Stop Student Services publishes [refund information](#) on their website.

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard, as it publishes all information required by this standard and has provided sufficient documentation to demonstrate compliance.

## R – 10.3: Archived Information

The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) is the state's flagship, comprehensive land-grant research institution. UT Knoxville offers bachelor, master, and doctoral level programs, as well as graduate certificates; the institution does not offer associate degrees.

Beginning with 2009-2010 academic year (AY 2009-10), [UT Knoxville's official catalogs](#)—both graduate and undergraduate—have been published and maintained in an online, interactive format. The webpage defaults to the current catalog, with other interactive catalogs available via the dropdown box under the heading *Please select a catalog*.

That same catalog landing page contains a link titled [Archived Catalogs](#), which links to a PDF library of official catalogs beginning with the AY 1975-76 Undergraduate Catalog and the AY 1976-77 Graduate Catalog. This PDF collection is maintained by UT Knoxville's University Libraries in cooperation with the Office of the University Registrar.

Paper catalogs are stored in two places: The Office of the University Registrar and John C. Hodges Library (Hodges Library) on campus.

- In the Office of the University Registrar, old paper copies from AY 1891-92 through AY 2008-09 (the last year that print copies were published) are stored in the office of the Coordinator of Curriculum and Catalog. Individuals wanting information from these paper catalogs complete a [Course Description Request Form](#) that is found on the landing page of the [online interactive catalog](#). The individual may then mail, fax, or email the form to the Office of the University Registrar. The requested information is then scanned into PDFs and sent electronically to the person making the request. These scans include the title page of the catalog and any other information requested from that catalog. If the individual making the request needs a paper copy rather than an electronic copy, then the pages are photocopied and mailed to the requester. Occasionally, someone requests a certified copy, which can be printed and then certified by a Notary Public within the Office of the University Registrar.
- In the institution's Hodges Library, old paper copies are preserved in the Betsey B. Creekmore Special Collections and University Archives of the Hodges Library at 1015 Volunteer Boulevard, Knoxville, Tennessee 37996-1000. The public may assess these archived catalogs by completing a [Registration Form](#) and showing a picture ID. The requested archived documents are then pulled from the stacks, and visitors may view the catalogs in the Library, but may not remove them from the Library. Visitors often photograph documents with their cell phones and may also request a photocopy from Library staff.

## **Conclusion**

In conclusion, The University of Tennessee, Knoxville maintains archived official catalogs, containing relevant information for course and degree requirements sufficient to serve former and returning students, in digital format on its website and on campus.



## R – 10.5: Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

#### Undergraduate Admissions Policies

##### Mission and Admissions Policies

The University of Tennessee, Knoxville (UT Knoxville) publishes admissions policies and acts in accordance with those policies in the recruitment of undergraduate and graduate students. Policies are guided by the [Enrollment Update of 2019](#), which presents data and projections for enrollment. Materials, printed and electronic, are reviewed on an ongoing basis, but particularly at the beginning of each recruitment season, in order to maintain consistency with policies. Similarly, recruitment staff undergo summer training and attend biweekly meetings to ensure consistency and accuracy.

##### Undergraduate Admissions

Admission policies for undergraduate students conform with and support the institution's mission as the state's leading comprehensive research institution and land-grant university.

First-time freshman applicants undergo a holistic review that considers the following credentials in making decisions: core high school grade point average; "super-scored" ACT/SAT scores and individual subscores; transcripts of courses; extracurricular and leadership activities; one application essay; an optional personal statement; and optional recommendations. In fall 2020, due to the COVID-19 pandemic and related decreased testing opportunities and access, UT Knoxville piloted a test-optional admission program for new first-year students, a change from past policy and practice requiring ACT or SAT score.

The core GPA for first-time freshman undergraduate admission is calculated from grades earned in 16 core high school academic units: 4 units of English; 4 units of mathematics; 3 units of natural science; 1 unit of American history; 1 unit of non-American (e.g., world, European, human) history or geography; 2 units of a single foreign language; and 1 unit of visual or performing arts (including art or music history). These are not admission requirements (note that at the time most students apply, they typically will have completed approximately 12 units), but are the basis for calculating the core GPA. Weightings are added to letter grade numerical equivalents on a 4.0 scale based on official transcript designations: Honors – 0.5; Advance Placement (AP), Cambridge AS and A levels, International Baccalaureate (IB), college dual enrollment (DE) – 1.0. This information is available to prospective students on the [Admissions web site](#) and is described in the [Undergraduate Catalog](#).

Exceptions to general holistic admission criteria for first-time freshman applicants are majors in the College of Architecture & Design, College of Nursing, and the Pre-Pharmacy Direct Admit Program, all programs where faculty make the admission decisions. Admission to the School of Music is conditional on

an applicant passing the required audition, and admission to the Tickle College of Engineering requires a sufficient ACT/SAT math score and core GPA.

Transfer student applicants undergo a holistic review that considers all parts of a transfer student's academic record. All grades earned in transferable academic-level coursework from every nationally-recognized accredited college attended will be considered in determining admissibility. Students with less than 24 hours of transferable credit are required to provide high school transcripts and ACT/SAT scores. General admission criteria of 2.0 transfer GPA on a 4.0 scale, apply to most majors. Exceptions to general holistic review and the 2.0 transfer GPA are limited to the colleges of Architecture and Design; Haslam College of Business; College of Education, Health and Human Sciences; Tickle College of Engineering; and College of Nursing.

International undergraduate students have requirements similar to those for domestic students: holistic review of core GPA; test scores (ACT, SAT, TOEFL, IELTS), and other materials, including essays, activities, and recommendations for first-time freshmen. ACT/SAT scores are required only for international applicants to engineering majors. International transfer applicants, who have attended a foreign college or university, are required to have a third-party course-by-course transcript evaluation to determine transfer course credits. Exceptions to general holistic review are for the same majors as indicated for first-year freshman and transfer (domestic) students. English language exams (TOEFL, IELTS, suitable ACT English or SAT ERW) can be waived for students from designated English-speaking nations, English language curricula of foreign high schools, or enrolled in a U.S. high school or college. Information and guidance for international applicants is on the [admissions website](#).

Conditional Admission is offered to students in four categories. (1) [Volunteer Bridge Program](#), a cooperative program with Pellissippi State Community College (PSCC) for first-year freshman students, offers first-year enrollment at PSCC and guaranteed transfer to UT Knoxville, conditional on meeting credit hours and GPA requirements. (2) [VERTO Vols](#), an intensive international study program, during the fall semester, with guaranteed transfer to UT Knoxville, conditional on meeting credit hours and GPA requirements. (3) [InVolve](#), a program for first-year freshman students, offers summer enrollment at the institution and guaranteed admission in the fall upon meeting credit hours and GPA requirements. (4) International students (first-year freshman and transfer) who meet all admission requirements, except English competency (or English and math competency for engineering applicants), enroll in UT's [English Language Institute](#) to complete English competency and take ACT, SAT, or math placement exam to fulfill the mathematics requirement for engineering.

### Recruitment Events and Campus Visits

The Office of Undergraduate Admissions conducts [recruitment events](#) throughout the year that conform to admissions policies and accurately reflect information about UT Knoxville. Each event is developed through the Undergraduate Admissions event coordinating staff. Events hosted on campus are staffed by admissions personnel who have undergone [Programs for Minors](#) training within the office, described above, and who also have undergone formal training and background checks required by the institution.

Admissions staffing of large campus programs include both campus admissions staff and regional recruiters. Smaller campus events are staffed only by campus admissions staff. Off-campus events are staffed by an admission staff person from campus, in addition to any local area regional recruiters.

The Office of Undergraduate Admissions maintains a [Visitors Center](#), located in the Student Union. The Visitors Center is principally staffed by full-time, trained, professional staff, who create the monthly campus tour schedule and maintain and present the content of the pre-tour presentations. Student ambassadors, hired as part-time employees, undergo thorough annual training on UT Knoxville policies and procedures, staff the Visitors Center desk, and lead campus tours.

#### Off-Campus Recruitment Staff and Agents

The Office of Undergraduate Admissions employs full-time domestic recruitment staff, who are located in regional markets within Tennessee and in other states. All domestic regional staff undergo a minimum 2-week training period at the main office. Subsequently, they participate in a week-long annual summer recruitment training program, participate in bi-weekly online meetings, and attend at least one major on-campus recruitment event annually. Regional recruiters staff college fairs and visit high schools in their regions, in addition to performing holistic reviews of freshman applications. Regional transfer recruiters are located in Tennessee, and undergo similar initial training. They attend fairs for transfer students, visit community colleges to recruit students, and are involved in holistic review. The international recruiter is informed and trained by a combination of annual visit from campus international recruitment staff, online review of policies, procedures, and goals; and regular meetings online with campus international recruitment staff.

Recruitment of international students is accomplished by members of the campus-based international recruitment staff with assistance of agents and agent companies, with which UT Knoxville has contracts (sample [contract](#)). A part-time contracted recruitment coordinator in India also has been visited by the institution's recruitment staff for training and participates in regular online meetings with campus international recruiters. The independent contractor does not participate in application review. Members of the campus international recruitment team visit the principal offices of agent companies and provide copies of recruitment publications. One campus international recruiter is the designated correspondent with agent companies to answer questions and provide updates on applications submitted through agents, and to help ensure that agents are compliant with recruiting principles and standards followed by domestic recruiters. International agents are compensated only for matriculated students - those whom they have assisted who meet uniform admission requirements applied to all applicants.

### **Graduate and Professional Admissions Policy**

Admission to [graduate and professional programs](#) at the University of Tennessee is competitive. Diverse graduate program offerings include master's, doctoral, and professional programs that support the mission of the University of Tennessee to embody "the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement." Admission policies for graduate and professional studies is under the purview of the Graduate Council, a subcommittee of Faculty Senate. Admission policy requirements reflect the standards of UT's designation of Carnegie Classification, very high research activity. Minimum admission requirements as well as higher admission requirements proposed by academic departments are reviewed by the Graduate Council and, upon approval, are published in the online Graduate Catalog within the sections [Application Procedures and Admission Policies and Application Steps for Admission](#).

The College of Law, provides [detailed admission information on the website](#). Applicants to the J.D. degree program apply using the Law School Admission Council centralized application service. The College of Law

offers dual degrees as follows: [JD-MA in Philosophy](#), [JD-MBA](#), [JD-MPH](#), and [JD-MPPA](#). Applicants applying to dual degree programs must apply for admission to the College of Law and to the Graduate School. Admission procedures and requirements for the dual degree programs are listed in the [online Graduate Catalog](#) as well as the [College of Law Student Handbook 2020-2021](#), p. 29-35.

The College of Veterinary Medicine provides details of admission qualifications, application information, and procedures on their [website](#) as well as the [Professional Student Handbook Doctor of Veterinary Medicine](#), p. 12-13. Applicants to the DVM program apply through a centralized application service for Veterinary Medicine. Applicants applying to the dual programs, [DVM-PHD in Comparative and Experimental Medicine](#), [DVM-MPH in Public Health](#), and [DVM-MS in Animal Science](#) apply through the centralized application service for Veterinary Medicine and the Graduate School.

### Admissibility Requirements

An application for admission and application fee of \$60 must be submitted to the Graduate School whether an applicant is [seeking to be admitted to a degree program](#) or [seeking to be admitted as a non-degree seeking student](#). Admission to graduate study for [domestic applicants](#) and [international applicants](#) requires a bachelor's degree with a satisfactory grade point average (GPA) from a college or university accredited by the appropriate regional accrediting agency, an institution accredited by another organization recognized by the Council on Higher Education Accreditation (CHEA), or foreign equivalent. When applicants are [U.S. citizens or permanent residents](#), the Graduate Council requires a minimum cumulative undergraduate GPA of 2.70 out of a possible 4.00, or a 3.00 out of a possible 4.00 during the senior year of undergraduate study. Applicants with previous graduate work must have a GPA of 3.00 on a 4.00 scale, or equivalent, on all graduate work. These grade point average standards apply for non-US citizens who have earned a degree from a U.S. institution. Other applicants who are [non-U.S. citizens](#) must meet a minimum cumulative undergraduate GPA of at least a 3.00 on a 4.00 scale on all previous coursework and a 3.30 on a 4.00 scale on all previous graduate work. Grading systems other than the 4.00 scale are evaluated, upon receipt of transcripts, in accordance with standard practice. Applicants may be required to submit English certification scores. Minimum score requirements are: total score of 80 on the TOEFL iBT or total band score of 6.5 on the IELTS. [Exemptions to the requirement](#) are listed in the online Graduate Catalog.

The Office of Graduate Admissions reviews and determines if admissibility is met according to the standards for admission. Application files are then forwarded to the program for review and for an admission decision to be entered. Each program sets standards for admission. Some graduate programs may have more rigorous requirements. Applicants are responsible for meeting the requirements of the graduate programs when the standards exceed those of the Graduate School. Additional departmental/program supplemental materials may include but are not limited to:

- Departmental supplemental application materials.
- Reference letters or rating forms.
- Scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT)

In **Tables 10.5-1 through 10.5-9**, the department admission standards that exceed the standards of the Graduate School are listed. Each table represents departments/programs within the individual colleges at the University of Tennessee, Knoxville.

**Table 10.5-1. Higher Admission Standards - Herbert College of Agriculture**

<b>Agricultural Resource Economics, MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0
<b>Natural Resources, PhD</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; preference for applicants having master's degrees over those having bachelor's degree only
<b>Animal Science, MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0 or 3.0/4.0 in each term of the junior and senior year; completed bachelor's degree in Animal Science or related field; prerequisite courses with a grade of B or higher may be required if the applicant has insufficient background or less than required GPA
<b>Animal Science, PhD</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; completed bachelor's degree in Animal Science or related field; prerequisite courses with a grade of B or higher may be required if the applicant has insufficient background or less than required GPA
<b>Plant Sciences, MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; must have completed at least 24 credit hours of biological and physical sciences at the undergraduate level
<b>Entomology, Plant Pathology, and Nematology, PhD</b>	Must have completed at least 24 credit hours of biological and physical sciences at the undergraduate level
<b>Food Science, MS</b>	Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for applicants whose native language is not English
<b>Food Science, PhD</b>	Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for applicants whose native language is not English
<b>Forestry, MS</b>	Must have a bachelor's degree from an accredited institution in forestry, wildlife, fisheries, or another natural resource area
<b>Natural Resources, PhD (Department of Forestry, Wildlife and Fisheries)</b>	A minimum grade point average of 3.0 on a 4.0 scale; bachelor's degree or foreign equivalent, or have a professional degree in either medicine (including veterinary medicine) or law. Generally, individuals who possess a master's degree in addition to a bachelor's or professional degree will be given preference over those without a master's degree
<b>Forestry, Wildlife &amp; Fisheries, MS</b>	A bachelor's degree from an accredited institution in forestry, wildlife, fisheries, or another natural resource area, or a professional degree in medicine (including veterinary medicine), or law
<b>Plant, Soil, and Environmental Sciences, PhD</b>	Applicants to the PhD program normally will have completed a M.S. degree with thesis before beginning the doctoral program

**Table 10.5-2. Higher Admission Standards - College of Architecture and Design**

<b>Architecture - MArch (3-year program)</b>	Applicants to some tracks must minimum undergraduate gpa requirement of 3.0/4.0 and graduate gpa requirement of 3.25/4.0
<b>Architecture - MArch (2 year program)</b>	Applicants to some tracks must minimum undergraduate gpa requirement of 3.0/4.0 and graduate gpa requirement of 3.25/4.0; four-year degree (typically, BS, BED, or BA) in architecture, with a minimum 3.00 GPA, or international equivalent degree and equivalent grades; minimum of 24 semester credit hours of design studio as determined by the NAAB
<b>Architecture - Dual MArch/MLA</b>	Applicants to some tracks must minimum undergraduate gpa requirement of 3.0/4.0 and graduate gpa requirement of 3.25/4.0; applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
<b>Landscape Architecture - MALA</b>	Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL). Recommended overall TOEFL scores are a minimum of 92; a minimum grade point average of 3.0 on a 4.0 scale
<b>Landscape Architecture - MSLA</b>	Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL). Recommended overall TOEFL scores are a minimum of 92; a minimum grade point average of 3.0 on a 4.0 scale
<b>Landscape Architecture - MLA</b>	Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL). Recommended overall TOEFL scores are a minimum of 92; a minimum grade point average of 3.0 on a 4.0 scale; related degree required for MLA track 2

**Table 10.5-3. Higher Admission Standards - College of Arts and Sciences**

<b>Anthropology - MA</b>	All applicants must meet minimum undergraduate gpa requirement of 3.3/4.0 with 3.5/4.0 in major; bachelor's degree from an accredited university with a major in anthropology. Applicants with a major in a related field (such as biology, sociology, geology, classics, history, historic preservation, or geography) will be considered only if they have a formal minor in anthropology or its equivalent
<b>Anthropology - PhD</b>	All applicants must meet minimum undergraduate or graduate gpa requirement above 3.3/4.0; BA or MA degree in anthropology or a minor in anthropology and a degree in a related field such as biology, sociology, geology, classics, history, historic preservation, or geography
<b>Biochemistry Cellular, and Molecular Biology - MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; specific prerequisite course requirements
<b>Biochemistry Cellular, and Molecular Biology - PhD</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; specific prerequisite requirements
<b>Ecology and Evolutionary Biology - MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; expected to have an academic background consistent with a bachelor's degree in one of the life sciences.
<b>Ecology and Evolutionary Biology - PhD</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0 and 3.0 or above in all science and mathematics courses; expected to have an academic background consistent with a bachelor's degree in one of the life sciences
<b>Geology - MS</b>	Graduate degree is a Bachelor's degree in the geosciences or other field (typically, but not exclusively, from the physical, natural, or life sciences or engineering)
<b>Geology - PhD</b>	Graduate degree is a Bachelor's degree in the geosciences or other field (typically, but not exclusively, from the physical, natural, or life sciences or engineering)
<b>Geography - MS</b>	English certification score minimum on TOEFL iBT 95 or IELTS total band score of 7.0; all applicants normally must meet minimum undergraduate gpa requirement of 3.0/4.0
<b>Geography - PhD</b>	English certification score minimum on TOEFL iBT 95 or IELTS total band score of 7.0; all applicants normally must meet minimum undergraduate gpa requirement of 3.0/4.0
<b>History - MA</b>	Completion of a baccalaureate degree from an accredited institution, preferably with a major in history
<b>Life Sciences - MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; specific undergraduate major or prerequisite courses required, depending on concentration
<b>Life Sciences - PhD</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0; specific prerequisite coursework required
<b>Mathematics - Mmath</b>	Specific prerequisites required in calculus and algebra
<b>Mathematics - MS</b>	Specific prerequisites required in calculus and algebra
<b>Microbiology - MS</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0
<b>Microbiology - PhD</b>	All applicants must meet minimum undergraduate gpa requirement of 3.0/4.0
<b>Modern Foreign Language - French, MA</b>	Grade point average of 3.50 (on a 4.00 scale) in all course work of their major (French, German, Spanish, or a related field)
<b>Modern Foreign Language - German, MA</b>	Grade point average of 3.50 (on a 4.00 scale) in all course work of their major (French, German, Spanish, or a related field)
<b>Modern Foreign Language - Spanish, MA</b>	Grade point average of 3.50 (on a 4.00 scale) in all course work of their major (French, German, Spanish, or a related field)
<b>Modern Foreign Language - PhD</b>	Generally, applicants must have completed a BA in French, German or Spanish to be accepted into this program. Consideration will also be given to applicants who do not have an undergraduate degree in one of the three foreign languages but do have the equivalent of an undergraduate major in one of them. Both graduates of institutions in the United States and those with undergraduate degrees from institutions outside the United States must have a grade point average of at least 3.00
<b>Music - MMusic</b>	Completed an undergraduate degree that is approximately equivalent in music requirements to degrees conferred by the University of Tennessee, Knoxville, with a major appropriate to the applicant's prospective area of concentration on the master's level

Physics - PhD	Completed an undergraduate major in physics or its equivalent
Political Science - MA	Normally, an overall average of 3.00 is also required together with an average of 3.20 in the last two years of political science or social science
Political Science - PhD	Applicants for admission to the program should normally have completed a master's degree in political science or a related field with a 3.50 GPA
Political Science - MPPA	Normally, an overall average of 3.00 is also required together with an average of 3.20 in the last two years of political science or social science
Sociology - MA	Overall undergraduate grade point average (GPA) of 3.0 or higher
Sociology - PhD	Master's or JD degree in sociology or a related field; overall undergraduate and graduate grade point average (GPA) of 3.00 or higher

**Table 10.5-4. Higher Admission Standards - Haslam College of Business**

Accounting - MAcc	Completed an accredited baccalaureate degree program with a major in accounting and other areas; applicants whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)
Business Administration, Business Analytics - MS	Quantitative background and proficiency in a computer language is required
Management and Human Resources - MS	Applicants whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL)

**Table 10.5-5. Higher Admission Standards - College of Communication and Information**

Communication and Information - MS	3.0 (4.0 system) grade point average in undergraduate studies
Communication and Information - PhD	Master's degree is required for entry into the doctoral program; A 3.0 (4.0 system) grade point average in undergraduate studies, and 3.5 for graduate work; students whose native language is not English and who have not earned an earlier degree at an American college or university in the past two years, the Test of English as a Foreign Language is required
Information Sciences - MS	Final undergraduate grade point average (GPA) of 3.25

**Table 10.5-6. Higher Admission Standards - College of Education, Health, and Human Sciences**

Child and Family Studies - PhD	Master's degree from a regionally accredited institution or equivalent
Education Leadership Studies - PhD	Overall GPA of 3.50 in previous graduate study is required for admission to doctoral study
Higher Education - PhD	Overall GPA of 3.50 in previous graduate study is required
Educational Leadership - EdD	Master's degree (or equivalent) from a regionally accredited institution, an institution accredited by another organization recognized by the Council on Higher Education Accreditation (CHEA), or an equivalent degree from a similarly recognized or accredited foreign institution
Education (Educational Administration) - EdS	GPA 3.2 or higher for prior graduate work is required
Educational Administration - MS	GPA 3.2 or higher for prior graduate work is required
Kinesiology - MS	Applications from persons who have less than a 3.0 GPA will, in general, not be considered
Recreation and Sports Management - MS	Minimum overall grade point average of 3.00 on a 4.00 scale
Teacher Education - EdS	Graduate GPA of 3.20 or higher
Education (TPTE) - PhD	An overall GPA of 3.30 in previous graduate study is required for admission to doctoral study

**Table 10.5-7. Higher Admission Standards - Tickle College of Engineering**

<b>Reliability and Maintainability (Chemical Engineering) - MS</b>	Expected to have earned a bachelor's degree from an accredited undergraduate program in engineering or physics
<b>Computer Engineering - MS</b>	Bachelor's degree with an average of at least 3.00 out of 4.00, both overall and in the senior year; a TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions
<b>Computer Engineering - PhD</b>	A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions
<b>Computer Science - MS</b>	A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions; expected to have completed a bachelor's degree with an average of at least 3.00 out of 4.00, both overall and in the senior year; specific prerequisite coursework
<b>Computer Science - PhD</b>	A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions; expected to have completed a bachelor's degree with an average of at least 3.00 out of 4.00, both overall and in the senior year; specific prerequisite coursework
<b>Electrical Engineering - MS</b>	A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions; expected to have completed a bachelor's degree with an average of at least 3.00 out of 4.00, both overall and in the senior year; specific prerequisite coursework
<b>Electrical Engineering - PhD</b>	A TOEFL score of 550 on the written exam or 80 on the Internet-based Test is required for non-native speakers of English, including those who have earned degrees at U.S. institutions
<b>Reliability and Maintainability (Computer and Electrical Engineering) - MS</b>	Bachelor's degree from an accredited undergraduate program in engineering or physics
<b>Reliability and Maintainability (Industrial Engineering) - MS</b>	Bachelor's degree from an accredited undergraduate program in engineering or physics
<b>Materials Science and Engineering - MS</b>	Completed a bachelor's degree in an area of engineering or science; applicants whose native language is not English must have a minimum TOEFL score of 550 on the written exam or 80 on the Internet-based Test to be considered for admission to the programs
<b>Materials Science and Engineering - PhD</b>	Completed a bachelor's degree in an area of engineering or science; applicants whose native language is not English must have a minimum TOEFL score of 550 on the written exam or 80 on the Internet-based Test to be considered for admission to the programs
<b>Medical Physics - MS</b>	Bachelor of Science degree from an accredited university with a major in engineering, physics, or a closely related field
<b>Nuclear Engineering - MS</b>	Bachelor of Science degree from an accredited university with a major in engineering, physics, chemistry, or mathematics
<b>Nuclear Engineering - PhD</b>	Bachelor of Science or Master of Science from an accredited university with a major in engineering, physics, chemistry, or mathematics



**Table 10.5-8. Higher Admission Standards - College of Nursing**

<b>Nursing - DNP</b>	Bachelor's degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education; master's degree in nursing or a business or health related field; minimum cumulative graduate grade-point average of 3.0 on a 4.0 scale for previous college work; prerequisite graduate coursework completed within two years of admission; TOEFL scores of at least 550 on the paper test or 80 on the internet-based test if native language is not English
<b>Nursing - PhD</b>	Bachelor's degree in nursing from a program accredited by the National League for Nursing Accrediting Commission [NLNAC] or the Collegiate Commission on Nursing Education [CCNE]. Post-graduate applicants must hold a master's degree in nursing or a business or health-related field; minimum cumulative graduate grade point average of 3.3 on a 4.0 scale for previous college work; TOEFL score of at least 550 on the paper test or 80 on the Internet-based Test if native language is not English
<b>Nursing Administration - Graduate Certificate (GC)</b>	Master's degree in nursing is required for admission
<b>Nursing Education - GC</b>	Master's degree in nursing is required for admission
<b>Pediatric Acute Care Nurse Practitioner - GC</b>	Master's degree in nursing is required for admission
<b>Pediatric Nurse Practitioner - GC</b>	Master's degree in nursing is required for admission
<b>Psychiatric Mental Health Nurse practitioner - GC</b>	Master's degree in nursing is required for admission

**Table 10.5-9. Higher Admission Standards - College of Social Work**

<b>Social Work - MSSW</b>	At least three-fourths of the applicant's undergraduate work should be in the social sciences, humanities, physical sciences, and other arts and sciences subjects; TOEFL scores of at least 550 on the paper test or 80 on the internet-based test or a 6.5 overall band score on the IELTS, if native language is not English
<b>Social Work - DSW</b>	Master's degree in social work from a program accredited by the Council on Social Work Education. Applicants from international programs will be reviewed on an individual basis; minimum cumulative grade-point average of 3.0 on a 4.0 scale for previous graduate work; TOEFL scores of at least 550 on the paper test or 80 on the internet-based test or a 6.5 overall band score on the IELTS, if native language is not English

Other Admission Classifications

- **Non-degree admission** – for those interested in taking graduate courses but not in a particular degree program. Applicants may apply for non-degree status who, for example:
  - Need additional time to fulfill admission requirements for a degree program.
  - Do not wish to pursue a degree program.

Minimum Graduate School requirements must be met for admission to non-degree status. Students in non-degree status may convert to a degree program before accumulating 15 credit hours of coursework in graduate non-degree status. The student must apply and be admitted to a specific degree program.

- **Graduate Certificate admission** – for those pursuing a graduate certificate, either a stand-alone certificate or a certificate earned simultaneous with a degree. International applicants seeking a student VISA may not be eligible to enroll in stand alone graduate certificate programs. International applicants should seek guidance from the Center for Global Engagement. Minimum Graduate School requirements must be met for admission to graduate certificate programs as well as any additional department requirements. Current students or new applicants must submit an online application for admission to a graduate certificate program. [Procedures for applying to a graduate certificate program](#) as a stand alone or add on are located on the Graduate School website.
- **Transient admission** – for those enrolled in a graduate program at another institution and wishing to use UT classes in their program of study. A student who is enrolled in good standing in a

graduate degree program at another institution and who wishes to take courses for transfer to that institution may be admitted after submitting a completed online Graduate Application for Admission, the application fee, and a Transient Student Certification form. Transient students will not be required to submit transcripts and test scores.

- **Postdoctoral admission** – for those holding a doctoral degree who wishes to continue taking graduate courses. Persons who hold an earned doctoral degree and desire to take graduate courses may be admitted in the postdoctoral status. A completed online Graduate Application for Admission, the application fee, and confirmation of the doctorate are required for admission. Postdoctoral students will not be required to submit transcripts and test scores. Admission in the postdoctoral status does not constitute admission to a degree program; hence, this is a non-degree seeking status and students are limited to the same 15 credit hour limitation.
- **Faculty and staff admission** –for faculty and staff employed on the University of Tennessee, Knoxville campus
  - Members of the UT faculty at the level of lecturer or above may be admitted to the Graduate School and take graduate courses. The faculty member, however, must petition the Dean of the Graduate School in order to be considered for admission to a degree program. The faculty member must apply and meet admission requirements. The faculty member must also assure that the residency requirement can be completed.
  - Non-faculty employees may apply to be admitted to a graduate degree program. However, if the degree program is in the same department that the applicant is employed, the applicant must submit a written endorsement from the department head addressing potential conflict of interest.

## **Exception to Admission Requirement**

**Domestic applicants** or **international applicants** with work experience or who are entering graduate study after a number of years away from an educational institution, usually five years, will be given consideration with greater flexibility relative to GPA. An applicant whose undergraduate GPA falls below a 2.70 or whose graduate GPA falls below a 3.00, may be admitted by exception, upon recommendation of an academic unit. Recommendations for grade point average exceptions are submitted by the academic unit to the Office of Graduate Admissions. The academic unit provides a rationale for the exception requests, which includes explanation of success predictors other than previous academic history.

## **Recruitment and Publications**

Educational programs and services offered by UT Knoxville are the primary emphasis of all advertisements, publications, promotional materials, and recruitment activities. The Associate Dean of the Graduate School and the Communication Manager play key roles in coordinating and providing recruitment resources to academic units across campus. The Graduate Recruiters' Network consists of faculty and staff across graduate programs who have a leading role in recruiting domestic and international students to their associated graduate programs. These individuals are qualified and undergo training in the policies and regulations relating to student recruitment. The Graduate Recruiters' Network meets face to face with Graduate School staff two times per year. At that time Graduate School staff provide updates to graduate recruiters about upcoming events, best practices in graduate recruiting, and new developments in the use of the customer relations management system (CRM).

In addition graduate recruiters share information about [recruitment techniques](#) being used in their departments. In addition to the face to face meetings, the Graduate School distributes information about upcoming graduate fairs and other recruitment venues to the group as well as information received by Graduate School staff from professional organizations such as the National Association of Graduate Admission Professionals (NAGAP). With regularity, Graduate School staff, including graduate research assistants working in the Graduate School, and department graduate recruiters attend disciplined-focused and diversity-focused events in order to make contact with prospective graduate students. At these venues, prospective students complete inquiry forms. The data integrates directly into the CRM. This initiates a communication from the Graduate School and a referral to the associated department. Staff in the Graduate School play a key role in disbursing the prospect information to departments for further contact. Communication plan complexity varies according to department involvement after the initial contact. In addition, as funds become available, the Dean of the Graduate School, calls for the colleges to submit recruitment proposals for funding consideration.

The Graduate School primarily utilizes [the Graduate School website](#) as its source for marketing information about admissions, which means information and resources are accurate, consistent, and readily available. In addition, most graduate departments rely heavily upon the website as a source of marketing (links to examples are listed in the url section below). All statements and representations are clear, factually accurate, and current.

Campus-based international recruitment staff primarily recruit international students for study at the undergraduate level. However, this staff provides information to international agents on behalf of the Graduate School, which has resulted in some application activity from these sources. The campus-based international recruitment staff work under the direction of Enrollment Management. Training and activities associated with working with international agents is described in the Office Campus Recruitment Staff and Agents in Section I. of this document.

## **Conclusion**

The institution is in compliance with this standard, as it publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. And, the institution ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

## R – 10.6.a: Distance and Correspondence Education

An institution that offers distance or correspondence education:

- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) complies with federal and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) directives regarding distance education courses and programs, including those related to student authentication. The institution does not offer correspondence education courses or programs.

New students receive their network identifier (NetID) when they are admitted to the institution. The NetID is the username associated with all accounts at the institution. This secure login permits student access to various applications and systems, including UT Knoxville e-mail, MyUTK, Online@UT (Canvas, the adopted learning management system), computer labs on campus, and other maintained online portals.

- MyUTK provides a central location for students, staff, and faculty to connect with the institution's online systems. Students can access registration, course schedules, weekly schedules, academic links, account balances, and more. Staff members can access advising links and other resources. Faculty members have access to grades, class details, Online@UT (Canvas), advising, and additional services.

The NetID is required to access those course delivery services associated with distance course delivery. Online@UT, powered by Instructure Canvas, is the institution's online and distance learning management system that provides tools for document distribution, communication, assessment, and student engagement.

In fall 2019, the institution began requiring **2-factor authentication** (2FA) for all Knoxville-area faculty, staff, and students. When using 2FA, all users are required to use two different sources (factors) to verify their identity:

- **something they know** – NetID and password, and
- **something they have** – a phone or passcode, to authenticate and gain access to an account. For example, this may be a smartphone or tablet using the DUO app or a hardware token device.

NetID passwords protected by 2-factor authentication that are set to 12-16 characters will not expire. Users are able to change their passwords either in person at the Office of Information Technology (OIT) HelpDesk or online. UT Knoxville has specific password complexity requirements in effect for all users when establishing and/or changing NetID passwords ([guidance on password management is provided online](#)).

Complexity Requirements:

- Be a minimum of 8 and no more than 16 characters in length

- Contain some combination of at least three of the following:
  - Uppercase letters
  - Lowercase letters
  - Numbers
  - Punctuation & Symbols
- May not contain a significant portion of your username or display name
- May not reuse last 10 passwords

It is a violation of the institution's policy and the Student Code of Conduct to use another's NetID password ([Sections 4.4 and 4.15](#)). This information is communicated at orientation sessions, and students must agree to abide by the University of Tennessee System (UT System) [Acceptable Use of Information Technology Resources](#) Policy when managing their NetID password.

## Academic Integrity

The institution regularly promotes academic integrity in both on-campus and online courses. The [Honor Statement](#) and its attendant [pledge](#) appear in the Hilltopics Student Handbook, on applications for admission (undergraduate and graduate); in the catalogs ([undergraduate](#) and [graduate](#)), and in [Student Code of Conduct](#) brochure.

Applicants to UT Knoxville are required to acknowledge their affirmation of the Honor Statement by signing the document in a designated location. The Honor Statement is discussed during freshmen, transfer, graduate student, and international student orientation programs. It is thoroughly discussed in freshman English classes, and is furthered by the Standards of Conduct, specifically #1, which states that a student may be disciplined for, "Cheating, plagiarism, or any other act of academic dishonesty, including, but not limited to, an act in violation of the honor statement." Honor Statement implementation methods are discussed during faculty orientation programs. Students enrolled in online programs and courses are held to the same standard for maintaining academic honesty as students in on-campus programs and courses. It is recommended that instructors reiterate the importance of academic honesty in the online course syllabi and add links to the Honor Statement, the Hilltopics Student Handbook, and the UT System Acceptable Use of Information Technology Resources Policy in Canvas course sites.

Currently, the institution does not have a central facility for proctoring exams. Faculty members in individual departments determine if an online exam should be proctored. The faculty member is then responsible for identifying and contacting an appropriate proctor, who agrees to comply with all UT Knoxville policies and procedures including the following: requiring the student to present a picture identification; preventing the student from making copies or having loose papers, study guides or cell phones nearby; and carefully observing the student during paper-based and online exams. Proctors must provide information to the course faculty member regarding their credentials, place of employment, proctoring experience, and details regarding access to the appropriate technologies. Proctors may not be relatives, friends, spouses, or coworkers of the examinee. Completed tests are returned to the faculty member who then grades the exams.

Some departments, including the Department of Modern Foreign Languages and Literatures, have labs that can be used for proctored testing in online courses. Computers in these labs have the [Respondus LockDownBrowser™](#) software installed. The LockDown Browser software prevents students from printing,

copying, going to another website, or accessing other applications during an assessment. This software is available for all UT Knoxville users through a site-wide license.

For non-proctored testing, the Respondus LockDown Browser™ may be paired with the Respondus Monitor software. The Monitor software uses a student's webcam and industry-leading video analytics to verify student identity and prevent cheating during non-proctored exams. Currently, the use of the Monitor software is limited to those departments that pay for licensing. Additionally, the institution continues to research and examine the need for enhanced identity management services, such as [Honorlock™](#) and [Proctor U™](#), as new technologies evolve and become cost effective.

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard, as it ensures the student who registers in a distance education course or program is the same student who participates in, receives credit for, and completes the course.

## R – 10.6.b: Distance and Correspondence Education

An institution that offers distance or correspondence education:

- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) follows the same policies and procedures for protecting online programs students' privacy as it does for traditional, on-campus students. Information about student privacy is provided on the [Vols Online: Current Students](#) page, in addition to [FERPA webpage](#) on the Office of the University Registrar website. The institution does not offer correspondence education courses or programs.

### Procedures

UT Knoxville defines student records to mean all educational records within the scope of the Family Educational Rights and Privacy Act (FERPA). The institution broadly defines a student record to mean any record that directly relates to a student and is maintained by the institution or a party acting on behalf of the institution.

Educational records include:

- Biographical information such as date and place of birth, gender, nationality, race/ethnicity, identification photographs
- Academic history, such as courses taken, grades earned, exam and test scores, papers, evaluations, academic specializations/activities, degree, and audit reports
- Registration information, such as class schedules, class rosters, communications regarding the academic process
- Advising notes; internship program records; disciplinary records
- Financial records
- Student information displayed on computer screens

Educational records do not include:

- Sole possession records: records kept in the sole possession of the maker, used as a personal memory aid, and not revealed to others (e.g., an instructor's class notes)
- Law enforcement records
- Employment records
- Treatment records, including medical, psychological, and counseling
- Post-attendance records: records created or received by the institution after an individual is no longer a student and not directly related to the individual's attendance as a student
- Records created in the normal course of business including, but not limited to, media files created for marketing purposes or media files created for instructional purposes
- Peer graded papers before they are collected and recorded by faculty

The [institution](#) has adopted procedures designed to comply with federal and state laws and regulations, and University of Tennessee System policies protecting personally identifiable information that include:

#### Federal Laws

- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Electronic Communications Privacy Act of 1986
- Fair and Accurate Credit Transactions Act (Red Flag Rule)
- Gramm-Leach-Bliley Act (disclosure of non-public personal information)
- Digital Millennium Copyright Act

#### State Laws

- Tennessee Public Records Act (TCA 10-7-503, records open to public inspection)
- Tennessee Data Breach Notification Law (TCA 47-18-2107, release of personal consumer information)
- Tennessee Law on Disclosure of Social Security Numbers (TCA 4-4-125, dissemination of social security numbers)

#### UT System Policies

- Information and Computer System Classification (IT0115)
- Information Security Plan Creation and Data Breach Notification Procedures (IT0121)
- Secure Network Infrastructure (IT0120)
- Acceptable Use of Information Technology Resources (IT0110)
- Records Management (FI0120)

#### Federal Education Rights and Privacy Act (FERPA) Compliance

The institution has policies and procedures in place to protect the privacy of students and their educational records; these are shared to the university community, parents, and the public through the [FERPA webpage](#) on the Office of the University Registrar website. The University Registrar serves as the UT Knoxville FERPA compliance officer and is responsible for the security, confidentiality, and integrity of student academic records and the maintenance of special procedures to protect student data. The office maintains a series of internal procedures to assure students' rights are protected:

- FERPA information is disseminated in the [2020-2021 Undergraduate Catalog](#), the [2020-2021 Graduate Catalog](#), the [2019-2020 Hilltopics Student Handbook](#), the Office of the University Registrar's FERPA website, and numerous departmental websites such as the Parents Association. Students are informed of their FERPA rights and responsibilities on an annual basis using a range of appropriate communication means, including but not limited to:
  - email notification;
  - posting on the University's FERPA web site;
  - in the official student handbook, *Hilltopics*; and
  - during new student orientation sessions.
- Access to the institution's student systems is strictly limited to faculty and staff whose job duties require access as defined by FERPA. Faculty and staff must sign and submit, along with Dean, Director, or Department Head approval, a Banner System Account Request form and/or an Argos Account Request form to gain access to information in the student information system. Included as part of that form is the Banner Security Statement detailing the requirement to maintain confidentiality and the confidentiality of educational records.



- All faculty and staff are required to complete an online FERPA tutorial every fall semester. All are notified via email about the need to complete the online tutorial. The Office of the University Registrar monitors completion.
- Faculty members are required to read and agree to the Confidentiality of Education Records statement each term when they are entering grades for the term.
- In 2009, in combination with the Office of Undergraduate Admissions and the Office of Student Financial Aid, the Office of the Registrar began implementation of the Noli Imaging System for storage of student academic records by the Registrar. The Registrar is now in the process of converting all student academic records to electronic form. Pending completion of that conversion, all paper copies of student academic records are stored in locked file cabinets within locked rooms.

### Directory Information

Directory information is information about a student that is not generally considered harmful if disclosed. Directory information may be disclosed, unless the student has invoked the FERPA right to limit disclosure of that information. Directory information includes:

- Name
- Semester (local) address
- Permanent address
- NetID
- Email address (university-supplied)
- Telephone number
- Classification
- Most recent previous educational institution attended
- Graduate or undergraduate level
- Full-time or part-time status
- College
- Major
- Dates of attendance
- Degrees, honors, and awards
- Participation in school activities and sports and photographs of such
- Weight and height of students participating in intercollegiate athletics

### Directory Exclusion Request

Students seeking limited disclosure may submit the directory exclusion request form found on the FERPA website. University Registrar personnel will suppress the requestor's directory information from visibility on the web directory. Students who wish more stringent measures of privacy may contact the Office of the University Registrar to discuss their needs.

### Student Consent to Release Educational Records

The release of FERPA-protected information to third-parties, including parents, requires adherence to one of the following:

- An exception in the FERPA law or UT FERPA policy or
- A fully-executed consent to release form filed by the student with the following information:
  - Name of student,
  - Type of record to be disclosed,
  - Person to whom the information can be disclosed,

- Relationship between the person and the student,
- 'Secret word' for authentication, and
- Student's signature and date.

All releases to third-parties are in effect for one (1) year from the date filed, except for releases related to financial records. The institution has set the expiration date on consent to release forms for financial information to ten (10) years. The student can, at any time, provide written revocation of the consent to release form thereby canceling the release and restricting access to the student's information. Types of releases include:

- Academic: Release of academic information is handled in the Office of the Provost, the Student Success Center, the Office of the University Registrar, the college advising office or the academic department office. An academic consent to release expires within one (1) year of its execution or by an expiration date listed in the consent instructions. Students can grant access to parents or guardians online by going through the MyUTK portal and choosing the FERPA Academic Record Release form. Completing the form provides access to the student's academic records for a period of one (1) year or until revoked by the student. The form requires the name of the person(s) to whom consent is given and a secret word to verify that person's identity. This information is entered into the student's record in the Banner student information system so anyone accessing the student's record will know whether or not a FERPA release was filed by the student.
- Financial: In general, release of financial information is handled by the Office of the Bursar or the Office of Financial Aid and Scholarships. Consent to release for financial information is in force for the life of the record or until the student files a written revocation of the release with the Office of the Bursar. A student may release financial information through the MyUTK portal. Students choose "View/Pay Fees" and then the tab labeled "Authorize Users" to give consent to an individual to view the student's account information and make payments on the student's behalf. Adding an authorized user is the student's written consent to give others the ability to access his/her account information
- Disciplinary: Release of student conduct or disciplinary records is handled in the Office of the Dean of Students or the Office of the Vice Chancellor for Student Life. A disciplinary consent to release expires within one (1) year of its execution or by an expiration date listed in the consent instructions. Consent forms are available for the student to complete and sign. The original form is maintained (1) in the office where it was filed, (2) entered into the Banner electronic tracking system; or (3) if the form is used for a single-day release, it is not entered into Banner, but the consent form is kept in the student's file for the life of the record.
- Athletic: Release of information regarding student-athletes is coordinated by the Athletic Department. Any particular consent to release expires within one (1) year of its execution or by an expiration date listed in the consent instructions.
- Sponsored Projects: Departments are to ensure FERPA policy is followed to protect the privacy of students. The process requires department payroll administrators or those who process payroll to request all students complete a Student Information Release Form for Sponsored Projects. Departments will maintain a copy of the form for the student as long as the individual is a student. If the student worked on an awarded project, the department retains the document for three (3) years after the final audit of the sponsored project.
- Other: Other records maintained by UT Knoxville may, from time to time, require release with the consent of the student. In general, release of these records is coordinated with the university office responsible for maintaining the records in conjunction with the Office of the Chancellor, the Office

of the Provost, or the Office of the Vice Chancellor for Student Life or their designee as appropriate. All consent to release forms expire within one (1) year of its execution or by an expiration date listed in the consent instructions.

### FERPA Violations

Suspected FERPA violations are sent to the University Registrar. The report requests inclusion of the names of the people, the dates of the alleged violation, the email address and phone number of the individual making the report, and any other relevant information or documents. The University Registrar conducts an investigation and consults with UT System legal counsel. If appropriate, procedures are put in place to avoid future violations. If warranted, faculty and staff may be required to complete the FERPA tutorial or additional training.

### NetID and Log-In Security

While the NetID itself is a known value, access to systems that authenticate using the NetID and to private information in directories is password protected. Passwords are one-way encrypted and not accessible to users. Our LDAP directory uses SSHA2 for encryption. Active Directory uses a Microsoft proprietary algorithm. Off-campus access to our directory systems is controlled at our border routers. Authentication and search requests on ports 389 and 636 are blocked for non-whitelisted IP addresses. Further, we control connections from off-campus systems at the LDAP server level as well using built-in access control mechanisms.

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard, as demonstrated and documented above.

## R – 10.6.c: Distance and Correspondence Education

An institution that offers distance or correspondence education:

- c. ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville, (UT Knoxville) provides detailed information to all students regarding fees through the [One Stop Student Services website](#). The institution assesses a distance education fee to support online delivery of distance education courses; it is not related to verification of student identity. Students are informed in advance of these charges associated with distance learning courses at the time of registration. Current tuition and fee schedules for Online Programs (Distance Education) are publicly available on the [Vols Online website](#), where they can download a PDF file with a detailed breakdown of tuition and fee calculations for the current semester. Scrolling down this page they can learn about Distance Education Course Fees and get detailed information about all fees.

Distance Education (DE) students are assessed the per hour rate of: Maintenance Fee, Tuition (if out-of-state), the Library Fee, and any applicable course fee, at the same rate as students taking on-campus classes. In addition, they are also assessed a Distance Education Fee of \$56 per credit hour, which is used for on-going support of the technology needed to deliver online courses to DE students, as well as the creation of new courses and course material for current and future programs. The institution does not charge a proctoring fee.

**No mandatory fees are assessed with verification of student identity.** Students who log into UT Knoxville web services are required to use a secure network identifier (NetID) issued by the institution and password (default issued by the institution, which the student can then change and maintain); information is provided about the NetID and password on the [Office of Information Technology Accounts & Access Management webpage](#). Web services include Online@UT (Canvas) powered by Instructure (the learning management system), University Registrar services (online registration, drop/add, grade retrieval), Financial Aid and Bursar services.

COVID-19 pandemic response. No Distance Education course fees were assessed to students whose on-campus courses in progress were temporarily relocated to online due to the COVID-19 pandemic.

### Conclusion

The University of Tennessee, Knoxville is in compliance with this standard, as it does *not* assess a fee to students associated with verification of student identity. The institution does not offer correspondence education courses or programs.

## R – 10.7: Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) has a definition for credit hour that was jointly approved by the Undergraduate and Graduate Councils. It is given in both the 2020-2021 [Undergraduate](#) and [Graduate](#) Catalogs and the Guidelines for Submission of Curricular Material for [Undergraduate](#) (page 33) and [Graduate](#) (page 7) Councils, and states:

The unit of credit is the semester credit hour. One semester credit hour represents an amount of instruction that reasonably approximates both 50 minutes per week of classroom-based direct instruction and a minimum of two hours per week of student work outside the classroom over a fall or spring semester. Normally, each semester credit hour represents an amount of instruction that is equivalent to 700 minutes of classroom-based direct instruction. The amount of time that is required to earn one semester credit hour in a laboratory, fieldwork, studio, or seminar-based course varies with the nature of the subject and the aims of the course; typically, a minimum of two or three hours of work in a laboratory, field, studio, or seminar-based setting is considered the equivalent of 50 minutes of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

The fall and spring semesters are 14 weeks of instruction and one week allowed for final exams for a total of 15 weeks per semester. summer semester is 10 weeks long without a final exam period scheduled. There are also two 5-week terms during the summer, without a final exam period scheduled. Final examinations, if used, are given during the last class period of the term during the first, second, and full terms of the summer semester. Mini-term lasts for 3 weeks in May, after the end of the spring semester and before the start of summer semester in June (some schools refer to this time as Maymester). The Office of the University Registrar provides [guidance on scheduling](#) courses on its website, stating that courses should meet for a minimum of 700 minutes per credit hour.

The 2020-2021 Graduate Catalog also includes minimum requirements for courses taught in a [non-standard scheduling format](#). The university may offer short courses, workshops, and other courses in non-standard format for graduate credit. Minimum criteria acceptable for such credit are as follows.

- Per the definition of a credit hour, 1 credit hour reasonably approximate both 50 minutes per week of classroom-based direct instruction and a minimum of two hours per week of student work outside the classroom.

- Under the semester system, every credit hour of coursework offered at the graduate level requires a minimum elapsed time of one week.
- The number of contact hours should never be fewer than the equivalent of one credit contact hour per week during the term semester for each hour of credit awarded (i.e., 15 credit contact hours per credit hour).

The workload in a short course of several weeks’ duration need not be distributed evenly. However, substantive and meaningful interaction between the faculty member and student should be maintained throughout. Graduate credit should not be awarded for courses considered inappropriate as part of a graduate degree program.

The 2020-2021 [Undergraduate](#) and [Graduate](#) Catalogs explain how the course numbering system relates to course level.

**Table 10.7. Course Numbers and Levels**

Course Numbers	Level
000-099	Noncredit; preparatory.
100-299	Lower division; primarily for freshmen and sophomores.
300-499	Upper division; primarily for juniors and seniors; when taken for graduate credit, the letter G will precede the course credit hours on the grade report.
500-599	Graduate; sometimes available for undergraduate credit; when taken for undergraduate credit, the letter U will precede the course credit hours on the grade report.
600-699	Advanced graduate; open to graduate students; available for undergraduate credit (with approval of instructor) for students holding a degree who are taking additional work as undergraduate non-degree students; when taken for undergraduate credit, the letter U will precede the course credit hours on the grade report.
800-899	Veterinary Medicine; Law
900-999	Law

Lower-division courses are offered at the 100- and 200-levels and upper-division courses are offered at the 300- and 400-levels. The 2020-2021 Undergraduate Catalog further explains the distinction between [lower- and upper-division courses](#), including characteristics related to each level.

The 2020-2021 [Graduate](#) Catalog further explains that graduate level courses have 500 and 600 course numbers. The 400-level undergraduate courses that have also been approved for graduate level credit will be listed in both the Undergraduate and Graduate Catalogs.

### Alternative Delivery Methods

Although distance education, independent study, and similar courses do not always meet in a classroom on the typical semester schedule, the credit awarded for these courses is determined by UT Knoxville

faculty. The courses follow the same approval process as courses taught in the classroom and, prior to approval, are determined to be the equivalent of on-campus courses in content and rigor. The credit awarded for distance education and similar courses is based on student learning outcomes and consistent with the credit hours awarded for the equivalent in-class course ([Vols Online - Online Program Development & Delivery](#)).

A syllabus for an [online](#) undergraduate social work course as well as a syllabus for the [in-class](#) undergraduate social work course are provided to show the similarity between the student learning outcomes and consistency in the number of credit hours awarded.

As described in a [March 18, 2011 memo](#) from the Office of Postsecondary Education, the federal credit hour definition does not emphasize the concept of 'seat time' (time in class) as the primary metric. At UT, it is only one of several factors evaluated during the extensive review process for new courses and programs and is evident in the student learning outcomes established by each program.

## **Approval Process**

All curricular proposals, regardless of format or mode of delivery, must be vetted and approved as each College's bylaws dictate before being submitted to the appropriate Undergraduate or Graduate Curriculum Committee. The Curriculum Committees carefully examine the number of semester hours proposed and required student content, assignments, and evaluation methods when reviewing new course proposals and new degree proposals. If a proposal is approved by the Curriculum Committee, it is forwarded to the corresponding Undergraduate or Graduate Council for review and approval and later the Faculty Senate for final approval. Minutes for all Undergraduate Council, Graduate Council, and Faculty Senate meetings are available online and distributed to a variety of campus offices via an email Listserv.

## **Credit by Examination**

Outlined in the 2020-2021 [Undergraduate](#) Catalog, undergraduate students admitted to the university may receive credit on the basis of performance on one or more of the following examinations: Advanced Placement (AP), International Baccalaureate (IB), Cambridge International A-Level and AS-Level, College Level Examinations Program (CLEP), and Tennessee's Statewide Dual Credit Challenge Exams. UT Knoxville departments offering courses comparable to the material covered in one or more of the examinations may grant academic credit for satisfactory test scores. Each participating department decides the credit awarded and the acceptable score for credit. The credit tables can be found on the Undergraduate Admissions [credit web page](#).

New or revised academic credit awarded for one or more of the credit by examinations listed above, is submitted as an information only item to the Undergraduate Curriculum Committee then documented in the minutes of the Undergraduate Council.

As stated in the 2020-2021 Undergraduate Catalog, undergraduate students who want to use [proficiency examinations](#) to earn credit for work or material mastered through non-credit courses or experiences should contact the dean of the college that offers the course for which credit is sought. Additionally, a description of the process can be found the Undergraduate Catalog.

For graduate students wishing to earn course credit by [proficiency examinations](#), the 2020-2021 Graduate Catalog provides a description of the process. A proficiency examination measures the level of knowledge a student has in a specific body of knowledge. By taking a proficiency examination, a graduate student may earn course credits and apply them towards a master's degree. A maximum of one-fourth of the total credit hours in a master's degree program may be earned by this method, subject to approval by the student's graduate committee.

## **Military Service Credit**

Admitted undergraduate students may receive academic credit based on the number of months of activity duty military services from the departments of Physical Education and Military Science and Leadership, per the 2020-2021 [Undergraduate](#) Catalog. The student should submit a copy of their DD Form 214 Certificate of Release or Discharge from Active Duty (DD214) to the Office of Undergraduate Admissions so that the number of months of active duty may be determined.

## **Conclusion**

The University of Tennessee, Knoxville, publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery by demonstrating that it has a definition for credit hour that is consistently used in undergraduate and graduate programs and for traditional, nonstandard format, and distance education courses, and therefore is compliant with this standard. These policies are overseen by faculty curriculum and policy committees with members academically qualified to make the necessary judgments. The institution does not offer educational programs that are not based on credit hours.



## R – 10.9: Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) does not have cooperative academic arrangements that meet the criteria of this standard.

## CR – 12.1: Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) is the flagship institution in the State of Tennessee. It is a part of the University of Tennessee System, which is comprised of four institutions and two institutes. With a current enrollment of more than 30,000 students, the institution provides academic and student support services that complement its land-grant mission, vision, and strategic plan.

### Mission

The institution's mission states, "The primary mission of the University of Tennessee is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. This institution embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions." UT Knoxville's [Vol Vision Strategic Plan](#) has six strategic priorities, and undergraduate and graduate education are two of them.

The institution's culture is guided by adherence to core values that define the [Volunteer Spirit](#) and permeate who we are, what we do, and our approach to living and learning at UT Knoxville and beyond.

### Academic and Student Support Activities, Programs, and Services

Academic and student support activities, programs, and services at UT Knoxville are offered in both a centralized and decentralized format. Decentralized support varies and is provided at the college, department, and program level. Centralized support is provided by a variety of offices including the Division of Enrollment Management, Division of Student Life, Division of Diversity & Engagement, Athletics, the Office of Research & Engagement, and the Office of the Provost.

### COVID-19 Response:

In response to the COVID-19 pandemic in spring 2020, certain considerations were made for faculty, staff, and students. Students benefited from various efforts in academic support and flexibility quickly organized and implemented by the institution. Some of the accommodations for students' academic success are listed below. More student support items are included in the various programs, services, and activities discussed at length below.

- Modified grading options accommodated the extraordinary mid-semester pivot to online instruction, allowing students to opt for grading on Satisfactory/Credit/No Credit grading scale, in place of A-F
- Students held harmless for academic program and satisfactory academic progress requirements, resulting in one additional term of flexibility
- Institutional scholarships provided in alignment with maximum flexibility from federal guidance

### Academic Success Center

The [Academic Success Center's](#) (formerly, Student Success Center) mission is to ensure that all students have the opportunity to succeed by providing campus leadership and advocacy for student success at UT Knoxville, identifying and implementing academic success programs that support progress toward graduation, and enriching the undergraduate student experience. The Center hosts multiple programs that support students and is centrally located in Greve Hall, the primary location for students to receive assistance. Additional tutoring locations are in centrally-located Hodges Library and the South Carrick Residence Hall.

### Academic Advising

In accordance with the institution's mission to effectively educate undergraduate and graduate students, UT Knoxville provides academic advising services that assist students in navigating the educational and professional questions that arise during the course of their studies. Academic advising services are provided by college professional and departmental faculty advisors, in addition to the services available through Undergraduate Academic Advising and the Graduate School. General advising occurs through Undergraduate Academic Advising until the student reaches 30 hours of study, at which time they are transferred to a faculty advisor within their chosen major. Research-related advising support is also available to graduate students through faculty advisors within their programs. Students enrolled in online programs or courses at the institution's two off-campus instructional sites are provided these services online or at their location.

University Unit	Mission & Key Functions	Population Served / Location
<a href="#">Academic Advising in the College of Architecture &amp; Design</a>	Academic advising services help students define and develop realistic goals and discuss the linkage between academic preparation and career opportunities, assist them with appropriate professional elective course selection and other educational experiences to meet their goals, and enhance awareness about high impact learning experiences (e.g., study abroad, service-learning, research, internships). Faculty mentors/advisors, working closely with the advising centers, guide most advanced students. At all levels, campus-wide guidelines for advising are supplemented by specific college standards, guidelines, and evaluation.	Students are assigned to advisors based on major or exploratory track. Advising centers and designated offices in each college advise most freshmen and sophomores. Students whose ID numbers end in an even digit are required to meet with an advisor during the fall semester, and students whose ID numbers end in an odd digit are required to meet with an advisor during spring semester. College of Architecture & Design Academic Advising is located in the Art & Architecture building.

<p>Academic Advising in the College of Arts &amp; Sciences</p>	<p>This service guides undergraduate students in developing and implementing sound academic plans. Advisors are available to help ensure that their plans are consistent with their strengths, interests, values, and academic and career goals.</p>	<p>Advising Services is located in Ayers Hall and serves students who are officially declared majors in the College of Arts and Sciences, exploratory students who are unsure of the major or career path they wish to pursue, transfer students who are officially declared majors in Arts and Sciences or exploratory, and pre-health and pre-law students who plan to enter a professional program following completion of an undergraduate degree.</p>
<p>Academic Advising in the College of Communication and Information</p>	<p>UT Knoxville places academic advising within the teaching/learning mission of the institution and recognizes it to be a critical component of students' educational experience and undergraduate success. Faculty, professional academic advisors, and administrators promote academic advising as a shared responsibility with students. Academic advising serves to develop and enrich students' educational plans in ways that are consistent with their aspirations, interests, strengths, and values, preparing them for a life of learning in a diverse and global society.</p>	<p>The Advising Center is located on the second floor of the Communications Building in Room 202. Current and prospective students in the College are served.</p>
<p>Academic Advising in the College of Education, Health, and Human Sciences</p>	<p>The Office of Advising and Student Services is to foster a learning environment that promotes diversity and student success through individualized advising and purposeful student interactions. We partner with faculty and the campus community to facilitate the holistic development of self-directed, life-long learners.</p>	<p>The Office of Advising and Student Services is located in the Bailey Education Complex. Current and prospective CEHHS students are served.</p>
<p>Academic Advising in the College of Nursing</p>	<p>The academic advising program in the Office of Student Services within the College of Nursing is designed to engage, support,</p>	<p>College of Nursing Advising serves prospective and current nursing students. College of Nursing Academic Advising is located in the College of Nursing building.</p>

and assist students seeking an undergraduate and graduate degree in nursing at UT Knoxville. They partner with the campus community and external stakeholders to foster a learning environment that promotes diversity, academic engagement, and student success.

Academic Advising in the College of Social Work for **BSSW** & **MSSW**

The purpose of academic advising within the College of Social Work is to support, guide, and assist current and prospective undergraduate social work majors with admission and progression, academic planning, career exploration, licensure, and resource referrals both within and outside of the University community.

Prospective and current Social Work students are advised in Henson Hall on the UT Knoxville campus and at the Nashville off-campus instructional site.

Academic Advising in the Tickle College of Engineering

Faculty, administrators, and professional staff on campus consider advising both a responsibility and an opportunity for enriching and enhancing each student's pattern of learning and personal development. Central to the mission of academic advising at the institution is teaching students to understand the purpose of the curriculum and fostering their intellectual and personal development toward academic success and lifelong learning. Through individual, collaborative relationships with academic advisors, students are best able to define and implement sound educational plans that are consistent with their personal values, goals, and career plans.

Current Engineering students, non-major students interested in declaring Engineering as a major, and prospective students are advised in the Advising Office located in Perkins Hall.

<p>Academic Advising in the Haslam College of Business</p>	<p>The mission of the college’s Undergraduate Programs Office is to provide comprehensive academic and educational program planning that promotes integrity and responsibility within a diverse environment. This is accomplished through academic planning, management of the admissions process, recruitment and retention, management of student data and enrollment, and administration of scholarship programs. Central to every one of these activities is the academic advising experience. Achieving our mission requires a collaborative effort between students and advisors.</p>	<p>Current business students, non-major students interested in declaring a business major, and prospective students are served. Business Academic Advising is located in the Haslam Business Building.</p>
<p>Academic Advising in the Herbert College of Agriculture</p>	<p>Advising in Herbert is based upon a hybridized advising model that blends faculty mentoring and professional academic advising. Most departments in the College have a student success advisor and will also have faculty mentors. In those departments that do not have a student success advisor, the student will be assigned a faculty advisor.</p>	<p>Prospective and current undergraduate agriculture students are advised in the Agriculture Academic Advising and Student Success Center located in Morgan Hall.</p>
<p>The Graduate School</p>	<p>The Graduate School works with prospective and current graduate students, and faculty and staff to contribute to the success of graduate education at UT Knoxville. Key functions include recruitment assistance, application process management, monitoring graduate student progress, and graduation audit. The Graduate School is also responsible for publishing the Graduate Catalog</p>	<p>The Graduate School serves all graduate students and is located in the Student Services Building on campus.</p>

and work closely with Graduate Council to ensure policies are clearly defined and consistently enforced. Training and mentoring for graduate students are also offered.

**Undergraduate Academic Advising**

UT Knoxville places academic advising within the teaching/learning mission of the institution and recognizes it to be a critical component of students’ educational experience and undergraduate success. Faculty, professional academic advisors, and administrators promote academic advising as a shared responsibility with students. Academic advising serves to develop and enrich students’ educational plans in ways that are consistent with their aspirations, interests, strengths, and values—preparing them for a life of learning in a diverse and global society.

All undergraduate students are assigned a professional academic advisor. Undergraduate Academic Advising is located in Dunford Hall.

**Academic Teaching and Resource Centers**

UT Knoxville has multiple teaching and resource centers that cater to the needs of students and faculty at all locations. Their support services include: Helping faculty develop curricula, supporting and training faculty in different teaching modalities, providing educational spaces and equipment to support students, and helping students communicate effectively through writing. Conversations with an academic advisor will focus on planning curriculum and meeting requirements, whereas academic coaching allows space for everything in between, like learning strategies, life management skills, and earning strong grades. Academic coaching is a personalized, one-on-one meeting with a trained academic coach who can help students improve skills and performance. Working with an academic coach can help students study smarter by developing skills in time management, goal setting, and test preparation.

University Unit	Mission & Key Functions	Population Served / Location
Academic Alert	The Academic Alert system is an outreach program designed for the early detection and intervention of students exhibiting signs of academic distress. The system utilizes Vol Academic Connect, a	This program is implemented through the Academic Success Center in Greve Hall and serves first-year and transfer students.

University Unit	Mission & Key Functions	Population Served / Location
	<p>campus-wide communication information system, to allow faculty to report student progress or distress. A report entered by faculty is viewable by academic coaches, academic advisors, and the student. The information provided in the reports enables the Academic Coaches, housed in the Academic Success Center, to connect with students, work with them to create a plan for success, and refer them to appropriate campus resources as needed.</p>	
<p>Graduate and Professional Student Development (GPSPD)</p>	<p>Graduate and Professional Student Professional Development (GPSPD) is a cross-campus initiative to empower students to pursue their own career pathway, help students develop a flexible view of career options, assist in the building of mentoring networks, advocate for graduate professional development among the campus community, and provide access to tools and training to strengthen skills in teaching, research, and career.</p>	<p>Graduate and Professional Student Professional Development (GPSPD) is located within the Graduate School and serves graduate students enrolled at UT Knoxville.</p>
<p>Judith Anderson Herbert Writing Center</p>	<p>The Judith Anderson Herbert Writing Center serves all student writers by offering free and individualized help throughout the writing process. Trained tutors read student writing and provide feedback in one-to-one conversations. Our goal is to help students think about and improve their written work from the brainstorming stage to final revisions.</p>	<p>The Writing Center serves students in all academic disciplines at UT Knoxville and is located within the College of Arts and Sciences, specifically in the Humanities and Social Sciences Building, Room 212. It also operates smaller satellites in the Hodges Library North Commons, and in Pendergrass Library. During the COVID-19 pandemic, only online services are available.</p>
<p>Teaching and Learning Innovation</p>	<p>Teaching and Learning Innovation (TLI) advances the Volunteer Experience through programs, services, and partnerships that support faculty and enrich student</p>	<p>TLI staff offices and a demonstration classroom are located in Greve Hall. In adjacent Dunford Hall, the TLI offers student cubicles and collaborative work space. Workshops and programs are</p>



University Unit	Mission & Key Functions	Population Served / Location
	<p>learning at the institution. With a focus on evidence-based teaching and learning practices, TLI engages faculty in the creation and implementation of educational experiences and environments that are transformative, innovative, inclusive, and outcomes-focused. This unit houses the institution's Experience Learning (QEP) initiative.</p>	<p>held across campus, including in the Student Union and Hodges Library.</p>
<p>The Graduate School</p>	<p>The Graduate School works with prospective graduate students, current graduate students, and faculty and staff to contribute to the success of graduate education at UT Knoxville. Key functions include recruitment assistance, application process management, monitoring graduate student progress, and graduation audit. The Graduate School is also responsible for publishing the Graduate Catalog and works closely with Graduate Council to ensure policies are clearly defined and consistently enforced. Training and mentoring for graduate students are also offered.</p>	<p>The Graduate School serves all graduate students and is located in the Student Services Building on campus.</p>
<p>VOLeaders Academy</p>	<p>The VOLeaders Academy, a dynamic partnership between the institution's Division of Student Life; the College of Education, Health, and Human Sciences; and the Department of Athletics, was developed to cultivate positive student-athlete leaders through sport to create positive social change.</p>	<p>VOLeaders Academy is housed within the Center for Sport, Peace, and Society (in the College of Education, Health, and Human Sciences) and serves student-athletes selected for participation. It is located in the Claxton Complex on campus.</p>
<p>Vol Success Teams</p>	<p>Vol Success Teams is a program for first-year students or transfer students. A Vol Success Team includes an academic advisor, academic coach, and a One Stop</p>	<p>Vol Success Teams are assigned to new first-year or transfer students.</p>

University Unit	Mission & Key Functions	Population Served / Location
	counselor. Collaborations between Student Success, Enrollment Management, and Student Life have yielded more intentional outreach to students, like this program.	

**Career Services**

The [Center for Career Development and Academic Exploration](#) (formerly, Center for Career Development), located in the Student Union, educates and empowers students to achieve career success. Key functions include career counseling and coaching; assessments and credit-bearing courses; career information accessible in-person, virtually, and through career management systems; identity-specific career development initiatives; experiential learning opportunities such as shadowing, internships, and company visits; employer development and recruitment services focused on networking events, on-campus interviewing, and job fairs; graduate and professional school planning. Education is provided one-on-one; through workshops, programs, meetings, and provided directly to students and through the training staff and faculty partners. Current undergraduate and graduate students, as well as alumni, are served.

The Center’s [Career Advocates Program \(CAP\)](#) attempts to maximize the effectiveness of career conversations that occur around campus by providing a training opportunity for faculty and staff to learn basic career development theories, tools and resources to assist students. The Center offers several CAP trainings throughout the year. Both general sessions open to all faculty and staff, and individually tailored sessions are available, as requested by departments. Three-hour sessions can be provided in one or two days. Trainers ask participants to complete some readings prior to the session, and case studies are woven into the presentation. Those completing trainings receive a Career Advocates decal that they can display to make students aware of their participation.

The [Handshake Jobs Platform](#) connects UT Knoxville students to professional opportunities, including part-time jobs, internships, and full-time positions. It features personalized feeds and custom recommendations based on major and career interests. Handshake is free for students and alumni and offers access to more than 500,000 employers. More than 800 colleges and universities use Handshake, so users can connect with a wide national network of employers.

**Counseling Services**

Counseling services are available to all UT Knoxville students, irrespective of degree level or location. The following units provide counseling services for enrolled students.

University Unit	Mission & Key Functions	Population Served / Location
974-HELP (Office of the Dean of Students)	The 974-HELP referral line was developed to help distressed or distressing students reach their academic goals and to help maintain a safe community and learning environment for all students.	The 974-HELP line is located within the Office of the Dean of Students in the Student Union and serves all undergraduate and graduate students at UT Knoxville. A total of 1,194 students

University Unit	Mission & Key Functions	Population Served / Location
Office of Ombuds Services	The University Ombuds Office is an independent, informal, neutral, and confidential resource that provides assistance to members of the University community in exploring options to resolve problems, complaints, and conflicts when normal processes and procedures have not worked satisfactorily.	were assisted through 974-HELP in 2019-2020.  The Office serves UT Knoxville and UT Institute of Agriculture employees—both faculty and staff—as well as graduate students.
Student Counseling Center	The Center is the primary facility for mental health services for students. Along with therapy services, we also provide pre-professional training to students in the UT Counseling Psychology PhD program, as well as to doctoral interns from schools across the country. Offers community intervention programs (e.g., tabling events with campus partners, presenting QPR or skill-building workshops, or providing consultation to departments).	The 110,000 square foot facility houses the Student Health Center on the first floor and the Student Counseling Center, complete with psychiatric staff, on the second floor. It includes private offices for all senior staff members, interns, and graduate assistants, a reception and waiting room, conference rooms, and group rooms. Undergraduate and graduate students are served. The 2019-20 academic year saw a 5% increase in total clinical contacts with students, as 6,300 sessions were provided to 1,459 unique students in fall 2019; 5,640 sessions were provided to 1,219 unique students in spring 2020. When COVID-19 restrictions began, the Center provided 2,150 sessions via telehealth. In 2019-20, 323 new suicide prevention gatekeepers were trained and 1,473 psychiatry appointments were made for 367 unique students.

### Student Disability Services

The University of Tennessee, Knoxville is committed to providing educational opportunities for all students and assisting them in making their college experience fully accessible and positive. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008, [Student Disability Services \(SDS\)](#) seeks to establish an inclusive environment where every aspect of the university experience is readily accessible for all students without barriers or bias.

SDS is located on the ground floor of Dunford Hall and works with faculty and staff to support all students. For accommodations such as Sign Language Interpreting, SDS provides access to the classroom by interpreting all spoken communication and environmental information into sign language and what is signed into spoken English. The mission of Student Disability Services is to partner with the campus community in creating equitable access to students while promoting disability-inclusive diversity. SDS

accomplishes this mission by coordinating reasonable accommodations for students with documented disabilities, such as:

- ADHD
- Autism Spectrum Disorder
- Blind/Low Vision
- Chronic Health
- Deaf/Hard of Hearing
- Learning Disabilities
- Mobility
- Psychological/Emotional Health
- Traumatic or Acquired Brain Injury

The mission of the [SDS Testing Center](#) is to provide examinations to students registered with SDS in a professional, secure and accessible environment that supports academic success. SDS Testing subscribes to and maintains all standards set forth by the National College Testing Association (NCTA) Professional Standards and Guidelines. To achieve this goal, the SDS Testing Center seeks to:

- Facilitate paper and computer-based testing for UT Knoxville students registered with Student Disability Services;
- Provide a facility that promotes a positive testing experience for examinees through a clean, comfortable, quiet and user-friendly environment;
- Recruit and retain support staff and proctors for active monitoring of examinees;
- Collaborate with faculty and staff, other institutions of higher education, and the National College Testing Association (NCTA) to stay current regarding the most recent changes and best practices in testing in order to update procedures accordingly.

In AY 2019-20, SDS facilitated 5,920 hours of interpreting and transcribing, 2,928 requests for note-taking, and proctored 5,920 tests. The number of employed note-takers increased by 12% in AY 2019-20. Transcribing hours for extra assignments outside the classroom increased by 81% from fall 2018 to fall 2019. Interpreting hours for extra assignments outside the classroom increased by 90% during that period. In 2019-20, there were 772 students newly registered with SDS, an increase of 23% from the previous year. Following a welcome meeting, 99.7% of 391 respondents reported their overall experience with SDS as positive.

The institution also provides reasonable accommodations to faculty, staff, and teaching assistants (GTAs) who have disabilities or become disabled and need assistance performing the essential functions of their positions. Faculty, staff and GTAs needing assistance in their role, are encouraged to review the information regarding the process of requesting accommodations and contact the [Office of Equity and Diversity](#) for assistance.

#### Diversity and Inclusion Support Services

UT Knoxville aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values, and experiences. The [Division of Diversity and Engagement](#) helps fortify and celebrate diversity through education, innovative programs, services, and initiatives, including the [Mattering & Belonging Campaign](#). As such, resources provided by the division align with the institution's vision, mission, and strategic priorities.

University Unit	Mission & Key Functions	Population Served / Location
College Access and Persistence Services (CAPS) Outreach Center	<p>The Center provides outreach services designed to support, increase, and strengthen college-bound low-income and first-generation individuals. Within this population, CAPS places special emphasis on underrepresented minorities who symbolize the least-advantaged segments of the population. CAPS will continue to expand the diversity of the student body and broaden the network of support for multiple areas of the institution. Programs include Academic Enrichment Upward Bound, Math and Science Center, Pre-Upward Bound (for first-generation college students), and the Veterans' Pre-College Program.</p>	<p>CAPS programs serve K-12 students preparing for college entry in TN, GA, and NC. The Center is located within the College of Education, Health, and Human Sciences and provides opportunities for hands-on training and experience for undergraduate and graduate students who desire to become educators in the college.</p>
East Tennessee STEM Hub	<p>The goal of the East Tennessee STEM Hub is to promote and support high-quality STEM education in the East Tennessee region and to leverage all available resources to amplify opportunities for all students. It is a partnership of educational, business, scientific, and research institutions and organizations, including UT Knoxville (Center for Enhancing Education in Mathematics and Science).</p>	<p>UT Knoxville and three local community colleges serve more than 20 school districts in Anderson, Blount, Campbell, Claiborne, Grainger, Jefferson, Knox, Loudon, Morgan, Roane, Scott, Sevier, and Union counties.</p>
English Language Institute (ELI)	<p>The institution's English Language Institute offers all levels of English language learning. ELI has a demanding curriculum so students can quickly become proficient. ELI also offers American cultural programming. Its mission is to offer a sound program of English-as-a-second-language (ESL) instruction, to promote research in language pedagogy, and to provide a language-learning resource for Tennessee's non-English speaking public.</p>	<p>Students enrolled at UT Knoxville and members of the general public are served by ELI. ELI is part of the Center for Global Engagement and is located in the Conference Center Building.</p>
Global Research Office	<p>The institution's Global Research Office (GRO) catalyzes the faculty to</p>	<p>UT Knoxville faculty and graduate students performing alongside faculty</p>

University Unit	Mission & Key Functions	Population Served / Location
	<p>extend their research and reach across the world. It does so by supporting faculty initiatives to cultivate mutually beneficial partnerships and international research initiatives. These initiatives can be broadly defined, and encompass collaborations that build on expertise across two or more countries, internationally-based or focused topics, and research that is undergirded by an international affiliation or memorandum of understanding. The Global Research Office's underlying philosophy is that scholarship, science, and service is enhanced through engagement with colleagues across the world. Through a commitment to collaboration as well as leveraging and sharing expertise globally, theory, practice, and knowledge are tested and refined. By growing global research networks, scholars are advancing new knowledge and creative works, solving troubling questions, and addressing some of the world's most intractable problems.</p>	<p>members are served by GRO. The Office is located at 1620 Melrose Ave. in a free-standing structure.</p>
<p>Hunger and Homelessness Summit</p>	<p>The purpose of the annual Summit is to connect campus and community partners regarding issues of hunger and homelessness on college campuses. The Summit includes a featured speaker, topical breakout sessions, and a panel of content experts to discuss issues of hunger and homelessness not only at UT Knoxville, but for college students across the state and country.</p>	<p>UT Knoxville faculty, staff, and students are served by this activity. The Summit is hosted by the Office of the Dean of Students in the Student Union.</p>
<p>International House (I-House)</p>	<p>The mission of the International House is to educate, engage, and support all students to help them participate as members of a global, culturally diverse society. The I-House is a great resource for international</p>	<p>The International House serves all UT Knoxville students, faculty, and staff. It is located at 1623 Melrose Ave. in a free-standing structure.</p>

University Unit	Mission & Key Functions	Population Served / Location
	<p>and domestic students, faculty, and staff. It offers a daily complimentary coffee and tea service, as well as offering items for check-out or rent by members of the university community (e.g., books, films, flags, games). The I-House also offers a variety of rooms for studying with different purposes, from a Quiet Room that provide absolute silence, to a Community Room that provides a more engaging, talkative environment. These rooms are available for reservation for meetings, events, and so forth.</p>	
<p>International Student Orientation</p>	<p>International Student Orientation is hosted jointly by the International House and International Student and Scholar Services to help students transition to UT Knoxville and surrounding community. All international students are required to attend an International Student Check-In Session. All new incoming international students are also required to attend the International Student Conference. In addition to this required event the International House plans a variety of events, trips, presentations, and airport pickups designed to help new international students settle into their new home in Knoxville. Students are encouraged to participate in these educational and cultural programs that take place over several days, prior to the start of classes. Events include tours of the campus and library, shopping/grocery trips, and information sessions. Undergraduate international students are also required to attend the New Vols Experience orientation planned by the New Student Orientation Office.</p>	<p>All international students enrolled at UT Knoxville are served by this program. The Office for International Student Orientation is located in the International House at 1623 Melrose Ave.</p>
<p>Multicultural Student Life</p>	<p>Multicultural Student Life is dedicated to promoting a welcoming and</p>	<p>This unit is dedicated to providing academic support, engagement,</p>

University Unit	Mission & Key Functions	Population Served / Location
	<p>inclusive campus environment while advocating for traditionally marginalized students by providing academic support, multicultural education, leadership development, identity exploration, and diverse and innovative programming through collaborative partnerships. This unit assists in the retention and graduation of underrepresented students who are empowered to positively impact a global society. Programs include a Diversity Dialogue Symposium, film series, Inroads to UT: Multicultural Student Symposium, and a Peer Mentoring course. An annual Black Issues Conference and related workshops are hosted, and 2020 was the 15th anniversary.</p>	<p>programs, and resources for all students at the institution. It's physical location on campus is the Frieson Black Cultural Center. The Conference had 220 attendees. In AY 2019-20, 29 Diversity Educators led more than 112 facilitations.</p>
<p>Office of Equity and Diversity</p>	<p>This office provides leadership in education and compliance in the development and enhancement of diversity and equity for the personal and institutional growth of the University community by investigating complaints of discrimination, monitoring and providing training and/or direction on employee hiring searches, serving on campus commissions and committees, providing workshops on diversity in teaching and learning, and serving as Title VI and ADA Coordinators for UT Knoxville.</p>	<p>The office serves faculty and staff at the main Knoxville campus, Institute of Agriculture, UT Space Institute, UT Athletics, University-wide Administration, and Institute for Public Service. The office is located on Melrose Avenue in a free-standing structure.</p>
<p>Pride Center</p>	<p>The mission of the Pride Center is to provide academic and social support for the LGBTQ+ community at UT Knoxville. The Center strives to be a space to engage with and explore issues relating to gender and sexuality. The mission of the Center is accomplished through educational programming focusing on gender identity, gender expression, and</p>	<p>The Pride Center serves all members of the UT Knoxville community, including students, faculty, and staff. It is located in Melrose Hall. In AY 2019-20, more than 2,400 people attended in-person and virtual Pride Center programming. More than 500 individuals attended 30 Safe Zone workshop sessions during the 2019-2020 academic year and the Pride</p>



University Unit	Mission & Key Functions	Population Served / Location
	sexual orientation; contributions to and maintenance of a campus LGBTQ+ community; and advocating for equitable access for LGBTQ+ students, faculty, and staff on campus.	Center transformed the Lavender Graduation to a virtual celebration so 31 students could be recognized.
Program for Excellence & Equity in Research (PEER)	This program is an initiative to increase the number of exceptional underrepresented students graduating with doctoral degrees in STEM disciplines at the institution. PEER seeks to advance a doctoral student's competitiveness and interest in their chosen career field by offering professional development, ambitious research, and dynamic mentoring opportunities.	Students seeking to apply to PEER must have at least a baccalaureate degree in biological, physical or computational sciences and must have been accepted into a doctoral program at the UT Knoxville. This program is located within the Walters Life Sciences Building.
Veterans Resource Center	The primary role of Center is to connect veteran students (active duty service members, veterans, reservists, guardsmen, and family members using their VA educational benefits) with the resources and services they need in order to obtain their undergraduate and graduate degrees.	The Center serves all veteran students and family members utilizing educational benefits. The physical location is on the ground floor of Hodges Library.

In fall 2020, each college and vice-chancellor unit submitted a diversity action plan. The purpose of this initiative is threefold:

1. To provide a framework for deans and vice-chancellor units to develop strategies to address barriers and challenges to inclusive excellence in their respective colleges or units.
2. To promote a culture of evaluation and accountability as it pertains to diversity, equity, and inclusion initiatives.
3. To foster a greater sense of ownership among all members of the campus community in making UT, Knoxville a place in which all Vols matter and belong.

These plans address the following goals and priorities (as applicable to their particular area):

- Culture and Climate: Create and sustain a welcoming, supportive, and inclusive campus climate.
- Faculty/Staff Recruitment and Retention: Attract and retain greater numbers of individuals from underrepresented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).
- Student Recruitment and Retention: Attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students.
- Engagement and Outreach: Develop and strengthen mutually beneficial partnerships with diverse communities in Tennessee and globally.

- Curriculum: Ensure that curricular requirements include significant intercultural perspectives.
- Graduate Student Professional Development: Prepare graduate students to become teachers and researchers in a diverse world.

These 3-year plans include objectives, actions to meet each objective, metrics to measure progress, a timeline for completing actions, and a list of responsible parties. All deans and vice chancellors will be evaluated based on their progress in implementing these plans.

After plans were submitted, representatives from each college and vice chancellor unit will meet with staff from the Division of Diversity and Engagement to receive feedback on their plans. Feedback was administered using the Diversity Action Plan Feedback Guide. Once plans have been approved, these representatives will sit on a committee that will meet once a semester to share best practices and discuss their progress on implementation. The purpose of this committee is to improve the overall campus climate, create a space where people can get regular feedback, and encourage greater collaboration between groups.

### Information Technology

The [Office of Information Technology \(OIT\)](#) is the primary provider of computing resources and IT support for the University of Tennessee, Knoxville, including instructional design and support, research support, and teaching tools. The OIT guide for new students is available [online](#). An inventory of services provided by OIT is available for students, faculty, and staff. Support for many OIT services is available in the Commons at Hodges Library; services include Walk-In HelpDesk, Student Computer Support, Laptop checkout, and the largest of OIT's staffed computer labs. OIT labs are located across campus and feature Windows and Mac computers, scanners, printers, and various software packages.

All students are assigned a username and password protected by 2-factor authentication. This account is used to access most centrally authenticated services. Students are also given an "@vols.utk.edu" email, or Volmail, account as email is the official form of communication between the institution and students. Our current email service providers are Google and Microsoft. By default, students receive Gmail accounts; however, they may switch to Microsoft if they choose. In addition to email, students have access to the full suite of Google Workspace for Education and Microsoft 365 for Education services, including Microsoft Office 365 Pro, plus the full desktop version of Microsoft Office. These solutions give students access to online file storage, calendaring, online office applications, collaboration tools such as Google Meet and Teams, video solutions such as YouTube and Microsoft Stream, and more.

Students on the Knoxville campus may access the Internet through wireless or direct Ethernet connections. UT Knoxville's wireless infrastructure is available in the academic and administrative buildings and the residence halls. In addition to internet access, students in the residence halls have access to cable tv, both for their computers and as a streaming service.

The HelpDesk is the central point of contact for technology resources managed by OIT. There are multiple ways to get help assistance from the OIT HelpDesk, including phone, in-person, chat, online contact form, and the online knowledge base. Between July 2019 and June 2020, the HelpDesk logged 85,760 requests from students, faculty, and staff.

Students may obtain computer support in the Hodges Library at no additional cost, as it is funded by the Student Technology Fee. Students can bring their computer to us and receive assistance with various computer-related services, including installing software, troubleshooting network problems, reloading the operating system, removing viruses and spyware, and more. In addition to providing in-person support, our team also assists students remotely over the phone. Between July 2019 and June 2020, Student Computer Support resolved 5,169 requests from students.

OIT offers workshops throughout the semester on a variety of software packages, including Microsoft Office products, Adobe Creative Suite, and web design. Students who attend the workshops improve their technology skills and receive assistance with the technology required within their academic classes. In addition to workshops, students can request a one-on-one consultation and help with any OIT supported software. OIT trained 2,705 students collectively between July 2019 and June 2020.

Computer labs are available to all students, faculty, and staff. OIT manages 713 computers located in multiple sites across the UT campus. Lab software includes the Adobe Creative Cloud Suite, Microsoft Office, math, and statistical software packages. Additionally, the software is available online from Apps@UT and can be accessed from the lab or on your personal device. Apps@UT is our cloud computing solution that allows you to run software remotely without installing that software on your computer. Apps@UT is accessible from any Windows, Macintosh, or Linux computer and Apple or Android mobile devices.

Students may print using the Volprint printers located in the OIT computers labs and several department-run labs. Between July 2019 and March 2020, 26,406 unique users logged into OIT-managed labs. Total logins for this period were 312,194. Our labs closed in March 2020 due to COVID and did not reopen until the Fall 2020 semester.

OIT Research Computing Support (RCS) helps students, faculty, and staff use computing and analytic methods. Supported software includes Amos, ArcGIS, ChemDraw, JMP, LabVIEW, Mathematica, Maple, MATLAB, Mplus, NVivo, R, QDA Miner, Qualtrics, Python, SPSS, SAS, Stata, WordStat, and more. RCS consultants help students determine sample sizes, design surveys, perform experimental design and analysis, acquire and manage data, analyze or mining data, text, and images, and visualize data through interactive or presentation graphics interpreting the results. RCS offers comprehensive statistical consulting as well as expert support for qualitative analysis. RCS coauthors approximately 30 manuscripts per year with faculty members and Ph.D. students. Between July 2019 and June 2020, RCS provided about 3,321 hours of assistance on 1418 projects.

Online@UT (Canvas) is the course management system software that provides a secure anytime, anywhere learning environment for course content. Students can access course materials, check grades, participate in online discussions, submit assignments, take online tests, and communicate with instructors and classmates.

LiveOnline@UT (Zoom) provides students with live, interactive learning experiences through audio and video conversations. In March 2020, as our campus moved to a virtual format due to COVID, many students and instructors had a crash course in teaching and taking classes over Zoom. On the first day of online classes, we hosted over 4,700 Zoom meetings with more than 77,000 participants.

OIT provides all students access to the Turning Technologies personal response system for classroom polling. TurningPoint is a hybrid polling option that provides secure management of courses, rosters, and assessment data while integrating with Canvas. All students have a clicker license provided through TechFee, enabling them to use their mobile device to respond to questions at no additional cost.

Students have access to many software programs for school and work, including Microsoft Windows, Microsoft Office, math, and statistical software packages, web survey software, and more. Students can access the software through various methods, including Apps@UT, downloading from UT's website, or directly from the provider.

More than 300 classrooms across campus have accessible teaching technologies, including Cynap, projectors, document cameras, classroom cameras, lecture capture systems, DVDs and Blu-ray players, and more.

MyUTK is the online portal for students. OIT, along with Enrollment Services and other offices on campus, manages this resource for students. Students can register for classes, pay fees, view their bill, access academic support resources, student life resources, and many campus services.

In March 2020, as the institution moved online in response to the COVID-19 pandemic, OIT realized that many students did not have the computers or internet access necessary to attend class and complete their coursework online. OIT provided 370 laptops and 618 hotspots to students requesting assistance to 859 students through the Technology Assistance Program.

#### Residence Life Programming and Residential Learning

[University Housing](#) provides an environment to enrich and nourish student lives. It provides housing on the UT, Knoxville campus to approximately 7,100 students in an inclusive, safe, fun and diverse learning and living environment. In response to COVID-19, \$10,287,440 was refunded for Spring 2020 housing fees and 113 students were placed in emergency housing. During COVID-19, Hall Directors worked 547 hours in other campus units, responding to campus needs. In 2019-2020, prior to COVID-19, there was an average total of 7,267 student residents. 1,192 students participated in Living-Learning Communities.

UT Knoxville's [Living-Learning Communities \(LLCs\)](#) provide a holistic approach to student development and learning through academic partnerships, service-learning opportunities, and research initiatives. Each uniquely-designed community facilitates meaningful connections between students, faculty, and staff through programming and other intentional opportunities. There are currently 9 Academic LLCs, 6 Special Program LLCs, and 1 Shared Interest LLC.

The Living & Learning Communities (LLC) Advisory Council consists of two students from each community who serve as [LLC Ambassadors](#). These Ambassadors work as a representative body and catalyst for continued enhancement of the Living & Learning Communities and campus life. The Advisory Council promotes individual leadership and professional development for each council member, providing an opportunity for students to actively make an impact on the residential learning experience. The Advisory Council members work together to plan and initiate enrichment activities for all LLC students in order to band the communities together and allow students to meet others across the many LLCs at the UT Knoxville. LLC Ambassadors also serve at undergraduate recruitment events to promote the importance of choosing to be part of a Living & Learning Community.

The [Engage Leadership Team \(ELT\)](#) is a team of upper-class engineering students committed to providing positive experiences and support for first-year engineering students living in the Engage LLC. Members of the ELT are current engineering students who understand the challenges of being a first-year student in an engineering program. The ELT is committed to providing Engage LLC students with mentoring, academic support, personal and professional development, and a connected community in their first year of engineering school.

[Peer Mentors](#) are upper-division students (sophomore and above) who live on-campus in an LLC with whom they share a relevant academic, pre-professional, or interdisciplinary interest. Peer Mentors are role models who assist predominantly first-year students. As a Peer Mentor, you are expected to become familiar with academic and co-curricular campus resources relevant to the mission of the LLC and assist students as they acclimate to their academic college at the institution. Peer Mentors benefit from leadership experiences, serving as a role model on the floor. This program is managed by University Housing and is offered in partnership with selected academic colleges that sponsor a Living & Learning Community.

Our LLC Peer Mentors concentrate on the advancement of student success, relevant to their respective academic college. The student leaders in these roles meet with college-specific academic advisors, subject-specific librarians, and promote co-curricular engagement associated with the relevant academic interests and leadership opportunities. LLC students should reach out to their respective college-specific Peer Mentors for advice on communication with professors, availability of academic support services on campus, and/or insight on successful study habits.

### [Service-Learning](#)

UT Knoxville's [Office of Service Learning](#) offers students immediate opportunities to apply classroom learning to support or enhance the work of local agencies that often exist to effect positive change in the community. Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning and organizational outcomes. Service-learning is completed as part of an academic course or program and has on-going supervision and guided-reflection from a designated staff or faculty.

The faculty engage communities regularly as part of their scholarship and service. When faculty intend to start new service-learning programs, they engage with [Teaching and Learning Innovation](#) for pedagogical support and, as needed, with the [Clay and Debbie Jones Center for Leadership & Service](#) to identify community partners. The Office of Service Learning and the Clay and Debbie Jones Center for Leadership & Service serve all students, faculty, and staff at all instructional sites on an as-needed basis.

### [Student Life](#)

At UT Knoxville, student life programs, activities, and services are provided and managed by the [Division of Student Life](#), a student-centered community that creates supportive and inclusive environments to prepare students for lifelong learning. The Division of Student Life fosters the intellectual, cultural, social, and emotional development of students by providing a climate conducive to learning and personal growth, enabling them to become fully productive members of a global community. We value leadership as a collaborative, relational, and developmental process in which students engage at varying levels. The four

core values of the Division of Student Life are 1) Student Leadership, 2) Inclusion, 3) Engagement, and 4) Success & Well-Being.

University Unit	Mission & Key Functions	Population Served / Location
<a href="#">Academy for Global Scholars</a>	<p>The Academy for Global Scholars (AGS) is a program for first-year students that provides them with a unique opportunity for global engagement and individual growth. Participants join AGS by invitation and engage as a cohort in FYS 101 and a general education course, cultural programming, service activities, and a study abroad experience. The Academy provides scholars with a sense of community and prepares them for the global workplace.</p>	<p>The Academy for Global Scholars serves first-year students and is located in the Conference Center Building.</p>
<a href="#">All Vol Calling Campaign</a>	<p>This outreach was a COVID-19 pandemic response initiative that spanned spring and summer 2020. With the quick pivot to online instruction, the goal of the All Vol Calling Campaign was to provide proactive and intentional engagement for all students about academic and student services opportunities available through a virtual environment and create a culture of care and support. Faculty and staff at the institution volunteered to make the personal phone calls to students.</p>	<p>This campaign serves all students enrolled at UT Knoxville and operates out of the Office of the Dean of Students. Callers are volunteers, representative of faculty and staff across the institution. Contacted 21,618 undergraduate students and 3,853 graduate and Veterinary Medicine students. Outreach prioritization was based on student responses to the pulse survey.</p>
<a href="#">Best Practices in Publishing Program</a>	<p>The Best Practices in Publishing program, developed by the UT Libraries and the Graduate School, provides opportunities to discuss research and publishing-related issues with graduate students from across the institution. A range of topics are introduced and discussed with campus experts, including experienced faculty.</p>	<p>Seating is limited to the first 30 UT Knoxville graduate students who register for the event, which takes place in Hodges Library.</p>
<a href="#">Big Orange Meal Share</a>	<p>Big Orange Meal Share is a short-term meal assistance program sponsored by the Office of the Dean of Students, Vol Dining, and Swipe</p>	<p>The Big Orange Meal Share serves students who qualify for assistance upon completing an <a href="#">application</a> for services. This program operates out</p>

University Unit	Mission & Key Functions	Population Served / Location
	Out Hunger. Big Orange Meal Share is also available during summer semester(s).	of the Office of the Dean of Students in the Student Union. In 2019-2020, 1,290 meals were allocated through Big Orange Meal Share.
Big Orange Pantry	The Big Orange Pantry opened in the fall of 2020 to help meet the increase in short-term meal assistance program demand and basic needs assistance requests. Orders are filled within 24 hours of submission.	The Big Orange Pantry serves all students, faculty, and staff attending or employed by UT Knoxville. It is located in Greve Hall.
Center for Global Engagement	Reporting directly to the Office of the Provost, the Center works to lead, coordinate, and support the institution's strategies for global education, research, and engagement. Responsibilities include: Developing and managing international partnerships, welcoming and assisting international students and scholars, providing education abroad opportunities for students, creating international and inter-cultural programming for the campus and the broader community. The Center for Global Engagement is the administrator of the <a href="#">WK McClure Scholarship Program</a> .	The Center keeps students connected around the world: More than 1,500 UT Knoxville students studying abroad every year, approximately 1,200 international students from 100+ countries, some 500 international scholars. It also serves faculty and staff conducting research and scholarly programming internationally.
Center for Health, Education, and Wellness	The Center empowers all Volunteers to thrive by cultivating personal and community well-being, helping the UT Knoxville community prioritize holistic wellness. Prevention efforts are grounded in the Center for Disease Control's Social-Ecological Model. It utilizes campus surveys, national statistics, and current research to inform evidence-based prevention and intervention strategies for alcohol and drug risk reduction, interpersonal wellness, Vols 2 Vols peer educators and Be Well employee wellness.	The Center serves all faculty, staff, and students and is located in the Student Health Center. In 2019-2020, the Center held 21 virtual events, 12 additional Vol 2 Vol peer educators were added, and over 100,000 social media impressions were made across various campaigns.
Center for Student Engagement	The Center creates inclusive and innovative opportunities for students to build connections and create	The Center serves all students at UT Knoxville and directly serves student organization leaders and members

University Unit	Mission & Key Functions	Population Served / Location
	<p>community through meaningful involvement, personal development, and co-curricular learning to enhance their Volunteer Experience. It connects students with involvement opportunities; advises and supports student organizations on responsible financial management and event planning; oversees VOLink, the online organizational management portal, and the events and socialization request process; hosts campus events; encourages tradition and innovation in campus programming; and fosters a meaningful and memorable engagement experience for students.</p>	<p>on campus. It directly advises three organizations - Organization Resource Group, Campus Events Board, and All Campus Events. Some events hosted by the Center have been open to the general public. In 2019-2020, 667 students from 65 student organizations attended conferences and competitions related to the mission of their organization with support from the Travel Fund. There are 205 students involved in 500 total registered student organizations, with 56 of those being newly registered in 2019-2020. Eleven events were hosted in person and 22 events were held virtually during the 2019-20 academic year. The check-out program offered 152 resources available and student organizations placed 62 reservations from February 1, 2020 when the new system was implemented, to March 12, 2020 when reservations ended due to COVID-19. While residence halls were closed, virtual residence halls were offered to maintain a sense of community.</p>
<p>Clifton M. Jones Leadership Workshop Series</p>	<p>The Jones Center for Leadership and Service hosts the Clifton M. Jones Student Leadership Workshop series. This event provides availability to open-access leadership programming for all Vols and is consistent with the belief that everyone has the capacity and responsibility to be a leader. Each workshop will feature a different speaker from the campus or community, sharing information and helpful tools from a variety of topic areas.</p>	<p>This workshop series is open to the public, as well as students, faculty, and staff at UT Knoxville. It is hosted virtually via Zoom.</p>
<p>CliftonStrengths Facilitation</p>	<p>The institution encourages students to be intentional about their leadership, academic, and</p>	<p>All incoming undergraduate students, since fall 2020, are able to</p>



University Unit	Mission & Key Functions	Population Served / Location
	<p>professional development during their time on campus. CliftonStrengths helps students identify their talents, develop those talents into strengths, and apply their strengths in experiences that will help them be successful.</p>	<p>take the CliftonStrengths talent assessment at no cost via:</p> <ul style="list-style-type: none"> <li>• their first-year transitional course</li> <li>• through an academic coach in the Academic Success Center</li> <li>• a career coach in the Center for Career Development &amp; Academic Exploration</li> <li>• through a leadership coach in the Jones Center for Leadership and Service</li> </ul>
<p>First-Year Programs (FYP)</p>	<p>FYP is devoted to ensuring a smooth transition and a successful experience for all students in their first year at the institution. The goal of FYP is to help students transition—personally, socially, and academically—to life at UT Knoxville. Effectively making these transitions in the first year is crucial to success in school, graduation, and future achievement.</p>	<p>First-year undergraduate students are served by this program. First-Year Programs is located in Greve Hall.</p>
<p>Graduate and Executive Education Career Management Center</p>	<p>Students in our highly ranked MBA and MSBA programs receive superior career and professional development. Their development is comparable to that delivered in the nation's top business schools. This training ranges from career workshops that thoroughly prepare students to compete in the MBA and MSBA job markets to one-on-one career coaching that helps students develop business-relevant skills and competencies.</p> <p>In addition to providing excellent professional development to our students, we continually strive to increase awareness of the Haslam MBA and MSBA programs among the world's best corporations and organizations. This heightened recognition results in a wider net of employment opportunities with</p>	<p>Graduate students enrolled in MBA and MSBA programs are served by the Center. It is located within the Haslam Business Building.</p>

University Unit	Mission & Key Functions	Population Served / Location
	Haslam employer partners for our current MBAs and alumni.	
Graduate Student Senate (GSS)	The GSS is a student-run organization that serves as the official voice for graduate and professional students at the institution, serving as a liaison between the students and the administration. The GSS also serves as the administrator of <a href="#">Student Travel Awards</a> which helps offset costs of attending and presenting at conferences and other professional development opportunities.	The Graduate Student Senate represents all graduate students and is located in the Student Union.
Honors & Scholars Programs	Honors & Scholars recruits, educates, and graduates high-achieving students, providing them a more intimate college experience within the context of a large research university by integrating academic success and student life within a culture of intellectual and civic engagement. We have Four institution-wide, interdisciplinary honors programs: <a href="#">1794 Scholars</a> , <a href="#">Chancellor's Honors</a> , <a href="#">Haslam Scholars</a> , and <a href="#">Honors Leadership</a> . Key functions: honors living-learning community; honors advising/coaching; specialized co-curricular programming; credit-bearing honors courses; honors by contract coursework facilitation; collaborations with academic affairs and student life campus partners; relationships with community partners to provide internship and service opportunities for students; several honors student organizations.	Undergraduate students in four honors programs and other students who engage in honors-by-contract coursework and prospective students and families are served. Offices are in the Howard Baker Center, and staff are available for meetings via Zoom, Skype, or phone. The Honors & Scholars Living-Learning Community is in Dogwood Hall. Both locations have classroom space and student meeting spaces.
Ignite-Extended Orientation Program	Before the start to the semester, incoming students have the opportunity to connect with peers and participate in an immersive orientation experience. Ignite is divided into four different programs	All Ignite programs are open to both incoming freshmen, transfer students, and Volunteer Bridge students. Ignite programs are hosted by the Jones Center for Leadership & Service in the Student Union.

University Unit	Mission & Key Functions	Population Served / Location
	to ensure that there is something for everyone: Ignite Knox, Ignite Leadership Summit, Ignite Outdoors, and Ignite Serves. Each program offers leadership-building skills and a unique introduction to the Vol Spirit.	
<a href="#">Jones Center for Leadership &amp; Service</a>	<p>The JCLS educates and engages all students to lead and serve the global community. Key functions include leadership assessments and facilitation; credit-bearing leadership development courses; experiential learning opportunities such as planned service engagement and <a href="#">alternative break social justice programs</a>; student leadership conferences and workshops; a two-year cohort program focused on civic and community engagement; service activity tracking and recognition; cultivating relationships with non-profit community partners and connecting students with local service opportunities; campus-wide day of service programming; and cultural immersion trips. JCLS also provides a way for students, faculty, and staff to <a href="#">track community service hours</a> performed.</p> <p>100% of VOLbreaks Leaders reported post-trip they “agree” or “strongly agree” that they are confident in their ability to explain the concepts of social justice, privilege, and oppression. 100% of fall VOLbreaks participants reported they “agree” or “strongly agree” that they are confident in their ability to explain the importance of voluntarily serving others to create and maintain a thriving community--a 6.5% increase from their pre-trip assessment.</p>	<p>The JCLS serves all undergraduate and graduate students, as well as community partner organizations throughout the greater Knoxville area and around the world. The Center has a physical office located in the Student Union and serves as a space for students to organize and collaborate.</p> <p>In 2019-2020, 373 student volunteers served 22 Knoxville sites during the 2020 Martin Luther King Jr. Day of Service--the largest to date. 374 community partners were able to engage 2,215 volunteers through the Sign-Up-to-Serve Calendar in 2019-2020. A total of 6,154 students tracked 116,559 service hours in 2019-2020, which is an equivalent economic impact of over \$2.9 million with a volunteer hour valued at \$25.43/hour as determined by Independent Sector. 98.53% of Ignite Serves participants “agree” that they could articulate a heightened sense of civility, justice, and respect for those around them after attending the program in 2019-2020.</p>
<a href="#">Office of Graduate Training and Mentorship</a>	The Office of Graduate Training and Mentorship (OGTM) was developed to	Graduate students and faculty members at UT Knoxville are served

University Unit	Mission & Key Functions	Population Served / Location
	<p>enhance and sustain a culture for academic success and professional development of graduate students. In an effort to assist graduate departments with this mission, the OGTM provides the following services:</p> <ul style="list-style-type: none"> <li>• Assist with coordination of recruitment and retention efforts</li> <li>• Identify and create diversity resources and initiatives that strengthen faculty mentoring and support retention of underrepresented populations in a variety of fields of study across campus</li> <li>• Collaborates with other members of the Graduate School executive staff and related offices to collect and maintain data (e.g., enrollment, graduation, surveys) for tracking and required reporting and for faculty writing grants</li> <li>• Collaborates with the Office of Research and faculty from various units across campus to coordinate training in grant development</li> <li>• Collaborates with the Office of Research and faculty from various units across campus to coordinate responsible conduct of research</li> <li>• Assist with building faculty-student collaborative research teams and interdisciplinary projects</li> </ul>	<p>by this program. The Office of Graduate Training and Mentorship is located in the Student Services Building.</p>
<p>Office of Sorority and Fraternity Life</p>	<p>The mission of the office is to support a premier sorority and fraternity experience by providing educational opportunities, fostering collaborative relationships, and empowering students to uphold a mentality of ethical leadership and citizenship.</p>	<p>The office serves members of 33 sororities and fraternities on campus within Sorority Village and Fraternity Park. The offices are located on the first floor of the Student Union.</p>

University Unit	Mission & Key Functions	Population Served / Location
	<p>In 2019-2020, the first Asian Interest sorority and fraternity in the state was recognized by the Office; another 3 new organizations were also added. 38,745 community service hours were performed and \$343,531 philanthropic funds were raised during the 2019-2020 academic year. 64% of sororities and fraternities hosted risk management programs. 61% of these organizations hosted diversity-related programs.</p>	
<p>Office of Student Conduct and Community Standards</p>	<p>This office develops student integrity and accountability through an educational, consistent, and equitable conduct process. This office is responsible for educating and developing student accountability and investigates alleged violations of the Student Code of Conduct.</p>	<p>The office serves faculty, staff and students and is located in the Student Services Building. In 2019-2020, 94% of students reported they understood the rights they have as a student in the Student Conduct process. 97.1% of students accepted the recommended outcomes of the process. 91% "strongly agree" or "agree" that they had the opportunity to respond fully to the allegations.</p>
<p>Office of The Dean of Students</p>	<p>The Dean's office is cultivating an inclusive learning community for students at UT Knoxville. Leadership and service, mattering and belonging and compassionate care are essential themes of the student experience. Through a holistic approach, this office offer transformative experiences, events and initiatives that complement the mission of the institution and the Division of Student Life. Key functions include: 974-HELP referral line for students in distress, case management, absence notifications to faculty, bias education referral protocol, student death protocol, threat assessment, and initiatives to connect students to the campus, such as <a href="#">Kicks and Convos</a>.</p>	<p>The Office of the Dean of students serves all students, faculty, staff, and families. Offices are located in the Student Union on the third floor. In partnership with UT Alumni in AY 2019-20, the Fund raised \$345,000 in a Vols Help Vols Student Emergency Fund campaign for COVID-related challenges; funds in excess of \$300,000 have been distributed to over 550 students in need. In 2019-2020, 133 general consultations were provided to students through this Office.</p>

University Unit	Mission & Key Functions	Population Served / Location
	<p>In addition to the many other programs, the <a href="#">Student Emergency Fund</a> operates out of this office. The Fund began with CARES funding as a COVID-19 pandemic response and will continue to help students in need after the pandemic.</p>	
<p><a href="#">One Stop Student Services</a></p>	<p>The institution's one-stop shop for student services integrates the most common enrollment, registration, financial aid, and payment services in one central and accessible location to help students take care of business when it's most convenient for them.</p>	<p>Approximately 220,000 contacts are made annually (prospective and current, alumni) by phone, email, and in person. Offices are located on the ground floor of John C. Hodges (Main) Library.</p>
<p><a href="#">Organizational Resource Group (ORG)</a></p>	<p>The ORG is a student-run organization advised by the Center for Student Engagement that exists to help all other student organizations on campus thrive. Through the management of communication channels between organizations, collaboration on programs and initiatives, and facilitation of development programs for organization leaders, the ORG works to provide resources and support that shape involvement at the institution. The ORG is led by a president, managed by four directors, and run by 16 coordinators.</p>	<p>ORG supports undergraduate and graduate student organizations at UT Knoxville. The ORG is located in the Student Union</p>
<p><a href="#">Orientation</a> (Formerly, Office of New Student and Family Programs)</p>	<p>The mission of New Student Orientation is to provide a quality transition experience and establish connections for both students and families through "VOLS" by introducing them to the Volunteer community, presenting Opportunities, fostering Learning, and offering Support.</p>	<p>New Student Orientation serves incoming undergraduate students and their families and is located in the Student Services Building and.</p>
<p><a href="#">Peace Corps Prep Program</a></p>	<p>UT Knoxville has partnered with the United States Peace Corps to offer students a certificate from the Peace Corps Prep Program (PC Prep). PC Prep will enhance student's</p>	<p>The program is open to all majors interested in being globally engaged at home and abroad. It is located within the Center for Global Engagement at 1620 Melrose Ave.</p>

University Unit	Mission & Key Functions	Population Served / Location
	<p>undergraduate experience by preparing them for international development fieldwork and potential Peace Corps service. PC Prep students work with the UT PC Prep Coordinator to map out how they can develop four core competencies— sector-specific technical skills, foreign language proficiency, intercultural competence, and professional savvy and leadership. The competencies students develop during the program give them a competitive edge when applying for Peace Corps service.</p>	
<p>RecSports Department</p>	<p>The mission of RecSports is to provide and deliver recreational experiences that enhance the growth &amp; well-being of students and the community through programs, facilities, services, and employment. Programs include fitness, aquatics, intramurals, outdoor pursuits, sport clubs, and allows for friendly competition, fitness training, and sport.</p> <p>As a COVID-19 pandemic response, from March 30-June 30, 2020, Zoom Group Fitness Classes were offered. These classes were popular as 395 unique participants attended a total of 1,514 times.</p>	<p>RecSports serves students, faculty and staff at multiple locations: TRECS, Student Aquatic Center, RecSports Fields at Sutherland, RecSports and HPER and numerous other outdoor facilities. From July 1, 2019 to March 15, 2020, when facilities closed due to COVID-19, 20,476 unique individuals made a total of 454,916 visits.</p>
<p>Rocky Top Roundtable</p>	<p>Students serving on the Dean of Students’ Rocky Top Roundtable represent the institution as an ambassador. Students selected to serve on the advisory board will meet with the Dean of Students and the Associate Deans each month to provide feedback on the student experience at the institution. Undergraduate and graduate students are selected to serve for the academic year. Ambassadors:</p>	<p>Current graduate and undergraduate students with a 2.75 GPA or higher and a genuine interest to serve UT Knoxville are invited to apply to this program. Rocky Top Roundtable is housed in the Office of the Dean of Students located within the Student Union.</p>

University Unit	Mission & Key Functions	Population Served / Location
	<ul style="list-style-type: none"> <li>• Provide perception on student-related issues</li> <li>• Offer feedback to Dean of Students and Associate Deans about various topics such as campus policies, updates to the campus master plan, etc.</li> <li>• Attend Rocky Top Roundtable meeting with the Dean of Students and Associate Deans once per month</li> <li>• Aid in the recruitment of prospective students</li> <li>• Assist with Dean of Students special events and initiatives</li> </ul>	
<a href="#">Student Government Association</a>	<p>The SGA exists to provide the student body with a means to deal with the affairs of students and as a forum for the expression of student views concerning student life at UT Knoxville. In partnership with the institution's Center for Career Development &amp; Academic Exploration and the UT National Retail Student Federation Association, the SGA provides volunteer staff for Smokey's Closet, which provides free, gently used professional clothing and accessories to students. In 2019-2020 Smokey's Closet transitioned to a shopping-friendly, boutique experience and hosted an open house for the campus community.</p>	<p>The SGA represents all undergraduate students and is located in the Student Union. SGA experienced a 72% increase in Instagram followers from fall 2019 to spring 2020. And, 5,958 students voted in the spring 2020 SGA elections following a transition to online voting due to COVID-19.</p>
<a href="#">Student Health Center</a>	<p>The mission of the Student Health Center is to meet the acute primary health care needs of eligible students (who have paid Student Program and Services Fees). These services include personal health care, health promotion and education, consultation, and educational experiences for selected students pursuing careers in the health and wellness professions. The Center offers a COVID-19 Test Clinic,</p>	<p>The Center serves students enrolled at the institution who have paid the student services fee. Annually, the center sees nearly 10,000 unique students in over 31,000 visits. In 2019-20, nearly 8,000 students in nearly 23,000 visits due to COVID-19. See more detail at left.</p>



University Unit	Mission & Key Functions	Population Served / Location
	<p>COVID-19 Home Collection Kits, a Sick Clinic, Telemedicine, Allergy and Immunization, Women's Health Clinic, Gynecology Clinic, Sports Medicine and Physical Therapy, Surgery Clinic and Travel Clinic.</p> <p>In response to the COVID-19 pandemic, the Student Health Center provides testing for all symptomatic students, asymptomatic students who are close contacts of a COVID-19 case, and students included in a positive pool through the campus health surveillance testing program. UT employee and student COVID-19 vaccinations are open to eligible UT students, faculty, and staff by appointment. The Student Health Center is located in the Student Health Building on the first floor.</p> <p>Excluding pharmacy visits, 12,073 unique students were served via 29,869 Health Center appointments in 2019-2020. 3,197 of these appointments were first-time visits, meaning it was the student's first time being seen at the Center. 11,269 electronic prescriptions were sent by Health Center providers during the 2019-2020 academic year and 22,187 laboratory tests were performed over the course of 4,828 visits.</p>	
The Graduate School	The Graduate School works with prospective graduate students, current graduate students, and faculty and staff to contribute to the success of graduate education at UT. Key functions include recruitment assistance, application process management, monitoring graduate student progress, and graduation audit. The Graduate School is also	The Graduate School serves all graduate students and is located in the Student Services Building on campus.

University Unit	Mission & Key Functions	Population Served / Location
	responsible for publishing the Graduate Catalog and work closely with Graduate Council to ensure policies are clearly defined and consistently enforced. Training and mentoring for graduate students are also offered.	
Thornton Athletics Student Life Center	The Center fosters the pursuit of comprehensive excellence through the holistic development of each student-athlete by maintaining a culture of integrity, utilizing an innovative approach, and displaying leadership while honoring and fulfilling the volunteer spirit. The Center offers academic counseling services, career and professional development programming, community engagement opportunities, a comprehensive tutoring program, a writing lab, a math lab, a computer lab, and a nutrition station.	The Center is a state-of-the-art, 33,000 sq/ft facility that houses academic counseling and career development services for all UT student-athletes. It is located in the center of campus near various athletic facilities.
University Libraries	UT Libraries serves students and the community by providing information and learning resources through innovative library services, rich collections, expert library staff, and state of the art technologies and spaces. Collections include 3.6 million volumes, 120,000 streaming videos, one million e-books, and access to over 730 databases. Robust digital Collections and Special Collections as well as access to TRACE, a publicly-accessible archive of research and creative work done by UT Knoxville scholars and researchers. Access to materials not readily available in our collections is provided via interlibrary loan at no charge to UT faculty, students, and staff. Innovative spaces and key partnerships enhance student success, teaching, and research. UT Libraries provides	UT Libraries serves approximately 30,000 students, and faculty and staff at the institution, as well as students and researchers in the area. It administers four facilities on the Knoxville campus: The John C. Hodges (Main) Library, the George F. Devine Music Library, the Webster C. Pendergrass Agriculture Veterinary Medicine Library, and the James D. Hoskins Library. Operating independently, with a separate administrative structure, are the Joel A. Katz Law Library in Knoxville and the Helen and Arthur Mason Library at the UT Space Institute in Tullahoma.

University Unit	Mission & Key Functions	Population Served / Location
	<p>assistance and instruction in the use of library and other information and technology resources via AskUsNow: in-person consultation, classroom instruction, phone, email, chat, online consultation, and texting services. Subject liaisons provide expert consultation for students and researchers by walk-up and appointment. Formal instruction at all user levels supports teaching, research, and learning at the institution. Library Instruction for First-Year Students uses experiential learning and builds on foundational skills to carry students through their college and professional careers.</p>	
Vol Dining	<p>Vol Dining represents all of the dining services available at the institution. Meal plans are implemented through Vol Dining. As part of Make Orange Green, UT's campus-wide sustainability initiative, Vol Dining works with the Office of Sustainability, UT Recycling, other campus units, and dining vendors to continually develop and implement sustainable solutions for our campus.</p>	<p>Vol Dining serves all students, faculty, and staff at UT Knoxville, as well as visitors and members of the larger Knoxville community who come to campus to dine.</p>

### Teaching Laboratories

The University of Tennessee, Knoxville understands that first-hand experience in observation and manipulation of the materials of science is superior to other methods of developing understanding and appreciation. Laboratory training is also frequently used to develop skills necessary for more advanced study or research.

University Unit	Mission & Key Functions	Population Served / Location
<a href="#">Behavior and Learning Lab</a>	<p>Using objective physiological and behavioral measures to understand correlates of Attention-Deficit/Hyperactivity Disorder (ADHD) across the lifespan, the mission of the lab is to inform the development of impairment-specific interventions for individuals diagnosed with ADHD. The lab</p>	<p>Clinical Psychology Doctoral Program students are provided the opportunity for hands-on practical learning. This lab works with children and families at the institution's Conference Center location, in downtown Knoxville, and works with adults in the Austin Peay Building on campus.</p>

University Unit	Mission & Key Functions	Population Served / Location
	provides free comprehensive research reports (IQ and Academic Achievement Testing) for children between the ages of 8 and 12 with suspected attention problems.	
Developmental Cognitive Neuroscience Lab	Research in this lab focuses on the development of attention and memory in infancy. Specifically, they investigate how attention develops and the impact of infant attention on categorization, perception, memory, and face processing.	Students in developmental psychology and cognitive neuroscience are provided the opportunity for hands-on practical learning. This lab works with clients in the Austin Peay Building on campus.
Early Experiences Laboratory	The Early Experiences Lab is focused on studying the long-term effects of early life experiences in multiple and diverse contexts. The lab's collaborative research is international, interdisciplinary, and integrates a diverse array of methodological approaches. Many studies produced by the lab employ biopsychosocial and prospective longitudinal designs to identify developmental trajectories and model risk and resilience. Recently, together with East Tennessee Children's Hospital (ETCH) in Knoxville, TN, the lab has started a new follow-up study of infants exposed to opioids in-utero.	Undergraduate and graduate students are served by the Lab in work related to a variety of academic programs. This Lab is located in the Jessie Harris Building on campus.
Geospatial Teaching Labs	Equipped with a wide variety of commercial and open-source software packages for GIS, remote sensing, image processing and statistical analysis, our lab facilities are open for students to work on projects and assignments when courses are not in session.	The department of Geography maintains three modern geospatial teaching labs. The GIS Lab supports geospatial technologies in teaching, research and community outreach in the Department of Geography and the larger University of Tennessee community. It is located in Burchfield Geography Building on campus.
Health Innovation Technology & Simulation (HITS) Lab	The HITS Lab collaborators at UT Knoxville work together as nurses, engineers, business leaders, and designers to create products, services and ideas improving the lives of people and the productivity and success of companies and organizations. It was founded by Drs. Li and Wyatt, who along with two other	The HITS Lab is located in Temple Hall on campus and is an organized research unit (ORU) at the institution. It is a collaborative research partnership between UT Knoxville Colleges of Nursing and Engineering.

University Unit	Mission & Key Functions	Population Served / Location
	<p>business partners (Yo Indranoi &amp; Matt Bell) sold a health-related software application they developed to Wolters Kluwer Health, an international publishing company. The software, Lippincott's DocuCare, was globally released in July 2012 and is currently used by more than 350 universities, 3,000 instructors, and 33,000 students globally. From this collaboration the HITS Research Lab has evolved.</p>	
<a href="#">Infant Language and Perceptual Learning Lab</a>	<p>This lab is investigating the processing mechanisms involved in the ability to speak and understand language. Research is carried out on normally-developing children and children with language impairments affecting their ability to access words in lexical memory.</p>	<p>Undergraduate Psychology, Neuroscience, Linguistics, and Audiology and Speech Pathology majors and graduate students in developmental psychology, cognitive science, normal language acquisition and/or language pathology are able to receive credit for training in this lab. Infants in the East Tennessee region are provided services at the Lab located in the Austin Peay Building on campus.</p>
<a href="#">Parenting Education Lab</a>	<p>The Lab is a collaborative effort between the Department of Child and Family Studies at the institution and UT Extension Family and Consumer Sciences program. The mission of the Lab is to strengthen parent-child relationships by coordinating and enriching existing parent education efforts in Tennessee.</p>	<p>The Lab plans and sponsors three annual regional conferences, offering networking opportunities, keynote speakers, and research updates to parenting educators and other family professionals across Tennessee. They also research, write, and distribute quarterly electronic newsletters to parenting educators and other family professionals. The lab is housed on the first floor of the Jessie Harris Building.</p>

### Tutoring Services

UT Knoxville offers [individual tutoring](#) for a wide variety of subjects through the Division of Student Success. Tutoring is available by appointment, both online and in-person, and by drop-in. Many departments and colleges also offer tutoring and academic assistance. Some examples include the Office of Multicultural Student Life, the Judith Anderson Herbert Writing Center, The Math Place, the Physics Tutorial Center, and the Chemistry Tutorial Center. Most tutorial offerings are at no cost to the student. Vol Academic Connect lists the opportunities offered by many offices and departments. Students can search for tutoring and schedule appointments in a few easy steps. In the 2019-20 academic year, the Frieson Black Cultural Center, which houses Multicultural Student Life, hosted 1,112 tutoring appointments and 93 virtual tutoring appointments were facilitated.

[Supplemental Instruction \(SI\)](#), provided through the Division of Student Success, offers free, regularly scheduled out-of-class study sessions to all students enrolled in certain courses. The sessions are led by SI leaders—students who have previously and successfully completed the courses. An SI leader facilitates each session. In the SI session, the students develop study strategies for note-taking, organization, questioning techniques, vocabulary, and test preparation. Supplemental Instruction sessions are designed to get groups of 10-50 students working together to develop strategies to master course content, review material, and prepare for quizzes and tests.

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard. The institution provides an array of academic and student support programs, services, and activities consistent with its mission and appropriate for its population of undergraduate and graduate students.

## R – 12.4: Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) has adequate policies and procedures it adheres to in response to written student complaints and appeals. These policies and procedures address a variety of issues such as academic appeals, student conduct and discipline, discrimination and sexual misconduct complaints, admission appeals and petitions, parking citations, residency status appeals, financial aid appeals, student account appeals, and student life complaints. Records of complaints are located in various offices where the complaints originated. The various complaint procedures are publicized on departmental websites, [Hilltopics Student Handbook 2020-2021](#), [Student Code of Conduct, 2020-2021 Undergraduate Catalog](#), and [2020-2021 Graduate Catalog](#) and addressed during New Student Orientations for both undergraduate and graduate students. UT Knoxville applies the same policies and practices to all students regardless of the mode of delivery.

The Office of the Provost and the Office of the Dean of Students are resources for UT Knoxville students who need assistance resolving complaints. The Vice Provosts for Academic Affairs, Faculty Affairs and Dean of the Graduate School assist students with issues in their respective areas. The Dean of Students and Associate Deans serve as liaisons who address student concerns by providing and clarifying information, assisting students in identifying and evaluating options, and communicating with other UT Knoxville departments or representatives when appropriate, to respond to and resolve student complaints.

### Procedures for Addressing Written Student Complaints

#### Undergraduate Policy Approval and Revision Process

Undergraduate (UG) policies are managed by the Undergraduate Council through its Academic Policy (AP) Committee. You can find information about both the UG Council and the UG AP Committee from the [UG Council website](#).

- [UG Council operating guidelines](#)
- [UG AP Committee operating guidelines](#)

Anyone at UT Knoxville may submit proposals for changes to academic policy, but those requests typically come from the Vice-Provost for Academic Affairs (who may be prompted by changes in state laws or THEC policies), the Office of the University Registrar (who may be prompted by recurring student issues), or the Transfer Center (who may be prompted by issues raised by our transfer students or our feeder schools). Occasionally, the Office of Admissions will submit a proposal based on issues they are seeing in regard to incoming students. Financial Aid has called our attention to issues that need to be addressed, especially as it pertains to changes in state or federal financial aid laws.

Proposals and the rationale for those proposals are submitted to the Academic Policy Committee at a regularly scheduled meeting ([Agenda](#)). They traditionally have seven [scheduled meetings](#) each academic year. Per the guidelines, agendas are prepared and distributed to members and other interested parties (we have several advisors and others who regularly attend, even though they do not vote) at least one week prior to the scheduled meeting. The committee chair leads the discussion of each proposal.

Any policy that is approved by the UG AP Committee is then submitted to the UG Council. Any policy approved by the UG Council is submitted to the Faculty Senate's Executive Committee and then to the Faculty Senate. New policies and revised policies become effective after the [Faculty Senate](#) has approved them (unless a specific date/term is noted in the proposal) and then published in the next academic catalog.

## **Academic Appeals**

### Undergraduate Grade Appeals

The Undergraduate Council hears appeals concerning grades only after grievances have been duly processed, without resolution, through appropriate procedures at the department and college levels. (See the Grade Appeal Procedure outlined in the [2020-2021 Undergraduate Catalog](#)). Students should begin the appeal process as soon as possible. No appeal may be filed later than 90 days after the final grade has been issued.

#### Grounds for Appeal

Students may appeal grades on the basis of one or more of four allowable grounds; 1) A clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student, e.g., a death in the family, illness, or accident), 2) Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper, examinations, or class attendance), 3) Inability of instructor to deal with course responsibilities, and 4) An exam setting which makes concentration extremely difficult.

#### The Appeal Procedure:

##### *Instructor Level*

The student should first consult with the instructor and if agreement cannot be reached, the student may appeal to the department head.

##### *Departmental Level*

If the student appeals to the department head after attempts to resolve the matter with the instructor have failed, it is the responsibility of the department head to determine the circumstances surrounding the assignment of the grade.

##### *College Level*

If the student wishes to pursue the appeal further, he or she may appeal in writing to the dean of the college in which the department is located. It is the responsibility of the dean to determine the circumstances surrounding the assignment of the grade.



### *Undergraduate Council Level*

The student may forward to the Associate Vice Provost for Student Success and the Chair of the Undergraduate Council a statement requesting a review of the student's complaint concerning his or her grade. The appeal must be written and must be based upon one or more of the four allowable grounds, explaining in detail why the appeal is based upon these grounds.

### Undergraduate Academic Dismissal Appeal

The [Undergraduate Council Appeals Committee](#) reviews appeals from students that are [academically dismissed](#) and seeking immediate reinstatement. Students receive decision letters within 48 hours of the review (Example Letters: [Denied Dismissal Appeal and Letter 1](#), [Denied Dismissal Appeal and Letter 2](#), [Dismissal Appeal and Letter Granted 1](#), [Dismissal Appeal and Letter Granted 2](#)).

### Graduate and Professional Students

According to the 2020-2021 Graduate Catalog, the [Graduate Council Appeal Procedure](#) can be obtained at the Graduate School Appeals Committee [website](#). In brief, appeals should be handled first at the department level through the student's academic advisor, the director of graduate studies, or the department or program head. Further appeal may be made to the dean of the respective college, the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School. Per Board of Trustees bylaws, Article V, Section 5, "Any employee or student of the University who feels that he or she may have a grievance against the University shall have the right of appeal through the appropriate Chancellor or Vice President to the President of the University, except as otherwise provided by University policy." In the case of UT Knoxville students, they may appeal the decision of the Dean of the Graduate School to the Provost and then the Chancellor.

Appeals may involve the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education and the issuance of grades based on specific allowable reasons stipulated in the [Graduate Council Appeal Procedure](#). Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in Hilltopics under [Student Code of Conduct](#). Students with grievances related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the [Office of Equity and Diversity](#), 1840 Melrose Avenue.

Graduate and professional student complaints may be submitted to the Assistant Dean and Director of Student Services in the Graduate School. Each student complaint and associated documentation is submitted to the Assistant Dean and stored in an electronic format that is only accessible by the Graduate School. The electronic files are maintained for a maximum period of five years.

## **Admission Appeals and Petitions**

The [Advisory Committee on Admissions](#) consists of a 6-member group with representatives from the Graduate Admissions, Undergraduate Admissions, University Police, Counseling Center, Student Conduct, and Student Life. This committee reviews admission applications in which a prospective student has marked 'yes' to specific security questions regarding any previous convictions and/or academic suspensions. If a student marks 'yes' to these type questions, additional information must be submitted for the committee to review and make an admissions decision to admit or deny. Typically, the committee meets once a month.

## Dining Services, Facilities, and Parking Citations

Departments in the Finance and Administration Division address complaints related to dining services, facilities, and parking citation appeals through a number of methods, including online feedback forms, contact information, employee relations committees, routine surveys, or formal appeal processes.

The institution's [Parking and Transit Services](#) department writes parking citations throughout the entire year, 24 hours per day, 365 days per year, whether or not school is in session. Parking citations may be [appealed](#) within fourteen calendar days of receiving a parking citation. Parking citations can be appealed [online](#).

## Residency Status Appeal

### Undergraduate

The [Residency Appeal Process](#) allows students who would like their residency classification reconsidered may submit an appeal. If the first level of appeal is unsuccessful, then additional levels of appeal are available.

#### *First Appeal*

Students classified as out of state, or whose status is unclear, have the opportunity to submit an application for residency reclassification. The application will be reviewed by the residency classifier. Classification will be determined and the applicant will be notified by mail.

#### *Second Appeal*

Requests for second appeals must be made in writing to the [residency coordinator](#) within thirty (30) days of written notification of the first appeal decision. The residency coordinator will review the facts and the decision of any of the officers for consistency. The residency coordinator is empowered to reclassify a student administratively at this step in the process. Applicants will be notified in writing of the residency coordinator's decision.

#### *Third Appeal*

Requests for third appeals must be made in writing to the residency coordinator within thirty (30) days of written notification of the second appeal decision. The Residency Appeals Committee reviews these appeals.

### Graduate and Professional Students

According to the 2020-2021 Graduate Catalog, applicants who would like their [residency classification](#) reviewed may submit a [Graduate Application for In-State Classification appeal form](#) as indicated on the Registrar's website. The appeal form and supporting documentation must be filed no later than the last day of regular, or priority, registration in order to have the reclassification effective for the semester.

## Financial Aid Appeals

[One Stop Student Services](#) assists with financial aid appeals. There are four different types of [financial aid appeals](#) including satisfactory academic progress appeals, special circumstances appeals, dependency appeals, and budget increase appeals. All appeal documentation must be received no later than 14 days prior to the last day of class for the semester the student wishes to appeal. One Stop posts the deadline dates to file a financial aid appeal.

## Student Accounts Appeals

First, students must email "studentaccounts@utk.edu" regarding their student account issue. If the issue is in relation to late fees, the Bursar's Office will send a Bursar's Office Fee Appeal form to the student. The form should be submitted to the Bursar's Office when complete. If it is a withdrawal or late drop, those issues are sent directly to the Bursar's Office to gather more information. The information needed by the Bursar's Office depends on why the student is trying to drop or withdrawal late.

## Student Life Complaints

The [Division of Student Life](#) is charged with improving student life at the University of Tennessee by providing students with an engaging and enlightening atmosphere for living and learning. Each of our departments supports the university's academic mission through strong partnerships with university programs and an uncompromising respect for diversity. Student life departments providing activities and services to students include [Center for Health Education and Wellness](#), [Center for Leadership and Service](#), [Center for Student Engagement](#), [Dean of Students](#), [Multicultural Student Life](#), [Family Engagement](#), [Pride Center](#), [RecSports](#), [Sorority and Fraternity Life](#), [Student Conduct and Community Standards](#), [Student Counseling Center](#), [Student Disability Services](#), [Student Health Center](#), [Student Media](#), [Student Union](#), and [University Housing](#). Students can access a [Student Feedback/Complaints Form](#) electronically on all Division of Student Life departmental websites. Information regarding the complaint process is found in the [Hilltopics Student Handbook 2020-2021](#). Student Complaint Examples: [University Housing](#), [Dean of Students 1](#), [Dean of Students 2](#).

## Student Conduct & Community Standards (SCCS), Division of Student Life

The [Office of Student Conduct & Community Standards \(SCCS\)](#) develops student integrity and accountability through an educational, consistent, and equitable conduct process. The SCCS breaks down the student conduct process using a [flowchart](#) (page numbers on the flowchart refer to the [Student Code of Conduct](#)).

### Academic Misconduct

Instances of academic misconduct (cheating, plagiarism, etc.) must complete the online [Academic Misconduct Reporting form](#) and supporting documentation must be uploaded for an investigation to begin. The SCCS breaks down the academic dishonesty process using a [flowchart](#) (page numbers on the flowchart refer to the [Student Code of Conduct](#)). ([Academic Misconduct Example](#))

### Student Conduct Incident

Instances of a student conduct behavioral incident must complete the online Student Conduct Incident Reporting form ([Academic Example/Behavioral Example](#)) and supporting documentation must be uploaded for an investigation to begin. Once information has been submitted, an Incident Report is automatically generated. This begins the process of an investigation on the alleged misconduct and assigned to a staff member in SCCS. ([Behavioral Conduct Example](#))

Students at the University of Tennessee are members of both the University community and the larger community of which the University is a part. Accordingly, students are responsible for conducting themselves in a lawful manner as well as in compliance with University rules and policies. In addition, the University has developed a set of aspirational goals titled, [Principles of Civility and Community](#), which

encourages all members of the University community to foster a learning environment where diversity is valued, respected, and celebrated.

The institution has established the Student Code of Conduct ("Code") in order to advance the mission of the University and sustain a culture of excellence by: maintaining a safe learning environment; requiring students to conduct themselves in ways that allow for their personal growth and development as well as others, in the most positive manner possible; protecting the rights and privileges of all members of the University community; providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving the University's reputation and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen. The University's behavioral standards are set forth in the [Code's Standards of Conduct \(Article IV\)](#). Students who engage in conduct that is inconsistent with the Standards of Conduct are subject to University disciplinary action.

The process by which the University investigates and resolves alleged violations of the Standards of Conduct is called [the student conduct process](#) (p 9-21). The student conduct process resolves allegations of misconduct but also is an educational process designed to promote learning and development as it relates to appropriate decision making. The student conduct process is consistent, fair, and provides means of resolution that are commensurate with the skills and abilities of the participants in the process. The effectiveness of the student conduct process rests partially upon the participation of all members of the University community. Active participation in the process by students, faculty, and staff reflects a willingness to address the difficult issues brought before them for the betterment of individual students and the University community. This involvement is vital to the establishment of true community standards.

Authority and responsibility relating to the Code are delegated to the Vice Chancellor for Student Life, who has delegated certain authority and responsibility to the Office of Student Conduct and Community Standards ("SCCS"). The University is committed to respecting students' constitutional rights. The Code shall be interpreted in a way that does not violate students' constitutional rights including, without limitation, the rights protected by the First Amendment to the United States Constitution. Students are responsible for being fully acquainted with and for complying with the Code, the applicable Undergraduate or Graduate Catalog, the student handbook (Hilltopics), and other rules and policies relating to students.

## **Sanctions**

The [purposes of sanctions](#) include, without limitation: (1) to educate the Respondent about appropriate conduct; (2) to promote the personal and professional development of the Respondent; (3) to discourage the Respondent and other students from violating the Standards of Conduct; and (4) to protect other members of the University community. The sanctions imposed on a Respondent should be proportional to the Respondent's misconduct and appropriate for the particular case based on the gravity of the offense (including, without limitation, how the violation affected or reasonably could have affected other members of the University community). Consideration may also be given to the Respondent's conduct record; whether the Respondent acted in self-defense, and, if so, whether the amount of force used was reasonable under the circumstances; the Respondent's academic classification (e.g., undergraduate, graduate, freshman, sophomore, junior, senior); and other aggravating or mitigating factors.

A student who accepts responsibility or is found responsible for violating the Standards of Conduct generally will be given one (1) or more administrative sanctions. A student may also be given one (1) or more developmental sanctions.

### Administrative Sanctions

- *Warning.* A warning is a written notice to a student that informs the student that the student has violated the Standards of Conduct, that the misconduct must cease and/or not reoccur, and that further misconduct will likely result in the imposition of more serious sanctions.
- *Disciplinary Probation.* Disciplinary probation is imposed for a specified period of time during which the student may continue to be enrolled but must demonstrate conduct that conforms to the Standards of Conduct. Conditions may be placed on the student's continued enrollment. A student may be placed on disciplinary probation for moderate misconduct or in the case of repeated minor misconduct. Also, a student allowed to re-enroll following a suspension will be placed on disciplinary probation. Subsequent violations of the Standards of Conduct during a period of disciplinary probation may result in more serious sanctions such as suspension or expulsion from the University.
- *Deferred Suspension.* A deferred suspension is a designated period of time during which a student, while continuing to be enrolled, is given an opportunity to demonstrate the ability to abide by the Standards of Conduct. A student may be placed on deferred suspension for serious misconduct or in the case of repeated misconduct. If the student is found responsible for any additional violation(s) of the Standards of Conduct while the student is on deferred suspension, then the sanction of suspension will be the minimum sanction that will be imposed in a Formal Hearing on the subsequent misconduct. Students who are placed on deferred suspension generally also receive disciplinary probation and developmental sanctions.
- *Suspension.* A suspension is an official separation of a student from the University for a specific period of time and/or until certain conditions are met. A suspension may be imposed for serious misconduct and/or for a violation of deferred suspension. Suspension may include conditions that must be satisfied prior to a student being allowed to re-enroll and/or conditions that will be in place if the student is allowed to re-enroll. The effective date of a suspension may be imposed retroactively to the date that the misconduct occurred. While suspended, the student loses all University rights and privileges (e.g., enrollment privileges), shall not represent the University in any official manner, and shall not be present on University-controlled property without the prior approval of the Vice Chancellor for Student Life. The student may be required to meet with an assigned Student Life staff member periodically while suspended to ensure the student is making satisfactory progress regarding the developmental sanctions issued. The Vice Chancellor for Student Life will determine whether the student is eligible for consideration for re-enrollment by the University's admissions office(s). Students who are permitted to return to the University following a period of suspension will automatically be placed on disciplinary probation by SCCS for a designated period of time, which is designed to facilitate a smooth transition back to the University community. A student on post suspension disciplinary probation must abide by the Standards of Conduct and all terms and conditions placed on the student's re-enrollment.
- *Expulsion.* Expulsion is a sanction that permanently bars a person from re-enrolling as a student at the University. This sanction generally is imposed when the student's misconduct is deemed so serious as

to warrant total and permanent disassociation from the University community without the possibility of re-enrollment; and/or when, by the student's repeated misconduct, a student has exhibited a blatant disregard for the health, safety, or welfare of other members of the University community or the University's right to establish rules of conduct. A person who has been expelled shall not be present on University-controlled property without the prior approval of the Vice Chancellor for Student Life.

- *Withholding of Degree.* The University may withhold a degree as a disciplinary sanction for a specified period of time or until the student's completion of all other sanctions imposed, whichever occurs later.
- *Revocation of Degree.* The sanction of the revocation of a degree may be imposed if a student has obtained a degree at least in part through cheating, plagiarism, other academic dishonesty, or through research misconduct. Revocation of a degree shall be approved by the Chancellor before the revocation is effective. If approved by the Chancellor, this sanction will be noted on the student's academic transcript on a permanent basis.
- *Disciplinary Probation for Student Organizations.* A student organization given the sanction of disciplinary probation is permitted to retain University student organization registration on a probationary status. As a condition of the disciplinary probation, the student organization also may be given developmental sanctions.
- *Social Probation for Student Organizations.* Social probation prohibits a student organization from sponsoring or participating in specified social activities. While on social probation, a student organization may not host social events or participate in University-affiliated activities. Any exceptions to social probation must be approved, in advance, by the Vice Chancellor for Student Life.
- *Deferred Suspension for Student Organizations.* A deferred suspension is a designated period of time during which a student organization, while continuing to be active, is given an opportunity to demonstrate the ability to abide by the Standards of Conduct. A student organization may be placed on deferred suspension for serious misconduct or in the case of repeated misconduct. If the student organization is found responsible for any additional violation(s) of the Standards of Conduct while the student organization is on deferred suspension, then the sanction of revocation or suspension of University registration will be the minimum sanction that will be imposed in a Formal Hearing on the subsequent misconduct. Student organizations who are placed on deferred suspension generally also receive disciplinary probation and developmental sanctions.
- *Revocation or Suspension of University Registration.* In cases of serious or repeated misconduct, a student organization's University registration may be suspended or revoked.

### Developmental Sanctions

- *Educational Activities.* Educational activities are designed to educate the student about why certain conduct was inappropriate. Examples of such activities include, without limitation, offering a formal apology (in writing and/or in person); attending an educational class, training, or workshop; giving or attending a presentation; preparing and submitting a research project or paper on a designated topic; or offering a written reflection responding to a prompt given by SCCS.

- *Restitution.* Restitution is compensation for loss, damage, and/or injury incurred as a result of the student's conduct. Compensation may take the form of money, service, and/or material replacement. Restitution may be required to be made to the University, a specific individual, or a specific organization. Normally, all restitution must be paid or made within two (2) weeks of the imposition of the sanction.
- *Supervised Work/Service.* A student may be assigned unpaid work or service that is both beneficial to the University community and/or likely to assist the student in understanding the effects of the student's conduct.
- *Loss or Restriction of Privileges.* Specified student privileges are lost or restricted. Such privileges include, without limitation, representing the University in any official manner, the use of or access to University-controlled property, University parking privileges, or participation in University-affiliated activities (e.g., extracurricular activities).
- *University Housing Reassignment or Removal.* A student may be assigned to a different residence hall or residence hall room. A student's residence hall contract also may be terminated, and the student may be prohibited from residing in University housing for a definite or indefinite period of time.
- *Mandatory Education.* A student may be required to participate in one (1) or more educational programs, classes, or workshops relating to the student's misconduct including, without limitation, education concerning alcohol or drugs. The student may be held responsible for the payment of expenses relating to the educational program/class/ workshop(s).

## Discrimination

The [Office of Equity and Diversity \(OED\)](#) fulfills an important compliance function by working with various legal mandates set out by state and federal law and university policies related to civil rights, equal employment, and affirmative action. To report discrimination or harassment complaint, an [online form](#) can be downloaded and submitted directly to OED.

OED also provides leadership and services that promote the institution's mission of creating and sustaining a learning environment that is welcoming to all and hostile to none. OED investigates complaints of discrimination filed on the basis of race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status. OED details the discrimination complaint procedure on their [website](#).

### Title IX: Sexual Harassment, Sexual Assault, Dating and Domestic Violence, Stalking, and Retaliation

The [Office of Title IX](#) at the UT Knoxville is committed to creating and maintaining a safe and non-discriminatory learning, living, and working environment free from sexual misconduct, relationship violence, stalking, and retaliation. The University's process is governed by the [Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking](#) (Policy) published on the Title IX website as well as hard copies provided on request. The primary purposes of this Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence and Stalking ("Policy") are to: (1) define, eliminate, prevent, and remedy the effects of Prohibited Conduct; (2) identify care, support, and reporting options for students and employees; (3) explain the obligations of employees to report Prohibited Conduct

to the University; and (4) identify the grievance procedures the University will follow to thoroughly, equitably, and promptly investigate and resolve reports of Prohibited Conduct. Additional information about each campus's procedures and training and prevention programs relating to Prohibited Conduct can be found online at [titleix.utk.edu](http://titleix.utk.edu).

The Policy is provided to the University community in an [annual letter](#) delivered to all faculty, staff and students regardless of location or status (including distance and correspondence) at the start of each academic year. In addition, the Policy is addressed at all transfer and new student Orientations, new faculty and staff orientation, and ongoing campus education throughout the year. The Office of Title IX is responsible for updating the Policy. Any Policy edits require review and approval by the Title IX Coordinator and lead campus/ institute administrator. This is done on an annual basis prior to annual publication in August. Any significant edits or changes to the policy are highlighted in the annual letter. In addition, the policy and Office of Title IX are referenced in outreach, events, prevention and resource materials. A summary of this work and distribution is found in the [University's Office of Title IX Annual Report](#) published each year since 2014. In addition to the policy, students are provided process overview and information through dedicated [complainant](#) and [respondent](#) resources. Due to the confidential nature of the communications between the Title IX office and students, there will be no documents provided demonstrating this process.

The institution has no pending investigations by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence, nor closed investigations that were active at the time of the last SACSCOC comprehensive review or occurred since the last SACSCOC comprehensive review.

## **Records of Student Complaints**

Various types of complaints include: academic appeals, student conduct and discipline, discrimination and sexual misconduct complaints, admission appeals and petitions, parking citations, residency status appeals, financial aid appeals, student account appeals, and student life complaints. Records of complaints are located in various offices where the complaints originated. The various complaint procedures are publicized on departmental websites, [Hilltopics Student Handbook 2020-2021](#), [Student Code of Conduct, 2020-2021 Undergraduate Catalog](#), and [2020-2021 Graduate Catalog](#) and addressed during New Student Orientations for both undergraduate and graduate students.

Complaints received by the Student Conduct & Community Standards (SCCS), in the Division of Student Life, are kept in the office of SCCS and reviewed each semester for analysis of trends, then compiled into the [annual report \(Example log\)](#).

## **Conclusion**

The University of Tennessee, Knoxville has policies relating to written complaints and appeals published in [Hilltopics Student Handbook 2019-2020](#), the [2019-2020 Undergraduate Catalog](#), [2019-2020 Graduate Catalog](#), and on various websites to which students are referred when seeking to file a complaint or appeal. Additionally, those offices responsible for handling the complaints/appeals maintain the records of said complaints/appeals. Therefore, the institution is compliant with this standard.



## R – 13.6: Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville (UT Knoxville) is in compliance with Title IV of the Higher Education Act and student financial aid funds are audited and reviewed for compliance with institutional, state, and federal regulations by auditors from the Tennessee Student Assistance Corporation (TSAC) and the US Department of Education.

### Financial Aid Audit

TSAC audits UT Knoxville's financial aid program roughly once every three years. TSAC last audited the institution's financial aid program in October 2020. The TSAC audit focused on the 2018-19 academic year and consisted of reviewing a sample of 50 student files pulled from the reconciliation rosters of all participating TSAC programs in addition to Pell Grant, Federal Supplemental Educational Opportunity Grant, and institutional aid to ensure that aid awarded did not exceed the cost of attendance. Ten (10) Tennessee Education Lottery Scholarship (TELS) program appeals were reviewed, along with ten (10) dual-enrollment students, and 30 TELS recipients. No findings of note were recorded, as indicated in the [TSAC program review formal final report](#).

To participate in programs under the Higher Education Act of 1965, as amended, the institution must submit and keep current the "Application for Institutional Participation" to the US Department of Education (DOE). The resulting "Program Participation Agreement" (2009, 2015) ensures the institution abides by the terms and conditions set forth in the agreement and maintains the capability to administer the federal aid programs. UT Knoxville's current reapplication date is March 31, 2021.

After reviewing the reports from the other auditing agencies, the DOE will perform a program review if a review is deemed necessary. DOE reviews are done randomly with little notice. [The last program review](#) conducted at The University of Tennessee, Knoxville was in 2015, and resulted in seven (7) negative findings or remediation for the institution. Identified findings include:

1. Late and Unmade Returns of Title IV Funds
2. Improper Return of Title IV Funds Calculations
3. Enrollment Status Not Verified Before Disbursement
4. Failure to Adhere to Preparatory Coursework Loan Limits/Improper Payments to Non-Degree Seeking Students
5. Improper Use of FWS Funds to Replace Staff Position
6. Failure to Properly Administer FWS Program
7. Failure to Properly Determine FWS Employment Eligibility

The Office of Financial Aid & Scholarships resolved all of these findings and paid all liabilities to the US Department of Education in March 2019.

## **Current Status**

UT Knoxville receives federal funds through electronic transfer and has *not* been:

- required to post a letter of credit on behalf of U.S. Department of Education;
- placed on probation;
- required to pay back money to federal programs because of fraud waste or abuse;
- obligated to prepare a remediation plan; or
- received any warnings from federal or state agencies regarding an investigation.

## **Conclusion**

The University of Tennessee, Knoxville is in compliance with Title IV of the Higher Education Act as amended, as described and documented above.

## R – 13.7: Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

The University of Tennessee, Knoxville's (UT Knoxville) capital improvement plan, facilities services guides, classroom upgrade reports, general and specialty library collections, instructional facilities, extension offices, research and education centers establish compliance. These resources allow the very goals of the mission statement to be carried out successfully through the appropriate channels. Those who come in contact with UT Knoxville are secure in knowing the institution has the adequate physical facilities to support and uphold its mission.

### Master Plan

In December 2009, Chancellor Jimmy G. Cheek established the 19-member [Master Plan Advisory Committee](#) to lead the process of updating the campus plan. The committee worked closely with Bullock Smith & Partners, a Knoxville firm, which developed the original plan in 1994 and guided the 2001 updates. In addition to the Advisory Committee, seven subcommittees worked on specific elements of the plan. They were chaired by Advisory Committee members who are faculty or administrators with expertise in the areas of academics, research, facilities, design and historic preservation, energy and environment, student housing and engagement, and parking and transit services. After stakeholder meetings and public input, a final draft was submitted to the UT System Board of Trustees who approved it in June 2011. The Tennessee State Building Commission approved and adopted it in September 2011.

[The Master Plan](#), updated in 2019, defines current and future building needs in Knoxville, including renovations and campus expansion, in light of the institution's goals to enhance research, information technology and academic quality. The Master Plan provides a long-range vision for the campuses of UT Knoxville and the Institute of Agriculture. A key element to moving the institution from a Top 50 public research university to the ranks of the Top 25 involves having the resources to improve and supplement our campus facilities to support first-rate academic and research programs, along with student housing and services.

UT Knoxville currently has 16 near term projects. Seven (7) of those projects are funded by the state, and nine (9) projects are being completed with other funds. The UT Agricultural Campus currently has six (6) near-term projects. One project is funded by the state, and five are being completed with other funds. For a complete list of projects in the Near-term phase see the [University of Tennessee, Knoxville Campus Master Plan, Near-term Projects](#).

## Green Space

Over time, the Master Plan moves vehicular traffic and parking to the edges of campus so pedestrians and bicycles can move throughout the campus more easily; campus bicyclists will be able to easily connect to the city's well-established greenways.

As buildings are renovated and constructed and land is repurposed, the plan gradually turns UT Knoxville's grid-style campus layout into a pedestrian-centered layout. Enhancing the green spaces and improving navigation—along with improving its facilities—will make the campus look more traditional and more like the flagship research universities of like size and stature.

The plan recommends enhancing the campus's open spaces on the Hill, Circle Park, Morgan Hall, and the plot and pasture land on the Agriculture campus. Small "pocket parks" will be added along Melrose Avenue and east of Hoskins Library. In the long term, the Agriculture campus would become itself a full trial garden, displaying various types of landscaping throughout its acreage. More information on Green Space plans for campus can be viewed throughout the [Master Plan](#), beginning on page 5.

## Employee Satisfaction Survey

The purpose of the Facilities Services Department Employee Satisfaction Survey is to evaluate the perspectives and opinions of the department's more than 600 employees regarding the conditions surrounding their daily work experience. In addition to helping Facilities Service as a department acknowledge and address interdepartmental successes and problems, data generated by the survey results is used to respond to the Association of Physical Plant Administration (APPA) Facilities Performance Indicators (FPI) Survey. The [last survey was issued in 2018](#). Of the 97 survey responses submitted online, the average response is positive and shows increases over the previous year. The survey is currently undergoing revisions and was not issued in 2019 in order to restructure and better understand the needs of our Facilities Services employees.

## **Research and Service Functions**

As the state's primary comprehensive research institution, the UT Knoxville's research space includes agricultural, biomedical and biological sciences, engineering, physical and social sciences and humanities research facilities located across the campus and the state.

The **University of Tennessee Space Institute** (UTSI) is a graduate education and research institute [located](#) in Tullahoma, Tennessee adjacent to the U.S. Air Force Arnold Engineering Development Center. UTSI was established in 1964 as part of the University of Tennessee and has become an internationally recognized institute for graduate study and research in engineering, physics, mathematics, and aviation systems and has made remarkable contributions at the local, state, national, and global levels.

In accordance with its mission, UTSI supports the Arnold Engineering Development Center (AEDC) in maintaining state of the art expertise in both technical and managerial ranks. About 500 AEDC employees have earned graduate degrees at the Institute, including 40 doctorates. In addition, thousands have participated in the continuing education programs offered by UTSI. The faculty and students have worked on a variety of research and technology development projects with AEDC personnel. It has been

acknowledged often by the leadership at AEDC that the educational support of UTSI is critical to AEDC in fulfilling its national mission for the Department of Defense, NASA, and the aerospace industry.

The [campus](#) occupies 365 wooded acres beside Woods Reservoir in a peaceful setting ideally suited for student and research. The main building complex, which has won several architectural awards for its design, houses classrooms, conference rooms, and administrative, faculty, and graduate student offices. The complex also has a research library, and 12 additional buildings dedicated primarily to laboratory work. Some facilities are available for [rental](#). The Facilities Director manages operations, maintenance, shipping and receiving, mail service, office supplies, telephone system, physical security, keys, and the wastewater plant.

The **Howard J. Baker Center for Public Policy** is an education and research facility located on the campus of UT Knoxville. The building also houses the Chancellor's Honors program, the Modern Political Archives, and research rooms. Designed to Leadership in Energy and Environmental Design (LEED) Silver Certification, the center is a 51,527-square-foot, three-level structure clad in brick and Tennessee Marble. The archives research rooms are free and open to the public. The [Toyota Auditorium](#) on the first floor, and research rooms on the [second floor](#) are available for rental. A list of facilities and a layout for the Howard J. Baker Center for Public Policy is included.

The University of Tennessee system manages, with the assistance of UT Knoxville, and operates **Oak Ridge National Laboratory** (ORNL) through UT-Battelle (the managing contractor for ORNL) with substantial support from the state of Tennessee. The research enterprise consists of \$3 billion in research facilities, equipment, and expertise in East Tennessee. Most of the research facilities are located at [ORNL](#). However, UT Knoxville received \$87 million in capital investment and research incentives for site improvements at the UT Research Park at Cherokee Farm (formerly land occupied by the UTIA Dairy across Fort Loudon Lake from the Knoxville campus) and construction of the Joint Institute for Advanced Materials (JIAM), one of five (5) joint institutes created by UT-Battelle and UT. UT-Battelle is the managing contractor for Oak Ridge National Laboratory (ORNL) and a joint venture of UT and Battelle Memorial Institute.

Tenants of the [UT Research Park at Cherokee Farm](#) have preferred access to this facility, which offers materials science research capabilities available at only a handful of facilities worldwide. Additionally, JIAM is a multidisciplinary facility, marrying its capabilities with those of other research facilities at both the adjacent UT Knoxville main campus and at ORNL. This \$47 million, 142,634 square-foot facility opened in 2015 and has received LEED Silver status from the U.S. Green Building Council.

## University Libraries

The [University Libraries](#) administers five (5) facilities on the Knoxville campus: The John C. Hodges (Main) Library, the George F. Devine Music Library, the Webster C. Pendergrass Agriculture Veterinary Medicine Library, the Modern Political Archives in the Howard Baker Center and the James D. Hoskins Library Storage and Reading Room on the main campus. The University Libraries serves all students, faculty, and staff at the University of Tennessee, Knoxville, as well as students and researchers in the community. Operating independently, with a separate administrative structure, are the [Joel A. Katz Law Library](#) in Knoxville and the [Helen and Arthur Mason Library](#) at the UT Space Institute in Tullahoma.

- **The John C. Hodges (Main) Library** is a 350,000 square foot building opened in 1987 as a fully renovated expansion of the Hodges Undergraduate Library. In addition to housing general and

specialized research collections and central user services, Hodges contains the Commons, The Graduate Commons, Special Collections, the Studio media production lab, One Stop Student Express Services (bursar, financial aid, and registration), Veterans Resource Center, and a variety of commercial operations (convenience store and coffee shop/café). The Hodges Library has over 3000 seats configured in a variety of combinations that support technology, quiet study, collaborative group work, faculty and graduate study. Hodges has 40 group study rooms, three media classrooms, three instruction rooms, a 150-seat Auditorium, a practice-presentation room, four meeting rooms including a 50-seat conference room, three sound editing rooms, video production room, coding lab, VR room, an assistive equipment room, and a maker lab which is under development. Each of the seven floors is zoned for quiet study or group study. There are 308 graduate student carrels and 196 enclosed faculty studies, renewable on a yearly basis and with high occupancy rates. When classes are in session, the Hodges Library is open 24 hours continuously from noon on Sunday through midnight on Friday and from 10:00 am to midnight on Saturday. The second floor of Hodges is the learning Commons, which has been developed in three phases and is jointly operated by the University Libraries and the Office of Information Technology (OIT). Development of Phase 2 of the Commons included a \$1 million dollar renovation in 2007 and Phase 3 involved a \$2.8 million dollar renovation in 2012/13. It is the central point for library services, technology services, and academic support services. The Graduate Commons, opened in 2019, is located on the first floor and provides computers with powerful processors and dual monitors, specialized software, small-group rooms, and a large presentation room that can host a dissertation defense. Photos of many of the library's physical spaces can be found on [the Library's "Find Your Place" site](#).

All group rooms in the [Commons](#) are outfitted with monitors that connect to individual laptops to facilitate interactive group work. There are spaces provided for faculty, instructors, and graduate students to hold study sessions or meet with students for both formal and informal instruction. The University Libraries provides space to campus partners in support of student success including: the Academic Success Center, the Writing Center, The Math Place, and and Stat Lab.

Special Collections and the Modern Political Archives: Rare books and frequently used manuscript materials are stored in Hodges Library on the first and third floors. All of these collections are serviced through the [Special Collections](#) reading room located on the first floor of Hodges Library and open to all interested researchers. Special Collections also oversees the [Modern Political Archives \(MPA\)](#), which is housed on the second floor of the Howard H. Baker Center for Public Policy (discussed in detail above).

The Libraries operates a [Storage and Reading Room in Hoskins Library](#) that provides library patrons scheduled and walk-in access to storage materials. The Libraries also provides delivery, pick-up, and email scans of storage materials at no charge.

- The [Webster C. Pendergrass Agriculture & Veterinary Medicine](#) Library occupies 16,000 square feet of the north wing of the College of Veterinary Medicine Teaching Hospital. The library is on the west side of campus, known as the Agriculture Campus, and provides tables and study carrel seating for 230 patrons including: group and quiet study, computer lab, makerspace, and reservable study rooms. The Pendergrass Library houses most of the University Libraries' collections serving the University of Tennessee Institute of Agriculture (UTIA), which includes the

Herbert College of Agricultural, the College of Veterinary Medicine, UT AgResearch and UT Extension. Pendergrass Library has a small makerspace offering rapid prototyping technologies including 3D printing.

- The **George F. DeVine Music Library**, in the Natalie L. Haslam Music Center, is a 2,865 square foot branch library with compact shelving, computers for student use, and seating for 34 users. Designed for study and research, users may access and use musical materials in various print, audio, and video formats as well as the archival collection of UT School of Music recitals.
- The **UT Space Institute (UTSI)** is a graduate education and research institution located in Middle Tennessee adjacent to the U. S. Air Force Arnold Engineering Development Center in Tullahoma. The **Helen and Arthur Mason Library** provides support for UTSI's instructional mission, supporting study and research in engineering, physics, mathematics, and aviation systems. The UTSI Library is staffed Monday through Friday from 8:00 am. to 5:00 pm, but the library doors remain open 24 hours a day for users.
- The **Joel A. Katz Law Library** occupies 43,505 square feet and offers 25 study rooms, 126 unreserved study carrels, and additional workspace and seating throughout the law library. The law library is accessible 24 hours a day by law students and law faculty and open to the public during business hours posted on the website.

### Maintenance and Services

Facilities Services operates and maintains 295 buildings (15.85 million gross square feet) on 780 acres. The Facilities Services Department is responsible for the basic building operation and continuous maintenance of the physical facilities of the UT Main and Agricultural campuses located in Knoxville, along with grounds management of the landscapes. Facilities Services does not support the UTIA with their off-campus sites as UTIA personnel located at the research and education centers, operated jointly by AgResearch and UT Extension, and the 4-H campus, operated by UT Extension, have that responsibility. County Extension offices are maintained by county governments.

The Knoxville and UTSI building inventories are attached.

### Reorganization of Facilities Services

The reorganization of Facilities Services was implemented to:

- Provide additional Funding for Custodial In-Sourcing
- Put in place new Facilities IT/Communications System
- Provide additional Funding for Facilities IT Support
- Provide additional Funding for Facilities Training
- Provide better employment opportunities for Facilities Service employees through a new form of in-sourcing

The transition to in-house custodial services ended agreements with outside cleaning contractors and resulted in the hiring of approximately 120 new employees. By executing this plan, benefits such as better cleaning and more responsiveness to the needs of the university have taken place. The transition has also given room for the implementation of the "total cleaning" concept. This effort will keep restrooms and common areas cleaner and provide deeper level of cleaning services.

Additionally, in an effort that is open, transparent, and comprehensive, all Facilities Services employees are informed of every position that becomes open and available. The new process also provides a better opportunity and easier process for employees to apply for these positions, with interviews for all who applied for a given position. This equal opportunity initiative makes in-sourcing more efficient, open, and fair.

As part of the [reorganization](#), two new units or teams were organized: the Special Team to Assist Research (S.T.A.R. Team) and the Rapid Response Team. The S.T.A.R. Team reports to Construction Services and performs the basic functions that support key Top 25 goals of the University, the Governor's Chairs with concierge service providing pre-award to construction to maintenance, and elevator maintenance. The Rapid Response Team reports directly to Facilities Operations and has responsibilities for Facilities Quality Control (eyes and ears for Facilities Services), special projects, customer initiatives, crises and emergencies, and transfer and moving.

### The Steam Plant

The Steam Plant Division of the Facilities Services Department is responsible for the maintenance and operation of the central steam plant which serves both the Main and Agricultural campuses. 153 buildings, containing over 8,000,000 square feet of space, are served by the Steam Plant. Steam is used for heating and domestic hot water in these facilities, as well as to operate sterilizers, autoclaves, and similar machinery. Eleven miles of underground steam pipe and return lines crisscross the Main and Agricultural campuses.

The Steam Plant has recently executed a Conversion Plan designed to make UT more environmentally friendly. The basis of this conversion is to shift from burning coal to natural gas. Conversion to natural gas provides emissions reductions that eliminate the need to install emissions controls for coal. This plan took place over a 3-year time span, and cost an estimated \$25,000,000. The cash outlays for Fiscal Year 2013-2016 are as follows:

- Fiscal Year 2013- \$1,730,000
- Fiscal Year 2014- \$8,230,000
- Fiscal Year 2015- \$10,940,000
- Fiscal Year 2016- \$4,410,000

The Steam Plant Conversion Plan eliminated three coal-fired boilers, installed three high-efficiency natural gas fuel oil boilers, replaced and relocated the water treatment system and air compressors, increased fuel storage from 40,000 to 240,000 gallons, maintains capability for three weeks back-up (thus decreasing emissions by 39,000 MTCDE, a 43% reduction), and may provide opportunities for cost savings for delivery. In the future, rail delivery capability for fuel oil will be added which will increase reliability by adding a second delivery choice.

## **Classroom Support**

All students on the Knoxville campus pay a facilities fee and a technology fee. The [Classroom Upgrades Committee](#) was formed in fall semester 2000 after the adoption of the facilities and technology fees. The original committee was formed to create and implement a plan for classroom renovation given the opportunity proved by this annual revenue source to improve instructional conditions on the UT campus. Over the first 10 years of the program, \$15.67 million was allocated to [classroom renovations](#) with \$14.17 million in student fees and \$1.5 million in Federal Stimulus Funds in FY 2010.



In response to the COVID-19 pandemic, unanticipated investments were made to upgrade classroom technology and software to optimize synchronous and asynchronous instructional delivery. Also, the institution created a laptop and hotspot rental program to remove potential barriers related to technology and internet access. The program assisted 1429 unique students with the following devices: Laptop with Hotspot (117); Laptop (542); and Mobile WiFi Hotspot (863). Hand sanitizing stations have been placed throughout campus and sanitizing wipes are available in classrooms and labs.

### Deferred Maintenance

The 2011 Deferred Maintenance Task Force closely examined each item and category and narrowed the overall deferred maintenance scope. Deferred Maintenance was prioritized based on the age of the building, criticality of that building's function and other issues related to the Long Range Master Plan and the Top 25 Initiatives. For more information, see Deferred Maintenance Task Force Initial Report.

For the Phase Two Deferred Maintenance Plan only those deferred maintenance needs that should be addressed prior to planned capital renovations have been estimated. The Campus Master Plan was used as a guide to the approximate timing of these renovations.

The attached graph labeled 2020 Building Area by Decade is a visual representation of the fact that a majority of academic and support buildings at UT are between 42 and 120 plus years old without ever having undergone capital renovations. This is approximately 3.75 million square feet, of which over 1.5 million square feet exceed sixty years in age.

The overall Deferred Maintenance scope of academic, research and support building and infrastructure deferred maintenance deficiencies are estimated to be over \$165,000,000. As for the Total Deferred Maintenance estimate, this amount does not include planned renovations, building demolitions or new space and new buildings recommended in the Long-Range Master Plan. The breakdown of the estimate is as follows:

Utilities/Infrastructure Deferred Maintenance	\$67 Million
Buildings Deferred Maintenance	\$83.3 Million
Contingency, including Design and Engineering Studies	\$15 Million
<b>Revised Overall Deferred Maintenance - Phase 2</b>	<b>\$165.3 Million</b>

In order to address this large backlog, ensure safety, prevent major issues and allow full usage of UT facilities, the campus anticipates the need for a minimum of \$12 million annually to deferred maintenance repairs.

### Capital Projects

There are currently over \$1 billion in approved projects at various stages and 67 projects in new phases or undergoing construction of which 56 are Revenue Funded, eight are funded through Capital Maintenance, and three are Capital Outlay. In the [Quarterly Contract Report](#) released in January 2020, there are currently 88 projects for the Knoxville campus.

## Sustainable Efforts

In an effort to reduce waste and become more efficient, UT has instituted a number of initiatives to become more sustainable, this includes improved recycling and waste reduction, and to reduce the carbon footprint of the University. These efforts are described here as they have an impact on the facilities and environments in which the members of the University community work and lives.

UT Recycling was founded as an operational entity within Buildings Services in 1993. In 2019, UT Recycling merged with the Office of Sustainability in an attempt to achieve carefully considered goals related to facilities management and sustainability at UT. It currently has five full time employees, seven AmeriCorps members, over 20 paid student workers, and over 20 unpaid student research interns. The Office of Sustainability provides quality services to all campus buildings and makes continuing strides to minimize all forms of waste produced on, and removed from campus. Functional areas include:

- Providing recycling collection services at all campus buildings
- Providing compost collection services at most campus dining facilities
- Promoting simple living and the Zero Waste lifestyle
- Engaging UT community through volunteer opportunities & educational programs
- Contributing to the development of sustainable practices and planning

Sustainability handle many different types of materials including aluminum, plastics, paper, cardboard, steel cans, food waste, green waste, batteries, E-waste, printer and toner cartridges, fluorescent bulbs and CFLs, ballasts, pallets, and scrap metal. There are several ways to dispose of these items, which are conveniently located around the entire campus. These ways include cardboard dumpsters and carts, Slim Jims, desk side bins, electronic waste containers and the Public Recycling Drop-Off. The [Office of Sustainability](#) creates, executes, and participates in several projects designed to promote awareness and provide the tools needed to keep the UT community environmentally friendly and safe. These programs include:

- [RecycleMania](#)- a nationwide competition and benchmark tool for college and university recycling programs to promote waste reduction activities to their campus communities.
- [Zero Waste Game Day Recycling](#)- The Office of Sustainability works in partnership with UT Athletics and Good Sports Always Recycle to eliminate all waste associated with athletic events.
- [My Tiny Trash](#) – a waste reduction initiative implemented within offices on campus in efforts to [Make Orange Green](#) by promoting waste awareness, encouraging environmental stewardship, increasing recycling rates and decreasing landfill waste on campus by swapping traditional desk-side trash cans with three-quart Tiny Trash containers attached to a larger recycle bin.
- [UT Free Store](#)- a pop-up shop where donated items such as clothing, household items, and bedding are given to students for free.
- [The Grow Lab](#)- a community garden space where campus groups and classes can reserve a raised garden bed to grow food and do research on plants and soils. A portion of the beds are reserved for the Office of Sustainability student garden manager to grow food that is donated to the local food pantry, Smokey's Pantry, adjacent to campus.

The Office of Sustainability supports environmental sustainability initiatives that:

- Reduce air, water, and land pollution from campus operations
- Reduce greenhouse gas emissions and the use of nonrenewable resources
- Promote recycling and conservation practices among the UT community
- Protect and enhance the beauty of campus grounds and facilities

- Demonstrate the university’s commitment to environmental stewardship
- Tackle issues related to waste diversion, resource conservation, food justice and more

The Office of Sustainability works to promote environmental stewardship at the institution by strategically bridging the gap between campus operations, teaching, research, and outreach. The most effective collaborative initiative is Make Orange Green. UT has made great progress at reducing the environmental impact of campus operations. UT Knoxville has been widely recognized as a leader in resource conservation and environmental stewardship.

The Student [Facilities Fee](#) provides funds for improving classrooms and expanding technology in the classroom, making the campus more attractive and sustainable. In fall of 2005 the student facilities fee was increased to establish funding for green power and campus sustainability initiatives. The Student Environmental Initiatives Fee—unofficially known as the Student “[Green Fee](#)”— is administered by the Student Environmental Initiatives Committee as a representative body of students, faculty, and staff. The mission of the committee is to identify, research, and recommend uses of funds supporting environmental stewardship and sustainability, as well as clean and renewable energy technologies. The committee’s charter and guidelines were approved and adopted in April 2012.

In fall 2009, the UT Board of Trustees increased funding for Student Environmental Initiatives from \$5 for in-state students/\$30 for out-of-state students, to its current \$10 for in-state students/\$35 per semester out-of-state students, respectively. This enables the Knoxville campus to accelerate work on projects.

#### Student Environmental Initiatives Fee Budget

The Student Environmental Initiatives Budget Summary from Fiscal Year 2009-2010 to Fiscal Year 2018-2019 shows the UT Knoxville has not exceeded its allotted budget for listed projects. The summary is as follows:

UT Knoxville has maintained and budgeted funds sufficiently over the past years by adequately dispersing funds to specific areas that benefit most from environmental efforts. Budget summaries for future fiscal years, specifically fiscal year 2019-2020 to fiscal year 2020-2021, show the institution should not exceed allotted budgets and the resources should be distributed properly, making the institution a more environmentally friendly and safe campus as time progresses.

[Documentation](#) of Facility Fee budgets and expenditures are provided. Facilities Fee Environmental Initiative Cost Summaries are given for each of the past five fiscal years up to 2018, and budget summaries and Environmental Initiative Cost Summaries for 2005 to 2018 are available in the attached sources.

### **COVID-19 Response:**

There were unanticipated facilities-related expenses (unbudgeted operating costs) that the institution incurred in response to the COVID-19 pandemic. Hotel and apartment leases were secured for residential students in need of isolation and quarantine housing, including associated costs of space, meal delivery, student transportation and security services. To manage these expenses, the institution cut back on capital and deferred maintenance projects.

## **Conclusion**

The University of Tennessee, Knoxville operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the education, research and outreach programs. The Department of Facilities Services provides the leadership for campus building and facility operations for the Knoxville area, including the adjacent UTIA Agriculture campus buildings. The UTSI has its own Facilities Services personnel to maintain that facility. The College of Social Work-Nashville is located in a rented facility that is maintained and operated by the University of Tennessee System. All facilities are maintained, there is a plan in place to deal with deferred maintenance, and a master plan in place that guides future construction (new or renovations) to meet the needs of the strategic plan. Therefore, the institution is in compliance with this standard.

## R – 13.8: Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

#### Introduction

The University of Tennessee, Knoxville (UT Knoxville) takes steps to provide a healthy, safe, and secure environment for all members of the campus community. This is accomplished through the work of the Student Health Center, Center for Health Education & Wellness, RecSports, Student Conduct & Community Standards, Student Counseling Center, (which report to the Assistant Vice Chancellor for Student Life, who reports to the Vice Chancellor for Student Life), the University of Tennessee Police Department (UTPD), Office of Emergency Management (OEM), the Department of Environmental Health and Safety, as well as many collaborative partners. These departments work collaboratively to create healthy environments and provide safety and security for all members of the campus community. Public Safety is managed by the Associate Vice Chancellor of Public Safety (AVCPS), who reports directly to the Senior Vice Chancellor for Finance and Administration. The AVCPS oversees Police, Emergency Management, Environmental Health and Safety, Electronic Security (Surveillance, Access, Alarms), and Clery Act Compliance. In addition to the on-going resources and initiatives these departments provide, our campus community also responds to emergencies and campus crisis, like the global pandemic of 2020 (COVID-19).

#### COVID-19 Response:

The UT Knoxville community came together to respond to and best prepare for the global pandemic, COVID-19 (beginning in the United States in spring 2020). The Emergency Operations Center (EOC) led this charge, partnering with a Policy Group (members of the Chancellor's Cabinet), and continues to lead the campus through this long-term event. The EOC is comprised of leaders from various units and departments on campus including, but not limited to: Student Health Center, Emergency Management, Office of the Vice Chancellor for Student Life, UT Police Department, Facilities Services, University Housing, Dean of Students, Finance and Administration, Human Resources, Parking and Transit, and Global Engagement. The EOC began meeting in February 2020, and continues to operate (daily) - both in-person and with virtual components - as the institution reinvents campus operations, and offerings for students and constituents. Some of the numerous actions are listed below:

- Reducing travel: Fall 2020 classes ended early (included classes on Labor Day and the scheduled fall break in order to end prior to Thanksgiving); spring 2021 classes began a week later, and spring break and finals study day were eliminated
- Reducing contact: Course schedule allowed for 25 minutes between classes, and classes met longer into the evenings; room changes accommodated social distancing (including use of meeting, common, and outdoor spaces where possible); students attended labs every other week to keep the number of students in labs simultaneously down; waived the on-campus residency requirement

for freshmen; dining and residence halls suspended operations in fall (with minimal exceptions to offer emergency housing and dining services for students who needed to remain on campus;

- Safety on campus: PPE was provided to all students, faculty, and staff (reusable face masks, gloves, face shields), hand-sanitizing stations were added to classrooms, labs, and office spaces; plexiglass shields were installed in high-traffic, customer service units; staff were encouraged to telework, where possible, meetings were held via Zoom; protocol for anyone returning to campus including online training and self-screening checklist; reduced capacity at athletic events; new instructional approaches included hybrid synchronous simulcast, hybrid instruction, rotating face-to-face and daily flip-flop (on campus, on your own, online)
- Safety off-campus activities: Resources were offered to guide instructors regarding added risks for students participating in off-campus activities, including checklist and communication guide; teacher education placements were in virtual classrooms, and nursing students were encouraged to continue clinical rotations in the acute care setting; virtual simulations were used in specialty courses
- Health promotion: Telehealth was offered through the Student Health Center and the Student Counseling Center, virtual fitness classes through RecSports, and interactive web-based events were through the Center for Health Education and Wellness and BeWell program.

These health, wellness, and safety efforts, along with many others, remained in place through the fall 2020 semester and some into the spring.

### Student Health Center

The mission of the institution's Student Health Center (SHC) is to meet the acute primary health care needs of eligible members of the University community. These services shall include personal health care, health promotion and education, consultation, and educational experiences for selected students pursuing careers in the health and wellness professions.

The goals of the SHC are to:

- Provide health services which are accessible and of high quality.
- Empower students to ask questions and become a partner in their healthcare decisions.
- Facilitate student retention and optimize the student experience by avoiding unnecessary interruption in the student's educational experience through early and ongoing attention to health-related concerns.
- Assist in the referral to other health care providers as required by the needs of the patient.
- Provide individual health education to promote positive health choices.
- Serve as an academic resource through the offering of educational experiences for selected students pursuing careers in the health and wellness professions.
- Provide all services in a professional, caring, and considerate manner to ensure that individuals and groups receive the optimum benefit from the services rendered.

On average, the Student Health Center has approximately 29,350 student visits, serving 9,200 unique students annually.

### Center for Health Education & Wellness (CHEW)

The Center for Health Education and Wellness empowers all Volunteers to thrive by cultivating personal and community well-being. CHEW aims to fulfill this mission by helping the UT Knoxville community prioritize holistic wellness. CHEW's prevention efforts are grounded in the Center for Disease Control's

Social Ecological Model. We utilize campus surveys, national statistics, and current research to inform our evidence-based prevention and intervention strategies.

### RecSports

RecSports is the department of Recreational Sports within the Division of Student Life at UT Knoxville. It serves students, faculty, and staff by providing a wide variety of programs and well-maintained facilities for almost any sport- or fitness-oriented person. RecSports has a number of programs including Fitness, Aquatics, Intramurals, Outdoor Pursuits, Sport Clubs, and allows for friendly competition, fitness training, and sport to all members of the campus community.

The mission of the RecSports Department is to provide and deliver recreational experiences that enhance the growth & well-being of our students and community through programs, facilities, services, and employment. On average, RecSports serves approximately 19,000 students annually.

### Integrated Health

On a regular basis, senior leadership from the Student Health Center, the Student Counseling Center, the Center for Health Education & Wellness, and RecSports meet to discuss ways to collaborate with intention. This group identifies ways to work together to best support the health and wellness needs of UT Knoxville students. The staff from these critical departments refer students to each other and work with intentionality. While members of this group meet regularly, there is not a website that demonstrates their integrated work.

### Student Conduct & Community Standards

The Mission of the Office of Student Conduct & Community Standards (SCCS) is to develop student integrity and accountability through an educational, consistent, and equitable conduct process.

### Student Counseling Center

The institution's Student Counseling Center (SCC), a department within the Division of Student Life, is UT Knoxville's primary facility for mental health services for students. Along with therapy services, we also provide pre-professional training to students in the Counseling Psychology Ph.D. program, as well as to doctoral interns from school across the country. We also connect to the Vol community through community intervention programs. This may be tabling events with our campus partners, presenting QPR or skill-building workshops, or providing consultation to departments. The Student Counseling Center staff serve approximately 2,464 unique students annually.

## **Additional Health and Wellness Initiatives:**

### BeWell

The Center for Health Education and Wellness empowers all Volunteers to thrive by cultivating personal and community well-being. CHEW and Be Well aim to fulfill this mission by helping the UT Knoxville community prioritize holistic wellness.

### 974-HELP (for students)

The 974-HELP referral line was developed to help distressed or distressing students reach their academic goals and to help maintain a safe community and learning environment for all students.

The 974-HELP staff members in the Office of the Dean of Students:

- Create a safe and nonjudgmental place for students to be understood and supported
- Foster student success and well-being while meeting the immediate needs of our campus community
- Prevent violence, suicide, and substance abuse and encourage wellness and personal safety
- Maintain a productive and healthy learning environment for all members of the university community
- Educate faculty and staff on the signs of distress and the process to help students

#### 946-CARE (for faculty and staff)

UT Knoxville's top priority is the safety and well-being of faculty, staff, and students. The 946-CARE (865-946-2273) program is available 24-hour a day to help faculty and staff maintain a secure and healthy working environment. Messaging urges to call 946-CARE (865-946-2273) if you need help and don't know where to start or to share your concern for others. Your call will be handled with the utmost sensitivity and concern, and trained professionals will carefully assess the situation and take appropriate action. While no list can be exhaustive, the following list of signs of troubling behavior is shared:

- Depression
- Fixation on weapons
- Anger or paranoia
- Chemical dependency
- Social isolation
- Zealotry-racial, religious, political, etc.
- Pushing the limits of acceptable behavior
- Contempt for authority
- Newly acquired bad traits
- Newly acquired poor personal hygiene
- Verbal threats, bullying
- Discussion or act of stalking and harassing others

946-CARE (865-946-2273) lines are answered by trained HR professionals Monday–Friday, 8:00 a.m. to 5:00 p.m. The line is answered by the UT Police Department after hours and during holidays and administrative closings. Also available is the 656-SAFE emergency information line.

The university's [indoor campus events policy](#) is available in Policy Central, along with the [outdoor campus events policy](#).

#### Big Orange Pantry

A growing concern in public higher education relates to meeting students' basic needs, including food and housing insecurities. A recent study found that one in three students in the southeastern and Appalachian regions are food-insecure, which is higher than the national average. Affirming this data, the Office of the Dean of Students has observed an increase in students accessing the Big Orange Meal Share program (see below), a short-term meal assistance program that provides students with guest meal cards. Case managers within the office also report an increase in basic needs requests. This context is important, as food-secure students typically perform better academically when compared to food-insecure counterparts. Therefore, this growing problem has also become a student success issue. While the university has begun to address basic needs through the Big Orange Meal Share Program, the Hunger and Homelessness Summit, a Hunger Studies collaborative, Swipe Out Hunger, and the Student Basic Needs Coalition, we



must address this matter through more sustainable, coordinated solutions. Responding to the growing needs related to food insecurity, the Division of Student Life and Office of the Dean of Students proposed the creation of Big Orange Pantry, an on-campus food pantry.

The mission of the Big Orange Pantry is to provide emergency food assistance for students, faculty, and staff attending or employed by the University of Tennessee, Knoxville.

#### Big Orange Meal Share

Big Orange Meal Share is a short-term meal assistance program sponsored by the Office of the Dean of Students, Vol Dining, and Swipe Out Hunger. Students needing access to meals complete an online application. The application is reviewed to determine eligibility, and students are notified of a decision. To check meal balance or dining dollar balance, students login to their MyUTK. Students who submit multiple applications may be asked to schedule a time to discuss the request and current meal allocation with a staff member in the Office of the Dean of Students. Students wishing to donate to the program who don't have a meal plan can donate funds to cover the costs of a meal for a student in need via [Give to support Big Orange Meal Share](#).

#### The T - UT Knoxville's transit system and late-night ride shuttle

The T campus transit system provides a comprehensive set of services and programs to serve students, faculty/staff and visitors. The system includes fixed route, point-to-point and accessible services to the campus community with student transportation available seven nights a week including overnight service to all parts of campus. The T has uniformly-branded buses with UT graphics & colors, real-time bus location technology and more flexible services to meet campus transportation needs.

The effort to collect and utilize input to make continuous improvements to the transit system is possible through a transit app that includes a prominent and easy-to-use feedback feature. Students rely heavily on the transit app to keep track of bus locations and stay abreast of real-time arrival times at their bus stops. This app has a one-click feature that allows students to provide instant feedback to T operations and customer team in addition to the UT Parking and Transit Services Office. Every text submitted through the app is documented, categorized, and included in a tracking and reporting system that results in prompt and timely responses to inquiries or issues of concern to students. Further, comprehensive customer surveys are also conducted on an annual or semi-annual basis to collect input on current and emerging issues of importance to the students.

Finally, The T is active on social media, using Twitter and other social media to keep the campus community abreast of transit information, changes, and events. The UT Parking and Transit website uses Google Analytics to track and showcase the information customers find most important and the website is designed as mobile friendly for smartphones and table. On average, the T serves approximately 1,100,000 riders annually, including approximately 43,000 late night riders.

#### Blue Light Call Boxes

There are approximately 130 blue light call boxes on campus. (Additional blue light call boxes exist in parking garages, which are not included in the map. They bring the total number to approximately 160.) Anyone can use the blue light call box in case of emergency. The call boxes are all connected to 911, and approximately 80 are connected to 911 and the T (UT Knoxville's transit system and late-night shuttle service).

### K-9 Team

EOD - Explosive Ordinance Disposal team including the following dogs: [Kale](#), Tika, and Athena. One (1) patrol dog with dual purpose, including narcotics and apprehension: Bruno.

### Concealed Carry Policy

[Tennessee law TCA 39-17-1309](#) allows generally all of the institution's full-time employees with a valid enhanced handgun carry permit to carry a concealed handgun on UT Knoxville property.

- Full-time employees who are enrolled in a class or classes at the university may not carry a concealed handgun on UT property.
- Full-time employees are prohibited from carrying a concealed weapon into meetings about tenure and employee discipline.
- Full-time employees may not carry a handgun into any stadium, arena, or auditorium when university-sponsored events are underway. Other prohibited locations are hospitals and offices where medical and mental health services are the primary services provided: Student Health Center, Veterinary Medical Center, Early Learning Center, and the speech and hearing clinics.

### Alcohol on Campus

The policy on student possession and consumption of alcohol is contained in [Hilltopics](#), the Student Handbook.

University regulations prohibit all student organizations from serving or permitting the consumption, possession, or display of any alcoholic beverage or containers at any time, or by anyone on university premises. Student organization officers are responsible for refusing admission to their social gatherings of persons under the influence of alcoholic beverages. Student organizations sponsoring any social affair are responsible for its general decorum.

The Student Code of Conduct prohibits students and student organizations from consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages on University-controlled property or in connection with a University-affiliated activity unless expressly permitted by University policy.

Further information on the alcohol policy and process for student possession and consumption of alcohol can be found in the [Student Code of Conduct](#), specifically in the following sections: 3, 4, 9, and 11 (Article XI: Policy on Amnesty for Individual Good Samaritans and Students in Need of Emergency Medical Attention).

- Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages on University-controlled property or in connection with a University-affiliated activity unless expressly permitted by University policy.
- Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages, if prohibited by federal, state, or local law.
- Providing an alcoholic beverage to a person younger than twenty-one (21) years of age, unless permitted by law.

## Title IX: Sexual Harassment, Sexual Assault, Dating and Domestic Violence, Stalking, and Retaliation

The [Office of Title IX](#) at the UT Knoxville is committed to creating and maintaining a safe and non-discriminatory learning, living, and working environment free from sexual misconduct, relationship violence, stalking, and retaliation. The University's process is governed by the [Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking](#) (Policy) published on the Title IX website as well as hard copies provided on request. The primary purposes of this Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence and Stalking ("Policy") are to: (1) define, eliminate, prevent, and remedy the effects of Prohibited Conduct; (2) identify care, support, and reporting options for students and employees; (3) explain the obligations of employees to report Prohibited Conduct to the University; and (4) identify the grievance procedures the University will follow to thoroughly, equitably, and promptly investigate and resolve reports of Prohibited Conduct.

The Policy is provided to the UT Knoxville community in an [annual letter](#) delivered to all faculty, staff and students regardless of location or status (including distance and correspondence) at the start of each academic year. In addition, the Policy is addressed at all transfer and new student Orientations, new faculty and staff orientation, and ongoing campus education throughout the year. The Office of Title IX is responsible for updating the Policy. Any Policy edits require review and approval by the Title IX Coordinator and lead campus/ institute administrator. This is done on an annual basis prior to annual publication in August. Any significant edits or changes to the policy are highlighted in the annual letter. In addition, the policy and Office of Title IX are referenced in outreach, events, prevention, and resource materials. A summary of this work and distribution is found in the institution's [Office of Title IX Annual Report](#) published each year since 2014. In addition to the policy, students are provided process overview and information through dedicated [complainant](#) and [respondent](#) resources. Due to the confidential nature of the communications between the Title IX office and students, there will be no documents provided demonstrating this process.

The institution has no pending investigations by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence, nor closed investigations that were active at the time of the last SACSCOC comprehensive review or occurred since the last SACSCOC comprehensive review.

### University of Tennessee Police Department

The mission of the [University of Tennessee Police Department \(UTPD\)](#) is to provide professional police services, while working with faculty, staff, and students to reduce criminal opportunities. The University of Tennessee Police Department is a full-service law enforcement agency providing a variety of law enforcement services to faculty, staff, students, and visitors. The Office of the Chief is commanded by the Associate Vice Chancellor for Public Safety and Chief of Police. The Office of the Chief includes the Assistant Chief of Police and the Internal Affairs Unit.

The UT Knoxville Police Department currently consists of 62 sworn and 39 non-sworn personnel. UTPD's Patrol Division is the largest division within the agency. Patrol provides security and public safety assistance 24 hours a day, 365 days a year. Officers patrol campus or the surrounding area in vehicles, motorcycles, bicycles, or on foot, providing a vast array of services for the campus community. The services provided include, but are not limited to, responding to calls for service, writing reports, conducting preliminary investigations, checking the security of UT Knoxville property, and providing traffic enforcement and crowd control during special events.

The Patrol Division is commanded by a Deputy Chief and consists of 35 officers, including five (5) lieutenants, and five (5) sergeants. All officers are certified in Tennessee as fully sworn commissioned law enforcement officers. Officers enforce UT Knoxville rules, regulations, state, and local laws. University officers work closely with the Knoxville Police Department and with other local, state, and federal agencies. This division also includes the Bicycle Unit, Motorcycle Unit, K9 Unit, Community Service Officers, Campus Protection Specialists, and Special Events.

The Support Division is commanded by a Deputy Chief. The Support Division consists of the Training Unit, Investigations and Evidence Unit, [Community Relations Unit](#), Public Information, Recruitment, Police Communications, Technology Management and Central Alarm Monitoring. The functions of budgeting, payroll, and records management also fall under this division.

### Prevention

To accomplish the goal of crime prevention, the UTPD offers posters, brochures, and seminars on a variety of topics; property engraving; statistical information; and many other services through the UTPD [Community Relations Unit](#). The Community Relations Unit also provides numerous training and outreach opportunities to the campus community to aid in crime prevention and enhance safety. In 2019, the Community Relations Unit provided nearly 400 programs to the campus community, attended by nearly 28,000 members of the campus community. In addition, UTPD maintains representation in numerous peer/professional organizations and associations like the FBI Joint Terrorism Task Force, US Attorney's Anti-Terrorism Advisory Committee, FBI Cybercrimes Task Force, and numerous other such organizations.

### Surveillance

UT Knoxville is committed to enhancing the quality of life of the campus community by integrating the best practices of safety and security with technology. A critical component of a comprehensive security plan is the utilization of [video surveillance equipment](#). The use of video surveillance equipment is intended to deter crime and assist in protecting the safety and property of the UT Knoxville community, including investigative leads for past incidents. The institution utilizes over 1,500 surveillance cameras campus-wide, and constantly reevaluates the need for additional coverage.

### LiveSafe App

The campus provides a personal protection / risk management safety app free to the campus community. The [LiveSafe app](#) meets student requests for a mobile solution to simplify communication with the university. Some LiveSafe features include-

- Use your smartphone contacts to invite friends and family to "walk" (or drive) with you virtually
- Place an emergency call to the nearest 911—no matter where you are
- Reach UT Knoxville Police via emergency call or text
- Report an incident to a variety of campus offices
- Access important resources like emergency procedures and the safety map
- Report suspicious activity

### Officers and Training

A comprehensive list of all positions and position descriptions can be found at the [UTPD Employment website](#). UTPD Police Officers receive their certification from the Tennessee Peace Officer Standards and

Training (POST) Commission upon attendance and successful completion of a POST Certified regional or state academy. Upon certification, each state certified officer must maintain a minimum of 40 hours of annual in-service training. UTPD offers its officers 80 hours of annual in-service training. UTPD officers are also encouraged to seek specialty training to enhance needed skills to serve the department and our unique community. UTPD Officers maintain expertise in vast police skills such as trauma informed interview techniques, crime scene investigations, cybercrimes, and many other areas.

Certified police officers meet all of the requirements for P.O.S.T. certification in Tennessee or be eligible for certification upon hire and completion of P.O.S.T approved police academy; must have a valid driver's license in the State of Tennessee or be eligible to obtain one within 30 days of appointment; must be at least 21 years of age; must attend and successfully complete, annually, a department authorized and POST approved in-service training course consisting of at least forty (40) hours of instruction; and must successfully complete the department field training program within designated time frame.

#### External Accreditation

In recognition of the department's high standards, UTPD was granted national accreditation by the Commission on Accreditation for Law Enforcement Agencies (CALEA) in 2009. It has been re-accredited through CALEA since then in 2012 (Advanced), 2015 (Advanced) and 2018 (Gold Standard). In January 2010, UTPD was also accredited through the International Association of Campus Law Enforcement Administrators (IACLEA), becoming one of only 15 agencies dually accredited through CALEA and IACLEA. In December of 2015, UTPD was also accredited through the Tennessee Law Enforcement Accreditation (TLEA) commission. These accreditations demonstrate that UTPD promotes student safety and accountability through programming, information sharing, and cooperation. In all, UTPD meets or exceeds nearly 500 nationally and internationally accepted standards for law enforcement operations.

#### Clery (Campus Safety) Act Compliance

[Clery Act Compliance](#) at UT Knoxville is very much a collaborative effort, and the campus Clery Act Compliance Coordinator works within the Public Safety unit of the institution. This Coordinator works with all relevant units of the institution to ensure and maintain compliance with the Clery Act. The Clery Act Compliance Coordinator ensures compliance throughout campus via specific outreach and material support related to the production of the Annual Security and Safety Report, Clery Maps, Crime Logs, Safety Notices (Timely Warnings), Campus Security Authority training and designation, and coordination with those students and personnel traveling outside of the campus.

#### Department of Environmental Health and Safety

The mission of the [Department of Environmental Health & Safety \(EHS\)](#) is to coordinate a comprehensive and continuing accident prevention and health maintenance effort compatible with the functions of the University.

The program is designed to create a healthful and safe atmosphere for study, research, service, and employment, and to promote good health and safety practices by the student body, faculty, staff, and visitors. The program is intended as a guide in planning, organizing, and controlling related programs in each college and administrative unit. The objective of the program is the protection of life and property by prevention of accidents and environmental related diseases.

### Office of Emergency Management

The [Office of Emergency Management's \(OEM\)](#) primary function is to provide campus level planning, training, and emergency management program coordination and implementation. Coordination includes ensuring proper integration of local, state, and federal efforts. OEM is represented in the following entities:

- UT System alternate Emergency Services Coordinator to Tennessee Emergency Management Agency,
- Local Emergency Planning Committee,
- President of the Emergency Managers Association of Tennessee, and
- Members of the International Emergency Managers Association, Emergency Management Accreditation Program, and National Center for Sports Safety and Security.

Emergency management is the public safety discipline that is the lead agency responsible for the collaboration of mitigation, preparedness, response, and recovery from all hazards to build whole community resiliency.

The OEM is also responsible for providing support, coordination, and guidance to the UT units located in the Knoxville area. This includes establishing the framework that allows for an integrated approach to prevention, preparedness, response, recovery, and mitigation by various units. This is primarily accomplished by providing guidance in the Campus Emergency Management Plan and close coordination with key university response units. The OEM is represented on the following internal entities:

- Emergency Management Steering Committee
- Campus Executive Safety Council
- Campus Safety Committee
- Campus Notification Committee
- Hazard Mitigation Planning Team
- Surveillance Oversight Committee
- UT Knoxville's Task Force in Support of Student Veterans
- Complex Coordinated Terrorist Attack Task Force (Homeland Security District 2)

The institution disseminates emergency procedures and other health and safety related procedures through a variety of outreach activities and communications efforts, many of which focus on awareness of the website and campus safety app resources. OEM activities such as outreach, exercises and training are tracked using a smartsheet called Readytracker. For examples see Readytracker in documentation. Additionally, an [emergency guide has been developed for faculty](#). [Emergency preparedness resources](#) for various emergency situations are available online.

### Emergency Management Plan (EMP)

The EMP is to establish policies, procedures, and organizational structure for response to emergencies that are of a magnitude to cause a significant disruption of the functioning of all or portions of UT Knoxville. This plan describes the roles and responsibilities of colleges, departments, units, and personnel during emergency situations. The basic emergency procedures are designed to protect lives and property through effective use of university and community resources. Since an emergency may be sudden and without warning, these procedures are designed to be flexible in order to accommodate contingencies of various types and magnitudes. Appendices to the EMP include: Multi-Year Strategic Plan, Emergency Management Training Plan, Campus Map of Emergency Zones, Plans Matrix, Emergency Response Organizational Chart, Emergency Notification System: UAlert Activation Protocol, and National Incident Management System

(NIMS) Guidelines. Annexes to the EMP include: Multi-hazard Mitigation Disaster Resistant Plan, Emergency Operations Center Protocol, Communications, Mutual Aid Agreements, Campus Evacuation Plan, Hazardous Materials Release Plan, Pandemic Plan, and Active Shooter.

Through the use of appendices, annexes, and other related planning documents, this EMP is designed as a flexible multi-hazard plan but addresses some types of emergencies specifically through the use of annexes. This plan receives continual review and will be updated as necessary, at a minimum the major components will be updated on a 3-year cycle. A committee consisting of UT Knoxville personnel and stakeholders will convene every year to perform detailed planning targeting specific appendices, annexes, and plans to update and improve the campus EMP.

The plan is an institutional-level plan that guides the emergency response of personnel and resources during an emergency situation that cannot be adequately addressed by first responders. It is the official emergency response plan of the University of Tennessee, Knoxville and precludes actions not in concert with the intent of this plan or the organization created by it. The plan and emergency response organizations shall be subordinate to federal, state, or local government plans during a disaster declaration by those authorities. The institution will cooperate with the Tennessee Emergency Management Agency (TEMA), Knoxville/Knox County Emergency Management Agency, local response agencies, and other nongovernmental agencies active in disaster preparedness and response in the development of emergency response plans and participate in multi-jurisdictional emergency planning exercises.

#### The Multi-Hazard Mitigation Plan

The purpose of hazard mitigation is to reduce or eliminate the long-term risk to people and property from natural and/or man-made hazards. UT Knoxville has prepared and updated the Multi-Hazard Mitigation Disaster Resistant University Plan to better protect the people, property, and mission of the University from the effects of natural and manmade hazard events. The Threat Hazard Identification and Risk Assessment (THIRA) is reviewed and updated regularly and the plan is used to identify and pursue mitigation projects to reduce campus risk.

#### The Campus Evacuation Plan

The campus created Annex #5 to the EMP to provide for the orderly and coordinated evacuation of all or any part of the population of UT Knoxville, if it is determined that such action is the most effective means available for protecting the population from the effects of an emergency situation.

#### UT Knoxville Emergency Call Center

The institution has established procedures for an Emergency Call Center to be a resource, which will be activated in emergency situations that cause call volume to exceed the campus information line capacity. Workers at the Emergency Call Center will answer phones and redirect calls to the appropriate places, answer questions, and provide accurate information to callers. See Annex 2, Sect II, ECC Plan of EMP for more details.

#### Emergency Notification

The campus employs a sophisticated mass notification system to provide emergency messaging to the campus community. This system has been branded as UT Alert and all Knoxville area students, faculty and staff are automatically registered in the system based on their institution-provided email address.

Templates and procedures are in place to provide quick and effective alerts based on the campus hazard analysis. Details about the program can be found in Appendix D of the campus plan entitled Emergency Notification System in the campus EMP and [online](#).

### Inclement Weather Policy

UT Knoxville will remain open except in the most severe weather conditions. Decisions about campus operations are made based on conditions on campus and major transportation routes. It is anticipated that the campus community shall also monitor local conditions to assess the travel risk.

The Chancellor (or appointed representative) may officially close or suspend selected activities of the institution because of inclement weather conditions. When this decision is made, a UT Alert is issued and local media are informed to assist in message dissemination. A notice is also posted to the institution's home page.

If the institution is officially closed, certain essential services such as dining services, facilities services, UT Knoxville Police and University Housing will continue to operate. Some facilities like the University Libraries and the Student Union, may continue to function, if possible, as a service to the campus community.

### Storm Ready

The National Weather Service has recognized UT Knoxville for maintaining timely and effective hazardous weather warnings by renewing the campus Storm Ready designation. The designation is a validation of the efforts to improve awareness and plans to quickly disseminate information to the campus community.

### Planning Tools for Units

The OEM provides planning support for unit level plans in coordination with Environmental Health and Safety. Specifically Building Emergency Action Plans (BEAPs) and Continuity of Operations Plans (COOPs) used to address life safety issues and business continuity. [Unit planning resources](#) can be found online. EHS and OEM also partner on the [Building Emergency Preparedness Coordinator program](#) to provide some basic training and a connection between the campus level effort and campus facilities.

## **Off-site Locations**

### University of Tennessee Space Institute (UTSI), Tullahoma

UTSI is a graduate education and research institution located in Tullahoma, Tennessee (south-central Tennessee not far off Interstate 24, approximately halfway between Nashville and Chattanooga). There are 15 full-time faculty fully funded by UTSI and currently none with split appointments between the UTSI and UT Knoxville (joint funding of salaries).

UTSI supports the Air Force Arnold Engineering Development Center (AEDC) in maintaining state-of-the-art expertise in both technical and managerial ranks. About 500 AEDC employees have earned graduate degrees at the institute, including 40 doctorates. In addition, thousands have participated in the continuing education programs offered by UTSI. The faculty and students have worked on a variety of research and technology development projects with AEDC personnel. It has been acknowledged often by the leadership at AEDC that the educational support of UTSI is critical to AEDC in fulfilling its national mission for the Department of Defense, NASA, and the aerospace industry.



The UTSI location has a main academic building, several research laboratory buildings, a student center with dormitory facility, and a physical facilities building. The Facilities Director manages operations, maintenance, shipping and receiving, mail service, office supplies, telephone system, physical security, keys, and the wastewater plant. UTSI Safety Office encompasses occupational safety, Physical Security, Emergency Management and Chemical Hygiene; provides safety training; laser safety training; maintains Automatic External Defibrillators (AED's) for public use; conducts annual AED, CPR and first aid training; and utilizes a UTSI Alert system (text messaging and email) for emergency communication. The UTSI facility is also serviced by the Franklin County Sheriff Department and the Estill Springs Fire Department. UTSI has its own [Emergency Operations Plan](#).

### College of Social Work, Nashville

UT Knoxville's College of Social Work has a unit located at the Polk Center (rented space managed by the UT System) in southeast Nashville, TN. The Polk Center houses the College of Social Work, the University of Tennessee Institute of Public Service (an arm of the UT System), and Social Work Office of Research and Public Service (a unit of the College of Social Work). This facility is serviced by the Metro Nashville Police Department, fire protection and EMS services, as it is located in the city of Nashville, the largest metropolitan area in Tennessee. The College of Social Work has its own [Building Emergency Action Plan](#).

On average, the College of Social Work has 150 students who physically attend class in this building. Staff and students have key cards to access the building, stairs, and elevator after hours. Additionally, there are security cameras throughout the southwest portion of the building, in the lobby, and outside of the building. In the near future, (when we are able to host in-person trainings) students will receive training on campus safety from the UT Police Department. There is a safety manual, which is currently being update, that will be available in every classroom by fall 2021. This manual will include how to respond to different types of emergencies, which will primarily entail calling Nashville Metro police, fire, and emergency services, as well as weather and natural disaster emergencies.

In terms of COVID-19, the Nashville location is following the same procedures as the Knoxville campus. The institution can only enforce these procedures with the UT Knoxville employees in the building, versus the non-UT Knoxville employees present).

## **Conclusion**

The University of Tennessee, Knoxville, demonstrates compliance of providing a healthy, safe, and secure environment for all members of the community on the campus in Knoxville and at off-campus instructional sites in Tullahoma and Nashville, TN. The UT Knoxville Student Life departments (SHC, SCC, CHEW, RecSports, SCCS) and Police Department, the Office of Emergency Management, and the Department of Environmental Health and Safety take the lead in working with the community on many different aspects of safety, health, and security.

## R – 14.1: Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

#### Accreditation Status

The University of Tennessee, Knoxville (UT Knoxville) has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1897. The institution accurately presents this information on a variety of websites targeting a variety of audiences.

In all instances cited below, the notification appears as follows, using specific language approved by the Commission on Colleges:

Since 1897, the University of Tennessee, Knoxville, has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the University of Tennessee, Knoxville.

The notification is provided in the [About](#) section of UT Knoxville's top-level website. Links to the *About* section appear on all webpages that are a part of the top-level site either as a selection after clicking *Menu* on the top right or as the first selection in the left-hand menu.

The notification is provided on the homepage of the institution's [SACSCOC Accreditation website](#), which contains detailed information about accreditation processes, policies, and resources.

UT Knoxville no longer publishes a printed catalog, however the notification appears in the [About the University](#) section of each year's electronic Undergraduate Catalog and in *The University of Tennessee* section of each year's electronic Graduate Catalog. Current and archived catalogs are available on the institution's catalog website.

#### Other Locations

The University of Tennessee Space Institute (UTSI), established in 1964 as part of The University of Tennessee, is a graduate education and research institution located in Middle Tennessee. UTSI accurately presents this information on a variety of websites and targeting a variety of audiences.

In all instances cited below, the notification appears as follows, using specific language approved by the Commission on Colleges:

The University of Tennessee, Knoxville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Students earning graduate degrees and certificates in disciplines offered by the University of Tennessee Space Institute are graduates of the University of Tennessee, Knoxville, which has been continuously accredited by SACSCOC since 1897 and is authorized to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Tennessee, Knoxville.

The notification is provided in the [About the Space Institute](#) section of UTSI's website. A link to the *About* section appears as a selection after hovering over *Home* at the top of the site.

## **Conclusion**

The institution accurately represents its accreditation status, publishes SACSCOC contact information as required, and ensures all locations and units use the institution's name and accreditation information.

## R – 14.3: Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its online programs, branch campuses, and off-campus instructional sites.

### Judgment

Compliance    Non-Compliance    Not Applicable

### Narrative

For educational programs at the University of Tennessee, Knoxville (UT Knoxville), there is no distinction in quality, academic expectations, student learning outcomes, or academic accountability based on the instructional mode of delivery. The institution does not offer programs via correspondence and uses Internet technologies for the delivery of its online and hybrid programs, in both synchronous and asynchronous modes. UT Knoxville has no branch campuses and two off-campus instructional sites. The program approval process for all programs follows the same rigorous review regardless of delivery mode or location.

The Office of Online Learning and Academic Programs (OLAP), in Academic Affairs, provides direction and support for online and hybrid academic degree and certificate programs, develops resources for online instructional faculty and graduate teaching assistants (GTAs), and publishes important information about the institution's online and hybrid learning opportunities on the [Vols Online](#) website.

Online programs have been incorporated in the appropriate standard narratives throughout this report; and, UT Knoxville online programs are in compliance with all SACSCOC Principles of Accreditation that apply to face-to-face programs.

#### 6.1 & 6.2.b Full Time Faculty and Program Faculty

UT Knoxville does not employ a separate faculty for its online courses or programs. All faculty teaching courses in online programs have been appropriately vetted and are qualified to teach those areas.

The institution employs a sufficient number of diverse full-time faculty to develop and coordinate innovative student-centered academic programs, deliver its general education and programmatic curricula, conduct and disseminate scholarship, advise students and assess their learning, and engage in professional and public service/outreach inside and outside the institution. Like other public research institutions, the institution also attracts and employs talented and qualified part-time faculty, professional staff, and graduate assistants who are able to extend the delivery of curricula to support its mission and strategic plan.

Faculty policies, responsibilities, workload, and definitions apply to all academic programs and faculty irrespective of instructional site or modality of academic program delivery. Faculty physically assigned at all sites associated with programs offered in any modality have the same fundamental responsibilities and role in delivering academic programs, follow the same process in establishing their individual program assignments, are subject to the same policies regarding part-time positions and overload, and demonstrate appropriate qualifications through the institution's credentialing process. All faculty

regardless of teaching modality have been included in the case for compliance in [Standard 6.1](#) and [Standard 6.2.b](#).

### 6.2.c Program Coordination

UT Knoxville has specific guidelines and processes that establish qualified faculty members as responsible for program curriculum oversight, governance, and coordination. These guidelines and processes define and utilize committees at the departmental, college and institution level to coordinate academic curricula across all modalities (e.g., face-to-face, and online).

Program coordination responsibilities are assigned to qualified faculty for programs across all sites and delivery modalities. The expectation of qualifications and the associated credentialing process for such faculty is identical to that for faculty serving as program coordinators for programs on the UT Knoxville campus. Program coordination responsibilities across different program modalities or sites may be assigned to the same faculty member if appropriate, but different modalities and sites associated with the same program may also have different coordinators. All coordinators, regardless of program teaching modality, have been included in the case for compliance with [Standard 6.2.c](#).

### 8.1 Student Achievement

The student achievement data UT Knoxville collects, analyzes, reports, and publicly provides as part of SACSCOC compliance is independent of students site locations or the modality of course and program delivery.

UT Knoxville focuses on several measures of undergraduate and graduate success, including retention and graduation rates, number of graduate degrees conferred, and professional licensing exams. Student achievement goals, initiatives, and outcomes are published on various institutional websites, with summary reports located on the institution's [accreditation website](#). The metrics, definitions, aspirational targets, and minimum thresholds cover students in all programs and courses independent of modality or site location. Online program student achievement data are included in the data provided in the case for compliance with [Standard 8.1](#).

### 8.2.a Student Outcomes: Educational Programs

UT Knoxville's culture of assessment has evolved over the past several years to strengthen its emphasis on program improvement based on student learning, irrespective of the program's delivery mode. Annual assessment originates in programmatic collaboration among faculty representatives, who meet annually to review student learning outcomes, set goals, establish assessment methods, and take actions for coming years. Assessment is further supported by several key groups and individuals on campus, and through resources, training sessions and consultations. The annual Program Assessment Process, including Oversight and Support, UT Knoxville Community Involvement, Training, and the Assessment Process and Documentation, is applicable to all academic programs at UT Knoxville, including those delivered as online or hybrid programs.

UT Knoxville uses the Campus Labs Planning Module for assessment management. Departments, including those that offer online and hybrid programs, store all of their student learning outcomes (SLO) and other pertinent information and documentation in this system. Departments are asked to create concise, measurable outcomes, and they are given an opportunity in a description box to further outline specific details. They also document those people who are involved in the process (their assessment team or at

the very least the responsible party). A full description of the methodology, including a collections schedule, direct assessment method, and indirect assessment method (if any) is required. All results are stored in the Campus Labs Planning Module either in descriptive form or by way of file attachments along with the proposed plan of action to address their findings. Online programs are treated in the same manner as in-person programs, and student learning outcomes for online programs are included in the information provided in the case for compliance with [Standard 8.2.a](#).

### 9.1 Program Content

UT Knoxville's academic programs at the baccalaureate, master's, specialist, and doctoral levels offer our students a coherent course of study in fields of study appropriate to higher education, and compatible with the institution's mission. Program coherence, appropriateness, and compatibility with mission are ensured through a comprehensive and complementary suite of internal and external processes, policies, and tools, which are applied to programs on a continuing basis to ensure their ongoing quality.

The same comprehensive and complementary suite of internal and external processes, policies, and tools described above are also employed by distance and online programs and programs at off-campus instructional sites to ensure that these too are coherent, appropriate, and aligned with the institution's mission and strategy. All online programs and off-campus site programs are included in the case for compliance with [Standard 9.1](#).

### 9.2 Program Length

UT Knoxville has developed and maintains curricula for each of its educational programs, regardless of learning location or modality, which are appropriate in length and content. All online programs meet the required minimum credit hours for programs: baccalaureate programs, whose semester credit hour requirements can be found in the Undergraduate Catalog, require between 120 and 135 credit hours, all graduate programs require a minimum of 30 semester credit hours beyond the bachelor's degree, and Specialist in Education (EdS) degree programs have a minimum of 30 credit hours beyond the master's degree.

Online and hybrid doctoral degree programs (PhD, EdD, DNP, DSW) follow the same institution policy in requiring a minimum of 30 credit hours beyond the master's degree and at least 60 credit hours beyond the bachelor's degree. UT Knoxville ensures appropriate program length through internal and external curriculum review processes. New program and extant program modification proposals--irrespective of level, modality, and/or site location--require relevant program curriculum descriptions and enumeration of required credit hours. All online programs and off-campus site programs are included in the case for compliance with [Standard 9.2](#).

### 10.2 Public Information

UT Knoxville offers bachelor, master, and doctoral level programs as well as graduate certificates; UT does not offer associate degrees. The institution provides the following current information to students, including those enrolled in online courses and programs, through the resources listed below, as well as information on the Vols Online website. The same information applies to online programs and students, as well as those learning at off-campus sites, as was provided in the case for compliance with [Standard 10.2](#).

### 10.5 Admissions Policies and Practices

UT Knoxville publishes admissions policies and acts in accordance with those policies in the recruitment of undergraduate and graduate students, regardless of the method of program delivery (e.g., face-to-face, hybrid, online).

Policies also are guided by the [Enrollment Update of 2019](#), which presents data and projections for enrollment. Materials, printed and electronic, are reviewed on an ongoing basis, but particularly at the beginning of each recruitment season, in order to maintain accuracy and consistency with its policies. Similarly, recruitment staff undergo summer training and biweekly meetings to ensure consistency and accuracy. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees, as demonstrated in the case for compliance with [Standard 10.5](#). Students in all programs, including online and at off-campus sites, are served by the same admissions staff, policies, and practices. See [Standard 10.5](#).

### 10.6.a Distance and Correspondence Education

UT Knoxville ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. See [Standard 10.6.a](#).

### 10.6.b Distance and Correspondence Education

UT Knoxville has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. See [Standard 10.6.b](#).

### 10.6.c Distance and Correspondence Education

UT Knoxville ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity. See [Standard 10.6.c](#).

### 10.7 Policies for Awarding Credit

UT Knoxville publishes, maintains, and utilizes redundant guidelines and processes to determine the amount and level credit for its courses in a manner that complies with the SACSCOC Credit Hours Policy Statement. These determinations reside with credentialed and qualified faculty, are conducted via formal established governance mechanisms laid out in the [UT Knoxville Faculty Handbook](#) and are subject to oversight and additional review by credentialed and qualified academic administrators.

The same credit hour guidelines, review mechanisms, and approval process apply to courses that are delivered on campus, online, or in a hybrid format. In these courses, the expectation of 1 classroom contact hour (50 minutes under the Carnegie unit system) plus 2-3 hours of out-of-classroom time per week for 15 weeks that corresponds to 1 credit hour is maintained by acknowledging the ambiguity of the distinction between the two forms of time (in class and out of class) that prevails in distance and online (whether synchronous or asynchronous) coursework. Expectations are that faculty will engage students in activities and instruction that promote and lead to the achievement of student learning outcomes for a minimum of 3 hours per week. Credit hour determination is discussed for all programs, regardless of modality or location, in detail in the case for compliance with [Standard 10.7](#).

## 12.1 Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission to all students, including those enrolled in online programs.

UT Knoxville's mission conveys a commitment to elevating and enriching the citizens of the state of Tennessee, the nation, and the world. Accordingly, UT Knoxville provides academic and student support services to students and faculty that are in line with higher education best practices and in institution mission-oriented areas of: academic teaching and resource centers, academic advising, counseling, accessibility/disability services, diversity and inclusion offices, career services, student life, information technology and residence life programming.

Online students are provided academic and student support and faculty through main campus academic and student support units that primarily serve main campus but offer programs, services, and activities virtually so that all students, regardless of their primary mode of learning, can have access. Information about [services available to online program students](#) can be found online.

### Library Instruction

[UT Libraries](#) is a key partner in supporting online and [distance education students](#). Ranking 23rd among public research libraries according to the Association of Research Libraries (ARL), collections include 3.6 million volumes, 120,000 streaming videos, one million e-books, and access to over 730 databases. University Libraries provide information and access to learning resources to all enrolled students, regardless of their primary learning modality. These learning resources include, but are not limited to articles, databases, digital collections, research guides and library tutorials. Online program students can engage with subject librarians and request online research consultations. The Libraries also provide document delivery services to remote UTK students, faculty, and staff as well as UT agricultural extension and research agents.

### Technology Support for Online Program Students

Online and distance education programs and courses are delivered Using [Online@UT \(Canvas\)](#), a web-based learning management system (LMS), and [LiveOnline@UT \(Zoom\)](#) a web-based set of video-conferencing tools that enables online collaboration and synchronous engagement. These platforms are maintained by the [Office of Information Technology \(OIT\)](#) and are made available to all faculty, students and staff. OIT also offers numerous online training opportunities (both synchronous and asynchronous) and robust set of resources for [instructors](#) and [students](#). Students who log into UT Knoxville web services are required to use a secure network identifier (NetID) issued by the institution and password (default issued by the institution, which the student can then change and maintain).

Students in online courses and programs, as well as learning in off-campus sites, receive technical [support from OIT](#) through various means, including: Calling the OIT HelpDesk at 865-974-9900, which is available 24 hours a day, 7 days a week; submitting a Help Request via [OIT's Service Catalog](#), or [chatting with the OIT HelpDesk](#).

Additional Examples of Student Support Services Available to Students include:



### Academic Success Center

The mission of the [Academic Success Center](#), in the Division of Student Success, is to ensure that all students, including those in online programs, have the opportunity to succeed by providing campus leadership and advocacy for student success at UT, identifying and implementing academic success programs that support progress toward graduation, and enriching the undergraduate student experience, regardless of a student's primary learning modality. The Academic Success Center hosts the [Online Academic Success Guide](#), and provides students access to academic coaching, supplemental instruction and tutoring online via Zoom.

### Center for Career Development and Academic Exploration

The [Center for Career Development and Academic Exploration](#) educates and empowers students to achieve career success, including those enrolled in online programs. The [Virtual Center for Career Development & Academic Exploration](#) provides students access to the Center's services via online delivery. The Center's website provides resources for a variety of career development needs and activities. Take time to explore our resources on [resumes/cover letters](#), [interviewing](#), [exploring majors and careers](#), [gaining experience](#), [finding jobs](#), and [preparing for graduate school](#). Additionally, utilize the Center for Career Development & Academic Exploration's [resource for students' to continue their career growth during COVID-19](#).

### One Stop Student Services

[One Stop Student Services](#) integrates the most common enrollment, registration, financial aid, and payment services online and within one office to help all students, regardless of their primary learning modality, take care of business when it's most convenient for them. Students in online and distance education programs do not have to come to the Knoxville campus to access and utilize these services.

### Student Disability Services

The mission of [Student Disability Services \(SDS\)](#) is to partner with the campus community to create equitable access to eligible students while promoting disability-inclusive diversity. SDS coordinates reasonable accommodations for students with disabilities, including those who are enrolled in online courses and programs, and publishes the [Accommodation and Implementation for online coursework webpage](#), which lists the most common accommodations provided during the semester and potential ways to implement them in an online environment.

Many of the programs and services described at length in the case for compliance with [Standard 12.1](#) are also available to students in online programs and at off-campus sites. Units and departments offering programs and services are continually working to make their offerings accessible online.

### R-12.4 Student Complaints

The University of Tennessee, Knoxville (UT Knoxville) has adequate policies and procedures it adheres to in response to written student complaints and appeals. These policies and procedures address a variety of issues such as academic appeals, student conduct and discipline, discrimination and sexual misconduct complaints, admission appeals and petitions, parking citations, residency status appeals, financial aid appeals, student account appeals, and student life complaints. Records of complaints are located in various offices where the complaints originated. The various complaint procedures are publicized on departmental websites, [Hilltopics Student Handbook](#), [Student Code of Conduct](#), [2020-2021 Undergraduate](#)

[Catalog](#), and [2020-2021 Graduate Catalog](#) and addressed during New Student Orientations for both undergraduate and graduate students. UT Knoxville applies the same policies and practices to all students regardless of the mode of delivery.

Students enrolled in Online Programs and who live outside of Tennessee or who are enrolled in learning placements that take place outside of Tennessee have the [Consumer Information section of the Vols Online website](#) as an additional source for policies and procedures to use to identify and initiate a written complaint through SACSCOC or through the state where they reside. There have been no complaints requiring mediation outside of the internal process. At all steps of the process, students are provided opportunities to present evidence supporting their complaints. Online student complaints follow the same processes and are included in the case for compliance with [Standard 12.4](#).

### R-13.7 Physical Resources

UT Knoxville's [Online Learning and Academic Programs \(OLAP\)](#) unit is responsible for supporting the development of online and hybrid courses and programs. In an online course, all the instruction is delivered online. In a hybrid course, instructors blend on-campus and online learning. OLAP works closely with the [Office of Information Technology \(OIT\)](#) and other units on campus to ensure faculty and staff have access to the institution's learning management system (LMS) and other educational technology tools so they can engage with online and hybrid course content and one another on a regular and substantial basis throughout the semester.

Online program (Distance Education) students are assessed certain fees, including a Distance Education Fee of \$56 per credit hour, used for on-going support of the technology needed to deliver online courses to distance education students as well as, the creation of new courses and course material for current and future programs. Online program and student needs are considered in the planning for physical resources, particularly related to technology, as outlined in the case for compliance with [Standard 13.7](#).

### R-13.8 Institutional Environment

Students enrolled in online programs at UT Knoxville are considered members of the Volunteer community, regardless of their physical location. Tennessee is a member of the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#), and UT Knoxville has been an approved SARA institution continuously since June 2016. NC-SARA was established "to develop and implement an effective and efficient reciprocal state-level authorization process for post-secondary distance education. Its mission is to provide broad access to postsecondary education opportunities to students across the country, to increase the quality and value of higher learning credentials earned via distance education, and to assure students are well served in a rapidly changing education landscape."

Provisions of the SARA Manual, including those for consumer protection and the resolution of complaints, apply to interstate distance education offered by participating SARA institutions to students in other SARA states.

The [Office of Title IX](#) at the UT Knoxville is committed to creating and maintaining a safe and non-discriminatory learning, living, and working environment free from sexual misconduct, relationship violence, stalking, and retaliation. The institution's process is governed by its [Policy on Sexual Misconduct, Relationship Violence, Stalking, and Retaliation](#), which is published on the Title IX website, and hard copies are provided upon request. The policy applies equally to students enrolled in online programs and

addresses [support resources and reporting](#), [consent definition](#), [procedures for investigations when the respondent is a student](#), and [procedures for investigating when the respondent is an employee](#). The case for compliance with [Standard 13.8](#) includes students learning in online programs and classes and at the institution's two off-campus sites.

#### R-14.1 Publication of Accreditation Status

The institution has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1897, and accurately presents this information on a variety of websites targeting a variety of audiences, including students enrolled in online academic programs. The Vols Online website provides the notification on the [Consumer Information page](#).

The notification is provided in the *About* section of UT Knoxville's top-level website. Links to the *About* section appear on all webpages that are a part of the top-level site, either as a selection after clicking *Menu* on the top right or as the first selection in the left-hand menu.

The notification is also provided on the homepage of the institution's [SACSCOC Accreditation website](#), which contains detailed information about accreditation processes, policies, and resources.

The notification appears in the *About the University* section of each year's electronic Undergraduate Catalog and in *The University of Tennessee* section of each year's electronic Graduate Catalog.

### **Other Locations**

The University of Tennessee Space Institute (UTSI), established in 1964 as part of The University of Tennessee, is a graduate education and research institution located in Middle Tennessee. UTSI accurately presents this information on a variety of websites and targeting a variety of audiences. In all instances, the notification appears as follows, using specific language approved by the Commission on Colleges:

The University of Tennessee, Knoxville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Students earning graduate degrees and certificates in disciplines offered by the University of Tennessee Space Institute are graduates of the UT Knoxville, which has been continuously accredited by SACSCOC since 1897 and is authorized to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Tennessee, Knoxville.

The Vols Online website links directly to the UTSI website when listing an online program that is offered in conjunction with UTSI.

The notification is provided in the *About the Space Institute* section of UTSI's website. A link to the *About* section appears as a selection after hovering over *Home* at the top of the site.

### **Conclusion**

The University of Tennessee, Knoxville is in compliance with this standard, as demonstrated in the appropriate narratives throughout the report as noted above. The institution applies all appropriate standards and policies to its online programs and off-campus instructional sites. UT Knoxville does not have branch campuses.

## R – 14.4: Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

### Judgment

Compliance  Non-Compliance  Not Applicable

### Narrative

#### Representing the Institution Accurately

The University of Tennessee, Knoxville (UT Knoxville) is in compliance with the [SACSCOC Policy Statement on Accrediting Decisions of Other Agencies](#) in accurately representing its accreditation status and consistently representing its purpose, governance, programs, personnel, financials, and constituents to U.S. Department of Education-recognized programmatic accrediting agencies.

UT Knoxville apprises these agencies of any changes in accreditation status. Since 1897, the institution has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees.

The Office of Accreditation maintains current records of the programmatic accreditation at the institution through periodic review and verification with academic departments throughout the year. [Programmatic accreditation information is shown on the institution's publicly-available website](#), along with a standard institutional description and communication plan. None of these accrediting agencies serves as the institution's accreditor for the purposes of the HEA or other Federal purposes.

**Table 14.4** below displays the institution's academic programs that are accredited by accrediting agencies recognized by the U.S. Department of Education (DOE). The accreditor names in the table are links to the websites where you will find UT Knoxville or specific programs listed as accredited or approved (note: the American Bar Association offers its acquiescence for programs beyond the juris doctor). The program names link to notification letters from these accrediting agencies, and pertinent pages from the self-study documentation are linked in the Evidence column. Lastly, the dates of the most recent review and the date of the next scheduled review are indicated for each.

**Table 14.4 - Programs with Accreditation from DOE-Recognized Agencies**

Accreditor (links to websites)	Program (links to correspondence)	Evidence	Most Recent Review Year	Date of Next Review
<a href="#">Accreditation Council for Education in Nutrition and Dietetics (ACEND)</a>	<a href="#">Didactic Program in Dietetics BS</a> <a href="#">Dietetic Internship</a>	<a href="#">Self-Study</a>	07-27-2018 07-27-2018	12-31-2025 12-31-2025
<a href="#">American Bar Association (ABA)</a>	<a href="#">Law - JD</a> <a href="#">LLM*</a>	<a href="#">Self-Study</a>	08-16-2018	08-31-2023

<b>Accreditor</b> (links to websites)	<b>Program</b> (links to correspondence)	<b>Evidence</b>	<b>Most Recent Review Year</b>	<b>Date of Next Review</b>
American Psychological Association (APA)	Clinical Psychology PhD Counseling Psychology PhD School Psychology PhD Predoctoral Internship	Self-Study	04-02-2017	12-31-2023 12-31-2023 12-31-2021 12-31-2023
American Veterinary Medical Association (AVMA)	Veterinary Medicine - Programs leading to a DVM or DVM degree	Self-Study	03-20-2018	12-31-2022
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate Master's Graduate Certificates, including Post-graduate APRN Certificate Doctorate	Self-Study	03-30-2015	12-31-2025 12-31-2025 12-31-2020
Council on Accreditation of Nurse Anesthesia Educational Programs	Nurse Anesthesia -MSN and Post-Master's Certificate	Self-Study	10-17-2014	10-31-2024
Council on Education for Public Health (CEPH)	Public Health - MPH	Self-Study	06-18-2016	07-01-2023
National Association of Schools of Art & Design, Commission on Accreditation (NASAD)	Art History BA, Studio Art BA Interior Design (Interior Architecture) BS Graphic Design BFA, Studio Art BFA Studio Art MFA	Self-Study	11-10-2011	2019-2020
National Association of Schools of Music (NASM)	Music degree programs at the Bachelor (BA, BMusic) and Master level (MMusic), Graduate Certificates in Music Theory Pedagogy and Artist Certificate in Music	Self-Study	11-2014	2022-2023
National Association of Schools of Theatre, Commission on Accreditation (NAST)	Theatre BA, MFA	Self-Study	4-22-2015	2020-2021

**NOTE:**

\* ABA "acquiesced" to allow the LLM degree program

\*\*Joint degree program with The University of Tennessee Health Science Center

## **Informing Accrediting Agencies of Change in Status**

The institution has not experienced a change in accreditation status since its reaffirmation in 2015. Further, no programmatic accreditations have been terminated at the University of Tennessee, Knoxville by the accreditors, and no sanctions have been applied.

## **Conclusion**

The University of Tennessee, Knoxville clearly demonstrates compliance with this standard, as evidenced by documentation provided above. The institution represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation. There have been no changes of accreditation status to report from SACSCOC or other DOE-recognized accreditors.