

2.1

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. This mission addresses teaching and learning and, where applicable, research and public service.

The institutional mission profile of The University of Tennessee at Chattanooga:

The University of Tennessee at Chattanooga is a comprehensive, metropolitan university, offering bachelor's, master's, specialist, and selected doctoral degrees and certificates to more than 11,000 students through the colleges of Arts and Sciences; Engineering and Computer Science; Health, Education, and Professional Studies; and the Gary W. Rollins College of Business, as well as the Graduate School. Founded in 1886, the private campus joined The University of Tennessee system of public higher education in 1969 and emphasizes strong professional programs essential to the economic vitality of the region with a grounding in the liberal arts. The UTC Honors College was founded in 2013 to build on the tradition of excellence established by the university's longstanding honors program. In 2015, UTC opened a new state-of-the-art library that serves over 600,000 campus and community users annually. UT Chattanooga is classified as a Carnegie Doctoral/Professional campus and earned the elective Carnegie classification as a Community Engagement campus for both curricular engagement and outreach and partnerships. While pursuing its mission as an engaged metropolitan university, UTC maintains a strong relationship with the Chattanooga regional community, allowing for numerous cooperative education, internship, volunteer, clinical, research, and other experiential learning opportunities. The substantial and unique University of Chattanooga Foundation works to ensure the overall goal of academic distinction.

The University of Tennessee at Chattanooga's mission statement is below and can also be found [online](#):

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

In alignment with the University's mission, the following values are also embraced:

- Students are the primary reason we exist as an institution.
- We live integrity, civility and honesty.
- We relentlessly pursue excellence.
- We embrace diversity and inclusion. Creativity, inquiry and scholarship are our culture.

Clearly UTC's mission statement is comprehensive and captures the scope of our activities, addressing teaching and learning, as well as focusing on diversity and inclusion, positive change, and public service. The detailed characteristics of UTC that are included in our mission statement make it specific to UTC, a comprehensive, metropolitan university.

The Carnegie Foundation for the Advancement of Teaching classifies UTC as a Doctoral/Professional university. Also, in 2015, UTC received national designation by Carnegie as a Community Engagement University. The designation recognized strong partnerships between UTC and Chattanooga and UTC's institutional focus on community engagement and experiential learning. While not classified as a research institution, faculty research is conducted in science and engineering, health and wellness, social sciences, education, and the arts. UTC engages undergraduate and graduate students in most research, giving students practical, real-world experiences that benefit their professional careers. This work is an extension of UTC's mission statement which includes engaging faculty, students, and the community.

UTC's mission statement is in alignment with the University of Tennessee (UT) System mission and the Tennessee Higher Education Commission's (THEC) mission. The [UT System mission statement](#) is as follows:

Serving all Tennesseans and beyond through education, discovery and outreach that enables strong economic, social and environmental well-being.

The [THEC mission statement](#) is as follows:

The Tennessee Higher Education Commission is relentlessly focused on increasing the number of Tennesseans with a post secondary credential. We pursue this goal by innovating for student access and success, creating a policy environment conducive to increased degree attainment, and protecting students and consumers.

The mission of UTC is reviewed and approved annually, as needed, by the UT Board of Trustees (BOT), as specified in the bylaws of the UT BOT ([Appendix A, Item 14](#)). Moreover, the UTC mission statement is reviewed for recommendation to the UT BOT by the Education, Research, and Service (ERS) Committee, a subcommittee of the UT BOT, as specified in [Item 1 of the ERS Committee charter](#). As specified in [Tenn. Code Ann. § 49-9-212](#):

All institutions governed by the board of trustees of the University of Tennessee shall submit annually institutional mission statements to the Tennessee higher education commission for review and approval. An institutional mission statement shall:

- (1) Characterize distinctiveness in degree offerings by level, focus, and student characteristics, including, but not limited to, nontraditional students and part-time students; and
- (2) Address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee citizens.

Most recently, the UTC mission was reviewed by the ERS Committee at its March 1, 2019, meeting (agenda [Section IV, Item B](#)) and recommended for approval of the full UT BOT, as noted in the following resolution:

The Board of Trustees approves the Institutional Mission Profile Statements for The University of Tennessee at Chattanooga, The University of Tennessee Health Science Center, The University of Tennessee, Knoxville, and The University of Tennessee at Martin as presented in the meeting materials, which shall be attached to this Resolution after adoption, and authorizes the administration to submit the statements to the Tennessee Higher Education Commission for approval.

The resolution was approved by the UT BOT at its March 1, 2019 meeting (consent agenda [Section XV., Item E.1.](#)).

The Tennessee Higher Education Commission (THEC) approves institutional missions annually at its May meetings. The UTC mission was most recently approved by THEC at the May 17, 2019, meeting ([agenda Item III.](#)). If there are no changes to the mission statement, there is no need for additional approval from the BOT or THEC. However, review is scheduled annually to ensure there are no changes.

The alignment of the UTC mission with UT System and THEC missions, as well as its approval by UT BOT and THEC, provides evidence of it being appropriate for higher education.

Conclusion

UTC is in compliance with Standard 2.1, as evidenced in the narrative and examples above.

Sources

-  Appendix A, Item 14
-  ERS Committee Agenda
-  ERS Committee Charter
-  THEC Mission Statement
-  THEC Spring 2019 Agenda
-  Tenn Code Annotated 49-7-202
-  Tenn Code Annotated 49-9-212
-  UT BOT Winter 2019 Agenda - Mission Review
-  UT System Mission Statement
-  UTC Mission Statement

3.1.a

Degree-granting Authority

An institution seeking to gain or maintain accredited status:

- a. has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has degree-granting authority from the appropriate government agency or agencies.

The Tennessee State Legislature has given degree-granting authority to UTC through the University of Tennessee Board of Trustees (UT BOT). This authority is described in [Tennessee Code Annotated §49-9-901](#), University of Tennessee:

(a) There is created and established by the state a campus of the University of Tennessee in Hamilton County, to be known as the University of Tennessee at Chattanooga.

(b) The trustees of the University of Tennessee are given the same power, authority and discretion to prescribe and offer courses, curricula and degree programs, acquire land and construct buildings, inaugurate and carry out all necessary supporting work and activities and award degrees of the University of Tennessee at the University of Tennessee at Chattanooga as the trustees now have and exercise at the other colleges and schools of the University of Tennessee.

The UT BOT has delegated that authority to the President of the University and his or her designee (the Chancellor), as described in [Tennessee Code Annotated §49-9-209](#):

(f) The president and professors of the university, with the advice and consent of a majority of the board, shall have full power and authority, at any stated session of the board, to confer on any student in the university, or any other person they may think proper, the degrees of Bachelor of Arts, Master of Arts or any other degree known and used in any college or university in any of the United States.

Conclusion

As evidenced in the above narrative, UTC has degree-granting authority from the appropriate government agency and is in compliance with Standard 3.1.a.

Sources

-  [Tennessee Code Annotated 49-9-209](#)
-  [Tennessee Code Annotated 49-9-901](#)

3.1.b

Coursework for Degrees

An institution seeking to gain or maintain accreditation status:

b. offers all coursework required for at least one degree program at each level at which it awards degrees.(For exceptions, see SACSCOC policy "Documenting an Alternative Approach.")

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) currently delivers all coursework required for each degree program at every level at which it awards degrees. There are no active consortia agreements for the delivery of course work for degrees. UTC controls all aspects of its educational programs as evidenced in both the [undergraduate catalog](#) and the [graduate catalog](#). These catalogs list the coursework requirements for each program and provide descriptions of courses offered to satisfy all degree requirements. The [class schedule](#) displays all course offerings for past, current, and future terms that are published.

Evidence that the UTC courses in the catalog are offered to enable students to complete at least one degree program at each level is provided in Table 3.1.b-1 below. This table includes links to the program description in the graduate catalog and redacted example graduate transcripts. A degree audit example is also provided for the baccalaureate degree level.

Table 3.1.b-1. Evidence that UTC provided all instruction for at least one degree program at each degree level.

Degree Level	Sample Degree Program	Course Requirements
Baccalaureate	Bachelor of Science (B.S.) in Criminal Justice	Undergraduate catalog CRMJ Transcript CRMJ Degree Audit
Post-Baccalaureate Certificate	Business Analytics Post Baccalaureate Certificate	Graduate catalog Business Analytics Transcript
Master	Master of Business Administration: General	Graduate catalog MBA Transcript
Post-Master's Certificate	Nurse Anesthesia Post-Master's Certificate	Graduate catalog NA Transcript
Educational Specialist	Advanced Educational Practice: Principal Licensure	Graduate catalog EDS AEP Transcript
Doctoral	Doctor of Physical Therapy	Graduate catalog DPT Transcript

Conclusion

UTC is in compliance with Standard 3.1.b.

Sources

-  [BS CRMJ Degree Audit_Redacted](#)
-  [BS CRMJ Official Transcript_Redacted](#)
-  [Class Schedule Offering](#)
-  [DPT Official Transcript_Redacted](#)
-  [EDS Principal Licensure Official Transcript_Redacted](#)
-  [Graduate Catalog_ Business Analytics Post Baccalaureate Certificate, 2021-2022](#)
-  [Graduate Catalog_ Business Analytics Post Baccalaureate Certificate, 2021-2022](#)
-  [Graduate Catalog](#)
-  [Graduate Catalog_ Advanced Educational Practice_ Principal Licensure, Ed.S., 2019 - 2020](#)
-  [Graduate Catalog_ Advanced Educational Practice_ Principal Licensure, Ed.S., 2019 - 2020](#)
-  [Graduate Catalog_ Nurse Anesthesia Post-Masters Certificate, 2018-2019](#)
-  [Graduate Catalog_ Nurse Anesthesia Post-Masters Certificate, 2018-2019](#)
-  [Graduate Catalog_ Physical Therapy, D.P.T., 2021-2022](#)
-  [Graduate Catalog_ Physical Therapy, D.P.T., 2021-2022](#)
-  [Graduate Catalog_Business Administration_ General, M.B.A. 2021-2022](#)
-  [Graduate Catalog_Business Administration_ General, M.B.A. 2021-2022](#)
-  [MBA Official Transcript_Redacted](#)
-  [PB Business Analytics Official Transcript_Redacted](#)
-  [PMC Nurse Anesthesia Official Transcript_Redacted](#)
-  [Undergrad Catalog](#)
-  [Undergraduate Catalog_ Criminal Justice, B.S. 2017-2018](#)
-  [Undergraduate Catalog_ Criminal Justice, B.S. 2017-2018](#)

3.1.c

Continuous Operation

An institution seeking to gain or maintain accredited status:

c. is in operation and has students enrolled in degree programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is in operation and has students enrolled in degree programs.

UTC was founded in 1886 as Chattanooga University. In 1907, the name University of Chattanooga was adopted. In 1969, the University of Chattanooga and a junior college, Chattanooga City College, merged with the University of Tennessee, one of the oldest land-grant universities in the nation, to form the UTC campus. The new campus was given the mandate to devote the major portion of its resources to the development of excellence in undergraduate education and in selected areas of graduate study.

UTC has been in continuous operation since it was founded and, as of Fall 2021, offers fourteen (14) undergraduate degrees in forty-seven (47) majors with eighty-six (86) concentrations, as well as fifty-three (53) minors. UTC offers graduate degrees in thirty-four (34) majors with forty-eight (48) concentrations. The university also offers twenty-two (22) graduate certificate programs along with one (1) undergraduate certificate program. In Fall 2021, UTC's official student headcount was 11,457. Table 3.1.c-1 below provides current enrollment numbers for each degree program.

Table 3.1.c-1. Degree Programs and Current Enrollment

College/Degree	Fall 2021 Enrollment
College of Arts and Sciences Total	4,052
BA Art	86
BFA Art	213
BS Biology	605
BS Environmental Science	240
BS Geology	32
BS Chemistry	151
BS Physics	26
BA Communication	198
BS Communication	157
BA English	160
BA History	71
BA Humanities	45
BS Mathematics	82
BA Modern and Classical Languages and Literatures	49
BA Music	15
BA Theatre	53
BM Music	72
BA Philosophy and Religion	29
BS Political Science and Public Service	235
BS Psychology	862
BA Sociology and Anthropology	16
BS Criminal Justice	366
BS Sociology and Anthropology	111
MS Environmental Science	38
MA English	29
MS Mathematics	14
MPA Public Administration	41
MS Psychology	54
MSCJ Criminal Justice	29

College of Engineering and Computer Science Total	1,592
BSCE Civil Engineering	131
BSChE Chemical Engineering	96
BS Computer Science	386
BSCPE Computer Engineering	55
BSEE Electrical Engineering	142
BAS Mechatronics	86
BS Engineering Technology Management	227
BSME Mechanical Engineering	286
MS Engineering	11
PHD Computational Science	36
MS Computer Science	56
MS ENGR	28
MS Engineering Management	41
MS Engineering	10
College of Health, Education and Professional Studies Total	3,129
BS Health and Human Performance	852
BS Interdisciplinary Educational Studies	470
BS Middle Grades Education	57
BS Secondary Education	158
BSN Nursing	655
BAS Applied Leadership	12
BIS Integrated Studies	25
BS Interior Architecture	118
BSW Social Work	133
MPH Chronic Disease Prevention and Control	69
MS Athletic Training	30
OTD Occupational Therapy	70
DPT Physical Therapy	106
EDS Advanced Educational Practice	9
MED Elementary Education	13
MED School Leadership	17
MED Secondary Education	35
MED Special Education	2
DNP Nursing	21
MSN Nursing	103
EDD Leadership and Instructional Practice	37
EDS Advanced Educational Practice	38
MED Counselor Education	52
MSW Social Work	65
PHD Leadership and Decision Making	83

Rollins College of Business Total	2,347
BSBA Accounting	252
BA Economics	17
BSBA Economics	59
BSBA Finance	365
BSBA Human Resource Management	100
BSBA Management	565
BSBA Entrepreneurship	165
BSBA Marketing	543
MACC Accountancy	13
MACC Forensic Data Analytics	0
MBA Business Administration	221
MSDA Data Analytics	49

Additional data and information are available in the [UTC Factbook](#), in the [undergraduate](#) and [graduate catalogs](#), and via the [Integrated Postsecondary Education Data System \(IPEDS\)](#).

Conclusion

As evidenced above, UTC is in compliance with Standard 3.1.c.

Sources

-  [Graduate Catalog](#)
-  [IPEDS data for UTC](#)
-  [UTC Factbook](#)
-  [Undergraduate Catalog](#)

4.1

Governing Board Characteristics

The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

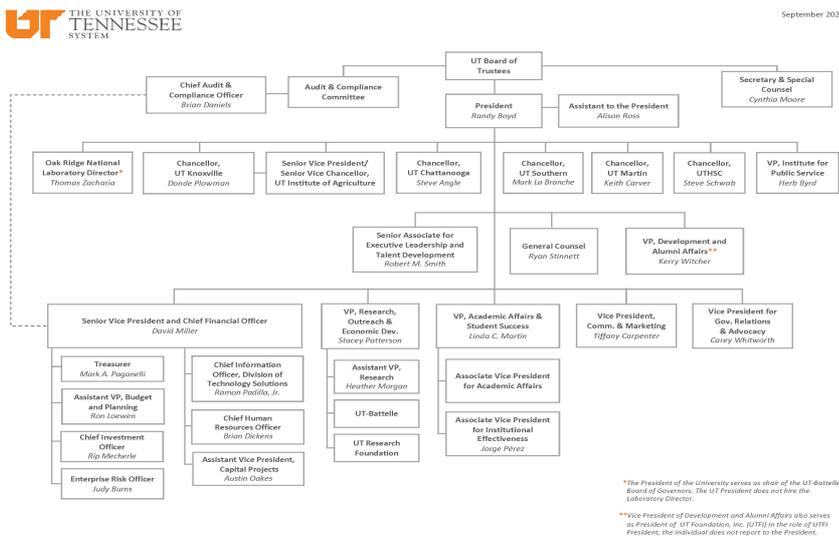
Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC), a constituent of the University of Tennessee System (UT System), is governed by the University of Tennessee Board of Trustees (UT BOT). The chancellor of UTC reports to the president of the UT System, who reports to the UT BOT, as depicted in the organizational chart in Figure 4.1-1 below. UTC is compliant with this standard, as the UT BOT has statutory authority over and exercises fiduciary oversight of the institution, protects against conflicts of interest and minority control of the Board, and is not presided over by either the president of the UT System or the chancellor of UTC.

Figure 4.1-1. UT System Organizational Chart



UT BOT is comprised of 12 members: one ex-officio member, who is the Commissioner of Agriculture for the State of Tennessee, ten members appointed by the Governor, and one non-voting student member appointed by the UT BOT. Tennessee Code Annotated § 49-9-203 states that “three members shall serve a two-year term; four members shall serve a four-year term; and three members shall serve a six-year term.” Also, “no person may serve more than two consecutive terms, whether appointed as an initial member, as a successor member or to fill a vacancy. A member who serves two consecutive terms may be reappointed after four years have elapsed since the individual’s last date of service on the board of trustees.”

The student member serves a one-year term and is rotated annually between all the UT campuses (BT0027). The Chair is elected from the ten members to serve a two-year term. The Chair may be elected to serve no more than three consecutive terms except upon an affirmative roll-call vote of a majority of the total voting membership of the Board (Section 2.2 of the UT BOT By-laws). The Secretary of the University is ex-officio the Secretary of the Board and its principal staff liaison. Members are listed below and information including occupations and terms of office can be found on the UT BOT website. Information about Cynthia Moore, Secretary and Special Counsel to the Board of Trustees can also be found on the UT BOT website.

University of Tennessee Board of Trustees Members

- John Compton (Chair)
- Brad Box
- Lane Gutridge (student member)
- Commissioner Charles Hatcher
- Decosta Jenkins
- Shanea McKinney
- Amy Miles
- Chris Patterson
- William (Bill) C. Rhodes III
- Donnie Smith
- David Watson
- Jamie Woodson
- Cynthia Moore (Secretary and Special Counsel)

Specific powers and responsibilities of the UT BOT are outlined in Article 1 of the UT BOT bylaws. A non-exclusive list of powers and responsibilities of the BOT is provided in Appendix A, which is incorporated and made a part of the UT BOT bylaws by reference.

Authority of the University of Tennessee Board of Trustees

Tennessee Code Annotated § 49-9-201 states that “The governing body of the University of Tennessee shall be the board of trustees.” The UT BOT is an active, policy-making body with full authority over UTC, as specified in Article 1, Section 1.1 of the Board bylaws:

As the governing body of the University of Tennessee, the Board of Trustees has full authority and control over the University's organization and administration, constituent parts, and funds. The Board has all express powers granted by acts of the General Assembly of the State of Tennessee, including but not limited to those codified in Tennessee Code Annotated § 49-9-209, and all implied powers necessary, proper, or convenient for the accomplishment of the mission of the University and the responsibilities of the Board.

[Appendix A of the UT BOT bylaws](#) lists the specific powers and responsibilities of the BOT, "as expressly granted by statute or implied as necessary, proper, or convenient for the accomplishment of the mission of the University [of Tennessee System] and the responsibilities of the Board."

[Article III, Section 3.1 of the UT BOT bylaws](#) stipulates three regular meetings of the BOT each year. Meetings are typically held in October, February, and June, whereas committees meet throughout the year. The [meeting schedules](#), [agendas](#), and [minutes](#) are available to the public on the [UT BOT web page](#).

In 2021, the UT BOT met on February 25, April 20 (special meeting), and October 21-22; committees met on additional dates separate from the full BOT dates. The standing [committees of the UT BOT](#) are as follows (links point to committee charters):

- [Executive Committee](#)
- [Audit and Compliance Committee](#)
- [Education, Research, and Service Committee](#)
- [Finance and Administration Committee](#)

In summary, the UT BOT is an engaged, twelve-member, active governing board that effectively exercises its statutory oversight of the institution.

University of Tennessee at Chattanooga Advisory Board

The [UT FOCUS \(Focus on College and University Success\) Act of 2018](#) established advisory boards for all campuses in the UT System. The UTC Advisory Board advises the chancellor of UTC on matters such as budget, tuition and fees, strategic planning, university operations, academic programs, policies, and the overall advancement of the institution. Specific advisory board role and responsibilities, as noted in [Tenn. Code Ann. § 49-9-503](#), are as follows:

- (1) Submit a recommendation, in accordance with the process established pursuant to [§ 49-9-209\(d\)\(1\)\(N\)](#), regarding the proposed operating budget, including tuition and fees, as it relates to the respective institution;
- (2) Submit a recommendation, in accordance with the process established pursuant to [§ 49-9-209\(d\)\(1\)\(O\)](#), regarding the strategic plan for the respective institution;
- (3) Advise the chancellor of the respective University of Tennessee institution regarding university operations and budget, campus master plan, campus life, academic programs, policies, and other matters related to the institution and as may be requested by the chancellor from time to time;
- (4) Under the leadership of the chancellor of the respective institution, seek to promote the overall advancement of the institution and the University of Tennessee system; and
- (5) Advise the board of trustees or president of the University of Tennessee system on matters related to the institution and the University of Tennessee system as may be requested by the president or board of trustees from time to time.

Furthermore, [Tenn. Code Ann. § 49-9-503\(b\)](#) states that:

The responsibilities of, and any actions taken by, an advisory board shall not conflict with or inhibit the authority of the board of trustees.

The UTC Advisory Board held its first meeting on January 7, 2019. Item V. in the [agenda](#) of the inaugural meeting was the adoption of [bylaws](#) for the UTC Advisory Board. As shown in [meeting minutes](#), the motion to adopt the bylaws was unanimously approved. The UTC Advisory Board also unanimously approved the [2021-2025 Strategic Plan](#) at the meeting on May 6, 2021. Additional examples of the work of the UTC Advisory Board includes approval of bylaw revisions and budgets.

Fiduciary Oversight

The UT BOT has full financial oversight, responsibility, and control over UTC. [Appendix A, Item 2 of the UT BOT bylaws](#) grants the Board:

[E]xercise of full authority and control over all University funds, whether appropriated from state revenues or institutional revenues, except authority to reallocate funds appropriated for a specific purpose or funds appropriated pursuant to the outcomes-based funding formula.

Moreover, [Appendix A, Item 3](#) empowers the UT BOT to "[take] all actions necessary and appropriate to ensure the financial stability and solvency of the [UT System]."

Lastly, the [Finance and Administration Committee](#), a standing committee of the UT BOT (Bylaws, [Article IV, Section 4.1](#) and [Section 4.4](#)), formulates and recommends to the UT BOT fiscal policies, operating budgets for the campuses, capital outlay proposals, tuition and fees, facilities master plans, acquisition of real property, building construction, and other matters. In this way, the UT BOT guarantees that UTC's finances are adequate to provide a consistent standard of excellence in education.

Free of Any Contractual, Employment, Personal, or Familial Financial Interest in the Institution

[Tenn. Code Ann. § 49-9-207](#) addresses conflicts of interest for the UT BOT as follows:

It is unlawful for any member of the board of trustees to be financially interested in any contract or transaction affecting the interest of the university, or to procure or be a party in any way to procuring, the appointment of any relative to any position of trust or profit connected with the university. A violation of this section subjects the member so offending to removal by the governor or board of trustees.

Moreover, the UT BOT has adopted a Conflict of Interest Policy for Trustees ([BT0001](#)) and Code of Ethics for Appointed Trustees ([BT0002](#)). Examples of the Conflict of Interest form are provided: [Brad Box](#), [Chris Patterson](#), [Kara Lawson](#), [Kim White](#). Examples of the Ethics form are provided, as well: [Brad Box](#), [Chris Patterson](#), [Kara Lawson](#), [Kim White](#). All UT BOT members are required to complete and sign these documents, as evidence of their acknowledgement of the Conflict of Interest Policy for Trustees and the Code of Ethics for Appointed Trustees.

Membership and Minority Control

The composition of the UT BOT and terms of appointive trustees are specified in [Tenn. Code Ann. § 49-9-2](#). The FOCUS (Focus on College and University Success) Act of 2018 specified the reconstitution of the UT BOT, as noted in [Tenn. Code Ann. § 49-9-202](#):

As of July 1, 2018, the existing membership of the board of trustees of the University of Tennessee is vacated and reconstituted to consist of one (1) ex officio voting member, who shall be the commissioner of agriculture; ten (10) voting members appointed by the governor; and one (1) nonvoting student member

Officers of the UT BOT consist of an elected, voting chair who serves a two-year term and an ex-officio, non-voting secretary, as specified in [Article II, Section 2.1](#) of the UT BOT bylaws.

Tenn. Code Ann. § 49-9-202(b) prohibits the following individuals "from serving as an appointed member of the board of trustees, or a committee of the board, for so long as they hold the office or position:

- (1) Employees of any public institution of higher education; except the student member appointed pursuant to this section and the faculty member appointed to a committee pursuant to § 49-9-206;
- (2) Elected officials;
- (3) State employees; and
- (4) Members of a governing body for any other public institution of higher education."

Furthermore, Tennessee law ensures that the presiding officer and all other members of the UT BOT are free of conflicts of interest, as noted in Tenn. Code Ann. § 49-9-207:

It is unlawful for any member of the board of trustees to be financially interested in any contract or transaction affecting the interest of the university, or to procure or be a party in any way to procuring, the appointment of any relative to any position of trust or profit connected with the university. A violation of this section subjects the member so offending to removal by the governor or board of trustees.

Lastly, Article III, Section 3.6 of the UT BOT bylaws defines a quorum as "[S]ix (6) voting members of the Board," and further states that "[I]f a quorum is not present for any regular or special meeting of the Board, the meeting may be adjourned by the members present until a quorum is present." Additional prevention of minority control lies in the fact that the UT BOT is asked to approve or deny consent agenda items. Items are listed on the consent agenda once the item has been approved by an individual committee.

Presiding Officer of the Board

The chair of the UT BOT is elected by the UT BOT and presides at meetings, as specified in Article II, Section 2.2 of the UT BOT bylaws:

At a special meeting called pursuant to state law, the Board shall elect the initial Chair for a term beginning on the date of election and ending June 30 of the second succeeding year. Thereafter, the Chair shall be elected at the Annual Meeting to serve a two-year term, beginning July 1 of the year of election and ending June 30 of the second succeeding year, and until a successor is elected. The Chair may be elected to a maximum of three (3) consecutive terms except upon an affirmative roll-call vote of a majority of the total voting membership of the Board. In the event of a vacancy in the office of Chair before expiration of the term, a special meeting of the Board will be called for the purpose of electing a successor to fill the unexpired term.

Moreover, statutorily (Tenn. Code Ann. § 49-9-202(b)), both the president of the UT System and the chancellor of UTC are prohibited from serving as members of the UT BOT for as long as they hold the office or position.

Conclusion

UTC is governed by the 12-member UT BOT that has full statutory authority to govern constituents of the UT System, exercises fiduciary oversight, ensures absence of conflicts of interest, is not controlled by minority interest, and is not presided over by the chief executive officer of either UT System or UTC. As such, UTC is in compliance with Standard 4.1.

Sources

-  5-6-21-utc-adv-bd-mtg-agenda---draft-1
-  5-6-21-utc-adv-bd-mtg-agenda---draft-1 - highlighted
-  5-6-21-utc-adv-bd-mtg-agenda---draft-1 - highlighted budget
-  Appendix A of the UT BOT bylaws
-  Article I of the UT BOT bylaws
-  Article II of the UT BOT bylaws
-  Article III of the UT BOT bylaws
-  Article IV of the UT BOT bylaws
-  BOT Audit and Compliance Committee
-  BOT Committees
-  BOT Education, Research, and Service Committee Charter
-  BOT Executive Committee Charter
-  BOT Finance and Administration Committee Charter
-  BOT members
-  BT0001
-  BT0002
-  BT0027
-  BT0027
-  COI (B_Box)
-  COI (C_Patterson)
-  COI (K_White)
-  COI (K_Lawson)
-  Cynthia Moore - Secretary and Special Counsel
-  DRAFT Minutes - 10-4-21 UTC Advisory Board Mtg; 4892-7609-1398 - highlighted (Page 10)
-  Ethics (B_Box)
-  Ethics (C_Patterson)
-  Ethics (K_Lawson)
-  Ethics (K_White)
-  Meeting-Book-Board-of-Trustees-June-2022
-  Meeting-Book-Board-of-Trustees-June-2022 (Page 231)
-  Meeting-Book-Board-of-Trustees-June-2022 (Page 240)
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-  Meeting-Book-Finance-Administration-Committee-June-2022 (Page 82)
-  Minutes-FA-Committee-6-25-21
-  Minutes-FA-Committee-6-25-21 - highlighted (Page 4)
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-  Tennessee Code Annotated 49-9-202
-  Tennessee Code Annotated 49-9-203
-  Tennessee Code Annotated 49-9-207
-  Tennessee Code Annotated 49-9-209(d)(1)(N)
-  Tennessee Code Annotated 49-9-209(d)(1)(O)
-  Tennessee Code Annotated 49-9-503
-  Trustee Members
-  UT BOT meeting materials
-  UT BOT meeting minutes
-  UT BOT web page
-  UT FOCUS Act of 2018
-  UT System Org Chart
-  UTC Advisory Board 1/7/19 meeting agenda
-  UTC Advisory Board Bylaws
-  UTC Advisory Board meeting minutes 1/7/19
-  UTC BOT meeting minutes - bylaws
-  Upcoming BOT meetings

4.2.a

Mission Review

The governing board:

- a. ensures the regular review of the institution's mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is a constituent of the University of Tennessee System (UT System), which is governed by the University of Tennessee Board of Trustees (UT BOT). The UT BOT has both legal authority and operational control to approve mission statements of any constituent of the UT System.

The mission of UTC is reviewed and approved annually, as needed, by the UT BOT, as specified in the bylaws of the UT BOT ([Appendix A, Item 14](#)). Moreover, the UTC mission statement is reviewed for recommendation to the UT BOT by the Education, Research, and Service (ERS) Committee, a subcommittee of the UT BOT, as specified in [Item 1 of the ERS Committee charter](#). As specified in [Tenn. Code Ann. § 49-9-212](#):

All institutions governed by the board of trustees of the University of Tennessee shall submit annually institutional mission statements to the Tennessee higher education commission for review and approval. An institutional mission statement shall:

- (1) Characterize distinctiveness in degree offerings by level, focus, and student characteristics, including, but not limited to, nontraditional students and part-time students; and
- (2) Address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee citizens.

Most recently, the UTC mission was reviewed by the ERS Committee at its March 1, 2019, meeting (agenda [Section IV, Item B](#)) and recommended for approval of the full UT BOT, as noted in the following resolution:

The Board of Trustees approves the Institutional Mission Profile Statements for The University of Tennessee at Chattanooga, The University of Tennessee Health Science Center, The University of Tennessee, Knoxville, and The University of Tennessee at Martin as presented in the meeting materials, which shall be attached to this Resolution after adoption, and authorizes the administration to submit the statements to the Tennessee Higher Education Commission for approval.

The resolution was approved by the UT BOT at its March 1, 2019 meeting (consent agenda [Section XV., Item E.1.](#)).

The Tennessee Higher Education Commission (THEC) approves institutional missions annually at its May meetings. The UTC mission was most recently approved by THEC at the May 17, 2019, meeting ([agenda Item III](#)). If there are no changes to the mission statement, there is no need for additional approval from the BOT or THEC. However, review is scheduled annually to ensure there are no changes.

Conclusion

UTC is in compliance with Standard 4.2.a, as evidenced by the annual review and approval of the institution's mission by the UT BOT.

Sources

-  [Appendix A, Item 14](#)
-  [ERS Committee charter](#)
-  [Education, Research and Service Committee March 1, 2019](#)
-  [Education, Research and Service Committee March 1, 2019 \(Page 22\)](#)
-  [THEC Spring 2019 Agenda](#)
-  [Tennessee Code Annotated 49-7-202](#)
-  [Tennessee Code Annotated 49-9-212](#)
-  [UT BOT Consent Agenda 3/1/19](#)
-  [UT BOT ERS Committee meeting agenda item 6/24/21](#)
-  [UT BOT Winter 2019 Agenda - Mission Review \(Page 2\)](#)

4.2.b

Board/Administrative Distinction

The governing board:

b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is a constituent of the University of Tennessee System (UT System), which is governed by the University of Tennessee Board of Trustees (UT BOT). The specific powers and responsibilities of the UT BOT are defined in Appendix A of the UT BOT bylaws.

Moreover, Section 1.3 of the UT BOT bylaws specifies the UT BOT's delegation of executive management and administrative authority to a) the president of the UT System to effectively execute the mission of the System, and b) the chancellor of UTC, as appropriate, to efficiently administer the institution and its programs:

The Board delegates to the President the executive management and administrative authority necessary and appropriate for the efficient administration of the University of Tennessee system or necessary to carry out the mission of the system. The Board delegates to each Chancellor the executive management and administrative authority necessary and appropriate for the efficient administration of each institution and its programs, subject to the general supervision of the President. The Board shall not undertake to direct matters of administration or of executive action except through the President.

The UT BOT approves new programs, but the faculty design, implement, evaluate, and manage the UTC curriculum, modify existing academic programs, and propose new programs, as noted in Appendix A, Item 16 of the UT BOT bylaws:

Approval of the scope of the educational opportunities to be offered by the University, including approval of new academic programs and, if required by the Tennessee Higher Education Commission, approval of the modification of existing programs; provided that the planning and development of curricula shall be the function of the faculties.

Distinction between the functions of the UT BOT and the administration and faculty of the institution are evident in UT BOT minutes, UTC Faculty Senate minutes, and the UTC faculty handbook (Sections 1.3.4 and 1.4.2). Specifically, this evidence supports the UT BOT approving new programs and UTC faculty proposing, designing, implementing, evaluating, and managing curriculum and the modification of existing academic programs.

Conclusion

UTC demonstrates compliance with Standard 4.2.b, as evidenced by the UT BOT delegation of executive management and administrative authority to the president of the UT System, to the chancellor of UTC, and to the faculty, as appropriate.

Sources

-  2019-2020 Undergraduate Curriculum Committee Report
-  2019-2020 Undergraduate Curriculum Committee Report - highlighted (Page 11)
-  2019-2020 Undergraduate Curriculum Committee Report - highlighted (Page 12)
-  2019-2020 Undergraduate Curriculum Committee Report - highlighted (Page 6)
-  2021-22 UTC Faculty Handbook (eff 8-2-21)
-  2021-22 UTC Faculty Handbook (eff 8-2-21)
-  2021-22 UTC Faculty Handbook (eff 8-2-21) (Page 4)
-  2021-22 UTC Faculty Handbook (eff 8-2-21) (Page 7)
-  BOT Existing Programs
-  BOT Minutes
-  BOT New Programs
-  Faculty Evaluating Curriculum
-  Faculty Proposing Academic Programs
-  Faculty Senate Minutes
-  UT BOT Winter Meeting Minutes - Feb. 25, 2021
-  UT BOT Winter Meeting Minutes - Feb. 25, 2021 (Page 8)
-  UT BOT bylaws Appendix A
-  UT BOT bylaws Article I
-  UT_BOT_Winter_Meeting_Minutes__Feb_25_2021 - highlighted (Page 8)

4.2.c

CEO Evaluation/Selection

The governing board:

- c. selects and regularly evaluates the institution's chief executive officer.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Selection of the Chancellor

The University of Tennessee at Chattanooga (UTC) selects and regularly evaluates its chief executive officer. UTC has as its Chief Executive Officer Dr. Steven Angle. Dr. Angle serves as the Chancellor of UTC and has been granted full authority to govern all aspects of the Chattanooga campus by the President of the University of Tennessee (UT) System. Regarding his appointment, [Article VI, Section 6.5](#) of the UT System, UT Board of Trustees (BOT) bylaws states, "The Board shall approve, upon the recommendation of the President, the appointment of Chancellors and approve their initial compensation and other terms of employment." This is approval of appointment and initial compensation is shown in the [February 2013 UT BOT minutes](#).

Additionally, [Article VI, Section 6.5\(b\)](#) of the UT BOT bylaws states:

When the President deems it appropriate to proceed to fill a vacancy in the office of Chancellor by an external search, the President shall recommend to the Board a process and timeline for the search and a statement of qualifications for the position. The President may present his or her recommendations concerning the presidential search process to the Board at either a regular meeting or a special meeting called for that purpose, and in accordance with [Tennessee Code Annotated § 49-7-154\(c\)\(2\)](#), the meeting shall be open to the public and subject to the requirements of the Tennessee Open Meetings Act. The President, in consultation with the Chair of the Board, shall appoint a search committee to advise and assist the President during the search process. The search committee may select up to three (3) candidates to be recommended to the President and the Board of Trustees. In the exercise of his or her independent judgment, the President may recommend one or more of the candidate(s) to the Board of Trustees or may decide that the search process should continue. The provisions of [Tennessee Code Annotated § 49-7-154 et seq.](#) shall govern the confidentiality of records or information relating to or arising out of the search process for a Chancellor.

Evaluation of the Chancellor

As stated in the UT BOT bylaws, [Article VII, Section 7.1](#), the President of the UT System has "...authority over all component parts of the University, subject to the direction and control of the UT Board of Trustees"... Hence, the UT BOT delegates responsibility for the annual evaluation of the Chancellor to the President of the UT System. This evaluation is completed as outlined in the [University of Tennessee Human Resources policy 0129](#). The [most recent evaluation](#) was completed on April 5, 2021, for calendar year 2020, and is on file in the Office of the UT President and in the Office of the UTC Chancellor where it can be viewed. Previous evaluations including [2019](#), are also available.

Conclusion

Based on this evidence, UTC is in compliance with Standard 4.2.c.

Sources

-  [Chancellor's Evaluation 2019](#)
-  [Chancellor's Evaluation 2020](#)
-  [HR Policy 0129](#)
-  [Tennessee Code Annotated 49-7-154](#)
-  [UT BOT Bylaws Article VII](#)
-  [UT BOT Minutes February 2013 \(Page 5\)](#)
-  [UT BOT bylaws Article VI](#)

4.2.d

Conflict of Interest

The governing board:

d. defines and addresses potential conflict of interest for its members.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is a constituent of the University of Tennessee System (UT System), which is governed by the University of Tennessee Board of Trustees (UT BOT), as specified by state statute. Tenn. Code Ann. § 49-9-207 addresses conflicts of interest for the UT BOT members as follows:

It is unlawful for any member of the board of trustees to be financially interested in any contract or transaction affecting the interest of the university, or to procure or be a party in any way to procuring, the appointment of any relative to any position of trust or profit connected with the university. A violation of this section subjects the member so offending to removal by the governor or board of trustees.

Moreover, the UT BOT has adopted a Conflict of Interest Policy for Trustees (BT0001) and Code of Ethics for Appointed Trustees (BT0002) for its members. Examples of the Conflict of Interest form are provided for UT BOT members: Brad Box, Chris Patterson, Kara Lawson, Kim White. Examples of the Ethics form are provided, as well: Brad Box, Chris Patterson, Kara Lawson, Kim White. All UT BOT members are required to complete and sign these documents, as evidence of their acknowledgement of the Conflict of Interest Policy for Trustees and the Code of Ethics for Appointed Trustees.

In addition, Tenn. Code Ann. § 49-9-211 requires the Tennessee Higher Education Commission (THEC) to administer orientation training and ongoing education that "[I]nform[s] members of the board of trustees of their powers and duties":

The Tennessee Higher Education Commission shall coordinate and administer an orientation training program, as well as an ongoing continuing education program, to inform members of the board of trustees of their powers and duties. This training shall include a perspective on higher education that incorporates national experts in higher education governance. This training shall address the roles and responsibilities of governing boards; the legal and ethical responsibilities of trustees; the board's role in upholding academic standards, intellectual diversity, and academic freedom; budget development; presidential searches and evaluation; the role of higher education in K-12 collaboration; and setting strategic goals. Initial training shall be conducted prior to the first called meeting of the board. In subsequent years, all newly appointed members shall attend orientation seminars within their first year of service.

Conclusion

UTC demonstrates compliance with Standard 4.2.d, as evidenced by state statutes, UT BOT bylaws and policies, and Tennessee Higher Education Commission (THEC) programs that define and address potential conflicts of interest.

Sources

-  BT0001
-  BT0002
-  COI (B_Box)
-  COI (C_Patterson)
-  COI (K-White)
-  COI (K_Lawson)
-  Ethics (B_Box)
-  Ethics (C_Patterson)
-  Ethics (K_Lawson)
-  Ethics (K_White)
-  Tennessee Code Annotated 49-9-207
-  Tennessee Code Annotated 49-9-211

4.2.e

Board Dismissal

The governing board:

- e. has appropriate and fair processes for the dismissal of a board member.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is a member of the University of Tennessee System (UT System), which is governed by the University of Tennessee Board of Trustees (UT BOT). The UT BOT has adopted appropriate and fair policies for the dismissal of a UT BOT member.

Tenn. Code Ann. § 49-9-210, entitled *Code of Ethics – Material Violation – Hearing – Vacancy*, requires the UT BOT to establish and adopt a code of ethics, and to address vacancies of office and cause for removal of a Board member:

- (a) The board shall establish and adopt a code of ethics that will apply to and govern the conduct of all appointed members of the board.
- (b) Notwithstanding any other law to the contrary, by a two-thirds (2/3) vote of its membership, the board may remove any appointed member of the board for a material violation of the code of ethics.
- (c) A board vote to remove one of its members shall only be taken after the accused member has been afforded a due process contested case hearing in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5, and a finding has been made that the member did violate the board's code of ethics.
- (d) If a member is removed in accordance with this section, the position shall be considered vacant and the vacancy shall be filled as provided by law.
- (e) This section shall be in addition to the prohibition against conflicts of interest by members of the board and possible punishment for violations set out in § 49-9-207.

Article I, Section 3 of the UT BOT *Code of Ethics for Appointed Trustees (BT0002)* states that:

Trustees must discharge their duties, including duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the Trustee reasonably believes to be in the best interest of the University.

Furthermore, the UT BOT *Code of Ethics* cites three successive meeting absences (Art. I, Sec. 4) and non-compliance with the code as grounds for removal after a trustee has been afforded due process (Art. III, Sec. 1, 2, 3, and 4):

Article III

Section 1. Reporting of Violations. Anyone who believes that he or she has information indicating that an appointed Trustee has violated the Code of Ethics shall make a written disclosure of the facts and circumstances to the Chair of the Board Process and Governance Committee. If the alleged violation involves the Chair or any member of the Board Process and Governance Committee, the disclosure shall be made to the Vice Chair of the Board. The Chair of the Board Process and Governance Committee shall refer alleged violations of the Conflict of Interest Policy for Trustees to the Audit Committee unless the allegation is against a member of the Audit Committee.

Section 2. Review of Allegations. The chair of the appropriate committee (or the Vice Chair of the Board) shall review the alleged violation with the Vice President and General Counsel to determine whether removal proceedings should be initiated against the Trustee for a material violation of the Code of Ethics.

Section 3. Hearing. As required by Tennessee Code Annotated § 49-9-210(c), an appointed Trustee accused of a material violation of the Code of Ethics shall be afforded a due process contested case hearing in accordance with the Tennessee Uniform Administrative Procedures Act, Tennessee Code Annotated, Title 4, Chapter 5.

Section 4. Removal. If a contested case hearing results in a finding that an appointed Trustee materially violated the Code of Ethics, the Board may remove the Trustee from the Board by a two-thirds vote of the Board. Upon removal, the position shall be considered vacant, and the vacancy shall be filled as provided by law.

Lastly, Tennessee statute and the UT BOT code of ethics afford a trustee a due process contested case hearing in accordance with the Tennessee Uniform Administrative Procedures Act (Tenn. Code Ann. § 4-5-3).

Conclusion

UTC demonstrates compliance with Standard 4.2.e, as evidenced by state statutes and UT BOT policies that address appropriate and fair processes for the dismissal of a UT BOT member. The process has not had to be implemented, and no UT BOT members have been dismissed.

Sources

-  BT0001
-  BT0002
-  BT0002 (Page 3)
-  Tenn Code Annotated 4-5-301
-  Tenn Code Annotated 49-9-207
-  Tenn Code Annotated 49-9-210

4.2.f

External influence

The governing board:

- f. protects the institution from undue influence by external persons or bodies

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is a member of the University of Tennessee System (UT System), which is governed by the University of Tennessee Board of Trustees (UT BOT). The UT BOT has adopted the [UT BOT Code of Ethics](#) to ensure that the UT BOT and UTC are free from undue influence from any external persons or bodies.

The [UT BOT Code of Ethics \(Art. I, Sec. 2\)](#) states:

Trustees bring diverse backgrounds and expertise valuable to the governance of a comprehensive, statewide university system. In carrying out their duties, however, Trustees must keep the welfare of the entire University paramount over any parochial interest.

The code of ethics further prohibits trustees from benefiting from their authority or position in [Art. II, Sec. 3](#):

Trustees shall not use the authority, title, prestige, or other attribute of the office to obtain consideration, treatment, or favor for any person beyond that which is generally available.

Moreover, the code of ethics forbids trustees from accepting gifts, favors, or gratuities ([Art. II, Sec. 4\(1\) and 4\(2\)](#)):

(1) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity under contract with the University or seeking a contract with the University.

(2) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity, including another Trustee, that might affect or have the appearance of affecting a Trustee's judgment in the impartial performance of the duties of the office.

In addition, the UT BOT Charter requires an oath of office (examples provided for [Kim White](#) and [Brad Box](#)) before a trustee can serve on the Board:

Each Trustee, before acting in the appointment, shall take before some judge or justice of the peace an oath faithfully, honestly, and impartially to discharge the duties of the appointment, and that in all votes as a Trustee, the Trustee will vote as in his or her judgment will best promote the interest of the University and education therein.

The method of selection of Board members ([Tenn. Code Ann. § 49-9-202](#)) ensures that broad geographic areas of the State of Tennessee and diverse persons and perspectives have representation on the UT BOT:

(A) The governor shall appoint at least two (2) residents of each grand division of the state [East, Middle, and West]. For purposes of this subdivision (a)(2)(A), "resident" means a person whose legal domicile is in the grand division from which appointed.

(B) At least five (5) of the members appointed by the governor must be alumni of the University of Tennessee. For purposes of this subdivision (a)(2)(B), "alumni" means a person who earned a degree at an institution of the University of Tennessee. In making appointments, the governor shall strive to ensure that the board includes alumni from different University of Tennessee institutions.

(C) At least seven (7) of the members appointed by the governor must be residents of the state of Tennessee. For purposes of this subdivision (a)(2)(C), "resident" means a person whose legal domicile is the state of Tennessee.

(D) In making appointments, the governor shall strive to ensure that the board of trustees is composed of members who are diverse in sex, race, perspective, experience, and honorable military service.

To maintain transparency and "prevent any potential conflict of interest between trustee responsibilities and outside activities from arising", the UT BOT [Conflict of Interest Policy for Trustees \(BT0001\)](#) requires full disclosure of any situation in which conflicts could potentially arise, to "provide for an impartial and objective determination." ([Sec. A, Preamble](#)). Further, the conflict of interest policy outlines the content of the disclosure statement ([Sec. D, Disclosure Statement](#)) as well as instructions on filing such a statement with the Secretary of the Board as required annually by January 15 ([Sec. E, Filing Statement](#)).

The UT BOT is appointed by the governor, and to protect against any potential undue influence, appointments are staggered. Staggered appointments means that different board members are likely to be appointed by different governors. [Tennessee Code Annotated § 49-9-203](#) states that "three members shall serve a two-year term; four members shall serve a four-year term; and three members shall serve a six-year term." Also, "no person may serve more than two consecutive terms, whether appointed as an initial member, as a successor member or to fill a vacancy. A member who serves two consecutive terms may be reappointed after four years have elapsed since the individual's last date of service on the board of trustees."

The Tennessee Higher Education Commission (THEC) conducts orientation training for each new UT BOT member when that trustee is seated ([Tenn. Code Ann. § 49-9-211](#)). During this orientation, trustees are cautioned that certain political activity is prohibited by Tennessee statute ([Tenn. Code Ann. § 2-19-202](#)):

(a) It is unlawful for any public officer or employee to use such person's official position, authority or influence to interfere with an election or nomination for office or directly or indirectly attempt to intimidate, coerce or command any other officer or employee to vote for or against any measure, party or person, or knowingly receive or pay assessments of any kind or character for political purposes or for election expenses from any other officer or employee.

(b) It is the intent of this section to prohibit any political intimidation or coercion of any public officer or employee.

The orientation also references the UT BOT [Conflict of Interest Policy for Trustees \(BT0001\)](#) and [Code of Ethics for Appointed Trustees \(BT0002\)](#), as well as concepts of public records and open meetings.

Finally, the last article of the code of ethics ([Art. III, Sec. 3 and 4](#)) describes the process by which a trustee may be removed from the UT BOT due to violation of the code.

Conclusion

UTC demonstrates compliance with Standard 4.2.f, as evidenced by state statutes, UT BOT policies, and THEC programs, all of which ensure that UTC is protected from undue influence by external persons or bodies.

Sources

-  BT0001
-  BT0001 (Page 3)
-  BT0001 (Page 5)
-  BT0002
-  BT0002 (Page 2)
-  BT0002 (Page 3)
-  Bradford Box Oath of Office 2020
-  Kim White Oath of Office 2018
-  Tenn Code Annotated 2-19-202
-  Tenn Code Annotated 49-9-202
-  Tenn Code Annotated 49-9-203
-  Tenn Code Annotated 49-9-211

4.2.g

Board Self-Evaluation

The governing board:

- g. defines and regularly evaluates its responsibilities and expectations.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is a member of the University of Tennessee System (UT System), which is governed by the University of Tennessee Board of Trustees (UT BOT). UT BOT defines and regularly evaluates its responsibilities and expectations as described below.

Responsibilities and expectations of the UT BOT are defined in [Appendix A of the UT BOT bylaws](#):

The following is a non-exclusive list of powers and responsibilities of the Board of Trustees as expressly granted by statute or implied as necessary, proper, or convenient for the accomplishment of the mission of the University and the responsibilities of the Board.

1. Adoption of bylaws, rules, and regulations for the governance of the University and the promotion of education in the University as the Board deems expedient or necessary; provided that the bylaws, rules, and regulations shall not be inconsistent with the constitution and laws of the United States or the State of Tennessee.
2. Exercise of full authority and control over all University funds, whether appropriated from state revenues or institutional revenues, except authority to reallocate funds appropriated for a specific purpose or funds appropriated pursuant to the outcomes-based funding formula.
3. Taking all actions necessary and appropriate to ensure the financial stability and solvency of the University.
4. Evaluating administrative operations and academic programs periodically to identify efficiencies to be achieved through streamlining, consolidation, reallocation, or other measures.
5. Approval of student tuition and fees for which Board approval is required by Board policy and any proposal for waiver or discount of student tuition and fees unless mandated by state law.
6. Evaluating student financial aid in relation to the cost of attendance and approving any necessary policies to improve the availability of financial aid that is in the best interest of students, the University, and the state.
7. Approval of the annual operating budget and thereby confirming the salaries of all University employees.
8. Approval of proposed capital outlay and capital maintenance budgets prior to their submission to other state agencies and officials and authorizing the administration to enter into contracts for design and construction of projects for the next fiscal year.
9. Approval of construction of buildings and other capital improvements to be funded by revenues or other institutional funds not specifically appropriated for capital outlay, subject to final approval by the State Building Commission; provided that the Board may authorize the President to approve additional projects identified during the fiscal year, subject to final approval by the State Building Commission.
10. With the prior approval of the Tennessee State School Bond Authority, authority to borrow money for the purpose of erecting buildings, purchasing real estate, or cooperating with agencies of the United States and to issue evidence of indebtedness for those purposes.
11. Approval of a facilities master plan for each campus and institute.
12. Approval of the acquisition of any interest in real property, including acquisition by gift or devise if the acquisition obligates the University or the State of Tennessee to expend state funds for capital improvements or continuing operating expenditures, subject to final approval by the State Building Commission.
13. Approval of the sale or other disposal of real property owned by the University, subject to final approval by the State Building Commission.
14. Approval of a mission statement for the system and each campus and institute.
15. Approval of strategic plans for the system and each campus and institute.
16. Approval of the scope of the educational opportunities to be offered by the University, 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.
17. Approval of the termination of academic programs when termination of tenured or tenure-track faculty members is involved.
18. Approval of the establishment of a new campus, institute, college, or school.
19. Approval of general admission, retention, and graduation requirements for each campus.
20. Approval of rules and regulations defining residency of students for the purpose of determining whether out-of-state tuition will be charged, subject to applicable statutory requirements.
21. Approval of policies and procedures, including campus handbook provisions, governing (1) academic freedom; (2) appointment, retention, promotion, tenure, evaluation, and termination of faculty members; (3) faculty workload; (4) intellectual property rights; and (5) compensated outside services by faculty members.
22. Granting tenure, upon the President's positive recommendation, to (1) an officer of the University (as defined in Article VI of the Bylaws) who simultaneously holds a faculty appointment; (2) a faculty member who is to be granted tenure upon initial appointment without serving a probationary period at a University campus; and (3) a faculty member to be granted tenure after serving less than a six-year probationary period at a University campus.
23. Approval of the conferral of the degrees by the President and Chancellors in any bachelor's, master's, or doctoral program that has been approved by the Board, upon certification by the appropriate University offices that a student has satisfied all degree requirements and all obligations to the University.
24. Granting honorary degrees in accordance with the Board Policy on Honorary Degrees.

25. Approval of policies governing student conduct and disciplinary actions.
26. Approval of a voluntary retirement incentive plan for a campus or institute or for a particular unit within a campus or institute.
27. Approval of the naming of buildings and other assets of the University, including colleges, schools, and programs, except as may be delegated to the administration from time to time by Board policy.
28. Approval of the creation of legal entities that will bear the University's name and the governance structure of such entities.
29. Overseeing and monitoring the operation of the intercollegiate athletics programs, including proposed actions reasonably anticipated to have a long-term impact on the operations, reputation, and standing of the intercollegiate athletics programs or the University.
30. Monitoring nonacademic programs, other than athletics, including programs related to diversity, and monitoring compliance of nonacademic programs with federal and state laws, rules, and regulations.
31. Establishing a process through which each advisory board created pursuant to Tennessee Code Annotated § 49-9-501 must provide a recommendation to the President on the proposed operating budget, including tuition and fees, as it relates to the respective institution prior to the adoption of the annual operating budget by the Board, beginning with any operating budget adopted after January 1, 2019.
32. Establishing a process through which each advisory board created pursuant to Tennessee Code Annotated § 49-9-501 must provide a recommendation to the President on the proposed strategic plan for the respective institution prior to the approval of the strategic plan by the Board, beginning with any strategic plan approved or adopted after January 1, 2019.
33. Establishing a mechanism by which a person may bring an issue to the attention of the Board and provide notice of that mechanism to the public.
34. Providing, in conjunction with regular meetings of the Board, a reasonable opportunity for the public to address the Board, or a committee of the Board, concerning issues germane to the responsibilities of the Board.

Additionally, one responsibility of the UT BOT Executive Committee is as follows (UT BOT Bylaws, Section 4.2, item 2):

- (2) Conduct a Board self-evaluation regularly, but no less than every four years.

An aggregate self-evaluation summary report was produced by the UT BOT in 2019 and provides details of the assessment instrument, including comments and average scores by year and by question. The number to the right of each criterion is the average numerical score given by respondents. Responses were on a 5-point scale in 2007 and 2016, while a 3-point scale was used in 2010 and 2012. A self-assessment survey was distributed to the UT BOT in March 2022 with responses due back in early April. Results were shared at the Executive Committee meeting on May 6, 2022.

Conclusion

As evidenced above, UTC is in compliance with Standard 4.2.g.

Sources

-  [BOT Aggregate Self-evaluation Summaries](#)
-  [BOT Aggregate Self-evaluation Summaries \(Page 10\)](#)
-  [BOT Aggregate Self-evaluation Summaries \(Page 15\)](#)
-  [BOT Aggregate Self-evaluation Summaries \(Page 2\)](#)
-  [BOT Aggregate Self-evaluation Summaries \(Page 21\)](#)
-  [Board Self-Assessment Survey \(2022\)](#)
-  [Executive-Committee-2022-05-06 \(Page 36\)](#)
-  [UT BOT Bylaws](#)
-  [UT BOT Bylaws \(Page 11\)](#)
-  [UT BOT Bylaws \(Page 27\)](#)

4.3

Multi-level Governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is governed by the University of Tennessee Board of Trustees (UT BOT). The UT BOT is UTC's only governing board and retains sole legal authority and operating control in the following areas: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

Conclusion

Because the UT BOT does retain sole legal authority and operating control, UTC is in compliance with Standard 4.3.

5.1

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has a chief executive officer (CEO), or chancellor, whose primary responsibility is to the institution. Section 7.2 of the University of Tennessee (UT) System Board of Trustees Bylaws expressly states that the chancellor is the chief executive officer of the campus, and the chancellor's roles and responsibilities include advancing the university's board-approved mission, goals, and priorities. UT System Policy [FI0125-Conflict of Interests](#) requires all regular UTC faculty and staff, including the chancellor, to file a disclosure of outside interests and activities each year. The Outside Interest Disclosure (OID) includes questions regarding the employee's outside interests, commitments, compensation, and foreign relationships. This disclosure process helps the University identify and manage conflicts between employees' outside interests and university responsibilities. The chancellor routinely serves on governing and advisory boards of organizations with which the university has strategic relationships (e.g., chamber of commerce, economic development organizations, innovation consortia, public health, etc.) and discloses such engagements appropriately. The Chancellor does not have any conflicts of interest with duties to UTC.

Conclusion

UTC is in compliance with Standard 5.1.

Sources

-  [UT Conflict of Interest Policy](#)
-  [UT System BoT Bylaws \(Page 24\)](#)

5.2.a

CEO Control

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- a. the institution's educational, administrative, and fiscal programs and services.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has a chief executive officer (CEO), or chancellor, who reports directly and exclusively to the president of the University of Tennessee (UT) System and has ultimate and exclusive responsibility for and exercises appropriate control over UTC's educational, administrative, and fiscal programs and services. Section 7.2 of the UT System Board of Trustees Bylaws expressly states that the chancellors are the chief executive officers of their respective campuses.

The chancellor of UTC supervises the members of the cabinet (executive leadership team, or ELT) and delegates to them responsibility for the university's routine operations. The ELT includes a chief academic officer, who also serves as provost and senior vice chancellor of academic affairs; a chief financial officer, who also serves as vice chancellor for finance and administration; a chief research officer, who also serves as vice chancellor for research; a chief information officer, who also serves as vice chancellor for information technology; a chief communications officer, who also serves as vice chancellor for marketing and communication; a chief enrollment and student affairs officer, who also serves as vice chancellor for enrollment management and student affairs; a chief diversity officer, who also serves as vice chancellor for diversity and engagement; a chief development officer, who also serves as vice chancellor for development and alumni affairs; a director of intercollegiate athletics, who also serves as vice chancellor and athletics director; and a chief of staff.

Among the examples of the chancellor's executive authority are his role in class cancellations, grade appeals, honor code violation reviews, faculty appointment/tenure/promotion, and budgetary governance (samples for Academic Affairs and Enrollment Management and Student Affairs).

Conclusion

UTC is in compliance with Standard 5.2.a.

Sources

-  Chancellor's Executive Leadership Team
-  ELT 01_12_22
-  ELT 03_02_22
-  ELT 06_02_21
-  ELT 08_18_21
-  ELT 10_13_21
-  FY2021-22 Budget Allocation Letter
-  Grade Appeal Process
-  LeadershipCall_08_10_2022
-  LeadershipCall_09_14_2021
-  LeadershipCall_10_05_2021
-  LeadershipCall_11_16_2021
-  Pay Increase Authorization REDACTED
-  SRA-Hale-FY2021-22 Budget Allocations
-  UT System BoT Bylaws (Page 24)
-  honorcode_01-2020
-  honorcode_01-2020 (Page 3)
-  operating-policy-and-procedure-system
-  promotion and tenure samples_Redacted
-  signed offer letter Redacted

5.2.b

Control of Intercollegiate Athletics

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- b. the institution's intercollegiate athletics program.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has a chief executive officer (CEO) who has ultimate responsibility for and exercises appropriate control over the institution's intercollegiate athletics program. Section 1.4 of the UT System Board of Trustees' bylaws provides that the Board of Trustees (BOT) specifically delegates responsibility for intercollegiate athletics to the chancellors of each campus. Additionally, the University of Tennessee (UT) System BOT Policy BT0033 reiterates this delegation with respect to campus athletics.

UTC is a member of the Southern Conference, and the UTC athletics department sponsors 15 NCAA Division I sports programs, each of which is led by a head coach who reports to the director of athletics who also holds the title of vice chancellor. The departmental organizational chart illustrates the reporting structure, with all branches extending from the director of athletics. That individual reports directly and exclusively to the chancellor, and the chancellor is responsible for the maintenance of control of UTC's athletics program. This control is documented in the Athletics Director's Employment Agreement (3.1(c); 3.1(e); 3.1(f); and 3.1.(x)).

The Chancellor hires and renews or terminates the Athletics Director (AD), and the Chancellor meets regularly with the AD to monitor performance, convey expectations, and provide timely feedback. The most recent one-on-one meetings between the Chancellor and AD have been:

- 8-9-21
- 8-23-21
- 9-14-21
- 9-30-21
- 10-11-21
- 10-28-21
- 11-22-21
- 1-10-22
- 1-24-22
- 2-28-22
- 3-21-22
- 4-25-22
- 5-9-22
- 5-23-22
- 6-13-22
- 7-25-22
- 8-8-22
- 8-22-22

The Chancellor also reviews the athletic director's performance annually, pursuant to University policy and the terms of the AD's contract. The AD's last four reviews have been conducted on March 13, 2019; February 24, 2020; March 8, 2021; and March 21, 2022.

The athletics department includes a compliance office, supervised by the associate athletic director and senior woman administrator, as well as the vice chancellor and director of athletics. The chancellor is immediately notified of any major compliance issues and directly involved in resolutions. Additionally, the chancellor meets annually with members from the compliance staff to discuss identified risks and ensure process integrity. The chancellor is also directly involved in the monitoring of academic progress of student athletes.

Conclusion

UTC is in compliance with Standard 5.2.b.

Sources

- Annual Report to UT Audit and Compliance - June 2021
- Athletics BOT Reporting CHATTANOOGA
- Athletics Organizational Chart
- BT0033 - Policy on Oversight of Intercollegiate Athletics
- Chancellor Organizational Chart
- Southern Conference
- UT System BoT Bylaws (Page 6)
- UTC Athletics
- Wharton Agreement REDACTED
- Wharton Agreement REDACTED (Page 2)
- Wharton Agreement REDACTED (Page 3)
- Wharton Agreement REDACTED (Page 4)

5.2.c

Control of Fund-raising Activities

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

- c. the institution's fund-raising activities.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The chief executive officer (CEO), or Chancellor, of the University of Tennessee at Chattanooga (UTC) has ultimate responsibility for and exercises appropriate control over the institution's fund-raising activities. The University of Chattanooga Foundation (UCF) conducts all development activity for UTC. According to the Affiliation and Services Agreement, among the University of Chattanooga Foundation, Inc., the University of Tennessee (on behalf of the University of Tennessee at Chattanooga), and the University of Tennessee Foundation, Inc., the UTC chancellor is an ex officio member of the UCF Board. Paragraph three of that agreement provides that the UCF Executive Director will be the UTC Vice Chancellor for Development (now called "Vice Chancellor for Advancement"). The person holding that position shall report to and be evaluated annually by the UTC Chancellor, UTC Board Chair, and the University of Tennessee Vice President for Development and Alumni. Paragraph four provides that the UCF Executive Director/UTC VC for Alumni Affairs prepares an annual plan and budget for UTC development programs in consultation with the UTC Chancellor. Appendix A of the agreement further outlines the division of responsibilities and job duties between the UTC Chancellor, UTC Board Chair, and the University of Tennessee Vice President for Development and Alumni.

The University of Chattanooga (UC) Foundation is established as a 501(c)(3) corporation to conduct all development activities for UTC. The mission of the UC Foundation is "to provide resources that support distinctive programs and promote bold initiatives that enrich the educational experience at the University of Tennessee at Chattanooga." The Foundation's bylaws stipulate that the Foundation exists "for the exclusive purpose of benefitting the educational, research, public service, and development missions of The University of Tennessee at Chattanooga." The Foundation fulfills its mission by assisting in the attraction and retention of bright, dedicated, and diverse students and faculty; directly funding distinct initiatives; encouraging and participating in the incubation of creative opportunities; providing leadership and funding for the development of strategic partnerships; and engaging and overseeing the financial enhancement and alumni outreach of the university.

Paragraph four of the Affiliation and Services Agreement provides that the UCF Executive Director/UTC VC for Alumni Affairs (now Vice Chancellor for Advancement) prepares an annual plan and budget for UTC development programs in consultation with the UTC Chancellor. Section 2 of the UCF bylaws affirms that "All endowed scholarships, endowed chairs or specially endowed faculty stipends also shall be approved by the Chancellor of the University prior to establishment." Appendix A of the agreement further outlines the division of responsibilities and job duties between the UTC Chancellor, UTC Board Chair, and the University of Tennessee Vice President for Development and Alumni.

The UTC Chancellor, UCF Board Chair, and the UT VP for Development and Alumni are in regular communication with each other and with the UTC Vice Chancellor for Advancement. Additionally, Section 2.1 of the UCF bylaws specifically indicates that "The Chair [of the UCF] shall... maintain close liaison with the Chancellor of the University of Tennessee at Chattanooga to assure coordination with and support of the University's goals."

The UTC Chancellor's recent one-on-one meetings with the UCF Executive Director/UTC VC for Alumni Affairs (now Vice Chancellor for Advancement) have taken place on the following dates:

UTC Chancellor's meetings with Vice Chancellor Kim White (Dec 1, 2021-Aug 24, 2022)

- 12-1-21
- 12-7-21
- 12-14-21
- 12-21-21
- 1-4-22
- 1-11-22
- 1-18-22
- 1-25-22
- 2-1-22
- 2-18-22
- 2-28-22
- 3-8-22
- 3-15-22
- 3-29-22
- 4-5-22
- 4-20-22
- 4-26-22
- 5-3-22
- 5-10-22
- 5-17-22
- 5-23-22
- 7-22-22
- 8-9-22

The UTC Chancellor's recent one-on-one meetings with the UT Foundation's Vice President for Development and Alumni Affairs have taken place on the following dates:

UTC Chancellor's meetings with Vice President Kerry Witcher (Aug 1, 2021-Aug 24, 2022)

- 11-1-21
- 2-21-22
- 5-2-22

The UTC Chancellor's recent meetings with the UC Foundation's Board chairman have taken place on the following dates:

UTC Chancellor's meetings including UCF Board Chair Doug Brown (Aug 1, 2021-August 24, 2022)

- 8-3-21
- 8-11-21
- 8-20-21
- 9-1-21
- 9-13-21

9-15-21
9-20-21
9-22-21
9-22-21
9-29-21
10-1-21
10-4-21
10-5-22
10-6-22
12-8-22
2-2-22
2-15-22
3-2-22
3-16-22
4-6-22
4-26-22
5-4-22
5-11-22
5-12-22
5-25-22

The Chancellor typically also attends UCF Board and Committee meetings. He makes regular presentations to the UCF Board and is, by letter and by practice, acknowledged as the CEO of the University and the ultimate controller of the institution's fundraising work.

Conclusion

UTC is in compliance with Standard 5.2.c.

Sources

-  Foundation Affiliation and Services Agreement
-  Foundation Affiliation and Services Agreement (Page 25)
-  Foundation Affiliation and Services Agreement (Page 3)
-  Foundation Affiliation and Services Agreement (Page 4)
-  Gift Agreement Redacted
-  UC Foundation Bylaw
-  UCF Mission Statement

5.3

Institution-related Entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

- a. the legal authority and operating control of the institution is clearly defined with respect to that entity.
b. the relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
c. The institution demonstrates that (1) the chief executive officer control any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

[X] Compliant [] Non-Compliant [] Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is aligned with two non-profit entities incorporated in the State of Tennessee that are relevant to this standard, and each of these support organizations is accounted for below, including the legal authority and operating controls for each; their relationships and associated liabilities; and control or focus of activities.

University of Chattanooga Foundation

The University of Chattanooga (UC) Foundation is established as a 501(c)(3) corporation to conduct all development activities for UTC. The mission of the UC Foundation is "to provide resources that support distinctive programs and promote bold initiatives that enrich the educational experience at the University of Tennessee at Chattanooga."

The Foundation's relationship with the university is governed by an Affiliation and Services Agreement among the University of Chattanooga Foundation, Inc., the University of Tennessee (on behalf of the University of Tennessee at Chattanooga), and the University of Tennessee Foundation, Inc., as well as an Employee Services Agreement between the University and the UC Foundation.

The Affiliation and Services Agreement was amended in 2019 to modify the composition of the UCF Board in accordance with the requirements of a new state law passed in 2019. The UTC chancellor is an ex officio member of the UCF Board. Paragraph three of that agreement provides that the UCF Executive Director will be the UTC Vice Chancellor for Development and Alumni Affairs (recently renamed as Vice Chancellor for Advancement) and that the person holding that position shall report to and be evaluated annually by the UTC Chancellor, UCF Board Chair, and the University of Tennessee Vice President for Development and Alumni.

The UTC Chancellor, UCF Board Chair, and the UT VP for Development and Alumni are in regular communication with each other and with the UTC Vice Chancellor for Advancement. Additionally, Section 2.1 of the UCF bylaws specifically indicates that "The Chair [of the UCF] shall... maintain close liaison with the Chancellor of the University of Tennessee at Chattanooga to assure coordination with and support of the University's goals."

The UTC Chancellor's recent one-on-one meetings with the UCF Executive Director/UTC VC for Alumni Affairs (now Vice Chancellor for Advancement) have taken place on the following dates:

UTC Chancellor's meetings with Vice Chancellor Kim White (Dec 1, 2021-Aug 24, 2022)

- 12-1-21
12-7-21
12-14-21
12-21-21
1-4-22
1-11-22
1-18-22
1-25-22
2-1-22
2-18-22
2-28-22
3-8-22
3-15-22
3-29-22
4-5-22
4-20-22
4-26-22
5-3-22
5-10-22
5-17-22
5-23-22
7-22-22
8-9-22

The UTC Chancellor's recent one-on-one meetings with the UT Foundation's Vice President for Development and Alumni Affairs have taken place on the following dates:

UTC Chancellor's meetings with Vice President Kerry Witcher (Aug 1, 2021-Aug 24, 2022)

- 11-1-21
2-21-22
5-2-22

The UTC Chancellor's recent meetings with the UC Foundation's Board chairman have taken place on the following dates:

UTC Chancellor's meetings including UCF Board Chair Doug Brown (Aug 1, 2021-August 24, 2022)

8-3-21
8-11-21
8-20-21
9-1-21
9-13-21
9-15-21
9-20-21
9-22-21
9-22-21
9-29-21
10-1-21
10-4-21
10-5-22
10-6-22
12-8-22
2-2-22
2-15-22
3-2-22
3-16-22
4-6-22
4-26-22
5-4-22
5-11-22
5-12-22
5-25-22

University of Tennessee Research Foundation

The University also maintains a relationship with the [University of Tennessee Research Foundation \(UTRF\)](#), a non-profit 501(c)(3) organization that promotes the commercialization of UT intellectual property, encourages an entrepreneurial culture, contributes to state and regional economic development, and promotes research and education to benefit the people of Tennessee and beyond. UTRF is a separate entity from UT and provides assistance and resources to the research activities of faculty, staff and students of UTC and the entirety of the UT system. According to the UTRF bylaws, [Article IV](#), the foundation "is organized and shall operate as a supporting organization exclusively for the benefit of, or to carry out the purposes of, The University of Tennessee ("University"), to facilitate University's teaching, research and public service mission." In [Article V](#), the UTRF bylaws further specify the manner in which the foundation accepts and disburses funds, exclusively in support of the university.

Conclusion

UTC is in compliance with Standard 5.3.

Sources

-  [Foundation Affiliation and Services Agreement](#)
-  [Foundation Affiliation and Services Agreement \(Page 25\)](#)
-  [Foundation Affiliation and Services Agreement \(Page 3\)](#)
-  [Foundation Affiliation and Services Agreement \(Page 4\)](#)
-  [Foundation Bylaws — The University of Chattanooga Foundation](#)
-  [Foundation Bylaws — The University of Chattanooga Foundation \(Page 13\)](#)
-  [Gift Agreement Redacted](#)
-  [UC Foundation Bylaws](#)
-  [UC Foundation Mission](#)
-  [UT Research Foundation](#)
-  [UTRF Bylaws](#)
-  [UTRF Bylaws \(Page 2\)](#)
-  [UTRF Bylaws \(Page 3\)](#)

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. UTC's cabinet (referred to on campus as "the executive leadership team" or "ELT") consists of the chancellor, provost, vice chancellors, and chief of staff. UTC's ELT and collegiate deans are appropriately credentialed for the positions they hold and the duties to which they are assigned, including educational and experiential preparation. All members of the ELT possess graduate degrees, and the chancellor, provost, vice provosts, and most vice chancellors and deans possess terminal degrees. Additionally, all ELT members and deans engage in ongoing professional development through a combination of membership in professional associations and continuing education opportunities to ensure that their qualifications for their work remain current and appropriate.

Annual performance reviews are a key component of employee development. Each leader included in this standard is evaluated annually by the direct supervisor, as outlined in [UT Policy HR0129](#) ("Performance Reviews for Regular Staff Employees"), the objective of the annual review is to provide all regular University staff and their supervisors an opportunity to discuss job performance, set goals for professional development, establish objectives for the following year, and affirm expectations and accomplishments.

The review process for leadership at UTC adheres to the following process:

1. Supervisor establishes date of performance review conference
2. Employee performs self-evaluation, using format determined in consultation with supervisor
3. Employee provides self-evaluation to supervisor
4. Employee and supervisor meet to discuss performance and review self-evaluation
5. Supervisor provides employee and UTC Human Resources with written performance evaluation

Table 5.4-1 lists each member of the senior leadership team, with links to their c.v., position description, and dates of most recent performance reviews.

Table 5.4-1. List of Senior Leadership with their C.V., Position Description, and Dates of Evaluation

Name & Role	C.V.	Position Description	Dates of Evaluation
Dr. Steven R. Angle (Chancellor)	C.V.	Position description	03/31/2022 03/31/2021 03/31/2020 03/31/2019 03/31/2018
Ms. Vicki Farnsworth (Vice Chancellor for Information Technology & Interim Vice Chancellor for Finance & Administration)	C.V.	IT - Position description F&A - Position description	03/11/2022 03/15/2021 (hired 01/09/2020)
Dr. Yancy Freeman (Vice Chancellor for Enrollment Management & Student Affairs)	C.V.	Position description	03/09/2022 03/10/2021 02/23/2020 03/22/2019
Dr. Jerold Hale (Provost & Senior Vice Chancellor for Academic Affairs)	C.V.	Position description	03/14/2022 03/15/2021 (hired 07/01/2019)
Ms. Stacy Lightfoot (Vice Chancellor for Diversity & Engagement)	C.V.	Position description	01/04/2022 - <i>probationary evaluation</i> (hired 07/01/2021)
Ms. Cassie Mathes (Vice Chancellor for Communications & Marketing)	C.V.	Position description	Hired 04/01/2022 <i>probationary evaluation pending</i>
Dr. Joanne Romagni (Vice Chancellor for Research & Dean of the Graduate School)	C.V.	Position description	03/10/2022 03/17/2021 02/24/2020 03/20/2019 03/01/2018 03/21/2017
Mr. David Steele (Chief of Staff)	C.V.	Position description	03/14/2022 03/22/2021 (promoted 01/01/2020)
Mr. Mark Wharton (Vice Chancellor & Director of Athletics)	C.V.	Position description	03/21/2022 03/08/2021 02/24/2020 03/13/2019
Ms. Kim White (Vice Chancellor for Development & Alumni Affairs)	C.V.	Position description	05/25/2022 - <i>probationary evaluation</i> (hired 12/01/2021)

Dr. Shewanee Howard-Baptiste (Vice Provost for Academic Outreach)	C.V.	Position description	03/31/2022
Dr. Lauren Ingraham (Vice Provost for Curriculum & New Program Development)	C.V.	Position description	03/31/2022
Dr. Matt Matthews (Vice Provost for Faculty Affairs & Academic Policy)	C.V.	Position description	03/31/2022 03/31/2021
Dr. Robert Dooley (Dean of the Rollins College of Business)	C.V.	Position description	03/31/2022 03/31/2021 03/31/2020 03/31/2019 03/31/2018 03/31/2017
Dr. Linda Frost (Dean of the Honors College)	C.V.	Position description	03/31/2022 03/31/2021 03/31/2020 03/31/2019 03/31/2018 03/31/2017
Ms. Theresa Liedtka (Dean of the Libraries)	C.V.	Position description	03/31/2022 03/31/2021 03/31/2020 03/31/2019 03/31/2018 03/31/2017
Dr. Daniel Pack (Dean of the College of Engineering & Computer Science)	C.V.	Position description	03/31/2022 03/31/2021 03/31/2020 03/31/2019 03/31/2018 03/31/2017
Dr. Pamela Riggs-Gelasco (Dean of the College of Arts & Sciences)	C.V.	Position description	03/31/2022 03/31/2021
Dr. Valerie Rutledge (Dean of the College of Health, Education & Professional Studies)	C.V.	Position description	03/31/2022 03/31/2021 03/31/2020 03/31/2019 03/31/2018 03/31/2017

Redacted reviews of UTC's ELT members from 2020 and 2021 are provided in Table 5.4-2. They are representative of the written feedback resulting from each of the ELT reviews indicated above.

Table 5.4-2. Redacted ELT Evaluations

- Year Example
- 2020 Example 1
- 2020 Example 2
- 2020 Example 3
- 2020 Example 4
- 2020 Example 5
- 2020 Example 6
- 2020 Example 7
- 2021 Example 1
- 2021 Example 2
- 2021 Example 3
- 2021 Example 4
- 2021 Example 5
- 2021 Example 6
- 2021 Example 7
- 2021 Example 8

Redacted dean evaluations are also provided (example 1, example 2, example 3, example 4, example 5, example 6). These examples are representative of written feedback resulting from each of the dean evaluations in prior years.

Conclusion

UTC is in compliance with Standard 5.4.

Sources

 2021 Annual Performance Review_Redacted4
 2021 Dean Eval Redacted
 2021 Dean Eval Redacted2
 2021 Dean Eval Redacted3
 2021 Eval_Redacted
 2021 Eval_Redacted4
 2021 eval_Redacted5
 2022 Perf Eval_Redacted2
 3-21-22_Redacted6
 Athletics (Wharton)
 CA2021 Eval_Redacted3
 COS (Steele)
 CV - Angle, Steven
 CV - Cassie_Mathes
 CV - Daniel Pack
 CV - Dooley
 CV - Freeman, Yancy
 CV - Hale_Jerald
 CV - LINDA FROST
 CV - Lauren Ingraham
 CV - Liedtka
 CV - Lightfoot, Stacy
 CV - Matthews, Matt
 CV - Riggs-Gelasco
 CV - Romagni, Joanne
 CV - Rutledge, V
 CV - Shewanee Howard-Baptiste
 CV - Steele, David
 CV - Wharton, Mark
 CY2020 Evaluation_Redacted
 CY2020 review_Redacted7
 CY2020 review_Redacted2
 CY2020 review_Redacted3
 CY2020 review_Redacted4
 CY2020 review_Redacted5
 CY2020 review_Redacted6
 CY2021 eval_Redacted3
 Chancellor
 Dean 1 2021 Performance Evaluation_Redacted
 Dean 2 2021_Evaluation_Redacted
 Dean 3 Evaluation
 Dev. and AA (White)
 Diversity and Engagement (Lightfoot)
 ELT Organizational Chart
 EMSA (Freeman)
 IT (Farnsworth)
 PD - CECS Dean
 PD - CHEPS Dean
 PD - Com and Marketing
 PD - Finance and Administration
 PD - Honors Dean
 PD - Library
 PD - RCOB Dean
 PD - VPAA
 Provost (Hale)
 Research (Romagni)
 Resume - White, Kim
 UTC.Dean.ArtsandSciences.PositionDescription.Final
 V. Farnsworth Resume

5.5

Personnel Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

Judgment

Compliant Non-Compliant Not Applicable

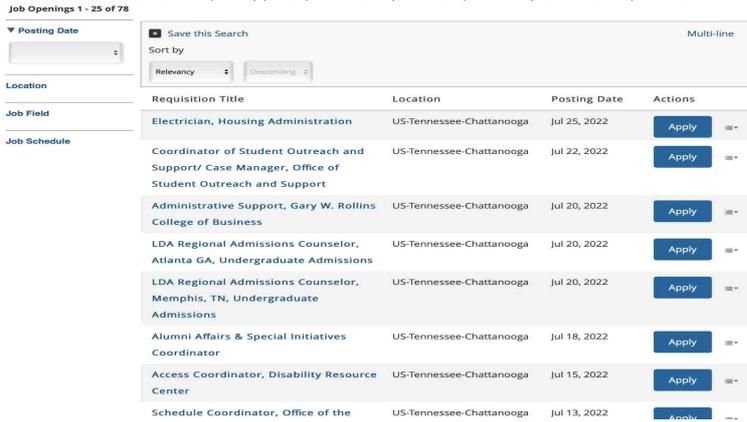
Narrative

The University of Tennessee at Chattanooga (UTC) publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. A variety of University of Tennessee (UT) system-level policies govern the appointment, evaluation, and retention of non-faculty personnel. These policies are all published on the web and are available for public review at any time. The effect of these policies is to ensure that employment at the university is open (non-discriminatory and accessible); that recruitment and onboarding processes are consistent; that employment statuses are transparent; that evaluations are regularly conducted; and that all of these are implemented consistently and transparently. The university utilizes Taleo, a robust, talent-acquisition platform, to support the search processes.

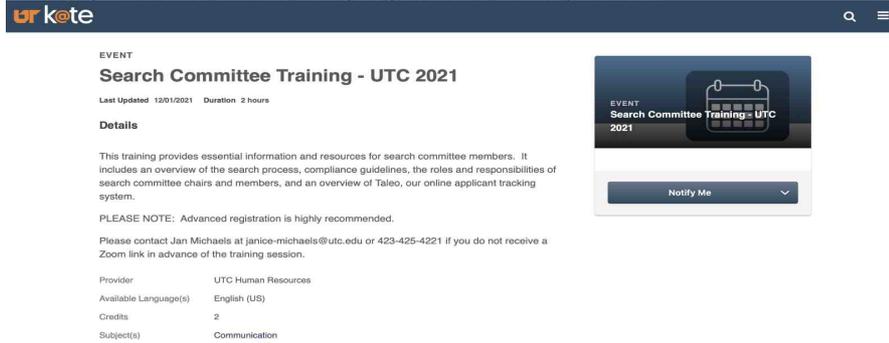
UTC's Department of Human Resources maintains a website with convenient, centralized access to the policies, processes, and procedures related to the hiring process. The recruitment, appointment, and employment processes for exempt staff and non-exempt staff are similar and governed by UT System Policy HR0143 ("Recruiting").

For exempt staff, the procedures are as follows:

- 1. Department Head/Dean: Submits job requisition (ZPOSITION000) in IRIS (Workflow approvals required); contacts HR for job ad assistance. NOTE - Submission of job requisition may be delegated to the hiring manager (varies by College).
2. Human Resources: Assists with job ad; posts job to Taleo (see example below) and to affinity sources.



- 3. Office of Equity and Inclusion: Contacts search committee chair and hiring manager to schedule a meeting to discuss search plan; and will confirm completion of Search Committee Training and grant access to candidate pool in Taleo.



- 4. HR: Screens applications for minimum qualifications; after 10-day minimum posting period, releases qualified candidates to HM/SC.
5. Hiring Manager/Search Committee: Identifies primary and secondary interview pools in Taleo utilizing OEI approved evaluation rubrics; schedules and conducts Zoom interviews; notifies OEI of candidates interviewed and those selected for on-campus interviews.
6. OEI: Reviews candidate pool for on-campus interviews and designates finalists in Taleo (copy HR).
7. HM/SC: Conducts on-campus interviews; submits hiring recommendation and any required documentation (varies by College) to DH/Dean.
8. DH/Dean: Determines successful candidate and submits final search process documentation (interview questions/rubrics/campus interview itineraries) to OEI; notifies HR to initiate hire in IRIS.
9. OEI: Reviews and archives search process documentation (copy HR).
10. HR: Enters job offer in IRIS (workflow approvals required); initiates background check.
11. DH/Dean: Upon approval of background check, extends verbal job offer; upon acceptance, rejects remaining candidates in Taleo.
12. HR: Works with HM/SC to prepare written job offer; schedules intake and orientation; closes job in Taleo.

For non-exempt searches, the procedures are as follows:

- 1. Department Head/Dean: Submits job requisition (ZPOSITION000) in IRIS (Workflow approvals required); contacts HR for job ad assistance. NOTE - Submission of job requisition may be delegated to the hiring manager (varies by Department/College).
2. Human Resources: Assists with job ad; posts job to Taleo.
3. HR: Screens applications for minimum qualifications; after 10-day minimum posting period, releases qualified candidates to HM/SC.
4. Hiring Manager/Search Committee: Identifies primary and secondary interview pools in Taleo; schedules and conducts Zoom interviews; identifies candidates for on-campus interviews.
5. HM/SC: Conducts on-campus interviews; submits hiring recommendation and any required documentation (varies by Department/College) to DH/Dean.
6. DH/Dean: Determines successful candidate; notifies HR to initiate hire in IRIS. NOTE - A verbal offer may not be extended until background check and job offer workflow are complete.
7. HR: Enters job offer in IRIS (workflow approvals required); initiates background check.
8. DH/Dean: Upon approval of background check, extends verbal job offer; upon acceptance, notifies HR; and rejects remaining candidates in Taleo. NOTE - Extension of verbal offer may be delegated to the hiring manager (varies by Department/College).
9. HR: Works with HM/SC to prepare written job offer; schedules intake and orientation; closes job in Taleo.

Reference checks for either type of candidate are conducted in accordance with UTC's reference check guidelines, after the interview phase but prior to extending an offer of employment.

The University provides new employees with an appropriate onboarding orientation. New employees participate in orientation and receive information about what to expect from onboarding and a "first day" checklist. Supervisors also have a checklist for employee onboarding.

Once hired, all employees receive annual performance evaluations, in accordance with UT System Policy HR0129 ("Performance Reviews for Regular Staff Employees"). The process, as illustrated on UTC's website, may be accomplished through the following steps:

1. Supervisor schedules annual performance review meeting with employee
2. Employee completes a self-evaluation
3. Supervisor reviews completed forms, and using the 2021 Key Elements Guide, then completes the Performance Review Summary Form to provide assessment of employee's performance *Required*
4. Supervisor submits Performance Review Summary Form with any attachments to next level of administration for review and signature.
5. Supervisor reviews approved/completed Performance Review Summary Form with employee during annual performance review meeting
6. Together, supervisor and employee establish Goals and Objectives for the next review period
7. Employee and supervisor sign Performance Review Summary Form.
8. Supervisor sends Performance Review Summary Form with any attachments (signed by the employee, supervisor, and next level of administration) to Human Resources by March 31st
9. Supervisor provides signed copy of Performance Review Summary Form to employee and retains copy in departmental files for reference during interim and annual performance review meetings

A sample blank evaluation form as well as a completed evaluation form are provided.

Conclusion

UTC is in compliance with standard 5.5.

Sources

-  Employee Onboarding
-  Employment Procedures
-  Exempt Offer Letter Template
-  Exempt Staff process
-  HR Policies
-  HR Reference Check Guidelines
-  HR0129
-  HR0143
-  IRIS Position Request - 50346292
-  Key Elements Guide
-  New Employee Checklist
-  New Staff Employee Orientation
-  Non-Exempt Staff Process
-  OEI Sample Rubric
-  Performance Review Summary Form
-  Sample Applications_Rating
-  Sample Performance Review 2022 - Redacted
-  Staff Annual Performance Review
-  Supervisor Checklist for Onboarding New Employees
-  Taleo
-  Taleo_Job Requisition_Employment Specialist (22000001B2)
-  UTC Performance Review - blank

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) employs an adequate number of full-time faculty members to support its mission of being "a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." UTC accomplishes this mission and ensures the quality and integrity of each academic program by following and achieving strategic planning goals.

The UTC Faculty Handbook states in Section 3.2.1 that UTC has established general criteria that faculty members are expected to meet for the appropriate rank. Chapters 3 and 4 of the UTC Faculty Handbook continue to outline the expectations and requirements of faculty, including those with full-time status. The definition of full-time faculty is partially dependent on individual departments but includes those with tenured, tenure-track, and non-tenure-track status. Each academic department must establish its own metrics and standards for evaluating such criteria for faculty rank appointments within the department, and the department's specific metrics and standards are published in each department's bylaws. Similarly, faculty workload is defined in general for all faculty, but exceptions to the requirement exist at every rank and in every department across campus. Faculty appointments such as research faculty and Chairs of Excellence, along with administrative appointments such as department head, director, or coordinator, have workloads less than the expected 12 credit hours, or four courses, per semester. By contrast, faculty are occasionally asked to teach an overload of credit hours; however, they are compensated appropriately in any case, although this compensation varies by department and program.

To serve the student body of 11,387 in Fall 2020 (for consistent data comparison herein), the university employs 503 full-time faculty members with 99% (498) functioning in an instructional capacity, demonstrating institutional commitment as a teaching institution in which student learning is the primary focus. The remaining 1% of full-time faculty serve in research (Tables 6.1-1a and 6.1-1b).

Table 6.1-1a. IPEDS Human Resources Data (Fall 2020)

Instructional and Research Faculty				
	Full Time Tenured/Tenure Track	Full-Time Non-TT	Part-Time Faculty	Graduate Assistant
Instructional	342	156	249	66
Research	2	3	0	145
Public Service	0	0	0	0
Other	0	0	0	21
Total	344	159	249	232
	Full-Time Total: 503		Part-Time Total: 249	GA Total: 232

Table 6.1-1b. IPEDS Human Resources Data (Fall 2020)

Other Full-Time Tenured/Tenure Track Employees	
Management	15
Library	20

Of the 498 teaching faculty, 342 (68.7%) are either tenured (216, 43.4%) or on a tenure track (126, 25.3%), with the balance of 156 faculty being non-tenure-track instructors and lecturers. Of the 498 teaching faculty, 408 (81.9%) faculty members hold a doctorate/terminal degree. Although UTC tenured and tenure-track faculty focus primarily on facilitating learning, their mission-based responsibility to be a driving force for achieving excellence is supported by their active involvement in research, academic innovations, and public service. The majority (72.8%) of undergraduate student credit hours are produced by full-time faculty, as are the majority (75.4%) of all undergraduate course sections; these percentages have remained constant over the last 10 years. Finally, the average student to faculty ratio is 18:1, as cited in UTC's Common Data Set (some faculty and students were omitted in the calculations, by definition). However, specific ratios for programs vary, as described later in the narrative. Nevertheless, student/faculty ratios are maintained at reasonable levels such that students are offered ready access to the full-time faculty as teachers and advisors.

Mission and Strategic Goals

UTC is part of the University of Tennessee (UT) System, which is a statewide, multicampus, land-grant, publicly aided university system. Guided by the university's vision to engage students, inspire change, and enrich the community, the mission of UTC is to be a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community. In order to achieve the mission, UTC is guided by four broad strategic goals that support and are supported by faculty in the development and oversight of academic programs through teaching, research, and service. The strategic plan goals for 2015-2020 were as follows:

- Goal 1: Transform lives through meaningful learning experiences.
- Goal 2: Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives.
- Goal 3: Ensure stewardship of resources through strategic alignment and investments.
- Goal 4: Embrace diversity and inclusion as a path to excellence and societal change.

Within the context of these strategic goals, the achievement of the institution's mission requires an adequate number of permanent, full-time, qualified faculty. An adequate number of faculty allows for performing their most essential functions of curriculum design, development, and evaluation; teaching; identification and assessment of appropriate student learning outcomes; student advising; research and creative activity; and institutional and professional service.

Adequacy of Faculty for Governance, Organization, and Service

At UTC, the full faculty is composed of all full-time tenured, tenure-track and non-tenure-track faculty. Regular, full-time tenured and tenure-track (a probationary period in which creditable service toward tenure and/or promotion is accumulated) faculty include both academic year (9-month) and 12-month appointments. Based on the level of academic accomplishments and experience, the university awards the following ranks or titles for full-time tenure and tenure-track faculty members: Assistant Professor, Associate Professor, or Professor. The requirements for these ranks are provided in Chapter 3 of the Faculty Handbook.

Non-Tenure-Track Faculty

Chapter 4 of the Faculty Handbook describes non-tenured faculty appointments. In addition, full-time, non-tenure-track teaching faculty members may be hired for specific teaching assignments and are generally ranked as instructors, lecturers, research faculty, or clinical faculty.

Instructors who are hired for tenure-track faculty positions without a terminal degree are given a period of time to complete their degree to be renewed or moved to a tenure-track position.

Lecturers are faculty who hold the appropriate terminal degree and are appointed for full or part-time teaching through annual contracts and are ordinarily not expected to engage in disciplinary scholarship or perform public or disciplinary service.

Research faculty members conduct research and ordinarily are not expected to teach or perform public or disciplinary service as a condition of their employment, unless these duties are added to the terms of employment. However, the number of these research appointments are few due to the strong teaching focus of the university.

Clinical faculty members perform professional services and provide instruction to students in a clinical setting. They generally are not expected to conduct research or perform public or disciplinary service as a condition of their employment. Expectations of scholarship and service may be added to the terms of employment.

Faculty of Practice members are or have been practicing professionals who are brought into the classroom for instructional purposes. They bring real-world experience and knowledge into the classroom. Expectations of service may be added to the terms of employment.

Adjunct (Part-time) Faculty Appointments

Part-time faculty may provide distinctive expertise, staffing flexibility, release time to support faculty research, and the ability to absorb enrollment fluctuations. All adjunct faculty who teach must hold the appropriate degree (or its equivalent) required for teaching within the academic discipline. Further, part-time faculty may supervise clinical experiences or assume other responsibilities within the guidelines set forth in university, college, and departmental policies. Individuals with adjunct appointments are not eligible for tenure.

Institutional and Professional Service

The Faculty Senate governs and organizes the campus-wide faculty roles. In consultation with academic officials, the Faculty Senate is entrusted by the full faculty to consider, advise, and recommend policies and procedures in such matters as the criteria for faculty appointment, dismissal, promotion, tenure, and retirement. Chapter 2 of the Faculty Handbook outlines the non-teaching responsibilities of full-time faculty members. Specifically, the Faculty Handbook states, "Carrying a fair share of the burden of special faculty committee assignments, including participation in such bodies as curriculum committees and honors program committees, as well as sharing in joint faculty responsibilities such as registration, counseling, and academic proctoring." After their first year at UTC, full-time faculty members are expected to serve on university committees as needed. Many of the university's responsibilities are met through the functions of the Faculty Senate, Graduate Council, and their standing and ad hoc committees. As illustrated by the lists of Faculty Senate, Graduate Council, and Faculty Committee membership, UTC employs an adequate number of full-time faculty members to populate these committees, which provides evidence of the adequacy of faculty at UTC to fulfill their professional service responsibilities. In fact, because of the sufficient numbers, faculty are able to rotate in and out of service on these varied committees, and faculty are afforded the ability to not serve on committees during some academic years when they may need to focus their service on other priorities.

Faculty Organization in Colleges

Primarily, departments, colleges, and schools discharge the core responsibilities of the faculty including teaching, research, service, and other scholarly activities. Table 6.1-2 illustrates the distribution of full-time faculty among UTC colleges, departments, and programs. Most departments and programs rely primarily on regular full-time faculty to support classroom instruction and the quality of the curricula. In summary, the distribution of faculty provides evidence that UTC employs an adequate number of faculty to ensure the quality and integrity of each of its academic programs.

Table 6.1-2. Full-Time Instructional Faculty by College, Appointment, Tenure Status, and Rank

	Faculty	Appointment		Tenure Status		
		9-Month	12-Month	Tenured	Tenure Track	Non-Tenured
University Total	498	442	56	216	126	156
University Percentages	100.0%	88.8%	11.2%	43.4%	25.3%	31.3%
Arts and Sciences	263	251	12	119	57	87
Engineering and Computer Science	58	55	3	28	19	11
Health, Education, and Professional Studies	116	81	35	40	37	39
Honors	2	1	1	0	0	2
Rollins College of Business	59	54	5	29	13	17
	Faculty	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer
University Total	498	132	103	132	2	129
University Percentages	100.0%	26.5%	20.7%	26.5%	0.4%	25.9%
Arts and Sciences	263	77	44	60	1	81
Engineering and Computer Science	58	14	18	17	1	8
Health, Education, and Professional Studies	116	21	26	44	0	25
Honors	2	1	0	0	0	1
Rollins College of Business	59	19	15	11	0	14

Adequacy of Faculty to Achieve the Academic Mission and Goals

Teaching and Advising

While the distribution of faculty across colleges, schools, and departments offers one set of measures demonstrating the sufficient number of full-time UTC faculty, additional data provide supplemental evidence of the adequacy of faculty to achieve the university's educational mission to be a driving force for achieving excellence by actively engaging students, as well as [Strategic Goal 1](#) to transform lives through meaningful learning experiences. In order to further achieve the university's educational mission to transform lives through meaningful learning experiences, UTC and its Faculty Senate place strong emphasis on the student-related responsibilities of the faculty which are clearly articulated in the Faculty Handbook. Academic administrators regularly assess student faculty ratios, student credit hour production, Delaware Cost Study data, and other Departmental Profiles metrics to develop new faculty request proposals each fall term as part of the annual planning and budgeting cycles. Academic administrators are expected to ensure that full-time faculty have sufficient time for their student related, teaching, research, and public service responsibilities, while also presenting a strong financial case consistent with [Strategic Goal 3](#) of the 2015-2020 Strategic Plan, to ensure stewardship of resources through strategic alignment and investments.

The university's expectations for faculty regarding student related responsibilities require serious and conscientious focus on teaching assignments through careful planning of courses, preparation of lectures, and regularity in meeting scheduled classes. Faculty are also expected to recognize that students deserve respect as individuals and have certain rights that must be protected. This encompasses an active interest in individual academic achievement and personal problems of students, the giving of mature professional advice, courteous treatment of students in class, and keeping confidences when students relay personal information to them in their role as counselors, advisors, and mentors. In order to meet these expectations, UTC ensures that students have adequate access to full-time faculty. Deans and department heads carefully monitor the student to faculty ratios within degree majors and appoint sufficient full-time faculty to engage with students in these critical responsibilities.

Conclusion

UTC is in compliance with Standard 6.1.

Sources

-  Common Data Set
-  Faculty Committee
-  Faculty Senate Members
-  Graduate Council Membership
-  Institutional Vision, Mission, Core Values _ University of Tennessee at Chattanooga
-  UTC Faculty Handbook (updated version) (eff 8-2-21)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 14)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 20)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 22)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 23)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 52)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 8)
-  UTC Mission Statement
-  UTC-Strategic-Plan-2025
-  utc-strategic-plan 2015-2020 (Page 5)
-  utc-strategic-plan 2015-2020 (Page 7)
-  utc-strategic-plan 2015-2020 (Page 8)

6.2.a

Faculty Qualifications

For each of its educational programs, the institution:

- a. justifies and documents the qualifications of its faculty members.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC), for each of its educational programs, justifies and documents the qualifications of its faculty members. Section 3.1 and 3.2 of the UTC Faculty Handbook describes the selection and criteria for new tenure track faculty appointments. Section 4.1 and 4.2 of the UTC Faculty Handbook describes the selection and appointment of non-tenure faculty appointments. Departmental and college bylaws may provide more specifically, see Rollins College of Business and Political Science and Public Service as examples. Human Resources also provides a flow chart and written description of the hiring process to ensure the necessary credentials are present.

The processes for faculty searches, including vacancy announcements, approval to hire, and management of faculty files, ensure that faculty members have earned an appropriate degree or have credentials and experience that qualify them for their respective teaching assignments. Faculty vacancy announcements clearly define the required qualifications for a successful candidate by including the required minimum credentials as well as preferred expertise or experience. Consideration of candidates and selection of the successful candidate must conform to the published criteria for the position. See examples of a tenure-track and non-tenure-track vacancy accouchements. Primary consideration is given to the highest degree earned in the teaching discipline. 81.9% of faculty across campus hold a doctorate or terminal degree at all ranks (Table 6.2.a-1). The percentage is much higher for full professors (99.2%) and associate professors (99.0%).

Table 6.2.a-1. Highest Earned Degrees of Full-Time Faculty by Rank Fall 2020

Degree	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer	
	T/TT	Non-TT	T/TT	Non-TT	T/TT	Non-TT	T/TT	Non-TT	T/TT	Non-TT
DBA: Doctor of Business Admin	1	0	1	0	1	0	0	0	0	0
DHSC: Doctor of Health Science	0	0	1	0	0	1	0	0	0	0
DMA: Doctor of Musical Arts	6	0	2	0	2	0	0	0	0	0
DNP: Doctor of Nursing Practice	1	0	2	0	6	1	0	0	0	2
DPT: Doctor of Physical Therapy	0	0	1	0	1	2	0	0	0	1
DSC: Doctor of Science	1	0	0	0	0	0	0	0	0	0
EDD: Doctor of Education	6	0	3	0	0	0	0	0	0	6
JD: Juris Doctor	3	0	0	0	0	0	0	0	0	1
MFA: Master of Fine Arts	7	0	4	0	7	0	0	0	0	9
MID: Master of Interior Design	0	1	1	0	0	0	0	0	0	0
OTD: Occupational Therapy Doctorate	0	0	0	0	2	2	0	0	0	0
PHD: Doctor of Philosophy	104	1	84	3	92	6	0	1	0	32
No Terminal Degree	0	1	0	1	3	6	0	1	0	78
Total	129	3	99	4	114	18	0	2	0	129

All faculty appointments are approved by the department head and the dean. At each level of approval, the credentials are reviewed for appropriateness and to be sure SACSCOC criteria are met. A link to the SACSCOC Guidelines for Faculty Credentials is posted on the [Academic Affairs webpage](#). Complete records, including official transcripts and curriculum vitae, are maintained in the Office of Faculty Records. Prior to each academic term, each college submits a complete faculty roster to the Office of the Vice Provost for Academic Affairs. These rosters conform to the guidelines offered by the Southern Association of Colleges and Schools. They are reviewed by the associate provost for completeness and accuracy. Rosters are collected for fall, spring, and summer terms. Additional documentation may be provided or requested for individuals that do not hold the minimum degree required for the teaching assignment. A form required for submission of [supplemental documentation](#) is available on the Academic Affairs webpage. Examples of completed Faculty Justification Forms are provided for faculty members in the [BS Interior Architecture Program](#) and [BS Engineering Technology Management: Construction Management](#). If an individual does not hold appropriate credentials – earned degree, other credentials, or experience – a qualified individual will be assigned to that/those course(s). UTC also considers the importance of competence, related work experiences in the field, professional licensure and certifications, honors and awards, publications and presentations, continuous documented excellence in teaching, or other contributions to effective teaching. Information regarding [Faculty Awards](#), [Service Awards](#), and the [President's Award](#) can be found online and provide evidence of UTC faculty achievements from Fall 2019 through Spring 2021. Additionally, [annual reports](#) from the Office of Research and Sponsored Programs (ORSP) provide details on faculty proposals and awards. Many faculty also maintain professional licensures, certifications, and memberships that allow them to continue contributing to their field within their teaching capacity.

The 210 full-time faculty members teaching graduate level courses have additional requirements for qualifications. Membership of the Graduate Faculty requires a [separate application](#), including approval by Academic Department Head, College Dean, Graduate School Dean, and the SACSCOC liaison. The [Graduate Faculty Membership](#) is posted on a webpage of the Graduate School and shows college, department, name, rank, membership category, appointment year, and renewal year. A full [Faculty Roster Form](#) is available and is downloaded from Digital Measures, a platform that allows faculty to keep track of teaching, research, and service activities, as well as housing faculty information required for accreditation purposes. Due to their sensitive nature, faculty transcripts are available by request, as needed for review.

Conclusion

UTC is in compliance with Standard 6.2.a.

Sources

-  Academic Affairs Webpage
-  Faculty Awards
-  Graduate Faculty Application
-  Graduate Faculty Membership
-  Graduate Faculty Membership _ University of Tennessee at Chattanooga
-  Institutional Vision, Mission, Core Values _ University of Tennessee at Chattanooga
-  Justification of Qualifications - 11-10-21-AN_signed
-  Justification of Qualifications_IARC 2150 (002)_signed
-  ORSP Annual Report FY21
-  President's Award
-  Qualifications for Full-time or Part-time Faculty Appointment
-  SACSCOC Guidelines
-  SACSCOC Guidelines for Faculty Credentials
-  SACSCOC University Accreditation
-  Service Awards
-  Supplemental Documentation
-  UTC Faculty Handbook (updated version) (eff 8-2-21)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 20)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 21)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 52)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 53)
-  UTC Faculty Roster FA21-SP22_9.2.22
-  UTC-Strategic-Plan-2025
-  grad-faculty-application
-  utc-strategic-plan 2015-2020

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

Compliant Non-Compliant Not Applicable

Narrative

Faculty Organization in Departments/Programs

The University of Tennessee at Chattanooga (UTC) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. The core responsibilities of the faculty are discharged primarily within departments, colleges, and schools and include teaching, research, service, and other scholarly activities. Table 6.2.b-1 compares full-time faculty to adjunct (part-time) faculty distribution among UTC departments and programs, including headcounts and calculated full-time faculty equivalents (FTE). Faculty teaching in multiple programs are counted under each program. Most departments and programs rely primarily on regular full-time faculty to support classroom instruction and the quality of the curricula. In summary, the distribution of faculty provides evidence that UTC employs an adequate number of faculty to ensure the quality and integrity of each of its academic programs by adequately staffing all of the academic units through which degree programs are offered.

Table 6.2.b-1: Full-Time Instructional and Adjunct (Part-Time) Faculty Headcount and FTE*

Fall 2020 Faculty					
Department	Program	Full-Time Instructional		Adjunct	
		Headcount	FTE	Headcount	FTE
Accounting	Accounting	10	9.4	4	1.0
Art	Art	14	13.0	11	4.5
Biology, Geology, & Env. Sciences	Biology	29	24.9	4	1.1
	Env. Sciences	19	18.8	0	0.0
	Geology	6	4.1	4	1.8
Chemistry & Physics	Chemistry	16	14.3	10	3.1
	Physics	4	5.1	2	0.3
Communication	Communication	13	9.6	10	3.3
Computer Science & Engineering	Computer Science & Engineering	19	21.8	12	6.2
Engineering	Engineering	32	35.6	18	7.1
Engineering Management	Engineering Management	7	7.6	8	3.7
	Mechatronics	3	2.3	0	0.0
English	English	48	49.0	25	16.1
Finance & Economics	Economics	7	3.8	4	1.0
	Finance	4	2.6	6	2.3
Health & Human Performance	Health and Human Performance	22	18.7	16	6.4
History	History	14	9.5	10	4.6
Humanities	Humanities	13	4.5	21	2.4
Management	Graduate Programs	15	8.3	3	1.3
	Management	20	13.0	11	4.0
Marketing & Entrepreneurship	Entrepreneurship	4	5.0	1	0.3
	Marketing	7	5.3	2	0.3
Mathematics	Mathematics	26	26.2	5	3.3
Modern and Classical Lang. & Lit.	Modern and Classical Lang. & Lit.	12	10.1	8	6.3
Occupational Therapy	Occupational Therapy	6	4.7	0	0.0
Performing Arts	Music	14	8.3	15	4.6
	Theatre & Speech	9	6.8	10	4.5
Philosophy & Religion	Philosophy and Religion	9	6.8	0	0.0
Physical Therapy	Physical Therapy	8	5.3	2	0.8
	Political Science	12	9.7	8	2.3

Political Science & Public Service	Public Administration	5	2.5	0	0.0
Psychology	Psychology	16	28.3	9	2.3
School of Education	School of Education	24	23.3	17	5.8
School of Nursing	School of Nursing	24	13.3	4	1.7
School of Professional Studies	Counselor Education	3	2.8	1	0.5
	Integrated Studies	3	0.8	3	1.3
	Interior Design	5	5.9	10	3.5
	Learning and Leadership	4	2.4	1	1.3
	School Psychology	4	2.5	0	0.0
	Social Work	7	6.6	5	1.5
Social, Cultural & Justice Studies	Anthropology & Sociology	12	9.3	7	3.5
	Criminal Justice	12	9.0	11	4.0

*FTE is calculated as the number of student credit hours taught by faculty divided by 12.

Adequacy of Faculty to Achieve the Academic Mission and Goals

Teaching and Advising

While the distribution of faculty across colleges, schools, and departments offers one set of measures demonstrating the sufficient number of full-time UTC faculty, additional data provide supplemental evidence of the adequacy of faculty to achieve the university's educational mission, as well as Strategic Plan Goal 1. To accomplish these, UTC and its Faculty Senate place strong emphasis on the student related responsibilities of the faculty which are clearly articulated in Chapter 2: Faculty Rights and Responsibilities in the *Faculty Handbook*. Academic administrators regularly assess student-to-faculty ratios, student credit hour production, Delaware Cost Study data, and other departmental metrics to develop new faculty request proposals each fall term as part of the annual planning and budgeting cycles. Academic administrators are responsible to ensure that full-time faculty have sufficient time for their student-related, teaching, research, and public service responsibilities, while also presenting a strong financial case consistent with Strategic Goal 3, to ensure stewardship of resources through strategic alignment and investments. The university's expectations for faculty regarding student-related responsibilities require that they deal seriously and conscientiously with the teaching assignment, including careful planning of courses, preparation of lectures, and regularity in meeting scheduled classes. In order to meet these expectations, UTC ensures that students have access to full-time faculty by appointing a sufficient number to engage with students in these critical responsibilities; hence, deans and department heads carefully monitor the student-to-faculty ratios within degree majors, as shown in Table 6.2.b-2. Table 6.2.b-2 demonstrates that faculty assigned to departments/programs have reasonable teaching and advising loads for their associated academic majors, especially when supplemented by part-time faculty for teaching and professional advisors to assist with student advising. In the cases of Finance and Marketing, the ratios are higher than in other programs. This can be explained by the fact that most of the instructors teaching finance courses in Fall 2020 were adjuncts and in Marketing, there were over 550 majors in fall 2020 but only seven full-time instructional faculty teaching courses. This may be a function of the fact that it is possible to complete a marketing degree while only taking seven courses with the Marketing (MKT) subject code. By comparison, an accounting major takes a minimum of 10 courses with an Accounting (ACC) subject code.

Table 6.2.b-2. Student to Full-Time Instructional Faculty Ratio Fall 2020

Student-to-Full-Time Instructional Faculty Ratio Fall 2020		
Department	Program	Students per Faculty Member
Accounting	Accounting	28.2
Art	Art	20.8
Biology, Geology, & Env. Sciences	Biology	22.3
	Env. Sciences	14.5
	Geology	7.5
Chemistry & Physics	Chemistry	10.6
	Physics	6.5
Communication	Communication	29.6
Computer Science & Engineering	Computer Science & Engineering	25.8
Engineering	Engineering	25.2
Engineering Management	Engineering Management	38.9
	Mechatronics	21.7
English	English	4.2
Finance & Economics	Economics	9.9
	Finance	92.0
Health & Human Performance	Health and Human Performance	42.6
History	History	6.7
Humanities	Humanities	4.0

Management	MBA, MSDA, and Business Analytics	18.3
	Management	29.1
Marketing & Entrepreneurship	Entrepreneurship	42.3
	Marketing	79.7
Mathematics	Mathematics	4.5
Modern and Classical Lang. & Lit.	Modern and Classical Lang. & Lit.	4.8
Music	Music	5.5
Occupational Therapy	Occupational Therapy	11.7
Philosophy & Religion	Philosophy and Religion	3.9
Physical Therapy	Physical Therapy	13.5
Political Science & Public Service	Political Science	17.4
	Public Administration	7.4
Psychology	Psychology	50.7
School of Education	School of Education	34.2
School of Nursing	School of Nursing	36.7
School of Professional Studies	Counselor Education	15.3
	Integrated Studies	11.0
	Interior Design	24.8
	Learning and Leadership	23.0
	School Psychology	8.5
	Social Work	24.7
Social, Cultural & Justice Studies	Anthropology & Sociology	8.9
	Criminal Justice	34.9
Theatre & Speech	Theatre & Speech	4.9

Programmatic Accreditation and Program Reviews

All of UTC's academic departments have an accrediting body that routinely conducts cyclical evaluations, or they receive an internally driven program review on a cyclical cycle. Both forms of evaluation routinely include departmental staffing as an evaluative element. For example, the Accreditation Board for Engineering and Technology (ABET), the Commission on Collegiate Nursing Education (CCNE), and the Accrediting Association to Advance Collegiate Schools of Business (AACSB) all have standards that require evidence of full-time faculty adequacy. Department heads and full-time faculty are responsible for developing and submitting these compliance reports, including the rationale for the sufficiency of faculty to achieve the program learning outcomes. Therefore, the consistent reaffirmations of these programmatic accreditors provide supportive evidence of the adequacy of full-time faculty to achieve program learning outcomes and the academic mission of the institution. In addition, a sufficient number of faculty is integral to the assurance of academic quality and integrity, which is evident in the [student pass rates of professional licensure exams and major field tests](#). High pass rates are consistent with the adequacy of the number and quality of faculty in UTC academic programs. For programs that do not have an independent accrediting body, the Tennessee Higher Education Commission (THEC) requires that each undergo a rigorous program review process at least once every five-year cycle, to coincide with both the strategic planning and the Quality Assurance Funding cycle. [Program reviews](#) for both undergraduate and graduate programs consist of a self-assessment conducted by full-time faculty and evaluation by a qualified external academic reviewer.

Student Credit Hour Production

Below, Table 6.2.b-3 presents the Fall 2020 and Spring 2021 undergraduate and graduate student credit hour (SCH) production for full-time equivalent (FTE) faculty, faculty appointment type, and program at UTC. In this table, full-time (FT) faculty are defined as those faculty who are reported in the federal Equal Employment Opportunity (EEO) categories and are employed full-time at UTC, including both nine and twelve-month tenured, tenure-track, and non-tenure-track teaching faculty. Part-time (PT) faculty include adjunct faculty or part-time instructors. SCH are produced on UTC's main campus, as there are no offsite instructional sites, with the exception of clinical rotations for those in health and human services programs, and the Professional Development School opportunities for some education majors. Finally, of the total SCH production for Spring 2021, the majority (77.4%) are taught by full-time faculty, with the remaining 22.5% taught by adjunct (part-time) faculty. This percentage split has remained constant for the past 10 years.

Table 6.2.b-3. Percent SCH by Program, Department, and Level - Fall 2020 and Spring 2021

Department	Program	Undergraduate		Graduate	
		FT Faculty	PT Faculty or Staff	FT Faculty	PT Faculty or Staff
Accounting	Accounting	91.5%	8.5%	100.0%	0.0%
Art	Art	70.3%	29.7%	0.0%	0.0%
Biology, Geology, & Environmental Science	Biology	98.3%	1.7%	100.0%	0.0%
	Environmental Science	95.2%	4.8%	97.2%	2.8%

	Geology	56.6%	43.4%	100.0%	0.0%
Chemistry & Physics	Chemistry	77.9%	22.1%	0.0%	0.0%
	Physics	80.5%	19.5%	0.0%	0.0%
Communication	Communication	87.1%	12.9%	100.0%	0.0%
Computer Science & Engineering	Computer Science & Engineering	54.1%	45.9%	91.8%	8.2%
Engineering	Engineering	85.7%	14.3%	92.0%	8.0%
Engineering Management	Engineering Management	57.3%	42.7%	97.5%	2.5%
	Mechatronics	82.1%	17.9%	0.0%	0.0%
English	English	81.0%	19.0%	100.0%	0.0%
Finance & Economics	Economics	82.4%	17.6%	0.0%	100.0%
	Finance	56.5%	43.5%	100.0%	0.0%
Health & Human Performance	Health & Human Performance	75.4%	24.6%	100.0%	0.0%
History	History	73.4%	26.6%	0.0%	0.0%
Humanities	Humanities	91.9%	8.1%	0.0%	0.0%
Management	Graduate Programs	59.2%	40.8%	89.8%	10.2%
	Management	86.0%	14.0%	100.0%	0.0%
Marketing & Entrepreneurship	Entrepreneurship	94.9%	5.1%	100.0%	0.0%
	Marketing	94.5%	5.5%	98.4%	1.6%
Mathematics	Mathematics	90.4%	9.6%	100.0%	0.0%
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	50.8%	49.2%	0.0%	0.0%
Occupational Therapy	Occupational Therapy	0.0%	0.0%	100.0%	0.0%
Performing Arts	Music	69.5%	30.5%	0.0%	0.0%
	Theatre & Speech	60.9%	39.1%	0.0%	0.0%
Philosophy & Religion	Philosophy & Religion	98.9%	1.1%	0.0%	0.0%
Physical Therapy	Physical Therapy	0.0%	100.0%	95.9%	4.1%
Political Science & Public Service	Political Science	82.7%	17.3%	0.0%	0.0%
	Public Administration	0.0%	0.0%	89.3%	10.7%
Psychology	Psychology	86.2%	13.8%	97.9%	2.1%
School of Education	School of Education	82.4%	17.6%	89.7%	10.3%
School of Nursing	School of Nursing	100.0%	0.0%	78.1%	21.9%
School of Professional Studies	Counselor Education	0.0%	0.0%	75.2%	24.8%
	Integrated Studies	53.3%	46.7%	0.0%	0.0%
	Interior Design	52.2%	47.8%	0.0%	0.0%
	Learning & Leadership	0.0%	0.0%	100.0%	0.0%
	School Psychology	0.0%	0.0%	95.2%	4.8%
	Social Work	74.9%	25.1%	77.6%	22.4%
Social, Cultural, & Justice Studies	Anthropology & Sociology	60.2%	39.8%	0.0%	0.0%
	Criminal Justice	66.5%	33.5%	100.0%	0.0%
Total		79.0%	21.0%	92.1%	7.9%

Faculty Teaching Loads

The faculty course load and SCH production calculations include distance and online courses, as they are considered fully equivalent to traditional face-to-face classes. Certain types of faculty appointments, such as department heads, academic program coordinators, research faculty, chairs of excellence, and endowed chairs may have reduced teaching loads while still being considered full-time faculty members. However, as Table 6.2.b-4 illustrates, average faculty teaching loads in each college generally adhere to the Faculty Handbook's standard. A comprehensive list of individual teaching loads for the academic year 2020-2021 is included as supporting documentation for the averages noted in Table 6.2.b-4. Deans and department heads are held accountable for adhering to normal faculty course loads and utilize these data, along with other measures, such as the UTC Departmental Profiles and the Delaware Cost Study data, to develop faculty hiring proposals during the annual fall budgeting cycle, as well as for their own performance evaluations every spring.

Table 6.2.b-4. Average Teaching Load

College and Department	FT Instructional Faculty		All Faculty	
	CH Taught	SCH Generated	CH Taught	SCH Generated
Arts and Sciences	12.8	258.2	10.1	220.4
Art	11.1	145.6	8.6	133.2
Biology, Geology, and Environmental Science	18.0	303.5	15.4	285.7
Chemistry and Physics	12.8	293.2	8.9	243.2
Communications	8.8	176.3	6.7	124.2
English	13.1	193.3	11.3	173.1
History	8.1	322.7	7.0	257.2
Humanities	7.0	78.5	7.0	78.5
Mathematics	12.4	365.8	11.3	353.0
Military Science	0.0	0.0	23.0	315.0
Modern and Classical Languages and Literature	11.2	168.0	10.9	201.4
Performing Arts	8.0	138.6	6.1	111.5
Philosophy and Religion	10.0	242.1	10.0	242.1
Political Science and Public Service	13.3	258.2	9.1	196.2
Psychology	21.8	471.1	14.7	350.5
Social, Cultural, and Justice Studies	11.4	289.7	8.3	262.2
Engineering and Computer Science	14.2	167.3	10.7	140.5
Civil and Chemical Engineering	11.8	166.4	10.8	179.2
Computer Science	16.3	145.5	11.5	131.4
Electrical Engineering	18.9	167.9	12.7	120.4
Engineering Management and Technology	14.1	181.1	8.5	122.7
Mechanical Engineering	11.2	181.2	10.1	164.8
Health, Education, and Professional Studies	10.5	197.4	8.5	166.7
Health and Human Performance	10.4	228.1	8.2	195.7
Occupational Therapy	9.3	184.0	9.3	184.0
Physical Therapy	7.7	182.3	7.4	182.1
School of Education	14.4	250.9	9.9	172.9
School of Nursing	7.7	171.3	7.1	159.6
School of Professional Studies	11.3	152.6	8.4	133.6
Honors College	8.3	87.7	4.8	49.8
Business	10.1	313.8	7.9	248.1
Accounting	11.6	307.1	8.8	220.3
Finance and Economics	6.8	315.4	5.9	257.5
Management	10.7	297.3	7.9	238.0
Marketing and Entrepreneurship	10.1	355.0	9.3	310.8
Total	12.1	239.5	9.5	200.0

CH - Course Credit Hours

SCH - Student Credit Hours

Ensuring the Quality and Integrity of Academic Programs

Beginning in 2013-2014, UTC faculty broadly engaged in a curriculum mapping project to ensure the quality and integrity of each of its academic programs (examples from BS Criminal Justice and BS Interior Architecture are provided). During the initial phase of this project, faculty participated in a series of peer-facilitated scholarly sessions in which they reviewed the purpose of curriculum mapping to align and clarify relationships between learning outcomes and student work and to identify and close gaps in those relationships. In each program and discipline, faculty were asked to outline student learning outcomes and systematically map/align them with required course outcomes through a deductive design process. Rather than beginning with course outcomes as might be a typical approach, faculty began this process with broad outcomes expected of all students and then worked backwards through program and finally course-level learning outcomes, student assignments, and experiences. This process allowed faculty to visualize the role their courses play in helping students meet broader programmatic and institutional learning outcomes. By documenting the alignment of all learning outcomes, identifying optimal course sequencing, and scaffolding learning experiences, faculty strengthened the quality and integrity of all curricula and program outcomes. While all undergraduate and graduate programs are now mapped, the process is ongoing as full-time faculty are supplementing program maps with appropriate assessment intervals, instruments, and rubrics to guide and assess student learning progress.

The full-time faculty at UTC ensure the quality and integrity of the academic programs by guiding the academic aspects of curriculum development, review, and approval processes. As previously mentioned, full-time faculty chair, organize, and staff the [General Education Committee](#) and the [Undergraduate](#) and Graduate Curriculum Committees through the [Faculty Senate](#) organization. Full-time faculty are responsible for developing discipline-specific new course proposals and course/curriculum modifications, obtaining approvals through their respective department/college curriculum approval processes, and submitting the college-approved proposals to the respective university committee for proper vetting and academic approvals. Information on undergraduate, general education, and graduate curriculum proposals is found [here](#). Faculty submit proposals through a common platform, Curriculog, which is also used to manage the curriculum approval process. These faculty processes are supported by academic affairs and THEC policies for the submission of new and modified program proposals. UTC's curriculum review committees are adequately staffed by full-time faculty, and meetings with full quorums are conducted in a timely manner, as evidenced by annual reports made to the Faculty Senate.

Adequacy of Faculty to Support Research, Scholarship, and Creative Activity

UTC faculty ensure quality of curriculum by active engagement in scholarly research, creative activity, and presenting at professional meetings, as shown in the scholarly activities report. The Office of Research and Sponsored Programs' [blog](#) and the 2020-2021 Annual Report demonstrate the ability of full-time UTC faculty to attract external funding to support their research activities. By maintaining reasonable course and advising loads, managing SCH production levels and adjunct support, and ensuring time for scholarly pursuits, UTC demonstrates a clear commitment to the quality and integrity of each academic program and to the students and faculty within those programs.

Conclusion

In summary, the data, policies, and practices described herein point to a sufficient number of full-time faculty at UTC. The number of faculty is sufficient to support the university's mission and to allow each full-time faculty member the opportunity to meet expectations in teaching, research, and service to students, the university, and the community. UTC is in compliance with Standard 6.2.b.

Sources

-  [Academic Program Review](#)
-  [BS IARC Curriculum Map](#)
-  [BSCJ Curriculum Map](#)
-  [Curriculog](#)
-  [FY21-ORSP-Annual-Report-final2](#)
-  [Faculty Senate](#)
-  [General Education Committee](#)
-  [Licensure Exams and Major Field Test](#)
-  [Office of Research and Sponsored Programs Blog](#)
-  [Program list w coordinators and DHs](#)
-  [UTC Faculty Handbook \(updated version\) \(eff 8-2-21\)](#)
-  [UTC Faculty Handbook \(updated version\) \(eff 8-2-21\) \(Page 15\)](#)
-  [Undergraduate Curriculum](#)

6.2.c

Program Coordination

For each of its educational programs, the institution:

- c. assigns appropriate responsibility for program coordination.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC), for each of its educational programs, assigns appropriate responsibility for program coordination. Department heads and graduate program director, all faculty members, who are academically qualified in their fields, are responsible for the development and oversight of degree programs. No degree programs are coordinated or delivered by individuals other than faculty members, graduate program directors, and department heads. [Online programs](#) are assigned a qualified program coordinator following the same method for on ground programs.

The Faculty Handbook, [Chapter 1](#), includes information on UTC's organization and governance. Specifically, [1.3.4](#) describes UTC's Academic Administration, including defining core responsibilities for department heads.

The [Graduate Council](#) (GC), works in tandem with the Faculty Senate, and is responsible for providing and periodically revising basic educational philosophy for graduate programs, for ensuring the maintenance of high standards in the graduate programs offered and for proposing and recommending to the Faculty Senate new graduate programs. The Council has a [Guidebook](#), which articulates, the following in the Membership and Program Representation section, "Each graduate degree program shall appoint one representative who is a voting member of Graduate Council. Except in special circumstances (approved by the Graduate School), this representative shall be an active Graduate Program Director for their respective degree program." Additionally, the GC created a comprehensive list of Graduate Program Director responsibilities, found [here](#).

Table 6.2.c-1 provides a comprehensive list of the program coordinators for the UTC undergraduate and graduate programs by academic college and department. Included in this table are the program name, program status, department head, program coordinator, program coordinator's highest and most relevant degrees, and institution from which the program coordinator's degree was awarded. Program status is classified as active, the program is currently being offered and enrolling new students, inactive, the program is still listed, has no students enrolled, and currently not enrolling new students, or phasing out, the program is being discontinued and will not be enrolling new students, but students are currently enrolled.

Table 6.2.c-1. Program Coordinators

Department, Program	Program Status	Department Head, Program Coordinator	Highest Degree of Dept Head, Coordinator	Degree Area of Dept Head, Coordinator	Degree Institution of Dept Head, Coordinator
Art		Angie To	MFA	Art	Ohio State University
BA Art: Art Education	Active	Angie To	MFA	Art	Ohio State University
BA Art: Art History	Active	Angie To	MFA	Art	Ohio State University
BA Art: Studio	Active	Angie To	MFA	Art	Ohio State University
BFA Art: Graphic Design	Active	Angie To	MFA	Art	Ohio State University
BFA Art: Painting and Drawing	Active	Angie To	MFA	Art	Ohio State University
BFA Art: Photography and Media	Active	Angie To	MFA	Art	Ohio State University
BFA Art: Sculpture	Active	Angie To	MFA	Art	Ohio State University
Biology, Geology, and Environmental Sciences		Gretchen Potts	PhD	Analytical Chemistry	University of Florida
BS Biology: General	Active	Jennifer Boyd	PhD	Earth and Environmental Sciences - Plant Physiological Ecology	Columbia University
BS Biology: Preprofessional	Active	Jennifer Boyd	PhD	Earth and Environmental Sciences - Plant Physiological Ecology	Columbia University
BS Biology: STEM Education	Active	Jennifer Boyd	PhD	Earth and Environmental Sciences - Plant Physiological Ecology	Columbia University
BS Environmental Science: Biodiversity, Conservation, and Natural Resources	Active	Bradley Reynolds	PhD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga
BS Environmental Science: Earth, Atmosphere, and Geological Resources	Active	Bradley Reynolds	EdD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga
BS Environmental Science: Engineering	Active	Bradley Reynolds	EdD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga
BS Environmental Science: Environmental Health	Active	Bradley Reynolds	EdD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga
BS Environmental Science: Environmental Policy and Planning	Active	Bradley Reynolds	EdD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga

<i>BS Environmental Science: Geographic and Cartographic Science</i>	Active	Bradley Reynolds	EdD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga
<i>BS Environmental Science: Natural Resource Administration and Enforcement</i>	Active	Bradley Reynolds	EdD; MS	Leadership and Ethics, Learning, Instruction, Research; Environmental Science	University of Tennessee; University of Tennessee at Chattanooga
<i>BS Geology: Environmental Geology</i>	Active	Amy Brock-Hon	PhD	Geoscience	University of Nevada, Las Vegas
<i>BS Geology: Geology</i>	Active	Amy Brock-Hon	PhD	Geoscience	University of Nevada, Las Vegas
<i>BS Geology: STEM Education</i>	Active	Amy Brock-Hon	PhD	Geoscience	University of Nevada, Las Vegas
<i>MS Environmental Science</i>	Active	Thomas Wilson	PhD	Environmental Science and Policy	George Mason University
<i>MS Environmental Science: Environmental Administration and Management</i>	Active	Thomas Wilson	PhD	Environmental Science and Policy	George Mason University
Chemistry and Physics		Keenan Dungey	PhD	Chemistry	University of Michigan
<i>BS Chemistry</i>	Active	Keenan Dungey	PhD	Chemistry	University of Michigan
<i>BS Chemistry: Biochemistry</i>	Active	Keenan Dungey	PhD	Chemistry	University of Michigan
<i>BS Chemistry: STEM Education</i>	Active	Keenan Dungey	PhD	Chemistry	University of Michigan
<i>BS Physics</i>	Active	Joshua Hamblen	PhD	Physics	University of Rochester
<i>BS Physics: Biophysics</i>	Active	Joshua Hamblen	PhD	Physics	University of Rochester
<i>BS Physics: STEM Education</i>	Active	Joshua Hamblen	PhD	Physics	University of Rochester
Communication		Felicia McGhee-Hilt	PhD	Communication and Information Science	University of Tennessee
<i>BA Communication</i>	Phasing Out	Felicia McGhee-Hilt	PhD	Communication and Information Science	University of Tennessee
<i>BS Communication</i>	Active	Felicia McGhee-Hilt	PhD	Communication and Information Science	University of Tennessee
English		Andrew McCarthy	PhD	English Literature	Washington State University
<i>BA English: Creative Writing</i>	Active	Andrew McCarthy	PhD	English Literature	Washington State University
<i>BA English: Literary Studies</i>	Active	Andrew McCarthy	PhD	English Literature	Washington State University
<i>BA English: Rhetoric and Professional Writing</i>	Active	Andrew McCarthy	PhD	English Literature	Washington State University
<i>MA English: Creative Writing</i>	Active	Rik Hunter	PhD	English	University of Wisconsin
<i>MA English: Literary Study</i>	Active	Rik Hunter	PhD	English	University of Wisconsin
<i>MA English: Rhetoric and Writing</i>	Active	Rik Hunter	PhD	English	University of Wisconsin
History		Michael Thompson	PhD	History	Emory University
<i>BA History</i>	Active	Michael Thompson	PhD	History	Emory University
Mathematics		Chris Cox	PhD	Mathematics	Carnegie Mellon University
<i>BS Mathematics: Actuarial Science</i>	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
<i>BS Mathematics: General</i>	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
<i>BS Mathematics: STEM Education</i>	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
<i>MS Mathematics: Applied Mathematics</i>	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University

MS Mathematics: Applied Statistics	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
MS Mathematics: Education	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
MS Mathematics: Preprofessional	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
PB Computational and Applied Statistics	Active	Chris Cox	PhD	Mathematics	Carnegie Mellon University
Modern and Classical Languages and Literatures		Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Humanities: International	Active	Jose Luis Gastanaga	PhD	Spanish and Portuguese Languages and Cultures	Princeton University
BA Humanities: Liberal Arts	Active	Jose Luis Gastanaga	PhD	Spanish and Portuguese Languages and Cultures	Princeton University
BA Humanities: Women, Gender, and Sexuality Studies	Active	Marcia Noe	PhD	American Literature, Women's Studies, Rhetoric	University of Iowa
BA Modern and Classical Languages and Literatures: Classics	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Modern and Classical Languages and Literatures: French	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Modern and Classical Languages and Literatures: Latin American Studies	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Modern and Classical Languages and Literatures: Spanish	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
Performing Arts		Stuart Benkert	PhD	Music Education	University Of Kansas
BA Music	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
BA Theatre	Active	Steve Ray	MFA	Theatre	University of Alabama
BM Music: Instrumental Music Education	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
BM Music: Vocal Music Education	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
BM Music: Instrumental Performance	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
BM Music: Composition	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
BM Music: Music Therapy	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
BM Music: Vocal Performance	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
MM Music Education	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
MM Performance	Active	Kenyon Wilson	DMA	Tuba Performance	University of Georgia
Philosophy and Religion		Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Philosophy and Religion	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Philosophy and Religion: Philosophy	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
BA Philosophy and Religion: Religion	Active	Josh Davies	PhD	Classics	Univ of California, Berkeley
Political Science and Public Service		Michelle Deardorff	PhD	Political Science	Miami University

<i>BS Political Science and Public Service: American Politics</i>	Active	Michelle Deardorff	PhD	<i>Political Science</i>	<i>Miami University</i>
<i>BS Political Science and Public Service: Politics</i>	Active	Michelle Deardorff	PhD	<i>Political Science</i>	<i>Miami University</i>
<i>BS Political Science and Public Service: Public Administration and Non-Profit Management</i>	Active	Michelle Deardorff	PhD	<i>Political Science</i>	<i>Miami University</i>
<i>BS Political Science and Public Service: Public Law</i>	Active	Michelle Deardorff	PhD	<i>Political Science</i>	<i>Miami University</i>
<i>BS Political Science and Public Service: Public Policy</i>	Active	Michelle Deardorff	PhD	<i>Political Science</i>	<i>Miami University</i>
<i>BS Political Science and Public Service: International Relations and Comparative Politics</i>	Active	Michelle Deardorff	PhD	<i>Political Science</i>	<i>Miami University</i>
<i>MPA Public Administration</i>	Active	Christopher Horne	PhD	<i>Public Policy</i>	<i>Georgia Institute of Technology</i>
<i>MPA Public Administration: Local Government</i>	Active	Christopher Horne	PhD	<i>Public Policy</i>	<i>Georgia Institute of Technology</i>
<i>MPA Public Administration: Non-Profit</i>	Active	Christopher Horne	PhD	<i>Public Policy</i>	<i>Georgia Institute of Technology</i>
<i>PB Public Administration: Non-Profit</i>	Active	Christopher Horne	PhD	<i>Public Policy</i>	<i>Georgia Institute of Technology</i>
Psychology		Brian O'Leary	PhD	Organizational Behavior	Tulane University
<i>BS Psychology</i>	Active	Brian O'Leary	PhD	<i>Organizational Behavior</i>	<i>Tulane University</i>
<i>MS Psychology: Industrial-Organizational Psychology</i>	Active	Chris Cunningham	PhD	<i>Industrial and Organizational Psychology</i>	<i>Bowling Green University</i>
<i>MS Psychology: Psychological Science</i>	Active	Jill Shelton	PhD	<i>Psychology</i>	<i>Louisiana State University</i>
Social, Cultural, and Justice Studies		Melissa Jarrell	PhD	Criminology	University of South Florida
<i>BA Sociology and Anthropology: Anthropology</i>	Active	Melissa Jarrell	PhD	<i>Criminology</i>	<i>University of South Florida</i>
<i>BS Criminal Justice</i>	Active	Melissa Jarrell	PhD	<i>Criminology</i>	<i>University of South Florida</i>
<i>BS Sociology and Anthropology: Anthropology</i>	Active	Melissa Jarrell	PhD	<i>Criminology</i>	<i>University of South Florida</i>
<i>BS Sociology and Anthropology: Sociology</i>	Active	Melissa Jarrell	PhD	<i>Criminology</i>	<i>University of South Florida</i>
<i>MSCJ Criminal Justice</i>	Active	Christina Policastro	PhD	<i>Philosophy, Criminal Justice & Criminology</i>	<i>Georgia State University</i>
Civil and Chemical Engineering		Joseph Owino	PhD	Civil Engineering	Georgia Institute of Technology
<i>BSCE Civil Engineering</i>	Active	Joseph Owino	PhD	<i>Civil Engineering</i>	<i>Georgia Institute of Technology</i>
<i>BSCE Civil Engineering: Environmental</i>	Active	Joseph Owino	PhD	<i>Civil Engineering</i>	<i>Georgia Institute of Technology</i>
<i>BSChE Chemical Engineering: Environmental</i>	Active	Michael Danquah	PhD	<i>Chemical Engineering</i>	<i>Monash University</i>
<i>BSChE Chemical Engineering</i>	Active	Michael Danquah	PhD	<i>Chemical Engineering</i>	<i>Monash University</i>
<i>MS Engineering: Chemical Engineering</i>	Active	Sungwoo Yang	PhD	<i>Chemistry</i>	<i>Duke University</i>
<i>MS Engineering: Civil Engineering</i>	Active	Weidong Wu	PhD	<i>Civil Engineering</i>	<i>University of Mississippi</i>
Computer Science		Luay Wahsheh	PhD	Computer Science	University of Idaho

<i>BS Computer Science: Cyber Security</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>BS Computer Science: Data Science</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>BS Computer Science: Software Systems</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>BS Computer Science: STEM Education</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>BSCPE Computer Engineering</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>MS Computer Science</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>MS Computer Science: Cyber Security</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
<i>MS Computer Science: Data Science</i>	Active	Luay Wahsheh	PhD	Computer Science	University of Idaho
Electrical Engineering		Abdelrahman Ali Karrar	PhD	Electrical Engineering	Loughborough University
<i>BSEE Electrical Engineering</i>	Active	Abdelrahman Ali Karrar	PhD	Electrical Engineering	Loughborough University
<i>MS ENGR: Electrical Engineering</i>	Active	Raga Ahmed	PhD	Electrical and Computer Engineering	Georgia Institute of Technology
<i>PB Power System Protection Certificate</i>	Active	Raga Ahmed	PhD	Electrical and Computer Engineering	Georgia Institute of Technology
<i>PB Sustainable Electric Energy Certificate</i>	Active	Raga Ahmed	PhD	Electrical and Computer Engineering	Georgia Institute of Technology
<i>PB Electrical Engineering: Smart Grid</i>	Active	Raga Ahmed	PhD	Electrical and Computer Engineering	Georgia Institute of Technology
<i>PB Electrical Engineering: Smart Power Distribution</i>	Active	Raga Ahmed	PhD	Electrical and Computer Engineering	Georgia Institute of Technology
Engineering Management and Technology		Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>BAS Mechatronics Engineering Technology</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>BS Engineering Technology Management: Construction Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>BS Engineering Technology Management: Engineering Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>MS Engineering Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>MS Engineering Management: Construction Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>PB Engineering Management: Construction Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>PB Engineering Management: Quality Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>PB Engineering Management: Project and Technology Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
<i>PB Logistics and Supply Chain Management</i>	Active	Ahad Nasab	PhD	Mechanical Engineering	Georgia Institute of Technology
Mechanical Engineering		James Newman	PhD	Mechanical Engineering	Virginia Tech
<i>BSME Mechanical Engineering</i>	Active	James Newman	PhD	Mechanical Engineering	Virginia Tech

MS Engineering: Automotive Systems	Active	Charles Margraves	PhD	Mechanical Engineering	University of Tennessee
MS Engineering: Mechanical Engineering	Active	Charles Margraves	PhD	Mechanical Engineering	University of Tennessee
MS ENGR: Mechanical Engineering: Energy	Phasing Out	Charles Margraves	PhD	Mechanical Engineering	University of Tennessee
Interdisciplinary (No Department)					
PHD Computational Science: Computation and Math	Active	Kidambi Sreenivas	PhD	Computational Fluid Dynamics	Mississippi State University
PHD Computational Science: Computational Engineering	Active	Kidambi Sreenivas	PhD	Computational Fluid Dynamics	Mississippi State University
PHD Computational Science: Computer Science	Active	Kidambi Sreenivas	PhD	Computational Fluid Dynamics	Mississippi State University
Health and Human Performance		Marisa Colston	PhD	Education-Exercise Science/Kinesiology	University of Tennessee
BS HHP Exercise and Health Science	Active	Burch Oglesby	PhD	Kinesiology - Exercise Science	University of Arkansas
BS HHP Health: Physical Education: K-12	Active	Jamie Harvey	EdD; MA	Child and Youth Studies; Physical Education	Nova Southeastern University; Eastern Kentucky University
BS HHP Sport, Outdoor, Recreation, and Tourism Management	Active	Drew Bailey	PhD	Recreation, Parks, and Leisure Studies	University of Minnesota
MPH Chronic Disease Prevention and Control	Active	Emma Sampson	MPH	Public Health	University of Tennessee at Chattanooga
MPH Nutrition and Dietetics	Active	Amir Alakaam	PhD	Nutrition and Food Systems	University of Southern Mississippi
MS Athletic Training	Active	Shellie Acocello	PhD	Sports Medicine	University of Virginia
Occupational Therapy		Susan McDonald	EdD	Learning and Leadership	University of Tennessee
OTD Occupational Therapy	Active	Susan McDonald	EdD; MAE	Learning and Leadership; Rehabilitation Counseling	University of Tennessee at Chattanooga; University of Alabama Birmingham
Physical Therapy		Nancy Fell	PhD	Motor Behavior	University of Tennessee
DPT: Physical Therapy	Active	Nancy Fell	PhD; MHS	Motor Behavior; Physical Therapy	University of Tennessee; Washington University
School of Education		Kim Wingate (Interim Co-Director)	PhD	Exceptional Learning	Tennessee Technological University
		Allen Pratt (Interim Co-Director)	EdD	Leadership	Liberty University
BS IES: Child and Family Studies	Active	Lorna Durrant	PhD	Family Studies	Texas Women's University
BS IES: Early Childhood and Early Childhood Special Education	Active	Kim Wingate	PhD	Exceptional Learning	Tennessee Technological University
BS IES: Elementary Education K-5 and ESL Pre-K-12	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
BS IES: Exceptional Learning K-12 Comprehensive	Active	Jason Gordon	PhD	Special Education	University of Tennessee Knoxville
BS IES: Exceptional Learning K-8 Interventionist	Active	Jason Gordon	PhD	Special Education	University of Tennessee Knoxville
BS Middle Grades Education: English	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
BS Middle Grades Education: Mathematics	Active	Deborah McAllister	EdD	Curriculum and Instruction	University of Kansas

BS Middle Grades Education: Natural Sciences	Active	Stephanie Philipp	PhD; MS	Curriculum and Instruction; Chemistry	University of Louisville; University of North Carolina
BS Middle Grades Education: Social Sciences	Active	Erin Hungenberg	PhD; MA	Sport Administration; Reading: Curriculum and Assessment	University of Northern Colorado
BS Secondary Education: Economics	Active	Erin Hungenberg	PhD; MA	Sport Administration; Reading: Curriculum and Assessment	University of Northern Colorado
BS Secondary Education: English	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
BS Secondary Education: Geography	Active	Erin Hungenberg	PhD; MA	Sport Administration; Reading: Curriculum and Assessment	University of Northern Colorado
		Kay Cowan	PhD; EdS	Language and Literacy Education; Elementary Education	Georgia State University; University of Alabama
BS Secondary Education: History	Active	Erin Hungenberg	PhD; MA	Sport Administration; Reading: Curriculum and Assessment	University of Northern Colorado
		Kay Cowan	PhD; EdS	Language and Literacy Education; Elementary Education	Georgia State University; University of Alabama
BS Secondary Education: Political Science	Active	Erin Hungenberg	PhD; MA	Sport Administration; Reading: Curriculum and Assessment	University of Northern Colorado
		Kay Cowan	PhD; EdS	Language and Literacy Education; Elementary Education	Georgia State University; University of Alabama
Teacher Certification	Active	Michael Crosa	MS	Educational Administration	Texas A&M University
EDS Advanced Educational Practice: Instructional Leadership	Active	Barry Kamrath	EdD	Educational Policy and Administration	University of Minnesota
EDS Advanced Educational Practice: Principal Licensure	Active	Barry Kamrath	EdD	Educational Policy and Administration	University of Minnesota
MED Elementary Education: Elementary Education	Active	Kim Wingate	PhD	Exceptional Learning	Tennessee Technological University
MED Elementary Education: English as a Second Language	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
MED Elementary Education: Licensure	Active	Kim Wingate	PhD	Exceptional Learning	Tennessee Technological University
MED Elementary Education: Reading Specialist	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
MED School Leadership: Principal Licensure	Active	Barry Kamrath	EdD	Educational Policy and Administration	University of Minnesota
MED School Leadership: Teacher Leadership	Active	Barry Kamrath	EdD	Educational Policy and Administration	University of Minnesota
MED Secondary Education: English as a Second Language	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
MED Secondary Education: Licensure	Active	Deborah McAllister	EdD	Curriculum and Instruction	University of Kansas
MED Secondary Education: Non-Licensure	Active	Deborah McAllister	EdD	Curriculum and Instruction	University of Kansas
MED Secondary Education: Reading Specialist	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona
MED Special Education: Mild Disabilities	Active	Kim Wingate	PhD	Exceptional Learning	Tennessee Technological University
		Jason Gordan	PhD	Special Education	University of Tennessee Knoxville
PB English as a Second Language Certificate	Active	Sarah Sandefur	PhD	Language, Reading, and Multicultural Education	University of Arizona

PB Instructional Coaching	Active	Kim Wingate	PhD	Exceptional Learning	Tennessee Technological University
PM Clinical Mental Health Counseling	Active	Elizabeth O'Brien	PhD	Counselor Education	University of Central Florida
PM School Leadership	Active	Barry Kamrath	EdD	Educational Policy and Administration	University of Minnesota
School of Nursing		Chris Smith	PhD	Nursing	East Tennessee State University
BSN Nursing	Active	Chris Smith	PhD	Nursing	East Tennessee State University
BSN Nursing (RN-BSN Gateway)	Active	Susan Davidson	EdD; Post Masters; MSN	Leadership Studies - Education; Family Nurse Practitioner; Nursing	University of Tennessee; University of Tennessee at Chattanooga; Andrews University
DNP Nursing	Active	Bernadette Deprez	DNP	Nursing Administration	University of Tennessee, Chattanooga
DNP Nursing: Administration Systems	Active	Bernadette Deprez	DNP	Nursing Administration	University of Tennessee, Chattanooga
MSN Nursing: Adult Gerontology Acute Care Nurse Practitioner	Active	Christi Denton	DNP	Nursing	University of Tennessee, Chattanooga
MSN Nursing: Anesthesia	Active	Linda Hill	DNsc	Nursing	University of Tennessee HSC
MSN Nursing: Family Nurse Practitioner	Active	Amber Roache	DNP	Nursing	University of Tennessee, Chattanooga
MSN Nursing: Education	Inactive				
PM Health Care Informatics	Inactive				
PM Family Nurse Practitioner Certificate	Active	Amber Roache	DNP	Nursing	University of Tennessee, Chattanooga
PM Nurse Anesthesia Certificate	Active	Linda Hill	DNsc	Nursing	University of Tennessee HSC
PM Nursing Adult Gerontology Acute Care Nurse Practitioner	Active	Christi Denton	DNP	Nursing	University of Tennessee, Chattanooga
PM Nursing: Education Certificate	Active	Cherry Guinn	EdD; MSN	Curriculum and Instruction; Maternal Child Nursing - Teaching Specialty	University of Georgia; Medical College of Georgia
School of Professional Studies		Elizabeth O'Brien	PhD	Counselor Education	University of Central Florida
BAS Applied Leadership	Active	David Rausch	PhD	Leadership	Andrews University
BIS Integrated Studies	Active	Talia Welsh	PhD	Philosophy	State University of New York
BS Interior Architecture	Active	Jessica Etheredge	MID	Interior Design	University of Florida
BSW Social Work	Active	Cathy Scott	PhD	Social Work	University of Tennessee
EDD Leadership and Instructional Practice	Active	David Rausch	PhD	Leadership	Andrews University
EDS Advanced Educational Practice: School Psychology	Active	Pam Guess	PhD	Education	University of Tennessee
MED Counselor Education: Clinical Mental Health Counseling	Active	Elizabeth O'Brien	PhD	Counselor Education	University of Central Florida
MED Counselor Education: School Counseling	Active	Elizabeth O'Brien	PhD	Counselor Education	University of Central Florida
MSW Social Work	Active	Amy Doolittle	PhD	Social Work	University of Louisville
PHD Leadership and Decision Making	Active	David Rausch	PhD	Leadership	Andrews University

<i>PM School Counseling Certificate</i>	Active	<i>Elizabeth O'Brien</i>	PhD	<i>Counselor Education</i>	<i>University of Central Florida</i>
Accounting		Rebecca Shortridge	PhD	Accountancy	Michigan State University
<i>BSBA Accounting</i>	Active	<i>Rebecca Shortridge</i>	PhD	<i>Accountancy</i>	<i>Michigan State University</i>
<i>MACC Accountancy</i>	Active	<i>Rebecca Shortridge</i>	PhD	<i>Accountancy</i>	<i>Michigan State University</i>
<i>MACC Forensic Data Analytics</i>	Active	<i>Rebecca Shortridge</i>	PhD	<i>Accountancy</i>	<i>Michigan State University</i>
Finance and Economics		Bento Lobo	PhD	Financial Economics	The University of New Orleans
<i>BA Economics</i>	Active	<i>Bento Lobo</i>	PhD	<i>Financial Economics</i>	<i>The University of New Orleans</i>
<i>BA Economics: International Public Policy</i>	Active	<i>Bento Lobo</i>	PhD	<i>Financial Economics</i>	<i>The University of New Orleans</i>
<i>BSBA Economics</i>	Active	<i>Bento Lobo</i>	PhD	<i>Financial Economics</i>	<i>The University of New Orleans</i>
<i>BSBA Economics: Financial Economics</i>	Active	<i>Bento Lobo</i>	PhD	<i>Financial Economics</i>	<i>The University of New Orleans</i>
<i>BSBA Finance: Business Finance</i>	Active	<i>Bento Lobo</i>	PhD	<i>Financial Economics</i>	<i>The University of New Orleans</i>
<i>BSBA Finance: Investments</i>	Active	<i>Bento Lobo</i>	PhD	<i>Financial Economics</i>	<i>The University of New Orleans</i>
Management		Katherine Karl	PhD	Human Resource Management and Organizational Behavior	Michigan State University
<i>BSBA Human Resource Management</i>	Active	<i>Katherine Karl</i>	PhD	<i>Human Resource Management and Organizational Behavior</i>	<i>Michigan State University</i>
<i>BSBA Management</i>	Active	<i>Katherine Karl</i>	PhD	<i>Human Resource Management and Organizational Behavior</i>	<i>Michigan State University</i>
<i>BSBA Management: Business Analytics</i>	Active	<i>Katherine Karl</i>	PhD	<i>Human Resource Management and Organizational Behavior</i>	<i>Michigan State University</i>
<i>MBA Business Administration</i>	Inactive				
<i>MBA Business Administration: Business Analytics</i>	Active	<i>Katherine Karl</i>	PhD; MBA	<i>Human Resource Management and Organizational Behavior; Personnel Administration/Human Relations</i>	<i>Michigan State University</i>
<i>MBA Business Administration: Finance</i>	Active	<i>Katherine Karl</i>	PhD; MBA	<i>Human Resource Management and Organizational Behavior; Personnel Administration/Human Relations</i>	<i>Michigan State University</i>
<i>MBA Business Administration: General</i>	Active	<i>Katherine Karl</i>	PhD; MBA	<i>Human Resource Management and Organizational Behavior; Personnel Administration/Human Relations</i>	<i>Michigan State University</i>
<i>MBA Business Administration: Healthcare Administration</i>	Active	<i>Katherine Karl</i>	PhD; MBA	<i>Human Resource Management and Organizational Behavior; Personnel Administration/Human Relations</i>	<i>Michigan State University</i>
<i>MBA Business Administration: Human Resources</i>	Inactive				
<i>MBA Business Administration: Professional Business</i>	Inactive				
<i>MBA Business Administration: Professional Business Analytics</i>	Inactive				
<i>MSDA Data Analytics</i>	Active	<i>Hemant Jain</i>	PhD	<i>Information Systems</i>	<i>Lehigh University</i>
<i>PB Business Analytics</i>	Active	<i>Katherine Karl</i>	PhD	<i>Human Resource Management and Organizational Behavior</i>	<i>Michigan State University</i>

Marketing and Entrepreneurship		Subin Im	PhD	Business Administration	University of North Carolina
<i>BSBA Entrepreneurship</i>	<i>Active</i>	<i>Subin Im</i>	<i>PhD</i>	<i>Business Administration</i>	<i>University of North Carolina</i>
<i>BSBA Marketing</i>	<i>Active</i>	<i>Subin Im</i>	<i>PhD</i>	<i>Business Administration</i>	<i>University of North Carolina</i>
<i>BSBA Marketing: Professional Sales</i>	<i>Active</i>	<i>Subin Im</i>	<i>PhD</i>	<i>Business Administration</i>	<i>University of North Carolina</i>

Conclusion

Through the evidence provided herein, regarding the qualified faculty department heads and graduate program coordinators listed by degree program and the clear responsibilities provided by the Faculty Senate and the Graduate Council, UTC is in compliance with Standard 6.2.c.

Sources

-  Curriculum Proposal Information _ University of Tennessee at Chattanooga
-  Curriculum Proposals
-  GC Guidebook Revisions
-  GPD Responsibilities for Grad Council Review
-  General Education
-  Graduate Council
-  Graduate Curriculum Proposal Information _ University of Tennessee at Chattanooga
-  Substantive Change
-  SubstantiveChange
-  THEC
-  THEC A1.0 Program Approval New Programs Policy_Comm Amendment Jan 25 2019
-  THEC_A1.1_Academic_Prog_Modification_Policy_Jan_26_2017
-  UTC Faculty Handbook (updated version) (eff 8-2-21)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 3)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 4)
-  Undergraduate Curriculum Committee

6.3

Faculty Appointment and Evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes and implements a variety of policies related to the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Faculty Searches

The University of Tennessee at Chattanooga (UTC) publishes and implements a variety of policies related to the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. The University of Tennessee (UT) System policy HR0143 outlines the procedures and responsibilities for the hiring of all employees, including faculty members, regarding background checks, position posting, reference checks, internal applicants, and internal hires. The Faculty Handbook, Chapter 3, Section 3.1: Selection of new faculty for tenure track appointments, documents the processes for the selection of tenure-track faculty. The Faculty Handbook, Chapter 3, Section 3.2: Tenured and tenure-track appointments, documents the criteria for appointment. The university has both 9-month and 12-month faculty appointments for tenured/tenure-track faculty. College and departmental bylaws may provide additional, more specific guidance and work in concert with the Faculty Handbook and policies. Additional documentation includes UTC Human Resources graphic representation and written hiring procedures for faculty, see attached. Elements of the process include authorization from the provost to begin a search, consultation with relevant faculty, appointing a search committee, advertising the position, screening candidates, arranging candidate interviews, and making a hiring recommendation. All search committees members must complete mandatory training from Human Resources and Office of Equity and Inclusion to ensure adherence to all state and federal laws and protections regarding employee hires. All position announcements for tenure-track positions include the requirement of a terminal degree for appointment, or that the terminal degree be completed within one year of hire. The selection of a tenure-track faculty member is subject to approval by the appropriate college dean and the provost before an appointment letter can be offered. All conditions of appointment must be included in the written appointment letter at the time of appointment. Attached are two tenure-track position announcements from Nursing and School Psychology, a screenshot of two tenure-track hiring approvals from our financial management software, and two tenure-track appointment letters (example 1 and example 2).

Faculty searches for non-tenure-track faculty are made in accordance with the guidelines set forth in the Faculty Handbook, Chapter 4, section 4.1: Selection of new faculty for non-tenure-track appointment. These guidelines are similar to the processes for tenure-track faculty, and include full-time non-tenure-track faculty and adjunct faculty. The Faculty Handbook, Section 4.2: General appointment terms and conditions provides general criteria for non-tenure track appointments, while Faculty Handbook, Chapter 4, Section 4.7 Non-tenure-track appointments includes more specific criteria for appointment and includes full-time lecturer, research faculty, clinical faculty, faculty of practice, visiting faculty, visiting faculty, distinguished scientist, inter-campus academic appointments, and part-time adjunct faculty. College and departmental bylaws may provide additional, more specific guidance and work in concert with the Faculty Handbook and policies. Attached are two position announcements from Religion (lecturer) and Performing Arts (visiting faculty), two adjunct position announcements from Philosophy and Psychology, a screenshot of two non-tenure-track hiring approvals from our financial management software, a screenshot of two adjunct hiring approvals from our financial management software, two non-tenure-track appointment letter (example 1 and example 2).

Faculty Evaluation

UTC conducts annual reviews for all faculty members regardless of rank or status through an institution-wide evaluation process. The Evaluation by Development and Objective (EDO) evaluates a faculty member's effectiveness in the areas of teaching, research, and service. Reviews are undertaken by department heads, deans, and the provost according to the policies and criteria for faculty rank published in Chapters 3 and 4 of the Faculty Handbook, Chapter 3, Sections 3.4: Faculty evaluation and development and 4.4: Non-tenure-track faculty evaluations. These reviews follow best practices for evaluating teaching, research, and service. (See the 2021-2022 EDO calendar.) This EDO process was recently converted from a paper process to a digital process using Digital Measures. Attached are a tenure-track evaluation and a non-tenure-track evaluation.

The EDO process can result in one of four performance designations: (1) Exceeds Expectations for Rank, (2) Meets Expectations for Rank, (3) Needs Improvement for Rank, or (4) Unsatisfactory for Rank. A survey of EDO Outcomes for 2015-2021 shows that very few full-time faculty members are determined to perform below expectations for rank while many exceed expectations for rank as seen in Table 6.3-1.

Table 6.3-1. EDO Outcomes for 2015-2021

Year	Total Reviewed	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
2017-2018	475	119	351	4	1
2018-2019	482	161	316	2	3
2019-2020	491	140	347	3	1
2020-2021	479	139	338	2	0
2021-2022	500	164	331	5	0

Additional evaluation processes for Tenure-Track faculty

In addition to yearly EDO evaluations, all tenure-track faculty follow University of Tennessee (UT) Board policy BT0006 which states the probationary period of a tenure-track faculty member shall be six years. Per Faculty Handbook, Section 3, 3.5. Role of the faculty in the evaluation process, 3.6 Reappointment of tenure-track faculty, and 3.7 Reappointment review processes, UTC tenured faculty colleagues conduct an annual reappointment evaluation of full-time faculty members who are eligible for tenure during the probationary period. The Faculty Handbook directs that in years 1, 2, 4, and 5, department heads initiate the review for reappointment and tenure-track colleagues do not participate unless specified in local bylaws. In year 3 and 6, tenure-track candidates are reviewed by departmental rank, tenure, and reappointment committees, and by department heads, deans, and the provost according to the policies set forth in Chapter 3 of the Faculty Handbook (section 3.7). See Table 6.3-2 for an outline of the review processes for probationary tenure-track faculty. Evaluation records for full-time faculty members are maintained by the academic department and by the office of the Provost and Vice-Chancellor for Academic Affairs. An example of a 2019-2020 faculty reappointments can be seen here. Faculty Handbook, Section 3, 3.10: Tenure and 3.11: Promotion describe guidelines and processes for each personnel action. An example of completed tenure and promotion reviews are here.

Table 6.3-2. Outline of review processes for Probationary period of tenure-track faculty

Probationary Year	Department Head Roll	RTP Committee
1	Establish goals and objectives for annual performance and achieving tenure	Providing input on reappointment of faculty is required only in instances where the department head recommends against reappointment
2	Annual performance evaluation and progress toward tenure	Providing input on reappointment of faculty is required only in instances where the department head recommends against reappointment
3 Mid-Probationary Review Year (ETTR)	Annual performance evaluation and progress toward tenure	Provide input on reappointment and evaluation of faculty member's progress toward tenure
4	Annual performance evaluation and progress toward tenure	Providing input on reappointment of faculty is required only in instances where the department head recommends against reappointment
5	Annual performance evaluation and progress toward tenure	Providing input on reappointment of faculty is required only in instances where the department head recommends against reappointment
6 Tenure Decision Year	Provide evaluation regarding whether faculty met departmental and University standards for awarding tenure	Provide evaluation regarding whether faculty met departmental and University standards for awarding tenure

Additional evaluation processes for Tenured faculty

According to University policy [BT0006](#), once tenure has been achieved, faculty are reviewed a minimum of every six years via the Periodic Post-Tenure Performance Review (PPTR) process. Except as otherwise provided in the policies outlined in the Faculty Handbook [Chapter 3, Section 3.4.8](#): Periodic post-tenure performance review (PPPR), each tenured faculty member must undergo some form of comprehensive performance review ("post-tenure review" or "PTR") no less often than every six years. The PTR shall not substitute for the EDO process in the year a faculty member is scheduled for PTR. Post-tenure review committees are formed at the college level and include a minimum of three members from the college. [Section 3.4.8](#) of the Faculty Handbook further explains this process. An example of a completed faculty PPPR from 2021-2022 is found [here](#).

Conclusion

UTC is in compliance with Standard 6.3.

Sources

-  2022-2025_Redacted
-  7-6-20 Redacted
-  Adjunct hiring approval screenshot
-  BGE - Farnsley_Redacted
-  BT0006
-  CHPH - Novak_Redacted
-  EDO Redacted
-  EDO calendar
-  HR0143
-  INTS - Behneman_Redacted
-  Levine - PPPR Report - form Rev 02-2020 Signed_Redacted
-  NTT Faculty EDO_Redacted
-  Screenshot 2022-08-30 115549_Redacted
-  Search Committee Training
-  UTC Faculty Handbook (updated version) (eff 8-2-21)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 20)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 22)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 25)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 31)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 37)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 38)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 39)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 41)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 42)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 50)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 52)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 53)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 54)
-  UTC Faculty Handbook (updated version) (eff 8-2-21) (Page 55)
-  Williamson SP22 LEAD UTC Staff Adjunct Faculty Appointment Letter 1-18-22_Redacted
-  Written Faculty Hiring Process
-  adj vacancy philosophy
-  adj vacancy psychology
-  non tt vacancy performing arts
-  non tt vacancy religion
-  ntt hiring approval screenshot
-  tt hiring approval screenshot
-  tt vacancy nursing
-  tt vacancy psychology

6.4

Academic Freedom

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

University of Tennessee at Chattanooga (UTC) ensures adequate procedures for safeguarding and protecting academic freedom. The current [BT0006](#) policies governing academic freedom, responsibility, and tenure were approved by the University of Tennessee (UT) Board of Trustees (BOT) at its meeting on June 18, 1998 and the most recent revisions were effective June 25, 2021. These policies enumerate specific responsibilities of the faculty and University administration related to academic freedom for all faculty members regardless of tenurial status. Specifically, the Board policies state:

"The principal mission of the University is the discovery and dissemination of truth through teaching, research and service. The Board recognizes that freedom of inquiry and expression is indispensable for this purpose and believes that it and the administration and faculty should cooperate to that end. In the University's program of teaching, research and service, it is essential that the Board, administration and faculty cooperate voluntarily, each contributing freely, according to his or her qualifications, in a mutually beneficial exchange of information and ideas."

The UT BOT's policies on academic freedom and tenure are also presented in [Chapter 2](#) of the UTC Faculty Handbook:

A healthy tradition of academic freedom and tenure is essential to the proper functioning of a University. At the same time, membership in a society of scholars enjoins upon a faculty member certain obligations to colleagues, to the University, and to the State that guarantees academic freedom.

1. The primary responsibility of a faculty member is to use the freedom of his or her office in an honest, courageous, and persistent effort to search out and communicate the truth that lies in the area of his or her competence.
2. A faculty member is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his or her other academic duties, but research for pecuniary gain either within or beyond the scope of his or her employment must be based upon an understanding with the University administration, according to the University's policies (e.g., Compensated Outside Services, Conflict of Interest).
3. A faculty member should maintain a high level of personal integrity and professional competence, as demonstrated in teaching, research, and service. Academic freedom does not exempt a faculty member from an evaluation by colleagues and administration of his or her qualifications for continued membership in their society.
4. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, the faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is unreasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.
5. A faculty member should recognize that the right of academic freedom is enjoyed by all members of the academic community. He or she should be prepared at all times to support actively the right of the individual to freedom of research and communication as defined herein.
6. In addition to the normal responsibilities of a citizen of the State and nation, including the duty to uphold their Constitutions and obey their laws, a faculty member also should conduct himself or herself professionally with colleagues. He or she should strive to maintain the mutual respect and confidence of his or her colleagues. He or she should endeavor to understand the customs, traditions, and usages of the academic community.
7. When, as a citizen, a faculty member speaks outside the classroom or writes for publication, he or she should be free, as a citizen, to express his or her opinions. Each faculty member should conduct himself or herself professionally, should be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make clear that he or she speaks for himself or herself and not for the University.

Additional information about academic freedom can be located in various sections throughout the Faculty Handbook ([Section 3.4.8](#), [4.2](#), [5.5.3](#)).

The faculty senate has established a standing Faculty/Administrative Relations Committee (FARC) charged with investigating and ruling on disputes between faculty members and University administration, which might include challenges to academic freedom. Members of this committee are elected from and by the full faculty. Information specifically related to appeals related to Academic Freedom is located in [Chapter 5](#) of the Faculty Handbook. According to UTC's Assistant General Counsel, as of May 2022, there have been no cases of faculty termination, revocation, probation, suspension, censure, etc. on grounds that constitute infringement on the faculty member's academic freedom from 2016 to present. Additionally, there have been no grievances filed by faculty for infringement of academic freedom.

As defined by UT Board policies, tenure confers substantial protection of academic freedom. According to the UTC Office of Planning and Institutional Research report on full-time faculty tenurial status and rank, as of Fall 2019, 42.6% of full-time faculty at UTC hold tenure, 27.3% are on the tenure track, and 30.1% are not on the tenure track. According to UT Board policy, tenure cannot be revoked for matters pertaining to academic or intellectual freedom.

Conclusion

UTC is in compliance with Standard 6.4.

Sources

-  [2019-20 UTC Faculty Handbook \(Page 31\)](#)
-  [2019-20 UTC Faculty Handbook \(Page 53\)](#)
-  [2019-20 UTC Faculty Handbook \(Page 60\)](#)
-  [2019-20 UTC Faculty Handbook \(Page 77\)](#)
-  [2019-20 UTC Faculty Handbook \(Page 8\)](#)
-  [BT0006-Policies-Governing-Academic-Freedom-Responsibility-and-Tenure](#)

6.5

Faculty Development

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) provides ongoing professional development for faculty as teachers, scholars, and practitioners, consistent with our mission. Faculty development opportunities at UTC are supported centrally through Academic Affairs, as well as through colleges, departments and the Faculty Senate. UTC offers support for numerous types of development opportunities, including grants for activities that enhance faculty teaching and research, grants for research and study leaves, grants to bring speakers and events to campus, and opportunities for pedagogical improvements.

Academic Affairs calls for and coordinates the annual professional development leave process, traditionally known as sabbatical. Section 56.3.4 of the UTC Faculty Handbook describes the eligibility, application, criteria, leave and compensation. The award of a professional development leave "is an investment by UTC in the expectation that the leave will enhance the faculty member's ability to contribute to the objectives of UTC and to student development."

Eligibility

Faculty at UTC are eligible for professional development leave provided they are full-time, and tenured, and have completed a minimum of six consecutive years of service in a full-time appointment immediately prior to the time the professional development leave is to begin.

Criteria

The improvements sought during professional development leave should benefit the work of the faculty member, department, college, and university. UTC will only approve professional development leave proposals that meet this criterion. The purposes for which professional development leave may be granted include:

- research on significant problems and issues
- important creative or descriptive work in any means of expression
- post-doctoral study at another institution
- other approved projects, including innovations in teaching and learning

A review of professional development (sabbatical) and study leaves for Ays 2015–2020 shows that 38 full-time faculty members were awarded leaves (an average of 7.6 per year). Faculty are notified of their awarded leave via email from the provost.

The Faculty Senate populates a Faculty Grants Committee that provides a range of support opportunities for full-time faculty with a call for funding three times each year (Deadlines in August, November, and April). The Faculty Grants Committee maintains a website that includes useful information and an application. Proposals are funded up to \$1,500 for professional development activities and conference presentations, and up to \$2,500 for research and creative activities. Proposals requiring international travel may be awarded up to \$500 in additional funding. The 2021 report from the Faculty Grants Committee documents that the committee awarded over \$74,000, which is a near 50% drop in awards from the previous year, due to COVID travel restrictions.

Additionally, professional development funding is provided by academic deans and department heads for faculty to participate in professional conferences and other opportunities. Amounts for travel funds vary by college and department.

Locally, many faculty development opportunities are coordinated through the Walker Center for Teaching and Learning (WCTL). WCTL's mission is to "promote teaching excellence and innovation that cultivates student engagement, learning and success." Faculty Development opportunities include:

- A wide variety of training sessions (see sample monthly offerings for April 2022). Examples of these include:
 - How to Engage your Students' Minds without Losing Yours
 - What are Three Proven Ways to Manage My Online Discussion Board and Actively Engage Students
 - How Can I Use Micro activities to Engage Students and Improve Learning and Retention
 - Creating Online Tests using UTC Learn (Canvas) Quiz Tool
 - How Can Online Instructors Make Themselves More Visible to Students
- The Teaching and Learning Institute (TLI) for all new faculty and others who wish to enhance their pedagogical knowledge - Offered both fall and spring, UTC's Teaching and Learning Institute (TLI) is a semester-long course on innovative pedagogy for faculty members who are new to UTC. Structured as a series of presentations, conversations, and hands-on design activities, this pedagogy course focuses on best practices in instructional design and delivery (see overview PDF)
- Annual Instructional Excellence Conference (see 2021 agenda and 2022 overview PDFs)
- Faculty Fellow Programs designed for course and program redesign and development. In addition, the Teaching and Learning Center facilitates annual New Faculty Orientation and Adjunct Faculty Orientation (see sample agendas).
- High-Impact Practices Grants and Classroom Mini-Grants - The Walker Center for Teaching and Learning sponsors three grant programs to encourage innovative teaching at UTC. The High-Impact Practices Grant can be used for projects up to \$2,000. The Classroom Mini-Grant offers a streamlined way to bring targeted elements into the classroom up to \$300. HIP Matching Funds for Past HIP Grant Recipients (up to \$500) are now available for those who have previously received WCTL HIP Grant funds for substantial "sustainable" acquisitions (i.e., materials and equipment that can be reused in future semesters).

The UTC Library provides a Library Enhancement Initiative to purchase needed resources for the library that will be used to enhance faculty and curriculum development. The initiative provides two group awards of up to \$2,500 each and 10 individual awards of up to \$500 each. In FY 2022, the library spent \$4,553 on library enhancement grants.

Conclusion

UTC is in compliance with Standard 6.5.

Sources

-  2019-20 UTC Faculty Handbook (Page 82)
-  2022 April Faculty Development Sessions_ WCTL Faculty Development Opportunities
-  2022 ONLINE VERSION OF AGENDA Adjunct Faculty Orientation Agenda for SP2022
-  AFO Checklist SP 2022
-  Faculty Grants _ University of Tennessee at Chattanooga
-  Faculty Professional Development Leave Email Example
-  Faculty Sabbaticals and Study Leave
-  Instructional Excellence Conference 2021
-  Instructional Excellence _ University of Tennessee at Chattanooga
-  Library Enhancement Initiative _ UTC Library
-  Teaching and Learning Institute _ University of Tennessee at Chattanooga
-  WCTL Faculty Fellow in Course Development _ University of Tennessee at Chattanooga
-  WCTL Faculty Fellow in Program Development _ University of Tennessee at Chattanooga
-  WCTL NFO agenda 2021
-  Walker Center for Teaching and Learning Annual Report 2020.2021

7.1

Institutional Planning

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with its mission. As its primary instrument of institutional effectiveness, UTC currently employs the [Strategic Plan 2021-2025](#). The current UTC Strategic Plan was unanimously approved by the University of Tennessee Board of Trustees on October 22, 2021, after having been unanimously endorsed by the UTC Campus Advisory Board on October 4, 2021.

The [Strategic Plan 2015-2020](#) was created in much the same way as the current Strategic Plan 2021-2025. The Office of Planning, Evaluation, and Institutional Research (OPEIR), along with several other offices across campus, was tasked with assessing the Strategic Plan 2015-2020, and much of the data provided below is available through their efforts.

For the Strategic Plan 2021-2025, UTC created a [Strategic Plan Integration Committee](#) and [subcommittees](#), and held [feedback sessions](#) for students, faculty, staff, and the Chattanooga community. Additionally, stakeholders were encouraged to provide [feedback via email](#) and informal discussions. The provost was charged with chairing the integration committee and its members worked to provide needed communication and transparency regarding the development of the Strategic Plan. Again, OPEIR, along with many other offices and departments, has the responsibility of assessing the Plan, collecting data, and reporting accomplishments throughout the 4-year period. Specific details regarding departments and units responsible for assessment and reporting data are provided in the narrative that follows.

The annual budget is tied to the Strategic Plan. Members of the Strategic Plan Integration Committee included the Associate Vice Chancellor of Administration and Finance. Additionally, the Associate Vice Chancellor of Administration chaired the Resources and Stewardship subcommittee, with the Director of Budget serving as a member. Representation from [Budget and Finance](#) during the planning phases was crucial to delivering a Strategic Plan that incorporates financial considerations. For each year of the Strategic Plan, budgets are established, expenses are calculated, and the financial status of UTC is monitored and tracked. Each year, [Budget and Finance](#) establishes a planning timeline starting with the preliminary fiscal year-end financial report review and ends with the UT BOT meeting to approve the system's proposed budget. While this is only a small portion of their responsibilities, it is extremely important to strategic planning.

Strategic Planning

The adoption of the new [Strategic Plan 2021-2025](#) comes in response to needed changes recognized during the assessment and evaluation of the [Strategic Plan 2015-2020](#). By Fall 2020, there were many achievements recognized and exemplary progress made in reaching the goals of the Strategic Plan. The timeframe for review covered in this report includes years under the previous and current strategic plans; each plan is referenced as appropriate.

Strategic Plan 2015-2020

Goal 1: Transform lives through meaningful learning experiences.

Goal 1a: All undergraduates will complete an internship, practicum, service project, research project, senior capstone, honors thesis, or international experience.

UTC offers students many opportunities to engage in experiential learning including practica, internships, research, and ThinkAchieve activities. ThinkAchieve was born from the Institution's previous Quality Enhancement Plan (QEP). While ThinkAchieve is a critical component of experiential learning at UTC, it does not encompass all opportunities in which a student can engage and supplement their classroom learning. This section contains data on the ThinkAchieve initiative and historical participation for practicum and internships courses.

ThinkAchieve: Beyond the Classroom

ThinkAchieve: Beyond the Classroom is a hub for experiential learning at UTC. Our students participate in and reflect on experience-based learning. ThinkAchieve opportunities include some of the most remarkable experiences offered at UTC, in the Chattanooga area, and around the world. As students participate and accumulate reflections, they gain points towards university awards and recognition, while simultaneously acquiring important experiences for life. ThinkAchieve Graduates earn the distinction of being recognized by the University at the UTC Commencement (Graduation) Ceremony, in the Commencement Program and on their official UTC Transcript, as well as at the SGA Senior Leadership Awards Banquet if graduating in the Spring Semester.

Students can participate in experience-based learning through courses, events, or experiences. Designated courses provide students an opportunity to apply knowledge and skills in a practical setting outside the normal classroom. Events are one-time activities on campus or in the community, and experiences are non-classroom activities that are more intensive than one-time events. All three types include a reflection component. More information can be found at <https://www.utc.edu/think-achieve/>.

During the Fall 2019 and Spring 2020 terms, 2,240 unique students participated in over 100 different ThinkAchieve-designated courses. Another 338 unique students participated in events across campus such as International Tea Time, the C.S. Lewis Autobiography Lecture, and the Hispanic Heritage Luncheon. Experiences like the International Buddy Program, HAM LLC, Multicultural Mentorship Program, and the Women's Leadership Academy provided 452 more students with experiential learning opportunities. However, it is important to keep in mind that these are unique students in each category. Some students participate in more than one type of experiential learning throughout the year.

Since inception in 2013, the number of individual students participating in each ThinkAchieve category has grown from 693 to nearly 3,000 or 1/3 of the total student body. It is important to keep in mind that for reporting, all of the numbers represent unique students, however, it is apparent that those who engage in experiential learning continue to do so.

Additionally, while the number of courses designated as ThinkAchieve continues to grow, the program staff monitor opportunities for inclusion of experiential student learning outcomes and documentation of assessment. This practice ensures that students involved in designated courses are truly exposed to experiential learning and the long-term benefits.

Internship and Practicum Courses

Internships and Practicum courses allow students to practice the skills learned in the classroom in a real-world environment. As shown in Table 7.1-1 both types of courses have seen fluctuation over the past three years due to the pandemic, but we are starting to see an increase in student participation.

Table 7.1-1. Number of Students Enrolled in an Internship or Practicum Course

	Number of Students Enrolled in an Internship or Practicum Course				
	2016-2017*	2017-2018*	2018-2019*	2019-2020*	2020-2021*
Internship	776	795	764	691	623
Practicum	755	821	767	685	694
Total	1531	1616	1531	1376	1317

* Semesters included in the time period: Fall, Spring, trailing Summer

Goal 1b: Increase student participation in the Honors College and in Honors College programs.

The UTC Honors College currently offers the following three programs for high achieving students within the university:

1. **Brock Scholars Program:** a four-year program that delivers a unique general education curriculum for high-achieving students. Students apply to the program during the fall of their senior year in high school and enter as first-semester freshmen. There is no minimum ACT or GPA required, though admission is very selective. Brock scholars live together in the UTC Honors Living Learning Community located in the Boling Apartment Complex. To remain in good standing, students must maintain a GPA of 3.2, earn a minimum of 30 credit hours during each academic year, and complete two seminars per year.
2. **Innovations in Honors Program (IIH):** a problem-based, community-embedded learning experience designed for students to enter as sophomores or juniors. To be admitted, an applicant must have a minimum cumulative college GPA of 3.2 and at least 24 college credit hours. To remain in good standing, students must maintain a GPA of 3.2.
3. **Departmental Honors:** a year-long senior thesis designed by the student in conjunction with a faculty director from the student's major department. To be considered, an applicant must have a minimum cumulative college GPA of 3.2 and a minimum GPA in the major of 3.5.

Previously there was a fourth program; however, it was discontinued after the incoming class of Fall 2021. This program was the High-Achieving Mocs (HAM). This program was a freshman-year-only experience. HAM students lived together, took select courses together during their first year, and benefited from special programming and advisement. Many HAM participants went on to enter the Honors College's IIH Program in their sophomore year.

The Honors College has seen major success since 2015:

- Its enrollment increased by over 39.8% from 221 students in Fall 2015 to 309 in Fall 2021.
- First-time freshmen Honors students were more likely to be retained to their sophomore year than the overall freshman population. The 2020-to-2021 fall retention rate was 96% for Brock Scholars and 90% for HAM, compared to 85% for all UTC non-Honors freshmen.
- Its students graduated at a much higher rate than non-Honors students. For the Fall 2017 first-time, full-time freshmen cohort, 50% of Honors students completed within four years compared with 32% of non-Honors students.

Goal 1c: Expand the number of graduates from graduate programs in areas that align with workforce needs in our region and the state.

Since 2015 there has been remarkable growth in graduate programs UTC offers. Table 7.1-2 lists the four new degree programs that have been introduced including programs in Data Analytics and Public Health. These new programs, each of which meets student and workforce needs in the Chattanooga region and across Tennessee, have conferred 110 degrees as of June 2021.

In addition, 13 new graduate program concentrations and six new graduate certificates have been launched. See Tables 7.1-3 and 7.1-4 respectively for a list of these concentrations and certificates. The new concentrations, which offer students the ability to specialize in workforce-aligned fields within their programs of study, include Environmental Administration and Management (Environmental Science, M.S.), Computational and Applied Mathematics (Computational Science Ph.D.), Data Science (Computer Science M.S.), and Healthcare Administration (Business Administration M.B.A.). Certificates, which are smaller credentials recognized in the workforce, include Computational and Applied Statistics, Health Care Informatics, and Sustainable Design.

Table 7.1-2. New graduate degree programs offered since 2015

Program	Degree	Academic Year First Offered	Degrees Produced through Spring 2021
Data Analytics	M.S.D.A.	2019-2020	n/a
Learning and Decision-Making/Leadership and Instructional Practice (formerly Learning and Leadership)	Ph.D.	2016-2017	15
Public Health: Chronic Disease Prevention and Control	M.P.H.	2018-2019	27
Social Work	M.S.W.	2015-2016	68

Table 7.1-3. New graduate concentrations offered since 2015

Concentration	Program	Degree	Academic Year First Offered	Degrees Produced through Spring 2021
Forensic Data Analytics	Accounting	M.Acc.	2015-2016	3
Finance	Business Administration	M.B.A.	2017-2018	18
Healthcare Administration				26
English as a Second Language	Elementary Education	M.Ed.	2016-2017	0
English as a Second Language	Secondary Education	M.Ed.	2016-2017	1
Data Science	Computer Science	M.S.	2016-2017	19
Automotive Systems	Engineering	M.S.	2016-2017	1
Chemical			2020-2021	n/a
Mechanical			2020-2021	n/a
Adult Gerontology Acute Care Nurse Practitioner	Nursing	M.S.N.	2016-2017	11
Computational and Applied Mathematics	Computational Science	Ph.D.	2017-2018	2
Computer Science			2016-2017	1
Environmental Administration & Management	Environmental Science	M.S.	2021-2022	n/a

Table 7.1-4. New graduate certificates offered since 2015

Certificate	Type	Academic Year First Offered	Certificates Produced since Spring 2016
Adult Gerontology Acute Care Nurse Practitioner	Post-Masters	2016-2017	11
Computational and Applied Statistics	Post-Baccalaureate	2017-2018	0
Historic Preservation	Post-Baccalaureate	2017-2018	2
Instructional Coaching	Post-Baccalaureate	2016-2017	7
Health Care Informatics	Post-Masters	2019-2020	n/a
Sustainable Design	Post-Baccalaureate	2017-2018	0

Goal 1d: Expand, integrate and assess virtual course delivery methods as a part of the overall educational experience.

As of AY 2021-2022, all general education categories have at least one eligible course section that is taught online. Beginning in the Summer 2018, General Physics - Mechanics and Heat (PHYS 1030 & 1030L) were provided via online instruction. In Summer 2019, General Physics - Electromagnetism and Optics (PHYS 1040 & 1040L) was also included. Some other general education courses that are available online are History of Tennessee (HIST 2030), Scientific Writing (ENGL 2820), and Life on Earth (BIOL 1050). For more information on available general education courses, visit the [UTC course catalog](#).

Goal 1e: Provide exemplary student support services.

National Survey of Student Engagement (NSSE) Benchmarks

In 2018, direct links to NSSE were provided to students in Blackboard, UTC's learning management system (LMS), causing a large increase in responses in freshmen and seniors. UTC began the process to discontinue Blackboard and migrate to UTC Learn (Canvas) in 2019. In 2020, direct links were provided to freshmen and seniors via UTC Learn (Canvas).

In the last seven years, as shown in Table 7.1-5, students have consistently reported the quality of interaction with student services staff as above average. Over the last five years, seniors have consistently reported higher marks regarding their interactions with other students, while freshmen have generally given higher marks when considering their interactions with their academic advisors.

Table 7.1-5. NSSE Quality of Interactions

	Classification	Percentage of students that responded with 'High' quality of interaction						
		2015	2016	2017	2018	2019	2020	2021
		%	%	%	%	%	%	%
Students	Freshmen	56	52	44	50	47	51	49
	Senior	59	55	54	55	53	56	56
Academic Advisors	Freshmen	52	47	51	58	54	59	58
	Senior	44	49	53	50	53	50	53
Faculty	Freshmen	49	41	46	42	43	46	43
	Senior	54	53	52	53	57	53	52
Student Services Staff	Freshmen	44	41	42	43	42	44	40
	Senior	31	30	28	34	38	37	38
Other Administrative Staff and Offices	Freshmen	42	34	37	43	42	43	42
	Senior	36	36	31	37	41	40	42

Table 7.1-6 shows that Freshmen tend to report more positively on all marks than graduating seniors, especially for providing support to help academically succeed and helping to manage non-academic responsibilities. Since 2015, freshmen and seniors have provided lower ratings for institutional emphasis in two student support areas: attending campus activities and events. The lower ratings for attending campus activities and events was most likely impacted due to COVID restrictions that were in place over the last three years of reporting, such as limiting the number of people attending, limiting the number of events, and classes being online which meant fewer students on campus to attend the activities and events. One area, since 2015, that has seen an increase in ratings for both freshmen and graduating seniors in the area of encouraging contact among students from different backgrounds. For freshmen and graduating seniors the response rate of those that indicated 'very much' and 'quite a bit', show a slight increase and a high increase respectively.

Table 7.1-6. NSSE – Supportive Environment Emphasis

	Classification	Percentage of respondents that responded with 'Very much' and 'Quite a bit'						
		2015	2016	2017	2018	2019	2020	2021
		%	%	%	%	%	%	%
Providing support to help students succeed academically	Freshmen	76	76	77	74	73	74	68
	Senior	62	65	67	68	66	68	63
Using learning support services	Freshmen	83	82	75	77	75	76	69
	Senior	56	61	60	63	60	63	63
Encouraging contact among students from different backgrounds	Freshmen	56	66	63	62	56	61	58
	Senior	40	41	51	48	51	53	56
Providing opportunities to be involved socially	Freshmen	76	77	75	71	76	75	63
	Senior	61	65	66	66	63	62	63
Providing support for your overall well-being	Freshmen	76	78	71	72	73	73	67
	Senior	62	63	64	63	63	65	64
Helping you manage your non-academic responsibilities	Freshmen	45	45	42	42	39	42	40
	Senior	30	25	28	29	27	30	33
Attending campus activities and events	Freshmen	78	78	66	67	69	68	56
	Senior	58	64	56	56	52	55	54
Attending events that address important social, economic, or political issues	Freshmen	57	59	57	51	49	48	48
	Senior	47	43	45	43	36	41	45

Goal 1f: Ensure engagement in learning connected to academics, athletics, extracurricular activities and student development programs through coordination and integration of these experiences.

Athletics

Currently, UTC's [Athletics Department](#) has 15 NCAA sports teams with six being for men and nine for women. During the 2019-2020 academic year, UTC debuted its newest NCAA sport, beach volleyball. As with fraternities and sororities, students must meet GPA requirements in order to remain eligible. A student must have a cumulative GPA of 1.8 at the start of the sophomore year, 1.9 at the start of the junior year, and 2.0 at the start of the senior year.

The NCAA tracks the academic success of university sports teams via the Academic Progress Rate (APR). The APR is calculated as follows:

- Each student-athlete receiving athletically related financial aid earns one point for staying in school and one point for being academically eligible.
- A team's total points are divided by points possible and then multiplied by 1,000 to equal the team's Academic Progress Rate.

During the 2018-2019 academic year, three out of fourteen UTC sports teams (Men's Tennis, Women's Cross Country, and Women's Volleyball) had a perfect APR of 1000. Table 7.1-7 shows the APRs of all the UTC sports teams over the last five years.

Table 7.1-7. APR by UTC Sports Teams

APR by Sport					
Team	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Basketball - Men's	949	949	934	932	938
Basketball - Women's	991	1000	1000	1000	991
Cross Country - Men's	1000	993	993	993	993
Cross Country - Women's	1000	1000	1000	1000	1000
Football	973	978	972	951	942
Golf - Men's	993	993	986	985	993
Golf - Women's	982	982	962	951	971
Soccer - Women's	982	979	989	986	989
Softball	979	990	983	968	970
Tennis - Men's	967	980	980	1000	1000
Tennis - Women's	1000	1000	1000	991	992
Track - Women's	1000	1000	993	993	993
Volleyball - Women's	989	995	995	1000	1000
Wrestling - Men's	964	967	963	963	961

Cohort 2025

Cohort 2025 is designed for a group of students to work through a curriculum together to achieve a deeper level of academic learning and to build a community. There are three different cohort groups that a student can join: academic, residential, and connections. The residential cohort is where a student makes connections with other students living on the same floor or with a faculty-in-residence. An academic cohort groups students with other students to take their major curriculum with a small group of like-minded students. The connections cohort is a cohort based on background, hobbies, athletics, or other common interests. Research has shown that students who participate in cohorts are more likely to be successful – both in and out of the classroom.

Greek Life

As of Fall 2021, UTC had 22 active fraternities and sororities with more than 1,163 participants. Greek Life is handled by the Office of the Dean of Students. To join a fraternity or a sorority, a student must have full-time enrollment status (12 or more credits) and have a GPA of 2.5 as an incoming freshman or transfer student, though individual Greek organizations are permitted to enforce higher standards.

Housing

UTC offers 22 Residential Learning Communities (RLCs). These communities provide residents a unique, inclusive residential learning experience that takes education outside of the classroom and allows residents to learn where they live - alongside students with similar academic interests and values. RLCs create an environment for students to be educated through a unique experience that fosters learning, character development, maturity and individual growth. Further, these communities offer inclusion, exposure to a vast array of diversity and help build lifelong relationships. The RLCs are classified as either a Living Learning Community (LLC) or a Themed Learning Community (TLC). The following is a list of the current RLCs and where they are housed:

- College of Arts and Sciences (CAS) - Decosimo Apartments (RLC)
- College of Engineering and Computer Science - UC Foundation Apartments (RLC)
- College of Health, Education, and Professional Studies (CHEPS) - West Campus Housing (RLC)
- Gary W. Rollins College of Business - Walker Apartments (RLC)
- Honors College - Boling Apartments (RLC)
- Army ROTC - Boling Apartments (LLC)
- First Gen Mocs - Lockmiller Apartments (LLC)
- HEALTH: Healthy Eating and Active Living in HHP - West Campus Housing (LLC)
- Entrepreneurship - Walker Apartments (LLC)
- Life Out Loud: The literature and Languages Learning Community - Decosimo Apartments (LLC)
- MASH - Mocs Aspiring to Science and Health - West Campus Housing (LLC)
- Music Row - Decosimo Apartments (LLC)
- PHASES: Politically, Historically, and Socially Engaged Students - Decosimo Apartments (LLC)
- RISE: Residents in the School of Education - West Campus Housing (LLC)
- Rollins Scholars - Walker Apartments (LLC)
- Sustainable Mocs - Decosimo Apartments (LLC)
- CHEPS General - West Campus Housing (LLC)
- CAS General - Decosimo Apartments (LLC)
- Business General - Walker Apartments (LLC)
- ACE: Academic and Career Exploration West Campus Housing (LLC)
- Advance U Leadership - Decosimo Apartments (TLC)
- Go Global - Stophel Apartments (TLC)

ROTC

Since 2007, UTC has had an ROTC Program on campus. ROTC consists of a blend of classroom instruction and "live" activities to prepare students to become commissioned officers in the US Army. As of Fall 2021, there were 59 students currently participating in the program. Students who join ROTC have a wide variety of additional opportunities available, such as Airborne Training at Fort Benning where they can learn parachute jumping and the Mountain Warfare School in Vermont which offers survival training. Upon graduation from UTC, students who completed the ROTC program become commissioned 2nd lieutenants in the US Army. Between 2015 and 2021, 68 ROTC graduates at UTC successfully earned commissions.

Goal 1g: Create an environment that encourages intellectual and cultural engagement through the liberal and fine arts.

UTC has offered numerous opportunities for intellectual and cultural engagement. [Music performances](#) and [theatre productions](#) showcase student talent and serve the larger Chattanooga community. The Fine Arts Center renovation will provide new opportunities for engagement when it concludes in Fall 2022. Cultural events like [Black History Month](#), [Hispanic Heritage Month](#), and [International Education Week](#) are co-sponsored by academic departments and student-facing offices on campus like the Office of Multicultural Affairs, an important resource for cultural engagement.

"The Office of Multicultural Affairs partners collaboratively with faculty and staff to promote lifelong learning one student at a time. Valuing diversity is an integral part of the college experience. We offer engaging programming that increases cultural awareness while affirming the inclusion of underrepresented populations in the institutional community."

Over the last five years, UTC has expanded opportunities for intellectual engagement. [Faculty in residence](#) in on-campus housing provides students opportunities to build relationships with faculty members as part of their residential experience which began in 2019. Interdisciplinary experiential learning opportunities like the [L.L. Roper Teaching and Learning Garden](#), founded in 2016, provide hands-on experiences that link arts and sciences. Other experiential learning opportunities, like the library exhibit documenting the [Civil Rights Movement in Chattanooga](#) created by students in Professor Susan Eckelmann Berghel's Modern Civil Rights Struggle class in Fall 2018, allow students to document the experiences of movement participants.

Goal 2: Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives.

Goal 2a: Increase participation by students, faculty and staff in scholarship and creative activities that impact the community through partnerships with business and industry, government and non-profit agencies.

At the end of May 2020, a university-wide survey went out to measure civic engagement participation at UTC. Activities were divided into the following categories:

- Events (lectures, conferences, festivals, etc.), Community service
- Courses (FYE, service-learning, capstone, work-study, etc.)
- Extracurricular programming (internships, leadership development, etc.)
- Research (grants, publications, etc.)
- Participation in on-campus organizations or committees related to civic engagement

Initial Findings

- 26% of reported civic engagement activities in UTC are events with over half reporting one or two events as ongoing or for the 2019-2020 academic year.
- Respondents reported an average of three different civic engagement activity categories their group hosted or participated in.

Goal 2b: Establish mechanisms to encourage, implement, and assess faculty, staff and student entrepreneurial activities.

Entrepreneurship program and the Center for Innovation and Enterprise (CIE)

- CIE was established in 2018 and serves as a source of connection across campus and beyond for those interested in research in innovation and entrepreneurship.
 - [Entrepreneurship Breakfast](#), an official event of Chattanooga's Startup Week
 - [Southeast Entrepreneurship Conference \(SEEC\)](#)
 - Entrepreneurship Hall of Fame Dinner
 - [Hatch It! Pitch Competition](#)
 - In 2019-2020, CIE expanded to include a Commercialization Counselor
- Idea Central is an Entrepreneurship Living Learning Community (LLC) and is open to all freshmen who have an interest in entrepreneurship. The LLC will focus on connecting its members to Chattanooga's entrepreneurial ecosystem, connecting members to the UT System's resources for entrepreneurs, and exposure to ideas and innovations happening across the UTC campus.
- The Entrepreneurship program implemented the Readiness Inventory for Successful Entrepreneurship (RISE) assessment with a pilot group of Entrepreneurship majors for Fall 2020. The RISE coaches (members of the UTC faculty and staff and from the community) and the students agree that RISE has proven very helpful in guiding student self-reflection as to their entrepreneurship skills.
- Both Music and Theatre division in the Performing Arts department formally adopted the Entrepreneurship Minor as part of their accreditation requirements.
- The Student Managed Investment Learning Experience (SMILE) Fund was created as an undergraduate-led investment fund at UTC. Formed in February 2015, it officially received funds totaling \$250,000 from the UC Foundation on July 1, 2015. The fund has now grown to have over \$600,000 in assets under management. The purpose of the fund is to provide select UTC students the opportunity to manage a real stock portfolio for a real client. It should also provide students with a proficient knowledge of portfolio management, and equity valuation techniques. The SMILE Fund is to be managed as a typical fund as if at a real investment firm and is expected to grow the value of the fund.

Veteran's Entrepreneurship Program (VEP)

- In the last ten years, the VEP has accomplished:
 - 143 veterans have completed the program
 - 46 new businesses launched
 - \$13,576,600 of capital acquired
 - 380 new jobs created
 - 128 veterans employed
- VEP graduates have:
 - Launched Renewed Perspective Coaching; a minority-owned life coaching service that helps individuals set and attain personal and professional goals. (Stephanie Jeffreys, 2016).
 - Produced a documentary on mental health that was picked up by HBO. (Joe Smarro, 2018).
 - Established a private security company that recently provided security for a large country music event in Nashville. (Terry Chandler, 2018).
 - Recently opened a nutrition and fitness business called "Body Lab Food + Fitness" in Jacksonville, Florida. (Steven Hubbard, 2018).

Goal 2c: Identify, develop and evaluate community-based programs and courses to connect all outreach programming, continuing education, work-based training and executive education opportunities with University resources.

The UTC Center for Professional Education (CPE) is a premier provider of quality outreach programs to a variety of learners in the region. The programs offered to meet the educational and career development needs of the local and regional workforce. As the organization continues to grow and evolve, the programs offered include human resources, project management, leadership development, supply chain and logistics management, teacher training, medical assistant training, medical billing and coding, pharmacy technician, and entrance exam preparation.

Center for Professional Education (CPE) 2020-2021 Highlights

Over the past five years, the Center for Professional Education has taken on a new identity and repositioned it to better serve the Chattanooga community.

As we evaluated the needs of the region, we designed a program portfolio outline that would include the following areas:

- Business Management
- Computer Skills
- Project Management
- Human Resources
- Teacher Training
- Information Technology
- Healthcare
- Supply Chain
- Paralegal

Awards and Recognition

In 2019-2020, CPE was also recognized by the University Professional and Continuing Education Association (UPCEA) for our program delivery, faculty, and marketing. At the 2019 UPCEA South Region Conference, CPE won the Community Engagement Award and the Outstanding Faculty Award.

At the 2019 UPCEA Marketing and Enrollment Management Seminar, CPE won the following awards:

- Most Improved (Silver)
- Mixed Media Campaign (Silver)
- Postcard (Bronze)
- Video (Bronze)

In 2020, CPE Director John Freeze won the UT Alumni Association Public Service Award for his dedication to serving the Chattanooga community.

Medical Career Academy

In 2020-2021, for example, as part of the CPE's healthcare focus, the Medical Career Academies enrolled 112 individuals who completed one of five programs: Clinical Medical Assistant, Medical Administrative Assistant, Medical Billing & Coding, Pharmacy Technician, and Phlebotomy Technician. Of the 112 participants, 91 earned a nationally recognized industry certification, such as the Certified Clinical Medical Assistant (CCMA). See Table 7.1-8 for a complete breakdown of fall and spring enrollment for each program and see Table 7.1-9 for a breakdown for the number of certifications awarded for each program.

In early 2021, the Medical Administrative Assistant program was discontinued, and the Center launched its state-accredited Certified Nursing Assistant program at that time.

Table 7.1-8. 2020-2021 Medical Course Academy Enrollment Breakdown

Program	Fall 2020 Enrollment	Spring 2021 Enrollment	Overall Total
Clinical Medical Assistant	4	20	24
Pharmacy Technician	8	9	17
Phlebotomy Technician	14	19	33
Medical Billing & Coding	12	13	25
Certified Nursing Assistant	N/A	13	13
Total	38	74	112

Table 7.1-9. 2020-2021 Medical Course Academy Certification Breakdown

Certification	Fall 2020 Certification	Spring 2021 Certification	Overall Total
Certified Clinical Medical Assistant (CCMA)	4	20	24
Certified Pharmacy Technician	5	7	12
Certified Nursing Assistant	N/A	10	10
Certified Phlebotomy Technician (CPT)	13	18	31
Certified Professional Coder (CPC)	7	7	14
Total	29	62	91

Beyond the traditional marketing techniques, they have worked to strengthen the relationship between their programs and the local employers for recruiting. All of the major hospital systems, as well as many of the smaller physician clinics, participate in employer night events with the classes as a recruiting tool. They also have several employers now paying for participants to attend the programs through scholarships.

To celebrate the achievements of our Fall 2019 cohort, CPE hosted a graduation ceremony.

Supply Chain Symposium

With the success of the Supply Chain Lunch and Learns, CPE decided to offer the Supply Chain Symposium in January 2020. Partnering with Kenco, Chattanooga Regional Manufacturers Association, and FreightWaves, CPE offered five sessions that explored supply chain innovation, organizational design, opportunities and challenges, and technology. With over ninety attendees and five sponsors, the Supply Chain Symposium attracted community members, professionals, and UTC students interested in seeing the local supply chain industry grow and develop.

CPE's Supply Chain audience has become more national than local. An example of this is the current Certified Planning and Inventory Management course has 20 individuals registered and only three are from Chattanooga. CPE is also currently running a pilot program to offer three hours of academic credit for the Certified Logistics Transportation and Distribution course. The Director of CPE, John Freeze, has been asked to serve on the Association for Supply Chain Management Global Partner Advisory Committee.

Human Resources

CPE partnered with the Southeast Tennessee Society for Human Resource Management (SHRM) Chapter to offer the HR Leadership Academy. This program gives aspiring HR leaders a developmental pathway.

Teacher Training

In 2021, CPE offered a teacher training course presented completely online for the second year in a row. To adjust to demands and requests CPE added new workshops for new subjects. For 2021 there were a total of 612 participants in this training program.

Corporate Training

CPE continues to see growth in our Corporate Training sector. Table 7.1-10 provides a breakdown of the 2019-2020 corporate training that was conducted, who the organization was that the training was conducted for and the number of participants. In 2019-2020, CPE trained eleven companies and a total of 250 individuals. Crucial Conversations and Crucial Accountability continue to be top performers.

Table 7.1-10. 2019-2020 Corporate Training Breakdown

Organization	Training	Participants
Bake Crafters	Leadership	22
UTC	Project Management Fundamentals	15
AZZ	DDI Leadership	14
AdTech	DDI Leadership	22
UTC CECS	Emotional Intelligence	7
AZZ	Crucial Conversations	11
AZZ	Crucial Accountability	11
Plastic Omnium	Crucial Conversations	4
Plastic Omnium	Crucial Accountability	4
Lock Joint Tube	ISO &	27
Acumen Wealth	StrengthFinders	14
AZZ	Project Management Fundamentals	8
Lock Joint Tube	Internal Auditor	11
City of Chattanooga	Crucial Conversations	13
TBR	Crucial Conversations	13
TBR	Getting Things Done	33
Jat Oil	Microsoft Excel	21
Total		250

Despite the growth and success of this program, the pandemic had a major impact on it and CPE was forced to discontinue these training programs in 2020-2021.

Goal 2d: Create, adopt and incorporate new learning technologies into the academic experience.

Learning Management System (LMS): Full Migration to UTC Learn (Canvas) in Fall 2019

In 2018, the LMS Review Committee evaluated options for an LMS moving forward at UTC. The committee recommended-- and the Chancellor and Interim Provost endorsed-- moving to UTC Learn (Canvas). UTC Learn (Canvas) is robust, easy to use, and mobile-friendly. It features a clean modern interface for easy navigation.

The transition to UTC Learn (Canvas) finished in Fall 2019 as planned. UTC Learn (Canvas) now provides 24/7 support to faculty, staff, and students.

Kaltura Video Platform

The Walker Center for Teaching and Learning conducted a lecture capture review from January 2019 through April 2020 and has moved forward with Kaltura. The software was implemented in the Summer of 2020. Kaltura is not only a lecture capture solution but provides an interactive virtual classroom environment as an alternative to Zoom.

ePortfolio Development: Portfolium

In today's technological society, students must have the ability to demonstrate to employers their proficiency with technology. An effective way to do this was by providing students with training on learning technologies that offer portability for their technical assignments.

Portfolium is an ePortfolio tool within UTC Learn (Canvas) that was made available to all faculty and students effective Fall 2020. The Honors College was an early adopter of Portfolium prior to it being combined into UTC Learn (Canvas) in 2019 and uses this as one of its assessment points for their learning outcomes.

Campus-Wide Adoption of Ally

In Spring 2018, UTC began the pilot process for the Blackboard Ally software, which was then integrated with the Blackboard LMS. Ally fully integrates with UTC Learn (Canvas), the new LMS, and has been adopted campus-wide.

Ally automatically analyzes all course materials by running them through an accessibility checklist that checks for common accessibility issues. Ally will then generate accessibility alternatives for the instructor's original material and provide instructors the ability to immediately convert the material into an alternative format including Semantic HTML, audio, ePub, and electronic braille.

Continued Training for Camtasia Video Production Suite, Zoom Video Conferencing, and UTC Learn (Canvas) Studio

Since the beginning of Fall 2016, instructors across campus have adopted the Camtasia video production suite to create tutorials and instructional videos to incorporate in the classroom. Camtasia has been installed across campus and individualized training sessions have been provided by members of the Walker Center for Teaching and Learning. By adopting this learning technology, instructors receive a powerful piece of video production software as well as tips and tricks associated with best practices in video production. All instructors are required to provide closed captioning on any video produced and provided to the students in the course.

The Zoom video conferencing software is one tool that we utilize for quite a few learning technology functions. This tool allows for the creation of instructional videos to post in the LMS; collaboration for groups, meetings, class projects, etc.; technical support and troubleshooting functionality through video conference and screen-sharing features; and the offering of online office hours by faculty for students at non-traditional times in non-traditional locations.

With the migration to UTC Learn (Canvas) came the availability of an additional video tool. Canvas Studio (formerly ARC) integrates with UTC Learn (Canvas) and provides production tools for an interactive e-learning experience. Instructure describes UTC Learn (Canvas) Studio as "a more videocentric, interactive way to approach e-learning."

COVID-19 Response and Transition to Online Learning

During the COVID-19 pandemic in Spring 2020, these technologies took on heightened importance. During this time the Walker Center responded to over 2,000 requests and offered 160 training sessions with over 1,200 participants, all to better acclimate students, faculty, and staff to remote interaction and instruction.

Goal 3: Ensure stewardship of resources through strategic alignment and investments.

Goal 3a: Fully implement, assess, and align resources with the Complete College Strategic Plan finalized in April 2014.

The Complete College of Tennessee Act (CCTA) was passed in January 2010 in order to address the need for more Tennesseans to be better educated and trained while also acknowledging the state's diminished fiscal capacity to support higher education. The CCTA created a comprehensive reform agenda that seeks to transform public education through changes in policies at the state and institutional levels. Metrics such as progression demonstrated through earned course credits at the 30, 60, and 90 mark, and graduation rate are used to provide funding to institutions based on outcomes.

Over the past five years UTC has seen an increase in credit hour completion at the 30, 60, and 90 marks as well as in the six-year graduation rate as shown in Table 7.1-11 and found on the university's [website](#).

Table 7.1-11. CCTA from 2016-2017 to 2020-2021

Metrics	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	% change from 2016-2017 to 2020-2021
Completed 30 Credit Hours	1,654	1,734	1,775	1,918	1,697	2.5
Completed 60 Credit Hours	1,702	1,678	1,714	1,809	1,888	10.9
Completed 90 Credit Hours	1,952	1,993	1,914	2,049	2,048	4.9
Reverse Transfer Associate	37	49	49	49	65	43.1
Baccalaureate Degrees Earned	1,993	2,024	2,082	2,061	2,102	5.5
Masters Degrees Earned ¹	358	394	400	413	394	10.1
Doctoral Degrees Earned	79	86	68	87	73	-7.6
Research Expenditures	\$9,143,624	\$9,482,193	\$10,624,464	\$12,221,361		
Degrees per FTE ¹	21.8	21.8	22.2	21.6	22.5	3.2
Six Year Graduation Rate ²	62.2%	64.7%	63.9%	66.3%	67.4%	5.2

¹Historical numbers were restated when the 2022-23 funding formula data was released.

²Graduated from any Tennessee institution

Source: Tennessee Higher Education Commission

Goal 3b: Implement and assess tools and processes to track students through enrollment, graduation and professional achievement to better communicate and build a loyal alumni base.

Radius: UTC's Customer Relationship Management Database

As of May 2020, the following UTC programs and organizations are using Radius for processes such as event management, recruitment and information campaigns, communication plans, and management of student testing:

- Career Services
- Center for Advisement
- College of Arts & Sciences
- College of Engineering & Computer Science
- College of Health, Education, & Professional Studies
- Enrollment Management
- ESL (English as Second Language) Institute
- Financial Aid
- Honors College
- International Student Services
- Mocs One Center
- New Student & Family Programs
- Research and Sponsored Programs
- Rollins College of Business
- Student Affairs
- Student Success Programs
- Testing Center
- Veteran Student Services
- Walker Center for Teaching and Learning

UC Foundation and the Office of Development and Alumni Affairs: UTC's Connection to Alumni and Friends

The University of Chattanooga Foundation provided several events for alumni engagement, including several online learning seminars via Zoom during the COVID-19 stay-at-home order. Table 7.1-12 shows the categories of events, the number of events held in each category, the number of alumni that attended the events, and the total number of people in attendance.

Table 7.1-12. Alumni Events

	2017-2018			2018-2019		
	# Events	Attendance (alumni)	Attendance (all)	# Events	Attendance (alumni)	Attendance (all)
Athletics events	11	387	474	21	551	829
Career & networking events	6	135	172	13	213	255
Chapter, council, & committee meetings	62	600	828	49	521	754
Homecoming activities	13	293	398	9	121	168
Lunches, dinners, and picnics	20	279	828	24	410	879
Co-sponsored events	17	317	698	8	56	63
Reunions & receptions	19	262	417	28	809	1,194
Total	148	2,273	3,815	152	2,681	4,142

In 2020-2021, two alumni spearheaded the GOLD Leadership Academy initiative, a program designed to keep University of Tennessee at Chattanooga graduates of the last decade involved with their alma mater while reconnecting with other recent alumni. Participants in the Academy were divided into groups and tasked with developing capstone projects focusing on different University factions. Plans were centered on diversity in the Honors College, Scrappy's Cupboard, and first generation student programming. The goal was to have the participants identify a problem, give analysis, give recommendations, and give implementation strategy.

University of Chattanooga (UC) Foundation Endowment Contributions

In FY 2017, 232 endowments provided scholarships to 1,479 students totaling in \$30,160,267 being awarded. Due to contributions, there were 54 faculty development and teaching innovation projects funded, over 336 students were awarded additional scholarship funds, and funds were provided for technology support for students and supervisors in the teacher education program.

In FY 2018, 240 endowments provided scholarships to 1,494 students totaling in \$31,433,257 being awarded. The contributions received aided in supporting 62 faculty development and teaching innovation projects that were funded, aided in supporting the summer research program for students, and provided six additional assistantships across the campus.

In FY 2019, 242 endowments provided scholarships to 1,294 students totaling in \$32,251,031 being awarded. A portion of contributions received was used to help support First Gen Mocs LLC, the First Gen Mentor Program, and the First Generation College Celebration Week. Funding was also used in targeting approximately 1,000 students to complete college via a re-enrollment campaign and for providing partial tuition coverage for six graduate students in the Master of Science in Data Analytics.

In FY 2020, 253 endowments provided scholarships to 1,550 students totaling in \$32,444,821 being awarded. Over the past four fiscal years there have been 21 new endowments which allowed for an additional 71 students being awarded a scholarship.

Table 7.1-13 shows the endowment balances across the areas of academic support, faculty development, professorships, scholarship, and institutional support over the last four fiscal years. The balances in the areas have seen a growth range from 7.0% to 32.6%, with academic support seeing the greatest increase.

Table 7.1-13. UC Foundation Endowment Amounts

	FY 2017	FY 2018	FY 2019	FY 2020
Academic Support	\$34,952,355	\$33,572,723	\$44,933,737	\$51,854,083
Faculty Development	\$711,688	\$758,577	\$770,807	\$825,298
Professorships	\$16,024,707	\$17,861,651	\$15,872,339	\$15,891,705
Scholarships	\$30,160,267	\$31,433,257	\$32,251,031	\$32,444,821
Institutional Support	\$42,229,922	\$48,126,131	\$48,058,399	\$46,081,231
Total	\$124,078,939	\$131,752,339	\$141,886,313	\$147,097,138

First Generation Alumni Working at UTC

As of June 2021, UTC currently has 151 first generation graduates employed on our campus with returning UTC alumni consisting of 23% of the group. Table 7.1-14 shows the breakdown of current employees (faculty and staff) who were considered first generation students upon their graduation from either UTC or another institution.

Table 7.1-14. First generation working at UTC

Graduating Institution	Faculty	Staff	Total
UTC	10	25	35
Other Institution	49	67	116

Handshake

Current students, as well as alumni, can use Handshake to search and apply for part-time on- and off-campus jobs, internships, and degree-required opportunities off-campus and schedule appointments with the Job Location & Development Coordinator to gain assistance with resume writing and to discuss the benefits of part-time work. In total, 3,544 students have completed a profile within Handshake with a majority of the students being Seniors (1,839). From January 1, 2022, to May 30, 2022, 9,480 employers submitted employment opportunities for a job, an internship, a fellowship, or a cooperative education experience. Employer locations include the major cities in Tennessee (Chattanooga, Knoxville, Nashville, and Memphis) as well as Charlotte, NC, Birmingham, AL, and Atlanta, GA. Historically, there have been 30,785 applications submitted, with 7,664 of them being reviewed.

Employment and Job Placement Survey

UTC conducts an employment and placement survey seeking to understand post-graduation outcomes for UTC students. Students scheduled to graduate are invited to complete this survey during their last semester. Invitations to participate are sent via email and contain a direct link to the survey. The survey remains open for 12 months after graduation to collect further information and to give graduates an opportunity to update any information they previously entered. For the graduation period Summer 2020-Spring 2021, the majority of students who responded to the survey, at all degree levels, indicated they were employed full-time (45.0%) or seeking employment (25.5%). Of those who are working, 81.2% indicated that their position is either directly related or somewhat related to their degree program. Additionally, 82.9% of students who received a bachelor's degree during that same time were working in Tennessee, with 61.7% in Chattanooga. For those receiving master's degrees, 70.8% were working in Tennessee, with 52.1% in Chattanooga, and 37.5% of those receiving doctoral degrees were working in Tennessee, with 12.5% in Chattanooga. The survey is an indication of graduates' employment status, whether their employment is related to or aligned with their degree program, and whether they are working in the state of Tennessee.

Goal 3c: Ensure facilities, technology and college/unit based plans align with the strategic plan.

In order to ensure alignment with the Strategic Plan, facilities, information technology, the Enrollment Management and Student Affairs (EMSA) Division, and each college have either established their own strategic plan or are developing one. The development of these plans was guided by the 2021-2025 Strategic Plan and previous strategic plans in order to provide support for current and future goals. These plans each align with UTC's 2021-2025 Strategic Plan.

The College of Arts and Sciences established its plan in 2015 and used 2015-2016 as their baseline year. Goal 1 of the College of Arts and Sciences Strategic Plan (This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy) aligns with ISP standards 1, 1g, 3, 3a, 3c, and 4c; goal 2 (The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts) aligns with ISP standards 1b, 1c, 1d, 1g, 2a, 2d, and 3g; goal 3 (The College of Arts and Sciences embraces cultural and intellectual diversity) aligns with ISP standards 4a, 4b, 4c, and 4d; goal 4 (The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community partners) aligns with ISP standards 1, 4a, and 4b; and goal 5 (The College of Arts and Sciences must establish its identity and value on campus, in the community, and beyond) aligns with ISP standards 2a, 3b, and 3f.

The College of Engineering and Computer Science established its plan in 2015 and used 2015-2016 as their baseline year. Goal 1 of the College of Engineering and Computer Science Strategic Plan (Enrich student experience) aligns with ISP standards 1, 2, 3, and 4; goal 2 (Cultivate excellence in teaching and learning) aligns with ISP standards 1, 2, and 4; goal 3 (Enhance applied research capabilities of the college for broader impact to the society) aligns with ISP standards 1, 2, and 3; goal 4 (Engage community through scholarship and service with leadership and distinction) aligns with ISP standards 1, 2, 3, and 4; and goal 5 (Enhance national/international reputation and recognition) aligns with ISP standards 1, 2, 3, and 4.

The Gary W. Rollins College of Business reviews and updates its strategic goals and objectives annually and these were last updated in 2018. Goal 1 of the Rollins College of Business Strategic Plan (Engage, challenge, and support students to be "academically prepared and business-world ready") aligns with ISP standard 1a, 1d, 3b, and 3e; goal 2 (Engage in research leading to intellectual contributions that serve the needs and interests of business and management) aligns with ISP standard 2a; goal 3 (Engage with the community and key stakeholders) aligns with ISP standards 3f and 3g; and goal 4 (Attract and manage resources to accomplish the College's mission) aligns with ISP standards 3d and 3f.

The College of Health, Education, and Professional Studies is in the process of developing a college strategic plan based on information gathered from the 2015-2020 Institutional Strategic Plan.

Table 7.1-15. College Goals Alignment with Institutional Strategic Plan Standards

College of Arts and Sciences	
College Goal Number	2015-2020 Institutional Strategic Plan Standards
Goal 1	1, 1g, 3, 3a, 4c
Goal 2	1b, 1c, 1d, 1g, 2a, 2d, 3h
Goal 3	4a, 4b, 4c, 4d
Goal 4	1, 4a, 4b
Goal 5	2a, 3b, 3f
College of Engineering and Computer Science	
College Goal Number	2015-2020 Institutional Strategic Plan Standards
Goal 1	1, 2, 3, 4
Goal 2	1, 2, 4
Goal 3	1, 2, 3
Goal 4	1, 2, 3, 4
Goal 5	1, 2, 3, 4
Rollins College of Business	
College Goal Number	2015-2020 Institutional Strategic Plan Standards
Goal 1	1a, 1d, 3b, 3e
Goal 2	2a, 3b, 3f
Goal 3	3f, 3g
Goal 4	3d, 3f

IT Strategic Priorities

The Information Technology (IT) Division at UTC has developed a set of [strategic priorities](#) that fall into three categories. These categories are near term, mid term, and long term, and align with UTC's 2021-2025 Strategic Plan. In the near term, which is within the next year, there are eight priorities that include customer engagement planning and tracking, implementation of a portal solution, and storage replacement. In the mid term, which is within the next two year, there are five priorities that include space management and academic scheduling, data center strategy, and digital ID implementation. In the long term, which is three years or longer, there are six priorities that include the retirement of central ID, student success data strategy, moving student systems to the cloud. This plan was drafted, edited, and developed with the input of IT staff and help from partners across campus. The priorities that are not met will be reassessed and edited so that they continue to align with the UTC 2021-2025 Strategic Plan.

Facilities and Campus Master Plan

The University has developed a [Campus Master Plan](#) which creates a vision for the future that aligns with the strategic direction of the University, creates a guide for development over time, establishes a basis for informed decision-making going forward, strengthens relationships within the campus and with the community, and provides a roadmap and tools for implementation.

EMSA Strategic Plan

The [EMSA Strategic Plan](#) is still in draft form, but is well outlined thus far. Each of the 47 components of the plan, which comprise 11 categories, is mapped to a specific component of the 2021-2025 Strategic Plan and includes action steps, the responsible vice chancellor, benchmarks, goals, and outcome target dates. This plan will eventually include progress indicators for each component, as well.

Goal 3d: Align all resources with high priority programs and endeavors.

In 2019, UTC launched the Soar in Four tuition model to assist students in completing bachelor's degrees in four years. Under Soar in Four, students are charged a flat tuition rate for any number of credits they take over 15 credit hours, allowing students to take additional courses without incurring additional tuition costs. UTC's budget for 2021-2022 includes over \$2 million in funds to cover the extra tuition charges the University must absorb as part of Soar in Four in order to pass savings on to students and their families.

Soar in Four launched in Fall 2019, so data are limited, as the program was implemented on a rolling basis with new first-time freshman and transfer students. However, there was a substantial increase in the number of new students who are eligible for Soar in Four and enrolled in 15 or more credit hours for that term. This indicates that students are taking advantage of Soar in Four to enroll in additional courses, decreasing their time to degree.

With the implementation of 15/4 in Fall 2019, students are taking more courses, yet continue to be retained from Fall to Spring semesters at the same rate (88%) as students who began in Fall 2017 and Fall 2018. This early indicator provides evidence of the program experiencing initial success at reducing time to degree.

Over the last five years, UTC has made a number of investments in high-priority endeavors that further the University's mission and strategic growth. The new UTC Library opened its doors in 2015 and serves as an important hub for academic life, research, and student success. UTC's ongoing evolution from a commuter-based campus to an increasingly residential community was aided by the opening of West campus housing facilities in Fall 2018. This seven-story housing complex houses 600 students and has operated at 100% occupancy since opening.

Goal 3e: Develop and implement a strategic enrollment management plan that includes a robust assessment plan.

Based on the results from the 2015-2020 Enrollment Management and Student Affairs (EMSA) strategic priorities a new set of priorities and objectives were developed for 2020-2025. This new set of priorities addresses health and wellness, diversity and inclusion, strategic enrollment management, leadership, experiential learning, compliance and assessment, and stewardship and division investments. All of strategic priorities correspond with one of the four Council for the Advancement of Standards in Higher Education (CAS) standards. Each of the departments that report to EMSA link their relevant departmental outcomes, that they assess, to the strategic priorities and/or objectives in order to provide supporting data. EMSA then compiles this information so they can make a final assessment on the priorities and objectives and record that information in Anthology - Planning. The 2020-2025 EMSA Strategic Priorities and Objectives are as follows:

1. Health and Wellness: EMSA values a state of well-being for all students, faculty, and staff. (CAS Standard 3 and 4)
 - The Division is committed to providing opportunities to engage students, faculty, and staff in health and wellness activities.
 - The Division is committed to providing services that support the holistic well-being of students, faculty, and staff.
2. Diversity and Inclusion: How the "parts reflect the whole." EMSA values diversity and inclusion in enrollment management, hiring, training, programming, education, and student success. (CAS Standard 3)
 - The Division is committed to providing programs and services to recruit and retain a diverse student and staff population.
 - The Division is committed to providing staff training and professional development about inclusivity.
3. Strategic Enrollment Management: EMSA values the university experience and the completion of post-secondary education. (CAS Standard 3)
 - Meeting the completion goals established by the state, UT system, and institution. These goals reflect a desire to increase the number of students with a post-secondary credential.
4. Leadership: EMSA values the personal and professional development of students and staff. (CAS Standard 3)
 - The Division is committed to providing opportunities related to professional development and performance management to cultivate growth.
 - The Division is committed to providing opportunities for students' personal and professional growth.
5. Experiential Learning: EMSA values learning beyond classroom instruction. (CAS Standard 2)
 - The Division is committed to providing meaningful learning experiences for students to achieve personal growth.
6. Compliance and Assessment: EMSA values the rights of students and faculty. EMSA values the achievement of all assessment standards for the division. (CAS Standard 1)
 - EMSA is committed to ensuring that the division complies with the appropriate state and federal regulations to ensure that student and faculty rights are met.
 - EMSA is committed to developing learning and program outcomes and assessments of programs.
7. Stewardship and Division Investments: EMSA values the appropriate use of resources to support student success. (CAS Standard 1 and 3)
 - EMSA units are committed to fiscal responsibility and measuring return on investments.

Goal 3f: Expand revenue streams beyond traditional tuition and state funding

During fiscal years 2017 through 2021, the University has expanded its revenue through sources outside of the traditional tuition and state funding such as grants and contracts, auxiliaries, sales and services, gifts, investment income, capital additions and endowments, and other various sources. Table 7.1-16 indicates what percentage of the budget these outside resources contributed over the 5-year timespan.

Table 7.1-16. Percentage of Revenue by Outside Source

Revenue	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	% change	% of contribution
Grants and Contracts	46,122,662.43	46,759,277.21	48,954,461.46	58,175,770.40	77,407,285.78	67.83	19.99
Auxiliaries	14,776,178.97	15,435,167.83	18,708,164.22	18,697,044.55	15,876,599.07	7.45	6.02
Sales and Services	6,703,964.97	5,059,738.44	5,385,426.99	4,074,962.79	2,181,820.06	-67.45	1.69
Gifts	3,255,006.30	1,389,125.50	2,672,179.55	3,702,787.76	4,461,085.89	37.05	1.12
Investment Income	7,457,358.12	4,612,495.15	3,774,930.24	3,073,923.19	8,938,953.31	19.87	2.01
Capital Additions and Endowments	5,253,728.32	14,689,286.77	14,114,529.69	40,567,440.08	15,941,000.82	203.42	6.53
Other Revenue Sources	275,636.31	337,590.57	229,499.46	169,091.93	316,098.41	14.68	0.10
Total	83,844,535.42	88,282,681.47	93,839,191.61	128,461,020.70	125,122,843.34	49.23	37.46

Goal 3g: Develop and build an institutional culture of assessment with the Institutional Assessment and Effectiveness Committee's assistance.

UTC prides itself in its mission and upholds the mission in a variety of ways, including enhancing institutional effectiveness and promoting academic excellence via student learning outcomes. This institutional commitment is evident through the outcomes assessment process, curriculum mapping, accreditation and quality assurance funding, program reviews, use of results, and program improvements.

Throughout the past five years, UTC leadership steered the focus toward a complete outcomes measurement process. Although there is a direct link between outcomes assessment and student success defined by completion, of equal importance is the documentation of changes made to programs due to assessment results. These results provide justification for necessary change and serve as a measurement tool to determine whether a program is effective. Further, since the assessment results are used to make continuous improvements to the programs, without appropriate assessment techniques and instruments, it is not possible to support the mission of the program, the college, or the university as a whole.

The majority of departments and programs have clearly stated outcomes in measurable terms. With the continued use of the Anthology-Planning platform and the accompanying process, some departments and programs are still in the emerging stages of documenting assessment and results. Moving forward, these departments and programs will be able to increase their outcomes and efficiency with guidance and continued adherence to the process. However, each department and program has shown evidence of assessment activities. In 2016-2017 most departments and degree programs fell into the emerging and acceptable categories, and some demonstrated exceptional outcomes assessment; by 2020-2021 there was a dramatic shift in these categories with many of them moving into the exceptional category.

Table 7.1-17 shows the percentages of departments and programs that fell under each category for the academic years 2016-2017 through 2020-2021, the most recently completed assessment cycle. The data provide evidence of UTC's commitment to ensuring a culture of assessment with a dedication to student success.

- *Exceptional* outcomes are those that have been developed and assessed, and for which future actions were planned, with improvements continuously underway.
- *Acceptable* outcomes are those which have been created and assessed, with some thought given to follow-up actions.
- *Emerging* outcomes are defined as those in the beginning stages and still under development.

Table 7.1-17. Percentages of Departments and Programs Determined to be Emerging, Acceptable, and Exceptional

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Exceptional	24%	39%	44%	53%	74%
Acceptable	15%	12%	20%	10%	9%
Emerging	61%	50%	36%	37%	17%

Timeline for Outcomes Assessment Processes

UTC developed an annual assessment cycle that provides a structure for all departments and programs to identify expected outcomes, develop measurement tools, conduct assessments, and create continuous improvement plans. This assessment cycle encompasses the entire academic year with a reporting deadline of September 30 of the next year. An [Outcomes Assessment Timeline](#) is available on the [Assessment and Institutional Effectiveness webpage](#). Each department or program within the university is responsible for determining its specific outcomes, and each is charged with assessing identified outcomes. Academic and nonacademic departments alike participate in outcomes assessment, although some departments and programs may utilize the terminology of Service Outcomes (SOs) or Program Outcomes (POs) as opposed to Student Learning Outcomes (SLOs). Service Outcomes are related to the results of providing services or programs for students and other constituencies (i.e. student support, administration, student development). Program Outcomes encompass an entire program and are linked to SLOs in that they describe what students will achieve as a result of completing an academic program, while Student Learning Outcomes demonstrate behaviors, skills or abilities, or goals a student is expected to achieve as a result of completing an academic program. This systematic method ensures that all departments and programs align procedures and practices to support the university's mission and demonstrate program effectiveness. The Office of Planning, Evaluation, and Institutional Research (OPEIR) oversees and supports the institution's assessment process. Each academic year, a calendar of activities guides the assessment process.

Programs and departments are responsible for ensuring that outcomes assessment adheres to best practices in higher education. Within each discipline, it is expected that department heads, faculty, and assessment personnel work together to determine outcomes and the measurement tool used to assess those outcomes. In order to close the assessment loop, a benchmark is established to frame the assessment results, allowing for the development of concrete follow-up actions leading to continuous improvement.

Each department is responsible for setting its own assessment timelines and practices within the time frames set forth by OPEIR. OPEIR facilitates the process by reminding departments and programs of the general timeline each academic year. A communication plan was developed to effectively communicate with the university community about outcomes assessment, and emails and reminders about deadlines are sent out periodically. Additionally, training and brainstorming sessions are held to help faculty and staff understand the process of outcomes assessment and provide support for entering information into the Anthology - Planning platform, a program defined below. Each year, approximately 14 training and brainstorming sessions are held along with numerous one-on-one sessions, as necessary. As part of these sessions, attendees are asked to complete a short survey. Comments received from the survey include:

- Keep having the open labs for the Learning Outcomes thingy. I find that getting to the place where I put in the data is challenging, made more so because I only do this twice a year.
- While I absolutely appreciate the open labs and have received significant support and help during them, it may be helpful to offer something like an Assessment 101 session or online module that introduces the common terminology and definitions utilized through the system. Thank you very much for your time and support with these sessions you've offered!
- Keep having more of these Open Labs. I'm not confident that I understand the steps necessary to enter data and that's why I go to the Open Labs. For me, the best times are a few weeks after semester grades are due so that I can enter the data from the Learning Outcomes that the instructors have assessed at the end of each semester.

In addition to SACSCOC, the Tennessee Higher Education Commission (THEC) holds programs responsible for reporting outcomes and assessment results. Processes such as Program Review, Quality Assurance Funding (QAF) reporting, Quality Enhancement Plan (QEP), SACSCOC Fifth Year Review, and SACSCOC Reaffirmation are just a few examples of how UTC meets the standards of reporting outcomes and assessment results. In order to track outcomes and associated assessment results, UTC uses the Anthology - Planning platform, a program designed specifically for institutional reporting practices. OPEIR can review program and departmental outcomes assessment information and provide any necessary feedback. University outcomes assessment processes are outlined through a series of communications from OPEIR throughout the academic year.

Outcomes Assessment Processes

UTC has a process by which outcomes are established, assessed, and used for continuous improvement for all departments and academic programs. While each of the four colleges and departments uses different data collection procedures, established processes follow the assessment timeline. Each department is responsible for making sure the process is upheld for its areas and academic majors. Requirements to ensure the assessment of outcomes are outlined clearly for directors and department heads on the internal SACSCOC informational page. These include:

1. Facilitate and encourage regular discussions with all faculty and staff about outcomes and the assessment of those outcomes;
2. Coordinate, collect, and enter yearly data on service/program/learning outcomes;
3. Ensure that catalog entries reflect student learning outcomes that match departmental input; and
4. Review curriculum revisions to maintain links and relationships to student learning outcomes.

There are several components required to be entered for each outcome by each department and academic program, depending on the template selected, including the following:

Outcome Title
 Department Goal (Long-term) (only on the service outcome template)
 Outcomes Expected (Including Targets)
 Reporting Cycle Outcome Last Assessed
 Means of Assessment
 Criteria for Success
 Assessment Data (Results)
 Follow Up Actions Planned
 Continuous Improvement
 Progress

Components that are not required but could prove helpful to offices, departments, programs, and those with assessment responsibilities include:

Strategies
 Relation of Means of Assessment to the Outcome
 Actions Taken and Improvements Made During the Reporting Cycle

Detailed descriptions of each of these components are provided in the [Anthology - Planning User Guide](#) and short descriptions of what is expected to be entered in each of the fields is provided in [Anthology - Planning](#). The Progress field is updated throughout the cycle to indicate (1) which outcomes are being assessed for the current cycle or not being assessed for the current cycle; (2) when an outcome is completed and ready for review; (3) when an outcome is completed and should not be rolled over as part of the new cycle or when an outcome is cancelled (no longer applies) and should not be rolled over as part of the new cycle.

Developing a Culture of Assessment

The Institutional Assessment and Effectiveness (IAE) Committee was reinstated in Fall 2019. The IAE Committee consists of faculty, staff, and administrators from all major campus units. The IAE Committee's charge is as follows:

The primary purpose of the IAE Committee is to support the development of an ongoing culture of planning and assessment in an effort to ensure maximum effectiveness of the university and the learning environment. While SACSCOC accreditation and federal and state compliance are issues we must address, student learning outcomes are UTC's ultimate success measure.

The IAE Committee works closely with the Director of Assessment and SACSCOC Liaison in the Office of Planning, Evaluation, and Institutional Research (OPEIR) in order to set annual priorities, facilitate logistics for evaluation of assessment, and build capacity for assessment in each functional area. The Director of General Education, Vice Provost, Provost, and Chancellor are also directly involved with the work of the IAE Committee.

Specifically, the IAE Committee provides direction regarding assessment plans, tools, and activities as they relate to the university's academic and non-instructional service units and student learning outcomes. The committee's responsibilities include annual evaluation of assessment plans and of progress toward achievement of the institution's strategic initiatives and demonstration of outcomes. The Committee provides feedback on findings to the campus operational and academic units, faculty, staff, and administration.

The IAE committee is a cross-campus group including representatives from each college and each operational division and provides ongoing information as it relates to the following:

- Fostering a campus culture of assessment and institutional effectiveness
- Coordination and planning of institutional assessment of academic departments and student learning outcomes
- Coordination and planning of institutional assessment of administrative units (academic and institutional support) and their role in supporting the academic mission of the university
- Coordination and planning of General Education assessment
- Providing feedback to units and to university leadership
- Serving as a conduit for two-way communication on accreditation, assessment, and institutional effectiveness
- Maintaining communication with units of representation and be ambassadors between units and administration.

Due to COVID-19 and beginning and continuing the processes necessary for Reaffirmation, the IAE Committee has only met twice. However, members are anxious to continue their work and provide support for assessment and effectiveness processes campus wide. The Chancellor and Provost strongly support the decisions and actions of the IAE Committee, as they recognize its importance in our continuous improvement efforts. The current plan for the continued work of the Committee includes collaboration with the General Education Committee, OPEIR, and departments across campus. Members of the IAE Committee have voiced their commitment to ensuring the message of the Committee reaches all areas of campus. IAE Committee members have also agreed that their monitoring of outcomes assessment will help to ensure an effective and efficient process.

As part of the communication process and ensuring a strong message, each college has put in place a person responsible for assessment. While these "coordinators" do not do the necessary assessment work for programs and departments, they serve as liaisons between the Director of Assessment and those responsible for program assessment. This allows for a more efficient, effective process, as there is a support system to facilitate compliance with institutional outcomes assessment processes.

Goal 3h: Develop and implement a faculty and staff compensation plan to reward meritorious performance.

In June of 2017, UT System gave the Compensation Advisory Board, originally established in March of 2010, a new charge. This board consisted of a system-wide collaboration with administrators, faculty, staff, and human resource personnel across all UT campuses who were considered their campus's compensation experts. Their new charge was to improve processes, classification, and pay structures across all UT campuses. After several years of working on this project, the board put forward its recommendation to the Board of Trustees. The recommendation was approved and in 2021 the new job families and market ranges were put into place. Due to these changes, some jobs were reclassified, and employees received pay increases to bring them into the appropriate market range.

According to the 2021 UTC Faculty Handbook, during a tenured and tenure-track faculty member's annual evaluation process, they may be nominated by their department head for exceptional merit if they receive a rating of "Exceeds Expectations for Rank." Faculty awarded this rating are eligible for a bonus or a merit raise, depending on funding.

Each fiscal year there is a possibility of a compensation pool or an across-the-board raise. This is dependent on the budget and approval from the University of Tennessee Board of Trustees. The compensation pool can be split into different categories including staff equity adjustments, faculty promotions, and a cost-of-living market adjustment. To be eligible for this compensation the employee must meet the expectations to be rated "Satisfactory" or better on their performance review.

Goal 4: Embrace diversity and inclusion as a path to excellence and societal change.

Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff, and students.

UTC has implemented a wide array of programs and engaged in numerous activities to celebrate the diversity of its students and to help support them in dealing with the various challenges they face in the higher education environment. Below are some highlights from just a few of these programs and activities.

First-Generation Students

The Division of Enrollment Management and Student Affairs has made first generation college student success a priority and has hired staff to implement policies and programs targeted at this student population.

- **First Gen Mocs LLC:** The new Living and Learning Community was housed in Stagmeier Hall in 2019-2020, its inaugural year, and in Fall 2020 was moved to Lockmiller Apartments. This LLC is for first generation students, bringing them together for a shared experience with resources and activities to help them acclimate to college life and share success strategies. Benefits of this program include living together, taking a First-Year Experience (FYE) course specifically designed for first generation students together, having a mentor, and engaging in monthly activities and events for that group.
- **First Gen Mentor Program:** This program pairs a student who identifies as first gen, whose parents/guardians did not earn a bachelor's degree, with a mentor who is a faculty or staff member who was also the first in the family to graduate college. In 2020-2021 there were 73 first generation students who participated in this program.
- **First Gen Celebration Week:** This special week recognizes students, faculty, and staff who are the first in their families to go to college is celebrated nationally in November.
- **Moc Up:** The Moc Up program is a multi-day experience designed to help students have a smooth transition from high school to college. Incoming freshmen are invited to come together to get excited about coming to UTC and become more familiar with the resources available to students.
- **Study Away Trip:** A group of students went to Washington, D.C. in Spring 2020 to study Civil Rights history. The trip helped students to put their UTC experience as first generation college students in context. Said one student,

[M]any of the tour guides spoke of civil rights leaders seeking higher education for black students. As a black student and first-gen, I personally feel like a byproduct of what those civil-rights worked so hard to achieve.

- **UTC is a "First-Gen Forward" School per NASPA.** UTC was one of 80 institutions to be named to the inaugural cohort in 2019-20. The distinction is a credit to UTC's efforts, and with it comes requirements for continual reporting and giving back to its regional community.
- **Additional Activities and Programs:** UTC has also recently done the following with its first-generation students:
 - **Faces of First Gen**, presented to acquaint the UTC community with what it is like to be a first-generation student.
 - **First Gen GroupMe**, a group chat with 131 engaged students as of June 2021.
 - **First Gen Blog** posts have been written and published on NASPA's website to share UTC's efforts and experiences.
 - **First Gen Self-Identification** has been added to the admissions application to help UTC engage more first-generation students.
 - **Presentations at the NASPA Conference** will share best practices and engage the higher ed community.
 - Edenfield, C. L. (2020, June). Global Learning Without a Passport: Creating First-Gen Study Away Trips.
 - Edenfield, C. L., Joyce, A., & Phommassa, M. (2020, June). Leveraging Institutional Support for First-Generation College Celebration Day.
 - The retention rate for first-generation students who participated in First Gen Mocs from their Freshmen year to their Sophomore year was 73%, while their first-generation peer group was retained at 69%.

Center for Women and Gender Equity

The Center for Women and Gender Equity at UTC is committed to creating a community of diverse and empowered students through the core values of awareness, activism/advocacy, collaboration, leadership, and community. The Center was opened in 2008 and has since expanded its scope to include support and programming for LGBTQ+ students and work around masculinities.

Over the last two years, the Center has held more than 50 events with a total attendance of more than 2,000. On average over 94% of attendees responding to the Center's assessment survey said they experienced the core value of community at events they attended, an essential starting point for cooperation and understanding on the UTC campus. At the Women's Leadership Academy, attendees said the following on social media:

- This year I got to go back to Women's Leadership Academy but this time as a group leader I met some amazing people I'll never forget and I got to make a lot of memories.
- Women's Leadership Retreat is just what I needed to recenter. Loved getting to meet some beautiful and amazing ladies!
- This has been one of my favorite experiences of college! There's no better way to de-stress from life than starting the weekend off with a hike, and then going out in the middle of nowhere with no cell service for the weekend to work on leadership. I learned so much about myself and what I can improve on in my life. My favorite part of this trip was meeting so many amazing and strong women!
- My only regret is having not used the space more often!
- It gets better every year!
- I think that y'all are doing a great job! Normally, I don't have a lot of time on my hands so I'm not able to attend a lot of events, but when I do I really enjoy them. Thank you for all that you do!! :)

Of the Center itself, one student said, *It's impossible to walk in the center and not feel proud of your own identity; another engages the Center because no matter what there are people there that will listen when I need it.*

Women's Leadership Academy

Faculty-in-Residence Program

The Faculty in Residence (FIR) program, which began in Fall 2019, is sponsored by the Office of Housing and Residence Life and aims to increase meaningful interactions between faculty and students. The faculty in residence appointment is for two years, with the option for renewal. Research has shown that faculty programs in residence halls benefit students and the University as a whole. The faculty members involved with students in out-of-classroom experiences also benefit. Faculty gain a greater understanding of students' needs, expectations, strengths, and weaknesses which can lead to better structured academic expectations and challenges. The program is not targeted toward any particular groups or demographics, but the improved sense of community and resulting comfort level on campus are of benefit to students of any background. During the inaugural term of 2019-2022, there were three faculty-in-residence and due to its success and interest, there will be six faculty-in-residence for the 2022-2024 term.

One 2019-2022 Faculty-in-Residence, Dr. Shewanee Howard-Baptiste, reflected upon her experience:

Faculty in Residence is a strategic opportunity to develop an additional layer of support to assist UTC students to be successful on and off of campus. As a faculty member with over twenty years of teaching in academia, I often see the challenges students face in the classroom. Having a more direct connection in Student Affairs, specifically through housing and residential life, has afforded me the opportunity to cultivate communication and support with students outside of the classroom. In the last year, I have met so many students outside of my discipline and my college. I have been able to direct students, particularly freshman and first-generation college students to a number of directed resources on campus. Whether it was connecting students to the counseling center, the Mocs One Center, the ARC, or Scrappy's Cupboard, students saw faculty collaborating to ensure they have a positive experience on campus. Through programming centered around financial literacy, understanding their ClearPath, or learning more about graduate school, students seemed very grateful for the FIR presence. The classroom can be quite formal, but meeting students in a more relaxed environment eases tensions, builds rapport, and helps me earn their trust. This is a great partnership between Academic and Student Affairs. As a Faculty in Residence, I serve at the leisure of the students, in the role of mentor, facilitator, advisor, and friend.

Goal 4b: Improve the cultural inclusion of and physical and technological access for students, faculty, and staff with disabilities.

The [Accessible Information, Materials, and Technology Program \(AIMT\)](#), was developed to ensure that information technology resources and services are accessible to all students, faculty, and staff of the University of Tennessee at Chattanooga.

"Accessible" means: *information, materials, and technologies are available to an individual with a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.*

Over the past several years the Accessible Information, Materials, and Technology (AIMT) program have brought accessibility to the forefront of the day-to-day operations at the University by educating faculty, staff, students, and the community and by improving access to the software and equipment that is needed. Some of these changes are:

1. Developed a training program focused on the creation of accessible documents, "Accessibility: What is it & Why Should You Care?"

- All Colleges and several departments have participated in training
- Created advanced level accessibility sessions including checking existing PDF files for accessibility and making existing PDF files accessible.
- Ally:
 - In Fall 2018, UTC completed the campus-wide implementation of Ally which integrates with both Blackboard and UTC Learn (Canvas). Ally analyzes all course materials by running them through an accessibility checklist. Ally then generates accessible alternatives for the instructor's original material and provides them the ability to immediately convert the material into an alternative format.
 - Since Spring 2018, there have been 87 views of the Ally training video.
 - Links to a variety of tutorials for [Creating Accessible Documents and Videos](#).

2. In May of 2019, co-hosted the Global Accessibility Awareness Day (GAAD) with Signal Centers. This was an awareness day focusing on digital access and inclusion for the more than one billion people with disabilities and impairments. The purpose of the summit was to get everyone talking, thinking, and learning about digital access/inclusion and people with different disabilities.

- Signal Centers Accessible Technology 8th Annual Summit held on UTC campus on May 16, 2019, approximately 175-180 people attended.
- Guest Speaker was Haben Girma and she was the first deaf and blind person to graduate from Harvard Law School.
- Workshops included:
 - Accessible Documents (presenter – Scott Seagle (UTC))
 - Accessible Web Design (presenter – Dr. Leslie Jensen-Inman (co-founder of Center Centre), Daniel Ryan (Enterprise Center), and Chris Gilligan (UTC))
 - Accessible Options in the Workplace (presenter – Jon Tun (Senior Test Engineer, UNUM), Dr. Jill Shelton (Assistant Professor, UTC Psychology Department), Ryan Jones (The Paciello Group Project Manager), and Cheryl Zuckerman (Vocational Rehabilitation Counselor Tennessee Division of Rehabilitation Services)
 - Accessibility and the Law (presenter – RoseMarie Hill (Chambliss Law Firm), Stacie Caraway (Miller & Martin), and Nathan Walsh (Disability Rights TN Staff Attorney)
- Some methods of communication that were seen and demonstrated were:
 - Braille Sense QWERTY keyboard
 - Screen Magnification
 - Tactile signing is where someone feels the hand movements of another person signing.

3. In May and June of 2020, UTC and Signal Centers again co-hosted the Accessibility Awareness Summit (formerly GAAD). The sessions were held on May 21st, May 28th, June 4th, and June 11th with two 2-hour virtual sessions being held each day. Sessions were registered for by people from all over the world.

- Workshops included:

- May 21st
 - Moving from Disability Accommodation to Universal Design
 - Creating a Culture of Accessibility
- May 28th
 - Technology in the Workplace
 - A.I. and Emerging Technology
- June 4th
 - Accessible Media Platforms
 - Voice Technology and Accessibility
- June 11th
 - Universal Design Roundtable
 - Accessibility Trends

b) Guest Speaker was Jared Spool and he along with Leslie Jensen-Inman started Center Centre, a school that creates industry-ready User Experience Designers.

4. In May of 2021, UTC and Signal Centers co-hosted the 3rd Annual Signal Centers Accessibility Awareness Summit. This year the conference was held virtually and in conjunction with Global Accessibility Awareness Day. The keynote speaker was Chris Downey, a San Francisco-based architect who is blind. The 2021 Summit had the largest number of registrants to date of 372. This conference consisted of a Roundtable and four 30-minute workshops.

a) Roundtable:

- Accessibility and Aging Roundtable
 - Geoff Millener – Enterprise Center
 - Pam Evans – Southeast Tennessee Area Agency on Aging and Disabilities
 - Edna Varner – Consultant, Public Education Foundation

b) Workshops included:

- Accessibility in Practice
 - Donna McConnico – CEO, Signal Centers
 - Live Guests & Sponsors
- Accessibility Accesses, Challenges, and a Path Forward
 - Rebecca Ashford – President, Chattanooga State
 - Bryan Johnson – Superintendent, Hamilton County Schools
 - Leigna Friener – Speech Pathologist, LeBonheur Hospital
- A Personal Accessibility Story
 - Mia Ives-Ruble – Activist & Athlete
- The Changing Reality of Disability in America
 - Valerie Fletcher – CEO, Institute Human-Centered Design

5. The Disability Resource Center offers a variety of accommodations. Some of those accommodations are:

a) Accessible technology programs across campus. JAWS and Zoom Text are currently available in the following departments: Library, Mocs One Center, Bursar, and Records Office.

- JAWS – this program is a screen reader
- Zoom Text – this program is a screen magnification
- Kurzweil – this program is a text-to-speech program but is designed for those with ADD/ADHD. In this program, you can highlight a word to get the definition and you can also copy information to create notes. Currently, there are approximately 380 users of this program on campus.
- Glean – this program serves as an online note-taking tool that does an audio recording of the lecture and students can re-play the recording to assist with their notes.
- Snap & Read – this program is also a text to speech program.

b) **Assistive/Adaptive Technology Equipment** – The DRC offers a range of technologies and equipment available for checkout.

c) **Text and Media conversion** – Students who are eligible can seek to have their textbook or media converted to an alternate format.

d) Various Accommodations

- Classroom
 - Furniture
 - Note-taking
- Exam
- Campus
 - Emotional Support Animal
 - Housing
 - Events
 - Meal Plan Modification

6. The Bursar Office has developed some Instructional Videos. These videos are in [English](#) and [Spanish](#) and also contain Closed Captioning.

7. Students, Faculty, and Staff can report a barrier through the “[Report a Barrier](#)” link on the Accessible Technology Initiative webpage. This has been a great tool as when someone reports something, it is then routed to the correct department so changes regarding accessibility can be addressed. The response time for this report is 24 hours.

Goal 4c: Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences.

The [Center for Global Education](#) includes the Office of International Student and Scholar Services, the Office of Study Abroad, and the English as a Second Language Institute. They support international students, visiting international scholars, English language learners, and Mocs who are interested in studying abroad. They promote cultural exchange and international cooperation at UTC through special events and campus initiatives throughout the year.

Office of International Student and Scholar Services

Some of the [special events](#) include:

- **International Tea Time:** Held twice a month, this event gives attendees an opportunity to enjoy different types of tea while learning about different cultures.
- **Global Spotlight/Language Hour:** Global Spotlight is a platform through which UTC international students can share their culture with the UTC community. During these sessions attendees have the opportunity to learn basic words and phrases in different languages.
- **International Education Week:** This is a joint initiative of the U.S. departments of State and Education to celebrate cultural diversity, global awareness, and the value that international scholars bring to campus communities.

Some of the campus initiatives include:

- **International Buddy Program:** This program pairs a current UTC U.S. student with two new international students. The U.S. buddy helps their international buddies through the transition into the new culture, especially during the first few weeks of the semester.

- **Go Global Themed Living Learning Community:** This Learning Living Community (LLC) allows students to live with and learn from returning UTC exchange students and new international students from all over the world. This LLC gives the students the opportunity to learn about study abroad opportunities, develop foreign language skills, foster appreciate and respect for other cultures, all while welcoming new international student to campus.

Study Abroad

UTC students who enroll in study abroad are able to study all over the world. From Kenya to Sweden, Thailand to Peru, the world is the classroom. Students can choose to join a UTC faculty-led program or venture out on their own. It is the students' choice if they want to study abroad for just the summer, do it for a semester, or make it a year-long experience. No matter how long the selected experience is, the venture is sure to improve students' understanding of other cultures and to spark friendships along the way. Table 7.1-18 shows by continent the number of UTC students that participate in a study abroad program.

Table 7.1-18. Study Abroad Participation

Continent	Number of UTC Students Participating in Study Abroad by Continent				
	2017-2018*	2018-2019*	2019-2020*	2020-2021*	2021-2022*
Africa	17	5	16	0	13
Asia	18	16	3	4	9
Australia/Oceania	2	3	1	0	0
Europe	128	106	19	11	96
North America	32	20	16	2	26
South America	25	40	2	0	8
Other (multi-country and virtual)	4	3	2	10	21
Total	226	193	59	27	173

*Semesters included in time period: Fall, Spring, and trailing Summer

English as a Second Language Institute (ESL)

The mission of the institute is to serve international students by developing their English proficiency and assisting them in their transition to American culture. Within a supportive environment, the ESL Institute respects and promotes the individual needs and goals of each student, whether their goals include learning English for personal, business, or academic reasons. Table 7.1-19 shows the number of students taking an ESL class each academic year.

Table 7.1-19. Students Taking an ESL Class

Number of students taking an ESL class				
2017-2018*	2018-2019*	2019-2020*	2020-2021*	2021-2022*
49	80	40	7	37

*Semesters included in time period: Fall, Spring, and trailing Summer

Goal 4d: Build advisory boards and support groups that reflect a diversity of occupations, abilities and cultures.

Over the past four years, UTC has gone from having 32 active advisory boards/councils, one retired board, and four developing boards/councils to 41 active advisory boards/councils, three retired boards, and three developing boards across the University. A total of 1,002 people have served on the active boards, comprised of 480 females (47.9%) and 522 males (52.1%). The ThinkAchieve Advisory Board, developed in conjunction with the launch of the University's Quality Enhancement Plan (QEP) of 2011, was retired after full integration in 2016. Due to academic program restructuring, the other two boards that were retired were Dietetics and Legal Assistant Studies.

Community members serving on the active boards represent both the public and private sectors and hold positions ranging from officers to owners. In addition to community members, 31 students are currently serving as active board members. The 41 boards have been broken down into 11 different industry types. These types are Alumni/Student/Parent, Computer and Engineering, Consulting and Design, Education, Insurance, Legal, Medical, Politics/Finance/Religious, Sales, Support, and Utility.

Strategic Plan 2021-2025

The new Strategic Plan is still in its infancy, as it was put in place in October 2021. However, as of the writing of this report, data are being collected in anticipation of providing campus and system-wide updates in Fall 2021. Table 7.1-20 provides information regarding the goals of the Strategic Plan 2021-2025, focus areas, and objectives. Metrics will include enrollment counts, retention rates, graduation rates, counts of specific types of programs, counts of specific organization types, counts of participants in particular programs, response rates, alumni demographics, scholarly activity counts, THEC Performance Based Funding and Quality Assurance Funding results, dollar amounts, inventory, and development of plans, programs, and processes. This alignment essentially provides a map for campus administration to follow to ensure the goals of the Strategic Plan 2021-2025 are met.

Table 7.1-20. 2021-25 Strategic Plan Information

1. UTC will transform the lives of our students and the futures of our region by increasing access to a distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities.	
Focus Area	Objective
	Develop a strategic enrollment management plan that includes key components to support student growth.
	Expand student support services to align with undergraduate and graduate enrollment goals.
	Increase total enrollment from 11,696 to 12,950 with a particular focus on first-generation, low- income, Hispanic, Veteran, and adult learners.

Increase student access and achievement	Increase the number and percentage of transfer students from 867 to 1,107 (7.4% to 8.5%).
	Increase the number new graduate students fall-to-fall retention from 346 to 442 (3.0% to 3.4%).
	Increase the number of first-time, full-time freshman (FTTF) from 2,222 to 2,576 (19.0% to 19.9%).
	Reduce achievement and learning gaps.
	Increase first-time, full-time freshman six-year graduation rate from 53% to 63.7%.
	Increase freshman fall-to-fall retention from 77% to 83%.
	Achieve a student-athlete graduation success rate (GSR) or at least 85% each year.
Establish a distinctive UTC model of educational excellence	Develop and implement a Reimagined General Education Program that offers a signature experience to UTC students while respecting and honoring Tennessee Transfer Pathways.
	Implement curricular changes to ensure all students are prepared to live, work and engage in reasoned discourse in a diverse, global society.
	Promote intellectual and cultural engagement through the liberal and fine arts as an important part of the student's UTC experience.
	Embed high impact practices with the General Education Curriculum.
	Implement and expand Cohort2025 to include all first-year students.
	Require all departments to embed "high impact practice" for degree eligibility.
	Develop and launch a Quality Enhancement Plan (QEP) that is aligned with this strategic plan, central to the university's educational experience, and focused on student success.
	Increase enrollment in Honors programs from 3% to 5%.
	Benchmark and increase community-engaged learning opportunities.
	Benchmark and increase the number and percentage of students participating in student organizations.
	Support excellence in teaching by expanding access to pedagogical development resources.
	More tightly align educational offerings to regional workforce needs (including curricular, co-curricular, extra-curricular and stackable credential opportunities).
	Double the number of online degree programs, from 9 to 20.
2. UTC will respond to the needs of students and our region by modeling inclusive excellence through diverse representation and aligned benchmark indicators.	
Focus Area	Objective
Cultivate Diversity	Support diversity through transparent organizational planning efforts.
	Improve recruitment and retention strategies and outcomes for underrepresented faculty and staff (and benchmark relative to state, community, and student demographics).
	Increase the diversity of internal and external stakeholders across all units of the university.
	Enhance opportunities for students, faculty and staff to learn and work in a socially and culturally diverse world.
	Provide opportunities for the campus community to listen with empathy, learn from diverse points of view and engage each other with civility and respect.
	Establish faculty, administrator and staff goal-setting and performance evaluations based on the recognition and support of a diverse workforce.
	Increase the engagement of diverse alumni and volunteers in UTC advisory boards and advocacy outreach.
Internationalize the University	Remove institutional barriers to recruitment of undergraduate and graduate international students.
	Increase the number of international students at UTC by 10% annually.
	Increase the number of UTC students participating in study abroad programs to at least 2.5% of the student population, with an 85% retention/graduation rate for study abroad alumni.

	Increase internal and external support for faculty pursuing international teaching and research opportunities.
	Increase global competency outcomes within the curriculum.
	Expand extracurricular opportunities for domestic and international student interaction.
Expand inclusive access	Enhance support for students, including the UTC Library's Affordable Course Materials Initiative (ACMI), to ensure greater access to learning resources.
	Benchmark and increase accessibility for students with disabilities.
3. UTC will impact our community and enhance the educational experience of our students by sustaining the scholarly, creative, and entrepreneurial activity of our faculty and students.	
Focus Area	Objective
Increase support for research	Benchmark and increase accessibility for students with disabilities.
	Require each College to produce a research agenda with measurable outcomes aligned with the UTC Strategic Plan and inclusive of cross-college collaborative research.
	Enhance institutional research infrastructure by developing centralized "core resources" (facilities, technology, ORSP and technical personnel) necessary to support campus-wide research and creative endeavors.
	Benchmark and increase graduate student support and research productivity.
	Benchmark and increase the number of undergraduate students participating in faculty-supervised research and creative endeavors by 10%.
	Increase minority, first generation, and veteran student participation in research and creative endeavors by 10%.
Increase faculty research productivity	Develop a transparent method of assessing the quality of research output.
	Benchmark and increase the number of citations and peer reviewed journal articles and other scholarly publications by 5% per year.
	Benchmark and track research with community impact.
	Benchmark and increase the production of scholarship and creative endeavors that explore and amplify diverse perspectives.
Increase research partnerships	Invest resources in up to three strategic areas of opportunity for multi-disciplinary, cross-disciplinary, and inter-disciplinary research activity to advance a profile of excellence and community impact.
	Benchmark and increase collaboration with community partners on community-impact projects.
	Engage alumni and other community members in mentoring and support networks for faculty and student scholarly, creative and entrepreneurial endeavors.
4. UTC will ensure the sustainability of our institution and the vitality of our students, faculty, staff and community by excelling in resource development and stewardship.	
Focus Area	Objective
Expanding resource streams	Maintain a competitive tuition structure relative to the UT system, LGI institutions, and peers.
	Maximize state appropriations by enhancing Tennessee outcomes-based funding formula performance.
	Raise \$100,000,000 in new gifts: 1) Increase the Annual Giving (as defined by UTFI) to UTC by 5% per year and 2) Increase the number of donors by 5% per year.
	Generate additional funds from Auxiliary Services to enhance the campus experience.
	Think and act like entrepreneurs across all departments by exploring revenue generation opportunities that add value to strategic partners.
Physical transformation of campus	Maintain existing facilities and develop new ones to support expanding academic programs, research activities, and supporting units.
	Ensure that a campus master plan update continues to develop campus in support of transformational education, research, and engagement.
	Require that institutional investments are aligned with strategic plan.
	Produce dashboards for budget, Foundation, experiential learning, equity, and student success metrics.

Establish operational transparency	Establish a student-faculty-support feedback loop to maximize the effectiveness of UTC's instructional technologies (including UTC Learn (Canvas), Kaltura, etc.) and benchmark and increase the utilization and effectiveness of training and support provided to instructors.
	Establish a technology plan to ensure currency of all campus hardware and software.
	Produce and distribute annual State Impact Reports, to document the relationship between state support and UTC excellence.
Improve web utilization	Conduct an assessment of the current website (with user input) and develop a site improvement plan.
	Implement a campus-wide calendaring and targeted communication platform to improve information flow and participation in campus events.
Campus comprehensive health and wellness plan	Create a culture and environment that prioritizes the holistic wellness of the UTC community.
	Benchmark and track comprehensive campus health and wellness initiatives.
	Update, communicate, and maintain all-hazards emergency management plans for natural, biological, technological, and fabricated disasters impacting the campus.
Optimize access and affordability	Benchmark and increase resources for student scholarships and graduate assistantships.
	Commission a feasibility study on alternate financial aid models.
Increase alumni engagement	Develop service-learning opportunities for students and ensure that the city and region become a "living and learning" community.
	Implement reporting processes to effectively and consistently record and compile outreach and engagement activity for students, faculty, and staff (including experiential learning and civic engagement activity).
	Build a strong alumni engagement program that has appropriate resources to thrive and become a focal point between our past and future.
	Develop and embrace an "Employer of Choice" model for UTC. Ensure that UTC is recognized as a national and/or regional model for "Best Places to Work".
	Celebrate community engagement and service by faculty, staff, and students by giving credit for civic engagement as a hallmark of a community-engaged public university.
	Maximize the relationship between the campus and the University of Chattanooga Foundation, Inc.
	Review current and best practices and identify optimal structures and operations for advisory councils and committees.

UTC commenced its 2025 strategic planning process on the eve of an unprecedented global pandemic and in the shadow of a looming "demographic cliff," anticipated to dramatically shrink the pool of traditional, college-going young Americans eligible for and interested in attaining college degrees. Meanwhile, the value of a traditional liberal arts education has been challenged like never before, and society has been stressed by strident public discourse.

Our University has proven to itself and its stakeholders that we can adapt and thrive. We have also been reminded of the abiding and essential value of the collegiate experience UTC offers. What we do and how we do it has never been more important. We believe we can do it even better in the next five years. Our students continue to value a personalized academic and campus experience in America's best mid-sized city. Our community counts on us to drive change and enhance our region's competitiveness in the global marketplace. Our region needs innovative scholarship, creative activity and entrepreneurship. Our society needs diverse citizens capable of leading in a challenging world.

The objectives, strategies, and tactics implicated in this plan leverage our University's strengths and respond to the identified aspirations of the students and community we serve. To the extent they take us "out of our comfort zone," they demand a level of risk that we owe to our students and to their futures.

Conclusion

UTC engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. As evidenced above, UTC is in compliance with Standard 7.1.

Sources

-  [2020-2025 EMSA Strategic Priorities](#)
-  [2021-22 Undergraduate Catalog](#)
-  [Accessibility Awareness Summit](#)
-  [Accessible Information, Materials, and Technology Program](#)
-  [Alternate Media Conversion](#)
-  [Alternate Text Conversion](#)

-  Assessment and Institutional Effectiveness
-  Assistive Adaptive Technology Equipment
-  Athletics
-  Black History Month
-  Brock Scholars
-  Budget and Finance website
-  CAS Strategic Plan
-  CECS Strategic Plan
-  CPE National Recognition
-  Center for Global Education
-  Center for Innovation and Entrepreneurship
-  Center for Women and Gender Equity
-  Civil Rights Movement Library Exhibit
-  Complete College Tennessee Act
-  Creating Accessible Documents and Videos
-  Departmental Honors
-  Employment and Placement 2020-21
-  Enrollment Management Plan Action Steps
-  Entrepreneurship Breakfast
-  Entrepreneurship Program
-  Experiential Learning
-  Facilities Master Plan (Page 32)
-  Faculty Handbook 2021 (Page 28)
-  Faculty in Residence
-  First Gen Forward
-  First Gen Mocs
-  Go Global LLC
-  Greek Life
-  Hatch It Pitch Competition
-  Hispanic Heritage Month
-  IT Strategic Priorities FY22
-  Innovations in Honors
-  International Buddy Program
-  International Education Events
-  International Education Week
-  MOC Academy
-  Music Performances
-  ODS Fraternity and Sorority Life
-  Outcomes Timeline
-  Pay Fees Online - English
-  Pay Fees Online - Spanish
-  Peer Mentors
-  ROTC
-  Report a Barrier
-  Residential Learning Communities
-  Rollins College of Business Strategic Plan
-  Southeast Entrepreneurship Conference
-  Strategic Plan
-  Strategic Plan Events
-  Strategic Plan Feedback Email
-  Strategic Plan Integration Committee
-  Strategic Plan Subcommittees
-  Teaching and Learning Garden
-  Theatre Productions
-  UTC Strategic Plan 2021-2025
-  UTC-Anthology-Combined Guide - 3.16.2022 final
-  UTC-Strategic-Plan-2025
-  VEP Graduates
-  Veterans Entrepreneurship Program
-  utc-strategic-plan 2015-2020

7.2

Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

A Moc's First Year: A Comprehensive First Year Experience and Learning Community Model Serving all First-Time Students at the University of Tennessee Chattanooga

Executive Summary of the proposed QEP

The history of student success initiatives at the University of Tennessee at Chattanooga (UTC) is a full one, including the development and implementation of freshmen seminar courses, college-based student success centers, living learning community models, a freshmen common read program, an honors college, residential colleges, and first-year academic cohorts (i.e., *Cohort 2025*). Each initiative has had different levels of success, but other than advising, none have been centralized or developed so that they scale and touch all new students. In addition to enlivening our campus and increasing our student retention and graduation rates, this initiative will also address what the COVID pandemic has exacerbated, if not created: a terrific need for intentional community building on the UTC campus. We believe *all* of UTC's student success initiatives would be strengthened by a central, comprehensive, encompassing first-year experience that blends the academic and residential experiences of first-year, first-time college students, and the academic and community experiences of new-to-UTC students, residential or not. This QEP offers a way to bridge and connect these various initiatives, culminating in a centralized learning community model that will increase new student and faculty interaction, the overall feeling of community on campus, the connection of our new students to Chattanooga, and student success at UTC overall, particularly those metrics measuring student retention, academic success, and graduation rates.

A Moc's First Year scales the current learning community efforts residing largely in our new residential colleges to meet the needs of *all* first-time UTC students, whether first-year or transfers, residential or commuting. The QEP aligns with the university's mission which states that "the University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty, and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." The *2021-2025 UTC Strategic Plan* states that "UTC will transform the lives of our students and the futures of our region by increasing access to a distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities," going on to indicate that "by 2025 we will . . . improve student performance" by increasing the freshman fall-to-fall retention from 73% to 83% and increasing the six-year graduation rate from 53% to 63%. Under the goal to "define and promote UTC's distinctive graduation experience," the plan states that we will "implement and expand *Cohort 2025* to include all first-year students." This QEP intends to do just that. This is also in keeping with the UTC *2021-2025 Strategic Plan* which states that we will "develop and launch a Quality Enhancement Plan (QEP) that is aligned with this strategic plan, central to the university's educational experience, and focused on student success."

This QEP will do the following:

- Institutionalize a 1-credit hour, first-year seminar as a requirement for students at UTC, the most significant outcome of the course being to generate community and improve student-faculty interaction at the beginning of any UTC student's career. The current FYE course, USTU 1250, will be revised in order to allow faculty to teach courses based on intriguing topics that may also introduce students to various majors (e.g., a course on the UTC Learning Garden that can introduce students to environmental science, environmental studies, etc.).
- Enroll all first-time, first-year students in a first-year seminar course and in a linked course connected to the first-year seminar of their choosing, a pairing termed a "learning community"(LC).
- Ensure that all *residential* participants of each LC live in the same building.
- Require each LC to plan two out-of-class events, one that is social and held in the residential space and one that introduces the students to some element of Chattanooga.
- Intentionally involve LC faculty who are teaching LC courses in an annual May professional development workshop in which they discuss issues that arise when teaching first-year students AND meet with their linked course instructors to collaborate on their shared events and connected classes.
- Establish budget to support the cost of faculty teaching these courses, their associated professional development, attendant programming, and the salary of a director to manage and assess the QEP.
- Assess "A Moc's First Year" via student success metrics (i.e., retention rates, graduation rates, and academic markers).

The process to decide on this QEP was largely conducted over the course of AY 2021-2022 and in the months ahead, we will address the significant internal institutional adjustments required in order for the QEP to be successful. Some of these issues include:

- Adding 1-credit-hour to all existing academic programs
- Devising and enacting the process of instituting the requirement
- Creating a 1250 course number for all departments and academic units distributing curriculum, as well as generating a process for selecting faculty to teach the course
- Determining the needed sections and departmental origins of the 1250 courses and the content courses that comprise the learning communities
- Identifying all "Moc's First Year" students in our enrollment and management systems in order to accurately manage and assess the QEP's impact
- Coordinating student selection of on-campus residences with student selection of their learning community
- Creating a university requirement pertaining to *transfer* students (based on models already in place on campus, potentially an on-line, 0-credit version of 1250).

A QEP Implementation Team is being formed to address logistical, academic, process-based, and curricular issues; suggested subcommittees for this team include: Faculty and Course Development; Communication and Business Planning Development; Curriculum and Workflow Development; and a Student Advisory Group. One critical piece of this plan involves centrally developed communication that explains the QEP and related processes to our campus, to our external stakeholders in the Chattanooga and University of Tennessee communities, and to prospective students who will presumably benefit from it. UTC Chancellor Steven Angle will include a mention of the QEP in his State of the Campus address on September 16, and members of the QEP Committee will conduct an estimated 25 university-wide sessions to introduce the QEP and host conversations about it; conversations that will be foundational for the success of the plan.

Sources

 [2021-2025 Strategic Plan](#)

 [Mission Statement](#)

7.3

Administrative Effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) maintains an annual reporting cycle that includes all administrative support services. These support services identify expected outcomes and demonstrate the extent to which those outcomes are achieved. The process of identifying expected outcomes, assessing the extent to which these outcomes are achieved, and providing evidence of improvement based on analysis of results vary with the size and capabilities of a unit, but all are predicated on an analysis of missions and goals that support the attainment of objectives.

The first section of this narrative describes the outcomes assessment process at UTC, while the second section provides evidence that UTC's administrative support services (a) identify expected learning outcomes; (b) assess the extent to which those outcomes are achieved; and (c) make continuous improvements based on analysis of assessment results.

Outcomes Assessment Process at UTC

UTC assesses outcomes on an annual basis in all administrative support units. Staff, coordinators, directors, unit heads, and other supervisors play a central role in all aspects of the outcomes assessment process: the establishment of outcomes, development of assessment plans, assessment, reporting, review of assessment reports, and the use of assessment findings to make improvements.

UTC uses the Anthology - Planning platform to maintain assessment plans and associated data. The assessment cycle encompasses the entire academic year with a reporting deadline of September 30 of the next year. An Outcomes Assessment Timeline is available on the Assessment and Institutional Effectiveness webpage. While administrative units are expected to have every component of the outcome entered by the final deadline, there are scaffolding due dates and reminders through the year to ensure the process is efficient and effective. Documentation, including instructions and other resources, is provided by the Office of Planning, Evaluation, and Institutional Research (OPEIR) as part of its responsibility in ensuring the process is followed and institutional requirements are met. Resources available on the Assessment and Institutional Effectiveness webpage include information related to developing outcomes, assessing outcomes and using results for continuous improvements, and additional supporting resources such as industry standards (Council for the Advancement of Standards (CAS)) and SMART (specific, measurable, achievable, relevant, timed) outcome development.

The new platform began to be used as a repository for outcomes assessment information. Since that time, UTC has had the opportunity to adjust the way the platform looks, provide additional information as part of the data and information collection process, collect feedback from individuals and departments across campus, and tailor Anthology - Planning so that it is a platform that works to our benefit and is especially helpful to those who use it most.

An important feature in Anthology - Planning is the ability for individual outcomes to be linked to UTC's Strategic Plan, mission, vision, and values, as well as the ability to link to the outcomes/goals of the larger unit (Figure 7.3-1). There are several components required to be entered for every outcome by each department, including the following (Figure 7.3-2):

- Outcome Title
- Department Goal (Long-term)
- Outcomes Expected (Including Targets)
- Reporting Cycle Outcome Last Assessed
- Means of Assessment
- Criteria for Success
- Assessment Data (Results)
- Follow Up Actions Planned
- Continuous Improvement
- Progress

Figure 7.3-1. Connecting Strategic Plan Goal/Objective with Outcome

The screenshot shows the 'Service Outcome' form in the Anthology - Planning system. The form includes fields for 'Department Goal (Long-term)' and 'Title'. The 'Department Goal' field contains the text: 'Align program offerings with regional economic development and modern workforce needs. Increasing the number of programs that support this goal and the number of CEUs and Contact Hours awarded will be key measures.' The 'Supports (Connected Up)' section lists two items: 'Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives' and 'Outreach programming: Community-based programs and courses'. Both supports are marked as connected with a blue circle icon.

Figure 7.3-2. Required Outcome Fields in Anthology - Planning

Title *

New Service Outcome Item

Department Goal (Long-term)

This is a broad overall statement and is not necessarily measurable.

File	Edit	View	Insert	Format	Tools	Table
↶ ↷	Paragraph	B	<i>I</i>	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳

Linked Documents

There are no attachments.

Outcomes Expected (including targets)

This is stated measurably.

File	Edit	View	Insert	Format	Tools	Table
↶ ↷	Paragraph	B	<i>I</i>	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳

Reporting Cycle Outcome Last Assessed

Please indicate the last time this outcome was assessed. If this is a new outcome enter "New" in the field.

Means of Assessment

How will you measure the results of the outcome? Select from the list what type of assessment is being used. More than one method of assessment can be selected.

- Survey
- Rubric
- Number (Count)
- Dollars
- Areas Impacted
- Response Time
- Other:

Criteria for Success

For each assessment type: enter the beginning status, or number, to which you will compare the results.

File	Edit	View	Insert	Format	Tools	Table
↶ ↷	Paragraph	B	<i>I</i>	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳

Plan Item Files

There are no attachments.

[+ File](#) [+ Folder](#)

Assessment Data (Results)

Click in the box to enter your data. Once the information is entered, click out of the box and your information will be automatically saved. You can include attachments (Word, Excel, html, pdf, and PowerPoint) once your information has been saved. Make sure all attachments do not have any student identifying information (Name, UTC ID, etc.). If you include an attachment, provide a brief overview of that attachment.

File	Edit	View	Insert	Format	Tools	Table
↶ ↷	Paragraph	B	<i>I</i>	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳	☰ ☲ ☱ ☳

Plan Item Files

There are no attachments.

[+ File](#) [+ Folder](#)

Follow Up Actions Planned

Click in the box to enter what actions will be taken in the upcoming years based on the results. For example, if the process is not complete or if some of the actions will take more than one reporting cycle to complete, enter a short plan here. See <https://www.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/assessment-and-institutional-effectiveness/using-assessment-results-for-some-ideas-on-how-to-improve-programs-and-services>.

File Edit View Insert Format Tools Table
Paragraph B I [align icons] [list icons]

Plan Item Files [+ File](#) [+ Folder](#)
There are no attachments.

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

File Edit View Insert Format Tools Table
Paragraph B I [align icons] [list icons]

Progress

Components that are not required but could prove helpful to offices, departments, and those with assessment responsibilities include (Figure 7.3-3):

Strategies

Relation of Means of Assessment to the Outcome

Actions Taken and Improvements Made During the Reporting Cycle

Figure 7.3-3. Additional Outcome Fields in Anthology - Planning

Strategies

Strategies you will take to achieve the outcome.

File Edit View Insert Format Tools Table
Paragraph B I [align icons] [list icons]

Relation of Means of Assessment to the Outcome

Describe how this means of assessment is related to the outcome.

File Edit View Insert Format Tools Table
Paragraph B I [align icons] [list icons]

Actions Taken and Improvements Made During the Reporting Cycle

Changes that occurred during the Reporting Cycle that could have affected your assessment results should be entered here. Click in the box to enter any information related to what your department did that may have impacted the results. This might include implementation of a new process, change in personnel, new or revised policy, etc.

File Edit View Insert Format Tools Table
Paragraph B I [align icons] [list icons]

Plan Item Files [+ File](#) [+ Folder](#)
There are no attachments.

Detailed descriptions of each of these components are provided in the [Anthology - Planning User Guide](#) and short descriptions of what is expected to be entered in each of the fields are provided in [Anthology - Planning](#). The Progress field is updated throughout the cycle to indicate (1) which outcomes are being assessed for the current cycle or not being assessed for the current cycle; (2) when an outcome is completed and ready for review; (3) when an outcome is completed and should not be rolled over as part of the new cycle or when an outcome is cancelled (no longer applies) and should not be rolled over as part of the new cycle.

OPEIR not only provides resources and information related to outcomes assessment but offers training and brainstorming sessions and provides feedback to programs related to their outcomes throughout the cycle. There are specific periods built into the timeline for these offerings, and feedback is sent to those responsible for entering outcomes assessment information into Anthology - Planning and also to coordinators, directors, department heads, deans, unit heads, vice provosts, and vice chancellors, as appropriate. The outcomes assessment process should not be completed in isolation and it is important for all involved to be in the communication loop.

UTC's Director of Assessment, in OPEIR, is responsible for maintaining the assessment process, confirming guidelines are followed and requirements are met, and providing feedback to ensure that continuous improvement is taking place. The Outcomes Management Analyst works closely with the Director of Assessment to help maintain access to Anthology - Planning, provide support in the form of troubleshooting and training users on the platform, and to take inventory of what is captured in the platform to be sure required information is available to the Director of Assessment.

A spreadsheet was developed to help keep track of each office, department, and unit's progress in the Outcomes Assessment Cycle. This spreadsheet is used to compile information and the feedback is provided to those responsible for assessment. Once corrections and changes have been made based on feedback, department heads and supervisors are brought into the feedback loop and are provided with information on their areas' strengths and challenges. The spreadsheet is updated multiple times each cycle and feedback is provided throughout the year. The final piece

of feedback provided includes recommendations for improvements to outcomes assessment information in future cycles.

The spreadsheet is used in tandem with the [Outcomes Assessment Rubric](#). This rubric is used to monitor the quality of outcomes that have been established, and the goal is for all outcomes to be SMART - Specific, Measurable, Attainable, Realistic, and Timed. Rubric scores reflect how SMART outcomes are as they are entered into Anthology - Planning. This score, along with the specific feedback regarding all components of the outcome, is used for continuous improvement. Rubric scores are aligned with three distinct outcome categories: emerging, acceptable, and exceptional (Table 7.3-1).

Table 7.3-1. Outcome and Rubric Categories by Rubric Score

Outcome Category	Rubric Category	Rubric Score
Emerging	Does not Meet Expectations	0
Acceptable	Partially Meets Expectations	1
Exceptional	Meets or Exceeds Expectations	2

We have seen the number of administrative departments in the "Exceptional" category increase from 5 (22.7%) in 2016-2017 to more than 20 (57.1%) in 2020-2021. While continuous improvement in the outcomes seems like an obvious path, what might not be as clear is the fact that with this improvement comes improvement in administrative effectiveness. The goal here aligns with UTC's Values:

- We believe that students are the reason our institution exists.
- We affirm the essential function of a liberal arts education.
- We commit to transformational engagement with our community.
- We nurture a culture of creativity, scholarship and innovation.
- We embrace diversity and inclusion.
- We pursue excellence in all that we do.
- We live integrity and civility.

By developing, assessing, and addressing these outcomes, we are able to provide the continuous improvement necessary for our students to receive the liberal arts education they are promised while nurturing a culture of creativity, scholarship, and innovation through the pursuit of excellence in all that we do.

Outcomes Assessment Status and Examples

Over the past several years, UTC has improved its Outcomes Assessment process in many ways. Importantly, the number of offices, departments, and areas that comply with the requirements of the process has drastically increased. For administrative departments, we have seen participation in brainstorming and training sessions increase, the number of responses to feedback emails increase, and the number of requests to present outcomes assessment information to groups, both large and small, increase. A [list of departments included under the "Administrative" category](#) is provided. The increased engagement is apparent in many ways, not least of which is shown in Table 7.3-2 below, which provides the number and percentage of areas that fall into each range of completion:

Table 7.3-2. Completion/Participation of Administrative Departments

	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
<50% completed	29	65.9	24	54.5	18	43.9	13	36.1	10	27.8
50-74% completed	5	11.4	3	6.8	7	17.1	3	8.3	3	8.3
75-100% completed	10	22.7	17	38.6	16	39.0	20	55.6	23	63.9

Table 7.3-3 provides links to outcomes and associated results for each administrative department. Academic Affairs is made up of departments and offices represented in Table 7.3-3 including the College of Arts and Science, the College of Engineering and Computer Science, the College of Health, Education, and Professional Studies, the Rollins College of Business, the Office of Planning, Evaluation, and Institutional Research, Walker Center for Teaching and Learning, and Continuing Professional Education. Empty cells indicate that outcomes assessment information was not provided for that department in that particular year.

Table 7.3-3. Administrative Departments - Outcomes and Associated Results

	2018-2019	2019-2020	2020-2021
Accounting Services	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Admissions	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Arena	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Athletics	Outcomes Assessment Information		Outcomes Assessment Information
Budget and Finance	Outcomes Assessment Information	Outcomes Assessment Information	
Bursar	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Center for Professional Education	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Children's Center		Outcomes Assessment Information	

College of Arts and Sciences	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
College of Business, Gary W. Rollins	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
College of Engineering and Computer Science			
College of Health, Education, and Professional Studies			
Communications and Marketing			Outcomes Assessment Information
Community Partnerships	Outcomes Assessment Information		Outcomes Assessment Information
Development and Alumni Affairs		Outcomes Assessment Information	Outcomes Assessment Information
Educational Opportunity Center	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
External Services (Bookstore, Food Services, and Graphic and Mail)	Outcomes Assessment Information	Outcomes Assessment Information	
Facilities Planning and Management	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Graduate School		Outcomes Assessment Information	Outcomes Assessment Information
Human Resources	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Information Technology/Client Services	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Internal Services (Parking, MOCS Card)	Outcomes Assessment Information	Outcomes Assessment Information	
Multicultural Affairs	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Office of Research and Sponsored Programs	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Office of Research Integrity	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Office of Undergraduate Research and Creative Endeavors		Outcomes Assessment Information	Outcomes Assessment Information
Educational Talent Search, PRISM, Upward Bound	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Planning, Evaluation, and Institutional Research (OPEIR)		Outcomes Assessment Information	Outcomes Assessment Information
Procurement and Contract Services	Outcomes Assessment Information	Outcomes Assessment Information	
Public Safety and Risk Management	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Radio Station (WUTC)			
Strategic Enrollment Technology			
Student and Family Engagement			Outcomes Assessment Information
Study Abroad	Outcomes Assessment Information		Outcomes Assessment Information
University Center	Outcomes Assessment Information		
Walker Center for Teaching and Learning	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information

Beginning in the academic year 2020-2021, administrative units were required to provide information, in their own words, regarding continuous improvement based on their outcomes assessment results and processes. Prior to this requirement, continuous improvement was recognized through conversations and anecdotal evidence, but the intent was that by requiring the unit to provide this information would prompt discussion and attention to the goal of continuous improvement. Not all areas completed the continuous improvement information for their outcomes, but even in those cases it is apparent that continuous improvement is taking place across campus.

Continuous improvement is seen as the connection between assessments and results from the previous year to the current year. In communicating with those responsible for outcomes assessment, it is important to provide examples and clear expectations for each required element of the outcomes assessment process. Follow-up actions are an indication of the plans going forward based on assessment results. Essentially, what do the results mean and how will they be used to inform what you do next? Specific instructions and detailed information are sent to those responsible for outcomes assessment multiple times per cycle, as noted in the [Outcomes Assessment Timeline](#). Due in part to increased communication and clear expectations, the quality of information entered into Anthology - Planning has improved. In turn, there is greater evidence of continuous improvement in many areas. For example, the [Bursar's Office](#) has worked to decrease the number of student cancellations due to non-payment, and their strategies are working. The [Educational Opportunity Center](#) has an outcome focused on college ready participants completing FAFSA, college scholarship form, or loan default paperwork, and has seen quite an improvement. OPEIR has worked to expand and enhance the Testing Center, with excellent results. Additionally, the [Office of Research and Sponsored Programs \(ORSP\)](#) has an outcome related to increasing the number of and total dollar amount of proposal submissions with which they assist, and they continue to exceed their goal.

Finally, the new 2021-2025 Strategic Plan that was formally adopted in October 2021 was developed using feedback and data from the previous plan. The outcomes are now SMART - Specific, Measurable, Attainable, Realistic, and Timed, which provides a foundation to build continuous improvement efforts across campus in many ways. Outcomes for individual offices and programs align with elements of their larger units, which also align to the 2021-2025 Strategic Plan. This alignment ensures efficient, effective processes which support UTC's mission of being a "driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." Further, "at UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity."

Conclusion

UTC is in compliance with Standard 7.3.

Sources

-  2018-2019 Outcomes Assessment Report 8.11.2022 v2
-  2018-2019 Outcomes Assessment Report 8.11.2022 v2 (Page 329)
-  2018-2019 Outcomes Assessment Report 8.11.2022 v2 (Page 331)
-  2018-2019 Outcomes Assessment Report 8.11.2022 v2 (Page 333)
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-  Admin Support - Offices, Departments, and Units
-  Assessment and Institutional Effectiveness webpage
-  CAS Standards
-  OPEIR website
-  Outcomes Assessment Rubric 10.7.21
-  Outcomes Assessment Timeline 6.3.21
-  SMART outcomes
-  UTC-Anthology-Combined Guide - 3.16.2022 final

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to our mission, the nature of the students we serve, and the kinds of programs offered. UTC uses multiple measures to document student success. Evaluation of student success with respect to student achievement occurs in ways that are relevant to our mission to be a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community. At UTC we develop a community on campus, enable students to go into the global community, and provide a nurturing environment that connects students, community, and opportunity.

Values of the University defined through its mission statement include:

- We believe that students are the reason our institution exists.
- We affirm the essential function of a liberal arts education.
- We commit to transformational engagement with our community.
- We nurture a culture of creativity, scholarship and innovation.
- We embrace diversity and inclusion.
- We pursue excellence in all that we do.
- We live integrity and civility.

Both UTC's mission and values were updated and approved in October 2021. This narrative will address how student achievement and engagement were tied to the previous and current missions, values, and strategic goal, as there are similar components in each. One key point is that students are the primary reason we exist as an institution. For that reason, student achievement and engagement are evaluated as measures of achieving teaching and learning excellence, and community sustenance, through graduates who are prepared to contribute as productive citizens. Additionally, goals outlined in the 2015-2020 Strategic Plan provided a framework for accomplishing the mission, vision, and values of UTC. These four priorities were: 1) Transform lives through meaningful learning experiences; 2) Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives; 3) Ensure stewardship of resources through strategic alignment and investments; and 4) Embrace diversity and inclusion as a path to excellence and societal change. Table 8.1-1 outlines the connection between the mission, values, and 2015-2020 strategic goals of UTC with student achievement outcomes.

Table 8.1-1. Mission, Values, Strategic Goals, and Student Achievement Assessment 2015-2020

Mission and Value Statement	2015-2020 Strategic Goals	Student Achievement Assessment
Achieving excellence; students are the primary reason we exist as an institution and relentlessly pursue excellence	Transform lives through meaningful learning experiences	Course grade distributions, credit hour completion, retention, and earned credentials
Actively engaging students, faculty, and staff; students are the primary reason we exist as an institution and relentlessly pursue excellence	Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives	Student engagement (NSSE)
Embracing diversity and inclusion; inspiring positive change	Embrace diversity and inclusion as a path to excellence and societal change	Student engagement (NSSE)
Enriching and sustaining our community; students are the primary reason we exist as an institution and relentlessly pursue excellence	Transform lives through meaningful learning experiences	Licensing exams, major field tests, exit exams, job placement

The 2021-2025 Strategic Plan focuses on many of the same priorities but provides enhanced, more specific language surrounding those priorities. Table 8.1-2 outlines the connection between the mission, values, and 2021-2025 strategic goals of UTC with student achievement outcomes.

Table 8.1-2. Mission, Values, Strategic Goals, and Student Achievement Assessment 2021-2025

Mission and Value Statement	2021-2025 Strategic Goals	Student Achievement Assessment
Inspiring positive change and enriching and sustaining our community; we commit to transformational engagement with our community	Transform the lives of our students and the futures of our region by increasing access to a distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities	Course grade distributions, credit hour completion, retention, earned credentials
Provide a nurturing environment that connects students, community and opportunity; we nurture a culture of creativity, scholarship and innovation	Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives	Student engagement (NSSE), major field tests, licensure exams, exit exams
Embracing diversity and inclusion; we embrace diversity and inclusion, we pursue excellence in all that we do	Embrace diversity and inclusion as a path to excellence and societal change	Student engagement (NSSE)
Achieving excellence by actively engaging students, faculty and staff; we believe that students are the reason our institution exists, we live integrity and civility	Transform lives through meaningful learning experiences	Student engagement (NSSE), employment and placement, Handshake

Further supporting both the previous and current missions, and informing ways in which student achievement is assessed, is the Complete College Tennessee Act (2010) that resulted in a statewide outcomes-based funding formula emphasizing student progression and degree completion as the primary basis for state funding allocation. The Complete College Tennessee Act prompted the University of Tennessee (UT) System to create dashboards to track progress on each of the goals within the plan, as well as the overall impact. In addition, the Tennessee Higher Education Commission's (THEC) Quality Assurance Funding (QAF) program provides an incentive for statewide supplemental funding to encourage continuous quality improvement of programs and services in all public universities and community colleges. For the 2015-2020 cycle, institutions focused on two quality standards: Quality of Student Learning and Quality of Student Support and Success. Details and additional information can be found in the THEC 2015-2020 QAF Guidebook. With these considerations, UTC utilized several assessment measures to evaluate student achievement with respect to its mission:

1. Course grades
2. Credit hour completions
3. Retention and graduation rates
4. Student engagement and satisfaction surveys
5. General education exit exams, major field testing, and licensing examination results
6. Alumni and employer surveys
7. Job placement

For the 2020-2025 THEC QAF Cycle, institutions are focusing on student equity, with a further emphasis on quality. Details and additional information can be found in the [THEC 2020-2025 QAF Guidebook](#). Institutions selected a historically underserved population significant to their mission and work to increase outcomes for that population on qualitative and quantitative metrics. In the Student Access and Success standard, it was recommended that the populations selected include either low-income, African American, or Hispanic students to address those populations with the largest gaps in postsecondary attainment and success. Since the mission of the QAF is to increase the quality of instruction and services provided to students, THEC made a change to the methodology for calculating metrics related to the student Equity and Student Access and Success standards. This change was to base calculations on graduates per 100 FTE growth rather than headcount, whenever possible. This shift decouples QAF from the number of graduates and focuses on how well an institution serves enrolled students.

In order to support these areas of focus, UTC is currently utilizing the following assessment measures to evaluate student achievement with respect to its mission:

- Course grades
- Credit hour completions
- Retention and graduation rates
 - Graduates from traditionally underserved populations
 - Student retention of focus population
- Student engagement and satisfaction surveys
- General education exit exams, major field testing, and licensing examination results
- Post-graduation outcomes
 - Graduates from traditionally underserved populations
 - Handshake usage

Information and data related to these student achievement metrics are identified, evaluated, and published. Links are found across UTC's website, and much of the information is located on the webpages of the [Office of Planning, Evaluation, and Institutional Research \(OPEIR\)](#). OPEIR's mission is to support the University's planning, assessment, evaluation, and improvement efforts, maintain the integrity of institutional data, coordinate the flow of management information both within the University community and to external agencies, and coordinate the University's QAF efforts.

In the data below, peer institutions are those approved by the University of Tennessee (UT) Board of Trustees (BOT) and are listed online as [Comparable Peer Universities](#). For purposes of this report, they are referred to as Peer Institutions. An additional peer group, identified for the National Survey of Student Engagement (NSSE) is referred to as THEC Peers, as they were required for use in THEC QAF reporting

Course Grades - Grade Distribution

Grade distributions are an appropriate measure of student achievement considering students must pass courses to progress towards degree completion and fulfill the University's and state's missions to increase the number of citizens with post-secondary credentials. At UTC, course completion is defined as the proportion of students enrolling in individual courses who receive grades for credit for completing the course. Each semester, OPEIR produces a [Grade Distribution Report](#) for both undergraduate and graduate subjects. Since 2011, these reports have been compiled and published and are available on [OPEIR's Data Archives](#) webpage. Current reports are readily available to academic deans, department heads, administrators, and university committees for general course review, program review, and annual planning and evaluation.

Table 8.1-3 provides overall course grade distribution for Fall 2018 through Spring 2022 at the University level. Appropriate evaluation of these data includes a systematic assessment of the proportion of not passing (D, F, and W) and passing (A, B, and C) grades awarded in each class and changes in trends over time. A baseline of the average distribution of the past three academic years was calculated as 85.4% to provide an appropriate benchmark for percent passing grades. While it would be ideal for all students to achieve a passing grade of "C" or better, this would be an unrealistic expectation. Therefore, the 6-semester average benchmark is an appropriate threshold of acceptability, and the University's goal is to maintain or exceed that baseline while preserving excellence in learning. This is an appropriate threshold because it takes into account multiple years of data and does not set an unrealistic expectation. If grade distributions do fall below this threshold, it will be called to the attention of Academic Affairs, which is the area responsible for addressing academic issues such as this. Specific focus and planning will be put into place once it is determined if the issue is on the programmatic, departmental, college, or university level.

On average, 83.7% of the grades earned by students in the fall of the 2021-2022 academic year were at or above a "C", slightly lower than baseline. In Spring 2022, 84.5% of earned grades were at or above a "C", which is also slightly lower than the baseline.

Table 8.1-3. Course Grade Distribution

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Baseline: F18-Sp21*	Fall 2021	Spring 2022
A	19,095	17,223	20,286	21,414	22,206	19,791	20,003	21,408	19,396
	39.7%	40.9%	41.5%	51.9%	45.2%	46.9%	44.2%	44.9%	46.6%
B	13,473	11,949	13,688	11,296	13,283	11,302	12,499	12,227	10,543
	28.0%	28.3%	28.0%	27.4%	27.0%	26.8%	27.6%	25.6%	25.4%
C	7,539	6,439	7,353	4,404	5,960	5,247	6,157	6,286	5,193
	15.7%	15.3%	15.1%	10.7%	12.1%	12.4%	13.6%	13.2%	12.5%
D	2,528	2,145	2,378	932	1,951	1,542	1,913	2,024	1,650
	5.3%	5.1%	4.9%	2.3%	4.0%	3.7%	4.2%	4.2%	4.0%
F	3,234	2,571	2,927	1,042	3,269	2,348	2,565	3,134	2,486
	6.7%	6.1%	6.0%	2.5%	6.7%	5.6%	5.7%	6.6%	6.0%
W	2,213	1,834	2,192	2,180	2,447	2,004	2,145	2,631	2,312
	4.6%	4.3%	4.5%	5.3%	5.0%	4.7%	4.7%	5.5%	5.6%
Total	48,082	42,161	48,824	41,268	49,116	42,234	45,281	47,710	41,580
% of A, B, C Grades	83.4	84.5	84.6	89.9	84.4	86.0	85.4	83.7	84.5

*Summer semesters are not included

The baseline is impacted by Spring 2020, when several processes were changed to account for the impact of COVID-19. Students were given the option to change their course grade to Satisfactory/No Credit grading and the deadline to withdraw from courses was extended. Information communicated via [email](#) regarding these changes included warnings about the potential implications of the Satisfactory/No Credit option and that it would not be a good option for all students. The result of the option to change grades to Satisfactory/No Credit was a significantly higher number of Satisfactory/No Credit grades for Spring 2020. The largest number of the changed course grades would have been F's. Additionally, there was a 24% increase in the number of course withdrawals compared to Spring 2019.

The evaluation of grade distributions, in combination with other measures of student success such as credit hour benchmarks, provides faculty and administrators with a high-level overview of student learning and achievement.

Credit Hour Completions

Student credit hour completions are an appropriate measure of student achievement for several reasons. As part of the Complete College of Tennessee Act (CCTA) and the resulting benchmarks established by THEC for the state's post-secondary appropriations funding formula, UTC analyzes the progression benchmarks of students based on the number of undergraduate students who pass the 30 (freshman to sophomore), 60 (sophomore to junior), or 90 (junior to senior) credit hour benchmark during an academic year.

The established credit hour benchmarks are appropriate thresholds of acceptability because they are consistent with those established by THEC, comparable across all state public higher education institutions, and reflect a traditional student schedule to complete a baccalaureate degree (120 credit hours) within a four-year timeframe. These benchmarks are also consistent with credit hour milestones established by financial aid and scholarship guidelines and with the state's completion agenda.

Consistent with the University's goal to progressively increase the number of students achieving these progression benchmarks, through 2020-2021 UTC has seen a steady increase in students reaching each benchmark within an academic year except for the freshman to sophomore benchmark (Table 8.1-4). In academic year 2021-2022, a drop in enrollment, specifically in the number of new freshmen, explains the decrease that was seen across each benchmark.

Table 8.1-4. Credit Hour Comparison

Benchmark	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
30 SCH	1,734	1,775	1,918	1,697	1,572
60 SCH	1,678	1,714	1,809	1,888	1,693
90 SCH	1,993	1,914	2,049	2,048	2,044

UTC's focus on student success aims to support students' continuing gains at each benchmark level toward degree completion. As with the decrease in 2021-2022, decreases that fall below the threshold of acceptability will be investigated. While there is not always a direct cause that can be identified, analyses can be completed to determine where focus and resources should be placed.

Retention and Graduation Rates

Due to being foundational to the CCTA (2010), the state's master plan, and the UTC mission and Strategic Plan, retention and graduation rates are an appropriate measure of student achievement. These plans and initiatives all support student completion of higher education degrees, yet these criteria have long been important to UTC. The University has monitored and reported aggregated one-year retention and six-year graduation rates for cohorts of entering first-time freshmen for the past 32 years. Both rates are reported annually to THEC and UT BOT, and the six-year graduation rate is reported on a yearly basis to the U.S. Department of Education. One-year retention, migration (to other programs), and attrition rates are also monitored and reported annually for each academic program.

The Center for Academic Support and Advisement (CASA) offers support to students that helps improve these rates. CASA is responsible for significant research and evaluation of practices that improve student retention. Results from CASA's research were used to develop tutoring and Supplemental Instruction (SI) programs. Another initiative that helps increase retention is the Peer Academic Coaching Program, which helps students become more independent and self-assured learners. CASA also offers freshman and transfer Academic Interest Questionnaire (AIQ) guides, academic exploration, advising resources, and tips for academic success.

Table 8.1-5 demonstrates that one-year retention rates of first-time, full-time freshmen have remained consistent, with no change from Fall 2016 to Fall 2020. During the same time period, UTC peer institutions saw a decrease in their retention rates of first-time, full-time freshmen. UTC's goal is to improve retention rates, in alignment with the Strategic Plan, with a threshold of acceptability of maintaining retention rates that are above UTC peer institutions.

Table 8.1-5. Fall-to-Fall Retention of First-Time, Full-Time Freshmen by Cohort Term*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
University of Tennessee - Chattanooga	73%	72%	71%	77%	73%
Peer Average	74%	74%	74%	77%	68%
University of Central Arkansas	72%	74%	75%	79%	N/A
Stephen F. Austin State University	72%	71%	70%	77%	N/A
University of Nebraska Omaha	76%	75%	74%	77%	N/A
Murray State University	77%	79%	79%	81%	N/A
Valdosta State University	69%	65%	70%	73%	N/A
Northeastern State University	63%	64%	60%	66%	61%
Georgia College and State University	84%	85%	86%	82%	N/A
Jacksonville State University	74%	75%	76%	73%	69%
University of West Georgia	72%	69%	69%	73%	69%
Southeast Missouri State University	75%	74%	75%	80%	74%
Tennessee Technological University	79%	75%	77%	77%	N/A
Florida Gulf Coast University	79%	78%	80%	81%	N/A

*Peer institution data is sourced from IPEDS except for the most recent year which is not yet published. The most recent year is sourced from the Common Dataset if available.

Tables 8.1-6 and 8.1-7 illustrate recent graduation rates and number of credentials earned (degrees awarded) for UTC and peer institutions. Graduation rates and the number of degrees awarded have both increased over the past five years. UTC's goal is to improve graduation rates and increase the number of degrees awarded, in alignment with the Strategic Plan, with a threshold of acceptability of maintaining 6-year graduation rates and number of degrees awarded that are above UTC peer institutions. Because these metrics are closely monitored, those in areas across campus are made aware of changes on an annual basis. Plans and action items are set in alignment with the Strategic Plan when discussing goals and thresholds of acceptability so that if graduation rates and degrees awarded decrease below the threshold, specific support and resources can be allocated from necessary units.

Table 8.1-6. Six-Year Graduation Rate of First-Time, Full-Time Freshmen by Cohort Term*

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
University of Tennessee - Chattanooga	45%	48%	48%	50%	54%
Peer Average	45%	48%	48%	49%	46%
University of Central Arkansas	41%	41%	43%	46%	N/A
Stephen F. Austin State University	44%	48%	52%	54%	N/A
University of Nebraska Omaha	48%	49%	51%	50%	N/A
Murray State University	49%	56%	55%	53%	N/A
Valdosta State University	37%	42%	40%	40%	N/A
Northeastern State University	32%	35%	33%	36%	39%
Georgia College and State University	66%	64%	64%	62%	N/A
Jacksonville State University	37%	42%	41%	46%	50%
University of West Georgia	40%	42%	45%	44%	44%
Southeast Missouri State University	52%	49%	50%	51%	52%
Tennessee Technological University	49%	55%	54%	57%	N/A
Florida Gulf Coast University	48%	48%	50%	53%	N/A

*Peer institution data is sourced from IPEDS except for the most recent year which is not yet published. The most recent year is sourced from the Common Dataset if available.

Table 8.1-7. Number of Bachelor's, Master's, and Doctoral Degrees Awarded*

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
University of Tennessee - Chattanooga	2,489	2,528	2,526	2,569	2,544
Peer Average	2,363	2,352	2,429	2,238	N/A
University of Central Arkansas	2,490	2,412	2,344	N/A	N/A
Stephen F. Austin State University	2,833	2,830	2,853	N/A	N/A
University of Nebraska Omaha	3,201	3,139	3,197	N/A	N/A
Murray State University	2,309	2,061	2,114	N/A	N/A
Valdosta State University	2,247	2,222	2,330	N/A	N/A
Northeastern State University	1,746	1,757	1,873	1,883	N/A
Georgia College and State University	1,555	1,667	1,785	N/A	N/A
Jacksonville State University	1,624	1,672	1,833	1,932	N/A
University of West Georgia	2,362	2,409	2,620	2,895	N/A
Southeast Missouri State University	2,151	2,080	2,278	2,240	N/A
Tennessee Technological University	2,525	2,350	2,389	N/A	N/A
Florida Gulf Coast University	3,310	3,623	3,531	N/A	N/A

*Peer institution data is sourced from IPEDS except for the most recent year, which is not yet published. The most recent year is sourced from the Common Dataset if available.

UTC's 6-year graduation rate of first-time full-time freshmen has increased from 45% for the Fall 2011 cohort to 54% for the Fall 2015 cohort and is well above the peer average. This increase is evidence of UTC's focus on and support of these cohorts of students. Programs and resources that have been put in place can directly result in these types of increases in student success metrics. Similarly, UTC's number of degrees awarded has increased from 2017-2018 to 2020-2021 and has continued to remain above its peer averages.

Another significant utilization of student achievement data is demonstrated through the implementation of the [Institutional Dashboards](#) on OPEIR's website. While these dashboards are not used for official reporting, they serve as a tool to keep administrators, deans, department heads, faculty, and staff knowledgeable about their own programs' data. These data can be used for planning purposes, including considering ways to increase enrollment, retention, and degrees awarded.

THEC's Student Access and Success standard of QAF is designed to provide incentives for institutions to increase the percentage or number of graduates from traditionally underserved populations. UTC's focus populations include adults, first generation, low income, and veteran students. Table 8.1-8 provides the percentage of degrees awarded per 100 full-time equivalents (FTE) for these focus populations along with a three-year benchmark average. The percent attained column contains the percentage of benchmark averages attained during the 2019-20 academic year.

Table 8.1-8. Percentage of Graduates from Focus Populations

Focus Population	2016-2017	2017-2018	2018-2019	3 Yr. Avg	2019-2020	Percent Attained
Adults	41.0	46.2	47.4	44.8	47.4	105.6
First Generation	20.8	21.7	24.0	22.1	21.1	95.3
Low Income	22.0	22.2	22.7	22.3	22.8	102.2
Veterans*	26.1	22.4	20.7	23.1	25.0	108.4

*Population is self-reported

Other than the First Generation students, there has been an increase, compared to the benchmark, for each focus population. The goal is to continue that increase, with a threshold of acceptability of surpassing that three-year average for the next four years of the QAF cycle. It is to UTC's advantage in every way to prioritize these populations and allocate resources appropriately. However, if the percentage of graduates from focus populations does decrease below the threshold of acceptability, QAF points, and, in turn, money, awarded to UTC from the State will be impacted. Because of these high stakes, the number of graduates from these populations is closely monitored and representatives from appropriate offices across campus are prepared to put action steps into place in order to provide a solution to the issue.

Student Retention of Focus Population - First Generation Students

THEC's Student Equity standard of QAF is designed to qualitatively and quantitatively improve outcomes for populations historically underserved in higher education, in alignment with the Tennessee Higher Education Master Plan. The standard directs institutions to enhance the quality of student services and institutional support to increase equity in student outcomes. UTC chose first generation students, defined as a student who reports known parent(s) as not completing college. Table 8.1-9 provides the retention rates for First Generation students, along with a three-year benchmark average. The percent attained column contains the percentage of the benchmark average attained during the 2019-2020 academic year.

Table 8.1-9. First Generation Students Full-Time Fall-to-Fall Retention

AY 1	AY 2	AY 3	3 Yr. Avg	Reporting AY	Percent Attained
2016-2017	2017-2018	2018-2019	3 Yr Avg	2019-2020	Percent
77%	79%	75%	77%	78%	101%

Retention for first generation students increased in 2019-2020 compared to the three-year average retention rate. First generation student enrollment data, 4-year graduation rate, and 6-year graduation rate are shown in Tables 8.1-10, 8.1-11, and 8.1-12 below.

Table 8.1-10. First Generation Enrollment

	First Gen UG	% of All UG
Fall 2021 Enrollment	2,121	21%

Table 8.1-11. First Generation 4-Year Graduation Rate

	First Gen	All UG
Fall 2017 Cohort	27%	35%

Table 8.1-12. First Generation 6-Year Graduation Rate

	First Gen	All UG
Fall 2015 Cohort	49%	54%

While first generation student graduation rates are below those for all undergraduates, they are not far behind. The goal is to continue to increase these graduation rates, as specific programming and resources have been put into place to aid first generation students. The threshold of acceptability is to maintain first generation student graduation rates, even if an increase is not seen. However, if the first generation graduation rate does decrease below the threshold of acceptability, QAF points, and, in turn, money, awarded to UTC from the State will be impacted. Because of these high stakes, the number of graduates from these populations is closely monitored and representatives from the Student Success Programs office are prepared to put action steps into place in order to provide a solution to the issue. In fact, an action plan was provided to THEC in Year 2 of this QAF cycle that outlines plans for increasing the number of first generation students, as well as their graduation rates.

UTC offers First Gen Mocs, a living learning community designed exclusively for student who are the first in their families to go to college, First Gen Mentor Program, where students who are the first in their family to go to college are paired with mentors who are faculty or staff who were also the first in their families to graduate college, and [First Gen Celebration Week](#). UTC takes pride in serving this special population of students and has been recognized as a [First Gen Forward Institution](#) by the Center for First-Generation Student Success.

Student Engagement and Satisfaction Surveys

Engagement is clearly stated as part of UTC's Vision, Mission, and Values. Active engagement is one piece of the mission to be "a driving force for achieving excellence," and the use of student engagement and satisfaction surveys is appropriate and relevant here at UTC. The [National Survey of Student Engagement \(NSSE\)](#) collects information from samples of first-year and senior students at over 600 universities across the United States. Results enable each institution to compare the extent to which its students are actively engaged in various aspects of their undergraduate education with those students at peer institutions within the Southeast and across the U.S. Overall comparisons with peer institutions are used as one of the criteria for additional revenue awarded under the THEC QAF. UTC results are broken out by college, school, and department, and distributed to faculty for use in the annual Outcomes Assessment process as well as in the THEC Program Review process. These results are available on [OPEIR's website](#).

THEC has long established the use of NSSE results to measure student achievement by including institutional comparisons with peers as part of its QAF standards. The comparisons of UTC scores against those of numerous other similar institutions enables the University to more objectively assess the degree to which students are engaging in critical activities and services. Other measures of engagement measured by NSSE include the interactions with a variety of people on the college campus and opportunities to engage with the campus community. UTC has also chosen to use the Advising Module and participates in the Honors Consortium in order to gain additional insight into students' engagement activities and opportunities in which they participate. The established peer groups are used as comparisons when reporting results. Having scores higher than peers is important, as is improving our scores and evaluating them separately from the scores of other institutions. Thresholds of acceptability differ across engagement indicators and high-impact practices, with the ultimate goal being to maintain scores that are higher than our peers. Specific focus will be placed in areas where scores fall below the threshold. This includes intentional allocation of support to these areas, which could include additional staff and financial resources.

Tables 8.1-12a, 8.1-12b, 8.1-13a, and 8.1-13b illustrate first-year student perceptions of engagement over the last four survey administrations compared to our peer groups.

Table 8.1-12a. NSSE Survey Results Question 1 (First-Year)

1. Rate the quality of interactions with the following people at UTC?										
	Students		Academic Advisors		Faculty		Student Services		Other Admin Staff	
	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group
2018*	5.4	5.4	5.6	5.3	5.2	5.3	5.1	5.1	5.0	5.0
2019*	5.4	5.4	5.5	5.3	5.2	5.4	5.3	5.2	5.2	5.1
2020**	5.4	5.4	5.6	5.5	5.2	5.5	5.1	5.3	5.1	5.2
2021**	5.3	5.3	5.5	5.4	5.2	5.4	5.1	5.1	5.0	5.2

*Peer Group is [UTC Comparable Peers](#)

**Peer Group is UTC THEC Peers

Table 8.1-12b. NSSE Survey Results Question 2 (First-Year)

2. How much does UTC emphasize the following:									
	2018*		2019*		2020**		2021**		
	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	
Providing support to help students succeed financially	3.0	3.1	3.0	3.1	3.0	3.1	2.9	3.0	
Using learning support services	3.1	3.2	3.1	3.1	3.0	3.2	2.9	3.1	
Encouraging contact among students from different backgrounds	2.7	2.8	2.7	2.8	2.7	2.8	2.7	2.7	
Providing opportunities to be involved socially	2.9	3.0	3.0	3.0	3.0	3.0	2.8	2.8	
Providing support for your overall well-being	3.0	3.0	2.9	3.0	3.0	3.0	2.8	2.8	
Helping you manage your non-academic responsibilities	2.4	2.4	2.3	2.3	2.3	2.3	2.3	2.3	
Attending campus activities and events	2.8	2.9	2.8	2.8	2.9	2.9	2.6	2.6	
Attending events that address important social, economic, or political issues	2.6	2.5	2.5	2.5	2.5	2.5	2.5	2.3	

*Peer Group is [UTC Comparable Peers](#)

**Peer Group is UTC THEC Peers

Table 8.1-13a. NSSE Survey Results Question 1 (Seniors)

1. Rate the quality of interactions with the following people at UTC?										
	Students		Academic Advisors		Faculty		Student Services		Other Admin Staff	
	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group
2018*	5.6	5.6	5.2	5.3	5.4	5.6	5.0	5.1	4.9	5.0
2019*	5.5	5.6	5.2	5.4	5.4	5.6	5.1	5.0	5.0	5.1
2020**	5.6	5.6	5.2	5.5	5.4	5.7	5.0	5.2	5.0	5.1
2021**	5.5	5.7	5.3	5.3	5.4	5.6	5.1	5.1	5.1	5.2

*Peer Group is UTC Comparable Peers

**Peer Group is UTC THEC Peers

Table 8.1-13b. NSSE Survey Results Question 1 (Seniors)

2. How much does UTC emphasize the following:									
	2018*		2019*		2020**		2021**		
	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	UTC	Peer Group	
Providing support to help students succeed financially	2.9	3.0	2.8	2.9	2.8	3.0	2.8	2.9	
Using learning support services	2.8	2.8	2.7	2.8	2.7	2.9	2.8	2.9	
Encouraging contact among students from different backgrounds	2.5	2.6	2.5	2.6	2.6	2.7	2.6	2.7	
Providing opportunities to be involved socially	2.8	2.9	2.8	2.8	2.8	2.9	2.8	2.8	
Providing support for your overall well-being	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.7	
Helping you manage your non-academic responsibilities	2.0	2.1	2.0	2.1	2.1	2.1	2.1	2.2	
Attending campus activities and events	2.6	2.6	2.5	2.6	2.6	2.7	2.6	2.4	
Attending events that address important social, economic, or political issues	2.4	2.4	2.3	2.3	2.3	2.4	2.4	2.3	

*Peer Group is UTC Comparable Peers

**Peer Group is UTC THEC Peers

UTC's responses from both first-year and senior students have remained consistent over the past four years. Even with the difficulties brought on by the pandemic, it seems that UTC has been able to maintain stability in many of the support and learning areas assessed through NSSE. Additionally, the quality of interactions that students have with other students, academic advisors, faculty, student services staff and other administrative staff has remained consistent. Compared to our peers, UTC has also maintained consistency. It is important to note that for first-year students, the quality of interactions with academic advisors has consistently remained higher than our peers. For senior students, there has been an increase in the reported quality of interactions with their academic advisors and other administrative staff over the past four years. These small gains can have large impacts on students and can provide meaningful experiences over the course of their academic careers.

General Education Exit Exams, Major Field Testing, and Licensing Examination Results

General Education Exit Exams

THEC requires UTC, and every other public institution for higher learning in the state, to evaluate the general education skills of graduating seniors. To satisfy this requirement, UTC administers a comprehensive standardized test of general education content areas (writing, mathematics, reading, and critical thinking) to all baccalaureate graduates each semester. Results of the exam are used to both evaluate the general education curriculum and as one criterion for the awarding of supplemental revenue under the THEC QAF formula. Results are reported within the university community by program and college for use in program planning and evaluation. Beginning with academic year 2010-2011, UTC began using the Educational Testing Service's (ETS) Proficiency Profile Exam (PPE) for general education outcomes assessment. Not only has the ETS PPE continued to align with UTC's general education outcomes, but institutional comparative data is also provided along with two scoring conventions: norm-referenced scores (scaled scores) and criterion-referenced scores (proficiency classifications). Data from the ETS PPE has proven extremely useful across programs and departments, as well as at the institutional level, making this exam an appropriate measure of student success.

Because each public higher education institution is permitted to select their own senior-level assessment to meet the THEC requirement, UTC compares its own skill dimension results from year to year, as these are most relevant when assessing student achievement in this regard. However, because UTC is using a nationally available proficiency test, the University does compare its total mean scores to national averages. While the goal is to continue to increase PPE scores, the threshold of acceptability is to maintain scores that are consistently above the national average for institutions similar to UTC.

ETS PPE results for five academic years are provided in Table 8.1-14 and average total scores are presented in Table 8.1-15 and are also available on OPEIR's website.

Table 8.1-14. ETS PPE Proficiency Results

Skill Dimension	2017-2018			2018-2019			2019-2020			2020-2021		
	Proficient	Marginal	Not Proficient									
Reading Level 1	69%	18%	13%	70%	16%	14%	66%	15%	18%	47%	19%	34%
Reading Level 2	37%	22%	40%	38%	23%	39%	36%	21%	43%	26%	15%	59%
Critical Thinking	3%	21%	76%	4%	20%	76%	4%	20%	76%	5%	11%	84%
Writing Level 1	68%	26%	6%	68%	24%	8%	65%	24%	11%	51%	25%	25%
Writing Level 2	22%	41%	37%	22%	42%	36%	23%	38%	39%	19%	27%	53%
Writing Level 3	12%	24%	64%	13%	24%	63%	12%	24%	65%	7%	22%	72%
Mathematics Level 1	61%	23%	16%	64%	22%	14%	60%	20%	20%	47%	21%	33%
Mathematics Level 2	30%	29%	41%	33%	30%	38%	31%	28%	41%	23%	26%	51%
Mathematics Level 3	7%	17%	76%	8%	18%	75%	7%	17%	76%	7%	15%	78%

Table 8.1-15. ETS PPE Mean Scores

Year	N	UTC Mean Score	National Mean
2017-2018	1634	447.35	443.20
2018-2019	1594	447.66	441.10
2019-2020	1619	446.72	442.10
2020-2021	2044	441.07	439.10
2021-2022	1998	441.14	437.10

While the overall mean score for UTC has decreased, so has the national mean. Even with this decrease in scores, UTC has been able to maintain a mean score higher than the national mean, which has been the goal. However, percentages in the proficient categories for each skill dimension show a decrease in 2020-2021. This decrease in proficiency percentages could be due to the pandemic, as students have been impacted in multiple ways.

If scores do fall below the threshold of acceptability, UTC is prepared to allocate resources to the necessary units in Academic Affairs to help increase scores. Departments that house courses specific to the general education program will be assessed to determine need for monetary support and other resources that would help students succeed.

Major Field Tests

THEC also requires each public institution for higher learning to evaluate the knowledge and expertise students obtain within each major area of study. Major field test results are used to demonstrate student achievement in the academic programs for THEC's QAF allocations, program reviews, and as an additional assessment of program-level student learning outcomes.

A specific subset of all programs at UTC are required to test all graduating seniors during one academic year of the five-year THEC QAF cycle. Content specific examinations which measure skills and knowledge appropriate to specific academic disciplines, such as History, Psychology, and Business, are administered to graduating seniors each fall and spring semester on a 5-year cycle that corresponds with THEC's Program Review schedule. Students within these fields are tested during the academic year prior to their program's review, so that results can be used in the self-study that is a requirement of Program Review. These exams are used both for QAF allocations by THEC and by faculty and administrators for program enhancement. The ETS Major Field Test (MFT) and the Areas of Concentration Achievement Tests (ACAT) are used for testing within the major fields and provide national data for comparison. UTC's goal is to continue to increase major field scores, with a threshold of acceptability of exceeding the national averages for the scores of all programs for which field tests are administered. Because of the tie to QAF funding and the way the results are used at the programmatic and departmental level, major field tests are an appropriate measure of student success.

Average major field test scores for each UTC program over a five-year period are noted in Table 8.1-16 and are also available on [OPEIR's website](#).

Table 8.1-16. Major Field Test Scores 2017-18 to 2021-22

Major	N	UTC Average	National Average
2017-2018			
English	38	148.40	153.10
Political Science	15	441.30	500.00
Psychology	76	465.60	500.00
2018-2019			
Computer Science	36	139.97	148.10
Criminal Justice	72	151.75	151.50
2019-2020			
Communication	65	24.20	16.90*
Economics	1	159.00	155.00
Engineering Technology Management	7	81.60	86.00
2020-2021			
Biology	105	146.80	151.40
Geology	7	509.90	500.00
History	14	528.20	500.00
2021-2022			
No Testing Scheduled (see THEC MFT schedule)			

*Communication administered a locally developed test; comparative scores are based on pilot test results

Results of major field tests show that while many programs meet the goal of exceeding the national average for their major field, there are some programs that will continue to work to achieve that goal. Programs and departments put plans into place based on the results of these major field tests in order to prepare students with knowledge and skills they will need in the future. These major field tests are based on knowledge and skills required to excel in a specific discipline or area and by using them as an assessment, the results provide valuable feedback to programs. This feedback results in curriculum changes as well as programmatic and assessment-related changes that improve students' experience and provide them with a foundation for success.

If scores do fall below the threshold of acceptability, UTC is prepared to allocate resources to the necessary units in Academic Affairs to help increase scores. Departments that house programs required to have students take major field tests will be assessed to determine need for monetary support and other resources that would help students succeed.

Licensure Exams

Graduates of many professional programs are required to complete state licensing examinations which assess the level of competence necessary to practice the profession. Such exams are given to graduates of the teacher education and nursing programs. Through the 2019-2020 academic year, engineering programs also reported licensing information, but since it is not a requirement to be licensed to practice in the field, THEC no longer requires those scores to be reported annually. However, they are reported, following the same requirements as other programs, for major field testing.

In addition to licensure requirements for professional practice, THEC requires institutions to report licensure examination results for these programs. These results are monitored and used in planning and program evaluation by the departments offering the licensure program. UTC's goal is to increase licensure exam scores, with the threshold of acceptability being to exceed the national averages for exams across all majors. Results of licensure exams are provided in Table 8.1-17 and are available on [OPEIR's website](#).

Table 8.1-17. Licensure Exam Scores 2017-18 to 2021-22

Major	No. Tested	No. Passed	UTC Pass Rate	Comparative Pass Rate
2017-2018				
Middle Grades Education	7	7	100.0%	98.0%
Early Childhood Education	74	74	100.0%	99.0%
Secondary Education	18	18	100.0%	99.0%
Chemical Engineering	0	0	0.0%	0.0%
Civil Engineering	10	3	30.0%	66.1%
Electrical Engineering	4	2	50.0%	57.5%
Mechanical Engineering	4	2	50.0%	65.6%
Health & Human Performance	2	2	100.0%	95.0%
Nursing	76	74	97.4%	87.1%

2018-2019				
Middle Grades Education	8	7	87.5%	74.0%
Secondary Education	31	28	90.3%	74.0%
Chemical Engineering	2	2	100.0%	77.0%
Civil Engineering	29	15	51.7%	67.0%
Electrical Engineering	13	9	69.2%	65.0%
Mechanical Engineering	13	9	69.2%	55.0%
Health & Human Performance	4	2	50.0%	74.0%
Nursing	78	77	98.7%	88.0%
2019-2020				
Middle Grades Education	9	9	100.0%	96.0%
Interdisciplinary Educational Studies	58	55	94.8%	96.0%
Secondary Education	30	28	93.3%	96.0%
Chemical Engineering	1	0	0.0%	73.0%
Civil Engineering	21	12	57.1%	68.0%
Electrical Engineering	10	4	40.0%	68.0%
Mechanical Engineering	8	6	75.0%	77.0%
Health & Human Performance	6	5	83.3%	96.0%
Nursing	67	67	100.0%	88.1%
2020-2021				
Middle Grades Education	3	3	100.0%	98.3%
Interdisciplinary Educational Studies	68	68	100.0%	98.3%
Secondary Education	36	35	97.0%	98.3%
Health & Human Performance	5	5	100.0%	98.3%
Nursing	73	72	99.0%	86.6%
2021-2022				
Middle Grades Education	14	14	100.0%	97.7%
Interdisciplinary Educational Studies	37	36	97.0%	97.7%
Secondary Education	75	74	99.0%	97.7%
Health & Human Performance	11	11	100.0%	97.7%
Nursing	66	63	96.0%	82.4%

UTC maintains institutional pass rates above the national pass rates in many licensure programs. Beginning in 2020-2021, Engineering licensure exams were not included in this reporting due to a change in requirements for reporting to THEC, as those graduating with degrees in Engineering are not required to be licensed. For other licensure programs, UTC continues to meet its goal of achieving pass rates above the national average. In 2021-2022, UTC continued this trend. If scores do fall below the threshold of acceptability, UTC is prepared to allocate resources to the necessary units in Academic Affairs to help increase scores. Departments that house programs required to have their students take major field tests will be assessed to determine need for monetary support and other resources that would help students succeed.

Post Graduation Outcomes Employment and Placement Survey and Handshake Usage

UTC has been dedicated to the success of its graduates for many years and to gauge that success once they leave the institution, data have been captured in various ways. For the last six years, an employment and placement survey has been administered to graduating students beginning during their last semester. Invitations to participate are sent via email and contain a direct link to the survey. The survey remains open for 12 months after graduation to collect further information and to give graduates an opportunity to update any information that was previously entered. If their employment status or plans after graduation change, they are able to update their survey responses to reflect those changes.

Questions on the survey align with UTC's mission in several ways, but the main point is that data collected from the survey give the institution and specific degree program administrators insight into whether their graduates continue their education, seek employment, or pursue other options. Additionally, information is captured regarding whether graduates who are working feel that their position is related to their degree program. The criteria used to measure whether UTC is meeting their goals include:

- increase in the percentage of graduates employed full-time after graduation
- increase in the percentage of graduates pursuing another degree
- increase in the percentage of graduates stating their position is directly or somewhat related to their degree program
- increase in the percentage of students working in Chattanooga and the state of Tennessee

To help students meet employment and education goals, UTC uses Handshake, a platform that allows students and alumni, to search and apply for part-time on- and off-campus jobs, internships, and degree-required opportunities off-campus, and schedule appointments with the Job Location & Development Coordinator to gain assistance with resume writing and to discuss the benefits of part-time work. All students have access to Handshake, even after they graduate, and once they create their profile, they immediately have access to everything available in the platform. In total, 3,544 students have completed a profile within Handshake, with the majority of students being seniors (1,839). From January 1, 2022, to May 30, 2022, 9,480 employers submitted employment opportunities for a job, an internship, a fellowship, or a cooperative education experience. Employer locations include the major cities in Tennessee (Chattanooga, Knoxville, Nashville, and Memphis) as well as Charlotte, NC, Birmingham, AL, and Atlanta, GA. Historically, there have been 30,785 applications submitted, with 7,664 of them being reviewed.

Many offices and departments at UTC use Handshake to recruit employees. Across campus, 84 employer accounts (59 distinct areas) have been structured to be able to recruit through Handshake. As of May 2022, 39 hiring records in Handshake are attributed to UTC hiring departments (Chemistry Lab Teaching Assistants, Physics and Astronomy Lab Teaching Assistants, Peer Influencer/Financial Coach/Student Support Services Tutor).

Results of the employment and placement survey show that from 2017-2018 through 2019-2020, fewer graduates are employed full-time, but more graduates are pursuing another degree (Table 8.1-18). Although we see the decline in the percentage of graduates who are employed full-time, there is an increase in the percentage of graduates seeking employment (Table 8.1-18). UTC's goal is to increase percentages for graduates employed full-time and graduates pursuing another degree, with the threshold of acceptability set to maintaining the 2019-2020 percentages (44.8% and 12.2%).

Table 8.1-18. Primary Status after Graduation

	2017-2018		2018-2019		2019-2020	
	#	%*	#	%*	#	%*
Employed Full-Time	397	67.2	215	74.1	309	44.8
Employed Part-Time	51	8.6	8	2.8	69	10.0
Pursuing another degree	54	9.1	31	10.7	84	12.2
Seeking Employment	63	10.7	29	10.0	217	31.4

Of the graduates who indicated they were currently employed, the percentage of those responding that their position is directly related to their degree program has shown a slight decrease over the time period represented, and the percentage responding that their position is somewhat related to their degree program slightly increased from 2017-2018 to 2019-2020 (Table 8.1-19). UTC's goal is to increase this percentage for both categories and has set a threshold of acceptability of 50.8% and 28.6%, respectively, for each of the categories, which are the percentages reported for 2019-2020.

Table 8.1-19. Relevance of Job to Degree Program

	2017-2018		2018-2019		2019-2020	
	#	%*	#	%*	#	%*
My position is directly related to my degree program	216	59.8	75	49.3	135	50.8
My position is somewhat related to my degree program	91	25.2	48	31.6	76	28.6

Table 8.1-20 provides data related to the number of graduates working in Chattanooga and Tennessee. While the percentage of graduates employed in Chattanooga has shown a slight decrease, overall, the percentage employed in the state of Tennessee has increased.

Table 8.1-20. Graduates Working in Chattanooga and Tennessee

	2017-2018		2018-2019		2019-2020	
	Chattanooga	Tennessee	Chattanooga	Tennessee	Chattanooga	Tennessee
Baccalaureate	42.3%	59.7%	78.0%	78.8%	61.3%	84.2%
Certificate	0.0%	0.0%	0.6%	0.5%	0.0%	0.0%
Masters or Education Specialist	43.1%	50.0%	20.7%	20.2%	52.1%	70.8%
Doctoral	15.4%	53.8%	0.6%	0.5%	12.5%	37.5%

Response rates for the employment and placement survey are provided in Table 8.1-21. Although these response rates are low, UTC is working towards increasing them in order to gain more meaningful data. Improvements have been made to the survey administration process over the past several years, and for Spring 2022 graduates, the emails containing the invitation to participate in the survey will be tailored to each individual. Deans were asked to craft personal messages to their graduates, and additional measures are being put into place to increase response rates, such as drawings for gift cards and other incentives.

Table 8.1-21. Employment and Placement Survey Response Rates

2017-2018		2018-2019		2019-2020	
N	%	N	%	N	%
591	26.1	290	11.1	690	26.3

While we have not seen the increases across each response for each year, we have seen increases across the 3-year timeframe. Continued efforts to increase response rates should help gain better understanding of areas where resources should be allocated and where focus should be applied. As stated in UTC's mission, "...we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity." In order to achieve our mission and provide students with a platform for success, UTC will continue to focus on providing resources and opportunities for students "by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community" (UTC Mission).

Additional data sources are another way to gain insight into placement rates of UTC graduates in the state of Tennessee. P20 Connect TN, a longitudinal data system developed by the State of Tennessee, indicates that the majority of graduates are employed in Tennessee in the calendar year following graduation (Table 8.1-22). There is no indication of whether these graduates are working in fields directly related to their degree. Included in the data are those employed part-time and those working in the retail and food service industries, therefore estimates are higher than if not captured. While this percentage has dropped, although not by a significant amount, UTC's goal is to maintain having 78.7% employed in Tennessee, which is an appropriate benchmark and threshold of acceptability; it is feasible and provides a solid starting point for measurement.

Table 8.1-22. Employment Estimates following Graduation

Academic Year of Graduation (Fall to Summer)	% Employed in Tennessee in the Following Calendar Year
2016-2017	81.4%
2017-2018	80.9%
2018-2019	80.2%
2019-2020	78.7%

Specific offices, departments, and individuals are responsible for increasing the response rate and responses in each of the specified categories. Attending student events that are focused on graduating seniors, targeting students groups with individualized emails, and having faculty, staff, and administrators communicate the importance of the Employment and Placement Survey are all ways that UTC hopes to engage students. Plans are being developed that include action steps to take if percentages drop below the threshold of acceptability for any question or for the overall response rate.

Conclusion

It is evident that UTC is in compliance with Standard 8.1, based on the evidence above. UTC evaluates success in respect to student achievement consistent with its mission. Several assessments are used to measure student achievement including enrollment data, course data, credit hour completions, graduates and credentials earned, standardized exams, and employment and placement data. The data are gathered and reviewed in order to increase student success and to make institutional improvements where needed. To that end, the statistical measurements ensure the enhancement of university effectiveness overall.

Sources

-  [2015-20 Strategic Plan](#)
-  [2021-25 Strategic Plan](#)
-  [ACAT Info](#)
-  [Academic Exploration](#)
-  [Advising Resources](#)
-  [CASA - Supplemental Instruction](#)
-  [CASA - tutoring](#)
-  [Center for Academic Support and Advisement](#)
-  [Complete College Tennessee Act](#)
-  [Complete College Tennessee Act Dashboards](#)
-  [ETS MFT Info](#)
-  [ETS PPE](#)
-  [First Gen Celebration Week](#)
-  [First Gen Forward Institution](#)
-  [Freshman and Transfer AIQ Guides](#)
-  [Grade Distribution Reports](#)
-  [Institutional Dashboards](#)
-  [Licensure Exams](#)
-  [MFT Schedule](#)
-  [Major Field Tests](#)
-  [NSSE Information](#)
-  [NSSE Results](#)
-  [OPEIR Data Archives](#)
-  [OPEIR Web Archives Grade Distribution webpage](#)
-  [OPEIR Website](#)
-  [Peer Academic Coaching](#)

-  Retention and Graduation Rates
-  Retention and Migration Rates
-  Satisfactory_No Credit Grading_Email Spring 2020
-  THEC Quality Assurance Funding
-  THEC_2015-20 Quality Assurance Funding Guidebook
-  THEC_2020-25 Quality Assurance Funding_Guidebook_Dec 7 2020
-  TN State Master Plan
-  Tips for Academic Success
-  UTC Mission, Vision, Values
-  UTC Peer Institutions

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

Compliant Non-Compliant Not Applicable

Narrative

Educational programs at the University of Tennessee at Chattanooga (UTC) identify expected student learning outcomes (SLOs), assess the extent to which SLOs are achieved, and provide evidence of seeking improvement based on the analysis of the results. UTC maintains a strong, ongoing, university-wide commitment to the comprehensive, regular, and systematic assessment of student learning outcomes in all its educational programs as part of its efforts to foster continuous improvement.

The first section of this narrative describes the student learning outcomes assessment process at UTC, while the second section provides evidence that UTC's degree and certificate programs (a) identify expected learning outcomes; (b) assess the extent to which those outcomes are achieved; and (c) provide evidence of continuous improvement based on analysis of assessment results.

Outcomes Assessment Process at UTC

UTC assesses student learning outcomes on an annual basis in all undergraduate, graduate, and professional degree and certificate programs. Faculty, program coordinators, directors, and department heads play a central role in all aspects of the educational program assessment process: the establishment of student learning outcomes, development of assessment plans, assessment, reporting, review of assessment reports, and the use of assessment findings to make program improvements.

UTC uses the Anthology - Planning platform to maintain assessment plans and associated data. The assessment cycle encompasses the entire academic year with a reporting deadline of September 30 of the next year. An Outcomes Assessment Timeline is available on the Assessment and Institutional Effectiveness webpage. While educational programs are expected to have every component of the outcome entered by the final deadline, there are scaffolding due dates and reminders through the year to ensure the process is efficient and effective. Documentation, including instructions and other resources, is provided by the Office of Planning, Evaluation, and Institutional Research (OPEIR) as part of its responsibility in ensuring the process is followed and institutional requirements are met. Resources available on the Assessment and Institutional Effectiveness webpage include information related to developing outcomes, assessing outcomes and using results for continuous improvements, and additional supporting resources such as sample curriculum maps and sample rubrics. UTC's Walker Center for Teaching and Learning provides support to faculty in many ways, including links to Classroom Assessment Techniques and Test Design to Enhance Learning.

A new platform began to be used as a repository for outcomes assessment information in 2015. Since that time, UTC has had the opportunity to adjust the way the platform looks, include additional information as part of the data and information collection process, collect feedback from individuals and departments across campus, and tailor Anthology - Planning culminating in a platform that serves the needs of the campus and the assessment work being completed.

An important feature in Anthology - Planning is the ability for individual outcomes to be linked to UTC's Strategic Plan, mission, vision, and values, as well as the ability to link to the outcomes/goals of the larger unit or college. There are several components required to be entered for every outcome by each academic program, including the following (Figure 8.2.a-1):

- Student Learning Outcome Title
- Student Learning Outcome Description
- Reporting Cycle Outcome Last Assessed
- Means of Assessment
- Course(s) Associated with SLO
- Criteria for Success
- Assessment Data (Results)
- Follow Up Actions Planned
- Continuous Improvement
- Progress

Figure 8.2.a-1. Required Outcome Fields in Anthology - Planning

Student Learning Outcome Title *

Enter a Student Learning Outcome title that briefly states the expected knowledge, skill, or competency the students are expected to demonstrate as a result of completing the program.

New Student Learning Outcome Item

Student Learning Outcome Description

Enter description of the Student Learning Outcome.

File Edit View Insert Format Tools Table
Paragraph B I
Rich text editor interface for the Student Learning Outcome Description.

Reporting Cycle Outcome Last Assessed

Please indicate the last time this outcome was assessed. If this is a new outcome enter "New" in the field.

Text input field for Reporting Cycle Outcome Last Assessed.

Means of Assessment

How will you measure the results of the outcome? Select from the list what type of assessment is being used. More than one method of assessment can be selected. NOTE: Grades do NOT provide adequate feedback to students' performance because grades represent overall competency of students and do not identify strengths and weaknesses on specific learning outcomes.

- Comprehensive Exam
- Critical Thinking Test
- Embedded Course Work
- Internship/Practicum/Capstone
- Licensure Exam
- Number (Count)
- Oral defense/Presentation
- Portfolio
- Publications
- Rubric
- Senior Exit Exam
- Survey
- Thesis/Dissertation
- Other

Course(s) Associated with SLO

Enter courses associated with this Student Learning Outcome.

File Edit View Insert Format Tools Table
Paragraph B I
Rich text editor interface for Course(s) Associated with SLO.

Plan Item Files

There are no attachments.

+ File + Folder

Criteria for Success

For each assessment type, enter the beginning status, or number, to which you will compare the results.

File Edit View Insert Format Tools Table
Paragraph B I
Rich text editor interface for Criteria for Success.

Plan Item Files

There are no attachments.

+ File + Folder

Assessment Data (Results)

Click in the box to enter your data. Once the information is entered, click out of the box and your information will be automatically saved. You can include attachments (Word, Excel, html, pdf, and PowerPoint) once your information has been saved. Make sure all attachments do not have any student identifying information (Name, UTC ID, etc.). If you include an attachment, provide a brief overview of that attachment.

File Edit View Insert Format Tools Table
Paragraph B I
Rich text editor interface for Assessment Data (Results).

Plan Item Files

There are no attachments.

+ File + Folder

Follow Up Actions Planned

Click in the box to enter what actions will be taken in the upcoming years based on the results. For example, if the process is not complete or if some of the actions will take more than one reporting cycle to complete, enter a start plan here. See <https://www.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/assessment-and-institutional-effectiveness/raising-assessment-results-for-some-ideas-on-how-to-improve-programs-and-services>.

A screenshot of a rich text editor interface. The menu bar includes File, Edit, View, Insert, Format, Tools, and Table. The toolbar contains icons for undo, redo, paragraph style, bold, italic, bulleted list, numbered list, decrease indent, increase indent, link, unlink, and a dropdown menu. The main text area is empty.

Plan Item Files

There are no attachments.

+ File + Folder

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

A screenshot of a rich text editor interface, identical in structure to the one above, with a menu bar, toolbar, and empty text area.

Progress

A screenshot of a dropdown menu with a downward-pointing arrow.

Components that are not required but could prove helpful to programs and those with assessment responsibilities include (Figure 8.2.a-2):

- Relation of Means of Assessment to the Outcome
- Status and Improvements Made During the Reporting Cycle

Figure 8.2.a-2. Additional Outcome Fields in Anthology - Planning

Relation of Means of Assessment to the Outcome

Describe how this means of assessment is related to the outcome.

A screenshot of a rich text editor interface, identical in structure to the others, with a menu bar, toolbar, and empty text area.

Actions Taken and Improvements Made During the Reporting Cycle

Changes that occurred during the Reporting Cycle that could have affected your assessment results should be entered here. Click in the box to enter any information related to what your department did that may have impacted the results. This might include implementation of a new process, change in personnel, new or revised policy, etc.

A screenshot of a rich text editor interface, identical in structure to the others, with a menu bar, toolbar, and empty text area.

Plan Item Files

There are no attachments.

+ File + Folder

Detailed descriptions of each of these components are provided in the [Anthology - Planning User Guide](#) and short descriptions of what is expected to be entered in each of the fields are provided in [Anthology - Planning](#). The Progress field is updated throughout the cycle to indicate (1) which outcomes are being assessed for the current cycle or not being assessed for the current cycle; (2) when an outcome is completed and ready for review; (3) when an outcome is completed and should not be rolled over as part of the new cycle or when an outcome is cancelled (no longer applies) and should not be rolled over as part of the new cycle. Programs, departments, colleges, offices, and units are asked to use both direct and indirect measures in their outcomes assessment.

OPEIR not only provides resources and information related to outcomes assessment but offers training and brainstorming sessions and provides feedback to programs related to their outcomes through the cycle. There are specific periods built into the timeline for these offerings, and feedback is sent to those responsible for entering outcomes assessment information into Anthology - Planning and also to coordinators, directors, department heads, deans, unit heads, vice provosts, and vice chancellors, as appropriate. The outcomes assessment process should not be completed in isolation and it is important for all involved to be in the communication loop.

UTC's Director of Assessment, in OPEIR, is responsible for maintaining the assessment process, confirming guidelines are followed and requirements are met, and providing feedback to ensure that continuous improvement is taking place. The Outcomes Management Analyst works closely with the Director of Assessment to help maintain access to Anthology - Planning, provide support in the form of troubleshooting and training users through the platform, and to take inventory of what is captured in the platform to be sure required information is available to the Director of Assessment.

A spreadsheet has been developed to help keep track of each office, department, and unit's progress in the Outcomes Assessment Cycle. For internal tracking purposes, offices, departments, and units are divided into two categories, academic and non-academic, as shown in the spreadsheet. For SACSCOC purposes, these areas are separated into the three distinct areas of administration, educational programs, and academic and student services. This spreadsheet is used to compile information and then feedback is provided to those responsible for assessment. Once corrections and changes have been made based on feedback, department heads and supervisors are brought into the feedback cycle and are provided with information on their areas' strengths and challenges. The spreadsheet is updated multiple times each cycle and feedback is provided throughout the year. The final piece of feedback provided includes recommendations for improvements to outcomes assessment information in future cycles.

The spreadsheet is used in tandem with the [Outcomes Assessment Rubric](#). This rubric is used to monitor the quality of outcomes that have been established, and the goal is for all outcomes to be SMART - Specific, Measurable, Attainable, Realistic, and Timed. Rubric scores reflect how SMART outcomes are as they are entered into Anthology - Planning. This score, along with the specific feedback regarding all components of the outcome, is used for continuous improvement. Rubric scores are aligned with three distinct outcome categories: emerging, acceptable, and exceptional (Table 8.2.a-1).

Table 8.2.a-1. Outcome and Rubric Categories by Rubric Score

Outcome Category	Rubric Category	Rubric Score
Emerging	Does not Meet Expectations	0
Acceptable	Partially Meets Expectations	1
Exceptional	Meets or Exceeds Expectations	2

We have seen the number of educational programs in the "Exceptional" category increase from 15 (17.24%) in 2016-2017 to more than 60 (76.92%) in 2020-2021. While continuous improvement in the outcomes seems like an obvious path, what might not be as clear is the fact that with this improvement comes improvement in educational programs. By developing, assessing, and addressing these outcomes, we are able to provide the continuous improvement necessary for our students to receive the liberal arts education they are promised while nurturing a culture of creativity, scholarship, and innovation through the pursuit of excellence in all that we do.

Outcomes Assessment Status and Examples

Over the past several years, UTC has improved its Outcomes Assessment process in many ways. Importantly, the number of educational programs that comply with the requirements of the process has drastically increased. For educational programs, we have seen participation in brainstorming and training sessions increase, the number of responses to feedback emails increase, and the number of requests to present outcomes assessment information to groups, both large and small, increase.

A list of programs and departments that fall under Standard 8.2.a and are expected to meet the requirements of the student learning outcomes assessment process is provided. Table 8.2.a-2 provides the number and percentage of programs that have submitted information as part of the outcomes assessment process over the past 5 years.

Table 8.2.a-2. Completion/Participation of Educational Programs

% completed	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
<50% completed	38	43.68	31	38.27	26	31.33	32	37.65	6	7.69
50-74% completed	13	14.94	9	11.11	17	20.48	7	8.24	11	14.10
75-100% completed	36	41.38	41	50.62	40	48.19	46	54.12	61	78.21

Table 8.2.a-3 provides links to outcomes and associated results for each academic program. Programs without links to assessment information did not provide the required outcomes and associated results for that year.

Table 8.2.a-3. Academic Programs - Outcomes and Associated Results

	2018-2019	2019-2020	2020-2021
College of Arts and Sciences			
Art Department			
BA Art	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BFA Art	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Biology, Geology, and Environmental Sciences Department			
BS Biology	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS ESC	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS Geology	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MS Environmental Science	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Chemistry and Physics Department			
BS Chemistry	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS Physics	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Communication Department			
BS Communication	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
English Department			
BA English and American Language and Literature		Outcomes Assessment Information	Outcomes Assessment Information
MA English	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information

History Department			
BA History	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Mathematics Department			
BS Math	Outcomes Assessment Information		Outcomes Assessment Information
MS Math	Outcomes Assessment Information		Outcomes Assessment Information
PB Computational and Applied Statistics Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
Military Science Department			Outcomes Assessment Information
Modern and Classical Languages and Literature Department			
BA Modern and Classical Languages and Literature	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BA Humanities	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Performing Arts			
Music Department			
BA Music	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BM Music	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MM Music	Program currently on hold - moratorium on admission of students	Program currently on hold - moratorium on admission of students	Program currently on hold - moratorium on admission of students
Theatre and Speech Department			
BA Theatre	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Philosophy and Religion Department			
BA Philosophy and Religion	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Political Science and Public Service Department			
BS POLS	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MPA Public Administration	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
PB Public Administration Non-Profit Management Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
Psychology Department			
BS Psychology	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MS Psychology	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Social, Cultural, and Justice Studies Department			
BS Criminal Justice	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS Sociology and Anthropology/BA Anthropology	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MSCJ Criminal Justice	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Rollins College of Business			
Accounting Department			
BSBA Accounting	Outcomes Assessment Information		Outcomes Assessment Information
MAcc Accounting	Outcomes Assessment Information		Outcomes Assessment Information
Management Department			
BSBA Management			Outcomes Assessment Information
BSBA Human Resource Management	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Marketing and Entrepreneurship Department			

BSBA Marketing	Outcomes Assessment Information		Outcomes Assessment Information
BSBA Entrepreneurship	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Finance and Economics Department			
BSBA Finance	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BA Economics	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BSBA Economics	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MBA Business Administration	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MSDA Data Analytics	Program did not exist		Outcomes Assessment Information
PB Business Analytics Certificate	Not enough students enrolled	Outcomes Assessment Information	Outcomes Assessment Information
College of Engineering and Computer Science			
Civil and Chemical Engineering Department			
BSCE Civil Engineering	Outcomes Assessment Information		
BSChE Chemical Engineering	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MS Engineering		Outcomes Assessment Information	Outcomes Assessment Information
PB Power System Protection Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PB Sustainable Electric Energy Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
Computational Science Department			
PhD Computational Science	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Computer Science Department			
BS CPSC	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BSCpE Computer Engineering	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MS Computer Science	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
PB Biomedical Informatics	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
Electrical Engineering Department			
BSEE Electrical Engineering	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
PB Smart Power Distribution Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PB Smart Grid Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
Engineering Management and Technology Department			
BAS Mechatronics	Not enough students enrolled	Outcomes Assessment Information	Outcomes Assessment Information
BS Engineering Technology Management	Outcomes Assessment Information		Outcomes Assessment Information
MS Engineering Management	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
PB Quality Management Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PB Logistics and Supply Chain Management Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PB Construction Management Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PB Project and Technology Management Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
Mechanical Engineering Department			
BSME Mechanical Engineering	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information

College of Health, Education, and Professional Studies			
Health and Human Performance Department			
BS HHP: Dietetics	Outcomes Assessment Information	Program Phasing Out	Program Closed
BS HHP: Exercise Science	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS HHP: K-12	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS HHP: Sport, Outdoor Recreation, and Tourism Management	Outcomes Assessment Information		Outcomes Assessment Information
MS Athletic Training	Outcomes Assessment Information		Outcomes Assessment Information
MPH Public Health	Not enough students enrolled	Not enough students enrolled	Outcomes Assessment Information
Occupational Therapy Department			
OTD Occupational Therapy			Outcomes Assessment Information
Physical Therapy Department			
DPT Physical Therapy	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Professional Studies Department			
BIS Integrated Studies	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
BS Interior Architecture	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
PB Historical Preservation Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PB Sustainable Design Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
BSW Social Work	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MSW Social Work	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
EdD/PhD Learning and Leadership	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
EdS Adv. Ed. Practice: School Psychology	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MEd Counseling	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
PM Clinical Mental Health Certificate	Not enough students enrolled	Not enough students enrolled	Not enough students enrolled
PM School Counseling Certificate	Not enough students enrolled	Not enough students enrolled	Outcomes Assessment Information
School of Education Department			
Advanced Licensure Programs	Combination of programs for reporting in development	Combination of programs for reporting in development	Outcomes Assessment Information
Embedded and CTE Programs	Combination of programs for reporting in development	Combination of programs for reporting in development	
Initial Licensure Programs	Combination of programs for reporting in development	Combination of programs for reporting in development	Outcomes Assessment Information
School of Nursing Department			
BSN Nursing	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
DNP (captures DNP:PM)	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
DNP-ADMIN (captures BSN-DNP)	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MSN-ACNPAG (captures PM-certificate)	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MSN-FNP (captures PM certificate)	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
MSN-NA (captures PM cert)	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information

Southeast Center for Education in the Arts (Arts Based Collaborative)		Outcomes Assessment Information	Outcomes Assessment Information
General Education	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Honors	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information

Beginning in academic year 2020-2021, academic areas were required to provide information regarding continuous improvement based on their outcomes assessment results and processes. Prior to this requirement, improvement was recognized through conversations and anecdotal evidence, with the intention of prompting discussion and increasing attention to the goal of continuous improvement. Not all areas completed the continuous improvement information for their outcomes, but even in those cases, it is apparent that continuous improvement is taking place across campus.

Continuous improvement is seen as the connection between assessments and results from the previous year to the current year. In communicating with those responsible for outcomes assessment, it is important to provide examples and clear expectations for each required element of the outcomes assessment process. Follow-up actions are an indication of the plans going forward based on assessment results. Essentially, what do the results mean and how will they be used to inform what you do next? Specific instructions and detailed information are sent to those responsible for outcomes assessment multiple times per cycle, as noted in the [Outcomes Assessment Timeline](#). Due in part to increased communication and clear expectations, the quality of information entered into Anthology - Planning has improved. In turn, there is greater evidence of continuous improvement across programs. Table 8.2.a-4 provides examples of continuous improvement efforts for several academic programs. The examples are in no particular order but do contain evidence from across all colleges and program levels.

Table 8.2.a-4. Examples of Continuous Improvement Efforts

Academic Program	Outcome Title with Link to Continuous Improvement
BS Biology	Formulate Questions and/or Hypotheses
BS Communication	Apply Concepts
BA History	Research Strategies
BA MCLL	Critical Analysis
BS POLS	Engaged in Independent and Original Thought
MPA Public Administration	Ability to Lead and Manage
BSBA Economics	Quantitative
BSBA Finance	Risk and Return
Arts Based Collaborative	Fine Arts Teacher Candidates
MPH Public Health	Support and Enhance Community Engagement
DPT Physical Therapy	Leadership Development
PhD/EdD Learning and Leadership	Doctoral Program Completion
EdS School Psychology	Content Knowledge
BSN (RN-BSN)	Embrace Values
DNP	Integrate Knowledge
Honors	Critical and Creative Thinking

Finally, the new 2021-2025 Strategic Plan that was formally adopted in October 2021 was developed using feedback and data from the previous plan. The outcomes are now SMART - Specific, Measurable, Attainable, Realistic, and Timed, which provides a foundation to build continuous improvement efforts across campus in many ways. Outcomes for individual offices and programs align with elements of their larger units, which also align to the 2021-2025 Strategic Plan. This alignment ensures efficient, effective processes which support UTC's mission of being a "driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." Further, "at UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity." By starting at the program level and building up, the structure of the outcomes assessment process is strong, and UTC continues to develop and support a culture of assessment throughout the institution.

Conclusion

UTC is in compliance with Standard 8.2.a.

Sources

-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 10\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 101\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 107\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 124\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 125\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 126\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 128\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 131\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 134\)](#)
-  [2018-2019 Outcomes Assessment Report 8.11.2022 v2 \(Page 143\)](#)

-  2020-2021 Outcomes Assessment Report 8.11.2022 (Page 72)
-  2020-2021 Outcomes Assessment Report 8.11.2022 (Page 76)
-  2020-2021 Outcomes Assessment Report 8.11.2022 (Page 83)
-  2020-2021 Outcomes Assessment Report 8.11.2022 (Page 86)
-  2020-2021 Outcomes Assessment Report 8.11.2022 (Page 93)
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-  2020-21 Analysis February 2022 Updated Detailed Analysis
-  2020_21_Analysis_February_2022_Updated_Detailed_Analysis Non-Academic
-  2020_21_Analysis_February_2022_Updated_Detailed_Analysis Non-Academic (Page 6)
-  Assessment and Institutional Effectiveness webpage
-  Classroom Assessment Strategies
-  List of Academic Programs for 8.2.a
-  OPEIR
-  Outcomes Assessment Timeline 6.3.21
-  Sociology-Anthropology-3 yr Report
-  Sociology-Anthropology-3 yr Report (Page 3)
-  Sociology-Anthropology-3 yr Report (Page 6)
-  Test Design to Enhance Learning
-  UTC-Anthology-Combined Guide - 3.16.2022 final

8.2.b

Student Outcomes: General Education

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:

- b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) identifies expected outcomes, assesses the extent to which those outcomes are achieved, and provides evidence of seeking improvement based on the analysis of assessment results for general education competencies of undergraduate degree programs. To that end, UTC has spent over a decade working to improve the assessment of general education learning outcomes to 1) better serve our students, 2) better understand areas for improvement, 3) refine our outcomes to make them more clearly measurable, and 4) address changes in the SACSCOC standard regarding general education.

Identifying Student Learning Outcomes

UTC's current General Education Program was implemented in Fall 2014, and UTC is currently implementing a revised General Education Program that includes new outcomes. Table 8.2.b-1 provides a timeline of important events and milestones regarding UTC's journey with general education.

Table 8.2.b-1. General Education Timeline of Events and Milestones

2009-2010	The university completed an assessment of the General Education Program. The assessment revealed problems and inconsistencies in the current program.
2010	UTC adopted a new general education assessment that had been a long-standing requirement for graduating seniors.
2010	A group composed of faculty from several departments and disciplines (Nursing, English, Psychology, Foreign Languages) attended a national meeting at the university of Pennsylvania sponsored by the American Association of Colleges and Universities (AAC&U) focused on General Education.
2010	The group constructed 11 abilities, skills, and knowledge (ASKs) based on the AAC&U conference, extensive reading in General Education research, as well as the results of a national LEAP project that demonstrated a national consensus on several outcomes for General Education.
2010	The faculty voted to approve these ASKs. Following this vote, many faculty across campus had significant questions about the ASKs and requested more participation in the revision process.
2010-2011	Blue Ribbon panels made up of faculty in every college and discipline developed rubrics for each of the 11 ASKs. This valuable work helped faculty imagine a cohesive vision for UTC students from the beginning of General Education through the end of their degree program.
2010	The General Education Committee requested and was given a moratorium on the recertification of courses to facilitate a campus-wide revision process.
2011	Paul Gaston presented "The Five Epiphanies of Undergraduate Education and the Strong General Education Programs that Embody Them" for the full faculty as well as held several smaller workshops for members of the General Education Committee and other interested Faculty.
2011	The General Education Committee sponsored and held a full faculty retreat to discuss the general education program led by Terrel Rhoads, a curriculum scholar. At this meeting, faculty broke into groups to begin to assess the current state of each category.
2011-2012	After the retreat, the category groups began revising the program to better meet the needs of our students. These meetings were open to all interested faculty. The work presented to the General Education Committee was the result of intense debate over form and language.
2012 - 2013	The General Education Committee collected the category group work and performed an evaluation of the work and the fit with the overall general education curriculum. Often, questions were posed to the category groups and additional revisions for refinement occurred. After this process, the Committee collected the materials, reviewed and revised the work, made a finalized cohesive whole, and presented to the full faculty for discussion and a vote.
SP 2013	Faculty voted to approve the new general education program, one that hadn't been substantially revised since 1997.
FA 2013	Faculty submitted course certification proposals to comply with the new program.
FA 2014	Full implementation of the newly adopted program. Use of the ETS Proficiency Profile as UTC's Senior Exit Exam, as the assessment aligns with each of the general education category outcomes.
FA 2015	Continued administration of adopted program.
2017	Gen Ed Refresh Initiative launched. Aimed to re-envision how general education was offered at UTC. Laid the groundwork for future redesign efforts. Continued assessment of general education using ETS Proficiency Profile.
FA 2018	Director of General Education appointed. Continued assessment of general education using ETS Proficiency Profile. Gen Ed Refresh Initiative for new general education curriculum continues.
SP 2019	Director of General Education begins in position. Charged with implementing a general education assessment program and communicating the value of general education to stakeholders. General education pilot assessment of Critical Thinking and Written Communication using AAC&U VALUE rubrics.
SU 2019	UTC participates in AAC&U's General Education Assessment Institute in June. Sent a 5-person team that developed a plan to introduce faculty to a design-thinking based process for re-imagining gen ed.
2019-2020	New provost hired and encouraged the continuation of the redesign initiative while continuing to assess the current general education. Continued assessment of general education using ETS Proficiency Profile. Assessment of general education Critical Thinking outcomes using AAC&U VALUE rubric.
2020-2021	General education assessment of Critical Thinking using AAC&U VALUE rubric. Continued assessment of general education using ETS Proficiency Profile. New Reimagining General Education (RGE) Committee formed and tasked with proposing changes to the General Education Program.
2021-2022	Assessment of general education Communication outcome using newly developed Communication rubric. Continued assessment of general education using ETS Proficiency Profile. Revised General Education program and new outcomes officially voted in by faculty in Spring 2022.

UTC's current General Education Program, implemented in 2014, includes the following program-level outcomes. These outcomes represented faculty wishes and hopes for the program, but as described later in this narrative, the program outcomes did not provide the campus with measurable outcomes to assess and ultimately needed adjustments.

Through study in rhetoric and composition, the natural sciences, mathematics, statistics, the behavioral and social sciences, non-Western culture, the humanities and fine arts, graduates of the University of Tennessee at Chattanooga will be able to:

- Express a broad knowledge of human cultures and the physical and natural world;
- Think critically, analytically, and reflectively;
- Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions;
- Communicate effectively, especially in speech and in writing; and collaborate on common tasks.

These outcomes have been published annually in our Undergraduate Catalog beginning in 2014-15 and posted on the General Education page on our [website](#).

Certification Process for General Education Courses

New general education course proposals undergo an initial approval process via the undergraduate curriculum committee and then secondary review by the General Education Committee. A course can initially be certified for up to five years and then must be recertified.

The [recertification process](#) consists of application and submission of student artifacts. The instructor must explain how class assignments are linked to the learning outcomes and demonstrate evidence of student learning through submitted examples of appropriate student work. UTC courses that have not been certified for the general education curriculum may not be used to satisfy any general education requirement.

The course-level assessment allowed faculty to specify how well students mastered learning outcomes associated with specific general education courses. Faculty routinely assess course outcomes and make revisions to courses based on results. Since general education courses are recertified on a five-year cycle, UTC needed to find a more consistent way to document the outcomes, assessment results, and use of results for continuous improvement for the entire General Education Program and not just individual courses.

Assessing General Education Student Learning Outcomes

After UTC's 2014 implementation of a new program but before the 2018 update to the Principles of Accreditation, assessment of student learning outcomes remained at the category level. The Faculty Senate General Education Committee (GEC) established a 5-year recertification cycle for every course certified. Within 2-3 years, the GEC began to discuss the fact that our category outcomes, as drafted, were often not assessable or resulted in inconsistent assessment results. For example, in certain cases outcomes were too specific to apply across all certified courses. In other cases, outcomes were written in obtuse language that the GEC members could not fully understand when faculty attempted to demonstrate compliance. It became clear to us that we needed to work harder and smarter on assessment and there was a need to create more assessable learning outcomes at both the category and program levels.

In 2017, to address the problematic program and category outcomes, UTC launched the Gen Ed Refresh initiative. This initiative aimed to completely re-envision how general education is offered on our campus. The effort involved data gathering and focus groups with a number of stakeholders including faculty, staff, students, and employers with a core membership of faculty representing all colleges. This initiative and corresponding research produced important insights which laid the groundwork for future redesign efforts.

While the Gen Ed Refresh Initiative was underway, UTC made additional adjustments to general education to position the program for future success. The assessment process, methodology, and results for 2019, 2020, 2021, and 2022 are described in detail over the next sections of the narrative.

UTC has continued to administer the ETS Proficiency Profile (PP) as a means of assessment for its General Education outcomes for the past several years. The ETS PP assesses four core skill areas – reading, writing, mathematics, and critical thinking, and was developed to measure and demonstrate the outcomes of general education programs. Also assessed are three academic content areas of humanities, social sciences, and natural sciences. Table 8.2.b-2 provides a visual representation of the alignment between UTC's general education outcomes and the skill/content areas assessed by the ETS PP.

Table 8.2.b-2. Alignment of General Education Outcomes to Skill/Content Area

General Education Outcome	Core Skill Area/Academic Content Area
Express a broad knowledge of human cultures and the physical and natural world.	Humanities, Social Sciences, Natural Sciences
Think critically, analytically, and reflectively.	Critical thinking
Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions.	Mathematics
Communicate effectively, especially in speech and in writing; and collaborate on common tasks.	Reading and Writing

Each semester, graduating seniors take the ETS PP as a graduation requirement. Completion rates of the exam for the past seven academic years can be found in Table 8.2.b-3.

Table 8.2.b-3. ETS PP Completion Rates

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
95%	100%	100%	100%	100%	98%	100%

While completion rates have remained steady over time, there have been distinct patterns emerge in trends in the overall mean scores as well as in the means of the subscores. Overall and subscore means can be found in Table 8.2.b-4. Overall scores are reported on a 400-500 point scale while skill and content scores are reported on a 100-130 point scale.

Table 8.2.b-4. ETS PP Overall and Subscore Means

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall	448.01	445.73	447.35	447.66	446.72	441.07	441.14
Critical Thinking	111.82	111.25	111.76	111.66	111.93	110.95	110.99
Reading	118.72	118.14	118.65	118.70	118.36	116.37	116.39
Writing	115.39	115.00	115.36	115.27	114.99	113.72	113.68
Mathematics	114.57	113.99	114.19	114.62	114.14	113.24	113.29
Humanities	114.81	114.39	114.81	114.81	115.10	115.08	115.07
Social Sciences	113.31	112.80	113.41	113.19	113.42	112.72	112.83
Natural Sciences	115.83	115.40	115.69	115.82	115.71	114.48	114.51

Information regarding the analysis of ETS PP scores for each year, target metrics, and evidence of seeking improvement can be found below along with details concerning the process of assessing student artifacts and the results of those processes.

2019

Although assessment at the course level had been in place for many years, and the ETS Proficiency Profile continued to be administered to graduating seniors, programmatic assessment of general education was still in the infancy stage. The ETS PP administered to graduating seniors was a cumulative measure of impact of general education program, however, this method did not provide insight into alignment of courses to category outcomes or results from students prior to the end of their collegiate career.

In the spirit of continuous improvement, UTC began to investigate how to it could better assess the General Education Program as a whole. It was important to see how well courses in each category aligned with the broad program outcomes as it existed, with no changes. The pilot assessment of student artifacts from randomized courses aligned with two major outcomes, Critical Thinking and Written Communication, provided several benefits:

- Determined how well students can demonstrate aspects of Critical Thinking and Written Communication,
- Provided a benchmark for future comparisons, and
- Evaluated the process for collecting student work and utilizing rubrics to assess for learning.

UTC elected to utilize the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics as the instruments to assess student artifacts. Additionally, UTC participated in the 2018-19 AAC&U VALUE Institute. Through this participation, trained national reviewers assessed student work for the two targeted learning outcomes, also utilizing the AAC&U VALUE Rubrics. Similar sets of student work were used for both pilots in order to compare results.

Prior to assessing each outcome, UTC agreed that the institution would rely on the learning outcomes as defined by the AAC&U VALUE Rubrics.

- Written Communication is the development and expression of ideas in writing. Written Communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written Communication abilities develop through iterative experiences across the curriculum.
- Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

The **Critical Thinking VALUE Rubric** is comprised of five dimensions: Explanations of Issues, Evidence, Influence of Context and Assumptions, Student's Position, and Conclusions and Related Outcomes. Five dimensions also make up the **Written Communication VALUE Rubric**: Context and Purpose for Writing, Content Development, Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics.

The VALUE Rubrics have four performance levels including capstone, strong milestone, weak milestone, and benchmark. Evaluators are encouraged to assign a zero to any work sample that does not meet benchmark level performance.

For UTC's pilot assessment, both faculty assessors and student work were necessary. An email explaining the purpose, selected outcomes, and process was sent to all faculty members, specifically targeting those who teach general education courses. Artifacts from eleven courses, some with multiple sections taught by varying faculty, were collected during February and March 2019. Not all artifacts were able to be utilized, as some were eliminated due to length (too short) and others due to quality of reproduction. Most often, artifacts submitted were intended to meet both Critical Thinking and Written Communication outcomes. Table 8.2.b-5 includes the course, course title, outcome, and sample size used for the pilot. Volunteer faculty assessors attended a brief training, were split into groups based on interest, and conducted norming activities on their assigned rubric. Faculty were provided a packet of artifacts to assess and each artifact was assessed by a minimum of two faculty members. The same process for artifact collection and recruitment of faculty was completed as part of the assessment process in subsequent years; however, minor changes in timelines and communication were made to improve the assessment activities.

Table 8.2.b-5. Sample Artifact Information

Course Name	Course Number	Course Title	Outcome*	Sample Size
Communication	2200	Mass Media History	CT	10
Computer Science	3610	Ethical and Social Issues in Computing	CT/WC	20
Criminal Justice	1100	Introduction to Criminal Justice	CT	5
English	1010	Rhetoric and Composition I	WC	5
History	1120	World History 1400-Present	CT/WC	16
History	2820	East Asia in the Modern World	CT/WC	19
Interior Design	1200	Survey of Architecture	CT	7
Philosophy	2310	Existentialism	CT/WC	15
Political Science	3052	Political Philosophy I	WC	10

*CT – Critical Thinking; WC – Written Communication

The same set of student artifacts collected for the on-campus pilot were sent securely to AAC&U for use in the AAC&U VALUE Institute. Additionally, each artifact was given a unique identifier allowing linkage of artifact to demographic information, while still keeping student identity confidential. A comprehensive data set was also provided to AAC&U in order to look at differences in student learning outcomes by gender, race/ethnicity, socioeconomic status, and parents' level of educational attainment.

Each artifact submitted was scored by two trained, certified VALUE scorers. In order to reach the final VALUE Institute-certified score, AAC&U performed several different calculations. For artifacts in which the majority of dimensions received a similar score (less than two apart), the average of the two scores was calculated and rounded up to the nearest whole number. Artifacts for which the two scorers notably disagreed (in that the majority of dimensions received scores more than two apart) underwent a separate process. These artifacts were then given a third score from an "expert" VALUE scorer. These triple-scored artifacts were then analyzed for patterns to determine the nature of the "true" score. The third score tended to fall in the middle of the two discrepant scores.

An additional benefit of participating in the AAC&U VALUE Institute was the ability to compare our student learning outcomes to other participating institutions across the nation. A total of twenty-five institutions submitted 3,258 student artifacts to be assessed for Critical Thinking and twenty-one institutions submitted 3,078 artifacts for Written Communication. UTC's results from the AAC&U VALUE Institute as well as a comparison to national results can be found below.

Rubric Assessment Results - Critical Thinking Pilot

Baseline Established in 2019 and Targets/Goals for 2020:

Critical Thinking Dimension	Benchmark (% above Benchmark 1 on Rubric)	Target (% above Benchmark 1 on Rubric)
Explanation of Issues	83.3%	85%
Evidence	78.3%	80%
Context and Assumptions	55%	57%
Position	71.6%	73%
Conclusions and Outcomes	51.7%	55%

Baseline established to set targets/goals:

The targets/goals for each dimension of the Critical Thinking rubric called for modest increases with the most effort focusing on Conclusions and Outcomes as this was the weakest area and the area for most growth potential.

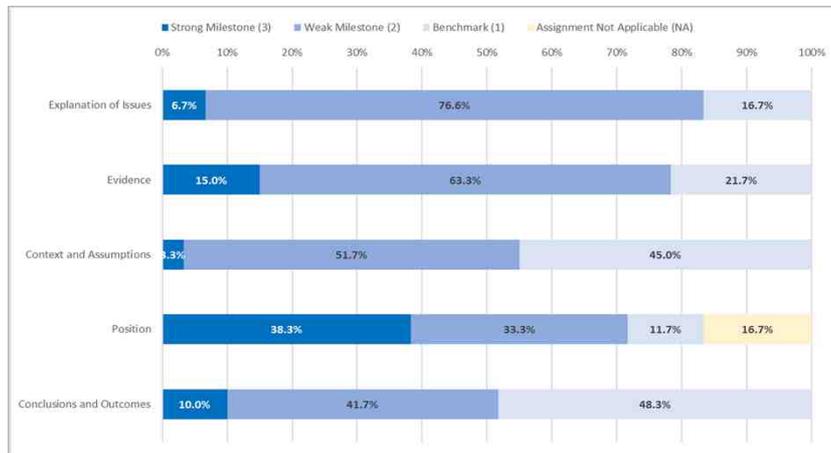
Plan if targets/goals not met:

A plan was established that if targets/goals were not met in 2020, then a multi-pronged approach would be implemented which would consist of increased awareness of AAC&U Critical Thinking VALUE Rubric for assessment of student artifacts, ensuring selected artifacts are meant to demonstrate each dimension of rubric as well enhanced faculty development opportunities for embedding critical thinking into curriculum.

Although rubric norming had been conducted, the interrater reliability for the UTC pilot was very low. Sometimes differences in scores between reviewers varied by more than 2 and in some instances, there were even disagreements on whether or not the assignment could be assessed at all. For this pilot, the decision was made to include all reviewer scores while calculating results, otherwise there would not have been enough samples to provide benchmark results.

Concerning Critical Thinking, students, on average, were most likely to demonstrate Explanation of Issues (83.3% above benchmark 1) and had the most difficulty in the Conclusions and Outcomes dimension (51.7% above benchmark 1). While none of the student work reflected performance at the capstone level, 38.3% of students were able to articulate their Position at the strong milestone level. Figure 8.2.b-1 provides the full range of student performance for Critical Thinking for all five dimensions.

Figure 8.2.b-1. Results of UTC Pilot (2018-2019) for Critical Thinking Outcome



Students performed very well in every dimension assessed in regard to Written Communication. In the Syntax and Mechanics dimension, 100% of students were above the benchmark. Students seemed to have the most difficulty with Sources and Evidence; however, 86.1% were still above the benchmark. The faculty team assessing Written Communication decided they could not assess the Context and Purpose dimension without the assignment prompt. Figure 8.2.b-2 provides the full range of student performance for Written Communication for all five dimensions.

Figure 8.2.b-2. Results of UTC Pilot (2018-2019) for Written Communication Outcome

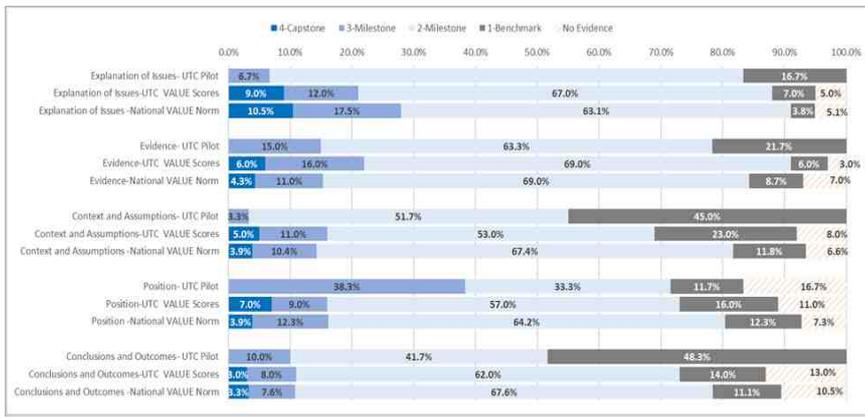


When looking at the results from the AAC&U VALUE Institute compared to the national results for Critical Thinking, UTC scored higher than the national norm in three of the five dimensions; Evidence, Context and Assumption, and Position. Conclusions and Outcomes was the weakest of the Critical Thinking dimensions.

UTC students performed higher on two of the five dimensions for Written Communication: Content Development and Syntax and Mechanics. Genre and Disciplinary Conventions was the dimension where UTC students were the weakest.

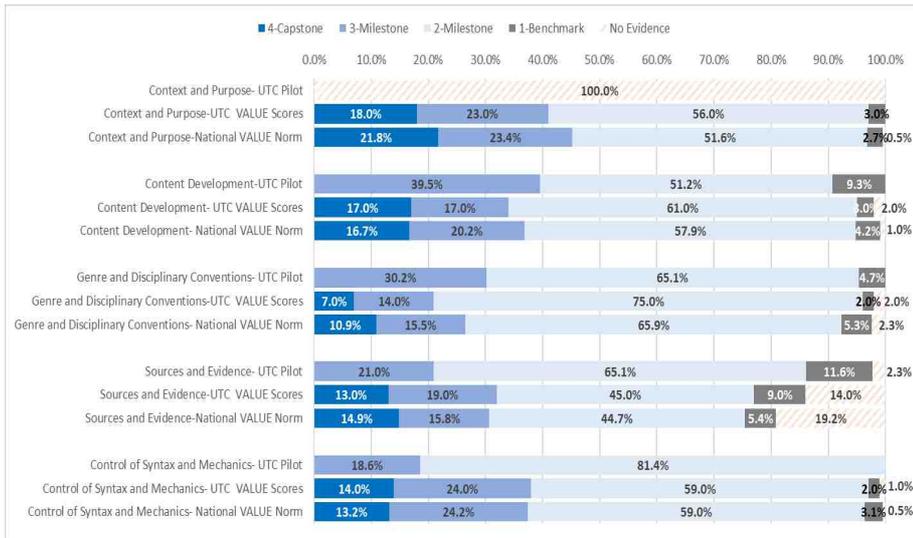
Figures 8.2.b-3 and 8.2.b-4 illustrate results for the UTC Pilot, AAC&U VALUE Pilot, and national norms for the two outcomes.

Figure 8.2.b-3. 2018-2019 Critical Thinking Outcome by Dimensions



Note: Stacked Bar Chart totals 100%; UTC results do not include Capstone and Did not Meet Benchmark categories as they represent 0%.

Figure 8.2.b-4. 2018-2019 Written Communication Outcome by Dimensions



Note: Stacked Bar Chart totals 100%; UTC faculty voted to not assess Context and Purpose without assignment prompt; UTC results do not include Capstone and Did not Meet Benchmark categories as they represent 0%.

Through this pilot assessment project, UTC gained insights and developed recommendations for enhancing programmatic general education assessment. Recommendations were as follows:

1. To increase interrater reliability, it is important that faculty assessors have access to good training materials and content experts as well as ample time to conduct norming activities.
2. Streamline collection process of student artifacts to confirm adequate representation from all courses and student levels.
3. Ensure selected student artifacts are assessable and linked to at least one general education program outcome.
4. Recruit several faculty members to participate and aim to have a 2-year commitment to assist with consistency in scoring.

The pilot results for the assessment of student artifacts provided a baseline by which target (goals) results were established over the next three years. UTC's goal was to establish targets that were feasible but also challenging enough so that continuous improvements are seen in the results.

ETS Proficiency Profile Results

Since UTC's adoption of the ETS PP, the goal has been to maintain scores higher than the national average. While those targets/goals are challenging, they are also feasible, and provide a consistent comparison by which to measure students' success in achieving general education outcomes. Targets/goals and actual scores for 2019 are provided in Table 8.2.b-6.

Table 8.2.b-6. ETS PP Targets/Goals and Actual Scores for Each Outcome 2019

General Education Outcome	Core Skill Area/Academic Content Area	Targets/Goals	Actual	Target Met/Outcome Achieved
	Overall	441.10	447.60	Yes
Express a broad knowledge of human cultures and the physical and natural world.	Humanities/Social Sciences/Natural Sciences	113.70/112.30/114.50	114.81/113.19/115.82	Yes
Think critically, analytically, and reflectively.	Critical thinking	110.70	111.66	Yes
Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions.	Mathematics	112.90	114.62	Yes
Communicate effectively, especially in speech and in writing; and collaborate on common tasks.	Reading and Writing	116.80/113.60	118.70/115.27	Yes

Were targets/goals met?

While UTC met the targets established, there are certainly areas for improvement. For example, critical thinking scores were not even one point higher than the national average. Specific focus was placed on this category, and faculty across campus were informed of the intention to increase scores for this outcome.

Plan if targets/goals not met?

If targets/goals are not met, an institutional assessment of problem areas is completed. This assessment includes a breakdown of ETS PP scores at the level of proficiency (proficient, marginal, not proficient) in order to more deeply understand where focus can be applied in the classroom to help more thoroughly prepare students in the specific skill and content areas.

2020

Building upon the foundation developed from the 2019 pilot, the recommendations were incorporated into the process for assessing the General Education Program in 2020. The pilot assessment allowed for data analysis in order to set target metrics for future assessments. The assessment tool, artifact collection, and assessment methodology were essentially the same as in the previous year. Results from the 2020 assessment, targets/goals, and continuous improvement are discussed below.

The 2020 assessment plan entailed utilization of the AAC&U VALUE Rubric for critical thinking as the instrument to assess student artifacts for a second year. In response to Recommendation 2 and Recommendation 3 from the 2019 assessment, modifications to the way student work was collected were necessary. To that end, a module was developed in UTC Learn (Canvas), UTC's learning management system (LMS), and available to faculty teaching a general education course.

Several faculty members across a variety of disciplines offered access to their students' work, although most artifacts came from History, English, and Economics (Table 8.2.b-7) and were all linked to the following outcome: Think critically, analytically, and reflectively.

Table 8.2.b-7. Spring 2020 Course Representation

Course Name	Course Number	Course Title	Outcome	Sample Size
Economics	1020	Principles of Economics: Microeconomics	CT	10
English	1310	Values in 20th-Century American Fiction	CT	22
History	2020	United States since 1865	CT	12
History	2100	Introduction to Historical Research and Writing	CT	6
History	2820	East Asia in the Modern World	CT	12

*CT – Critical Thinking

For each course a random sample of student work was selected from the UTC Learn (Canvas) module. Every fifth assignment was downloaded and de-identified. Not all artifacts were able to be utilized, depending on length or quality of reproduction.

Recommendation 1 and Recommendation 4 from 2019 both addressed faculty development as an important component of this process. To enhance interrater reliability, a representative of AAC&U provided a 4-hour session on how to assess student work with the Critical Thinking VALUE Rubric as well as conducted a norming session with three practice artifacts.

Rubric Assessment Results – Critical Thinking

Targets/Goals and Actual Results for 2020:

Critical Thinking Dimension	Targets/Goals (% above Benchmark 1 on Rubric)	Actual (% above Benchmark 1 on Rubric)	Target Met/Outcome Achieved
Explanation of Issues	85%	98.6%	Yes
Evidence	80%	91.9%	Yes
Context and Assumptions	57%	99%	Yes
Position	73%	91.9%	Yes
Conclusions and Outcomes	55%	85.5%	Yes

Were targets/goals met?

The established targets were met during this cycle however the number of artifacts assessed were limited. To determine if these results were normal, it was determined that for the upcoming year, expansion in both the number of artifacts and the disciplines of courses represented would be necessary.

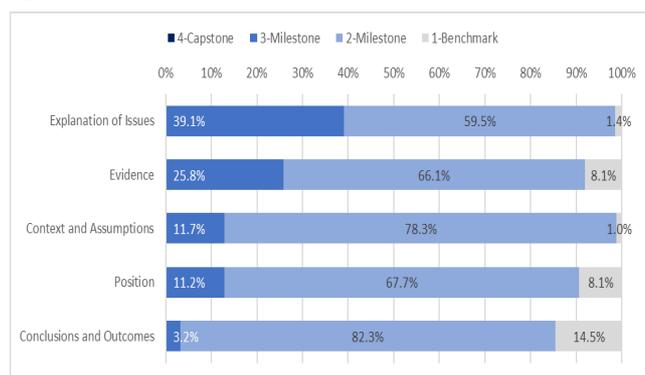
Plan if targets/goals not met:

If the targets/goals were not met for any of the dimensions of critical thinking, then that particular dimension would be chosen to be the focus for the upcoming year. Faculty workshops would be provided throughout the year to explore best practices to improve higher order critical thinking skills.

Interrater reliability was greater for the 2020 assessment than the 2019 assessment. In order to be included in the results section, an individual artifact had to have 75% or greater interrater reliability. All dimensions of included artifacts were able to be assessed this year, whereas, 16.7% of artifacts could not be assessed for the Position dimension in 2019.

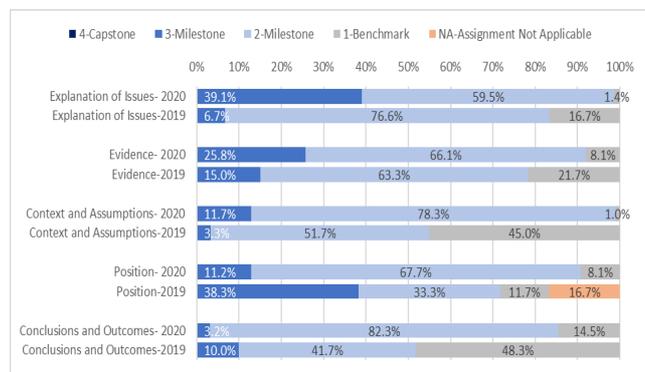
Concerning critical thinking, students on average were most likely to demonstrate Explanation of Issues (98.6% above benchmark 1) and had the most difficulty in the Position dimension (78.9% above benchmark 1). While none of the student work reflected performance at the capstone level, 25.8% of students were also able to articulate Evidence at the strong milestone level. Figure 8.2.b-5 provides the full range of student performance for critical thinking for all five dimensions.

Figure 8.2.b-5. Results for Critical Thinking Outcome (2020)



When looking at the comparison between critical thinking outcomes for 2020 and 2019, it is striking how many more students demonstrated learning greater than the benchmark level (Figure 8.2.b-6). This is seen in every dimension but most dramatically in Conclusions and Outcomes. During 2019, 48.1% of students were at benchmark 1, while in 2020 only 14.5% of students demonstrated critical thinking at that level.

Figure 8.2.b-6. Comparison of Critical Thinking Outcomes by Dimension- 2020 & 2019



In its second year of assessment, UTC again gained insights and developed recommendations for enhancing programmatic general education assessment. Recommendations are as follows:

1. Continue to increase interrater reliability via access to effective training materials and content experts as well as ample time to conduct norming activities.
2. Consider adopting a common outcome to assess and ensure selected artifacts align well to the outcome (i.e., signature assignment, selection criteria guidelines).
3. Recruit additional faculty members to participate and aim to have a 2-year commitment to assist with consistency in scoring.

ETS Proficiency Profile Results

Targets/goals and actual scores for 2020 are provided in Table 8.2.b-8.

Table 8.2.b-8. ETS PP Targets/Goals and Actual Scores for Each Outcome 2020

General Education Outcome	Core Skill Area/Academic Content Area	Target	Actual	Target Met/Outcome Achieved
	Overall	442.10	446.72	Yes
Express a broad knowledge of human cultures and the physical and natural world.	Humanities/Social Sciences/Natural Sciences	115.30/113.40/114.70	115.10/113.42/115.71	Yes
Think critically, analytically, and reflectively.	Critical thinking	111.30	111.93	Yes
Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions.	Mathematics	113.00	114.14	Yes
Communicate effectively, especially in speech and in writing; and collaborate on common tasks.	Reading and Writing	117.10/113.80	118.36/114.99	Yes

Were targets/goals met?

While UTC met the targets/goals established, there are certainly areas for improvement. For example, critical thinking, humanities, social sciences, and natural sciences scores were not even one point higher than the national average. Specific focus was placed on these categories, and faculty across campus were informed of the intention to increase scores for the related outcomes.

Plan if targets/goals not met:

If targets are not met, an institutional assessment of problem areas is completed. This assessment includes a breakdown of ETS PP scores at the level of proficiency (proficient, marginal, not proficient) in order to more deeply understand where focus can be applied in the classroom to help more thoroughly prepare students in the specific skill and content areas. In this case, because scores decreased from the previous year and were not significantly higher than national scores, a proficiency analysis was performed. Results for the three reading levels are shown in Table 8.2.b-9.

Table 8.2.b-9. ETS PP Reading Proficiency Score Analysis 2020

Reading								
Level 1			Level 2			Critical Thinking		
% Proficient	% Marginal	% Not Proficient	% Proficient	% Marginal	% Not Proficient	% Proficient	% Marginal	% Not Proficient
66	16	18	36	21	43	4	20	76

It is apparent from the analysis that UTC students could benefit from the intentional inclusion of more critical thinking-based assignments and deliverables in the classroom. This information was shared with faculty and development opportunities were offered.

2021

Building upon the foundation developed from the pilot assessment in 2019 and continued assessment in 2020, recommendations from those years were incorporated into the process for assessing the General Education Program in 2021. The assessment tool, artifact collection, and assessment methodology were essentially the same as in previous years. Results from the 2021 assessment, targets, and continuous improvement are discussed below. Additionally, results have been compared to prior years to determine improvement in student learning outcomes.

The 2021 assessment plan again entailed utilization of the AAC&U VALUE rubric for critical thinking as the instrument to assess student artifacts for a third year.

In response to Recommendation 2 and Recommendation 3 from 2020, modifications to the way student work was collected was necessary. As in 2020, a UTC Learn (Canvas) module was available to faculty teaching a general education course.

Although artifacts were limited in 2020, this was not the case for 2021. Over 90% of courses (35 of 38) with critical thinking outcomes submitted student work for assessment. Of that, 75% of the student work met criteria for assessment with the AAC&U Critical Thinking VALUE Rubric. Altogether, 495 student artifacts were identified for assessment in nine different disciplines. The full list of courses represented can be found in Table 8.2.b-10.

Table 8.2.b-10. Spring 2021 Course Representation

Course Name	Course Number	Course Title	Outcome	Sample Size
COMM	3200	Mass Communication Perspectives	CT	26
ECON	1010	Principles of Economics: Macroeconomics	CT	32
ECON	1020	Principles of Economics: Microeconomics	CT	41
ENGL	1130	Western Humanities I	CT	24
ENGL	1310	Values in 20th-Century American Fiction	CT	22
ENGL	1330	Introduction to Literature	CT	16
ENGL	2070	Topics in Rhetoric-Heroines in Pop Culture	CT	9
ENGL	2080	Topics in Intellectual Inquiry-Race, Gender, and Video Games	CT	4
ENGL	2510	Popular Fiction	CT	4
ENGL	2700	Creative Writing	CT	5
ENGL	3560	African Literature	CT	5
HIST	1110	World History from Origins to 1400	CT	48
HIST	1120	World History from 1400 to Present	CT	46
HIST	2010	United States to 1865	CT	13
HIST	2020	United States since 1865	CT	16
HIST	2030	History of Tennessee	CT	10
HIST	2100	Research and Writing in History	CT	17
HIST	2210	Medieval Europe: c. 300-1500	CT	9
HIST	2880	History of the Modern Middle East	CT	7
IARC	1200	Survey of Architecture	CT	23
MUS	1110	Introduction to Music	CT	34
PSPS	1010	American Politics	CT	15
PSPS	1020	World Politics	CT	15
PSPS	2700	Comparative Government	CT	10
THSP	1110	Introduction to Theatre	CT	27
WGSS	2000	Introduction to Women, Gender, and Sexuality Studies	CT	17

For each course, a random sample of student work was selected from the UTC Learn (Canvas) module. Every fifth assignment was downloaded and de-identified. Not all artifacts were able to be utilized depending on fit with rubric, artifact length, or quality of reproduction.

Recommendation 1 (from 2019 and 2020) and Recommendation 4 (from 2019) both addressed faculty development as an important component of this process. To enhance interrater reliability, a representative of AAC&U provided a 4-hour session on how to assess student work with the Critical Thinking VALUE Rubric, as well as conducted a norming session with three practice artifacts.

Rubric Assessment Results

Targets/Goals for 2021:

Critical Thinking Dimension	Targets/Goals (% above Benchmark 1 on Rubric)	Actual (% above Benchmark 1 on Rubric)	Target Met/Outcome Achieved
Explanation of Issues	90%	90.9%	Yes
Evidence	80%	83.9%	Yes
Context and Assumptions	80%	82.0%	Yes
Position	75%	75.4%	Yes
Conclusions and Outcomes	75%	79.4%	Yes

Were targets/goals met?

The targets/goals were met for the 2021 year although the percentage of students above benchmark 1 on each dimension of the rubric was lower than in 2020. Since interrater reliability was higher than in any other previous year and artifacts assessed more representative of general education curriculum, it is likely these results are more realistic.

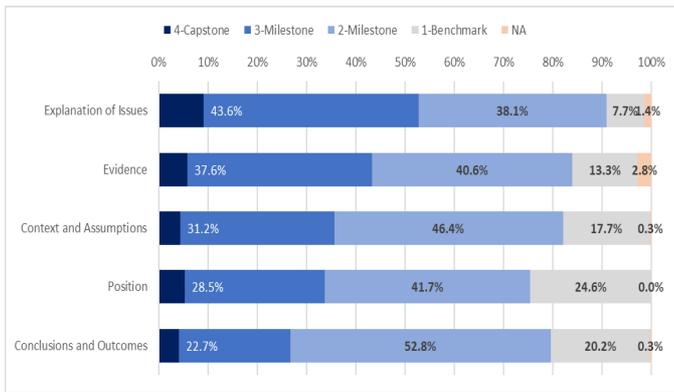
Plan if targets/goals not met:

If the targets/goals were not met, further analysis would be conducted to determine if there are particular courses in which students struggle to demonstrate critical thinking. If evidence shows that the lack is occurring at a particular level, 1000 for example, then it will be important to further scaffold opportunities for students to develop these skills into the curriculum.

Interrater reliability was greater for the 2021 assessment than the prior two years. In order to be included in the results section, an individual artifact had to have 80% or greater interrater reliability. All dimensions of included artifacts were able to be assessed this year, whereas, 16.7% of artifacts could not be assessed for the Position dimension in 2019. One interesting notation is the distribution of scores across the levels of competency. For the first time, students demonstrated capstone level competencies in all five dimensions of critical thinking.

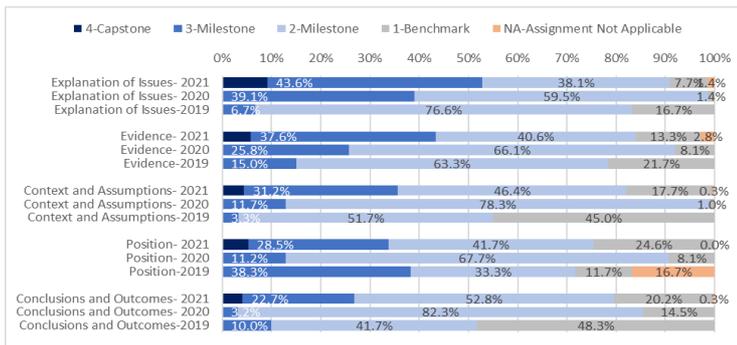
Students, on average, were most likely to demonstrate Explanation of Issues (90.9% above Benchmark 1 overall; and 9.1% at Capstone 4) and had the most difficulty in the Position dimension (75.4% above Benchmark 1). Additionally, 84.0% of students were also able to articulate Evidence above the Benchmark 1 level. Figure 8.2.b-7 provides the full range of student performance for critical thinking for all five dimensions.

Figure 8.2.b-7. Results for Critical Thinking Outcome 2021



When looking at the comparison between critical thinking outcomes for the last three years, the improvement in Context and Assumptions is striking; it increased from 55.0% of students above Benchmark 1 in 2019 to 82.0% in 2021 (Figure 8.2.b-8).

Figure 8.2.b-8. Comparison of Critical Thinking Outcomes by Dimension- 2021, 2020, and 2019



In addition to collecting artifacts from a variety of disciplines, the students represented through the random sampling process were also diverse. The largest concentration of students were freshmen (44%), followed by sophomores (31%), juniors (15%), and seniors (10%). Students of color made up 18% of the population; 77% were white, and five percent unknown. Almost a quarter of the population were first generation students (22%). Additionally, four percent were adult learners and two percent were veteran students. The top three majors represented were BSN Nursing (9%), BS Psychology (9%), and Premajor/Undecided (8%). Based on the makeup of the students, results can clearly be generalized for all students participating in general education courses.

In its third year of the new assessment process, UTC again gained insights and developed recommendations for enhancing programmatic general education assessment. Recommendations are as follows:

1. Continue to increase interrater reliability via access to effective training materials and content experts as well as ample time to conduct norming activities.
2. Consider adopting a common outcome to assess and ensure selected artifacts align well to the outcome (i.e. signature assignment, selection criteria guidelines).
3. Recruit additional faculty members to participate in order to assess a larger pool of artifacts.

ETS Proficiency Profile Results

Targets/goals and actual scores for 2021 are provided in Table 8.2.b-11.

Table 8.2.b-11. ETS PP Targets/Goals and Actual Scores for Each Outcome 2021

General Education Outcome	Core Skill Area/Academic Content Area	Targets/Goals	Actual	Target Met/ Outcome Achieved
	Overall	439.10	441.07	Yes
Express a broad knowledge of human cultures and the physical and natural world.	Humanities/Social Sciences/Natural Sciences	113.60/112.10/114.10	115.08/112.72/114.48	Yes
Think critically, analytically, and reflectively.	Critical thinking	110.30	110.95	Yes
Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions.	Mathematics	112.40	113.24	Yes
Communicate effectively, especially in speech and in writing, and collaborate on common tasks.	Reading and Writing	116.30/113.10	116.37/113.72	Yes

Were targets/goals met?

While UTC met the targets/goals established, scores did continue to decline in almost every category and did decline for every outcome. For example, humanities is the only category where UTC students scored more than a point higher than the national mean. Specific focus was placed on all other categories, and faculty across campus were informed of the intention to increase scores for the related outcomes.

Plan if targets/goals not met:

As previously mentioned, if targets/goals are not met, an institutional assessment of problem areas is completed. This assessment includes a breakdown of ETS PP scores at the level of proficiency (proficient, marginal, not proficient) in order to more deeply understand where focus can be applied in the classroom to help more thoroughly prepare students in specific skill and content areas. In this case, because scores decreased from the previous year and were not significantly higher than national scores, a proficiency analysis was performed. Results can be found [online](#).

It is interesting to note the sharp increase in the percentage of students not proficient at the highest level for each category, as compared to level 1. As this information is available online, it is publicly available. However, a more concerted, intentional effort should be made to disseminate this type of information across campus, as it is important not only for faculty who teach general education, but all faculty, in general, as well as administrators.

2022

Over the last two years, UTC embarked on reimagining the General Education Program while maintaining the important practice of assessing the existing program's student learning outcomes. During this annual process, the faculty assessors were able to build upon prior lessons from the last three years of program assessment, as well as pilot a locally developed rubric for one of the new proposed program outcomes. Since effective communication was a program outcome for the current iteration of the General Education Program, as well as a proposed outcome for the reimagined program launching in Fall 2023, this outcome was selected for assessment. The assessment tool is described below, while artifact collection and assessment methodology remained essentially the same as in previous years. Assessment results from the 2022 assessment, along with targets and details on the process of reimagining the General Education Program are discussed below.

During Summer 2021, the RGE Committee developed a rubric based on AAC&U Oral Communication and Written Communication Rubrics, as well as the University of South Florida Communication Rubric. UTC's [Communicate Effectively Rubric](#) is comprised of four dimensions: Context and Purpose, Clarity of Message, Content of Message, and Evidence/Sources. Each dimension has four performance levels including capstone, strong milestone, weak milestone, and benchmark. Evaluators were encouraged to assign "not applicable" to a dimension of the work sample when it is not possible to assess.

Faculty from all thirty-seven courses with the communication outcome submitted student work for assessment. Of that, 76% of the student work met the criteria for assessment with the Communicate Effectively Rubric. Altogether, 528 student artifacts were assessed in seventeen different subjects. The full list of courses represented can be found in Table 8.2.b-12. Although the artifacts were from the Fall 2021 term, assessment took place during the Spring 2022 term.

Table 8.2.b-12. Fall 2021 Course Representation

Course Name	Course Number	Course Title	Sample Size
ANTH	1400	Archaeology	12
ART	2150	The History of Western Art from Prehistoric through Medieval	34
BIOL	2100	Microbiology and Health	17
BIOL	1100L	Principles of Biology I Lab	24
BIOL	1120L	Principles of Biology II Lab	5
CLAS	3960	Classical Mythology	19
CPSC	3610	Ethical and Social Issues in Computing	30
CRMJ	1100	Introduction to the Criminal Justice System	14
ENGL	1010	Rhetoric and Composition I	19
ENGL	1011	Rhetoric and Composition I with Writing Tutorial	12
ENGL	1020	Rhetoric and Composition II	20
GNSC	1150	Science and Society	19
HIST	1110	World History from Origins to 1400	2
HIST	2010	United States to 1865	18
HIST	2030	History of Tennessee	12
HIST	2100	Research and Writing in History	4
HIST	2230	Modern Europe: c 1800-Present	9
HIST	2810	East Asia from Antiquity to 1600	10
IARC	1200	Survey of Architecture	53
LTAM	1250	Introduction to Latin American Studies	6
MUS	1110	Introduction to Music	104
PHIL	2210	Introduction to Ethics	21
PHIL	2350	Popular Culture, Religion, and Philosophy	12
PSPS	1020	World Politics	11
SOC	1510	Introduction to Sociology	26
UHON	1010	Humanities I	4
UHON	3520R	Topics in Literature	4
WGSS	2000	Introduction to Women, Gender, and Sexuality Studies	7

For each course, a random sample of student work was selected from the UTC Learn (Canvas) module. Every fifth assignment was downloaded and de-identified. Not all artifacts could be utilized depending on fit with rubric, artifact length, or quality of reproduction.

Rubric Assessment Results

Targets/Goals for 2022:

Communicate Effectively	Targets/Goals (% above Benchmark 1 on Rubric)	Actual (% above Benchmark 1 on Rubric)	Target Met/Outcome Achieved
Context and Purpose	75%	98.3%	Yes
Clarity of Message	75%	98.1%	Yes
Content of Message	75%	98.7%	Yes
Evidence and Sources	75%	84.4%	Yes

Were targets/goals met?

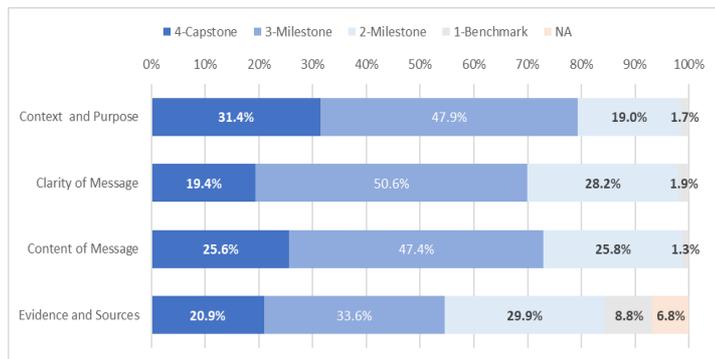
The targets/goals for each dimension was met at the lowest level. In the next assessment year, the targets should be updated to reflect the number of students at or above the capstone level as a more appropriate goal. Additionally, the rubric was designed to assess both oral and written communication, however, only written samples were submitted this cycle.

Plan if targets/goals not met:

As discussed previously, further investigation into the courses in which students are failing to demonstrate benchmark levels of proficiency in communication would be necessary if targets/goals are not met. Gaps would be addressed via increased faculty development, increased awareness of rubric components, and the assessment process.

Results were distributed across all levels of competency. Students, on average, were most likely to demonstrate Content of Message (98.4% above Benchmark 1 overall; and 25.6% at Capstone 4) and had the most difficulty in the Evidence and Sources dimension (84.4% above Benchmark 1). Figure 8.2.b-9 provides the full range of student performance for Communication on all four dimensions.

Figure 8.2.b-9. Results for Communication Outcome 2022



In addition to collecting artifacts from a variety of disciplines, the students represented through the random sampling process were also diverse. The largest concentration of students were freshmen (45%), followed by sophomores (25%), with juniors and seniors comprising the rest (30%) of students in the general education courses. Students of color made up 24% of the population; 65% were white, and 11% unknown. Almost twenty percent of the population were first generation students (19%). Additionally, four percent were adult learners and one percent were veteran students. The top three majors represented were BSN Nursing (11%), BS Psychology (9%), and Premajor/Undecided (8%). Based on the makeup of the students, results can be generalized for all students participating in general education courses.

UTC again gained insights and developed recommendations for enhancing programmatic general education assessment. Recommendations were as follows:

1. Continue to increase interrater reliability via access to effective training materials and content experts as well as ample time to conduct norming activities.
2. Make adjustments to the locally developed rubric based on faculty assessors' recommendations.

ETS Proficiency Profile Results

Targets/goals and actual scores for 2022 are provided in Table 8.2.b-13.

Table 8.2.b-13. ETS PP Targets/Goals and Actual Scores for Each Outcome 2022

General Education Outcome	Core Skill Area/Academic Content Area	Targets/Goals	Actual	Target Met/ Outcome Achieved
	Overall	437.10	441.14	Yes
Express a broad knowledge of human cultures and the physical and natural world.	Humanities/Social Sciences/Natural Sciences	114.10/112.10/113.60	115.07/112.83/114.51	Yes
Think critically, analytically, and reflectively.	Critical thinking	110.00	110.99	Yes
Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions.	Mathematics	112.00	113.29	Yes
Communicate effectively, especially in speech and in writing; and collaborate on common tasks.	Reading and Writing	115.50/112.70	116.39/113.68	Yes

Were targets/goals met?

While UTC met the targets/goals established, scores showed an increase from the previous year as far as being higher than the national mean. For example, humanities, natural science, and mathematics were more than one point above the national mean. Critical thinking, reading, and writing were almost one point above the national mean, which shows an increase from the previous year. Focus was placed on all categories, and faculty across campus were informed of the intention to increase scores for the related outcomes.

Plan if targets/goals not met:

As previously mentioned, if targets/goals are not met, an institutional assessment of problem areas is completed. This assessment includes a breakdown of ETS PP scores at the level of proficiency (proficient, marginal, not proficient) in order to more deeply understand where focus can be applied in the classroom to help more thoroughly prepare students in specific skill and content areas. Similar to the previous year, the analysis was performed for all skill and content areas. Results can be found [online](#).

Through the results of the student artifact assessment and the assessment of general education outcomes, valuable information has been gained. Using this information, along with data and information gained through an intentional process to improve general education at UTC, faculty, staff, and administrators have worked to implement a new program that is described below.

Reimagining General Education (RGE) Process and Timeline

While ongoing assessment efforts were taking place regarding UTC’s 2014 General Education Program, faculty colleagues involved in the Gen Ed Refresh Initiative continued to work on a new general education curriculum. Designing and implementing a new curriculum is a multi-year process. The Gen Ed Refresh Initiative, which included faculty from all colleges, asked hard questions about how UTC might offer a more meaningful, engaging, and measurable General Education program for students. The work of the Gen Ed Refresh Initiative was recognized in September 2020, when Chancellor Angle, in his State of the University address, called on UTC’s faculty to re-visit the General Education program. The timing of this charge aligned with other on-going efforts including UTC’s 2021-2025 Strategic Plan.

In Fall 2020, a new Reimagining General Education (RGE) Committee was formed and given the task of proposing changes to the General Education Program. Building on the success of and research conducted by the Gen Ed Refresh Initiative, the new RGE set the goal of implementing a new General Education Program with the 2023-2024 catalog year. To achieve this goal, the committee created a timeline with key deadlines, as shown in Table 8.2.b-14:

Table 8.2.b-14. Reimagining General Education Timeline

2021			2022			2023
SPRING	SUMMER	FALL	EARLY SPRING	MID SPRING	FALL	FALL
GATHERED	DEVELOPED	SHARED	RELEASED	VOTED	CERTIFY	IMPLEMENT
Gathered insights from faculty, students, staff and community members.	Developed initial design prototype.	Shared prototype with working groups and got feedback.	Released revised reimagined program design and learning outcomes.	Faculty voted on reimagined program design and learning outcomes.	Certify new or revised courses for program inclusion.	Implement new program in the 2023-2024 course catalog.

As indicated in the timeline, General Education Program Learning Outcomes were proposed for a faculty vote in early spring of 2022:

1. Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
2. Critique and evaluate information, concepts, theories, and claims.
3. Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
4. Create, innovate, and adapt to take charge of your own learning.

Evidence of Seeking Improvement: Key Learnings from 2019-2022 Assessments and Adopting a New General Education Program

The key recommendations from our pilot assessment in 2019 were to increase interrater reliability and streamline how we collect student artifacts. As a result, for the 2020 assessment cycle UTC contracted with Dr. Ashley Finley from AAC&U to lead norming sessions going forward and planned a longer norming period for faculty scorers in future assessments. UTC also developed a UTC Learn (Canvas) module for faculty who volunteered to provide student work. This module instructs students to submit a second copy of the assignment the instructor had identified for general education assessment purposes with the student’s identifying information removed. This creates an item in the UTC Learn (Canvas) grade book that instructors could quickly export in bulk as a zip file and move to a designated Sharepoint site. Using the UTC Learn (Canvas) module improved the efficiency of collecting student work and streamlined the process for de-identifying artifacts. However, the module is limited because it can accept only work submitted as attached files. UTC is currently pursuing other options for collecting other types of student work created in UTC Learn (Canvas) (discussion board entries, quizzes, etc.), and reaching out to other institutions for suggestions.

With the extended norming sessions, interrater reliability increased in 2020 for the critical thinking outcome. A decision was made to assess only the critical thinking outcome in the following year to learn more. Whereas there was a previous reliance on faculty volunteers to submit student work, for the 2021 assessment all faculty who identified their course as meeting the critical thinking outcome were asked to submit student work. Faculty scorers in 2021 also had increased levels of interrater reliability.

For the 2022 assessment, changes were made to the assessment processes. First, whereas scoring had taken place just after the end of Spring semester, we moved the scoring period to early February after consulting with several of our repeat scorers. This change was very successful, resulting in more faculty participants and all scorers sending their score sheets back by the deadline. Second, from 2019-2021 we used AAC&U VALUE rubrics to score student artifacts. In 2022, a locally developed Effective Communication rubric was used that was created by the RGE committee working on proposing a new General Education Program. Faculty scorers, about half of whom were repeat volunteers, enjoyed testing the new rubric and offered suggestions to improve clarity in some areas.

From 2019 to 2022, two of the four general education program outcomes (originally written as goals) were not measured as part of the student artifact/rubric assessment process:

- Express a broad knowledge of human cultures and the physical and natural world.
- Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and make informed decisions.

These goals were so expansive that single pieces of student work could not adequately address these as SMART outcomes (specific, measurable, achievable, relevant, time-bound). The realization that outcomes as written were not fully assessable by using the rubric assessment process contributed largely to UTC’s decision to impanel a committee in 2020 to reimagine general education and led to one of the most significant moves UTC has made in the service of continuous improvement: proposing and adopting a new General Education Program.

The revised General Education program and new outcomes were officially voted in by faculty in Spring 2022, to be implemented in Fall 2023. As previously mentioned, new outcomes are the following and a rubric for the communicate effectively outcomes is linked, as it is the only one that has been developed:

- [Communicate effectively](#) according to purpose using written, oral, and/or audio-visual methods.
- Critique and evaluate information, concepts, theories, and claims.
- Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
- Create, innovate, and adapt to take charge of your own learning.

The new General Education Program was designed with an assessment plan in mind, as outlined in Table 8.2.b-15 below.

Table 8.2.b-15. 10-Year Schedule for Assessing New Outcomes

SP 2024	Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
SP 2024	Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
SP 2025	Critique and evaluate information, concepts, theories, and claims.
SP 2025	Create, innovate, and adapt to take charge of your own learning.
SP 2026	Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
SP 2026	Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
SP 2027	Critique and evaluate information, concepts, theories, and claims.
SP 2027	Create, innovate, and adapt to take charge of your own learning
SP 2028	Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
SP 2028	Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
SP 2029	Critique and evaluate information, concepts, theories, and claims.
SP 2029	Create, innovate, and adapt to take charge of your own learning
SP 2030	Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
SP 2030	Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
SP 2031	Critique and evaluate information, concepts, theories, and claims.
SP 2031	Create, innovate, and adapt to take charge of your own learning
SP 2032	Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
SP 2032	Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
SP 2033	Critique and evaluate information, concepts, theories, and claims.
SP 2033	Create, innovate, and adapt to take charge of your own learning
SP 2034	Communicate effectively according to purpose using written, oral, and/or audio-visual methods.
SP 2034	Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.

UTC will continue to administer the ETS PP each semester to graduating seniors. New targets will be set, and analysis will continue. Detailed analysis for each outcome will include looking closely at proficiency percentages as well as analyzing data by program and college. Additional focus moving forward will be toward communicating results to faculty and administrators in order to see continuous improvement in scores across each outcome.

UTC administrators, faculty, and staff are confident that the redesigned General Education Program, complete with new outcomes, will be beneficial to students. Additionally, these new outcomes will allow for assessment that is authentic and systematic, providing facilitation of continuous improvement based on assessment results.

Conclusion

As evidenced above, UTC is in compliance with Standard 8.2.b.

Sources

-  [2020-2021 Proficiency Profile Scores](#)
-  [2021-2022 Proficiency Profile Scores](#)
-  [AAC&U Critical Thinking Value Rubric](#)
-  [AAC&U VALUE Institute](#)
-  [AAC&U VALUE Rubrics](#)
-  [AAC&U Written Communication Value Rubric](#)
-  [Communicate Effectively Rubric](#)
-  [General Education Committee](#)
-  [General Education Outcomes](#)
-  [Recertification Process](#)
-  [University of Tennessee - Chat CT 2019](#)
-  [University of Tennessee Chattanooga WC report 2019](#)

8.2.c

Student outcomes: Academic and Student Services

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:

- c. academic and student services that support student success.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Academic and student services that support student success at the University of Tennessee at Chattanooga (UTC) identify expected outcomes, assess the extent to which outcomes are achieved, and provide evidence of seeking improvement based on the analysis of the results. UTC maintains a strong, ongoing, university-wide commitment to the comprehensive, regular, and systematic assessment of outcomes in all its academic and student support service areas as part of its efforts to foster continuous improvement.

The first section of this narrative describes the assessment process at UTC, while the second section provides evidence that UTC's academic and student support services areas (a) identify expected learning outcomes; (b) assess the extent to which those outcomes are achieved; and (c) provide evidence of continuous improvement based on analysis of assessment results.

Outcomes Assessment Process at UTC

UTC assesses student learning outcomes on an annual basis in all academic and student services that support student success. Staff, coordinators, directors, unit heads, and other supervisors play a central role in all aspects of the outcomes assessment process: the establishment of outcomes, development of assessment plans, assessment, reporting, review of assessment reports, and the use of assessment findings to make improvements.

UTC uses the Anthology - Planning platform to maintain assessment plans and associated data. The assessment cycle encompasses the entire academic year with a reporting deadline of September 30 of the next year. An Outcomes Assessment Timeline is available on the Assessment and Institutional Effectiveness webpage and disseminated regularly across campus via outcomes assessment update emails. While units are expected to have every component of the outcome entered by the final deadline, there are scaffolding due dates and reminders through the year to ensure the process is efficient and effective. Documentation, including instructions and other resources, is provided by the Office of Planning, Evaluation, and Institutional Research (OPEIR) as part of its responsibility in ensuring the process is followed and institutional requirements are met. Resources available on the Assessment and Institutional Effectiveness webpage include information related to developing outcomes, assessing outcomes and using results for continuous improvements, and additional supporting resources such as industry standards (Council for the Advancement of Standards (CAS)) and SMART (specific, measurable, achievable, relevant, timed) outcome development.

The new platform began to be used as a repository for outcomes assessment information in 2015. Since that time, UTC has had the opportunity to adjust the way the platform looks, include additional information as part of the data and information collection process, collect feedback from individuals and departments across campus, and tailor Anthology - Planning culminating in a platform that serves the needs of the campus and the assessment work being completed.

An important feature in Anthology - Planning is the ability for individual outcomes to be linked to UTC's Strategic Plan, mission, vision, and values, as well as the ability to link to the outcomes/goals of the larger unit (Figure 8.2.c-1). There are several components required to be entered for every outcome by each department, office, unit, or area, including the following (Figure 8.2.c-2):

- Outcome Title
Department Goal (Long-term)
Outcomes Expected (Including Targets)
Reporting Cycle Outcome Last Assessed
Means of Assessment
Criteria for Success
Assessment Data (Results)
Follow Up Actions Planned
Continuous Improvement
Progress

Figure 8.2.c-1. Connecting Strategic Plan Goal/Objective with Outcome

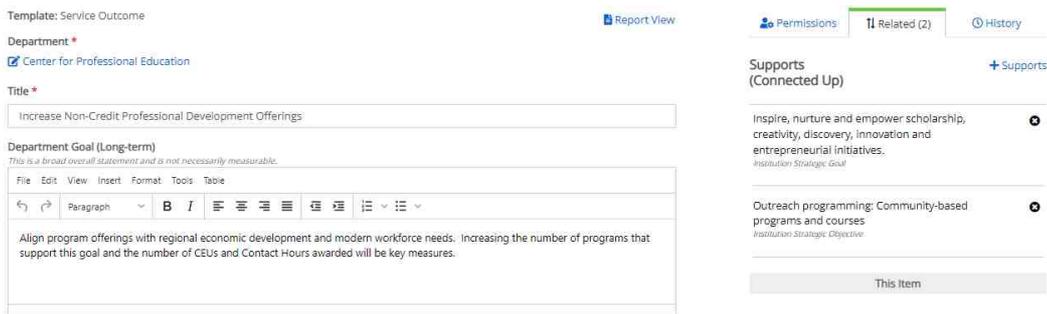


Figure 8.2.c-2. Required Outcome Fields in Anthology - Planning

Title *

New Service Outcome Item

Department Goal (Long-term)

This is a broad overall statement and is not necessarily measurable.

File Edit View Insert Format Tools Table

Paragraph B I [Text Alignment Icons] [List Icons]

Linked Documents

There are no attachments.

Outcomes Expected (including targets)

This is stated measurably.

File Edit View Insert Format Tools Table

Paragraph B I [Text Alignment Icons] [List Icons]

Reporting Cycle Outcome Last Assessed

Please indicate the last time this outcome was assessed. If this is a new outcome enter "New" in the field.

Means of Assessment

How will you measure the results of the outcome? Select from the list what type of assessment is being used. More than one method of assessment can be selected.

- Survey
- Rubric
- Number (Count)
- Dollars
- Areas Impacted
- Response Time
- Other

Criteria for Success

For each assessment type: enter the beginning status, or number, to which you will compare the results.

File Edit View Insert Format Tools Table

Paragraph B I [Text Alignment Icons] [List Icons]

Plan Item Files

There are no attachments.

[+ File](#) [+ Folder](#)

Assessment Data (Results)

Click in the box to enter your data. Once the information is entered, click out of the box and your information will be automatically saved. You can include attachments (Word, Excel, html, pdf, and PowerPoint) once your information has been saved. Make sure all attachments do not have any student identifying information (Name, UTC ID, etc.). If you include an attachment, provide a brief overview of that attachment.

File Edit View Insert Format Tools Table

Paragraph B I [Text Alignment Icons] [List Icons]

Plan Item Files

There are no attachments.

[+ File](#) [+ Folder](#)

Follow Up Actions Planned

Click in the box to enter what actions will be taken in the upcoming years based on the results. For example, if the process is not complete or if some of the actions will take more than one reporting cycle to complete, enter a short plan here. See <https://www.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/assessment-and-institutional-effectiveness/raising-assessment-results> for some ideas on how to improve programs and services.



A rich text editor interface with a menu bar (File, Edit, View, Insert, Format, Tools, Table) and a toolbar containing icons for undo, redo, paragraph style, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and a dropdown arrow. Below the toolbar is a large empty text area.

Plan Item Files

There are no attachments.

+ File + Folder

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.



A rich text editor interface with a menu bar (File, Edit, View, Insert, Format, Tools, Table) and a toolbar containing icons for undo, redo, paragraph style, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and a dropdown arrow. Below the toolbar is a large empty text area.

Progress



A dropdown menu with a downward-pointing arrow.

Components that are not required but could prove helpful to offices, departments, and those with assessment responsibilities include (Figure 8.2.c-3):

Strategies

Relation of Means of Assessment to the Outcome

Actions Taken and Improvements Made During the Reporting Cycle

Figure 8.2.c-3. Additional Outcome Fields in Anthology - Planning

Strategies

Strategies you will take to achieve the outcome.



A rich text editor interface with a menu bar (File, Edit, View, Insert, Format, Tools, Table) and a toolbar containing icons for undo, redo, paragraph style, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and a dropdown arrow. Below the toolbar is a large empty text area.

Relation of Means of Assessment to the Outcome

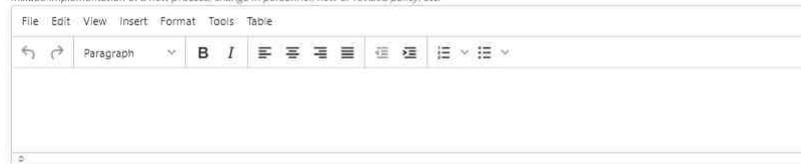
Describe how this means of assessment is related to the outcome.



A rich text editor interface with a menu bar (File, Edit, View, Insert, Format, Tools, Table) and a toolbar containing icons for undo, redo, paragraph style, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and a dropdown arrow. Below the toolbar is a large empty text area.

Actions Taken and Improvements Made During the Reporting Cycle

Changes that occurred during the Reporting Cycle that could have affected your assessment results should be entered here. Click in the box to enter any information related to what your department did that may have impacted the results. This might include implementation of a new process, change in personnel, new or revised policy, etc.



A rich text editor interface with a menu bar (File, Edit, View, Insert, Format, Tools, Table) and a toolbar containing icons for undo, redo, paragraph style, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and a dropdown arrow. Below the toolbar is a large empty text area.

Plan Item Files

There are no attachments.

+ File + Folder

Detailed descriptions of each of these components are provided in the [Anthology - Planning User Guide](#) and short descriptions of what is expected to be entered in each of the fields are provided in [Anthology - Planning](#). The Progress field is updated throughout the cycle to indicate (1) which outcomes are being assessed for the current cycle or not being assessed for the current cycle; (2) when an outcome is completed and ready for review; (3) when an outcome is completed and should not be rolled over as part of the new cycle or when an outcome is cancelled (no longer applies) and should not be rolled over as part of the new cycle. Programs, departments, colleges, offices, and units are asked to use both direct and indirect measures in their outcomes assessment.

OPEIR not only provides resources and information related to outcomes assessment but offers training and brainstorming sessions and provides feedback to programs related to their outcomes throughout the cycle. There are specific periods built into the timeline for these offerings, and feedback is sent to those responsible for entering outcomes assessment information into Anthology - Planning and also to coordinators, directors, department heads, deans, unit heads, vice provosts, and vice chancellors, as appropriate. The outcomes assessment process should not be completed in isolation, and it is important for all involved to be in the communication loop.

UTC's Director of Assessment, in OPEIR, is responsible for maintaining the assessment process, making sure guidelines are followed and requirements are met, and providing feedback to ensure that continuous improvement is taking place. The Outcomes Management Analyst works closely with the Director of Assessment to help maintain access to Anthology - Planning, provide support in the form of troubleshooting and training users on the platform, and to take inventory of what is captured in the platform to be sure required information is available to the Director of Assessment.

A spreadsheet has been developed to help keep track of each office, department, and unit's progress in the Outcomes Assessment Cycle. For internal tracking purposes, offices, departments, and units are divided into two categories, academic and non-academic, as shown in the spreadsheet. For SACSCOC purposes, these areas are separated into the three distinct areas of administration, educational programs, and academic and student services. This spreadsheet is used to compile information and then feedback is provided to those responsible for assessment. Once corrections have been made based on feedback, department heads and supervisors are brought into the feedback cycle and are provided with information on their areas' strengths and challenges. The spreadsheet is updated multiple times each cycle and feedback is provided throughout the year. The final piece of feedback provided includes recommendations for improvements to outcomes assessment information in future cycles.

The spreadsheet is used in tandem with the [Outcomes Assessment Rubric](#). This rubric is used to monitor the quality of outcomes that have been established, and the goal is for all outcomes to be SMART - Specific, Measurable, Attainable, Realistic, and Timed. Rubric scores reflect how SMART outcomes are as they are entered into Anthology - Planning. This score, along with the specific feedback regarding all components of the outcome, is used for continuous improvement. Rubric scores are aligned with three distinct outcome categories: emerging, acceptable, and exceptional (Table 8.2.c-4).

Table 8.2.c-4. Outcome and Rubric Categories by Rubric Score

Outcome Category	Rubric Category	Rubric Score
Emerging	Does not Meet Expectations	0
Acceptable	Partially Meets Expectations	1
Exceptional	Meets or Exceeds Expectations	2

We have seen the number of academic and student services departments in the "Exceptional" category increase from 5 (14.7%) in 2016-2017 to more than 23 (79.3%) in 2020-2021. While continuous improvement in the outcomes seems like an obvious path, what might not be as clear is the fact that with this improvement comes improvement in academic and student support effectiveness, in turn increasing student success. By developing, assessing, and addressing these outcomes, we are able to provide the continuous improvement necessary for our students to receive the liberal arts education they are promised while nurturing a culture of creativity, scholarship and innovation through the pursuit of excellence in all that we do.

Outcomes Assessment Status and Examples

Over the past several years, UTC has improved its Outcomes Assessment process in many ways. Importantly, the number of offices, departments, and areas that comply with the requirements of the process has drastically increased. For academic and student support services departments, we have seen participation in brainstorming and training sessions increase, the number of responses to feedback emails increase, and the number of requests to present outcomes assessment information to groups, both large and small, increase. [A list of programs and departments that fall under Standard 8.2.c](#) and are expected to meet the requirements of the outcomes assessment process is provided. The increased engagement is apparent in many ways, not least of which is shown in Table 8.2.c-5, which provides the number and percentage of areas that fall into each range of completion.

Table 8.2.c-5. Completion/Participation of Administrative Departments

	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
<50% completed	22	64.7	21	56.8	10	27.8	7	22.6	0	0.00%
50-74% completed	5	14.7	4	10.8	5	13.9	1	3.2	3	10.34%
75-100% completed	7	20.6	12	32.4	21	58.3	23	74.2	26	89.66%

Table 8.2.c-6 provides links to outcomes and associated results for each academic and student support services department.

Table 8.2.c-6. Academic and Student Support Services - Outcomes and Associated Results

Academic and Student Support: Offices, Departments, and Units	2018-2019	2019-2020	2020-2021
Campus Recreation/ARC	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Center for Academic Support and Advisement	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Center for Career and Leadership Development	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Center for Student Wellbeing	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Center for Women's and Gender Equity	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Counseling Center	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Dean of Students			
Disability Resource Center	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Equity and Inclusion (ADA and Compliance)			Outcomes Assessment Information
English as a Second Language Institute	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Financial Aid and Scholarships	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
International Scholars Student Support	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Leadership Development and Programs	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Library	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Mocs One	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Orientation/New Student and Family Programs	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Registrar	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Residence Life	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Student Conduct	Outcomes Assessment Information		
Student Health Services	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Student Outreach & Support	Outcomes Assessment Information		
Student Success Programs		Outcomes Assessment Information	Outcomes Assessment Information
Student Support Services	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Title IX	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information
Veteran Student Services	Outcomes Assessment Information	Outcomes Assessment Information	Outcomes Assessment Information

Beginning in academic year 2020-2021, areas were required to provide information regarding continuous improvement based on their outcomes assessment results and processes. Prior to this requirement, improvement was recognized through conversations and anecdotal evidence, with the intention of prompting discussion and attention to the goal of continuous improvement. Not all areas completed the continuous improvement information for their outcomes, but even in those cases it is apparent that continuous improvement is taking place across campus.

Continuous improvement is seen as the connection between assessments and results from the previous year to the current year. In communicating with those responsible for outcomes assessment, it is important to provide examples and clear expectations for each required element of the outcomes assessment process. Follow-up actions are an indication of the plans going forward based on assessment results. Essentially, what do the results mean and how will they be used to inform what you do next? Specific instructions and detailed information are sent to those responsible for outcomes assessment multiple times per cycle, as noted in the [Outcomes Assessment Timeline](#). Due in part to increased communication and clear expectations, the quality of information entered into Anthology - Planning has improved. In turn, there is greater evidence of continuous improvement in many areas. Table 8.2.c-7 provides examples of continuous improvement efforts for several academic programs. The examples are in no particular order but do contain evidence from across all colleges and program levels.

Table 8.2.c-7. Examples of Continuous Improvement Efforts

Academic and Student Services	Outcome Title with Link to Continuous Improvement
Library	Effective Collection Management
Center for Women and Gender Equity	Leadership Growth
Orientation/New Student and Family Programs	Positive Interactions
Campus Recreation/ARC	Student Employment
Residence Life	Faculty-in-Residence
Center for Academic Support and Advisement	Supplemental Instruction Grades
Student Support Services	Tutoring Positive Impact
Equity & Inclusion	MOC Forward
International Scholars Student Support	Design and Implement Comprehensive Orientation

Finally, the new 2021-2025 Strategic Plan that was formally adopted in October 2021 was developed using feedback and data from the previous plan. The outcomes are now SMART - Specific, Measurable, Attainable, Realistic, and Timed, which provides a foundation to build continuous improvement efforts across campus in many ways. Outcomes for individual offices and programs align with elements of their larger units, which also align to the 2021-2025 Strategic Plan. This alignment ensures efficient, effective processes which support UTC's mission of being a "driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." Further, "at UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity."

Conclusion

UTC is in compliance with Standard 8.2.c.

Sources

-  2018-2019 Outcomes Assessment Report 8.11.2022 v2
-  2018-2019 Outcomes Assessment Report 8.11.2022 v2 (Page 430)
-  2018-2019 Outcomes Assessment Report 8.11.2022 v2 (Page 436)
-  2018-2019 Outcomes Assessment Report 8.11.2022 v2 (Page 440)
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-  2020-2021 Outcomes Assessment Report 8.11.2022 (Page 667)
-  2020-21 Analysis February 2022 Updated Detailed Analysis
-  Assessment and Institutional Effectiveness webpage
-  CAS Standards
-  OPEIR Website
-  Outcomes Assessment Rubric 10.7.21
-  Outcomes Assessment Timeline 6.3.21
-  SMART outcomes
-  Student Support Depts
-  UTC-Anthology-Combined Guide - 3.16.2022 final

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 upon fields of study appropriate to higher education.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) offers coherent programs of study that are compatible with its stated mission as "a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community. At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity..." Each degree program is approved by faculty and administration on campus, by the University of Tennessee System office, and by the University of Tennessee Board of Trustees. All programs are then reviewed by the Tennessee Higher Education Commission (THEC) for coherence, compatibility, relevance, sustainability, and appropriateness to the campus. The new [Bachelor of Applied Science in Applied Leadership](#) was approved in this manner by the Board of Trustees on July 23, 2021.

Further proof of the quality and coherence of UTC's degree programs comes from the accreditation process. Forty-nine programs are accredited by national accreditation agencies. All eligible programs are accredited by the relevant agency, such as the Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Board for Engineering and Technology (ABET), and the National Association of Schools of Music (NASM), demonstrating the appropriateness and excellence of each program.

Coherence

As a first step toward coherence, UTC has a [General Education program](#) that requires all students to complete a course of study appropriate to higher education. This requirement provides a foundation upon which individual disciplines can base their programs of study. Within each major, there are select "core" courses that every graduate must complete. These core courses are chosen carefully to further develop the foundation of knowledge that leads to innovation within each field. The remaining course work within each discipline is arranged with prerequisites and appropriate course numbering to guarantee the cohesion of the program. The BA English: Literary Studies is used as an example. The student seeking this degree must complete the General Education requirements as determined by the University, as well as two years in a foreign language. Then, a student is provided with five core courses that must be completed. These core courses are all at the 2000- and 3000-level and provide a foundation useful in all other literary studies coursework. They are Introduction to Literary Analysis, Introduction to Rhetorical Analysis, Survey of American Literature, Survey of British Literature, and Shakespeare. These courses provide a coherent and relevant basis upon which to build a program. Beyond this core, a student must take a prescribed number of hours in the discipline.

In order to be accepted as a degree program, the proposing department must prove coherence to the UTC Curriculum Committee, the UTC Faculty Senate, the UT system, the UT Board of Trustees, and THEC. Each degree program also undergoes a curriculum review on a regular basis. The Curriculum process includes ongoing curriculum mapping for all new core courses, new programs, and program modifications. Part of this review process is an effort to ensure continued coherence within the discipline.

University Curricula Review and Approval Process

Managing the curriculum is one of the most important roles of UTC 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. Detailed explanations of this review and approval process are provided in the Curriculum process for curriculum review.

Compatibility with Stated Mission

The University's stated Mission includes substantial focus on teaching, learning, and research. As an institute of higher education, our first and most crucial commitment is to our students and their acquisition of knowledge. At UTC, our comprehensive and diverse academic programs support the institution's stated mission "...achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community..." UTC has four academic colleges offering 47 undergraduate programs of study with 88 concentrations, 29 graduate programs of study with 62 concentrations, and 22 certificate programs. These programs encompass fields ranging from STEM, arts, humanities, and social sciences with the goal of providing students with holistic and comprehensive educational opportunities.

Appropriateness to Higher Education

The approval process for any new degree program requires proof of the rigor and substance of the program and the courses included in it. New program proposals must conform to the format prescribed by THEC for the University of Tennessee, which includes information concerning faculty, resources, need for the program, assessment, and other projections. Additionally, the proposal must be able to prove the necessity of such a degree program as seen through career or professional requirements or standards.

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 programs stay continually relevant and responsive to student demand as well as the needs of the state of Tennessee and the region.

Academic Program Review

The UTC Office of Planning, Evaluation, and Institutional Research (OPEIR) provides oversight to Academic Program Reviews (APR), which are the primary means by which the institution evaluates the ongoing effectiveness of its academic units' curriculum, learning outcomes, student experience, faculty, learning resources, and support. The administration participates in the reviews and treats the process and the outcomes very seriously. APR is based on a five-year cycle and is part of THEC's Quality Assurance Funding (QAF) requirements. Documents from these reviews, including the unit's self-study, reviewers' reports, and follow-up discussions, are archived and referred to frequently. A detailed description of the Academic Program Review process is provided in the institution's [Undergraduate](#) and [Graduate](#) Program Review Guides and examples are provided for the following programs: Health and Human Performance (Graduate and Undergraduate programs); Modern and Classical Languages & Literatures; Biology, Geology, and Environmental Science (Graduate and Undergraduate Programs); and Engineering Management.

The APR is 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 outside the State of Tennessee, as well as colleagues from other units within the institution, such as the Library, Walker Center for Teaching and Learning, and Academic Affairs.

Undergraduate Degree Requirements

The University offers undergraduate programs that lead to the following degrees:

- Bachelor of Applied Science (BAS)
- Bachelor of Arts (BA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Integrated Studies (BIS)
- Bachelor of Music (BM)
- Bachelor of Science (BS)
- Bachelor of Science Business Administration (BSBA)
- Bachelor of Science Computer Engineering (BSCpE)
- Bachelor of Science Chemical Engineering (BSChE)
- Bachelor of Science Civil Engineering (BSCE)
- Bachelor of Science Electrical Engineering (BSEE)
- Bachelor of Science Mechanical Engineering (BSME)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)

Specific requirements for these degrees are outlined in the Undergraduate Catalog within each of the colleges: the [College of Arts and Sciences](#), [Gary W. Rollins College of Business](#), [College of Engineering and Computer Science](#), and [College of Health, Education, and Professional Studies](#). Undergraduate programs require a minimum of 120 hours, including 40-41 hours of general education coursework (except for the Bachelor of Applied Science programs, which require 31-33 hours of general education). The remaining requirements include coursework in the major and/or concentration, and electives. All students seeking the B.A. degree in the College of Arts and Sciences must complete the requirements for a minor in the same valid catalog year as the major. Students completing the requirements for two majors satisfy the requirement for a minor. For students seeking the B.A. as a second degree, the previously completed major will satisfy the minor requirement. Students may complete an established minor requiring a minimum of 18 credit hours with at least 8 credit hours at the 300/400 level. Additional graduation requirements for undergraduate students ensure consistent and high standards for UTC graduates. These requirements include:

1. Complete all degree requirements (majors and minors) within the same valid catalog year and complete all major and related curriculum requirements outlined in the valid catalog year for the specific major(s).
2. Comply with the state law that one unit of American history at the high school level or 6 credit hours of collegiate work be satisfactorily completed.
3. Complete 60 credit hours at an accredited senior (4-year) institution.
4. Complete the last 24 credit hours at UTC.
5. Complete at least 39 credit hours at the 3000-4000 level.
6. Complete a minimum of 12 credit hours at the 3000-4000 level in the UTC major department(s) or program(s) offering the degree.
7. Earn a minimum of a 2.0 institutional cumulative GPA unless otherwise specified by the major, a minimum 2.0 GPA for all course work attempted at UTC, and a minimum 2.0 GPA for all credit hours attempted in the major(s) unless otherwise specified.

Graduate Program Requirements

[Graduate degree programs](#) require a minimum of 30 credit hours. Each program includes cognate or required courses and a number of electives. The Program of Study (completed by the end of the first semester of enrollment except where otherwise noted for specific graduate degree programs) lists all core courses that must be taken. Additionally, the Admission to Candidacy Form identifies all the specific courses the student will complete to earn the graduate degree, including electives, and is approved by the advisor, coordinator of the program, and the Dean of the Graduate School. It is this approved program of study that constitutes the degree requirements for each graduate student.

Conclusion

UTC is in compliance with Standard 9.1.

Sources

-  2020-25-pr-packet-grad v9
-  2020-25_pr-packet-ug v9
-  9.1 Program content
-  Accredited Programs
-  BAS Applied Leadership NAPP Resubmission_2021.02.19
-  CAS Catalog Section
-  CECS Catalog Section
-  CHEPS Catalog Section
-  Engineering Management Program Review Self-Study_Final
-  External Reviewer Narrative Report Engin Mgmt
-  General Education Requirements
-  Graduate Program Requirements
-  Institutional Vision, Mission, Core Values _ University of Tennessee at Chattanooga
-  LON BAS including appendices - 6-23-20
-  NAPP MS Data Analytics FINAL 1.14.19
-  New Academic Program Proposal Process Summary
-  RCOB Catalog Section
-  THEC A1.0 Program Approval New Programs Policy_Comm Amendment Jan 25 2019
-  THEC LON and NAPP Checklist_Feb 2019
-  THEC UTC BAS THEC Approval_July 23 2021
-  THEC_A1.1_Academic_Prog_Modification_Policy_Jan_26_2017
-  UTC Academic Accreditation Programs
-  UTC BAS NAPP Complete 12.3.2020 with financial projection
-  bge-external-review-final-report
-  bge-ug-self-study-2017-12-14
-  hhp-academic-audit-rpt-15-16
-  hhp-self-study-15-16
-  mcII-external-reviewers-report-15-16
-  mcII-self-study-15-16

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) offers degree programs at the baccalaureate, post-baccalaureate, graduate, and professional level. UTC does not offer associate degrees. As demonstrated throughout the [2021-2022 Undergraduate Catalog](#), all undergraduate degrees require a minimum of 120 semester credit hours. The credit hour requirements for graduate programs vary widely but, in all cases, the [2021-2022 Graduate Catalog](#) demonstrates every program satisfies the 30 semester credit hour minimum. All courses and programs are measured in semester credit hours, and we follow established norms when converting transfer credit to semester credit hours.

Undergraduate Programs

Table 9.2-1 includes all current active degree programs and illustrates that all require 120 or more semester credit hours. Programs listed with more than 120 required credit hours are driven by external requirements for licensure or professional accreditation requirements. [Degree requirements](#) specify a minimum of 120 semester credit hours. Sample transcripts for each undergraduate degree type are linked in the table below.

Table 9.2-1. Undergraduate Program Credit Hours

Programs by College	Minimum credit hours needed to complete
COLLEGE OF ARTS AND SCIENCES	
BFA, Art (all concentrations)	120
BA, Art: Art Education	120
BA, Art: Art History	120
BA, Art: Studio	120
BS, Biology: General	120
BS, Biology: Preprofessional	120
BS, Biology: STEM Education	126
BS, Chemistry	120
BS, Chemistry: Biochemistry	120
BS, Chemistry: STEM Education	121
BS, Communication	120
BS, Criminal Justice	120
BA, English (all concentrations)	120
BS ESC: Biodiversity, Conservation and Natural Resources	120
BS ESC: Earth, Atmosphere, and Geological Resources	120
BS ESC: Environmental Health	120
BS ESC: Environmental Policy and Planning	120
BS ESC: Geographic and Cartographic Sciences	120
BS ESC: Natural Resource Administration & Enforcement	120
BS, Geology (both concentrations)	120
BS, Geology: STEM Education	120
BA, History	120
BA, Humanities: Liberal Arts	120
BA, Humanities: International Studies	120
BA, Humanities: Women, Gender, Sexual Studies	120
BS, Mathematics: General	120
BS, Mathematics: Actuarial Science	120
BS, Mathematics: STEM Education	120
BA, MCLL: Classics	120
BA, MCLL: French	120
BA, MCLL: Spanish	120
BA, MCLL: Latin American Studies	120
BA, Music	120
BM, Music: Instrumental Performance	120
BM, Music: Composition	120
BM, Music: Vocal Performance	120
BM, Music: Instrumental Music Education	122
BM, Music: Vocal Music Education	120
BM, Music: Music Therapy	124
BA, Philosophy & Religion: Philosophy/Combined	120
BA, Philosophy & Religion: Religious Studies	120
BS, Physics	120
BS, Physics: Biophysics	120
BS, Physics: STEM Education	123
BS, Political Science and Public Service: American Politics	120
BS, Political Science and Public Service: International and Comparative Studies	120
BS, Political Science and Public Service: Public Law	120
BS, Political Science and Public Service: Public Administration and Nonprofit Management	120
BS, Political Science and Public Service: Public Policy	120
BS, Political Science and Public Service: Politics	120
BS, Psychology	120
BA, Sociology & Anthropology: Anthropology	120
BS, Sociology & Anthropology: Anthropology	120
BS, Sociology & Anthropology: Sociology	120
BA, Theatre	120
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES	
BS, Interdisciplinary Educational Studies: Child and Family Studies	120
BS, Interdisciplinary Educational Studies: Early Childhood & Early Child Special Educ	120
BS, Interdisciplinary Educational Studies: Exceptional Learning K-8 Interventionists	120
BS, Interdisciplinary Educational Studies: Exceptional Learning K-12 Comprehensive	120
BS Interdisciplinary Educational Studies: Elementary Education K-5 and English as a Second Language Pre-K-12	120
BS, Middle Grades Education: English	120
BS, Middle Grades Education: Mathematics	120
BS, Middle Grades Education: Natural Sciences	120
BS, Middle Grades Education: Social Sciences	120
BS, Secondary Education: Economics	121
BS, Secondary Education: English	121
BS, Secondary Education: Geography	120
BS, Secondary Education: History	121
BS, Secondary Education: Political Science	121
BS, HHP: Exercise and Health Sciences	120
BS, HHP: Health and Physical Education K-12	120
BS, HHP: Sport, Outdoor Recreation, & Tourism Management	120
BS, Interior Architecture	120
BSN, Nursing	120
BSN, Nursing: RN to BSN	120
BSW, Social Work	120
BIS, Integrated Studies	120

BAS Applied Leadership	120
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE	
BSChE, Chemical Engineering	128
BSChE, Chemical Engineering: Environmental	128
BSCE, Civil Engineering	128
BSCE, Civil Engineering: Environmental	128
BS EE, Electrical Engineering	128
BSME, Mechanical Engineering	128
BS, ETM: Engineering Management	127
BS, ETM: Construction Management	127
BAS, Mechatronics Engineering Technology	127
BS, Computer Science: Cyber Security	120
BS, Computer Science: Software Systems	120
BS, Computer Science: STEM Education	130
BS, Computer Science: Data Science	122
BSCpE, Computer Engineering	128
GARY W. ROLLINS COLLEGE OF BUSINESS	
BSBA, Accounting	120
BSBA, Management: Business Analytics	120
BSBA, Economics	120
BSBA, Economics: Finance Economics	120
BSBA, Finance	120
BSBA, Finance: Investments	120
BSBA, Management	120
BSBA, Human Resource Management	120
BSBA, Marketing	120
BSBA, Entrepreneurship	120
BSBA, Marketing: Professional Sales	120
BA, Economics: International Public Policy	120
BA, Economics	120

Graduate and Professional Programs

Graduate programs at UTC include master's, specialist, and doctoral degrees. Table 9.2-2 identifies the required credit hours for each current active program and demonstrates the minimum 30 semester credit hours requirement is satisfied for all degree programs. Sample transcripts for each graduate degree type are linked in the table below.

Table 9.2-2. Graduate Program Credit Hours

Graduate Programs by College	Minimum credit hours needed to complete
COLLEGE OF ARTS AND SCIENCES	
MA, English: Creative Writing	33
MA, English: Literary Studies	33
MA, English: Rhetoric and Writing	33
MPA, Public Administration	36
MPA, Public Administration: Local Government Management	36
MPA, Public Administration: Non-Profit Management	36
MS, Environmental Science	36
MS, Environmental Science: Environmental Administration and Management	36
MS, Mathematics: Applied Mathematics	36
MS, Mathematics: Applied Statistics	36
MS, Mathematics: Education	36
MS, Mathematics: Pre-professional Mathematics	36
MS, Psychology: Industrial-Organizational	48
MS, Psychology: Research (Psychological Science)	36
MSCJ, Criminal Justice	36
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES	
DNP, Nursing	36
DNP, Nursing: Nursing Administration Systems	57
DPT, Physical Therapy	120
EdD, Leadership and Instructional Practice	66
EdS, Advanced Educational Practice: Instructional Leadership	30
EdS, Advanced Educational Practice: Principal Licensure	36
EdS, Advanced Educational Practice: School Psychology	36 with MS already or 66 if only a BS degree
MEd, Counselor Education: Clinical Mental Health	60
MEd, Counselor Education: School Counseling	60
MEd, Elementary Education: Elementary Education	36
MEd, Elementary Education: English as a Second Language	36
MEd, Elementary Education: Licensure	36
MEd, Elementary Education: Reading Specialist	36
MEd, School Leadership: Principal/Supervisor Licensure	33
MEd, School Leadership: Teacher Leadership	33
MEd, Secondary Education: English as a Second Language	36
MEd, Secondary Education: Licensure	36
MEd, Secondary Education: Non-Licensure	36
MEd, Secondary Education: Reading Specialist	36
MEd, Special Education: Mild Disabilities	36
MPH, Chronic Disease Prevention and Control	45
MS, Athletic Training	66
MSN, Nursing: Adult Gerontology Acute Care Nurse Practitioner	49
MSN, Nursing: Anesthesia	85
MSN, Nursing: Education	38-41
MSN, Nursing: Family Nurse Practitioner Lifespan	48-53
MSN, Nursing: Nursing Administration: Health Systems	37
MSN, Nursing: Nursing Administration: Nursing Informatics	40
MSW, Social Work	60 or 36 if admitted with advanced standing
OTD, Occupational Therapy Doctorate	117
PhD, Leadership and Decision-Making	76
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE	
MS, Computer Science	33 (thesis) 36 (Non-Thesis)
MS, Computer Science: Cyber Security	33 (thesis) 36 (Non-Thesis)
MS, Computer Science: Data Science	33 (thesis) 36 (Non-Thesis)
MS, Engineering Management	33
MS, Engineering Management: Construction Management	33
MS, Engineering: Automotive Systems	33 (thesis) 36 (Non-Thesis)
MS, Engineering: Chemical: Chemical Science	30 (thesis) 33 (Non-Thesis)
MS, Engineering: Civil	30 (thesis) 33 (Non-Thesis)
MS, Engineering: Electrical	31
MS, Engineering: Mechanical: Energy	30 (thesis) 33 (Non-Thesis)
PhD, Computational Science: Computational and Applied Mathematics	72
PhD, Computational Science: Computational Engineering	72
PhD, Computational Science: Computer Science	72
GARY W. ROLLINS COLLEGE OF BUSINESS	
MAcc, Accountancy	30
MAcc, Accountancy: Forensic Data Analytics	30
MBA, Business Administration: Business Analytics	36
MBA, Business Administration: General	36
MBA, Business Administration: Healthcare Administration	36
MSDA, Data Analytics	120

Combined Degree Programs

While UTC has adopted framing language that would support combined programs with fewer than the required number of semester credit hours, at this time no combined programs have been approved within the framing language. No combined programs have been submitted through the curriculum review process for consideration due to guidance from the University of Tennessee System and Tennessee Higher Education Commission.

UTC does offer two accelerated programs that enroll highly qualified undergraduate seniors in graduate level courses. However, the graduate level courses do not apply to the undergraduate degree and both programs, in Accountancy (MAcc) and Social Work (MSW), require a minimum of 30 semester hours at the graduate level as reflected in the excerpts from the 2021-2022 Graduate Catalog below:

Integrated MAcc (I-MAcc) Path

The Integrated MAcc (I-MAcc) path allows for the completion of a bachelor's degree and master's degree in accounting within five years. The purpose of this program is to allow the student to meet the 150-hour requirement for CPA certification and to provide an efficient way for students to obtain a graduate level professional education. Under this program, undergraduate accounting majors at UTC may:

- In consultation with an academic advisor, take up to nine credits of graduate coursework while completing their undergraduate degree.
- As part of the application process for the graduate degree, waive the GMAT/GRE requirement for admission.

Advanced Standing MSW Program (36 Credit Hours)

Students with a BSW degree from an undergraduate program accredited by the CSWE are eligible to enter directly into the advanced year of the MSW program after completing two courses in the summer prior to beginning the advanced year. The rationale from CSWE for this pathway is that students with a BSW from an accredited program already have a foundation from their undergraduate courses. The two courses in the summer allow MSW programs to bridge information needed for entrance into the advanced year and prepare students for the rigors of graduate study.

Five-Year BSW/MSW Program Option (36 Credit Hours)

Students in the UTC BSW Program are eligible, but not required, to apply for conditional admission to the Five-year BSW/MSW Program Option during their junior year of undergraduate study. Conditional admission to the Five-Year BSW/MSW Program does not guarantee admittance into the MSW Program. In order to be fully admitted into the MSW Program, students must complete the UTC Graduate School and Program Application process. Students admitted through the Five-Year BSW/MSW Program Option will complete two courses in the summer to bridge information from the BSW to the MSW. These courses will assist students in the transition from undergraduate to graduate studies and prepare them for the rigors of graduate study.

Conclusion

UTC is in compliance with Standard 9.2.

Sources

-  2021-2022 Graduate Catalog
-  2021-2022 Undergraduate Catalog
-  Bachelor_of_Applied_Science
-  Bachelor_of_Arts
-  Bachelor_of_Fine_Arts
-  Bachelor_of_Integrated_Studies
-  Bachelor_of_Music
-  Bachelor_of_Science
-  Bachelor_of_Science_in_Business_Administration
-  Bachelor_of_Science_in_Chemical_Engineering
-  Bachelor_of_Science_in_Civil_Engineering
-  Bachelor_of_Science_in_Computer_Engineering
-  Bachelor_of_Science_in_Electrical_Engineering
-  Bachelor_of_Science_in_Mechanical_Engineering
-  Bachelor_of_Science_in_Nursing
-  Bachelor_of_Social_Work
-  Degree and Graduation Requirements
-  Degree-and-Graduation-Requirements
-  Doctor_of_Education
-  Doctor_of_Nursing_Practice
-  Doctor_of_Philosophy
-  Doctor_of_Physical_Therapy
-  I-MAcc
-  IMAcc and MSW
-  MSW Social Work
-  Master_of_Accountancy
-  Master_of_Arts
-  Master_of_Business_Administration
-  Master_of_Education
-  Master_of_Public_Administration
-  Master_of_Public_Health
-  Master_of_Science
-  Master_of_Science_in_Criminal_Justice
-  Master_of_Science_in_Data_Analytics
-  Master_of_Science_in_Nursing
-  Master_of_Social_Work
-  Occupational_Therapy_Doctorate
-  Specialist_in_Education

9.3

General Education Requirements

The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

9.3(a)

The University of Tennessee at Chattanooga (UTC) requires the successful completion of a general education component at the undergraduate level that is based on a coherent rationale. The UTC faculty believes that the general education curriculum can expand students' fundamental knowledge, abilities, and aesthetic sensibilities, leading to more enriched lives and a more comprehensive view of our global world. Our general education program is based on long-held beliefs about what a general education should provide students at any university: broad exposure to many disciplinary areas and ideas regardless of students' majors. Table 9.3-1 lists the outcomes that students accomplish through study in rhetoric and writing, fine arts and humanities, natural science, behavioral science, mathematics, statistics, and non-western cultures.

Specifically, students complete this study as follows:

Table 9.3-1. General Education Categories and Required Credit Hours for Completion

Code	Category Title	Learning Outcomes	Credit Hours
R&W	Rhetoric and Writing	<ul style="list-style-type: none"> • Read and understand multiple genres and texts. • Use academic writing strategies with an emphasis on developing ideas, formulating a thesis, constructing an argument, and adjusting organization and details to meet audience needs. • Use revision strategies to clarify and improve a writing project's purpose, thesis, organization, use of supporting details, use of source material, and audience appropriateness. • Work effectively in peer groups to give and receive feedback on emerging drafts. • Use at least one multi-subject database to find relevant research and effectively incorporate material from their research into formal assignments. • Apply basic citation principles in at least one style (such as MLA or APA). • Complete formal writing projects using appropriate grammar, mechanics, formatting, and tone. 	6-7
FAH	Fine Arts and Humanities	<ul style="list-style-type: none"> • Describe the forms and limits of knowledge in the arts and the humanities. • Identify the relationships among ideas, text, and artistic works and their cultural and historical contexts. • Recognize and evaluate competing interpretations of texts broadly defined. • Compare the differences and commonalities among the various disciplines in the Fine Arts and Humanities. • Apply the techniques of interpretation and analysis characteristic of disciplines in the Fine Arts and Humanities to explore significant issues, texts, and artistic works. • Communicate the results of their inquiries and analyses in writing. 	12 (across 4 subcategories)
	<i>FAH Subcategories</i>	<i>Subcategory Learning Outcomes</i>	

HU	Historical Understanding	<ul style="list-style-type: none"> • Explain concepts such as cause and effect, change over time, context, and contingency. • Explain the varieties of historical evidence and assess their strengths and limitations. • Analyze and interpret primary and secondary source material, distinguish between them, and place them in context. • Evaluate multiple perspectives that emerge from differing narratives and sources. • Follow and construct logical and coherent historical arguments. • Articulate the relationship between the past and the present. 	3
LIT	Literature	<ul style="list-style-type: none"> • Recognize and analyze figurative language. • Identify and discuss multiple levels of meaning. • Construct theses and logical arguments related to the meaning or contexts of texts. • Arbitrate competing interpretations. • Articulate differences in genre (e.g., fiction, poetry, drama, etc.) and sub-genre (e.g. short story, essay, epic, sonnet, etc.). • Address the influence of cultural and historical contexts on literary texts. • Read and comprehend college-level literature. 	3
TVB	Thoughts Values & Beliefs	<ul style="list-style-type: none"> • Identify the key components of at least one body of thought. • Explain and analyze a body of thought. • Apply the unique perspective of the body of thought to a specific problem or question. • Effectively articulate in writing their individual perspective in relation to the body of thought. 	3
VPA	Visual and Performing Arts	<ul style="list-style-type: none"> • Describe, interpret, and analyze creative modes of expression. • Offer multiple solutions to specific creative problems. • Form and defend judgments about creative modes of expression. • Compare ideas, issues, or themes in human civilizations' achievements. 	3
NS	Natural Science	<ul style="list-style-type: none"> • Explain intellectual foundations, conceptual approaches, and methodologies of the natural sciences. • Understand and explain scientific terminology. • Discuss historical, social and political issues related to scientific data and advances. • Construct graphic and analytical models from a description of a specific natural phenomenon. • Formulate a hypothesis based on empirical data. • Apply the scientific method to solve problems. • Design experiments to test hypotheses. • Express conclusions and implications from scientific experiments using a variety of methods. 	7-8

BSS	Behavioral and Social Science	<ul style="list-style-type: none"> • Use and communicate evidence and theory to examine individual, social and or cultural phenomena. • Explain the strengths and limitations of behavioral or social science methods in predicting human behavior. • Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories. • Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information. • Analyze empirical observations in relation to discipline-appropriate theoretical constructs. 	6
MATH	Mathematics	<ul style="list-style-type: none"> • Explain key mathematical concepts or prove mathematical statements. • Describe both the strengths and limitations of mathematics in addressing human problems. • Use a variety of appropriate mathematical concepts, skills, tools, and methods to solve quantitative problems that arise in students' personal or professional lives. • Analyze and resolve real-world and abstract quantitative situations that require critical thinking, logical reasoning, and the ability to identify assumptions and separate relevant from irrelevant information. • Communicate, interpret, and justify results with clarity and coherence. 	3-4
STAT	Statistics	<ul style="list-style-type: none"> • Apply conceptual understandings of basic statistical principles to real-world situations. • Use statistical thinking. • Explain statistical concepts and interpret statistical results using appropriate statistical vocabulary. • Apply techniques of descriptive and inferential statistics and basic probability principles to real data. • Recognize the strengths and limitations of statistics in addressing human problems and conduct investigations of statistically accessible problems. • Use software packages for data analysis and statistical understanding. 	3
NWC	Nonwestern Culture	<ul style="list-style-type: none"> • Identify and analyze knowledge, artifacts, or practices of at least one non-Western* culture. • Recognize and articulate the complexities of human differences within the culture or cultures under examination. • Draw comparisons between the culture or cultures under examination and Western* traditions or practices. 	3
	TOTAL Hours		40-41

Context and Rationale for Category Requirements

Our current category requirements align closely, but not entirely, with Tennessee Board of Regents (TBR) requirements for a General Education program at the time we adopted them, which are shown in Table 9.3-2. TBR is Tennessee's state body that governs public community colleges. The majority of UTC's transfer students come from TBR community colleges, so making a smooth pathway for transfer is in UTC's best interest. Most importantly, we were required by state policy to honor the 41-hour structure adopted by the TBR. We made choices as follows about how to do that.

9.3-2. TBR General Education Requirements

TBR Requirement	UTC Requirement	Rationale	Total UTC Hours
Communication (9 hours—two writing classes and one in public speaking)	Rhetoric and Writing (6 hours)	Students with a community college degree may not have had time to hone their public speaking skills. Four-year students will have that opportunity with multiple presentations in classes.	6
Fine Arts and Humanities (9 hours)	Fine Arts and Humanities (12 hours)	In the spirit of providing a breadth of knowledge, adding three hours to the TBR requirement helps our students learn in new areas as varied as art, English, history, music, philosophy, religion, and theatre. It also supports our strategic plan to offer a high quality liberal arts education to students in our region.	12
Behavioral and Social Science (6 hours)	Behavioral and Social Science (6 hours)	We agreed that two courses give students a basic foundation in BSS.	6
History (6 hours)	UTC embedded 3 hours of study in Historical Understanding in the Fine Arts and Humanities category.	Community college students may not have met state requirements for a year of study in American history. UTC students generally have met that requirement because they mostly come from Tennessee high schools. Thus, we didn't need to impose study beyond 3 hours.	3
Natural Science (8 hours)	UTC also required one lab course and at least one lecture course (7-8 hours)	We concur that students benefit from a lecture experience and a hands-on lab experience.	7-8
Mathematics (3 hours)	UTC also required 3 hours in Mathematics	Students who don't plan to pursue majors that require mathematical knowledge don't need additional study in mathematics. In fact, students weak in mathematics struggle when forced to take multiple courses when they are successful elsewhere.	3
Statistics (3 hours)	Not required by TBR.	UTC determined that 4-year students needed to develop quantitative reasoning skills that could be satisfied with one 3 credit hour course beyond the required mathematics course.	3
Non-western Cultures	Not required by TBR	UTC chose to add this category knowing that our students are moving out into the world and need to develop knowledge about other cultures.	3

Rhetoric and Writing Category

Students must complete six credit hours in the Rhetoric and Writing category. This requirement typically consists of two sequential 3-hour courses to be taken consecutively, completing each with a grade of C or better. Students are expected to complete this requirement within the first 30 attempted credit hours. Students with ACT-English scores of 30 or above (SAT Verbal of 680 or above) are exempt from the first course in this sequence.

Some students may not be eligible to enroll in general education courses in this category until they fulfill prescribed course requirements. See the catalog section on [Advising, Orientation, and Registration](#) and information about [directed self-placement](#) for further details.

The purpose of this category is to develop a student's ability to read and write critically and communicate effectively in a variety of genres and contexts.

The Fine Arts and Humanities Category

Students must complete a total of 12 credit hours in The Fine Arts and Humanities category. There are four subcategories in this overarching category: Historical Understanding; Literature; Thought, Values and Beliefs; and Visual and Performing Arts. A student must complete at least one course in each subcategory. The purpose of this category is to develop skills in the analysis and interpretation of products of human thought and imagination in the realms of visual and performing arts, history, literature, philosophy, ethics, and religion.

Historical Understanding Subcategory

The purposes of this subcategory are to develop student skills in historical analysis and to increase student understanding of the past and its complexities. Coursework in this area helps students understand the multiple factors and contingencies that influence change over time. A foundation in historical understanding can help students understand how various societies got to their present circumstances.

Literature Subcategory

The goal of the literature subcategory is to promote critical engagement with the written word through prose, poetry, and drama. Students will acquire skills in the analysis and interpretation of texts and deepen their knowledge of the ways in which figurative language contributes to human thought and expression. Courses in this category should promote college-level reading skills through an emphasis on comprehension, building vocabulary, and exposure to a range of literary expression. The study of literature is a proven way for students to develop empathy skills.

Thought, Values and Beliefs Subcategory

The goal of this subcategory is for students to engage analytically and critically with at least one body of philosophical, ethical, and/or religious thought. Students will examine ways in which such thought can shape decisions and actions.

Visual and Performing Arts Subcategory

The purpose of this subcategory is to engage students in aspects of human creative thought and expression. Through study in the fine arts, students are encouraged to deepen their understanding of how and why human societies create art.

The Natural Sciences Category

Students must complete seven or eight credit hours of courses in the Natural Sciences category. At least one course will include a laboratory component that contributes to 25% of the final grade. The laboratory component grade may be reported separately. The purpose of this category is to allow students to participate in the systematic ways in which human beings analyze the physical universe, to appreciate the achievements of the human mind in comprehending the universe, and to understand the significant role of the natural sciences in human development.

Behavioral and Social Science Category

Students are required to complete six credit hours in the Behavioral and Social Sciences category. These two courses should be from different disciplines unless requirements for the major stipulate otherwise. The purpose of this category is to explore the nature of human behavior and social systems.

Mathematics Category

In general, students must complete three credit hours in the Mathematics category. Students are expected to complete this requirement within the first 30 attempted credit hours. Students with ACT-Math scores of 28 or above (SAT Math of 630 or above) are exempt from this requirement. Some students may not be eligible to enroll in general education courses in this category until they fulfill prescribed course requirements. See the UTC catalog section, [Advising, Orientation, and Registration](#) for further information. The purpose of this category is to develop students' ability to use abstract and deductive reasoning, to think logically and creatively about quantitative phenomena, and to analyze and solve real-world and abstract mathematical problems.

Statistics Category

Students must complete three credit hours in the Statistics Category. Some students may not be eligible to enroll in general education courses in this category until they fulfill prescribed course requirements. The purpose of this category is to develop students' ability to use statistical reasoning in their personal and professional lives.

Non-Western Culture Category

Students must complete three hours in the Non-Western Culture category. General education courses in Non-Western Culture may also be certified for a second general education category or subcategory. However, students must still complete 40-41 credit hours in the general education curriculum. Courses in this category will investigate some aspect of a culture whose dominant traditions originate outside of "Western" traditions, values, and systems of thought and belief. The purpose of this category is to ensure that students explore at least one culture outside of the Euro-American framework. Students are required to take one course certified in this category. This course may also be certified in another category or subcategory.

For the purposes of this document, "Western" is defined as an ideological, not a geographic, construct referring to peoples whose traditions trace their origins predominantly to European or American cultural heritages, recognizing that virtually no culture can be said to be "purely" Western or non-Western. Among the clearest examples of Western cultures as defined above would be the nations and non-indigenous cultures of the continents of North America, Europe, and Australia. Likewise, the clearest examples of "non-Western" cultures would be the nations and cultures of Asia and Africa and the indigenous cultures of North and South America and Australia. We recognize that there are some gray areas, such as the cultures of South and Central America or countries like Israel or even Russia, which are sometimes characterized as "Western" and sometimes not. Departments seeking certification for courses dealing with such nations or cultures should explain their rationale for labeling their course "non-Western."

Tracking General Education Requirements for Students

All undergraduate students are required to meet with academic advisors each fall and spring semester before registration for the upcoming term. Additionally, students' progress toward graduation is monitored by MyMocsDegree, UTC's web-based degree-auditing and tracking tool.

9.3(b)

UTC requires the successful completion of a general education component at the undergraduate level that is a substantial component of each undergraduate degree program. For degree completion in baccalaureate programs, the component constitutes a minimum of 30 semester hours or the equivalent. UTC generally dedicates one-third of the total hours required for graduation to ensure that general education represents a substantial component of each undergraduate degree program.

Associate Degree Programs

UTC does not offer associate degree programs.

Baccalaureate Degree Programs

Students seeking a Bachelor of Arts or Bachelor of Science degree are required to complete 40-41 hours in our general education program. This amount of coursework represents one-third of the 120 hours required for graduation. This requirement is outlined in the [Undergraduate Catalog](#) and the General Education Program [website](#). Specific general education requirements for individual degree programs are listed in the [Undergraduate Catalog](#).

Students in baccalaureate degree programs in Art and Engineering have waivers for some of their General Education requirements to accommodate discipline-specific accreditation requirements. In Engineering programs, students take only 6 hours in Fine Arts and Humanities, as opposed to 12 hours. In Art programs, students are exempted from the Statistics requirement. These waivers were determined through a negotiation between faculty in those departments and the Faculty Senate General Education committee. Both the Art and Engineering programs have external accreditors whose requirements made the programs unable to comply fully with our General Education requirements.

Students seeking a Bachelor of Applied Science (BAS) degree complete 31-34 hours of general education. UTC currently offers only two BAS programs, one in Mechatronics Engineering Technology and the other in Applied Leadership. Both programs are designed as completion degrees for students with some college credits.

Transfer Students

The UTC Undergraduate Catalog states the following as pertaining to general education:

Transfers from University of Tennessee Institutions

Students who wish to transfer from one University of Tennessee (UT) campus to another within the UT System – such as UTC – are known as “campus change” students. UT campuses welcome and seek to accommodate campus change students as they go through the transfer process.

Campus-change students who apply for transfer within the UT System will have completed general education requirements for the UT campus to which they are transferring, provided that the student:

1. has previously earned an Associate of Arts or an Associate of Science degree from a TBR institution, or
2. has been certified by the institution from which they are transferring as having completed all the general education requirements of that institution.

If a campus-change student transfers from one UT campus to another within the UT System before completing general education requirements, then the student will receive credit for having completed general education blocks or categories that correspond to those at the transferring institution. Campus-change students who meet these specifications will not be required to take any additional coursework to meet general education requirements at the transferring institution; however, specific general education courses may be required to satisfy the requirements of the major or degree program. As such, transcripts will be evaluated on an individual basis.

Transfers from Other Tennessee Public Institutions

Courses specifically meeting common general education category requirements at Tennessee public institutions satisfy the comparable general education category requirements when transferring to UTC. Students who have completed the general education requirements at a previous Tennessee public institution will not be required to complete additional general education courses. However, specific general education courses may be required to satisfy the requirements of the major.

The transfer module includes two courses in mathematics, a category which presumably includes courses in statistics. UTC requires one course in mathematics and one in statistics. Students who transfer two mathematics courses which meet the general education requirement at their original institution must be given credit for meeting UTC requirements in mathematics and statistics, though they may also need to take statistics to meet the requirements of their major.

The TBR general education core includes six credit hours in history and nine in humanities and fine arts. The transfer module includes 15 credit hours in history, humanities, and fine arts without mandating a distribution of courses. Students who have taken general education courses in history, humanities and fine arts at other public colleges and universities in Tennessee must accordingly be given credit for them as meeting our requirements in Fine Arts and Humanities and Non-Western Culture, even if these courses are not distributed as the UTC requirements specify. Any 15 credit hours in history, humanities, and fine arts must be accepted as meeting our General Education requirements.

Students who transfer without an associate degree submit transcripts that are evaluated by our University Registrar’s office. Student petitions without a clear transfer are routed to the Faculty Senate General Education committee for review and adjudication.

9.3(c)

The general education requirements for UTC provide a strong foundation and breadth of knowledge for students. Our general education program engages students in rhetoric and writing, fine arts and humanities, natural sciences, behavioral and social sciences, mathematics, statistics, and non-western culture. Table 9.3-1 indicates how that study is distributed across the program.

As presented in Table 9.3-1 and published in the UTC Undergraduate Bulletin, our general education requirements ensure that students are exposed to a breadth of knowledge, not focusing on skills, techniques, or procedures specific to a student’s future occupation or profession and are drawn from multiple academic areas. To satisfy category requirements, students complete one or more courses certified by the Faculty Senate General Education committee as meeting category learning outcomes.

Conclusion

UTC is in compliance with Standard 9.3.

Sources

-  [2021-2022 Undergraduate Catalog - Advising, Orientation, and Registration](#)
-  [2021-2022 Undergraduate Catalog - General Education](#)
-  [2022-2023 Undergraduate Catalog](#)
-  [Directed Self-Placement](#)
-  [General Education](#)

9.4

Institutional Credits for an Undergraduate Degree

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Undergraduate students at the University of Tennessee at Chattanooga (UTC) are required to complete at least 25% of the credit hours comprising the bachelor's degree under the direction of UTC faculty. This requirement is specified in the [Undergraduate Catalog degree requirements](#) section, presented to students, and verified by staff in the Office of the University Registrar (Figure 9.4-1).

Figure 9.4-1. Requirement Presented to Students and verified by staff in the Office of the University Registrar

Graduation Specialist: Checklist Items INCOMPLETE

Catalog year: 2021-2022

The following items in this block are for your information. They are intended to be used by the Office of the University Registrar Graduation Specialists, once you have applied for graduation.

<input type="radio"/> Total Hours Required: 120 Credit Hours	Still needed:	120 Credit Hours are required for your Degree. If outstanding, this requirement will be listed in the above block under Unmet Conditions.
<input type="radio"/> 60 Credit Hours-Accredited 4 Year Institution	Still needed:	This requirement must be manually checked. 60 credit Hours must be completed at an Accredited 4 Year Institution. For additional information, please refer to the Degree & Graduation Requirements page in the catalog.
<input type="radio"/> Last 24 credit hours must be completed at UTC	Still needed:	The last 24 credit hours must be completed at UTC. This requirement will be reviewed and updated by your Graduation Specialist during your final semester.
<input type="radio"/> Minimum Residency: 30 Credit Hours at UTC	Still needed:	A minimum of 25 percent of credit hours must be completed at UTC. If outstanding, this requirement will be listed in the above block under Unmet Conditions.

In addition to the catalog, UTC provides students with an individualized [MyMocsDegree](#) degree audit that checks for all the degree requirements including the 25 percent of credit hours completed at UTC. In most cases, that requirement is equal to 30 semester credit hours. For undergraduate programs that require more than 120 semester credit hours, MyMocsDegree is programmed to look for the nearest whole number that meets or exceeds 25 percent of the required semester credit hours. Transfer credit, credit by examination, Prior Learning Assessment, Advanced Placement (AP), and other nationally or internationally normed examination credit cannot be used to meet this requirement.

Conclusion

UTC is in compliance with standard 9.4

Sources

-  [Degree and Graduation Requirements](#)
-  [Degree-and-Graduation-Requirements](#)
-  [MMD Sample_Redacted](#)

9.5

Institutional Credits for a Graduate/Professional Degree

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) ensures that graduate students complete at least one third of the credit hours required for the degree through courses offered at UTC and does not offer any post-baccalaureate professional degrees.

[Academic policies for graduate students](#) are published in the 2021-2022 Graduate Catalog. The [Course Requirements section](#) and Catalog-Graduate School detail credit hour expectations for programs. [Requirements by program](#) are outlined in the 2021-2022 Graduate Catalog. Master's degree programs all require at least 30 credit hours, while Ph.D. Programs require at least 72 credit hours.

Course Requirements for Graduate Degree Programs: At the post-baccalaureate, graduate, or professional-level programs of study, a minimum of 30 semester credit hours or the equivalent are required. The total number of credit hours required for each master's and doctoral degree varies and is listed in the description for each degree program. At least one-half of the total hours must be in the major area. Credits in elective areas are specified in the degree program or are approved by the department or school.

Graduate school policy exceeds the required standard for instruction offered by the institution awarding the degree, as indicated below. UTC limits the number of graduate transfer credits to no more than half of the degree.

Graduate School Transfer Credit Policy: A majority of all coursework in a graduate student's program must be taken for graduate credit at UTC. Graduate program faculty will determine the extent of transfer credit acceptable in their respective programs.

To be considered for transfer credit in any graduate degree or certificate program, a course taken at another university must meet the following minimum criteria:

- carry graduate credit from a regionally accredited university,
- have a grade of B or better,
- fit within the timeframe of the student's program of study, and
- not have been used for a previous degree at the same degree level or for an undergraduate degree.

Initiation of procedures to have transfer credit accepted is the responsibility of the student, who must have one official transcript sent to the UTC Graduate School directly from the institution(s) at which the work was taken. The student should present the syllabus to the program coordinator/director. If the program coordinator finds the coursework comparable in requirements and standards to the relevant UTC coursework and recommends the transfer credit, the course(s) may be listed on the student's Application for Admission to Candidacy form. This form should then be submitted to the dean of The Graduate School for final evaluation and approval. If approved, the credit will be incorporated into the student's official academic record.

[Graduate School Policy](#) requires that a majority of all coursework must be taken for graduate credit at UTC, any transfer credits must be from a regionally accredited university, and only transfer credits completed with a minimum grade of B within six years before a student's first graduate enrollment at UTC may apply to graduate degree programs. To apply transfer credit toward a graduate program, students must provide official transcripts, and any credits must be approved by the program and graduate school dean. Approved transfer classes may substitute for an equivalent course at UTC. If the class does not have an equivalent, it may transfer as an elective class based on its course level.

Degree progress is monitored by graduate advisors and/or program directors along with the student. Every semester, students are expected to meet with their advisor and only after advisement is a student allowed to register for classes.

The University uses several mechanisms to ensure that the policies are upheld. [Program of Study forms](#) are agreed upon by the student and faculty and reflect the coursework expected to complete the degree. Within this form, any transfer credits applied to the degree are listed along with which classes, if applicable, they replace.

As students near graduation, they complete a [degree audit form](#). In it, students can request the use of transfer credits that may apply to the degree program. These forms are reviewed by faculty, then sent to the graduate school for final review and approval.

Included below are links to samples of transcripts and forms reflecting how this policy is monitored and enforced. The UTC transcript reflects transfer courses applied to the degree program as the first entries on the record before institutional credit.

- [Redacted Sample Transcript](#)
- [Blank Program of Study Form](#)
- [Blank Degree Audit Form](#)
- [Redacted Program of Study Form](#)
- [Redacted Degree Audit Form](#)

These processes ensure that transfer credit limits are communicated and enforced during enrollment, so students earn degrees that conform to this standard.

Conclusion

UTC is in compliance with Standard 9.5.

Sources

- [2021-2022 Graduate Catalog](#)
- [Academic Policies](#)
- [Academic-Policies-for-Graduate-Students](#)
- [Degree Audit Form](#)
- [Graduate Course Requirements](#)
- [Graduate School Policy](#)
- [Program of Study form](#)
- [Program_of_Study_Degree_Audit_Transcript_Redacted](#)
- [Programs and Certificates](#)
- [Redacted UTC GR Transcript](#)
- [blank-grad-audit-form-updated-8-12-19-3](#)
- [blank-program-of-study](#)

9.6

Post-Baccalaureate Rigor and Curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) provides progressively more advanced academic content for its graduate degree programs than its undergraduate programs. UTC does not offer post-baccalaureate professional degree programs. The [Graduate School mission statement](#) articulates that ideal "to provide rigorous advanced instruction, applied research opportunities, financial support, and other support services for graduate students."

The Graduate School, in association with academic units and the Graduate Council, ensures the rigor and academic content of these advanced programs through an academic review process, adherence to discipline specific accreditation standards, and standards for graduate faculty memberships. One of the main purposes of the [Graduate Council](#) aligns with this objective. It states that the Graduate Council is "responsible for providing and periodically revising basic educational philosophy for graduate programs, for ensuring the maintenance of high standards in the graduate programs offered." The Council also "reviews new courses to be offered for graduate credit."

Program and Course Development and Academic Review

Professional degree programs and graduate degree programs along with their associated courses are reviewed, to meet standards within UTC, University of Tennessee system, Tennessee Higher Education Commission (THEC), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and any discipline specific external accreditation requirements. The curriculum development process includes several review and approval steps which are managed through the Curriculum platform. Proposed programs and new courses are developed by departmental faculty, then discussed and approved by their respective department. Proposals are subsequently reviewed by their department head, college curriculum committee, and college dean. Once approved by the respective college, the proposals are reviewed in a graduate council curriculum committee before undergoing assessment by the full graduate council. After proposals are approved by the council they move to the Graduate School for evaluation, followed by the provost's office for final campus approval. Proposals for new programs must then be approved by the UT Board of Trustees, THEC, and as appropriate, SACSCOC, and any discipline-specific external accreditation body prior to implementation on campus.

As part of this development and review process, UTC ensures academic content and quality is more advanced than a comparable undergraduate program or class. The [2021-2022 Graduate Catalog](#) provides an overview of each program and details each program's requirements; including requisite courses and the research and/or experience-based learning expected in each discipline. The supporting documentation includes the curriculum maps for the undergraduate and graduate level Environmental Science programs that demonstrate how the outcomes at the bachelor level are primarily introduced (I) and/or reinforced (R) whereas students completing the masters level program achieve competency (C). The outcomes at the respective levels are listed below in Figure 9.6-1.

Figure 9.6-1. Environmental Science Outcomes

Undergraduate Learning Outcomes for Environmental Science

The Environmental Science program of study is designed so that students earning the B.S. in Environmental Science will be able to:

- Demonstrate knowledge of the natural world within the context of key environmental issues.
- Demonstrate knowledge of core areas of the field, including ecology, survey methodology, natural resources, environmental law, and policy and environmental ethics as they apply to the interdisciplinary nature of the field.
- Apply knowledge toward addressing environmental problems in a manner consistent with recognizing the unique role that humans play in the environment.
- Formulate research questions and/or hypotheses, utilize appropriate methodologies, and collect and analyze data in a variety of environmental contexts.
- Communicate environmental science information effectively.
- Retrieve specific information from the relevant literature and evaluate the literature effectively and critically.
- Conduct themselves responsibly and recognize the importance of ethical professional behavior.
- Appreciate the value of experiential learning as demonstrated by the competent and professional completion of an applied capstone course.

Graduate Learning Objectives for Environmental Science

- Students will demonstrate advanced core knowledge of areas of environmental science specific to the program of study.
- Students will be able to evaluate environmental issues with a holistic approach that reflects the interdisciplinary nature of the field.
- Students will hone advanced analytical and critical thinking skills and effective advocacy and communication skills.
- Students will contribute to the development of knowledge in the field of environmental science through scholarly research and/or experience.
- Students will be prepared to enter the environmental career sector and/or pursue advanced environmental studies in graduate or professional programs.

All programs require a firm foundation in the literature and reading of the discipline as well as the ability to practice within the discipline. The supporting documentation of syllabi for [ENGL 3110](#) and [ENGL 5350](#) demonstrate the increased requirements for students enrolled in the masters level contrasted with students at the bachelor level in the English department. Also included is a combined syllabus for [ENGL 4950R/5950R](#) course where the class meetings are collocated but graduate students are required to complete additional reading as well as written requirements beyond what is required of undergraduates to earn credit for the graduate level course. In other instances, graduate students are required to make presentations to the class based on the additional writing requirements.

Additional supporting documentation include syllabi for [ACC 3080](#) – Accounting Information Systems and [ACC 5210](#) – Emerging Technologies: Applications, Governance, and Ethics (approved December 2021 for offering in Fall 2022). The outcomes for the graduate level course exemplify the additional expectation for students in the Master of Accountancy program regarding professional practice and training.

Include Knowledge of the Literature

Programs require students to demonstrate knowledge of their discipline both in designated classes and beyond. Some programs require a comprehensive exam, wherein students must prove their acquaintance with and knowledge of the literature of their field, usually during their final semester of attendance.

An example of the literature and inclusion of research, historical context, and practices, as well as the option to take a comprehensive exam or complete a thesis is illustrated in Figures 9.6-2 and 9.6-3 for the [Master of Science degree in Criminal Justice](#).

Figure 9.6-2. Social, Cultural, and Justice Studies department statement

The Department is committed to excellence in teaching, research, and service. The general purpose of the Master of Science degree in Criminal Justice is to prepare graduates for leadership, education, and research roles in the field of criminal justice. We are committed to coursework that is grounded in theory, research, and community engagement. We are committed to preparing students to become ethically informed, culturally sensitive, engaged scholars and practitioners. This goal is achieved by an inclusive curriculum that includes common core areas of study, while allowing for flexibility in electives which allows students to tailor their degree in ways that are most reflective of their career and academic goals. Graduates from this program will emerge with a thorough knowledge of the major substantive areas of the criminal justice system with refined analytic, critical, evaluative and empirical skills. The degree prepares graduates for leadership in management positions in criminal justice and social service agencies, or entry into doctoral study. The program facilitates collaboration with faculty in terms of research, involvement in community service projects, and teaching.

Figure 9.6-3. Thesis option statement

The M.S. program consists of 36 semester hours—12 semester hours of generic core, a minimum of 18 semester hours of electives, and 6 hours of thesis (or 6 additional hours of approved electives and a comprehensive essay exam). Students electing to take the thesis option are exempt from the comprehensive exam. A minimum of a "B" is required in all core courses (CRM 5000, 5010, 5020, and 5030).

Another example of the literature and inclusion of research, historical context and practices is shown in Figure 9.6-4 of the program overview for the MS. Psychology: Industrial-Organizational concentration statement.

Figure 9.6-4. Industrial-Organizational Psychology statement

The fundamental educational philosophy of the program is to train students to think in a logical and critical manner. This skill is useful to anybody in any endeavor. The curriculum is organized around specific core knowledge domains particular to I-O psychology. Two of these, the industrial domain and the organizational domain, are evident in the program label. The industrial domain includes content such as job analysis, selection, tests and measurements, and training. The organizational domain includes content such as work motivation, justice in the workplace, organizational development, culture, occupational health, and conflict management. The third domain, research methodology, includes content such as univariate and multivariate statistical analysis, experimental design, survey research, and scale construction. In summary, the Industrial-Organizational concentration promotes learning objectives that include critical reasoning, ability to apply and effectively share scientific knowledge in diverse situations, formal scientific methods and thinking, and advanced statistical analysis.

Courses that would be considered content or literature-based provide graduate students with exposure to information and literature in the discipline, both current and historic. All graduate course descriptions are found in the Graduate Catalog. Figure 9.6-5 below provides examples of statements for classes which require students to gain familiarity with the research or literature with their disciplines.

Figure 9.6-5. PSY 5060 and OETH 7101 Course examples demonstrating literature exposure

PSY 5060 - Organizational Psychology

PSY 5060 - Organizational Psychology   

(3) Credit Hours

Theory, research, and applications of major organizational psychology topics. These include employee attraction and recruitment, socialization, job and work-related attitudes, motivation, performance, occupational health and safety, leadership, teams and work-related climate and culture. Prerequisites: admission to the Industrial-Organizational Psychology master's program and approval of the graduate program coordinator.

OETH 7101 - Conceptual Framework of Therapeutic Occupation

OETH 7101 - Conceptual Framework of Therapeutic Occupation   

(3) Credit Hours

Introduction to basic theoretical and philosophical constructs, knowledge, skills and attitudes essential for successful practice in occupational therapy. This course includes history and development of the profession, standards and ethics, and professional terminology. Prerequisites: admission into the OTD program or department head approval. Differential course fee will be assessed. Standard letter grade.

Ensure Engagement in Research and/or Appropriate Professional Practice and Training

All students in graduate school have many different opportunities to participate in research and other professional experiences. Every program requires a research element and/or professional practice and training. Programs may require a culminating experience demonstrating research and/or appropriate professional practice and training. These experiences include activities such as clinical exposure in the field, internships, research or capstone projects, or a thesis/dissertation.

An indication of the engagement in research, professional practice, and training is shown in Figure 9.6-6 in the program overview for the Master of Public Administration (MPA) degree.

Figure 9.6-6. Political Science and Public Service statement

The Department of Political Science and Public Service offers the Master of Public Administration (MPA) degree. The mission of the MPA program is to promote the public good by preparing students to be effective leaders, managers, and analysts in public and nonprofit agencies. The program emphasizes: developing students' proficiency in core management and analytic skills that apply to a broad range of public and nonprofit employment settings; training students to apply theory and evidence to practice; cultivating students' commitment to technical competence, professional ethics, and the public interest; engaging students in active learning; preparing pre-career and mid-career students to work with and serve diverse constituencies; and serving our region by providing options for focused study of local government management and nonprofit management. The program is accredited by the Network of Schools of Public Policy, Affairs, and Administration.

It is also reflected in coursework, as seen below in Figure 9.6-7.

Figure 9.6-7. MPA Course

PSPS 5112 - Public Administration Research and Analysis

PSPS 5112 - Public Administration Research and Analysis   

(3) Credit Hours

Application of empirical social science research methods, data analysis, and decision analysis to public administration. Prerequisites: Admission to the MPA program or MPA program coordinator approval. Standard letter grade.

Many programs offer a thesis/dissertation option to complete their degrees. A dissertation and thesis are original research projects completed by students under the guidance of graduate faculty. The PhD in Computational Science requires a dissertation. Some programs allow a thesis as an option for the culminating experience: MS Criminal Justice, MS Computer Science, MA English, MS Engineering, MS Environmental Science, MS Nursing, MS Psychology, and others. Students completing theses or dissertations will find general guidelines published on the [Graduate School website](#).

Some specialized training programs utilize external relationships to provide students with regular training and professional growth within the discipline. As seen in the list below for the [Doctor of Nursing Practice \(DNP\)](#), there is extensive required residency training and a translational project associated with the professional practice.

- NURS 7070 - Translational Evidence-Based Residency I
- NURS 7080 - Translational Evidence-Based Residency II
- NURS 7091 - Translational Project I
- NURS 7092 - Translational Project II
- NURS 7093 - Translational Project III
- NURS 7094 - Translational Project IV

Figure 9.6-8 contains catalog descriptions of both types of classes.

Figure 9.6-8. Nursing Course Descriptions

NURS 7070 - Translational Evidence-Based Residency I

NURS 7070 - Translational Evidence-Based Residency I ★ ↻ 📄

(3) Credit Hours

Provides the Doctor of Nursing Practice student with individualized opportunities to apply advanced leadership and clinical knowledge in healthcare systems; identification of needs and/or interests to further define their clinical practice; allow the student to gain experience in selected clinical or agency sites to increase competencies in areas such as clinical acumen, case management, leadership, and/or business practices. Practice setting and focus is individualized to students' specific areas of interest. Student will be precepted by an expert in the field. Pre or Corequisites: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060. Differential Course Fee will be assessed. Graded SP/NP.

NURS 7091 - Translational Project I

NURS 7091 - Translational Project I ★ ↻ 📄

(1) Credit Hours

The Doctor of Nursing practice program culminates in a capstone translational project course that will merge the practice and scholarship components of the degree. It is designed to address a practice issue affecting groups of patients, health care organizations or health care systems. Students will work with community groups, clinics, hospitals or health care systems to assess, plan, implement, and evaluate a proposal that is mutually agreed upon by the practice setting, the student, and the student's advisory committee. The successful completion of this scholarly project will contribute to an aspect of advanced nursing practice. Pre or Corequisites: NURS 7010 and NURS 7030 or department head approval. Differential Course Fee will be assessed.

The university sponsors the UTC ReSEARCH Dialogues. This is an annual two-day conference where one day is focused on highlighting graduate students and faculty research and creative projects. Graduate School also sponsors travel for graduate students to attend and present projects at state, regional and national meetings. Collectively, these provide further academic support for our graduate students to engage in research and other creative activities.

Conclusion

UTC is in compliance with Standard 9.6

Sources

-  2021-2022 Graduate Catalog
-  BS_Environmental_Science_map_full
-  DNP Course Descriptions
-  Graduate Catalog Course Descriptions
-  Graduate Council
-  Graduate School Mission Statement
-  Graduate School Thesis and Dissertations
-  MPA Degree
-  MS Criminal Justice statement
-  MS I-O Psych statement
-  MS_Environmental_Science_map_full
-  Syllabus_ACC 5210
-  Syllabus_ACC.3080
-  Syllabus_ENGL.3110
-  Syllabus_ENGL.5350
-  Syllabus_Eng 49505550
-  Syllabus_NURS_7070
-  Syllabus_NURS_7091
-  Syllabus_OCTH_7101
-  Syllabus_PSPS_5112
-  Syllabus_PSY_5060

9.7

Program Requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes requirements for its programs at the undergraduate, graduate, and post-baccalaureate professional level. The requirements for programs at all levels conform to commonly accepted standards and practices for degree programs.

Publication of Degree Program Requirements

UTC publishes program requirements in the [undergraduate](#) and [graduate](#) catalogs. Those requirements are developed and maintained by the respective departments with review and approval by the appropriate bodies. Faculty committees at the undergraduate and graduate level approve requirements along with college and university level committees as well as administrative reviewers including the provost. New programs that obtain campus level approval are forwarded to the University of Tennessee System Board of Trustees (pdf) and subsequently the Tennessee Higher Education Commission (THEC; pdf) for approval.

Approved programs are publicly available through publication in the [online catalogs](#) on the UTC website. This affords easy access to prospective and current students seeking information about the requirements for programs as well as general policies and procedures applicable to all degree programs. See examples of the Leadership and Instructional Practice, EdD; Engineering: Civil, MS; Management, BSBA; History, BA.

UTC's Office of the University Registrar maintains an online degree audit system that allows students to access an unofficial evaluation of their progress toward graduation through their [MyMocsNet](#) student portal. The MyMocsDegree is an unofficial degree audit which allows students, faculty, and advisors real-time access that supports advising and planning for registration. Students also can produce a "What If" audit to explore changes or additions to their program of study. In addition, the university maintains and publishes [Clear Paths for Advising](#) for undergraduate students which outline requirements on a semester basis to support timely graduation from bachelor's degree programs.

Students completing theses or dissertations will find general guidelines published on the [Graduate School website](#) for graduate students and the [Honors College website](#) for undergraduate students.

Conformity to Commonly Accepted Practices

Many undergraduate and graduate degree programs offered at UTC have obtained program accreditation through discipline specific accrediting bodies as identified in Table 9.7-1 below. These relationships ensure that programs delivered at UTC conform with commonly accepted practices and standards. These programs and their corresponding accrediting agencies are [published online](#). The following accrediting agencies, recognized by the US Department of Education, have examined and certified that the degree programs at UTC under their purview meet commonly accepted standards for such programs:

Table 9.7-1. Accredited Academic Programs

UTC Accredited Academic Programs			
Accrediting Agency	Degree	Program/Major	Date of Next Accreditation
AACSB - Association to Advance Collegiate Schools of Business	BSBA	Business Administration	2023-2024
	MACC	Accountancy	2023-2024
	MBA	Business Administration	2023-2024
ABET - Accreditation Board for Engineering & Technology	BS	Computer Science, Information Security and Assurance	2025-2026
	BS	Computer Science, Scientific Applications	2025-2026
	BS	Computer Science, Software Systems	2025-2026
	BSCpE	Computer Engineering	2027-2028
	BS	Engineering Technology Management	2024-2025
	BAS	Mechatronics	2024-2025
	BSCE	Engineering: Civil	2027-2028
	BSChe	Engineering: Chemical	2027-2028
	BSEE	Engineering: Electrical	2023-2024
BSME	Engineering: Mechanical	2023-2024	
ACEJMC - Accrediting Council on Education in Journalism & Mass Communication	BA	Communication	2025-2026
ACEND - Accreditation Council for Education in Nutrition and Dietetics	MPH-RDN	Public Health - Registered Dietician Nutritionist	2023-2024
ACOTE - Accreditation Council for Occupational Therapy Education	OTD	Occupational Therapy	2022-2023
ACS - American Chemical Society	BS	Chemistry	2021-2022

CAATE - Committee on Accreditation of Athletic Training Education	MS	Athletic Training	2028-2029
CACREP - Council for Accreditation of Counseling and Related Educational Programs	MEd	Counseling	2023-2024
CAEP - Council for the Accreditation of Educator Preparation	BM	Music Education	2026-2027
	BA	Art Education	2026-2027
	BS	Exceptional Learning K-12	2026-2027
	BS	Health and Human Performance	2026-2027
	BS	Middle Grades Education	2026-2027
	BS	Secondary Education	2026-2027
	MEd	Elementary Education	2026-2027
	MEd	School Leadership	2026-2027
	MEd	Secondary Education	2026-2027
	MEd	Special Education	2026-2027
	EdS	Advanced Educational Practice	2026-2027
CAPTE - Commission on Accreditation of the Physical Therapy Education	DPT	Physical Therapy	2022-2023
CCNE - Collegiate Commission on Nursing Education	BSN	Nursing	2029-2030
	MSN	Nursing	2029-2030
	DNP	Nursing	2029-2030
CEPH - Council on Education for Public Health	MPH	Public Health - Chronic Disease Prevention and Control	2025-2026
CIDA - Council for Interior Design Accreditation	BS	Interior Architecture Interior Design	2024-2025
COA - Council on Accreditation of Nursing Anesthesia Education Program	DNP	Nursing	2023-2024
CSWE - Council for Social Work Education	BSW	Social Work	2022-2023
	MSW	Social Work	2022-2023
NASAD - National Association of Schools of Art & Design	BA	Art	2022-2023
	BFA	Art	2022-2023
	BA	Art Education	2022-2023
	BS	Interior Design	2022-2023
NASM - National Association of Schools of Music	BA	Music	2025-2026
	BM	Music	2025-2026
	MM	Music	2025-2026
NASP - National Association of School Psychologists	EdS	School Psychology	2025-2026
NASPAA - National Association of Schools of Public Affairs and Administration	MPA	Public Administration	2025-2026
NAST - National Association of Schools of Theatre	BA	Theatre	2022-2023

Programs that do not have a specific accrediting body must complete an academic [program review](#) every five years. The academic program review process includes a self-study followed by an external review that results in a report submitted to the department and the Office of Planning, Evaluation, and Institutional Research. The department develops and implements a plan to address the recommendations of the reviewer and self-study in pursuit of ongoing institutional effectiveness.

Sometimes, the program review recommendations require curriculum changes. Modifications to courses and programs must be approved through the regularly established processes of curriculum shared governance. Undergraduate and graduate curriculum modifications require review and approval at the department, college, and university level with additional review of graduate curriculum by graduate faculty and administrators. Graduate changes approved by the academic department are reviewed by the appropriate college curriculum committee, college dean, registrar, graduate curriculum committee, and graduate council followed by the graduate school dean and provost's office. Similarly, undergraduate changes approved by the department are reviewed by the appropriate college curriculum committee, registrar, provost's office, and the undergraduate curriculum committee of the Faculty Senate. Changes affecting general education requirements are also reviewed by the General Education committee of the Faculty Senate. When appropriate, changes are also submitted to UT System Board of Trustees, THEC, SACSCOC, and associated discipline specific accrediting bodies.

Conclusion

UTC is in compliance with standard 9.7.

Sources

-  2021 Summer Commission Meeting Minutes
-  AACSB
-  ABET
-  ACEJMC
-  ACEND
-  ACOTE
-  ACS
-  CAATE
-  CACREP
-  CAEP
-  CAPTE
-  CCNE
-  CEPH
-  CIDA
-  COA
-  CSWE
-  Clear Paths for Advising
-  Graduate Catalog
-  Graduate School website
-  Honors College website
-  MMD Sample_Redacted
-  Minutes-ERS-Committee-Meeting-6-24-21
-  MyMocsNet
-  NASAD
-  NASM
-  NASP
-  NASPAA
-  NAST
-  Online catalogs
-  Program Review
-  Sample Program Requirements
-  Undergraduate degree requirements
-  accreditation2022

10.1

Academic Policies

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Judgment

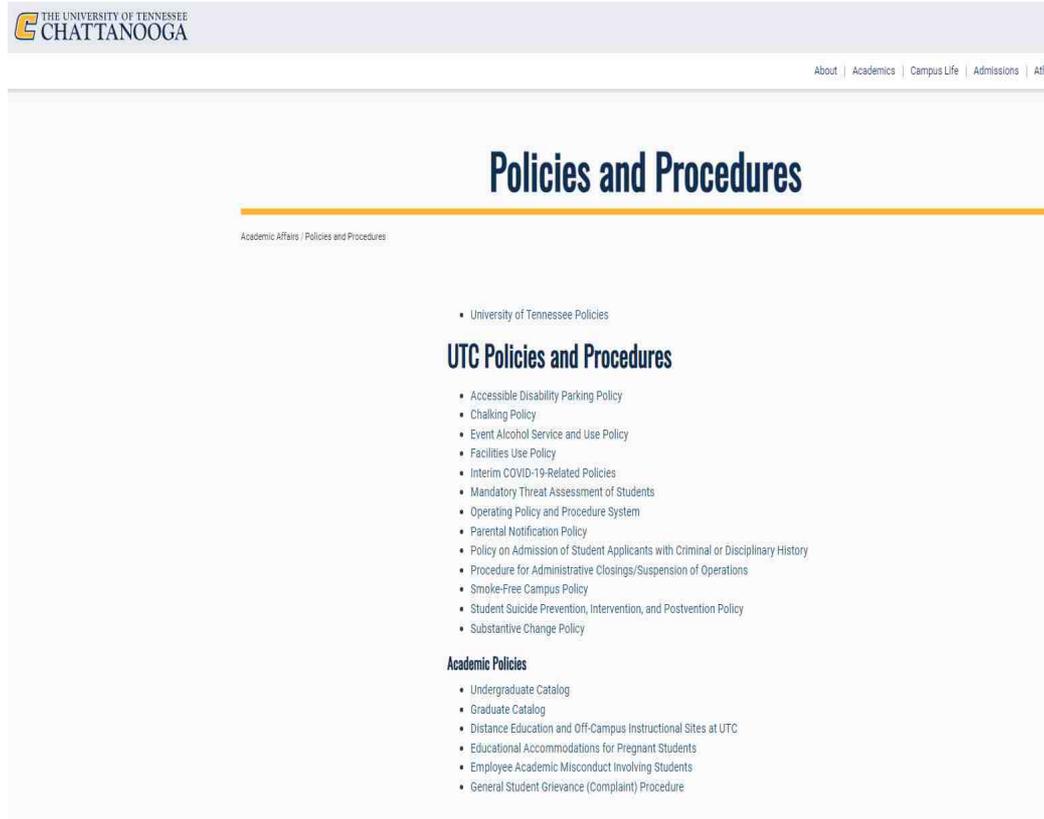
Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes and disseminates academic policies that adhere to principles of good educational practice. UTC follows sound practices in formulating, reviewing, approving, and disseminating its academic policies. Academic policies are published in a number of places, including the university website, undergraduate and graduate catalogs, and student and faculty handbooks.

The university hosts an Academic Policy website (Figure 10.1-1) with links to appropriate policies and documents that contain policies. In accordance with the Operating Policies and Procedures, which can be found on the Academic Policy website, academic policies are routinely reviewed by the appropriate faculty committees and administrative offices for relevance to the University Mission and conformity with standards as established by the UT Board of Trustees, Tennessee Higher Education Commission, the Southern Association of Colleges and Schools Commission on Colleges, and other accrediting organizations. In this way, UTC ensures that it adheres to best professional practices in developing programs and academic policies and procedures. The Board of Trustees approves all major policy changes, such as the recent changes in the Faculty Handbook at UTC on June 24, 2021 (Page 2).

Figure 10.1-1. UTC Policies and Procedures



Specific information is provided to undergraduate students in the Undergraduate Catalog in a section titled Academic Regulations (Figure 10.1-2).

Figure 10.1-2. Academic Regulations for Undergraduate Students



Additionally, information is provided to Graduate Students in a section titled Academic Policies for Graduate Students in the Graduate Catalog (see Figure 10.1-3).

Figure 10.1-3. Academic Policies for Graduate Students



Specific information on policies related to faculty are found throughout the [Faculty Handbook](#) (Chapter 2, [Faculty Rights and Responsibilities](#); Chapter 3, [Tenure-Track and Tenured Faculty](#); Chapter 4, [Non-Tenure-Track Faculty](#)). These include policies on faculty behavior as well as requirements for tenure, promotion, and ongoing review.

The university has a specific process for the development, review, and approval of new [operating policies and procedures](#). This process includes a list of all required steps for policy development, the policy review committee, and the review and approval by the Executive team and ultimately the Chancellor. One relatively recent example of a policy that went through this review process was the [Smoke-Free Campus Policy](#).

In the case of an emergent or urgent policy need, the university may use an expedited process for policy development and review. In response to the [COVID-19 pandemic](#), the university adopted a set of interim processes to ensure the health and safety of the campus community. This set of policies went through an expedited process, written by a group, vetted by campus representatives (mostly related to COVID-19 response), reviewed by the Executive Leadership Team, and signed by Chancellor.

Publications containing these policies are regularly updated in consultation with appropriate campus offices and entities. All of the publications are available online to students, faculty, and staff members. In addition, academic policies are compiled and available in the Assistant General Counsel's office, and many are available on the [Academic Affairs webpage](#) and the [Records Office webpage](#).

Conclusion

UTC is in compliance with Standard 10.1.

Sources

- [Academic and Related Faculty Policies](#)
- [Academic_Policies_for_Graduate_Students_-_University_of_Tennessee,_Chattanooga_-_Acalog_ACMS™\[1\]](#)
- [Academic_Regulations_-_University_of_Tennessee,_Chattanooga_-_Acalog_ACMS™\[1\]](#)
- [COVID-19 Interim Policy](#)
- [Minutes - Education, Research, and Service - June 24, 2021 \(Page 2\)](#)
- [Operating Policies and Procedures](#)
- [Smoke-Free Campus Policy](#)
- [UTC Academic Affairs](#)
- [UTC Academic Policies](#)
- [UTC Academic Policies](#)
- [UTC Academic Policies for Graduate Students](#)
- [UTC Academic Regulations](#)
- [UTC Faculty Handbook](#)
- [UTC Policies and Procedures](#)
- [UTC_Faculty_Handbook_\(updated_version\)_\(eff_8-2-21\)\[30\]\[100\]\[1\]](#)
- [UTC_Faculty_Handbook_\(updated_version\)_\(eff_8-2-21\)\[30\]\[100\]\[1\] \(Page 20\)](#)
- [UTC_Faculty_Handbook_\(updated_version\)_\(eff_8-2-21\)\[30\]\[100\]\[1\] \(Page 52\)](#)
- [UTC_Faculty_Handbook_\(updated_version\)_\(eff_8-2-21\)\[30\]\[100\]\[1\] \(Page 8\)](#)
- [operating-policy-and-procedure-system](#)

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes current academic calendars, grading policies, cost of attendance, and refund policies for all students and the public on the institution's website. The information available also applies to students in online courses and programs.

Academic Calendars

The official academic calendar is available to students and the public in the following places:

- Office of the [University Registrar Calendar Website](#) for academic calendars and final examination schedules.
- [Campus Master Calendar](#) (Academic Calendar)
- The 2021-2022 [Undergraduate](#) and [Graduate](#) Catalogs link to the calendar website from the main navigation links on the left-hand side.
- The Mocs One Center links [Calendars and Important Dates](#) from their website.

Grading Policies

Official grading policies are explained in the academic catalogs:

- [2021-2022 Undergraduate Catalog Grading Policies](#)
- [2021-2022 Graduate Catalog Grading Policies](#)

Additional guidance regarding faculty expectations of academic evaluation of students is outlined in the [Faculty Handbook](#) (section 2.11.6). Faculty members are required to describe how each student will be evaluated in the class syllabus, and this is reflected on the class syllabus (see [example syllabus 1](#) and [example syllabus 2](#)).

In addition, currently enrolled students interested in calculating potential grade point averages can use a [GPA calculator in MyMocsDegree](#), the degree audit system. Three different GPA calculators are accessible to currently enrolled students and advisers.

Cost of Attendance

General statements regarding institutional fees are published in the 2021-2022 [Undergraduate](#) and [Graduate](#) catalogs. Specific information regarding [semester fees](#) is published by the Office of the Bursar. In addition, budget calculators and financial aid information are provided by the Office of Financial Aid and Scholarships to [estimate costs](#).

[Tuition and fee schedules by semester](#)

[Net price calculator](#)

[Estimated cost of attendance](#)

[Fee Estimator](#)

[Cost Estimate Worksheet](#)

[Information about Types of Financial Aid](#)

Refund Policies

General refund policy information is published in the 2021-2022 [Undergraduate](#) and [Graduate](#) catalogs. In addition, the Office of the Bursar publishes the [refunds and charges](#) deadlines for current and prior academic years.

Conclusion

UTC is in compliance with Standard 10.2.

Sources

-  2021-2022 Graduate Catalog Grading Policies
-  2021-2022 Undergraduate Catalog Grading Policies
-  FA21.NURS.3500.44250
-  Faculty Handbook, p 15, Section 2.11.6 (Page 15)
-  Financial Aid - Cost Estimate Worksheet 21-22
-  Financial Aid - Information about Types of Aid
-  Financial Aid and Scholarships - Estimating Your Costs Resources Website
-  Graduate Catalog Grading Policies
-  Graduate Catalog institutional fees & refund policy
-  Graduate Fees
-  Graduate Refund Policy
-  Mocs One Center Calendar and Important Dates
-  MyMocsDegree GPA Calculators_Redacted
-  Office of the Bursar - Fee Estimator
-  Office of the Bursar - In State Fee Schedule FY2021-22 (
-  Office of the Bursar - Refunds and Charges
-  Office of the Bursar - Spring 2022 Fee Schedule
-  Office of the Bursar Fee Information
-  Office of the University Registrar Calendar Website- Academic Calendar Fall 2021 to Spring 2022
-  SP22.CHEM.1050.23997
-  Spring 2022 Fee Schedule
-  Types of Aid
-  UTC Calendars and Important Dates
-  UTC Calendars and Schedules
-  UTC Cost Estimate Worksheet
-  UTC Cost Estimator
-  UTC Estimated Cost of Attendance
-  UTC Faculty Handbook
-  UTC Fee Estimator
-  UTC Graduate Catalog
-  UTC Master Calendar
-  UTC Net Price Calculator
-  UTC Net Price Calculator
-  UTC Refunds and Charges
-  UTC Semester Fees
-  UTC Syllabus Template
-  UTC Undergraduate Catalog
-  UTC class syllabus template - spring 2022
-  Undergraduate Catalog Grading Policies
-  Undergraduate Catalog Institutional fees & refund policy
-  Undergraduate Fees
-  Undergraduate and Graduate Catalogs Link to Academic Calendars
-  Undergraduate refund policy
-  University Master Calendar - Academic Calendar
-  University Registrar Calendar Website
-  University Registrar Calendar Website Final Exam Calendar Fall 2021

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) provides access to course and degree requirements for former and current students.

All current UTC official catalogs—both [graduate](#) and [undergraduate](#)—are published and maintained in an online, interactive format. The Course Catalog [webpage](#) contains links to the six most recent academic years in this interactive format.

The Course Catalog landing page also contains a link to the [UTC Library Special Collections](#) website. The special collection includes online searchable archival copies of catalogs dating back to 1891. This [archival collection](#) is maintained by UTC's Library in cooperation with the Office of the University Registrar.

Paper catalogs are stored in two places on campus: The Office of the University Registrar and the UTC Library. While an increasing number of individuals access the desired materials online, those seeking access to the print archive may view copies, Monday to Friday from 9:00 a.m. to 5:00 p.m., in [Special Collections at the UTC Library](#).

Conclusion

UTC is in compliance with Standard 10.3.

Sources

-  [Course Catalogs _ Landing Page](#)
-  [Services _ UTC Library _ Special Collections](#)
-  [Special Collections Catalog Landing Page](#)
-  [UTC Archival Catalog](#)
-  [UTC Course Catalog](#)
-  [UTC Graduate Catalog](#)
-  [UTC Library Special Collections](#)
-  [UTC Special Collections Services](#)
-  [UTC Undergraduate Catalog](#)

10.4

Academic Governance

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Governance

The University of Tennessee at Chattanooga (UTC) publishes and implements policies on the authority of faculty in academic and governance matters, demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Faculty at UTC have significant authority in academic and governance matters, including the processes and standards for awarding academic credit and being responsible for the content, quality, and effectiveness of the curriculum. Faculty authority is established in policy and practice, as delineated below. UTC's policies on, and documentation of, faculty responsibility and authority in governance matters come from many published sources and records of proceedings. In particular, such policies and practices can be seen in:

- [Faculty Handbook](#)
- [Senate policies, committee memberships, reports and minutes](#)
- [Graduate Council policies, membership, and minutes](#)
- [The UTC Strategic Plan](#)
- [University of Tennessee System policies](#)
- [Institutional Review Board policies and membership](#)

First, the extensive definition of faculty organization and governance is detailed in [Chapter 1 of the Faculty Handbook](#). Specifically, the Faculty Senate is charged by the UT Board of Trustees to consider, advise, and recommend to the administration policies about a wide range of concerns affecting the welfare of the campus. Among these concerns are oversight of the curriculum; criteria for faculty appointment, dismissal, promotion, tenure and retirement; criteria for the selection of the chancellor, vice-chancellors and other campus administrative officers; criteria for the selection of the president and other statewide executive officers of the University (in conjunction with other Faculty Senates or corresponding bodies of the other campuses of University of Tennessee); priorities for long-range academic planning; planning academic physical facilities; and policies regarding student life, rights and responsibilities.

Through 20 senate-governed committees, in addition to the [Graduate Council](#) and its three standing committees, faculty members have responsibility and authority in governing a wide array of institutional governance matters:

- [Faculty Senate](#)
 - Athletics
 - Budget and Economic Status
 - Course Learning Evaluations
 - Faculty Administrative Relations
 - Faculty Grants
 - Faculty Handbook
 - Faculty Rating of Administration
 - Faculty Senate Executive Committee
 - General Education
 - Grade Appeals
 - Honor Court
 - Learning Environment
 - Non-Tenure-Track Faculty
 - Student Media Board
 - Undergraduate Academic Standards
 - Undergraduate Admissions
 - Undergraduate Curriculum
 - Undergraduate Petitions
- [Graduate Council](#)
 - Graduate Curriculum
 - Graduate Best Practices
 - Graduate Appeals

A review of AY 2021-2022 [committee rosters](#) shows that such governance comes from a broad representation of faculty from all colleges and diverse academic disciplines, and sample committee reports suggest active engagement from faculty members. Faculty Senate minutes offer the most extensive evidence of faculty involvement in institutional governance. The University's Graduate Council is another prominent example of the faculty's role in governance. The council is charged with "providing and periodically revising basic educational philosophy for graduate programs, for ensuring the maintenance of high standards in the graduate programs offered, and for proposing and recommending to the Faculty Senate new graduate programs." It also reviews graduate course proposals, graduate admissions criteria, graduate student petitions, and other critical functions in graduate education at the University. The Graduate Council Guidebook publishes policies on faculty responsibility and authority in carrying out the mission of the Council, including curriculum procedures, graduate faculty criteria, and more. The Council's membership roster includes all faculty directors and coordinators of graduate programs, and minutes reflect their active participation in governance related to graduate education at the University.

Outside of the Faculty Senate, faculty involvement is strong and critical to UTC's planning processes. Faculty participated and led many aspects of the 2021-2025 [UTC Strategic Plan](#) development process. The membership of the University Planning and Resources Advisory Council ([UPRAC](#)) includes faculty members, and the roster of action committees involved in the planning process shows participation by many faculty members on each of the four sub-committees.

The UT System Faculty Council confers with, advises, and communicates with the president of the UT System on system-wide matters of interest to the campus faculties and the President. Membership of the Council includes the current Faculty Senate President from each of the UT System campuses. Additionally, each campus elects one additional full-time tenured faculty member to a three-year term. Faculty members of the Board of Trustees committees also serve on the council. Council membership, meeting minutes, and reports reflect important faculty contributions to system-wide governance.

The University's Institutional Review Board for the Protection of Human Subjects is an important wing of the University's research governance; the chair of the board and all board members are drawn from the faculty.

Educational Approval Process

As shown in 9.1, the university offers coherent programs that are compatible with its stated mission of "a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community. At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity..." Each degree program is approved by faculty and administration on campus, by the University of Tennessee System office, and by the University of Tennessee Board of Trustees. All programs are then reviewed by the Tennessee Higher Education Commission (THEC) for coherence, compatibility, relevance, sustainability, and appropriateness to the campus.

Faculty Control of Curriculum

Oversight of the curriculum is one of the most important roles of UT Chattanooga faculty members. As stated in the UTC Faculty Handbook (Section 1.4 - Faculty Role in Shared Governance), "The most direct responsibility of the faculty in the governance of UTC is to plan and develop the curriculum of UTC's academic programs." 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. Detailed explanations of this review and approval process are provided in the Curriculum process for curriculum review.

Specific faculty oversight of the curriculum process is included in both the Faculty Senate and the Graduate Council, both of which have a curriculum committee made up of members of the faculty. The curriculum committees meet on a regular basis to review and approve curriculum proposals (including new programs and program revisions as well as courses and course revisions). Please see attached examples of Curriculum Committee minutes (Undergraduate Curriculum Committee and Graduate Council Curriculum Committee).

Conclusion

The UTC Faculty are integrally engaged in the ongoing governance, educational programs, and curriculum development and approval. UTC is in compliance with Standard 10.4.

Sources

-  [BT0006-Policies-Governing-Academic-Freedom-Responsibility-and-Tenure](#)
-  [Chapter 1 from UTC Faculty Handbook \(updated version\) \(eff 8-2-21\) Governance](#)
-  [Chapter 1 from UTC Faculty Handbook \(updated version\) \(eff 8-2-21\) Governance](#)
-  [Curriculum Proposal Information _ University of Tennessee at Chattanooga](#)
-  [GC Guidebook Revisions 2_23_21 \(2\)](#)
-  [Graduate Curriculum Proposal Information _ University of Tennessee at Chattanooga](#)
-  [UTC Committee Roster](#)
-  [UTC Faculty Handbook](#)
-  [UTC Faculty Senate](#)
-  [UTC Faculty Senate Bylaws](#)
-  [UTC Graduate Council](#)
-  [UTC Graduate Council Handbook](#)
-  [UTC IRB](#)
-  [UTC IRB](#)
-  [UTC System Policies](#)
-  [UTC UPRAC](#)
-  [UTC-Strategic-Plan-2025](#)
-  [UTC-Strategic-Plan-2025](#)

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes admission policies in alignment with the institutional mission. The [mission statement](#) is:

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

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

As a metropolitan university dedicated to meeting the diverse needs of the region, UTC makes efforts to recruit and enroll academically qualified students while maintaining accessibility to prospective students within the region. The institutional [strategic plan](#) also states that "UTC can play a unique role in ensuring the competitiveness of our region by preparing our students to compete in a global workforce," with goals of recruiting a more diverse student population and serving historically underrepresented groups in higher education.

Admission Policies

The [Undergraduate Admissions Website](#), [Graduate School Admissions Website](#), [2021-2022 Undergraduate Catalog](#), and [2021-2022 Graduate Catalog](#) serve as the primary tools for publishing admission policies and standards. Admissions policies reflect UTC's mission of embracing diversity and inclusion and enriching and sustaining our community. UTC admission standards are reviewed annually for regional and peer competitiveness and are used as an evaluation tool to measure success of matriculated students. Admission policies also apply to all students, regardless of program or course delivery mode.

The Undergraduate Admissions webpage details specific admission requirements for all prospective students, including the following requirements:

- [Freshmen applicants](#) must meet one of the following high school grade point average (GPA) and ACT/SAT combinations: 2.85 high school GPA and minimum 18 ACT composite or 960 SAT composite scores; or 2.50 high school GPA and minimum 21 ACT composite or 1060 SAT composite scores
- [Transfer applicants](#) must have a 2.00 GPA or above, be eligible to return to last institution, and meet continuation standards
- [International applicants](#) are required to meet language proficiency requirement and provide records of academic credentials and other documentation required for immigration purposes

Currently, admission operates on a rolling basis with clear and published guidelines for interested students. As students complete their admissions application file with required documentation, they receive an admissions decision.

Beginning in Fall 2020, UTC implemented a test-optional admission policy as a response to the COVID-19 pandemic, but that policy is no longer in place. This was approved for first-time freshmen applicants meeting specific high school GPA requirements and submitting a teacher letter of recommendation. This policy is currently approved through the Fall 2022 admissions cycle.

Students who do not meet the minimum standards have an opportunity to appeal to the Faculty Admissions Committee for an exceptional admission review. Denied students may make a final admissions appeal to the Chancellor.

Recruitment Materials

Recruitment materials and presentations accurately represent UTC's admissions practices, policies, and accreditation status. The UTC website is a major recruitment tool for providing prospective students information about the university. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [accreditation status](#) is published on the institutional website.

Printed admissions recruitment materials provide an overview to prospective students about UTC, the admission process, enrollment steps, degree program offerings, student life and campus activities, on-campus housing, financial aid information, and scholarship opportunities. Printed recruitment pieces direct students to individual university webpages for specific departmental information. Sample printed publication pieces are linked below:

- [Undergraduate recruitment booklet](#)
- [Transfer recruitment booklet](#)
- [High school senior booklet](#)
- Gold carpet [freshman](#) and [transfer](#) flyers
- [Freshman](#) and [transfer](#) scholarship brochures
- [Housing brochure](#)
- [International student guidebook](#)

Digital publications for recruitment are also available from the website. In addition to printed materials, UTC utilizes a Customer Relationship Management (CRM) platform, Radius, to launch targeted email communication plans to prospective students. Some sample recruitment email messages are shared below:

- [Recruitment email](#)
- [Transfer recruitment email](#)
- [High school recruitment email](#)

In addition, social media (Facebook, Instagram, Twitter) campaigns provide outreach through regular posts as well as paid advertisements.

All recruitment materials and presentations must adhere to the [graphic and editorial guidelines](#) overseen by staff in the Division of Communications and Marketing. The guidelines ensure that all publications accurately represent the institution's practices and policies. Information included in PowerPoint presentations at recruitment events or high school visits reflect the same information available in printed materials and on the website.

UTC Undergraduate Admissions is a member of the National Association for College Admissions Counseling (NACAC) and follows NACAC's [Guide to Ethical Practice in College Admissions](#), which encompasses best professional practices in the field. In addition, UTC is an active member within the Tennessee Association of Collegiate Registrars and Admissions Officers (TACRAO) and adheres to TACRAO's [ethical standards](#) in recruitment practices, found on [TACRAO's website](#) along with additional resource documents.

External Contracts and Recruitment Agencies

UTC ensures that independent contractors or agents used for recruiting and admission are governed by the same principles and policies as institutional employees. The Center for Global Education uses a limited number of contracts for the purpose of recruiting international students. A [sample contract](#) is included as an example of the standards and expectations that external agencies must meet. In addition, all agencies must follow the National Association of International Educators [Statement of Ethical Principles](#) and American International Recruitment Council (AIRC) [Certification Standards](#). AIRC Certification of an entity applies to its educational agency operations and student recruitment activities.

Conclusion

UTC is in compliance with Standard 10.5.

Sources

-  21-22 Graduate Catalog
-  21-22 Undergraduate Catalog
-  AIRC Certification Standards
-  Example Contract
-  Freshman Scholarship Brochure
-  Gold Carpet Freshmen Flyer
-  Gold Carpet Transfer Flyer
-  Graduate Admission Requirements
-  High School Senior Booklet
-  Housing Booklet
-  NAFSA's Statement of Ethical Principles
-  Recruitment email Juniors
-  Recruitment email Mockingbird perks
-  Recruitment email transfer
-  TACRAO Website Ethical Standards
-  TACRAO articles of Good Practice Ethical standards
-  Transfer Recruitment Booklet
-  Transfer Scholarship Brochure
-  UG recruitment booklet
-  UTC Accreditation Status
-  UTC Freshman Requirements
-  UTC Graduate School Admissions
-  UTC Graphic and Editorial Guidelines
-  UTC Guide to Ethical Practice
-  UTC International Requirements
-  UTC International Student Handbook
-  UTC Mission Statement
-  UTC Strategic Plan
-  UTC Transfer Requirements
-  UTC Undergraduate Admissions
-  Undergraduate - Applying for Admissions
-  gold-carpet-freshman-flyer-21
-  gold-carpet-transfer-21
-  scholarship-flyer-freshman-21
-  scholarship-flyer-transfer-21

10.6

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is in compliance with the three elements of this standard pertaining to distance education. Common procedures are in place to verify the identity of all students, including those enrolled in distance learning courses, to protect student privacy, and to notify students of any projected costs associated with identity verification. The institution does not offer correspondence education courses or programs.

Verification of Student Identity

New students receive their unique username (UTC ID), a randomly generated identification number (abc123), and an initial password (containing a unique identifier to the student) upon admission to the institution. The UTC ID is required for a secure login into UTC's web portal, where students can access various applications and systems including UTC e-mail, Office365, and the student information system. New students are informed of their UTC ID in their acceptance email, accepted letter, and with instructions to set up their account via an email sent three days following acceptance date.

The UTC password must be changed every 180 days and follow the minimum complexity requirements outlined in UTC's Identification and Authentication Policy. Students are required to abide by the University of Tennessee System (UT System) Acceptable Use of Information Technology Resources Policy and the Student Code of Conduct (standard 17), both of which prohibit the use of sharing account information and passwords. This information is shared with new students at orientation, and students must agree to the acceptable use policy each time they change their password. The UTC ID is required to access course delivery associated with on-campus and distance courses. UTC Learn, the learning management system delivered through UTC Learn (Canvas), is the centralized system for class communication, course materials, and assessment.

Student Privacy

UTC follows the same policies and procedures for protecting online students' privacy as it does for on-campus students. Information related to student privacy is provided on the Family Education Rights and Privacy Act (FERPA) webpage on the Office of the University Registrar's website. A student is defined as "a person who attends or who has previously attended the University of Tennessee at Chattanooga, including attendance in person, by correspondence, by distance (using video conference, satellite, Internet, or other technology), or a period during which a person is working under a work study program. This does not include persons who have been admitted to the University but have not registered for classes." The FERPA website is linked from the 2021-2022 Undergraduate Catalog and 2021-2022 Graduate Catalog. Students are also informed of their rights under FERPA during new student orientation and during an annual email notification from the University Registrar.

The University's Banner User Policies Guide, for users of the Student Information System, and Data Standards Manual also include the responsibilities of data users and clearly identify what information is protected under FERPA. Access to personally identified information is limited to persons who have completed training by the Office of the University Registrar regarding FERPA regulations and other limitations. This access is limited to employees and contractors whose job duties require access as defined by FERPA. In addition, the Walker Center for Teaching and Learning provides a link in UTC Learn (Canvas) to privacy statements for external technology vendors that may be used in the learning management system to inform students about their data and privacy.

Privacy of Usernames and Passwords

The UTC ID username is a known value, but access to any systems that authenticate using the UTC ID and to private information in directories is password protected. Passwords are one-way encrypted and not accessible to users. Off-campus access to our directory systems is controlled at our border firewalls. On-campus access to directory systems is controlled through a combination of internal firewalls and router access lists in the data centers. Authentication and search requests on ports 389 and 636 are blocked for non-whitelisted IP addresses.

To provide additional security, UTC began requiring 2-factor authentication (2FA) for faculty, staff, and students accessing UT resources and the UTC virtual private network (VPN). When using 2FA, all users are required to use two different sources (factors) to verify their identity.

- Source one is something they know, such as their UTC ID and password
- Source two is something they have, such as a smartphone or tablet using the DUO app or a hardware token device.

Notification of Cost of Student Identity Verification

Some online courses require students to have proctored examinations. Students are informed of the possibility of an additional cost associated with test proctoring at the point of registration. This attribute is noted on the class schedule for all online and hybrid courses as shown below, and this is viewable by students when searching the schedule and registering for future courses (Figure 10.6-1). If a test proctoring fee is required, students are informed of this requirement at the beginning of the course through the instructor's course syllabus.

Figure 10.6-1. Hybrid Course in Spring 2022 with Potential Test Proctoring Fee Attribute

Search Results — 39 Classes
Term: Spring 2022 Subject: Accounting

Title	Subject	Course Number	CRN	Term	Meeting Times	Attribute
Accounting and Financial Reporting, A User-... Hybrid	ACC	2000	20053	Spring 2022	S M T W T F S 03:00 PM - 04:00 PM Type: Class Bui	COBA Differential Course Fee
					S M T W T F S 03:00 PM - 04:00 PM Type: Class Bui	Course Materials Charge
					S M T W T F S 03:00 PM - 04:00 PM Type: Class Bui	Lower Division Credit
					S M T W T F S 03:00 PM - 04:00 PM Type: Class Bui	Potential Test Proctoring Fee
					S M T W T F S 03:00 PM - 04:00 PM Type: Class Bui	
					S M T W T F S - Type: Class Building: Off Campus I	

In addition, the University provides access to Proctorio, a remote proctoring service, for instructors to use in their courses and administer proctored exams at no cost to students. Proctorio is embedded into the course site in UTC Learn (Canvas), and it provides instructors with optional test settings such as identity verification by showing an ID to the web camera, recording the test, and web browser lock down.

Conclusion

UTC is in compliance with Standard 10.6.

Sources

-  21-22 Graduate Catalog
-  21-22 Undergrad Catalog
-  Acceptance_letter_freshman_Redacted[1]
-  Admissions - Initial Password
-  Admissions - Initial Password & Account Activation _ Website
-  Banner User Policy Guide
-  BannerUserPoliciesProcedures
-  Congrat accepted email_Redacted
-  Data Standards Manual
-  FERPA Personally Identified Info
-  FERPA Training
-  FERPA Training
-  FERPA Webpage
-  FERPA Webpage on Office of University Registrar
-  FERPA_Annual_Email_Notification_Redacted[1]
-  Graduate Catalog - FERPA Link
-  IT-identification-and-authentication policy
-  Privacy Statements
-  Proctorio
-  Proctorio Faculty Guide
-  Proctorio Test Settings
-  Proctorio _ website
-  Set_up_MyMocsNet_new_students_Redacted[1]
-  Student Code of Conduct (Page 11)
-  Student Rights
-  UT System Acceptable Use of Information Technology Resources Policy
-  UTC Acceptable Use of IT Resources
-  UTC ID Authentication
-  UTC Student Code of Conduct
-  Undergraduate Catalog - FERPA Link
-  WCTL Privacy Statements for Canvas and External Tech Vendors
-  data-standards-manual

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes and implements policies for determining the amount and level of credit awarded, and these policies are overseen by faculty who are appropriately credentialed in their field. The curriculum revision process applies to all courses and programs, including distance education courses and programs. Curriculum revisions and decisions are approved by multiple governing entities, including the academic department, college, and curriculum committee. All educational programs are based on credit hours.

Credit Hour Definition

UTC has a definition for credit published in both the 2021-2022 [Undergraduate](#) and [Graduate](#) Catalogs, which 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. Example course syllabi are included below:

- 3 credit hour class meeting 3 days per week ([ANTH 1200 Syllabus](#))
- 3 credit hour class meeting 2 days per week ([ENGL 1010 Syllabus](#))
- 4 credit hour class meeting 3 days per week ([MATH 1950 Syllabus](#))

The fall and spring semester calendars include 14 weeks of instruction and one week for final exams. Each fall and spring semester includes two shorter parts of term that run seven weeks each. Summer semesters include a 12-week session and six-week sessions for scheduling. Final examinations are administered during the final class period for parts of term and summer semesters.

Course Numbers and Levels

UTC maintains its own course numbering system using a three or four-letter prefix to identify the academic program responsible for the course and a four-digit course number. The first digit identifies the general course level (freshman, sophomore, junior, senior, master's, doctoral). The other digits frequently indicate course sequencing or distinguish the course from others at a similar level within the same program. Course level is largely determined based on prior knowledge required for students to be successful in a course. This determination is based on the proposed course learning outcomes and overall course sequencing within the program, and the proposed course level is reviewed as a part of the curriculum committee approval process.

Curriculum Approval Process

The faculty and academic administration share responsibility for development and review of the curriculum. Academic departments and colleges use their judgement based on peer institutions, accrediting agency, and professional organization guidelines in developing and reviewing curriculum proposals. When faculty submit proposals to change the curriculum, they indicate the amount and level of credit to be assigned to undergraduate and graduate courses. The curriculum development process is administered via Curriculog, an online curriculum management system. [Curriculum proposals](#) must be reviewed and approved by the department, college, and faculty curriculum committee before implementation.

The Undergraduate [Curriculum Committee](#), a subcommittee within the Faculty Senate, includes representatives from each degree granting college on the [membership roster](#). The [Graduate Council](#) includes one representative from each degree program and facilitates a similar role in the curriculum review process for graduate courses and programs. One of the standing committees of the Graduate Council is the Graduate Curriculum Committee, which reviews all proposals before presenting them to the Council. Both the Undergraduate Curriculum Committee and the Graduate Council play a central role in curriculum oversight for the university.

During the curriculum review process, faculty review the number of credit hours proposed, course content, and proposed assessment of learning to ensure academic quality including appropriate course level and rigor. The outcomes of the formal voting process are saved in the Curriculog software. Meeting minutes are recorded and published online, either in the Faculty Senate website or the Graduate Council website, and are archived in their respective site in UTC Learn (Canvas), our learning management system.

Examples of approved curriculum proposals and meeting minutes are included:

- Graduate Council meeting minutes [2020](#) and [2021](#)
- Faculty Senate undergraduate curriculum committee reports [2019](#) and [2020](#)
- Approved curriculum proposals for new courses AY 2021 – 2022:
- [CPSC 3300 Curriculum Proposal](#)
- [CPSC 3300 Course Syllabus](#)
- [ENGL 3550 Curriculum Proposal](#)
- [ENGL 3550 Course Syllabus](#)
- [HHP 3440 Curriculum Proposal](#)
- [HHP 3440 Course Syllabus](#)
- [MGT 5050 Curriculum Proposal](#)
- [MGT 5050 Course Syllabus](#)

Conclusion

UTC is in compliance with Standard 10.7.

Sources

-  Course Proposal CAS English
-  Course Proposal CECS
-  Course Proposal HHP
-  Course Proposal RCOB Mgt
-  Course proposal-Disability in Literature (1)
-  Curriculum Committee
-  Curriculum proposals
-  FA21.ANTH.1200.44071
-  FA21.ENGL.1010.40035
-  FA21.MATH.1950.42430
-  Fac Senate Curriculum Committee Report 2019
-  Fac Senate Curriculum Committee Report 2020
-  Graduate
-  Graduate Council
-  Graduate_Council_Minutes_12_2_2021
-  Graduate_Council_Minutes_1_23_2020
-  HHP3340 Facilities Management Syllabus (1)
-  MBA-MGT5050 DMM12.7.2020 (1)
-  Membership roster
-  Syllabus CPSC 3300 (1)
-  Undergraduate

10.8

Evaluating and Awarding Academic Credit

The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript; (b) an approval process with oversight by persons academically qualified to make the necessary judgments; and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has published policies based on evaluating, awarding, and accepting credit from other institutions and experiences. These policies are published online in the 2021-2022 [Undergraduate](#) and [Graduate](#) Catalog. UTC ensures the quality of credit through processes that review the incoming credits in comparison to credits originating from the institution and by involving academically qualified persons in the decisions surrounding the evaluation of credit. These policies are consistent with the institution's [mission](#) to serve the diverse needs of our students in the state and region. Institutional practices also align with the [strategic plan](#) goals to increase enrollment in transfer students and support system-level and statewide transfer initiatives.

Transfer Credit Evaluation

UTC's [policy on transfer courses](#) states, "Undergraduate courses from another college or university that is recognized as associate or baccalaureate degree granting by institutional accrediting associations or from a foreign university or college approved by the government or the official regulating agency of the country in which the university or college is located will be considered for transfer credit"

Awarding of [transfer credit](#) is based on courses being applicable to programs offered at UTC, and the application of coursework to fulfill specific major or minor program requirements is subject to approval by the appropriate academic department. Most coursework in graduate programs must be taken at UTC. Graduate faculty determine the extent of [graduate transfer credit](#) acceptable to their respective programs. Three examples of transfer credit review and approval via email by the academic department head are included as evidence of this process: [precalculus course](#), [philosophy course](#), and [psychology course](#).

Both admitted and prospective transfer students can view [transfer equivalency charts](#) from institutions from which students frequently transfer to UTC. Students also have access to a [Transfer Evaluation Self-Service \(TESS\)](#) tool to receive a degree evaluation to assess how transfer credits can apply to a selected major. TESS also translates coursework from military transcripts. An [example TESS audit](#) is included as an example of this student-facing tool.

Admitted students receive a course-by-course evaluation of all previously completed coursework. Course equivalency is determined by the head of the academic department in the discipline of the course under consideration to ensure comparable academic quality. This evaluation includes a review of course descriptions, learning outcomes, and course syllabi in consideration of course content, level, and credit hours earned. General elective credit is assigned to a course that is transferable but not an equivalent by level or description. Students may work with their advisers to request a substitution to a degree requirement with a transferred elective course in some cases. Two examples of approved substitutions based on transfer elective credit are included: [Bachelor of Arts](#) and [Bachelor of Science](#).

Articulation Agreements

UTC currently maintains a limited number of articulation agreements to assist in making a seamless transfer experience for students. The College of Engineering and Computer Science (CECS) currently has eight college-specific [articulation agreements](#) in place with regional colleges and universities, and two additional agreements in development. The Honors College and College of Health, Education, and Professional Studies also offer a limited number of articulation agreements to assist students in transferring directly into their respective programs.

Articulation agreements are initiated by the UTC college dean and the partner college or university. Once a draft agreement is in place, the contract must be reviewed and approved by the following individuals:

- Provost and Senior Vice Chancellor of Academic Affairs
- Vice Provost for Curriculum and New Program Development
- Vice Provost for Faculty Affairs and Academic Policy
- University Registrar
- SACSCOC Liaison
- General Counsel

The articulation agreement is also entered in the contract system for workflow approvals. An example of a fully executed [articulation agreement](#) between CECS and Chattanooga State Community College is included.

UT System Transfer Agreements

UTC participates in a new system-level transfer agreement referred to as the One UT for [Campus Change Initiative](#). Students wishing to transfer from one University of Tennessee (UT) campus to another are referred to as "campus change" students. As a part of this system initiative, campus change students are recognized as having completed general education requirements for the UT campus to which they are transferring to if the student has previously earned an Associate of Arts (AA) or Associate of Science (AS) degree from a Tennessee Board of Regents (TBR) institution or has been certified by their previous UT campus as having completed all general education requirements. If a campus change student transfers prior to completing all general education requirements, the student can receive credit for the specific general education categories completed that correspond to their transfer UT campus. No redacted transcript is provided as evidence of this practice because it is a recent change and no students have participated yet.

Tennessee Statewide Transfer Agreements

UTC participates in statewide transfer agreements for students transferring from other in-state public colleges and universities. Transfer students who complete courses fulfilling common general education requirements will satisfy comparable general education categories at UTC. Students who have previously earned an AA or AS degree from a TBR institution will have their general education fulfilled. UTC also participates in select [Tennessee Transfer Pathways \(TTP\)](#), which assists students in planning to transfer from an in-state community college after completing an AA or AS degree. All coursework identified in the TTP and earned in completing an associate degree will transfer to UTC and apply toward completion of the designated program. A [redacted degree audit](#) is attached as an example.

Student Research Experiences

The Department of Biology, Geology, and Environmental Science (BGES) maintains formal [affiliation arrangements](#) with the Gulf Coast Research Laboratory (GCRL) in Ocean Springs, Mississippi and Highlands Biological Station (HBS) in North Carolina for field experience courses. Through these arrangements, BGES students may take field courses and acquire research experience by following a transfer process. Credits from GCRL and HBS are accepted as transfer credit and follow the standard transfer process for course review and credit awarding. A [redacted transcript](#) is included.

International Transfer Credit Evaluation

International transfer credit is articulated through a similar process to domestic transfer credit by the Center for Global Education. Students receive a course-by-course evaluation of all previously completed coursework. The Center for Global Education maintains an [International Credential Evaluation Policy Manual](#) to guide consistent practices related to course evaluation and credit awarding from international transcripts. These practices are based on appropriate credit conversion standards used throughout the professional international credential evaluation industry. International credits must convert into an adequate number of credits per topic and level of study based on course credits listed on transcripts and course syllabi. Course equivalency is determined by the head of the academic department that offers courses in the discipline of the course under consideration to ensure comparable academic quality. A [redacted transcript](#) from an international transfer student is included.

International Transfer Agreement

UTC participates in a limited number of international transfer agreements. These agreements assist students in planning for transfer to complete a baccalaureate degree from UTC in the prescribed programs. International transfer agreements follow the same process as articulation agreements and are initiated by the academic college dean in coordination with the Center for Global Education. Supplemental documents of an executed [international agreement](#) (and follow-up [addendum](#)) along with a [redacted transcript](#) are included.

Study Abroad Agreements

Students participating in a study abroad program receive a course-by-course evaluation of exchange course work. On average, 23 study abroad experiences are offered each year. Students provide course descriptions and syllabi to the appropriate head of the academic department in the discipline of the course under consideration to ensure comparable academic quality. Students are guided in completing this process for pre-approval prior to the study abroad experience. After the conclusion of the study abroad program, the credit is processed the same as traditional transfer credit. Redacted transcripts for a [year-long study abroad participant](#) and a [semester long study abroad participant](#) are included.

Prior Learning Assessment

Credit awarded on non-traditional delivery methods is determined by faculty. This includes the awarding of [prior learning credit \(PLA\)](#) outlined in the [2021-2022 Undergraduate Catalog](#). Competency examinations, employer training programs, military service, and other learning experiences may qualify for PLA credit. Students may earn up to 60 credit hours of PLA, including up to 24 hours of portfolio credit specifically. All PLA credit decisions are made by the academic department head.

Portfolio Credit

UTC offers prior learning assessment by portfolio credit to allow currently admitted students an alternative method to assess college credit for learning beyond traditional classroom experiences. Students may elect to enroll in [Integrated Studies 301B: Prior Learning Portfolio Development](#) for guidance in documenting evidence of practical training and demonstrating learning equivalent to college-level. The portfolio is evaluated by faculty in determining the successful mastery in program competency areas and appropriate credits. A copy of a [redacted transcript](#) with portfolio credit is included as evidence of this practice. We made changes to the way PLA credit is recorded during the past academic year, and both practices are reflected in this transcript example, with military credit being transcribed as institutional. All PLA work is currently recorded as transfer credit instead institutional, so we wanted to notate this discrepancy in the example.

Advanced Placement and Examination-Based Credits

Examination-based credits are awarded in cases where academic department heads judge the examinations to be comparable to UTC courses. Students may receive credit by submitting official scores to the Office of Undergraduate Admissions. The most common form of examination-based credits awarded at UTC are from College Board Advanced Placement (AP) Tests. AP test score thresholds vary by subject, but a minimum score of three is generally required for consideration. The [full list of AP tests](#), acceptable scores, and credits awarded is published online. A [redacted transcript with AP credit](#) awarded is included.

Credit may also be awarded for International Baccalaureate (IB) examinations for many Standard Level (SL) and Higher Level (HL) courses. Most subjects require the HL exam with a score of 5, 6, or 7 to equate to college credit at UTC. The [full list of IB tests](#), acceptable scores, and credits awarded is published online. UTC also awards credit for other standardized examinations: [College Level Examination Program \(CLEP\)](#), [DSSST \(DANTES Subject Standardized Tests\)](#), [General Certificate of Education \(GCE\)](#) and [International Exam](#), and [Statewide Dual Credit Examinations](#). Redacted transcripts for CLEP credit awarding and an IB participant are included as evidence.

Credit By Special Examination

Students may also earn credit by [special examination](#). Challenge examinations are administered and assessed by the relevant academic department, and students must arrange special examinations. Recommendations for credit are made by the department head to the Office of the University Registrar for awarding. A [redacted transcript](#) is attached of a student who received credit by special examination through the academic department.

Military Service Credit

Admitted undergraduate students may be awarded up to 60 credit hours of [PLA credit for military service](#). Military service courses and/or experiences are evaluated and equated following the American Council on Education (ACE) recommendations. Office of the University Registrar personnel evaluate the Military Service work with the support of ACE guidelines and in consultation with the appropriate academic department. Credit not equated by ACE may be awarded departmental elective credit or Military Service Elective credit as appropriate. Students must submit their Joint Services Transcript (JST) for evaluation.

Military courses are generally equated to elective credit with notations on the course level (i.e., MLSV 1XXX, MLSV 3XXX) depending on the JST and prior equivalencies awarded. If a student completes courses through a military institution (i.e., air university), the credit follows the standard transfer articulation process. An example of [awarded military credit](#) from a JST transcript is included.

Conclusion

UTC is in compliance with Standard 10.8.

Sources

 AP Test Scores and Credit
 AP_Redacted
 Air Military Credit 3
 BGES Field Experiences
 CGE International Credential Evaluator Policy Manual_21
 CLEP Scores and Credit
 CLEP_Redacted
 Chattanooga State - UTC Articulation Agreement ESM 9500074892 (1)
 Credit by Exam
 DSST Scores and Credit
 Engineering Articulation Agreement - Dalton State
 Engineering and Computer Science Transfer Agreement
 GCE International Exam Credit
 GR Catalog. Transfer Credit Policies.
 Grad Catalog Transfer Evaluation
 IB Test Scores and Credit
 IB_Redacted
 International Agreement - Student Academic Transcript
 International Agreement Changsha - Transcript_Redacted
 International TR Agreement - UTC-CSUST EXTENSION CHANGSHA WORKING VERSION Agreement(8.14) - jvm.docx
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 International TR_Redacted
 JST Military Credit 1
 JST Military Credit 1_Redacted
 JST Military Credit Official Transcript
 JST Military Credit Official Transcript_Redacted
 MATH 127u - USC Upstate - 06.08.2022
 Military Credit 2
 PSYC 2641 - Benedictine Co - 03.24.2022
 Phil 235 - St. Mary's College -- 3.31.2022
 Portfolio Credit
 Prior Learning Assessment by Portfolio Credit
 Prior Learning Credit Overview
 Registrar Transfer Equivalency Charts
 Research Experience Official Transcript 1 USM
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 SACSCOC_Credential_Evaluation_Report
 Statewide Dual Credit
 Study Abroad_1_Redacted
 Study Abroad_2_Redacted
 TESS Get Credits Military 1
 TN Transfer Agreement Example Audit - TTP BA Comm_Redacted
 TN Transfer Agreement Example Audit - NOT REDACTED - TP MMD BA Comm
 TN Transfer Pathways
 TR Approved Petition and MMD BA English
 TR Approved Petition and MMD BA English_Redacted
 TR Approved Petition and MMD BS CPSC 2
 TR Approved Petition and MMD BS CPSC 2_Redacted
 Transfer Evaluation Self-Service
 Transfer Students
 UG Catalog. Transfer Credit Policies
 UT System Campus Change Initiative
 UTC Mission, Vision, and Value Statement
 UTC Strategic Plan
 Undergrad Catalog Prior Learning Assessment Credit
 Undergrad Catalog Transfer Evaluation

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) does not have any cooperative academic arrangements that meet the criteria of this standard.

11.1

Library and Learning/Information Resources

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga's (UTC) Library provides students, faculty, and staff with access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs at the appropriate degree level. The UTC Library supports these programs by providing access to high-quality informational resources in a variety of formats and services supporting research, information, technology, and multimedia needs across the diverse curriculum offered. The information herein also applies to students in online courses and programs.

UTC's mission is to be "a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." The UTC Library offers adequate and appropriate library and learning/information resources and services to support UTC's mission in three core provisions:

1. A foundational collection of appropriate, high-quality information resources in multiple formats and participating in consortial and resource sharing agreements that provide additional access to resources of other institutions at state, regional, and national levels;
2. robust and engaging services available through in-person or online individual consultations, traditional instructional sessions, and practical workshops; and
3. state-of-the-art infrastructure for students, faculty, and staff.

The mission of the UTC Library is to "contribute to the intellectual endeavors of the UTC community by assisting in the discovery of information and providing the infrastructure and resources for learning." The library's mission is carried out through its stated values that serve as the foundation for the library's organizational culture, shape decision making, and inform how services are designed and delivered. These values include valuing the success of students, faculty, and staff, striving for equity, diversity, and inclusion, serving with integrity, and fostering empathy and respect. This mission and values statement aligns with the mission and strategic plan of the institution and underpins library goals.

University Library Budget and Staffing

UTC provides adequate and appropriate funding to support UTC Library collections, services, and operations on an ongoing basis. The base institutional allocation is supplemented by several University fees, including the Library Fee, Online Support Fee (OSF), and the Student Technology Fee, (STF), as well as restricted funds from gifts and endowments. Requests for additional funding to support library collections and operations are managed annually by the Library Dean and the library's Business Manager as part of the annual campus budget process.

Monies collected from the Library Fee, assessed at \$25 per student each semester, are spent solely on collection development. In FY 2021, the Library Fee totaled \$650,000 and supported online subscriptions to databases, electronic journals, and books. The OSE is \$56 per credit hour for students enrolled in distance education courses. The Library receives a portion of the OSE. The OSE fee contributed \$18,777 to the library's budget in FY 2021, which was a reduced amount as the campus suspended the collection of the majority OSE due to COVID-19. The STF is assessed at \$12 per credit hour, with a maximum amount of \$130 per student each semester. The STF contributes a consistent \$58,000 annually to the UTC Library. The monies collected from the Online Support and Technology Fees were spent in support of subscription materials and on borrowable equipment and technology.

The University of Chattanooga Foundation, Inc. (UC Foundation) as well as the University of Tennessee Foundation (UT Foundation) provided the library with \$258,483 from FY 2021 restricted endowed and gift funds. These funds were used for operating expenses including support for travel and professional development, technology purchases, building operations, and supplies.

The overall FY 2021 budget for the University Library was more than \$4 million, of which \$1.8 million directly supported the collection (Table 11.1-1).

Table 11.1-1. University Library Budget Spending

University Library Allocations	FY 2019	FY 2020	FY 2021
Personnel	\$2,315,938	\$2,466,592	\$2,455,512
Collections	\$1,821,359	\$1,837,282	\$1,825,473
Other Operating (Supplies, Building, Travel)*	\$599,340	\$338,534	\$264,392
Total	\$4,736,637	\$4,642,408	\$4,545,377

*includes funding from gifts and endowed funds, the amounts of which vary from year to year.

When comparing the UTC Library's total library expenditures per FTE with comparable and aspirational peers, University of Tennessee System institutions, and Tennessee Locally Governed Institutions (LGI's), UTC is ranked number 11 among these 22 institutions. The median total library expenditures per FTE among this group of institutions is \$416, compared with the University Library's total library expenditures per FTE of \$414. These comparisons evidence appropriate funding in relation to other state institutions and peers.

The UTC Library employs qualified and effective staff to deliver appropriate collections, services, and other library related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The library is led administratively by the Dean of the Library and Department Heads as illustrated in the organizational chart. Library service points and programmatic areas are led by qualified faculty librarians and staff who serve and engage with users across the institution in-person and online.

Selected Usage and Assessment Information

The library determines adequacy and appropriateness of collections and services through a variety of ongoing measures, including usage statistics, users' direct feedback, peer comparisons, and satisfaction ratings solicited through an annual survey. An annual library survey is conducted in March of each year. The UTC Library receives high marks in satisfaction for categories related to all services and collections (Table 11.1-2). Although still high, satisfaction numbers dropped in FY2021, which is most likely indicative of limitations placed on the library facility regarding services and access to the physical collection put in place to help mitigate the spread of the COVID-19 virus. Satisfaction ratings rebounded in FY 2022 to pre-COVID-19 numbers.

Table 11.1-2. User Reported Satisfaction with Services and Collections

	FY 2017	FY 2018	FY 2019	FY 2020*	FY 2021	FY 2022
Library Services	98.3%	97.8%	98.0%	--	88.8%	98.2%
Library Collections (learning/information resources)	97.3%	97.5%	98.0%	--	89.1%	97.8%
Satisfaction with library's environment being conducive to study and research?	97.4%	98.3%	98.4%	--	--	98.9%
Overall satisfaction with library facility, collections, and services?	99.0%	99.4%	99.2%	--	--	98.7%

*FY 2020 survey was not administered due to conflict with the outset of the COVID-19 pandemic and the April 2020 tornadoes in Chattanooga.

The library also participates in other valuable information gathering activities to help assess and refine services. In AY 2021, the library created the [Student's Library Advisory Board](#) as a mechanism for encouraging information exchange between students and library personnel. Students provide feedback and input during the board's regular meetings throughout the semester. The library's Academic Departmental Liaisons also collect faculty and staff suggestions related to library services. Also, the library's Research and Instruction team surveys faculty and students each year to assess the instruction program. In January 2021, 71 surveys were sent to faculty who had scheduled library instruction to assess satisfaction; this resulted in a 30% response rate providing overwhelmingly positive feedback. Additionally, the Faculty Senate's Learning Environment Committee makes recommendations on the teaching and learning environment, which includes the UTC Library.

Library Collection

UTC Library provides adequate and appropriate library learning/information resources in both physical and electronic formats. Current students, faculty, and staff can borrow physical library materials with generous loan lengths. Access to a robust online collection is available 24 hours a day, 7 days a week through the [library's website](#).

The [University Library's collection](#), as of July 1, 2021, features more than one million titles in print and electronic format including:

- 775,719 books
- 265,738 film and audio resources
- 103,559 journals
- 36,646 micro format titles
- 275 online research databases

Additional and detailed information on library collections is reported to the [Association of College and Research Libraries annual survey](#).

The library provides adequate and appropriate library/learning information resources across all programs and is evidenced by the subscriptions to the full collections of online peer-reviewed journals from major academic publishers. Furthermore, the library subscribes to multidisciplinary databases which provide relevant content across all colleges and departments. Discipline specific databases are available for all curricular areas and organized by [subject and topic](#) for intuitive and easy access.

All materials are cataloged within the library's cloud-based library services platform, [Alma](#), and searchable by users via Primo VE, which is branded on the library's website as [Quick Search](#). From Quick Search results, current students, faculty, and staff can log in to their library account to place holds, request items via interlibrary loan, and access available online full-text articles. Print materials are arranged using the Library of Congress Classification system and are located on open compact shelves for easy access.

Current students, faculty, and staff may access the Quick Search and linked materials provided therein both on and off-campus, 24 hours a day and seven days a week, with their UTC identification and password. The library provides numerous computers within the library to facilitate access to online materials.

Collection Development and Methodology

The library's [Collection Development Policy](#) outlines the principles and criteria that guide the management and development of the overall collection of materials and resources. The policy is regularly reviewed to ensure it meets the needs of the institution. Librarians in the Collection Services Department hold the ultimate responsibility for ensuring the collection meets the information and curricular needs outlined in the policy and utilize ongoing collaborative processes to ensure its currency and efficacy. Regular consultations occur with library administration, library faculty, the Library Electronic Resources Committee (LERC), and UTC faculty. Collection services librarians work closely with the library's academic departmental liaisons, serve on the Undergraduate Curriculum Committee, and participate in program and accreditation reviews to ensure that the collection development policy supports UTC's informational, educational, and research needs. The collection development policy serves as the foundation against which materials are evaluated and selected for purchase, as well as to assess and update automated purchase approval plans.

The library's [Academic Departmental Liaisons](#) serve as a conduit between academic departments and the library. Liaisons interact with UTC faculty according to assigned departments and programs to ensure full support across disciplines. Liaisons track developments and changes in the curricula, identify material and programmatic needs, and share UTC faculty's resource requests with collection services librarians.

The [Library Electronic Resources Committee \(LERC\)](#) includes representatives from across the library, including collections services, public and research services, and library administration. LERC reviews existing and potential subscriptions and one-time purchases, including large journal packages, online reference materials, and online databases or services. With LERC's input, the Head of Collection Services and the Dean of the Library make final purchase decisions. In addition to content, LERC discusses the discoverability of electronic resources, user interfaces, and other relevant issues as they arise.

The [Library Enhancement Initiative](#) is a program that allows faculty, staff, and students an opportunity to directly enhance the UTC Library's collection of resources. Individual grants of \$750 and group grants of \$2,500 are provided to recipients for the acquisition of materials that meet a specific research or informational need. Applications are typically requested in the fall semester of each year, and funding is used for non-subscription purchases like books, videos, and datasets.

The library's Buy Not Borrow program and the direct purchase request service both provide opportunities for students, faculty, staff, and community members to add specific materials into the library's collection. The Buy Not Borrow program integrates directly with the interlibrary loan service; when a user requests an item from another library, collection services librarians review the material for purchase instead of borrowing. All physical item borrowing requests are analyzed for purchase based on the library's collection development policy. The library also provides users with the ability to submit [direct purchase requests](#) through the request form that appears within the library's Quick Search interface and on the website. If the material is approved, but purchasing is not an option, the request is transitioned to an interlibrary loan request instead. In March 2020, the library transitioned to fulfilling all Buy Not Borrow and direct purchase requests in electronic format in response to the COVID-19 pandemic and the increase in online instruction. This updated policy helps to ensure UTC's students, faculty, and staff have access to appropriate collections that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level.

Collection Assessment and Review

To ensure materials are adequate and appropriate for the courses and programs offered, as well as for UTC's research and/or public service activities, the library's collections are regularly evaluated according to the [accreditation and program review timeline](#) maintained by UTC's [Office of Planning, Evaluation, and Institutional Research \(OPEIR\)](#). Each year, collections related to departments and programs undergoing accreditation or program review are evaluated. The evaluation includes reviewing the Library of Congress classification assigned to the program or department, conducting an environmental scan of e-resources to benchmark against peers, and analyzing current subscription, print, and electronic holdings. A [report of findings](#) is provided to each department or program for use in their self-study documentation.

The UTC Library also completes extensive reviews when new programs and degrees are proposed to ensure the current library collection offers adequate and appropriate library support. If new resources are needed, the library will communicate the need and provide estimated costs. Since FY 2017, the library has developed the following new program reports:

- [Mechatronics](#) in FY 2017
- [Public Health](#) in FY 2017
- [Data Analytics](#) in FY 2018
- [Physician Assistants](#) in FY 2019
- [Applied Leadership](#) in FY 2021

Many usage statistics, including cost per use, circulation, and interlibrary loan statistics are also regularly reviewed in the library's annual reporting. Using this data, the library determines whether the collection is meeting the current information needs of the department or program. If gaps are found, the library will adjust collection development activity for the department or program to ensure all curricular needs are met. Additionally, this data is used to request additional one-time or on-going funding to support new subscriptions or resources needed.

The FY 2021 median circulation of physical materials for all comparable and aspirational peers, Tennessee Locally Governed Institutions (LGIs) and University of Tennessee System institutions was 13,420. UTC's [trend in circulation of physical materials](#) at 13,987 is on par with other institutions in this peer group. The library is not alone in its transition to more online and digital material formats. Usage of online and digital learning/information resources remains steady and is even increasing for some formats. In FY 2021, the library had 984,848 uses of online and digital learning/information resources including, e-books, e-journals, streaming audio-visual, and digital content from the institutional repository and online digital collections.

Reciprocal Borrowing

The library participates in reciprocal borrowing arrangements that extend access to millions of additional learning/information resources available from institutions across the state of Tennessee. Current UTC students, faculty, and staff can borrow materials from all [University of Tennessee System institutions](#) and participating [Tennessee Academic Library Cooperative \(TALC\)](#) institutions. There are no charges for borrowing these materials.

Students, faculty, and staff at UTC, as well as all Tennessee residents, can access additional online resources freely through the [Tennessee Electronic Library \(TEL\)](#). TEL is administered by the Tennessee State Library and Archives and overseen by the Tennessee Secretary of State. Important TEL resources are linked from UTC library subject and topic guides and include, among others: The Nashville Tennessean, Peterson's Test and Career Prep, HeritageQuest, and Transparent Language Online.

Memberships and Consortia Purchasing

Participation in library professional organizations and consortium supports UTC degree programs by lowering overall material costs or providing opportunities to improve library systems and services. The University Library is a member of the following organizations:

[University of Tennessee E-Resources Group \(UTERG\)](#): is composed of librarians from each UT System institution who meet regularly throughout the year to discuss cooperative purchasing, license agreements and terms, and other initiatives involving library/learning resources. Most importantly, this group works cooperatively on reviewing and drafting master license agreements with major publishers and content providers with terms that meet the needs and requirements of all campuses. This includes accessibility requirements and review.

[Tenn-Share](#): is composed of over 700 Tennessee libraries, archives, museums, and information organizations of all types and sizes. With a mission of "providing cost effective resources and services" that help libraries "serve their communities," Tenn-Share negotiates reduced pricing for online information resources, hosts conferences, and administers the [Digital Library of Tennessee Committee](#) and the [Firefly Courier Service](#).

[Lyrisis](#): is a membership organization that provides services to members in the forms of professional development and technology training, software hosting services, content licensing and negotiation, and support of open access initiatives. Through Lyrisis, the University Library realizes reduced costs for online databases and large journal collections.

[Ex Libris User Group of North America \(ELUNA\)](#): is the international user group for customers of Ex Libris products. This active and engaged group works closely with the Ex Libris organization on improving products and services. UTC actively participates in user group meetings, training opportunities, and serves on working groups.

[OCLC \(Online Computer Library Center\)](#): is a worldwide library cooperative committed to improving access to the information held in libraries around the world. Cataloging and resource sharing services are provided to the library by OCLC that connect library patrons with research and information resources around the world.

[Portico](#): provides preservation and archival services for content owned by the library that may no longer be accessible on a publisher's platform. Portico ensures that content is still accessible to our users and allows the library to protect its collection into the future.

Technology and Equipment Collections

The library's physical collection also consists of a diverse inventory of [equipment](#) and technology that can be borrowed or used by current students, faculty, and staff. The library's technology and equipment lending program directly supports UTC's mission by lowering barriers to success, providing equitable and inclusive access, and providing opportunities for innovative and active engagement in learning.

General use equipment, such as laptops, Chromebooks, cell phone chargers, calculators, and webcams, circulate from the main Check Out Desk. In response to the COVID-19 pandemic and in cooperation with UTC's [Information Technology Division](#), the library increased technology lending by adding additional laptops, Chromebooks, webcams, and internet hotspots to the existing collection. These laptops and Chromebooks circulate to students through a variety of short and long-term loans. Laptops are configured with productivity software, such as the Microsoft Office suite, and additional specialized [software for students](#) can be installed for free through UTC's central software repository. In FY 2021, this type of equipment circulated 5,485 times.

The [Library Studio](#) also makes available high-quality [audio-visual equipment](#) such as cameras, camcorders, projectors, microphones, speakers, and peripherals needed to produce professional audio or video projects. Library faculty and professional staff working in the Library Studio provide one-on-one instruction and technical support related to the circulating equipment. This service is well used by students whose coursework assignments require audio and video content. In FY 2021, Studio equipment circulated 3,076 times.

The library provides a variety of service points for computer and software use within the facility and facilitates remote computer access for off-campus students needing access to specialized software for assignments. There are 146 Windows and 36 Macintosh computers available in the information commons on a first come first served basis. Additional high-spec computers are available in the Studio. The library partners with the [Disability Resource Center](#) to maintain the [adaptive technology suite](#), which provides a dedicated space for students, faculty, and staff with disabilities to utilize specialized hardware and software. The suite is available during all hours that the library is staffed.

Special Collections

The Special Collections unit of the library is the repository for the university's collections of [manuscripts](#), [university records and publications](#), [rare books and maps](#), [theses and dissertations](#), and other archival material. Special Collections provides access to primary source content specifically associated with course assignments and enriches the community by acquiring, preserving, describing, and making accessible rich cultural resources that tell the story of UTC, Chattanooga, and the people who form our community. Special Collections houses more than 3,500 linear feet of manuscript and archival material and 13,000 books and theses. Access to the collections is available in person in the George Connor Reading Room with online access to [finding aids](#) and digital collections. The [Chattanooga History Collections](#) are co-owned and managed by the library and the Chattanooga Public Library. Table 11.1-5 highlights Special Collections growth in available digital materials and materials usage.

Some of this usage increase is due to partnerships between library Special Collections and organizations like the [Digital Public Library of America \(DPLA\)](#) and [ArchiveGrid](#) who ingest UTC Special Collection's records into their discovery systems.

Table 11.1-5. Digital Collections Growth and Usage FY 2015-2021

	Collections	Items	Item Usage
FY 2015	12	28,629	19,844
FY 2016	18	55,603	35,492
FY 2017	22	69,252	41,678
FY 2018	23	79,302	118,177
FY 2019	31	81,718	178,350
FY 2020	39	88,734	207,424
FY 2021	39	89,601	204,728

Institutional Repository

UTC Scholar is UTC's institutional repository and is managed through Special Collections. UTC Scholar provides access to UTC's research, creative works, and publications. Through UTC Scholar, students, faculty, and staff are provided with a platform to store and provide access to their research and scholarly work to a global audience. Collections have been steadily growing and include student and faculty created works. Featured collections include, among others:

- [UTC Masters Theses and Doctoral Dissertations](#)
- [Undergraduate Honors Theses](#)
- [Modern Psychological Studies](#) (Journal devoted to publishing undergraduate research)
- [Jeffrey L. Brown Archaeological Reports](#)
- [Sequoia Review](#) (Undergraduate literary journal)

Learning and Information Services

Information on the services provided by the UTC Library can be found in Table 11.1-6.

Table 11.1-6. Summary of Library Services Provided

Service Desk	Services Provided
Check Out Desk	Circulation of books, interlibrary loans, audio-visual materials, course reserves, and short term/semester technology.
Information Commons Desk	Research and technology (software, online resources) help.
Writing and Communication Center	Peer tutoring for writing and communication assignments and work.
Library Studio	Circulation of high-spec audio-video equipment, audio and video recording suites, 3-D printing, and access to high-spec computers and software.
Special Collections and the University Archives	Reading room access to manuscripts and materials from the library's special collections and university archives.

Qualified, effective library staff provide many services that contribute to the quality and integrity of UTC's academic programs. Library staff at each service point are available to help students, faculty, and staff with any of their library needs and provide referrals to other campus services and resources when helpful.

The library's [Check Out Desk](#) is conveniently located adjacent to the main points of entry into the building and provides most circulation services for the physical items borrowed. Library staff assist students, faculty, and staff with the circulation of books, DVDs, games, course reserves, and equipment. Library patrons' access to circulating material is supported through generous borrowing policies. [Physical Course Reserves](#) are also available from the Check Out Desk, providing access to course related materials designated by UTC faculty for use by their students. Course Reserves are typically available for three hours and cannot leave the library; this ensures that all students will have timely access to the material. The library also offers UTC faculty members flexible options for 1-day, 3-day, and 7-day course reserves to best meet their students' course-related needs.

Librarians and staff at the [Information Commons Desk](#) provide students, faculty, staff, and community users with personal assistance when seeking information. This help is available in-person and online for a total of 81 hours each week during the fall and spring semesters. The Information Commons is traditionally a busy space with over 150 computers and a variety of seating options. During AY 2021, the Information Commons Desk remained open virtually offering the [Ask a Librarian online Chat and SMS text services](#) and answered 1,238 reference questions within that year, a significant decrease due to COVID-19. Library users are also able to request one-on-one appointments at the Information Commons Desk or online via the [Request and Appointment form](#).

When materials are not available in the library's own collection, [interlibrary loan services](#) (ILL) are available to current students, faculty, and staff. Through their library account, students, faculty, and staff manage their material requests, see request history, and seek renewals. ILL services are also integrated seamlessly within online resources, including databases, allowing requests to be generated directly from an article's online listing. In FY 2022, the median turnaround time for borrowed print books was eight days with electronic articles arriving within one day of submission. As the library's collection of full text online journals and proceedings has increased, the need for ILL borrowing has decreased incrementally. The library consistently lends more materials than it borrows (Table 11.1-7).

Table 11.1-7. ILL Borrowing, Lending Requests, and Document Delivery FY 2018-2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Items Borrowed	6,049	5,038	4,093	3,725	2,171	2,895
Items Lent	9,822	10,038	8,539	7,291	5,989	6,522
Document Delivery	N/A	1,299	982	278	336	238

The library participates in the [Tenn-Share Firefly Courier](#) and [Rapid ILL](#) programs, which integrate seamlessly into the ILL service. The Firefly Courier service ensures quick access to materials requested through ILL from over 200 participating public and academic libraries within Tennessee. Firefly materials are picked up and delivered three days per week. RapidILL is a resource sharing system that provides fast, cost-effective article and book chapter requesting and delivery. Over 500 libraries from around the country participate in RapidILL for an annual fee. All participants agree to respond to requests within 24 hours of receipt and resources are delivered electronically.

To help facilitate online teaching and learning and to ensure the accessibility of scanned material, the library provides a [scanning and digitization service](#) for current faculty and staff. Faculty and staff can request scans of their own materials or library-owned materials. Scans adhere to accessibility standards and are delivered digitally.

The [Library Instruction Team](#) provides instructional sessions tailored to specific research needs and library resources. Partnering with UTC faculty, the Instruction Team teaches students the information seeking and evaluation skills necessary to be effective 21st Century researchers. In FY 2021, Instruction Librarians taught 431 instruction sessions and workshops that reached 7,327 participants across all academic disciplines. Instruction sessions are offered both in-person and online. Instruction Librarians also dedicate time to providing one-on-one consultations to students, faculty, and staff seeking research assistance in a particular topic or area. Over the past year, Instruction Librarians participated in 311 individual research consultations.

The University Library also offers a robust [workshops program](#) teaching attendees a wide range of skills in both online and in-person sessions. In FY 2021, the library conducted 42 workshops that reached 375 participants. These workshops are open to all students, faculty, and staff. UTC faculty can incorporate workshops into their course curricula. To increase access to this valuable content, many workshops have been converted into self-directed [online tutorials](#) that are available directly from the library's website.

The [Library Studio](#) provides a creative space for the campus community to learn innovative technology and media creation. The Library Studio space provides access to 24 workstations with specialized software for audiovisual production and 3D printing. As mentioned previously, the Studio maintains and circulates many high-quality cameras and other audiovisual production equipment for students, faculty, and staff to use as they put their projects together. The Library Studio staff provide individual consultations, small group and course-specific instruction, curriculum development, and a service desk where students, faculty, and staff get immediate help.

The [Writing & Communication Center \(WCC\)](#) is a free service that supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. The WCC's goals are to improve writers' confidence and provide them with a plan for revising their work. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. The WCC also offers workshops, a library of writers' resources, and a supportive environment for working independently. In FY 2021, the WCC conducted a total of 1,267 individual online consultations and 50 workshops and presentations with 787 participants. The WCC also supports the UTC Graduate School by performing format and revision review for submitted electronic theses and dissertations; in FY 2021, WCC staff completed 272 reviews.

The UTC Library offers a variety of services to faculty related to scholarly communication. These services include:

- [Affordable Course Materials Initiative \(ACMI\)](#): Seeks to improve educational outcomes by lowering the cost of course materials for students. In ACMI projects, faculty work with librarians to substitute costly course materials with existing library electronic resources, open educational resources (OERs), open-access scholarship, and/or other alternative educational resources. The ACMI was founded in 2017 and has amassed savings of \$902,729.43 for the 6887 participating students by collaborating with 28 instructors who revised 33 courses.
- [Data Management](#): Librarians assist students and faculty with developing data management plans that are required for many federally funded grants. This service provides guidance on crafting a data management plan to meet the federal requirements and help them to better manage, preserve, and publish research data.
- [Copyright, Fair Use, and Creative Commons](#): Librarians serve in an advisory capacity to faculty on issues of copyright and fair use. Further, they advise faculty and students on Creative Commons licensing for their publications.
- [Open Access Publishing](#): The library has worked directly with publishers to secure discounting on article publishing charges (APCs) related to open access publishing. These include agreements with Taylor and Francis, SpringerOpen, and BioMed Central. The library also works closely with the Office of Research and Sponsored Programs to develop and manage the [Open Publishing Support Fund](#). This program allows UTC faculty the ability to apply for financial support to cover open access publishing charges.

Library Learning Spaces

The University Library's physical space is a 180,000 square foot building that opened in 2015. The library building and its services are open to all current UTC students, faculty, and staff and is currently staffed 97.25 hours per week, with secure access to the first floor of the library available 24 hours per day Sundays through Thursdays. The building provides a variety of reservable and open spaces popular with students, faculty, and staff. Reservable spaces include 39 group study rooms, eight conference rooms, a theater classroom, and four computer classrooms. All classrooms and conference rooms are equipped for remote and in-person instruction, with most providing overhead projection, white boards, built-in speakers, and podiums which feature Windows computers and HDMI cables for use with laptops and LCD monitors,

Current students, faculty, and staff can [reserve individual and group study rooms](#) directly from the library website. The library's group study rooms are equipped with LCD monitors and whiteboards. A variety of room sizes are available, holding 6 to 14 people. Group study room reservation has been one of the most popular services provided by the library, with the highest usage to date in AY 2018 with 30,629 individual reservations. The COVID-19 pandemic saw large drops in room reservations due to the increase in online course modality and social distancing requirements within university buildings, with 7,508 reservations made in FY 2021. Reservations rebounded to pre-pandemic levels in FY 2022 with 27,042 reservations registered.

The library, in coordination with the [Disability Resource Center](#), offers a dedicated space for adaptive technology with specialized resources including Dragon NaturallySpeaking, Echo Desktop, Optelec (CCTV) printed material magnifier, JAWS speech Synthesizer, ZoomText screen magnification program and keyboard.

All computers in the library, including circulating laptops, are loaded with a [variety of helpful software programs](#) and remote access to university and library computers is available to students, faculty, and staff who require the software from remote locations.

Access to computing resources and open seating at tables and various soft seating options are provided throughout the building. Printers, scanners, copiers, micro format readers, and office supplies are conveniently available at various points throughout the library. Table 11.1-8 provides the room types, seating, and computer workstations for each floor of the library.

Table 11.1-8. Room Types, Seating, and Computer Workstations Per Floor

	Ground	First	Second	Third	Fourth	Total
Service Desk	0	2	1	1	1	5
Open Seats	138	358	333	189	142	1,160
Computer Workstations	3	20	176	28	4	231
Group Study Rooms	0	17	2	20	0	39
Conference Rooms	0	0	4	1	3	8
Classrooms (# of computers within)	0	1 (1)	3 (74)	1 (62)	0	5 (137)

Service points throughout the library are staffed with professional and other qualified employees providing expertise and services on a walk-in basis. These include the core service areas: Check Out Desk, Information Desk, Writing and Communication Center, Library Studio, and Special Collections. Additionally, the Library houses two important partner programs that serve students and faculty: the Center for Academic Support and Advisement and the Walker Center for Teaching and Learning Resources.

Gate counts are a tool for measuring the number of visitors to the physical library (65). The table below shows the library's popularity as a campus destination. Though limited capacity during the COVID-19 pandemic resulted in decreased building traffic during FY 2021, the building traffic has already begun to rebound as marked by a 98.2% increase in gate counts from FY 2021 to FY 2022 (Table 11.1-9).

Table 11.1-9. University Library Gate Counts

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Annual Gate Count	746,469	732,703	697,824	535,613	137,474	272,524
Typical Weekly Gate Count*	25,709	28,243	24,278	25,313	4,448	8,910

*Typical weekly gate count is taken on the 5th week of the fall semester each year.

The library's online space, [the library website](#), is also heavily utilized (Table 11.1-10). While some library content is available in other online forums, such as social media, [MocSync](#), and the UTC Learn (Canvas) learning management system, the primary online place for library information, help, and services is utc.edu/library.

Table 11.1-10. Library Website Usage

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Unique Visitors	527,829	598,814	575,562	555,269	403,814	423,641
Logins for Electronic Resources	N/A	N/A	72,404	98,996	115,562	117,257

Conclusion

As evidenced by its mission, budget, staffing collections, and services, the UTC Library is in compliance with Standard 11.1.

Sources

-  [ACRL Peer Benchmark](#)
-  [ACRL Statistics](#)
-  [Academic Departmental Liaison Program](#)
-  [Accreditation table](#)
-  [Affordable Course Materials Initiative](#)
-  [Alma Cloud-based Library](#)
-  [Archaeology Reports](#)
-  [ArchiveGrid](#)
-  [BAS Applied Leadership](#)
-  [Budget Process](#)
-  [Campus Guide](#)
-  [Chattanooga History Collections](#)
-  [Collection Development Policy](#)
-  [Computers and Software](#)
-  [Copyright and Fair Use Information](#)
-  [Creative Commons Licenses](#)
-  [DRC](#)
-  [Data Analytics](#)
-  [Digital Library](#)

-  Digital Public Library of America
-  ELUNA
-  Equipment Check Out
-  Fee Schedule
-  Finding Aids
-  Finding and Borrowing Course Reserves
-  Firefly Courier
-  Honor Theses
-  Information Technology
-  Interlibrary Loan
-  Internal Funding
-  Library Data Management
-  Library Electronic Resources Committee
-  Library Enhancement Initiative
-  Library Holding and Expenditures
-  Library Hours
-  Library Mission
-  Library Org Chart
-  Library Satisfaction Survey Results
-  Library Studio
-  Library Studio Equipment Check Out
-  Library Suvey
-  Library Tutorials
-  Library Workshops
-  List of Library Faculty
-  Loan Length
-  Lyrasis
-  Manuscripts
-  Mechatronics
-  MocSync
-  Modern Psychological Studies About This Journal
-  OCLC
-  OPEIR
-  Physician Assistants
-  Portico
-  Program Review Schedule
-  Program Reviews and Accreditation Reports
-  Public Health
-  Quick Search
-  Rare Books
-  Request an Appointment
-  Research Guides
-  Research and Instruction
-  Research and Instruction Report
-  Reserve a Room
-  Scanning Materials
-  Sequoya Review
-  Services Desk
-  Software for Students
-  Student Library Advisory Board
-  Suggest a Purchase
-  TBR TALC
-  TN Electronic Library
-  TN Electronic Library - Resource Search
-  Tenn Share
-  Theses and Dissertations
-  Trend in Circulation
-  UTC Library Help
-  UTC Library website
-  UTC Mission

 UTC Scholar

 University Archives

 Writing and Communication Center

11.2

Library and Learning/Information Staff

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University at Tennessee at Chattanooga (UTC) Library ensures an adequate number of professional and other staff with appropriate education and experiences in library and other learning/information resources to accomplish the mission of the University of Tennessee at Chattanooga (UTC).

Library faculty and staff members are highly qualified and are sufficient in number with 25 full-time faculty librarians and 21 staff specialists. The library is organized into three departments as outlined in the [organizational chart](#). The faculty and staff members of the UTC Library view quality patron services as a top priority. As such, the library places significant importance on its human resources. Library staffing paradigms are analyzed each time a position in the library goes vacant, and frequent internal adjustments are made to position responsibilities. Position descriptions for faculty and staff are up to date and regularly reviewed.

Library Faculty

The dean, along with two department heads, are administrative positions and constitute the Library Administrative Council. This council is supported by a group of library directors who lead specific units within each department and work directly with department heads on aligning unit goals with the library and university strategic plan and mission. The directors and library administrators form the Library Management Council, which comes together to discuss, plan, and operationalize goals and projects across the entire library organization. All library faculty support the university's mission through active engagement in librarianship and teaching, scholarship, and university and/or professional service as evidenced through the library's [2018-2021 Library General Service by Faculty](#) and [2018-2021 Library Faculty Scholarship and Research Summary](#) reports.

Library faculty hold a terminal degree in their field with most faculty librarians possessing a master's degree from an American Library Association (ALA) accredited institution. Library faculty in technical or specialized roles may hold an appropriate graduate degree within their area of specialization. An example is the Director of the Writing and Communication Center having a PhD in Rhetoric and Composition.

Librarians regularly attend and participate actively in professional conferences like the [Tennessee Library Association Annual Conference](#), [American Library Association Annual Conferences](#), and [Society of American Archivists \(SAA\)](#) to grow and contribute as professionals and present their research to colleagues. In FY 2022, the Library allocated \$44,000 for professional development including conference attendance, training, and certifications with \$10,156 spent. Spending on professional development is still low due to lingering COVID-19 travel restrictions and most conferences remaining in online mode. Evidence of conference and professional development for FY 2022 is found in the following [report](#). Library faculty actively engage in faculty governance by serving on university faculty senate committees, actively engaging in service, and learning opportunities across campus, and participating in university and library wide activities. For AY 2022-2023, faculty librarians are engaged in 13 out of 18 [faculty senate committees](#) and chair four of those committees.

Table 11.2-1 provides a listing of library faculty with information on department, graduate education, and links to position descriptions and curriculum vitas.

Table 11.2-1. University Library Faculty

Name	Position Title (link to Job Description)	Department	Education
Bo Baker	Public and Research Services Department Head	Administration	MLIS, University of Pittsburgh
Virginia Cairns	Instruction Librarian	Research and Public Services	MLIS, Louisiana State University
Chapel Cowden	Health and Science Instruction Librarian	Research and Public Services	MS, Information Sciences, University of Tennessee Knoxville
Rachel Fleming	Scholarly Communications Librarian	Collection Services	MA, Library Science, University of Missouri at Columbia
Katie Gohn	Collection Services Department Head	Administration	MS Information Sciences, University of Tennessee Knoxville
Natalie Haber	Online Services Librarian	Research and Public Services	MLS, University of Buffalo (SUNY)
Whitney Jordan	Director, Acquisitions and Content Management	Collection Services	MS, Information Management and Preservation, University of Glasgow
Sarah Kantor	Studio Librarian	Research and Public Services	MLIS, Dominican University
Nora Ketron	Director, Access Services	Collection Services	MPA, in progress and BS, Anthropology, University of Tennessee at Chattanooga
Noah Lasley	University Archivist	Collection Services	MS, Information Sciences, University of Tennessee Knoxville
Beth Leahy	Director, Writing and Communication Center	Research and Public Services	PhD, Rhetoric and Composition, University of Arizona. MA, English, University of New Mexico
Theresa Liedtka	Dean	Administration	MS, Library and Information Science, Simmons University. MA, Liberal Studies, Georgetown University
Dunstan McNutt	Instruction Librarian	Research and Public Services	MLS and MA History, Indiana University Bloomington
Brian Rogers	Director, Library IT	Information Technology	MLIS, University of Pittsburgh
Carolyn Runyon	Assistant Head, Collection Services and Director, Special Collections	Collection Services	MLIS, Archives and Records Management, University of South Carolina
Erin Ryan	Manuscripts Archivist	Collection Services	MSLS, Records Management and Archives, University of North Carolina at Chapel Hill. MA, Theology, Saint John's University.
Albert Salatka, Jr.	Cataloging and Metadata Librarian	Collection Services	MS, Information Sciences, University of Tennessee Knoxville
Andrea Schurr	Digital Development Librarian	Information Technology	MSLIS, University of Illinois at Urbana-Champaign
Steven Shelton	Digital Development Librarian	Information Technology	MLIS, University of Oklahoma
Chantelle Swaren	Assessment and Outreach Librarian	Administrative Services	MLIS, University of Alabama. MBA, University of Alberta
Emily Thompson	Director, Studio	Research and Public Services	MS, Information, University of Michigan Ann Arbor
Lane Wilkinson	Director, Research and Instruction	Research and Public Services	MLIS and MA, Philosophy, Wayne State University
[Vacant]	Electronic Resources and Serials Librarian	Collection Services	
[Vacant]	Studio Librarian	Research and Public Services	
[Vacant]	Web Services Librarian	Information Technology	

Library Staff Specialists

The UTC Library could not operate effectively and efficiently without staff specialists. Staff specialists are integral to the success of library services and operations. Library administrators work closely with university human resources to develop accurate position descriptions and ensure that qualifications for each position map to the appropriate job family. Job families were updated across the entire University of Tennessee System in FY 2019, resulting in more appropriate job family descriptions and placement for library staff specialists within job families. Several positions were upgraded in the process. Staff specialists are encouraged to participate in professional development opportunities.

Table 11.2-2 provides a listing of library staff specialists with information on department, education, and link to position description.

Table 11.2-2: Library Staff Specialists

Name	Position Title (link to Job Description)	Department	Education
Raymond Alexander	Technology Coordinator	Information Technology	BS, Networking and Information Technology, Northern Kentucky University
Jennifer Berzin	Processing Archivist	Collection Services	MLIS, Dominican University
Stacy Chapman	Circulation Supervisor	Collection Services	High School Diploma
Julian Cuebas	Evening Studio Specialist	Research and Public Services	BA, English Creative Writing, University of Tennessee at Chattanooga
Abbey Davis	Evening Building Supervisor	Collection Services	High School Diploma
Evie Deal	Research and Technology Specialist	Information Technology	AS, Engineering
Anita Greenwell	Collections Specialist	Collection Services	BA, Arts, Entertainment and Media Management, University of Iowa
Keani King	Collections Specialist	Collection Services	MS, Information Sciences, University of Tennessee at Knoxville
Danielle Kriener	Writing and Communication Center Specialist	Research and Public Services	BA, English
Laird Leathers	Facility and Project Manager	Administrative Services	High School Diploma
Robin Ogle	Circulation Specialist	Collection Services	MLIS, Indiana University Purdue University, Indianapolis
Laura Perryman	Business Manager	Administrative Services	MS, Digital Marketing, East Tennessee State University
Christopher Riddle	Applications Coordinator	Information Technology	High School Diploma, BS, Computer Science in progress
Amber Sanderson	Technology Trainer	Research and Public Services	MPA, East Tennessee State University
Rebekah Thompson	Studio Manager	Research and Public Services	MS, Computer Science, University of Tennessee at Chattanooga
Erica Tuggle	Weekend Public Services Specialist	Collection Services	MS, Education; MS, Information Sciences in progress
[Vacant]	Administrative Specialist	Administrative Services	
[Vacant]	Access Services Specialist Night	Collection Services	

Conclusion

UTC is in compliance with Standard 11.2.

Sources

ALA Annual Conference
Administrative Specialist
Albert Salatka
Andrea Schurr
Applications Coordinator
Beth Leahy
Bo Baker
Brian Rogers
Business Manager
Carolyn Runyon
Cataloging and Metadata Librarian
Chantelle Swaren
Chapel Cowden
Committee Rosters
DH Collection Services
DH for Research and Public Services
Daytime Circulation Manager
Digital Development Librarian
Director of Access Services
Director of Acquisitions and Content Management

 Director of Library Information Technology

 Director of Research and Instruction Services

 Director of Writing and Communication Center

 Dunstan McNutt

 Electronic Resources and Serials Librarian

 Emily Thompson

 Erin Ryan

 Evening Access Services Specialist

 Evening Circulation and Building Manager

 Facility and Project Manager

 General Services

 Instruction Librarian

 Job Families

 Katie Gohn

 Lane Wilkinson

 Library Org Chart

 Library Professional Development

 Natalie Haber

 Noah Lasley

 Nora Ketron

 Online Services Librarian

 Outreach and Assessment Librarian

 PD - Library

 Processing Archivist

 Public Services Specialist

 Rachel Fleming

 Research and Technology Specialist

 Sarah Kantor

 Scholarly Communications Librarian

 Scholarship and Research Summary

 Society of American Archivists

 Special Collection Director

 Stacks and Student Management Specialist

 Steven Shelton

 Studio Director

 Studio Librarian

 Studio Manager

 Studio Specialist

 Technology Coordinator

 Technology Trainer and Studio Specialist

 Tennessee Library Association

 Theresa Liedtka

 University Archivist

 Virginia Cairns

 Web Services Librarian

 Whitney Jordan

 Writing and Communication Center Specialist

11.3

Library and Learning/Information Access

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga University (UTC) Library provides (a) student, faculty, and staff access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

Physical and Online Collections

UTC Library provides access and borrowing privileges to the physical collection to all current students, faculty, and staff. [Circulation policies](#) are based on the type of user and outlined on the library website. Students enrolled in distance/online learning programs have full access to the library's physical and electronic collections and services as outlined on the [Distance Learning Library Services](#) page. Requests for physical materials are fulfilled quickly and shipped directly to distance students at their remote location.

The library provides 24-hour access to a robust online collection through the [library website](#). Access to licensed content, such as databases and e-journals, is available to current students, faculty, and staff from on-campus and off-campus locations. All users must login with their UTC identification and password. The library's special collections and institutional repository, UTC Scholar, are available to everyone through the library's website.

Services

UTC manages and maintains the UTC Library, a 180,000 square foot facility opened in 2015. The library building and its [services](#) are open to all current UTC students, faculty, and staff. Alumni and other community members have full access to the building but borrowing and use restrictions may apply. The library is currently staffed 97.25 hours per week with secure access to the first floor of the library available 24 hours per day Sunday through Thursday. The library observes intercession hours between academic semesters of 8:00 a.m. to 5:00 p.m. Monday through Friday.

Online services are available during open hours for students, faculty, and staff. The [Ask a Librarian online chat service](#) is staffed during all regular business hours and easily accessible from the library website. More in-depth research, project, or information help can be provided to remote users through online consultations available from the Research and Instruction, Special Collections, Studio, and Writing and Communication Center. Online consultations are held via platforms like Zoom, Microsoft Teams, and WOnline. Remote users also have access to a variety of self-paced [online tutorials](#) and recorded instruction sessions on a variety of topics. Finally, [remote computer access](#) provides current students, faculty, and staff with the ability to log on to library computers to utilize specialized software needed to complete assignments and research.

Regular and Timely Library Instruction

Group Instruction

The UTC Library provides access to regular and timely instruction in the use of the library and other learning/information resources through multiple modalities across many different areas of focus. "Library instruction at UTC is dedicated to five core principles: engagement, active learning, relevance, transferable skills, and critical thinking." UTC's instruction librarians endeavor to create personalized [lesson plans](#) that are relevant to the assignment or course involved. This library instruction is offered directly to students through self-selected workshops and online tutorials, as well as mediated by academic department faculty members for a particular course or program.

Library instruction is a foundational service of the UTC Library offered to students at all levels across the curriculum. Instruction services include [course-specific instruction](#), student and faculty workshop series, and individual consultations. Schedules are arranged such that librarians are available to provide instruction during both daytime and evening classes.

Course specific instruction is offered across the curriculum and tailored to the needs of the instructor and assignments. In FY 2021, over 9,000 students participated in library-led instructional opportunities. The COVID-19 Pandemic proved challenging for traditional in-person group instructional services but provided an opportunity for librarians to offer instructional sessions and services in a variety of modalities: in-person, online, asynchronous, and synchronous. Faculty librarians led 272 course-specific group instructional sessions in FY 2021 with 50 of those sessions being provided in an online mode. Library instruction is not mandatory at UTC, but five years of assessment data demonstrate a consistent and high level of participation in instructional opportunities at the group and individual levels (Table 11.3-1).

Table 11.3-1. Group Instructional Sessions

Year	Group Instructional Sessions	Individuals Served
FY 2017	541	8,717
FY 2018	706	11,530
FY 2019	746	12,461
FY 2020	797	12,546
FY 2021	679	9,973
FY 2022	753	9,994

Course specific instruction is carried out by librarians from several different units across the library including Research and Instruction, Special Collections, the Studio, and the Writing and Communication Center. Each unit offers specialized instruction in their area of expertise. For example, Special Collections offers instructional sessions tailored to the use of primary source materials, capture of oral histories, and public history among others where the Studio provides sessions on topics related to media production, graphic design principals, and podcasting. The Writing and Communication Center primarily provides individualized tutoring and consultations to students and faculty related to their writing assignments, but they do offer group instructional sessions on academic and technical writing.

Faculty librarians also provide regular and timely instruction in the use of the library and other learning/information resources by providing asynchronous instruction and learning support to instructors. Examples include the development of LMS modules, course guides, videos, and other online learning objects like self-guided tutorials. Furthermore, librarians actively participate in class discussion boards and embed within courses to provide assignment and research support.

Individual Reference and Consultations

Outside of traditional library instruction, the UTC Library provides in-person and online reference and research assistance by phone, email, chat, and SMS text. Reference transactions have been declining incrementally over the past 5 years, but a steep drop occurred in FY 2020 and continued into FY 2021. This marked reduction is due to the impacts COVID-19 had on operations of the UTC Library that limited the amount of seating and availability of in-person services like the information/reference desk. In-depth research consultations are also available and can be scheduled through the [request an appointment form](#). Consultations are available from several different service points including Special Collections, the Studio, the Writing and Communication Center, and Reference and Instruction. Table 11.3-2 provides information regarding consultations and reference transactions.

Table 11.3-2. Individual Consultations and Reference Transactions

Year	Individual Consultations	Reference Transactions
FY 2017	2,464	11,689
FY 2018	3,236	10,842
FY 2019	3,045	10,541
FY 2020	2,207	5,866
FY 2021	462	4,176

Workshops

The University Library also offers a robust [workshops program](#) teaching attendees a wide range of skills in both online and in-person sessions. In FY 2021, the library conducted 42 workshops that reached 375 participants. These workshops are open to all students, faculty, and staff, and UTC faculty can incorporate the workshops into their course curricula. To increase access to this valuable content, many workshops have been converted into self-directed [online tutorials](#) that are available directly from the library's website.

Assessment of Library Instruction Services

Library instruction is assessed in a variety of ways. The library's Research and Instruction team surveys faculty each year to assess satisfaction with the instruction program. In January 2021, 71 surveys were sent to faculty who had scheduled library instruction to assess satisfaction; this resulted in a 30% response rate providing overwhelmingly positive feedback. Students provide feedback and are assessed against learning objectives after each group instructional session. Data from these assessments is used to evaluate the effectiveness of the instructional sessions and to make changes to future sessions accordingly.

Each year, the Library conducts an annual survey of students, faculty, staff, and community patrons to gauge their satisfaction with the collections and services offered by the Library. The library has consistently received [high satisfaction marks](#) across all user groups with FY 2021 being an outlier. The dip in satisfaction across the board in FY 2021 can be summed up to the changes and disruption brought about by the COVID-19 pandemic. Satisfaction numbers have rallied to pre-pandemic ratings for FY 2022. Of particular interest is the data the library survey provides regarding library instruction and reference services. In FY 2022, 98.8% of users responding were satisfied with instructional and reference services offered by the Library. Comments from students and faculty in the FY 2022 survey related to instruction include:

- "Research appointments and help from the desk have been very useful."
- "The Writing Center has been an exceptional help with writing papers this semester!"
- "I really appreciate the patience from those from who provide library services. Every time I have asked for help, they are very kind and helpful."
- "Services are very clear, useful, and convenient"
- "Research appointments and help from the desk have been very useful."
- "Special Collections faculty are amazing collaborators within the campus community, whether providing technical guidance or institutional support for joint projects. They are wonderful researchers whose contributions cannot be overstated."
- "The librarians and subject matter liaisons, the services, the workshops, the classroom presentations, and assignment support are all fantastic. I have shy students who are sometimes so anxious about reaching out to needed supports, and it's really important to me that I can rely on the library staff to be encouraging and to help them walk away feeling successful when they've asked for help."

While these comments are positive in nature, the Library does receive suggestions and feedback that at times is not positive. This feedback is used to improve processes and services from year to year. For example, the library has increased weekend hours and updated study room reservation policy as a direct result of student feedback from the survey. Overall, assessment data and activities help the library gauge its successes and make improvements where needed.

Conclusion

UTC is in compliance with standard 11.3.

Sources

 Annual Library Survey Satisfaction Numbers
 Borrow and Return Materials
 Computers and Software
 Distance Learning
 Library Help
 Library Services
 Library Tutorials
 Library Workshops
 Library hours
 Request an Appointment
 Research and Instruction Department Report
 UTC Library
 UTC_Library_Instruction_Course_Plan_Examples
 UTC_Library_Instruction_Presentation_Examples

12.1

Student Support Services

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) provides appropriate academic and student support programs, services, and activities at the bachelor's, master's, and doctoral levels that is consistent with its mission. In alignment with the institutional mission and student demographics, UTC provides a wide range of appropriate academic and student support services to enhance student learning and facilitate student development. Students are introduced to the wide range of offerings during new student orientation, and frequently used services are highlighted on the main student services webpage. Descriptions of student services are also available in the [2021-2022 Undergraduate Catalog](#) and [2021-2022 Graduate Catalog](#). UTC ensures that students enrolled in distance education courses have access to the academic and support services needed to successfully complete their education, with many services linked directly into the main student portal (MyMocsNet) and the learning management system, UTC Learn (Canvas).

Student Population

In Fall 2021, 11,457 students enrolled at UTC. This headcount encompasses 10,016 undergraduate students and 1,441 graduate students. Undergraduate student demographics published in the Factbook include 58.3% female, 20.7% first-generation status, and 16.3% underrepresented minorities. Of the undergraduate students, 9.6% are identified as adult learners, defined as students who are 25 years or older. Also, 19.9% of undergraduates are considered low-income, defined as a student whose household income is at or below 150% of the federal poverty line.

At the graduate and professional level, student demographics are 60% female, 12.9% first-generation status, and 11.6% underrepresented minorities. In addition, 64.3% are adult learners and 27.1% are low-income.

Institutional Mission and Strategic Goals

UTC's mission states, "The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." The mission is reflected in both the diversity of the student population and the variety of academic and student support programs, services, and activities offered. In addition, UTC's 2021-2025 strategic plan states the first goal is to "transform the lives of our students and the futures of our region by increasing access to distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities" (p. 3).

Institutional performance metrics include a focus on recruiting a larger and increasingly more diverse student population that reaches populations emphasized by the state of Tennessee as a priority, including adult learners, first-generation, and low-income students. Student support is embedded within this framework to ensure college access is coupled with appropriate student support opportunities to provide an engaging and enriching curricular and co-curricular experience for all students.

Academic and Student Support Programs, Services, and Activities Overview

Academic and student support programs, services, and activities at UTC are very diverse and offered in a variety of modalities, including face-to-face, online, and email.

In order to capture the many academic and student support programs, services, and activities available, they are arranged in the following manner:

- academic and career support,
- diversity and inclusion support,
- enrollment management support,
- health and wellness support,
- campus life support,
- student life support, and
- teaching and technology support.

Academic and Career Support

Academic and Career Support areas provide services including academic advising, career preparation, college transition, and tutoring support for undergraduate students. These areas support UTC's strategic goals to increase student performance in retention and graduation rates as well as reducing achievement gaps. As UTC has made a considerable investment in the Center for Academic Support and Advisement (CASA), a highlight of CASA activities is provided below in addition to activities listed in Table 12.1.1.

Academic advising is central to UTC's efforts to improve student success, and significant changes and investments have been made to improve the experience over the past decade. Approximately 40 full-time professional advisors, placed across campus, advise undergraduate students in a professional advising model. In addition, faculty advise students within a limited number of professional programs in the College of Health, Education, and Professional Studies. In the past decade, the College of Engineering and Computer Science, the College of Arts and Sciences, and the Rollins College of Business all established and manage college-based success centers, where academic advising is included for majors. All first-year students and students who have not declared a major are advised through CASA until they reach sophomore status and declare a major. The growth in advisors has developed a ratio of approximately 350 students per advisor to facilitate a proactive advising model centered on increasing student success.

In addition, an [Advisors' Council](#) works as a steering committee to facilitate communication, collaboration, and improve advising within a decentralized advising model. The Advisors' Council establishes advising goals, expectations, and learning outcomes for a more consistent experience for students. The group also facilitates an annual advising survey process, recommends changes based on feedback, offers an advisor training curriculum, and coordinates efforts across the campus related to advising. A copy of the [survey results](#) are included as an example.

UTC utilizes a centralized student success platform, Navigate, used by all professional advisors for caseload management. This provides a seamless advising experience along with shared accountability and transparency. During the 2020-2021 year, 8,445 distinct students utilized Navigate for a total of 27,834 advising appointments. Students and advisors also utilized the system's communication platform with a total of 178,000 texts and emails.

In Fall 2021, UTC launched an Early Alerts pilot program targeting high freshmen enrollment general education courses with historically challenging success rates. The goal of Early Alerts programs is to help advisors and related support staff identify students whose performance in the first five weeks of the semester indicates that they may be at risk of failing a course. Data shows that students who have specific performance markers during this timeframe can benefit from outreach and support. In Fall 2021, advisors received 4,863 alert reports, representing a 73% response rate from faculty. The alerts resulted in 805 notifications across 697 students marked as at-risk for failing. The early alerts facilitated timely interventions to connect to campus resources. Minor changes were made to the program, such as sending report requests earlier in the semester and not as close to midterm grading. This allows for more time for contact with students and support to be provided. The program was continued in Spring 2022 and will be even larger in subsequent fall terms.

CASA also supports [peer tutoring](#), supplemental instruction, and peer academic coaching, available) in both virtual and face-to-face sessions. The tutoring is no-cost for one hour per week and provided in a variety of subjects, including lower division math and science courses. During the 2020-2021 academic year, students checked in 179 times for peer tutoring. The Disability Resource Center, Multicultural Center, Student-Athlete Academic Enhancement Center, and some academic colleges also offer peer tutoring programs. In addition, students can access online tutoring services through Tutor.com which facilitates live support for approximately 50 undergraduate courses via a link provided in UTC Learn (Canvas). During the 2020-2021 academic year, students logged into 2,605 sessions on Tutor.com. CASA also coordinates a certified [Supplemental Instruction \(SI\)](#) program, which are peer led study sessions. Students who have successfully completed a course at UTC and earned an A or B are eligible to apply to be an SI leader. SI leaders attend class sessions and host multiple study blocks per week to review notes, discuss class readings, share organizational tips, and provide students with a place to prepare for exams. During the 2020-2021 academic year, students checked in 2,633 times for SI sessions.

In addition, UTC developed a new [peer academic coaching program](#) that provides students with broad academic support from a fellow student. The peer coaches are cross trained to provide general study skills and time management strategies applicable to all courses, and they provide drop-in advising assistance if students have general questions. For Spring 2022, there are 140 students signed up for a peer academic coach.

Table 12.1-1 provides a list of programs, services, and activities that are provided to support students in academic and career success.

Table 12.1-1. List and Description of Programs, Services, and Activities

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Center for Academic Support and Advisement (CASA)	CASA provides academic advising and transitional college support for most first-year freshmen and undeclared majors following a proactive intervention model with a minimum of two check points per semester via face-to-face and virtual appointments. Leads supplemental instruction (SI) program for high enrollment, historically challenging courses in face-to-face and virtual formats. Provides peer-led tutoring and 24/7 online tutoring through Tutor.com for select courses and peer academic coaching services to all students. Student attendance for CASA services in AY 2021-2022: 7,624 advising appointments; 2,966 SI check-ins; 1,236 peer tutoring appointments; 862 peer coaching appointments; and 2,605 Tutor.com online sessions.	Enrollment Management and Student Affairs Office is in the UTC Library, suite 335.
Center for Career and Leadership Development (CCLD)	CCLD provides students and alumni with resources to explore interests, develop networking connections, and prepare for a career. Services and activities include student leadership development programs, resume critiques, interview preparation, career interest inventories, and hosting on-campus and virtual recruitment opportunities with employers. The center also provides an online career management platform (Handshake), on which over 10,000 employers post more than 8,000 job, internship, and fellowship opportunities. Supports AdvanceU, a leadership and community engaged focused residential community in fall 2021 with 16 participants. Coordinates MocLead, a 10-week cohort experience program on leadership development that serves approximately 20 students each semester.	Enrollment Management and Student Affairs Office is in the University Center, suite 108.
College of Arts and Sciences Student Success Center (The Hub)	The Hub provides academic advising to sophomores through seniors majoring in the College of Arts and Sciences and all pre-health profession students following a proactive intervention model. Appointments are provided both virtually and face-to-face, and advisors prepare students for next term registration, graduation planning, and connecting to campus resources to support their success. The HUB recorded over 8,800 student advising appointments for 3,471 students in AY 2021-2022.	Academic Affairs Office is in Lupton Hall, suite 201.
College of Engineering and Computer Science Center for Student Success	CECS provides face-to-face and virtual services and programs to sophomores through seniors majoring in the College of Engineering and Computer Science. Services include a proactive academic advising model, internship opportunities, job search preparation, professional development opportunities, and peer tutoring support. CECS recorded over 3,200 advising appointments for 1,217 students in AY 2021-2022.	Academic Affairs Office is in the Engineering, Math, and Computer Science (EMCS) building, room 344.
First Year Experience (FYE)	FYE provides a cross-campus collaborative effort designed to welcome, support and connect first year students to the campus community and resources. FYE offers a mixture of major-specific and general sections of USTU 1250: The First Year Experience course (1 credit hour) each fall. In fall 2021, 453 students enrolled in this course. They also partner on several signature experiences, including new student convocation, Mocs Flock Finley (a special event at the first home football game), and the common reading program. The program is coordinated by the Office of Student Success Programs.	Enrollment Management and Student Affairs Office is in Pfeiffer Hall, room 104.
Math Plaza	Math Plaza provides opportunities for free drop-in support for students enrolled in eight common courses at the 1000- and 2000-level that fulfill general education math requirements. These courses enrolled 2,583 students in fall 2021. Limited hours of help in upper division math courses are also available.	Academic Affairs Located in the MacLellan Gym, room 200.
Rollins College of Business Joseph F. Decosimo Success Center	The Decosimo Success Center provides face-to-face and virtual services and programs to students majoring in the Rollins College of Business. Services include a proactive academic advising model, career development resources, internships, mentoring programs, professional development opportunities, and experiential learning opportunities. The Decosimo Success Center recorded 3,663 advising appointments for 1,988 students in AY 2021-2022.	Academic Affairs Office is in Fletcher Hall, room 216.
Student-Athlete Academic Enhancement Center (SAAEC)	SAAEC provides comprehensive support to student-athletes through a variety of services including academic advising, academic coaching, tutoring, NCAA eligibility and degree progress, study hall, computer lab, textbook scholarships, and career and professional development opportunities. Student-athletes posted an 89% overall graduation success rate (GSR) in 2021 with 10 of 16 athletic programs exceeding the national average.	Athletics The center is located in 218 McKenzie Arena 218.

Diversity and Inclusion Support

In alignment with UTC's goal to create and sustain a diverse and inclusive community, the following support services, listed in Table 12.1-2, provide accessible and equitable student support while preparing graduates to live and thrive in a global society. These services are coordinated by centralized offices, and some participation may be restricted based on student eligibility for services.

Table 12.1-2. List and Description of Support Services Available

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Center for Global Education (CGE)	CGE provides resources and support to undergraduate and graduate international students, visiting international scholars, English as a Second Language Institute (ELI), and students interested in study abroad programs. Supports a global living learning community for approximately 25-30 residents each year. CGE promotes cultural programming through special events and initiatives throughout the year. In Fall 2021, over 1,200 students attended CGE cultural programming events.	Enrollment Management and Student Affairs Office is in Lupton Hall, room 117.
Center for Women and Gender Equity (WAGE)	WAGE provides programs and services to empower students, create a community of advocates, and encourage gender equity. Provides confidential Survivor Advocacy Services and gender-based violence educational programs and leads Safe Zone training for campus community members. In AY 2020-2021, 781 attendees joined various wage events for a total of 585 unique students. 40% of students attended multiple events throughout the year.	Enrollment Management and Student Affairs Office is in Lupton Hall, room 118.
Disability Resource Center (DRC)	DRC provides access and accommodations for students, faculty, staff, and community members with disabilities who are enrolled in courses, participating in programs, and using campus facilities. DRC typically serves over 1,000 students each year. Accommodations include assistive/adaptive technology, test taking accommodations, and academic coaching. The DRC also coordinates Mosaic, a comprehensive program for students on the Autism Spectrum. In AY 2020-2021, 37 students engaged with the Mosaic program.	Enrollment Management and Student Affairs Office is in the University Center, room 352.
Office of Multicultural Affairs (OMA)	OMA provides support for the academic, social, and personal development of all students through programming, support, and activities. Offers face-to-face and virtual activities to increase cultural awareness, provides resources for professional development, leadership development, mentoring programs, and a central community space for programming and student use. Leads the GUIDE mentorship program for historically underserved populations. 16 GUIDE participants completed weekly coaching and program activities in AY 2020-2021. Prior GUIDE cohorts have achieved a 60% graduation rate. National Pan-Hellenic Council (NPHC) member organizations, with eight charters currently active.	Enrollment Management and Student Affairs Office is in Lupton Hall, room 119.
Office of Student Success Programs, First-Gen Students (OSSP)	OSSP First-Gen provides a variety of programming and networking opportunities for first-generation college students, including: a living learning community for an average of 20 first-gen students; a mentoring program that serves approximately 100 students; and a variety of campus events during National First-Generation Celebration Week. UTC was selected as a First Forward institution recognizing the institutional commitment to serving first-generation students.	Enrollment Management and Student Affairs Office is in Pfeiffer Hall, room 104.
Office of Student Success Programs, Moc Up and Moc Academy Programs (OSSP)	OSSP Moc Up provides summer transition programs, coordinated for incoming first year students from underrepresented backgrounds with a special focus on low-income, first-generation, and racially minoritized populations. Programs support a successful college transition. Moc Up is a free, residential, multi-day experience to help students become familiar with campus, learn strategies for success, and become connected to their peers and community. Moc Up typically serves 75-100 participants. The Moc Academy program is available online and on-campus. It is a no-cost credit-bearing, five-week experience for approximately 25 students to enroll in shared courses, live on campus if attending the on-campus session, and get an early start to their college journey.	Enrollment Management and Student Affairs Office is in Pfeiffer Hall, room 104.
Office of Equity and Inclusion (OEI)	OEI provides guidance and training on institutional equity and inclusion by providing training for faculty, staff, and students; supporting the employee recruitment and hiring process; and addressing discrimination complaints. The annual Moc Forward Conference reached over 1,000 attendees in fall 2020.	Diversity and Engagement Office is in the Human Resources Building, 2nd floor.
Read to Achieve (RA)	Read to Achieve provides a common reading program for freshman to introduce students to the academic and intellectual culture of UTC. The program fosters a sense of community through a common reader; selected texts are centered in diversity, engagement, and inclusion themes. Read to Achieve is embedded into the freshmen composition program which serves over 1,200 students every fall term. RA also includes several co-curricular opportunities as well as faculty, staff, and student book clubs throughout the academic year.	Academic Affairs/Enrollment Management and Student Affairs Main Office is in Pfeiffer Hall, room 104.
TRIO Student Support Services (SSS)	SSS provides for and serves 200 at-risk students from diverse and disadvantaged backgrounds with a personalized and holistic support structure. SSS offers advising, academic coaching, financial literacy, tutoring, career and graduate school preparation, and a host of student programs and activities for community building. SSS is a federal TRIO program funded through the U.S. Department of Education through a competitive grant process.	Enrollment Management and Student Affairs Office is located in the Barr building, 1st level.
Veteran and Military Affairs (VMA)	VMA provides support services to active-duty service-members, veterans, reservists, and their dependents and spouses. Support includes assistance with college enrollment processes, federal benefits, peer mentoring program, career readiness, student programs and activities, and student organizations. In fall 2021, UTC had 156 undergraduate and 25 graduate student military veterans. UTC was also designated as a 2022-2023 Military Friendly school by a national veterans organization for exceeding standards in support-related services.	Enrollment Management and Student Affairs Office is in the University Center, room 141.

Enrollment Support

The programs and services listed in Table 12.1-3 support students through the application and enrollment process, both during initial entry or re-entry to college and throughout the student's journey. All services, with the exception of the Graduate School, are centrally located in the University Center to provide an easy enrollment process for new students. In addition, these areas support the strategic goal to effectively recruit and retain a larger, diverse student population.

Table 12.1-3. List and Description of Enrollment Support Services and Programs

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Graduate School	Graduate School provides support for prospective graduate students, current graduate students, and faculty and staff involved in graduate education. Primary responsibilities include new student recruitment, application management for approximately 750-900 prospective students annually, overseeing student progress, maintaining the graduate catalog, and working with the Graduate Council on policies and changes, and supports the Graduate Student Association .	Research /Academic Affairs Office is in Race Hall, room 103.
Mocs One Center	MOCs One Center provides a one stop shop designed to support students on enrollment-related functions. Counselors answer students on questions related to registration, fee payment, financial aid, scholarships, transcript requests, and appeals. The staff is cross trained and collaborates closely with the offices of the Registrar, Bursar, and Financial Aid and Scholarships to provide a seamless experience for students. The Mocs One Center assisted over 4,800 walk-in students and processed over 3,100 service tickets (online and email requests) in 2021.	Enrollment Management and Student Affairs Office is in the University Center, room 124.
New Student and Family Programs (NSFP)	NSFP provides an orientation program that facilitates a smooth enrollment process and seamless transition for new undergraduate students and families, including approximately 2,200 freshmen and 800 transfer students each summer. Students are acclimated to the campus culture, form connections to a larger community of students, and learn about college expectations and resources.	Enrollment Management and Student Affairs Office is in the University Center, room 102.
Office of the Bursar	The Bursar provides student support for billing and the collection of student fees, student payment plans, disbursement of financial aid, and parking services; support students in fee payment related questions. The Bursar's Office supports all students in the fee payment process with less than a 5% cancellation rate for nonpayment.	Finance and Administration Office is in the University Center, room 274.
Office of Financial Aid and Scholarships (OFAS)	OFAS provides support for students in identifying and applying for various financial aid options, including institutional scholarships, state-funded scholarships, federal grants, and student loans. OFAS houses a financial wellness center , which is a campus-wide financial literacy program and offers money management events, workshops, and individual financial coaching to students on student debt, budgeting, credit cards, saving, and investing. More than 75% of students receive financial aid assistance.	Enrollment Management and Student Affairs Office is in the University Center, room 201.
Office of the University Registrar (OUR)	OUR provides students with assistance navigating academic policies and procedures related to curricular and graduation requirements, including the certification and conferral of degrees for approximately 2,500 students annually. OUR publishes the academic calendar, maintains the undergraduate catalog and degree audit system, oversees FERPA compliance and disclosures, coordinates student registration and class scheduling, and manages transfer credit and prior learning assessment processes in coordination with academic departments.	Enrollment Management and Student Affairs Office is in the University Center, room 125.
Undergraduate Admissions	Undergraduate Admission provides support for recruitment and new students throughout the enrollment process, including campus tours, high school visits, and assisting students and family one-on-one in the college application process. For fall 2021, nearly 9,000 applications were processed for prospective undergraduate students.	Enrollment Management and Student Affairs Office is in the University Center, room 101.

Health and Wellness Support

The programs and services listed in Table 12.1-4 help students find a healthy and well-balanced lifestyle in college and support the campus strategic goal of creating a culture that prioritizes holistic wellness for the community.

Table 12.1-4. List and Description of Programs and Services Available to Support a Healthy Lifestyle

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Center for Wellbeing (CWB)	CWB provides support to students, faculty, and staff on maintaining a healthy and well-balanced lifestyle through a variety of trainings, programs, and services. Facilitates bystander intervention training, mental health and suicide awareness, substance abuse prevention and screenings, and case management. In AY 2020-2021, CWB reported the following outcomes: 375 participants in bystander intervention training, 406 motivational interviewing sessions, 1,139 attendees for mental health and suicide awareness training, and an 85% Alcohol Education Course completion rate for first-time freshmen entering in fall 2020.	Enrollment Management and Student Affairs Office is in the University Center, room 350.
Counseling Center	Counseling Center provides solution-focused therapeutic interventions centered around personal growth and development. Services include individual counseling sessions through in-person and virtual appointments, group counseling, crisis intervention, and medication management. During AY 2020-2021, each counselor conducted between 600 to 1000 clinical appointments.	Enrollment Management and Student Affairs Office is in the University Center, room 338.
Title IX Office (Title IX)	Title IX provides a range of services focused on Title IX compliance including support to students, faculty, and staff who are impacted by sexual misconduct, relationship violence, and stalking; and provides training and awareness events. Provided 33 Title IX educational and training events in 2019-2020 in addition to online educational programs and campus marketing efforts to increase prevention awareness.	Enrollment Management and Student Affairs Office is in the University Center, room 306.
University Health Services (UHS)	UHS provides health services to students, faculty, and staff, including acute and chronic care visits, physical exams, screenings, immunizations, physical therapy, and lab services. Appointments are available in-person and virtually. UHS provided a flu shot clinic for over 1,100 students and employees, physical therapy clinics for 91 patients, and administered 8,458 routine COVID tests during AY 2020-2021.	Enrollment Management and Student Affairs Office is in Maclellan Gym, room 205.
UTC Cares	UTC Cares provides crisis response services available for all students and employees at any location. The UTC's CARE Line is available 24/7 for students and employees experiencing a mental health crisis or needing assistance regarding sexual assault, relationship violence, or stalking.	Enrollment Management and Student Affairs Student Care Line: (423)425-2273 Employee EAP Line: 1-855-437-3486

Campus Life

The programs and services listed in Table 12.1-5 help students experience a well-rounded and enriching experience by providing places to live, study, socialize, and stay healthy and active. These areas support the strategic goal of providing a distinctive educational experience and providing students with the opportunity to learn in a socially and culturally diverse environment. In addition, these campus offices employ large numbers of student staff, with approximately 250-300 students employed each semester. These on-campus, part-time positions provide students with strong connections to campus while giving them professional experiences and skills to prepare for post-graduation career opportunities.

Table 12.1-5. List and Description of Programs and Services Related to Campus Life

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Campus Recreation	Campus Recreation provides for and fosters an inclusive environment for the UTC community to connect, play, and pursue holistic well-being. Facilities include the Aquatic and Recreation Center (ARC), Maclellan Gym, an outdoor Sports Complex, and an e-sports lounge. Services include fitness classes and center, club sports, intramurals, and outdoor programs. Intramurals served over 2,000 unique students in AY 2021-2022.	Enrollment Management and Student Affairs
Dining Services	Dining Services is operated through an auxiliary service, currently provided through Aramark, that offers dining options, meal plans, and convenience stores to the campus community and visitors. Dining options include a food court in the University Center, Crossroads dining hall, and multiple concept dining options throughout campus. All freshmen and sophomore residential students are required to have a meal plan.	Finance and Administration Office is in the University Center, suite 251.
Housing and Residence Life (HRL)	HRL provides students an opportunity to be engaged in the campus community and participate in an inclusive, fun, and diverse living and learning environment. UTC houses approximately 3,600 undergraduate and graduate students on campus annually in ten different halls, including suite and apartment style units. Residential staff are trained in how to guide students through a first year living experience, including intentional interactions structured throughout the year. To aid the residents in success a curriculum centered around elements of academic success, diversity and inclusion, personal growth, and community engagement is incorporated into events. In fall 2020, 54% of residential students made Dean's List representing a high level of achievement for on-campus students.	Enrollment Management and Student Affairs Office located in Pfeiffer Hall.
Residential Learning Communities (RLCs)	RLCs are joint initiatives that provide a unique, inclusive opportunity to live with students who have similar academic interests and values. These communities foster learning, character development, maturity, and individual growth and help students develop lifelong relationships. Each of the academic colleges hosts a residential college open to majors within their area, and many interest-based communities are available that are interdisciplinary in major. These living learning communities include a dedicated community for first-generation students, a community for undecided majors, and a global experience community that pairs international and domestic students for an immersive cultural experience. UTC provides a Faculty-in-Residence Program to increase meaningful interactions between faculty and students. These live-in faculty positions help create a residential educational experience for students through formal and informal interactions, advising, and special programs. In fall 2021, 265 students participated in a residential cohort.	Enrollment Management and Student Affairs and Academic Affairs Office located in Pfeiffer Hall.
University Center (UC)	The UC is a central hub of the UTC campus, with nearly 200,000 square feet of space holding centralized support offices, dining facilities, campus meeting and event spaces, and study spaces for students. The UC reported outcomes for AY 2021-2022 including 2,744 bookings (events, room reservations, and lobby table rentals), had 937 unique visitors to the game room, and hosted weekend events that reached 200-300 students each term.	Enrollment Management and Student Affairs

Student Life and Activities

Table 12.1-6 lists programs and services that fall under the Office of the Dean of Students and help to achieve UTC's strategic goal of increasing participation in student organizations by connecting students to the university in meaningful ways. These programs provide students with many co-curricular opportunities to experience learning beyond the classroom. Services also provide support and advocacy to students and families experiencing challenges in their academic and personal lives and enforce community standards.

Table 12.1-6. List and Description of Programs and Services in the Office of the Dean of Students

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Dean of Students	Dean of Students provides student engagement and advocacy services, including student advocacy; overseeing the student grievance process; assisting students and families with navigating university policies and procedures, and supporting student organizations. Oversees the Student Government Association (SGA), led by 16 student leaders and 40 student senators, and Freshmen Senate, which is composed of 50 students. SGA and Freshmen Senate typically host multiple large-scale events and educational campaigns each year.	Enrollment Management and Student Affairs Office is in the University Center, room 399.
Fraternity and Sorority Life (FSL)	FSL provides structure to an active community comprised of 24 Interfraternity Council (IFC) and National Panhellenic Conference (NPC) organizations, with over 1,400 active members. The values-based organizations are committed to academic excellence, civic engagement, and social responsibility.	Enrollment Management and Student Affairs Office is in Lupton Hall, room 104.
Office of Student and Family Engagement (OSFE)	OSFE provides for a promotes campus involvement as an integral part of the college experience including facilitating a variety of signature campus experiences including Welcome Week and Homecoming, providing the MocSync portal for students to see campus events and student organization directory, and supporting over 150 student-led organizations, including student media organizations; sponsors the Parent and Family Association.	Enrollment Management and Student Affairs Office is in Lupton Hall, room 104.
Office of Student Conduct (OSC)	OSC provides for and oversees the student conduct process, a system to investigate and adjudicate alleged student code violations through an educational process that maintains community standards. OSC managed a total of 735 conduct cases involving 1,576 individuals during AY 2021-2022.	Enrollment Management and Student Affairs Office is in the University Center, room 399.
Office of Student Outreach and Support (SOS)	SOS provides advocacy and support services to students experiencing personal and academic challenges including assisting students in navigating administrative processes, connecting students with campus and community resources, assisting students in developing resiliency, self-advocacy, and coping skills, providing training to the campus community, and supporting 3,139 individual cases in AY 2021-2022.	Enrollment Management and Student Affairs Office is in the University Center, room 399.
Scrappy's Cupboard	Scrappy's Cupboard provides emergency assistance and referrals to students experiencing food insecurity and offers a low-cost, fresh produce market to campus two times per month in partnership with Mocs Dining. Scrappy's Cupboard supported 210 students in AY 2021-2022.	Enrollment Management and Student Affairs Office is in the University Center, room 310.
Student Emergency Fund (SEF)	SEF provides limited emergency funding for students experiencing financial hardship (i.e., accident, illness, other unforeseen events). Funds can be used to cover expenses such as essential academic needs, replacement of items lost to fire, theft, flood, etc., housing needs, one-time medical expenses, and emergency expenses related to dependents. SEF assisted 2,324 students in AY 2021-2022.	Enrollment Management and Student Affairs Office is in the University Center, room 399.

Academic and Technology Resources

The programs, services, and activities listed in Table 12.1-7 provide support to the instructional mission of the institution. These areas directly support the following goals from the 2021-2025 strategic plan:

- increase undergraduate students participating in research and creative endeavors
- support excellence in teaching by expanding access to pedagogical development resources

Table 12.1-7. List and Description of Programs and Services that Provide Teaching and Technology Support

Support Program, Service, or Activity	Description and populations served	Organizational Reporting and Location
Honors College (HC)	HC provides a center of innovation on campus with enriching experiences for the campus community, research and creative opportunities, high-impact intellectual community for a transformational student experience, offers a unique, community-embedded, and globally informed curriculum; facilitates a residential college, provides student scholarships, and offers study abroad opportunities. The program admits 50 first-time freshmen each year.	Academic Affairs Located in the Guerry Center.
Information Technology Help Desk (ITHD)	ITHD provides support to students, faculty, and staff for all technology-related needs; support available in-person, email, online request, via chat, or by phone (24/7); provides troubleshooting support for on-campus technology and personal devices and software programs; provide free subscription to Microsoft Office 365; provides all faculty and staff with a new, primary computing device every four years. ITHD averages 120 phone calls, 50 online requests, and 20 remote sessions per day during non-peak time periods.	Information Technology Walk-in assistance in Lupton Hall, room 106.
Office of National Scholarships (ONS)	ONS provides information and support for UTC students and recent alumni pursuing nationally competitive merit awards, including prestigious awards, scholarships, and fellowships. During AY 2020-2021, approximately 60 students applied for a nationally competitive scholarship, with 18 students winning awards.	Academic Affairs Guerry Center, room 2013
Research Dialogues	Research Dialogues provides an annual, two-day, academic conference celebrating research and creative activities across campus; Showcases work by undergraduate and graduate students, faculty, local community college students, and community partners. The 2021 conference featured over 600 presenters.	Research Office is in Race Hall, room 102A.
Testing Center	Testing Center provides students and the Chattanooga community with opportunities for individual and group standardized examinations; tests regularly offered include those for college and graduate admission, prior learning assessment, professional licensure, senior exit exams, and proctored exams. The testing center received certification by the National College Testing Association (NCTA) in 2020.	Academic Affairs Office is in Hooper Hall, room 205A.
Undergraduate Research and Creative Endeavor (URaCE)	URaCE provides undergraduate research for all majors regardless of experience, discipline, and year of student; helps students acquire key transferable skills; provides funding on specialized programs; connects students with a variety of research opportunities, facilitates opportunities to share research and creative projects. URaCE currently offers four undergraduate research programs. In AY 2021-2022, 270 undergraduate students participated in URaCE programs and activities.	Research Office is in Race Hall, room 102A.
UTC Library	UTC Library provides students, faculty, and staff with the support for success; services include research assistance, individual and group study rooms, and access to over 1 million titles in print and electronic materials; hosted 42 workshops on a variety of topics including success skills, technology navigation, and research in FY2021; the facility features state-of-the-art services including a full-service multimedia studio and the largest computer lab on campus, and provides technology resources on loan, including laptops or chrome books available on full semester loans for on-campus and distance students.	Academic Affairs
Walker Center for Teaching and Learning (WCTL)	WCTL provides for a promotes teaching excellence and innovation that cultivates student engagement, learning and success. Housed with the Division of Academic Affairs, this team provides a variety of services and support to all faculty. Some of these services are: faculty development, instructional design and development, learning technology, orientations for new faculty and adjunct faculty, course review, and experiential learning support. WCTL reported 10,501 support service offerings in AY 2020-2021.	Academic Affairs Office is in the Library, Room 433.
Writing and Communication Center (WCC)	WCC provides support to students, faculty, and staff on any type of writing or communication project; writing consultations are available in-person, virtually, or via email feedback; provides students with support on the writing process, formatting, citation, style guides, grammar, professional application materials, and graduate and dissertation support; and provides faculty with peer consultants for in-class visits, pedagogical consultations, assignment sheet feedback, and personalized workshops and class activities. In FY2021, WCC conducted a total of 1,267 individual online consultations, 50 workshops and presentations with 787 participants, and performed 272 format and revision reviews for submitted electronic theses and dissertations.	Academic Affairs Office is in the UTC Library, room 118.

Conclusion

UTC is in compliance with Standard 12.1.

Sources

-  2021 Research Dialogues Data
-  2021-2022 Graduate Catalog Student Life and Educational Services
-  2021-2022 Undergraduate Catalog Student Services and Resources
-  AC Survey Results Summary 2018-2021
-  ARC
-  Advisement
-  Advising and Academic Support Utilization Report FA 21
-  Advisor's Council
-  Appointment Attendance Navigate CECS
-  Appointment Attendance Navigate HUB
-  Appointment Attendance Navigate RCOB
-  Bridge program
-  CASA Tutoring
-  Campus Recreation
-  Canvas Student Resources
-  Center for Academic Support and Advisement
-  Center for Career and Leadership Development

 Center for Global Education

 Center for Wellbeing

 Center for Women and Gender Equity

 College of Arts and Sciences Student Success Center – The HUB

 College of Engineering and Computer Science Center for Student Success

 Counseling Center

 DRC Mosaic Program

 Dean of Students

 Disability Resource Center

 English as a Second Language Institute

 Factbook Student Enrollment

 Faculty in Residence

 Financial Wellness Center

 First Forward Institution

 First Year Experience

 First-Gen Student Programming

 Fraternity and Sorority Life

 Global Ed Mid Year SPSF Report

 Graduate School

 Graduate Student Association

 Handshake Career Management Platform

 Honors College

 Housing and Residence Life

 Information Technology

 Intramurals FY21 Report-FY23 Request

 Math Plaza

 Moc Academy

 Moc Academy Blog

 Moc Up program

 MocSync

 Mocs One 2021-2022 Monthly Report Summary-DESKTOP-P97C311

 Mocs One Center

 Mosaic

 Multicultural Affairs

 MyMocsNet Service Links

 NCTA

 National Pan-Hellenic Council

 New Student and Family Programs

 OEI Anthology

 OMA Guide - EMSA Signature Programs 2021

 Office of Equity and Inclusion

 Office of Financial Aid and Scholarships

 Office of National Scholarships

 Office of Student Conduct

 Office of Student Outreach and Support

 Office of Student and Family Engagement

 Office of the Bursar

 Office of the University Registrar

 Parent and Family Association

 Pre-Health Professions Advising

 Quality Matters

 Read to Achieve

 Research Dialogues

 Residential Learning Communities

 Rollins College of Business Joseph F. Decosimo Success Center

 SAAEC 89% GSR

 Scrappy's Cupboard

 Strategic Plan 2021-2025

 Strategic Plan page 3

 Student Emergency Fund

-  [Student Media](#)
-  [Student Services Webpage](#)
-  [Student Success Programs](#)
-  [Student-Athlete Academic Enhancement Center](#)
-  [Supplemental Instruction](#)
-  [TRIO Student Support Services](#)
-  [Testing Center](#)
-  [Title IX](#)
-  [Title IX Events 2019-2020](#)
-  [Tudor.com](#)
-  [UHS Anthology 20-21](#)
-  [UTC Cares](#)
-  [UTC Library](#)
-  [UTC Mission Statement](#)
-  [Undergraduate Admissions](#)
-  [Undergraduate Research and Creative Endeavor \(URACE\)](#)
-  [University Center](#)
-  [University Center FY22 Annual Report](#)
-  [University Health Services](#)
-  [VMA Military Friendly Blog](#)
-  [Veteran Student Services](#)
-  [WAGE Anthology Report 20-21](#)
-  [WCTL Anthology Planning](#)
-  [Walker Center for Teaching and Learning](#)
-  [Well-Being Anthology 20-21](#)
-  [Writing and Communication Center](#)

12.2

Student Support Services Staff

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) employs an adequate number of qualified staff for academic and student support services to accomplish the institutional mission of "achieving excellence by actively engaging students, faculty, and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community." Qualified staff have appropriate experience, educational credentials, and continued training and development opportunities to provide effective services in meeting the needs of students. As detailed in Section 12.1, many student services fall under the Division of Enrollment Management and Student Affairs and the Division of Academic Affairs. Organizational charts for Enrollment Management and Student Affairs, Academic Affairs, and the Academic Colleges reflect the placement of these programs and services.

Staff Development and Staffing Levels

To ensure the continued development and performance of employees, the Office of Human Resources provides an onboarding process to acclimate new hires to the campus, culture, and expectations of service. UTC also follows the University of Tennessee (UT) system policy HR0126, which outlines a goal for all employees to participate in a minimum of 32 hours of training and professional development activities per year. UTC provides in-person and virtual professional development opportunities each year to achieve this goal, including sessions focused on communication, conflict resolution, and management practices. In addition, the university provides access to more than 300 eLearning courses through the K@TE learning system. Employees also have access to LinkedIn Learning for additional professional development opportunities.

Focused trainings are also available from offices throughout campus for individuals in student service roles, including FERPA, Title IX training, academic advisor training, SafeZone training for supporting LGBTQIA students, Global Zone for supporting international and study abroad students, and Green Zone veteran ally training. Many trainings are required to be completed, depending on an individual's role, including FERPA, Title IX, and Title VI. In addition to development opportunities on campus, many professional staff maintain active memberships and participate in state, regional, and national professional organizations.

Appropriate staffing levels are determined based on the specific programs and services offered by each unit and centered around serving students' needs. There is significant variation in staffing levels based on the mission of the unit and scope of impact. The following factors are generally considered when determining staffing levels: essential functions of the unit, program and service usage trends, responsibilities assigned to employees, customer service expectations, national industry standards, available resources, and current staffing levels. Other factors may include supervisory responsibilities, travel requirements, student caseload ratios, and facility assignments based on square footage. The determination to adjust staffing sizes is typically proposed by the department head and unit lead and is reviewed by the appropriate Vice Chancellor. To make changes such as reassigning work duties, creating new staff positions, reorganizations, and staffing reductions, departments work in close consultation with Human Resources.

All staff are evaluated annually to ensure quality in programs and service delivery, according to the university's policy on staff performance evaluations. This process provides all student support staff an opportunity to discuss job performance, set goals for professional development, and identify objectives for the upcoming year that align with UTC's mission. All employees are measured on five key performance elements, including service, accountability, and efforts towards inclusion, diversity, and engagement. The institutional processes in place ensure that staff can fulfill our mission to engage and support students in achieving excellence.

Educational and Experiential Qualifications

Staff working in academic and student support areas are charged with guiding and supporting students through the college experience, from recruitment through post-graduation opportunities. Our 2021-2025 strategic plan affirms that students are the reason that UTC exists, and student support personnel play a critical role in helping the institution recruit, retain, and graduate a diverse student body.

Table 12.2-1 summarizes job titles, key responsibilities, qualifications, and professional development of academic and student support staff leaders. Each employee's name links to a detailed resume, and the job title links to a position description.

Table 12.2-1. Example Support Services Staff Qualifications

Department/ Professional Staffing Sizes	Name	Title/Responsibilities	Education	Experience/Professional Development
Athletic Academic Enhancement (6 staff)	Emily Blackman	Assistant Vice Chancellor Provides leadership, vision, and coordination for athletic academic enhancement programs, including learning plans; NCAA eligibility; study hall; tutoring; and advising. Coordinates interventions to increase student success metrics.	PhD in Sport Administration Master of Business Administration MA in Sports Administration BS in Health Promotion	25 years of professional experience, with 19 years higher education experience including advising, student support, compliance, and student records; N4A, NACDA, NACWAA member
Campus Recreation (12 staff)	Cindy Strine	Director Provides leadership and supervision to professional and student staff; oversees multiple recreational facilities; leads facility improvement planning; responsible for overseeing program marketing and management; maintains fiscal and budget controls, including revenue accounts; departmental assessment responsibilities; serves as primary point of contact for internal and external partners	MA in Education: Student Affairs BS in Business Management and Recreation	20 years higher education experience, including campus recreation, facility management, student organizations, and student activities; Harvard Management Development Program; ACE certified personal trainer, Red Cross Certified Health and Safety Instructor
Center for Academic Support and Advisement (CASA) (14 staff)	Elizabeth Johnson	Director Oversees a team of professional advisors responsible for first-year and undeclared advisement; oversees peer tutoring program and supplemental instruction program; coordinates early alert responses for first-year students; leads new student class pre-registration process; supports Advisors' Council leadership team; and budget and assessment responsibilities.	MS Ed in Educational Psychology MS Ed in Community Counseling BS in Psychology	15 years higher education experience, including academic advising, career counseling, academic support, and teaching; former NACADA Tennessee State Liaison
Center for Career and Leadership Development (6 staff)	Rob Liddell	Executive Director Leads centralized career and leadership center, including student programming, staff supervision, budget oversight, and assessment; supports Career Development Alliance, campus-wide working group to drive career development for students; administrator for student career platform, Handshake; supports peer career program; and oversees publication and departmental marketing efforts.	PhD in Curriculum and Instruction MS in Management	15 years higher education experience, including human resources, assessment and evaluation, and career planning; President in TACE, Committee Chair for SOACE; NACE member

Center for Career and Leadership Development: Leadership Programs (1 staff)	Danny Grzesik	Director Provides leadership development programs and cohort experiences for students, including oversight of a living learning community; budget oversight, program assessment	MEd in College Student Personnel BA in Criminal Justice	13 years higher education experience, including fraternity and sorority life and student activities
Center for Global Education (CGE) (7 staff)	Takeo Suzuki	Executive Director Leads and oversees the development, implementation, administration, and evaluation of the CGE programs; develops outreach strategies; manages F-1/J-1 student visa SEVIS compliance; and serves as a campus liaison with U.S. foreign governmental sponsors external foundations and agencies, and the UT System.	PhD in Higher Education Administration MS in Global E-Learning Bachelor of Marketing and International Business	19 years higher education experience, including international center, international programs, and international relations; member of NAFSA, the Forum on Education Abroad, Institute of International Education, and Japan-America Society of Arkansas; mentor in the NAFA Diversity Impact Program and a panelist for the Gilman Scholarship
Center for Global Education: Study Abroad (2 staff)	Laura Livermore	Director Assists in day-to-day operations of the Office of International Student and Scholar Services and oversees the English as a Second Language (ESL) institute; serves as Designated School Official (DSO) and Assistant Responsible Officer (ARO) for Department of Homeland Security and Department of State; ensures compliance with appropriate federal, state, and university policies and regulations; staff supervision and recruitment responsibilities; and program assessment.	Master of Laws in International Law BA in Political Science BS in Organizational Security and Management	15 years higher education experience, including learning support, study abroad, and advising
Center for Global Education: ESL Institute (1 staff)	Yvonne Slobodenko	Coordinator Provide program oversight and coordination, ensuring academic quality of courses; curriculum development; faculty development; student recruitment; and budget oversight and program assessment.	MA in TESOL BA in English	15 years professional experience, including 7 years higher education experience in teaching, ESL tutoring, and advising; TEFL certified
Center for Global Education: International Student and Scholar Services (3 staff)	Vacant	Assistant Director Ensures compliance with Department of Homeland Security and Department of State regarding F-visa and J-visa students and scholars; Designated School Official; staff management; and program planning for diversity and globalization initiatives.		
Center for Wellbeing (5 full-time staff; 3 interns; 1 graduate assistant)	Megan McKnight	Director Responsible for leading education and preventative programs focused on mental health, suicide, substance misuse, Title IX, and related health and well-being areas; conducts campus surveys; staff supervision; chair of campus Wellness Advisory Council; administers online wellness courses for new students; budget oversight; and grant-funded program management.	MS in Social Work BA in Sociology	8 years professional experience, including 3 years in higher education; case management, educational and prevention programs; Training in C-SSRS, QPR, Youth Mental Health First Aid, and Motivational Interviewing
Center for Women and Gender Equity (WAGE) (5 staff)	Sara Peters	Director Oversees all aspects of WAGE including program development, assessment, and budget; serves as confidential advocate for Title IX victims; and provides training to campus and community groups on broad diversity and inclusion initiatives.	MA in History BA in History	19 years higher education experience, including student programming, teaching, Title IX, and training programs
College of Arts and Sciences - The Hub (13 staff)	Erica Holmes-Trujillo	Director Oversees advisement team and process for college; staff supervision, assessment, and budgeting; collaborate with campus partners on programming; and provide direct services to students.	MA in Higher Education Administration and Leadership BA in Sociology	11 years higher education experience in advising, career development, and first year experience; NACADA member
College of Engineering and Computer Science - Center for Student Success (8 staff)	Irene Hillman	Director of Student Success Manages all aspects of the college-based success center, including advising, career development, community outreach, student life, and student recruitment, and is responsible for department assessment, budget management, and staff supervision.	MA in Educational Psychology BA in Sociology and Urban Studies	15 years of professional experience, including 12 years in higher education with career services, teaching, and student success; NACE, SoACE, NCDA, SHRM member
Counseling Center and Faculty in Counselor Education Program (13 staff; 2 interns)	Keilan Rickard	Director Oversees all aspects of the center including strategic planning, personnel, program and staff evaluation, budgets, contracts, and policies; provides therapy, outreach, and consultation services; teaches graduate students; and represents UTC on a variety of campus and system advisory boards.	PhD in Clinical Psychology MA in Clinical Psychology MA in Counseling BA in Music and French	20 years of professional experience, including 10 years higher education; experience in case management, private practice, research, and teaching; AUCCCD member
Dean of Students (7 staff)	Brett Fuchs	Associate Dean Responsibilities include overseeing student conduct; student outreach and support; serving as Deputy Title IX officer; chairing the campus-wide CARE team; coordinating crisis management and response for division; student compliance process food pantry; and updating relevant policies and procedures.	MA in Higher Education and Student Affairs BA in Political Science	20 years higher education experience, including residence life, conduct, crisis response, and teaching; crisis leadership in higher education training; ACPA, ATAP, ATIXA, ASCA, NASPA member

Disability Resource Center (DRC) (12 staff)	Michelle Rigler	Executive Director Oversees all aspects of disability support services at UTC; serves as central liaison for coordinating ADA related policies and laws; guides programs and services related to DRC and Mosaic programs; budgetary oversight; and institutional representative for campus and system on committees related to disability access and awareness.	EdD in Learning and Leadership MA in Special Education BA in Special Education	30 years professional experience, including 13 years in higher education; experience in disability support programs, administration, research, and teaching; NABITA, AHEAD, TN-AHEAD, ACPA member
Mocs One Center (6 staff)	Amy Davis	Director Responsible for all administrative functions of the centralized one-stop shop, including staff supervision; budget; assessment; coordinating with related functional areas; and serving as primary contact point for internal and external partners.	MS in Education Bachelor of Social Work	30 years higher education experience, including advisement, transfer student support, financial aid, and teaching
Multicultural Affairs (3 staff)	Tara Mathis	Associate Dean of Students and Director Provides leadership and supervision to the Office of Multicultural Affairs, Veteran and Military Affairs, and WAGE; oversees budget and strategic initiatives related to equity programs; staff supervision; support various student organizations; and serves on the Chancellor's Multicultural Advisory Committee.	MBA in Marketing BS in Finance	23 years higher education experience, including recruitment, multicultural affairs, orientation, and financial aid
New Student and Family Programs (2 staff)	Carrie Sherbesman	Director Leads the new student orientation program for all incoming freshmen, transfer, and adult students, including in-person and online sessions; collaborates with offices and groups in facilitating experience; staff supervision; and budget oversight and program assessment.	Master of Public Administration BA in Communication	15 years higher education experience, including student recruitment, admissions, and orientation
Office of the Registrar (15 staff)	Joel Wells	University Registrar Custodian of student records; oversees office operations including FERPA compliance, class scheduling and student registration processes; student transcripts, grade processing, and standing procedures; graduation evaluations and degree audit systems; university catalog and curriculum maintenance; and staff supervision.	MA in TESOL and Intercultural Studies BA in History	20 years higher education experience, including progressive responsibilities in student records and registration, teaching, and graduate program coordination; AACRAO, SACRAO, and TACRAO member
Residential Education and Campus Life (23 staff)	Val Sample	Executive Director Responsible for training programs for campus life unit, diversity, equity, and inclusion (DEI) initiatives, residential education and occupancy management programs, comprehensive assessment plans, marketing, student recruitment for residential life; crisis management and response; and student affairs vision and policy development.	EdS in Counseling MS in Counselor Education BS in Educational Psychology	23 years of higher education experience in student affairs and residential life; NASPA program reviewer, SEAHO & TACUHO member; leadership development programs
Rollins College of Business - Decosimo Success Center (12 staff)	Kimberly Thomas	Director Oversight of all advising, career services, college recruitment, and co-curricular programs for the college; staff recruitment and supervision; strategic planning; program evaluation; collaborations with campus and community stakeholders; and serves on various campus advisory committees.	Juris Doctor BA in English	30 years of professional experience, including 7 years in higher education in student conduct, student life, crisis response, and student programming; NASPA member; participant in Executive Education Leadership Program
Student and Family Engagement (7 staff)	Laura Petrus	Director Oversees all functional units including Homecoming, Welcome Week, Student Media, fraternity and sorority life, and parent and family programs; staff supervision; student organizational advisement; budget and program assessment; student involvement platform administrator (OrgSync); and collaborate with campus partners and key stakeholders.	MEd in Higher Education BS in Interdisciplinary Studies	9 years higher education experience, including student activities, leadership development, fraternity and sorority life; NACA and NASPA member
Student Success Programs (2 staff)	Crystal Edenfield	Director Responsible for college transition programs, including Moc Academy and first year experience programs; supervises professional staff member and student staff; supports faculty director and instructors for FYE course; implements first-gen student programming and residential community	EdD in Higher Education Administration EdS in Higher Education Administration Master of Public Administration BA in Mass Communication	10 years higher education experience, including enrollment management, teaching, and student success; professional engagement with National Resource Center for First Year Experience and Students in Transition and NASPA
TRIO Student Support Services (3 staff)	Melissa Laseter	Director Leads holistic support services to 200 at-risk college students through U.S. Department of Education grant; professional and student staff supervision; budget oversight and grant reporting responsibilities; and provides services including advising, tutoring, career and financial counseling; student recruitment.	MS Ed in Curriculum and Instruction BS in Secondary Education: English	17 years professional experience, including 13 years in higher education; experience in learning support, advising, tutoring, and teaching; COE and SAEOPP member
Undergraduate Admissions (17 staff)	Jason Lyon	Director Oversees new student recruitment and admissions processes, including staff supervision; recruitment program development; appeal processes; admissions committees; assessment and weekly reporting; budget oversight; and technical systems related to admissions.	Master of Business Administration BS in Business Marketing	17 years higher education experience in admissions, including recruitment, processing, and progressive supervisory responsibilities

University Center (4 staff)	Aaron Grisham	Director Responsible for operations of 200,000 square foot facility that houses offices, meeting and event spaces, dining, and recreational space; event management; professional and student staff supervision; budget oversight; and department assessment.	MS in College Student Personnel BA History	15 years of higher education experience, including 10 years in facility management; ACUI member
University Health Services (12 staff)	Yasmine Key	Director Leads a team of professionals in delivering primary care and prevention services to nearly 13,000 students, faculty, and staff; provides direct patient care; handles administrative responsibilities including staff supervision, budget responsibilities, and assessment; teaching in the graduate program; and supports continuing COVID-19 response efforts including vaccine administration and testing.	Doctor of Nursing Practice MS in Nursing BS in Nursing	19 years clinical experience, including 4 years in higher education; active nurse practitioner's license; AANP, CANAP, and ANA member
Veteran and Military Affairs (VMA) (4 staff)	Sylvana Matthews	Director Responsible for the coordination and daily operations of the VMA, which supports military students, veterans, and spouses/dependents; monitors program enrollment and student success; collaborates with campus partners; staff supervision; student recruitment; and budget oversight and program assessment.	MS in Criminal Justice BS in Social Science Bachelor of Business Administration	14 years professional experience, including 11 in higher education veteran student services

Conclusion

UTC is in compliance with Standard 12.2.

Sources

-  2021-2025 Strategic Plan
-  Academic Advisor training
-  Academic Affairs
-  Academic Affairs Organizational Chart
-  Academic Colleges Organizational Charts
-  Assistant Director, International Student and Scholar Services_Patricia Lin-Steadman_50251860
-  Assistant Vice Chancellor Athletic Academic Enhancement_Emily Blackman_50082566
-  Associate Dean of Students
-  Associate Dean, Multicultural Affairs and Veteran Student Services_Tara Mathis_20024854
-  Blackman, Emily Resume
-  Coordinator, ESL Institute_Yvonne Slobodenko_50358677
-  Davis, Amy Resume
-  Director of Decosimo Success Center PD
-  Director of Student and Family Engagement October 2020
-  Director, Admissions_Jason Lyon_50343996
-  Director, Aquatic and Recreation Center_Cindy Strine_20018406
-  Director, Center for Academic Support and Achievement_Elizabeth Johnson_50182570
-  Director, Center for Wellbeing_Megan McKnight_50052998
-  Director, Center for Women & Gender Equity_Sara Peters_50037483
-  Director, Counseling Center_Keilan Rickard_20011718
-  Director, Leadership Programs and Assessment_Daniel Grzesik_20017011
-  Director, Mocs One Center_Amy Davis_50159766
-  Director, New Student & Family Programs_Carrie Sherbesman_50083665
-  Director, Student Success Programs_Crystal Edenfield_50334015
-  Director, Study Abroad Programs_Laura Livermore_50268996
-  Director, University Center_Aaron Grisham_20015255
-  Director, University Health Services_Yasmine Key_20022051
-  Director, Veteran Student Services_Sylvana Matthews_50135476
-  EMSA Organizational Chart
-  Edenfield, Crystal Resume
-  Enrollment Management and Student Affairs
-  Executive Director, Center for Career and Leadership Development_Robert Liddell_20012341
-  Executive Director, Center for Global Education_Takeo Suzuki_20026168
-  Executive Director, Disability Resource Center_Michelle Rigler_20026533
-  FERPA Training
-  Fuchs, Brett Resume
-  Global Zone Training
-  Green Zone Training
-  Grisham, Aaron Resume

-  Grzesik, Daniel Resume
-  HR0128
-  Hillman, Irene Resume
-  Holmes Trujillo, Erica Resume
-  Johnson, Elizabeth Resume
-  K@TE - Professional Development Opportunities
-  Key performance elements
-  Key, Yasmine Resume
-  Laseter, Melissa Resume
-  Liddell, Robert Resume
-  Livermore, Laura Resume
-  Lyon, Jason Resume
-  Mathis, Tara Resume
-  Matthews, Sylvana Resume
-  McKnight, Megan Resume
-  Mission
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-  Peters, Sara Resume
-  Petrus, Laura Resume
-  Position-Description-Form_June-2017 SSS
-  Registrar_Joel Wells_20001856
-  Rickard, Keilan Resume
-  Rigler, Michelle Resume
-  Safe Zone Training
-  Sample, Valara Resume
-  Sherbesman, Carrie Resume
-  Slobodenko, Yvonne Resume
-  Staff Performance Review - HR0129
-  Strine, Cindy Resume
-  Suzuki, Takeo Resume
-  Thomas, Kimberly Resume
-  Title IX Training
-  Val Sample Updated PD
-  Wells, Joel Resume

12.3

Student Rights

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes and maintains a [Student Handbook](#), which contains or references students to non-academically related student rights, and [Course Catalogs](#) (undergraduate and graduate) which contain academically related policies, rights, and course information. In addition, UTC also has a [Student Code of Conduct](#), for non-academic behavioral rights and responsibilities, and an [Honor Code](#), for academic rights and responsibilities. All of the aforementioned documents are applicable to all students, with the exception of the course catalogs, for which there are separate versions for undergraduate and graduate students. These documents collectively serve "to advance the mission of the University by maintaining a safe and secure learning environment, protecting the rights and privileges of all members of the University community, providing a basis for orderly conduct of the affairs of the University, promoting a positive relationship between the University and its surrounding community, preserving institutional integrity and property, encouraging students to engage in conduct that brings credit to themselves and to the University, and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding individual" ([Student Code of Conduct, Section 1.\(1\)](#)), as well as "foster and develop a climate of honesty and integrity" ([Honor Code, Section 1.\(1\)](#)).

Rights contained or referenced within the [Student Handbook](#) include, but are not limited to, University's Assembly Policy; University-system Policy Affirming Principles of Free Speech for Students and Faculty, as well as the Campus Free Speech Protection Act (TN Code § 49-7-2405 (2019)); Student Right-To-Know (Student Right-To-Know Act, 20 U.S.C. 1001); and Title IX Grievance Procedures (Title IX of the Education Amendments of 1972, 20 U.S.C. 1681-1688). Rights and Responsibilities contained in the [Course Catalogs](#) include, but are not limited to Americans with Disabilities Act (34 C.F.R. Part 104.4), Grade Appeal Process, Course Repeat and Grade Replacement Policy, and Withdrawals. Rights and Responsibilities contained within the [Student Code of Conduct](#) and [Honor Code](#) include, but are not limited to, the right to a prompt, thorough, and equitable investigation of any alleged wrongdoing; the right to the initial presumption that the Respondent is not responsible for the alleged violations of policy; and the right to appeal the decision of the decision-maker in any hearing. In both the Student Code of Conduct and Honor Code, students have the responsibility to conduct themselves in accordance with the rules and Regulations of the respective codes and other University policies.

The rights, responsibilities, policies, and procedures contained or referenced in the Student Handbook and Course Catalog are based on federal or state law; were developed by the University of Tennessee (UT) system following the [University Policy & Related Procedure Development process](#); or developed at the University-level following the [University Policy & Related Procedure Development process](#) or other appropriate development and approval process (e.g. Faculty and Student Committee). The rights and responsibilities contained within the Student Code of Conduct and Honor Code were developed at the University-level, with the review and approval of the University of Tennessee Board of Trustees, Tennessee Attorney General, and Tennessee Secretary of State, with final review and authorization by the Tennessee General Assembly. All student rights and responsibilities either have a designated procedure for resolving concerns or are subject to resolution under the [General Student Grievance \(Complaint\) Procedure](#).

The Office of the Dean of Students is responsible for the maintenance of the Student Handbook. The Office of the Registrar is responsible for the responsible for the maintenance of the Course Catalogs. The Office of Student Conduct is responsible for the maintenance and enforcement of the Student Code of Conduct and Honor Code.

The [Student Handbook](#), [Course Catalogs](#), [Student Code of Conduct](#), and [Honor Code](#) are published electronically on dedicated webpages, as well as linked through various other resources and websites, such as the [Student Code of Conduct](#) being linked in the [Student Handbook](#). Hard copies of the documents are also available; the Student Handbook is available in the Office of the Dean of Students, Course Catalogs are available in the Office of the Registrar, and the Student Code of Conduct and Honor Code are available in the Office of Student Conduct. Information about the Student Handbook, Course Catalogs, Student Code of Conduct, and Honor Code are disseminated to all students annually via electronic message (e-mail), as well as during events such as new student orientation, within the [campus syllabus](#), and within pre-matriculation courses that all new and transfer students complete. The Student Code of Conduct and Honor Code are also considered rules and regulations of the State of Tennessee (Administrative Law) and are therefore also published electronically on a website maintained by the [Tennessee Secretary of State](#).

Conclusion

UTC is in compliance with Standard 12.3.

Sources

-  [Code of Conduct webpage](#)
-  [Course Catalogs](#)
-  [Honor Code](#)
-  [Honor Code Section 1](#)
-  [Honor Code Section 5](#)
-  [Student Code of Conduct](#)
-  [Student Code of Conduct Section 1](#)
-  [Student Code of Conduct Section 5](#)
-  [Student Grievance Process](#)
-  [Student Handbook](#)
-  [Syllabus Resources](#)
-  [TN Secretary of State Rules and Regulations](#)
-  [UTC Academic Integrity Course](#)
-  [University Policy & Related Procedure](#)

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving the complaints, and maintains a record of student complaints that can be accessed upon request by SACSCOC. UTC has a clear formalized process for handling any type of student complaint under the [General Student Grievance \(Complaint\) Procedure](#) (www.utc.edu/complaint). This policy covers any student grievance, with the exception of those for which other specific policies or procedures have been developed. UTC also maintains an electronic database of student grievances, which documents that appropriate procedures are followed when resolving complaints. Information about the student grievance process is published on a dedicated webpage and in the [Student Handbook](#). The procedure is subject to periodic review of, at a minimum, every five years (General Student Grievance (Complaint) Procedure, Section V.B.).

Grievances are coordinated by the Office of the Dean of Students (DOS) and submitted via an [online form](#), other written means, or verbally. All grievances are reduced to writing. Upon receipt, DOS reviews the grievance. If additional clarification, documentation, or investigation is needed, DOS serves as the information gatherer and/or investigator. DOS then forwards the grievance information to the Appropriate Administrator (e.g., supervisor of the appropriate office) for review and to determine the appropriate resolution. The Appropriate Administrator submits their determination to DOS within 10 business days of receipt, unless additional time is requested. DOS then sends a summary to the student complainant. If the student is unsatisfied with the determination made by the Appropriate Administrator, they may appeal the outcome through each succeeding administrative level. The appropriate vice chancellor is the final level of review (or the Chancellor, if the determination on appeal was made by a vice chancellor) and their decision shall be final and not subject to appeal.

DOS maintains records of all grievances via an electronic database system. Unless a longer time is required by law or University policy, these records are retained for seven years from the date of submission by the student. The student who submitted the grievance, the faculty or staff member against whom the grievance was made, the supervisor of the program, Office of Human Resources, Office of Equity and Inclusion, or other University or University of Tennessee (UT) System official may inspect the grievance records for employment or investigation purposes subject to the privacy protections under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g (FERPA)).

If a student feels a grievance is not satisfactorily resolved by UTC or they feel the complaint warrants awareness beyond the campus level, they may direct concerns to the [UT system Vice President for Academic Affairs and Student Success](#). Complaints may also be reported to any agency that offers accreditation to the University, including the [Southern Association of Colleges and Schools Commission on Colleges](#) and/or the [Tennessee Higher Education Commission](#).

Example student grievance records are included as evidence of compliance:

- 1) [Student complaint and resolution regarding instructor and course in Fall 2018](#)
- 2) [Student complaint and resolution regarding instructor response and assignment in Fall 2019](#)
- 3) [Student complaint and resolution regarding a lab absence in Fall 2020](#)
- 4) [Student complaint and resolution regarding instructor and course in Fall 2021](#)

Other Appeal, Complaint, or Grievance Processes

The University has numerous policies and procedures which relate to academics, admissions, discrimination, financial aid, housing, misconduct, and parking. Each of these policies and procedures has their own dedicated webpage and/or are contained within the [Student Handbook](#), [Course Catalogs](#) (undergraduate or graduate), [Student Code of Conduct](#), or the [Honor Code](#). Each policy or procedure which maintains its own appeal, complaint, or grievance process is documented within [Appendix A](#) of the [General Student Grievance \(Complaint\) Procedure](#), categorized by type on the [General Student Grievance \(Complaint\) Process webpage](#), as well as within on the respective policy and procedure documents and webpages.

Examples of records for other grievance procedures (e.g. Grade Appeal, Meal Plan Requirement Waiver, Parking Citations, Residency Classification, Satisfactory Academic Progress) can be made available upon request. Records for other grievance procedures, which are highly private or confidential in nature (e.g. Discrimination Complaints, Title IX Grievances), are maintained as confidential, subject to disclosure only in accordance with University policy and federal and state law. Examples of records can be made available in redacted form, upon request, to on-site reviewers.

Conclusion

UTC is in compliance with Standard 12.4.

Sources

- [General Student Grievance \(Complaint\) Form](#)
- [General Student Grievance \(Complaint\) Procedure](#)
- [General Student Grievance Process website](#)
- [General Student Grievance Process website - Other](#)
- [SACSCOC Complaint Policy](#)
- [Student Complaint on Assignment Fall 2019](#)
- [Student Complaint on Instructor and Course in Fall 2018](#)
- [Student Complaint on Lab Absence in Fall 2020](#)
- [Student Grievance Record Fall 2021 \(PDF\)](#)
- [Student Handbook](#)
- [Student Handbook Grievance Procedure](#)
- [THEC Compliant Review](#)
- [UT System Student Grievances](#)
- [UTC Course Catalogs](#)
- [UTC Honor Code](#)
- [UTC Student Code of Conduct](#)

12.5

Student Records

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. UTC uses the Banner Student Information System by Ellucian for student educational and financial records. The information stored in Banner is protected by technical and administrative controls as well as common data backup protocols. Access to enter and change student records and information is limited to authorized users. Appropriate [training and authorization](#) is required for users to gain access to view or modify the student information system, including all faculty and staff whose job duties require access to information protected by the [Family Educational Rights and Privacy Act \(FERPA\)](#). The policies and procedures related to the security, confidentiality, and integrity of student records apply to all students including those enrolled in distance education courses or programs.

Federal Education Rights and Privacy Act (FERPA)

UTC follows FERPA guidelines, which define a [student educational record](#) as "a record directly related to a student that is maintained by the University or by a person acting for the University." FERPA governs access to student records, and UTC employees are required to receive training authorization approval from their department head or supervisor and complete [FERPA training](#) to gain access to student information. A copy of a [FERPA training authorization record](#) before a new employee was granted student record access is included as evidence of this process.

The following are exclusions for student educational records based on this policy:

- Personal records kept solely in their possession and used as memory aids.
- Law enforcement records maintained by the Office of Safety and Security used for law enforcement purposes.
- Records created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional used for treatment of a student and made available only to those persons providing the treatment.
- Records that relate to an individual who is employed by the University and that are made and maintained in the normal course of business, are not available for use for any other purpose, and relate exclusively to the individual in that individual's capacity as an employee.
- Peer graded papers before the papers are collected and recorded by faculty.
- Alumni records created or received by the University after an individual is no longer a student in attendance and are not directly related to the individual's attendance as a student.

Student Control of Information

UTC follows FERPA as it pertains to the [release](#) of student education records to third parties, which is prohibited without the prior written consent of the student except in certain situations outlined in the policy. These exceptions include school officials with a legitimate educational interest, officials at another school in which a student is seeking enrollment, and authorized state and federal officials. Students also have the right to [inspect and amend their education records](#) as defined by FERPA. Students may also withhold the release of their directory information by submitting an online request to [withhold directory information](#). A confidential flag is placed on the student's record so that all school officials are alerted to not disclose any directory information related to the student.

Students are informed of their rights regarding their privacy and release of their educational record through the [2021-2022 Undergraduate Catalog](#) and [2021-2022 Graduate Catalog](#). Students are also informed of their rights under FERPA through an [annual email notification](#) from the University Registrar.

General Policies and Procedures for Data Integrity and Protection

UTC complies with the larger UT system policies related to student record management, including related [UT system policies](#), applicable state and federal laws including FERPA, the Health Insurance Portability and Accountability Act (HIPAA), and the [Gramm-Leach-Bliley Act](#). In addition, UTC has [information security policies](#) and standards to expand upon these regulations and provide guidance at the campus level. This includes the restriction of individual access to data or databases being controlled by the use of a unique username (UTC ID) and password for secure login to UTC's web portal.

The Banner student information system is the main repository for student records, and the Banner Document Management System (BDMS) module is used for digital storage for printed documents received by various offices. The Banner system, as well as other mission-essential business systems, actively maintain system and data integrity through the following actions outlined in the [UTC IT0135-C - UTC Standard: System and Information Integrity](#) guidelines:

- Regularly monitor and assess system for flaws and malware.
- Employ malicious code protection and alert mechanisms.
- Upgrade Banner applications twice a year (minimum) to stay current with vendor releases; additional patches and upgrades released throughout the year as needed.
- Maintain records and logs in accordance with related laws and system policies; both Banner and BDMS databases are backed up nightly.

Physical documents with sensitive data are subject to similar [security](#) expectations for electronic records, including limited access to authorized individuals, secured storage, and appropriate disposal per the [records retention](#) policy (FI0120). Students who attended the institution prior to 1979 have physical academic records, referred to as permanent record cards (PRCs), stored in the Office of the University Registrar. PRCs are stored in locked, fireproof cabinets that are housed in a storage space with alarm systems to ensure the security of the records.

Student Records Confidentiality and Data Integrity Policies and Practices

Student records data protection involves managing data entry for information stored in Banner and related databases as well as controlling access to student information. Most student records are electronic, and data is initially captured through manual entry by the student or a university employee or captured through an imaging process and uploaded electronically to the appropriate system. Banner stores access records, which means all users who access or edit student records have this activity logged in the system. Data custodians oversee student records in their respective areas and manage data integrity and security according to the relevant regulations or policies applicable to the data type. New user accounts must be requested through the data owner. User account modifications such as employee transfers, terminations, and expired accounts are managed according to the policies outlined in the [Banner Systems User manual](#).

Types of Student Records

Table 12.5-1 outlines examples of common types of student records stored by the institution, the general contents of the record type, the repository that houses the records, and the custodian responsible for them.

Table 12.5-1. Student Record Types

Record Type	Content	Repository	Custodian
Admissions	Admissions applications, admissions test scores, letters of recommendation	Banner	Director of Undergraduate Admissions
Academic	Enrollment transcripts, final grades, academic standing, and degree audits	Banner	University Registrar
Accommodations	Documentation for eligibility, accommodation requests	Accommodate	Executive Director of the Disability Resource Center and Mosaic Program
Case Management & Care Team Records	Student Outreach Case Manager files, Behavioral Intervention Team (BIT), Students of Concern (SOC), and Threat Assessment Team (TAT) records, official student grievances	Maxient	Associate Dean of Students
Counseling	Counseling session records	Titanium	Director of the Counseling Center
Disciplinary	Alleged code of conduct violation, adjudicated conduct cases, university actions	Maxient	Director of Student Conduct
Financial	Financial aid eligibility, award amounts, award types	Banner	Director of Financial Aid and Scholarships
Health	Medical history, treatment by university physicians	Medicat	Director of University Health Services
Immigration files	Immigration documents on F-1 and J-1 visa status international students	Banner	Executive Director of the Center for Global Education
Title IX	Title IX reports, complaints, and compliance records	Maxient	Title IX Coordinator

Security of Student Records

UTC Information Security performs on-going activities to protect the university's data, computers, networks, and users. This includes the development and communication of [relevant policies](#) and procedures to secure campus systems, monitoring the network for malicious activity, and responding to incidents. Information Security also increases campus awareness through the annual security awareness training and on-going communication. The annual security training is approximately one hour, and with users completing a series of modules related to cybersecurity risks and individual roles in maintaining a secure work environment. All administrative leaders and department heads are informed of employee participation to ensure compliance. Examples of emails sent to employees alerting them of the [required training](#) as well as a [follow-up notification](#) of non-compliance is included.

The small portion of student records that are not electronic are stored in fireproof filing cabinets in the Permanent Record Card (PRC) room. This room, located in the University Center in a hallway between the Center for Career and Leadership Development and Admissions, is locked and secured with an alarm.

Incident Response

UTC maintains a security incident reporting and response program overseen by the Chief Information Officer (CIO) in accordance with UT system policy (IT0122 – [Security Incident Reporting and Response](#)) and based on the National Institute of Standards and Technology (NIST) Risk Management Framework. The security incident response plan identifies objectives and prioritization at the campus level to respond to an incident and outlines procedures for technical staff to detect, communicate, address, and report on security incidents. This also includes data breach notifications required under federal laws and regulations. An [excerpt from UTC's campus security plan](#) is included as evidence of the plan.

Disaster Recovery and System Backups

In accordance with UT system policy (IT0128 – [Contingency Planning](#)), UTC maintains a standard regarding [contingency planning](#) (UTC Policy IT0128-C – [UTC Standard: Contingency Planning](#)) overseen by the Chief Information Officer (CIO). All business systems that support mission-essential functions are included in the plan. The contingency planning program is reviewed annually.

As part of contingency planning and disaster recovery, UTC maintains procedures for the backup, storage, and recovery of critical business systems, applications, and data. Full backups of electronic student education and information data are performed daily for both the databases and servers. Banner backups are synced off campus daily and maintained in the University of Tennessee at Knoxville (UTK) data center. UTC maintains specific procedures to ensure the physical security of the primary and secondary data centers.

Established disaster recovery plans cover the roles, responsibilities, procedures, storage/processing locations, and information needed for effective response to incidents affecting UTC information technology services and resources. UTC IT maintains measures such as technical controls and disaster recovery exercises to reduce the probability of a security incident and reduce the impact when one occurs. An [excerpt from the Disaster Recovery Plan](#) is included as evidence of this plan.

Conclusion

UTC is in compliance with Standard 12.5.

Sources

-  2021-2022 Graduate Catalog
-  2021-2022 Undergraduate Catalog
-  Assigned IT Security Awareness Training Email to Employees
-  Authorization Form
-  Banner Systems User Policies and Procedures
-  FERPA Annual Email Notification_Redacted
-  FERPA Faculty and Staff Training
-  FERPA Section B
-  FERPA Section II - Scope of Student Rights
-  FERPA Section IV - Release of Records
-  FERPA Student Information
-  FERPA Students Rights and Responsibilities
-  IT Policies, Standards, Guides and Regulations
-  IT0135-C - System & Information Integrity
-  Policies, Standards, Guides and Regulations _ University of Tennessee at Chattanooga
-  Security Awareness Training Completion
-  UT FI0120 - Records Managment
-  UT system IT0122
-  UT system IT0128
-  UT system records management policy
-  UTC Campus Security Plan 2021 Excerpt Pages 1-3
-  UTC Disaster Recovery Plan 2021 Excerpt Pages 1-2
-  glba_standard
-  guide-handling-paper-based-university-data

12.6

Student Debt

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans through the efforts of the Office of Financial Aid & Scholarships. The Financial Wellness Center, within the Office of Financial Aid & Scholarships, conducts much of the outreach to students regarding debt management.

Orientation Sessions

During orientation, the Office of Financial Aid and Scholarships presents introductory information about student loans: explaining that loans must be paid back and should be limited whenever possible, discussing the steps to receive a loan, and introducing the student/parent to the Financial Wellness Center as a resource. Information is provided throughout a students' time at UTC, beginning with specific programming during Freshman Orientation.

Entrance/Exit Counseling

In compliance with the US Department of Education Title IV regulations, the Office of Financial Aid and Scholarships requires all students borrowing federal student loans to complete loan entrance counseling before receiving any disbursement of loan funds. In addition, when a student drops below half-time enrollment, withdraws, doesn't enroll in a semester (excluding the summer semester), or graduates, they are required to complete loan exit counseling. Students complete both the loan entrance counseling and the loan exit counseling online at studentaid.gov. This counseling displays their total loan amounts and provides information regarding repayment. In the exit notification letter to students, they are also given the opportunity to schedule a one-on-one meeting with a Financial Wellness Advisor to discuss their loans and options for repayment. If the online exit counseling is not completed, the student's transcript/diploma is placed on hold until it is completed.

Financial Wellness Center

The UTC Financial Wellness Center exists to equip students with knowledge, tools, and techniques that will increase their overall financial literacy, capacity, satisfaction and wellness. The Center is located within the Office of Financial Aid and Scholarships and is available to all students, alumni, and staff.

The UTC Financial Wellness Center currently has two Certified Financial Education Instructors (CFEIs) on staff. The CFEIs are trained on effective strategies to help the student understand the importance of managing their finances and applying important financial practices. UTC follows the framework designed by the National Financial Educators Council which breaks down teaching financial literacy topics into 22 components recognized as best practices in the industry.

In April of 2021, First Horizon awarded the UTC Financial Wellness Center with a \$10,000 grant. These funds were used to help increase the number of staff by adding an additional Peer Financial Coach and creating a Financial Literacy Library. While this was a one-time grant, UTC is continuing to seek additional funding, with University funding covering what the grant does not.

The Financial Literacy Library provides pertinent information regarding debt management from multiple authors to our students. Our authors include Dave Ramsey, Erin Lowry, Cary Siegel and more. The goal of the Financial Literacy Library is to allow students to use our financial coaches and these authors to help them on their financial journey. As we work with students, we often find they are struggling with not only debt management, but also budgeting and saving right after college or as they near graduation. Having multiple financial voices is a great way to offer them advice and guidance through resources they can take home with them. Students who utilize the Financial Literacy Library have the option to return the book when they are finished, keep it as a reference or pass it on to someone else.

The UTC Financial Wellness Center conducts financial workshops and presentations across the campus (see Table 12.6-1). Each presentation includes a discussion of debt management and awareness. During the presentation, it is demonstrated how a student can review their information at Studentaid.gov and explain where to find pertinent information such as loan servicers, how much is currently being borrowed and how to file the FAFSA application. The goal is to ensure our students are aware of the debt they are taking on and how it will be repaid in the future.

Table 12.6-1. Number of Presentations by UTC Financial Wellness Center

School year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Presentations	104	133	6	46	92

Financial Wellness Counselors are available for students to schedule one-on-one appointments throughout the year. During a one-on-one appointment, a wide variety of financial topics are discussed from budgeting, saving for the future, credit building, and avoiding financial pitfalls. One of the most popular topics is student loans and overcoming student debt. During these sessions a personalized overall debt picture is reviewed with the student and ways to reduce debt while in school are discussed. The UTC Financial Wellness Center utilizes the Peer Coaching model which allows students to be assisted by their peers who are trained and informed on financial topics. After the appointment, the student receives follow-up information with related resources via email. Appointments are available to current students and alumni at no cost to them. Table 12.6-2 shows the number of appointments from AY 2017-2018 through AY 2021-2022.

Table 12.6-2. Number of Appointments by Semester Over 5-years

FY 2018	# Appt	FY 2019	# Appt	FY 2020	# Appt	FY 2021	# Appt	FY 2022	# Appt
Fall 2017	89	Fall 2018	62	Fall 2019	47	Fall 2020	64	Fall 2021	132
Spring 2018	80	Spring 2019	93	Spring 2020	64	Spring 2021	96	Spring 2022	139
Summer 2018	10	Summer 2019	11	Summer 2020	65	Summer 2021	147	Summer 2022	21
FY 2018 Total	179	FY 2019 Total	166	FY 2020 Total	176	FY 2021 Total	307	FY 2022 Total	292

Default Prevention Initiatives

The Office of Financial Aid and Scholarships conducts proactive outreach to student loan borrowers to help them repay their student loan debt while they are attending UTC, upon graduation, and early after their departure. This outreach includes direct communications to borrowers in their first three years of repayment via email, print mail and outbound phone calls. Each month, the latest National Student Loan Data System (NSLDS) data are utilized to initiate targeted personalized emails, letters, and phone outreach to students. Outreach is conducted through all the stages of delinquency (1-269 days past due) in an effort to prevent default (270+ days past due). In the delinquency outreach calls with students, they are informed of their loan status and strongly encouraged to contact their loan servicer regarding their loan status and repayment options.

The goal of the proactive outreach is to give borrowers the tools and information to manage their debt successfully and to prevent default. The outreach campaign efforts have successfully decreased our school's cohort default rate in the last three years from 7.1% to our current default rate of 5.7%.

Federal Perkins Loans

The Federal Perkins Loan was established to help both undergraduate and graduate students with exceptional financial need. The University received these funds from the federal government and is the authorized lender and primary point of contact for loan repayments. Under federal law, the authority for schools to make new Perkins Loans ended September 30, 2017, and final disbursements were permitted through June 30, 2018. As a result, students can no longer receive Perkins Loans.

Entrance and Exit Counseling for Federal Perkins Loans

The Office of the Bursar requires all students borrowing a Federal Perkins Loan to complete loan entrance counseling before receiving any disbursement of loan funds. This counseling is completed online through a third-party servicer, [Heartland ECSI](#), and educates the borrower on the terms of the loan. In addition, when a student drops below half time enrollment, withdraws, does not enroll in a semester, or graduates, they are required to complete loan exit counseling also through Heartland ECSI. This counseling displays their total loan amounts and provides information regarding repayment. In the exit notification letter to students, they are also given the opportunity to schedule an appointment with an institutional loan representative in the Office of the Bursar to complete their exit in person and discuss loan options and repayment. If the online exit counseling is not completed, the student's transcript, records, and degree are placed on hold until it is finished.

Terms and Conditions of Federal Perkins Loans

Master Promissory Note (MPN) – Before a student receives funds, they are required to sign an MPN. This is a legal document where the student agrees to repay the loan plus accrued interest and fees to the University. The MPN explains loan repayment requirements, different deferment, and cancellation provisions available to the student.

Loan Disclosure Statement – Once the MPN is signed the student receives a disclosure statement which gives specific information about the loan such as loan amount, loan fees, and the expected disbursement date.

Forbearance, Deferments, and Cancellation Options

In addition to repayment, Federal Perkins Loans have different options for a student based on their current economic situation, occupational field, service, and choice of continuing their education. Students can access the website at [Office of the Bursar - Forms](#) under the Perkins Student Loan Forms section. These forms are sent to the loans and collections division of the Office of the Bursar, where they are processed, verified, and approved based on federal guidelines through the U.S. Department of Education. The outcome is sent to the student and reflected on the student's account. In all correspondence sent to students, we continuously express the need for the student to stay in contact with us, so if any financial issues arise, we have created a rapport and can assist the student in understanding their options based on their current situation.

Federal Perkins Loan Repayment and Default Procedures

Once a student enters repayment, they receive an electronic notification from ECSI if a payment is missed after 30 and 60 days from the initial due date. At 90 days, the collections division within the Office of the Bursar notifies the students via a mailed letter and the most recent phone number on file. The collections division continues reaching out to the student via mailed letters and electronic communication and if no response is reached by the ninth month, the student's account is considered in default with the University. Student loan accounts are also reported to the credit bureaus once an account is 90 days past due and that information is updated monthly.

Once a student loan account is in default, the University continues to reach out to the student for three additional months. The University does not use a collection agency on Perkins Loan accounts. We continue to collect internally, but once a student is in default status for three months, we begin the litigation process and prepare civil warrants to be served to students on accounts.

The U.S. Department of Education now requires all defaulted accounts two or more years in default to be assigned to the Department through their third-party servicer, ECSI. The collections division within the Office of the Bursar is currently working with UT System, ECSI, and the General Civil Sessions Court of Hamilton County to prepare the needed information for each student account assignment package so they can be assigned and accepted by the U.S. Department of Education.

Federal Perkins Default Rate Information

The collections division within the Office of the Bursar works to maintain a default rate under 8%. Due to COVID-19 and this program no longer offering loans to students, the number of students placed in repayment status is much lower on average over the past four years. While the U.S. Department of Education requests each institution to maintain a low default rate, they have recognized these defaults will continue to rise since the program has closed loan offerings, and prefers Universities focus on assigning these loans to the Department of Education instead.

Conclusion

UTC is in compliance with Standard 12.6.

Sources

-  [Bursars Office Forms](#)
-  [Federal Student Aid website](#)
-  [Financial Wellness Center website](#)
-  [Freshman Orientation Agenda](#)
-  [Heartland ECSI](#)

13.1

Financial Resources

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. The mission of UTC is to be a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community. To support this mission, the Office of Budget and Finance provides leadership, guidance and support to the University community in financial stewardship. In doing so, the Office of Budget and Finance provides assistance in an effort to support the goals, objectives, and purposes of university programs.

UTC is a self-operating campus under the University of Tennessee (UT) System which provides an inclusive Controller's Office for all UT System campuses. The Controller's Office prepares annual financial statements (FY 2017, FY 2018, FY 2019, FY 2020, FY 2021) which are audited by the State of Tennessee's Comptroller's Office. Audit reports for FY 2017, FY 2018, FY 2019, FY 2020, and FY 2021 are provided. The University has a fiscal year end of June 30, which it shares with other state universities and higher education institutions in Tennessee.

Tuition and Fees

The majority of annual resources for UTC include educational and general resources such as tuition and fees, state appropriations, grants and contracts, sales and services, and auxiliaries. Educational and general resources (E&G) consist of standard operating resources for academic and campus operations. Tuition and fees make up the largest portion of educational and general resources for the university, averaging roughly 64%. Tuition and fee increases are heavily influenced by the Tennessee Higher Education Commission (THEC). Each year THEC, in conjunction with the State of Tennessee, sets a percentage range for state universities to adhere to for any increase to student tuition and fees. THEC has intentionally set modest tuition ranges over the past five years in order to minimize financial burdens to students. From FY 2017 to FY 2021, the average tuition increase from year to year was 1.3%, as shown in the Cost Going Forward documents for FY 2017, FY 2018, FY 2019, FY 2020, and FY 2021. In FY 2020, UTC implemented a new hybrid 15/4 fee schedule with the goal of incentivizing students to graduate in four years. The hybrid 15/4 fee schedule model has a rolling implementation and was only assessed to new freshmen or new transfer students, with all students being assessed by FY 2024. Currently enrolled students were not impacted by the change. These tuition changes over five years have increased tuition and fees revenue by 10.6%. In FY 2021, a slight decline in tuition and fee revenue was a result of temporarily suspending the assessment of the online fee due to COVID-19, when all classes moved online. The online fee was reinstated in Fall 2021.

State Appropriations

State appropriation funding is derived each year based on the Tennessee outcomes-based funding formula, which was developed by THEC in conjunction with the Tennessee higher education systems, campuses, and state government. Each year, THEC will recommend funding outcomes for each higher education institution to the state commissioner of finance and administration and the governor, based on these performance outcomes. In January, the governor submits the state's annual budget, inclusive of the state appropriations recommendations. The Tennessee General Assembly must ultimately pass the annual appropriations bill to adopt the budget. State appropriations from the outcomes-based performance funding formula make up the second largest portion of E&G funding for UTC, averaging roughly 32%. From FY 2017 to FY 2021, state appropriation revenue increased 30.5%. This is shown in Figure 13.1-1 and Figure 13.1-2.

Consistent increases in both total resources and individual revenue categories, coupled with sound financial practices, have created a healthy and stable financial base at UTC.

Figure 13.1-1. Total Resources FY 2017-2021

Total Resources FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Total operating revenues	96,949,531.69	93,932,326.29	101,204,685.40	103,570,309.87	93,921,798.64
Less tuition discount and allowances	(43,370,877.25)	(47,346,970.47)	(49,334,913.77)	(52,035,381.34)	(56,444,957.03)
Net nonoperating revenues (expenses)	93,815,393.53	93,535,466.34	101,616,613.94	111,944,431.79	136,916,356.55
Interest on capital asset - related debt	(1,867,724.97)	(4,865,782.07)	(4,197,217.91)	(4,356,496.16)	(5,261,985.39)
Other nonoperating revenues (expenses)	(19,077.42)	(176,353.44)	(12,374.85)	(13,438.49)	(79,646.92)
Total other revenues	5,253,728.32	14,689,286.77	14,114,529.69	40,567,440.08	15,941,000.82
Total Resources excluding discounts, capital interest expenses and other revenue as expenses	241,276,333.18	254,546,185.38	270,480,335.56	312,487,497.73	308,559,745.35

Figure 13.1-2. Total Resources by Revenue Category FY 2017-2021

Total Resources by Revenue Category FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Tuition Revenue (excluding discounts)	109,813,489.76	113,557,113.91	117,943,955.95	123,245,773.09	121,419,425.44
State appropriations	47,528,308.00	52,706,390.00	58,697,188.00	60,780,703.94	62,017,476.57
Grants and Contracts	46,122,662.43	46,759,277.21	48,954,461.46	58,175,770.40	77,407,285.78
Auxiliaries	14,776,178.97	15,435,167.83	18,708,164.22	18,697,044.55	15,876,599.07
Sales and Services	6,703,964.97	5,059,738.44	5,385,426.99	4,074,962.79	2,181,820.06
Gifts	3,255,006.30	1,389,125.50	2,672,179.55	3,702,787.76	4,461,085.89
Capital Additions and Endowments	5,253,728.32	14,689,286.77	14,114,529.69	40,567,440.08	15,941,000.82
Other Revenue	275,636.31	337,590.57	229,499.46	169,091.93	316,098.41
Investment Income (restricted, endowments)	7,457,358.12	4,612,495.15	3,774,930.24	3,073,923.19	8,938,953.31
Total Resources	241,276,333.18	254,546,185.38	270,480,335.56	312,487,497.73	308,559,745.35

Enrollment

UTC's Division of Enrollment Management and Student Affairs works closely with the Office of Budget and Finance regarding financial planning related to student enrollment, retention, and graduation. This is imperative, as the State of Tennessee funding formula heavily weights student progression and graduation rather than enrollment increases, although sustained enrollment fluctuations could have a material impact on annual funding from state appropriations. However, enrollment fluctuations do immediately impact the tuition revenue. Over the past five years UTC has greatly benefited from enrollment outcomes due to the positive correlation between enrollment and revenue; thus, when enrollment increases so does revenue and vice versa. Figure 13.1-3 shows the University revenue and enrollment correlation. Consistent with what was mentioned before, a small decline of revenue in FY 2021 is a result of the COVID-19 pandemic and a temporary cessation of the online fee.

Figure 13.1-3. Main Resources and Enrollment Trends

Main Resources and Enrollment Trends FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
State Appropriations	47,528,308.00	52,706,390.00	58,697,188.00	60,780,703.94	62,017,476.57
Tuition, gross	109,813,489.76	113,557,113.91	117,943,955.95	123,245,773.09	121,419,425.44
Less Scholarship Allowances	(43,370,877.25)	(47,346,970.47)	(49,334,913.77)	(52,035,381.34)	(56,444,957.03)
Tuition, net	66,442,612.51	66,210,143.44	68,609,042.18	71,210,391.75	64,974,468.41
Enrollment FTE, fall term:					
Undergraduate	9,295.20	9,406.40	9,548.70	9,550.80	9,200.70
Graduate	1,008.30	1,001.00	981.10	994.50	1,033.00
Total	10,303.50	10,407.40	10,529.80	10,545.30	10,233.70

Unrestricted Net Assets

Unrestricted net assets represent resources from state appropriations, tuition and fees, auxiliaries and sales and services. The unrestricted net assets of the University demonstrate a sound financial base and the stability to operate and deliver the programs and mission of the University. The consistent year over year increases in the total net position directly correlates with the increases in unrestricted net assets, except for FY 2020, as shown in Table 13.1-4. In FY 2020, the University made an intentional decision to invest resources through one-time carrying funding forward into FY 2021. This investment was directly related to the Governor's state appropriation budget amendment in June 2020 that removed expected formula funding for FY 2021. This resulted in a temporary decline in unrestricted net assets as shown in Figure 13.1-4. In FY 2021, the unrestricted net assets fully recovered from the FY 2020 decline which is largely attributed to less operational costs and pandemic relief of expenses from federal funding for the pandemic.

Figure 13.1-4. Unrestricted Net Assets

Unrestricted Net Assets, FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Net investment in capital asset	189,327,872.35	188,886,128.09	201,801,530.24	244,717,329.20	251,901,561.17
Restricted for:					
Nonexpendable (permanent)	15,331,161.22	18,134,974.27	17,983,529.98	17,451,392.32	18,477,470.31
Expendable for other	13,630,185.23	10,423,967.23	8,608,938.86	10,635,607.52	11,695,750.78
Unrestricted	39,261,788.33	44,865,191.76	47,951,639.81	37,915,225.60	56,757,563.81
Total net position	257,551,007.13	262,310,261.35	276,345,638.89	310,719,554.64	338,832,346.07
Total net position	257,551,007.13	262,310,261.35	276,345,638.89	310,719,554.64	338,832,346.07
Less: Restricted Funds	(28,961,346.45)	(28,558,944.50)	(26,592,468.84)	(28,086,999.84)	(30,173,221.09)
Less: Investment in capital assets	(189,327,872.35)	(188,886,128.09)	(201,801,530.24)	(244,717,329.20)	(251,901,561.17)
Total Unrestricted Net Assets	39,261,788.33	44,865,191.76	47,951,639.81	37,915,225.60	56,757,563.81

Financial Stability

Over the past five fiscal years, the university has consistently achieved a positive ratio of assets to liabilities. The previous two years have shown a slight up-tick in assets and a slight decline in liabilities, although in general the change is not material. The ratios in Figure 13.1-5 demonstrate the immediate capacity to meet upcoming obligations.

Figure 13.1-5. Assets to Liabilities Ratio

Assets to Liabilities Ratio, FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Current Assets	37,811,783.58	35,073,413.69	36,767,522.49	38,218,745.40	39,212,360.03
Current Liabilities	30,429,393.85	30,724,028.94	31,780,668.28	30,155,189.11	29,166,139.23
Current Ratio	1.24	1.14	1.16	1.27	1.34

The University also monitors and tracks the cash and cash equivalent levels on a regular basis. It is important that the University maintains proper levels of liquidity to be able to pay anticipated obligations. Figure 13.1-6 shows the consistent stability of cash amounts compared to the accounts payable amounts.

Figure 13.1-6. Cash and Equivalents Compared to Accounts Payable

Cash and Equivalents Compared to Accounts Payable, FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Cash and Equivalents	27,752,113.31	24,269,979.20	25,805,798.18	26,386,236.12	27,416,066.52
Accounts Payable	11,775,517.57	6,641,615.92	8,328,214.07	8,900,637.43	9,086,431.12

The University has consistently operated with positive balances. When factoring both operating and non-operating revenues, after adding back depreciation, Figure 13.1-7 shows the University is operating within its means to provide all the services and programming. In FY 2021, a substantial increase is attributed to the increase of nonoperating revenues of federal funding due to the pandemic. Depreciation expense increased over the past three fiscal years due to a new residential housing building.

Figure 13.1-7. Operating "Bottom Line" without Depreciation

Operating "Bottom Line" without Depreciation, FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Operating Revenues	96,949,531.69	93,932,326.29	101,204,685.40	103,570,309.87	93,921,798.64
Add Nonoperating Revenues	93,815,393.53	93,535,466.34	101,616,613.94	111,944,431.79	136,916,356.55
Less Operating Expenses	(185,411,868.52)	(188,769,654.80)	(202,900,431.49)	(221,708,265.99)	(218,666,364.58)
INCOME BEFORE OTHER REV, EXP, GAINS, LOSS	5,353,056.70	(1,301,862.17)	(79,132.15)	(6,193,524.33)	12,171,790.61
Add back depreciation expense	9,689,369.77	9,827,354.37	10,089,738.12	12,678,812.30	13,926,706.14
OPERATIONAL "BOTTOM LINE" w/o depreciation	15,042,426.47	8,525,492.20	10,010,605.97	6,485,287.97	26,098,496.75

In conclusion, the University has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Conclusion

UTC is in compliance with Standard 13.1.

Sources

-  FY 16 Cost Going Forward
-  FY 17 Cost Going Forward
-  FY 18 Cost Going Forward
-  FY 19 Cost Going Forward
-  FY 20 Cost Going Forward
-  FY 21 Cost Going Forward
-  FY17 Independent Auditor's Report
-  FY17-Annual-Financial-Report-updated
-  FY18 Independent Auditor's Report
-  FY18-Annual-Financial-Report-updated
-  FY19 Independent Auditor's Report
-  FY19-Annual-Financial-Report-updated
-  FY20 Independent Auditor's Report
-  FY20-Annual-Financial-Report-updated
-  FY21 Independent Auditor's Report
-  FY21-Annual-Financial-Report-updated

13.2

Financial Documents

The member institution provides the following financial statements:

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

For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled *Accreditation Procedures for Applicant Institutions*.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) provides the Institutional Audit, Statement of Financial Position UNAEPAD, and annual budget, as required. Fiscal year 2022 audit findings will be available in January 2023 and provided, as needed, to the on-site review committee.

Institutional Audit

The University of Tennessee (UT) System annually undergoes a systemwide financial audit as part of a statewide audit plan performed by the State of Tennessee, Comptroller of the Treasury, Division of State Audit. Each year the auditors issue an unmodified opinion report pertaining to their findings. The UT System is responsible for the preparation of financial statements in accordance with generally accepted accounting principles. The auditor's responsibility is to express opinions on these financial statements as to whether the statements were found to be free of material misstatement. The financial reports included for the auditor's review are:

- Statement of net position
- Statement of revenues, expenses, and changes in net position
- Statement of cash flows
- Along with the financial statements, notes are also provided for additional information that is essential to a full understanding of the financial statements.

Per the independent auditor's report pertaining to the financial statements as of June 30, 2021, the letter stated, "in our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the University of Tennessee". A full version of the report (FY 2021) has been provided, along with the four consecutive prior years (FY 2017, FY 2018, FY 2019, FY 2020).

Unrestricted Net Position, Exclusive of Plant Assets and Plant-Related Debt

The unrestricted net position of UTC demonstrates a sound financial base and the stability to operate and deliver the programs and mission of the University. Unrestricted net assets represent resources from state appropriations, tuition and fees, auxiliaries, and sales and services. The consistent year-over-year increases in the total net position directly correlates with the increases in unrestricted net assets, except for FY 2020. In FY 2020, the University made an intentional decision to invest resources through carrying forward funding into FY 2021. This investment was directly related to the Governor's state appropriation budget amendment in June 2020 that removed expected formula funding for FY 2021. This resulted in a temporary decline in unrestricted net assets. In FY 2021, the unrestricted net assets fully recovered from the FY 2020 decline which is largely attributed to less operational costs and pandemic relief of expenses from federal funding for the pandemic. UTC's unrestricted net assets are included in Figure 13.2-1 and have been adjusted to be exclusive of the five past year amounts net of investments in capital assets, long-term pension liabilities, and other post-employment retirement obligations. UTC has a positive unrestricted net position balance, per audited financial statements.

Figure 13.2-1. Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt

Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt, FY 2017-2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Net investment in capital assets	189,327,872.35	188,886,128.09	201,801,530.24	244,717,329.20	251,901,561.17
Restricted for:					
Nonexpendable (permanent endowments)	15,331,161.22	18,134,974.27	17,983,529.98	17,451,392.32	18,477,470.31
Expendable for other	13,630,185.23	10,423,967.23	8,608,938.86	10,635,607.52	11,695,750.78
Unrestricted	39,261,788.33	44,865,191.76	47,951,639.81	37,915,225.60	56,757,563.81
Total net position	257,551,007.13	262,310,261.35	276,345,638.89	310,719,554.64	338,832,346.07
Total net position	257,551,007.13	262,310,261.35	276,345,638.89	310,719,554.64	338,832,346.07
Less: Restricted funds	(28,961,346.45)	(28,558,941.50)	(26,592,468.84)	(28,086,999.84)	(30,173,221.09)
Less: Investment in capital assets	(189,327,872.35)	(188,886,128.09)	(201,801,530.24)	(244,717,329.20)	(251,901,561.17)
Total Unrestricted net Assets	39,261,788.33	44,865,191.76	47,951,639.81	37,915,225.60	56,757,563.81
Add: OPEB Liability - Current	-	1,283,088.00	1,824,808.71	-	-
Add: OPEB Liability - Non-Current	10,002,290.62	18,073,866.00	19,730,720.29	13,573,028.00	11,894,419.00
Less: Deferred Outflows of Resources-OPEB	-	(1,283,088.00)	(4,056,884.00)	(4,088,879.00)	(4,041,953.00)
Add: Deferred Inflows of Resources-OPEB	-	762,306.00	1,491,148.00	7,945,233.00	7,672,846.00
Add: Liability-current, Pension	-	-	-	-	-
Add: Liability-noncurrent Pension	18,925,589.00	18,209,292.00	16,310,159.00	14,209,800.00	16,260,724.00
Less: Deferred Outflows of Resources-Pension	(10,266,077.97)	(9,988,100.97)	(8,628,117.97)	(6,778,504.97)	(6,552,165.97)
Add: Deferred Inflows of Resources-Pension	1,535,891.00	1,287,734.00	1,354,970.00	2,863,684.00	909,875.00
Less: Deferred Amount of Debt Refunding	(3,070,313.78)	(2,873,312.83)	(2,677,859.21)	(2,468,530.74)	(942,157.43)
Total Unrestricted Net Assets, Adjusted	56,389,167.20	70,336,975.96	73,300,584.63	63,171,055.89	81,959,151.41

Annual Budget Development Process

The Office of Budget and Finance coordinates the budget development process. UTC's budget follows an annual budget cycle, with the fiscal year ending June 30. Typically, the beginning of the budget process begins in October with preparing the budget process timeline. The budget timeline begins with an emphasis of a "grass roots" structure and consists of many engagements between campus governance committees, division leaders, and deans. Budget priorities often consist of increasing fixed costs, on-going unfunded recurring items and strategic investments.

The Office of Budget and Finance prepares the Cost Going Forward budget document, which consists of anticipated new revenue, committed new expenses, and an aggregate of all new budget requests. Each division submits a prioritized budget request list. Through the budget timeline, the Cost Going Forward document is adjusted to reflect the progress in identifying budget investments, until a balanced budget is accomplished.

The University Planning and Resources Advisory Council (UPRAC) intentionally and strategically assembles many key budget stakeholders across the university to collectively discuss prioritization of allocations. Each budget cycle, UPRAC meets twice during the budget process. The goal is to update and educate members on the current discussion or environment surrounding budgets and seek recommendations and input on budget allocations. Minutes from the most recent UPRAC meeting are linked [here](#).

In addition to UPRAC meetings, other meetings that include budget development progression are the Chancellor meeting with each college dean and Provost and meeting with the Executive Leadership Team (ELT). Personnel from the Office of Budget and Finance meet with each major division vice chancellors and each college dean on a quarterly basis. During all these meetings, budget requests, needs, and desires are discussed. The Chancellor decides the final funding allocations, completing a balanced proposed budget.

By the end of March, the balanced proposed budget is presented to the Campus Advisory Board. The Campus Advisory Board is tasked with making a recommendation to the UT President on whether to approve the proposed budget. The Chancellor presents the proposed budget to the campus community at an annual Budget Town Hall meeting each April. The proposed budget is officially approved by the UT Board of Trustees (BOT) at the annual committee meeting in June. Minutes from the most recent UT Board are linked [here](#). Figure 13.2-2 shows the E&G and auxiliary budget revenue and expense breakdown.

Figure 13.2-2. FY 2022 E&G & Auxiliary Budget Revenue and Expense

FY 2022 E&G and Auxiliary Budget Revenue and Expense					
Revenue	Amount	%	Expense	Amount	%
Auxiliaries	20,468,363	9	Academic Support	19,848,193	9
Grants & Contracts	1,049,400	1	Auxiliaries	21,635,234	10
Sales & Services	4,845,512	2	Institutional Support	14,493,156	7
State Appropriations	64,752,805	30	Instruction	87,216,037	40
Tuition & Fees	126,917,467	58	Op/Maint Physical Plant	19,503,432	9
Other Sources	269,500	0	Public Service	2,846,751	1
Total	218,303,047		Research	5,151,375	2
			Scholarships/FW	19,046,386	9
			Student Services	29,274,513	13
			Other Expenditures	(712,030)	
			Total	218,303,047	

Funding Strategic Initiatives

UTC recently approved a new [strategic plan](#) which became effective in October 2021. The previous strategic plan centered around four specific goals. Over the previous years, the University has aligned funding with these four key strategic priorities. Figure 13.2-3 below outlines the investments allocated to each of the strategic goals over the past five years.

Figure 13.2-3. Strategic Initiatives Funding

Strategic Goal	Strategic Initiatives Funding													
	2016		2017		2018		2019		2020		2021		2022	
	#	Amount	#	Amount	#	Amount	#	Amount	#	Amount	#	Amount	#	Amount
Transform lives through meaningful learning experiences	31	2,376,559	28	1,896,834	20	1,792,828	20	1,126,141	57	4,681,506	19	2,651,254	25	1,289,577
Inspire, nurture and empower scholarship, creativity, discover, innovation and entrepreneurial initiatives	3	483,011	4	682,171	7	782,125	6	1,667,056	10	2,655,222	6	550,000	7	4,197,484
Ensure stewardship of resources through strategic alignment and investments	71	8,045,675	84	6,784,479	43	6,165,700	54	6,464,564	37	5,063,406	31	8,108,521	68	7,505,256
Embrace diversity and inclusion as a path to excellence and societal change	4	52,864	5	355,790	4	163,670	4	163,350	3	73,612	0	-	2	-
Total	109	10,958,109	121	9,719,274	74	8,904,323	84	9,421,111	107	12,473,746	56	11,309,775	102	12,992,317

Strategic initiative allocations are prepared annually through our Cost Going Forward document process. Details are provided in the following documents: [FY 2016](#), [FY 2017](#), [FY 2018](#), [FY 2019](#), [FY 2020](#), [FY 2021](#).

Conclusion

As demonstrated in the above narrative and attachments, UTC is in compliance with Standard 13.2.

Sources

- [Board of Trustees Minutes](#)
- [Budget Planning Process Timeline 22-23](#)
- [FY 16 Cost Going Forward](#)
- [FY 17 Cost Going Forward](#)
- [FY 18 Cost Going Forward](#)
- [FY 19 Cost Going Forward](#)
- [FY 20 Cost Going Forward](#)
- [FY 2023 Budget](#)
- [FY 21 Cost Going Forward](#)
- [FY17 Independent Auditor's Report](#)
- [FY17-Annual-Financial-Report-updated](#)
- [FY18 Independent Auditor's Report](#)
- [FY18-Annual-Financial-Report-updated](#)
- [FY19 Independent Auditor's Report](#)
- [FY19-Annual-Financial-Report-updated](#)
- [FY20 Independent Auditor's Report](#)
- [FY20-Annual-Financial-Report-updated](#)
- [FY21 Independent Auditor's Report](#)
- [FY21-Annual-Financial-Report-updated](#)
- [Planning and Resource Advisory Council](#)
- [Proposed Cost 21-22](#)
- [Strategic Plan](#)

13.3

Financial Responsibility

The institution manages its financial resources in a responsible manner.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) receives an ongoing, stable amount of financial resources and manages these financial resources in a responsible manner. UTC's good stewardship of its financial resources is demonstrated through audited financials, expenditure analysis, and financial ratios and planning. Audit reports are provided for FY 2017, FY 2018, FY 2019, FY 2020, and FY 2021. These audits, along with financial reports (FY 2017, FY 2018, FY 2019, FY 2020, FY 2021), were used to information the financial data provided in this standard.

Expenditure Trends

UTC is fortunate to have a consistent revenue base which allows it to confidently operate and spend according to normal operations and strategic initiatives. Several trends are evident in Figure 13.3-1 including year-over-year investments in employee hiring and compensation, an increase in scholarship spending due to an increase in student retention, and in FY 2021, a noticeable decline in "utilities, supplies, and other" spending due to the pandemic, mainly in the areas of travel and in-person programming costs.

Figure 13.3-1. Expenditures by Natural Classification, FY 2017-2021

Expenditures by Natural Classification - FY 2017 - 2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Operating expenses:					
Salaries and wages	88,876,750.41	90,872,578.61	96,305,665.57	103,169,164.49	105,555,623.73
Fringe benefits	32,380,233.82	32,928,708.16	36,087,320.43	37,225,768.79	36,076,210.34
Utilities, supplies, and other	45,424,335.83	45,681,467.00	50,902,282.60	54,153,958.23	44,952,270.43
Scholarships and fellowship	9,041,178.69	9,459,546.66	9,515,424.77	14,480,562.18	18,155,553.94
Depreciation and amortization	9,689,369.77	9,827,354.37	10,089,738.12	12,678,812.30	13,926,706.14
Total operating expenses	185,411,868.52	188,769,654.80	202,900,431.49	221,708,265.99	218,666,364.58

One way to validate appropriate funding and future planning is to review and pair revenue sources to expenditures. Figure 13.3-2 identifies the source of funding for salaries and wages, fringe benefits, and utilities, supplies, and other expenses. As the chart demonstrates, a majority of salaries, wages, and fringe benefits are spent from Educational and General (E&G) funding, which is ideal because E&G funding is typically budgeted on a permanent basis. Utilities, supplies, and other expenses are also predominately spent from E&G funding, with a significantly higher amount also spent on restricted funds. The plant/transfer column denotes the institutional transfer-ins which are offset by E&G expenditures. The increase to 43.2% from 13.4% in FY 2021 restricted operating expenses is due to the federal pandemic funding received and spent.

Figure 13.3-2. Salaries, Wages, Fringe Benefits, Utilities, and Supplies Expenses

Salaries and Wages Expenses				
	Amount	E&G	Restricted	Plant/Trans
FY 2017	88,876,750.41	92.9%	7.1%	0.0%
FY 2018	90,872,578.61	93.3%	6.7%	0.0%
FY 2019	96,305,665.57	92.6%	7.4%	0.0%
FY 2020	103,169,164.49	92.7%	7.3%	0.0%
FY 2021	105,555,623.73	92.0%	8.0%	0.0%
Fringe Benefit Expenses				
	Amount	E&G	Restricted	Plant/Trans
FY 2017	32,380,233.82	96.6%	3.4%	0.0%
FY 2018	32,928,708.16	96.8%	3.2%	0.0%
FY 2019	36,087,320.43	97.1%	2.9%	0.0%
FY 2020	37,225,768.79	97.2%	2.8%	0.0%
FY 2021	36,076,210.34	96.6%	3.4%	0.0%
Utilities, Supplies, and Other Expenses				
	Amount	E&G	Restricted	Plant/Trans
FY 2017	45,424,335.83	116.0%	10.3%	-26.3%
FY 2018	45,681,467.00	118.8%	10.1%	-28.9%
FY 2019	50,902,282.60	119.9%	7.9%	-27.8%
FY 2020	54,153,958.23	107.7%	13.4%	-21.0%
FY 2021	44,952,270.43	111.6%	43.2%	-54.8%

Financial Ratios and Composite Financial Index

UTC closely monitors a variety of financial measurements to ensure a sound budget and to provide opportunities to realign with strategic initiatives. As demonstrated in Figure 13.3-3, the Vice Chancellor for Finance and Administration calculates and reviews standard financial ratios, once the annual financial audit has been completed. The standard ratios calculated are defined below.

1. Primary Reserve - the primary reserve ratio measures the sufficiency of resources and their flexibility. It reviews the unrestricted and restricted net position in relation to all expenditures, including interest on debt.
1. Net Operating Revenue - the net operating revenue takes into account whether the institution is maintaining within available resources and fluctuations in income expenses and non-operating revenues.
1. Return on Net Assets - the return on net assets indicates whether the institution is better off this year than the previous year. This ratio compares the previous net assets to the current net assets.
1. Viability - this ratio shows the institution's capacity to repay debt with reserves.

UTC is fortunate that our standard financial ratios demonstrate a theme of consistency and/or general improvement. Our net operating revenue is the only ratio that could be possibly be enhanced. Net operating revenue ratio is heavily influenced by student waivers or discounts which is difficult to control from year to year, as well by non-operating revenue fluctuations consisting of gifts, grants and contracts, investment income, and state appropriations. The reason for recent positive trend in net operating revenue is due to the fact that in FY 2021, compared to FY 2020, there was a 37% increase in grants and contracts and a 190% increase of investment income, both of which positively impacted the net operating revenue as shown in Figure 13.3-3.

Figure 13.3-3. Composite Financial Index Standard Ratios, FY 2017-2021

Composite Financial Index Standard Ratios FY 2017 - 2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Standard Ratios:					
Primary Reserve	0.28	0.31	0.27	0.21	0.30
Net Operating Revenue	0.03	(0.01)	-	(0.02)	0.05
Return on Net Assets	0.04	0.05	0.05	0.12	0.09
Viability	1.21	0.52	0.45	0.40	0.59

Annually, the University of Tennessee (UT) System also works with UTC standard ratios and applies both variants of strength and weighted averages, which creates the composite financial index score for UTC as shown in Figure 13.3-4. The composite financial index score is a measure of financial health used widely throughout the UT System at all campuses. These ratios are indicative of UTC's financial health as they reflect our ability to carry out current and future programs. The variant and weighted financial ratios also measure our total economic return and our ability to cover our debt obligations along with day-to-day operations.

Figure 13.3-4. Composite Financial Index

Composite Financial Index Weighted Ratios FY 2017 - 2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Weighted Ratios:					
Primary Reserve	0.73	0.82	0.70	0.55	0.79
Net Operating Revenue	0.21	(0.05)	-	(0.18)	0.37
Return on Net Assets	0.43	0.52	0.54	1.24	0.90
Viability	1.02	0.43	0.38	0.34	0.50
CFI Score	2.38	1.72	1.62	1.95	2.56

Another ratio routinely measured is the ratio of assets to liabilities. The assets to liabilities ratios demonstrate our immediate capacity to meet upcoming obligations. As evidenced in Figure 13.3-5, over the past five fiscal years, UTC has consistently achieved a positive ratio of assets to liabilities. The previous two years have shown a slight up-tick in assets and a slight decline in liabilities, although in general the change is not material.

Figure 13.3-5. Assets to Liabilities Ratio

Assets to Liabilities Ratio					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Current Assets	37,811,783.58	35,073,413.69	36,767,522.49	38,218,745.40	39,212,360.03
Current Liabilities	30,429,393.85	30,724,028.94	31,780,668.28	30,155,189.11	29,166,139.23
Current Ratio	1.24	1.14	1.16	1.27	1.34

Another figure UTC monitors is the cash and cash equivalent levels as compared to accounts payable in order to ensure UTC maintains proper levels of liquidity to be able to pay anticipated obligations. As evidenced in Figure 13.3-6, UTC has consistently stable cash and cash equivalents compared to the accounts payable obligations.

Figure 13.3-6. Cash and Equivalents Compared to Accounts Payable

Cash and Equivalents Compared to Accounts Payable					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Cash and Equivalents	27,752,113.31	24,269,979.20	25,805,798.18	26,386,236.12	27,416,066.52
Accounts Payable	11,775,517.57	6,641,615.92	8,328,214.07	8,900,637.43	9,086,431.12

As evidenced in Figure 13.3-7, UTC has consistently operated with positive bottom-line balances, when factoring both operating and non-operating revenues and after adding back depreciation, the result shows that UTC is operating within its means to provide all services and programming. In FY 2021, the substantial increase in non-operating revenues was due to federal funding received as a result of COVID-19 and depreciation expenses increased over the past three fiscal years due to the addition of a new residential housing building.

Figure 13.3-7. Operating "Bottom Line" without Depreciation

Operating "Bottom Line" without Depreciation					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Operating Revenues	96,949,531.69	93,932,326.29	101,204,685.40	103,570,309.87	93,921,798.64
Add Nonoperating Revenues	93,815,393.53	93,535,466.34	101,616,613.94	111,944,431.79	136,916,356.55
Less Operating Expenses	(185,411,868.52)	(188,769,654.80)	(202,900,431.49)	(221,708,265.99)	(218,666,364.58)
INCOME BEFORE OTHER REV, EXP, GAINS, LOSS	5,353,056.70	(1,301,862.17)	(79,132.15)	(6,193,524.33)	12,171,790.61
Add back depreciation expense	9,689,369.77	9,827,354.37	10,089,738.12	12,678,812.30	13,926,706.14
OPERATIONAL "BOTTOM LINE" w/o depreciation	15,042,426.47	8,525,492.20	10,010,605.97	6,485,287.97	26,098,496.75

Debt

UTC has internal University practice to require a dedicated recurring budget line item for each debt associated project. Figure 13.3-8 shows UTC's debt balance for the most recent five years. The increase in FY 2019 was the addition of a new residential housing building. The [Indebtedness Summary for FY 2017 through FY 2021](#) is provided.

All debt utilized by UTC is issued through the Tennessee State School Bond Authority (TSSBA). To receive approval of debt issuance, UTC goes through a formal process which includes the Tennessee Higher Education Commission (THEC), the State Building Commission, and TSSBA. TSSBA issues the bonds with interest rates and UTC is responsible for the debt service of those bonds. Bonds are generally issued on 30-year notes and range in premiums depending on the bond market rates. As of June 30, 2021, the ratings on debt issued by TSSBA were Fitch - AA+, Moody's Investor Service - Aa1, and Standard & Poor's - AA+. Each issuance of debt received by the University has a specified revenue stream whether it be auxiliary revenue, fees, or other E&G budgets. It is an internal University policy to have a dedicated recurring budget line item for each debt associated project. Figure 13.3-8 below shows the five-year changes of the University debt balance. The increase from FY 2018-2019 was the addition of a new residential housing building.

Figure 13.3-8. Debt - Total TSSBA Indebtedness

Debt - Total TSSBA Indebtedness					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Beginning Balance	54,011,595.50	82,818,767.29	116,784,879.56	122,349,153.50	118,517,153.86
Additions	31,749,552.79	89,573,510.54	10,401,691.14	1,190,596.14	21,919,921.58
Reductions	2,942,381.00	55,607,398.27	4,837,417.20	5,022,595.78	25,617,433.49
Ending Balance	82,818,767.29	116,784,879.56	122,349,153.50	118,517,153.86	144,819,641.95

Conclusion

As evidenced in the above narrative and artifacts, UTC manages its financial resources in a responsible manner and is in compliance with Standard 13.3.

Sources

-  Composite Financial Index Summary - FY2017-21 - 13-3.3-4
-  FY17 Independent Auditor's Report
-  FY17-Annual-Financial-Report-updated
-  FY18 Independent Auditor's Report
-  FY18-Annual-Financial-Report-updated
-  FY19 Independent Auditor's Report
-  FY19-Annual-Financial-Report-updated
-  FY20 Independent Auditor's Report
-  FY20-Annual-Financial-Report-updated
-  FY2017 - FY2021 Indebtedness Summary - 13-3.8
-  FY21 Independent Auditor's Report
-  FY21-Annual-Financial-Report-updated

13.4

Control of Finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) exercises appropriate control over all its financial resources. As part of the University of Tennessee (UT) System, a public higher education system, and receiving state funding, UTC has an obligation and responsibility to ensure financial stewardship of the resources.

The UT System supports UTC through a central office that provides oversight, coordination, and standardization across all campuses within the UT System. Within the boundary of finance and administration, the UT System provides support in the areas of budget and planning, controller, accounts payable, procurement services, human resources, capital projects, risk management, information technology and ERP support. These centralized offices support each individual campus within the UT System through guidance, reporting structure, policy implementation, and statewide initiatives. Each individual campus operates as its own unit and manages all operations. The UT System, in collaboration with the campuses, sets system wide fiscal policies to ensure compliance with state and federal laws and regulations, maintain internal controls to safeguard assets, and provide consistent management of resources transactions. Table 13.4-1 provides a list of and links to the 73 UT System policies related to the control of financial resources. Evidence of UTC following policies, complying with regulations, and maintaining internal controls is apparent in audit (FY 2017, FY 2018, FY 2019, FY 2020, FY 2021) and financial reports (FY 2017, FY 2018, FY 2019, FY 2020, FY 2021) from the past five fiscal years.

Table 13.4-1. Policies Pertaining to Financial Resources

Title	Publication Date	Type
BT0016 - Policy on Approval of Student Fees	11/08/2018	PDF
BT0017 - Process for Submitting Legislative Proposals and Funding Requests to the General Assembly	04/18/2019	PDF
BT0018 - Policy on Housing Allowances for Senior-level Administrators	03/26/2018	PDF
BT0020 - Investment Policies and Procedures	11/08/2018	PDF
FI0105 - General Statement on University Fiscal Policy	05/13/2019	PDF
FI0110 - Budgets	10/01/2017	PDF
FI0112 - Budgeting Current Unrestricted Funds	10/01/2017	PDF
FI0115 - Reconciling and Reviewing Departmental Ledgers	10/01/2017	PDF
FI0120 - Records Management	10/01/2017	PDF
FI0125 - Conflict of Interests [Replaced by GE0002]	10/01/2017	PDF
FI0130 - Fraud, Waste and Abuse	10/29/2018	PDF
FI0131 - Cash Shortages and Property Losses	04/23/2019	PDF
FI0135 - Commercial Insurance	12/09/2020	PDF
FI0140 - Unclaimed Property	09/10/2018	PDF
FI0145 - Service and Recharge Centers	10/01/2017	PDF
FI0150 - Approvals	10/16/2017	PDF
FI0155 - Duplication and Distribution of Instructional Materials Prepared by Faculty	07/20/2018	PDF
FI0160 - HIPAA Re-designation and General Policy	10/01/2017	PDF
FI0205 - Sponsored Projects	10/01/2017	PDF
FI0206 - Sponsored Projects - Distinguishing Direct vs Indirect Costs	10/01/2017	PDF
FI0207 - Sponsored Projects - Salary Policy	12/15/2021	PDF
FI0208 - Sponsored Projects - Federal Salary Rate Limitation	10/01/2017	PDF
FI0210 - Sponsored Projects - Cost Sharing	10/01/2017	PDF
FI0215 - Sponsored Projects - Effort Certification	07/10/2018	PDF
FI0220 - Sponsored Projects - Cost Transfers	10/01/2017	PDF
FI0225 - Sponsored Projects - Code of Business Ethics	10/01/2017	PDF
FI0230 - Sponsored Projects - Subaward Origination and Subrecipient Monitoring	10/01/2017	PDF
FI0235 - Sponsored Projects - Program Income	10/01/2017	PDF
FI0305 - Accounts Receivable	05/08/2018	PDF
FI0310 - Receiving and Depositing Money	12/15/2017	PDF
FI0311 - Credit Card Processing	06/12/2019	PDF
FI0312 - Custody of Third-party Funds	05/15/2018	PDF
FI0313 - Gift Cards and Gift Certificates	03/27/2019	PDF
FI0315 - Gifts	04/20/2018	PDF
FI0320 - Indicia Licensing, Promotions, and Sponsorships	10/01/2017	PDF
FI0325 - Vending and Solicitations on the University Campus	04/02/2018	PDF
FI0330 - Unrelated Business Taxable Income (UBTI)	12/08/2017	PDF
FI0335 - Tax Exempt Bonds	10/01/2017	PDF
FI0340 - Endowment	04/10/2018	PDF
FI0405 - Procurement	10/09/2017	PDF
FI0420 - Contracts	02/21/2020	PDF
FI0425 - Campus Bookstore Purchases	07/10/2018	PDF
FI0430 - Receiving Materials	10/11/2019	PDF
FI0435 - Memberships and Subscriptions	10/01/2017	PDF
FI0445 - Employee Services Between the University Board of Regents Institutions and State Agencies	06/19/2018	PDF
FI0450 - Moving Stipend	03/27/2018	PDF
FI0505 - Accounts Payable	02/18/2020	PDF
FI0510 - Advance Payment to Vendors	01/04/2018	PDF
FI0520 - Internal Transfers	10/01/2017	PDF
FI0525 - Petty Cash	10/09/2017	PDF
FI0530 - Procurement Cards	09/28/2021	PDF
FI0531 - Travel Cards	09/29/2021	PDF
FI0535 - Student Payments (Non-Employment Related)	09/14/2018	PDF
FI0540 - Independent Contractors	03/03/2020	PDF
FI0600 - Equipment - Sensitive Minor	10/01/2017	PDF
FI0605 - Equipment	10/01/2017	PDF
FI0610 - Surplus Property	09/10/2018	PDF
FI0615 - Disposition of Gift Personal Property	07/20/2018	PDF
FI0620 - Capital Outlay	12/20/2017	PDF
FI0625 - Lease of Real Property by or to the University	10/20/2017	PDF
FI0630 - Leasing Negotiation	05/08/2018	PDF
FI0640 - Reports on Discretionary Spending for Senior-level Administrators	10/01/2017	PDF
FI0705 - Travel	02/09/2021	PDF
FI0715 - Entertainment, Group Arranged Events, Food and Housing Purchases for UT Sponsored Conferences and Seminars	05/13/2019	PDF
FI0717 - Employee Gift Acceptance Policy	10/01/2017	PDF
FI0720 - Retirement Receptions	07/20/2018	PDF
FI0725 - Use of University Vehicles	01/05/2018	PDF
FI0730 - Telephones and Other Communication Devices	10/01/2017	PDF
FI0900 - Fringe Benefits Provided to Employees	02/05/2019	PDF
FI0910 - Taxability of Graduate Tuition Waiver for Employees	07/20/2018	PDF
FI0920 - Patient Protection And Affordable Care Act	10/01/2017	PDF
FI0930 - Payroll	12/05/2019	PDF
FI0940 - Faculty Supplement Based Administrative Appointments	06/02/2020	PDF

UTC hires and maintains a qualified and capable staff who manage, monitor, and ensure the financial stability of UTC. In Table 13.4-2 is a list of financial leadership positions at UTC and UT System. The table includes the individual, position title, highest degree, and years of experience working in finance.

Table 13.4-2. UTC and UT System Leadership

UTC Financial Leadership Positions			
Name	Title	Highest Education	Years
Vicki Farnsworth	Interim Vice Chancellor, Finance & Admin and CIO	M.S.	27
Chris Sherbesman	Associate Vice Chancellor, Finance & Admin	MBA	17
Vanasia Parks	Sr. Associate Vice Chancellor, Business Services	MBA	39
Allison Evans	Executive Director, Budget & Finance	MBA, CPA	29
Beth Luehrs	Director of Budgets, Academic Affairs	MBA, CPA	23
Virginia Moore	Director of Accounting Services	M. Ed	25
Janice Cossey	Bursar	BA	5
Ken Guthrie	Director, Procurement & Contracts	MBA	40
UT System Financial Leadership Positions			
Name	Title	Highest Education	Years
David Miller	Sr. VP and Chief Financial Officer, UT System	MBA	35
Ron Loewen	Assistant VP, Budget & Planning, UT System	MBA; M.Sc.	34
Luke Lybrand	Treasurer, UT System	MPA	12
Karen McKee	Acting Controller, UT System	MACC, CPA	22

Internal Audit and Compliance

The UT System hosts an Internal Audit and Compliance Office (IACO) which acts to reduce UTC's risk and exposure to loss. The IACO provides in-person auditors dedicated to the Chattanooga campus. The IACO's chief audit and compliance officer oversees the internal audit function and reports directly to the Audit Committee of the University of Tennessee Board of Trustees (UT BOT) with administrative responsibilities to the UT System chief financial officer. All internal auditors, including auditors located at campuses or institutes, are members of the UT System Internal Audit and Compliance Office.

The IACO at the UT System includes three functions: Internal Audit, Institutional Compliance, and Title IX coordination.

Internal Audit helps UTC achieve its mission by providing objective and independent assurance to add value, reduce risk, and improve operations. Internal auditors carry out their duties and responsibilities by reviewing and advising management on financial and operational internal controls, information technology controls, and compliance with university policies, procedures, and applicable laws and regulations. Internal audit and investigation work is discussed and coordinated with the State of Tennessee Comptroller's Office.

Institutional Compliance provides independent oversight of the UT System's compliance programs to assure that each campus is compliant with federal, state, and local laws and regulations as well as University policies. The office was established in 2008 to continue the University's commitment to meeting the highest standards of ethics, integrity, and responsibility. Additionally, Institutional Compliance administers the UT Compliance Hotline. All submitted tips to the hotline of fraud, waste or abuse allegations are investigated by Internal Audit.

UT System's Title IX Office, established in 2017, collaborates with local campus Title IX officials in developing and evaluating policy, measuring program effectiveness, and identifying optimal training, prevention, and awareness-building efforts and resources for their implementation. The office is also responsible for tracking best practices and legal developments, as well as annual reporting on the frequency and nature of incidents and complaints.

In accordance with Tennessee Code Annotated section 4-3-304 (9), Internal Audit adheres to mandatory guidance prescribed by The Institute of Internal Auditors (IIA), including the Definition of Internal Auditing, the Code of Ethics, the Core Principles for the Professional Practice of Internal Auditing, and the International Standards for the Professional Practice of Internal Auditing (Standards). This mandatory guidance establishes the standards and fundamental requirements for the professional practice of internal auditing.

Internal auditors are granted full and complete access to all university records, physical properties, and personnel relevant to an audit review. Internal auditors handle documents and information obtained during an audit with the same degree of sensitivity as employees who normally work in the area. At the conclusion of each audit, Audit and Compliance issues timely reports to audited parties, senior management, the State of Tennessee Division of Internal Audit, and the Audit and Compliance Committee of the UT Board of Trustees.

In fulfilling their responsibilities, internal auditors:

- Develop and implement risk-based internal audit plans and programs.
- Make recommendations regarding policies and procedures where appropriate.
- Provide internal audit reports that identify observations for improvements in internal controls, policies, and/or procedures and make recommendations to mitigate identified risks.
- Follow up with management to facilitate the resolution of audit observations with administrators who have direct involvement and accountability.
- Maintain a quality and assurance improvement program, consistent with the Standards promulgated by The Institute of Internal Auditors to ensure the effectiveness and quality of the internal audit effort.
- Investigate allegations involving fraud, waste, or abuse of the University's assets or resources.

Accounts Payable

At UTC departments are responsible for procurement and for ensuring that payments are processed accurately, in a timely manner, and in accordance with applicable policies. UTC uses IRIS to manage the majority of budgets. Payments are submitted through an approval workflow that includes local division and central approvers. Proper controls and separation of duties exist to ensure that all financial transactions are correct, authorized, and properly classified. UTC requires that all invoices be billed to The University of Tennessee and include the vendor's name and address, transaction date, and itemized description of the goods or services purchased, including unit price and transaction total.

In late 2019, UT System began accepting electronic invoices from select vendors for orders placed in the UT Market Place, a UT System web site that aggregates vendors. E-invoicing provides paperless transactions, improved controls, and significantly reduced departmental efforts in processing payments to these vendors. Departments no longer enter invoices in IRIS, the financial management software used by UT System and UTC, for these vendors. Paper invoices are scanned and uploaded into IRIS as needed.

Approval of invoices indicates that UTC funds are being expended properly for goods and services appropriately relevant to UTC business. For sponsored projects, the approval of transactions also signifies that charges are allowable and allocable according to the award document, sponsor requirements, and the Office of Management and Budget (OMB) Uniform Guidance if applicable.

Below are steps the University follows to allow for proper invoicing approval:

- Invoices are from known vendors who provided the goods or services identified
- Pricing and quantities are correct and have been verified against purchase orders, receiving documents, etc.
- Duplicate payments are not made
- Prompt payment discounts are taken
- Tennessee sales tax is not charged or is deducted
- Additional information and forms are completed for movable or sensitive minor equipment and entertainment expenses Invoice is approved by an authorized approver

Regardless of the type of payment that is being processed, it is essential that the duties of processing payments and performing the monthly reconciliation of the department's cost center or WBS elements are separated as follows when staffing permits:

- Payment processor must not also place orders or receive goods
- Payment approval (manual or through IRIS)
- Ledger Reconciliation – an employee who has no responsibility for requisitioning, receiving, or entering invoices in the accounting system should reconcile the department's accounts payable documentation to the departmental ledgers each month
- Ledger approval – the authorized approver for the department must review the reconciled ledgers and document their approval

Receiving Money

At UTC, departments must record all money received in an official University Receipt Book, in the online receipt system, via a cash register, or by another method approved by the campus internal audit department. Departments must provide a receipt for money received or they are prohibited from accepting currency payments. If the payer must transact in currency and the department cannot issue an acceptable receipt, an employee should complete a report of departmental collections and accompany the payer to the central cashier to obtain a receipt. Departments that regularly receive payment for goods and/or services are required to develop written procedures to collect and transmit the money to the campus central cashier or deposit it into a depository account.

To ensure and safeguard from potential fraud, theft, or misappropriation, departments are instructed to follow the points below when receiving money.

- Departments should avoid retaining money received over nights, weekends, and holidays if large sums of money are involved or if the facilities do not provide adequate physical security.
- Deposits should never be sent through campus mail.
- Departments should use University security personnel to transport large deposits. Departments must retain bank statements and supporting documents including reconciliements, deposit slips, canceled checks, and check registers in good order for the time period stated in the University's records retention schedule (Policy FI0120).
- All funds must be deposited intact. Expenditures may not be made from money received, and the money may not be kept in a department for its use.
- A monthly reconciliation should be performed, preferably by an employee who does not handle money. The department's deposits must be reconciled to the appropriate University cost center or WBS element to verify that the correct amount was deposited and credited to the department's ledgers.

Institutional Audit

The UT System annually undergoes a system-wide financial audit as part of a state-wide audit plan performed by the State of Tennessee, Comptroller of the Treasury, Division of State Audit. Each year the auditors issue an unmodified opinion report pertaining to their findings. The UT System is responsible for the preparation of financial statements in accordance with generally accepted accounting principles. The auditor's responsibility is to express opinions on these financial statements as to whether the statements were found to be free of material misstatement. The financial reports included for review are:

- Statement of net position
- Statement of revenues, expenses, and changes in net position
- Statement of cash flows

Along with the financial statements, notes are also provided for additional information that is essential to a full understanding of the financial statements.

Per the independent auditor's report pertaining to the financial statements as of June 30, 2021, the letter stated, "In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the University of Tennessee." A full version of the report has been provided, along with the four consecutive prior years.

Conclusion

As evidenced in the narrative and documentation, UTC is in compliance with Standard 13.4.

Sources

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-  BT0020-Investment-Policies-and-Procedures-513_0
-  FI0105-General-Statement-on-University-Fiscal-Policy-589_4
-  FI0110-Budgets-32_5
-  FI0112-Budgeting-Current-Unrestricted-Funds-33_5
-  FI0115-Reconciling-and-Reviewing-Departmental-Ledgers-34_12
-  FI0120-Records-Management-35_7-1
-  FI0130-Fraud-Waste-and-Abuse-402_8
-  FI0131-Cash-Shortages-and-Property-Losses-476_7
-  FI0135-Commercial-Insurance-773_1
-  FI0140-Unclaimed-Property-479_5
-  FI0145-Service-and-Recharge-Centers-41_6
-  FI0150-Approvals-255_7
-  FI0155-Duplication-and-Distribution-of-Instructional-Materials-Prepared-by-Faculty-407_2
-  FI0160-HIPAA-Re-designation-and-General-Policy-44_4
-  FI0205-Sponsored-Projects-45_10
-  FI0206-Sponsored-Projects-Distinguishing-Direct-vs-Indirect-Costs-46_7
-  FI0207-Sponsored-Projects-Salary-Policy-842_2
-  FI0208-Sponsored-Projects-Federal-Salary-Rate-Limitation-48_5
-  FI0210-Sponsored-Projects-Cost-Sharing-49_7
-  FI0215-Sponsored-Projects-Effort-Certification-398_3
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-  FI0311
-  FI0312-Custody-of-Third-party-Funds-310_3
-  FI0313-Gift-Cards-and-Gift-Certificates-562_6
-  FI0315-Gifts-311_4

-  FI0320-Indicia-Licensing-Promotions-and-Sponsorships-61_4
-  FI0325-Vending-and-Solicitations-on-the-University-Campus-300_4
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-  FI0335-Tax-Exempt-Bonds-64_5
-  FI0340-Endowment-313_2
-  FI0405
-  FI0420-Contracts-736_3
-  FI0425-Campus-Bookstore-Purchases-350_2
-  FI0430-Receiving-Materials-685_3
-  FI0435-Memberships-and-Subscriptions-69_6
-  FI0445-Employee-Services-between-the-University-Board-of-Regents-Institutions-and-State-Agencies
-  FI0450-Moving-Stipend-302_3
-  FI0505
-  FI0510-Advance-Payment-to-Vendors-280_6
-  FI0520
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-  FI0615-Disposition-of-Gift-Personal-Property-351_5
-  FI0620-Capital-Outlay-277_7
-  FI0625-Lease-of-Real-Property-by-or-to-the-University-256_3
-  FI0630-Leasing-Negotiation-309_2
-  FI0640-Reports-on-Discretionary-Spending-for-Senior-level-Administrators-86_5
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-  FI0730-Telephones-and-Other-Communication-Devices-92_10
-  FI0900-Fringe-Benefits-Provided-to-Employees-477_4
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-  FI0920-Patient-Protection-And-Affordable-Care-Act-95_3
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-  FI0940---Faculty-Supplement-Based-Administrative-Appointments-737_3
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-  FY17-Annual-Financial-Report-updated
-  FY18 Independent Auditor's Report
-  FY18-Annual-Financial-Report-updated
-  FY19 Independent Auditor's Report
-  FY19-Annual-Financial-Report-updated
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-  Tenn Code Annotated 4-3-304

13.5

Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) maintains financial control over externally funded or sponsored research and programs. UTC has a growing portfolio of sponsored programs with annual research expenditures averaging approximately \$9 million over the past five years. At UTC, sponsored program functions are delineated between pre-award and post-award administration. Pre-award services are overseen by the Vice Chancellor for Research, Joanne Romagni, and administered by the Office of Research and Sponsored Programs (ORSP). The post-award functions of financial management and sponsored program financial services and controls are overseen by the Interim Vice Chancellor for Finance and Administration, Vicki Farnsworth, and administered by the Office of Accounting Services. This organizational structure of functions and responsibilities provides for strong internal controls with related units overseen by Vice Chancellors with the requisite expertise, as indicated on the appended Curriculum Vitae for Vicki Farnsworth and Joanne Romagni.

Sponsored Research Policy and Procedure

UTC has a robust set of local [guidelines and practices](#), and follows the policies of the University Tennessee (UT) System, which are created with input from all campuses and reviewed on a rolling, iterative basis.

[System-wide Policy F10205 – Sponsored Projects](#) establishes policies and procedures for administering sponsored grants and contracts including budgets, proposals and applications, cost-sharing, subcontracts, and salary allocation to sponsored programs.

[System-wide Policy F10206 – Sponsored Projects – Distinguishing Direct vs Indirect Costs](#) delineates UT's policies and procedures for distinguishing between direct and indirect (Facilities and Administrative) costs on sponsored projects. The policy addresses projects externally funded by federal, federal flow-through, and non-federal sponsors.

[System-wide Policy F10207 – Sponsored Projects – Salary Policy](#) provides policies and procedures for charging salary to sponsored projects. The policy addresses projects funded by federal, federal flow-through, and non-federal sponsors.

[System-wide Policy F10208 – Sponsored Projects – Federal Salary Rate Limitation](#) provides guidance to ensure compliance with salary rate limitations on federally sponsored projects.

[System-wide Policy F10210 – Sponsored Projects – Cost-Sharing](#) ensures compliance with federal costing and cost-sharing requirements as set forth in the Office of Management and Budget (OMB) Uniform Guidance. This policy establishes procedures for recording cost-share expenditures in the university's accounting and effort certification systems for sponsored projects.

[System-wide Policy F10215 – Sponsored Projects – Effort Certification](#) ensures compliance with federal requirements as specified in the OMB Uniform Guidance §200.430(i) Standards for Documentation of Personnel Expenses. The policy provides guidance for documenting personnel expenses through the university's process of effort certification on sponsored projects.

[System-wide Policy F10220 – Sponsored Projects – Cost Transfers](#) provides guidelines to ensure the timely allocation of charges or credits to the correct externally sponsored account (WBS element) or cost center.

[System-wide Policy F10230 – Sponsored Projects – Subaward Origination and Subrecipient Monitoring](#) outlines the responsibilities and procedures across the lifecycle of the subcontracting and subawarding process.

[System-wide Policy F10125 – Conflicts of Interests](#) policy promotes high standards of objectivity and integrity by requiring disclosure of all outside interests including institutional reporting requirements and Public Health Service disclosure requirements.

[System-wide Policy F10235 – Sponsored Projects – Program Income](#) ensures compliance with sponsor program income requirements, including identifying program income in proposals and in the university's accounting system, using the program income appropriately, and reporting it to the sponsor as required.

[System-wide Policy F10420 – Contracts](#) outlines authority and responsibilities of university personnel regarding drafting, reviewing, and signing contracts.

[System-wide Policy F10115 – Reconciling and Reviewing Departmental Ledgers](#) establishes fiscal responsibility for reconciling and reviewing ledgers of university accounts, including restricted accounts established for each externally sponsored project.

Pre-award and Sponsored Program Acceptance

As the designated pre-award unit for UTC, ORSP is the institutional unit authorized to submit proposals for sponsored programs on behalf of the institution. [System-wide Policy F10205 – Sponsored Projects](#) permits the preparation and submission of grant proposals via established campus procedures. The Vice Chancellor for Research has designated the Associate Vice Chancellor for Research as the Authorized Official Representative designated to sign off on proposal submissions, as documented in the [delegation memorandum](#). All proposal budgets are reviewed by ORSP Grants Specialists to ensure that the proposed budget complies with the sponsor and program guidelines, OMB Uniform Guidance regulations, and UT System policies. A [pre-award checklist](#) is completed for each application to document compliance at the proposal stage. Proposals for sponsored programs are routed for internal approvals utilizing the Cayuse electronic research administration software, the UT System platform for proposal and award management. Within the Cayuse platform, the lead Principal Investigator (PI) and all named investigators certify the proposal and the lead administrative department/unit, the dean or division leader, and other stakeholders as appropriate based on characteristics of the project review and approve the proposal. A [sample Cayuse proposal approval record](#) is provided as an example. [System-wide Policy F10210 – Sponsored Projects – Cost-Sharing](#) specifies that cost-sharing be approved at the proposal stage by the Chief Business Officer or designee. For proposals that involve cost-sharing, the Vice Chancellor for Research is added to Cayuse as an approver.

When a sponsor awards funds to UTC, ORSP reviews award documents and facilitates award intake. For unilateral awards funded via an award letter or notice that does not require a university signature, ORSP reviews award terms and conditions, processes any award acceptance documentation, and enters the award information into the Cayuse system. An [award intake checklist](#) is used to identify characteristics and requirements of each award so that these can be documented and communicated to key internal stakeholders including Accounting Services, the PI, and the department head and administrative staff within the lead unit administering the award.

When a sponsor utilizes a bilateral award document which requires signatures from both parties, ORSP reviews the terms and conditions of the award agreement or contract utilizing a [contract checklist](#). Within the scope of contract review, ORSP staff consult with key stakeholders as needed regarding legal matters, export control issues, compliance requirements, financial terms, intellectual property considerations, and any other special conditions. ORSP manages the contract negotiation process with the funding sponsor. When the contract negotiation is complete and the award contract is ready for institutional signatures, ORSP routes the contract in the Cayuse system for certification by the PI and other named investigators, and internal review and approval by the lead administrative department/unit, the dean or division leader, and other stakeholders as appropriate based on characteristics of the project. A [sample Cayuse contract approval record](#) is provided as an example. When all certifications and approvals have been secured, ORSP conveys the award agreement to the Vice Chancellor for Research for signature. [System-wide Policy F10420 – Contracts](#) delegates signature authority for all domestic sponsored program contracts to the Vice Chancellor for Research. Sponsored program contracts with a foreign sponsor require additional review by the system Office of the Treasurer and General Counsel and require signature at the university system level.

As part of the award intake process, ORSP establishes an award record within the Cayuse system that includes all award-related documents and that links to the original proposal record and related proposal documents. A [sample Cayuse award record](#) is provided for reference.

Sponsored Program Account Creation and Administration

After the award is fully processed and accepted and all documentation is saved to Cayuse, ORSP enters a workflow event in Cayuse to alert colleagues in the Office of Accounting Services that the award is ready for account set-up. Accounting Services staff establish one or more restricted accounts specifically for each sponsored project, based on the needs of the project. Multiple accounts are established for projects that involve multiple PIs, multiple UT campuses, cost-sharing commitments, participant support costs, etc. Accounts are established within the UT System's financial management enterprise system, IRIS.

When the account(s) for each project are established, accounting services staff enter a budget that reflects the sponsor-approved budget and delineates anticipated costs into UT's established General Ledger (G/L) codes. A [sample sponsored program ledger](#) is provided for reference. When the account(s) set-up process is complete, Accounting Services sends an email to the Lead PI, department head, and departmental administrative staff with account information and enters the account number(s) into Cayuse. A [sample account notification email](#) is provided for reference as an example.

In instances where the lead PI anticipates that expenditures will occur prior to an award being fully processed, the administering department can request an advance account via the [UTC Advanced Account Request form](#). In these situations, the department must identify, as part of the advance account request, an account number to which any advance expenditures will be transferred in case the anticipated award falls through for any reason.

Methods for Receiving Sponsored Funds

As described in [System-wide Policy FI0205 – Sponsored Projects](#), the three methodologies for receiving funds from granting agencies to fund sponsored program expenditures include (1) invoicing, (2) letter-of-credit cash draw-downs, and (3) cash advances.

Typically, funds are drawn or requested from sponsors on a cost-reimbursement basis, and invoices and draw-downs are based on actual expenditures. Invoices are prepared and submitted to sponsoring agencies on a reimbursement basis according to the time frame designated in the award documents (e.g., quarterly, at fixed intervals, etc.). UTC sponsored program accounting staff monitors grant accounts when preparing invoices. Sponsored program accounting staff refer any questions or improper costs to the PI and departmental administrator for explanation or correction prior to submitting invoices.

Federal funds are drawn-down on a monthly basis. Within the UT System, we are in the process of transitioning from a central draw-down process managed by staff at the Knoxville campus and moving towards decentralized draw-down processes managed by staff at each campus location. Draw-downs are initiated either by UTK or UTC sponsored program accounting personnel. Draw-down reimbursements are requested by project for some sponsors. For agencies that utilize a letter-of-credit system, draws are processed cumulatively, for all awards made by sponsoring agency, rather than on a per project basis. Appropriate sponsored program accounting personnel review expenses for financial compliance prior to processing draw-downs of funds. The review is multi-faceted and compares expenditures to the approved budget, ensures expenses were incurred within the award period, and monitors cost categories such as computing devices, entertainment expenses, foreign travel, subaward expense classification, and participant support. Any questions are resolved prior to costs being drawn-down from sponsoring agencies.

Within the UT System, including at UTC, external funds are only drawn or invoiced on a cost-reimbursement basis – after the funds have been expended. UTC does not seek to draw funds prior to expenditures. UTC does utilize the Letter of Credit draw system from certain federal sponsoring agencies, but we do not seek, nor have we had to obtain a line of credit or advance funds from any financial regulatory agency.

Occasionally funds for sponsored projects are transmitted in advance of expenses for the funded project being incurred by the institution. These funds may be received via paper checks, ACH deposit, or wire transfer. When received by the Office of Accounting Services, a staff member deposits it directly into the established account or utilizes a journal voucher to apply it to the correct account.

Sponsored Project Financial Management

UTC's model for financial management allocates primary responsibility for oversight of financial management of sponsored program funds to the lead Principal Investigator (PI) and administering department, thus ensuring that decisions are made by those individuals who are best informed and most knowledgeable about project activities and requirements. As detailed in [System-wide Policy FI0205 – Sponsored Projects](#), the PI is accountable and responsible for decision-making and ensuring that the project complies with sponsor terms and conditions, including proper financial management of funds.

UTC provides a variety of resources to support and facilitate the management of sponsored funds in accordance with UT System policy and sponsor regulations. ORSP provides a variety of communications, tailored to the unique characteristics of each sponsored project, directly to the lead PI, department head, and departmental administrator. These [PI resource emails](#) are prepared by ORSP staff and sent at the time of award, at the midpoint of the award period or annually for incremental awards, and ninety days prior to award close-out to provide timely details and links to resources. The [ORSP](#) and [Accounting Services](#) websites include a wealth of resources, and staff from each office provide frequent, individualized assistance and support to PIs and departmental personnel to ensure that responsible individuals have the knowledge and resources to successfully manage external funds in compliance with UT and sponsor regulations.

The IRIS financial management system is where all expenditures are tracked by project and back-up documentation is recorded. The PI is responsible for ensuring that expenditures charged to sponsored program accounts reflect allowable activities and allowable costs. PIs work with their departmental administrative staff to ensure that all costs applied to sponsored project accounts are allowable, allocable, reasonable, timely, and aligned with the grant award terms and conditions associated with each sponsored project account. [System-wide Policy FI0115 – Reconciling and Reviewing Departmental Ledgers](#) outlines PIs' responsibility for reviewing their ledgers monthly and making any corrections in a timely manner.

The PI and departmental administrator are accountable for reconciling the account ledger monthly and making timely identifications and corrections of any cost overruns, unallowed charges, or mis-assigned costs as detailed in [System-wide Policy FI0220 – Sponsored Projects – Cost Transfers](#). When needed, cost transfers are initiated by the lead unit's administrative staff within the IRIS financial management system. Cost transfers should be made within 90 days of the original charge posting date. Anything over this date requires a cost transfer explanation form and additional approvals. All charges should be posted within 60 days of the sponsored project end date. Cost transfers initiated within a 90-day period are approved by a departmental approver (typically the department or unit head of the lead unit). For cost transfers from 91-121 days, additional approval is required from the PI. Cost transfers more than 120 days or on projects that have been expired for more than 60 days, require approval from the departmental approver, PI, department head (if different from the designated departmental approver), the campus compliance officer, and the chief business officer or designee.

In situations where a PI finds that changes are needed that require sponsor agency prior approval, the PI works with ORSP staff to prepare and submit prior approval requests in accordance with the sponsor's requirements. Examples of situations where agency prior approval may be needed include no-cost time extensions, certain personnel changes, certain budget revisions, etc.

Charging Expenditures to Sponsored Programs

Lead PIs are responsible for working with their departmental administrators to assign expenditures, in a timely manner, to the correct accounts and G/L codes. PIs are accountable for approving all expenditures and reviewing that they are correctly assigned to the restricted account(s) for their sponsored projects. Sponsored program accounting staff monitor expenditures through frequent compliance checks on sponsored accounts and detailed reviews prior to invoicing or requesting draw-down of funds.

Personnel costs are an important element of many externally sponsored projects. [System-wide Policy FI0207 – Sponsored Projects – Salary Policy](#) specifically addresses policies and procedures for charging salaries to sponsored program accounts. Through its payroll process, the UT System tracks the cost distribution of each position to monitor and record the amount and distribution of personnel costs charged to sponsored accounts. The PI and administering department head are responsible for initiating sponsored salary allocations in the IRIS system. Each salaried individual with effort assigned to an externally sponsored source must complete after-the-fact effort certification. The policy also defines the Institutional Base Salary that is used to calculate compensation from external sponsors. [System-wide Policy FI0208 – Sponsored Projects – Federal Salary Rate Limitation](#) addresses federally mandated salary limitations (salary caps) that apply to some sponsored projects.

Additional direct cost categories include a range of potential expenditure types. The institution adheres to the Uniform Guidance as well as applicable institutional policies in budgeting for and expending funds from externally sponsored project accounts.

[System-wide Policy FI0230 – Sponsored Projects – Subaward Origination and Subrecipient Monitoring](#) outlines policies and procedures used at UTC to originate subawards and monitor subrecipient performance, including financial management. At the proposal stage, ORSP assists PIs in developing budgets and, when needed, making accurate determinations regarding whether a collaborating entity is functioning as a subawardee, a vendor, or a consultant. [Resource documents](#) on the ORSP website as well as individual consultation with Grants Specialists are available to assist PIs in making the proper determination. When a subaward is identified, the PI is responsible for securing completed [Subrecipient Commitment Form](#) at the proposal stage.

When a proposal moves to the award stage, ORSP reviews the project via the award intake or contract negotiation period and notes any identified subawardees. Subaward origination and monitoring responsibilities are included in the PI time-of-award email, and PIs are encouraged to reach out to ORSP to initiate the subaward origination process well in advance of the timeframe when a subaward is needed. If a PI determines that a subaward is needed that was not included in the approved award budget, ORSP assists the PI in securing agency prior approval. ORSP staff utilize a [subaward checklist](#) to document due diligence measures and ensure that policies and procedures are followed for each subaward. Subawards to other institutions are originated and managed on a cost-reimbursement basis. Cost reimbursement invoices from subrecipients are sent to the responsible PI who reviews the invoices to ensure that the reimbursement request aligns with the scope of work and the approved subawardee budget. Subaward monitoring is the responsibility of the PI, and [subaward monitoring resources and checklists](#) guide the PI through this process.

Indirect costs, also called facilities and administrative (FandA) costs, are stated as a percentage of direct costs. UTC has a [federally-negotiated F&A cost rate](#) that is applied when allowed by the sponsor. If a sponsoring agency stipulates in writing that FandA costs are disallowed or that applicants are required to use a specific rate, we comply with the written guidelines. [System-wide Policy FI0206 – Sponsored Projects – Distinguishing Direct vs Indirect Costs](#) provides guidelines for distinguishing between direct and indirect, or FandA, costs for sponsored projects.

Cost-sharing on Sponsored Programs

[System-wide Policy FI0210 – Sponsored Projects – Cost-Sharing](#) provides guidance for cost-sharing across the life cycle of a sponsored program. Consideration and proper documentation for cost-sharing begins at the proposal stage and ends with project close out. All cost-sharing expenditures (whether mandatory per the sponsor or committed voluntarily by the institution) are recorded in IRIS. Depending on the nature and complexity of the sponsored project, the account may be set up such that all expenditures (including cost-sharing expenditures) are posted to the grant account. Cost-shared expenditures are then recorded to the correct institutional account via a settlement rule or manually to the appropriate cost center. For more financially complex projects, a companion restricted account may be established to capture cost-sharing expenditures, again with the cost-shared elements being settled off or manually transferred to appropriate institutional cost centers. All salary included as cost-sharing on a project must be properly documented in the effort certification process. Cost-sharing from third party (non-institutional) sources must be committed in writing at the time of proposal submission. The PI is responsible for securing after-the-fact written documentation of the third-party cost-share in a timely manner.

Reporting

The PI and supervising unit head are accountable for ensuring that all technical reports are submitted according to the award terms and sponsor requirements. ORSP generates reminder emails to PIs throughout the award period that address reporting requirements and due dates. Staff in ORSP and Accounting Services are available to provide support and guidance to PIs whenever needed. Sponsored program accounting staff within the Office of Accounting Services prepare and/or review financial reports with input from the PI and administering unit. Federal Financial Reports and some state reports require significant financial reporting. To ensure timeliness, sponsored program accounting staff utilize shared calendars to schedule reports and initiate the process with sufficient lead-time.

Repayment of Funds

UTC accepts the majority of externally sponsored funding on a cost-reimbursement basis, typically via invoices documenting incurred expenses or draw-downs from federal sponsors who utilize the Letter of Credit system. If any credits accrue on a sponsored program account, they are almost always off-set by expenditures, and billing is deferred until any credits are expended. Because of these methods, UTC rarely incurs liabilities that require repayment to sponsors. In rare instances where repayment to sponsors is necessary, accounting services staff work with the administering department to remove disallowed costs and ensure timely repayment of funds. In situations where sponsors provide funding in advance, sponsored program accounting staff adhere to the sponsor's guidelines for the return of any unused funds.

Conclusion

UTC is in compliance with Standard 13.5.

Sources

-  Account Notification Email Samples
-  Accounting Services webpage
-  Award Intake Checklist
-  Award Intake Checklist Examples
-  Budget Resource Documents
-  Cayuse Award Record
-  Cayuse Contract Approval Record
-  Cayuse Proposal Approval Record
-  Contract Checklist
-  Contract Checklist Examples
-  F&A cost rate
-  FI0115 - Reconciling and Reviewing Departmental Ledgers
-  FI0125 - Conflicts of Interest
-  FI0205 - Sponsored Projects
-  FI0206 - Direct vs Indirect Costs
-  FI0207 - Salary Policy
-  FI0208 - Federal Salary Rate Limitation
-  FI0210 - Cost-Sharing
-  FI0215 - Effort Certification
-  FI0220 - Cost Transfers
-  FI0230 - Subaward Origination and Subrecipient Monitoring
-  FI0235 - Program Income
-  FI0420 - Contracts
-  ORSP webpage
-  PI Resource Email Templates
-  PI Resource Email Templates Samples
-  Pre-Award Checklist
-  Pre-Award Checklist Examples
-  Proposal Authority Delegation Memo
-  Sample Sponsored Program Ledger
-  Subaward Checklist
-  Subaward Checklist Examples
-  Subaward Monitoring and Checklist
-  Subrecipient Commitment Form
-  UTC Advanced Account Request Form_Updated 8-11-20
-  Vendor Guidelines and Practices
-  proposal submission email Examples

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) is in compliance with Title IV of the most recent Higher Education Act, as amended.

- UTC is not aware of any compliance issues. UTC has addressed and remediated any compliance issues identified in audits and reviews, as described below.
- UTC receives federal funds through electronic transfer and is not on the reimbursement method.
- UTC is not required to post a letter of credit on behalf of the U.S. Department of Education.
- UTC is not on probation.
- UTC has not been required to pay back money to federal programs because of fraud, waste, or abuse.
- UTC has not been required to prepare a remediation plan.
- UTC has not received any warnings from federal or state agencies regarding an investigation.

UTC's 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 United States Department of Education (DOE). UTC is included in the State of Tennessee's annual single audit which includes compliance with Title IV of the most recent Higher Education Act. Within the report, institutions are named, and findings are clearly delineated by institution.

TSAC audits UTC's financial aid program approximately once every three years. TSAC last audited the institution's financial aid program in July 2020. The TSAC audit focused on the 2018-2019 academic year and involved reviewing a sample of 35 student financial aid recipient files pulled from the reconciliation rosters of all participating State and Lottery funded programs. The review included an audit of administrative procedures involved with the application process, aid disbursement, student verification, and institutional funds. The TSAC closure letter indicated that there were no substantive discrepancies identified during the review.

The Higher Education Act of 1965, as amended, requires participating institutions to submit a Fiscal Operations Report and Application to Participate to the U.S. DOE. UTC's most recent Fiscal Operations Report and Application to Participate is included for reference. The resulting Eligibility and Certification Approval Report and Program Participation Agreement ensure that the institution abides by the terms and conditions of the agreement and maintains the capacity to administer federal aid programs. UTC's reapplication date is December 31, 2025.

The DOE reviews reports from other auditing agencies and, if deemed necessary, performs a program review. The DOE has not performed a program review regarding UTC's financial aid program. However, the DOE did review a [State of Tennessee Single Audit Financial and Compliance Audit Report](#) which covered the period of July 1, 2019-June 30, 2020. Within the report, findings are clearly delineated by institution with information related to UTC included on pages 239-241. The audit report identified minor issues at UTC regarding reporting on funds that UTC received from the DOE's Higher Education Emergency Relief Fund under the Coronavirus Aid, Relief, and Economic Security (CARES Act) student aid funding. The finding included that UTC did not report on one of the required items and underreported the number of students who received an Emergency Financial Aid Grant. As noted in the Final Audit Determination, these concerns were satisfactorily resolved, and it was determined that no further action was needed regarding the findings.

UTC's student loan default rate for 2020-2021 was 5.8% and there have been no audit findings related to the default rate.

UTC receives federal funds through electronic transfer and has not been

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

UTC's [Title IV Agreement](#), [letter documenting approval](#) to participate in the Federal Student Financial Aid Programs, and UTC's [Eligibility and Certification Approval Report](#) of the DOE are provided as evidence of compliance with program responsibilities related to Title IV.

Conclusion

UTC is in compliance with Standard 13.6.

Sources

-  [Approval Letter. University of Tennessee - Chattanooga - 00352900](#)
-  [Eligibility and Certification Approval Report_](#)
-  [PPA. OPE ID_ 00352900. PPA Expiration Date_ 03_31_2026](#)
-  [Tennessee Single Audit Financial and Compliance Audit Report](#)

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) ensures adequate physical facilities and resources that appropriately serve the needs of educational programs, support services, and other mission-related activities. Facilities Planning and Management (FPM), part of the Division of Finance and Administration, is responsible for building maintenance, custodial services, grounds maintenance, motor pool operations, and operations of the central energy plant and associated distribution systems. FPM also provides support for the campus capital project program, space management and master planning. FPM strives to enhance the learning and working environment within the campus by providing safe, functional, convenient, and attractive facilities and grounds which can be cost effectively operated, maintained, secured, and expanded. The Office of Safety and Risk Management, a unit of Emergency Services, is also part of the Division of Finance and Administration and is responsible for ensuring compliance with fire/life safety codes, maintenance of fire protection systems, and works with federal, state, and local regulatory requirements to ensure compliance with a variety of operating systems. The Division of Information Technology reports to the Chief Information Officer (CIO) and has oversight of compliance and safety issues for information technology matters. Contractual authority for capital projects, real estate, and professional consulting services resides in the University of Tennessee (UT) System Office of Capital Projects (OCP).

UTC Campus Master Plan

The Tennessee Higher Education Commission (THEC) requires each institution complete a Master Plan every ten years and specifies the components that must be included. THEC recognizes that master planning is a continuous process, and their guidelines make provisions for Master Plan updates and amendments. UTC's development of physical resources is guided by the Campus Master Plan. This 2012 Campus Master Plan addressed building use, land use, space needs, residential student life, open space, circulation, parking, utility infrastructure and land acquisition. A new comprehensive Campus Master Plan effort is in progress and scheduled to be completed late in calendar year 2022. The Campus Master Plan must be approved by the UT Board of Trustees, THEC and State Building Commission.

UTC has undertaken other comprehensive planning efforts to include a Campus Landscape Design and Site Standards update, Athletics Facilities, Campus Safety and Security Assessment (card access & security video) and Electrical Distribution Fusing Coordination Study. Other planning efforts currently underway are Campus Wayfinding, Campus Stormwater/Sanitary Sewer Study, Campus Exterior Lighting Study and Campus Tree Assessment.

The UT Division of Real Property & Space Administration has received approval and funding for a Statewide Facilities Space Analytics Study. This study will provide facilities analytics to aid in future capital requests. The scope of work consists of an evaluation of the quality of facilities space and percentage of utilization to be used in conjunction with annual facilities assessments. UTC will be included in the study and work is expected to begin in 2023.

UTC provides adequate physical facilities and resources in quality, scope, and condition that appropriately serve the needs of UTC's educational programs, support services, and other mission-related activities. UTC has a total of 3,664,343 gross square feet (GSF) consisting of 97 facilities and 2,271,049 net assignable square feet (NASF). This includes 1,905,714 GSF of Educational and General (E&G) space and 1,758,629 GSF of Housing, Dining and Bookstore auxiliary space. The University has approximately 449 acres of land of which 308 acres are used for Environmental Science research at off-campus locations. Lease properties provide for additional research space, athletic facilities, and parking.

Since 2010, UTC has completed or has in progress \$440,899,000 in capital improvements with another \$317,320,000 in the planning stage. Those projects in planning are expected to be approved and funded within the next two fiscal years. UTC's capital program is summarized in Tables 13.7-1 and 13.7-2 by cost and new square footage added.

Table 13.7-1. Capital Program by Cost

Complete/In Progress	Amount Funded
Academic	\$164,232,000
Administrative / Support	\$2,530,000
Student Support	\$34,772,000
Student Housing	\$69,997,000
Sports & Recreation	\$16,560,000
Athletics	\$42,523,000
Dining	\$9,593,000
Parking	\$17,663,000
Safety/Security	\$9,219,000
Infrastructure	\$32,640,000
Site Improvements - Circulation (Ped ways, bike lanes, bike rentals, bike racks), Open Spaces, Wayfinding, Branding	\$10,165,000
Building Envelope - roof, masonry, windows, storefront, entrance doors	\$20,149,000
Building Systems	\$5,445,000
ADA Improvements	\$5,411,000
Academic	\$201,320,000
Building Envelope	\$13,500,000
Parking	\$18,000,000
Student Housing	\$98,000,000

Table 13.7-2. Capital Program by Square Footage

Complete/In Progress	GSF
Academic	209,809
ADA Improvements	1,205
Athletics	40,043
Parking	246,000
Sports & Recreation	28,350
Student Housing	230,100
Student Support	14,257
<hr/>	
Academic	173,880
Parking	180,600
Student Housing	227,852

In addition, since 2010, UTC acquired approximately 46 acres of which 17.3 acres are undeveloped property. This represents an increase of approximately 20% in developed property, 6% in undeveloped property and 10% in overall property. Facilities acquired with the developed properties are summarized in Table 13.7-3.

Table 13.7-3. Acquired and Developed Properties

Acquired	GSF
Academic	285,258
Administrative/Support	8,147
Sports & Recreation	29,623

UTC has gained 1,088,569 total square feet through the capital program and land acquisition with another 582,332 in planning.

The 2012 Master Plan Implementation framework was presented in three phases based on enrollment headcount goals of 13,000, 15,000 and 18,000. These phases are broken down into five development categories: Building (construction & renovation), Open Space Construction, Pathway/Streetscape, Roadway Improvements and Utilities, attached is a high-level summary of 2012 Master Plan completion. It is important to note that UTC's enrollment has remained consistent over the past decade, yet the articulated gains represent significant progress in campus development as outlined in the 2012 Campus Master Plan. The then top academic priority for Life Sciences was addressed with the Holt Hall renovation. This project offered an opportunity to earmark the entire building for Biology, Geology, and Environmental Science (BGES) increasing their NASF from 24,228 to 41,792. Teaching labs and faculty research labs were expanded. Student study spaces, a dedicated BGES computer lab, and much needed laboratory support spaces were added. The General Classroom instructional spaces within Holt Hall grew from 7,320 NASF to 8,932 NASF providing the space for new flexible classroom and collaborative classroom designs. Other academic and student support needs were addressed in the Lupton Hall renovation, including addressing the needs of the Communication Department. In this same time period, the Fine Arts Center was also renovated. The remaining identified academic need for Health Sciences is being addressed in a new \$60.8 million facility which is in the State of Tennessee's Governor's appropriations budget for FY 2023.

Other Campus Master Plan objectives met include a 600 bed Residence Hall, new Tennis Center, new intramural complex, infrastructure expansion and improvements, pedestrian way improvements, addition of over 1,000 parking spaces, and development of open spaces. A Football Athletic Training Facility addition to Mackenzie Arena is currently under construction.

General Classroom Space

UTC's enrollment numbers remained consistent during the last decade of 2012-2021. In contrast, UTC can report significant growth in instructional space over the last 10 years. The physical classroom inventory increased by 15,000 NASF. Teaching/classroom laboratories grew by 38,840 NASF. Research space square footage has grown 15,371 NASF. Table 13.7-4 illustrates the net assignable square footage (NASF) for instructional and research space captured during the 2012 UTC Campus Master Plan. The 2021 space information was collected from the Tennessee Higher Education Commission's Space Allocation Guidelines completed by UTC's Office of Planning, Evaluation, and Institutional Research.

The rooms are categorized using taxonomy from the Postsecondary Education Facilities Inventory and Classification Manual. Classroom and other E & G space needs are calculated using the Tennessee Higher Education Commission Space Allocation Guidelines applied to square foot per full-time equivalent (SF/FTE). These guidelines provide standards for Net Assignable Square Feet (NASF) space needs across seven categories including: classrooms (FICM 100), teaching laboratory and studio (FICM 200/215, scheduled), open laboratory and studio (FICM 220/225, unscheduled), research lab (FICM 250/255), office (FICM 300), library, study, and information commons (FICM 400), and physical education and recreation space (FICM 520/523/525).

Table 13.7-4. Net Assigned Square Footage

2012	NASF	2021	NASF	Change in NASF
Classrooms FICM 110/115	123,736	Classrooms FICM 110/115	138,736	15,000
Teaching Labs FICM 210/215	109,583	Teaching Labs FICM 210/215	148,423	38,840
Open Labs FICM 220/225	48,647	Open Labs FICM 220/225	44,537	-4,110
Research Labs FICM 250/255	25,924	Research Labs FICM 250/255	41,295	15,371

Along with the opportunities provided by our Capital Improvement Program, UTC FPM's Office of Space Management implemented a general classroom revitalization program in 2014. The funds allocated to the classroom revitalization program have revamped and created new general classroom spaces in several academic buildings. One example is Brock Hall's antiquated auditorium classroom 201. Room 201 received a much-needed upgrade, replacing worn out, fixed seating which resulted in an increased student seating capacity. New LVT, fresh paint, and modern window coverings were also included in the update.

Another proud accomplishment for the classroom revitalization program was the outcome of the general classroom project in the 540 McCallie Building. UTC acquired the 540 McCallie Building in 2014. The entire first floor was allocated to provide centrally scheduled, general classroom spaces. The 540 McCallie first floor features three flexible computer lab/classrooms, two large flexible classrooms, one collaborative classroom, two small flexible classrooms, and two medium flexible classrooms adding 10,476 NASF of state-of-the-art instructional space to UTC's campus.

The classroom revitalization program made it possible for UTC to develop general classroom design standards expanding the campus's general classroom inventory options beyond stationary tablet arm desks. A partnership between Academic Affairs, FPM, and Information Technology led to the establishment of the following guidelines:

- All new and renovated general classrooms include a student facing teaching wall with markerboard surfaces, monitor displays, and a projection screen. Furniture and technology can be determined using the following standardized categories.
 - TEAL (Technology Enhanced Active Learning) Classrooms: Stationary group tables with power and interactive monitor displays.
 - Flexible Classrooms: mobile desks or mobile tables and chairs (reconfigurable)
 - Collaborative Classrooms – Group centered monitor displays, but flexible mobile desks allow a variety of room configurations
 - Computer Classrooms with hideaway tables allowing monitors to be visible or concealed as determined by, but not limited to, method of instruction.

Information Technology

UTC's Division of Information Technology (IT) supports a wide array of information technology systems that aid in content delivery and interaction with students in both face-to-face and online learning, as well as the technology Infrastructure to accommodate both.

Datacenter Facilities: In the interest of data protection, UTC has a primary storage in Hunter Hall and the tape backup in the Administrative Building. UTC's Hunter Hall Data Center, Room 104, contains a 6" raised floor, 42u racks, redundant HVACs that are 15 and 10 tons, redundant UPSs that are 30kVA each, a backup generator that is 50 kVA. UTC Administration Building Data Center Contains 42u racks, an inside HVAC unit with a backup 20kVA UPS, and a 50kVA backup generator. As to resources in the Data Center for virtualization, in both the Hunter Hall and Administration Building locations, UTC has Dell Technologies VxRail clusters with VMware vSphere. For storage, UTC has an EMC VNX SAN in Hunter Hall and an EMC Isilon storage cluster in the Administrative Building. For data protection, UTC has a pair of Dell Technologies Data Domain storage appliances with backups managed by Veeam Backup and Replication (the on-campus Data Domain replicates to the off-campus one hosted at a data center at the University of Tennessee, Knoxville). Also, for data protection, UTC has a Dell Technologies TL4000 Tape library managed by EMC Networker. There are physical network video recorders and assorted customer physical servers.

Network Connectivity: UTC currently has two redundant 10G commodity internet connections to EPB, Chattanooga's city utility provider, and two redundant 10G connections to the University of Tennessee, Knoxville for access to remotely hosted UTC systems and Internet2. UTC's internal network provides redundant 100G connections between two physically separate data centers. The data centers have 1G/10G/25G copper or fiber connections available for servers, storage, and tape systems. The campus wide network backbone has redundant 40G connections.

Wireless Networks: UTC provides high speed and high capacity 802.11ac and 802.11ax Wi-Fi connectivity for students, faculty, staff, and guests. The campus Wi-Fi network provides nearly complete indoor 5 GHz coverage with its 2,466 indoor access points. This year, UTC has plans in place to more than double its current outdoor Wi-Fi coverage from its current count of 60 outdoor access points. The campus wireless network often has over 9,000 concurrently connected devices at a time.

Online learning/classroom technology: UTC leverages Canvas as the University learning management system. Canvas is used to supplement face-to-face classes, teach a hybrid course, and when necessary, delivers an entirely online experience. UTC's instance of Canvas is hosted remotely.

Our classroom technology varies depending on the room layout and purpose. Our standard classroom consists of an LCD Projector, screen, lectern, computer, doc cam, A/V controls, wireless casting, and lecture capture hardware to include (video camera & ceiling microphones).

The Information Technology Help Desk is open 24 hours a day for telephone assistance. Walk-in services are available Monday to Friday, 8am to 5pm. Technology issues may also be reported via email and chat services. IT also maintains a current [service catalog](#) and [knowledge base](#) with current documentation.

Library Facility

UTC manages and maintains the [UTC Library](#), a 180,000 square foot facility that opened in 2015. The library building and its services are open to all current UTC students, faculty, and staff. Alumni and other community members have full access to the building but borrowing and use restrictions may apply. The library is staffed 97.25 hours per week with secure access to the first floor of the library available 24 hours per day Sunday-Thursday. The facility has five service points, including check-out desk, information desk, writing and communication center, studio, and special collections. The UTC Library includes a variety of reservable and open spaces to meet the needs of the UTC community. Reservable spaces include 39 group study rooms, eight conference rooms, a theater classroom, and four computer classrooms. All rooms are equipped with presentation technology, and classrooms and conference rooms are equipped for remote and in-person instruction. There are 1,160 seats, in a variety of configurations, on the open floor. Access to computing resources, including black and white and color printers, scanners, micro format readers, and office supplies are available at various points throughout the library.

Additionally, the Library houses two important partner programs that serve students and faculty: the [Center for Academic Support and Advisement](#) and the [Walker Center for Teaching and Learning Resources](#).

The library is a popular place on campus, as evidenced by gate counts. Typical gate counts have fallen beginning in FY 2020 due to the impacts of the COVID-19 pandemic and the transition to more remote learning and social distancing requirements limiting the number of seats available within the building. Gate counts are beginning to rebound but are still below pre-pandemic levels, as shown in Table 13.7-5.

Table 13.7-5. University Library Gate Counts

	FY 2019	FY 2020	FY 2021	FY 2022
Annual Gate Count	697,824	535,613	137,474	272,524
Typical Weekly Gate Count*	24,278	25,313	4,448	8,910

*Typical weekly gate count is taken on the 5th week of the fall semester each year.

Housing

Ensuring that students have access to the appropriate facility and service is vital to their experience, engagement, wellness, retention, preparedness, and graduation from the University. Housing and Residence Life (HRL) provides on-campus housing in residence halls, suite-style, and apartment complexes. With residential districts on the north and south corners of campus, over 3,500 students reside in 10 buildings. Housing and Residence Life is dedicated to creating safe and welcoming residential communities that promote student success by focusing on facilities, education, and stewardship. UTC Housing has been on a rapid growth trajectory, expanding our facilities from 1,085,178 to 1,335,178 GSF in 2018. Our most recent hall, West Campus Residence Halls, opened in Fall 2018. In 2019, UTC conducted a comprehensive housing facilities audit – (FCA) that identified a significant deferred maintenance challenge. The University is exploring options to replace the Boling Complex, built in the early 1970s, which needs significant system replacement, renovation, and repair. Part of this analysis will include the development of a long-term capital investment plan to sustain the existing inventory and add new inventory.

Campus Recreation

UTC Campus Recreation facilities and programs serve students, faculty, staff, alumni, and retirees. Campus Recreation offers a vibrant variety of recreational programming through aquatics, club sports, fitness, intramural sports, outdoors, and esports. The Campus Recreation Department manages five facilities: The Aquatic and Recreation Center (ARC), MacIellan Gym, UTC Sports Complex, the Waterfront area along the Tennessee River, and the new Esports Arenas. The ARC consists of a two-lane running track, two fitness studios, a cycling studio, over 10,000 feet of fitness space, two basketball courts, a bouldering wall, a top rope climbing wall, locker rooms, and a natatorium. The natatorium features lap lanes, a lazy river, kayak plunge, water slide, and cold and hot water spas. MacIellan Gym includes a basketball/volleyball court with permanent bleacher seating, an auxiliary court, and locker rooms. The Sports Complex features a grass field and turf field on the upper level and either three flag football fields or one regulation soccer field on the lower level. The complex also features 3 competition sand volleyball courts and a walking trail. Outdoor basketball courts are being added to the complex in 2022. The Waterfront area provides access to the Tennessee River where UTC has two barges and a floating dock for outdoor programming and the club crew team. In 2021, Campus Recreation created Esports space at UTC, moving into the University Center in 2022.

Food Services

UTC currently contracts with Aramark to provide and manage exclusive rights to food service operations on campus, including student meals, campus events, and concessions at the UTC Arena. Dining services has a total of 14 locations, including one dining hall, eight dining concepts, four convenience stores, and one coffee shop. These locations are open to the public and serve thousands of customers in a day. Student meal plans are offered for residential and non-residential students averaging 3,300 meal plan subscribers per semester.

Some of the changes and improvements over the past five years include:

- Added non-residential and employee meal plan options
- Added several new concepts to the branded portfolio
- Added several convenience stores
- Developed a 5-year planning module that includes surveys, collaborative brainstorming, and financial planning
- Started food compost project through the collaboration of UTC Auxiliary Services, Aramark, and the UTC Environmental Task Force
- In the process of replacing Styrofoam takeout containers with a recyclable green container program to enhance sustainability beginning Fall 2022
- Renovated the current Dining Hall to modernize the feel of the space
- Contracted with Aramark to provide concession services, expand concession menu, acquire alcohol license, and continue to explore new offerings
- Projecting a NEW Dining Hall that meets the needs of students based on their recommendations; open feel, high ceilings, LED/natural lighting, individual/group dining, and programmatic space for meetings, conferences, etc.
- Added a dietician to the Aramark staff, paid for by Auxiliary Services and Athletics, to offer students the guidance they need for a healthy diet. This need had increased as students are challenged with food insecurities, mental health issues related to food, and severe food allergies
- Update technology regularly to accommodate payment methods such as credit/debit, Apple Pay, and campus ID cards. In Fall 2022, all POS devices will be updated to accept a new RFID campus card and mobile credentialing form of payment.

Parking Services

UTC Parking Services staff consists of an Associate Director, Operations Manager, Senior Parking Accountant, two Senior Parking Technicians, and a few student employees. UTC has a total of 53 parking facilities, including surface parking lots and four parking garages, with approximately 6,168 total spaces. UTC owns 43 of the facilities, six are leased, while four operate under a contract. As an Auxiliary unit, Parking Services is self-funded and generates revenue from permit sales, daily parking fees, and event sales. Revenue, combined with money collected from citations, is used for all expenditures, including maintenance, capital projects, and operating expenses.

Our shuttle system is a partnership with the Chattanooga Area Regional Transportation Authority (CARTA). This dedicated bus route services the entire campus, including all parking facilities, residential facilities, and circling the core of campus. This also allows students to show their UTC ID to freely use any CARTA route in the city.

Since 2016, UTC has committed to major improvements in its Parking system. Within these last six years, the following improvements were made:

- Added eight new parking facilities with approximately 1,019 new spaces as well as major improvements to existing facilities
- Conducted utilization studies every semester to measure the number of available parking spaces of each type. Our studies show hundreds of available spaces, even at peak times during the academic year
- Restructured the designation of parking lots to maximize the number of General (unrestricted) parking spaces available on campus
- Converted all permit purchases to an online portal, eliminating having to wait in line to purchase a permit
- Converted parking permits to "virtual", meaning that the permit is tied to a registered license plate. This eliminates the need to display a physical permit which can be lost, destroyed, stolen, and altered
- Improved enforcement of parking regulations by utilizing new technology, including mobile enforcement devices that take pictures and instantly upload citations, dedicated Parking Enforcement Vehicles with License Plate Recognition technology to determine vehicles in violation while improving enforcement employee safety, and using vehicle immobilization (boots) on vehicles with an outstanding balance over the designated threshold instead of towing or allowing the balance to become insurmountable for the student
- Conducted multiple student/faculty/staff surveys to measure community satisfaction and develop/implement improvements. We have seen a sharp reduction in the number of customer complaints.
- Installed swipe-access in the newest residential student parking garage at West campus. This reduces the number of vehicles in violation while maximizing the number of available spaces for residential students.

Facility Maintenance

FPM utilizes multiple means to identify deferred maintenance and other facility needs. These include Facilities Assessments, various engineering reports, in-depth knowledge of trade forepersons, input from key facility personnel, faculty, staff, and students. The annual Capital Maintenance project submittal is developed largely on this information and is the primary means of addressing deferred maintenance. Additionally, campus operating funds and institutionally funded capital projects are used to address deferred maintenance. These investments have increased steadily as more emphasis was placed on this issue both at the campus and UT System level. Reallocated savings from utility reductions is used as a funding source. Since FY 2011, energy consumption has been reduced 22.56% (MBTU/E&G GSF) and water use has been reduced 7.51% (Gal/E&G GSF). Annual expenditures for deferred maintenance have increased from \$276,125 in FY 2013 to \$2,753,406 in FY 2021. The total investment over this period has been \$23,001,213. These expenditures are tracked annually as part of the FPM Outcomes and Assessments reporting.

In-house staff do perform recurring maintenance for cooling towers and backflow preventers. Safety and Risk Management are responsible for the inspection and maintenance oversight for fire protection and alarm systems as well as laboratory fume hoods. Buildings demolished since 2010 are shown in the Table 13.7-6. UTC is currently requesting approval and funding for the demolition of the 46,000 GSF Doctors Building.

Table 13.7-6. Demolished Buildings Since 2010

Building Demolitions	GSF
545 Oak St	4,133
Frist Hall	24,498
Racquet Center	27,000
SE Center for Arts in Education	4,056
Metro Annex (partial)	3,922
South Stadium	11,870

Other efforts to reduce deferred maintenance include preventative maintenance and demolition of buildings requiring cost-prohibitive renovations and upgrades. The preventative maintenance for critical equipment or tasks that is outsourced is:

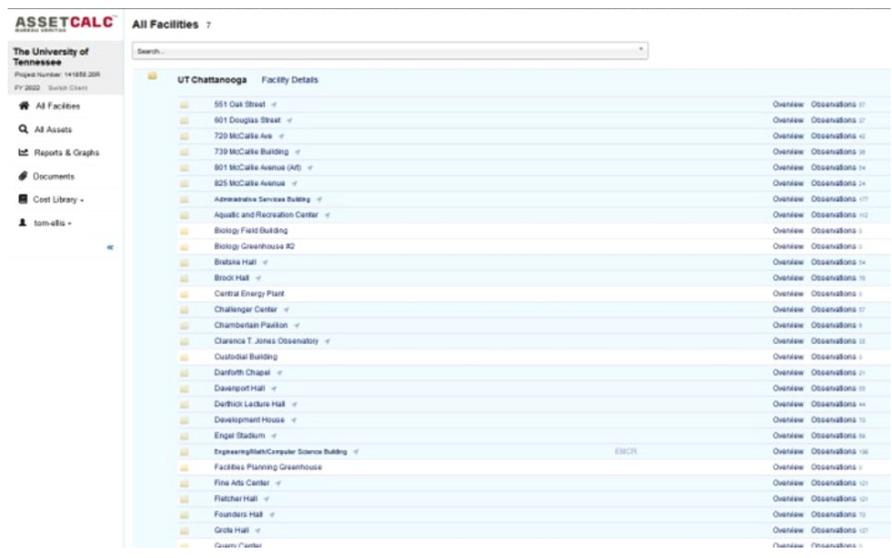
- Generators
- Boilers
- Chillers
- Computer Rm/Spec Collections HVAC Units
- Elevators
- HTHW Generators
- Motorpool – UST line and automatic gauge test
- Industrial Air Compressors
- Grease Traps
- Food Service Hoods
- Pest Control
- Air Filters
- Industrial Water Treatment

Facility Maintenance Summary

In 2017, the State of Tennessee conducted a multi-year investigation to determine if outsourcing Higher Education Facility Management services would be beneficial. An existing State contract with a global commercial real estate services company was utilized for comparison. The study reported that the proposed outsource contract does not result in financial benefit to UTC. The real estate services company stated that UTC had a successful facilities operation and during an on-site tour they observed a well-managed campus.

In 2020, the UT Division of Real Property & Space Administration contracted with Bureau Veritas to conduct facility assessments system wide. Bureau Veritas completed 44 building assessments on the UTC campus (housing excluded), as shown in Figure 13.7-1. Of these buildings, all but four were assigned a Facility Condition Index of Excellent or Good. The four buildings rated fair, or poor constitute 2.9% of the assessed square footage. Three of these buildings are included in UTC's current Capital Submittal. Engel Stadium, as an Auxiliary facility, does not qualify for State funding and is not included in the submittal.

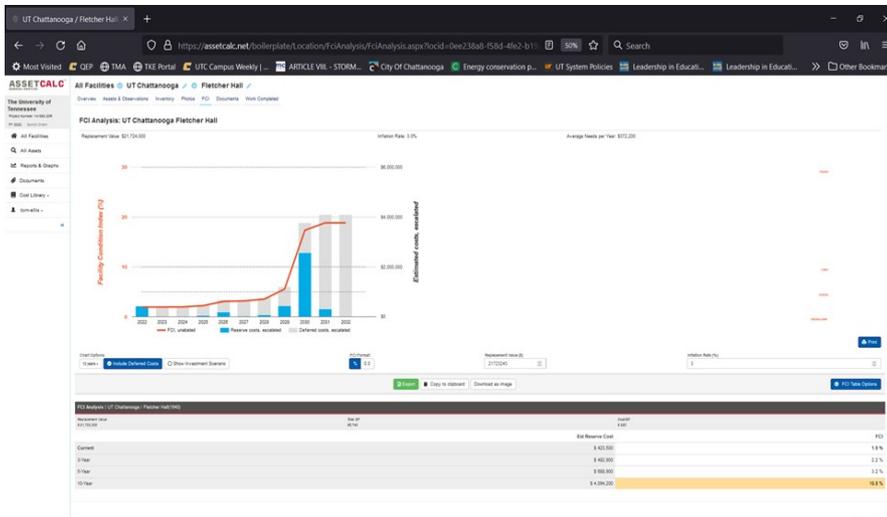
Figure 13.7-1. Screenshot of Building Assessments



Building Name	Observations
Engineering/Health/Computer Science Building	Overview Observations 11
Facilities Planning Greenhouse	Overview Observations 1
Fine Arts Center	Overview Observations 11
Fletcher Hall	Overview Observations 11
Founders Hall	Overview Observations 11
Grish Hall	Overview Observations 17
Guery Center	Overview Observations 1
HST Greenhouse	Overview Observations 1
HST Hall	Overview Observations 14
Hopper Hall	Overview Observations 14
Hunter Hall	Overview Observations 1
International Center	Overview Observations 1
James R. Hogg Building	Overview Observations 14
Lawson Center	Overview Observations 11
Lupton Hall	Overview Observations 11
Mackelton Gymnasium	Overview Observations 14
Mckandless Arena	Overview Observations 11
Metro Building	Overview Observations 11
Multidisciplinary Research Building (Sim Center)	Overview Observations 11
New Library at UTC	Overview Observations 11
Patton Carriage House	Overview Observations 11
Patton Carriage House	Overview Observations 11
Patton Chapel	Overview Observations 11
Patton House	Overview Observations 11
Plaffer Hall	Overview Observations 11
Race Hall	Overview Observations 11
SimCenter Fuel Cell Laboratory	Overview Observations 11
Stagmaster Hall	Overview Observations 11
University Center	Overview Observations 11
UT Chattanooga Cabin Hall	Overview Observations 11
UT Chattanooga State Office Building	Overview Observations 11

Figure 13.7-2 is an example of the analytics provided for each building assessed, specifically Fletcher Hall in this case.

Figure 13.7-2. Screenshot of Analytics from Fletcher Hall



One area of FPM concern is the development and sustainability of Athletic facilities. Being classified as Auxiliary space, similar to Engel Stadium above, there is no provision for State support in terms of operating or capital funds. Historically, UTC has relied on operating revenues, gifts, fees, and institutional funds to support Athletic needs.

Risk Management

It is the policy of the State of Tennessee to not purchase commercial insurance for the risks associated with casualty losses for workers' compensation, general, automobile, and professional liability. By statute, the maximum liability for general, automobile, and professional liability is \$300,000 per person and \$1,000,000 per occurrence. The State's management believes it is more economical to manage these risks internally and set aside assets for claim settlement in its internal service fund, the Risk Management Fund (RMF).

The UT System Office of Risk Management secures commercial insurance policies for Athletic Play/Practice, Student Health, Student Professional Liability, Out-of-State Owned Auto, and many other insurance policies to cover the University's loss exposures across all campuses.

The State purchases commercial insurance for real property, crime and fidelity coverage on the State's officials and employees, aircraft, and cyber liability coverage. For property coverage, UTC's deductible is \$75,000 for water-related losses and \$50,000 for all other perils. The RMF is responsible for property losses for the annual aggregate deductible of \$7.5 million for perils other than earthquake and flood. Purchased insurance coverage is responsible for losses exceeding the \$7.5 million annual aggregate deductible. For earthquake and flood, there is a deductible of \$10 million per occurrence. The maximum insurance coverage is \$350 million per year for perils other than earthquake and flood. The maximum flood insurance coverage is \$50 million per occurrence, except in flood zones A and V where there is only \$25 million of coverage. The maximum earthquake insurance coverage is \$50 million per occurrence, except for those occurring in the New Madrid Zone which the maximum coverage is \$25 million. On June 30, 2021, the scheduled insurance coverage for the university was \$7,535,291,054 for buildings and \$1,368,125,852 for contents.

UTC participates in the RMF. The fund allocates the cost of providing claims servicing and claims payment by charging a premium to UTC based on a percentage of UTC's expected loss costs, which include both experience and exposure-based methods. This charge considers recent trends in actual claims experience of the State. Information regarding the determination of the claims liabilities and the changes in the balances of the claims liabilities for the year ended June 30, 2021, is presented in Tennessee's Comprehensive Annual Financial Report (CAFR). The CAFR is available on the State's website. On June 30, 2021, the RMF held \$235 million in cash designated for payment of claims.

Property Insurance

The State of Tennessee has coverage limits as dictated by the State of Tennessee Treasury. A Schedule of Insurance provided herein shows coverage for the following areas: Property; Aggregate Stop Loss; Equipment Breakdown, including Boiler and Machinery; Standalone Terrorism; and Fine Arts. This document lists the coverage carriers, effective dates, limits and deductibles, and premiums.

Physical Inventory

Physical inventory occurs annually. The Surplus Department provides the necessary training for campus personnel needing to complete the Physical inventory. Each department is asked to check items in their possession against the physical inventory reports provided to UTC from the UT System Controller's Office. Once the inventory report is submitted by the departments, the updated information is checked for errors by Surplus personnel and submitted to the UT System Controller's Office by entering the information into the [Integrated Resources Information System \(IRIS\)](#). All updates and corrections to UTC's current physical inventory occur at this time. If the UT System Controller's Office identifies any questions or errors, they contact the Surplus department for answers and resolutions. Changes and deletions to departmental inventories are also carried out throughout the year through the submissions of a [T-64 form](#). This procedure is in accordance with [UT System Policy FI0610 – Surplus Property](#).

Documentation of Asset Disposal

[UT System policy FI0605 – Equipment](#) provides directions on the recording of items that are moveable capital equipment assets and safeguarding both movable equipment assets and "sensitive" non-capital equipment items. Those items deemed outdated or no longer fit for UTC use are either disposed of or sold at public auction, in accordance with [UT System policy FI0610 – Surplus Property](#). Campus occupants who wish to have items delivered to surplus submit UT system [form T-22](#); Computer CPUs are required to be listed on a separate form, and all other items are listed according to item type. These forms go to the surplus office, where they are reviewed, then a work order is created to move the items. Once the item is in possession of the Surplus Department, it is checked off and transferred in IRIS from the original owner's account to the Surplus inventory's account. The T-22 is then held until auction, or the items are disposed of, at which time the original form is delivered to Purchasing for a six-year storage term.

Purchasing Guidelines

UTC's purchasing guidelines are based on [UT Fiscal Policies FI0405 – Procurement](#) and [FI0420 – Contracts](#). After the applicable bidding process, Procurement issues all purchase orders for goods and services greater than \$10,000. Contracts are executed through Contract Services, which works in conjunction with Procurement to ensure the above requirements are met prior to the signing of a contract. UTC exercises utmost control of all its physical resources to achieve its short-term goals and University Mission.

Conclusion

UTC is in compliance with Standard 13.7.

Sources

-  1-Backflow Prevention Testing
-  2-Derthick Lecture Hall Fire Alarm Inspection
-  2019 Campus Landscape Design and Site Standards
-  3-Lab Inspection
-  4-State of TN Certificate_of_Self_Insurance
-  ARC
-  Aircraft Insurance
-  AssetCalc Screenshot 1-2
-  AssetCalc Screenshot 2-2
-  AssetCalc Screenshot 3
-  Athletic Insurance
-  Campus Map
-  Campus Recreation Waterfront
-  Center for Academic Support and Advisement
-  Crime and Cyber Insurance
-  Esports Arenas
-  FI0405 - Procurement
-  FI0420 - Contracts
-  FI0605-Equipment
-  FI0610-Surplus-Property
-  Facilities Planning and Management
-  Food Services
-  IRIS
-  Information Technology
-  Knowledge Base
-  Library
-  Maclellan Gym
-  Office of Risk Management
-  Parking Map
-  Parking Services
-  Postsecondary Education Facilities Inventory and Classification Manual (FICM)
-  Professional Liability
-  Property Insurance
-  Safety and Risk Management
-  Service Catalog
-  State Website
-  State of TN 2021-2022 Schedule of Insurance
-  Student Health
-  T-22
-  T-64
-  THEC Space Allocation Guidelines
-  THEC Space Allocation Guidelines - September 2013
-  THEC Space Allocation Guidelines - September 2013 (Page 5)
-  THEC Space Guide - Univ - v2021-UTC_041322 Update
-  UT Proof of Insurance
-  UT Real Property and Space Administration
-  UT System Office of Capital Projects
-  UTC Org Charts 2022-Div of Finance & Administration v2
-  UTC Sports Complex
-  Walker Center for Teaching and Learning
-  Water Quality Fee 2014-2021 CSS Noted
-  final-master-plan-dec2012

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) takes steps to provide a healthy, safe, and secure environment for all members of the campus community. This is accomplished through the work of UTC Emergency Services. Emergency Services consists of the UTC Police Department and the Office of Safety and Risk Management. Emergency Services reports directly to the Vice Chancellor for Finance and Administration.

The UTC Director of Safety and Risk Management (SRM) is appointed as the safety officer and is responsible for implementing a safety and health program in accordance with the University of Tennessee (UT) System policies. The Director of Safety and Risk Management and the Chief of Police report to the Assistant Vice Chancellor of Emergency Services, who reports to the Vice Chancellor of Finance and Administration, who reports to the Chancellor.

The UTC Emergency Operations Plan guides campus departments and personnel in their response efforts to protect lives, preserve property, conserve environmental resources, and return the campus to normal operations after an emergency. The Hazard Identification and Risk Assessment identify and assess the situations most likely to cause the greatest level of damage and disruption to campus. Personnel within the department of Emergency Services are primarily responsible for implementing the Emergency Operations Plan and have done so on multiple occasions over the past several years due to adverse conditions affecting the campus. Examples of flooding, a UTC Alert email regarding power outage, a UTC Alert email regarding campus closure, and COVID-19 assessment form are provided as evidence.

UTC's focus on safety is evident in the staffing levels of SRM. SRM will soon add a full-time inspections technician and an Assistant Director. Both positions are new to the department.

UTC, as with all UT campuses and institutes, is governed by UT System Administration policies. Policies are reviewed and updated every five years. Some specific safety policies applicable to this narrative are:

- SA0100 – Safety and Environmental Health Program
- SA0150 – Environmental Health and Safety Records
- SA0200 – Emergency Management
- SA0300 – Ionizing Radiation Safety
- SA0400 – Hazardous Material Safety
- SA0450 – Biological Safety and Select Agents
- SA0500 – Laser Safety
- SA0550 – Minors in Laboratories and Shops
- SA0575 – Programs for Minors
- SA0600 – Reporting Safety and Health Concerns
- SA0700 – Safety and Environmental Health Responsibilities
- SA0750 – Safety Training
- SA0800 – Safety Committee

Emergency Notification Methods utilize many platforms which include the following:

- **UTC Email**

UTC sends an email containing information or instructions during an emergency. Emails are sent via UTC-SAFE-AND-SECURE, UTC-URGENT, and UTC-INFO. An example of an email regarding the testing of the UTC-Alert system is provided.

- **SMS Text Messaging**

UTC sends out UTC-ALERT messages straight to recipients' mobile phone. If students have provided a mobile number via their MyMocs account, they are automatically enrolled.

- **UTC Website and Social Media**

While the UTC website and social media are not the primary alerting methods, UTC will display critical information on its website and social media, including Twitter, Instagram, and Facebook.

- **Desktop Alerting**

Computers on campus have been loaded with a desktop alerting function, which is a full-screen pop-up alert. When an emergency notification is sent this way, the message self-opens over the entire computer screen and stays up until the user acknowledges the alert.

- **UTC Learn (Canvas)**

UTC Learn (Canvas) will display critical information to the front homepage after signing in. As the learning management system used by all students and faculty, this will add to our emergency messaging efforts.

- **Classroom and Building Alerts**

Alert Beacons are wall-mounted devices in select locations that sound an alarm and show a text message to notify the campus when an emergency has occurred.

LED Scrolling Signs are also mounted in select locations and display large type messages.

The UTC Emergency Communications Plan is tested twice a year in planned activities. The last planned test occurred on January 12, 2022. The most recent unplanned use of the Emergency Communications Plan occurred on January 6, 2022, when UTC sent a message through various methods to the campus community to announce a 2-hour delayed opening on January 7 due to forecasted winter weather. The crisis communication on January 6 was sent to the campus owners, or performing required inspections of hazardous waste storage areas. SRM inspects student housing before the start of each semester. All inspection reports are shared with the host department, and work orders are submitted to maintenance if corrections are needed.

SRM inspects laboratories each semester, walking alongside the laboratory managers from the host department, such as Chemistry, Biology, or Engineering. SRM also conducts unscheduled spot checks of laboratories to ensure they are properly maintaining their safety equipment, such as eyewash and safety showers, or performing required inspections of hazardous waste storage areas. SRM inspects student housing before the start of each semester. All inspection reports are shared with the host department, and work orders are submitted to maintenance if corrections are needed.

Each year with the Student Government Association, Emergency Services schedules a Safety Walk across campus. The event pairs Emergency Services personnel with groups of students to walk across campus. The event gives the students an opportunity to voice concerns or share ideas for improvement to the grounds or facilities anywhere on campus.

SRM conducts an annual walk across campus looking for branches that are too low or uneven pavement in walkways. Work orders to correct concerns are submitted to the applicable owner of the walkway, such as UTC, for most of our footprint, or the City of Chattanooga, for walkways that the city owns. Slips, trips, and falls are the more common employee injuries. Our occupational specialist conducts injury and near miss investigations quickly after receiving reports of a problem. If corrective action is needed in a building or on a walkway, we work with either campus Facilities or the City, depending on which entity owns the area.

SRM along with its licensed fire services contractor maintains a robust fire system testing and maintenance program. Detection, alarm, and suppression systems are kept functioning to meet building and fire code requirements. The work is conducted in conformance to NFPA, IFC, other codes, or at the direction of the Authority Having Jurisdiction, which could be the City Fire Marshal or the State Fire Marshal's Office.

Should there be a property loss due to flood, fire, equipment failure, etc., SRM shepherds the repair process in conjunction with the Office of Facility Planning and Maintenance to recover funds from the State through the UT System Office of Risk Management. SRM's goal is to return the damaged items to at least pre-loss condition and usually to better condition. Such investment after a loss is critical to ensuring facility systems and UTC property can continue to safely serve the mission of the university.

UTC's academic and administrative buildings are secured by both mechanical and electronic locking devices. Each is assigned individual hours of operation for normal access with modified scheduling for holidays and administrative closings. Facilities Planning and Management assign specific hours of access based on requirements and functionality.

UTC Police Department (UTCPD) monitors and controls after-hours access for students with authorization from the appropriate course instructors so they may continue to have extended hours access to all spaces that are needed and necessary in order to fulfill their required assignments.

The UTCPD is a full-service state accredited law enforcement agency whose jurisdiction is the UTC campus. The [UTCPD Responsibilities Statement](#) and [2022 Accreditation Award](#) are provided as evidence of the unit functioning appropriately and providing service to the UTC community, as required and expected. UTC Police Officers have the authority to apprehend and arrest anyone involved in illegal acts on campus and areas immediately adjacent to the campus. It is open and staffed 24 hours a day, 7 days a week, 365 days a year.

Staffing at the UTCPD is comprised of full-time TN P.O.S.T. certified Police Officers, Security Officers, and civilian Communications Officers. In addition, and in order to supplement on-duty personnel for shift, saturation patrols, and special events, the PD also employs part-time municipal and county sworn Police Officers, part-time Security Officers, and contract Security Officers as well.

UTCPD maintains a strong working relationship with the Chattanooga Police Department (CPD) and other surrounding local law enforcement agencies when incidents arise that require joint investigative efforts, resources, crime related reports and exchanges of information. These departments meet regularly to discuss issues of common concern and to identify areas where they may be helpful to each other in the performance of their jobs.

Regardless of jurisdiction, in order to use all legal and ethical means, partnerships, and alliances to protect life and property, prevent criminal activity, apprehend criminal perpetrators, assist in prosecution of criminal perpetrators, to seek and identify community problems and solutions to those problems to improve the safety and overall quality of life for all community members regardless of where they live, work, play or go to school the UTCPD continues to maintain existing Memorandums of Understanding with [municipal](#), [county](#), and [state](#) law enforcement agencies defining areas of responsibility.

Should any incidents occur at off-campus buildings or property owned and controlled by UTC and identified by our Clery geography (the geographic area for which an institution is responsible for disclosing crime statistics), there are informal agreements established whereby the agency having jurisdiction surrounding said property, whether municipal or county, respond if needed on time-sensitive incidents to assist the UTCPD until they arrive on scene. Further assistance would be provided through an interagency investigation if necessary.

For each of these incidents, the UTCPD will be the initial investigative agency and report any incident at these locations in their crime statistics to the Department of Education, the Tennessee Bureau of Investigation, and the FBI. Other agencies responding may report the incident within their department as an assistance to another agency.

UTC maintains and is currently strengthening its emergency response and evacuations procedures. A key component of that is the ability to provide warnings and notification in the event of an emergency.

An ["Abnormal Conditions Preparedness Guide"](#) is available to all students, faculty and staff on the UTC Safety and Risk Management web page. In the event of an emergency or abnormal condition, this guide is intended as a quick reference for recommended action.

Within this guide, topics are addressed including appropriate responses in the event of an emergency to Unsafe Conditions, Injury or Illness, Suspicious Mail, Hazardous Waste Removal Procedures, Chemical Release/Spill, Fire, Emergency Evacuation, Inclement Weather Operations, High Winds or Tornado, Student In Distress, Building Modifications, Reporting a Crime, and Critical Incidents.

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

The University of Tennessee at Chattanooga (UTC) is committed to creating and maintaining a safe and non-discriminatory learning, living, and working environment free from Sexual Harassment, Sexual Assault, Dating and Domestic Violence, Stalking, and Retaliation. UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships.

The University's process is governed by the [Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking](#). The primary purposes of the 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 Office of the Title IX Coordinator is responsible for the maintenance and distribution of the Policy. The Policy is published electronically on a dedicated webpage, as well as linked through various other resources and websites. Hard copies of the document are also available upon request. The Policy also is provided electronically to the UTC community in an [annual letter](#) at the beginning of each academic year. The Policy is discussed in all new undergraduate, transfer, and graduate student orientations; new employee orientations; and in educational events throughout each academic year. All new undergraduate, transfer, and graduate students, in addition to new employees, are also required to take an online course on the Policy. All employees are also required to complete an annual refresher course on the policy.

The Policy is reviewed on an annual basis, prior to the release of the [annual letter](#). The review is conducted by the University's Title IX Coordinator, in consultation with the UTC Title IX Teams, and in partnership with the University-system Title IX Coordinator and the Office of the General Counsel. Any edits to the policy require final review and approval by the University's Title IX Coordinator and the Chancellor.

A summary of the education, prevention, and response work conducted by the University's Title IX team is documented in an [Annual Report](#), which is published electronically on a dedicated webpage. Hard copies of the document are also available upon request.

The University also maintains, distributes, and provides resources to all [complainants](#) and [respondents](#) involved in the Title IX Grievance process. The University maintains a log of each complaint addressed and resolved in accordance with the Policy. Records concerning complaints under the Policy involving students are protected and may only be disclosed under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g). Records concerning complaints under the Policy are maintained as confidential, subject to disclosure only in accordance with University policy and federal and state law.

Conclusion

UTC is in compliance with Standard 13.8.

Sources

-  1-Hazard and Risk Assessment 01-15-2020
-  13.8 Accreditation Award 2022 - 2nd
-  13.8 Accreditation Overview 2022
-  2-EOP Incident_2019 flood
-  3-EOP Incident_2019 power
-  4-EOP Incident_2019 water
-  5-EOP Incident_2020 COVID
-  6-UTC-ALERT Test
-  7-Lab Inspection
-  Abnormal Conditions Preparedness Guide
-  Assistance for Complainants
-  Assistance for Respondents
-  Emergency Operations Plan_2021-02-13
-  MOU Mental Illness transport 070518
-  MOU with TBI-TDOS-UTCPD for Fusion Center
-  SA0100 Safety and Environmental Health Program 2017-10-01
-  SA0150 Environmental Health and Safety Records 2017-10-01
-  SA0200 Emergency Management 2017-10-01
-  SA0300 Ionizing Radiation Safety 2017-10-01
-  SA0400 Hazardous Material Safety 2017-10-01
-  SA0450 Biological Safety 2021-02-09
-  SA0500 Laser Safety 2017-10-01
-  SA0550 Minors in Laboratories and Shops 2017-10-01
-  SA0575 Programs for Minors 2017-10-01
-  SA0600 Reporting Safety and Health Concerns 2017-10-01
-  SA0700 Safety and Environmental Health Responsibilities 2017-10-01
-  SA0750 Safety Training 2017-10-01
-  SA0800 Safety Committee 2017-10-01
-  Title IX Annual Letter
-  Title IX Annual Report
-  UTC Emergency Communications Plan 16 April 19
-  UTC Org Charts 2022-Div of Finance & Administration
-  UTC Title IX Policy
-  mou with cpd

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

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1910. The institution accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC on a variety of websites targeting a variety of audiences. UTC does not have any branch campuses.

The following appears on UTC's [Accreditation and Memberships webpage](#) in the About section of the main UTC website:

The University of Tennessee at Chattanooga is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of the University of Tennessee at Chattanooga may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Additionally, the following information can be found on UTC's [SACSCOC University Accreditation page](#):

The University of Tennessee at Chattanooga is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of the University of Tennessee at Chattanooga may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Other references to SACSCOC can be found in the [Undergraduate](#) and [Graduate](#) catalogs. Specifically, the language in each catalog is as follows:

The University of Tennessee at Chattanooga is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of the University of Tennessee at Chattanooga may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

As evidenced above, UTC is in compliance with standard 14.1, as it accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy.

Sources

-  [Accreditation and Memberships](#)
-  [Graduate Catalog](#)
-  [SACSCOC Homepage](#)
-  [UTC SACSCOC](#)
-  [Undergraduate Catalog](#)

14.2

Substantive Change

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) has a [comprehensive policy and procedure](#) to ensure that all substantive changes are reported in accordance with current SACSCOC policy. There is also ample evidence that UTC regularly adheres to that policy and procedure in reporting substantive changes to SACSCOC.

UTC Policy for Reporting Substantive Changes

The University of Tennessee at Chattanooga (UTC) has a [policy](#) to ensure that all substantive changes are reported to SACSCOC in a timely fashion. The UTC Substantive Change Policy is published, along with other policies, in the [UTC Policies and Procedures](#) index and defines the types of changes requiring SACSCOC notification or approval and the institutional procedures for reporting substantive changes to the Commission on Colleges. The policy states:

The purpose of this policy is to establish the requirements, procedures, and processes necessary to ensure timely coordination and notification of substantive changes involving the University of Tennessee at Chattanooga (UTC). UTC is responsible for complying with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy statement, [Substantive Change Policy and Procedures](#), as a condition of continued accreditation and reaffirmation. Failure to report these and other planned substantive changes (described in the SACSCOC Substantive Change Policy and Procedures, which follows this introduction) can result in loss of institutional accreditation. For that reason, and to preclude the possibility of the quality of programs being called into question, the institution adopts and adheres to the following policy and procedures for recognizing and reporting substantive change.

The administrative heads of both academic and nonacademic units are responsible for being attentive to what SACSCOC considers a "significant modification or expansion of the nature and scope of an accredited institution" and for being aware of related information resources concerning accreditation.

It is the duty of the provost, vice chancellors, vice provosts, deans, heads, directors, and like administrators to ensure that the institution's SACSCOC Liaison is notified of planning for a modification that may prove substantive and that the Chancellor be informed of the determination of its status as soon as possible. Implementation of a change that clearly is or may be substantive cannot occur until the institution notifies SACSCOC of its intention, when notification is required, and/or receives approval as required. Submissions of all types should be processed timely.

The organization of the following SACSCOC Substantive Change Policy and Procedures was changed in 2020 and was made effective January 1, 2021. This policy is posted on the [UTC Substantive Change](#) webpage. Please contact the institution's SACSCOC Liaison with any questions you may have. All related correspondence and records are maintained by the SACSCOC Liaison.

UTC's SACSCOC Liaison notifies and seeks approval for substantive changes, as required by SACSCOC. For example, SACSCOC is notified of program closures, such as the [Master of Interior Design \(MID\)](#) and [Master of Science in Interior Design \(MSID\)](#). This notification included a letter explaining the change and a teach out plan, as required for program closures. In response, UTC received a [program closure approval letter](#) from SACSCOC for the MID and MSID. UTC's Masters in Public Health program implementation was considered a substantive change that required a full prospectus to be submitted. The program was subsequently approved by SACSCOC, as noted in the [approval letter](#). Other changes identified by administrators and those in leadership positions across the institution are brought to the SACSCOC Liaison, but many are determined not to be substantive. Table 14.2-1 shows the records kept of these decisions to provide evidence that there is consideration of these changes, regardless of when and where they originate.

Table 14.2-1. Substantive Change Considerations

Program/Area		Substantive Change	Type of Submission	When Submitted	When Approved	SACSCOC Letter
BIS	Bachelor of Integrated Studies	new degree	sub change LON	February 2012	April 2012	yes
MS	Civil Engineering	online and new off-site - Nairobi, Kenya	sub change LON followed by prospectus	February 2012	deferred	yes
OTD	Occupational Therapy Doctorate	new program	sub change LON followed by prospectus	February 2012	2014	
BS	Rehabilitation Science	program termination	sub change LON	April 2013	August 2013	yes
MBA	Business Administration	off-campus site - Volkswagen Academy	sub change prospectus	February 2012	September 2012	yes
MBA	Business Administration	online delivery	sub change LON	October 2012	March 2013	
MID	Interior Design	new degree	sub change prospectus	December 2015	May 2016	yes
MS	Interior Design	new degree	sub change prospectus	December 2015	May 2016	yes
MSW	Social Work	new degree	sub change prospectus	December 2015	April 2016	yes
MBA	Business Administration	closing off-campus site	sub change LON	March 2016	August 2016	yes
BOT	Governance	reduce size of UT BOT - bill passed by Tennessee General Assembly	not considered substantive		April 2018	yes
PhD	Learning and Leadership	new degree	sub change LON	May 2016	October 2016	yes
BAS	Mechatronics Engineering Technology	new degree	sub change prospectus	December 2017	May 2018	yes
BS	Legal Assistant Studies	program termination	sub change LON with teach out plan	May 2018	August 2018	yes
BS	HHP: Dietetics	program termination	sub change LON with teach out plan	September 2019	February 2020	yes
MS	Interior Design	program termination	sub change LON with teach out plan	September 2019	February 2020	yes
MID	Interior Design	program termination	sub change LON with teach out plan	September 2019	February 2020	yes

MPH	Public Health	new degree	sub change prospectus	December 2017	May 2018	yes
BS	Communication	program modification - change from BA to BS	not considered substantive	n/a	n/a	n/a
MS	Data Analytics	new degree	not considered substantive	n/a	n/a	n/a
BSBA	Accounting; Business Analytics; Economics; Entrepreneurship; Finance: Business Finance; Finance: Investments; Human Resource Management; Management; Marketing	program modification - move from concentration to degree	not considered substantive	n/a	n/a	n/a
BScpE	Computer Engineering	program modification - move from concentration to degree	not considered substantive	n/a	n/a	n/a
MPH	Public Health - Registered Dietician/Nutritionist	new track	not considered substantive	n/a	n/a	n/a
BM	Music Therapy	new concentration	not considered substantive	n/a	n/a	n/a
BS	Teacher Education: Elementary Ed K-5 and ESL PreK-12	new concentrations	not considered substantive	n/a	n/a	n/a
PM Cert	Principal Licensure	certifications not recognized by SACSCOC	not considered substantive	November 2019	n/a	n/a
BS	Interdisciplinary Educational Studies	program modification - combining degrees and name change	not considered substantive	n/a	n/a	n/a
UTC	Temporary Emergency Relocation of Instruction	all classes moving online (COVID19 pandemic)	sub change notification (via email; per SACSCOC instructions)	March 2020	March 2020	yes
UTC	Change in Academic Calendar	academic calendar extended due to tornadoes on top of COVID-19	notification per SACSCOC instructions	2020	2020	yes
PM Cert	School Leadership	certifications not recognized by SACSCOC	not considered substantive	n/a	n/a	n/a
PB Cert	Instructional Coaching	certifications not recognized by SACSCOC	not considered substantive	n/a	n/a	n/a
BAS	Applied Leadership	new degree	not considered substantive	n/a	n/a	n/a
EdD	Leadership and Instructional Practice	name change and curricular modifications	LON only	January 2021	letter back stating LON wasn't needed	yes
BSN	Nursing	curriculum modifications	LON only		letter back stating LON wasn't needed	yes
DNP	Nurse Anesthesia	elevated from MSN to track under DNP	LON only	June 2021	letter back stating prospectus required	yes
DNP	Family Nurse Practitioner	elevated from MSN to track under DNP	LON only	October 2021	letter back stating prospectus required	yes
DNP	Adult Gerontology Acute Care Nurse Practitioner	elevated from MSN to track under DNP	LON only	October 2021	letter back stating prospectus required	yes
PhD	Leadership and Decision-Making	name change	not considered substantive	n/a	n/a	n/a
BAS	IT Cyber Security	new degree	sub change prospectus	January 2022	deferred; implementation date changed; awaiting UT BOT and THEC approval	yes
EdD	Learning and Leadership	closure of off-campus site - UT Martin	LON only	May 2022	awaiting response	

Conclusion

UTC is in compliance with Standard 14.2, as evidenced in the above narrative.

Sources

-  20180416 SACSCOC Response Letter to Dr. DiPietro
-  ACTION REQUIRED_ Response required to deferred substantive change submission BAS ITCySec
-  Approval for PhD added to Ed.D - 10-26-16
-  Approval of Notification of Bachelors of Integrated Studies 2012
-  BAS MET approval 2018
-  BS Rehab Sci program closure approval 8.15.13
-  BSN Changes Approval Letter
-  DNP - AGACNP Approval Letter
-  DNP - FNP Approval Letter
-  DNP - NA Approval Letter
-  EdD Leadership and Instructional Practice Name Change
-  LAS Program Closing
-  MID Approved - May 6 2016
-  MS in Interior Design Approved 5-6-16
-  MSW Approved - April 28-2016
-  Master of Civil Engin online and on-site in Nairobi, Kenya deferred 5.1.12
-  Re_ [EXT]_ Update of SACSCOC Matters - Academic Calendar Notification Email
-  SACS approval - MPH Degree - 5-17-18
-  SACS approval-VW Academy
-  SACS-SRA-approval to close Volkswagen Academy 8-5-16
-  SACSCOC Approval BS HHP Dietetics
-  SACSCOC Approval MS Int Des and MID closures
-  SACSCOC SC LON MID and MS ID with Teach Out Plan
-  SACSCOC Substantive Change Policy and Procedures
-  SACSOC Approval for Moving all Class Online_COVID19 5.5.20
-  SRA-Wheelan - Closing BS HHP Dietetics 9-10-19
-  SRA-Wheelan - Closing MID and MS ID 9-10-19
-  SRA-Wheelan-Request for PhD added to EdD 5-9-16
-  Substantive Change Policy 4.25.22
-  Substantive_Change_Template - OCIS Closure UT Martin 5.20.22
-  UTC Policies and Procedures
-  UTC Substantive Change Webpage

14.3

Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

For educational programs at the University of Tennessee at Chattanooga (UTC), 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. UTC has no branch campuses and one off-campus instructional site located at the University of Tennessee at Martin. The program approval process for all programs follows the same rigorous review regardless of delivery mode.

The Walker Center for Teaching and Learning (WCTL), in Academic Affairs, provides direction and support for online and hybrid academic degree and certificate programs, develops resources for online instructional faculty, and publishes important information about the institution's online and hybrid learning opportunities on their website.

Online programs have been incorporated in the appropriate standard narratives throughout this report, and UTC online programs are in compliance with all SACSCOC Principles of Accreditation that apply to face-to-face programs. A list and summary of all standards that have references to distance and online programs is provided below.

6.1 & 6.2.b Full-time Faculty and Program Faculty

UTC does not employ separate faculty for its online courses or programs. All faculty teaching courses in online programs have been appropriately vetted and are qualified to teach in those areas.

UTC 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. UTC 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 modality of academic program delivery. 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

UTC 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 institutional level to coordinate academic curricula across all modalities (e.g., face-to-face, online, and hybrid).

Program coordination responsibilities are assigned to qualified faculty for programs across all delivery modalities. Program coordination responsibilities across different program modalities may be assigned to the same faculty member if appropriate, but different modalities 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 UTC collects, analyzes, reports, and publicly provides as part of SACSCOC compliance is independent of the modality of course and program delivery.

UTC 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. 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

UTC'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 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 assessment process, training, and assessment documentation is applicable to all academic programs at UTC, including those delivered as online or hybrid programs.

UTC uses the Anthology – 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 SMART outcomes, and they are given an opportunity in a description box to further outline specific details. They are also required to provide information on how the SLO is being measured, along with any documentation, if any, and targets associated with the SLO. All results are stored in the Anthology – 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

UTC's academic programs at the baccalaureate, master's, specialist, and doctoral levels offer 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 to ensure that these are coherent, appropriate, and aligned with the institution's mission and strategy. All online programs are included in the case for compliance with Standard 9.1.

9.2 Program Length

UTC has developed and maintains curricula for each of its educational programs, regardless of 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 130 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.

Hybrid doctoral degree programs (PhD, EdD) 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. UTC ensures appropriate program length through internal and external curriculum review processes. New program and extant program modification proposals – irrespective of level and modality – require relevant program curriculum descriptions and enumeration of required credit hours. All online and hybrid programs are included in the case for compliance with Standard 9.2.

10.2 Public Information

UTC offers bachelor, master, and doctoral level programs as well as graduate certificates; UTC does not offer associate degrees. The institution provides the following current information to students, including those enrolled in online courses and programs: academic calendars, grading policies, cost of attendance, and refund policies. The same information applies to online programs and students as was provided in the case for compliance with Standard 10.2.

10.5 Admissions Policies and Practices

UTC publishes admissions policies and acts in accordance with those policies in the recruitment of undergraduate and graduate students, regardless of the method of delivery (e.g., face-to-face, hybrid, online).

Policies also are guided by the enrollment trends, 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. 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, are served by the same admissions staff, policies, and practices.

10.6 Distance and Correspondence Education

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

UTC has a written procedure for protecting the privacy of students enrolled in distance courses or programs.

UTC 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.

This information is provided in the case for compliance with Standard 10.6.

10.7 Policies for Awarding Credit

UTC publishes, maintains, and utilizes redundant guidelines and processes to determine the amount of 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 UTC 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 one classroom contact hour (50 minutes) plus minimum of 2 hours of out-of-classroom time per week for 14 weeks that corresponds to one 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 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 three hours per week. Credit hour determination is discussed for all programs, regardless of modality in detail in the case for compliance with Standard 10.7.

12.1 Student Support Services

UTC provides appropriate academic and student support programs, services, and activities consistent with its mission to all students, including those enrolled in online programs. UTC's mission conveys a commitment to elevating and enriching the citizens of the state of Tennessee, the nation, and the world. Accordingly, UTC 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 advising, academic support, enrollment, health and wellness, campus life, accessibility/disability services, diversity and inclusion, student life, and information technology.

Online students are provided academic and student support 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

UTC Library is a key partner in supporting online students. The library provides 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 libraries and request online research consultation. UTC Library is a state-of-the-art facility that provides individual and group study rooms, technology navigation, a full-service multimedia studio, and the largest computer lab on campus.

Technology Support for Online Program Students

Online programs and courses are delivered using UTC Learn (Canvas), a web-based learning management system (LMS). This platform is maintained by the Walker Center for Teaching and Learning (WCTL) and are made available to all faculty, students, and staff. WCTL also offers numerous online training opportunities (both synchronous and asynchronous) and robust set of resources for instructors and students. Students who log into UTC 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 receive technical support from IT through various means, including: Calling the IT HelpDesk at 423-425-4000, which is available 24 hours a day, 7 days a week; submitting a Help Request via [IT's Helpdesk request ticket](#), or chatting with the [IT Chat Portal](#).

Additional Examples of Student Support Services Available to Students include:

Center for Academic Support and Advisement

The purpose of the Center for Academic Support and Advisement, in the Division of Enrollment Management and Student Affairs, 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 UTC, 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 [Center for Academic Support and Advisement](#) provides students access to academic coaching, supplemental instruction, and tutoring in-person and online 24/7 through [tutor.com](#).

Center for Career and Leadership Development

The Center for Career and Leadership Development educates and empowers students to achieve career success, including those enrolled in online programs. 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.

Disability Resource Center (DRC)

The mission of the Disability Resource Center is to provide leadership for cultivating a proactive culture of disability awareness on the UTC campus and in the community. DRC coordinates reasonable accommodations for students with disabilities, including those who are enrolled in online courses and programs, and publishes [Student Resources](#), [Faculty and Staff Resources](#), and the [Accessible Information, Materials, and Technology Program](#) webpages, which lists the most common accommodations provided during the semester and ways to implement them.

Mocs One Center

The [Mocs One Center](#) 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 programs do not have to come to the Chattanooga campus to access and utilize these services.

Academic and student support programs, services, and activities described at length in the case for compliance with Standard 12.1 at UTC are offered in a variety of modalities, including face-to-face and online. Units and departments offering programs and services are continually working to make their offerings accessible online.

12.4 Student Complaints

UTC has policies and procedures it adheres to in response to written student complaints (submitted via electronic form) 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 department websites, [UTC Student Handbook](#), [Student Code of Conduct](#), [2021-2022 Undergraduate Catalog](#), and [2021-2022 Graduate Catalog](#). UTC applies the same policies and practices to all students regardless of mode of delivery.

If a student feels a grievance (complaint) is not resolved at the campus level, they may direct concerns to the University of Tennessee Vice President for Academic Affairs and Student Success, SACSCOC, and/or THEC. 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.

13.7 Physical Resources

UTC's Walker Center for Teaching and Learning (WCTL) 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. WCTL works closely with Information Technology (IT) 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 substantial basis throughout the semester.

Online program (Distance Education) students are assessed certain fees, including a Distance Education Fee of \$56, 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 demonstrated in the case for compliance with Standard 13.7.

13.8 Institutional Environment

Students enrolled in online programs at UTC are considered members of the Mocs community, regardless of their physical location. Tennessee is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), and UTC has been an approved SARA institution continuously since August 2015. 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 post-secondary 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 Title IX office at UTC 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.

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 1910, and accurately presents this information on a variety of websites targeting a variety of audiences, including students enrolled in online academic programs.

The notification is 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 *The University* section of each year's electronic Undergraduate Catalog and in *The University and Administration* section of each year's electronic Graduate Catalog.

Conclusion

UTC is in compliance with Standard 14.3, as demonstrated in the appropriate narratives throughout the report as noted above. The institution applies all appropriate standards and policies to its online programs. UTC does not have branch campuses.

Sources

-  2021-22 Graduate Catalog
-  2021-22 UTC Student Handbook
-  2021-22 Undergraduate Catalog
-  Accessible Information, Materials, and Technology Program
-  Center for Academic Support and Advisement
-  Center for Career and Leadership Development
-  Chat Portal
-  DRC Faculty and Staff Resources
-  DRC Student Resources
-  Help Desk
-  Mocs One Center
-  Policy on Sexual Harassment
-  SACSCOC Credit Hour Policy
-  SACSCOC University Accreditation
-  Student Handbook
-  Technical Support
-  The University and Administration section
-  The University section
-  Title IX
-  Walker Center for Teaching and Learning
-  studentcode_08-14-2020
-  studentcode_08-14-2020 (Page 4)

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. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) represents itself accurately to all U.S. Department of Education (DOE) recognized accrediting agencies with which it holds accreditation, and informs those agencies of any change of accreditation status, including the imposition of public sanctions. UTC consistently represents its purpose, governance, programs, personnel, financials, and constituents to U.S. DOE-recognized programmatic accrediting agencies.

UTC apprises these agencies of any changes in accreditations status. Since 1910, the institution has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, and doctoral degrees.

The Office of Planning, Evaluation, and Institutional Research (OPEIR) 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 [UTC's publicly-available website](#), along with a standard institutional description. None of these accrediting agencies serves as the institution's accreditor for the purposes of the HEA or other Federal purposes.

Table 14.4-201 below displays UTC's academic programs that are accredited by accrediting agencies recognized by the U.S. DOE. The accreditor names in the table are links to the websites where you will find UTC or specific programs listed as accredited or approved. The program names link to notification letters from these accrediting agencies, and the dates of the most recent review and the date of the next scheduled review are indicated for each. Lastly, pertinent pages from the self-study documentation are linked in the Evidence column. No link in the evidence column indicates there was no reference to SACSCOC in the self-study.

Table 14.4-201. Programs with Accreditation from DOE-Recognized Agencies

UTC Accredited Academic Programs					
Accrediting Agency	Degree	Program/Major	Most Recent Review	Date of Next Accreditation	Evidence (link to self-study)
*ACEND - Accreditation Council for Education in Nutrition and Dietetics	DPD	Didactic Programs in Dietetics (MPH-RDN)	2020-2021	2023-2024	Program Self-Study
ACOTE - Accreditation Council for Occupational Therapy Education	OTD	Occupational Therapy	2017-2018	2022-2023	Program Self-Study
CAEP - Council for the Accreditation of Educator Preparation	BM	Music Education	2019-2020	2026-2027	Program Self-Study
	BS	Art Education	2019-2020	2026-2027	Program Self-Study
	BS	Exceptional Learning K-2012	2019-2020	2026-2027	Program Self-Study
	BS	Health and Human Performance	2019-2020	2026-2027	Program Self-Study
	BS	Middle Grades Education	2019-2020	2026-2027	Program Self-Study
	BS	Secondary Education	2019-2020	2026-2027	Program Self-Study
	MEd	Elementary Education 2019-2020	2019-2020	2026-2027	Program Self-Study
	MEd	School Leadership	2019-2020	2026-2027	Program Self-Study
	MEd	Secondary Education	2019-2020	2026-2027	Program Self-Study
	MEd	Special Education	2019-2020	2026-2027	Program Self-Study
	EdS	Advanced Educational Practice	2019-2020	2026-2027	Program Self-Study
CAPTE - Commission on Accreditation of the Physical Therapy Education	DPT	Physical Therapy	2011-2012	2022-2023	Program Self-Study
CCNE - Collegiate Commission on Nursing Education	BSN	Nursing	2019-2020	2029-2030	Program Self-Study
	MSN	Nursing	2019-2020	2029-2030	Program Self-Study
	DNP	Nursing	2019-2020	2029-2030	Program Self-Study
CEPH - Council on Education for Public Health	MPH	Public Health-Chronic Disease	2021-2022	2025-2026	Program Self-Study
*COA - Council on Accreditation of Nursing Anesthesia Education Program	DNP	Nursing	2020-2021	2023-2024	Program Self-Study
*CSWE - Council for Social Work Education	BSW; MSW	Social Work Social Work	2013-2014 BSW 2018-2019 MSW	2021-2022	BSW - Program Self-Study MSW - Program Self-Study
NASAD - National Association of Schools of Art & Design	BA	Art	2010-2011	2022-2023	Program Self-Study
	BFA	Art	2010-2011	2022-2023	Program Self-Study
	BS	Art Education	2010-2011	2022-2023	Program Self-Study
	BS	Interior Design	2010-2011	2022-2023	Program Self-Study
NASM - National Association of Schools of Music	BA	Music	2016-2017	2025-2026	Program Self-Study
	BM	Music	2016-2017	2025-2026	Program Self-Study
	MM	Music	2016-2017	2025-2026	Program Self-Study
NAST - National Association of Schools of Theatre	BA	Theatre	2017-2018	2022-2023	Program Self-Study

* - Accrediting website would not allow direct links to UTC's specific accreditation information. Requires input into search fields to find specific information.

Informing Accrediting Agencies of Change in Status

UTC has not experienced a change in accreditation status since its Reaffirmation in 2011. Further, no programmatic accreditations have been terminated at the institution by the accreditors, and no sanctions have been applied. However, UTC's Bachelor of Science in Legal Assistant Studies and Masters in Interior Design programs have both been terminated; those programmatic accreditations are no longer necessary.

Conclusion

Based on the evidence above, UTC is in compliance with Standard 14.4.

Sources

-  2016 NASM Self-Study
-  2016 NASM Self-Study (Page 5)
-  ACEND
-  ACEND DPD 20-21 Letter
-  ACEND DPD Report 18-19 pg 9 (Page 9)
-  ACOTE
-  ACOTE Combined Documentation
-  ACOTE Occupational Therapy 17-18 Letter
-  BSW 2014 Combined Self-Study
-  CAEP
-  CAEP All Education 19-20 Letter
-  CAEP Self-study 2019
-  CAPTE
-  CAPTE Athletics Training 11-12 Extension Letter
-  CAPTE Athletics Training Report 12-13 pg 16 (Page 16)
-  CCNE
-  CCNE BSN 19-20 Letter
-  CCNE DNP 19-20 Letter
-  CCNE MSN 19-20 Letter
-  CCNE Nursing Report 19-20 pg 4 (Page 4)
-  CEPH
-  CEPH MPH 21-22 Letter
-  CEPH MPH Report 20-21 pg 6 (Page 6)
-  COA
-  COA MSN 20-21 Extension Letter
-  COA Report 10-11 pg 47 (Page 47)
-  CSWE
-  CSWE BSW 13-14 Letter
-  CSWE MSW 18-19 Letter
-  MSW 2014 Combined Self-Study
-  NASAD
-  NASAD 10-11 Extension Letter
-  NASAD BFA Report 10-11 pg 257 (Page 257)
-  NASAD SS_Art
-  NASAD SS_Art (Page 16)
-  NASM
-  NASM All Music 16-17 Letter
-  NAST
-  NAST Theatre 17-18 Letter
-  Program Accreditation
-  UTC _NAST_2017 Self-Study
-  UTC _NAST_2017 Self-Study (Page 7)

14.5

Policy Compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

(Note: For applicable policies, institutions should refer to SACSCOC website <http://www.sacscoc.org>.)

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Tennessee at Chattanooga (UTC) complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*. Currently, there are two statements applicable to Standard 14.5 that must be addressed in this Compliance Report: Reaffirmation of Affirmation of Accreditation and Subsequent Reports and "Separate Accreditation for Units of a Member Institution". Each statement is included in its entirety below and is followed by an appropriate narrative.

14.5.a Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement: If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

The University of Tennessee (UT) is a statewide system of higher education comprised of the University of Tennessee at Chattanooga (UTC), the University of Tennessee Health Science Center (UTHSC), the University of Tennessee, Knoxville (UTK), the University of Tennessee at Martin (UTM), and the University of Tennessee Southern (UTS), in addition to the UT Institute of Agriculture, the UT Institute for Public Service, and the UT Space Institute.

UTC, a constituent of the UT System, is governed by the University of Tennessee Board of Trustees (UT BOT). The chancellor of UTC reports to the president of the UT System, who reports to the UT BOT, as depicted in the [organizational chart](#).

The UT System makes a distinction between the mission of the System, as an educational institution serving the State of Tennessee, and the mission of the System administration, serving the needs of the campuses and institutes within the System. The UT System administration mission focuses the work of the president and president's cabinet on supporting the campuses and institutes, where research, teaching, and outreach occur. Furthermore, the UT System administration mission emphasizes that System administrators are not leaders of the campuses and institutes that comprise the System, but rather facilitate the work of the campuses and institutes.

[UT System Mission Statement](#) (Adopted 2/25/2021):

Serving all Tennesseans and beyond through education, discovery and outreach that enables strong economic, social and environmental well-being.

[UT System Administration Mission Statement](#) (Adopted 2/25/2021):

To develop and advance the strategic vision and to support and serve the campuses and institutes through:

- *Advocacy*
- *Collaboration and Connectivity*
- *Efficiency and Effectiveness*
- *Stewardship and Oversight*

[University of Tennessee at Chattanooga Mission Statement](#) (Adopted October 2021):

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

At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity.

Organization, Governance, and Operating Procedures of the UT System

[Tennessee Code Annotated \(TCA\) § 49-9-201](#) states that "The governing body of the University of Tennessee shall be the board of trustees." The UT BOT is an active, policy-making body with full authority over UTC, as specified in [Article I, Section 1.1](#) of the UT BOT bylaws.

The standing committees of the UT BOT are as follows (links point to committee charters):

- [Executive Committee](#)
- [Audit and Compliance Committee](#)
- [Education, Research, and Service Committee](#)
- [Finance and Administration Committee](#)

Announcements of full Board meetings and all committee meetings are communicated to the public through press releases and emails to the university community. Meetings are streamed live and recordings of meetings are archived and available on the [Board website](#), along with [meeting minutes](#) and the [UT BOT calendar](#).

University of Tennessee at Chattanooga Advisory Board

[TCA § 49-9-501](#) established advisory boards for all campuses in the UT System. The UTC Advisory Board advises the chancellor of UTC on matters such as budget, tuition and fees, strategic planning, university operations, academic programs, policies, and the overall advancement of the institution. Specific advisory board role and responsibilities are noted in [TCA § 49-9-503](#), which states:

The responsibilities of, and any actions taken by, an advisory board shall not conflict with or inhibit the authority of the board of trustees.

The UTC Advisory Board held its first meeting on January 7, 2019. Included in the [agenda of the inaugural meeting](#) was the adoption of [bylaws for the UTC Advisory Board](#); [Article II](#) outlines the duties and responsibilities of the UTC Advisory Board.

Chief Executive Officer of the University of Tennessee at Chattanooga

Each constituent campus of the UT System – UTHSC, UTK, UTC, UTM, and UTS – has a chancellor as its chief executive officer. The appointment process for the System president and the campus chancellors is outlined in the UT BOT bylaws, [Article VI](#). The distinct roles of the UT System president and the campus chancellors are outlined in [Article VII](#) of those bylaws.

Section 7.1 Duties of the President

The President is the chief executive officer of The University of Tennessee system and exercises complete executive management and administrative authority over all component parts of the University, subject to the direction and control of the Board of Trustees. The President has ultimate responsibility for leading the University academically, administratively, and financially and for promoting the general welfare and development of the system in its several parts and as a whole. The President is the principal spokesperson for the University. The President shall perform the other duties prescribed elsewhere in these Bylaws and those prescribed in statute, Board or University policies, a position description approved by the Board, and otherwise prescribed by the Board or a committee of the Board from time to time.

Section 7.1(a) Delegation by the President

The President may delegate responsibilities and duties to subordinate officers. In accordance with applicable University policies and procedures, the President delegates to Chancellors and Vice Presidents powers and duties to supervise and administer academic and budgetary units reporting to them, under the general supervision of the President. These delegations do not reduce the President's ultimate responsibility, as chief executive officer of The University of Tennessee system, to exercise administrative authority over the Chancellors and other officers of the University.

Section 7.2 Duties of the Chancellors

The Chancellors shall be the chief executive officers of their respective units and shall be fully responsible for administration and management of the unit, subject to the administrative authority of the President. The Chancellors shall perform the duties prescribed elsewhere in these Bylaws, in Board or University policies, in a formal position description approved by the President, and those prescribed by the Board or a committee of the Board from time to time.

Chancellors have full responsibility for academic affairs, fiscal and human resources, intercollegiate athletics, physical plants, and fundraising for their respective campuses. Moreover, chancellors are responsible for maintaining open lines of communication with the UT System president, the president's cabinet, and the UT BOT.

Each campus in the UT System has independent faculty and student handbooks, curricular approval processes, enrollment services (registrar, admissions, and financial aid), faculty and staff hiring procedures, tenure and promotion processes, grant and contract processes, and other independent processes. All campuses are required to adhere to the fiscal, information technology, human resource, and safety policies of the UT BOT through development of campus procedures to implement UT BOT policy. Human resource and financial enterprise software are shared across campuses and managed at the System-level, whereas student email, student information, course management, and admissions software systems are managed on the campuses.

The University of Tennessee at Chattanooga (UTC) is a constituent of the University of Tennessee System, which is governed by the University of Tennessee Board of Trustees. Based on the evidence provided in this narrative, UTC is in compliance with Standard 14.5.a.

14.5.b "Separate Accreditation for Units of a Member Institution"

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

UTC does not have any branch campuses.

Conclusion

UTC is in compliance with Standard 14.5.

Sources

-  [Audit and Compliance Committee Charter](#)
-  [Education Research and Service Committee Charter](#)
-  [Executive Committee Charter](#)
-  [Finance and Administration Committee Charter](#)
-  [Tennessee Code Annotated 49-9-201](#)
-  [Tennessee Code Annotated 49-9-501](#)
-  [Tennessee Code Annotated 49-9-503](#)
-  [UT BOT Bylaws](#)
-  [UT BOT Bylaws \(Page 16\)](#)
-  [UT BOT Bylaws \(Page 21\)](#)
-  [UT BOT Bylaws \(Page 5\)](#)
-  [UT BOT Meeting Minutes webpage](#)
-  [UT BOT upcoming meetings](#)
-  [UT BOT website](#)
-  [UT System Mission Statements](#)
-  [UT System Organizational Chart](#)
-  [UTC Advisory Board Bylaws](#)
-  [UTC Advisory Board Bylaws \(Page 1\)](#)
-  [UTC Advisory Board Inaugural Meeting Minutes 1.7.19](#)
-  [UTC Mission](#)