BOARD OF TRUSTEES

Academic & Student Affairs Committee

June 24, 2021
Roaden University Center, Room 282

AGENDA

I. Call to Order and Roll Call

II. Approval of Minutes

III. Academic Program Updates

IV. Letter of Notification for a PhD in Higher Education

V. Diversity & Diversity Scholarship

VI. Athletics Update

VII. Enrollment Projections

VIII. TTU Policy 242, International Undergraduate Admissions

IX. TTU Policy 244, International Undergraduate Student Readmissions

X. Other Business

XI. Adjourn

Board of Trustees
Academic and Student Affairs Committee Meeting
March 11, 2021
Roaden University Center, Room 282

MINUTES

AGENDA ITEM 1 – CALL TO ORDER AND ROLL CALL

The Academic and Student Affairs Committee met on March 11, 2021, in Roaden University Center, Room 282. Chair Rose called the meeting to order at 10:03 a.m.

Chair Rose asked Lee Wray, Secretary, to call the roll. The following members were present:

- Daniel Hines
- Barry Wilmore
- Rhedona Rose

Trustee Fred Lowery participated remotely. He confirmed he could simultaneously hear and speak to the Board members, he received the Board materials in advance of the meeting, and he was the only person present in the location from which he was calling.

Tennessee Tech faculty, staff, and members of the public were also in attendance.

AGENDA ITEM 2 – APPROVAL OF MINUTES

Chair Rose asked if there were any recommendations or changes to the minutes. With no recommendations or changes, Trustee Lowery moved to approve the minutes from December 1, 2020. Trustee Wilmore seconded the motion. The motion carried unanimously.

AGENDA ITEM 3 – SACSCOC Update

Provost Bruce provided an update on the progress of Tennessee Tech's SACSCOC accreditation cycle, stating that the university is approximately one-year away from submission of the five-year interim report. Provost Bruce shared a brief overview of the planning for such accreditation visits and acknowledged the many members of Tennessee Tech's administration, faculty, and staff involved in the process.

AGENDA ITEM 4 – PROGRESS ON STRATEGIC PLAN INITIATIVES

Provost Bruce updated the Academic and Student Affairs Committee on a few key initiatives that came directly out of the strategic planning groups, focusing at this meeting on components from two of the four initiatives. Efforts were highlighted in the Center for Innovation in Teaching and Learning (CITL), the Center for Advancing Faculty Excellence (CAFÉ), and the Office of Institutional Assessment, Research, and Effectiveness (I-ARE).

AGENDA ITEM 5 – Ethnic Diversity Enrollment

Dr. Rob Owens and Dr. Brandon Johnson shared an update on the University's ethnic diversity enrollment goals, recruitment plans, and how these are linked back to the strategic goals of Tennessee Tech.

AGENDA ITEM 6 – OHIO VALLEY CONFERENCE (OVC) UPDATE

President Oldham and Athletic Director, Mark Wilson, shared an update on Ohio Valley Conference (OVC) membership changes and plans.

AGENDA ITEM 7 – OTHER BUSINESS

There was no other business.

AGENDA ITEM 8 – ADJOURNMENT

There being no further business, the meeting adjourned at 11:42 a.m.

Approved,

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Lee Wray, Secretary

Agenda Item Summary

Date: June 24, 2021

Agenda Item: Academic Program Updates

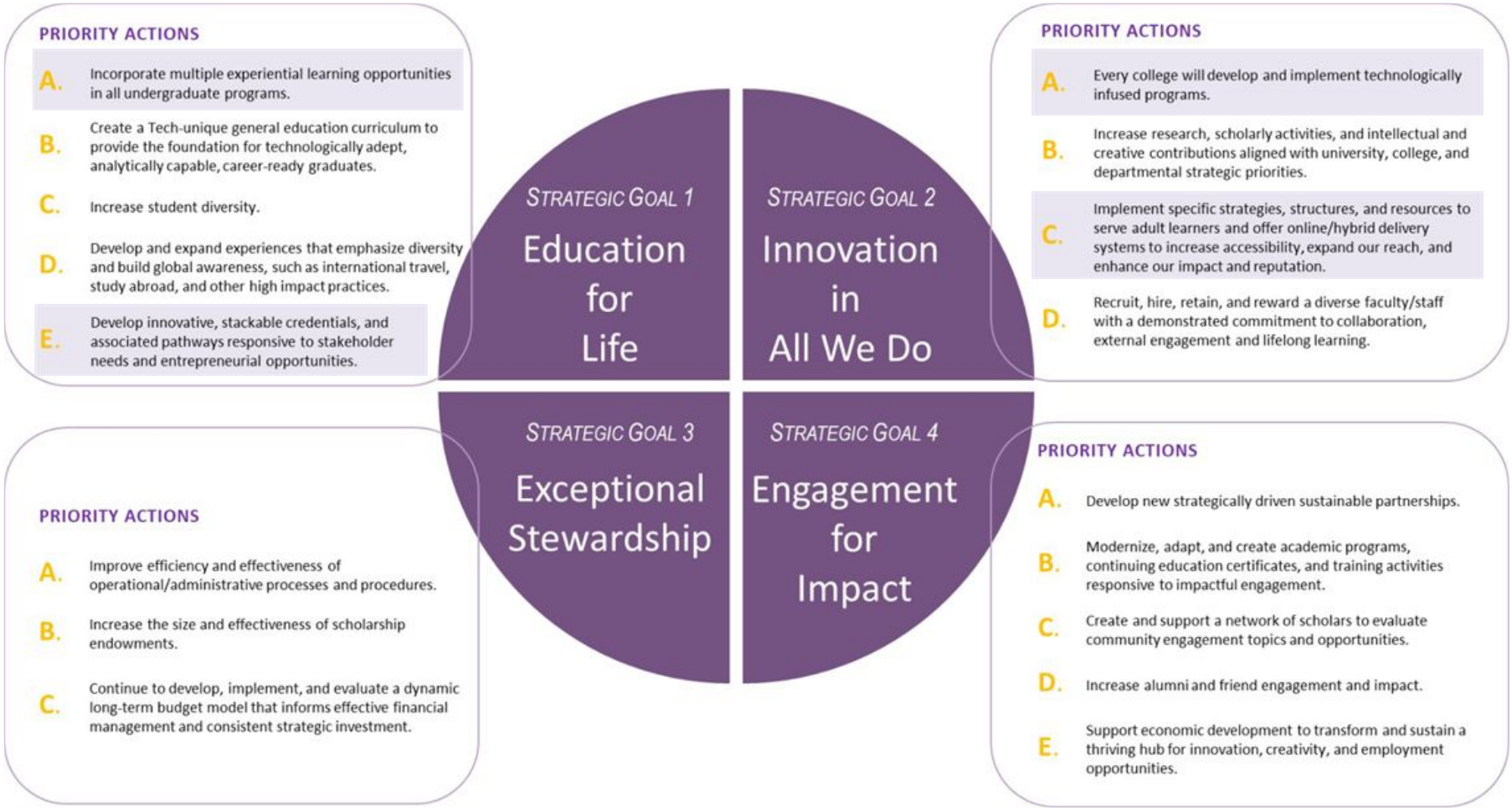
☐ **Review** ☐ **Action** ☒ **No action required**

PRESENTER(S): Provost Bruce

PURPOSE & KEY POINTS: Provost Bruce will provide updates on all academic program changes, to include, new minors and concentrations, revisions, and terminations. Provost Bruce will also share the THEC Academic Program Inventory for Tennessee Tech.

Academic & Student Affairs Committee: Agenda Item III - Academic Programs Updates (New Academic Programs)

Linkage to Tech Tomorrow Strategic Plan



Academic Program Updates
June 24, 2021

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Ag & Human Ecology	Human Ecology	Housing and Design	Minor	New	Undergraduate
College of Ag & Human Ecology	Human Ecology	Merchandising and Design	Minor	New	Undergraduate
College of Arts & Sciences	History	Race and Ethnic Studies in the United States (U.S.)	Minor	New	Undergraduate
College of Business	Decision Sciences & Management	Bachelor of Science in Business Management: Business Intelligence and Analytics	Concentration	Termination	Undergraduate
College of Business	Decision Sciences & Management	Bachelor of Science in Business and Information Technology: Business Intelligence and Analytics	Concentration	New	Undergraduate
College of Engineering	Computer Science	Bachelor of Science: Change from *Data Science (DCSI)* to *Data Science and Artificial Intelligence (DSAI)*	Concentration	Revision	Undergraduate
College of Engineering	Civil & Environmental Engineering	Bachelor of Science in Civil Engineering: Geological Engineering	Concentration	New	Undergraduate
College of Engineering	Civil & Environmental Engineering	Environmental Engineering	Minor	New	Undergraduate
College of Engineering	Civil & Environmental Engineering	Materials Science and Engineering	Minor	New	Undergraduate
College of Fine Arts	Art, Craft & Design	Bachelor of Fine Arts: Change from *Dual Studio* to *General Fine Arts: Dual-Studio*	Concentration	Revision	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Natural Resources	Minor	New	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Parks and Protected Areas	Minor	New	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Environmental Sustainability	Minor	New	Undergraduate
Whitson Hester School of Nursing	Nursing	Master of Science Nursing in Psychiatric Mental Health Nurse Practitioner	Concentration	New	Graduate

Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP	Major Name	Award
01.01.0000.00	AGRICULTURE	2.5 BSAG
01.03.0103.00	ENVIRONMENTAL & SUSTAINABILITY STUDIES	2.5 BS
01.03.0103.00	ENVIRONMENTAL SCIENCES	4.4 PhD
01.03.0104.11	MANAGERIAL ENVIRONMENTAL INFORMATICS	4.1 C4
01.03.0104.12	TECHNICAL ENVIRONMENTAL INFORMATICS	4.1 C4
01.03.0601.00	WILDLIFE & FISHERIES SCIENCE	2.5 BS
05.09.9999.00	COMMUNICATION	2.5 BS
06.11.0701.00	COMPUTER SCIENCE	2.5 BS
06.11.0701.00	COMPUTER SCIENCE	4.2 MS
08.13.0301.00	CURRICULUM & INSTRUCTION	4.2 MA
08.13.0301.00	CURRICULUM & INSTRUCTION	4.3 EDS
08.13.0301.00	EXCEPTIONAL LEARNING	4.4 PhD
08.13.0301.11	ONLINE TEACHING AND DESIGN	4.1 C4
08.13.0301.12	COMPUTER SCIENCE EDUCATION	4.1 C4
08.13.0401.00	INSTRUCTIONAL LEADERSHIP	4.2 MA
08.13.0401.00	INSTRUCTIONAL LEADERSHIP	4.3 EDS
08.13.1001.00	SPECIAL EDUCATION	2.5 BS
08.13.1101.00	COUNSELING AND PSYCHOLOGY	4.2 MA
08.13.1101.00	COUNSELING AND PSYCHOLOGY	4.3 EDS
08.13.1101.00	COUNSELING & SUPERVISION	4.4 PhD
08.13.1202.00	ELEMENTARY EDUCATION	2.5 BS
08.13.1203.00	MULTIDISCIPLINARY STUDIES	2.5 BS
08.13.1205.00	SECONDARY EDUCATION	2.5 BSED
08.13.1210.00	EARLY CHILDHOOD EDUCATION	2.5 BS
08.13.1401.11	TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)	4.1 C4
09.14.0101.00	ENGINEERING (JOINT W/ ETSU)	2.5 BSE
09.14.0101.00	ENGINEERING	4.4 PhD
09.14.0701.00	CHEMICAL ENGINEERING	2.5 BSCHE
09.14.0701.00	CHEMICAL ENGINEERING	4.2 MS
09.14.0801.00	CIVIL ENGINEERING	2.5 BSCE
09.14.0801.00	CIVIL ENGINEERING	4.2 MS
09.14.0901.00	COMPUTER ENGINEERING	2.5 BSCMPE
09.14.1001.00	ELECTRICAL ENGINEERING	2.5 BSEE

Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP	Major Name	Award
09.14.1001.00	ELECTRICAL & COMPUTER ENGINEERING	4.2 MS
09.14.1901.00	MECHANICAL ENGINEERING	2.5 BSME
09.14.1901.00	MECHANICAL ENGINEERING	4.2 MS
09.15.0000.00	ENGINEERING TECHNOLOGY	2.5 BSET
09.15.1501.00	ENGINEERING MANAGEMENT	4.2 MS
10.16.0101.00	FOREIGN LANGUAGES	2.5 BA
12.19.0101.00	HUMAN ECOLOGY	2.5 BSHE
12.19.0707.00	CHILD & FAMILY TRAUMA INFORMED CARE	2.1 C3
15.23.0101.00	ENGLISH	2.5 BA
15.23.0101.00	ENGLISH	4.2 MA
16.24.0102.01	PROFESSIONAL STUDIES	2.5 BS
16.24.0102.01	PROFESSIONAL STUDIES	4.2 MPS
18.26.0101.00	BIOLOGY	2.5 BS
18.26.0101.00	BIOLOGY	4.2 MS
19.27.0101.00	MATHEMATICS	2.5 BS
19.27.0101.00	MATHEMATICS	4.2 MS
21.30.0000.00	INTERDISCIPLINARY STUDIES	2.5 BS
21.30.1501.00	PROFESSIONAL SCIENCE	4.2 PSM
21.30.7101.00	HUMAN BEHAVIOR DATA ANALYTICS	2.1 C3
21.30.9999.02	INTERNATIONAL BUSINESS AND CULTURES	2.5 BS
21.30.9999.06	SERVICE	2.1 C3
21.30.9999.12	SERVICE	4.1 C4
22.31.0501.00	EX SCIENCE, PHY EDUC & WELLNESS	2.5 BS
22.31.0501.00	EX SCIENCE, PHY EDUC & WELLNESS	4.2 MA
25.40.0501.00	CHEMISTRY	2.5 BS
25.40.0501.00	CHEMISTRY	4.2 MS
25.40.0601.00	GEOSCIENCES	2.5 BS
25.40.0801.00	PHYSICS	2.5 BS
26.42.0101.00	PSYCHOLOGY	2.5 BS
27.43.0302.11	PUBLIC SAFETY	4.1 C4
28.45.0603.00	ECONOMICS	2.5 BS
28.45.1001.00	POLITICAL SCIENCE	2.5 BS
28.45.1101.00	SOCIOLOGY	2.5 BS

Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP	Major Name	Award
28.54.0101.00	HISTORY	2.5 BA
28.54.0101.00	HISTORY	2.5 BS
30.50.0702.00	FINE ARTS	2.5 BFA
30.50.0901.00	MUSIC	2.5 BM
31.51.2706.11	HEALTHCARE INFORMATICS	4.1 C4
31.51.3101.00	COMMUNITY HEALTH AND NUTRITION	4.2 MS
31.51.3203.12	NURSING EDUCATION	4.1 C4
31.51.3801.00	NURSING	2.5 BSN
31.51.3801.00	NURSING	4.2 MSN
31.51.3802.11	NURSING ADMINISTRATION	4.1 C4
31.51.3805.11	FAMILY NURSE PRACTITIONER	4.1 C4
31.51.3818.01	TN JOINT DOCTOR OF NURSING PRACTICE	4.4 DNP
31.51.3899.12	NURSING INFORMATICS	4.1 C4
32.52.0201.00	BUSINESS ADMINISTRATION	4.2 MBA
32.52.0201.01	BUSINESS MANAGEMENT	2.5 BSBA
32.52.0213.00	uLEAD CERTIFICATE PROGRAM	2.1 C3
32.52.0213.11	STRATEGIC LEADERSHIP	4.1 C4
32.52.0301.00	ACCOUNTING	2.5 BSBA
32.52.0301.00	ACCOUNTANCY	4.2 MACC
32.52.0701.00	INNOVATION AND ENTREPRENEURSHIP	2.1 C3
32.52.0801.00	FINANCE	2.5 BSBA
32.52.0803.00	BANKING	2.1 C3
32.52.0803.11	BANKING AND FINANCIAL SERVICES	4.1 C4
32.52.1001.11	HUMAN RESOURCES LEADERSHIP	4.1 C4
32.52.1005.11	TRAINING AND DEVELOPMENT	4.1 C4
32.52.1201.00	BUSINESS INFORMATION AND TECHNOLOGY	2.5 BSBA
32.52.1401.00	MARKETING	2.5 BSBA
35.52.1299.11	CYBER MANAGEMENT & ANALYTICS	4.1 C4

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Agenda Item Summary

Date: June 24, 2021

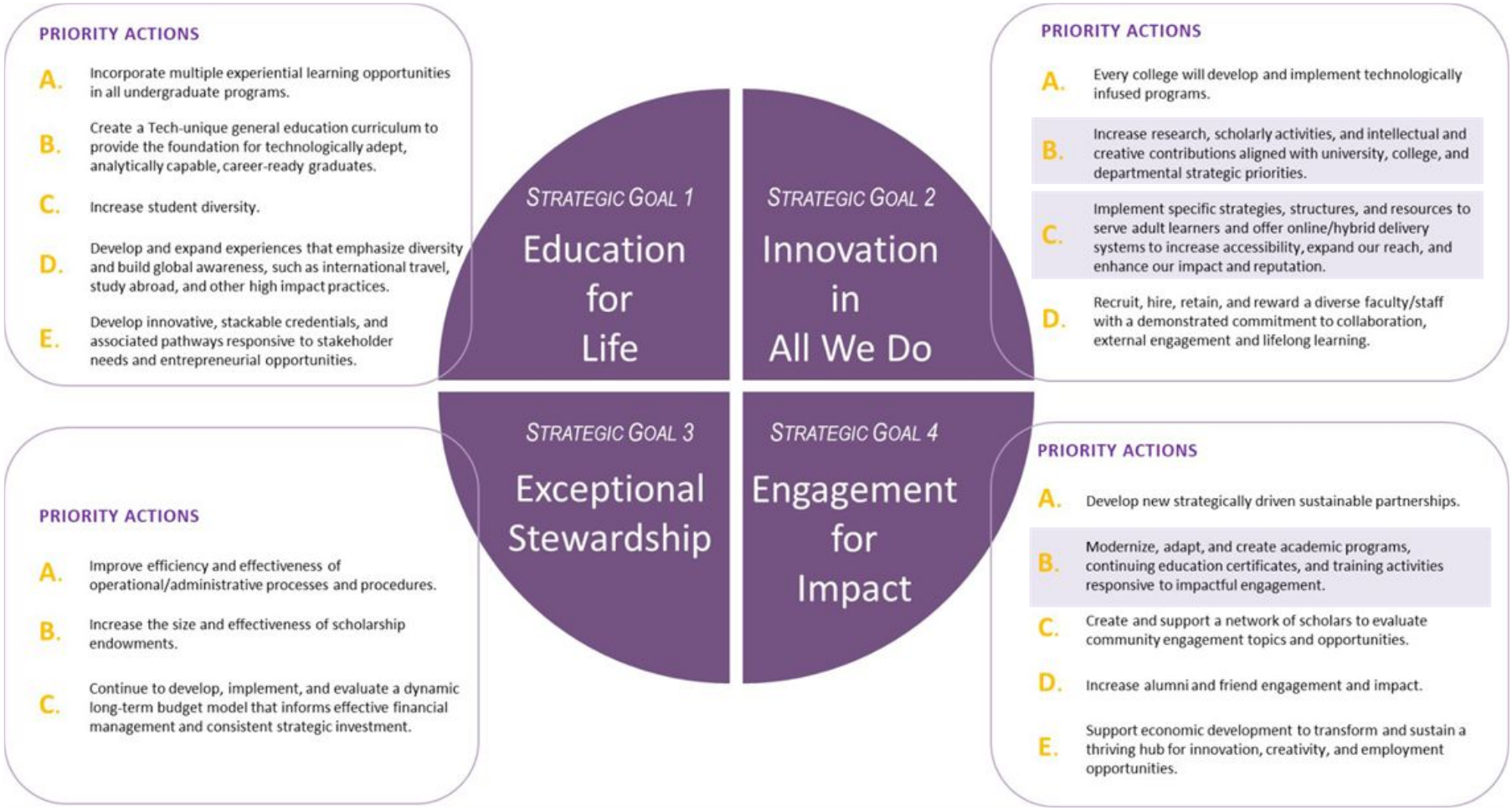
Agenda Item: Letter of Notification (LON) for a PhD in Higher Education

☐ **Review** ☐ **Action** ☒ **No action required**

PRESENTER(S): Provost Bruce

PURPOSE & KEY POINTS: The proposal for a program in higher education grew out of the strategic planning process. The Ph.D. in Higher Education offers advanced graduate study to students seeking leadership positions in higher education administration or student affairs. The program has a strong focus on research and policy in the higher education setting. This is presented to the Academic and Student Affairs Committee to approve the submission of this LON to THEC.

Academic & Student Affairs Committee: Agenda Item IV – Letter of Notification for PhD program in Higher Education
Linkage to Tech Tomorrow Strategic Plan



Letter of Notification (LON)

Academic Program Name, Degree Designation, Proposed CIP Code, and CIP Code Title
Higher Education, Ph.D., 13.0406, Higher Education/Higher Education Administration

Proposed Implementation Date
Fall 2023

Implementation Timeline	
Accreditation considerations and/or SACSCOC, if applicable	
Proposed dates for the external judgement site visit	Jun-2022
Estimated date of submission of the external review report to THEC and the institution (within 30 days of site visit)	Jul-2022
Estimated date of institution's response to external review (within 30 days of external review receipt)	Jul-2022
Proposed date of the institutional governing board meeting for proposal consideration	Sep-2022
Proposed date of the THEC meeting for proposal consideration	Nov-2022
Recruit and enroll students in program	Spring 2023
First cohort begins coursework in program	Fall 2023

Academic Program Liaison Name and Contact Information
Dr. Jeremy Wendt
Chair & Professor, Curriculum & Instruction
College of Education
Jwendt@tntech.edu
931-372-3181

Background Concerning Academic Program Development
The proposal for a program in higher education grew out of the strategic planning process. The Tech Tomorrow strategic plan was crafted in 2017-2018 and was approved by the Board of Trustees June 26, 2018. During its implementation in 2018-2019, it became clear to the working groups and especially Dr. Bedelia Russell's team (Engagement for Impact) that Tech had a gap in programming. Dr. Russell's team conducted an academic inventory of Tech programs and compared that to 16 of our peer institutions including aspirational peers [Academic Program Peer Comparison]. One clear gap was a program in higher education. Faculty members who served on the Tech Tomorrow implementation team discussed this gap with their respective leadership teams who all agreed such a program would be beneficial to the student populations Tech serves. Additional anecdotal information garnered further support for the proposal with leadership in the Office of Academic Affairs who shared that they knew multiple people who had inquired into why Tech did not offer such a program. These are the circumstances that led to the initiation and development of the proposed program.

Purpose and Nature of Academic Program
This section includes a description of the proposed program including target audience, purpose, program outcomes, and delivery method.

Description. The Ph.D. program in Higher Education is designed for students pursuing careers as academic faculty, administrators, policy analysts, and educational researchers. Since the Ph.D. is a scholarly degree, a core objective of the program is to prepare professionals to conduct research of exceptional quality. The curriculum emphasizes mastery of theoretical frameworks and research methodologies. Direct admit Ph.D. students are eligible to be awarded a master's degree en route to the Ph.D. after completion of 30 hours of coursework including one of the two research sequences. The program features extensive research training, comprehensive faculty and peer support, and opportunities for collaborative scholarly work. The fully online 79-hour program is self-paced and will take approximately four years to complete depending on enrollment status.

Target Audience. The Higher Education Administration concentration is designed for professionals in higher education settings interested in leading colleges and universities, state higher education agencies, foundations, and related associations. The Student Affairs concentration is designed for professionals in higher education settings interested the college student experience and services related to student success.

Purpose. The purpose of the online Ph.D. in Higher Education program is to prepare higher education professionals for leadership in colleges and universities. Through the study of higher education administration and student development, the program will provide theoretical and research-based information to be adapted to any post-secondary education leadership role with a focus to improve college access, student success, and persistence to completion. Distinctively, the program will promote collaborative partnerships between P-12 and post-secondary leaders to encourage greater understanding and alignment across a student's P-16 educational pathway.

Program Outcomes. The Ph.D. in Higher Education offers advanced graduate study to students seeking leadership positions in higher education administration or student affairs. The program has a strong focus on research and policy in the higher education setting, and will:

1. prepare candidates to effectively understand and address challenges in higher education.
2. provide opportunities to explore and analyze data and its relationship to student learning and success.
3. develop reflective practitioners who are equipped to advocate for student success and research-based best practices at the college level.
4. engage candidates in rich field experiences through which they develop and apply new skills while working with leaders in the field.
5. build professional capacity and competencies in higher education related topics such as ethics, finance, access, affordability, organization, culture, persistence, and college life.

Delivery Method. The Ph.D. in Higher Education will be an online program designed to provide students across the state a high-quality doctoral program with the convenience of online coursework.

Alignment with State Master Plan and Institutional Mission

A Ph.D. in Higher Education aligns with the state's efforts and goals to increase the number of Tennesseans pursuing a postsecondary degree and/or credential by preparing higher education professionals to effectively serve students and families (student affairs concentration) and lead institutions of higher education including community colleges and universities (higher education administration concentration). According to the U.S. Bureau of Labor Statistics, those with the highest levels of educational attainment earn three times those with the lowest level. Moreover, the higher the level of education, the lower the unemployment rate. More higher education professionals supporting more Tennesseans pursuing a postsecondary credential bolsters family prosperity and the future workforce, both goals of the Tennessee Higher Education Commission and Tennessee Student Assistance Corporation. While the state of Tennessee has a long history of educational innovation, the 2013 Drive to 55 initiated an even more ambitious goal of increased educational attainment to support the state's workforce: by 2025, 55% of Tennesseans would hold a postsecondary credential. In 2013, 33.8% of adults in Tennessee held a postsecondary degree. To achieve the 55% goal, THEC and TSAC make clear in the Master Plan Update 2020 that institutions of higher education need to continue to provide innovative and relevant support to the critical constituencies served by public higher education in Tennessee: student success, family prosperity, and the future workforce. A Ph.D. in Higher Education would be well situated to serve these constituents in the Upper Cumberland as well as across the state since the program will be delivered completely online using student success initiatives to best serve the unique needs of the students including prescriptive scheduling, intrusive advising, and cohorting all the while self-paced. The 100% online program may also help to increase diversity since the student population served will not be limited to the

demographics of the Upper Cumberland. Tennessee Tech's institutional mission profile speaks to Tech as the state's only technological university that employs knowledge to expand opportunity and economic competitiveness. As a STEM-infused doctoral university (moderate research) per Carnegie, Tech aims to maintain that classification and grow impactful research. This proposal to offer a Ph.D. in Higher Education aspires to serve the university in its efforts at all things STEM expanding opportunity and economic competitiveness and growing impactful research. With the changing landscape of higher education and the growing use of technology and data in higher education, this Ph.D. in Higher Education is grounded in data science with a substantive foundation in research. With 24 credit hours of research coursework, the program includes a three-course sequence in qualitative inquiry and a three-course sequence in quantitative inquiry in addition to two discipline-specific research courses. Such intensive preparation of students to understand and use data and technology in their academic preparation will foster knowledge transfer into their STEM-infused professional careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education. The continued transition to greater production of STEM degrees aligns with Tennessee's goals as a state according to the Academic Supply and Occupational Demand Report 2021. Accordingly, the top 10 income earners by CIP code for those holding a bachelor's degree include educational administration (page 40 of the Academic Supply and Occupational Demand Report 2021). There is a possibility for exponential income earnings here with a research-oriented terminal degree program in higher education that can serve to help the state meet and even exceed its 55% goal.

Institutional Capacity to Deliver the Proposed Academic Program
Existing faculty and current administrators who are qualified to serve as members of the graduate faculty per the requirements of the College of Graduate Studies have the complementary array of professional expertise and experience a wide range of higher education administrators. An agreement has been reached with university administrators to allow full-time administrators with relevant experience and the required academic qualifications to serve as program instructors and dissertation advisors. Following initial program implementation with existing faculty and expected enrollment and revenue growth based upon the outlined benchmarks, it is anticipated that two new FTE faculty positions will be requested during the first three years of the program (one in Year 2 and one in Year 3) through a funding partnership across the department, college, and university to meet the needs associated with the anticipated program development. Qualified adjunct faculty will supplement full-time faculty loads. It is also anticipated that three new graduate assistant positions will be requested during the first three years of the program (one in Year 1, one in Year 2, and one in Year 3) as candidates progress through the program. The GA positions will be funded through a partnership across the department, college, and university to provide ongoing program support.

Program Enrollments. Program enrollments used in the financial projections are shown in the following table.

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Year 1	10	9	9	8			
Year 2		11	10	9	9		
Year 3			11	10	9	9	
Year 4				11	9	9	8
Year 5					11	10	10
Year 6						11	10
Year 7							11
Total	10	20	30	38	38	39	39

Existing Programs Offered at Public and Private Tennessee Institutions

Institution	Degree	Program	CIP	Degrees Conferred		
				2017-2018	2018-2019	2019-2020
East Tennessee State University	Ed.D.	Higher Education Leadership	08.13.0401.00	42	23	29
Tennessee State University	Ed.D.	Higher Education Leadership	08.13.0401.00	11	9	22
Union University	Ed.D.	Higher Education	08.13.0406.00	13	26	NA
University of Tennessee Chattanooga	Ed.D.	Learning and Leadership	08.13.0401.00	7	4	5
University of Tennessee Chattanooga	Ph.D.	Learning and Leadership	08.13.0401.00	4	1	5
University of Memphis	Ed.D.	Higher and Adult Education	08.13.0406.00	9	1	5
University of Tennessee Knoxville	Ph.D.	Higher Education Administration	08.13.0406.00	4	2	6
Vanderbilt University	Ed.D.	Higher Education Leadership & Policy	08.13.0406.00	16	20	27

Feasibility Study

The feasibility study was conducted by Tennessee Tech College of Business faculty members Ferdinand DiFurio, Steve Isbell, and Yolunda Nabors and is included in its entirety below with the exception of appendices.

Introduction. The College of Education at Tennessee Tech University is submitting a proposal to offer a Ph.D. degree in Higher Education with two concentrations: Higher Education Administration and Student Affairs. There are several reasons why an individual may choose to pursue a graduate degree in an education-related field. Waledziak-Kowalczuk et al. report that the decision to earn an advanced degree is a private and personal matter related to self-improvement and their own, career development (Conclusions). Other factors may play a role, such as advancement in an institution or the desire to work closer students in an academic setting.

Although those with advanced degrees in higher education may work in areas outside their concentrations, many pursue degrees with intentions to work in narrowly-defined fields. There are certain occupations that are consistent with the educational criteria of the new concentrations proposed in this report. For example, the program may appeal to those seeking work in the management tiers of higher education institutions and those who wish to become specialists in student services at the academic level (NCES).[1,2]

To assess the feasibility and labor market demand associated with this proposed degree, related careers along with specific areas of work are considered. To accomplish this task, this report uses information provided by the National Center for Education Statistics, the Bureau of Labor and Statistics, and other verifiable sources. The analysis follows the criteria established by the Tennessee Higher Education Commission: Potential student interest; Local and regional need/demand; and Employer need/demand. An added section entitled The Viability of the proposed degree is included at the end of this report per the request of Tennessee Tech's senior administration.

Potential Student Interest. In this section, survey methods to gauge student interest and subsequent results are presented.

Survey overview. This report summarizes the results of a survey instrument used to assess student interest of the proposed Ph.D. degree in Higher Education. In accordance with the Tennessee Higher Education Commission (THEC) approval process of new academic programs, the College of Education has employed Tennessee Tech University (TTU) College of Business faculty to collect and summarize prospective- student interest data as a part of a feasibility study. The results from the survey instrument, in compilation with other report information, will be used to measure the program's viability.

[1] A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment.

[2] A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background.

Survey methods. The survey was distributed to four groups: current TTU undergraduate seniors and graduate students, P12 partners, TTU faculty and staff, and TTU alumni.[3] Due to the nature of the proposed degree program, this study thought it appropriate to survey individuals in various stages of career tenure and education.

All survey participants received the same survey and were asked to identify whether they were a student, partner, TTU employee, or alumni. The online survey instrument was developed using Qualtrics, "a powerful and multifaceted on-line data collection/survey tool".[4] The survey was administered via email invitation to each group at varying dates between February 22nd and March 19th, with each survey period lasting three weeks. Groups received the same survey instrument. Survey recipients were reminded and encouraged to participate. Below is the description which was sent to all groups.

"The Ph.D. program in Higher Education is designed for individuals pursuing careers at the collegiate level as academic faculty, administrators, policy analysts, educational researchers, and staff in enrollment management and student success units. Because the Ph.D. is a scholarly degree, a core objective of the program is to prepare professionals to conduct research of exceptional quality. With themes in data-driven decision making, diversity, and technology, the curriculum emphasizes mastery of theoretical frameworks and research methodologies. The strategically-balanced online Ph.D. degree plan permits students to be awarded a master's degree en route to the Ph.D. after completion of 30 hours of coursework including one of the two research sequences. The program features extensive research training, comprehensive faculty and peer support, and opportunities for collaborative scholarly work. The fully online 79-hour program is self-paced and will take approximately four years to complete depending on enrollment status. The Higher Education Administration concentration is designed for professionals in higher education settings interested in leading academic or nonacademic units at colleges and universities, state higher education agencies, foundations, and related associations. The Student Affairs concentration is designed for professionals in higher education settings interested in the college student experience and services related to student success."

Description of Sample. The survey questions are designed to gauge interest in proposed degree program. Questions addressed key areas of importance such as participants' strength of interest, potential date of enrollment, and the benefits of the program to the participants' future career endeavors. The survey contained 9 questions.[5] All questions are multi or single choice. The survey began with the following statement: "*Please help us assess the value and need for establishing an online Doctoral Degree in Higher Education by completing the survey."*

[3] P12 is the abbreviation for pre-K through 12th grade. TTU's College of Education has official partnerships--maintained, recognized, and approved by the State Department of Education--with over 50 school districts across Tennessee. TTU P12 partners are mentors in schools across the state.

[4] https://www.tntech.edu/institute/services/qualtrics-software

[5] Two questions are used to ensure identification of each survey participant. These two questions are not displayed in table results, but total number of respondents are derived from these identification questions.

Approximately 16,152 surveys were administered via email to TTU seniors, graduate students, alumni, employees, and P12 partners; 978 participants responded to the survey.[6] This yields a response rate of 6.1%. Tables below summarize data collected from survey instrument.[7]

Survey Results. The objective of the survey instrument is to assess interest of a sample of individuals that serve as potential target population for the proposed degree program; consequently, the response rate of survey participants is satisfactory for the purpose of this study. It is believed that circumstances due to COVID-19 caused low survey response rate. Because much of the sampled population is inundated daily with requests for information and input, sample individuals have become more sensitive to survey request.[8]

Participants are asked to indicate their interest in attaining a Ph.D. in Higher Education, 32% of respondents indicated considerable interest, 41% are moderately interested, while 28% had no interest. P12 respondents showed very little interest in the proposed program, 77% not having any interest. Conversely, over 70% of each of the remaining groups reveal at least moderate interest. See Table 1 below.

Table 1: Extent of Interest

To what extent are you interested in pursuing studies toward a PhD Degree in Higher Education if offered as online degree program from TTU?	Student Respondents	P12 Respondents	Alumni Respondents	Faculty/Staff Respondents	Total Respondents %
Very	47/161	1/44	147/471	101/263	31.5%
Moderately	68/161	9/44	216/471	92/263	41.0%
Not at all	46/161	34/44	108/471	70/263	27.5%

Table 2: Highest Degree Earned

Highest degree earned?	Student Respondents %	P12 Respondents %	Alumni Respondents %	Faculty/Staff Respondents %	Total Respondents %
Undergraduate Student (currently enrolled)	95/161	0	0	5/263	14.1%
Bachelor's Degree	0	9/44	68/243	28/263	14.8%
Graduate Student (currently enrolled)	66/161	2/44	16/243	17/263	14.2%
Graduate Degree	0	33/44	159/243	210/263	56.5%

As shown in Table 2, 57% of respondents have a graduate degree and 29% have a bachelor's degree.[9]

The following tables, Table 3 and 4, display the results of participants who responded with at least moderate interest in the proposed degree program. Approximately, 37% of all

[6] There are 2605 seniors, 1041 graduate students, 250 P12 partners, 9886 alumni, and approximately 2370 TTU faculty and staff.
[7] 939 participants sufficiently completed the survey, but this figure fluctuates per question do to skipped questions by survey design and participant choice. Table results will reflect the responses of sufficiently completed surveys.
[8] This result is also noted in other notable data collection such as Current Population Survey. https://www.census.gov/newsroom/blogs/research-matters/2020/09/pandemic-affect-survey-response.html
[9] Three TTU employees have only a high school diploma.

respondents believe that both concentration offerings, Administration and Student Affairs, are appropriate for their career goals. Thirty-six percent of respondents selected *Administration* as the most fitting concentration to pursue career goals. If the degree program is available Fall 2021, 80% of survey participants estimate enrolling within 2 years of program commencement. Fourteen percent anticipate program enrollment within 3-4 years. Fifty-eight percent of respondents expect to attend the program as a full-time student. Full-time is defined as six credit hours per semester.[10]

Table 3: Concentration

Which concentration do you believe best suits your career goals?	**Student Respondents %**	**P12 Respondents %**	**Alumni Respondents %**	**Faculty/Staff Respondents %**	**Total Respondents %**
Concentration in Administration	34/114	2/9	134/346	66/190	35.8%
Concentration in Student Affairs	13/114	1/9	38/346	35/190	13.2%
Both concentrations	38/114	3/9	118/346	82/190	36.6%
Neither concentrations	29/114	3/9	56/346	7/190	14.4%
How soon would you enroll in the proposed online Ph.D. Program if one were to be established in Fall 2021?	**Student Respondents %**	**P12 Respondents %**	**Alumni Respondents %**	**Faculty/Staff Respondents %**	**Total Respondents %**
Immediately	35/113	2/9	121/343	103/188	40.0%
2 years	51/113	4/9	143/343	63/188	40.0%
3-4 years	14/113	2/9	58/343	15/188	13.6%
5-6 years	13/113	1/9	21/343	7/188	6.4%
If you were to enroll in the proposed online Ph.D. Program, would you attend:	**Student Respondents %**	**P12 Respondents %**	**Alumni Respondents %**	**Faculty/Staff Respondents %**	**Total Respondents %**
Full-time	85/113	3/9	199/343	90/187	57.8%
Part-time	28/113	6/9	144/343	97/187	42.2%

The study sought to ascertain the educational requirement for career aspirations of respondents. Approximately 32% of respondents indicate that an advanced degree is required for job promotion; while 22% reply that an advanced degree is not required for promotion but is encouraged. Seventeen percent indicate that an advanced degree is neither required nor encouraged for job promotion. Most participants, 68%, reveal that receiving a graduate assistantship would influence their decision of enrolling in the proposed degree program. See Table 4 for results.

[10] Part-time enrollment is defined as fewer than 6 credit hours per semester.

Table 4: Promotion or Change

For promotion or change in employment, is a graduate degree in higher education required or encouraged?	Student Respondents %	P12 Respondents %	Alumni Respondents %	Faculty/Staff Respondents %	Total Respondents %
Yes, a graduate degree is requied.	12/37	0	106/338	63/181	32.1%
Yes, a graduate degree is encouraged, but not requied.	12/37	1/8	103/338	49/181	29.3%
No, a graduate degree is not required, but is encouraged.	7/37	2/8	75/338	40/181	22.0%
No, a graduate degree is neither required or encouraged.	6/37	5/8	54/338	29/181	16.7%
Would the ability to apply for and receive a graduate assistantship influence your decision to enroll in the Ph.D. in Higher Education program?	**Student Respondents %**	**P12 Respondents %**	**Alumni Respondents %**	**Faculty/Staff Respondents %**	**Total Respondents %**
Yes	101/109	6/8	247/334	81/185	68.4%
No	8/109	2/8	87/334	104/185	31.6%

Local and Regional Need/Demand. In this section, specific data on salaries related to the proposed degree is presented and discussed. This information will ultimately be used to help assess the viability of such a degree. The primary data source for this section is the College and University Professional Association for Human Resources (CUPA-HR).

This report analyzes the potential job prospects and economic viability of the proposed Ph.D. degree in Higher Education. The nature of this degree is specialized and focused towards certain employment fields. Further, the highly specialized nature of this degree makes it dependent on the growth and decline of industries related to education. And although there is flexibility for degree holders to find employment in alternative sectors, it may be lower when compared with the ability of select undergraduate majors to crossover into different sectors.

Table 5 breaks down the 2019-2020 average annual salaries for various positions related to the proposed Ph.D. in Higher Education. Because the proposed degree does not fit into one specific position, this table presents a broad array of occupational salaries. Also, the occupations listed have a focus on Administration to be consistent with the proposed degree's emphasis on "administration" and "student affairs."

It is not known whether an advanced degree in education, such as a Ph.D. in Higher Education, is required for these positions. Further, it is unclear on whether the proposed Ph.D. in Higher Education offers applicants a competitive advantage in these fields. But it is evident that annual salaries vary by administrative position and across school classification.

Although it is unlikely that the proposed Ph.D. in Higher Education will be an ideal match for every job description listed in Table 5, the data indicates an apparent high degree of flexibility in job opportunities.

Table 5: Administrative Salaries

Administration Position:	All schools	Research universities	Two-Year schools
Chief Development or Advancement Officer	189,582	322,000	120,100
Chief Enrollment Management Officer	169,623	220,384	120,000
Chief Extension or Engagement Officer	174,944	218,081	135,260
Chief External Affairs Officer	167,849	254,991	130,000
Chief Facilities Officer	129,249	207,537	105,872
Chief Financial Officer	190,832	285,000	138,061
Chief Human Resources Officer	128,000	211,999	115,075
Chief Information or IT Officer	154,500	255,116	124,072
Chief Institutional Planning Officer	152,924	199,289	110,139
Chief Institutional Research Officer	103,980	143,904	93,268
Chief Academic Assessment Officer	114,394	146,077	102,207
Chief Analytics or Business Intelligence Officer	150,575	153,000	129,231
Chief Library Officer	105,000	199,237	81,944
Chief PR or Communications Officer	130,088	197,600	97,270
Chief Student Affairs or Student Life Officer	160,000	239,700	120,790
Chief Accounting Officer or Controller	118,345	175,002	101,683
Chief Administration Officer	174,591	253,405	110,639
Chief Auxiliary Services Officer	116,880	158,510	85,504
Chief Budget Officer	128,805	170,200	99,851
Chief Purchasing Officer	98,603	129,930	83,757
Chief Equal Opportunity or Affirmative Action Officer	114,619	132,613	108,742
Chief Diversity Officer	137,700	192,585	101,026
Chief Student Admissions Officer	100,000	139,130	79,479
Chief Financial Aid Officer	93,000	123,773	84,221
Chief Student Registration or Records Officer	89,129	122,052	82,889
Chief Sponsored Research or Programs Administrator	112,105	149,509	96,340
Chief Contracts and Grants Administrator	96,270	113,478	77,434
Deputy Provost	190,054	224,408	132,663
Chief Faculty Affairs Officer	179,075	206,154	124,466
Associate Provost	140,076	183,447	113,640
Assistant Provost	117,782	140,250	108,246
Chief of Staff to System or Institution CEO	162,000	201,864	118,120
Chief Campus Continuing Education Administrator	95,811	126,835	75,557
Chief Online Education Administrator	96,800	125,137	91,909
Chief Campus International Education Administrator	95,680	154,000	87,880

Table 6 presents summary statistics on the average annual salaries across the school classifications.[11] The average annual salary is highest for research universities with a significant range.

Table 6: Summary Statistics

Column1	All schools	Research universities	Two-year schools
average	133,682	185,034	105,352
min	89,129	113,478	75,557
max	190,832	322,000	138,061

Employer Need/Demand. In this section, the employment information for the proposed graduate degree in higher education is analyzed. To ensure an accurate and objective summary, the primary data source will be the United States Bureau of Labor and Statistics (BLS).

Introduction. Evaluating employer need/demand presents both philosophical and empirical challenges. Establishing "need" in the marketplace, especially as it pertains to labor demand by employers, may not produce the best outcome. This is because a market labor demand curve indicates the amount of labor firms "want" to hire at various wage rates in a market place (Hall and Lieberman, p. 337).

To assess employer demand as it relates to this section heading, we present information that may be valuable to the potential employer as it pertains to the proposed degree. Such factors as pay, job outlook, and employment projections can provide insight into employer demand. Since in economics, employers pay workers a wage equal to their value, information on pay can be viewed as a surface-level measure of the value employers place on a given occupation.[12]

There is limited information on the specific details for a Master's or Ph.D. in Higher Education from the BLS. Also, the level of detailed information provided by the BLS for the proposed concentrations in Higher Education Administration and Student Affairs is limited. However, there is summary information, along with data on sub-categories for the occupation entitled "Education Administrators Postsecondary" to attain a snapshot of labor market conditions for the purpose of this report.

Snapshot. This section includes information and data specific to a summary, duties, work environment, attainment, pay, job outlook, employment projections, OES, state, area data, metro, nonmetro, and similar occupations.

[11] Table 6 presents statistics that can be understood as the "average of the averages" in annual salaries.

[12] The assumption here is perfect competition, where employers pay workers a wage equal the value of the marginal product of labor in equilibrium.

Summary. The U.S. Bureau of Labor and Statistics identifies several Occupation Groups in The Occupation Outlook Handbook (Handbook). Under Management Occupations, "Education Administrators Postsecondary" is listed and will be the focus of this portion of the report (Listing). The BLS forecasts that job growth in management occupations is expected to be about "5 percent from 2019 to 2029, faster than the average for all occupations" (Listing).[13]

The BLS describes the occupation "Education Administrators Postsecondary" as the following: "Postsecondary education administrators oversee student services, academics, and faculty research at colleges and universities" (Listing). The BLS Occupation Outlook Handbook reports that "Postsecondary education administrators" have a typical entry-level education of a Master's degree (Summary). The BLS reports that this occupation works within student affairs and is involved in the management of faculty research (Summary).

Other general information includes a 2019 median annual pay of $95,410, a total number of jobs for the nation in 2019 of 190,500 and a 4% projected growth (Summary).

Duties. The BLS reports several roles that postsecondary education administrators can fulfill (Duties). These range from working with students on administrative issues to serving in senior administration roles. They also may work in such departments as the registrar's office, financial aid, and academic units. This message is consistent with Table 5, which presents a wide range of occupations that may potentially match the proposed Ph.D. in Higher Education.

Work Environment. The percentage of postsecondary education administrators in 2019 that hold positions at "colleges, universities, and professional schools; state, local, and private," is 79%, and those at "junior colleges; state, local, and private," is 13% (Work Environment).

Attainment. The steps to take to work as a postsecondary education administrator include attaining a Master's degree, but there are exceptions for those with an undergraduate education. The BLS reports that a Ph.D. is preferred for positions in academia at the senior administration level (Attainment).

Pay. Regarding further details on pay, the BLS reports a median annual wage for postsecondary education of approximately $95,000 (Pay). In 2019, those working for "colleges, universities, and professionals; state, local, and private" earned $97,250, and the earnings for "junior colleges; state, local, and private" was $90,670. Although these figures are aggregated, they appear to be in-line, albeit observationally, with some of the salaries listed in Table 5.

[13] At the time of this report, the Covid 19 Pandemic was in effect. The forecasts provided by the BLS in this section did not account for the public health and economic impacts resulted from the pandemic.

Job Outlook. Job prospects for people in this field include a growth rate of 4% between the period 2019 to 2029. The BLS points out that this growth rate parallels the growth of academic institutions (Job Outlook). Detailed breakdowns of employment growth project an increase in jobs of 7,100 over the period 2019 to 2029.[14]

Employment Projections. An observation of the Employment Projections by the BLS is projecting an employment percent change of 6.2% from 2019 to 2029 for the industry title "Colleges, universities, and professional schools; state, local and private" for the occupation "education administrators, postsecondary (Employment Projections)."

For "Junior colleges, colleges, universities, and professional schools; state, local, and private", an employment percent change of 4.4% is projected from 2019 to 2029 for the occupation "education administrators, postsecondary (Employment Projections)."

Table 7: Industry Profile

Industry profile for this occupation: Top

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the Create Customized Tables function.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	115,970	3.75	$55.72	$115,890
Junior Colleges	21,930	3.08	$47.10	$97,970
Technical and Trade Schools	3,120	2.30	$42.89	$89,210
Elementary and Secondary Schools	1,060	0.01	$49.36	$102,670
Educational Support Services	530	0.27	$51.48	$107,070

Table 8: Top Paying Industries

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	(8)	(8)	$67.48	$140,350
Specialty (except Psychiatric and Substance Abuse) Hospitals	50	0.02	$66.07	$137,420
Scientific Research and Development Services	50	0.01	$61.30	$127,500
Civic and Social Organizations	30	0.01	$58.48	$121,650
Management of Companies and Enterprises	310	0.01	$56.65	$117,830

[14] 197,600 (2029) – 190,500 (2019)

OES. The BLS provides national estimates, via Occupational Employment Statistics (OES), for the occupation "Education Administrators, Postsecondary (11-9033)." The description provided on the BLS website for this occupation is as follows: "Plan, direct, or coordinate student instruction, administration, and services, as well as other research and educational activities, at postsecondary institutions, including universities, colleges, and junior and community colleges."[15] The sectors holding the highest employment for this occupation, ranked highest to lowest, are "Colleges, Universities and Professional Schools," "Junior Colleges," "Technical and Trade Schools," "Elementary and Secondary Schools," and "Educational Support Services" (OES, Industry profiles, Table 7).

In a similar light, the sectors with the highest compensation for "Education Administrators, Postsecondary", ranked highest to lowest, include "General Medical and Surgical Hospitals," "Specialty Hospitals," "Scientific Research and Development Services," "Civic and Social Organizations," and "Management of Companies and Enterprises" (OES, Industry profiles, Table 8).

Table 9: States with Highest Employment

States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	11,670	0.67	0.68	$62.21	$129,400
Massachusetts	11,490	3.17	3.22	$52.56	$109,330
Texas	10,380	0.84	0.85	$54.84	$114,070
Illinois	8,120	1.35	1.37	$46.41	$96,540
Pennsylvania	5,330	0.90	0.91	$53.47	$111,220

Table 10: States with Highest Concentration

States with the highest concentration of jobs and location quotients in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Massachusetts	11,490	3.17	3.22	$52.56	$109,330
District of Columbia	1,580	2.19	2.22	$55.04	$114,480
Idaho	1,390	1.92	1.94	$44.79	$93,160
Rhode Island	850	1.76	1.79	$58.23	$121,110
Iowa	2,440	1.57	1.59	$50.15	$104,320

[15] https://www.bls.gov/oes/current/oes119033.htm#st

Table 11: Top Paying States

Top paying States for this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New Jersey	2,110	0.52	0.52	$74.25	$154,430
New York	(8)	(8)	(8)	$67.73	$140,870
Maryland	(8)	(8)	(8)	$65.57	$136,380
Delaware	280	0.63	0.63	$64.39	$133,930
California	11,670	0.67	0.68	$62.21	$129,400

OES, State and Area Data. The State and Area data ranks the states with the highest employment, and California, Massachusetts, Texas, Illinois, and Pennsylvania rank highest to lowest according to the BLS (OES, State and Area Data, Table 9).

When the metric is changed to the highest concentration of jobs, as measured by employment per thousand jobs, the states ranked from highest to lowest include Massachusetts, District of Columbia, Idaho, Rhode Island, and Iowa (OES, State and Area Data, Table 10). The states offering the highest compensation for this field are New Jersey, New York, Maryland, Delaware, and California (OES, State and Area Data, Table 11).

Table 12: Metro Area

Metropolitan areas with the highest concentration of jobs and location quotients in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
College Station-Bryan, TX	1,210	10.75	10.89	$58.45	$121,580
Manhattan, KS	210	5.50	5.58	$57.88	$120,390
Johnson City, TN	320	4.14	4.20	$49.72	$103,420
Lawrence, KS	190	3.85	3.90	$60.72	$126,300
Tuscaloosa, AL	390	3.68	3.73	$59.43	$123,620
Flagstaff, AZ	230	3.67	3.72	(8)	(8)
Springfield, MA-CT	1,110	3.33	3.37	$47.78	$99,390
Ann Arbor, MI	730	3.24	3.29	$73.31	$152,480
Durham-Chapel Hill, NC	1,010	3.23	3.27	$63.53	$132,140
Greenville, NC	230	3.01	3.06	$71.19	$148,070

Metro Nonmetro. When one looks at the metropolitan centers, the Johnson Tennessee is ranked third for employment per 1000 jobs for this occupation (Metro Nonmetro, Table 12). Other rankings for metropolitan and nonmetropolitan centers are included in the Appendix.

Similar Occupations. Although Table 5 lists similar occupations, the BLS also does the same. According to the BLS, similar occupations to the postsecondary education administrators' field include: Administrative Services Managers, Elementary, Middle, and High School Principals, Human Resources Managers, Postsecondary Teachers, Public Relations and Fundraising Managers, Public Relations Specialists, School and Career Counselors, Top Executives, and Training and Development Managers (Similar occupations).

Summary Employer/Need Section. In summary, the information presented in this section provides insight into the employer demand for the proposed Ph.D. in Higher Education. It is worthwhile to emphasize that the demand for this occupation will depend significantly, albeit not solely, on the future trends in higher education. Continued growth in higher education will likely yield an increased demand for the tasks of the higher education administrator. However, lackluster trends in growth may slow or reverse such demands. Determining which growth path will take place will be a function of the overall growth in the state and national economy.

The occupation of postsecondary education administrators, which serves as the baseline reference for the proposed Ph.D. in Higher Education, involves a wide-range of duties within higher education institutions. And although the work environment reports that a majority of postsecondary education administrators work for colleges and universities, the skillsets of the occupation may serve well in related industries.

Employer expectations for potential hires in postsecondary education administrators should include an advanced degree, which is consistent with the offering of the proposed Ph.D. in Education Administration at Tennessee Tech. The job outlook and employment projections shed light on employer demand. The BLS reports a 4% growth for the period 2019-2029 for the occupation of postsecondary education administrators.

State and area data provided by the BLS does not indicate a high-ranking role for TN in terms of job concentration and compensation. This is likely due to the aggregated nature of the BLS data.

The data here are meant to provide a snapshot of the trends associated with an advanced degree in education. The reader may use this information as a resource to understand how the BLS tracks occupations similar to the proposed degree program. To a certain extent, the information here may help measure the viability of the proposed Ph.D. in Higher Education.

Viability. In this section, we attempt to assess the viability of the proposed Ph.D. in Higher Education. In general, the demand for occupations related to higher education administration will depend on future trends in higher education, among other factors (see Summary for Employer Need).

Another point of emphasis is related to the specialized nature of the proposed degree. Because of its focus on select fields and skillsets, this makes the degree vulnerable to industry swings in the educational sector. There is certainly flexibility for degree holders to find jobs in related

sectors to education, this flexibility may be lessened comparably to other degrees due to its highly specialized nature.

The survey results indicate a relatively high interest in a Ph.D. in Higher Education among TTU seniors, graduate students, alumni and employees. Of those that expressed at least moderate interest, the favorable preferences included 1) the degree would serve as a good fit for their career aspirations, 2) the degree is in high demand, and 3) a majority share of students would attend full-time. In general, the survey results suggest a strong interest, albeit observational, in the proposed degree program.

In a recent report by THEC to evaluate the number of degrees generated and forecasted for the years 2015-2020, there is evidence to suggest education programs may be experiencing restricted growth. The report identifies education, along with other programs, as "experiencing declines in award production" during this period (THEC, Academic Supply, p. 15).[16] For degrees in Education, Table 3 reports a compound annual growth rate of -4.6% over the period 2015-2019 with a 2020 estimated awards at 1,840 (THEC, p. 17).

Whether the trend reported by THEC continues will be determined by trends in the state and national economy. Forecasting such an outcome becomes difficult as the Covid 19 Pandemic during this period casts a large degree of uncertainty on future growth. Additionally, it is unclear on how the trends in education apply to Ph.D. programs in Higher Education. THEC reiterates this challenge, as it pertains to forecasting labor market conditions, in the Limitations section (THEC, p. 37).

In summary, the survey results indicate a favorable interest in the proposed Ph.D. in Higher Education. The data and information presented in the Local and Regional Need/Demand suggest many possible job opportunities for potential graduates. However, there is significant uncertainty on the market conditions in the education sector, as outlined in the THEC report. How this impacts the viability of the proposed Ph.D. in Higher Education depends on several factors mentioned previously, which include trends in economic growth as the global Covid-19 pandemic subsides.

Program Costs/Revenues

As noted in the enclosed seven-year THEC Financial Projection Form, the projected one-time and recurring expenditures are balanced with the anticipated revenue in terms of tuition, fees, and institutional reallocations.

Projected Expenditures. These include one-time expenditures for equipment and recurring expenditures for adjunct faculty, faculty, and graduate assistants.

One-time Expenditures.

[16] "Yet not all programs have experienced growth in award production over this five-year time period. Programs experiencing declines in award production include English, philosophy, family and consumer sciences, and education" (p. 15).

Equipment. It is anticipated that $2,000 in equipment costs will be necessary in Years 2 and 3 to support the new FTE faculty positions as projected below. Examples of equipment purchases include laptops, software, and printers.

Year 2	$2,000
Year 3	$2,000

Recurring Expenditures.

Adjunct Faculty Salaries. Qualified adjunct faculty will supplement full-time faculty loads. The projected adjunct faculty costs for the first seven years of the program are as follows:

Year 1	$15,000
Year 2	$15,000
Year 3	$15,000
Year 4	$15,000
Year 5	$15,000
Year 6	$15,000
Year 7	$15,000

FTE Faculty Positions. Following initial program implementation with existing faculty/adjuncts and the expected enrollment/revenue growth based upon the outlined benchmarks, it is anticipated that two new FTE faculty positions will be requested during the first three years of the program (one in Year 2 and one in Year 3) through a funding partnership across the department, college, and university to meet the needs associated with the projected development of the program.

The following total compensation (base salary + benefits) has been calculated for each FTE faculty position:

Year 2	$60,000 base salary + 43% benefits ($25,800) = $85,800
Year 3	$61,800 base salary + 43% benefits ($26,574) = $88,374

Combined Adjunct Faculty & FTE Faculty Salary and Benefit Expenditure Projections.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total Salary	$15,000	$75,000	$136,800	$138,627	$140,481	$142,364	$144,274
Adjunct Salary	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000

FTE Faculty Salary	$0	$60,000	$121,800	$123,627	$125,481	$127,364	$129,274
Number of FTE Positions	0	1	1	2	2	2	2
Benefits	$0	$25,800	$52,374	$53,160	$53,957	$54,766	$55,588
Total	$15,000	$100,800	$189,174	$191,787	$194,438	$197,130	$199,862

Graduate Assistants. It is anticipated that three new graduate assistant positions will be requested during the first three years of the program (one in Year 1, one in Year 2, and one in Year 3) as candidates progress through the program. The GA positions will be funded through a partnership across the department, college, and university to provide ongoing program support. Each GA position is calculated at approximately $25,000 per year as 12-month research assistants at a cost of $1,000 per month ($12,000 annual salary) + annual anticipated tuition/fee coverage that ranges from $12,113 in Year 1 to $12,858 in Year 7.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Number of Positions	1	2	3	3	3	3	3
Salary	$12,000	$24,000	$36,000	$36,000	$36,000	$36,000	$36,000
Tuition & Fees	$12,113	$24,468	$37,068	$37,440	$37,812	$38,190	$38,574
Total	$24,113	$48,468	$73,068	$73,440	$73,812	$74,190	$74,574

Projected Revenue. Assuming a base tuition rate of $12,113 per year (fall, spring, and summer) and an average of 19.75 credit hours per student per year with a 1% increase in the base tuition annually, the projected revenue from tuition and fees plus institutional reallocations is calculated as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Tuition & Fees Total	$121,130	$244,683	$370,694	$474,241	$478,984	$496,505	$501,470

Number of Students	10	20	30	38	38	39	39
Avg Number of Credit Hours	19.75	19.75	19.75	19.75	19.75	19.75	19.75
Institutional Reallocations	($82,017)	($91,214)	($106,625)	($210,801)	($215,169)	($231,312)	($235,895)
Total	$39,113	$153,468	$264,069	$263,440	$263,815	$265,193	$265,575

THEC Financial Projection Form

The heading above includes a link to the THEC Financial Projection Form.

Addendum to the Feasibility Report for the College of Education

Proposed PhD in Higher Education: Administration and Student Affairs Concentrations

Contents

Introduction

This addendum to the original feasibility report for the College of Education emanates from an external request to provide local labor market data, particularly for the Upper Cumberland Region, for the proposed PhD in Higher Education. The sections that follow discuss the regional data as they pertain to the proposed PhD in Higher Education.

It is worthwhile emphasizing that such data is limited in its availability and scope. This is especially true when trying to identify reliable, peer reviewed data for Cookeville and the Upper Cumberland Region.

Additionally, a large share of potential graduates for this degree are not likely to find employment in the regions surrounding Tennessee Tech. The likelihood is higher that they would find employment throughout the state, but predicting where would be difficult. This circumstance shines a light on the value of such a degree in its flexibility to find employment outside the local area.

The original report provided salary data for the state of Tennessee, which was obtained from College and University Professional Association for Human Resources (CUPA-HR). This data is reliable, but as far as the authors can determine, cannot be disaggregated to a local or regional level such as something specific to middle Tennessee. Additionally, the BLS data that is in the report is limited in its ability to be broken down geographically.

Given the aforementioned points, an additional search for data on local and regional need for other regions in TN did produce some results. This information is presented in the sections that follow.

Bureau of Labor and Statistics

Using careeronestop.org, a source offered by the U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post Secondary Education Administrators (Handbook), salary information can be found based on zip code in the state of TN.

When a search is conducted for wage information on Post Secondary Education Administrators for "38506," which is consistent with the Cookeville, TN area, careeronestop provides *only data for the U.S.* (see career 38506):[1]

High salary: U.S. 199400
Median salary: U.S. 97500
Low salary: U.S. 56310

When a search is conducted for wage information on Post Secondary Education Administrators for "38103," Memphis TN area, careeronestop provides the following information for the Memphis area (U.S. data is provided as a reference) (see career 38103):

High salary: Memphis 208000 (U.S. 199400)
Median salary: Memphis 93210 (U.S. 97500)
Low salary: Memphis 56260 (U.S. 56310)

When a search is conducted for wage information on Post Secondary Education Administrators for "37203," Nashville TN area, careeronestop provides *only data for the U.S* (see career 38103):

High salary: U.S. 199400
Median salary: U.S. 97500
Low salary: U.S. 56310

When a search is conducted for wage information on Post Secondary Education Administrators for the Chattanooga TN area, careeronestop provides *only data for the U.S* (see career Chattanooga):

High salary: U.S. 199400
Median salary: U.S. 97500
Low salary: U.S. 56310

When a search is conducted for wage information on Post Secondary Education Administrators for the Knoxville TN area, careeronestop provides the following information for the Knoxville area (U.S. data is provided as a reference) (see career Knoxville):

[1] Careeronestop defines the region in and around Cookeville TN, including such zips as "38506" and "38501" as "North Central TN" A search of "Cookeville" produces *only data for the U.S.* Identical salary data is found for "38501"

High salary: Knoxville 202880 (U.S. 199400)
Median salary: Knoxville 88780 (U.S. 97500)
Low salary: Knoxville 55860 (U.S. 56310)

REMI

Data for the Upper Cumberland Region is available through the REMI economic impact software. This is customized data available in the baseline forecast that is updated on an annual basis.

Despite the majority share of graduates with an advanced degree in higher education likely finding work outside the region surrounding Tennessee Tech, information is presented here for the Upper Cumberland Region. This region comprises fourteen counties, including Putnam, that is traditionally associated with the middle part of Tennessee.

In addition, while the data presented here is specific to the Upper Cumberland Region, it is not disaggregated to represent occupations requiring an advanced degree in higher education or those specific to academia. For example, REMI offers a broad category of "Education, training and library occupations" and breaks down employment figures by sub-categories, such as "Post-secondary teachers," "Other teachers and instructors," etc. As a result, interpretation of the data should be made with caution.

Table A presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for "Post-secondary teachers" for the years 2018-2025 (REMI, UC Occupations, post). REMI provides a forecast for various indicators using a standard regional control.[i]

Table A: Jobs, UCR, Post-secondary teachers

2018	2019	2020	2021	2022	2023	2024	2025
1488.846	1507.442	1519.044	1524.272	1529.466	1538.915	1549.803	1559.746

Table B presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for "Other teachers and instructors" for the years 2018-2025 (REMI, UC Occupations, other).

Table B: Jobs, UCR, Other teachers and instructors

2018	2019	2020	2021	2022	2023	2024	2025
1135.297	1150.473	1160.717	1164.644	1168.247	1174.717	1181.880	1187.582

REMI provides data on earnings by place of work for the Upper Cumberland Region for broadly defined occupations. A few occupations, which may be relevant to the proposed PhD in Higher Education Administration include "Educational services; private" and "Administrative and support services." Table C presents the annual earnings for these broadly defined occupations for the Upper Cumberland Region

(REMI, Earnings, UCR). Because the data here is likely more broadly defined than the specific nature of the proposed PhD in Higher Education, interpretations should be made with caution.

Table C: Earnings by occupations, UCR (thousands of fixed (2018) dollars)

	2018	2019	2020	2021	2022	2023	2024	2025
Educational services, private	31189.607	32216.843	33336.779	34146.985	34939.506	35716.035	36479.118	37201.616
Administrative and support services	260330.751	268336.519	276808.994	283751.553	290758.105	298036.759	306082.341	314222.941

REMI provides data on various indicators for the Upper Cumberland Region for "Educational services; private" (REMI, Detailed, UCR). Because data for the Upper Cumberland Region is limited and only available in broad categories, interpretation of the data should be made with caution.

Table D presents a regional purchase coefficient, which is "a measure of the share of demand for goods and services that is supplied locally" (IMPLAN).[2] For example, a higher coefficient in a particular industry signals that local suppliers are likely providing a relatively high share of the demand for goods and services for that sector (as opposed to that demand being satisfied by imports).[3] The coefficients presented in the table suggest that local producers within the Upper Cumberland offer a relatively low share of services in the sector defined as "Educational services, private."

Labor Productivity, which is defined as "Output divided by Employment (Output per Employee)," is provided in Table D (REMI definitions). The inclusion of this indicator is meant to highlight its increasing trend over time for "Educational services, private."

Table D: Detailed, UCR, Various

	2018	2019	2020	2021	2022	2023	2024	2025
Regional Purchase Coefficient	.017	.017	.017	.017	.017	.017	.017	.017
Labor Productivity	55.495	55.868	56.194	56.760	57.381	57.862	58.308	58.759

Summary

This addendum to the original feasibility report presents regional data for the state of Tennessee as part of assessing local and regional need/demand. The data, particularly for the Upper Cumberland Region,

[2] The REMI definition is as follows: the proportion of the regional demand for a good or service that is fulfilled by regional production, as opposed to being fulfilled by imports from other regions.

[3] The REMI definition is as follows: the proportion of the regional demand for a good or service that is fulfilled by regional production, as opposed to being fulfilled by imports from other regions.

is limited in availability and varies by industrial classification. As a result, forming conclusions remains difficult. However, it serves the purpose of adding to the overall report to help with the decision-making process.

[i] REMI Policy Insight is a professional forecasting system that accounts for Tennessee's industrial linkages and trade flows to provide detailed impacts resulting from a given change in economic conditions. The software uses a baseline forecast, known as a standard regional control, that simulates how the regional economy would perform given the industrial linkages and trade flows in place over time. The software is updated and calibrated with customized economic data for the state of TN (version 2.3.1).

Tennessee Higher Education Commission
Appendix A: THEC Financial Projections Form
Tennessee Technological University
Higher Education PhD; 13.406

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures								
A. One-time Expenditures								
New/Renovated Space[1]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	-	$ 2,000	$ 2,000	$ -	$ -	$ -	$ -
Library	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Consultants	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total One-time	$ -	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Faculty								
Salary		$ 15,000	$ 75,000	$ 136,800	$ 138,627	$ 140,481	$ 142,364	$ 144,274
Benefits	$ -		$ 25,800	$ 52,374	$ 53,160	$ 53,957	$ 54,766	$ 55,588
Sub-Total Faculty	$ -	$ 15,000	$ 100,800	$ 189,174	$ 191,787	$ 194,438	$ 197,130	$ 199,862
Support Staff								
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Support Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Graduate Assistants								
Salary	$ -	$ 12,000	$ 24,000	$ 36,000	$ 36,000	$ 36,000	$ 36,000	$ 36,000
Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tuition and Fees* (See Below)	$ -	$ 12,113	$ 24,468	$ 37,069	$ 37,440	$ 37,815	$ 38,193	$ 38,575
Sub-Total Graduate Assistants	$ -	$ 24,113	$ 48,468	$ 73,069	$ 73,440	$ 73,815	$ 74,193	$ 74,575
Operating								
Travel	$ -		$ 2,000	$ 2,000	$ 3,000	$ 3,000	$ 4,000	$ 4,000
Printing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Operating	$ -	$ -	$ 2,000	$ 2,000	$ 3,000	$ 3,000	$ 4,000	$ 4,000
Total Recurring	**$ -**	**$ 39,113**	**$ 151,268**	**$ 264,243**	**$ 268,227**	**$ 271,253**	**$ 275,323**	**$ 278,437**
TOTAL EXPENDITURES (A + B)	**$ -**	**$ 39,113**	**$ 153,268**	**$ 266,243**	**$ 268,227**	**$ 271,253**	**$ 275,323**	**$ 278,437**

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	$ -	$ 12,113.00	$ 12,234.13	$ 12,356.47	$ 12,480.04	$ 12,604.84	$ 12,730.88	$ 12,858.19
Number of Graduate Assistants	-	1	2	3	3	3	3	3

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue								
Tuition and Fees[2]	$ -	$ 121,130	$ 244,683	$ 370,694	$ 474,241	$ 478,984	$ 496,505	$ 501,470
Institutional Reallocations[3]	$ -	$ (82,017)	$ (91,414)	$ (104,451)	$ (206,015)	$ (207,731)	$ (221,182)	$ (223,033)
Federal Grants[4]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Private Grants or Gifts[5]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other[6]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
BALANCED BUDGET LINE	**$ -**	**$ 39,113**	**$ 153,268**	**$ 266,243**	**$ 268,227**	**$ 271,253**	**$ 275,323**	**$ 278,437**

Notes:

@BCL@B00D0E27.xlsx

(1) Provide the funding source(s) for the new or renovated space.

(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.

Revenue is expected to be generated in Year 1. Tuition increase is assumed at 1% each year.

(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

(6) Provide information regarding other sources of the funding.

A cost of living increase of 1.5% has been calculated in faculty salary.

5.1

Agenda Item Summary

Date: June 24, 2021

Agenda Item: Diversity & Diversity Scholarship Update

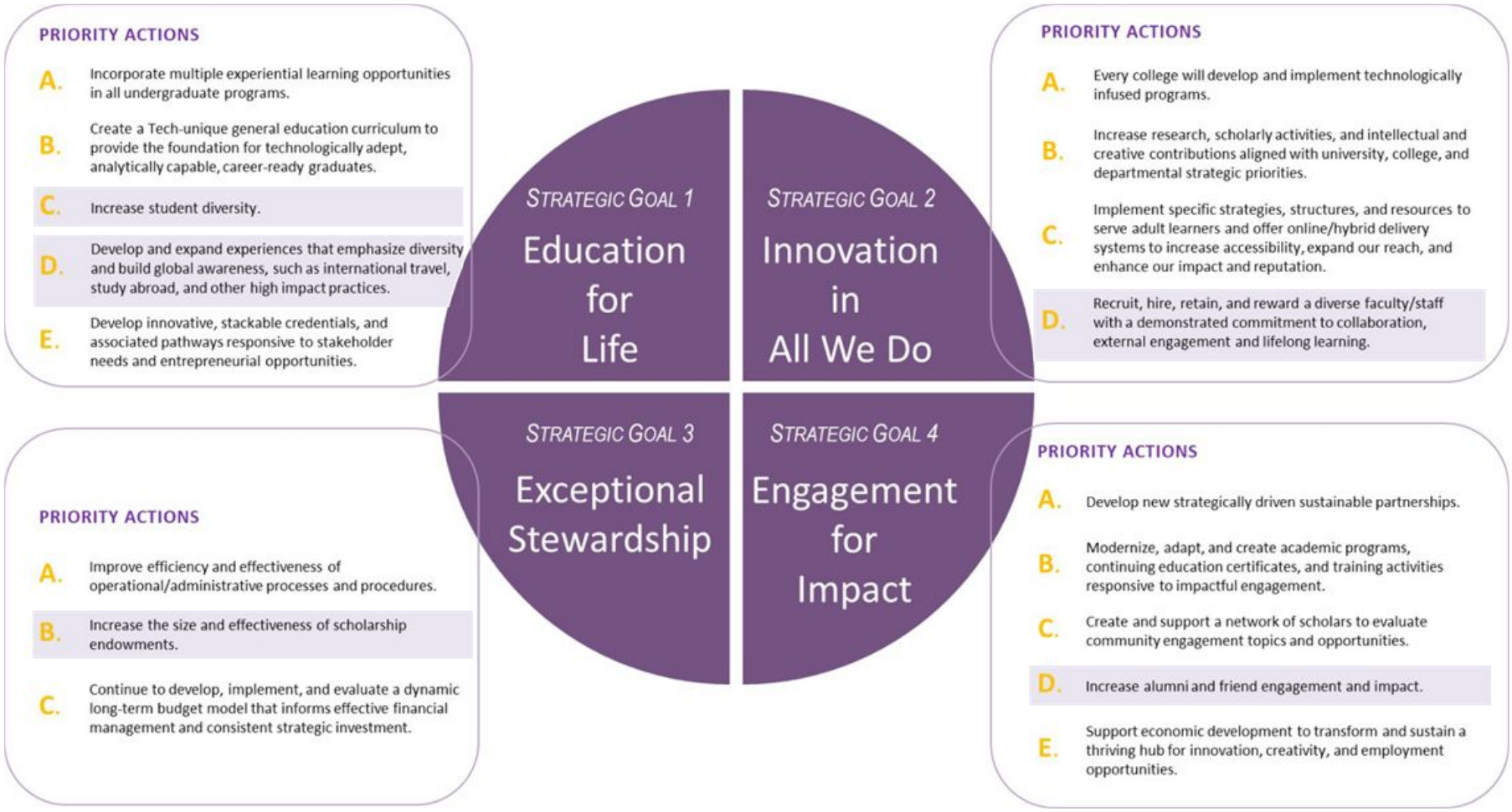
☐ **Review** ☐ **Action** ☒ **No action required**

PRESENTER(S): Dr. Owens

PURPOSE & KEY POINTS: Chief Diversity Officer Owens will update on the University's diversity recruitment plan and the University diversity scholarships.

Academic & Student Affairs Committee: Agenda Item V – Diversity & Diversity Scholarship Update

Linkage to Tech Tomorrow Strategic Plan



Agenda Item Summary

6

Date: June 24, 2021

Agenda Item: Athletics Update

☐ **Review** ☐ **Action** ☒ **No action required**

PRESENTER(S): Mark Wilson

PURPOSE & KEY POINTS: Athletics Director Wilson will review the 2020-21 year in athletics including the impact of COVID-19, outcome of teams' seasons, and academic success.

Agenda Item Summary

7.1

Date: June 24, 2021

Agenda Item: Enrollment Projections

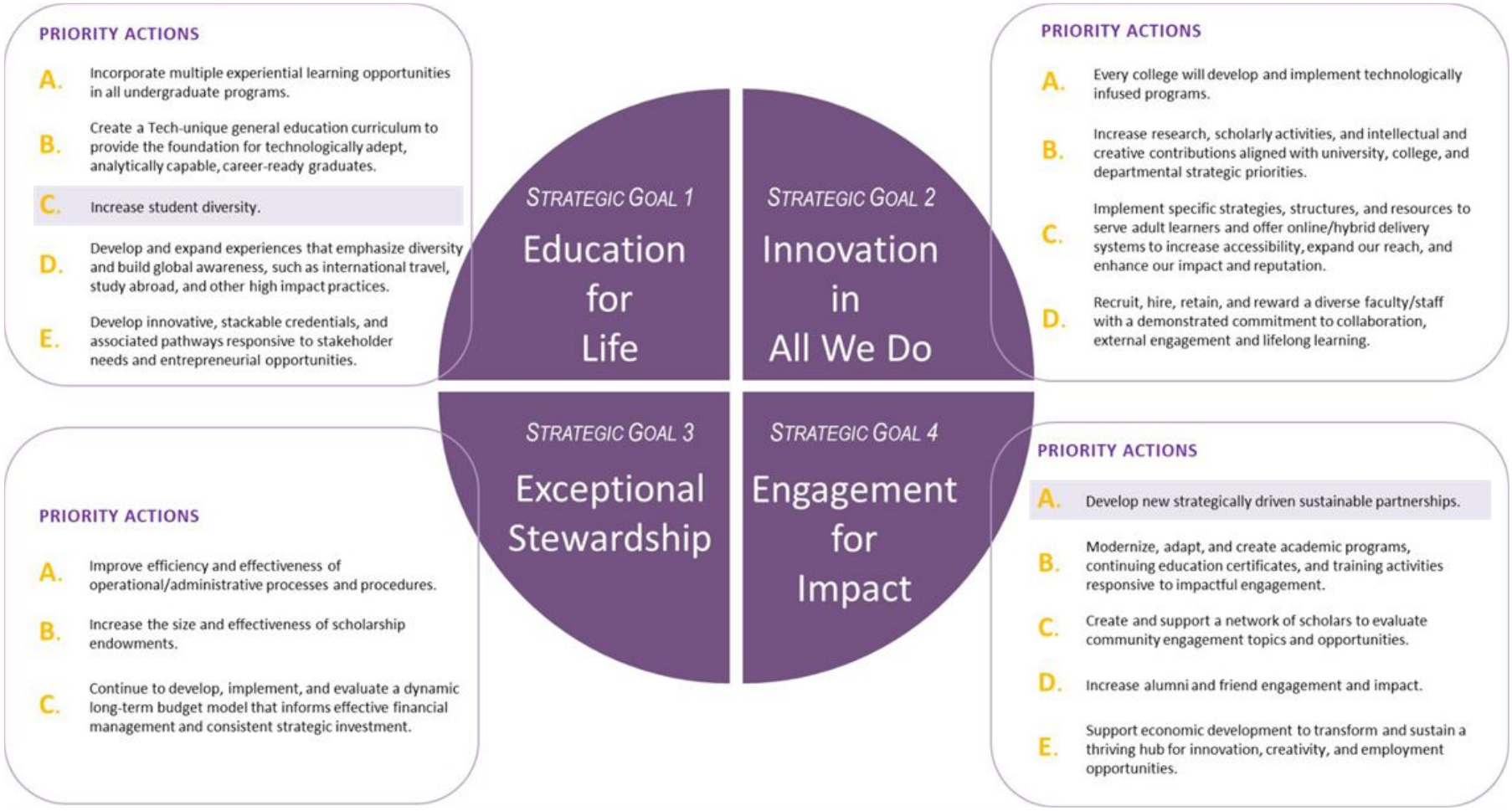
☐ **Review** ☐ **Action** ☒ **No action required**

PRESENTER(S): Dr. Johnson

PURPOSE & KEY POINTS: Vice President Johnson will present projections for fall 2021 enrollment.

Academic & Student Affairs Committee: Agenda Item VII – Enrollment Projections

Linkage to Tech Tomorrow Strategic Plan



Agenda Item Summary

Date: June 24, 2021

Agenda Item: Policy 242, International Undergraduate Admissions

8.1

☐ **Review** ☒ **Action** ☐ **No action required**

PRESENTER(S): Dr. Johnson

PURPOSE & KEY POINTS: International Undergraduate Admissions is being presented to this Board after receiving all necessary university approvals, including International Affairs Committee and University Assembly. Revisions to this policy were made to clarify that information would be maintained on the International Education Office website and to update the role of the individual who had authority to interpret the policy.

Tennessee Technological University
Policy No. 242

International Undergraduate Admissions Policy

Effective Date: July 1, 2017

Policy No.: 242
Policy Name: International Undergraduate Admissions Policy

I. Purpose

This policy establishes minimum requirements for international undergraduate admissions

II. Review

This policy and website will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of International Education with recommendations for revision presented to the International Affairs Committee, University Assembly, and the Board of Trustees.

8.2

III. Policy

~~The Office of International Education will establish and publish on its website definitions for student application types and requirements for the admission of international undergraduate applications. The current application types and definitions, along with admissions and English language requirements.~~ Application types and requirements for the admission of international students will be published on the Office of International Education webpage.

IV. Interpretation

The ~~Senior Associate Provost~~ Vice President for Enrollment Management and Career Placement or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of Authority

T.C.A § 49-8-203(a)(4)

Approved by:

International Affairs Committee:	October 20, 2016
University Assembly:	April 19, 2017
Board of Trustees:	June 15, 2017

Tennessee Technological University
Policy No. 242

International Undergraduate Admissions Policy

Effective Date: July 1, 2017

Policy No.: 242
Policy Name: International Undergraduate Admissions Policy
Revised Date: July 1, 2021

I. Purpose

This policy establishes minimum requirements for international undergraduate admissions.

II. Review

This policy and website will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of International Education, with recommendations for revision presented to the International Affairs Committee, University Assembly, and the Board of Trustees.

III. Policy

Application types and requirements for the admission of international students will be published on the Office of International Education webpage.

IV. Interpretation

The Vice President for Enrollment Management and Career Placement or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of Authority

T.C.A § 49-8-203(a)(4)

Approved by:

International Affairs Committee:	October 20, 2016
University Assembly:	April 19, 2017
Board of Trustees:	June 15, 2017

Agenda Item Summary

Date: June 24, 2021

Agenda Item: Policy 244, International Undergraduate Student Readmissions

9.1

☐ **Review** ☒ **Action** ☐ **No action required**

PRESENTER(S): Dr. Johnson

PURPOSE & KEY POINTS: International Undergraduate Student Readmissions is being presented to this Board after receiving all necessary university approvals, including International Affairs Committee and University Assembly. Revisions to this policy were made to clarify that information would be maintained on the International Education Office website and to update the role of the individual who had authority to interpret the policy.

Tennessee Technological University
Policy No. 244

9.2

International Undergraduate Students Readmissions

Effective Date: July 1, 2017

Policy No.: 244
Policy Name: International Undergraduate Students Readmissions

I. Purpose

This policy establishes the requirements for international undergraduate readmissions during and after probation.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of International Education with recommendations for revision presented to the International Affairs Committee, University Assembly, and the Board of Trustees.

III. Policy

The Office of International Education follows TTU Policy ~~251~~ 1202 Readmission After Academic Suspension~~)~~ related to readmission for international students during and after probation.

IV. Interpretation

The ~~Senior Associate Provost~~ Vice President for Enrollment Management and Career Placement or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of Authority for Policy

T.C.A. § 49-8-203(a)(1)(E)

Approved by:

International Affairs Committee: October 20, 2016; November 5, 2020

University Assembly: April 19, 2017; April 21, 2021

Board of Trustees:

Tennessee Technological University
Policy No. 244

9.3

International Undergraduate Students Readmissions

Effective Date: July 1, 2017

Policy No.: 244
Policy Name: International Undergraduate Students Readmissions
Revised Date: July 1, 2021

I. Purpose

This policy establishes the requirements for international undergraduate readmissions during and after probation.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of International Education, with recommendations for revision presented to the International Affairs Committee, University Assembly, and the Board of Trustees.

III. Policy

The Office of International Education follows TTU Policy 1202 Readmission After Academic Suspension related to readmission for international students during and after probation.

IV. Interpretation

The Vice President for Enrollment Management and Career Placement or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of Authority for Policy

T.C.A. § 49-8-203(a)(1)(E)

Approved by:

International Affairs Committee:	October 20, 2016; November 5, 2020
University Assembly:	April 19, 2017; April 21, 2021
Board of Trustees:	