



ACADEMIC & STUDENT AFFAIRS COMMITTEE

June 22, 2023

Roaden University Center, Room 282

AGENDA

- I. Call to Order
- II. Approval of Minutes
- III. Provost's Report
- IV. Enrollment Update
- V. Academic Program Updates
- VI. Academic Program Modification (APM) for M.A. in Learning Design & Technology
- VII. New Academic Program Proposal (NAPP) for Ph.D. in Higher Education
- VIII. Athletics Update
- IX. Campus Safety Report
- X. Other Business
- XI. Adjournment



ACADEMIC & STUDENT AFFAIRS COMMITTEE

March 9, 2023

Roaden University Center, Room 282

MINUTES

Meeting was streamed live via link found on this web page:

<https://www.tntech.edu/board/board-and-board-committee-meetings.php>

AGENDA ITEM 1 – CALL TO ORDER

The Tennessee Tech Board of Trustees Academic & Student Affairs Committee met on March 9, 2023 in Roaden University Center, Room 282. Chair Rhedona Rose called the meeting to order at 8:10 a.m.

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

- Rhedona Rose
- Dan Allcott
- Savannah Griffin
- Barry Wilmore

Other board members also in attendance were Trudy Harper, Thomas Lynn, Fred Lowery, Tom Jones, Dan Allcott, and Johnny Stites. A quorum was present. Tennessee Tech faculty, staff, students, and members of the public were also in attendance.

AGENDA ITEM 2 – APPROVAL OF MINUTES

Chair Rose asked for approval of the minutes of the December 1, 2022 Academic & Student Affairs Committee meeting. Chair Rose asked if there were questions or comments regarding the minutes. There being none, Trustee Wilmore moved to recommend approval of the December 1, 2022 Academic & Student Affairs Committee minutes. Trustee Allcott seconded the motion. Mr. Wray called a roll call vote. The motion carried unanimously.

AGENDA ITEM 3 – Provost’s Report

Provost Bruce provided updates on recent activities in Academic Affairs, including an update on

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation. She reminded members that this university accreditation is critical to the university and gave as an example that having a SACSCOC accreditation certifies the university's eligibility under Title IV to disperse federal financial aid to students. Dr. Bruce reminded the Trustees that the accreditation process is on a 10-year cycle and that the SACSCOC Board of Trustees approved the University's recently submitted 5th Year Interim Report. The university received a "clean" approval of that report after an extensive evaluation to the SACSCOC Board of Trustees. Dr. Bruce then informed the Board that the next phase of university accreditation will be the full reaffirmation of Tennessee Tech's accreditation and that a large team will document all 100 standards over about a two-year period.

Next, Provost Bruce introduced the new Interim Dean of the Volpe Library, Professor Sharon Holderman. She shared that Professor Holderman has served as faculty in the Volpe Library for more than a decade and as Library Director at Ohio State University previously.

Next, Provost Bruce recognized and presented an award to Dr. Julie Baker, Professor of Curriculum & Instruction, as Tennessee Tech's inaugural OVC Faculty Member of the Year. She gave several examples of how Dr. Baker is very active in service to the university, service to her profession, and service to the students.

Provost Bruce's final item in her report was the recognition of the 50th Anniversary of the establishment of Tennessee Tech's Cooperative Agreement with the U.S. Geological Survey (USGS), commemorating 50 years of teaching, research, and service in support of successful management of fishery resources in Tennessee. Tennessee Tech is one of 41 Cooperative Research Units (CRU) in 39 states across the US. The CRU is an arrangement where USGS scientists are embedded in the university operating like regular faculty members in many ways. She recognized that Tennessee Tech's CRU is led by two USGS scientists, Dr. Mark Rogers and Dr. Amanda Rosenberger, who lead a team of about 10 post-docs, student researchers, and staff. Over the 50 years of the partnership, more than 200 students from all over the US have conducted their undergraduate research, master's thesis, or doctoral dissertation under the advisement of the USGS scientists.

AGENDA ITEM 4 – Expedited Letter of Notification (ELON) for the Bachelor of Science (BS) in Nuclear Engineering

Provost Bruce shared information regarding a proposal for a Bachelor of Science (BS) degree in Nuclear Engineering at Tennessee Tech that would be housed in the Mechanical Engineering Department in the College of Engineering. Provost Bruce provided highlights of the Letter of Notification that was submitted to the Tennessee Higher Education Commission (THEC) and explained that if approved by THEC, the College of Engineering will proceed with the development of a New Academic Program Proposal (NAPP) that would be brought back to the Board for approval. Dr. Bruce shared projected enrollment and numbers of graduates, with a goal of having within five years an enrollment of approximately 50 students. She also shared Governor Lee's statement from the 2023 State of the State Address where he stated, "No other state in the country comes close to Tennessee's legacy, resources, and potential to be a leader

in nuclear energy. And there is no long-term national strategy that doesn't include nuclear energy." Dr. Bruce stated that the College of Engineering at Tennessee Tech is well positioned to help address the workforce demands, in particular the engineering workforce demands that are coming over the horizon in the field of Nuclear Energy in the US.

AGENDA ITEM 5 – Spring Enrollment Update

Karen Lykins, Vice President of Enrollment & Communication, began her presentation by giving a retention update on the large (2,050) 2022 freshman class at Tennessee Tech, which showed a 91.5% historical retention rate. She shared some possible reasons behind the high retention rate, including the classroom experience, campus activities, launchpad, and the flight path program with absenteeism reporting to name a few.

She then provided an update on enrollment numbers for the 2023 Spring semester, stating that the applications and admissions numbers are very encouraging. She presented information about communications plans, new higher scholarship levels for first-time freshmen, new scholarship programs for transfer students, and recruitment events on campus, including multiple Spring Showcase recruitment events where faculty and staff in the colleges and academic departments spend Saturdays with the newly admitted students and their parents. She also presented information about how all of these strategies and activities are leading to very encouraging applications and admissions data for incoming freshmen for this next fall semester. She shared that the number of applications on March 9, 2023 was 7,968, which is up 1,053 over that day last year. The admits for March 9, 2023 was 6,432, which is 889 over that day last year. Early enrollment indicators including Spring showcase attendance, soar registration, and housing application numbers are showing very promising fall first time freshman numbers.

AGENDA ITEM 6 – Rural Reimagined Grand Challenge

Michael Aikens, Director of Innovation and Entrepreneurship, provided an update on the Rural Reimagined Grand Challenge, including an overview of current faculty-led service projects and the impact of past projects. He provided quantitative data on the impact of the Grand Challenge, for example the fact that more than 100,000 service hours have been volunteered and more than \$12million in external grants and contracts have been garnered by faculty and staff to propel the efforts to address challenges and opportunities in rural communities in Tennessee.

He provided additional quantitative data on the impact of the Grand Challenge that included currently having a presence in 60 of the 76 rural counties in Tennessee, with over 150 faculty and over 2,000 students engaged. He gave examples of students and faculty engagement that included the tourism branding package that a student created for Monterey to promote tourism, the Remote Area Medical Clinic (RAM) project that provides free medical, dental, and vision to underserved populations in upper Cumberland communities, and research in areas that include addiction, modernizing infrastructure, and improving water systems to name a few.

Michael concluded his presentation with information about the Faculty Grant Program where \$144,076 was awarded to 10 faculty principal investigators, from 6 colleges in 10 research areas. He highlighted one example where 25,000 was awarded to assistant professor of nursing, Matthew Langford, for his grant titled: Rural Re-imagined, the Urgent Care Mental Health Model. Dr. Langford founded Hope Springs Clinic, a non-profit, free mental health service in the Upper Cumberland for urgent, non-crisis mental health care.

AGENDA ITEM 7 – Other Business

There was no other business.

AGENDA ITEM 8 – Adjournment

There being no further business, the Academic & Student Affairs Committee adjourned at 9:31 a.m

Approved,

Lee Wray, Secretary



Agenda Item Summary

Date: June 22, 2023

Agenda Item: Provost's Report

Review

Action

No action required

PRESENTER(S): Provost Bruce

PURPOSE & KEY POINTS: Provost Bruce will give an update on academic affairs, including highlighting student success, recognizing Outstanding Faculty Award recipients, and highlighting faculty retirements.

Academic Affairs Awards 2022-2023

Award	Name	Department
Outstanding Faculty Award for Professional Service	Dr. Amanda Carroll	Chemistry
Caplenor Faculty Research Award	Dr. Mohamed Mahmoud	Electrical and Computer Engineering
Outstanding Faculty Award in Teaching	Dr. Indranil Bhattacharya	Electrical and Computer Engineering
	Dr. Colleen Mestayer	Communication
Scholastic Research Award	Dr. Jesse Carrick	Chemistry
	Dr. Syed Ali Asad Rizvi	Electrical & Computer Engineering
Centennial Scholar- Mentor Award	Dr. Steven Anton	Mechanical Engineering
Award for Excellence in Creative Inquiry (QEP)	Dr. Steven Anton	Mechanical Engineering
	Mr. Richard Pirkle	Biology
General Education Award	Mr. James Douglas Hensley	Counseling & Psychology
	Dr. Lauren Michel	Earth Sciences
Faculty Excellence in Course Design	Dr. Jeremy Blair	Art, Craft & Design
	Dr. Alma Nunez	Economics, Finance & Marketing
Faculty Excellence in Online Teaching	Dr. Samantha Hutson	School of Human Ecology
Commission on the Status of Women Excellence Award	Dr. Ann Hellman	School of Nursing
Tech Togetherness Award	Mr. Cody Bryant	Communications & Marketing
	Ms. Leigh Ann Ray	Health Services
	Dr. Fred Vondra	Manufacturing & Engineering Technology



Agenda Item Summary

Date: June 22, 2023

Agenda Item: Enrollment Update



Review



Action



No action required

PRESENTER(S): Karen Lykins

PURPOSE & KEY POINTS: Vice President of Enrollment and Communication, Karen Lykins, will present projections for fall 2023 enrollment.



Agenda Item Summary

Date: June 22, 2023

Agenda Item: Academic Program Updates

Review

Action

No action required

PRESENTER(S): Provost Bruce

PURPOSE & KEY POINTS: Provost Bruce shares updates on academic programs, including program additions, major revisions, and deletions that were completed and approved during 2022-23 academic year. She also shares the updated Academic Program Inventory with the Board of Trustees on an annual basis. The Academic Program Inventory is a list of all academic programs at Tennessee Tech officially recognized by the Tennessee Higher Education Commission (THEC).

Explanation of Codes in THEC Academic Program Inventory Table

CIP: The Classification of Instructional Programs (CIP) is a taxonomy of academic programs developed by the US Department of Education. Colleges and universities across the country assign CIP codes to their academic programs. CIP codes are also often assigned to courses, certificates, and degrees.

Award: Degree/Certificate Award

In the column "Award", 2.x represents undergraduate degree/certificate and 4.x represents graduate degree/certificate. More specifically:

- 2.1 – Undergraduate Certificate (less than 24 credit hours)
- 2.5 – Bachelor's (BA, BS)
- 4.1 – Graduate Certificate (less than 24 credit hours)
- 4.2 – Master's (MA, MS)
- 4.3 – Education Specialist (EdS)
- 4.4 – Doctoral (PhD, DNP)



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

5.2

2020 CIP	Major Name	Award
01.01.0000.00	AGRICULTURE	2.5 BSAG
01.01.0102.11	AGRIBUSINESS	4.1 C4
01.01.0901.00	ANIMAL SCIENCE	2.5 BS
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 BSCE
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



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

5.2

2020 CIP	Major Name	Award
09.14.0901.00	COMPUTER ENGINEERING	2.5 BSCMPE
09.14.1001.00	ELECTRICAL ENGINEERING	2.5 BSEE
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
15.23.1303.00	TECHNICAL WRITING & COMMUNICATION	2.1 C3
16.24.0102.01	PROFESSIONAL STUDIES	2.5 BS
16.24.0102.01	PROFESSIONAL STUDIES	4.2 MPS
16.24.0102.11	PROJECT MANAGEMENT FOR THE PROFESSIONAL	4.1 C4
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



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

5.2

2020 CIP	Major Name	Award
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
28.54.0101.00	HISTORY	2.5 BA
28.54.0101.00	HISTORY	2.5 BS
30.50.0499.00	DESIGN STUDIES	2.5 BS
30.50.0702.00	FINE ARTS	2.5 BFA
30.50.0702.00	STUDIO ARTS	2.5 BS
30.50.0901.00	MUSIC	2.5 BM
30.50.0901.00	MUSIC	2.5 BS
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
31.51.3810.11	PSYCHIATRIC MENTAL HEALTH 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



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

5.2

2020 CIP	Major Name	Award
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

Academic Programs Developed/Approved/Terminated in 2022-23 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Agriculture & Human Ecology	Agriculture	Poultry Science	Concentration	New	Undergraduate
College of Arts & Sciences	English	Editing and Publishing	Certificate	New	Undergraduate
College of Business	Decision Sciences & Management	Operations, Logistics and Supply Chain Management	Concentration	Revision	Undergraduate
College of Business	Decision Sciences & Management	Operations, Logistics and Supply Chain Management	Minor	New	Undergraduate
College of Education	Curriculum & Instruction	Early Childhood Education: Integrated Birth-K	Concentration	New	Undergraduate
College of Education	Curriculum & Instruction	Instructional Design & Virtual Teaching	Certificate	Revision	Graduate
College of Education	Curriculum & Instruction	Learning Design & Technology	Degree Program	New	Graduate
College of Education	Exercise Science, Physical Education & Wellness	Exercise Science	Degree Program	Revision	Undergraduate
College of Education	Exercise Science, Physical Education & Wellness	Exercise Science	Degree Program	Revision	Graduate
College of Education	Exercise Science, Physical Education & Wellness	Sport Performance	Concentration	New	Undergraduate
College of Engineering	Civil & Environmental Engineering	Civil Engineering	Amend Instructional Delivery Mode	New	Graduate
College of Engineering	Electrical & Computer Engineering	Electrical & Computer Engineering	Minor	New	Undergraduate
College of Engineering	Electrical & Computer Engineering	Hardware & System Security	Concentration	New	Undergraduate
College of Engineering	Mechanical Engineering	Mechanical Engineering	Amend Instructional Delivery Mode	New	Graduate

Academic Programs Developed/Approved/Terminated in 2022-23 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Fine Arts	Art, Craft & Design	Studio Arts	Degree Program	New	Undergraduate
College of Fine Arts	Music	Live Audio Arts and Sciences	Minor	New	Undergraduate
College of Fine Arts	Music	Live Audio Arts and Sciences Option	Option	New	Undergraduate
College of Fine Arts	Music	Music	Degree Program	New	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Environmental and Sustainability Studies: Environmental Leadership, Communication and Policy	Concentration	Revision	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Environmental and Sustainability Studies: Environmental Sustainability	Concentration	New	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Environmental and Sustainability Studies: Natural Resources	Concentration	New	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Environmental and Sustainability Studies: Environmental Science Chemistry	Concentration	New	Undergraduate
College of Interdisciplinary Studies	Environmental Studies	Environmental and Sustainability Studies: Environmental Science Biology	Concentration	New	Undergraduate
Whitson-Hester School of Nursing	Nursing	Adult Geriatric Acute Care Nurse Practitioner	Concentration	New	Graduate
Whitson-Hester School of Nursing	Nursing	Adult Geriatric Acute Care Nurse Practitioner (Post-Grad)	Certificate	New	Graduate
Whitson-Hester School of Nursing	Nursing	Nursing Education (Post-Grad)	Certificate	New	Graduate

Academic Programs Developed/Approved/Terminated in 2022-23 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
Whitson-Hester School of Nursing	Nursing	Pediatric Nurse Practitioner (Post-Grad)	Certificate	New	Graduate
Whitson-Hester School of Nursing	Nursing	Women's Health Nurse Practitioner (WHNP) (Post-Grad)	Certificate	New	Graduate

5.3



Agenda Item Summary

Date: June 22, 2023

Agenda Item: Academic Program Modification (APM) for M.A. in Learning Design & Technology

Review

Action

No action required

PRESENTERS: Provost Bruce

PURPOSE & KEY POINTS:

The College of Education proposes to establish a Master of Arts (M.A.) in Learning Design and Technology. If approved, this will elevate one concentration under the M.A. in Curriculum and Instruction to a new stand-alone M.A. in Learning Design and Technology. The current M.A. in Curriculum and Instruction degree program has twelve concentrations, the majority of which are designed to serve professionals working in elementary, secondary, and higher education settings. Of the existing concentrations within the current M.A. in Curriculum and Instruction, the Educational Technology concentration has significant potential to produce graduates who can serve industry needs. Elevating this particular concentration to a stand-alone degree program is expected to improve student recruiting efforts and enhance career opportunities for our graduates.

TN Tech Internal Cover Form

Required for all proposals

Please refer to the TTU Office of the Provost website for New Programs and Program Modifications before developing a proposal. <https://www.tntech.edu/provost/new-programs>

Degree Designation or Type of Certificate: Graduate

M.A. in Curriculum & Instruction
 Formal Degree Abbreviation Title of Proposed Program to be Established or Impacted

Concentrations: Educational Technology

Action Requested:

The Department of Curriculum & Instruction proposes the creation of a stand-alone graduate degree from a current concentration. The M.A. in "Curriculum & Instruction with a concentration in Educational Technology" would transition to the M.A. in "Learning Design, Instruction, & Technology." Changes in educational climate, career-driven pathways, and technology needs have driven the request.

Demand for Instructional Designers and related technology professionals has increased dramatically in the past five years. This demand was accelerated by the pandemic and its effects on online, virtual, and remote programming, as well as learning and professional development. The Educational Technology concentration at Tennessee Tech has been in place for ten years, but the nature of educational technology has shifted greatly, creating a need for updated programming and new innovations in education and industry. The degree was previously solely focused on K-12 educators but will now be expanded to serve several areas of emphasis focusing on instructional design. The degree has been enhanced with stackable options with the inclusion of the following certificate options: Computer Science Education (+option for K-12 license endorsement); Instructional Design & Virtual Teaching.

The skillset obtained within this updated program is highly sought after in industry, education, and government. Candidates in this program will have many opportunities for career placement and advancement in F2F and virtual positions. The curricular updates include a number of new innovative technologies related to XR (Augmented Reality, Virtual Reality, Mixed Reality, and Immersive Technologies), as well as computer science education, instructional design, and virtual learning.

Proposed Effective Date: Fall 2023

For more information contact: Jeremy Wendt / 372-3181
 Name Telephone

Committee Approvals:

University Curriculum Committee (undergraduate programs) Approval Date: N/A

Graduate School Executive Committee (graduate programs) Approval Date: 2/7/2023

Admissions and Credits Committee (if applicable) Approval Date: N/A

Academic Council (if applicable) Approval Date: 03/08/2023

Approval:  / 04/17/23
 Signature of Provost Date

TN Tech Board of Trustees (if applicable) Approval Date: N/A

GSEC Approved 2/7/2023



Department of Curriculum and Instruction
Box 5042 • Cookeville, TN 38505-0001 • (931) 372-3181 • (931) 372-6270

6.2

MEMORANDUM

TO: Graduate School Executive Committee (GSEC)-2/7/2023

VIA: College of Education Executive Leadership Council (ELC)-12/1/2022 *Jeremy Wendt*

FROM: Dr. Jeremy Wendt, Chair, Department of Curriculum and Instruction *J*

DATE: November 22, 2022

SUBJECT: Master’s in Curriculum & Instruction, Educational Technology Concentration degree elevation/name change-Effective Fall 2023

The Department of Curriculum & Instruction proposes the creation of a stand-alone graduate degree from a current concentration. The M.A. in “*Curriculum & Instruction with a concentration in Educational Technology*” would transition to the M.A. in “*Learning Design, Innovation, & Technology*.” Changes in educational climate, career-driven pathways, and technology needs have driven the request.

Demand for Instructional Designers and related technology professionals has increased dramatically in the past five years. This demand was accelerated by the pandemic and its effects on online, virtual, and remote programming, as well as learning and professional development. The Educational Technology concentration at Tennessee Tech has been in place for ten years, but the nature of educational technology has shifted greatly, creating a need for updated programming and new innovations in education and industry. The degree was previously solely focused on K-12 educators but will now be expanded to serve several areas of emphasis focusing on instructional design. The degree has been enhanced with stackable options with the inclusion of the following certificate options: Computer Science Education (+option for K-12 license endorsement); Instructional Design & Virtual Teaching.

The skillset obtained within this updated program is highly sought after in industry, education, and government. Candidates in this program will have many opportunities for career placement and advancement in F2F and virtual positions. The curricular updates include a number of new innovative technologies related to XR (Augmented Reality, Virtual Reality, Mixed Reality, and Immersive Technologies), as well as computer science education, instructional design, and virtual learning.

Financial Impact: None

Effective Date: Fall 2023



Academic Program Modifications (APM) Checklist

Policy A1.1 Academic Program Modifications

6.2

All APMs must be in a paginated document with a table of contents and submitted as a PDF addressing the specific items outlined below. Note: The APM must be submitted upon approval by appropriate institutional or individual governing board processes to THEC for consideration. APM submissions will be reviewed on a rolling basis.

The Department of Curriculum & Instruction proposes the creation of a stand-alone graduate degree from a current concentration. The MA in Curriculum & Instruction with a concentration in Educational Technology would transition to the MA in Learning Design & Technology. Changes in educational climate, career-driven pathways, and technology needs have driven the request (additional info below).

The following items must be included in APM submission:

- **Cover letter from Chief Academic Officer verifying the proposed program submission has gone through all necessary institutional approval channels:** Attached.
- **Academic Program Liaison (APL) Name and Contact Information:**
Jeremy Wendt, Department Chair, Curriculum & Instruction; 931-372-3181; jwendt@tntech.edu
- **Current and Proposed Program Name (and any concentrations), Degree Designation, and CIP Code**

Before the Proposed Change <i>(List as it now appears on the official Academic Program Inventory at THEC.)</i>			After the Proposed Change <i>(List as it should appear on the official Academic Program Inventory at THEC, once approved.)</i>		
Title of Existing Academic Program (include all existing concentrations before program modification)	Degree	CIP Code	Title of New Program after program modification is approved (including all concentrations)	Degree	CIP Code
Curriculum & Instruction Educational Technology concentration	MA	08.13.0301.00	Learning Design & Technology	MA	08.13.0501

- **Proposed Implementation Date:** Fall 2023
- **Anticipated Delivery Site:** N/C
- **Delivery mode:** Online program

▪ **Background for Proposed Academic Program Modification**

The educational technology concentration at TTU has been in place for ten years, but the nature of educational technology has shifted greatly, creating a need for updated programming and new innovations in education and industry. The degree concentration was previously solely focused on K-12 educators but has now been expanded to serve several areas of emphasis. The degree has been enhanced with stackable options with the inclusion of the following certificate options: Computer Science Education (+option for K-12 license endorsement); Instructional Design & Virtual Teaching. However, demand for Instructional Designers and related technology professionals has increased dramatically in the past five years. This demand was accelerated by the pandemic and its effects on online, virtual, and remote programming, as well as learning and professional development.

▪ **Potential Impact of Modification on Current Program**

Elevation of the concentration will have no major impact on the other concentrations in the degree, since they are primarily focused on K-12 licensure. New students, admitted for Fall 2023, will be classified under the new degree program.

▪ **Existing Programs Offered at Public and Private Tennessee Institutions (based on CIP)**

<i>University</i>	<i>MA Degree</i>	<i>Concentration</i>	<i>Certificate</i>	<i>CIP</i>
Univ of Memphis	Instruction & Curriculum	Instructional Design & Technology		08.13.0501
TN State Univ	N/A	N/A	Educational Technology	08.13.0501.12
UTK	N/A	N/A	Instructional Design & Technology	08.13.0501.11
UTK	N/A	N/A	Educational Technology	08.13.0501.11
Trevecca	Instructional Design & Technology			13.0501

▪ **Curriculum Comparison**

A comparison of the current curriculum and the proposed curriculum for the program is shown in the tables below.

**Current Curriculum:
Curriculum & Instruction, M.A., Educational Technology Concentration**

	Credits
Core Concentration Coursework (12 hours meet Online Teaching and Design Certificate requirement):	27*
Research Coursework:	6
Advisor Guided Electives:	0
Total Degree Requirements:	33

Core Concentration Coursework

CSED 6000*	Digital Literacy and Computing	3
CSED 6010*	Programming Fundamentals & Computational Thinking for Educators	3
CSED 6020*	Computer Science Concepts & Design OR	
FOED 6320	Educational Applications of Technology	3
CSED 6030*	Computer Science Instructional Methods OR	
CUED 6440	Emerging Technologies in Education	3
CUED 6430**	Design Studio: Production of Instructional Materials	3
CUED 6450**	Immersive Technologies for Teaching & Learning	3
CUED 7510**	Instructional Design Foundations	3
CUED 7520**	Teaching and Learning Online	3
FOED 6820	Applied Educational Assessment	3

Total Core Concentration Credits: 27

Research Coursework

CUED 6300 OR	Quantitative Educational Research OR	
CUED 6310	Qualitative Research in Education	3
CUED 6305 OR	Quantitative Problems in Curriculum OR	
CUED 6315	Qualitative Problems in Curriculum	3

Total Research Credits: 6

Advisor Guided Electives

Choose from:	AGED, CTE, CFS, CUED, ECED, ECSP, ELED, ESLP, FOED INSL, LSCI, READ, SEED, SPED, ABAP, EDU, EDUB, EDUC, EDUL, EDUP, EDUS, CSED, ESOL, SVCL, EXPW, HEC, MUS, MUED, EDUH	0
---------------------	---	---

Total Advisor Guided Electives: 0

***Note:** Core Concentration Courses denoted with * meet the Computer Science Education Optional Embedded Certificate requirements.
Core Concentration Courses denoted with ** meet the Online Teaching and Design Instructional Design & Virtual Teaching Embedded Certificate requirements.

**Proposed Curriculum
Learning Design & Technology, M.A.**

	Credits
Core Concentration Coursework (12 hours meet Instructional Design & Virtual Teaching Certificate requirement):	27*
Research Coursework:	6
Advisor Guided Electives:	0
Total Degree Requirements:	33

Core Concentration Coursework

CSED 6000*	Digital Literacy and Computing	3
CSED 6010*	Programming Fundamentals & Computational Thinking for Educators	3
CSED 6020*	Computer Science Concepts & Design OR	3
FOED 6320	Educational Applications of Technology	
CUED 7520	Teaching and Learning Online	
CSED 6030*	Computer Science Instructional Methods OR	3
CUED 6440	Emerging Technologies in Education	
FOED 6820	Applied Educational Assessment	3
CUED 6430**	Design Studio: Production of Instructional Materials	3
CUED 6450**	Immersive Technologies for Teaching & Learning	3
CUED 7510**	Instructional Design Foundations	3
CUED 7520**	Teaching and Learning Online	3
CUED 7540**	Applied Instructional Design & Learning Analytics	3
FOED 6820	Applied Educational Assessment	3

Total Core Concentration Credits: 27

Research Coursework

CUED 6300 OR	Quantitative Educational Research OR	3
CUED 6310	Qualitative Research in Education	
CUED 6305 OR	Quantitative Problems in Curriculum OR	3
CUED 6315	Qualitative Problems in Curriculum	

Total Research Credits: 6

Advisor Guided Electives

Choose from:	AGED, CTE, CFS, CUED, ECED, ECSP, ELED, ESLP, FOED INSL, LSCI, READ, SEED, SPED, ABAP, EDU, EDUB, EDUC, EDUL, EDUP, EDUS, CSED, ESOL, SVCL, EXPW, HEC, MUS, MUED, EDUH	0
---------------------	---	---

Total Advisor Guided Electives: 0

***Note:** Core Concentration Courses denoted with * meet the Computer Science Education Optional Embedded Certificate requirements.
Core Concentration Courses denoted with ** meet the ~~Online Teaching and Design~~ Instructional Design & Virtual Teaching Embedded Certificate requirements.

- **New Courses:**

One new course has been added to the 2023-2024 graduate catalog for the elevated program: CUED 7540: Applied Instructional Design & Learning Analytics

- **Accreditation:**

Tennessee Tech is accredited by SACSCOC. Converting a concentration in an existing degree program to a new degree program is not a SACSCOC substantive change. The University does not need to notify SACSCOC nor seek approval from SACSCOC.

- **Justification for the Establishment of a Free-standing Program from an Existing Concentration**

As described early, the demand for Instructional Designers and related technology professionals has increased dramatically in the past five years. This demand was accelerated by the pandemic and its effects on online, virtual, and remote programming, as well as learning and professional development. The establishment of this MA in Learning Design & Technology aims to meet the growing demand.

The skillset obtained within this updated program is highly sought after in industry, education, and government. Candidates in this program will have many opportunities for career placement and advancement in F2F and virtual positions. The curricular updates include a number of new innovative technologies related to XR (Augmented Reality, Virtual Reality, Mixed Reality, and Immersive Technologies), as well as computer science education, instructional design, and virtual learning.

The US Bureau of Labor & Statistics projects a 7% growth from 2021 to 2031 for jobs in instructional coordinator/design. "About 20,900 openings for instructional coordinators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire."

<https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm#tab-6>

- **Proposed Termination Date for Any Concentrations Proposed as Free-standing Academic Programs: Fall 2024**

- **Teach-out plans for students currently enrolled in any concentration that is to be terminated:**

Current students in the concentration will be transitioned over to the newly named program via the change of major process if they are interested in the updated curriculum. If not, the current students can continue seamlessly to graduation with the "Curriculum" degree concentration.

- **Enrollment and Degrees Awarded by Concentration – Complete only if APM request is for elevation of existing concentration to a free-standing degree program.**

College of Education - Curriculum & Instruction MA

Concentration	Fall Headcount Enrollment				Degree Awarded			
	F20	F21	F22	5 Year Fall Avg	20-21	21-22	22-23	3 Year Avg
Applied Behavior Analysis	26	24	13	21	6	11	14	10
Curriculum	16	16	20	17	11	13	10	11
Early Childhood Education	24	24	28	25	3	9	8	7
Educational Technology	12	17	15	15	0*	6	10	5
Elementary Education	31	42	39	37	7	6	18	10
Family & Consumer Sciences	3	8	9	20	1	0	5	2
Library Science	8	4	6	6	5	2	4	4
Literacy (CI)	8	7	3	6	3	4	4	4
Music	1	3	3	2	0	0	1	0
Secondary Education	69	62	70	67	17	18	27	21
Special Education	53	51	46	50	8	7	28	14
STEM Education (CI)	3	5	3	4	2	2	2	2
No Concentration	-	-	-	-	1	0	0	0
TOTAL	254	263	255	257	64	78	131	91

*Covid years (20-21) had a noticeable impact on degrees awarded when compared to long-term trends. Faculty observed that program candidates moved to the expedited OT&D certificate program or chose not to complete the degrees due to uncertainties with the pandemic. The Online Teaching & Design (OTD) certificate is also a popular sub-category of the Ed Tech program and had **ten certificates** awarded in the 21-22 academic year.

▪ **Student Learning Outcomes:**

Graduates of this program will have several pathways to complete professional, career-oriented outcomes. The program of study can be customized to add in certificates that are focused on several key areas (Computer Science Education; Instructional Design & Virtual Teaching). By the end of the program, there are a number of learning outcomes that graduates will have achieved:

- Students will be able to develop and deliver learning experiences by integrating and applying learning theories and instructional design models.
- Students will understand characteristics of learning environments and demonstrate the ability to apply technology to each setting.
- Students will understand and integrate a variety of (advanced/interactive/immersive) technologies in the instructional design process.
- Students will be able to collaborate with other educators and practitioners both locally and globally to solve design problems.
- Students will be able to create innovative instructional design solutions for organizational or

educational settings, including K-12 schools, higher education, government, and military.

- Students will be able to evaluate the effectiveness of learning environments utilizing multimodal data to improve meaningful learning experiences.

- **Assessment:**

In alignment with the learning objectives and outcomes, an instructional design portfolio will be created by each student. A key assignment(s) tied to each M.A. Learning Design & Technology course will be aligned with learning objectives and uploaded onto the portfolio. This comprehensive artifact can serve as a design portfolio presented to future employers as our graduates enter the workforce.

Additionally, students are assessed through their research courses with a culminating project. Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in CUED 6300 or CUED 6310 and the research is conducted and written up in CUED 6900. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes.

- **Current and Proposed Admission, Retention and Graduation Policies:**

No changes are requested in current university policies for admission, retention, or graduation.

- **Current Faculty:**

Name	Rank	Highest Degree	Primary Department	FTE in Program
Dr. Eunsung Park	Assistant Professor	Doctorate	C&I	1.0
Dr. Cory Gleasman	Assistant Professor	Doctorate	C&I	0.5
Dr. Sandi Smith-Andrews	Associate Professor	Doctorate	C&I	0.1

- **THEC Financial Projections Form and associated budget narrative:**

No major financial projections or changes to current structure are anticipated. The only request for financial expenditures is noted in the THEC form for Years 1-3 and is intended to assist with startup costs for promotion/marketing of the new program. See attached THEC Financial Projection Form.

**Tennessee Higher Education Commission
Appendix A: THEC Financial Projections Form
Tennessee Tech University
MA in Learning Design & Technology**

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.

6.2

I. Expenditures	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
A. One-time Expenditures								
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Staff								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating								
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 3,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -
Sub-Total Operating	\$ -	\$ 3,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ -	\$ 3,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES (A + B)	\$ -	\$ 3,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -

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

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-

II. Revenue	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Tuition and Fees ²	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Institutional Reallocations ³	\$ -	\$ 3,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ -	\$ 3,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -

Notes:

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

Existing program, N/A

(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.

Existing program, N/A

The only requested expenses are for marketing and promotional materials.

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

Existing program, N/A

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

Existing program, N/A

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

Existing program, N/A

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

Existing program, N/A

ROBERT M. SMITH
INTERIM EXECUTIVE DIRECTOR




BILL LEE
GOVERNOR

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
312 ROSA L. PARKS AVENUE, 9TH FLOOR
NASHVILLE, TENNESSEE 37243
(615) 741-3605

6.3

Memorandum

TO: Philip Oldham, President

FROM: Robert M Smith, Interim Executive Director 

SUBJECT: Tennessee Technological University
Academic Program Modification Request: Learning Design and Technology, MA

DATE: May 24, 2023

Pursuant to THEC Academic Policy A1.1 Academic Program Modifications, the following program modification has been approved:

FROM: **Major:** Curriculum and Instruction, Master of Arts (MA)
Concentration: Educational Technology
CIP Code/Title: 13.0301 (Curriculum and Instruction)

TO: **Major:** Learning Design and Technology, Master of Arts (MA)
CIP Code/Title: 13.0501 (Educational/Instructional Technology)
Implementation Date: August 1, 2023

Under separate cover, THEC staff will transmit an updated Academic Program Inventory that will reflect this academic program modification and the termination of the Educational Technology concentration of the Curriculum and Instruction, MA effective fall 2024.

Best wishes for success in implementing this academic program.

cc: Lori M. Bruce, TTU, Provost and Vice President for Academic Affairs
Sharon Huo, TTU, Associate Provost
Jeremy Wendt, TTU, Chair, Department of Curriculum and Instruction
Julie A. Roberts, THEC, Chief Academic Officer
Ryan Korstange, THEC, Director of Academic Affairs



Agenda Item Summary

7.1

Date: June 22, 2023

Agenda Item: New Academic Program Proposal (NAPP) for Ph.D. in Higher Education

Review

Action

No action required

PRESENTER(S): Provost Bruce

PURPOSE & KEY POINTS: The new degree program for which approval is sought is a Doctor of Philosophy (Ph.D.) degree in Higher Education led by faculty in the College of Education. The Board of Trustees approved the first phase of the proposal (the Letter of Notification, LON) in 2021. If approved by the Board of Trustees, this second phase (the New Academic Program Proposal, NAPP) will be presented to the THEC commission for final approval.

The proposed Ph.D. program in Higher Education is designed for candidates pursuing careers using cutting-edge data analytics to serve as academic faculty, university administrators, policy analysts, and educational researchers in higher education institutions across the state and nation. The program features emphases on innovation in instructional technologies, applications of data science-based decision making, comprehensive faculty and peer support, and opportunities for collaborative scholarly work. This proposed program will leverage Tech's state-of-the-art instructional technologies where program candidates will learn advanced technologies to engage current and future college students through various platforms.

As the state's only technological university, the proposed program carries on the tradition of Tech leading innovation and STEM-driven curricula. With the changing landscape of higher education and the growing use of technology and data driven decision making in higher education, this Ph.D. in Higher Education is grounded in use of innovative technologies and data science techniques. Candidates will learn to navigate in a leading-edge, technological ecosystem to best serve students and guide higher education policies and practices.

Anticipated Enrollments:

Projection of 7 in year 1 and growing to approximately 29 by year 5.

Enrollment and Financial Projections:

The College of Education will utilize resources presently available through a partnership across the department, college, and university. The new costs associated with this new degree program will be gradually shifted to the College of Education and the Department of Curriculum and Instruction as increased tuition revenue replaces the start-up funds provided by the University. Projected program expenditures will be covered initially by revenue from tuition, fees, and institutional reallocations. The institutional reallocations will be reduced early on as the program matures and tuition and fee revenues rise as enrollment grows. Faculty salaries and benefits are the primary expense of the program, followed by graduate assistant salaries and associated costs. Operating costs are minimal, as the program will leverage the existing organizational structure that supports our current graduate programs within the College of Education. A more efficient use of the existing support structures will be able to aid and facilitate the new program. Program sustainability will come through moderate enrollment increases over time.



Tennessee Technological University

College of Education

Higher Education Ph.D. Proposal

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7.2

Letter of Notification (LON)

Academic Program Name:	Higher Education
Degree Designation:	Doctor of Philosophy
Proposed CIP Code:	13.0406
CIP Code Title:	Higher Education/Administration
Proposed Implementation Date:	Fall 2023
Academic Program Liaison:	Dr. Jeremy Wendt Chair & Professor Curriculum & Instruction College of Education jwendt@tntech.edu (931) 372-3181
Appendix 1:	Letter from President Oldham and Internal Cover Forms

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 peer institutions including aspirational peers. The Academic Program Peer Comparison may be found in Appendix 2. 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. Program champions include Academic Affairs, Enrollment Management and Career Placement, Research and Economic Development, Student Affairs, University Advancement, and the Colleges of Arts and Sciences, Business, Education, and Interdisciplinary Studies.

Purpose and Nature of Academic Program

Tennessee Tech is a forerunner in leveraging technology (cyber and otherwise) to foster innovation in instructional technologies and data science. This proposed Ph.D. program in Higher Education grounded in data science and technological innovation will further entrench Tennessee Tech as the state's premiere technological, STEM-driven university. 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 candidates pursuing careers using cutting-edge data to serve as academic faculty, university administrators, policy analysts, and educational researchers in higher education institutions across the state and nation. Since a Ph.D. is driven primarily by research rather than practice, a core objective of this proposed program is to prepare higher education professionals to confront the challenges facing higher education through rigorous research and data science. While an Ed.D. is typically geared towards educational leadership roles focused on practical skills, a Ph.D. focuses on conducting research that enhances the profession and educational system. The program is grounded in research and data science with 12 credit hours of data science coursework. A Ph.D. designation for this proposed program is reasonable, appropriate, and justifiable. The curriculum emphasizes mastery of theoretical frameworks and data science to foster creative, relevant solutions using reliable, valid data and innovative platforms and systems to drive change.

The program features technological innovation, data science, comprehensive faculty and peer support, and opportunities for collaborative scholarly work. In addition to being fully online, this proposed program will leverage Tech's cutting-edge instructional technologies where program candidates will learn advanced technologies to engage future and current college

students through various platforms. Borrowing from undergraduate best practices of comprehensive support, the proposed program will use intrusive advising, cohorting, and faculty and peer mentoring to ensure student success. Opportunities for collaborative scholarly work between students, faculty, university administrators, and public-school leaders set this program apart from its competitors.

Not to be confused with instructional leadership programs which prepare and license primary and secondary school leaders such as principals and directors of schools, this proposed program will prepare candidates to leverage robust and complex data across educational systems—both P-12 and postsecondary—to better understand student access, persistence, and success as well as challenges facing higher education. The program will leverage existing Tech-strong partnerships with school districts, again with a focus on the data to better understand student access, persistence, and success in post-secondary education. Leveraging these partnerships provides program candidates with data across educational systems to develop a richer understanding of post-secondary student success.

This is a cohort-like program where students will progress through most courses together given their start date, but to ensure a student-centered approach the program allows for flexibility given the likelihood that the students will be working adults. This does not mean that students will be allowed to take courses out of sequence, but rather they may not all be on the same timeline to graduation. Socialization will occur through courses, collaboration, student groups/organizations, peer assessment built into courses, student-to-student support with study groups, and additional opportunities for students to socialize with each other as well as faculty members. We recognize the challenge of socialization via an online program. Opportunities for students to gather on and off campus will be made available, especially opportunities to attend and present at academic conferences.

The 67-hour program includes intentionally sequenced courses to build student learning, embedded field experiences across five courses, a scaffolded, signature project across the same five courses, and 12 credit hours of data science. The fully online program is self-paced and will take approximately four years to complete depending on enrollment status.

Target Audience. The proposed program is designed for professionals in higher education settings interested in using data science to understand the relationship across educational systems (primary, secondary, and postsecondary) to best prepare students and confront challenges facing higher education. Graduates will use their data science knowledge and skills to guide colleges and universities, state higher education agencies, foundations, and related associations. Graduates may be employed as directors or professionals in academic affairs (deans or provosts), admissions, advancement, athletics, business and finance, compliance, enrollment management, facilities, financial aid, government relations, human resources, institutional research, instructional technology, military and veteran affairs, records and registration, recruitment, research and economic development, or presidents of community colleges and applied technology centers. Success and informed professionalism in these areas is vital in today's competitive university landscape. It is not expected that all program graduates

will move into leadership positions. While this may be the case for some students, most will serve in different roles in higher education settings. A terminal degree will provide students an opportunity to move into professional roles as they gain more experience serving at their respective institutions. In today's data-driven, evidence-based context, the knowledge and skills garnered through this program will likely contribute to additional growth and success in their current positions and situate them for greater contributions to their institutions.

The proposed program is fully online and not limited to the immediate population served by Tennessee Tech. It is desirable to focus on the context in which students are embedded in their respective settings. For example, a student in Chattanooga would be best served by a focus on a more urban population. The students' respective contexts will play a large role in identifying real-world problems for them to examine via data such as Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics (NCES), Title II, National Survey of Student Engagement (NSSE), and National Student Clearinghouse (NCS) and scholarly literature.

Purpose. The purpose of the online Ph.D. in Higher Education program is to prepare data savvy professionals who will serve in higher education roles. The program will provide preparation to be adapted to any postsecondary role with a focus to improve college access, student success, and persistence to completion. Driven by data science, program candidates will learn to use scientific methods, processes, algorithms, and systems to extract information from noisy data and apply actionable approaches to face challenges confronting higher education. Program candidates will also learn to use cutting-edge technologies to engage and interact with students through platforms and systems (synchronous and asynchronous) commonly used by students today. By learning to navigate in an innovative, technologically-advanced context, candidates will be prepared to best serve students and guide higher education practices and policies. The program will leverage existing collaborative partnerships with school districts to encourage greater understanding and alignment across a student's educational pathway (primary, secondary, and postsecondary) using robust data science (the ACT for example serves as both an outcome for P-12 students and an input at the postsecondary level) via a range of high-tech, specialized platforms.

Program Outcomes. The Ph.D. in Higher Education offers advanced graduate study to students seeking professional positions in higher education grounded in data science and technological innovation. The program has a strong focus on cutting-edge, scholarly research and policy in the higher education setting, and will:

1. provide opportunities to explore and analyze data science and its relationship to student learning and success.
2. prepare candidates to effectively understand higher education research and policy to address challenges and initiate data informed change.
3. develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices at the college level.

4. leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.
5. build professional capacity and competencies in higher education topics such as immersive/augmented realities and innovative instructional technologies as they relate to and inform ethics, finance, access, affordability, organization, culture, persistence, and college life.
6. engage candidates in rich field experiences through which they develop and apply data science skills while working with leaders in the field.

Program outcomes are clear and measurable and are aligned to courses and course sequencing. Program outcomes have been included in each course syllabus and aligned to the course objectives. They have also been aligned to the appropriate assignment. For example, in Ethical Aspects of Higher Education (HRED 7020), the Conference Proposal assignment (part of the Digital Writing Collaborative) prepares students to effectively understand higher education research and initiate data-informed change (program outcome 2), contributes to the ongoing development of innovative scholars equipped to advocate for student success and research-based / data science-guided best practices at the college level (program outcome 3), and builds professional capacity and competencies in higher education topics (program outcome 5). This assignment builds on the Digital Writing Collaborative project begun in HRED 7010.

All courses, learning outcomes, and signature assignments are aligned to program outcomes. These details are included in syllabi (Appendix 10) and the Program Outcomes and Courses Crosswalk (Appendix 13).

Connection Between the Program Purpose, Target Market, and Research Focus. The purpose of the proposed program is to prepare professionals to use rigorous research and cutting-edge technologies to best serve students and guide higher education practices and policies. The target audience is professionals in higher education settings. These professionals will learn to use innovative technologies and scientific methods to mine and analyze data to understand complex phenomena.

Delivery Method. The Ph.D. in Higher Education will be 100% online to provide students across the state and beyond a high-quality doctoral program with the convenience of online courses.

Alignment with State Master Plan and Institutional Mission

State Master Plan. The State Master Plan includes three initiatives to support and achieve student success, three initiatives to strive for family prosperity, and three initiatives to best serve the future workforce. In order to connect the proposed program directly to the State Master Plan, this narrative will speak to each initiative for the three overarching constituents: students, families, future workforce.

Student Success.

Academic Readiness. Part of the admission process for the proposed program is an interview by program faculty with the applicant. This provides an opportunity for the faculty to get to better know the applicant and ensure that this program is the best fit with the applicant's academic and disciplinary goals. This also provides an opportunity for the applicant to ask questions of program faculty and learn firsthand if the program is the best fit for them. Additionally, if a student needs extra support, the Director may provide targeted interventions via peers, faculty advisors, and the Director of Graduate Programs for the College of Education as appropriate. Peer mentoring is one example of targeted interventions.

Access to Higher Education. The proposed program will be 100% online providing much needed access to terminal degree program seekers among aspiring and practicing higher education administrators across the state and beyond. The online program will allow students who reside in the 15 distressed counties access to high quality programming. It will also allow students who do not reside in the Upper Cumberland access to a terminal degree program.

Completion. The program is designed with a variety of unique features to ensure students persist until completion. Intrusive advising begins at the point a student is accepted into the program. The students work with the Director of Graduate Programs for the College of Education to plan their first semester. Students also meet with the Director each spring semester as a check point for progress. Prior to the meeting, students send an updated curriculum vitae to the Director who reviews the CV prior to the meeting. In the meeting, the student and Director review the CV to ensure progress is being made and then go through an informal interview to collect feedback and input on the program. This meeting also allows the Director the opportunity to provide targeted interventions to the student if needed. Peer mentoring, faculty advisement, and other additional supports would be the most common interventions depending on student need. Cohorting and prescribed scheduling begin with a one-hour orientation course students take their first semester where they meet program faculty, complete the required training to be approved to conduct research with humans, practice research literature reviews, learn the disciplinary-specific citation style, plan their program of study, and more. Additionally, the last class prior to beginning dissertation hours guides students through the research proposal process. In this class, students craft their dissertation proposal and pursue Institutional Review Board for the Protection of Human Subjects approval of their proposed research. Near the culmination of the class, students design and conduct a practice prospectus presentation and invite their respective committee members where the faculty may provide feedback on the presentation. This experience prepares students for the dissertation process. The program was purposefully designed to guide students through the rigorous process of doctoral work from the beginning to the program through to the very end in order to ensure program completion and student success.

Family Prosperity.

Affordability. According to U.S. News & World Report, Tech graduates leave with the least debt of all public universities in Tennessee seven of the last ten years. Tech ranks 186 in social mobility. According to PayScale, based on total cost and alumni earnings, Tech provides

students with the highest return on investment for any public university in the state and Tech graduates have the highest early career salary of any public university graduates in Tennessee. [Tech Rankings](#) The proposed program will also have graduate assistantships and scholarships to help students in terms of affordability.

Transparency. If the proposed program is approved, it will undergo program review/academic audit to collect and analyze robust information and student/program outcomes. These reports include a variety of metrics including but not limited to enrollment, persistence, completion, affordability, job placement, and more. These reports are shared externally at the state, regional, and local levels. As part of the SACSCOC Reaffirmation process, the program will participate annually in institutional effectiveness to analyze data specific to student outcomes.

Outreach to Adults. The proposed program is designed to be 100% online providing greater outreach to adults across the state and beyond. Students completing this program will have access to increased job opportunities and earnings. 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. And, the higher the level of education, the lower the unemployment rate.

The Future Workforce.

Future of Work. 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. 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 which foster critical thinking, data analysis, and diverse communication skills.

CTE and Work-Based Learning. The proposed program is work-based learning. As aspiring and practicing higher education administrators, students will experience the setting in which they wish to work in the future through field experiences embedded in courses. Students will be in the field—in a higher education setting—supervised by higher education administrators. Also, many courses will be taught by practicing administrators in the higher education setting who will bring perspectives and work-based learning experiences into the classroom. Through hands on, experiential coursework students will also learn about working in higher education and promoting innovations/leading practices within the field as they pursue a terminal degree. 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 administrative careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education.

Academic Program Approval. This revised LON is part of the process for reviewing proposed programs brought forward by higher education institutions across the state. The feedback mechanism provides the opportunity for additional information gathering to make the best determination moving forward. The proposed program also aligns with the State Master Plan’s efforts to facilitate partnerships between higher education and industry. Here, industry is higher education as the proposed program is intended to support the future needs of Tennesseans pursuing postsecondary credentials to advance their respective careers in higher education within colleges of applied technology, community colleges, and universities at both public and private levels.

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 and lead institutions of higher education including community colleges and universities. According to the [U.S. Bureau of Labor Statistics](#), those with the highest levels of educational attainment earn three times more than those with the lowest level. And, the higher the level of education, the lower the unemployment rate. More higher education professionals supporting more Tennesseans successfully 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 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.

Tennessee Tech’s Institutional Mission. The institutional mission profile is: Founded as Tennessee’s technological university, Tennessee Tech creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service. Holding a Carnegie classification of “Doctoral University: Moderate Research,” the University provides strong programs in each of its 10 colleges and schools—Agriculture and Human Ecology, Arts and Sciences, Business, Education, Engineering, Fine Arts, Honors, Interdisciplinary Studies, Nursing, and Graduate Studies. Degrees are offered in 41 baccalaureate, 19 masters and 3 specialist programs; 4 doctoral areas of study include Engineering, Environmental Science, Exceptional Learning, and Nursing; 11 undergraduate and graduate certificate programs. The University’s commitment to public service and economic development in the Upper Cumberland region is especially visible in its nursing, agriculture, teacher education, and environmental studies programs. Tennessee Tech graduates are known for their creativity, tenacity, and analytical approach to problem solving.

Tennessee Tech leads the state in innovative instructional technologies and rigorous, cutting-edge science. As the state’s only technological university, the proposed program carries on the

tradition of Tech leading innovation and STEM-driven curriculum. In addition, the College of Education is a leader at Tennessee Tech in innovative technologies and STEM programming. 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. Program candidates will use scientific methods, algorithms, and systems to collect knowledge from complex data to drive actionable innovations. Candidates will learn to navigate in a cutting-edge, technological ecosystem to best serve students and guide higher education policies and practices. Such intensive preparation to understand and use data and technology in their academic preparation will foster knowledge transfer into their professional careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education. Graduates from this program will demonstrate creativity, tenacity, and an analytical approach to problem solving because of the rigorous research base. And, the program is 100% online to reach students across Tennessee and leveraging Tech's strengths as a STEM-infused institution. With partners across the university, innovations in technology are woven through planned course curricula and research opportunities.

Tennessee Tech currently offers five terminal degree programs: a Ph.D. in Counseling and Supervision, a Ph.D. in Environmental Science, a Ph.D. in Exceptional Learning, a Ph.D. in Engineering, and a DNP in Nursing. This proposed Ph.D. program in Higher Education will expand Tech's Carnegies classification as a doctoral university at the same time it will grow impactful research. Another Ph.D. program aligns with serving the university in its efforts to create, advance, and apply knowledge to expand opportunities and economic competitiveness.

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 as 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. Qualified adjunct faculty will supplement full-time faculty loads. 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. The College of Education's Director of Graduate Programs will serve as the program director.

The proposed program will have minimal impact in terms of attrition on other doctoral programs on campus. TTU has six doctoral programs: Exceptional Learning Ph.D., Counseling & Psychology Ph.D., Engineering Ph.D., Environmental Sciences Ph.D., and the Doctorate of Nursing Practice. The program that is most similar is the Exceptional Learning Ph.D., with the

Program Planning & Evaluation concentration being the most closely aligned and the most likely to experience attrition. We anticipate no more than 6% attrition from the Exceptional Learning program in the first year, and likely 0–1% maximum in following years. Below is a table that includes enrollment and graduation data for the concentrations in the Exceptional Learning program for the most recent five years.

Exceptional Learning Enrollment & Graduation 2018-2023								
		Applied Behavior Analysis	Health Behaviors & Wellness Education	Literacy	Program Planning & Evaluation	STEM Education	Young Children & Families	Total
2022-2023	Enrollment	9	4	7	11	7	3	41
	Graduates	1	2	1	3			7
2021-2022	Enrollment	9	7	10	19	6	5	56
	Graduates			1	2	2		5
2020-2021	Enrollment	6	6	11	19	8	4	54
	Graduates			5	3			8
2019-2020	Enrollment	3	3	12	12	6	1	37
	Graduates	1		2	3	1		7
2018-2019	Enrollment	3		15	10	7	1	36
	Graduates	1		3	1			5

The proposed program is feasible in terms of advising, enrollment, and course scheduling with a dedicated director of graduate programs supported by departmental staff and faculty. The program of study has been intentionally developed and sequenced so that students may successfully progress each semester.

Existing Programs Offered at Public and Private Tennessee Institutions

Program Distinction. The proposed Ph.D. program in Higher Education is distinctive from programs offered by other institutions in Tennessee in regards to technological innovation, rigorous data science, and Tech-strong partnerships.

Technological Innovation. In comparison to the programs offered by other institutions in the state, this program will be offered 100% online. This is unique as the other programs in Tennessee are on ground programs that require students to attend courses in person which oftentimes limits the geographical reach of the respective program. Being fully online also caters to working adults who need greater flexibility to pursue a terminal degree. We anticipate a good number of enrolled students to be already working in higher education settings, so the online program will provide the flexibility they need to be successful. Moreover, as the state’s only technological institution of higher education, this proposed program will leverage Tech’s

cutting-edge instructional technologies. Program candidates will learn to use advanced technologies to engage students through synchronous and asynchronous platforms and systems. As leaders in technological innovation, faculty in the program will incorporate and build knowledge through tools and forward-thinking systems, developing students’ expertise. Learning to navigate in such a technologically-advanced context, will prepare candidates to best serve students and guide higher education practices and policies.

Data Science Driven. Uniquely grounded in data science with four courses and 12 credit hours devoted to data science, program candidates will learn to use scientific methods to mine information to understand and analyze complex phenomena. In turn, this preparation will foster knowledge transfer into their professional careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education. Such a data science-intensive program is distinct to and aligns with Tennessee Tech’s commitment to creating, advancing, and applying knowledge and impactful research.

Tech-strong Partnerships. The program will leverage existing, collaborative partnerships between Tennessee’s school districts and postsecondary leaders to encourage greater understanding and alignment across a student’s educational pathway through rigorous data science. Examining data across a student’s entire educational experience (primary, secondary, and postsecondary) is a novel approach to postsecondary student success. The existing partnerships will bolster preparation with opportunities for candidates to work with administration and dive into the wealth of data across systems to better understand student access, persistence, and success as well as challenges facing higher education.

Institution	Degree	Program	CIP	Degrees Conferred		
				2017-2018	2018-2019	2019-2020
Carson Newman	Ed.D.	Administrative Leadership	08.13.0404	52	45	56
East Tennessee State University	Ed.D.	Higher Education Leadership	08.13.0401.00	42	23	29
Freed-Hardeman	Ed.D.	Instructional Leadership	08.13.0401	9	5	5
Lincoln Memorial	Ed.D.	Higher Education	08.13.0401	9	5	24
Lipscomb	Ed.D.	Learning Organizations & Strategic Change	08.13.0401	42	41	49
Tennessee State University	Ed.D.	Higher Education Leadership	08.13.0401.00	11	9	22
Trevecca	Ed.D.	Leadership	08.13.0499	59	131	123
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 and is included in its entirety in Appendix 8. Programmatic changes (removal of concentrations, reduced credit hours, and removal of master’s en route) based on feedback from external reviewers are captured below.

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 (Based on feedback from external reviewers, we have streamlined the program to higher education administration with no concentrations). There are several reasons why an individual may choose to pursue a graduate degree in an education-related field. Waledziak-Kowalczyk 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 with 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

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.

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.

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, 2021 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 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 master’s en route and one of the two research sequences were removed based on feedback from external reviewers). 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

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>

depending on enrollment status (The number of credit hours has been reduced to 67 based on feedback from external reviewers). 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 (Based on feedback from external reviewers, we have streamlined the program to higher education administration with no concentrations)."

Description of Sample. The survey questions are designed to gauge interest in the 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."*

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.

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.

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>

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 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

⁹ Three TTU employees have only a high school diploma.

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

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.

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 required.	12/37	0	106/338	63/181	32.1%
Yes, a graduate degree is encouraged, but not required.	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%

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.

Local and Regional Need/Demand. In this section, local and regional need/demand are addressed with CUPA-HR, Bureau of Labor Statistics, and REMI data.

Letters from potential employers are included in Appendix 4: Employer Letters. The letter from Brandon Johnson, Vice President for Enrollment Management and Career Placement speaks to the need in developing higher education professionals locally and that this program would help him meet the needs of fulfilling such positions. Another letter from Vice President Cynthia Polk-Johnson speaks to how this program would help Tennessee Tech. Dr. Polk-Johnson also speaks to the latest data from the Bureau of Labor Statistics that shows a projected 7 percent growth between 2021-2031 for postsecondary education administrators. Please see Appendix 5: BLS Occupational Outlook.

CUPA-HR Data. 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 on certain employment fields. There is flexibility for degree holders to find employment in alternative sectors. Graduates from this program may be employed as directors or professionals in academic affairs, admissions, advancement, business and finance, institutional research, faculty, and more.

Table 5 breaks down the 2022-2023 average annual salaries by Carnegie classification for the current open positions in Higher Education in the State of Tennessee. Graduates from the proposed program would hold the knowledge, skills, and experience to fulfill these positions to meet local/regional need and employer demand.

Table 5: Higher Education Administration / Faculty Salaries

Administration Position	Doctoral	Master's	Baccalaureate	Associate's	All Institutions Median
Chief Academic Affairs Officer or Provost	333,716	203,302	207,616	151,649	217,999
Chief Institutional Research Officer	139,557	98,090	102,405	105,441	111,351
Chief Student Affairs or Student Life Officer	233,790	155,000	161,280	127,829	171,591
Assoc Provost	171,657	140,608	133,317	120,623	150,087
Asst Provost	132,745	114,269	110,125	112,262	119,340
Chief Campus International Education Administrator	143,760	85,313	87,743	96,000	102,154
Chief Campus Student Housing Administrator	111,985	74,738	73,000	65,579	85,000

Chief Dean of Students (with or without faculty status)	136,500	102,747	113,429	110,980	117,937
Deputy Chief, Student Affairs	137,327	95,672	98,569	103,989	115,134
Professor	115,111	92,570			103,841
Associate Professor	88,391	76,342			82,367
Assistant Professor	74,365	69,261			71,813
New Assistant Professor	72,094	69,466			70,780

Salaries for those holding terminal degrees align with the state master plan to bolster family prosperity. The training students will receive in this program will provide them the knowledge, skills, and experience to be eligible for such administrative and/or faculty positions, hence a higher salary. Without this training and experience, their opportunities for higher pay remain flat or decrease. Data show that workers who have higher levels of education typically earn more and have lower rates of unemployment compared with workers who have less education. While the data below speaks to general earnings and unemployment rates by educational attainment, the rates hold true for higher education administrators and faculty. Please see Table 6 below.

Table 6: Earnings & Unemployment Rates

Earnings and unemployment rates by educational attainment, 2020		
Educational Attainment	Median Usual Weekly Earnings	Unemployment Rate
Doctoral Degree	\$1,885	2.50%
Professional Degree	\$1,893	3.10%
Master's Degree	\$1,545	4.10%
Bachelor's Degree	\$1,305	5.50%
Associate degree	\$938	7.10%
Some College, No Degree	\$877	8.30%
High School Diploma, No College	\$781	9.00%
Less Than a High School Diploma	\$619	11.70%
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: U.S. Bureau of Labor Statistics, Current Population Survey.		

Regional Data. This section discusses the regional data as they pertain to the proposed Ph.D. in Higher Education. Focus is placed on the Upper Cumberland Region, but 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 could potentially find employment in the regions surrounding Tennessee Tech. However, 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.

Bureau of Labor Statistics. According to national statistics published by the Bureau of Labor Statistics (bls.gov), 110 of 112,490 jobs in the North Central Tennessee Non-metropolitan area, which includes Putnam County, are in education administration, postsecondary. In Nashville, 900 of 1,036,630 jobs are in education administration, postsecondary. In South Central Tennessee Non-metropolitan area, 60 of 108,190 jobs are in education administration, postsecondary. This likely means that a higher percentage of Tech’s education administration students will have more employment opportunities in the region given the most recent data May 2022. Please see Appendix 6: OEWS May 2022. For additional information specific to salaries, please see the full Feasibility Study in Appendix 8. The section on Employer Need/Demand below provides further details on current job openings in the state.

REMI. Data for the Upper Cumberland 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 7 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 7: 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 8 presents jobs, as measured in “Individuals (Jobs)” for the Upper Cumberland (UCR) for “Other teachers and instructors” for the years 2018-2025 (REMI, UC Occupations, other).

Table 8: 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 Ph.D. in Higher Education Administration include “Educational services; private” and “Administrative and support services.” Table 9 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 Ph.D. in Higher Education, interpretations should be made with caution.

Table 9: 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 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.

Employer Need/Demand. In this section, the employment information for the proposed graduate degree in higher education is analyzed.

Current Job Openings. A review of current job openings showed there is demand for professionals with the skills held by graduate from the proposed program. Please see Appendix 7: Sample of Current Job Openings. Positions posted on May 4, 2023, on Indeed.com specific to Tennessee yielded 49 positions using the search criteria doctoral degree with seven positions specific to higher education administration. HigerEdJobs.com on the same date and specific to Tennessee yielded 60 current positions using criteria specific to higher education administration, executive, and faculty with 10 positions specific to higher education. Please see Table 10.

Table 10: Open Positions Higher Education Administration May 2023

Indeed.com		HigherEdJobs.com	
Vice President of Student Affairs/Dean of Students	Doctoral required	Vice President of Student Affairs/Dean of Students	Doctoral required
Vice President of Academic Affairs & Workforce Development	Doctoral required	Assistant Vice President for Student Success	Doctoral required
Chief Financial Officer	Doctoral preferred	Director, Intercultural Education & Outreach	Doctoral required
Curriculum & Training Coordinator	Doctoral preferred	Assistant Professor of Practice	Doctoral required
Executive Director of University Housing & Residential Life	Doctoral preferred	Assistant/Associate Professor Educational Leadership	Doctoral required

Associate Vice President Institutional Research, Planning & Effectiveness	Doctoral preferred	Assistant Professor of Practice, Higher Education	Doctoral required
Hub Analyst	Doctoral preferred	Assistant Professor, Learning & Leadership	Doctoral required
7 of 49 positions = 14%		LEAD Professor of Practice, Learning & Leadership	Doctoral required
		Assistant/Associate Dean of Students	Doctoral preferred
		Executive Director, Institutional Effectiveness, Assessment & Planning	Doctoral preferred
		10 of 60 positions = 16%	

Job openings on both websites speak to the employer need and demand specific to Tennessee for higher education administration. If the proportion of jobs in higher education that prefer/require a doctoral degree holds, we can expect around 15% of open jobs in higher education to require a doctorate. Correlating with that statistic with projections for position openings in the industry, yields a potential of 398 jobs open over the next eight years.

Bureau of Labor Statistics. To assess employer demand as it relates to this section heading, information valuable to the potential employer is presented. 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.¹¹

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.

Job Outlook. The U.S. Bureau of Labor and Statistics Job forecasts that job growth in Education Administrators Postsecondary is 7% from 2021 to 2031, as fast as average for all occupations. The BLS points out that this growth rate parallels the growth of academic institutions. Detailed breakdowns of employment growth project an increase in jobs of 15,500 over the period 2021 to 2031 (Please see Appendix 5BLS Occupational Outlook).

¹¹ The assumption here is perfect competition, where employers pay workers a wage equal the value of the marginal product of labor in equilibrium.

Table 11: 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 12: 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

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.”¹² 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 11).

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 12).

There is a demonstrated need for higher education administrators and leaders to better use data to make informed decisions.¹³ Candidates who graduate from the proposed program will be well prepared to use rich and meaningful data analytics for institutional decision making.

¹² <https://www.bls.gov/oes/current/oes119033.htm#st>

¹³ [McKinsey & Company 2018](#); [Kelly 2022](#); [EDUCAUSE 2022](#); [Joint Statement 2023](#)

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. 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 Higher Education 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.

Viability. The demand for occupations related to higher education will depend on future trends in higher education, among other factors. 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.

Of the Letters of Support (Appendix 3) and Employer Letters (Appendix 4), two letters are from regional community colleges, one letter is from a regional, private university, and three letters are from non-government organizations. All these potential employers expressed interests in hiring employees with terminal degrees in higher education. Excerpts from the three letters from potential, regional employers are included here. Amy New is President and CEO of the Highlands Economic Partnership with the Cookeville Chamber of Commerce. In her letter, Ms. New says, “Graduates from this program will be prepared to work at any higher education institution to help prepare the next generation of college-going students as well as education- and workforce-focused organizations such as chambers of commerce.” President Whaley with Roane State Community College says, “The Ph.D. in Higher Education would provide the next step in fostering the provision of high quality, trained professionals in higher education.” President Hess with Lincoln Memorial University stressed in his letter, “Institutions of higher education in the region, including Lincoln Memorial University, are constantly seeking new employees to fill important roles in college administration and student affairs. It is often difficult to staff these important positions with candidates who have the specialized knowledge and skills to successfully fulfill the responsibilities of these positions. This proposed program will enhance higher education in Tennessee by creating a better prepared pool of candidates while concurrently advancing the skills of current higher education professionals.” The three other letters also speak to the need for employees with the skill set provided by this proposed program, but they are not regional in nature.

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.

New Academic Program Proposal (NAPP)

Implementation Timeline

7.2

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

Curriculum

This section includes program learning outcomes, academic program requirements, current and existing courses, new courses, distance learning details, and course syllabi.

Program Learning Outcomes

The Ph.D. in Higher Education offers advanced graduate study to students seeking professional positions in higher education grounded in data science and technological innovation. The

program has a strong focus on cutting-edge, scholarly research and policy in the higher education setting, and will:

1. provide opportunities to explore and analyze data science and its relationship to student learning and success.
2. prepare candidates to effectively understand higher education research and policy to address challenges and initiate data informed change.
3. develop innovative scholars and reflective practitioners who are equipped to advocate for student success and research-based/data science guided best practices at the college level.
4. leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.
5. build professional capacity and competencies in higher education topics such as immersive/augmented realities and innovative instructional technologies as they relate to and inform ethics, finance, access, affordability, organization, culture, persistence, and college life.
6. engage candidates in rich field experiences through which they develop and apply data science skills while working with leaders in the field.

Program outcomes are clear and measurable and are aligned to courses and course sequencing. Program outcomes have been included in each course syllabus and aligned to the course objectives. They have also been aligned to the appropriate assignment. For example, in Ethical Aspects of Higher Education (HRED 7020), the Conference Proposal assignment (part of the Digital Writing Collaborative) prepares students to effectively understand higher education research and initiate data-informed change (program outcome 2), contributes to the ongoing development of innovative scholars equipped to advocate for student success and research-based / data science-guided best practices at the college level (program outcome 3), and builds professional capacity and competencies in higher education topics (program outcome 5). This assignment builds on the Digital Writing Collaborative project begun in HRED 7010. All courses, learning outcomes, and signature assignments are aligned to program outcomes. These details are included in syllabi (Appendix 10) and the Program Outcomes and Courses Crosswalk (Appendix 13).

Academic Program Requirements

Successful completion of 67 semester credit hours (SCH) will be required in this new program. The program includes 31 credit hours specific to higher education, 12 credit hours of data science, 9 credit hours of research coursework, and 15 credit hours of dissertation hours over two semesters (minimum). The curriculum emphasizes data science to foster creative, relevant solutions using the most reliable, valid data and innovative platforms and systems to drive change. See below for course prefixes and titles.

An external consultant was engaged over the course of the Fall 2022 semester to help with program development, course alignment, course learning outcomes, signature assignments, and program outcomes. The consultant reviewed course syllabi and other related materials

such as the program of study, signature assignments, sequencing of courses, curriculum maps, program outcomes, and overall credit hours. Following this in-depth curricular review, the consultant provided a letter stating, “I believe this program is ready for approval in its revised format.” Working with the consultant led to the following proposed program refinements. Intentionally sequenced courses include embedded field experiences in five of the courses for an applied learning experience in data science. Relatedly, a sequential project where data science related to the students’ respective careers and/or career aspirations are incorporated across the same five courses. Data science has been intentionally integrated into the curriculum to build each student’s body of knowledge and professional preparation. Full time and part time programs of study are included in Appendix 12.

Current Courses and Existing Programs

The new Ph.D. in Higher Education will utilize existing research and dissertation course prefixes and titles currently in the Exceptional Learning program. This new program will share 9 hours of research coursework (EDU 7300, 7420, 7920) with the current program. Additionally, 15 hours of pre-existing dissertation coursework (EDU 7990) must be completed in the new Higher Education Ph.D. program. Students in the Higher Education program will have dedicated sections of the research courses and dissertation.

New Courses Needed

A total of 15 new courses have been created, 11 specific to higher education (HRED 7000, 7010, 7020, 7030, 7040, 7050, 7110, 7120, 7130, 7140, 7150) and four specific to data science (7160, 7170, 7180, 7190). The 11 courses specific to higher education have been reviewed and approved via the Department of Curriculum and Instruction, the College of Education, and the Graduate School Executive Council. These courses are in the graduate catalog for the 2023-2024 academic year. The four data science courses have been developed and will be on the agenda for the July Graduate School Executive Council meeting. See below for respective course titles. The development of these new courses was completed in Fall 2022 and Spring 2023. The team worked with the CITL instructional designers and an external consultant who is an expert in higher education. Courses have been intentionally sequenced in the program of study (Appendix 12 Programs of Study) to ensure courses build on students’ learning. The four courses specific to data science (HRED 7160, 7170, 7180, and 7190) will introduce students to foundational concepts, technologies, and theories of data science; teach them the programming language R and to use R and Python in working with data; and instruct them on AI and predictive modeling all as it relates to higher education. Students will gain an understanding of what insights big data can provide through hands-on experiences with the tools and systems used by big data scientists with a focus on higher education. This specialization will prepare them to ask the right questions about data and explore large, complex datasets.

Digital Writing Collaborative

With scaffolded learning experiences across five courses, students will participate in a sequential project to examine data science related to the student’s respective career or career aspirations. Dubbed the Digital Writing Collaborative, this experience is intended to develop

student's writing skills, socialize them into the profession of higher education, and build relationships across students and faculty. The courses will be offered in a hybrid of synchronous and asynchronous formats to allow for flexibility as well as numerous high impact touch points over the course of the semester. Students will identify a real-world problem or concern at their respective institutions (via the student's context of rural, urban, community college, private, public, populations served, etc.), students will participate in an embedded field experience (15 clock hours) in each of the courses to further examine the issue using data and scholarly literature. Faculty will help students identify units across Tech's campus in which they may carry out their field experience. Faculty will connect students to the respective people in the units to initiate an introduction. Students will then be responsible for fulfilling the expectations of the field experience with help and guidance from the course instructor. Students will craft an artifact which includes data visualization specific to the course with a focus on technological innovation, leadership, and data driven decision making which will be shared with and/or presented to course colleagues who will provide peer feedback. This feedback will be used to refine the artifact which will then be loaded into the student's portfolio (perhaps LinkedIn Learning). The artifact and supporting materials will then be used to inform artifact development in subsequent courses to build each student's body of knowledge and professional preparation.

Artifacts listed below all include data visualization:

- 7010 – working paper
- 7050 – technology platform review
- 7020 – conference proposal
- 7040 – literature review
- 7030 – funding proposal

All courses, learning outcomes, and signature assignments are aligned to program outcomes. These details are included in syllabi (Appendix 10) and the Program Outcomes and Courses Crosswalk (Appendix 13).

Data Sources

The data sources used in these courses and related research range from local institutional data to national data sources. At the institutional level, students have access to data shared by Tennessee Tech's Office of Institutional Assessment, Research, and Effectiveness (IARE). IARE has an already established process for students and faculty to request data via the IARE data request form. These data are de-identified when provided to faculty or students. Another local source of data is Tech's Institutional Dashboard which provides multi-year data for the university, colleges, and academic programs. It includes current and trend data on the demographic and enrollment characteristics of the institution's student body, and various outcome measures. The primary purpose of the dashboard is to provide ready access to the institutional data in support of all planning and assessment activities. These data are less finely grained data where users may track trends, identify benchmarks, etc.

National data sources include but are not limited to the Integrated Postsecondary Education

Data System (IPEDS), National Center for Education Statistics (NCES), Title II, National Survey of Student Engagement (NSSE), and National Student Clearinghouse (NSC). Like Tech's Institutional Dashboard, these are higher-level data for students to experience applications of data. Students will be trained to use the publicly available portions of these datasets. These data sources are also integral to the field of higher education administration, hence the need for students to be well versed with these databases for their career preparation. Students will also have access to data from the Consortium for Student Retention Data Exchange which are publicly available, and students may use these data to analyze and manipulate data for their respective projects. With such a data intensive program, students will be well prepared for their future roles as higher education administrators.

Distance Learning

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. Distance Learning options will not be necessary.

Course Syllabi

Syllabi for existing and proposed courses are included (Please see Appendix 10).

Ph.D. in Higher Education

Program Courses		31
HRED 7000	Seminar in Higher Education	1
HRED 7010	Trends & Issues in Higher Education	3
HRED 7020	Ethical Aspects of Higher Education	3
HRED 7030	College and University Finance	3
HRED 7040	Public Policy and Higher Education Law	3
HRED 7050	Educational Technologies, Design, & Innovation in Higher Ed	3
HRED 7110	Trends & Structure of Higher Education Administration	3
HRED 7120	Organizational & Leadership Theories	3
HRED 7130	Leadership Development & Transformation	3
HRED 7140	College Access, Affordability, & Student Success	3
HRED 7150	Program Planning, Evaluation, & Assessment: Higher Ed Admin	3
Data Science Courses		12
HRED 7160	Fundamentals of Data Science	3
HRED 7170	Applications of Data Analysis	3
HRED 7180	Data Manipulation, Analytics, & Visualization	3
HRED 7190	Predictive Analytics	3
Research Courses		9
EDU 7300	Research Design	3
EDU 7420	Quantitative Inquiry in Ed I	3
EDU 7920	Research Seminar in Education	3

Dissertation Hours		15
EDU 7990	Research & Dissertation	9
EDU 7990	Research & Dissertation	6
TOTAL		67

Program of Study (Full Time)				
Ph.D. in Higher Education				
Course Description	Course Type	Course Number	Credit Hours	Term
Seminar in Higher Education	program	HRED 7000	1	F2023
Trends & Issues in Higher Education	program	HRED 7010	3	F2023
Quantitative Inquiry in Education I	research	EDU 7420	3	F2023
Public Policy & Higher Education Law	program	HRED 7040	3	S2024
Educational Technologies, Design, & Innovation in Higher Education	program	HRED 7050	3	S2024
Ethical Aspects of Higher Education	program	HRED 7020	3	M2024
Research Design	research	EDU 7300	3	M2024
College Access, Affordability, & Student Success	program	HRED 7140	3	F2024
Fundamentals of Data Science	data science	HRED 7160	3	F2024
Trends & Structure of Higher Ed Admin	program	HRED 7110	3	S2025
Applications of Data Analysis	data science	HRED 7170	3	S2025
Leadership Development & Transformation	program	HRED 7130	3	M2025
Data Manipulation, Analytics, & Visualization	data science	HRED7180	3	M2025
College & University Finance	program	HRED 7030	3	F2025
Predictive Analytics	data science	HRED 7190	3	F2025
Organizational & Leadership Theories	program	HRED 7120	3	S2026
Program Planning: Higher Ed Admin	program	HRED 7150	3	S2026
Research Seminar in Education	research	EDU 7920	3	S2026
Research & Dissertation	dissertation	EDU 7990	6	M2026
Research & Dissertation	dissertation	EDU 7990	9	F2026

Program of Study (Part Time)				
Ph.D. in Higher Education				
Course Description	Course Type	Course Number	Credit Hours	Term
Seminar in Higher Education	program	HRED 7000	1	F2023
Quantitative Inquiry in Education I	research	EDU 7420	3	F2023
Public Policy & Higher Education Law	program	HRED 7040	3	S2024
Research Design	research	EDU 7300	3	M2024
Trends & Issues in Higher Education	program	HRED 7010	3	F2024

7.2

Educational Technologies, Design, & Innovation in Higher Education	program	HRED 7050	3	S2025
Ethical Aspects of Higher Education	program	HRED 7020	3	M2025
Fundamentals of Data Science	data science	HRED 7160	3	F2025
Applications of Data Analysis	data science	HRED 7170	3	S2026
Data Manipulation, Analytics, & Visualization	data science	HRED7180	3	M2026
Predictive Analytics	data science	HRED 7190	3	F2026
Trends & Structure of Higher Ed Admin	program	HRED 7110	3	S2027
Leadership Development & Transformation	program	HRED 7130	3	M2027
College Access, Affordability, & Student Success	program	HRED 7140	3	F2027
College & University Finance	program	HRED 7030	3	F2027
Organizational & Leadership Theories	program	HRED 7120	3	S2028
Program Planning: Higher Ed Admin	program	HRED 7150	3	S2028
Research Seminar in Education	research	EDU 7920	3	M2028
Research & Dissertation	dissertation	EDU 7990	6	F2028
Research & Dissertation	dissertation	EDU 7990	9	S2029

Academic Standards

This section includes information specific to admissions, retention, and graduation.

Admission

The College of Education is committed to student success and part of that commitment is careful selection of students for admission. To be considered for admission, students must submit before July 1 (Graduate School deadline for Fall admission):

- Statement of intent (1-2 pages) detailing intended enrollment, autobiographical statement, educational and professional goals, and area of interest for future research;
- Two letters of recommendation that speak to the individual's scholarly aptitude and capability, particularly with respect to graduate-level work;
- Academic transcripts from all institutions attended;
- An academic writing sample that demonstrates excellent scholarly writing ability (applicant must be sole author);
- 3.0 or better (on a 4.0 scale) grade point average (GPA)
 - Based on the applicant's GPA in the last graduate degree or the last 60 hours of undergraduate work (for those with an undergraduate degree only)
 - From a recognized baccalaureate, graduate, or professional degree from a regionally accredited college or university, or an international equivalent based on a four-year curriculum
- CV/resume

The College of Education is committed to student success. Part of that commitment is careful and mindful selection of students for admission to the Higher Education Ph.D. program. In addition to the criteria listed above, the program admits enthusiastic, innovative, curious

individuals who wish to develop as professionals in the field of higher education. Once an application is complete, the College of Education's Director of Graduate Programs will be notified through the application software system and the University's Coordinator of Graduate Studies. The Director shares the admissions materials with the program faculty who review all application materials and decide if the applicant should be invited for an interview. If the applicant is selected for an interview, the Director will schedule an interview for the applicant with the program faculty. After the interview, the faculty members and the Director discuss the applicant's qualifications and determine whether to admit the applicant. The Director then communicates the decision to the College of Graduate Studies, who notifies the student of the decision. If the applicant is not selected for an interview, the applicant will not move forward for admission.

Once admitted, all students must maintain a 3.0 or higher average GPA each semester and cumulatively. Doctoral students are expected to perform at an A or B-level in all courses. A student is allowed to carry one C on their transcript without academic dismissal. A student receiving two Cs will be dismissed from the program. If a second C is received, it may not be substituted or moved out of the student's program of study to avoid dismissal.

Retention

Students in their first two years of the program will participate in an annual program evaluation where they meet with the Director to discuss their progress to date. In the meeting, the student and Director will review the student's program of study to confirm the student is progressing as planned. Any departures from expected progress are discussed. The student's CV will also be reviewed to not only collect data for the annual report and SACSCOC Institutional Effectiveness report, but to ensure the student is making adequate progress toward student learning outcomes. The Director will use an eight-item interview protocol to collect feedback on the student's experiences in the program to date. This information affords the student the opportunity to evaluate the program and share relevant experiences that may be used for program improvement. Additional efforts to improve student success and identify risk factors to better support students throughout their academic journey, is a noncompletion identification and intervention procedure which helps guide program faculty and the Director. Faculty alert the Director when students are in danger of earning a C, display a marked change in classroom behavior, fail to submit multiple assignments, consistently underperform, and/or experience a major life change that could undermine or threaten academic success. The Director will schedule an interview with any identified student. Following the interview, the student, faculty member, and Director determine a course of action that best accommodates the student's need and provides supports and processes to assist (e.g., tutoring, weekly meetings with faculty members, peer mentors).

Graduation standards

Dissertation committee selection is a vital part of the Ph.D. program, and the timing is set by the College of Graduate Studies. The dissertation advisory committee must be designated by the semester in which the student completes 15 credit hours (Policy 271.P.2). For the Higher Education Ph.D., there must be a minimum of four qualified committee members with at least

one committee member holding research methods expertise sufficient to guide high-quality doctoral research. Per the 2022–2023 Graduate Catalog “the student is responsible for identifying, in consultation with the departmental chairperson, or director and dean or associate dean of the respective college, a faculty member who is willing to chair his/her advisory committee. The chairperson of the committee and the student are responsible for identifying the other faculty members required/desired and determining if they are willing to serve. Advisory committees are permitted to have more than the minimum number of members required. If necessary, the advisory committee may be co-chaired.” The Director of Graduate Programs is available to support students in selecting a dissertation committee chair. The Director of Graduate Programs will review students’ areas of research interest and meet to discuss interests in detail to make recommendations for a possible committee chair.

A rigorous comprehensive examination affords an opportunity for students to provide evidence of proficiency in and mastery of expected learning outcomes. Portfolios demonstrate breadth and depth of scholarly development as students move through the doctoral program. Portfolios offer a formal mechanism for a comprehensive understanding of the student's progress and mastery, as well as a mode for student self-reflection. Students in the Higher Education Ph.D. program will complete a portfolio of work and then present the portfolio as their comprehensive exams. This will allow them to demonstrate mastery of theory, research proficiency, professional skills, and content. Through the five courses (HRED 7010, 7020, 7030, 7040, 7050), students will craft a portfolio of five key assignments as part of the Digital Writing Collaborative: a position paper, review, literature review, conference proposal, and funding proposal with data visualization. These assignments use case studies to prompt student identification of a real-world problem or concern at their respective institutions and in their specific contexts, which then becomes the guiding topic for their assignment. The assignments focus on technological innovation, leadership, and data-driven decision-making—key elements that make TTU’s Higher Education Ph.D. unique. Students will receive feedback on each assignment from both peers and faculty. Students must formally present their portfolio and discuss the development of the project, their understanding, and their competencies over the course of the classes. Once students have successfully competed and presented their portfolio, they may advance to Ph.D. candidacy and continue in the program. The same faculty serve on the comprehensive exam and dissertation committees. Completion of the comprehensive exam portfolio is expected by the close of the student’s second academic year. As the Higher Education Ph.D. students will be primarily working adults, we will make every effort to accommodate their schedules as they progress through completing their comprehensive exam portfolio—progress will be monitored closely by the student’s academic advisor and any adjustment to pacing will be made to ensure progress through the program.

Ph.D. candidates prepare their dissertation prospectus in Research Seminar in Education (EDU 7920). In this course, Ph.D. candidates construct their research design and write a three–chapter prospectus for their proposed study. After receiving iterative feedback on the first three chapters of their research proposal from the course instructor and their Chair and making revisions, Ph.D. candidates present a practice prospectus defense. The course instructor and candidates’ Chairs attend, though all committee members are welcome. Input from the course

instructor and respective Chair is given at the end of the practice defense. Ph.D. candidates then incorporate the feedback into the prospectus presentation and the dissertation prospectus. After the practice prospectus defense, Ph.D. candidates are directed to either schedule a formal prospectus defense with their dissertation advisory committee (after successful defense) or are directed to continue working on the prospectus and presentation with guidance from their respective Chair and committee members. Once a formal prospectus presentation date has been selected, Ph.D. candidates must submit their dissertation prospectus to committee members at least two to three weeks prior to the scheduled prospectus defense date. Candidates present their prospectus individually to their dissertation committee. At the formal prospectus defense, the Ph.D. candidate presents their prospectus, including handouts for the committee. The presentation is approximately 25–35 minutes long. The Ph.D. candidate covers study background and context, problem description, study purpose, significance, theoretical lens, connections to relevant literature, and a detailed description of the proposed research methodology. Other pertinent information may also be included. After the presentation has concluded, committee members pose questions that the candidate must answer. The Ph.D. candidate is then dismissed, while the committee members deliberate on whether the candidate should proceed with the proposed research. Once a decision has been reached, the Ph.D. candidate is brought back, and the decision is shared. The committee also provides additional feedback on the prospectus. If the prospectus defense was not successful, the committee will ask the Ph.D. candidate to revise the proposal and convene later to present the revised prospectus. Ph.D. candidates who successfully defend the dissertation prospectus are given permission to proceed with their dissertation research.

The dissertation defense serves as the final assessment of a Ph.D. candidate's content mastery, course competency, and professional skill development as well as their development as scholars and professionals. Students must have mastered and integrated the content and skills acquired throughout the Higher Education program to pass the dissertation defense. Building upon the prospectus work, the Ph.D. candidate works closely with committee members throughout the dissertation process in preparation for the dissertation defense. A Ph.D. candidate regularly submits dissertation chapters to each committee member for feedback (schedule determined by Ph.D. candidate and committee Chair). The candidate incorporates feedback from all members and continually seeks additional guidance on revisions and refinement. The full dissertation must be submitted to the dissertation advisory committee and Director of Graduate Programs at least two to three weeks prior to the scheduled defense date, though earlier is encouraged when possible. The defense includes written materials and a formal presentation. During the dissertation defense, the Ph.D. candidate has 20–40 minutes to review the information covered in the prospectus proposal (e.g., context, problem addressed, significance, methodology) and present the original dissertation research findings, conclusions, and implications (defense time is determined by the Chair). After the presentation has concluded, the committee and any others present may pose questions to the candidate. Once all questions have been answered satisfactorily, the Ph.D. candidate and any guests are dismissed. The dissertation advisory committee then deliberates about whether the candidate's defense was successful. Once a decision has been reached, the Ph.D. candidate is brought back, and the decision is shared. If the dissertation defense was successful, the committee signs the

Dissertation Defense form and submits it to the Director of Graduate Programs and Graduate Studies. If the defense was not successful, the committee also provides additional feedback and outlines revisions that need to be made before scheduling a second defense.

Equity

The College of Education is dedicated to recruiting, retaining, and graduating diverse students into the Ph.D. in Higher Education. The Recruitment and Marketing Specialist will work in conjunction with the Dean's Office and the Department of Curriculum and Instruction to identify qualified candidates and initiate student outreach. Students will be identified based on established admissions criteria and filtered through the application and interview process. The Recruitment and Marketing Specialist for the College of Education will develop potential candidate pools from post graduate students, professional organizations, and institutions of higher education both in and out-of-state. Students admitted in the program will work with faculty advisors and support staff to matriculate from admitted to enrolled status. Faculty advisors and support staff will provide resources to retain students throughout the program by providing expert knowledge of program requirements, expectations, and outcomes.

The College of Education has a full-time dedicated Recruitment and Marketing Specialist, whose primary purpose is to recruit and retain both undergraduate and graduate students and expand alumni outreach for the college. His job is to create new initiatives for enrollment, retention, and growth in our programs, and identify and execute opportunities for increasing student enrollment. Strategies include developing candidate student pools from post graduate students, professional organizations, and institutions of higher education inside and outside of TN. To expand on those strategies, we will identify current students in our pipeline who are completing undergrad and graduate degrees who may be interested in the higher education. We will reach out to them via email, social media, text messaging, and phone calls and encourage them to apply. Potential students will be identified through various professional organizations such as TACRAO (Tennessee Association of Collegiate Registrars and Admissions Officers), NACADA (National Academic Advising Association), and SACRAO (Southern Association of Collegiate Registrars and Admissions Officers). We have connections with and have recruited at three of four of these organizations already. The College has set aside funds for the Recruitment and Marketing Specialist to travel to conferences hosted by these various professional organizations to recruit for our programs. We will utilize partnerships with our in-state partner/peer/feeder institutions (e.g., MTSU, Memphis, UTK, Roane State Community College, Vol State, etc.) to recruit current employees to the program. Overall, the College of Education has a plan and the resources in place to recruit students into this new program.

Program Enrollment and Graduates

The projected number of declared majors and graduates expected for the first seven years of the Ph.D. program in Higher Education is listed below. It is anticipated that the Ph.D. program will generally follow a cohort-style format with rolling admissions and graduates during the fall and spring terms. It is expected for some students to come into this program with credit earned, hence there is a potential for students to graduate in Year 3. Projected

stop outs begin in Year 2, with one student in the initial cohort not continuing. This same projection is used for Year 3: a student in the second cohort does not progress. This leads to two students leaving the program in total during Years 2 and 3. This has been calculated into the revenue projections. The modification to the reimbursement program impacts only students employed at Tech. This may delay their time to degree completion, but the student will be made aware of this coming into the program. The Director of Graduate Programs outlines programs of study in detail with students. Discussion of projected timelines are covered thoroughly, and multiple possibilities for time to completion are reviewed. This allows the program to be responsive to student needs and ensures students know what to expect given their respective circumstances and opportunities. Attrition is most likely to be aligned with attrition rates for the Exceptional Learning Ph.D. program. Both programs attract working adults seeking to advance professionally. Attrition for the last four cohorts of the Exceptional Learning Ph.D. program is below:

- 2018–2019 14% (1 of 7)
- 2019–2020 33% (2 of 6)
- 2020–2021 17% (6 of 25)
- 2021–2022 20% (5 of 24)

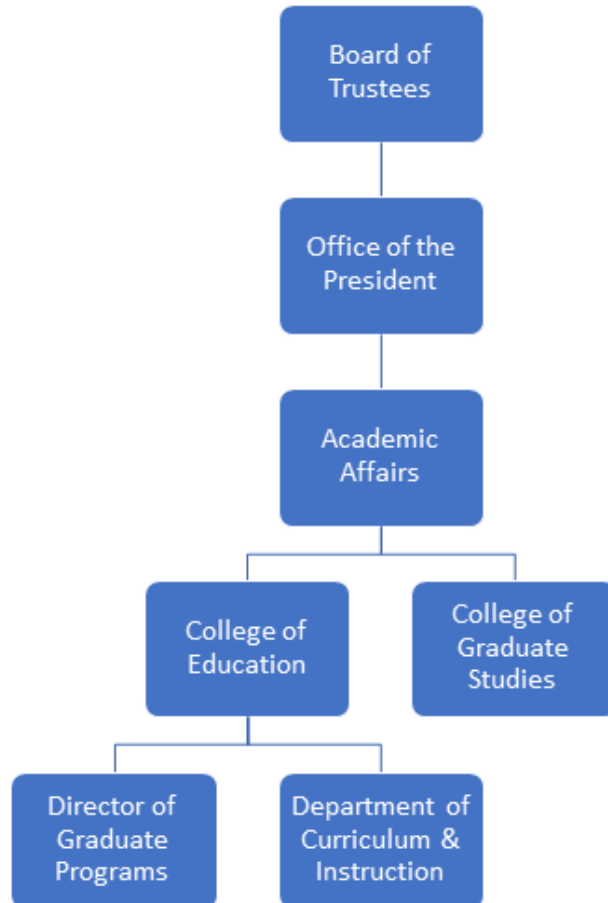
The overall rate for this period is 14 students out of 58 for a rate of 24%. This is well below the national average of attrition for Ph.D. programs, which is typically 50%. The Director of Graduate Programs tracks not only attrition rates but also reasons. Attrition has been due to unexpected life events such as family illness or death, financial changes, or change of location.

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Year 1	7	6	6	5			
Year 2		10	9	7	7		
Year 3			13	9	8	8	
Year 4				7	6	6	6
Year 5					8	7	7
Year 6						8	7
Year 7							10
Total Projected Declared Majors	7	16	28	28	29	29	30
Graduates	0	0	5	8	9	10	10

Administrative Structure

The Director of Graduate Programs in the College of Education will serve as the program director in collaboration with the Chair of the Department of Curriculum and Instruction who will serve as the administrative unit director of the proposed program. While housed in

Curriculum and Instruction, the program is intentionally interdisciplinary and faculty and administrators from across campus will teach courses respective to their areas of expertise.



Faculty Resources

This section speaks to the number and qualifications of faculty.

Current Faculty

Along with current TTU administrators who are qualified to serve as members of the graduate faculty per the requirements of the College of Graduate Studies, existing faculty presently teaching, advising, and serving the University through the undergraduate and graduate programs at the Master’s, Ed.S., and Ph.D. levels will contribute to this proposed program. An abbreviated CV for each program faculty member including relevant activities for the past five years can be reviewed in the Faculty CV (Please see Appendix 11). Existing faculty currently teaching in the graduate programs through the Department of Curriculum and Instruction will also be involved as dissertation committee members due to their extensive experience and expertise in research. Faculty responsibilities are determined each year with the department

chair. The load is a combination of teaching, service, and research. The College of Education has a graduate programs Director who coordinates Ph.D. services (advising, scheduling, etc.).

This program will be housed in the Department of Curriculum and Instruction. It is common that one or two faculty members are dedicated to a particular program. The intentional sequencing of courses ensures they are offered on an annual basis until the number of students allows for courses to be offered more frequently. Existing administrators and faculty are qualified to teach some of the courses until the two new faculty positions are onboarded. Course sequencing will be flexible during the first two years while new faculty are secured, and we work to ensure on time progression for students. Additional faculty members teaching in the proposed program are qualified to teach their respective courses via their terminal degree and/or professional experience. Tennessee Tech’s Policy 208 Faculty Workload as well as the Department of Curriculum and Instruction’s workload guidelines speak to faculty members’ workloads, which includes dissertation service. The program will revisit dissertation service regularly to ensure students are able to stay on-time to graduation.

List of Faculty

The list of faculty members has been edited to reflect three tenured faculty members from the Department of Curriculum and Instruction and one tenure track faculty member from the Department of Exercise Science. All listed faculty members have been appointed graduate faculty status per Tech’s Policy 282: Graduate Faculty Appointment and Responsibilities Policy which states, “An instructor of any course for which students receive graduate credit must be a member of the graduate faculty.” The policy outlines the process for appointments. The College has a process for faculty development in terms of chairing dissertation committees. Faculty members who have not chaired a dissertation committee are required to have served on dissertation committees prior to serving as a chair. If they have sufficient experience serving on committees, they may serve as a dissertation committee chair. Otherwise, they must co-chair at least one dissertation committee prior to serving as a sole chair.

Faculty Name	Dept.	FTE	Grad Faculty Status	# of Diss. Comm. Chaired and Co-Chaired	# of Diss. Comm. Served
Dr. George Chitiyo	C & I	0.25	Yes	21	25
Dr. Darek Potter	Exercise Science	0.25	Yes	0	6
Dr. Matthew Smith*	C & I	1	Yes	0	1
Dr. Jeremy Wendt*	C & I	0.125	Yes	Dept. Chair	0
New faculty	C & I	1			
New faculty	C & I	1			

*Served on numerous master’s and specialist committees.

List of Administrators

The list of current administrators has been edited to reflect six administrators who are qualified to teach in the program. If an administrator does not currently hold graduate status, the administrator and the Chair for the Department of Curriculum and Instruction will complete the application for graduate faculty membership per Tech’s Policy 282: Graduate Faculty Appointment and Responsibilities Policy. The application is reviewed and approved by the college dean, Dean of the College of Graduate Studies, and forwarded to the provost for final review and approval. Once approved by the provost, the faculty member and the departmental chair are notified of the approval. The College of Education has a process for faculty development in terms of chairing dissertation committees. Faculty members who have not chaired a dissertation committee are required to have served on dissertation committees prior to serving as a chair. If they have sufficient experience serving on committees, they may serve as a dissertation committee chair. Otherwise, they must co-chair at least one dissertation committee prior to serving as a sole chair.

Faculty Name	Dept.	# of Class / Year	Grad Faculty Status	# of Diss. Comm. Chaired / Co-Chaired	# of Diss. Comm. Served
Dr. Ashley Akenson	COEd	2	Yes	3	31
Dr. Julie Baker	COEd	1	Yes	5	18
Dr. Troy Perdue	Counsel	1	No	0	0
Dr. Cynthia Polk-Johnson	Student Affairs	1	No	0	0
Dr. Benjamin Stubbs	Student Affairs	1	No	0	0
Dr. Katherine Williams	Student Affairs	1	No	0	0

Anticipated Faculty and Graduate Assistants

Full-time faculty members cannot be hired prior to establishing the program. The proposal includes hiring two faculty members. One faculty hire will have expertise in data science and experience teaching graduate courses. The second faculty hire will hold a terminal degree in higher education with experience teaching graduate courses. These faculty are intended to support, guide, and direct this program with support from the respective units at Tech and in the College of Education as well as program faculty who teach research courses and affiliate faculty credentialed to teach these courses who serve as administrators or as faculty in other units. Following initial program implementation with existing faculty and expected enrollment and revenue growth based upon the outlined benchmarks, 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 anticipated program development. Qualified adjunct faculty will supplement full-time faculty loads, until the new hires are secured.

It is also anticipated that three new graduate assistant positions will be requested during the first six 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.

Library and Information Technology Resources

The Angelo and Jennette Volpe Library offers access to the library catalog, articles, dissertations, media, eBooks, and database contents. The most common way to search these items is by using EagleSearch, the discovery tool, but the library also offers individual database searching and a way to connect to library materials via Google Scholar. Electronic resources are always available from any location. Unavailable articles and books can be requested through InterLibrary Loan; articles are delivered electronically, and books are physically delivered to the library. Students can also request physical materials be added to the collection. The most popular physical materials are textbook reserves, course reserves, and standardized testing materials. There are additional library services outside the collection. Students can reserve study rooms and use technology for groupwork and practice presentations. Students can also schedule appointments for free help with finding resources, developing a presentation, creating a research poster, and getting documents notarized. The library also offers free, individual peer tutoring to any student for help with courses, study skills, test prep, drafting papers, and resumes. There is also a university-wide testing facility where students may take class tests, makeup exams, and/or accommodated tests. Appointments and reservations for these services are made online. TTU's current databases are sufficient for supporting the program. The Journal of Higher Education, the Journal of Higher Education Research and Development, and many more discipline related journals are available electronically through the Volpe Library. As the program is completely online, the students will have access to all necessary course and distance software required for courses. For example, iLearn, TEAMS, SPSS, LinkedIn Learning, the Microsoft Office suite, and more are available to students. The platform which students log into is Tech Express where they can access the aforementioned platforms. Tech's Center for Innovative Teaching and Learning is also available to students. The College of Education's Bring Your Own Device policy requires students to have a computer. Faculty members consistently review library resources and make requests as needed. The College of Education houses the Jeffers Learning Resources Center, which provides additional support. All textbooks are available online, and additional texts such as relevant peer-reviewed articles and conference proceedings will be provided. Faculty members typically hold memberships/subscriptions to professional, scholarly associations and leverage those memberships to share the most current materials with program students.

Library and Information Technology Acquisitions Needed

Existing infrastructure in library and information technology is adequate to support this program's needs based on the current levels of library subscriptions. A reduction in library subscriptions and databases would disrupt graduate programs.

Support Resources

Existing structures and procedures in the College of Education will enable a rapid start to the program, especially in relation to admissions, advisement, and recruitment. Faculty and staff

will coordinate course offerings and other logistics that coincide with the current Ph.D. program. The Department of Curriculum and Instruction, which houses the new program, will continue to provide coordination and support of faculty professional development, course scheduling, staffing, and accreditation.

Support resources provided to students include intentional guidance by the Director of Graduate Studies. Students in the first two years of the program participate in an annual program evaluation where they meet with the Director to discuss their progress to date. In the meeting, the student and the Director review the student's program of study and CV to confirm the student is progressing as planned. The Director will use an eight-item interview protocol to collect feedback on the student's experiences in the program to date. There are also numerous student organizations, volunteer opportunities, graduate assistantships, research opportunities, and collaborative work available to students which are shared by the Director of Graduate Programs. Additional support resources include the Center for Innovative Teaching and Learning as well as a plethora of resources available through Tech Express, the platform which students log into to access iLearn, LinkedIn Learning, Microsoft Office Suite, and more.

Evidence of Willingness to Partner

As indicated by the strong letters of support from universities, community colleges, national non-profit organizations, and regional organizations, the opportunities for partnerships have been leveraged from the outset of the proposal. The college will continue to work closely with these partners and expand partnerships to meet the needs of the region and the state. Historically, the College of Education's established partnerships are strong across universities, community colleges, state education leadership, non-profits, and school districts.

Other Support Currently Available

Based on the existing infrastructure in the College of Education, current college and university staff can support the program.

Other Support Needed

No additional staffing or other assistance is needed during the first seven years of the program. The College of Graduate Studies and the College of Education both have sufficient infrastructure and staff to support the program. Two new faculty members will be hired in Years 2 and 3, and three new GA positions will be secured in Years 1, 2, and 3.

Facilities and Equipment

The new Ph.D. program is 100% online, which drastically reduces the expense and coordination of physical facilities.

Existing Facilities and Equipment

The Ph.D. program in Higher Education will be in the Department of Curriculum and Instruction in the College of Education. The program will not require a new unit. Office space exists in the respective buildings where current faculty are housed who also have the requisite computers

and printers. Physical facilities and current technological resources are sufficient to support the proposed program. Faculty are supported via the Center for Innovative Teaching and Learning. The Center for Innovative Teaching and Learning is readily available to assist with innovative faculty ideas and needs related to technology support and course development. The Center provides faculty development opportunities, instructional technology support and training, and instructional design assistance. The Center for Innovative Teaching and Learning has full-time instructional designers to support faculty in addition to support for learning technologies such as Poll Everywhere, LinkedIn Learning, Turnitin, Lightboards, and others. For technical support, TTU's current infrastructure through the ITS Helpdesk is available to all faculty and students. This includes both hardware and software access and support in addition to free and discounted software and hardware available to students and faculty. For example, the data analytics R is open source and therefore free to students. Additional programs like SPSS and Microsoft Office Suite are available to students and faculty at no cost.

Additional Facilities and Equipment Required or Anticipated

No additional need for facilities is anticipated over the next seven years.

Marketing and Recruitment Plan

The College of Education is dedicated to recruiting, retaining, and graduating students in the Ph.D. in Higher Education. The College of Education hired a full-time dedicated Recruitment and Marketing Specialist in July 2018, whose primary purpose is to recruit and retain both undergraduate and graduate students and expand alumni outreach for the college. The Recruitment and Marketing Specialist will work in conjunction with the Dean's Office and the Department of Curriculum and Instruction to identify qualified candidates and initiate student outreach.

As soon as we receive program approval from THEC, we will initiate our recruitment and marketing plan. We will directly contact survey respondents who participated in the feasibility study. The survey results indicated 31.5% (308 people) of respondents are very interested in the program. And 40% (391 people) of respondents indicated they would like to start the program immediately. If only 5% of those who indicated they would like to begin immediately, we would have 19 students.

We have also kept a running list of people who have reached out to us directly to express interest in the program. We will contact the 47 potential students to let them know the start date of the program.

We have secured funding to create marketing materials to promote the program including feather banners, tabletop displays, and rack cards for use at conferences and recruitment events. We will develop promotional materials to mail to potential students including Tech alumni and professional organizations like TACRAO (Tennessee Association of Collegiate Registrars and Admissions Officers), NACADA (National Academic Advising Association), and SACRAO (Southern Association of Collegiate Registrars and Admissions Officers).

We will utilize partnerships with our in-state partner/peer/feeder institutions (e.g., MTSU, Memphis, UTC, UTK, Roane State, Vol State, etc.) to recruit current employees to the program and also recruit from Fisk, Tennessee State, Lane College, and LeMoyne-Owen College. Beyond mailing promotional materials, we will reach out to potential students via email, social media, text messaging, and phone calls and encourage them to apply.

Due to the interest expressed to date, we are confident that we will meet our projected Year 1 enrollment of 10 students.

Assessment and Evaluation

Assessment and evaluation are iterative and multifaceted to capture program quality for continuous improvement. Student achievement and academic performance will be tracked over time via admissions criteria (annually), key course grades (each semester), comprehensive exam results (each semester), and dissertation prospectus and defense results (each semester). Scholarship will be assessed annually via student and faculty publications, presentations, grant proposals submitted and funded, professional development, and certifications as well as awards, honors, and other recognitions. This ensures students are afforded multiple appropriate opportunities in the field and their successful participation/selection indicates quality on par with regional, national, and international expectations. Annual student program evaluations will be conducted via a 30-60-minute interview with each student by the Director of Graduate Programs to ensure student voices are heard regularly in a formal manner that directly supports program quality. The feedback is used as formative evaluation to better understand program areas of strength and needs for improvement. Triangulating these data sources will give a fuller picture of individual and program performance. This allows any concerns identified from these data to be addressed early. They will be reviewed on the individual, cohort, and program levels. They will also be reviewed and analyzed on an annual basis, including trend analysis, as part of program Institutional Effectiveness (IE) and continuous improvement reporting. IE reports are made publicly available.

Tennessee Tech University administers a course evaluation survey commonly referred to as IDEA (Individual Development and Educational Assessment). The instrument (officially named the Student Ratings of Instruction) was developed by the IDEA Center at Kansas State University and is currently administered by Anthology, an EdTech company. IDEA evaluations are used at higher education institutions nationwide and have the support of 45 years of research. Tennessee Tech has utilized the IDEA evaluation for over 20 years as part of an assessment process to understand and improve teaching and learning on campus. IDEA has provided Tennessee Tech University with a tool that evaluates curriculum and faculty efficacy with respect to program goals and student learning outcomes, provides longitudinal data, and can be paired with other assessments for a holistic understanding of program quality. The IDEA evaluation is a nationally normed, standardized instrument that assesses student perceptions of progress on 13 educational objectives; additional questions can be added in which students can evaluate specific teaching methodology. Prior to the course evaluation process, instructors are asked to select the educational objectives that are most relevant to their courses. This process allows instructors to be evaluated only on those objectives that are related to the

content and skills being taught in a course. All courses receive the IDEA evaluation each semester. Students complete IDEA evaluations anonymously through an online portal at the end of the semester. This online administration helps improve confidentiality and anonymity and provides students opportunity to provide more honest feedback. Scores range from 1 to 5 points, with 5 being a superlative score. Course reports received by faculty provide information on the extent to which students perceived progress on the identified educational objectives. These scores can be compared to an institutional norm, a departmental norm and a norm composed from similar courses in the faculty members' respective fields at other institutions. Adjusted scores are also provided in the report to account for student motivation, student work habits, class size, and perceived course difficulty. Course evaluation reports are also sent to the department chair each semester and used as part of the annual faculty evaluation.

A confidential, anonymous, graduate exit survey will be administered every 10-15 graduates to offer them a mechanism for holistic program feedback. The retrospective nature will allow graduates to assess experiences, needs, and strengths over the course of their studies.

Institutional Effectiveness reporting will be conducted annually by the Director of Graduate Programs. This will be used for SACSCOC reporting and provides both annual and longitudinal program data and incorporates specified program goals and student learning outcomes and associated assessment thresholds to ensure program quality.

Lastly, the Tennessee Higher Education Commission requires a rigorous program review every five years for programs not otherwise accredited. The Director of Graduate Programs and program faculty are responsible for collecting and analyzing data and initiating proposed changes based on the data as well as tracking the impact of any program changes.

Accreditation

The Ph.D. in Higher Education will participate in THEC's program review process with external peer review according to a pre-approved review cycle. The proposed program requires SACSCOC notification of substantive change. A SACSCOC notification will be submitted immediately after THEC approval.

Program Costs/Revenues

As noted in the enclosed seven-year THEC Financial Projection Form (Appendix 9), initial funding for this program will be provided through a partnership across the department, college, and university. Costs will be gradually shifted to the College of Education and the Department of Curriculum and Instruction as increased tuition revenue replaces the start-up funds provided by the University. Projected expenditures balance with revenue from tuition, fees, and institutional reallocations. Faculty salaries and benefits are the primary expense of the program, followed by graduate assistant salaries and associated costs. Operating costs are minimal, as the program will be an addition to the College of Education. Many of the existing support structures will be able to aid and facilitate the new program. Program sustainability will come through moderate enrollment increases over time. Supports such as library access,

learning management systems, and faculty research support are part of the larger college and university structure.

In the Planning Year, the proposed program costs included \$10,500 for external review. Two reviewers received \$2,500 each for the first review. Four hotel rooms for two nights totaled \$1,000. Two dinners and two lunches totaled \$500. A consultant with expertise in the field was engaged to guide program and curriculum development at a cost of \$2,000. Lastly, two external reviewers were each paid \$1,000 for a second review.

Year 1 costs include \$15,000 for adjunct faculty to supplement full-time faculty loads and \$1,500 in related benefits as well as \$24,113 for one graduate assistant position for a total of \$40,613 in costs. Year 1 revenues include \$84,791 in tuition and fees and institutional reallocations of \$44,178 for a total of \$40,613 in revenues.

Year 2 costs include \$15,225 (includes a 1.5% cost-of-living increase) for adjunct faculty to supplement full-time faculty loads and \$1,523 in related benefits, \$85,000 for one new FTE faculty position with expertise in data science, and \$36,550 in related benefits for a faculty subtotal of \$138,298. Additional costs include \$48,468 for the existing graduate assistantship and a second assistantship, \$2,000 for a laptop and related technological support for the new FTE position, and \$2,000 for travel support totaling \$190,766 in costs. Year 2 revenues include \$193,808 in tuition and fees and institutional reallocations of \$3,285 for a total of \$190,524 in revenues.

Year 3 costs include \$15,453 (includes a 1.5% cost-of-living increase) for adjunct faculty to supplement full-time faculty loads and \$1,545 in related benefits, \$165,275 (includes a 1.5% cost-of-living increase for the data science position) for the existing FTE position, a second position with expertise in higher education and \$71,068 in related benefits for a faculty subtotal of \$253,342. Additional costs include \$73,069 for the two existing graduate assistantships and a third assistantship, \$2,000 for a laptop and related technological support for the new FTE position, and \$2,000 for travel support totaling \$330,411 in costs. Year 3 revenues include \$339,164 in tuition and fees and institutional reallocations of \$9,483 for a total of \$329,681 in revenues.

Year 4 costs include \$15,685 (includes a 1.5% cost-of-living increase) for adjunct faculty to supplement full-time faculty loads and \$1,569 in related benefits, \$167,754 (includes a 1.5% cost-of-living increase for both positions) for existing FTE faculty positions, and \$72,135 in related benefits for a faculty subtotal of \$257,142. Additional costs include \$73,440 for existing graduate assistantships including an increase in tuition and fees and \$3,000 for travel support totaling \$333,582 in costs. Year 4 revenues include \$339,164 in tuition and fees and institutional reallocations of \$6,683 for a total of \$332,481 in revenues.

Year 5 costs include \$15,920 (includes a 1.5% cost-of-living increase) for adjunct faculty to supplement full-time faculty loads and \$1,592 in related benefits, \$170,271 for existing FTE faculty positions including a 1.5% cost-of-living increase and \$73,217 in related benefits for a

faculty subtotal of \$260,999. Additional costs include \$73,815 for existing graduate assistantships including an increase in tuition and fees and \$3,000 for travel support totaling \$337,814 in costs. Year 5 revenues include \$351,277 in tuition and fees and \$14,939 in institutional reallocations for a total of \$336,338 in revenues.

Year 6 costs include \$16,159 (includes a 1.5% cost-of-living increase) for adjunct faculty to supplement full-time faculty loads and \$1,616 in related benefits, \$172,825 for existing FTE faculty positions including a 1.5% cost-of-living increase and \$74,315 in related benefits for a faculty subtotal of \$264,914. Additional costs include \$74,193 for existing graduate assistantships including an increase in tuition and fees and \$4,000 in travel support totaling \$343,107 in costs. Year 6 revenues include \$351,277 in tuition and fees and \$10,024 in institutional reallocations for a total of \$341,253 in revenues.

Year 7 costs include \$16,401 (includes a 1.5% cost-of-living increase) for adjunct faculty to supplement full-time faculty loads and \$1,640 in related benefits, \$175,417 for existing FTE faculty including a 1.5% cost-of-living increase and \$75,430 in related benefits for a faculty subtotal of \$268,888. Additional costs include \$74,575 for existing graduate assistantships including an increase in tuition and fees and \$4,000 in travel support totaling \$347,463 in costs. Year 7 revenues include \$363,390 in tuition and fees and \$18,163 in institutional reallocations for a total of \$345,227 in revenues.

Projected Expenditures. Expenditures include one-time costs in the Planning Year for external reviews equipment for new full-time faculty as well as recurring costs of adjunct salaries, full-time faculty salaries and benefits, graduate assistantship positions, and travel.

Planning Year

Consultants - \$10,500 (one-time expenditure)

Year 1

Adjunct faculty - \$15,000 to supplement full-time faculty loads
 Adjunct faculty benefits - \$1,500
 Graduate assistants - \$24,113 for one position
 Total - \$40,613

Year 2

Adjunct faculty - \$15,225 (includes cost-of-living increase) to supplement full-time faculty loads
 Adjunct faculty benefits - \$1,523
 Full-time faculty base salary - \$85,000 for one new FTE faculty position
 Full-time faculty benefits - \$36,550
 Faculty subtotal - \$138,298
 Graduate assistants - \$48,468 for the existing assistantship and a second assistantship
 Equipment - \$2,000 for laptop, software, printer for new FTE position (one-time expenditure)
 Travel - \$2,000
 Total - \$190,766

Year 3

Adjunct faculty - \$15,453 (includes cost-of-living increase) to supplement full-time faculty loads
Adjunct faculty benefits - \$1,545
Full-time faculty base salary - \$165,275 for existing FTE faculty position and a second position (\$79,000) including a cost-of-living increase for the existing position
Full-time faculty benefits - \$71,068
Faculty subtotal - \$253,341
Graduate assistants - \$73,069 for the two existing assistantships and a third assistantship
Equipment - \$2,000 for laptop, software, printer for second new FTE position (one-time expenditure)
Travel - \$2,000
Total - \$330,411

Year 4

Adjunct faculty - \$15,685 (includes cost-of-living increase) to supplement full-time faculty loads
Adjunct faculty benefits - \$1,569
Full-time faculty base salary - \$167,754 for existing FTE faculty positions including a cost-of-living increase for both
Full-time faculty benefits - \$72,315
Faculty subtotal - \$257,142
Graduate assistants - \$73,440 for existing assistantships including an increase in tuition and fees
Travel - \$3,000
Total - \$333,582

Year 5

Adjunct faculty - \$15,920 (includes cost-of-living increase) to supplement full-time faculty loads
Adjunct faculty benefits - \$1,592
Full-time faculty base salary - \$170,271 for existing FTE faculty positions including a cost-of-living increase for both
Full-time faculty benefits - \$73,217
Faculty subtotal - \$260,999
Graduate assistants - \$73,815 for existing assistantships including an increase in tuition and fees
Travel - \$3,000
Total - \$337,814

Year 6

Adjunct faculty - \$16,159 (includes cost-of-living increase) to supplement full-time faculty loads
Adjunct faculty benefits - \$1,616
Full-time faculty base salary - \$172,825 for existing FTE faculty positions including a cost-of-living increase for both
Full-time faculty benefits - \$74,315
Faculty subtotal - \$264,914
Graduate assistants - \$74,193 for existing assistantships including an increase in tuition and fees

Travel - \$4,000
 Total - \$343,107

Year 7

Adjunct faculty - \$16,401 (includes cost-of-living increase) to supplement full-time faculty loads
 Adjunct faculty benefits - \$1,640
 Full-time faculty base salary - \$175,417 for existing FTE faculty positions including a cost-of-living increase for both
 Full-time faculty benefits - \$75,430
 Faculty subtotal - \$268,888
 Graduate assistants - \$74,575 for existing assistantships including an increase in tuition and fees
 Travel - \$4,000
 Total - \$347,463

7.2

One-time Expenditures.

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.

External Review. In the Planning Year, \$10,500 has been allocated for the required reviews.

Recurring Expenditures.

Travel. Faculty and students will likely need to travel starting in Year 2 projected at \$2,000 and \$2,000 in Year 3, \$3,000 in Years 4 and 5, and \$4,000 in Years 6 and 7.

Adjunct Faculty Salaries. Qualified adjunct faculty will supplement full-time faculty loads. An annual cost-of-living increase of 1.5% has been calculated and begins in Year 2.

Adjunct Faculty	
Year 1	\$15,000 base salary + 10% benefits (\$1,500) = \$16,500

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. An annual cost-of-living increase of 1.5% has been calculated and begins in Year 3 for the Data Science Position and Year 4 for the Higher Education Position.

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

Data Science Faculty Position	
Year 2	\$85,000 base salary + 43% benefits (\$36,550) = \$121,550

Higher Education Faculty Position	
Year 3	\$79,000 base salary + 43% benefits (\$33,970) = \$112,970

Combined Adjunct Faculty & FTE Faculty Salary & Benefit Expenditure Projections

7.2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total Salary	\$15,000	\$100,225	\$180,728	\$183,439	\$186,191	\$188,984	\$191,819
Adjunct Salary	\$15,000	\$15,225	\$15,453	\$15,684	\$15,919	\$16,157	\$16,399
FTE Faculty Salary	\$0	\$85,000	\$165,275	\$167,754	\$170,269	\$172,822	\$175,414
Number of New FTE Positions	0	1	2	2	2	2	2
Benefits	\$1,500	\$38,073	\$72,614	\$73,703	\$74,809	\$75,931	\$77,069
Total	\$16,500	\$138,298	\$253,342	\$257,142	\$260,999	\$264,914	\$268,888

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	\$37,069	\$37,440	\$37,815	\$38,193	\$38,575
Total	\$24,113	\$48,468	\$73,069	\$73,440	\$73,815	\$74,193	\$74,575

7.2

Projected Revenues. Based on an in-state tuition rate of \$12,113 per year and an average of 19.75 credit hours per student per year with a 1% increase in base tuition annually, projected revenue is:

Year 1

Tuition and fees - \$84,791
 Institutional reallocations – (\$44,178)
 Total - \$40,613

Year 2

Tuition and fees - \$193,808
 Institutional reallocations – (\$3,285)
 Total - \$190,524

Year 3

Tuition and fees - \$339,164
 Institutional reallocations – (\$9,483)
 Total - \$329,681

Year 4

Tuition and fees - \$339,164
 Institutional reallocations – (\$6,683)
 Total - \$332,481

Year 5

Tuition and fees - \$351,277
 Institutional reallocations – (\$14,939)
 Total - \$336,338

Year 6

Tuition and fees - \$351,277
 Institutional reallocations – (\$10,024)
 Total - \$341,253

Year 7

Tuition and fees - \$363,390

Institutional reallocations – (\$18,163)

Total - \$345,227

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:

7.2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Tuition & Fees Total	\$84,791	\$193,808	\$339,164	\$339,164	\$351,277	\$351,277	\$363,390
Number of Students	7	16	28	28	29	29	30
Avg Number of Credit Hours	19.75	19.75	19.75	19.75	19.75	19.75	19.75
Institutional Reallocations	(\$44,178)	(\$3,285)	(\$9,483)	(\$6,683)	(\$14,939)	(\$10,024)	(\$18,163)
Total	\$40,613	\$190,524	\$329,681	\$332,481	\$336,338	\$341,253	\$345,227



Office of the President

TENNESSEE TECH

June 25, 2021

Emily House
Executive Director
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Executive Director House:

In accordance with THEC policy A 1.0 New Academic programs: Approval Process, Tennessee Tech University (TTU) submits a letter of notification (LON) for a new program in the College of Education. This proposed Doctor of Philosophy (Ph.D.) in Higher Education will 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. 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 and lead institutions of higher education including community colleges and universities.

With this letter, I am verifying that the attached LON has been approved for submission by the Tennessee Tech Board of Trustees on June 24, 2021.

Sincerely,

Philip B. Oldham
President

Tennessee Tech Internal Cover Form for Letters of Notification

Please refer to the TTU Office of the Provost website for New Programs and Program Modifications before developing a proposal. <https://www.tntech.edu/provost/new-programs>.

Name of New Academic Program and Degree Designation:

Higher Education, Ph.D.

Proposed Implementation Date: Fall 2023

Information Contact: Lisa Zaumny / (931) 372-3324
Printed Name Telephone

APPROVED: Jeremy Wendt / 6/25/21
Department Chairperson's Signature Date

APPROVED: Luis Hogg / 6/25/21
College Dean's Signature Date

APPROVED: Loi Bruce / 6/29/21
Provost's Signature Date

Tennessee Tech Board of Trustees Approval: 6/24/21
Date

7.2

TN Tech Internal Cover Form

Required for all proposals

Please refer to the TTU Office of the Provost website for New Programs and Program Modifications before developing a proposal. <https://www.tntech.edu/provost/new-programs>

Degree Designation or Type of Certificate: Graduate

Ph.D. in Higher Education
Formal Degree Abbreviation Title of Proposed Program to be Established or Impacted

Concentrations: Higher Education Administration and Student Affairs

Action Requested:
Submission of NAPP

Proposed Effective Date: Fall 2022

For more information contact: Dr. Jeremy Wendt / 372-3181
Name Telephone

Committee Approvals:

University Curriculum Committee (undergraduate programs) Approval Date: N/A

Graduate School Executive Committee (graduate programs) Approval Date: 3/1/2022

Admissions and Credits Committee (if applicable) Approval Date: N/A

Academic Council (if applicable) Approval Date: 03/09/2022

Approval:  / 
Signature of Provost Date

TN Tech Board of Trustees (if applicable) Approval Date: N/A

7.2

Appendix 2

Academic Programs Peer Comparison Tables

Legend: X = Undergraduate Degree(s) offered
 X* = Undergraduate and Graduate Degree(s) offered
 * = Graduate Degree(s) offered

TTU Majors	Clemson	Miami (Ohio)	JMU	SUNY- (Bing)	Univ of NH	UofM	ETSU	MTSU	UTC	LA Tech	S. Dakota State	Murray State	N. Mexico State	UAH (Hunts)	U o Maine	Appy State
Accounting*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X	X*	X*	X	X*
Agriculture	X				X*			X*		X(Ag Bus.)	X*	X*	X*		X	
Biology*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*
Business Administration*	X*	*	*	X*	X*	*	*	X*	*	X*		X*	X*	*	X*	*
Business Management	X*	X*	X	X*	X	X	X	X	X	X		X	X	X*	X	X
Chemical Engineering*	X*	X*			X*				X*	X*			X*	X*	X*	
Chemistry*	X*	X*	X	X*	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X
Civil & Environmental Engineering*	X*				X*	X* (Civil only)			X*	X* (Civil only)	X* (Civil only)	X	X*	X*	X*	
Communication	X*	X	X*		X	X*	X*	X*	X	X*	X*	X*	X*	X	X*	X
Computer Engineering*	X*	X		X	X	X			X*	X (Cyber Eng.)				X*	X*	
Computer Science*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*
Curriculum & Instruction*	X*				*		*	*		*	*		*	X*		X*
Early Childhood Education	X	X	X*	*	X*	*	X*	X*	X*	X*	X	X	X*	X	X	X
Economics	X*	X*	X	X*	X*	X*	X	X*	X		X*	X	X*	X	X*	X
Electrical & Computer Engineering*	X*	X*		X*	X*	*							*		*	
Electrical Engineering	X*	X		X	X	X			X*	X*	X*		X*	X*	X*	
Elementary Education	X	X	X*		*	*	X*	X*	X*	X*		X	X*	X*	X*	X*
Engineering*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	

7.2

TTU Majors	Clemson	Miami (Ohio)	JMU	SUNY-(Bing)	Univ of NH	UofM	ETSU	MTSU	UTC	LA Tech	S. Dakota State	Murray State	N. Mexico State	UAH (Hunts)	U o Maine	Appy State
English*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
Environmental Sciences*	X*	X*		X	X		X*	X	X*	X	X	X*	X		X*	X
Environmental & Sustainability Studies	X*	X		X								X				X
Exceptional Learning*	X*															
Exercise Science, PE, & Wellness*	X	X*			X	X*	X*	X*	X	X*	X*	X	X*	X	X*	X*
Finance	X*	X	X		X*	X*	X	X*	X*	X		X	X*	X	X	X
Fine Arts	X	X	X*	X	X	X*	X*	X	X	X*	X	X	X*	X	X	X
Foreign Language	X	X	X	X*	X	X*	X	X*	X	X	X	X	X*		X*	
Geosciences	X	X	X	X*	X*	X*	X*	X*	X	X	X*	X*	X*	X	X	X*
History	X*	X	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X*
Human Ecology	X (Food Science & Human Nutrition)	X (Dietetics)			X* (Nutritional Sciences)	X*	X*	X (Dietetics & Nutrition/ Food Science)		X*	X*	X*	X*		X*	X
Instructional Leadership*	X*	*	*			*	*	*	*		*	*	X*		*	*
Interdisciplinary Studies*		X	X				X	X		X	X*	X	X		X*	X
International Business & Culture	X		X			X	X						X		X	X
Manufacturing & Engineering Technology		X				X	X*	X*			X	X	X		X	
Marketing	X*	X	X	X		X	X	X	X	X		X	X	X	X	X
Mathematics*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*
Mechanical Engineering	X*	X*		X*	X*	X*			X*	X*	X*		X*	X	X*	
Multidisciplinary Studies																
Music	X	X	X*	X*	X*	X*	X	X*	X*	X	X	X*	X*	X	X*	X*

7.2

TTU Majors	Clemson	Miami (Ohio)	JMU	SUNY-(Bing)	Univ of NH	UofM	ETSU	MTSU	UTC	LA Tech	S. Dakota State	Murray State	N. Mexico State	UAH (Hunts)	U o Maine	Appy State
Nursing*	X*	X	X*	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*
Nursing Practice*			X*		X*		X*		X*		X*	X	X*	X*		
Physics	X*	X*	X	X*	X*	X*	X	X		X*	X	X	X*	X*	X*	X
Political Science	X	X*	X*	X*	X*	X*	X	X	X*	X	X	X		X*	X	X*
Professional Studies*						X*	X*	X	X*					X		
Psychology*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
Secondary Education	X*	X*	X*	*	*	*	*	X*	X*	X*	*	X*	X*	X*	X*	X*
Sociology	X*	X	X	X*	X*	X*	X*	X*	X	X	X*		X*	X	X	X
Special Education	X*	X*	X*	*	*	*	X*	X*	X*	*		X*	X*	X*	*	X*
Wildlife & Fisheries	X*				X						X*	X	X*		X*	

Clemson: Clemson University

Miami (Ohio): Miami University (Ohio)

JMU: James Madison University

SUNY-(Bing): SUNY – Binghamton

Univ of NH: University of New Hampshire

UofM: University of Memphis

ETSU: East TN State University

MTSU: Middle TN State University

UTC: University of TN @ Chattanooga

UAH (Hunts): University of Alabama @ Huntsville

LA Tech: Louisiana Tech University

S.Dakota State: South Dakota State University

Murray State: Murray State University

N.Mexico State: New Mexico State University

UoMaine: University of Maine

Appy State: Appalachian State University



July 9, 2021

7.2

To Whom It May Concern,

As a national organization committed to improving student-learning outcomes by stewarding the transformation of educator preparation, we at Deans for Impact recognize the increasing need for high-quality preparation of leaders working in postsecondary. The proposed PhD program in Higher Education at the College of Education at Tennessee Tech University will provide such preparation and help institutions of higher education and organizations like Deans for Impact fill important roles.

The primary focus areas of the proposed PhD program represent topics that we believe to be in high demand in the coming years. These include efforts to improve student access to higher education, student success, and student persistence to degree completion.

As a distinctive approach to addressing these focus areas, the program will facilitate collaborative partnerships between P12 administrative leaders and post-secondary administrative leaders to foster greater understanding and alignment across a student's full P16 educational pathway.

Graduates from this program could work at any higher education institution in the state to help prepare the next generation of college-going students, as well as at education-focused organizations such as Deans for Impact. We believe Tennessee Tech University's College of Education is ideally positioned to offer the proposed program.

Thank you for your consideration of the proposed PhD in Higher Education at Tennessee Tech.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Fishman".

Peter Fishman, Ed.L.D.
Vice President, Strategy

About Deans for Impact

Founded in 2015, Deans for Impact is a national nonprofit organization dedicated to ensuring that every child is taught by a well-prepared teacher. To learn more about our work and mission, visit deansforimpact.org.



July 6, 2021

To Whom It May Concern:

On behalf of the Highlands Economic Partnership (HEP), I am pleased to provide a letter of support to Tennessee Tech University as they seek approval of a new online academic program. The proposed program, a Doctor of Philosophy (Ph.D.) in Higher Education, will offer a concentration in both Administration and Student Affairs. This program will align with the state's *Tennessee Succeeds* and *Drive to 55* initiatives to increase postsecondary credentials in Tennessee by growing the number of higher education leaders serving students who pursue postsecondary credentials.

The HEP is a multi-county economic development organization located in the Upper Cumberland Region of Tennessee that focuses on the attraction and retention of jobs and includes a comprehensive and collaborative approach to the preparedness of the workforce. The collaboration brings P-12 school districts, higher education institutions, area employers, and community partners together to develop goals and strategies focused on building a pipeline of students prepared for college and in-demand, high-wage jobs across the region and state.

As an organization, the HEP realizes education and workforce challenges exist, and addressing them cannot happen in silos. Tennessee Tech has been a partner to the HEP since its launch in 2006. It is a university that welcomes new and innovative ideas to address growing a more highly trained and skilled workforce. Throughout the course of this work, we have witnessed education institutions making thoughtful change in offered programs based on employer needs and projected job growth in the region. Tennessee Tech works diligently to ensure they have educators and leadership across campus prepared to facilitate collaborative partnerships between P-12 and postsecondary administrative leaders to foster greater understanding and alignment across a student's full educational pathway. Graduates from this program will be prepared to work at any higher education institution to help prepare the next generation of college-going students as well as education- and workforce-focused organizations such as chambers of commerce.

The Highlands Economic Partnership is in a unique position to validate the important steps Tennessee Tech is taking to offer this new online academic program. Their proposal aligns exceptionally well with our organization's goal to build a skilled workforce through strong advising and comprehensive support to students. We sincerely believe the program will improve student access to higher education, student success, and student persistence to degree completion.

Sincerely,

A handwritten signature in black ink that reads "Amy New". The signature is written in a cursive, flowing style.

Amy New
President & CEO

7.2



6965 Cumberland Gap Parkway • Harrogate, TN 37752 • www.LMUnet.edu

June 30, 2021

Lisa Zagumny, Ph.D.
Tennessee Tech University
College of Education
Campus Box 5046
11 William L. Jones Drive
TJ Farr 100
Cookeville, TN 38505

7.2

This is a letter of support for the proposed PhD in Higher Education at Tennessee Technological University (TTU). There is a definite need for a high-quality degree in Higher Education with options for both the proposed concentration in Higher Education Administration and the proposed concentration in Student Affairs. Making the program available in an online format will ensure that it is accessible to working professionals. Institutions of higher education in the region, including Lincoln Memorial University, are constantly seeking new employees to fill important roles in college administration and student affairs. It is often difficult to staff these important positions with candidates who have the specialized knowledge and skills to successfully fulfill the responsibilities of these positions. This proposed program will enhance higher education in Tennessee by creating a better prepared pool of candidates while concurrently advancing the skills of current higher education professionals. As the program grows, it will ultimately allow institutions like Lincoln Memorial University to better serve their students. The College of Education at Tennessee Technological University has a reputation for delivering high-quality programs that meet the needs of constituents in the state, and I believe TTU's College of Education is in an excellent position to offer the proposed program.

It is my understanding that the program will require students to complete extensive research related coursework that should prepare graduates to make significant contributions to the institutions they will serve upon graduation. I'm not aware of another completely online PhD program in higher education within the state of Tennessee, and I expect the new program will make it possible for many currently employed student service and administrative personnel in higher education to improve their knowledge and skills, which will enable them to better serve the students enrolled in the state's colleges and universities. I'm looking forward to recommending promising candidates to the program as soon as it begins accepting applicants.

Sincerely,

A handwritten signature in cursive script that reads "Clayton Hess".

Clayton Hess, PhD
President



OFFICE OF THE PRESIDENT

July 2, 2021

Dear Dr. Zagumny,

Please accept this letter of support for Tennessee Technological University and its Ph.D. in Higher Education out of the College of Education.

The current status of Higher Education, with its ebbs and flows around policy, leadership, and emergent trends requires a program that produces professionals for its membership. Deepening the commitment to quality stewardship of our state, region, and nationwide Institutions of Higher Education is needed. The expectations of our legislative, judicial and executive bodies are not mute regarding the growing impact of preparedness provided within the reaches of post-graduate programs. The proposed program curriculum will not only support the Upper Cumberland, but has the breadth to create inclusive and equitable communities of practice.

It is without reservation that I support the Ph.D. in Higher Education. Please let me know if I can assist any further and I am available at your request.

Most cordially,

Dr. Michael Torrence

President

7.2

July 12, 2021

Tennessee Tech University
College of Education
Campus Box 5046
11 William L. Jones Drive
Cookeville, TN 38505

7.2

To Whom It May Concern:

As a national organization committed to improving student-learning outcomes by stewarding the transformation of educator preparation, we at NIET recognize the increasing need for high quality preparation of postsecondary professionals. However, in an increasingly busy, the accessibility of such preparation is essential for its success. Upon hearing about the proposed PhD program in Higher Education at Tennessee Tech, we at NIET immediately felt it was an excellent way to provide much needed preparation and help institutions of higher education fill important roles in college administration. Looking at the program with a broader scope, it is clear it would also benefit organizations like NIET with the program's focus on improving student access to higher education, student success, and student persistence to degree completion with collaborative partnerships between P12 administrative leaders and postsecondary administrative leaders. This unique approach will help to foster alignment across a student's complete P16 educational career. The proposed program's heavy emphasis on math, science, and the technologies of data analytics aligns with NIET's dedication to influencing and guiding educator preparation.

Thank you for the opportunity to support the proposed PhD in Higher Education at Tennessee Tech. There are a number of reasons to support such a unique program, and we believe the Tech's College of Education is ideally positioned to offer their expertise to those pursuing a PhD in this field.

Sincerely,



Candice McQueen, Ph.D.
Chief Executive Officer



276 Patton Lane Harriman, TN 37748-5011
(865) 354-3000 Fax (865) 882-4562

www.roanestate.edu

Office of the President

June 30, 2021

7.2

Dear Dr. Zagumny,

I am happy to provide this letter of support for the proposed Ph.D. in Higher Education in the College of Education at Tennessee Tech.

As an administrator in higher education, I am keenly aware of the need for highly qualified professionals in higher education. In order to best serve students pursuing postsecondary degrees, professional preparation in higher education will help us meet the changing demands of higher education and help more Tennesseans earn a postsecondary credential. A fully online program may also help to increase diversity in higher education as potential students are not limited to the Upper Cumberland.

The Ph.D. in Higher Education would provide the next step in fostering the provision of high quality, trained professionals in higher education. I enthusiastically support Tennessee Tech in pursuing a Ph.D. in Higher Education. Please contact me at your convenience if you have any questions.

Sincerely,

Dr. Chris Whaley
President

Serving the counties of
Roane ♦ Anderson ♦ Campbell ♦ Cumberland ♦ Fentress ♦ Loudon ♦ Morgan ♦ Scott
(Knox and Blount for Health Sciences)



Enrollment Management & Career Placement

TENNESSEE TECH

7.2

September 7, 2021

Dear Dr. Zagumny,

Please accept this letter with my full support of the proposed Ph.D. in Higher Education at Tennessee Tech University.

The future of higher education and the students we serve will continue to rely on innovative and influential talent to lead institutions forward. The proposed program will assist in developing administrative and student affairs professionals to address and overcome the challenges and opportunities ahead.

As an executive administrator with 20 years of higher education experience, I am in constant pursuit of attracting and developing top-tier higher education professional talent. The Ph.D. program in Higher Education would offer Tennessee Tech University, along with our colleagues within the Upper Cumberland region and beyond, a fully online program that allows for our staff members to further their education while continuing to serve in their professional positions. This model will surely produce high quality, trained professionals in higher education.

Sincerely,

Brandon J. Johnson, Ed.D.
Vice President of Enrollment Management & Career Placement



September 8, 2021

Dear Dr. Zagumny,

I am writing to express my full support for the proposed Ph.D. program in Higher Education at Tennessee Tech University (TTU) with a focus in two tracks: Higher Education Administration and Student Affairs.

As a seasoned student affairs professional, I found my home in this field over 20 years ago. The ever-evolving field of higher education requires a passion for teaching and learning, an unwavering love for working with students in the postsecondary realm, and a thorough knowledge of current trends and issues. The challenges that we now face in higher education related to access, affordability, diversity & inclusion, and student support services to meet the demands of creating educated, engaged, career-ready graduates can be overwhelming at times. Because of this, offering a degree in this concentration area would help produce the next generation of leaders and provide a scholarly approach to addressing concerns and issues that often serve as barriers to pursuing, persisting and completing a college degree.

Additionally, higher education administrators and student affairs practitioners bring a unique understanding of student development that lends itself well to personal and professional growth and maturity of college-aged students. The Bureau of Labor Statistics has projected an 8 percent growth between 2020-2030 with an average of about 14,500 openings per year for postsecondary education administrators (U.S. Bureau Labor of Statistics, 2021). This speaks to the need of cultivating diverse professionals to meet future workforce demands in this profession.

This proposed program would allow TTU to help meet the workforce demands with educated, talented and skilled professionals within the Upper Cumberland region and beyond. The online approach would provide flexibility allowing adults could find time to pursue such a degree while working full-time and raising their families. Collaborative partnerships between the College of Education and the Division of Student Affairs would be established to meet the experiential learning requirements through internships and assistantships. Again, I fully support this proposed Ph.D. program in Higher Education and look forward to assisting in the success of students who pursue this opportunity at TTU.

Sincerely,

A handwritten signature in blue ink that reads "Cynthia Polk-Johnson".

Cynthia Polk-Johnson, Ph.D.

Vice President for Student Affairs



Bureau of Labor Statistics > Publications > Occupational Outlook Handbook > Management

OCCUPATIONAL OUTLOOK HANDBOOK

OOH HOME | OCCUPATION FINDER | OOH FAQ | HOW TO FIND A JOB | A-Z INDEX | OOH SITE MAP

Postsecondary Education Administrators

PRINTER-FRIENDLY

- Summary
- What They Do
- Work Environment
- How to Become One
- Pay
- Job Outlook
- State & Area Data
- Similar Occupations
- More Info

Summary

Summary



Quick Facts: Postsecondary Education Administrators

2021 Median Pay	\$96,910 per year \$46.59 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2021	210,100
Job Outlook, 2021-31	7% (As fast as average)
Employment Change, 2021-31	15,500

What Postsecondary Education Administrators Do

Postsecondary education administrators oversee student services, academics, and faculty research at colleges and universities.

Work Environment

Postsecondary education administrators work for public and private schools. Most work full time.

How to Become a Postsecondary Education Administrator

Postsecondary education administrators typically need a master's degree. However, there will be some opportunities for those with a bachelor's degree. Employers typically prefer to hire candidates who have experience working in a postsecondary education administrative office, especially for occupations such as registrars and academic deans.

Pay

The median annual wage for postsecondary education administrators was \$96,910 in May 2021.

Job Outlook

Employment of postsecondary education administrators is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations.

About 17,600 openings for postsecondary education administrators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

State & Area Data

Explore resources for employment and wages by state and area for postsecondary education administrators.

Similar Occupations

Compare the job duties, education, job growth, and pay of postsecondary education administrators with similar occupations.

More Information, Including Links to O*NET

Learn more about postsecondary education administrators by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

What They Do

What Postsecondary Education Administrators Do

Postsecondary education administrators oversee student services, academics, and faculty research at colleges and universities. Their job duties vary depending on the department in which they work, such as admissions, student affairs, or the registrar's office.

Duties

Education administrators' duties depend on the size of their college or university. Small schools often have small staffs that take on many different responsibilities, but larger schools may have different offices for each of these functions. For example, at a small college, the Office of Student Life may oversee student athletics and other activities, whereas a large university may have an Athletics Department.

Postsecondary education administrators who work in **admissions** decide which applicants should be admitted to the school. They typically do the following:

- Determine how many students to admit to the school
- Meet with prospective students and encourage them to apply
- Review applications to determine which students should be admitted
- Analyze data about applicants and admitted students

Admissions officers also prepare promotional materials about the school. They often are assigned a region of the country to which they travel and speak to high school counselors and students.

Admissions officers who work with the financial aid department offer packages of federal and institutional financial aid to prospective students.

Postsecondary education administrators may be **provosts** or **academic deans**. Provosts, also called *chief academic officers*, help college presidents develop academic policies, participate in making faculty appointments and tenure decisions, and manage budgets. They also oversee faculty research at colleges and universities. Academic deans coordinate the activities of the individual colleges or schools. For example, a large university may have a separate dean for business, law, and medical schools.

Postsecondary education administrators who work in the **registrar's office**, sometimes called *registrars*, maintain student and course records. They typically do the following:

- Schedule course offerings, including space and times for classes
- Oversee student registration for classes
- Ensure that students meet graduation requirements
- Plan commencement ceremonies
- Prepare transcripts and diplomas for students
- Produce data about students and classes
- Maintain the academic records of the institution

Registrars' duties vary throughout the school year. During registration and at the beginning of the academic term, for example, they help students sign up for, drop, and add courses. Registrars need computer skills to create and maintain databases.

Postsecondary education administrators who work in **student affairs** are responsible for a variety of cocurricular school functions. They typically do the following:

- Advise students on topics such as housing, personal problems, or academics
- Communicate with parents or guardians
- Create, support, and assess nonacademic programs for students
- Schedule programs and services, such as athletic events or recreational activities

Postsecondary education administrators in student affairs may specialize in areas such as student activities, housing and residential life, or multicultural affairs. In student activities, they plan events and advise student clubs and organizations. In housing and residential life, they assign students to rooms and match them with roommates, ensure that residential facilities are well maintained, and train residential advisers. In multicultural affairs, they plan events to celebrate different cultures and diverse backgrounds. Sometimes, they manage multicultural centers on campus.

<- Summary

Work Environment ->

Work Environment

Work Environment

Postsecondary education administrators held about 210,100 jobs in 2021. The largest employers of postsecondary education administrators were as follows:

Colleges, universities, and professional schools; state, local, and private	81%
Junior colleges; state, local, and private	12

Work Schedules

Postsecondary education administrators generally work full time. Most work year-round, but some administrators may reduce their hours during the summer.



Postsecondary education administrators assist students with a variety of tasks, such as registering for classes and completing admissions applications.

7.2



O*NET

[Education Administrators, Postsecondary](#)

[← Similar Occupations](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, at <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm> (visited April 12, 2023).

Last Modified Date: Tuesday, October 4, 2022

U.S. BUREAU OF LABOR STATISTICS Office of Occupational Statistics and Employment Projections PSB Suite 2135 2 Massachusetts Avenue NE Washington, DC 20212-0001

Telephone:1-202-691-5700_ www.bls.gov/ooh [Contact OOH](#)

Postsecondary education administrators work in colleges, universities, community colleges, and technical and trade schools.

[← What They Do](#)

[How to Become One →](#)

How to Become One

How to Become a Postsecondary Education Administrator

Postsecondary education administrators typically need a master's degree. However, there will be some opportunities for those with a bachelor's degree. Employers typically prefer candidates who have experience working in a postsecondary academic administrative office, particularly for occupations such as registrars and academic deans.

Education

Postsecondary education administrators typically need a master's degree. However, a bachelor's degree may be sufficient for positions at small colleges and universities. Degrees may be in a variety of [fields](#), such as [education](#), [business](#), or [social science](#).

Provosts and deans often must have a Ph.D. Some begin their careers as professors and later move into administration. They have a doctorate in the field in which they taught or in higher education.

Work Experience in a Related Occupation

Employers typically prefer to hire candidates who have several years of experience in a college administrative setting. Some postsecondary education administrators work in the registrar's office or as a resident assistant while in college to gain the necessary experience. For other positions, such as those in admissions and student affairs, experience may not be necessary.

Important Qualities

Computer skills. Postsecondary education administrators need to be comfortable working with computers so they can use software to manage student and school records.

Interpersonal skills. Postsecondary education administrators need to build good relationships with colleagues, students, and parents. For example, those in admissions need to be outgoing so they can encourage prospective students to apply to the school.

Organizational skills. Administrators need to be organized so they can manage records, prioritize tasks, and coordinate activities with their staff.

Problem-solving skills. Administrators need to react calmly when a difficult situation arises and develop creative solutions.

Advancement

Education administrators with advanced degrees may be promoted to higher level positions within their department or the college. Some become college presidents, an occupation discussed in the profile on [top executives](#).



Postsecondary education administrators need to build good relationships with colleagues, students, and parents.

[← Work Environment](#)

[Pay →](#)

Pay

Pay

The median annual wage for postsecondary education administrators was \$96,910 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$59,150, and the highest 10 percent earned more than \$190,770.

In May 2021, the median annual wages for postsecondary education administrators in the top industries in which they worked were as follows:

Colleges, universities, and professional schools; state, local and private	\$98,180
Junior colleges; state, local, and private	94,120

As part of their employee benefits plan, many colleges and universities allow full-time employees to attend classes at a discount or for free.

Postsecondary education administrators generally work full time. Most work year-round, but some schools may reduce their hours during the summer.

[← How to Become One](#)

[Job Outlook →](#)

Job Outlook

Job Outlook

Employment of postsecondary education administrators is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations.

About 17,600 openings for postsecondary education administrators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

70

Postsecondary Education Administrators

Median annual wages, May 2021

Other management occupations	\$97,630
Education administrators, postsecondary	\$96,910
Total, all occupations	\$45,760

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics

Postsecondary Education Administrators

Percent change in employment, projected 2021-31

Employment

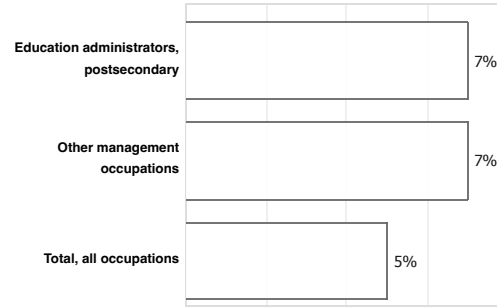
Employment growth in the occupation is tied to student enrollments at colleges and universities.

People will continue to seek postsecondary education to accomplish their career goals. As more people enter colleges and universities, more postsecondary education administrators will be needed to serve the needs of these additional students.

Additional admissions officers will be needed to process students' applications. Registrars will be needed to direct student registration for classes and ensure that they meet graduation requirements. Student affairs workers will be needed to make housing assignments and plan events for students.

Provosts and academic dean positions will be limited, since there is typically a set number of these positions per institution.

Despite expected increases in enrollment, employment growth in public colleges and universities will depend on state and local government budgets. If there is a budget deficit, postsecondary institutions may lay off employees, including administrators. If there is a budget surplus, postsecondary institutions may hire more employees.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for postsecondary education administrators, 2021-31

Education administrators, postsecondary

SOC Code:
11-9033

Employment, 2021:
210,100

Projected Employment, 2031:
225,600

Change, 2021-31 (Percent):
7

Change, 2021-31 (Numeric):
15,500

Employment By Industry:
[Get data](#)

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay

State & Area Data ->

State & Area Data

State & Area Data

Occupational Employment and Wage Statistics (OEWS)

The [Occupational Employment and Wage Statistics](#) (OEWS) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas. The link(s) below go to OEWS data maps for employment and wages by state and area.

- [Education administrators, postsecondary](#)

Projections Central

Occupational employment projections are developed for all states by Labor Market Information (LMI) or individual state Employment Projections offices. All state projections data are available at www.projectionscentral.org. Information on this site allows projected employment growth for an occupation to be compared among states or to be compared within one state. In addition, states may produce projections for areas; there are links to each state's websites where these data may be retrieved.

CareerOneStop

CareerOneStop includes hundreds of [occupational profiles](#) with data available by state and metro area. There are links in the left-hand side menu to compare occupational employment by state and occupational wages by local area or metro area. There is also a [salary info tool](#) to search for wages by zip code.

<- Job Outlook

Similar Occupations ->

Similar Occupations

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of postsecondary education administrators.

[Administrative Services and Facilities Managers](#)

Job Duties:

Administrative services and facilities managers plan, direct, and coordinate activities that help an organization run efficiently.

Entry-Level Education:

Bachelor's degree

2021 Median Pay:

\$99,290

Elementary, Middle, and High School Principals

Job Duties:
Elementary, middle, and high school principals oversee all school operations, including daily school activities.

Entry-Level Education:
Master's degree

2021 Median Pay:
\$98,420

Human Resources Managers

Job Duties:
Human resources managers plan, coordinate, and direct the administrative functions of an organization.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
\$126,230

Postsecondary Teachers

Job Duties:
Postsecondary teachers instruct students in a variety of academic subjects beyond the high school level.

Entry-Level Education:
[See How to Become One](#)

2021 Median Pay:
\$79,640

Public Relations and Fundraising Managers

Job Duties:
Public relations managers direct the creation of materials that will enhance the public image of their employer or client. Fundraising managers coordinate campaigns that bring in donations for their organization.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
\$119,860

Public Relations Specialists

Job Duties:
Public relations specialists create and maintain a positive public image for the clients they represent.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
\$62,800

School and Career Counselors and Advisors

Job Duties:
School counselors help students develop academic and social skills. Career counselors and advisors help people choose a path to employment.

Entry-Level Education:
Master's degree

2021 Median Pay:
\$60,510

Top Executives

Job Duties:
Top executives plan strategies and policies to ensure that an organization meets its goals.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
\$98,980

Training and Development Managers

Job Duties:
Training and development managers plan, coordinate, and direct skills- and knowledge-enhancement programs for an organization's staff.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
\$120,130

[← State & Area Data](#)

[More Info →](#)

More Info

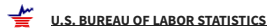
Contacts for More Information

For more information about registrars or admissions counselors, visit

[American Association of Collegiate Registrars and Admissions Officers](#)

For more information about education administrators specializing in student affairs, visit

[NASPA - Student Affairs Administrators in Higher Education](#)



Occupational Employment and Wage Statistics Query System



Occupational Employment and Wage Statistics

(For more information or help)

Multiple occupations for one geographical area

Back to Inputs

Area: South Central Tennessee nonmetropolitan area
Period: May 2022

Table with columns: Occupation (SOC code), Employment, Employment percent relative standard error, Hourly mean wage, Annual mean wage, Wage percent relative standard error, Hourly 10th percentile wage, Hourly 25th percentile wage, Hourly median wage, Hourly 75th percentile wage, Hourly 90th percentile wage, Annual 10th percentile wage, Annual 25th percentile wage, Annual median wage, Annual 75th percentile wage, Annual 90th percentile wage, Employment per 1,000 jobs, Lc, Qc

7.2



Sign in



What higher education leadership

Where Tennessee

Search

- Date posted
- Remote
- Salary estimate
- Employment type
- Encouraged to apply
- Location
- Company
- Posted by
- Experience level


Doctoral Degree

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higher education leadership jobs in Tennessee

Sort by: **relevance** - date

45 jobs



new

Chief Financial Officer

Client of NOW CFO 3.1
Knoxville, TN

\$225,000 - \$250,000 a year **Full-time** **Monday to Friday +1** **Master's**

Non-profit accounting: 5 years

Easily apply Urgently hiring

NOW CFO is seeking a highly motivated and experienced Chief Financial Officer to join our client's team. They are in the education industry and pride...

Active 4 days ago

Vice President of Student Affairs/Dean of Students



Middle Tennessee State University 4.2

Murfreesboro, TN 37132

Baird Ln & Alumni Dr Mtsu

Job Number: P651 Work Type: Administrative Location: Murfreesboro, Tennessee
Categories: Student Affairs and Services, Administrative Vice Presidents, Other...

Posted 30+ days ago · More...

Career Advisor/ Pre-Law Advisor



Vanderbilt University 4.0

Nashville, TN 37232 (Vanderbilt Area area)

21st Ave S & Pierce Ave

Estimated \$43.3K - \$54.9K a year Full-time

Position Summary : The Career Coach provides comprehensive college-to-career guidance through dynamic and engaging programming content and coaching services...

Posted 30+ days ago · More...

[View all 2 available locations](#)

Vice President of Academic Affairs and Workforce Development



Southwest Tennessee Community College 4.0

Memphis, TN 38103 (Downtown area)

Union Ave&Manassas St

Part-time

We have an opening for a Vice President of Academic Affairs at Southwest Tennessee Community College! Reporting to the President and a member of the senior...

Posted 30+ days ago · More...

Part-time Curriculum and Training Coordinator



System Office 3.8

Nashville, TN

Estimated \$67.3K - \$85.3K a year Part-time

Title: Part-time Curriculum and Training Coordinator Employee Classification: Other
Administrative Institution: System Office Department: Academic Affairs...

Posted 30+ days ago · More...

Executive Director of University Housing & Residential Life



Tennessee Tech University 4.0

Cookeville, TN

Estimated \$75.5K - \$95.6K a year Full-time Monday to Friday +1

Provide direction and leadership for all aspects of the university's housing and residential life department, including approximately 2600 residents, over 200...

Posted 26 days ago · More...

- View all [Tennessee Tech University jobs in Cookeville, TN](#) - [Cookeville jobs](#) - [Executive Director jobs in Cookeville, TN](#)
- Salary Search: [Executive Director of University Housing & Residential Life salaries in Cookeville, TN](#)
- See popular [questions & answers about Tennessee Tech University](#)

Associate Director - Employee Experience & EDI



Vanderbilt University 4.0

Nashville, TN 37232 (Vanderbilt Area area)

21st Ave S & Pierce Ave

Estimated \$69.9K - \$88.6K a year Full-time

A cover letter must be included to be considered for this position. In collaboration with divisional leadership, Human Resources, and the Office of Equity...

Posted 30+ days ago · More...

Associate Vice President - Institutional Research, Planning, and Effectiveness



Southwest Tennessee Community College 3.8

Memphis, TN 38103 (Downtown area)

Union Ave&Manassas St

Full-time



Tennessee

Location Bound only | Include Online/Remote positions

CREATE A JOB AGENT

EXPAND SEARCH

Sort by:

Display:

Results 26 - 50 of 1,914 < >

<p>Director University Honors University of Tennessee, Knoxville Knoxville, TN</p>	<p>Student Affairs and Services Posted 05/02/23</p>
<p>Director of Physical Plant Operations University of Tennessee at Martin Martin, TN</p>	<p>Facilities Management Posted 05/01/23</p>
<p>Assistant Director of Fitness and Wellness Tennessee Tech University Cookeville, TN</p>	<p>Athletics and Coaching Posted 05/01/23</p>
<p>Administrative Assistant III Tennessee State University Nashville, TN</p>	<p>Administrative Assistants Posted 05/01/23</p>
<p>Senior Lecturer - Organic Chemistry Vanderbilt University Nashville, TN</p>	<p>Chemistry Posted 05/01/23</p>
<p>Technical/Grant Writer - Agricultural Sciences Tennessee State University Nashville, TN</p>	<p>Sponsored Programs, Grants, and Contracts Posted 05/01/23</p>
<p>Adjunct Instructor- Fire Science (Pool) Volunteer State Community College Gallatin, TN</p>	<p>Fire Science Posted 05/01/23</p>
<p>Assistant Director of Outdoor Programs Tennessee Tech University Cookeville, TN</p>	<p>Athletics and Coaching Posted 05/01/23</p>

<p>Senior Print Shop Specialist, Skyhawk Printing University of Tennessee at Martin Martin, TN</p>	<p>Administrative Assistants Posted 05/01/23</p>
<p>Patient Care Representative East Tennessee State University Johnson City, TN</p>	<p>Health and Medical Services Posted 05/01/23</p>
<p>Coordinator Tennessee Tech University Cookeville, TN</p>	<p>Administrative Assistants Posted 05/01/23</p>
<p>History, Full-Time Lecturer, Faculty Middle Tennessee State University Murfreesboro, TN</p>	<p>History Posted 05/01/23</p>
<p>Assistant Director of Residential Education University of the South Sewanee, TN</p>	<p>Residence Life and Housing Posted 05/01/23</p>
<p>Cook 1 - Part-time 20 hours per week - Henry, Gibson, Weakley Counties Tennessee State University Nashville, TN</p>	<p>Food Services Posted 05/01/23</p>
<p>Patient Care Specialist East Tennessee State University Johnson City, TN</p>	<p>Health and Medical Services Posted 05/01/23</p>
<p>Assistant Vice President for Student Success East Tennessee State University Johnson City, TN</p>	<p>Student Affairs and Services Posted 05/01/23</p>
<p>International Enrollment Coordinator The University of Memphis Memphis, TN</p>	<p>Admissions and Enrollment Posted 05/01/23</p>
<p>Electronic Resources Librarian The University of Memphis Memphis, TN</p>	<p>Libraries Posted 05/01/23</p>
<p>UTKCG Temporary Administrative Assistant/Office of Information Technology University of Tennessee, Knoxville Knoxville, TN</p>	<p>Administrative Assistants Posted 05/01/23</p>

Appendix 8

Feasibility Study PhD in Higher Education

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7.2

1. Introduction

The College of Education at Tennessee Tech University is submitting a proposal to offer a PhD 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-Kowalczyk 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.

2. Potential student interest

2.1 Survey overview

This report summarizes the results of a survey instrument used to assess student interest of the proposed PhD degree in Higher Education. In accordance with the Tennessee Higher Education Commission (THEC) approval process of new academic programs, the College of Education has

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.

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.

2.2 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."

2.3 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

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>

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.”*

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

2.4 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 PhD 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%

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.

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>

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 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.

⁹ Three TTU employees have only a high school diploma.

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

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.

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 required.	12/37	0	106/338	63/181	32.1%
Yes, a graduate degree is encouraged, but not required.	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%

7.2

3. Local and Regional need/demand

3.1 CUPA-HR Data

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 PhD 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 PhD in Higher Education in the state of Tennessee. 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 PhD in Higher Education, is required for these positions. Further, it is unclear on whether the proposed PhD 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 the proposed PhD in Higher Education may not be an ideal match for every job description listed in Table 5, it is often the case that many of these occupations will express a preference for a PhD in Higher Education. The data in Table 5 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

3.2 Regional Data

This section discusses the regional data as they pertain to the proposed PhD in Higher Education. Focus is placed on the Upper Cumberland Region, but 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 could potentially find employment in the regions surrounding Tennessee Tech. However, 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.

Section 3.1 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 Section 3.1 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.

¹¹ Table 6 presents statistics that can be understood as the “average of the averages” in annual salaries.

3.2.1 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):¹²

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):

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

¹² 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”

3.2.2 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 7 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.¹

Table 7: 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 8 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 8: 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 9 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 9: 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 10 presents a regional purchase coefficient, which is “a measure of the share of demand for goods and services that is supplied locally” (IMPLAN).¹³ 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).¹⁴ 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 10 (REMI definitions). The inclusion of this indicator is meant to highlight its increasing trend over time for “Educational services, private.”

Table 10: 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

This regional data for the state of Tennessee is provided as part of assessing local and regional need/demand. The data, particularly for the Upper Cumberland Region, 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 on the feasibility of the proposed PhD in Higher Education.

¹³ 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.

¹⁴ 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.

4. Employer need/demand

4.1 Introduction

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).

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.¹⁵

There is limited information on the specific details for a Master’s or PhD 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.

4.2 Snapshot

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).¹⁶

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).

¹⁵ The assumption here is perfect competition, where employers pay workers a wage equal the value of the marginal product of labor in equilibrium.

¹⁶ 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.

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 PhD 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 PhD 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.

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 2029.¹⁷

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)."

¹⁷ 197,600 (2029) – 190,500 (2019)

Table 11: 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 12: 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

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”¹⁸ 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 11).

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 12).

¹⁸ <https://www.bls.gov/oes/current/oes119033.htm#st>

Table 13: 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 14: 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

Table 15: 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 13).

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 14). The states offering the highest compensation for this field are New Jersey, New York, Maryland, Delaware, and California (Table 15).

Table 16: 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

7.2

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 16). Other rankings for metropolitan and nonmetropolitan centers are included in the Appendix.

Similar Occupations

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).

4.3 Summary employer/need section

In summary, the information presented in this section provides insight into the employer demand for the proposed PhD 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 PhD 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 PhD 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 PhD in Higher Education.

5. Viability

In this section, we attempt to assess the viability of the proposed PhD 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 PhD 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).¹⁹ 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 PhD programs in Higher Education. THEC reiterates this challenge, as it pertains to forecasting labor market conditions, in the Limitations section (THEC, p. 37).

¹⁹ “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).

In summary, the survey results indicate a favorable interest in the proposed PhD 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 PhD in Higher Education depends on several factors mentioned previously, which include trends in economic growth as the global Covid-19 pandemic subsides.

General Disclaimers

Independence: The thoughts and views of the authors of this study are based on their professional judgement and were not influenced by an outside party and do not present a known conflict of interest.

The Economics: The recommendations made in this report are not based on a professional, comprehensive study of the national and regional economy. Making predictions on the viability of a new academic program in the short and long run depends on many factors, many of which are not measured in this study. Input (labor market) and output markets play a critical role in this process. For instance, it is important to understand how a new degree will affect labor markets, and thus, the nominal wage. There are also feedback effects to consider regarding how the market influences the degree.

Ideally, understanding an output or input market begins with characterizing the structure of the market along a spectrum. The four main market structures in the output market are the Monopoly, Oligopoly, Monopolistic Competition, and Perfect Competition. Similar structures exist for the input markets. This study does not include an analysis of market structure.

Although earnings in the marketplace are not the only return one receives for their talents and skills, the focus of this study is largely on the monetary aspect associated with a proposed degree program. This study places a large focus on input markets, but does not consider the wide range of nonmonetary factors that may encourage someone to seek a new degree.

The interplay between output and input markets, the timing of these markets, and economic shocks, are just some of the elements that should be accounted for in the prediction process. Overall, this makes forecasting very complex and difficult. Because these factors are not considered here, caution should be taken when considering the summary analysis in this study.

Appendix

Remi references

IMPLAN. Regional Purchase Coefficients (RPC).

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REMI, UC Occupations, post

Education, training, and library occu	Individuals (Jobs)	8686.499	8779.803	8832.913	8847.979	8862.039	8899.276	8943.223	8979.250
Postsecondary teachers	Individuals (Jobs)	1488.846	1507.442	1519.044	1524.272	1529.466	1538.915	1549.803	1559.746
Preschool, primary, secondary, and spe	Individuals (Jobs)	4219.761	4257.945	4276.176	4277.696	4278.970	4291.610	4307.693	4320.324
Other teachers and instructors	Individuals (Jobs)	1135.297	1150.473	1160.717	1164.644	1168.247	1174.717	1181.880	1187.582

REMI, UC Occupations, other

Education, training, and library occu	Individuals (Jobs)	8686.499	8779.803	8832.913	8847.979	8862.039	8899.276	8943.223	8979.250
Postsecondary teachers	Individuals (Jobs)	1488.846	1507.442	1519.044	1524.272	1529.466	1538.915	1549.803	1559.746
Preschool, primary, secondary, and spe	Individuals (Jobs)	4219.761	4257.945	4276.176	4277.696	4278.970	4291.610	4307.693	4320.324
Other teachers and instructors	Individuals (Jobs)	1135.297	1150.473	1160.717	1164.644	1168.247	1174.717	1181.880	1187.582

REMI, Earnings, UC

6/9/2021

Industries	Units	2018	2019	2020	2021	2022	2023	2024	2025
Rail transportation	Thousands of Fixed (2018) Dollars	2713.161	2784.079	2858.502	2931.247	3002.696	3074.787	3155.653	3234.655
Water transportation	Thousands of Fixed (2018) Dollars	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Truck transportation	Thousands of Fixed (2018) Dollars	155196.001	158546.743	162062.851	165210.493	168178.741	171151.029	174645.003	178035.114
Couriers and messengers	Thousands of Fixed (2018) Dollars	20600.969	21032.539	21531.217	21969.596	22387.232	22799.815	23241.730	23685.231
Transit and ground passenger transportati	Thousands of Fixed (2018) Dollars	19820.589	20288.925	20781.594	21196.697	21617.048	22052.545	22539.673	23012.932
Pipeline transportation	Thousands of Fixed (2018) Dollars	12692.784	12909.177	13144.971	13362.026	13566.109	13772.220	14030.211	14247.268
Scenic and sightseeing transportation; Sug	Thousands of Fixed (2018) Dollars	19829.480	20294.061	20810.335	21249.424	21675.901	22108.651	22584.435	23057.434
Warehousing and storage	Thousands of Fixed (2018) Dollars	74536.459	76583.857	78867.000	80792.879	82718.231	84681.411	86816.356	88947.107
Publishing industries, except Internet	Thousands of Fixed (2018) Dollars	29207.916	29507.298	29720.198	29690.426	29684.486	29716.629	29881.661	30093.575
Motion picture and sound recording indust	Thousands of Fixed (2018) Dollars	18983.560	19807.310	20636.532	21153.658	21603.541	22011.130	22482.417	22946.214
Data processing, hosting, and related serv	Thousands of Fixed (2018) Dollars	1117.201	1172.627	1227.557	1272.541	1316.250	1360.554	1408.910	1458.145
Broadcasting, except Internet	Thousands of Fixed (2018) Dollars	9298.230	9642.195	9974.100	10193.826	10386.857	10577.492	10816.174	11058.598
Telecommunications	Thousands of Fixed (2018) Dollars	42700.129	43887.286	45208.068	46251.674	47300.254	48365.123	49468.805	50563.857
Monetary authorities - central bank; Credit	Thousands of Fixed (2018) Dollars	147698.417	151250.061	155328.423	158738.307	162335.467	166191.193	170410.882	174899.709
Securities, commodity contracts, other inv	Thousands of Fixed (2018) Dollars	20438.876	20802.332	21236.709	21610.444	22019.026	22465.377	22962.447	23490.982
Insurance carriers and related activities	Thousands of Fixed (2018) Dollars	54306.359	55548.879	56979.518	58054.618	59220.928	60511.265	61951.929	63496.821
Real estate	Thousands of Fixed (2018) Dollars	78520.545	79598.660	80957.064	82113.658	83415.846	84835.858	86452.631	87973.961
Rental and leasing services; Lessors of no	Thousands of Fixed (2018) Dollars	14690.384	14836.612	15062.478	15297.225	15541.943	15807.922	16136.829	16465.318
Professional, scientific, and technical servi	Thousands of Fixed (2018) Dollars	271141.179	279054.433	286986.415	292900.155	298466.003	304110.478	310979.083	318117.618
Management of companies and enterprise	Thousands of Fixed (2018) Dollars	39762.880	41025.009	42337.741	43366.999	44360.311	45371.533	46511.890	47673.707
Administrative and support services	Thousands of Fixed (2018) Dollars	260330.751	268336.519	276808.994	283751.553	290758.105	298036.759	306082.341	314222.941
Waste management and remediation servi	Thousands of Fixed (2018) Dollars	7764.071	7936.555	8128.561	8285.184	8441.749	8601.809	8773.200	8944.713
Educational services; private	Thousands of Fixed (2018) Dollars	31189.607	32216.843	33336.779	34146.985	34939.506	35716.035	36479.118	37201.616
Ambulatory health care services	Thousands of Fixed (2018) Dollars	405593.620	417127.839	429362.109	439806.722	451825.500	465077.058	479805.001	495185.184
Hospitals; private	Thousands of Fixed (2018) Dollars	294108.059	302001.849	310925.790	317807.686	325512.736	334050.321	343454.729	353526.695
Nursing and residential care facilities	Thousands of Fixed (2018) Dollars	92113.188	95033.142	98271.059	100776.336	103416.428	106212.978	109153.531	112185.719
Social assistance	Thousands of Fixed (2018) Dollars	63540.555	66336.050	69410.064	71902.804	74357.559	76714.825	78972.335	80989.837
Performing arts, spectator sports, and reli	Thousands of Fixed (2018) Dollars	16324.145	16847.254	17400.600	17812.788	18216.672	18632.826	19100.519	19573.712
Museums, historical sites, and similar insti	Thousands of Fixed (2018) Dollars	3056.463	3268.199	3508.096	3718.740	3927.620	4132.294	4328.738	4512.217
Amusement, gambling, and recreation ind	Thousands of Fixed (2018) Dollars	19307.092	19728.099	20169.900	20530.123	20960.131	21438.173	21982.841	22539.073
Accommodation	Thousands of Fixed (2018) Dollars	42749.602	43844.326	45056.560	45994.682	46974.018	47993.426	49095.754	50181.730

7.2

REMI, Detailed, UCR

6/9/2021

Standard Regional Control - Educational services; private

Category	Units	Year							
		2018	2019	2020	2021	2022	2023	2024	2025
Total Employment	Individuals (Jobs)	1032.735	1059.059	1082.516	1092.925	1102.628	1114.890	1127.193	1137.644
Intermediate Demand Employment	Individuals (Jobs)	5.220	5.336	5.426	5.472	5.513	5.563	5.616	5.655
Local Consumption Demand Employment	Individuals (Jobs)	45.506	46.595	47.390	47.748	48.193	48.759	49.358	49.898
Government Demand Employment	Individuals (Jobs)	0.583	0.597	0.596	0.588	0.578	0.573	0.567	0.562
Investment Activity Demand Employment	Individuals (Jobs)	1.673	1.757	1.800	1.777	1.742	1.706	1.687	1.672
Total Export Employment	Individuals (Jobs)	979.754	1004.776	1027.304	1037.340	1046.602	1058.289	1069.964	1079.857
Exports to Multiregions Employment	Individuals (Jobs)	90.805	92.939	94.691	95.362	96.086	97.120	98.200	99.141
Exports to Rest of Nation Employment	Individuals (Jobs)	875.962	898.656	919.170	928.099	936.219	946.418	956.545	965.015
Exports to Rest of World Employment	Individuals (Jobs)	12.987	13.181	13.444	13.878	14.298	14.751	15.219	15.700
Exogenous Industry Sales Employment	Individuals (Jobs)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Exogenous Industry Demand Employment	Individuals (Jobs)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Relative Composite Price	Proportion	1.119	1.119	1.119	1.119	1.119	1.119	1.119	1.119
Relative Factor Input Costs	Proportion	0.768	0.768	0.766	0.765	0.764	0.764	0.763	0.762
Relative Composite Labor Costs	Proportion	0.758	0.757	0.756	0.755	0.754	0.753	0.752	0.752
Relative Fuel Costs	Proportion	0.911	0.911	0.911	0.911	0.911	0.911	0.911	0.911
Relative Capital Costs	Proportion	0.794	0.794	0.793	0.792	0.791	0.791	0.790	0.790
Relative Composite Input Costs	Proportion	1.290	1.289	1.289	1.289	1.289	1.289	1.289	1.289
Relative Delivered Price	Proportion	1.011	1.011	1.011	1.011	1.011	1.011	1.011	1.011
Relative Cost of Production	Proportion	0.933	0.933	0.932	0.932	0.931	0.931	0.931	0.930
Relative Cost of Production (moving average)	Proportion	0.933	0.933	0.933	0.933	0.933	0.932	0.932	0.932
Relative Labor Intensity	Proportion	1.059	1.059	1.059	1.059	1.059	1.059	1.059	1.059
Relative Labor Intensity (moving average)	Proportion	1.059	1.059	1.059	1.059	1.059	1.059	1.059	1.059
Labor Access Index	2017=1	1.000	1.001	1.001	1.002	1.002	1.002	1.002	1.003
Labor Access Index (moving average)	2017=1	1.000	1.000	1.000	1.001	1.001	1.001	1.001	1.002
Commodity Access Index	2017=1	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Commodity Access Index (moving average)	2017=1	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000

7.2

Remi definitions

- Earnings by Place of Work is defined as the sum of Wages and Salaries, Supplements to Wages and Salaries, and Proprietors' Income.
 - Proprietors' Income is defined as current-production income of sole proprietorships, partnerships, and tax-exempt cooperatives. Excludes dividends, monetary interest received by nonfinancial business, and rental income received by persons not primarily engaged in the real estate business.
- Compensation is defined as the sum of Wages and Salaries and Supplements to Wages and Salaries.
- Supplements to Wages and Salaries consists of employer contributions for employee pension and insurance funds and employer contributions for government social insurance.
- Wages and Salaries is defined as the monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; voluntary employee contributions to certain deferred compensation plans, such as 401(k) plans; and receipts in kind that represent income.
- Employment
- Employment comprises estimates of the number of jobs, full-time plus part-time, by place of work for all industries. Full-time and part-time jobs are counted at equal weight. Employees, sole proprietors, and active partners are included, but unpaid family workers and volunteers are not included.
- Intermediate Demand Employment: The employment needed to satisfy demand for material inputs to the production of final goods.
- Local Consumption Demand Employment: The employment needed to satisfy demand for consumer goods.

- Government Demand Employment: The employment needed to satisfy demand for goods and services by government expenditures.
- Investment Activity Demand Employment: The employment needed to satisfy demand for capital goods.
- Total Export Employment: The employment needed to satisfy demand for a region's goods and services from the other regions in a multi-area model, the rest-of-nation region, and the rest of the world.
- Exports to Multiregions Employment: The employment needed to satisfy demand for a region's goods and services from the other regions in a multi-area model.
- Exports to Rest of Nation Employment: The employment needed to satisfy demand for a region's goods and services from areas in the rest-of-nation region.
- Exports to Rest of World Employment: The employment needed to satisfy demand for a region's goods and services from the rest of the world.
- Exogenous Industry Sales Employment: The direct amount of Industry Sales entered by the user into the Industry Sales/Exogenous Production Policy Variable and converted to Employees using Labor Productivity.
- Exogenous Industry Demand Employment: The direct amount of Industry Final Demand entered by the user into the Exogenous Final Demand Policy Variable and converted to Employees using Labor Productivity.
- Relative Composite Price: The price based on the Delivered Price divided by the Commodity Access Index, relative to the nation.
- Relative Composite Factor Costs: The cost of non-good factors (labor, capital, fuel) used in the production of final goods, relative to the nation.
- Relative Composite Labor Costs: The Relative Compensation Rate divided by the Labor Access Index.
- Relative Fuel Costs: The industry fuel cost (all types) in the region relative to the nation. It is a Cobb-Douglas aggregation of electricity, natural gas, and residual fuel prices, using state-specific rates. Relative Fuel Cost is determined outside of the REMI model, and changed through Policy Variable inputs. However, the model structure does allow for substitution among fuels.
- Relative Capital Costs: The industry capital cost in the region relative to the nation, and includes the effects of corporate and property taxes, investment tax credits, allowable tax depreciation, and cost of investment inputs.
- Relative Composite Input Costs: The cost of goods used in the production of final goods, relative to the nation.
- Relative Delivered Price: Based on the cost of the commodity at the place of origin, and the distance cost of providing the commodity to the place of destination. This price measure is calculated relative to delivered prices in all other regions, and weights the delivered price from all locations that ship to the home region.
- Relative Cost of Production: The cost of local production using the Composite Input Prices and the Composite Labor Cost.
- Relative Cost of Production (moving average): The cost of local production using the Composite Input Prices and the Composite Labor Cost.
- Relative Labor Intensity: A measure of the amount of labor used for production (versus capital and fuel), relative to the nation. It takes into account an industry's relative factor costs and their respective share of industry output, as well as the fact that new factor shares are introduced as old capital is replaced by new capital.

- Relative Labor Intensity (moving average): A measure of the amount of labor used for production (versus capital and fuel), relative to the nation. It takes into account an industry's relative factor costs and their respective share of industry output, as well as the fact that new factor shares are introduced as old capital is replaced by new capital.
- Labor Access Index: An index that estimates the effect of access to labor choice and individual characteristics by occupation and industry on labor productivity. The index is relative to the nation, and benchmarked to the last history year.
- Labor Access Index (moving average): An index that estimates the effect of access to labor choice and individual characteristics by occupation and industry on labor productivity. The index is relative to the nation, and benchmarked to the last history year.
- Commodity Access Index: Measures the change in access to specialized inputs into production in order to predict the change in the productivity of intermediate inputs. The index is relative to the nation, and benchmarked to the last history year.
- Commodity Access Index (moving average): Measures the change in access to specialized inputs into production in order to predict the change in the productivity of intermediate inputs. The index is relative to the nation, and benchmarked to the last history year.
- Regional Purchase Coefficient: 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.
- Average Annual Wage Rate: Calculated by dividing Wages by Employment.
- Average Annual Compensation Rate: Calculated by dividing Compensation by Employment.
- Average Annual Earnings Rate: Calculated by dividing Earnings by Employment.
- Demand: The amount of goods and services demanded by the local region (imports plus self supply).
- Domestic Demand: The amount of goods and services demanded by the local region from within the nation. The components are Self Supply, Imports from Multiregions, and Imports from Rest of Nation.
- Intermediate Demand: The demand for material inputs to the production of final goods
- Local Consumption Demand: The demand for consumer goods.
- Government Demand: The demand for goods and services by government expenditures.
- Investment Activity Demand: The demand for capital goods.
- Total Imports: The amount of goods and services produced in other regions in a multi-region model, the rest-of-nation region, and the rest of the world that are consumed locally.
- Imports from Multiregions: The amount of goods and services produced in other regions in a multi-region model that are consumed locally.
- Imports from Rest of Nation: The amount of goods and services produced in the rest of nation region that are consumed locally.
- Imports from Rest of World: The amount of goods and services produced in the rest of the world that are consumed locally.
- Share of Foreign Imports: The region's share of the nation's foreign imports based on the share in the last history year and the region's relative cost of production.
- Self Supply: The amount of local demand supplied locally (Regional Purchase Coefficient multiplied by Demand).
- Total Exports: The amount of local production exported out of the local region to destinations in other regions in a multi-regional model, to the rest-of-nation region, and the rest of the world.

- Exports to Multiregions: The amount of local production exported out of the local region to destinations in other regions in a multi-regional model.
- Exports to Rest of Nation: The amount of local production exported out of the local region to the rest-of-nation region.
- Exports to Rest of World: The amount of local production exported out of the local region to the rest of the world.
- Exogenous Industry Sales: The direct amount of Industry Sales entered by the user into the Industry Sales/Exogenous Production Policy Variable.
- Exogenous Industry Demand: The direct amount of Industry Final Demand entered by the user into the Exogenous Final Demand Policy Variable.
- Share of Foreign Exports: The region's share of the nation's foreign exports based on the share in the last history year and the region's relative cost of production.
- Output: The amount of production, including all intermediate goods purchased as well as value added (compensation and profit). Can also be thought of as sales or supply. The components of Output are Self Supply and Exports (Multiregions, Rest of Nation, and Rest of World).
- Domestic Supply: The amount of local production supplied to regions within the nation. The components are Self Supply, Exports to Multiregions, and Exports to Rest of Nation.
- Value-Added: The gross output of an industry or a sector less its intermediate inputs; the contribution of an industry or sector to gross domestic product (GDP). Value added by industry can also be measured as the sum of compensation of employees, taxes on production and imports less subsidies, and gross operating surplus.
- Wages and Salaries: The monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; voluntary employee contributions to certain deferred compensation plans, such as 401(k) plans; and receipts in kind that represent income.
- Compensation: The sum of Wages and Salaries and Supplements to Wages and Salaries.
- Earnings by Place of Work: The sum of Wages and Salaries, Supplements to Wages and Salaries, and Proprietors' Income.
- Proprietors' Income: Current-production income of sole proprietorships, partnerships, and tax-exempt cooperatives. Excludes dividends, monetary interest received by nonfinancial business, and rental income received by persons not primarily engaged in the real estate business.
- Supplements to Wages and Salaries: Consists of employer contributions for employee pension and insurance funds and employer contributions for government social insurance.
- Labor Productivity: Output divided by Employment (Output per Employee).

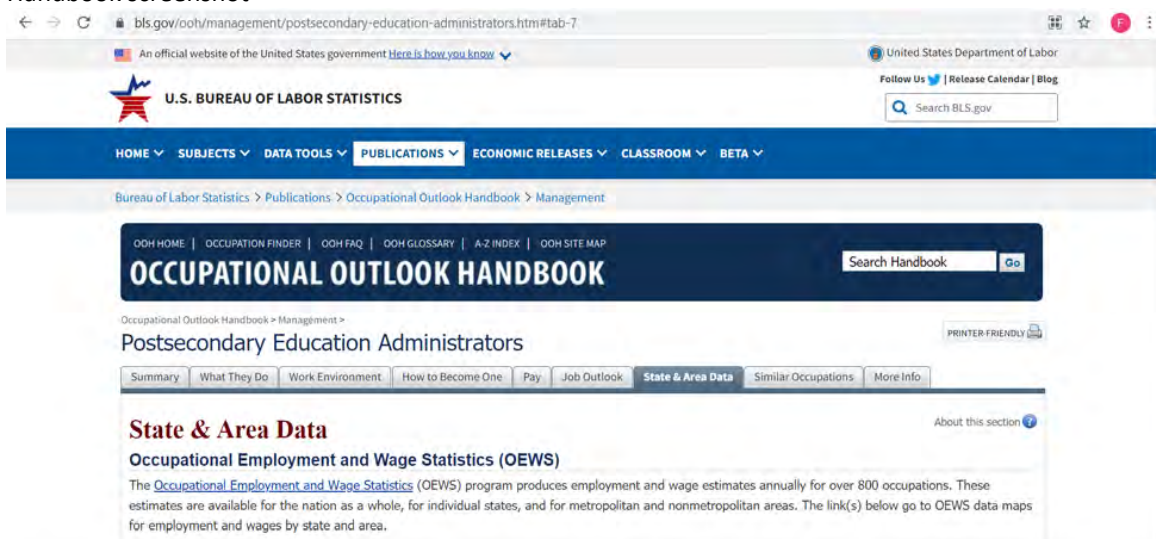
- Industrial Mix Index: A measure of the difference in a region's growth due to its industrial composition, relative to the nation. If Industrial Mix Index is greater than one, then the region has a mix of detailed industries that have a rate of growth that is higher than the average growth as represented by the summary or sector industry that they belong to.
- National Deflator: An industry-specific national price deflator, which is determined outside of the model.

Bureau of Labor and Statistics

Handbook. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post-Secondary Education Administrators.

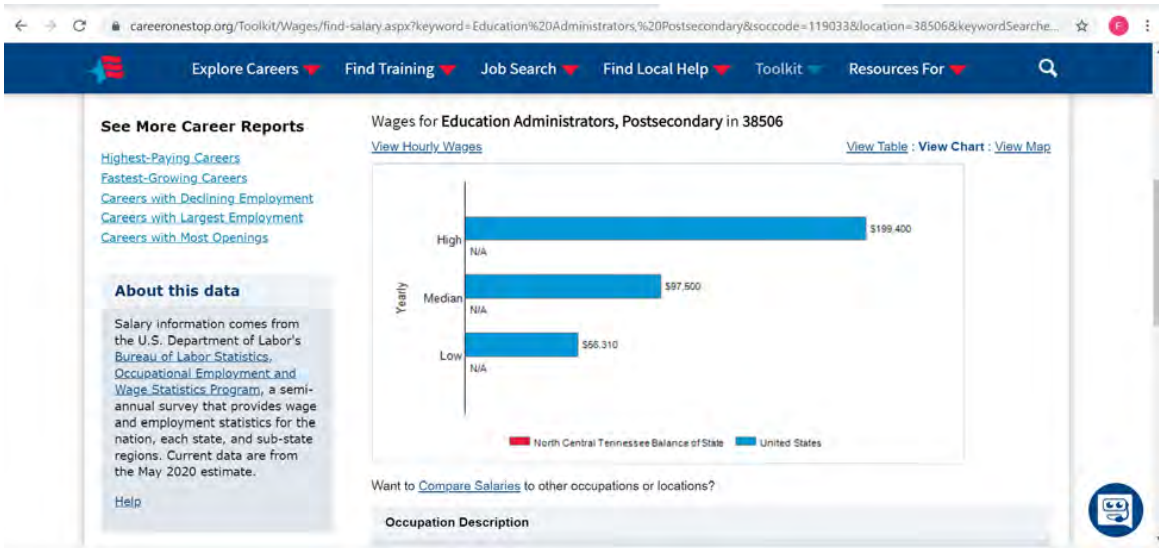
<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7>

Handbook screenshot



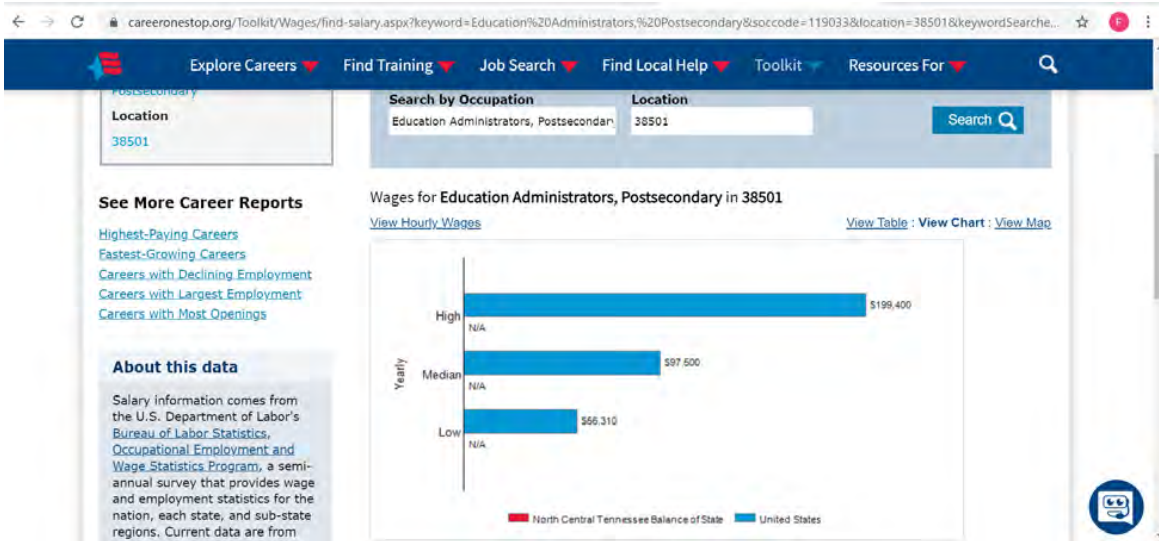
Career 38506. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post-Secondary Education Administrators. Careeronestop.org
<https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Education%20Administrators,%20Postsecondary&soccode=119033&location=38506&keywordSearched=Education%20Administrators,%20Postsecondary>

careeronestop.org screenshot
38506

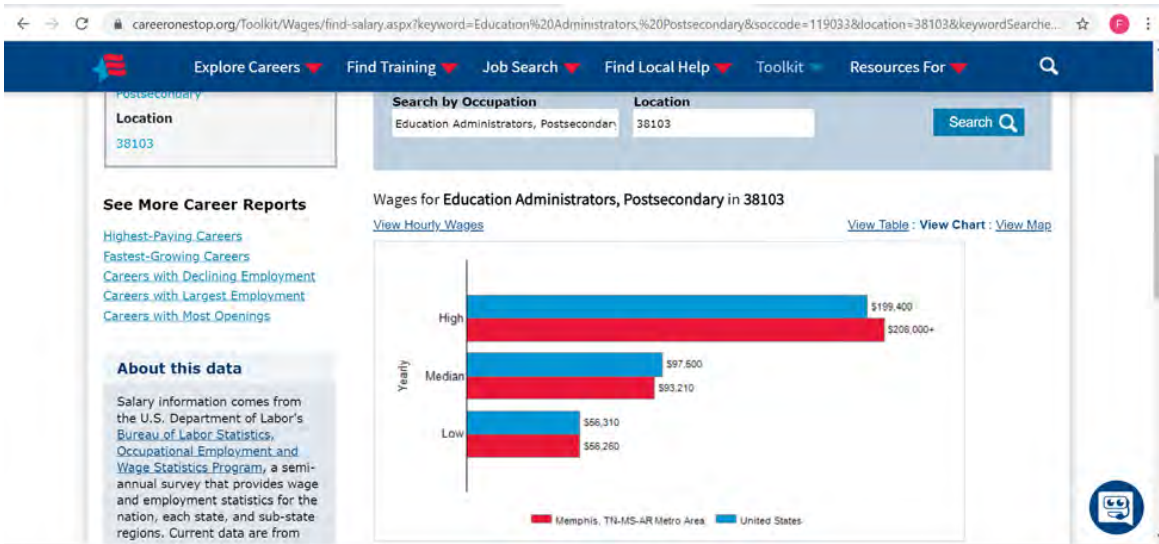


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careeronestop.org screenshot
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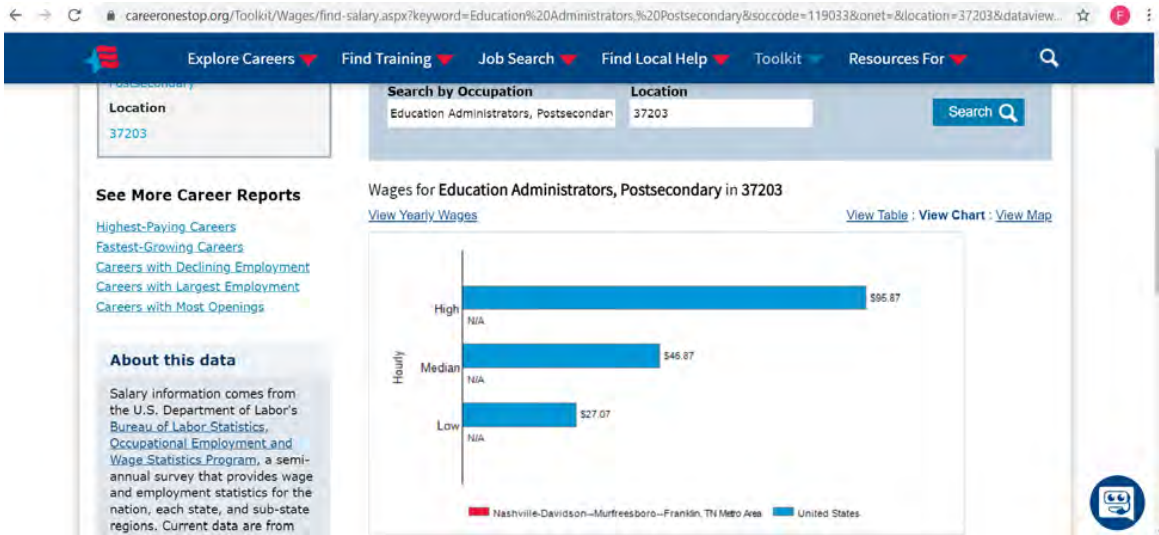


careeronestop.org screenshot
38103

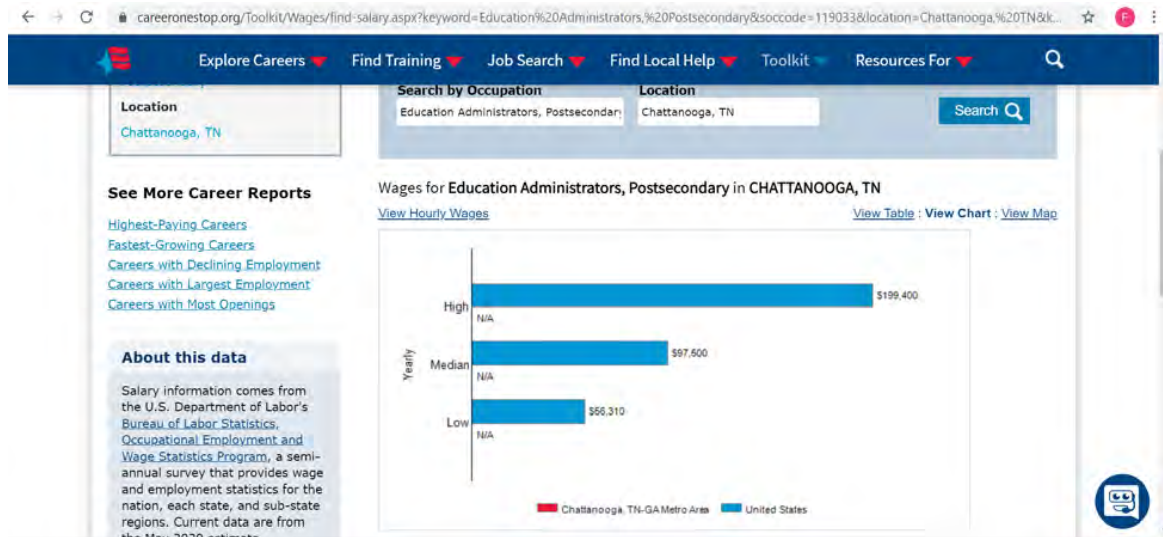


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careeronestop.org screenshot
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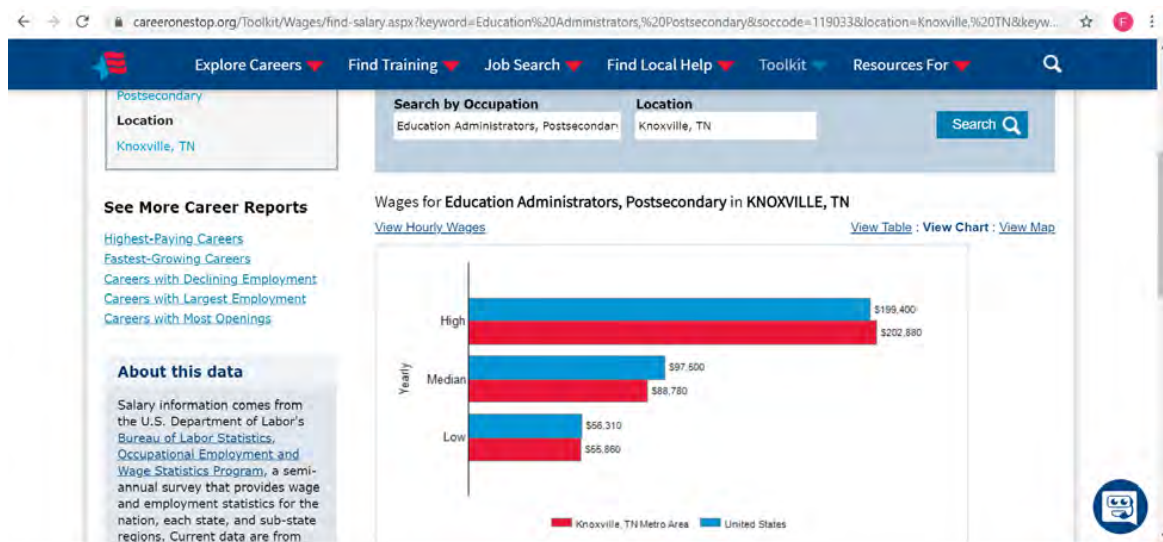


careeronestop.org screenshot
Chattanooga area



7.2

careeronestop.org screenshot
Knoxville area



CUPA-HR

(CUPA-HR) College and University Professional Association for Human Resources. 2019-2020 Salary data.

THEC, Academic Supply

(THEC, Academic Supply) Academic Supply and Occupational Demand Report 2021. THEC TSAC, Tennessee Department of Labor and Workforce Development. 2021.

THEC, Academic Supply

Education trend screenshot

Table 3 below highlights the five-year raw count of undergraduate degrees produced by institutions in the state of Tennessee. These data included all Tennessee institutions reporting to IPEDS.¹¹ Degrees produced are bucketed at the two-digit classification of instructional programs (CIP) level. In addition to the five-year count, the table shows the average annual growth rate over this period and the projected awards for the 2020 school year.¹²

These data show an upward trend in degree production. Overall award production at the sub-baccalaureate level within the state has increased 0.8% annually over the past five years, on average.¹³ This growth is an important factor in Tennessee's pursuit of the Drive to 55.

Just as pivotal as the number of awards are the skills and proficiencies that academic programs are training Tennesseans in. While overall award production continues to trend upward, there are differences within programs. Some programs, like construction, production, and communications, are all growing at rapid rates. Academic programs related to STEM, like architecture, engineering, and computer information sciences, have also grown over the past five years.

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. Many of the programs experiencing declines during this time period are non-STEM related.

The distinction in growth trends between these two general categories may be related to concerted efforts to push for more STEM-related awards.

Limitations screenshot

Limitations

Supply and demand analyses are useful for educators, employers, and policymakers, but there are two underlying limitations.

First, supply and demand analyses rely on historical data and assumptions about future economic conditions, as well as industry expansion or contraction. For this reason, projections are sometimes inaccurate for certain occupations, particularly emerging fields with limited historical data and those fields with high supply-to-demand ratios (i.e., oversupplied fields). This year's economic jolt created by the COVID-19 pandemic uniquely highlights one of the ways in which historical data can sometimes be ill-equipped to speak to current and future circumstances.

Second, the relationship between supply and demand is most direct at the sub-baccalaureate level and with specialized programs at the doctoral and professional level. For example, a person with a certificate in automotive repair or a medical specialization in cardiology is more likely to hold a job specific to their field of study than a person with a bachelor's in English. As such, it is more straightforward to link individuals with specialized degrees to specific occupations. This is not as true for those with versatile bachelor's and master's, as graduates with these degrees can be employable in many fields.

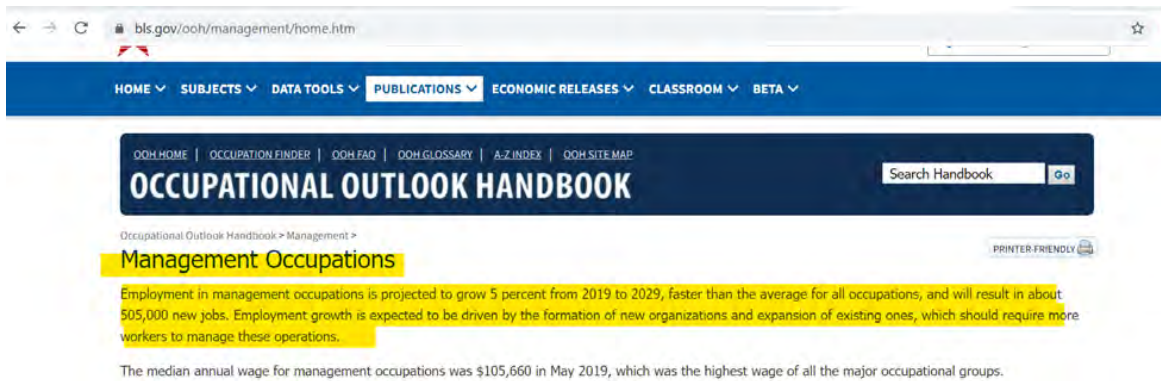
7.2

Handbook

Occupational Outlook Handbook, BLS
<https://www.bls.gov/ooh/home.htm>

Listing 1

Occupational Outlook Handbook, BLS
<https://www.bls.gov/ooh/management/home.htm>



Occupational Outlook Handbook > Management >

Management Occupations

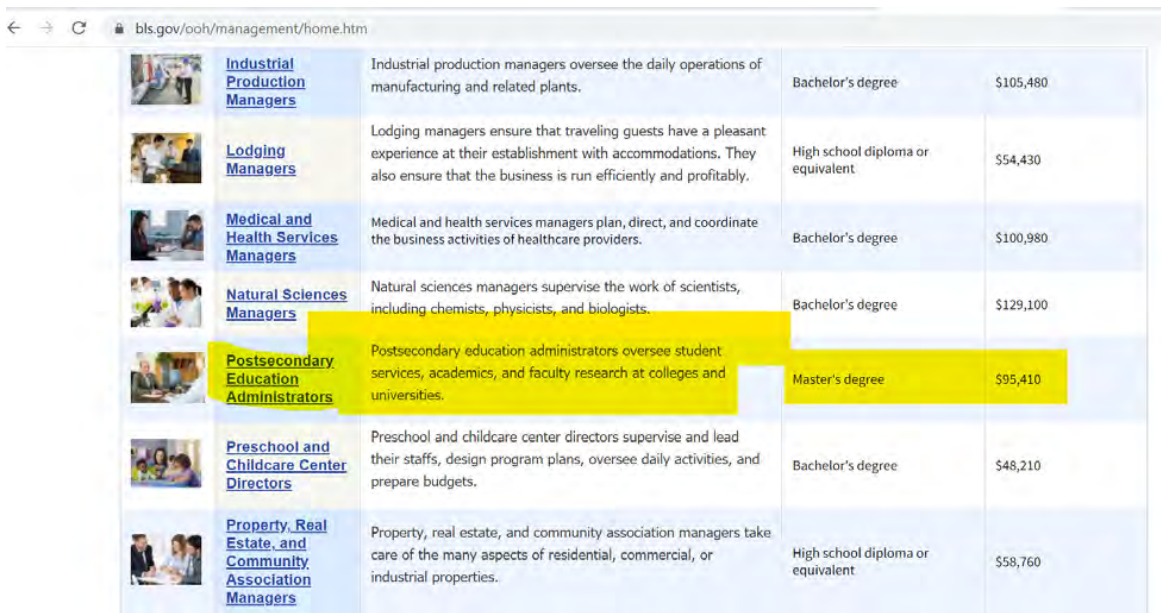
Employment in management occupations is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations, and will result in about 505,000 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.








The median annual wage for management occupations was \$105,660 in May 2019, which was the highest wage of all the major occupational groups.

7.2

Listing 2

Occupational Outlook Handbook, BLS
<https://www.bls.gov/ooh/management/home.htm>



 Industrial Production Managers	Industrial production managers oversee the daily operations of manufacturing and related plants.	Bachelor's degree	\$105,480
 Lodging Managers	Lodging managers ensure that traveling guests have a pleasant experience at their establishment with accommodations. They also ensure that the business is run efficiently and profitably.	High school diploma or equivalent	\$54,430
 Medical and Health Services Managers	Medical and health services managers plan, direct, and coordinate the business activities of healthcare providers.	Bachelor's degree	\$100,980
 Natural Sciences Managers	Natural sciences managers supervise the work of scientists, including chemists, physicists, and biologists.	Bachelor's degree	\$129,100
 Postsecondary Education Administrators	Postsecondary education administrators oversee student services, academics, and faculty research at colleges and universities.	Master's degree	\$95,410
 Preschool and Childcare Center Directors	Preschool and childcare center directors supervise and lead their staffs, design program plans, oversee daily activities, and prepare budgets.	Bachelor's degree	\$48,210
 Property, Real Estate, and Community Association Managers	Property, real estate, and community association managers take care of the many aspects of residential, commercial, or industrial properties.	High school diploma or equivalent	\$58,760

Occupation finder

<https://www.bls.gov/ooh/occupation-finder.htm>

The screenshot shows the Occupational Outlook Handbook website with a search for 'education'. The results table is as follows:

OCCUPATION	ENTRY-LEVEL EDUCATION	ON-THE-JOB TRAINING	PROJECTED NUMBER OF NEW JOBS	PROJECTED GROWTH RATE	2019 MEDIAN PAY
Education administrators, kindergarten through secondary	Master's degree	None	10,000 to 49,999	As fast as average	\$80,000 or more
Education administrators, postsecondary	Master's degree	None	5,000 to 9,999	As fast as average	\$80,000 or more
Educational, guidance, and career counselors and advisors	Master's degree	None	10,000 to 49,999	Much faster than average	\$40,000 to \$59,999
Epidemiologists	Master's degree	None	0 to 999	Faster than average	\$60,000 to \$79,999
Family and consumer sciences teachers, postsecondary	Master's degree	None	0 to 999	Slower than average	\$60,000 to \$79,999
Farm and home management educators	Master's degree	None	Declining	Decline	\$40,000 to \$59,999
Genetic counselors	Master's degree	None	0 to 999	Much faster than average	\$80,000 or more
Healthcare social workers	Master's degree	Internship/residency	10,000 to 49,999	Much faster than average	\$40,000 to \$59,999
Historians	Master's degree	None	0 to 999	As fast as average	\$60,000 to \$79,999
Industrial-organizational psychologists	Master's degree	Internship/residency	0 to 999	As fast as average	\$80,000 or more
Instructional coordinators	Master's degree	None	10,000 to 49,999	Faster than average	\$60,000 to \$79,999
Marriage and family therapists	Master's degree	Internship/residency	10,000 to 49,999	Much faster than average	\$40,000 to \$59,999
Mathematicians	Master's degree	None	0 to 999	As fast as average	\$80,000 or more
Mental health and substance abuse social workers	Master's degree	Internship/residency	10,000 to 49,999	Much faster than average	\$40,000 to \$59,999
Nurse anesthetists	Master's degree	None	5,000 to 9,999	Much faster than average	\$80,000 or more
Nurse midwives	Master's degree	None	0 to 999	Much faster than average	\$80,000 or more

7.2

[Kowalczyk-Waledziak et al.](#) Kowalczyk-Waledziak, Marta, Amelia Lopes, Isabel Menezes and Nuna Tormenta. Teachers pursuing a doctoral degree: motivations and perceived impact. Educational Research. Vol 59, pp 335-352, 2017.

Results

Results of this study indicate that personal motives and professional development were dominant factors in teachers' decisions to pursue a doctoral degree. All of the interviewed teachers reported that they thought that holding a Ph.D. degree had had a positive impact on them as professionals, on their students' learning outcomes and, to some extent, on their working environment. This impact was considered mainly in terms of individual changes, with no relation to a systematic policy of school improvement.

<https://www.tandfonline.com/doi/abs/10.1080/00131881.2017.1345287>

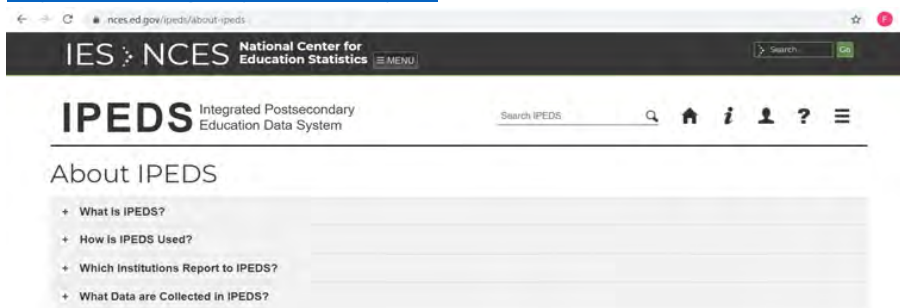


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7.2

(NCES) National Center for Education Statistics. Integrated Post-Secondary Education Data System.
<https://nces.ed.gov/ipeds/about-ipeds>



Inside higher education

<https://www.insidehighered.com/advice/2019/08/05/phd-students-should-consider-careers-higher-education-administration-opinion>

Grad Students Should Consider Administrative Work

A wide range of positions at colleges and universities are open to those with a Ph.D., writes Chris M. Golde.

By [Chris M. Golde](#) // August 5, 2019

Colleges and universities are great places to work. Many Ph.D. students who are no longer attracted to faculty careers are still interested in working in higher education. They are drawn to the teaching and learning mission of the institution, its organizational values, and the opportunity to collaborate with smart people.



The good news is that a wide range of positions at colleges and universities are open to those with a Ph.D. The two most obvious, building on the skills that students are learning during their degree programs, are teaching positions and research positions. A [previous "Carpe Careers" column](#) did an excellent job outlining the variety of teaching roles in the higher education landscape beyond tenure-line faculty positions. Colleges and universities also hire for research scientist roles, which are full-time staff positions.



ISTOCKPHOTO.COM/REMLIN

I want to talk about a third path: the wide range of interesting jobs that have a largely administrative element. Although some faculty members speak disparagingly about administrators, staff members are responsible for much of the work done in higher education institutions.

The word "administration" encompasses a wide variety of kinds of work and content areas. Scanning a university organizational chart reveals a number of areas that have hired Ph.D. holders.

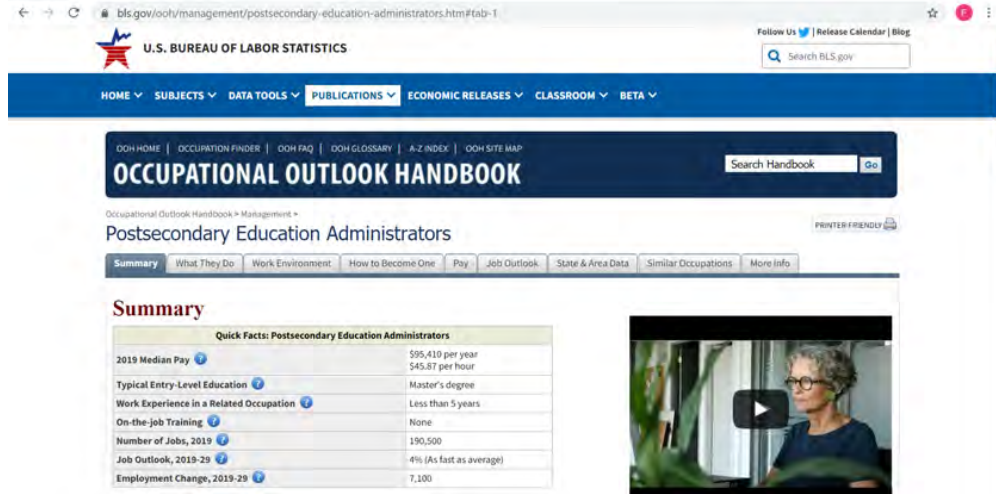
Academic program administration positions are located within academic units and employ a large number of Ph.D. holders. The work often focuses on a specific academic program or unit that delivers courses, including large courses like introductory psychology or chemistry, specialized master's programs, and interdisciplinary degree programs. You can find other positions in research centers that have affiliated faculty and visiting scholars. The skills needed involve planning programs, managing budgets and understanding curricular development, as well as people skills that enable you to work effectively with students and faculty members. Ph.D.s are often hired into these positions because

Summary Occupational Outlook Handbook

Occupational Outlook Handbook, BLS

Summary

<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>



Occupational Outlook Handbook, BLS

Duties

<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-2>

7.2

bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-2

Postsecondary Education Administrators

Summary **What They Do** Work Environment How to Become One Pay Job Outlook State & Area Data Similar Occupations More Info

What Postsecondary Education Administrators Do

Postsecondary education administrators oversee student services, academics, and faculty research at colleges and universities. Their job duties vary depending on the department in which they work, such as admissions, student affairs, or the registrar's office.

Duties

Education administrators' duties depend on the size of their college or university. Small schools often have small staffs that take on many different responsibilities, but larger schools may have different offices for each of these functions. For example, at a small college, the Office of Student Life may oversee student athletics and other activities, whereas a large university may have an Athletics Department.

Postsecondary education administrators who work in **admissions** decide which applicants should be admitted to the school. They typically do the following:

- Determine how many students to admit to the school
- Meet with prospective students and encourage them to apply
- Review applications to determine which students should be admitted
- Analyze data about applicants and admitted students

Admissions officers also prepare promotional materials about the school. They often are assigned a region of the country to which they travel and speak to high school counselors and students.

Admissions officers who work with the financial aid department offer packages of federal and institutional financial aid to prospective students.

Postsecondary education administrators assist students with a variety of tasks, such as registering for classes and completing admissions applications.

7.2

Work Environment Occupational Outlook Handbook

Occupational Outlook Handbook, BLS

Work Environment

<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-3>

bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-3

OOH HOME | OCCUPATION FINDER | OOH FAQ | OOH GLOSSARY | A-Z INDEX | OOH SITE MAP

OCCUPATIONAL OUTLOOK HANDBOOK Search Handbook Go

Occupational Outlook Handbook > Management >

Postsecondary Education Administrators

Summary What They Do **Work Environment** How to Become One Pay Job Outlook State & Area Data Similar Occupations More Info

Work Environment

Postsecondary education administrators held about 190,500 jobs in 2019. The largest employers of postsecondary education administrators were as follows:

Colleges, universities, and professional schools; state, local, and private	79%
Junior colleges; state, local, and private	13

Work Schedules

Postsecondary education administrators generally work full time. Most work year-round, but some administrators may reduce their hours during the summer.

Postsecondary education administrators work in colleges, universities, community colleges, and technical and trade schools.

Attainment Occupational Outlook Handbook

Occupational Outlook Handbook, BLS

Attainment

https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-4

The screenshot shows the Occupational Outlook Handbook website. The main header includes navigation links like HOME, SUBJECTS, DATA TOOLS, PUBLICATIONS, ECONOMIC RELEASES, CLASSROOM, and BETA. Below this is a search bar and the title 'OCCUPATIONAL OUTLOOK HANDBOOK'. The page is for 'Postsecondary Education Administrators' and the 'How to Become One' tab is selected. The content includes a paragraph about the typical requirements (master's degree), an 'Education' section mentioning bachelor's degrees and various disciplines, and a 'Work Experience in a Related Occupation' section. An image of a woman in a white shirt sitting at a desk is visible on the right side of the page.

7.2

Pay Occupational Outlook Handbook

Occupational Outlook Handbook, BLS

Pay

https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-5

bls.gov/ooH/management/postsecondary-education-administrators.htm#tab-5

Postsecondary Education Administrators

Summary What They Do Work Environment How to Become One **Pay** Job Outlook State & Area Data Similar Occupations More Info

Pay

The median annual wage for postsecondary education administrators was \$95,410 in May 2019. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$55,320, and the highest 10 percent earned more than \$194,090.

In May 2019, the median annual wages for postsecondary education administrators in the top industries in which they worked were as follows:

Colleges, universities, and professional schools; state, local, and private	\$97,250
Junior colleges; state, local, and private	90,670

As part of their employee benefits plan, many colleges and universities allow full-time employees to attend classes at a discount or for free.

Postsecondary education administrators generally work full time. Most work year-round, but some schools may reduce their hours during the summer.

~> How to Become One << Job Outlook >>

Postsecondary Education Administrators

Median annual wages, May 2019

Education administrators, postsecondary	\$95,410
Other management occupations	\$91,308
Total, all occupations	\$39,810

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

7.2

Job Outlook Occupational Outlook Handbook

Occupational Outlook Handbook, BLS

Job Outlook

<https://www.bls.gov/ooH/management/postsecondary-education-administrators.htm#tab-6>

bls.gov/ooH/management/postsecondary-education-administrators.htm#tab-6

Occupational Outlook Handbook > Management >

Postsecondary Education Administrators

Summary What They Do Work Environment How to Become One Pay **Job Outlook** State & Area Data Similar Occupations More Info

Job Outlook

Employment of postsecondary education administrators is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations. Employment growth in the occupation is tied to student enrollments at colleges and universities.

People will continue to seek postsecondary education to accomplish their career goals. As more people enter colleges and universities, more postsecondary education administrators will be needed to serve the needs of these additional students.

Additional admissions officers will be needed to process students' applications. Registrars will be needed to direct student registration for classes and ensure that they meet graduation requirements. Student affairs workers will be needed to make housing assignments and plan events for students.

Provosts and academic dean positions will be limited, since there is typically a set number of these positions per institution.

Despite expected increases in enrollment, employment growth in public colleges and universities will depend on state and local government budgets. If there is a budget deficit, postsecondary institutions may lay off employees, including administrators. If there is a budget surplus, postsecondary institutions may hire more employees.

Postsecondary Education Administrators

Percent change in employment, projected 2019-29

Total, all occupations	4%
Education administrators, postsecondary	4%
Other management occupations	3%

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Job Outlook continued

bls.gov/oooh/management/postsecondary-education-administrators.htm#tab-6

Job Prospects
 Job prospects will be best for candidates who have experience working in higher education.

Employment projections data for postsecondary education administrators, 2019-29

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29		Employment by Industry
				Percent	Numeric	
Education administrators, postsecondary	11-9033	190,500	197,600	4	7,100	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[Pay](#) [State & Area Data](#)

SUGGESTED CITATION:
 Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, at <https://www.bls.gov/oooh/management/postsecondary-education-administrators.htm> (visited November 30, 2020).

Last Modified Date: Tuesday, September 1, 2020

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7.2

[Employment projections Occupational Outlook Handbook](#)

[Employment Projections](#)

[National Employment Matrix](#)

[11-9033 Education administrators, postsecondary](#)

[Employment by Industry, occupation, and percent distribution, 2019 and projected 2029](#)

<https://data.bls.gov/projections/nationalMatrix?queryParams=11-9033&ioType=o>

data.bls.gov/projections/nationalMatrix?queryParams=11-9033&ioType=o

United States Department of Labor

U.S. BUREAU OF LABOR STATISTICS

HOME ▾ SUBJECTS ▾ DATA TOOLS ▾ PUBLICATIONS ▾ ECONOMIC RELEASES ▾ CLASSROOM ▾ BETA ▾

Employment Projections

National Employment Matrix

11-9033 Education administrators, postsecondary
Employment by industry, occupation, and percent distribution, 2019 and projected 2029.

Employment in thousands.
Industries with fewer than 50 jobs, confidential data, or poor-quality data are not displayed.

Download:

Industry Title	Industry Code	Industry Type	2019 Employment	2019 Percent of Occupation	2019 Percent of Industry	Projected 2029 Employment	Projected 2029 Percent of Occupation	Projected 2029 Percent of Industry	Employment Change, 2019-2029	Employment Percent Change, 2019-2029	Display Level
Total employment	TE1000	Summary	190.5	100.0	0.1	197.6	100.0	0.1	7.1	3.7	0
Self-employed workers	TE1100	Line Item	7.9	4.1	0.1	6.7	3.4	0.1	-1.2	-14.8	1
Total wage and salary employment	TE1200	Summary	182.6	95.9	0.1	190.9	96.6	0.1	8.3	4.5	1
Crop production	111000	Line Item	0.1	0.1	0.0	0.2	0.1	0.0	0.0	10.8	3

Industry Title	Industry Code	Industry Type	2019 Employment	2019 Percent of Occupation	2019 Percent of Industry	Projected 2029 Employment	Projected 2029 Percent of Occupation	Projected 2029 Percent of Industry	Employment Change, 2019-2029	Employment Percent Change, 2019-2029	Display Level
Colleges, universities, and professional schools; state, local, and private	611300	Summary	150.4	79.0	3.8	159.8	80.9	3.8	9.4	6.2	5

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.”

Industry Title	Industry Code	Industry Type	2019 Employment	2019 Percent of Occupation	2019 Percent of Industry	Projected 2029 Employment	Projected 2029 Percent of Occupation	Projected 2029 Percent of Industry	Employment Change, 2019-2029	Employment Percent Change, 2019-2029	Display Level
Junior colleges, colleges, universities, and professional schools; state, local, and private	6112-3	Summary	175.0	91.9	3.7	182.7	92.5	3.7	7.7	4.4	4

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.”

7.2

State and Area Data Occupational Outlook Handbook

State and Area Data

<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7>

The screenshot shows a web browser window with the URL [bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7](https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7). The page has a navigation menu with tabs: Summary, What They Do, Work Environment, How to Become One, Pay, Job Outlook, State & Area Data (selected), Similar Occupations, and More Info. The main content area is titled "State & Area Data" and includes a sub-section "Occupational Employment Statistics (OES)". The OES section explains that the program produces employment and wage estimates annually for over 800 occupations. A link is provided for "Education administrators, postsecondary". Below this, there are sections for "Projections Central" and "CareerOneStop". At the bottom, there is a "SUGGESTED CITATION" section with the following text: "Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Postsecondary Education Administrators, at <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm> (visited November 30, 2020)." Navigation buttons for "< Job Outlook" and "Similar Occupations >" are also visible.

7.2

OES Occupational Outlook Handbook

Occupational Employment Statistics (OES)

Accessed via link for State and Area Data

<https://www.bls.gov/oes/current/oes119033.htm#st>

Occupational Employment Statistics

OES PRINT:

BROWSE OES

- OES HOME
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Occupational Employment and Wages, May 2019

11-9033 Education Administrators, Postsecondary

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.

- [National estimates for this occupation](#)
- [Industry profile for this occupation](#)
- [Geographic profile for this occupation](#)

National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
144,880	1.1 %	\$54.04	\$112,400	0.7 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$26.59	\$33.89	\$45.87	\$64.94	\$93.31
Annual Wage (2)	\$55,320	\$70,490	\$95,410	\$135,070	\$194,090

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

Industries with the highest concentration 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
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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

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OES 2 Occupational Outlook Handbook

Occupational Employment Statistics (OES)

Accessed via link for State and Area Data

<https://www.bls.gov/oes/current/oes119033.htm#st>

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

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

OES 3 Metro Nonmetro Occupational Outlook Handbook

Occupational Employment Statistics (OES)

Accessed via link for State and Area Data

Metro Nonmetro centers

<https://www.bls.gov/oes/current/oes119033.htm#st>

Metropolitan areas with the highest employment level in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Chicago-Naperville-Elgin, IL-IN-WI	5,840	1.25	1.27	\$48.30	\$100,460
Los Angeles-Long Beach-Anaheim, CA	4,950	0.79	0.80	\$62.23	\$129,440
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	2,760	0.96	0.97	\$58.93	\$122,570
Houston-The Woodlands-Sugar Land, TX	2,000	0.66	0.66	\$54.03	\$112,370
Dallas-Fort Worth-Arlington, TX	1,960	0.54	0.54	\$53.64	\$111,570
Phoenix-Mesa-Scottsdale, AZ	1,900	0.90	0.91	\$53.83	\$111,970
Austin-Round Rock, TX	1,720	1.61	1.63	\$62.81	\$130,630
Detroit-Warren-Dearborn, MI	1,580	0.80	0.81	\$55.47	\$115,380
St. Louis, MO-IL	1,400	1.02	1.03	\$49.98	\$103,960
Minneapolis-St. Paul-Bloomington, MN-WI	1,360	0.69	0.70	\$58.66	\$122,000

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

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Top paying metropolitan areas for this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Ithaca, NY	110	2.24	2.27	\$89.70	\$186,580
Augusta-Richmond County, GA-SC	230	1.03	1.05	\$86.84	\$180,620
Fayetteville-Springdale-Rogers, AR-MO	200	0.79	0.81	\$81.92	\$170,400
Lansing-East Lansing, MI	590	2.71	2.74	\$77.03	\$160,210
Charlottesville, VA	180	1.60	1.62	\$76.08	\$158,240
Rochester, NY	560	1.07	1.09	\$75.66	\$157,370
Ann Arbor, MI	730	3.24	3.29	\$73.31	\$152,480
Lubbock, TX	150	1.05	1.06	\$72.86	\$151,560
Sacramento--Roseville--Arden-Arcade, CA	(8)	(8)	(8)	\$71.57	\$148,860
Greenville, NC	230	3.01	3.06	\$71.19	\$148,070

Nonmetropolitan areas with the highest employment in this occupation:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Kansas nonmetropolitan area	530	1.34	1.36	\$38.83	\$80,770
Northeast Mississippi nonmetropolitan area	510	2.15	2.18	\$53.39	\$111,050
Balance of Lower Peninsula of Michigan nonmetropolitan area	460	1.67	1.69	\$54.85	\$114,080
West Central-Southwest New Hampshire nonmetropolitan area	430	4.23	4.29	\$51.56	\$107,250
Mountain North Carolina nonmetropolitan area	410	3.20	3.25	\$50.09	\$104,190

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

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
West Central-Southwest New Hampshire nonmetropolitan area	430	4.23	4.29	\$51.56	\$107,250
Massachusetts nonmetropolitan area	240	4.01	4.06	(8)	(8)
Mountain North Carolina nonmetropolitan area	410	3.20	3.25	\$50.09	\$104,190
Southeast Alabama nonmetropolitan area	260	2.99	3.03	\$44.64	\$92,840
Northwest Virginia nonmetropolitan area	160	2.43	2.46	\$56.47	\$117,450

Top paying nonmetropolitan areas for this occupation:

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Eastern Wyoming nonmetropolitan area	80	0.96	0.97	\$69.61	\$144,780
East South Dakota nonmetropolitan area	110	0.84	0.85	\$64.74	\$134,670
Hawaii / Kauai nonmetropolitan area	40	0.36	0.36	\$62.65	\$130,320
North Coast Region of California nonmetropolitan area	110	1.02	1.04	\$62.01	\$128,970
Coastal Plains Region of Texas nonmetropolitan area	110	0.72	0.73	\$57.84	\$120,320

Postsecondary education administrators

Similar occupations

<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-8>

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of postsecondary education administrators.

OCCUPATION	JOB DUTIES	ENTRY LEVEL EDUCATION	2019 MEDIAN PAY
Administrative Services Managers	Administrative services managers plan, direct, and coordinate activities that help an organization run efficiently.	Bachelor's degree	\$96,940
Elementary, Middle, and High School Principals	Elementary, middle, and high school principals oversee all school operations, including daily school activities.	Master's degree	\$96,400
Human Resources Managers	Human resources managers plan, coordinate, and direct the administrative functions of an organization.	Bachelor's degree	\$116,720
Postsecondary Teachers	Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level.	See How to Recruit One	\$79,540
Public Relations and Fundraising Managers	Public relations managers direct the creation of materials that will enhance the public image of their employer or client. Fundraising managers coordinate campaigns that bring in donations for their organization.	Bachelor's degree	\$116,180
Public Relations Specialists	Public relations specialists create and maintain a favorable public image for the organization they represent.	Bachelor's degree	\$61,150
School and Career Counselors	School counselors help students develop the academic and social skills needed to succeed. Career counselors help people choose a path to employment.	Master's degree	\$57,040
Top Executives	Top executives plan strategies and policies to ensure that an organization meets its goals.	Bachelor's degree	\$104,690
Training and Development Managers	Training and development managers plan, coordinate, and direct skills- and knowledge-enhancement programs for an organization's staff.	Bachelor's degree	\$113,350

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(Hall and Lieberman). Hall, Robert F, Marc Lieberman. *Microeconomics Principles and Applications*. Thomson South-Western.

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).

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Remi references

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<https://implanhelp.zendesk.com/hc/en-us/articles/115009674588-Regional-Purchase-Coefficients>

(IMPLAN 2) Schmit, Todd M., Becca B.R. Jablonski, and David Kay. A Practitioner’s Guide to Conducting an Economic Impact Assessment of Regional Food Hubs using IMPLAN: a step-by-step approach.

Broadband study. DiFurio, Ferdinand and Yolunda Nabors. “An Economic Impact Study of a Broadband Expansion Project in Tennessee.” 2020. Report for the The TN Rural Communications Cooperatives.

REMI, UC Occupations, post

Education, training, and library occupations	Individuals (Jobs)	8686.499	8779.803	8832.913	8847.979	8862.039	8899.276	8943.223	8979.250
Postsecondary teachers	Individuals (Jobs)	1488.846	1507.442	1519.044	1524.272	1529.466	1538.915	1549.803	1559.746
Preschool, primary, secondary, and special education teachers	Individuals (Jobs)	4219.761	4257.945	4276.176	4277.696	4278.970	4291.610	4307.693	4320.324
Other teachers and instructors	Individuals (Jobs)	1135.297	1150.473	1160.717	1164.644	1168.247	1174.717	1181.880	1187.582

REMI, UC Occupations, other

Education, training, and library occupations	Individuals (Jobs)	8686.499	8779.803	8832.913	8847.979	8862.039	8899.276	8943.223	8979.250
Postsecondary teachers	Individuals (Jobs)	1488.846	1507.442	1519.044	1524.272	1529.466	1538.915	1549.803	1559.746
Preschool, primary, secondary, and special education teachers	Individuals (Jobs)	4219.761	4257.945	4276.176	4277.696	4278.970	4291.610	4307.693	4320.324
Other teachers and instructors	Individuals (Jobs)	1135.297	1150.473	1160.717	1164.644	1168.247	1174.717	1181.880	1187.582

REMI, Earnings, UC

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6/9/2021

Industries	Units	2018	2019	2020	2021	2022	2023	2024	2025
Rail transportation	Thousands of Fixed (2018) Dollars	2713.161	2784.079	2858.502	2931.247	3002.696	3074.787	3155.653	3234.655
Water transportation	Thousands of Fixed (2018) Dollars	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Truck transportation	Thousands of Fixed (2018) Dollars	155196.001	158546.743	162062.851	165210.493	168178.741	171151.029	174645.003	178035.114
Couriers and messengers	Thousands of Fixed (2018) Dollars	20600.969	21032.539	21531.217	21969.596	22387.232	22799.815	23241.730	23685.231
Transit and ground passenger transportati	Thousands of Fixed (2018) Dollars	19820.589	20288.925	20781.594	21196.697	21617.048	22052.545	22539.673	23012.932
Pipeline transportation	Thousands of Fixed (2018) Dollars	12692.784	12909.177	13144.971	13362.026	13566.109	13772.220	14030.211	14247.268
Scenic and sightseeing transportation; Sug	Thousands of Fixed (2018) Dollars	19829.480	20294.061	20810.335	21249.424	21675.901	22108.651	22584.435	23057.434
Warehousing and storage	Thousands of Fixed (2018) Dollars	74536.459	76583.857	78867.000	80792.879	82718.231	84681.411	86816.356	88947.107
Publishing industries, except Internet	Thousands of Fixed (2018) Dollars	29207.916	29507.298	29720.198	29690.426	29684.486	29716.629	29881.661	30093.575
Motion picture and sound recording indust	Thousands of Fixed (2018) Dollars	18983.560	19807.310	20636.532	21153.658	21603.541	22011.130	22482.417	22946.214
Data processing, hosting, and related serv	Thousands of Fixed (2018) Dollars	1117.201	1172.627	1227.557	1272.541	1316.250	1360.554	1408.910	1458.145
Broadcasting, except Internet	Thousands of Fixed (2018) Dollars	9298.230	9642.195	9974.100	10193.826	10386.857	10577.492	10816.174	11058.598
Telecommunications	Thousands of Fixed (2018) Dollars	42700.129	43887.286	45208.068	46251.674	47300.254	48365.123	49468.805	50563.857
Monetary authorities - central bank; Credit	Thousands of Fixed (2018) Dollars	147698.417	151250.061	155328.423	158738.307	162335.467	166191.193	170410.882	174899.709
Securities, commodity contracts, other inv	Thousands of Fixed (2018) Dollars	20438.876	20802.332	21236.709	21610.444	22019.026	22465.377	22962.447	23490.982
Insurance carriers and related activities	Thousands of Fixed (2018) Dollars	54306.359	55548.879	56979.518	58054.618	59220.928	60511.265	61951.929	63498.821
Real estate	Thousands of Fixed (2018) Dollars	78520.545	79598.660	80957.064	82113.658	83415.846	84835.858	86452.631	87973.961
Rental and leasing services; Lessors of no	Thousands of Fixed (2018) Dollars	14690.384	14836.612	15062.478	15297.225	15541.943	15807.922	16136.829	16465.318
Professional, scientific, and technical servi	Thousands of Fixed (2018) Dollars	271141.179	279054.433	286986.415	292900.155	298466.003	304110.478	310979.083	318117.618
Management of companies and enterprise	Thousands of Fixed (2018) Dollars	39762.880	41025.009	42337.741	43366.999	44360.311	45371.533	46511.890	47673.707
Administrative and support services	Thousands of Fixed (2018) Dollars	260330.751	268336.519	276808.994	283751.553	290758.105	298036.759	306082.341	314222.941
Waste management and remediation servi	Thousands of Fixed (2018) Dollars	7764.071	7936.555	8128.561	8285.184	8441.749	8601.809	8773.200	8944.713
Educational services; private	Thousands of Fixed (2018) Dollars	31189.607	32216.843	33336.779	34146.985	34939.506	35716.035	36479.118	37201.616
Ambulatory health care services	Thousands of Fixed (2018) Dollars	405593.620	417127.839	429362.109	439806.722	451825.500	465077.058	479805.001	495185.184
Hospitals; private	Thousands of Fixed (2018) Dollars	294108.059	302001.849	310925.790	317807.686	325512.736	334050.321	343454.729	353526.695
Nursing and residential care facilities	Thousands of Fixed (2018) Dollars	92113.188	95033.142	98271.059	100778.336	103416.428	106212.978	109153.531	112185.719
Social assistance	Thousands of Fixed (2018) Dollars	63540.555	66336.050	69410.064	71902.804	74357.559	76714.825	78972.335	80989.837
Performing arts, spectator sports, and reli	Thousands of Fixed (2018) Dollars	16324.145	16847.254	17400.600	17812.788	18216.672	18632.826	19100.519	19573.712
Museums, historical sites, and similar insti	Thousands of Fixed (2018) Dollars	3056.463	3268.199	3508.096	3718.740	3927.620	4132.294	4328.738	4512.217
Amusement, gambling, and recreation ind	Thousands of Fixed (2018) Dollars	19307.092	19728.099	20169.900	20530.123	20960.131	21438.173	21982.841	22539.073
Accommodation	Thousands of Fixed (2018) Dollars	42749.602	43844.326	45056.560	45994.682	46974.018	47993.426	49095.754	50181.730

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REMI, Detailed, UCR

6/9/2021

Standard Regional Control - Educational services; private

Category	Units	Year							
		2018	2019	2020	2021	2022	2023	2024	2025
Total Employment	Individuals (Jobs)	1032.735	1059.059	1082.516	1092.925	1102.628	1114.890	1127.193	1137.644
Intermediate Demand Employment	Individuals (Jobs)	5.220	5.336	5.426	5.472	5.513	5.563	5.616	5.655
Local Consumption Demand Employment	Individuals (Jobs)	45.506	46.595	47.390	47.748	48.193	48.759	49.358	49.898
Government Demand Employment	Individuals (Jobs)	0.583	0.597	0.596	0.588	0.578	0.573	0.567	0.562
Investment Activity Demand Employment	Individuals (Jobs)	1.673	1.757	1.800	1.777	1.742	1.706	1.687	1.672
Total Export Employment	Individuals (Jobs)	979.754	1004.776	1027.304	1037.340	1046.602	1058.289	1069.964	1079.857
Exports to Multiregions Employment	Individuals (Jobs)	90.805	92.939	94.691	95.362	96.086	97.120	98.200	99.141
Exports to Rest of Nation Employment	Individuals (Jobs)	875.962	898.656	919.170	928.099	936.219	946.418	956.545	965.015
Exports to Rest of World Employment	Individuals (Jobs)	12.987	13.181	13.444	13.878	14.298	14.751	15.219	15.700
Exogenous Industry Sales Employment	Individuals (Jobs)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Exogenous Industry Demand Employment	Individuals (Jobs)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Relative Composite Price	Proportion	1.119	1.119	1.119	1.119	1.119	1.119	1.119	1.119
Relative Factor Input Costs	Proportion	0.768	0.768	0.766	0.765	0.764	0.764	0.763	0.762
Relative Composite Labor Costs	Proportion	0.758	0.757	0.756	0.755	0.754	0.753	0.752	0.752
Relative Fuel Costs	Proportion	0.911	0.911	0.911	0.911	0.911	0.911	0.911	0.911
Relative Capital Costs	Proportion	0.794	0.794	0.793	0.792	0.791	0.791	0.790	0.790
Relative Composite Input Costs	Proportion	1.290	1.289	1.289	1.289	1.289	1.289	1.289	1.289
Relative Delivered Price	Proportion	1.011	1.011	1.011	1.011	1.011	1.011	1.011	1.011
Relative Cost of Production	Proportion	0.933	0.933	0.932	0.932	0.931	0.931	0.931	0.930
Relative Cost of Production (moving average)	Proportion	0.933	0.933	0.933	0.933	0.933	0.932	0.932	0.932
Relative Labor Intensity	Proportion	1.059	1.059	1.059	1.059	1.059	1.059	1.059	1.059
Relative Labor Intensity (moving average)	Proportion	1.059	1.059	1.059	1.059	1.059	1.059	1.059	1.059
Labor Access Index	2017=1	1.000	1.001	1.001	1.002	1.002	1.002	1.002	1.003
Labor Access Index (moving average)	2017=1	1.000	1.000	1.000	1.001	1.001	1.001	1.001	1.002
Commodity Access Index	2017=1	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Commodity Access Index (moving average)	2017=1	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000

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Remi definitions

- Earnings by Place of Work is defined as the sum of Wages and Salaries, Supplements to Wages and Salaries, and Proprietors' Income.
 - Proprietors' Income is defined as current-production income of sole proprietorships, partnerships, and tax-exempt cooperatives. Excludes dividends, monetary interest received by nonfinancial business, and rental income received by persons not primarily engaged in the real estate business.
- Compensation is defined as the sum of Wages and Salaries and Supplements to Wages and Salaries.
- Supplements to Wages and Salaries consists of employer contributions for employee pension and insurance funds and employer contributions for government social insurance.
- Wages and Salaries is defined as the monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; voluntary employee contributions to certain deferred compensation plans, such as 401(k) plans; and receipts in kind that represent income.
- Employment
- Employment comprises estimates of the number of jobs, full-time plus part-time, by place of work for all industries. Full-time and part-time jobs are counted at equal weight. Employees, sole proprietors, and active partners are included, but unpaid family workers and volunteers are not included.
- Intermediate Demand Employment: The employment needed to satisfy demand for material inputs to the production of final goods.
- Local Consumption Demand Employment: The employment needed to satisfy demand for consumer goods.

-
- Government Demand Employment: The employment needed to satisfy demand for goods and services by government expenditures.
 - Investment Activity Demand Employment: The employment needed to satisfy demand for capital goods.
 - Total Export Employment: The employment needed to satisfy demand for a region's goods and services from the other regions in a multi-area model, the rest-of-nation region, and the rest of the world.
 - Exports to Multiregions Employment: The employment needed to satisfy demand for a region's goods and services from the other regions in a multi-area model.
 - Exports to Rest of Nation Employment: The employment needed to satisfy demand for a region's goods and services from areas in the rest-of-nation region.
 - Exports to Rest of World Employment: The employment needed to satisfy demand for a region's goods and services from the rest of the world.
 - Exogenous Industry Sales Employment: The direct amount of Industry Sales entered by the user into the Industry Sales/Exogenous Production Policy Variable and converted to Employees using Labor Productivity.
 - Exogenous Industry Demand Employment: The direct amount of Industry Final Demand entered by the user into the Exogenous Final Demand Policy Variable and converted to Employees using Labor Productivity.
 - Relative Composite Price: The price based on the Delivered Price divided by the Commodity Access Index, relative to the nation.
 - Relative Composite Factor Costs: The cost of non-good factors (labor, capital, fuel) used in the production of final goods, relative to the nation.
 - Relative Composite Labor Costs: The Relative Compensation Rate divided by the Labor Access Index.
 - Relative Fuel Costs: The industry fuel cost (all types) in the region relative to the nation. It is a Cobb-Douglas aggregation of electricity, natural gas, and residual fuel prices, using state-specific rates. Relative Fuel Cost is determined outside of the REMI model, and changed through Policy Variable inputs. However, the model structure does allow for substitution among fuels.
 - Relative Capital Costs: The industry capital cost in the region relative to the nation, and includes the effects of corporate and property taxes, investment tax credits, allowable tax depreciation, and cost of investment inputs.
 - Relative Composite Input Costs: The cost of goods used in the production of final goods, relative to the nation.
 - Relative Delivered Price: Based on the cost of the commodity at the place of origin, and the distance cost of providing the commodity to the place of destination. This price measure is calculated relative to delivered prices in all other regions, and weights the delivered price from all locations that ship to the home region.
 - Relative Cost of Production: The cost of local production using the Composite Input Prices and the Composite Labor Cost.
 - Relative Cost of Production (moving average): The cost of local production using the Composite Input Prices and the Composite Labor Cost.
 - Relative Labor Intensity: A measure of the amount of labor used for production (versus capital and fuel), relative to the nation. It takes into account an industry's relative factor costs and their respective share of industry output, as well as the fact that new factor shares are introduced as old capital is replaced by new capital.

-
- Relative Labor Intensity (moving average): A measure of the amount of labor used for production (versus capital and fuel), relative to the nation. It takes into account an industry's relative factor costs and their respective share of industry output, as well as the fact that new factor shares are introduced as old capital is replaced by new capital.
 - Labor Access Index: An index that estimates the effect of access to labor choice and individual characteristics by occupation and industry on labor productivity. The index is relative to the nation, and benchmarked to the last history year.
 - Labor Access Index (moving average): An index that estimates the effect of access to labor choice and individual characteristics by occupation and industry on labor productivity. The index is relative to the nation, and benchmarked to the last history year.
 - Commodity Access Index: Measures the change in access to specialized inputs into production in order to predict the change in the productivity of intermediate inputs. The index is relative to the nation, and benchmarked to the last history year.
 - Commodity Access Index (moving average): Measures the change in access to specialized inputs into production in order to predict the change in the productivity of intermediate inputs. The index is relative to the nation, and benchmarked to the last history year.
 - Regional Purchase Coefficient: 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.
 - Average Annual Wage Rate: Calculated by dividing Wages by Employment.
 - Average Annual Compensation Rate: Calculated by dividing Compensation by Employment.
 - Average Annual Earnings Rate: Calculated by dividing Earnings by Employment.
 - Demand: The amount of goods and services demanded by the local region (imports plus self supply).
 - Domestic Demand: The amount of goods and services demanded by the local region from within the nation. The components are Self Supply, Imports from Multiregions, and Imports from Rest of Nation.
 - Intermediate Demand: The demand for material inputs to the production of final goods
 - Local Consumption Demand: The demand for consumer goods.
 - Government Demand: The demand for goods and services by government expenditures.
 - Investment Activity Demand: The demand for capital goods.
 - Total Imports: The amount of goods and services produced in other regions in a multi-region model, the rest-of-nation region, and the rest of the world that are consumed locally.
 - Imports from Multiregions: The amount of goods and services produced in other regions in a multi-region model that are consumed locally.
 - Imports from Rest of Nation: The amount of goods and services produced in the rest of nation region that are consumed locally.
 - Imports from Rest of World: The amount of goods and services produced in the rest of the world that are consumed locally.
 - Share of Foreign Imports: The region's share of the nation's foreign imports based on the share in the last history year and the region's relative cost of production.
 - Self Supply: The amount of local demand supplied locally (Regional Purchase Coefficient multiplied by Demand).
 - Total Exports: The amount of local production exported out of the local region to destinations in other regions in a multi-regional model, to the rest-of-nation region, and the rest of the world.

-
- Exports to Multiregions: The amount of local production exported out of the local region to destinations in other regions in a multi-regional model.
 - Exports to Rest of Nation: The amount of local production exported out of the local region to the rest-of-nation region.
 - Exports to Rest of World: The amount of local production exported out of the local region to the rest of the world.
 - Exogenous Industry Sales: The direct amount of Industry Sales entered by the user into the Industry Sales/Exogenous Production Policy Variable.
 - Exogenous Industry Demand: The direct amount of Industry Final Demand entered by the user into the Exogenous Final Demand Policy Variable.
 - Share of Foreign Exports: The region's share of the nation's foreign exports based on the share in the last history year and the region's relative cost of production.
 - Output: The amount of production, including all intermediate goods purchased as well as value added (compensation and profit). Can also be thought of as sales or supply. The components of Output are Self Supply and Exports (Multiregions, Rest of Nation, and Rest of World).
 - Domestic Supply: The amount of local production supplied to regions within the nation. The components are Self Supply, Exports to Multiregions, and Exports to Rest of Nation.
 - Value-Added: The gross output of an industry or a sector less its intermediate inputs; the contribution of an industry or sector to gross domestic product (GDP). Value added by industry can also be measured as the sum of compensation of employees, taxes on production and imports less subsidies, and gross operating surplus.
 - Wages and Salaries: The monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; voluntary employee contributions to certain deferred compensation plans, such as 401(k) plans; and receipts in kind that represent income.
 - Compensation: The sum of Wages and Salaries and Supplements to Wages and Salaries.
 - Earnings by Place of Work: The sum of Wages and Salaries, Supplements to Wages and Salaries, and Proprietors' Income.
 - Proprietors' Income: Current-production income of sole proprietorships, partnerships, and tax-exempt cooperatives. Excludes dividends, monetary interest received by nonfinancial business, and rental income received by persons not primarily engaged in the real estate business.
 - Supplements to Wages and Salaries: Consists of employer contributions for employee pension and insurance funds and employer contributions for government social insurance.
 - Labor Productivity: Output divided by Employment (Output per Employee).

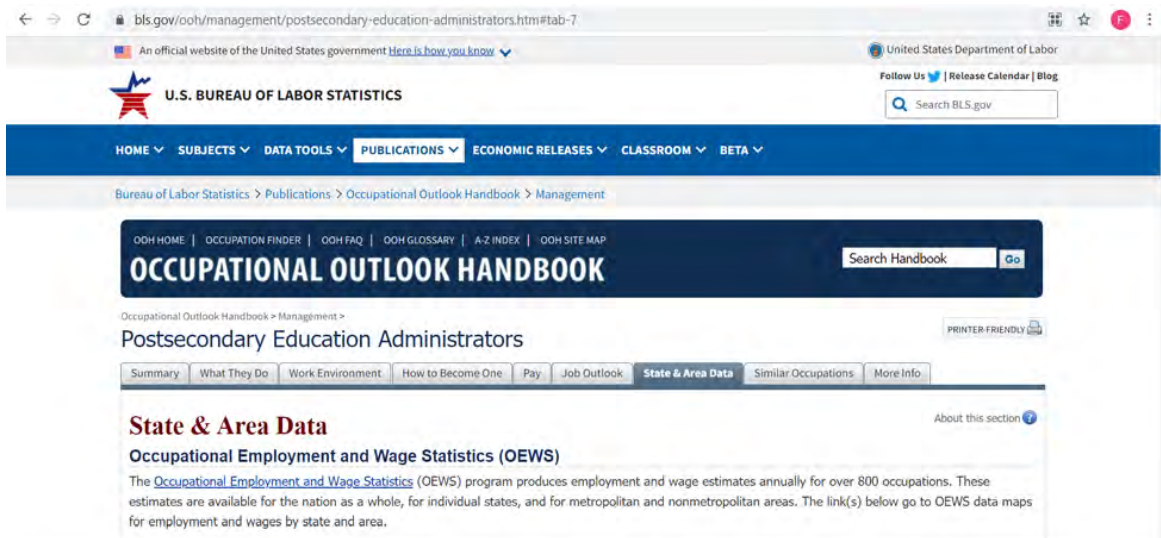
- Industrial Mix Index: A measure of the difference in a region's growth due to its industrial composition, relative to the nation. If Industrial Mix Index is greater than one, then the region has a mix of detailed industries that have a rate of growth that is higher than the average growth as represented by the summary or sector industry that they belong to.
- National Deflator: An industry-specific national price deflator, which is determined outside of the model.

Bureau of Labor and Statistics

Handbook. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post Secondary Education Administrators.

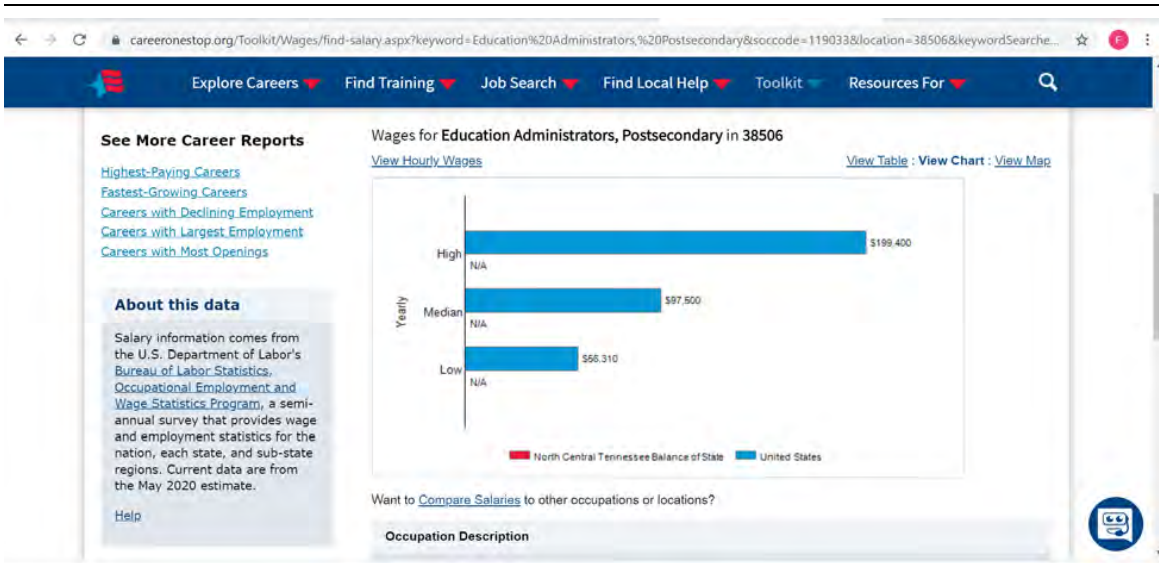
<https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7>

Handbook screenshot



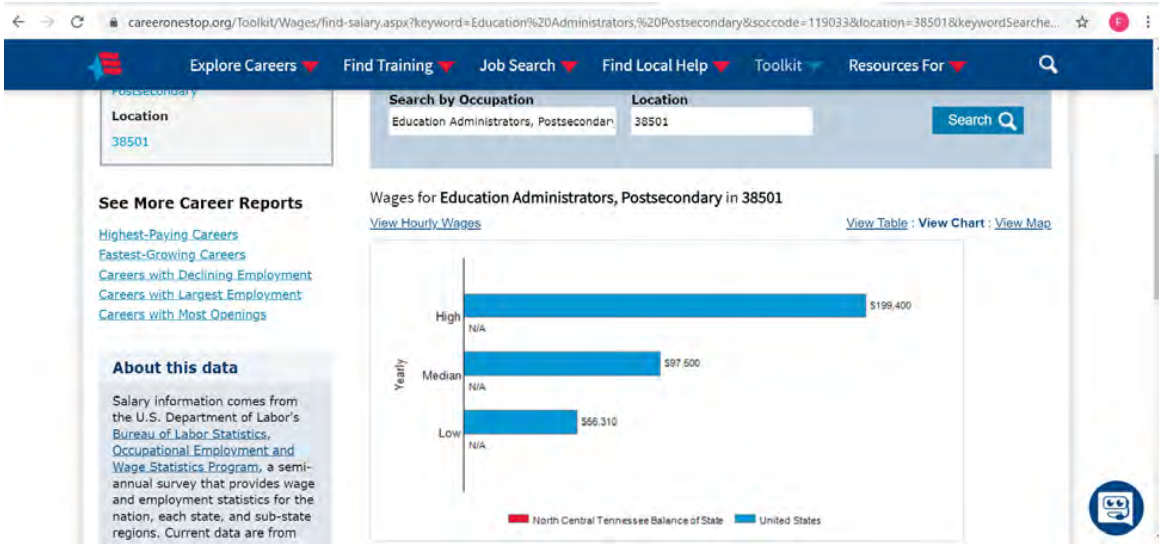
Career 38506. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post Secondary Education Administrators. Careeronestop.org
<https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Education%20Administrators,%20Postsecondary&soccode=119033&location=38506&keywordSearched=Education%20Administrators,%20Postsecondary>

careeronestop.org screenshot
 38506

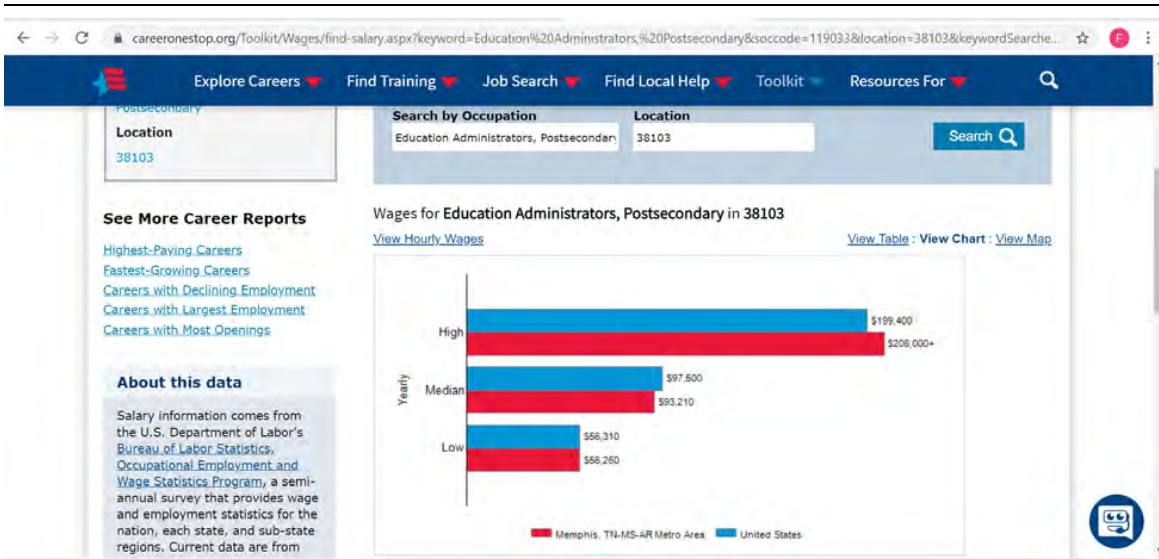


7.2

careeronestop.org screenshot
38501

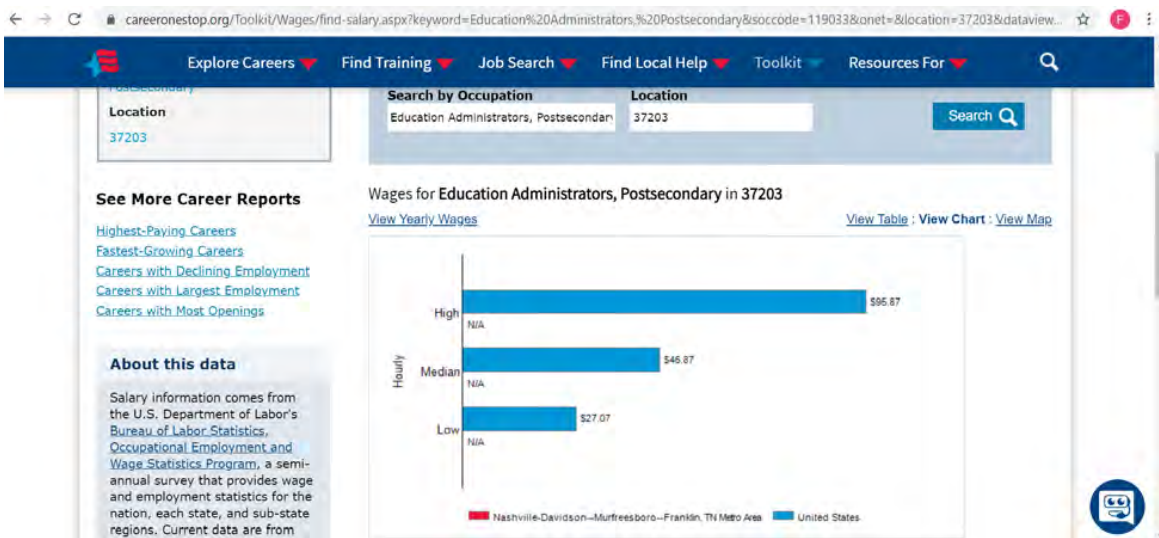


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38103

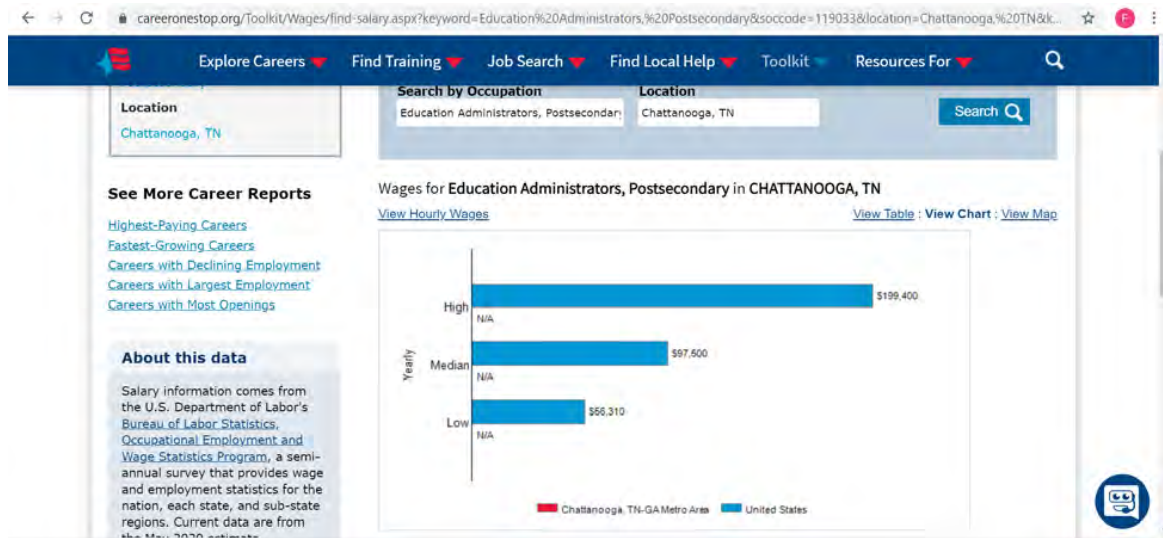


7.2

careeronestop.org screenshot
37203

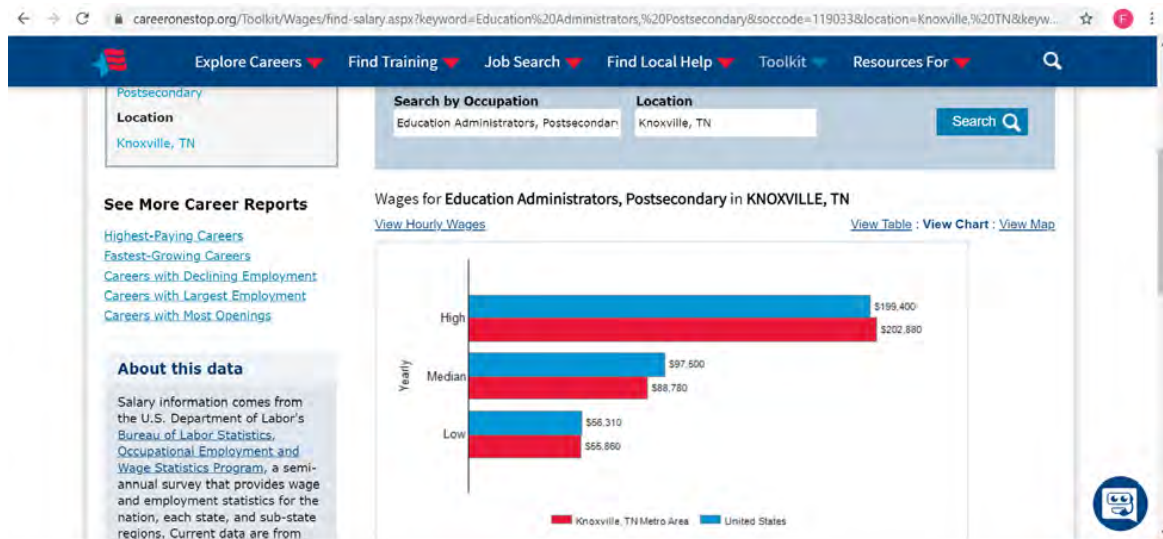


careeronestop.org screenshot
Chattanooga area



7.2

careeronestop.org screenshot
Knoxville area



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	\$ 10,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 10,500	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty								
Salary	\$ -	\$ 15,000	\$ 100,225	\$ 180,728	\$ 183,439	\$ 186,191	\$ 188,984	\$ 191,819
Benefits	\$ -	\$ 1,500	\$ 38,073	\$ 72,614	\$ 73,703	\$ 74,809	\$ 75,931	\$ 77,069
Sub-Total Faculty	\$ -	\$ 16,500	\$ 138,298	\$ 253,342	\$ 257,142	\$ 260,999	\$ 264,914	\$ 268,888
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	\$ 24,226	\$ 36,339	\$ 36,339	\$ 36,339	\$ 36,339	\$ 36,339
Sub-Total Graduate Assistants	\$ -	\$ 24,113	\$ 48,226	\$ 72,339	\$ 72,339	\$ 72,339	\$ 72,339	\$ 72,339
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	\$ -	\$ 40,613	\$ 188,524	\$ 327,681	\$ 332,481	\$ 336,338	\$ 341,253	\$ 345,227
TOTAL EXPENDITURES (A + B)	\$ 10,500	\$ 40,613	\$ 190,524	\$ 329,681	\$ 332,481	\$ 336,338	\$ 341,253	\$ 345,227

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

Base Tuition and Fees Rate	\$ -	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00	\$ 12,113.00
Number of Graduate Assistants	-	1	2	3	3	3	3	3

II. Revenue

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Tuition and Fees ²	\$ -	\$ 84,791	\$ 193,808	\$ 339,164	\$ 339,164	\$ 351,277	\$ 351,277	\$ 363,390
Institutional Reallocations ³	\$ 10,500	\$ (44,178)	\$ (3,285)	\$ (9,483)	\$ (6,683)	\$ (14,939)	\$ (10,024)	\$ (18,163)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 10,500	\$ 40,613	\$ 190,524	\$ 329,681	\$ 332,481	\$ 336,338	\$ 341,253	\$ 345,227

Notes:

(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.

7.2

Appendix 10

**Tennessee Tech University
College of Education
Curriculum & Instruction**

EDU7300: Research Design

Instructor Information 3 Credit Hours, Summer Semester

Name:

Office:

Phone:


Email:

Office Hours

By Appointment

7.2

Conceptual Framework

	<p style="text-align: center;"><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p style="text-align: center;"><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p style="text-align: center;"><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Required Text

Fraenkel J. R., Wallen N. E., and Hyun, H. H. (2012). How to design and evaluate research in education (7th through 10th Editions).

Recommended Text

American Psychology Association. (2020). *Publication Manual of the American Psychological Association* (7th edition.). Washington, D.C.: Author.

Course Description

This course addresses research design and quantitative methods of research in education.

Major Course Activities for Each Student:

- Prepare for approval of a brief prospectus for a research proposal (a prospectus should at a minimum provide problem statement/research questions, hypotheses, design, and sampling plan).
- Prepare a complete research proposal following the provided guide/rubric.
- Conduct and write a review of the research-based literature on the chosen topic (part of research proposal).
- Learn and follow diligently the rules for the proper use of the work of others (use without plagiarizing).
- Prepare for and pass a comprehensive examination over the technical materials covered in the course.
- Receive a critique of the proposal draft and use it in preparing a complete research project that is well planned and potentially publishable.
- Use electronic and conventional databases to access research based literature.
- Plan for the use of statistics software to complete data analysis for the research project
- Participate in class discussions, individual and group work, and quizzes.
- Read the assigned chapters each week.

Specific Course Objectives:

Graduate students will be able to:

- a. Learn and follow the rules for the proper use of the work of others (use without plagiarizing) in meeting all requirements of the course;
- b. Use the internet, electronic data bases, and traditional literature search systems;
- c. Understand various research design options in terms of strengths and weaknesses against threats to internal and external validity;
- d. Plan an appropriate data analysis with assistance from the instructor; and
- e. Prepare a viable research proposal that follows the provided rubric completely.

Topics Covered

Descriptive research	Single subject research
Correlational research	Measurement and instrumentation
Causal comparative research	(measurement of variables and
Reviewing literature	establishing psychometric properties
Survey research	of variables)
Action research	Interpreting results from statistical
Sampling	analysis
Experimental and quasi-	Descriptive statistics
experimental research	Inferential statistics
Internal/External validity	

Relationship of Course to Standards

Summary Objective 1	To develop a research problem/questions/hypotheses, and write a
----------------------------	---

	complete research proposal (first three chapters of a research paper)
Standards	TN PES 1, 3, 5–11
Assignment(s)	Research/Thesis Proposal; IRB Paperwork; Comprehensive examination
Assessment	Writing Guide/Rubric; Quizzes

Summary Objective 2	Conduct a literature review of research-based sources related to identified research problem
Standards	TN PES 1, 3, 5–11
Assignment(s)	Research/Thesis Proposal; IRB Paperwork; Comprehensive examination
Assessment	Writing Guide/Rubric; Quizzes

Summary Objective 3	Learn the different research designs/models, statistical analysis, and apply to the identified research problem
Standards	TN PES 1, 3, 5–11
Assignment(s)	Research/Thesis Proposal; IRB Paperwork; Comprehensive examination
Assessment	Writing Guide/Rubric; Quizzes

Major Teaching Methods

On-ground lectures, short, pre-recorded help-lectures for select concepts, discussions, weekly readings from the textbook, independent library research, project development, final proposal writing, individual zoom meetings

Assignments & Class Readiness

All assignments are due on time as outlined on the schedule in the appendix. There are no exceptions to the deadlines. *Please note that any late or incomplete submission will result in the loss of an additional **two** percentage points from the **final** grade.* This also includes the plagiarism certificate and IRB paperwork. Failure to submit the final proposal by the due date results in an F grade. You should have hourly access to your student email account. Though we use email to communicate needs or updates, we never use it to submit work.

iLearn

All announcements will be posted on the announcements page in iLearn. Each week of the course is organized as a module in iLearn. Some weeks include short help-lectures that summarize select portions of the on-ground material. Access course documents and pre-recorded help-lectures in iLearn under the Course Materials/Content tab only.

Grading and Evaluation

Grades will be determined using the weighting scheme shown in Table 1. The final paper will be graded using the [Guide to Writing and Evaluating a Research Proposal Paper](#) provided in iLearn. The student's goal is to submit a well-written paper one time. The professor does not read and provide feedback on rough drafts. All drafts and supporting materials used in writing the paper must be organized electronically and maintained by the student because these supporting materials may be requested for review. Failure to be able to provide these materials will result in an automatic F

for the class. Supporting drafts and materials must be kept for at least two years from the last day of the term in which the course was taken. If plagiarism is discovered upon any reading of the paper (not limited to the initial scoring), or if cheating is discovered upon the administration or grading of the exam, an *F* will automatically be assigned for the course. See the plagiarism policy below. View sample exemplary papers at Dr. Julie Baker's website: <http://jcbaker.wix.com/researchresources>

Table 1: Weighting Scheme

Item	Percentage of Grade
Weekly Quizzes (9 quizzes)	20%
Final Proposal	50%
Other Assignment Submissions (includes items such as prospectus and plagiarism certificate)	5%
Final Exam, cumulative MC	25%
Total	100%

Table 2: Final Grade Determination

Final Letter Grade	Weighted Percent
A	90% and above
B	80% – 89.9%
C	70% – 79.9%
D	60% – 69.9%
F	Below 60%

TTU Library Online Access

The Tennessee Tech Library is available to all students enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. More information on electronic media is available at the [TTU Volpe Library](#).

CITI Training & IRB Paperwork

Instructions on how to complete the forms will be provided in class, and your instructor is available to answer any questions you might have. Per your instructor's advice and guidance, you may be required to provide documentation that you have completed the following CITI modules:

- (i) SBE Researchers including students and faculty acting as Investigators [PI or Co-PI], and
- (ii) Social and behavioral conduct of Research."

The link for to the CITI training is available here:

https://www.tntech.edu/research/researchcompliance/citi_training.php

Short Video Tutorials

PDF documents and video tutorials are provided for all modules. These provide a useful summary of each chapter, so viewing them before and after reading the chapter will provide additional support.

Course & University Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#).

As stipulated by the Graduate School, every student is required to complete an online test available at <https://plagiarism.iu.edu/> and provide documentation that they “understand plagiarism and know how to avoid it” as stated on this website by providing a copy of the completed test certificate to the Professor. There is no statute of limitations on the discovery of plagiarism. If it is discovered after the class is over and a grade has been submitted and/or degree conferred, the grade will be immediately changed to *F*. Submit a PDF copy of the completed test certificate via Dropbox on iLearn **no later than the deadline**. Failure to submit this certificate will result in your grade for the class being withheld until the plagiarism course has been completed.

Research papers will be submitted by the professor for an *originality* review by **Turnitin.com**. If plagiarism is discovered even after the class is over and a grade has been submitted and/or the degree has been conferred, **the grade will be immediately changed to an *F*** and every effort will be made to revoke the diploma if one has been conferred and a passing grade in this course was a requirement for the degree.

Duplication of Effort

To meet the requirements of this course, you may not use the same paper in part or in total that you have used or are using for credit in any other class. If you are unsure about this, please ask the Professor.

Incomplete Grades

From time to time, circumstances beyond the student's control may prevent a student from completing coursework. In the event that you have an extenuating circumstance that prohibits you from finishing the course, the instructor may consider awarding an incomplete only if you have promptly and satisfactorily completed all assignments to that point. **The incomplete is granted at the professor's sole discretion** and only for such extenuating circumstances as severe student illness or death in the student's immediate family. Incompletes are not granted when students simply are unable to do the work or when students fall behind. Incompletes are not granted when withdrawal from the course is still an option. In the event an incomplete is considered, documentation will be required.

Attendance Policy

One unexcused absence will result in the lowering of the course grade by a letter grade; two absences will result in lowering the course grade by two letter grades; three absences will result

in failure of the course. Being tardy or leaving early will equal one half of an absence. A memo from Student Health Services or Student Affairs is required to have your absence reported as an excused event. *The student is responsible for all material missed when an absence is unavoidable.*

Class Participation

Class participation is required. You are expected to communicate with other students in on-ground discussions; learn how to navigate in iLearn, keep abreast of course announcements, address technical problems immediately, and observe course etiquette at all times.

Email Communication

- a. Please be kind in all your communication, regardless of the subject being discussed. Nicely worded emails are always pleasant to read, even if they may be conveying complaints.
- b. Note that emails may not be responded to immediately; allow at least 24 hours to get a response.

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center. An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The Accessible Education Center is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the [Learning Center website](#) for more information.

Health and Wellness Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: <https://www.tntech.edu/covid19/index.php> and are subject to compliance with all protocols. Those not in compliance can be reported to the Dean of Students.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose.
4. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
5. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge.

Appendix

Additional Class Information

If you have any questions or are struggling with course material, please reach out **immediately**.

Prospectus and Proposal

A one-page prospectus will be completed within the first two weeks of class. This prospectus provides a brief introduction to your project and outlines your research purpose, research question, hypothesis, and methods. A prospectus template and sample prospectuses are provided in iLearn. Files should be in the form of a Word Document named with the following convention: LastnameFI Prospectus m-d-yy (example: JonesT Prospectus 6-5-22). Submit the prospectus via iLearn Assignemnts by the deadline. PDF Documents will not be accepted.

The proposal consists of the first three sections of your research project paper. This includes an introduction, study background and context, literature review, and methodology. The proposal should be roughly 30 pages in length:

- Chapter 1 Intro/context approximately 8–10 pages
- Chapter 2 Literature review approximately 10–15 pages
- Chapter 3 Methodology approximately 5 pages

You should have at least 15 primary sources used in your proposal; at least 10 of those must have been published within the last 5-10 years. Make certain to follow APA style (7th edition) guidelines and include all required APA elements and formatting (including title page, abstract, headers, headings, in-text citations, references, and appendices). Sample proposals are provided in iLearn. Files should be named with the following convention: LastnameFI Proposal m-d-yy (example: JonesT Proposal 6-5-22). Submit the final proposal via iLearn Assignemnts no later than the deadline. Please submit in a Word Document; PDF Documents will not be accepted.

Quizzes

In lieu of a final exam composing 50% of the course grade, weekly quizzes in iLearn will provide multiple choice experience along the way. Having frequent quizzes allows for early feedback so we can work together to Fe out your barriers to doing well on the cumulative final exam. Though you will have access to course materials during quizzes, you may not use outside assistance of any sort. To accommodate for the unexpected but likely chance that any student could miss a quiz due to pandemic-related exposures/quarantines, one drop quiz grade is available and should be reserved for the likely chance that you will have to miss a quiz due to circumstances out of your control. The deadline will not be extended. **Each weekly quiz must be completed within 90 minutes and may be taken anytime during the week.** Quizzes are due Fridays by 11:59pm but accepted until Sundays by 11:59pm for a 48 hour penalty-free window to accommodate for personal barriers. Quizzes may be attempted twice. The grades from the attempts will be averaged to get a final quiz grade for that module.

Final Exam

The multiple choice final exam will be **completed on-ground on the date provided on the course schedule**. You may take the final only once.

Class Schedule and Reading Assignments

Week	Module	Assignment	Chapter/Material	Assessment
5/25 LSC3331	Module 1	Introduction: Course Overview; Requirements & Expectations; The Nature of Research, The Research Problem, Variables and Hypotheses, Inductive and Deductive Reasoning, Discuss Research Topics Submit 3 ROUGH research ideas via iLearn by 5/29	<i>Fraenkel et al. 1, 2, 5</i>	Quiz 1
6/1 Individual Zoom meetings.*	Module 2	Correlational Research & Causal Comparative Research, Discuss Research Topics Submit Plagiarism Certificate by 6/5	<i>Fraenkel et al. 15, 16</i>	Quiz 2
6/8 Individual Zoom meetings.*	Module 3	Reviewing Literature; Writing Research Reports Submit One Page Prospectus by 6/12	<i>Fraenkel et al. 3, 25</i>	Quiz 3
6/15 LSC3331	Module 4	Survey Research, Action Research	<i>Fraenkel et al. 17, 24</i>	Quiz 4
6/22 LSC3331	Module 5/6	Sampling, Experimental and Quasi-Experimental Research, Internal/External Validity, Controlling for Extraneous and Confounding Variables, Single Subject Research <i>Milestone 1: Complete Literature Review Chapter</i>	<i>Fraenkel et al., 6, 13, 9, 14</i>	Quiz 5/6
6/29 LSC3331	Module 7	Measurement and Instrumentation (Measurement of Variables and Establishing Psychometric Properties of Variables) <i>Milestone 2: Complete Chapters 1 & 3 of your paper</i>	<i>Fraenkel et al. 7, 8</i>	Quiz 7
7/6 LSC3331	Module 8	Review of Descriptive Statistics <i>Submission window opens for Final Research Proposal</i>	<i>Fraenkel et al. 10</i>	Quiz 8
7/13 LSC3331	Module 9	Review of Inferential Statistics for different research designs <i>Submit Final Research Proposal to iLearn by 7/17</i> <i>Submit IRB Forms?</i>	<i>Fraenkel et al. 11-12</i>	Quiz 9
7/20 LSC3331	Module 10	Interpreting Results from Statistical Analyses Review 1	<i>handouts</i>	Quiz 10
7/28 LSC3331		Final Exam Thursday, July 28 th 3:00–5:00 PM		

*Individual meeting scheduled at a time after 7pm on a date that accommodates your schedule.

Note: The suggested milestones are to help you be focused and stay on track but are not enforced.

7.2

**Tennessee Tech University
College of Education
Curriculum & Instruction**

EDU 7420: Quantitative Inquiry in Education
Online Synchronous, 3 Credit Hours, Fall Semester

Instructor Information

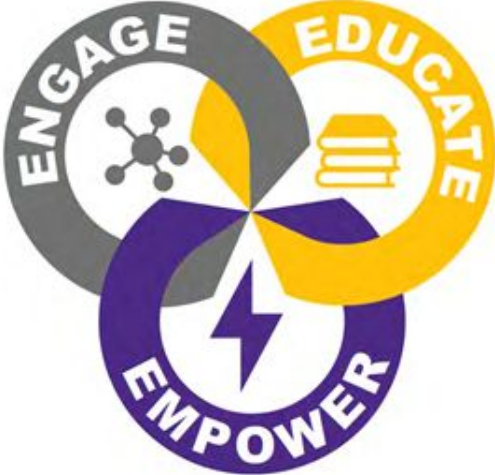
Name:
Office:
Office Phone:
Email:

Office Hours

Posted outside office (Individually scheduled by Zoom)

Conceptual Framework

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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7.2

Required Text

Witte, R. S. and Witte, J. S. (2011) Statistics, 8th, 9th, or 10th Edition, John Wiley & Sons, Incorporated. ISBN 978-0-470-39222-5. Obviously, older is cheaper.

You may also choose to use any other elementary or introductory statistics text.

Recommended Text

Van Blerkom, M. L. (2009) Measurement and statistics for teachers, Rutledge Taylor and Francis Group. ISBN-978-0-8058-6457-1. The student may use any other **educational measurement text** for the basic information.

Course description

This course addresses educational statistics and foundations of measurement.

Major Course Activities for each Student:

- Study each chapter listed in the course outline and attend class prepared to discuss and ask questions concerning the theory and applications covered in each assignment.
- At a minimum, work through progress checks and odd numbered problems at the end of each chapter in preparation for each class.
- If difficulty is experienced in working any of the homework problems, email the professor to receive specific **homework solutions** that will guide you.
- Maintain a neat well-organized notebook containing all of the problems worked for this class for review by the professor upon request (one may only sit for the comprehensive final examination after the professor has reviewed and approved the final notebook containing the problems that have been completed by the student).
- Use a **calculator, computer spreadsheets, and statistics software** to complete some data analyses for inclusion in the student notebook.
- Prepare for and pass a **comprehensive examination** over all the technical materials covered in the course.
- Participate in **class discussions, individual assignments, and group work.**

Specific Course objectives:

Graduate students will be able to:

- Appreciate and advocate for the correct use of statistics and measurement for assessment and research in education
- Describe data with statistics (e.g. means, standard deviations), tables, graphs, and other displays
- Use the normal curve as a model for expressing student performance within a group, for comparison of groups, and to explain probabilities
- Use various kinds of sampling, sampling theory, central limit theorem, tools of inferential statistics (hypothesis testing, confidence intervals, effect size, etc.)
- Apply correlation and regression methodology to aid the understanding of relationships between variables in educational settings.
- Choose and apply statistical techniques for establishing the reliability and validity of assessment measures used in education
- Choose and apply various test improvement strategies such as the calculation of item difficulty, item discrimination, distractor functioning, and the process of norming a test
- Understand and correctly apply parametric tests (t tests, one-way, and multi-way analysis of variance), and non-parametric statistical tests
- Given descriptions of real world scenarios, be able to array the possible viable statistical and measurement methods and choose appropriately

Topics Covered

Describing data with tables and graphs	Standard scores and normal distribution
Central Tendency	Correlation
Variability	Regression

Frames of reference for tests
 Reliability and validity
 Test analysis
 Point estimates
 Hypothesis testing
 Confidence intervals

effect size estimation
 Parametric tests (t tests, one way analysis of variance, multi-way analysis of variance)
 Nonparametric tests (chi-square, tests for ordinal data)

Relationship of Course to Standards

Summary Objective 1	To be able (i) to advocate for the importance of the correct use of statistics, and (ii) to correctly analyze and interpret educational data
Standards	TN PES 1, 2, 7, 8, 9, 11; INTASC 6c, 6g, 6i, 6v, 9c, 9h, 9k, 10
Assignment(s)	Homework Problems; Individual Assignment;
Assessment	Comprehensive Exam; Homework and Individual Assignment Evaluation
Praxis test/topic (if applicable)	

Summary Objective 2	To be able to apply measurement concepts (i) to assess student performance and (ii) to evaluate program effectiveness in educational settings
Standards	TN PES 2, 4, 7-11; INTASC 1a, 6, 7, 8b, 9; TTU CF P2, K1, P3, P3, P4
Assignment(s)	Homework Problems; Individual Assignment;
Assessment	Comprehensive Exam; Homework and Individual Assignment Evaluation
Praxis test/topic (if applicable)	

Major Teaching Methods

Lecture, discussions, group-work, weekly readings from the textbook, and homework

Deadlines

All assignments are due on time as outlined on the schedule in the appendix. There are no exceptions to the deadlines.

Grading and Evaluation

Grades will be based upon the homework problems, ad hoc tests (if any), the comprehensive final examination, and attendance (as a deduction only). ***All homework materials must be organized in a notebook for occasional review by the professor and must be completed and submitted prior to sitting for the final examination.*** If cheating is discovered upon the administration or grading of the exam or any assignment, an “F” will automatically be assigned for the course. **Working together on homework is not cheating!**

To take the final examination one must first submit and receive approval of the homework notebook described above. Once the notebook approval is achieved, the performance on

the exam determines the final grade for the course. The test is comprehensive and contains 78 objective items (multiple-choice, matching, and true false). The student will receive a grade of A if fewer than 23 items are missed, a grade of B if fewer than 33 items are missed, and a grade of C if fewer than 43 items are missed. An F will be assigned for missing 44 or more items. No exceptions will be made. Students may take the exam up to two times. In order to take the exam a second time, an *incomplete* grade in the course must be granted and a substantial block of additional time devoted to study before the subsequent (second) student testing. The final grade for the course will be based upon the higher of the two grades. Up to three points may be added by the professor based on the quality of the homework notebook.

Grading Scale

Component	Percentage of Final Grade
Homework problems	Prerequisite to the final exam
Class participation, quizzes & other assignments	Prerequisite to the final exam
Attendance	Deduct one point per missed session
Exam	100% +/- 3

TTU Library Online Access

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out [more about initializing your TTU account or resetting your password](#).

More information on electronic media is available at the [TTU Volpe Library](#).

Course & University Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

Incomplete Grades

An "I" grade may be given if in the judgment of the professor every effort has been made to finish the required work and circumstances warrant additional time be given to complete the work. An Incomplete Grade Report form must be obtained from the professor, filled in, and submitted to the professor for his approval prior to the deadline for submitting grades.

Attendance Policy

Class attendance and promptness are required. You may not miss class without loss of points. Being tardy or leaving early will equal one half of an absence. *The student is*

responsible for all material missed when being absent is unavoidable.

Class Participation

Class participation is required.

Email Communication

Please be kind in all your communication, regardless of the subject being discussed. Nicely worded emails are always pleasant to read, even if they may be conveying complaints.

Note that emails may not be responded to immediately, allow at least 24 hours to get a response. The Professor does not usually respond to emails during weekends.

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

Pandemic Plan

Should normal classroom activities be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009). Since we are in pandemic mode, all class sessions will be conducted by Zoom. Students should log into each and all Zoom sessions with video activated and audio muted except when asking questions or offering comments. See Covid statement later.

Cellphone Use

The use of cell-phones for talking, texting and social networking in class is not allowed.

7.2

Appendix 1

Class	Reading Assignment	Assessment
8/25/2020 Witte	Chapter 1 – Introduction Chapter 2 – Describing Data with Tables and Graphs Chapter 3 – Describing Data with Averages	
9/1/2020 Witte	Chapter 4 – Describing Variability Chapter 5 – Standard Scores and Normal Distributions	Quiz 1
9/8/2020 Witte	Chapter 6 – Describing Relationships: Correlation Chapter 7 – Regression	Quiz 2
9/15/2020 (Van 20Blerkom)	Chapter 2 – Frames of Reference: Interpreting Test Scores Chapter 4 – Reliability Chapter 5 – Validity Chapter 11 – Analyzing Tests	
9/22/2020 Witte	Chapter 8 – Populations, Samples, and Probability Chapter 9 – Sampling Distribution of the Mean	
9/29/2020 Witte	Chapter 10 – Introduction to Hypothesis Testing Chapter 11 – More About Hypothesis Testing	Quiz 3
10/6/2020 Witte	Chapter 12 – Estimation (Confidence Intervals) Chapter 13 – t Test for One Sample	
10/13/2020	Fall Break	
10/20/2020 Witte	Chapter 14 – t Test for Two Independent Samples Chapter 15 – t Test for Two Related Samples	Quiz 4
10/27/2020 Witte	Chapter 16 – Analysis of Variance (One Factor) Chapter 17 – Analysis of Variance (Repeated Measures)	Quiz 5
11/3/2020 Witte	Chapter 18 – Analysis of Variance (Two Factor)	Quiz 6
11/10/2020 Witte	Chapter 19 – One-and Two-Variable Chi-square Tests	
11/17/2020 Witte	Chapter 20 – Tests for Ranked (Ordinal) Data	
11/24/2020 Witte	Review and Chapter 21 – PostScript: Which test?	Quiz 7
11/2/2020	Review	
12/8/2020	Final Exam	

This is the statement from the university that should be included in your syllabus/iLearn for the Fall:

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech’s webpage, building and facilities signage, and similar publications. The university’s Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University’s protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech’s Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

Return to campus info: <https://www.tntech.edu/return/>

**Tennessee Tech University
College of Education
Curriculum & Instruction**

EDU 7920: Research Seminar in Education

SPRING Semester

7.2

Course Date & Time

This is an independent study course with an initial meeting early in the semester and a research colloquium at the conclusion of the semester. This course also has an online component through iLearn. Meetings may be conducted via Zoom.

Instructor Information

Name:

Office:

Office Phone:

Email:

Office Hours

By appointment.

Conceptual Framework



Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Course Description

EDU 7920 is an in-depth examination of research methodologies applied to dissertation research. The course is designed to assist the doctoral student in the development of the dissertation research proposal.

Catalog description

EDU 7920. Credit 3. Prerequisite: EDU 7300, 7420, and admission to the Ph.D. in Exceptional Learning or Higher Education program. In-depth examination of experimental, quasi-experimental, and evaluation research as applied to dissertation research.

Note

If you have not completed all of the above research courses or have an incomplete in any of the research courses, you may not register for this class.

Required Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3–15. <https://doi.org/10.3102/0013189X034006003>

Terrell, S. R. (2016). *Writing a proposal for your dissertation*. Guilford Press.

NOTE: Students are expected to access, review, and become familiar with the College of Graduate Studies guide for thesis/dissertation found on the [College of Graduate Studies website](#). For formatting your proposal, follow APA style but note that some adjustments to comply with Graduate Studies requirements are necessary.

Class Organization and Teaching Methods

EDU 7920 Research Seminar in Education is a culminating course that builds on your previous work in the Exceptional Learning PhD program. The course is designed with flexibility so that you will be able to develop your research in a way that will suit your own academic and professional needs. Participants must be self-directed and proactive to gain maximum benefit from the class.

Course Objectives

Upon completion of this course, the participant will be able to demonstrate:

- An understanding of the dissertation proposal process;
- Integration of research knowledge and skills acquired from previous coursework, culminating in a feasible research design;
- Formulation of an appropriate research design and mechanism for data collection and evaluation that are consistent with best and effective practices in their respective concentration areas;

- Identification and synthesis of primary and theoretical sources within the literature that support the research;
- Identification of at least one dissertation from dissertation abstracts to serve as a model;
- Identification of delimitations and limitations or boundaries of the proposed study given its specific research design;
- Design of a completed dissertation proposal;
- Development of a presentation on the dissertation proposal to be presented to the class, faculty, and peers in a research colloquium; and
- Understanding and completion of an IRB application, if required for the proposed study.

Expectations and Evaluation of Learners

Attendance

We meet formally only twice during the semester. Attendance is mandatory. Missing a scheduled meeting could result in the lowering of your grade by one letter or an incomplete in the course.

Submitting Assignments

Assignments must be submitted as .doc or .docs files to the designated iLearn assignment folder. I do not accept assignments submitted to other platforms. Submit all assignments by 11:30 p.m. on the designated due date (see the handout Calendar in iLearn). Submitting late work will result in a loss of points and will limit feedback. Your last name, the assignment name, and the semester and year should be part of all file names (for example, IsbellCh2S22). Your work will not be downloaded for grading without proper filename. Partial or incomplete drafts will not be graded and will be considered late until completed drafts are submitted. Proofread your drafts carefully for clarity, grammar, punctuation, and APA formatting, all of which impact your grade. Editing for grammar and mechanics is your responsibility.

Due Dates

Assignments are expected on the date listed unless, because of extenuating circumstances, you have negotiated a different due date *at least three days in advance of the scheduled due date*. You may turn in assignments any time before due dates. Late submissions may result in the loss of points for the assignment.

Preparation

The assigned texts are meant to guide you as you prepare your prospectus and move toward data collection, data presentation, and defense of your proposal. Although no additional requirements are attached to the readings, they are meant to guide the development of your prospectus, and I strongly urge you to follow the suggested timeline for reading.

Communication

Respond to emails promptly. All students are required to have and to use a Tennessee Tech electronic mail account, available free from Information Technology Services. Communication outside of class is most easily facilitated via Tennessee Tech email. I will not use your personal email account or iLearn email for communication; use your Tennessee Tech email for all communication with me.

Formatting the Proposal

Access and review of Graduate Studies dissertation guidelines are required for the course. Formatting requirements for a dissertation are explained on the Graduate Studies website. **Begin formatting your proposal, following APA and Graduate Studies guidelines, with your first chapter submission (the literature review), and use the same format to submit subsequent chapters; in other words, build on your proposal with each submission. Your final, revised proposal must be formatted as outlined on the Graduate Studies website, including all front matter, page numbering, headings, and so forth.** Points will be deducted for proposals submitted without proper formatting.

Sources

Chapters submitted without in-text citations and an APA-style reference list will not be graded and will be considered late until resubmitted with a reference list.

Grading and Evaluation

Assignments should show understanding and use of relevant readings; a critical engagement with the ideas presented; clear organization and structure; and fluent and accurate writing and speaking. Proposals should demonstrate a depth and quality of scholarship commensurate with doctoral study. Rubrics and checklists for assignment evaluation will be provided in iLearn. All students are required to complete the following assignments with the final grade based on the distribution indicated below.

Grading Scale

A= 92 to 100 B= 85 to 91 C= 75 to 84 D= 65 to 74 F=below 65

Assignments

Problem statement, dissertation model, & outline (10%).

1. Write a 1- to 2-page discussion of the problem that you wish to study, including scholarly evidence that the problem exists. Focus on the specific problem that you wish to study, taking into consideration the characteristics of a good problem as described in Terrell, Chapter 1; in other words, if your problem is something that occurs in a particular school district, focus on that district's problem, not on the larger problem (that comes later). Include a discussion of: 1) what you hope to learn by exploring the problem and 2) your personal reasons for choosing this problem.
2. Find and provide a .pdf file or a link to a dissertation that serves as a model for your research. The model does not have to be on the same topic; instead, look

- for a model that demonstrates the type of research methodology you plan to pursue. Write a brief (one page) description of how you are using the model.
3. Attach an outline for your proposal (a suggested, generic outline is available in iLearn; it is just a suggestion, and your outline should be more detailed).
 4. Attach an APA-formatted reference list.
 5. Submit the assignment in the appropriate file format (.doc or .docx) to iLearn using the appropriate file name. You do not have to follow the Graduate Studies template for this first assignment. No title page or abstract necessary for this assignment.

Literature Review—Chapter 2 (20%). Submit a review of relevant literature for your proposed study. Include in the introduction to your review an audit trail that explains how the review was conducted. Follow the Boote and Beile guidelines and the rubric provided for coverage of each study, for an explanation of categories, for synthesis of studies, for transitions and connections to your own research, and for a true, all-inclusive summary of the findings. Conform to APA style and Graduate Studies guidelines for formatting. Submit to iLearn using the appropriate file name and file format.

Chapter 1—Introductory chapter (20%). Write a chapter that introduces your reader to your proposed study, provides relevant background and context on the topic, and explains the problem. See appropriate rubric and outline for additional guidelines. Submit to iLearn using the appropriate file name and file format.

Chapter 3—Methodology (20%). Write a chapter that describes your methodology and methods. Remember that this chapter should thoroughly define, explain, and justify your choices for methodology and methods. See the rubric for additional guidelines. Submit to iLearn using the appropriate file name.

Revised Chs. 1, 2, & 3 (15%). Complete suggested edits and revisions and submit by the due date your final, revised proposal to the appropriate iLearn assignment folder with the appropriate file name.

Practice Prospectus Presentation & IRB Application (15%).

1. Develop a 20-minute presentation for defending your proposed research before your doctoral committee. Upload your presentation (either a .ppt, a .pdf of your slide presentation, or a Prezi link) to iLearn using the appropriate file name.
2. Present your prospectus for critique in a practice session with your professors and your peers at the final course meeting.
3. Provide a handout for those attending. Invite your committee members to attend the practice session. This opportunity for early feedback from your committee, before formal prospectus, is valuable.
4. Complete an IRB application for your proposed study and submit by the due date to iLearn for the professor's review. (You do not formally submit your application to the IRB before your committee has formally approved your prospectus, but if you will need an IRB application, you must complete the application for credit in this course.)

Additional Expectations.

1. Review the syllabus in advance of the first class meeting, and email the professor a brief (one paragraph) description of your topic and the names of your committee members.

2. Keep your committee chair updated on plans for the prospectus and progress throughout the course.
3. Invite your committee to attend the practice prospectus if they wish.
4. Work with your chair to schedule comprehensive exams during the final weeks of the course. Scheduling the exams is the student's responsibility and is not part of the coursework, but it is expected during this semester by your committee.
5. Work with your committee chair to schedule formal prospectus, usually at the start of the following semester. Keep in mind that your committee will expect to receive a copy of your revised, completed proposal at least two weeks in advance of the formal prospectus presentation, and formal prospectus should not be scheduled between semesters. **Remember: It is your responsibility to stay in touch with your committee and to inform them of your progress, including inviting them to practice prospectus, scheduling comprehensive exams, and scheduling your formal prospectus presentation.**
6. During the semester, attend or access the dissertation/thesis workshop provided by the College of Graduate Studies. Check the Thesis/Dissertation Information page of the Graduate Studies website for scheduled dates and times of the workshops.

Grade of Incomplete

From time to time, circumstances beyond the student's control may prevent a student from completing coursework. In the event that you have an extenuating circumstance that prohibits you from finishing the course, the instructor may consider awarding an incomplete only if you have attended all classes and have promptly and satisfactorily completed all assignments to date. The incomplete is granted at the professor's discretion and only for such circumstances as student illness or a death in the student's immediate family. Incompletes are not granted when students are simply unable to complete work, when students have fallen behind, or when students have failed to follow guidelines or submit assignments on time.

Course Schedule

January 10. First day of spring semester, review syllabus. Email to professor: 1) chair & committee names; 2) 1 paragraph description of your planned study; and 3) any questions about the syllabus. Read Chs. 1 & 2 of Terrell text.

January 18, 4 p.m., Bartoo 117. First meeting. **DUE:** Problem statement, dissertation outline, and a model dissertation. During the meeting, we will review the syllabus and discuss your research plan. Begin reading Boote & Beile article and Ch. 3 of Terrell text.

February 14. DUE: Chapter 2/Review of Literature. Begin reading Chapter 4 and applicable subsequent chapter (5 or 6) of Terrell text.

March 7. DUE: Chapter 1 (Introduction).

April 4. DUE: Chapter 3 (Methodology).

April 18. DUE: Revised and polished Chapters 1, 2, & 3.

May 2, 4 p.m. Final Meeting (Location TBD). **DUE:** Practice Prospectus & IRB proposal (if applicable).

University Services

Accessible Education Center

Students requiring special accommodations should contact the Accessible Education Center. An Accommodations Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. For additional information visit 112 Roaden University Center (6119) or see Policy Central or the website: <https://www.tntech.edu/disability/index.php>

Library Access

The Tennessee Tech Library is available to all candidates enrolled at Tennessee Tech. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your Tennessee Tech PC Lab username and password. If you do not know your Tennessee Tech username and password contact the [Tennessee Tech Volpe Library website](#).

Copyright and Fair Use

All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at [this website](#). Please note that Tennessee Tech personnel may display your work created during the scope of this course during accreditation, conference presentations, research, workshops, and/or future classes.

COVID-19 University Protocols

Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: <https://www.tntech.edu/covid19/index.php> and are subject to compliance with all protocols. Those not in compliance can be reported to the Dean of Students. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge.

**Tennessee Tech University
College of Education
Curriculum & Instruction**

EDU 7990: Research and Dissertation

Course Date & Time: Spring Semester

This is an independent study course for the doctoral candidate's development of the dissertation.

Instructor Information

Name:
Office:
Phone:
Email:

Office Hours

By appointment scheduled via email.

Conceptual Framework



Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Course description

Catalog description

Cr. 3, 6, 9. Prerequisite: EDU 7300, EDU 7420, and Admission to Doctoral Program.

Required Texts

None

Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Expectations & Evaluation of Learners

The doctoral candidate and the professor will communicate early in the semester (no later than two weeks after the first day of classes) to discuss the student's plan for research and dissertation. The candidate will submit dissertation work to show progress on dates to be determined in consultation with the chair.

Grading Scale

Grade in the course is recorded either as "satisfactory progress" or "no progress" on the research and dissertation and is based on goals established early in the course.

Requesting an Incomplete

From time to time, circumstances beyond the student's control may prevent a student EDU 7990 Research and Dissertation is a culminating course that builds on previous work in the Exceptional Learning program. The course is designed with flexibility so that you will be able to develop your research in a way that will suit your own academic and professional needs. Participants must be self-directed and proactive in order to gain maximum benefit from the class.

from completing coursework. In the event that you have an extenuating circumstance that prohibits you from finishing the course, the instructor may consider awarding an incomplete only if you have attended all classes and have promptly and satisfactorily completed all assignments to date. The incomplete is granted at the professor's discretion and only for such circumstances as student illness or a death in the student's immediate family. Incompletes are not granted when students are simply unable to complete work, when students have fallen behind, or when students have failed to follow guidelines or submit assignments on time.

University Policies & Services

Accessible Education Center

Students with a disability requiring accommodations should contact the Accessible Education Center. An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The Accessible Education Center is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340—Services for Students with Disabilities at Policy Central.

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central. Tennessee Tech and its faculty reserve the right to use electronic means to detect and help prevent the inappropriate use of intellectual property. Your work may be encoded and stored in the Turnitin database where it also will be used for originality checks on other works submitted by the student or by anyone else using the system. The terms that apply to Tech's use of the Turnitin service are described at [the Turnitin Website](#).

Duplication

Duplication of effort is prohibited. To meet the requirements of this course, you may not use the same paper or assignment, in part or in total, that you have used or are using for credit in any other course. Self-plagiarism will result in a loss of all assignment points.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: <https://www.tntech.edu/covid19/index.php> and are subject to compliance with all protocols. Those not in compliance can be reported to the Dean of Students.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose.
4. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
5. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge.

Library Access

The Tennessee Tech Library is available to all candidates enrolled at Tennessee Tech. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet

resources are available to complete assignments. To access the online databases, use your Tennessee Tech PC Lab username and password. If you do not know your Tennessee Tech username and password contact the Tennessee Tech Volpe Library.

Copyright & Fair Use

All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at <http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm> Please note that Tennessee Tech personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, research, and/or future classes.

7.2


Tennessee Tech University

Curriculum & Instruction

HRED 7000 Seminar in Higher Education

Synchronous via Zoom, 1 Credit Hour

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's Name
Office
Telephone Number
Campus Email

Course Information

Prerequisites

Prerequisite: Admission to the Ph.D. in Higher Education program

Texts and References

Harper, S. R., & Jackson, J. F. L., (2011). *Introduction to American Higher Education*. Routledge.

American Psychological Association Manual, 7th Edition.

Course Welcome and Description

Welcome to our Seminar in Higher Education! HRED 7000 is an introductory course to familiarize students with the procedures, requirements, and expectations of the program. This course introduces students to a variety of perspectives and roles at higher education institutions. Administrators and personnel from across campus will share their views and interpretation of data, essential functions, budgets, collaboration, ethics, management, responsibilities, and organizational structure as related to their current position in higher education administration.

Course Objectives/Student Learning Outcomes

Throughout this course, students will:

- Demonstrate knowledge of program procedures, requirements, & expectations.
- Examine & demonstrate understanding of professional platforms, standards, & organizations in higher education. [program outcomes 2, 3, 4, 5]
- Evaluate varying perspectives and roles at higher education institutions. [program outcomes 1, 2, 3, 5, 6]
- Compare & contrast administrative and personnel roles across campus. [program outcomes 2, 3]
- Critique the data & processes that guide decision making in higher education. [program outcomes 2, 3, 5]
- Demonstrate knowledge of collaboration, ethics, management, & responsibilities related to roles in higher education. [program outcomes 2, 3, 5]

Major Teaching Methods

This course will meet synchronously, via Zoom, at a particular day/time each week. Assignments will be submitted via iLearn.

Topics to be Covered

- Higher education roles & responsibilities
- Perspectives in higher education
- Faculty
- Curriculum, teaching, learning
- Students & student success
- Organizations, leadership, governance
- Higher Education Policy

Course Schedule

Week 1 – Syllabus review, introductory matter

Week 2 – Faculty (chapters 1-5); case study prep

Week 3 – Curriculum, teaching, learning (chapter 6-10)

Week 4 – Guest speaker: Provost/VP for Academic Affairs [case study 1]

Week 5 – Students (chapters 11-13); workshop project due & case study 1 side-by-side due

Week 6 – Guest speaker: VP for Student Affairs [case study 2]

Week 7 – Students (chapters 14-15); case study 2 side-by-side due

Week 8 – Guest speaker: VP for Enrollment Management [case study 3]

Week 9 – Midterm Presentations: LinkedIn projects
 Week 10 – Organizations, leadership, governance (chapters 16-18); case study 3 side-by-side due
 Week 11 – Organizations, leadership, governance (chapters 19-20)
 Week 12 – Guest speaker: Dean of Students [case study 4]
 Week 13 – Policy (chapters 21-23); case study 4 side-by-side due
 Week 14 – Guest speaker: University Counsel [case study 5]
 Week 15 – Policy (chapters 24-25); case study 5 side-by-side & digital organizer due
 Week 16 – Speaker synthesis due

Course Breakdown

Assignments and Related Policy

1. Case Studies: Prior to each guest speaker, students will evaluate and prepare a 2-3 page response to a case study specific to the chapter topics (case studies will be prepared by the higher education administrators who serve as guest speakers). Following the session with each guest speaker, students will complete a side-by-side comparison of the initial case study response and the perspective of the university administrator.

2. Digital Organizer: Create a digital graphic organizer to help organize themes across the guest speakers. These themes will be used in the Speaker Synthesis paper at the end of the semester. This digital diagram may include, but not be limited to the following topics, along with the related perspective of each administrator: roles/responsibilities at institution, use of data, collaboration, ethics, technology, data-driven decisions, leadership, student success, research, and more.

3. LinkedIn Profile & LinkedIn Learning: Students will create a professional LinkedIn profile and complete 4 LinkedIn Learning courses on 1) data-driven decisions; 2) ethics; 3) student success; & 4) data science/data visualization. Prepare a digital presentation to share with the class regarding the courses you examined, and recommend your top two courses to your peer group.

4. Professional Organizations Workshop: Evaluate two professional organizations related to higher education administration. Develop a 30-minute workshop (using PowerPoint, Keynote, or Prezi) that presents the importance of such organizations for higher education. Screen record yourself conducting the presentation and post it to your LinkedIn profile.

5. Speaker Synthesis: Including principles learned from the text, perspectives of guest speakers and case study work, as well as knowledge from LinkedIn Learning courses, write a 10-page paper (not including cover page or references) describing 5 themes across all guest speakers. Conclude with a 1-page personal reflection of your growth based on the perspectives of the higher education professionals.

Grading and Evaluation Procedures

Case Studies:	20%
Digital Organizer:	15%
LinkedIn Project:	15%
Workshop:	20%
Speaker Synthesis:	30%

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

7.2

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

Attendance Policy

Students are expected to participate in the course activities regularly and thoughtfully and regularly check Tech email and iLearn news items. Attendance will be evaluated by the level of participation/engagement in the course. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

PhD students are expected to be present and participate in class. Two or more absences may result in dropping a letter grade for the class.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services


Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

Pandemic Protocols

Each student must take personal responsibility for knowing and following any University protocol related to pandemics and other public health events. Students are expected to follow all directives published by Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change. Students are expected to monitor the University's official webpage to stay up to date on public health protocols.

Tennessee Tech University
Curriculum & Instruction
HRED 7010-500
Trends & Issues in Higher Education
Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's Name: This course analyzes current trends and issues in higher education and historical circumstances that have led to the current state of post-secondary education. This course will also explore the future state of education, anticipating trends and issues that higher education leaders will likely navigate moving forward.

Office:

Telephone Number:

Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program

Required Texts and References

Digital Leadership in Higher Education: Purposeful Social Media in a Connected World

Author: Josie Ahlquist

Publisher: Stylus

Edition: 2020

Electronic Link: <https://styluspub.presswarehouse.com/browse/book/9781620367520/Digital-Leadership-in-Higher-Education>

Leading for Tomorrow: A Primer for Succeeding in Higher Education Leadership

Authors: Pamela L. Eddy, Elizabeth Kirby, & Adrianna Kezar

Publisher: Rutgers University Press

Edition: 2020

Electronic Link: https://www.amazon.com/Leading-Tomorrow-Succeeding-Education-Leadership-ebook-dp-B08C34WTFY/dp/B08C34WTFY/ref=mt_other?_encoding=UTF8&me=&qid=

Trends in Assessment: Ideas, Opportunities, & Issues for Higher Education

Authors: Stephen. P. Hundley & Susan Kahn

Publisher: Stylus

Edition: 2019

Electronic Link: <https://styluspub.presswarehouse.com/browse/book/9781642670936/Trends-in-Assessment>

A Guide for Leaders in Higher Education: Concepts, Competencies, & Tools

Authors: Brent D. Ruben, Richard De Lisi, & Ralph A. Gigliotti

Publisher: Stylus

Edition: 2nd

Electronic Link: <https://styluspub.presswarehouse.com/browse/book/9781642672459/A-Guide-for-Leaders-in-Higher-Education>

Publication Manual of the American Psychological Association

Author: American Psychological Association

Publisher: American Psychological Association

Edition: 7th

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Additional Resources

ACPA College Student Educators International <https://myacpa.org/>

The Chronicle of Higher Education <https://www.chronicle.com/>

Inside Higher Education <https://www.insidehighered.com/>

International Leadership Association <https://ilaglobalnetwork.org/>

The National Clearinghouse for Leadership Programs <https://nclp.umd.edu/>

Course Description

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. Communicate professionally and effectively (program outcomes 2 & 3)

2. Develop an understanding of current trends and issues in higher education with emphasis on assessment, evaluation, and research; leadership; and technology. (program outcomes 1, 2, 3, & 5)
3. Develop informed viewpoints regarding historical and current issues in higher education (program outcomes 1, 2, & 3)
4. Evaluate the impact of issues such as technology, policymaking, resource development, etc. upon decision-making in higher education (program outcomes 1, 2, & 3)
5. Effectively understand higher education research and policy via rich field experiences to address challenges and initiate data-informed change (program outcomes 1, 2, 3, & 6)

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications. Activities include synchronous and asynchronous lectures and recordings, class discussions, student presentations, reading and writing assignments, videos, reflections, and field experience activities (15 clock hours of field experience).

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Digital leadership and social media

Assessment

Conflict management

Data-driven decision making

Faculty development

High impact learning practices

Meta trends

Power, authority, & influence of leadership

Reflective practice

Student success

Course Schedule

Week 1 – Synchronous class meeting & asynchronous assignments

Readings:

Ahlquist chapter 1 Welcome to Your Digital Leadership Purpose

Eddy, Kirby, & Kezar chapter 1 Leadership & Learning on the Fly

Hundley & Kahn chapter 1 Movement Afoot

Ruben, De Lisi, & Gigliotti chapter 1 Academic Leadership

Ruben, De Lisi, & Gigliotti chapter 2 Leadership & Leadership Development

Complete:

Eddy, Kirby, & Kezar case study 1 (parts 1 & 2)

Week 2 – Asynchronous communication & assignments

Readings:

Ahlquist chapter 2 The Tech Pulse of Higher Ed Professionals

Hundley & Kahn chapter 2 Becoming More HIP

Ruben, De Lisi, & Gigliotti chapter 3 The Higher Education Landscape

Complete:

Week 2 discussion post & response

Week 2 field experience pre-reflection form

Week 3 – Synchronous class meeting & asynchronous assignments

Readings:

Ahlquist chapter 3 Plugging Digital Skills into Your Professional Practice

Eddy, Kirby, & Kezar chapter 2 Courageous Leadership During Times of Change

Hundley & Kahn chapter 3 Evolving Practices in the Development & Assessment of Global Learning

Ruben, De Lisi, & Gigliotti chapter 4 College & University Missions & Stakeholders

Ruben, De Lisi, & Gigliotti chapter 5 The Role of Formal & Informal Leaders in Governance

Complete:

Eddy, Kirby, & Kezar case study 2 or 3

Week 4 – Asynchronous communication & assignments

Readings:

Ahlquist chapter 4 Heartware: Your Why for Leading Online

Hundley & Kahn chapter 4 Assessing Community Engagement

Ruben, De Lisi, & Gigliotti chapter 6 Campus Cultures and the Leader's Role

Ruben, De Lisi, & Gigliotti chapter 7 The Transition to Leadership

Complete:

Week 4 discussion post & response

Week 5 – Synchronous class meeting & asynchronous assignments

Readings:

Ahlquist chapter 5 A Digital Mind-set on Life, Leadership & Legacy

Eddy, Kirby, & Kezar chapter 3 Communication

Hundley & Kahn chapter 5 Understanding Students

Ruben, De Lisi, & Gigliotti chapter 8 What is Leadership?

Ruben, De Lisi, & Gigliotti chapter 9 The Competency Approach

Complete:

Eddy, Kirby, & Kezar case study 4 or 5

Week 6 – Asynchronous communication & assignments

Readings:

Ahlquist chapter 6 A Values-based Strategy for Social Media
Ruben, De Lisi, & Gigliotti chapter 10 Leadership & Communication
Ruben, De Lisi, & Gigliotti chapter 11 Conflict & Difficult Conversations
Complete:

Week 6 discussion post & response

Week 7 – Synchronous class meeting & asynchronous assignments

Readings:

Ahlquist chapter 7 Solving the Relationship Equation
Eddy, Kirby, & Kezar chapter 4 Conflict Management
Hundley & Kahn chapter 6 STEM Education & Assessment
Ruben, De Lisi, & Gigliotti chapter 12 Leadership Self-assessment & Reflective Practice

Complete:

Eddy, Kirby, & Kezar case study 6 or 7

Week 8 – Synchronous class meeting & synchronous/asynchronous assignments

Complete:

Mid-term field experience progress presentation

Working paper draft

Week 9 – Synchronous class meeting & asynchronous assignments

Readings:

Eddy, Kirby, & Kezar chapter 5 Strategic Thinking
Hundley & Kahn chapter 7 Assessment at the Highest Degree(s)
Ruben, De Lisi, & Gigliotti chapter 13 The Excellence in Higher Education Model

Complete:

Eddy, Kirby, & Kezar case study 9

Week 10 – Asynchronous communication & assignments

Readings:

Ahlquist chapter 8 Investing in Your Online Amplifier
Hundley & Kahn chapter 8 Measuring Faculty Learning
Ruben, De Lisi, & Gigliotti chapter 14 Strategic Planning
Ruben, De Lisi, & Gigliotti chapter 15 Organizational Change

Complete:

Week 10 discussion post & response

Week 11 – Synchronous class meeting & asynchronous assignments

Readings:

Eddy, Kirby, & Kezar chapter 6 Student Success
Hundley & Kahn chapter 9 Transforming Assessment
Ruben, De Lisi, & Gigliotti chapter 16 Outcomes Assessment

Complete:

Eddy, Kirby, & Kezar case study 9 or 10

Week 12 – Asynchronous communication & assignments

Readings:

Ahlquist chapter 9 Digital Role Modeling and Leadership in Practice

Hundley & Kahn chapter 10 Lots of Assessment

Ruben, De Lisi, & Gigliotti chapter 17 Crisis Leadership

Complete:

Week 12 discussion post & response

Week 13 – Synchronous class meeting & asynchronous assignments

Readings:

Ahlquist chapter 10 The Next Wave of Digital Influence and Leadership

Eddy, Kirby, & Kezar chapter 7 Partnering with Others

Hundley & Kahn chapter 11 Using Assessment Trends

Ruben, De Lisi, & Gigliotti chapter 18 Leadership Development

Ruben, De Lisi, & Gigliotti chapter 19 Connecting Leadership Development

Complete:

Eddy, Kirby, & Kezar case study 11 or 12

Week 14 – Synchronous class meeting & asynchronous assignments

Readings:

Ahlquist chapter 11 The Future of Digital Leadership

Eddy, Kirby, & Kezar chapter 8 Preparing to Address Higher Education Trends

Hundley & Kahn chapter 12 Meta Trends in Assessment

Ruben, De Lisi, & Gigliotti chapter 20 Into Uncharted Waters

Complete:

Week 14 discussion post & response

Week 15 – Synchronous class meeting & synchronous/asynchronous assignments

Complete:

Final Field Experience Presentation

Working Paper

Course Breakdown

Discussion posts (10%) (Objectives 1, 2, 3, 4, & 5)

For weeks 2, 4, 6, 10, 12, and 15, please post a response (approximately 500 words) about two to three key ideas/themes which resonated with you from the respective readings to the appropriate discussion topic thread in iLearn. Also, please respond to at least one classmate's post (approximately 250 words).

Case studies (20%) (Objectives 1, 2, 3, 4, & 5)

For weeks 1, 3, 5, 7, 9, 11, and 13, please upload a response to the appropriate case study assignment folder in iLearn. Utilize the guiding questions in each case study to complete your

response. Each response should be a minimum of 500 words and should be double-spaced in 12-point font with 1" margins. Each response should be submitted to the appropriate assignment folder in iLearn via attachment as a .doc, .docx, or .pdf file by the prescribed due dates.

Field experience & Working paper

As a core course in the HRED program, candidates in HRED 7010 must identify a real-world problem or concern at their respective institutions (via the student's context of rural, urban, community college, private, public, populations served, etc.) and participate in an embedded field experience (15 clock hours) to further examine the issue using data and scholarly literature. Students will craft an artifact specific to the core course with a focus on equity, technological innovation, leadership, and data driven decision making which will be presented to course colleagues who will provide their feedback. In HRED 7010, the artifact is a Working paper including data visualization. This feedback will be used to refine the artifact which will then be loaded into the student's portfolio (LinkedIn Learning). The artifact and supporting materials will then be used to inform further artifact development in subsequent courses to build each student's body of knowledge and professional preparation.

In HRED 7010, students must complete the following assignments for the 15-hour field experience:

Week 2 Field experience pre-reflection

Candidates should utilize the pre-reflection template in iLearn to complete this assignment by the prescribed due date. Candidates should identify a real-world problem or concern at their respective institutions (via the student's context of rural, urban, community college, private, public, populations served, etc.) and should begin the development of a proposed course of action or solution with a focus on technological innovation, leadership, and data driven decision making.

Week 9 Mid-term field experience presentation (15%) & Working paper draft (15%) (Objectives 1, 2, 3, 4, & 5)

The week 9 presentation will be completed through Microsoft Teams in PowerPoint format. The presentation should be approximately 10 minutes with additional time for questions. The problem/focus area should be outlined in detail (including initial efforts and next steps/future plans in both the PowerPoint presentation and the working paper draft and should include emphasis on technological innovation, leadership, and data driven decision making. Both the presentation and paper should also be tied to the readings, relevant data, and scholarly literature. The working paper drafts should be provided an expanded discussion of the PowerPoint presentation. The working paper draft should be a minimum of 1000 words and should be double-spaced in 12-point font with 1" margins. The working paper draft should be submitted to the appropriate assignment folder in iLearn via attachment as a .doc, .docx, or .pdf file by the prescribed due date.

Week 15 Final field experience presentation (20%) & Working paper (20%) (Objectives 1, 2, 3, 4, & 5)

The week 15 presentation will be completed through Microsoft Teams in PowerPoint format. The presentation should be approximately 15 minutes with additional time for questions. The problem/focus area should be outlined in detail (including challenges, concerns, limitations, resources, next steps, etc.) in both the PowerPoint presentation and the working paper and should include emphasis on technological innovation, leadership, and data driven decision making. Both the presentation and paper should also be tied directly to the readings, relevant data, and scholarly literature. The working paper should provide an expanded discussion of the PowerPoint presentation. The working paper should be a minimum of 2500 words and double spaced in 12-point font with 1” margins. The working paper should be submitted to the appropriate assignment folder in iLearn via attachment as a .doc, .docx., or .pdf file by the prescribed due date.

Grading and Evaluation Procedures

All work is evaluated by the instructor on a substantive basis. Things considered include Thoughtfulness, Writing, Intentionality, Content, Critical thinking, Overall quality

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
F	69 and below

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

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Class Participation

Students are expected to participate in all class activities via iLearn each week in a timely and professional manner

Assignments and Related Policy

All assignments are to be completed by the specific due dates. Late assignments will not be accepted except in cases of extreme circumstances and only with the prior approval of the instructor. In addition, grade deductions may be made for any assignments that are accepted late.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

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Health Services


Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

Pandemic Protocols

Each student must take personal responsibility for knowing and following any University protocol related to pandemics and other public health events. Students are expected to follow all directives published by Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change. Students are expected to monitor the University's official webpage to stay up to date on public health protocols.

Tennessee Tech University
Curriculum & Instruction
HRED 7020-500
Ethical Aspects of Higher Education
Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's name
Office
Telephone number
Campus email

Course Information

Prerequisites: Admission to Higher Education PhD program

Required Texts and References

Teays, W., & Dundes Rentlen, A. (2021). *The ethical university*. Rowman & Littlefield.

American Psychological Association (2019). *APA Publication Manual*. (7th Edition).

Articles (PDFs provided in iLearn):

Mățã, L. & Poenaru, A. G. (2020). Rules for the use of information technology in the code of ethics in higher education. *The International Scientific Conference eLearning and Software for Education, 1*, 537–544. doi: 10.12753/2066-026X-20-070

Mion, G. & Bonfanti, A. (2019). Drawing up codes of ethics of higher education institutions: Evidence from Italian universities. *International Journal of Educational Management*, 33(7), 1526–1538. doi: 10.1108/IJEM-08-2018-0264

Prisacariu, A. & Shah, M. (2016). Defining the quality of higher education around ethics and moral values. *Quality in Higher Education*, 22(2). doi: 10.1080/13538322.2016.1201931

Course Welcome and Description

Welcome to Ethical Aspects of Higher Education! This course provides an overview of the ethical theories and influential case studies that have affected higher education, teaching, learning and student outcomes.

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. Examine ethics in higher education and apply ethical principles to real-life situations (program outcomes 2, 3, 5, 6).
2. Articulate personal and professional understandings of ethical leadership in higher education with clarity (program outcomes 2, 3, 5).
3. Analyze the actions of leaders and identify theories, practices, and approaches that support ethical culture and leadership, as well as obstacles to implementing and sustaining a culture of ethical leadership in higher education (program outcomes 2, 3, 5, 6).
4. Demonstrate knowledge theories and practices that support and encourage ethical behavior in higher education (program outcomes 2, 3, 5).
5. Engage with and demonstrate understanding of ethics as they relate to data science (program outcomes 1–6).

Major Teaching Methods

This course is delivered fully online via iLearn (asynchronous platform) and Zoom (synchronous platform). Team presentations and any student-requested synchronous meetings with the instructor will take place via Zoom.

Special Instructional Platform/Materials

Laptop
Tech email
Eagle Online
iLearn
Turnitin

LinkedIn Learning

Zoom

Data visualization software (e.g., Tableau, Power BI, SAS)

Topics to be Covered

Ethics related to higher education

Course Schedule

* indicates a synchronous meeting date

Week 1* Syllabus review, introductory matter

Mion & Bonfanti (2019) codes of ethics in higher ed

Prisacariu & Shah (2016) higher education quality and ethics

Week 2 Ethical Frameworks (chapters 1-3)

Week 3* Team 1 presentation

Week 4 Shared Governance (chapter 4)

Week 5* Team 2 presentation

Week 6 Academic Libraries (chapter 5)

Week 7* Team 3 presentation

Week 8 Adjuncts (chapter 6)

Week 9* Team 4 presentation

Week 10 Student Athletes (chapter 7)

Week 11* Team 5 presentation

Week 12 Campus Policing (chapter 8)

Week 13* Team 6 presentation

Week 14 Choose your challenge from chapters 9-14

Week 15* Team 7 presentation

Reflective discussion

Course Breakdown

Assignment	Points	Due
Content Review & Integration #1	5 (each)	8–28–23
Content Review & Integration #2		9–10–23
Content Review & Integration #3		9–24–23
Content Review & Integration #4		10–8–23
Content Review & Integration #5		10–22–23
Content Review & Integration #6		11–5–23
Data Science & Ethics	20	11–12–23
Team Presentation	15	Varies (noted on course schedule)
Applied Ethics Paper	15	11–19–23
Conference Proposal	20	12–3–23

Assignment #1 – Content Review and Integration (Alignments: Program outcomes 2, 3, 5)
To facilitate ongoing engagement with and understanding of the course content, you will write six short papers that capture the four-to-five main principles from each of the course readings and relate those principles to actual situations you find from other resources (e.g., *Chronicle of Higher Education*, *Inside Higher Ed*, *Journal of Higher Education*, *Review of Higher Education*, *Harvard Business Review*, *Journal of Business Ethics*). You should also connect these principles to your professional roles, including critical self-reflection on how you may or may not embody/enact/engage with them and how this influences your views and uses of ethics.

Assignment #2 – Data Science & Ethics (Alignments: Program outcomes 1–6)
Completion of three data science and ethics modules from LinkedIn Learning (included in Eagle Online) This certificate assignment ties directly to the data science element of the Higher Education Ph.D. program. These modules cover ethical design, ethical obligations to clients (i.e., students and faculty in higher education contexts), and ethical use of data. While often giving business examples, these can be easily extrapolated to higher education contexts. The completion certificates must be submitted as a PDF to iLearn.

<https://www.linkedin.com/learning/technology-and-design-ethics>
<https://www.linkedin.com/learning/data-ethics-making-data-driven-decisions-2022>
<https://www.linkedin.com/learning/data-ethics-watching-out-for-data-misuse>

Assignment #3 – Team Presentation (Alignments: Program outcomes 2, 3, 5)
Working in teams of two, interview a senior educational leader concerning lessons and ethical dilemmas that the person meets or has met in their job. You and your partner will conduct the

interview together and work collaboratively on the presentation. To be included in the interview are:

- what ethics means to them personally and professionally,
- what are the guiding ethical principles at their institution,
- how these principles are embodied and enacted,
- how that leader supports a culture that encourages ethical behavior,
- any obstacles to creating or sustain such a culture they encounter,
- what are the most difficult ethical considerations/issues in their institution,
- varied ethical considerations for assessment and/or evaluation (including accreditation, institutional effectiveness, and/or institutional research as appropriate)
- lessons learned related to ethics in higher education,
- best practices related to ethics in higher education

These are the minimum questions; *you are strongly encouraged to ask additional questions based on the readings and your concentration area*. To maintain confidentiality and anonymity, please do not reveal the identity of the leader you interviewed. Your team will present findings in class and lead a discussion about what might be learned from this person's experiences while also drawing on class readings. Teams and dates for each presentation will be assigned on the first day of class.

Assignment #4 – Applied Ethics Paper (Alignments: Program outcomes 2–3)

This assignment provides an opportunity to synthesize data gathered from the interview task along with all the material covered as part of this course. You will identify areas of current professional practice that relate to the concepts and skills covered in the course that are most relevant to your concentration and professional role. Thoughtfully reflect on the ways your own understandings and experiences of ethics in higher education shape your responses to and potential use of course content, particularly with respect to populations served. This paper should be 5–10 pages in length.

Assignment #5 – Conference Proposal (Alignments: Program outcomes 2, 3, 5)

Participating in conferences is integral to Ph.D. student success and as professionals in higher education. Scholarly and professional conferences and symposia are forums for the exchange of new ideas and to forge professional connections to better serve the educational community. For this assignment, you will build on the project selected for the Digital Writing Collaborative work in HRED 7010. You must complete a conference proposal for a conference related to higher education. The conference website and call for proposals (CFP) must be shared with me ahead of time and approved before moving forward to complete the proposal. Proposals should include scholarship on ethics related to higher education, building on concepts, theories, and practices covered in this course. They should also include a data visualization to support your proposal.

Grading and Evaluation Procedures

Feedback provided on submitted assignments constructive criticism to improve the quality of the work for this course and beyond. If you believe a grading error has been made or would like to contest how your work was graded, please schedule a one-on-one meeting with the instructor to present your case, though a change in grading is not guaranteed. The instructor reserves the right

to reject any assignment they deem unacceptable for doctoral education. This includes incomplete work, work that does not apply assignment instructions/guidelines, and work that fails to meet doctoral-level quality.

Grading Scale

Total Points	Final Grade
92–100	A
85–91	B
75–84	C
65–74	D
≤ 64	F

7.2

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

Attendance Policy

As an online course, traditional attendance is not taken on a regular basis. You are, however, expected to participate in course activities (e.g., readings, assignments) and regularly login to iLearn. There are eight synchronous class meetings where peers will present. Timeliness, attendance, and active participation are expected. I am also available for group or individual synchronous meetings and support at your request. *[If you know you will be late or absent for any scheduled synchronous meeting, please let me know as far in advance as is possible.](#)* If the meeting was a student-requested meeting, the student(s) are responsible for rescheduling. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance for any scheduled synchronous sessions and engagement with course content are expected for a doctoral course. This course requires you to login to iLearn 1–2 times per week at a minimum. It is your responsibility to check the course, read assigned texts, complete assignments, work with your peers, and remain engaged.

Assignments and Related Policy

Detailed course assignment information is available in iLearn by clicking on the individual assignment link. Important resources will also be provided and accessed by clicking the link. Please review all assignment instructions carefully before beginning and before reaching out. **All assignments should be submitted via iLearn by 11:59 pm on the specified due date**, unless an alternate arrangement has been made in advance of the due date. *[If you believe you will be unable to submit an assignment on time, please discuss it with me immediately.](#)* I am happy to work with you to arrange alternatives if this is

addressed in advance of the due date (*at least* 48 hours prior). If you experience an emergency that prevents you from completing and/or submitting an assignment, please contact me as soon as is possible.

Late work will be accepted case-by-case only, docked points, and receive minimal feedback. Late work is that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work not submitted on time, work that is submitted on time but cannot be opened (e.g., corrupt file), or work that is not the correct assignment. Late work received will incur a 25% penalty post-grading. For example, an assignment is worth 10 points, and work is submitted late, the maximum points for the assignment is lowered to 7.5. Any points deducted will be from the adjusted maximum value.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

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Tennessee Tech University


Curriculum & Instruction

HRED 7030-500

College and University Finance

7.2

Hybrid (synchronous & asynchronous), 3 Credit Hours

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's Name
Office
Telephone Number
Campus Email

Course Information

Prerequisites: Admission to Higher Education Ph.D. program.

Required Texts and References

Required Texts

Serna, G. R., & Weiler, S. C. (2016). *Higher education, fiscal administration, and budgeting: An applied approach*. Rowman & Littlefield.

Molesworth, M., Scullion, R., & Nixon, E. (Eds.) (2011). *The marketisation of higher education and the student as consumer*. Routledge. (PDF provided in iLearn)

Johnstone, B. (2002). Challenges of financial austerity: Imperatives and limitations of revenue diversification in higher education. *The Welsh Journal of Education*, 11(1), 18–36. (PDF provided in iLearn)

American Psychological Association (2019). *APA Publication Manual*. (7th Edition).

Course Welcome and Description

Welcome to College and University Finance! This course provides students with an overview of the financial management of higher education institutions. Coursework addresses financial reporting, budgeting, and asset management processes. Additionally, the course examines contemporary funding opportunities for postsecondary institutions.

7.2

Course Objectives/Student Learning Outcomes

At the culmination of this course, students will:

1. Understand micro- and macro-economic forces that influence higher education stakeholders, decisions, and contexts (program outcomes 2, 3, 5).
2. Review and critique data through visualizations and analysis (program outcomes 1–6).
3. Identify strengths and weaknesses of various budget theories, models, and practices (program outcomes 2, 3, 5).
4. Diagnose organizational financial strengths, weaknesses, threats, and opportunities (program outcomes 1–5).
5. Analyze data and explain results to organizational leadership, board members, community partners, and students (program outcomes 2, 3, 5).
6. Utilize the skills for effective participation in the budget process, including cost analysis, revenue and expenditure estimation, and preparation of budget justifications (program outcomes 2, 3, 5).

Major Teaching Methods

This course is delivered fully online via iLearn (asynchronous platform) and Zoom (synchronous platform). Team presentations and any student-requested synchronous meetings with the instructor will take place via Zoom.

Special Instructional Platform/Materials

Laptop
Tech email
Eagle Online
iLearn
Turnitin
LinkedIn Learning
Flipgrid
Microsoft Sway
Zoom
Data visualization software (e.g., Tableau, Power BI, SAS)

Topics to be Covered

- Philosophy of budget management
- Costs and expenditures in higher education
- Financial ratios
- Forecasting approaches and methods
- Operating budget cycle
- Cyclical and structural variances
- Funding new projects without debt
- Credit ratings and bond rates
- Integrated planning and budgeting

Course Schedule

* indicates a synchronous meeting date

Week 1 Intro

Week 2 Foundations (chapters 2 & 3)
Molesworth, Scullion, & Nixon (2011) chapter 12

Week 3* Team 1 presentation
Case Study analysis

Week 4 Foundations (chapters 4 & 5)
Molesworth, Scullion, & Nixon (2011) chapter 3

Week 5 Team 2 presentation (via Microsoft Sway app)

Week 6 Budget process and cycle (chapter 6)
Johnstone (2002)
integrated Flipgrid video discussion

Week 7* Team 3 presentation

Week 8 Oversight and variance analysis (chapter 7)

Week 9* Team 4 presentation

Week 10 Capital budgets without debt (chapter 8)

Week 11* Funding proposal with data visualization project collaborative work
Team 5 presentation

Week 12 Capital budgeting and debt (chapter 9)

Week 13 Case Study analysis

Week 14 Budgeting and strategic planning (chapter 10)

Week 15 Digital writing Collaborative/LinkedIn Portfolio project: Funding proposal with data visualization

Course Breakdown

Assignment	Points	Due
Case Study #1	75	9–10–23
Team Presentation	25	varies (noted on course schedule)
Case Study #2	75	11–19–23
Funding proposal & data visualization	125	12–3–23

7.2

Assignment #1 – Case Study #1 Alignments: Program outcomes 2, 3, 5

You will select a case from either the course texts, construct your own from your own experiences (past or present), or from the *Journal of Economic Education*, *Education Finance and Policy*, *Journal of Education Finance*, *Education Economics*, *Journal of Education Policy*, *Higher Education Politics and Economics*, *Journal of Higher Education*, *Studies in Higher Education*, *Inside Higher Education*, *The Chronicle*, or other appropriate source (please see instructor for approval if you are using a different source). Scholarly sources should be used (including course texts) and should be cited according to APA Style Manual 7th edition.

Required Components:

- Background and context: including historical, political, social, economic, organizational, government influences as appropriate
- Identification of the problem: situate the local problem within the larger contexts
- Relevant research and theories (cite sources, APA style)
- Finance model(s) and practices used
- Constituencies
- Recommendations (supported by research)
- Critiques (incorporate scholarship)
- Conclusion
- Self-Evaluation: e.g., what made sense/confirmed your knowledge and understandings, what disconfirmed prior knowledge and understandings, what areas of strength did you identify in yourself related to finance, what do you still need to learn or want to further develop?

Assignment #2 – Team Presentation Alignments: Program outcomes 2, 3, 5, 6

Working in teams of two, you will interview a finance leader in higher education concerning theories, practices, lessons learned, and processes that the person uses/experiences in their job. You and your partner will conduct the interview together and work collaboratively on the presentation. To be included in the interview are:

- what are the finance trends and concerns that are most relevant to their position and institution,

- what are the guiding financial models, principles, and practices at their institution,
- how these principles are embodied and enacted,
- how that leader supports a culture that encourages ethical behavior and good stewardship of resources with respect to finance,
- are there any obstacles to creating or sustaining such a culture,
- what are the most difficult finance-related issues, concerns, or obstacles in their institution,
- how do they respond to these,
- finance ties to other departments and processes (such as accreditation, institutional effectiveness, and/or institutional research as appropriate)
- how does data inform decision-making and financial practice and policy,
- lessons learned, and
- best practices.

These are the minimum questions; you are strongly encouraged to ask additional questions based on the readings and your concentration area. To maintain confidentiality and anonymity, please do not reveal the identity of the leader you interviewed. Your team will present findings in a virtual class meeting or through a video presentation and then lead a discussion on the topic and integrating other relevant readings or experiences. Teams and dates for each presentation will be assigned on the first day of class.

Assignment #3 – Case Study #2 Alignments: Program outcomes 2, 3, 5

You will select a case from either the course texts, construct your own from your own experiences (past or present), or from the Journal of Economic Education, *Education Finance and Policy*, *Journal of Education Finance*, *Education Economics*, *Journal of Education Policy*, *Higher Education Politics and Economics*, *Journal of Higher Education*, *Studies in Higher Education*, *Inside Higher Education*, *The Chronicle*, or other appropriate source (please see instructor for approval if you are using a different source). Scholarly sources should be used (including course texts) and should be cited according to APA Style Manual 7th edition.

Required Components:

- Background and context: including historical, political, social, economic, organizational, government influences as appropriate
- Identification of the problem: situate the local problem within the larger contexts
- Relevant research and theories (cite sources, APA style)
- Finance model(s) and practices used
- Constituencies
- Recommendations (supported by research)
- Critiques (incorporate scholarship)
- Conclusion
- Self-Evaluation: e.g., what made sense/confirmed your knowledge and understandings, what disconfirmed prior knowledge and understandings, what areas of strength did you identify in yourself related to finance, what do you still need to learn or want to further develop?

Assignment #4 – Funding Proposal with Data Visualization Alignments: Program outcomes 1–5

The funding proposal assignment is part of the Digital Writing Collaborative that is embedded in all core courses. This collaborative assignment provides experience creating a viable funding proposal as a team—the typical model in higher education. Funding proposals are complex. You will be required to identify an appropriate solicitation/request for proposal (RFP), determine which member is responsible for which items, create a work plan for the proposal, work collaboratively over the course of the project,

meet expectations and provided requested data as outlined in the RFP, use data (identified as a group, must be deidentified) to offer robust reasoning for the funds as well as create at least one data visualization (building on data visualization techniques acquired in HRED 7020). You will also need to address the key economic/finance concepts, theories, practices that informed your work on the project, and relate the project as a whole to higher education finance processes, models, and contexts.

Grading and Evaluation Procedures

Assignments should show: understanding of theories and practices in higher education finance; a critical engagement with the content related to higher education administration and/or student affairs needs and contexts; appropriate and skillful use of data science practices related to finance; integration of data/data analysis, scholarship, and real-world experiences with finance; demonstration of critical thinking and problem solving related to the course content; clear, concise language; and overall work quality at a doctoral level.

Feedback provided on submitted assignments constructive criticism to improve the quality of the work for this course and beyond—it is not an indictment of the student’s personal identity or capacities. If you believe a grading error has been made or would like to contest how your work was graded, please schedule a one-on-one meeting with the instructor to present your case, though a change in grading is not guaranteed. The instructor reserves the right to reject any assignment they deem unacceptable for doctoral education. This includes incomplete work, work that does not apply assignment instructions/guidelines, and work that fails to meet doctoral-level quality.

Grading Scale

Total Points	Final Grade
270–300	A
240–269.4	B
210–239.4	C
180–209.4	D
≤ 179.4	F

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

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to attend class for an extended period of time due to an emergency/extenuating circumstance, may contact Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance for any scheduled synchronous sessions and engagement with course content are expected for a doctoral course. This course requires you to login to iLearn 1–2 times per week at a minimum. It is your responsibility to check the course, read assigned texts, complete assignments, work with your peers, and remain engaged. If you are having trouble meeting expectations and/or being engaged, please communicate with *me as soon as possible*.

Assignments and Related Policy

Detailed course assignment information is available in iLearn by clicking on the individual assignment link. Important resources will also be provided and accessed by clicking the link. Please review all assignment instructions carefully before beginning and before reaching out. **All assignments should be submitted via iLearn by 11:59 pm on the specified due date**, unless an alternate arrangement has been made in advance of the due date. *If you believe you will be unable to submit an assignment on time, please discuss it with me immediately.* I am happy to work with you to arrange alternatives if this is addressed in advance of the due date (*at least* 48 hours prior). If you experience an emergency that prevents you from completing and/or submitting an assignment, please contact me as soon as is possible. Late work will be accepted case-by-case only, docked points, and receive minimal feedback. Late work is that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work not submitted on time, work that is submitted on time but cannot be opened (e.g., corrupt file), or work that is not the correct assignment. Late work received will incur a 25% penalty post-grading. For example, an assignment is worth 10 points, and work is submitted late, the maximum points for the assignment is lowered to 7.5. Any points deducted will be from the adjusted maximum value.

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center. An accommodation request should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. View Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

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Tennessee Tech University
Curriculum & Instruction
HRED 7040-500
Public Policy & Higher Education Law
Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's Name:

Office:

Telephone Number:

Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program

Required Texts and References

The Law of Higher Education

Author: W. A. Kaplin, B. A. Lee, N. H. Hutchens, & J. H. Rooksby

Publisher: Jossey Bass

Edition: 6th

Electronic link: [https://www.wiley.com/en-](https://www.wiley.com/en-us/The+Law+of+Higher+Education%3A+Student+Version%2C+6th+Edition-p-9781119271949)

[us/The+Law+of+Higher+Education%3A+Student+Version%2C+6th+Edition-p-9781119271949](https://www.wiley.com/en-us/The+Law+of+Higher+Education%3A+Student+Version%2C+6th+Edition-p-9781119271949)

Publication Manual of the American Psychological Association

Author: American Psychological Association
Publisher: American Psychological Association
Edition: 7th

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

This course addresses the law, legal environment, processes, analysis of law, and legal problems in higher education. Students will learn about an overview of social, economic, cultural, political, and behavioral aspects of higher education policy analysis.

7.2

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. Become familiar with higher education law and how it influences the rights of students, faculty, and staff (program outcomes 2 & 3)
2. Interpret and apply visual and summary data sets related to law, policy, and governance that guide decision-making (program outcomes 1 & 2)
3. Engage with law, governance, and policy concepts via a rich field experience (program outcomes 1, 2, 3, 4, 5, & 6)
4. Describe the governance systems of higher education including governance structures for faculty, staff, and students (program outcomes 2 & 3)
5. Demonstrate knowledge of major policy issues including access, affordability, accountability, and quality (program outcomes 2 & 5)

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications and field experience activities. Flipgrid video discussions will be incorporated throughout the course.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Higher education law, legal planning, dispute resolution, authority, and liability
Employees and faculty employment
Academic freedom
Public law and policy data sets, integration, and visualization applications
Student-institution relationship, academic and disciplinary issues, and organizations
Government regulations
External private entities

Course Schedule *Class meets synchronously

*Week 1 Syllabus review, introductions

Kaplin, Lee, Hutchens, & Rooksby, General Introduction

Week 2 Kaplin, Lee, Hutchens, & Rooksby, Overview of Higher Education Law

Week 3 Kaplin, Lee, Hutchens, & Rooksby, Legal Planning & Dispute Resolution

Week 4 Kaplin, Lee, Hutchens, & Rooksby, The College's Authority & Liability

Week 5 Kaplin, Lee, Hutchens, & Rooksby, The College & Its Employees

Week 6 Kaplin, Lee, Hutchens, & Rooksby, Special Issues in Faculty Employment

Week 7 Kaplin, Lee, Hutchens, & Rooksby, Faculty Academic Freedom & Freedom of Expression

Week 8 Kaplin, Lee, Hutchens, & Rooksby, The Student-Institution Relationship

*Week 9 Field Experience Pre-reflection Presentation

Week 10 Kaplin, Lee, Hutchens, & Rooksby, Student Academic Issues

Week 11 Kaplin, Lee, Hutchens, & Rooksby, Student Disciplinary Issues

Week 12 Kaplin, Lee, Hutchens, & Rooksby, Rights & Responsibilities of Student Organizations & Their Members

Week 13 Kaplin, Lee, Hutchens, & Rooksby, The College & Government

Week 14 Kaplin, Lee, Hutchens, & Rooksby, The College & External Private Entities

*Week 15 Literature Review Presentation

Course Breakdown

Independent reviews (15%) (Objectives 1, 3, 4, & 5)

Beginning with the second week of class and continuing through week 15, capture the four or five main principles from three of the course readings and relate those principles to actual situations you find from other resources (Chronicle of Higher Education, Inside Higher Education, Journal of Higher Education, Review of Higher Education, Harvard Business Review, Journal of Business Ethics, etc.). Submit reviews to the appropriate assignment folder in iLearn via attachment as a .doc, .docx, or .pdf file by the prescribed due dates.

Blog or Video (15%) (Objectives 1 & 2)

From the summaries above, develop a synthesis to present as either a blog or video.

As a core course in the HRED program, candidates in HRED 7040 must identify a real-world problem or concern at their respective institutions (via the student's context of rural, urban, community college, private, public, populations served, etc.) and participate in an embedded field experience (15 clock hours) to further examine the issue using data and scholarly literature. Students will craft an artifact specific to the core course with a focus on technological innovation, leadership, and data driven decision making which will be presented to course colleagues who will provide their feedback. In HRED 7010, the artifact is a Literature Review including data visualization. This feedback will be used to refine the artifact which will then be loaded into the student's portfolio (LinkedIn Learning). The artifact and supporting materials will then be used to inform further artifact development in subsequent courses to build each student's body of knowledge and professional preparation.

In HRED 7010, students must complete the following assignments for the 15-hour field experience:

Week 2 Field Experience Pre-reflection (25%) (Objectives 2 & 3)

Candidates should utilize the pre-reflection template in iLearn to complete this assignment by the prescribed due date. Candidates should identify a real-world problem or concern at their respective institutions (via the student's context of rural, urban, community college, private, public, populations served, etc.) and should begin the development of a proposed course of action or solution with a focus on equity, technological innovation, leadership, and data driven decision making.

Literature Review (35%) (Objectives 1, 2, 3, 4, & 5)

The Literature Review is part of the Digital Writing Collaborative that is embedded in all core courses. You will identify and examine a law, governance, or policy issue at your respective institution. Informed by scholarly literature and related data, craft a review of literature with a focus on technological innovation, leadership, and data-driven decision making to share with your class colleagues. Please craft a visualization of the review using a platform of your choice to develop a conference poster presentation. During the class meeting, the course will be organized as if we are attending a virtual conference where classmates will visit individual presentations. Colleagues will provide feedback that will be used to refine the critique which will then be loaded into the student's portfolio (LinkedIn Learning).

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
F	69 and below

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

Attendance Policy

Attendance is required the following weeks because we will be holding class synchronously so that you may collaborate with peers on your respective assignments: 3, 5, 7, 9, 13, & 15

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance and engagement are expected at a graduate level course. The course is designed to keep you engaged and checking the course regularly. It is your responsibility to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible.

It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, a class should be a safe place to discuss practical issues open and confidentially. At times, we may not know information or say the wrong thing. This should be a safe place to make mistakes and we should be able to help each other learn the information.

Communication should occur through the university email system.

Assignments and Related Policy

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g., corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Additionally, I cannot guarantee late work will receive the same amount of feedback as work submitted on time. If you anticipate work is going to be late, I urge you to communicate with me to possibly avoid the late penalty.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.


Pandemic Protocols

Each student must take personal responsibility for knowing and following any University protocol related to pandemics and other public health events. Students are expected to follow all directives published by Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change. Students are expected to monitor the University's official webpage to stay up to date on public health protocols.

Tennessee Tech University Curriculum & Instruction HRED 7050-500 Educational Technologies, Design, & Innovation in Higher Education

Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's name
Office
Telephone number
Campus email

Course Information

Prerequisite: Admission to Higher Education PhD program

Required Texts and References

Rudestam, K. E., Schoenholtz-Read, J., & Snowden, M. L. (2021). Handbook of Online Learning in Higher Education, Fielding University Press

Publication Manual of the American Psychological Association, 7th edition
Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

This course is designed to address and apply current research and theory related to learning, design, and technology in higher education.

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. Identify and articulate higher education's advanced technology's role in perpetuating bias, oppression, and inequitable systems (program outcomes 1, 2, & 5).
2. Examine technological innovation in higher education and apply principles to real-life situations (program outcomes 2, 3, 4, & 6).
3. Demonstrate knowledge of technological theories and practices that support data informed change in higher education (program outcomes 1, 2, & 3).
4. Engage with and demonstrate understanding of advanced technologies via a rich field experience (program outcomes 1, 2, 3, 4, 5, & 6).
5. Review and critique data through visualizations and analysis (program outcomes 1, 2, 3, 4, & 5)

Major Teaching Methods

This course is 100% online with both synchronous and asynchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

- Instructional design
- Design evaluation
- Technology in communications and leadership
- Data dashboards and prediction models
- Pragmatic concepts for integrating educational technology

Course Schedule *Class meets synchronously

- | | |
|---------|---|
| *Week 1 | Introductions & syllabus review
Rudestam, Schoenholtz-Read, & Snowden chapters 1 & 2 |
| Week 2 | Rudestam, Schoenholtz-Read, & Snowden chapters 3 & 4 |
| Week 3 | Rudestam, Schoenholtz-Read, & Snowden chapter 5 & 6 |
| Week 4 | Rudestam, Schoenholtz-Read, & Snowden chapter 7 & 8 |
| *Week 5 | Stretching exercises & team building |
| Week 6 | Rudestam, Schoenholtz-Read, & Snowden chapters 9 & 10 |

Week 7	Rudestam, Schoenholtz-Read, & Snowden chapters 11 & 12
Week 8	Rudestam, Schoenholtz-Read, & Snowden chapters 13 & 14
*Week 9	Field Experience Pre-Reflection
Week 10	Rudestam, Schoenholtz-Read, & Snowden chapters 15 & 16
Week 11	Rudestam, Schoenholtz-Read, & Snowden chapters 17 & 18
Week 12	Rudestam, Schoenholtz-Read, & Snowden chapters 19 & 20
Week 13	Rudestam, Schoenholtz-Read, & Snowden chapter 21
*Week 14	Technology Critique
*Week 15	Technology Critique

Course Breakdown

Discussion Posts (15%) Objectives (1, 2, 3, 4, & 5)

For weeks 2, 4, 6, 10, and 12, please post a response (approximately 500 words) about two to three key ideas/themes which resonated with you from the respective readings to the appropriate discussion topic thread in iLearn. Also, please respond to at least one classmate's post (approximately 250 words).

LinkedIn Learning Instructional Design Modules (20%) (Objectives 1, 2, & 3)

Complete three instructional design modules of your choice from LinkedIn Learning. This assignment ties directly to the technological innovation element of the Higher Education Ph.D. program. While often giving business examples, these can be easily extrapolated to higher education contexts. The completion certificates must be submitted as a PDF to iLearn.

Field Experience & Technology Critique

As a core course in the HRED program, candidates in HRED 7050 must identify a real-world problem or concern at their institution and participate in an embedded field experience (15 clock hours) to further examine the issue using data and scholarly literature. Students will craft an artifact specific to the core course with a focus on technological innovation, leadership, and data-driven decision making and present it to course colleagues who will provide feedback. In HRED 7050, the artifact is a critique of a learning or data management system used at your institution. The critique must include a visualization. Feedback will be used to refine the artifact and then load it into the student's portfolio (LinkedIn Learning). The artifact and supporting materials will be used to inform further artifact development in subsequent courses to build each student's body of knowledge and professional preparation.

Field Experience Pre-Reflection (30%) (Objectives 1, 2, 3, & 4) (Week 9)

Candidates should utilize the pre-reflection template in iLearn to complete this assignment by the prescribed due date. Candidates should identify a real-world problem or concern at their respective institutions (via the student's context of rural, urban, community college, private, public, populations served, etc.) and should begin the development of a proposed course of action or solution with a focus on technological innovation, leadership, and data driven decision making. Record yourself presenting the problem with a proposed course of action to share with course colleagues who will provide feedback during the synchronous course meeting.

Technology Critique (35%) (Objectives 1, 2, 3, 4, & 5) (Week 14)

The Technology Critique is part of the Digital Writing Collaborative that is embedded in all core courses. You will identify a learning or data management system at your respective institution and examine the system and its related data. Informed by scholarly literature, craft a critique of the system with a focus on technological innovation, leadership, and data-driven decision making to share with your class colleagues. Please craft a visualization of the critique using a platform of your choice to develop a conference poster presentation. During the synchronous class meeting, the course will be organized as if we are attending a virtual conference where classmates will visit individual presentations. Colleagues will provide feedback that will be used to refine the critique which will then be loaded into the student's portfolio (LinkedIn Learning).

Grading and Evaluation Procedures

All work is evaluated on a substantive basis. Things considered for each assignment include thoughtfulness, writing, intentionality, content, critical thinking, and overall quality

The instructor reserves the right to reject any assignment they deem unacceptable for doctoral education. This includes incomplete or work that does not meet the assigned prompts and guidelines. Please note that feedback of submitted work is constructive criticism to improve the quality of the work for this course and beyond. If you believe a grading error has been made or would like to contest how your work was graded, schedule a one-on-one meeting with the instructor where you may make your case.

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
F	69 and below

Course Policies**Student Academic Misconduct Policy**

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Tennessee Tech University Curriculum & Instruction HRED 7110-500

Trends & Structure of Higher Education Administration

Online (synchronous), 3 Credit Hours

7.2

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Instructor Information

Instructor's Name:
Office:
Telephone Number:
Campus Email:

Course Information

Prerequisites: Admission to Higher Education Ph.D. program.

Required Texts and References

Required texts:

- Grassian, D. (2020). *An insider's guide to university administration* (Higher Ed Leadership Essentials series). Johns Hopkins University Press.
- Gutman, A. J., & Goldmeir, J. (2021). *Becoming a data head: How to think, speak and understand data science, statistics and machine learning*. Wiley & Sons.

Required References:

American Psychological Association (2019). *APA Publication Manual*. (7th Edition).

Additional resources:

The Chronicle of Higher Education <https://www.chronicle.com/>

Inside Higher Education <https://www.insidehighered.com/>

International Leadership Association <https://ilaglobalnetwork.org/>

The National Clearinghouse for Leadership Programs <https://nclp.umd.edu/>

NCAA Research Initiative Databases <https://www.ncaa.org/sports/>

7.2

Course Welcome and Description

Welcome to *Trends and Structure in Higher Education*! This course investigates administrative trends and issues common across colleges and universities from a variety of perspectives. It covers organizational patterns and structure, roles and partnership, as well as curricular processes and program development. Special attention will be given to the role of Athletics within the university setting.

Course Objectives/Student Learning Outcomes

This course will prepare doctoral candidates to effectively understand higher education governing structures, research and policy so as to address challenges and initiate data informed change. Furthermore, it will develop innovative scholars and reflective practitioners who are equipped to advocate for student success, by familiarizing them with research-based, data-science-guided best practices at the university level.

Throughout this course, students will:

1. Develop an understanding of historical and current trends and issues in higher education with emphasis on research, leadership, technology and policymaking. (program outcomes 1, 2, 3, & 5)
2. Effectively understand higher education research and data-science to address challenges and initiate data-informed change. (program outcomes 1, 2, 3, 4, & 6)
3. Understand the place and importance of Athletics on campus, to include finance, recruitment, and public affairs, within the context of NCAA policies. (program outcomes 1, 3, & 6)
4. Identify personal values and beliefs related to leadership, and effective leadership and administrative styles within the context of higher education administration. (program outcomes 2, 3, & 5)
5. Develop skills in effective decision making, problem solving, and conflict resolution within the context of higher education administration. (program outcomes 2 & 3)

Major Teaching Methods

This course is delivered fully online via iLearn (asynchronous platform) and Zoom (synchronous platform for class meetings).

Special Instructional Platform/Materials

Laptop; Tech email; Eagle Online; iLearn; Turnitin; LinkedIn Learning; Zoom; Data visualization software (e.g., Tableau, Power BI, SAS)

Topics to be Covered

Topics include

- University and college finance
- Student rights
- Strategic Planning
- Branding
- Decision-making
- Academic integrity
- Ethical issues in higher education
- Technology and higher education leadership

7.2

Course Schedule

Week 1 Course Introduction, Syllabus Review, University Overview

Grassian Chapter 1

Gutman & Goldmeir Chapters 1–3

Week 2 Choosing Research Topics; Finances, fund-raising, budget

Grassian Chapter 2

Gutman & Goldmeir Chapters 4–5

Week 3 Free speech, censorship, harassment, student rights

Grassian Chapter 3

Gutman & Goldmeir Chapters 6–7

Week 4 Preliminary Bibliographies Due!

Athletics on Campus

Gutman & Goldmeir Chapters 8–9

Week 5 Vision, strategic planning, branding, and image

Grassian Chapter 4

Gutman & Goldmeir Chapters 10–11

Week 6 Management, leadership, and decision-making

Grassian Chapter 5

Gutman & Goldmeir Chapter 12

Week 7 Academic integrity, divisive concepts, ethical issues

Grassian Chapter 6

Gutman & Goldmeir Chapter 13

Week 8 Fall break—no class! Independent work on presentations and data mining project

Week 9 Group One Oral Presentation

NCAA Data Mining Project Due!

Week 10 Group Two Oral Presentation

Week 11 Three Oral Presentation

Week 12 Group Four Oral Presentation

Week 13 Roles of the successful university leader

Week 14 Draft Projects—Collaborative Revision/Critique in Practice

Week 15 Wrap-up Session, dealing with a technological culture
Final projects due December 6

7.2

Course Breakdown

Assignment	Points	Due
Preliminary Bibliographies	10	9–17–24
Oral presentation (and outline)	15	presentation date varies
NCAA Data-Mining Exercise	25	10–22–24
Final project	50	12–6–24

Assignment #1 – Preliminary Bibliographies Alignments: Program outcomes 2, 3, & 5

This assignment requires completion of an annotated bibliography. This annotated bibliography should have 10 sources related to the selected topic for your final project. These should be scholarly, peer-reviewed journal articles and/or seminal books in the field of higher education leadership. Each source should be summarized along with a description of how it relates to/supports your understanding and conceptualization of your final project.

Assignment #2 – Oral presentation Alignments: Program outcomes 2, 3, & 5

For this assignment, you will work in teams and pick a current trend or issue in higher education—the trend/issue must be approved by the instructor. Using higher education scholarship, disciplinary media and resources (such as the additional resources listed in this syllabus, but not limited to this list), and news outlets and social media for public opinion information, you will thoroughly investigate your selected trend/issue. You must review the historical and current contexts, various perspectives (both supporting and opposing), possible reasons for the trends/issue, how it is being addressed in higher education, how it is perceived by the public, implications for practice/leadership in higher education, and suggestions to improve/mitigate/address. You will work as a group to present this as you would to a Board of Trustees. It should be detailed, engaging, and have a clear point of view. Be ready to field questions as part of this presentation.

Assignment #3 – NCAA Data Mining Alignments: Program outcomes 1–5

Data mining is a data science technique that analyzes large databases and datasets in order to generate new insights and understandings through identification and analysis of meaningful trends, patterns, correlations, and anomalies. This builds on skills developed in other data science projects in the curriculum (e.g., HRED 7020, HRED 7030, HRED 7150 or 7250, EDU 7430). In this assignment, you will use large NCAA datasets. You will choose one of several, based on your interests and will identify a potential problem to examine and analyze. This problem should be relevant to leaders in higher education administration. Using appropriate data mining/statistical techniques, you will clean, screen, explore, and analyze the selected NCAA dataset. You may conduct the analysis through Excel, SPSS, R, or STATA (instructor approval required for other software). You will interpret results in light of the question posed, and discuss the trends, patterns, correlations, and/or anomalies that were revealed. Discussion of limitations is also expected. Make certain to

review the appropriate chapters from Gutman & Goldmeir (2021) for guidance and to avoid common pitfalls. You will create a data visualization to accompany your data mining project. This can be done through Power BI, Tableau, or SAS. If you wish to use a different application, you must first obtain instructor approval.

Assignment #4 – Final Project Alignments: Program outcomes 1–6

Building on the data mining project, write a detailed report that would be appropriate to share with other leaders in higher education administration. The report should detail the problem/phenomenon examined, the background and context, described the dataset (including relevant details about data collection if provided), the data mining techniques used, how the analysis was carried out, and the results and implications of the data mining. Thought should be given to the ways the specific local, societal, institutional, and legal contexts and cultures influence the results and implications. Present/discuss this project and share the report and accompanying data visualization with an appropriate leader in higher education. Request feedback about your report, data visualization, and conclusions/implications. This feedback should be included at the end of the report (after references and any appendices) you submit for this assignment.

The second part of this assignment is an opportunity to synthesize all the material covered, identify areas of current professional practice that will be supported/served by the concepts and skills covered, and thoughtfully reflect on the ways your own understandings and experiences of higher education trends, issues, and structures shape your responses to and potential use of course content. This includes finances and good stewardship, ethical considerations and concerns, student rights, assessment/measurement, data collection and analysis, and data science/analytics for continuous improvement efforts, group dynamics and other contextual elements. You should address at a minimum:

- what new information/skills you acquired that will be most relevant to your job/profession;
- 1–2 concepts/trends you would like to have more information about;
- ideas, concepts, trends, structures, and/or issues that challenged your understating of higher education and your (intended) role in it;
- areas of strength and areas for improvement related to course content;
- what you learned about yourself as a higher education professional with respect to one or more of the major course concepts;
- your understanding of how data science is integral to successful stewardship and leadership.

Grading and Evaluation Procedures

Assignments should show: understanding of theories and practices in higher education trends, issues, and structures; a critical engagement with the content related to higher education administration and/or student affairs needs and contexts; appropriate and skillful use of data science practices related to higher education trends, issues, and structures; integration of data/data analysis, scholarship, and real-world experiences related to course content; demonstration of critical thinking and problem solving related to the course content; clear, concise language; and overall work quality at a doctoral level. Feedback provided on submitted assignments constructive criticism to improve the quality of the work for this course and beyond. If you believe a grading error has been made or would like to contest how your work was graded, please schedule a one-on-one meeting with the instructor to present your case, though a change in grading is not guaranteed. The instructor reserves the right to reject any assignment they deem unacceptable for doctoral education. This includes incomplete work, work that does not apply assignment instructions/guidelines, and work that fails to meet doctoral-level quality.

Grading Scale

Total Points

Final Grade

90–99	A
80–89	B
70–79	C
60–69	D
≤ 59	F

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

This course is delivered synchronously through Zoom. Timeliness, attendance, and active participation are expected and required. You are also expected to participate in course activities (e.g., readings, assignments) and regularly login to iLearn. I am also available for group or individual synchronous meetings and support at your request. *[If you know you will be late or absent for any scheduled synchronous meeting, please let me know as far in advance as is possible.](#)* If the meeting was a student-requested meeting, the student(s) are responsible for rescheduling.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance for any scheduled synchronous sessions and engagement with course content are expected for a doctoral course. It is your responsibility to check the course, read assigned texts, complete assignments, work with your peers, and remain engaged. This course requires you to login to iLearn 1–2 times per week. If you are having trouble meeting expectations or being engaged, please communicate with *[me as soon as possible](#)*.

Assignments and Related Policy

Detailed course assignment information is available in iLearn by clicking on the individual assignment link. Important resources will also be provided and accessed by clicking the link. Please review all assignment instructions carefully before beginning and before reaching out. *[All assignments should be submitted via iLearn by 11:59 pm on the specified due date](#)*, unless an alternate arrangement has been made in advance of said due date. *[If you believe you will be unable to submit an assignment on time, please discuss it with me immediately.](#)* I am happy to work with you to arrange alternatives if this is addressed in advance of the due date (*[at least](#)* 48 hours prior). If you experience an emergency that prevents you from completing and/or submitting an assignment, please contact me as soon as is possible. Late work will be accepted case-by-case only, docked points, and receive minimal feedback. Late work is that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work not submitted on time, work that is submitted on time but cannot be opened (e.g., corrupt file), or work that is not the correct assignment. Late final papers will be penalized at a rate of 10% per day, potentially reaching a zero on December 16.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

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Tennessee Tech University
Curriculum & Instruction
HRED 7120–500
Organizational & Leadership Theories
Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's name
Office
Telephone number
Campus email

Course Information

Prerequisites: Admission to Higher Education Ph.D. program

Required Texts and References

- Bergquist, W.H., & Pawlak, K. (2017). *Engaging the six cultures of the academy*. Jossey-Bass.
- Bolman, L.G., & Deal, T.E. (2021). *Reframing organizations: Artistry, choice, & leadership* (7th Edition). Jossey-Bass.
- Powers, K., & Schloss, P.J. (2017). *Organization & administration in higher education*. (2nd Edition). Routledge.

Lawson, J. (2015). *Data science in higher education: A step-by-step introduction to machine learning for institutional researchers*. Chico, CA: CreateSpace Independent Publishing.

Webber, K. L., & Zheng, H. Y. (Eds.) (2020). *Big data on campus: Data analytics and decision making in higher education*. Baltimore, MD: Johns Hopkins University Press.

American Psychological Association (2019). *APA Publication Manual*. (7th Edition).

Course Welcome and Description

Welcome to *Organizational & Leadership Theories*. This course incorporates culture, policy and resource development, and leadership theories in an organizational setting. It presents a perspective of organizational theory through historical and developmental contexts. The course includes conceptional models of learning and leadership related to decision-making strategies relevant to higher education administrators.

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. communicate professionally and effectively in writing (program outcomes 2, 3, 5);
2. develop an understanding of key organizational and leadership theories/models in higher education (program outcomes 2, 3, 5);
3. cultivate informed viewpoints regarding historical and current issues, including shared governance, in higher education administration (program outcomes 2, 3, 5);
4. apply organizational and leadership theory and practices with a focus on the unique context and needs of higher education administration settings and requirements (program outcomes 1–3);
5. cultivate competencies for problem-solving and data-informed decision-making in higher education administration (program outcomes 1–3);
6. evaluate the impact of issues such as culture, policymaking, resource development, technology, etc. upon decision-making in higher education administration (program outcomes 1–4);
7. appropriately handle data with respect to confidentiality, institutional, and government policies (program outcomes 1–4);
8. interpret data relevant to higher administration and institutional contexts (program outcomes 1–4);
9. present results concisely and accessibly for a variety of audiences (program outcomes 2, 3, 5);
10. utilize research methods and data science relevant to higher education administration (program outcomes 1–5);
11. develop skills and knowledge to better facilitate appropriate, skillful leadership practices and processes with respect to higher education administration (program outcomes 1–5); and
12. identify theories, practices/skills, and initiatives/disciplines to further develop for professional development in higher education administration (program outcomes 1–5).

Major Teaching Methods

Online via iLearn (asynchronous) and synchronous video platforms (e.g., Zoom).

Special Instructional Platform/Materials

Laptop; Tech email; Eagle Online; iLearn; Turnitin; LinkedIn Learning; Zoom; Data visualization software (e.g., Tableau, Power BI, SAS)

Topics to be Covered

Various organizational frames; Organization and administration in higher education; Higher education institutions and personnel; Efficient and effective management of resources; Events and issues that shape higher education.

Course Schedule

* indicates a synchronous meeting date

Week 1

Bergquist & Pawlak Ch. 1; Bolman & Deal Ch. 1-2; Powers & Schloss Ch. 1-2

Week 2

Bergquist & Pawlak Ch. 2; Bolman & Deal Ch. 3-4; Powers & Schloss Ch. 3
Lawson Ch. 1 Webber & Zheng Ch. 1 & 2

Week 3*

Guest Speakers - Higher Education Administrators
Webber & Zheng Ch. 3

Week 4

Bolman & Deal Ch. 5; Powers & Schloss Ch. 4; Webber & Zheng Ch. 4

Week 5

Bergquist & Pawlak Ch. 3; Bolman & Deal Ch. 6-8; Powers & Schloss Ch. 5;
Webber & Zheng Ch. 5

Week 6*

Guest Speakers - Higher Education Administrators
Webber & Zheng Ch. 6

Week 7

Bergquist & Pawlak Ch. 4; Bolman & Deal Ch. 9-10; Powers & Schloss Ch. 6

Week 8

Bolman & Deal Ch. 11; Powers & Schloss Ch. 7; Webber & Zheng Ch. 7

Week 9*

Guest Speakers - Higher Education Administrators
Webber & Zheng Ch. 8

Week 10

Bergquist & Pawlak Ch. 5; Bolman & Deal Ch. 12-14; Powers & Schloss Ch. 8

Week 11

Bolman & Deal Ch. 15-16; Powers & Schloss Ch. 9; Webber & Zheng Ch. 10

Week 12*

Guest Speakers - Higher Education Administrators
Webber & Zheng Ch. 11; Lawson Ch. 8

Week 13

Bergquist & Pawlak Ch. 6; Bolman & Deal Ch. 17-18; Powers & Schloss Ch. 10
Week 14

Bolman & Deal Ch. 19-20; Powers & Schloss Ch. 11

Week 15*

Bergquist & Pawlak Ch. 7; Bolman & Deal Ch. 21-22; Powers & Schloss Ch. 12-13

Course Breakdown

7.2

Assignment	Points	Due
Key Points Post and Responses (11 total)	10 each	varies*
Section Summary Assignments (4 total)	30 each	varies*
Organizational Strategy Recommendation	100	10-23-23
Leadership Observation and Analysis	100	12-1-23
Leadership Reflection Paper	50	12-1-23

* see assignment description for due dates

Assignment #1 Key Points Post and Responses Alignments: Program outcomes 2, 3, 5
 Post 3 key points with important details that prove understanding of aspects from the various chapters read. Respond to a classmates post each week a post is required. Due weeks 1,2,4,5,7,8,10,11,13,14,15

Assignment #2 Section Summary Assignments Alignments: Program outcomes 2, 3, 5
 To facilitate ongoing engagement with and understanding of the course content, you will write four papers that capture the four-to-five main principles/theories from each of the course readings and relate those principles to actual situations in higher education administration that you find from other resources (e.g., *Chronicle of Higher Education*, *Inside Higher Ed*, *Journal of Higher Education*, *Review of Higher Education*, *Harvard Business Review*, *Journal of Business Ethics*) and/or personal experience with leadership in higher education administration. You should also connect these principles to your professional roles, including critical self-reflection on how you may or may not embody/enact/engage with them and how this influences your understanding and practice of higher education administration and leadership and organizational theory. APA required. Due weeks 3, 6, 9, & 12

Assignment #3 Organizational Strategy Recommend Alignments: Program outcomes 1-5
 This assignment requires a leadership and/or organizational structure strategy or initiative with associated data. Please make certain to select a case that is accompanied by accessible data. You will meet directly with a President-cabinet-level leader to determine, review, and evaluate a recently implemented a leadership and/or organizational structure strategy or initiative, with a comparative lens (situating actual understandings, events, implementation, results, etc. in relation to the original intended implementation process and outcome(s) of this project). Begin with the original statement of the problem, a detailed description of the data used to examine the problem and inform the strategy or initiative (including data quality and data collection and analysis procedures), and a detailed description of the solution (including implementation). You must examine the historical and current local, societal, institutional, and legal contexts; institutional cultures; stakeholder needs and assumptions; and various perspectives (both supporting and

opposing). Then, using the available data and information from the leader, compare and contrast the planned implementation and outcomes to the actual implementation and outcomes. You may conduct data analysis through Excel, SPSS, R, or STATA (instructor approval required for other software). Provide data-driven and contextually relevant analysis of the solution/strategy/initiative, implications for practice/leadership in higher education; and suggestions to improve, mitigate, and/or address outcomes and processes.

A minimum of 5 appropriate scholarly sources references should provide support for your assertions. This paper should be 5–10 pages in length. APA required. In addition, a data visualization should be included to support your assertions. This can be embedded in the paper (but does not count toward page length), be a separate document, or a weblink. Visualizations should be made with software such as Tableau, Power BI, SAS (other applications possible with instructor approval). This builds on data analysis and visualization techniques acquired in HRED 7010, 7020, 7030, 7040, and 7050.

Assignment #4 Leadership Observation and Analysis Alignments: Program outcomes 2, 3, 5
After review of the leadership and/or organization structure strategy analyzed in the Organizational Strategy Recommendation assignment, write a detailed analysis supported by 5+ appropriate scholarly sources that describe the leadership and organizational theories recognized throughout the full process of identifying the problem, analysis, proposal of solution, and implementation of the solution. One full page should be a reflection on recommended leadership enhancements grounded in leadership and organization theory and practice that would, in your belief, led to a more positive outcome of the implemented solution. This paper should be 5–10 pages in length. APA required.

Assignment #5 Reflection Paper Alignments: Program outcomes 1–4
This assignment provides an opportunity to synthesize all the material covered, identify areas of current professional practice that will be supported/served by the concepts and skills covered, and thoughtfully reflect on the ways your own understandings and experienced of higher education administration shape your responses to and potential use of course content. To be covered explicitly at a minimum are areas of strength/excellence and areas for development with respect to program planning, assessment and measurement, data collection and analysis, evaluation planning and implementation, and use of data science/analytics for continuous improvement efforts, program quality, program sustainability, and ethical stewardship.

Grading and Evaluation Procedures

Assignments should show: understanding and use of leadership and organizational theories and practices in higher education administration; a critical engagement with the content related to higher education administration needs and contexts; appropriate and skillful use of data science and research methodologies; thoughtful examination of data to understand and guide leadership decisions; identification of leadership goals and/or areas for development that arise out of data analysis and interpretation; integration of data/data analysis, scholarship, and real-world experiences to leadership and organizational theory and practice; demonstration of critical thinking and problem solving related to the course content; clear, concise language; and overall work quality at a doctoral level. Feedback provided on submitted assignments constructive criticism to improve the quality of the work for this course and beyond. If you believe a grading

error has been made or would like to contest how your work was graded, please schedule a one-on-one meeting with the instructor to present your case, though a change in grading is not guaranteed. The instructor reserves the right to reject any assignment they deem unacceptable for doctoral education. This includes incomplete work, work that does not apply assignment instructions/guidelines, and work that fails to meet doctoral-level quality. Students are required to complete the assignments with the final grade based on the distribution indicated below.

Grading Scale

Total Points	Final Grade
540–600	A
480–539.4	B
420–479.4	C
360–419.4	D
≤ 359.4	F

7.2

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

As a hybrid course, traditional attendance is not taken on a regular basis. You are, however, expected to participate in course activities (e.g., readings, assignments, and synchronous meetings) and regularly login to iLearn. There are four synchronous class meetings. Attendance and active participation are expected. You are expected to be on time to any scheduled synchronous meetings. I am also available for group or individual synchronous meetings and support at your request. *[If you know you will be late or absent for any scheduled synchronous meeting, please let me know as far in advance as is possible.](#)* If the meeting was a student-requested meeting, the student(s) are responsible for rescheduling. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

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submitted via iLearn by 11:59 pm on the specified due date, unless an alternate arrangement has been made in advance of the due date. *If you believe you will be unable to submit an assignment on time, please discuss it with me immediately.* I am happy to work with you to arrange alternatives if this is addressed in advance of the due date (*at least* 48 hours prior). If you experience an emergency that prevents you from completing and/or submitting an assignment, please contact me as soon as is possible. Late work will be accepted case-by-case only, docked points, and receive minimal feedback. Late work is that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work not submitted on time, work that is submitted on time but cannot be opened (e.g., corrupt file), or work that is not the correct assignment. Late work received will incur a 25% penalty post-grading. For example, an assignment is worth 10 points, and work is submitted late, the maximum points for the assignment is lowered to 7.5. Any points deducted will be from the adjusted maximum value.

Disability Accommodation

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Tennessee Tech University Curriculum & Instruction

HRED 7130-500

Leadership Development & Transformation

Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

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Instructor Information

Instructor's Name:

Office:

Telephone Number:

Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program

Required Texts and References

Northouse, P. G., Leadership: Theory and Practice, 9th edition, Sage.

Electronic link: <https://us.sagepub.com/en-us/nam/leadership/book270138#contents>

Ahlquist, J. (2020). Digital Leadership in Higher Education: Purposeful Social Media in a Connected World, Stylus

Electronic Link: <https://styluspub.presswarehouse.com/browse/book/9781620367520/Digital-Leadership-in-Higher-Education>

Publication Manual of the American Psychological Association, 7th edition

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

This course provides an overview of basic concepts and theories of leadership. Emphasis will be placed on implementing leadership theory to analyze various situations and create and apply solutions for effective organizational transformation.

7.2

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. Identify effective leadership and administrative styles within the context of higher education administration (program outcomes 2 & 3)
2. Develop skills in effective decision making, problem solving, and conflict resolution within the context of higher education administration (program outcomes 2 & 3)
3. Communicate professionally and effectively within the context of higher education administration (program outcomes 1 & 2)
4. Understand personal values and beliefs related to leadership (program outcomes 3 & 5)
5. Cultivate competencies to leverage social media to facilitate a high-tech mindset and practice (program outcomes 4 & 5)

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Definition and description of leadership

Leadership models

Digital leadership and social media

Course Schedule *Class meets synchronously

Week 1

Northhouse chapters 1 Introduction & 2 Trait Approach

Ahlquist chapter 1 Welcome to Your Digital Leadership Purpose

Week 2

Northhouse chapter 3 Skills Approach

Ahlquist chapter 2 The Tech Pulse of Higher Ed Professionals

*Week 3

Northhouse chapter 4 Behavioral Approach

Ahlquist chapter 3 Plugging Digital Skills into Your Professional Practice

Case study response due

Week 4

Northhouse chapter 5 Situational Approach

Ahlquist chapter 4 Heartware: Your Why for Leading Online

*Week 5

Northhouse chapter 6 Path-Goal Theory

Ahlquist chapter 5 A Digital Mind-set on Life, Leadership & Legacy

Case study response due

Week 6

Northhouse chapter 7 Leader-Member Exchange Theory

Ahlquist chapter 6 A Values-based Strategy for Social Media

*Week 7

Northhouse chapter 8 Transformational Leadership

Ahlquist chapter 7 Solving the Relationship Equation

Case study response due

Week 8

Northhouse chapter 9 Authentic Leadership

Ahlquist chapter 8 Investing in Your Online Amplifier

*Week 9

Northhouse chapter 10 Servant Leadership

Ahlquist chapter 9 Digital Role Modeling and Leadership in Practice

Current event analysis due

Week 10

Northhouse chapter 11 Adaptive Leadership

Ahlquist chapter 10 The Next Wave of Digital Influence and Leadership

*Week 11

Northhouse chapter 12 Inclusive Leadership

Ahlquist chapter 11 The Future of Digital Leadership

Current event analysis due

Week 12

Northhouse chapter 13 Followership

*Week 13

Northhouse chapter 14 Gender & Leadership

Comparative analysis presentations

*Week 14

Northhouse chapter 15 Leadership Ethics
Comparative analysis presentations

Week 15

Northhouse chapter 16 Team Leadership

Course Breakdown

Case study response (3 x 15 points) (Objectives 2, 3, & 4)

The purpose of this assignment is for the student to analyze a case study. The first case study will be identified by the student from the Northhouse text. The second case study will be identified by the student from LinkedIn Learning. The third case study will be identified by the student from their respective setting. The student will respond to the case answering these three questions:

1. What are the primary factors of importance in this case study?
2. Given the situation, how would you respond as a divisional leader?
3. How would leadership principles be applied in this scenario?

Answers to the questions should be included in a slide deck to share during the class meeting. During the synchronous course meeting, students will be paired off and provided an opportunity to ask clarifying questions of each other's case response. Then, the paired student will be provided an opportunity to ask probing questions. Each pair will then share back with the full group how they would respond as a divisional leader given the knowledge gained from the questioning. A handout with information about clarifying and probing questions is provided in iLearn.

Current event analysis (2 x 15 points) (Objectives 1, 2, & 3)

Using the theories/philosophies discussed in class, analyze a current event in higher education from a social media source provided by the course instructor. Address how leadership is or is not being utilized effectively in the specific context. Provide insight as to how the situation may be improved or how it provides an exemplary understanding of applied leadership.

Analysis of the scenarios should be included in a slide deck to share during the class meeting. During the synchronous course meeting, students will be paired off and provided an opportunity to think through the scenarios together using a 3 2 1 strategy. What are three things they learned from the analysis? What two questions do they still have? What did they learn that they would include in their practice?

Comparative analysis poster presentations (25 points) (Objectives 1, 3, & 4)

The purpose of this assignment is for the student to reflect on their leadership. By comparing the different leadership styles, students can identify their own areas of strength and areas of improvement. After comparing styles, students will develop a plan for strengthening their leadership skills using lessons learned from case study examinations and current event analyses.

Share this information in the form of a scholarly conference poster presentation where your course colleagues are conference goers visiting your presentation session.

The course meeting will be organized as if we are attending a virtual conference where classmates will visit individual presentations. Students will take turns presenting and asking clarifying and probing questions to better understand each other's plans for strengthening their leadership skills.

Grading and Evaluation Procedures

Considering this is a doctoral class, all work is evaluated by the instructor on a substantive basis. Things considered for each assignment include:

- Thoughtfulness
- Writing
- Intentionality
- Content
- Critical thinking
- Overall quality

The instructor reserves the right to reject any assignment they deem unacceptable for doctoral education. This includes incomplete or work that does not meet the assigned prompts and guidelines. Please note that feedback of submitted work is constructive criticism to improve the quality of the work for this course and beyond. If you believe a grading error has been made or would like to contest how your work was graded, schedule a one-on-one meeting with the instructor where you may make your case.

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
F	69 and below

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Attendance Policy

Attendance is required the following weeks because we will be holding class synchronously so that you may collaborate with peers on your respective assignments: 3, 5, 7, 9, 11, 13, & 14

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance and engagement are expected at a graduate level course. The course is designed to keep you engaged and checking the course regularly. It is your responsibility to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible.

Assignments and Related Policy

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g., corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5. Additionally, I cannot guarantee late work will receive the same amount of feedback as work submitted on time. If you anticipate work is going to be late, I urge you to communicate with me to possibly avoid the late penalty.

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Tennessee Tech University
Curriculum & Instruction
HRED 7140-500
College Access, Affordability, & Student Success
Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

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Instructor Information

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Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program

Required Texts and References

Ehrmann, S. C. (2021). Pursuing Quality, Access, and Affordability: A Field Guide to Improving Higher Education, Stylus

Electronic link: <https://styluspub.presswarehouse.com/browse/book/9781620369913/Pursuing-Quality-Access-and-Affordability>

Publication Manual of the American Psychological Association, 7th edition

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Additional Resources

The Chronicle of Higher Education <https://www.chronicle.com/>

Inside Higher Education <https://www.insidehighered.com/>

International Leadership Association <https://ilaglobalnetwork.org/>

The National Clearinghouse for Leadership Programs <https://nclp.umd.edu/>

Course Description

This course will incorporate historical investments in college access and affordability as well as costs, debts, and other barriers for entrance and success at the university level. Students will also learn about supports and outcomes associated with success, persistence, and completion.

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. Understand steps to improve learning outcomes for student success in higher education (program outcomes 1, 2, & 3)
2. Offer tangible solutions for more equitable access to college degrees (program outcomes 1, 2, & 3)
3. Demonstrate how to make academic programs more affordable for students (program outcomes 1, 2, & 3)
4. Collaborate with stakeholders to ensure courses and degree programs are effective (program outcomes 2 & 3)
5. Analyze and apply terms such as personal and social responsibility; civic knowledge; intercultural knowledge and competence; ethical reasoning; acceptable quality measures; equitable access; stakeholder affordability; and more (program outcomes 1 & 5)

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Learning outcomes

Affordable academic programs

Educational strategy

Project-based learning

Institutional evolution

Course Schedule *Class meets synchronously

Week 1

Syllabus review and introductory matter

Week 2

Ehrmann chapter 1 What's so urgent?

Week 3

Ehrmann chapter 2 Iron triangles, three gains, and 3fold gains

Week 4

Ehrmann chapters 3 & 4 Georgia State University & Governors State University

*Week 5

Article reviews

Week 6

Ehrmann chapters 5 & 6 College for America & Three competing paradigms

Week 7

Ehrmann chapter 7 Guttman Community College

Week 8

Ehrmann chapter 8 & 9 University of Central Oklahoma & University of Central Florida

*Week 9

Interview

Week 10

Ehrmann chapter 10 Integrative educational strategies for 3fold gains

Week 11

Ehrmann chapters 11 & 12 Organizational foundations that sustain integrative educational strategies & Leveraging interactions with the wider world

Week 12

Ehrmann chapter 13 A framework for pursuing, scaling, and sustaining 3fold gains

Week 13

Ehrmann chapter 14 Implementation

*Week 14

Data analysis due

Week 15

Ehrmann chapter 15 For 3fold gains on a national scale, change the wider world too

Course Breakdown

Discussion posts (15%) (Objectives 1, 2, 3, 4, & 5)

For weeks 2, 4, 6, 10, 12, and 15, please post a response (approximately 500 words) about two to three key ideas/themes which resonated with you from the respective readings to the appropriate discussion topic thread in iLearn. Also, please respond to at least one classmate's post (approximately 250 words).

Article review (15%) (Objectives 1, 2, 3, 4, & 5)

Find and review topics related to course reading from other resources (Chronicle of Higher Education, Inside Higher Ed, Journal of Higher Education, Review of Higher Education, Harvard Business Review, etc.). Summarize/synthesize four or five main principles from each of the course readings and relate those principles to actual situations you have experienced and the other resources. Develop a slide deck from your summary to share during the class meeting. During the synchronous course meeting, students will be paired off and provided an opportunity to ask clarifying questions of each other's case response. Then, the paired student will be provided an opportunity to ask probing questions. Each pair will share back with the full group how they would respond as a divisional leader given the knowledge gained from the questioning. A handout with information about clarifying and probing questions is provided in iLearn.

Interview (35%) (Objectives 1, 2, 3, 4, & 5)

With a partner, collaborate across course topics and develop a 15-question interview protocol. Individually select (with instructor approval) and interview an administrator in higher education. Record the interview and share the link with your classmates. Watch your partner's interview. During the synchronous course meeting, students will be paired off and provided an opportunity to think through the interviews together using a 3 2 1 strategy. What are three things they learned from the analysis? What two questions do they still have? What did they learn that they would include in their practice?

Data analysis (35%) (Objectives 1, 2, & 3)

Select an institution of higher education and analyze its enrollment trends for the past 10 years. Using the data trends, identify a student population that is need of greater institutional support. A student population could be identified by student type (new freshmen, transfer, graduate, international, etc.), demographic (race, age, major, in-state, out-of-state, etc.), or any other population that is identifiable by the data. After analyzing the data, craft a visualization of the enrollment trends with recommendations for additional support and institutional action. Share this information in the form of a scholarly conference poster presentation where your course colleagues are conference goers visiting your presentation session. The course meeting will be organized as if we are attending a virtual conference where classmates will visit individual presentations. Students will take turns presenting and asking clarifying and probing questions to better understand each other's plans for strengthening their leadership skills.

Grading and Evaluation Procedures

Considering this is a doctoral class, all work is evaluated by the instructor on a substantive basis. Things considered for each assignment include thoughtfulness, writing, intentionality, content, critical thinking, overall quality.

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
F	69 and below

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

Attendance Policy

Attendance is required the following weeks because we will be holding class synchronously so that you may collaborate with peers on your respective assignments: 3, 5, 7, 9, 11, 13, & 14. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance and engagement are expected at a graduate level course. The course is designed to keep you engaged and checking the course regularly. It is your responsibility to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, a class should be a safe place to discuss practical issues open and confidentially. At times, we may not know information or say the wrong thing. This should be a safe place to make mistakes and we should be able to help each other learn the information.

Assignments and Related Policy

Late work is any work that prevents the instructor from grading the assignment after the due date. Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose

2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

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Additional Resources

Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tech students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services


Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

Pandemic Protocols

Each student must take personal responsibility for knowing and following any University protocol related to pandemics and other public health events. Students are expected to follow all directives published by Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change. Students are expected to monitor the University's official webpage to stay up to date on public health protocols.

Tennessee Tech University
Curriculum & Instruction
HRED 7150–500
Program Planning, Evaluation, & Assessment for
Higher Education Administrators

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's name
Office
Telephone number
Campus email

Course Information

Prerequisites: Admission to Higher Education Ph.D. program

Required Texts and References

- Caffarella, R., & Daffron, S. (2021). *Planning programs for adult learners: A practical guide* (4th ed.). San Francisco, CA: Jossey-Bass.
- Cervero, R. M., & Wilson, A. L. (1998). Working the planning table: The political practice of adult education. *Studies in Continuing Education*, 20(1), 5–21. doi:10.1080/0158037980200101. (PDF provided in iLearn)
- Hollowell, D., Middaugh, M., & Sibloksi, E. (2010). *Integrating higher education planning and assessment: A practical guide*. Society for College and University

Planning.

<https://www.losmedanos.edu/planning/documents/IntegratingHigherEducationPlanning.pdf> (PDF provided in iLearn)

Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds.) (2015). *Handbook of practical program evaluation* (4th ed). Hoboken, NJ: Wiley.

Posavac, E. J. (2016). *Program evaluation: Methods and case studies* (8th ed.). New York, NY: Routledge. (Chapters provided in iLearn)

Secolsky, C. & Denison, B. D. (Eds.) (2017). *Handbook on measurement, assessment, and evaluation in higher education* (2nd ed.). New York, NY: Routledge. (Chapters provided in iLearn)

American Psychological Association (2019). *APA Publication Manual*. (7th Edition).

Course Welcome and Description

Welcome to Program Planning, Evaluation, and Assessment for Higher Education Administrators. This course includes planning for and evaluation of various programs and initiatives related to higher education administration to determine effectiveness and ability to meet designated goals and objectives. The course includes research on the cycle planning efforts, the evaluation setting, design, analysis, and outcomes. Additionally, students will study planning, implementation, and improvements to assessments relevant to higher education administrators.

Course Objectives/Student Learning Outcomes

Throughout the course, students will:

1. apply program planning and evaluation theory and practices with a focus on the unique context and needs of higher education administration settings and requirements (program outcomes 1–3);
2. differentiate among assessment, evaluation, program review, planning and needs assessments, and research (program outcomes 1 & 3);
3. utilize research methods and data science to understand and implement program planning and evaluation, program setting, evaluation design, data analysis, and connections to outcomes (program outcomes 1–3);
4. cultivate competencies for problem-solving and data-informed decision-making (program outcomes 1–3);
5. develop skills and knowledge to better facilitate group decision-making, goal-setting, and processes with respect to program planning, implementation, and evaluation in higher education administration (program outcomes 1–3);
6. understand ethical assessment, evaluation, and research practices, policies, and processes (program outcomes 1–4);
7. appropriately handle data with respect to confidentiality, institutional, and government policies (program outcomes 1–4);
8. interpret data relevant to higher administration and institutional contexts (program outcomes 1–4);
9. present results concisely and accessibly for a variety of audiences (program outcomes 2 & 3);

10. connect program and learning outcomes clearly to program planning, implementation, and evaluation in higher education administration (program outcomes 1–3);
11. know how to connect with local and external stakeholders and program resources (program outcomes 2 & 3); and
12. identify theories, practices/skills, and initiatives/disciplines to further develop for professional development in higher education administration (program outcomes 1–4).

Alignments to AEA Guiding Principles and Fundamental Competencies

AEA Guiding Principles

Systematic Inquiry: Evaluators conduct data-based inquiries that are thorough, methodical, and contextually relevant: A.1–6

Competence: Evaluators provide skilled professional services to stakeholders: B.3, B. 4

Integrity: Evaluators behave with honesty and transparency in order to ensure the integrity of the evaluation: C.1–6

Respect for People: Evaluators honor the dignity, well-being, and self-worth of individuals and acknowledge the influence of culture within and across groups: D.1–4

Common Good and Equity: Evaluators strive to contribute to the common good and advancement of an equitable and just society: E.1–5

Fundamental Competencies

Professional Practice: 1.1–9

Methodology: 2.1–2.14

Context: 3.1–8

Planning & Management: 4.2–4.4, 4.6–4.8

Interpersonal: 5.1–8

Major Teaching Methods

Online via iLearn (asynchronous) and synchronous video platforms (e.g., Zoom).

Special Instructional Platform/Materials

Laptop; Tech email; Eagle Online; iLearn; Turnitin; LinkedIn Learning; Zoom; YuJa or other video presentation/streaming software; Data visualization software (Tableau, Power BI, SAS)

Topics to be Covered

Program Planning and Evaluation (PPE) theories and practices; Program planning and implementation in higher education administration; Program evaluation in higher education administration (including continuous improvement); Data-driven decision making; Data analysis methods and practices; Interpretation and dissemination of results; Strategic planning; Institutional Effectiveness and Institutional Research

Course Schedule

* indicates a synchronous meeting date

Week 1*

Caffarella & Daffron (2021) chapters 1 & 2 (introduction, Interactive Model)
Cervero & Wilson (1998) article
Program Planning packet (provided in iLearn)

Week 2

Caffarella & Daffron (2021) chapters 4 & 5 (foundations of planning, discerning context)
Program Planning packet (provided in iLearn)

Week 3

Caffarella & Daffron (2021) chapters 3 (planning with technology)
Posavac (2016) chapter 7 (implementation & operation)
Program Planning packet (provided in iLearn)
[Assignment #1 due](#)

Week 4

Caffarella & Daffron (2021) chapters 6 & 7 (needs assessment, program goals & objectives)
Posavac (2016) chapter 6 (needs assessment)
Hollowell, Middaugh, & Sibloksi (2010) chapter 2 & 3 (planning)
Program Planning packet (provided in iLearn)

Week 5*

Caffarella & Daffron (2021) chapters 8, 9, 11 (instruction, learning transfer, logistics)
Program Planning packet (provided in iLearn)
[Assignment #2 due](#)

Week 6

Caffarella & Daffron (2021) chapters 10 (evaluation planning)
Newcomer, Hatry, & Wholey (Eds.) (2015) chapters 1, 2, 31 (evaluation planning, engaging stakeholders, evaluation challenges & trends)
Posavac (2016) chapter 2 (evaluation planning)
Secolsky & Denison (Eds.) (2017) chapters 1 & 2 (issues with evaluation in higher ed, educational measurement)

Week 7

Posavac (2016) chapters 5 (ethics)

Week 8

Newcomer, Hatry, & Wholey (Eds.) (2015) chapters 5 (measurement & assessment)
Posavac (2016) chapters 4 & 5 (developing measures & case study)
Secolsky & Denison (Eds.) (2017) chapter 29 (evaluation & measurement in higher ed)
[Assignment #3 due](#)

Week 9 *

Secolsky & Denison (Eds.) (2017) chapters 5, 31, 35, 40, & 41 (course-embedded assessment, eportfolios, rubric development, evaluation for online settings, assessment of 21st century skills)

Week 10

Newcomer, Hatry, & Wholey (Eds.) (2015) chapters 17, 22, 23 (data collection & analysis)
 Secolsky & Denison (Eds.) (2017) chapter 8 (data)

Week 11*

Newcomer, Hatry, & Wholey (Eds.) (2015) chapter 12 (culturally responsive evaluation)
 Secolsky & Denison (Eds.) (2017) chapter 31 (responsive evaluation)
[Assignment #4 due](#)

Week 12

Hollowell, Middaugh, & Sibloksi (2010) chapters 7 & 9 (assessment & evaluation, case study)
 Newcomer, Hatry, & Wholey (Eds.) (2015) chapter 26 (pitfalls in evaluation)

Week 13

Newcomer, Hatry, & Wholey (Eds.) (2015) chapters 27 & 28 (providing recommendations, writing for impact)
 Posavac (2016) chapter 13 (interpreting & communicating results)
 Secolsky & Denison (Eds.) (2017) chapter 42 (reporting results in higher ed)
[Assignment # 5 due](#)

Week 14

Posavac (2016) chapter 14 (evaluation utilization)
 Secolsky & Denison (Eds.) (2017) chapter 43 (presenting outcome results for use)

Week 15*

Hollowell, Middaugh, & Sibloksi (2010) chapter 10 (building institutional practices)
 Secolsky & Denison (Eds.) (2017) chapter 46 (good practices and institutional advancement)
[Assignment #6 due](#)

Course Breakdown

Assignment	Points	Due
Program Planning Reflection	75	8–30–23
Evaluation Case Study	75	9–16–23

Data Analytics	100	10–7–23
Data Visualization	200	10–28–23
Evaluation Data Analysis	75	11–21–23
Reflection Paper	75	12–1–23

Assignment #1 – Program Planning Reflection Alignments: Program outcomes 1–3

The case used for this assignment will be used in other assignments, including data analysis.

Please make certain you select a case that has available data to analyze as part of an evaluation.

This reflection requires deep thought and examination of the case program’s planning elements and processes as related to higher education administration. This includes histories, context, cultures, intersections, stakeholders, and the ways these influence planning processes. A critical eye should be used to identify places in the planning processes that were well-constructed and successful and those that failed to address needs; did not capture necessary information; or excluded/misunderstood crucial information, processes, populations, contexts, and/or concepts. You should consider, from multiple perspectives, what may have contributed to these success and failures—providing evidence from historical knowledge of the case as well as scholarship.

American Evaluation Association (AEA) Guiding Principles A.5–6, B.3–4, C.1–6, D.1–4, E.1–5; Fundamental Competencies 3.1–8, 4.1–10, 5.1–8

Assignment #2 – Evaluation Case Study Alignments: Program outcomes 1–3

The case used for this assignment should be the one used for the Program Planning Reflection.

This case study requires deep thought and examination of the case program’s evaluation design, processes, data sources, instruments/assessments, results reporting, and use of results for continuous improvement. As with the Program Planning Reflection, this includes histories, context, cultures, intersections, stakeholders, and the ways these influence all aspects of the evaluation. A critical eye should be used to identify places in the evaluation that were well-constructed, appropriate for the program goals and objectives, and ultimately beneficial to understanding the program’s influence and efficacy. It should also examine any design elements, methods, and instruments that were not well-aligned with the program needs; failures to capture appropriate data with respect to the program and evaluation goals and objectives; and/or exclusions/misunderstandings of crucial information, processes, populations, contexts, and/or concepts necessary to understand the program’s functioning and influence. You should consider, from multiple angles and perspectives, what may have contributed to these success and failures—providing evidence from historical knowledge of the case as well as scholarship.

American Evaluation Association (AEA) Guiding Principles A.5–6, B.3–4, C.1–6, D.1–4, E.1–5; Fundamental Competencies 3.1–8, 4.1–10, 5.1–8

Assignment #3 – Data Analytics Alignments: Program outcomes 1–4

Completion of *Learning Data Analytics: 1 Foundations via LinkedIn Learning* (included in Eagle Online) This certificate assignment ties directly to the data science element of the Higher

Education Ph.D. program. It covers foundational concepts: thinking about data, collaboration to get required quality data, and data analytics tools such as Excel, Microsoft Access, SQL queries, PowerBI, and more. The course covers program syntax, cleaning data, and interpreting/analyzing data. Data governance is also covered. These skills will be utilized in other concentration and core courses, linking data science practice across the curriculum. The completion certificate must be submitted as a PDF to iLearn.

<https://www.linkedin.com/learning/learning-data-analytics-1-foundations>

American Evaluation Association (AEA) Guiding Principles A.1-6, B1-4, C.5; Fundamental Competencies 1.1-9, 2.1-14, 4.10

Assignment #4 – Data Visualization Alignments: Program outcomes 1-4

Completion of 2 *data visualization certificates via LinkedIn Learning* Data visualization has taken prominence in higher education to both analyze and interpret data. This certificate assignment builds on data analytics knowledge and skills needed to present evaluation and assessment data in appealing and accessible ways without sacrificing clarity and accuracy. The Power BI and Tableau trainings cover importing data, visualizations, and reporting. The other offerings provide best practices as well as how to best tell the data story for your audiences. These skills are essential for higher education administrators. These skills will be utilized in other concentration and core courses, linking data science practice across the curriculum. Completion certificates must be submitted as a PDF to iLearn.

Complete one of the following:

<https://www.linkedin.com/learning/tableau-for-data-scientists>

<https://www.linkedin.com/learning/power-bi-essential-training-3>

Complete one of the following:

<https://www.linkedin.com/learning/data-visualization-best-practices-14429760>

<https://www.linkedin.com/learning/data-storytelling-basics>

American Evaluation Association (AEA) Guiding Principles A.1-6, B1-4, C.5; Fundamental Competencies 1.1-9, 2.1-14, 4.10

Assignment #5 – Evaluation Data Analysis Alignments: Program outcomes 1-4

This assignment builds on the previous four assignments. Using the higher education administration circumstance/event that served as the basis for the program planning reflection and evaluation case study, you will conduct an evaluation data analysis. This analysis will use existing data related to assignments #1 and 2. You will craft evaluation questions and objectives first, and use those, along with the type of available data, to design the evaluation analysis. After analysis is complete, you will interpret the results—giving attention to histories, contexts, stakeholder needs, program goals/objectives, evaluation objectives, and use for continuous improvement efforts, ethical stewardship, program quality, and program sustainability. You

should provide at least three recommendations for improvement and/or areas of success for further support for the program or event. You will present your case study and the evaluation data analysis via video (YuJa, provided through Tech; other applications may be used with prior approval). This will be a professional presentation as if you were presenting to your stakeholders. Clothing, speech, language, tone, pace should be appropriate to such a presentation. Creativity and engagement are also important. You will also use at least one data visualization in your presentation to share the evaluation results and support your interpretation and recommendations. You will watch your peers' videos and offer two instances of excellence and two wishes (areas for rethinking, revising, strengthening, etc.).

American Evaluation Association (AEA) Guiding Principles A.1–6, B.1–4, C.1–6, D1.–4, E.1–5; Fundamental Competencies 1.1–9, 2.1–2.14, 3.1–8, 4.2–4.4, 4.6–4.8, 5.1–8

Assignment #6 – Reflection Paper Alignments: Program outcomes 1–4

This assignment provides an opportunity to synthesize all the material covered, identify areas of current professional practice that will be supported/served by the concepts and skills covered, and thoughtfully reflect on the ways your own understandings and experienced of higher education administration shape your responses to and potential use of course content. To be covered explicitly at a minimum are areas of strength/excellence and areas for development with respect to program planning, assessment and measurement, data collection and analysis, evaluation planning and implementation, and use of program planning and evaluation and data science/analytics for continuous improvement efforts (e.g., accreditation, institutional effectiveness, institutional research, quality assurance efforts, internal reporting, state reporting), program quality, program sustainability, and ethical stewardship.

American Evaluation Association (AEA) Guiding Principles A.1–6, B.1–4, C.1–6, D.1–4, E.1–5; Fundamental Competencies 1.1–9, 3.1–8, 5.1–8

Grading and Evaluation Procedures

Assignments should show: understanding and use of PPE theories and practices in higher education administration; a critical engagement with the content related to higher education administration needs and contexts; appropriate and skillful use of data science, research methodologies, and evaluation methods; thoughtful examination of data to understand program successes and obstacles; identification of new goals and/or areas for development that arise out of data analysis and interpretation; integration of data/data analysis, scholarship, and real-world experiences in planning and evaluation; demonstration of critical thinking and problem solving related to the course content; concise language; and overall work quality at a doctoral level.

Feedback provided on submitted assignments constructive criticism to improve the quality of the work for this course and beyond. If you believe a grading error has been made or would like to contest how your work was graded, please schedule a one-on-one meeting with the instructor to present your case, though a change in grading is not guaranteed. The instructor reserves the right to reject any assignment they deem unacceptable for doctoral education. This includes

incomplete work, work that does not apply assignment instructions/guidelines, and work that fails to meet doctoral-level quality. Students are required to complete the following assignments with the final grade based on the distribution indicated below.

Grading Scale

Total Points	Final Grade
540–600	A
480–539.4	B
420–479.4	C
360–419.4	D
≤ 359.4	F

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Course Policies

Student Academic Misconduct Policy

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Attendance Policy

As a hybrid course, traditional attendance is not taken on a regular basis. You are, however, expected to participate in course activities (e.g., readings, assignments, and synchronous meetings) and regularly login to iLearn. There are four synchronous class meetings. Attendance and active participation are expected. You are expected to be on time to any scheduled synchronous meetings. I am also available for group or individual synchronous meetings and support at your request. *[If you know you will be late or absent for any scheduled synchronous meeting, please let me know as far in advance as is possible.](#)* If the meeting was a student-requested meeting, the student(s) are responsible for rescheduling. Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact Student Affairs at studentaffairs@tntech.edu to request an absence notification.

Class Participation

Attendance for synchronous sessions and engagement with course content are expected. This course requires you to login to iLearn 1–2 times per week at a minimum. It is your responsibility to check the course, read assigned texts, complete assignments, work with your peers, and remain engaged. If you are having trouble meeting expectations or being engaged, communicate with *[me as soon as possible.](#)*

Assignments and Related Policy

Detailed course assignment information is available in iLearn by clicking on the individual assignment link. Important resources will also be provided and accessed by clicking the link. Please review all assignment instructions carefully before beginning and before reaching out. *[All assignments should be submitted via iLearn by 11:59 pm on the specified due date,](#)* unless an alternate arrangement has been made in advance of the due date. *[If you believe you will be unable to submit an assignment on time, please discuss it with me immediately.](#)* I am happy to work with you to arrange alternatives if this is

addressed in advance of the due date (*at least* 48 hours prior). If you experience an emergency that prevents you from completing and/or submitting an assignment, please contact me as soon as is possible. Late work will be accepted case-by-case only, docked points, and receive minimal feedback. Late work is that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to, any work not submitted on time, work that is submitted on time but cannot be opened (e.g., corrupt file), or work that is not the correct assignment. Late work received will incur a 25% penalty post-grading. For example, an assignment is worth 10 points, and work is submitted late, the maximum points for the assignment is lowered to 7.5. Any points deducted will be from the adjusted maximum value.

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center. An accommodation request should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119.

Additional Resources

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If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance. For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

Pandemic Protocols

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Tennessee Tech University Curriculum & Instruction

HRED 7160-500

Fundamentals of Data Science in Higher Education

Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

	<p><u>Mission</u></p> <p>The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><u>Vision</u></p> <p>The College of Education will be an empowering force in education.</p> <p><u>Conceptual Framework</u></p> <p>The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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Instructor Information

Instructor's Name:

Office:

Telephone Number:

Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program and successful completion of EDU 7300 and EDU 7420

Required Texts and References

Kroese, D. P., Botev, Z., Taimre, T., & Vaisman, R. (2020). Data Science and Machine Learning. Boca Raton, FL: CRC Press

Electronic version: https://www.amazon.com/Data-Science-Machine-Learning-Mathematical-ebook/dp/B081S6BQ2Y/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1679597670&sr=1-10

Publication Manual of the American Psychological Association, 7th edition

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

Introduction to foundational concepts, technologies, and theories of data and data science with a specific focus in higher education.

Program Outcomes

1. Provide opportunities to explore and analyze data science and its relationship to student learning and success.
3. Develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices.
4. Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Methods of data acquisition; cleaning; visualization; reproducible research

Course Schedule

Weeks 1-5 Importing, summarizing, visualizing data; Statistical learning; Monte Carlos Methods

Weeks 6-10 Unsupervised learning; Regression; Regularization and Kernel Methods

Weeks 11-15 Classification; Decision trees and ensemble methods; Deep learning

Grade Components

Quizzes	25%
Project 1	25%
Project 2	25%
Project 3	25%

Grading and Evaluation Procedures

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quality of the work for this course and beyond. If you believe a grading error has been made or would like to contest how your work was graded, schedule a one-on-one meeting with the instructor where you may make your case.

Grading Scale

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
F	69 and below

7.2

Course Policies

Student Academic Misconduct Policy

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Attendance Policy

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Class Participation

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Assignments and Related Policy

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Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

Additional Resources

Technical Help

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Tutoring

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Health and Wellness

Counseling Center

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Tennessee Tech University Curriculum & Instruction

HRED 7170-500

Data Analysis with R & Python for Higher Education

Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

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Instructor Information

Instructor's Name:

Office:

Telephone Number:

Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program and successful completion of HRED 7160

Required Texts and References

Lawson, J. (2015). Data science in higher education: A step-by-step introduction to machine learning for institutional researchers. Chico, CA: CreateSpace Independent Publishing

Publication Manual of the American Psychological Association, 7th edition

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

In this course, you'll learn about the programming language known as R. You'll learn how to use RStudio, an accessory environment that allows you to work more efficiently with R. This course will also cover the software applications and tools that are unique to R, such as R packages.

Program Outcomes

1. Provide opportunities to explore and analyze data science and its relationship to student learning and success.
3. Develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices.
4. Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Data science cycle; inferential statistical methods including linear and logistic regression with a focus on higher education

Course Schedule

- Weeks 1-5 Data science cycle & simple linear regression
- Weeks 6-10 Multiple linear & logistic regression
- Weeks 11-15 Naïve Bayes & looking ahead

Grade Components

- Quizzes 25%
- Project 1 25%
- Project 2 25%
- Project 3 25%

Grading and Evaluation Procedures

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7.2

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Class Participation

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Assignments and Related Policy

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Additional Resources

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Tennessee Tech University Curriculum & Instruction

HRED 7180-500

Data Manipulation, Analytics, & Visualization for Higher Education

Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

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Instructor Information

Instructor's Name:
Office:
Telephone Number:
Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program and successful completion of HRED 7170

Required Texts and References

Anis, D. (2021). Ultimate Step by Step Guide to Data Science Using Python
Electronic link: https://www.amazon.com/Ultimate-Guide-Science-Using-Python-ebook/dp/B09MX44SLD/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=1679598480&sr=1-20-spons

Publication Manual of the American Psychological Association, 7th edition

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

Students will use R and Python to obtain, store, and clean data.

Program Outcomes

1. Provide opportunities to explore and analyze data science and its relationship to student learning and success.
3. Develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices.
4. Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

Data wrangling; applied analysis; visual perception; communication mediums; visualizing results

Course Schedule

Weeks 1-5 Web scrapping, Image processing, Different file type processing

Weeks 6-10 Sending and receiving emails, Dynamic time warping for speech analytics

Weeks 11-15 Time series analysis and forecasting, Fraud analysis, Processing geospatial data

Grade Components

Quizzes 25%

Project 1 25%

Project 2 25%

Project 3 25%

Grading and Evaluation Procedures

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Grading Scale

Letter Grade	Grade Range
A	90-100
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Course Policies

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Additional Resources

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Tennessee Tech University Curriculum & Instruction

HRED 7190-500

AI & Predictive Modeling for Higher Education

Hybrid (synchronous & asynchronous), 3 Credit Hours

7.2

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--	--

Instructor Information

Instructor's Name:

Office:

Telephone Number:

Campus Email:

Course Information

Prerequisite: Admission to the Higher Education Ph.D. program and successful completion of HRED 7180

Required Texts and References

Anis, D. (2021). Ultimate Step by Step Guide to Machine Learning Using Python: Predictive Modeling Concepts Explained in Simple Terms for Beginners.

Electronic version: https://www.amazon.com/Ultimate-Guide-Machine-Learning-Python-ebook/dp/B084WGCMG1/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

Anis, D. (2020). Ultimate Step by Step Guide to Machine Learning Using Python: Artificial Intelligence & Neural Network Concepts Explained in Simple Terms.

Electronic version: https://www.amazon.com/Ultimate-Guide-Learning-Using-Python-ebook/dp/B08D8JB3K1/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

Publication Manual of the American Psychological Association, 7th edition

Electronic link: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4>

Course Description

This course will introduce to the concepts, processes, and applications of predictive modeling, with a focus on linear regression and time series forecasting models.

Program Outcomes

1. Provide opportunities to explore and analyze data science and its relationship to student learning and success.
3. Develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices.
4. Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem.

Major Teaching Methods

This course is 100% online with both asynchronous and synchronous communications.

Special Instructional Platform/Materials

You will need a personal computer from which you will access iLearn and Tech Express.

Topics to be Covered

AI; AI applications and case uses; machine learning; deep learning; neural networks; natural language processing; image classification; image processing

Course Schedule

Weeks 1-5 Data types, structures, traversing, exploration, and analysis

Weeks 6-10 Problem solving with machine learning

Weeks 11-15 Optimizing model performance

Grade Components

Quizzes 25%

Project 1 25%

Project 2 25%

Project 3 25%

Grading and Evaluation Procedures

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Ashley B. Akenson, Ph.D.

aakenson@tnitech.edu (931) 372-3177

Education

- 2018 Doctor of Philosophy – Exceptional Learning
concentration in Program Planning and Evaluation
Tennessee Technological University, Cookeville TN
- 2017 Master of Arts – Curriculum & Instruction
Tennessee Technological University, Cookeville TN
- 1998 Bachelor of Arts – English, Creative Writing, & Pre-Medical Sciences
Emory University, Atlanta, GA

Professional Experience *(detailed professional history including duties & responsibilities available upon request)*

- August 2018 – present Director of Graduate Programs, College of Education
Tennessee Technological University, Cookeville, TN
- March – August 2020 Interim Associate Director of Institutional Assessment, Research, & Effectiveness
Tennessee Technological University, Cookeville, TN
- May – August 2018 Interim Director, College of Education Testing Center
Tennessee Technological University, Cookeville, TN
- 2015 – 2018 Research Graduate Assistant in Program Planning & Evaluation
Tennessee Technological University, Cookeville, TN
- 2012 – 2013 Administrative Manager
AECOM, Springfield, VA
- 2010 – 2012 Executive Assistant/Kuwait Programs Administrator/Logistics Coordinator
Global Linguist Solutions, LLC (GLS), Falls Church, VA
- 2008 – 2009 Operations Analyst and Senior Staff Administrator
Global Linguist Solutions, LLC (GLS), Iraq
- 2007 – 2008 Theater Programs Administration
Linc Government Services (currently AMB Government Services), Iraq
- 2006 – 2007 Senior Program Associate: Faculty Appointments, Promotions, &
Recruitment *(overlap with Chief of Staff/Special Assistant to the Director position)*
Winship Cancer Institute (WCI), Emory University, Atlanta, GA
- 2004 – 2006 Chief of Staff & Special Assistant to the Director
WCI, Emory University, Atlanta, GA
- 2002 – 2004 Administrative Assistant to the Director
WCI, Emory University, Atlanta, GA
- 1999 – 2002 Administrative Manager/Assistant to CEO, CFO, & President
Buckhead Capital Management, LLC

Selected Program Planning and Evaluation Activities

- 2019 – present Institutional Effectiveness Assessment Review Committee
Tennessee Technological University, Cookeville, TN
- 2019 – 2021 Council for the Accreditation of Educator Preparation (CAEP) Advanced Programs Review self-study report.
- 2020 Tennessee Higher Education Commission (THEC) Quality Assurance Funding Adult Learner 5-year
Comprehensive Satisfaction Study.
- 2020 Tennessee Higher Education Commission (THEC) Quality Assurance Funding 5-year Comprehensive
Satisfaction Study.
- 2018 Tennessee Higher Education Commission (THEC) Exceptional Learning Ph.D. Program Review self-study
report.
- 2012 – 2013 Project planning and document control; evaluate and revise current projects and processes; create SOP manual;
fiscal project evaluation: reconciled discrepancies in timesheets, expense reports, vendor and client invoices –

Appendix 11

- identified over \$127,000 of unbilled items; provide training at client sites; create training for US and Outside the Continental US [OCONUS] employees. AECOM
- 2010 – 2012 Assembly of *Virginia Quality Award* submissions; manage and evaluate Kuwait Deployment program processes; strategic planning and continuous program improvement reporting; government contract proposal planning, preparation, and submission. Global Linguist Solutions, LLC
- 2008 – 2009 Create, implement, and evaluate Quality Assessment processes and procedures; assessment and continuous improvement of operation processes, procedures, and policies (both OCONUS and between US headquarters and OCONUS sites); evaluate and revise/streamline long-term information and project management tools; assist in planning, implementation, and assessment of decentralization plan. Global Linguist Solutions, LLC
- 2007 – 2008 Lead small task force monitor and assess program progress and areas for development along with recommendations for improvement. Linc Government Services, LLC.
- 2002 – 2007 Develop and maintain effective, efficient information systems for departmental planning and evaluation; preparation of annual reports to funding agencies, donors, and university administrators; co-management of successful intradepartmental application for NCI Comprehensive Cancer Center (CCC) status; co-management of successful NIH/NCI Center for Cancer Nanotechnology Excellence (CCNE) grant submission; manage planning team for Grady Cancer Center strategic plan; develop and administer International Postdoctoral Fellowship program; manage Israeli DoD Prostate Cancer grant component; supervise and evaluate interuniversity summer clinical internship (Emory-GA Tech). Winship Cancer Institute.

7.2

Publications ORCID iD: 0000-0002-0017-7506

- Silber-Furman, D., Akenson, A. B., & Arce-Trigatti, A. (2021). Poetry as power: Critical explorations into the lived experiences of English language students. In T. A. Folwer (Ed.), *Countering the mythology of wellness and inclusion in schooling*. New York, NY: Dio Press. (accepted)
- Akenson, A. B., Arce-Trigatti, A. L., & Akenson, J. E. (2021). Waking up: The transformative artistry of wide open knowledge environments (WOKE) in higher education. In H. King (Ed.), *Exploring expertise in teaching in higher education* (pp. ** - **). London, UK: SEDA-Routledge. (accepted)
- Arce-Trigatti, A. L., Akenson, A. B., Akenson, J. E., (2020). Threads & roots: Mapping the complexities and ambiguities of transformative, civic, and leadership learning theories. *Journal of Transformative Education*, special issue “Civic Education as Transformative Education.” (accepted)
- Green, C., Eady, M. J., McCarthy, M., Akenson, A. B., Supple, B., McKeon, J., & Cronin, J. (2020). Beyond the conference: Singing our SSONG. *Teaching Learning and Inquiry*, 8(1), 42–60. doi:10.20343/teachlearninqu.8.1.4
- Green, C., Eady, M. J., Akenson, A. B., McKeon, J., Supple, B., Cronin, J., & McCarthy, M. (2019). Supporting writing collaboration through synchronous technologies. In N. Simmons and A. Singh (Eds.), *Critical collaboration communities: Academic writing partnerships, groups, and retreats* (pp. 186–199). Lieden, The Netherlands: Brill.
- Akenson, A. B. (2018). *Since feeling is first and no feeling is final: The Mindfulness-based Stress Reduction implementation for chronic illnesses (MBSR-ICI) program planning and evaluation model* [Doctoral dissertation]. Ann Arbor, MI: ProQuest Dissertations and Theses. UMI No. 10784584.
- Sisk, C., Chitiyo, G., & Akenson, A. B. (2018). Predictors of social relationships for children with special health care needs. *Journal of Pediatric Nursing*, 42(September–October), 92–99. doi: 10.1016/j.pedn.2018.03.009
- Akenson, A. B. & Silber-Furman, D. (2016). Collaboration between parents of children with disabilities and their teachers. In M. Malik, T. Hanejko, & A. Marcinkiewicz (Eds.) *Nuaczyciel w pracy z uczniem niepełnosprawnym (Tom II)*. [Parents who work with disabled students (Volume II)] (pp. 55–67). Warsaw, Poland: Skoła Wyższa im. Bogusława Jańskiego.

Grants

- 2020 Rodriguez, J., & Potter, K.B. (Co-PIs). Akenson, A. B., & Arce-Trigatti, A. L. (Co-Advisors). IMPACT TTU sponsors *Alien Citizen: An Earth Odyssey* film screening and writing workshop. Center Stage General Education Fund grant. (\$2,000–funded)
- 2020 Rodriguez, J., & Potter, K.B. (Co-PIs). Arce-Trigatti, A. L., Akenson, A. B., & Galindocure, C. (Co-Advisors). Futuro Student Organization & IMPACT TTU sponsor *A Constellation of Cultures* Latin American Music performance (Dr. Carlos Odria). Center Stage General Education Fund grant. (\$2,500–funded)
- 2020 Aiken, M. (PI), Pardue, B. (Co-PI), Akenson, A. B. (Co-PI), & Chitiyo, G. (Co-PI). *Tennessee Tech Rural Venture Initiative*. U.S. Department of Commerce–Economic Development Administration (EDA) & Office of Innovation and Entrepreneurship (OIE). (\$840,000–submitted)

Appendix 11

Professional Organizations (membership through present unless otherwise specified)

- 2019 National Association of Multicultural Education (NAME)
- 2019 Tennessee NAME
- 2017 American Educational Research Association (AERA)
- 2016 American Evaluation Association (AEA)
- 2016 American Mindfulness Research Association (AMRA)
- 2016 International Society of Scholarship on Teaching and Learning (ISSoTL)
- 2016 Kappa Delta Pi International Education Honor Society (KDP)

Courses Taught

- 2021 *Doctoral Seminar Special Topics: Multicultural & Contextual Awareness in PPE* (EDU 7950)
Tennessee Technological University, Cookeville, TN. January 21–May 4
- 2019 *Research Seminar in Education* (EDU 7920).
Tennessee Technological University, Cookeville, TN. August 26–December 4 2019
- 2018 – present *Trans-concentration Seminar* (EDU 7000).
Tennessee Technological University, Cookeville, TN. (fall semester only)
- 2016 – 2017 Primary instructor, *Educational Research* (FOED 6920). Tennessee
Technological University, Cookeville, TN. June 6–August 9, 2016 and August 28–
December 14, 2017
- 2016 – 2017 Primary instructor, EDU-691, independent study (Qualitative Methods with a focus on student veterans).
Watson College of Education, University of North Carolina–Wilmington, Wilmington, NC. October 24–March
3

Organizational & Research Discipline Service (service through present unless otherwise specified)

- 2020 Peer reviewer, *Double Helix: A Journal of Critical Thinking & Writing*
- 2019 Proposal peer reviewer, American Association of Colleges for Teacher Education (AACTE) annual meetings
(Strand 1: Equity and Inclusivity in Preparation and Practice)
- 2019 Peer reviewer, *The SoJo Journal: Educational Foundations and Social Justice Education*
- 2019 Proposal peer reviewer, American Educational Research Association (AERA) annual conferences
- 2019 Panel moderator, *Civil Rights Movement in Cookeville and Livingston*. March 4–5.
- 2018 Chair, AERA session “Learning and Development through Pedagogical Designs”
- 2017 Proposal peer reviewer, American Evaluation Association (AEA) annual conferences
- 2016 Peer reviewer, *International Journal for Students as Partners* (IJSaP)
- 2016 Proposal peer reviewer, International Society for the Scholarship of Teaching & Learning (ISSoTL) annual
conferences

Advising & Dissertation Service

Co-chair

Jessica W. Williams (Smith)

Committee member

Cephas N. Ablakwa	Michael N. Littrell
Cindy F. Conley	Emily C. Loftis
Andrew S. Courtner	Anthony Paradis
C. Goodson Dzenga	Larissa C. Rector
Nécole H. Elizer	Marlana R. Smith
Jonathan M. Enix	Daniel S. Sukowski
Taylor B. Howle	

Research Interests, Managerial/Administrative Proficiencies, National & International Presentations, Professional Development & Certifications, and University & Department Service available upon request

A. B. Akenson
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7.2

Julie C. Baker, Ph.D.

931.372.3177 | TTU Campus Box 5116 Cookeville, TN 38505 | jcbaker@tntech.edu

Education

Tennessee Tech University, Cookeville, TN

- | | |
|---|------|
| • Doctor of Philosophy, Exceptional Learning – Literacy | 2010 |
| • Master of Arts, Instructional Leadership | 2000 |
| • Bachelor of Science, Secondary Education – English | 1997 |

Professional Experience

Tennessee Technological University, Cookeville, TN

Associate Dean, College of Education 2016 – Present

- Accreditation & State Licensure
- Undergraduate Curriculum, Academic Success, & Development
- Student Success Center Director

Associate Professor, College of Education 2016 – Present

Assistant Dean, College of Education 2013 – 2016

Interim Assistant Dean, College of Education 2012 – 2013

Assistant Professor, College of Education 2013 – 2016

Assistant Professor, Department of Curriculum & Instruction 2011 – 2013

Instructor, Department of Curriculum & Instruction 2006 – 2011

Ooltewah High School, Ooltewah, TN 2004 – 2006

Literacy Specialist

Cookeville High School, Cookeville, TN 1997 – 2001

9th & 10th Grade English Teacher; English Department Chair

Publications & Reports

Ronfeldt, M., Bardelli, E., Mullman, H., Truwit, M., Schaaf, K., & **Baker, J. C.** (2020). Improving preservice teachers' feelings of preparedness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment. *Educational Evaluation and Policy Analysis*.
<https://doi.org/10.3102/0162373720954183>

Isbell, J.K., **Baker, J.C.**, Potter, D., & Ezell, L. (2019). Rural working-class scholars' perspectives and experiences seeking post-secondary education. In *Adult Higher Education Alliance 43rd Annual Conference Proceedings*. Orlando, FL: AHEA.

Julie C. Baker, Curriculum Vitae, 2021

- Baker, J.C.**, Brown, A., Hook, C., & Mathende, A. (2019). edTPA essentials for candidate support and success. In L. Barron (Ed.) *A Practical Guide for edTPA Implementation and Success*. Information Age Publishing. Charlotte, NC.
- Ronfeldt, M., Bardelli, E., Mullman, H., Truwit, M., Schaaf, K., & **Baker, J. C.** (2019). Improving student teachers' readiness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment. *TN Education Research Alliance*. Working paper 2019-06.
https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2019-06.pdf
- Isbell, J. K., **Baker, J.**, Potter, D., & Ezell, L. (2019, April). *Research to Reconnect final report: Rural older adults' perspectives and experiences seeking post-secondary education*. Final report to the Tennessee Higher Education Commission.

Grants

- Co-Principal Investigator. (2021). REALS²: Retention through Engagement and Active Learning = Student Success. PI: Christy Killman; Co-PI: Darek Potter. TBR Student Engagement, Retention, and Success program. (\$49,975; SUBMITTED)
- Principal Investigator. (2020) Tennessee Tech Grow Your Own (GYO) Project. Co-PIs: Lisa Zagumny, Jeremy Wendt, Amy Brown. TDOE Grow Your Own Competitive Grant. (\$499,904; FUNDED).
- Co-Principal Investigator. (2020). ARISE: Ambassadors for Rural Innovation and STEM Education. PI: Darek Potter. TBR Student Engagement, Retention, and Success program. (\$49,875; FUNDED)
- Principal Investigator. (2020). Tennessee Tech Special Education Add-On Endorsement Grant. Co-PIs: Lisa Zagumny, Jeremy Wendt, Amy Brown. TDOE SPED Endorsement Competitive Grant. (\$124,990; FUNDED).
- Principal Investigator. (2019). *HIPSTERS: High Impact Practices in STEM Targeting Engagement, Retention, and Success*. Co-PIs: Lisa Zagumny, Darek Potter, Carlos Galindo. TBR Student Engagement, Retention, and Success program. (\$24,092; FUNDED)
- Project Advisor. (2019). *ENCORE: Empower, Network, Connect, Opportunity, Reach, Educate*. PI: Kelsey Hulkan. Co-PIs: Ashley Akenson. TBR Student Engagement, Retention, and Success program. (\$21,238; not funded).

Professional Presentations

- Deurlein, M., **Baker, J.C.**, Dula, M., & Chatis, C. (2020, January). *Using educator preparation provider data to inform program approval and improve program efficiency*. Virtual Presentation for the Statewide Longitudinal Data Systems (SLDS) Grant Program through the National Center for Education Statistics.
- Arce-Trigatti, A., Potter, D., Meadows, J., Moore, K., Ablakwa, C., England, M., **Baker, J.C.** (2019, July). *Addressing the Equity Divide through Diverse, Educational Opportunities in Rural Communities: A Three-Pronged Qualitative Study*. Presentation accepted at the Inaugural Conference of the Tennessee Chapter of the National Association for Multicultural Education (NAME), Cookeville, TN.

Julie C. Baker, Curriculum Vitae, 2021

Isbell, J. K., **Baker, J.C.**, Potter, D., & Ezell, L. (2019, May). *Rural working-class scholars' perspectives and experiences seeking post-secondary education*. Presentation at the 15th Annual International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Meadows, J., Arce-Trigatti, A., Moore, K., Ablakwa, C., Potter, D., England, M. & **Baker, J.C.** (2019, May). Instructor Perspectives on Collaboratively Teaching Critical Thinking and Problem Solving through Integrated STEM Content in a Rural High School: A Qualitative Piece. Presentation at the 15th Annual International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Ronfeldt, M., Schaaf, K., **Baker, J.C.**, Goldhaber, D. (2019, March). *Different Strokes? The perspectives of various Stakeholders engaged in research-practice partnerships for improving clinical teacher preparation*. Presentation at the 44th Annual Conference of the Association of Education Finance & Policy (AEFP), Kansas City, MO.

Baker, J.C., Combs, M., Keesler, V., Dietsch, H. & Schaaf, K. (2019, March). *State and program perspectives on preservice requirements/practices*. Special Topics Conference: Breaking News on Teacher Preparation & Licensure. CALDER Policymakers Council (National Center for Analysis of Longitudinal Data in Education Research), Kansas City, MO.

Isbell, J. K., **Baker, J.C.**, Potter, D., & Ezell, L. (2019, March). *Rural working-class scholars perspectives and experiences seeking post-secondary education*. Paper presented at the 2019 Annual Conference of the Adult Higher Education Association, Orlando, FL.

7.2

Assessment, Analysis Supervision, & Advisement

PhD Committees:

- Krista Davis (committee member)
- Vince Okot (committee member)
- Daniel Sukowski (committee member)
- Ginger Thomas (committee member)

2020: 6 Committees

2019: 4 Committees

Current Instruction

Tennessee Technological University, Cookeville, TN
 Department of Curriculum & Instruction

SVCL 4150	Service Learning in the Community	2021-Present
CUED 7803	Lab & Field Exp in Ed: Autoethnography	2012-Present
CUED 7030	Rural Schools & Communities	2012-Present

Julie C. Baker, Curriculum Vitae, 2021

Curriculum Vitae
George Chitiyo
gkchitiyo@yahoo.com

Home Address:
598 Windrowe Drive
Cookeville, TN, 38506
Phone (931) 252-3446

Work Address:
Campus Box 5042
Tennessee Tech University
Box 5042, Cookeville, TN, 38505

EDUCATION

December 2008	Tennessee Tech University, Ph.D. Exceptional Learning in Program Planning & Evaluation
August 2002	University of Zimbabwe, M.Sc. Economics
August 2000	University of Zimbabwe, B.Sc. Economics

PROFESSIONAL EXPERIENCE

8/18 - present	Tennessee Tech University, Professor of Educational Research
8/14 – 7/18	Tennessee Tech University, Associate Professor of Educational Research
8/09 – 8/14	Tennessee Tech University, Assistant Professor of Educational Research
8/10 – 1/13	Tennessee State University, Adjunct Professor
8/08 – 7/09	Tennessee Tech University, Instructor of Educational Research
4/05 – 8/05	Catholic Relief Services, Zimbabwe, Monitoring & Evaluation Officer
4/02 – 3/05	Biomedical Research & Training Institute, Zimbabwe, Research Officer

PUBLICATIONS

Book

Educating Zimbabwe for the 21st century: What every educator needs to know. (2014). Nova Science Publishers: with Chitiyo, M., Charema, J., Rumano, M., & Chitiyo, J.

Book Chapters

Chitiyo, G. & Chitiyo, M. (2018). HIV/AIDS and the socio-emotional development of children in Southern Africa. In Szente, J. (Ed). Assisting children caught in disasters: A resource book for educators. Springer.

Chitiyo, G., Taukeni, S., & Chitiyo M. (2015). Observation method. In C.I.O. Okeke, & M. M. van Wyk. (eds). Educational research: An African approach. Cape Town, South Africa. Oxford University Press.

Selected Peer Reviewed Papers

Ajuwon, P. M., **Chitiyo, G.**, Onuigbo, L. N., Ahon, A. T., & Olayi, J. E. (2020). Teachers' attitudes towards inclusion of blind or partially-sighted students in secondary schools in Nigeria. *Disability, CBR & Inclusive Development*, 31(2).

Davis, K. M., & **Chitiyo G.** (2019). Student voice and engagement as predictors of exclusionary discipline across grade tiers. *Research in the Schools* 26(2), 56-63.

Stratton, E. **Chitiyo, G.**, Mathende, A.M., & Davis K.M. (2019). Evaluating flipped versus face-to-face classrooms in middle school on science achievement and student perceptions. *Contemporary Educational Technology* 11(1).

Chitiyo, M., Hughes, E., **Chitiyo, G.**, Changara, D., Itimu-Phiri, A., Haihambo, C., Taukeni S., & Dzenga, C. G. (2019). Exploring teachers' special and inclusive education professional development needs in Malawi, Namibia, and Zimbabwe. *International Journal of Whole Schooling* 15(1), 28-49.

- Chitiyo, G.**, Potter, D., & Rezsnyak, C. (2018). Impact of an Atoms-First approach on student outcomes in a two-semester general chemistry course. *Journal of Chemical Education*. DOI: 10.1021/acs.jchemed.8b00195
- Sisk, C., **Chitiyo, G.**, & Akenson, A. (2018). Predictors of social relationships for children with special health care needs. *Journal of Pediatric Nursing*.
- Chitiyo, M., Hughes, E. M., Changara, D. M., & **Chitiyo G.**, Montgomery, Kristen, M. (2016) Special education professional needs in Zimbabwe. *International Journal of Inclusive Education*.
- Taukeni, S., **Chitiyo, G.**, Chitiyo, M., Asino, I., & Shipena, G. (2016). Assessing post-traumatic stress disorder among school-going children affected by the 2011 floods in northern Namibia. *Jambá: Journal of Disaster Risk Studies*.
- Ajuwon P., & **Chitiyo G.** (2016). Survey of the use of assistive technology by special educators in Nigeria. *The Journal of the International Association of Special Education*, 16(1).
- Chitiyo, M., May, M. E., & **Chitiyo G.** (2012). An assessment of the evidence-base for school-wide positive behavior support. *Education and Treatment of Children* 35(1).
- Barfield J. P., Craig, C. D., Zhang, J., Lam, T. C., & **Chitiyo G.** (2011). Differences between African American and White students on allied health education enrollment influences and enrollment barriers. *Advances in Physiology Education* 36(2): 164-169.
- Chitiyo, M., Changara, D. M., & **Chitiyo. G.** (2010). The acceptability of psychosocial support interventions for children orphaned by HIV/AIDS: An evaluation of teacher ratings. *British Journal of Special Education* 37(2).
- Chitiyo, G.** & Chitiyo, M., (2009). The impact of the HIV/AIDS and economic crises on orphans and other vulnerable children in Zimbabwe. *Childhood Education, International Focus Issue* 85(6), 347-351.
- Chitiyo, M., & Changara, D., & **Chitiyo, G.**, (2008). Providing psychosocial support to special needs children: A case of orphans and vulnerable children in Zimbabwe. *Journal of International Educational Development* 28(4), 384-392.
- Larimore, D., & **Chitiyo, G.** (2007). Non-economic societal impacts of intercollegiate athletics. *The Sport Journal*, 10(2).
- Skinner, D., Tshoko, N., Mtero-Munyati, S., Segwabe, M., Chibatamoto, P., Mfecane, S., Chandiwana, B., Tlou, S., & **Chitiyo, G.** (2004). Defining orphaned and vulnerable children. *HSRC Publishers*. South Africa.

COURSES TAUGHT

- Research in Education (FOED 6920 & CUED 6300)
- Applied Educational Assessment (FOED 6820)
- Quantitative Inquiry in Education I (EDU 7420)
- Quantitative Inquiry in Education II (EDU 7430)
- Problems in Curriculum/Special Education (CUED/SPED 6900)
- Statistical Analysis (PRST 6600)
- Doctoral Seminar: Regression Analysis EDU 7950 (2015-16 to present)

COURSES DEVELOPED

1. Special Topics: Multilevel Analysis EDU 7950 (2019)
2. Advanced Regression Analysis EDU 7350 (2015-16)
3. Advanced Program Planning & Evaluation I EDUP 7410 (2017)
4. Statistical Analysis PRST 6600 for the Regents Online Degree Program (2012 & 2015)
5. Online offering of Applied Educational Assessment FOED 6820, (2012)
6. Online offering of Educational Research FOED 6920, (2013)

DISSERTATION/THESIS COMMITTEES CHAIRED

Role	Student	Dissertation/Thesis Title
Chair	Michael Littrell (2021)	High School Students' Postsecondary Pipeline Outcomes Predicted by Experiential Factors and Moderated by First-Generation Status
Chair	Krista M. Davis (2020)	Psychometric Properties and Construct Validity of a Student Survey Measuring The CASEL Five Core Social and Emotional Competencies
Chair	Andrew Courtner (2020)	The Mediating Effect of Students' Entire Educational Experiences on The Relationship Between Institutional Academic Practices and Perceived Quality of Education
Chair	Rebecca Garrett (2019)	The 4REM: An Evaluation Model for Juvenile Justice Education Programs
Co-Chair with Nancy Kolodziej	Melissa Killian (2018)	The Mediated Relationship Between Everyday Literacy Skills and Adult Literacy Scores by Vocabulary Proficiency
Co-Chair with Jane Baker	Elizabeth Ramsey (2018)	The Status of Tennessee Foster Parent Training and Support Including Fostering Children with Neonatal Abstinence Syndrome (NAS), and the Relationships of Foster Parents' Perceived Abilities and Motivations with Likelihood to Continue Fostering
Co-Chair with Nancy Kolodziej	Perihan Fidan (2017)	Testing the Mediating Effect of Student Interest in Mathematics on the Relationship between Student Level Factors and Mathematics Self-Efficacy in High School
Chair	Nikolas Mcgehee (MS thesis) (2015)	Project Based Learning in Science and ACT Achievement
Co-Chair with Nancy Kolodziej	Abir Eldaba (2016)	Academic Self-Efficacy, Social Relationships, and English Language Proficiency as Predictors of International Students' College Satisfaction
Co-Chair with Holly Anthony	Twanelle Walker Majors (2015)	Conceptual Physics Differences by Pedagogy and Gender: Questioning The Deficit Model
Co-Chair with Lisa Zagumny	Kimberly Hale (2013)	Predictive Factors of Suicidal Ideation and Suicide Planning Among U.S. High School Students: Logistic Regression Analyses of 2011 YRBS

LEADERSHIP ROLES

- Program Chair for the 2019-20 PreK-12 Evaluation Topical Interest Group of the American Evaluation Association
- Concentration Leader: Program Planning & Evaluation Concentration in the Exceptional Learning doctoral program at Tennessee Tech (August 2018 to present)
- Program Chair Elect for the 2018-19 PreK-12 Evaluation Topical Interest Group of the American Evaluation Association

PROFESSIONAL AFFILIATIONS

- American Evaluation Association (AEA)
- American Educational Research Association (AERA)
- International Association of Special Education (IASE)

Appendix 11
CURRICULUM VITA

Troy J. Perdue
 5024 Curtis Way
 Cookeville, TN 38506
 (423) 276-5281

EDUCATION:

- 1999 **J.D., *Cum Laude*, University of Tennessee**, Knoxville, Tennessee
 ▪ Academic Excellence Award ▪ Staff Writer, *Tennessee Business Journal*
- 1992 **B.A. in Business Administration, Palm Beach Atlantic University**, West Palm Beach, Florida
 ▪ Leadership Scholarship ▪ Business Scholarship ▪ Business Student Award

STATE BAR ADMISSION:

State of Florida, State of Tennessee, State of Virginia

PROFESSIONAL EXPERIENCE:

- | | |
|--|-------------------------------|
| General Counsel, Tennessee Tech University | October 2020 – <i>present</i> |
| <ul style="list-style-type: none"> Advise university on the full range of regulatory and compliance matters involved in operating a higher education institution. | |
| Senior Counsel II, Liberty University | October 2019 – October 2020 |
| Deputy General Counsel, East Tennessee State University | October 2015 - October 2019 |
| Interim General Counsel (during General Counsel sabbatical) | April 2014 - October 2015 |
| Associate General Counsel | 2011 - 2014 |
| Assistant General Counsel | 2010 - 2011 |
| <ul style="list-style-type: none"> Responsible for legal affairs and contractual matters for a large regional university of nearly 15,000 students. Advised on various research, undergraduate, graduate and doctoral programs, including a College of Medicine, a K-12 University School, a Division I athletic program, and a large distance learning and continuing education program. Advised and directed institution on all staff and faculty employment matters, including administrative procedures and related litigation. Served as primary contact for university personnel and third-parties in the negotiation and management of university contracts and agreements, including leases and purchase contracts; mediated disputes involving construction matters, employment issues, student affairs issues, medical malpractice claims; and advised on the full range of regulatory and compliance matters involved in operating a public university. Advised the university on federal, state and state education system policies and procedures, and drafted changes to university policy, procedures and guidelines. Directed the university on state and federal constitutional requirements. | |
| Corporate/Real Estate Attorney, Private Law Practice | 1999 – 2009 |
| <ul style="list-style-type: none"> Represented and advised businesses on day-to-day operations, contractual obligations, and on proposed capital investments, asset dispositions and related business transactions. Advised businesses on local, state and federal regulations, including industry regulations, licensing requirements and governmental and corporate policy and ethics issues. Represented and advised governmental bodies, including cities, government housing authorities and community development districts regarding requests for proposals, bid approvals and acquisitions. Represented clients before local governmental boards and agencies on construction project proposals, guideline interpretations and land use regulations. Negotiated the sale of businesses, business assets and course-of-business transactions. Represented banking institutions regarding loan structures and securitization. | |

Appendix 11

PROFESSIONAL MEMBERSHIPS AND LEADERSHIP ROLES:

Board Member, National Association of College and University Attorneys (NACUA)
 Committee Chair, NACUA, Committee on Board Operations
 Committee Member, NACUA, Annual Conference Committees (Student Affairs Division; Civil Rights Division)
 Board Member, Mountain Empire Children's Choral Academy

PUBLICATIONS:

Perdue, Troy J. (2005) *Fundamentals of Real Estate Development: Acquiring the Land*. Lorman Publications, 3-10.
 Perdue, Troy J. (2007) *Real Estate Development: Beginning to End*. Lorman Publications, 55-65.
 Perdue, Troy J. & Morgen, Marla. (2017) *Gender Identity and Gender Expression on Campus: Implementation in an Uncertain Legal Atmosphere*, NACUANOTES, February 21, 2017, Vol. 15, No. 5.
 Perdue, Troy J. & Smith, Jennifer. (2017) *Recent OCR Guidance on Gender Identity and Gender Expression: Context and Implementation*, National Association of College and University Attorneys CLE Materials.
 Perdue, Troy J. & Daniels, Sarah M. (2018) *Beyond Discipline: Practical Tools for Responding Effectively to Bias Incidents*, National Association of College and University Attorneys CLE Materials.

WORKSHOPS, PRESENTATIONS AND TRAINING SEMINARS:

Fundamentals of Real Estate Development, Hillsborough County Bar Association Seminar, Tampa, FL (2005).
Land Use and Rezoning, Hillsborough County Bar Association Seminar, Tampa, FL (2006).
Mechanics Liens and Materialmen Liens, Tampa Bay Builders Association Seminar, St. Petersburg, FL (2006).
Real Estate Development Basics, Pinellas-Hillsborough Joint Bar Associations Seminar, Tampa, FL (2007).
Procurement and Contracting in Tennessee, Directors and Supervisors Seminar, Johnson City, TN (2010).
Visas for Medical Professionals, College Deans and Chairs Annual Meeting, Johnson City, TN (2011).
Temporary Visas in Higher Education, Health Sciences Annual Meeting, Johnson City, TN (2011).
Legal Aspects of Employment, Supervisor Management Seminar, Johnson City, TN (2012).
Legal Responsibilities of Teaching/ Graduate Assistants, Graduate Student Orientation, Johnson City, TN (2012-2015).
Law and Ethics, Nurse Practitioner Seminar, Johnson City, TN (2013).
Contracts 101, Employee Education Seminar, Johnson City, TN (2013).
Playing It Safe: Sex Offender Registries, Drug Tests and Background Checks, Colleges of Medicine and Nursing Annual Meeting, Johnson City, TN (2014).
Criminal Background Checks in Higher Education, College Deans and Chairs Annual Meeting, Johnson City, TN (2014).
FERPA for Deans and Chairs, College Deans and Chairs Annual Meeting, Johnson City, TN (2014).
Title IX: Sexual Discrimination, Sexual Harassment & Sexual Violence, Student Affairs Training, Johnson City, TN (2015).
Sexual Misconduct, Judicial Affairs Court Training, Johnson City, TN (2015).
FERPA for University Preparatory Schools, ETSU University School Luncheon (2015).
Graduate Assistant Orientation, ETSU Graduate Studies (2016).
Current Student Affairs Issues, ETSU Professional Development Series (2016).
The Law and Public Health, Public Health Doctoral Cornerstone Course (2017).
Legal Implications of Boundary Violations, ETSU College of Medicine Cornerstone Course (2018).
Neo-Nazis v. Antifa: An Inside View of the Campus Speech Fights, Washington County Bar Assn., Johnson City, TN (2018).
Working With Legal Counsel in Healthcare Institutions, ETSU Public Health Doctoral Program (2019).

Appendix 11

HIGHER EDUCATION/NACUA CONFERENCE PRESENTATIONS:

Trans 201: Challenges Facing Transgender Students and Workable Solutions, NACUA 2014 Annual Conference (Denver, CO)

Trans Students and Employees: Practical Considerations for Your Campus, NACUA Spring 2015 CLE Conference (New Orleans, LA)

LGBTQ – Recent Title IX Developments, 25th Annual Legal Issues in Higher Education Conference (2015), University of Vermont (Burlington, VT)

Evolving Legal Challenges Impacting Students and Employees, NACUA Spring 2017 CLE Conference (Seattle, WA)

Whose Campus is it Anyway? Practical Strategies for Balancing Competing Perspectives on Student Activism (Moderator)
NACUA 2017 Annual Conference (Chicago, IL)

Trans Students Issues in Light of Recent OCR Changes, 27th Annual Legal Issues in Higher Education Conference (2017), University of Vermont (Burlington, VT)

Bias Related Incidents on Campus: Implementing Lawful and Meaningful Responses, 27th Annual Legal Issues in Higher Education Conference (2017), University of Vermont (Burlington, VT)

Bias Related Incidents on Campus: Beyond Discipline, NACUA Winter 2017 CLE Conference (New Orleans, LA)

Student Civil Rights under Changing Federal Administrations, NACUA Spring 2018 CLE Conference (Philadelphia, PA)

An Introduction to Student Disciplinary Issues, NACUA 2019 Annual Conference (Denver, CO)

LAW REVIEW ARTICLES:

Troy J. Perdue, *Trans* Issues for Colleges and Universities: Records, Housing, Restrooms, Locker Rooms, and Athletics*, 41 J.C. & U.L. 45 (2015).

CLASSES TAUGHT:

Business Law (upper-level undergraduate)

Ethics and Social Responsibility (upper-level undergraduate)

Law and Judicial Process (upper-level undergraduate)

American System of Justice (graduate)

Higher Education Law (graduate)

Cynthia Polk-Johnson, Ph.D.

cpolkjohnson@tntech.edu

(931) 372-3411

Professional Profile Highlights

- Over 20 years of experience in higher education encompassing administrative leadership and oversight of various student affairs functional areas.
- Extensive experience in student advocacy, strategic planning, budget development and management, organizational management, staff development, supervision, policy development and crisis management.
- Experience in course development and instruction, academic advising, and serving on institution-wide committees and in professional associations.

Education

Ph.D.	Leadership for Higher Education Capella University, Minneapolis, MN Dissertation: <i>Nontraditional Pathways to the College Presidency: Journeys of African American Women</i> Faculty Chair: Chris Rasmussen, Ph.D.	2019
M.S.	Counselor Education Emphasis: Student Affairs in Higher Education Mississippi State University Starkville, MS	2001
B.S.	Psychology Mississippi State University Starkville, MS	1996

Professional Experience

2021 – Present	Vice President for Student Affairs, <i>Tennessee Tech University</i>
2018 – 2021	College Persistence Advisor, <i>KIPP Memphis Collegiate High School</i>
2016 – 2018	Associate Dean of Students, <i>The University of Tennessee, Knoxville</i>
2014 – 2016	Associate Dean, College of Undergraduate Studies, <i>Bethune-Cookman University</i>
2010 – 2014	Associate Vice-President and Dean of Students, <i>Bethune-Cookman University</i>
2008 – 2010	Director of Multicultural Services and Program, <i>The University of Georgia</i>
2006 – 2008	Assistant Dean for Multicultural Affairs, <i>Rhodes College</i>
2003 – 2006	Director of Orientation and Student Activities, <i>Rhodes College</i>
2002 – 2003	Hall Director, <i>Southwest Texas State University</i>
2001 – 2002	Graduate Hall Director, <i>Mississippi State University</i>
1997 – 2000	Enrollment Counselor, <i>Mississippi State University</i>

Teaching Experience

Adjunct Instructor, Sophomore Leadership Seminar, Bethune-Cookman University, Fall 2015

- Taught second year students about strengths-based leadership and career development strategies

Adjunct Instructor, Freshman Seminar I, Bethune-Cookman University, Spring 2015

- Taught first-year students about the history of B-CU and acclimated them to campus resources and services

Co-Instructor, Resident Assistant Paraprofessional Class, Southwest Texas State University, Spring 2003

- Taught first-year Resident Assistants the College Housing process, policies and procedures. Addressed ethical leadership, programming, personal values and other aspects related to the job

Instructor, University Seminar 101, Southwest Texas State University, San Marcos, TX, Fall 2002

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- Taught two classes with first-year and transfer students about College policies and transition issues such as time management, diversity, study skills, learning styles, financial management, etc.

Select Presentations and Panels

- *Strategies to Increase Persistence and Retention for Men of Color*, UT Martin Skyhawk Retention Summit, 2022
- *Mental Health as a Black Woman*, Tennessee Tech University, Women of Worth Organization, 2021
- *Self-Care and the Experiences of African American Women Administrators in Student Affairs*, NASPA Conference 2017
- *Momming as a Middle Manager*, NASPA Conference 2017
- *UT Ignite*, Opening Keynote Speaker, UT Knoxville, August 2016
- *UT Lead*, Staff Panel, UT Knoxville, August 2016
- *The Mirror and Me: What Reflection Do I See?* Western Kentucky University Black History Month 2012
- *The Effects of Multiculturalism: Black Identity on Today's College Campuses*, SACSA 2011
- *Perceptions and Social Construction of Black Women During Their Collegiate Years*, SACSA 2010 & NASPA 2011

Select Professional Development, Certifications, and Affiliations

- Skyhawk Retention Summit, University of Tennessee at Martin, Martin, TN (May 2022)
- KIPP School Summit, Houston, TX (July 2019)
- KIPP Through College Summit, San Antonio, TX (July 2018)
- UT Conference for Women in Leadership Advisory Board (January – March 2018)
- Tennessee Suicide Prevention Network (TSPN) Debriefing Training (November 2017)
- TSPN Higher Education Task Force (October 2017 – present)
- Question, Persuade, Refer (QPR) Suicide Prevention Training (September 2017)
- TSPN Postvention Training (August 2017)
- TIPS Train-the-Trainer Certification (June 2017)
- Threat Assessment Training by SIGMA Threat Management Associates (January 2017)
- American Council on Education (ACE) Spectrum Aspiring Leaders Program (October 2016)
- Green Zone Training, The University of Tennessee, Knoxville (May and October 2016)
- International Ombudsman Association Foundations of Organizational Ombudsman Practice Certification, Seattle, WA (April 2016)
- Summit on Race in Higher Education, Emory University (February 2016)
- NASPA Alice Manicur Symposium Participant, San Antonio, TX (January 2016)
- Faculty, NASPA Region III Mid-Manager's Institute at The University of Tennessee, Knoxville (June 2015)
- Institute on Sophomore Student Success at the University of South Carolina (April 2015)
- OCR's Title IX Training (September 2014)
- NASPA's AVP/Number Two Pre-Conference Workshop (March 2014)
- NASPA Graduate Student Mentor Program (2014)
- The Inaugural President's Leadership Institute, Bethune-Cookman University, (2013)
- NASPA: Student Affairs Administrators in Higher Education (2008, 2011 – present)
- Women's Leadership Institute (December 2011)
- Southern Association for College Student Affairs Conference (SACSA) (2006, 2008, 2010, 2011 - present)
- National Coalition Building Institute (NCBI) Train-the-Trainer Certification (2007)

Select Awards, Committees, and Involvement

- NASPA African American Knowledge Committee Inaugural Stellar 50 (2022)
- SACSA Research Grant Recipient, 2016

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- NASPA 2013 Conference Local Arrangements Committee, 2012 – 2013
- SACSA Nominating Committee, 2013 – 2014, 2015 - 2016
- SACSA Strategic Planning Committee, 2011 – 2013
- NASPA Undergraduate Fellows Program (NUFP) Mentor, 2008, 2017, 2018, 2019

CURRICULUM VITAE (2022)

Darek W. Potter
dpotter@tntech.edu

EDUCATION:

May, 2019	Tennessee Technological University, Ph.D. in Exceptional Learning, Program Planning and Evaluation
December, 2017	Tennessee Technological University, M.A. in STEM Education
May, 1999	Vanderbilt University, M.S. in Civil and Environmental Engineering
December, 1994	Tennessee Technological University, B.S. in Civil Engineering

EDUCATIONAL WORK EXPERIENCE:

2021 – present	Tennessee Technological University – Cookeville, TN Assistant Professor, Exercise Science Department
2019 – present	Director, Oakley STEM Center
2018 – 2019	Interim Director, Oakley STEM Center
2012 – 2017	Math & Science Teacher at Jackson County HS – Gainesboro, TN
2011 – 2012	Science Teacher at Smith County HS – Carthage, TN
2009 – 2010	Adjunct Engineering Faculty at York College of PA – York, PA
2001 – 2002	Adjunct Engineering Faculty at The Pennsylvania State University at Harrisburg – Middletown, PA
1997 – 1998	Teaching/Research Assistant at Vanderbilt University – Nashville, TN

PROFESSIONAL WORK EXPERIENCE:

2017 – present	Civil Engineer at Matthew & Hockley Associates, Ltd. – Lebanon, PA
2012 – 2017	Civil Engineer at DP Engineering, LLC – Gainesboro, TN
2010 – 2012	Ownership Transition Period at Harbor Engineering, Inc.
2002 – 2010	President/CEO at Harbor Engineering, Inc. – Manheim, PA
1999 – 2002	Project Manager at RGS Associates, Inc. – Brownstown, PA
1998 – 1999	Civil Engineer at USInfrastructure, Inc. – Tulsa, OK
1997	Project Engineer at David B. Smith Engineering, Inc. – Clarksville, TN
1996 – 1997	Co-Owner at The Right Angle Surveying Company, Inc. – Clarksville, TN
1994 – 1996	Project Engineer at Patrick Engineering Inc. – Clarksville, TN

PUBLICATIONS:

Potter, D. W. (2019). *Integrated versus traditional curriculum: Moderating effects of gender and aptitude on high school ACT mathematics achievement* (Doctoral dissertation). Tennessee Tech University, Cookeville, TN. ProQuest Number: 13809953

Isbell, J. K., Baker, J. C., Potter, D. W., & Ezell, L. (2019). Rural working-class scholars' perspectives and experiences seeking post-secondary education. In *Adult Higher Education Alliance 43rd Annual Conference Proceedings*. Orlando, FL: AHEA.

- Isbell, J. K., Baker, J. C., Potter, D., & Ezell, L. (2019, April). *Research to Reconnect: Rural older adults' perspectives and experiences seeking post-secondary education*. Final report to the Tennessee Higher Education Commission.
- Motevalli, V., Potter, D., Meadows, J., & Galindo, C. (2019). STEM in Motion at Tennessee Tech University. <https://trid.trb.org/view/1715626>
- Chitiyo, G., Potter, D. W., & Rezsnyak, C. (2018). Impact of an Atoms-First Approach on Student Outcomes in a Two-Semester General Chemistry Course. *The Journal of Chemical Education*, 95(10), 1711–1716. doi:10.1021/acs.jchemed.8b00195
- Gajendragadkar, G., Boyd, J. A., Potter, D. W., Mellen, B. G., Hahn, G. D., & Shenai, J. P. (2000). Mechanical vibration in neonatal transport: A randomized study of different mattresses. *Journal of Perinatology*, 20(5). doi:10.1203/00006450-199904020-01177
- Potter, D.W. (1999). *A study of vibration in neonatal transport and torsion in structures under seismic excitation*. (Master's Thesis). Vanderbilt University, Nashville, TN.

PRESENTATIONS:

International: 0
 National: 5
 State: 9

DISSERTATION ADVISING:

Chair, Dissertation Committee (currently in process): 1 since 2020
 Member, Dissertation Committee (currently in process): 7 since 2020
 Member, Dissertation Committee (completed): 6 since 2020

UNIVERSITY SERVICE:

8/22 – present University Institutional Review Board
 8/18 – present University Faculty Development Steering Committee
 8/18 – present University Chairs and Program Directors Academic Learning Community

UNIVERSITY COURSES TAUGHT:

EDU 7420: Quantitative Inquiry in Education I (Tennessee Tech, 2021–present)
 EXPW 4900: Research Methods (Tennessee Tech, 2020–present)
 EDUP 7810: Supervised Practicum in Program Planning and Evaluation (Tennessee Tech, 2020–2021)
 ME 250: Engineering Statics (York College of Pennsylvania, 2009–2010)
 ENVE 415: Hydrology (Penn State at Harrisburg, 2001–2002)
 ENVE 417: Hydraulic Design (Penn State at Harrisburg, 2001–2002)

RESEARCH & FOUNDATION GRANTS:

Under review: 5 at \$2,321,996
Awarded: 15 at \$539,671
Not awarded: 15 at \$33,351,563

LICENSURE:

Professional Engineer: Pennsylvania, Tennessee, Kentucky
Professional Engineer (inactive): Ohio, West Virginia
Leadership in Energy and Environmental Design Accredited Professional (LEED AP)
TN Apprentice Teacher, inactive (Highly Qualified: 413 Mathematics & 417 Physics)

PROFESSIONAL SERVICE:

ASEE-SE – Conference Proposal Reviewer (2022)
SAGE – Book Proposal Reviewer (2022)
E4usa School Liaison (2021 – present)
TSIN Statewide Design Challenge Reviewer (2021 – present)
Southeastern STEM Education Research Conference Committee, Member (2018 – present)
Southeastern STEM Education Research Conference Committee, Conference Proposal Reviewer
STRIDE, Proposal Reviewer (2020 – 2021)
Jackson County GEAR UP Advisory Board, Member (2018 – present)
Jackson County CTE Advisory Board, Member (2018 – present)
Gainesboro Port Authority, Past Commissioner (2015 – 2018)
Manheim Borough Planning Commission, Past Board Member (2006 – 2009)
Manheim Area Economic Development Corporation, Past Board Member (2004 – 2008)
Manheim Rotary Club, Past President (2003 – 2005)
Chiques Creek Watershed Alliance, Past President / Founding President (2001 – 2003)

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Matthew Ryan Smith, Ed.D.
Professor
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Education

Ed.D., Vanderbilt University, December 2003
School Administration

Ed.S., Tennessee Tech University, December 1996
Educational Administration & Supervision

M.A., Tennessee Tech University, May 1993
Curriculum & Instruction

B.S., Tennessee Tech University, May 1991
Business Management

Academic Experience

University Administrative Experience

Dean, College of Education, Tennessee Tech University, October 2011-July 2014

Interim Dean, College of Education, Tennessee Tech University, July 2011-October 2011

Chair, Department of Curriculum & Instruction, College of Education, Tennessee Tech University, August 2007-June 2011

University Faculty Experience

Professor, Department of Curriculum & Instruction, College of Education, Tennessee Tech University, 2014-Present

Associate Professor, Department of Curriculum & Instruction, College of Education, Tennessee Tech University, 2009-2014

Assistant Professor, Department of Curriculum & Instruction, College of Education, Tennessee Tech University, 2003-2009

Professional Certifications

Tennessee Educational Licenses:

Professional Administrator License

Professional Teaching License: Business & Social Studies (Grades 7-12)

Professional Publications & Presentations

Smith, M.R. (2021). "The Architectural Designs of the Julius Rosenwald Schools (1912-1937)". Paper Accepted for Presentation at the Country School Association of America (CSAA) Virtual Conference, June 13-16, 2021.

Smith, M.R. (2021). "The Free Hill Rosenwald School: Educating Students for Character (1930-1965)". Paper Accepted for Presentation at the Country School Association of America (CSAA) Virtual Conference, June 13-16, 2021.

Smith, M.R. (2021). "The Wyoming Valley Grammar School: Frank Lloyd Wright's Country School". Paper Accepted for Presentation at the Country School Association of America (CSAA) Virtual Conference, June 13-16, 2021.

Smith, M.R. (2021). "The Free Hill Rosenwald School: Promoting a Culture of Character". Paper Accepted for Presentation at the 10th Annual Arts, Humanities, Social Sciences and Education Conference, Honolulu, Hawaii, June 9-11, 2021.

Smith, M.R. (2021). "The Free Hill Rosenwald School and Community: Promoting Character Development". Paper Submitted for Presentation at the World Future Forum Virtual Conference, April 22-23, 2021.

Smith, M.R. (2021). "The Free Hill Rosenwald School and Community: Promoting Students of Character". Paper Presented at the 19th Annual Hawaii International Conference on Education (Virtual), Honolulu, Hawaii, January 5, 2021.

Smith, M.R. (2020). "The Julius Rosenwald Schools (1917-1932): Promoting Hopeful Learning Environments and Communities". Paper Presented at the 18th Annual Hawaii International Conference on Education, Honolulu, Hawaii, January 4-7, 2020.

Smith, M.R. (2019). "The Hampton Rosenwald School and the Wyoming Valley Grammar School: Frank Lloyd Wright's Progressive Vision for Education". Paper Presented at the 17th Annual Hawaii International Conference on Education, Honolulu, Hawaii, January 5-8, 2019.

Smith, M.R. (2018). "The Free Hill Rosenwald School and Community: Providing Hope for the Future". Paper Presented at the 16th Annual Hawaii International Conference on Education, Honolulu, Hawaii, January 4-7, 2018.

Smith, M.R. (2017). “The Free Hill Rosenwald School: Educating Students for Character (1930-1965)”. Paper Presented at the 15th Annual Hawaii International Conference on Education, Honolulu, Hawaii, January 3-6, 2017.

Smith, M.R. (2016). “The Architectural Designs of the Julius Rosenwald Schools (1912-1937)”. Paper Presented at the 14th Annual Hawaii International Conference on Education, Honolulu, Hawaii, January 3-6, 2016.

Smith, M.R. (2014). Senior Personnel, “Project Inspire: A STEM Teacher Residency”. Grant Partnership Approved by the National Science Foundation (NSF) for the TTU College of Education, TTU Department of Chemistry, TTU Department of Mathematics, TTU Office of Research, the Public Education Foundation (Chattanooga), and the Hamilton County Department of Education. Total Funding Requested: \$3,000,000 over Three to Six Years.

Smith, M.R. (2013). Guest Editor, *Peabody Journal of Education* 88 (2), 121 pages. Peabody College of Vanderbilt University Nashville, Tennessee: Taylor & Francis Publishers, April 2013.

Smith, M.R. (2013). Author, “Character Education: Introduction, Evolution, and Current Trends”, *Peabody Journal of Education*, 88 (2), pp. 139-141. Peabody College of Vanderbilt University, Nashville, Tennessee: Taylor & Francis Publishers, April 2013.

Professional Service Activities

Chair, Tenure & Promotion Committees, Department of Curriculum & Instruction, College of Education, Tennessee Tech University

Member, Association for Supervision & Curriculum Development (ASCD)

Member, Country School Association of America (CSAA)

Member, Engagement Group, Tech Tomorrow Strategic Plan, Tennessee Tech University

Member, Faculty Research Committee, Tennessee Tech University

Member, Higher Education Administration Ph.D. Program Proposal Committee, College of Education, Tennessee Tech University

Member, University Art Committee, Tennessee Tech University

Benjamin B. Stubbs

850-830-8677 • benstubbsiv@gmail.com

EDUCATION

Ph.D. in Higher Education Administration

University of Tennessee, Knoxville, August 2014

Dissertation: *More Myself: Exploring Students' Perceptions of Self-Authorship Development*

Master of Science in College Student Personnel

University of Tennessee, Knoxville, December 2004

Bachelor of Arts in English Literature

University of West Florida, May 2002

Honors Graduate, Minor in Business Administration

ACADEMIC AND PROFESSIONAL APPOINTMENTS

Tennessee Technological University, *Cookeville, TN*

Assistant Vice President for Student Engagement, 2022-present

Interim Executive Director, University Housing & Residential Life, 2022-present

University of West Florida, *Pensacola, FL*

Director of Student Engagement, 2021-2022

Executive Director, Student Involvement and University Commons, 2020-2021

Interim Executive Director, Student Involvement and University Commons, 2019-2020

Associate Dean of Students, 2017-2020

Director of Student Involvement, 2017-2019

Associate Director, Student Involvement, 2012-2017

Assistant Director, Student Involvement, 2011-2012

The University of Tennessee, Knoxville, *Knoxville, TN*

Assistant Director for Programs and Assessment, RecSports, 2009-2011

Sport Clubs Program Director, RecSports, 2004-2009

ACADEMIC APPOINTMENTS

University of West Florida, *Pensacola, FL*

Adjunct Faculty, College of Education & Professional Studies, 2015-2021

- Designed and instructed courses in the College Student Affairs Administration M.Ed. program
- Assisted in admissions decisions, program outcomes mapping, and other coordination
- Designed and implemented program's first Comprehensive Assignment
- Serve on dissertation committees

College of Education & Professional Studies, University of West Florida

EDH 6369: Capstone Seminar – College Student Affairs Administration (2021-2022)

EDH 5070: Assessment Issues in Student Affairs (2019, 2021)

EDH 6948: Internship in Higher Education (2020)

EDH 6095: Directed Study – Educational Research (2016, 2019)

EDH 5040: The American College Student: Trends (2015-2018)

EDH 6045: Theories of College Student Development (2015-2017)

ACADEMIC APPOINTMENTS (cont'd)**University College, University of West Florida**

SLS 1990: Foundations for Academic Success (Leadership Section) (2016, 2017)

SLS 3990: Applied Leadership Development (2012-2014)

The University of Tennessee, Knoxville

FYS 205: Servant Leadership (2011)

FYS 101: First Year Studies (2005-2010)

DISTINCTIONS

Distinguished Alumnus Award, UWF Alumni Association, 2020

Nautilus Excellence Award, University of West Florida, 2017

Legacy Award, Phi Beta Sigma Fraternity, Inc. Honors Ball, 2017

Student Affairs Excellence Award, Univ. of West Florida, 2016

Staff Member of the Year, Phi Beta Sigma Fraternity, Inc. Honors Ball, 2016

Dissertation of the Year, Southern Association for College Student Affairs (SACSA), 2014

Distinguished Staff Member, Student Government Association, Univ. of West Florida, 2014

PUBLICATIONS

Stubbs, B. (2014). *More myself: Exploring students' perceptions of self-authorship development*. The University of Tennessee, Knoxville, TN. (Dissertation)

Stubbs, B. (2020). "That's the job": Agency and control in Greek life, student activities, and campus recreation. In M. W. Sallee (Ed.), *Creating Sustainable Careers in Student Affairs*. Sterling, VA: Stylus Press.

Stubbs, B., & Sallee, M. (2013). Muslim, too: Navigating multiple identities at an American university. *Equity & Excellence in Education*, 46(4), 451-467.

SELECT PRESENTATIONS

- Sallee, M.W., Kilma, K., Kortegast, C., Stubbs, B., & Yates, A. S. (2021). Dismantling Ideal Worker Norms in Student Affairs: A Workshop of Reflection and Action. Pre-conference workshop hosted during the NASPA Annual Conference.
- Stubbs, B., Moyer, A. & Snyder, E. (2018). Advising strivers: Creating involvement opportunities for working-class students. NASPA Annual Conference, Philadelphia, PA.
- Stubbs, B. (2014). More myself: Exploring students' perceptions of self-authorship development. Southern Association for College Student Affairs Annual Conference, Louisville, KY.
- Stubbs, B. (2011). American, too: The experience of Muslim students at a primarily white institution. Southern Association for College Student Affairs Annual Conference, Panama City, FL.
- Stubbs, B. (2019). Getting it: Overcoming barriers to thinking and talking about racism as a white person. UWF Kaleidoscope Conference, Pensacola, FL.
- Stubbs, B. (2009). Using the logic model for program design and evaluation. NIRSA Region II Conference, Athens, TN.

SERVICE AND INVOLVEMENT*Professional*

Assessment Coaching Work Group, NASPA, 2017-2018
Research and Assessment Committee, SACSA, 2014-2015
Lead Initiative Campus Contact, NASPA, 2014-2015
Campus Contact, Florida Campus Compact, 2014
Planning Committee, FL Student Activities & AFA Drive-In Conference, 2013
Annual Conference Evaluations Chair, SACSA, 2011
Student Professional Development Committee, NIRSA, 2010-2011
Region II Conference Programs Chair & Planning Committee, NIRSA Region II, 2010

Tennessee Technological University

Administrative Officer, Student Affairs Committee, 2022-present
Member, Information Technology Committee, 2022-present

University of West Florida

Chair, Student Life and Services Facility Committee, 2021-2022 (Member, 2020)
Chair, Events and Gatherings Sub-committee, COVID-19 Recovery Task Force, 2020-2022
Title IX Final Determination Officer, UWF, 2020-2022
Appeal Officer, UWF Office of Student Rights and Responsibilities, 2019-2022
Member, Campus Master Planning Committee, UWF, 2019-2022
Member, Facilities Planning Advisory Committee, UWF, 2019-2022
Sub-Committee Chair, UWF Founders Week Committee, UWF, 2018-2022
Member, Student Conduct Committee, UWF, 2012-2022
Committee Member and Instructor, Cross-Cultural Competence program, UWF, 2015-2019
Program Review Chair, College Student Affairs Administration M.Ed. Program, UWF, 2018
Course Lead, Open/Online Cross-Cultural Competence Course, UWF, 2017-2018
Title IX Lead Investigator, UWF, 2014-2017
Chair, Student Affairs Professional Development Committee, UWF, 2015-2017
Co-Chair, Homecoming Steering Committee, UWF, 2012-2017
Member, Argo Arrival Planning Committee, UWF, 2011-2016, (**Chair**, 2013, 2017-2022)
Trip Advisor, Alternative Spring Break, UWF, 2013-2016, 2019
Member, Higher Education Specialization Ed.D. Working Group, UWF, 2015
Member, Wellness Services Program Review Team, UWF, 2013
Member, Men's Engagement Initiative, UWF, 2012
Member, Student Affairs Assessment Committee, UWF, 2011-2013

University of Tennessee, Knoxville

Member, Instructor, Safe Zones Committee, UTK, 2009-2011
Member, Student Affairs Assessment Committee, UTK, 2007-2011
Member, Career Services Program Review Team, UTK, 2009
Facilitator, Life of the Mind (Common Read), UTK, 2008-2010
Team Leader, IMPACT Greek Leadership Retreat, UTK, 2008
Interim Program Advisor, Ignite Summit, UTK, 2008
Orientation Presenter, Substances and Sexual Assault Prevention, UTK, 2006-2010

Community

Board of Directors, Be Ready Alliance Coordinating for Emergencies, 2020-2022
Youth Soccer and Baseball Coach, Gulf Breeze Sports Association, 2011-2022
Leadership Pensacola Curriculum Committee, Chamber of Commerce, 2016, 2020-present
Leadership Pensacola, Pensacola Chamber of Commerce, 2015-2016
Fundraising Committee, Better Way to Give – LEAP Class Project, 2015-2016

**JEREMY
WENDT**

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931-372-3181

TTU Box 5042, Cookeville, TN 38505

EDUCATION

Tennessee State University	
Doctor of Education (Ed.D.): Educational Administration & Supervision	2007
Tennessee Technological University	
Education Specialist (Ed.S.): Instructional Leadership Instructional Leadership Licensure (III-B)	2005
Master of Arts (MA): Curriculum & Instruction Licensure and Certification (Grades 1-8)	2003
Bachelor of Science (B.S.) in Business Administration; General Management	2000

PROFESSIONAL EXPERIENCE

Tennessee Technological University	
Department Chair, Department of Curriculum & Instruction	2016-Present
Interim Department Chair, Department of Curriculum & Instruction	2013-2016
Professor, Department of Curriculum & Instruction Educational Technology	2017-Present
Associate Professor, Department of Curriculum & Instruction Educational Technology	2012-2017
Assistant Professor, Department of Curriculum & Instruction Educational Technology	2007-2012
Instructor, Department of Curriculum & Instruction Educational Technology	2003-2007

Courses taught:

(*online course / course developer)

Undergraduate

Graduate

FOED 1822: Introductory Field Experience & Orientation	<u>CUED 6440: Emerging Technologies in Education*</u>
FOED 2011: Introduction to Teaching & Technology	<u>CUED 6450: Internet Integration for Teach & Learning*</u>
FOED 3010: Integrating Instructional Tech Into the Class (Conducted with traditional methods & iLearn)	<u>CUED 6800: Field Experience*</u>
FOED 3240: Instructional Technology I	<u>CUED 7530: Designing Integrated Tech Environments*</u>
ELED 3150: Teaching of Mathematics	<u>CUED 7801: Lab and Field Experiences in Education/Technology Focus*</u>
ELED 4140: Science for Elementary Teachers	<u>INSL 6560: Technology for Administrators*</u>
Graduate Assistant, Tennessee Technological University:	2002-2003
Substitute/Leave Teacher, Business Dept: White County High School	1999-2000

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DEPARTMENT CHAIR RESPONSIBILITIES/ACCOMPLISHMENTS

The Department of Curriculum & Instruction offers diverse undergraduate and graduate programs at Tennessee Tech’s main campus as well as eight additional sites across the state of Tennessee. The professionalism and expertise of the faculty and staff creates an environment of collaboration, collegiality, and academia that enables the tremendous successes and accomplishments of this department.

University/College of Education

University: Course Scheduling & Space Utilization Task Force	2020-2021
University: Faculty Annual Evaluation Working Group	2020-2021
University: Chairs Scheduling Task Force	2020-2021
SACSCOC Committee Member (9.1, 9.2)	2020-2021
University: Strategic Plan Implementation Group	2018-2019
Provost Search Committee	2017-2018
Faculty Senate Elected Representative	2015-2018
Subcommittee: Policy & Procedures Cmte	
College of Education Executive Leadership Council	2013-Present
Graduate School Executive Committee Member	2013-Present
University Curriculum Committee, Chair	2016-Present
University Curriculum Committee Member	2013-Present
Teacher Education Committee Member, Chair	2013-Present
Bartoo Hall Building Coordinator	2013-Present
Academic Council Elected Representative	2015-2018
SACSCOC Compliance Certification Committee Member	2014-2016
SACSCOC Faculty Credentials Committee Member	2014-2016
Tennessee Association of Colleges for Teacher Ed Spring/Fall Conference	2013-Present

Departmental service highlights

Budget responsibility

- Balanced budget annually since 2013
- Annual/ongoing: Oversee, forecast, and expend departmental budget of approximately \$900,000
- Signature approvals for travel, requisitions, operating, budget transfers, and indirect costs

Program creation/submission/coordination

Supported/coordinated over twenty degree programs, concentrations, licensure, and certificate programs

Graduate/Undergraduate Course Scheduling Highlights

- (2020-2021) Responsible for coordinating/overseeing:
- Fall 2020: 39 full-time faculty members, 22 adjunct faculty members, 220 courses
- Spring 2021: 38 full-time faculty members, 20 adjunct faculty members, 210 courses

Staff/Graduate Assistant/Student Workers

- (2020-2021) Oversee three full-time administrative associates
- 12 graduate assistants
- 3-5 student workers per year

Faculty evaluation process

(2019-2021) Evaluated and submitted 38 faculty evaluations for the academic year

Signature authority

- Graduate programs of study (~90 annually)
- Graduate/Undergraduate course substitutions
- Grant applications
- Leave reports
- Graduate/undergraduate substitutions

*Selected professional highlights:***GRANT INVOLVEMENT*****Large-scale (>\$100,000)***

- Co-PI: TN Department of Education: *Grow Your Own (GYO) competitive grants* **2021-2024**
 PI: Julie Baker
 Co-PIs: Amy Brown, Lisa Zagumny
 (Funded: Five distinct applications: \$500,000)
- Co-PI: TN Department of Education: *Special Education Add-on Endorsement competitive grant* **2020-2021**
 PI: Julie Baker
 Co-PIs: Amy Brown, Lisa Zagumny
 (Funded: \$124,990)
- Co-PI: *Project Inspire STEM Teacher Residency* **2014-2021**
 National Science Foundation (NSF) Noyce Application
 PI: Jeffrey Boles, Chemistry
 Co-PIs: Robert Sharpe, Hamilton County School District; Dan Challener, PEF
 (Funded: \$2,878,880)

PUBLICATIONS/MANUSCRIPTS/EDITORIAL***Books, book chapters, and book editorial***

- Gibson, D.C. & Ochoa, M.N (2020). Research Highlights in Technology and Teacher Education 2020. *Association for the Advancement of Computing in Education (AACE)*. (J. Wendt, Manuscript Reviewer)
- Wendt, S., Beach, J., & Wendt, J. (2020) 3D Printing: Practical Applications for K-16 Education. Khine, M., & Ali, N (Eds.) *Integrating 3D Printing into Teaching & Learning: Practitioner's Perspectives*. Brill/Sense, 2020.
- Gibson, D.C. & Ochoa, M.N (2019). Research Highlights in Technology and Teacher Education 2019. *Association for the Advancement of Computing in Education (AACE)*. (J. Wendt, Manuscript Reviewer)
- Wendt, J., & Beach, J. (2018) Strategies for Engaging and Motivating the Middle Level Virtual Learner. Eisenbach, B., & Greathouse, P. (Ed.), *The Online Classroom: Resources for Effective Middle Level Virtual Education*.

Appendix 11

KATHERINE W. WILLIAMS, Ed.D.
 1000 N. Dixie Ave, RUC 214, Cookeville, TN 38505
 931-372-6758 (office) | kwilliams@tntech.edu

OVERVIEW

Accomplished doctoral level student affairs practitioner with 15 years of progressive leadership experience. Demonstrated abilities in the areas of effective communication, executive leadership, personnel management, policy creation and interpretation, compliance, and program development in the Tennessee Tech student affairs division. Extensive background in development, coordination, administration, budgeting, assessment, and reporting of programs, services, and activities. Strong commitment to promoting diversity, leadership, and inclusive involvement within all aspects of student life, services, and events.

7.2

CORE COMPETENCIES

- **Communication:** Proven ability to communicate and collaborate across internal departments, campus constituents, and the board of trustees as well as external stakeholders and legislative entities in the execution and implementation of strategies, policies, and activities across all areas of student affairs and the university.
- **Executive Leadership and Personnel Management:** Effectively hire, supervise, and evaluate full time administrative and clerical employees, graduate assistants, student workers, and interns. Developed short and long term objectives with measurable outcomes for each area of oversight to enhance student engagement, outcomes, and satisfaction.
- **Policy Development, Interpretation, and Compliance:** Extensive experience with the entire process of policy and rule creation, adoption, and revision to provide clear and sound policies for matters related to student life. Well versed in compliance mandated by the federal government such as the Family Educational Rights and Privacy Act, Americans with Disabilities Act, Clery Act, and the U.S. Department of Education Title IX guidance along with state mandates related to student judicial due process, free speech, and professional certifications required for some student affairs practitioners.
- **Program, Services, and Activities Development:** Extensive experience in developing and enhancing programs, activities, and events that improve academic, co-curricular, and experiential learning outcomes that lead to the development of career-ready students. Empowering students to organize and work together to achieve goals, gain leadership experience, raise awareness and funding for causes for which they feel passionate, and to produce experiences students find meaningful.
- **Diversity, Inclusion, and Accessibility:** Advocate for and demonstrated commitment to diversity, inclusion, and accessibility in all facets of student life. Actively encourage a culture that attracts and supports a diverse campus environment.
- **Budgeting, Planning, Assessment, and Reporting:** Ability to accomplish short and long term goals that inform financial decisions through metrics that are objective focused, prioritized for maximum positive student impact and cost-efficiency of the university budget, and communicated through institutional effectiveness reporting.
- **Organization and Prioritization:** Strong capacity to organize and prioritize multiple projects simultaneously. Effective time-management skills with a keen ability to follow through on efforts to achieve optimum results.

KATHERINE W. WILLIAMS, Ed.D.

EDUCATION

- Ed.D. Educational Leadership – Doctor of Education.** University of the Cumberlands, Williamsburg, KY. 2018
 Dissertation: *Perspectives of Medical Amnesty between Student Conduct Professionals and Campus Mental Health Professionals.* (2018).
- Ed.S. Educational Psychology and Counselor Education.** Tennessee Technological University, Cookeville, TN. 2012
- M.A. Educational Psychology and Counselor Education.** Tennessee Technological University, Cookeville, TN. 2005
 Thesis: *Differences in Contributory Attitudes between Greek Affiliated and Non-Affiliated Individuals toward Hazing Behavior at Tennessee Technological University.* (2005).
- B.A. Political Science.** University of Tennessee, Knoxville, TN. 2003

PROFESSIONAL EXPERIENCE

TENNESSEE TECH UNIVERSITY2005 – Present
 Division of Student Affairs, Cookeville, TN

Dean of Students February 2017 – Present

Interim Dean of Students October 2015 – January 2017

- Responsible for addressing all matters that fall within the scope of the student conduct policy.
- Serve as a point of contact for questions or concerns of students, faculty, staff, parents, and the community regarding student life.
- Develop, interpret, revise, and enforce rules, policies, and procedures.
- Lead the behavioral intervention team (BIT) to coordinate resource-based interventions for students who are experiencing adverse circumstances with the goals of providing assistance to the individual students and keeping our campus community healthy and safe.
- Provide leadership and oversight for all Student Activities & Campus Life and Greek Life & University Programming functions listed below (except for the Campus Compass that was assigned to report to another department in August 2018).
- Serve as advisor to the Student Government Association (August 2018- Present)

Director of Student Activities and Campus Life July 2014 – September 2015

In addition to the Coordinator of Greek Life and University Programming functions:

- Oversight of the registration, activities, and annual reporting of approximately 215 recognized student organizations.
- Serve building coordinator for Roaden University Center responsible for scheduling and improvements.
- Responsible for the operation of the Campus Compass Information Center.

Coordinator of Greek Life and University Programming August 2005 – June 2014

- Advise 21 Greek organizations encompassing approximately 900 students.
- Plan and execute 40 or more Tech Activities Board (TAB) events and activities and negotiate approximately 25 contracts with businesses or agencies each year.
- Manage a budget of \$60,000-\$100,000 for student events, programs, and activities.
- Direct all collegiate homecoming competitions and organized the homecoming parade.
- Coordinate bi-annual SOLO events concerts, managing a budget of approximately \$150,000 per show.

KATHERINE W. WILLIAMS, Ed.D.**CURRENT PROFESSIONAL ASSOCIATIONS**

<i>Association for Student Conduct Administration (ASCA)</i>	2016 – Present
<i>Student Affairs Administrators in Higher Education (NASPA)</i>	2013 – Present

PAST PROFESSIONAL ASSOCIATIONS

<i>Association for American College Personnel Association (ACPA)</i>
<i>Association of Fraternity Advisors (AFA)</i>
<i>Southeastern Panhellenic Association (SEPA)</i>
<i>North American Interfraternity Conference (NIC)</i>

TEACHING EXPERIENCE

<i>FOED 1820 – College of Education – Tennessee Tech University</i>
<i>FOED 2011 – College of Education – Tennessee Tech University</i>

COMMITTEES & TEAMS

<i>Preview Day Planning Committee</i>	2019 – Present
<i>Safety and Environmental Committee</i>	2019 – Present
<i>Building and Grounds Committee</i>	2019 – Present
<i>Information Technology Committee</i>	2019 – Present
<i>Derryberry Award Selection Committee</i>	2018 – Present
<i>Coordinated Community Response Team (Project Awaken)</i>	2017 – Present
<i>Lighting the Quad Committee</i>	2017 – Present
<i>Sustainable Campus Committee</i>	2016 – Present
<i>Student-Athlete Appeals Committee</i>	2016 – Present
<i>Behavioral Intervention Team (Chairperson since 2018)</i>	2015 – Present
<i>University Judicial Council (Executive Officer since 2015)</i>	2015 – Present
<i>Center Stage Committee</i>	2015 – Present
<i>Space Allocation Committee</i>	2015 – Present
<i>Campus Space Utilization and Allocation Committee</i>	2015 – Present
<i>Centennial Committee</i>	2014 – 2016
<i>Student Affairs Committee (Executive Officer since 2018)</i>	2012 – Present
<i>Student Affairs Sub-Committee on Student Organizations</i>	2012 – 2017
<i>Faculty Head Search Committee for Residential Villages</i>	2010 – 2011
<i>Leadership and Governance Committee for Residential Villages</i>	2009 – 2010



Higher Education Ph.D. Proposed Program of Study (Full Time)

T # _____
 Name _____

Last
First
Middle

Ph.D. Major: Higher Education (HRED)
 Concentration: _____

7.2

Courses					Transfer / Substitution Information		Term Completed
Course Description	Course Type	Course Number	Credit Hours	Grade	Transfer From / Subbed Course	Equivalent TTU Course #	
Seminar in Higher Education	core	HRED 7000	1				Fall 2023
Trends & Issues in Higher Education	core	HRED 7010	3				Fall 2023
Quantitative Inquiry in Education I	research	EDU 7420	3				Fall 2023
Public Policy & Higher Education Law	core	HRED 7040	3				Spring 2024
Educational Technologies, Design, & Innovation in Higher Education	core	HRED 7050	3				Spring 2024
Ethical Aspects of Higher Education	core	HRED 7020	3				Summer 2024
Research Design	research	EDU 7300	3				Summer 2024
College Access, Affordability, & Student Success	program	HRED 7140	3				Fall 2024
Fundamentals of Data Science	program	HRED 7160	3				Fall 2024
Trends & Structure of Higher Education Administration	program	HRED 7110	3				Spring 2025
Applications of Data Analysis	program	HRED 7170	3				Spring 2025
Leadership Development & Transformation	program	HRED 7130	3				Summer 2025
Data Manipulation, Analytics, & Visualization	program	HRED 7180	3				Summer 2025
College & University Finance	core	HRED 7030	3				Fall 2025
Predictive Analytics	program	HRED 7190	3				Fall 2025
Organizational & Leadership Theories	program	HRED 7120	3				Spring 2026
Program Planning: Higher Education Administration	program	HRED 7150	3				Spring 2026
Research Seminar in Education	research	EDU 7920	3				Spring 2026
Research & Dissertation	dissertation	EDU 7990	6				Summer 2026
Research & Dissertation	dissertation	EDU 7990	9				Fall 2026
		total credits	67				

Do you anticipate using Human Subjects in your research? If yes, IRB approval is required prior to beginning dissertation research. See your advisor for more information.

Yes

 No

PhD final GPA: _____

Total hours: 5000-level _____ 6000-level _____ 7000-level _____ PhD expires (8 years) _____ term _____ year _____

APPROVED ADVISORY COMMITTEE

	Chairperson		date		
	Co-Chair or Member		date	Departmental Chairperson	
	Member		date		
	Member		date	Associate Dean or Director of Doctoral Programs	
	Member		date	College of Graduate Studies Designee	

Appointment of Advisory Committee

I hereby request that the following members of the Graduate Faculty be appointed to serve on my Graduate Advisory Committee (*please type in full committee member names below*):

Chairperson

Co-chair or member

Member

Member

Member

Member

Member

Student's signature: _____

Date: _____

Student T number: _____

Approved _____
Jeremy Wendt, Ed.D. – Departmental Chairperson

Date: _____

Approved _____
Ashley B. Akenson, Ph.D. – CoEd Director of Graduate Programs

Date: _____

Approved _____
College of Graduate Studies Designee

Date: _____

7.2



Higher Education Ph.D. Proposed Program of Study (Part Time)



T # _____
 Name _____

Last
First
Middle

Ph.D. Major: Higher Education (HRED)
 Concentration: _____

Courses					Transfer / Substitution Information		Term Completed
Course Description	Course Type	Course Number	Credit Hours	Grade	Transfer From / Subbed Course	Equivalent TTU Course #	
Seminar in Higher Education	core	HRED 7000	1				Fall 2023
Quantitative Inquiry in Education I	research	EDU 7420	3				Fall 2023
Public Policy & Higher Education Law	core	HRED 7040	3				Spring 2024
Research Design	research	EDU 7300	3				Summer 2024
Trends & Issues in Higher Education	core	HRED 7010	3				Fall 2024
Educational Technologies, Design, & Innovation in Higher Education	core	HRED 7050	3				Spring 2025
Ethical Aspects of Higher Education	core	HRED 7020	3				Summer 2025
Fundamentals of Data Science	program	HRED 7160	3				Fall 2025
Applications of Data Analysis	program	HRED 7170	3				Spring 2026
Data Manipulation, Analytics, & Visualization	program	HRED 7180	3				Summer 2026
Predictive Analytics	program	HRED 7190	3				Fall 2026
Trends & Structure of Higher Education Administration	program	HRED 7110	3				Spring 2027
Leadership Development & Transformation	program	HRED 7130	3				Summer 2027
College Access, Affordability, & Student Success	program	HRED 7140	3				Fall 2027
College & University Finance	core	HRED 7030	3				Fall 2027
Organizational & Leadership Theories	program	HRED 7120	3				Spring 2028
Program Planning: Higher Education Administration	program	HRED 7150	3				Spring 2028
Research Seminar in Education	research	EDU 7920	3				Summer 2028
Research & Dissertation	dissertation	EDU 7990	6				Fall 2028
Research & Dissertation	dissertation	EDU 7990	9				Spring 2029
		total credits	67				
Do you anticipate using Human Subjects in your research? If yes, IRB approval is required prior to beginning dissertation research. See your advisor for more information.					Yes		No
PhD final GPA:							

7.2

Total hours: 5000-level _____ 6000-level _____ 7000-level _____ PhD expires (8 years) _____ **term** _____ **year** _____

APPROVED ADVISORY COMMITTEE

	Chairperson		date		
	Co-Chair or Member		date	Departmental Chairperson	date
	Member		date		
	Member		date	Associate Dean or Director of Doctoral Programs	date
	Member		date		
				College of Graduate Studies Designee	date

Appointment of Advisory Committee

I hereby request that the following members of the Graduate Faculty be appointed to serve on my Graduate Advisory Committee (*please type in full committee member names below*):

Chairperson

Co-chair or member

Member

Member

Member

Member

Member

Student's signature: _____

Date: _____

Student T number: _____

Approved _____
Jeremy Wendt, Ed.D. – Departmental Chairperson

Date: _____

Approved _____
Ashley B. Akenson, Ph.D. – CoEd Director of Graduate Programs

Date: _____

Approved _____
College of Graduate Studies Designee

Date: _____

7.2

Appendix 13

Crosswalk - Program Outcomes & Courses

			1. Provide opportunities to explore and analyze data science and its relationship to student learning and success	2. Prepare candidates to effectively understand higher education research and policy to address challenges and initiate data informed change	3. Develop innovative scholars who are equipped to advocate for student success and research-based / data science guided best practices at the college level	4. Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem	5. Build professional capacity and competencies in higher education topics such as immersive / augmented realities and innovative instructional technologies as they relate to and inform ethics, finance, access, affordability, organization, culture, persistence, and college life	6. Engage candidates in rich field experiences through which they develop and apply data science while working with leaders in the field
Core	HRED 7000	Seminar in Higher Education						
	HRED 7010	Trends & Issues in Higher Education						
	HRED 7020	Ethical Aspects of Higher Education						
	HRED 7030	College & University Finance						
	HRED 7040	Public Policy & Higher Education Law						
	HRED 7050	Educational Technologies, Design, & Innovation						
Higher Education Administration	HRED 7110	Trends & Structure of Higher Ed Admin						
	HRED 7120	Organizational & Leadership Theories						
	HRED 7130	Leadership Development & Transformation						
	HRED 7140	College Access, Affordability, & Student Success						
	HRED 7150	Program Planning: Higher Education Administration						
Data Science	HRED 7160	Fundamentals of Data Science						
	HRED 7170	Applications of Data Analysis						
	HRED 7180	Data Manipulation, Analytics, & Visualization						
	HRED 7190	Predictive Analytics						
Research	EDU 7300	Research Design						
	EDU 7420	Quant Inquiry I						
	EDU 7920	Research Seminar in Higher Education						

7.2




EMILY HOUSE
Executive Director

BILL LEE
Governor

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
312 ROSA L. PARKS AVENUE, 9TH FLOOR
NASHVILLE, TENNESSEE 37243
(615) 741-3605

7.2

TO: Lori Bruce, Provost and Vice President for Academic Affairs
Tennessee Technological University

FROM: Betty Dandridge Johnson, Chief Academic Officer 
Tennessee Higher Education Commission

SUBJECT: Tennessee Technological University
Letter of Notification: Higher Education, Doctor of Philosophy

DATE: January 19, 2022

Thank you for the submission of the Letter of Notification (LON) for the Higher Education, Doctor of Philosophy (PhD) program. Per THEC Policy A1.0 *New Academic Programs: Approval Process*, the LON is evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

After reviewing the revised LON, I approve Tennessee Technological University's (TTU) plan to develop the New Academic Program Proposal (NAPP) for the Higher Education, PhD program. As TTU continues to develop the proposed program, all concerns italicized on the attached LON evaluation must be reflected in the NAPP. It is understood the proposed program will be developed in accordance with the mission of TTU and will meet the Master Plan for Tennessee Postsecondary Education 2015-2025 degree completion and workforce development objectives.

The LON projects implementation of an approved Higher Education, PhD program in Fall 2023. Please be advised that the approval and the attached LON evaluation will be posted on the THEC website for public disclosure.

Attachment

cc: Emily House, THEC Executive Director
Philip Oldham, TTU President
Lisa Zagumny, TTU Dean College of Education
Jeremy Wendt, TTU Chair Department of Curriculum & Instruction

**Tennessee Higher Education Commission
Letter of Notification Evaluation**



January 19, 2022

The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process*. The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15-day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination to support, not to support, or defer a decision based on a revised LON.

7.2

Institution: Tennessee Technological University	LON Submission Date: July 14, 2021 LON Resubmission Date: September 27, 2021 LON Resubmission Date: December 13, 2021
Academic Program, Degree Designation: Higher Education, Doctor of Philosophy (PhD) Concentrations: <ul style="list-style-type: none"> ▪ Higher Education Administration ▪ Student Affairs 	
Proposed CIP Code: 13.0406 (Higher Education/Administration)	
Proposed Implementation Date: Fall 2023	
Time Period Posted on Website for Public Comment: July 15 – July 29, 2021	
Program Liaison: Jeremy Wendt (jwendt@tntech.edu), Chair & Professor, Curriculum & Instruction	

Note: Comments in italics within this document should be addressed in the New Academic Program Proposal (NAPP).

Criteria	Comments
Letter of Support from President/Chancellor	<ul style="list-style-type: none"> ▪ A letter of support dated June 25, 2021 from President Oldham was included in the LON submission. ▪ The proposed program was approved by the TTU Board of Trustees on June 24, 2021.
Background on Academic Program Development	<ul style="list-style-type: none"> ▪ The proposed PhD in Higher Education was developed in the process of creating the 2018 Tech Tomorrow strategic plan. A working group found that TTU had a gap in educational programs related to Higher Education as compared to peer institutions. ▪ TTU has received inquiries from the TTU community expressing interest in a HE doctoral program.
Purpose and Nature of Program	<ul style="list-style-type: none"> ▪ Tennessee Tech is proposing a self-paced, 79-credit hour online Higher Education PhD program to be completed in four years depending on a student’s enrollment. ▪ The core objective of the proposed program is to prepare professionals to “leverage robust and complex data across educational systems – both P-12 and postsecondary – to better understand student access, persistence, and success.” ▪ The proposed program will feature two concentrations – Higher Education Administration and Student Affairs.

	<ul style="list-style-type: none"> ▪ The program will be grounded in data science and technological innovation and will include 18 credit hours of research course work including a three-course sequence in both qualitative and quantitative research. ▪ The proposed program is designed for students pursuing careers as academic faculty, administrators, policy analysts, and educational researchers who are interested in leading colleges and universities, state higher education agencies, foundations, and related associations. ▪ Students admitted from undergraduate programs will be able to earn a master's degree on the way to the PhD. <i>What type of master's degree will students earn? In the NAPP, please include a program of study for students that will earn a master's degree.</i> ▪ The proposed program will provide theoretical and research-based information that can be adapted to any postsecondary education leadership role with the ability to improve college access, student success, and persistence to completion. The program will: <ul style="list-style-type: none"> ○ Provide opportunities to explore and analyze data science and its relationship to student learning and success. ○ Prepare candidates to effectively understand higher education research and policy to address challenges and initiate data informed change. ○ Develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices at the college level. ○ Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem. ○ Build professional capacity and competencies in higher education topics such as immersive/augmented realities and innovative instructional technologies as they relate to and inform ethics, finance, access, affordability, organization, culture, persistence, and college life. ○ Engage candidates in rich field experiences through which they develop and apply data science skills while working with leaders in the field ▪ Students will complete a practicum to leverage their research skills and data analysis on critical issues facing higher education.
<p>Alignment with State Master Plan and Institutional Mission</p>	<ul style="list-style-type: none"> ▪ The proposed program will support the state's goals for student success by: <ul style="list-style-type: none"> ○ Ensuring the academic readiness of students and the alignment of the desires and aspirations of the student and the goals of the proposed program, the provision of extra supports and interventions when needed, and peer mentoring. ○ Providing a completely online program to serve students unable to come to campus. ○ Providing completion services and career readiness programs to support the doctoral students in the program

	<ul style="list-style-type: none"> ▪ The proposed program will contribute to family prosperity by: <ul style="list-style-type: none"> ○ Providing an affordable option to pursue doctoral studies and have a positive return on investment. ○ Ensuring transparency and continued improvement through the program review and academic auditing and evaluation process at TTU. ○ Ensuring outreach to adult learners to help boost their annual earnings through additional education. ▪ The proposed program will contribute to the state’s future workforce needs by: <ul style="list-style-type: none"> ○ Leveraging TTU’s expertise in STEM education to train administrators and researchers to enhance the quality of the state’s production of STEM professionals. ○ Enhancing data science skills will help students develop necessary skills that will help them serve institutions that are becoming more technologically adept. ○ Capitalizing on the work-based learning opportunities provided by students currently employed at institutions of higher education and the proposed 15 semester hours of practicum experiences students will receive. ▪ The proposed program aligns with the institutional mission of TTU by continuing the tradition of Tech leading innovation and STEM-driven curriculum. ▪ TTU has a Carnegie classification of Doctoral University: Moderate Research. The proposed program will continue to allow TTU to maintain this classification.
<p>Institutional Capacity to Deliver the Proposed Program</p>	<ul style="list-style-type: none"> ▪ The proposed program will be supported by existing faculty and current administrators at TTU who are qualified to serve as graduate faculty. ▪ Adjunct faculty will supplement full-time faculty loads. ▪ A total of three new graduate assistant positions will be requested in year one, two, and three ▪ Two new FTE faculty positions will be requested in year two and three of the proposed program. ▪ The College of Education’s Director of Graduate Programs will serve as program director. ▪ <i>Please explain how this program might impact other doctoral programs at TTU.</i>
<p>Existing programs offered at public and private Tennessee institutions</p>	<ul style="list-style-type: none"> ▪ Two Tennessee public universities offer PhD’s in Higher education – the University of Tennessee, Knoxville (CIP 13.0406 - Higher Education/Administration), and University of Tennessee, Chattanooga (CIP 13.0401 – Educational Leadership). ▪ Many institutions offer EdD degrees in related CIP’s. <ul style="list-style-type: none"> ○ 13.04.06 – Higher Education/Administration: Union University, University of Memphis, Vanderbilt University. ○ 13.04.01 – Educational Leadership and Administration: East Tennessee State University, Tennessee State University,

	<p>University of Tennessee, Chattanooga, Freed-Hardeman, Lincoln Memorial, Lipscomb.</p> <ul style="list-style-type: none"> ○ 13.0404 – Educational, Instructional, and Curriculum Supervision: Trevecca Nazarene University ○ 13.0499 – Educational Administration and Supervision, Other: Carson Newman. ○ Higher Education Concentrations exist in EdD programs at Austin Peay State University (CIP 13.0401), and Middle Tennessee State University (CIP 13.0406). <ul style="list-style-type: none"> ▪ The proposed program is distinctive because of its commitment to technological innovation, its data science core, and its partnerships. ▪ Existing partnerships between TTU and educational institutions will enable students to collect and/or analyze a wealth of educational data through their program of study.
Feasibility Study	
Student Interest	<ul style="list-style-type: none"> ▪ Current TTU undergraduate seniors, graduate students, P-12 partners, TTU faculty and staff, as well as TTU alumni were invited to complete a survey to gauge student interest. 16,152 surveys were distributed, and 978 participants completed some survey questions. <ul style="list-style-type: none"> ○ 32 percent indicated considerable interest in attaining a PhD in higher Education, 41 percent indicated moderate interest, and 28 percent had no interest. ○ Of respondents who expressed at least moderate interest in the program, 80 percent indicated interest in enrolling within two years, and approximately 60 percent indicated a preference for full-time enrollment. ○ Almost 70 percent of respondents indicated a Graduate Assistant position would influence their decision to enroll.
Local and regional need	<ul style="list-style-type: none"> ▪ BLS data indicate 100 jobs available in the North Central Tennessee Non-Metropolitan area; 170 in Nashville; and 140 in Chattanooga for “education administration, postsecondary” positions. ▪ CUPA-HR data demonstrates the salary range for educational administration positions is not dependent on possessing an advanced degree in higher education. However, graduates of the proposed program may enter an occupation area with a potential salary range from approximately \$89,000 to \$191,000. ▪ An overview of current job openings at TTU, Motlow State Community College, Roane State Community College, and Volunteer State Community college show 20 open higher education administration jobs which graduates of the proposed programs could qualify for, though not all require an earned doctorate.
Employer need/demand	<ul style="list-style-type: none"> ▪ BLS data shows a four percent growth projection for management positions in higher education nationally from 2019 to 2029. ▪ BLS data shows a six percent employment growth rate at universities and a four percent growth rate at community colleges between 2019-2029. ▪ BLS data and many current job openings are included in the appendices to support the long-term employer need.

<p>Future sustainable need/demand</p>	<ul style="list-style-type: none"> ▪ Letters of support were included from a variety of education and nonprofit leaders supporting the development of the proposed PhD in Higher Education from the following: <ul style="list-style-type: none"> ○ Deans for Impact – Peter Fishman, VP of Strategy ○ Highlands Economic Partnership – Amy New, President and CEO ○ Lincoln Memorial University – Clayton Hess, President ○ Motlow State Community College – Michael Torrence, President ○ National Institute for Excellence in Teaching - Candice McQueen, Chief Executive Officer ○ Roane State Community College – Chris Whaley, President ○ TTU – Brandon Johnson, VP for Enrollment Management and Career Placement; Cynthia Polk-Johnson, VP for Student Affairs
<p>Program costs/revenues and THEC Financial Projection Form</p>	<ul style="list-style-type: none"> ▪ The proposed program anticipates \$2,000 in equipment costs for years 2 and 3 as it relates to laptops, software, and printers for new FTE faculty. ▪ To assist in supplementing full-time faculty loads, \$15,000 a year is being allocated for adjunct faculty. ▪ Two new FTE faculty positions will be requested during year 2 at \$85,800 including base salary and benefits and year 3 at \$88,374 including base salary and benefits of the proposed program. ▪ Three Graduate Assistantships (GA) will be funded at approximately \$25,000 per position. One position will be added in year one, a second in year two, and the third in year three. ▪ Operating funds include \$2000 in travel funds in years 2-3, \$3000 in travel funds for years 4-5, and \$4000 in travel funds for years 6-7. ▪ TTU expects the program to be revenue generating from a combination of tuition and fees beginning in year one. ▪ <i>Please include anticipated costs for external program review to the planning year in the financial projections form and any associated narrative.</i>
<p>Public comments</p>	<ul style="list-style-type: none"> ▪ No public comments were received.

Appendix 15

Friday, October 14, 2022

Dr. Lisa Zagummy
Dean, College of Education
1 William L Jones Dr
Cookeville, TN 38505

Dr. Zagummy,

The purpose of this letter is to provide my feedback and recommendation on the changes made to the Ph.D. in Higher Education proposed by Tennessee Tech University. I appreciated the opportunity to review the modifications. In the earlier iteration, I know some concerns included missing ACPA/NASPA Competencies, an excessive number of credits, unclear sequencing of courses, unclear integration of data science, and the overall course and program objectives.

I served as one of the two external reviewers who met with faculty, potential students, administrators, and stakeholders during the June 21-22, 2022, external review. Significant changes were made to the program based on feedback from the external review and this letter speaks to my review of these changes. I reviewed the revised course syllabi, a program plan of study, the external review response, a program outcomes map, and a professional competencies map. After reviewing these documents, the amount of effort and intentionality that went into the revisions is evident. Below, I review each area and my assessment of the modifications.

Courses

In the previous review, one area of concern included the sequencing of the courses. After reviewing the plan of study and course syllabi, it is evident that this program has integrated data science throughout the program but also developed relevant tracks comparable with other degrees in the field. Furthermore, the courses are more developed with appropriate and suitable objectives to the program's objectives and the field's current trend.

Curriculum Maps

After I reviewed the curriculum maps, it was easy to ascertain which courses align with each NASPA/ACPA competencies. Additionally, the course crosswalk was extremely helpful in seeing each course's role within the program and the different areas (i.e., core, research, higher education, and student affairs). These documents will also assist with assessment and program improvements as the program evolves.

Credit Hours

One of the main concerns was the number of credit hours in the previous iteration. The credits required for program completion are now 67, which is still a bit high compared to other programs in the field, but justifiable given the data science integration in the program. Without this integration, it would be an area of concern, but a student interested in the program could easily differentiate the seven credit hours from this program and another.

Conclusion

It is my professional opinion that the revisions made to this proposal for the Ph.D. in Higher Education place it as a top-tier program that could draw a lot of professional interest in today's data-driven market of higher education. Given the stakeholders we met, I also think a future track could be rural populations. That would provide an additional market niche currently underserved. I believe this program is ready for approval in its revised format.

Sincerely,



Dr. Matt Varga

Professor, Higher Education Administration

Interim Dean

Graduate School

University of West Georgia

1601 Maple Street, Carrollton, GA 30118

p: (678) 839 - 6569

mvarga@westga.edu

Appendix 16

Assistant/Associate Professor in Higher Education Administration

Job Title

Assistant/Associate Professor

Job Purpose

Teach online courses in the Higher Education Ph.D. program, mentor and advise graduate students, seek external funding for research, engage in program planning and evaluation, provide service to the profession, department, college, and university

Essential Functions

- Teach, mentor, and advise graduate students in the online Ph.D. program in Higher Education
- Maintain a cutting-edge scholarly research agenda, including actively seeking and securing external funding
- Chair and serve on dissertation committees
- Engage in program and course coordination and development processes as well as on-going program planning and evaluation
- Actively participate in professional associations at the local, state, regional, national, and international levels
- Provide services to fulfill the mission of the department, college, university, and other educational/professional organizations

Minimum Qualifications

- An earned doctorate degree in Higher Education Administration or related relevant field by the time of appointment
- Experience developing and teaching online courses
- Experience using data science in areas of expertise
- Potential to develop a robust research agenda in area(s) of expertise in higher education
- Potential to secure external funding in area(s) of expertise in higher education
- Identify with the higher education administration profession as evidenced by professional memberships and/or leadership activities
- Evidence suggesting potential to assume a leadership role in the Ph.D. program

Preferred Qualifications

- Experience teaching courses related to area(s) of expertise
- Experience assisting graduate students with research by serving on doctoral committees
- Record of scholarly activities
- Record of publication in area(s) of expertise in higher education
- Record of securing external funding to support research activities in area(s) of expertise in higher education

Assistant/Associate Professor in Higher Education Data Science

Job Title

Assistant/Associate Professor or Professor of Practice

Job Purpose

Teach online courses in the Higher Education Ph.D. program, mentor and advise graduate students, seek external funding for research, engage in program planning and evaluation, provide service to the profession, department, college, and university

Essential Functions

- Teach, mentor, and advise graduate students in the online Ph.D. program in Higher Education
- Maintain a cutting-edge scholarly research agenda, including actively seeking and securing external funding
- Chair and serve on dissertation committees
- Engage in program and course coordination and development processes as well as on-going program planning and evaluation
- Provide services to fulfill the mission of the department, college, university, and other educational/professional organizations

Minimum Qualifications

- An earned doctorate degree in Data Science, Data Analytics, Higher Education, or closely related relevant field by the time of appointment
- Experience developing and teaching online courses
- Experience using data science in area(s) of expertise
- Potential to develop a robust research agenda in area(s) of expertise in higher education with a data science focus
- Potential to secure external funding in area(s) of expertise in higher education
- Identify with the higher education administration profession as evidenced by professional memberships and leadership activities
- Evidence suggesting potential to assume a leadership role in the Ph.D. program

Preferred Qualifications

- Experience assisting graduate students with research by serving on doctoral committees
- Record of scholarly activities
- Record of publication in area(s) of expertise in higher education



ROBERT M. SMITH
Interim Executive Director

BILL LEE
Governor

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
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NASHVILLE, TENNESSEE 37243
(615) 741-3605

7.3

TO: Lori Bruce, Provost and Vice President for Academic Affairs
Tennessee Technological University

FROM: Julie A. Roberts, Chief Academic Officer
Tennessee Higher Education Commission

SUBJECT: Tennessee Technological University
Higher Education, Doctor of Philosophy

DATE: May 25, 2023

Pursuant to Tennessee Higher Education Commission (THEC) Academic Policy A1.0 – New Academic Programs: Approval Process, THEC staff will support the proposed Higher Education, Doctor of Philosophy (PhD) degree at Tennessee Technological University (TTU). This proposed program has satisfied all requirements of the New Academic Program Process including external review and satisfactory response to all recommendations and suggestions by the external reviewers, Dr. Glenda Musoba, and Dr. Stephen Porter.

TTU may now submit a formal request confirming the Higher Education, PhD has gone through all required board approvals and be placed on the Commission's agenda for consideration of approval.

cc: Philip Oldham, TTU, President
Robert M. Smith, THEC, Interim Executive Director
Sharon Huo, TTU, Associate Provost
Lisa Zagumny, TTU, Dean, College of Education
Jeremy Wendt, TTU, Chair, Department of Curriculum and Instruction
Ryan Korstange, THEC, Director of Academic Affairs



Agenda Item Summary

Date: June 23, 2022

Agenda Item: Athletics Update



Review



Action



No action required

PRESENTER(S): President Phil Oldham

PURPOSE & KEY POINTS: President Oldham will review the 2022-23 year in Tech Athletics as well as update on national NCAA and OVC news.



Agenda Item Summary

Date: June 23, 2022

Agenda Item: Campus Safety Update



Review



Action



No action required

9.1

PRESENTER(S): Tony Nelson, Chief of University Police

PURPOSE & KEY POINTS: Chief of Police Tony Nelson will review Tennessee Tech’s metrics in the Tennessee Bureau of Investigations (TBI) Campus Crime Report for 2022.

Included in your Diligent book is extracted information on Tennessee Tech as well as the other Tennessee four-year public universities.

Summary of Campus Crime 2022

Data source: TBI Crime on Campus 2022 report (located at <https://www.tn.gov/tbi/divisions/cjis-division/recent-publications.html>)

Overall Statistics

School	Undergraduate Enrollment	Graduate Enrollment	Staff Personnel	Faculty Personnel	Security Personnel	Total Campus Population
Austin Peay State	5,934	596	655	403	26	7,614
East Tennessee State	8,918	1,703	1,484	906	31	13,042
U. of Memphis	16,773	4,439	1,871	1,488	63	24,634
Middle Tennessee State	17,438	2,648	1,225	979	39	22,329
Tennessee State	9,128	1,541	948	567	45	12,229
Tennessee Tech	8,267	1,021	731	440	14*	10,473
UT Chattanooga	9,111	991	1,275	718	58	12,153
UT Knoxville	25,067	6,634	3,778	1,691	117	37,287
UT Martin	4,787	394	593	342	13	6,129

* Current 2023 security personnel is 17, with one additional open position.

9.2

Categories with 20 or more incidents at Tennessee public universities

School	Larceny/Theft	Drug/Narcotic Violations	Assault Offenses	Destruction/Damage/Vandalism	Motor Vehicle Theft	Burglary	Weapon Law Violations	Fraud Offenses	Sex Offenses (Forcible)
Austin Peay State	17	53	14	6	2	9	2	2	2
East Tennessee State	50	18	43	41	3	13	3	6	4
Memphis	111	12	41	75	47	14	5	12	3
Middle Tennessee State	62	105	30	34	2	1	9	11	1
Tennessee State	32	23	33	18	0	1	3	3	2
Tennessee Tech	65	9	13	16	4	3	4	1	1
UT Chattanooga	93	23	32	23	6	13	1	0	3
UT Knoxville	138	282	53	51	6	11	24	8	6
UT Martin	15	18	28	4	1	0	3	0	0

Categories with fewer than 20 incidents at Tennessee public universities

	Extortion/ Blackmail	Robbery	Counterfeiting/ Forgery	Stolen Property Offenses	Gambling Offenses	Kidnapping/ Abduction	Arson	Homocide	Sex Offenses (Nonforcible)
Austin Peay State	0	0	0	0	0	0	0	0	0
East Tennessee State	3	0	0	0	0	0	0	0	1
Memphis	2	2	1	0	3	0	0	0	0
Middle Tennessee State	4	0	0	2	0	0	0	1	0
Tennessee State	1	0	0	0	0	0	1	0	0
Tennessee Tech	7	0	0	0	0	0	0	0	0
UT Chattanooga	1	2	0	0	0	0	0	0	0
UT Knoxville	1	3	4	3	0	2	0	0	0
UT Martin	0	0	0	0	0	0	0	0	0

Categories with no incidents at Tennessee public universities

- Animal Cruelty
- Bribery
- Embezzlement
- Human Trafficking Offenses
- Pornography/Obscene Material
- Prostitution Offenses

The complete published 2022 Crime on Campus in Tennessee can be found on the Tennessee Bureau of Investigations' webpage:

<https://www.tn.gov/content/dam/tn/tbi/documents/Crime%20on%20Campus%202022%20Final%20SECURED.pdf>