ACADEMIC & STUDENT AFFAIRS COMMITTEE

June 23, 2022

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. New Academic Program Proposal (NAPP) for B.S. in Studio Arts

VII. TTU Policy 270 (General Graduate Admission Requirements)

VIII. Athletics Update

IX. Other Business

X. Adjournment

ACADEMIC & STUDENT AFFAIRS COMMITTEE

March 10, 2022

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 10, 2022 in Roaden University Center, Room 282. Chair Rhedona Rose called the meeting to order at 8:07 a.m.

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

- Rhedona Rose
- Dan Allcott
- Hannah Willis
- Barry Wilmore

Other board members also in attendance were Trudy Harper, Tom Jones, Thomas Lynn, and Johnny Stites. Fred Lowery and Teresa Vanhooser attended virtually. A quorum was present. Tennessee Tech faculty and staff 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 2, 2021 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 2, 2021 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 highlights of scholarly work and externally funded research and service projects for a few faculty and staff in Academic Affairs.

Her highlights included Dr. Mike Gotcher, Dr. Sharon Holderman, and Dr. Amy Miller's externally funded grant where faculty and staff are working to reduce the costs to students for course materials, including textbooks. This project has already saved students more than $150,000 in the first semester.

Provost Bruce also highlighted two faculty members, Dr. Arman Sargolzaei and Dr. DuckBong Kim, who recently received the prestigious National Science Foundation (NSF) Career Award. These two faculty have been awarded approximately one million dollars for their research and educational activities in the fields of advanced manufacturing and autonomous vehicles.

AGENDA ITEM 4 – SACSCOC Update

Provost Bruce provided an overview of the 10-year accreditation cycle and how the university has recently submitted its 5th Year Interim Report. She also provided a draft copy of the report that was recently submitted, which will be reviewed by the SACSCOC in June of this year.

AGENDA ITEM 5 – New Academic Programs Update

Provost Bruce updated the Board of Trustees on new academic programs. The updates included the following items: THEC approved the new B.S. in Animal Science on January 21, 2022; the on-site external review of the new B.S. in Studio Arts occurred on February 16, 2022; the on-site external review of the new B.S. in Music occurred on February 17, 2022; and THEC approved the Letter of Notification (LON) for the new Ph.D. in Higher Education on January 19, 2022.

AGENDA ITEM 6 – Proposal for Academic Program Modification for B.S. in Design Studies

Provost Bruce shared the School of Human Ecology's proposal to establish a Bachelor of Science (B.S.) degree program in Design Studies. This proposal would elevate two existing concentrations under the B.S. in Human Ecology to a new stand-alone B.S. degree program. This change is expected to improve student recruiting efforts for this field of study, enhance career opportunities for graduates, and facilitate the university's ability to seek accreditation through Council for Interior Design Accreditation (CIDA). Trustee Wilmore moved to send the Proposal for Academic Program Modification for B.S. in Design Studies to the full Board for approval and to place it on the Board's regular agenda. Trustee Allcott seconded the motion. The motion carried unanimously.

AGENDA ITEM 7 – Intercollegiate Athletics Update

President Oldham, with the help of Athletics Director Mark Wilson, reviewed the current status of the Ohio Valley Conference (OVC) and recent changes to the National Collegiate Athletic Association (NCAA).

AGENDA ITEM 8 – Overview of Admissions and Marketing Initiatives

Dr. Brandon Johnson and Karen Lykins gave an overview of various admissions and marketing initiatives that have been added recently to increase enrollment. They also walked Board members through the typical process of recruitment, application, admission, and acceptance from the students' perspective.

AGENDA ITEM 9 – ADJOURNMENT

There being no further business, the Academic & Student Affairs Committee adjourned at 9:56 a.m.

Approved,

_____

Lee Wray, Secretary

Agenda Item Summary

Date: June 23, 2022

Agenda Item: Provost's Report

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

PRESENTERS: Provost Bruce

PURPOSE & KEY POINTS: Provost Bruce will give an update on accreditation reviews, highlight Outstanding Faculty Award recipients, and recognize faculty retirements.

4.1

Agenda Item Summary

Date: June 23, 2022

Agenda Item: Enrollment Update

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

PRESENTERS: Karen Lykins

PURPOSE & KEY POINTS: Interim Vice President Karen Lykins will present projections for fall 2022 enrollment.

5.1

Agenda Item Summary

Date: June 23, 2022

Agenda Item: Academic Program Updates

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

PRESENTERS: Provost Bruce

PURPOSE & KEY POINTS: Provost Bruce shares the 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)

Provost Bruce also provides, on an annual basis, a summary of all academic program additions, deletions, and major revisions.

Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP	Major Name	Award
01.01.0000.00	AGRICULTURE	2.5 BSAG
01.01.0102.11	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 BSCHE
09.14.0701.00	CHEMICAL ENGINEERING	4.2 MS
09.14.0801.00	CIVIL ENGINEERING	2.5 BSCE
09.14.0801.00	CIVIL ENGINEERING	4.2 MS

Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

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

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
30.50.0702.00	FINE ARTS	2.5 BFA
30.50.0901.00	MUSIC	2.5 BM
31.51.2706.11	HEALTHCARE INFORMATICS	4.1 C4
31.51.3101.00	COMMUNITY HEALTH AND NUTRITION	4.2 MS
31.51.3203.12	NURSING EDUCATION	4.1 C4
31.51.3801.00	NURSING	2.5 BSN
31.51.3801.00	NURSING	4.2 MSN
31.51.3802.11	NURSING ADMINISTRATION	4.1 C4
31.51.3805.11	FAMILY NURSE PRACTITIONER	4.1 C4
31.51.3810.11	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
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

5/12/2022 9:41:37 AM **Displaying page 3 of 3**

New Academic Programs Developed/Approved in 2021-22 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Agriculture & Human Ecology	Agriculture	Agribusiness	Certificate	New	Graduate
College of Agriculture & Human Ecology	Agriculture	Bachelor of Science in Animal Science with concentrations in Animal Science Industries and Pre-Veterinary Science	Degree Program	New	Undergraduate
College of Agriculture & Human Ecology	Human Ecology	Bachelor of Science in Design Studies with concentrations in Architecture and Interior Design and Fashion Merchandising and Design	Degree Program	New	Undergraduate
College of Agriculture & Human Ecology	Human Ecology	Human Development and Family Science (HDFS)	Concentration	Revision	Undergraduate
College of Arts & Sciences	Chemistry	Business Chemistry	Concentration	New	Undergraduate
College of Arts & Sciences	Chemistry	Chemistry	Concentration	New	Undergraduate
College of Arts & Sciences	Chemistry	Environmental Chemistry	Concentration	New	Undergraduate
College of Arts & Sciences	Chemistry	Forensic Chemistry	Concentration	New	Undergraduate
College of Arts & Sciences	Chemistry	Health Sciences	Concentration	New	Undergraduate
College of Arts & Sciences	Chemistry	Industrial Chemistry	Concentration	New	Undergraduate
College of Arts & Sciences	English	Digital Humanities	Minor	New	Undergraduate
College of Arts & Sciences	English	Technical Writing and Communication	Certificate	New	Undergraduate
College of Arts & Sciences	Mathematics	Actuarial Science	Concentration	New	Undergraduate

New Academic Programs Developed/Approved in 2021-22 Academic Year

College of Arts & Sciences	Mathematics	Applied Mathematics	Concentration	New	Undergraduate
College of Arts & Sciences	Mathematics	Pure Mathematics	Concentration	New	Undergraduate
College of Arts & Sciences	Mathematics	Statistics and Data Science	Concentration	New	Undergraduate
College of Arts & Sciences	Sociology & Political Science	Cyber Crime, Law and Society	Minor	New	Undergraduate
College of Education	Curriculum & Instruction	Multidisciplinary Studies, Generalist	Concentration	Revision	Undergraduate
College of Education	Curriculum & Instruction	Special Education, Interventionist for Secondary Education Concentration, B.S.	Concentration	Revision	Undergraduate
College of Engineering	Chemical Engineering	Energy and the Environment	Concentration	New	Undergraduate
College of Engineering	Civil & Environmental Engineering	Construction Engineering and Management (CEM)	Concentration	New	Undergraduate
College of Engineering	General & Basic Engineering	Industrial and Systems Engineering	Minor	New	Undergraduate
College of Engineering	Mechanical Engineering	Aerospace Engineering	Concentration	New	Undergraduate
College of Fine Arts	Art, Craft & Design	General Fine Arts: Dual-Focus	Concentration	Revision	Undergraduate
College of Fine Arts	Music	Multiple Woodwinds Concentration Option	Option	New	Undergraduate
College of Fine Arts	Music	Musical Theatre Concentration Option	Option	New	Undergraduate
College of Interdisciplinary Studies	Communication	Communication Studies	Minor	Revision	Undergraduate
College of Interdisciplinary Studies	Communication	Journalism	Minor	New	Undergraduate
College of Interdisciplinary Studies	Interdisciplinary Studies	Project Management for the Professional	Minor	New	Undergraduate

New Academic Programs Developed/Approved in 2021-22 Academic Year

Whitson-Hester School of Nursing	Nursing	2nd Degree Accelerated Bachelor of Science in Nursing	Concentration	New	Undergraduate
Whitson-Hester School of Nursing	Nursing	Nursing Healthcare Leadership	Concentration	Revision	Graduate
Whitson-Hester School of Nursing	Nursing	Psychiatric Mental Health Nurse Practitioner	Certificate	New	Graduate

6.1

Agenda Item Summary

Date: June 23, 2022

Agenda Item: New Academic Program Proposal (NAPP) for B.S. in Studio Arts

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

PRESENTERS: Provost Bruce

PURPOSE & KEY POINTS: The new degree program for which approval is sought is a Bachelor of Science (BS) degree in Studio Arts led by faculty in the School of Art, Craft, and Design in the College of Fine Arts.

We seek to add the BS degree to expand degree offerings that capitalize on the strong STEM programming already in place at Tennessee Tech University. The new degree program is designed to serve our student population as we experience an increase of transfer students, students entering with significant dual-enrollment credits, and/or students not wishing or unable to complete the requirements of the current professional Bachelor of Fine Arts (BFA) degree.

The School of Art, Craft & Design is a NASAD (National Association of Schools of Art and Design) department; the proposed Bachelor of Science degree will meet both University and NASAD standards to ensure our continued accreditation.

Anticipated Enrollments:
Very conservative projections of 7 in year 1 and growing to approximately 20 by year 5.

Enrollment and Financial Projections:
The School of Art, Craft & Design will utilize resources presently available to develop, launch and support the new proposed program; no additional faculty, space, or significant equipment will be needed initially to successfully implement the curriculum. Thus, the additional academic

costs to the School of Art, Craft & Design for launching the new program are minimal (approximately $5550 per year) while the full tuition/fee revenue for the University is projected to be approximately $200,000 per year (with a steady state enrollment of 20 students).

New Academic Program Proposal (NAPP)

Date of Submission:	November 18, 2021 Revised: May 13, 2022
Institution:	Tennessee Technological University
Title of Program:	Bachelor of Science in Studio Arts
CIP Code:	50.0702
Academic Liaison:	Kimberly Winkle Director School of Art, Craft & Design Tennessee Tech University Campus box 5085 242 E. 10th street, room 112 Cookeville, TN. 38505 931.372.3738 kwinkle@tntech.edu
Proposed implementation date:	Fall 2022

Table of Contents

Letter of Notification

Date of Submission:	January 14, 2021 Revised: March 2021 Revised: September 2, 2021
Institution:	Tennessee Technological University
Title of Program:	Bachelor of Science in Studio Arts
CIP Code:	50.0702
Academic Liaison:	Kimberly Winkle Director School of Art, Craft & Design Tennessee Tech University Campus box 5085 242 E. 10th street, room 112 Cookeville, TN. 38505 931.372.3738 kwinkle@tntech.edu
Proposed implementation date:	Fall 2022

Name of Proposed Program:

Bachelor of Science in Studio Arts (B.S. Studio Arts)

The School of Art, Craft & Design in the College of Fine Arts proposes a new bachelor degree program as an addition to our current bachelor degree program.

CIP Code:

50.0702

Proposed Implementation Date:

Fall 2022

Academic Program Liaison (APL) name and contact information:

Prof. Kimberly Winkle, Director
School of Art, Craft & Design
Tennessee Technological University
kwinkle@tntech.edu
931.372.6301

Background concerning academic program development

We seek to add the BS degree to expand degree offerings that capitalize on the strong STEM programming already in place at TN Tech by providing an avenue for and culture that promotes cross-curricular collaboration and to better serve a growing portion of our student population as we experience an increase of transfer students, students entering with significant dual-enrollment credits, and/or students not wishing or unable to complete the requirements of the rigorous professional BFA degree which has little curricular flexibility. We anticipate higher student retention and enrollment as a result of the additional degree offering. The BS degree can provide greater options for a wider range of students thus having the potential for a positive impact on overall institutional and departmental enrollment. In these times, institutional nimbleness is critical to long term sustainability. As such, the degree proposal provides new and expanded offerings that provide nimbleness and which is in alignment with departmental, institutional, and THEC's overall goals and mission. As the degree program develops, we intend to create new minors to formalize and further support the cross-disciplinary opportunities. For example, creation of a Fine Arts Business minor or a STEAM minor. And, as the newly formed College of Fine Arts works to grow its presence and strength at TN Tech, the new degree offering will aid in that effort.

Our current BFA professional degree does not allow transfer students the opportunity to complete the degree requirements in two years due to the strict and abundant studio course requirements, nor does it allow academic inquiry outside of a studio practice. We are interested in establishing Tennessee Transfer Pathway agreements with State community colleges; the new proposed academic degree program would accommodate these TTP agreements while offering opportunities for transfer students to have a meaningful art experience while earning a degree within the two years along with the option to pursue expanded learning opportunities if they desire. Also, we feel this proposed academic program will have great appeal to non-traditional and veteran prospective students, who historically have often found the professional BFA degree curriculum too studio intensive and/or restrictive for their interest and purpose.

The School of Art, Craft & Design is a NASAD (National Association of Schools of Art and Design) department; the proposed Bachelor of Science degree will meet both University and NASAD standards to ensure our continued accreditation.

Purpose and Nature of Program:

The purpose of this program is to provide additional educational opportunities and graduation pathways for students wishing to major in studio arts in an accredited, regionally accessible program. The program being proposed is a Bachelor of Science with a major in Studio Arts. This title is intended to reflect a contemporary, wide-ranging, and interdisciplinary art approach, preparing students for numerous potential directions in visual art, craft, design, or other fields of study. The flexible curriculum inherent of the BS program will balance out the rigid curriculum of our existing professional BFA degree. The learned skills in the BS program can lead to career development as an artist, in broader career fields, or preparation for advanced study. Every art or design practitioner today must have a capacity to function across the boundaries of existing specializations and the ability to interact effectively in a team involving a range of specialists from a wide range of fields. Therefore, this program provides students with a broad knowledge of a variety of art forms and practices along with academic inquiry in other disciplines thus aiding in their future career success by developing their ability to better navigate the ever-increasing interdisciplinarity of today's art career landscape. To capitalize on the inherent strengths of our University's offerings and history as a technological university, we have purposely chosen to pursue the BS rather than a BA. We intend that the BS degree will create natural and less restrictive opportunities for collaboration with TN Tech's strong STEM programs; the marriage of these disciplines is rife with possibility. We envision a meaningful and innovative collaboration between Computer Science and our Design (digital) students, Chemistry and Painting students, Mechanical Engineering and Metals students, Civil Engineering and Ceramics, and more, such as

the creation of new minors that blend these studies, such as a STEAM minor or a Fine Arts Business minor. Conversely, the proposed degree plan may have the potential to appeal to STEM students who may choose to double-major and/or for whom the STEM specific program, ultimately, might not suit well. To date, our art students have participated in cross-disciplinary collaboration as extra-curricular activities. For example, our Design students collaborated with nursing students to create an app to assist nursing/patients. A student in our metals studio collaborated with geology on identifying, harvesting, and cutting stone for use in one-of-a-kind jewelry. Our STEM-focused university setting is riddled with possibility but the curricular mechanism to support, and formally recognize these cross-disciplinary efforts through earned credits towards graduation, is absent and needed. The proposed BS is the more logical and appropriate degree offering given the STEM focus and culture of TN Tech. The School of Art, Craft & Design plans for students in the BS degree program to develop both broad comprehensions of the work of artists, designers, and craft persons and build competency with a set of practical artistic and production skills alongside increased and diverse educational opportunities provided by the BS degree. Also, the inherent curricular flexibility allows students the option to pursue a minor, which will allow students to further direct their studies in areas that will better serve their research, future career, or educational goals while also being eligible for Federal Financial Aid. At current, our BFA program has minimal electives within the curriculum which greatly restricts BFA students' ability to register for courses that are eligible for Federal Financial Aid outside of the BFA curriculum. The BS degree will provide the mechanism to offer curricular flexibility alongside the financial support that many of our students need and rely on. However, unlike an Interdisciplinary Studies degree, which focuses on two primary areas of study, the BS in studio arts will allow a student opportunity to complete a suite of courses to support their individual creative, research, and career goals with the primary focus remaining on art-making. As such, our proposed BS in Studio Arts should not pose threat to the existing Bachelor of Art in Interdisciplinary Studies at TN Tech University; they are unique programs from one another.

We seek to add the BS degree to expand degree offerings that capitalize on the strong STEM programming already in place at TN Tech by providing an avenue for and culture that supports cross-curricular collaboration and to better serve a growing portion of our student population as we experience an increase of transfer students, students entering with significant dual-enrollment credits, and/or students not wishing or unable to complete the requirements of the rigorous professional BFA degree which has little curricular flexibility. Two goals of this degree are higher student recruitment and retention. The School of Art, Craft & Design is a NASAD (National Association of Schools of Art and Design) department; the proposed Bachelor of Science degree will meet both University and NASAD standards to ensure our continued accreditation.

Alignment with the State Master Plan and Institutional Mission and Strategic Plan:

In accordance with the State Master Plan for higher education (2015-2025) and its overriding function, the proposed Bachelor of Science in studio arts program will increase degree production, allow for more timely degree completion, and due to the program's liberal arts nature, have broader applicability in the workplace thus strengthening the state's economic and workforce development.

It is believed that the addition of this degree will offer more flexible graduation pathways, which can more easily accommodate transfer students, students interested in cross-disciplinary inquiry, or students for whom a passion for art exists but who are not interested in or able to pursue the professional BFA degree. Also, curricular flexibility allows completion of many courses asynchronously and non-sequentially thus creating an opportunity for completion of the degree plan in a timelier fashion; this is especially applicable to transfer students, or students with significant earned dual-enrollment credits, for whom the completion of the BFA curriculum in 2 years is not doable. The learned skills in the BS program can lead to career development as an artist, in broader career fields, or preparation for advanced study.

The proposed BS in Studio Arts program supports the areas of TTU's new strategic plan, Tech tomorrow, listed below.

Goal 1: Education for Life. TTU provides education that unleashes the potential and passion within our students and prepares them for successful careers and culturally enriched lives. TTU also provides educational opportunities, programs, credentials, and degrees to fuel the lifelong learning necessary for enduring achievement.

> The liberal arts nature of this degree possesses curricular flexibility that has the potential to meet the needs and interests of all types of students at different phases of their undergraduate academic career, while also providing a meaningful and rigorous studio arts education.

Goal 2: Innovation in all We Do. TTU innovates in all we do, embracing and deploying our technological foundation in our education, research, service, and stewardship.

> The new degree program will allow students to expand and apply their studio arts practice with other disciplines. The degree curriculum possesses the flexibility to encourage and allow meaningful study in other disciplines to foster cross-disciplinary inquiry, dialogue, and innovation in unique ways. The BS degree is a natural fit at TN Tech with its strong history of STEM education; the synthesis of arts and science education has great potential to manifest itself in

novel and innovative ways. This degree provides the mechanism to support and foster new growth in the area of STEAM.

Goal 3: Exceptional Stewardship. Tennessee Tech is committed to optimizing resources and continuously improving effectiveness, efficiency, and return on investment for students.

The proposed new degree program will not require additional resources for the School of Art, Craft & Design, College of Fine Arts, nor the University to implement a meaningful, rigorous, and relevant curriculum that meets SACSCOC and NASAD standards. It is expected that the new degree program will aid in both recruitment and retention while maintaining consistent departmental operating costs. No additional facilities nor significant equipment is required or anticipated for this degree.

Goal 4: Engagement for Impact. Tennessee Tech fosters partnerships with government, business, and non-profit organizations to advance economic and workforce development, create and disseminate knowledge, serve the public good, and generate cultural impact.

This liberal arts degree will have broad applicability for graduates entering the workforce, allowing students to combine their study of studio arts with another area of focus (minor) and electives. Thus, tailoring their education to their needs, interest or to strengthen their employability. With inherent curricular flexibility, students have a better opportunity to develop partnerships in the community to gain meaningful and useful experience to better prepare themselves for entrance into the workplace.

Institutional capacity to deliver the proposed academic program:

Due to the broad scope of the proposed Bachelor of Science in Studio Arts degree, no additional faculty, space nor significant equipment will be needed to successfully implement the curriculum. While our current BFA program is healthy, some of our studio courses are not currently at full enrollment capacity, thus we can accommodate additional students who are interested in pursuing the Bachelor of Science degree. As the proposed degree program experiences growth, we will employ the teaching assistance of local qualified artists in our region to offer additional course sections of existing courses. A unique aspect of the School of Art, Craft & Design is our satellite campus, the Appalachian Center for Craft (ACC), located 25 miles away in Smithville, TN. At the ACC, each of the School of Art, Craft & Design's 5 craft studios have a resident artist, who most often possess the required MFA credential to allow them to participate in the School of Art, Craft & Designs

academic program as adjunct faculty; it is expected that the greatest demand will be in the Art Foundation and Introductory level courses. Thus, it is expected that their assistance will be focused on those courses when needed and program revenues will support the salary of any additional adjunct faculty. As such, beyond implementing a new marketing and promotion program to include the new degree, there are no other costs associated with the new degree. The program will be supported via generated revenues.

The proposed academic program places primary emphasis on the process of art-making (studio arts), which is unique to all programs at TN Tech University. Thus, it will not pose threat to enrollment in pre-existing majors/programs at TN Tech University. However, because the degree inherently possesses an opportunity for academic pursuits in other disciplines, it is positioned to provide ample opportunity for collaborative efforts with other disciplines. For example, a partnership with the College of Business for increased business/entrepreneurship opportunities or with the Department of Computer Science for the opportunity to pursue web-design and programming or with Civil Engineering to further expand our students' investigation into the tensile properties of various clay bodies, or with the Chemistry department to explore the chemical composition of pigments. It is our strong desire to create opportunities for cross-disciplinary collaborative agreements across campus as we feel it benefits our students, our program, and the University and it best mimics the interdisciplinarity of today's work environments.

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

FTE Enrollment Projections

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
FTE	7	9	13	15	20

See attached THEC Financial Projection form for estimated revenues and expenses in Appendix 3.

Existing Programs Offered at Public and Private Tennessee Institutions:

Based on the current THEC Academic Program Inventory for TN Board of Regents and UT systems, there are two Bachelor of Science in Studio Arts degrees offered, which have similarities to this proposed program: CIP Code 50.0702
http://thec.ppr.tn.gov/THECSIS/Research/Research.aspx?TabID=API+Search

Middle Tennessee State University: BS Visual Arts
Tennessee State University: BS Studio Arts

While both of these programs are offered at public institutions within a 100-mile radius of TTU, the institutions are considerably different from TTU in scale and culture, namely the strong STEM programming at TN Tech on which we seek to capitalize. Thus, it is believed that neither of these programs/institutions will present competition nor have an adverse effect on enrollment or retention of students in the proposed Bachelor of Science in Studio Arts program at Tennessee Tech University. In addition, a unique aspect of the School of Art, Craft & Design is our satellite campus, the Appalachian Center for Craft, where we have craft studios that do not exist at these competing institutions. For example, woodworking, glass blowing, blacksmithing, and fibers.

As illustrated below, the Bachelor of Science degree program has proven to be effective at increasing enrollment and graduation rates at the Universities that offer the degree program.

Degrees Awarded

Institution	2018-2019	2017-2018	2016-2017	TOTAL
MTSU	20	16	7	64
TSU	15	14	6	35

Curricular comparison:

	Studio or related area	Art/Design History	General Studies	Electives	Minor Courses	Total Number of Units
TTU	39 credits	12	41	28 (*13 if minor is pursued)	0 or *15 minor is optional	120
MTSU	27 credits	12	41	22-25	15-18	120
TSU	48-51	12-15	42	12-15	0	120

There is not currently a Bachelor of Science in Studio Arts program offered at any private institution in Tennessee.
The following State of TN public institutions offer a Bachelor of Fine Art in Studio Arts: MTSU, ETSU, APSU, UTK, UTC and University of Memphis.

Feasibility Study:

The School of Art, Craft & Design hired an external group to conduct the feasibility study. The results of the study are available in Appendix 1, 4 & 5. Other evidence of

need and future sustainability is provided by the letters of support from industry employers, alumni, and current students, which can be found in Appendix 2.

Introduction

An external feasibility study was commissioned by the School of Art, Craft & Design, and completed by Tennessee Tech University faculty members from the College of Business: Dr. Ferdinand DiFurio, Dr. Steve Isbell, and Ms. Yolunda Nabors. Surveys of current students, alumni, and employers were distributed in spring 2019. All surveys were administered using Qualtrics software with respondent anonymity and the option to not participate. The survey responses show good support for the decision to develop a Bachelor of Science in Studio Arts. The complete feasibility survey and results are found in Appendix 1, a feasibility study addendum containing requested supplemental information regarding Local and Regional need can be found in Appendix 5.

The proposed degree will meet the needs of students who are interested in a Bachelor of Science in studio arts by allowing students to gain breadth in a chosen program along with tailoring the degree to the market needs. The enrollment in the proposed program will provide a good student mass and ensure the program's productivity and sustainability without putting a financial strain on the College or School.

The complete feasibility survey and results are available in Appendix 1. Other evidence of need and future sustainability is provided by the letters of support from industry employers, alumni, and current students, which be found in Appendix 2. The following sections show highlights of the feasibility study.

The School of Art Craft and Design Feasibility Study for the Bachelor of Science in Studio Arts: (Appendix 1). Supplemental support materials regarding THEC's request for additional information related to regional and local need are provided in Appendix 5 and 6.

The School of Art, Craft, and Design in the College of Fine Arts at Tennessee Tech is submitting a proposal for a Bachelor of Science in Studio Arts. The degree is intended to give students an education in essential art skills along with a wider range of skills for a diversified marketplace.

This feasibility study will assess the proposed degree program in the following areas, as outlined in the THEC guidelines: student interest, local and regional demand/need, employer need/demand, future sustainable need/demand, and in some cases, a section for external research. In some cases, there may be an unavoidable overlap

of information provided across the regional and employer demand. This is because the demand for labor, whether regional or state-level, can be understood to be generated by firms.

Potential Student Interest

Survey Overview

This report summarizes the results of a survey instrument used to assess student interest in the proposed degree program. The survey instrument was constructed to parallel standard surveys used by higher education institutions to appraise students' attractiveness to a potential degree program. In accordance with the Tennessee Higher Education Commission (THEC) approval process of new academic programs, the School of Art, Craft, and Design 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 determine the program's potential.

Survey Methods

The survey was distributed to current TTU undergraduates majoring in Art. The undergraduate students were separated into two groups. Students classified as freshman, sophomore, and junior were surveyed separately as group one and senior-level undergraduates as group two. The online survey instrument was developed using Qualtrics, "a powerful and multifaceted online data collection/survey tool". The survey was administered via email invitation to students from March 27, 2019, through April 5, 2019. During this period, recipients were reminded of the survey and encouraged to participate.

Each survey group received the same survey instrument. The following description which was sent to all students.

"The School of Art, Craft & Design is in the process of gaining approval to offer a Bachelor of Science in Studio Arts degree. This liberal arts degree would require core art courses (2D Design, 3D design, Drawing, etc.), general education courses, plus several elective hours. With these electives , students could pursue a minor in another area of study, or apply them to additional art courses in their area of interest. The degree will be an option for new students and also an option for current students who decide they do not want to pursue the professional Bachelor of Fine Arts degree (excluding Art Education), but who want a degree in art. The Bachelor of Science affords significant curricular flexibility and students' culminating experience will be a group exhibition instead of a solo exhibition (glass, metals, clay, fibers, wood,

painting). Note: the current Bachelor of Fine Arts degree will continue, as usual. The proposal is to add a different degree option for students who are interested in an alternative to the BFA."

The survey questions were designed to gauge student interest in the proposed degree program.

Questions addressed key areas of importance such as students' strength of interest, potential date of enrollment, and the benefits of the program to the students' future endeavors. Demographic information was collected and students were permitted to share their viewpoint of the program in an open-ended question format.

Description of Sample

Current undergraduates of Art were invited to participate in the survey. Of the 75 freshman, sophomore, and juniors surveyed, 34 responded for a 45.33% response rate. Thirty-two of the fifty- seven undergraduate seniors yielded a response rate of 56.14%. The table below summarizes the data collected from the survey instrument.

Results

The response rates of both groups were satisfactory for the purpose of this study. The questionnaire required students to select an answer choice to proceed to the next question. The survey began with the question, "[h]ave you read the description of the proposed Bachelor of Science Degree in Studio Arts?" The purpose of the question was to ensure that all participants understood the proposed program and could informatively answer the questions that followed. If the student was not aware of the program description, he/she was given the option to review it before continuing the survey. The description was reviewed by all but one Art student before continuing to answer the questionnaire.

Approximately 9.63% of freshman-junior respondents signaled high interest in the start-up of this program offering with 45.16% having moderate interest. 23% of respondent's desire to enroll in the program immediately if the program commenced in Fall 2019. When students were asked if the proposed degree program better aligned with their future endeavors than currently offered degree programs, 0% selected "definitely yes" and 47.06% selected "probably yes", while 11.76% indicated the degree program did not better align with future ventures. 29% percent of seniors estimated enrolling in the program immediately if offered. Approximately 17.65% of senior respondents consider the proposed degree program to be better aligned with their future careers than the presently offered degree program. Table 1 displays the results of each survey question.

Table 1: Survey Results

Student Interest Survey Results for Proposed Degree Program in Art: Bachelor of Science Degree in Studio Arts				
Identify your current academic status	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Freshman	9	26.47	N/A	N/A
Sophomore	12	35.29	N/A	N/A
Junior	13	38.24	N/A	N/A
First Semester Senior	N/A	N/A	15	46.88
Second Semester Senior	N/A	N/A	9	28.13
Senior Status For More Than 2 Semesters	N/A	N/A	8	25
Have you read the description of the proposed Bachelor of Science Degree in Studio Arts which was enclosed in the email with the link to this survey?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Yes	20	58.82	23	74.19
No, but I would like to review the description	13	38.24	8	25.81
No, and I would not like to review the description	1	2.94	0	0
To what extent are you interested in pursuing studies toward a Bachelor of Science Degree in Studio Arts if offered at Tennessee Tech University?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Very	3	9.68	5	16.67
Moderately	14	45.16	12	40
Not at all	14	45.16	13	43.33
Is a Bachelor of Science Degree in Studio Arts better aligned with your future endeavors than currently offered degree programs?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Definitely yes	0	0	3	17.65
Probably yes	8	47.06	5	29.41
Might or might not	7	41.18	4	23.53
Probably not	2	11.76	5	29.41
Definitely not	0	0	0	0
How soon would you enroll in the proposed Bachelor of Science Degree in Studio Arts if one were to be established in Fall 2019?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Immediately	4	23.53	5	29.41
1 year	N/A	N/A	4	23.53
2 years	4	23.53	3	17.65
3 years	2	11.76	N/A	N/A
Not at all	7	41.18	5	29.41

If this program moves forward, would you like to be kept informed?	Freshman, Sophomore, Junior Count	Freshman, Sophomore, Junior Respondents %	Senior Count	Senior Respondents %
Yes	22	73.33	24	80
No	8	26.67	6	20

Local and Regional Need/Demand

Undergraduate degrees provide general market skills that can be used in many different occupations, and make the acquisition of specific skills easier and more efficient once a graduate is hired by an employer. It is quite common for college graduates to find employment in occupations that are seemingly unrelated to their undergraduate major. This is not an indication of a slack in demand, of excess supply of specific degree holders, or a mistake in the choice of major. It is the normal operation of a dynamic labor market that allocates available skills to employers who demand those skills.

The feasibility study team's view of the proposed major in studio arts remains consistent with the recommendations in the original feasibility study: the studio arts degree is unique in that it teaches students skills to specialize in art and also offers flexibility to find jobs in a diverse range of fields. An Art student entering another field does not necessarily mean they've abandoned their Art skills. These skills have likely given them that ability to cross-over into different industries, which makes the degree highly valuable.

The proposed major in Studio Arts, based on skillsets taught in its traditional curriculum, may be more resilient when compared to others, in an economic downturn. Further, as an economy begins its upswing, the major may complement growth in technology jobs that could potentially lead to a recovery. These trends described could take place as the pandemic ends and the national economy recovers.

The strong belief is held that although potential graduates in Studio Arts may find employment in the regions surrounding Tennessee Tech, the likelihood is high that they would find employment throughout the state. This result sheds a positive light on the value of the degree across different sectors and regions. Given the aforementioned points, additional searches for local and regional data for other in TN did yield select results. This information is presented in the sections that follow.

REMI: Arts, entertainment, and recreation

REMI economic impact software provides regional data for the Upper Cumberland Region. The data is available through a customized for labor and workforce data baseline forecast provided by REMI. (Appendix 5)

While the data presented here is specific to the Upper Cumberland Region, it is not disaggregated to represent "Studio Arts." Rather, REMI uses a broad definition, such as "Arts, Entertainment, and Recreation" to breakdown the region's economic indicators. This result highlights the limitations regarding obtaining detailed information on regional data. Therefore, interpretation of the data in this section should be made with caution.

Table 2 presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) in the occupation in "Art and Design Workers" as they are employed in other sectors (see UCR, job distribution). For example, in the year 2018, approximately 18 individuals in the category "Art and Design Workers" found employment in the sector "Motion picture and sound recording industries" ; approximately 112 found employment in Professional, scientific, and technical services ; approximately 2 found employment in Education services private ; approximately 28 found employment in Performing arts, spectator sports, and related industries ; and 1 worker found employment in Museums, historical sites, and similar institutions.

Table 2: Art and Design Workers, job distribution by other sectors

	Motion picture & sound recording industries	Professional, scientific, & technical services	Education services private	Performing arts, spectator sports, & related industries	Museums, historical sites, & similar institutions
2018	17.759	112.433	1.965	28.491	1.733
2019	18.419	113.991	2.011	29.031	1.816
2020	18.980	114.898	2.051	29.454	1.900
2021	19.201	114.637	2.067	29.526	1.959
2022	19.360	114.249	2.081	29.590	2.013
2023	19.536	114.202	2.100	29.748	2.067
2024	19.776	114.614	2.119	29.973	2.115
2025	20.000	115.054	2.134	30.190	2.153

Table 3 presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for Arts, entertainment, and recreation for the years 2018-2025 (see Jobs, UCR, Arts). The table shows that over the time period 2018-2025, the number of jobs are increasing steadily in Arts within the Upper Cumberland Region.

Table 3: Jobs, Upper Cumberland Region, Arts

2018	2019	2020	2021	2022	2023	2024	2025
1670.751	1696.890	1716.347	1721.534	1730.433	1746.643	1767.332	1787.095

Regional Economic Models Incorporated (REMI) provides a forecast for the number of jobs in Arts within the Upper Cumberland Region. For the period 2018-2025, the number of jobs are forecasted to increase steadily within the Upper Cumberland Region (Table 3). The REMI data also indicates that a significant number of Art and Design workers found work in other sectors, such as Motion Picture and Sound Recording, Education Services, Professional/Scientific/Technical services and Museum/historical sites and similar institutions (Table 2). These trends provide evidence for a local and regional need for the proposed BS degree due to its interdisciplinary focus and broader academic curriculum.

The Industry Profile analysis within REMI provides data on wages and salaries, compensation, and earnings by place of work for the Upper Cumberland Region for the broadly defined occupation Arts, entertainment and recreation (see REMI definitions). This data is presented in Table 4 (see Earnings, UCR, Arts in References ; see Industry Profile, UCR, Arts in References). Because the data here is likely more broadly defined than a degree in studio arts, interpretations should be made with caution.

Table 4: Industry Profile, UCR, Arts (thousands of fixed (2018) dollars)

	2018	2019	2020	2021	2022	2023	2024	2025
Wages and salaries	18954.422	19604.133	20263.414	20761.825	21288.568	21858.648	22477.401	23094.698
Compensation	22205.492	22908.748	23667.067	24287.606	24961.903	25669.908	26425.973	27183.002
Earnings by place of work	38687.699	39843.551	41078.595	42061.651	43104.423	44203.293	45412.099	46625.002

The consulting team uses the 2017 Integrated Public Use Microdata Series (IPUMS) database from the American Community Survey of the Bureau of Labor and Statistics (BLS). Most BLS data are in the form of aggregated tables. IPUMS data are at the individual level. This allows for the construction of customized tables that can accommodate specific comparisons of interrelated variables.

Tennessee residents who hold an undergraduate degree in art find employment in many diverse occupations. Table 5 shows the top six occupations of Tennessee art majors and compares them to US art majors. The occupational distribution of Tennessee art majors is very similar to that of art majors in the rest of the US. (see appendix 4 for further explanation)

Table 5: Common Occupations for Art Majors (in percent)

	TN Art Majors	USA Art Majors
Arts, Design, Entertainment, Sports, and Media Occupations	31.9	29.8
Education, Training, and Library Occupations	10.6	8.7
Sales and Related Occupations	10.5	10.7
Management, Business, Science, and Arts Occupations	9.4	11.9
Office and Administrative Support Occupations	7.2	9.5
Computer and Mathematical Occupations	4.1	4.3

Table 6 reports summary statistics on the distribution of earnings of art majors in Tennessee and compares it to the distributions of US art majors, Tennessee workers in general, and all US workers. The average annual earnings of art majors in Tennessee regardless of current occupation is $44,549. This is 86% of the mean earnings of US art majors. Since Tennessee workers overall earn 87% of all US workers, this is a reflection of the regional wage differences in the US, and not of a deficiency in pay for art majors in Tennessee.

Note also that the standard deviation of the earnings of Tennessee art majors is very similar to that of US art majors, though the interquartile range (third quartile minus first quartile) is much larger for US art majors. This is likely because the US Art major earnings distribution is more positively skewed.

Table 6: Earnings Distribution Comparisons

	TN Art Majors	US Art Majors	TN Workers	US Workers
mean	44,549	51,698	39,634	45,499
median	35,000	40,000	29,000	31,000
std deviation	53,389	52,260	49,403	56,281
1st quartile	20,000	22,000	13,300	14,700
3rd quartile	53,000	65,000	50,000	57,000

According to national statistics published by the Bureau of Labor Statistics (bls.gov), 560 of 105,620 jobs in the North Central TN Non-metropolitan area, which includes Putnam County, are in the arts. This likely means that a higher percentage of TN art majors will end up in business-sector or STEM related jobs, rather than art and

education positions. This is further justification for the proposed degree, which has broader curriculum and academic scope.

Further, when comparing the job force of the Putnam County region to the surrounding metropolitan regions, there are fewer jobs available per capita in the field of art. In Nashville, 15,050 of 376,480 jobs are in the arts. In Knoxville, 7,790 of 376,480 jobs are in the arts.

Since there are fewer art jobs available per capita in the Putnam County region, compared to the surrounding region (Nashville and Knoxville), there is a strong local and regional need for the proposed degree due to its interdisciplinary focus and broader academic curriculum. Art students who graduate with the proposed degree will acquire the skills to expand into other business-related or STEM sectors and art positions that don't follow the traditional modes of a studio arts career.

Employer Need/Demand

In this section, the focus is placed on assessing the employment opportunities and job outlook for the proposed Bachelor's degree in Art. The following section presents data and information obtained from the BLS and related sources. As mentioned earlier, there may be some overlap of information across the regional demand section and here. This is because labor markets do not treat these headings as mutually exclusive. In addition, regional demand and employer exhibit a dependent nature.

A student may seek the Bachelor of Science in Studio Arts to establish a "career in art, a broader career, or preparation for advanced study" (Winkle, Kimberly, LON, p. 5). Particular occupations in the marketplace, as defined by the Bureau of Labor and Statistics, that may accommodate the proposed degree are broad and diverse. Government statistics are available based on occupations that are directly, or indirectly related to the Arts. Although this information is valuable, it lacks insight into where art majors are finding employment along with other critical aspects in the marketplace.

Snapshot There are several occupational headings under the Occupational Outlook Handbook in the BLS related to studio arts. The following subheadings are Art Directors, Craft, and Fine Artists, Fashion Designers, Floral Designers, Graphic Designers, Industrial Designers, Interior Designers, and Multimedia Artists and Animators.

In order to analyze the potential market for a bachelor's degree in Studio Arts, it is useful to focus on a single, or a few similar occupations as defined by the BLS. And although a degree in Studio Arts will likely broaden the career choices for students, there may be a select number of occupational definitions that fit better than others. Based on the descriptions in the Sub-headings, this section follows Crafts and Fine Artists. The description reads "Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine Artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one".

Summary information for the Crafts and Fine Artists reports a median annual salary for the nation of $49,160, a number of jobs for 2016 in the nation of 53,400, and a projected growth rate from 2016 to 2026 of 6%. The BLS also offers a description of what duties this occupation fulfills, along with titles commonly used for these professions. Some of these include but are not limited to Cartoonists, Ceramic Artists, Furniture Makers, and Jewelry Artists.

The work environment for Craft and Fine Artists describes a detailed breakdown of the reported 53,400 jobs nationally as 1) Fine artists, including painters, sculptors, and illustrators at 28,000 2) Artists and related workers, all other at 12,800, and Craft Artists at 12,500. The largest employers nationally are as follows: Self-employed (55%), Independent artists, writers and performers (11%), Federal government (7%), Motion picture and sound (3%), and Personal care services (2%).

Job Outlook

The job outlook for Craft and Fine Artists, as proposed by the BLS, is largely dependent on business cycles in the economy. Most of the goods and services provided by workers in this occupation are likely to be sensitive to economic downturns. The BLS reports that during an economic downturn, spending on these goods and services may be disproportionally lower than other goods. This is primarily due to these goods and services demonstrating an income elasticity greater than 1.6. Therefore, the demand for labor, which is a derived demand emanating from the output market, will also be sensitive.

The BLS also proposes that in a competitive marketplace, gaining monetary success may only come to the few that, in addition to having artistic skills, attain marketability in the economy. Regardless, the proposed degree in Studio Arts is likely to supply the average student with a balanced set of skills with the potential to thrive in the marketplace.

Employment projections for Craft and Fine Artists for the nation from 2016 to 2026 are as follows (percent changes in parentheses):

Craft and fine artists: 53,400 to 56,500 (6%)

Craft artists: 12,500 to 13,100 (4%)

Fine artists, painters and sculptors: 28,000 to 29,900 (7%)

Artists and related 12,800 to 13,500 (5%)

When examining the employment by industry, the breakdown of which sectors are accepting these sub-occupations is provided Table 7 below summarizes briefly these results.

Table 7: Employment by Industry

	Top employment sectors
Craft artists	Self-employed, Arts, Entertainment, and Recreation, Manufacturing
Fine artists, painters, and sculptors	Self-employed, information sector, Independent artists, writers, and performers
Artists and related	Self-employed, Government

Similar occupations to Craft and Fine Artists are listed as Archivists, Curators, and Museum Workers, Art Directors, Fashion Designers, Graphic Designers, Industrial Designers, Jewelers, and Precious Stone and Metal Workers, Multimedia Artists and Animators, Photographers, and Woodworkers. These occupations may represent potential employment for the degree holder in Studio Arts or networking opportunities.

There are other resources highlighted in the BLS repository. These include the National Association of Schools of Art and Design, American Craft Council, New York Foundation for the Arts, The Association of Medical Illustrators, National Assembly of State Arts Agencies, and the National Endowment for the Arts. The American Craft Council, for example, offers a wide array of resources for the degree holder in Studio Arts. Some of these include Craft Museums in the U.S., National, and Regional Craft Organizations, Schools with Craft Workshop and Courses, and State Arts and Crafts Councils. (Appendix 4).

Industry Profiles

Under the Occupational Employment Statistics for the classification for Craft Artists (27-1012), industry profiles are provided. Sectors hiring the most Craft Artists are Independent Artists, Writers and Performers, Mineral Manufacturing, Performing Arts Companies, Motion Picture and Video companies, and Electronic Shopping and Mail-Order Houses. The same sectors are listed as having the highest concentration of Craft Artists are listed with the addition of Museums, Historical Sites, and Similar Institutions. Finally, the top-paying sectors for Craft Artists are Advertising, Public Relations, Motion Picture and Video Industries, Management of Companies and Enterprises, Colleges, Universities, and Professional Schools, and Performing Arts Companies. One can observe that a few industries, particularly in the top paying, are outside of the traditional career paths of fine arts. These include Advertising and Public Relations along with Management of Companies and Enterprises.

The top-paying sectors for Craft Artists, as listed previously, report annual mean wages in the table below:

Table 8: Mean wages of Top Paying Industries of Craft Artists

	Annual Salary
Advertising, Public Relations, and Related Services	$64,950
Motion Picture and Video Industries	56,600
Management of Companies and Enterprises	52,800
Colleges, Universities, and Professional Schools	46,390
Performing Arts Companies	44,050

Future Sustainable Need/Demand

A measure of industry-intensity for employment in art-related occupations, location quotients are presented here. A location quotient that is greater than one "indicates the occupation has ahigher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average". The location quotients for the major metropolitan areas in TN for Arts, Design, Entertainment, Sports, and Media Occupations are reported below. It is evident that the middle part of the state generates the highest concentration of industry representation.

Knoxville:	.75
Nashville Davidson Murfreesboro Franklin:	1.18
Memphis	.58
Chattanooga	.78
Johnson City	.52

The information presented in this study will be used in a summary analysis that follows this document. Labor market conditions in conjunction with the analysis presented here will be used to make recommendations on the short and long-run viability of this proposed degree in the marketplace.

Summary and Viability

Degree holders in the proposed Bachelor's degree in Studio Arts may experience greater flexibility in the marketplace compared to more narrowly focused art degrees. Although students choosing to fine-tune their skills in the arts, such as painting, sculpting, and craft-making, may benefit from a university education in those fields, job prospects may be highly-dependent on overall economic conditions. This is due to the specific, albeit highly-skilled, nature of the discipline.

During an economic downturn, the demand for arts and crafts commodities may subside, at times dramatically, as incomes fall. But the broader set of skills in the proposed Bachelor degree in Studio Arts may offer the degree holder more career alternatives to navigate an unstable economy. As outlined in the Letter of Notification, the degree will be designed "to build competency with a set of practical artistic and production skills".

The findings in the IPUMs data support this broader flexibility of the proposed degree in Studio Arts. As mentioned in the Regional Demand section, individuals often find jobs in a diverse range of occupations that may be outside their chosen field of study. For Tennessee art majors, this is especially true as the most common occupations are in areas such as education, sales, management, computers, and mathematics. When consideration is given to "where the art major finds employment" versus "whether art majors are finding jobs in art-related fields," the earnings of art majors across diverse occupations is competitive. The mean and median earnings for art majors in TN remain in-line with and sometimes surpass, earnings of other workers for the state and nation.

The outcome of the survey for the proposed degree in Studio Arts shows mixed results across student classification years. However, when the survey accounts for seniors close to graduation, there appears to be a healthy interest in enrollment if the degree were offered. Seniors may offer a unique perspective as they can compare their experiences in an existing program to a hypothetical proposed degree.

Although it is difficult to forecast the short and long-run viability of a degree in Studio Arts, the general belief is that this degree may offer more flexibility and resistance

to business cycles compared to related art degrees. Short-run fluctuations in the economy along with the traditional challenges associated with frictional unemployment may place strain on degree holders as they seek an ideal work setting. But due to the broader flexibility that this proposed degree offers, they are likely to find stable positions that utilize their artistic skills in a productive capacity. Overall, it is believed that the proposed degree in Studio Arts may become more viable in the long run. (Appendix 4)

Program cost/revenues:

The School of Art, Craft & Design will utilize resources presently available to develop, launch and support the new proposed program; no additional faculty, space, or significant equipment will be needed initially to successfully implement the curriculum. While our current BFA program is healthy, some of our studio courses are not currently at full enrollment capacity, thus we can accommodate additional students who are interested in pursuing the Bachelor of Science degree in our current course offerings. As the proposed degree program experiences growth, we will employ the teaching assistance of local qualified artists in our region to offer additional course sections of existing courses in existing studios/classrooms, as needed. Program revenues will support the salary of any additional adjunct faculty and needed equipment. As such, beyond implementing a new marketing and promotion program to include the new academic program, there are no other costs associated with the new degree. Our annual NASAD accreditation fees will not be affected by the expected growth in the program. The program will be supported via program revenues.

Table 9: Enrollment and Financial Projections

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Expenses	$2000	$750	$5100	$5100	$5550	$5550
Tuition/fees (in-state)	$0	$73,654 (7 F/T students)	$94,698 (9 F/T students)	$126,264 (12 F/T students)	$157,830 (15 F/T students)	$210,440 (20 F/T students)
Net Profit	**$0**	**$72,904**	**$89,598**	**$121,164**	**$152,280**	**$204,890**

Revenues include: *Based on in-state tuition
-Tuition/fees (excluding housing or meal plan): $5,261/student per semester at 12 credit hour enrollment x 2 semesters = $10,522/year/student

Table 10: Program Expenses:

	Marketing/Promo	Add Adjunct	Supplies	Equipment	Total
Planning Year	$1000	0	0	$1000	$2000
Year 1	$750	0	0	0	$750
Year 2	$750	$2250	$100	$2000	$5100
Year 3	$750	$2250	$100	$2000	$5100
Year 4	$750	$4650	$150	0	$5550
Year 5	$750	$4650	$150	0	$5550

Expenses are expected to be supported by proposed program revenues.

References:

Master Plan for Tennessee Postsecondary Education 2015-2025
https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/MasterPlanSummary.pdf

Tennessee Tech Strategic Plan 2019: Tech Tomorrow
https://www.ntech.edu/strategic

Bureau of Labor Statistics
https://www.bls.gov/oes/2020/may/oes_4700003.htm

New Academic Program Proposal

Implementation Timeline:

External Judgement Site Visit: February 16, 2022
External Review Report to THEC: March 20, 2022
TN Tech Response to External Review: April 2022
TN Tech Board of Trustees: June 23, 2022
THEC Commission Approval: July 28, 2022
Degree implementation: Fall 2022

NOTE: Although THEC commission review date is very near the start of the fall 2023 semester, TN Tech and the SAC&D have been working to prepare for immediate implementation. We have the curriculum, space, and faculty in place for successful launch of the new degree program.

Institutional Approvals:

School of Art, Craft & Design Faculty: 09/20/2021
College of Fine Arts Curriculum Committee: 10/15/2021
University Curriculum Committee: 10/28/2021
Academic Council: 11/10/2021

Curriculum:

Program Learning Outcomes

-Students will develop visual sensitivity.
-Students will gain technical skills, perceptual development, and understanding of principles of visual organization suffice to achieve basic visual communication and expression in one or more media.
-Students will have the ability to make workable connection between concept and media.
-Students will have some familiarity with the works and intentions of major artists/designers and movements of the past and present.
-Students should understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects and works of art.
-Students will explore additional areas of study to broaden their skills and experiences in other disciplines.
-Students will develop a set of skills and competencies relevant to their career interest, thus creating increased workplace viability.

Table 11: **Program Requirements: these percentages satisfy NASAD accreditation standards**

Studio or related area	Art/Design History	General Studies	Electives	Total Number of Units
39 credits	12	41	28	120
32.5%	10%	34.2%	23.3%	100%

Bachelor of Science in Studio Arts - List of Courses

TTU has an existing Bachelor of Fine Arts degree program, which will supply/support the Art content course needs for the proposed degree program; these courses are listed below.

Studio or Related Areas

Foundations – 18 credits

ART 1250	Intro to Digital Imaging	3 credits
ART 1320	Creative Studio	3 credits
ART 1340	Foundations Studio I	3 credits
ART 1350	Foundations Studio II	3 credits
ART 1045	Drawing I	3 credits
ART 1050	Drawing II	3 credits
Or		
ART 2330	Technical Drawing	3 credits
Or		
ART 2340	CAD for the Artist	3 credits

Studio Courses – 21 credits.

*__ART 4000__	Capstone Experience	3 credits

Select 6 or more from the following; 4 must be 3000 or 4000 level:

ARED 1250	Digital Technologies in Art Ed.	3 credits
ARED 2050	STEAM Studio	2 credits
ART 2210	Introduction to Design	3 credits
ART 2220	Typography, Text and Image	3 credits
ART 2410	Painting I	3 credits
ART 2510	Intro to Clay	3 credits
ART 2540	Intro to Wheel-Throwing	3 credits
ART 2610	Introduction to Fibers	3 credits
ART 2710	Introduction to Glass	3 credits
ART 2810	Introduction to Metals	3 credits
ART 2910	Introduction to Woodworking	3 credits

ART 3210	Design Studio	3 credits
ART 3220	Design Studio II	3 credits
ART 3230	Design Studio III	3 credits
ART 3240	Illustration and Visual Narrative	3 credits
ART 3250/1	Independent Studies in Design	1, 2 or 3 credits
ART 3310	Drawing III	3 credits
ART 3320	Figure Studies	3 credits
ART 3410	Painting II	3 credits
ART 3420	Painting III	3 credits
ART 3421	Painting IV	3 credits
ART 3430	Independent Studies in Painting	1, 2, or 3 credits
ART 3431	Independent Studies in Painting	1, 2, or 3 credits
ART 3510	Clay on the Wheel	3 credits
ART 3511	Intermediate Hand-building	3 credits
ART 3540	Intermediate Wheel-Throwing	3 credits
ART 3520	Advanced Clay Studio	3 credits
ART 3521	Advanced Clay Studio	3 credits
ART 3530/1	Independent Studies in Clay	1, 2, or 3 credits
ART 3610	Weaving I	3 credits
ART 3611	Weaving II	3 credits
ART 3620	Surface Design I	3 credits
ART 3621	Surface Design II	3 credits
ART 3630/1	Independent Studies in Fibers	1, 2, or 3 credits
ART 3640	3D Structures in Fibers I	3 credits
ART 3641	3D Structures in Fibers II	3 credits
ART 3650	Fiber Art Studio I	3 credits
ART 3651	Fiber Art Studio II	3 credits
ART 3710	Intermediate Glass Studio	3 credits
ART 3711	Intermediate Glass Studio	3 credits
ART 3720	Advanced Glass Studio	3 credits
ART 3730	Independent Studies in Glass	1, 2, or 3 credits
ART 3740	Warm Glass Studio	3 credits
ART 3750	Production Processes in Glass	3 credits
ART 3810	Metals studio-Metalsmithing	3 credits
ART 3811	Metals studio-Metalsmithing	3 credits
ART 3820	Metals studio-Blacksmithing	3 credits
ART 3821	Metals studio-Blacksmithing	3 credits
ART 3830	Independent Studies in Metals	1, 2, or 3 credits
ART 3099	Professional Practices for the Artist	3 credits
ART 3910	Intermediate Wood Studio	3 credits
ART 3911	Intermediate Wood Studio	3 credits
ART 3920	Advanced Wood Studio	3 credits

ART 3921	Advanced Wood Studio	3 credits
ART 3930	Independ. Studies in Woodworking	1, 2, or 3 credits
ART 3940	Woodturning	3 credits
ART 4240	Special Problems in Design	3 credits
ART 4310	Independent Studies in Drawing	1, 2, or 3 credits
ART 4640	Special Problems in Fibers	1, 2, or 3 credits
ART 4740	Special Problems in Glass	1, 2, or 3 credits
ART 4840	Special Problems in Metals	1, 2, or 3 credits
ART 4940	Special Problems in Wood	1, 2, or 3 credits

Total Studio or Related Areas 39 credits = 32.5%

***denotes a new course**

Art/Design History

Art History – 6 credits

Art 2000	Art History Survey I	3 credits
Art 2020	Art History Survey II	3 credits

Upper division Art History – 6 credits, select two

Art 3130	Art Since 1900	3 credits
Art 3150	History of Crafts	3 credits
Art 3170	History of Design	3 credits
Art 3180	History of Prints	3 credits
Art 3190	Medieval Art History	3 credits
Art 4040	Art Criticism and Aesthetic Understanding	3 credits
Art 4100	Art Tour	3 credits

Total Art/Design History 12 credits = 10%

General Studies

Communication – 9 credits

ENGL 1010	English Composition I	3 credits
ENGL 1020	English Composition II	3 credits
COMM2025	Fundamentals of Communication	3 credits
Or		
PC 2500	Communicating in the Professions	3 credits

Humanities and/or Fine Arts – 9 credits

Select one from the following:

ART 1035	Introduction to Art	3 credits
ART 2000	Art history Survey I	3 credits

ART 2020	Art History Survey II	3 credits
ENGL 2130	Topics in American Literature	3 credits
ENGL 2235	Topics in British Literature	3 credits
ENGL 2330	Topics in World Literature	3 credits

Select 2 from the following:

FLST 2520	The Cultures and Peoples of N. Africa	3credits
FREN 2510	French Culture and Civilization	3 credits
GERM 2520	German Culture and Civilization	3 credits
HIST 1310	Science and World Cultures	3 credits
HIST 2210	Early Western Civilization	3 credits
HIST 2310	Early World History	3 credits
HIST 2220	Modern Western Civilization	3 credits
HIST 2320	Modern World History	3 credits
MUS 1030	Music Appreciation	3 credits
PHIL 1030	Introduction to Philosophy	3 credits
RELS 2010	Introduction to Religious Studies	3 credits
SPAN 2510	Spanish Culture and Civilization	3 credits
SPAN 2550	Latin Amer. Culture and Civilization	3 credits
THEA 1030	Introduction to Theater	3 credits

Natural Sciences – 8 credits. Select 2 or 3 from the following:

ASTR 1010	Introduction to Modern Astronomy I	4 credits
ASTR 1020	Introduction to Modern Astronomy II	4 credits
BIOL 1010	Introduction to Biology	4 credits
BIOL 1020	Diversity of Life	4 credits
BIOL 1080	Concepts of Biology	4 credits
BIOL 1113	General Biology I	4 credits
BIOL 1123	General Biology II	4 credits
BIOL 2010	Human Anatomy and Physiology I	4 credits
BIOL 2020	Human Anatomy and Physiology II	4 credits
BIOL 2310	General Botany	4 credits
CHEM 1010	Introductory Chemistry I	4 credits
CHEM 1020	Introductory Chemistry II	4 credits
CHEM 1110	General Chemistry I	4 credits
CHEM 1120	General Chemistry II	4 credits
CHEM 1310	Concepts of Chemistry	3 credits
GEOL 1040	Physical Geology	4 credits
GEOL 1045	Earth Environ., Resources and Society	4 credits
GEOL 1070	Concepts of Geology	3 credits
GEOL 2100	Weather and Climate Systems	4 credits
PHYS 1310	Concepts of Physics	3 credits

PHYS 2010	Algebra-based Physics I	4 credits
PHYS 2020	Algebra-based Physics II	4 credits
PHYS 2110	Calculus-based Physics I	4 credits
PHYS 2120	Calculus-based Physics II	4 credits

Mathematics – 3 credits. Select one from the following:

MATH 1010	Math for General Studies	3 credits
MATH 1130	College Algebra	3 credits
MATH 1420	Geometry Concepts for Teachers	3 credits
MATH 1530	Introductory Statistics	3 credits
MATH 1630	Finite Mathematics	3 credits
MATH 1710	Pre-Calculus Algebra	3 credits
MATH 1720	Pre-Calculus Trigonometry	3 credits
MATH 1730	Pre-Calculus Mathematics	3 credits
MATH 1830	Applied Calculus	3 credits
MATH 1910	Calculus I	4 credits

History – 6 credits.

HIST 2010	Early United States History	3 credits
HIST 2020	Modern United States History	3 credits

Social/Behavioral Science – 6 credits. Select two from the following:

AGBE 2010	World Food and Society	3 credits
ANTH 1100	Introduction to Anthropology	3 credits
ECON 2010	Principles of Microeconomics	3 credits
ECON 2020	Principles of Macroeconomics	3 credits
ESS 1100	Introduction to Environmental Studies	3 credits
EXPW 2015	Concepts of Health and Wellness	3 credits
GEOG 1012	Cultural Geography	3 credits
GEOG 1130	Geography of Natural Hazards	3 credits
JOUR 1110	Media and Social Institutions	3 credits
POLS 1030	American Government	3 credits
PSY 1030	Introduction to Psychology	3 credits
SOC 1010	Introduction to Sociology	3 credits
WGS 2010	Intro to Women and Gender Studies	3 credits

Total General Studies 41 credits = 34.2%

Electives

Students must complete 28 credits of open electives from any discipline at any level. It is encouraged for students to complete 15 of the required 28 hours towards completion of a minor degree. *Comprehensive list of*

course descriptions are found on the institution website,
https://catalog.tntech.edu/content.php?catoid=29&navoid=6106

Total electives 28 = 23.3%

NOTE: Tennessee Tech University requires students to complete at least 36 hours of Upper Division (3000/4000 level classes) to graduate. These classes can include major degree courses, minor degree courses, or electives.

All art majors must earn a grade of "C" or above in all art courses in order to earn course credit towards graduation. A lower grade requires repeat of the course.

Bachelor of Science in Studio Arts - Program of Study

FRESHMAN YEAR							
1st Semester				**2nd Semester**			
Course	**Hrs.**	**Gr.**	*Sub Filed*	*Course*	**Hrs.**	**Gr.**	**Sub Filed**
ENGL 1010 Writing I *(Minimum grade of C must be earned)*	3			ENGL 1020 Writing II *(Minimum grade of C must be earned)*	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II **Or** ART 1259-Intro to Digital Imaging	3		
ART 1320 – Creative Studio	3			ART 1045-Drawing I	3		
Gen. Ed Math-	3			ART 2000-Survey of Art History I	3		
Gen Ed Humanities/Fine Arts	3			Gen Ed Social Behavior Science	3		
TOTAL	**15**			**TOTAL**	**15**		

SOPHOMORE YEAR							
1st Semester				**2nd Semester**			
Course	**Hrs.**	**Gr.**	*Sub Filed*	*Course*	**Hrs.**	**Gr.**	**Sub Filed**
ART 1350-Foundations Studio II **OR** ART 1250-Intro to Digital Imaging	3			Studio Elective course	3		
ART 1050-Drawing II **OR** ART 2330-Technical Drawing **OR** ART 2340-CAD for the Artist	3			Elective	3		
ART 2120-Survey of Art History II	3			Elective	3		
Gen Ed: HIST 2010-American History I	3			Gen Ed: HIST 2020-American History II	3		
Gen Ed: Natural Science Elective	4			Gen Ed: Natural Science Elective	4		
TOTAL	**16**			**TOTAL**	**16**		

JUNIOR YEAR							
1st Semester				2nd Semester			
Course	Hrs.	Gr.	*Sub Filed*	*Course*	Hrs.	Gr.	Sub Filed
Upper Division-Studio Elective course	3			Upper Division-Studio Elective course	3		
Studio Elective course	3			Upper Division -Studio Elective	3		
Elective	3			Art History Elective (Upper Division)	3		
Art History Elective (Upper Division)	3			Elective	3		
ENGL 2130, 2235, **OR** 2330	3			Gen Ed: COMM 2025 **OR** PC 2500	3		
TOTAL	**15**			**TOTAL**	**15**		

SENIOR YEAR							
1st Semester				2nd Semester			
Course	Hrs.	Gr.	*Sub Filed*	*Course*	Hrs.	Gr.	Sub Filed
Upper Division-Studio Elective course	3			ART 4000-Capstone Experience	3		
Elective	3			Elective	3		
Elective	3			Elective	3		
Elective	3			Elective	1		
Gen Ed: Social Behavioral Science	3			Gen Ed: Humanities/Fine Arts Elective	3		
TOTAL	**15**			**TOTAL**	**13**		

All art majors must earn a grade of "C" or above in all art courses in order to earn credit towards graduation. A lower grade requires repeat of the course.

Tennessee Tech University requires students to complete at least 36 hours of Upper Division (3000/4000 level classes) to graduate. These classes can include major degree courses, minor degree courses, or electives. 21 hours of Upper Division coursework is built into Bachelor of Science in Studio Arts curriculum; the remaining 15 hours can be taken in any discipline, including Art.

Optional Minor Degree

Students are encouraged to pursue a minor in one of the following disciplines: (15 credits)

Accounting
Agriculture
Aquatics
Astronomy

Business Information Technology and Analytics
Business Management
Biology
Business
Caregiving
Chemistry
Coaching
Communication
Computer Science Education
Computer Science
Criminal Justice
Early Childhood Education
Education
Elementary Education
English as a Second Language
English
Environmental Engineering
Environmental Studies
Event Planning
Exercise Science
Family Sciences
Foreign Language
Foundations of Education
Health and Wellness
History
Housing and Design
Human Ecology
Human Resource Management
Humanities
International Business
International Studies
Leadership
Leadership & Military Science
Manufacturing and Engineering Technology
Materials Science and Engineering
Merchandising and Design
Middle Grades
Music History
Music Performance
Music Technology
Music Theory and Composition
Natural Resources
Parks and Protected Areas
Physics

Professional and Technical Communication
Psychology
Race and Ethnic Studies in the United States
Reading
Religious Studies
Social Science
Secondary Education
Science
Special Education
Women and Gender Studies

Table 12: **Students can select from the following courses to fulfill the 18 hours of Studio Elective requirements; 12 hours must be upper division studio courses:**

Course	Title	Credits	Course	Title	Credits
ARED 1250	Digital Tech. in Art Ed	3 credits	Art 3611	Weaving II	3 credits
ARED 2050	STEAM Studio	2 credits	Art 3620	Surface Design I	3 credits
Art 2210	Introduction to Design	3 credits	Art 3621	Surface Design II	3 credits
Art 2220	Typography, Text and Image	3 credits	Art 3630	Independent Studies in Fibers	1, 2, or 3 credits
Art 2410	Painting I	3 credits	Art 3640	3D Structures in Fibers I	3 credits
Art 2510	Intro to Clay	3 credits	Art 3641	3D Structures in Fibers II	3 credits
Art 2540	Intro to Wheel-throwing	3 credits	Art 3650	Fiber Art Studio I	3 credits
Art 2610	Introduction to Fibers	3 credits	Art 3651	Fiber Art Studio II	3 credits
Art 2710	Introduction to Glass	3 credits	Art 3710	Intermediate Glass Studio	3 credits
Art 2810	Introduction to Metals	3 credits	Art 3711	Intermediate Glass Studio	3 credits
Art 2910	Introduction to Woodworking	3 credits	Art 3720	Advanced Glass Studio	3 credits
Art 3099	Professional Practices for the Artist	3 credits	Art 3730	Independent Studies in Glass	1, 2, or 3 credits
Art 3210	Design Studio	3 credits	Art 3740	Warm Glass Studio	3 credits
Art 3220	Design Studio II	3 credits	Art 3750	Production Processes in Glass	3 credits
Art 3230	Design Studio III	3 credits	Art 3810	Metals studio-Metalsmithing	3 credits
Art 3240	Illustration and Visual Narrative	3 credits	Art 3811	Metals studio-Metalsmithing	3 credits
Art 3250/1	Independent studies in design	1,2, or 3 credits	Art 3820	Metals studio-Blacksmithing	3 credits

Art 3310	Drawing III	3 credits	Art 3821	Metals studio-Blacksmithing	3 credits
Art 3320	Figure Studies	3 credits	Art 3830	Independent Studies in Metals	1, 2, or 3 credits
Art 3410	Painting II	3 credits	Art 3910	Intermediate Wood Studio	3 credits
Art 3420	Painting III	3 credits	Art 3911	Intermediate Wood Studio	3 credits
Art 3421	Painting IV	3 credits	Art 3920	Advanced Wood Studio	3 credits
Art 3430	Independent Studies in Painting I	1, 2, or 3 credits	Art 3921	Advanced Wood Studio	3 credits
Art 3431	Independent Studies in Painting II	1, 2, or 3 credits	Art 3930	Independ. Studies in Woodworking	1, 2, or 3 credits
Art 3510	Clay on the Wheel	3 credits	Art 3940	Woodturning	3 credits
Art 3511	Intermediate Hand-building	3 credits	Art 4240	Special Problems in Design	4 credits
Art 3520	Advanced Clay Studio	3 credits	Art 4310	Independent Studies in Drawing	1, 2, or 3 credits
Art 3521	Advanced Clay Studio	3 credits	Art 4640	Special Problems in Fibers	1, 2, or 3 credits
Art 3530	Independent Studies in Clay	1, 2, or 3 credits	Art 4740	Special Problems in Glass	1, 2, or 3 credits
Art 3540	Intermediate wheel-throwing	3 credits	Art 4840	Special Problems in Metals	1, 2, or 3 credits
Art 3610	Weaving I	3 credits	Art 4940	Special Problems in Wood	1, 2, or 3 credits

Additional Program Requirements:

Grade level requirements

Upper Division students at Tennessee Tech must maintain a 2.0 grade point average to remain in good standing (see Appendix 2). Consistent with the School of Art, Craft & Design requirements for its Bachelor of Fine Arts degree program, all courses in the Bachelor of Science require a grade of "C" (2.0 quality points) in each required studio arts class and art history class.

Sophomore Assessment

Students in one of the School of Art, Craft & Design's BFA studio concentrations with approximately 45 - 60 earned hours are screened for appropriate progress in art foundations classes, general education classes, and classes in the concentration studio. Studio faculty assess whether the level of accomplishment

(the quality of the artwork) in at least two classes in the concentration is sufficient to support a recommendation to continue in upper division work in that studio. If a student is not granted recommendation for advancement into the professional BFA degree program, the liberal arts focused Bachelor of Science in Studio Arts degree program will be recommended instead. With the absence of specialization, students who struggle with the conceptual and technical rigors to gain the high level of proficiency required of the BFA degree are potentially good candidates for the more liberal arts Bachelor of Science degree focus. The "sophomore assessment" instrument will not be utilized with students who enter the program as Bachelor of Science in Studio Arts majors since the degree's focus is breadth versus specialization. However, Bachelor of Science in Studio Arts majors, like their BFA peers, will be required to earn a grade of "C" or higher in all studio art and art history courses to receive credit towards graduation.

Bachelor of Science in Studio Arts Capstone Experience

Tennessee Tech University requires a capstone experience for all of its Baccalaureate degrees. The Senior Thesis process that is established and which is currently required for TTU BFA students in the clay, fibers, glass, metals, painting and wood concentrations (see Appendix 7) will not be required of Bachelor of Science in Studio Arts students. Due to the generalized focus of the liberal arts Bachelor of Science in Studio Arts degree, expectations of the BFA Senior Thesis experience are far too specialized for the Bachelor of Science in Studio Arts degree requirements as defined by NASAD standards. Instead, all Bachelor of Science in Studio Arts graduating seniors will satisfy the university required capstone experience by successfully completing the new Capstone Experience course: ART 4000, in which the primary experience will involve mounting a group exhibition of their artworks. With further course development definition of primary objectives, rubrics and instruments for evaluation, or specific definitions of scope and quality of achievement will be established; these will align with the NASAD standards and learning outcomes for graduates of the liberal arts Bachelor of Science in Studio Arts degree.

Current Courses and Existing Programs

Current courses for Bachelor of Science in Studio Arts currently offered in our existing Bachelor of Fine Art degree program.

ARED 1250	Digital Technologies in Art Ed	3 credits
ARED 2050	STEAM Studio	2 credits
ART 1320	Creative Studio	3 credits
ART 1340	Foundations Studio I	3 credits
ART 1350	Foundations Studio II	3 credits
ART 1045	Drawing I	3 credits

ART 1050	Drawing II	3 credits
ART 2330	Technical Drawing	3 credits
ART 2340	CAD for the Artist	3 credits
ART 1250	Intro to Digital Imaging	3 credits
ART 3099	Professional Practices for the Artist	3 credits
ART 2210	Introduction to Design	3 credits
ART 2220	Typography, Text and Image	3 credits
ART 2410	Painting I	3 credits
ART 2510	Intro to Clay	3 credits
ART 2540	Intro to Wheel-Throwing	3 credits
ART 2610	Introduction to Fibers	3 credits
ART 2710	Introduction to Glass	3 credits
ART 2810	Introduction to Metals	3 credits
ART 2910	Introduction to Woodworking	3 credits
ART 3099	Professional Practices of the Artist	3 credits
ART 3210	Design Studio	3 credits
ART 3220	Design Studio II	3 credits
ART 3230	Design Studio III	3 credits
ART 3240	Illustration and Visual Narrative	3 credits
ART 3250/1	Independent Studies in Design	1, 2 or 3 credits
ART 3310	Drawing III	3 credits
ART 3320	Figure Studies	3 credits
ART 3410	Painting II	3 credits
ART 3420	Painting III	3 credits
ART 3421	Painting IV	3 credits
ART 3430	Independent Studies in Painting	1, 2, or 3 credits
ART 3431	Independent Studies in Painting	1, 2, or 3 credits
ART 3510	Clay on the Wheel	3 credits
ART 3511	Intermediate Hand-building	3 credits
ART 3540	Intermediate Wheel-Throwing	3 credits
ART 3520	Advanced Clay Studio	3 credits
ART 3521	Advanced Clay Studio	3 credits
ART 3530/1	Independent Studies in Clay	1, 2, or 3 credits
ART 3610	Weaving I	3 credits
ART 3611	Weaving II	3 credits
ART 3620	Surface Design I	3 credits
ART 3621	Surface Design II	3 credits
ART 3630/1	Independent Studies in Fibers	1, 2, or 3 credits
ART 3640	3D Structures in Fibers I	3 credits
ART 3641	3D Structures in Fibers II	3 credits
ART 3650	Fiber Art Studio I	3 credits
ART 3651	Fiber Art Studio II	3 credits
ART 3710	Intermediate Glass Studio	3 credits
ART 3711	Intermediate Glass Studio	3 credits

ART 3720	Advanced Glass Studio	3 credits
ART 3730	Independent Studies in Glass	1, 2, or 3 credits
ART 3740	Warm Glass Studio	3 credits
ART 3750	Production Processes in Glass	3 credits
ART 3810	Metals studio-Metalsmithing	3 credits
ART 3811	Metals studio-Metalsmithing	3 credits
ART 3820	Metals studio-Blacksmithing	3 credits
ART 3821	Metals studio-Blacksmithing	3 credits
ART 3830	Independent Studies in Metals	1, 2, or 3 credits
ART 3910	Intermediate Wood Studio	3 credits
ART 3911	Intermediate Wood Studio	3 credits
ART 3920	Advanced Wood Studio	3 credits
ART 3921	Advanced Wood Studio	3 credits
ART 3930	Independ. Studies in Woodworking	1, 2, or 3 credits
ART 3940	Woodturning	3 credits
ART 4240	Special Problems in Design	3 credits
ART 4310	Independent Studies in Drawing	1, 2, or 3 credits
ART 4640	Special Problems in Fibers	1, 2, or 3 credits
ART 4740	Special Problems in Glass	1, 2, or 3 credits
ART 4840	Special Problems in Metals	1, 2, or 3 credits
ART 4940	Special Problems in Wood	1, 2, or 3 credits
ART 2000	Art History Survey I	3 credits
ART 2020	Art History Survey II	3 credits
ART 3130	Art Since 1900	3 credits
ART 3150	History of Crafts	3 credits
ART 3170	History of Design	3 credits
ART 3180	History of Prints	3 credits
ART 3190	Medieval Art History	3 credits
ART 4040	Art Criticism and Understanding Aesthetics	3 credits
ART 4100	Art Tour	3 credits

New Courses Needed:

Art 4000: Capstone Experience. 3 credits

Tennessee Tech University requires a capstone experience for all of its Baccalaureate degrees. The Senior Thesis process that is established and that is currently being implemented for TTU BFA students in the clay, fibers, glass, metals, painting, dual-studio, and wood concentrations will not be required of Bachelor of Science in Studio Arts students. Due to the generalized focus of the liberal arts Bachelor of Science in Studio Arts degree, expectations of the BFA Senior Thesis experience are too specialized for the Bachelor of Science in Studio Arts degree requirements as defined by NASAD standards. Instead, all Bachelor of Science in

Studio Arts graduating seniors will satisfy the university required capstone experience by successfully completing the new Capstone Experience course: ART 4000, in which the primary experience will involve mounting a group exhibition of their artworks.

Art 4000 Senior Capstone Experience Course description:
The senior capstone is intended to verify the student's ability to conceive, plan and execute a small body of work appropriate to the liberal arts degree. The senior capstone group exhibition body of work should represent a cohesive, aesthetically unified, group of works fulfilling the senior capstone project. In some cases, works completed before the capstone semester may be included in the group exhibition, subject to approval of the faculty. The student will be required explain and defend the conceptual framework and process of the senior capstone work.

Distance Learning:

While there are no distance learning courses required for the proposed degree program, students may opt to complete non-art course requirements via distance learning. At this time, the only School of Art, Craft & Design course offered via distance learning is a General Education Humanities course, Art 1035: Introduction to Art, 3 credits.

Course Syllabi

All current School of Art, Craft & Design course syllabi are included in appendix 7, including the new required course, Art 4000, Capstone Experience.

Academic Standards:

Admission Standards:

The admission policies and practices of the University are intended to assist students of varied backgrounds including but not limited to race, religion, color, creed, sex, and disabling conditions to gain admission to the University. The University actively seeks students of diversity due to a lack of critical mass of these unrepresented groups and encourages them to apply for admission and to inquire about programs. The admission standards are designed to assure students the best possibility of success at the University.

Admission to Freshmen Standing

An applicant who has not enrolled in college courses following high school graduation or receiving a high school equivalent (HSE) diploma, GED/HiSET may be considered for admission as an undergraduate freshman. To gain admission to the University as a freshman student, one must meet the following requirements:

Graduates of public and non-public (including private schools, home schools, and church-related schools) high schools must provide an official high school transcript showing credits earned and date of graduation. Provisional admissions on academic merit through the sixth or seventh semester can be made; however, a final high school transcript showing graduation date and satisfactory grades must be received by the Office of Admissions before full admission can be granted.

The University upholds the requirements and recommendations of the State of Tennessee for Tennessee non-public schools: www.state.tn.us/education/schools/non_public_schools.shtml. Out-of-state, online, and international schools are subject to a case-by-case evaluation to uphold a similar standard. Applicants who cannot provide a satisfactory secondary school credential may substitute acceptable scores on the GED or HiSET examination.

High School Curriculum Requirements: Students graduating from high school must complete a distribution of college preparatory courses. The required courses in the Tennessee High School Diploma provide an example of such courses (see TBR Admissions Policy 2:03:00:00 Section II.B.1.a,(4)).

Admission requirements for new freshman applicants must have a 2.5 high school GPA and a 17 ACT Composite score (or a 930 SAT Critical Reading and Math score). Additionally, new freshman applicants must score at least a 15 on each subscore of the ACT (440 SAT ERW and 400 SAT Math). Students with a final 3.0 high school GPA or higher will be admitted regardless of test scores, but test scores may still be required for course placement purposes.

Students that are over 21 years of age are exempted from the ACT/SAT requirement but must meet the required score on a course placement exam such as the ACCUPLACER.

Students who do not meet the above requirements will be reviewed by the Holistic Review Committee and a more individual review will be used to evaluate the application for admission. Students volunteering information regarding a handicapping condition will be assessed on an individual basis.

Admission to the College of Engineering also requires a high school GPA of 3.00, an ACT composite score of 20, and an ACT mathematics score of 22. Admission to the mathematics major also requires an ACT mathematics score of 21.

Applicants whose native language is not English may be required to take a placement test or submit test scores for the purpose of validating previous English study and/or placement in English courses, including English composition and English as a Second Language.

Applicants for admission to freshman standing who have been enrolled at another college or university must submit official transcripts from each institution attended.

Admission by Examination

Applicants who have not graduated from high school but whose corresponding high school class has graduated must submit an official transcript of the General Educational Development (GED) or HiSET Test. A minimum of a 162 GED (525+ 2002-2013 or 52+ pre-2002) or 13 HiSET score is required for admission. An ACT score is also required of (1) all applicants who are under 21 years of age or (2) all applicants regardless of age, who are seeking majors in engineering, nursing, or pre-professional programs. All GED/HiSET students must also take the ACCUPLACER exam unless ACT/SAT scores are less than three years old.

Admission as a Transfer Student

An applicant who has begun college elsewhere following high school graduation or the awarding of a high school equivalent diploma (GED or HiSET) is a transfer student. If the student has completed less than twenty-four transferable semester hours of degree credit (college-level courses), the applicant will be evaluated using the admission requirements for freshmen applicants.

1. Transfer applicants must meet the following academic standards based on all of their previous college-level coursework at all institutions. (1) Must have a minimum cumulative GPA of 2.0; (2) Must have at least a 2.0 in their last full-time semester (or last 12 hours for part-time students).
2. Transfer applicants having graduated from a Tennessee Board of Regents community college with an A.A. or A.S. degree in a university-parallel program will usually be eligible for admission.
3. An applicant under disciplinary suspension or probation will not be considered for admission until a satisfactory statement has been furnished by the former college.
4. Students who do not meet the above requirements will be reviewed by the Holistic Review Committee. Students volunteering information regarding a handicapping condition will be assessed on an individual basis.
5. Applicants whose native language is not English will be required to take a placement test or submit test scores for the purpose of validating previous English study and/or placement in English courses, including English composition and English as a Second Language.

Readmission of Former Students

Readmission A former student of the University must file an application for re-admission. The application may be obtained www.tntech.edu/applyonline and should be filed no later than thirty (30) days prior to the first day of class to be

considered for the semester in which he or she wishes to enroll. No application fee is required.

A former student who has been suspended two or more times or dismissed must submit a Request for Readmission After Suspension in addition to the application for re-admission no later than 10 days for domestic students and six weeks for international students prior to the beginning of the semester in which he or she wishes to enroll. Admission decisions for suspended or dismissed students are determined by the Admissions Review Committee.

Students should contact the Office of Residential Life concerning on-campus housing requirements (See Residential Life).

Readmission After Suspension. A student suspended for the first time will be accepted for readmission after one full fall or spring semester away from all institutions of higher education. The student must apply for readmission at www.tntech.edu/applyonline/. Readmission to the institution is subject to satisfactory performance at previous institutions if the student chooses to enroll at another institution while away from the University. A student applying for readmission after a second or third suspension should follow the procedure listed below AFTER being away from the University for one calendar year for a second suspension and two calendar years for a third suspension. An exception to this required leave may be made for the student who completes an Associate of Arts or Associate of Science degree in a university parallel curriculum at a community college in the interim.

1. Student must submit the "Readmission after Suspension" form at least ten days prior to the beginning of the semester. International students need to apply six weeks before the beginning of the semester.
2. Student must provide any supporting documents or current academic transcripts to accompany the readmission application.
3. Student may personally explain to the Dean (or his/her designee) of his/her college the reasons for seeking readmission.
4. The readmission application and dean's/designee's recommendation will be considered by the University Admissions and Credits Committee.
5. Student will be notified by mail or email from the Office of Admissions about the status of the readmission application and the terms of readmission, if granted.

Appeal. A student may appeal part or all of his/her required leave from the University by completing the "Readmission after Suspension" application process at least ten days (or six weeks for international students) prior to the desired term of enrollment. During the appeal process, most of the suspensions are upheld with exceptions being made only when rare extenuating circumstances exist. The

Admissions and Credits Committee will usually require the student to wait one semester before he or she can be readmitted.

Admission as a Special Undergraduate Student

A Special Undergraduate student is not a candidate for a degree; however, this classification allows one to register for **undergraduate** courses, obtain grades, and have these grades recorded on an official University transcript. This classification includes students who have and have not yet received a bachelor's degree. Applicants who are not currently in good standing at the last college attended cannot be admitted as a Special Undergraduate student. Admission as a Special Undergraduate student may be granted a person if it appears that he or she may successfully engage in college work and that enrollment will be beneficial to the person and to the University.

Admission as a Special Undergraduate Student does not guarantee enrollment in any course. After gaining admission, the student is subject to normal procedures for registering for courses. Application for admission to this classification should be filed at least thirty (30) days prior to the beginning of the semester in which enrollment is desired. All fees are the same as for regular students.
All individuals wishing to be admitted in this classification are required to submit an application for admission (available online at www.tntech.edu/applyonline) and select "Non-Degree Seeking/Special" as a major and indicate "Special" status. The ACCUPLACER assessment is required for students enrolling in English or mathematics courses. Special students are not eligible for federal and state financial aid.

Tennessee Technological University expects all students to strive for the highest academic achievement of which they are capable. Knowing that grades, once obtained, become a permanent record, the University is desirous that grades truly represent student accomplishment. A quality point average (QPA) of 2.00 is required to be eligible for the baccalaureate degree. This means that a 2.00 QPA is required over all college work taken, for all courses taken at Tennessee Tech, and for all courses taken in the major field.

It is the intention of the University to give the student ample opportunity to demonstrate satisfactory work. To achieve this purpose, a graduated retention standard scale has been adopted. A student who desires to raise his or her quality point average is encouraged to repeat courses in which he or she has unsatisfactory grades, to consider a reduced load, and to evaluate the choice of major.

Warning. Students who fail to satisfy the minimum semester QPA standard as given in (column 2, Retention Table) will be placed on academic warning. Students who have been issued an academic warning and who fail to meet the minimum

semester QPA standard (column 2, Retention Table) the next semester enrolled will be placed on academic probation. In cases where, concurrently, the semester QPA would indicate academic warning and the cumulative QPA would dictate academic probation, the student will be placed on probation.

Probation. Students who fail to maintain the cumulative or current quality point average required for unconditioned retention are placed on probation. This indicates that the quality of work performed is not satisfactory and the student is in danger of suspension unless his/her achievement shows the required improvement.

A student on probation must not enroll in more than sixteen hours and must remove the probation status the next enrolled semester by exceeding the requirements of the Academic Retention Table. A student on probation that meets the semester average requirement but does not equal the cumulative requirement of the Academic Retention Table will continue on probation.

Suspension. Any student who has been placed on probation and who fails to meet both the required cumulative QPA standard (column 1, Retention Table) and semester QPA standard (column 2, Retention Table) the next semester enrolled will be suspended for a minimum of one semester. The summer term may not be counted as the term of suspension. The only exception to the previous statement is that a student placed on probation and who earns a semester QPA of at least 2.0 (or required minimum semester QPA) the next term enrolled, but who does not raise his/her QPA to the required cumulative QPA standard (column 1), will remain on probation. A student on probation who receives grades of only "S" and/or "W" will incur academic suspension, due to the fact that his/her QPA did not meet the semester QPA standard (column 2, Retention Table). A student suspended for a second time must remain out of school for one calendar year. If a student is suspended a third time, the student will be denied enrollment in the University for a period of two calendar years. The student may wish to enroll at a community college during that time. If a student remains out of school for four years, the student is eligible to apply for "Academic Fresh Start," which allows the student to begin a brand-new academic career.

Retention Table (Effective Fall 2010)

Cumulative Quality Hours Attempted Minus First Repeats	Required Minimum Cumulative Quality Point Average (Column 1)	Required Minimum Semester Quality Point Average (Column 2)
0.0 - 29.09	1.50	1.50
29.10 - 50.09	1.75	1.75
50.10 - and above	2.00	2.00

Readmission After Suspension. A student suspended for the first time will be accepted for readmission after one full fall or spring semester away from all institutions of higher education. The student must apply for readmission at www.tntech.edu/applyonline/. Readmission to the institution is subject to satisfactory performance at previous institutions if the student chooses to enroll at another institution while away from the University. A student applying for readmission after a second or third suspension should follow the procedure listed below AFTER being away from the University for one calendar year for a second suspension and two calendar years for a third suspension. An exception to this required leave may be made for the student who completes an Associate of Arts or Associate of Science degree in a university parallel curriculum at a community college in the interim.

1. Student must submit the "Readmission after Suspension" form at least ten days prior to the beginning of the semester. International students need to apply six weeks before the beginning of the semester.
2. Student must provide any supporting documents or current academic transcripts to accompany the readmission application.
3. Student may personally explain to the Dean (or his/her designee) of his/her college the reasons for seeking readmission.
4. The readmission application and dean's/designee's recommendation will be considered by the University Admissions and Credits Committee.
5. Student will be notified by mail or email from the Office of Admissions about the status of the readmission application and the terms of readmission, if granted.

Appeal. A student may appeal part or all of his/her required leave from the University by completing the "Readmission after Suspension" application process at least ten days (or six weeks for international students) prior to the desired term of enrollment. During the appeal process, most of the suspensions are upheld with exceptions being made only when rare extenuating circumstances exist. The Admissions and Credits Committee will usually require the student to wait one semester before he or she can be readmitted.

In addition to TN Tech University standards, the School of Art, Craft & Design meets the standards for accreditation set by the National Association of Schools of Art and Design (NASAD).

The School of Art, Craft & Design requires that all students pass all art content courses with a grade of "C" or better in order to count towards graduation completion. The Bachelor of Science in Studio Arts degree will culminate in a group exhibition as part of the required Art Capstone Course, Art 4000.

Equity

Providing educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation, TN Tech University is committed to an inclusive and diverse campus that enriches educational experiences, promotes personal growth and a healthy society, prepares students for success in a global economy and enhances America's economic competitiveness. In addition, the campus office of Affirmative Action specifically monitors all job postings, i.e. faculty position, for adherence to federal diversity standards.

The School of Art, Craft & Design believes that the new Bachelor of Science in Studio Arts degree program will attract a more diverse student population. Because of the degree's curricular flexibility, it will better accommodate community college transfer students who, historically, display more diversity than the student population of traditional four-year colleges. The SAC&D has recently established Tennessee Transfer Pathways for our BFA program, which will also transfer seamlessly into the proposed BS degree program to better serve the community college transfer population. Additionally, the School of Art, Craft & Design is currently engaged in establishing diversity, equity and inclusivity-based scholarships for these prospective and our current majors.

The School of Art, Craft & Design has recently awarded two scholarships to students who self-identify as being from an under-represented group for the 2022-2023 academic school year. And, it is the faculty's desire to continue to support diversity initiatives in this way in subsequent years. Additionally, the SAC&D Director has forged relationships with TN Tech's Office of Multi-Cultural Affairs to communicate the School's readiness to assist students and offer modest financial support to students for course materials, if/when needed and within the SAC&D's means and ability. Furthermore, the SAC&D Director has completed TN Tech's Diversity, Equity and Inclusivity certificate program and they currently serve as a TN Tech Diversity Champion. As a Diversity Champion, they are in the preliminary stages of forming a College of Fine Arts Diversity Committee who will be charged with developing and implementing strategies for growing enrollment of students from underserved populations, along with establishing systems and programs to provide them with support throughout their academic program to increase retention and graduation rates. Moreover, the SAC&D's satellite campus, the Appalachian Center for Craft, is partnering with the non-profit, Crafting the Future, an organization dedicated to growing and fostering diversity in the craft field, by hosting a group of 20+ students and 10 instructors from under-represented groups in a week-long residency program in summer 2022. It is the SAC&D's desire that through these collective efforts, we can serve a more diverse group of students. And, because of the curricular flexibility and ease of college transfer, the proposed Bachelor of Science in Studio Arts should work to increase

enrollment of all types of students, including those from under-represented groups and the systems and activities previously described should work collectively to provide mechanisms for increased enrollment and retention. Lastly, the demographics of the Upper Cumberland are becoming increasingly diverse, as such, it is expected that our student population in both the Bachelor of Science in Studio Arts and the Bachelor of Fine Arts degree programs will see an increase of students from diverse populations. As these numbers increase, the School of Art, Craft & Design will want to consider increasing its scholarship options to this population of students. For prospective student recruitment, the TTU Office of Communications and Marketing will approve all print and digital marketing content for the MSEM to ensure that it reflects TTU's commitment to diversity and inclusion.

Program Enrollment and Graduates

The School of Art, Craft & Design is optimistic that the new Bachelor of Science in Studio Arts will well serve transfer, veteran, non-traditional and current students, who desire greater curricular flexibility, broader content, and training for careers that do not fit the model of a full-time studio art practitioner. The SAC&D has recently established Tennessee Transfer Pathways for our BFA program and which also seamlessly transfer into the BS degree program, which should have positive impact on enrollment in the program. The following table outline projected annual, unduplicated full and part-time enrollments and number of graduates for the first five years of the program:

Table 13: Projected enrollment and graduates

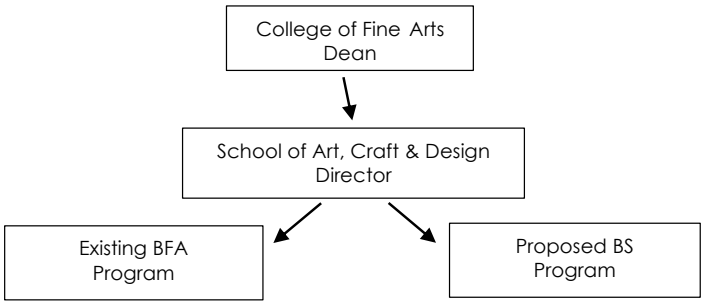
Year	Total Year Enrollment	Student Attrition	Graduates
1	7	2	0
2	9	2	4
3	12	3	7
4	15	3	9
5	20	4	12

These projections are based on the comparison of enrollment data provided from regional peer institutions with Bachelor of Science in Studio Arts programs combined with the expressed interest of our current student body in our Bachelor of Fine Arts programs. Based on feedback received from the external site reviewer, Prof. Zimany of Clemson University, it is possible that these estimates are conservative, however, if so, we have the resources to support modest increase of these projections. It is natural for attrition to occur due to any number of reasons and circumstances. We find that most attrition occurs in the freshman year; therefore, although total year enrollment increases each year of the program, we anticipate modest but consistent growth of the freshman class in

years 1-5 while the program becomes more visible in the region, which we predict resulting in fairly consistent attrition rates across those years.

Administrative structure:

There will be no changes in administrative structure. Prof. Kimberly Winkle, Director of the School of Art, Craft & Design, will serve as the administrative director of the proposed program. Current administrative support staff will serve the program, as well, as detailed below.



SAC&D Administrative Associate – Provides administrative support to the School, including bookkeeping, secure storage of personnel files, issuance of student enrollment permits, course scheduling input, ordering/organization of office supplies, ordering of classroom/studio supplies, TN Tech faculty credit card monthly reconciling, initiation of contracts and payment for adjunct faculty and/or visiting artist, preparing sophomore assessment forms, submission of work orders for any facility needs and support for NASAD annual HEADS report. This position will continue to provide these services in support of the new proposed Bachelor of Science in Studio Arts along with the existing Bachelor of Fine Arts program. It is likely that the position will encounter increased activity in enrollment permits and adjunct faculty contracts as a result of projected increased enrollment in the overall SAC&D.

Faculty Resources

Our current full-time and adjunct faculty pool will support the art content for the new degree program curriculum, which is common between our existing Bachelor of Fine Arts Degree and the proposed Bachelor of Science in Studio Arts. No additional faculty nor professional development is needed to implement the new degree program. The School of Art, Craft & Design is currently comprised of, 2 Professors, 3 Associate Professors, 7 Assistant Professors, and 7 adjunct faculty members. The Senior Capstone course is the only course that is not currently being taught at this time.

Table 14: **Current Faculty**

Current Faculty	Year Hired	Rank	Tenure status	Degree	Pre-K-12 teaching	Current area of teaching	New prgrm responsibility
Blair, Jeremy	2017	Assistant Professor	Tenure-track	PhD, Art Education, Univ. N. Texas, BS Art Ed.	4 years	Art Education	Art Electives
Butler, Kelly	2021	Assistant Professor	Tenure-Track	PhD, Art History, Arizona State University, MA & BA Art History, Univ. N. Texas	None	Art History	Art History
Brock, Curtiss	1994	Professor	Tenured	MFA Sculpture, Univ. of Illinois, BFA Glass, Goddard College	None	Glass	Art Electives Senior Capstone
Evelyn, Anne	2021	Assistant Professor	Tenure-track	MFA Woodworking & Furniture Design, Rhode Island School of Design BFA, Woodworking and Furniture Design, Rhode Island School of Design	None	Woodworking, Technical Drawing	Art Electives Senior Capstone
Field, Joshua	2020	Assistant Professor	Tenure-track	MFA Painting, Univ. of Massachusetts at Amherst. BFA Sculpture, Maryland Institute College of Art	None	Art Foundations: Drawing, 2D Design, Intro to Art	Foundations Primary
Gallop, David	2013	Associate Professor	Tenured	MFA Graphic Design, Louisiana State Univ., BFA Graphic Design, Univ. of S. Alabama	None	Design (Digital Media)	Studio Art Electives
Johnson, Perry	2015	Associate Professor	Tenured	MFA, Painting and Printmaking, East TN State Univ., BFA printmaking, Virginia Intermot College	None	Painting, Printmaking, Drawing	Studio Art Electives Senior Capstone
Randall, Daniel	2015	Associate Professor	Tenured	MFA, Metals, Southern Illinois Univ., BFA Metals, Rochester Inst. of Tech.	None	Metalsmithing, Blacksmithing, CAD	Studio Art Electives, Foundations, Senior Capstone
Sisk, Christopher	2020	Assistant Professor	Tenure-Track	MFA, Design/Visual Commun., Virginia Commonwealth University, BA Art and Asian Studies Furman University	None	Design (Digital Media)	Studio Art Electives
Wilson, Jessica	2018	Assistant Professor	Tenure-track	MFA Ceramics, Rhode Island School of Design, BFA University of the Arts	None	Ceramics	Studio Art Electives
Winkle, Kimberly	2006	Associate Professor	Tenured	MFA Furniture Design, San Diego State Univ., BFA Ceramics, Univ. of Oklahoma	None	Drawing, Professional Practices, Art Foundations	Art Foundations and Studio Art Electives
Wood, Rena	2018	Assistant Professor	Tenure track	MFA Fibers, Virginia Commonwealth Univ., BFA Fibers, Kansas City Arts Institute	None	Fibers, Weaving, Surface Design	Studio Art Electives

Adjunct Faculty							
Blouin-Michelleto, Stephan	2019	Instructor	NA	MFA, woodworking, East Carolina University, BFA, woodworking, TN Tech University	None	Intro to Art	Humanities

Crescuillo, Jennifer	2014	Instructor	NA	MFA, Glass, Southern Illinois State, BFA, Bowling Green State	None	Intro to Art (Humanities)	Gen. Ed. Humanities Adjunct
Davey, Sarah	2021	Instructor	NA	MFA, ceramics, Univ. of Florida. BFA, sculpture, Alfred University	None	Ceramics, Foundations	Foundations Art Electives
Dotson, Kevin	2020	Instructor	NA	MFA, metals, Southern Illinois State, BFA metals, Florida State University	None	Metalworking, Foundations	Art Electives Foundations
Mabry, Ian	2020	Instructor	NA	MFA, ceramics, University of North Dakota, BFA, ceramics, TN Tech University	None	Ceramics, Foundations, Intro to Art	Art Electives Foundations
Lewis, Meredith	2015	Instructor	NA	MFA, Ceramics, Washington State Univ. BFA, Ceramics, Tenn. Tech. Univ.	None	Ceramics, Art Foundations I (2D), Intro to Digital Imaging, Intro to Art (Humanities)	Foundations Humanities Art Electives
McKinsey, Sally Ann	2020	Instructor	NA	MFA, Studio Art, Univ. of North Carolina, BA in Art, Furman Univ.	None	Foundations, Intro to Art	Foundations Art Electives Humanities
Smith, Rebecca	2020	Instructor	NA	MFA, fibers, Cranbrook Academy, BFA Maryland Institute College of Art	None	Foundations, Intro to Art	Foundations Adjunct

Faculty Vitae

See Appendix 8 for individual faculty member's curriculum vitae.

Anticipated Faculty

We currently do not anticipate needing additional faculty during the first five years of the program. If we encounter significant growth of the program, we will potentially need an additional Art Foundations faculty member in years 6 or 7.

Library and Information Technology Resources

The existing library resources available are more than sufficient to support the Bachelor of Science in Studio Arts degree program from inception onward; no additional materials are needed to meet accreditation standards nor to support the degree proposal.

Library resources at TTU's Volpe Library are extensive with 105,000 usable square feet and an infrastructure of equipment and automated systems costing $9.1 million. Volpe library houses 353,000 books, 27,000 electronic books and more than 1.5 million microforms. In addition, the library subscribes to more than 3,050 magazines, journals, and both print and electronic newspapers. The library also serves as a storehouse for U.S. Government publications, including more than 179,000 bound volumes and 55,000 maps with an extensive collection of historic materials specific to the surrounding Upper Cumberland region.

Table 15: Library Resources

Library and Learning Resources	Quantity
Number of Art, Craft & Design book holdings	13,483
Number of Art, Craft & Design video holdings	323

The TTU library book and media acquisition process is driven by faculty requests. The School of Art, Craft & Design does not receive a library acquisition budget, instead the School may send its requests to the Volpe Library, who acquires the requested books, media, etc. While their overall collections budget changes over time, all of the School's library requests for one-time purchase in the past 3 years have been fully supported.

Journals

There are currently 15 print journals in art, art education and craft. There is access to numerous electronic journals through online databases.

The Volpe library supports the following Art, Craft and Design databases:

Art Databases
Art Full Text
Art Index Retrospective
Arts & Humanities Database
Fine Arts and Music Collection
Humanities Full Text
Kanopy

The Volpe library supports approximately 150 additional databases on varying topics and fields of study. Faculty and students also have access to numerous journals and resources online through multidisciplinary services such as JSTOR, InfoTrac, Gale Virtual Reference Library and many others.

Library Art/Design Acquisition Spending Controlled by library

2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
$3,811	$5,502	$6,500	$3,959	$6034

Table: 16 Art, Craft & Design Library budget

In addition to the extensive collection, the Volpe library provides a variety of services to support student success, including but not limited to: private study rooms, tutorials on creating presentations/research papers/etc., notary, workshops on developing good study skills, test prep and one-on-one tutoring.

Support Resources

The degree program is supported by the following:

1 Director
1 Administrative Associate
12 full-time faculty
5-8 adjunct faculty
1 academic advisor
2 shared College of Fine Arts ITS specialists
6 Artists in Residence

Studio support at the Craft Center is provided comprehensively by combined efforts of faculty, studio resident artists, administrative staff and facilities and grounds staff, which includes two electricians. Main campus studio support is provided by combined efforts of faculty, student workers and University maintenance staff.

Evidence of Willingness to Partner

The School of Art, Craft & Design has a long history of having meaningful relationships with local businesses, individuals, community partners and relevant organizations within the Upper Cumberland. For example, Stone Creative, a local design firm and many short-term partnerships through the Biz Foundry, a local small business incubator, TTU's iCube and TTU's office of Research and Economic Development. There is ongoing and growing support for the arts in the Upper Cumberland which should provide supplemental support for the proposed degree program. Additionally, as our letters of support display, there is institutional interest of different departments and support of the program at TN Tech, including but not limited to: Department of Computer Science, Department of Mechanical Engineering and Department of Chemical Engineering.

Other support currently available

The Appalachian Center for Craft, a satellite campus of TTU and part of the School of Art, Craft & Design has staff members who could offer administrative support, if needed. And, through the Craft Center's vigorous outreach programs, they could provide educational, non-curricular experience that could assist students by providing relevant professional experience. And, the University has significant resources to employ based on individual student interests and needs; these resources are both non-curricular and curricular, such as Career Services.

Other Support Needed

No additional support staff nor faculty is needed in the immediate future. As the degree program grows, it is possible that second Art Foundations faculty member might be needed in year 6 or 7.

It is desired that the College of Fine Arts advisor continue to engage in professional

development related to the art curriculum and to growing more accessible communication skills to better serve students in the School of Art, Craft & Design. This has been an ongoing concern and issue cited by students and noted in the external reviewer's report. The SAC&D Director has reported the advising problems to the College of Fine Arts advisor's supervisor, the Director of the School of Music, since early spring 2021and the advisor has recently engaged in additional training. While there have been modest advising improvements, with increased enrollment in the number of Art majors, it would be ideal if the School of Art, Craft & Design were able to have their own dedicated academic advisor for its majors. At this time, it is unknown how and if resources can be allocated to support a dedicated SAC&D advisor. At current, the SAC&D comprises 2/3 of the total College of Fine Arts (COFA) majors and its students need and rely on a competent, friendly and accessible advisor. In the interim, the SAC&D Director has had to engage in advising resources found elsewhere in the university and the SAC&D Director has continued to report advising and communication concerns to the COFA advisor's supervisor. The SAC&D is hopeful that these multi-pronged improvement plan approaches will yield improved advising performance.

Facilities and Equipment

Existing Facilities and Equipment

The School of Art, Craft & Design currently has use of approximately 55,000 sq. ft. of space, lecture and library space at our satellite campus, the Appalachian Center for Craft. There, we have spacious and well-equipped studios in: glassblowing, blacksmithing, jewelry making, ceramics, surface design (fibers), weaving, woodworking, foundations, computer lab, library, mini-maker space, critique spaces and lecture hall. Each studio is well equipped with industry standard equipment and furnishings to meet the curricular, safety and physical needs of each studio concentration area. Our existing facilities and equipment will fully support the proposed program.

On the main campus, the School of Art, Craft & Design currently houses the painting program in Rooms 248 and 251 of Bryan Fine Arts Building, comprised of a 3000 sq. ft. classroom, an adjoining 335 sq. ft. tool/equipment room for building stretchers, and a 179 sq.ft. faculty studio/office. Also, in Bryan Fine Arts are two classrooms of approximately 3000 sq. ft. each in which Art History courses are conducted. These classrooms are equipped with multi-media capacity including: WiFi, teaching stations equipped with Mac computers, Elmo digital overhead projector, video and sound. The School of Art, Craft & Design has 6800 sq. feet facility in Foundation Hall, which houses our 2000 sq.ft. drawing studio, 2220 sq. ft. art education classroom, 1000 sq. ft. Foundations Studio I classroom, and 1500 sq. ft. digital design studio. The design studio is a twenty- station iMac classroom with Abobe Creative Suite software, graphics tablets, scanners, and mid-format and

large-format printers. The School of Art, Craft & Design also maintains a 12-seat Mac computer classroom with a teaching station and digital projection at the Appalachian Center for Craft. This classroom has three flatbed scanners and medium format printing capability, and Adobe Creative Suite software, plus Rhino 3D, and specialized software for weaving design and glaze calculation.

The School of Art, Craft & Design has two areas supplied with background paper stands, tripod, digital SLR camera and lighting equipment for student use; one is housed at the Craft Center and one on the main campus in the painting studio.

The Volpe Library provides student access to a video production "mini studio," and check out of digital and video cameras, tripods, audio recorders, projectors, laptops and other items. In addition, the Craft Center operates a "branch" of the Volpe Library on their campus, whose collection is centered on craft: theory, production, history.

The College of Fine Arts has access to two full-time ITS specialists who serve the faculty and staff in the College; their service is augmented by university ITS student workers and apprentices. They assist the School of Art, Craft & Design and its satellite campus, in maintaining our digital labs, digital teaching station, projector, WiFi capability and faculty/staff office computers.

Additional Facilities and Equipment Required or Anticipated

No additional support staff, facilities or equipment is required nor anticipated for years 1-5 of this degree proposal. If the degree program encounters substantial growth, additional art foundations faculty may be required in years 6 or 7.

Marketing and Recruitment Plan

The marketing and recruitment plan for the proposed program is comprehensive. Program announcements will be made using various means including direct mailing and email to regional community colleges and state and regional high schools. In addition, we seek to promote the degree offering to populations to whom we've not directly marketed, including but not limited to, veterans, trade schools and community art centers. Through these marketing efforts, we are optimistic that it will increase enrollment and attract a more diverse student population. The SAC&D will also promote the new degree program via social media and on-line to further extend our marketing reach. Additionally, the SAC&D is currently engaged in establishing scholarship opportunities to increase access and to attract a more diverse student population. The SAC&D has recently established Tennessee Transfer Pathways for our BFA program which will also seamlessly work for the proposed BS in studio arts degree; it is expected for these measures to benefit enrollment in the proposed program.

Assessment and Evaluation

The BS in Studio Arts curriculum has been designed to provide a framework for a sequence of classes the builds the competencies and breadth appropriate to a BS degree. The program has been designed to meet the learning outcomes and objectives to maintain accreditation requirements for both NASAD and SACSCOC. Upon program final approval by THEC and TN Tech, the degree will be submitted to NASAD for accreditation approval. As part of the standard assessment and evaluative processes of NASAD, the SAC&D will submit a plan for final approval after we have 3 graduates of the program. This process ensures compliance to and quality of the degree plan that NASAD previously approved (pending approval as of 04.09.22). Additionally, every NASAD accredited institution is required to engage in a rigorous re-accreditation process every 5 or 10 years depending on performance in the previous re-accreditation process. These processes provide opportunity for meaningful evaluation and assessment of the proposed program, Bachelor of Science in Studio Arts.

NASAD Standard:

The curricular structure for the BS in Studio Arts is based upon NASAD standards (IV.C.4.a.b. of NASAD Handbook) and guidelines (VII.C.2. of NASAD Handbook) pertaining to time requirements, credit hours, range of content and competencies appropriate to liberal arts degree in studio art. The degree focus is breadth of general studies in the arts and humanities, the natural and physical science and the social sciences; thus, breadth of experience and understanding rather than professional specialization.

General Studies

The Tennessee Board of Regents prescribes the general education component for all TTU undergraduate programs. Since the general education core is common to every TTU major; the skills students gain in written expression and the critical thinking core contribute to an awareness of common ground between artistic, scientific, and humanistic endeavor and a broadened world view. Studies in natural sciences provide a wealth of visual experiences and visual concepts of form, and some craft media involve technical processes for which studies in chemistry, geology and math provide direct underpinning. Principles of sociology, anthropology, psychology, literature, philosophy and other social science and humanities areas provide valuable grounding for critical theories in art and art history. Conversely, the art history requirements expand the range of historical and humanistic comprehension of art majors. Students who graduate from these curricula possess a well-rounded collegiate education, with a breadth of knowledge gained from the general education core and a breadth of studies in the visual arts.

Assessment is conducted through verified successful completion of the required 41 hours of General Studies as witnessed through student final semester grades. These courses provide students with the following required competencies:

a. *The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency and rhetorical force*.
   Successful completion of the following courses builds these competencies: 9 credits of Communication courses.
b. *An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, and with the main forms of analysis the historical and quantitative techniques needed for investigating the workings and developments of modern society*. Successful completion of the following courses builds these competencies: 8 credits of Natural Sciences, 3 credits of Mathematics.
c. *An ability to address culture and history from a variety of perspectives*. Successful completion of the following courses builds these competencies: 6 credits of History and/or 9 credits of Humanities.
d. *Understanding of, and experience in thinking about moral and ethical problems*. Successful completion of the following courses builds these competencies: 6 credits of Social/Behavioral Sciences.
e. *The ability to respect, understand, and evaluate work in a variety of disciplines*. Successful completion of the comprehensive required General Education courses builds these competencies.
f. *The capacity to explain and defend views effectively and rationally*. Successful completion of the following courses builds these competencies: 9 credits of Communications courses.
g. *Understanding of and experience in one or more art forms other than the visual arts and design*. Successful completion of the 9 credits of Humanities/Fine Arts courses.

<u>Essential Competencies, Experiences and Opportunities</u>

With the exception of one new course, all of the courses required to fulfill the Bachelor of Science with a major in Studio Arts degree are pre-existing courses in the NASAD accredited School of Art, Craft & Design BFA program; it provides breadth of experience and understanding rather than professional specialization. Course descriptions and sequence were produced by the committee of art faculty to establish the curriculum for the Bachelor of Science with major in Studio Arts degree sequence of courses, compatible with School of Art, Craft & Design standards and compliant with NASAD standards.

a. *A developed visual sensitivity*.
   TTU's Foundations Studio I and II courses introduce a broad range of works of art, craft and design as examples for problem solving and as

subjects upon which to develop skills of critical analysis. Subsequently completed studio art courses will progressively build visual design, production skills and sensitivity by presenting increasingly complex design problems and exposure to different artforms and practices, both historical and contemporary. Through completion of the comprehensive BS curriculum, which balances studio practice and art history, students will develop understanding of and appreciation for both art making and art viewing; thus, developing their overall visual sensitivity.

b. *The technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media*. Students must complete a minimum of 39 credits from of a variety of studio art courses, which provide the structure and opportunity for students to develop the required skills to achieve basic visual communication and expression in one or more media. Foundations Studio I and II focus on comprehension and application of principles of visual organization and perceptual development. The remaining studio courses provide sufficient opportunity for continued growth of these skills alongside developing technical and communicative skills in a variety of media.
c. *Ability to make workable connection between concept and media.* All studio courses in the School of Art, Craft & Design implement formal critique and discussion in the course curriculum, which help students develop understanding of the relationship between concept and media. By investigating associative, symbolic and iconic power of materials, students are better skilled at understanding and utilizing media as the vehicle and opportunity for effective communication of concept; this investigation is standard practice in our media specific studios.
d. *Some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non*-Western worlds. Through successful completion of the Art History sequence, students will have become familiar with the works and intentions of a wide range of major artists, designers and craftspeople from different eras and geographical locations. Art History I and Art History II focus, primarily, on Western traditions from pre-historic to contemporary. However, History of Crafts and Ancient Mesoamerican Art include traditions not originating in the West; thus, students develop familiarity and understanding of a wide range of art historical movements and impetus.

e. *Students should understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects and works of art.*

All SAC&D faculty teaching studio courses are committed to incorporating the discussion of historical and contemporary art/design precedents in day-to-day studio practice. This discussion includes the historical development of works within the specialization, as well as placement of these works within the broader context of world art and/or craft. Students are expected to be able to discuss the content in their work, and place it within the context of historical and contemporary art and culture. Medium-specific historical information is included in introductory and intermediate studio classes.

In addition to meeting the learning outcomes and objectives of the General Education curriculum and NASAD, annual data gathering of graduation rates, enrollment numbers, retention numbers, exit survey, student evaluation and career tracking will take place to ensure the efficacy, efficiency, and quality of the degree program to inform any needed modifications and refinement. All art courses require a grade of "C" or higher to meet degree requirements. Data collection will be a shared responsibility of the SAC&D Director, administrative associate and faculty. The SAC&D administrative associate will gather graduation rates, enrollment numbers and retention numbers from the Office Institutional Research. The SAC&D Director will work with faculty teaching the senior capstone course to conduct exit surveys and student evaluation. Furthermore, the SAC&D Director will work with faculty to track career placement of program graduates. As with all curricular matters, this information will be taken to the faculty for review and consult to strategize and implement program or curricular changes to increase efficacy and to ensure that the identified learning outcomes and accreditation standards are met.

Accreditation

The faculty is confident that the course content and curricular structures are thoughtfully developed to make the optimum use of our instructional resources, and that these resources are sufficient to effectively support our program goals. It is our assessment that the objectives and practices extant in our curricula are entirely consistent with NASAD standards for studies in the visual arts and meet the requirements for a Bachelor of Science in Studio Arts. NASAD requires full institution approval before review of the program for accreditation.

The assessment section of this document outlines the learning standards of NASAD and the courses in which they are measured.

Funding

Due to the broad scope of the proposed Bachelor of Science in Studio Arts degree, no additional full-time faculty, space nor significant equipment will be needed in order to successfully implement the curriculum. It is possible that one or two adjunct faculty in years two and three will be needed depending on enrollment increase and departmental needs. As such, beyond implementing a new marketing and promotion program, which can be supported with a combination of departmental and college funds, to include the new degree, there are no other costs associated with the new degree. The program will be supported via tuition and fees.

Expenditures:

Planning Year:

Equipment - $1000: Miscellaneous duplicate studio equipment to support increased enrollment, such as: drawing boards, light boards, easels, chairs.
Printing - $1000: printing of new promotional materials to include the proposed degree. Vinyl banners, postcards and departmental posters.
Other one-time expenditures (Program review) - $3000: External reviewer honorarium ($2,000), local lodging and meals for reviewers.

Year 1:

Travel - $250: Recruitment/promotion related travel to regional high schools and community colleges. Mileage at TN Tech defined rate.
Printing - $500: Printing of promotional materials for recruitment

Year 2:

Equipment - $2000 new laptop computer for added adjunct faculty use
Travel - $250: Recruitment/promotion related travel to regional high schools and community colleges. Mileage at TN Tech defined rate.
Faculty - $2100 additional adjunct faculty member
Faculty benefits – $210 (10% of salary) FICA employers share, FICA Medicare and a portion of adjunct parking permits are charged to the SAC&D operating.
Printing - $500: Printing of promotional materials for recruitment
Other Operating- $100: Miscellaneous office and administrative supplies to support program growth.

Year 3:

Equipment - $2000 new laptop computer for added adjunct faculty use
Travel - $250: Recruitment/promotion related travel to regional high schools and community colleges. Mileage at TN Tech defined rate.
Faculty - $2100 additional adjunct faculty member

Faculty benefits – $210 (10% of salary) FICA employers share, FICA Medicare and a portion of adjunct parking permits are charged to the SAC&D operating.
Printing - $500: Printing of promotional materials for recruitment
Other operating - $100: Miscellaneous office and administrative supplies to support program growth.

Year 4:
Travel - $250: Recruitment/promotion related travel to regional high schools and community colleges. Mileage at TN Tech defined rate.
Faculty - $4200 two additional adjunct faculty members
Faculty benefits – $440 (10% of salary) FICA employers share, FICA Medicare and a portion of adjunct parking permits are charged to the SAC&D operating.
Printing - $500: Printing of promotional materials for recruitment
Other operating - $150: Miscellaneous office and administrative supplies to support program growth.

Year 5:
Travel - $250: Recruitment/promotion related travel to regional high schools and community colleges. Mileage at TN Tech defined rate.
Faculty - $4200 two additional adjunct faculty members
Faculty benefits – $440 (10% of salary) FICA employers share, FICA Medicare and a portion of adjunct parking permits are charged to the SAC&D operating.
Printing - $500: Printing of promotional materials for recruitment
Other operating - $150: Miscellaneous office and administrative supplies to support program growth.

Revenues include: *Based on in-state tuition
-Tuition/fees (excluding housing or meal plan): $5,261/student per semester at 12 credit hour enrollment x 2 semesters = $10,522/year/student

Students do not incur School of Art, Craft & Design specific fees. As such, all tuition and fee costs should be captured in the below table.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Expenses	$5000	$750	$5160	$5160	$5540	$5540
Tuition/fees (in-state)	$0	$73,654 (7 F/T students)	$94,698 (9 F/T students)	$126,264 (12 F/T students)	$157,830 (15 F/T students)	$210,440 (20 F/T students)
Net Profit	**-$5000**	**$72,904**	**$89,538**	**$121,104**	**$152,290**	**$204,900**

Program related expenses will be supported via departmental operating funds.

Appendix 1: Feasibility Study

Summary and Viability

Degree holders in the proposed Bachelor's degree in Studio Art may experience greater flexibility in the marketplace compared to more narrowly focused art degrees. Although students choosing to fine-tune their skills in the arts, such as painting, sculpting, and craft-making, may benefit from a university education in those fields, job prospects may be highly-dependent on overall economic conditions. This is due to the specific, albeit highly-skilled, nature of the discipline.

During an economic downturn, the demand for arts and crafts commodities may subside, at times dramatically, as incomes fall.[1] But the broader set of skills in the proposed Bachelors degree in Studio Arts may offer the degree holder more career alternatives to navigate an unstable economy. As outlined in the Letter of Notification, the degree will be designed "to build competency with a set of practical artistic and production skills" (Winkle, LON).

The findings in the IPUMs data support this broader flexibility of the proposed degree in Studio Art. As mentioned in the Regional Demand section, individuals often find jobs in a diverse range of occupations that may be outside their chosen field of study. For Tennessee art majors, this is especially true as the most common occupations are in areas such as education, sales, management, computers and mathematics.

When consideration is given to "where the art major finds employment" versus "whether art majors are finding jobs in art-related fields," the earnings of art majors across diverse occupations is competitive. The mean and median earnings for art majors in TN remain in-line with, and sometimes surpass, earnings of other workers for the state and nation (Table 2: Earnings Distribution Comparisons).

The outcome of the survey for the proposed degree in Studio Arts shows mixed results across student classification years. However, when the survey accounts for seniors close to graduation, there appears to be a healthy interest in enrollment if the degree were offered. Seniors may offer a unique perspective as they are able to compare their experiences in an existing program to a hypothetical proposed degree.

Although it is difficult to forecast the short and long-run viability of a degree in Studio Arts, the general belief is that this degree may offer more flexibility and resistance to business cycles compared to related art degrees. Short-run fluctuations in the economy along with the traditional challenges

[1] The assumption is that arts and crafts commodities have at the very least an income elasticity that is greater than zero, and may exhibit elasticities greater than 1 within certain ranges.

associated with frictional unemployment may place strain on degree holders as they seek an ideal work setting. But due to the broader flexibility that this proposed degree offers, they are likely to find stable positions that utilize their artistic skills in a productive capacity. Overall, it is believed that the proposed degree in Studio Art may become more viable in the long run.

General Disclaimer

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: 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.

Feasibility Study
Bachelor of Science in Studio Art

1. Introduction

The School of Art, Craft and Design in the College of Fine Arts at Tennessee Tech is submitting a proposal for a Bachelor of Science in Studio Art. The degree is intended to give students an education in essential art skills along with a wider range of skills for a diversified marketplace.

This feasibility study will assess the proposed degree program in the following areas, as outlined in the THEC guidelines: student interest, local and regional demand/need, employer need/demand, future sustainable need/demand, and in some cases, a section for external research. In some cases, there may be an unavoidable overlap of information provided across the regional and employer demand. This is because the demand for labor, whether regional or state-level, can be understood to be generated by firms.

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 degree program. The survey instrument was constructed to parallel standard surveys used by higher education institutions to appraise students' attractiveness to a potential degree program. In accordance with the Tennessee Higher Education Commission (THEC) approval process of new academic programs, the School of Art, Craft, and Design 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 determine the program's potential.

2.2 Survey Methods

The survey was distributed to current TTU undergraduates majoring in Art. The undergraduate students were separated into two groups. Students classified as freshman, sophomore, and junior were surveyed separately as group one and senior level undergraduates as group two. The online survey instrument was developed using Qualtrics, "a powerful and multifaceted on-line data collection/survey tool".[1] The survey was administered via email invitation to students from March 27, 2019 through April 5, 2019. During this period, recipients were reminded of the survey and encouraged to participate. Each survey group received the same survey instrument. The following description which was sent to all students.

"The School of Art, Craft & Design is in the process of gaining approval to offer a Bachelor of Science in Studio Art degree. This liberal arts degree would require the core art courses (2D Design, 3D design, Drawing, etc.), general education courses, plus several elective hours. With these electives, students could pursue a minor in another area of study, or apply them to additional art courses in their area of

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

interest. The degree will be an option for new students and also an option for current students who decide they do not want to pursue the professional Bachelor of Fine Arts degree (excluding Art Education), but who want a degree in art. The Bachelor of Science affords significant curricular flexibility and students' culminating experience will be a group exhibition instead of a solo exhibition (glass, metals, clay, fibers, wood, painting). Note: the current Bachelor of Fine Arts degree will continue, as usual. The proposal is to add a different degree option for students who are interested in an alternative to the BFA."

The survey questions were designed to gauge student interest in the proposed degree program. Questions addressed key areas of importance such as students' strength of interest, potential date of enrollment, and the benefits of the program to the students' future endeavors. Demographic information was collected and students were permitted to share their viewpoint of the program in an open-ended question format.

2.3 Description of Sample

Current undergraduates of Art were invited to participate in the survey. Of the 75 freshman, sophomore, and juniors surveyed, 34 responded for a 45.33% response rate. Thirty-two of the fifty-seven undergraduate seniors yielded response rate of 56.14%. The table below summarizes the data collected from survey instrument.[2]

2.4 Results

The response rates of both groups were satisfactory for the purpose of this study. The questionnaire required students to select an answer choice to proceed to the next question. The questionnaire contained 8 questions. Seven questions were multiple choice and the eighth question was open-ended. The survey began with the question, "[h]ave you read the description of the proposed Bachelor of Science Degree in Studio Art?" The purpose of the question was to ensure that all participants understood the proposed program and could informatively answer the questions that followed. If the student was not aware of the program description, he/she was given the option to review it before continuing the survey. The description was reviewed by all but one Art student before continuing to answer the questionnaire.

Approximately 9.63% freshman-junior respondents signaled high interest in the start-up of this program offering with 45.16% having moderate interest. Twenty-three percent of respondents desire to enroll in the program immediately if the program commenced in Fall 2019. When students were asked if the proposed degree program better aligned with their future endeavors than currently offered degree programs, 0% selected "definitely yes" and 47.06% selected "probably yes", while 11.76% indicated the degree program did not better align with future ventures.

Due to the nature of the questionnaire, this study thought it best to identify the current status of senior-level students, as the likelihood of attending and interest in the newly proposed program could be affected by the proximity to graduation. Approximately 17% of senior-level respondents were very interested in the program, and 40% moderately interested. Twenty-nine percent of seniors estimated enrolling in the program immediately if offered. Approximately 17.65% of senior respondents consider

[2] Approximately 4 undergraduate freshman, sophomore, junior participants and 2 seniors partially completed the survey; however, their inputs are retained in the results.

the proposed degree program to be better aligned with their future careers than the presently offered degree program. The table below displays the results of each survey question.

Student Interest Survey Results for Proposed Degree Program in Art: Bachelor of Science Degree in Studio Art				
Identify your current academic status	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Freshman	9	26.47	N/A	N/A
Sophomore	12	35.29	N/A	N/A
Junior	13	38.24	N/A	N/A
First Semester Senior	N/A	N/A	15	46.88
Second Semester Senior	N/A	N/A	9	28.13
Senior Status For More Than 2 Semesters	N/A	N/A	8	25
Have you read the description of the proposed Bachelor of Science Degree in Studio Art which was enclosed in the email with the link to this survey?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Yes	20	58.82	23	74.19
No, but I would like to review the description	13	38.24	8	25.81
No, and I would not like to review the description	1	2.94	0	0
To what extent are you interested in pursuing studies toward a Bachelor of Science Degree in Studio Art if offered at Tennessee Tech University?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Very	3	9.68	5	16.67
Moderately	14	45.16	12	40
Not at all	14	45.16	13	43.33
Is a Bachelor of Science Degree in Studio Art better aligned with your future endeavors than currently offered degree programs?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Definitely yes	0	0	3	17.65
Probably yes	8	47.06	5	29.41
Might or might not	7	41.18	4	23.53
Probably not	2	11.76	5	29.41
Definitely not	0	0	0	0
How soon would you enroll in the proposed Bachelor of Science Degree in Studio Art if one were to be established in Fall 2019?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Immediately	4	23.53	5	29.41
1 year	N/A	N/A	4	23.53
2 years	4	23.53	3	17.65
3 years	2	11.76	N/A	N/A
Not at all	7	41.18	5	29.41
If this program moves forward, would you like to be kept informed?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Yes	22	73.33	24	80
No	8	26.67	6	20

Student Reponses to Open-Ended Survey Question: "If you would like to share other thoughts as it pertains to your interest in the proposed degree program, please do so below"[3]

Freshman, sophomore, Junior Reponses:

- I'm not sure how a Bachelor of Science helps the program in a meaningful way. If we were to gain a Bachelor of Science path, would the BFA path for Art be converted into a Bachelor of Art program? I don't see how adding this other degree path enhances the College of Fine Arts.
- I really like the idea of this degree and hope it is made possible for future students. I am very far into my degree so I will not change, but if this degree was possible when I started I would have done it
- I don't think it would help me personally but I think it's a good idea for other students who's situations better fit this degree.
- I might not be the most interested in this program, but I really do want to see this kove forward for other students who may wish to pursue an alternate degree in art. I want to make sure art is available to every in anyway way possible!
- I would just want to know more about the flexibility that it mentioned and the differences. And which degree is more beneficial to my career.

Senior Responses:

- I think a Bachelor of Science in Studio Art would be an excellent option for future students. As a senior, I do not have a need for the option as of right now, but I think it would be a great offering for future students.
- I'm excited that this might open more options for future students.
- I believe this Degree would be very flexible for incoming students and transfer students as it still offers experience in the arts, but doesn't force a student into a direct line of study.
- I am not personally interested in the program but I feel that it could be a great fit for others. This program would be great for those who are not quite sure what exactly they want to do.
- I support the idea, because the only studio art (with exception of craft) is painting and digital. I think the BS in Art could be very open for possibilities, interpretation. (Sculpture, and various types of medias other than what we already offer.)
- I am nearing graduation, but wished this was an option from the start! Even though this program is open to mixed media, having the flexibility to fully engage in other concentrations is difficult to fit into a full program. I feel that the direction of this potential program would offer a valuable experience for students, equip them for unique opportunities, and create a wider draw for the program
- As a transfer students from a liberal arts college - the class requirements more align with what I have already worked on.

[3] Note, student responses were not altered to prevent misinterpretation of viewpoint.

3. Local and Regional Need/Demand

Undergraduate degrees provide general market skills that can be used in many different occupations, and make the acquisition of specific skills easier and more efficient once a graduate is hired by an employer. It is quite common for college graduates to find employment in occupations that are seemingly unrelated to their undergraduate major. This is not an indication of a slack in demand, of excess supply of specific degree holders, or a mistake in the choice of major. It is the normal operation of a dynamic labor market that allocates available skills to employers who demand those skills.

We use the 2017 Integrated Public Use Microdata Series (IPUMS) database from the American Community Survey of the Bureau of Labor and Statistics (BLS).[4] Most BLS data are in the form of aggregated tables. IPUMS data are at the individual level. This allows for the construction of customized tables that can accommodate specific comparisons of interrelated variables.

Tennessee residents who hold an undergraduate degree in art find employment in many diverse occupations. Table 1 shows the top six occupations of Tennessee art majors, and compares to US art majors. The occupational distribution of Tennessee art majors is very similar to that of art majors in the rest of the US.

Table 1: Common Occupations for Art Majors	TN Art Majors	USA Art Majors
Arts, Design, Entertainment, Sports, and Media Occupations	31.9	29.8
Education, Training, and Library Occupations	10.6	8.7
Sales and Related Occupations	10.5	10.7
Management, Business, Science, and Arts Occupations	9.4	11.9
Office and Administrative Support Occupations	7.2	9.5
Computer and Mathematical Occupations	4.1	4.3

[4] Steven Ruggles, Sarah Flood, Ronald Goeken, Josiah Grover, Erin Meyer, Jose Pacas, and Matthew Sobek. IPUMS USA: Version 9.0 [dataset]. Minneapolis, MN: IPUMS, 2019. https://doi.org/10.18128/D010.V9.0

Table 2 reports summary statistics on the distribution of earnings of art majors in Tennessee and compares it to the distributions of US art majors, Tennessee workers in general, and all US workers. The average annual earnings of art majors in Tennessee, regardless of current occupation is $44549. This is 86% of the mean earnings of US art majors. Since Tennessee workers overall earn 87% of all US workers, this is a reflection of the regional wage differences in the US, and not of a deficiency in pay for art majors in Tennessee.

Note also that the standard deviation of the earnings of Tennessee art majors is very similar to that of US art majors, though the interquartile range (third quartile minus first quartile) is much larger for US art majors. This is likely because the US Art major earnings distribution is more positively skewed.

Table 2: Earnings Distribution Comparisons	TN Art Majors	US Art Majors	TN Workers	US Workers
mean	44549	51698	39634	45499
median	35000	40000	29000	31000
std deviation	53389	52260	49403	56281
1st quartile	20000	22000	13300	14700
3rd quartile	53000	65000	50000	57000

4. Employer need/demand

In this section, focus is placed on assessing the employment opportunities and job outlook for the proposed Bachelor's degree in Art. The following section presents data and information obtained from the BLS and related sources. As mentioned earlier, there may be some overlap of information across the regional demand section and here. This is because labor markets do not treat these headings as mutually exclusive. In addition, regional demand and employer exhibit a dependent nature.[5]

A student may seek the Bachelor of Science in Studio Art to establish a "career in art, a broader career, or preparation for advanced study" (Winkle, Kimberly, LON, p. 4). Particular occupations in the marketplace, as defined by the Bureau of Labor and Statistics, that may accommodate the proposed degree are broad and diverse. Government statistics are available based on occupations that are directly, or indirectly related to the Arts. Although this information is valuable, it lacks the insight on where art majors are finding employment along with other critical aspects in the marketplace.

[5] DiFurio, Ferdinand. Feasibility Study on Music.

4.1 Snapshot

There are several occupational headings under the Occupational Outlook Handbook in the BLS related to studio arts. The following subheadings are: Art Directors, Craft and Fine Artists, Fashion Designers, Floral Designers, Graphic Designers, Industrial Designers, Interior Designers, and Multimedia Artists and Animators (Arts and Design, Sub-headings, Appendix B).

In order to analyze the potential market for a bachelor's degree in Studio Arts, it is useful to focus on a single, or few similar occupations as defined by the BLS. And although a degree in Studio Arts will likely broaden the career choices for students, there may be a select number of occupational definitions that fit better than others. Based on the descriptions in the Sub-headings, this section follows Crafts and Fine Artists (Arts and Design, Sub-headings, Appendix B). The description reads "Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine Artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one" (Arts and Design, Sub-headings, Appendix B).

Summary information for the Crafts and Fine Artists reports a median annual salary for the nation of $49,160, a number of jobs for 2016 in the nation of 53,400, and a projected growth rate from 2016 to 2026 of 6% (Craft and Fine Artists, Summary, Appendix B). The BLS also offers a description of what duties this occupation fulfills, along with titles commonly used for these professions (Craft and Fine Artists, Summary, Appendix B). Some of these include, but are not limited to Cartoonists, Ceramic Artists, Furniture Makers, and Jewelry Artists.

The work environment for Craft and Fine Artists describes a detailed breakdown of the reported 53,400 jobs nationally as 1) Fine artists, including painters, sculptors, and illustrators at 28,000 2) Artists and related workers, all other at 12,800, and Craft Artists at 12,500 (Craft and Fine Artists, Work Enviro, Appendix B). The largest employers nationally are as follows: Self employed (55%), Independent artists, writers and performers (11%), Federal government (7%), Motion picture and sound (3%), and Personal care services (2%).

For this occupation of Craft and Fine Artists, the BLS points out that colleges and universities offer degree programs in studio arts along with other fundamental subjects for students in English and Sciences (Craft and Fine Artists, How to Become One, Appendix B).

Using the BLS Occupational Outlook Handbook to research pay, the reader should understand these figures represent Craft and Fine Artists, and therefore not every other related field. The median annual wage was $49,160 in 2017 (Craft and Fine Artists, Pay, Appendix B). When one looks at the pay offered by the top employers for this occupation in 2017, the breakdown is as follows: Federal government ($82,380), Motion picture and sound ($64,010), Independent Artists, writers, and performers ($42,030), and Personal care services ($40,260).

4.2 Job Outlook

The job outlook for Craft and Fine Artists, as proposed by the BLS, is largely dependent on business cycles in the economy (Craft and Fine Artists, Job Outlook, Appendix B). Most of the goods and services provided by workers in this occupation are likely to be sensitive to economic downturns. The BLS reports that during an economic downturn, spending on these goods and services may be disproportionally lower than other goods. This is primarily due to these goods and services

demonstrating an income elasticity greater than 1.[6] Therefore, the demand for labor, which is a derived demand emanating from the output market, will also be sensitive.

The BLS also proposes that in a competitive marketplace, gaining monetary success may only come to the few that, in addition to having artistic skills, attain marketability in the economy (Craft and Fine Artists, Job Outlook, Appendix B). Regardless, the proposed degree in Studio Arts is likely to supply the average student with a balanced set of skills with the potential to thrive in the marketplace.[7]

Employment projections for Craft and Fine Artists for the nation from 2016 to 2026 are as follows (percent changes in parentheses):

Craft and fine artists:	53,400 to 56,500 (6%)
Craft artists:	12,500 to 13,100 (4%)
Fine artists, painters and sculptors:	28,000 to 29,900 (7%)
Artists and related	12,800 to 13,500 (5%)

When examining the employment by industry, the breakdown of which sectors are accepting these sub-occupations is provided (Craft and Fine Artists, Employment by Industry projections, excel tables, Appendix B). Table 3 below summarizes briefly these results.

Table 3: Employment by Industry	Top employment sectors
Craft artists	Self-employed, Arts, Entertainment, and Recreation, Manufacturing
Fine artists, painters and sculptors	Self-employed, information sector, Independent artists, writers, and performers
Artists and related	Self-employed, Government

Similar occupations to Craft and Fine Artists are listed as Archivists, Curators, and Museum Workers, Art Directors, Fashion Designers, Graphic Designers, Industrial Designers, Jewelers and Precious Stone and Metal Workers, Multimedia Artists and Animators, Photographers, and Woodworkers (Craft and Fine Artists, Similar Occupations, Appendix B). These occupations may represent potential employment for the degree holder in Studio Arts or networking opportunities.

There are other resources highlighted in the BLS repository (Craft and Fine Artists, More Resources, Appendix B). These include the National Association of Schools of Art and Design, American Craft Council, New York Foundation for the Arts, The Association of Medical Illustrators, National Assembly of State Arts Agencies, and the National Endowment for the Arts.

The American Craft Council, for example, offers a wide array of resources for the degree holder in Studio Arts (Craft and Fine Artists, Craft Council, Appendix B). Some of these include Craft Museums in the U.S., National and Regional Craft Organizations, Schools with Craft Workshop and Courses, and State Arts and Crafts Councils.

[6] Often referred to as "luxury goods," these goods are those that experience a proportionally greater drop in quantity demanded from an initial fall in income, all else held constant.

[7] Economic theory is unique in its ability to view the viability of an event, or endeavor, as being measured in both monetary and nonmonetary forms. An understanding of this become especially important for the Arts. It is likely that, more so than other majors, students seeking this degree are motivated by nonmonetary factors. A case can be made that this particular motivation may bring success in nontraditional ways, many not measured here, during their careers.

4.3 Industry Profiles

Under the Occupational Employment Statistics for the classification for Craft Artists (27-1012), industry profiles are provided (Craft Artists, IP, Appendix B). Sectors hiring the most Craft Artists are Independent Artists, Writers and Performers, Mineral Manufacturing, Performing Arts Companies, Motion Picture and Video companies, and Electronic Shopping and Mail-Order Houses. The same sectors are listed as having the highest concentration of Craft Artists are listed with the addition of Museums, Historical Sites, and Similar Institutions. Finally, the top paying sectors for Craft Artists are Advertising, Public Relations, Motion Picture and Video Industries, Management of Companies and Enterprises, Colleges, Universities, and Professional Schools, and Performing Arts Companies. One can observe that a few industries, particularly in the top paying, are outside of the traditional career paths of fine arts.[8] These include Advertising and Public Relations along with Management of Companies and Enterprises.

The top paying sectors for Craft Artists, as listed previously, report annual mean wages in the table below:

Table 4: Mean wages of Top Paying Industries of Craft Artists	Annual Salary
Advertising, Public Relations, and Related Services	$64,950
Motion Picture and Video Industries	56,600
Management of Companies and Enterprises	52,800
Colleges, Universities, and Professional Schools	46,390
Performing Arts Companies	44,050

A measure of industry-intensity for employment in art-related occupations, location quotients are presented here. A location quotient that is greater than one "indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average" (LQ, Arts Appendix B).[9] The location quotients for the major metropolitan areas in TN for Arts, Design, Entertainment, Sports, and Media Occupations are reported below (LQ, Arts, Appendix B). It is evident that the middle part of the state generates the highest concentration of industry representation.

Knoxville:	.75
Nashville Davidson Murfreesboro Franklin:	1.18
Memphis	.58
Chattanooga	.78
Johnson City	.52

[8] Various state and area data for Craft Artists are not available under the Industry Profile repository in the BLS.
[9] The BLS provides a definition of a location quotient as: "The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average." The value of the LQ is listed for TN.
https://www.bls.gov/oes/current/oes272041.htm#(9)

The information presented in this study will be used in a summary analysis that follows this document. Labor market conditions in conjunction with the analysis presented here will be used to make recommendations on the short and long run viability of this proposed degree in the marketplace.

Appendix A: Survey Instrument

Student Interest Survey Results for Proposed Degree Program in Art: Bachelor of Science Degree in Studio Art				
Identify your current academic status	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Freshman	9	26.47	N/A	N/A
Sophomore	12	35.29	N/A	N/A
Junior	13	38.24	N/A	N/A
First Semester Senior	N/A	N/A	15	46.88
Second Semester Senior	N/A	N/A	9	28.13
Senior Status For More Than 2 Semesters	N/A	N/A	8	25
Have you read the description of the proposed Bachelor of Science Degree in Studio Art which was enclosed in the email with the link to this survey?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Yes	20	58.82	23	74.19
No, but I would like to review the description	13	38.24	8	25.81
No, and I would not like to review the description	1	2.94	0	0
To what extent are you interested in pursuing studies toward a Bachelor of Science Degree in Studio Art if offered at Tennessee Tech University?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Very	3	9.68	5	16.67
Moderately	14	45.16	12	40
Not at all	14	45.16	13	43.33
Is a Bachelor of Science Degree in Studio Art better aligned with your future endeavors than currently offered degree programs?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Definitely yes	0	0	3	17.65
Probably yes	8	47.06	5	29.41
Might or might not	7	41.18	4	23.53
Probably not	2	11.76	5	29.41
Definitely not	0	0	0	0
How soon would you enroll in the proposed Bachelor of Science Degree in Studio Art if one were to be established in Fall 2019?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Immediately	4	23.53	5	29.41
1 year	N/A	N/A	4	23.53
2 years	4	23.53	3	17.65
3 years	2	11.76	N/A	N/A
Not at all	7	41.18	5	29.41
If this program moves forward, would you like to be kept informed?	**Freshman, Sophomore, Junior Count**	**Freshman, Sophomore, Junior Respondents %**	**Senior Count**	**Senior Respondents %**
Yes	22	73.33	24	80
No	8	26.67	6	20

Appendix B: References with Graphics BS in Studio Arts

Arts and Design, Sub-headings
https://www.bls.gov/ooh/arts-and-design/home.htm

Arts and Design Occupations

Employment of arts and design occupations is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations, adding about 33,700 new jobs. More workers will be needed to meet the growing demand for animation and visual effects in video games, movies, television, and on smartphones, as well as to help create visually appealing and effective layouts of websites and other media platforms. Other arts and design workers are employed in industries that are projected to decline, however, including publishing, manufacturing, and floral shops.

The median annual wage for arts and design occupations was $45,250 in May 2017, which was higher than the median annual wage for all occupations of $37,690.

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION	2017 MEDIAN PAY
	Art Directors	Art directors are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions. They create the overall design of a project and direct others who develop artwork and layouts.	Bachelor's degree	$92,500
	Craft and Fine Artists	Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one.	See How to Become One	$49,160
	Fashion Designers	Fashion designers create original clothing, accessories, and footwear. They sketch designs, select fabrics and patterns, and give instructions on how to make the products they design.	Bachelor's degree	$67,420
	Floral Designers	Floral designers, also called florists, cut and arrange live, dried, and silk flowers and greenery to make decorative displays. They also help customers select flowers, containers, ribbons, and other accessories.	High school diploma or equivalent	$26,350
	Graphic Designers	Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for various applications such as advertisements, brochures, magazines, and corporate reports.	Bachelor's degree	$48,700
	Industrial Designers	Industrial designers develop the concepts for manufactured products, such as cars, home appliances, and toys. They combine art, business, and engineering to make products that people use every day. Industrial designers consider the function, aesthetics, production costs, and usability of products when developing new product concepts.	Bachelor's degree	$65,970
	Interior Designers	Interior designers make interior spaces functional, safe, and beautiful by determining space requirements and selecting decorative items, such as colors, lighting, and materials. They read blueprints and must be aware of building codes and inspection regulations, as well as universal accessibility standards.	Bachelor's degree	$51,500
	Multimedia Artists and Animators	Multimedia artists and animators create animation and visual effects for television, movies, video games, and other forms of media.	Bachelor's degree	$70,530

Last Modified Date: Friday, April 13, 2018

Craft and Fine Artists, Summary
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm

Occupational Outlook Handbook > Arts and Design >

Craft and Fine Artists

EN ESPAÑOL | PRINTER-FRIENDLY

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

Summary

Quick Facts: Craft and Fine Artists	
2017 Median Pay	$49,160 per year $23.64 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	Long-term on-the-job training
Number of Jobs, 2016	53,400
Job Outlook, 2016-26	6% (As fast as average)
Employment Change, 2016-26	3,100

What Craft and Fine Artists Do

Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one.

Work Environment

Many artists work in fine-art studios or commercial art studios located in office buildings, warehouses, or lofts. Others work in private studios in their homes. Some artists share studio space, where they also may exhibit their work.

How to Become a Craft or Fine Artist

Craft and fine artists improve their skills through practice and repetition. Most fine artists earn a bachelor's or master's degree in fine arts in order to improve their skills and job prospects.

Pay

The median annual wage for craft and fine artists was $49,160 in May 2017.

Job Outlook

Overall employment of craft and fine artists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Employment growth for artists depends in large part on the overall state of the economy and whether people are willing to spend money on art, because people usually make art purchases when they can afford to spend the money.

State & Area Data

Explore resources for employment and wages by state and area for craft and fine artists.

Similar Occupations

Compare the job duties, education, job growth, and pay of craft and fine artists with similar occupations.

More Information, Including Links to O*NET

Learn more about craft and fine artists by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

Craft and Fine Artists, Duties
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-2

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

OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook Go

Occupational Outlook Handbook > Arts and Design >

Craft and Fine Artists

EN ESPAÑOL PRINTER-FRIENDLY

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

What Craft and Fine Artists Do

About this section

Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one.

Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition.

Duties

Craft and fine artists typically do the following:

- Use techniques such as knitting, weaving, glassblowing, painting, drawing, and sculpting
- Develop creative ideas or new methods for making art
- Create sketches, templates, or models to guide their work
- Select which materials to use on the basis of color, texture, strength, and other qualities
- Shape, join, or cut materials for a final product
- Use visual techniques, such as composition, color, space, and perspective, to produce desired artistic effects
- Develop portfolios highlighting their artistic styles and abilities to show to gallery owners and others interested in their work
- Display their work at auctions, craft fairs, galleries, museums, and online marketplaces
- Complete grant proposals and applications to obtain financial support for projects

Artists create objects that are beautiful, thought provoking, and sometimes shocking. They often strive to communicate ideas or feelings through their art.

Craft artists work with many different materials, including ceramics, glass, textiles, wood, metal, and paper, to create unique pieces of art, such as pottery, quilts, stained glass, furniture, jewelry, and clothing. Many craft artists also use fine-art techniques—for example, painting, sketching, and printing—to add finishing touches to their products.

Fine artists typically display their work in museums, in commercial or nonprofit art galleries, at craft fairs, in corporate collections, on the Internet, and in private homes. Some of their artwork may be commissioned (requested by a client), but most is sold by the artist or through private art galleries or dealers. The artist, gallery, and dealer together decide in advance how much of the proceeds from the sale each will keep.

Most craft and fine artists spend their time and effort selling their artwork to potential customers and building a reputation. In addition to selling their artwork, many artists have at least one other job to support their craft or art careers.

Some artists work in museums or art galleries as art directors or as archivists, curators, or museum workers, planning and setting up exhibits. Others teach craft or art classes or conduct workshops in schools or in their own studios. For more information on workers who teach art classes, see the profiles on kindergarten and elementary school teachers, middle school teachers, high school teachers, career and technical education teachers, and postsecondary teachers.

Craft and Fine Artists, Work Enviro
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-3

Work Environment

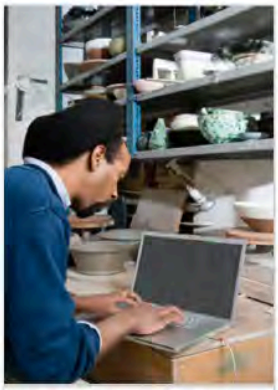
About this section

Craft and fine artists held about 53,400 jobs in 2016. Employment in the detailed occupations that make up craft and fine artists was distributed as follows:

Fine artists, including painters, sculptors, and illustrators	28,000
Artists and related workers, all other	12,800
Craft artists	12,500

The largest employers of craft and fine artists were as follows:

Self-employed workers	55%
Independent artists, writers, and performers	11
Federal government, excluding postal service	7
Motion picture and sound recording industries	3
Personal care services	2



Many artists work in fine art or commercial art studios located in office buildings, warehouses, or lofts.

Many artists work in fine-art studios or commercial art studios located in office buildings, warehouses, or lofts. Others work in private studios in their homes. Some artists share studio space, where they also may exhibit their work.

Studios are usually well lit and ventilated. However, artists may be exposed to fumes from glue, paint, ink, and other materials. They may also have to deal with dust or other residue from filings, splattered paint, or spilled cleaning and other fluids. Artists often wear protective gear, such as breathing masks and goggles, in order to remain safe from exposure to harmful materials. Ceramic and glass artists must use caution when they operate equipment and tools that can get very hot, such as kilns.

Work Schedules

Most craft and fine artists work full time, although part-time and variable work schedules are also common. Many hold another job in addition to their work as an artist. During busy periods, artists may work additional hours to meet deadlines.

<- What They Do | How to Become One ->

Craft and Fine Artists, How to Become One
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-4

How to Become a Craft or Fine Artist

About this section

Craft and fine artists improve their skills through practice and repetition. Most fine artists earn a bachelor's or master's degree in fine arts in order to improve their skills and job prospects.

Education gives artists an opportunity to develop their portfolio, which is a collection of an artist's work that demonstrates his or her styles and abilities.

Education

Most fine artists pursue postsecondary education to earn degrees that can improve their skills and job prospects. A formal educational credential is typically not needed for anyone to be a craft artist. However, it is difficult to gain adequate artistic skills without some formal education. High school classes such as art, shop, and home economics can teach prospective craft artists some of the basic skills they will need, such as drawing, woodworking, and sewing.

A large number of colleges and universities offer bachelor's and master's degrees in fine arts. In addition to offering studio art and art history, postsecondary programs may include core subjects, such as English, marketing, social science, and natural science. Independent schools of art and design also offer postsecondary education programs, which can lead to a certificate in an art-related specialty or to an associate's, bachelor's, or master's degree in fine arts.

In 2016, the National Association of Schools of Art and Design (NASAD) accredited approximately 352 postsecondary institutions with programs in art and design. Most of these schools award a degree in art.

Medical illustrators must have a demonstrated artistic ability and a detailed knowledge of human and animal anatomy, living organisms, and surgical and medical procedures. They usually need a bachelor's degree that combines art and premedical courses. Medical illustrators may choose to get a master's degree in medical illustration. Three accredited schools offer this degree in the United States.

Education gives artists an opportunity to develop their portfolio, which is a collection of an artist's work that demonstrates his or her styles and abilities. Portfolios are essential, because art directors, clients, and others look at them when deciding whether to hire an artist or to buy the artist's work. In addition to compiling a physical portfolio, many artists choose to create a portfolio online so that potential buyers and clients can view their work on the Internet.

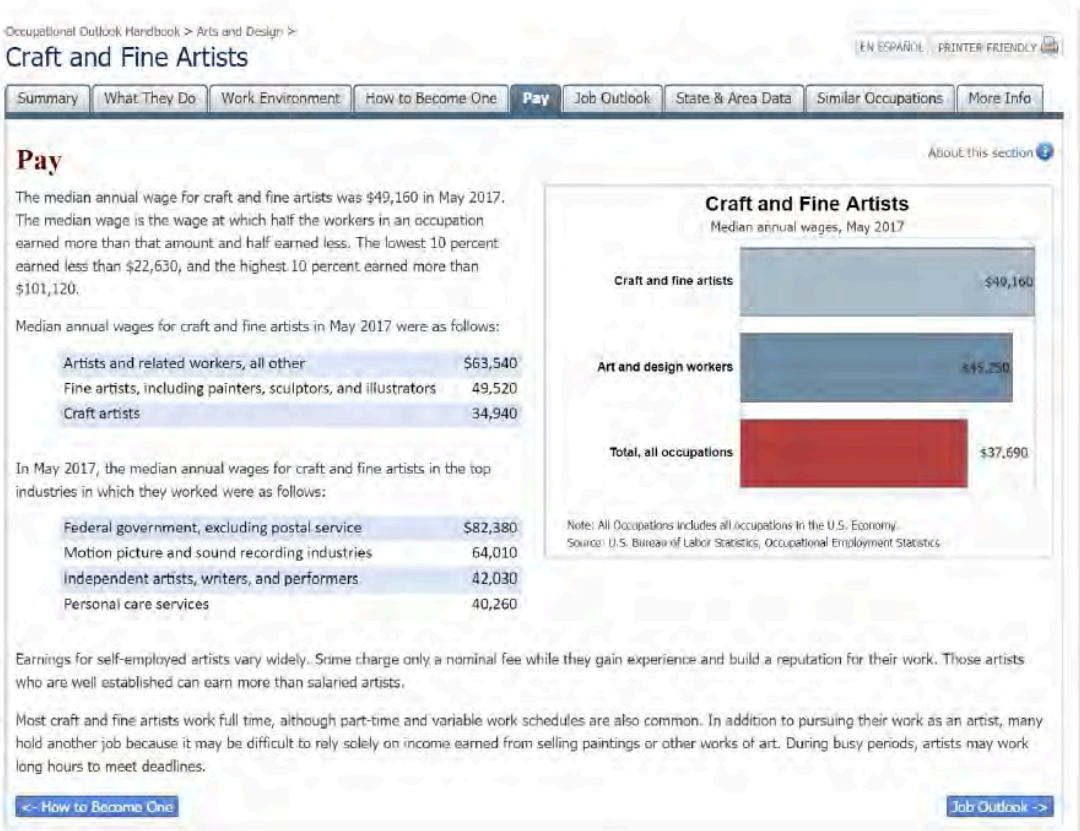
Those who want to teach fine arts at public elementary or secondary schools usually must have a teaching certificate in addition to a bachelor's degree. For more information on workers who teach art classes, see the profiles on kindergarten and elementary school teachers, middle school teachers, high school teachers, career and technical education teachers, and postsecondary teachers.

Training

Craft and fine artists improve their skills through practice and repetition. They can train in several ways other than—or in addition to—formal schooling. Craft and fine artists can train with simpler projects before attempting something more ambitious.

Some artists learn on the job from more experienced artists. Others attend noncredit classes or workshops or take private lessons, which may be offered in artists' studios or at community colleges, art centers, galleries, museums, or other art-related institutions.

Craft and Fine Artists, Pay
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-5



Occupational Outlook Handbook > Arts and Design >

Craft and Fine Artists

EN ESPAÑOL | PRINTER FRIENDLY

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

Pay

About this section

The median annual wage for craft and fine artists was $49,160 in May 2017. 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 $22,630, and the highest 10 percent earned more than $101,120.

Median annual wages for craft and fine artists in May 2017 were as follows:

Artists and related workers, all other	$63,540
Fine artists, including painters, sculptors, and illustrators	49,520
Craft artists	34,940

In May 2017, the median annual wages for craft and fine artists in the top industries in which they worked were as follows:

Federal government, excluding postal service	$82,380
Motion picture and sound recording industries	64,010
Independent artists, writers, and performers	42,030
Personal care services	40,260

Craft and Fine Artists
Median annual wages, May 2017

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

Earnings for self-employed artists vary widely. Some charge only a nominal fee while they gain experience and build a reputation for their work. Those artists who are well established can earn more than salaried artists.

Most craft and fine artists work full time, although part-time and variable work schedules are also common. In addition to pursuing their work as an artist, many hold another job because it may be difficult to rely solely on income earned from selling paintings or other works of art. During busy periods, artists may work long hours to meet deadlines.

<- How to Become One | Job Outlook ->

Craft and Fine Artists, Job Outlook
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-6

Craft and Fine Artists

Job Outlook

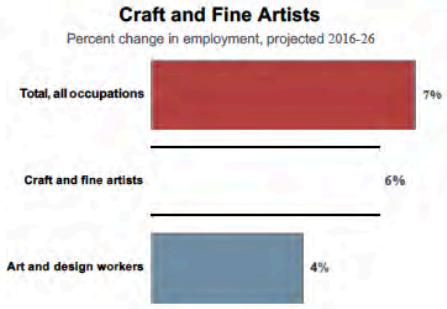
About this section

Overall employment of craft and fine art ists is pro jected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations.

Employment growth for art ists depends in large part on the overall state of the economy and whether people are willing to spend money on art, because people usually make art purchases when they can afford to spend the money. During good economic tim es, peop le and businesses are interested in buying more artwork; during economic downturns, they generally buy less. However, there is always some demand for art by private collectors and museums.

Job growt h for craft and fine art ists may be limited by the sale of inexpe nsive, machine-produced items designed to look like handmade American crafts. A continued interest in locally made products and crafted goods will likely offset some of these employment losses.

Ill ustr ators and cart oonists who work in publishing may see their job opportunities decline as traditiona l print publications lose ground to ot her media forms. However, new opportun ities are expecte d to arise as the number of electronic magazines and other Internet-based publications continues to grow.



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

Job Prospects

Competition for jobs as craft and fine art ists is expected to be strong because there are more qualified candidates than available jobs. Competition is likely to grow among independent or self-e mployed artists, given that many of them sell their work in the same online marketplaces. In addition, competition among artists for the privilege of having their work shown in galleries is expected to remain intense.

Because the demand for artw ork depends on consumers having extra income to spend, many of these artists will find that thei r income changes alongside the overall economy. Only the most successful craft and fine art ists receive major commissions for their work.

Despite the compet ition, studios, galleries, and individual clients are always on the lookout for artists who display outstanding talent, creativity, and style. Talented individuals who have developed a m astery of art istic techniqu es and marketing skills are likely to have the best job prospects.

Employment projections data for craft and fine artists, 2016-26

Occ upa t ional Title	SOC Code	Employmen t, 2016	Projected Employment , 2026	Change , 2016-26 Percent	Change , 2016-26 Numeric	Em p loyment by Industry
Craft and fine artists	-	53,400	56,500	6	3,100	-
Cra ft artists	27-1012	12,soo	[illegible]	[illegible]	500	
e art ists, inc luding paint ers, sculptors, and illust rators	27-1013	28,000	29,900	7	1,900	[illegible] W
Arti sts and rel at ed w orkers, all ot her	27-1019	12,BDD	[illegible] SOO	[illegible]	700	[illegible] xlsx

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

Craft and Fine Artists, Employment by Industry projections, excel tables

Employment by industry, occupation, and percent distribution, 2016 and projected 2026
27-1012 Craft artists
(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Industry			2016			2026				
Sort Order	Code	Title	Employment	Percent of industry	Percent of occupation	Employment	Percent of industry	Percent of occupation	Percent change	Emp ch
1	TE1000	Total employment	12.5	0.0	100.0	13.1	0.0	100.0	4.3	
2	TE1100	Self-employed workers	7.5	0.1	59.9	7.8	0.1	59.8	4.1	
3	TE1200	Total wage and salary employment	5.0	0.0	40.1	5.2	0.0	40.2	4.6	
4	31-330	Manufacturing	1.2	0.0	9.3	1.1	0.0	8.2	-8.8	
5	327000	Nonmetallic mineral product manufacturing	0.7	0.2	5.3	0.6	0.2	4.6	-9.1	
6	327100	Clay product and refractory manufacturing	0.4	1.1	3.4	0.4	1.1	2.9	-9.3	
7	327200	Glass and glass product manufacturing	0.2	0.3	1.7	0.2	0.3	1.5	-9.2	
8	339000	Miscellaneous manufacturing	0.3	0.0	2.3	0.3	0.0	2.0	-6.1	
9	339900	Other miscellaneous manufacturing	0.3	0.1	2.3	0.3	0.1	2.0	-6.1	
10	339910	Jewelry and silverware manufacturing	0.1	0.2	0.4	0.0	0.2	0.3	-28.8	
11	420000	Wholesale trade	0.1	0.0	1.1	0.1	0.0	1.1	4.7	
12	44-450	Retail trade	0.4	0.0	2.9	0.4	0.0	3.0	8.5	
13	4445R0	Retail trade, except motor vehicle and parts dealers, food and beverage stores, and general merchandise stores	0.4	0.0	2.8	0.4	0.0	2.9	8.5	
14	442000	Furniture and home furnishings stores	0.2	0.0	1.3	0.2	0.0	1.4	8.5	
15	510000	Information	0.3	0.0	2.4	0.4	0.0	2.7	17.9	
16	512000	Motion picture and sound recording industries	0.3	0.1	2.4	0.3	0.1	2.7	18.2	
17	512100	Motion picture and video industries	0.3	0.1	2.4	0.3	0.1	2.7	18.2	
18	540000	Professional, scientific, and technical services	0.4	0.0	2.8	0.4	0.0	2.9	7.1	
19	541000	Professional, scientific, and technical services	0.4	0.0	2.8	0.4	0.0	2.9	7.1	
20	541400	Specialized design services	0.1	0.0	0.6	0.1	0.1	0.6	8.1	
21	560000	Administrative and support and waste management and remediation services	0.1	0.0	1.0	0.1	0.0	1.0	4.7	
22	561000	Administrative and support services	0.1	0.0	1.0	0.1	0.0	1.0	4.7	
23	610000	Educational services; state, local, and private	0.1	0.0	0.6	0.1	0.0	0.7	12.6	

Employment by industry, occupation, and percent distribution, 2016 and projected 2026
27-1013 Fine artists, including painters, sculptors, and illustrators
(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Industry			2016			2026				
Sort Order	Code	Title	Employment	Percent of industry	Percent of occupation	Employment	Percent of industry	Percent of occupation	Percent change	Emplc cha
1	TE1000	Total employment	28.0	0.0	100.0	29.9	0.0	100.0	6.6	
2	TE1100	Self-employed workers	16.4	0.2	58.6	17.1	0.2	57.3	4.1	
3	TE1200	Total wage and salary employment	11.6	0.0	41.4	12.8	0.0	42.7	10.2	
4	31-330	Manufacturing	1.1	0.0	4.0	1.1	0.0	3.5	-5.5	
5	327000	Nonmetallic mineral product manufacturing	0.4	0.1	1.3	0.3	0.1	1.1	-9.4	
6	327200	Glass and glass product manufacturing	0.3	0.4	1.1	0.3	0.4	0.9	-9.2	
7	339000	Miscellaneous manufacturing	0.3	0.1	1.1	0.3	0.1	1.0	-0.4	
8	339900	Other miscellaneous manufacturing	0.3	0.1	1.0	0.3	0.1	1.0	-0.9	
9	420000	Wholesale trade	0.2	0.0	0.6	0.2	0.0	0.6	-7.0	
10	424000	Merchant wholesalers, nondurable goods	0.1	0.0	0.5	0.1	0.0	0.4	-12.8	
11	424100	Paper and paper product merchant wholesalers	0.1	0.1	0.4	0.1	0.1	0.3	-15.3	
12	44-450	Retail trade	0.5	0.0	1.7	0.6	0.0	1.9	17.8	
13	4445R0	Retail trade, except motor vehicle and parts dealers, food and beverage stores, and general merchandise stores	0.4	0.0	1.6	0.5	0.0	1.7	18.2	
14	453000	Miscellaneous store retailers	0.3	0.0	1.2	0.4	0.0	1.3	19.7	
15	453900	Other miscellaneous store retailers	0.3	0.1	1.2	0.4	0.1	1.3	19.7	
16	454000	Nonstore retailers	0.1	0.0	0.2	0.1	0.0	0.2	19.3	
17	510000	Information	2.0	0.1	7.2	2.3	0.1	7.7	13.5	
18	511000	Publishing industries (except Internet)	0.9	0.1	3.2	0.9	0.1	3.1	3.4	
19	511100	Newspaper, periodical, book, and directory publishers	0.4	0.1	1.4	0.3	0.1	1.1	-16.3	
20	511110	Newspaper publishers	0.1	0.1	0.3	0.1	0.1	0.2	-34.4	
21	511200	Software publishers	0.5	0.1	1.8	0.6	0.1	2.0	18.6	
22	512000	Motion picture and sound recording industries	1.0	0.2	3.6	1.2	0.3	4.0	18.2	
23	512100	Motion picture and video industries	1.0	0.2	3.6	1.2	0.3	4.0	18.2	
24	519000	Other information services	0.1	0.0	0.4	0.2	0.0	0.6	49.7	

Employment by industry, occupation, and percent distribution, 2016 and projected 2026

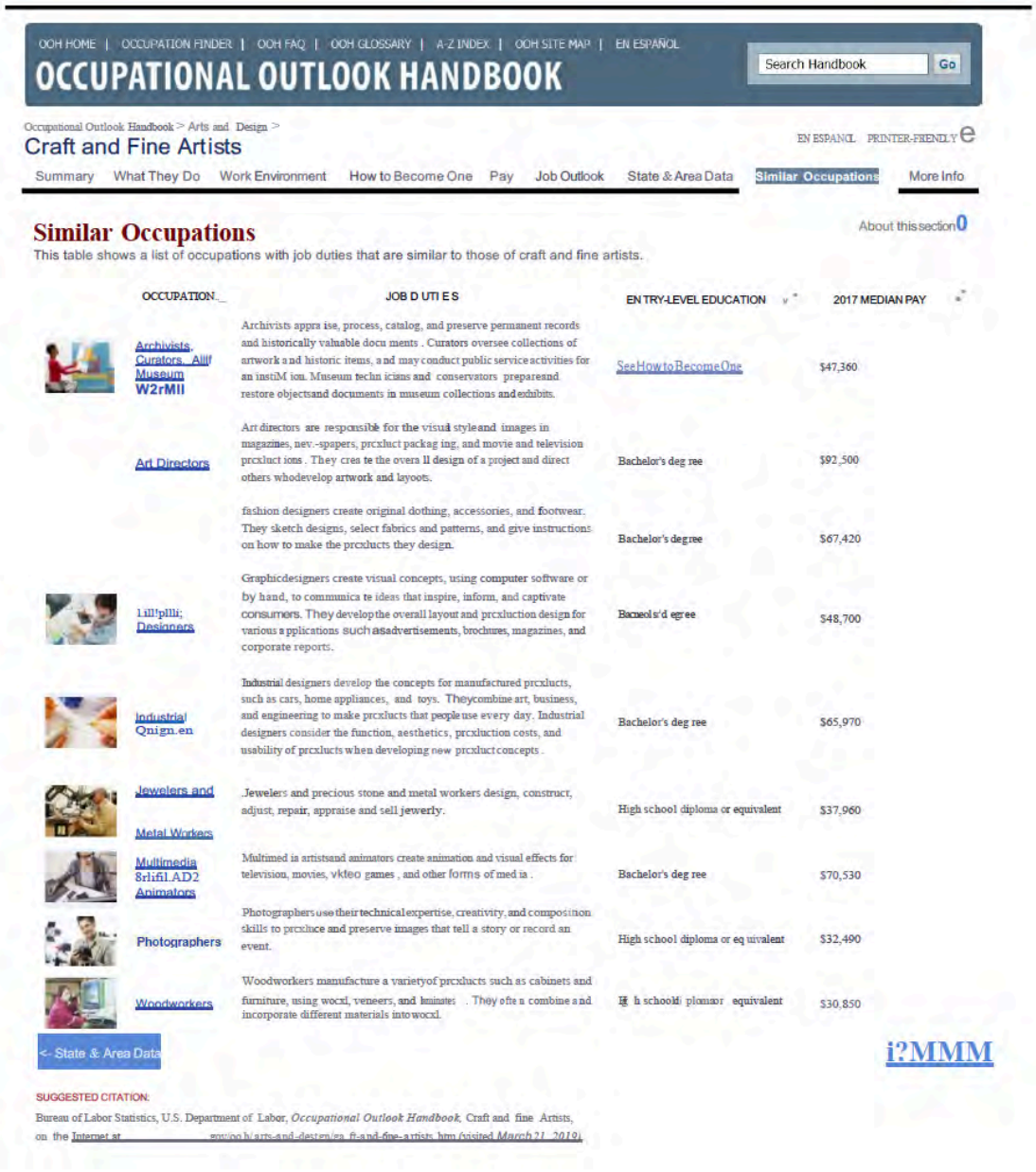
27-1019 Artists and related workers, all other

(Employment in thousands)

Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Industry			2016			2026				
Sort Order	Code	Title	Employment	Percent of industry	Percent of occupation	Employment	Percent of industry	Percent of occupation	Percent change	Empl cha
1	TE1000	Total employment	12.8	0.0	100.0	13.5	0.0	100.0	5.5	
2	TE1100	Self-employed workers	5.5	0.1	42.8	5.7	0.1	42.3	4.1	
3	TE1200	Total wage and salary employment	7.3	0.0	57.2	7.8	0.0	57.7	6.5	
4	31-330	Manufacturing	0.1	0.0	0.6	0.1	0.0	0.5	-8.4	
5	424100	Paper and paper product merchant wholesalers	0.2	0.1	1.3	0.1	0.1	1.0	-15.3	
6	44-450	Retail trade	0.3	0.0	2.3	0.4	0.0	2.7	20.1	
7	4445R0	Retail trade, except motor vehicle and parts dealers, food and beverage stores, and general merchandise stores	0.3	0.0	2.2	0.3	0.0	2.5	20.5	
8	48-490	Transportation and warehousing	0.1	0.0	0.7	0.1	0.0	0.8	25.9	
9	510000	Information	0.4	0.0	2.8	0.4	0.0	3.0	12.7	
10	511000	Publishing industries (except Internet)	0.1	0.0	0.8	0.1	0.0	0.7	-3.5	
11	512000	Motion picture and sound recording industries	0.2	0.1	1.8	0.3	0.1	2.0	18.2	
12	512100	Motion picture and video industries	0.2	0.1	1.8	0.3	0.1	2.0	18.2	
13	540000	Professional, scientific, and technical services	0.7	0.0	5.7	0.8	0.0	5.9	7.7	
14	541000	Professional, scientific, and technical services	0.7	0.0	5.7	0.8	0.0	5.9	7.7	
15	541400	Specialized design services	0.1	0.1	0.7	0.1	0.1	0.7	8.1	
16	541500	Computer systems design and related services	0.2	0.0	1.6	0.2	0.0	1.8	19.8	
17	541600	Management, scientific, and technical consulting services	0.1	0.0	0.4	0.1	0.0	0.5	25.4	
18	541800	Advertising, public relations, and related services	0.3	0.1	2.5	0.3	0.1	2.4	4.1	
19	560000	Administrative and support and waste management and remediation services	0.1	0.0	0.6	0.1	0.0	0.6	0.0	
20	561000	Administrative and support services	0.1	0.0	0.6	0.1	0.0	0.6	0.0	
21	561300	Employment services	0.1	0.0	0.6	0.1	0.0	0.5	0.1	
22	610000	Educational services; state, local, and private	0.4	0.0	3.2	0.5	0.0	3.5	13.6	
23	611000	Educational services; state, local, and private	0.4	0.0	3.2	0.5	0.0	3.5	13.6	

Craft and Fine Artists, Similar Occupations
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-8



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

OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook Go

Occupational Outlook Handbook > Arts and Design >

Craft and Fine Artists

EN ESPANOL PRINTER-FRIENDLY

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

Similar Occupations

About this section

This table shows a list of occupations with job duties that are similar to those of craft and fine artists.

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2017 MEDIAN PAY
Archivists, Curators, Alill Museum W2rMII	Archivists appra ise, process, catalog, and preserve permanent records and historically valuable docu ments . Curators oversee collections of artwork a nd historic items, a nd may conduct public service activities for an instiM ion. Museum techn icians and conservators preparesand restore objectsand documents in museum collections and exhibits.	See How to Become One	$47,360
Art Directors	Art directors are responsible for the visual styleand images in magazines, nev.-spapers, prcxluct packag ing, and movie and television prcxluct ions . They cres te the overa ll design of a project and direct others whodevelop artwork and layoots.	Bachelor's deg ree	$92,500
	fashion designers create original dothing, accessories, and footwear. They sketch designs, select fabrics and patterns, and give instructions on how to make the prcxlucts they design.	Bachelor's degree	$67,420
Lill!plli; Designers	Graphicdesigners create visual concepts, using computer software or by hand, to communica te ideas that inspire, inform, and captivate consumers. They develop the overall layout and prcxluction design for various a pplications such asadvertisements, brochures, magazines, and corporate reports.	Bacneols'd egree	$48,700
Industrial Qnign.en	Industrial designers develop the concepts for manufactured prcxlucts, such as cars, home appliances, and toys. Theycombine art, business, and engineering to make prcxlucts that people use every day. Industrial designers consider the function, aesthetics, prcxluction costs, and usability of prcxlucts when developing new prcxluct concepts .	Bachelor's deg ree	$65,970
Jewelers and Metal Workers	.Jewelers and precious stone and metal workers design, construct, adjust, repair, appraise and sell jewerly.	High school diploma or equivalent	$37,960
Multimedia 8rlifil.AD2 Animators	Multimed ia artistsand animators create animation and visual effects for television, movies, vkteo games , and other forms of med ia .	Bachelor's deg ree	$70,530
Photographers	Photographers use their technical expertise, creativity, and composition skills to prcxlnce and preserve images that tell a story or record an event.	High school diploma or eq uivalent	$32,490
Woodworkers	Woodworkers manufacture a varietyof prcxlucts such as cabinets and furniture, using wocxl, veneers, and laminates . They ofte n combine and incorporate different materials into wocxl.	Hi h schoold plomaor equivalent	$30,850

<- State & Area Data

i?MMM

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Craft and fine Artists, on the Internet at [illegible] (visited *March 21, 2019*).

Craft Artists, IP
https://www.bls.gov/oes/current/oes271012.htm

6.2

@UNITEDSTATESDEPARTMENTOFLABOR

B URE AU OF L ABOR S TATISTICS

Home .. Data Tools .. Publications .. Economic Releases .. Students .. Beta ..

Occupational Employment Statistics

SHARE ON: IJ ml PRINT

B ROWS E OES
OES HOME
OES OVERVIEW
OES NEWS RELEASES
OES DATA
OES CHARTS
OES MAPS
OES PUBLICATIONS
OES DATABASES
OES FAQS
CONTACT OES

SEARCH OES

OES TO PICS
RESPONDENTS
DOCUMENTATION
SPECIAL NOTICES
RELATED LINKS

Subscribe to the OES Update

Email Address
GO!

BLS SPEAKERS AVAILABLE

Occupational Employment and Wages, May 2018

27-1012 Craft Artists

Create or reproduce hand-made objects for sale and exhibition using a variety of techniques, such as welding, weaving, pottery, and needlecraft.

National estimatesfor this occuRfiliQD
lru1u..st_ry profile for this occuJ&tl.Qn
.@R.hk profile for thisocctJRfili.Qn

National estimates for this occupationIIIR

Employment esti mate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (J)	Mean hourly wage	Mean annual wage (2)	Wa e RSE g
3,980	8.3 %	$19.47	$40,490	2.3%

Percentile wage estimates for this occupation:

Percentile	100/o	25 0/o	50 0/o (Median)	75 0/o	900/o
Hourly Wage	$10.24	$12.50	$16.46	$23.42	$33.23
Annual Wage (2)	$21,310	$25,990	$34,240	$48,720	$69,110

Industry profile for this occupation: IIIR

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:

I ndustr y	Emplo yment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage en
Ind.e12:enden t Acti ,....wrtters, aod PelT.Qrmers	1, 4 90	2.86	$18.51	$38,500
Nonmetallic Mineral Pro ;hJl:t Manufal:turing	510	0.12	$17.88	$37,180
g_f.fil_Qillllilli	220	0 7	$21 . 1 S	$44,050
Motion Pict1re and Idea I ndiistries	150	0.04	$27.21	$56,600
Electrooic ShoRRing and ail-Qrder ttouses	110	0.03	(a)	(II)

I ndustries with the highest concentration of employment in this occupation:

Industry	Employm ent (1)	Percent of industry employment	Hourly mean wage	Annual mean wage(2)
Ind.eR:en den t Acti , . and Performers	1.490	2.86	$18.51	$38,500
Performing na ni.es	220	0. 1 7	$21.18	$44,050
Nonmetallic inerni PrQduct aoufacturiog	510	0.12	$17.88	$37.180
, tlisto rical Sites, and Similar Institutions	110	0.06	$20.35	$42,320
otioo eicture and Video In dustries	150	0.04	$27.21	$56,600

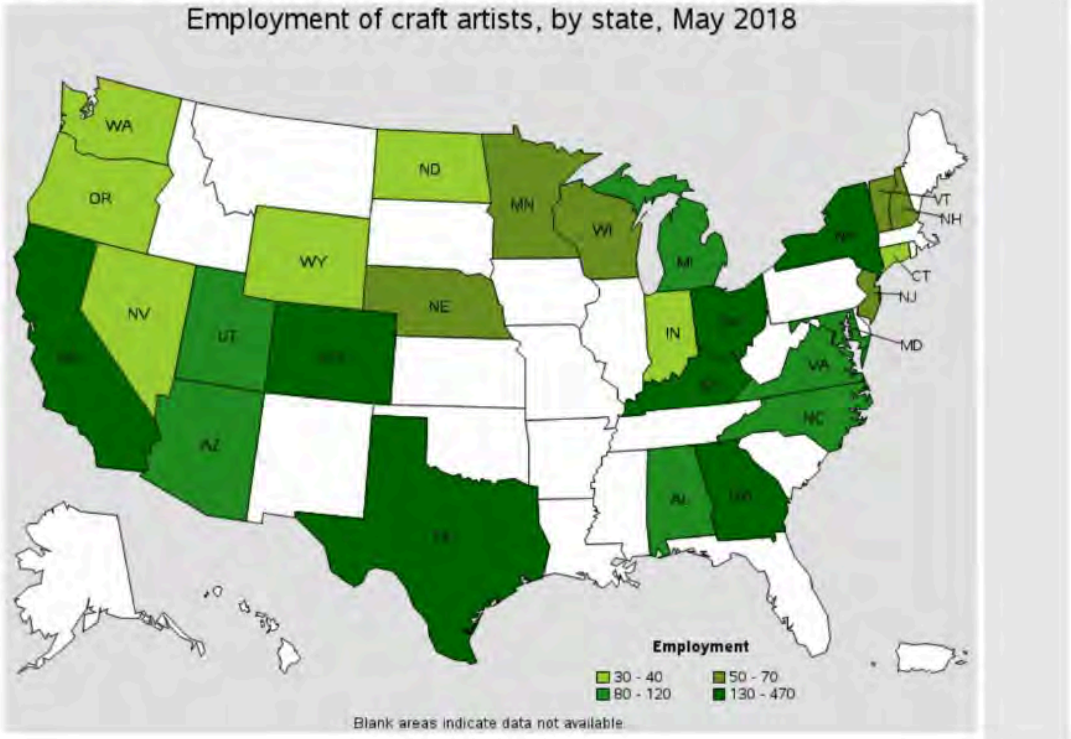
Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Advertising, Public Relations, and Related Services	80	0.02	$31.23	$64,950
Motion Picture and Video Industries	150	0.04	$27.21	$56,600
Management of Companies and Enterprises	40	(7)	$25.38	$52,800
Colleges, Universities, and Professional Schools	70	(7)	$22.30	$46,390
Performing Arts Companies	220	0.17	$21.18	$44,050

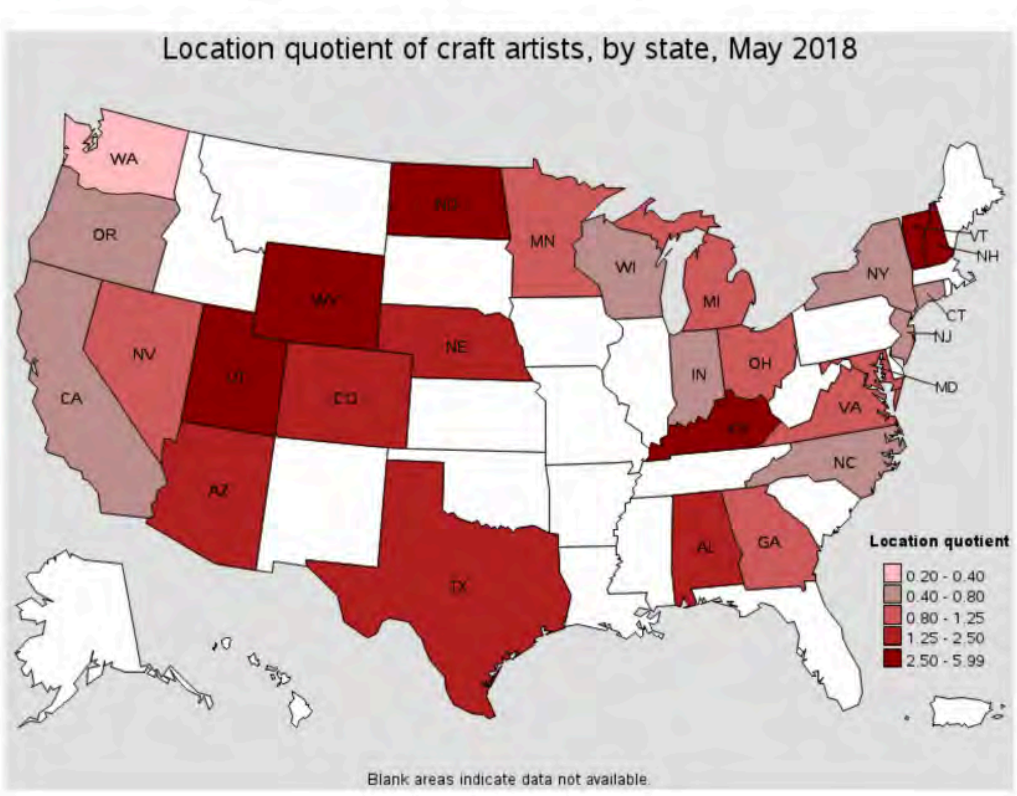
Geographic profile for this occupation: Top

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

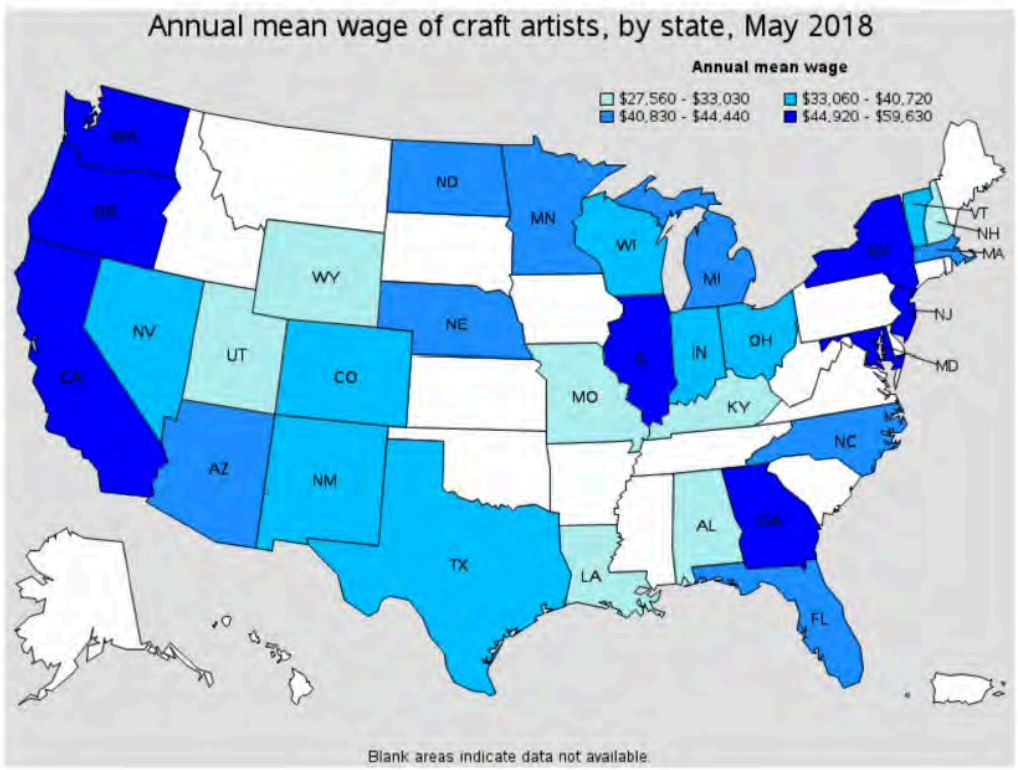
Craft Artists, IP
Data N/A for TN



Craft Artists, IP
Data N/A for TN



Craft Artists, IP
Data N/A for TN



LQ, Arts
Knoxville, Nashville Davidson Murfreesboro Franklin, Memphis, Chattanooga, and Johnson City

6.2

Knoxville, TN - May 2018 OES M...

https://www.bls.gov/...

Occupation code	Occupation title	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
27-1011	[illegible]	detail	60	29.9%	0.158	0.57	$29.28	$35.34	$73,500	9.1%
27-1021	[illegible]	detail	(S)	(S)	(8)	(8)	$30.96	$30.31	$63,040	11.6%
27-1023	[illegible]	detail	190	33.6%	0.485	1.62	$13.56	$13.77	$28,630	3.8%
27-1024	[illegible]	detail	450	17.6%	1.174	0.78	$19.53	$22.60	$47,010	10.3%
27-1025	[illegible]	detail	110	20.5%	0.293	0.74	$23.96	$24.05	$50,010	4.6%
27-1026	[illegible] Window Trimmers	detail	390	41.3%	1.014	1.14	$11.23	$12.57	$26,140	4.2%
27-1029	[illegible] All Other	detail	30	21.9%	0.080	1.38	$49.32	$53.27	$110,800	8.6%

Nashville-Davidson--Murfreesboro...

https://www.bls.gov/...

Occupation code	Occupation title	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
27-0000	[illegible]	major	15,350	5.7%	15.853	1.18	$22.98	$29.53	$61,430	4.1%
27-1011	[illegible]	detail	180	14.7%	0.185	0.66	$36.22	$38.12	$79,300	7.1%
27-1013	[illegible]	detail	60	45.3%	0.058	0.72	$14.24	$17.67	$36,750	15.6%
27-1014	[illegible]	detail	110	33.9%	0.115	0.58	$29.37	$32.50	$67,610	5.6%
27-1021	[illegible]	detail	220	35.8%	0.223	0.97	$25.95	$26.28	$54,650	3.8%
27-1022	[illegible]	detail	70	49.5%	0.070	0.51	(8)	(8)	(5)	(5)

Memphis, TN-MS-AR - May 2018...

https://www.bls.gov/oes/current/oes_32820.htm#27-0000

Apps | Figure Drawing 1: A... | iLearn | Login - TN eCampus | Google | YouTube | Banner | TTU -:|:- Tennessee ... | Division of Water R... | Septic

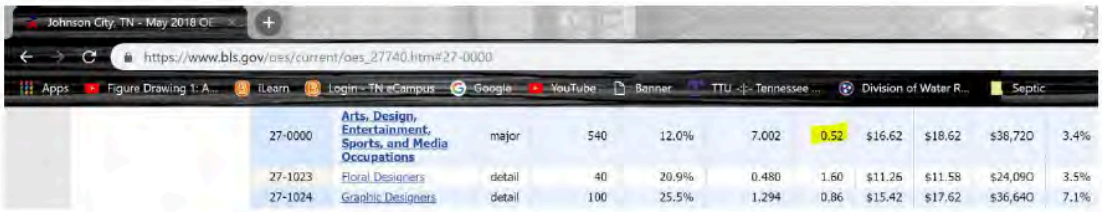
Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
27-0000	[illegible]	major	4,850	5.7%	7.787	0.58	$19.37	$22.65	$47,110	4.0%
27-1011		detail	40	23.2%	0.063	0.23	$35.34	$43.91	$91,330	8.9%
27-1013	[illegible] Painters, Sculptors, [illegible]	detail	(§)	(§)	(§)	(§)	$33.39	$27.23	$56,640	20.3%
27-1014	Multimedia Artists and [illegible]	detail	30	24.9%	0.051	0.26	$25.74	$27.18	$56,530	5.4%
27-1021	[illegible]	detail	80	47.0%	0.124	0.54	$22.90	$24.84	$51,670	8.4%
27-1023	[illegible]	detail	130	17.4%	0.206	0.69	$10.40	$11.78	$24,500	8.5%
27-1024	[illegible]	detail	710	13.4%	1.143	0.76	$22.55	$24.57	$51,110	3.9%

Chattanooga, TN-GA - May 2018...

https://www.bls.gov/...

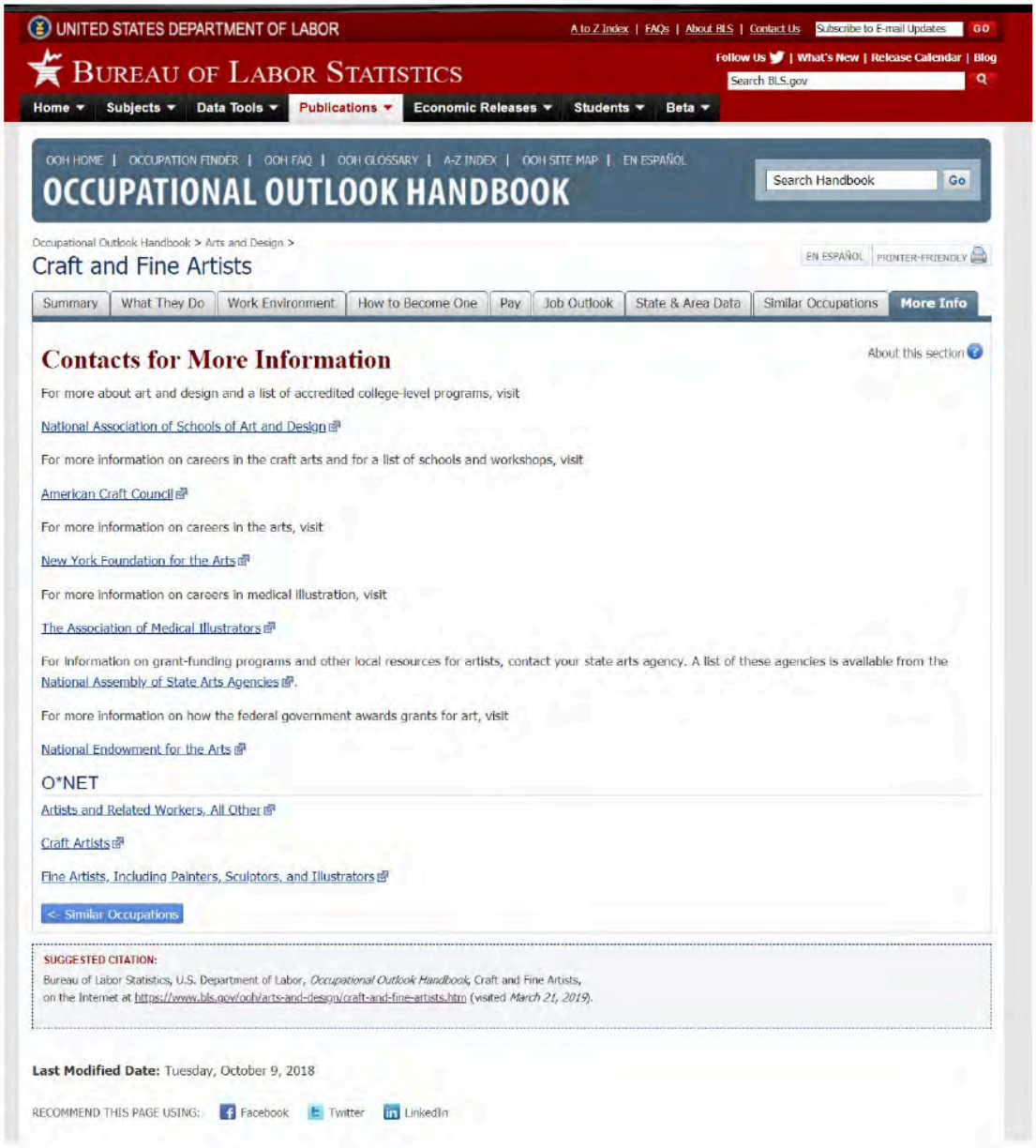
Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE		Location quotient	wage	wage	mean wage	wage RSE
27-0000	[illegible]	major	2,590	10.1%	10.527	0.78	$19.73	$23.22	$48,300	3.8%
27-1011		detail	40	24.8%	0.148	0.53	$39.95	$40.04	$83,290	10.4%
27-1013	[illegible]	detail	30	41.1%	0.125	1.55	$22.32	$24.84	$51,670	16.3%
27-1021	[illegible]	detail	50	27.3%	0.222	0.97	$23.43	$24.82	$51,630	4.9%
27-1023	Floral Designers	detail	70	16.5%	0.295	0.99	$12.03	$12.38	$25,750	6.1%
27-1024	[illegible]	detail	320	12.2%	1.28)	0.85	$20.38	$21.44	$44,590	4.5%

92



27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	major	540	12.0%	7.002	0.52	$16.62	$18.62	$38,720	3.4%
27-1023	Floral Designers	detail	40	20.9%	0.480	1.60	$11.26	$11.58	$24,090	3.5%
27-1024	Graphic Designers	detail	100	25.5%	1.294	0.86	$15.42	$17.62	$36,640	7.1%

Craft and Fine Artists, More Resources
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm#tab-9



UNITED STATES DEPARTMENT OF LABOR

A to Z Index | FAQs | About BLS | Contact Us | Subscribe to E-mail Updates GO

BUREAU OF LABOR STATISTICS

Follow Us | What's New | Release Calendar | Blog

Search BLS.gov

Home | Subjects | Data Tools | Publications | Economic Releases | Students | Beta

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

OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook Go

Occupational Outlook Handbook > Arts and Design >

Craft and Fine Artists

EN ESPAÑOL PRINTER-FRIENDLY

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

Contacts for More Information

About this section

For more about art and design and a list of accredited college-level programs, visit

National Association of Schools of Art and Design

For more information on careers in the craft arts and for a list of schools and workshops, visit

American Craft Council

For more information on careers in the arts, visit

New York Foundation for the Arts

For more information on careers in medical illustration, visit

The Association of Medical Illustrators

For information on grant-funding programs and other local resources for artists, contact your state arts agency. A list of these agencies is available from the National Assembly of State Arts Agencies.

For more information on how the federal government awards grants for art, visit

National Endowment for the Arts

O*NET

Artists and Related Workers, All Other

Craft Artists

Fine Artists, Including Painters, Sculptors, and Illustrators

<- Similar Occupations

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Craft and Fine Artists, on the Internet at https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm (visited *March 21, 2019*).

Last Modified Date: Tuesday, October 9, 2018

RECOMMEND THIS PAGE USING: Facebook Twitter LinkedIn

Craft and Fine Artists, Craft Council
https://craftcouncil.org/resources

Resources

Craft Museums in the United States

View museums that collect and exhibit contemporary craft.

National and Regional Craft Organizations

Find contact information for an organization near you.

Schools with Craft Workshops and Courses

These schools offer workshops or courses in craft in a broad sample of mediums. Some of these schools may also offer degree or certificate programs in craft arts. Course catalogues are available through the scho ols' websites. For further information on art / craft degrees and programs in your communit y, visit your public library. You can also browse searchable listings of all college and university programs through Peterson's Education and Career Center .

State Arts and Crafts Councils

State arts councils are an excellent source of information on grants and other funding opportunities. Local craft organizations often have information regarding workshop s, exhib it io ns, local craft shows, and networking opportunities for artists.

Appendix 2:
Letters of Support

Computer Science
TENNESSEE TECH

Friday, September 18, 2020

Kimberly Winkle, MFA
School of Art, Craft & Design
College of Fine Arts
Tennessee Technological University

Professor Winkle,

I am writing in response to the proposed Bachelor of Science in Studio Art. While Tennessee Technological University is a STEM focus institution with a foundation in engineering and the sciences, it is also a comprehensive university with a wide variety of programs ranging from music to nursing, business, and agriculture. The diversity of these programs gives rise to an ability to promote interdisciplinary collaboration across boundaries that are relevant for the landscape of the 21st century.

The Department of Computer Science at Tennessee Technological University offers an ABET accredited BS in Computer Science with concentrations in *cybersecurity*, *data science*, and *high-performance computing*. As a program ranked in the Top 100 of computer science programs at public institutions nationally by US News and World Report, we attract students from Tennessee, nationwide, and internationally to study computer science. Graduates go on to work at companies in all sectors of industry and public service.

Your proposal for creating a BS in Studio Art (foregoing the traditional Bachelor of Fine Arts) is a compelling move towards supporting collaboration between our departments. In the IT innovation space, there has been a move towards human-centered design and the merging of design thinking with technology to create organizations that are multi-faceted and able to meet the needs of both emerging and established markets alike. For students in the Computer Science program, the ability to collaborate with design students in order to facilitate collaborative and situated learning creates a set of opportunities that we have not enjoyed thus far on this campus. In particular, while our students have skill sets that include technical ability and professionalism (with respect to teamwork, communication, and the like), what they lack is meaningful experiences with designers, graphic artists, and others that they would likely be collaborating with in the workforce upon their graduation. Your program would create the ability for us to develop joint courses, sequences, and pathways that provide students in both of our programs to have multiple touch points by which they can collaborate as learners.

In closing, I am in full support of your proposal to create a Bachelor of Science in Studio Art and I look forward to more fully developing opportunities for collaboration that such a program affords.

Regards,

Gerald C. Gannod
Harry C. Stonecipher Distinguished Professor, and
Chair, Department of Computer Science

Tennessee Tech / Box 5101 / Cookeville, TN 38505 / 931-372-3691 / F: 931-372-3686 / tntech.edu/csc

Chemical Engineering

TENNESSEE TECH

9/18/2020

Dr. Kimberley Winkle
Director
School of Art, Craft and Design
Tennessee Technological University

Dear Dr. Winkle,

I am writing this letter in strong support of the need for a Bachelor of Science in Studios Art in addition to the current Bachelor of Fine Arts in Art. The Department of Chemical Engineering, as a STEM discipline, is aware of the national trend towards STEAM disciplines which partner arts and engineering. We have been exploring the potential for those types of partnerships with art in the past several years and the institution of this BS degree would provide an avenue through which to pursue collaborative curriculum that would more seamlessly allow the building of those types of partnerships. Partnerships in 3-D printing modalities have been explored for example.
It is important for Higher Education to pursue the addition of new degree programs to better support today's students while also contributing to overall institutional sustainability. The addition of the proposed Bachelor of Science in Studio Arts would aid in achievement of those goals. The Department of Chemical Engineering supports this initiative and potential for cross-disciplinary collaboration as a result.

Best regards,

Holly A. Stretz
Professor and interim Chair, Department of Chemical Engineering
Faculty Senate President 2020-2021

Tennessee Tech / Box 5013 / Cookeville, TN 38505 / 931-372-3297 / F: 931-372-6352 / tntech.edu/che

Mechanical Engineering

TENNESSEE TECH

Andy Pardue, PhD
Lecturer - Mechanical Engineering
Brown 316
155 W. 7th Street
Cookeville, TN 38505

14 September 2020

Letter of Support – Bachelor of Science in Studio Arts

To Whom It May Concern;

I offer my support for the proposed formation of the Bachelor of Science in Studio Arts as member of the Mechanical Engineering faculty in College of Engineering. This new degree expands the degree options for students in the College of Fine Arts, and offers unique entrepreneurial opportunities for the university to leverage expertise in both the College of Fine Arts and the College of Engineering. The BS in Studio Arts program certainly aligns well with the university's signature Rural Reimagined initiative.

I can envision opportunities for the BS Studio Arts students to take elective courses in the College of Engineering for specific areas of interest. These BS Studio Arts students could also work with engineering students on team projects that blend functional art with engineering concepts. The areas of Additive Manufacturing (3D printing) and Computer Numerical Controlled (CNC) machining offer unique opportunities for future BS Studio Arts students to work with tools for the creation of art that are currently now thought of as primarily engineering tools. There would also be the opportunity for these students to work together leveraging strengths of the College of Fine Arts and the College of Engineering to develop entrepreneurial ideas for the blending of art and manufacturing technology into a business.

The BS Studio Arts graduates would be great ambassadors for STEM education to showcase non-traditional and creative pathways for students to use and interact with STEM concepts in future careers that benefit both themselves and their families, the communities and the region.

Sincere regards,

Andy Pardue, PhD, bpardue@tntech.edu, (931) 372-6169

Letter of Support for a Bachelor of Science in Studio Art

L. Scott McRoberts, BFA, MFA
Associate Professor of Art
Nashville State Community College
120 White Bridge Rd.
Nashville, TN 37209
Office Phone: 615-353-3686

To Whom it May Concern,

It is essential for institutions of Higher Education to offer a variety of opportunities for graduation through numerous pathway options. Tennessee Technological University currently only offers a Bachelor of Fine Art for any of its studio majors, including Art Education. This rigorous and highly specialized program of study extends the students time seeking a degree, beyond two years, due to its heavy focus on studio course work. The B.F.A. may not be the best option for students seeking a degree in Art Education, Graphic Design, or entering a competitive contemporary art field.

With ever increasing enrollment costs, completing degree requirements efficiently is a high priority. Students transferring to TTU from a TN Community College will find they are at a disadvantage, in regards to credit hours. Facing financial and time constraints students may choose another path, or outright drop pursuit of a degree. With the interest of keeping students on the path to success, offering a dynamic and interdisciplinary curriculum will enhance a student's chances of graduation and navigating their post-scholastic careers.

I support the addition of a Bachelor of Science in Studio Art at Tennessee Tech. The Tennessee Promise and Tennessee Reconnect programs have created a growing papulation of transfer students seeking an affordable and efficient path to a degree. The B.S. degree would provide a framework and schedule, enabling students to explore art media with flexibility and focus. The program could be completed within a timely manner, transfer students with an A.A. in Studio Art could complete the B.S. within two years, and the increase of pathways to graduation will nurture opportunities for success.

A Bachelor of Science in Studio Arts at TNTECH would enhance the University's integrity, as it displays a commitment to the Arts and their unique cultural history in our region. A B.S. in Studio Art presents an accredited option for students and helps TNTECH remain competitive on a national level. Tennessee Technological University and the Appalachian Center for Craft have the opportunity to increase enrollment numbers, expand the diversity of degree seeking students, and nurture success through the addition of a Bachelor of Science in Studio Art.

I appreciate your time and consideration.

Kind Regards,

L. Scott McRoberts

ARROWMONT
school of arts and crafts

PO Box 567 • 556 Parkway • Gatlinburg, Tennessee 37738
ph: 865.436.5860 • fax: 865.430.4101 • www.arrowmont.org

June 24, 2019

To Whom It May Concern,

This is a letter of support for the School of Art, Craft and Design at Tennessee Tech University for their plans to create the additional degree of a Bachelor of Science in Studio Art. As Program Director at Arrowmont School of Arts and Crafts, I oversee many reviews and search committees for professional opportunities on campus. This includes multiple scholarship reviews, gallery and exhibition proposals, as well as applications for fellowships and residencies. Total, my committees review an estimated 200-300 applications every year. While not all of these searches take into account the applicant's education and background, our search criteria for a strong candidate remains the same regardless: the applicant presents an enthusiastic and inquisitive desire to continue their art education, and their previous life experiences demonstrates that enthusiasm. While some of those opportunities ask that the applicant have a strong body of artwork, *none* of those searches require any specific degree. We have had artists-in-residence who have had Masters of Fine and Arts and also only Bachelor of Fine Arts, but we have also had just as many with Bachelors of Art and/or Bachelors of Science, and have even had residents and fellows with no formal art degree at all. Again, for us, a quality candidate that has rich life experiences and a diverse breadth of knowledge is as valuable to us as any specific academic coursework. A degree that would give a young artist the opportunity to explore as many topics and resources as possible would certainly meet such a requirement. Therefore, I believe that a BS at Tennessee Tech would give artists the broadness of abilities that we often seek from our applicants.

It is not only scholarships, residents, and educational assistants that we search for here at Arrowmont. When I joined the staff in 2012, Arrowmont had about fifteen full-time employees; now, we have closer to thirty. I have been on the search committee for many of those new permanent positions, and have even lead the committees for the 3-4 searches in my own department. I can absolutely say that what we seek in our students, residents, and fellows also holds true for our employees. Arrowmont highly values those who have had varied and extensive experiences not only in the arts, but also in other interests and areas. While sometimes we do suggested recommended degrees for certain positions, A Bachelor of Science that reveals a job applicant's breadth would be an asset to their resume and experience.

With small liberal art colleges as well as art schools currently closing around us, any higher education institution in Tennessee that gives young artists the best possible tools and practice for a career in the arts is a boon to our state and region. As the Program Director at Arrowmont, I wholeheartedly support Tennessee Tech offering a Bachelor of Science to give students the best interdisciplinary education possible to prepare them on their journey.

Cheers,

Nick DeFord
Program Director
Arrowmont School of Arts and Crafts

phone: 865-436-5860
e-mail: ndeford@gmail.com

June 12, 2019

Kimberly Winkle
Director and Associate Professor
School of Art, Craft and Design
Tennessee Tech University
242 E. 10th Street, Room 112
Campus Box 5085
Cookeville, TN 38505

Dear Ms. Winkle:

As you may already know, our creative agency has had the great fortune of employing interns from Tennessee Tech's School of Art, Craft and Design. This has been a tremendous resource for expanding our capabilities and securing team members for future growth. We have greatly benefited from it for several years now and would welcome the opportunity to engage more interns, but are looking to expand beyond design interns to interns with a more varied skill set.

Professionals in the creative industry today must be better equipped to carry out a variety of creative tasks, and we routinely look for those individuals who have multidisciplinary backgrounds. We feel that by Tennessee Tech adding a Bachelor of Science degree in studio arts, it would help us better accomplish our goal of having a versatile and varied team of creatives. Having a graphic design background is important, but we have found that in today's age, it's more important to employ well-rounded individuals with a varied background. Specifically, we are recruiting designers who also have either a background in web design or other broader marketing skill sets. This helps us to more efficiently meet the needs of our clientele, as recruiting these individuals has become extremely competitive. Having them available in our "own backyard" would give us a competitive advantage and allow for future growth.

We hope that Tennessee Tech is able to add this degree offering so that it not only benefits area businesses, but better prepares the student to be an in-demand and highly employable creative professional.

Sincerely,

Roman Stone
President/CEO
WDStone

WDStone
BRANDING / NEW MEDIA
114 N. WASHINGTON AVE.
COOKEVILLE, TN 38501
931.525.6020
WDSTONE.COM

THE BIZ FOUNDRY

Imagine. Start. Grow

July 15, 2019

Kimberly Winkle
Director
School of Art, Craft and Design
Tennessee Tech University
242 E. 10th Street, Rm. 112
Campus PO Box 5085
Cookeville, TN 38505

Dear Ms. Winkle,

We have had the pleasure of employing several of TTU's design students at our entrepreneur center of the past few years. Modern companies need a varied team to build a team that can compete in todays world. The best engineered product in the world will fail if there is not a strong emphasis on design and aesthetics.

We are deeply involved in entrepreneurship and innovation at TTU and strongly encourage participation from the art community.

Furthermore, artists need a degree that includes education in business basics. We believe that a large percentage of artists are in fact entrepreneurs. They need the skills that a BS in Studio Art would provide.

We are more than happy to add our support for your degree and would more than happy to advise you on the entrepreneurial components that are needed.

Thank you for allowing our input and let me know if I can be of further assistance.

Sincerely,

Jeff N. Brown

Jeff Brown
President

114 N Cedar Ave
Cookeville, TN 38501

60 Ridley St. Ste. 101
Crossville, TN 38555

931-210-5105

www.thebizfoundry.org

Amanda Kail
Foxtrot Branding
hello@foxtrotbranding.com
931-644-3953
June 10, 2019

To whom it may concern,

I am writing in support of Kimberly Winkle and her movement to establish a new Bachelor of Science degree in Studio Art.

I am a Tennessee Tech Univerisity alum and co-founder of the Tennessee-based design studio Foxtrot Branding.

One of my biggest wishes for my college experience at Tech has always been that I wish I had received more education on how to represent myself not only as an artist & graphic designer, but as a business, and all the interworkings of managing a business. I believe all students would benefit from a more business-minded education in the arts, as all artists are in the business of sales and marketing, two skills which I have had to learn on-the-job.

When transitioning from my college career to starting my own business, I quickly recognized I was not equipped with the knowledge necessary to get my business started, to name a few: how to write a contract that protects myself and my business, how to price my services, how to invoice clients and obtain payments, how to save for and pay taxes as a business owner, how to market my business, how to close a sale, and the list goes on. Over time, I have figured it out myself using various resources online and with guidance from local mentors. Regardless of my ability to self-teach and learn by trial and error, I do strongly believe that if I had the opportunity to take more classes in business/marketing during my college career at Tech, I would have been more prepared for making the drastic switch from being a student to a business owner, and could have launched my business more efficiently from the start, and with more confidence knowing that I was doing things correctly.

I do hope you take my letter into consideration when evaluating the proposed Bachelor of Science degree in Studio Arts, as I wholeheartedly support Winkle's position, knowing how valuable this multidisciplinary education could have been to myself and my fellow students.

All my support,
Amanda Kail

Jonathan W. Bledsoe
07/08/2019

To whom it may Concern,

This letter is my sincere and full endorsement of the proposed Bachelor of Sciences concentration in Studio Arts program at Tennessee Technological University. This program proposal offers a flexible curriculum that the current Bachelor of Fine Arts degree lacks. As a non-traditional student, the rigidity of the requirements inherent in the current BFA program limit a student's opportunity to pursue additional interests and useful courses such as business and marketing. A more employable and well rounded focus on the curriculum will better position them as well as they bridge the gap between "artists", "artisans", and "crafts practitioners".

Speaking personally, I intend a more commercial means of employment. That being said, the instruction I have received in the technical aspects of my craft have been excellent and invaluable. I know of no other undergraduate program that offers the wide scope of skills available in the arts program.

Opening up the curriculum does nothing but gain positive results. More options with more flexibility will directly influence the net gain of graduates. I know of people interested in the craft but not the strict and rigorous studio and curricular demands. Approaching an art degree with more flexibility and varied learning opportunities will bring more students to the program that will complete a degree, and be better positioned for potentially more career options.

My highest regards,

Nicole Groot
Painting and Illustration

nmgroot2@gmail.com
(931) 250-2781

July 25, 2019

To whom it may concern:

I am writing to support Kimberly Winkle's proposal to implement the new Bachelor of Science and Studio Art degree program. I was excited to learn about this potential degree offering. I believe it will help to grow the School of Art, Craft, and Design, and allow students to tailor their education to fit their unique career goals.

I am currently a senior majoring in painting. Although I have not yet completed my BFA, I have been a working artist since I was sixteen years old. I illustrated children's books for Flowerpot Press, worked as a freelancer, and painted murals to pay for my education. In my experience, working artists today must be versatile and adaptable, skilled communicators and collaborators with people of varied disciplines. It follows that gaining experience in more than one field of study could help creative people navigate their careers—careers that are becoming more diverse, multidisciplinary, and interconnected with each passing year.

Many working artists, including myself, struggle to maintain proficiency in the business side of our careers. Art majors currently have one class that thoroughly addresses this issue: Professional Practices taught by Kim Winkle. Most of my peers agree that Professional Practices is a uniquely valuable course and an indispensable component of our education. Some of them, however, wanted more of this course, as they felt one semester of this topic was not enough time to learn the complexities involved in marketing, selling, and working as an artist. The usefulness of this course is a testament to how the Bachelor of Science and Studio Art could immensely benefit individuals who wish to diversify their skillset.

Lastly, I believe that this degree option will encourage more students to enroll in our department. Prospective students who are passionate about multiple subjects are not as likely to pursue a BFA. The Bachelor of Science and Studio Art could empower creative students who would not normally pursue a degree that is exclusively focused on art. I believe this degree will benefit creative people who wish to explore their interests and ensure flexibility in their career path. The students enrolled in this program could also bring new ideas and perspectives to BFA students as we expand our artistic community.

Thank you for considering my letter of support.

Sincerely,

Nicole Groot

Appendix 3:
THEC Financial Projection Form

Tennessee Higher Education Commission
Appendix A: THEC Financial Projections Form
Tennessee Tech University
Bachelor of Science in Studio Arts

Ten-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 increase 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	$ 1,000	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ -
Library	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Consultants	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ 250	$ 250	$ 250	$ 250	$ 250	$ -	$ -
Other	$ 3,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total One-time	$ 4,000	$ 250	$ 1,250	$ 1,250	$ 250	$ 250	$ -	$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Faculty								
Salary	$ -	$ -	$ 2,100	$ 2,100	$ 4,200	$ 4,200	$ -	$ -
Benefits	$ -	$ -	$ 210	$ 210	$ 440	$ 440	$ -	$ -
Sub-Total Faculty	$ -	$ -	$ 2,310	$ 2,310	$ 4,640	$ 4,640	$ -	$ -
Support Staff								
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Support Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Graduate Assistants								
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Tuition and Fees* (See Below)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Graduate Assistants	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Operating								
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Printing	$ 1,000	$ 500	$ 500	$ 500	$ 500	$ 500	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ 100	$ 100	$ 150	$ 150	$ -	$ -
Sub-Total Operating	$ 1,000	$ 500	$ 600	$ 600	$ 650	$ 650	$ -	$ -
Total Recurring	**$ 1,000**	**$ 500**	**$ 2,910**	**$ 2,910**	**$ 5,290**	**$ 5,290**	**$ -**	**$ -**
TOTAL EXPENDITURES (A + B)	**$ 5,000**	**$ 750**	**$ 5,160**	**$ 5,160**	**$ 5,540**	**$ 5,540**	**$ -**	**$ -**

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue								
Tuition and Fees[1]	$ -	$ 73,654	$ 94,608	$ 126,264	$ 157,830	$ 210,440	$ -	$ -
Institutional Reallocations[2]	$ 5,000	$ (72,904)	$ (89,568)	$ (121,104)	$ (152,290)	$ (204,900)	$ -	$ -
Federal Grants[3]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Private Grants or Gifts[4]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other[5]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
BALANCED BUDGET LINE	**$ 5,000**	**$ 750**	**$ 5,160**	**$ 5,160**	**$ 5,540**	**$ 5,540**	**$ -**	**$ -**

Notes:

(1) Provide the funding source(s) for the new or renovated space.
The proposed degree does not require new nor renovated space.
Program related expenses will be supported via departmental operational funds.

(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.
Year 1

(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.
None

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

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

(6) Provide information regarding other sources of the funding.
No other sources exist.

Appendix 4
TTU Response #1 to THEC LON Evaluation
May 2021

Contents

Overview

There are 3 items of concern by THEC in the screenshot below. We have provided a response these items in this document.

Local and regional need	▪ *Please provide data that specifically addresses the local and regional need for the proposed BS in Studio Art.* ▪ *Table 1 on page 13 – it is unclear what the numbers represent – please clarify.*
Employer need/demand	▪ The U.S. Bureau of Labor Statistics (2016) reports 53,400 jobs nationally for Crafts and Fine Arts and projects the rise of 6 percent in 2026. ▪ *As reported by the BLS, during an economic downturn, the demand for the output market can be sensitive. During the current pandemic please provide support on how the proposed degree will support and provide graduates an opportunity for employment?*

1. First question by THEC

"Please provide data that specifically addresses the local and regional need for the proposed BS in studio art"

Despite the THEC heading "local and regional need," it is difficult to determine "need" both philosophically and empirically. As is the case with most of the feasibility studies we conduct, we choose to fulfill this section with research that presents a snapshot of the labor market conditions to help us assess the viability of the proposed degree.

The data sources we use come from the Bureau of Labor and Statistics (BLS) and the Integrated Public Use Microdata Series (IPUMS).[1] These are time-tested, reliable sources from which to conduct analyses

[1] These data sources are intertwined, as IPUMS relies on census data and American Community Surveys.

and draw conclusions. There may be alternative data sources to consider. But given our resource constraints and other limiting circumstances, investigating and verifying these sources is not realistic.

Table 1: Common Occupations for Art Majors	TN Art Majors	USA Art Majors
Arts, Design, Entertainment, Sports, and Media Occupations	31.9	29.8
Education, Training, and Library Occupations	10.6	8.7
Sales and Related Occupations	10.5	10.7
Management, Business, Science, and Arts Occupations	9.4	11.9
Office and Administrative Support Occupations	7.2	9.5
Computer and Mathematical Occupations	4.1	4.3

Table 2: Earnings Distribution Comparisons	TN Art Majors	US Art Majors	TN Workers	US Workers
mean	44549	51698	39634	45499
median	35000	40000	29000	31000
std deviation	53389	52260	49403	56281
1st quartile	20000	22000	13300	14700
3rd quartile	53000	65000	50000	57000

In our effort to address the question from THEC, we attempt to clarify the existing tables in the original report. Tables 1 and 2 in the section entitled local and regional demand offer insight into the regional labor market. Table 1 indicates which occupations that studio arts majors are finding jobs within the state of Tennessee. The table reveals that these majors find jobs in a diverse range of fields in the state, and that this trend is consistent with the nation. Although this information is not a direct measure of "need," it does suggest which occupations are hiring these majors.

Table 2 presents earnings data for art majors and compares them with the average earnings of workers. In labor markets, an equilibrium wage is determined by where the supply of labor equals the demand for labor. Under the assumption of competition, firms pay workers a wage equal to their value.[2] And although a static analysis of earnings is not ideal, it can be assumed that earnings represent a reasonable measure of a degree's value.

The median pay for Tennessee art majors is slightly lower than art majors in the nation. The median pay for Tennessee art majors is above that of all workers in TN and for the nation. And although this is merely a snapshot of market conditions, it remains a reflection of the value employers place on the skillset of such majors within the state.

In general, our view of the proposed major in studio arts remains consistent with the recommendations in the original feasibility study: the studio arts degree is unique in that it teaches students skills to specialize in art and also offers flexibility to find jobs in a diverse range of fields. An Arts student

[2] In equilibrium and under perfect competition, firms pay workers a wage equal to the value of their marginal product of labor.

entering another field does not necessarily mean they've abandoned their Art skills. These skills have likely given them that ability to cross-over into different industries. But we can't know this for sure without directly surveying them.

2. Second question by THEC

"Table 1 on p 13-it is unclear what the numbers represent, please clarify"

Table 1: Common Occupations for Art Majors	TN Art Majors	USA Art Majors
Arts, Design, Entertainment, Sports, and Media Occupations	31.9	29.8
Education, Training, and Library Occupations	10.6	8.7
Sales and Related Occupations	10.5	10.7
Management, Business, Science, and Arts Occupations	9.4	11.9
Office and Administrative Support Occupations	7.2	9.5
Computer and Mathematical Occupations	4.1	4.3

The figures in Table 1: Common Occupations for Art Majors are percentage calculations.

3. Third question by THEC

"As reported by the BLS, during an economic downturn…."

This is an updated forecast for the pandemic:

At the time of the original Summary and Viability statement (submitted on June 3, 2019), the Covid 19 Pandemic was not in effect. However, the pandemic accelerated to global concerns during the period February to March of 2020 (CDC).

A general consensus among economic forecasts is that the U.S. economy is expected to recover significantly when the global pandemic subsides. However, the timeline for these events is unknown, as various, professional forecasts differ significantly. In a previous analysis conducted by the Congressional Budget Office (CBO), key economic indicators, such as real gross domestic product, growth in real gross domestic product, and unemployment, were predicted to worsen during 2020. The forecast improves for the national economy in the early quarters of 2021, with national, annualized unemployment predicted to lower during this time. Annualized growth in real gross domestic product is expected to enter positive territory for the year 2021.

In Tennessee, unemployment rose by more than 1% by the end of 2020 (BERC). Negative trends in national employment and sales tax revenues were in effect for the same period. However, as expected in a diversified, dynamic economy, certain sectors in the state, such as new home construction, picked up during the pandemic period (BERC).

The Business Leaders Survey for the Winter of 2021 reported that a large share of respondents (80%) viewed the of the economy performing poorer than in the previous year, but a majority share saw things improving in coming years (CBER, p. 1). [3] Respondents from the corporate sectors in the state reported that the upswing in the Tennessee economy will outperform the national economy based on several factors.

Regarding the labor force in TN, a slight majority share (55%) of business leaders reported difficulty in accessing the labor market, with variation across the regions in the state (p. 3). However, it was highlighted that STEM skills are considered highly valuable. A 2021 THEC report identifies STEM majors, such as those related to architecture and engineering, as experiencing growth in recent years (THEC, Academic Supply, p. 5).

For several years, the prevalence of STEM majors and their importance in the workplace has been rising (CNBC). This trend is expected to increase in future years beyond the pandemic, with significant parts of the economy relying on technology sectors for growth. But this is not good reason to discount the relevance and demand for other majors, such as those in the humanities and arts. The attributes of these majors will be needed to complement an economy that increasingly emphasizes STEM skills. A degree in Studio Arts, which integrates art with technical skills such as draftsmanship and digital media, is just one example of a complementary skillset. In addition, it has been emphasized that students majoring in Studio Arts fill jobs in a broad range of unrelated fields, which is a testament to the degree's flexibility (see original report).[4]

The viability of certain academic programs at universities and colleges is uncertain given the recent trends in public health and the economy. It is difficult to say which sectors in the economy, nationally and for the region, will prosper during and after the pandemic. It follows that predicting which academic majors will be impacted, either positively or negatively, will remain a challenge.

The proposed major in Studio Arts, based on skillsets taught in its traditional curriculum, may be more resilient when compared to others, in an economic downturn. Further, as an economy begins its upswing, the major may complement growth in technology jobs that could potentially lead a recovery. These trends described could take place as the pandemic ends and the national economy recovers.

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

[3] Responses from the survey were collected during the period January 19 2021 to February 1 of 2021 (p. 1).
[4] From original recommendations: "The findings in the IPUMs data support this broader flexibility of the proposed degree in Studio Art."

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.

References for updated forecast

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

(IPUMS) Integrated Public Use Microdata Series.
Integrated https://usa.ipums.org/usa/

(BERC) Business and Economic Research Center. Middle Tennessee State University. https://mtsu.edu/tacir/
-has state and county indicators

(CNBC) Here's how the pandemic is reshaping career planning for college students. CNBC. June 11, 2020. Michelle Fox. https://www.cnbc.com/2020/06/11/how-the-pandemic-is-reshaping-career-planning-for-college-students.html

Among the services the nonprofit provides is its online Job FutureCaster tool, which is designed to help students choose a major. Already, Hill is seeing a trend.

"People are utilizing the programs that help them select a major and they are keying in on the STEM majors," he said, referring to science, technology, engineering and mathematics fields of study.

"Then they are keying in on programs to help them pick a school close to home."

STEM majors have been on the rise since the Great Recession. In the 2009-10 academic year, there were nearly as many graduates with humanities degrees as STEM degrees, according to the labor market analytics firm Emsi.

By 2016, STEM majors in bachelor-degree programs, and above, had grown by 43%. Meanwhile, degrees in the humanities declined by 0.4%, Emsi found.

Hill is now working on his latest model, which will estimate what jobs will be available to those under age 25 in three to five years' time. Already, he's seeing that existing trend towards STEM accelerating.

However, students shouldn't be so quick to ditch their liberal arts majors, said Debra Felix, a former director of admissions at New York's Columbia University who now runs her own firm, Felix Educational Consulting.

"What the world needs more of right now, and not fewer of, is adults that understand how different fields interact and interconnect and affect each other," she said.

Felix said none of her students have spoken about switching majors yet, but have discussed changing the concentration in the major they have chosen. For example, someone in health care may shift to global health, she said.

"They might change their career plans but they still wouldn't change the major they are actually in," Felix said.

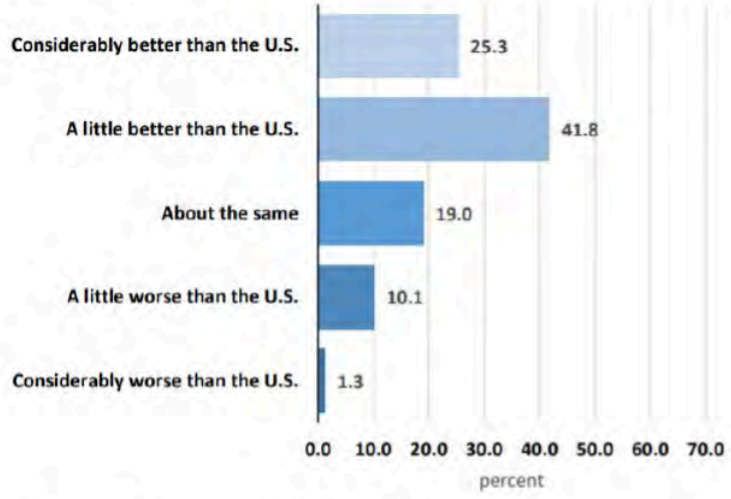
(CBER) Business Leaders Survey Winter 2021. Boyd Center for Business and Economic Research. University of Tennessee, Knoxville.

U.S. and Tennessee Economy

Not surprisingly, 80 percent see the U.S. economy as worse than one year ago, with only 10 percent seeing it better. On the good news side, about 90 percent believe the economy is the same or better than it was six months ago. Leaders are somewhat optimistic that things will improve, with two-thirds saying the economy will be better over the next year and only a little over one-fifth believing the economy will worsen. General expectations about Tennessee's economy are similar to those for the national economy, but most expect Tennessee's economy to improve more than the national economy, with two-thirds expecting healthier improvement in Tennessee and only 11 percent seeing the U.S. doing better (see Figure 2). The perspective on Tennessee's relative economic strength is very similar to

that expressed in the previous survey. Stronger business investment (47 percent) and better government leadership (19 percent) were the primary reasons listed for why Tennessee growth will outpace the nation's over the next 12 months; this is very similar to the earlier survey. Separately, the vast majority (73 percent) believe Tennessee is headed in the right direction and 70 percent see Tennessee's state government doing an excellent or good job of creating a good business environment compared with only 3 percent seeing the state doing poorly. This demonstrates a consistent positive perspective on the state. Respondents were permitted to identify up to three areas where Tennessee could improve its business climate. Technology infrastructure (71 percent) and transportation infrastructure (66 percent) were strongest, followed by targeted economic development incentives (49 percent).

Figure 2: Two-thirds of Tennessee business leaders expect the Tennessee economy to be better than the national economy over the next 12 months.



Source: Tennessee Business Leaders Survey, Winter 2021 results.

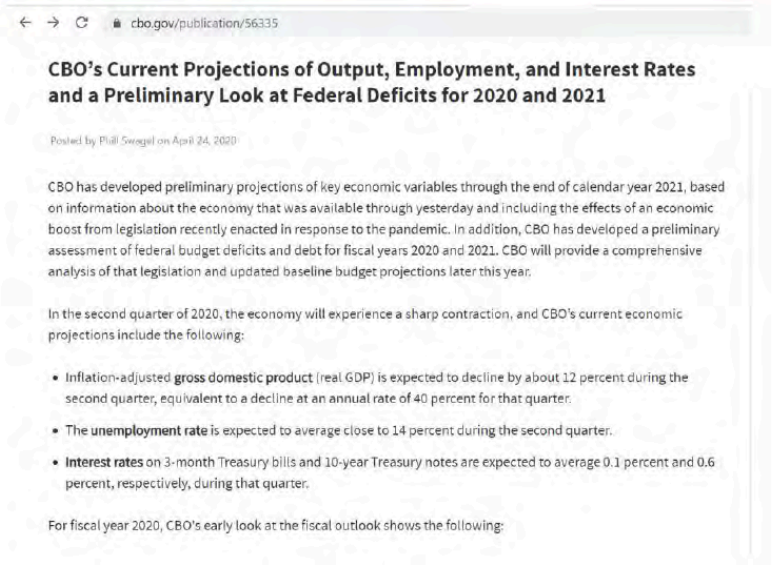
Labor Force

Respondents were asked several questions about Tennessee's labor force. Responses on ability to find trained workers were very similar to the first survey. Just over one-half (55 percent) said they were unable to find sufficient workers with the right training in the state, and the responses again differed notably by region. About 52 percent in middle Tennessee said there is a supply of appropriately trained workers, but this drops to one-third in east and west Tennessee. Technical skills, particularly in east Tennessee, followed by work ethic and initiative (both particularly in west Tennessee) were listed as the biggest labor supply concerns. Fifty-five percent indicated retaining workers is a challenge. Leaders had very different perspectives on what factors make it difficult to retain workers, to the extent it is an issue. Quality of local schools and substance issues were raised most frequently (again, particularly in west Tennessee) each by about one-fourth of respondents. Availability and cost of housing and child care were much more likely to be listed by middle Tennessee leaders.

Seventy percent indicated that STEM education is very important to their business' future (see Figure 3). While a high percent list it as very important in every region, 85 percent say so in east Tennessee versus 48 percent in west Tennessee.

Interview with CEA
https://www.pbs.org/newshour/show/bidens-economic-adviser-on-pandemic-relief-we-cant-afford-to-wait-another-few-months

(CBO) Congressional Budget Office.
https://www.cbo.gov/publication/56335



cbo.gov/publication/56335

CBO's Current Projections of Output, Employment, and Interest Rates and a Preliminary Look at Federal Deficits for 2020 and 2021

Posted by Phill Swagel on April 24, 2020

CBO has developed preliminary projections of key economic variables through the end of calendar year 2021, based on information about the economy that was available through yesterday and including the effects of an economic boost from legislation recently enacted in response to the pandemic. In addition, CBO has developed a preliminary assessment of federal budget deficits and debt for fiscal years 2020 and 2021. CBO will provide a comprehensive analysis of that legislation and updated baseline budget projections later this year.

In the second quarter of 2020, the economy will experience a sharp contraction, and CBO's current economic projections include the following:

- Inflation-adjusted **gross domestic product** (real GDP) is expected to decline by about 12 percent during the second quarter, equivalent to a decline at an annual rate of 40 percent for that quarter.
- The **unemployment rate** is expected to average close to 14 percent during the second quarter.
- **Interest rates** on 3-month Treasury bills and 10-year Treasury notes are expected to average 0.1 percent and 0.6 percent, respectively, during that quarter.

For fiscal year 2020, CBO's early look at the fiscal outlook shows the following:

CBO's Economic Projections for 2020 and 2021

	2020				Annual	
	Q1	Q2	Q3	Q4	2020	2021
Real GDP (Percentage change from preceding quarter)[a]	-0.9	-11.8	5.4	2.5	n.a.	n.a.
Real GDP (Percentage change, annual rate)[a]	-3.5	-39.6	23.5	10.5	-5.6[b]	2.8[b]
GDP (Trillions of dollars)	21.6	19.1	20.1	20.7	20.4	21.3
Unemployment Rate (Percent)	3.8	14.0	16.0	11.7	11.4	10.1
Interest Rate on Three-Month Treasury Bills (Percent)	1.1	0.1	0.1	0.1	0.4	0.1
Interest Rate on Ten-Year Treasury Notes (Percent)	1.4	0.6	0.7	0.7	0.8	0.7

GDP = gross domestic product; n.a. = not applicable

a. Real values are nominal values that have been adjusted to remove the effects of changes in prices.

b. Data are shown on a fourth-quarter-to-fourth-quarter basis.

The Labor Market. The unemployment rate is projected to average 15 percent during the second and third quarters of 2020, up from less than 4 percent in the first quarter. The unemployment rate is the number of jobless people who are available for and seeking work, expressed as a percentage of the labor force. The increase in that rate in the second and third quarters reflects the net effect of a projected loss of nearly 27 million in the number of people employed and the exit of roughly 8 million people from the labor force.

Reflecting that reduction in the labor force, the labor force participation rate—that is, the percentage of people in the civilian noninstitutionalized population who are at least 16 years old and who are either working or seeking work—is projected to decline from 63.2 percent in the first quarter of this year to 59.8 percent in the third quarter. As a result, the employment-to-population ratio is projected to decline by about 10 percentage points over that same period.

The labor market is expected to improve after the third quarter, with a rebound in hiring and a significant reduction in furloughs as the degree of social distancing diminishes—leading to an increase in business activity and an increase in the demand for workers. In particular, the unemployment rate is projected to decline to 9.5 percent by the end of 2021. Under that projection, the unemployment rate at the end of 2021 would be about 6 percentage points higher than the rate in CBO's economic projection produced in January 2020, and the labor force would have about 6 million fewer people.

(CDC) Centers for Disease Control. Morbidity and Mortality Weekly Report. Feb 24, 2020-Mar 21, 2020.
https://www.cdc.gov/mmwr/volumes/69/wr/mm6918e2.htm
(NBER) National Bureau of Economic Research
https://www.nber.org/research/data/us-business-cycle-expansions-and-contractions

Appendix 5
TTU Response #2 to THEC LON Evaluation Local and Regional Need, September 2021

Addendum to Feasibility Study

Addendum to the Studio Arts Feasibility Study

Contents

Introduction

The School of Art, Craft and Design in the College of Fine Arts at Tennessee Tech has submitted a proposal for a Bachelor of Science in Studio Art. This addendum to the original feasibility report for the proposal emanates from an external request to provide local labor market data, particularly for the Upper Cumberland Region.

Regional data is limited in its availability and scope. This is especially the case when trying to identify reliable, peer reviewed data for Cookeville and the Upper Cumberland Region.

The strong belief is held that although potential graduates in Studio Arts may find employment in the regions surrounding Tennessee Tech, the likelihood is high that they would find employment throughout the state. This result sheds a positive light on the value of the degree across different sectors and regions.

Given the aforementioned points, additional searches for local and regional data for other in TN did yield select results. This information is presented in the sections that follow.

REMI: Arts, entertainment, and recreation

REMI economic impact software provides regional data for the Upper Cumberland Region. The data is available through a customized for labor and workforce data baseline forecast provided by REMI.

While the data presented here is specific to the Upper Cumberland Region, it is not disaggregated to represent "Studio Arts." Rather, REMI uses a broad definition, such as "Arts, Entertainment, and Recreation" to breakdown the region's economic indicators. This result highlights the limitations regarding obtaining detailed information on regional data. Therefore, interpretation of the data in this section should be made with caution.

Table A presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) in the occupation in "Art and Design Workers" as they are employed in other sectors (see UC, job distribution). For example, in the year 2018, approximately 18 individuals in the category "Art and Design Workers" found employment in the sector "Motion picture and sound recording industries" ; approximately 112 found employment in Professional, scientific, and technical services ; approximately 2 found employment in Education services private ; approximately 28 found employment in Performing arts, spectator sports, and related industries ; and 1 worker found employment in Museums, historical sites, and similar institutions.

Table A: Art and Design Workers, job distribution by other sectors

	Motion picture and sound recording industries	Professional, scientific, and technical services	Education services private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
2018	17.759	112.433	1.965	28.491	1.733
2019	18.419	113.991	2.011	29.031	1.816
2020	18.980	114.898	2.051	29.454	1.900
2021	19.201	114.637	2.067	29.526	1.959
2022	19.360	114.249	2.081	29.590	2.013
2023	19.536	114.202	2.100	29.748	2.067
2024	19.776	114.614	2.119	29.973	2.115
2025	20.000	115.054	2.134	30.190	2.153

Table B presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for Arts, entertainment, and recreation for the years 2018-2025 (see Jobs, UCR, Arts). The table shows that over the time period 2018-2025, the number of jobs are increasing steadily in Arts within the Upper Cumberland Region.

Table B: Jobs, UCR, Arts

2018	2019	2020	2021	2022	2023	2024	2025
1670.751	1696.890	1716.347	1721.534	1730.433	1746.643	1767.332	1787.095

The Industry Profile analysis within REMI provides data on wages and salaries, compensation, and earnings by place of work for the Upper Cumberland Region for the broadly defined occupation Arts, entertainment and recreation (see REMI definitions). This data is presented in Table C (see Earnings, UCR, Arts in References ; see Industry Profile, UCR, Arts in References). Because the data here is likely more broadly defined than a degree in studio arts, interpretations should be made with caution.

Table C: Industry Profile, UCR, Arts (thousands of fixed (2018) dollars)

	2018	2019	2020	2021	2022	2023	2024	2025
Wages and salaries	18954.422	19604.133	20263.414	20761.825	21288.568	21858.648	22477.401	23094.698
Compensation	22205.492	22908.748	23667.067	24287.606	24961.903	25669.908	26425.973	27183.002
Earnings by place of work	38687.699	39843.551	41078.595	42061.651	43104.423	44203.293	45412.099	46625.002

Table D presents additional performance measures for the occupation Arts: a regional purchase coefficient and labor productivity. A regional purchase coefficient is "a measure of the share of demand for goods and services that is supplied locally" (IMPLAN).[1] 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).[2] 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 "Arts, Entertainment, and Recreation" (see REMI, Detailed, UCR, Arts in References). However, for comparison, the coefficients for "Educations Services, private" are provided in parentheses, which indicate an even lower share from local producers.

[1] 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.

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

Labor Productivity, which is defined as "Output divided by Employment (Output per Employee, measured in thousands of fixed 2018 dollars)," is provided in Table D (REMI, Detailed, UCR, Arts). This indicator is included for the purpose of showcasing its increasing trend over time for the occupation "Arts, Entertainment, and Recreation."

Table D: Detailed, UCR, Various, Arts

	2018	2019	2020	2021	2022	2023	2024	2025
Regional Purchase Coefficient	.242 (.017)	.241 (.017)	.240 (.017)	.239 (.017)	.239 (.017)	.238 (.017)	.238 (.017)	.238 (.017)
Labor Productivity	61.014	61.876	62.710	63.770	64.860	65.776	66.636	67.494

Bureau of Labor and Statistics: Craft Artists

Using careeronestop.org, a source offered by the U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Craft Artists (Handbook), salary information can be found based on city and/or zip code information.

When a search is conducted for wage information for the occupation Craft Artists for the Knoxville TN area, careeronestop provides the following information for only the U.S. and not Knoxville (see career Knoxville):[3]

High salary: U.S. 59,620
Median salary: U.S. 35,180
Low salary: U.S. 21,630

It is worth emphasizing that additional searches for the occupation Craft Artists for the regions of Nashville, Chattanooga, Knoxville, and Bristol produced information for the U.S. only and not for those aforementioned regions. When the occupation is changed to Artists and All Other Workers, the only available data is for the U.S. only, and not for the aforementioned regions.

When a search is conducted for wage information for the occupation Craft Artists for the Memphis TN area, careeronestop provides the following information for the Memphis area (U.S. data is provided as a reference) (see career Memphis):

High salary: Memphis 54,140 (U.S. 59,620)
Median salary: Memphis 40,230 (U.S. 35,180)
Low salary: Memphis 21,920 (U.S. 21,630)

[3] 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"

Summary: Arts

This document, which serves as an addendum to the original studio arts feasibility report, presents regional data for the state of Tennessee as part of assessing local and regional need/demand. The data is for the Upper Cumberland Region, which includes a cluster of counties surrounding Putnam County. Although the data is often customized for the area, it is broadly classified by industry, which can pose limitations. However, it may help the reader to gain a fuller perspective on the value of the proposed degree in studio arts.

For the purpose of review and convenience, the authors of the feasibility study have chosen to include some of the language in the original feasibility study and a previous revision.

In general, our view of the proposed major in studio arts remains consistent with the recommendations in the original feasibility study: the studio arts degree is unique in that it teaches students skills to specialize in art and also offers flexibility to find jobs in a diverse range of fields. An Arts student entering another field does not necessarily mean they've abandoned their Art skills. These skills have likely given them that ability to cross-over into different industries, which makes the degree highly valuable (studio arts THEC response).

The proposed major in Studio Arts, based on skillsets taught in its traditional curriculum, may be more resilient when compared to others, in an economic downturn. Further, as an economy begins its upswing, the major may complement growth in technology jobs that could potentially lead a recovery. These trends described could take place as the pandemic ends and the national economy recovers (studio arts THEC response).

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.

References

Remi references

IMPLAN. Regional Purchase Coefficients (RPC).
https://implanhelp.zendesk.com/hc/en-us/articles/115009674588-Regional-Purchase-Coefficients

(IMPLAN 2) Schmit, Tood 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, Detailed, Upper Cumberland Region, Arts

6/9/2021

Standard Regional Control - Arts, entertainment, and recreation

Category	Units	Year							
		2018	2019	2020	2021	2022	2023	2024	2025
Demand	Thousands of Fixed (2018) Dollars	206786.008	212202.048	216451.739	220034.061	224478.247	229398.857	234986.183	240497.464
Domestic Demand	Thousands of Fixed (2018) Dollars	205575.815	210810.942	214883.348	218265.070	222493.123	227186.729	232532.014	237787.497
Intermediate Demand	Thousands of Fixed (2018) Dollars	46927.027	48460.098	49763.186	50840.870	51973.351	53170.271	54513.461	55852.266
Local Consumption Demand	Thousands of Fixed (2018) Dollars	155357.677	158957.145	161725.011	164204.500	167522.093	171266.155	175485.079	179616.363
Government Demand	Thousands of Fixed (2018) Dollars	38.901	38.009	35.719	34.329	32.538	31.114	29.700	27.773
Investment Activity Demand	Thousands of Fixed (2018) Dollars	4462.403	4746.796	4927.825	4954.362	4950.266	4931.317	4957.943	5001.061
Total Imports	Thousands of Fixed (2018) Dollars	157554.900	161885.071	165323.709	168201.498	171699.182	175531.971	179861.112	184111.358
Imports from Multiregions	Thousands of Fixed (2018) Dollars	49365.138	50661.748	51661.700	52426.925	53347.875	54354.820	55516.255	56651.603
Imports from Rest of Nation	Thousands of Fixed (2018) Dollars	106979.569	109832.218	112093.618	114005.582	116366.182	118965.023	121890.687	124749.788
Imports from Rest of World	Thousands of Fixed (2018) Dollars	1210.193	1391.106	1568.391	1768.990	1985.125	2212.128	2454.169	2709.967
Share of Foreign Imports	Proportion	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001
Self Supply	Thousands of Fixed (2018) Dollars	49231.108	50316.977	51128.030	51832.562	52779.066	53866.886	55125.072	56386.106
Total Exports	Thousands of Fixed (2018) Dollars	52708.425	54680.361	56504.783	57949.380	59457.445	61020.376	62642.671	64231.263
Exports to Multiregions	Thousands of Fixed (2018) Dollars	9358.237	9605.315	9814.023	9975.352	10163.864	10377.768	10614.369	10852.739
Exports to Rest of Nation	Thousands of Fixed (2018) Dollars	42495.608	44178.890	45747.996	46966.951	48220.085	49500.495	50815.077	52090.916
Exports to Rest of World	Thousands of Fixed (2018) Dollars	854.580	896.156	942.763	1007.077	1073.496	1142.114	1213.225	1287.608
Exogenous Industry Sales	Thousands of Fixed (2018) Dollars	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Exogenous Industry Demand	Thousands of Fixed (2018) Dollars	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Share of Foreign Imports	Proportion	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Output	Thousands of Fixed (2018) Dollars	101939.533	104997.338	107632.813	109781.943	112236.511	114887.263	117767.743	120617.369
Domestic Supply	Thousands of Fixed (2018) Dollars	101084.953	104101.182	106690.050	108774.866	111163.015	113745.149	116554.517	119329.761
Value-Added	Thousands of Fixed (2018) Dollars	58810.620	60479.151	61904.985	63062.853	64411.279	65890.768	67526.618	69170.736
Wages and Salaries	Thousands of Fixed (2018) Dollars	18954.422	19604.133	20263.414	20761.825	21288.568	21858.648	22477.401	23094.698
Compensation	Thousands of Fixed (2018) Dollars	22205.492	22908.748	23667.067	24287.606	24961.903	25669.908	26425.973	27183.002
Earnings by Place of Work	Thousands of Fixed (2018) Dollars	38687.699	39843.551	41078.595	42061.651	43104.423	44203.293	45412.099	46625.002
Proprietors' Income	Thousands of Fixed (2018) Dollars	16482.207	16934.803	17411.528	17774.045	18142.520	18533.385	18986.126	19442.000
Supplements to Wages and Salaries	Thousands of Fixed (2018) Dollars	3251.071	3304.615	3403.653	3525.781	3673.335	3811.260	3948.572	4088.303
Labor Productivity	Thousands of Fixed (2018) Dollars	61.014	61.876	62.710	63.770	64.860	65.776	66.636	67.494
Industrial Mix Index	2017=1	1.001	1.001	1.002	1.003	1.003	1.004	1.004	1.004
National Deflator	2012=1 (Nation)	1.130	1.145	1.166	1.189	1.213	1.237	1.261	1.285

Category	Units	Year							
		2018	2019	2020	2021	2022	2023	2024	2025
Total Employment	Individuals (Jobs)	1670.751	1696.890	1716.347	1721.534	1730.433	1746.643	1767.332	1787.095
Intermediate Demand Employment	Individuals (Jobs)	104.031	106.040	107.510	108.155	108.772	109.759	111.060	112.278
Local Consumption Demand Employment	Individuals (Jobs)	889.417	898.568	903.477	902.844	905.958	913.713	924.666	935.344
Government Demand Employment	Individuals (Jobs)	0.168	0.165	0.156	0.148	0.140	0.136	0.129	0.121
Investment Activity Demand Employment	Individuals (Jobs)	2.875	2.984	3.042	3.019	2.978	2.934	2.917	2.907
Total Export Employment	Individuals (Jobs)	674.259	689.133	702.161	707.367	712.586	720.100	728.560	736.445
Exports to Multiregions Employment	Individuals (Jobs)	155.292	157.395	158.960	159.122	159.594	160.860	162.535	164.198
Exports to Rest of Nation Employment	Individuals (Jobs)	509.355	521.790	532.860	537.375	541.599	547.291	553.504	559.137
Exports to Rest of World Employment	Individuals (Jobs)	9.612	9.949	10.341	10.870	11.393	11.949	12.522	13.110
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	1.233	1.233	1.233	1.233	1.232	1.232	1.232	1.232
Relative Factor Input Costs	Proportion	0.703	0.703	0.702	0.701	0.701	0.700	0.700	0.700
Relative Composite Labor Costs	Proportion	0.628	0.627	0.626	0.626	0.625	0.625	0.624	0.624
Relative Fuel Costs	Proportion	0.929	0.929	0.929	0.929	0.929	0.929	0.929	0.929
Relative Capital Costs	Proportion	0.808	0.808	0.807	0.806	0.806	0.805	0.805	0.805
Relative Composite Input Costs	Proportion	1.261	1.261	1.261	1.261	1.261	1.261	1.261	1.261
Relative Delivered Price	Proportion	0.965	0.965	0.964	0.964	0.964	0.964	0.964	0.964
Relative Cost of Production	Proportion	0.869	0.869	0.869	0.868	0.868	0.868	0.868	0.868
Relative Cost of Production (moving avera	Proportion	0.869	0.869	0.869	0.869	0.869	0.869	0.868	0.868
Relative Labor Intensity	Proportion	1.259	1.259	1.260	1.260	1.260	1.260	1.260	1.260
Relative Labor Intensity (moving average)	Proportion	1.258	1.258	1.258	1.258	1.258	1.259	1.259	1.259
Labor Access Index	2017=1	1.000	1.001	1.001	1.001	1.001	1.001	1.002	1.002
Labor Access Index (moving average)	2017=1	1.000	1.000	1.000	1.000	1.001	1.001	1.001	1.001
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
Regional Purchase Coefficient	Proportion	0.242	0.241	0.240	0.239	0.239	0.238	0.238	0.238
Average Annual Wage Rate	Thousands of Fixed (2018) Dollars	11.345	11.553	11.806	12.060	12.302	12.515	12.718	12.923
Average Annual Compensation Rate	Thousands of Fixed (2018) Dollars	13.291	13.500	13.789	14.108	14.425	14.697	14.952	15.211
Average Annual Earnings Rate	Thousands of Fixed (2018) Dollars	23.156	23.480	23.934	24.433	24.910	25.308	25.695	26.090

Earnings, Upper Cumberland Region, Arts

6/9/2021

Standard Regional Control - Arts, entertainment, and recreation

Category	Units	Year							
		2018	2019	2020	2021	2022	2023	2024	2025
Wages and Salaries	Thousands of Fixed (2018) Dollars	18954.422	19604.133	20263.414	20761.825	21288.568	21858.648	22477.401	23094.698
Compensation	Thousands of Fixed (2018) Dollars	22205.492	22908.748	23667.067	24287.606	24961.903	25669.908	26425.973	27183.002
Earnings by Place of Work	Thousands of Fixed (2018) Dollars	38687.699	39843.551	41078.595	42061.651	43104.423	44203.293	45412.099	46625.002
Proprietors' Income	Thousands of Fixed (2018) Dollars	16482.207	16934.803	17411.528	17774.045	18142.520	18533.385	18986.126	19442.000
Supplements to Wages and Salaries	Thousands of Fixed (2018) Dollars	3251.071	3304.615	3403.653	3525.781	3673.335	3811.260	3948.572	4088.303
Labor Productivity	Thousands of Fixed (2018) Dollars	61.014	61.876	62.710	63.770	64.860	65.776	66.636	67.494
Industrial Mix Index	2017=1	1.001	1.001	1.002	1.003	1.003	1.004	1.004	1.004
National Deflator	2012=1 (Nation)	1.130	1.145	1.166	1.189	1.213	1.237	1.261	1.285

Jobs, Upper Cumberland Region, Arts

6/9/2021

Standard Regional Control - Arts, entertainment, and recreation

Category	Units	Year 2018	2019	2020	2021	2022	2023	2024	2025
Total Employment	Individuals (Jobs)	1670.751	1696.890	1716.347	1721.534	1730.433	1746.643	1767.332	1787.095
Intermediate Demand Employment	Individuals (Jobs)	104.031	106.040	107.510	108.155	108.772	109.759	111.060	112.278
Local Consumption Demand Employment	Individuals (Jobs)	889.417	898.568	903.477	902.844	905.958	913.713	924.666	935.344
Government Demand Employment	Individuals (Jobs)	0.168	0.165	0.156	0.148	0.140	0.136	0.129	0.121
Investment Activity Demand Employment	Individuals (Jobs)	2.875	2.984	3.042	3.019	2.978	2.934	2.917	2.907
Total Export Employment	Individuals (Jobs)	674.259	689.133	702.161	707.367	712.586	720.100	728.560	736.445
Exports to Multiregions Employment	Individuals (Jobs)	155.292	157.395	158.960	159.122	159.594	160.860	162.535	164.198
Exports to Rest of Nation Employment	Individuals (Jobs)	509.355	521.790	532.860	537.375	541.599	547.291	553.504	559.137

Upper Cumberland Region, job distribution, Arts

Occupation	Units	Industries: Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.404	57.861	4.227	3.230	1.522
Operations specialties managers	Individuals (Jobs)	1.689	136.014	14.079	2.535	1.534
Other management occupations	Individuals (Jobs)	0.076	80.442	51.017	1.873	1.592
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	69.867	0.057	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.762	213.138	0.060	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.099	144.594	0.000	0.141
Other teachers and instructors	Individuals (Jobs)	0.090	1.764	87.602	5.693	4.802
Librarians, curators, and archivists	Individuals (Jobs)	0.000	1.595	10.162	0.666	9.994
Other education, training, and library occu	Individuals (Jobs)	0.076	2.465	60.278	0.120	2.124
Art and design workers	Individuals (Jobs)	17.759	112.433	1.965	28.491	1.733
Entertainers and performers, sports and m	Individuals (Jobs)	52.161	8.012	34.877	56.684	1.251
Media and communication workers	Individuals (Jobs)	12.775	65.575	7.535	27.858	2.112

Region: Upper Cumberland Development District - Year: 2018 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.448	59.071	4.328	3.298	1.596
Operations specialties managers	Individuals (Jobs)	1.768	139.663	14.487	2.582	1.616
Other management occupations	Individuals (Jobs)	0.078	82.012	52.317	1.916	1.670
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	70.232	0.058	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.793	219.022	0.061	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.100	148.288	0.000	0.146
Other teachers and instructors	Individuals (Jobs)	0.100	1.787	90.495	5.822	5.048
Librarians, curators, and archivists	Individuals (Jobs)	0.100	1.619	10.423	0.675	10.521
Other education, training, and library occu	Individuals (Jobs)	0.078	2.526	61.959	0.122	2.241
Art and design workers	Individuals (Jobs)	18.419	113.991	2.011	29.031	1.816
Entertainers and performers, sports and re	Individuals (Jobs)	54.294	8.160	35.957	57.664	1.323
Media and communication workers	Individuals (Jobs)	13.244	66.827	7.726	28.539	2.221

Region: Upper Cumberland Development District - Year: 2019 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.483	59.956	4.417	3.353	1.673
Operations specialties managers	Individuals (Jobs)	1.839	142.567	14.858	2.618	1.700
Other management occupations	Individuals (Jobs)	0.079	83.128	53.475	1.953	1.748
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	70.179	0.059	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.820	224.334	0.062	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.101	151.581	0.000	0.151
Other teachers and instructors	Individuals (Jobs)	0.109	1.800	93.173	5.929	5.301
Librarians, curators, and archivists	Individuals (Jobs)	0.109	1.634	10.657	0.681	11.063
Other education, training, and library occu	Individuals (Jobs)	0.079	2.572	63.478	0.123	2.361
Art and design workers	Individuals (Jobs)	18.980	114.898	2.051	29.454	1.900
Entertainers and performers, sports and re	Individuals (Jobs)	56.148	8.263	36.950	58.406	1.398
Media and communication workers	Individuals (Jobs)	13.642	67.707	7.896	29.109	2.334

Region: Upper Cumberland Development District - Year: 2020 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.491	60.236	4.453	3.368	1.727
Operations specialties managers	Individuals (Jobs)	1.876	144.046	15.051	2.623	1.763
Other management occupations	Individuals (Jobs)	0.079	83.405	53.989	1.966	1.805
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	69.404	0.058	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.838	226.956	0.061	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.101	153.048	0.000	0.154
Other teachers and instructors	Individuals (Jobs)	0.116	1.794	94.749	5.966	5.485
Librarians, curators, and archivists	Individuals (Jobs)	0.116	1.632	10.762	0.678	11.464
Other education, training, and library occu	Individuals (Jobs)	0.079	2.593	64.237	0.123	2.452
Art and design workers	Individuals (Jobs)	19.201	114.637	2.067	29.526	1.959
Entertainers and performers, sports and re	Individuals (Jobs)	56.999	8.282	37.503	58.452	1.455
Media and communication workers	Individuals (Jobs)	13.795	67.903	7.971	29.336	2.416

Region: Upper Cumberland Development District - Year: 2021 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.495	60.452	4.486	3.382	1.778
Operations specialties managers	Individuals (Jobs)	1.908	145.371	15.236	2.627	1.822
Other management occupations	Individuals (Jobs)	0.078	83.591	54.468	1.979	1.856
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	68.550	0.058	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.856	229.441	0.061	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.101	154.416	0.000	0.157
Other teachers and instructors	Individuals (Jobs)	0.123	1.786	96.277	6.001	5.657
Librarians, curators, and archivists	Individuals (Jobs)	0.123	1.629	10.860	0.676	11.839
Other education, training, and library occu	Individuals (Jobs)	0.078	2.611	64.957	0.123	2.537
Art and design workers	Individuals (Jobs)	19.360	114.249	2.081	29.590	2.013
Entertainers and performers, sports and re	Individuals (Jobs)	57.670	8.292	38.035	58.481	1.509
Media and communication workers	Individuals (Jobs)	13.903	68.026	8.040	29.556	2.493

Region: Upper Cumberland Development District - Year: 2022 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.500	60.849	4.529	3.407	1.829
Operations specialties managers	Individuals (Jobs)	1.942	147.139	15.457	2.640	1.882
Other management occupations	Individuals (Jobs)	0.078	84.029	55.073	1.998	1.908
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	67.898	0.058	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.877	232.467	0.061	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.101	156.142	0.000	0.159
Other teachers and instructors	Individuals (Jobs)	0.130	1.784	98.042	6.056	5.831
Librarians, curators, and archivists	Individuals (Jobs)	0.130	1.631	10.984	0.676	12.218
Other education, training, and library occu	Individuals (Jobs)	0.078	2.637	65.831	0.123	2.624
Art and design workers	Individuals (Jobs)	19.536	114.202	2.100	29.748	2.067
Entertainers and performers, sports and re	Individuals (Jobs)	58.394	8.328	38.660	58.695	1.564
Media and communication workers	Individuals (Jobs)	14.024	68.353	8.129	29.871	2.571

Region: Upper Cumberland Development District - Year: 2023 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.510	61.497	4.572	3.440	1.874
Operations specialties managers	Individuals (Jobs)	1.982	149.519	15.679	2.658	1.936
Other management occupations	Individuals (Jobs)	0.077	84.810	55.680	2.022	1.954
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	67.511	0.058	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.901	235.513	0.062	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.101	157.874	0.000	0.161
Other teachers and instructors	Individuals (Jobs)	0.137	1.789	99.825	6.124	5.988
Librarians, curators, and archivists	Individuals (Jobs)	0.137	1.639	11.108	0.677	12.564
Other education, training, and library occu	Individuals (Jobs)	0.077	2.674	66.711	0.123	2.704
Art and design workers	Individuals (Jobs)	19.776	114.614	2.119	29.973	2.115
Entertainers and performers, sports and re	Individuals (Jobs)	59.309	8.397	39.290	59.038	1.615
Media and communication workers	Individuals (Jobs)	14.190	68.959	8.217	30.255	2.641

Region: Upper Cumberland Development District - Year: 2024 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Occupation	Units	Industries				
		Motion picture and sound recording industries	Professional, scientific, and technical services	Educational services; private	Performing arts, spectator sports, and related industries	Museums, historical sites, and similar institutions
Advertising, marketing, promotions, public	Individuals (Jobs)	1.518	62.165	4.607	3.472	1.911
Operations specialties managers	Individuals (Jobs)	2.021	151.965	15.877	2.676	1.982
Other management occupations	Individuals (Jobs)	0.077	85.618	56.196	2.045	1.992
Architects, surveyors, and cartographers	Individuals (Jobs)	0.000	67.131	0.058	0.000	0.000
Postsecondary teachers	Individuals (Jobs)	0.000	0.926	238.181	0.062	0.000
Preschool, primary, secondary, and specia	Individuals (Jobs)	0.000	0.101	159.347	0.000	0.162
Other teachers and instructors	Individuals (Jobs)	0.145	1.794	101.459	6.191	6.118
Librarians, curators, and archivists	Individuals (Jobs)	0.145	1.647	11.213	0.677	12.854
Other education, training, and library occu	Individuals (Jobs)	0.077	2.712	67.484	0.124	2.772
Art and design workers	Individuals (Jobs)	20.000	115.054	2.134	30.190	2.153
Entertainers and performers, sports and re	Individuals (Jobs)	60.180	8.469	39.860	59.366	1.659
Media and communication workers	Individuals (Jobs)	14.345	69.587	8.293	30.635	2.700

Region: Upper Cumberland Development District - Year: 2025 - Category: Employment by Industry and Occupation - Comparison Type: Levels

Industry Profile, Upper Cumberland Region, Arts

6/9/2021

Standard Regional Control - Industry Profile-All Regions

Region	Category	Units	2018	2019	2020	2021	2022
	Average Annual Wage Rate	Thousands of Fixed (2018) Dollars	11.345	11.553	11.806	12.060	12.302
	Average Annual Compensation Rate	Thousands of Fixed (2018) Dollars	13.291	13.500	13.789	14.108	14.425
	Average Annual Earnings Rate	Thousands of Fixed (2018) Dollars	23.156	23.480	23.934	24.433	24.910
Upper Cumberland Development District	Wages and Salaries	Thousands of Fixed (2018) Dollars	18954.422	19604.133	20263.414	20761.825	21288.568
	Supplements to Wages and Salaries	Thousands of Fixed (2018) Dollars	3251.071	3304.615	3403.653	3525.781	3673.335
	Compensation	Thousands of Fixed (2018) Dollars	22205.492	22908.748	23667.067	24287.606	24961.903
	Proprietor's Income	Thousands of Fixed (2018) Dollars	16482.207	16934.803	17411.528	17774.045	18142.520
	Earnings by Place of Work	Thousands of Fixed (2018) Dollars	38687.699	39843.551	41078.595	42061.651	43104.423
	Average Annual Wage Rate	Thousands of Fixed (2018) Dollars	24.904	25.365	25.915	26.465	26.989
	Average Annual Compensation Rate	Thousands of Fixed (2018) Dollars	28.445	28.902	29.517	30.196	30.868
	Average Annual Earnings Rate	Thousands of Fixed (2018) Dollars	57.048	57.765	58.788	59.974	61.112
Rest of TN	Wages and Salaries	Thousands of Fixed (2018) Dollars	2201961.673	2278718.760	2356865.689	2411113.739	2464354.532
	Supplements to Wages and Salaries	Thousands of Fixed (2018) Dollars	313012.338	317738.915	327626.968	339852.426	354230.829
	Compensation	Thousands of Fixed (2018) Dollars	2514974.011	2596457.675	2684492.657	2750966.165	2818585.361
	Proprietor's Income	Thousands of Fixed (2018) Dollars	2528990.695	2593086.655	2662097.545	2712895.549	2761603.158
	Earnings by Place of Work	Thousands of Fixed (2018) Dollars	5043964.706	5189544.330	5346590.202	5463861.714	5580188.519
	Average Annual Wage Rate	Thousands of Fixed (2018) Dollars	24.653	25.109	25.653	26.198	26.716
	Average Annual Compensation Rate	Thousands of Fixed (2018) Dollars	28.164	28.616	29.226	29.897	30.562
	Average Annual Earnings Rate	Thousands of Fixed (2018) Dollars	56.419	57.130	58.142	59.314	60.439
All Regions	Wages and Salaries	Thousands of Fixed (2018) Dollars	2220916.095	2298322.893	2377129.103	2431875.565	2485643.101
	Supplements to Wages and Salaries	Thousands of Fixed (2018) Dollars	316263.408	321043.530	331030.621	343378.207	357904.164
	Compensation	Thousands of Fixed (2018) Dollars	2537179.503	2619366.423	2708159.724	2775253.772	2843547.264
	Proprietor's Income	Thousands of Fixed (2018) Dollars	2545472.902	2610021.458	2679509.074	2730669.594	2779745.678
	Earnings by Place of Work	Thousands of Fixed (2018) Dollars	5082652.405	5229387.881	5387668.797	5505923.366	5623292.943

Industries: Arts, entertainment, and recreation - Comparison Type: Levels

Standard Regional Control - Industry Profile-All Regions

Year												
2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048
14.536	14.658	14.781	14.906	15.033	15.162	15.293	15.426	15.560	15.697	15.836	15.978	16.123
17.258	17.416	17.574	17.735	17.898	18.064	18.231	18.402	18.574	18.748	18.926	19.107	19.292
29.232	29.490	29.750	30.016	30.288	30.566	30.849	31.139	31.433	31.733	32.039	32.352	32.671
28498.749	28850.281	29202.101	29543.380	29879.433	30212.532	30542.275	30866.756	31191.706	31513.462	31842.235	32172.604	32507.102
5336.139	5426.959	5517.956	5606.923	5694.911	5782.350	5869.156	5954.952	6040.848	6126.131	6212.947	6300.188	6388.401
33834.888	34277.240	34720.057	35150.304	35574.344	35994.882	36411.431	36821.707	37232.555	37639.593	38055.182	38472.793	38895.503
23475.696	23763.930	24053.395	24339.975	24626.011	24912.794	25200.127	25487.540	25777.852	26069.329	26366.713	26667.925	26974.163
57310.583	58041.170	58773.451	59490.279	60200.355	60907.675	61611.558	62309.248	63010.407	63708.922	64421.895	65140.717	65869.666
32.196	32.506	32.820	33.137	33.458	33.783	34.113	34.446	34.782	35.123	35.471	35.824	36.182
37.310	37.698	38.090	38.486	38.887	39.292	39.703	40.119	40.538	40.963	41.396	41.836	42.282
72.175	72.864	73.564	74.274	74.993	75.723	76.463	77.214	77.974	78.745	79.535	80.336	81.150
3184429.360	3226149.262	3267947.370	3310046.070	3352572.538	3395477.770	3438930.385	3482995.103	3527319.142	3572083.098	3617130.517	3663035.617	3709777.071
505829.467	515268.179	524745.927	534298.422	543953.565	553703.611	563582.315	573607.348	583710.831	593927.371	604234.615	614738.871	625439.652
3690258.827	3741417.441	3792693.297	3844344.491	3896526.103	3949181.381	4002512.699	4056602.451	4111029.973	4166010.469	4221365.133	4277774.488	4335216.723
3448419.422	3490150.980	3532192.747	3574741.531	3617864.967	3661518.503	3705852.434	3750904.402	3796429.072	3842549.301	3889145.123	3936658.221	3985101.795
7138678.249	7231568.421	7324886.045	7419086.023	7514391.070	7610699.884	7708365.134	7807506.853	7907459.045	8008559.770	8110510.256	8214432.709	8320318.518
31.852	32.159	32.469	32.783	33.100	33.421	33.747	34.077	34.410	34.747	35.091	35.441	35.795
36.920	37.304	37.691	38.083	38.479	38.880	39.286	39.697	40.112	40.533	40.962	41.397	41.839
71.340	72.021	72.711	73.413	74.124	74.845	75.577	76.320	77.072	77.835	78.616	79.409	80.215
3212928.109	3254999.543	3297149.471	3339589.450	3382451.971	3425690.302	3469472.660	3513861.859	3558510.848	3603596.560	3648972.753	3695208.221	3742284.173
511165.606	520695.138	530263.883	539905.345	549648.477	559485.961	569451.471	579562.300	589751.679	600053.503	610447.562	621039.059	631828.053
3724093.715	3775694.681	3827413.354	3879494.795	3932100.448	3985176.263	4038924.130	4093424.159	4148262.528	4203650.063	4259420.315	4316247.281	4374112.226
3471895.117	3513914.910	3556246.142	3599081.507	3642490.977	3686431.296	3731052.561	3776391.943	3822206.924	3868618.630	3915511.836	3963326.146	4012075.958
7195988.832	7289609.591	7383659.496	7478576.302	7574591.425	7671607.559	7769976.691	7869816.101	7970469.452	8072268.692	8174932.151	8279573.426	8386188.184

Industries: Arts, entertainment, and recreation - Comparison Type: Levels

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.

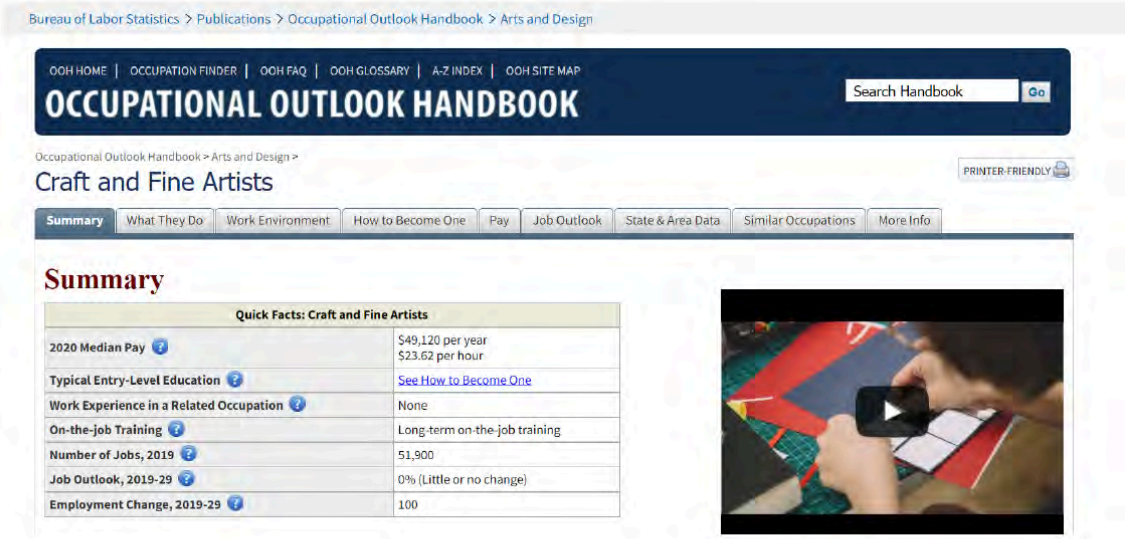
- Intermediate Demand Employment: The employment needed to satisfy demand for material inputs to the production of final goods.
- Local Consumption Demand Employment: The employment needed to satisfy demand for consumer goods.
- Government Demand Employment: The employment needed to satisfy demand for 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

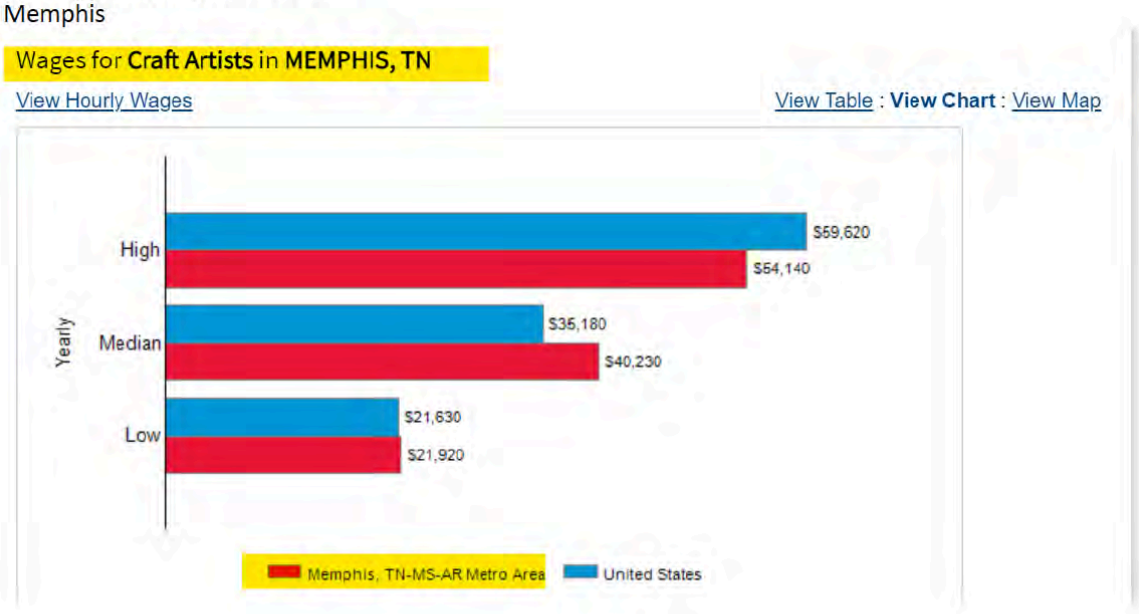
Handbook. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Craft and Fine Artists
https://www.bls.gov/ooh/arts-and-design/craft-and-fine-artists.htm
Handbook screenshot



Career Knoxville U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Craft Artists
https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Craft%20Artists&soccode=271012&location=Knoxville,%20TN

Career Knoxville U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Craft Artists
https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Craft%20Artists&soccode=271012&location=Memphis,%20TN&keywordSearched=Craft%20Artists

careeronestop.org screenshot
Memphis



Appendix 6

TTU Response #2 to THEC LON Evaluation: Local and Regional Need September 2021

Supplemental Local and Regional Need Data

According to national statistics published by the Bureau of Labor Statistics (bls.gov), 560 of 105,620 jobs in the North Central TN Non-metropolitan area, which includes Putnam County, are in the arts. This likely means that a higher percentage of TN art majors will end up in business-sector or STEM related jobs, rather than art and education positions. This is further justification for the proposed degree, which has broader curriculum and academic scope.

Further, when comparing the job force of the Putnam County region to the surrounding metropolitan regions, there are fewer jobs available per capita in the field of art. In Nashville, 15,050 of 376,480 jobs are in the arts. In Knoxville, 7,790 of 376,480 jobs are in the arts.

Since there are fewer art jobs available per capita in the Putnam County region, compared to the surrounding region (Nashville and Knoxville), there is local and regional need for the proposed degree due to its interdisciplinary focus and broader academic curriculum. Art students who graduate with the proposed degree will acquire the skills to expand into other sectors and art positions that don't follow the traditional modes of a studio art career.

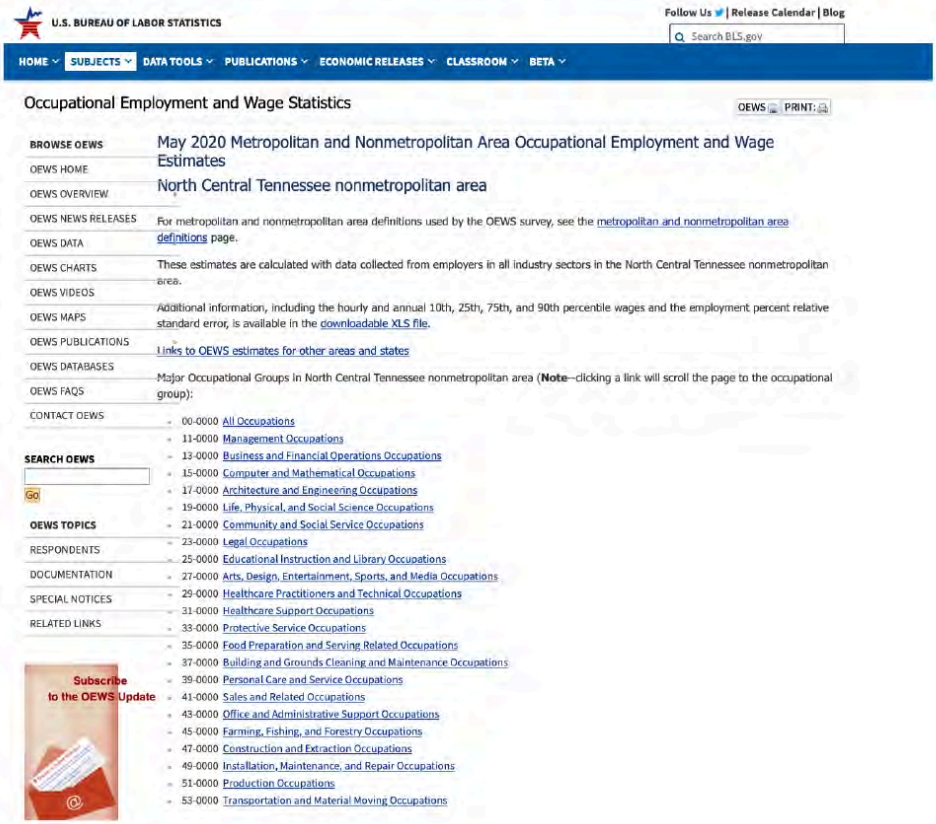
References

Bureau of Labor Statistics

https://www.bls.gov/oes/2020/may/oes_4700003.htm

May 2020 Occupational Wage and Employment Statistics for North Central TN Non-Metropolitan Area

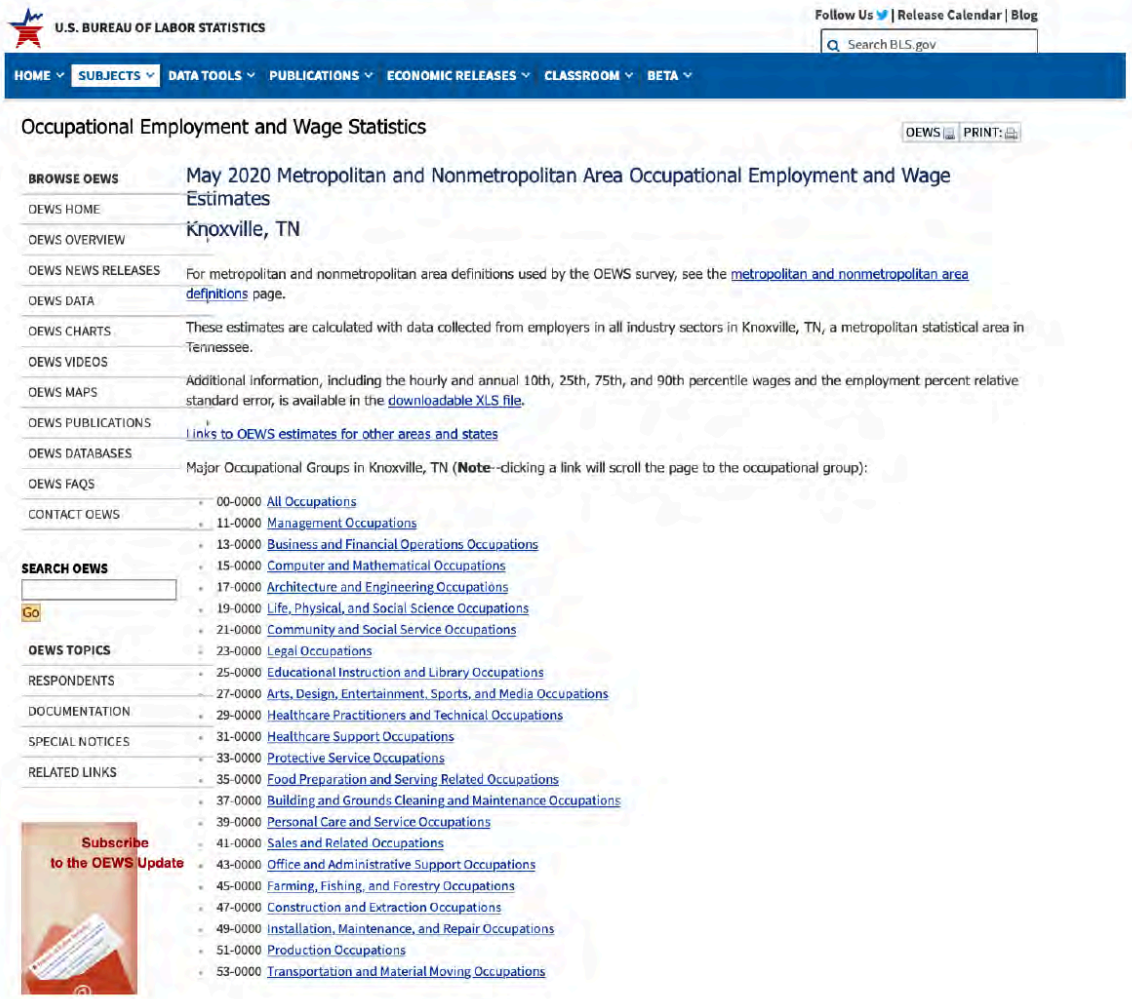
https://www.bls.gov/oes/2020/may/oes_4700003.htm



Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
25-9031	Instructional Coordinators	detail	60	9.3%	0.614	0.49	$30.47	$29.85	$62,090	3.0%
25-9045	Teaching Assistants, Except Postsecondary	detail	1,520	15.6%	14.428	1.58	(4)	(4)	$22,840	2.3%
27-0000	**Arts, Design, Entertainment, Sports, and Media Occupations**	major	560	16.8%	5.310	0.40	$17.65	$20.72	$43,110	4.9%
27-1024	Graphic Designers	detail	90	15.3%	0.840	0.58	$17.13	$18.37	$38,210	6.6%
27-1026	Merchandise Displayers and Window Trimmers	detail	60	35.4%	0.575	0.59	$13.93	$14.36	$29,860	9.2%
27-2022	Coaches and Scouts	detail	110	47.4%	1.070	0.71	(4)	(4)	$50,550	25.3%

May 2020 Metropolitan and Nonmetropolitan Area Occupational Wage and Employment Statistics. Knoxville, TN

https://www.bls.gov/oes/2020/may/oes_28940.htm



U.S. BUREAU OF LABOR STATISTICS

Follow Us | Release Calendar | Blog

Search BLS.gov

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

Occupational Employment and Wage Statistics

OEWS | PRINT

BROWSE OEWS

- OEWS HOME
- OEWS OVERVIEW
- OEWS NEWS RELEASES
- OEWS DATA
- OEWS CHARTS
- OEWS VIDEOS
- OEWS MAPS
- OEWS PUBLICATIONS
- OEWS DATABASES
- OEWS FAQS
- CONTACT OEWS

SEARCH OEWS

Go

OEWS TOPICS

- RESPONDENTS
- DOCUMENTATION
- SPECIAL NOTICES
- RELATED LINKS

Subscribe to the OEWS Update

May 2020 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

Knoxville, TN

For metropolitan and nonmetropolitan area definitions used by the OEWS survey, see the metropolitan and nonmetropolitan area definitions page.

These estimates are calculated with data collected from employers in all industry sectors in Knoxville, TN, a metropolitan statistical area in Tennessee.

Additional information, including the hourly and annual 10th, 25th, 75th, and 90th percentile wages and the employment percent relative standard error, is available in the downloadable XLS file.

Links to OEWS estimates for other areas and states

Major Occupational Groups in Knoxville, TN (**Note**--clicking a link will scroll the page to the occupational group):

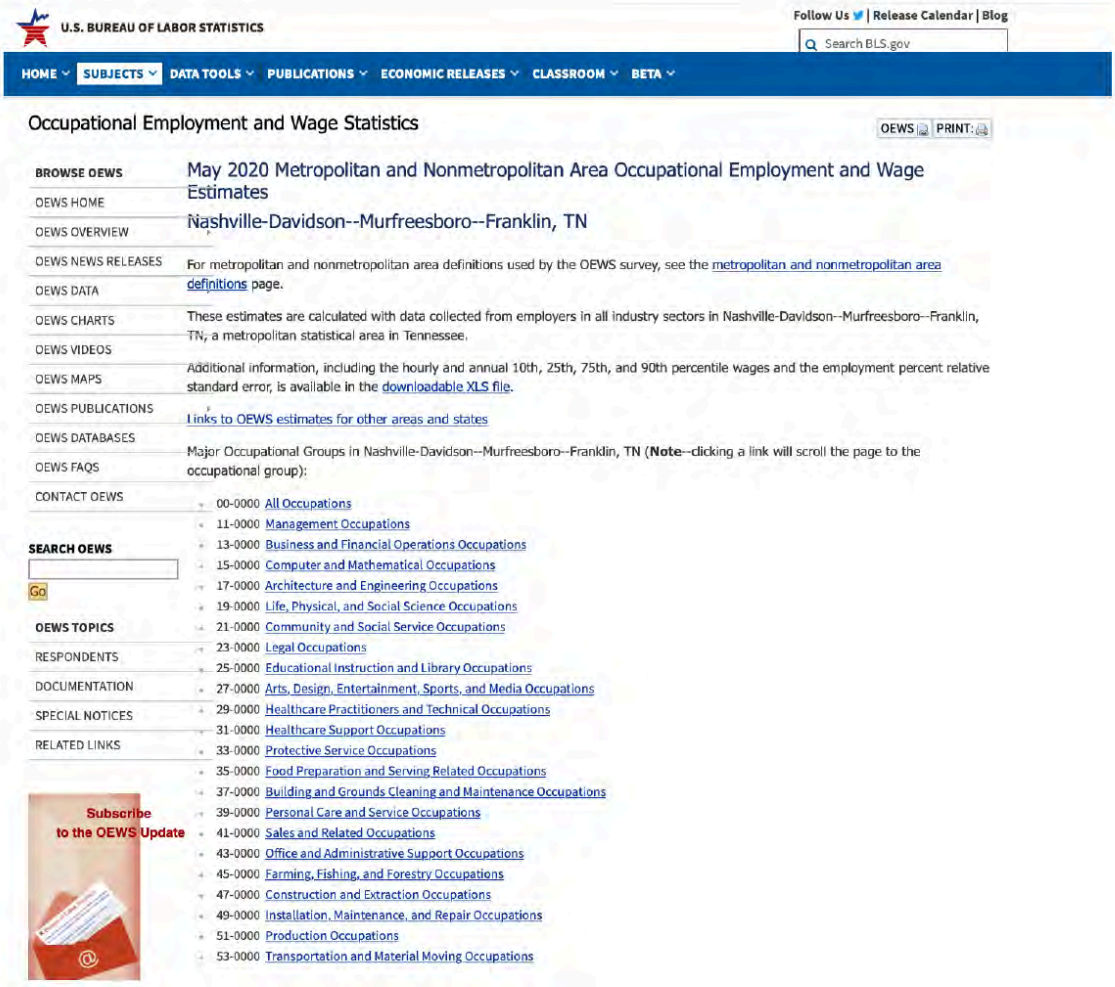
- 00-0000 All Occupations
- 11-0000 Management Occupations
- 13-0000 Business and Financial Operations Occupations
- 15-0000 Computer and Mathematical Occupations
- 17-0000 Architecture and Engineering Occupations
- 19-0000 Life, Physical, and Social Science Occupations
- 21-0000 Community and Social Service Occupations
- 23-0000 Legal Occupations
- 25-0000 Educational Instruction and Library Occupations
- 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
- 29-0000 Healthcare Practitioners and Technical Occupations
- 31-0000 Healthcare Support Occupations
- 33-0000 Protective Service Occupations
- 35-0000 Food Preparation and Serving Related Occupations
- 37-0000 Building and Grounds Cleaning and Maintenance Occupations
- 39-0000 Personal Care and Service Occupations
- 41-0000 Sales and Related Occupations
- 43-0000 Office and Administrative Support Occupations
- 45-0000 Farming, Fishing, and Forestry Occupations
- 47-0000 Construction and Extraction Occupations
- 49-0000 Installation, Maintenance, and Repair Occupations
- 51-0000 Production Occupations
- 53-0000 Transportation and Material Moving Occupations

27-0000	**Arts, Design, Entertainment, Sports, and Media Occupations**	major	3,930	7.8%	10.429	0.78	$20.84	$26.11	$54,310	6.0%
27-1011	Art Directors	detail	60	24.5%	0.169	0.57	$34.86	$42.02	$87,400	7.1%
27-1021	Commercial and Industrial Designers	detail	90	34.1%	0.227	1.05	$36.10	$35.23	$73,280	6.9%
27-1023	Floral Designers	detail	150	8.8%	0.398	1.50	$14.21	$14.60	$30,360	5.8%
27-1024	Graphic Designers	detail	400	11.5%	1.066	0.74	$20.45	$23.01	$47,860	4.1%
27-1025	Interior Designers	detail	80	39.1%	0.219	0.51	$18.39	$21.68	$45,090	7.8%
27-1026	Merchandise Displayers and Window Trimmers	detail	570	30.8%	1.509	1.56	$13.00	$14.51	$30,180	6.7%
27-1029	Designers, All Other	detail	40	20.8%	0.116	1.51	$21.32	$20.53	$42,700	9.8%
27-2012	Producers and Directors	detail	150	16.0%	0.406	0.47	$24.18	$30.46	$63,360	9.6%
27-2022	Coaches and Scouts	detail	460	19.1%	1.223	0.82	(4)	(4)	$57,120	14.7%
27-2042	Musicians and Singers	detail	60	41.5%	0.148	0.59	(8)	(8)	(8)	(8)
27-3011	Broadcast Announcers and Radio Disc Jockeys	detail	70	36.0%	0.185	0.95	$14.22	$16.01	$33,300	9.2%
27-3023	News Analysts, Reporters, and Journalists	detail	90	40.6%	0.241	0.81	$18.46	$22.99	$47,820	18.3%
27-3031	Public Relations Specialists	detail	400	17.3%	1.074	0.61	$26.84	$31.27	$65,030	3.8%
27-3041	Editors	detail	230	43.1%	0.622	0.93	(8)	(8)	(8)	(8)
27-3042	Technical Writers	detail	120	15.9%	0.318	0.91	$36.30	$39.30	$81,740	4.7%
27-3043	Writers and Authors	detail	150	11.3%	0.386	1.21	$25.31	$27.30	$56,780	6.8%
27-3091	Interpreters and Translators	detail	140	8.0%	0.381	0.93	$23.44	$23.62	$49,140	3.0%
27-3099	Media and Communication Workers, All Other	detail	40	43.6%	0.107	0.71	$17.86	$19.49	$40,550	6.3%
27-4011	Audio and Video Technicians	detail	50	14.4%	0.144	0.32	$21.10	$24.22	$50,370	5.6%
27-4012	Broadcast Technicians	detail	40	39.6%	0.114	0.61	$24.57	$21.73	$45,200	8.8%
27-4021	Photographers	detail	110	16.4%	0.295	0.99	$16.74	$19.61	$40,790	8.6%
27-4098	Lighting Technicians and Media and Communication Equipment Workers, All Other	detail	50	49.6%	0.127	0.81	$25.42	$28.04	$58,320	6.1%

May 2020 Metropolitan and Nonmetropolitan Area Occupational Wage and Employment Statistics.

Nashville, TN

https://www.bls.gov/oes/2020/may/oes_34980.htm



U.S. BUREAU OF LABOR STATISTICS

Follow Us | Release Calendar | Blog

Search BLS.gov

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

Occupational Employment and Wage Statistics

OEWS | PRINT

BROWSE OEWS

- OEWS HOME
- OEWS OVERVIEW
- OEWS NEWS RELEASES
- OEWS DATA
- OEWS CHARTS
- OEWS VIDEOS
- OEWS MAPS
- OEWS PUBLICATIONS
- OEWS DATABASES
- OEWS FAQS
- CONTACT OEWS

SEARCH OEWS

Go

OEWS TOPICS

- RESPONDENTS
- DOCUMENTATION
- SPECIAL NOTICES
- RELATED LINKS

Subscribe to the OEWS Update

May 2020 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

Nashville-Davidson--Murfreesboro--Franklin, TN

For metropolitan and nonmetropolitan area definitions used by the OEWS survey, see the metropolitan and nonmetropolitan area definitions page.

These estimates are calculated with data collected from employers in all industry sectors in Nashville-Davidson--Murfreesboro--Franklin, TN, a metropolitan statistical area in Tennessee.

Additional information, including the hourly and annual 10th, 25th, 75th, and 90th percentile wages and the employment percent relative standard error, is available in the downloadable XLS file.

Links to OEWS estimates for other areas and states

Major Occupational Groups in Nashville-Davidson--Murfreesboro--Franklin, TN (**Note**--clicking a link will scroll the page to the occupational group):

- 00-0000 All Occupations
- 11-0000 Management Occupations
- 13-0000 Business and Financial Operations Occupations
- 15-0000 Computer and Mathematical Occupations
- 17-0000 Architecture and Engineering Occupations
- 19-0000 Life, Physical, and Social Science Occupations
- 21-0000 Community and Social Service Occupations
- 23-0000 Legal Occupations
- 25-0000 Educational Instruction and Library Occupations
- 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
- 29-0000 Healthcare Practitioners and Technical Occupations
- 31-0000 Healthcare Support Occupations
- 33-0000 Protective Service Occupations
- 35-0000 Food Preparation and Serving Related Occupations
- 37-0000 Building and Grounds Cleaning and Maintenance Occupations
- 39-0000 Personal Care and Service Occupations
- 41-0000 Sales and Related Occupations
- 43-0000 Office and Administrative Support Occupations
- 45-0000 Farming, Fishing, and Forestry Occupations
- 47-0000 Construction and Extraction Occupations
- 49-0000 Installation, Maintenance, and Repair Occupations
- 51-0000 Production Occupations
- 53-0000 Transportation and Material Moving Occupations

27-0000	**Arts, Design, Entertainment, Sports, and Media Occupations**	major	15,050	5.2%	15.589	1.17	$24.13	$28.83	$59,970	4.0%
27-1011	Art Directors	detail	200	18.4%	0.206	0.70	$36.20	$36.79	$76,520	2.3%
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	detail	90	37.0%	0.096	1.20	$26.43	$26.37	$54,860	20.6%
27-1014	Special Effects Artists and Animators	detail	80	27.8%	0.080	0.42	$33.73	$34.12	$70,970	5.6%
27-1021	Commercial and Industrial Designers	detail	340	35.7%	0.351	1.62	$28.79	$32.58	$67,770	12.4%
27-1022	Fashion Designers	detail	(8)	(8)	(8)	(8)	$36.07	$39.07	$81,270	5.5%
27-1023	Floral Designers	detail	160	32.9%	0.169	0.64	$15.96	$15.91	$33,080	3.8%
27-1024	Graphic Designers	detail	1,120	11.6%	1.164	0.80	$24.15	$25.29	$52,600	3.1%
27-1025	Interior Designers	detail	570	24.1%	0.594	1.40	$23.82	$25.54	$53,130	4.4%
27-1026	Merchandise Displayers and Window Trimmers	detail	670	23.8%	0.692	0.71	$14.59	$16.64	$34,620	2.6%
27-1027	Set and Exhibit Designers	detail	150	40.6%	0.155	1.96	$27.86	$31.95	$66,450	17.3%
27-1029	Designers, All Other	detail	360	39.3%	0.368	4.79	$32.09	$44.97	$93,530	23.9%
27-2012	Producers and Directors	detail	1,070	14.1%	1.105	1.29	$25.58	$40.31	$83,840	19.9%
27-2022	Coaches and Scouts	detail	1,450	27.7%	1.506	1.01	(4)	(4)	$47,800	10.0%
27-2023	Umpires, Referees, and Other Sports Officials	detail	370	17.3%	0.383	3.21	(4)	(4)	$33,650	3.5%
27-2041	Music Directors and Composers	detail	140	9.1%	0.145	2.20	$28.99	$31.46	$65,440	10.2%
27-2042	Musicians and Singers	detail	1,230	20.6%	1.272	5.09	$28.81	$36.24	(4)	20.9%
27-2090	Miscellaneous Entertainers and Performers, Sports and Related Workers	broad	(8)	(8)	(8)	(8)	$14.09	$15.63	(4)	5.4%
27-3011	Broadcast Announcers and Radio Disc Jockeys	detail	350	21.0%	0.359	1.83	(8)	(8)	(8)	(8)
27-3023	News Analysts, Reporters, and Journalists	detail	230	22.7%	0.240	0.80	$26.86	$30.23	$62,870	10.4%
27-3031	Public Relations Specialists	detail	1,260	20.3%	1.308	0.74	$33.37	$33.01	$68,660	5.1%
27-3041	Editors	detail	960	16.8%	0.994	1.48	$25.21	$28.47	$59,220	5.4%
27-3042	Technical Writers	detail	190	23.3%	0.197	0.56	$32.72	$31.46	$65,430	2.0%
27-3043	Writers and Authors	detail	380	16.6%	0.398	1.25	$26.92	$28.61	$59,510	3.2%
27-3091	Interpreters and Translators	detail	330	16.5%	0.343	0.84	$19.34	$20.62	$42,900	3.9%
27-3099	Media and Communication Workers, All Other	detail	230	18.9%	0.237	1.57	$18.40	$23.44	$48,750	11.8%
27-4011	Audio and Video Technicians	detail	830	21.7%	0.857	1.91	$21.11	$22.15	$46,080	3.3%
27-4012	Broadcast Technicians	detail	180	15.1%	0.182	0.98	$25.04	$26.15	$54,400	4.3%
27-4014	Sound Engineering Technicians	detail	290	25.6%	0.304	3.89	$24.85	$29.36	$61,070	11.7%
27-4021	Photographers	detail	140	15.2%	0.143	0.48	$22.53	$22.73	$47,270	6.4%
27-4031	Camera Operators, Television, Video, and Film	detail	620	43.0%	0.637	4.36	$30.70	$28.99	$60,290	4.4%
27-4032	Film and Video Editors	detail	370	23.8%	0.382	2.37	$28.16	$30.80	$64,060	10.9%
27-4098	Lighting Technicians and Media and Communication Equipment Workers, All Other	detail	330	25.4%	0.338	2.15	$25.19	$29.08	$60,490	6.4%

EMILY HOUSE
Executive Director

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

BILL LEE
Governor

6.3

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
Studio Arts, Bachelor of Science

DATE: June 3, 2022

Pursuant to THEC Academic Policy A1.0 *(New Academic Programs: Approval Process)*, THEC staff will support the proposed Studio Arts, Bachelor of Science (BS) degree. This proposed program has satisfied all requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer, Professor Valerie Zimany, Chair of the Department of Art at Clemson University.

Tennessee Technological University may now seek approval from the Board of Trustees (BOT). Contingent upon approval by the BOT, and a formal request indicating that such approval has been granted, Tennessee Technological University may request the Studio Arts, BS program be placed on the Commission's agenda for approval.

cc: Emily House, THEC, Executive Director
Philip Oldham, TTU, President
Sharon Huo, TTU, Associate Provost
Kimberly Winkle, TTU, Director, School of Art, Craft & Design
Julie A. Roberts, THEC, Associate Chief Academic Officer
Ryan Korstange, THEC, Director of Academic Affairs

Agenda Item Summary

7.1

Date: June 23, 2022

Agenda Item: TTU Policy 270 (General Graduate Admission Requirements)

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

PRESENTERS: Provost Bruce

PURPOSE & KEY POINTS: Policy 270, General Graduate Admission Requirements, is scheduled for review every four years. As a result of this review, the policy is being presented to the Board of Trustees for approval of recommended revisions.

Revisions include specifying a minimum undergraduate GPA for all graduate student admittees. Previously, a minimum GPA was defined in the Graduate catalog but was not specified in Policy 270.

The proposed revisions have received all necessary university approvals, including Graduate Studies Executive Committee, Academic Council, and University Assembly.

Tennessee Technological University
Policy No. 270

General Graduate Admissions Requirements

Effective Date: July 1, 2017

Policy No.: 270
Policy Name: General Graduate Admissions Requirements
Date Revised: July 1, 2022

I. Purpose

This policy describes graduate admission requirements and procedures for Tennessee Tech.

II. Review

This policy will be reviewed every four years or upon departmental change request or whenever circumstances require review, whichever is earlier, and will be reviewed by the Dean of the College of Graduate Studies, with recommendation by the Graduate Studies Executive Committee, Academic Council, University Assembly, and the Board of Trustees.

III. Definitions

A. Full Standing – A classification that denotes that the student has an adequate background for pursuing graduate work and that all minimum requirements for admission to graduate standing have been met.

B. Provisional Standing – A classification that denotes that the student does not qualify for full standing due to deficiencies in meeting specific program requirements. "Provisional Standing" is not equivalent to "conditional" admission for the purpose of international student enrollment.

C. Special Standing – A classification that denotes that the student has declared a non-degree graduate objective.

D. Conditional Admission – A classification that denotes an applicant has applied for graduate admission, has met minimum GPA requirements, and has been issued a letter to assist with obtaining immigration documents to attend an English language institute. This does not grant admission to the applicant nor does it guarantee admission to Tennessee Tech or specified program.

IV. Policy and Procedure

~~**A.**~~ Applicants ~~must submit the following for consideration:~~ are required to meet admissions criteria established by the College of Graduate Studies. Departments and colleges may choose to define more stringent criteria and/or use a holistic approach when evaluating multiple criteria. However, the following are the minimum admissions criteria defined by the university:

1. An application for admission;

2. Official transcripts of undergraduate and graduate credit from all institutions attended. All degree holders must have earned a minimum of 2.5 out of a possible 4.0 GPA upon completion of the baccalaureate degree;

3. Letters of recommendation from persons acquainted with the applicant's scholastic and professional accomplishments, if required by the major department;

4. Graduate admissions test scores, if required and as defined by the major department;

5. One-time application fee payment at the graduate level; and

6. Any other applicable requirement described in this policy or required by the major department or division to which the applicant is applying.

B. An applicant who was previously enrolled in a graduate program but had a break in enrollment, excluding the summer term, must reapply.

C. The individual major department or division will determine the minimum test score requirement for admission or readmission, subject to approval by the respective college-level committees, college dean, and the Graduate Studies Executive Committee.

D. The major department or division and the College of Graduate Studies will classify applicants as having Full, Provisional, or Special Standing.

E. The College of Graduate Studies will change a student's Provisional Standing to Full Standing when the deficiencies identified at the time of admission are removed, provided, at the sole discretion of the department and college,

1. the deficiencies are cured prior to the completion of 15 graduate hours or

2. after acceptable completion of 9 graduate hours if the sole deficiency is caused by an unacceptable admission exam. A student's failure to remove the deficiencies by the deadline established by Tennessee Tech will result in a registration hold being placed on future registrations until such time as the deficiencies have been removed.

F. All application materials become the property of Tennessee Tech and will not be returned to the applicant regardless of whether admission is approved or denied.

G. Tennessee Tech follows Tennessee Tech Policy No 253 (Residency Classification) for determination of residency status.

H. Additional Admissions Requirements for International Students

1. In addition to requirements described in Section IV, international students must submit sufficient proof, as determined by Tennessee Tech, of adequate

training and ability in the use of English as evidenced by a satisfactory score on recognized and acceptable tests. A list of acceptable scores may be found ~~here~~ on the Graduate Studies website under the admissions tab for the program.

2. Tennessee Tech will prepare Form I-20 for those admitted students seeking to apply for F-1 visa and the DS2019 for those admitted students seeking to apply for a J-1 visa.

3. Enrollment in a program is contingent on the student receiving an appropriate visa.

I. Special Admission Categories

1. Admission of Senior Students to Graduate Courses

a. A senior student within 18 hours of completing the requirements for the Bachelor's Degree may take up to 9 hours of graduate credit (5000 and 6000 levels) provided:

i. The student's record gives indication that the student could achieve Full Standing at the conclusion of the undergraduate program and

ii. The student's departmental advisor, graduate course instructor(s), chairperson of the department(s), and Associate Dean of the College of Graduate Studies approve the student's request.

b. A senior student within 18 hours who does not meet the Full Standing criteria may take up to 9 hours of 5000 level courses. Credit earned in this manner may be used for either undergraduate or graduate credit but not both.

2. Admission to Fast Track Programs

a. The Fast Track program is designed to enable Tennessee Tech undergraduate students to accumulate up to six (6) credit hours of graduate coursework, to satisfy both undergraduate and graduate degree requirements, while still pursuing their undergraduate degree. These hours can include either 4000/5000 dually-listed courses taken at the 5000-level or 6000-level courses.

b. All courses must be taken at Tennessee Tech.

c. The chair of the department must approve the courses as appropriate substitutions in the undergraduate curriculum.

d. Participation does not change the requirements for either the undergraduate or graduate program.

e. A student meeting the minimum admission requirements must apply to the department for admission to the Fast Track program. The department's graduate committee will review the application and make a decision on the application.

f. Upon graduation from the undergraduate degree program, the student must

meet all requirements for admission into Full Standing in the appropriate graduate degree program. Meeting these minimum requirements does not guarantee admission to the graduate program.

3. Admission of Transfer Students
   a. An applicant for admission who has begun a graduate program at another college or university may be considered for admission to the College of Graduate Studies on a transfer basis consistent with Tennessee Tech Policy 283 General Graduate Transfer Credit Requirements.

   b. A transfer applicant must be in good standing at the institution~~s~~ previously attended.

4. Admission of Non-degree Graduate Students
   a. Admission to some graduate courses is available to persons who do not seek a graduate degree. Each applicant must submit to the College of Graduate Studies an application, application fee (if applicable), and proof of having earned the bachelor's degree.
   b. Admission is approved by individual departments, divisions, or their representatives.
   c. International students on an F1 visa are not eligible for admission as non-degree students.

5. Admission of Tech Faculty and Employees to Graduate Programs
   a. In addition to meeting the usual requirements for admission to the graduate degree program, an employee's supervisor, the Dean of the College of Graduate Studies, and the Provost must approve the request.

V. Exceptions

Students requesting exceptions to any provision of this policy or departmental requirements must submit their request to their program chairperson, and the departmental chairperson, college dean, and the Dean of the College of Graduate Studies must authorize the exception in writing.

VI. Interpretation

The Dean of the College of Graduate Studies or his/her designee has final authority to interpret the terms of this policy.

VII. Citation of Authority for Policy

T.C.A § 49-8-203(a)(1)(B)

Approved by:

Graduate Studies Executive Committee:	November 1, 2016; June 25, 2021
Academic Council:	November 9, 2016: September 8, 2021
University Assembly:	November 16, 2016; November 17, 2021
Board of Trustees:	June 15, 2017

Tennessee Technological University
Policy No. 270

General Graduate Admissions Requirements

Effective Date: July 1, 2017

Policy No.: 270
Policy Name: General Graduate Admissions Requirements
Date Revised: July 1, 2022

I. Purpose

This policy describes graduate admission requirements and procedures for Tennessee Tech.

II. Review

This policy will be reviewed every four years or upon departmental change request or whenever circumstances require review, whichever is earlier, and will be reviewed by the Dean of the College of Graduate Studies, with recommendation by the Graduate Studies Executive Committee, Academic Council, University Assembly, and the Board of Trustees.

III. Definitions

A. Full Standing – A classification that denotes that the student has an adequate background for pursuing graduate work and that all minimum requirements for admission to graduate standing have been met.

B. Provisional Standing – A classification that denotes that the student does not qualify for full standing due to deficiencies in meeting specific program requirements. "Provisional Standing" is not equivalent to "conditional" admission for the purpose of international student enrollment.

C. Special Standing – A classification that denotes that the student has declared a non-degree graduate objective.

D. Conditional Admission – A classification that denotes an applicant has applied for graduate admission, has met minimum GPA requirements, and has been issued a letter to assist with obtaining immigration documents to attend an English language institute. This does not grant admission to the applicant nor does it guarantee admission to Tennessee Tech or specified program.

IV. Policy and Procedure

A. Applicants are required to meet admissions criteria established by the College of Graduate Studies. Departments andcolleges may choose to define more stringent criteria and/or use a holistic approach when evaluating multiple criteria. However, the following are the minimum admissions criteria defined by the university:

1. An application for admission;

2. Official transcripts of undergraduate and graduate credit from all institutions attended. All degree holders must have earned a minimum of 2.5 out of a possible 4.0 GPA upon completion of the baccalaureate degree;

3. Letters of recommendation from persons acquainted with the applicant's scholastic and professional accomplishments, if required by the major department;

4. Graduate admissions test scores, if required and as defined by the major department;

5. One-time application fee payment at the graduate level; and

6. Any other applicable requirement described in this policy or required by the major department or division to which the applicant is applying.

B. An applicant who was previously enrolled in a graduate program but had a break in enrollment, excluding the summer term, must reapply.

C. The individual major department or division will determine the minimum test score requirement for admission or readmission, subject to approval by the respective college-level committees, college dean, and the Graduate Studies Executive Committee.

D. The major department or division and the College of Graduate Studies will classify applicants as having Full, Provisional, or Special Standing.

E. The College of Graduate Studies will change a student's Provisional Standing to Full Standing when the deficiencies identified at the time of admission are removed, provided, at the sole discretion of the department and college,

1. the deficiencies are cured prior to the completion of 15 graduate hours or

2. after acceptable completion of 9 graduate hours if the sole deficiency is caused by an unacceptable admission exam. A student's failure to remove the deficiencies by the deadline established by Tennessee Tech will result in a registration hold being placed on future registrations until such time as the deficiencies have been removed.

F. All application materials become the property of Tennessee Tech and will not be returned to the applicant regardless of whether admission is approved or denied.

G. Tennessee Tech follows Tennessee Tech Policy No 253 (Residency Classification) for determination of residency status.

H. Additional Admissions Requirements for International Students

1. In addition to requirements described in Section IV, international students must submit sufficient proof, as determined by Tennessee Tech, of adequate

training and ability in the use of English as evidenced by a satisfactory score on recognized and acceptable tests. A list of acceptable scores may be found on the Graduate Studies website under the admissions tab for the program.

2. Tennessee Tech will prepare Form I-20 for those admitted students seeking to apply for F-1 visa and the DS2019 for those admitted students seeking to apply for a J-1 visa.

3. Enrollment in a program is contingent on the student receiving an appropriate visa.

I. Special Admission Categories

1. Admission of Senior Students to Graduate Courses

a. A senior student within 18 hours of completing the requirements for the Bachelor's Degree may take up to 9 hours of graduate credit (5000 and 6000 levels) provided:

i. The student's record gives indication that the student could achieve Full Standing at the conclusion of the undergraduate program and

ii. The student's departmental advisor, graduate course instructor(s), chairperson of the department(s), and Associate Dean of the College of Graduate Studies approve the student's request.

b. A senior student within 18 hours who does not meet the Full Standing criteria may take up to 9 hours of 5000 level courses. Credit earned in this manner may be used for either undergraduate or graduate credit but not both.

2. Admission to Fast Track Programs

a. The Fast Track program is designed to enable Tennessee Tech undergraduate students to accumulate up to six (6) credit hours of graduate coursework, to satisfy both undergraduate and graduate degree requirements, while still pursuing their undergraduate degree. These hours can include either 4000/5000 dually-listed courses taken at the 5000-level or 6000-level courses.

b. All courses must be taken at Tennessee Tech.

c. The chair of the department must approve the courses as appropriate substitutions in the undergraduate curriculum.

d. Participation does not change the requirements for either the undergraduate or graduate program.

e. A student meeting the minimum admission requirements must apply to the department for admission to the Fast Track program. The department's graduate committee will review the application and make a decision on the application.

f. Upon graduation from the undergraduate degree program, the student must

meet all requirements for admission into Full Standing in the appropriate graduate degree program. Meeting these minimum requirements does not guarantee admission to the graduate program.

3. Admission of Transfer Students
   a. An applicant for admission who has begun a graduate program at another college or university may be considered for admission to the College of Graduate Studies on a transfer basis consistent with Tennessee Tech Policy 283 General Graduate Transfer Credit Requirements.

   b. A transfer applicant must be in good standing at the institutions previously attended.

4. Admission of Non-degree Graduate Students
   a. Admission to some graduate courses is available to persons who do not seek a graduate degree. Each applicant must submit to the College of Graduate Studies an application, application fee (if applicable), and proof of having earned the bachelor's degree.
   b. Admission is approved by individual departments, divisions, or their representatives.
   c. International students on an F1 visa are not eligible for admission as non-degree students.

5. Admission of Tech Faculty and Employees to Graduate Programs
   a. In addition to meeting the usual requirements for admission to the graduate degree program, an employee's supervisor, the Dean of the College of Graduate Studies, and the Provost must approve the request.

V. Exceptions

Students requesting exceptions to any provision of this policy or departmental requirements must submit their request to their program chairperson, and the departmental chairperson, college dean, and the Dean of the College of Graduate Studies must authorize the exception in writing.

VI. Interpretation

The Dean of the College of Graduate Studies or his/her designee has final authority to interpret the terms of this policy.

VII. Citation of Authority for Policy

T.C.A § 49-8-203(a)(1)(B)

Approved by:

Graduate Studies Executive Committee:	November 1, 2016; June 25, 2021
Academic Council:	November 9, 2016; September 8, 2021
University Assembly:	November 16, 2016; November 17, 2021
Board of Trustees:	June 15, 2017

Agenda Item Summary

8

Date: June 23, 2022

Agenda Item: Athletics Update

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

PRESENTERS: Mark Wilson and President Oldham

PURPOSE & KEY POINTS: Athletics Director Wilson will review the 2021-22 year in athletics and President Oldham will give an update on the football stadium and any national/NCAA updates.