EMILY HOUSE
Executive Director

BILL LEE
Governor

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

TO: Lori Bruce, Provost and Vice President for Academic Affairs
Tennessee Technological University

FROM: Betty Dandridge Johnson, Chief Academic Officer
Tennessee Higher Education Commission

SUBJECT: Tennessee Technological University
Letter of Notification: Higher Education, Doctor of Philosophy

DATE: January 19, 2022

Thank you for the submission of the Letter of Notification (LON) for the Higher Education, Doctor of Philosophy (PhD) program. Per THEC Policy A1.0 New *Academic Programs: Approval Process,* the LON is evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

After reviewing the revised LON, I approve Tennessee Technological University's (TTU) plan to develop the New Academic Program Proposal (NAPP) for the Higher Education, PhD program. As TTU continues to develop the proposed program, all concerns italicized on the attached LON evaluation must be reflected in the NAPP. It is understood the proposed program will be developed in accordance with the mission of TTU and will meet the Master Plan for Tennessee Postsecondary Education 2015-2025 degree completion and workforce development objectives.

The LON projects implementation of an approved Higher Education, PhD program in Fall 2023. Please be advised that the approval and the attached LON evaluation will be posted on the THEC website for public disclosure.

Attachment

cc: Emily House, THEC Executive Director
Philip Oldham. TTU President
Lisa Zagumny, TTU Dean College of Education
Jeremy Wendt, TTU Chair Department of Curriculum & Instruction

Tennessee Higher Education Commission
Letter of Notification Evaluation
January 19, 2022

The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process.* The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15-day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination to support, not to support, or defer a decision based on a revised LON.

Institution: Tennessee Technological University	**LON Submission Date**: July 14, 2021 **LON Resubmission Date:** September 27, 2021 **LON Resubmission Date:** December 13, 2021
Academic Program, Degree Designation: Higher Education, Doctor of Philosophy (PhD) **Concentrations:** ▪ Higher Education Administration ▪ Student Affairs	
Proposed CIP Code: 13.0406 (Higher Education/Administration)	
Proposed Implementation Date: Fall 2023	
Time Period Posted on Website for Public Comment: July 15 – July 29, 2021	
Program Liaison: Jeremy Wendt (jwendt@tntech.edu), Chair & Professor, Curriculum & Instruction	

Note: Comments in italics within this document should be addressed in the New Academic Program Proposal (NAPP).

Criteria	Comments
Letter of Support from President/Chancellor	▪ A letter of support dated June 25, 2021 from President Oldham was included in the LON submission. ▪ The proposed program was approved by the TTU Board of Trustees on June 24, 2021.
Background on Academic Program Development	▪ The proposed PhD in Higher Education was developed in the process of creating the 2018 Tech Tomorrow strategic plan. A working group found that TTU had a gap in educational programs related to Higher Education as compared to peer institutions. ▪ TTU has received inquiries from the TTU community expressing interest in a HE doctoral program.
Purpose and Nature of Program	▪ Tennessee Tech is proposing a self-paced, 79-credit hour online Higher Education PhD program to be completed in four years depending on a student's enrollment. ▪ The core objective of the proposed program is to prepare professionals to "leverage robust and complex data across educational systems – both P-12 and postsecondary – to better understand student access, persistence, and success." ▪ The proposed program will feature two concentrations – Higher Education Administration and Student Affairs.

	▪ The program will be grounded in data science and technological innovation and will include 18 credit hours of research course work including a three-course sequence in both qualitative and quantitative research. ▪ The proposed program is designed for students pursuing careers as academic faculty, administrators, policy analysts, and educational researchers who are interested in leading colleges and universities, state higher education agencies, foundations, and related associations. ▪ Students admitted from undergraduate programs will be able to earn a master's degree on the way to the PhD. ***What type of master's degree will students earn? In the NAPP, please include a program of study for students that will earn a master's degree.*** ▪ The proposed program will provide theoretical and research-based information that can be adapted to any postsecondary education leadership role with the ability to improve college access, student success, and persistence to completion. The program will: o Provide opportunities to explore and analyze data science and its relationship to student learning and success. o Prepare candidates to effectively understand higher education research and policy to address challenges and initiate data informed change. o Develop innovative scholars who are equipped to advocate for student success and research-based/data science guided best practices at the college level. o Leverage advanced technologies to best prepare user centric elements in a high-tech, scientific ecosystem. o Build professional capacity and competencies in higher education topics such as immersive/augmented realities and innovative instructional technologies as they relate to and inform ethics, finance, access, affordability, organization, culture, persistence, and college life. o Engage candidates in rich field experiences through which they develop and apply data science skills while working with leaders in the field ▪ Students will complete a practicum to leverage their research skills and data analysis on critical issues facing higher education.
Alignment with State Master Plan and Institutional Mission	▪ The proposed program will support the state's goals for student success by: o Ensuring the academic readiness of students and the alignment of the desires and aspirations of the student and the goals of the proposed program, the provision of extra supports and interventions when needed, and peer mentoring. o Providing a completely online program to serve students unable to come to campus. o Providing completion services and career readiness programs to support the doctoral students in the program

	▪ The proposed program will contribute to family prosperity by: o Providing an affordable option to pursue doctoral studies and have a positive return on investment. o Ensuring transparency and continued improvement through the program review and academic auditing and evaluation process at TTU. o Ensuring outreach to adult learners to help boost their annual earnings through additional education. ▪ The proposed program will contribute to the state's future workforce needs by: o Leveraging TTU's expertise in STEM education to train administrators and researchers to enhance the quality of the state's production of STEM professionals. o Enhancing data science skills will help students develop necessary skills that will help them serve institutions that are becoming more technologically adept. o Capitalizing on the work-based learning opportunities provided by students currently employed at institutions of higher education and the proposed 15 semester hours of practicum experiences students will receive. ▪ The proposed program aligns with the institutional mission of TTU by continuing the tradition of Tech leading innovation and STEM-driven curriculum. ▪ TTU has a Carnegie classification of Doctoral University: Moderate Research. The proposed program will continue to allow TTU to maintain this classification.
Institutional Capacity to Deliver the Proposed Program	▪ The proposed program will be supported by existing faculty and current administrators at TTU who are qualified to serve as graduate faculty. ▪ Adjunct faculty will supplement full-time faculty loads. ▪ A total of three new graduate assistant positions will be requested in year one, two, and three ▪ Two new FTE faculty positions will be requested in year two and three of the proposed program. ▪ The College of Education's Director of Graduate Programs will serve as program director. ▪ ***Please explain how this program might impact other doctoral programs at TTU.***
Existing programs offered at public and private Tennessee institutions	▪ Two Tennessee public universities offer PhD's in Higher education – the University of Tennessee, Knoxville (CIP 13.0406 - Higher Education/Administration), and University of Tennessee, Chattanooga (CIP 13.0401 – Educational Leadership). ▪ Many institutions offer EdD degrees in related CIP's. o 13.04.06 – Higher Education/Administration: Union University, University of Memphis, Vanderbilt University. o 13.04.01 – Educational Leadership and Administration: East Tennessee State University, Tennessee State University,

	University of Tennessee, Chattanooga, Freed-Hardeman, Lincoln Memorial, Lipscomb. o 13.0404 – Educational, Instructional, and Curriculum Supervision: Trevecca Nazarene University o 13.0499 – Educational Administration and Supervision, Other: Carson Newman. o Higher Education Concentrations exist in EdD programs at Austin Peay State University (CIP 13.0401), and Middle Tennessee State University (CIP 13.0406). ▪ The proposed program is distinctive because of its commitment to technological innovation, its data science core, and its partnerships. ▪ Existing partnerships between TTU and educational institutions will enable students to collect and/or analyze a wealth of educational data through their program of study.
Feasibility Study	
Student Interest	▪ Current TTU undergraduate seniors, graduate students, P-12 partners, TTU faculty and staff, as well as TTU alumni were invited to complete a survey to gauge student interest. 16,152 surveys were distributed, and 978 participants completed some survey questions. o 32 percent indicated considerable interest in attaining a PhD in higher Education, 41 percent indicated moderate interest, and 28 percent had no interest. o Of respondents who expressed at least moderate interest in the program, 80 percent indicated interest in enrolling within two years, and approximately 60 percent indicated a preference for full-time enrollment. o Almost 70 percent of respondents indicated a Graduate Assistant position would influence their decision to enroll.
Local and regional need	▪ BLS data indicate 100 jobs available in the North Central Tennessee Non-Metropolitan area; 170 in Nashville; and 140 in Chattanooga for "education administration, postsecondary" positions. ▪ CUPA-HR data demonstrates the salary range for educational administration positions is not dependent on possessing an advanced degree in higher education. However, graduates of the proposed program may enter an occupation area with a potential salary range from approximately $89,000 to $191,000. ▪ An overview of current job openings at TTU, Motlow State Community College, Roane State Community College, and Volunteer State Community college show 20 open higher education administration jobs which graduates of the proposed programs could qualify for, though not all require an earned doctorate.
Employer need/demand	▪ BLS data shows a four percent growth projection for management positions in higher education nationally from 2019 to 2029. ▪ BLS data shows a six percent employment growth rate at universities and a four percent growth rate at community colleges between 2019-2029. ▪ BLS data and many current job openings are included in the appendices to support the long-term employer need.

Future sustainable need/demand	▪ Letters of support were included from a variety of education and nonprofit leaders supporting the development of the proposed PhD in Higher Education from the following: o Deans for Impact – Peter Fishman, VP of Strategy o Highlands Economic Partnership – Amy New, President and CEO o Lincoln Memorial University – Clayton Hess, President o Motlow State Community College – Michael Torrence, President o National Institute for Excellence in Teaching - Candice McQueen, Chief Executive Officer o Roane State Community College – Chris Whaley, President o TTU – Brandon Johnson, VP for Enrollment Management and Career Placement; Cynthia Polk-Johnson, VP for Student Affairs
Program costs/revenues and THEC Financial Projection Form	▪ The proposed program anticipates $2,000 in equipment costs for years 2 and 3 as it relates to laptops, software, and printers for new FTE faculty. ▪ To assist in supplementing full-time faculty loads, $15,000 a year is being allocated for adjunct faculty. ▪ Two new FTE faculty positions will be requested during year 2 at $85,800 including base salary and benefits and year 3 at $88,374 including base salary and benefits of the proposed program. ▪ Three Graduate Assistantships (GA) will be funded at approximately $25,000 per position. One position will be added in year one, a second in year two, and the third in year three. ▪ Operating funds include $2000 in travel funds in years 2-3, $3000 in travel funds for years 4-5, and $4000 in travel funds for years 6-7. ▪ TTU expects the program to be revenue generating from a combination of tuition and fees beginning in year one. ▪ ***Please include anticipated costs for external program review to the planning year in the financial projections form and any associated narrative.***
Public comments	▪ No public comments were received.

Tennessee Tech Internal Cover Form for Letters of Notification

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

Name of New Academic Program and Degree Designation:

Higher Education, Ph.D.

Proposed Implementation Date: Fall 2023

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

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

APPROVED: [signature] / 6/25/21
College Dean's Signature *Date*

APPROVED: [signature] / 6/29/21
Provost's Signature *Date*

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

Office of the President

TENNESSEE TECH

June 25, 2021

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

Dear Executive Director House:

In accordance with THEC policy A 1.0 New Academic programs: Approval Process, Tennessee Tech University (TTU) submits a letter of notification (LON) for a new program in the College of Education. This proposed Doctor of Philosophy (Ph.D.) in Higher Education will prepare higher education professionals for leadership in colleges and universities. Through the study of higher education administration and student development, the program will provide theoretical and research-based information to be adapted to any post-secondary education leadership role with a focus to improve college access, student success, and persistence to completion. A Ph.D. in Higher Education aligns with the state's efforts and goals to increase the number of Tennesseans pursuing a postsecondary degree and/or credential by preparing higher education professionals to effectively serve students and families and lead institutions of higher education including community colleges and universities.

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

Sincerely,

Philip B. Oldham
President

Tennessee Tech / Box 5007 Cookeville, TN 38505 / 931-372-3241 / F: 931-372-6332 / www.tntech.edu/president

Letter of Notification

Date of Submission:	July 13, 2021
Institution:	Tennessee Technological University
Academic Program Name:	Higher Education
Degree Designation:	Doctor of Philosophy
Proposed CIP Code:	13.0406
CIP Code Title:	Higher Education/Administration
Proposed Implementation Date:	Fall 2023
Academic Program Liaison:	Dr. Jeremy Wendt Chair & Professor Curriculum & Instruction College of Education jwendt@tntech.edu (931) 372-3181

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Academic Program Name
Higher Education

Degree Designation
Doctor of Philosophy

Proposed CIP Code
13.0406

CIP Code Title
Higher Education/Higher Education Administration

Proposed Implementation Date
Fall 2023

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

Background Concerning Academic Program Development

The proposal for a program in higher education grew out of the strategic planning process. The Tech Tomorrow strategic plan was crafted in 2017-2018 and was approved by the Board of Trustees June 26, 2018. During its implementation in 2018-2019, it became clear to the working groups and especially Dr. Bedelia Russell's team (Engagement for Impact) that Tech had a gap in programming. Dr. Russell's team conducted an academic inventory of Tech programs and compared that to 16 peer institutions including aspirational peers. The Academic Program Peer Comparison may be found in Appendix 1. One clear gap was a program in higher education. Faculty members who served on the Tech Tomorrow implementation team discussed this gap with their respective leadership teams who all agreed such a program would be beneficial to the student populations Tech serves. Additional anecdotal information garnered further support for the proposal with leadership in the Office of Academic Affairs who shared that they knew multiple people who had inquired into why Tech did not offer such a program. These are the circumstances that led to the initiation and development of the proposed program. Program champions include Academic Affairs, Enrollment Management and Career Placement, Research and Economic Development, Student Affairs, University Advancement, and the Colleges of Arts and Sciences, Business, Education, and Interdisciplinary Studies.

Purpose and Nature of Academic Program

Tennessee Tech is a forerunner in leveraging technology (cyber and otherwise) to foster innovation in instructional technologies and data science. This proposed Ph.D. program in

Higher Education grounded in data science and technological innovation will further entrench Tennessee Tech as the state's premiere technological, STEM-driven university. This section includes a description of the proposed program including target audience, purpose, program outcomes, and delivery method.

Description. The Ph.D. program in Higher Education is designed for candidates pursuing careers in leadership using cutting-edge data to serve as academic faculty, university administrators, policy analysts, and educational researchers in higher education institutions across the state and nation. Since a Ph.D. is driven primarily by research rather than practice, a core objective of this proposed program is to prepare professionals to lead institutions of higher education and confront the challenges facing higher education through rigorous research and data science. While an Ed.D. is typically geared towards educational leadership roles focused on practical skills, a Ph.D. focuses on conducting research that enhances the profession and educational system. The proposed program is grounded in research and data science with 18 credit hours of research coursework—this is three times more than most terminal degree programs whether Ed.D. or Ph.D. A Ph.D. designation for this proposed program is reasonable, appropriate, and justifiable. The curriculum emphasizes mastery of theoretical frameworks and research methodologies to foster creative, relevant solutions using the most reliable, valid data and innovative platforms and systems to drive change.

Direct admit Ph.D. students are eligible to be awarded a master's degree en route to the Ph.D. after completion of 30 hours of coursework including one of the two research sequences. The program features technological innovation, extensive research training, comprehensive faculty and peer support, and opportunities for collaborative scholarly work. In addition to being fully online, this proposed program will leverage Tech's cutting-edge instructional technologies where program candidates will learn advanced technologies to engage future and current college students through various platforms. The 18 credit hours of research coursework is three times more than most terminal degree programs who typically offer six credit hours of research—an introductory research course and a statistics course. Borrowing from undergraduate best practices of comprehensive support, the proposed program will use intrusive advising, cohorting, and faculty and peer mentoring to ensure student success. Opportunities for collaborative scholarly work between students, faculty, university administrators, and public-school leaders set this program apart from its competitors. Not to be confused with instructional leadership programs which prepare and license primary and secondary school leaders such as principals and directors of schools, this proposed program will prepare candidates to leverage robust and complex data across educational systems—both P-12 and postsecondary—to better understand student access, persistence, and success as well as challenges facing higher education. The fully online 79-hour program is self-paced and will take four years or less to complete depending on enrollment status.

Target Audience. The proposed program is designed for professionals in higher education settings interested in using data science to understand the relationship across educational systems (primary, secondary, and postsecondary) to best prepare students and confront challenges facing higher education. For those choosing the Higher Education Administration

concentration, graduates will use their data science knowledge and skills to lead colleges and universities, state higher education agencies, foundations, and related associations. Graduates from the Higher Education Administration concentration may be employed as directors or leaders in academic affairs (deans or provosts), admissions, advancement, athletics, business and finance, compliance, enrollment management, facilities, financial aid, government relations, human resources, institutional research, instructional technology, military and veteran affairs, records and registration, recruitment, research and economic development, or presidents of community colleges and applied technology centers. For those choosing the Student Affairs concentration, graduates will guide college student experiences and services related to student success using rich data science grounded in a technologically-advanced ecosystem to forecast the future needs to students as well as interact with and meaningfully engage students. Graduates from the Student Affairs concentration may be employed as directors and leaders in accessible education, campus recreation, career services, counseling, Greek Life, health services, new student and family programs, residential life, student activities, student success, and more. Success and informed leadership in these areas is vital in today's competitive university landscape.

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

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

1. provide opportunities to explore and analyze data science and its relationship to student learning and success.
2. prepare candidates to effectively understand higher education research and policy to address challenges and initiate data informed change.

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

Connection Between the Program Purpose, Target Market, Research Focus, and Practicum. The purpose of the proposed program is to prepare leaders to use rigorous research and cutting-edge technologies to best serve students and guide higher education practices and policies. The target audience is professionals in higher education settings. Whether Higher Education Administration or Higher Education Student Affairs, these professionals will learn to use innovative technologies and scientific methods to mine and analyze data to understand complex phenomena. The practicum will leverage existing collaborations with public school partners to better understand a student's educational pathway across systems (primary, secondary, and postsecondary). Candidates will work with administrators in public school and higher education settings to collect and analyze the wealth of rich data from across systems to better understand student access, persistence, and success as well as challenges that face higher education.

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

Alignment with State Master Plan and Institutional Mission

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

Student Success.

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

advisors, and the Director of Graduate Programs for the College of Education as appropriate. Peer mentoring is one example of targeted interventions.

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

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

Family Prosperity.

Affordability. According to U.S. News & World Report, Tech graduates leave with the least debt of all public universities in Tennessee seven of the last ten years. Tech ranks 186 in social mobility. According to PayScale, based on total cost and alumni earnings, tech provides students with the highest return on investment for any public university in the state and Tech graduates have the highest early career salary of any public university graduates in Tennessee. Tech Rankings The proposed program will also have graduate assistantships and scholarships to help students in terms of affordability.

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

Outreach to Adults. The proposed program is designed to be 100% online providing greater outreach to adults across the state of Tennessee and beyond. Students successfully completing this program will have access to increased job opportunities and earnings. According to the U.S. Bureau of Labor Statistics, those with the highest levels of educational attainment earn three times those with the lowest level. Moreover, the higher the level of education, the lower the unemployment rate.

The Future Workforce.

Future of Work. The continued transition to greater production of STEM degrees aligns with Tennessee's goals as a state according to the Academic Supply and Occupational Demand Report 2021. Accordingly, the top 10 income earners by CIP code for those holding a bachelor's degree include educational administration (page 40 of the Academic Supply and Occupational Demand Report 2021). There is a possibility for exponential income earnings here with a research-oriented terminal degree program in higher education. With the changing landscape of higher education and the growing use of technology and data in higher education, this Ph.D. in Higher Education is grounded in data science with a substantive foundation in research which foster critical thinking, data analysis, and diverse communication skills.

CTE and Work-Based Learning. The proposed program is work-based learning. As aspiring and practicing higher education administrators, students will experience the setting in which they wish to work in the future through two different practicum assignments totaling 15 semester credit hours. For the practicum coursework, students will be in the field—in a higher education setting—supervised by higher education administrators and/or student affairs administrators. Also, many courses will be taught by practicing administrators in the higher education setting who will bring perspectives and work-based learning experiences into the classroom. Through hands on, experiential coursework including the 18 credit hours of research students will also learn about working in higher education and promoting innovations/leading practices within the field as they pursue a terminal degree. Such intensive preparation of students to understand and use data and technology in their academic preparation will foster knowledge transfer into their STEM-infused professional administrative careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education.

Academic Program Approval. This revised LON is part of the process for reviewing proposed programs brought forward by higher education institutions across the state. The feedback mechanism provides the opportunity for additional information gathering to make the best

determination moving forward. The proposed program also aligns with the State Master Plan's efforts to facilitate partnerships between higher education and industry. Here, industry is higher education as the proposed program is intended to support the future needs of Tennesseans pursuing postsecondary credentials to advance their respective careers in higher education administration within colleges of applied technology, community colleges, and universities at both public and private levels.

A Ph.D. in Higher Education aligns with the state's efforts and goals to increase the number of Tennesseans pursuing a postsecondary degree and/or credential by preparing higher education professionals to effectively serve students and families (student affairs concentration) and lead institutions of higher education including community colleges and universities (higher education administration concentration). According to the U.S. Bureau of Labor Statistics, those with the highest levels of educational attainment earn three times more than those with the lowest level. Moreover, the higher the level of education, the lower the unemployment rate. More higher education professionals supporting more Tennesseans successfully pursuing a postsecondary credential bolsters family prosperity and the future workforce, both goals of the Tennessee Higher Education Commission and Tennessee Student Assistance Corporation. While the state of Tennessee has a long history of educational innovation, the 2013 Drive to 55 initiated an even more ambitious goal of increased educational attainment to support the state's workforce: by 2025, 55% of Tennesseans would hold a postsecondary credential. In 2013, 33.8% of adults in Tennessee held a postsecondary degree. To achieve the 55% goal, THEC and TSAC make clear in the Master Plan Update 2020 that institutions of higher education need to continue to provide innovative and relevant support to the critical constituencies served by public higher education in Tennessee: student success, family prosperity, and the future workforce.

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

Tennessee Tech leads the state in innovative instructional technologies and rigorous, cutting-edge science. As the state's only technological university, the proposed program carries on the tradition of Tech leading innovation and STEM-driven curriculum. In addition, the College of

Education is a leader at Tennessee Tech in innovative technologies and STEM programming. With the changing landscape of higher education and the growing use of technology and data in higher education, this Ph.D. in Higher Education is grounded in data science with a substantive foundation in research. With 18 credit hours of research coursework (three times the research coursework found in traditional terminal degree programs), the program includes a three-course sequence in qualitative inquiry and a three-course sequence in quantitative inquiry. Program candidates will use scientific methods, algorithms, and systems to collect knowledge from complex data to drive actionable innovations. Candidates will learn to navigate in a cutting-edge, technological ecosystem to best serve students and guide higher education policies and practices. Such intensive preparation to understand and use data and technology in their academic preparation will foster knowledge transfer into their professional careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education. Graduates from this program will demonstrate creativity, tenacity, and an analytical approach to problem solving because of the rigorous research base. And, the program is 100% online to reach students across Tennessee and leveraging Tech's strengths as a STEM-infused institution. With partners across of the university, innovations in technology are woven through planned course curricula and research opportunities.

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

Institutional Capacity to Deliver the Proposed Academic Program

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

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

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

Existing Programs Offered at Public and Private Tennessee Institutions

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

Technological Innovation. In comparison to the programs offered by other institutions in the state, this program will be offered 100% online. This is unique as the other programs in Tennessee are on ground programs that require students to attend courses in person which oftentimes limits the geographical reach of the respective program. Being fully online also caters to working adults who need greater flexibility to pursue a terminal degree. We anticipate a good number of enrolled students to be already working in higher education settings, so the online program will provide the flexibility they need to be successful. Moreover, as the state's only technological institution of higher education, this proposed program will leverage Tech's cutting-edge instructional technologies. Program candidates will learn to use advanced technologies to engage students through synchronous and asynchronous platforms and systems. As leaders in technological innovation, faculty in the program will incorporate and build knowledge through tools and forward-thinking systems, developing students' expertise. Learning to navigate in such a technologically-advanced context, will prepare candidates to best serve students and guide higher education practices and policies.

Data Science Driven. In comparison to the programs offered by other institutions in the state, this program includes a more extensive research component with 18 student credit hours dedicated to research, not including dissertation research. Most terminal degree programs, whether Ed.D. or Ph.D., offer six credit hours of research—typically one introduction to research methods class and one statistics class. The proposed program includes a three-course sequence in qualitative inquiry and another three-course sequence in quantitative research. Such a research-intensive program is distinct to and aligns with Tennessee Tech's commitment to creating, advancing, and applying knowledge and impactful research. Uniquely grounded in

data science, program candidates will learn to use scientific methods to mine information in order to understand and analyze complex phenomena. In turn, this preparation will foster knowledge transfer into their professional careers in higher education leading to further analytical innovation and problem solving to challenges facing higher education.

Tech-strong Partnerships. The proposed program will leverage existing, collaborative partnerships between Tennessee's public schools and school districts and postsecondary leaders to encourage greater understanding and alignment across a student's educational pathway through rigorous data science. Examining data from a student's entire educational experience (primary, secondary, and postsecondary) is a novel approach to postsecondary student success. Coursework will provide opportunities to explore the college-going pathway with primary and secondary school partners, fostered by the College of Education's strong, formal state partnerships with 54 school districts across Tennessee, more than any other institution in the state. The existing partnerships will bolster program preparation with opportunities for candidates to work with administration and dive into the wealth of data across educational systems to better understand student access, persistence, and success as well as challenges facing higher education.

Institution	Degree	Program	CIP	Degrees Conferred		
				2017-2018	2018-2019	2019-2020
Carson Newman	Ed.D.	Administrative Leadership	08.13.0404	52	45	56
East Tennessee State University	Ed.D.	Higher Education Leadership	08.13.0401.00	42	23	29
Freed-Hardeman	Ed.D.	Instructional Leadership	08.13.0401	9	5	5
Lincoln Memorial	Ed.D.	Higher Education	08.13.0401	9	5	24
Lipscomb	Ed.D.	Learning Organizations & Strategic Change	08.13.0401	42	41	49
Tennessee State University	Ed.D.	Higher Education Leadership	08.13.0401.00	11	9	22
Trevecca	Ed.D.	Leadership	08.13.0499	59	131	123
Union University	Ed.D.	Higher Education	08.13.0406.00	13	26	NA
University of Tennessee Chattanooga	Ed.D.	Learning and Leadership	08.13.0401.00	7	4	5
University of Tennessee Chattanooga	Ph.D.	Learning and Leadership	08.13.0401.00	4	1	5
University of Memphis	Ed.D.	Higher and Adult Education	08.13.0406.00	9	1	5
University of Tennessee Knoxville	Ph.D.	Higher Education Administration	08.13.0406.00	4	2	6

Vanderbilt University	Ed.D.	Higher Education Leadership & Policy	08.13.0406.00	16	20	27

Feasibility Study - Updates with Additional Details

Additional Detail on Local and Regional Need. Additional detail specific to local and regional need and demand includes two new letters from potential employers.

Letters of Support from Potential Employers. Two new letters from potential employers are included in Appendix 5: Employer Letters. The letter from Brandon Johnson, Vice President for Enrollment Management and Career Placement speaks to the need in developing administrative and student affairs professionals locally and that this program would help him meet the needs of fulfilling such positions. Another letter from Vice President Cynthia Polk-Johnson speaks to how this program would help Tennessee Tech. Dr. Polk-Johnson also speaks to the latest data from the Bureau of Labor Statistics that shows a projected 8 percent growth between 2020-2030 for postsecondary education administrators. Please see Appendix 6: BLS Occupational Outlook.

Additional Detail on Employer Need/Demand. Additional detail specific to employer need and demand includes the latest Bureau of Labor Statistics Occupational Employment and Wage Estimates (Appendix 7) and an overview of job openings posted on three community college websites and one university website (Appendix 8) as well as job postings on HigherEd.com and Indeed.com.

Bureau of Labor Statistics. According to national statistics published by the Bureau of Labor Statistics (bls.gov), 100 of 105,620 jobs in the North Central Tennessee Non-metropolitan area, which includes Putnam County, are in education administration, postsecondary. When comparing the job force of the Putnam County region to the surrounding metropolitan regions, there are more jobs available per capita in the North Central TN Non-metropolitan area. In Nashville, 170 of 965,690 jobs are in education administration, postsecondary. In Chattanooga, 140 of 242,810 jobs are in education administration, postsecondary. This likely means that a higher percentage of Tech's education administration students will have more employment opportunities in the region given the most recent data May 2020. Please see Appendix 7: OEWS May 2020.

Current Job Openings. A review of current job openings showed there is demand for professionals with the skills held by graduate from the proposed program. Please see Appendix 8: Current Job Openings. On September 10, 2021, Tennessee Tech had openings for the following positions: six hall directors, executive director of university housing, director of campus recreation, and four advisors. Motlow State Community College is currently searching for an academic vice president for academic affairs, executive vice president for student services and academic affairs, and an academic vice president for student success. Roane State Community College is currently searching for a success coach and an assistant director of student success. Volunteer State Community College is searching for a director of student

success, recruiter/admissions advisor, and a completion advisor. That totals 20 current job openings that graduates from this proposed program would be credentialed to fill. As of November 16, 2021 and specific to Tennessee, HigherEd.com had 1,796 higher education administration jobs posted including a chief information security officer, admissions counselor, associate dean of students, director of equity and diversity, and assistant vice president for student engagement, just to name a few. Indeed.com, on the same date and again specific to Tennessee, had 3,075 higher education administration jobs posted including student services and building assistant, associate director and deputy for Title IX, assistant executive recruiter, administrative coordinator for vice chancellor, just to name a few. Job openings on both of these websites speak to the employer need and demand specific to Tennessee for higher education administration not to be confused with teacher licensure programs for P-12 teachers and administrators.

Future Sustainable Need/Demand. Two new letters from potential employers are included in Appendix 5: Employer Letters. Additional information from the letters of support submitted in the original LON is included below in addition to two new letters from potential employers.

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

Feasibility Study - Original Submission

The feasibility study was conducted by Tennessee Tech College of Business faculty members and is included in its entirety below with the exception of appendices. The feasibility study with appendices is included in Appendix 2.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 1: Extent of Interest

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

Table 2: Highest Degree Earned

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

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

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

The following tables, Table 3 and 4, display the results of participants who responded with at least moderate interest in the proposed degree program. Approximately, 37% of all respondents believe that both concentration offerings, Administration and Student Affairs, are appropriate for their career goals. Thirty-six percent of respondents selected *Administration* as the most fitting concentration to pursue career goals. If the degree program is available Fall 2021, 80% of survey participants estimate enrolling within 2 years of program commencement. Fourteen percent anticipate program enrollment within 3-4 years. Fifty-eight percent of respondents expect to attend the program as a full-time student. Full-time is defined as six credit hours per semester.[10]

Table 3: Concentration

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

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

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

Table 4: Promotion or Change

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

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

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

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

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

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

Although the proposed Ph.D. in Higher Education may not be an ideal match for every job description listed in Table 5, it is often the case that many of these occupations will express a preference for a Ph.D. in Higher Education. The data in Table 5 indicates an apparent high degree of flexibility in job opportunities.

Table 5: Administrative Salaries

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

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

Table 6: Summary Statistics

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

Regional Data. This section discusses the regional data as they pertain to the proposed PhD in Higher Education. Focus is placed on the Upper Cumberland Region, but it is worthwhile emphasizing that such data is limited in its availability and scope. This is especially true when trying to identify reliable, peer reviewed data for Cookeville and the Upper Cumberland Region.

Additionally, a large share of potential graduates for this degree could potentially find employment in the regions surrounding Tennessee Tech. However, the likelihood is higher that they would find employment throughout the state but predicting where would be difficult. This circumstance shines a light on the value of such a degree in its flexibility to find employment outside the local area.

Section 3.1 in the Feasibility Study (Appendix 2) provided salary data for the state of Tennessee, which was obtained from College and University Professional Association for Human Resources (CUPA-HR). This data is reliable, but as far as the authors can determine, cannot be disaggregated to a local or regional level such as something specific to middle Tennessee. Additionally, the BLS data that is in Section 3.1 is limited in its ability to be broken down geographically.

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

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

When a search is conducted for wage information on Post-Secondary Education Administrators for "38506," which is consistent with the Cookeville, TN area, careeronestop provides *only data for the U.S.* (see career 38506):[12]

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

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

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

When a search is conducted for wage information on Post-Secondary Education Administrators for "38103," Memphis TN area, careeronestop provides the following information for the Memphis area (U.S. data is provided as a reference) (see career 38103):
High salary: Memphis 208000 (U.S. 199400)
Median salary: Memphis 93210 (U.S. 97500)
Low salary: Memphis 56260 (U.S. 56310)

When a search is conducted for wage information on Post-Secondary Education Administrators for "37203," Nashville TN area, careeronestop provides *only data for the U.S* (see career 38103):
High salary: U.S. 199400
Median salary: U.S. 97500
Low salary: U.S. 56310

When a search is conducted for wage information on Post-Secondary Education Administrators for the Chattanooga TN area, careeronestop provides *only data for the U.S* (see career Chattanooga):
High salary: U.S. 199400
Median salary: U.S. 97500
Low salary: U.S. 56310

When a search is conducted for wage information on Post-Secondary Education Administrators for the Knoxville TN area, careeronestop provides the following information for the Knoxville area (U.S. data is provided as a reference) (see career Knoxville):
High salary: Knoxville 202880 (U.S. 199400)
Median salary: Knoxville 88780 (U.S. 97500)
Low salary: Knoxville 55860 (U.S. 56310)

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

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

In addition, while the data presented here is specific to the Upper Cumberland Region, it is not disaggregated to represent occupations requiring an advanced degree in higher education or

those specific to academia. For example, REMI offers a broad category of "Education, training and library occupations" and breaks down employment figures by sub-categories, such as "Post-secondary teachers," "Other teachers and instructors," etc. As a result, interpretation of the data should be made with caution.

Table 7 presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for "Post-secondary teachers" for the years 2018-2025 (REMI, UC Occupations, post). REMI provides a forecast for various indicators using a standard regional control.[i]

Table 7: Jobs, UCR, Post-secondary Teachers

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

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

Table 8: Jobs, UCR, Other Teachers and Instructors

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

REMI provides data on earnings by place of work for the Upper Cumberland Region for broadly defined occupations. A few occupations, which may be relevant to the proposed Ph.D. in Higher Education Administration include "Educational services; private" and "Administrative and support services." Table 9 presents the annual earnings for these broadly defined occupations for the Upper Cumberland Region (REMI, Earnings, UCR). Because the data here is likely more broadly defined than the specific nature of the proposed Ph.D. in Higher Education, interpretations should be made with caution.

Table 9: Earnings by Occupations, UCR (thousands of fixed (2018) dollars)

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

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

Table 10 presents a regional purchase coefficient, which is "a measure of the share of demand for goods and services that is supplied locally" (IMPLAN).[13] For example, a higher coefficient in a

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

particular industry signals that local suppliers are likely providing a relatively high share of the demand for goods and services for that sector (as opposed to that demand being satisfied by imports).[14] The coefficients presented in the table suggest that local producers within the Upper Cumberland offer a relatively low share of services in the sector defined as "Educational services, private."

Labor Productivity, which is defined as "Output divided by Employment (Output per Employee)," is provided in Table 10 (REMI definitions). The inclusion of this indicator is meant to highlight its increasing trend over time for "Educational services, private."

Table 10: Detailed, UCR, Various

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

This regional data for the state of Tennessee is provided as part of assessing local and regional need/demand. The data, particularly for the Upper Cumberland Region, is limited in availability and varies by industrial classification. As a result, forming conclusions remains difficult. However, it serves the purpose of adding to the overall report to help with the decision-making process on the feasibility of the proposed Ph.D. in Higher Education.

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

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

To assess employer demand as it relates to this section heading, we present information that may be valuable to the potential employer as it pertains to the proposed degree. Such factors as pay, job outlook, and employment projections can provide insight into employer demand. Since in economics, employers pay workers a wage equal to their value, information on pay can be viewed as a surface-level measure of the value employers place on a given occupation.[15]

There is limited information on the specific details for a Master's or Ph.D. in Higher Education from the BLS. Also, the level of detailed information provided by the BLS for the proposed concentrations in Higher Education Administration and Student Affairs is limited. However,

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

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

there is summary information, along with data on sub-categories for the occupation entitled "Education Administrators Postsecondary" to attain a snapshot of labor market conditions for the purpose of this report.

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

Summary. The U.S. Bureau of Labor and Statistics identifies several Occupation Groups in The Occupation Outlook Handbook (Handbook). Under Management Occupations, "Education Administrators Postsecondary" is listed and will be the focus of this portion of the report (Listing). The BLS forecasts that job growth in management occupations is expected to be about "5 percent from 2019 to 2029, faster than the average for all occupations" (Listing).[16]

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

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

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

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

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

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

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

Job Outlook. Job prospects for people in this field include a growth rate of 4% between the period 2019 to 2029. The BLS points out that this growth rate parallels the growth of academic institutions (Job Outlook). Detailed breakdowns of employment growth project an increase in jobs of 7,100 over the period 2019 to 2029.[17]

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

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

Table 11: Industry Profile

Industry profile for this occupation: Top

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

Industries with the highest levels of employment in this occupation:

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

[17] 197,600 (2029) – 190,500 (2019)

Table 12: Top Paying Industries

Top paying industries for this occupation:

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

OES. The BLS provides national estimates, via Occupational Employment Statistics (OES), for the occupation "Education Administrators, Postsecondary (11-9033)." The description provided on the BLS website for this occupation is as follows: "Plan, direct, or coordinate student instruction, administration, and services, as well as other research and educational activities, at postsecondary institutions, including universities, colleges, and junior and community colleges."[18] The sectors holding the highest employment for this occupation, ranked highest to lowest, are "Colleges, Universities and Professional Schools," "Junior Colleges," "Technical and Trade Schools," "Elementary and Secondary Schools," and "Educational Support Services" (OES, Industry profiles, Table 11).

In a similar light, the sectors with the highest compensation for "Education Administrators, Postsecondary", ranked highest to lowest, include "General Medical and Surgical Hospitals," "Specialty Hospitals," "Scientific Research and Development Services," "Civic and Social Organizations," and "Management of Companies and Enterprises" (OES, Industry profiles, Table 12).

Table 13: States with Highest Employment

States with the highest employment level in this occupation:

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

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

Table 14: States with Highest Concentration

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

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

Table 15: Top Paying States

Top paying States for this occupation:

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

OES, State and Area Data. The State and Area data ranks the states with the highest employment, and California, Massachusetts, Texas, Illinois, and Pennsylvania rank highest to lowest according to the BLS (OES, State and Area Data, Table 13).

When the metric is changed to the highest concentration of jobs, as measured by employment per thousand jobs, the states ranked from highest to lowest include Massachusetts, District of Columbia, Idaho, Rhode Island, and Iowa (OES, State and Area Data, Table 14). The states offering the highest compensation for this field are New Jersey, New York, Maryland, Delaware, and California (OES, State and Area Data, Table 15).

Table 16: Metro Area

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

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

Metro Nonmetro. When one looks at the metropolitan centers, Johnson City, Tennessee is ranked third for employment per 1000 jobs for this occupation (Metro Nonmetro, Table 16). Other rankings for metropolitan and nonmetropolitan centers are included in the Appendix.

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

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

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

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

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

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

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

Another point of emphasis is related to the specialized nature of the proposed degree. Because of its focus on select fields and skillsets, this makes the degree vulnerable to industry swings in the educational sector. There is certainly flexibility for degree holders to find jobs in related sectors to education, this flexibility may be lessened comparably to other degrees due to its highly specialized nature.

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

In a recent report by THEC to evaluate the number of degrees generated and forecasted for the years 2015-2020, there is evidence to suggest education programs may be experiencing restricted growth. The report identifies education, along with other programs, as "experiencing declines in award production" during this period (THEC, Academic Supply, p. 15).[19] For degrees in Education, Table 3 reports a compound annual growth rate of -4.6% over the period 2015-2019 with a 2020 estimated awards at 1,840 (THEC, p. 17). It is important to note that education programs addressed here are teacher licensure programs intended to prepare and license teachers for elementary, middle, and high schools. Such preparation is quite distinct from higher education which is intended to prepare leaders for postsecondary institutions not related to P-12 teacher or P-12 administrator licensure.

Whether the trend reported by THEC continues will be determined by trends in the state and national economy. Forecasting such an outcome becomes difficult as the COVID-19 Pandemic during this period casts a large degree of uncertainty on future growth. Additionally, it is unclear on how the trends in education apply to Ph.D. programs in Higher Education. THEC reiterates this challenge, as it pertains to forecasting labor market conditions, in the Limitations section (THEC, p. 37). Teacher preparation programs which are currently experiencing limited growth are quite distinct from higher education. Again, higher education terminal degree programs are intended to prepare leaders for higher education settings and not P-12 schools. The forecast for higher education per BLS reports indicate a 4% growth for 2019-2029 specific to postsecondary education administrators.

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

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

factors mentioned previously, which include trends in economic growth as the global COVID-19 pandemic subsides.

Program Costs/Revenues

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

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

One-time Expenditures.

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

Recurring Expenditures.

Adjunct Faculty Salaries. Qualified adjunct faculty will supplement full-time faculty loads. The projected adjunct faculty costs are $15,000 each year.

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

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

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

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

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

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

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

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

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

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

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

Academic Programs Peer Comparison Tables

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

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

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

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

Clemson: Clemson University

Miami (Ohio): Miami University (Ohio)

JMU: James Madison University

SUNY-(Bing): SUNY – Binghamton

Univ of NH: University of New Hampshire

UofM: University of Memphis

ETSU: East TN State University

MTSU: Middle TN State University

UTC: University of TN @ Chattanooga

UAH (Hunts): University of Alabama @ Huntsville

LA Tech: Louisiana Tech University

S.Dakota State: South Dakota State University

Murray State: Murray State University

N.Mexico State: New Mexico State University

UoMaine: University of Maine

Appy State: Appalachian State University

Appendix 2

Feasibility Study
PhD in Higher Education

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1. Introduction

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

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

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

2. Potential student interest

2.1 Survey overview

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

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

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

employed Tennessee Tech University (TTU) College of Business faculty to collect and summarize prospective- student interest data as a part of a feasibility study. The results from the survey instrument, in compilation with other report information, will be used to measure the program's viability.

2.2 Survey methods

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

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

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

2.3 Description of sample

The survey questions are designed to gauge interest in proposed degree program. Questions addressed key areas of importance such as participants' strength of interest, potential date of enrollment, and the benefits of the program to the participants' future career endeavors. The survey

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

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

contained 9 questions.[5] All questions are multi or single choice. The survey began with the following statement: "*Please help us assess the value and need for establishing an online Doctoral Degree in Higher Education by completing the survey."*

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

2.4 Survey Results

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

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

Table 1: Extent of Interest

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

[5] Two questions are used to ensure identification of each survey participant. These two questions are not displayed in table results, but total number of respondents are derived from these identification questions.
[6] There are 2605 seniors, 1041 graduate students, 250 P12 partners, 9886 alumni, and approximately 2370 TTU faculty and staff.
[7] 939 participants sufficiently completed the survey, but this figure fluctuates per question do to skipped questions by survey design and participant choice. Table results will reflect the responses of sufficiently completed surveys.
[8] This result is also noted in other notable data collection such as Current Population Survey. https://www.census.gov/newsroom/blogs/research-matters/2020/09/pandemic-affect-survey-response.html

Table 2: Highest Degree Earned

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

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

The following tables, Table 3 and 4, display the results of participants who responded with at least moderate interest in the proposed degree program. Approximately, 37% of all respondents believe that both concentration offerings, Administration and Student Affairs, are appropriate for their career goals. Thirty-six percent of respondents selected *Administration* as the most fitting concentration to pursue career goals. If the degree program is available Fall 2021, 80% of survey participants estimate enrolling within 2 years of program commencement. Fourteen percent anticipate program enrollment within 3-4 years. Fifty-eight percent of respondents expect to attend the program as a full-time student. Full-time is defined as six credit hours per semester.[10]

Table 3: Concentration

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

The study sought to ascertain the educational requirement for career aspirations of respondents. Approximately 32% of respondents indicate that an advanced degree is required for job promotion; while 22% reply that an advanced degree is not required for promotion but is encouraged.

[9] Three TTU employees have only a high school diploma.
[10] Part-time enrollment is defined as fewer than 6 credit hours per semester.

Seventeen percent indicate that an advanced degree is neither required nor encouraged for job promotion. Most participants, 68%, reveal that receiving a graduate assistantship would influence their decision of enrolling in the proposed degree program. See Table 4 for results.

Table 4: Promotion or Change

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

3. Local and Regional need/demand

3.1 CUPA-HR Data

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

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

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

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

Appendix 2

Although the proposed PhD in Higher Education may not be an ideal match for every job description listed in Table 5, it is often the case that many of these occupations will express a preference for a PhD in Higher Education. The data in Table 5 indicates an apparent high degree of flexibility in job opportunities.

Table 5: Administrative Salaries

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

Chief Online Education Administrator	96,800	125,137	91,909
Chief Campus International Education Administrator	95,680	154,000	87,880

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

Table 6: Summary Statistics

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

3.2 Regional Data

This section discusses the regional data as they pertain to the proposed PhD in Higher Education. Focus is placed on the Upper Cumberland Region, but it is worthwhile emphasizing that such data is limited in its availability and scope. This is especially true when trying to identify reliable, peer reviewed data for Cookeville and the Upper Cumberland Region.

Additionally, a large share of potential graduates for this degree could potentially find employment in the regions surrounding Tennessee Tech. However, the likelihood is higher that they would find employment throughout the state, but predicting where would be difficult. This circumstance shines a light on the value of such a degree in its flexibility to find employment outside the local area.

Section 3.1 provided salary data for the state of Tennessee, which was obtained from College and University Professional Association for Human Resources (CUPA-HR). This data is reliable, but as far as the authors can determine, cannot be disaggregated to a local or regional level such as something specific to middle Tennessee. Additionally, the BLS data that is in Section 3.1 is limited in its ability to be broken down geographically.

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

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

3.2.1 Bureau of Labor and Statistics

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

When a search is conducted for wage information on Post-Secondary Education Administrators for "38506," which is consistent with the Cookeville, TN area, careeronestop provides *only data for the U.S.* (see career 38506):[12]

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

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

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

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

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

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

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

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

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

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

3.2.2 REMI

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

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

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

Table 7 presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for "Post-secondary teachers" for the years 2018-2025 (REMI, UC Occupations, post). REMI provides a forecast for various indicators using a standard regional control.[i]

Table 7: Jobs, UCR, Post-secondary teachers

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

Table 8 presents jobs, as measured in "Individuals (Jobs)" for the Upper Cumberland Region (UCR) for "Other teachers and instructors" for the years 2018-2025 (REMI, UC Occupations, other).

Table 8: Jobs, UCR, Other teachers and instructors

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

REMI provides data on earnings by place of work for the Upper Cumberland Region for broadly defined occupations. A few occupations, which may be relevant to the proposed PhD in Higher Education Administration include "Educational services; private" and "Administrative and support services." Table 9 presents the annual earnings for these broadly defined occupations for the Upper Cumberland Region (REMI, Earnings, UCR). Because the data here is likely more broadly defined than the specific nature of the proposed PhD in Higher Education, interpretations should be made with caution.

Table 9: Earnings by occupations, UCR (thousands of fixed (2018) dollars)

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

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

Table 10 presents a regional purchase coefficient, which is "a measure of the share of demand for goods and services that is supplied locally" (IMPLAN).[13] For example, a higher coefficient in a particular industry signals that local suppliers are likely providing a relatively high share of the demand for goods and services for that sector (as opposed to that demand being satisfied by imports).[14] The coefficients presented in the table suggest that local producers within the Upper Cumberland offer a relatively low share of services in the sector defined as "Educational services, private."

Labor Productivity, which is defined as "Output divided by Employment (Output per Employee)," is provided in Table 10 (REMI definitions). The inclusion of this indicator is meant to highlight its increasing trend over time for "Educational services, private."

Table 10: Detailed, UCR, Various

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

This regional data for the state of Tennessee is provided as part of assessing local and regional need/demand. The data, particularly for the Upper Cumberland Region, is limited in availability and varies by industrial classification. As a result, forming conclusions remains difficult. However, it serves the purpose of adding to the overall report to help with the decision-making process on the feasibility of the proposed PhD in Higher Education.

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

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

4. Employer need/demand

4.1 Introduction

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

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

To assess employer demand as it relates to this section heading, we present information that may be valuable to the potential employer as it pertains to the proposed degree. Such factors as pay, job outlook, and employment projections can provide insight into employer demand. Since in economics, employers pay workers a wage equal to their value, information on pay can be viewed as a surface-level measure of the value employers place on a given occupation.[15]

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

4.2 Snapshot

Summary

The U.S. Bureau of Labor and Statistics identifies several Occupation Groups in The Occupation Outlook Handbook (Handbook). Under Management Occupations, "Education Administrators Postsecondary" is listed and will be the focus of this portion of the report (Listing). The BLS forecasts that job growth in management occupations is expected to be about "5 percent from 2019 to 2029, faster than the average for all occupations" (Listing).[16]

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

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

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

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

Duties

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

Work Environment

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

Attainment

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

Pay

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

Job Outlook

Job prospects for people in this field include a growth rate of 4% between the period 2019 to 2029. The BLS points out that this growth rate parallels the growth of academic institutions (Job Outlook). Detailed breakdowns of employment growth project an increase in jobs of 7,100 over the period 2019 to 2029.[17]

Employment Projections

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

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

[17] 197,600 (2029) – 190,500 (2019)

Table 11: Industry profile

Industry profile for this occupation: Top

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

Industries with the highest levels of employment in this occupation:

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

Table 12: Top paying industries

Top paying industries for this occupation:

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

OES

The BLS provides national estimates, via Occupational Employment Statistics (OES), for the occupation "Education Administrators, Postsecondary (11-9033)." The description provided on the BLS website for this occupation is as follows: "Plan, direct, or coordinate student instruction, administration, and services, as well as other research and educational activities, at postsecondary institutions, including universities, colleges, and junior and community colleges"[18] The sectors holding the highest employment for this occupation, ranked highest to lowest, are "Colleges, Universities and Professional Schools," "Junior Colleges," "Technical and Trade Schools," "Elementary and Secondary Schools," and "Educational Support Services" (OES, Industry profiles, Table 11).

In a similar light, the sectors with the highest compensation for "Education Administrators, Postsecondary", ranked highest to lowest, include "General Medical and Surgical Hospitals," "Specialty Hospitals," "Scientific Research and Development Services," "Civic and Social Organizations," and "Management of Companies and Enterprises" (OES, Industry profiles, Table 12).

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

Table 13: States with Highest employment

States with the highest employment level in this occupation:

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

Table 14: States with highest concentration

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

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

Table 15: Top paying states

Top paying States for this occupation:

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

OES, State and Area Data

The State and Area data ranks the states with the highest employment, and California, Massachusetts, Texas, Illinois, and Pennsylvania rank highest to lowest according to the BLS (OES, State and Area Data, Table 13).

When the metric is changed to the highest concentration of jobs, as measured by employment per thousand jobs, the states ranked from highest to lowest include Massachusetts, District of Columbia, Idaho, Rhode Island, and Iowa (OES, State and Area Data, Table 14). The states offering the highest compensation for this field are New Jersey, New York, Maryland, Delaware, and California (Table 15).

Table 16: Metro area

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

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

Metro Nonmetro

When one looks at the metropolitan centers, the Johnson Tennessee is ranked third for employment per 1000 jobs for this occupation (Metro Nonmetro, Table 16). Other rankings for metropolitan and nonmetropolitan centers are included in the Appendix.

Similar Occupations

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

4.3 Summary employer/need section

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

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

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

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

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

5. Viability

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

Another point of emphasis is related to the specialized nature of the proposed degree. Because of its focus on select fields and skillsets, this makes the degree vulnerable to industry swings in the educational sector. There is certainly flexibility for degree holders to find jobs in related sectors to education, this flexibility may be lessened comparably to other degrees due to its highly specialized nature.

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

In a recent report by THEC to evaluate the number of degrees generated and forecasted for the years 2015-2020, there is evidence to suggest education programs may be experiencing restricted growth. The report identifies education, along with other programs, as "experiencing declines in award production" during this period (THEC, Academic Supply, p. 15).[19] For degrees in Education, Table 3 reports a compound annual growth rate of -4.6% over the period 2015-2019 with a 2020 estimated awards at 1,840 (THEC, p. 17).

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

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

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

General Disclaimers

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

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

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

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

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

Appendix

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REMI, UC Occupations, post

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

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REMI, UC Occupations, other

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

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REMI, Earnings, UC

Appendix 2

6/9/2021

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

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REMI, Detailed, UCR

6/9/2021

Standard Regional Control - Educational services; private

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

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:alculated by dividing Earnings by Employment.
- Demand:The amount of goods and services demanded by the local region (imports plus self supply).
- Domestic Demand:The amount of goods and services demanded by the local region from within the nation. The components are Self Supply, Imports from Multiregions, and Imports from Rest of Nation.
- Intermediate Demand:The demand for material inputs to the production of final goods
- Local Consumption Demand:The demand for consumer goods.
- Government Demand:The demand for goods and services by government expenditures.
- Investment Activity Demand:The demand for capital goods.
- Total Imports:The amount of goods and services produced in other regions in a multi-region model, the rest-of-nation region, and the rest of the world that are consumed locally.
- Imports from Multiregions:The amount of goods and services produced in other regions in a multi-region model that are consumed locally.
- Imports from Rest of Nation:The amount of goods and services produced in the rest of nation region that are consumed locally.
- Imports from Rest of World:The amount of goods and services produced in the rest of the world that are consumed locally.
- Share of Foreign Imports:The region's share of the nation's foreign imports based on the share in the last history year and the region's relative cost of production.

- Self Supply:The amount of local demand supplied locally (Regional Purchase Coefficient multiplied by Demand).

- Total Exports:The amount of local production exported out of the local region to destinations in other regions in a multi-regional model, to the rest-of-nation region, and the rest of the world.

- Exports to Multiregions:The amount of local production exported out of the local region to destinations in other regions in a multi-regional model.

- Exports to Rest of Nation:The amount of local production exported out of the local region to the rest-of-nation region.

- Exports to Rest of World:The amount of local production exported out of the local region to the rest of the world.

- Exogenous Industry Sales:The direct amount of Industry Sales entered by the user into the Industry Sales/Exogenous Production Policy Variable.

- Exogenous Industry Demand: The direct amount of Industry Final Demand entered by the user into the Exogenous Final Demand Policy Variable.

- Share of Foreign Exports: The region's share of the nation's foreign exports based on the share in the last history year and the region's relative cost of production.

- Output: The amount of production, including all intermediate goods purchased as well as value added (compensation and profit). Can also be thought of as sales or supply. The components of Output are Self Supply and Exports (Multiregions, Rest of Nation, and Rest of World).

- Domestic Supply: The amount of local production supplied to regions within the nation. The components are Self Supply, Exports to Multiregions, and Exports to Rest of Nation.

- Value-Added: The gross output of an industry or a sector less its intermediate inputs; the contribution of an industry or sector to gross domestic product (GDP). Value added by industry can also be measured as the sum of compensation of employees, taxes on production and imports less subsidies, and gross operating surplus.

- Wages and Salaries: The monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; voluntary employee contributions to certain deferred compensation plans, such as 401(k) plans; and receipts in kind that represent income.

- Compensation: The sum of Wages and Salaries and Supplements to Wages and Salaries.

- Earnings by Place of Work: The sum of Wages and Salaries, Supplements to Wages and Salaries, and Proprietors' Income.

- Proprietors' Income: Current-production income of sole proprietorships, partnerships, and tax-exempt cooperatives. Excludes dividends, monetary interest received by nonfinancial business, and rental income received by persons not primarily engaged in the real estate business.

- Supplements to Wages and Salaries: Consists of employer contributions for employee pension and insurance funds and employer contributions for government social insurance.
- Labor Productivity: Output divided by Employment (Output per Employee).

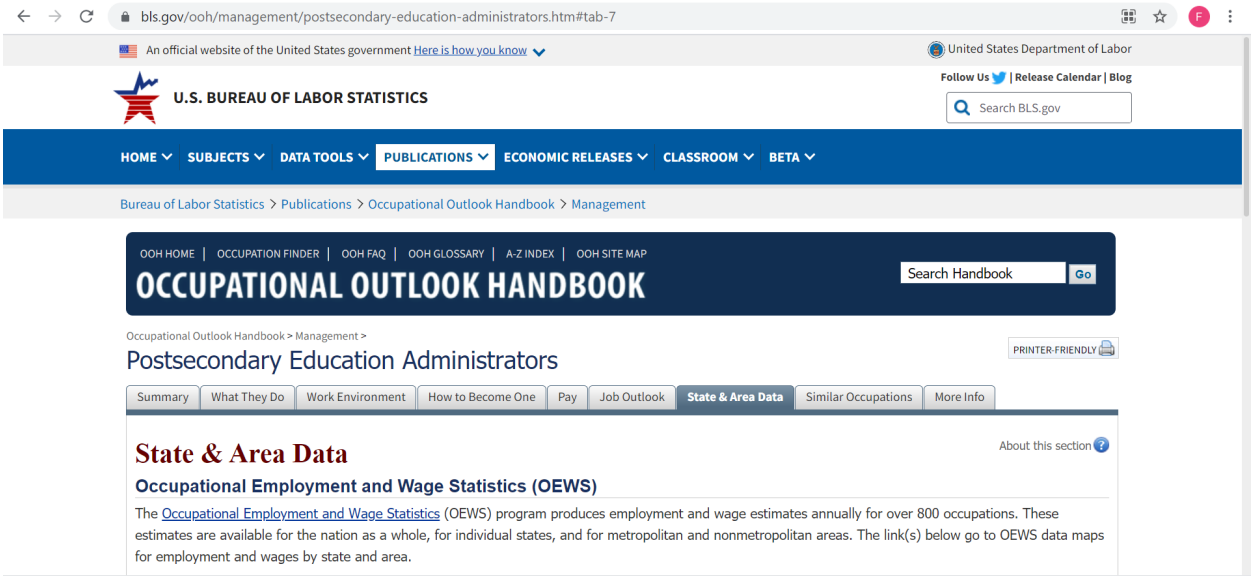
- Industrial Mix Index: A measure of the difference in a region's growth due to its industrial composition, relative to the nation. If Industrial Mix Index is greater than one, then the region has a mix of detailed industries that have a rate of growth that is higher than the average growth as represented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

- National Deflator: An industry-specific national price deflator, which is determined outside of the model.

Bureau of Labor and Statistics

Handbook. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post-Secondary Education Administrators.
https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7

Handbook screenshot



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

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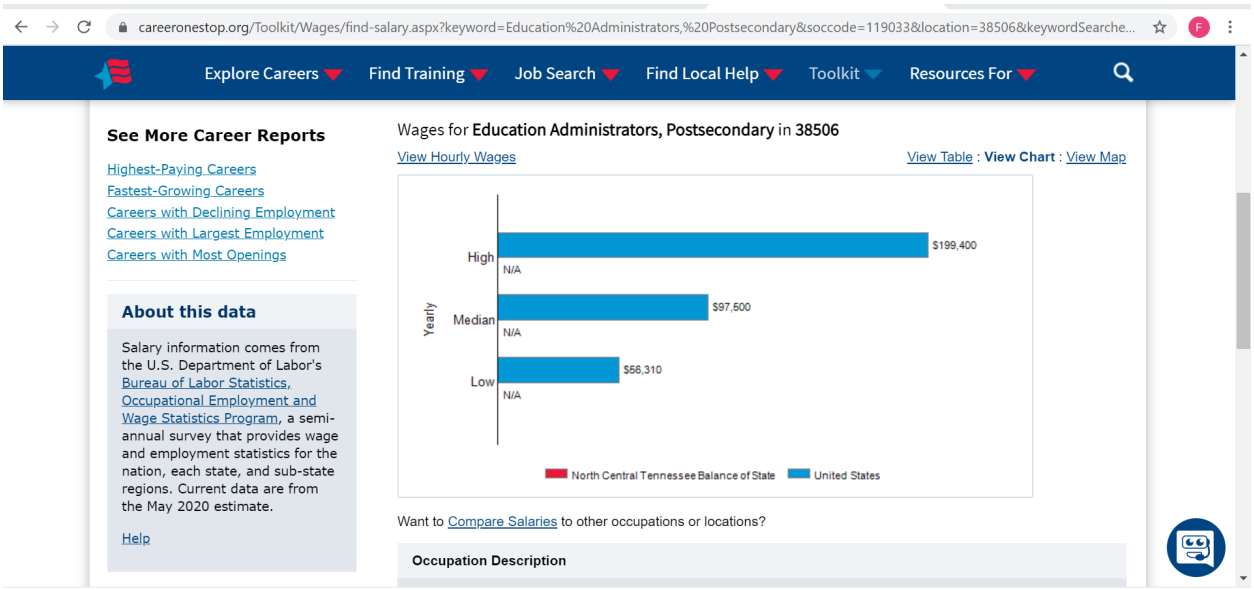
Appendix 2



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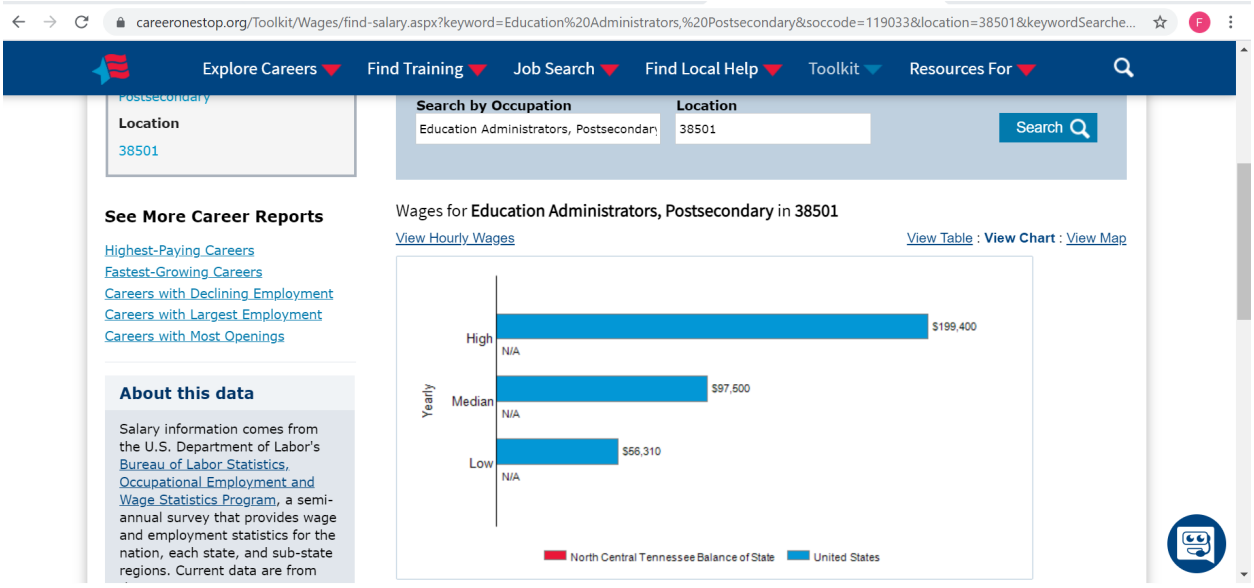

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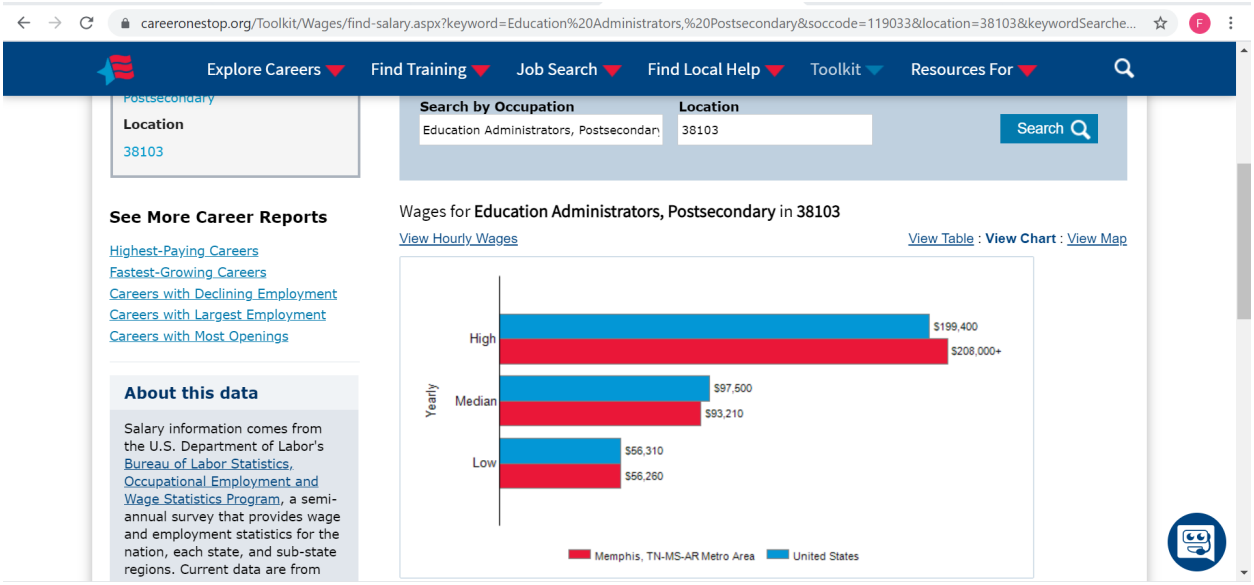

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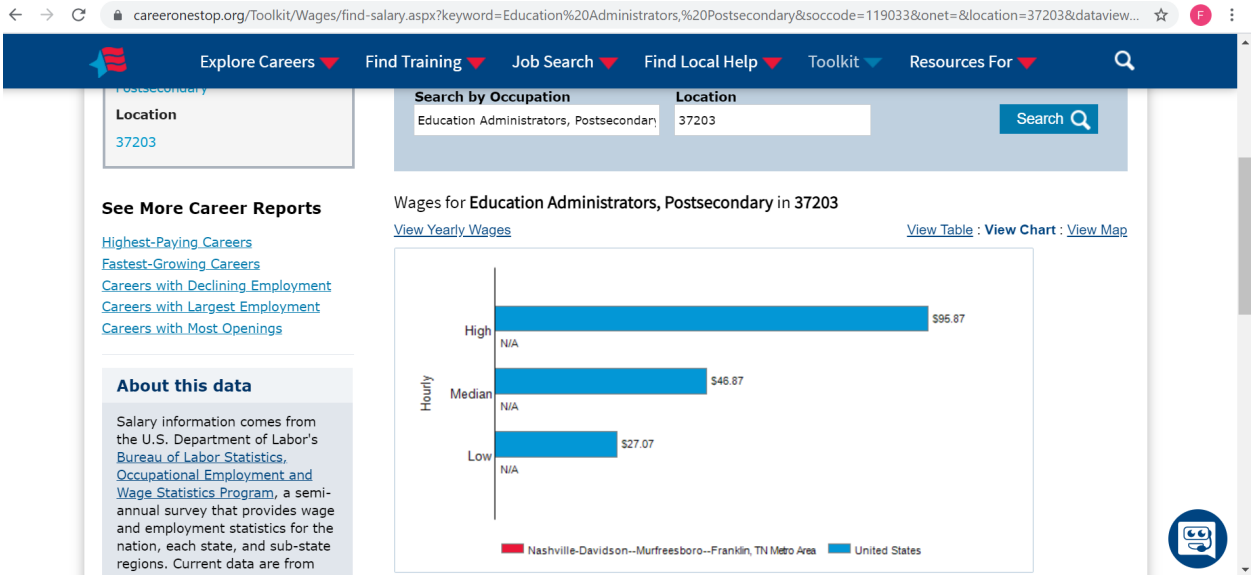
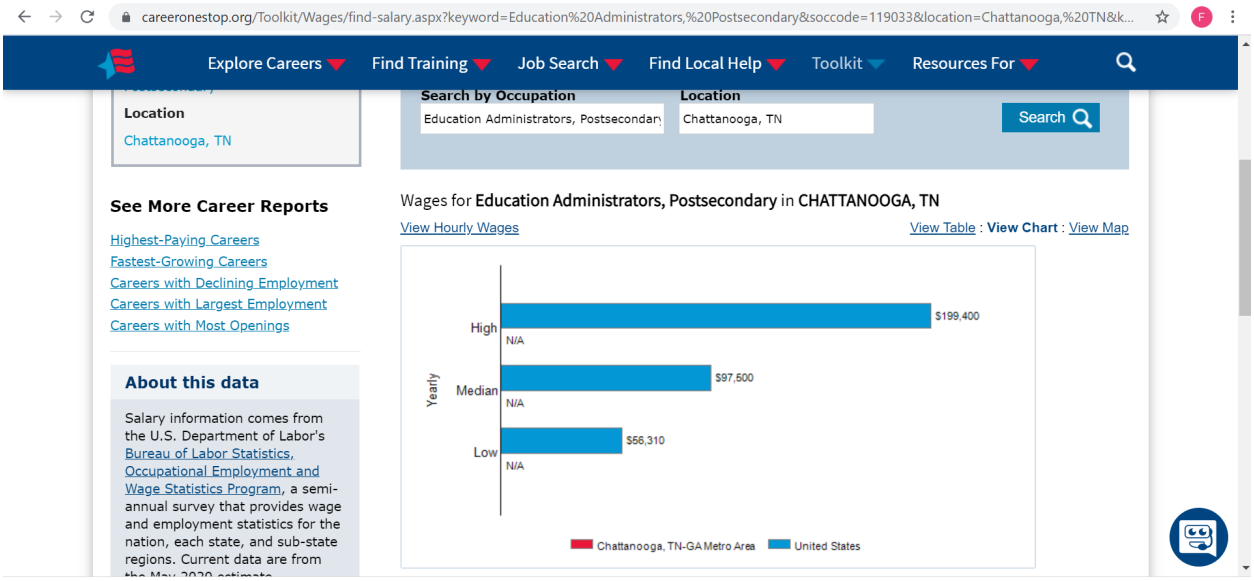
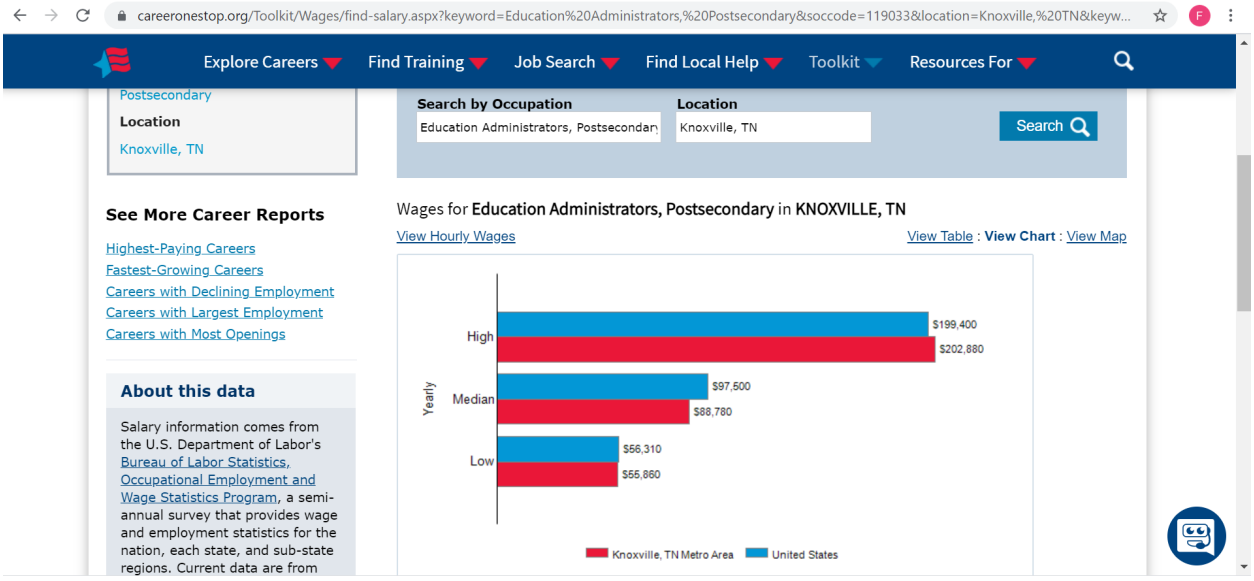


Appendix 2

careeronestop.org screenshot
Chattanooga area



careeronestop.org screenshot
Knoxville area



CUPA-HR

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

THEC, Academic Supply

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

THEC, Academic Supply

Education trend screenshot

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

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

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

Yet not all programs have experienced growth in award production over this five-year time period. Programs experiencing declines in award production include English, philosophy, family and consumer sciences, and education. Many of the programs experiencing declines during this time period are non-STEM related.

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

Appendix 2

Limitations screenshot

Limitations

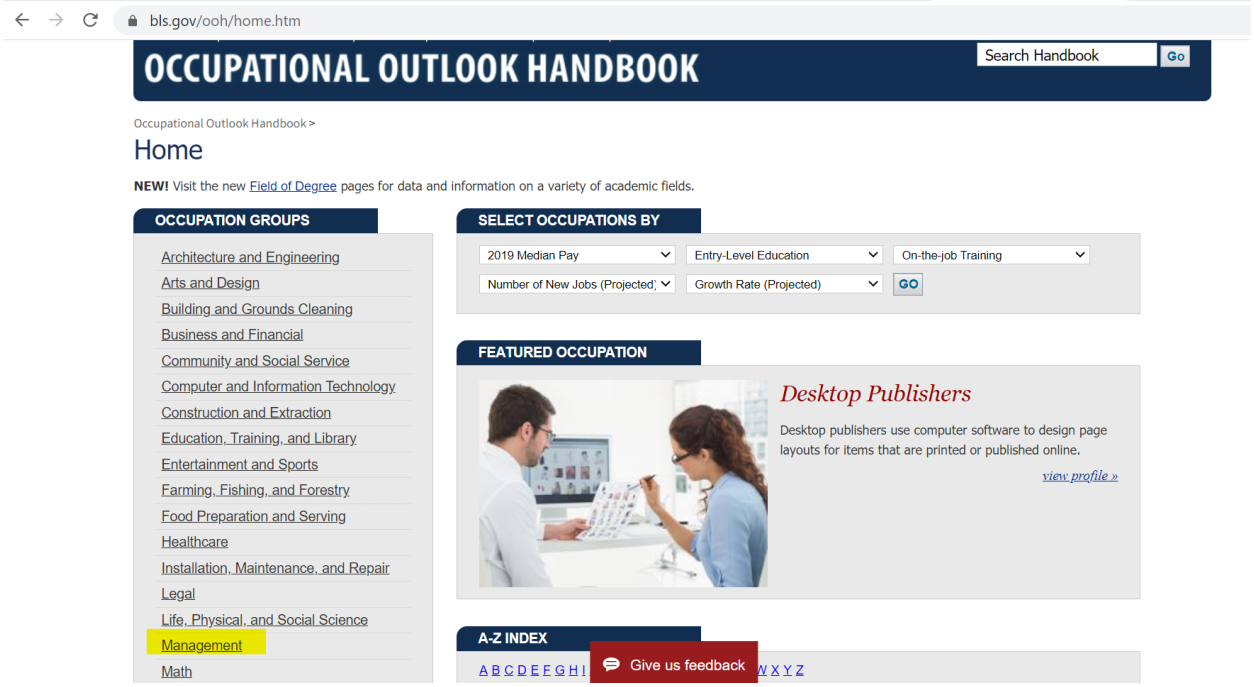
Supply and demand analyses are useful for educators, employers, and policymakers, but there are two underlying limitations.

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

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

Handbook

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



Listing 1

Occupational Outlook Handbook, BLS
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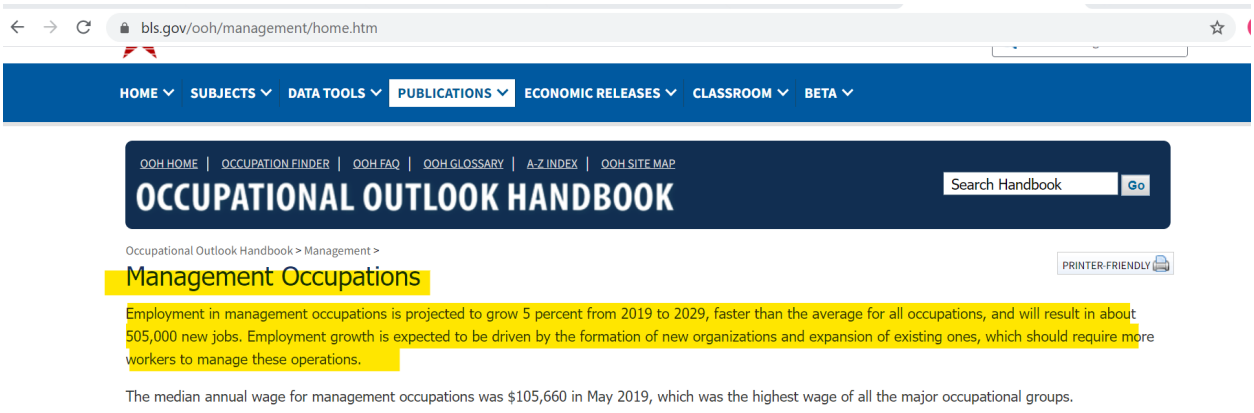

Listing 2

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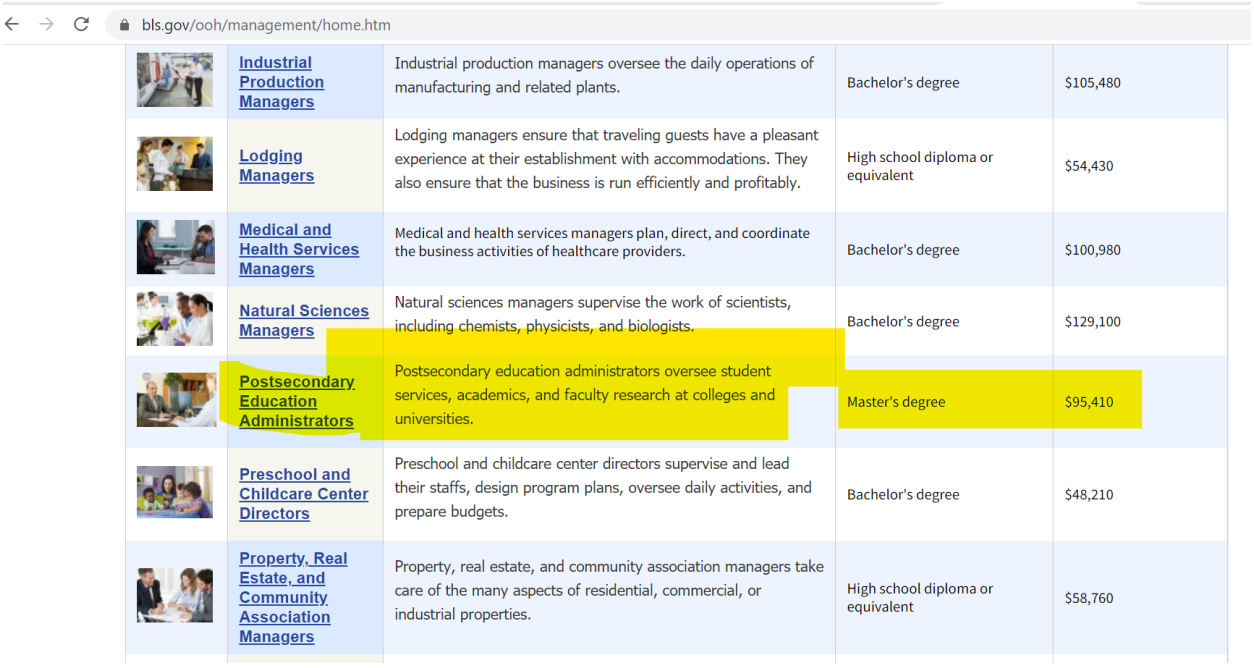
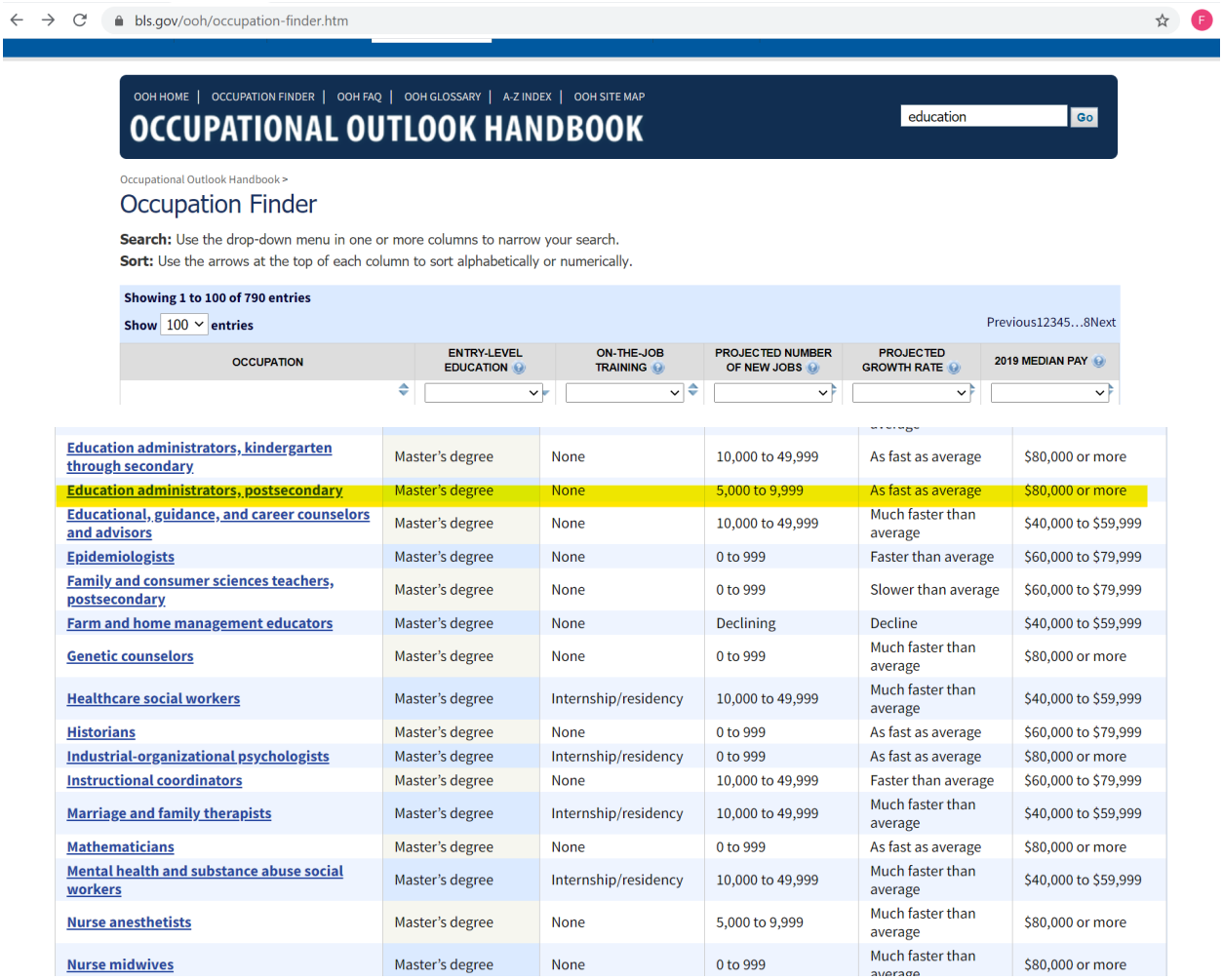
https://www.bls.gov/ooh/management/home.htm



Occupation finder

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

Appendix 2



bls.gov/ooh/occupation-finder.htm

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

OCCUPATIONAL OUTLOOK HANDBOOK

education Go

Occupational Outlook Handbook >

Occupation Finder

Search: Use the drop-down menu in one or more columns to narrow your search.
Sort: Use the arrows at the top of each column to sort alphabetically or numerically.

Showing 1 to 100 of 790 entries

Show 100 **entries**

Previous12345…8Next

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

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

Results

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

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

Results

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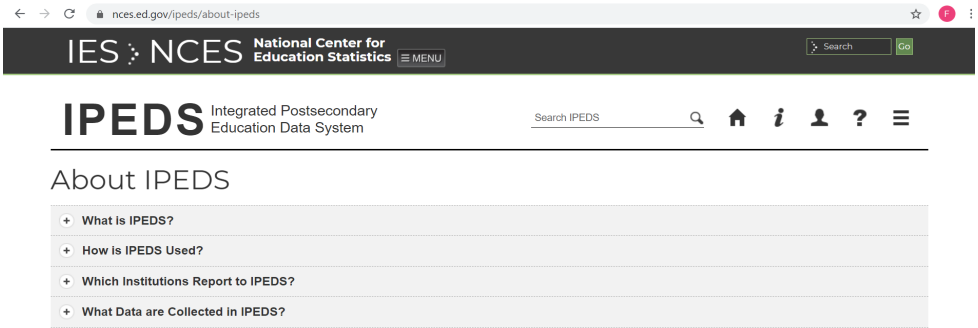
(NCES) National Center for Education Statistics. Integrated Post-Secondary Education Data System. https://nces.ed.gov/ipeds/about-ipeds



Inside higher education

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

Grad Students Should Consider Administrative Work

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

By Chris M. Golde // August 5, 2019

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

ISTOCKPHOTO.COM/GREMLIN

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

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

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

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

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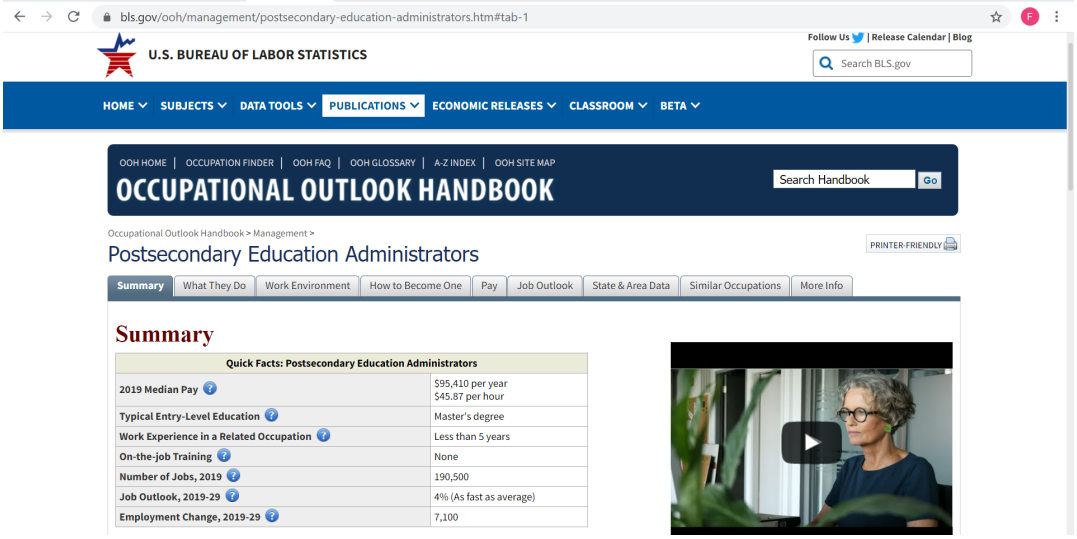
Summary Occupational Outlook Handbook

Occupational Outlook Handbook, BLS

Summary

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



Occupational Outlook Handbook, BLS

Duties

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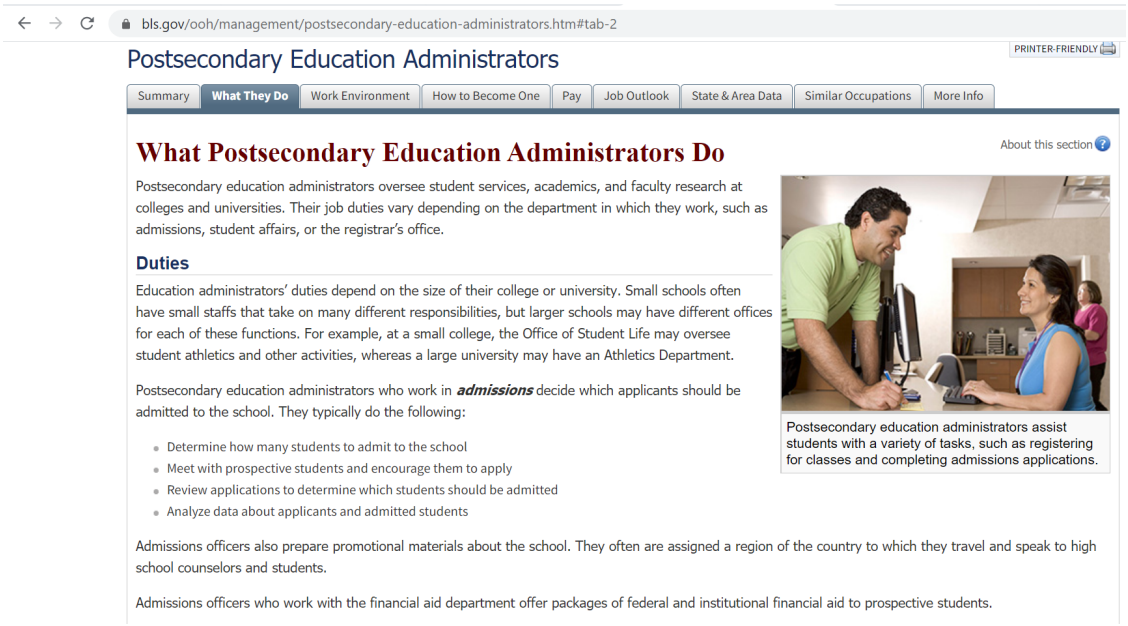

Work Environment Occupational Outlook Handbook

Occupational Outlook Handbook, BLS
Work Environment
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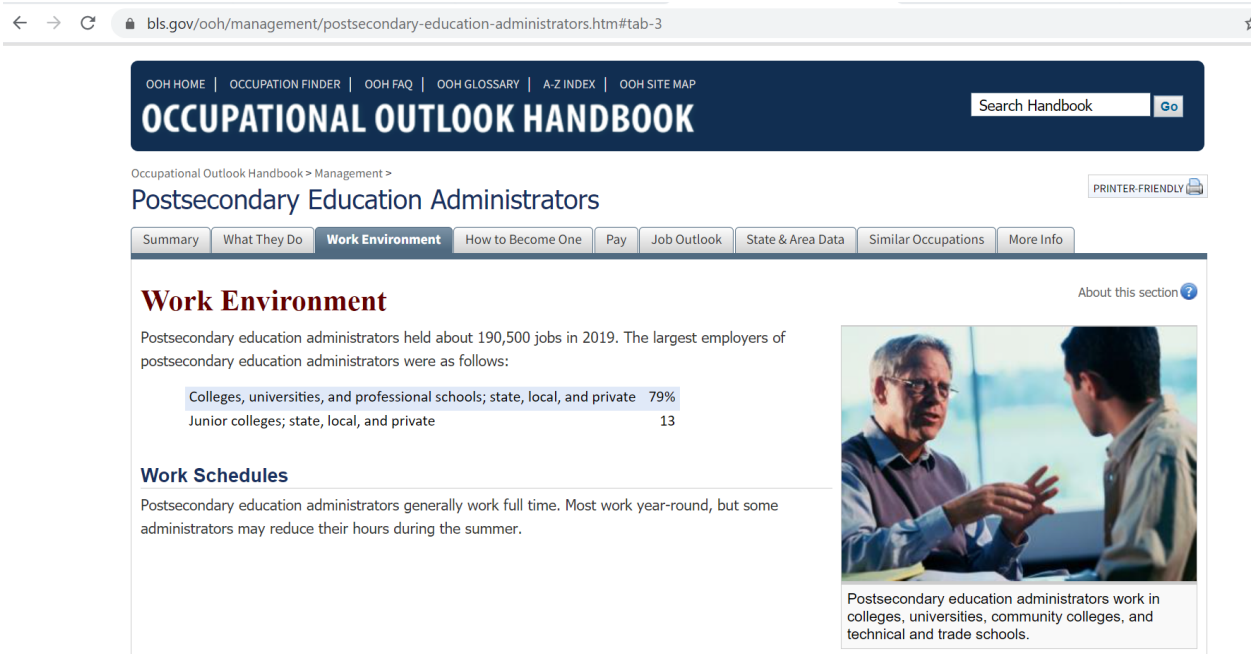

Attainment Occupational Outlook Handbook

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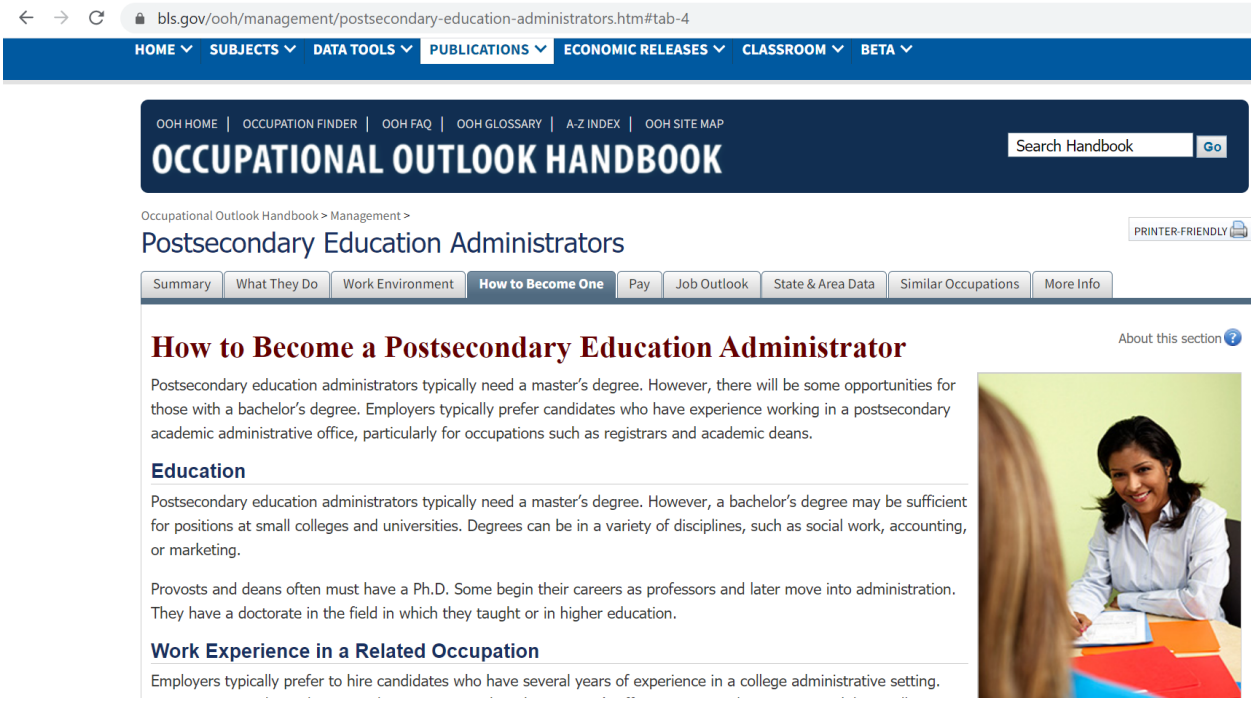

Pay Occupational Outlook Handbook

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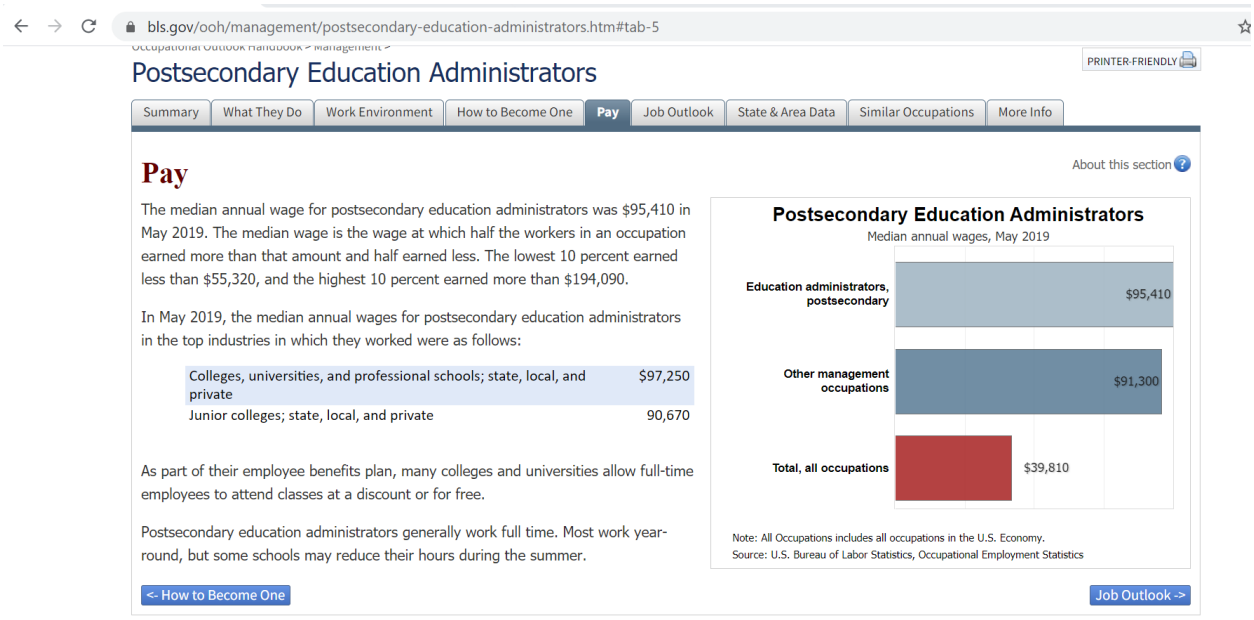

Job Outlook Occupational Outlook Handbook

Occupational Outlook Handbook, BLS
Job Outlook
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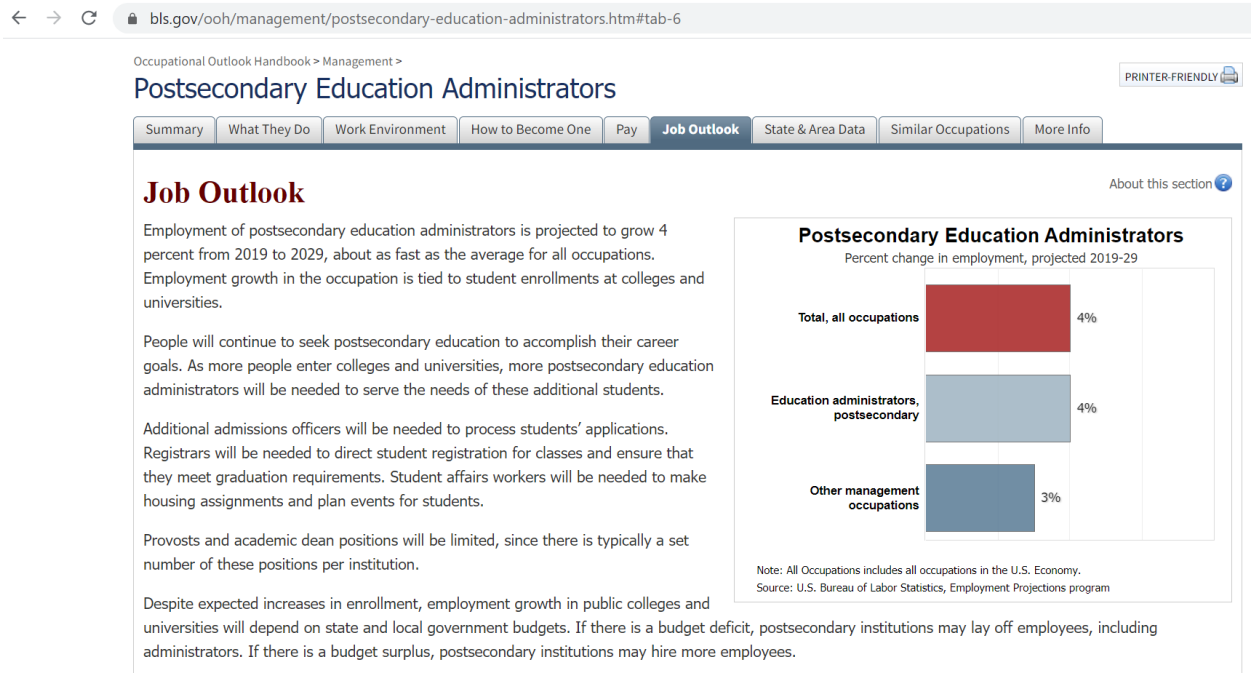
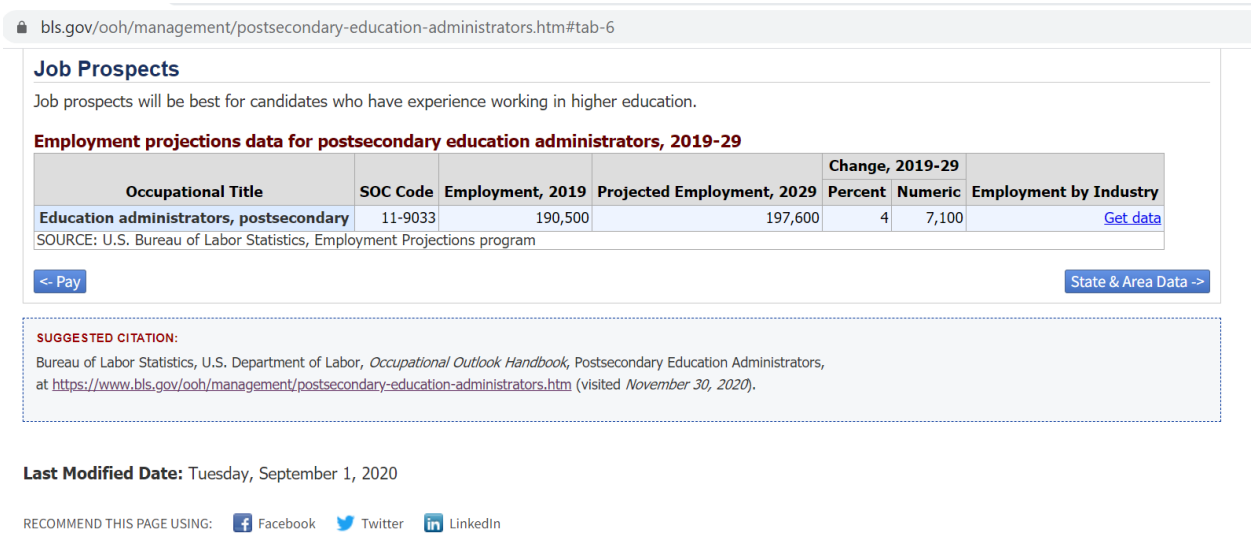


Job Outlook continued



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

Job Prospects

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

Employment projections data for postsecondary education administrators, 2019-29

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

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

<- Pay | State & Area Data ->

SUGGESTED CITATION:

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

Last Modified Date: Tuesday, September 1, 2020

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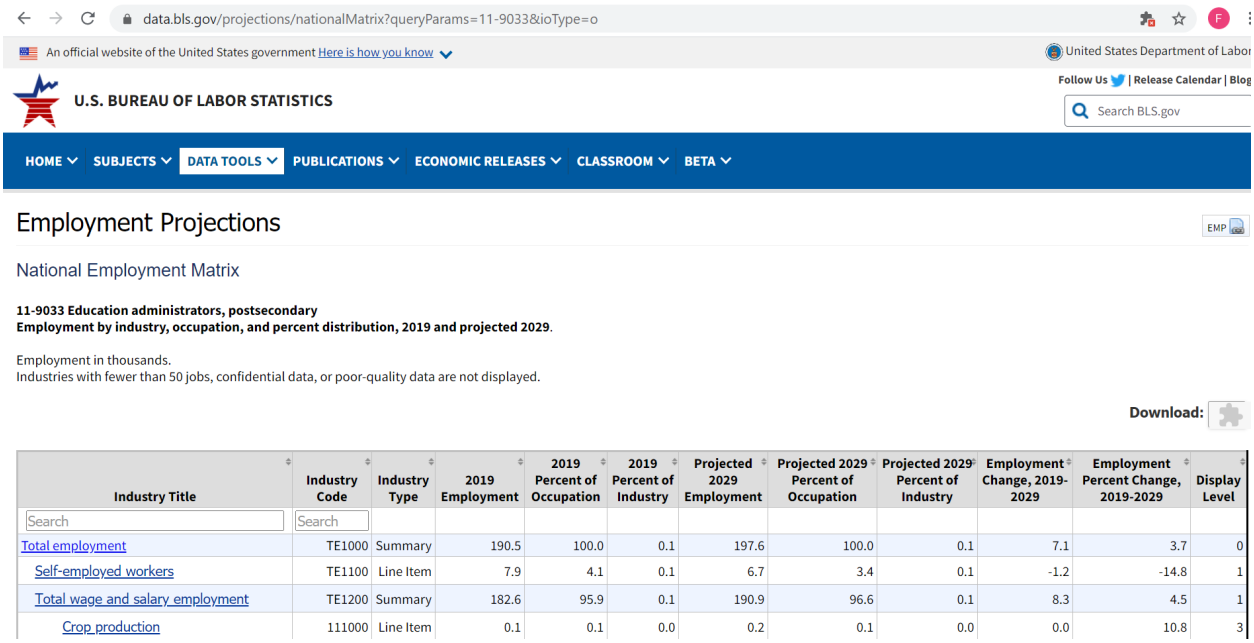
Employment projections Occupational Outlook Handbook

Employment Projections
National Employment Matrix
11-9033 Education administrators, postsecondary
Employment by Industry, occupation, and percent distribution, 2019 and projected 2029
https://data.bls.gov/projections/nationalMatrix?queryParams=11-9033&ioType=o

Appendix 2



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

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

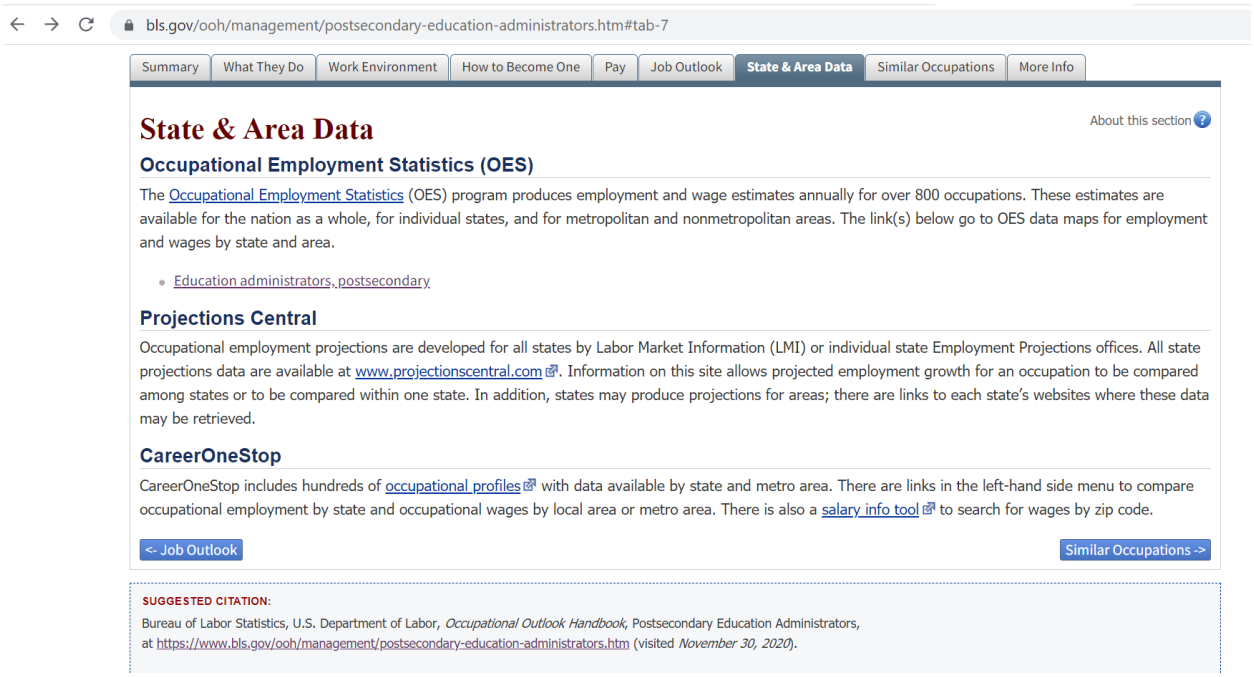
An observation of the Employment Projections by the BLS is projecting an employment percent change of 6.2% from 2019 to 2029 for the industry title “Colleges, universities, and professional schools; state, local and private” for the occupation “education administrators, postsecondary.”

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

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

State and Area Data Occupational Outlook Handbook

State and Area Data
https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7



OES Occupational Outlook Handbook

Occupational Employment Statistics (OES)
Accessed via link for State and Area Data
https://www.bls.gov/oes/current/oes119033.htm#st

bls.gov/oes/current/oes119033.htm#st

Occupational Employment Statistics

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Occupational Employment and Wages, May 2019

11-9033 Education Administrators, Postsecondary

Plan, direct, or coordinate student instruction, administration, and services, as well as other research and educational activities, at postsecondary institutions, including universities, colleges, and junior and community colleges.

National estimates for this occupation
Industry profile for this occupation
Geographic profile for this occupation

National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

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

Percentile wage estimates for this occupation:

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

Industry profile for this occupation: Top

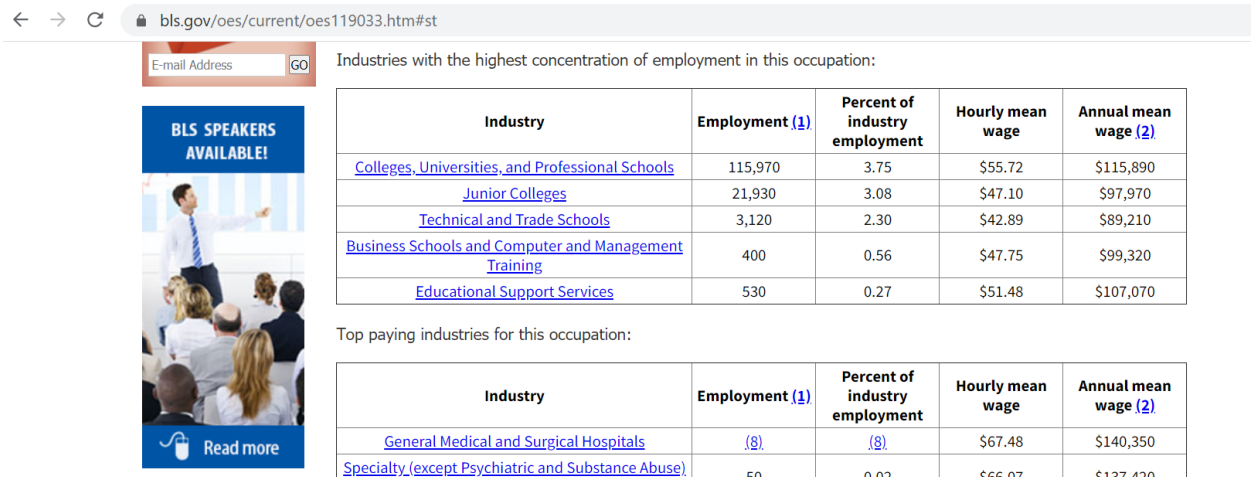
Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the Create Customized Tables function.

Industries with the highest levels of employment in this occupation:

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

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	115,970	3.75	$55.72	$115,890
Junior Colleges	21,930	3.08	$47.10	$97,970
Technical and Trade Schools	3,120	2.30	$42.89	$89,210
Business Schools and Computer and Management Training	400	0.56	$47.75	$99,320
Educational Support Services	530	0.27	$51.48	$107,070



Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	115,970	3.75	$55.72	$115,890
Junior Colleges	21,930	3.08	$47.10	$97,970
Technical and Trade Schools	3,120	2.30	$42.89	$89,210
Business Schools and Computer and Management Training	400	0.56	$47.75	$99,320
Educational Support Services	530	0.27	$51.48	$107,070

Top paying industries for this occupation:

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

OES 2 Occupational Outlook Handbook

Occupational Employment Statistics (OES)
Accessed via link for State and Area Data
https://www.bls.gov/oes/current/oes119033.htm#st

States with the highest employment level in this occupation:

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

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

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

OES 3 Metro Nonmetro Occupational Outlook Handbook

Occupational Employment Statistics (OES)
Accessed via link for State and Area Data
Metro Nonmetro centers
https://www.bls.gov/oes/current/oes119033.htm#st

Metropolitan areas with the highest employment level in this occupation:

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

Appendix 2

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

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

Top paying metropolitan areas for this occupation:

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

Nonmetropolitan areas with the highest employment in this occupation:

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

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

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

Top paying nonmetropolitan areas for this occupation:

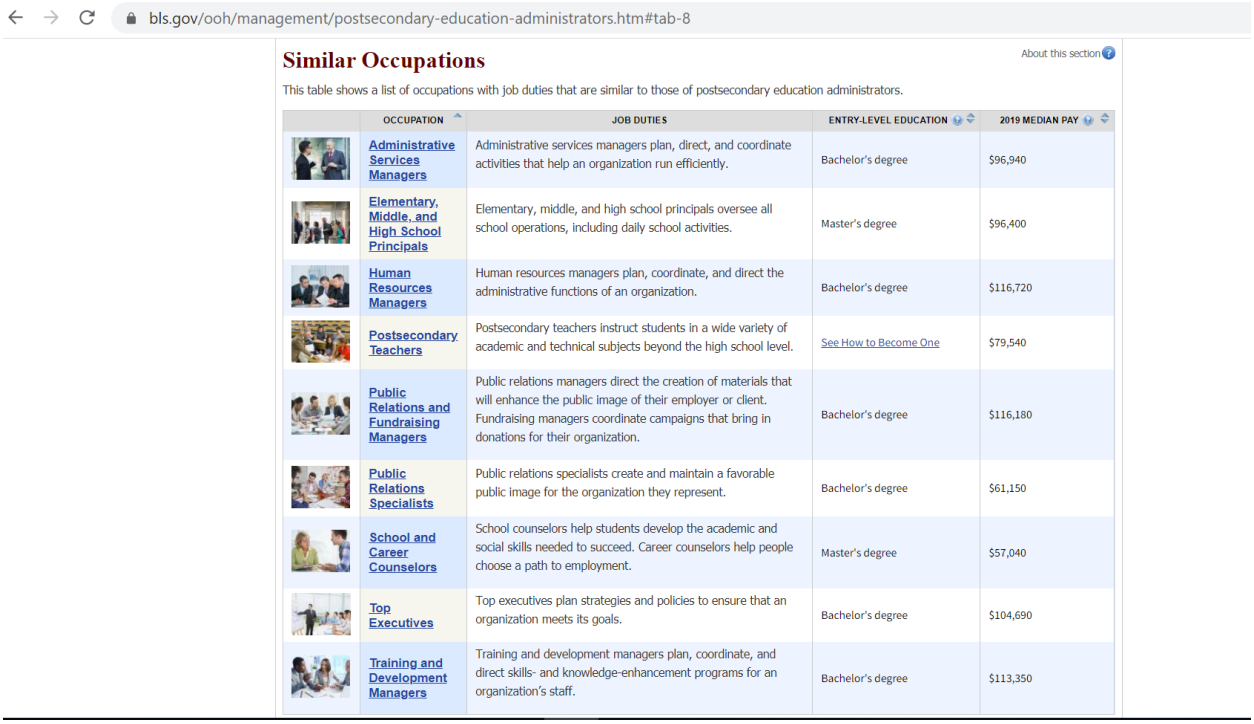
Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Eastern Wyoming nonmetropolitan area	80	0.96	0.97	$69.61	$144,780
East South Dakota nonmetropolitan area	110	0.84	0.85	$64.74	$134,670
Hawaii / Kauai nonmetropolitan area	40	0.36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

Appendix 2

Postsecondary education administrators

Similar occupations

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



bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-8

Similar Occupations

About this section

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

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

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

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

References

Remi references

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

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

REMI, UC Occupations, post

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

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REMI, UC Occupations, other

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

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REMI, Earnings, UC

6/9/2021

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

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REMI, Detailed, UCR

6/9/2021

Standard Regional Control - Educational services; private

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

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:alculated by dividing Earnings by Employment.
- Demand:The amount of goods and services demanded by the local region (imports plus self supply).
- Domestic Demand:The amount of goods and services demanded by the local region from within the nation. The components are Self Supply, Imports from Multiregions, and Imports from Rest of Nation.
- Intermediate Demand:The demand for material inputs to the production of final goods
- Local Consumption Demand:The demand for consumer goods.
- Government Demand:The demand for goods and services by government expenditures.
- Investment Activity Demand:The demand for capital goods.
- Total Imports:The amount of goods and services produced in other regions in a multi-region model, the rest-of-nation region, and the rest of the world that are consumed locally.
- Imports from Multiregions:The amount of goods and services produced in other regions in a multi-region model that are consumed locally.
- Imports from Rest of Nation:The amount of goods and services produced in the rest of nation region that are consumed locally.
- Imports from Rest of World:The amount of goods and services produced in the rest of the world that are consumed locally.
- Share of Foreign Imports:The region's share of the nation's foreign imports based on the share in the last history year and the region's relative cost of production.

- Self Supply:The amount of local demand supplied locally (Regional Purchase Coefficient multiplied by Demand).

- Total Exports:The amount of local production exported out of the local region to destinations in other regions in a multi-regional model, to the rest-of-nation region, and the rest of the world.

- Exports to Multiregions:The amount of local production exported out of the local region to destinations in other regions in a multi-regional model.

- Exports to Rest of Nation:The amount of local production exported out of the local region to the rest-of-nation region.

- Exports to Rest of World:The amount of local production exported out of the local region to the rest of the world.

- Exogenous Industry Sales:The direct amount of Industry Sales entered by the user into the Industry Sales/Exogenous Production Policy Variable.

- Exogenous Industry Demand: The direct amount of Industry Final Demand entered by the user into the Exogenous Final Demand Policy Variable.

- Share of Foreign Exports: The region's share of the nation's foreign exports based on the share in the last history year and the region's relative cost of production.

- Output: The amount of production, including all intermediate goods purchased as well as value added (compensation and profit). Can also be thought of as sales or supply. The components of Output are Self Supply and Exports (Multiregions, Rest of Nation, and Rest of World).

- Domestic Supply: The amount of local production supplied to regions within the nation. The components are Self Supply, Exports to Multiregions, and Exports to Rest of Nation.

- Value-Added: The gross output of an industry or a sector less its intermediate inputs; the contribution of an industry or sector to gross domestic product (GDP). Value added by industry can also be measured as the sum of compensation of employees, taxes on production and imports less subsidies, and gross operating surplus.

- Wages and Salaries: The monetary remuneration of employees, including the compensation of corporate officers; commissions, tips, and bonuses; voluntary employee contributions to certain deferred compensation plans, such as 401(k) plans; and receipts in kind that represent income.

- Compensation: The sum of Wages and Salaries and Supplements to Wages and Salaries.

- Earnings by Place of Work: The sum of Wages and Salaries, Supplements to Wages and Salaries, and Proprietors' Income.

- Proprietors' Income: Current-production income of sole proprietorships, partnerships, and tax-exempt cooperatives. Excludes dividends, monetary interest received by nonfinancial business, and rental income received by persons not primarily engaged in the real estate business.

- Supplements to Wages and Salaries: Consists of employer contributions for employee pension and insurance funds and employer contributions for government social insurance.
- Labor Productivity: Output divided by Employment (Output per Employee).

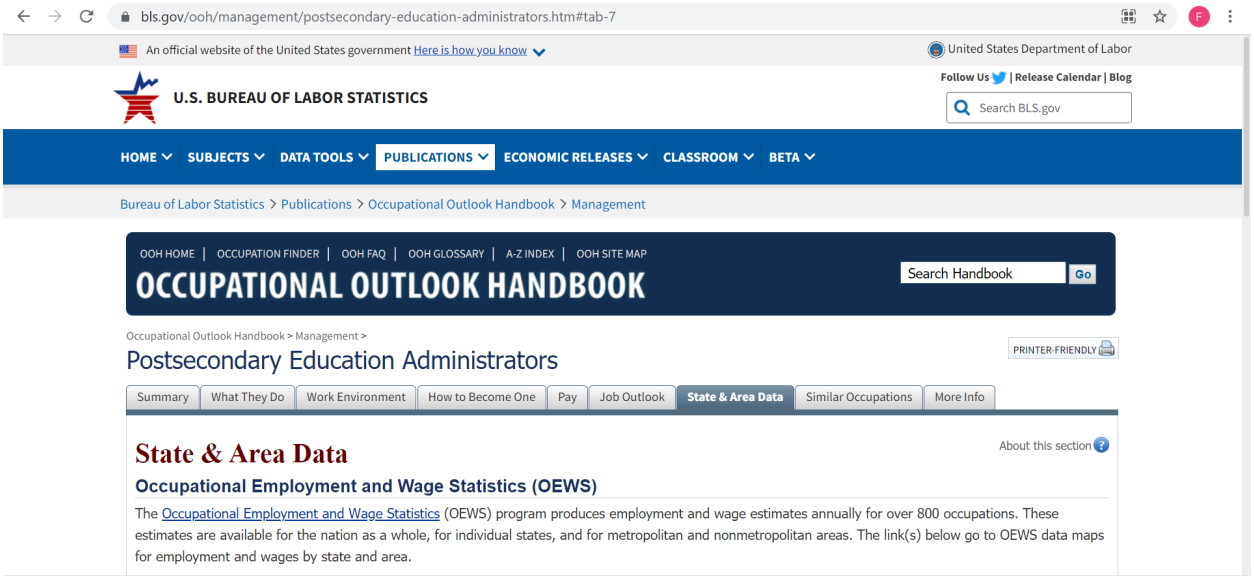
- Industrial Mix Index: A measure of the difference in a region's growth due to its industrial composition, relative to the nation. If Industrial Mix Index is greater than one, then the region has a mix of detailed industries that have a rate of growth that is higher than the average growth as represented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

- National Deflator: An industry-specific national price deflator, which is determined outside of the model.

Bureau of Labor and Statistics

Handbook. U.S. Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook for Post Secondary Education Administrators.
https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-7

Handbook screenshot



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

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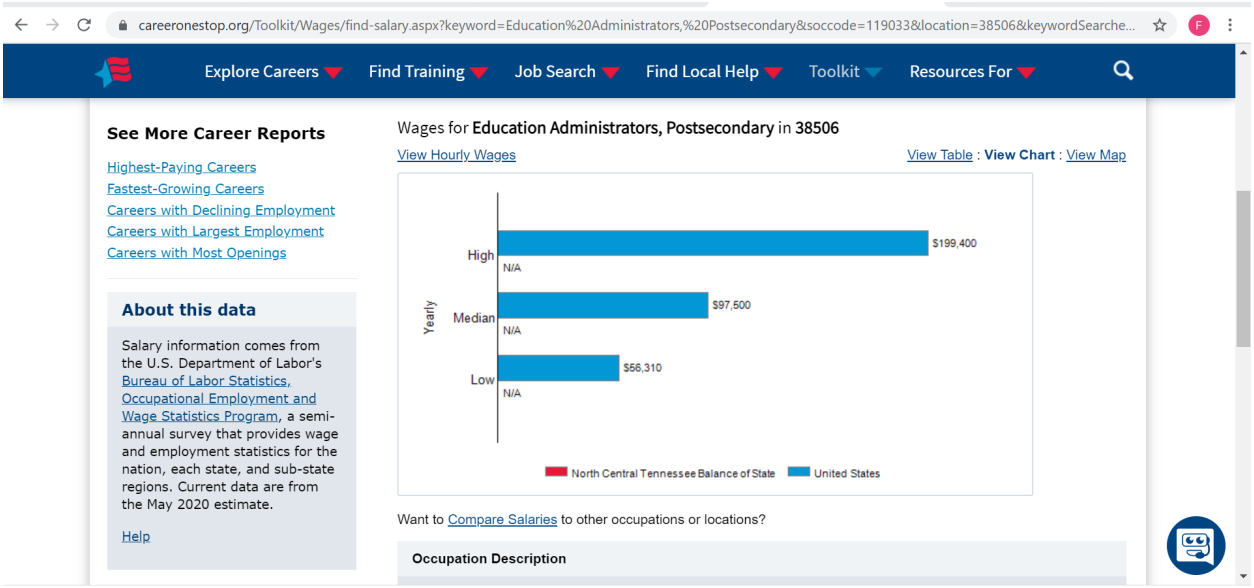

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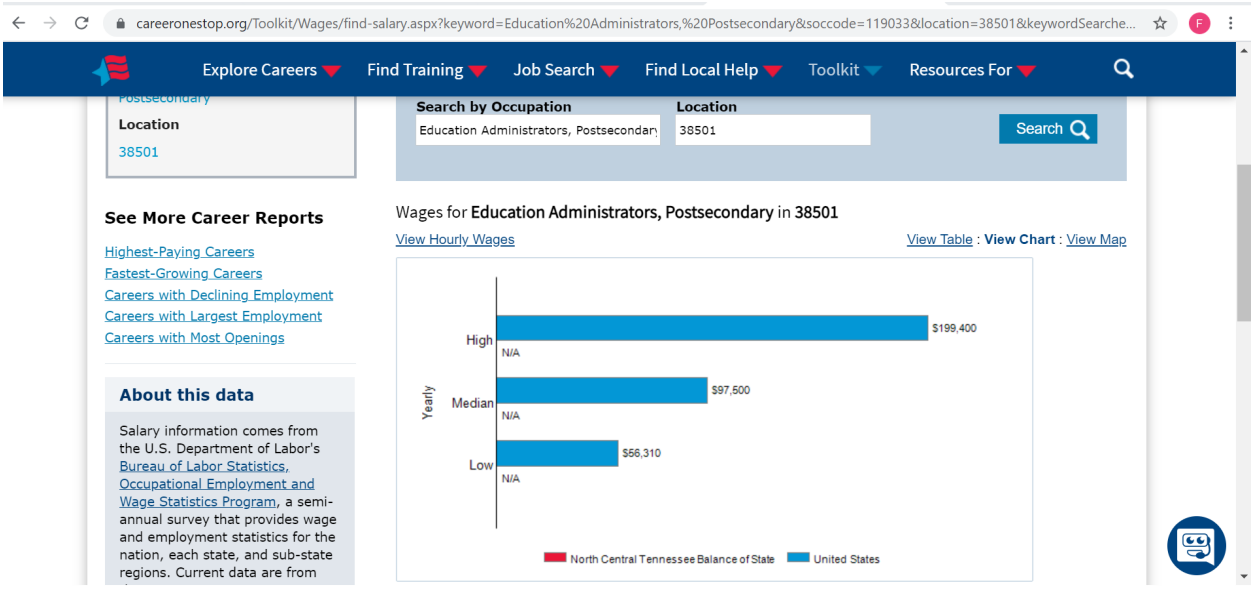

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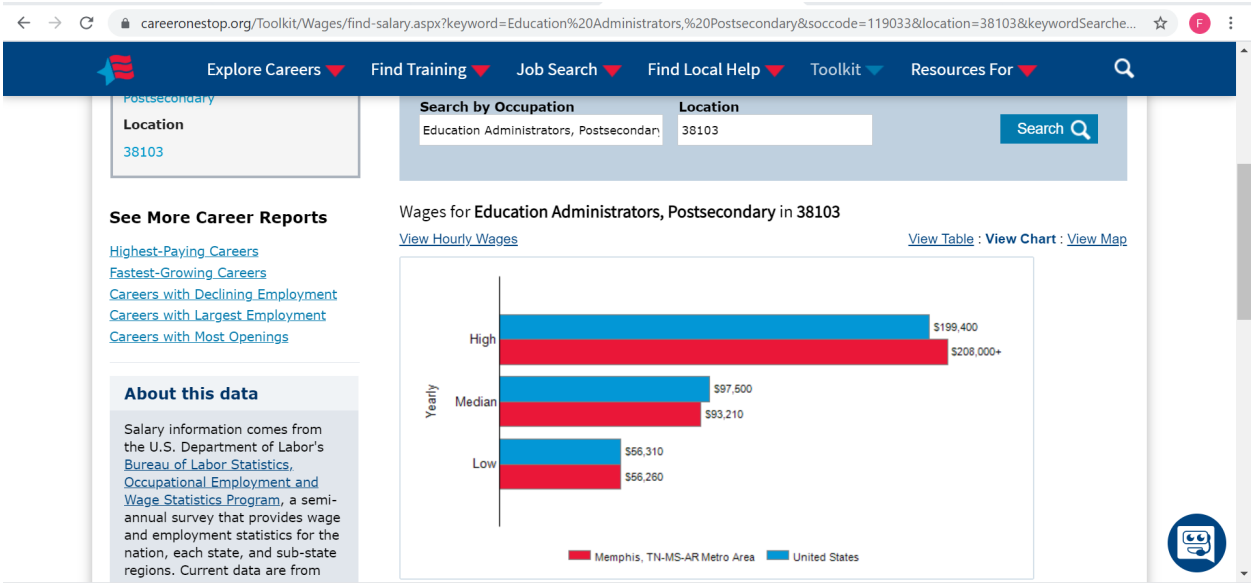

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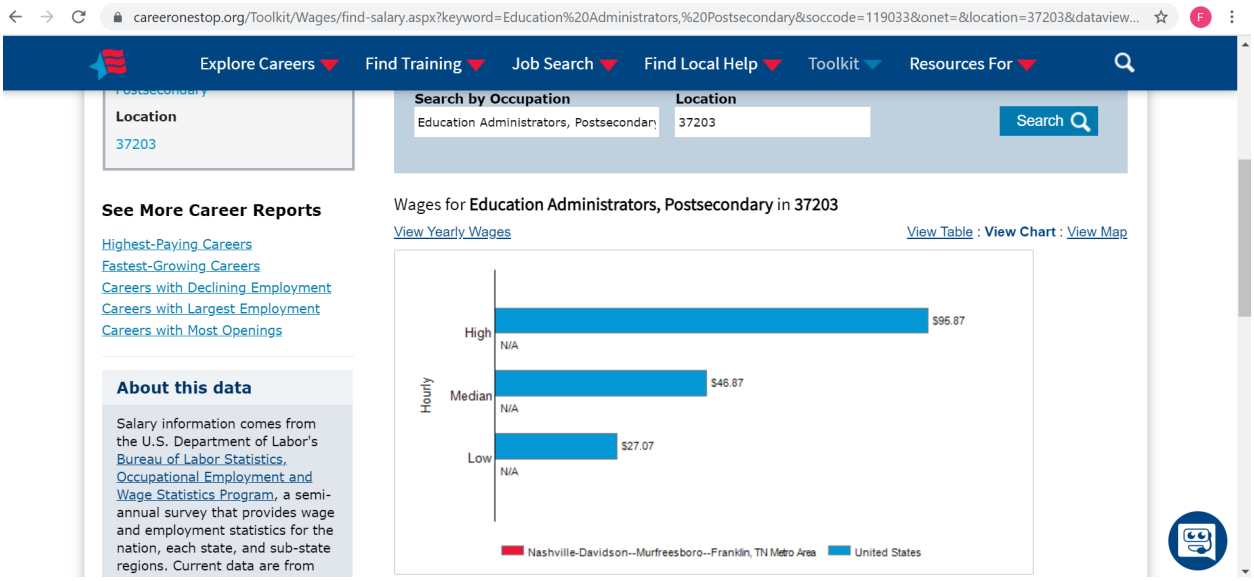
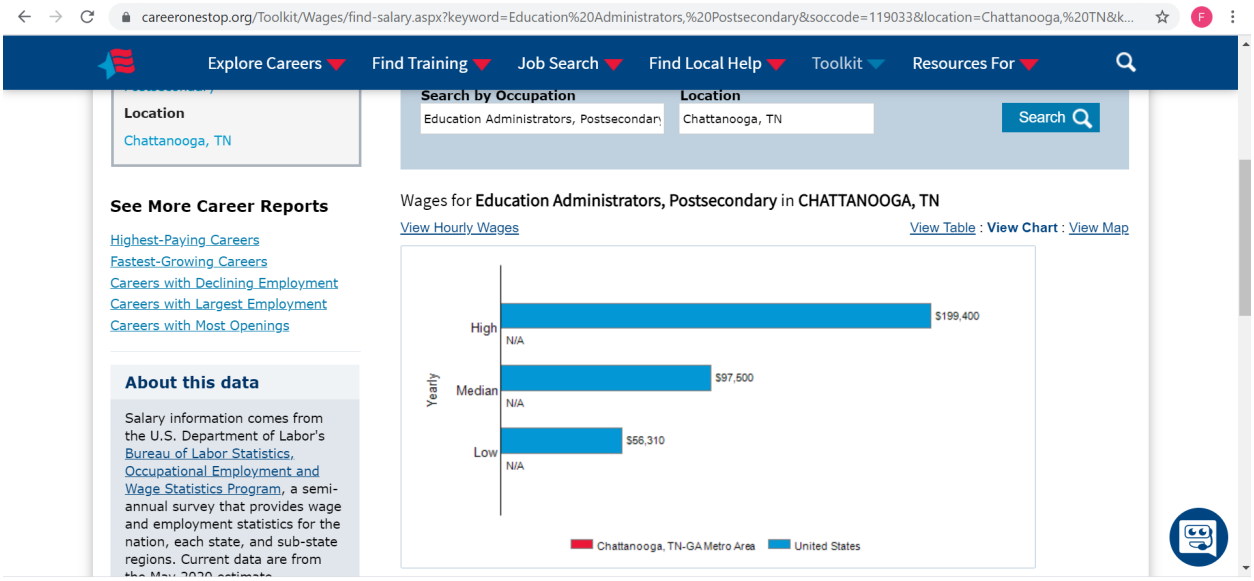
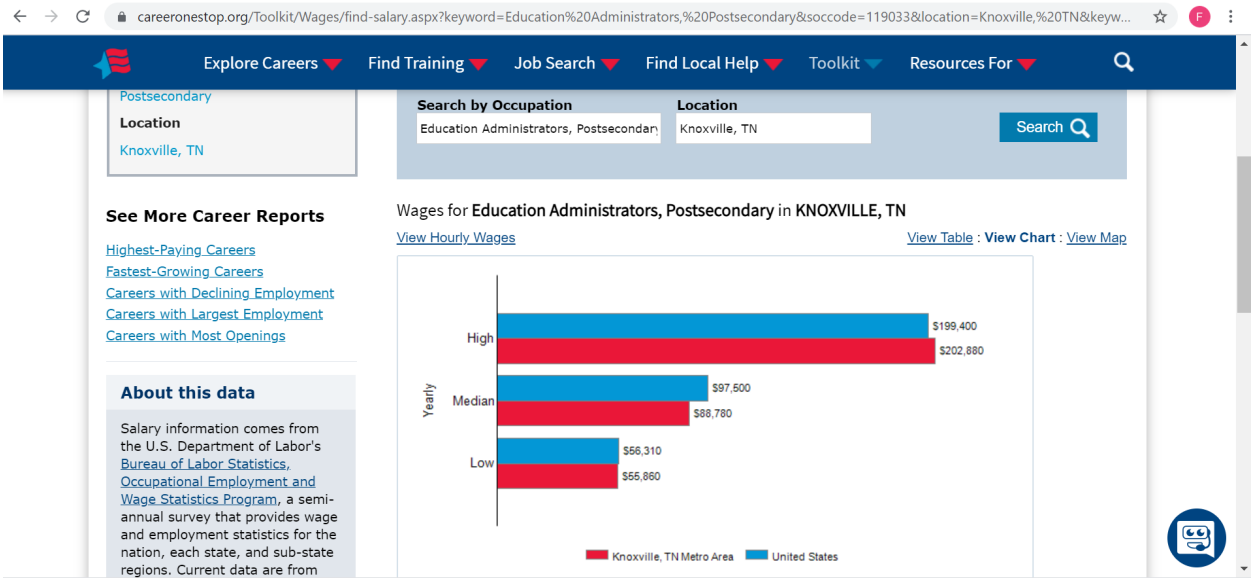


careeronestop.org screenshot
Chattanooga area



careeronestop.org screenshot
Knoxville area



Appendix 2

DEANS FOR IMPACT

July 9, 2021

To Whom It May Concern,

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

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

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

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

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

Sincerely,

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

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

HIGHLANDS
ECONOMIC PARTNERSHIP

July 6, 2021

To Whom It May Concern:

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

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

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

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

Sincerely,

Amy New

Amy New
President & CEO

One West First Street, Cookeville, TN 38501 | www.HighlandsOfTN.com | o: 931.526.2211 f: 931.526.4023

LMU | Lincoln Memorial University
6965 Cumberland Gap Parkway • Harrogate, TN 37752 • www.LMUnet.edu

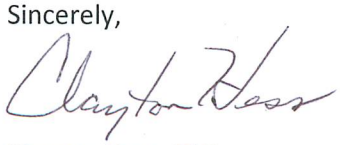
June 30, 2021

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

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

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

Sincerely,



Clayton Hess, PhD
President

OFFICE OF THE PRESIDENT

July 2, 2021

Dear Dr. Zagumny,

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

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

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

Most cordially,

Michael Torrence, Ph.D.

Dr. Michael Torrence

President

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

July 12, 2021

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

To Whom It May Concern:

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

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

Sincerely,

Candice McQueen, Ph.D.
Chief Executive Officer

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

Office of the President

June 30, 2021

Dear Dr. Zagumny,

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

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

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

Sincerely,

Dr. Chris Whaley
President

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

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

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

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

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

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

Notes:

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

(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.
Revenue is expected to be generated in Year 1. Tuition increase is assumed at 1% each year.

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

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

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

(6) Provide information regarding other sources of the funding.
A cost of living increase of 1.5% has been calculated in faculty salary.

Enrollment Management & Career Placement

TENNESSEE TECH

September 7, 2021

Dear Dr. Zagumny,

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

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

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

Sincerely,

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

Tennessee Tech / 805 Quadrangle / Campus Box 5097 / Cookeville, TN 38505 / P. 931-372-3693 / emcp@tntech.edu / **tntech.edu/em**

September 8, 2021

Dear Dr. Zagumny,

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

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

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

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

Sincerely,

Cynthia Polk-Johnson

Cynthia Polk-Johnson, Ph.D.
Vice President for Student Affairs

Postsecondary Education Administrators

Summary

Summary

Quick Facts: Postsecondary Education Administrators	
2020 Median Pay	$97,500 per year $46.87 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2020	178,800
Job Outlook, 2020-30	8% (As fast as average)
Employment Change, 2020-30	13,400

What Postsecondary Education Administrators Do

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

Work Environment

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

How to Become a Postsecondary Education Administrator

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

Pay

The median annual wage for postsecondary education administrators was $97,500 in May 2020.

Job Outlook

Employment of postsecondary education administrators is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations.

About 14,500 openings for postsecondary education administrators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

State & Area Data

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

Similar Occupations

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

More Information, Including Links to O*NET

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

What They Do ->

What They Do

What Postsecondary Education Administrators Do

About this section

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

Duties

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

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

- Determine how many students to admit to the school

- Meet with prospective students and encourage them to apply
- Review applications to determine which students should be admitted
- Analyze data about applicants and admitted students

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

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

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

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

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

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

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

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

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

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

<- Summary

Work Environment ->

Work Environment

Work Environment

About this section

Postsecondary education administrators held about 178,800 jobs in 2020. The largest employers of postsecondary education administrators were as follows:

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

Work Schedules

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

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

<- What They Do

How to Become One ->

How to Become One

How to Become a Postsecondary Education Administrator

About this section

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

Education

Postsecondary education administrators typically need a master's degree. However, a bachelor's degree may be sufficient for positions at small colleges and universities. Degrees can be in a variety of disciplines, such as social work, accounting, or marketing.

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

Work Experience in a Related Occupation

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

Important Qualities

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

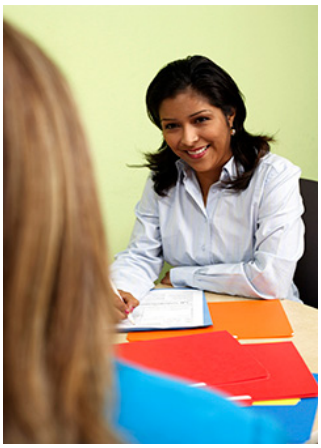
Interpersonal skills. Postsecondary education administrators need to build good relationships with colleagues, students, and parents. For example, those in admissions need to be outgoing so they can encourage prospective students to apply to the school.

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

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

Advancement

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



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

<- Work Environment

Pay ->

Pay

Pay

About this section

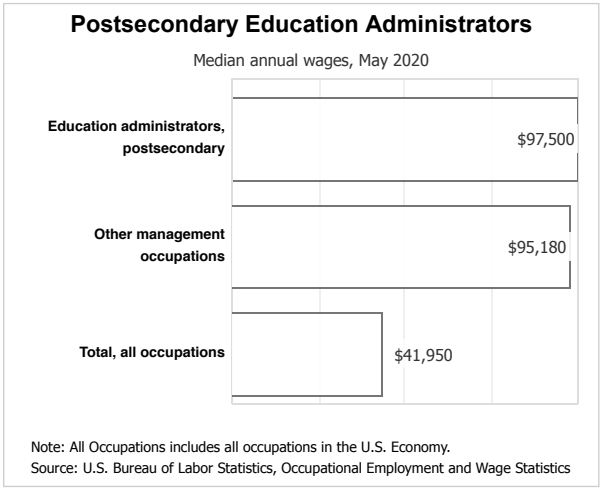
The median annual wage for postsecondary education administrators was $97,500 in May 2020. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $56,310, and the highest 10 percent earned more than $199,400.

In May 2020, the median annual wages for postsecondary education administrators in the top industries in which they worked were as follows:

Colleges, universities, and professional schools; state, local, and private	$100,060
Junior colleges; state, local, and private	90,470

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

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



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

<- How to Become One

Job Outlook ->

Job Outlook

Job Outlook

About this section

Employment of postsecondary education administrators is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations.

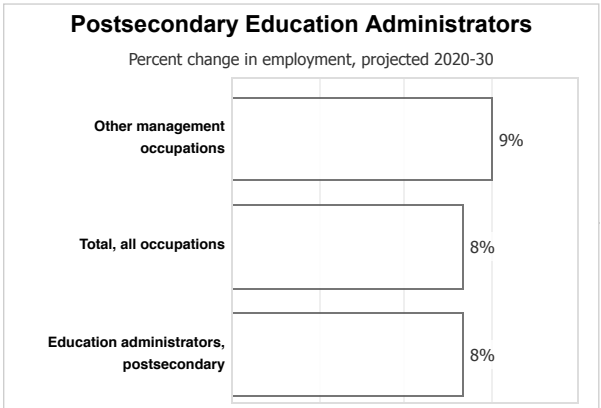
About 14,500 openings for postsecondary education administrators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

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

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

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



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

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

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

Employment projections data for postsecondary education administrators, 2020-30

Occupational Title	SOC Code	Employment, 2020	Projected Employment, 2030	Change, 2020-30		Employment by Industry
				Percent	Numeric	
Education administrators, postsecondary	11-9033	178,800	192,200	8	13,400	Get data
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						

<- Pay

State & Area Data ->

State & Area Data

State & Area Data

About this section

Occupational Employment and Wage Statistics (OEWS)

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

- Education administrators, postsecondary

Projections Central

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

CareerOneStop

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

<- Job Outlook

Similar Occupations ->

Similar Occupations

Similar Occupations

About this section

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

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2020 MEDIAN PAY
	**Administrative Services and Facilities Managers**	Administrative services and facilities managers plan, direct, and coordinate activities that help an organization run efficiently.	Bachelor's degree	$98,890
	**Elementary, Middle, and High School Principals**	Elementary, middle, and high school principals oversee all school operations, including daily school activities.	Master's degree	$98,490
	**Human Resources Managers**	Human resources managers plan, coordinate, and direct the administrative functions of an organization.	Bachelor's degree	$121,220
	**Postsecondary Teachers**	Postsecondary teachers instruct students in a variety of academic subjects beyond the high school level.	See How to Become One	$80,560
	**Public Relations and Fundraising Managers**	Public relations managers direct the creation of materials that will enhance the public image of their employer or client. Fundraising managers coordinate campaigns that bring in donations for their organization.	Bachelor's degree	$118,430
	**Public Relations Specialists**	Public relations specialists create and maintain a favorable public image for the organization they represent.	Bachelor's degree	$62,810
	**School and Career Counselors and Advisors**	School counselors help students develop academic and social skills. Career counselors and advisors help people choose a path to employment.	Master's degree	$58,120
	**Top Executives**	Top executives plan strategies and policies to ensure that an organization meets its goals.	Bachelor's degree	$107,680
	**Training and Development Managers**	Training and development managers plan, coordinate, and direct skills- and knowledge-enhancement programs for an organization's staff.	Bachelor's degree	$115,640

<- State & Area Data

More Info ->

More Info

Contacts for More Information

About this section

For more information about registrars or admissions counselors, visit

American Association of Collegiate Registrars and Admissions Officers

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

NASPA - Student Affairs Administrators in Higher Education

O*NET

Education Administrators, Postsecondary

<- Similar Occupations

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Education Administrators, at https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm (visited *September 08, 2021*).

Last Modified Date: Wednesday, September 8, 2021

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

Telephone:1-202-691-5700 www.bls.gov/ooh Contact OOH

Occupational Employment and Wage Statistics

May 2020 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

North Central Tennessee nonmetropolitan area

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 the North Central Tennessee nonmetropolitan area.

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 North Central Tennessee nonmetropolitan area (**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

To sort this table by a different column, click on the column header

Display All records Text search table:

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
00-0000	**All Occupations**	total	105,620	2.6%	1000.000	1.00	$15.25	$18.79	$39,070	1.4%
11-0000	**Management Occupations**	major	4,560	4.6%	43.213	0.76	$33.17	$38.01	$79,050	2.3%
11-1011	Chief Executives	detail	240	25.8%	2.252	1.55	$28.20	$42.94	$89,320	14.7%
11-1021	General and Operations Managers	detail	1,250	7.8%	11.863	0.70	$35.48	$40.00	$83,200	4.1%
11-2022	Sales Managers	detail	140	17.3%	1.320	0.47	$43.29	$48.59	$101,060	8.3%
11-3010	Administrative Services and Facilities Managers	broad	120	16.0%	1.141	0.52	$37.03	$39.71	$82,600	4.1%
11-3021	Computer and Information Systems Managers	detail	110	10.1%	1.048	0.32	$40.56	$48.90	$101,710	9.8%
11-3031	Financial Managers	detail	350	10.2%	3.348	0.71	$41.12	$47.85	$99,520	4.5%
11-3051	Industrial Production Managers	detail	210	11.0%	1.986	1.54	$30.81	$35.57	$73,980	5.0%
11-3061	Purchasing Managers	detail	30	20.5%	0.316	0.62	$40.90	$42.01	$87,390	5.6%
11-3071	Transportation, Storage, and Distribution Managers	detail	100	32.0%	0.986	1.04	$31.60	$36.77	$76,480	7.4%
11-3121	Human Resources Managers	detail	110	13.5%	1.064	0.95	$39.42	$41.80	$86,940	6.7%
11-9021	Construction Managers	detail	110	21.4%	1.020	0.50	$30.48	$38.53	$80,130	9.5%
11-9031	Education and Childcare Administrators, Preschool and Daycare	detail	(8)	(8)	(8)	(8)	$29.44	$28.91	$60,130	8.3%

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
11-9032	Education Administrators, Kindergarten through Secondary	detail	260	16.2%	2.455	1.30	(4)	(4)	$70,390	1.5%
11-9033	Education Administrators, Postsecondary	detail	100	49.9%	0.993	0.98	(8)	(8)	(8)	(8)
11-9041	Architectural and Engineering Managers	detail	60	19.8%	0.544	0.39	$42.26	$46.34	$96,400	6.0%
11-9051	Food Service Managers	detail	310	16.9%	2.903	2.05	$16.91	$18.40	$38,280	7.3%
11-9081	Lodging Managers	detail	30	30.1%	0.310	1.35	$27.20	$28.61	$59,510	16.7%
11-9111	Medical and Health Services Managers	detail	260	15.4%	2.416	0.83	$32.21	$36.10	$75,090	4.5%
11-9141	Property, Real Estate, and Community Association Managers	detail	70	31.2%	0.662	0.42	$19.01	$27.71	$57,640	15.0%
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	detail	480	15.6%	4.536	1.34	$27.85	$30.07	$62,540	4.0%
13-0000	**Business and Financial Operations Occupations**	major	2,820	7.2%	26.660	0.44	$24.52	$27.26	$56,710	2.5%
13-1020	Buyers and Purchasing Agents	broad	160	13.5%	1.492	0.49	$24.08	$25.19	$52,400	2.6%
13-1031	Claims Adjusters, Examiners, and Investigators	detail	40	7.3%	0.403	0.20	$37.95	$36.18	$75,250	3.6%
13-1041	Compliance Officers	detail	160	9.1%	1.559	0.66	$20.03	$22.99	$47,810	3.7%
13-1051	Cost Estimators	detail	40	19.0%	0.376	0.26	$23.20	$31.23	$64,960	11.0%
13-1071	Human Resources Specialists	detail	280	9.3%	2.619	0.56	$21.81	$23.30	$48,470	3.6%
13-1081	Logisticians	detail	50	33.9%	0.504	0.38	$31.90	$37.10	$77,170	21.3%
13-1111	Management Analysts	detail	70	20.6%	0.630	0.12	$38.41	$37.34	$77,670	4.0%
13-1121	Meeting, Convention, and Event Planners	detail	30	26.6%	0.312	0.40	$16.88	$16.70	$34,730	6.2%
13-1141	Compensation, Benefits, and Job Analysis Specialists	detail	40	15.9%	0.335	0.53	$24.16	$25.02	$52,040	6.5%
13-1151	Training and Development Specialists	detail	130	11.0%	1.202	0.53	$18.10	$22.25	$46,280	7.0%
13-1161	Market Research Analysts and Marketing Specialists	detail	160	14.1%	1.499	0.30	$17.91	$20.74	$43,150	7.6%
13-1198	Project Management Specialists and Business Operations Specialists, All Other	detail	360	10.1%	3.416	0.33	$21.16	$22.49	$46,780	3.1%
13-2011	Accountants and Auditors	detail	430	12.4%	4.103	0.45	$26.90	$27.88	$57,990	3.1%
13-2020	Property Appraisers and Assessors	broad	30	32.9%	0.290	0.72	$19.08	$25.02	$52,050	9.2%
13-2041	Credit Analysts	detail	40	27.0%	0.402	0.78	$23.54	$25.38	$52,780	8.6%
13-2052	Personal Financial Advisors	detail	110	35.9%	1.009	0.64	$23.91	$38.18	$79,410	12.3%
13-2072	Loan Officers	detail	270	17.5%	2.560	1.15	$34.00	$37.03	$77,020	4.5%
13-2082	Tax Preparers	detail	120	28.9%	1.127	2.50	(8)	(8)	(8)	(8)
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	detail	220	32.0%	2.062	0.62	$26.88	$36.05	$74,970	12.0%
15-0000	**Computer and Mathematical Occupations**	major	1,090	10.4%	10.283	0.31	$26.77	$31.23	$64,950	5.0%
15-1211	Computer Systems Analysts	detail	80	10.1%	0.739	0.18	$33.27	$34.61	$71,980	4.7%
15-1212	Information Security Analysts	detail	30	19.2%	0.305	0.31	$31.10	$33.94	$70,590	9.4%
15-1231	Computer Network Support Specialists	detail	60	17.1%	0.597	0.45	$22.80	$23.70	$49,310	3.0%
15-1232	Computer User Support Specialists	detail	290	9.1%	2.780	0.61	$18.14	$19.57	$40,710	4.2%
15-1241	Computer Network Architects	detail	50	13.3%	0.441	0.39	$52.53	$50.31	$104,640	7.7%
15-1244	Network and Computer Systems Administrators	detail	90	15.9%	0.867	0.36	$25.21	$26.06	$54,190	4.4%
15-1245	Database Administrators and Architects	detail	30	46.9%	0.289	0.30	(8)	(8)	(8)	(8)
15-1251	Computer Programmers	detail	40	33.7%	0.351	0.27	$40.38	$42.11	$87,590	11.0%
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	detail	210	35.3%	1.978	0.19	$48.18	$45.34	$94,310	3.9%
15-1299	Computer Occupations, All Other	detail	120	14.8%	1.160	0.44	$22.21	$25.12	$52,240	5.9%

Occupational Employment and Wage Statistics

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

To sort this table by a different column, click on the column header

Display All records Text search table:

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
00-0000	**All Occupations**	total	965,690	0.8%	1000.000	1.00	$19.54	$25.08	$52,170	1.6%
11-0000	**Management Occupations**	major	73,610	2.1%	76.224	1.33	$46.35	$54.22	$112,770	1.4%
11-1011	Chief Executives	detail	4,000	7.7%	4.141	2.85	$78.47	$84.70	$176,180	4.4%
11-1021	General and Operations Managers	detail	18,450	3.5%	19.108	1.13	$51.90	$59.95	$124,690	2.0%
11-1031	Legislators	detail	180	4.0%	0.189	0.51	(8)	(8)	(8)	(8)
11-2011	Advertising and Promotions Managers	detail	250	25.5%	0.263	1.62	$46.02	$48.02	$99,880	7.4%
11-2021	Marketing Managers	detail	2,470	8.6%	2.559	1.32	$53.28	$59.03	$122,790	4.5%
11-2022	Sales Managers	detail	3,630	8.7%	3.762	1.34	$53.52	$64.97	$135,150	6.4%
11-2030	Public Relations and Fundraising Managers	broad	580	21.2%	0.596	1.02	$39.46	$45.12	$93,850	3.4%
11-3010	Administrative Services and Facilities Managers	broad	3,260	5.0%	3.379	1.53	$46.39	$49.95	$103,890	2.1%
11-3021	Computer and Information Systems Managers	detail	3,870	5.2%	4.008	1.22	$58.18	$61.63	$128,190	2.1%
11-3031	Financial Managers	detail	7,490	5.2%	7.752	1.65	$50.73	$59.60	$123,970	2.8%
11-3051	Industrial Production Managers	detail	1,250	7.5%	1.294	1.00	$46.07	$49.03	$101,990	2.9%
11-3061	Purchasing Managers	detail	480	9.2%	0.501	0.98	$51.28	$55.08	$114,570	4.0%

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
11-3071	Transportation, Storage, and Distribution Managers	detail	1,460	13.5%	1.516	1.60	$40.68	$45.43	$94,490	4.0%
11-3111	Compensation and Benefits Managers	detail	120	12.2%	0.129	1.09	$45.44	$44.85	$93,290	3.2%
11-3121	Human Resources Managers	detail	1,620	5.5%	1.680	1.49	$45.95	$47.29	$98,360	2.3%
11-3131	Training and Development Managers	detail	450	10.1%	0.468	1.68	$46.41	$50.38	$104,790	2.9%
11-9021	Construction Managers	detail	(8)	(8)	(8)	(8)	$40.20	$43.47	$90,420	5.3%
11-9031	Education and Childcare Administrators, Preschool and Daycare	detail	150	32.0%	0.152	0.46	$18.73	$22.00	$45,760	10.2%
11-9032	Education Administrators, Kindergarten through Secondary	detail	1,640	1.9%	1.698	0.90	(4)	(4)	$85,820	2.3%
11-9039	Education Administrators, All Other	detail	170	16.7%	0.180	0.58	$40.44	$43.46	$90,400	7.0%
11-9041	Architectural and Engineering Managers	detail	880	10.9%	0.911	0.65	$60.46	$66.14	$137,570	5.2%
11-9051	Food Service Managers	detail	2,820	10.1%	2.919	2.06	$26.18	$25.12	$52,250	3.2%
11-9081	Lodging Managers	detail	330	27.6%	0.346	1.51	$27.76	$29.23	$60,800	6.1%
11-9111	Medical and Health Services Managers	detail	4,070	5.7%	4.218	1.46	$47.80	$53.98	$112,280	3.7%
11-9121	Natural Sciences Managers	detail	(8)	(8)	(8)	(8)	$51.18	$52.09	$108,360	6.7%
11-9131	Postmasters and Mail Superintendents	detail	50	0.0%	0.056	0.56	$41.94	$42.21	$87,810	1.4%
11-9141	Property, Real Estate, and Community Association Managers	detail	1,860	16.3%	1.929	1.22	$27.08	$31.62	$65,770	7.6%
11-9151	Social and Community Service Managers	detail	870	9.8%	0.905	0.81	$31.23	$34.34	$71,440	4.6%
11-9161	Emergency Management Directors	detail	70	5.0%	0.071	0.97	$35.83	$36.93	$76,820	2.2%
11-9171	Funeral Home Managers	detail	200	21.0%	0.211	2.93	$37.14	$41.98	$87,320	14.6%
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	detail	6,130	4.6%	6.346	1.88	$38.18	$42.05	$87,460	1.7%
13-0000	**Business and Financial Operations Occupations**	major	64,170	4.1%	66.450	1.10	$29.40	$32.13	$66,820	1.1%
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	detail	590	20.9%	0.612	5.24	$31.56	$42.69	$88,790	10.8%
13-1020	Buyers and Purchasing Agents	broad	2,070	6.5%	2.145	0.71	$27.31	$29.33	$61,010	2.5%
13-1031	Claims Adjusters, Examiners, and Investigators	detail	4,110	8.7%	4.252	2.06	$27.22	$28.68	$59,660	2.7%
13-1041	Compliance Officers	detail	3,100	8.5%	3.214	1.37	$26.11	$29.26	$60,850	2.9%
13-1051	Cost Estimators	detail	820	12.7%	0.849	0.59	$30.11	$32.75	$68,130	3.7%
13-1071	Human Resources Specialists	detail	4,870	6.0%	5.044	1.08	$27.09	$30.37	$63,180	2.2%
13-1075	Labor Relations Specialists	detail	260	18.4%	0.268	0.53	$32.91	$34.09	$70,900	3.2%
13-1081	Logisticians	detail	1,120	13.8%	1.163	0.88	$27.98	$29.59	$61,540	4.8%
13-1111	Management Analysts	detail	6,160	24.6%	6.377	1.21	$35.27	$36.84	$76,620	1.7%
13-1121	Meeting, Convention, and Event Planners	detail	550	11.9%	0.565	0.72	$26.04	$25.65	$53,350	2.5%
13-1131	Fundraisers	detail	240	13.7%	0.245	0.41	$22.80	$26.14	$54,380	5.0%
13-1141	Compensation, Benefits, and Job Analysis Specialists	detail	790	16.8%	0.822	1.30	$26.69	$28.70	$59,700	3.4%
13-1151	Training and Development Specialists	detail	2,440	5.4%	2.531	1.11	$27.08	$27.61	$57,430	3.2%
13-1161	Market Research Analysts and Marketing Specialists	detail	4,210	16.9%	4.362	0.88	$28.73	$31.50	$65,520	2.2%
13-1198	Project Management Specialists and Business Operations Specialists, All Other	detail	10,840	7.1%	11.224	1.08	$28.83	$31.02	$64,520	2.1%
13-2011	Accountants and Auditors	detail	10,200	6.6%	10.564	1.15	$31.41	$34.65	$72,080	2.0%
13-2020	Property Appraisers and Assessors	broad	290	26.7%	0.297	0.74	$21.32	$24.13	$50,190	5.4%
13-2031	Budget Analysts	detail	400	15.2%	0.414	1.17	$31.56	$33.79	$70,280	2.5%
13-2041	Credit Analysts	detail	690	19.0%	0.713	1.38	$30.68	$38.39	$79,850	7.3%
13-2052	Personal Financial Advisors	detail	760	23.9%	0.782	0.50	$37.41	$45.21	$94,040	8.2%

Occupational Employment and Wage Statistics

May 2020 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

Chattanooga, TN-GA

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 Chattanooga, TN-GA, a metropolitan statistical area that includes parts of Tennessee and Georgia.

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 Chattanooga, TN-GA (**Note**--clicking a link will scroll the page to the occupational group):

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Display All records Text search table:

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
00-0000	**All Occupations**	total	242,810	2.7%	1000.000	1.00	$18.20	$22.71	$47,240	2.0%
11-0000	**Management Occupations**	major	13,890	3.2%	57.221	1.00	$45.09	$51.27	$106,650	1.7%
11-1011	Chief Executives	detail	(8)	(8)	(8)	(8)	$75.54	$83.15	$172,950	7.3%
11-1021	General and Operations Managers	detail	3,940	5.7%	16.231	0.96	$46.16	$52.01	$108,180	3.2%
11-2021	Marketing Managers	detail	290	9.8%	1.214	0.62	$53.03	$61.61	$128,140	6.8%
11-2022	Sales Managers	detail	440	11.5%	1.811	0.65	$58.52	$63.58	$132,240	4.4%
11-2030	Public Relations and Fundraising Managers	broad	60	24.5%	0.232	0.40	$48.78	$52.44	$109,080	8.8%
11-3010	Administrative Services and Facilities Managers	broad	550	7.7%	2.253	1.02	$43.18	$46.28	$96,270	3.1%
11-3021	Computer and Information Systems Managers	detail	540	5.7%	2.223	0.68	$61.54	$63.40	$131,880	3.2%
11-3031	Financial Managers	detail	1,140	8.4%	4.703	1.00	$52.55	$56.25	$117,000	3.0%
11-3051	Industrial Production Managers	detail	380	12.9%	1.573	1.22	$48.89	$53.65	$111,600	4.3%
11-3061	Purchasing Managers	detail	90	9.4%	0.367	0.72	$49.89	$51.98	$108,120	4.0%
11-3071	Transportation, Storage, and Distribution Managers	detail	320	12.4%	1.313	1.38	$32.63	$34.59	$71,950	5.6%
11-3121	Human Resources Managers	detail	240	6.5%	0.978	0.87	$45.33	$51.61	$107,340	4.4%

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
11-3131	Training and Development Managers	detail	120	11.4%	0.484	1.74	$56.90	$55.37	$115,180	5.6%
11-9021	Construction Managers	detail	320	22.4%	1.329	0.65	$39.09	$40.41	$84,060	3.7%
11-9031	Education and Childcare Administrators, Preschool and Daycare	detail	30	44.2%	0.137	0.41	$21.55	$24.74	$51,460	14.4%
11-9032	Education Administrators, Kindergarten through Secondary	detail	400	34.6%	1.639	0.87	(4)	(4)	$90,740	3.7%
11-9033	Education Administrators, Postsecondary	detail	140	7.2%	0.570	0.56	(8)	(8)	(8)	(8)
11-9039	Education Administrators, All Other	detail	40	21.0%	0.184	0.59	$58.62	$53.64	$111,570	5.0%
11-9041	Architectural and Engineering Managers	detail	250	5.7%	1.029	0.73	$66.18	$64.23	$133,600	4.1%
11-9051	Food Service Managers	detail	650	21.8%	2.696	1.90	$21.95	$25.35	$52,720	9.1%
11-9081	Lodging Managers	detail	120	37.0%	0.478	2.09	$15.37	$15.93	$33,120	12.4%
11-9111	Medical and Health Services Managers	detail	940	5.9%	3.871	1.34	$44.08	$52.37	$108,920	6.0%
11-9141	Property, Real Estate, and Community Association Managers	detail	250	26.3%	1.014	0.64	$21.77	$29.15	$60,630	12.7%
11-9151	Social and Community Service Managers	detail	210	15.5%	0.871	0.78	$23.29	$25.30	$52,630	3.8%
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	detail	1,460	6.7%	6.027	1.79	$39.91	$44.13	$91,790	3.6%
13-0000	**Business and Financial Operations Occupations**	major	11,240	2.8%	46.309	0.77	$28.57	$32.34	$67,270	3.0%
13-1020	Buyers and Purchasing Agents	broad	450	7.6%	1.873	0.62	$28.53	$32.09	$66,740	4.2%
13-1031	Claims Adjusters, Examiners, and Investigators	detail	410	11.9%	1.680	0.81	$23.50	$26.92	$55,990	5.6%
13-1041	Compliance Officers	detail	660	7.4%	2.706	1.15	$28.52	$32.96	$68,550	4.9%
13-1051	Cost Estimators	detail	260	13.0%	1.051	0.73	$30.51	$40.32	$83,870	15.9%
13-1071	Human Resources Specialists	detail	980	7.8%	4.045	0.87	$24.24	$26.88	$55,900	3.8%
13-1075	Labor Relations Specialists	detail	60	37.9%	0.252	0.50	$21.68	$22.36	$46,510	16.8%
13-1081	Logisticians	detail	270	22.6%	1.108	0.84	$35.71	$37.86	$78,750	4.4%
13-1111	Management Analysts	detail	750	5.5%	3.074	0.58	$39.67	$42.62	$88,650	4.1%
13-1121	Meeting, Convention, and Event Planners	detail	60	30.3%	0.230	0.29	$26.36	$26.61	$55,360	7.1%
13-1131	Fundraisers	detail	40	24.4%	0.147	0.25	$24.87	$29.21	$60,760	5.9%
13-1141	Compensation, Benefits, and Job Analysis Specialists	detail	160	25.4%	0.654	1.04	$21.44	$23.53	$48,950	4.1%
13-1151	Training and Development Specialists	detail	640	7.2%	2.647	1.16	$28.54	$31.28	$65,070	5.6%
13-1161	Market Research Analysts and Marketing Specialists	detail	650	11.4%	2.664	0.54	$27.87	$30.86	$64,200	4.9%
13-1198	Project Management Specialists and Business Operations Specialists, All Other	detail	2,430	3.6%	10.002	0.96	$28.44	$32.55	$67,700	4.0%
13-2011	Accountants and Auditors	detail	1,260	6.5%	5.180	0.57	$29.27	$32.57	$67,750	2.2%
13-2020	Property Appraisers and Assessors	broad	40	10.8%	0.146	0.36	$22.05	$24.53	$51,030	7.6%
13-2031	Budget Analysts	detail	60	4.8%	0.267	0.75	$29.45	$33.68	$70,050	3.4%
13-2041	Credit Analysts	detail	(8)	(8)	(8)	(8)	$33.98	$40.01	$83,220	10.6%
13-2052	Personal Financial Advisors	detail	120	21.0%	0.496	0.32	$35.05	$46.12	$95,930	7.9%
13-2053	Insurance Underwriters	detail	440	0.8%	1.798	2.46	$30.24	$32.60	$67,810	3.6%
13-2072	Loan Officers	detail	340	13.0%	1.389	0.63	$24.76	$31.87	$66,290	9.5%
13-2081	Tax Examiners and Collectors, and Revenue Agents	detail	70	6.9%	0.277	0.72	$26.91	$29.28	$60,910	9.2%
13-2082	Tax Preparers	detail	180	33.7%	0.721	1.60	$18.04	$21.68	$45,100	14.3%
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	detail	760	17.2%	3.150	0.95	$26.31	$31.52	$65,560	7.0%
15-0000	**Computer and Mathematical Occupations**	major	4,550	4.2%	18.754	0.57	$37.51	$38.97	$81,060	2.4%

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Police Officer - Residential Life (/postings/13339)

907010
Residential Hall Security
Clerical and Support Staff
09/24/2021

The Police Officer provides law enforcement services to protect the campus community and its property by explaining and enforcing applicable federal, state, and local laws and ordinances as well as University policy.Tennessee Tech provides impact through its engaged students, dedicated faculty, and career-ready graduates known for their creativity, tenacity, and analytical approach…

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Experiential Learning Coordinator (/postings/13330)

139140
School of Human Ecology
Faculty

The School of Human Ecology invites applications for an Experiential Learning Coordinator Faculty member to join the new Future Education Model (FEM) Graduate Program, which will include online coursework with a supervised experiential learning component leading to a master of science degree in Community Health and Nutrition. Tennessee Tech provides impact through its engaged …

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Administrative Associate 4 (/postings/13327)

404120
Dean of Engineering Admin Office
Clerical and Support Staff
09/22/2021

The overall purpose of this job is to provide support to two Associate Deans in the College of Engineering for the undergraduate and graduate programs. This position will be the primary contact and service person for undergraduate and graduate students seeking assistance, with all aspects of their educational journey, from the two Associate Deans within the College. This positi…

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Hall Director (1-6 Positions) (/postings/13325)

902100
Residential Halls General
Administrative Staff

Provide overall support for the operation of a residential hall/area housing 200-375 residents, with a staff of 5-12 Resident Assistants and 5-20 student desk workers. Provide support and direction for the development of a positive community which includes working with hall councils as well as providing leadership in the enforcement of hall policies. Tennessee Tech provi…

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Executive Director of University Housing & Residential Life (/postings/13314)

901080
Residential Halls General
Administrative Staff

The overall purpose of this job is to provide leadership and management of a comprehensive university-wide housing and residence life program.

View Details (/postings/13314) Bookmark (/bookmarks?posting_id=13314)

Project and Design Manager (/postings/13313)

375100
Capital Projects Administration
Administrative Staff

Coordinate and facilitate University physical facility design and construction.Tennessee Tech provides impact through its engaged students, dedicated faculty, and career-ready graduates known for their creativity, tenacity, and analytical approach to problem solving. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and co…

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Instructional Design & Technologies Specialist (/postings/13299)

404110
Center for Innovation in Teaching and Learning
Administrative Staff

The overall purpose of this job is to support curricular and program development for the College of Engineering. The job is responsible for rapid development of online programs and to serve as an additional resource to support the Center for Innovation in Teaching and Learning initiatives.Tennessee Tech provides impact through its engaged students, dedicated faculty, and career-rea…

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Director (/postings/13291)

933010
University Recreation Fitness Ctr
Administrative Staff

The director is responsible for the overall administration, supervision and continuous development of a comprehensive campus recreation and wellness department, which includes aquatics, fitness, informal recreation, intramural sports, outdoor recreation, student and employee wellness, summer camps, spirit programs, and special events programming, which provides maximum opportunities for th…

View Details (/postings/13224) Bookmark (/bookmarks?posting_id=13224)

R&D Engineer 1 (/postings/13189)

023230
Center for Manufacturing Research
Administrative Staff

The overall purpose of this job is to provide engineering support to research, testing, and service projects that are funded through internal and external sources. The focus will be to assist faculty with oversight of research laboratory development in the areas of advanced manufacturing and mechanical property assessment. The job also provides engineering assistance to academi…

View Details (/postings/13189) Bookmark (/bookmarks?posting_id=13189)

Capital Project Accountant (/postings/13185)

609250
Business Office
Administrative Staff

Manage the fiscal responsibilities of capital projects, including new construction, remodeling and/or renovation, and maintenance projects funded by state or university resources. This position coordinates these efforts between the offices of General Accounting, Capital Projects, and Budget and Planning.Tennessee Tech provides impact through its engaged students, dedicated faculty,…

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Equipment Coordinator (/postings/13170)

511010
Athletic Director
Administrative Staff

Responsible for the total operation of an equipment room for 14 varsity sports including purchasing, inventory control and management, budget management, safety compliance, distribution, maintenance and collection of all athletic equipment within NCAA guidelines.Tennessee Tech provides impact through its engaged students, dedicated faculty, and career-ready graduates known for thei…

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Advisor - College of Engineering (/postings/13114)

404130
SACF Enginrg Student Success
Administrative Staff

Student Success Advisor provides guidance and support for the college's undergraduate students at Tennessee Tech University. As a member of the college's Student Success Center team, this position provides comprehensive academic advising and supports holistic student success by consistently monitoring and communicating with their assigned advisees regarding academic, student life, and care…

View Details (/postings/13114) Bookmark (/bookmarks?posting_id=13114)

Assistant Athletic Director (/postings/13067)

511120
Athletic Director
Administrative Staff

Oversees the financial management operations of the Department of Athletics, including personnel, operating, scholarships, and travel from state, restricted, and association accounts. Assists the Director of Athletics with providing day-to-day leadership and direction to Department of Athletics coaches and staff. Tennessee Tech provides impact through its engaged students, dedicated faculty…

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Assistant Professor - Glass (/postings/13040)

691030
Art Faculty CC
Faculty

The School of Art, Craft & Design at TN Tech University's Appalachian Center for Craft is seeking candidates for a 9-month tenure-track Assistant Professor of glass position with an expected start date of January 1, 2022. The successful candidate will teach introductory through advanced courses in furnace glass blowing and kiln forming. Tennessee Tech University is located an hour east of…

View Details (/postings/13040) Bookmark (/bookmarks?posting_id=13040)

Advisor (1-3 Positions) (/postings/13033)

398080
Student Success Center
Administrative Staff

Student Success Advisor provides guidance and support for first-year and undecided/undeclared undergraduate students at Tennessee Tech University. As a member of the Launchpad Student Success Center team, Student Success Advisors support new first-year students' enrollment and transition to campus life. This position provides comprehensive academic advising and supports holistic student success…

View Details (/postings/13033) Bookmark (/bookmarks?posting_id=13033)

Assistant Coach 2 (/postings/13013)

516020
Baseball
Administrative Staff

Assists the head coach with all aspects of the baseball program including practices and conditioning, player development, recruiting, public relations, and supporting the academic development and graduation of student-athletes. Perform other duties as assigned. Tennessee Tech provides impact through its engaged students, dedicated faculty, and career-ready graduates known for their creativit…

MOTLOW STATE
COMMUNITY COLLEGE

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English (US)

Enter a job title or keyword | Location | Search

Motlow State Community College

Filters

Reset

Country

- [ ] United States (212)

State / Province

- [ ] TN (63)

City

- [ ] Tullahoma (61)
- [ ] Smyrna (2)

Date Posted

- ( ) Within 1 day (2)
- ( ) Within 3 days (3)
- ( ) Within 7 days (4)

- Within 15 days (5)
- Within 30 days (7)
- Anytime (72)

Current Openings

Compliance and Equity Specialist
United States
9/9/2021

Campus Academic Dean
Tullahoma, TN, United States
9/9/2021

Assistant Vice President for Academic Affairs
Tullahoma, TN, United States
9/7/2021

Executive Vice President of Student Services and Academic Affairs.
Tullahoma, TN, United States
9/3/2021

Administrative Secretary- Smyrna Campus
United States
8/31/2021

Librarian -Smyrna Campus
United States
8/23/2021

Career Services Specialist
Tullahoma, TN, United States
8/20/2021

Records Retention Coordinator
Tullahoma, TN, United States
8/10/2021

Custodial Supervisor
Tullahoma, TN, United States
8/10/2021

Secretary II - McMinnville Campus
United States
8/6/2021

System Administrator
Tullahoma, TN, United States
7/30/2021

Administrative Secretary to the Dean – Career Readiness
United States
7/30/2021

Technical Administrative Assistant
Tullahoma, TN, United States
7/29/2021

Maintenance Mechanic - Smyrna Campus
United States
7/23/2021

Licensed Therapist-Smyrna
United States
7/20/2021

Administrative Secretary-Academic Affairs
Tullahoma, TN, United States
7/19/2021

Nursing Instructor
3 Locations Available
6/24/2021

Director of Nursing
3 Locations Available
6/4/2021

Custodian Moore County Campus 2nd Shift (3:00 - 11:00) -
Tullahoma, TN, United States
5/19/2021

Microcomputer / AV Technician
United States
4/9/2021

DEAN OF CAREER AND TECHNICAL PROGRAMS
Tullahoma, TN, United States
4/9/2021

Assistant Vice President for Student Success
Tullahoma, TN, United States
4/5/2021

Peer Tutor (General Pool)

Roane State COMMUNITY COLLEGE

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English (US)

Enter a job title or keyword | Location | Search

Roane State Community College

Filters

Reset

Country

- [ ] United States (37)

State / Province

- [ ] TN (18)

City

- [ ] Harriman (18)

Date Posted

- ( ) Within 15 days (2)
- ( ) Within 30 days (2)
- ( ) Anytime (22)

Current Openings

Success Coach
Harriman, TN, United States
8/31/2021

Assistant Director of Student Success
Harriman, TN, United States
8/31/2021

Police Officer 1 - Oak Ridge Campus
United States
8/6/2021

Police Officer 1 - Knox County Campus - 2 Positions
United States
8/6/2021

Police Officer 1 - Scott County Campus
United States
8/6/2021

Maintenance Worker
Harriman, TN, United States
8/6/2021

Farm Worker
Harriman, TN, United States
8/6/2021

Director of Public Safety/Chief of Police
Harriman, TN, United States
8/6/2021

Utility Worker
Harriman, TN, United States
7/13/2021

Technical Clerk - Admissions & Records
Harriman, TN, United States
7/6/2021

Adjunct Faculty - Early Childhood Development
Harriman, TN, United States
6/24/2021

Farm Worker Supervisor
Harriman, TN, United States
6/22/2021

VOL STATE COMMUNITY COLLEGE

Sign In Create Profile

English (US)

Enter a job title or keyword | Location | Search

Volunteer State Community College

Please note that we recruit for all campus locations from our adjunct pools.

Filters

Reset

Country

- [ ] United States (56)

State / Province

- [ ] TN (56)

City

- [ ] Gallatin (54)
- [ ] Cookeville (1)
- [ ] Springfield (1)

Date Posted

- ( ) Within 15 days (4)

- Within 30 days (5)
- Anytime (56)

Current Openings

Temporary- Program Promotion Coordinator- IT Professions and Pathways
Gallatin, TN, United States
8/30/2021

Director of Student Accounts
Gallatin, TN, United States
8/30/2021

Police Officer
Gallatin, TN, United States
8/30/2021

Recruiter/Admissions Advisor
Gallatin, TN, United States
8/27/2021

Manager of Purchasing and Contracts
Gallatin, TN, United States
8/20/2021

Completion Advisor
Gallatin, TN, United States
8/5/2021

Custodian
Gallatin, TN, United States
8/4/2021

Temporary- Academic Coach (Pool)
Gallatin, TN, United States
8/3/2021

Principal Financial Analyst
Gallatin, TN, United States
7/30/2021

Temporary- Help Desk Assistant (Pool)
Gallatin, TN, United States
7/30/2021

Temporary- Computer Lab Assistant (Pool)
Gallatin, TN, United States