Faculty from the Department of English chat with students in the Humanities and Social Sciences Amphitheater. (Photo by Patrick Murphy-Racey)
FROM THE DEAN

I am delighted to greet you with good news! The university and the college are steadily moving forward, and our journey to become a Top 25 public research university continues to advance.

While we would like to accelerate rapidly on our journey, the gap analysis we completed last year identified a number of challenges that will take longer to address and require more resources than we had originally anticipated—such as the need to dramatically increase our number of faculty. Consequently, we made a realistic adjustment to modify our five-year strategic plan to 2020. Nevertheless, we are steadily advancing, albeit in small steps toward some goals and in great strides toward others.

In the 2020 plan for faculty growth, the college needs twenty new lines per year for the next eight years. In addition to the lines vacated by departing faculty, we reached a typical size for Top 25 colleges. In 2013 we gained new lines for faculty positions—less than twenty, but certainly a good size for Top 25 colleges. In 2013 we gained new lines for the college. There were significant gifts to unrestricted funds, such as the College Fund and Department Enrichment Funds, with more donors contributing at the Dean’s Circle level. We also made progress on faculty support, graduate fellowships, graduate fellowships and assistantships, and funding for strategic initiatives, including the University of Tennessee Humanities Center.

Another highly important area of progress is university funding, which improved as state funding increased this year more than in the past three years. Salary and staff received pay raises this year for the third consecutive year. The progress in improved faculty salaries and improved teaching infrastructure has produced a notable impact on our hiring and retention of faculty.

In the 2020 plan for faculty growth, the college needs twenty new lines per year for the next eight years. In addition, the lines vacated by departing faculty, to reach a typical size for Top 25 colleges. In 2013 we gained new lines for faculty positions—less than twenty, but certainly a good size. We also made two strategic associate dean appointments: an associate dean for diversity to lead our progress in building a more diverse college community and an associate dean for graduate studies to enhance our success in competitive recruitment of the most talented and diverse graduate students. Although we were unable to acquire any new staff, we were able to repurpose some staff positions to better support faculty efforts. In addition, new funds from the chancellor supplement graduate student stipends, providing the type of funding needed to attract the best graduate students.

Improvement of infrastructure to support faculty and student success was an area of great accomplishment for the college in FY 2013 and was made possible by both private gifts and university funds. Thanks to successful development efforts and the investment of our alumni and friends, our School of Music now has state-of-the-art facilities. This year we celebrated the opening of the Natalie L. Haslam Music Center and the Samuel G. Pooler Recital Hall, as well as the completion of the initiative to make UT an All Steinway Institution. Moreover, the state and the university are funding the renovation and expansion of Strong Hall to become a large and modern science class and laboratory facility. As Strong Hall construction begins, the design process continues for a new classroom and laboratory facility along Thirteenth Street and Cumberland Avenue that will house research laboratories, a vivarium, classrooms, and faculty offices. These building projects are critical to the university and the college becoming a Top 25 public research university. Growing research and graduate programs and enhancing our students’ experiences are key elements in moving forward. Perhaps the happiest news is that our students continue to get better each year. The class of 2017 is more diverse and more academically talented than ever. The college has particular cause to celebrate this new class because all of these students spend time in our college’s classes and many of them will become our majors. These extraordinary students are at the heart of our enterprise and challenge us to continually improve.

As we look to future goals, we also celebrate our accomplishments and successes of 2013. I invite you to read more about the successes of our students, faculty, and staff in the pages of this report. I hope they inspire you as much as they do me. We have a long history of making a difference in the world, and our current students will carry on that tradition.

Theresa M. Lee, Dean
Embracing difference

Very fiber of music professor Angela Batey’s being embodies her passion for diversity. It’s hard to imagine a better fit for the associate dean for diversity, the position Batey currently holds.

Diversity is embedded throughout the college’s strategic plan, and to reflect that, a quarter-time associate dean position was created in 2013. One of Batey’s roles is to be the voice at the table that keeps diversity and inclusion front and center on the college’s agenda.

Batey’s advocacy for diversity was seeded by parents who taught her that all people are equal and that encountering difference is an opportunity to learn and enrich one’s life experience. It was intensified by growing up in a small, racially segregated town in Alabama, where she had a front-row seat to witness the birth of the Civil Rights Movement. Many historic events unfolded in cities near her home: Montgomery, Birmingham, and Selma.

Now, Batey is responsible for leading the college in fulfilling UT’s commitment to creating a vibrant multicultural, multi-ethnic community where diverse students, faculty, and staff are recruited and retained and where diversity scholarship is valued. In these endeavors, Batey works closely with Vice Chancellor for Diversity Rickey Hall.

Within the college, Batey works with the associate deans for academic personnel and graduate studies and the director of communications to ensure that diversity is a consideration in all college communications and in the recruitment of faculty, staff, and graduate students. Batey believes cultural change begins at the level of departments and has encouraged unit leaders to develop their own unique initiatives to create and foster a culture that welcomes and celebrates diversity. Batey wants to see print, web, and media communications present the college as a welcoming place that values and celebrates differences.

“But these communications must be authentic reflections of our community and its values,” Batey cautions. “When prospective faculty, staff, and students come to visit, they need to experience an environment consistent with our communications: an environment of inclusion where differences are present, embraced, and woven into the culture of our departments, college, and university.”
As associate dean for academic programs, Robert J. Hinde is responsible for advancing the college’s strategic goal to provide a diverse undergraduate student body with an excellent education. Hinde is the college liaison to the Office of the Vice Provost for Academic Affairs and is involved with several Top 25 efforts in undergraduate education.

On a day-to-day basis, Hinde manages issues related to instruction, including curriculum development and revision, allocation of instructional funding, enrollment management, and summer school. In this role, he is also responsible for promoting efforts that enhance the instructional mission of the college and support high-quality and innovative teaching, including peer evaluations of teaching and teaching awards. As a professor of chemistry who is passionate about teaching, Hinde finds the work rewarding.

Much of Hinde’s time in 2013 has been spent working with faculty to prepare for the rollout of a revision of the college’s undergraduate curriculum in the fall of 2014, the development of new syllabus guidelines, and preparation for UT’s reaffirmation review in 2015 by the Southern Association of Colleges and Schools (SACS), the accrediting organization for UT.

The curricular revision is the first since 1984 and will simplify the college-required curriculum, harmonize it with the general education requirements, provide focused integrative and interdisciplinary study, and strengthen the college’s majors, as well as encourage service learning, study abroad, and research experience.

Each student who enters a classroom of the college has his or her own individual goals that drive the courses they wish to take. Without guidance, they might wander through the “cafeteria” of choices without achieving the learning goals and outcomes that constitute a liberal arts education.

“Showcasing connections between courses in different departments helps students understand that the whole is greater than the sum of its parts,” Hinde says. “If students focus only on the parts, they may never know the whole.”

The curriculum—a structuring of how the disciplines fit together, intersect, and complement one another—provides opportunities for faculty and students to create disciplinary and interdisciplinary intellectual communities and helps students complete requirements for the major while also acquiring the liberal arts core, the holy grail of any college of arts and sciences.

Syllabi are maps to guide students to the desired learning outcome and a way to demonstrate to students how each course fits into the body of knowledge they need to acquire, says Hinde. “Courses become bricks in an edifice, rather than disconnected experiences students pass through on the way to a degree.”
Creating a pipeline

Professor of Psychology Brent Mallinckrodt is the college’s new associate dean for graduate studies. He holds a half-time appointment created in 2013 to focus on the college’s goal to recruit well-prepared graduate students from diverse backgrounds and to educate and mentor them effectively. Having served as director of graduate studies in the counseling psychology programs of the University of Oregon, the University of Missouri, and UT, he is ideally suited for this position.

Mallinckrodt is the college liaison to the Office of the Vice Provost and Dean of the Graduate School and works closely with department heads and graduate program directors to manage issues related to graduate instruction in the college, including the recruitment, training, mentoring, and financial support of graduate students. For the college, successful recruitment of more diverse and talented graduate students is an essential element to increasing our research productivity and instructional capacity by 2020.

During FY 2013, Mallinckrodt spearheaded the Graduate Recruitment Pipeline initiative as an effort to enhance recruitment of diverse applicants to graduate programs by promoting enduring partnerships between UT faculty and departments and their counterparts at undergraduate programs likely to be a source of diverse applicants. The initiative provides travel funds for UT faculty and graduate students to make an annual trip to the same institution to recruit graduate applicants through informal meetings or participation in recruitment fairs. Faculty may provide a guest lecture or discuss potential research collaboration with their counterparts. Faculty-to-faculty personal connections like these create potential for increased numbers of diverse applicants who are well matched to the strengths of a particular graduate program.

In the coming year, Mallinckrodt plans to collaborate with graduate student coordinators on other initiatives, such as strengthening mentoring programs and enhancing departmental web-based resources for prospective students to inform the decision-making of applicants not able to make a campus visit.

“The college recruitment yield for graduate students (that is, offers accepted) continues to improve as a result of the reputation of our strong programs and the quality of our faculty mentors,” Mallinckrodt says. “We continue to work on increasing basic stipends and seeking support for fellowships. Thankfully, the chancellor has provided ‘top-off’ funds for graduate fellowships for the past three years, which has better positioned us to compete for the most talented students.”

Juggling hats

Christine Boake, professor of ecology and evolutionary biology, is associate dean for research and facilities and the college liaison to the Office of Research Administration and Facilities. Services. With responsibilities of such scope and breadth, Boake certainly wears many hats.

Boake’s purview embraces the college’s goal to promote, support, and reward faculty excellence in scholarship and creative activity. Her duties related to the research enterprise include allocating financial support from the college for faculty research, including travel, equipment, and start-up funds. She is also a resource to faculty seeking opportunities for external funding and publication.

Many faculty have as much funding as they can handle right now, Boake says. “I focus my time on helping departments who have not had success in attracting funding and encouraging collaborative projects among departments, colleges, universities, and Oak Ridge National Laboratory.”

Somewhat surprisingly, Boake spends much of her time these days wearing her facilities hat—occasionally, a hard hat—as she consults with architects and engineers regarding renovation and new construction for buildings that will serve the college. She works with department heads and directors on the allocation of office and research space for all college personnel, particularly when special needs require accommodation or conflicts need to be resolved.

Boake doesn’t view her facilities work as separate from research, but rather as being tightly linked to the abilities of faculty to excel in research, creative activity, and instruction. Throughout 2013, she was deeply involved in the academic aspects of the planning and design of two new science buildings. By the end of summer 2014, the old Strong Hall dormitory will be demolished to be replaced with a large and modern science class and laboratory facility. The design process continues on a new classroom and laboratory facility at Thirteenth Street and Cumberland Avenue that will house research laboratories, a vivarium, classrooms, and faculty offices.

In the center of campus, she is involved in the ongoing planning and design of a new building whose offices will be the new home of the current occupants of McClung Tower, which is too small to house all the current members of the departments in the social sciences and humanities and which doesn’t foster departmental collaboration. The new facility will be located on the site of the old Melrose residence hall.

Drawing on her academic career, Boake has rich experience to bring to the planning and design process, “For the buildings’ users, the details matter—a lot.”

**GRADUATE ENROLLMENT (BY DIVISION), FY11–FY13**

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**GRADUATE DEGREES (BY DIVISION), FY11–FY13**

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**FACULTY WITH EXTERNAL FUNDING AWARDS (BY DIVISION), FY11–FY13**

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<td>55%</td>
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*Source: UT OIRA*
**Talent search**

Many of us are familiar with the popular aphorism, “People are an organization’s greatest asset.” That’s certainly true in the college, where one strategic goal is to continue to build, support, and retain a world-class faculty and staff.

Advancing this goal is the purview of Cynthia Peterson, associate dean for academic personnel, who serves as the college’s liaison to the Office of the Vice Provost for Faculty Affairs. A professor and former department head of biochemistry and cellular and molecular biology, Peterson brings to the position valuable experience and insight in recruiting, mentoring, and supporting faculty and staff. She is committed to the principle of “hiring to retain” and believes mentoring is essential to supporting faculty and staff in the fulfillment of their potential.

Peterson works closely with department heads and individual faculty members on faculty and academic staff searches, faculty appointments, and annual performance evaluations. She also supervises the college’s process for granting tenure and promotion of faculty. During the past year, she oversaw the search process for more than thirty faculty positions across the college, including searches and reappraisal reviews for five department heads.

Peterson says it is an exciting time to be involved in the college because of the strategic process of recruiting and hiring in advancing the university’s goal to become a Top-25 public research university. “We definitely have Top-25 work going on here now,” she says. “The university is making a big investment of their capital in hiring faculty, and we are attracting the best and most talented applicants. Our new faculty hires are increasingly impressive. The way to the top is investing in stand-out faculty whose work will take us there.”

Critical to faculty success is hiring highly skilled and able staff to support faculty work. To achieve this goal, the college is committed to not only hiring the best staff candidates, but also encouraging ongoing professional development and continuing education for staff to keep their skills current.

Diversity is a core value in hiring faculty and staff, but Peterson says it’s not all about the numbers. Rather, it’s about recruiting to build a culture of diversity in the college.

“Universities are—or should be—a place where students encounter different cultures, experiences, and thoughts not encountered elsewhere,” she says. “Hiring diverse faculty is really all about providing an environment where students can get these experiences.”

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**BASE BUDGET BY COMMITMENT, FY13**

- Faculty salaries: 42,014,646
- GTA, GA, and GRA salaries: 8,952,014
- TOTAL ACADEMIC SALARIES: 50,966,660
- Administrative salaries: 1,570,413
- Clerical, technical, and maintenance salaries: 2,421,057
- TOTAL NONACADEMIC SALARIES: 8,849,681
- Student employees: 205,327
- TOTAL SALARIES: 50,021,658
- Staff benefits: 28,000
- Operating: 3,666,461
- Equipment: 33,994
- TOTAL BASE BUDGET: $63,750,093

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**FY09–FY13 FACULTY EMPLOYED FULL-TIME (BY DIVISION), PETERSON PHOTO BY JACK PARKER**

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<th>Division</th>
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<tr>
<td>College</td>
<td>486</td>
<td>508</td>
<td>530</td>
<td>552</td>
<td>574</td>
</tr>
</tbody>
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**FY13 BASE BUDGET BY COMMITMENT**

- Operating: 1,082,800
- Staff benefits: 28,000
- Less than 1% Faculty salaries
- Less than 1% GTA, GA, and GRA salaries
- 2% Administrative salaries
- 4% Clerical, technical, & maintenance salaries
- 14% GTA, GA, & GRA salaries
- 66% Faculty salaries
- 6% Operating
- 6% Less than 1% Equipment

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1. Includes salaries for laboratory directors, business managers, director of communications, technical directors, etc.
2. Includes salaries for stage manager, mass spectrometer director, computer systems directors, etc.
3. Includes salaries for clerical staff and other staff such as customer, carpenter, piano tuner, electronic specialists, information technologists, etc.
4. Includes printing/ duplication; supplies, including laboratory supplies; almost all staff benefits are funded on a nonrecurring basis by the central campus administration; that is, they are funded over and above the college’s base budget. Thus, in addition to the $28,000 in benefits shown here, benefits of more than $20 million dollars—which are included in the college’s base budget—are funded at the end of each year by the campus administration.
5. Includes printing/ duplication; supplies, including laboratory supplies; computer services; communications (postage and telephones); professional travel, maintenance and repairs, etc.
LESS THAN HALF OF THE COLLEGE’S ANNUAL EXPENDITURES IS PROVIDED BY THE COLLEGE’S BASE BUDGET, WHICH IS FUNDED FROM STATE ALLOCATIONS AND TUITION REVENUE. ALTHOUGH THERE WAS A SLIGHT INCREASE OVER LAST YEAR IN OUR BASE BUDGET STATE FUNDS, THE BULK OF THE INCREASE REFLECTS SALARY INCREASES, NOT AN INCREASE IN OPERATING FUNDS. WHILE EDUCATION HAS BECOME MORE TECHNOLOGY- AND INSTRUMENT-DRIVEN, ESPECIALLY IN THE SCIENCES, OUR BUDGET OF ALMOST $34,000 FOR EQUIPMENT IS LESS THAN HALF OF WHAT IT WAS IN 2010.

TO MEET OUR ANNUAL OBLIGATIONS, WE DEPEND NOT ONLY ON CENTRAL FUNDING FOR ADDITIONAL INSTRUCTORS AND BENEFITS, BUT ALSO ON OUR FACULTY TO SECURE ADDITIONAL FUNDING FROM GRANTS AND CONTRACTS AND ON GENEROUS GIFTS FROM OUR ALUMNI AND FRIENDS. THIS YEAR, OUR FACULTY CONTINUED THEIR PURSUIT OF EXTERNAL FUNDING, WITH MORE THAN ONE THIRD ACQUIRING EXTERNAL FUNDING.

ANNUAL GIVING TO THE COLLEGE HAS INCREASED, WITH MORE UNRESTRICTED GIFTS BEING ALLOCATED TO THE COLLEGE FUND FOR ARTS AND SCIENCES AS WELL AS TO THE ENRICHMENT FUNDS OF TWENTY-ONE DEPARTMENTS AND TWO PROGRAMS. THE TOTAL OF GIFTS, PLEDGES, DEFERRED GIFTS, AND MATCHING GIFTS EXCEEDED $11 MILLION IN FY 2013.

The money picture

Base-budget state funds and tuition (recurring) 63,750,093
Additional nonrecurring instructional funding 6,551,068
Educational services revenue 2,036,395
Summer school 2,329,598
Net facilities and administrative cost recoveries 2,095,639
Central UT support (benefits, raises, etc.) 22,439,242
Central funding of joint institutes, matching funds, etc. 1,029,656
TOTAL UNRESTRICTED SOURCES OF FUNDS 100,231,691
Grants and contracts 25,035,922
Endowment income and annual gifts 7,384,323
State appropriations for governor’s chairs and centers of excellence 2,250,047
TOTAL RESTRICTED SOURCES OF FUNDS 34,899,983
TOTAL SOURCES OF FUNDS $134,899,983

1 Income from the Psychology Clinic, theater ticket sales, course fees, etc.
2 Unrestricted funds are available for general use without specified restrictions.
3 Restricted funds are to be used only for specific projects or purposes, set by the person or organization providing the funds.

47% of the college’s expenditures come from its base budget, which is funded from state allocations and tuition revenue; the remainder must come from private gifts, grants, contracts, revenue, and other nonrecurring sources.

SOURCES OF FUNDS, FY13

USES OF FUNDS BY COMMITMENT ITEM, FY13

47% of the college’s expenditures come from its base budget, which is funded from state allocations and tuition revenue; the remainder must come from private gifts, grants, contracts, revenue, and other nonrecurring sources.

The money picture

The money picture
Imagine the impact of a gift that enables a new faculty hire to bring big ideas, new vision, and opportunities to our students or funds a competitive offer that prevents us from losing our recruitment bid for a top-tier graduate student. Giving to the college leverages our margin of excellence. Giving with purpose

Sharpening our competitive edge

Birkhoff fellowships boost graduate physics program

A realized bequest from the estate of Robert D. Birkhoff has made available Birkhoff Physics Fellowships for graduate students in the Department of Physics and Astronomy—a big boost to their graduate program and to the college’s strategic goal of recruiting more well-prepared graduate students from diverse backgrounds.

The first fellowships were awarded this year to provide research support for five exceptional graduate students holding graduate teaching assistantships in the last year of their doctoral program. Thanks to the Birkhoff fellowship, each of the five students was able to have continued research support with a 50 percent reduction in their laboratory and other responsibilities to enable them to focus full time on completing their dissertation this year, earning their degree, and entering the job market.

Marianne Breinig, professor and director of the graduate program in physics and astronomy, says the Birkhoff Physics Fellowships will be used to support the graduate program in another way next year to give her department a competitive advantage in graduate student recruitment.

“My department can’t offer that, but we are hoping to be more competitive in recruiting two or three of the best graduate student applicants by offering them a 50 percent reduction in their GTA workload for their first year.”

The Birkhoff Physics Fellowships are named for Robert Birkhoff, a former faculty member of the Department of Physics and Astronomy who retired in 1981. Birkhoff finished a PhD at Northwestern in 1949. That year, he joined the UT physics faculty and also became a consultant at Oak Ridge National Laboratory. Hanno Weitering, former postdoc Daniel Mulugeta (left) and PhD student Ao Tang.

Birkhoff fellowships boost graduate physics program

Sharpening our competitive edge

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Paul Harrill joined the faculty of the School of Art this year as the inaugural appointment of the Dee and Jimmy Haslam Professor of Art. Harrill’s area of expertise is in film, and he has joined the faculty in 4D (time-based media) and in the new graduate program in transmedia design.

“Professor Harrill has extended the interests of our faculty and students who create narratives in their art and design into the medium of film,” says Dottie Hasbel, professor and director of the School of Art. “His hire draws the school into an enriched association with the faculty and students in cinema studies, an interdisciplinary program now poised to launch a new undergraduate major in the fall.” Harrill, a UT alumnus with a BA in College Scholars, received his MFA in film and media arts at Temple University prior to becoming a member of the faculty at Virginia Tech. Harrill’s short films include “Gina, An Actress, Age 29,” which premiered at the Sundance Film Festival and won the Grand Jury Prize in Short Film-making, and “Quick Feet, Soft Hands,” a co-production with the Independent Television Service. Called “one of America’s finest and most sensitive directors of actors” by film critic Ray Carney, Harrill’s films have screened around the world at festivals and museums and on TV. Film-maker Magazine named Harrill one of the “25 New Faces of Independent Film.” In spring 2013 Harrill was selected for a year-long fellowship at the Independent Filmmaker Project’s Narrative Lab in New York City for his new, currently untitled feature film. The fellowship award focuses on supporting first-time directors of feature-length films with budgets under $1 million. His film was one of ten selected from about 140 submissions.

Keith Taylor (’98) came very close to being homeless while he was an English PhD candidate at UT, due to an unforeseen financial emergency. The day before his eviction, his boss gave Taylor some money to make his rent. That selfless gesture kept Taylor in his home—and in school.

Years later, Taylor decided that when he became wealthier, he would help others like him who faced tough times. However, his next thought was simple yet profound: “It’s not about the money,” he says. “It’s about doing what I can with what I have.”

Focused on this principle, Taylor founded Modest Needs, which has given $10 million in grants to help “the working poor” in financial crises. Taylor never forgot his alma mater and how some students often need a helping hand to go to college and experience the world. Taylor established the Marco Institute for Medieval and Renaissance Studies Graduate Student Promise Award Fund to recruit outstanding doctoral students in the humanities, the Dr. Keith P. Taylor Undergraduate Student Essay Award in Marco Fund, and the Dr. Keith P. Taylor Student Drama Enrichment Fund, which awards travel grants to students to participate in the English department’s off-campus drama courses in New York and England.

“The gifts hit home for Taylor, who participated in the study abroad drama courses during his time at UT. He derives much of his success from his time at the UT College of Arts and Sciences.

“With my gifts, I wanted to honor UT and honor my own commitment to Modest Needs,” Taylor says. “I want to support students who otherwise might not have the travel experiences I had at UT.”

“It’s still not huge giving,” he says. “But it’s impacting students’ lives. Helping people in small ways makes a big impact.”
Our alumni are worth bragging about! They can be found in the corporate board room, in the media and technology industries, and in medical research laboratories—indeed, anywhere the knowledge, leadership, critical thinking, problem solving, and communication skills honed by an arts and sciences degree can be applied.

Life can get a little convoluted for Jane, but it’s always humorous to witness in black and white. She lives in “Jane’s World,” a comic strip by Paige Braddock (’85), who gives readers a daily glimpse into the life of a journalist who happens to be a lesbian. The comic was the first gay-themed strip to get national syndication. In addition to creating her own comics, Braddock is executive vice president and creative director for Charles M. Schulz Creative Associates, where she manages the licensing and creative development for all Peanuts products worldwide. “I became interested in comic art and comic strips when I was a young kid,” says Braddock, who earned a BFA in illustration and graphic design. “I had no formal training before attending UT... My training at UT was a direct path to the start of my career as an illustrator.”
Tasting success

Coming from a high school in Illinois to enroll at UT was the first step toward a college experience that would shape the future of Rick Federico (’76), who today is board chairman and CEO for P. F. Chang Brands Inc.—a global company that produces $1.3 billion in annual revenue.

Believing he would end up in law school, Federico began pursuing a degree in sociology. When not in class, Federico worked at Steak and Ale as a cook, bartender, and server. He met two successful Knoxville restaurateurs, Bill Regas and Mike Connor, who became influential mentors and eventual partners in Federico’s career path in the restaurant industry following graduation. Law school was no longer in the cards.

“I have chosen in my career to surround myself with great business minds,” Federico says. “I complement the team with my understanding of consumers, what they are looking for and how to deliver it to them.”

Today, in his leadership of P. F. Chang Brands, Federico oversees a corporation that includes the 211 P. F. Chang’s restaurants and 182 Pei Wei Asian Diner restaurants around the world, as well as the P. F. Chang’s Home Menu line of products. Federico says his time at the college was instrumental in his life and career, helping him develop critical and creative thinking skills. But most importantly: UT is the place where he met his wife of thirty-six years.

Fighting diseases and disorders

Teresa Compton (’70, ’84) is a soldier in the fight against neurological diseases and autoimmune disorders.

As vice president of translational sciences and virology at Biogen Idec, Compton leads a department whose work characterizes diseases and helps analyze clinical trials of new drugs. She leads a group that seeks to better understand rare infections. An undergrad microbiology major and a PhD graduate in cellular and molecular biology, she says her UT education gave her “the fundamentals for a successful career in science.”

“I distinctly recall being very excited to go to UT, the oldest of my family and the first to leave home,” she says.

Before Biogen Idec, Compton was a professor for thirteen years at the University of Wisconsin.

“There, I trained my own graduate students and postdoctoral trainees,” she says. “I always reflected on my experience as a student as a source of guidance.”

Learning how to learn

“They are the most important. I had never touched an iPhone when I graduated. But most importantly: UT is the place where I met my wife of thirty-six years.”

spent an embarrassing amount of time in Hodges Library,” says Claire O’Neill (’08). “A diet of mostly Chex Mix and Starbucks bagels mitigated the pain induced by twenty-one-hour semesters.”

O’Neill’s extensive time in Hodges—not to mention a week of research at the NYU library and a year in Switzerland—paid off for the honors graduate of history and French who says “libraries are cool.” She is now a producer and editor for National Public Radio, working with a team that builds presentations for the NPR website and mobile apps.

“I was doing very traditional design, print and branding, and it wasn’t until my last semester that I got into digital stuff!”

During their work together at Google in various capacities since 2009. “I told Sarah Lowe that I never wanted to do web design,” he says, laughing. “I was doing very traditional design, print and branding, and it wasn’t until my last semester that I got into digital stuff!”

Tech, design, and Vols

When Simon Sok applied to be one of the Google Creative Lab Five—an elite group that annually recruits a handful of young professionals for a year of freelancing innovation—he knew he was going up against a huge pool of applicants, many with graduate degrees from top art and design schools.

Sok, a Chattanooga native who completed his Bachelor of Fine Arts in 2002, made the cut.

“Simon was the youngest hire ever in the Five,” says Sarah Lowe, associate professor in the graphic design program, who recommended that he apply.

Sok, who now works for Facebook, is among the latest of a growing number of graphic design alumni whose careers bring together design and technology—sometimes in ways that didn’t even exist a decade ago.

“Simon was the youngest hire ever in the Five,” says Sarah Lowe, associate professor in the graphic design program, who recommended that he apply.

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The News Sentinel
Our faculty and their students are engaged in research that advances knowledge and seeks solutions to some of the world’s most pressing problems—complex issues that require interdisciplinary perspective and collaboration that crosses the boundaries of the college to engage partners from across campus, throughout the state, and around the globe.

Brain power
Program advances neuroscience instruction & research

Students at UT can now complete a major or minor degree in neuroscience.

The Interdisciplinary Program in Neuroscience, based in the college, brings together neuroscience research and education from all corners of the campus. It includes faculty from the colleges of Arts and Sciences, Engineering, Nursing, and Veterinary Medicine; the Department of Audiology and Speech Pathology at the UT Health Science Center in Memphis; and the Graduate School of Medicine at the UT Medical Center in Knoxville. The diversity of backgrounds and research perspectives within the program reflects the interdisciplinary nature of neuroscience itself and provides a strong foundation in the neurosciences that emphasizes hands-on research training. Students have the opportunity to tailor their neuroscience degree to prepare for a wide variety of careers. Professor Rebecca Prosser and Associate Professor Jim Hall of the Department of Biochemistry and Cellular and Molecular Biology co-direct the program.

One impetus for developing the neuroscience major and for creating the Neuroscience Network of East Tennessee (NeuroNet) was the number of undergraduates interested in neuroscience.

Prosser and Hall established NeuroNet to promote and foster interactions among neuroscientists engaged in various aspects of neuroscience research, one of the fastest-growing areas of scientific investigation. NeuroNet includes more than sixty research groups representing nine departments across five colleges at the Knoxville campus—as well as the UT Medical Center, the UT Health Science Center (Department of Audiology and Speech Pathology), and Oak Ridge National Laboratory.

Although individual labs in the group are all advancing neuroscience independently, the potential synergies between and among groups led Prosser and Hall to create a unified NeuroNet research unit in 2012 that will be of mutual benefit to the investigators, add value to the university, and contribute to the health and well-being of society as a whole.

The strategic melding of researchers and assets from the various campuses in and around Knoxville creates a unique research and educational environment that will help propel UT into the Top-25 public research universities in the nation.
Biology across the disciplines

Researchers interested in systems biology now have a new resource on campus that provides novel bioanalyses.

The Biological Mass Spectrometry Center provides state-of-the-art capabilities in metabolomics and lipidomics, which allow simultaneous detection of thousands of metabolites and lipids. This facility engages a number of faculty from the colleges of Arts and Sciences; Engineering; Education, Health, and Human Sciences; and Veterinary Medicine at UT, as well as the UT Institute of Agriculture and the UT Medical Center.

Although the center is only a few years old, data generated from this effort have already been incorporated into several successful proposals to the National Science Foundation and led to joint publications with faculty from the departments of Microbiology; Biochemistry and Cellular and Molecular Biology; Chemistry; Nutrition; Animal Science; and Food Science, as well as the College of Veterinary Medicine. Shawn Campagna, associate professor of chemistry, directs the program with the assistance of an eight-member advisory council of faculty representatives from the participating units.

The center also engages undergraduate junior and senior chemistry majors through mentored research. Currently, the facility employs and provides tuition waivers for two graduate students who help maintain the instrumentation and execute experiments. The center also acts as a managed user facility that provides training on the use of and access to state-of-the-art instrumentation for graduate students from a number of departments.

Connecting cultures

The Confucius Institute at UT celebrated its opening in April 2013. Directed by geography professor Shih-Lung Shaw, the nonprofit institute is a collaborative effort between UT, HANBAN, a Chinese Ministry of Education subsidiary in Beijing; and Southeast University in Nanjing, China. The institute offers for-credit and non-credit Chinese language courses, sponsors cultural activities, helps local schools provide more education about China, facilitates exchange activities, and serves as a bridge between China and Tennessee. The institute enables the college to increase Chinese language instruction, offer more cultural activities, and open the door to more student exchanges.
Faculty are extending their classrooms abroad, collaborating with partners in Antarctica, Jordan, China, Europe, and Norway, among others, to provide unique opportunities for students to discover and learn in context. These experiences broaden the perspectives and horizons of students and prepare them for living and working in a global community.

**Jill Mikucki** vents to Antarctica to study icy ecosystems

Jill Mikucki, assistant professor of microbiology, studies ecosystems below half a mile of ice in Antarctica. She is particularly interested in interactions between microbes and their environments on the continent.

“Ice covers 10 percent of continental land mass on the planet, making subglacial environments an important yet poorly understood component of the Earth system,” says Mikucki. “Subglacial aquatic environments serve as analogs for past global glaciation events.”

Mikucki boasts numerous trips to Antarctica. She is part of the Whillans Ice Stream Subglacial Access Research Drilling (WISSARD) team, which collected water and sediment samples from a subglacial lake in January 2013—an exciting first in Antarctic exploration. She returned in November 2013 to continue her research and exploration of Antarctic subglacial aquatic systems beneath the mysterious Blood Falls subglacial ecosystem in the McMurdo Dry Valleys.
World-class artist, global venue

A world-class artist with a global footprint, Northington is a professor of music and world-renowned pianist. Born in Tennessee, he studied at the Eastman School of Music and has performed in concert halls around the world. His music career has taken him to every continent, including Asia, Africa, and Europe. Northington is known for his interpretations of classical and contemporary music, as well as his ability to connect with his audience. He has worked with major orchestras and has composed his own music. Northington's passion for music and his ability to reach a global audience have made him a respected figure in the music world. His performances are celebrated for their technical brilliance and emotional depth. Northington's dedication to his craft has earned him numerous awards and recognition, including invitations to perform at the world's most prestigious venues. His performances continue to inspire and captivate audiences around the world.
LOOKING AHEAD

Our 2020 vision: What will it take to get there? Research shows that Top 25 institutions have in common certain characteristics related to instruction:

1. At least 50 percent of all student credit hours and more than 90 percent of upper-division and graduate courses are taught by tenure-track faculty.
2. All first-year students take at least one class with a tenure-track faculty member.
3. Undergraduates are offered an array of learning opportunities inside and outside the traditional classroom.
4. Non-classroom opportunities include research activity with faculty.
5. Faculty research and teaching are recognized externally.
6. Departmental/school rankings rise.

Compared to the current Top 25, the college falls short on these criteria. To “close the gap” on Top 25 standards, we need to increase delivery of high-quality education by tenure-line faculty, which calls for adding 160 additional tenure-line faculty and decreasing the number of lecturers by half by 2020. These faculty will create an impact in their academic disciplines because of their increased numbers, high productivity, and ability to train more graduate and undergraduate students. Attracting top graduate students will require continued investment in their financial support; the college is below the national average for research universities. Likewise, to support the work of additional faculty, we need to increase and improve staffing by adding thirty-five new positions by 2020. We need to increase and improve our physical infrastructure and financial resources if we are to sustain growth and advancement in our mission as a top academic and research institution.

The budget needs of the university exceed the state’s capacity to support it. Increases in tuition have mitigated the shortfall somewhat, but not entirely. So how will we meet our goals? Giving makes the difference! If we’re to move beyond business as usual, we must have an infusion of gift funds to leverage the margin of excellence required to reach the Top 25. We need our alumni—and our friends who are “alumni by choice”—to support us not only with their financial gifts, but also through advocacy and promotion of the college to other citizens, the legislature, and to future students.

Gifts provide the means to propel the college toward achievement of our 2020 vision. Opportunities for investing in the college’s advancement that relate directly to our 2020 vision include funding of endowed chairs, professorships, faculty fellowships, and faculty awards to enhance our efforts to recruit and retain world-class faculty. There are also opportunities for graduate student support through endowed fellowships, teaching and research assistantships, and graduate student “top-off” awards. Plus, attracting and diversifying our pool of top undergraduates can be enhanced by scholarship support.

An investment in the college not only impacts the college, but also helps advance the entire university. After all, the college faculty provide 71 percent of UT’s undergraduate student credit hours through the general education curriculum, regardless of whether students choose a major in the College of Arts and Sciences or in another college on campus. Moreover, the college’s faculty and students comprise about 50 percent of the university family. For UT to reach the Top 25, the College of Arts and Sciences must lead the way. With your support, we will succeed.