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Faculty Senate Agendas and Minutes

Agendas and Minutes

9-25-2023

2023 September 25 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

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EAST TENNESSEE STATE UNIVERSITY

Faculty Senate

September 25, 2023, 2:45 p.m. | Culp Forum / Zoom

Faculty Senate Meeting Agenda

1. Celebrations / Good News
2. Introductions of Guests
3. Announcements
4. Guest Speakers
 - a. Dean Sharon McGee and Dr. David Harker, Co-Chairs, General Education Redesign Task Force
5. Approval of Minutes from September 11, 2023
6. Action Items
7. Information Items
 - a. Handbook Committee Update – Stephen Hendrix
 - b. Board of Trustees Report – Steph Frye-Clark
 - c. Notes from Meetings with President Noland – Ginni Blackhart
 - d. Reports from University Committees
 - e. Move In Day idea – Ryan Nivens
 - f. Other Items of Discussion from the Floor
8. Old Business
9. New Business
 - a. Faculty Senate workgroups
 - Dean evaluation workgroup (Chair: Ashley Sergiadis) – volunteers?
 - Dept. Chair search committee workgroup (Chair: Bill Hemphill) – volunteers?
 - Faculty workload policy workgroup – volunteers?
10. Comments from Guests
11. Final Comments/Announcements from Senators
 - a. APS Student – Ashley Sergiadis
12. Adjourn



FACULTY SENATE MINUTES

Meeting Date:	09/25/2023	Time:	13:00-16:30	Location:	Culp	
Next Meeting:	10/09/2023				Scribe:	Ashley Sergiadis
Present:	Alali, Walid; Beatty, Kate; Blackhart, Ginni; Blackwell, Roger; Boa, Jen; Bradshaw, Patrick; Burns, Bracken; Bray, Sheree; Byington, Randy; Carnevale, Teresa; Desjardins, Mathew; Digavalli, Siva; Dowling-McClay, KariLynn; Dunkley, Lisa; Ecay, Thomas; Ellis, Jon; Fisher, Stacey; Fiuza, Felipe; Foreman, Robin Ann; Frye-Clark, Steph; Garris, Bill; Geiger, Matthew; Gentry, Retha; Greene, Amy; Hauldren, Kacie; Hemphill, Bill; Hemphill, Jean; Hendrix, Stephen; Herrmann, Andrew; Hounshell, Jonathan; Kim, Sookhyun; Landis, Ryan; Lyons, Reneé; McGarry, Theresa; Nivens, Ryan; O'Neil, Kason; Perry, Lisa; Robinson, Meg; Sayers, Adam; Schroder, Laurie; Scott, Dane; Sergiadis, Ashley; Stevens, Alan; Thigpen, Jim; Trogen, Paul; Uddin, Moin; Waller, Justin; Weise, Constanze; Yampolsky, Lev; Youngberg, George; Zahner, Matthew					
Absent:	Chakraborty, Kanishka; Daniels, Jean; Easterday, Mary; Mamudu, Hadii; Ramsey, Priscilla; Weyant, Emily; Walden, Rachel					

Agenda Items

Meeting called to order
1. Celebration / Good News
2. Introduction of Guests
3. Announcements
4. Guest Speakers
5. Approval of Minutes
6. Action Items
7. Information Items
8. Old Business
9. New Business
10. Comments from Guests
11. Final Comments/Announcements from Senators
12. Adjourn

DISCUSSIONS

1. Celebration / Good News
<p>1.1 Sergiadis announced that she will be absent from the next Faculty Senate meeting. She will be receiving the Digital Commons Institutional Repository All Stars award during that time.</p> <p>1.2 Burns is now the 97th President of Osteopathic Surgeons.</p>
2. Introduction of Guests
<p>2.1 Karin Keith, Associate Provost for Faculty</p> <p>2.2 Sharon McGee, Dean of Continuing and Graduate Studies</p> <p>2.3 David Harker, Professor of Philosophy</p> <p>2.4 Two Pharmacy students</p>
3. Announcements
None.



DISCUSSIONS

4. Guest Speakers

4.1 Dean Sharon McGee and Dr. David Harker, Co-Chairs, General Education Redesign Task Force

Presentation

History

- About a year ago, the General Education Advisory Council recommended to the provost that ETSU review general education. The charge was to get some excitement and enthusiasm in general education and better serve needs of students. The General Education Redesign Task Force began their work in October 2022.
- Over spring 2023, they decided to have a competency base approach to general education rather than a content base approach. ETSU currently has a distribution model (list of courses that students check off), which doesn't create cohesion across curriculum. Competency based model does provide more cohesion. They crafted a purpose statement and competencies (with 3-5 associated learning outcomes). They presented the competencies/learning outcomes to the campus and gathered feedback through public comment.
- Over summer 2023, they reviewed the public comments and adjusted the competencies/learning outcomes. They also looked at how peer institutions are approaching general education. Everyone in the task force wrote their own general education curriculum. They compared each other's curriculum to find commonalities and incorporate those into the proposal. They shared the proposal with the Provost, the task force's Advisory Council, President, Dean's Councils, GEAC, and other colleges/departments.

Proposal

They presented a first-draft proposal to gather feedback in order to improve the proposal. The slides at the end of the minutes presents an outline of the proposal.

- **First-Year Experience (3-4 credit hours)** would include aspects of wellness (financial, psychological, social, etc.), resources available at ETSU, values of education so they know why they are taking general education courses, and strategies for learning. Research has shown that students are less likely to return if they are unclear about financial obligations and do not have a sense of belonging. Center for Teaching Excellence suggested introducing students to specific elements of learning (how to read syllabus, etc.). There are courses across campus that already cover a lot of this material like CBAT and Honors. A subcommittee (mix of task force members and others on campus) is developing this part of the proposal. They are exploring if the course should be over one semester or multiple semesters and whether one faculty member should be responsible for teaching all the content or have a more module approach.
- **Strengthening Foundations (12-13 credit hours)** would include writing (6 credit hours), quantitative reasoning (3-4 credit hours), and critical thinking (3 credit hours). Kimberly Tweedale is on the task force and oversees the English composition sequence. Those courses are undergoing significant revisions. They are asking departments how they could expand number of courses to offer more variety like our peer institutions. In previous comments on competencies, a few more people emphasized the need for critical thinking. Critical thinking would include information literacy (argument structure, cognitive biases, source reliability, misinformation).
- In addition to First-Year Experience and Strengthening Foundations, the proposed curriculum includes the following areas: **Strengthening Foundations** (12-13 credit hours) with courses in Natural Sciences (at least 4 credit hours) and Social/Behavioral Sciences (at least 3 credit hours), **Exploring Connections** (9-10 credit hours) with courses in History (at least 3 credit hours) and Humanities outside of History (at least 3 credit hours), **Cultivating Aesthetic Awareness** (3-4 credit hours), and **Growing as an Individual and Global Citizen** (3-4 credit hours).
- Six Competencies (think critically, communicate effectively, understand social and physical worlds, cultivate aesthetic awareness, collaborate and build community, and grow as a responsible and productive citizen) will be featured throughout the courses. (Courses may not address all competencies).
- The proposal is competency-based and provides greater flexibility with more targeted and specific courses, which leads to student feeling more in control in their education. There might be some courses which are listed in more than one category. These courses will not be able to be counted



DISCUSSIONS

twice. State statute states that general education must be 41-42hours.

- Students will be able to transfer credits. The proposal has continuities with the current curriculum.
- “Badges” will be optional to students in which they explore a unifying themed from the perspective of different disciplines (e.g., Appalachian Studies, Environmental Studies, Health and Wellness, Religious Studies, War and Peace, and Justice and Ethics). They might be providing a pathway into minors.
- As part of the proposal, all general education courses should utilize at least one high impact practice. These can be large or small practices (e.g., learning communities, writing-intensive courses, collaborative assignments/projects, problem-based learning activities, project-based assignments, informal small group work, reflective practices, community engaged learning).

Next Steps

- Co-chairs are gathering feedback on the first-draft of the proposal. They want to address the need for oral communication.
- Three subcommittees have been established to address the following issues: first-year experience course, badge concepts, and streamlined approval process for courses.
- They are planning on reviewing faculty development and analyzing the impact on college budgets.

Question and Answers

Byington: Currently have at least 2 different FYE courses (pre-health majors and other majors), will that continue or will there just be one course?

Desjardins: I will be on the FYE subcommittee to help guide this discussion to make recommendations. But like our college has our own FYE courses and other programs do too. So, we would want to make sure these get to be part of this requirement

McGee: We do not have an answer. This is what the subcommittee will be researching. If a college already has a course that matches the learning outcomes, then existing courses may satisfy this requirement.

Weise: What is the anticipated deadline for the new gen ed curriculum to take effect?

McGee: Provost would like to begin Fall 2024. We are asking for feedback before fall break. We will have a proposal in October/November, which will go out for public comment.

Weise: Will there be a sheet created that will be the Gen ed requirement sheet and students check off on that?

McGee/Harker: We imagine that degree works will play a significant role in helping students know what they've met.

Weise: When do you recommend departments to act in order to submit classes that will better fit in into the competencies.

McGee/Harker: We have a working group discussing these things. The subcommittee is currently working on an approval process. You can begin to think about how your department can contribute to this vision.

Weise: How many classes per department can be on this sheet?

McGee/Harker: We don't think there is a limit to how many classes per department can be on the sheet. It is more based on student learning outcomes and competencies.

Weise: Will students have to take a class from each of the 6 competencies?

McGee/Harker: The competencies will be spread throughout the courses and learning outcomes. Ideally, they will achieve the competencies through the curriculum but there are no guarantees.

Kim: What are the differences/changes from the previous curriculum? Any comparison table available?

Harker: We have not produced a side-by-side table. The biggest difference is there will be more flexibility.

Hemphill: Anybody relying on general education will still be able to use a distributed model.

Yampolsky: These days everyone wants to include interaction with AI in any courses aimed at development of critical thinking. Any such plans?

McGee: We will take this back to the task force.

Kim: So, communication and collaboration competencies are covered under the humanities...only 3 credits?



DISCUSSIONS

McGee: Exploring Connections is 9-10 credit hours. Students can't take all 9 credit hours in history. A lot of the traditional humanities courses will be in other areas like Growing as an Individual and Global Citizen.

Kim: Just want to make sure faculty include communication collaboration practices in their gen ed classes. No assumption that they teach those in their classes. Or separate classes for comm and collaboration? New generation needs to practice these more I believe including presentation skills

Kim: What changes are reflecting the current societal trends/changes and demands from students, industries, etc.?

McGee: Moving to a competency-based model will help with this. Accreditation (such as in Nursing) and students are wanting this competency-based education.

Harker: We did consider what employers want such as critical thinking and communicating effectively. When you ask faculty what they want students to achieve, it is a similar list.

Byington: Will your committee report include a recommendation for how often the GE core must be reviewed? I think we have waited too long this cycle.

McGee: There will possibly be a change to the general education policy that will address how often general education is reviewed.

Weise: Will these be 2000 level courses or will 3000 level courses count as well? Asking because some courses could be converted to 2000 level courses.

McGee: 2000 and 3000 levels can count in general education. You will not see community college bring anything above a 2000 level though.

Waller: Did the peer institutions you reviewed had a similar student demographic to ours (first-generation, low-income students)? Has the flexibility model work for them?

McGee: Yes, there are institutions with that demographic using the flexibility model. Many of them are still in the newer stages of implementations so they don't have longitudinal data yet.

Waller: Have you seen any possible conflicts with the current, centralized budget model?

McGee: We talked with the president about this. The budget model is being reviewed. This is a great time to revise general education so they can consider the implications on the budget model. Mike Hoff does not think that it will have a significant impact. It will be considered in the budget modification.

Blackhart: Christie Graham (CFO) will be here to discuss plans for the budget models.

Waller: Has there been any workshopping of what current courses will satisfy the requirements? And, how many new ones we will have to create?

Weise: Would you be able to communicate to each department which classes currently in the catalog would satisfy the new GE curriculum?

Harker: We have looked at peer institutions and their courses as well as our own ETSU courses. There are tons of courses that seem like they would be fit. We will not go to a department and say "this is what you should offer." We have given lists to departments of courses offered by peer-institutions and ETSU to begin discussions on what might be included in general education from their department.

McGee: There are many courses but they just need to be aligned with the student learning outcomes. Some of the courses haven't been reviewed in years so they may need to be updated. We heard that there had been a moment in time that GEAC was restrictive of what they approved. One of the questions we are bringing to the GEAC subcommittee is to consider a broader vision of what might count for general education. SACSCOC and Tennessee Statute states that students have to have a breadth of education that is not only professional oriented (e.g., students can't only take courses like art/writing/science "for engineers).

Geiger: I like the badge idea. Is there a metric way to keep students from taking all general education related to their discipline?

McGee: GEAC will be reviewing what courses are included to avoid this issue. The broad categories (e.g., exploring connections, strengthening foundations) should also help avoid this issue.

Frye-Clark: The ETSU 1020 course seems similar to the first-year experience.



DISCUSSIONS

McGee: The person over ETSU 1020 is on the task force.

Lyons: So happy to hear of the critical thinking component - thanks! For the first-year experience, developing college reading levels may be considered. For example, a "College Reading" course or component of a course - which utilizes such books as Alex, National Book Award, Carnegie, and Non-Fiction books.

Desjardins: Renee, that is something we talked about and we plan on talking about it in the subcommittee

Robinson: What extent do high-impact practices already happen in the courses? Will you need to provide support for faculty?

McGee: We think that faculty are already doing many of these practices.

Harker: It requires departments to talk about high-impact practices and reflect on those practices. We hope to motivate more of those discussions at the very least.

Blackhart: The Center of Teaching Excellence is a great resource on this topic.

McGee: We have some recommendations outside of our charge like employees who are regularly teaching general education should be moved towards a regular contract instead of being an adjunct in multiple places. This may help them have the time/energy to be involved in high-impact practices.

McGarry: Is CSCI 1100 a general education requirement?

McGee: That is a graduation requirement not a general education requirement.

Geiger: What was the consequence of going from 40-46 credit hour model to 41-42 credit hour model?

McGee/Harker: We changed many categories to be 3-4 hours. This may require four-hour credit courses or one-hour credit courses to be created.

Blackhart: I have heard complaints about the reduction of science, but I think it is very important to include a first-year experience course and competency-based structure. My department did not express any concerns.

Robinson: I like that it won't just be lectures, which will help bridge student experiences between high school and college.

Hendrix: What are you hearing as the biggest complaint?

Harker: The biggest comment has been the lack of oral communication skills.

McGee: We have also heard complaints about reducing hours in certain disciplines.

5. Approval of Minutes

Blackhart questioned whether there was an objection to approving the minutes from the 09/11/2023 meeting. **Sergiadis** noted that Senator McGarry submitted corrections.

No Objection: Minutes Approved

6. Action Items

None.

7. Information Items

7.1 Handbook Committee Update – Stephen Hendrix

Hendrix requested members send their schedule for next week so he can schedule a meeting.

7.2 Board of Trustees Report – Steph Frye-Clark

The Board of Trustees and their committees met on September 15 and approved the following items:

- Tenure of Ron Handy (Chair of Environmental Health)
- Transfer of debt service reserve funds for soccer and baseball to renewal and replacement for other athletic facility projects
- Board of Trustees Professional Development Policy and Appearance before the Board of Trustees Policy
- Juneteenth as an official administrative holiday
- Women's Acrobatics and Tumbling



DISCUSSIONS

- Naming of the football field to Bank of Tennessee Field

7.3 Notes from Meetings with President Noland – Ginni Blackhart
None.

7.4 Reports from University Committees

Quality Effectiveness Sub-council (QESC) of the University Council – Randy Byington

QESC will have two committees reviewing accreditation for programs:

- Committee reviewing program accreditation documents before they are submitted.
- Committee reviewing the reports of the accreditation site visits. Byington will serve on the committee as the Faculty Senate representative reviewing the post accreditation reports looking for accreditation themes and trends from across the university.

7.5 Move-In Day idea – Ryan Nivens

Dr. Ryan Nivens presented the idea of organizing faculty members to participate and assist in student ‘Move-In Day’ activities. Volunteers are always needed and greatly appreciated to help staff and student volunteers. This type of activity allows faculty to meet students and their families outside the classroom and can really present the ESTU community in a very positive light. Dr. Nivens (nivens@etsu.edu) will begin to coordinate this effort in the spring. Desjardins, Weise, Byington, Lyons, Gentry gave positive feedback.

Byington: How does it fit with our meeting week schedule?

Blackhart: Move-in day does coincide with some important meeting during that week (e.g., graduate coordinator meetings).

Desjardins: I suggest that this should be an opportunity for all faculty on campus. You should connect with Heather Levesque, Director of Administrations.

Carnevale: My previous institution would check on all freshman in September, which coincided with Suicide Awareness Week. We would give flyers with resources.

Blackhart: I would suggest reach out to Alison Davis (Counseling Center) to find out if we do anything like this and how can faculty help.

Gentry: In Student Health we have a great pamphlet that includes many health-related resources on campus. It would be great to pass those out to freshman.

7.6 Other Items of Discussion from the Floor

McGarry: One of my constituencies would like to suggest a change to the Promotion Policy for Lecturers. The policy states “These committees should consist of all tenure-track, clinical research faculty and lecturers of higher rank than the applicant in the department.” They are asking “all” be replaced by “a committee of”. Program faculty should not be required to be on this committee.

Byington: I am not opposed to changing it. The phrasing is the same language used in the promotion and tenure policy of tenure track faculty.

8. Old Business
None.

9. New Business

9.1 Faculty Senate Work Groups

Dean evaluation workgroup (Chair: Ashley Sergiadis) – volunteers?

The dean evaluation workgroup will suggest improvements to faculty input during dean’s evaluations. Deans have an annual review with their supervisor (Provost McCorkle). They also have a more intensive review every four years as part of the [Periodic Review of Administrators policy](#). Neither of these reviews include formal feedback from all full-time faculty within the dean’s college. However, several of our peer-



DISCUSSIONS

institutions seek input from all full-time faculty during annual reviews. Five of the institutions have a formal survey that is distributed to all full-time faculty regarding their deans.

Jean Hemphill and Lisa Perry volunteered.

Dept. Chair search committee workgroup (Chair: Bill Hemphill) – volunteers?

The department chair search committee workgroup will suggest increasing staff representation (e.g., executive aids) on search committees for chairs. Our current documents reference the faculty on the search committee but not the staff. Staff are important parts of departments and are affected by the leadership change. The current Staff Senate has endorsed one staff member on being on the committee.

Matthew Desjardins, Justin Waller and Hadii Mamudu volunteered.

Provost Policy Workgroups

The Office of the Provost will be organizing workgroups to provide recommendations on policies based on their review of ETSU and other institutions’ policies. These workgroups will have Faculty Senate and faculty representatives. The executive committee will meet next Monday to discuss how many faculty should be on the workgroups. Faculty interested in being considered for participation in one or more of these workgroups should contact Dr. Ginny Blackhart (blackhar@etsu.edu).

- *Workgroup on policies related to courses & curriculum* will review the following policies: Electronic Courses, Distance Education, Experimental Courses, Web-Based Courses
- *Workgroup on policies related to workload and evaluations* will review the following policies: Definition of Faculty and Types of Faculty Appointments, Faculty Teaching Credentials, Workload, Reporting, and Evaluation of Full-Time Faculty, Non-Exempt Employees who Also Teach as Adjunct Faculty, Uncompensated Personnel, and Postdoctoral Recruitment and Education (Basic and Clinical Sciences)
- *Workgroup on policies related to tenure & promotion* will review the following policies on Tenure, Faculty Ranks and Promotion, and Promotion Policy for Lecturers.

Keith: There are five policies going forward to Academic Councils on Thursday. Three will be going back out for public comment because there are significant revisions: Attendance Policy, Undergraduate Course Load Policy, and Undergraduate Degree Requirements. Twenty-two policies have been completed. One policy has been sent to a chairs group for some additional revisions.

Gentry expressed interest to be on the workgroup discussing workload. **Schroder** expressed interest of being part of the workgroups.

10. Comments from Guests
None.

11. Final Comments/Announcements from Senators

11.1 APS Student – Ashley Sergiadis

Faculty Senate has an APS student that Sergiadis manages. If you have a project for the APS student related to Faculty Senate (i.e., research for work groups), contact Secretary Sergiadis.

12. Adjourn

Motion to Adjourn: Unknown
Second: Unknown
Meeting Adjourned

Please notify Senator Ashley Sergiadis (sergiadis@etsu.edu, Faculty Senate Secretary, 2023-2024) of any changes or corrections to the minutes.

Note: Meeting minutes are not a word-for-word transcript. Statements and questions by Senators are

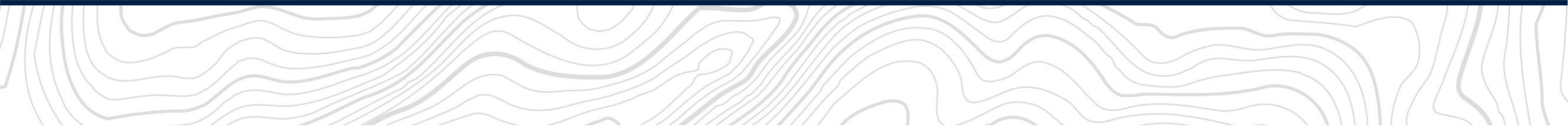


edited and summarized for clarity.



EAST TENNESSEE STATE
UNIVERSITY

GENERAL EDUCATION REDESIGN



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)
Quantitative Reasoning (3-4)
Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)
Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)



FIRST-YEAR EXPERIENCE (3-4)**STRENGTHENING FOUNDATIONS (12-13)**

Writing (6)

Quantitative Reasoning (3-4)

Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)

Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)

Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)**GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)****Content**

- Wellness
- ETSU Resources
- Values of education
- Strategies for Learning

CBAT and Honors provide models

Subcommittee given charge



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)

Quantitative Reasoning (3-4)

Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)

Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)

Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)

Quantitative Reasoning (3-4)

Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)

Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)

Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

Information literacy

- Argument structure
- Cognitive biases
- Source reliability
- Misinformation



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)
Quantitative Reasoning (3-4)
Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)
Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)



FIRST-YEAR EXPERIENCE (3-4)

Competency based

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)
Quantitative Reasoning (3-4)
Critical Thinking (3)

- THINK CRITICALLY
- COMMUNICATE EFFECTIVELY
- UNDERSTAND SOCIAL AND PHYSICAL WORLDS
- CULTIVATE AESTHETIC AWARENESS
- COLLABORATE AND BUILD COMMUNITY
- GROW AS A RESPONSIBLE AND PRODUCTIVE CITIZEN

UNDERSTANDING NATURAL AND SOCIAL WORLDS

Natural Sciences (at least 4)
Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)



FIRST-YEAR EXPERIENCE (3-4)

Competency based

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)
Quantitative Reasoning (3-4)
Critical Thinking (3)

- THINK CRITICALLY**
- COMMUNICATE EFFECTIVELY**
- UNDERSTAND SOCIAL AND PHYSICAL WORLDS**
- CULTIVATE AESTHETIC AWARENESS**
- COLLABORATE AND BUILD COMMUNITY**
- GROW AS A RESPONSIBLE AND PRODUCTIVE CITIZEN**

UNDERSTANDING NATURAL AND SOCIAL WORLDS

Natural Sciences (at least 4)
Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)
Quantitative Reasoning (3-4)
Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)
Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

Competency based

Greater flexibility

More courses

Continuities with current curriculum
eases transfer concerns

Badges

Appalachian Studies
Environmental Studies
Health and Wellness
Religious Studies
War and Peace
Justice and ethics



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)

Quantitative Reasoning (3-4)

Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)

Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)

Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

As part of the proposal, we suggest that all general education courses should utilize at least one high-impact practices.

High impact practices can be large or small-scale, ranging from problem-based learning activities during class sessions to more formalized activities. Below is a non-exhaustive list of possible HIPs:

- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Problem-based assignments
- Project-based assignments
- Informal small group work
- Reflective practices
- Community-engaged Learning



FIRST-YEAR EXPERIENCE (3-4)

STRENGTHENING FOUNDATIONS (12-13)

Writing (6)

Quantitative Reasoning (3-4)

Critical Thinking (3)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)

Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9-10)

History (at least 3)

Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3-4)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

What next?

- Gather feedback
- Streamline approval process
- Collaborate for FYE courses
- Develop badge idea
- Plan for faculty development
- Undertake impact on college budgets



THANK YOU



SACSCOC

The institution requires the successful completion of a general education component at the undergraduate level that:

(a) is based on a coherent rationale.

(b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes

- a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: **humanities/fine arts, social/ behavioral sciences, and natural science/mathematics**. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.



Tennessee Code:

The only place that Tennessee Code Annotated directs general education is around the Tennessee Transfer Pathways which is in **TCA 49-7-202(r)(2)** – see below. THEC does not have any additional official policy/guidance on the composition of general education.

(A) A transfer pathway shall consist of sixty (60) hours of instruction that a student can transfer and apply toward the requirements for a bachelor's degree at a public institution that offers the transfer pathway. The sixty (60) hours of instruction in a transfer pathway shall consist of forty-one (41) hours of general education courses instruction and nineteen (19) hours of pre-major courses instruction, or elective courses instruction that count toward a major, as prescribed by the commission, which shall consider the views of chief academic officers and faculty senates of the respective campuses. Courses in a transfer pathway shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities.

(B) An associate of science or associate of arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior. Notwithstanding this subdivision (r)(2)(B), admission into a particular program, school, or college within a university, or into the University of Tennessee, Knoxville, shall remain competitive in accordance with generally applicable policies.

(C) The forty-one-hour lower division general education core common to all state colleges and universities shall be fully transferable as a block to, and satisfy the general education core of, any public community college or university. A completed subject category, for example, natural sciences or mathematics, within the forty-one-hour general education core shall also be fully transferable and satisfy that subject category of the general education core at any public community college or university.

(D) The nineteen-hour lower division AA/AS area of emphasis articulated to a baccalaureate major shall be universally transferable as a block satisfying lower division major requirements to any public university offering that degree program major.



2010 Tennessee Code

Title 49 - Education

Chapter 7 - Postsecondary and Higher Education Generally

Part 1 - Miscellaneous Provisions

49-7-110 - Curriculum American history.

49-7-110. Curriculum American history.

(a) No person shall be granted a baccalaureate degree of any kind from any institution of higher learning supported or maintained by the state, or from any community college supported or maintained by the state, unless the person has **earned credit in American history**, consisting of six (6) semester hours or nine (9) quarter hours. Persons who pursue baccalaureate degrees in those areas of study exempted either by regulation of the board of regents or by regulations or delegated authority of the board of trustees of the University of Tennessee **are not required to meet the requirements of this section if they have successfully completed a course in American history in high school.**

(b) Any student shall have the option, at the student's request, to substitute three (3) semester or three (3) quarter hours of Tennessee history for three (3) of the semester or quarter hours in American history required by the terms of this section if offered by the institution.

(c) (1) Courses in American history taught under the terms of this section shall include the contributions of all people in the history of the United States without regard to race, sex or creed.

(2) Courses in Tennessee history taught under the terms of this section shall include the contributions of all people in the history of Tennessee without regard to race, sex or creed.

[Acts 1974, ch. 767, §§ 1, 2; 1975, ch. 170, § 1; T.C.A., § 49-3253; Acts 2009, ch. 204, § 1.]



ETSU's general education requirements are as follows:

1. Communication (9 credits, consisting of 6 credits of written composition and 3 credits of oral communication)
2. Humanities and Fine Arts (9 credits, consisting of 3 credits of literature, 3 credits of fine arts, and 3 credits of humanities electives)
3. Social and Behavioral Sciences (6 credits)
4. History (6 credits)
5. Natural Sciences (8 credits)
6. Mathematics (3-4 credits)

Students who have completed an associate degree designed for transfer at a regionally accredited college or university have satisfied ETSU's general education requirements.

Transfer students from Tennessee Board of Regents community colleges without associate degrees who completed blocks of general education requirements at those schools have satisfied the corresponding blocks in ETSU's general education core.



When ETSU requires students to complete a particular general education course with a minimum grade (e.g., C), this requirement also applies to that course in transfer.

Some majors at ETSU require students to complete courses that also satisfy general education requirements. Transfer students who took other courses at previous institutions to meet those general education requirements must still take the courses required for the major at ETSU.

ETSU's general education requirements do not apply to students who have completed a baccalaureate degree at ETSU or another regionally accredited college or university and are pursuing a second bachelor's degree.

ETSU will conduct a course-by-course evaluation and apply transfer courses toward its general education requirements as appropriate for transfer students from TBR community colleges who did not complete general education blocks and for transfer students from other institutions.



FIRST-YEAR EXPERIENCE (3)

STRENGTHENING FOUNDATIONS (13)

Writing (6)

Quantitative Reasoning (3)

Critical Thinking (2)

Oral communication (2)

UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)

Natural Sciences (at least 4)

Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9)

History (at least 3)

Humanities outside of History (at least 3)

CULTIVATING AESTHETIC AWARENESS (3)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3)



Faculty Senate Executive Committee Meeting with President Noland

09/08/2023

Question #1

I would like the leadership at ETSU to consider having transitional housing for new and incoming faculty when they are moving to the Johnson City area. This is even more important for international faculties. This will be a temporary placement which may have a charge attached to it for housing cost (similar to rent) and will be short term. This can be anywhere from 1 month to three months where enough time is given to find housing in the community and might be less stressful when transitioning into their role since housing is not an immediate barrier. Is this something ETSU administration is willing to consider as it makes future housing plans on campus?

Response to Question #1

Currently, the university's priority is student housing then employee salaries. However, President Noland welcomes a conversation on this topic (e.g., what does this look like, time commitments, building size, etc.). Senators expressed that faculty have their housing plans fall through so they have nowhere to stay initially. Faculty need a temporary space (e.g., no longer than 6 months) to help in these situations.

Question #2

In February 2023, the Comptroller released a special report on Tennessee State University (<https://comptroller.tn.gov/content/dam/cot/orea/advanced-search/2023/TSUExecutiveSummary.pdf>) concerning their practices around housing. The Key Conclusion noted in the executive summary was that "TSU management has repeatedly fallen short of sound fiscal practices, adequate documentation, and responsive communications to concerned parents and students. In addition, there have been repeated inconsistencies between testimony given by TSU officials to state officials and actions later carried out." The Executive Summary concludes with policy considerations. The first consideration from Comptroller Mumpower is that "The General Assembly could place TSU under the authority of the Tennessee Board of Regents (TBR)." Could you provide us an update (if available) and speak to the implications for the rest of the Locally Governed Institutions? Thanks!

Response to Question #2

Dr. Noland does not expect TSU to be placed under the authority of TBR. TSU will be going through the second phase of the Sunset Hearing.

Question #3

This question concerns incoming outsourced supplemental custodians and the security of personal and state assets: Due to a lack of personnel, next week (we have been told) ETSU will begin using supervised, non-ETSU (third party) employees to supplement our existing and hardworking custodial staff. Many programs have expensive, mission critical, and somewhat portable equipment in classrooms but mostly labs. Faculty often use their own property (e.g., cameras for photos &/or Zoom videos) and leave their equipment on campus as a convenience. The presence of unknown and potentially churning personnel—with no permanent attachment or institutional loyalty—roaming through otherwise unoccupied buildings and possibly directly unsupervised for long stretches brings with it a measure of concern. Currently, as faculty are responsible for trash collection, clean up, etc.; custodial 'intrusion'

into faculty offices is minimal. Faculty offices are considered to be fairly safe places to store easily pilfered property/assets. As faculty are responsible for keeping things safe and secure, we kin da need to know where the lockdown of equipment needs to end. Which (finally) gets to the question... Will contracted, 3rd party custodians be limited (as a group policy) in their key access during their shift(s) to just the more 'public' types of spaces (i.e., hallways, lounges, classrooms, labs, restrooms, etc.), or will they be issued 'full building'-assessible 'Master' keys allowing them access to pretty much all rooms including faculty offices? Thank you for your time and consideration in responding to this query.

Response to Question #3

The shift foreman will be responsible for giving access to the contracted custodians. The foreman will let the contracted custodian in the building then follow them to lock up. There will be no master key given to contracted custodians. The contracted custodians have had a background check.

General Updates from President Noland

Parking: President Noland has received a lot of emails about issues with parking. (Example: Since the residence halls are at capacity, students park in front of the halls for long periods which blocks the spaces in front of main buildings. Once Powell comes back online, this will exasperate the situation.) He is gathering data from current and past years and is planning to engage a parking consultant so that the campus can have informed conversations on how to improve parking. This will not be a decision by one person – the campus will be involved as well as the formal parking committee.

Housing: Housing should be settled in the next few weeks with students living in hotels moving into the dorms as spots open. Spots usually open after students are unable to pay.

Enrollment: Enrollment will be up or slightly flat. We have had the largest freshman class in ETSU history. Northeast State's and Walter State's enrollment is up which means more potential transfer students. The next Board of Trustees meeting will provide a better picture.

Raises: All employees should receive 4% salary increases across the board. The institution may use an additional 1% for targeted market adjustments focusing on the bottom end of the salary scale. They will be exploring the options in October with a request for the Board of Trustees approval in November.

Construction: Lamb Hall's ribbon cutting is on Thursday, September 14. Gilbreath Hall's ribbon cutting is October 12. The Campus Center building should come down sometime after Thanksgiving. This will cause ETSU to lose part of the Pride Walk and require temporary sidewalks. Dr. Noland is optimistic that Brown Hall's second phase of funding will be supported.

Pay Periods: ETSU will be transitioning from monthly pay periods to twenty-six pay periods.

Town Halls: There will be upcoming town halls and information on the work of two task forces: Academic Restructure and General Education. The General Education task force is looking at expanding the options of courses – changing some 3000 level courses to the 1000/2000 level so students have experience with full professors earlier.

Past Legislative Session: The previous legislative session approved significant funding to improve safety on Tennessee campuses. ~\$2 million will be acquired by ETSU at the end of the calendar year. The administration is exploring the best way to use these funds (e.g., camera enhancements).

Future Legislative Session: Dr. Noland is optimistic about the next legislative session. It seems to be focused on policy rather than social issues (e.g., transfers, guided dual enrollments, lottery scholarship may be addressed).

Tennessee Budget: Tennessee budgets are still strong. They are facing challenges as there are more people moving into Tennessee than infrastructure can support. The state is working on budget funding to help prepare communities for this type of growth. State revenues will be strong, which puts ETSU in a good position.

Next Construction Projects: Beyond housing, Sam Wilson and Wilson Wallace may be the next focus. The location of the new health building (that may house clinics for nursing, family medicine, physical therapy, mental health, etc.) is still being planned. Senators emphasized the need to renovate Roger-Stout (e.g., the classes are so warm that students can't learn and CAS meetings are cut short). Dr. Noland hopes that the Humanities Building will help CAS.

Onground versus Online Courses: Dr. Noland was disappointed to discover that freshman in the resident halls were taking on-ground and online courses. Freshman in residence halls should be taking on-ground courses. He will be exploring the reasons for these cases. Senators expressed some barriers to offering more onground courses such as the lack of spaces. Senators also expressed that this just isn't a freshman issue but a graduate issue – international students need onground courses, but other students gravitate toward online courses. This leads to more international students in onground courses and more of the other students in online courses, which separates the groups. These discussions need to come from department/college faculty.

Board of Trustees: The next meeting will address some of the following topics: naming of the football field and the addition of acrobatics and tumbling (to help with Title IX issues). Due to a change to state law, any full-time board meeting will require attendees for public comment to preregister and only speak on action items.

Events

- East Tennessee State University alumnus Yaroslav (Yaro) Hnatusko is hosting a benefit comedy show for the nonprofit organization, Restore Ukraine, which he co-founded on September 9.
- October 10th is Founders Week featuring many events: ETSU Elevates, ETSU Remembers, ETSU Heroes, Gilbreath Hall Ribbon Cutting, State of University address.
- Senators suggested having periodic active shooter training to capture those like new faculty who didn't get a chance to attend. Students get their training at orientation.