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2002 December 2 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

Recommended Citation

FACULTY SENATE AGENDA
MONDAY, December 2, 2002
2:45 PM/ Culp Center – Forum Room

NOTE TO DEPARTMENT CHAIRS: Please share the Senate agenda, minutes, and any other enclosures with your faculty prior to the scheduled meeting. Senate meetings are open to ALL faculty. Agendas, minutes, and attendance rosters are available on the Faculty Senate website at http://www.etsu.cdu/senate/.

AGENDA FOR SENATE MEETING

CALL TO ORDER: President Kerley

APPROVAL OF MINUTES: November 18, 2002

NEW BUSINESS:

ETSU Innovation Laboratory, ETSU
    Research Foundation, Intellectual Property   Dr. Michael Woodruff

Thoughts From a Potential Incubatee   Senator Stone

OLD BUSINESS:

Report of the TBR Faculty Subcouncil   Senator Patrick
    Vote: Gen. Ed. Core Curriculum

Report on Administrative Chairs Retreat   Senator Tollefson

Report on President's Council Retreat   President Kerley

Report on Information Technology Governance
    Committee (see minutes attached to email)   President Kerley

Committee Reports:
    Academic Matters   Senator Miller
        Proposal re Draft Policy on Non-Instructional Assignments
        (see attachment to email)
    Committee on Committees Senator Butler
    Concerns and Grievances Senator Collins
        Draft statement re Meeting Needs of Students with
        Disabilities (see attachement to email)
    Development and Evaluation   Senator Burgess
    Election and Bylaws   Senator Broome
    Research, Creative &
        Scholarly Activities   Senator Hayes
    Legislative Affairs   Senator Fisher

ANNOUNCEMENTS: Volunteer needed to serve on a committee to develop ETSU procedures and training program for peer evaluation of teaching.

        Thank you to all who participated by donating food, money and/or time to the Annual Thanksgiving Food Drive.

ADJOURNMENT to Committees

PLEASE NOTE: Next meeting, Monday, January 13, 2003, Culp Forum Room, 2:45 pm

Send information and notices of non-attendance to Ruth Verhegge (verhegg@etsu.edu or 97553), Secretary, Faculty Senate, 2001-02

MINUTES – December 2, 2002
Faculty Senate – East Tennessee State University

UPCOMING MEETING:	FOLLOWING MEETING:
January 13, 2003 2:45 pm	February 3, 2003 2:45 pm
Culp Forum Room	Culp Forum Room

Present: Bennard, Bitter, Breese, Broome, Burgess, Butler, Chi, Cockerham, Collins, Daniels, Fisher, Grover, Hayes, Jungkeit, Kerley, King, Mackara, Miller, Morgan,, Mozen, Patrick, Rusinol, Schaller-Ayers, Shafer, Stanley, Stone, Thewke, Tollefson, Trogen, Verhegge, Whitten, Zoggyie

Excused: Champouillon, Cherry, Kelley, Hemphill, Price, Williams

Absent: Barnes, Bharti, Dunn, Li, Logan, Prather,

Guests: Karen King, Michael Woodruff

CALL TO ORDER:

With a quorum present, President Kerley called the meeting to order at 2:49 pm.

APPROVAL OF MINUTES:

The minutes of the November 18, 2002 meeting were unanimously approved,

OLD BUSINESS:

Report of the TBR Faculty Sub-Council   Senator Patrick
Senator Patrick reported that the Faculty Sub-Council rejected the revised General Education Core proposal in a called teleconference meeting. In a follow-up email ballot, the proposal to drop the requirement a grade of "C" on transferable Gen Ed courses failed, the proposal to require a separate GenEd Committee failed and the requirement that all Gen Ed courses in the A.A.S. degree be transferable failed. Further information regarding this meeting is attached to these minutes.

Report on Academic Chairs Retreat   Senator Tollefson
The retreat was held over 2 days in Spruce Pine, N.C.; 60-70 people attended; a report of the Re-organization Task-Force was presented; in addition a variety of issues were discussed including TBR curricular issues. Those participating had an opportunity to attend a variety of break-out sessions. In general, it was a very upbeat and positive meeting which reviewed many developments this fall including the $8 million grant for the Gray Fossil Site.

Report on the President's Council Retreat   President Kerley

President Kerley distributed copies of the agenda for this meeting and reviewed it. She also announced that she has a copy of the marketing study that was done for the university if any Senators are interested in reviewing it.

President Kerley also reviewed the minutes of the Information Technology Governance Committee meeting.

COMMITTEE REPORTS:

Academic Matters   Senator Miller

The following motion was submitted by the Academic Matters Committee. The **motion carried** with one abstention.

The Faculty Senate supports the proposed changes to the policy on Non-Instructional Assignments with the recommendation that the paragraph beginning "I attest by my signature..." be changed from citing 1.12 to citing 1.13.

The Faculty Senate further recommends that the policy pertaining to copyrights and patents be revised and updated with the Faculty Senate being involved in the revision process. (Language should be included to accommodate requirements of conflicting parties regarding copyrights and patents).

Committee on Committees   Senator Butler

Reviewed the committee positions which need to be filled and requested volunteers. Continue to need someone for the Library Committee.

Concerns and Grievances   Senator Collins

Committee submitted a motion that a special task force be established by President Stanton to review policies related to disability services and to address the very serious concerns of faculty. (See attachment to minutes) **Motion carried** unanimously.

Development and Evaluation   Senator Burgess

Committee is continuing to work with Dr. MacRae on testing the new version of the SAI. In addition the committee continues to discuss the availability of faculty parking. They are also working with Dr. King reference faculty recognition.

Election and Bylaws   Senator Broome

The committee will be working over the holidays on the revision of the by-laws.

Research, Creative & Scholarly Activities   Senator Hayes

Committee is working to evaluate policies regarding plagiarism and to evaluate software for this purpose.

Legislative Affairs   Senator Fisher

Distributed documentation of the votes cast in Washington County in the past election.

NEW BUSINESS:

Election of Parliamentarian: Senator Collins (2nd Senator Morgan) nominated Senator Tollefson. Senator Tollefson was elected unanimously.

ETSU Research Foundation, Innovation Laboratory and Intellectual Property: Dr. Michael Woodruff.   Dr. Woodruff indicated that there are 100-110 University Research Foundations associated with state universities across the country but ETSU is the first in Tennessee. The foundation is a 501C corporation to support the university's activities related to sponsored programs. The Foundation allows participation in grants and contracts that the university cannot participate in; the foundation will also administer property, hold intellectual properties and hold equity in companies. The **Innovation Laboratory** –Business Incubator – has space in the old Marine Core Reserve Center and includes 2 smart classrooms, rental space and the Small Business Administration offices. There are criteria that businesses must meet in order to become part of the business incubator; of significance is the intent to provide hands on experience for students. The Innovation Lab will provide limited support to the businesses including a receptionist, a Xerox machine and a fax machine. If one of the companies in the incubator invents something it belongs to the company. Limited discussion of **Intellectual Property** was held and basically if an individual uses more than $1,000 of university resources (exclusive of desk top computer and library resources) it belongs to the university.

Senator Stone reflected on his experiences developing a company in the Innovation Laboratory and through the Research Foundation.

President Kerley submitted a draft proposal for a Needs Assistance Program for Retired Faculty. The program proposes to identify needs and provide volunteer assistance to retired faculty who are confined to home, who are residents at nursing homes, or who have special needs. Small groups of members of Faculty Senate would "adopt" a retired faculty member to provide assistance which might include visitation, holiday remembrances, purchases of small items and would make known larger needs of the individual to a Faculty Senate Committee. This committee would be designated to outline procedures for establishing the program, identify individuals to be assisted (with the assistance of the ETSU Retirees Assoc.), select the small groups to which individuals would be assigned, receive periodic reports of services provided, and maintain a treasury of donated funds which could be used for special needs. Senators are to evaluate the proposal over the holidays and email ideas and thoughts to Senator Kerley.

ANNOUNCEMENTS:

President Kerley expressed appreciation to all who participated in the Thanksgiving Food Drive by giving food, money and/or time.

ADJOURNMENT:

The meeting was adjourned to committees at 4:40 pm.

Please notify Ruth Verhegge (verheggr@etsu.edu) or x97553), Secretary, 2001-02, of any changes or corrections to the minutes. Web page maintained by Bill Hemphill (hemphill@etsu.edu or X94184).

Note:
The attachments (in PDF format) to these minutes
may be found on-line at the following URL:
http://www.etsu.edu/senate/2002-03/021202attach.pdf

MINUTES   **DRAFT**

TENNESSEE BOARD OF REGENTS

FACULTY SUB-COUNCIL MEETING

November 19, 2002

Members in Attendance

Universities		Two-Year Institutions	
Loretta Griffy	APSU	Jerry Faulkner	CSTCC
Stephen Patrick	ETSU	Denice King	CLSCC
Kathy Mathis	MTSU	Karen Siska	CoSCC
Glen Steimling	TSU	Pam Xanthopoulos	JSCC
Gretta Stanger	TTU	Martha Scarbrough	MSCC
David Wray	UOM	Robert May	NSTCC
		Howard Doty	NSCC
Tennessee Board of Regents		Dave Vinson	PSTCC
Paula Short		Wanda Manning	RSCC
Kay Clark		Len Assante	VSCC
		Missy Hopper	WSCC
		Nonmember in Attendance	
		Betty Frost	JSCC

The Special Called meeting of Faculty Sub-Council was held from three satellite sites as follows: Tennessee Board of Regents Central Office, Walters State Community College, and Jackson State Community College. Chair Howard Doty called the meeting to order at 10:00 a.m. (CST). Since the secretary of the Faculty Sub-Council was not present, Dr. Doty asked that Betty Frost take notes for the minutes of the meeting.

Dr. Doty reminded those present that time was limited since the satellite would be terminated at exactly 11:00 a.m. (CST).

The purpose of the meeting was to vote on the proposed 41 hour general education core. Pam Xanthopoulos stated that she had been given the proxy vote for Lilliette Smith from Southwest Tennessee Community College.

The following issues/concerns with the proposed general education core were brought forward.

- Requirement that all General Education courses for the AAS degree be transferable. Courses such as Business Mat, Applied Algebra, and Algebra and Trigonometry in Mathematics and Interpersonal Communication in Speech, are more learner centered courses but would not qualify as General Education courses in mathematics and speech. It was pointed out that the AAS is a terminal degree and many candidates already have a bachelor's degree and only desire the AAS degree. Dr. Clark stated that these courses could still be required in the program of study but would just not count as the general education requirement. It was noted that this would conflict with the Defining Our Future goal of limiting the number of hours required for a degree.

- Requirement to have a separate General Education Committee at each campus instead of designating a current standing committee such as the Curriculum Committee to approve general education courses. It was stated that this provision was inserted by the committee in order to eliminate local pressure to have courses designated as general education.

- Requirement of a C in all General Education courses could lead to grade inflation and would also be a disadvantage to the career studies students

- Need to reduce number of required hours in General Education at the community college to accommodate the needs of strong math/science majors of emphasis. Dr. Clark stated that he had reviewed community college catalogs and that it appeared that this would not be a problem in that the extra science/mathematics courses would be counted in the 19 hours of the concentration.

- Four-year institutions do not require that all general education courses be taken in the first two years. Therefore, requiring the full 41 hours for an AA or AS degree would put community college students at a disadvantage and effect performance funding.

- Students who transfer to institutions that are not TBR institutions would either be required to take unnecessary General Education courses or would choose not to graduate from a TBR community college.

- An agreement with the University of Tennessee should be reached before the TBR general education core is determined

- Exceptions to the general education requirements are already being made

- Clarification of requiring computer literacy for students who were not computer competent as above the maximum hours for a degree. Dr. Clark stated that this had been addressed in the proposal and that computer literacy could count above/beyond the maximum hours required for a degree.

- Need for a 3-4 hour flexibility in mathematics so that a four hour course could be used for General Education

- AAS degree General Education totals 15-17 hours not 15-16 hours. Dr. Clark noted the correction.

The Sub-Council members were reminded by Dr. Short that a decision must be made by Thursday, November 21, 2002.

A motion was made and seconded that the Faculty Sub-Council accept the General Education Core Requirements as distributed by TBR. The vote was announced as 9 in-favor, 9 oppose, and 1 abstention. An error was noted in the original count. Each sub-council member was contacted and the confirmed vote was as follows: yes - 8   no - 9   abstain - 1
DSCC was not represented during the vote.

A motion was made not to form a separate committee for the purpose of approving general education courses but to let the current campus committee (such as the Curriculum Committee) be responsible. The satellite teleconference was disconnected before a vote was taken.

The meeting ended at 11:00 a.m. (CST).

After the teleconference meeting an e-mail ballot for three of the issues was constructed. Final results were:
1. Should the requirement in the proposal requiring a "C" grade on all Gen Ed (transferable) courses be dropped?   Yes - 7   No - 10   Abstain - 1

2. Should the requirement in the proposal requiring a separate Gen Ed Committee be dropped?   Yes - 9   No - 8   Abstain - 1

3. Should the requirement in the proposal that all Gen Ed courses in the (usually terminal) A.A.S. degree be transferable, be dropped? Yes - 11   No - 6   Abstain - 1

Respectfully Submitted,
Betty Frost, Acting Secretary
DRAFT

Faculty Sub-Council Meeting
TBR Central Office – Genesco Training Room 204
Friday, October 18, 2002

Sub-Council Attendees: Denise Dunbar, Loretta Griffy, Stephen Patrick, Gretta Stanger, David Wray, Kathy Mathis, Bobby Solomon, Michael A. Dorset, David Boehmer, Judy Stewart, Delorise Barnes, Dave Vinson, Karen Siska, Missy Hopper, Pam Xanthopoulos, Robert May, Jerry Faulkner, Lilliette J. Smith, Charles Swafford, and Howard Doty

TBR Attendees: Kay Clark, Paula Short, Treva Berryman, George Malo, and Ellen Weed

The meeting was called to order by Howard Doty at 9:36 a.m. Doty acknowledged new sub-council members and had all sub-council members introduce themselves.

Paula Short gave an update on TBR personnel changes. Dr. Bob Adams is the new Vice Chancellor of Finance for TBR. Short said the list of 40 nominees for president of Volunteer State Community College has narrowed. By end of month, there will be a list of finalists.

H. Doty asked the Sub-Council to review the minutes from the July meeting. The minutes were approved with minor changes.

Updates and Discussion

New Advising Screen and ACT Scores for Placement

Treva Berryman provided an update on the new student advising screen and the use of ACT scores for college placement. She reported that all the important issues have been addressed. T. Berryman noted that the new features of the advising screen make it easier to use.

Alternate Identification Numbers for Students

George Malo reported on a strategy for providing new identification numbers for students that will replace the extensive use of the Social Security number (SSN). This new number doesn't completely do away with the SSN, but it will not be used as prominently on the SIS. The number is a campus-wide identification number (ID) – an institutional code with some ID the campus will assign. While TBR recommends the use of an alternate campus-wide ID, institutions may choose to go to a campus-wide ID number, which will prevent the display of the SSN.

A question and answer session followed. A question was raised about why it was necessary to change the student ID number. TBR staff responded that the widespread use of the SSN has become a national concern for faculty and employees as well as students. P. Short noted that a legal ruling is the driving force behind this. G. Malo said that SCT is addressing this concern with developing the options for campuses to develop new student ID numbers He said that if there are any questions, email them to: tberryman@tbr.state.tn.us.

Tracking of International Students

P. Short reported that since the terrorist attacks on September 11, universities are required to develop a method of tracking international students. There is a contact person on each campus. The new system called Student Exchange and Visitor Information System (SEVIS) tracks specific visa holders and monitors all aspects of the international students' academic career. For more information, it was recommended that sub-council members visit the Auburn University website which provides good information on SEVIS.

Defining Our Future Update

P. Short reminded the group that October 25, 2002 is the deadline for results of the campus analysis of low producing programs and the recommended action for dealing with these programs. The reduction in the number of credit hours required for a degree to 60/120 has a deadline of September 30, 2003. This deadline was extended from the April 2003 date to provide more time for the faculty to review and adjust curricula. The expectation is that there will be 50% campus participation by school Fall 2005 and total implementation Fall 2006.

A question and answer session followed. It was asked if there would be time for a faculty discussion on low-producing programs. P. Short reported that there was still time for faculty input before the October 25 deadline and that the lists of programs to be reviewed had been on the campuses for several months. P. Short said that chief academic officers were told that faculty must be involved in the discussion on low-producing programs. The question was raised as to whether low-producing programs in specific areas across the state will be terminated and what are the options for students. The response was to contact the chief academic officer on campus for the list of programs that were reported to be low producing and establish options.

Update on General Education Committee Recommendations

Kay Clark reported on recommendations for the General Education Core that will go to the board in December 2002. On November 5, 2002 the modifications will be addressed and will be sent to members of all sub-councils. This will require convening a special session that may be handled through a telephone conference call or interactive television.

Concerns were raised about anatomy and physiology courses for nursing, and the requirements for mathematics, health and physical education.

H. Doty voiced concern that administrators have developed these general education policies instead of teachers. K. Clark responded that members of the committee have classroom experience and some members have teaching responsibility. There were scientists on the committee but not a physical education faculty member.

L. Griffy reported that APSU has concerns about the change in the requirements for physical education and health, nursing and mathematics. She asked whether the instructional objectives for mathematics could be covered in a special course. There was discussion about the computer courses that will not be part of the core courses. It was said that most students are computer literate. The orientation course was also discussed which is a required elective at Austin Peay. K. Clark will look into this and will ask the General Education Committee to address this.

There was further discussion on the proposed changes in the general education core requirements. It was asked whether or not campuses will have flexibility in adapting the changes in the general education requirements. K. Clark said that we don't want to compromise the symmetry of the new general education program.

H. Doty asked why the University of Tennessee (UT) isn't changing their general education requirements. K. Clark reported that UT is interested in what we are doing, because it will have an effect. P. Short said she expects UT to be involved. Her expectation is the general education program should be fully transferable to UT.

THE MOTION WAS MADE (D. VINSON) AND SECONDED (D. BARNES) THAT THE SUBCOUNCIL RECOMMEND THAT THE GENERAL EDUCATION REQUIREMENT SHOULD BE NO MORE THAN 36 HOURS. AFTER DISCUSSION, A VOTE WAS TAKEN: FIVE VOTED FOR THE MOTION, FIVE AGAINST IT, AND EIGHT ABSTAINED. **THE MOTION FAILED.**

H. Doty recommended that more discussion take place before the Sub-Council can vote on this issue. He said that at the special November sub-council meeting, the issue will be voted on. This gives sub-council members an opportunity to discuss this with their constituents.

There was a lunch break at 11:30 a.m. and the meeting resumed at 12:05 p.m.

Questions and Discussion from Faculty Sub-Council Members

After the lunch break, several items were discussed such as cutbacks in the developmental studies program, reductions in workforce, TBR harassment policy, health insurance benefits for adjunct faculty, handling disruptive students, overload pay equity, and other matters

➤ L. Griffy asked about the developmental studies program cutbacks recommended by the Defining Our Future initiative. Further discussion ensued about the change in the general education requirement for math. L. Griffy asked about the possibility of compressing a six-hour algebra requirement into five hours. Flexibility of course delivery was also discussed along with strategies such as online courses and computerized instruction.

➤ H. Doty asked whether or not reductions in workforce will be mandated. T. Berryman responded that the only mandate is that universities will be funded at the community college rate.

➤ Loretta Griffy asked for clarification of TBR on sexual harassment. She asked why verbal, anonymous and third party complaints of harassment result in action and investigation. The response from TBR staff was that this is the procedure was mandated by state law to protect both individuals and the institution from liability.

➤ Pam Xanthopoulos discussed the status of the Faculty Council at Jackson State (JSCC) in the institution's effectiveness plan. As it is designed, the Faculty Council is under the leadership of the Vice President for Academic Affairs instead of being an independent body. P. Xanthopoulos is concerned that members of the Faculty Council will become inhibited and not forthcoming in their pursuit of addressing faculty concerns if their council is not an independent body. **TBR staff said they would look into this.**

➤ Adjunct faculty benefits were discussed by Stephen Patrick. TBR staff is working to identify a group health insurance package that will be totally paid for by the adjunct faculty member, but can be provided at a group rate.

THE MOTION (K. MATHIS) TO SUPPORT THE ESTABLISHMENT OF A GROUP HEALTH INSURANCE FOR ADJUNCT FACULTY WAS SECONDED (D. VINSON) AND **PASSED UNANIMOUSLY.**

➤ There was a discussion on disruptive students. Judy Stewart said that at Motlow State, a disruptive student would be removed from class, but would have due process. Missy Hopper said that at her institution, a disruptive student is required to se a counselor before he or she is readmitted to class. M. Hopper said that due process also must occur.

➤ M. Hopper reported on the recent TBR Education Summit. She said the meeting was well attended and covered important topics. There is a link on the TBR web page for information on the summit.

➤ David Vinson asked about the status of the overload pay issue that was discussed at the July Faculty Sub-Council meeting. T. Berryman reported that K. Clark would chair a committee, to be appointed at the end of this sub-council meeting that would report at the next Faculty Sub-Council meeting.

➤ Judy Stewart restated concerns about the change in the general education core on wellness and physical education requirements. She was concerned that her discipline was not represented on the General Education Committee.

Proposed Policy and Guideline Revisions

Treva Berryman presented proposed policy and guideline revisions that required action. TBR Policy No. 2:01:01:00 – Program Review and Approval, has proposed revisions that would simplify the approval process and require only new degree programs be taken to the full Board. Other academic proposals could be approved by the Board through delegated authority.

THE MOTION TO APPROVE (M. HOPPER) THE PROPOSED POLICY REVISION ON PROGRAM APPROVAL WAS SECONDED (J. FAULKNER) AND **PASSED UNANIMOUSLY.**

The second action item was for the approval of a proposed revision to TBR Guideline A-100 - DSP Operational Guidelines. The proposed change allows an ACT score of 19 in the appropriate subject area to be used for the removal of high school deficiencies. THE MOTION TO APPROVE THE PROPOSED DSP OPERATIONAL GUIDELINES WAS SECONDED AND **PASSED UNANIMOUSLY.**

Old and New Business

T. Berryman said that there are 16 to 18 programs that are pending approval at the November THEC meeting. Dr. Short should be contacted before new program proposals or letters of intent are submitted.

Dates for future sub-council meetings were discussed and set. The January meeting was rescheduled from a proposed earlier date. Faculty Sub-Council meetings planned for 2003 are:

<div align="center">

January 24, 2003
April 25, 2003
July 25, 2003
October 17, 2003

</div>

The meeting adjourned at approximately 2 p.m.

Submitted by:

Denise P. Dunbar
Secretary
TBR Faculty Sub-Council

----Original Message-----
From: Kay Clark [mailto:KCLARK@TBR.State.TN.US]
Sent: Wednesday, November 27, 2002 9:57 AM
To: 'presidents@tbr.state.tn.us'; 'academic_officers@tbr.state.tn.us';
'faculty@tbr.state.tn.us'; 'student-affairs@tbr.state.tn.us'
Cc: Charles Manning; 'general_ed@tbr.state.tn.us';
'agriffin@southwest.tn.edu'; 'linda.bradley@state.tn.us';
'rlevy@utk.edu'; 'berobinson@tnstate.edu'; Ellen Weed; Treva Berryman;
George Malo
Subject: [688] General Education: Board Proposal

Good Morning!

Attached is the revised proposal to establish a lower-division general
education core curriculum. The proposal, as revised, will be submitted to
the Board for consideration at the December meeting. The revised version
reflects the following actions endorsed by two sub-councils (Academic
Affairs and Student Affairs) and the presidents:

1.   Removal of the requirement to establish a separate general education
committee at each institution
2.   Removal of the requirement to specify the minimum grade of "C" for
successful completion of courses in the general education core. The
matter of requiring a "C" grade was remanded to the ad hoc committee to
investigate further and make recommendations as appropriate.

The 41-Hour Core was endorsed by Academic Affairs Sub-Council, the Student
Affairs Sub-Council, and the Presidents with the understanding that task
forces will be assembled in crucial disciplines that are problematic in
meeting all course requirements within the 60/120 structure. The purpose
of the task forces will be to determine curricular needs and hours
required in the affected disciplines, to assure coordination between
community college and university programs, and to make recommendations
accordingly. The task forces will be assembled in early spring semester;
work will be completed by
April 1, 2003. TBR Academic Affairs staff will seek advice from campuses
on identifying the problem areas and ask for suggestions of faculty to
comprise the task forces.

Concerning the 41-Hour Core, the Faculty Sub-Council voted on the proposal
intact, as submitted by the ad hoc committee. The Faculty Sub-Council
voted 9 no, 8 yes, 1 abstention. Also one institutional representative
was not present. The Faculty Sub-Council voted on other items as follows:

--Should the requirement in the proposal requiring a "C" grade be dropped?
7 yes, 10 no, 1 abstention
--Should the requirement in the proposal requiring a separate general
education committee be dropped? 11yes, 6 no, 1 abstention
--Should the requirement the requirement in the proposal requiring that
all general education courses in A.A.S. degree programs be transferable be
dropped? 11 yes, 6 no, 1 abstention.

The last item considered by the Facultly Sub-Council was not raised in the
other sub-councils. Also, two institutions did not participate in the
voting on these three items. Voting by the Faculty Sub-Council on the
three issues had to be completed electronically.

In addition to the key amendments noted above, a few other changes in the document have also been incorporated into the proposal, as noted below:

--For core requirements in the A.A.S. degree, the total number of hours now reads 15-17 hours. This change, as suggested by various members of the sub-councils, allows for the possibility of two science courses to be taken in the general education core for the A.A.S.

--Language in the last sentence of the course identifiers for humanities and/or fine arts (section just beneath the learning outcomes) is revised to read: "This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills oriented." This statement was previously agreed to by the committee, based upon campus suggestions, but was inadvertently left unrevised in the version distributed November 8.

--Similarly, a sentence in the course identifier section of the social/behavioral sciences outcomes should have been omitted in the November 8 distribution. The deleted sentence reads: "Courses from other areas such as criminal justice, education, and social work, are designed as pre-major courses, rather than general education courses."

Finally, the course identifier section on mathematics will be updated following a meeting of the math department chairs on December 6 and 7.

Thank you for your continued cooperation and interest in the general education project. If you have questions or need additional information, please contact me.

Kay Clark

From: Bach, Bert C. [mailto:BACHB@mail.etsu.edu]
Sent: Monday, November 25, 2002 5:02 PM
To: academic_officers@TBR.State.TN.US
Cc: Doran@ACCESS.ETSU.EDU; Kirkwood@ACCESS.ETSU.EDU;
Hayes@ACCESS.ETSU.EDU; Patricks@ACCESS.ETSU.EDU

Subject: RE: "C" Grade

Kay:

It is obvious that there is much disagreement and uncertainty about this issue, and I believe the decision to provide opportunity for more deliberations was a good one. Just as there is in the entire state, we at ETSU are divided on the issue. Those who favor the C grade requirement argue that it would enhance standards, would give General Education a programmatic status similar to many major programs (which stipulate some form of C requirement), and would enhance ease of transfer. Those who oppose the C grade requirement argue that it may indeed lower standards (via grade inflation), would ignore the fact that some otherwise capable students may be poor though passing (thus a D) in a single subject such as Mathematics regardless of their effort, and may encourage students to shop among institutions for those that have the most lenient standards in distinguishing between mediocre and poor (that is, C or D) student performance in a traditionally difficult subject.

There is greater consensus here that—if it is to be an "across the board" decision for the entire core—then it should be either YES or NO for all institutions and that the policy should not require universities to treat transfer and native students differently. There was also some consensus that the SCT Banner migration could have some bearing on implementation of such policies. Finally, we feel that however (or if) the Board chooses to resolve current institutional disagreement as to whether grades and GPA (as opposed to simply credit) should transfer is relevant to these deliberations. Currently institutions handle this differently, and in some sense that makes the whole C-grade issue academic both for substantive reasons and for procedural reasons (in that the current policy would reflect that identical practices are not a standard TBR requirement in transfer matters).

Having listed all these caveats, I believe I should take a position. I believe that the prerogative of a University to require a C grade for transfer credit in certain courses should be retained, that the matter should not be associated with Systemwide deliberations on block credit for General Education, and that students should simply be advised that many Universities may have individual policies concerning whether D grades transfer. If the Board in the future determines that institutions will transfer credit but not grades (a position which I support, though I know others do not), then the matter is solved.

Please let me know if any of this is unclear or if you want to discuss.

  Bert C. Bach

——Original Message——
From: Kay Clark [mailto:KCLARK@TBR.State.TN.US]
Sent: Thu 11/21/2002 2:55 PM
To: 'academic_officers@tbr.state.tn.us'
Cc:
Subject: "C" Grade

Good Afternoon!

During the sub-council deliberations on general education, several of you identified numerous problems with the provision to require the grade of "C" as passing in general education courses. Although I am aware of the most obvious concerns you raised, I did not get all points recorded. I want to share your concerns with the committee as we reconsider the "C" requirement; therefore, I would appreciate your sending me a list of the problems you find with the provision. Also, if you support the provision, I would also like to have your comments.

I know that each of you has spent much time and energy on the general education proposal. I hesitate to ask you for additional information, but your advice on the "C" grade provision is crucial. If possible, please respond by Monday, December 2.

Again, thanks to each of you for your contributions to the process of developing the lower-division general education core. Please contact me if you have questions or need additional information.

Sincerely,

Kay Clark

Tennessee Board of Regents

**Proposal for the Establishment of a
Lower Division General Education Core**

Created by:
The *Ad Hoc* Committee charged to Establish a Lower Division General Education Core Curriculum as indicated
in Defining Our Future

November 2002

Tennessee Board of Regents
Philosophy of General Education

The purpose of the Tennessee Board of Regents' general education core is to ensure that college students have the broad knowledge and skills to become life-long learners in a global community that will continue to change. Because courses in general education should emphasize breadth, they should not be reduced in design to the skills, techniques, or procedures associated with a specific occupation or profession. As a fundamental element of the baccalaureate degree, essential for full completion of all majors and minors, the general education core is included in lower division courses, but universities may add general education courses at the upper division as well.

General education provides critical thinking skills for analysis to continue to seek truths, to discover answers to questions, and to solve problems. Specifically, educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture, and diverse heritages of Tennessee, the United States, and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of an engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical view of the world.

Finally, Tennessee's general education core provides for its citizens the means to make a better living. It also, perhaps above all, enables its citizens to make a better life.

Tennessee Board of Regents
Lower Division Core Requirements for General Education

The new lower division general education core will replace the current TBR 32 hour minimum degree requirement. Each category is defined by a goal and learning outcomes. In order to satisfy a general education category requirement the institution must be able to document that the required minimum number of learning outcomes for a specific category are met by the selected course(s).

• Associate Degrees (A.A.* and A.S.) and Baccalaureate Degrees

Communication	**9 hours ****
Humanities and/or Fine Arts	9 hours (One course must be in literature)
Social/Behavioral Sciences	6 hours
History	**6 hours**
Natural Sciences	**8 hours**
Mathematics	3 hours
	41 hours

*Foreign language courses will be an additional requirement for the A. A. and B. A. degrees as presently prescribed in TBR policy 2:01:00:00, Undergraduate Degree Requirements.

**Six (6) hours of English Composition and three (3) hours in English oral presentational communication.

- **Associate of Applied Science (A. A. S.) Degrees**

English Composition	3 hours
*Humanities and/or Fine Arts	3 hours
*Social/Behavioral Sciences	3 hours
*Natural Science/Mathematics	3 hours
*One additional course from the Categories of Communication, Humanities and/or Fine Arts,	

  Social/Behavioral Sciences, or

Natural Science/Mathematics	3 to 4 hours
	15 to 17 hours

  * Specific courses satisfying these requirements must be the same courses that satisfy the general education requirement for the Associate (A.A./A.S.) and Baccalaureate degrees.

Tennessee Board of Regents
General Education Program Course Parameters

SACS Requirements

The institution...offers a general education program that:

1) Is a substantial component of each undergraduate degree
2) Ensures breadth of knowledge (Courses do not narrowly focus on those skills, techniques and procedures specific to a particular occupation or profession.)
3) Is based on coherent rationale

Each institution must:
   a. Define and publish the general education and major program requirements.
   b. Identify competencies within the general education core and provide evidence that graduates have attained those college-level competencies.

Characteristics of General Education Courses

General education course work is designed to provide a foundation and a context in which upper division learning and work in the major take place. It is the general education component that gives the college degree integrity and distinguishes it from a credential. The SACS Criteria for 2004 (Principles of Accreditation) stipulate that the courses in a general education program "do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession." Consequently, general education courses are not deliberately designed to meet pre-major requirements or to support solely the needs of a specific major or program. Institutions may wish to include such more narrowly focused courses in a separate pre-major, liberal studies component.

The goals and objectives for each TBR general education category give clear indication of the criteria which general education courses must meet. The following summaries per category are designed to clarify what is and what is not an appropriate or acceptable general education course.

General Education Outcomes for Communication

Goal: The goal of the Communication requirement is to enhance the effective use of the English language essential to students' success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively.

Learning Outcomes
Students will demonstrate the ability to.....
1. Analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing and/or speaking skills from process to product.
4. Understand that the writing and/or speaking processes include procedures such as planning, organizing, composing, revising, and editing.
5. Make written and/or oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

For the purpose of the Communication requirement, courses will come from such areas as English composition, oral presentational communication, and other areas emphasizing communicating to an audience. This requirement does not include course work in areas such as writing intensive courses in disciplines like literature, history, or philosophy.

All learning outcomes must be satisfied by any course(s) in this category.

General Education Outcomes for Humanities and/or Fine Arts

Goal: The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

Learning Outcomes
Students will demonstrate the ability to…..
1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Explore global/cultural diversity.
4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
5. Recognize the ways in which both change and continuity have affected human history.
6. Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

For the purposes of Humanities and/or Fine Arts requirement, courses will come from the areas of Art, Dance, Literature, Philosophy, Music, Theatre, and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and/or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills oriented.

Course(s) satisfying this category must meet four (4) or more of the learning outcomes.

General Education Outcomes for Social/Behavioral Sciences

Goal: The goal of the Social/Behavioral Sciences requirement is (a) to develop in the student an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems; (b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and (c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.

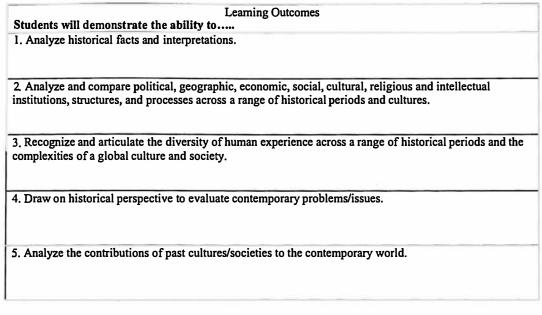| Learning Outcomes |
|---|
| Students will demonstrate the ability to..... |
| 1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society. |
| 2. Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system may differ from others. |
| 3. Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community. |
| 4. Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and society. |
| 5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society. |
| 6. Take ethical stands based on appropriate research in the social and behavioral sciences. |
| 7. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences. |

For the purposes of the Social/Behavioral Sciences requirement, courses will be expected from areas such as anthropology, economics, geography, psychology, political science, and sociology. One course in health/wellness may be included in this category.

Course(s) satisfying this category must meet four (4) or more of the learning outcomes.

General Education Outcomes for History

Goal: The goal of the History requirement is to develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies.

Learning Outcomes
Students will demonstrate the ability to…..
1. Analyze historical facts and interpretations.
2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures.
3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society.
4. Draw on historical perspective to evaluate contemporary problems/issues.
5. Analyze the contributions of past cultures/societies to the contemporary world.

For universities: Two courses in American History are required for all degree programs not exempted from Chapter 767 of the Public Acts of 1974. Tennessee History (HIST 2030) may substitute for one semester of American History.

For community colleges: Two Courses in history are required, to be selected from Western Civilization or World Civilization or World History or American History (HIST 2030 may substitute for one semester of American History). Students at community colleges should take the history courses appropriate for their intended majors at the receiving institution.

All learning outcomes must be satisfied by any course(s) in this category.

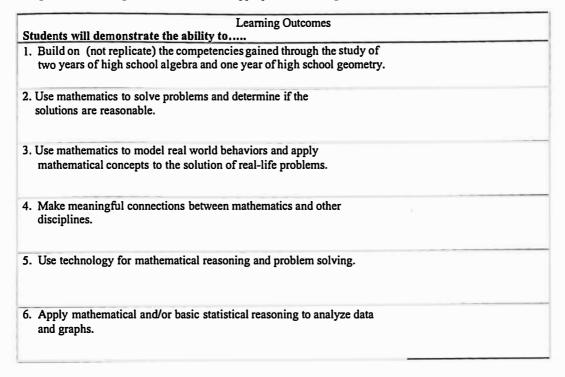## General Education Outcomes for Natural Sciences

Goal: Issues in today's world require scientific information and a scientific approach to informed decision making. Therefore, the goal of the Natural Science requirement is to guide students toward becoming scientifically literate. This scientific understanding gained in these courses enhances students' ability to define and solve problems, reason with an open mind, think critically and creatively, suspend judgment, and make decisions that may have local or global significance.

Learning Outcomes
Students will demonstrate the ability to.....
1. Conduct an experiment, collect and analyze data, and interpret results in a laboratory setting.
2. Analyze, evaluate and test a scientific hypothesis.
3. Use basic scientific language and processes, and be able to distinguish between scientific and non-scientific explanations.
4. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.
5. Analyze and discuss the impact of scientific discovery on human thought and behavior.

For the purposes of Natural Science, courses will come from areas such as astronomy, biology, chemistry, physics, geology, and interdisciplinary studies in science. A significant laboratory experience is required. Courses that are narrowly focused and those introductory or foundational science courses designed primarily as prerequisites or foundational experiences leading to a major in professional science areas are not eligible for inclusion.

All learning outcomes must be satisfied by any course(s) in this category.

General Education Outcomes for Mathematics

Goal: To expand students' understanding of mathematics beyond the entry level requirements for college and to extend their knowledge of mathematics through relevant mathematical modeling with applications, problem solving, critical thinking skills, and the use of appropriate technologies.

Learning Outcomes **Students will demonstrate the ability to.....**
1. Build on (not replicate) the competencies gained through the study of two years of high school algebra and one year of high school geometry.
2. Use mathematics to solve problems and determine if the solutions are reasonable.
3. Use mathematics to model real world behaviors and apply mathematical concepts to the solution of real-life problems.
4. Make meaningful connections between mathematics and other disciplines.
5. Use technology for mathematical reasoning and problem solving.
6. Apply mathematical and/or basic statistical reasoning to analyze data and graphs.

NOTE: Mathematics chairpersons from across the state of Tennessee will meet December 6 and 7 to address the issue of college algebra and college level mathematics. The category characteristics for mathematics will then be summarized and included in this area.

All learning outcomes must be satisfied by any course(s) in this category.

Principles of Administration and Accountability
for the General Education Program

Administration of the General Education Program

A General Education Committee will be established at each institution. The purpose of this committee will be to monitor internally all courses within the General Education Program and ensure that the courses satisfy the goals and learning outcomes for each category established by the General Education requirements. This Committee will represent the faculty as a whole, not disciplines or departments, and will report directly to the chief academic officer. Responsibilities of the committee will include:

- Developing a methodology for evaluating and recommending that courses satisfy the general education requirements.

- Accepting and approving courses satisfying the general education requirements.

- Assuring all general education requirements are met for all degree programs.

- Developing assessment strategies for each category of the general education core requirements.

- Assisting the chief academic officer with the program assessment of general education by documenting outcomes.

Accountability to the Tennessee Board of Regents

- Each institution must provide a methodology for selection and assessment of the courses which meet the category requirements for the general education core. This methodology will be reviewed by a statewide General Education Committee.

- A limited number of courses is expected to satisfy the general education core.

- Each institution must provide the TBR Academic Affairs office with a list of courses that satisfies the general education core requirements in each category. The TBR staff has the responsibility to inquire concerning any course that may be questionable concerning a particular general education category.

- Upon completion of an Associate of Arts or Associate of Science degree, the requirements for the lower division general education core will be complete and accepted by the four-year institution upon transfer.

- If an associate degree is not obtained, each institution must accept transfer of general education courses based on fulfillment of complete categories. (Example: If all 8 hours in the category of Natural Science are complete, this "block" of the general education core is complete.) When a category is incomplete, course-by-course evaluation will be conducted.

Meeting the Needs of Students with Disabilities

During recent years, the number of ETSU students having physical and/or learning disabilities, and thus requiring special accommodations, has increased dramatically. The result has been increasing pressure on the faculty to provide the services that these students require.

In many instances, faculty are able to meet the needs of these students without undue or extraordinary effort. We have done this in the past without hesitation, and we will continue to do so in the future whenever practical.

In other instances, however, it is not practical (or sometimes even possible) for faculty to meet the special needs of students with disabilities. We have depended on university offices — especially the Office of Disability Services — to provide assistance when required. Now we are told that ODS can no longer assist us — that they do not have the staff and resources to help us. We have been further informed by a senior administrative officer that meeting the special needs of students with disabilities, especially learning disabilities, is the "legal responsibility" of the individual faculty member involved, not the administration.

We find this response from the administration to be illogical, impractical, and completely unacceptable. While we certainly recognize the necessity for faculty to take a significant role in meeting special student needs, we maintain that faculty cannot bear this burden alone in many situations. We believe that the university as a whole must accept responsibility.

For all of these reasons, we recommend that a special Task Force be established by the President to review policies related to disability services, and to address the very serious concerns of faculty. Issues that should be addressed would include (but not be limited to) the following concerns:

1) What is the scope of disabilities to be addressed—i.e., definition of disabilities and services required?

2) What are the proper roles of faculty and administration in meeting special needs?

3) When and under what circumstances do faculty have the right to expect assistance from administrative offices?

4) When and under what circumstances would special accommodation be neither reasonable nor practical? (In other words, what are the limits of "reasonable accommodation?)

5) How can we guarantee that the academic integrity of courses is not compromised and that academic standards are met by all students, including those with disabilities?

As faculty members, we believe that these are important issues that must be addressed promptly and comprehensively.

LFC 11/26/02

Faculty Concerns and Grievances Committee
Faculty Senate
East Tennessee State University

Meeting the Needs of Students with Disabilities

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LFC 11/26/02

INFORMATION TECHNOLOGY GOVERNANCE COMMITTEE MINUTES
Tuesday, November 12, 2002
10:30 a.m., President's Conference Room

PRESENT: Andrews (Chair), Azzazy, Bach, Bader, Bowman, Collins, Dury, Hougland, Kerley, MacRae, Mays, Scheuerman, Trent (for Nottingham)

ABSENT: Franks, Manahan, Thacker

Dr. Andrews introduced two new members of the ITGC: Dr. Linda Kerley, Faculty Senate representative, and Ms. Nora Azzazy, SGA representative.

1.   Firewall Upgrade

Dr. Scheuerman reported that the subcommittee has recommended a change in procedure for dealing with open ports on the firewall. It is proposed that all ports be closed with the exception of those that have a documented use and where it has been requested that they remain open as an exception (handout on file). Only incoming data will be affected. The areas that are being closed are unique ports, such as Napster and file-sharing protocols. It was suggested that OIT check with the College of Medicine prior to initiating this procedure. Following discussion, motion was made and seconded to endorse the change in policy. Mr. Bowman requested that this policy be reviewed and monitored on a regular basis. Dr. Andrews requested that the email message sent earlier by Alan Baldwin be resent to all faculty and staff as a reminder. If there are issues with applications that will be affected, folks need to contact OIT. Dr. Dury added that this would be implemented over a weekend period. With no further discussion, the motion passed.

2.   Review 2003-04 TAF Budget

Dr. Andrews stated that the university is required by TBR to submit a three-year plan which is done on a rolling basis by updating it each year. He noted that a significant amount of money is committed to recurring expenses. Typically the TAF committee presents the budget to the ITGC for approval, etc. However, due to recurring expenditures, the work of the committee is changing, and by reviewing the TAF budget on the front-end, it will provide guidance to the TAF committee saving them a considerable amount of time in the long-run.

Dr. Dury reported that, in reality, the fee is divided into two groups: the newer fee has considerable restrictions with nine guidelines (identified in the right column), and the old $15 fee has few restrictions. (Handout on file). The university has committed to replacing the computers in the OIT labs on a three-year basis, which alters the figures from year to year. Also, funding is allocated for equipment replacement for (37) departmental labs, which are replaced every two to four years. The new lab in Lucille Clement Hall is a general purpose OIT lab with multimedia capabilities. Dr. Bach indicated that questions have been raised regarding surplusing high-end computers, and asked if there was any flexibility on the lab replacement machines. Dr. Andrews commented that the digital media equipment was not purchased with TAF funds. In addition, he stated that the university has taken the position that it would not trickle down machines, since there is a real cost of ownership. Dr. Dury stated that previously those

machines were unique in that they were running on Silicon Graphics, and although they were donated, they were expensive computers. They are now running Windows NT, which is not that unique. Dr. Andrews reiterated that there is a real cost associated in maintaining these machines.

The new TAF funds do not allow the university to hire full-time staff to support technology, although up to 12% of total dollars can be used to hire student workers. Currently there are 130-140 students, both undergraduate and graduate, that support OIT labs, departmental labs, the help desk and the library. TAF funds have been used for network support to expand the network since 1998, when there were only around 2,000 connections. There are now 12,000 available connections throughout the university. However, there are still backbone switches that need to be enhanced as well as student virus protection that needs to be added, and enhanced connectivity for the dorms.

Although the old $15 fee is not restricted by the new guidelines, it must be reported each year. The new faculty/staff email system is one example of how it has been expended. The contract with Eastman to host university servers is new, and the UETEC fiber optic system is used to transmit distance education. Dr. Andrews asked Drs. Bader and MacRae to begin working with the committee to develop a process for Discipline Specific Support. He also noted that his purpose in reviewing the budget beforehand is ensure that the university community is informed as to how money is being spent since the landscape has changed in the last two years with many dollars committed to ongoing expenses. Discipline Specific Support, on the other hand, is for projects for faculty who want to try new methods of teaching in the classroom. Dr. Andrews stated that, looking ahead for next year, he would like the committee to consider designating buildings for multimedia classrooms (budgeted at $400,000) rather than scattering them across campus. He asked that Dr. MacRae work with Academic Council in the identification of buildings (priority order) and the level of technology that would be required (probably Level 2). Dr. MacRae recommended identifying buildings that have the highest utilization, in terms of student impact. Motion was made and seconded to adopt the proposed budget as a blueprint for next year in giving direction and guidance to the committee. Mr. Bowman noted a correction on the 12% total TAF budget (it is 12% of old and new TAF funds) which is being allocated for student workers. Also, Dr. MacRae recommended changing "Faculty Mentoring Center" to "ETSU Online Initiative." With no further discussion, the motion was approved with two modifications.

On a related matter, Mr. Bowman indicated that he had read in the TBR directors' meeting minutes that community colleges are in favor of folding the old fee into the new fee guidelines. He recommended that President Stanton be encouraged to talk with the TBR presidents group on this matter, since we would lose flexibility of spending in a more liberal way. Dr. Dury added that the issue was briefly discussed at the IT directors' meeting, although not voted on. Dr. Andrews indicated that he would follow up with Dr. Stanton prior to the next TBR Presidents' meeting.

3.   **Banner**

Dr. Dury discussed the "Enterprise Resource Planning Recommendation for TBR Colleges and Universities" document distributed earlier to the ITGC (handout on file). He indicated that there has been discussion relative to how to replace SCT+ products (which

have been running since the mid 80's) at the TBR level since 1997. The "planning recommendation" document reviews that history and also results in a recommendation that we move from IA+ to Banner, SCT's primary system. A group within that committee (page 9) made a recommendation to the IT Directors and the Chancellor last Fall.

Dr. Dury reported that SCT had planned to have demonstrations on Banner next week (November 18 at ETSU) which were canceled throughout the state. He added that it was his understanding that the Chancellor is reviewing the entire recommendation as to whether to go with it but get more realistic numbers and estimates, or go back to square one which would delay things for several years. Regardless, the university needs to start planning for changes. We are currently running 70-80's technology, and there are enormous problems with getting data out. Banner is one of a number of products based on an Oracle database which makes data management, manipulation and recording much more efficient. Dr. Dury noted that the numbers provided indicate the cost to ETSU would be $1.3 million. However, based on the examples given in the document, it would, more realistically, be closer to 3.5-4 million dollars. Dr. Collins added that many factors were not taken into consideration in arriving at those figures. He added that the university needs to plan for a change, and be able to include and educate the users. It was pointed out that a small group of IT directors are being influenced by two of the larger institutions and they do not include people who should be involved in looking at the overall consequences--the process is very flawed. Mr. Bowman pointed out that item 2.3., page 11 simply has not occurred. Dr. Bach stated that this is clearly a major financial commitment the institution has to make, yet there have not been any discussion as to how it will be addressed. He commented that there are three major issues: 1) no consultation with the users relative to the desirability of the system; 2) no discussion with the users relative to the calendar/scheduling process; and, 3) no discussion as to how it will be funded. Mr. Bowman stated that the Vice Chancellor for Business has discussed with the Bonding Authority an opportunity to borrow money at commercial paper rates, and instead of a one-year outlay, it could be spread over 3-5 years. However, with the budget situation as it is, the institution would have a hard time coming up with the money even for the interest. Dr. Dury stated that until about 8-9 months ago, SCT had said that we did not have to go to Banner because they were going to build a new integrated system from scratch. We have since learned that SCT has not had anybody working on the project. Dr. Andrews asked that Dr. Dury and Mr. Bragg put together a group of university people to begin to look at issues, the inventory, and an approach to the change that is coming, and report to the ITGC in the near future.

4.   Idle Process Terminator

Dr. Collins reported that the Administrative Technology Subcommittee has discussed the issue of being "kicked off" the system (SIS, HRS, FRS) after an hour of inactivity. In the past there were numerous exceptions made for allowing people to remain logged on, and oftentimes people had trouble getting back on especially during registration periods. There are also security issues when a machine sits idle but logged on. The committee now recommends that no exceptions be granted to the 60-minute time limit. Dr. Dury stated that the university moved these systems to the Eastman Data Center in Johnson City for specific purposes: 1) disaster recover in the event of a complete system failure or disaster; and, 2) they have expertise that we do not have. The computers used to run the IA+ software have more than enough computing power to support 400-500 simultaneous users,

and although we usually only have between 200-300 signed on at one time, it is not providing enough capacity. Right now we have performance issues, but we are going through a series of steps to identify and correct that, and Eastman will be providing much higher speed disks than we have been using the last few years. The biggest concern at this time is security. Most institutions do not allow for exceptions for that reason. Dr. Dury suggested that the university either not allow for exceptions or come up with a policy to address them. Dr. Collins recommended enforcing "no exceptions" on a trial basis. Dr. Andrews recommended that the subcommittee develop a policy for exceptions and continue in the trial period and see what problems develop.

5.　　Other

Dr. Bach stated that there has been a technical problem with the SIS system for the last two days. He indicated that he had talked with both Mark Bragg and Paul Hayes, and it appears that the problem has been resolved, although there are technical problems related to backups which have not been done as yet. Since students have been unable to register via the web, it has caused long lines downstairs. As a result of this and having to run backups, writing and executing some of the technical changes that need to be performed, and honoring the fact that some students expect to have priority in terms of sequence of registration, Bragg and Hayes recommended backing up the process and deferring all the registration for one day. Communication will go out via email to all faculty, staff and students, a notice will be posted to the GoldLink registration page, and a press release will be sent out from University Relations.

The meeting was adjourned.