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2005 January 31 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

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FACULTY SENATE AGENDA
Monday, January 31, 2005
2:45 PM Culp Forum

NOTE TO SENATORS: Please share the Senate agenda, minutes, and any other enclosures with your colleagues 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.edu/senate/>.

AGENDA FOR SENATE MEETING

Call to Order: President Stanley

Approval of Minutes: January 18, 2005

New Business: Blair White, Director of Reece Museum, will address us on the programs offered by and future plans for the museum.

Old Business: Report on and discussion of senators' responses to the proposed changes in the Tenure and Promotion Policies

Announcements:

Adjourn to Committees (Since President Stanton is scheduled to address us at our next meeting, committees will meet this week instead of next.)

Please Note: Next meeting Monday, February 7, 2005, Forum, 2:45 pm

Please send information and notices of non-attendance to Kathleen Grover (grover@etsu.edu or 96672), Secretary, Faculty Senate 2004-05.

MINUTES – January 31, 2005
Faculty Senate – East Tennessee State University

UPCOMING MEETING: February 21, 2005 2:45 pm Forum, Culp Center	FOLLOWING MEETING: March 21, 2005 2:45 pm Meeting Room 6, Culp Center
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Present: Baryla, Bennard, Bitter, Blanton, Burgess, Champouillon, Chi, Coates, Collins, Daniels, Davenport, Davis, Fisher, Grover, Hayes, Jungkeit, Kelley, Kerley, Li, Littleton, Mackara, Morrow, Mozen, Nave, Patrick, Shuttle, Silver, Stanley, Trogen, Wallace, Whitten

Excused: Breese, Mullersman, Shafer, Zoggyie

Absent: Cornett, Schaller-Ayers, Singh, Stone, Thewke

Guest: Lena Eklof and Blair White

CALL TO ORDER: A quorum being present, President Stanley called the meeting to order at 2:49 pm.

APPROVAL OF MINUTES: The minutes of the December 6, 2004, and January 18, 2005, were approved.

ANNOUNCEMENT: President Stanley introduced Lena Eklof, who is taking a course in leadership at ETSU this spring and will be attending several Senate meetings.

NEW BUSINESS: Blair White, Director of the B. Carroll Reece Museum, addressed the Senate on the programs offered by and future plans for the Museum. He announced that plans for several events are under way: the installation of and a celebration for the stained glass window from the George L. Carter House (built by Carter, who donated the land for ETSU, and for many decades an important part of the campus) in the Museum this spring; an exhibit of contemporary clay pieces; and a display of 70 woodcuts created in 70 days. He also reminded us that the time is nearing for the Annual Bank of Tennessee Show, a contest of diverse excellent works by artists from a wide region around ETSU that receives attention and praise throughout the area. In August, the Museum will host a popular culture exhibit on the Bristol Motor Speedway and its history. Another upcoming show will feature photographs of Roan Mountain and other natural treasures.

Senator Chi asked about the size and contents of the Museum's permanent collection. White responded that the collection includes such varied pieces as a sliver of wood said to have come from a tree Daniel Boone carved his name on, a Conestoga wagon, and masterpieces by such renowned artists as Chagall,

Picasso, Whistler, and Goya, among others.

Senator Bitter asked if the purpose of the museum is primarily to display Appalachian arts and craft works or if its emphasis is on the fine arts from diverse regions including Appalachia. White replied that since the Museum is currently a division of the Center for Appalachian Studies and Services (CASS), it presents many Appalachia-centered or –derived shows. As also an accredited member of the American Association of Museums, however, the Reece has always brought to the inhabitants of the region many kinds of works from outside the area—works they might not otherwise have access to. Bitter and Senator Burgess said they considered it necessary for the Museum to be a venue for artists from other areas as well as Appalachia in order to serve the University and community. Bitter said he hoped the Museum could have strong connections with many, if not most, campus departments and asked how else it might serve students. White said he sees the museum as a teaching tool: not only can it help interested students learn how to work in a museum and with artists, but it offers opportunities for whole classes of students to use exhibits in writing, the sciences, and math, among other disciplines. For example, a few years ago, the Museum featured an exhibit on dragonflies in collaboration with a national conference on dragonflies that ETSU students and faculty, as well as other attendees, benefited from. Currently, Johnson City history is illustrated through a display of model trains and their settings in the Museum.

Stanley asked where the works by the famous artists are located since they are rarely featured in the main galleries. White replied that although space and security to display them are limited, many are in the B. Carroll Reece exhibit room, to which Dr. Peter Pawlowicz of Art History and others send their students to see original works of art and experience their beauty beyond textbooks and slides. White said he also regards the museum as a great source of pleasure for faculty and a very important resource for the community.

Senator Mackara asked if there might be any advantages to moving the Museum from CASS to be a free-standing entity. White explained that because of ETSU's limited resources for the past few decades, the Museum was put under the CASS umbrella to save administrative costs and its staff was reduced from seven to two full-time and two part-time employees. With greater resources and a broader mission than that of serving CASS, the Museum could increase its benefits to more segments of and people within the community, as well as to visitors in the area. Bitter said he considered the Museum's becoming simply an Appalachian arts and crafts exhibit to be a major loss to the University and community if it occurs.

Mackara asked if the Museum could have programs focusing on former and present faculty members who have established national or international reputations—for example, Dr. Jack Higgs, Professor Emeritus of English.

White agreed, citing an exhibit of Dr. Henry Antkiewicz's art collection, work, and life in Zambia that appeared in the Museum a few years ago. Several senators also recalled the show "John Steele and the Taxpayers' Children," for which the Museum received a grant to feature the artworks of many of Professor Steele's students who continued to create and garner recognition after graduating.

President Stanley and other senators thanked Mr. White for his informative presentation.

OLD BUSINESS: President Stanley reported that she submitted senators' comments on and recommendations for the changes in the T-P Policies to Dr. Bill Kirkwood. Senator Jungkeit asked if the special situation of University School faculty had been included. Stanley replied that since US faculty are in a category separate from ETSU faculty, they should consult with Senator Patrick, liaison with the legislature's Academic Sub-Council, and Kirkwood directly. Bitter said that since the new provisions are designed to minimize exceptions to the T-P Policies being presented to the SBR, an option is for US to appeal to the SBR for one inclusive exception to the policies to settle the matter.

Mackara reported that Dan Linda Garceau of Business and Technology questioned if external review is a required standard throughout the University. Stanley replied that she thought not; external review is necessary only if there are no appropriate reviewers on campus. Senator Collins added that outside reviewers are encouraged but not required. Mackara opined that under certain circumstances, external review could be used against candidates for tenure or promotion.

ANNOUNCEMENTS: President Stanley provided a list of THEC members for senators to use if they wish to express their opinions about the proposed options for a new school of pharmacy in Tennessee. She also announced the speakers for the next Senate meeting: President Stanton and Dr. Dorman Stout. Finally, Stanley reported that she had called Human Resources about faculty members' changing from ORP to TCRS: People who have not yet received their ORP statements should get the 800 number to call to request their statements from her, or from Tammy Hamm or Joyce Willocks in Human Resources.

Patrick briefly commented on the Legislative Academic Sub-Council meetings and report on the COMPASS tests, asking senators to read the attachments to the minutes of the January 18, 2005, Senate meeting and get in touch with him if they have questions or concerns.

ADJOURNMENT: President Stanley adjourned the meeting at 3:50 pm. Because electricity was off across campus, Senate committees did not meet.

Please notify Kathleen Grover (grover@etsu.edu or x96672), Secretary, 2004/05, of any changes or corrections to the minutes. Web page is maintained by Doug Burgess (burgessw@etsu.edu or X96691).

From: Stanley, Isabel B.
Sent: Wednesday, January 26, 2005 12:36 PM
To: kirkwood@etsu.edu
Cc: Grover, Kathleen H.
Subject: Faculty Senate response to the proposed Tenure & Promotion policy
Dear Bill,

Following is the Faculty Senate's response to the proposed Tenure & Promotion policy:

First we should like to thank you and the committee for the good work you have done on this document. It must have been an arduous task, and we appreciate your work.

After lengthy discussions during two meetings of the full senate and one executive committee meeting, we would suggest the following minor changes:

1. Promotion Policy 2.4.10.18
Tenure Policy 2.3.18.16
"All committee members should hold the rank of professor, have at least three years of service at ETSU."

After much debate we agreed that the rank of professor should not be required but the committee member should have tenure and have been at ETSU at least eight years.

Rationale: It was felt that having all full professors on the committee was often not feasible or desirable. Some departments, such as physical education, music or art might never be represented. As well, associate professors, and occasionally assistant professors and instructors make valuable contributions to promotion and tenure committees.

2. Promotion Policy 2.4.4.5
"Curriculum and /or program development; development of instructional techniques or teaching methods, including development of on-line teaching methods and courses."

We suggest changing the word "including" to the phrase "for example" for clarity.

Rationale: We understand that the policy did not mean to require everyone to teach on-line in order to be promoted, but we judge it prudent to change the wording so that on-line teaching is seen as one of a number of possible teaching techniques, not one that must be included for promotion.

Thank you again for your hard work on this document and for soliciting the suggestions of the Faculty Senate.

Best wishes,

Bonny Stanley

Irwin, Ned L.

From: Grover, Kathleen H.

Sent: Monday, January 31, 2005 12:49 PM

To: Bert Bach; Ned Irwin; Baryla, Edward A.; Bennard, Bruce; Bitter, Jim; Blanton, Hugh; Breese, Ute; Burgess, Doug; Butler, Murray; Champouillon, David; Chi, David; Coates, Tom; Collins, Lattie; Cornett, Cher; Daniels, Lee; Davenport, Mary Jo; Davis, Jason; Fisher, William; Fred Mackara; Grover, Kathleen H.; Hayes, Patricia; Jungkeit, Patricia; Kelley, Jim; Kerley, Linda; Li, Chuanfu; Littleton, MaryAnn; Morrow, Brent; Mozen, Diana; Mullersman, Jerry; Nave, Jerry; Schaller-Ayers, Jennifer; Shafer, Melissa; Shuttle, Jerry; Silver, Ken; Singh, Krishna; Stanley, Bonny; Stephen Patrick; Stone, William; Thewke, Douglas; Trogen, Paul; Wallace, Steven; Whitten, Barry; Zoggyie, Haakayoo

Subject: FW: [1351] January 21st meeting of legislative academic sub-council materials from Sen. Patrick

From: Patrick, Stephen A.

Sent: Friday, January 28, 2005 10:50 AM

To: Grover, Kathleen H.

Subject: FW: [1351] January 21st meeting

Kathleen,

Here are the other items from Faculty Sub-Council.

Stephen

From: Treva Berryman [mailto:TBERRYMAN@TBR.State.TN.US]

Sent: Friday, January 14, 2005 2:58 PM

To: faculty@TBR.State.TN.US

Subject: [1351] January 21st meeting

TO: Members of the Faculty Sub-Council

Please find attached the agenda, minutes, and other materials for your review in preparation for the next meeting of the Faculty Sub-Council on Friday, January 21, 2005.

If you do not plan to attend the meeting, but wish to participate through a conference call, please let me know and I will make arrangements for a conference call.

Have a good weekend and safe travels.

Treva

Treva Berryman, Ed.D.

Associate Vice Chancellor for Academic Affairs

Director, Regents Academic Leadership Institute (RALI)

Tennessee Board of Regents

1415 Murfreesboro Pike, Suite 324

Nashville, Tennessee 37217

Phone: 615-366-4442

FAX: 615-366-3903

2/1/2005

e-mail: tberryman@tbr.state.tn.us

Minutes – October 22, 2004 – T.B.R. Faculty Sub-Council

Attendance:

Loretta Griffy	APSU
Stephen Patrick	ETSU
William Hayslett	TSU
Gretta Stanger, Vice-Chair	TTU
Larry Burriss	MTSU & TBR
Charles Biggers	UoM
David Stanislawski	CSTCC
Will Benson	CISCC
Karen Siska	CoSCC
Rick Wilkerson	DSCC
Pam Xanthopoulos	JSCC
Daphne Bell	MSCC
Howard Doty	NSCC
Kim Crowder, Secretary	NSTCC
Dave Vinson, Chair	PSTCC
Betty Denison	RSCC
Steve Haley	STCC
Scott McMillan	VSCC
Pam Fouche	WSCC
Jane Asamani	RODP
Chancellor Manning	TBR
Treva Berryman	TBR
Kay Clark	TBR
Linda Doran	TBR
Robbie Melton	TBR

David Vinson, Chair of the Faculty Sub-Council, opened the meeting at approximately 9:30 a.m. CST and turned the floor over to Chancellor Charles Manning.

The minutes of the July 2004 meeting were approved.

Remarks from the Chancellor:

Chancellor Manning addressed the following items:

- **Lottery:** Chancellor Manning spoke about the importance of higher education to economic development. Producing a well-trained and educated workforce requires energy, discipline and adequate support of the students. He stated that the Lottery Commission will continue to refine the use of lottery funds and there will be a push to expand the use of funds to K-12.
- **Administrative database:** E.R.P., the upcoming database, is a better system. The total system will cost approximately 31 million dollars. Currently, cost analysis of equipment, software and training is in place.

- **Presidents' salaries:** This is under discussion with 90% of peer average being the standard.

Chancellor Manning entertained relevant questions and then turned the floor over to Dr. Doran.

Remarks from Dr. Linda Doran:

- **Strategic Planning 2005-2010:** Dr. Doran presented an overview of the planning process. Goals should go into motion on 11/12/04. First, strategic planning coordinators will meet. In December 2004, the Board will entertain the goals. From December 2004-May 2005, campuses will build these goals into their respective plans. In June 2005, the Board will consider the institutional plans. Updates will appear on the TBR web page under "strategic plan." At this time, THEC is working on a master plan that coincides and coordinate; THEC's results will be published in April 2005. The Strategic Plan, P.F.S. and the THEC master plan will all reflect SACS newest criteria and will be attuned to national benchmarks. This is significantly different from the past when the focus lay inside the state. In progress is a dedicated web system for a broad audience and to promote widespread awareness for the Strategic Plan which will be accessible to all.
- **Kansas/Delaware Models:** All TBR community colleges are piloting the Kansas model this year and are endorsed by grant participation. In general, these models look at how an institution allocates its faculty by sub-classification at the department as well as the program levels. The data which will emerge will be fundamentally important for internal decisions; it is not intended to be a "report card." It is intended to plot change over time and will be phased-in over a 5-10 year period. In a three-year cycle trend data will be collected for comparison purposes. Essentially, this process gages self-satisfaction. The process includes identifying key indicators, comparison group selection and utilizing data following the SACS model.

Motion made to accept this model. Motion carried.

Remarks from Dr. Robbie Melton:

- **RODP:** In a comprehensive handout, Dr. Melton presented a through overview of the latest updates in RODP.

Remarks from Dr. Clark: (statements from handout provided at the end of these minutes)

- Dr. Clark presented several items for the sub-council's consideration; numbers refer to Dr. Clark's handout:
 1. A screen for tracking students' completion of the blocks: Motion made, seconded and carried.
 2. Flowchart for acceptable substitutions with MTSU design in mind: motion made, seconded, carried.
 - 3, 4, 5, & 7: These items involve uniformity in applying credit for CLEP, ACT, AP, etc. this is under consideration at this time.
 6. Want to leave the power with the institution

8. "C" grade – motion, second, carried.
9. Approval for accepting credit or GPA; vote – uniformity 2 no's. 2. Credit only, not GPA: 14 yes, 6 no. Motion carries.

Remarks form Dr. Berryman:

- RALI: Dr. Berryman provided an overview of the timeline, brochure, website and nomination form.

Other business:

Will: overload issue – goes to Dr. Short.

Sub-council recommends that our institutions follow TBR policy with regard to the revised policy of the 9/04 board meeting.

Meeting adjourned. Next meeting: January 21, 2005.

Respectfully submitted,

Kim Crowder, secretary
Northeast State Technical Community College

**Recommendations of the Task Force to Address Technical
Aspects of Transferring General Education**

1. Develop screen to standardize marking of student achievement in general education courses.
2. Adopt MTSU flow-chart model as a guide for awarding completion of general education courses for students in transition from previous system of Minimum Degree Requirements to new Lower-Division General Education Core.
3. Standardize CLEP scores in General Education subjects (currently only scores in foreign language required for the A.A. and B.A. are not uniform).
4. Standardize ACT scores accepted for credit in Freshman English (for institutions that award such credit).
5. Standardize scores accepted for Advanced Placement Credit.
6. Accept for transfer substitutions of approved general education courses (applies to both TBR and non-TBR institutions).
7. Adopt uniform policy on acceptance of age of credit.
8. Require institutions to report all occurrences in which a grade of "C" is stipulated as a requirement for successful completion of general education courses. The requirements will be posted as a comprehensive listing on the TBR website as a tool for advisors and students.
9. Accept both credit and grade point average in transfer of courses and standardize method of calculating grade point averages.

MINUTES – November 16, 2004
TBR Faculty Sub-Council
Telephone Conference – *Called Meeting*

The TBR Faculty Sub-Council met on November 16th via telephone to discuss the **recommendations of the Honorary Degree Task Force.**

Participants in the meeting included Larry Burris (MTSU, Faculty Regent), Dan Pfeifer (MTSU), Betty Denison (RSCC), Rick Wilkerson (DSCC), David Stanislawski (CSCC), Greta Stanger (TTU), Karen Siska (CSCC), Pam Fouche (WSCC), Loretta Griffey (APSU), Len Assante (VSCC), Howard Doty (NSCC), William Hayslett (TSU), Dave Vinson (PSTCC), Paula Short, and Treva Berryman.

In addition to the participants, Pam Xanthopoulos (JSCC) cast a vote by proxy.

Following a brief overview by Dr Short of the process to date, and a period of discussion for purposes of clarifying details of the Task Force's findings/recommendations, the Faculty Sub-Council voted unanimously to approve the new policy on the granting of Honorary Degrees.

Minutes submitted by:
David Vinson, Chair

Business Task Force

Summary of Telephone Conference: November 18, 2004

The meeting of the Business Task Force was held via telephone conference on November 18, 2004. The Task Force is chaired by Dr. Ralph Faudree of the University of Memphis. A list of membership is attached. The following members were unable to participate: Dr. Curtis Armstrong, UM; Ms. Julie Galloway, TTU; Mr. Bob Phillips, DSCC; Ms. Brenda Hester, VSCC.

The charge of the Task Force is to determine courses that are considered common requirements in the first sixty hours of undergraduate instruction for students planning to major in criminal justice with the ultimate goal of providing community college students a uniform curricular guide applicable to all TBR universities. The scope of commonality involves designating courses in both the Forty-one Hour General Education Categories and in the remaining nineteen hours.

The Task Force was able to build upon the work of the previous task force that addressed reduction in degree hours and reached a consensus on a recommended curriculum (attached). The curriculum takes into account the latest accrediting guidelines adopted by the Association to Advance Collegiate Schools of Business (AACSB).

Business Area of Emphasis (Associate of Science Degree)

Recommended by the Business Task Force, November 18, 2004

<u>General Education Requirements</u>	<u>Semester Hours</u>
English Composition	6
Communication	3
Humanities	9
History	6
Social Studies (Economics I and a social studies elective from approved institutional lists)	6
Natural Science	8
Mathematics (one course from approved institutional lists)	3
Total	41
 <u>Area of Emphasis Requirements</u>	
MATH 1830 (Business for Calculus)	3
Accounting I & II	6
Statistics*	3
Computer Applications	0-4
Appropriate Electives, including Economics II, if designated by the institution	3-7
Total	19
Total Degree Hours	60

*The statistics courses may include courses with a variety of prefixes including MATH, BUS, QMA, etc.

Communication Task Force

Summary of Telephone Conference: November 22, 2004

The initial meeting of the Communication Task Force was held via telephone conference on November 22, 2004. The Task Force is chaired by Dr. Kaylene Gebert, Executive Vice President and Provost at Middle Tennessee State University (MTSU). A list of membership is attached. The following members were unable to participate: Dr. Brenda Wilson, TTU; Dr. Russ Witcher, TTU; Dr. Norma Wilson, ETSU.

The charge of the Task Force is to determine courses that are considered common requirements in the first sixty hours of undergraduate instruction for students planning to major in a field of communication studies with the ultimate goal of providing community college students a uniform curricular guide applicable to all TBR universities. The scope of commonality involves designating courses both in the Forty-one Hour General Education Categories and in the remaining nineteen hours.

The Task Force first considered courses that would be common in the general education subject categories. A basic course in speech/communication is required as a part of the system-wide requirement in general education. Extensive discussion involved the social sciences requirement in general education. Several Task Force members expressed interest in proposing a course in mass communication that would fulfill the outcomes required in the social sciences. The high interest prompted the group to form a sub-committee to explore how the learning outcomes for the social sciences could be realized in a mass communication course. Membership of the sub-committee follows:

Dr. Jim Redmond, Chair	UM
Dr. Mike Gotcher	APSU
Dr. Harriette Bias-Insignares	TSU
Dr. Dennis Oneal	MTSU
Ms. Pam Xanthopoulos	JSCC.

The sub-committee will send a report and recommendations to Kay Clark by February 4, 2004. The sub-committee may use the e-mail distribution to communicate with the entire Task Force as needed.

Discussion then turned to the topic of appropriate communication courses in the remaining nineteen hours. The group identified various theoretical courses that usually are not difficult to transfer. Examples include Introduction to Mass Communication, Introduction to Broadcasting (survey), Introduction to Public Relations, Introduction to Publication Design, Media Writing, and Voice and Articulation. Community college representatives stressed that although some of the theoretical courses transfer easily, others are problematic. To gain better insight into courses that articulate, the Task Force agreed that community college representatives should compile lists of courses denoting those that usually transfer and those that present problems. The community college representatives should send the lists to Kay Clark by January 31, 2005.

The Task Force agreed to meet again the second week of February 2005.

Recorded by Kay Clark

Criminal Justice Task Force

Summary of Telephone Conference: November 17, 2004

The initial meeting of the Criminal Justice Task Force was held via telephone conference on November 17, 2004. The Task Force is chaired by Dr. Augustus Bankhead of Tennessee State University (TSU). A list of membership is attached. The following members were unable to participate: Dr. Alexis Miller, MTSU; Dr. Hank Mannle, TTU; Dr. David Giacopassi, UM; Mr. Steve Buttolph, NSTCC; Mr. Scott Teeter.

The charge of the Task Force is to determine courses that are considered common requirements in the first sixty hours of undergraduate instruction for students planning to major in criminal justice with the ultimate goal of providing community college students a uniform curricular guide applicable to all TBR universities. The scope of commonality involves designating courses in both the Forty-one Hour General Education Categories and in the remaining nineteen hours.

The focus of discussion for the Task Force involved identifying courses in the nineteen hours that would be appropriate for community colleges. Some of the courses offered by community colleges are presented at the upper level at universities, which presents obvious problems in determining equivalencies and how credit is granted community college students. Following extensive deliberation on the determination of appropriate community college courses in criminal justice, the group decided that additional foundational work was needed before any resolution could be reached. Dr. Bruce Mallard of TSU agreed to facilitate additional consideration of the matter with university representatives on the Task Force. Community college representatives will also consider the situation further. Members may use the criminal justice e-mail distribution for communication.

The Task Force will convene again in the spring semester with the intention of reaching a consensus on appropriate courses.

Recorded by Kay Clark

Education Task Force

Summary of Telephone Conference: November 17, 2004

The initial meeting of the TBR Education Task Force was held via telephone conference on November 17, 2004. The Task Force is chaired by Dr. Marvin Barker, Vice President for Academic Affairs, at Tennessee Technological University (TTU). A list of membership is attached, and all members were present for the meeting. In addition, Dr. Sandy Smith and Dr. Beth Mannle of TTU participated in the meeting.

The charge of the Task Force is to determine courses that are considered common requirements in the first sixty hours of undergraduate instruction for students planning to major in education with the ultimate intent of providing community college students a uniform curriculum guide applicable to all TBR universities. The scope of commonality involves designating courses both in the Forty-one Hour General Education Categories and in the remaining nineteen hours.

The Task Force engaged in extensive discussion that centered on the divergent requirements stipulated by the six universities in education curricula and whether such diversity precludes any significant agreement on commonality. The differences run the gamut and include such matters, for example, as the proper math courses in general education, the designation of particular courses in the social sciences, and placement of courses in lower and upper division. Although this diversity of requirements prevails, the six universities work with their primary feeder community colleges to develop articulation agreements that prescribe curriculum for the future education majors from the two-year schools. Consequently, an effective system of regional articulations is in place and helps to alleviate confusion resulting from the mix of differing requirements. A suggestion to post current regional articulation agreements on the TBR website was endorsed by the Task Force.

Ultimately, the Task Force concluded that the present arrangement of effective regional articulations should remain in place. Nonetheless, the Task Force is interested and committed to achieving the goal of commonality in the first sixty hours of undergraduate work. Dr. Darrell Garber, Dean of the College of Education at TTU, suggested that a possible solution might be in the adoption of a model now in place in the Maryland System: the Associate of Arts in Teaching (A.A.T.). The A.A.T. is available at all Maryland community colleges and prepares students to enter universities on track to obtain the baccalaureate and teacher certification. Several other members of the Task Force were also familiar with the A.A.T. After further discussion, the Task Force approved the idea of exploring the A.A.T. as a possible means of providing the desired curricular uniformity for TBR community college students wishing to become teachers. To facilitate investigating the feasibility of the A.A.T., the Task Force suggested inviting key persons from Maryland to present the model. Kay Clark will work with Dr. Garber and others to establish a date at some point in the spring semester 2005 and handle the

logistics of implementing the meeting. The Task Force as a whole is initially enthusiastic about the prospect of developing a TBR version of the A.A.T.

On a final matter, the Task Force was asked to provide an opinion on the request of several campuses to include MATH 1410 and/or MATH 1420 in the general education curriculum. The request for an opinion came from the Advisory Committee on Lower-Division General Education, which deferred action on the campus recommendations pending the meeting of the Education Task Force. Last year, various campuses were given the approval to include the courses in general education. The Task Force endorsed the recommendations to approve MATH 1410/1420. Kay Clark indicated he would convey the opinion of approval to the General Education Committee.

The Task Force then adjourned and will convene again at the meeting regarding the A.A.T.

Recorded by Kay Clark (TBR)

Pre-Nursing Task Force

Summary of Meeting: November 23, 2004

The TBR Pre-Nursing Task Force met on November 23, 2004, at 1:00 p.m., at the TBR Central Office in Nashville. The Task Force is chaired by Dr. Bert Bach, Provost, at East Tennessee State University (ETSU). Present in Nashville were the following members of the Task Force:

Dr. Bert Bach, Chair	ETSU
Dr. Faye Zeigler	APSU
Dr. Jenny Sauls	MTSU
Dr. Verla Vaughan	TSU
Ms. Ann Johnson	COSCC
Ms. Mimi Bowling	JSCC
Ms. Lana Hamilton	NSTCC
Ms. Mary Jacobson	STCC
Dr. Kay Clark, TBR Staff Liaison	TBR

Participating by telephone:

Dr. Susan Grover	ETSU
Dr. Marj Lutrell	UM
Dr. Cynthia Swafford	CSTCC

Unable to participate were Dr. Barbara Jared, TTU and Ms. Faye Sigman, DSCC.

The charge of the Task Force is to determine courses that are considered common requirements in the first sixty hours of undergraduate instruction for students planning to major in nursing with the ultimate goal of providing community college students a uniform curriculum guide applicable to all universities. The scope of commonality involves designating courses both in the Forty-one Hour General Education Categories and in the remaining nineteen hours. The charge involves only Associate of Science transfer programs and excludes nursing majors that are available in the Associate of Applied Science Degree.

The Task Force engaged in a thorough discussion of courses that are essential to the nursing major. Within the forty-one general education, the group agreed that the eight-hour science requirement should include either Anatomy and Physiology I and II or other biology courses. If not included in general education core, eight hours of anatomy and physiology should be a part of the remaining nineteen hours. Relative to the three hours of math required in general education, institutions employ different models. Almost all institutions require MATH 1530, Probability and Statistics. At least two, TSU and UM, require another college math course in addition to MATH 1530.

In the remaining nineteen hours, the only course identified as essential was BIOL 1230, Microbiology. Courses in nutrition and developmental psychology were noted as possible inclusions; however, several members mentioned that the concepts of these two courses have been integrated into the nursing courses because of the 60/120 degree hour reduction.

Following additional discussion, the group concluded that, except for BIOL 1230, no true commonality of courses could be identified for the nineteen-hour segment. Numerous courses were mentioned as beneficial to nursing students but not essential. Given this reality, the Task Force decided that the most prudent course of action was to recommend that feeder community colleges work closely with regional universities to facilitate relevant advisement of students interested in transferring into baccalaureate nursing programs. Such models already exist throughout the TBR System. Therefore, a formal motion was made and approved unanimously by the Task Force as follows:

BIOL 1230, Microbiology, is designated as a common course within the segment of nineteen hours beyond the general education core. Further, universities and community colleges should work on a regional basis to assure accurate advisement of pre-nursing students in community colleges.

The Task Force further acknowledged the reality that community college, pre-nursing students who persist to the Associate of Science degree will finish baccalaureate programs with 129-135 semester hours owing to variations in university curricula.

The Task Force adjourned at 1:55 p.m. The business of the Pre-Nursing Task Force is concluded.

Recorded by Kay Clark

Psychology Task Force

Summary of Telephone Conference: November 16, 2004

The initial meeting of the TBR Psychology Task Force was held via telephone conference on November 16, 2004. The Task Force is chaired by Dr. Bruce Speck, Vice President for Academic Affairs at Austin Peay State University (APSU). A list of the membership is attached. The following members were unable to participate in the meeting on November 16: Dr. Wendy Jordanov, TSU; Dr. Charles Clark, JSCC; Dr. Donald Windham, RSCC; and Ms. Phyllis Foley, VSCC. Dr. Linda Bettoli of TTU participated in the place of Dr. Michael Rohr, and Dr. David Denton of APSU also participated.

The charge of the Task Force is to determine courses that are considered common requirements in the first sixty hours of undergraduate instruction for students planning to major in psychology with the ultimate goal of providing community college students a uniform curriculum guide applicable to all TBR universities. The scope of commonality involves designating courses both in the Forty-one Hour General Education Categories and in the remaining nineteen hours.

The Task Force first considered courses that would be common in the general education subject categories. Discussion first centered on the six hours required in social sciences. The group agreed that General Psychology I should be designated as a social science course for psychology majors. No consensus was reached on designating a second social science course. Some institutions offer General Psychology II, which could be designated per institutional prerogative. Numerous institutions do not offer General Psychology II. The group agreed that a sequence in biology is preferred as the natural science requirement but also recognized that some campuses require the eight hours of science to be different science courses. Regarding the math requirement, considerable variation exists among the campuses. Some institutions designate MATH 1530, Probability and Statistics; others may require MATH 1130, College Algebra, or MATH 1710, Pre-Calculus. At least one university does not designate a specific math course in general education but accepts any approved general education math course. Some institutions also require a second math course beyond the general education requirement.

As for courses in the remaining nineteen hours, it became apparent from discussion that more foundational work should take place before any designation of appropriate courses can happen. Community colleges offer a variety of psychology courses, some of which are designated upper level by universities. All agreed that community colleges should be able to offer more than general psychology, but no immediate agreement could be reached as to what those courses might be. The group decided that community college representatives should discuss among themselves the issue and present the Task Force a recommended set of psychology courses that are appropriate at the freshman and sophomore level. An e-mail distribution system will be developed to facilitate discussion.

Given the issue of variation in courses, the Task Force agreed to meet early in the spring semester 2005 as soon as the community college representatives present course recommendations.

The Task Force adjourned until such time in spring 2005 that the community college representatives present recommendations.

Recorded by Kay Clark

Task Forces Operative in Spring Semester 2005

- Continuing Work of the Following Sixty-Hour Task Forces
 - Communication
 - Criminal Justice
 - Education
 - Psychology
- A89 Admissions Requirements
- Revision of TBR Policy 2:01:00:03 (Principles for Articulation in Vocational/Technical Education)
- Mathematics General Education Courses



TENNESSEE BOARD OF REGENTS

Faculty Sub-Council Meeting

Friday, January 21, 2005

9:30 a.m. (Central) – TBR Board Room

Sub-Council members meet at 9:00 a.m. before TBR staff join at 9:30 a.m.

AGENDA

Call to Order – Dave Vinson, Chair

Opening Comments by Vice Chancellor Paula Myrick Short

Approval of Minutes (attachment)

Action Items

- Recommendation for Adjustments of COMPASS cut scores - Berryman (attachment)

Information Items

- Update on Academic Audit – Short
- Status Report on Task Forces – Clark
 - Update on the Sixty-Hour Task Forces (Summary Attached)
 - Task Forces Operative in the Spring Semester (Summary Attached)
- Update on December Board Action – Short
- Update on RALI – Berryman

Discussion Items

- Clarification of TBR Policy 5:01:05:00, *Extra Compensation* and Guideline P-050, *Part-time Faculty Compensation* – Clark (also requested by H. Doty)
- Reminder on Early Due Date of Tenure and Promotion Recommendations (owing to early June Board meeting) – Clark
- Transfer of Grades With or Without GPA – Clark
- Clarification on the conflict-of-interest policy (requested by D. Vinson)
- Common Calendar Template (requested by D. Vinson)

Old/New Business

Adjourn

Box lunches will be served at 11:30 a.m.

MEMORANDUM

TO: Members of TBR Academic and Faculty Sub-Councils

FROM: Treva Berryman

SUBJECT: Proposed revision to COMPASS cut scores

DATE: January 12, 2005

The "Recommendation" and "Rationale" statements below were drafted by a committee DSP Directors. The recommendations were unanimously supported by all TBR DSP Directors/ Coordinators. Approval of the recommended cut score revisions will be an "Action Item" on the agenda for the January Sub-Council meetings and will go to TBR Presidents in February. If approved, we plan to work with ACT to implement the revised cut-scores by early April so that they can be used for student assessment for Fall 2005.

Recommendation for COMPASS Cut Score Revision

► Adjust COMPASS cutoff scores in all areas to comparable ACT values determined by the ACT 2001 validity study to assure that students are placed in an equitable manner.

Rationale:

As of Fall 2003, all institutions in the Tennessee Board of Regents Systems use ACT subscores in English, mathematics, and reading, when available, as the primary instrument for student placement. Prior to the decision to use ACT subscores, students with an ACT composite score less than 19 or students who were 21 years of age or older were required to undergo COMPASS assessment for placement purposes. Currently, only degree-seeking students who are 21 years of age or older who do not have valid ACT scores are required to complete COMPASS assessment tests in reading, writing, and mathematics.

There is a discrepancy in the COMPASS and ACT cutoff scores. Consequently, Tennessee Board of Regents institutions are using two disparate sets of cut scores to place students into developmental or college level courses.

This discrepancy was originally noted in a validity study requested by the TBR and performed by ACT representatives in 2001 using Tennessee schools. It should be acknowledged that when the discrepancy was identified in the 2001 validity study by ACT, COMPASS was the only instrument used for placement for all students in DSP courses. Because all students took the COMPASS assessment, inequity in placement was not an issue. The primary focus of the 2001 study was to evaluate the 1998 COMPASS cutoff scores that were developed as a result of a concordance study designed to equate COMPASS cutoff scores and AAPP cutoff scores, the placement instrument that was replaced with COMPASS. The 2001 study was enlarged to examine also the relationship between ACT and COMPASS test scores and Tennessee student course success. The results of this expanded study provide the basis for the recommended adjustment in COMPASS cutoff scores.

1. For students with valid ACT scores, Tennessee is currently using an ACT reading subscore of 19 to place students into college level courses. A COMPASS score of 80 is comparable to a 19 reading ACT score. However, currently for students 21 years of age or older without valid ACT scores who are required to undergo COMPASS testing, a COMPASS reading cutoff score of 68 is used to place students into college level courses. A COMPASS score of 68 is actually comparable to an ACT reading subscore of 15. The data on student success indicates that the ACT subscore of 19 is appropriate.
2. For students with valid ACT scores, Tennessee is currently using an ACT writing subscore of 19 to place students into college level courses. A COMPASS score of 75 is comparable to a 19 writing ACT subscore. However, currently for students 21 years of age or older without valid ACT scores who are required to undergo COMPASS testing, a COMPASS reading cutoff score of 68 is used to place students into college level courses. A 68 is comparable to a 17 reading ACT score. The data on student success again indicates that the ACT subscore of 19 is appropriate.
3. Evidence suggests that the current math ACT cutoff score of 19 for placement into College Algebra was not appropriate to allow a reasonable expectation of success. The recommended ACT score to allow for the optimal number of correct placement decisions is 22. A COMPASS math score of 59 is comparable to a 22 math ACT score. The current COMPASS Algebra cutoff score for College Algebra is 50.
4. COMPASS cutoff scores currently in use are lower than other institutions in the Southeast.
5. Data illustrate that some modifications of the cutoff scores between placements at the basic or developmental levels are needed. These modifications are incorporated in the table below.

COMPASS Current and Proposed Cutoff Scores

COURSE	CURRENT	PROPOSED
Reading		
DSPR 0700	1 – 52	1 – 48
DSPR 0800	53 – 67	49 – 79
College Level	68 - 99	80 - 99
Writing		
DSPW 0700	1 – 28	1 – 37
DSPW 0800	29 – 67	38 – 74
College Level	68 - 99	75 - 99
Mathematics		
Prealgebra Scores		
DSPM 0700	1 – 29	1 – 39
DSPM 0800	30 - 99	40 - 99
Algebra Scores		
DSPM 0800	20 – 27	24 – 31
DSPM 0850	28 – 49	32 – 58
College Level	50 – 99	59 - 99

Approved by DSP Directors, July 20, 2004

All TBR institutions were surveyed in November 2004 to identify the instruments being used for secondary or challenge testing of the initial ACT subject score placement. The 14 responses received are shown in the table below. **The impact of the proposed changes on the number of students placed into DSP courses can not be determined because most institutions have limited the use of COMPASS due to a lack of confidence in the placement it provides.**

Because COMPASS offers many benefits not being used, (i.e., support for online education, P-16 initiatives, recruitment, lower personnel costs, and support for flexible delivery options), it is hoped that more accurate COMPASS cut scores will restore confidence in this tool and increase its use.

Institution	Use COMPASS for all areas except as noted	Use Nelson-Denny for Reading ¹	Use in-house writing sample	Use End-of-Course exam in Math
APSU	X			
ETSU		X	X	X
MTSU	X		X – 1 st class	
TTU*	X (reading)		X & COMPASS	X
UoM**	X		X & COMPASS	
CISCC	X			
CoSCC	X & ASSET (not reading)	X		
DSCC		X	X	X
JSCC	X (math only)	X	X	
MSCC	X			
PSTCC		X	X	X
RSCC		X	X	X
STCC	X			
WSCC		X	X	X

¹It is also interesting to note that TBR institutions do not use consistent Nelson-Denny Cut-Off Scores for placement into college level courses.

*Provides challenge testing only upon request.

**Other in-house tests are used upon request after challenging with COMPASS.

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