

2009 – 2010 Faculty Senate Meeting Minutes
Signal Mountain Room, University Center, 3:10 p.m.
21 January 2010

The minutes can also be found at: <http://www.utc.edu/FacultySenate/minutes.php>

Division	Present	Absent
President		Pedro Campa
Past-President	Gavin Townsend	
At-Large	Jennifer Beech, Mike Bell, Rebekah Bromley, Rebecca Elliot, Clair McCullough, and Jim Tucker	
Lecturer	Andrea Becksvoort	
Adjunct		
Behavioral Sciences	Lorraine Evans, Nick Honerkamp, and Barbara Medley	Vic Bumphus
Business Adm.	Jim Henley, Keith Richards, and Greg Thibadoux	
Eng & Comp Sci		Ron Goulet, Frank Jones, and Yan Li
Fine Arts	Stuart Benkert and Ron Ulen	Kenyon Wilson
CHEPS	Kay Lindgren, Deborah McAllister, M.A. McCoy, D. R. Meece, Elizabeth O'Brien, and Cheryl Robinson	
Humanities	Ralph Covino, Lynn Purkey, and Vicki Steinberg	
Library	Beverly Simmons	
Math & Sciences	Hill Craddock, Lucas Vandermerwe, and Irene Loomis	
Ex-Officio	Susan North, Theresa Liedtka, Phil Oldham, and Jocelyn Sanders	John Delaney, and (Secretary) Roger Brown, Richard Brown,
Other Visitors	Karen Adsit, Stephanie Bellar, Fran Bender, Herb Burhenn, Dick Gruetzemacher, Linda Hill, Lyn Miles, Chris Smith, Felicia Sturzer, and Mary Tanner	

Senate meetings are open meetings to which all interested parties are welcome.

1. Call to Order 3:12
2. Approval of the minutes of November 19, 2009. Stuart Benkert, moved to accept minutes as written; Lucas Vandermerwe, seconded. Motion passed.
3. Proposal for New Doctorate of Nursing Practice Degree – Dr. Stephanie Bellar
Stephanie Bellar, Acting Dean of the Graduate School introduced proposal for New Doctor of Nursing Practice (DNP) degree. The proposal had been approved unanimously by curriculum committee of the Graduate Council and by the Faculty Senate curriculum committee.
Nick Honerkamp: Why is UTC proposing a DNP? Is this a trend in the profession.
Kay Lindgren: Movement to DNP is required by American Association of Colleges of Nursing (AACN), which worked quite a while to produce a final draft that

came out 2005-06. The AACN guidelines require that by 2015, all advanced nursing practice degrees should be at DNP level. Currently they are at the MSN level. The proposal is similar to what physical therapy and pharmacy did in moving to doctorates. The initial cohort will be MSN nurses who are moving to the DNP. Requirements will be 1000 hours of practice. Standards for MSN currently require a minimum of 500 hours; our students get 630; current nurse anesthetist requirements are based on cases and procedures, but generally our nurse anesthetists get about 2500 hours practice.

Nick Honerkamp: What happens when the requirement for the DNP comes into loggerheads with the needs of the existing MSN degree program?

Kay Lindgren: Existing faculty will roll into DNP. So we made a request for adding two additional faculty over time. We think this program will level out at about 80-100 students. The school of nursing has multiple financial partners that fund faculty positions. Twenty percent is funded by hospital partners. We have a good track record of securing funding through grants, which allows us to fund faculty until we can assure stable funding. Pages 27-28 of the proposal address the issue of funding for the program.

Nick Honerkamp: When you go from 12 to 80 students, what about the faculty? It seems like a huge increase without a commensurate increase in faculty.

Kay Lindgren: In the current FNP program, we have 33 students with one full time faculty member, one half time clinical faculty member, and one half-time professorship. In NA, we have 56 students during the academic year and 75 in summer, and service the program with a coordinator, assistant coordinator, and a 75% faculty member. And our program is of high quality. It's how we do business. We work hard. We appreciate the university's support, but we do what we need to do.

Nick Honerkamp: With this new degree, are they going to be administrators or practitioners.

Kay Lindgren: Practitioners. Most are practitioners.

Nick Honerkamp: Does this increase their status?

Kay Lindgren: It credentials them the same. The reason the degree is being changed is because health care is changing. The buzzword, translational research, will be expected of advanced practitioners in the future. That is that you're not doing original research, but translating current research into clinical practice.

Nick Honerkamp: So the marketplace wants this?

Kay Lindgren: Yes. If you look at reports about nursing, you see that nurses need to be prepared at a higher level.

Beverly Simmons: Is this primarily a distance program or a combination?

Kay Lindgren: Initially it will be a distance learning program. As we transition into those that already have a baccalaureate degree, it will be a combination. Some of the clinical courses will be fine as distance learning; others need more face to face time.

Gavin Townsend: Do we have a system in place so that students who take as many courses and hours as a doctoral program but don't complete will be able to get a masters?

Kay Lindgren: No. It's like a doctorate of physical therapy. They already have a baccalaureate degree and we'll select on the basis of ability to complete program. Sometimes we have people who drop out, and when they come back, we work with them.

Gavin Townsend: The masters will go away?

Kay Lindgren: For advanced practice nursing. The masters in community health and clinical education will remain.

Gavin Townsend: In a larger context, I know that you're trying to coordinate this program with what's going on in UTK and ETSU. Is there any danger this will make too many programs in East Tennessee?

Kay Lindgren: No. Remember this transition has to be completed by 2015. They've identified programs that can transition. Also, all these programs max out.

Mike Bell: What additional resources are you looking at?

Kay Lindgren: If we could get a little administrative support, that would be helpful. But we have been able through grants to have physical resources we need, but we need human resources. We have state of the art technology. The proposal requests only the faculty support. We've done well with physical, technological needs. UTK's proposal is resource neutral. If you look at ours, we will have a revenue stream by the third year. There are opportunities for other people to teach in that program and I appreciate people who have offered to help. We have the opportunity to do a bit more interdisciplinary work.

There being no further discussion, Gavin Townsend moved to approve program. The proposal was approved : **For 26; Against 0; Abstention 1.**

Irene Loomis: This will go to full faculty because it is a major curriculum issue.

4. Report from the Executive Committee - Dr. Irene Loomis

Dr Campa is doing quite well. He went to cardiologist yesterday Everything looks good. He wanted to come back to classes next week, but the doctor said wait. He'll be back soon, though.

Just a reminder that the provost had has designated a dining place for faculty in the Cherokee Room from 11:15 a.m. to 1:00 p.m. every day. We should use it.

5. Administrative Reports

No report from Dr Oldham.

Jocelyn Sanders gave a presentation on update on academic review committee.

Jocelyn Sanders: You already know we have a committee appointed by provost to review academic programs identified as under-performing by the THEC. The committee has met many times. Subcommittees have met. The committee has formed recommendations and presented them to provost. The recommendations have been submitted to the curriculum committee and meetings are being scheduled to meet with departments. Basically, programs either came up with proposals to combine degree programs or came up with very strong arguments for retention with plans to strengthen programs.

Programs are either being consolidated, retained, or terminated. In Foreign Language Education, education becomes a new concentration in the BA in Foreign Languages and the BS in Foreign Language Education will be phased out. The degree will be a BA: Foreign Language: Education: [Name of language].

Question: Will that be better as far as numbers?

Jocelyn Sanders: Yes. There will be a similar process for the BS in secondary education. The degree will be BS: Secondary Education: [name of secondary concentration]. The Teacher Preparation Academy has worked hard on this proposal.

There is a similar proposal to create a new major in fine arts, with concentrations as

in the various arts. It is likely that the BS in Music Education, the BM in music education, and the BS in Art Education will be consolidated into a new major, Fine Arts Education, with the content area as a concentration, i.e., BS: Fine Arts Education: [Concentration]. This plan requires further discussion. Proposal came from music to roll BM in music education into BM in music. Either way will leave loose ends. We hope to have this ironed out by the end of January so that the Provost can make definitive proposal to Board of Trustees.

Programs that are not included in any proposed changes are the BS in Engineering Technology Management, which we feel will increase because of the new program in Construction Management. The BA in Humanities is being retained because it is expected that it will increase because of the new Women's Studies concentration in the Humanities major, which was previously only a minor. The BA in Theater and Speech, the BA in Philosophy and Religion, the BA in Physics and the BA in Geology are being retained.

One program that requires more discussion is the BA in Mathematics. We proposed to keep the BS in Applied Mathematics and terminate BA in Mathematics. There have been no graduates since 2005. Students who want to earn a BA with a double major including Mathematics will no longer be able to do so. They will need to earn a second degree (a BS: Applied Mathematics), which normally takes an additional year.

John Graff: Is this going to affect students in job market?

Mary Tanner: UTC has an idiosyncrasy in that each of these is a separate degree. Other campuses have a degree in secondary education with concentrations.

John Graff: I'm looking at this from an employer's perspective. Does this disadvantage our students?

Mary Tanner: No, it does not because their license is what makes them employable and the state is very prescriptive about the requirements for licensure.

Felicia Sturzer: Question for Mary. We're talking about secondary education, right? So the degree would read Foreign Language: Secondary Education?

Mary Tanner: We have identified K-12.

Lynn Purkey: Now we have K-12 and 7-12. The state is thinking of doing away with 7-12 certification.

Dr Hiestand: [for the curriculum committee] Pretty much everything been said. We, as a committee endorse the framework presented. We recognize that details will need to be worked out. We noted that the only objection is that a person who is pursuing a BA in Math and English will have to get the second degree.

Jocelyn Sanders: Any program that is terminated will be phased out; they won't just go away. If there are students in that program, they'll be phased out over ten years.

Irene Loomis: If the numbers of students wanting a BA in math came back, would the degree come back?

Jocelyn Sanders: No, it would have to be reintroduced as a program. But let me emphasize, these are committee recommendations; it hasn't yet been confirmed as a plan.

Irene Loomis: I'm not sure how to address this.

Linda Orth: Right now nobody is responsible for the final exam schedule. It was controlled ad hoc by the Faculty Senate several years ago. When a class is added in a new time, it seems silly to come to the Faculty Senate to set the exam schedule.

Irene Loomis: I don't have any problem with your asking to change the schedule.

Gavin Townsend: How often do you have to adjust the schedule?

Linda Orth: Sometimes once a semester. This semester we came across two that weren't on the schedule. There's an issue of timeliness too. All of a sudden a new class period appears that wasn't on the schedule originally.

Lucas Vandermerwe: What isn't working?

Stephanie Bellar: I can speak to that. We have several senior classes that work better as seminars. We might schedule a class between two and five and there is not a final exam period scheduled for those. But it is also the case that many of those classes don't have final exams. Part of the problem is that the class time isn't in the regular schedule either.

Irene Loomis: What's the problem with letting the Faculty Senate approve it?

Deborah McAllister: I teach three of these classes a semester, and there are two problems. Classes meet only once a week and students might work on the other days when an exam might be scheduled; the other problem is that there might not be a room.

Victoria Steinberg: Can I ask a more fundamental question? Is it a problem for anybody else that classes are meeting wily-nilly across the week? I'm wondering about how that affects students.

Gavin Townsend: I move that all proposed adjustments to final exam be brought by the Records Office to the Faculty Senate Executive committee for formal approval. Seconded by Hill Craddock.

Question: Why does it have to be that way at all.

Gavin Townsend: It's a mere formality. We faculty should reserve the right to approve the final exam schedule.

Irene Loomis: I would personally like to have faculty involved in it because we need to have faculty control somehow.

Linda Orth: I just want to say what Kay had brought up about those off regular time slots. Those are really different from the final exam schedule. From 8:00 to 2:00, courses have to be booked through the regular system. From 2:00 to 5:00, departments can book classes at their discretion.

Gavin Townsend: One clarification about my motion: we are empowering the Executive Committee to approve this. The Faculty Senate president signs off on a whole bunch of stuff

Claire McCullough: That would go to a deeper objection on my part. It seems to me that much of what most of what the senate used to do is done by executive committee.

Nick Honerkamp: Call the question.

Vote: Approve 8; Disapprove 19; Abstain 1; motion fails.

D. A. Meece: I move that we allow records office set exam schedule. Motion seconded.

Vote: Approve 19; Disapprove 6; Abstain 1; motion passes.

6. Other Business

7. Faculty Concerns

Lyn Miles: The Tennessee Act 2010 is currently in the legislature. The other UT campus faculties are very involved in this process. They're developing position papers and I urge senate to deal with this issue in a more substantive way.

Kay Lindgren: And what are your thoughts about how we should deal with it in a more substantive way?

Lyn Miles: Martin and Knoxville have various committees and subcommittees working on it. Knoxville has produced white papers. They've met regularly with legislators in retreats so that they are not just names but faces. But if the senate feels that's something they don't want to be involved with, that's fine.

Kay Lindgren: I don't know how the rest of you have been impacted by this. Students come to us and still have to go through all kinds of hoops even though we have articulation agreements. Having seen how a general education standard across the state can work, I find nothing wrong with it. And you have all these courses that don't seem to fit anywhere. No matter where you put it, that's more expensive than the student. If they come to us with some of the things we offer, why do we make them retake it.

Gavin Townsend: If I recall correctly, I don't think Lynn or TUFS is objecting to having a standardized general education program. The major objection is that the language of the act gives THEC the right to govern the content of the course.

Lyn Miles: Other states have smooth working articulation agreements. Our transfer students come in with many hours for which they get no credit. This is a problem if there is no input from faculty. I would want to guard faculty input to the greatest degree possible.

D. A. Meese: School of Education transfer students come in and its very frustrating for students who have hours that can't count toward their requirements. It leaves them no room to take anything else.

Linda Orth: I can clarify petitions: If the major defines a specific general education course for that category; in that instance a student would have to submit a petition approved by department. That could be easily fixed by departments' opening up their general education requirements. If a student has a credit from a school in another state, they have to write a petition that must go to the appeals committee.

Claire McCullough: Some of our departments have specific general education requirements because the legislature and THEC have mandated a specific number of hours. In order for our students to have the knowledge they need for our major, we require certain courses in the general education curriculum.

Linda Orth: I'm not taking a position about whether departments should open up their requirements, just clarifying the process.

Ralph Covino: I have another concern. Some faculty are not getting new computers that they were promised. The plan as it was put before the senate was that everybody was going to get a new computer.

Philip Oldham: The plan was that a certain amount was to be set aside for new computers. A faculty committee came up with a list of the oldest machines and those that most needed to be replaced. I was not aware of any expectations that all machines would be replaced. We agreed to replace machines purchased before 2005. 280-300 machines

are being purchased with the bulk going to faculty.

8. Announcements

Theresa Liedtka: There will be a groundbreaking ceremony for the new UTC Library, Friday, January 29 at 10:45 am.

Linda Orth: First week of February (Wednesday February 3), Banner system is having a Moc(k) Registration. It's an excellent opportunity for faculty to experience using Banner, including posting grades. Several time slots are available.

Meeting adjourned at 4:23.