

Faculty Senate

Jan 2021

Approve Minutes

- Nov 12, 2020

Administrative Reports

Undergraduate Academic Standards Committee

Current language

Students cannot major and minor within the same discipline. No more than 6 hours of credit in the major department may be applied to a minor. Students majoring in Art may also minor in Art History. Students majoring in HHP programs may also minor in Nutrition.

Proposed language

Students cannot major and minor within the same program. No more than 6 hours of credit in the major program may be applied to a minor.

Reimagining General Education Committee

- Chancellor Angle announced in his Sept. 2020 State of the University Address that thoroughly reviewing our General Education program was a top priority.
- Our initial work seems to be aligning well with current work to update our Strategic Plan related to creating meaningful learning experiences for students.
- “Reimagining” is an important word for our work. We’re looking forward, not relying on our current model, as we consider new, innovative models for our UTC General Education program.

Committee Membership

Lauren Ingraham, chair

DeAnna Beasley

River Carroll

Rosite Delgado

Trevor Elliott

Shewanee Howard-Baptiste

Elizabeth Johnson

Tom Lyons

Mary Marr

Sheena Monds

Abeer Mustafa

Jeremy Strickler

Bethany Womack

Greg O'Dea

Sherry Marlow Ormsby

Charlene Simmons

Emily Thompson

Joel Wells

Talia Welsh

Oren Whightsel

Two students still to be named

This diverse committee broadly represents faculty from all colleges, staff who are attuned to student success, staff who ensure that we're complying with requirements, and students who want to leave a legacy once they become alums.

First steps: establish design and process principles to guide our work

- Design principles establish some boundaries for our reimagined program.
- Process principles ensure that our work is transparent, inclusive, time-bound, and inviting.

Reimagining General Education: Design and Process Principles

Preamble

The Reimagining General Education committee is leading UTC's work to design an innovative academic program that prepares our 21st century students for a long, rich, and varied life after graduation. To that end, we aim to develop a program that offers students an array of meaningful learning experiences, invites and allows them to study in multiple disciplines, addresses their need to learn about diverse perspectives other than their own, and prepares them for informed and effective civic engagement.

Improving student learning is the key purpose of our work. The following design and process principles will guide it.

Design Principles

1. Prioritize a model that embraces broad areas of learning and skills that are satisfied through courses offered by many departments and that encourages cross-disciplinary offerings.
2. Incorporate [High-Impact Practices](#) and Experiential Learning into the design through curricular and co-curricular experiences.
3. Prioritize issues of diversity, equity, and inclusion in our curricular design.
4. Design a program that avoids aligning a single requirement or category with an individual department.
5. Design an assessable program that is compliant with internal and external regulations such as UTC's Academic Standards, SACSCOC accreditation principles, and THEC requirements. (1)
6. Create some flexibility in the program to account for discipline-specific outside accreditation requirements.

(1) We must be accountable to [SACSCOC](#) (See Accreditation Principles 8.2.b and 9.3.a-c). To summarize: SACSCOC requires that Gen Ed programs include a minimum of 30 credit hours; one course each in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics; and no courses that focus on a skill that is relevant to only one occupation/profession. THEC insists not on a “41-hour” General Education program but rather that we design a Gen Ed program that respects Tennessee Transfer Pathways. Consider using [AAC&U VALUE rubrics](#) to backmap broad program learning outcomes as we design.

Process Principles

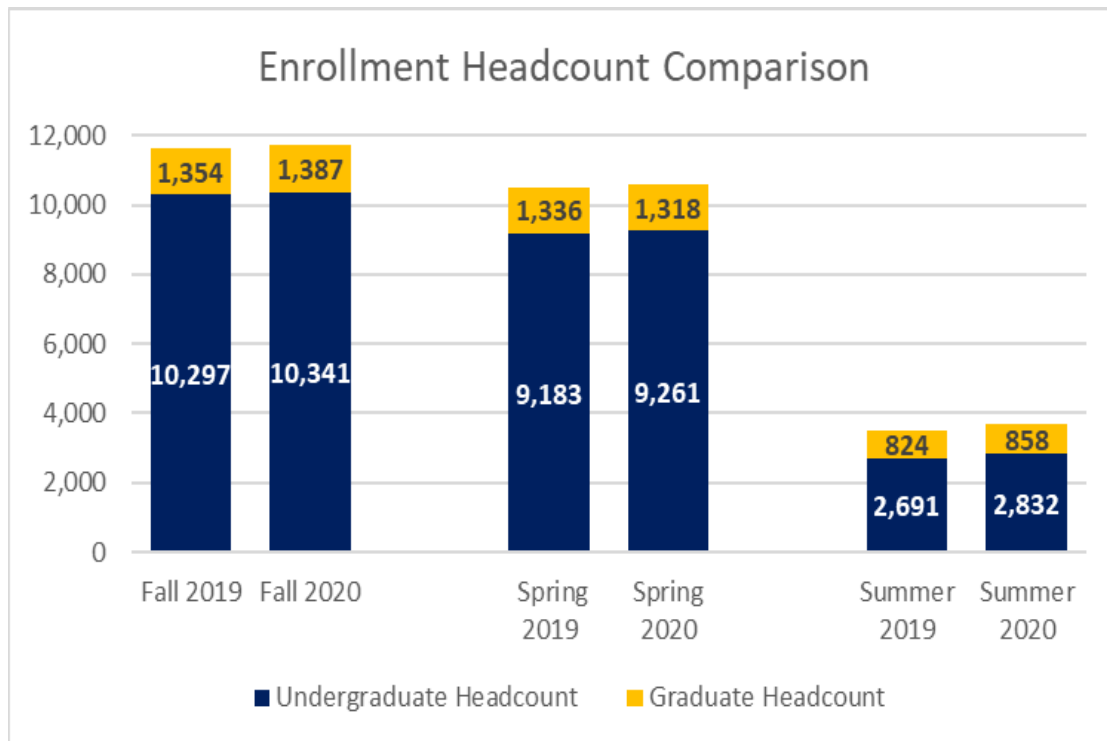
1. Commit to a re-design schedule so that the requirements and learning outcomes will be defined by early Spring 2022, courses will be certified during Fall 2022, and the new program will be implemented in Fall 2023.
2. Actively involve faculty, students, advisors, and staff and seek input from alumni and community members to reimagine our General Education program.
3. Be accountable for prioritizing diversity, equity, and inclusion by asking the campus community, especially UTC's organizations that are committed to addressing these issues, to review and enhance program components throughout the process.
4. Commit to transparency by posting regular updates widely (*e.g.*, on a Reimagining General Education website; posting on UTC-INFO, UTC-Faculty, and the student SCRAPPY email list; and reporting to Faculty Senate meetings, etc.).
5. Ensure that UTC's Office of Academic Affairs will devote resources to this work.

New Business

- COVID-19 & Student Achievement

Enrollment Comparison

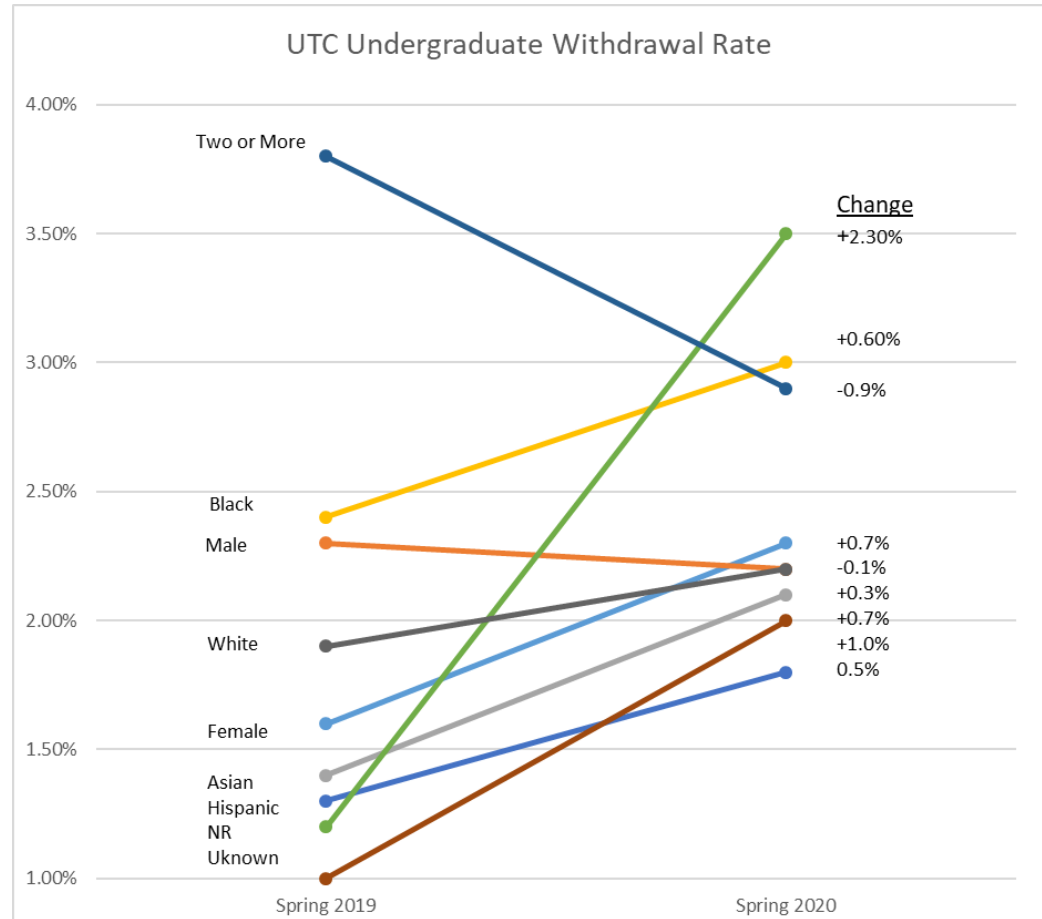
1. Fall 2020: 11,728
(10,341 UG & 1,387 GR)
2. Overall headcount increased: Fall (0.7%), Spring (0.6%), and Summer (5.0%).
3. Overall FTE increased: Fall (0.1%), Spring (1.6%), and Summer (9.4%).



UTC Withdrawal Rate- Spring 2020

Undergraduate Rates

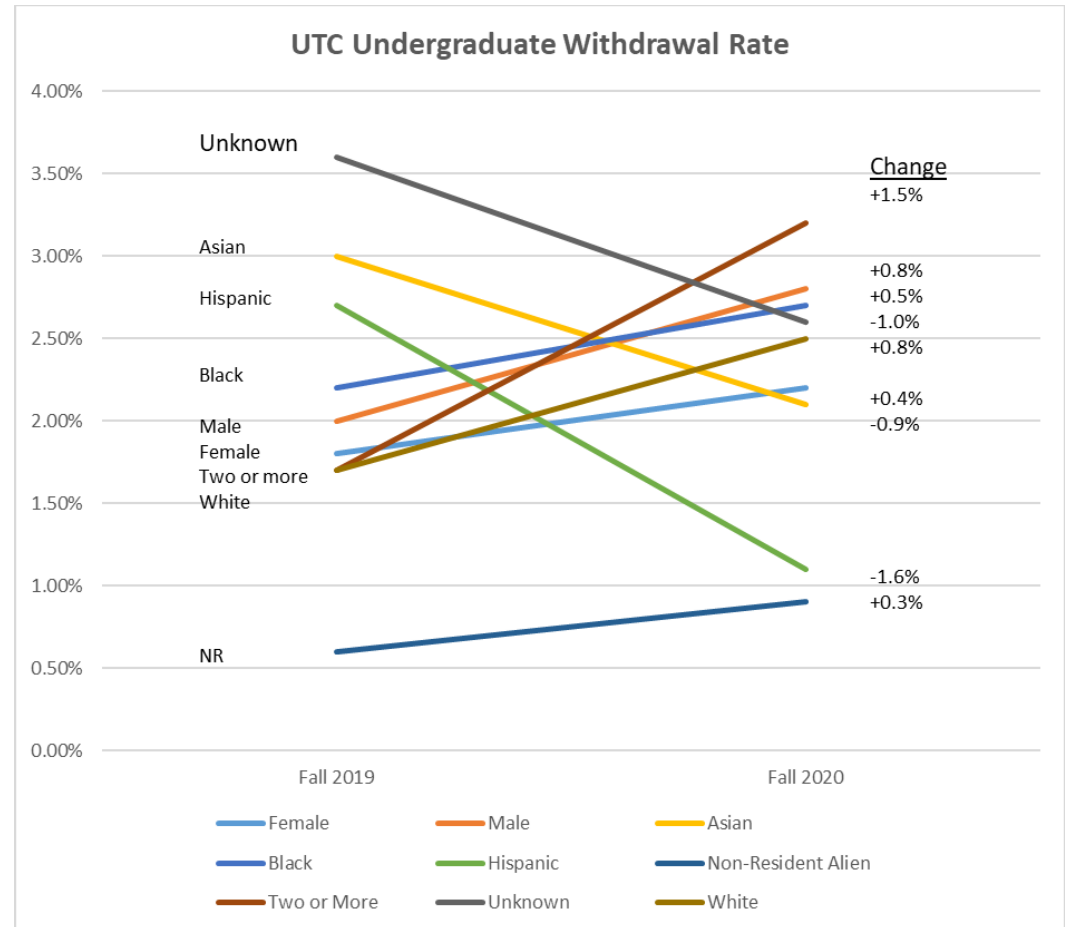
1. Overall, increase
0.4% from previous
spring
 - 1.90% in Spring 2019 vs
2.30% Spring 2020
2. Groups with higher
withdrawal rates:
 - Female (**2.3%**)
 - Nonresident alien (**3.5%**)
 - Black (**3.0%**)
 - Two or more (**2.9%**)
 - International (**4.4%**)



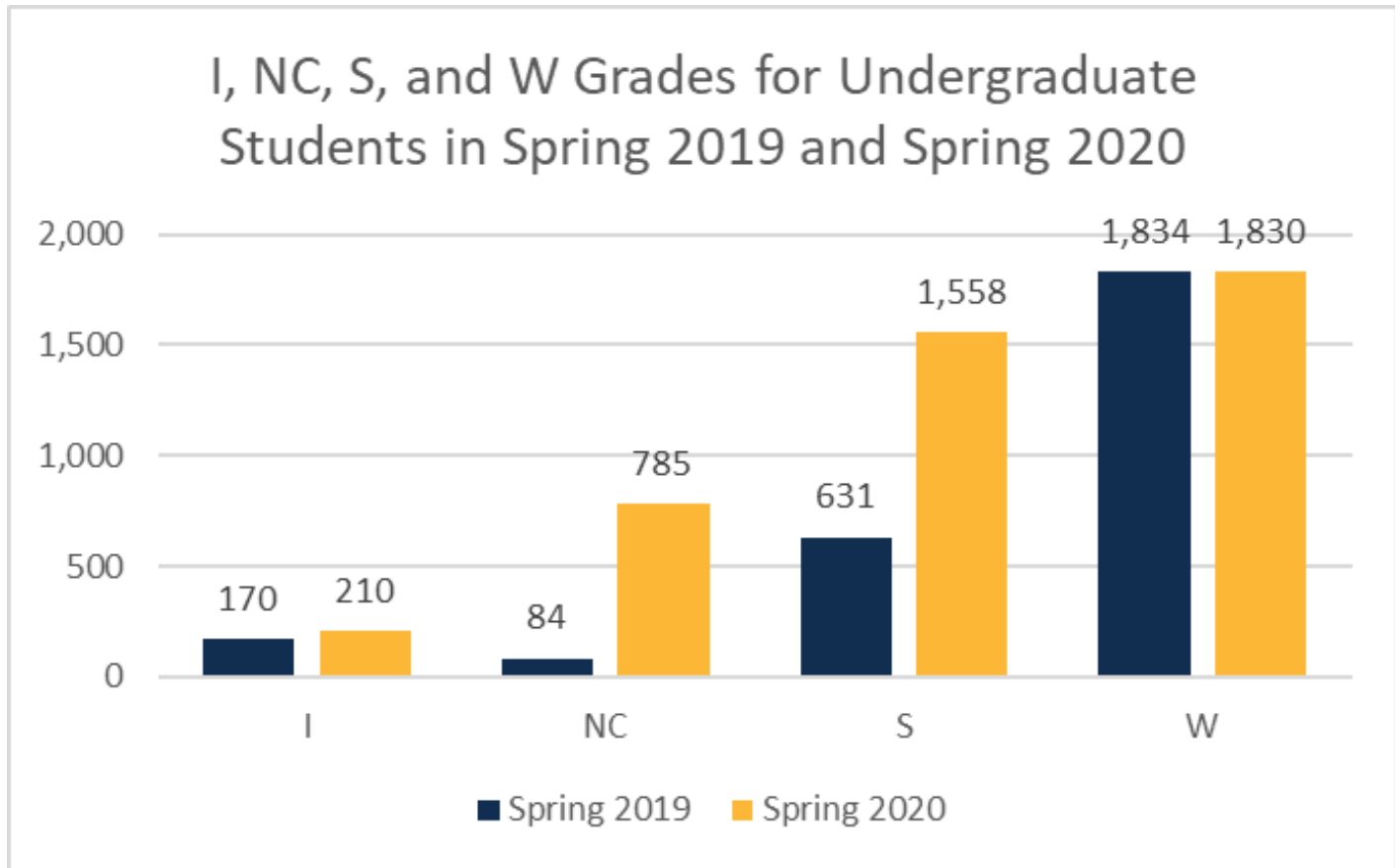
UTC Withdrawal Rate- Fall 2020

Undergraduate Rates

1. Overall, increase 0.5% from previous fall
 - 1.90% in Fall 2019 vs **2.40%** Spring 2020
2. Groups with higher withdrawal rates:
 - Two or more (**3.2%**)
 - Male (**2.8%**)
 - Black (**2.7%**)

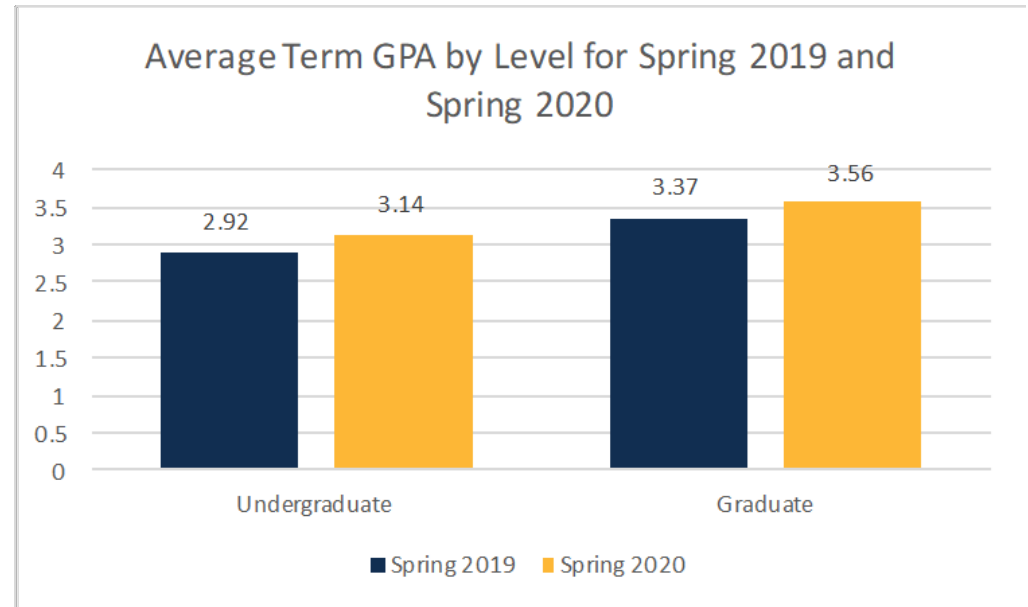


Grade Change Option Comparison



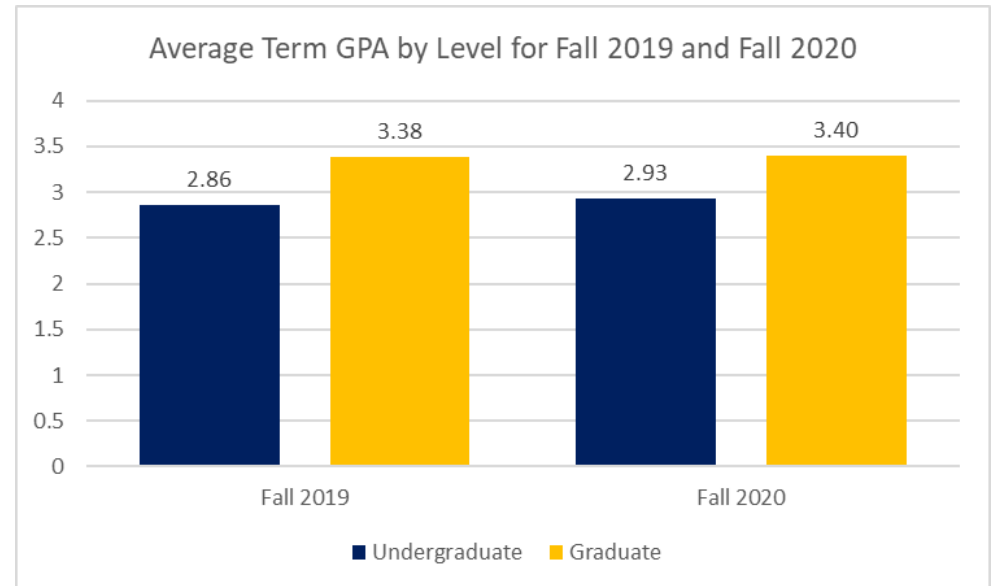
Credit Completion and GPA- Spring 2020

1. Undergraduate students completed **91% of credits in Spring 2020** versus 88% in Spring 2019.
2. Graduate students completed **92% of credits in 2020** vs 96% in 2019.
3. GPA for both groups were slightly higher in Spring 2020.



Credit Completion and GPA- Fall 2020

1. Undergraduate students completed **88% of credits in Fall 2020** versus 89% in Fall 2019.
2. Graduate students completed **96% of credits in 2020** vs 95% in 2019.
3. GPA for both groups were slightly higher in Fall 2020.



Retention after Spring 2020

1. Overall retention from Spring 2020 to Fall 2020 averaged **72.7%**.
2. Part-time students, both undergraduate and graduate, were less likely to be retained.

Spring 2020 to Fall 2020 Retention			
	Graduated	Retained	Not retained
Undergraduate	14.40%	74.10%	11.50%
<i>UG Full Time</i>	13.60%	77.40%	9.00%
<i>UG Part Time</i>	19.90%	50.90%	29.20%
Graduate	29.80%	62.60%	7.60%
<i>GR Full Time</i>	31.00%	65.30%	3.70%
<i>GR Part Time</i>	28.40%	58.90%	12.70%
All Students	16.30%	72.70%	11.00%

Midterm Grades- Fall 2020

1. A total **77.9%** of undergraduate midterm grades are an A, B, or C in Fall 2020.
2. Increase of **4%** in passing grades compared to Fall 2019.
3. This could be due, in part, to Early Alert Campaign.

Undergraduate Midterm Grades		
Grade	Fall 2019	Fall 2020
A	35.8%	40.4%
B	25.5%	25.3%
C	14.4%	12.2%
D	6.8%	5.7%
F	6.5%	6.9%
<i>No Grade Reported</i>	8.8%	8.5%
<i>All Other Grades</i>	2.3%	1.00%

Early Alert Campaign

Quick Highlights:

1. **350 evaluation requests** sent to faculty for first-time freshmen (at or below a 3.00 HS GPA) enrolled in one or more of the following courses: English 1010/1011, Math 1130/1010, and USTU 1250.
2. Retuned a **78% faculty response rate**.
3. Alerts issued for one of the following concerns: **Attendance, Missing Assignments, Low Test/Quiz Scores, and Lack of Participation/Disengaged**.
4. CASA advisor outreach attempts were made through September 29; included a **minimum of three outreaches** using email, texting, and phone calls.
5. Advising interventions included a number of responses including connecting to **campus resources, discussing expectations, time management/study skills, etc.**

End of Term Grades- Fall 2020

1. Fall 2020 passing grades (“A”, “B”, “C”) slightly higher than Fall 2019.
2. “W” also slightly higher than last fall term.

Undergraduate Grade Distribution Comparison		
Grade Earned	Fall 2019	Fall 2020
A	40.7%	44.6%
B	27.4%	26.7%
C	14.7%	12.0%
D	4.8%	3.9%
F	5.9%	6.6%
W	4.4%	4.9%
<i>All Other Grades</i>	2.2%	1.4%

Grades by Classification-Fall 2020

1. Senior students earned higher percentage of “A” and “B” grades.
2. Freshmen earned much higher percentage of “F” grade and slightly higher “W”.

Fall 2020 Grade Distribution by Classification				
Grade	Freshman	Sophomore	Junior	Senior
A	35.1%	41.9%	46.7%	50.9%
B	25.0%	26.9%	27.2%	27.4%
C	13.1%	13.2%	11.3%	11.0%
D	5.3%	4.5%	3.7%	2.7%
F	14.2%	6.8%	4.8%	2.7%
W	6.5%	5.8%	5.1%	3.1%
<i>All Other Grades</i>	0.7%	0.9%	1.1%	2.0%

Student Support

1. Student support continues to support students virtually.
2. Center for Student Wellbeing continues to engage people through events and outreach.
3. The Counseling center has increased number of sessions provided by conducting virtual sessions.

Center for Student Wellbeing		
	Fall 2019/Spring 2020	Fall 2020
People trained	2102	1173
People engaged in CSW events and outreach	9623	14233
CSW partnership events	3771	712
Motivational Interviewing Sessions	260	186
Interns (MSW, MED, Nursing)	25	26
Student case management points of contact	708	297
Starbucks Coffee Sleeve Campaign	0	8000

Counseling Center		
	Fall 2019	Fall 2020
Crisis/Same Day Appts	94	34
F2F Appts	996	134
Virtual Sessions	0	1256
Group Sessions	157	126
All Types of Sessions	1890	1826
Outreach Events (daytime)	47	33
Outreach Events (after hours)	9	9
*Includes screenings, intakes, couples therapy, after-hours crises, and other consultations		

New Business

- UT Online Consortium

Opportunity

- Part of One UT initiative
- Share existing online courses amongst the four campuses
 - UT Chattanooga, UT Health Sciences, UT Knoxville, UT Martin
- Coordinated by Vice President Linda Martin's office

Steering Committee

- Appointed by President Randy Boyd
- Representatives from each campus, nominated by Chancellor, Provost
 - Vicki Farnsworth, VC/CIO, IT
 - Dawn Ford, Assistant Provost, WCTL
 - Lauren Ingraham, Director of Gen Ed
 - Matt Matthews, Vice Provost AA
 - Emily Thompson, Library Studio
 - Joel Wells, University Registrar

Advantages

- Expand courses available to all students within UT System
- Student pays costs at main campus
- Credit directly to local transcript
- Expand enrollments
- Incentive opportunities

Partner

- Working with *Higher Learning Partners*
- Run by Regis University (Colorado)
- Thirty years of experience
- Facilitates consortium processes (i.e. not academic)

Work Ahead

- Identify issues
 - Governance, coordination, technology, etc.
- Recommendations for implementation
- Local campus partners & courses
 - Start with Gen Ed, expand
 - Faculty input will be key
- Report due by summer
- UT BOT presentation in October 2021

New Business

- Report on Diversity in Academic Leadership Appointments

Interim Academic Leadership Appointments, 2011-2020

Position Group	Race/Ethnicity	Female	Male	Total
Central Academic Leadership	Asian			0
	Black or African American			0
	Hispanic or Latino			0
	White	1	6	7
	<i>Total</i>	<i>1</i>	<i>6</i>	<i>7</i>
College Leadership	Asian			0
	Black or African American			0
	Hispanic or Latino			0
	White	1	4	5
	<i>Total</i>	<i>1</i>	<i>4</i>	<i>5</i>
Department Leadership	Asian		1	1
	Black or African American	1	2	3
	Hispanic or Latino		1	1
	White	8	15	23
	<i>Total</i>	<i>9</i>	<i>19</i>	<i>28</i>
All Groups	Asian	0	1	1
	Black or African American	1	2	3
	Hispanic or Latino	0	1	1
	White	10	25	35
	<i>Total</i>	<i>11</i>	<i>29</i>	<i>40</i>

Permanent Academic Leadership Appointments, 2012-2020

Position Group	Race/Ethnicity	Female	Male	Total
Central Academic Leadership	Asian			0
	Black or African American			0
	Hispanic or Latino			0
	White	3	7	10
	<i>Total</i>	3	7	10
College Leadership	Asian		1	1
	Black or African American		2	2
	Hispanic or Latino			0
	White	7	12	19
	<i>Total</i>	7	15	22
Department Leadership	Asian		1	1
	Black or African American	1	3	4
	Hispanic or Latino			0
	White	12	22	34
	<i>Total</i>	13	26	39
All Groups	Asian		1	2
	Black or African American	1	3	6
	Hispanic or Latino	0	0	0
	White	22	41	63
	<i>Total</i>	23	48	71

Permanent Non-Academic Leadership Appointments, 2017-2020

Position Group	Race/Ethnicity	Female	Male	Total
Non-Academic Leadership	Asian	1	1	2
	Black or African American	9	6	15
	Hispanic or Latino		1	1
	White	34	42	76
	<i>Total</i>	<i>44</i>	<i>50</i>	<i>94</i>

New Business

- Results from recent faculty survey about COVID-19 & Spring and Fall 2021 semesters

New Business

- UTK-UTIA Faculty Senate Resolution on UT Presidential Searches

“...the UTK-UTIA Faculty Senate calls on the UT Board of Trustees to amend its bylaws to ensure a rigorous, open and inclusive search process for future presidential searches.”

Unfinished Business

Faculty Concerns

Announcements

Adjournment