

Faculty Senate

April 2021

Approve Minutes

- March 18, 2021

Administrative Reports

Undergraduate Admission Committee

- Proposal to make ACT/SAT Test Optional

Proposal: Add a test-optional admissions criteria for incoming students
Admissions Committee vote: 8-1 in favor to add test-optional criteria

If approved, the 2021-22 catalog would reflect the following admission requirements.

All applicants will submit an application, high school transcript, and \$30 application fee. Freshmen applying for fall 2022 will have three admission options:

- Prospective students can continue to use the traditional admissions option with existing requirements (2.85 GPA/18 ACT/960 SAT or 2.5 GPA/21 ACT/1060 SAT) and completion of 16 core high school courses.
- Prospective students with a minimum 3.0 or higher cumulative grade point average can choose the test optional process. Students will be required to provide a teacher recommendation in place of the standardized test score to be considered for admission. Completion of 16 core high school courses in high school is also required.
- Students whose grade point average is below a 3.0 or whose credentials don't meet the traditional admission requirements, will have the option to be admitted through the holistic appeal process. Students would submit appeal information reviewed first by the Admissions committee appointed by Faculty Senate and final review by the chancellor.

The following student groups would not be eligible for test-optional admission consideration:

- Student athletes are subject to NCAA eligibility standards and will need to provide ACT/SAT scores.
- International students have separate testing requirements. They will not be eligible for test-optional admission.
- Home-schooled/home-educated students based on Tennessee HOPE scholarship requirements must submit a 21 ACT/SAT score for lottery scholarship funding

UTC historical data has shown that high school grade point averages are a strong, relevant predictor of college success and student readiness. Retention rates increase with higher high school GPA ranges. There are clear differences in the averages for retained versus not retained students over the past several years (Tables 1 & 2)

Table 1: First-time Freshmen average high school GPA and ACT composite scores based on retention for 2017 - 2019

FA19 First-time Freshmen	HS GPA	ACT Comp.	ACT Math
Retained*	3.62	24.1	22.4
Non-Retained	3.41	23.2	21.2
FA18 First-time Freshmen			
Retained	3.62	24.3	22.4
Non-Retained	3.38	22.4	21.4
FA17 First-time Freshmen			
Retained	3.58	23.7	22.2
Non-Retained	3.35	22.7	21.1

**Retention for FA19 cohort is projected rate based on 8/26/20 enrollment information.*

Table 2: Retention Rates by High School GPA Range for the First-time freshmen in 2017 - 2019 Cohorts

HS GPA Range	Total Number in FTF 2017 – 2019 Cohorts	Total Retained	Total Not Retained	Total retention % of sub-population that returned
≤ 2.49	44	24	20	54.5%
2.50 – 2.99	623	326	297	52.3%
3.00 - 3.49	1974	1289	685	65.3%
3.50 – 4.00	3960	3206	754	81.0%

**Retention for FA19 cohort is projected rate based on 8/26/20 enrollment information.*

DFW rates in first semester English and Math courses decrease by ~20% for students with a 3.00 HS GPA or higher (Table 3). There are also decreases in DFW rates by ACT subject score, but our traditional “college-ready” benchmark (score of 19-22) shows only a 1-6% difference from the 15-18 range students. The noticeable decrease in DFW rates based on ACT scores is more evident at scores of 23+.

Table 3: DFW Rates in first semester English and Math Courses in 2017 - 2019 cohorts based on HS GPA

2017 – 2019 FTF Cohorts	English by high school GPA			Total	Math by high school GPA			
	A, B, C	DFW	DFW %		A, B, C	DFW	DFW %	Total
Under 2.0	2	1	33.3%	3	1	1	50.0%	2
2.0-2.49	24	19	44.2%	43	6	23	79.3%	29
2.5-2.99	384	249	39.3%	633	177	288	61.9%	465
3.0-3.49	1410	369	20.7%	1779	911	591	39.4%	1502
3.5-4	1904	177	8.5%	2081	1908	360	15.9%	2268
Totals	3724	815	18.0%	4539	3003	1263	29.6%	4266

Table 4: DFW Rates in first semester English and Math Courses in 2017 - 2019 cohorts based on ACT subject score for English and Math

2017 – 2019 FTF Cohorts	English by ACT subject score			Total	Math by ACT subject score			
	A, B, C	DFW	DFW %		A, B, C	DFW	DFW %	Total
ACT Scores	A, B, C	DFW	DFW %	Total	A, B, C	DFW	DFW %	Total
Under 15	28	8	22.2%	36	1	6	85.7%	7
15-18	382	98	20.4%	480	385	231	37.5%	616
19-22	1208	284	19.0%	1492	1113	512	31.5%	1625
23-25	1230	210	14.6%	1440	1189	312	20.8%	1501
26-30	815	140	14.7%	955	928	181	16.3%	1109
Over 30	68	14	17.1%	82	95	21	18.1%	116
Total	3703	746	16.8%	4449	3710	1257	25.3%	4967

An overview of the 2019 first-time freshmen cohort is included to show a breakdown of enrolled students by ACT and GPA. A large percentage of students had a 3.00 high school gpa or higher (92%) and a 19+ higher ACT composite score (87%). There were 118 students in this cohort with below a 19 composite ACT score. Of this population, 29% (n=34) had above a 3.5 high school gpa. (Table 5)

Table 5: Fall 2019 Cohort HS GPA and ACT Composite Score Ranges

FA19 Cohort	HS GPA					
ACT Comp	Under 2.0	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	Total
Under 15	1			2	1	6
15-18			16	65	33	114
19-22		4	94	306	344	749
23-25		5	37	154	448	644
26-30		2	16	96	465	579
Over 30			3	7	115	125
Total	1	11	166	630	1406	2217

**Students with no reported HS GPA or ACT score are excluded.*

Report from the Reimagining General Education Committee to the Faculty Senate

Lauren Ingraham
Director of General Education
April 15, 2021

Four Subcommittees have been listening intently to constituents:

- Faculty
- Students
- Staff
- Community members

Faculty Subcommittee

- Held six faculty townhalls (March 8-19)
- Met with five departments who requested a meeting:
 - English
 - History
 - Math
 - Modern and Classical Languages
 - Social, Cultural, and Justice Studies

Faculty insights

- **Concerns:**
 - Workload and staffing issues
 - Students don't understand or appreciate the Gen Ed program
 - Skill-building vs. content knowledge acquisition
- **Perceived strengths of our current program:**
 - Gen Ed exposes students to a broad liberal arts education.
 - Students can do some exploration in Gen Ed before declaring a major.

Faculty insights

- Essential experiences/skills for all graduates
 - Critical thinking
 - Effective communication skills across media and circumstance (written, oral, and perhaps digital)
 - Understanding and appreciating diverse perspectives
 - Civic engagement
 - Practical experiences, including high-impact practices
 - Applying disciplinary expertise to solve a problem
 - Acquiring some skill in a foreign language that also increases a student's cultural awareness
 - Reading comprehension

Faculty: Broad observations

- Faculty are willing to make significant changes if they have sufficient resources to support the work.
- Our current Nonwestern requirement is outdated. We need to embed diversity, equity, and inclusion throughout a Reimagined Gen Ed program.
- Faculty are divided on where students complete their Gen Ed program. Some want it to be limited to the first two years. Others are open to embedding it throughout the undergrad experience.
- Related, there's some interest in a Gen Ed capstone that brings upper division students from various majors together to work on addressing a significant problem.

Faculty: Broad observations

- Faculty appreciate the cohort concept and understand that incoming students benefit from having a community.
- We need to adjust our expectations for how all students develop quantitative reasoning/numerical literacy. Pedagogical practices for teaching math majors often don't work for general education students.

Student subcommittee

- Met with Resident Advisors March 11 for a town hall
 - Dozens of students participated from a variety of majors
 - Upperclassmen were represented
- Three sessions with ENGL 1010/1011 classes captured feedback from first-year students.

Student insights

- Students don't think Gen Ed works well.
 - They often perceive it as irrelevant and a distraction from their major.
 - They perceive Gen Ed as repeating high school courses and don't understand why they're forced to re-take them.
 - They resent paying for courses that don't interest them.
 - Advisors enroll students in courses that don't interest them.

What Students want from Gen Ed

- A well-rounded education that exposes them to new areas and prepares them for more than a single profession.
- Practical, professional, and life skills (financial literacy, understanding taxes, etc.)
- Opportunities to learn about perspectives other than their own
- Some flexibility that allows them to switch majors without sacrificing substantial course credits
- Faculty who are passionate about teaching Gen Ed courses

Staff subcommittee

- Held focus groups with these constituencies:
 1. Library staff
 2. Writing and Communications Center
 3. Admissions, Orientation, Career & Leadership
 4. Professional Advisors

Staff Insights

- Advisors don't like how they have to enroll first-semester students in courses that students haven't elected.
- Admissions and Orientation staff wish they had a better pitch for our Gen Ed program.
- 25% of our undergrads are first-generation college students. We need to work harder to help them understand the value of a 4-year degree grounded in General Education and the cost associated with it.
- Student interest in Gen Ed categories doesn't match with courses available in a given semester.
- We need to be more welcoming to transfer students while maintaining our academic standards.

Community insights

- Data was collected from an informal survey of employers and minutes from the Chancellor's Roundtable, a group that includes employers of our graduates.
- Things our community wants from UTC graduates:
 - Communication skills (written, oral, digital)
 - “Grown up skills” – showing up for work on time, delivering work products on deadline, etc.
 - Skill/knowledge transferability. UTC faculty can help students see how their skills and knowledge could be applied in other settings.
 - Listening to understand different perspectives. Empathy is key.

Next Steps for the RGE Committee

- Gen Ed exists in an ecosystem that involves both Enrollment Management/Student Success and Academic Affairs. We must move forward together.
- Summer 2021: Exploring options for program design and developing a prototype.
- Fall 2021: Gathering feedback and refining design prototype.
- Early Spring 2022: Present design for faculty consideration.

Faculty Senate Exec Committee

- Proposed bylaws change related to FARC

Consistent with the Faculty Handbook (Chapter 5, Section V), FARC consists of six faculty members in which two faculty members are elected each year to a three-year term by the full faculty. Members shall be elected from members of the faculty who meet the following criteria at the time of election: (1) full-time appointment with the rank, or equivalent rank, of associate professor/lecturer or higher; and either engage at least half time in teaching and/or academic research or serve as head of an academic department or hold rank as professional member of the library staff, with the exception of the Dean of the Library. The term of office for elected members will begin on August 1 and is a year-long commitment in which faculty must be available for a portion of the summer. Any ongoing cases that have not been closed prior to new members taking office will be completed by sitting members.

Nominations for FARC shall be solicited from the full faculty by April 1. The Secretary of the Senate shall issue to the faculty a description of membership criteria and faculty members eligible for nomination. Any full-time faculty member can nominate candidates to FARC. Elections shall be conducted via majority electronic vote of the full faculty. Election results shall be determined by simple majority of the ballots as determined by Faculty Senate Executive Committee and announced by the Senate President to the faculty.

See responsibilities, membership, voting, and process in the Faculty Handbook, Chapter 5, Section V

Faculty Senate Exec Committee

- Proposed bylaws change to add the Honors College as a division

Divisional members shall be elected by the following voting divisions:

- a) Fine arts (art, music, theatre and speech);
- b) Humanities (communication, English, modern and classical languages, history, humanities, philosophy and religion);
- c) Behavioral science, (criminal justice, military science, political science, psychology, sociology, anthropology, geography);
- d) Mathematics and sciences, (biology and environmental sciences, chemistry, mathematics, physics, geology and astronomy);
- e) College of Engineering and Computer Science;
- f) College of Business;
- g) College of Health, Education, and Professional Studies; and
- h) The Library
- i) **The Honors College**

Undergraduate Academic Standards Committee

- Proposal to change language related to Prior Learning Assessment (PLA) credit

Proposal to change language related to Prior Learning Assessment (PLA) credit

Contingent on department head approval, UTC may award ~~Examples of these~~ types of PLA credit ~~that UTC accepts are:~~

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)
- International Baccalaureate Credit (IB)
- Credit by Special Examination (Challenge Exam)
- Military Service Credit
- Portfolio Assessment Credit

~~American Council of Education (ACE) college-level credit recommendations~~

Other types of PLA may be awardeepted.

All PLA credit is entered on the academic record as Satisfactory Credit. The Undergraduate Admissions Office must receive official test score reports and/or transcripts. Other supporting documentation may also be required. ~~For ACE credit recommendations, an ACE transcript must be submitted to the Admissions Office.~~ Contact the appropriate academic department for information regarding Credit by Special Exam.

New Business

- Accommodating students serving in the military

New Business

- Bookstore: new system for adopting textbooks

UTC Bookstore - News

AIP

- AIP: Adoption & Insights Portal

Faculty Enlight

- Faculty Enlight will sunset on April 30th, 2021
- After this date no one will have access to this system, not even to view previous adoptions

Plan of Action

- May 1st until AIP becomes live; any remaining Fall orders must be emailed or submitted in person

Store Manager: Kellie Wright
Email: SM430@bncollege.com
Phone: (423)-425- 5114

Course Materials Manager: Chelleigh Bruce
Email: TM430@bncollege.com
Phone: (423)-425-4065

New Business

- QEP: Quality Enhancement Plan for SACS/COC

New Business

- TUFS Workload results for UTC
- Faculty Townhall on Handbook

Unfinished Business

Faculty Concerns

Adjournment (of regular meeting)

Planning meeting for 2021-2022