Agenda

1. Roll call- the meeting was called to order at 4:30 by Prof. Scott Boyd.

2. A motion was made, seconded and passed to approve the November 11, 2013 and December 09, 2013 minutes with one correction to attendance.

3. Treasurers report
   - Travel: $1600.00
   - General: $1140.18
   - Foundation: $ 409.16

4. Prof. Boyd introduced Dean Mike Boyle. Dr. Boyle introduced his team: Vincent Windrow and Roy Moore. A discussion of the quest for student success and how it will become tangible at MTSU followed. The team said that primary areas of focus for them were tutoring, sophomore engagement, and freshmen retention and engagement. The team said they were also exploring the TBR Access to Success initiative and expanding the Scholars Academy. The team said that they were looking into tutoring that has been happening at various points on campus. Dean Boyle said that the university’s retention rates were a concern. Dean Boyle
said the working definition of student success is a student who makes 2.0 or above because that student is likely to return.

Questions were asked regarding the impact of external factors on student success, the type of information advisers had access to, if resources were being allocated to helping students with “life events,” if academic advisers will have a counseling background, if there is a sense of why MTSU’s retention rates have dropped compared to other TBR institutions, what the role of the faculty was in conversations with outside vendors, if there was any connection between incoming ACT and GPAs on student success, if the administration was looking at the impact of the economy on retention, and the impact of faculty to student ratios on retention.

A concern was stated regarding faculty representation in the conversations with outside vendors.

Dean Boyle said that he wanted this to be the first of many conversations. He said that the faculty was key and the question was how to give the faculty the tools they needed.

Prof. Boyd said that if there were additional questions, they can be sent to him to forward to Dean Boyle.

5. A question was asked if someone could track where our graduates are going and the market situation. Prof. Boyd said that he expected that to happen. He said that we can ask the administration about this.

6. Legislators visit. Usually schedule this in the spring. Prof. Boyd said that the Steering Committee recommended April 14th, but after checking, that won’t work for the legislators due to being in session. It was decided that the best date to try to schedule this is April 10th at 4:30. Other possible dates were April 17th and April 24th.

7. Prof. Boyd thanked everyone for sending in the information regarding attendance policies. He said that there is still time to send in additional responses. He said the information is being used to discover a general feeling of the faculty towards attendance.

8. Prof. Boyd said that a draft of the faculty expectations document was presented to the Steering Committee. He said that this document was mostly pulled from existing policy. The Steering Committee made suggestions that are being addressed. He said that the document will be presented to the Faculty Senate as soon as the Steering Committee approves the draft.

A question was asked if there was a similar document for the Chairs. Prof. Boyd said that the chairs are talking about writing one as well.
9. Dr. Canak said that the majority of information has been gathered in the reexamination of the standing committees. He said to expect some recommendations for changes, but not too many.

10. Prof. Boyd said that the request for service on university committees will be coming up. He said that Wendi has a new form for faculty to use (handout attached). These forms should be sent out towards the end of the month and should be returned to Wendi.

11. Prof Boyd said that Senate elections are coming up. He said that several Senate positions are open and that senators can check with Wendi to verify when their term is over. He said that according to the bylaws senators can serve 2 consecutive terms. He said that the President Elect and Recording Secretary positions are available. He said that Bill Canak begins as Faculty Senate President on June 1. Prof. Boyd said that faculty members are interested in any of the positions should let Bill, Scott or someone on the Steering Committee know.

12. Prof. Boyd reminded everyone that the library sent out an email regarding the purging of hard copies of journals that are available online.

13. Dr. Lutz updated the senate on the TBR Faculty Sub-Council meeting (handouts attached). He said that there were 120 applications submitted to the TBR Course Redesign Initiative and approximately 60 will be funded.

   Dr. Lutz said that the TBR was exploring the prepare-for-credit model vs. the immediate-credit model for students who need additional learning support. He said a list of concerns was being prepared to be presented to the TBR regarding this topic.

   Dr. Lutz said that the TBR was exploring the idea of setting up macro-majors to help with student success.

   Dr. Lutz said that there was discussion regarding a pilot program at the University of Memphis regarding summer pay. If this program is implemented, there might be a slight change in summer pay.

   Dr. Lutz said that the “Instructional Faculty Career Ladder” includes a category that might be of concern for faculty. He said that the Instructor - Sr. Instructor - Master Instructor track might be of concern and discussion on this should be watched.

   Dr. Lutz said that Dr. Robbie Melton is a resource for new technology needs.
Dr. Lutz said there was no progress regarding partner benefits and the adjunct task force.

Dr. Lutz presented a letter to Mr. Randy Boyd regarding participation in the regional meetings as well as Mr. Randy Boyd’s response.

Dr. Lutz said there was positive feedback regarding Ready2Teach. He said the program is expected to be fully implemented by Fall 2014.

Dr. Lutz said that system wide discussions were beginning regarding the Library Consortium.

Dr. Lutz presented House Bill 1129 which proposes certain limitations on how history is taught in Tennessee schools.

14. Prof. Boyd said that there is now a Twitter link on the Faculty Senate Homepage. He said that the Senate was also exploring setting up a D2L “course” for all senators so that information can be shared easily.

Action items:
   1. Prof. Boyd to ask the administration about tracking of our graduates. Who will do it, where will the information be stored, etc.
   2. Prof. Boyd to see if the April 10th date would work for the legislators visit.
   3. Senators to verify when their term ends with Wendi and assist with communication regarding elections.

Respectfully submitted,

Tricia M. Farwell
2013-2014 Faculty Senate Recording Secretary
2014 University Standing Committees and University-wide Committees
College of Basic and Applied Sciences

<table>
<thead>
<tr>
<th>Rank</th>
<th>University Standing Committee</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Appeals (BAS)</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Academic Appeals (UC/Undeclared)</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Academic Misconduct</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Academic Scheduling</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Admissions and Standards</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Advising</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Animal Care and Use</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Athletic</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Athletic Compliance</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Building Naming</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Campus Non-Violence</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Career Achievement Award</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Council on Teacher Education</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Curriculum</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Disability Issues</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Environmental Health &amp; Safety</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Faculty Appeals (Tenured, full professors only)</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Faculty Development</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Faculty Research and Development</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>General Education</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Grade Appeals (Basic &amp; Applied Science)</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Graduate Council (Graduate Faculty only)</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Honors Council (Honors Faculty only)</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Institutional Review Board</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Instructional Evaluation &amp; Development</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Instructional Technologies Development</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Instructional Technology (TAF)</td>
<td>2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>University Standing Committee</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International Education and Exchange</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Intellectual Property</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Library Committee</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Loan and Scholarship</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>MTSU Planning Committee</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Non-Instructional Assignment</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Public Service</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Student Appeals</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Traffic</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Veterans and Military Affairs</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>University Awards</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>University Discipline</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>University Relations</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>University Rules</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Other University-wide Committees:

<table>
<thead>
<tr>
<th>Rank</th>
<th>University Standing Committee</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food Service (under Student Affairs)</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Student Activity Fee (under Student Affairs)</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Who’s Who (Under Student Affairs)</td>
<td>2 years</td>
</tr>
</tbody>
</table>
TBR Faculty Sub-Council Meeting

Friday, January 24, 2014

Dr. Tristan Denley (VC-AA)

a. Course Redesign Initiative: 120 applications (600+ faculty members) submitted; ~60 of those to be funded; currently being reviewed.

b. Prepare-for-credit model vs. Immediate-credit model: Instead of placing students in remedial courses or other courses preparatory to credit-bearing courses—the model we're used to—students are placed in regular credit-bearing courses, but they receive “added learning support.” According to TBR research (see handout #1), this approach results in significantly higher course-completion rates. The immediate-credit model will be implemented across the system in the fall of 2015. It will not require additional work for the faculty, though Dr. Denley admitted that the appropriate “faculty model” will have to be worked out. As far as the credit-bearing courses are concerned, nothing will change.

c. Macro Majors: See handout #2.

Discussion Items:

a. Faculty Summer Pay: Pilot program at U of Memphis based on “banded flat-rate,” rather than 1/32 per credit hour. The purpose apparently is to curb the growing discrepancy of summer-school pay resulting from the growing disparity of salaries between high- and low-paying disciplines. (Since nobody, including the Memphis representative, had precise information, I cannot be more specific at this point.)

b. “Instructional Faculty Career Ladder”: See handout #3.

c. Technology: Dr. Robbie Melton (Robbie.Melton@tbr.edu), Associate VC of Mobilization and Emerging Technology, is the TBR person to contact if you have particular “new” technology needs.

d. Partner Benefits: no progress. David Gregory (David.Gregory@tbr.edu) is the TBR contact person.

e. Letter to Mr. Boyd: See handout #4.

f. Ready2Teach: Positive feedback from schools; will be fully implemented by fall 2014.

g. Library Consortium: System-wide discussions in the beginning stages.

h. Adjunct Task Force: No progress.

i. House Bill 1129: See handout #5.

Alfred Lutz
Faculty Sub-Council Representative
Alfred.Lutz@mtsu.edu
(615) 898-2655
Peck Hall 346
Tennessee Board of Regents
Percent Completing MATH 1010+ in Two Semesters by Best ACT Math Subscore
First-time Freshmen Cohort - Fall 2012

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for Credit Model</td>
<td>2.9%</td>
<td>3.5%</td>
<td>6.6%</td>
<td>11.2%</td>
<td>20.1%</td>
<td>25.4%</td>
<td>48.7%</td>
<td>52.2%</td>
<td>52.8%</td>
<td>57.9%</td>
<td>62.4%</td>
<td>64.6%</td>
<td>64.5%</td>
</tr>
<tr>
<td>Immediate Credit Model</td>
<td>25.1%</td>
<td>44.6%</td>
<td>46.7%</td>
<td>55.7%</td>
<td>66.5%</td>
<td>69.6%</td>
<td>61.7%</td>
<td>65.2%</td>
<td>62.3%</td>
<td>61.8%</td>
<td>67.8%</td>
<td>70.8%</td>
<td>71.2%</td>
</tr>
</tbody>
</table>

Completion of Gateway Course by ACT Math Subscore

[Bar chart showing completion rates for ACT scores 13 to 25 for both prepare for credit model and immediate credit model]
MacroMajors

Tennessee Board of Regents MacroMajor categories:

- Arts,
- Business,
- Education,
- Health Sciences,
- Humanities,
- Social Sciences,
- STEM

Each institution would establish suitable advising to place every student into an existing program or into one of the above macromajors.

"Undecided" will no longer be a "choice".

Suitable Banner modifications will be established to enable this change.

Timescale:

Available for the incoming class in Fall 2014.
Instructor/Lecturer Career Ladder Task Force

Attendees:

Brad Bartel, Taylor Emery, Bill Kirkwood, Linda Null, Veronica Oates, David Rudd, Mark Stephens

This task force suggests the establishing of the following two formats of instructional faculty positions career paths:

1. Instructor -> Senior Instructor -> Master Instructor

This position category may be a tenure track position, with appropriate tenure requirements.

Each department at each institution wishing to offer this sequence of positions would establish promotion guidelines analogous to those currently in place for promotion in professorial ranks.

2. Lecturer -> Senior Lecturer -> Master Lecturer.

These positions may be offered on a three year rolling contract. Each department at each institution would establish criteria to be satisfied at annual reviews. A satisfactory annual review would enable the continuation of the rolling three year contract. An unsatisfactory annual review would move the faculty member into a probationary year. If at the end of that year their performance was still unsatisfactory they would be given a year’s notice, otherwise satisfactory progress would renew the three rolling contact sequence.

Each department at each institution wishing to offer this sequence of positions would establish promotion guidelines analogous to those currently in place for promotion in professorial ranks, and analogous to the Instructor, Senior Instructor and Master Instructor sequence.

This promotional sequence does not enable an instructor/lecturer faculty member to be promoted to professorial rank by earning a terminal qualification. However such a faculty member would be able to apply for an open tenure track faculty line in the usual way.
From: Randy Boyd [mailto:rboyd@petsafe.net]
Sent: Tuesday, January 21, 2014 7:21 AM
To: Vinson, David
Cc: Karrie Greene
Subject: RE: Request from the Faculty Subcouncil at the Tennessee Board of Regents

Dear David,
Thank you for the offer to visit with your faculty subcouncil. It would be great to have a conversation about the mission of the Drive to 55. It's the first year of a 12 year mission and while I'm hopeful we are getting off to a good start, we have many years and much work left to do. Unfortunately, I leave this position officially on February 4th so please allow me to talk with the Chief of Staff and few others about who would be best to visit with you. I should be back in touch within the week.

Thanks again,
Randy

From: Vinson, David [mailto:dvinson@pstcc.edu]
Sent: Monday, January 20, 2014 1:29 PM
To: Randy Boyd
Cc: Karrie Greene
Subject: Request from the Faculty Subcouncil at the Tennessee Board of Regents

Randy Boyd
Special Advisor to the Governor for Higher Education
c/o Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

January 08, 2014

Dear Mr. Boyd,

At the most recent meeting of the Tennessee Board of Regents (TBR) Faculty Sub-Council, the body representing the faculty in the TBR system, TBR Chancellor John Morgan mentioned "a series of regional meetings" Governor Haslam and you are planning as part of your continued efforts to help ensure that higher education in Tennessee is prepared for the challenges of the future.

We sincerely hope that you will consider extending invitations to faculty representatives from the TBR and the UT systems to participate in these meetings. Deeply committed to the success of our students as learners and citizens, we would be delighted to contribute our expertise—expertise, we should add, no other stakeholder has—to discussions devoted to helping our students achieve their aspirations as they enter the work force or pursue additional educational opportunities in graduate and professional schools.

Should you wish to discuss the nature of our participation in these meetings, representatives of the TBR Faculty Sub-Council would be delighted to meet with you in person or virtually.
HOUSE BILL 1129
By Hill T

AN ACT to amend Tennessee Code Annotated, Title 49, relative to education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-1011(a), is amended by adding the following language as a new subdivision:

() The United States Constitution;

SECTION 2. Tennessee Code Annotated, Section 49-6-1011, is amended by adding the following language as new subsection (e):

(e) Each student shall be taught the foundational instruments, mechanisms and values of American government.

SECTION 3. Tennessee Code Annotated, Section 49-6-1028, is amended by deleting subsections (b) and (c) in their entirety and by substituting instead the following:

(b)

(1) The course of instruction in all public schools shall include, at some appropriate grade level or levels in high school, as determined by the local board of education, courses and content designed to educate children in the United States government. The goal of the curriculum shall include the three (3) branches of government, the fundamental documents that underpin our form of government, an understanding of how laws are enacted, and ways citizens shape and influence government and governmental actions.

(2) Students shall be informed of the nature of America which makes it an exception differentiated by its behavior, influence and contributions from the other nations of the world; and to show students why it is a positive difference,
that has led the world to improvements in science, agriculture, economics, education, justice, human rights, the standard of living, and liberty not only within our borders, but across the world.

(3) Students shall also be informed of the characteristics of the United States government, to include:

(A) The Declaration of Independence separated our people from our former government. It explains why we were willing to war against our own king, what our values were, and how his tyranny had tried to take those values away;

(B) The Constitution is the "rule book" for how the federal government works. No action is permitted unless permission for it can be found in the Constitution;

(C) The Declaration of Independence and the Constitution, with the Bill of Rights are available for all to read today, and still apply in exactly the words they originally contained in simple English; and

(D) The Constitution created a republic, not a democracy. The difference is that we do not directly choose our laws; we choose wise people from among us who will represent our interests, and who will honor the limitations we have put on them, to form our laws. Whatever needs our representatives may see, and whatever urges we as a people may feel from time to time, the government is only empowered to address certain listed issues. It is our duty to use prudence and understanding when we choose these representatives.

(c) The commissioner of education shall advise all school district boards of education of this section. All school district boards shall document and report to the commissioner their compliance with the content of courses as describe in subsection (b). Copies of this documentation shall be retained in each school for access by parents and the public at large.
SECTION 4. Tennessee Code Annotated, Section 49-6-2202(b), is amended by deleting subdivision (4) in its entirety and by substituting instead the following:

(4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall recommend only textbooks that accurately and comprehensively relate and explain the achievements of citizens of the United States. The text shall describe the factual circumstances of advances in political liberty, economic and technological progress, and the success of the United States as a leader in the age of industry, with emphasis on the political and cultural elements that distinguished America in this era from other nations, past and contemporary. Appropriate commentary shall include descriptions of religious, ethnic and cultural values that took America on a different course from other nations. This shall be presented to enhance the understanding of each student of the role the United States has played in leading to improvements in science, agriculture, economics, education, justice, human rights, the standard of living, government and liberty.

SECTION 5. This act shall take effect July 1, 2013, the public welfare requiring it.