The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
September 9, 2014

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Black Cultural Center on September 9, 2014. The meeting was called to order by Michael Palenchar, UG Council Chair, at 3:40 p.m.

Elected Members present: Michael Palenchar, Chair, Richard Bennett, Vice Chair, Katherine Ambroziak, Harriet Bowden, Jochen Denzler, David Dupper, Paul Frymier, Jean Gauger, Jim Hall, Rob Hardin, Roxanne Hovland, Yingkui Li, Randal Pierce, Gary Ramsey, Harold Roth, John Scheb, Heidi Stolz, Richard Strange, Eric Sundstrom, Belle Upadhyaya, and Suzanne Wright

Ex-Officio Members present: Richard Bayer, Kirsten Benson, George Drinnon, Joanne Hall, R. J. Hinde, Timothy Hulsey, Catherine Luther, and Pia Wood

Student Members present: Zac Hyden

Others present: Monique Anderson, Alison Connor, Ruth Darling, Betsy Gullett, Sally McMillan, Rebekah Page, Molly Sullivan, and Leslie Valentine

Call to Order: Michael Palenchar, Undergraduate Council Chair, called the meeting to order at 3:40 pm. He welcomed everyone, led the group in introductions of new and returning members, gave an overview of meeting dates, and reviewed the purpose and guidelines of the Undergraduate Council.

Joanne Hall, President of the University Faculty Senate, introduced herself to the UGC. She proposed that members of the UGC give presentations individually or in groups to the Senate in order to facilitate communication between the UG Council, the Faculty Senate, and the faculty. Dr. Hall also give an overview of issues that will be addressed by the Faculty Senate. Some of these issues are the QEP as required by SACS, an evaluation of the effectiveness of the first summer Math Camp, and serving at risk students.

Approval of minutes: The minutes of the April 8, 2014 UGC meeting were emended to delete "on a voluntary basis only" from the second page, end of first paragraph. The minutes were approved as emended. The approved minutes may be viewed at **http://web.utk.edu/~ugcouncl/public_html/docs/minutes/4-8-14_UG_Council_Minutes.pdf.**

Committee Reports:

- Academic Policy, Advising, Appeals, and General Education Committees had not yet met for 2014-2015; therefore, there was nothing to report.
- Sally McMillan, Chair of the Associate Deans Group, presented the highlights from the most recent meetings of the Associate Deans Group. (The full report is attached.)
    - The number of incoming freshmen this fall was the greatest in several years.
    - The White House initiative required three commitments: to better serve transfer students, to assist students who enter the University unprepared to successfully

complete math General Education Requirements, and to provide coaching and other services to promote academic success for at-risk students.
    - Dr. McMillan noted that students who are not successful in their first math class are less likely to persist to graduation.
    - The Undergraduate Planning Team is exploring strategies to freshman success and persistence to subsequent terms.
- Katherine Ambroziak introduced herself as the newly elected Chair of the Curriculum Committee and presented the highlights from the most recent meeting of the Curriculum Committee
    - Summer Catalog Edits, which consisted of corrections to typographical errors, omissions, or updates to faculty lists, were approved.
    - A proposal by the Chancellor's Honors Program was discussed and no action was taken.

Dr. Palenchar explained the new curriculum submission guidelines, which include a statement of expected learning outcomes and assessment activities. The deadline for submission of curricular changes for the 2015-2016 catalogue is December 1, 2014.

Summer catalog edits: Michael Palenchar moved that the Summer Catalog Edits be approved by the UGC. The motion carried.

Adjournment: Michael Palenchar adjourned the meeting at 4:10 PM.

Next meeting: Tuesday, October 21, 2014, at 3:40 p.m. in Black Cultural Center, Multipurpose Room

Minutes submitted by: Molly Sullivan

2014-15 UG COUNCIL AND COMMITTEE MEETING SCHEDULE			
Date		**Time**	**Location**
Academic Policy Committee			
Wednesday	September 3, 2014	1:30pm	Arena Dining, Room A
Wednesday	October 1, 2014	1:30pm	Arena Dining, Room A
Wednesday	November 5, 2014	1:30pm	Arena Dining, Room A
Wednesday	December 3, 2014	1:30pm	Arena Dining, Room A
Wednesday	January 14, 2015	1:30pm	Arena Dining, Room A
Wednesday	February 4, 2015	1:30pm	Arena Dining, Room A
Wednesday	March 4, 2015	1:30pm	Arena Dining, Room A
Advising Committee			
Tuesday	September 16, 2014	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	October 14, 2014	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	November 11, 2014	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	December 9, 2014	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	January 13, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	February 10, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	March 10, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Tuesday	April 7, 2015	3:30pm	Black Cultural Center, Multipurpose Room
Appeals Committee			
TBA	TBA	TBA	TBA
Associate Deans Group			
Wednesday	September 17, 2014	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	October 15, 2014	1:00pm	405 Student Services Building
Wednesday	November 19, 2014	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	December 17, 2014	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	January 14, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	February 18, 2015	1:00pm	405 Student Services Building
Wednesday	March 18, 2015	1:00pm	405 Student Services Building
Wednesday	April 15, 2015	1:00pm	405 Student Services Building
Wednesday	May 20, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	June 17, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Wednesday	July 15, 2015	1:00pm	4th floor conference room, Andy Holt Tower
Curriculum Committee			
Tuesday	August 26, 2014	3:45pm	4th floor conference room, Andy Holt Tower
Tuesday	October 7, 2014	3:45pm	4th floor conference room, Andy Holt Tower
Tuesday	January 13, 2015	**2:00pm**	Arena Dining, Room A
Tuesday	March 24, 2015	3:45pm	4th floor conference room, Andy Holt Tower
General Education Committee			
Wednesday	September 10, 2014	8:30am	University Center, Room 237
Wednesday	October 8, 2014	8:30am	University Center, Room 237
Wednesday	December 10, 2014	8:30am	University Center, Room 237
Wednesday	January 14, 2015	8:30am	University Center, Room 237
Wednesday	February 11, 2015	8:30am	University Center, Room 237
Wednesday	March 11, 2015	8:30am	University Center, Room 237
Undergraduate Council			
Tuesday	September 9, 2014	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	October 21, 2014	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	January 27, 2015	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	February 24, 2015	3:40pm	Black Cultural Center, Multipurpose Room
Tuesday	April 14, 2015	3:40pm	Black Cultural Center, Multipurpose Room

2014-15 Undergraduate Council Members

Name	College	Elected	Ex-Officio
Katherine Ambroziak	**Curriculum Committee Chair**	X	
Greg Baker	Arts & Sciences	X	
Richard Bayer	Enrollment Services		X
Richard Bennett	**Vice Chair**	X	
Kirsten Benson	**General Education Committee Chair**		X
Harriet Bowden	Arts & Sciences	X	
Thomas Carpenter	Student	X	
Jochen Denzler	Arts & Sciences	X	
George Drinnon	Business Administration		X
Dave Dupper	Social Work	X	
Paul Frymier	Engineering	X	
Jean Gauger	Business Administration	X	
Katelyn Hadder	Student	X	
Joanne Hall	Faculty Senate President		X
Jim Hall	Arts & Sciences	X	
Rob Hardin	Education, Health, & Human Sciences	X	
R. J. Hinde	Arts & Sciences		X
Mary Holcomb	Business Administration	X	
Mary Anne Hoskins	**Advising Committee Chair**		X
Roxanne Hovland	Communication & Information	X	
Timothy Hulsey	Honors Program Director		X
Zac Hyder	Student	X	
LTC Danny Kelley	Army ROTC		X
Jon Levin	**Past Chair**		X
Yingkui Li	Arts and Sciences	X	
Catherine Luther	Communication & Information		X
Michael Palenchar	**Chair**	X	

David Palmer	Arts & Sciences	X	
Masood Parang	Engineering		X
Jonathan Pettigrew	Communication & Information	X	
Randal Pierce	Business Administration	X	
Harold Roth	Business Administration	X	
John Scheb	Arts and Sciences	X	
Lisi Schoenbach	**Appeals Committee Chair**		X
Dave Schumann	TN Teaching & Learning Center		X
John Stier	Agricultural Sci. & Natural Resources		X
Heidi Stolz	Education, Health, & Human Sciences	X	
Richard Strange	Agricultural Sci. & Natural Resources	X	
Eric Sundstrom	Arts & Sciences	X	
Dixie Thompson	Education, Health, & Human Sciences		X
Belle Upadhyaya	Engineering	X	
Teresa Walker	University Libraries		X
Scott Wall	Architecture & Design		X
Pia Wood	Center for International Education		X
Suzanne Wright	Arts and Sciences	X	
TBA	Student	X	
TBA	Student	X	

ASSOCIATE DEANS GROUP

Associate Deans Meeting
April 16, 2014
Minutes

In Attendance: Sally McMillan (chair), Sherry Cummings, George Dodds , Mary Gunther, RJ Hinde, Lane Morris, Masood Parang, Rita Smith, Dixie Thompson

Absent: Catherine Luther and John Stier

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and Approve Minutes

Morris moved. Dodds second. Minutes approved.

Agenda Item 2: Development Progress of an Entrepreneurship Minor – Morris

Morris shared that the College of Business had been working on developing an interdisciplinary minor in entrepreneurship. See handout for preliminary description of program. The goals are to:

1) Give an opportunity to students across campus (not just business majors).
2) Open the door for the College of Business students to take courses in other colleges.

Morris brought the committee's attention to the italicized portion of the 2nd page, a disclaimer stating that these courses might not fit, and asked for the committee's input. Morris would like to identify people in the colleges that the team in the College of Business should interact with and make them aware of the opportunity.

- Dodds stated that the minor in entrepreneurship is a great idea. Will it include graduate courses as well as undergraduate courses? Students working on a Master's of Science in Sustainable Urban Development would love to have a minor like this. Morris replied that the main focus will be on undergraduate.
- McMillan stated that the entrepreneurship minor looks very different from the current business minor. Morris agreed.
- Parang stated that the College of Engineering has an entrepreneurship minor that also requires 15 hours.
- Thompson asked if Morris's team had talked to anyone in the retail and consumer science program about class size and what will this mean for demand? Morris stated that he believed someone on his team had talked to a faculty member.
- McMillan asked if pre-requisites were taken into consideration. Morris explained that they were making the decision not to worry about pre-requisites. The students will have to have admission into their college to minor in entrepreneurship. Assuming that students can double dip this should work. Hinde stated that this is a common practice in Arts & Science and courses needed

for majors and minors can overlap. However, a student cannot major and minor in the same field. What would be informative is to know what the pre-requisites are for each college.

Agenda Item 3: General Education Assessment – McMillan

McMillan stated that there would be more conversations surrounding general education assessments. We need to be clear on the general education site with assessable outcome statements. We may need to start a process to measure specific outcomes for specific courses and attach this to the syllabus. The Gen Ed Committee has been formed to address this issue. (NOTE: After the meeting, McMillan spoke with Kirsten Benson who chairs the Gen Ed Committee. The committee has made significant progress toward identifying measurable outcomes and assessing those outcomes in a sample of Gen Ed Courses).

- Hinde stated that with the new general education policy once a course is on the list if it comes off it will still be taught that way for 6 years. It will depend on the catalog year. This will not be an easy process.
- McMillan stated that there will be no changes to the catalogs yet, but we need to show that we have a plan.
- Thompson asked if we will assess every course or a selection of courses. Thompson stated that the churn is the problem. McMillan explained as we look at the issue we may need to decide on how to reduce the churn. Maybe limit the number of courses on the list. Hinde stated that this will lead to a more sustainable program. Courses will be reviewed regularly and we can talk about why they are on the list.
- McMillan explained that the reason this issue came back up was because a new faculty member from Texas Tech said that her former university had faced this same problem. This faculty member shared the way that Texas Tech handled the issue and it did evolve into a significant trimming of the list with defined outcomes.
- Parang stated that after the visit with the Chinese delegation the 2 +2 program works except when it comes to general education. McMillan explained that it is not only the Chinese students facing this problem. The TN Transfer Pathways is not working either.

Agenda Item 4: Retention analysis – McMillan

McMillan shared the Retention and Graduation for Freshmen Cohorts by Income Range Report with the committee. The retention rates are very telling. We are growing in the lower income cohorts which points to the importance of the White House Initiatives. We have an access mission and we are meeting it, but we still see that students are struggling.

- McMillan explained that the Pledge and Promise are actually a better deal for low income students than the Governor's TN Promise. The problem is the middle two income ranges. For these students the Governor's TN Promise is too great of a lure. If we lose the 2 middle income ranges we are left with a business model that no longer works and this will become a severe recruiting challenge.
- Parang pointed out that the Pell eligible students have actually done better and were more consistent. The last 7 or 8 years our students have been doing better. We are seeing that our efforts are working for this cohort.

- McMillan explained the differences between the UT Promise and the Pledge. The Promise is based on whether a student comes from a "failing" Tennessee high school. In 2007 we went to these high schools and recruited the best and the brightest. The Promise covers full tuition and fees and these students are eligible for the UT Lead program. The Pledge is available to Pell-eligible TN residents. This covers full tuition and room and board.
- Hinde stated that he thinks that the information in this spreadsheet is something that faculty are unaware of. Cummings stated that the Promise students come in with many challenges and the faculty is unaware of this issue.
- McMillan stated that we are rethinking the UT Lead program and looking more closely at the cohort. McMillan shared the Student Performance Data from the FYS coaching presentation. The further to the left of the chart the higher the risk. 100% of the high risk students who took FYS 101 made it through their first semester. Clearly we are right to require taking this course. We will talk about risk and how we can help these students succeed. Instructors will be asked to take on a coaching role and continue this role into the second semester. There will not be sections comprised of only UT Lead students. Instructors will be informed who these students are to better help them.
- This needs to be communicated with the faculty. Thompson stated that it will be easy to address this with new faculty, but needs to be placed on the Academic Council Retreat agenda so we can communicate with returning faculty. We need to get this to the Department Heads first. Morris asked if faculty should be told why a student is at risk. McMillan stated that general faculty does not need to know, but FYS instructors will need to know and manage this at a granular level. Thompson stated that it would be beneficial for the Teaching and Learning Center to share a packet with faculty on how to be sensitive when dealing with students. Hinde recommended that FYS instructors should inject something into their course to do with blackboard and how to improve note taking skills.

Agenda Item 5: Scheduling Associate Deans Meetings for Next Year

The committee agreed to continue with the current schedule through December 2014.

Associate Deans Meeting
June 18, 2014
Minutes

In Attendance: Sally McMillan (chair), Millie Cheatham (attending on behalf of Dixie Thompson), George Dodds , Dave Dupper (attending on behalf of Sherry Cummings), Mary Gunther, RJ Hinde, Catherine Luther, Lane Morris, Masood Parang, Rita Smith, and John Stier

Absent: Sherry Cummings and Dixie Thompson

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review and Approve Minutes

Morris moved. Smith second. Minutes approved.

Agenda Item 2: Enrollment projections – McMillan

McMillan shared a document based on data from last week. We have a larger-than expected freshman class and housing is now at 102% capacity.

- Part of the issue is that we are dealing with a lot of changes to variables this summer so it is hard to know exactly what our fall enrollment is going to be. Some categories of students yielded better than we expected. For instance, we saw an increase in out of state students this year. We have a confirmed number of 4,923 and we should expect to see around 4,700 freshmen after the melt.
- Transfer numbers are still uncertain. At a minimum we will have to keep admittance for transfer open until July 1st. We need a total undergraduate enrollment of 21,500.
- Dodds asked if there was ever a discussion in Nashville about the TN Promise being good at both two and four year schools. McMillan explained that their business model is based on community college tuition. We will most likely see high ability middle income students opting to go to community college rather than a four year college.

Agenda Item 3: Orientation – McMillan

a. Feedback
McMillan asked if the Associate Deans had any feedback on the changes to orientation.

- Luther stated that the changes seem to be working. There were no complaints from the group.
- Stier explained that in order to keep students during the last morning they had a scavenger hunt where they could win prizes and it helped students become familiarized with campus. Others also have innovated in thinking about ways to engage with students during that time.

b. Any Bottle Necks?
McMillan asked the group if implementing seat rollouts worked.

- There were a few courses that did close, but there were alternative courses that students could register for.
- Hinde explained that A&S is monitoring seats after each orientation session and rolling out additional seats as needed.

Agenda Item 4: Summer School – McMillan

a. Enrollments
(pdf version) (spreadsheet)
McMillan explained that the bottom line is we are down in a lot of places for summer school. If we remove law from these figures it would not look as bad as it does. McMillan asked the group

if there were any sort of general observations as to why there was a decrease in summer enrollment.

- Hinde stated that he believed the decrease was due to demand. Faculty are happy with the salary, but there were not enough students to fill the courses. McMillan asked if we are offering the right courses. Hinde explained that until we have a better idea of why a student wants to take a particular course in the summer it is hard to know what they want. They may be repeating courses that they did not do well in that are not necessarily milestones. We also need a better sense of how many of our students are taking summer courses elsewhere. McMillan pointed out that we should look at what courses are being transferred in the fall. We need to start gathering data and looking for trends.
- Hinde shared with the group that there was a student who signed up for 12 hours this summer and wanted to add an additional course. The student believed that her tuition would not go up because she already had full time status. However, her tuition went up because during the summer they pay for every hour. She tried to drop the course, but the Bursar's Office told her she would still have to pay. Hinde stated that it is possible that many students do not know about this policy.
- Parang asked if there would be a way to charge students for just the 12 hours during the summer to reduce costs. McMillan explained that this is not likely because summer school needs to generate revenue. Hartman will be trying to meet with the Associate Deans to discuss ideas and with students to discuss what their objections really are. If the objections are mainly due to price than this may be an issue that we need to look into.
- Luther asked if study abroad was affecting the summer school numbers. McMillan explained that study abroad used to use min-term, but the problem is that financial aid is not available during mini-term. So now more programs abroad are shifting to the main term. This may be impacting some of the traditional courses. We have also built a lot of structural impediments that have made summer school less attractive to our students. The 15/4 model and an increase in high ability students has contributed to drops in summer enrollment. One thing we may want to look into is encouraging students to go to summer school to complete their degree in 3 years.

b. Course planning for next year

- Hartman would like to try to get the course scheduling out earlier in the year. The problem we hear from the people in scheduling is that it is hard enough to get the schedule out as early as we do. Ideally we would like to rollout the schedule before Christmas break, but will these schedules be accurate. Associate deans did not believe they could have a realistic schedule ready by that time. Hinde explained that another problem is students dropping classes and then we have to cancel a course.

Agenda Item 5: "White House" initiatives – McMillan

a. Transfer students

i. MOU update

- McMillan shared with the team that once we started this process we discovered that we cannot sign individual MOU's with the community colleges separately. We will be creating a master MOU that will be presented to the TBR.

- These students will be required to earn an Associate's Degree and a 3.0. They will also need to complete an appropriate pathway and will be guaranteed placement in their major (not for all majors a specific caveat will be in place for business and engineering). We are expecting to have this MOU in place by the fall.

ii. Articulation agreements

- We are trying to improve our transfer numbers and get better transfer students. When looking at the Transfer Pathways we discovered that they were not truly helping the students to get what they need to succeed. They never took into consideration the college level requirements and we have far fewer students coming with the Pathways. We have learned that we can use articulation agreements that relate directly to UT's requirements. We are working with PSCC right now and the goal is to have these done by the summer. We are enabling these students to clearly articulate to us and they are also completing the Pathway. They can come to us or go to another 4 year institution if they choose.
- Dodds asked if there was a way to find out which community colleges do have architecture programs. Smethers explained that the Registrar's office should have that information.
- We have hired 3 admission counselors that will focus specifically on transfer students. They will be located in Knoxville (Larry Long), Nashville, and Memphis.
- Warden will be retiring soon. She is the person in the Registrar's office who has been the most intimately involved with transfer students. McMillan will be taking Warden's place as the chair of the Transfer Committee. This committee made the recommendation that we need an office somewhere that makes sure transfer students are appropriating recruited and make sure that the petition process would go more smoothly. McMillan will also be benchmarking both UC Berkeley and UC Davis to see how they succeeded in handling their transfer students.

iii. "Reverse transfer"

- The systems office decided that this was a project that we need to start. This process allows students who have gone to community college and not completed a degree to earn an associate's degree while they are here by taking the courses they needed. We will be uploading the records for students who did not complete an associate's degree into the system which will check the requirements of the community college to see if our courses satisfied the requirements to earn the degree. This should require little work on our end. This project relates to the Governor's Drive to 55 plan.

b. Math Camp

- We are up to 100 students with 11 on a wait list. Reece has already sent messages to advising directors. 87 of these students are Pell eligible and will receive scholarships.

c. Coaching/UT LEAD

- Darling is putting together a group to look at the broad base of what needs to be done. These are students that have been identified by the risk index as potentially at risk. These students will be flagged in Banner so that the people who will be working with them will know. They are also all being told that they need to take FYS 101 because the data shows that the at risk students who took FYS 101 had greater success rates.

Agenda Item 6: SAIS – Are there changes on the horizon? – Hinde

McMillan explained that there was a committee that looked at this. The task force came back with no recommendations, but rather a list of alternatives.

- Martin would like to see what the Associate Deans would like to see and Zomchick would like to gather student perceptions about whether their learning outcomes have been stated and achieved.
- Hinde explained that a number of department heads had asked him if there was a way to get electronic copies of the SAIS data because the reports that they have centrally are not helpful. Hinde was hopeful that the task force would come up with recommendations to shorten the instrument. The department heads would like to improve their faculty's performance in the classroom and the reports would be a useful tool to help achieve this goal. The faculty senate resolution that drives what is and what is not released in terms of data. Hinde explained that when we adopted the instruments and took the system from the University of Washington the faculty senate passed a resolution that OIRA interprets as what information can and cannot be distributed. This makes it difficult to use the data for systemic improvement.
- McMillan pointed out that we did see a dramatic drop in responses with the electronic format, but the main issue is not paper versus electronic it is in class versus out of class. You can do it in class. Maybe we have not done a good enough job educating the faculty about this piece of the issue. Luther stated that it is also important to stress that the faculty should not be present. We need to go back to the notion that they should remove themselves.
- McMillan asked if we should include a question about whether or not the student feels that they had achieved the learning outcomes. Associate deans did not favor this idea. Stier pointed out that it needs to be made clear to the students what difference is between course learning objectives and student learning outcomes.

Agenda Item 7: Peer evaluation of teaching – Hinde

Hinde explained that the Teaching and Learning Center produced this best practices document.

- We are unclear if these are just guidelines or if we need to use this system. McMillan asked the group how many of their departments are using this. Not many of the departments are using these guidelines. Dupper explained that many members of their clinical faculty have been very interested in having other people do peer reviews. The question is how official are these guidelines.
- Luther pointed out that many members of her faculty have found the number of peer reviews they have to do exhausting. McMillan asked which aspects of this seems the most tedious and burdensome. Luther explained that having to do the reviews every year has been tiresome. Hinde stated that in principal you do not have to do this in class. You can read their syllabus and meet with them. There is a very wide spectrum of ways to conduct a peer review.

Agenda Item 8: Undergrad Policy/Process issues – McMillan

McMillan shared several issues that will be brought to the undergraduate council in the coming year.

a. **Guidelines for hours in majors and minors**
   - There is no university guideline as to how many hours are needed for a major or a minor. There are guidelines in colleges. We will have to look at this and have some minimal expectations. Dodds believes that 12 hours is what should be necessary to minor. Hinde stated that for Arts & Sciences it is 15 for a minor and 30 for a major. Stier stated that CASNR requires 18 upper division courses for a major. Morris explained that Business requires 24, but it depends on the major.

b. **Honors at graduation**
   - We have a policy that a student has to earn at least 60 hours with us to graduate in Latin Honors. If students complete an associate's degree before coming to us and do a study abroad they will not meet this requirement. Is this the intent?

c. **Verification of "top graduate"**
   - The top graduate program is part of the Chancellor's Honors process. The issue is that this distinction does not show up anywhere on the students record.
   - Stier explained that the top graduate process in CASNR is somewhat arbitrary. They may have a couple of students with 4.0's so they look at activities outside of their major. Generally others agreed that the process for selection is not rigorous enough to warrant formalizing on the diplma.

Agenda Item 9: Changing requirements for departments submitting curricular Changes

a. **Undergraduate: http://web.utk.edu/~ugcouncl/public_html/docs/2014-15%20UG%20Curricular%20Submission%20Guidelines.pdf**
b. **Graduate: http://gradschool.utk.edu/GraduateCouncil/CurrComm/Curricular%20Submission%20Guidelines%20-%202014-15.pdf**

- Morris pointed out that the example at the end of the document is actually just a table of student learner outcomes. In the curriculum proposal, do we expect a line with rational? The example does not say anything different from the proposal itself.
- Morris asked about the consent agenda and what was supposed to be on the consent agenda and what was not. McMillan explained that this should be kept at the college level at this point. If you think it looks substantive then it should be on the consent agenda. Morris asked if the format of the consent agenda would look just like the format of the curriculum agenda. McMillan confirmed that they would.

UG Planning Team
Minutes
April 7, 2014

In Attendance: Sally McMillan (chair), Erik Bledsoe, Ruth Darling, Denise Gardner, RJ Hinde, Mark Moon, and Jason Smethers.

Not in attendance: Betsy Adams, Richard Bayer, Mark Savage, and Melissa Shivers.

Guests: Jason Mastrogiovanni

Notes taken by and in attendance: Cora Ripley

Agenda Item 1: Review minutes from last meeting
Motion by Gardner to accept the minutes. Second by Bledsoe. Minutes approved.

Agenda item 2: Overview of progress on First Year Studies – Mastrogiovanni
See PowerPoint. Mastrogiovanni gave a PowerPoint presentation concerning First-Year studies.

- There are three seminars for FYS: FYS 100 (Volunteer Bridge Program), FYS 101 (peer mentors), and FYS 129.
- FYS 100 is as an online course during the summer. Currently this course is operates through Blackboard, but Mastrogiovanni has been working with Gramling to use edX which will provide more flexibility. Out of the 4,200 students that were required to take this course 4,000 completed.
- FYS 101 is an in-person course. From fall 2013 to fall 2014 there was a big jump in numbers of seats filled (1,000 to 1,500). Gardner asked it would be possible to drop the number of seats per class from 20 down to 19. This would help a lot with counts in rankings. Mastrogiovanni stated that they intended to seat the cap for seats at 18 for orientation. FYS 101 students also tend to be more high risk.
- FYS 129 is a faculty-led topic based course. This class is actively engaging for students. These classes are kept small so the faculty can connect with the students. Mastrogiovanni stated that they do need to do a better job at assessments so he can quantify what they are doing. McMillan asked if there was a sense of what kind of impact this course was having on retention. Mastrogiovanni stated that he was not sure if this was something they could actually prove since it is subjective. Gardner stated that if we look at it in isolation we might get it better corralled so we can see the nuances.
  Two great examples of this course are:
  1) Beauvais Lyons teaches a class on pranks. The students enjoyed that class and this allowed for them to connect with Lyons. See video here.
  2) Mark Fly teaches a class using physics to make better free throw shots. It may be interesting to talk to the basketball team about this.
- Mastrogiovanni explained that he has been working closely with Jessie Abernathy concerning the Volunteer Bridge Program. These students are considered UT students while they are attending classes at Pellissippi. They have changed the messaging to the students who are accepted into this program. They are now told that have been admitte4d to UT as a part of the Volunteer Bridge Program.
- The Peer Mentoring program has two classes: FYS 401 in the fall goes over training and FYS 402 in the spring goes over practicum. This program helps to prepare these students to be a TA. These students are very involved volunteers who are excited about the program.
- Early Alert is a good way to communicate with students who are high risk. GradesFirst is used by faculty and helps with tracking high risk students. This process is streamlined and easy to use. It also allows for a more personalized message to these students. For example, the student can be told that their advisor is concerned and we offer tutoring to help them. McMillan asked what kind of response they received. Mastrogiovanni explained that 43% of faculty responded. This is a good way to track how many touches a student receives.

- Life of the Mind is a module of the FYS 100 course. The 2014 Life of the mind book has been selected: *Daytripper* by Fabio Moon and Gabriel Ba. The discussion leader link is up and copies will be sent out this week.
- Mastrogiovanni explained the AIM Coaching Pilot. A formal structure was needed. The coaching program is relationship-based and the content should be influenced by the students. Follow-up is essential to this program.
- Academic Advisors, Student Life Professionals, and Academic Success Staff each taught the course a bit differently in the past. In the future more structure and direction will give a more similar experience to students.
- Mastrogiovanni stated that FYS instructors were asked to complete a self-assessment gain a better understanding. The findings showed that in regards to teaching methods, techniques tended to be more content based and less focused on active engagement. There was a lot of inconsistency. For instance, how were instructors using the reflection papers and how long did it take to get back to students? Also, the self-efficacy study showed a disparity in three areas. While instructors felt prepared to interact with students they did not feel that it was of great importance. The same disparity showed for teaching library/research skills and introduction/ syllabus overview. Mastrogiovanni explained that instructors need to connect more with the students and focus on connection over content.
- Instructors were also asked to choose their ideal classroom type. The problem with trying to match classrooms is that FYS is a one hour class once a week. Mastrogiovanni stated that FYS classrooms should be scheduled during non-peak times and paired up with other FYS classes for different days so that the space is not empty. Smethers asked if they could take the slide Mastrogiovanni provided to the classroom upgrade committee. This slide provides support for what HSS has been turned into. Hinde explained that there are few Type 3 classrooms and these types of classrooms can never be any other type of classroom.
- Mastrogiovanni explained the SAIS Data, findings and stratified performance by risk index. What is going on with the high risk students is interesting. Those students not enrolled in FYS 101 may be honors students not receiving communication about risk status.
- Mastrogiovanni formed a curriculum advisory board to get people to talk about FYS on campus and look at FYS 100 and 101. Drinnon and Lamons will not be changing their programs, but have helped in the discussions.
- FYS 101 should be looked at as a net. It is a broad-based course designed to give feedback to the students quickly and help to focus on at risk students.
- Mastrogiovanni stated that they will give a presentation on FYS to students at this year's orientation. McMillan explained that it is important to talk about FYS in the context of the 15/4 model. This class is free for students to take. Also, the enrolled versus not enrolled cohorts need to be compared to see the influence on retention rates.
- Instructor referrals provide a way to connect with students. The instructor can refer an at risk student to where they need to go for help. The goal is to have more outside the classroom meetings with these students. During the fall there will be one outside and meeting and there will be a spring extension.

Agenda Item 3: Review Pending and Ongoing action items – McMillan

a. Planning Team – Pending action items discussed. See spreadsheet for changes.
b. Tactics Team – Tactics Team went through pending action on 03-31-2014.

OIRA: Retention and Graduation for Freshmen Cohort Promise recipients

Received HOPE

Cohort	#	Retained first fall		Retained 2nd fall		Retained 3rd fall		Graduated in 4 years		Graduated in 5 years		Graduated in 6 years	
		#	%	#	%	#	%	#	%	#	%	#	%
2007	3582	3021	84.3%	2729	76.2%	2610	72.9%	1343	37.5%	2264	63.2%	2466	68.8%
2008	3553	3006	84.6%	2788	78.5%	2634	74.1%	1381	38.9%	2337	65.8%	.	.
2009	3211	2806	87.4%	2613	81.4%	2438	75.9%	1387	43.2%	.	.	.	.
2010	3636	3105	85.4%	2814	77.4%	2699	74.2%	.	.	.	.	.	.
2011	3850	3289	85.4%	3064	79.6%		.	.	.	.	.	.	.
2012	3676	3190	86.8%	.	.	.	.	.	.	.	.	.	.

All others (did not receive)

Cohort	#	Retained first fall		Retained 2nd fall		Retained 3rd fall		Graduated in 4 years		Graduated in 5 years		Graduated in 6 years	
		#	%	#	%	#	%	#	%	#	%	#	%
2007	749	595	79.4%	525	70.1%	493	65.8%	250	33.6%	424	57.0%	459	61.3%
2008	647	500	77.3%	455	70.3%	420	64.9%	254	39.3%	380	58.7%	.	.
2009	487	375	77.2%	337	69.3%	305	62.8%	196	40.3%	.	.	.	.
2010	563	447	79.4%	403	71.6%	379	67.3%	.	.	.	.	.	.
2011	325	242	74.7%	222	68.5%	.	.	.	.	.	.	.	.
2012	521	404	77.5%	.	.	.	.	.	.	.	.	.	.

CURRICULUM COMMITTEE

The University of Tennessee, Knoxville

Curriculum Committee

Minutes of the Meeting

August 26, 2014

Call to order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on August 26, 2014. The meeting was called to order by Michael Palenchar, UG Council Chair and acting as Committee Chair, at 3:45 p.m.

Members present: Katherine Ambroziak, George Drinnon, Missy Parker (for R. J. Hinde), Sungkyu Lee, David Palmer, Michael Palenchar, Gary Ramsey, Heidi Stolz, Millie Cheatham (for Dixie Thompson), Suzanne Wright

Others present: Betsy Gullett, Jennifer Hardy, Molly Sullivan, and Rebekah Page

Approval of minutes: Reading and approval of the minutes of the prior meeting were waived.

Michael Palenchar welcomed everyone, led the group in introductions of new and returning members, gave an overview of meeting dates, and reviewed the purpose, guidelines, and membership of the Curriculum Committee.

Unfinished business:

Election of committee chair: Michael Palenchar called for nominations or a volunteer for Curriculum Committee Chair for 2014-2015. Katherine Ambroziak volunteered to run and was elected unanimously.

New business:

Summer catalog edits: Gary Ramsey moved that the summer catalog edits be approved and the motion passed unanimously.

Curricular proposals

Chancellor's Honors Program: Rebekah Page of the Chancellor's Honors Program proposed changes to the CHP course requirements. After discussion, the consensus of the members was that certain concerns needed to be addressed in the proposal before adoption would be considered. Michael Palenchar recommended the proposal be withdrawn, updated, and presented at a later meeting.

Announcements: Michael Palenchar indicated that a student would be added to the Curriculum Committee as soon as possible. He also offered to confirm the accuracy of the currently posted Curricular Submission Guidelines.

Adjournment: Michael Palenchar adjourned the meeting at approximately 4:50 PM.

Next meeting: Tuesday, October 7, 2014, at 3:45 p.m. in Andy Holt Tower, fourth floor conference room

Minutes submitted by: Molly Sullivan

Tuesday **August 26, 2014** **3:45pm**	**UNDERGRADUATE CURRICULUM COMMITTEE**	**4th floor conf. room** **Andy Holt Tower**

AGENDA

Welcome/Introductions

Committee Meeting Dates, Membership, and Operating Guidelines

Election of Chair

Curricular Proposals

- Summer Catalog Edits/Corrections (update faculty/deans lists, correct typos and omissions)
- Chancellor's Honors Program

2014-2015 Undergraduate Curriculum Committee Meetings

Curriculum Due	Curriculum Committee Meeting Dates	Time - Location
Tuesday, August 12, 2014	Tuesday, August 26, 2014	3:45 pm – Andy Holt Tower, 4th floor conference room
Tuesday, September 23, 2014	Tuesday, October 7, 2104	3:45 pm – Andy Holt Tower, 4th floor conference room
Monday, December 1, 2014 (last opportunity to submit changes for 2015-2016 UG Catalog)	Tuesday, January 13, 2015	2:00 pm – Arena Dining, Room A
Tuesday, March 10, 2015	Tuesday, March 24, 2015	3:45 pm – Andy Holt Tower, 4th floor conference room

2014-2015 Curriculum Committee Membership

Elected UG Co0uncil Members

Katherine Ambroziak, College of Architecture and Design (Chair)

Mary Holcomb, College of Business Administration

Sungkyu Lee, College of Social Work

David Palmer, College of Arts & Sciences

Jonathan Pettigrew, College of Communication and Information

Gary Ramsey, College of Nursing

Heidi Stolz, College of Education, Health, and Human Sciences

Richard Strange, College of Agricultural Sciences and Natural Resources

Suzanne Wright, College of Arts and Sciences

Ex-Officio Members

George Drinnon, College of Business Administration

R. J. Hinde, College of Arts and Sciences

Catherine Luther, College of Communication and Information

Masood Parang, College of Engineering

Dixie Thompson, College of Education, Health, and Human Services

Student Member

(TBA)

Operating Guidelines

The role of the Curriculum Committee of the Undergraduate Council is to ensure consistency and quality of undergraduate curricula at the University of Tennessee. In this role, the Curriculum Committee makes recommendations to the council regarding the approval or denial of curricular changes submitted to the council for consideration.

The Curriculum Committee has 16 members, 15 of whom are named to one-year terms by the Chair of the Undergraduate Council in consultation with the council's membership.

- Nine committee members are elected faculty members of the Undergraduate Council.
- Five committee members are ex-officio members of the Undergraduate Council.
- One committee member is a student member of the Undergraduate Council.
- The Chair of the Undergraduate Council serves as an ex-officio member of the committee.

The members of the committee will be selected by the Chair of the Undergraduate Council in a manner that ensures broad representation of colleges and collegiate divisions on the committee. All 16 members of the committee may vote.

The Chair of the Curriculum Committee is selected from among the nine elected faculty members at the last committee meeting of the spring semester of each year. The chair serves in this capacity for one year, beginning on July 1.

Each committee member may, in consultation with the Chair of the Undergraduate Council, name a proxy who has all of the privileges and responsibilities of the committee member, except that the Committee Chair's proxy may not chair committee meetings. If the Committee Chair is unable to attend a committee meeting, the Chair of the Undergraduate Council will chair that meeting. A quorum of the committee consists of nine members (including proxies).

The Curriculum Committee typically meets two weeks before each meeting of the Undergraduate Council. Committee meetings are open to the entire university community. The agenda for each meeting will be posted on the Undergraduate Council Web site and will consist of proposals and informational items submitted by and approved by the various colleges. These should be submitted to the committee by the deadlines listed on the Undergraduate Council Web site and should be submitted in the format outlined there. Material not submitted in this format may be returned for revision prior to consideration by the Committee.

Proposals submitted to the committee may be approved and submitted to the Undergraduate Council for final approval or may be returned for revision. Proposals returned for revision must be resubmitted to the Curriculum Committee before they will be forwarded to the Undergraduate Council.

--Undergraduate Council Minutes – April 26, 2005 – Page U794

SUMMER CATALOG EDITS/CORRECTIONS

ABOUT THE UNIVERSITY (CATALOG FRONT SECTION)

DEANS

- Replaced Maxine Thompson Davis with Melissa Shivers (late)

ADMINISTRATIVE POLICIES

- Inclement Weather Closing Policy updated (late)

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

- Animal Science faculty list updates (late)

COLLEGE OF ARTS AND SCIENCES

- Arts and Humanities, List B – Study or Practice of the Arts, added ARTH 187 - Honors version of ARTH 183 (inadvertently left out)
- College-wide Requirements: Upper-Level Distribution, List A – United States Studies, changed AMST 320 (listed after ANTH 315) to ANTH 320 (typo)
- College-wide Requirements: Upper-Level Distribution, List B – Foreign Studies, add cross-list of PORT 432 which is LAC 432 (inadvertently left out)
- Honors Greek Concentration – text should read “hours described below” instead of “hours described above”
- Honors Latin Concentration – text should read “hours described below” instead of “hours described above”
- Africana Studies Concentration, BA (Interdisciplinary Programs Major) (uTrack Requirements) – footnote should be designated by 1 instead of asterisk *
- Neuroscience Minor – II. Select 9 hours from two or more different departments: should be – II Select 12 hours from the following:

COLLEGE OF ENGINEERING

- Materials Science and Engineering Major, BS in Materials Science and Engineering – Biomaterials Concentration, Term 6, BIOL 160* or BCMB 230 hours should be 3-5 instead of 4-5 making the total 127-128 (typo)

UNIVERSITY LIBRARIES

- Faculty list updated (late)