



FACULTY SENATE MINUTES

Meeting Date:	10/24/2016	Time:	14:45 – 16:30	Location:	Culp Center, Room 311
Next Meeting:	11/07/2016	Scribe:			Eric Sellers
Present:	Leila Al-Imad, Fred Alsop, Patrick Brown, Doug Burgess, Randy Byington, Heidi Campbell, Cindy Chambers, Erin Doran, Dorothy Drinkard-Hawkshawe, Joyce Duncan, Saravanan Elangovan, Jon Ellis, Susan Epps, Lon Felker, Tavie Flanagan, Bill Flora, Virginia Foley, Retha Gentry, Katherine Hall, Bill Hemphill, Stephen Hendrix, Tod Jablonski, Thomas Kwasigroch, Guangya Li, James Livingston, Fred Mackara, Mildred Maisonet, Anthony Masino, Tim McDowell, Theresa McGarry, Lorianne Mitchell, Shunbin Ning, Bea Owens, Peter Panus, Jonathan Peterson, Eugene Scheuerman, Eric Sellers, Melissa Shafer, Darshan Shah, Candice Short, Bill Stone, Paul Trogen, Liang Wang, Rachel Walden				
Absent:	David Champouillon, , Wendy Doucette, Mary Ann Littleton, Timir Paul, Craig Turner, Ahmad Wattad				
Excused:	Kaniska Chakraborty, David Cluck, Lee Glenn, Karin Keith				

Agenda Items	Responsible
Meeting called to order [Time]	Epps
1. Welcome New Senators	Epps
2. Presentations	
2.1 Teaching Group Report – Dr. Kirkwood and group members	Dula and Byington
2.2 Stacy Onks – Retention Grant	Onks
3. Celebrations	Epps
4. Announcements	
5. Approval of Minutes	Epps
6. New Business	
6.1 Committee on Committees: Faculty Sick Leave Bank Trustees	Foley
6.2 TUFS Resolutions	Foley
6.3 Request for feedback of Consensual Relationship policy draft	Masino
6.4 Report on TBR Faculty Sub-Council Meeting	Hemphill
7. Action Item(s): None	
8. Questions on reports/summaries from committees/working groups	
9. Guest Comments	
10. Adjourn	

DISCUSSIONS

Meeting called to order [14:47]
1. Welcome New Senators CoE: Cindy Chambers; QCOM: Eugene Scheuerman, Kaniska Chakraborty, Rachel Walden; CON: Retha Gentry
2. Presentations



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2.1 Teaching Group Report – Dr. Dula and Dr. Byington

Dula: Our job is not to engage in debate. We encourage feedback but we are not defending the document. We look at the document as a tentative document. If you have comments feel free to share, but if they are extensive, please email Dr. Kirkwood. This is the report so far for teaching work group of Fall 2016. Supporting teaching excellence at ETSU. The request was to review the teaching mission at ETSU to propose ways to advance teaching excellence at all collegiate levels.

[See Appendix for bullet point recommendations]

Comments after the presentation:

McGarry: Can you show 5.5. [Create aspirational staffing profiles in academic departments that address teaching needs and commitment to teaching excellence.] I have a problem with this because the implication is that departments are not thinking about what they need. I think instead it should say administration should pay attention to aspirational profiles because I come from a department where we have been having lines cut right and left. The last two tenure track faculty who died were not replaced.

Alsop: I circled 5.5 also. How many years have these departments been asking the university what they need from us?

Flora: To add to 5.5, the note that I put was including problematic issues when people get hurt or have to miss and then suddenly there is not anyone there to teach those classes.

Stone: When you get down to details, I think some of these are going to have problems.

Schacht: I have an overarching comment. What we are talking about here is deeply imbedded in ETSU's culture. Each department has different evaluations for tenure. There is no uniformity. If we are not careful, the solutions will just be another facet of the original problems. How are we going to evaluate someone's teaching philosophy without taking away free teaching? One potential downside to the center system that supports teaching is that is part of a more general solution. The center system would take control over teaching, when teaching should be something that we all own. The business about teaching not being in ETSU's mission statement. That should have been the number one recommendation.

Foley: I appreciate the support and comments. I support the center system. It is a place for a strong support for the center and for someone to take responsibility.

Alsop: The SAls are mainly used for negative consequences. Where is the external support coming from?

Felker: I would wonder what's going to happen if these are all implemented. It is very time consuming and I was wondering how much time is this going to take away from my writing and research publications. Let's face it, when it comes to tenure, publications are what count. Ignoring this factor, I think ignores the elephant in the room.

Alsop: I would like to make a comment for recommendation 9 [Clearly communicate expectations for teaching to faculty at the time of hire and in conjunction with annual evaluations and tenure and promotion], how many of us in this room were told that they would receive more money for teaching extra, like in the summer.

Dula: I think it is important to not lose sight of the fact that the elephant was discussed. Not to negate any of the comment because all of your input is important, but all the factors were looked at.

Peterson: I have a few comments. On 1.2 - [Give SAls midterm as well as at the end of the term] most faculty that have talked to me universally feel that is a waste of time. Number 4 - [Establish a center dedicated to improving and supporting teaching.] most people like the idea but where is the money coming from? 5.5 - the faculty-student ratio is something that has been asked about and needs to be known, what is it currently and what do we want it to look like? Number 7 – [Require faculty to participate in instructional development activities.], some faculty do not like the word require. Also, suggest changing the word "instructional" to "professional" because those teaching methodologies are useless if you do not know the content.

Hendrix: The recommendation that has been asked is that instead of faculty being required to do instructional activities like the new system they should go through a training if they are a new faculty member so that they can go through training their first semester. The question that had been asked was in regard to the comments from the public; how are they going to be addressed by the committee? Is it going to be an individual response?

Dula: We are all going to be responsible for looking through the emails to see the major comments and how to adjust as needed.

Mackara: How is this going to be enforced? Will they dock pay?

McDowell: I have 2 items. I do not see anything about graduate teachers. Graduate students actually teach a lot, especially in labs. They are a major presence to the students. Another thing, there are a number of teaching activities that are counted at one half the time load such as lab or one on one teaching with music. Teachers should be credited for all the actual time they teach.

Hendrix: Can we go back to number 7. If we are going to go that model, are staff that have been recognized still going to be required to do development activities?



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2.2 Stacy Onks – Retention Grant

I am the director of the Advising Center. I work with students in learning support classes and that are undeclared. We had two weeks to write this grant. We got the grant that is for retention. The students we do the worst job of retaining are the students that are between 30-60 credits. We need to help these students get extra support. Part of this grant is to bring in John Gardner. He will help us to identify all the retention on campus and what can be improved. Anyone that wants to be a part of this project can join. The money is in the bank and we can kick it off. If you have any interest from a faculty stand point, please help. The faculty is a major part of the retention efforts. We all want the students to succeed. We are in the red zone for freshmen retention. This grant will focus on the sophomores and retaining. We have a retention expert helping to work with me to make all of this happen. We will pull together a team and anyone that would like to join is welcome. If it were not for the faculty, there are so many students that would no longer be here.

3. Celebrations

4. Announcements

5. Approval of Minutes

Motion to approve minutes; Alsop: Second; Masino. Motion approved

6. New Business

6.1 Committee on Committees: Faculty Sick Leave Bank Trustees

Foley: Three trustees' terms have expired and I followed the procedure that has been established and asked them to continue serving. All three said yes so I am asking that Laura Robertson, Todd Emma, and myself.

Flora: Motion to suspend the rules for being able to vote in new business instead of action items.

Foley: Seconded

All in favor motion passed.

Hemphill; Motion to accept the three nominees: Second; Byington

All in favor motion passed.

6.2 TUFs Resolutions

Foley: This resolution was created at the TUFs meeting in September, and we cannot change the language on it.

Foley; Motion to support the resolution: Second; Alsop.

Discussion:

Panus: The issue I have is that I have faculty on both sides of the issue, so I would like to abstain.

Byington: Right now the gun law that would allow students to have guns on campus is only for the students over the age of 21. It is almost guaranteed that this will be brought to legislation.

Foley: I also find it interesting that the College of Pharmacy has mixed feelings about it when students cannot carry there because it is a federal offense.

Peterson: Currently, students cannot carry pepper spray let alone a gun. Looking at this law story about TTU, people are not going to not carry a gun just because it is a law. On both sides of the pro gun and anti gun, there are very good points and real life examples supporting both. I cannot support this resolution because I am mixed about it.

Scheuerman: Has there been any studies or data collected about guns on campus?

Foley: We will not know anything definite until Texas has collected some data.

Walden: I think from a public health perspective this is a dichotomy. Accidental discharges do happen so I do not think it is good to look at guns on campus solely for protection from a shooter.

Byington: Some of the discussion at TUFs was in regard to whether or not it is morally legal to have guns? Are we going to increase the suicide rate? We are not sure.

Panus: Will students have to tell public safety that they are carrying?

Byington: Possibly. It depends on the legislation.

Hemphill: There are 416 concealed carry permits on TBR campuses. 12% of victims that responded to the campus survey were concerned about hostile situations and walking at night. Faculty and staff want to improve safety in campus buildings and the presence of public safety. The NRA sees Tennessee as a prime area to legislate for guns on campus.



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Byington: This is why TUFs framed it like this with a hostile work environment in mind. It may open up the family to sue for damages if something on campus does happen.

Hemphill: Being on campus is safer than being out in the community. Suicides and domestic disputes would turn fatal more often on campus. Accidents would happen. They are worried about behavioral issues in class.

Basically as a general thing most people think it is a bad idea to carry guns on campus.

Schacht: I would like to the second the comment about public health. We do not know as much about this as we should. There is a very powerful relationship between access to guns and injuries to guns. We do not allow students to have cigarettes on campus, but we are going to allow them to have guns. The minute a law is created for people to have guns on campus it just causes students to think about getting one. I agree with public health because it will not benefit the health of the campus.

Trogen: call the question

18 for yes

1 for no

7 abstained

Foley: The next voting issue is about the issues with the lockout at Long Island University.

Also; motion to support the resolution: Second; Peterson

3 abstentions

Motion passed.

6.3 Request for feedback of Consensual Relationship policy draft

McGarry: I thought there was some vagueness in the policy. First it says the university prohibits a relationship and then it says if there is such a relationship. This is hard to interpret. Does it mean if are going to start a relationship or if you find out there is a relationship? It is really unclear what is meant to happen.

Masino: We currently have a policy that says any person with authority, the problem I see is where it says or the ability to affect membership/participation or to provide special consideration or treatment. It does not say participation on the campus. It is very generic and broad and opens it up for litigation.

Foley: The policy we currently have is not working. You said what we have in place is working, and it is not. There are students that have not given consent. We have also heard stories of faculty members in relationships that they thought were consensual and they have not told their supervisors. The faculty member tried to dissolve the relationship and the student threatened them and the faculty member had to pretend to be in a relationship until the student graduated. The policy is not just to protect students; it also protects faculty.

Masino: There has to be a happy medium. There needs to be a better reporting policy in order for people to be informed.

Duncan: Can that not come down to for example, I can give you something and then I can hold it over your head, is that not wrong?

Masino: That is harassment.

Epps: There are instances where people are not directly above someone but still have connections to hold authority. We had a situation with a trainer having a relationship with a student athlete. They do not have direct contact and authority over what happens on the field but they would have influence and could favor a student.

Brown: I am confused about saying do not do the thing, but if you do make sure you tell us. Could it be reworded to say the university prohibits starting a new relationship?

Epps: That's why we are trying to get feedback because there are situations even when it is a student over another student.

Peterson: The issue you brought up with the student athlete and trainer, and my thought is if you do not have a direct line to that person then it is not as important. I think the important issue is dealing with the direct line.

Masino: If you have a current relationship, you cannot teach them in a class. If you walk into class and your ex wife or husband is in there, then you need to alert someone. If it is fresh or new, it should be prohibited. It should not start in the first place.

Brown: Would the revision of the second sentence fix the problem like saying if you were placed in the evaluative authority over someone with whom you have previously had a consensual romantic relationship then you should report.

Mitchell: What happens if it is a course that only you teach and the student needs to take the class in order to graduate?

Epps: You can do blind grading with a rubric.

Schacht: So let's say the list is made of all the reported relationships, is there any basis that exempts this list from open records law?

Masino: If the two adults are above the age of 18, there cannot be any influence from authority to have them not



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be in a relationship.

Mackara: I know we were talking about favoritism with romantic relationships, but what if it is a business partner or child. It is the same thing. I think it is a broader issue.

Epps: If you have anything else contact Dr. Masino or me about these issues.

6.4 Report on TBR Faculty Sub-Council Meeting

Hemphill: (1) The statutory employee discount remains at 25%. One of the problems is that there are 18 million dollars in benefits but only 2 million funded. (2) Student success seminars are going on now. The student success webinars are looking at the cooperative model right now. They are held on the TBR website at 3 PM every Wednesday. (3) There are 159 consensus course titles with rubric number and name and the new course numbers will be implemented in the Fall of 2018. (4) Faculty contracts have a begin date of August 15, many people at the community colleges have had to return on August 1 (before their contract was technically support to start). Faculty needs to print out their contracts. The Faculty Load and Compensation Report is reset when there is a problem and it loses the information. (5) Safety report is 90 pages and available through the ETSU web page. Staffing levels at 1 police offices for 625 students. The chancellor is asking for 9 million dollars for security upgrades.

7. Action Item(s): None

8. Questions on reports/summaries from committees/working groups

9. Guest Comments

10. Adjourn

Epps: Our next meeting will be Nov.7th Dr. Bach will be present. If you have agenda items for him, please send them to me.

Motion to adjourn; Brown: Second; Peterson. All in favor meeting adjourned

Please notify Senator Eric Sellers (sellers@etsu.edu or 9-4476, Faculty Senate Secretary, 2015-2016, of any changes or corrections to the minutes. Web Page is maintained by Senator Doug Burgess (burgess@etsu.edu or x96691).

- 1. Improve student assessment of instruction so it provides more timely, reliable and actionable feedback.**
 - 1.1 As necessary, administer online SAIs in-class to increase response rates.
 - 1.2 Give SAIs midterm as well as at the end of the term.
 - 1.3 Broaden the scale for Likert-type items on the current SAI questionnaire.
 - 1.4 Include a comment section for each Likert-scale item on the current SAI questionnaire.
 - 1.5 Provide guidance to faculty on how to read, interpret and use SAI results.
 - 1.6 Explore alternatives to ETSU's current student assessment of instruction questions and process, including the IDEA Center's student assessment of instruction system.
- 2. Create university-wide resources to support peer review of teaching.**
 - 2.1 Provide training for peer reviewers of teaching.
 - 2.2 Create a university-wide pool of trained peer reviewers to provide expert observations and formative feedback on instruction.
 - 2.3 Invite ETSU faculty outside the department of the individual seeking peer review and who hold professorial higher rank than that individual to conduct some of the reviews.
 - 2.4 Provide a rubric that defines teaching criteria, as defined by the department or college, to reviewers in the discipline of the individual seeking review.
- 3. Develop an instructional assessment process that reviews multiple aspects of teaching and uses several kinds of information.**
 - 3.1 Follow Faculty Handbook policies that recommend inclusion and review of many kinds of evidence of teaching effectiveness in tenure and promotion applications.
 - 3.2 Require submission of the teaching philosophy in tenure and promotion applications.
 - 3.3 Provide guidance to faculty on how to demonstrate teaching excellence and effectiveness as the basis for tenure or promotion.
 - 3.4 Include all relevant evidence of teaching excellence and effectiveness in faculty activity plans, reports and evaluations (FAPs, FARs, FAEs).
 - 3.5 Require faculty, as part of their faculty activity reports (FARs), to reflect on SAI data and other evidence of teaching effectiveness and to describe how they have acted on or plan to act on that information.
- 4. Establish a center dedicated to improving and supporting teaching.**
- 5. Adopt staffing, workload and pay practices that support excellence in teaching.**
 - 5.1 Staff introductory undergraduate courses with passionate, expert teachers.
 - 5.2 Adopt pay practices that recognize and affirm all aspects of the faculty role—teaching, research and creative activity, and service.
 - 5.3 Increase pay for lecturers and adjuncts.
 - 5.4 Create dual paths to tenure and promotion in academic departments and colleges, allowing faculty to emphasize teaching excellence or research and creative activity in light of their interests and the unit's needs.
 - 5.5 Create aspirational staffing profiles in academic department that address teaching needs and commitment to teaching excellence.
 - 5.6 Use course coordinators or other means to oversee and support part-time instructional staffing of courses.

- 6. Revise ETSU's mission statement to affirm the value and centrality of teaching.**
- 7. Require faculty to participate in instructional development activities.**
 - 7.1 Require faculty to participate in teaching improvement activities every three years.
 - 7.2 Require faculty applying for tenure or promotion to document their participation in instructional development and their application of ideas and skills gained.
 - 7.3 Require documentation of instructional development activities in Faculty Activity Reports.
 - 7.4 Sponsor a required, two- to three-day orientation on teaching for all new part-time, non-tenure track, tenure-track and tenured faculty.
 - 7.5 Compensate adjuncts for participating in required instructional development.
- 8. Provide infrastructure to support best-practice teaching methods in all courses.**
 - 8.1 Assign one graduate assistant for every 100 students enrolled in a course section.
 - 8.2 Redesign instructional spaces, both classrooms and virtual learning environments, to support active learning and collaborative learning.
 - 8.3 Pool financial resources, staff and equipment among disciplines and colleges that use similar teaching modalities; create shared teaching resources.
- 9. Clearly communicate expectations for teaching to faculty at the time of hire and in conjunction with annual evaluations and tenure and promotion.**
 - 9.1 Outline specific expectations for teaching, including participation in instructional development, in the contracts for new faculty.
 - 9.2 Inform new faculty about criteria used to review teaching; provide feedback using these criteria to all faculty as part of the FAP/FAR/FAE process and during mentoring for tenure and promotion.
- 10. Increase opportunities to recognize excellence in teaching.**
 - 10.1 Provide incentives for faculty who participate in teaching improvement activities beyond minimum expectations, such as monetary awards, tickets to athletic events, meals at area restaurants, or other donated items and services.
 - 10.2 Increase recognition of teaching in academic departments.
 - 10.3 Create a special designation faculty can earn for excellence in teaching.