



FACULTY SENATE MINUTES

Meeting Date:	03/22/202021	Time:	14:45 – 16:30	Location:	Zoom
Next Meeting:	04/05/2021	Scribe:			Ashley Sergiadis
Present:	Alexander, Katelyn; Beatty, Kate; Blackhart, Ginette; Blackwell, Roger; Brown, Patrick; Burford, Mike; Burns, Bracken; Byington, Randy; Chen, Yi-Yang; Cherry, Donna; Collins, Charles; De Oliveira Fiuza, Felipe; Dunn, Andrew; Ecay, Thomas; Ellis, Jon; Emma, Todd; Epps, Susan; Evanshen, Pam; Foley, Virginia; Fraysier, Donna; Garris, Bill; Gomez-Sobrino, Isabel; Gray, Jeffrey; Hagemeier, Nick; Hawthorne, Sean; Hemphill, Bill; Hemphill, Jean; Hendrix, Stephen; Holmes, Alan; Johnson, Jeanna Michelle (Mikki); Johnson, Michelle; Kahn, Shoeb; Kim, Sookhym; Kruppa, Michael; Livingston, James; Lyons, Renee; Mackara, Fred; McGarry, Theresa; Mitchell, Holly; Nivens, Ryan; O'Neil, Kason; Park, Esther; Peterson, Jonathan; Ramsey, Priscilla; Sargsyan, Alex; Sergiadis, Ashley; Stevens, Alan; Tai, Chih-Che; Thompson, Beth Ann; Walden, Rachel; Waters, Susan				
Absent:	Elangovan, Saravanan				
Excused:					

Agenda Items

Meeting called to order
1. Celebrations
2. Introductions of Guests
3. Announcements
4. Presentation
5. Approval of Minutes
6. Action Items
7. Information Items
8. Old Business
9. New Business
10. Comments from Guests
11. Final Comments/Announcements from Senators
12. Adjourn

DISCUSSIONS

1. Celebrations <ul style="list-style-type: none"> 1.1 Epps congratulated Senator Foley for being reelected as Faculty Trustee. 1.2 Epps thanked everyone who worked the vaccination clinic this weekend. She stated it was well run and the students were awesome. 1.3 Chen announced that there will be a concert on Friday, March 26 2021 at 7:30 PM ET by the music faculty (piano strings) and two guest artists, one the prizewinner of the Tchaikovsky Battling Competition and the other a graduate of USC. It is free and online: https://www.youtube.com/watch?v= XDhBpQnOnM
2. Introductions <ul style="list-style-type: none"> 2.1 Amy Johnson, Associate Provost for Faculty & Director, Center for Teaching Excellence



DISCUSSIONS

3. Announcements

3.1 **Park** announced that music faculty, including three Senators (Esther Park, Yi-Yang Chen, and Sean Hawthorne), will be performing a surprise faculty gala concert next Thursday on April Fool's Day from 12:45-1:45. Their students normally perform during "Recital Hour" every Thursday from 12:45-1:45. It is free and online: <https://youtu.be/EKSCjD6aJug>

3.2 **Hendrix** requested Senators complete a form about fall modalities for Faculty Senate meetings.

4. Presentation

4.1 Dr. Mike Hoff provided an updated on 125.2.

Hoff recommended Senators read the 125 Chapter One report. It gives a sense of how many things we had set to do intentionally and how many of them we have accomplished since then. He encouraged everyone to have a growth mindset during this process as opposed to a performance mindset. He shared the four general principles recognized by our first president as a reminder of our purpose in this process.

The purpose of Chapter 125.1 was to build an institution by the 125th anniversary that was not just considered a regional institution but had components and characteristics of a national institution, particularly the health sciences. It also provided a central place for the discussion of complex topics.

In Chapter 125.1, ETSU talked about partnerships and identify. While enrollment has been a challenge, the work we have done with students have been exemplary. We have the highest retention and graduation rates that we have had in the history of the institution. There were things that we could have done better (salary, hiring, development). Despite the challenges in enrollment, we were able to invest in people, including professional development opportunities. 125.1 has led us to build a different institution than what was here in 2011.

Chapter 125.1 set some horizons. What were the systems and the operations that we needed to move around in order to see improved performance from the organization? What kind of partnerships did we need? What kind of facilities did we need? These topics guided many of the things that have already happened. For example, we have reformed Student Life, and Enrollment and academic enterprise. The idea that we could make that kind of change to the organization and still see the kind of success that we have in the interim is powerful. It speaks to the foundation that we have been building over the last few years.

In terms of the ten-year horizon, we were able to invest in goals on signature programs, the performing arts complex, fundraising, and Complete College Tennessee Act. The same work around generating enrollment has encouraged people to attend community colleges. We have been careful not to exclude anyone. Once people attend college, they are more likely to continue to go to school and be lifelong learners. One challenge that we have right now is convincing people that college is worth it. There is a broad narrative across the nation, and particularly in our region, that speaks against the value of a college education. Part of that is because we have not taken the time to retell our story and to identify for ourselves what the current value of the college education is. It is not enough to say it is money and workforce development. Instead, it is about personal development and growth.

The landscape has changed (FOCUS Act, scholarship opportunities, completion on national online universities, demographic shifts, affordability, lack of trust, immigration policy, COVID-19). Regardless of how demographic shifts work out, we need a larger percent of students going to college in order to achieve our mission.

In terms of committee members for 125.2, we brought national people and other presidents. They have data about higher education that other people have not seen yet. ETSU is going to take advantage of pre and post COVID information that has not been made public. Having these presidents also provides an opportunity for the Board of Trustees to see that ETSU is not necessarily unique in our challenges.



DISCUSSIONS

We will have task forces on Academics, ETSU Health, Student Success/Experience, Research and Scholarship, and Fiscal Sustainability. The task forces will examine the possibility of the future. We have chosen the task forces' leaders based on whom the Executive Team and other constituency groups around campus saw as future leaders at ETSU. We wanted to ensure that we had champions that were going to be ETSU for years to come to maintain momentum. There are some common threads we asked everyone to adhere to in the task forces such as "If money were not an issue what would do?" and "How can we best serve?"

- Academics will be looking at emerging issues that are affecting the future of the higher education landscape and innovative ways to deliver those services.
- ETSU Health is not just about the clinical enterprise, but about how we can best deliver services and maximize research.
- Student Success and Experience is about the things that seem to fall through the cracks when it comes to student life. How do we make this a destination campus without excluding other learners?
- Research and Scholarship will not treat these two concepts separately. The brand of the institution and the cultural impact of the region is best when we look at scholarly activity and contributions to scholarship and research as a connected event. The ETSU Research Corporation will need input and support in order to make sure that they represent the institution and its mission as well as make sure that they do not create a disconnect between faculty and their outcomes.
- Equity and Inclusion is something that has to be a lens throughout all of these task forces. However, if we do not devote some concerted effort to the programs around equity and inclusion, we can forget where we are headed. It is also important that the research, literature, and community around equity and inclusion is changing very rapidly because of the sudden acceptance of the issues that surround diverse populations. It is a good time to take advantage of people's openness.
- Fiscal Sustainability is about strategies and action to sustain programs, personnel, and infrastructure. A lot of fiscal sustainability comes down to strategic decision making. What are the developmental opportunities we have? How do we educate department chairs, faculty, students, everyone around the appropriate ways to approach fiscal sustainability?

In terms of opportunities, we could become a national model for student success. We need to focus on P-20 educational continuum in that regard. We are a regional hub and we need to find a way to maximize that presence and make sure we are well represented across the region in all discussions. The HEED certification and Carnegie Community Engagement Classification are ways to demonstrate the effort to become more open and aware of diverse and inclusive activities and populations.

The first committee meeting for 125.2 will be in April. After that meeting, there will be a lot of activity. There will be a website with information. We have oriented the task forces, including meeting with chairs and leads. Task forces will meet a lot over April, May, and June. There is going to be a Board of Trustees retreat in July. In August, we will have a few follow-up meetings and town halls in preparation to have the new vision for ETSU at the November Board of Trustees meeting. 125.2 committee does not approve the vision, but are a lens with which we can pass information through. The Board of Trustees is the body that affirms our vision for the institution in November. After that process is done, we will develop strategies to achieve those visions. Chapter 3 of 125 will get us to the 125th anniversary. We are taking task force nominations through Wednesday.

4.2 Dr. Hoff asked for questions and comments.

Hendrix: I have some names for you to pass along for the task forces. Senators, if you have not had a chance to complete the form, please let me know ASAP.

Hoff: One of the big goals that we have is to be able to publish some articles about this process. I may be engaging with some of you in order to make sure that we can do that together. I do not want this to be a centralized activity. It is also a good way to hold us accountable if we know that we are going to document this for other people to evaluate from an academic perspective.

McGarry: Will we be getting a copy of the PowerPoint? I did not get all the names of the chairs of the task forces.



DISCUSSIONS

Hoff: Yes, I will ask Dr. Green to send it to Stephen.

[Brown provided a version of the PowerPoint from the Board of Trustees website:

https://www.etsu.edu/trustees/documents/board-meeting/2021/feb_2021_committee125.2_ppt.pdf

He also provided a link to the website with information on the Task Forces: <https://www.etsu.edu/125/task-forces.php>]

5. Approval of Minutes

Hendrix questioned whether there was an objection to approving the minutes from the 03/08/2021 meeting. Sergiadis received some corrections from Senator Epps and McGarry.

No Objection: Minutes Approved

6. Action Items

None.

7. Information Items

7.1 Faculty Senate Workgroups – Mr. Hendrix

Originally, Faculty Senate thought about hosting groups that would work during the Spring, Summer, and early Fall. The Executive Committee made the decision that faculty needed a break this Summer. We are not going to start work groups until the Fall. We will explore potential workgroups at the Fall retreat on August 17th

7.2 Questions from Meetings with Noland or Bishop – Mr. Hendrix

None.

7.3 Handbook Committee Update – Dr. Epps

Senator Foley and Senators Epps met with Adam Green and Kay Lennon McGrew last week to get updates on policies. The pace of changing policies is dependent on the people/groups who own those policies. There is not the same sense of urgency for some as others. There are groups that are currently working on the policies. The Graduate Council has begun to separate policies to make them clearer. The FOCUS Act allowed us to default to TBR policies until we got our own policies in effect. Some of the TBR policies are no longer available on the website but McGrew is tracking those down to make them available again.

7.4 Board of Trustees Report – Dr. Foley

There is a called meeting of the Finance and Administration Committee on March 26th at 10:00 am. Materials are available (https://www.etsu.edu/trustees/documents/finance/fa_agenda_3-26-2021.pdf) and the meeting will be streamed.

Byington: has there been any discussion of Fall enrollment at the board level.

Foley: There has not been a lot of discussion about Fall enrollment projections. The urgency to return to normal (as much as we can) in order to retain students was discussed. It will probably be discussed again at our meeting in April because that is when we had tentatively adopted a budget for the next year.

7.5. Reports from University Committees

None.

8. Old Business

None.

9. New Business

None.



DISCUSSIONS

10. Comments from Guests

10.1 Amy Johnson discussed upcoming plans for policies.

Johnson (A.): I sent the Tenure and Promotion Review Committee's responses to President Hendrix. The committee considered each comment and provided a response for each of the comments. Much of the policy work that Senator Epps referenced falls to me. I heard some about those policies earlier today and am looking forward to getting started on those. We desperately need an intellectual property policy related not to research but to instructional materials. I have strong feelings about what the policy needs to do in order to be in congruence with the AAUP, which says that faculty own instructional materials, not the university. In the absence of that policy, the federal law says through scope of work that intellectual property belongs to the university in terms of instructional materials. That is at the top of my to do list because I want to own my own instructional materials and I want you to own yours.

Susan Epps: If you go through the MOU process and are paid for creating an online course, I am assuming that does not mean you own your work since you have been paid to do it.

Johnson (A.): That is correct. In the MOU process, you sign away your intellectual property rights and they become property of the department as a body of the university. When you decide to take on that role (to be compensated for creating that class online), the MOU says that the property becomes the university's property.

Susan Epps: Because you could actually create the course and never teach it, somebody else could.

Johnson (A.): Right.

Epps: Do you need a group of people from the Senate to help you with that particular policy? I know there is some people who have discussed that in the past.

Johnson (A.): We will need a faculty committee and some people from the Senate to work on the policy. I know Jonathan Peterson and I have had conversations around this policy before. You may disagree with me on this, but I also strongly feel that we need to follow the guidance from the AAUP and the Canadian Association for University Teachers. Both of them have pretty concise and clear thoughts about how instructional materials relate to academic freedom.

Hendrix: Senators, if you have interest, let me know. I will collect those names and send them on to Dr. Johnson to review.

Peterson: We have a mandate that we are not supposed to be teaching online if we have not gone through the MOU process. Is that correct?

Johnson: That is not correct. You have two choices when it comes to teaching online. You can either complete the MOU process or get the MOU process started, or you can work through your e-learning liaison and get your course approved for online offering. It will be reviewed, but then you do not have to go through the MOU process.

Byington: You do not have to go through the MOU process to have your course approved for teaching. The MOU process is if you want to be compensated for that particular portion of your work; if you prefer to not be compensated and keep the rights to your work, then there is a separate process for that.

Walden: We need some faculty education about those processes.

Emma: Does anybody know what the current process is for getting a class online? My department chair instructed me that there was nothing going online that had not been online pre COVID.

Garris: I have assumed this brand new role of online liaison for Clemmer College. ATS and ITS was



DISCUSSIONS

gobsmacked starting last March with all the courses being moved online. They have reactivated some oversight bodies that I think had been just treading water through the last nine months. I am confident that we are going to see a more invigorated MOU process starting now or in April.

11. Final Comments/Announcements from Senators

11.1 **McGarry** asked about the upcoming Faculty Senate elections.

McGarry: Can we talk about the elections? Aren't they supposed to happen the last week in March?

Hendrix: All of the colleges have been contacted concerning vacancies. If colleges have not received this information, please let me know. That information should have went out a month ago, maybe three weeks ago. Per our by-laws, each college needs to be handling the process of electing new Senators and communicating with Senator McGarry as to how you are electing them. Once that is done, you are to report back who was elected for the new terms.

McGarry: One option is to ask the Elections Committee to run it for them, right?

Hendrix: Yes, if they have any issues running the election in terms of creating a platform, they can reach out to the Elections Committee and have them assist in that process.

McGarry: The only people I have heard from is CRHS and CAS. Is it supposed to happen in the last week in March?

Hendrix: The by-laws do not outline a specific date that it is to be completed. The reason that we are saying the end of March is because in April we will be electing the officers for the next year. If your term is up now and you want to run for an officer position, you cannot run because you will not know if you will be a senator within your college until that election happens.

McGarry: Please let me if you want me to build the ballot or not.

Hagemeier: College of Pharmacy will be voting tomorrow.

Hemphill (J.): Nursing has assembled names from graduate and undergraduate faculty.

12. Adjourn

Motion to Adjourn: Brown

Second: Emma

Meeting Adjourned

Please notify Senator Ashley Sergiadis (sergiadis@etsu.edu, Faculty Senate Secretary, 2020-2021) of any changes or corrections to the minutes.

Note: Meeting minutes are not a word-for-word transcript. Statements and questions by Senators may be edited and summarized for clarity.



**East Tennessee State University
Committee for 125 Chapter 2**



ETSU's Core Values, Consistency in Mission

Purpose of the Normal School Law of 1909: 'For the education and professional training of teachers for the public schools of the state.' In a broader sense, the act focused squarely on improving the living conditions in the regions of the three normal schools.

Four general principles recognized by our first president, Sidney Gilbreath:

1. Support goal of regional service
2. Scholarship
3. The study of education as a science, practice in teaching
4. A knowledge of the conditions and needs of the State.



Citation: History of the East Tennessee State Teachers College, Burlison, Sinclair, 1947



The Committee for 125

- In 1986, ETSU concluded our 75th anniversary celebration with the release of “Turning Toward 2011.”
- Through the Committee for 125 (C125), we explored issues and opportunities to expand the realm of possibilities for ETSU.
- The C125 defined ETSU as an institution that is a beacon for social and cultural education, the engine of economic development across the region, the purveyor and transmitter of knowledge, and a foundation of the community as a whole.
- The C125 identified challenges that confront public higher education, unique opportunities for ETSU in an increasingly competitive marketplace, and explored structural issues impacting our ability to realize a bold vision for ETSU in 2036.



The Committee for 125 – Strategic Themes

- Develop strategic partnerships with civic and business leaders and focus on new revenue generation to advance the university.
- Advance student access and success, faculty development, facilities utilization, K-20 partnerships, economic development and health care.
- Administrative and infrastructure review/redesign in areas such as budget & finance systems, institutional advancement, university marketing, operations & planning, student affairs, and outreach to state & local constituencies.
- Dedicate investments to support faculty and staff in areas such as professional development, training, research, and faculty recruitment/retention.
- Demonstrated and visible responsibility for a “stewardship of place” in our region.



Five Year Horizon – Action Agenda (C125)

- Evaluate and reposition critical elements of ETSU's infrastructure based on the opportunities created by this vision including:
 - budget and finance systems
 - institutional advancement (the Foundation and alumni relations)
 - university branding (messaging and visual identity)
 - university administration, operations, and planning
 - student affairs
 - outreach to state and local communities
- Review and revise facilities and campus master plans in consideration of aspirational priorities and emerging needs.
- Expand outreach and partnerships with businesses and community organizations.



Ten Year Horizon – Action Agenda (C125)

- Target new investments in signature programs identified in the strategic plan and visioning plan.
- Fully develop the performing arts complex and achieve a premier position in the performing arts.
- Launch a comprehensive fundraising campaign on the firm foundation of a highly engaged alumni program, which is built on lifelong involvement with ETSU.
- Continue to meet, if not exceed, the mandates of the Complete College Tennessee Act and other state measures for student success and college completion.
- Continue efforts to enhance the physical infrastructure of the institution through the construction of new facilities on the main and health science campuses.



Landscape Changes

- FOCUS Act and the advent of the Board of Trustees
- Tennessee Promise, UT Promise, North Carolina Promise
- National on-line universities, technological advances, and pronounced shifts in distance education
- Looming demographic shifts
- Affordability and student debt
- Public perceptions and lack of trust
- Immigration policy
- COVID-19

These issues and others evidence the need to reassess C125 goals and strategies for the 10-20 year planning horizon



Committee for 125 Chapter Two

- Mr. Scott Niswonger, ETSU Board Trustee
- Mr. Ron Ramsey, ETSU Board Trustee
- Dr. Linda Latimer, ETSU Board Trustee
- Ms. Melissa Steagall-Jones, ETSU Board Trustee
- Mr. Louis H Gump (Committee for 125.1 Chair)
- Rev. Lester D. Lattany (Pastor of Friendship Baptist Church)
- Mr. Alan Levine (President Ballad Health)
- Dr. Rob Anderson (President SHEEO)
- Mr. Scott Jenkins (Strategy Director Lumina Foundation)
- Dr. Mildred Garcia (President AASCU)
- Dr. Alisa White (President Sam Houston State)
- Dr. James Votruba (President Emeritus NKU)
- Dr. Brian Noland (President ETSU) (Chair)
- Dr. Mike Hoff (Staff lead)



Committee for 125.2 – Task Forces

- Task Forces:
 - Academics
 - ETSU Health
 - Student Success/Experience
 - Research and Scholarship
 - Fiscal Sustainability
- Will ask What if...?
 - To imagine the possibilities of the future without the limitations of the past and present
- Responsible for a focused vision in each area of emphasis



Committee for 125.2 - Academics

- Chair: Dr. Sharon McGee, Dean College of Graduate and Continuing Studies
- Staff Lead: Dr. Jodi Polaha Jones, Presidential Fellow
- The Academics Task Force will:
 - Consider and recommend new and innovative ways of fulfilling our academic mission.
 - Explore emerging issues impacting the future of the higher education landscape, embracing any ideas or opportunities regarding course delivery, short-term academic experiences, the academic calendar, and consider linkages to workforce training and development.



Committee for 125.2 – ETSU Health

- Chair: Dr. David Linville, Executive Vice Provost for Academics and Health
- Staff Lead: Dr. Megan Quinn, Presidential Fellow
- The ETSU Health Task Force will:
 - Explore opportunities for ETSU Health to maximize the academic, clinical, and research mission of the institution while ensuring strong linkages to the other academic units across the campus and identify current and potential external partners.
 - Promote the growth and development of ETSU Health so that it emerges as the practice of choice for our region.



Committee for 125.2 – Student Success and Experience

- Chair: Dr. Chris Keller, Dean Honors College
- Staff Lead: Dr. Leah Adinolfi, Associate Dean of Students
- The Student Success and Experience Task Force will:
 - Bring together the diverse perspectives of the ETSU community to develop a focused vision of a destination campus for students, a campus where students from all backgrounds can succeed.
 - Explore opportunities to make continued progress towards the objectives of the Complete College Tennessee Act, revising institutional objectives as appropriate.



Committee for 125.2 – Research and Scholarship

- Chair: Dr. Joe Bidwell, Dean College of Arts and Sciences
- Staff Lead: Dr. Nick Hagemeyer, Presidential Fellow
- The Research and Scholarship Task Force will:
 - Conduct a comprehensive review of the ETSU research and scholarship environment and develop a vision for the future that grows faculty and student participation in research and scholarship as well as increase funding derived from those activities.
 - Explore opportunities to advance our research infrastructure, creating business and industry partnerships as appropriate.



Committee for 125.2 – Equity and Inclusion

- Chair: Dr. Janna Scarborough, Dean Clemmer College
- Staff Lead: Dr. Chassidy Cooper, Coordinator for Equity and Inclusion
- The Equity and Inclusion Task Force will:
 - Serve as a locus of discussion on equity, diversity, and inclusion that will better inform ongoing planning as well as provide an analysis of the current campus climate. From these discussions the task force will develop a long-term and comprehensive vision for Equity and Inclusion at ETSU.
 - This vision should be considerate of current action plans being implemented by the Office of Equity and Inclusion.



Committee for 125.2 – Fiscal Sustainability

- Chair: Mr. David Atkins, Library Dean
- Staff Lead: Ms. Michel Beaver, AVP Tax and Revenue & Ms. Betsy Keareny, Director Budget Development and Process Improvement
- The Fiscal Sustainability Task Force will:
 - Engage the campus in formulating strategies and actions for sustaining the programs, personnel, and infrastructure necessary to meet the core components of ETSU’s mission: Education, Research and Scholarly Activity, and Community Engagement and Service.
 - The task force will consider approaches, including but not limited to new revenue sources, cost reductions, and the development of more efficient systems.



Committee for 125.2 – Task Forces

- All task forces will be expected to consider how their work contributes to the following:
 - Student Experience
 - Equity and Inclusion
 - Culture and Outreach
- Detail a vision of excellence that identifies measures of success.
- Follow the guidance of Dr. Bert C. Bach “if money were not an issue what would you do?”



Committee for 125.2 – Opportunities

- Become a national model for student success, public service, and regional transformation
- Focused effort on all facets of the P-20 educational continuum
- Serve as creative hub for regional economic development and entrepreneurship
- HEED certification and Carnegie Community Engagement Classification

“ETSU has nationally ranked programs, world class faculty, and is the engine of our economy. However, few know that it exists”

“ETSU is the best kept secret in higher education in Tennessee”

“Don’t worry about what people think about you because they seldom do”



Summary

- Through the Committee for 125.1 and intentional work since, we have elevated the university to new heights
- The Committee for 125.2 will provide a formal structure to facilitate aspirational planning
- Process will entail the identification of new peer institutions and the alignment of metrics and strategies across the planning cycle
- Please send names of potential students, faculty, and staff to Dr. Mike Hoff for consideration of task force members and other areas of participation
- Help us tell the story of ETSU this spring when we release the 125.1 retrospective



Meeting with Dr. Bishop

03/16/2021

Questions submitted by Senators

- (1) Question: For Dr Bishop- at the last Academic Council meeting, a program was approved that had courses whose descriptions sounded like courses in other departments- one even had the same title. How can we get serious about addressing this and not just encouraging collaboration but expecting it. I've heard similar concerns from a faculty member in my college who is the program coordinator for a "service" area- that depts are creating their own courses instead of using existing ones.

Answer: We need to imbue a sense of responsibility to the departments, colleges, Graduate Council, and Curriculum Committee to thoroughly review courses, paying attention to issues around redundancy, degree designations, etc. Since Academic Council has put a lot of this on the consent agenda, it has been up to these channels to do most of the reviewing. However, we may need to reconsider what is on the consent agenda. For example, minors are eligible to be on the consent agenda. When a degree program has four new minors, it probably should be discussed at Academic Council. During these discussions, you also need people that have a sense of what is going on across campus. This is the type of issue that the Provost can be an advocate for the faculty.

Discussion: Senators discussed this topic. Based on the discussion, Dr. Bishop offered to talk with Curriculum Innovation Center's Shadow Team and Evelyn Roach to start the conversation.

- The process has improved. However, no one is checking that the appropriate conversations are happening with all potential parties.
- Questions were asked about having multiple versions of the same class: Does every program that has a version of the same class have enough students to fill the classes? What happens to the students if there is only one person in the department that can teach that class and they leave?
- We don't have a mechanism for revenue sharing. It is based on whoever gets it first due to the decentralized budget model.
- There doesn't seem to be cross-reference courses, which could incentivize interdisciplinary teaching.
- Dr. Bishop asked where is the best place to have these conversations. Senators gave suggestions.
 - Academic Council would be the place to start. Deans control the budget and they need to be the ones promoting collaboration.
 - The Shadow Team could let Graduate Council know if there are graduate courses that look like duplicates and the Undergraduate Curriculum Committee know if there are undergraduate courses that look like duplicates. Hopefully, those committees would not let duplicate courses move forward for Academic Council approval.
- Discussions tend to revolve around new programs, but what about existing programs? How do we solve our current issues? One suggestion was to look at how often are the courses offered and how many people are taking them. You could sunset a course if it has not been offered for years.
- There needs to be incentives for people to work together. One suggestion was to give a larger portion of the money to the department teaching the course, but the other departments whose students are taking the course also receives money. Dr. Bishop stated

that Mike Hoff had once mentioned that you could add multipliers to credit hours of an interdisciplinary course.

- (2) Question: Hello Dr. Noland & Dr. Bishop, A number of programs have lost significant funding for part-time faculty and adjunct teaching positions starting Summer 2020 because of COVID related budget cuts. For our Audiology program, we lost a 3/5th clinical educator position who was only recently recruited to meet in-house clinical experience expectations set by our national accreditation board. We also lost 50% budget for our adjunct teaching which was to the tune of \$32000 since we For the interim, the remaining faculty have taken on additional teaching responsibilities to make up for the loss and maintain the high quality program that we are known for. However, we have not been provided any assurance for how long these budget restrictions will continue and, as a program, we are very much concerned that this will affect our faculty retention and student recruitment. So the question my colleagues have for university admin is if they can provide any guidance on how long we expect these budget restrictions to last or what metrics (e.g., student enrollment stats, state funding cut %) will be employed to make decisions for individual programs and departments? Thanks

Answer: We are in a good position given the events of last year. We have taken reductions in staff. In addition, current staff have taken extra work loads over the last two years. However, Tennessee has fared well during COVID, so they are not in dire straits as with the other states. The state had a boost in increased online sales tax right before COVID. ETSU has managed the money wisely. We were able to cover the gap of enrollment being down during the Fall 2020 semester. We were able to save money by reducing travel, bringing in speakers over Zoom, etc. Some units have carry over money. We do not foresee any more future cuts. We are in a good position for the Fall 2021 semester. We also have the distribution of CARES and ARP that will offer support. That being said, the colleges will be making the decisions.

- (3) Question: How are you preparing for the onboarding of the new provost? If there is minimal overlap in your service are you preparing documents or assigning topics to others of "got to know" information?

Answer: We are making lists of things that need to be done. There are many tasks that need to be done at specific times such as Faculty Convocation, awards to faculty, 1911 Society, commencement, etc. We are also trying to cross-train staff. We are working with David Linville so he has a sense of continuity that he can provide and be an institutional memory. Dr. Bishop has worked on bringing the health sciences and academics together as well as creating a culture of lively conversation and debate amongst the deans. This will help with the new provost who she suggests may want to tackle issues such as academic program review and academic rigor and quality from the policy aspect. Onboarding for the deans and chairs also needs attention. They need to know about our policies and procedures regarding promotion and tenure, FAP/FAR/FAE, budget, etc.

- (4) Question: Could the agenda and materials for Univ Council meetings be posted on the website prior to the meetings?

Answer: We are behind on adding the agenda and materials for the meetings because we have been short-staff due to an illness in the family. We are working on adding those materials and updating the Office of the Provost page.

- (5) Question: Is there anything that needs to be done outside of the Office of the Provost that you normally do?

Answer: Jennifer Clements will be picking up more of the ceremonial aspects of commencement. Overall, there are things that need to come back to the Office of the Provost. For example, when Admissions moved to Student Life and Enrollment, they took things that may be more academic. Before, transfer credit was a lot easier when it was up to the Provost.

- (6) Question: Is there anything we, as faculty, can do to help the administration preparing for the Fall? I mean, could we create a committee to assist our student population in the transition back to on ground classes? Maybe someone in psychology could lead such committee. I feel like we need something periodically happening on campus to measure how students are doing at least on a monthly basis.

Answer: Dr. Bishop asked what she could do to help faculty because coming back to the classroom will be an adjustment.

Discussion: Senators provided some suggestions on how administration can help faculty.

- Safety needs to be made a priority so that faculty feel safe returning to the classroom.
- Faculty will be burned out so we need to be mindful of the activities that we ask faculty to take part in during the summer months.
- There needs to be a clear understanding for faculty and students on the different types of course modalities.

- (7) Question: This is for Dr. Bishop If we are going to be asked to teach in-person as much as possible, is there a mechanism in place to provide PPE (masks, face shields, gloves) for faculty who have to share equipment and supplies with students. For example: microbiology labs where the instructor might have to look through a student' microscope, a geology lab where there is only a single example of a rare mineral that the instructor and multiple students should handle, or a simulation lab with a single dummy. I know our faculty are trying to balance good teaching with keeping themselves and their students safe, and giving them access to appropriate PPE would ease some anxiety.

Answer: Yes, the medical team is not for face shields. There is hope that by the start of Fall 2021 that things will be better. We will be having conversations as circumstances change around physical distancing, masks. We do have money to provide PPE. We are also looking into having microphones that amplify in the classrooms.

- (8) Question: Can you provide us an update on the College of Nursing Dean search.

Answer: There is no update. They will be meeting with the search firm today. They are trying to pace it so they know who the new provost will be. They think that candidates would be more willing to move if they know who their boss will be.

Additional Information

- For commencement, there is a concern that we can't have all the faculty attend. Deans have asked how many faculty we can have for each ceremony. We may have faculty on the floor as volunteers to line up people. There will be a different speaker for every ceremony.
- In April, information for the next Provost Academy will be available with the start date of January 2022. Projects that are currently being considered is to continue the work of Ginni Blackhart on the implementation of Digital Measures and to start work on developing faculty expertise and research.

Meeting with Dr. Noland

03/12/2021

Questions/Comments Submitted by Senators

1. Question: The captioning for the last Board of Trustees meeting was not very good. (Just ask Trustees errs, fully, and nice longer). I have a deaf student who commented on how poorly done it is and while I can hear the meeting and ignore the captioning, she is reliant on the captioning. What can we do to get better captioning - or a sign language interpreter (like the White House press briefings have now!)? Are we making all our videos accessible?

Answer: We used the Zoom live captioning for the first time at the last BOT meeting. Since it is AI they are not at a point to allow us to add Trustee names. At the last Board of Trustees meeting, people attended in person, online, and on the phone. These circumstances also made it difficult to have accurate captions. Dr. Geene will talk with Mary Little about what she thought as well. When we put the videos up later via YouTube, they will get the YouTube captioning. Dr. Greene will also speak with Rob Nelson from the third-party platform to see about cleaning up the captions before being posted.

- 1a. Follow-Up Question: Are other videos that are distributed have captions, such as Dr. Noland's Notepads?

Answer: Accommodations are provided, but they may not be available on the video that goes out. Dr. Greene will investigate.

2. Question: As of now, the state of TN is still not prioritizing the COVID-19 vaccine for students and personnel working in higher education. Have you heard any updates about this (e.g., any signs that the state might change their policy regarding the COVID-19 vaccine and higher education)? I also know that ETSU Health has submitted an application to the state to become a vaccine provider but has not yet been approved to distribute the vaccine. If the state of TN does decide to prioritize the vaccine for students and personnel within higher ed, or as we get closer to a majority of students and personnel at ETSU being eligible to receive the vaccine, does ETSU Health have plans to distribute the vaccine to ETSU students and personnel?

Answer: Next Saturday and Sunday, the Millennium Center will be a (Johnson and Johnson) vaccine distribution site. This will be public, as they cannot open it to ETSU employees and students only. Notification about this event will out early next week. If you want to get the vaccination, do not wait on ETSU to get it as we will be operating like any other site. People can get vaccinated right now through Ballard Health, the TN Health Department, as well as stores like Walmart, CVS, etc. They are accepting people that qualify through 1c, which includes those with asthma, high BMI, etc.

3. There is a rumor that University Counsel had been asked for an opinion on whether staff could be fired for their comments on their personal social media related to the men's basketball story, including if they were critical of Dr. Noland's response. This person heard that UC said staff could be fired for that. Is this accurate or just a rumor?

Answer: This is a rumor. Dr. Noland never asked University Council to weigh in on this matter.

4. What can be done to ensure that contractors working on our campus are held to the same standards of behavior as regular faculty, staff, and students? In recent weeks I've seen contractors working cheek to jowl with one another with no face covering or with their face covering pulled down around their neck. I have seen people working on the new pedestrian

walkway in front of Lamb and Hutcheson Halls smoking and throwing their cigarette butts on the ground. These same workers are also parking their personal vehicles wherever they please including patient parking, no parking zones, and fire lanes; as well as using their construction barrels to reserve parking spots. It's very frustrating that behaviors that would get me or any of my co-workers in serious trouble are permitted by the employees of companies for whom we are just about the only work in the area. Is it possible to work language into contracts in the future that will penalize companies for their workers blatant disregard of our campus policies?

Answer: Dr. Noland has talked with Chris Bulio about these concerns who stated that his employees were socially distanced when not wearing a mask. He will follow-up with Jeremy Ross after hearing more specific examples from Senators.

5. Update on Provost Search, including a generic schedule of activities for the candidates brought to campus.

Answer: We have 100 candidates. The pool has a good distribution in terms of gender and current positions (deans, provosts, etc.). The committee is meeting the week of March 15-19 to discuss who should be invited for Zoom interviews. Zoom interviews will be on March 24 and 26. From there, 4 will be chosen. The goal is to bring these four to campus during the weeks of April 5-9 and April 12-16. However, candidates may be coming from campuses with travel restrictions. The plan is to have a decision by the end of April, which will give the full months of May and June to begin prepping with Dr. Bishop.

6. How are you preparing for the onboarding of the new provost? If there is minimal overlap in your service, are you preparing documents or assigning topics to others of "got to know" information?

Answer: The plan is for the new Provost to be identified by the end of April, so that Dr. Bishop can work with them during May and June. Committee for 125 task forces will submit reports mid-summer for the new Provost to review.

7. Are ETSU international, undocumented and DACA students eligible for any of the federal emergency financial aid? If not, is there any plan in place to help them? When calling the students last Summer one of their main concerns was having money to eat and pay rent.

Answer: The federal government did not allow DACA or international students to receive CARES funds. We may be able to use Day of Giving or pass-through funds (\$31 million) for this purpose.

8. President Noland, I have three main questions:

8a. Given the accelerated pace of vaccine availability, where will ETSU stand on requiring its students to get Covid-19 vaccines prior to their attending our on-campus classes? Will there be a distinction made between resident students and commuting students? Will the requirements be roughly the same as those for hepatitis and MMR?

Answer: We cannot require all students to get the vaccines. However, we are working with legal to incorporate in the housing contract that students need to get the vaccine. The goal is to treat the COVID vaccine the same way as hepatitis and MMR.

8b. In a like manner, how will ETSU work to assure that its staff and faculty are fully vaccinated? Will ETSU provide inoculation clinics, for example? What accommodations may be made for faculty who cannot be vaccinated? What steps might be taken for faculty who refuse to be vaccinated?

We can't enforce the vaccine as a term of employment. Next Saturday and Sunday, the Millennium Center will be a (Johnson and Johnson) vaccine distribution site. This will be public, as they cannot open it to ETSU employees and students only. Notification about this event will out early next week. If you want to get the vaccination, do not wait on ETSU to get it as we will be operating like any other site. People can get vaccinated right now through Ballad Health, the TN Health Department, as well as stores like Walmart, CVS, etc. They are now accepting people that qualify through 1c, which includes those with asthma, high BMI, etc.

8 c. Question: Where is ETSU in its search for a new provost? How soon will rank-and-file faculty learn about candidates for the position?

Answer: We have 100 candidates. The pool has a good distribution in terms of gender and current positions (deans, provosts, etc.). The committee is meeting the week of March 15-19 to discuss who should be invited for Zoom interviews. Zoom interviews will be on March 24 and 26. From there, 4 will be chosen. The goal is to bring these four to campus during the weeks of April 5-9 and April 12-16. However, candidates may be coming from campuses with travel restrictions. The plan is to have a decision by the end of April, which will give the full months of May and June to begin prepping with Dr. Bishop.

9. Question: Can we require those who refuse vaccination to sign a waiver limiting our legal liability if they get themselves or someone else sick?

Answer: We can ask legal this question. Note that we cannot enforce the vaccine as a term of employment.

10. Question: Would it be possible to allow international students to take classes from their home countries while/if we remain online?

Answer: International students with visa status have to take a certain portion of on-ground courses, otherwise it will impact the visa. Dr. Noland will provide a follow-up answer to this question once he researches the technicalities.

11. Is there anything we, as faculty, can do to help the administration preparing for the Fall? I mean, could we create a committee to assist our student population in the transition back to on ground classes? Maybe someone in psychology could lead such committee. I feel like we need something periodically happening on campus to measure how students are doing at least on a monthly basis.

Answer: Administration is working on preparing for the Fall, including several committees. Senator Brown mentioned that CTE is working on a faculty workshop series around this topic.

12. Please provide an update on the resolution related to paid parental leave.

Answer: Dr. Noland is waiting to receive information from HR regarding this matter. They are looking into how other institutions have handled paid parental leave, holidays, and annual/sick leave. They are also looking into average leave balances. The average annual leave balance for ETSU is 31 days. The average sick leave balance is 78 days. Once he hears their report, he will get feedback from deans and chairs. He will then create a proposal that he will share with Faculty and Staff Senates. Senator Foley commented that the sick leave bank policies might need to be reviewed or changed to address this.

13. Please provide updates related to activities in Nashville and in Washington.

Answer: Aside from CARES, there is not an update to activities in Nashville. We recently pushed out ~5 million dollars of CARES money. The parameters are structured by the federal government, but we do have latitude to scale. Students on the high end received ~\$650, and those on the low end received ~\$330. Most were sent through direct deposit. Those without direct deposit received a physical check. Note that the money cannot be applied toward back balances. For the remainder of the CARES funds (17 million total, ~5 million given to students), we would like to use the bulk of it to pay for Spring/Fall auxiliary services such as housing. The plan for the remainder of CARES distribution will be taken to the Board of Trustees on March 24th.

As for Nashville, we are moving through the budget process. Our budget was recently approved with no amendments in the House. Dr. Noland will be in Nashville working on making a case for the Humanities building. There is a bill on permitless carry. This will not apply to higher education because the campus has restrictions on carry provisions. There is a bill that would require signage for bathrooms that can be used by both genders. This would affect some of our buildings' bathrooms such as Building 60.

14. Please provide an update on campus plans for Summer and Fall 2021.

Answer: Committee for 125 (Chapter 2) will consist of Scott Niswonger, Ron Ramsey, Linda Latimer, Melissa Steagall-Jones (ETSU Board of Trustee); Louis H. Gump (Committee for 125.1 Chair), Rev. Lester Dr. Lattany (Pastor of Friendship Baptist Church); Alan Levine (President Ballad Health), Rob Anderson (President SHEEO), Scott Jenkins (Strategy Director Lumina Foundation); Mildred Garcia (President AASCU); Alisa White (President Sam Houston State); James Votruba (President Emeritus NKU); Brian Noalnd (President ETSU); Mike Hoff (ETSU Staff Lead). They are taking nominations to populate the Committee for 125 task forces. The task forces are: Academics, Health, Student Success and Experience, Research and Scholarship, Equity and Inclusion, Sustainability. Task forces will meet April through November. In mid-summer, task forces will be asked to submit a report so the new Provost can review them.

Additional Information

- We are looking into giving everyone bonuses for the Spring semester, then a base enhancement for the upcoming academic year. We do not know what the dollar amount will be. The difference in distribution is because funds are from two investment pools, one for Spring and one for July and forward.
- One Year Later: ETSU Responds to COVID-19 article was shared: <https://www.etsu.edu/etsu-news/2021/03-march/etsu-covid-19-response-timeline.php>

**Response to Faculty Senate Report on Recommendations for Revision to Tenure & Promotion Policies
received February 8, 2021**

Dear Colleagues Serving on the Faculty Senate,

Thank you for carefully reviewing the proposed revisions to the University's Tenure and Promotion Policies. In the table below, the Tenure & Promotion Review Committee's response to the recommendations provided in the table below:

Faculty Senate Comment	Tenure & Promotion Policy Review Committee Response
<p>The option to revert to the T&P policy extant at the time of hire is a good change.</p>	<p>Agreed. Thank you for the feedback.</p>
<p>We have serious objections to any proposal to allow academic departments/units to award tenure and promotion to faculty making significant contributions to only one aspect of the university's three-fold mission. This policy could easily lead to a scenario where there is an administrative hire, that person is assigned to a department, and then that person winds up getting tenured and promoted without serious accomplishments as a teacher and scholar. The troubling results could be as follows:</p> <ol style="list-style-type: none"> 1. It could make an administrative job a position for life, even when the current administration is gone, saddling a department with a person of limited usefulness. 2. It undermines the accomplishments of people hired as teachers by blurring the distinction. 3. It complicates the legitimate argument we might have for a talented scholar/researcher who does not do a good job in service. <p>We believe at least a requirement of accomplishment in either teaching or scholarship must be included</p>	<p>Department-level tenure and promotion requirements along with department staffing needs and significant variations in faculty work load leads the committee to leave this portion of the proposed policy unchanged.</p> <p>In addition, the committee has indicated its intention to strike the lines related to administrative positions referenced in the policy: A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure and must qualify for tenure under department or academic unit and university guidelines. Time spent in an administrative position counts toward completion of the probationary period.</p>
<p>All mention of post-tenure review should be removed from the policy.</p> <p>ETSU has a progressive discipline policy and an impaired colleague policy. We do not see anything a post-tenure review policy could accomplish beyond what these policies do. Moreover, a post-tenure review process could have serious negative impacts. It could lead to faculty fatigue for both the reviewed and the reviewing faculty, since a number of colleges already lack adequate staff for a promotion committee for an applicant for professor, and these same faculty would have to do the post-tenure process. Since no detail or context is given which suggests a current purpose for such a policy, and its inclusion leaves open the possibility for future administrative without faculty input, we do not want it included here.</p>	<p>While there was a mention of post-tenure review in the report accompanying the proposed policy revisions, the policies proposed make no mention of post-tenure review. We apologize for the confusion caused by the report.</p>

Faculty Senate Comment	Tenure & Promotion Policy Review Committee Response
<p>We are concerned with prohibiting faculty denied early tenure from reapplying.</p> <p>We don't see any motivation for a rule that somebody who applies for applies for early tenure and is denied be dismissed, rather than being given another opportunity to apply at the regular time. If this changed were implemented, a qualified, deserving person might go up for tenure early, not get it, and be dismissed from ETSU. The policy would penalize qualified faculty who may be of great service to their departments and discourage people with genuine, deserving achievements from pursuing the rewards for their accomplishments outside the regular timetable. Essentially, the result could be exploitation of qualified faculty and can lead to the university's loss.</p>	<p>This comment concerns the following language in the proposed policy:</p> <p><i>If a faculty member wishes to apply for tenure earlier than the completion of five years of the probationary period, he or she must notify the department chair in writing no later than May 15 prior to the fall term in which the application will be made.</i></p> <p><i>A faculty member may apply for tenure only once. An application becomes official in the online tenure and promotion system on September 16. The candidate may withdraw the application at any point in the tenure review process prior to the president's recommendation, but even if it is withdrawn, this constitutes an application.</i></p> <p>This point was considered carefully by members of the Tenure and Promotion Policy Revision Committee both at the time it was discussed before the policy revisions were shared with the campus and after receiving feedback from the Faculty Senate. The committee voted 6-1 to retain the statement about a one-time application for tenure.</p>
<p>We don't understand the motivation for removing the possibility of appealing the president's negative recommendation to the Board of Trustees.</p> <p>Certainly the possibility of "nuisance appeals exists, but this change would also prevent a level of appeal for a worthy argument.</p>	<p>Removal of the appeal to the Board of Trustees was based upon the current Policy on Appeals to the Board of Trustees. After the review of this comment and a review of the comment from Faculty Senate and a review of the Policy on Appeals to the Board, the committee decided not to include the appeal to the Board of Trustees. In addition, the committee inserted language specifically referencing the BOT appeals policy.</p>

Faculty Senate Comment	Tenure & Promotion Policy Review Committee Response
<p>We have reservations about the inclusion of administrators on promotion and tenure committees.</p>	<p>The current Tenure Policy indicates that:</p> <p><i>Department chairs may not serve on such committees [in references to college/school tenure & promotion committees].</i></p> <p>The promotion policy currently includes the following statement about the composition of the University Promotion and Tenure Appeals Committee:</p> <p><i>Deans, department chairs, and other administrative personnel directly involved in college or school-level promotion decisions (such as associate or assistant deans) are excluded from membership on this committee.</i></p> <p>The existing policy on Definition of Faculty and Types of Faculty Appointments includes the following relevant information:</p> <p><i>Employees who hold assistant or associate dean positions and who are in budgeted faculty lines are classified as faculty.</i></p> <p>As a result of this comment, review of existing ETSU policies, and further discussion among the group, the committee decided to refine this section of the proposed tenure & policies to read:</p> <ol style="list-style-type: none"> 3. <i>Academic department chairs cannot serve on tenure committees for the department in which they are employed, but they may serve on departmental committees in a college in which they are not employed.</i> 4. <i>Assistant/associate deans who meet the requirements of faculty as defined in the Policy on Definition of Faculty and Types of Faculty Appointments may serve on departmental committees.</i> <p>Similar language was included in the information related to college/school level committees.</p>

Faculty Senate Comment	Tenure & Promotion Policy Review Committee Response
<p>A department chair should be evaluated for promotion or tenure by their colleagues.</p> <p>The departmental level of review should not be omitted. The policy's wording needs to be clear on this point.</p>	<p>Thank you for this feedback. Current policy is silent on the subject of department chair review. After discussion among the committee based upon this comment, the committee decided to clarify language about department chair review. The new proposed policy language is:</p> <p>Proposed Policy Language – Tenure:</p> <p><i>If a department chair applies for tenure, a department level committee will review the merits of the chair's application as described above. At the conclusion of the departmental review, the chair's application will move directly to the College or School Tenure and Promotion Review Committee. The department chair should not evaluate his/her own application for tenure.</i></p> <p>Proposed Policy Language – Promotion:</p> <p><i>If a department chair applies for promotion, a department level committee will review the merits of the chair's application as described above. At the conclusion of the departmental review, the chair's application will move directly to the College or School Tenure and Promotion Review Committee. The department chair should not evaluate his or her own application for promotion.</i></p>
<p>We recommend inclusion of peer review and not SAI results in the policy guidelines.</p> <p>Abundant research indicates that the SAI is not a good indicator of teaching effectiveness, particularly in service-level positions. Moreover, to cut costs, the administration moved SAIs online, and now only a fraction of our students participate. This proposed T&P change thus puts our teaching record in the hands of the small number of students who decide to invest their time in answering. Accordingly, we have strong reservations about the university's prescribing it be included in the T&P process. The peer review is a more useful criteria, and we recommend relying on it instead. Possibly, a requirement should be included for a peer evaluation done by someone outside the home department.</p>	<p>A few notes:</p> <ul style="list-style-type: none"> • A more thorough review of the literature on Student Evaluations of Teaching (SET as it is commonly referred to in the literature) reveals that the data on the validity and reliability of SET is mixed. Further, nearly all meta-analyses of SET reveal that while these instrument are imperfect, they are often found to be the most valid method of teaching evaluation IF items on the evaluation reflect those elements of the course that a student can directly observe. "Was the instructor organized, were expectations clear, did the instructor provide useful and timely feedback", are examples of items students can observe. "Is the instructor an expert in the field," would not be an item students could evaluate effectively as students are generally not yet experts themselves. • Most research regarding peer review of evaluation of teaching finds it to be the least valid and reliable form of teaching evaluation. <p>After review of this comment and further discussion among the Tenure and Promotion Policy Revision Committee, the committee has agreed to leave the proposed language unchanged. SAIs are not listed in the section of the policy that provides examples of the evidence of quality teaching but includes descriptions of how teaching has improved in response to teaching assessments including peer reviews, SAIs, etc.</p>

Faculty Senate Comment	Tenure & Promotion Policy Review Committee Response
<p>The policy on Termination of Tenure for Curricular Reasons needs to comply with Tennessee Code Annotated.</p>	<p>Mark Fulks, University Counsel, serves on the Tenure & Promotion Policy Review committee. His expertise insures compliance of all aspects of the policy with TN code annotated. Further, a formal legal review will occur before the policies move to the public comment period as stated in the university policy on policy development and administrative rule making:</p> <p><i>University Counsel may designate any University staff member to review the policy for clarity and to ensure consistency with other policies and procedures. The Office of University Counsel will also ensure a legal review of the policy draft is conducted.</i></p>
<p>We think one step of the proposed timeline for termination for adequate cause needs to be amended.</p> <p>The proposal states, "If a faculty member wishes to appeal the hearing committee's decision, he or she must submit an appeal in writing within five calendar days to the president as designee of the board of trustees." However, five calendar days includes weekends, and could amount to just three working days. A longer appeal period is called for.</p>	<p>After review of this comment and further discussion among the Tenure and Promotion Policy Revision Committee, the committee has agreed revise the language to five business days.</p>
<p>Description of faculty ranks may be incomplete.</p>	<p>Thank you for catching this. The policies will be revised to reflect the University Policy on Definition of Faculty and Types of Faculty Appointments.</p>
<p>Should rank in volunteer faculty at QCOM be included?</p>	<p>We do not think so. Volunteer faculty ranks are not included in the University Policy on the Definition of Faculty and Types of Faculty Appointments</p>
<p>The wording about the use of promotion criteria at the various levels must be clear.</p> <p>The policies need to reflect the fact that if a college has departments, the faculty is evaluated based only on departmental and university criteria - there are no additional criteria at the college level. Lack of clarity about the use of criteria at the various levels is likely to lead to appeals.</p>	<p>After review of this comment and further discussion among the Tenure and Promotion Policy Revision Committee, the committee has agreed to make two important changes:</p> <ol style="list-style-type: none"> 1. include a definition of academic unit/academic department in the definitions section of the policy clarifying academic units as subdivisions of colleges (make change – academic unit is either a college with no academic departments or an academic department in a college. Only academic unit and university criteria apply at all levels of review; 2. include a single statement indicating that the academic unit/academic department criteria should be used in the evaluation of candidates at every level of review;
<p>The policy should be called standards rather than guidelines.</p> <p>The term guidelines indicates that they may be deviated from, which we don't think is the case.</p>	<p>After review of this comment and further discussion among the Tenure and Promotion Policy Revision Committee, the committee has agreed to add the word standards to the policy definition; describe the principles, standards, guidelines, and process of faculty promotion/tenure; - some parts of the policy include guidelines, for example the section of the policy regarding criteria for assessing the merit of the candidate includes a number of guidelines which are not prescriptive. The word standard(s) is entirely absent from the proposed tenure policy; the word standards only appears in the section of the proposed promotion policy related to terminal degree requirement: <i>ETSU uses national discipline standards to identify terminal degrees in each discipline.</i></p>

