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Faculty Senate Agendas and Minutes

Agendas and Minutes

11-17-2023

2023 November 27 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

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EAST TENNESSEE STATE UNIVERSITY

Faculty Senate

November 27, 2023, 2:45 p.m. | Culp Forum / Zoom

Faculty Senate Meeting Agenda

1. Celebrations / Good News
2. Introductions of Guests
3. Announcements
4. Guest Speakers
 - a. Dr. Alison Barton, Director, Center for Teaching Excellence
5. Approval of Minutes from October 30, 2023
6. Action Items
7. Information Items
 - a. Proposed resolution on periodic evaluation of administrators
 - b. Proposed resolution on incorporating faculty survey results into annual evaluations of deans and immediate supervisors
 - c. Handbook Committee Update – Stephen Hendrix
 - d. Board of Trustees Report – Steph Frye-Clark
 - e. Reports from University Committees
 - f. Other Items of Discussion from the Floor
 - Future Faculty Senate Officers
8. Old Business
9. New Business
10. Comments from Guests
11. Final Comments/Announcements from Senators
 - a. Watermark Faculty Success update – Ashley Sergiadis
 - b. Faculty Senate Reception at Shelbridge on Wed., November 29th 5:30-7:00pm
12. Adjourn



FACULTY SENATE MINUTES

Meeting Date:	11/27/2023	Time:	14:45-16:30	Location:	Culp/Zoom
Next Meeting:	01/22/2024			Scribe:	Ashley Sergiadis
Present:	Alali, Walid; Beatty, Kate; Blackhart, Ginni; Blevins, Emily; Boa, Jen; Bradshaw, Patrick; Burns, Bracken; Bray, Sheree; Byington, Randy; Carnevale, Teresa; Daniels, Jean; Desjardins, Mathew; Digavalli, Siva; Dunkley, Lisa; Easterday, Mary; Ellis, Jon; Fisher, Stacey; Foreman, Robin Ann; Frye-Clark, Steph; Garris, Bill; Geiger, Matthew; Gentry, Retha; Gray, Jeffrey; Greene, Amy; Hauldren, Kacie; Hemphill, Bill; Hemphill, Jean; Hendrix, Stephen; Herrmann, Andrew; Hounshell, Jonathan; Kim, Sookhyun; Landis, Ryan; Lyons, Reneé; Mackara, Fred; Mamudu, Hadii; McGarry, Theresa; Nivens, Ryan; O'Neil, Kason; Perry, Lisa; Robinson, Meg; Sayers, Adam; Schroder, Laurie; Scott, Dane; Sergiadis, Ashley; Stevens, Alan; Waller, Justin; Uddin, Moin; Walden, Rachel; Weise, Constanze; Yampolsky, Lev; Youngberg, George; Zahner, Matthew				
Absent:	Blackwell, Roger; Chakraborty, Kanishka; Dowling-McClay, KariLynn; Ecay, Thomas; Fiuza, Felipe; Thigpen, Jim; Trogen, Paul;				

Agenda Items

Meeting called to order
1. Celebration / Good News
2. Introduction of Guests
3. Announcements
4. Guest Speakers
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. Celebration / Good News <ul style="list-style-type: none"> 1.1 Blackhart celebrated not working over Thanksgiving break except for reading the campus read, <i>The War for Kindness: Building Empathy in a Fractured World</i>. 1.2 Yampolsky is in Florida teaching marine biology to kids. 1.3 Waller survived a cat attack in an animal shelter. 1.4 Ellis submitted several fiction and nonfiction short stories to literary agents. He went all week without a rejection email.
2. Introduction of Guests <ul style="list-style-type: none"> 2.1 Alison Barton, Director, Center for Teaching Excellence 2.2 Karin Keith, Associate Provost for Faculty
3. Announcements <ul style="list-style-type: none"> 3.1 Faculty Senate Executive Committee is meeting with Provost McCorkle on Friday. Faculty should submit



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questions to the Ask an Admin page no later than tomorrow night.

4. Guest Speakers

4.1. Alison Barton, Director, Center for Teaching Excellence (CTE)

Presentation slides are included as supplementary materials. The following information expands on what is already included in the slides:

- The *Chronicle of Higher Education* ([*What the Public Really Thinks About Higher Education*](#) and [*Americans Value Good Teaching. Do Colleges?*](#)) recently published articles on the perception and state of teaching in higher education. The public highly values good teaching experiences in higher education but has a mediocre opinion of current teaching in higher education. After conducting surveys and classroom observations in a range of universities, researchers found that teaching is middling in higher education. In addition, other research has shown that the number one factor for positive short-term and long-term impacts (such as retention) is good teaching.
- The Center for Teaching Excellence (CTE) fosters equity and success for all students by nurturing excellence in teaching. Their plans include communicating internally and externally about good teaching at ETSU. Externally, they plan on communicating with the public how ETSU values good teaching by developing interest stories to share with the news and sharing information at orientations and campus tours. Internally, they want to support good teaching development (not just good teaching) as part of tenure/promotion requirements as well as annual reviews. They would like evaluations to also include more formative evidence (such as continuous teaching development) rather than just static and summative evidence (e.g., one-time observations). While ETSU has university and college awards for teaching, CTE would like to celebrate teaching achievements and promote great teaching at ETSU throughout the year. They also are seeking external funds to help provide stipends to engaged instructors (like those working on course redesigns).
- Good teaching development includes learning about teaching, seeking feedback, reflecting on new information, adapting instruction, sharing insights, and giving back to the community. CTE offers numerous teaching development services for all instructors including adjuncts and graduate assistants.
 - CTE hosts free events to ETSU instructional faculty including Conference for High-Impact Instructional Practices (CHIIPs) in August and online micro-CHIIPs before the spring semester. Registration is free to ETSU instructional faculty.
 - Workshops are held at Sherrod Library (where CTE is located) and/or specific departments and colleges by request.
 - Learning Communities and Clubs are available to discuss specific topics of interest.
 - During open teaching week, instructors with innovative teaching practices open their classroom for other instructors to watch and reflect on how to improve their own teaching.
 - Trained consultants are available for formal Teaching and Learning Consultants (TLC) or informal Casual Consults. When instructors request a consultation, the process is confidential. For TLCs, there is a pre-meeting to discuss what aspect of teaching the instructor wants to improve. Afterwards, the consultant will come to observe and/or look over the course materials and create suggestions for onward and upward practice. These suggestions only go to the instructor and the CTE for their records. A separate letter is also provided to the instructor that confirms their participation but without the suggestions.
 - CTE staff or affiliates will speak with an instructor's students, providing instructors with suggestions on what is working for the students and what could be adapted to make the classroom even more successful.
 - CTE will provide consultations to help instructors develop and adapt their teaching philosophy, which can be used to show an instructor's growth in their teaching development for evaluations.
 - CTE offers teaching retreats, providing the food, time, space, and community. There are also events to aid in course re-design and incorporate Community Engaged Learning (related to the QEP).
 - CTE can help with instructors wanting to present or publish on the Scholarship of Teaching and Learning, including hosting a dedicated writing group.
 - Affiliates and associates help the CTE deliver their services. Faculty and staff can apply to



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be an affiliate for the academic year. Affiliates agree to do six hours of service work for the CTE. Associates dedicate more time and attend staff meetings. Associates are chosen through a vetted process that comes with an honorarium. CTE currently has two associates and seventeen affiliates.

- CTE offers TED Talks Lunch and Learns (free lunch and discuss a Ted Talk) as well as more social events.

Waller: Does the CTE have tools to eliminate instructor fatigue?

Barton: Dr. Keith and I have discussed this option. It would be a broadening of the CTE's scope but would not be outside of its mission. We had a book club that focused on faculty burnout. We have had a few personnel challenges from keeping us from doing more on that front but we are trying to find ways to support instructors.

Keith: The Office of the Provost plans to support burnout soon.

Fisher: While we can't join the food fun, is there a Zoom option for the Sevierville campus faculty and instructors?

Barton: CTE tries to offer a balance of opportunities. We offer some sessions on Zoom (e.g., several Community Engaged Learning workshops are online and the Four Teaching Essential workshops alternate modalities). CTE has a D2L site for one of their teaching essential workshops, which provides an asynchronous method to complete a workshop on your own time.

Sayers: At the start of the presentation, you mentioned the public perception of university education and teaching. Is there a demographic breakdown of the concept of public? Does it include students or families with direct access to students?

Barton: When the *Chronicle of Higher Education* article broke down the demographics by how much college the person had, the people who hadn't experienced any college yet were the most optimistic about how colleges were doing. Students who only had some experience with teaching seemed to have the most negative experiences with teaching. The majority of ratings tended to fall in the middle.

Yampolsky: What would be CTE's opinion about banning or strongly discouraging the use of PowerPoint slides in classes?

Barton: I'm a fan of PowerPoints but I use them differently than just talking off the PowerPoints. I use PowerPoints to keep me focused, while limiting the number of words and representing a lot with images. I also use them for instructions on activities. I wouldn't ban any kind of instructional support but advise judicious and effective use of those tools.

Blackhart: Do you help people develop collaborations who want to pursue the Scholarship of Teaching and Learning?

Barton: It is my goal for the CTE to be a hub for this type of collaboration. I am working on developing a collaborative project with faculty across campus on alternative grading practices and student outcomes. I hope CTE will become a place where people can seek additional collaborators.

Blackhart: I've read that best practices are to include peer evaluations, student evaluations, and self-evaluations. How much do you know about self-evaluations of teaching? Do you feel they are beneficial?

Barton: That falls under the reflections, so I absolutely think self-evaluations are important. Based on research, peer-evaluations are historically terrible ways to get feedback on teaching because there is too much quid pro quo going on. It is an uncomfortable place to be if you're going to critique your colleague in a way that impacts their career. We are trying to support development of peer evaluations that are helpful and formative (e.g., details of what is going well and suggestions to keep things moving forward) rather than summative (e.g., rubrics).

Blackhart: At the beginning of your presentation, you were talking about how public institutions are middling in terms of teaching. Do you have any sense how ETSU is doing?

Barton: I don't have a comprehensive view. Faculty have survey fatigue so the return rate is low on surveys. We have a student advisory board run by one of our affiliates. We are hearing that there is work needed. We are probably like most institutions – we have some stellar instructors and others who would rather not be teaching and it shows.



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5. Approval of Minutes

Blackhart questioned whether there was an objection to approving the minutes from the 11/13/2023 meeting. **Sergiadis** noted that Senator McGarry submitted corrections.

No Objection: Minutes Approved

6. Action Items

None.

7. Information Items

a. Proposed resolution on periodic evaluation of administrators

Sergiadis: The resolution was created by Lisa Perry, Jean Hemphill, and me as part of a work group to examine ways that faculty could give more input during the evaluations of deans as well as immediate supervisors such as associate deans, assistant deans, directors, and chairs. This resolution looks at the Periodic Review of Administrator policy. During their fourth year in an administrator's position, administrators go through a 360 review. Historically, a survey has been sent to a selection of full-time faculty rather all of them. However, the policy states that all full-time faculty in the college or school should have that option to provide a written evaluation using the periodic evaluation administrator survey. This resolution is a reminder that all full-time faculty should be getting the survey. This resolution will be an action item during the next Faculty Senate meeting.

b. Proposed resolution on incorporating faculty survey results into annual evaluations of deans and immediate supervisors

Sergiadis: The resolution was created by Lisa Perry, Jean Hemphill, and me as part of a work group to examine ways that faculty could give more input during the evaluations of deans as well as our immediate supervisors. This resolution asks that a faculty survey be incorporated into the annual evaluations of deans and immediate supervisors, so they receive feedback from their faculty more than every four years. The resolution asks that the Office of the Provost collaborates with Faculty Senate to create an annual survey that would be distributed to all full-time faculty. Several of our peers already do this, so it wouldn't be out of the norm. This resolution will be an action item during the next faculty senate meeting.

c. Handbook Committee Update – Stephen Hendrix

None.

d. Board of Trustees Report – Steph Frye-Clark

Frye-Clark was unable to attend the last meeting due to being out of town. The budget revision was approved, which included the 4% salary enhancement and increases to minimum wage. President Noland's 5-year contract was also approved.

Blackhart: On a side note, the Blue Cross Blue Shield and Ballad Health reached an agreement, so we can continue to use BCBS at Ballad Health medical facilities.

e. Reports from University Committees

2023 Kevin Mitnick Security Awareness Training

Herrmann: We are about to be audited for security by an outside company. We need about 80-90% participation rate but only have 56%. The training only takes 15 minutes and has good information.

f. Other Items of Discussion from the Floor

Future Faculty Senate Officers

Blackhart: Senators should consider if they would like to run to be a Faculty Senate officer (President, Vice President, Secretary). In our last bylaws approval, we rolled the duties of the treasurer and COO position into the Vice President position. If interested, you can talk to our current officers about the duties and demands of each position. [The Faculty Senate By-Laws provide an overview of each position.](#)

Sayers: How will the academic restructure impact Faculty Senators? Is there a plan in place for that?



DISCUSSIONS	
	<p>Blackhart: The Executive Committee has discussed it informally. We are waiting to have more information before we develop a formal plan. We would still need to do a census to determine how many senators need to serve from each college. If a senator moved from one college to another, then they couldn't represent their previous college anymore.</p>
8. Old Business	None.
9. New Business	None.
10. Comments from Guests	<p>10.1 Keith: There are three academic policies out for public comment: General Education, At-Risk Salary, and Academic Freedom. The Academic Freedom policy is the exact same policy just in a new template. There is a sentence fragment that will be corrected as well as addressing the comments.</p>
11. Final Comments/Announcements from Senators	<p>11.1 Watermark Faculty Success Update – Ashley Sergiadis</p> <p>Sergiadis: Karen Keith and I have been meeting with Information Technology Services and Institutional Research to determine ways to make it easier for faculty who have to enter data into Watermark Faculty Success. In the next few months, we will be doing some testing. During testing, you may have issues with adding and revising data in the Scheduled Teaching, Permanent Data, and Yearly Data screens. We hope to find a way to import course data as well as SAs into Watermark Faculty Success rather than faculty having to manually add them. We also hope to import faculty data that is required for accreditation. Before testing, I will check who might be affected and email those people directly to give them a warning as well.</p> <p>11.2 Faculty Senate Reception at Shelbridge on Wed., November 29th 5:30-7:00 PM</p>
12. Adjourn	<p>Motion to Adjourn: Unknown Second: Unknown Meeting Adjourned</p>

Please notify Senator Ashley Sergiadis (sergiadis@etsu.edu, Faculty Senate Secretary, 2023-2024) of any changes or corrections to the minutes.

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

A RESOLUTION TO ADMINISTER THE PERIODIC EVALUATION OF ADMINISTRATORS SURVEY TO ALL FULL-TIME FACULTY FOR DEANS, ASSOCIATE/ASSISTANT DEANS, DIRECTORS, AND CHAIRS

WHEREAS, the Periodic Review of Administrators Policy states “**The vice president will consult**, at a minimum, with associate/assistant deans, directors, departmental chairs in the college or school served by the dean being reviewed, **all full-time faculty in the college or school**, selected peers and appropriate staff **and will request (but not require) that each provide a written evaluation of the dean using the Periodic Evaluation of Administrators Survey.**”

WHEREAS, the Periodic Review of Administrators Policy states “**associate/assistant deans and directors undergoing periodic review, the dean or administrator will consult**, at a minimum, with college chairs in the college or school served by the associate/assistant dean or director being reviewed, **all full-time faculty in the college or school**, selected peers and appropriate staff **and will request (but not require) that each provide a written evaluation of the associate/assistant dean or director using the Periodic Evaluation of Administrators Survey.**

WHEREAS, the Periodic Review of Administrators Policy states “**the dean will consult**, at a minimum, **with all full-time faculty in the department served by the chair being reviewed** and selected peers and appropriate staff **and request (but not require) that each provide a written evaluation of the department chair using the Periodic Evaluation of Administrators Survey.**”

WHEREAS, historical practice has been inconsistent as to whether all full-time faculty in the department, college, or school are given the opportunity to contribute written evaluations of deans, assistant/associate deans, and chairs through the Periodic Evaluation of Administrators Survey;

BE IT RESOLVED THAT:

The Periodic Evaluation of Administrators Survey shall be made accessible to all full-time faculty members in the respective college or school during the periodic evaluation of deans, associate/assistant deans, directors, and department chairs.

The resolution shall be effective immediately, with the university administration taking prompt action to implement the expanded distribution of the Periodic Evaluation of Administrators Survey in the forthcoming evaluation cycle.

A RESOLUTION TO INTEGRATE FACULTY SURVEY RESULTS IN ANNUAL EVALUATIONS OF DEANS AND IMMEDIATE SUPERVISORS [E.G. DEPARTMENT CHAIRS / ASSOCIATE DEANS]

WHEREAS, peer institutions of East Tennessee State University, including East Carolina University (see [Administrator Survey](#) and [Department Chair Survey](#)), University of Tennessee (Chattanooga) (see [Faculty Rating of Administrators](#)), and Wright State University (see [Review of Administrators](#)), solicit faculty feedback often in the form of surveys as part of the annual evaluations of deans and immediate supervisors of faculty [usually department chairs or associate deans];

WHEREAS, the practice of soliciting feedback from faculty on the performance of deans and immediate supervisors annually fosters a culture of continuous improvement and accountability in academic leadership;

WHEREAS, facilitating faculty feedback on the performance of deans and immediate supervisors serves to enhance communication and expectations between deans and faculty as well as immediate supervisors and faculty, instilling a sense of value in faculty opinions and promoting transparency;

WHEREAS, faculty possess invaluable insights into dimensions of the performance of deans and immediate supervisors, including but not limited to leadership effectiveness, communication skills, decision-making processes, support for faculty development, resource allocation, shared governance, and overall organizational culture, insights that may not be readily apparent to those outside the college or school;

BE IT RESOLVED THAT:

The Office of the Provost at East Tennessee State University shall collaboratively work with the Faculty Senate to develop a survey accessible to all full-time faculty, designed to facilitate constructive input on their deans' and immediate supervisors' [usually Department Chairs or Associate Deans] performance, as well as a timeline for the implementation of the surveys.

The survey shall be distributed annually to all full-time faculty members and the results provided to the aforementioned administrators as an integral component of their annual evaluation process, unless they are undergoing a periodic review during that academic year.

Recognizing the significance of faculty perspectives, the results of the survey will be utilized to inform decision-making processes, reinforce positive aspects of academic leadership, and identify areas for improvement, thereby contributing to the ongoing enhancement of the academic environment at East Tennessee State University.

The Provost's Office and Faculty Senate shall collaborate on mechanisms to ensure the anonymity and confidentiality of survey responses, fostering an environment in which faculty feel secure and encouraged to express their genuine opinions.