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Faculty Senate Agendas and Minutes   Agendas and Minutes

2-5-2024

2024 February 05 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

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EAST TENNESSEE STATE UNIVERSITY

Faculty Senate

February 5, 2024, 2:45 p.m. | Culp Forum / Zoom

Faculty Senate Meeting Agenda

1. Celebrations / Good News

2. Introductions of Guests

3. Announcements

    a. Faculty Senate Retreat (Tuesday, August 20, time TBD) in East Tennessee room

4. Guest Speakers

    a. Dr. Nick Hagemeier, Vice Provost for Research & Chief Research Officer

    b. Dr. David Harker & Dr. Matt Palmatier, General Education Redesign Implementation

5. Approval of Minutes from January 22, 2024

6. Action Items

    a. Proposed resolution on employee tuition reimbursement benefit

7. Information Items

    a. ETSU Marketing and Communication announced that all files stored in Omni CMS for campus web pages that have not been updated in 5 years or more will automatically be removed from Omni campus on July 1, 2024 (this does not apply to photos)

    - The Charles C. Sherrod Library and Archives of Appalachia recommend using Digital Commons@ETSU when you need to preserve and publicly share University documents that do not need to be updated regularly. Find out more information at: https://libraries.etsu.edu/research/digilib/university-archives

    b. ETSU ITS will transfer all files currently stored on ETSU Q: drives (used for individual faculty and staff) to your ETSU OneDrive for Business folder the week of Monday, March 11

    c. Handbook Committee Update – Stephen Hendrix

    d. Board of Trustees Report – Steph Frye-Clark

    e. Department Chair Search Policy Review Workgroup – Bill Hemphill

    f. Updates from Provost's Workgroups

    - Courses & Curriculum

    - Tenure & Promotion

- Faculty Workload, Appointments, Credentials, & Evaluation, etc.

    g. Reports from other University Committees

    h. Other Items of Discussion from the Floor

- Discussion about safety concerns and campus disruptions when outside speakers and events are brought to campus

8. Old Business

9. New Business

10. Comments from Guests

11. Final Comments/Announcements from Senators

12. Adjourn

FACULTY SENATE MINUTES

Meeting Date:	02/05/2024	Time:	14:45-16:30	Location:	Culp/Zoom
Next Meeting:	02/19/2024			Scribe:	Ashley Sergiadis
Present:	Alali, Walid; Beatty, Kate; Blackhart, Ginni; Blackwell, Roger; Blevins, Emily; Boa, Jen; Bradshaw, Patrick; Bray, Sheree; Carnevale, Teresa; Chakraborty, Kanishka; Daniels, Jean; Desjardins, Mathew; Dowling-McClay, KariLynn; Dunkley, Lisa; Easterday, Mary; Ecay, Thomas; Ellis, Jon; Fisher, Stacey; Fiuza, Felipe; Foreman, Robin Ann; Frye-Clark, Steph; Fuks, Aleksandr; Garris, Bill; Geiger, Matthew; Greene, Amy; Hemphill, Bill; Hemphill, Jean; Hendrix, Stephen; Herrmann, Andrew; Hounshell, Jonathan; Landis, Ryan; Lyons, Reneé; Mackara, Fred; Mamudu, Hadii; McGarry, Theresa; Nivens, Ryan; O'Neil, Kason; Perry, Lisa; Robinson, Meg; Sayers, Adam; Scott, Dane; Sergiadis, Ashley; Stevens, Alan; Thigpen, Jim; Trogen, Paul; Uddin, Moin; Waller, Justin; Walden, Rachel; Weise, Constanze; Yampolsky, Lev; Youngberg, George; Zahner, Matthew				
Absent:	Burns, Bracken; Byington, Randy; Digavalli, Siva; Gentry, Retha; Hauldren, Kacie; Schroder, Laurie;				

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

   1.1 **Waller** and **Geiger**: The ETSU Wind Ensemble performed at the East Tennessee School Band & Orchestra Association.

2. Introduction of Guests

   2.1 Dr. Nick Hagemeier, Vice Provost for Research & Chief Research Officer

   2.2 Dr. David Harker, Dr. Matt Palmatier, and Dr. Sharon McGee, General Education Redesign Implementation

3. Announcements

   3.1 Faculty Senate Retreat (Tuesday, August 20) will be in East Tennessee Room.

   3.2 The next Executive Committee Meeting with Provost McCorkle will be on Monday February 12th. Please

DISCUSSIONS

submit questions no later than Wednesday, February 7th.

3.3 The next Executive Committee Meeting with Provost McCorkle will be on Friday February 9th. Please submit questions no later than Tuesday, February 6th.

4. Guest Speakers

4.1 Dr. Nick Hagemeier, Vice Provost for Research & Chief Research Officer
Presentation slides are submitted as supplementary materials. The following information provides context that may not be readily evident in the slides.

- Misty Underwood (Grants & Contracts Specialist) and Mark Moeller (Grants & Contracts Specialists) are two new employees. Previously, the only grants and contracts specialist was Cynthia Hardin. They removed two positions (e.g., administrative assistant) in order to reallocate funds towards grants and contract specialists.
- OVPR can help faculty with the pre-award experience. Once grants are awarded, then faculty will deal with Grants Accounting and Business and Finance.
- OVPR includes research compliance in which they monitor human subjects research and includes the Human Research Protection Program, the Biosafety Committee, the Institutional Animal Care and Use Committee, etc.
- OVPR works on partnerships such as with Ballad Health and their Vice President of Research Operations (Quincy Byrdsong).
- ETSU's external funding for FY23 was close to FY22. FY21 was higher when counting CARES money. In FY23, ETSU had 279 funding requests for external funding and received 232 monetary awards. (There is a lag, so this doesn't mean that ETSU had 232 out of 279 requests funded.) Our external funding is more service-based than research-based.
- Research funds are tracked by the Higher Education Research & Development (HERD) survey. Only research-based awards are included in the HERD survey. The HERD survey also considers university funds that are used to promote research (lab expenses), which have not been historically captured at ETSU. Capturing this number has led to our HERD rating increasing. Hagemeier is also investigating the percent effort that faculty spend doing research to incorporate those metrics into the next HERD survey. HERD has a broad definition of scholarship and creative activity that just being hypothesis-driven research.
- The primary driver of being a premier R2 research university is based on the Higher Education Research & Development (HERD) survey and rating. It should be noted that R1 and R2 designation can change as requirements change. This status is based on a three-year average. The new standards would make ETSU closer to an R1, as it requires that institutions spend at least $50 million on research & development and produce at least 70 research doctorates. (ETSU is around 130-140 doctorates.)
- Based on the current 2024 budget, the office may need to use research support funds to cover all their expenses. Many of the dollars that come into OVPR go back out to the faculty (e.g., start-ups).
- The Research Development Committee (RDC grants) was rebranded as the Research Funding Program.
- The Trail Guide Research Mentorship Program provides support for faculty learning to write grants.
- Steven Abel from Purdue came to talk about the scholarship of engagement and its incorporation into the promotion and tenure criteria. This aligns with our Quality Enhancement Plan.
- Nick Hagemeier is on the Strategic Resource Alignment Advisory Committee. He is concerned about the topic of research in a decentralized budget. Right now, we only go by student credit hours.
- ETSU needs to be able to cover compliance fees to be competitive in federal awards (which could be up to $400,000 per institution).
- Contact Nick Hagemeier if you want to receive the Research Digest.

Sayers: In the HERD graph, what causes institutions to increase dramatically?
Hagemeier: Increases in the graph may be due to partnerships with industry (e.g., Wichita State has an aviation partnership with Boeing).
Sayers: In the HERD graph, what causes some institutions to decrease?
Hagemeier: I am not certain about Wright State. Arkansas State is no longer prioritizing research, which

may be due to leadership change.

Unknown: Are you now fully staffed?
Hagemeier: We have no open positions. However, we recently had our administrative assistant position become vacant. We are looking at the position to see if we have different needs. For example, we could elevate the position, offer more money, and expand the duties to education and compliance.

Weise: If we hit the R1 designation, will we get more federal funding?
Hagemeier: No.

Dunkley: Can you go over the options that replace the RDC grant again?
Hagemeier: The RDC grants have been replaced by the research funding program. There's a max of $15,000 or $20,000 with a collaborator. The University Research Council evaluates the proposals. The council uses three metrics for evaluation: external funding, institutional reputation, and missional impact (e.g., how is the work going to positively impact the reputation of the university). It doesn't have to check all of these metrics to be funded. You do not have to request the full amount. Projects that request less funds will be considered.
Zahner: Will not requesting the maximum budget affect the fundability of the grant?
Hagemeier: It does not. Your fundability will be affected if you are over asking or if your budget is not well-justified.
Herrmann: Last year, it was really competitive with many different proposals. All sorts of projects were funded: big and small, creative activities and sciences, etc.
Beatty: Is there an offset with the creative activities in the College of Arts and Sciences? I sit in the federal and foundation funded areas. Areas that are really important to the university may not be as fundable for that kind of work but they are critical. How does that balance?
Hagemeier: There is not a specific amount that we base it on. The criteria is based on how good a job the person(s) does justifying against those three evaluation criteria. Last year, we had projects with no likelihood of getting externally funded that were selected because they were solid projects. The Scholarship and Creative Activity funding index (currently $30,000) was also established by the College of Arts and Sciences to help support those projects. In the past, the Office of Research had a first-come, first-serve travel fund. We didn't know if we were funding the best projects. We are trying to focus on funding folks that are making really good decisions.
Geiger: In our area, one issue is knowing about the opportunities and deadlines. Could faculty be automatically enrolled in the Research Digest? Would that be annoying to others?
Hagemeier: Yes, I think I could do that. I was avoiding sending people emails that they don't want. The Associate Deans of Research and the Scholarship and Creative Activity should be sharing these messages as well.
Yampolsky: Why is there such a long turnaround time for the RDC, 1.5 years longer than major federal grants? If I read the announcement correctly, there is a deadline soon and the funding starts in the summer of 2025.
Hagemeier: No, that's not correct. The funding would start this summer 2024. It should also be noted that recipients get 15 months to spend those dollars. For some, one year is not enough and it takes a while to get accounts set up.
Beatty: As this program is evolving, it may be helpful to highlight the diversity of projects you are funding. Folks might not think that they meet the criteria and wouldn't get funded. Do you have a page with a list of awarded projects?
Hagemeier: We announced it but I'm not sure if we added it on the website. We can do that.
Youngberg: What percent of the applications receive funding?
Hagemeier: I want to say it was low twenties.

McGarry: Did you say that in order to figure out how much we spend on research, you need to take how much you pay us and figure out how much of our time goes to research?
Hagemeier: That's right, it's something we've never done for HERD reporting.
McGarry: As far as I know, everyone makes up those numbers wildly.
Hagemeier: For FY23, we used Watermark to find the percentages for research. If that number was approved by your chair, then that gives us the certification we need to include that in the HERD.
McGarry: Does Watermark help you in any other way?

Hagemeier: We're not using it for any other data yet. There are probably ways that we could summarize publications and creative activity but we just haven't done it.

Sergiadis: I can speak on Watermark Faculty Success. I've worked with an Associate Dean of Research on reviewing data in Watermark. A few department chairs have asked me for the number of scholarly activities, and I have downloaded that Excel spreadsheet for them. Department Chairs have access to that data. Watermark created a new dashboard for research, and I'm working on getting access to that for Associate Deans of Research and others. It will say the number of publications, then when you click on the number, you can dig more into the data. I've been focused on getting faculty data into Watermark so faculty don't need to manually add their data as much. I hope to focus on educating people on the reporting side of Watermark later.

Frye-Clark: In regards to the percentages, I hesitate to say that I'm spending more than 20% of research even if I am because that is not what I'm contracted to do. If you are working more than a 40-hour week, how do you quantify that?

Hagemeier: It is hard to do. I think that if I'm hearing you right, it's probably underreported.

Frye-Clark: Yes, it is probably underreported particularly in the arts. I know what my load is supposed to be, I don't want to inflate the numbers.

Hagemeier: We want to report with integrity – as much integrity as you can have when you're relying on people. It is especially important not to inflate the numbers for the HERD survey. We have left it up to the faculty to determine whether to take the percentage based on the 37.5-hour work week or the actual number of hours that you work.

Blackhart: It varies across departments.

Geiger: When I have calculated the percentages, it ends up changing from 60/20/20 to 50/37/20 when working longer hours like an 80-hour week. The number is hard to validate.

Hagemeier: It's imperfect and we're trying to figure out a way to pull data we already have rather than making another ask for faculty.

2.2   Dr. David Harker, Dr. Matt Palmatier. Dr. Sharon McGee, General Education Redesign Implementation
   Presentation slides are submitted as supplementary materials. The following information provides context that may not be readily evident in the slides.

- "Compass: East Tennessee State University" is the brand for general education. Compass is a tool for navigation purposes that helps people get where they need to be by finding the route that works best for you.
- Visit the General Education Redesign website to view the final recommendation report submitted to the Provost. The final report outlines one version with one decision point, whether to have a First year Experience course or an Oral Communication course in the general education curriculum.
- The final recommendation is competency-based (students acquire six competencies as a result of general education), transparent (students understand the importance of these courses), and flexible (students have more choices and pathways), and it utilizes high-impact teaching practices. It has the same number of credits as we have now.
- Departments can propose courses that might fit into more than one category. The categories align with the six competencies, with some categories aligning with more than one competency.
- Four liaisons in the College of Arts and Sciences will be available to help with the implementation process.
- In the Curriculog proposal forms, the originator will have a textbox to justify general education categories. For the justification of categories, the form can be used to explain how the course aligns with the competencies (similar to learning outcomes). It will also ask how the course aligns with assessment dimensions based on the competency/learning outcome. This assessment is about course design and what happens in that course.
- In the Curriculog proposal forms, the originator must explain the high impact teaching practices used in the course. GEAC understands that different sections of the same course may use different high impact teaching practices. This can be explained in the form. The Center for Teaching Excellence has a toolkit with great information on high impact teaching practices.
- In the Curriculog proposal form, the originator also needs to describe the assignment(s) within the course to evaluate whether students are achieving the outcomes in the justification. Part of the motivation is that the team wants to gather data to understand if students are achieving the competencies. This is required by SACSCOC. Therefore, the data from the assignment needs to be

digitally accessible to the assessment team. The implementation team will be creating rubrics that will help emphasize the idea that we are trying to build certain competencies.
- The final recommendation report also includes suggestions beyond the scope of general education such as the regularization of adjuncts, course sizes, etc. that may be of interest to Faculty Sente and departments.

Blackhart: Will the website have more resources aside from the report? Is the implementation team planning on providing some resources for faculty and departments as they go through the current courses' reaffirmations and new course approvals?
Harker: We are working with the Office of Marketing and Communication to create the site that will be in part student facing. (Examples: What are your choices? Why is it important?)
Palmatier: Right now, we're pushing for all the people who are submitting proposals to make sure they have all the resources they need. We're coming up with resources like guidelines for submitting their course.

Desjardins: We have three courses that need to be reaffirmed. What are the immediate next steps?
McGee: You can reach out to David Harker and Matt Palmatier.
Harker: After general education renewal is approved, you will need to complete the Curriculog form.
Palmatier: We have liaisons for the College of Arts and Sciences. We were trying to get a liaison outside of the College of Arts and Sciences. I don't know where that stands yet.

Geiger: When you are talking about a course fitting into dual categories, is there a clear delineation for those reaffirming a course? For example, should someone submit the "History of Rock n Roll" into Cultivating Artistic Awareness and History?
Harker: Part of it is whether the course meets the dimensions in the appropriate category. For SACS accreditation, if you are teaching a course that is meeting the history category then the instructor has to have taken a certain number of graduate level courses in that area. Beyond that, it is a GEAC decision to what the expectations are beyond the dimensions.

Weise: Can you confirm that the three hours of required history will be under the HIST listing and offered by the History Department? Will all history classes need to be reviewed and vetted by the history department to ensure that all history courses meet that discipline's professional standards and best practices?
Harker: That would be a GEAC question. Our charge was to redesign curriculum but not to decide what courses would be approved. Courses under the General Education category "History" could be taught by a different department. History classes are reviewed by the General Education Advisory Committee.
Palmatier: Approval also goes through department chairs and deans first. If the dean has a concern about a history course not being history, then the dean could kick it back before it goes to GEAC.

Weise: Is it correct to assume that only 1xxx/2xxx courses can be used in the Gen Ed Core?
Harker: It seems very conceivable with our proposal that other courses could be included. If the course requires prerequisites, then students would need those prerequisites before taking the course. I think it's an advantage of the general education curriculum that a student might take a 2000 level history course to satisfy the history sub-category and discover that they like it a lot to learn something or discover that there's a 3000 or 4000 level course that only requires maybe one prerequisite and perhaps take that to satisfy another channel.

McGarry: How are you going to update the advisors?
Harker: We have met with the advisors. We agreed to keep the lines of communication open. And we're going to do our best to answer their questions. A lot of their questions were technical concerns on how it appears in DegreeWorks. Advisors are very much on our radar.

5. Approval of Minutes

Blackhart questioned whether there was an objection to approving the minutes from the 01/22/2024 meeting.
Sergiadis noted that Senator McGarry submitted corrections.

DISCUSSIONS

No Objection: Minutes Approved

6. Action Items
   6.1 Proposed resolution on employee tuition reimbursement benefit

   Desjardins made a motion to adopt the resolution. **Geiger** seconded**. Motion to adopt the resolution passed.**

7. Information Items

   a. ETSU Marketing and Communication announced that all files stored in Omni CMS for campus web pages that have not been updated in 5 years or more will automatically be removed from Omni campus on July 1, 2024 (this does not apply to photos).
      o The Charles C. Sherrod Library and Archives of Appalachia recommend using Digital Commons@ETSU when you need to preserve and publicly share University documents that do not need to be updated regularly. Find out more information at: https://libraries.etsu.edu/research/digilib/university-archives

   Sergiadis: Sherrod Library and Archives of Appalachia use Digital Commons@ETSU to preserve and publicly share university documents such as meeting minutes, newsletters, magazines, etc. My area of the library already uploaded Faculty Senate minutes into Digital Commons@ETSU. We did the same with Staff Senate. It is really important to add these sorts of documents into a repository like Digital Commons@ETSU (instead of university websites) in which the library is responsible for ensuring that those files are preserved. I have been seen instances when documents have been lost due to universities's changing websites. University Marketing Communications and Information Technology Services are both supportive of this solution.

   b. ETSU ITS will transfer all files currently stored on ETSU Q: drives (used for individual faculty and staff) to your ETSU OneDrive for Business folder the week of Monday, March 11. They are not converting S: drives at this time.
   McGarry: Will they keep the file structure?
   Blackhart: You would want to contact ITS to confirm. I think that is the goal.

   c. Handbook Committee Update – Stephen Hendrix
      None.

   d. Board of Trustees Report – Steph Frye-Clark
      None.

   e. Department Chair Search Policy Review Workgroup – Bill Hemphill
      None.

   f. Updates from Provost's Workgroups
      • Courses & Curriculum: None.
      • Tenure & Promotion: They met in December to go over the charge with another meeting scheduled for February 16.
      • Faculty Workload, Appointments, Credentials, & Evaluation, etc.: They have received the charge with another meeting scheduled for February 15.

   g. Reports from other University Committees
      None.

   h. Other Items of Discussion from the Floor

      Discussion about safety concerns and campus disruptions when outside speakers and events are brought to campus (Blackhart)
      Turning Point USA (student group) is bringing Kyle Rittenhouse to campus on February 8. ETSU cannot

legally move these speakers off-campus. However, faculty have expressed concerns about safety and disruptions to education to the students. The Faculty Senate Executive Committee will bring this up to President Noland and Provost McCorkle. There have been issues with students not being able to get to their classes and faculty not being able to get to their labs and offices. They've since moved the event from Brown Hall to the Brinkley Center. This required courses in the Brinkley Center to be moved to other areas.

Desjardins: Why are we not using anon-academic building?
Frye-Clark: There were issues with the ability to provide adequate security in the Culp for these types of events.

Geiger: Will there be security for students leaving classes from the Martin Center?
Keith: There is a very detailed security plan in place. They are closing the street behind the Martin Center after 4:00. Security will also be checking the area in front of the parking garage.

8. Old Business
   None.

9. New Business
   None.

10. Comments from Guest

   10.1 **Keith**. There are several events as part of the Festival Ideas: February 27th (Mitch Albom), February 28th (*War for Kindness* discussion), February 29th (Piper Kerman).

   10.2 **Keith**: We are reviewing policies right now as it is part of a rotating cycle. We review policies every five years.

11. Final Comments/Announcements from Senators
   None.

12. Adjourn

   Motion to Adjourn: Unknown
   Second: Unknown
   Meeting Adjourned

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.

Office of the Vice Provost for Research – Faculty Senate Update

Nick Hagemeier, PharmD, PhD

Vice Provost for Research and Chief Research Officer

February 5, 2024

Agenda

1. Office Update
2. Metrics & Highlights
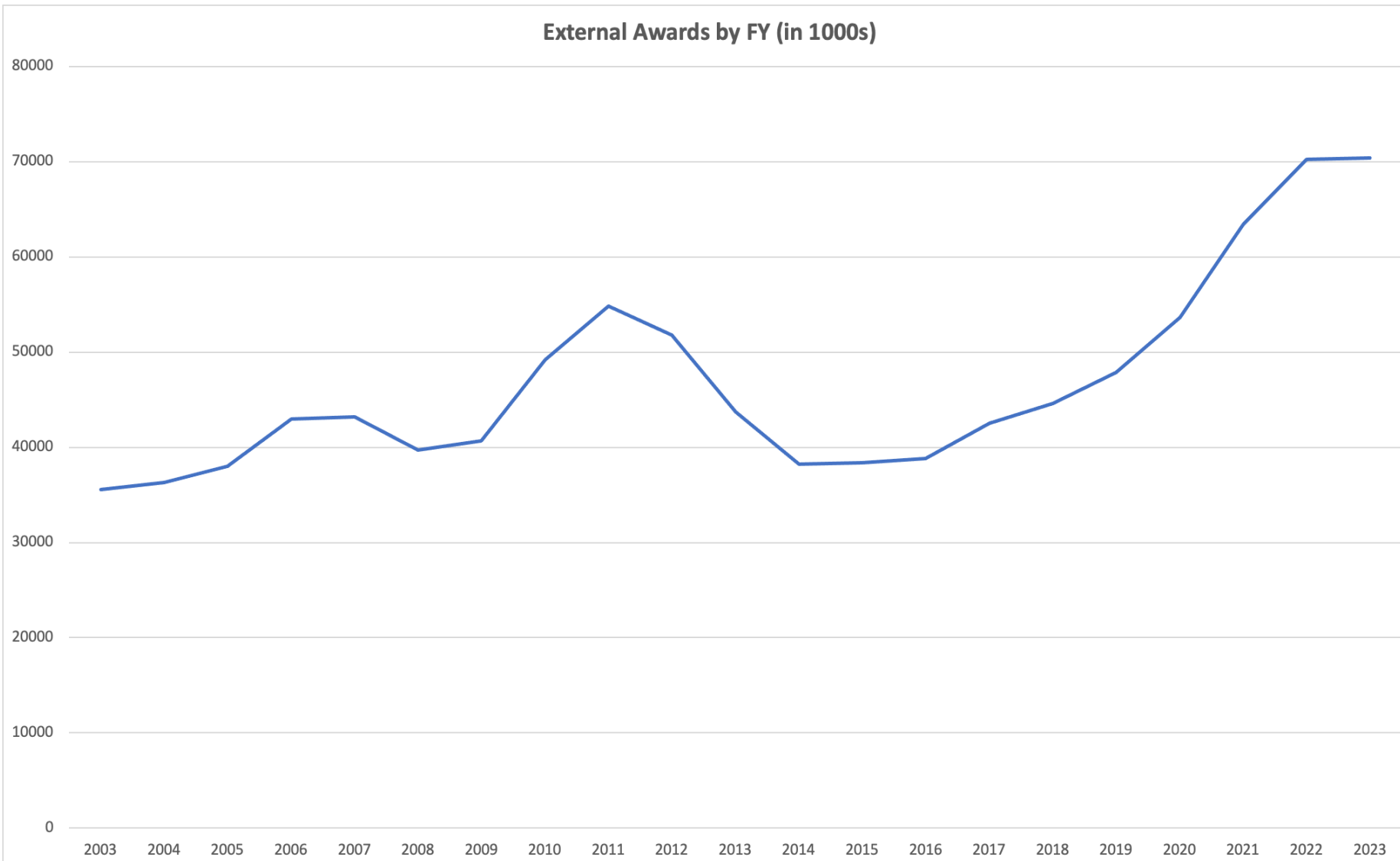3. Budget
4. Visioning

OVPR Responsibilities

- Research Development
  - Internal Funding
  - Start-up Funding
  - Programming
- Research Administration
- Research Compliance
- Research Misconduct
- Research Partnerships
- IP Disclosures
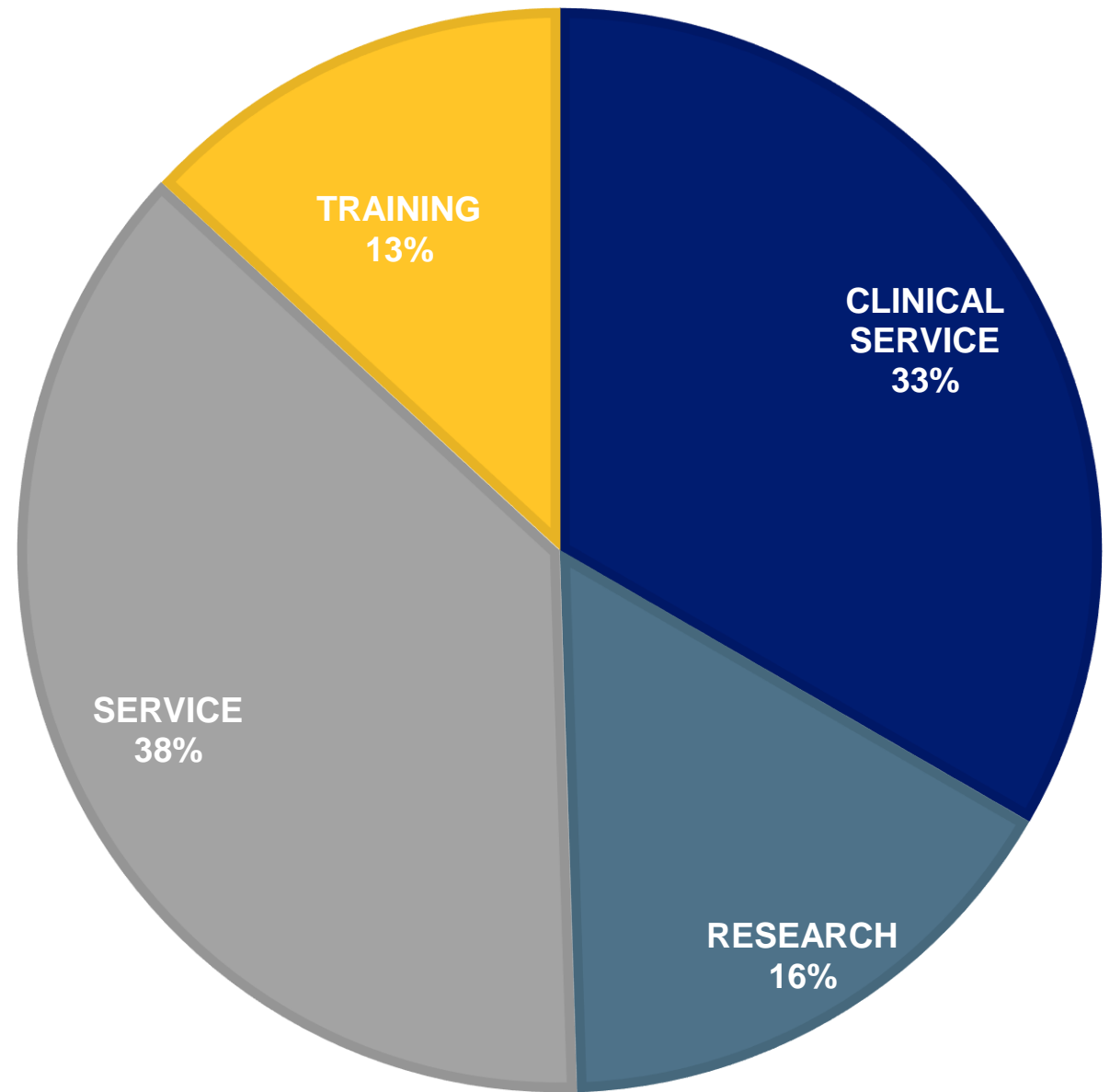- Center for Community Outreach

External Funding – FY23

External Awards by FY (in 1000s)

- $70.4M total
- $16.4M federal awards
- 232 monetary awards
- $165M sought
- 279 funding requests

Awards by Type

TRAINING
13%

CLINICAL
SERVICE
33%

SERVICE
38%

RESEARCH
16%

EAST TENNESSEE STATE UNIVERSITY

ETSU COMMITTEE FOR 125
CHAPTER II

Research and Scholarship Task Force: ETSU is recognized, through funding and program rankings, as one of the premier R2 research universities in the nation.
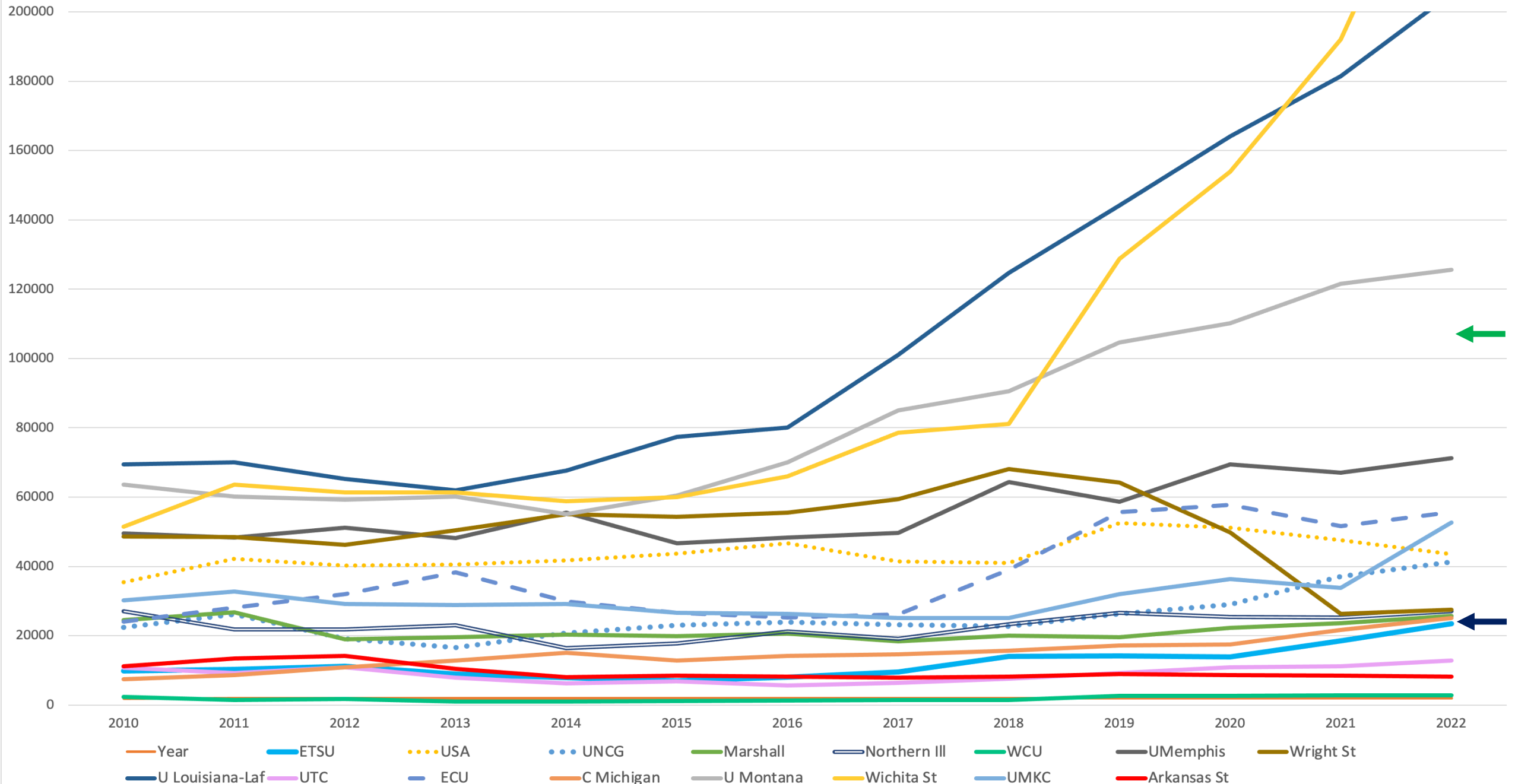
Higher Education Research & Development (HERD) Survey

- Conducted by NSF annually

- R&D expenditures explicitly defined

- All institutions with $150K+ in R&D expenditures ranked
  - 1 = Johns Hopkins University ($3.4B)
  - 637 = U. of Charleston ($217K)

- Captures federal, <u>institutional</u>, state/local government, business, nonprofit, other R&D expenditures

- FY22 rankings released in late 2023

R&D Expenditures - University Peers (HERD) FY2010-2022
(Dollars in 1000s)

Legend: Year, ETSU, USA, UNCG, Marshall, Northern Ill, WCU, UMemphis, Wright St, U Louisiana-Laf, UTC, ECU, C Michigan, U Montana, Wichita St, UMKC, Arkansas St

CARNEGIE CLASSIFICATIONS TO MAKE MAJOR CHANGES IN HOW COLLEGES AND UNIVERSITIES ARE GROUPED AND RECOGNIZED, SET CLEAR THRESHOLD FOR HIGHEST LEVEL OF RESEARCH

November 01, 2023

Research 1: Very High Spending and Doctorate Production

On average in a single year, these institutions spend at least $50 million on research & development and produce at least 70 research doctorates.

Research 2: High Spending and Doctorate Production

On average in a single year, these institutions spend at least $5 million on research & development and produce at least 20 research doctorates.

https://carnegieclassifications.acenet.edu/carnegie-classification/research-designations/

R&D Expenditures - University Peers (HERD) FY2010-2022
(Dollars in 1000s)
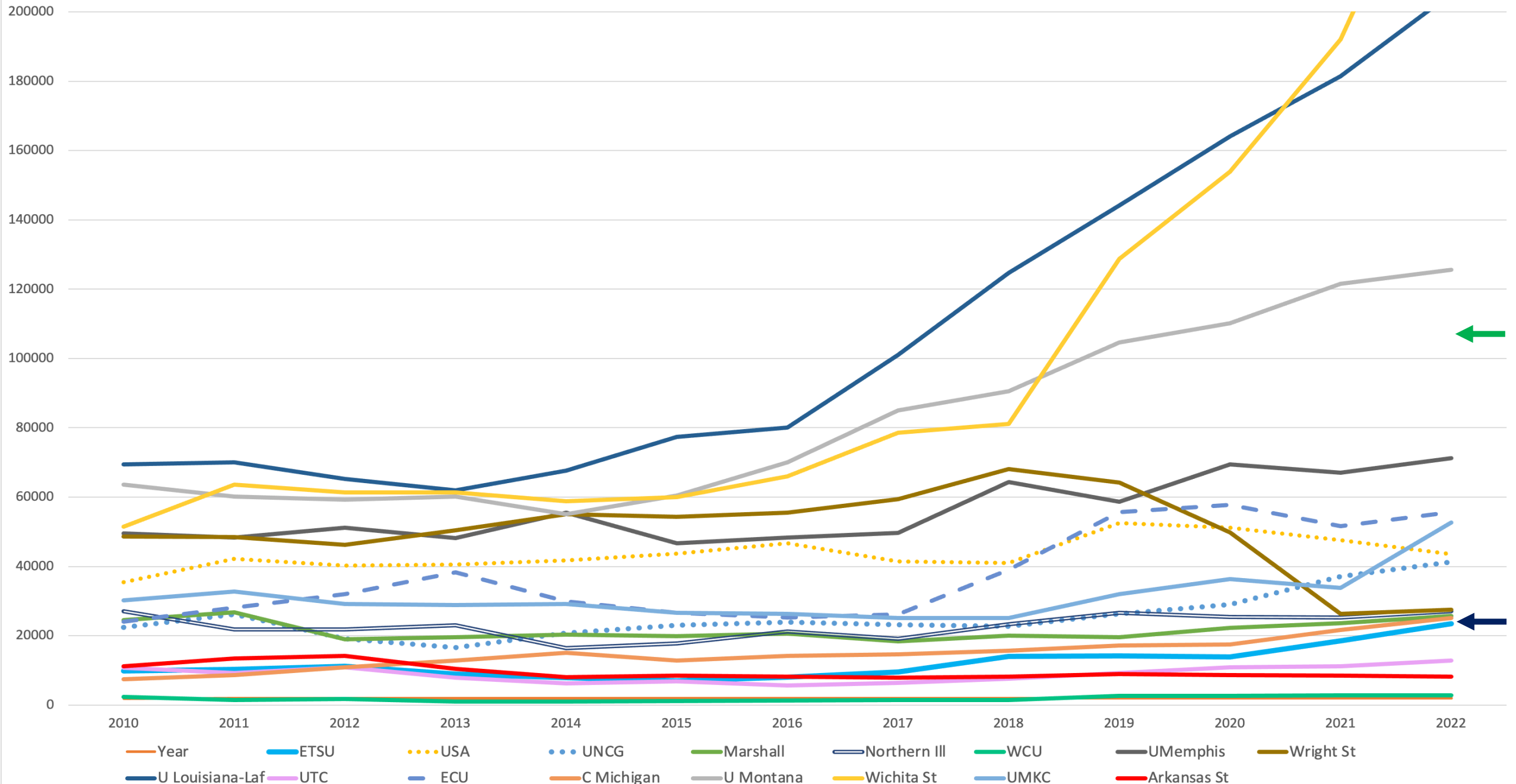
FY24 Budget

- FY24 State budget (Main + QCOM) = $1,220,620

- FY24 Funding (State + VA + Central + IDCR) = $2,145,573

- Anticipated FY24 Actuals = $2,368,264
  - ~$710,000 supports start-ups, internal funding, and research development programming

OVPR EXPENSES BY CATEGORY - FY24

■ Personnel ■ Operating ■ Software/Compliance ■ Faculty Support

30%
62%
5%
3%
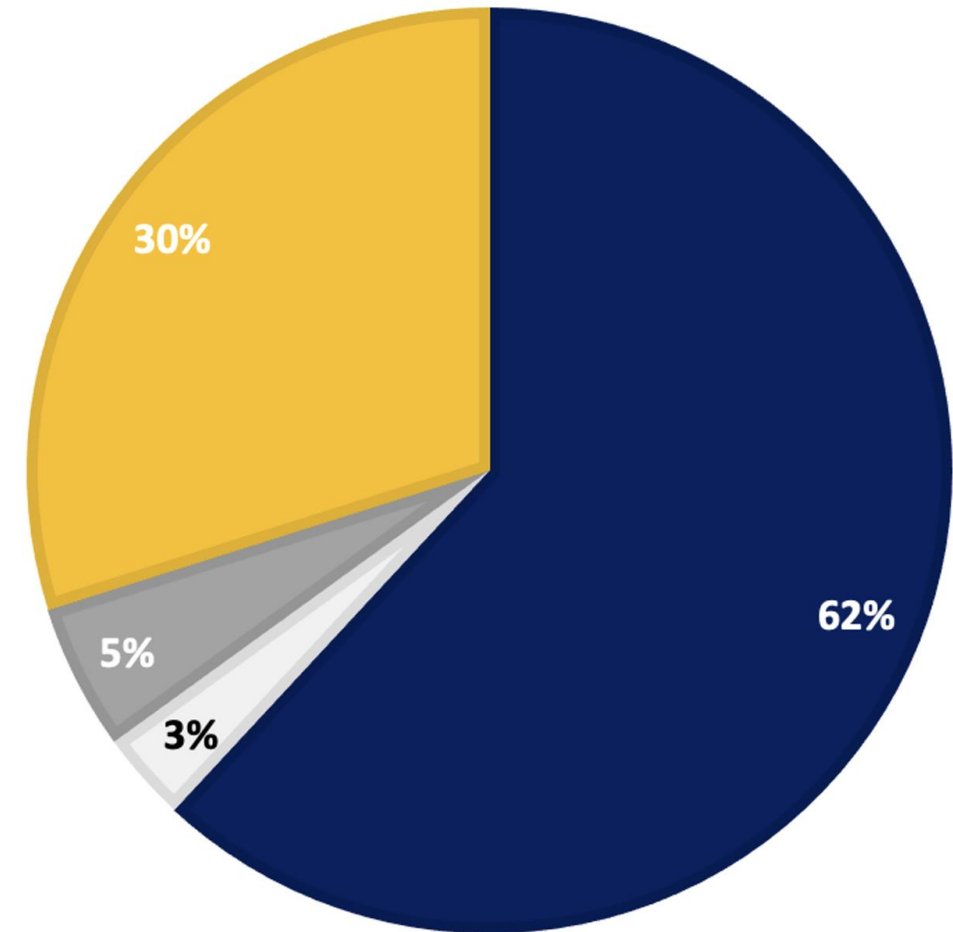
Research Development Initiatives

- Research Funding Program – 10 awards for FY24
- Trail Guide Research Mentorship Program – 20 mentees
- Scholarship and Creative Activity funding – $30K
- Hanover Research – proposal reviews and training
- New faculty 3MM event – 12 presenters
- Scholarship of engagement – QEP alignment

OVPR Initiatives

- People
- HERD reporting
- Pre-award to post-award optimization
- Strategic Resource Alignment Advisory Committee
- Compliance
- ASRF/Boland visioning
- Communication

mediocrity   *excellence*

continuum of missional quality

Teaching
Research
Engagement

OVPR Faculty Senate Update February 2024

Nick Hagemeier, PharmD, PhD

Vice Provost for Research and Chief Research Officer

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423-439-6047

COMPASS
EAST TENNESSEE STATE UNIVERSITY

FYE version

STRENGTHENING FOUNDATIONS (15-16)
First-Year Experience (3) Written Composition (6) Quantitative Reasoning (3-4) Critical Thinking (3)
UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)
Natural Sciences (at least 4) Social/Behavioral Sciences (at least 3)
EXPLORING CONNECTIONS (9)
History (at least 3) Humanities outside of History (at least 3)
CULTIVATING ARTISTIC AWARENESS (3)
GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

Oral Communication version

STRENGTHENING FOUNDATIONS (15-16)
Written Composition (6) Quantitative Reasoning (3-4) **Oral Communication (3)** Critical Thinking (3)
UNDERSTANDING NATURAL AND SOCIAL WORLDS (10-11)
Natural Sciences (at least 4) Social/Behavioral Sciences (at least 3)
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History (at least 3) Humanities outside of History (at least 3)
CULTIVATING ARTISTIC AWARENESS (3)
GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

FYE version

Oral Communication version

STRENGTHENING FOUNDATIONS (15-16)

First-Year Experience (3)
Written Composition (6)
Quantitative Reasoning (3-4)
Critical Thinking (3)

**UNDERSTANDING NATURAL AN...
WORLDS (10-11)**

Natural Sciences (at least 4)
Social/Behavioral Sciences (at least 3)

EXPLORING CONNECTIONS (9)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING ARTISTIC AWARENESS (3)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

STRENGTHENING FOUNDATIONS (15-16)

Written Composition (6)
(3-4)

...TURAL AND SOCIAL...

...ences (at least 3)

EXPLORING CONNECTIONS (9)

History (at least 3)
Humanities outside of History (at least 3)

CULTIVATING ARTISTIC AWARENESS (3)

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN (3-4)

COMPETENCY-BASED
TRANSPARENT
FLEXIBLE
UTILIZES HITPs

FYE version

Oral Communication version

STRENGTHENING FOUNDATIONS (15-16)

First-Year Experience (3)
Written Composition (6)
Quantitative
Critical Th

STRENGTHENING FOUNDATIONS (15-16)

Written Composition (6)

UNDERSTANDING WORLDS

Natural Sci
Social/Beh

COMPETENCY-BASED
TRANSPARENT
FLEXIBLE
UTILIZES HIGH-IMPACT TEACHING PRACTICES

...ences (at least 3)

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THE SIX COMPETENCIES

THINK CRITICALLY

COMMUNICATE EFFECTIVELY

UNDERSTAND NATURAL AND SOCIAL WORLDS

CULTIVATE ARTISTIC AWARENESS

COLLABORATE AND BUILD COMMUNITY

GROW AS A RESPONSIBLE AND PRODUCTIVE CITIZEN

FIRST-YEAR EXPERIENCE?

WRITING COMPOSITION (plus ORAL?)

QUANTITATIVE REASONING

CRITICAL THINKING

NATURAL SCIENCES

SOCIAL SCIENCES

HISTORY

HUMANITIES (outside History)

CULTIVATING ARTISTIC AWARENESS

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN

GENERAL EDUCATION CATEGORIES
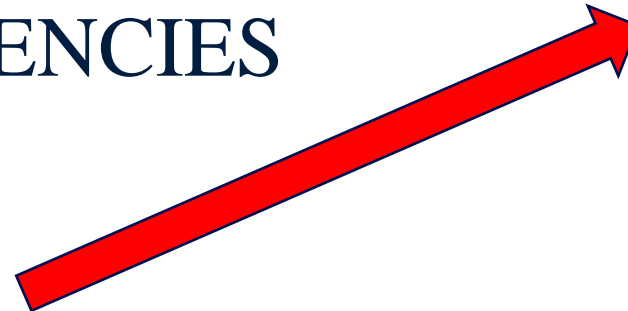
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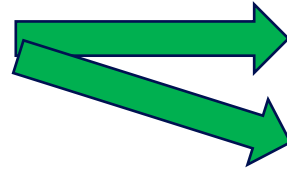
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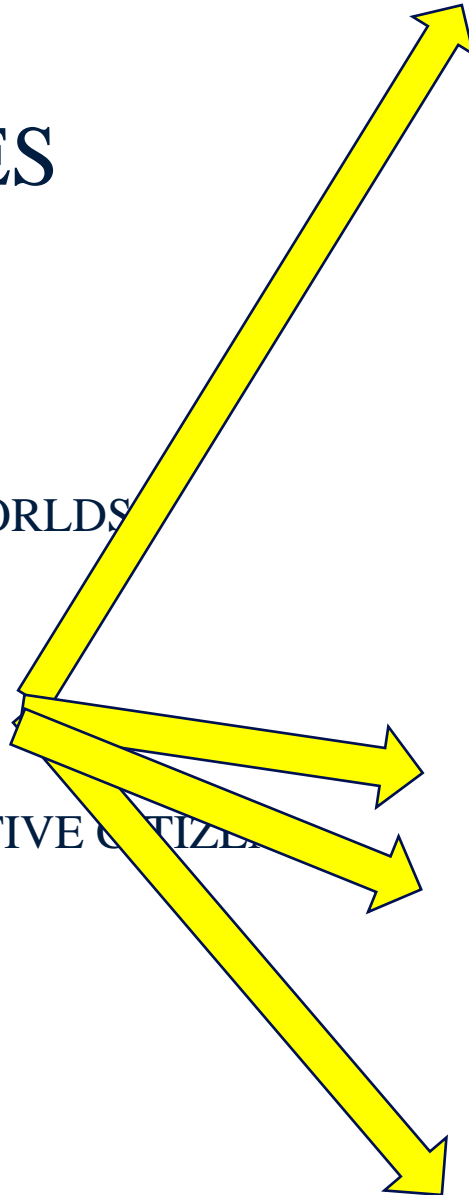
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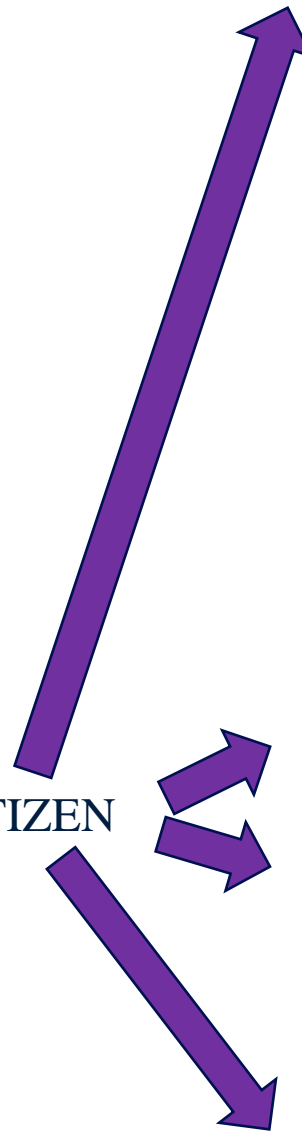
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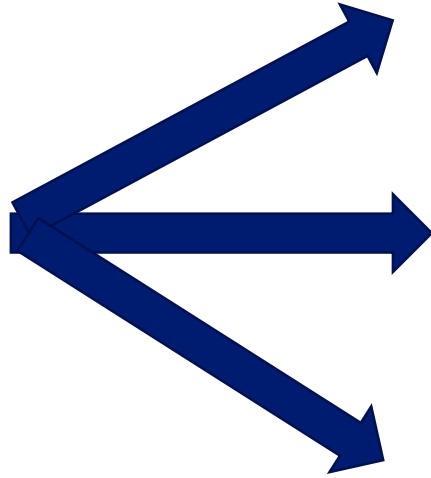CRITICAL THINKING

DEPARTMENT X

NATURAL SCIENCES

SOCIAL SCIENCES

HISTORY

HUMANITIES (outside History)

CULTIVATING ARTISTIC AWARENESS

GROWING AS AN INDIVIDUAL AND GLOBAL CITIZEN

Next steps:

Proposal

- Report on Provost's website
- Faculty Senate, GEAC, Academic Council, University Council, Present to Board (2/16)

Next steps:

Implementation

Phase 1 (spring 2024)

- Courses that are already part of General Education core will seek reaffirmation
- GEAC & CTE are revising Curriculog proposal forms
  - Liaisons
  - Open for business very soon

Phase 2 (beginning fall 2024)

- New courses seek approval
- Focus areas seek approval

GEAC reviews and decides whether to approve courses

Implementation

- Enter basic information (Department, Rubric, Course number, etc.)
- Select General Education Category/subcategory
  - Enter Justification
- Second General Education Category (optional)
  - Enter Justification
- High Impact Teaching Practices
  - See Center for Teaching Excellence Toolkit
- Explain assignment
- Attach syllabus

Implementation

- Enter basic information (Department, Rubric, Course number, etc.)
- Select General Education Category/subcategory
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- Second General Education Category (optional)
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- Attach syllabus

Cultivating Artistic Awareness

Competency/Learning Outcome:

Students who complete courses in this competency will be able to:

Understand and attach meaning to creative works, make connections between creative works and broader human contexts, and use the creative process to express ideas, solve problems, or connect meaningfully with others.

Cultivating Artistic Awareness

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Assessment Dimensions:

Identify Meaning

- Apply appropriate methods to explore how meanings are attached to artistic or creative works.

Create Connections

- Link artistic or creative work to culture, identity, and the broader human context (e.g., historical, social, ethnic, geographic, and economic).

Engage in the Creative Process

- Use the creative process to express ideas, solve problems, and/or collaborate.

Assignments

- Measuring student success

- What assignment(s) are being used?
  - Available for assessment plan
  - Not being used to evaluate instructors or individual students
  - Needn't be graded

Dimensions	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Identifying meaning	Demonstrates an advanced understanding of how meanings are attached to creative works. Provides critical analysis of creative works using appropriate language, that is informed by historical and cultural context, and attentive to multiple artistic choices (such as technique, structure, and use of materials).	Demonstrates an understanding of how meanings are attached to creative works. Provides critical analysis of creative works using appropriate language, that is informed by some historical or cultural context, and attentive to one artistic choice (such as technique, structure, and use of materials).	Demonstrates a basic understanding of how meanings are attached to creative works. Provides critical analysis of creative works using appropriate language, that is either informed by some historical or cultural context, or attentive to one artistic choice (such as technique, structure, and use of materials).	Has a minimal level of understanding of how meanings are attached to creative works. Unable to provide critical analysis of creative works that is sensitive to historical or cultural context, or attentive to artistic choice (such as technique, structure, and use of materials).
Create Connections	Meaningfully synthesizes connections between creative works and broader human contexts (including personal life and academic experiences) to deepen understanding of fields of study and broaden own points of view.	Identifies connections between creative works and the broader human context, providing detailed explanations and interpretations.	Identifies basic connections between creative works and the broader human context.	Unable to identify connections between creative works and the broader human context (e.g., historical, cultural, ethnic, geographic, or economic).
Engage in the Creative Process	Utilizes advanced understanding of creative processes to find novel means of expressing complex ideas, solve difficult problems, and collaborate on multifaceted creative endeavors.	Utilizes understanding of creative processes to either find novel means of expressing complex ideas, solve difficult problems, or collaborate on multifaceted creative endeavors.	Uses a creative process to express simple ideas, solve basic problems, or collaborate on creative projects.	Unable to use a creative process to express ideas, solve problems, or collaborate.

QUESTIONS!