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3-20-1995

### 1995 March 20 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

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# **FACULTY SENATE**

**NEXT MEETING: March 20, 1995, 3:30 PM, Culp Forum**

**NOTE TO DEPARTMENT CHAIRS:** Please share the Senate agenda, minutes, and any other enclosures with your faculty prior to the scheduled meeting. Senate meetings are open to all faculty.

## **AGENDA FOR SENATE MEETING**

### **CALL TO ORDER**

**APPROVAL OF MINUTES** March 6, 1995 meeting.

### **REPORTS FROM STANDING COMMITTEES**

Academic Matters

Committee on Committees

Concerns and Grievances

Faculty Development and Evaluation

Research

Elections

### **TREASURER'S REPORT**

### **NEW BUSINESS**

Consideration of the Proposal for a Teaching and Learning Center by the Faculty Senate, ETSU.

Consideration of the Recommendations to the Faculty Senate from the Professional Development and Evaluation Committee.

### **ANNOUNCEMENTS**

### **ADJOURNMENT**



## East Tennessee State University

Financial Aid Office • Box 70722 • Johnson City, Tennessee 37614-0722 • (615) 929-4313

### FINANCIAL AID MISSION

The mission of the Financial Aid Office is to enable students to attend who would not otherwise have the financial resources to enroll and thereby encourage the growth of a student population which is culturally, economically, socially, and geographically diversified. Financial assistance from East Tennessee State University is offered as a supplement to the efforts of the student and the student's family to meet the expenses of a university education.

### GOALS

- \* To enhance the image of the Financial Aid profession
- \* To continue expanding communication with students, faculty, and staff concerning financial aid
- \* To encourage staff participation in local, state, and regional associations
- \* To encourage exempt and non-exempt staff attendance and participation in East Tennessee State University programs
- \* To assist in financial aid related planning and activities involving ETSU
- \* To inform the public and encourage an awareness within the campus community of the service financial aid provides to students and parents
- \* To evaluate current office operations in order to provide better services to students

**RECOMMENDATIONS TO THE FACULTY SENATE  
FROM THE PROFESSIONAL DEVELOPMENT  
AND EVALUATION COMMITTEE:**

1. The Faculty Senate had asked Institutional Research to check the internal validity of the Student Assessment of Instruction (SAI) to determine if the questions were being answered consistently. This validation analysis was conducted at the conclusion of the Fall 1994 term. Results from a statistical analysis using Cronbach's alpha strongly indicated that students were answering the questions consistently regardless of whether or not the questions were worded in a negative or positive manner. While negatively worded questions had appeared to be a concern, this concern is clearly not supported by the statistical analysis. The Faculty Senate expresses its appreciation to Institutional Research for its efforts and requests that the internal validity check be continued on a regular basis.
2. The Faculty Senate requests that the SAI continue to be offered by all instructors on a semester basis. The courses selected for evaluation should continue to be at the discretion of the individual instructor with the approval of the chairperson.
3. The Faculty Senate commends Institutional Research for finishing and reporting their analysis more quickly; however, these results are still not getting to faculty in a timely manner. Since Institutional Research is providing a copy of the printout for faculty, along with copies for deans and chairs, the Faculty Senate recommends that department chairs forward the individual faculty copies to faculty immediately upon receiving them from the dean's office. Since the written comments on the SAI are a valuable tool for instructional improvement, these should be forwarded to the faculty member immediately as well.
4. The Faculty Senate requests that Institutional Research include a key on each printout which explains how the results have been calculated and aids faculty in interpreting the results.
5. The script which should be read when the SAI is administered has been revised, but failure to read this script as written can jeopardize the validity and reliability of the results. The Faculty Senate, therefore, requests that the entire script must be read each time the SAI is administered.

## Interdepartmental Memorandum

To: Faculty Senators and others  
From: Peggy J. Cantrell, President, Faculty Senate  
Re: TLC Proposal - Revised  
Date: 3/8/95

As you know, we have endorsed the concept of the Teaching and Learning Center already, but it is time to vote on the actual document. Attached is the revised version of the Teaching and Learning Center Proposal. This revision addresses suggestions received, to date. This proposal will be on the agenda of the Senate's next meeting on March 20, so I am asking that you give it a final review then submit any suggestions for change to me prior to the 20th. This document will be offered in a motion for senate support on the 20th. Please make a special effort to attend the senate meeting on the 20th, and invite others, as well.

My phone number is X6660, Box 70649 e-mail -  
Cantrelp@ETSUARTS.ETSU-TENN-ST.EDU

Proposal for a Teaching and Learning Center  
by the Faculty Senate, ETSU  
-Effective Teachers are Active Learners-

Why should ETSU develop a Teaching and Learning Center(TLC)?

Educators at the university or college level enter the teaching profession rigorously prepared as experts within a discipline. As scholars we are committed to continuous improvement within that discipline and are well aware of the methods and resources for achieving such continuous improvement - discourse with like-minded scholars, continuing education activities, research, etc. As soon as we assume a faculty position, our primary role becomes that of educator. Knowing our discipline is different from knowing how to communicate it effectively. Most of us have little or no specific preparation on how to be the most effective teacher of our subject matter. The methods for continuous improvement as teachers parallel those within specific disciplines.

As scholars, we must be committed to professional growth. We should expect our institutions to demonstrate commitment to our needs as scholars by providing direct and tangible support for research and other scholarly activities. As faculty, we must also be committed to professional growth as educators. We should expect our institution to demonstrate commitment to our needs as teachers by providing direct and tangible support for instruction and instructional improvement.

A Center for Learning and Teaching developed, staffed and directed by faculty would demonstrate our institution's commitment to academic excellence and continuous improvement in teaching and learning.

Why Now?

On the national level, higher education is undergoing a time of intensive and extensive scrutiny. The quality of education provided by universities and colleges is being questioned, and there are social and political pressures to serve a greater portion of the population without increased resources.

Simultaneously, teaching is becoming more complex at all levels. Students from diverse age groups, lifestyles, cultures, learning styles and expectations present instructional challenges. In order to be competitive, students must be comfortable with the technologies used in our society, in general, as well as in specific disciplines. In order to communicate with students and to prepare them for life in a technologically-oriented world, faculty must have access to appropriate equipment and have the support they need to use existing and emerging technologies.

Locally, ETSU's recent SACS accreditation visit resulted in a specific recommendation to improve instructional quality. Additionally, ETSU has a stated mission of becoming the "University of Choice". We can only achieve that mission within an environment that encourages faculty, staff and students to explore, trust, evaluate and be creative.

Developing a Center for Learning and Teaching now would make us more proactive on many of the national issues concerning higher education and facilitate the primary mission of this university.

What are the primary functions of a Center for Learning and Teaching?

- (1) provide opportunities for collegial exchange, instructional support, consultation and training.
- (2) provide identification of and coordination of resources
- (3) provide greater visibility for resources and support available to faculty
- (4) provide more effective planning, oversight and assessment of effectiveness of university faculty improvement activities
- (5) serve as a clearinghouse for past, present and future teaching and learning activities/awards

### Organizational Structure

#### Staff:

>4/5 time Director selected from faculty applicants by a Board of Directors for a three year term.

>2/5 time Assistant Director selected from faculty applicants by a Steering Committee for a 1 to 2 year term

>4 student workers from work study, academic performance scholars

>1 clerical position (shared with faculty senate)

>1 or 2 faculty interns who would be funded for specific development activities through the Instructional Development Grants -1 or 2 semesters.

**Steering Committee:** In addition to center staff, the center would be governed by a steering committee. Initially, it would be appropriate to designate a steering committee whose responsibility would be the appointment of a Center director and initial planning. This original steering committee would evolve into a permanent steering committee or Board of Directors with varying lengths of terms to promote change as well as stability in policy and decision-making.

The following membership is recommended for the initial steering committee:

#### Voting:

Director, Center for Learning and Teaching  
 Instructional Development Committee Representative  
 Research Development Committee Representative  
 Presidential-Grant-in-Aid Committee Representative  
 Two Faculty Senate representatives  
 Student Government Representative  
 Graduate Student Representative  
 University Teaching Award Recipient(s)  
 A Public School Superintendent from UTEC

#### Ex officio, Non-Voting:

Vice President for Academic Affairs, or representative  
 Associate Vice President for Research, or representative  
 Directors of the Writing/Oral Communications Center/Laboratories  
 Director of International Studies  
 Vice President for Student Affairs, or representative

How does the Center fit into the University's organizational structure? The Center as a service organization to the community at large will be accountable to its constituents and ultimately to the Vice President for Academic Affairs. The director must have regular contact with administrative, faculty and student groups, but not be overburdened with regularly scheduled University administrative meetings.

#### Services provided by the Center:

The focus of the Center is to provide assistance to accomplishing the mission of ETSU. The request for services, in what form they might be delivered, at what location, for whom and by whom will be unique to each situation so as to maximally influence human potential and performance.

The concentration of services will be directed at university departments across all colleges and all teaching sites, e.g. Mountain City, Rogersville. Services can be designed for entire departments, small groups, or individuals. In addition, services could be provided across departments.

Priority will be given to requests which further the mission of the department, the college, and the university. Services will be delivered closest to the consumer making the request. Alternative locations will be used if more appropriate.

The Center will provide a concentration of reading, listening and viewing resources which further learning and teaching. These resources may be used at the Center or checked out. The center will also serve as a clearinghouse for human resources such as the Chairs of Excellence and teaching award recipients.

A plan will be developed to connect the consumers at ETSU with the immediate community via compressed video, satellite transmission, and other technology available. This utilization will reduce expenditures associated with travel, lodging, and other related expenses.

#### Examples of activities often offered by TLC's are:

- >Annual Publication of Faculty awards and Faculty Improvement Activities
- >Monthly Newsletter/Monograph
- >Luncheon Seminar Series coordinated by the Center but co-sponsored by two departments who determine topic and format
- >Workshops on distance learning techniques and use of technologies in teaching
- >Consultation - individual, confidential , small group, departmental and university-wide, e.g. what faculty need in a classroom environment
- >Work with Instructional TV to videotape faculty seeking consultation
- >Work with Graduate Studies to develop seminars for graduate students/TA's
- >Work with Academic Affairs for Incoming Faculty Orientation
- >Monthly faculty dinners/discussions
- >Coordinate and provide consultation to applicants for IDC, RDC & Presidential-Grant-in-aid committees
- >Link with Media Center
- >Provide consultation to senate committee on instructional evaluation methods
- >Link with labs and programs or related initiatives addressing writing-, oral communication- and using information technology - intensive courses
- >Bring faculty emeritus to campus to serve as consultants and workshop leaders



### Evaluation

Upon approval of the TLC, baseline data entries will be made in order to begin a case study of the new program. Responsibility for the evaluation should be shared across a number of clients. The director of TLC should assume responsibility for quarterly report/newsletters to keep the campus informed. Quarterly oral reports will be delivered to the Faculty Senate. Representatives from other institutions will be encouraged to do friendly critiques, and participants receiving services will be asked for evaluative feedback. Goals and outcomes established by Faculty, ETSU administration and Steering Committee will be closely monitored.

It is anticipated that a major long-term outcome of the Center's activities will be a change in the monitoring and assessment of instruction at ETSU to become consistent with the SACS recommendation to tie faculty development efforts with the evaluation/reward system. This change will best be accomplished as the culture evolves towards more openness regarding teaching and as improved methods of documentation of teaching and learning are incorporated into tenure and promotion dossiers and merit pay decisions. It is imperative that the TLC and its activities not be directly tied to individual faculty member's evaluations. That is, information obtained during consultation services must be maintained confidentially and following consultation, materials will be turned over to the individual faculty member. Records on individual faculty members will not be maintained in the TLC.

### Space needs/Floor plan

To facilitate faculty ownership and exchange of information, the Center can share space with the faculty senate. This arrangement would also reduce expenses since the faculty senate must also be allocated space upon the demolition of Taylor Hall. In addition to office space for a secretary, director and assistant director, the Center needs room for equipment storage, private reading and a sizable conference room.

Specifics on floor space needs and configuration are included in Attachment A.

### TIMELINE

#### January 1995

- Finalized white paper
- Presentations and input from executive and Faculty Development and Evaluation committees of Faculty Senate
- Approved by Faculty Senate 1/23/95
- Senators received feedback from constituents and presented feedback to Faculty Senate FD&E committee
- Approved by Academic Council 1/26/95

#### February 1995

- Approved by President's Council 1/8/95
- budget development
- Dissemination proposal to faculty across campus and to Academic Chairs 2/22/95
- Identification of space

#### March 1995

- Initiate Steering Committee appointments and immediately after appointments are confirmed begin the development of operating procedures and criteria for TLC personnel
- finalize budget

April -June 1995

- visit UNC Chapel Hill's Center
- Consultant, Ed Neal, UNC visits campus
- planning/steering committee members to U. of Michigan
- steering committee appoints TLC staff

This proposal drew upon information provided by the following sources:

Susan Ambrose, Director  
The University Teaching Center  
Carnegie Mellon University  
Pittsburgh, PA

Sidney Rollins, Director  
Instructional Development Center  
Bryant College  
Smithfield, RI

Faculty Development Office  
IUPUI  
Indianapolis, IN

Robert Holmes  
Assistant Vice President for Academic Affairs  
University of Michigan  
Ann Arbor, MI

Steve Richardson and Dave Graf  
Center for Teaching Excellence  
Iowa State University  
Ames, IO

Sharon Jacobson  
University of Georgia  
Athens, GA

Paul J. Berghoff  
Pembroke State University  
Pembroke, NC

Georganne Cooper, Coordinator  
Teaching Effectiveness Program  
University of Oregon  
Eugene, OR

Anne Pruitt, Director  
Center for Teaching Excellence  
Ohio State University  
Columbus, OH

3/8/95

6

Michigan State University  
East Lansing, MI

Mary Ann Bowman  
Faculty Development Services  
Western Michigan University  
Kalamazoo, MI

The University of Waterloo  
Waterloo Ontario  
Canada

The Centre for University Teaching and Learning  
McGill University  
Montreal, Quebec  
Canada

Center for the Advancement of College Teaching  
Brown University  
Providence, RI

Addendum  
Suggestions for revision of Proposal as of 3/6/95

Organizational Structure

- > include other laboratory/center directors such as the Director for Oral Communications Laboratory on the steering committee\*
- > first year use an outside consultant as start-up director
- > use the term faculty "fellows" instead of faculty interns\*
- > consider having director and assistant director on simultaneous terms
- > Although it would add costs for travel and lodging the addition of an outside expert from a similar center at another university to the steering committee would be helpful
- > Include a representative from Division of Student Affairs on the steering committee\*

Evaluation

- > incorporate a formal policy/procedure for the Center to make regular periodic reports to the Faculty Senate\*
- > clarify the relationship of the Center to faculty evaluations\*

Overall

- > Utilize emeritus faculty\*
  - > This is an excellent and long overdue idea which deserves the support of the entire university community.
  - > this is just a way to bring back post tenure review... a center like this is a bureaucratic boondoggle.... we need outcome measures not focus on learning process
- \*these suggestions have been incorporated into the draft

# FACULTY SENATE MINUTES

March 20, 1995

**NEXT MEETING: April 3, 1995, Culp Forum**

## CALL TO ORDER

With a quorum present, Peggy Cantrell called the meeting to order at 3:34 PM.

## APPROVAL OF MINUTES

The March 6, 1995 minutes were approved as amended.

## ARCHITECTS' REPORT ABOUT PROGRESS WITH PLANS FOR THE NEW LIBRARY

David Leonard and Mark Honeycutt reported on progress with the plans for the proposed new ETSU library. The architects' summary sheet is attached with these minutes. The proposed library is designed to allow five to ten years of normal growth in collections, as is prescribed by funding formulas. Dr. Fred Borchuck responded to senators' questions about possible crowding of resources in the proposed library by explaining that as collections grow, technology will be growing. More and more of the collections will be stored in condensed forms such as CD ROM and microforms.

## NEW BUSINESS

The Proposal for a Teaching and Learning Center, which had been mailed to senators was taken into consideration. Peggy Cantrell pointed out that two changes had been made. The titles had been changed slightly to assure uniformity in format. A representative from UIT will be included on the steering committee. Jim Odom moved for senate endorsement of the proposal, and the motion passed.

## UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

Recommendations made by the Faculty Development and Evaluation Committee in regard to the SAI procedures (copy attached) were taken into consideration.

Anne LeCroy moved acceptance of recommendation #1, and the motion passed.

Jim Odom moved acceptance of recommendation #2. After discussion, the recommendation was referred back to the committee with suggestions for change.

Jim Odom moved acceptance of recommendation #3, and the motion passed with a friendly amendment suggested by Peggy Cantrell.

Jim Odom moved acceptance of recommendation #4, and the motion passed.

Anne LeCroy moved acceptance of recommendation #5, and the motion passed.

Jim Odom moved acceptance of recommendation #6, and the motion passed.

## ANNOUNCEMENTS

Laura McCammon announced that there will be a workshop on portfolio assessment, Friday, March 31, 1995. On Saturday, April 1, 1995 there will be a workshop for faculty who wish information about developing their own professional portfolios.

Peggy Cantrell announced that there will be a workshop about the SAI and its uses on April 11, 1995, 2PM - 4PM. Details will be mailed out soon.

Bill Fisher reported retirement statistics and reminded senators that they can get copies of the Tennessee Optional Retirement Program Performance Report upon request.

**ADJOURNMENT** The meeting was adjourned at 5:15PM.

Respectfully submitted

E. Jane Melendez, Secretary

### FACULTY SENATE ATTENDANCE 1994-1995

\*Excused    \*\*Absent

#### App. Sci. & Tech.

\*\*Marian Clark  
Jimmy Hahs  
Keith Johnson  
Jim Pleasant

#### Arts & Sciences

Peggy Cantrell  
Christa Hungate  
Anne LeCroy  
Jack Mooney  
Jim Odom  
George Poole  
\*Steven Ralston  
\*Naill Shanks  
Bonny Stanley  
Ed Williams

#### Business

Murray Anthony  
John Quigley  
\*\*Jon Smith  
Mark Steadman

#### Dev. Studies

Jane Melendez

#### Education

Donn Gresso  
Laura McCammon  
Lori Marks  
Norma MacRae  
\*\*Terrence Tollefson  
Starlet Williams

#### Library

Stephen Patrick

#### Medicine

\*\*Steven Berk  
\*William Browder  
\*\*Elton Fennell  
\*\*Fred Hossler  
\*\*David Kalwinsky  
\*\*Guha Krishnaswamy  
\*\*JoAnn Rosenfeld  
William Stone

#### Nursing

Sally Crawford  
Priscilla Ramsey  
\*\*Sharon Rose  
\*\*Lee Glenn

#### Public & Allied Health

Julie Harrill Bowers  
\*\*Mike Benton  
Mark Hagy  
Elaine Murray

**New Central Library - ETSU: Preliminary Information  
About Schematic Design Features**

The library is being developed from the inside out, with the exterior design to follow that of the interior space -- the needs of the students and the public users come first.

The new building currently includes plans for over 1,800 seats throughout the interior.

Another item of consideration has been the preservation and enhancement of green space around the new facility. The proposed building will face Gilbreath Hall on the campus interior at an angle, allowing for landscaping and terracing on the Boundary and Lake sides, with a covered walkway arcade proposed along the front and north side of the building.

The covered area leads to an inside room for late night study with seating for approximately 130 students that features study carrels, lounge chairs, study tables and chairs as well as a vending area and restrooms.

The building is being designed for compliance with the Americans with Disabilities Act and will offer sliding doors through the front, access to all parts of the building, service desks with lower counter areas for wheelchairs, and centrally located fully accessible elevators and restrooms on all four floors.

Each floor will have general bookstack and study area with over 250 study chairs, lounge chairs and more than 100 study carrels -- some wired for laptop computers -- as well as copy rooms with self-serve coin or identification card copiers for patrons to use. Online terminals that are used for accessing electronic databases in the Magellan system will be available throughout.

The first floor will feature circulation and reference service areas; a library instruction lab with approximately 30 seats, where one can learn about electronic resources; a special services room with equipment for the disabled that include scanners to read books, and enlarging and recording equipment for the visually impaired; and a reader services suite for online search users and interlibrary loan users.

A combined periodicals and microforms area will be located on the library's second floor where a separate reading room will be provided for microform readers and printers to use over 1.3 million microforms. And nearly 100,000 volumes of bound periodicals will be housed in compact moveable shelving on this floor.

The second floor will actually be at ground level on the D. P. Culp University Center side of the building, and it is here that Technical Services will receive and catalog materials from the university delivery system.

The third floor will house the Instructional Media Center on the south side of the building, with a multi-media classroom that will accommodate 48 persons. Also planned are four small-group listening and viewing rooms, two large-group viewing rooms; shelving and seating for the juvenile collection and a state textbook reviewing area.

Government Documents will be located on the building's north side, with moveable compact shelving, the map collection and the law collection.

The fourth floor will feature Archives and Special Collections on the north side and a large portion of the south side of the building. The Archives area will include a conservation lab, an AV duplicating room, and a special environment room with very strict temperature and humidity for fragile documents. Also located here will be the Genealogy Room, a library administrative office suite on the front south side, and a Library Systems Department responsible for library automation activities.

Also planned on the fourth floor is the James H. Quillen Room, a replica of the First District Congressman's office in Washington, D.C. Adjacent to this is the Donors Room, a conference room which will display rare book collections and which will be used for special meetings and events.

The interior schematics presently include a light well in front of a central staircase that will provide natural illumination from the fourth floor down to the second floor of the building.

**RECOMMENDATIONS TO THE FACULTY SENATE  
FROM THE PROFESSIONAL DEVELOPMENT  
AND EVALUATION COMMITTEE:**

Recommendation #1: Institutional Research should continue the internal validity check on the Student Assessment of Instruction on a regular basis.

Recommendation #2: The Student Assessment of Instruction should continue to be offered by all instructors on a semester basis. The courses selected for evaluation should continue to be at the discretion of the individual instructor with the approval of the chairperson.

Recommendation #3:

A. Department Chairs should forward the faculty copy of the computer printout of the Student Assessment of Instruction to faculty immediately upon receiving them from the dean's office.

B. Since the written comments on the SAI are a valuable tool for instructional improvement, these should be forwarded to the faculty ~~number immediately as well~~, *in a timely manner*. Department chairs can make copies of the written comments for their evaluations.

Recommendation #4: The entire script must be read each time the Student Assessment of Instruction is administered.

Recommendation #5: Institutional Research should include on the semester Student Assessment of Instruction printout the following for each of the summary categories:

**Example**

**Subset/Attitude**

Sem	92-1	92-3	93-1	93-3
Class	Mean/#/STD	Mean/#/STD	Mean/#/STD	Mean/#/STD
EEEE 1111 (CUM/TOT/STD)	14.5(25)3.4	14.8(10)2.4		15.5(25)1.4
RRRR 5555	14.5(25)3.4		14.5(25)3.4	14.5(25)3

Recommendation #6: Institutional Research should transform subset scores to a single scale which will allow direct comparison among subsets.