

**Roane State Community College**

**Faculty Senate Minutes**

14 April 2023 – 2:00-3:30 PM (EST)

Oak Ridge Campus – City Room

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**ATTENDANCE**

**Officers**

**Position(s)**

April Insko	President
Jala Daniel	Vice-President
Krystie Anderson	Secretary and Senator
David Blevins	Parliamentarian and Senator
John Brown	TBR Faculty Sub-Council Representative and Senator

**Health Sciences Division**

Senators: David Blevins; Becky Fields; Karyn Goins; Gabriel McAteer

Alternate: Vickie Pierce (visitor)

**Humanities Division**

Senators: Krystie Anderson; Turner Bowling; Gary Gravely; Melanie Hildebrandt; Ted Stryk

Alternate: Brenda Luggie (visiting)

**Math and Science Division**

Senators: Deborah Miles; Jillian Miller; Sylvia Pastor; Elizabeth Weaver; Kathryn Wibking

Adjunct Representative: Scott Jamison

**Social Science, Business, and Education Division**

Senator: Mike Farmer

Alternate: Andy Anderson (attending for Valerie Herd)

**Visitors**

**Divisions**

Pamela Siergiej	Math and Science
Alyssa England	Math and Science
Ricky Terwilliger	Health Sciences
John Noto	Math and Science
Isabel Benitez	Math and Science
Elizabeth Thomas	Health Sciences
Heather Gregg	Health Sciences

**Visitors**

**Divisions**

Diane Raines	Humanities
Jayne Nair	Humanities
Heather Doncaster	Library

- I. Established Quorum at 2:02 PM (EST).
- II. Guest: Dr. Diane Ward – Topics: Recruitments and Tenure Policy
  - a. Recruitment
    - i. Roane State’s division deans were given lists of students who are planning on enrolling in certain degree programs. These are “rolling” lists because new students will be added.
    - ii. The college has received guidance from an organization Noel Levitz (now called [Ruffalo Novel Levitz](#)) to help us boost our recruitment, which will help with our enrollment. Other colleges and universities, such as East Tennessee State University, have consulted with this company and have gotten good results.
    - iii. Faculty have been asked to get in touch with students (by phone and email) who are interested in their program, but they are not expected to reach out to students during the summer months, as they have a nine-month, not a twelve-month, contract.
    - iv. The college is interested in tracking the success rates for different means of communication (phone versus email) when getting in touch with prospective students.
    - v. The college is no longer receiving Higher Education Emergency Relief Fund ([HEERF](#)) money from the federal government, so we must focus on ways to help encourage enrollment.
    - vi. When divisions receive their respective lists of prospective students, they can break up the workload, should it prove burdensome for one person to contact everyone.
    - vii. Comments from those in attendance:
      - 1. Someone mentioned that faculty in one of the divisions were asked to take care of this task during the summer, as more students would be added during that time.
      - 2. Someone asked when it officially became faculty members’ responsibility to actively recruit students.
      - 3. Someone asked about Success Coaches and why more of them aren’t physically on campus or aren’t helping students in a timely fashion.
      - 4. Someone mentioned a concern about bringing in more students if we don’t have enough Success Coaches to support them. What if the students have a bad experience with us because of that?
      - 5. Someone said that faculty weren’t given enough advance notice about this initiative. President Whaley has been mentioning this topic in his weekly meetings, but if faculty weren’t able to attend

those meetings, how would they have known about the decision to have faculty members directly recruit students?

6. Someone questioned the efficacy of calling students, as many do not answer their phones, let alone from an unknown number.

b. Tenure Policy: [PA-22-01](#)

viii. Dr. Ward discussed the rationale behind why the language was revised in certain parts of the current policy.

1. The flowchart for the tenure process is quite long, so an abbreviated version of it is included in the policy.
  - a. Rationale for why the policy shows a smaller chart: The deans wanted to know if it was confusing the way it was stated, so Faculty Senate suggested adding everything from the timeline.
2. The wording for the section about what mentors can use to consider their mentee's performance.
3. Faculty Senate's recommendation for having the committee's vote shared with the mentor has been approved and will remain in the updated policy.

III. Approved the Minutes from the March 17, 2023, meeting.

IV. TBR Faculty Sub-Council Update

- a. No updates as of today's meeting, as the next meeting is at the end of April.

V. Vice President's Report – Jala Daniel

- a. Benroth Award
  - i. April reached out to Scott Niermann about the tax form. The official process of how this will be enacted is still in progress.

VI. President's Report

- a. Old Business
  - i. Policy Reviews
    1. Tenure Policy (including Form E)
      - a. Because this form has undergone another update, Faculty Senate was not prepared to vote on this today, so it will be the first item we vote on at the September 2023 meeting.
      - b. April will send everyone the updated policy.
    2. Promotion Policy
      - a. This policy will be reviewed over the summer.
    3. Remote Work Policy
      - a. This policy affects support staff more than it does faculty. We don't have a policy specific to Roane State, but one is being worked on.
  - ii. Syllabus Template ([linked](#) on our Faculty Senate webpage)

1. Faculty Senate voted on this updated version today.
  - a. A motion to approve was passed.
  - b. Discussion
    - i. Someone asked who, exactly, defines what syllabus statements are 'Required' or not. If we're told that an item is "mandatory," do we know why or from whom?
      1. Someone said that these are required by TBR, but others are required by our college.
    - ii. Someone suggested that the Remote Test-Proctoring policy be something that all Roane State students agree to when they enroll in classes.
    - iii. Someone asked if courses could be flagged as requiring Remote Test-Proctoring, so students would know in advance and not be surprised by this course requirement when it's too late to drop the class or switch to another section.
  - iii. Faculty and Staff Relief Fund – Update from David Blevins
    1. This is moving forward, but there isn't a definite timeline yet.
  - iv. Adjunct Faculty – Update from David Blevins
    1. Roane State administration is interested in having this policy move forward, and they are taking action to see what is needed for TBR to approve this.
  - v. Mentor Responsibilities – Updates from Jillian Miller and Jala Daniel
    1. The committee has been meeting weekly to make progress on two documents: Mentor Responsibilities (see **Appendix A**) and an updated version of Form E (see **Appendix B**). The idea behind the revised Form E is to have a picture of the tenure-track faculty member, but the questions are meant to prevent responses such as, "I don't know this person," which are common on the current Form E. The goal is that Momentum will house these documents, so the mentor and the tenure committee will have access to them, as well.
    2. Motion to get support for these documents (so the committee can take them to administration) was proposed, then seconded. No discussion was needed, and the motion passed without issue.
  - vi. HyFlex Teaching
    1. April will follow up with Dr. Ward to receive more guidance about this topic. CTAT is planning on having workshops in the fall to help faculty members learn more about this type of teaching

method. The Innovations in Teaching and Learning Committee can also help with the workshops.

vii. Adjunct Pay

1. Currently, there are no adjustments the college can make.

viii. Flags

1. If an organization rents the Expo Center from the college, and if we allow them to use promotional materials, we cannot dictate what type of content they advertise.
2. April received an email from someone about the gay/bi/trans/non-binary flags at the Oak Ridge One Stop, as having those in place creates a double standard. Dr. Whaley is following up on this issue.

b. New Business

i. Mass Emails

1. Faculty and staff can no longer send mass emails to large numbers of people, but several groups on campus have had issues because of this new limitation.
2. Dr. Whaley understands that there are problems with the recent change, but Roane State does not yet have an official policy in place to explain how our mass emails will work (i.e., who is allowed to send them and how that will happen).

ii. Salary Equity Study

1. Dr. Whaley said he would follow up with Marsha Matthews about this, in the hopes that the study will take place during the next academic year.

iii. Success Coaches

1. There's a shortage of Success Coaches right now, so students are working with a Success Team, but some students are confused about this change.
2. Someone asked why we no longer receive emails about students who have been transitioned from a Success Coach to an advisor. Many students don't know that this process has even occurred.
3. Jamie Stringer is the person to contact if we discover that students are not able to get in touch with their Success Coach.
4. Someone said that we could be losing students between their first and second years because of the experience they've had with Success Coaches. It's not enough to recruit students; we need to retain them, as well.

- iv. David Blevins made two announcements that he wanted those in attendance to be aware of, so they could share with their colleagues:
    - 1. Use of TikTok App on State-Owned Devices
      - a. The Tennessee governor signed legislation yesterday (April 13, 2023) about this new policy.
    - 2. Divisive Concepts Bills
      - a. The Tennessee legislature made additions to this bill.
      - b. One of the changes is that the college cannot pay for events that require those in attendance to agree with their beliefs.
  - v. Introduction of 2023-2024 Faculty Senate President and Vice-President
    - 1. Jala Daniel was introduced as the new President.
    - 2. David Blevins was introduced as the new Vice-President.
  - vi. Confirmation of President Elect's Nomination for Secretary and Parliamentarian
    - 1. Secretary: Krystie Anderson volunteered again, and a motion to approve her nomination was passed without discussion.
    - 2. Parliamentarian: John Brown volunteered, and a motion to approve his nomination was passed without discussion.
  - vii. Nominations and Election of TBR Faculty Sub-Council Representative
    - 1. Turner Bowling was nominated, and a motion to approve his nomination was passed without discussion.
  - viii. Future items for consideration:
    - 1. ChatGPT
- VII. Adjourned at 3:29 PM (EST).

## **Appendix A: Tenure-Probationary Faculty Members**

### Role of the Mentors

Mentors fulfill an important function as they provide integral support for tenure-track faculty. The mentor assists the tenure-track faculty member through such avenues as helping him or her learn Roane State procedures, answering questions, and offering guidance in such areas as classroom management, use of materials, and curriculum issues. Mentors seek feedback from peers and serve as conduits for communication between division members and the candidates. Mentors also encourage tenure-track faculty members to interact with their peers as a way to encounter multiple perspectives pertaining to job expectations and as a way to build camaraderie within the division. (PA22-01, IV.A.2.a)

### Objectives for the Mentor

The mentor guides the faculty member in obtaining documents that may be used as supportive evidence of the tenure portfolio. The tenure decision is based on an evaluation of teaching, service and scholarly activity (all three!). The role of the mentor is to advise the faculty member in documenting contributions in all three areas.

In the spring semester, the mentor reviews accumulated documents (student evaluations, peer evaluations, annual plan); evaluates the material in light of the documentation needs for tenure and promotion, and makes recommendations for activities that should be completed in the next academic year in order to obtain the required documentation. The mentor makes a written report, provides it to the candidate and to the dean. Mentor may attend the evaluation meetings with the dean if so desired.

### Teaching

Each tenure dossier must contain the following items (PA22-01, IV.B.1.a):

1. Evidence of ability to organize and present subject matter in a logical and meaningful way
2. Evidence of ability to motivate and stimulate creativity in students
3. Statement of teaching philosophy, course materials (i.e., course syllabi, handouts, exams/evaluation instruments, instructional materials)
4. Results of student evaluations for every course evaluated during the probationary period

Possible ways of documenting teaching effectiveness:

1. Thorough peer review that includes a review of the syllabus, assignments, quizzes and final exam, as well as a classroom visit.
2. Examples of student work that demonstrate student learning.
3. Byproducts of assessment data, which could be used to provide quantitative evidence.
4. Honors Projects.

5. Detailed letters from faculty members who teach classes that are subsequent to the ones that the candidate teaches, with some evidence that the candidate's former students do well.
6. It is helpful if all tenured subject area faculty write at least one evaluation of teaching.

### Service

Three possible areas of contribution:

1. Service to institution. This is expected of every faculty member.
2. Outreach or public service functions. Note: Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the college
3. Service to profession. Work done for professional organizations.

Possible ways of documenting service:

1. List of committees/task forces served (with years of service and role).
2. Verbal description (in main narrative of portfolio) of major accomplishments, together with evidence of achievement. Examples: Documents that the committee produced, curriculum plans, assessment reports.
3. Outreach – It must be made clear that the role of the outreach involves the professional expertise of the faculty member. Doing a good deed is not the same as professional service.
4. Thank-you notes from committee chairs (or other event organizers) that indicate what role the faculty member played in a project. Examples: Committees, Open Houses, recruitment events.
5. Classroom observations that the candidate has written, for example in support of the division's mentoring of adjunct faculty.
6. If student advising is chosen to be a service endeavor, a candidate may provide a list of advisees and provide artifacts that advising goes beyond selection of classes, and that the candidate is a mentor to students.
7. Documentation should also include indications of satisfaction with the service provided by the candidate, and of the magnitude and complexity of his/her work (as opposed to perfunctory activity that does not lead to useful results). (PA26-01, II.B.2.b.ii)

### Scholarship

Candidates for tenure must present documented evidence of their scholarship, creative activities, and/or research. Such evidence may include but is not limited to typical professional development activities such as presentations at professional meetings [...]. For promotion, a longer list of acceptable activities is available and includes “scholarly pursuits in support of the discipline or the teaching profession, which may include typical professional development activities such as taking classes, attending conferences, attending college-sponsored workshops, and undertaking self-directed study.”

Possible ways of documenting scholarship:

1. Abstract of a conference presentation (in appendix) together with a description of the purpose of the talk (in the narrative).
2. Copy of scholarly article (need not be peer reviewed; in appendix), together with a description of the purpose (in the narrative).

### Objectives for the Mentor – Year-by-Year

#### **Year 1**

##### ***Fall***

1. **MINIMUM** – Meet prior to beginning of semester to review syllabus, assignment, course objectives, faculty locator, LDA requirements; explain MBO process and assist protégé in drafting two goals related to teaching (goals for service and professional development may be generic in the first year);
2. **SUGGESTED** - Prior to beginning of the semester, meet with protégé to discuss plagiarism. Topic: How do you communicate to your class what constitutes plagiarism in your field; discuss the procedure for reporting plagiarism and other academic misconduct. Make suggestions how to handle plagiarism warnings on syllabus or on instructions for specific homework projects;
3. **MINIMUM** – Complete peer observation after the first five weeks of semester
4. **MINIMUM** – Outline an appropriate communication schedule with mentee and adjust as needed;
5. **SUGGESTED** - Remind protégé of importance of student course reviews;
6. **MINIMUM** - Review Dean’s class observation report and discuss with protégé.
7. **SUGGESTED** - Recommend protege attend New Faculty Academy.

##### ***Spring***

1. **MINIMUM** - Meet prior to beginning of semester to review syllabus, faculty locator, LDA requirements;
2. **MINIMUM** - Complete peer observation after the first 5 weeks of the semester;
3. **SUGGESTED** - Outline an appropriate communication meeting schedule with mentee and adjust as needed
4. **MINIMUM** - Review form E summary, write recommendation to protégé;
5. **SUGGESTED** - Remind protégé of importance of student course reviews;
6. **MINIMUM** - Review Dean’s class observation report and discuss with protégé;
7. **MINIMUM** - Discuss opportunities and make a plan for professional development (or other scholarly activity) and for engagement in committee work (or other service).

8. SUGGESTED - Recommend grant opportunities (summer instructional, manly, President's Imagination Mini Grant, NSF, etc.)
9. SUGGESTED - Discuss summer teaching opportunities (and other involvement).
10. SUGGESTED – Encourage Protégé to attend the summer advising academy workshops.

## **Year 2**

1. SUGGESTED - Offer to peer-review protégé's syllabus, assignments, quizzes and final exam, as well as a classroom visit;
2. MINIMUM - Assist protégé in obtaining a peer review from a tenured faculty member in addition to the mentor (from Math/Science, ideally in the discipline of the protégé);
3. SUGGESTED - Take protégé to a faculty senate meeting;
4. SUGGESTED - Assist protégé in collecting examples of student work that demonstrate student learning;
5. MINIMUM - Review IDEA data for quantitative and quantitative evidence in support of teaching ability;
6. MINIMUM - Encourage protégé to attend a teaching conference, statewide meeting, or at least document which professional development opportunities on campus were attended;
7. MINIMUM - Encourage protégé to participate in institutional service (assist the division with projects, serve on a committee, etc.);
8. MINIMUM - Review form E summary, write recommendation to protégé;
9. MINIMUM - Review Dean's class observation report and discuss with protégé;
10. MINIMUM - Assist in creating an MBO plan that encompasses plans for teaching, service, and professional development.

## **Year 3**

1. SUGGESTED - Offer to Consider performing a thorough peer- review that includes a review of the protégé's syllabus, assignments, quizzes and final exam, as well as a classroom visit;
2. MINIMUM - Assist protégé in obtaining a peer review from two tenured faculty members from the division, excluding the mentor (choosing new reviewers).
3. MINIMUM - Assist protégé in collecting examples of student work that demonstrate student learning.
4. MINIMUM - Review IDEA assessment data for quantitative and quantitative evidence in support of teaching ability;
5. MINIMUM - Review form E summary, write recommendation to protégé;
6. MINIMUM - Review Dean's class observation report and discuss with protégé;
7. MINIMUM - Assist in creating an MBO plan and documenting accomplishments that encompass plans for teaching, service, and professional development.

## **Year 4**

1. SUGGESTED - Offer to Consider performing a thorough peer- review that includes a review of the protégé's syllabus, assignments, quizzes and final exam, as well as a classroom visit;
2. MINIMUM - Assist protégé in obtaining a peer review from two tenured faculty members from the division, excluding the mentor (from Math/Science, choosing new reviewers).
3. MINIMUM - Review IDEA assessment data for quantitative and quantitative evidence in support of teaching ability;
4. MINIMUM - Review form E summary, write recommendation to protégé;
5. MINIMUM - Review Dean's class observation report and discuss with protégé;
6. MINIMUM - Discuss with protégé: What is your professional persona? How do you serve the college through the combination of teaching, service, and scholarly activity?
7. SUGGESTED - Review all assembled documents for teaching, service, and scholarly activity – make written recommendations of what needs to be collected in 5th year to protégé.

## **Year 5**

### ***Fall***

1. SUGGESTED - Discuss recommendations of anything that is amiss in teaching, service, and scholarly work documentation.
2. MINIMUM - Assist protégé in obtaining a peer review from two tenured faculty members from the division, excluding the mentor (from Math/Science, choosing new reviewers).

### ***Spring***

1. MINIMUM - March: Review form E summary, write recommendation to protégé; create a plan which specifically addresses what needs to be done in response to Form E;
2. MINIMUM - March: Review Dean's class observation report and discuss with protégé; create a plan which specifically addresses what needs to be done in response to Dean's evaluation
3. MINIMUM - May: Revisit the question with protégé: What is your professional persona? How do you serve the college through the combination of teaching, service and scholarly activity? Jot down ideas; these will be the basis for the introduction of the portfolio.
4. SUGGESTED - May: Assist candidate in selecting appropriate documents and consider sharing an exemplar.

5. SUGGESTED - Candidate to begin drafting tenure narrative.

**Year 6**

*Fall*

1. Review and assist in revising portfolio.

## Appendix B: Sample of What an Updated Form E Could Include

Academic year: FALL 2023 – SPRING 2024  
Name: Dr. Keenan Golder  
Title: Assistant Professor of Geology (tenure-track)  
Email: golderk@roanestate.edu  
Base Campus: Harriman  
Courses Taught: GEOL 1040 – Physical Geology  
GEOL 1050 – Historical Geology

### Committee Work /Service Activities

Define and explain contributions to the College and community. Specifically, how do these activities enrich your position at the College?

- Co-lead of the Southwest Field Trip

### Professional Development Activities

List any professional development activities you have or will complete for this academic year. How has participation in these activities helped to develop you as a faculty member?

- Participated in the Innovative Teaching and Learning Conference at UTK during Fall 2022.
- Will complete New Faculty Academy training in May 2023

### Philosophy of Teaching Statement

The Philosophy of Teaching describes how you conduct your professional practice and why. It should be unique to you and your discipline. You should provide concrete examples of reflecting on your role as faculty, the role of your students, your instructional strategies, and your assessment methods. Limit your Philosophy of Teaching statement to 800 words.

### MENTOR COMMENDATION

Assigned Mentor: Jala Daniel – Associate Professor of Biology

#### Peer Evaluators

Year 1: Fall 2022     Bruce Cantrell  
          Spring 2023     Jala Daniel

Year 2: Fall 2023     Jala Daniel  
          Spring 2024     TBD

- Describe the positive qualities of your mentee:
- Describe how your mentee has grown over the past year:
- Describe the contributions/expertise your mentee will make to Roane State Community College:
- Reflect on the past year. Are there any needed areas of improvement?