



FACULTY SENATE MINUTES

Meeting Date:	09/12/2022	Time:	14:45-16:30	Location:	Culp/Zoom	
Next Meeting:	09/26/2022				Scribe:	Ashley Sergiadis
Present:	Beatty, Kate; Blackhart, Ginni; Blackwell, Roger; Blevins, Emily; Boa, Jen; Bray, Sheree; Byington, Randy; Chakraborty, Kanishka; Daniels, Jean; Desjardins, Matthew; Digavalli, Siva; Dowling-McClay, KariLynn; Easterday, Mary; Ecay, Thomas; Elangovan, Saravanan; Fisher, Stacey; Fiuza, Felipe; Foreman, Robin Ann; Frye, Steph; Funk, Bobby; Garris, Bill; Gentry, Retha; Gray, Jeffrey; Greene, Amy; Harnois-Church, Patricia; Hauldren, Kacie; Hawthorne, Sean; Hemphill, Bill; Hendrix, Stephen; Herrmann, Andrew; Hounshell, Jonathan; Kim, Sookhyun; Kruppa, Michael; Lyons, Reneé; Mackara, Fred; Mamudu, Hadii; McGarry, Theresa; Nivens, Ryan; Landis, Ryan; Schroder, Laurie Scott, Dane; Sergiadis, Ashley; Stevens, Alan; Tai, Chih-Che; Thigpen, Jim; Thompson, Beth Ann; Uddin, Moin; Walden, Rachel; Waters, Susan; Weise, Constanze; Yampolsky, Lev; Youngberg, George; Zahner, Matthew					
Absent:	Burns, Bracken; Foley, Virginia; O'Neil, Kason; Ramsey, Priscilla; Trogen, Paul					

Agenda Items

Meeting called to order
1. Celebrations
2. Introductions 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 Guess
11. Final Comments/Announcements from Senators
12. Adjourn

DISCUSSIONS

1. Celebrations
1.1 Nivens: The East Tennessee Room in the Culp Center has been booked for next year's Fall Retreat.
2. Introductions of Guests
2.1 Bill Flora, Associate Provost for Curriculum (Substituting for the Associate Provost for Faculty)
2.2 Liz Holder and Kelsee Tignor, Pharmacy Students
3. Announcements
3.1 Walden: Last week, Bucky's Food Pantry asked those who have a meal plan to donate a meal to people in need. Faculty without a meal plan can send financial donations through their website: https://www.etsu.edu/foodpantry/about/donatefood.php



DISCUSSIONS

4. Guest Speakers

4.1 Dr. Alison Barton, Director, Center for Teaching Excellence – CTE Update

Presentation summarized below. More information may be provided in the attached slides.

- The CTE's purpose is equitable education in which every student has good teaching and instructors have the tools to achieve good teaching.
- They serve over 200 instructional faculty, adjuncts, staff, and graduate students per year. Most of their services are free to all these parties.
- Services include workshops, digital and hard copy resources, newsletters, consultations, Faculty Learning Communities, social lunches, book club, CHIIPs (conference in August), etc. Barton provided details on some of CTE's offerings.
 - Consultations are available for instructional topics. SoTL consultations are also available if you have a research agenda on the Scholarship of Teaching and Learning.
 - Sherrod Library 441 has a library and faculty workspace. The library has books on teaching in higher education that are available for checkout.
 - CTE hosts book clubs 2-3 times a year and provides a book to the first twenty-five registrants.
 - Teaching and Learning Consultations (TLCs) are available with trained consultants from each college. They can help you hone something you want to work on with your teaching. They will let you know what you are doing well and how to improve. TLCs are never mandated.
 - CTE Casual Chats are open times during Wednesdays and Thursdays from 12:30-1:30 at the Culp and Tuesdays from 9-10 at Einsteins where you can talk about teaching with CTE staff.
 - Thank-A-Teacher is a new program in which students can complete a digital form to write a thank you note to a teacher. Instructors receives a hard copy letter. Their Chair, Dean, and Provost will also be notified.
- Upcoming event: 5-year anniversary CTE open house 10-3 on Tuesday, October 4.
- Upcoming event: Micro-CHIIPS is a virtual half-day conference on January 11. Viji Sathy and Kelly Hogan, co-writers of *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*, will be the keynote speakers. A call for proposals will be forthcoming.

Blackhart: Is there any plan for faculty associated with the CTE to do teaching evaluations? Is there training available for faculty on peer evaluation?

Barton: We had a work group that came up with the TLCs, which is not peer teaching evaluations. We want to be a supportive place, not one of punishment. Patrick Brown, a CTE Faculty Fellow, is working on developing materials to share and train departments on peer evaluations.

Blackhart: Do you think there's any utility in setting up a faculty group who could do evaluations across campus? Most of the time we are evaluated by faculty in our department. It might be useful to get additional feedback from people outside your area.

Barton: I will talk that over with our staff. Peer evaluations can be a problematic way to evaluate teaching because of the dual relationships and other issues. That idea may remove some of those issues.

Blackhart: We have a lot of graduate student instructors. Which services are available for graduate students?

Barton: We are happy to serve anyone that wants to teach in the future or is teaching for us currently. For example, we have graduate students in our FLC on ungrading. One issue is that GAs and adjuncts sometimes lack the autonomy to implement what they learn through the CTE.

Yampolsky: The Thank-A-Teacher letter is a nice idea. Have you considered linking it to a fundraising effort? My post-doctoral institution had a modest budget in which faculty who received the most thanks could choose a place to donate some of the funds.

Barton: That is a good idea.

Uddin: For the undergraduate student, is there anything that they can participate in or is that done through the tutoring center?

Barton: We focus more on classroom teaching type of instruction. We are looking for ways to partner with the Center for Academic Achievement, because we share a common goal of student success and learning.



DISCUSSIONS

Nivens: How many people do you have signed up for the TLC?

Barton: None currently because we just started the service.

4.2 Dr. Megan Roberts, Executive Director, University Advisement – Academic Advising Initiatives for Fall 2022

Presentation summarized below. More information may be provided in the attached slides.

- ETSU has a decentralized and mixed advising structure. Most of the advising centers are located in the colleges. The Office of the Executive Director of Academic Advisement and the University Advisement Center are the only two not located in the colleges but in Student Life and Enrollment. The Office of the Executive Director of Academic Advisement has two main roles: standardizes advising practices across campus and expands professional development for professional advisors. The University Advisement Center reports to the main office and focuses on undecided, learning support, and dual enrollment students. Mixed means that ETSU has professional advisors (mainly for freshman/sophomore) and faculty advisors (mainly for juniors/seniors).

Year 1 Enhancements

- Identity and Structure: Developed a mission, vision, values, diversity statement. Formed an Academic Advisement Leadership Team (all college advising leaders and one advisor per unit). Revised Academic Advisement Council to increase professional development.
- Professional Development Training: Provided training beyond initial onboarding. Fully utilized EAB Navigate for activities such as scheduling, data collection, etc. Developed a career ladder for advancement opportunities.
- University Retention and Student Success: Identified practices in academic advising for improving student success, retention, and graduation. Submitted hiring proposal to provide professional academic advisement through graduation.

Upcoming Advisement Initiatives

Initiative 1: Conducting early outreach and creating success plans for at-risk student populations through differentiated care.

- Early Outreach: Advisors identified student populations on EAB Navigate within the first to third week of the semester. Students were encouraged to come for an appointment and create a Success Plan. Each advisor needed to contact at least 20 students.
- Creating Success Plans: There are success plans for current and incoming students. The plans help create a sense of belonging with students. On the plan, there are broad keys to success as well as a place to list strengths/motivations, academic challenges, and the plan to overcome the challenges. Blackhart suggested that students should also list three people that they can use for support. Advising partnered with CFAA and their peer academic coaching program. After coming to advisors, students are generally referred to academic coaching.
- Identifying At-Risk Populations: Advisors reached out to incoming first-time freshman (FTF) with high school grade point averages under 3.0. In spring, they will contact students with academic setbacks in first term (GPAs under 2.8 with one or multiple DFW grades). These populations were chosen based on data showing which ETSU students are less likely to graduate within 6 years.
- Differentiated Care: They have different outreach for students needing low support (2 meetings/term), moderate support (4 advising/term), and high support (6 advising meetings per term).

Initiative 2: Building Graduation Plans on Degree Works

- Previously, advisors had different methods for graduation plans (e.g., 4-year plans on hard copy). All plans will be on Degree Works system, which will allow for continual updates. It will help advisor be more efficient and students to have more agency. For example, students will be able to see how their decisions (e.g. dropping a course) will impact their graduation rate.

Initiative 3: Expanding the Coordinator Care Network on EAB Navigate

- EAB Navigate will be a one-stop-shop system to refer and schedule support. The system will help them know if students are taking next steps after the initial referral. This system will avoid students feeling like they are being shuffled around campus. Comprehensive case reports will be available on students for advisors. Advising is currently adding support units to the system.



DISCUSSIONS

Eventually, instructors with Banner student access can issue a referral.

Another hope is to transition to professional advisor from entry to graduation. Then, faculty advisors can focus on mentorship, providing more career and professional guidance instead of scheduling degree production.

McGarry: How do CARE Reports fit within your referral system?

Roberts: We tried to work with the Counseling Center around this issue. Due to sensitivity of those reports and HIPPA protection, they are most likely not going to be in the system. We are working with the Dean of Students to have a follow-up process in place so they can communicate with submitter of the report if the student was contacted. Other institutions are also avoiding adding that sort of sensitive information in their systems.

McGarry: I usually submit a CARE Report because they are not completing their work or coming to class.

Roberts: We will probably want that sort of academic concerns on the Navigate system instead of a CARE Report. We are trying to get initial support student services into the system first, but have plans to expand.

Sergiadis: The librarians suggested that the library be listed on the Success Plan and possibly the referrals.

Roberts: I'll make a note on that.

5. Approval of Minutes from August 29, 2022

Blackhart questioned whether there was an objection to approving the minutes from the 08/29/2022 meetings.

Sergiadis stated that Senator McGarry and Digavalli made minor corrections to the minutes.

No Objection: Minutes Approved

6. Action Items

None.

7. Information Items

7.1 Board of Trustees Report – Dr. Foley

Board of Trustees meeting will be on Friday. The committees will meet in the morning. The full board will meet at 1:30 in East Tennessee room. The meeting will also be available through streaming.

7.2 Standing Committee Needs – Mr. Hendrix

Instructional Development Committee has a vacancy for a Senator to serve on the committee. The committee's goal is to review and recommend instructional development grants for funding. If you are interested, let Senator Hendrix know.

7.3 Notes from July & August Meetings with Provost and President – Dr. Blackhart

Executive Committee will meet with President Noland on Friday and Provost McCorkle on September 20th.

7.4 Reports from University Committees

None.

7.5 Other Items of Discussion from the Floor

Title IX Response

McGarry: Will the Communications Committee be forwarding the ETSU Response to Title IX Policy Review Directive Response to all faculty along with the five-sentence summary?

Garris: There not been conversation about forwarding it. I was under impression that it was distributed widely.

Blackhart: It was not distributed to all faculty, so it would be a good idea for the Communications Committee to forward it to the faculty through their colleges.



DISCUSSIONS

Student Athletes – Reporting Issues

McGarry: I have a student who said that the football morning workouts were making him late to class. Since this may be a larger issue, should we do something (e.g., ask the head coach to come to a meeting, ask the provost to bring it up, etc.)?

Hendrix: Susan Epps represents faculty to Athletics. I would go through her first because she can address it with all the coaches and keep it anonymized.

Byington: My suggestion would be to talk with the folks in the Athletic Achievement Center. I believe they approve all student schedules. They are located on the 2nd floor of dome on the West Side

Greene: The Athletic Achievement Center and the athlete advisors keep student advisors on track. Each player has an assigned advisor that makes sure they are on top of scheduling, attendance, and grades. They want to avoid those type of situations that could make students late.

Internet Issues

Blackhart: Is anyone having issues with the internet and/or Zoom on campus?

The responses from Senators indicated that some places on campus had issues, others did not.

Hemphill: ITS has been trying to resolve this. Contact ITS help if you are still having connectivity problems.

8. Old Business
None.

9. New Business
None.

10. Comments from Guests
None.

11. Final Comments/Announcements from Senators

11.1 Sergiadis had two announcements regarding the library. (1) The library is starting a Library Faculty Advisory Council. Faculty can volunteer to participate: <https://libraries.etsu.edu/opportunities/faculty> (2) The Expert Gallery is a collection of ETSU faculty profiles: <https://works.bepress.com/experts/east-tennessee-state-university/> In the past, faculty requested their profiles by sending their CV to the library. Sherrod Library would like to change this method so faculty would automatically receive profiles using publicly available information. Any faculty member who does not have a profile will get an email from the library. Faculty will have 2 weeks to review the profile. The profile will be private during these two weeks. If they do not express objections, the profile will be made public after that time. This will create a place to search for faculty: students and faculty to find collaborators, Board of Trustees to find researchers, etc.

12. Adjourn

Motion to Adjourn: Hendrix
Second: Fiuza
Meeting Adjourned

Please notify Senator Ashley Sergiadis (sergiadis@etsu.edu, Faculty Senate Secretary, 2022-2023) 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.

Notes from President Noland and Provost McCorkle meetings as well as presentations from speakers will be attached to the final minutes.

Meeting with Dr. Noland

07/08/2022

Questions/Topics submitted by Senators

- Update on the work of the Huron Consultants (both budgets and administrative processes)
Answer: Huron is concluding the budget model analysis. Dr. Noland expects suggestions on reassessing the base budgets for units as well as planning for a multi-year budget. For the latter, this would mean using a 3-year rolling average instead of determining the budget each year. Currently, units do not know their final budget until October. The review of processes are still under way, which will review duplications and silos across campus. For example, we have marketing for the entire university as well as marketing with individual units. Identifying duplications/silos will help us find resources to reinvest in people and salaries. Results should be available in the Fall. Changes based on the results will be gradual. Senator Foley reemphasized that deans need personalized training and support when it comes to budgets.
- Update on Fall 2022 enrollment
Answer: ETSU is financially planning for enrollment to be down but the projections are showing enrollment will be flat. There are plans for 1850-2000 freshman. Currently, housing is completely full. ETSU plans on housing some students in hotels with anticipation that they will move into university housing mid-September as students drop-out or leave.
- Update on construction projects
Answer: Construction projects (Lamb Hall, Academic Building, and Brown Hall) are all on track. ETSU will submit the 2nd phase of Brown Hall to THEC for funding this year.
- Update on Moonshot
Answer: Moonshot is currently at the pre-assessment phase with EAB. It should launch at the beginning of the semester. The leadership team will be attending cultural competency seminars. Then, diversity workshops will be available across campus for various stakeholders (e.g. deans). There are plans for bridge initiatives that will identify structural equity gaps between high school and college.
- Update on fall budgets and salary enhancements
A Faculty Senator's cousin works for the state of Tennessee. This past weekend he was informed of a 5% salary increase, he believes it was effective immediately. This was unannounced and unexpected, and in addition to other typical raises. Is there anything in the works for faculty from the Governor's office?
Answer: Dr. Noland anticipates a 3% raise for employees with the remainder of the funds being used to make salary adjustments for positions that cannot be filled due to low salary (e.g. IT). Those in the state government are getting a higher raise because their funding models are different. At ETSU, we must find part of the raises through tuition/fees. We have not been allowed to raise fees.
- Update on the parental leave resolution submitted by the Staff and Faculty Senates.
Answer: HR is meeting with Staff Senate regarding parental leave and the remote work policy. Dr. Noland will be able to provide more information at a later date.

- Any thoughts on the statements made about teachers by Governor Lee’s education advisors?
Answer: Dr. Noland will be releasing a statement soon regarding Governor Lee’s comments. He has been in contact with local delegates, who have shown support for TN teachers. (Example: [Senator Lundberg has spoken against the statement.](#)) He just returned from vacation, so he was not able to respond immediately. Senator Foley noted that [Dr. Sharon McGee’s message through social media was well done.](#)
- Other Updates: Dr. Noland asked the Faculty Senate Committee to think about ways that he could do things differently in the upcoming year. (Example: meeting with the full senate outside of the retreat)

Meeting with Dr. Noland

08/12/2022

Questions/Topics submitted by Senators

- We are looking to identify job descriptions and their levels for a position we might be hiring for and the salary bands can be promising but the hard part is the 90% rule feels like what the real salary band is only from the bottom to 90% median which is very limiting in this hiring environment. Can we as an institution revisit this?
 - This topic will be revisited after the Huron Consultant's report. Changes would most likely not occur until FY23-24.
 - Senators expressed that compression is demoralizing for higher ranking faculty who are making significantly less than new hires. Dr. Noland noted that they will be examining how to increase available funds for salary after the Huron Consultant's report, which can help fix compression. It may require raising tuition or fees or not filling vacant positions. (Currently, we have 480 vacant positions.)
- Has ETSU's recruiting geography changed over the course of the last 3-5 years? Specifically, are incoming undergraduate freshman students primarily from the same zip codes as they were fall of 2019?
 - There are changes to our recruitment (e.g. aggressive recruitment in Knoxville and Nashville). Jessica Vodden's presentation to University Council on August 8, 2022 provides an overview on how we have adjusted.
- We know more about the Corona Virus than we did two years ago, and that the Delta variant A5 is more contagious than previous variants. We also know that ventilation is the most effective way to reduce exposure. What improvements have been made in ventilation in our classroom buildings?
 - Dr. Noland has asked Jeremy Ross to provide an updated list of improvements.
- I am receiving additional concern over parking in and around Nicks Hall. Some of our faculty are in the building until after dark. Since they are staying late, they come in late. They often have to park as far away as the tennis courts. They are uncomfortable walking that far that late in the day alone. They appreciate that security can come get them, but they would rather have better parking options.
 - Unfortunately, it is difficult to provide parking closer to Nicks Hall. Senators suggested moving cars closer to the building after the busy period.

Other Updates

- Dr. Noland addressed the termination of Simon Harris and resignation of Scott Carter. Due to several FOIA requests, the report with redacted names will be released within a few days. Due to findings in the Title IX investigation, NCAA has an investigation underway regarding sanctions. Richard Sander will be Interim Athletics Director and will work on rebuilding the staff (i.e. Athletics currently has 6-8 vacancies).
- There has been a review into Softball personnel issues. These reports cannot be released through FOIA requests.
- Dr. Noland asked Senators what he is doing well and how he can improve. Senators expressed gratitude for his communication in general. They provided the following suggestions: (1) Organize a listening tour like he did 10 years ago with all the departments. Invite Provost

McCorkle and others to join. (2) Provide faster communication on final decisions. (3) Provide resources on coping mechanisms to deal with burnout due to trauma of the pandemic and constantly working at a high level of productivity. (4) Increase salaries to keep up with inflation. We no longer can say that the cost of living is low in the area to justify a lower salary.

- ETSU now has a system that is a virtual one stop shop for students that connects advisors with financial aid, etc. Presentation on this system was given at the August 8, 2022 University Council.

Meeting with Provost McCorkle

08/05/2022

Questions submitted by Senators

- Update on the creation of a new Ombudsperson position at ETSU
 - Answer: The search for the Ombudsperson is planned for mid-August once faculty are back on campus. Provost McCorkle will share the final draft of the job description with Faculty Senate. It will be based on the job description Faculty Senate submitted last spring. The plan is to have someone who is already faculty and provide them with overload pay or course release. The plan is for a one year appointment. There will not be an ombudsperson for staff.
 - Senators suggested also having a few candidates as back-ups in case the demand is high or the hired Ombudsperson has a conflict of interest.
- Update on the CCRHS Dean search
 - Answer: The CCRHS Dean search will begin in fall, most likely around October. A search firm will be used. Similar to the other dean searches, Provost McCorkle will ask Faculty Senate suggestions for the search committee. It will primarily consist of people from the college and others that work closely with the college. In the meantime, Dr. Williams (Interim Dean) is meeting with all the departments in the college and Provost McCorkle has been invited to these meeting.
- Update on the Vice Provost for Faculty search
 - Answer: Amy Johnson leaves the Office of the Provost on September 1st. The plan is to begin an internal search with a committee in August with the chosen candidate to begin in September. The position will most likely have more of a broad institutional role now that it is no longer the CTE Director too. Since the new hire may be in the process of teaching fall courses, it may be a gradual progression into the role until January.
- Update on Faculty Convocation
 - Faculty Convocation will be held at the Martin Center on August 19. There will be the bluegrass band, speakers (Ginni Blackhart – Faculty Senate President, Virginia Foley – Faculty Representative on Board of Trustees, Mason Mosier – SGA President, President Noland, and Provost McCorkle), recognition of faculty who recently achieved tenure, promotion, and/or emeritus status, and the Distinguished Faculty Awards. The Distinguished Faculty Awards was raised to \$7,500 this year based on the recommendation of Faculty Senate. The awardees will also receive a brick outside of Burgin Dossett with their name on it. This was a tradition that was stopped in 2011 that will begin again. (Awardees between 2011-2021 will also have a brick.) Provost McCorkle has asked for pictures of faculty over the summer for a video at convocation. There will not be a streaming option.
- Status of Chair of UC Sub-Council for Governance
 - Answer: The chair of the University Council Sub-Council for Governance will be the Faculty Senate Past President. Susan Epps will be ending her term, and Stephen Hendrix will begin his term.

- Certain colleges/departments schedule classes that are outside of the established class schedule. While this makes sense for some upper division courses and practicums (such as in nursing), it creates big issues for students when this is done for required classes in the earlier years of study. The Honors College is particularly egregious in scheduling classes that start in the middle of one block, end in another, etc. Honors also tends to schedule long classes on one day a week – often Friday – that prevents a student from taking a regularly scheduled course on MWF. It's particularly problematic for the Honors College to do this because they involves students from across other colleges that are consistently running into issues with Honors conflicts. This is not unique to the Honors College, but certainly the most often problematic. Can scheduling within the established course times be mandated unless there is an exceptional reason to require otherwise? This would help both students and faculty.
 - Provost McCorkle asked Senators for more information regarding this issue. In addition to the issues presented in this question, Senators also mentioned that it causes issues with room assignments.
- Other Updates
 - Provost McCorkle asked for the continuance of flexibility for students due to COVID still being prevelant.
 - ETSU is less than 60 days from submitting their final report to SACSCOC. They are at the final writing stage. During the site visit, SACSCOC can ask for additional evidence and we must be prepared to demonstrate that we were following policies. SACSCOC focuses heavily on the credentials of faculty. Adjunct contracts may be sent back more often to ensure no documentation is missing.
 - Provost McCorkle will be funding a social after the Faculty Senate Fall Retreat.

PURPOSE,
SERVICES, AND
OPPORTUNITIES



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- Book Club
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(CHIIPs & Micro-CHIIPs)
- Social Time (Purely Social Lunches)
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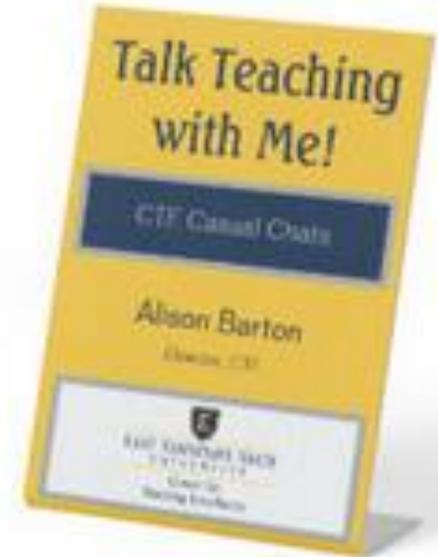
Advisory Council

Contact Us



NEW: CTE CASUAL CHATS

- Drop-by Faculty Hours
- September through November
- Tuesdays, 9-10 @ Einstein's
- Wednesdays & Thursdays, 12:30 – 1:30 @ Culp
- We have signs and love to talk teaching!



NEW: THANK-A-TEACHER

- Brief (Digital) student form
- Faculty receive a letter
- Also notified: Chair, Dean, Provost



UPCOMING:

We're Turning Five!

5-Year Anniversary
Open House

Tuesday, October 4,
10 – 3

Drawings, Activities, Food



UPCOMING:

Micro-CHIPs

Virtual Half-Day Conference

Wednesday, January 11

Speakers: Viji Sathy & Kelly Hogan

Watch for Call for Proposals

Inclusive Teaching

Strategies for
Promoting
Equity in
the College
Classroom

Kelly A. Hogan
Viji Sathy

KEEP WATCHING FOR MORE TO COME

... ALL IN SUPPORT OF **YOU** AS
INSTRUCTORS AND OUR
STUDENTS - FOR THEIR BEST
LEARNING!





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Learning Events (433 Sherrod Library)	Dates (Fall 2022)
<u>Community of Learners (4 Essentials)</u> <i>This essential shows how every classroom is a community: Best practices for engaging students, peer interaction, and instructor presence.</i>	F, Sep 9, 1-2:30PM
<u>Grading for Fairness and Accuracy</u> <i>A principle of fair grading practices is that grades should be mathematically sound and correctly describe a student's level of academic performance. In this challenging workshop, we'll explore the pitfalls of - and alternatives to - several common grading practices.</i>	T, Sep 12, 3-4:30PM
<u>Item Writing for Multiple-Choice Assessment</u> <i>Learn best practices for how to write multiple-choice test questions, so you can have true and valid assessment of your students' knowledge - without needing to trick or confuse them.</i>	R, Sep 15, 2-3:30PM
<u>TED Talk Lunch and Learns</u> <i>Join us for informal facilitated discussion on teaching and learning topics, books, articles, talks, and research we are reading. No prep necessary, just come with an open mind and get teaching ideas and inspiration! Lunch included.</i>	F, Sep 16, 12-1PM F, Oct 21, 12-1PM F, Nov 18, 12-1PM
<u>Fall Book Club</u> <i>We will read and discuss James Lang's book, Distracted: Why Students Can't Focus and What You Can Do About It</i>	W, Sep 21, 3-4:30PM
<u>Overcoming Student Resistance in the Classroom</u> <i>We will explore the characteristics and causes of student resistance to learning, think about factors related to motivation and how we can use theories of motivation to improve our course, and discuss strategies for fostering a culture of engagement in our courses.</i>	F, Sep 23, 9:30-11AM
<u>Keeping Them on the Hook: Inquiry Tactics for Focus and Thinking</u> <i>Come explore some in-class strategies that can keep your students on the cognitive hook, while also maintaining their content focus and providing a safe environment for risk-taking responses.</i>	R, Sep 29, 1-2:30PM W, Oct 5, 1-2:30PM
<u>Study Skills for Students</u> <i>Learn some best-practice study-skills in an easy to understand format you can share with students and some motivational strategies to encourage students to use them.</i>	M, Oct 3, 2-3:30PM
<u>Respect for Students (4 Essentials)</u> <i>This essential shows how important it is to consider and respect the range of students' backgrounds and academic preparation in designing courses, learning activities, and assessments.</i>	R, Oct 6, 1-2:30PM
<u>Authentic Assessments</u> <i>Learn how to measure learning at a deeper level beyond traditional means of assessment like exams and research papers.</i>	R, Oct 13, 1-2:30PM
<u>"Saving Bucs" OA Workshop</u> <i>Learn about Open Educational Resources (OER) and Affordable course materials and see how you can integrate them into your courses. Also learn about the Open and Affordable Awards and how to apply.</i>	R, Oct 13, 10-11:30AM T, Oct 25, 10-11:30AM
<u>Taxonomies of Learning</u> <i>Learn how to formulate questions and measure outcomes across a variety of domains, use multiple taxonomies of learning to create questions and think deeply about what we want our students to learn, and how to use taxonomies of learning to think beyond a single course and map outcomes for entire curricula.</i>	T, Oct 18, 1-2:30PM
<u>Radical Reflections: Tools for Connecting Personal Meaning to What You Teach</u> <i>In this session, participants will have a chance to engage in thinking about how we ask our students to reflect on their learning so that they enhance the active process of making the connection to their lived experiences.</i>	F, Oct 21, 9-10:30AM T, Nov 8, 1:30-3:00PM



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Center for
Teaching Excellence

<p>Turn Students into their Own Teachers <i>Students often wait for instructors to guide them to the next step or question during learning activities. In this workshop, explore ways we can help students learn and internalize the "next steps" so we can truly become a more invisible guide on the side.</i></p>	T, Oct 25, 3-4:30PM W, Nov 2, 10-11:30AM
<p>From Disability to Universal Course Design <i>Tour and learn about Disability Services in the Culp, then see how to apply UDL in the classroom.</i></p>	R, Oct 27, 10AM-12PM
<p>Feedback Early and Often (4 Essentials) <i>This essential shows how the use of frequent low-stakes assessments provides a framework for giving students actionable feedback for growth.</i></p>	F, Oct 28, 1-2:30PM
<p>Campus as Text <i>How can we expand learning beyond the brain and even beyond the classroom? Campus as Text is a pedagogy of place that turns the environment into a class text.</i></p>	T, Nov 1, 2-3:30PM W, Nov 9, 2-3:30PM
<p>If Your Syllabus Could Talk... <i>Of course it does! But does it say what you think it says? What messages are you sending your students through your syllabus?</i></p>	W, Nov 2, 2:30-4PM
<p>Active and Collaborative Learning (4 Essentials) <i>This essential shows how active and collaborative instructional strategies designed to help students develop higher order critical thinking skills can enhance engagement and promote student success.</i></p>	R, Nov 10, 1-2:30PM

Faculty Learning Communities	Dates (Fall 2022)
<p>SoTL Writing Group (Zoom) <i>Community members in this FLC meet on Zoom and support each other on projects relating to researching and publishing on teaching and learning methods in their classes and fields. Learn more at our website under Services >> Faculty Learning Communities.</i></p>	M, Sep 12, 9:30-11:30AM F, Sep 30, 2-4PM M, Oct 17, 9:30-11:30AM F, Nov 4, 2-4PM M, Nov 14, 9:30-11:30AM F, Dec 2, 2-4PM
<p>"Ungrading" FLC <i>Join this 2022-2023 FLC to learn more about ungrading as a practice for assessing student learning in your course. The group, led by Dr. Susan Epps, will meet to learn more about the concept of ungrading, discuss ways to incorporate ungrading in our courses, and address challenges with ungrading. Register on our website under Services >> Faculty Learning Communities. This group meets in the CTE Lounge, Room 441 Sherrod Library.</i></p>	M, Sept 19 1-2:30PM M, Oct 24, 1-2:30PM M, Nov 21, 1-2:30PM Spring dates TBD

Want more personalized assistance?

Request a **TLC (Teaching and Learning Consultation) with a Peer Consultant!**

Or contact the CTE Team for a consultation: teaching@etsu.edu

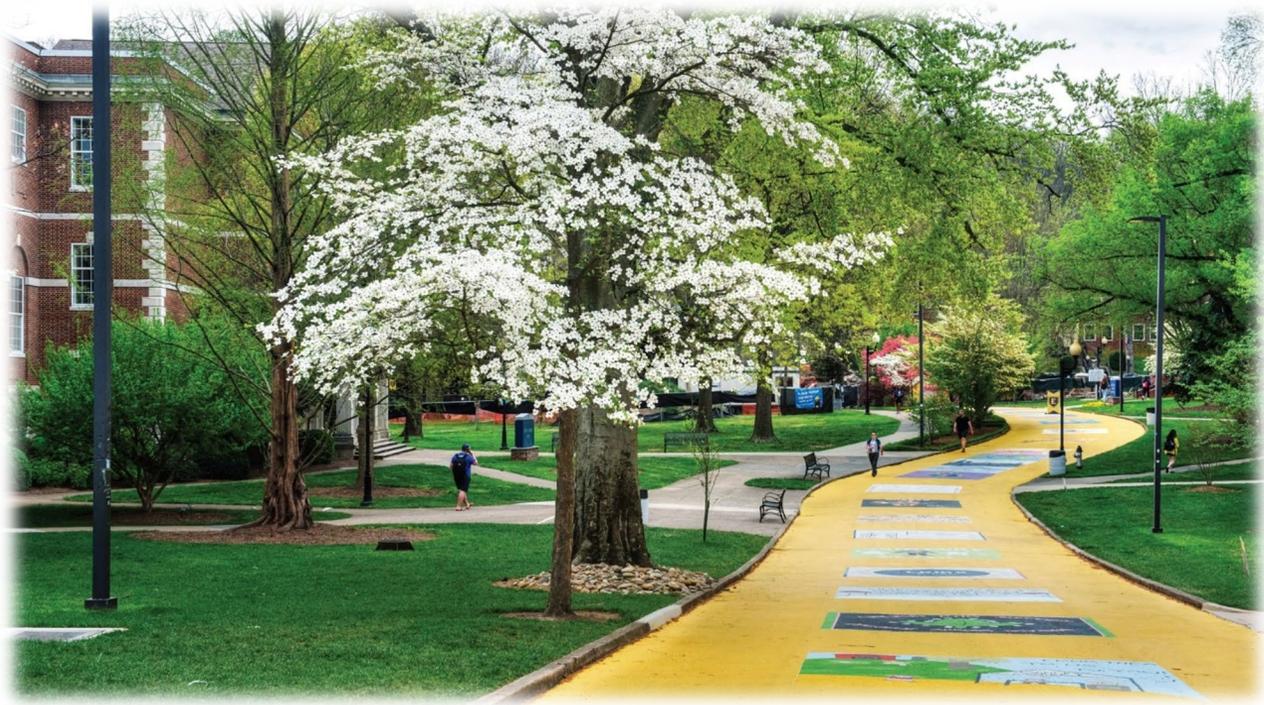
More about TLCs & to Request:



SCAN ME

Register and more info: www.etsu.edu/teaching





Academic Advisement Initiatives



Presented by: Megan Roberts, Ed.D., M.Ed.

Advising Structure

- Decentralized/Mixed Model
- Office of the Executive Director of Academic Advisement
 - Executive Director of Academic Advisement
 - Assistant Director of Advisement Training
 - Information Research Tech
- 8 “College Leads”
 - 4 Assistant Deans
 - 3 Directors
 - 1 Advisor
- 8 Advisement Centers
 1. College of Arts and Sciences
 2. College of Business and Technology
 3. Clemmer College (Education)
 4. College of Clinical and Rehabilitative Health Sciences
 5. College of Graduate and Continuing Studies
 6. College of Nursing
 7. College of Public Health
 8. University Advisement Center
- Professional Academic Advisors & Faculty Advisors
 - ~ 35 Professional Academic Advisors
 - ~ 100 Faculty Advisors

Year 1 Enhancements

Identity and Structure:

Ex: Developed a mission, vision, values, and diversity statements for academic advisement; Formed an Academic Advisement Leadership Team; Revamped the Academic Advisement Council as a platform for providing more professional development to advisors

Professional Development and Training:

Ex: Provided more professional development and training opportunities for professional academic advisors past the initial onboarding preparation; Fully utilized EAB Navigate by professional academic advisors for student scheduling; data collection; and systematic, proactive support for identified student populations; Developed a career ladder proposal to provide advancement opportunities for professional academic advisors

University Retention and Student Success:

Ex: Identified best practices in academic advising for improving student success, retention, and graduation and led the adoption of these practices by professional academic advisors; Submitted a hiring proposal to provide professional academic advisement through to graduation

Upcoming Advisement Initiatives

- **Initiative 1: Conducting early outreach and creating success plans for at-risk student populations through differentiated care**
- Rationale: To provide early support and guidance to students with lower incoming high school GPAs and academic setbacks in their first college term because these students are at an increased risk of leaving college before earning degrees.

Success Plan Sample

Academic Success Plan (Current Student)

Date _____ Semester _____
Name _____ Major _____

Semester GPA goal:

My goal this semester is to achieve a semester GPA of at least _____

I understand that I must take the following actions this semester, which are essential for all students seeking academic success

- Attend all classes except in cases of emergency or illness. In these cases, I will notify my instructors immediately and develop a plan with them as soon as possible to make up any missed assignments.
- Keep track of my grade progress in all my classes.
- Meet with my Instructor during office hours for assistance if a grade on any assignment or test is below C (2.0).
- Schedule an appointment with my Academic Advisor if anything occurs that may affect my academic success.
- Utilize ETSU resources to assist me.
- Frequently check my ETSU email for communication from my Instructors, Academic Advisors, and others across campus.

My Strengths and Motivators

What I have done well and commit to continue doing:

1. _____
2. _____
3. _____

My "why's" for succeeding in college:

1. _____
2. _____
3. _____

Academic challenges and action plan to deal with them:

The top 3 factors contributing to my academic difficulty in the past were:

1. _____
2. _____
3. _____

At least 3 specific actions I will take this semester to address these factors are:

1. _____
2. _____
3. _____

How do you plan to balance your academic and personal life during college?

Other Commitments: _____

ETSU resources that can help me be successful:

Center for Academic Achievement

Dean of Students

Financial Aid/Scholarships

ITS Help Desk

Office of Equity and Inclusion

TRIO Student Support Services

Undergraduate Student Success Specialist

University Health Clinic

Other _____

Counseling Center

Disability Services

Housing

Multicultural Resource Center

Pride Center

Women and Gender Resource Center

University Career Services

Veterans Affairs

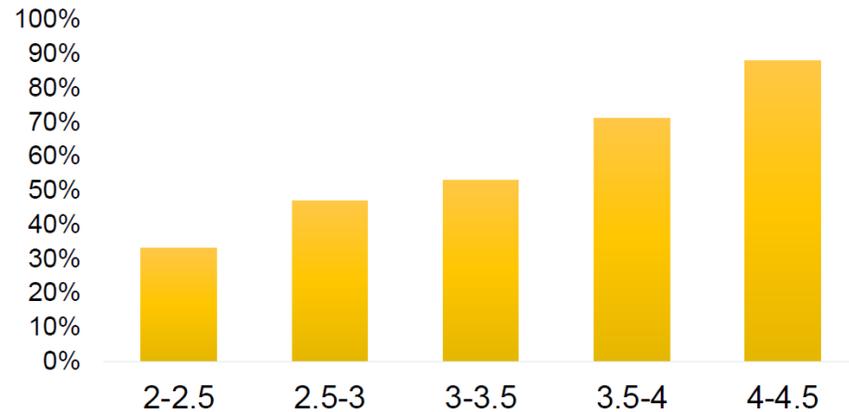
At-Risk Populations

- In the fall 2022 semester, advisors will reach out to incoming first-time freshmen (FTF) with high school (HS) grade point averages (GPAs) under 3.0.
- In spring 2023, advisors will contact students with academic setbacks in the first college term (e.g., GPAs under 2.8 with one or multiple DFW grades).

At-Risk Populations Continued

Signs of risk: HS GPA

Retention of Fall 20 FTF to Fall 21 by HS GPA



Students without HS GPAs or with HS GPAs <2 or ≥4.5 excluded from analysis. Source: EL files fall 2020, fall 2021

Signs of risk: HS GPA

HS GPA	Enr F20	Enr F21
2-2.5	58	33%
2.5-3	185	47%
3-3.5	358	53%
3.5-4	605	71%
4-4.5	424	88%

Students without HS GPAs or with HS GPAs <2 or ≥4.5 excluded from analysis. Source: EL files fall 2020, 2021

At-Risk Populations Continued

Signs of risk: 1st-term GPA

Graduation of Fall 15 FTF by 1st-Term GPA

1 st -Term GPA	Students	6-Year Graduation
2.4-2.6	62	27%
2.6-2.8	87	41%
3.2-3.4	136	63%

Data do not include students who entered in summer 2015 or whose admission code changed from FR in fall 2015 to UD in a subsequent term. Source: Navigate historical population analytics

Signs of risk: 1st-term DFWs

Graduation of Fall 15 FTF by DFWs Earned in the 1st Term

1 st -Term DFWs	Students	6-Year Graduation
0	844	69%
1	237	44%

Data do not include students who entered in summer 2015 or whose admission code changed from FR in fall 2015 to UD in a subsequent term. Source: Navigate historical population analytics

Differentiated Care

Advising Expectations and Early Wins



Student-Level Touchpoints

- **Low Support:**
2 advising meetings per term
- **Moderate Support:**
4 advising meetings per term
- **High Support:**
6 advising meetings per term



Low Support (e.g., Above 3.5 GPA; little to no sign of attrition risk):

1. Pre-Registration Before Orientation (Incoming, only)
2. Registration
3. Re-Enrollment Efforts

Moderate Support (e.g., 2.5 - 3.5 GPA; moderate attrition risk):

1. Pre-Registration Before Orientation (Incoming, only)
2. Academic Alerts
3. ESPR/Midterms
4. Registration
5. Re-Enrollment Efforts

High Support (e.g., Below 2.5 GPA; high attrition risk):

1. Pre-Registration Before Orientation (Incoming, only)
2. Early Outreach (Targeted "At-Risk" Student Populations)
3. Referrals to Academic Coaching
4. Academic Alerts
5. ESPR/Midterms
6. Registration
7. Academic Standing
8. Re-Enrollment Efforts

Advisement Initiatives Continued

- **Initiative 2: Building graduation plans on Degree Works (DWs)**
 - Rationale: A degree plan provides students with a clear idea of which courses to choose and the time it will take to graduate, thus increasing their likelihood of graduating on time. Degree planning could also have other benefits, such as improved credit hour production, semesterly re-enrollment, and year-to-year retention rates.

Advisement Initiatives Continued

- **Initiative 3: Expanding the coordinated care network on EAB Navigate**
 - Rationale: To address the issue of students feeling like they are being “shuffled” around campus, whether it is for financial aid, paying bills, and more. Coordinating care will allow students to receive help not just from the person they happen to meet with (e.g., usually their advisor) but from all of the people and offices suited to help them (e.g., career services, coaches, tutoring, financial aid/payment, etc.). Additionally, coordinated care will provide a centralized referral system where advisors and other student support personnel can issue referrals and see the resources students are using through the case management documentation.

Coordinated Care Scenario with Tutoring

ISSUING A REFERRAL

Actions

I want to...

- [Issue a Notification or Referral](#)
- [Create a New Student](#)
- [Upload Profile Picture](#)

REFERRAL DETAILS

ISSUE A NOTIFICATION OR REFERRAL

Student: Bucky Buc ✕

Please select a reason:

Is this associated with a specific class?

Additional Comments

This student expressed needing tutoring for BIOL 1110/11.

Coordinated Care Scenario with Tutoring Continued

REPORTS/NOTES SCREEN

Notification Or Referrals For Kirsten		CASE INFO	
ISSUE DATE	NOTIFICATION OR REFERRAL REASONS	Notification Or Referral For Tullock, Kirsten Issued on 02/09/2022 @ 11:00am ET	
03/08/2022	Refer to CFAA for Tutoring		
02/09/2022	Refer to CFAA for Tutoring		
		NOTIFICATION OR REFERRAL REASONS	STATUS
			CASE OUTCOME
		Refer to CFAA for Tutoring	Closed on 02/21/2022
			Student received or participated in support

Other case outcomes include: (1) Appointment made; student did not attend, (2) Contacted student, but no reply, or (3) Student reports issue is already resolved

Coordinated Care Scenario with Tutoring Continued

Student	Notification or Referral Reason	Closed Reason	Comments
Student A	Refer to CFAA for Tutoring	Appointment made; student did not attend	<p>02/09/2022 11:00 AM low exam and overall course grade ~</p> <p>02/09/2022 1:16 PM Emailed student about tutoring, SI, and academic coaching ~</p> <p>02/15/2022 6:44 PM CFAA Learning: Called student and set up tutoring appointment for BIOL 1110 on 2/21 ~</p> <p>02/21/2022 9:47 AM CFAA Learning: Student cancelled made appointment ~</p> <p>02/21/2022 9:48 AM CFAA Learning: Sent final email with our services, contact us to reschedule if need further help</p>

Coordinated Care Initial Units

- Bursar
- Career Services
- CBAT Career Services
- Center for Academic Achievement
- Dean of Students
- Disability Services
- Financial Aid
- Fraternity and Sorority Life
- Honors College/Study Abroad
- Housing and Residence Life
- TRIO Program
- Veterans Affairs

Thank you

Questions?