

Meeting Minutes
Tennessee State University
Faculty Senate Meeting
Date: January 28, 2021
Time: 2:40pm-4:30 pm
Zoom Meeting

Minutes taken by Senator Karen Smith, Secretary.

| Item # | Agenda Item | Motions by | Motions seconded by |
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| 1 | <p>2:38-2:42 PM Welcome & Call to Order Senator Triplett, Chair called the meeting to order. She has requested the attendees to mute their microphone and comment in the chat box. Review of the Agenda for the meeting.</p> | | |
| 2 | <p>2:42-2:44 PM Consideration of the minutes of the previous meeting held on November 12, 2020. No comments from anyone. First and Seconded. Meeting minutes to be uploaded on the website. Dr. Triplett made the motion to accept the meeting minutes from November 12.</p> | <p>Dr. Triplett</p> | <p>Dr. Young-Seigler</p> |
| 3 | <p>2:44 QEP (Quality Enhancement Plan) Update Dr. Joel Dark (QEP Development Committee Chair) and Kimi Bonner (Interim Director for Student Success Programs) Dr. Dark: Since Aug or Sept Ms. Bonner is the Co-Chair with Dr. Dark of the QEP Committee. Ms. Bonner created the whole proposal and whole concept of the QEP and what it is based on. I can't say enough about the quality of her work. The QEP is a 5-year student learning student success student plan that is required as a part of the 10 year SACSCOC accreditation that each institution is required to have. We have been working on it since end of 2017. Dr. Triplett led the first part of it. Kick off in 2018. And then we had a period where people were submitting proposals and those proposals were reviewed, they were consolidated and a couple of teams worked on a full prospectus for the QEP. Ms. Bonner led one of those teams. Those 2 prospectus documents were reviewed by the campus and the one that got the most support was the one for focusing on advisement and career development. That document is the basis of developing the committee that I am on and that document is used in the QEP. We have submitted drafts to Silver and Associates and we have had 6 drafts and the last 2 have no recommended changes.</p> <p>The QEP is a major part of the reaccreditation and a major focus of the site visit in March and a focus of the mock visit and what we are trying to do now in the next several weeks is to reach out and have discussions about the QEP and ask questions about it. QEP will be part of the mock tnstate.edu/QEP is current and UpToDate.</p> <p>Title is CADENCE: that has been the title for a very long time but what it stands for has changed a little bit. The final decisions is that it would stand for steps in a student's journey in the university that is supported with effective student advising.</p> <p><u>C</u>onnect with advisors, faculty members, support services, and peers.</p> <ul style="list-style-type: none"> • <u>A</u>ssess personal interests, values, strengths, and goals. • <u>D</u>evelop a personal educational plan. • <u>E</u>ngage purposefully in courses and co-curricular activities. • <u>N</u>avigate opportunities, challenges, and choices. • <u>C</u>reate a career profile presenting experiences, accomplishments, and abilities. • <u>E</u>xcel in professional achievement, service, and lifelong learning. <p>3 major initiatives for the QEP</p> <p>1. Institutionalize an advising Coordinated Care Network.</p> | | |

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| <p>The Coordinated Care Network is a networking model for advising and student support developed by the Education Advisory Board (EAB) and supported at its member institutions by the advising platform EAB Navigate.</p> <p>Building on the University’s current use of EAB Navigate, CADENCE institutionalizes and expands the University’s Coordinated Care Network, deepening its connection of advising, academic, and student support units. CADENCE provides an ongoing leadership structure for the Coordinated Care Network through the CADENCE Steering Committee and promotes its effectiveness through regular professional development and through technical training and support.</p> <p>2. Publish and maintain comprehensive advising resources online.</p> <p>CADENCE recognizes the critical importance of comprehensive, current, and accessible advising resources for the effectiveness of the Coordinated Care Network and for the successful participation of students in educational planning, co-curricular engagement, and other components of the plan.</p> <p>CADENCE provides for the collection, review, and publication of existing advising resources in a single online location during the first year of implementation followed by the regular review, revision, and expansion of these resources. New advising resources planned as a part of CADENCE include timelines – modeled in part on EAB’s Experiential Major Maps – identifying opportunities for engagement and career development at specific milestones during a student’s matriculation.</p> <p>3. Utilize technology for individualized advising and career development.</p> <p>CADENCE realizes for students the full benefits of three technology platforms already operational and in use at the University: EAB Navigate, Tiger Print, and Handshake.</p> <p>CADENCE expands use of EAB Navigate as a primary resource of the Coordinated Care Network in providing and documenting holistic, individualized advising; the use of Tiger Print for documenting educational planning and co-curricular engagement; and the use of Handshake for the creation and review of student career profiles. The plan provides for student a CADENCE Learning Outcomes</p> <p>There is more information on the website and we will be glad to share any information with faculty leaders and with others and we are very eager to respond to any invitations to meet with academic units or with other constituencies where we can provide more complete information about the CADENCE plan.</p> <p>Ms. Bonner: It is our hope with this QEP we want to reinvent and recreate advising. We want to have a safety net on campus where if the students fall we will have a team of people to help them</p> <p>CADENCE recognizes advising as a teaching and learning process with a defined curriculum and learning goals. CADENCE initiatives are designed to support students in developing educational plans, based on defined personal and career goals, by the end of their first semester, and in creating career profiles, drawing effectively on their educational experiences, by the final semester of their degree program.</p> | |
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| <p>These educational plans and career profiles provide an opportunity for students to demonstrate the achievement of CADENCE’s two stated learning outcomes:</p> <ol style="list-style-type: none"> 1. Educational Planning: Students will be able to develop and utilize educational plans based on defined personal and career goals. 2. Integration and Reflection: Students will be able to articulate and document the significance of curricular and co-curricular experiences in the achievement of defined personal and career goals. <p>The first outcome is captured in the first part of the CADENCE acronym (Connect, Assess, Develop), with the second reflected in the words of the last four letters (Engage, Navigate, Create, Excel).</p> <p>Handshake is a career profile to connect students to potential employment opportunities</p> <p>Kimi Bonner: discussed advisement and the importance of collaboration. Jane Jackson asked who should be advising students when they declare a major? General advisors up to 60 hours and core curriculum cut off at about 40; When should the academic advisors take over to assure a better success?</p> <p>Kimi Bonner: we (advising center) are focusing on under 30 hours; wanting to push students toward the dept of their major program and have a culture shift for TSU; This was also the goal of S2S: to get students familiar with their programs earlier to see if their career fits. They will have training available to all advisors to all move in a positive direction. Faculty advisors will focus on sophomores and beyond.</p> <p>Dr. Sibulkin: this sounds excellent. If you want this to be comprehensive and add retention it would seem that part of this effort would address when a student sees a hold in banner that they would be given a name right there because it can be days before their advisor can get back to them. Shouldn’t the software tell you that and not be so primitive.</p> <p>Kimi Bonner: software is going to be a big component of QEP.</p> <p>Dr. Dark: both resonate with me after a couple decades of working here A component of the QEP is to work together on transition points, in developing the plan we did not make decisions of when students should make decisions from faculty advisors to be involved from the beginning. Every student should have a map that indicates at what they make the transition from professional advisors to faculty advisors and faculty advisors will have similar information in the EAB from the beginning.</p> <p>A similar university did a diagnostic of the QEP and the flow of students from person to person and it looked like spaghetti.</p> <p>Part of the plan is to make a permanent faculty forum advisement; on hold removals I think utilizing technology so student don’t get lost and always know where they need to go-that is another big priority of trying to create this integration.</p> <p>Ms. Bonner: Some of that has to do with the onboarding process for students. Trying to come up with creative ideas to introduce students to their team before they start at the institution is something we are doing at the advisement center.</p> <p>Dr. Elaine Phillips: Who are the professional advisors for those that specialize in the under 30 credit hours students as to if they tell them to do something easy; we have had students steer away from a Bachelor of Arts or some other because of the language requirement-- foreign</p> | |
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language requirement, they tell them to do the interdisciplinary degree and not take the foreign language—this would help the person in their degrees. Need to think about a world that is going global and going more Latino.

Kimi Bonner-started with the advisement center this fall and I came from the system where the department was supported and the advisor knew what the department was looking for. I can't speak to before what happened before June. Students should be allowed to take a challenge and just have the easy out.

Dr. Joel Dark: He tangled with our president about the foreign language; emphasizes individual advisement and looks at what the student presents in writing or in person for their own assessment of themselves along with their grade and their high school work; what is the student telling you about themselves. This plan individualizes their work and that is what is missing in advising. The QEP adds that component.

Ms. Bonner: having the professional consultant to come give the advisors a bigger view and that has not happened yet.

Dr. Young-Seigler: the new relationship between the faculty advisor or the professional advisor. She has a biology student coming in and college algebra doesn't count but may need to take it due to their grades etc and she wants to get the patient past college algebra.

Kimi Bonner: the professional advisor will take the lead from their faculty advisor; students are coming in with a 15 or 14 in math; talk to the advisors to stop putting math fear into the students; coach the student and not scare them about the math. Work together and nobody is trying to harm the student.

Dr. Gashaw Bekele: in the past we had a QEP on writing and this one focuses more on student advisement and student support; when our students are trying to achieve; critical thinking skills or problem solving; is this in the QEP;

Dr. Joel Dark: you have asked my favorite question. It went thru a transition by SACS over the years and they now say the QEP did not have to be specifically about a cognitive learning outcome, it could be about success; as someone that was interested in cognitive learning goals, I was not interested in slipping of the original trajectory; this QEP is a little bit less learning outcomes in that narrower sense but it does have learning outcomes and most of you know we have 3 general education a couple of other outcomes about critical thinking, inquiry, reasoning, and specialized knowledge and skills. The learning outcomes are metacognitive and the first one is educational planning -a student will understand what the university has to offer and that they will make a plan to avail themselves of that; and at the end is integration and reflection. So there was a lot of effort and rubrics on the QEP to not lose the focus on learning; that is why we changed the CADENCE acronym because we wanted to say to students this is what we hope you will achieve and do as a result of participating and it is not just an university but it is an activity in which students are participating.

Dr Triplett: reading from the chat (**Angel Sloss-Pridgen**): is there unconscious bias training to the advisors?

Ms. Bonner: that is a part of the training that we will do with the consultants coming in; not sure about in the past' culturally diverse and culturally sensitive is a big deal. We are a HBCU but we are very culturally diverse.

Dr. Triplett reading from chat (**Jane Jackson**): Will the QEP incorporate the degree plans in degree works software: will this be incorporated to advise students?

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| | <p>Kimi Bonner: yes it will be a part of it; ; we link the sheet to the degree works; Sometimes we find errors in degree works but we have not abandoned the traditional advising sheet and link it to it and it is not what the advisement center says, it is what the faculty advisor says</p> <p>Dr. Triplett: the faculty can make changes to the program of study. Until then you can do course substitution forms. Dr. Dark you mentioned EAB Navigate-I was trained but now faculty are pushed in the direction of degree works. Are we doing both of these in the QEP? Are we going to train people in the EAB Navigate?</p> <p>Dr. Dark: Ms. Bonner is over EAB. Those systems do different things The emphasis in EAB is on documentation and referral and the emphasis in Degree works is on curriculum planning. The systems are intended to work together and the students get lost in the multiple platforms so we want to have a single location for students to go and know when to use what.</p> <p>Dr Triplett: thank you both for taking your time and faculty senators can reach out to both and you all can come back and share. If faculty senators have more questions reach out to Ms. Bonner and Dr. Dark.</p> | | |
| 4 | <p>Dr. Triplett: introduce Ali Sekman for his report from Jan 2021 trustee meeting;</p> <p>Dr. Sekmen: Good afternoon everyone. I am gonna be brief and answer any questions that you have. We met in November of 2020. I am gonna list some of the important approvals that we had. One is the discontinue of BS in Dental Hygiene; there is only 3 students in the program that are gonna finish in spring 2021. In the future will do an online alternative and the AS program is a large and strong program now.</p> <p>Fiscal year 2021 Budget: (he has a Power Point with slides on this) 3 steps in the approval of a budget. First there is a proposed budget in summer then Oct -Nov revised budget and Dec final budget.</p> <p>Title IX emergency rule to be consistent with equity and inclusion.</p> <p>There was extensive discussion on TSU’s response to COVID-19 and TSU has a pandemic taskforce that meets regularly and spring 2021 online schedule and pass fail options. The TSU statistics was discussed and 125 students and 53 faculty and staff have had COVID-19 as of the November meeting.</p> <p>We talked about SACSCOC and Dr. Harris explained the process and site visit in March and weekly meetings for task force and it was explained that with the QEP is due in Feb. 20 and the probation helped us to work as a team for SACSCOC and in 2010 we had a similar situation and we did a lot to fix it and then stopped training after the visit and we got relaxed after we had established processes; now we should continue with this and Dr. Anderson was the right person to do the SACSCOC and it was the right decision to hire her.</p> <p>The Intensive English center received a CEA accreditation and are the first HBCU with a CEA accredited language school; This was done in 3 years; Congrats to Dr. Jewell Winn and Mr. Engine Ayvaz. In the visit in October, they had 45 items to check and our English center satisfied all of them. He recommended in November that we bring foreign students to the English center and the language school and we conditional admit them and when they are learning English that they are allowed to may be take a class. Dr. Glover also congratulated them and was very excited.</p> | | |

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Dr. Sekmen asked the Provost about the extreme spring break and winter break to see if they have any data analyzed that it worked and Dr. Harris said he would look for the data and get back with us.

TSU board performance audit report that had 8 findings and it was not a good report. Dr. Sekmen was disappointed and 4th audit that expressed the financial statements issue We are more reactive than deliberative ; the report states that it may impact our SACSCOC reaffirmation. Mr. Chase’s response said we had a shortage of staff and we have a plan to fix the issues. The board gave some directions to the university. Mr. Chase was asked for the reasons for those issues. Mr. Chase’s response said we had a shortage of staff and we have a plan to fix the issues. Dr. Glover and her team are working on fixing those issues.

One thing that bothered me a little bit was that the report said the delay in financial statements or confidential financial statements might impact our reaccreditation but we told that will not be the case. It was a big discussion. I had some concerns about the revised budget. The proposed budget had a 4.3 M deficit and the revised budget had an overall 10.7 deficit and that we added 6.4 million more in the red. I was impressed with the discussion and everyone stepped in and tried to understand it. Where will the 10.7 M deficit for sure come from? It should come from the reserves and someone asked about the size of the cash reserves and in board meeting is was about 68 M and Mr. Chase said it was 50 M—Dr. Sekmen questioned --is it cash and money in the bank that you can access and use anytime you want?

Mr. Chase said not that 50 M was all of our assets and this deficit needs to come from the reserves and he did not have the information about our CASH reserves and he is going to have to get this information. The thing that bothers me and the board is that we have almost an 11 M deficit that needs to come from the reserves.

VESP: has it helped us save? This will cost us some money in the first year and then save us money later. If faculty is using VESP and we are hiring another person for it, what is the point? Initially the board was told that people in critical positions would not be allowed to leave. The revised budget assumes the summer budget would have the correct enrollment and the income so is the 10.7 M still correct or is the revenue less than we expected. Mr. Chase said the revenue is consistent with the projected revenue.

Revised budget-are we purchasing so much hardware and should we use the Cares money to address the issue of the deficit and probably not. I am a computer scientist. I am not against buying laptops and tablets and so on and are we fully utilizing them? He asked if some of this money could go towards the deficit. Most of the university’s budget is for 70% personnel and we are working with a minimalist’s budget. Any questions he can try to answer.

Dr. Triplett: Thank you so much Dr. Sekmen.

Dr. Burks: it seems as if VP Chase and VP Harris are not on the same page; In the VESP, Harris is refilling 22 of the 33 positions with a recurring savings of 1.5 million and with 2.5 years just to breakeven; so do you think that was what the board was wanting?

Dr. Sekman-original intent would not allow critical positions to take it; starting from the second year we should start saving; there is a question there;

Dr. Burks: the initial cost is 3.9 M and the cost savings is 1.5 M.

Dr. Triplett: has a question from the chat (**Kenneth Chilton**): is it sufficient to address the decreasing enrollment and increasing deficit with “ we are working on it” ?

Dr. Sekmen- No, well that is a good question and it is the question that I have been asking 3, almost 4 years at every meeting because the one thing is that everything will depend on the

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| | <p>enrollment and not just the enrollment but the budget and budget generating enrollment. If you have 10,000 students and they are not paying money, it needs to be revenue producing. I have already presented to everyone how I feel and it is not just a feeling, I provided the data trends. Unless the revenue generating enrollment is up, it is not going to get better. Especially the reserves that are going from 68 M to 50 M in reserves and the deficit has to come from someone and you do the math-the board does not like to use the reserves. The board is also expressing similar feedback to the administration.</p> <p>Dr. Triplett reading chat (Elaine Phillips)-didn't President Glover admit that staff number needed to be reevaluated? I hope she was using a euphemism for administration and not general support staff who aren't paid very well.</p> <p>President did not lay off faculty and then started the VESP Look at pushing VESP in administration to make savings?</p> <p>Dr. Sekmen always goes for the enrollment. Our revenue is what it is and our cost is what it is. I mean there is no magic.</p> <p>3:38 pm Dr. Triplett: last question from the chat (Jane Jackson) and then we will go to committee reports. Did the board tell them to make budget cuts before the March meeting</p> <p>Dr. Sekmen: the board said maybe postpone approval of the revised budget until January and so the university can work and reduce the 10.7 M deficit and it was decided the university can not function without a budget and with one the university would have to use the previous budget. The board had asked for a plan to reduce the deficit in the March meeting. The board charged the administration with that.</p> <p>Dr. Triplett asked for the Power Point from Dr. Sekmen to be emailed.</p> | | | | | | | | | | | | | | | | | | | | |
| 5 | <p>Dr. Triplett: Committee reports: send in Sharepoint one week prior to the Feb. 18 meeting and by Feb. 11 your report will be sent out and; today she will be go thru the committees; When I send out the information so that faculty senators can review the information prior to the meeting.</p> | | | | | | | | | | | | | | | | | | | | |
| 6 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Time: 3:44 pm</td> <td>STANDING Committee Reports</td> </tr> <tr> <td colspan="2">Academic Committee (M. Crawford)</td> </tr> <tr> <td colspan="2">Nothing to report</td> </tr> <tr> <td colspan="2">Alumni Relations and Development Committee (R. Fleming)</td> </tr> <tr> <td colspan="2">Full report is in share point</td> </tr> <tr> <td colspan="2">Met Dec 4 with Sonya Smith Assistant Director of Alumni Relations to discuss faculty collaboration and how donated money would go to the correct departments. She would like faculty to do an alumni outreach quarterly. Next steps will meet in Feb via Zoom to further define each colleges and departments roles in assisting Ms. Smith. Inviting Ben Northington next time. He is over the foundation.</td> </tr> <tr> <td colspan="2">Budget Committee (A. Young-Seigler)</td> </tr> <tr> <td colspan="2">Committee met before the end of the semester to work out a strategy for this semester in working with Mr. Chase and Mr. White and be an advisor to them as far as the university goes. We asked for a few documents from them and got them and haven't looked at them but want to meet prior to the trustee meeting ; Will meet again in Feb. Will invite Mr. Chase to discuss it. Someone (Dr. Chaires) asked how to get on the budget committee and Dr. Triplett stated to give your information to Dr. Young-Seigler.</td> </tr> <tr> <td colspan="2">Constitution and By-laws Committee (J. Jackson)</td> </tr> </table> | Time: 3:44 pm | STANDING Committee Reports | Academic Committee (M. Crawford) | | Nothing to report | | Alumni Relations and Development Committee (R. Fleming) | | Full report is in share point | | Met Dec 4 with Sonya Smith Assistant Director of Alumni Relations to discuss faculty collaboration and how donated money would go to the correct departments. She would like faculty to do an alumni outreach quarterly. Next steps will meet in Feb via Zoom to further define each colleges and departments roles in assisting Ms. Smith. Inviting Ben Northington next time. He is over the foundation. | | Budget Committee (A. Young-Seigler) | | Committee met before the end of the semester to work out a strategy for this semester in working with Mr. Chase and Mr. White and be an advisor to them as far as the university goes. We asked for a few documents from them and got them and haven't looked at them but want to meet prior to the trustee meeting ; Will meet again in Feb. Will invite Mr. Chase to discuss it. Someone (Dr. Chaires) asked how to get on the budget committee and Dr. Triplett stated to give your information to Dr. Young-Seigler. | | Constitution and By-laws Committee (J. Jackson) | | | |
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| <p>We have not met ; sent a correspondence to the committee asking them to be familiar with the constitution and make any suggestions. I will have a meeting and report for the next meeting. Our first task is to update the handbook that is required on a yearly basis. We will review the incorporation of the amendments and let the committee review and approve them.</p> | | |
| <p>Curriculum Committee (K. Smith) Report is on Share point. We approved 15/16 CARFs/PARFs that came through the committee and Dr. Harris and Dr. Triplett are very quick for turn around time. Ms. McCutcheon is sending approved CARFs back to the originator and that is reducing traffic of those asking about their CARFs. We have met twice this year. The one CARF not approved is being sent back for revisions. AA is making new forms for us to use. Over the summer we did the multicourse CARF to turn courses to online. One thing we are having to watch is the whole program is turning online, that requires a PARF. We are using electronic signatures instead of moving paper around. We are wanting to move to Curriculog and we know who to talk to about that. We were still using TBR forms due to the promise of Curriculog. Our goals are to be smooth and have quick turn around.</p> | • | • |
| <p>Faculty Benefits and Welfare Committee (D. Charles) Not present</p> | | |
| <p>Faculty Grievance and Appeals Committee (P. Flott) We had one grievance on 11/27 where a claim that students in quarantine were asked to leave housing on 11/25 and not allowed to get additional testing. The grievance occurred in between semesters. They had leased church housing and VP Hike questioned whether this happened or not and the person in the complaint wanted to be anonymous so we will have to go back to them and find out more information. We received 2 new complaints in the last 48 hours and we have not worked on them yet.</p> | | |
| <p>Information Technology Committee (K. Al-Nasr) We met mid Dec. We have requested the written policy on anything related to IT and we have received them and are studying them. We are going to meet and write up our study and findings. Dr. Triplett stated there is a new IT committee that Tim Warren is starting and I hope that you will be able to be on it.</p> | | |
| <p>Nomination and Appointment Committee (C. Brown) We met last semester before we ended and the report is on Share point. We reviewed the roles and responsibilities of the committee and the timelines for upcoming elections. We discussed platforms for candidates to provide their information on. Next meeting is Feb. 5.</p> | | |
| <p>Library Committee (A. Sloss) Met in November and looked over the charges assigned to the committee, assigned a secretary just to take notes, and we have smaller working groups to address some policies pertaining to the library. There is a concern about the embedded librarian program that I am the coordinator of. Last semester we had to limit the amt of faculty that could utilize librarian due to high demand and not enough staff and that Deans will have to make the call who gets the librarian. notes are in share point; may want to amend the charges of the library committee charges to make them more specific and may need to have other departments because their library serves the committee</p> | | |
| <p>Professional Development Committee (K. Chilton) Sent a survey to members and they said travel funds and conference money; focus on jr. faculty that do not have tenure what can we do to help them; opportunities throughout the college for scholars throughout the university to present their research and do presentations for a university wide scholars brown bag. We will meet in the next 2 weeks.</p> | | |
| <p>Research Committee (V. Tiriveedhi)</p> | | |

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| | <p>We met Jan 8 and discussed the strengths and weaknesses of all the departments. By Feb 11 I will have a report in Sharepoint. Some departments will still give me their strengths and weaknesses on paper.</p> <p>Student Appeals Committee (Q.Quick) Nothing to report</p> <p>Post Tenure Review Committee (Dr. Ed Raynes for W. Boadi) Shared PP; the committee was charged to draft a post-tenure document. Unfortunately the draft they were given was not what the committee wanted. They are looking to be able to support all departments and there is a variance in how much weight departments put on scholarship, teaching and service. They are deciding if review would be every 5 years and the how each college or department would decide on review and each college having their own review standards and using eLearn to use similar to the tenure process to leave a paper trail. 3 levels for yearly review, or triggered review when a faculty member would get a low review on an annual eval, or a 5 year overall composite review; they will meet monthly.</p> | | |
| 7 | <p>Dr. K Smith: Full Faculty Forum Summary Dr. Triplett made a motion to approve the minutes from January 22, 2021 full faculty forum. Action Items for the Full Faculty meeting in a chart were shown on the screen and placed in Share point.</p> <ol style="list-style-type: none"> 1. Faculty Trustee: we are accepting nominations. Possibility of Trustee getting workload release time 2. Handbook: will be reviewed by constitution committee 3. COVID testing and Vaccination: keep faculty updated; no vaccines given here 4. COVID on tenure: stop the clock benefit via Dr. Harris is extended this year 5. Revenue Generation and student enrollment: maybe a new committee to look into this; may be too large of a charge for the budget committee; same for the curriculum committee—may coordinate with SACS, Dr. Harris, and Dr. Anderson. We may need a report from these people. The overarching theme was that faculty want to be informed of what is going on and there is a lot of work going on behind the scenes and faculty need to be kept up to date 6. Salary equity-compression for those long hires versus new hires for a higher salary-benefits and welfare committee will look at it 7. VESP impacts-we need what positions exactly will be refilled and who actually took it. Nobody has got any notices of who left so we don't know if people are off our committee or not until we get an email returned. 8. Aging infrastructure: looking for suggestions and the university needs more funds 9. OSHA and health concerns: cleaning companies change and had a large learning curve on toilet paper and soap. Faculty are concerned about their lungs now and need help now and now wait for years for a healthier building. Possibly lease buildings downtown that are healthier if they are empty. 10. Parking: Dr. Johnson said he is willing to refund some parking fees if faculty will not be coming on campus. Some of the parking lots had to be moved around due to construction. 11. SACSCOC: there are committees working on it 12. Those working from home and spending money on items generally will not be reimbursed for home office etc. <p>4:14 pm Dr. Triplett: the executive committee will further look into the action items and Dr. Young-Seigler and I will set up a meeting with Dr. Harris and Dr. Glover to address these. May also meet with Mr. Chase and Dr. Johnson in regards to student housing etc. We will provide a response to full faculty and respond through the faculty senate and full faculty forum.</p> | Dr. Shelton | Dr. Raynes |
| 8 | <p>Dr Brown: what do we do with the actions steps form? Dr Triplett: will reach out to Senator Derek Charles because he hasn't met with the Benefits and Welfare committee yet per Dr. Bekele. This is a very important committee.</p> | | |

Meeting Minutes
Tennessee State University
Faculty Senate Meeting

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| | <p>Faculty Trustee elections: Dr. Brown: we now have 5 nominations for trustee Next step for faculty senators to start reviewing the cover letters and resumes and Feb. 15 senators will be able to review the materials of each candidate;</p> <p>The senate will be using the eLearn platform for senators to review the information and all will have access and be able to review them in a timely manner; the shell will be in eLearn; he is sharing screen for eLearn faculty trustee election 2021 and click on content tab and several modules will be the faculty trustee overview and the procedural process is uploaded for the position vote. The Focus Act information is also on eLearn.</p> <p>Module for candidates to upload their cover letter and their resume or cv. Hoping that senators can review the material in in the month of February and we will set a special meeting to vote on the trustee and depends on if there are any appeals and anything else that needs to be worked out and no later than mid-March.</p> <p>Dr. Raynes question: recommends the candidates will have the opportunity to come to the faculty senate and give a 4-10 minutes presentation and we will be able to do a special zoom to hear from the candidates; Panopto you can upload the video in Panopto; can the candidate upload the video and they will still need to be able to come before the senate to ask questions;</p> <p>2 years ago there was a series of universal questions that candidates had to respond to and we could use the meeting time to answer extra questions; Senators will have access on the 15th and Dr. Triplett said for him to send an email and he said yes and she said provide a deadline for senators;</p> | | |
| 9 | <p>New Business</p> <p>Dr. Young-Seigler : need to send a card to Dr. Boadi because he is sick and Dr. Triplett can sign and Dr. Raynes and Senator Smith to find what app we used for OT chair retirement; Dr. Sloss says newlywords and Dr. Raynes says Kudoboard.com; Dr. Triplett: we will do that</p> <p>Dr. Triplett; Submit your latest list of committee names and that they did not take the buy out and do this by next week. The standing committees are very important. I applaud the chairs that are working very hard but we want to make sure you have enough members.</p> <p>SACSCOC will be mailed off on Tuesday Feb. 2 and is in good timing and is due 6 weeks before the onsite visit. Silver and Associates will do the mock site visit on Feb 25 and March 16-18 is the SACS onsite visit.</p> <p>Dr. Kenneth Chilton can't teach classes that he was hired to teach due to no due process; consultant makes the recommended and the Provost took the recommendation-no one talked to him about it and other programs say he would be able to teach there; he teaches interdisciplinary classes and;</p> <p>Dr. Triplett said for him to forward his concern over to Dr. Flott. Thank you for sharing.</p> <p>Dr. Young Seigler- thanks to Dr. Triplett and she is working hard and doing a lot behind the scenes.</p> <p>Dr. Triplett: She wants to mention Feb 18 at 2:40 and it is on spring break for the March 18 meeting and one meeting in April. We will make the decision for the March date on Feb 18. Have a great day and upcoming weekend as well.</p> | | |
| 10 | <p>Adjournment Time: 4:30 pm</p> | • | • |

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Faculty Senator Attendance:

| | Present | Absent | College | Last Name | First Name | Position |
|----|---------|--------|---------------------------------|-------------------------|---------------|--|
| 1 | X | | AGRICULTURE | De Koff | Jason | |
| 2 | X | | AGRICULTURE | Khanal | Aditya | |
| 3 | X | | AGRICULTURE | Fleming | Rita | Treasurer Alumni Rel & Dev Com, Chair |
| 4 | X | | AGRICULTURE | Dennis | Samuel | Parliamentarian |
| 5 | | X | AGRICULTURE | Chen | Fur-Chi | |
| 6 | | X | BUSINESS | Jolayemi | Joel | |
| 7 | X | | BUSINESS | Marquis | Gerald | |
| 8 | X | | BUSINESS | Jackson | Jane | Constitution and By-laws, Chair |
| 9 | X | | BUSINESS | Flott | Phyllis | Fac Grievance & Appeals, Chair |
| 10 | | X | EDUCATION | Chakraborti- Ghosh | Sumita | |
| 11 | X | | EDUCATION | Sibulkin | Amy | |
| 12 | X | | EDUCATION | Vogel | Eric | |
| 13 | X | | ENGINEERING | McCurry | Charles | |
| 14 | X | | ENGINEERING | Fasoro | Abiodun | |
| 15 | X | | ENGINEERING | Al Nasr | Kamal | Info Technology Com, Chair |
| 16 | X | | COHS | Brown | Charles | Nom & Appointment, Chair |
| 17 | | X | COHS | Charles | Derek | Fac Benefits & Welfare, Chair |
| 18 | X | | COHS | Gishe | Jemal | |
| 19 | X | | COHS | Raynes | Edilberto | |
| 20 | X | | COHS | Smith (former Coker) | Karen | Secretary Curriculum Committee, Chair |
| 21 | X | | LIBERAL ARTS | Chaires | Mark | |
| 22 | | X | LIBERAL ARTS | Klomegah | Roger | |
| 23 | X | | LIBERAL ARTS | Phillips | Elaine | |
| 24 | X | | LIBERAL ARTS | Crawford | Mark | Academic Committee, Chair |
| 25 | X | | LIBERAL ARTS | Bekele | Gashawbeza | |
| 26 | X | | LIBRARY | Sloss | Angel | Library Committee, Chair |
| 27 | X | | LAPS | Young- Seigler | Artenzia | Chair-Elect Budget Committee, Chair |
| 28 | | X | LAPS | Boadi | William | Post Tenure Review, Chair |
| 29 | | X | LAPS | Kelly | John | |
| 30 | X | | LAPS | Quick | Quincy | Student Appeals Com, Chair |
| 31 | X | | LAPS | Tiriveedhi | Venkataswarup | Research Committee, Chair |
| 32 | X | | PUBLIC SERVICE | Triplett | Kimberly | Executive Committee, Chair |
| 33 | X | | PUBLIC SERVICE | Chilton | Kenneth | Professional Devel, Chair |
| | X | | Past-Chair (NON-MEMBER) | Burks | Geoffrey | Past-Chair |
| | X | | Faculty Trustee (NON-MEMBER) | Sekmen | Ali | |

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| | X | | Guest | Bonner | Kimi | |
| | X | | Guest | Dark | Joel | |