

Austin Peay State University
Faculty Senate
Meeting of Thursday, January 27, 2022
Morgan University Center, Room 307 | 3pm
Minutes

Call to Order: Senate President Jane Semler

Recognition of Guests: Soma Banerjee, Interim Senior Vice Provost Tucker Brown, Provost Maria Cronley, President Mike Licari, Major General Walt Lord, and Tim Winters

Roll Call of Senators: Senate Secretary Gina Garber

Absent Senators: Patrick Gosnell and Marcia Schilling

Approval of Today's Agenda: motion made, seconded, and passed to approve the agenda

Approval of Minutes from November 18, 2021 Meeting: motion made, seconded, and passed to approve the minutes for November 18, 2021

Remarks:

1. Senate President, Jane Semler (5 minutes)

Faculty Senate President Jane Semler welcomed the faculty back to campus. She thanked everyone for being present at the meeting, including everyone attending via Zoom. Faculty Senate President Semler recognized the challenges and frustrations faculty were experiencing before the winter break, and that she also had experienced them. She again thanked everyone for their work in the classroom and for continuing to work on Senate. She said that work makes the lives of our faculty on campus better.

Events:

- Clarksville Community Concert Association "Denyce Graves, Mezzo Soprano" January 30, 2022 at 3 pm in the George and Sharon Mabry Concert Hall
- Science on Tap "Mystery Passion and Chocolate: The Scientific Method" February 1, 2022 at 5:30 pm at Strawberry Alley by Dr. Leslie Hiatt
- Women's and Men's Basketball Games
 - Feb. 3 APSU vs. Murray State in the Winfield Dunn Center
- Tennis, Golf, Track and Field, Beach Volleyball, and Baseball information can be found at letsgoapeay.com

2. University President, Dr. Michael Licari (10 minutes)

Welcome: President Licari also welcomed everyone back to campus and wished them a happy new year. He also commented about events on campus. He was on his way to the Women's Basketball game after giving his remarks to the Senate. President Licari encouraged faculty to go. He said the Women's team are fun to watch and they are

playing for first place. Additionally, he was going to attend the concert on Sunday to see Denyce Graves perform.

COVID: University President Licari said that he and Senate President Semler toured the COVID testing center on Monday. They were able to see the lab where they conduct the analyses and see the outside testing area. Overall, he said it is an impressive operation and that this is a huge asset to the campus.

University Strategic Plan: President Licari identified the pillars that will be part of the strategic plan but reminded everyone that the university is in the early stages of the development and these pillars may change. At this time, the pillars are identified as:

- Academics are the foundation of the University
- Students are our focus
- Every employee is an educator
- We are a community cornerstone

President Licari said the university will work on the plan during the spring semester and present a draft to the APSU Board of Trustees (BOT). This will allow the upcoming school year to have a new plan in place that will help in making decisions and prioritize things to move forward. Additionally, he said that he and the Senior Leadership Team (SLT) are taking a very intentional *hands-off* approach regarding the strategic plan; however, they are being updated on a regular basis. He emphasized that he supports crafting the mission, vision, and value statements from the bottom up as much as possible.

Tennessee Governor's State of the State Address: President Licari said that Governor Lee is scheduled to give the State of the State address on Monday January 31, 2022. After the address, we will know more about the State's budget priorities and the priorities of the legislature. He said that this will set the tone for the spring legislative sessions and we will be watching closely. President Licari reminded us that there is a lot going on in the sessions. The initial budget recommendation for the university is a 10.4% increase in state appropriations. He said we will have to wait and see what is said in the address. Additionally, he said that there will be a state decision about raising tuition which will be included in how APSU builds the budget for the coming fiscal year. There are a variety of options in how the state could funnel the possible increases. President Licari said that enrollment numbers are moving in the right direction which is encouraging; however, we also have to consider inflation. He said that APSU is experiencing an aggressive inflation in the current state of the economy which means that the appropriations increase will be affected. He said that raises are not fully funded by the state, so if raises get factored in, APSU would have to come up with at least half of those salaries. In closing, President Licari said he feels pretty good about things at APSU. He said not many presidents in the country can say that right now in front of their faculty senates. He said we are moving in the right direction.

3. University Provost, Dr. Maria Cronley (10 minutes)

Welcome: Provost Cronley greeted the Faculty Senate and welcomed everyone back to campus. She said it was nice to see so many faculty in the room.

Enrollment: Provost Cronley said that freshmen admitted students are looking good. APSU is up 47% over fall 2021, and we are just slightly down from fall 2020. She said that graduate enrollment continues to be a positive report, trending up over the past few years. She said she is really excited about having quality students enrolling at APSU. The number of opportunity admits is down by 60%. Provost Cronley said this is the best freshman class, at least on paper, that APSU has had to date. We are still down this spring. Our overall enrollment is under 9,000 sitting at 8,751 for the first time in many years. She said that these numbers are not unexpected because we have had two years of really small classes. We will should see a rise within the next couple of years.

Strategic Planning: Provost Cronley reported on the academic strategic plan. She said Academic Affairs will be drafting a plan related to the first two pillars that are about academics and students (Academics are the foundation of the University and Students are our focus). Additionally, she let us know that the academic master plan will include a strategic enrollment management plan that will be more comprehensive.

Institute for National Securities and Military Studies: APSU has hired the inaugural director, Dr. Matthew Crosston, who is a renowned security and intelligence studies expert. Dr. Crosston will begin on February 1, 2022. The Institute will be in the College of Behavioral and Health Sciences. APSU will be the only institution with the BS in National Security Studies degree.

Health Professions Building: Provost Cronley let the Faculty Senate know that the design plans for the health professional building are underway. At this time, she said they are planning for a four-level building that will house 80 offices. It will have multiple large classrooms and clinical spaces. The architects are working on the renderings.

COVID: Provost Cronley personally thanked the faculty for their dedication and resilience in continuing to serve our students. She recognizes that this has been an incredibly difficult 22 months. Provost Cronley said that they have a supply of KN95 respirator masks and that her office is the central hub for distribution. The chairs can coordinate this with their departments and send a representative over to get them. She said they do not have an endless supply, but everyone can get at least one.

Questions:

Q: Thank you for the report on the enrollment numbers. Is the 2025 enrollment cliff still a real thing?

A: Yes, the pandemic has accelerated the enrollment cliff. This is the rapid drop in college-aged individuals in the general population that affects college enrollment. APSU is experiencing the national decline in student population and those 18-year-olds opting to go to college. The Washington Post reported that 500,000 college students walked away from a college education and the Wall Street Journal reported that in the last couple of years over one million students have walked away. This is not happening just at

APSU, it is happening in higher education across the country. Overall, THEC recorded statewide that college students are down by 6.5% this year and 13% in the last two years. Comment: When the new Health Professional building goes up, we will lose additional parking. Parking is getting further and further away from the stage in the Trahern building and the art in the Art+Design building. My concern is that many of the Clarksville community members who attend these events have accessibility issues. Comment: President Licari said there are plans to redo some of the parking lots like the Burt Parking Lot at Eighth and Marion. He said the new building will not take away all of the parking spots and that this is an obvious concern of his and they are trying to figure out a good plan.

4. Military Advisor in Residence, Major General (MG) Walt Lord (5 minutes)

Introduction: MG Lord greeted the Faculty Senate and gave an abbreviated description of his role at APSU. He said he retired out of the U.S. Army during the summer of 2018 after 36 years of service. By trade he was an armored cavalry officer. He spent the last half of his career focusing on international affairs with foreign militaries and contributing to Defense policy work. He and his family moved here during the spring of 2019 and was blessed with the role that President Licari offered him. He said he never had the opportunity to serve at Fort Campbell. His role fits into two areas at APSU. The first is to advise the President and the SLT on serving our military affiliated students. We want to serve them in the best possible way. Military affiliated students are active duty or reserve service members, military family members, or veterans. Our military affiliated students make up about 25% of our student body at APSU. Roughly, 500 service members, around 500 military family members, and 1500-1600 veterans are enrolled here. He said his other role is to lead the outreach efforts in the Clarksville Montgomery County area and in our region.

Newton Military Family Resource Center: APSU's Newton Military Family Resource Center is open and MG Lord invites everyone to stop in and visit. He said the Center is a magical place. The Center was to be the hub for all resources for our military affiliated students. There are advisors to meet veterans who walk through the door and have never been to college. They are assisted with the application process and paired with an academic counselor from Student Success. One of the most important roles is to assist our military students from a disconnect that they might be feeling from going from military to civilian life. There is a huge adjustment in this transition. The Center has also become a hub for external partners from counseling services to accounting services and much more. Black Rifle Coffee have provided free coffee for the Center. MG Lord invites everyone to come over and have coffee.

Questions:

Q: When you say family members, do you mean spouses too?

A: Yes, they are included. If you are veterans or are family members of veterans, you are part of our military family and are included.

5. APSU Board of Trustees (BOT) Report, Faculty Trustee Elaine Berg (2 minutes)

Trustee Berg reported that the BOT met early in December. She said the agenda and meeting materials are still online and available if you want to review them at this link:

<https://www.apsu.edu/president/board-of-trustees/board-meeting-schedule-and-materials.php>. Trustee Berg said that all action items passed. Trustee Berg serves on the Academic Affairs Committee and the Student Affairs Committee. The Student Affairs Committee presented an informational spotlight on Disability Services. The BOT approved the elevation of Public Health Education Concentration to a Stand-alone major of Master of Public Health (MPH) in Public Health. Also approved was the termination of the Educational Specialist (Ed.S.) degree in the College of Education. The approval of the National Securities and Military Studies has a planned implementation of Fall 2022. Trustee Berg encourages faculty to reach out to her if they have questions about the APSU BOT.

6. University Curriculum Committee (UCC) Report, Nancy Gibson (2 minutes)
UCC Representative Gibson reported that everything passed. See **Appendix A**.

New Business:

1. Policies for review (15 minutes) – reviewing policies again because of the five-year review period – we can discuss them – information items

Senate President Semler provided an update about how the policies are reviewed, edited and approved. She said she is hopeful the policies will be staggered in the future so that it is easier to manage. The Faculty Senate Executive Committee is reviewing all of the academic policies. If there are non-substantive edits then she will share them as an information item. If there are substantive edits, those policies will be presented to the Senate for a vote.

The following policies have non-substantive edits. Senators should have read these before today's meeting. Senate President Semler asked there were any questions over those policies. There were no questions.

- a. Information items
 - i. 2:006 Faculty Professional Development Assignments
 - ii. 2:007 Research Involving Animals
 - iii. 2:012 Faculty Retention of Unreturned Student Work
 - iv. 2:024 Reverse Transfer Policies, Procedures, and Guidelines
 - v. 2:025 Limitations on Enrollments
 - vi. 2:030 Learning Support
 - vii. 2:035 APSU Bulletin Policy
 - viii. 2:037 Use of Copyrighted Materials

- ix. 2:042 Allocation and Recruitment of Faculty
- x. 2:051 Faculty Appointments
- xi. 2:052 Academic Freedom and Responsibility
- xii. 2:054 Employment of Graduate Assistants
- xiii. 2:055 Research and Scholarly Activities

Senate President Semler moved on to the policies with substantive edits. She reminded Senators that the Senate will need to vote on the changes individually.

b. Action items

- i. 2:001 Curricular Development and Modification Approval
This policy was two policies that was merged into one. There is not anything new. However, one of the edits was discussed by Dr. Chad Brooks and Senate President Semler regarding the make-up of this committee and who determines getting a volunteer for the Graduate Academic Council. The Graduate Academic Council will determine their own representative.

Motion to accept the edits to Policy 2:001 made, seconded, and passed

There was no additional discussion about Policy 2:001.

Motion to approve the edits to Policy 2:001 made, seconded, and passed

- ii. 2:029 Articulation Agreements
APSU currently has three separate policies related to Articulation Agreements. The initial scope of this revision was to merge the three policies into one overarching policy covering all aspects of Articulation Agreements. The revised Policy 2:029 Articulation Agreements has absorbed the language from Policy 2:028 Articulation Among Community Colleges and APSU. Furthermore, this revision comes with the proposal to eliminate Policy 2:021 Articulation with Proprietary College, for the content of that policy is covered in the revised version of Policy 2:029 and within the Academic Bulletins (APSU articulates with proprietary colleges on a case-by-case basis, which is the essence of Policy 2:021). The revised version of Policy 2:029, now simply titled Articulation Agreements, streamlines any inquiries into how APSU articulates with any outside institution of higher learning. The new language also correctly directs readers to appropriate related policies, such as 2:015 (also undergoing

revision to be merged with 2:023 and titled Prior Learning Credit) and 2:065 Academic Approval and Signatory Authority for Academic Agreements

Motion to accept the edits to Policy 2:029 made, seconded, and passed

There was no additional discussion about Policy 2:029.

Motion to approve the edits to Policy 2:029 made, seconded, and passed

- iii. 2:044 Emeritus Faculty, Professionals and Administrators
The policy was edited to define who is eligible to receive the emeritus status at APSU. The language now clearly states that “select faculty, and professional and administrative personnel who hold the rank of tenured faculty, upon retirement, with emeritus status.” To be considered for emeritus status, the candidate must have served the university for at least ten years and have provided written notice of retirement to Human Resources prior to consideration. Office space and laboratory space is not guaranteed.

Motion to accept the edits to Policy 2:044 made, seconded, and passed

Discussion:

Comment: Number 2 under *Privileges* says you can get complimentary parking.

Response: The emeritus faculty are offered faculty and staff parking. You can actually get a permanent parking pass.

Motion to approve the edits to Policy 2:044 made, seconded, and passed

- iv. 2:057 Grants Award and Declination Policy
The major changes in this policy are about the routing procedures that will be solely handled by the Office of Research and Sponsored Programs.

Motion to accept the edits to Policy 2:057 made, seconded, and passed

There was no additional discussion about Policy 2:057.

Motion to approve the edits to Policy 2:057 made, seconded, and passed

- 2. Course Continuity Policy Proposal Academic Red Committee Chair, Amy Thompson (Action item) (20 minutes)

Senate President Semler provided background about how this new policy evolved. The Faculty Senate hosted the Pre-Semester Round table sessions like we do every year. One of the sessions was about Student Success and the importance of having an updated gradebook so students know where they stand in the class. During this session, everyone in the room was very supportive and agreed that students need to be informed about their progression in class. Senate President Semler met with the Student Government Association (SGA) President Kito Aruh and discovered this was student's number one request. Students want to be able to check in D2L Brightspace to see the status of their grade. Senate President Semler said the gradebook is customizable so faculty can get it set up the way they want it. This is very important for student success. There are workshops coming up that you can attend to learn how to use the gradebook and Distance Education personnel are willing to work with faculty one-on-one.

Dr. Amy Thompson, Chair of the Academic Red Committee thanked everyone for their work on the Academic Red Committee: Kakali Chakrabarti, Sue Evans, Bill Rayburn, and Jennifer Yantz. Dr. Thompson said this policy is to allow for a course to continue without interruption to the student, that is, if an instructor was not able to continue teaching. The unfortunate circumstances could include illness, death, termination, or the like. This will enable another instructor to be able to take over and complete the class with minimal disruption. The Academic Red Committee decided to solicit feedback from the deans and chairs to see what items or information would be beneficial in their units to have in D2L. The general consensus was that there needs to be a syllabus that included clear grading policies. The Academic Red Committee received guidance from the Faculty Senate Executive Committee and the Provost to include having an updated gradebook in D2L so students could see at any point where they stand in class.

There were concerns that came up for faculty. A major concern is that faculty might not know how to use the D2L gradebook. The Academic Red Committee reached out to Dr. Anna Carrie Webb, Director of Distance Education and she assured the committee they will have plenty of training for everyone, both group and individual training sessions. The Committee also reached out to the Faculty Handbook Committee Chair, Dr. Kathryn Woods who suggested that the Academic Red Committee create the policy and then the Faculty Handbook can link to it. Another concern is faculty who are using an external platform and the extra work they would have to complete in order to have their grades in D2L; however, Distance Education personnel said will be able to assist those faculty as well. Academic Freedom was the last issue for a few faculty members. The Academic Red Committee highly thinks this is a best practice issue, not an academic freedom issue.

Motion to discuss the new Course Continuity Policy made, seconded, and passed

Comment: This seems to take away the faculty member's freedom to change the course on fly. Content in some disciplines changes rapidly like in Astronomy. Something could change that morning that I will need to bring into class that afternoon which could affect assignments or overall grades. Faculty teaching a Shakespeare class will not have those types of discipline changes like others. Am I interpreting this correctly?

Response: I think this will not necessarily affect you, because you can still post a grade.

Comment: What if I change something in the homework and I end up dying? The instructor taking over will not know about my changes.

A: That is an example of extenuating circumstances.

Comment: In the sciences, things change on a daily basis, potentially.

Comment: Would it be fair to characterize this policy as looking at the structure as opposed to the content. The content can continuously evolve, but the structure of how the content is handled is the thought here.

Comment: Another example was shared about the number of discussion questions during a busy semester.

Response: That is not the spirit of this policy. In your syllabus you have required statements. Regarding the gradebook and your first example about making a change on the fly. You can decide to change a score or an assignment on the fly.

Comment: Having the gradebook up to date to the point of the Semester when one starts to take over is the major point of this policy.

Comment: I appreciate the spirit of this policy. I particularly appreciate some of the points. I teach completely online and I use D2L extensively. For example, tomorrow I will get 80 discussion questions and I will grade them as soon as possible. Many people have access to my D2L course shell. My concern has to do with academic freedom. If I have a gradebook that I keep at home, I have control over it. In D2L, my dean, chair, and maybe others have access to it. I have been surprised at times when I look at the course access and see that people have looked into my course. I'm concerned about that. According to the logic of this policy, it's more about continuity, if you die and someone needs to take over the class. That is a rare occurrence and a small exception to motivate a change like this.

Response: I will address the extenuating circumstance. In my department what have had three of these instances where a faculty member passed away and the person who took over had to go to the widow's house to get into the faculty member's phone to extract information. Another faculty was terminated and refused to provide any of their grades so we had to ask students to bring in their graded work. This isn't as extenuating as you might think it is. In response to how quickly you are grading assignments, this policy isn't about tracking you in D2L and ensuring you are grading quickly. It's about students being able to see where they stand in your class. So, as you return your assignments, you would put them in the gradebook. You can still keep your personal gradebook, just transfer the grades so your students can see them. Keeping your grades in D2L can also protect you when a student goes to your dean or chair. Transparency provides protection.

Comment: When I think about this policy, I think about student success. If a student knows where they stand, it will help them be more successful. It might be a little inconvenient and challenging at times, but it is worth it for the students.

Response: I have transitioned to using the D2L gradebook during the pandemic. I have used spreadsheets in the past. Now, using D2L is a matter of convenience and I don't get as many questions like I have in the past.

Comment: I have transitioned completely to using the gradebook in D2L. I would like us to consider an exception for online homework. You said you can integrate external systems into D2L. That seems to take over grading, individual assignments, and flexibility. Additionally, you have to assign grades manually which is inconvenient and time consuming.

Response: I think we need to look at the systems we are using to synchronize them with D2L. Many systems like Cengage can be synched to D2L and you can make changes when needed. Much of this can be taught to you by the Distance Education personnel.

Comment: There are issues once you embed the external system. Each assignment gets pulled directly into D2L and I might want to modify it. I don't want to do this every week.

Response: Again, what you are doing fits into this policy. Eventually, you assign a grade. When you do, you can post it in D2L or go into D2L and modify the grade. The policy does not specify how often you must do this. The students should know where they are standing in the class. If you wait until the end of the semester to post your grades, that is probably too late and it doesn't help the student.

Comment: The student can see their score when they do the assignment.

Motion to extend the time by 5 minutes made, seconded, and passed unanimously.

Comment: Our online system does not communicate with D2L. This policy will make it longer for me to add the grades into D2L.

Response: It is important to provide feedback to our students. If you record a 0, the student should know. It doesn't have to be an instantaneous grade.

Comment: The online system that I use will post the cumulative grade, but not the chapter grades. At the end of the semester, I will check the grades and maybe discard the lowest chapter grade. This will change the overall grade for the student and possibly cause issues. A student may think they have 100%, but they don't.

Response: According to best practices, I would argue that if you recorded 0's in those assignments they would know their grade.

Comment: Students don't get the chapter grades, they get the cumulative grade based on their attempted work. It is a lot of work for us to go into one system and then report the grades in another system.

Comment: I think we are bothered by the wording of the policy. "Grades are required to be posted in the LMS prior to work being returned to students, so that an accurate recording of grades is available." So, either it is policy or it is not. In the next sentence, "An accurate and current grade calculation must be available to all students enrolled in the course at any time." Again, either that is policy, or it is not. You just can't say use common sense. I think the policy should be clear. If it is clear, then we can convey it to the faculty as an expectation.

Motion to extend the time by an additional 5 minutes made, seconded, and passed unanimously.

Comment: If there is a faculty member who is struggling throughout the course of the semester, and maybe they feel like there is a stronger class or weaker class, they might prioritize the class differently where the stronger class may not have an up-to-date grade. I understand the basis and nature of having a policy like this is good hearted and it should be a best practice. What about the person who is struggling? There could be a punitive action that I am worried about.

Response: What assignments are already graded, is what you should have in D2L for students to see. You do not have to create a certain timeframe. It's just letting students know what their grades are only based on assignments that you have graded. Again, the

spirit behind this policy is that students need to know what their current grade is in a class throughout the semester. This means as soon as you grade the assignment, post it in D2L and then return the graded work to the students. Do not keep the assignments in a pile on your desk or in a filing cabinet. You don't want to return the graded work to students before you post the grades in D2L.

Comment: There are circumstances with external systems and login information.

Comment: I have two points to make. With all of the discussion about the publishers and the external systems, you might be surprised to find out that you can do a lot more than you think you can. I know I did. You have flexibility with percentages and stuff like that, but you need to ask for help. Second, I agree with the point about the second sentence, an accurate and current grade calculation must be available..." I agree with the spirit, but the language is concerning to me. An accurate and current grade calculation is in my syllabus. Students know exactly the percentage of every assignment. At any time, students should be able to do an accurate grade calculation.

Comment: I understand there needs to be something in place in case I cannot continue to teach my class. I could die tonight and someone will not know what my intention was for tonight's ungraded homework.

Comment: I think there are two different things here. Course continuity is more of a generic policy, but best practices are something different in my mind. I agree that the last sentence is too strong. My students get their assignments back immediately. I guess I'm old fashioned because I use a fairly complicated Excel spreadsheet that does all kinds of formulas. I give my students feedback right away. This seems a little bit strong and prone to punitive action.

Motion to table the discussion of the Course Continuity Policy until the February Faculty Senate Meeting made, seconded, and passed unanimously.

Rules committee report (first read): Perry Scanlan (20 minutes)

Faculty Senate Vice President Scanlan thanked the members of the Rules Committee (Pam Gray, Marsha Lyle-Gonga, Tim Self, and Tim Winters) for working to update the Bylaws. The Committee attempted to simplify this process because sometimes there are substantive changes and sometimes there are non-substantive changes which can be confusing at times. The line numbers will make it easier for everyone to follow and zero in on the proposed changes.

There is a section in our Constitution that defines faculty and their duties as, *...to at least fifty percent...*, but our Bylaws defines faculty and their duties as, *...in excess of fifty percent...* This needs to be consistent in both documents. I would accept a friendly amendment to make the language compliant in the Bylaws to say *...to at least fifty percent...*

Motion to accept the friendly amendment to update the language in the proposed Bylaws to say, "to at least fifty percent" made, seconded, and passed.

The *non-substantive* proposed changes to improve the Bylaws document:

- Page 1, Section B, Line 42-43; 45-46; 49-50
 - Clarifies reports can be submitted in written or electronic form

- Page 3, Section A, Line 114-115
 - Redundant with Section C, Line 121
- Page 3, Section B, Line 117-119
 - Grammar changes
 - Insert “and the Provost’s Council” to reflect reinstated committee
- Page 4, Article V, Section A, 2nd Bullet, Line 153-157
 - Created a new bullet to separate for clarity
 - Clarification of responsibilities and correct procedure for officers.
- Page 6, Article VI, Section A, Line 277-279
 - Clarifies reports can be submitted in written or electronic form
- Page 8, Required date changes if approved by Faculty Senate, Line 342

The *substantive* proposed changes:

- Page 3, Article IV, Section C, Line 121-123
 - “Nominations for the office of President will only be accepted in the case that the current Vice President is unwilling to serve as President in the upcoming year.”

The Rules Committee was asked again to look at the nominations for the office of Faculty Senate President to be accepted in the case the current Faculty Senate Vice President is unwilling to serve as president in the upcoming year. Our Committee looked at the structure from peer institutions in Tennessee. We looked at MTSU, UM, TTU, and UT systems. All of them use the president elect model. We also looked at professional organizations (Tennessee Academy of Science, classical studies associations, political science associations, and professional societies) to see how they handle elections. 24 organizations out of 25 used the president elect model. Additionally, Austin Peay uses a president elect model for Staff Senate, but the Student Government Association doesn’t because of changes in students from year-to-year.

The Rules Committee says that having a president elect model will allow the Faculty Senate Vice President to participate with the Faculty Senate President with the administration on various projects. They would transition into the position easier and be part of the conversation. The Committee felt that they should revisit this and look at adopting the practice of the Faculty Senate Vice President as the Faculty Senate President Elect. Vice President Scanlan made it clear that this comes with a caveat that this *would not* apply to his position this year. This would require holding the election during this spring.

- Page 4, Article V, Section A, Line 144-147
 - “The Faculty Senate Vice President shall serve a one-year term and will automatically become the next Faculty Senate President. In the event that the Vice President chooses not to succeed the President, an election for both President and Vice President will follow Article IV Procedures for the Election of Senate Officers.”

This section permits an election if someone cannot or will not serve as president and then there can be an individual election.

- Page 4, Section C, Line 188
 - Academic committees shall consist of no more than Seven (7) members changing from Five (5) members

The Rules Committee knows that there are important policies that affect all faculty. The Committee thinks it is important to have representation from each area within Faculty Senate. It is important not to require seven faculty for each Faculty Senate Committee because we would not have enough faculty to staff them. Therefore, we want some discretion in how many we can appoint to each committee, which is why it will state, ...*no more than seven (7) members*.

Motion to discuss to proposed substantive changes to the Bylaws made, seconded, and passed unanimously.

Comment: Didn't we discuss this at length about one year ago? Are we going to bring this up every year until it changes?

Comment: Two things. I also thought we talked about this previously, too. My concern with the president elect system is that we serve three-year terms on Faculty Senate. So, if you are in your third year, you cannot run for president because your Faculty Senate term ends. Well, you can, but then we fall back to the old rules of electing someone new to the office of president and vice president.

Question: If we decide to follow this model, would it be possible to make an amendment that allows this person to stay a fourth year?

Question: Could you explain why it is only the vice president and not any member of the Executive Committee that would be suitable to step into the President's role?

Comment: I agree that the president needs some kind of experience.

Response: Most places do not have the entire Executive Board serve necessarily more than one year. However, it is common to have the vice president, the president, and then the immediate past president to serve multiple years.

Motion to extend the discussion time by an additional 5 minutes made, seconded, and passed unanimously.

Comment: I am an international professor and it is difficult to get on the Faculty Senate Executive Committee. How many Asian or African American members or on the Committee?

Comment: I agree, but if you are a newer faculty member and you get on Faculty Senate, you have one year to prove yourself before getting elected.

Question: Did the Past President need to be a current Faculty Senate member? There might be some confusion about that.

Response: No. The immediate Past President is always in that role.

Comment: I want to reiterate that there are several organizations in Tennessee using the president elect model. The only ones that are not consistent are the student government organizations. The president elect is a common pathway to becoming the president. There is a lot of work in the role of vice president and president. You want to work with the administration. There is always a learning curve and as soon as you learn it and get into the job, you are on your way out.

Question: Do the other Tennessee organizations have a three-year term and then you must sit out for one-year policy like we have? Can they be reelected if their term is up? This is the issue here. This could open up more opportunity if we did not have to sit out one year.

Response: If I understand the history of our Faculty Senate, the reason the one-year break was added was to prevent the same people of being re-elected over and over. It gives an opportunity for others to serve. This is the first reading. This is to introduce you to the changes, give you time to think about them, do some research, and we can have discussions.

Motion to extend the discussion time by an additional 5 minutes made, seconded, and passed unanimously.

Comment: Inclusion in more administrative responsibilities is not the solution, because it will not provide additional continuity in the president elect model. You get to have those discussions and you do not lose the confidential conversations.

Comment: There is nothing that is stopping us from electing the next vice president and the president next year. Nothing is stopping us. We can do this without being forced into this. If the vice president did a great job, then nominate them for the position. Not to be disrespectful, but what was said about the other Tennessee Senates and organizations, that was presented to us and we have discussed this in the past. We voted, no.

Response: Dr. Soma Banerjee is serving on TUFS right now and they use that model as well. We didn't know that until this year. I would say that it is a big job to be the Faculty Senate President.

Senate President Semler gave some examples of what is involved in being the Faculty Senate president. She said it would be beneficial to have someone filling the role of president elect in the future so that there can be a seamless transition. She let everyone know that being president is a huge amount of work. Some of the work, you may not understand or even be aware until you get into the office. A lot is required of the president. Senate President provided an example about getting to know the different personalities of of Executive Committee, administrators, and faculty isn't always easy. If the vice president was seated to become the president, it would make things much easier.

Motion to adjourn made, seconded, and passed

Adjourn: 5:07 pm

Appendix A

University Curriculum Committee Report

Faculty Senate
December 13, 2021

Consent Agenda Items

Gen. Ed./Core Items: None

All items were approved.

Items	Depts
Course Number Change	ART
Course Name Change	ART, LDSP
Course Description Update	ART, CSCI, LDSP
Course Prerequisite Change	ART, CSCI, LDSP, MUS, NURS
Course Deletions	ART, EDU, LDSP, RDG

Action Agenda Items

Gen. Ed./Core Items: None

All items were approved. Representatives from the departments provided context, with committee members and representative discussing items as needed for clarification.

Undergraduate	Graduate
CoAL ART New Course <ul style="list-style-type: none">– ART 3195 – Darkroom Photography LANG/LIT Program modifications <ul style="list-style-type: none">• English Minor• German Certificate New Courses <ul style="list-style-type: none">– ENGL 3430 – Studies in African American Literature I– ENGL 3440 – Studies in African American Literature II MUS Program modifications <ul style="list-style-type: none">• Liberal Studies Concentration, Music (BA)• Liberal Studies Concentration, Music (BS)	

Undergraduate	Graduate
<p>CoBHS</p> <p><i>HHP</i></p> <p>Program modifications</p> <ul style="list-style-type: none"> • Communication Sciences and Disorders • Public Health Concentration, HHP (BS) <p>New course</p> <ul style="list-style-type: none"> – CSDI 4080 – Language Science 	<p>CoBHS</p> <p><i>LDSP</i></p> <p>Program modification</p> <ul style="list-style-type: none"> • Strategic Leadership Concentration, LDSP (MLS) <p>New course</p> <ul style="list-style-type: none"> – LDSP 5000 – Current Issues and Cases <p><i>NURS</i></p> <p>Program modification</p> <ul style="list-style-type: none"> • Psychiatric Mental Health Nurse Practitioner Concentration, NURS (MSN) <p>New courses</p> <ul style="list-style-type: none"> – NURS 5711 – Advanced Psychiatric Care I – NURS 5712 – Advanced Psychiatric Care II – NURS 5811 – Advanced Psychiatric Practicum I – NURS 5812 – Advanced Psychiatric Practicum II – NURS 5819 – Advanced Psychiatric Residency
	<p>CoE</p> <p><i>EDUC</i></p> <p>Program modification</p> <ul style="list-style-type: none"> • Mathematics Concentration, CI (MAED)
<p>CoSTEM</p> <p><i>CSCI</i></p> <p>Program modifications</p> <ul style="list-style-type: none"> • Information Assurance and Security Concentration, CIS (BS) • Web and Database Concentration, CIT (BS) • Networking Concentration, CIT (BS) • General Computer Science Concentration, CSC (BS) • Software Engineering Concentration, CSC (BS) 	<p>CoSTEM</p> <p><i>CSCI</i></p> <p>Program modifications</p> <ul style="list-style-type: none"> • Data Management and Analysis Concentration, CSQM (MS) • Data Management and Analysis Concentration, CSQM (PSM) • Information Assurance and Security Concentration, CSQM (MS) • Information Assurance and Security Concentration, CSQM (PSM) <p>New course</p> <ul style="list-style-type: none"> • CSCI 5930 - Graduate Special Problems
<p>DEGREE COMPLETION</p> <p>Program modification</p> <ul style="list-style-type: none"> • Humanities Concentration, General Studies, BS 	
<p>HONORS</p> <p>New course</p> <ul style="list-style-type: none"> • HON 2510 – The Ethnography of Work 	

Next Meeting: Feb. 14, 2022