<p align="center">The University of Tennessee
Faculty Senate Research Council
Minutes of the Meeting
February 10, 2021</p>

Elected Members present:
Yanfei Gao, Qiang He, Julia Jaekel (Chair), Xueping Li, Brian Long, Vasileios Maroulas, Tore Olsson, Stephen Paddison, Sean Schaeffer, Alisa Schoenbach, and Soren Sorensen

Ex-Officio Members present:
Suzie Allard, David Anderson, Ernest Brothers, Doug Coatsworth, Deborah Crawford, Bill Dunne, Michael Kilbey, Michael Higdon, Larry McKay, Holly Mercer, Charles Noble, Josh Price, Joel Reeves, Jennifer Webster, David White, and Tami Wyatt

ORE Members present:
Erin Chapin, Jean Mercer, Jon Phipps, Sarah Pruett, and Renee Thomas

Minutes: January minutes approved electronically

Call to order:
A regular meeting of the Faculty Senate Research Council was held via Zoom and Julia Jaekel called the meeting to order at 3:30 pm.

Welcome - Julia Jaekel, Chair

Committee Updates:
- Chancellor Awards committee made their selections and provided to the Chancellor Honors coordinator.
- Summer GRA committee received 24 applications and recommended 17 for funding. Along with funding recommendations nine suggestions for clarifications to the process were recommended that will help applicants in the future, avoid rejections on technicalities.
- Equipment and Infrastructure committee received 18 applications and funded 13.

New Business

Mentoring Approaches, Dr. Ernest L Brothers, Associate Dean, The Graduate School

Graduates students are often challenged with transitioning into their individual programs academically culturally, and socially. "Assumptions seem to be made that graduate students are mature enough and receive enough guidance through advisory systems to achieve success" (Mullen, 2006, p. ix). Sometimes it is a combination of all three or it might be one of the three. "The cultivation of development or mentoring relationships between graduate student and their professors is a critical factor in determining the successful completion of graduate programs." (Davison & Foster-Johnson, 2001, p.549). The extent and nature of graduate students' interactions with faculty members are critical means by which they become integrated into departmental communities" (Herzig. 2004, p. 178). The terms mentoring and advising are oftentimes used synonymously but they are two different things. "Advising is instruction or guidance that would benefit any student pursuing a particular education, course, or any individual on a career path" (Montgomery, 2017, p.3). "Genuine mentoring involves a far deeper relationship with a student that is the role of advising the student" (Schnaiberg 2005, p. 30). "While doctoral students typically work with an advisor during the dissertation process, a mentoring relationship provides personal

and professional support that extends beyond traditional advising affiliation" (Holley & Caldwell, 2011, p. 244). A role of a mentor could be a listener/support/confidante, a resource person, a champion/cheerleader, a strategist, a role model, a sounding board, or lifestyle/image makeovers. When thinking about these various roles, faculty members would probably say they really cannot occupy all of those different roles and nor do they want to. Instead of one person occupying all these different roles the graduate student creates a mentoring network.

"Mentoring oftentimes involves career socialization, inspiration, and belief in each other, and promoting excellence and passion for work through guidance, protection, support, and networking" (Thomas et. Al. 2007. P. 179). "Mentoring is a dynamic reciprocal relationship in a work environmental between an advanced career incumbent (mentor) and beginner (protégé) aimed at promoting the career development of both" (Healy, 1997, p. 10). Mentoring was once thought of simply pass down to that mentee knowledge but there is also inspiration and belief in each other. An example used is marriage where you are told it is 50/50 but sometimes it is 99/1 but in the end it balances out where both the mentor and mentee are contributing to that relationship with a purpose of guiding, advising, and support of the protégés or mentees grow. Also, add there should be caring, mutual respect, trust and regard; and both parties transfer and share information tips and expertise in the process of mentoring. Lastly, the mentor helps the protégé learn and integrate into a new role or stage of personal, academic or professional development. Mentors must adopt different roles as needs arise sometimes unexpectedly. The mentor may be a listener at times and others a coach.

There are four phases of mentoring (Kram, 1983, pp. 514 – 620):
- Initiation Phase – The relationship is first started, determining needs and expectations, and establish how to communicate. An Individual Development Plan (IDP) is recommended to document goals and objectives for the year where both the mentor and mentee both work to assess throughout the year to ensure goals are accomplished.
- Cultivation Phase – The positive expectations that emerge during the initiation phase are continuously tested against reality. The mentor and mentee harness those things that are working.
- Separation Phase – The relationship is substantially altered either emotionally or structurally.
- Redefinition Phase – Both individuals continue to have some contact on an informant basis in order to continue the mutual support created in earlier years.

The Mentoring Model: (Source: Blanchard& Diaz-Ortiz (2017)
- **M**ission – Mentor and mentee create a mission statement to keep both on tasks; use of IDP
- **E**ngagement – Where and how communication and scheduled meetings occur for what works for both
- **N**etwork – The mentor's network becomes the mentee's network and vice versa
- **T**rust – The core value of the relationship; honest and clear communication should foster trust
- **O**pportunity – Create opportunities to grow culturally, generationally, professionally
- **R**eview and Renewal – A scheduled time to review accomplishments and changes if needed

A major flaw of traditional mentoring programs is the exclusion of differences between racial and ethnic groups. "Navigating a multicultural environment requires mentoring from cross-cultural context." Davidson and Foster-Johnson (2001). "Cross-cultural mentoring involves an ongoing, international, and mutually enriching relationship with someone of a different race, gender, ethnicity, religion, cultural background, socioeconomic background, socioeconomic background, sexual orientation or nationality" (Crutcher, 2013. P.1).

"Mentoring for staff might include working with an individual or network to identify answers to questions about a particular department or the campus community as a whole" (Wild, Canale, & Herdklotz, 2017, p. 37). Network mentoring "encourages individuals to draw support from a diverse set or team of mentors. In essence, a network rather than an individual provides the functions associated with mentoring" (Zellers, Howard Barci, 2008. P. 563). Mentors should be selected for the purpose to accomplish the aspirational goals. Mentors can serve different purposes and can require various mentors to provide one or more of: Professional Development, Emotional Support, intellectual Community, Safe Space, Role Models, Accountability, Access to Opportunities, Sponsorship and Substantive Feedback.

Research and research communication structures within colleges – short presentations from ADRs and open discussion

College of Communication & Information – Suzie Allard
The college has a wide range of disciplines and research approaches much like a mini arts & sciences because it varies so much. When reviewing each school's strengths, they know where they work and where the researchers work within their school but this naturally creates boundaries with not necessarily know about the other schools. To try to increase cross talk among researchers within the college was instead look at what is shared between the schools and link them together in research topic areas of (1) Diversity, Equity & Social Justice, (2) Social Media, (3) Organizations, (4) Data, (5) Health Communication, (6) User Experience, (7) International & Political, and (8) Risk & Crisis. This helped the schools to build conversations and joining researchers and students through their work.

CCI is in the 43rd year hosting The Annual Research Symposium for the college. Orignially, it started as a place to talk about research in a traditional way, but has moved to a "faculty wrap" which is a research agenda presentation; not about a particular piece of research but about their agenda more broadly. Faculty and students talk about their research, panels talk about the research or disciplinary approaches and how people use different methods and perspectives either qualitative or quantitative. The mission is to help with collaboration building research, innovation supporting cutting edge research, bridging communication both within the college and the campus and outside the university and support specialization featuring state of the art research.

Mission is around value creative helping and supporting original ideas and supportive leadership: (1) Assist CCI faculty with obtaining and managing external funding for research and teaching projects and (2) Foster research in information usage and effective communication with ORNL, Y-12. CCI provides these services to achieve research goals:
- Proposal writing and editing
- Funding and opportunity searches and dissemination
- Research team building: initiate and nurture partnerships
- Interaction with funding agencies
- Budget preparation
- Assistance completing supplemental proposal documents (CVs, Letters of support, etc.)
- IRB Support
- Elements Support
- Business development & Innovation support
- Manage and maintain state-of-the-art C&I research labs

College of Social Work – Doug Coatsworth

The college is smaller with fewer research active faculty. The communication and research support systems are still being built. The ADR is a conduit between ORE and faculty to connect with various resources including building a scholarship agenda, their professional development and connecting to Communities of Scholars. Inside the college, small thematic research groups are being development across and within different units. Across college collaboration is being built, for example with monthly meetings between Nursing (Tammy Wyatt), CEHHS (Hollie Raynor) and ORE (Jennifer Webster) to build on opportunities and conversations across the colleges. In the past Nursing has held grant writing workshops, but this year it will be held collectively with Nursing CEHHS, and Social Work for early career faculty to meet and think about overlaps in research activities and interests and designing structures to build on communication and more frequent communication across those colleges.

College of Engineering – Bill Dunne

Every tenured line faculty member in engineering is expected to have a funded research program and the Engineering Research Office was established to support their research efforts. It works with the college's communications office and partners directly with department heads. It also partners with office external to college particularly The Office of Sponsored Programs and Office of Research Development. The core job of the Engineering Research Office is service and make it easy as possible for faculty members to sustain a real funded research program to develop, initiate, sustain and keep going.

At the outset, the Research Office meets with new faculty to present the services and communication strategy. Part of that strategy is to share the success rate of the office working with faculty compared to those faculty who work on their own. Also, share the number of early career awardees demonstrating the office's ability to help them shine as faculty members. If the faculty member decides to do it on their own, they are responsible for all the activities of the research office, to learn the deep intricacies of research administration and proposal submission. The Research Office is primarily pre-award with very little post award support. The ADR and Research Office meets with every first, second, and third year professor on their research and separately with Department Heads to find ways to encourage ways the faculty member can do things differently or rave about their work. They are not there to police but to support faculty to be successful.

College of Arts & Sciences – Larry McKay

Arts & Sciences does not have an office like Engineering but want to expand the services provided by the college for research. The college has the most departments at UTK, and each have different approaches in scholarly/research, metrics, and support or communication needs. The ADR works through the department heads and not directly with faculty which can be a challenge for communications because more of the research is becoming multi-discipline. For example, an announcement may come out about an opportunity for chemistry faculty but there are faculty members interested in chemistry not in the chemistry department. This results in broad sharing of information instead of targeted. Most of research support is provided at the departmental level and greatly varies according to the size of the department and the amount of funding that it brings in. Some departments have their own research support teams, other departments might just have somebody who does post award work to help faculty manage their grants.

CAS wants and needs to provide more pre-award support with a special emphasis on external proposals in Humanities & Fine Arts. There are concerns about the possible impact of the new budget model on how it pertains to support from SARIF programs, ORE support for proposals, compliance and training for Pis and Research Development support. Although it is not clear, there

are opportunities with interdepartmental and intercollege research including UTIA and Oak Ridge Institute.

Adjournment: The Chair adjourned the meeting at 5:00 pm.
Minutes submitted by: Paula Brown
Next Meeting: March 10, 2021