1-25-2019

2019-01-25 Minutes of the Academic Senate

University of Dayton. Academic Senate

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Absent: James Brill, Leila Chamankhah, Sanders Chang, Willow Lopez, Kathy Webb, John White


1. Opening Prayer/Meditation: Kevin Kelly

2. Minutes of 16 November 2018
   a. Approved without objection

3. Faculty Board Update
   
   Chris Agnew gave the Academic Senate an update on the recent work of the Faculty Board concerning the faculty strike at WSU. A copy of the Faculty Board’s Statement of Support for the WSU faculty can be found in the appendix.

4. Committee reports (reports are appended)
   a. APC – Anne Crecelius
   b. FAC – Mark Jacobs
   c. SAPC – Lee Dixon
   d. ECAS – Corinne Daprano
5. Presentation by President Spina and Provost Benson on the Board of Trustees Retreat. Ten new trustees joined the Board last summer and the University is still providing some orientation for them at this retreat. The retreat covered vision and financials, the upcoming campaign, diversity, equity and inclusion, student wellness, student athletes, athletics role and academics, and the flyer promise program. The retreat was believed to be a good opportunity for the trustees to talk to each other and think about the future of the University.

The Board gave approval for The Arts Center to advance to soliciting bids on different designs. The Board gave approval for the cost of renovating the Music and Theater Building for CPS use. The Academic Affairs Committee received presentations on international programs, sustainability, and human rights studies. In anticipation of the upcoming UPTPTF report, the Board discussed the process of Promotion and Tenure at The University of Dayton.

Discussion followed. President Spina responded to a question concerning financials versus academics and said that he felt that the Board was receiving adequate information to understand the challenges of keeping a University financially viable and that he believed the members of the board as a group were aware of the unique challenges. The University has no plans to change its business model, and feels no pressure from the Board to make changes at this time. However, there is a sense of caution for the future in this climate, and the Board understands this and is looking at the University's long term health.

6. Presentation on the President's Diversity and Inclusion Task Force by Tiffany Taylor Smith. (Presentation is appended.)

Discussion followed. Neomi DeAnda asked about DEI mission and identity and the Latinx population. Tiffany Taylor Smith elaborated on the ways that the task force is looking at demographics for various populations and considering those groups as well as others. Tereza Szeghi asked about the ways that big picture initiatives intersect with the smaller efforts around campus. Tiffany Taylor Smith commented on how a lot of efforts are siloed at UD and discussed the need to have better communication and a central clearinghouse. Sharon Gratto asked about accessibility for AIM4 sessions and time conflicts with classes and other events.

7. Presentation by the University Promotion and Tenure Policy Task Force with Carissa Krane serving as the lead spokesperson. (Presentation is appended.)

The task force has completed its final report. (Final report is appended.)

Discussion followed.

Jim Dunne asked about peer institutions. The Task Force has included information concerning peer institutions in its full report. The Task Force indicated that its recommendations would involve a lot more on mission and identity than peers.
Anne Crecelius asked about the separation of research, teaching, and service. The Task Force said that three buckets make sense, but we should look at marrying buckets to help show the impact of activities.

Jason Pierce asked about those who told the Task Force that the status quo was acceptable. The Task Force said that a common theme for those that responded in that way was that they wanted tenure to maintain its current meaning and that including other definitions would lessen the value of tenure in their opinion. The Task Force also commented that more than a few people were against making a change. Some concern was expressed on gender inequity in the current climate.

Sam Dorf asked about the timeline for implementing these recommendations. The Task Force responded that implementing these changes can’t happen overnight and will need a lot of work and communication.

Anne Crecelius asked about how our policies are a reflection on us as a University. The Task Force is not sure what the external view is on our policies. Eddy Rojas commented that our P&T policies play a large role in hiring in Engineering and believed that having a forward thinking policy would be advantageous for us. Sharon Gratto commented that having something for DEI in our P&T policies was also beneficial for hiring. Laura Leming commented on how modifying our P&T policy is connected to our efforts at DEI.

Mryna Gabbe asked about how these recommendations would influence applications for P&T. Would each faculty have to demonstrate how they are fulfilling the mission of the university? The Task Force said that was not the intention of their recommendations. Rather, there should be other paths to tenure beyond the traditional approach, and doing what is in your hire letter would be appropriate.

Mary Ellen Dillon asked about lecturers. The Task Force indicated that this is addressed in the full report.

The Academic Senate then went into small group discussion on the report. The comments from the small group discussions are appended.

Respectfully submitted,

Todd B. Smith
3: Faculty Board Statement of Support for WSU Faculty

Dear Colleagues and Members of the Community,

The Faculty Board at the University of Dayton are the elected representatives of the members of our Faculty Association, which comprises all full-time faculty. We are writing to express our support for the faculty at Wright State University who are demanding a fair contract, and urge the WSU administration to negotiate in good faith to end this dispute.

The AAUP-WSU has been attempting to negotiate a fair contract since January 2017. We are concerned that Wright State University's administrators are undermining the basic job security provided to other faculty in Ohio and the nation. We are also concerned with the failure of administrators to compromise or participate in a fair collective bargaining process. The disputes at WSU will not only have a dire impact on students, but the campus and community at large will also suffer because they rely on the important role that the institution plays in the Miami Valley.

We stand in solidarity with our WSU colleagues in recognition of the importance of their mission to provide quality teaching, research, and service. For those of you interested in supporting Wright State faculty, you can find the latest news and information on how to do so below:

https://www.facebook.com/AAUPWSU/
https://twitter.com/aaupwsu?lang=en
https://www.instagram.com/aaupwrightstate/

Signed, University of Dayton’s Faculty Board

Faculty Board Membership (Spring 2019):

Atif Abueida, Mathematics (At Large Rep)
Christopher Agnew, chair, History (Arts and Humanities Rep)
Maureen Anderson (Libraries Rep)
Philip Appiah-Kubi (Engineering Rep)
Debbie Archambeault, Accounting (Business School Rep)
Sam Dorf, Music (At Large Rep)
V. Denise James, Philosophy (At Large Rep)
Caroline Waldron Merithew, History (Arts and Humanities Rep)
Leno Pedrotti, secretary, Physics (Natural Sciences Rep)
Blake Watson (School of Law Rep)
Andrea Wells, Music (Full-time Non-tenure Track Rep)
Catherine Zois, Psychology (Social Sciences Rep)
4a: Academic Policies Committee Report

25 January 2019

Submitted by Anne Crecelius, chair

Activity of the APC for the 2018-2019 Academic Year since last reported on November 16, 2018. APC continues to meet nearly every week. For the spring semester we meet on Fridays at 2:15 in SM 113B.

a. Our primary focus and work activity has continued to be on our charge from ECAS regarding completing a report on Actions Pertaining to Academic Programs.
   i. We sent a survey to department chairs, program directors, and recent proposers to seek their feedback.
   ii. We met with Brad Duncan regarding graduate program proposals and process.
   iii. We continue to draft our report and incorporate changes into a revised policy.
   iv. We are on target to submit our report and a proposed revised policy to ECAS in early February.

b. A. Crecelius has provided updates to the committee on the work of the Transfer Credit Task Force.
   i. Looking forward to progress report being presented to Senate in order to provide clarity on potential role of APC in this work.
4b: Faculty Affairs Committee Report

25 January 2019

Submitted by Mark Jacobs, chair

The FAC is working on the faculty handbook.

Voted on, unanimously affirmative, modifying several sections of the handbook. Specifically references to instructional staff were replaced with phrases relating to faculty as appropriate since lecturers are no longer considered instructional staff, but rather faculty.

Carolyn Phelps will confirm with the Provost that the classification “Administrative Faculty” can be removed from the handbook.

4c: Student Academic Policies Committee Report

25 January 2019

Submitted by Lee Dixon, chair

The SAPC is working to finish its report on Academic Dishonesty. The SAPC has not met yet this term.
4d: Executive Committee of the Academic Senate Report

25 January 2019

Submitted by Todd Smith for Corinne Daprano, chair

ECAS is meeting every week on Fridays at 11:15am in SM113B and has engaged in discussions and work on the following topics:

- Discussion of the updates to the Faculty Hearing Committee bylaws. The bylaws have been changed to make clear the distinction between a case involving academic freedom and tenure and a case involving dismissal. The bylaws have also been modified to clarify the process in cases involving Title IX, non-discrimination, equity, etc. A copy of the bylaws can be found on the Provost’s website.
- Discussion of the use of space in the renovated Roesch Library to support scholarship and research of faculty and students.
- Discussion of the faculty strike at WSU and its implications for UD.
- Discussion of the charge to the FAC concerning Faculty Handbook revisions and the scope of the work.
- A motion was made to send the BA/BS sustainability proposals to the APC for review. Motion was seconded and approved unanimously.
- Discussion of the proposal for a PhD in CPS. A motion was made to give the proposal the support of ECAS and to move it to the next step without a review by the full Senate. Motion was seconded and approved unanimously.
- Discussion of the proposal to discontinue the American Studies program. A motion was made to approve the discontinuation and to send the proposal to the Provost’s Council. Motion seconded and approved with one abstention.
- Discussion of the Faculty Hearing Committee bylaws. The last revision of the bylaws included FAC review, ECAS approval, and full Academic Senate approval. The bylaws include policy and procedures and it might be inappropriate to call them bylaws. However, since they were approved by the full senate, any policy and procedures in the bylaws have gone through the appropriate approval process. A motion was made to send the bylaws to FAC for review. Motion was seconded and approved unanimously.
- Discussion of the Academic Advising Task Force recommendations, with guests Deb Bickford (Associate Provost) and Aaron Witherspoon (CAS Assistant Dean).
- Discussion of the President’s Diversity and Inclusion Assessment Task Force findings with guest Tiffany Taylor Smith (Executive Director of the Office of Diversity & Inclusion).
6. Presentation on the President’s Diversity and Inclusion Task Force by Tiffany Taylor Smith.

**Charge:** Provide leadership for a comprehensive assessment of the effectiveness and impact of diversity and inclusion efforts at the University of Dayton.

**President’s Task Force Composition**

Office of Diversity and Inclusion – Dr. Lawrence Burnley, Chair  
Office of Diversity and Inclusion – Tiffany Taylor Smith  
President’s Cabinet Representative – Troy Washington  
Assoc. Provost for Global and Intercultural Affairs – Amy Anderson  
Academic Dean – Jason Pierce  
Equity Compliance Officer – Amy Zavadil  
Faculty Representatives – Garry Crosson, Sr. Laura Leming, Leslie Picca, and Hsuan Tsen  
Assoc. Dean and Exec. Director, Office of Multicultural Affairs – Daria Graham  
Director of the Women’s Center – Lisa Borello  
Graduate Student Representatives – Simeon Lyons and Michelle DiFalco  
Undergraduate Student Representatives – Delali Nenonene and Maya Smith-Custer

**President's Task Force Deliverables**

Submit the Following Recommendations to President Spina:

1. A comprehensive framework for a campus-wide strategic plan to advance diversity, equity, and inclusion.

2. A design for a permanent campus-wide diversity and inclusion committee/council.

3. Definitions of the key terms that will inform institutional efforts to shape, inform, and drive strategies to achieve diversity-, equity-, and inclusion-related goals and objectives throughout the University.

**Core Terms**

Diversity  
Equity  
Global  
Inclusion  
Inclusive Excellence  
Intercultural Competency  
Interfaith  
Multicultural  
Multifaith  
Social Justice
Next Steps

• May 2019: Task force report submitted to President Spina

• Fall 2019: Launch of a permanent Diversity, Equity and Inclusion Committee/Council

• Fall 2019: Ratification and launch of a campuswide diversity, equity, and inclusion strategic plan

AIM4 Community Excellence Survey Findings Presentations in the Boll Theater

Wednesday, January 30

10:30am – 12:00pm  Presentation #1
1:15pm – 2:45pm  Presentation #2

Thursday, January 31

8:30am – 10:00am  Presentation #3
10:30am – 12:00pm  Presentation #4
8. Presentation by the University Promotion and Tenure Policy Task Force with Carissa Krane serving as the lead spokesperson.
Task Force Members

- Aaron Altman (SOE/Academic senate)
- Maureen Anderson (LAW)
- Ione Damasco (LIB)
- Sharon Gratto (CAS: Arts)
- Harold Merriman (SEHS)
- Erin O’Mara (CAS: SSC)
- Carolyn Phelps (Provost’s Office)
- Eddy Rojas (Dean, SOE)
- Joe Valenzano (Chair/Academic Senate)
- Laura Vorachek (CAS: HUM)
- Sarah Webber (SBA)
- Carissa Krane, Chair (CAS: NS)
Rationale

The need for this work stemmed from concerns expressed by faculty regarding the practical misalignment that exists between workload, annual merit review, promotion and tenure criteria, and the logistics of how and where their time is actually spent on behalf of the university.
AFFIRMING OUR FOUNDATION

1. Ensure affordability and accessibility to all qualified students, including middle- and low-income
2. Create a more diverse, welcoming, and interculturally inclusive campus
3. Adopt new teaching and learning models to prepare servant-leaders
4. Emphasize arts and humanities in cultivating critical and creative thinking and leadership skills
5. Advance dialogue between faith and reason in the Catholic intellectual tradition

BUILDING CAPACITY FOR SERVANT-LEADERSHIP

1. Provide an integrated student experience to foster servant-leadership, adaptability, and lifelong learning
2. Deepen engagement with the Dayton community through high-impact reciprocal relationships
3. Accelerate innovation, applied creativity, and entrepreneurship through experiential learning, community partnerships, and venture creation
4. Expand intercultural and global engagement through curriculum, intercultural immersions, and increased diversity

ENHANCING INTERDISCIPLINARY RESEARCH

1. Invest and extend strengths in sustainability and human rights, autonomous systems, and health and biosciences with the objective of earning national distinction
2. Create more opportunities for undergraduate research and experiential learning
3. Pursue a few exceptionally deep, mutually beneficial corporate partnerships in the model of the GE and Emerson facilities on campus

ADVANCING GRADUATE PROGRAMS

1. Enhance graduate training, preparing professionals who make a difference in their fields and in the world
2. Provide leadership opportunities for graduate students in community engagement and innovation initiatives
3. Align graduate programs with the strategic vision to grow revenue and research capacity

EMPowering FACULTY AND STAFF OF THE FUTURE

1. Create "transdisciplinary faculties" to develop experiential learning in community engagement, intercultural engagement, and innovation
2. Target hiring toward research focus areas and development of transdisciplinary faculties
3. Broaden and align hiring, tenure, and promotion policies to reward contributions to strategic objectives and ensure that research is properly supported
Charge from ECAS

The University Promotion and Tenure Policy Task Force (UPTPTF) will be charged with reviewing the current policy, and developing a report on the policy which may contain recommendations for changes to the existing policy.

In conducting this work, the UPTPTF is encouraged to consult broadly with the campus, and to examine best practices in place at other institutions. Additionally, the UPTPTF will be required to provide interim updates to ECAS and/or the Academic Senate during the period they will be conducting their work.

As part of its final report to ECAS, the UPTPTF should summarize the process it used in conducting its work, and make specific recommendations related to the questions above. This work may be a first step in revising tenure and promotion policies at the University of Dayton.

ECAS would like this work to be complete in December 2018.
Charge

1. Are there any discrepancies in policy titles between the university and academic unit policies? If so, how should they be resolved?

2. Are there any discrepancies between task assignments in the policy and current university practice? If so, how should they be resolved?
3. How is community engagement addressed in the policy, if at all?

4. Should there be any changes to the policy to properly address community engagement? If so, what might they be?
5. How are diversity, equity and inclusion addressed in the policy, if at all?

6. Should there be any changes to the policy to properly address diversity and inclusion? If so, what might they be?
7. How are venture creation and entrepreneurship addressed in the policy, if at all?

8. How can inter/transdisciplinary work be recognized in tenure and promotion?
Rationale and Charge

9. Clarify the role assessment plays in promotion and tenure.

10. How is service defined in the policy, specifically regarding the shared governance dimension of faculty service?
Consultation

Broad Consultation:
Online Survey: 103 participants
Open Forum Luncheons
  2 sessions pre-tenure (n~30)
  2 sessions tenured (n~30)
Spring Strategic Vision Event (n~30)
Chairs Collaborative
Associate Deans
Consultation

Targeted Discussions:
CE: Hunter Goodman and Kelly Bohrer
Assessment: Michelle Pautz (CAP), Lee Dixon (CAP-C)
Merit Task Force: Mark Masthay (Chair)
DEI: VP Larry Burnley and Tiffany Taylor Smith
Education Abroad: Amy Anderson
Consultation

Consultation with the Academic Senate/ECAS:
• April 2018 Academic Senate Meeting to present the Interim Report
• Task Force members met twice with ECAS in November 2018 to discuss October 2018 Progress Report

Consultation with Administrators:
• Provost Paul Benson attended a UPTPF meeting, Fall, 2018 to discuss the October 2018 Progress Report
• President Eric Spina attended a UPTPF meeting, Fall, 2018 to discuss the October 2018 Progress Report

UPTPF Reports:
• Interim Report April 2018
• Summer Subgroup Reports (May-August 2018)
• October 2018 Progress Report
• Final Report to ECAS, January 2019
UPTPTF Final Report

Summary of Process
Observations
Major Recommendations: Path Forward
General Recommendations
Bibliography
Specific Recommendations on elements of the charge in Appendices (A-N)
The UPTPTF recommends that the

1. University Promotion and Tenure Policy be revised to include a definition of tenure, a robust mission and values statement that emphasizes the University commitment to diversity, equity and inclusion, and the function of promotion and tenure in furthering the mission of the university.
The UPTPTF recommends that the

2. University Promotion and Tenure Policy be revised to include a directive that Units/departments identify and recognize specific mission and/or values-driven activities, commensurate with faculty academic, professional, and contractual expectations, in evidence/impact-based evaluation of faculty teaching and/or librarianship, scholarship/artistic creation, and service in Unit/Department promotion and tenure policies.
The UPTPTF recommends that the

3. Relevant University policies that support the implementation of the criteria for evaluation and review of all faculty be revised to introduce/address emerging mission/values-based criteria and the processes for the evaluation of evidence/impact-based faculty performance.
The UPTPTF recommends that the

4. University prioritize, resource and incentivize faculty participation in a multi-year process to re-examine University, Unit and Department Promotion and Tenure policies to better align promotion and tenure expectations, criteria, and evaluation processes with the emergent integrative ways in which faculty pursue their work on behalf of the University and its mission.
General Recommendations

1. Define tenure
2. Policy alignment
3. Continuous faculty development
4. Reassess the use/misuse/overuse of SET
5. Enhance mentorship of faculty (Asst-Assoc/Assoc-Full)
6. Recognize additional areas of impact in P&T
7. Re-examine the evaluation of service
8. Synergize P&T Policy discussions with ongoing efforts
9. Prioritize effort
10. Engage in a multi-year iterative process
11. Purpose for revision
12. Revision of Unit and Department Policies
13. Preparation, facilitation and faculty development
Next Steps

- It is important to note that while many faculty and administrators are in strong support of this type of policy revision, others are equally supportive of the status quo and oppose any revision.

- Revision to the University Promotion and Tenure Policy document, which is largely procedural, will have little direct impact on the evaluation criteria used by departments for promotion and tenure.

- The realization of mission and values-based criteria and evaluation for promotion and tenure can only be achieved if Departments and Units recognize additional areas of impact as being of value for the purposes of promotion and tenure.
9. January 25th, 2019 Academic Senate Meeting
   Notes from the UPTPTF discussion groups

Discussion Prompts:

1. Please provide feedback on the UPTPTF report and recommendations.
2. Please provide suggestions for how to widely consult with faculty regarding the report recommendations.
3. Please provide suggestions for action steps that need to be taken this semester to begin implementation of the report recommendations. Which recommendations would you prioritize for this semester?

Discussion Prompt 1

1. A. Makes sense but broad
   The process across units is quite broad – how do we get more consistency among the varied practices but still allow for dept. or unit differences?
   B. the value of a tenured member does not fall within those 3 distinct buckets but may cut across – greater inclusivity w/rt what faculty actually do
   C. needs to be more variation between faculty, can't require all to do all things – need to have an expectation that reflects what the faculty actually do, also allow for change over time w/rt what individual faculty pursue/focus on
   D. the support of scholarship should be infused with other types of scholarship
   E. need to provide strong guidelines to be careful of drift
   F. low hanging fruit = definition of tenure
   Faculty development – should come prior to policy changes – use to gather more data, provide more data, and help introduce new ideas

3. A. please provide more info on use/misuse of P&T
   B. it is very exciting to move forward on this and to make this more than just a procedural document
   C. have ASI take on SETs

4. A. mentorship is awesome
   B. how will a focus on #1 change anything on the ground?
   C. does the community engagement mean an additional requirement?
   D. would we really put values based statements in the P&T policy
   E. would adding criteria dilute tenure
   F. lack of alignment with the academy diminishes institutional reputation
   G. What will this look like at the departmental level?
   H. define community – is it Dayton, Ohio, or global?
   I. what does tenure for the common good mean?
   J. will the service bucket count for P&T?

5. A. should align values of institution with P&T
   B. should align P&T, merit, workload, etc.
   C. makes sense to define tenure, expectations, rights, and responsibilities
   D. extraordinary amount of work ahead of us!
   E. like the idea of SET scores as a formative tool
6. A. We need to move forward with these recommendations we cannot wait for the DE&I final report.  
    B. There are people doing the heavy lifting and is not recognized in the current P&T policies.  
    C. When this policy changes, other policies will need to change.  
    D. Really good stuff and should move forward

7. A. SETs need to be more than formative – controversial discussion  
    B. overall, in favor of trying to change things  
    C. teaching abroad does not count, should be changed  
    D. process could lead to decisive and huge controversy  
    E. could repel future faculty since you may lose mobility since tenure is so different  
    F. more guidance for associate to full, cf. SBA  
    G. flexibility of digital measures

8. A. school of engineering has tried to do the same/similar recommendations, still a work in progress – need to be understanding of the traditional route for P&T  
    B. expand on what counts in the research because we need more clarification on what to do  
    C. good that proposal aligns with what faculty are supposed to do, a great start, not to take away importance of buckets  
    D. connecting community engagement to research  
    E. faculty making the case and not sticking to SET records only  
    F. spectrum of actions/checkboxes

Discussion Prompt 2

1. A. How to consult?  
    B. Faculty Development – could create space for deeper and more focused conversation

3. A. ensure dept. and unit specific discussions take place along with the general forums

5. A. take a few of the recommendations at a time. It would be impossible to discuss all of them at once.  
    B. discuss this at faculty departmental meetings

6. A. The Faculty Handbook requires departmental meetings, have discussions at the departmental level.  
    B. There has to be buy-in at the unit level and at the division levels.

7. A. exposure to best practices  
    B. departmental and unit discussions  
    C. discussion among subgroups
Discussion Prompt 3

2. A. Have unit level conversations
   B. sell the "why"
   C. multiple faculty profiles
   D. mentoring process
   E. Should not have to put % of time spent in research, teaching, and service for CAS
   F. have a really good university with P&T policies to show as an example, relieve fear
   G. what professional organizations are attempting to be proactive in connecting P&T to mission, CEL, and DEI?
   H. AAUP

3. A. look into consultants who might manage or help guide process
   B. make data and personal stories of P&T adventures real and shared – what do we do? How does my work meet mission, etc.
   C. use senate structure to get feedback on document

5. A. each department should have a meeting to discuss these recommendations
   B. define tenure first
   C. better explain the motivation behind the effort. This is a lot of work and people would not get behind it without understanding why – provide concrete examples

6. A. Read the DEI report
   B. Get feedback on the recommendations through departmental discussions.
   C. Possibly use department retreats or the semester “4 hr.” meeting.
   D. Get new faculty involved in the discussions.
   E. Have a conversation with search committees about how the definition of P&T policy is evolving.
   F. The University P&T policy needs to reflect these changes.

8. A. start from units – bottom to top process
   B. college needs to be subdivided
   C. we should gauge the faculty’s inclination
   D. out of all ten recommendations, what should be done first?
   E. more perspective from the task force, seen as experts.
Final Report of the University Promotion and Tenure Policy Task Force

Submitted to the Academic Senate of the University of Dayton

January 11, 2019

The University Promotion and Tenure Policy Task Force

Aaron Altman (SOE),
Maureen Anderson (LAW),
Ione Damasco (LIB),
Sharon Gratto (CAS: Arts),
Harold Merriman (SEHS),
Erin O’Mara (CAS: SSC),
Carolyn Phelps (Provost’s Office),
Eddy Rojas (Dean, SOE),
Joe Valenzano (Academic Senate/Department Chair),
Laura Vorachek (CAS: HUM),
Sarah Webber (SBA),
Carissa Krane, Chair (CAS: NS)
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Executive Summary

In the fall of 2017, the Executive Committee of the Academic Senate (ECAS) established the University Promotion and Tenure Policy Task Force (UPTPTF), an ad hoc task force charged with reviewing specific components of the University Promotion and Tenure Policy for congruence with select initiatives outlined in the Strategic Vision of “The University for the Common Good”, reporting the results, and proposing possible policy revisions if needed. The need for this work stemmed from concerns expressed by faculty regarding the practical misalignment that exists between workload, annual merit review, promotion and tenure criteria, and the logistics of how and where their time is actually spent on behalf of the university. The UPTPTF employed multiple means and modes of consultation to engage pre-tenure/tenured faculty and administrators for feedback on the ten elements of the charge. In addition, the UPTPTF reviewed policies at peer institutions, relevant published literature, and best practices related to the charge. Combined, these results formed the basis of a set of preliminary recommendations which were shared in two interim reports presented to the Academic Senate and/or ECAS, the Provost and President.

In this final report, the UPTPTF provides a summary of the "Observations" and "Consensus General Recommendations" generated throughout the year-long consultative process and propose the following four key policy revisions as "Major Recommendations: The Path Forward" needed in order to better align emergent interpretations and/or practice of mission centric activities with promotion and tenure criteria. The UPTPTF recommends that the:

1. University Promotion and Tenure Policy be revised to include a definition of tenure, a robust mission and values statement that emphasizes the University commitment to diversity, equity and inclusion, and the function of promotion and tenure in furthering the mission of the university.
2. University Promotion and Tenure Policy be revised to include a directive that Units/departments identify and recognize specific mission and/or values-driven activities, commensurate with faculty academic, professional, and contractual expectations, in evidence/impact-based evaluation of faculty teaching and/or librarianship, scholarship/artistic creation, and service in Unit/Department promotion and tenure policies.
3. Relevant University policies that support the implementation of the criteria for evaluation and review of all faculty be revised to introduce/address emerging mission/values-based criteria and the processes for the evaluation of evidence/impact-based faculty performance.
4. University prioritize, resource and incentivize faculty participation in a multi-year process to re-examine University, Unit and Department Promotion and Tenure policies to better align promotion and tenure expectations, criteria, and evaluation processes with the emergent integrative ways in which faculty pursue their work on behalf of the University and its mission.

Finally, specific recommendations regarding each of the ten elements of the charge are provided in the "Appendices".
It is important to note that while many faculty and administrators are in strong support of this type of policy revision, others are equally supportive of the status quo and oppose any revision. Moreover, revision to the University Promotion and Tenure Policy document, which is largely procedural, will have little direct impact on the evaluation criteria used by departments for promotion and tenure. The realization of mission and values-based criteria and evaluation for promotion and tenure can only be achieved if Departments and Units recognize additional areas of impact as being of value for the purposes of promotion and tenure. Departmental and Unit Promotion and Tenure criteria should be developed to acknowledge the growing capacity for innovation and creativity, in concert with a strategic alignment with the mission of the university, while remaining consistent with the expectations and external standards of their respected fields of expertise, discipline/interdiscipline, and/or profession. Should the Academic Senate decide to pursue revisions to the University Promotion and Tenure Policy, the UPTPTF recommends that the Academic Senate work with the administration to provide faculty development workshops and invite external experts to campus to facilitate faculty engagement on the topic and to formulate inclusive, effective and efficient processes for revising the University as well as Unit and Department promotion and tenure policies.
Rationale:
Several ongoing consultative efforts across campus, including the Strategic Planning processes in the CAS and the SOE, the revision of the unit level Promotion and Tenure policy in the SOE, the institutional Strategic Visioning process, and the preparation for the HLC accreditation visit highlighted the need for a re-examination of what it means to earn tenure at UD, whether promotion and tenure evaluation criteria and processes are commensurate with the mission of the University, and how that mission is pursued. Using these discussion platforms and reports, the Academic Senate was made aware that, in some cases, the expectations placed on faculty as well as the work done by faculty on behalf of the university do not align with current promotion and tenure evaluation criteria. Faculty reported that aspects of their work reside outside of the traditional areas in which teaching and/or librarianship, scholarship, research, artistic creation, and service are assessed, and therefore, are not “counted” toward earning promotion and tenure. Faculty also expressed concerns with misalignment between workload, annual merit review, promotion and tenure, and the logistics of how and where their time and efforts are actually spent. In addition, the Academic Senate noted that elements of the Strategic Vision, which outlines how the mission of the university will be pursued and realized over the next 10-20 years, were absent from promotion and tenure criteria, yet are dependent on tenure track/tenured faculty to realize. In response, in September 2017, the Executive Committee of the Academic Senate (ECAS), on behalf of the Academic Senate, established the University Promotion and Tenure Policy Review Task Force (UPTPTF), an ad hoc task force to examine and make recommendations for revision to the University Promotion and Tenure Policy.

Empaneling the University Promotion and Tenure Policy Review Task Force:
The University Nominating and Recruitment Committee (UNRC) was employed to cultivate a pool of potential Task Force members representing every academic unit on campus, from which ECAS selected the Task Force members and Task Force chair. For the Dean representative, the Provost was asked to recommend two to ECAS who then made the final selection. The Task Force membership includes one tenured faculty member from each academic division on campus, at least one of which must be a department chairperson and at least one of which must be a sitting non-Dean senator, one Dean, and the Associate Provost for Faculty Affairs.

University Promotion and Tenure Policy Task Force (UPTPTF) members include: Aaron Altman (Academic Senator/SOE), Maureen Anderson (LAW), Ione Damasco (LIB), Sharon Gratto (CAS: Arts), Harold Merriman (SEHS), Erin O’Mara (CAS: SSC), Carolyn Phelps (Associate Provost for Faculty Affairs), Eddy Rojas (Dean, SOE), Joe Valenzano (Academic Senate/Department Chair), Laura Vorachek (CAS: HUM), Sarah Webber (SBA), Carissa Krane, Task Force Chair (CAS: NS)
The Charge:
The UPTPTF was charged with reviewing DOC 2006-10 University Promotion and Tenure Policy, and developing a report on the policy which may contain recommendations for changes to the existing policy. In developing this report, the ECAS asked the UPTPTF to focus their efforts on the following questions:

(1) Are there any discrepancies in policy titles between the university and academic unit policies? If so, how should they be resolved?

(2) Are there any discrepancies between task assignments in the (UNIT) policy and current university practice? If so, how should they be resolved?

(3) How is community engagement addressed in the policy, if at all?

(4) Should there be any changes to the policy to properly address community engagement? If so, what might they be?

(5) How are diversity, equity and inclusion addressed in the policy, if at all?

(6) Should there be any changes to the policy to properly address diversity and inclusion? If so, what might they be?

(7) Clarify the role assessment plays in promotion and tenure.

(8) How are venture creation and entrepreneurship addressed in the policy, if at all?

(9) How is service defined in the policy, specifically regarding the shared governance dimension of faculty service?

(10) How can inter/transdisciplinary work be recognized in tenure and promotion?

In conducting this work, the UPTPTF was encouraged to consult broadly with the campus, and to examine best practices in place at other institutions. Additionally, the UPTPTF provided interim updates to ECAS and/or the Academic Senate during the period they were conducting their work. As part of its final report to ECAS, the UPTPTF was asked to summarize the process it used in conducting its work, and to make specific recommendations related to the questions above. The ECAS noted that this work may be a first step in revising tenure and promotion policies at the University of Dayton. ECAS asked that the work be completed in December 2018.

Consultation Strategy and Reporting Mechanisms:
The UPTPTF began meeting in the Fall 2017 and established a biweekly schedule of meetings for the Spring semester 2018. ECAS clarified several aspects of the charge prior to the first task force meeting, including that recommendations may be made to policies adjacent to the University Tenure and Promotion Policy. The Spring Semester 2018 was used for broad consultation with the University community (Appendix A). The UPTPTF used multiple means and modes of broad consultation including an online survey sent to all full time, pre-tenure and tenured faculty (Appendices B &C), pre-tenure and tenured faculty forums, and meetings with the Chairs Collaborative and the Associate Deans. In addition, the UPTPTF facilitated targeted discussions on specific topics identified in the charge with relevant offices on campus. These included meeting with Hunter Goodman (Fitz Center) and Kelly Bohrer (Fitz Center, now SOE) to discuss Community Engagement; Michelle Pautz (Assistant Provost for CAP) and Lee Dixon (then Chair, CAP-C) to discuss Assessment; Mark Masthay who chaired the Faculty Merit Task Force; VP Dr. Larry Burnley and
Tiffany Taylor Smith to discuss Diversity, Equity, and Inclusion; and Amy Anderson (Associate Provost) to discuss education abroad (at her request). The results of our broad and targeted consultation were presented at the April 2018 Academic Senate meeting (See Minutes of the Academic Senate, April 27, 2018).

Using the information gathered from the consultation phase of our work, the UPTPF formed subgroups to address each of the 10 aspects of the charge over the summer (May-August; Appendix D). Each subgroup generated a final report which was presented to the UPTPF in August 2018 (Appendices E, F, H-N). Beginning at the start of the Fall semester 2018, the UPTPF met bi-weekly through October to review the summer subgroup reports and prepare a Progress Report. The combination of these efforts was used to generate a progress report in October 2018, in which the UPTPF provided a list of observations gathered based on the consultation steps and summer subgroup reports, from which a set of general recommendations were generated. The UPTPF also outlined a potential path forward. The October 2018 Progress Report was discussed with the ECAS at two separate ECAS meetings. In addition, Provost Paul Benson and President Eric Spina each met with the UPTPF in October/November 2018. During November and December 2018, the UPTPF met weekly to discuss the expansion of the Progress Report into the Final Report as well as to incorporate additional statements of clarification based on the consultation with ECAS, Provost and President. The UPTPF plans to present the Final Report of the UPTPF to the Academic Senate in the Spring 2019, date TBD. The narrative below describes the outcome of our work. The Appendices are included to provide additional information in support of the recommendations of the UPTPF.

Statement of the Problem:
The current University Promotion and Tenure Policy is a procedural document that outlines the university-wide process for promotion and tenure review. Its genesis stemmed from the need to standardize promotion and tenure review processes across units. The current University Promotion and Tenure Policy lists the General University-wide Criteria and Eligibility for Promotion and Tenure Evaluations. These include the evaluation of a faculty member’s performance, appropriate to the profession in the areas of:

Teaching effectiveness and/or librarianship
Scholarship and/or artistic creation, and
Service, including professional, departmental, University and community

The University Promotion and Tenure policy does not prescribe the specific criteria for the review and evaluation of faculty in these areas. This is left to the Units and departments to determine based on professional and disciplinary expectations and norms.

In order to standardize and establish guidelines for the evaluation of faculty in these categories, the Faculty Policies and Governance Handbook includes multiple additional policies aimed to define evaluation criteria and processes for Faculty Evaluation, Workload, Merit, Teaching Effectiveness, and Post-Tenure Review. These policies and guidelines list types of activities that Units/departments should/could consider as
evidence of satisfying performance criteria as well as the specific requirements for the means/modes of evaluation of these criteria in some cases. Flexibility exists within these supporting policies for faculty to include aspects of their work that they feel contribute to their performance evaluation, although not all faculty work “counts” toward promotion and tenure.

Observations:

1. “Tenure” is not defined in any University of Dayton document, including the Articles of Incorporation, the Code of Regulations, The Constitution of the Academic Senate, or the Faculty Handbook, though it is referenced throughout these documents.

2. Items 1 and 2 of the charge were examined and recommendations made by the committee. Note that the University Promotion and Tenure Committee is charged with reviewing Unit policies for consistency with University Policy.

3. No issues with the due process aspect of the policy were identified, with the exception of one. Currently, there is no process in place for early tenure.

4. Community Engagement (charge item #3; Appendices F & G), Diversity, Equity and Inclusion (#5; Appendix H), “Assessment” (#7; Appendix I), Venture Creation and Entrepreneurship (#8; Appendix J), the shared governance component of service (#9; Appendix K), and Inter/transdisciplinary (#10; Appendix L) are not addressed in the University Promotion and Tenure Policy.

5. Other than Diversity, Equity and Inclusion, which does not appear in any of the policies in the Faculty Handbook, the other items of the charge can be found explicitly, or can be implicitly inferred from language that exists in policies in the Faculty Handbook in sections relevant to the implementation of the review/evaluation of faculty for Promotion and Tenure.

6. “Assessment” appears in numerous places in the Faculty Handbook, in sections relevant to the implementation of the Promotion and Tenure Policy, including policies on faculty review, peer review, evaluation of teaching, merit review, and post-tenure review, but not in the Promotion and Tenure Policy itself. In addition, Assessment is found in the faculty handbook under “University Assessment” and is also addressed in Academic Senate DOC 2017-04: University Policy on the Assessment for Undergraduate Student Learning. Thus, the use of the term “assessment” in the charge, and if/how it applies to promotion and tenure is conflated throughout multiple documents.

7. Additional areas of faculty impact were identified through broad consultation. These areas not included in the original charge include: faculty-mentored experiential learning; international teaching/education abroad; clarifying/distinguishing Creative Scholarship and Artistic Production in documents; academic and vocational advising. (Note: This calls to question the utility of using a discrete list of activities that “count,” at the risk of omitting equally impactful activities that may not be listed).

8. There is no explicit connection between P&T and the mission of the University of Dayton across the salmagundi of P&T documentation.

9. Other items of concern identified through consultation:

   a.) Inadequate guidance/bylaws/criteria/mentorship for promotion from Associate to Full Professor.
b.) Strong concern about inappropriate use/overemphasis of SET scores in evaluation of teaching. Strong concern about bias in SET scores and comments.

c.) The UD community has invested in a comprehensive dialogue on issues related to diversity, equity and inclusion. Therefore, it may be too early in the process for the task force to make any recommendations for P&T until the current effort is more fully developed. Faculty/professional development is needed in this arena.

d.) It is perceived that faculty “Service” remains ill-defined, undervalued, and inequitable, and “credit” is widely variable within/between departments/units.

e.) There is some question as to how the complexity of faculty activities and work are addressed in promotion and tenure (e.g., compensated work, scholarship of teaching and learning, community engaged learning mentorship, etc.).

f.) Policies on promotion and tenure do not always align with the policies on merit, workload, and post-tenure review. Likewise, changes to the University Promotion and Tenure Policy may impact the Clinical Promotion Policy and the Lecturer Promotion Policy.

g.) It is clear from the results of our broad consultation that many faculty are not familiar with current promotion and tenure policies (university, unit, department), nor are faculty familiar with the policies in the faculty handbook used to logistically implement promotion and tenure review. Professional/faculty development is needed to first, bring faculty up to speed on the current policies, and second, will be imperative if new/additional general university-wide criteria are included in a revised policy.

h.) The use of general, mission-driven language is favored over the use of specific strategic vision language in discussions of P&T priorities, evaluation and criteria.

10. From consultation with the faculty in the form of a survey (fall, 2017) we observed that:

a.) The majority of the 103 faculty respondents (see Appendix D, Table 1 for demographic information from respondents) came from the College of Arts and Sciences and are Associate professors.

b.) Any findings from the survey should be interpreted cautiously as it is largely reflective of faculty in the College, and the low response rate likely restricts the generalizability of the findings. That is, we are unable to tell the extent to which the responses received reflect the sentiments of the faculty, in general.

c.) Based on the responses we did receive, about half of the respondents endorsed “yes” when asked whether additional criteria, other than what is currently considered for promotion and tenure in their discipline (teaching/librarianship, scholarship/artistic creation, service), should be considered.

d.) Many faculty are currently engaged in activities related to community engagement and interdisciplinary/transdisciplinary work. While some faculty are unsure whether these activities are considered in their discipline for promotion and tenure, roughly half of the respondents indicated that these activities are currently considered in their discipline for promotion and tenure, and most indicated that they should be considered in their discipline for promotion and tenure (see Appendix D, Table 2).

e.) Respondents were also unsure whether diversity, equity, and inclusion was considered by their department for promotion and tenure; the majority of respondents indicated that diversity, equity, and inclusion should be considered by their department for promotion and tenure (see Appendix D, Table 2).
Major Recommendations: The Path Forward

The University Promotion and Tenure Policy Task Force deliberated on a number of options for moving our work forward, ranging from a recommendation to leave the University Promotion and Tenure Policy as it is, to recommending a complete reworking of the policy and all companion policies. The Task Force built a consensus to support the following proposal:

The University Promotion and Tenure Policy is largely procedural. However, it lacks a directive to Units/Departments to specifically address emergent interpretations and/or practice of mission centric activities in promotion and tenure criteria. Thus, in light of being responsive to the "signs of the times" the University Promotion and Tenure Policy Task Force recommends that the:

1. University Promotion and Tenure Policy be revised to include a definition of tenure, a robust mission and values statement that emphasizes the University commitment to diversity, equity and inclusion, and the function of promotion and tenure in furthering the mission of the university.

2. University Promotion and Tenure Policy be revised to include a directive that Units/departments identify and recognize specific mission and/or values-driven activities, commensurate with faculty academic, professional, and contractual expectations, in evidence/impact-based evaluation of faculty teaching and/or librarianship, scholarship/artistic creation, and service in Unit/Department promotion and tenure policies. Examples of these include, but are not limited to: community engagement, venture creation and entrepreneurship, shared governance, inter/transdisciplinary work, education abroad, and experiential learning.

3. Relevant University policies that support the implementation of the criteria for evaluation and review of all faculty be revised to introduce/address emerging mission/values-based criteria and the processes for the evaluation of evidence/impact-based faculty performance. This requires the revision of all of the relevant policies on faculty evaluation, peer evaluation, evaluation of teaching, merit, workload, and post-tenure review, currently found in the Faculty Policy and Governance Handbook. In addition, revisions to Promotion and Tenure Policies will likely impact the Clinical Faculty Promotion Policy and the Lecturer Promotion Policy. The policies relevant to promotion and tenure, the task force charge, and those that will be potentially impacted by revisions of promotion and tenure policies include the following:

From the Faculty Policy and Governance Handbook, August 2018

- Section IV.9 Recommendations for Revision to the University Faculty Workload Guidelines (pp 29-34)
- Section IV.10 University Policy on Faculty Evaluation (pp. 34-38)
- Section IV.11 University Promotion and Tenure Policy (pp.38-44): Academic Senate DOC 2006-10
- Section IV.12 University Promotion Policy for Clinical Faculty/Faculty of Practice (pp. 45-51): Academic Senate DOC 2017-01
- Section IV.13 University Promotion Policy for Lecturers (pp. 51-58): Academic Senate DOC 2018-03
- Section IV.14 Evaluating Teaching for the Purpose of Tenure (pp. 59-63): Academic Senate DOC 2006-08
- Section IV.14. Use of Faculty Teaching Evaluations Results for Making Merit Decisions (pp. 61-62)
- Section IV.15 Review of Tenured Faculty (pp. 63-67): Academic Senate DOC 2006-11
- Section IV. 19 Policy on Faculty Employment Outside of the University (pp. 69-74): Academic Senate DOC 2018-07
- Section VII. 6 Intellectual Property Policy and Procedures (pp.103-120): Academic Senate DOC 1994-08
- Section VIII.6 University Assessment (p. 122)
- Section IX. 9 Policy on Faculty Compensation in Excess of Annualized Base Salary (pp. 129-134): Academic Senate DOC 2018-06
4. University prioritize, resource and incentivize faculty participation in a multi-year process to re-examine University, Unit and Department Promotion and Tenure policies to better align promotion and tenure expectations, criteria, and evaluation processes with the emergent integrative ways in which faculty pursue their work on behalf of the University and its mission.

Consensus General Recommendations:

- **Define Tenure:** While ‘tenure’ or ‘tenure-line’ describes a type of contract of hire, it is important to define what ‘tenure’ IS, what it IS NOT, as well as the rights, responsibilities and privileges that are extended based on tenure status at UD. This should include what tenure means with regard to the commitment of the individual to the institution and the institution’s commitment to the individual. Where the locus of tenure resides may need to be examined based on the development of new integrative programs.

- **Policy Alignment:** It is imperative that Unit/department policies on promotion and tenure align with the policies on merit, workload, and post-tenure review.

- **Continuous Faculty/Professional Development:** Incorporate continuous professional/faculty development as a component of P&T, merit, workload, post-tenure review, and sabbatical application criteria. Require targeted faculty development workshops or other mechanisms of all faculty who serve on committees responsible for faculty evaluation (e.g. P&T Committees) and promotion and tenure policy generation and review (e.g. Academic Senate; Unit and University P&T Committees). Put processes in place to ensure that faculty are involved in continual professional/faculty development in order to adequately mentor new faculty, and participate in the hiring and P&T decisions in their departments/units.

  Evaluator need to know the P&T and evaluation documents/policies/evaluation criteria. New hires need to know and understand what is expected.

- **Reassess the use of SET:** Re-assess the use/potential misuse/overuse/utility of using SET in promotion and tenure. Strong recommendation for making SET scores formative and not summative, although an alternative summative form of evaluation will need to be developed.

  A more robust peer-evaluation system is needed. It is perceived that the current system, which often involves a single classroom visit and cursory review of materials, does not adequately reflect teaching/learning assessment.

- **Enhance Faculty Mentorship:** Establish better guidance/bylaws/criteria/mentorship for promotion from Associate to Full Professor.

- **Recognize Additional Areas of Impact in P&T:** Units/departments should be responsive to the work that faculty are performing in their functions as faculty, and appropriately address/credit/evaluate these functions in the P&T documents. (e.g. community engagement, venture creation, inter/transdisciplinary work. Charge items 3, 8,10)

- **Re-examine the Evaluation of Service:** Further consider how “service” is defined, assessed, "counted" and valued in promotion and tenure. Acknowledge and account for inequity/bias in service requirements.

- **Synergize with Ongoing Efforts:** The UPTPTF recommends that thought be given to the timing and empanelment of future task forces to better align the work to avoid redundancy and maximize efficiency. The UPTPTF noted that many of the themes identified in the charge are synergistically aligned, and in some cases, completely overlap, with those assigned to other active or recently concluded efforts. Therefore, in
some cases, the Task Force was unable to pursue strong recommendations on a topic in advance of the summary findings of these ongoing efforts, especially in relation to the institutionalization of expectations and best practices to support diversity, equity and inclusion at UD. For other topics, the Task Force found that some themes rendered the same feedback and responses as were identified by other Task Forces, reiterating the interconnectedness between the efforts. This was especially true with the synergies that were found with the observations and recommendations made in the following reports:

○ Faculty Merit Evaluation Task Force Report

○ Service Sector Faculty Report

○ The Impact of SET on Women Faculty and Instructors on UD’s Campus Report

○ Faculty Merit Evaluation Task Force Report


- **Prioritize:** Recognize that any recommendation to undertake a revision to the University Promotion and Tenure Policy and supporting policies will require institutional investment as a “priority,” being mindful of faculty capacity, resource investment and the timing of other ongoing initiatives in order to synergize with the work of other task forces.

- **Engage in a Multi-Year Iterative Process:** Any recommendation to revise the university policy will likely be a multi-year, iterative process that will require significant faculty investment and institutional prioritization. This work should be led by an ad-hoc committee whose members have release time/extra compensation to allow for in-person meetings and to perform the necessary amount of work that will be required.

- **Purpose for Revision:** Revision of the University Promotion and Tenure Policy, if it remains a procedural document, will have little direct impact on the evaluation criteria used by departments for promotion and tenure. The purpose for revision is to broaden the paths to tenure to include an integration between activities, rather than viewing the only path through the traditional evaluation of siloed categories of teaching and/or librarianship, scholarship/research/artistic creation and service.

- **Revision of Unit and Department Policies:** The realization of mission and values-based criteria and evaluation for promotion and tenure can only be achieved if departments and Units recognize additional areas of impact as being of value for the purposes of tenure. No complete list of these areas of impact exists, though the charge from ECAS provides a discrete number based on those identified in the Strategic Vision outlined in 2017. Departmental and Unit Promotion and Tenure criteria should be developed to acknowledge the growing capacity for innovation and creativity, in concert with a strategic alignment with the mission of the university, while remaining consistent with the expectations and external standards of the field of expertise, discipline/interdiscipline, and/or profession.

- **Preparation, Facilitation, and Faculty Development:** Should the Academic Senate decide to pursue revisions to the University Promotion and Tenure Policy, the UPTPTF recommends that the Academic Senate work with the administration to provide faculty development workshops and invite external experts to campus to facilitate faculty engagement on the topic and process for revising the University as well as Unit and
Department promotion and tenure policies. As part of this process, the President’s office has offered to facilitate this type of engagement using an existing relationship with Tim Eatman, with reference to the Tenure Team Initiative on Public Scholarship Report (https://imaginingamerica.org/initiatives/tenure-promotion/). Additional support was offered by the President in relation to communication strategies (e.g. blogs, faculty meeting addresses) as well as consideration for University-wide engagement opportunities during the academic year.

Specific Recommendations on the Elements of the Charge:
In addition to these general recommendations, the UPTPTF generated specific recommendations on each of the components of the charge based on the work of the summer subgroups and reviewed by the UPTPTF. (See Appendices E, F, H, I, J, K and L for specific recommendations).

Additional Summaries:
Subgroups were also formed to more thoroughly analyze the Survey Results and to generate an inventory of policies in the Faculty Handbook that support the University Promotion and Tenure Policy and the implementation of Promotion and Tenure review criteria and evaluation. These subgroup reports are detailed in Appendices M and N.
Bibliography

University of Dayton Task Force and Working Group Reports

Diversity Mapping Report

Hiring and Advancement for Diversity, Inclusion, and Mission

Faculty Merit Evaluation
- Task Force Final Report (Feb. 2018) > Gender Equity:
- Impact of SET on Women Faculty and Instructors on UD’s Campus (Oct. 2017)>
- Gender Equity Study (Feb. 2017)>
- Gender Equity Survey (Apr. 2011)>

Strategic Vision: The University for the Common Good
- https://udayton.edu/vision/_resources/_doc/vision-summary.pdf
  (For details, refer to the Strategic Vision Working Group Reports, 2017)

Community Engagement

Select articles and websites provided by Kelly Bohrer; a more comprehensive list is available.

Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? by Diane C. Calleson, PhD, Catherine Jordan, PhD, and Sarena D. Seifer, MD. (connected with the work of Campus-Community Partnerships for Health). The article draws on the work of the Commission on Community Engaged Scholarship in the Health Professions. As noted in the Abstract, "The authors define the work that faculty engage in with communities, consider whether all work by faculty in community-based settings is actually scholarship, and propose a framework for documenting and assessing community-engaged scholarship for promotion and tenure decisions." (Very useful definitions).

Council on Undergraduate Research 2011 Quarterly Article: Promoting Undergraduate Research through Revising Tenure and Promotion Policy by Alicia S. Schultheis, Terence M. Farrell, Elizabeth L. Paul, Stetson University. This article discusses "several impediments to recognizing and valuing undergraduate research in the faculty reward system. We then provide suggestions for surmounting these obstacles and describe specific examples of how some of these recommendations were incorporated into a recent revision of tenure and promotion policy at Stetson University."

Imagining America’s Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University. by Julie Ellison and Timothy K. Eatman. This monograph (a Resource on Promotion and Tenure in the Arts, Humanities, and Design) is very helpful and addresses a number of dimensions including definitions, language, and steps. Imagining America Public Scholarship T&P Report.pdf.
Also, see:

- Advancing Engaged Scholarship in Promotion and Tenure: A Roadmap and Call for Reform By: KerryAnn O'Meara, Timothy Eatman and Saul Petersen
- Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education by S. Sturm et al. 2011
  UNCG has done great work on this! These are two resources to pass along:
- Excellence in Community Engagement and Community Engaged Scholarship: Advancing the discourse at UNCG
- Letter to UNCG Community by Emily Janke and T. Shelton. 2011 (this was a pdf I sent you)
  And, IUPUI work on this is a great resource:
- Public Scholarship at IUPUI - created by the Public Scholarship Faculty Learning Community, 2015-2016 (this was something I sent you)
- Engaged Scholarship at the University of North Carolina at Chapel Hill: Campus integration and faculty development by L. Blanchard, R. Strauss, and L. Webb.
- Faculty for the Engaged Campus: Advancing community engagement careers in the academy by Sarena Seifer et al.

Campus-Community Partnerships for Health (CCPH) has an excellent Community-Engaged Scholarship Toolkit which features units (especially for faculty in the process) on planning for promotion and tenure, creating a strong portfolio, portfolio examples, and more. This includes definitions of community-engaged scholarship and other resources. They have also published (and feature on their site) several articles. See: http://depts.washington.edu/ccph/toolkitintro.html

California State University Monterey Bay

CSU Monterey Bay provided their policy for Retention, Tenure and Promotion, which has four areas of scholarship. They are:

- Teaching and Learning; Discovery, Creation and Integration; Professional Application; University Service

The Professional Application category of scholarship explicitly talks to the following characteristics:

a. They contribute to the public welfare or the common good;
b. They call upon a faculty member's academic and/or professional expertise;
c. They directly address or respond to real-world needs; and
d. They support the CSUMB Vision

**Major Websites**

CCPH: https://ccph.memberclicks.net (or http://depts.washington.edu/ccph/ )
Scholarship of Engagement: http://www.scholarshipofengagement.org/
Imagining America: https://imaginingamerica.org/
Diversity, Equity and Inclusion:

University of Michigan DEI Strategic Plan, 2016: https://diversity.umich.edu/wp-content/uploads/2018/10/Strategic-Plan_10.05.18.pdf

University of Oregon: Faculty Equity Statements for Tenure, Promotion and Review https://inclusion.uoregon.edu/content/faculty-equity-statements-tenure-promotion-and-review


Pomona College Faculty Handbook 2018-19 https://www.pomona.edu/sites/default/files/facultyhandbook.pdf

UC San Diego: Contributions to Diversity Statements https://facultydiversity.ucsd.edu/recruitment/contributions-to-diversity.html

Northern Illinois University Academic Diversity, Equity and Inclusion Faculty Toolkit https://niu.edu/diversity/resources/toolkit/index.shtml


Venture Creation and Entrepreneurship

Resources addressing tenure policies for faculty led startups include:

https://www.chronicle.com/article/Recipe-for-Start-Ups-/130379


http://www.bumblebeehub.com/2016/02/iit-madras-professors-can-focus-on-their-startups-in-their-sabbaticals/


https://www.researchgate.net/publication/272213394_The_role_of_patents_and_commercialization_in_the_tenure_and_promotion_process
**Inter/Trans/Multidisciplinarity**


Blog: Promotion and tenure policies for interdisciplinary and collaborative research [https://i2insights.org/2017/10/10/interdisciplinarity-promotion-and-tenure-policies/](https://i2insights.org/2017/10/10/interdisciplinarity-promotion-and-tenure-policies/)


NRC: Convergence: Facilitating Transdisciplinary Integration of Life Sciences, Physical Sciences, Engineering and Beyond https://www.nap.edu/catalog/18722/convergence-facilitating-transdisciplinary-integration-of-lifesciences-physical-sciences-engineering

Interdisciplinary Research: A series of articles featured in Nature https://drive.google.com/drive/u/1/folders/0B6aQC6USOdSYckh6MIVzRU9SQ3M


**Student Evaluation of Teaching**


APPENDIX A: CONSULTATION STRATEGY AND REPORTING MECHANISMS

Broad Consultation (Spring semester 2018)

  Online Survey: 103 participants
  Open Forum Luncheons
    2 sessions pre-tenure (n~30)
    2 sessions tenured (n~30)
  Spring Strategic Vision Event (n~30)

Task Force Members attended a Chairs Collaborative meeting
Associate Deans from the 5 Academic Units attended at UPTPTF meeting

Targeted Discussions (Spring Semester 2018)

  Community Engagement: Hunter Goodman and Kelly Bohrer (Fitz Center)
  Assessment: Michelle Pautz (CAP), Lee Dixon (CAP-C)
  Merit Task Force: Mark Masthay (Chair)
  DEI: VP Larry Burnley and Tiffany Taylor Smith
  Education Abroad: Amy Anderson

Consultation with the Academic Senate/ECAS:

  April 2018 Academic Senate Meeting to present the Interim Report
Task Force members met twice with ECAS in November 2018 to discuss October 2018 Progress Report
  Presentation of the Final Report to the Academic Senate, Spring 2019 (TBD)

Consultation with Administrators:

Provost Paul Benson attended a UPTPF meeting, Fall 2018 to discuss the October 2018 Progress Report
President Eric Spina attended a UPTPF meeting, Fall, 2018 to discuss the October 2018 Progress Report

UPTPTF Reports:

  Interim Report April 2018
  Summer Subgroup Reports (May-August 2018)
  October 2018 Progress Report
  Final Report to ECAS December 2018/January 2019
Dear Colleagues,

In the fall, 2017, the Executive Committee of the Academic Senate (ECAS) established the University Promotion and Tenure Policy Task Force (UPTPTF), an ad hoc task force charged with reviewing specific components of the University Promotion and Tenure Policy for congruence with the initiatives outlined in the Strategic Vision of “The University for the Common Good.” The UPTPF will report its findings in the form of recommendations to the Academic Senate.

As one of the first steps in the consultation process, the UPTPTF invites all Tenured and Tenure-Track (pretenure) faculty to complete the following survey designed to provide information about individual experiences with Promotion and Tenure Policies at the University of Dayton. The survey is anonymous and your replies will be used to assist the UPTPTF in its work. Please reply to the survey by Feb 12, 2018. This survey should not take too long, but it does need to be completed and submitted before you close the web link.

Here is the survey link:

Thank you in advance for contributing to this important work.

Sincerely,
Aaron Altman (SOE)
Maureen Anderson (LAW) Ione Damasco (LIB)
Sharon Gratto (CAS: Arts) Harold Merriman (SEHS)
Erin O’Mara (CAS: SSC)
Carolyn Phelps (Provost's Office)
Eddy Rojas (Dean, SOE)
Joe Valenzano (Academic Senate/Department Chair)
Laura Vorachek (CAS: HUM)
Sarah Webber (SBA)
Carissa Krane, Chair (CAS: NS)
Current Promotion and Tenure (P&T) Criteria and Evaluation

The University Promotion and Tenure Policy requires that all faculty are evaluated in "teaching and/or librarianship, scholarship and/or artistic accomplishment, and service" for the purposes of promotion and tenure (Link to the University Promotion and Tenure Policy: http://ecommons.udayton.edu/cg/viewcontent.cgi?article=1021&context=senate_docs). However, the criteria used for evaluation (in other words, "what counts") is defined by the unit/department. The Task Force is interested in learning about the specific criteria used for evaluating faculty in your discipline, the evidence provided as satisfying each criteria, and the weight each criteria holds in the evaluating process. This survey begins with three open ended questions that will assist in identifying your perspectives on P&T criteria and assessment. Please address these questions below. Be as specific as possible.

1. 1. From your perspective, WHAT CRITERIA ARE USED to evaluate performance in teaching and/or librarianship, scholarship and/or artistic accomplishment, and service in your discipline for P&T, and HOW ARE THEY EVALUATED?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. 2. From your perspective, how are each of the criteria listed above weighted?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. 3. Are there other criteria that you think SHOULD be used for evaluating faculty in your discipline for P&T, but are currently not included? Mark only one oval.

☐ Yes

☐ No  Skip to question 5.

4. If you answered "Yes" to Question 3, please describe:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Strategic Visioning process yielded several mission driven initiatives meant to foster the realization of “The University for the Common Good”. (Executive Summary: https://udayton.edu/vision_resources/doc/vision-summary.pdf)

The Task Force has been charged with reviewing the current University Promotion and Tenure Policy for congruence (or not) with select initiatives that are shown below. The Task Force is interested in learning about whether each of the following areas of faculty contribution and engagement are evaluated (i.e. “count”) for promotion and tenure in your discipline.

5. 4. Faculty contribution in the following areas ARE CURRENTLY EVALUATED as a component of promotion and tenure in my discipline.

Mark only one oval per row.

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<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
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<tbody>
<tr>
<td>Community Engagement/Community Engaged Learning</td>
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<td>Community Engagement as part of my research/scholarship/creative scholarship</td>
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<td>Interdisciplinary/Transdisciplinary research/scholarship/creative scholarship</td>
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<td>Interdisciplinary/Transdisciplinary teaching/librarianship</td>
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<td>Interdisciplinary/Transdisciplinary experiential learning</td>
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<td>Interdisciplinary/Transdisciplinary service</td>
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<td>Venture Creation and Entrepreneurship</td>
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<tr>
<td>Service in the form of Shared Governance</td>
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8. Faculty contribution in the following areas SHOULD BE INCLUDED as a criteria in the future.
Mark only one oval per row.

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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
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<tbody>
<tr>
<td>Community Engagement/Community Engaged Learning</td>
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<td>Community Engagement as part of my research/scholarship/creative scholarship</td>
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<td>Community Engagement as part of my teaching/librarianship</td>
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<td>Community Engagement as part of my service</td>
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<td>Interdisciplinary/Transdisciplinary research/scholarship/creative scholarship</td>
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<td>Interdisciplinary/Transdisciplinary teaching/librarianship</td>
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<td>Interdisciplinary/Transdisciplinary experiential learning</td>
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<td>Interdisciplinary/Transdisciplinary service</td>
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<td>Venture Creation and Entrepreneurship</td>
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<tr>
<td>Service in the form of Shared Governance</td>
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</tbody>
</table>

7. I currently participate in the following as a faculty member. Select all that apply.
Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Community Engagement/Community Engaged Learning</td>
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<tr>
<td>Community Engagement as part of my research/scholarship/creative scholarship</td>
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<td>Community Engagement as part of my teaching/librarianship</td>
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<td>Community Engagement as part of my service</td>
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<td>Interdisciplinary/Transdisciplinary research/scholarship/creative scholarship</td>
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<td>Interdisciplinary/Transdisciplinary experiential learning</td>
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<tr>
<td>Interdisciplinary/Transdisciplinary service</td>
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<tr>
<td>Venture Creation and Entrepreneurship</td>
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<td></td>
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<tr>
<td>Service in the form of Shared Governance</td>
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</tbody>
</table>
8. Briefly explain your participation as a faculty member in each of the areas you selected above. If possible, give an example of the type of ‘evidence’ that is evaluated in each area for the purpose of promotion and tenure.

Diversity, equity and inclusion are not currently addressed in the University Promotion and Tenure policy. The University’s Office of Diversity and Inclusion has defined diversity, equity and inclusion as follows:

Diversity: The term “diversity” points to the presence and participation of people who differ across multiple dimensions of real and socially constructed expressions of human identity and experience. Presence and participation also incorporate thoughts, customs, perspectives, practices, methods of problem solving, and ways of negotiating the environment that enrich the educational process.

Equity: Within the context of higher education, the creation of opportunities for historically underrepresented and underserved populations to have equal access and equitable outcomes through educational programs that are capable of closing the gaps in student achievement. This would include increasing faculty, staff and administrator’s capacity to teach, work and lead in ways that are informed by and respond to the diverse cultural composition of campus spaces of learning, working, and living. A commitment to respect and provide equitable treatment for all members of our community, especially those from historically underrepresented and underserved communities.

Inclusion: The active, intentional, and ongoing engagement with diversity – in the curriculum, in the co-curriculum, and in communities (intellectual, spiritual, social, cultural, geographical, etc.) with which individuals might connect – in ways that increase awareness, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions. To actively demonstrate an attitude that recognizes the value and contributions of all members of the campus community.

9. From your perspective, are diversity, equity and inclusion evaluated in promotion and tenure decisions in your department?
   Mark only one oval per row.

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<thead>
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<tbody>
<tr>
<td>Diversity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Please explain your “Yes” responses.
11. 10. Should diversity, equity, and inclusion be addressed in promotion and tenure?
   *Mark only one oval.*
   - Yes
   - No
   - Don’t know

12. 11. Please explain.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

13. 12. In light of the mission of the University of Dayton and the themes identified in the Strategic Vision for "The University for the Common Good," which criteria SHOULD be used for evaluating faculty for promotion and tenure in your discipline in the future?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

14. 13. Please feel free to express other thoughts/ideas/comments and/or suggestions for the Task Force to consider.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
OPTIONAL DEMOGRAPHICS

15. Academic Unit
   Mark only one oval.
   ○ SBA
   ○ LAW
   ○ SOE
   Libraries
   ○ CAS: Humanities
   ○ CAS: Social Sciences
   ○ CAS: Natural Sciences
   ○ CAS: Arts
   ○ SEN&S: Education
   ○ SEN&S: HSS
   ○ SEN&S: PT

16. Tenure Status
   Mark only one oval.
   ○ Pre-tenure
   ○ Tenured

17. If tenured, did you earn tenure at UD or were you hired with tenure?
   Mark only one oval.
   ○ Tenure earned at UD
   ○ Hired with tenure
   ○ Not applicable

18. Years at UD
   Mark only one oval.
   ○ 1-5
   ○ 6-10
   ○ 11-15
   ○ 10-20
   ○ >20

19. Rank
   Mark only one oval.
   ○ Assistant Professor
   ○ Associate Professor
   ○ Professor

20. Gender
   Mark only one oval.
   ○ Female
   ○ Male
   ○ Other

21. US Citizen
   Mark only one oval.
   ○ Yes
   ○ No

22. Is English your first language?
   Mark only one oval.
   ○ Yes
   ○ No
Table 1

Demographic data from survey respondents (N = 103).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency</th>
<th>Percentage</th>
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<tr>
<td>Female</td>
<td>43</td>
<td>41.75</td>
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<tr>
<td>Male</td>
<td>41</td>
<td>39.81</td>
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<tr>
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<td>1.94</td>
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<tr>
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<td>17</td>
<td>16.51</td>
</tr>
<tr>
<td>Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>27</td>
<td>26.21</td>
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<tr>
<td>Associate</td>
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<td>42.72</td>
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<tr>
<td>Professor</td>
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<td>18.45</td>
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<tr>
<td>Blank</td>
<td>13</td>
<td>12.62</td>
</tr>
<tr>
<td>Years at UD</td>
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<td></td>
</tr>
<tr>
<td>1-5</td>
<td>29</td>
<td>28.16</td>
</tr>
<tr>
<td>6-10</td>
<td>21</td>
<td>20.39</td>
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<tr>
<td>11-15</td>
<td>19</td>
<td>18.45</td>
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<tr>
<td>16-20</td>
<td>8</td>
<td>7.77</td>
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<tr>
<td>&gt;20</td>
<td>15</td>
<td>14.56</td>
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<td>11</td>
<td>10.67</td>
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<tr>
<td>Unit</td>
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<td>52.43</td>
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<tr>
<td>Law</td>
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<td>1.94</td>
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<tr>
<td>Libraries</td>
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<td>3.88</td>
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<tr>
<td>SBA</td>
<td>10</td>
<td>9.71</td>
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<tr>
<td>SEHS</td>
<td>7</td>
<td>6.79</td>
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<tr>
<td>SOE</td>
<td>13</td>
<td>12.62</td>
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<tr>
<td>Blank</td>
<td>12</td>
<td>11.65</td>
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</table>

Table 2

Frequency of responses to questions assessing whether faculty currently participate in area of contribution, whether each is currently evaluated as a component of promotion and tenure (P&T), and whether each should be evaluated as a component P&T.

<table>
<thead>
<tr>
<th>Area of Contribution</th>
<th>Currently Participate</th>
<th>Currently Evaluated for P&amp;T</th>
<th>Should be evaluated for P&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td>Blank</td>
</tr>
<tr>
<td>Community Engagement*</td>
<td>165</td>
<td>201</td>
<td>26</td>
</tr>
<tr>
<td>Interdisciplinary/Transdisciplinary*</td>
<td>183</td>
<td>204</td>
<td>25</td>
</tr>
<tr>
<td>Venture Creation, Entrepreneurship</td>
<td>83</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Service (Shared Governance)</td>
<td>48</td>
<td>48</td>
<td>7</td>
</tr>
<tr>
<td>Diversity</td>
<td>--</td>
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<tr>
<td>Equity</td>
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<tr>
<td>Inclusion</td>
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</table>

Note: *Frequencies reported are the total number of responses to items assessing Community Engagement/Community Engaged Learning, Community Engagement... as part of my research/scholarship/creative scholarship, as part of my teaching/librarianship, as part of my service; *Frequencies reported are the total number of responses to items assessing four components: Interdisciplinary/Transdisciplinary... research/scholarship/creative scholarship, teaching/librarianship, experiential learning, service; *Diversity, Equity, and Inclusion were assessed with a single item asking whether all three should be evaluated.
GENERATE A SUBGROUP SUMMER PLAN OF ACTION

- Convene a meeting of your Task Force Subgroup.
- Identify a plan of action to address the follow as it relates to your topic:

“The University Promotion and Tenure Policy Task Force (UPTPTF) will be charged with reviewing the current policy, and developing a report on the policy which may contain recommendations for changes to the existing policy. In conducting this work, the UPTPTF is encouraged to consult broadly with the campus, and to examine best practices in place at other institutions. As part of its final report to ECAS, the UPTPTF should summarize the process it used in conducting its work, and make specific recommendations related to the questions below. This work may be a first step in revising tenure and promotion policies at the University of Dayton.”

- Agree on individual task assignments.
- Generate a timeline for interim and final deliverables of the tasks assigned.
- Organize means/modes of communication and information sharing for over the summer.
- Post your Task Force Subgroup plan of action on the Team Drive by May 15, 2018.
- Prepare a 2-page executive summary of your summer work along with resource appendices to be submitted to the Task Force by August 16, 2018.

SUMMER SUBGROUPS:

Current Policies: Laura (Lead), Sarah, Carolyn, Ione (Carissa will follow up with Associate Deans to get the most recent copy of unit policies as of May 16, 2018)

(1) Are there any discrepancies in policy titles between the university and academic unit policies? If so, how should they be resolved?
(2) Are there any discrepancies between task assignments in the (UNIT) policy and current university practice? If so, how should they be resolved?

Community Engagement: Maureen (Lead), Harold, Hunter Goodman (Resources from Hunter and Kelly Bohrer are on the Team Drive)

(3) How is community engagement addressed in the policy, if at all?
(4) Should there be any changes to the policy to properly address community engagement? If so, what might they be?

DEI: Ione, Sharon, Eddy, Carolyn; VP for DEI office as resource (Larry Burnley, Tiffany Taylor Smith, and staff)

(5) How are diversity, equity and inclusion addressed in the policy, if at all?
(6) Should there be any changes to the policy to properly address diversity and inclusion? If so, what might they be?
Assessment: Joe (Lead), Aaron, Sarah (Lee Dixon, Michelle Pautz, and Deb Bickford as potential resources)

(7) Clarify the role assessment plays in promotion and tenure?

Venture Creation and Entrepreneurship: Eddy (lead), Sarah; Vince/Crotty Center as resource

(8) How are venture creation and entrepreneurship addressed in the policy, if at all?

Service/Shared Governance: Carolyn, Aaron, Joe, Laura (Caroline Meritew's report as Special Advisor to the Provost as potential resource)

(9) How is service defined in the policy, specifically regarding the shared governance dimension of faculty service?

Inter/Transdisciplinary Work: Carissa (Lead), Joe, Maureen, Harold

(10) How can inter/transdisciplinary work be recognized in tenure and promotion?

UTPTF Survey Analysis: Erin (Lead), Joe, Carolyn (LTC/Steve Wilhoit, David Wright, and Jana Bennett's report as Special Advisor to the Provost as potential resources)

1. Continue to analyze UTPTF Survey results
2. Examine SET data: Concerns with bias; recommendations on best practices on how SET numbers should be used in T&P

UT&P Policy Related Policy Inventory: Carissa (lead)

Examination of UT&P Policy and related documents in faculty handbook and senate archives for places where potential recommendations would need to be incorporated.

Other: Unassigned Topics of Interest/Importance

Experiential Learning: Context similar to Community Engagement charge

Professional Development: Incorporate professional development into merit/T&P

Clarifying/distinguishing Creative Scholarship and Artistic Production in documents

International education/education abroad

Associate to Full discussion: Clear criteria/mentorship

Evaluation of Teaching

What needs to be addressed at the University vs. Unit vs. Department level
APPENDIX E: CURRENT POLICIES SUBGROUP REPORT

Current Policies: Laura Vorachek (Lead), Sarah Webber, Carolyn Phelps, Ione Damasco

(1) Are there any discrepancies in policy titles between the university and academic unit policies? If so, how should they be resolved?
(2) Are there any discrepancies between task assignments in the (UNIT) policy and current university practice? If so, how should they be resolved?

Our review of current unit P&T policies found:

College of Arts and Sciences Promotion & Tenure Policies
- There is a discrepancy in the title of the two documents (“University Promotion and Tenure Policy” and “College of Arts and Sciences: Tenure and Promotion Policies and Procedures”)
- The UPT policy states that the Provost will share the University, unit and departmental policies and procedures with the candidate at the time of hire (3). The CAS policy states that the department chair will provide the new hire the department’s policies and procedures (2).

School of Law Promotion & Tenure Policies
- There is a discrepancy in the title of the two documents (“University Promotion and Tenure Policy” and “University of Dayton School of Law Promotion, Retention, and Tenure Policy”)
- Section A. 3. states that a new faculty member will receive a copy of the SOL’s policy at the time of hire, but does not specify who will provide the policy. However, the new faculty member must sign for receipt of the University’s P&T policy and the SOL’s policy on the unit procedural form.

School of Business Administration Policy
- No discrepancies between the two policies were identified.
- No clear process/procedure for providing new hires copies of the P&T policies (particularly the University policy) as required in the University P&T Policy.

University Libraries
- No discrepancies between policy title and university policy
- Policy states on page 5 that Office of the Provost will provide candidates with copies of Libraries P&T policy at the time of hire--not sure this actually happens; should this state the Dean of the Libraries will provide the policy at the time of hire?

School of Engineering
- No discrepancies between the two policies were identified
SEHS (note: unclear if document is final, approved UPTC version)

- University policy needs to be updated to reflect the new name of SEHS (policy still refers to it as the School of Education and Allied Professions)
- No discrepancies between policy title and university policy
- UPT policy states: “During the pre-tenure period, every candidate will receive a minimum of two reviews of his or her teaching and/or librarianship, scholarship and/or artistic accomplishment, and service by his or her department and the appropriate dean, with the final review conducted the year prior to the final departmental tenure recommendation.”
  - SEHS states: “Candidates will have comprehensive reviews by SEHS P&T and Departmental P&T Committees in years two and four. A final review for Promotion and/or Tenure will occur in year six.” (p. 7)
  - This does not align with UPTP--the year four review in SEHS should take place in year five to comply

General observations on the UP&T policy:

- University policy could provide more clarity on the processes for promotion to Full Professor
- Section III. A. It seems clear that this section applies specifically to the University policy in regard to the changes in 2007 that made tenure and promotion to associate professor a single process. However, this language has been interpreted by some as applying to substantial changes to P&T policies at the unit level as well. Was this the intent? Should the University P&T policy contain language governing substantial changes in unit policies (other than delineating the University P&T Committee’s responsibilities?) Or is this something that should go in unit policies?
- Also in this section, “affected” should be “effected.”
Community Engagement: Maureen Anderson (Lead), Harold Merriman (3) How is community engagement addressed in the policy, if at all?

(4) Should there be any changes to the policy to properly address community engagement? If so, what might they be?

Recommendations:

1. Clarify and define community engaged teaching, scholarship and service;
2. Provide a rationale for why to do it and how to do it well;
3. Provide assistance to faculty on how to document community engaged activities (i.e. how to get credit for it);
4. Provide a matrix for assessing community engaged activities for purposes of faculty promotion and tenure; and,
5. Revise annual faculty reports to provide a way for faculty to report and be recognized for community engagement.

Conclusions:

There is a real sense that P&T policies have not caught up with institutional priorities, changes in teaching and scholarship, or the new student population. Community engagement needs to be specifically articulated in policies in order to be effective. One way that this can be accomplished is through a statement from the Provost’s Office that specifically recognizes community engaged teaching and scholarship. By stepping away from traditional teaching and scholarship, faculty would be given the opportunity to explore and engage in innovative teaching, scholarship and service.

A review of UD Peer Institutions (from Susan Sexton, Director of UD Institutional Reporting - Ohio State, UC, Ohio U, Xavier, Miami, Marquette, John Carroll, Loyola Chicago, SLU, Notre Dame, Villanova, Vanderbilt, St. Joe’s (Phila), Butler, Pomona College) showed no consistency in the language used when addressing community engagement. Our review showed that community engagement/service is addressed differently at each institution, if acknowledged at all.

Community engagement as defined by New England Resource Center for Higher Education: “The scholarship of engagement (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community engaged scholarship) represents an integrated view of the faculty role in which teaching, research, and service overlap and are mutually reinforcing, is characterized by scholarly work tied to a faculty member’s expertise, is of benefit to the external community, is visible and shared with community stakeholders, and reflects the mission of the institution.”
### APPENDIX G: CARNEGIE CLASSIFICATION COMMITTEE RECOMMENDATIONS

*Areas relevant to UD Faculty promotion and tenure are highlighted*

<table>
<thead>
<tr>
<th>Unmet Challenges, Needs, Concerns</th>
<th>Recommendations for Change</th>
</tr>
</thead>
</table>
| Coordination, Guidance, Sustained Attention to | Form a CEL Council with UD staff and faculty representation (membership should include the EXCEL director and a representative from the Provost Council, as well as championing representatives from each College/School, Student Development, Fitz Center, and Center for Social Concern).
Plan for and complete the 2025 Carnegie Community Engagement Classification application.
Create, change, add, and communicate procedures and policies as needed to encourage, promote, and enhance community engagement initiatives. This would include identifying and lobbying for resources that may be needed for more effective policies, procedures, and logistics.
Form a CELS advisory group comprised of community partners, campus partners involved in the scholarship of engagement, and campus practitioners. |
| Communication | Develop and update the CEL website for internal and external use
Establish and maintain a university-wide sharing system of community engagement collaborations.
Establish and maintain other potential databases that would be useful for documenting/monitoring activities and helping create and strengthen partnerships across campus and in the Dayton community. |
| Support, Expansion of Culture, Integration on Campus | Form a CELS council and advisory group (see above). Facilitate conversations with faculty and faculty committees on how community engagement activities can be valued in merit, promotion, and tenure applications. Secure the Academic Senate’s and the Office of the President’s support for these recommendations. Explore ways to have current community engagement staff positions 100% base budgeted. Develop a base-funded community engagement intern program for experienced upperclass students. These paid quasi-staff positions would not only be immersed in community engagement, but would also mentor students new to the activities of EXCEL as well as assist faculty and community partners with collaborations for student learning and research (e.g. teaching assistants in CEL courses, community partner interns). Encourage faculty development for beginning and sustaining effective collaborations for teaching, research, and public service Include concepts of community engagement (for teaching, research, and public service) in orientation process for new faculty. Integrate and align community engagement with other campus initiatives, including CAP, Diversity and Inclusion, Global Education. Provide funding for an annual symposium, like the “Civic Engagement in the Marianist Tradition” Workshop that was implemented in 2012. | • Offer a community engagement category for the annual Stander Symposium. |
| Assessment | • Coordinate and execute overall assessments of processes and impact. • Assess community perceptions of institutional engagement and provide ongoing feedback mechanisms for partnerships. • Establish and assess common learning outcomes for community engagement initiatives. • Establish and communicate best practices for community engagement, CE learning, and the development of effective partnerships. Based best practices on UD’s mission and identity as well as current scholarship on community engagement. • Track and record institution-wide engagement data. |
| Faculty Specific Incentives | • Facilitate conversations with faculty and faculty committees on how community engagement activities can be valued in merit, promotion, and tenure applications. |
| Incentives, Rewards, and High Side Recognition for | • Provide and promote funding for community engaged learning initiatives similar to the ways that the Research Council, CAP, Teaching Fellows, and Graduate Student Summer Fellowships fund research and curricular
<table>
<thead>
<tr>
<th>Sustained and High Impact CE (out of P and T)</th>
<th>Innovations. Provide and promote funding or other resources to support community engaged learning in the classroom. Include resources for trainings, transportation, student assistants, partnership development and maintenance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund and recognize student academic projects and scholarly work as well as offering certificates, course credit, etc.</td>
<td>Offer community engagement awards at the annual Graduate Student Showcase.</td>
</tr>
<tr>
<td>Explore other avenues for recognition of achievement (faculty, students, and community) and sharing of successes (e.g. publicity materials, events, showcases, media).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative, Developmental Model for Student Experiences with CE</th>
<th>Implement standardized student volunteer training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with first year experience activities/coursework to include thorough orientation to the UD values and mission for community engagement that would begin to develop the knowledge, skills, and attitudes favorable for future engagement with community partners (cultural competency and sensitivity, accountability, collaboration, inquiry, etc.).</td>
<td>Create student on-campus positions for experienced students to be mentors for students and assistants for faculty and community partners.</td>
</tr>
</tbody>
</table>
DEI Subgroup members: Ione Damasco, Sharon Gratto, Carolyn Phelps, Eddy Rojas Consultants: Dr. Larry Burnley, Tiffany Taylor Smith

Tasks--answer the following questions:

(1) **How are diversity, equity and inclusion addressed in the policy, if at all?**

The University P&T policy does not address diversity, equity, and inclusion.

After surveying unit policies, the task force found that none of the unit policies address diversity, equity, and inclusion.

(2) **How are diversity, equity, and inclusion addressed in other university policies?**

Numerous university tenure and promotion policies found that many policies discuss diversity, the importance of diversity, the diversity of “the academic enterprise;” however, few ask candidates for tenure and promotion to address diversity as a criterion for promotion. Several policies indicate that universities and the work of universities are diverse in their nature, and faculty should engage that diversity (i.e., Purdue). However, one could interpret that as a statement in support of interdisciplinary research or teaching rather than addressing diversity, equity and inclusion as it is related to the people of the university community. Other university policies indicated that diversity within each aspect of the faculty worklife should be considered, but it is not called out a specific criterion. For example, UCLA’s policy states “Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements.” Overall, expectations that faculty include contributions related to diversity, equity and inclusion in personal statements and reflections are more common than specific criteria.

The following schools do address diversity as a criterion for evaluation in their policies:

**Pomona College:** In their policy under the criterion of intellectual leadership, it is indicated that candidates must provide evidence of competence or excellence in “fostering an inclusive classroom where all students are encouraged to participate in discussions, studios, rehearsals, performances, activities and other course exercises.” Additionally, the policy outlining the preparation of the tenure portfolio indicates that candidates should “specifically address their efforts to create and maintain an inclusive classroom.”

**Oregon State University:** Their policy indicates that contributions to equity, inclusion and diversity should be addressed in candidate’s materials. However, rather than providing a policy specifying the type of evidence that must be produced, OSU ties the evidence to the position description. Their policy indicates
that contributions to equity, inclusion, and diversity should be stipulated and clearly identified in the position descriptions. Those contributions as described in the position descriptions are then evaluated in making promotion and tenure decisions.

University of Oregon: Their policy requires a personal statement as part of the tenure and promotion application. Candidates are to include “discussion of contributions to institutional equity and inclusion.” Similar to OSU, those contributions do not need to be developed in one specific aspect (i.e., teaching, research, service) of a candidates work; it can be fulfilled in a number of ways. UO also provides a rubric to assist candidates it considering their work and committees in evaluating the candidates work. The emphasis is on the impact of the work, and it is indicated that the outcomes and impact should be included in the candidate’s materials.

(3) Should there be any changes to the policy to properly address diversity and inclusion? If so, what might they be?

Based upon additional conversation with Dr. Larry Burnley, VP for the Office of Diversity and Inclusion and the survey of other institutional policies, the following recommendations are being put forth:

• The University must demonstrate through its message a commitment to diversity, equity, and inclusion. This includes an expectation that every University community member (including all faculty) be actively engaged in building capacity around intercultural competence as part of their professional development.
• There is a need to articulate better the meaning of the terms diversity, equity, and inclusion and to be clear about how these terms are understood and acknowledged by everyone in the campus community.
• There must be standard expectations related to diversity, equity, and inclusion for promotion and tenure at all levels of governance in the University - Departments, Units, and the University as a whole – with demonstrated courage of conviction exhibited by the leadership.
• Statements about diversity, equity, and inclusion must be clear and specific and conveyed as an “expectation” as opposed to an “invitation” for faculty consideration.
• Measurable means of evaluation and transparency are critically important to ensure that faculty, staff, and administrators are held accountable for the University’s goal regarding diversity, equity, and inclusion.
• The word ‘should’ must not be part of any text revisions to the document.
• Individuals who are being evaluated according to the document must be guided to understand how the broad range of things they do connect with this evaluation category.
• If diversity, equity, and inclusion are defined as a criterion for evaluation, then a potential rubric could be modeled after the one used by the University of Oregon:

<table>
<thead>
<tr>
<th>Individual impact</th>
<th>Programmatic impact</th>
<th>Institutional impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEFINED Equity work with individual students, faculty, community members or organizations</td>
<td>Equity work establishing or providing significant leadership to a formalized program</td>
<td>Contributing to efforts that strengthen institutional policy or practice</td>
</tr>
<tr>
<td>RESEARCH</td>
<td>Research agenda incorporates equity and inclusion issues and/or diversity in objects of study (e.g. Psychology faculty incorporates diverse individuals within their subject pool)</td>
<td>Leading or participating in a research group that addresses equity and inclusion (e.g., Law school faculty leads a research group on gender and labor)</td>
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| TEACHING                  | Efforts toward equity, diversity and inclusion in undergraduate and graduate teaching and mentoring (e.g., Journalism faculty incorporates themes of equity and inclusion within introductory course assignments) | Participating in a disciplinary mentorship or pipeline program (i.e. PPPM faculty attends mentorship conference for underrepresented graduate students) | Creating a new academic program, courses or graduate specialization focused on equity (e.g. Ethnomusicologist leads development of a new MA program in music of the African diaspora) |
| SERVICE                   | Work with diverse groups of individual students and/or organizations on and off campus (e.g., Business faculty advises undergraduate Women in Business group) | Participating in program building efforts (e.g., Environmental studies faculty collaborates with indigenous groups to produce multiple environmental impact studies) | Creation or leadership role in new UO program serving community constituencies (e.g., Economist establishes summer pipeline program for low income high school students) |

Additional recommendations that go beyond promotion and tenure policies:

- During the hiring process: applicants for any faculty position (not just tenure lines) must be asked for a statement about their commitment and capacity to contribute to UD’s institutional commitment to diversity, equity, and inclusion. This practice is held by a number of universities to send a clear message about their commitment to the goal. Statements can provide search committees and hiring managers with a valuable way to evaluate how applicants identify with these core values and can lay a foundation for expectations related to professional development should they come to UD.

- A more credible post-tenure review system must be created, one that includes expectations related to how faculty have given attention to or incorporated core elements of diversity, equity, and inclusion into their teaching and/or librarianship, research/artistic creation, or service.

- Faculty mentoring and student advising must be strengthened to include guidance regarding the University's goals in the area of diversity, equity, and inclusion.
APPENDIX I: ASSESSMENT SUBGROUP REPORT

Assessment subgroup members: Joe Valenzano (Lead), Aaron Altman, Sarah Webber (7) Clarify the role assessment plays in promotion and tenure.

The UPTPTF clarified with ECAS that the “assessment” reference in this charge, refers to the “assessment for student learning”. The current University Promotion and Tenure document, makes no reference to assessment for student learning as part of criteria for promotion and/or tenure.

REF: Academic Senate DOC 2017-04

This document clearly establishes what assessment is not: “Undergraduate student learning assessment is not program evaluation or review, and is not an evaluation of faculty or student performance at the course-level.” It further states the purpose of assessment: “The purpose of assessment is for continuous improvement.”

University Policy on the Assessment for Undergraduate Student Learning

Purpose of Policy: This policy guides undergraduate student learning assessment. The University of Dayton considers assessment for undergraduate student learning to be an integral component of the daily operations of every unit on campus, both in the classroom setting and beyond. All academic units at UD are required to engage in some form of undergraduate student learning assessment, and other units are encouraged to participate. The purpose of assessment is for continuous improvement. Undergraduate student learning assessment is not program evaluation or review, and is not an evaluation of faculty or student performance at the course-level.

The Policy: The University requires that undergraduate assessment for student learning be conducted on an ongoing basis. The University holds local units responsible for carrying out their own assessment activities, as articulated in unit processes. Under the authority of the Provost, the University Assessment Committee (UAC) annually reports a summary of assessment results and actions taken as a result of the assessment activities to the Provost and Academic Senate. The UAC serves as a resource to the units represented on the committee, as well as for the campus community more broadly. Guiding the UAC in its work is the University of Dayton Plan for Assessment of Student Learning. The UAC is responsible for developing, maintaining and updating the plan on an ongoing basis in order to reflect best practices in assessment and the needs of UD units.

REF: Academic Senate DOC 2006-10

This, the current University Promotion and Tenure document, makes no reference to assessment for student learning as part of criteria for promotion and/or tenure. The policy only requires a minimum of two departmental reviews of teaching during the probationary period.
The Higher Learning Commission has called on UD in the past to improve its assessment procedures, which has necessitated faculty conducting and reporting assessment data for their courses to contribute to programmatic review.

RECOMMENDATIONS:

1. The lack of consistency in the employment of the term “assessment” in several significant policies in the Faculty Handbook has created significant confusion as to its meaning and subsequent application. As such, the UPTPTF recommends that ECAS use appropriate methods to identify all policies where the term “assessment” is used and make edits where necessary to ensure the term is consistently applied.

2. The University Policy on Assessment prohibits the use of student learning assessment to evaluate faculty or student performance at the course-level. However, best practices in pedagogy call for faculty to routinely assess their instructional efforts in courses and make appropriate adjustments to improve the potential for student learning. The committee recommends that faculty report a meaningful self-assessment and provide evidence of efforts to continuously improve instruction for student learning in the courses they teach as part of the promotion and tenure review process, merit review, and post-tenure review. This self-assessment could include, but is not limited to, changes in readings, tests, flipping the classroom, or even more experimental efforts to improve the instruction in a course. The self-assessment should be reflective and also contain descriptions of actions taken to improve a course.

Notes:

- Though not part of the charge, concerns about the evaluation of teaching (student evaluation of teaching and peer evaluation) were consistently brought up in discussion and were prevalent in the survey. It is one of the top areas of concern expressed by faculty with regard to current promotion and tenure evaluations and policies.
- A strong concern was expressed by many respondents from all demographics and ranks on the electronic survey and by the attendees of all ranks at the open forums about inappropriate use/overemphasis of SET scores in evaluation of teaching.
- It was noted that in some units, such as the CAS, annual merit review of teaching is based solely on the reporting of individual SET scores in relation to departmental averages.
- It was noted that some departments require that pretenure faculty earn SET scores “at or above the department average”, which places an undue burden on pretenure faculty to “outperform” more senior/tenured faculty.
- There is strong concern about real bias in SET scores that is affirmed through the literature.
- The option for using SET scores in formative and not summative assessment gained support. What will replace SET in a summative assessment remains the question.
- A more robust peer-evaluation system is needed. It is perceived that the current system, which often involves a single classroom visit, and cursory review of materials does not adequately reflect teaching/learning assessment.
Venture Creation and Entrepreneurship Subgroup Members: Eddy Rojas and Sarah Webber

(8) How are venture creation and entrepreneurship addressed in the policy, if at all?

Observations:

● The University P&T document does not currently address venture creation. The committee recommends including venture creation in the University level P&T document.

● The committee acknowledges the inherent difficulty in defining venture creation and entrepreneurship in the P&T process. What is the difference between a true venture and a side or consulting business? Characteristics of what a true venture constitutes need to be clearly defined.

● The committee suggests working closely with UDRI to address intellectual property rights and revenue sharing agreements. The School of Engineering is working with Matt Willenbrink to develop an MOU for student start-ups, perhaps a similar approach could be considered for faculty start-ups.

● The committee recommends considering a process to stop the tenure clock for an approved venture-creation project. Providing a year off the tenure clock for faculty to pursue a venture creation is recommendable. A process would have to be developed to administer this and justify the need for pausing the tenure clock.

● The committee also acknowledges the difficulty of defining how to give credit for venture creation activities. Some faculty members may serve as resources for students who may be creating their own ventures, others may be partnering with their students, while others may be fully involved in an entrepreneurial role. How should we count these different levels of interaction? Should support for students be considered as a teaching contribution such as advising for academic purposes? Should pure venture creation be considered under service to society since jobs may be created and a new product or service provided?

● The committee received many resources from Vince Lewis, Director of the Crotty Center.

● These resources include a copy of Case Western University’s Intellectual Property Rights, a presentation on venture creation, a 2016 academic article analyzing startups and links to additional resources.

Recommendation: Develop a University Policy on Venture Creation and Entrepreneurship with special consideration as it applies to faculty, and faculty evaluation (e.g. promotion and tenure, annual merit review, post-tenure review).
APPENDIX K: SERVICE/SHARED GOVERNANCE SUBGROUP REPORT

Service/Shared Governance Subgroup Members; Carolyn Phelps, Aaron Altman, Joe Valenzano, Laura Vorachek

(9) How is service defined in the policy, specifically regarding the shared governance dimension of faculty service?

The Subgroup identified two ancillary tasks:

1. Define scopes and types of service
2. Describe what qualifies as evidence for service

REF: Academic Senate DOC 2010-04: This document establishes “service, including professional, departmental, university and community” as one of three areas of evaluation for promotion and tenure. There is no other explication of what constitutes service, nor any reference to shared governance in the document.

There are, in actuality, five broad categories of service relevant to one’s position at the university, not four as the document would lead you to believe:

Professional Service

University Service

Unit Service

Departmental Service

Community Service

The Promotion and Tenure Policy should provide as many examples of service as possible to assist faculty in properly reporting their service contributions. Here are some examples for each category:

Departmental Service

● Serving on a departmental standing committee
● Serving as a program director (graduate, undergraduate, etc.)
● Serving on a search committee (including chairing)
● Serving on a department working group
● Assisting with prospective student recruitment
● Serving on a thesis/dissertation committee (not including chairing) Unit Service

● Serving on unit committee (including chairing)
● Serving on unit task force or working group (including chairing)
● Attending unit faculty meetings
● Serving as an outside member on a search committee University Service

● Serving on the Academic Senate
● Serving as an officer on the Academic Senate
● Serving on a university-wide committee (including chairing)
● Serving on a university task force or working group (including chairing)
● Attending university faculty meetings

*Professional Service*

● Serving as a reviewer for a journal
● Serving as an editorial board member for a journal
● Serving as editor of a journal
● Serving as a reviewer for a conference
● Serving as in a defined leadership role for a conference
● Hosting a conference
● Performing an external tenure review for a colleague at another institution

*Community Service*

● Leading a workshop for a local organization or company (compensated or noncompensated)
● Serving on the board of directors for a local, regional or national organization Notes:

- It is perceived that faculty “Service” remains ill-defined, undervalued, and inequitable, and “credit” is widely variable within/between departments/units.
- “Service” is often integrated within, and not distinct from, faculty engagement in scholarship, research, librarianship, creative activity, teaching, and community engagement.
- Policy changes should reflect considerations of how “service” is defined, assessed, “counted” and valued in promotion and tenure.

- Departments/Programs/Units, evaluation committees, and policies should acknowledge and account for inequity/bias in service requirements among the faculty, and how these efforts may impact a faculty's efforts in other areas evaluated in promotion and tenure.
Inter/Transdisciplinary Work Subgroup Members: Carissa Krane (Lead), Joe Valenzano, Maureen Anderson, Harold Merriman

How can inter/transdisciplinary work be recognized in tenure and promotion?

Recommendations:

1. Create institutional reporting and tracking mechanisms to document inter/transdisciplinary work: funding (internal/external), projects, programs, certificates, teaching/learning, publications (faculty and students), presentations.
2. Build working definition(s) for inter/transdisciplinary work.
3. Query how inter/transdisciplinary work is currently evaluated and ‘counted’ in T&P in departments/programs where it currently occurs.
4. Examine the rationale for why it is not valued in certain disciplines/departments/programs.
5. Establish guideline language for T&P using merit, workload, and post-tenure review documents as a guide.

Definitions for inter/transdisciplinary work as it relates to promotion and tenure, and university policies: (Also see appendix)

From: [https://blogs.lt.vt.edu/grad5104/multiintertrans-disciplinary-whats-the-difference/](https://blogs.lt.vt.edu/grad5104/multiintertrans-disciplinary-whats-the-difference/) “According to Lakehead University’s “Essential Guide to Writing Research Papers,” multidisciplinarity contrasts disciplinary perspectives in an additive manner, meaning two or more disciplines each provide their viewpoint on a problem from their perspectives.

Multidisciplinarity involves little interaction across disciplines. Interdisciplinarity combines two or more disciplines to a new level of integration suggesting component boundaries start to break down. Interdisciplinarity is no longer a simple addition of parts but the recognition that each discipline can affect the research output of the other. Transdisciplinarity occurs when two or more discipline perspectives transcend each other to form a new holistic approach. The outcome will be completely different from what one would expect from the addition of the parts. Transdisciplinarity results in a type xenogenesis where output is created as a result of disciplines integrating to become something completely new.”

From: [https://www.hsph.harvard.edu/trec/about-us/definitions/](https://www.hsph.harvard.edu/trec/about-us/definitions/)

“Transdisciplinary Research is defined as research efforts conducted by investigators from different disciplines working jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem. Interdisciplinary Research is any study or group of studies undertaken by scholars from two or more distinct scientific disciplines. The research is based upon a conceptual model that links or integrates theoretical frameworks from those disciplines, uses study design and methodology that is not limited to any one field, and requires the use of perspectives and skills of the involved disciplines throughout multiple phases of the research process.”
P&T Related Policies:

Summary: Recognition of Inter/Transdisciplinary work is not explicitly defined in the Promotion and Tenure Policy. However, interdisciplinary work is mentioned in numerous places in the Faculty Handbook, in policies that support the processes involved in the evaluation of faculty for the purpose of Promotion and Tenure, Workload, and Post-Tenure Review. The Workload and Merit review policies include specific language on the value and evaluation of interdisciplinary work in teaching, research/scholarship/artistic expression, and service. Transdisciplinary is not mentioned in any supporting policies.

A review of UD peer institutions (from Susan Sexton, Director of Institutional Reporting - Ohio State, UC, Ohio U, Xavier, Miami, Marquette, John Carroll, Loyola Chicago, SLU, Notre Dame, Villanova, Vanderbilt, St. Joe's (Phila), Butler, Pomona College) showed that inter/ transdisciplinary activities are not specifically defined or acknowledged in most University P&T documents. There are however a few passing references at the following institutions: OSU - “Departments and colleges may add to the above list any evaluations that are required in their application for P&T including letters from other units in the case of candidates who are engaged in significant inter- or trans-disciplinary activities . . .” and Butler - under Teaching: Participation in the Core Curriculum, Honors Program, interdisciplinary programs, and departmental or program curricula.

Results of Consultation:

The following groups/individuals were consulted regarding University mechanisms for tracking, accounting for, documenting, resourcing, and/or facilitating inter/transdisciplinary work.

UDRI Grants/Contracts/VP for Research: John Leland/Marianne Shreck (Does not track; no institutional hurdles for faculty/staff engaging in inter/transdisciplinary grants/contracts)

EL: Karen Velasquez (Does not track; working on a list generated from Stander of co-mentored projects and projects with >1 student; students of different majors)

UHP Thesis Mentorship and Projects; John McCombe/Nancy Miller (34 thesis “crossovers” defined as students in one major pursuing a thesis in another major; of these, 4 had co-mentors from different disciplines).

CAP Crossing Boundaries Team Taught Courses: Michelle Pautz (Does not track team/coteaching models; provided a list of crossing boundary courses)

Stander Projects (interdisciplinary projects, teams, mentors): Rachel Calopy/Joel Whitaker/Andrea Wade (no data to date)

ISE/CoRPs: Doug Daniels/Don Pair: Provided weblinks for 2017/2018 STEM Catalyst Grants
(STEM Catalyst awarded ~$500K cumulatively over those two years) and 2018 Summer CoRPs Grants (CoRPs provided a $5K fellowship to each of these 10 students, and up to --varying based on actual reimbursement requests-- $1K in supplies to support their research).

**SOE: Margie Pinnell/Bob Wilkens:** (no data to date)

**SEHS:**

- Mary Fisher: Interdisciplinary with Eastern KY U - Masters of OT Students - research project and IPE learning component
- Anne Crecelius:
  - Kim Bigelow in Mechanical Engineering on a Master’s thesis project that will be defended this semester and submitted for publication.
  - Collaborator on multiple unfunded project proposals with colleagues...Bigelow and Jackson, Megan Reissman (MEE), Yvonne Sun (BIO) and Diana Cuy Castellanos (HSS).
  - Teach in the GEMnasium on 4th floor which is a transdisciplinary learning space, collaborating closely with Brian LaDuca of IACT and Kevin Hallinan (MEE).
  - Presented with Kevin and Jerome York (Theater) on this approach at Teaching and Learning forum at UD in Jan and in November will present with Brian and Kevin at an AACU STEM conference in Atlanta.
  - Co-led an immersion for the MBA@Dayton program this summer in Portland, OR with Brian and IACT that focused on transdisciplinary approaches.
  - Guest lectured in the Sport and Bodies course which I would consider transdisciplinary as well
- Corinne Daprano: CAP Crossing Boundaries with Leslie Picca
- Diana Cuy Castellanos:
  - teaching a cross-listed course with sociology.
  - a member of a research collaboration with engineering, sociology, sustainability and nutrition.
  - on the sustainability program advisory committee.
  - led an interdisciplinary study abroad program
- Lindsay Gold:
  - College of Arts and Sciences, Mathematics Professors Shannon Driskell and Jonathan Brown on mathematical mindsets and how they might develop between their MTH 204 and 205 courses and my EDT 409 and 412 courses.
  - Center for Catholic Education, Professor Susan Ferguson, the College of Engineering, Dr. Margie Pinnell, and local teachers on STEM to STEAM to STREAM.
- Joaquin Barrios: collaborate with Allison Kinney from ME. To a lesser extent, working with Tim and Megan Reissman from ME
- Kurt Jackson & Harold Merriman: STEM Catalyst Grant awarded during the period of 2017-2018 to Kim Bigelow & Tim Reissman (SOE), Kurt Jackson (SEHS) and Julie Walsh-Messinger (CAS) for the development of a Smart Walker. Harold Merriman assisting.
### School of Law:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Inter/transdisciplinary engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blake Watson</td>
<td>Lectures on property law to undergraduate students in a course entitled “The Legal Environment of Business” taught by Patsy Bernal-Olson; works with the students in the Rivers Institute.</td>
</tr>
<tr>
<td>Julie Zink</td>
<td>Member of the Diversity Think Tank, which is headed by Tiffany Taylor Smith and includes members of various units across campus.</td>
</tr>
<tr>
<td>Denise Platfoot-Lacey</td>
<td>Taking classes in the Technology Enhanced Learning Master’s Program in the School of Education. It is not a collaboration, but the skills I am learning in education and technology-based learning are very useful for me at the law school.</td>
</tr>
<tr>
<td>Name</td>
<td>Contributions and Activities</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Susan Wawrose</td>
<td>Forthcoming article argues for use of counseling skills by law faculty (i.e., combines counseling/psychology theory and law pedagogy); Active with IACT (formerly ArtStreet) and have used some of their methods in my teaching. As for service, I’ve been on the Mental Health Promotion and Suicide Prevention Task Force and chair the UD Speaker Series. In the past, I’ve been a participant in and faculty facilitator for the Global Education Seminars, which bring faculty from across campus together. I have also participated in several committees related to UD's globalization.</td>
</tr>
<tr>
<td>Adam Todd</td>
<td>Liaison to the Human Rights Center for the Law School. As such, I work with Human Rights staff and directors from other departments of the University on Interdisciplinary and transdisciplinary issues involving human rights. Dean Strauss and I also chaired panels at the UDHRC conference on human rights which involved political science, sociologists and other disciplines outside of the law. I teach the International Human Rights class and have brought in a speaker from political science to talk about human trafficking (Tony Talbot) and physics to talk about sustainable development (Bob Brecha.) I participated in a faculty learning community with faculty across campus looking into local immigration and refugee issues and addressing those issues in our teaching and scholarship. The learning community met over Spring semester 2018. Thaddeus Hoffmeister &amp; I have developed taught a class called &quot;Law and the Internet of Things.&quot; The class is a partnership with Emerson and the Helix Center. The class is interdisciplinary - particularly examining issues of business and technology.</td>
</tr>
<tr>
<td>Tracy Reilly</td>
<td>Working with the faculty in the English Department on writing/teaching skills.</td>
</tr>
<tr>
<td>Thaddeus Hoffmeister</td>
<td>Developed &quot;Law &amp; the Internet of Things&quot; with Adam Todd. Taught the class in partnership with Emerson and the Helix Center.</td>
</tr>
</tbody>
</table>
CAS Dean’s Leadership Group: (8/27/2018)
The results of the consultation indicated that for other than the ISE and CoRPs grants, the University does not systematically track or account for inter/transdisciplinary work in the form of team teaching, interdisciplinary publications/collaborations, inter/transdisciplinary student mentorship, co-PI/Collaborative grants/contracts, student projects.

Additional reading:

Institutional Innovation: Re-invigorating the University through Transdisciplinary Engagement (available in the shared drive).

Narrative Summary from P&T Documents Located by Harold Merriman:
P&T Documents not found: St. Joe’s (Phila)
Additional P&T Documents: Saint Benedict & Saint John’s University (2018)

Of the above institutions only Butler (2017/2018), Villanova (2010) and Saint Benedict & Saint John’s University (2018) mention interdisciplinary research and/or teaching in the P&T documents that were available. It does appear that inter/transdisciplinary work is now receiving more but clearly not universal recognition in the P&T process.
1. Continue to analyze UTPTF Survey results
2. Examine SET data: Concerns with bias; recommendations on best practices on how SET numbers should be used in T&P

**Regarding Plan of Action Item #1:** Continue to analyze UTPTF Survey results
- Inferential statistics were not very telling; low overall response rate and smaller n’s within particular groups made it difficult to find differences in categorical responses.
- Text analysis was not possible, no software.
- Informal, qualitative evaluation of the open ended survey responses suggest that areas to follow up with faculty (in forums?) include:
  - Clarifying definitions of diversity, equity, inclusion
  - How diversity, equity, and inclusion would be evaluated in P&T
  - Role of/amount of service for P&T

**Regarding Plan of Action Item #2:** Examine SET data: Concerns with bias; recommendations on best practices on how SET numbers should be used in T&P
- Task force members were told that acquiring the de-identified SET data was cost prohibitive.
- Task force members asked, if data did show bias, “what next?” and how would that data be used to inform the role of SET in P&T?
- Considering this question, task force members met and discussed using SET as a formative tool used by instructors to reflect on their teaching and feedback about their teaching, and to inform/improve future teaching practices.
- Moving to a formative use of the SET may require changes to the structure of feedback given to faculty pre-tenure & pre-promotion, as well as what is reported in P&T binders.
- If analyzing the UD data is not possible, the subgroup lead recommended, based on existing research findings, that the task force consider recommendations for how SET is used in P&T from the perspective that SET data is indeed biased, such that factors unrelated to learning impact SET scores.
APPENDIX N: UT&P POLICY RELATED POLICY INVENTORY

UT&P Policy Related Policy Inventory: Carissa Krane (lead)

Examination of UT&P Policy and related documents in faculty handbook and senate archives for places where potential recommendations would need to be incorporated.

1. Review of the current University Policy, in the context of the supporting policies in the Faculty Policy and Governance Handbook (August 2008) to identify policies that could/will be influenced by the components of the charge.

2. Inventory the policies that could/will be affected by changes in the P&T policy.

Executive Summary:

The UPTPTF was asked to examine the University Promotion and Tenure Policy for a number of specific topics, related to the Strategic Vision for evidence of synergy within the Promotion and Tenure Policy.

The main function of the current University Promotion and Tenure Policy is to establish general guidelines that govern University-wide procedures for promotion and tenure review. It is largely a procedural document that outlines the university-wide process for tenure and promotion review.

The current University Promotion and Tenure Policy lists the General University-wide Criteria and Eligibility for Promotion and Tenure Evaluations. These include the evaluation of a faculty member’s performance, appropriate to the profession in the areas of:

Teaching effectiveness and/or librarianship

Scholarship and/or artistic accomplishment, and

Service, including professional, departmental, University and community

The University Promotion and Tenure policy does not prescribe the specific criteria for the review and evaluation of faculty in these areas. This is left to the Unit and department to determine based on professional and disciplinary expectations and norms.

In order to standardize and establish guidelines for the evaluation of faculty in these categories, the Faculty Handbook includes multiple additional policies aimed to define evaluation criteria and processes for Faculty Evaluation, Workload, Merit, Teaching Effectiveness, and PostTenure Review. These policies and guidelines list types of activities that Units/departments should/could “count” as evidence of satisfying performance criteria as well as the specific requirements for evaluation in some cases. Flexibility exists within these supporting policies for faculty to include aspects of their work that they feel contributes to their performance evaluation.
Charge: 3. How is community engagement addressed in the policy, if at all?
Summary: The University Promotion and Tenure Policy does not directly address community engagement in the Criteria and Eligibility section. Based on the UPTPTF survey results, community engagement is often considered an aspect of faculty service. In this case, service to the community is explicitly listed in the Criteria and Eligibility section under “service”. Likewise, the policies on Faculty Evaluation (including Peer-Evaluation section), and Review of Tenured Faculty list “Public Service” as a component of evaluation. However, the discussion about Community Engagement has shown that Community Engagement can include other aspects of faculty work, including teaching and/or librarianship, research/scholarship/creative activity as well as service. The Faculty Handbook includes other policies that reference Community Engagement in the context of “teaching”: the Faculty Workload Guidelines and the Faculty Teaching Evaluation Results for Making Merit Decisions. In addition, the Workload Guidelines includes language that provides flexibility in accounting for community engagement in all aspects of faculty work.

Charge: 5. How are diversity, equity and inclusion addressed in the policy, if at all?
Summary: “Diversity” is mentioned one time in the Faculty Policy and Governance on page 137 in the section on faculty awards: “Owing to the wide diversity of professional school and College faculties, development activities are often best conducted by the academic units.” Diversity, equity and inclusion are not addressed in the Promotion and Tenure Policy.

Charge: 7. Clarify the role assessment plays in promotion and tenure.
Summary: “Assessment” appears in numerous places in the Faculty Handbook, in sections relevant to the implementation of the University Promotion and Tenure Policy, but not in the Promotion and Tenure Policy itself
“Assessment” is listed in the Faculty Evaluation Policy:
“It is recognized that any assessment of a faculty member’s performance is a sensitive issue. However, for meaningful development to occur an assessment must be made of the quality of the performance of each faculty member relative to his or her own personal goals and to the goals of the department, the program, and the University.

In the assessment of performance for either personal growth or for evaluation relative to departmental and University goals, much of the same information is desirable. However, it is also recognized that not all personal growth needs can be met by a University sponsored evaluation system. For this reason, all faculty members are encouraged to develop a personal growth plan.”

In line with the foregoing statements, the following are the purposes of faculty evaluation at the University of Dayton:
(1) To promote teaching excellence.
(2) To help the faculty member to improve his or her professional performance.
(3) To provide feedback for self-assessment.
(4) To assess the extent of a faculty member’s contribution to the fulfillment of the purposes of the University of Dayton.
(5) To provide additional input to decisions regarding faculty reward.
(6) To assist in making intelligent decisions on retention and tenure.

“Assessment” is also referenced in a general sense, in the Faculty Evaluation: Peer Evaluation section:

“I. Peer Evaluation System

(1) Peer evaluation recognizes the legitimate primacy of faculty colleague judgments in providing information not available to students in order to implement and support decisions based on assessment of performance. Multilevel evaluation discourages casual procedures, a paucity of material, and unilateral administrative judgments. Therefore, peer evaluation should be implemented as a necessary evaluation component in each University department and program, specifically addressing the following categories: a. Teaching effectiveness, which should include:

i. In-class performance.
ii. Course preparation, development, and materials.
   b. Professional competency and development, which should include:
      i. Curriculum development.
      ii. Instructional innovation.
      iii. Supervision of advanced study (thesis, independent study, honor studies).
      iv. Professional recognition.

v. Research and publications.
vi. Continuing Education.
   c. Professional services both within the University and the community.

“Assessment” is also referenced in the section on the Evaluation of Teaching for the Purpose of Tenure” Policy in sections on the chair summary of faculty teaching:

“The chair or administrator review of a faculty member’s teaching can include, but need not be limited to a summary of the written comments on the faculty member’s student course evaluations; commentary on how well the faculty member has lived up to contractual obligations; classroom observations of faculty teaching; observations on the faculty member’s contributions to the teaching mission of the department, unit, or university; and an assessment of the faculty member’s teaching in the context of overall teaching performance in the department, unit, or university.”

“Assessment” is also referenced in the “Use of Faculty Teaching Evaluation Results for Making Merit Decisions”

“C. An Annual Chair Review of Faculty Teaching produced by the faculty member’s chair or immediate supervisor that includes:

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(1) a summary of the faculty member’s Annual Teaching Report
(2) a summary of the students’ written comments on the faculty member’s course evaluations

(3) an assessment of the faculty member’s teaching in the context of overall teaching performance in the department, unit, or university”

“Assessment” is also listed in the Review of Tenured Faculty Policy:

“In particular, there is a clear awareness that the University must have procedures that enable faculty members to document their individual and collective excellence and to do so within a professional context that allows for appropriate and timely peer assessments and reviews.”

“Assessment” is also listed under the section of the Faculty Handbook, under “University Assessment”.

6. University Assessment

The University’s Assessment Plan, overseen by the University Assessment Committee, is based on best practices as described in the assessment guidelines provided by the Higher Learning Commission of the North Central Association and on the University’s educational traditions as explicated in its mission statement. As a result, the assessment plan links all learning outcomes directly to the University’s mission. Because of the University’s Catholic and Marianist character, the Assessment Plan defines and measures outcomes for both its academic as well as its educational and learning support programs. The University Assessment Plan has been developed, approved, and implemented by the faculty and, where appropriate, staff. University assessment focuses on continuous improvement through careful definition of outcomes, systematic measurement of student attainment, and integration into the University’s strategic planning and budget allocation. At every level, University assessment is informed by a communication process to keep faculty, administration, and students informed concerning outcomes, levels of student attainment, and efforts to remedy deficiencies and enhance learning.

“Assessment” is also addressed in Academic Senate DOC 2017-04:

University Policy on the Assessment for Undergraduate student Learning

1. Purpose of Policy: This policy guides undergraduate student learning assessment. The University of Dayton considers assessment for undergraduate student learning to be an integral component of the daily operations of every unit on campus, both in the classroom setting and beyond. All academic units at UD are required to engage in some form of undergraduate student learning assessment, and other units are encouraged to participate. The purpose of assessment is for continuous improvement. Undergraduate student learning assessment is not program evaluation or review, and is not an evaluation of faculty or student performance at the course-level.

2. The Policy: The University requires that undergraduate assessment for student learning be conducted on an ongoing basis. The University holds local units responsible for carrying out their own assessment activities, as articulated in unit processes. Under the authority of the Provost, the University Assessment Committee (UAC) annually reports a summary of assessment results and actions taken as a result of the assessment activities to the Provost and Academic Senate. The UAC serves as a resource to the units represented on the committee, as well as for the campus community more broadly. Guiding the UAC in its work is the University of Dayton Plan for Assessment of Student Learning. The UAC is responsible for
developing, maintaining and updating the plan on an ongoing basis in order to reflect best practices in assessment and the needs of UD units.

The UPTPTF clarified with ECAS that the “assessment” reference in this charge, refers to the evaluation of “teaching” for the purposes of tenure and promotion. The current University Promotion and Tenure document, makes no reference to assessment for student learning as part of criteria for promotion and/or tenure.

Charge: 8. How are venture creation and entrepreneurship addressed in the policy if at all? Summary: Venture Creation and Entrepreneurship are not addressed in the Promotion and Tenure Policy. Policies in the Faculty Handbook that involve and regulate these activities include the Policy on Outside Employment and the Intellectual Property Policy and Procedures. In the Intellectual Property Policy, venture creation and entrepreneurship are not explicitly mentioned, but these activities are loosely covered under “commercialization”. In addition, the University has a policy on student-run businesses.

Charge: 9. How is service defined in the policy specifically regarding shared governance dimension of faculty service? Summary: “Service” is defined in the Promotion and Tenure Policy as “Service, including professional, departmental, University and community.” “Service” and the evaluation of faculty “service” is defined and described in numerous policies in the Faculty Handbook that address the processes and criteria to be used in the evaluation of faculty service for merit, workload, promotion and tenure, and post-tenure review. The language used and explicit requirements listed under “service” differ between the merit, workload, promotion and tenure and post-tenure review policies. The Workload Policy is explicit in stating shared governance as an important component of faculty service.

“All members of the faculty are responsible for advancing the University, their discipline or interdisciplinary field and the community through service activities. Faculty and the administration share governance of the University, and active participation on committees, councils and boards at all levels of the University organization by members of the faculty fulfills this responsibility.” (2018 Faculty Policy and Governance Handbook, p. 32)

Charge: 10. How can inter/transdisciplinary work be recognized in tenure and promotion? Summary: Recognition of Inter/Transdisciplinary work is not explicitly defined in the Promotion and Tenure Policy. However, interdisciplinary work is mentioned in numerous places in the Faculty Handbook, in policies that support the processes involved in the Evaluation of Faculty for the Purpose of Promotion and Tenure, Workload Guidelines, and Review of Tenured Faculty Policies. The Faculty Evaluation and Workload Guidelines narratives include specific language on the value and evaluation of interdisciplinary work in teaching and/or librarianship, research/scholarship/artistic expression, and service.
Faculty Policy & Governance Handbook, August 2018:
Policies Relevant to Promotion and Tenure, the charge, and those that will be potentially impacted by revisions of Promotion and Tenure Policies

Faculty Policy and Governance Handbook, August 2018
- Section IV.9 Recommendations for Revision to the University Faculty Workload Guidelines (pp 29-34)
- Section IV.10 University Policy on Faculty Evaluation (pp. 34-38)
- Section IV.11 University Promotion and Tenure Policy (pp.38-44): Academic Senate DOC 2006-10
- Section IV.12 University Promotion Policy for Clinical Faculty/Faculty of Practice (pp. 4551):
  Academic Senate DOC 2017-01
- Section IV.13 University Promotion Policy for Lecturers (pp. 51-58): Academic Senate DOC 2018-03
- Section IV.14 Evaluating Teaching for the Purpose of Tenure (pp. 59-63):
  Academic Senate DOC 2006-08
- Section IV.14. Use of Faculty Teaching Evaluations Results for Making Merit Decisions (pp. 61-62)
- Section IV.15 Review of Tenured Faculty (pp. 63-67):
  Academic Senate DOC 2006-11
- Section IV. 19 Policy on Faculty Employment Outside of the University (pp. 69-74):
  Academic Senate DOC 2018-07
- Section VII. 6 Intellectual Property Policy and Procedures (pp.103-120):
  Academic Senate DOC 1994-08
- Section VIII.6 University Assessment (p. 122)
- Section IX. 9 Policy on Faculty Compensation in Excess of Annualized Base Salary (pp. 129-134):
  Academic Senate DOC 2018-06

Not in Faculty Handbook:
- University Policy on the Assessment for Undergraduate student Learning Academic Senate DOC 2017-04