

2-26-2021

2021-02-26 Minutes of the Academic Senate

University of Dayton. Academic Senate

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UNIVERSITY OF DAYTON
DAYTON, OHIO
MINUTES OF THE ACADEMIC SENATE

February 26, 2021

Zoom, 3:30-5:30 p.m.

Senators Present: Joanna Abdallah, Philip Appiah-Kubi, Paul Benson, Connie Bowman, James Brill, Ali Carr-Chellman, Trevor Collier, Lissa Cupp, Michael Davies, M.E. Dillon, Lee Dixon, Samuel Dorf, Jim Dunne, Deo Eustace, Sharon Gratto, Laura Hume, Mark Jacobs, Jake Jagels, Jay Janney, Katie Kohnen, Carissa Krane, Catherine Kublik, Sayeh Meisami, Drew Moyer, Grant Neeley, Leslie Picca, Jason Pierce, Maher Qumsiyeh, Fran Rice, Eddy Rojas, Andrea Seielstad, Andrew Strauss, Tereza Szeghi, Kathy Webb, John White, Mary Ziskin

Excused: Brennan Mooney, Andrew Sarangan, Jacob Troutwine

Presenters: Tereza Szeghi (Chair, APC), Carissa Krane (Chair, FAC), Sam Dorf (V-P, ECAS)

Guests: Craig Looper, II (Parliamentarian), Amy Anderson, Mary Lou Andrews, Philip Anloague, Jackie Arnold, Deb Bickford, Tonya Breymier, Lawrence Burnley, Jen Christman, Anne Crecelius, Cathryn Curry, Jennifer Dalton, Corinne Daprano, Cheryl Edelmann, Elizabeth Eichler, Sean Gallivan, Erin Gibbemeyer, Beth Hart, Tracey Jaffe, Kathy Kargl, Micheline Kidwell, Ryu-Kyung Kim, Jane Koester, Arneicia Patterson, Carolyn Phelps, Margie Pinnell, Lis Regula, Mary-Kate Sableski, Julie Simon, Thomas Skill, Eric Spina, Justin Swann, Tiffany Taylor Smith, Joseph Valenzano, Anastasie Weaver, 1 call in guest

- **Opening Prayer.** Grant Neely
- **Minutes.** January 22, 2021. Minutes approved by unanimous consent.
- **Announcements.**
 - The Academic Senate is co-sponsoring inclusive pedagogy workshops focused on advancing inclusive excellence in the classroom. Best practices will be shared to help advance inclusive pedagogy. Co-sponsors include CAP, LTC, ODI, CAS, LAW, LIB, SB, SOE, and SEHS. The workshop will be held May 13. The call for submissions is open until March 12.
- **Update from APC on Transfer Credit Policy. (Tereza Szeghi, Chair APC)** Based on feedback gathered at the January Senate meeting, additional consultations and revisions are being made to the policy. Senators were invited to send additional concerns or questions to APC prior to the March 26 Senate meeting. The Senate unanimously approved to withdraw the tabled transfer credit policy so a new transfer credit policy may be submitted and discussed at the March Senate meeting.
- **Update from FAC on University P&T Policy. (Carissa Krane, Chair FAC)** Background was provided on how and why revisions to the University Promotion and Tenure Policy (UPTP) are being considered. Using the information gathered from working groups, campus-wide consultations,

and feedback gathered at Academic Senate meetings, FAC was charged in Fall 2020 to finalize revisions to the UPTP. Topics discussed so far by FAC include

- Revisions to the preamble of the policy
- Revisions to the definition of tenure
- The development of criteria for tenure and promotion from Assistant to Associate Professor and from Associate to Full Professor
- How to include inclusive excellence as an expectation
- How to evaluate other areas outside of the "traditional" disciplinary efforts
- Participation in anti-bias training and professional development in diversity, equity and inclusion before serving on a review committee at all levels of the university
- Revisions to the composition of the University P&T committee

A more detailed presentation will be given at the March 26 Senate meeting and broader consultation is planned for Spring 2021. Senators were encouraged to submit feedback via an anonymous feedback form.

Comments:

- Need a clearer definition of "inclusive excellence" and how that can be demonstrated
- Need to address inconsistencies between department/unit promotion and tenure documents and the proposed changes
- Inclusive excellence is not being proposed as a fourth category, but rather as an expectation to demonstrate a commitment of inclusive excellence in the three existing categories of teaching, service, and research. Due to the difficulty of demonstrating inclusive excellence in some specialized research, one of the options being considered is to address inclusive excellence in two of the three categories.
- Suggest adding leadership aspects to all three categories not just service.

Discussion was closed. There will a fuller discussion at the March 26 Senate meeting.

- **FT-NTT Representation on Academic Senate Revisions. (Sam Dorf, ECAS)** Background information about the responsibilities and duties of the Senate and the history of discussions to increase FT NTT faculty representation on the Senate were shared. Recently, a small working group composed of ECAS members (Sam Dorf, Carissa Krane, and Jason Pierce) and M.E. Dillon, were charged to examine previous work on senate composition and the data gathered at the September 2020 Senate meeting and develop recommendations to increase FT-NTT faculty representation. The recommendations presented were:
 - Extend the length of term for FT-NTT faculty from one year to three years
 - Increase representation by two, for a total of three FT-NTT faculty senators
 - Add one FT-NTT senator to serve on ECAS for a 2-year term
 - Continue the eligibility to serve to all FT-NTT faculty

ECAS did not reach consensus on how to distribute representation of FT-NTT faculty and solicited feedback on the following two options:

1. Full-time non-tenure track faculty member – three (two coming from The College of Arts and Sciences and one coming from the Professional Schools and Libraries)
2. Full-time non-tenure track faculty member – three (no more than two from any individual Unit and at least one from The College of Arts and Sciences)

ECAS also recommended a change to the eligibility of Senate officers from tenure-line faculty to only tenured faculty.

ECAS continues to develop a transition plan for the sequencing of staggered terms for the FT-NTT senators.

Comments:

- Define constituency and determine apportionment instead of increasing the FT-NTT faculty representatives by two
 - Rotate terms in each of the units as a third way to distribute representation of FT-NTT faculty
 - Increasing representation of FT-NTT faculty to three senators will guarantee representation on the three standing committees.
 - Need to determine how the FT-NTT faculty representative is elected to serve on ECAS
 - Strongly recommend open forums for faculty to not only learn about the proposed changes, but also to provide feedback
 - Need to consider how senate officers are held accountable.
 - Support having tenured faculty holding senate officers.
 - Having a systematic solution for representation is more favorable than a short-range fix.
 - The Senate president should be tenured faculty, but the vice president and secretary should be open to both tenured and tenure track faculty.
 - Invitations to open forums should be extended to FT-NTT faculty to learn their suggestions on how the two new representatives could be distributed.
 - It would be beneficial to continue to have a FT-NTT representative on ECAS.
 - Reconsider if three FT-NTT faculty is the right number. Consider one representative from each school
- **Committee Reports-** send to Fran Rice
- APC – Tereza Szeghi. The Academic Policies Committee has been focused, throughout the month of February, on further consultations about and revisions to the draft transfer credit policy (following the vote at the January Academic Senate meeting to table the policy due concerns raised there). Our intention is to return the policy for conversation and a vote to the March Academic Senate meeting

FAC-- Carissa Krane. See attachment

SAPC—Sharon Gratto, Lee Dixon. SAPC has been working diligently on the report related to the charge from ECAS related to SET and its use and has met with members of ECAS to discuss and provide feedback regarding AS member composition

ECAS—Leslie Picca. Since the January 22nd Academic Senate Meeting, ECAS has continued to meet weekly. Action items from ECAS include deeper conversation and consultation focused on two issues: (1) revisions to the Academic Senate composition to increase FT-NTT representation; and (2) revisions to the University P&T Policy, including a conversation with Michelle Hayford, chair of CEPT regarding campus engagement. Additionally, ECAS also examined: UNRC engagement; and the Ethics & Leadership Undergraduate Certificate which was sent to APC for further discussion. ECAS also discussed updates from the BOT meeting, Provost's Council, President's Council, and University Policy Coordinating Committee. The ECAS meeting time is

Thursday mornings 8am - 9:15am on Zoom.

- **Adjournment** 5:32 pm.

Respectfully submitted: Fran Rice

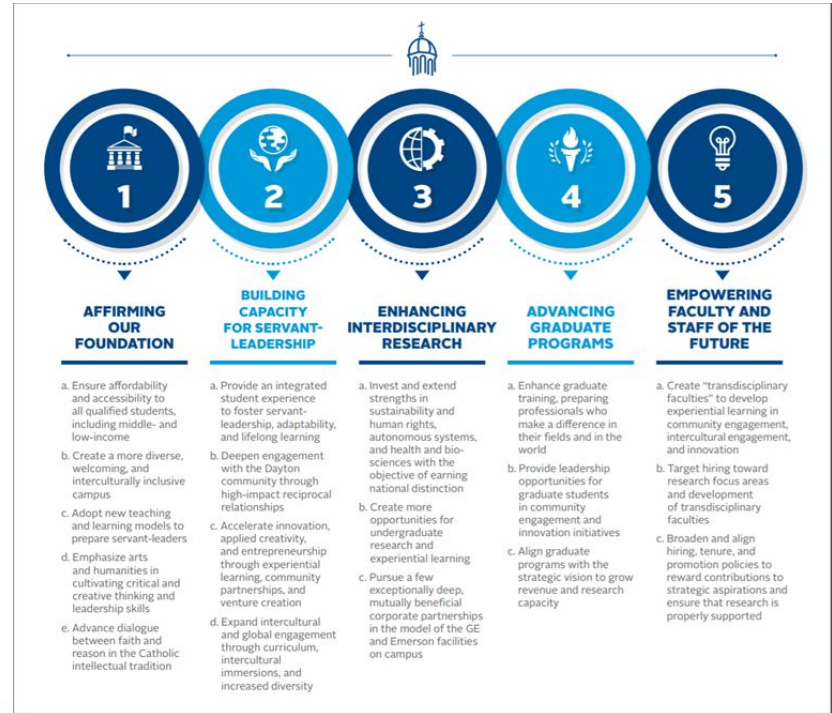
**Academic Senate
Faculty Affairs Committee
University Promotion and Tenure
Policy (UPTP) Revisions**



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Rationale

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



Timeline

2006: DOC 2006-10: University Promotion and Tenure Policy revisions passed by vote of the Academic Senate, tenured/tenure-track faculty, Provost Council and Board of Trustees

2016: Strategic Visioning process identified disconnect between strategic initiatives and P&T evaluation criteria

Fall 2017: UPTPF Formed in Fall 2017

2017-2019: Campus-wide consultation on Promotion and Tenure

January 2019: UPTPTF Report submitted to the Academic Senate

Spring 2019: Unit/Division/Department discussion of UPTPTF report

Timeline (cont.)

Spring 2019: Policy Review on Promotion & Tenure (PRoPT) and Campus Engagement on Promotion & Tenure Policies (CEPT) groups formed

January 2020: PRoPT draft revisions to UPTP discussed at the Academic Senate

January-March 2020: Campus-wide open forums held to discuss revisions to UPTP proposed by PRoPT

Fall 2020-Present: FAC charged with using the information gathered from working groups, campus-wide consultation, Academic Senate to finalize revisions to UPTP



2020-2021 FAC

- Using the PProPT revised UPTP document, FAC reviewed feedback from the Jan 2020 AS meeting, as well as feedback from the Open Forums, to continue to revise the UPTP to respond to suggestions/comments/questions etc. that resulted from University-wide consultation.
- PProPT revisions discussed in Jan 2020 are not further presented here.
- The following are the topics extensively discussed by FAC in response to the consultative feedback.



Preamble

Revised the preamble to include mission-centric language, the purpose of promotion and tenure, and the rationale for the elements of evaluation.



Revised definition of Tenure

Tenure is a status of employment wherein a ranked faculty member's relationship with the university can be terminated only by voluntary separation through resignation or retirement, for adequate cause, or under extraordinary circumstances such as financial exigency or discontinuance of a program or a department of instruction, or medical reasons.



Tenure is granted based on demonstrated potential for effective, sustained, long-term contributions to the University and its mission. Tenure is granted to demonstrate the reciprocal long-term commitment of the University to tenured faculty and provides stability to the academic and research mission of the University.

As defined by the American Association of University Professors (AAUP): “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to [individuals] of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.”



Criteria for Tenure and Promotion from Assistant to Associate:

- Demonstrate effectiveness in teaching/librarianship and efforts to improve teaching/librarianship quality, and
- Provide evidence of scholarship/artistic accomplishment that demonstrates promise in the field and
- Provide evidence of a developing practice of service, in multiple internal and external contexts, that advances the operation, mission, or reputation of the University.



Promotion from Associate to Professor

- Demonstrate sustained, high-quality teaching/librarianship and a commitment to further enhance teaching/librarianship quality, and
- Provide evidence of on-going scholarship/artistic accomplishments that demonstrate excellence in the field and that are recognized and evaluated positively by the scholarly/artistic community, and
- Provide evidence of on-going, established service, in multiple internal and external contexts, that advances the operation, mission, or reputation of the University and that accompanies a record of leadership in service.



Added Inclusive Excellence as an expectation

Given that diversity, equity, and inclusion are fundamental to academic and institutional excellence, the University expects an applicant for promotion and tenure to demonstrate a commitment to inclusive excellence **in teaching and/or librarianship, scholarship and/or artistic accomplishment, and service.** Each academic unit, department, and institute will adopt criteria for evaluating contributions and achievements in promoting inclusive excellence.

OR

Given that diversity, equity, and inclusion are fundamental to academic and institutional excellence, the University expects an applicant for promotion and tenure **to demonstrate a commitment to inclusive excellence.** Each academic unit, department, and institute will adopt criteria for evaluating contributions and achievements in promoting inclusive excellence.

OR

Given that diversity, equity, and inclusion are fundamental to academic and institutional excellence, the University expects an applicant for promotion and tenure to demonstrate a commitment to inclusive excellence **in at least two of the dimensions of evaluation (in teaching and/or librarianship, scholarship and/or artistic accomplishment, and service).** Each academic unit, department, and institute will adopt criteria for evaluating contributions and achievements in promoting inclusive excellence.



University of Dayton



Evaluation of other areas of impact

The university recognizes that faculty may engage in a wide range of activities -- outside of “traditional” disciplinary efforts -- that further the mission of the university. Meritorious contributions to teaching and/or librarianship, scholarship and/or artistic accomplishment, and/or service that include community engagement, incorporate multidisciplinary, foster innovation, venture creation, and/or other defined academic or professional activities consistent with the positional role and responsibilities of the faculty that further the mission and reputation of the University are encouraged and should be given due recognition during the faculty tenure and promotion process and evaluated and credited in the same way as other faculty achievements. Each Unit, academic department or institute must adopt clear criteria for evaluating these contributions where relevant.



Anti-bias and professional development

All of those involved in applicant review are expected to engage in anti-bias training, and professional development in diversity, equity and inclusion prior to participating in the work of the Unit, department, and/or institute review committee.



University P&TC composition

The Associate Provost for Faculty Affairs, in consultation with ECAS, Academic Deans, and the VP for Diversity Equity and Inclusion, may appoint two ad-hoc tenured faculty members to this committee to ensure that the committee has diverse representation. This diversity includes, but is not limited to gender diversity, racial and ethnic diversity, and professional path diversity.



Next Steps

- FAC will work to finalize the UPTP draft
- Broader consultation on revised UPTP draft planned for this Spring, 2021
- Requesting feedback from Academic Senators on the elements presented during this meeting
- Anonymous feedback form

Academic Senate Composition Revisions



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Responsibilities & Duties of Academic Senate

Academic Senate

- Legislative Authority
- Legislative Concurrence
- Consultation

Subcommittees

- ECAS: Executive Committee of Academic Senate
- APC: Academic Policies Committee
- FAC: Faculty Affairs Committee
- SAPC: Student Academic Policies Committee



History of FT NTT Representation Issue

2011-12 Voting Representation Report: discussion deferred until after significant faculty lines added.

March 2015: presentation by Senator Sean Gallivan “Academic Senate Composition”

April - October 2016: Academic Senate Voting Rights & Representation Working Group

Summer 2020: Renewed energy to increase FT-NTT faculty representation on Senate; ECAS explored 15 options

Academic Senate Passed DOC 2020-09 Full-time Non-Tenure Track Faculty Representatives on Senate Standing Committees, whereby two FT NTT faculty are appointed to serve as non-voting representatives on the two standing committees that do not have FT NTT representation.

September 25, 2020, Academic Senate Meeting: Feedback gathered from large group and small break out groups on 2 proposed revisions to Senate composition (1) increased representation to constituents, and (2) better representation across units.



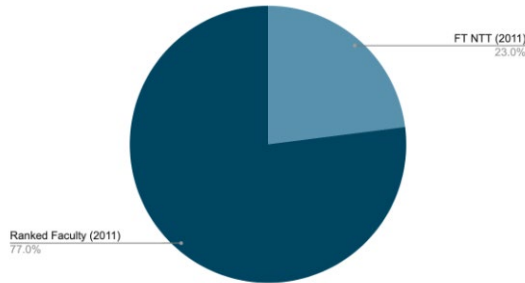
Recent Steps

- Small working group on ECAS examined data gathered on 09.25.20, as well as previous Senate composition revision documents. Extended discussions at ECAS.
 - Mary Ellen Dillon (FT NTT Sen.), Sam Dorf (Sen VP/Arts Sen.), Carissa Krane (NS Sen.), Jason Pierce (Dean Sen.)
- Initial recommendations shared at APC, FAC, and SAPC in early/mid February.

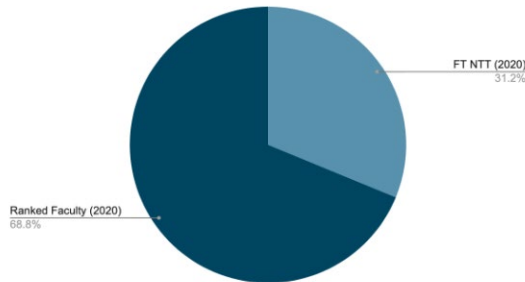


RATIONALE #1: Recognizing Increased Number and Role of FT NTT Faculty

Points scored



Points scored



Fall 2011:

- 129 FT NTT Faculty
- 432 Ranked Faculty

Fall 2020:

- 200 FT NTT Faculty
- 441 Ranked Faculty



RATIONALE #2: Recognizing Role of FT NTT Faculty in the Delivery of CAP

- CAP overseen by Academic Senate, FT NTT Faculty play a critical role in the delivery and assessment of CAP.
- In 2019-2020, 38% of CAP approved courses were taught by FT NTT faculty, the same percentage of CAP approved courses as were taught by tenure-line faculty.

RATIONALE #3: Recognizing Role of FT NTT Faculty in the Mission-Critical Initiatives

- Beyond the classroom, FT NTT faculty deliver co-curricular programming, experiential learning, academic and vocational advising, research mentorship, and other important student-centered activities in their Departments, Units, and across the University, contributions that are synergistic to the University's Mission and Strategic Vision.

RATIONALE #4: Need for FT NTT Faculty Voice in Lecturer/Clinical Faculty Promotion

- The implementation of these promotion policies indicate the essential role FT NTT faculty should have in helping to formulate the academic policies that are used not only for evaluation of faculty for promotion, but also the policies for course and program evaluation and assessment, continuous improvement, SET, student academic policies, etc., all of which are the responsibility of the Academic Senate.



Proposed Changes to Senate Constitution

Based on the results from the open forum discussion held at the Academic Senate in September 2020, the following is being offered as a compromise which both addresses the need for additional FT NTT faculty as part of the Academic Senate, while unit/divisional (CAS: NS, SEHS, etc.), positional (administrator, faculty, student) membership, and the voting majority currently held by tenure-line faculty, are maintained.

Recommendations from ECAS

CONSENSUS #1:

- Length of term for FT-NTT faculty extended from 1 year to 3 years
 - Rationale: (1) All faculty are on 1 year contracts; many FT-NTT faculty are given multi-year appointments. Senate processes are already in place for Senators who are unable to continue their service (e.g., for sabbatical, retirement, non-renewal of contract). (2) It often takes at least 1 year on Senate to fully understand processes & functions.



Recommendations from ECAS

CONSENSUS #2:

- Increase # of FT-NTT faculty by 2, for a total of 3 FT-NTT
 - Rationale: (1) Preserves a majority vote for tenure-line faculty who may be in a better position to advocate for faculty. (2) Ensures greater representation for FT-NTT faculty, yet also addresses concerns about growing the Senate #s too large. (+2 FT-NTT = 41 Senators). (3) Consistent with DOC 2020-09 “Full-Time Non-Tenure Track Faculty Representation on Senate Standing Committees” (approved at 08.28.20 Senate Meeting)



Recommendations from ECAS

CONSENSUS #3

- 1 FT-NTT Senator will be voted to serve on ECAS for a two-year term
 - Rationale: Allowing a FT-NTT Senator to serve as ECAS would be consistent with other positional representation. ECAS voted on 08.21.20 to extend an invitation to the FT-NTT Senator to ECAS (2020-21) as a non-voting guest.



Recommendations from ECAS

CONSENSUS #4

- Eligibility for FT-NTT faculty representation
 - Continue current practice.
 - All FT-NTT faculty are currently listed on the ballot; all FT-NTT faculty can serve and vote



ECAS didn't reach consensus on distribution

NO CONSENSUS

Distributive representation of FT NTT Faculty
Senators:

- UNIT distribution? (e.g. 2 from CAS, 1 from Professional Schools?)
- Distribution by TYPE? (e.g., 2 Lecturers, 1 Clinical or Lab Instructor or Artist-In-Residence, etc.)
- At Large? (From any unit)



Types of FT-NTT Faculty

Lawyering Skills

4.0%

Visiting Faculty

4.0%

In-Residence Faculty

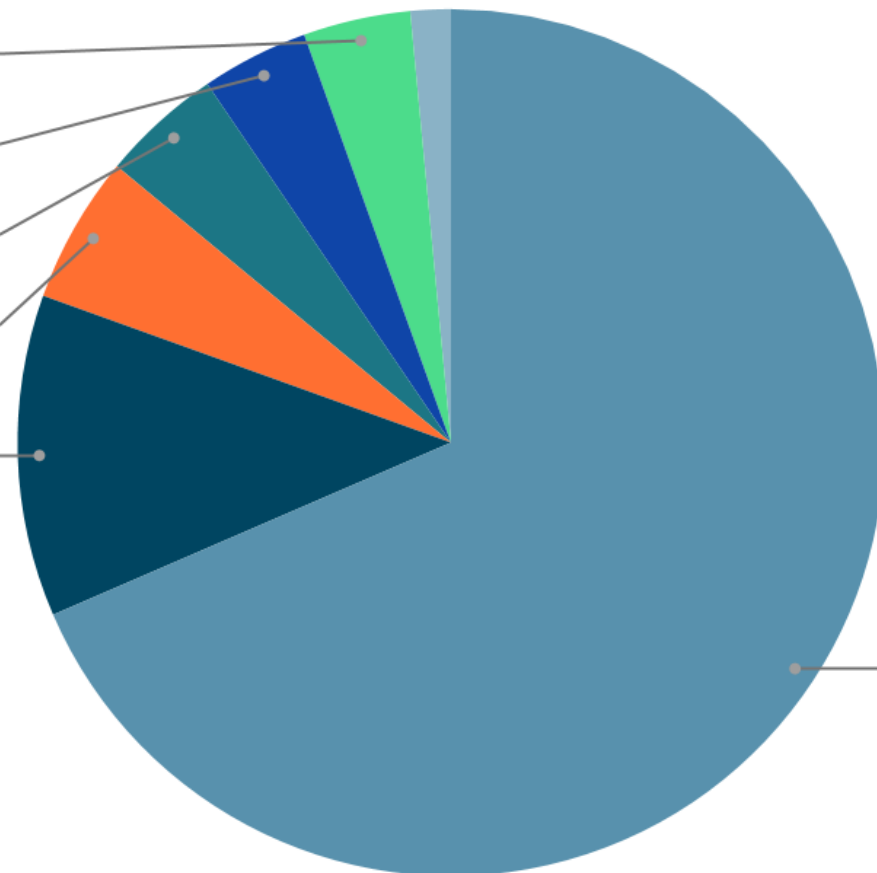
4.5%

Lab Instructors

5.5%

Clinical Faculty

12.0%

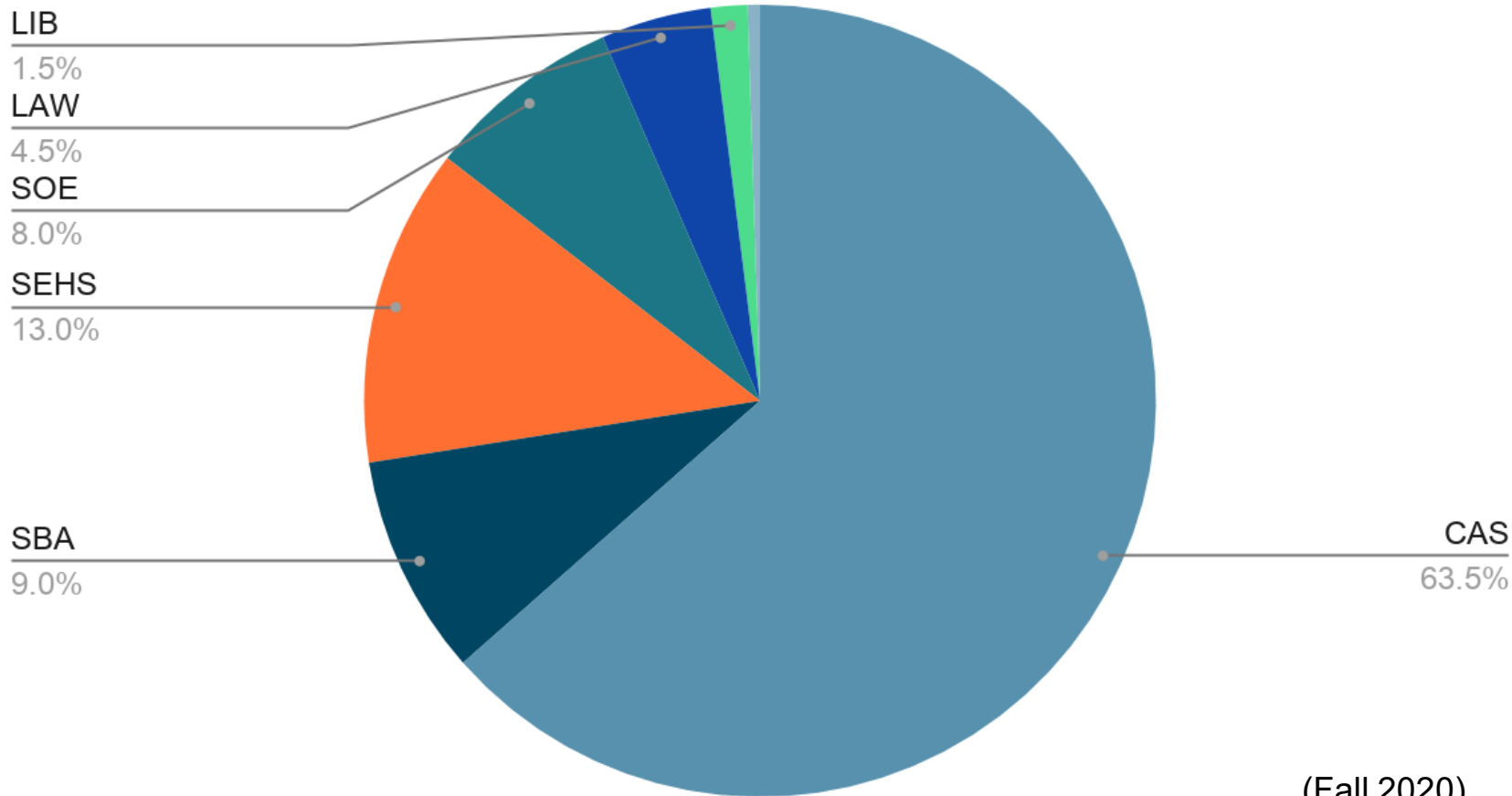


Lecturers

68.5%

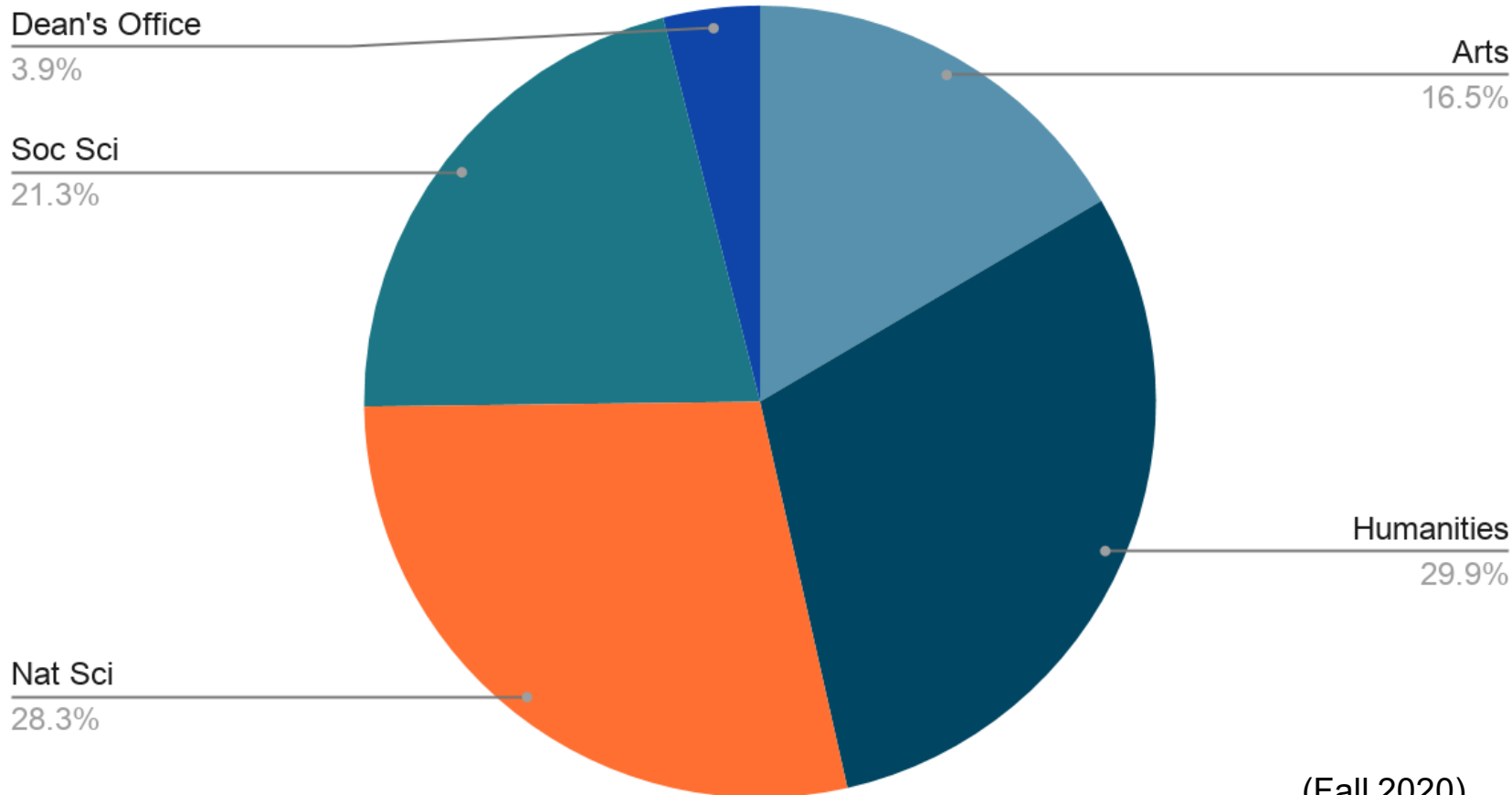
(Fall 2020)

FT-NTT Faculty Unit Representation



(Fall 2020)

CAS FT-NTT Faculty Representation



(Fall 2020)

Feedback from APC, SAPC, and FAC

Distributive representation of FT NTT Faculty Senators:

- UNIT distribution (e.g. 2 from CAS, 1 from Professional Schools?)
- ~~Distribution by TYPE? (e.g., 2 Lecturers, 1 Clinical or Lab Instructor or Artist-In-Residence, etc.)~~
- ~~At Large? (From any unit)~~



Additional Feedback Requested

OPTION 1: *Full-time non-tenure track faculty member – three (two coming from The College of Arts and Sciences and one coming from the Professional Schools and Libraries)*

OPTION 2: *Full-time non-tenure track faculty member – three (no more than two from any individual Unit and at least one from The College of Arts and Sciences)*



Additional Recommended Change

FEEDBACK REQUESTED

- Senate Officers as Tenured Faculty Only
 - Currently Senate Officers (President, Vice President, Secretary) may be tenure-line faculty. One recommendation is to shift Senate officers to only tenured faculty in order to ensure Senate leadership positions can adequately advocate for Senate.

In Development

IN DEVELOPMENT

- Transition Plan & Sequencing of Staggered Terms
 - Ongoing discussion regarding:
 - If additional FT-NTT Senators are added, a transition plan will need to be implemented so there is staggering of rotating in new FT-NTT faculty (in other words, so the FT-NTT faculty do not all rotate in & out the same year)
 - 3 elected initially, but serve 3, 2, or 1 year terms determined by vote share.

Next Steps

Any revisions to the Senate composition needs to be approved at:

- Academic Senate
- All Tenure-Line Faculty (More than 50% of the University tenure-line faculty must vote for it to count; more than 50% of those voting must approve of the proposed policies.)
- Provost's Council
- President's Council
- Board of Trustees



Questions and Further Feedback

Anonymous feedback can be shared:

<https://forms.gle/VruYwTGHnj9xbirX7>



Current FT NTT Faculty Distributions

127	Arts & Sciences Total	All Units/Divisions Combined
21	Arts Division	137 Lecturers
38	Humanities Division	8 Lawyering Skills
36	Sciences Division	24 Clinical Faculty
27	Social Sciences Division	3 Faculty of Practice
5	A&S Dean's Office	8 Visiting Faculty
18	School of Business Administration	9 In-Residence Faculty
26	School of Education and Health	11 Lab Instructors
Sciences		
16	School of Engineering	
9	School of Law	
3	University Libraries	
1	Provost	
200	Grand Total	

