

3-26-2021

## 2021-03-26 Minutes of the Academic Senate

University of Dayton. Academic Senate

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UNIVERSITY OF DAYTON

DAYTON, OHIO

MINUTES OF THE ACADEMIC SENATE

March 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, 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, Brennan Mooney, Drew Moyer, Grant Neeley, Leslie Picca, Jason Pierce, Maher Qumsiyeh, Fran Rice, Eddy Rojas, Andrew Sarangan, Andrea Seielstad, Andrew Strauss, Tereza Szeghi, Kathy Webb, John White, Mary Ziskin

**Excused:** Michael Davies, Jacob Troutwine

**Presenters:** Tom Skill (Associate Provost and Chief Information Officer), Tereza Szeghi (Chair, APC), Sam Dorf (V-P, ECAS), Carissa Krane (Chair, FAC)

**Guests:** Craig Looper, II (Parliamentarian), Amy Anderson, Mary Lou Andrews, Philip Anloague, Phyllis Bergiel, Deb Bickford, Susan Brown, Lawrence Burnley, Davin Carr-Chellman, Kim Conde, Anne Crecelius, Corinne Daprano, Stephanie Dhuman Giron, Wiebke Diestelkamp, Curtis Farnsel, Martha Hurley, Allison Kinney, Jane Koester, Michael Krug, Laura Leming, Craig Looper, Sabrina Neeley, Maria Newland, Judy Owen, Donald Pair, Michelle Pautz, Carolyn Phelps, Margaret Pinnell, Danielle Poe, Julia Randel, Lis Regula, Chris Schramm, Cilla Shindell, Julie Simon, Thomas Skill, Justin Swann, Tiffany Taylor Smith, Joe Valenzano, Joel Whitaker, Molly Wilson, David Wright, Judy Yang

- **Opening Prayer.** Ali Carr-Chellman
- **Minutes.** February 26, 2021. Minutes approved by unanimous consent.
- **Announcements.** A reminder that the Academic Senate will be co-sponsoring inclusive pedagogy workshops focused on advancing inclusive excellence in the classroom. Best practices will be shared to help advance inclusive pedagogy. The first workshop is scheduled for May 13.
- **Zoom Security Update. Tom Skill.** Information was shared on how to configure Zoom's security settings to reduce the possibility of disruptions from unwelcome guests. Additional information on Zoom security can be found in UDiT's Service Catalog or by scheduling a personal consultation.
- **APC: Undergraduate Transfer Credit Policy. Tereza Szeghi.** The original Undergraduate Transfer Policy presented to Senate was withdrawn at the February meeting. The new Undergraduate Transfer Credit Policy was presented and reviewed. Changes made based on senate feedback:
  - Greater clarity regarding who does what during the evaluation process and application of transfer credit
  - Reassessment of implications on CAP transfer credits

- A background section was added to address the concerns expressed around consultation in the creation of the policy
- Clarified and differentiated the processes involved with the acceptance of credit vs the application of credit

Vote to approve DOC 2021-01 Undergraduate Transfer Credit Policy. 29 Yes, 1 No, 7 Abstain

- **Academic Senate Composition Revisions. Sam Dorf.** After the presentation to Senate in February, composition revisions were circulated at 4 open forums. Discussions were held with chairs from the College of Arts and Sciences and the School of Engineering. An anonymous survey tool was also distributed to gather feedback. Increased FT-NTT representation would:
  - recognize the critical role FT-NTT play in academic life at UD
  - allow FT-NTT representation on all three of the standing committees of Senate
  - allow for a continued role in overseeing policies and procedures related to Lecturer and Clinical faculty promotions
  - account for the increase in the number of FT-NTT faculty (129 to 200 in ten years)

Additional updates based on the recent open forums, conversations and feedback address:

- the distribution of the 3 FT-NTT seats —no more than two from any individual unit and at least one from the college of arts and sciences
- the withdrawal of the tenure requirement for officers of the Academic Senate

It is anticipated a vote of the Senate would be held this Spring and a vote of all tenure line faculty in the Fall. If approved, the three FT-NTT senator seats would be staggered with the candidate receiving the most votes serve a 3-year term, second most would serve a 2-year term, and the third top vote candidate would serve a 1-year term.

Comments:

- Using most votes to determine staggered terms does not consider the proposed distribution of FT-NTT seats—no more than two from any individual unit and at least one from the college of arts and sciences.
- The rationale for this change to the composition is very compelling. The proposed change is very prudent, especially in light of what the senate committed to previously (DOC 2020-09 Full-time non-tenure track faculty representation on Senate standing committees approved August 28, 2020)
- Appreciate that the revision would allow FT-NTT representation on all three senate standing committees
- Share a sampling of the anonymous survey responses
- Reconsider reinstating the amendment to require tenure of officers
- Need clarification about the election of clinical faculty and reasoning why they are not guaranteed a seat
- The amendment to change the tenure requirement for officers should be considered separately from the revision to the senate composition.
- Percentage representation is not used as the basis for senate representation from the College or Schools, why is it being used as the rationale not to have guaranteed clinical faculty representation? Given the distinctive nature of the position and given there are separate promotion policies clinical faculty should be guaranteed a seat.
- Given attendance was low at the open forums, more opportunities for participation could be helpful.

- **FAC: UPTP revisions. Carissa Krane.** This was a continuation of the February Senate meeting

discussion. The proposal:

- defines tenure as critical to university mission
- recognizes vision/mission-centric work
- recognizes there is more than one path for promotion to professor

The revisions to the UPTP would provide a university-wide framework and preserve the authority and responsibility of units, departments and/or institutions; to develop fair and equitable promotion and tenure evaluation criteria, review processes and procedures.

FAC members plan to facilitate discussions on the revisions with unit/division faculty in their respective units and with chairs/program directors. The draft document will be posted to ensure all faculty have an opportunity to review. There are plans to develop a 15-minute video highlighting UPTP revisions. A link to an anonymous feedback form will be distributed.

Comments:

- Current practice allows assistant faculty to be promoted without being tethered to a tenure decision, but the revisions do not allow this. This change will impact some units and prefer to keep this decision within the units.
- There needs to be clarification about how faculty can demonstrate their commitment to inclusive excellence.
- The demonstration of inclusive excellence will be determined at the unit level, not imposed by the university.
- Was there any discussion about adding inclusive excellence as an additional criteria for promotion and tenure and not integrating it into teaching, research, or service
- Could the term "training" be replaced with something else, like "professional development"

All were reminded of the anonymous feedback form, the open forums and encouraged to submit questions to members of FAC. An announcement from the Provost's Office will be sent and will include the UPTP draft.

- **Committee Reports**

- **APC-Teresa Szeghi.** In March 2021 the Academic Policies Committee completed our revisions to the transfer credit policy, passed the policy, and moved it to ECAS for a vote at the March 26 Senate meeting. We also have been engaging in consultations pertaining to the 5-Year Review Framework for the Common Academic Program.
- **FAC-Carissa Krane.** See attachment
- **SAPC-Lee Dixon & Sharon Gratto.** Since the last Senate meeting, SAPC has engaged in the following:
  - Finalized the SET report
  - Met with ECAS to discuss our report on SET usage/recommendations
  - Continue to discuss revisions to portions of the Senate policy regarding the academic honor code that pertain to the process that takes place when a violation is thought to have occurred
- **ECAS- Leslie Picca.** Since the February 26th Academic Senate Meeting, ECAS has continued to meet weekly. ECAS continues to prioritize discussion and consultation on:
  - (1) revisions to the Academic Senate composition to increase FT-NTT representation; and
  - (2) revisions to the University P&T Policy. Action items from ECAS includes: (1) narrowing the UNRC pool for the LGBTQ+ Policy and Practices Working Group; and (2) approving the Transfer Credit Policy from APC, as presented by Tereza Szeghi. Additional work

completed on behalf of ECAS includes discussion with (1) Tom Skill regarding Zoom security; (2) Phil Anloague regarding Honorary Degree Committee; (3) Lee Dixon and Sharon Gratto regarding the SET Report from SAPC. Finally, ECAS also (1) discussed a question from University Libraries regarding Clinical Faculty Promotion and librarianship, and (2) discussed Path Forward updates including COVID-19 Vaccine. The ECAS meeting time is Thursday mornings 8am - 9:15am on Zoom.

- **Adjournment** 5:26 pm.

Respectfully submitted: Fran Rice

# The UD Zoom Security Playbook

Academic Senate Update  
March 26, 2021

For step-by-step training on preventing and stopping Zoom Bombing,  
please visit this link:

[UDit Knowledge Base on Zoom Security](#)



# Prevent Zoom Bombers

*The best way to deal with a Zoom Bomber is to stop them from accessing your meeting in the first place.*

1. Avoid sharing your Zoom links publicly
2. Prepare in advance
  - Be sure your Zoom software is up-to-date to take advantage of features listed below. [Upgrade to the latest version of Zoom.](#)
  - If you are unfamiliar with setting up a high-stakes meeting, we strongly suggest that you fill out this form to set up a consultation: [Zoom Consultation Request.](#)
  - Appoint a meeting attendee familiar Zoom Security as a co-host to act as a potential “security guard” if any issue arises. This person should also be familiar with participants attending the meeting.

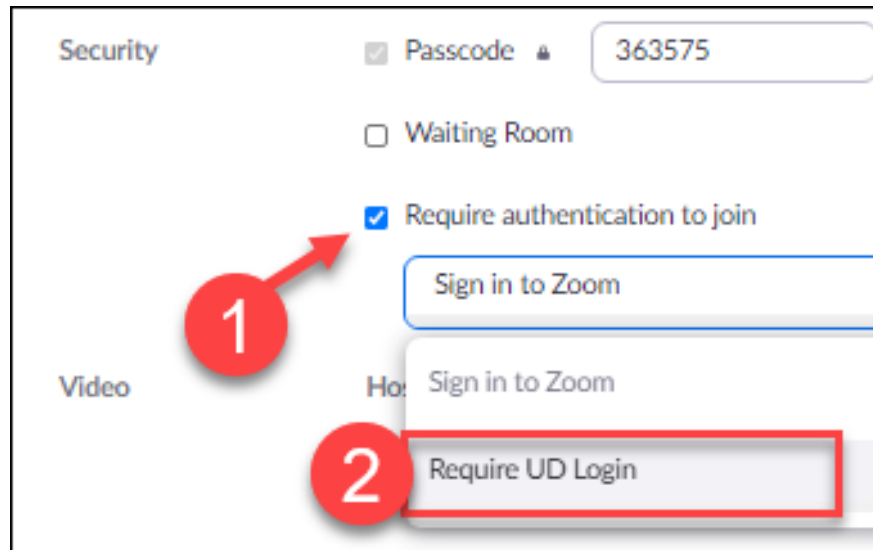
Check out this 3-minute video on [“Preventing Zoom Bombing.”](#)



# Does your meeting only include UD faculty, staff or students?

## Require a UD login to join your meeting.

1. Create your Zoom meeting using your preferred method.
2. Sign into the UD's Zoom web portal, [udayton.zoom.us](https://udayton.zoom.us) and click the **Meetings** link.
3. Edit the settings for your created meeting: use the **Require authentication to join** option and select **Require UD Login**.

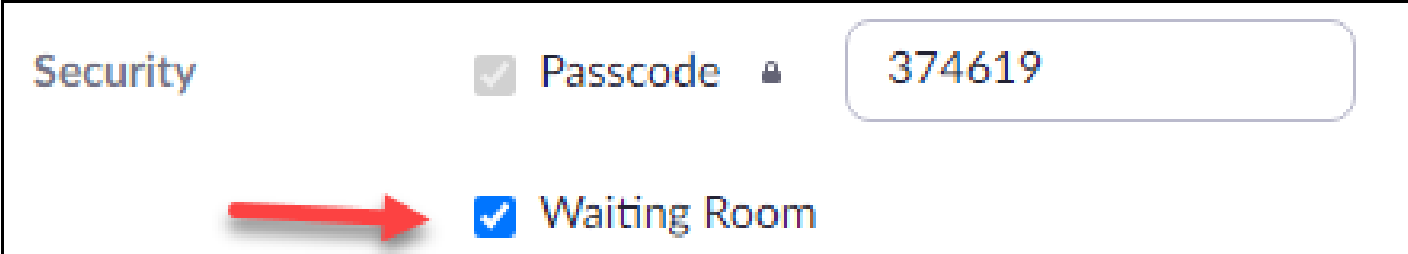




# Does your meeting include external participants?

## Enable the Waiting Room to screen participants.

1. Create your Zoom meeting using your preferred method.
2. Sign into the Zoom web portal, [udayton.zoom.us](https://udayton.zoom.us) and click the **Meetings** link.
3. Edit the settings for your created meeting under the Security section select **Waiting Room**.



The screenshot shows the Zoom meeting security settings interface. On the left, the word "Security" is displayed in a light blue font. To its right, there are two settings: "Passcode" with a checked checkbox and a lock icon, and a text input field containing the number "374619". Below these, there is a red arrow pointing to the "Waiting Room" setting, which has a checked checkbox.



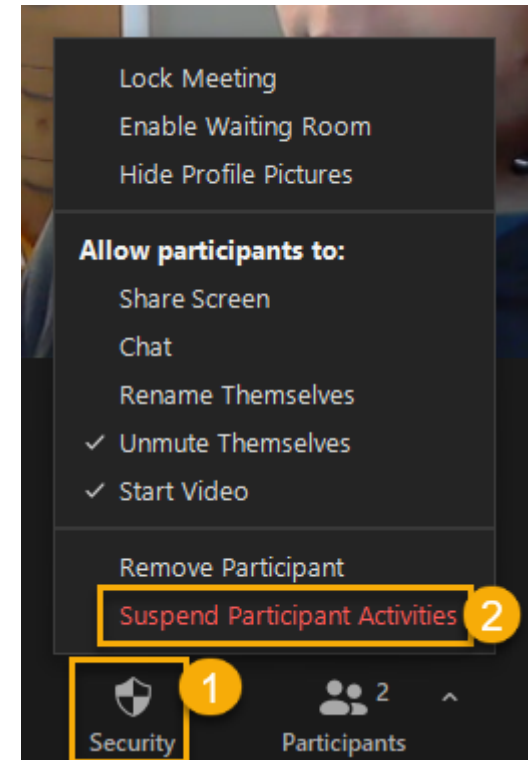
# Disable & Remove Zoom Bombers

## Step 1: Disable all user activity immediately!

Use the **Security Shield** in your Zoom options to select the option labelled **Suspend Participant Activities**.

After a confirmation prompt, this option will immediately do the following:

1. Turn off all microphones, cameras, and screen sharing.
2. Lock the meeting, preventing new attendees from joining.
3. Hide profile pictures and the ability to change one's screen name.
4. Disable the ability to turn any of the above options back on unless you are the host.
5. Send a report to Zoom for their investigation.



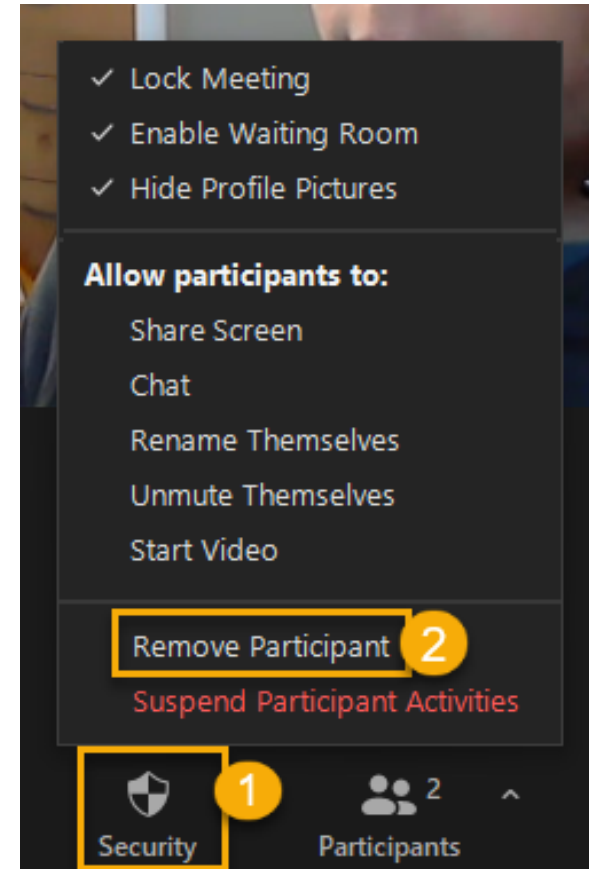
# Disable & Remove Zoom Bombers

## Step 2: Address your audience

- Assure your audience that you are in-control.
- Turn your camera and microphone back on.
- Apologize to your audience and explain that you do not tolerate these disruptions and that you are working to resolve the problem ASAP.

## Step 3: Remove Zoom Bombers from your session

- Step 1 locked the meeting, so once you remove the offending participants, they will not be able to re-enter.
- Click the **Remove Participant** button in the Security Shield area. Carefully scan for names that do not belong and click **Remove**.
- If you are confident the disruptive participants have all been removed, use the Security Shield to re-enable participation options. Begin enabling features below “**Allow participants to:**” that are pertinent to your meeting.



## VIDEO: Disabling & Removing Zoom Bombers



# Summary: Three Things to Remember

## 1. **Keep your Zoom Software Updated:**

If you use Zoom on your personal or UD-owned computer or mobile device, running the latest version will make sure you have the most current security features installed. [Check that your Zoom software is running the most current version](#)

## 2. **Proactively Manage Meeting Settings:**

If your meeting includes only UD students, faculty and staff, require a UD login to join; if you're inviting external guests, turn on Zoom's Waiting Room to monitor new arrivals. [Prevent Zoom Bombers from joining your meeting](#)

## 3. **Practice Disabling & Removing Zoom Bombers:**

Before your meeting, familiarize yourself with the measures you can take to quickly respond to a Zoom Bomber, including activating Zoom's option to "Suspend Participant Activities", which pauses user video, audio, chat and screen sharing until you can identify and remove the disruptive attendees. [Disable & Remove Zoom Bombers](#)



**PROPOSAL TO THE ACADEMIC SENATE**

TITLE: Undergraduate Transfer Credit Policy

SUBMITTED BY: Academic Policies Committee

DATE: March 5, 2021

ACTION: Legislative Authority

REFERENCE: Art II, B. 1. a

**Background**

This policy is motivated by the ever increasing need to develop a robust and consistent set of practices concerning the evaluation of award of transfer credit in the face of rapidly increasing numbers of transfer credit requests and the changing patterns in which students attend institutions of higher learning. Current practices must be streamlined and systematized (e.g. through building upon the database of courses approved for transfer credit acceptance and application) in order to allow prompt responses to prospective students about the number of transfer credits which the University of Dayton will accept or apply toward their degree. This prompt turnaround is imperative to our ability to compete with other institutions in recruiting students, especially as Ohio's public institutions use a highly transparent transfer credit evaluation process and provide potential students with immediate calculations of the number of transfer credits that will be accepted and/or applied. The policy makes clear the vital role of faculty, departments, and programs, in evaluating courses for transfer (in terms of equivalencies and potential application to their programs) as we build the database and related processes for prompt transfer credit decisions.

Multiple groups of faculty, administrators, and staff have thoroughly researched and assessed our current practices and best practices in the context of shifting trends in higher education. This document began as two draft policies forwarded by the registrar's office. The two documents -- one, a more general document and one which focused on the Joint Services transcript -- were initially drafted in 2018. Military and Veterans Programs and Services also assisted on the second document. The documents were forwarded to and edited in the Provost's office to reflect work of the transfer credit task force, established by the Provost's office in 2018. The Provost's office forwarded the documents to APC. The documents were then merged and edited again by the Provost's office following the initial discussion with APC. Such work includes but is not limited to two relatively recent transfer credit task forces (including one launched in 2020 and focused specifically on the Common Academic Program and Transfer) and a systematic series of consultations and edits completed by the Academic Policies Committee of the Academic Senate.

## **Transfer Policy Proposal**

### **Undergraduate Transfer Credit Policy**

#### **Purpose**

As a Catholic and Marianist university for the common good, the University of Dayton strives to educate its students in the spirit of community, leadership, service, social justice, and scholarship. Access to experiential learning, real-world experiences like internships and education abroad, and a vibrant campus life -- combined with its transparent approach to affordability and accessibility -- makes the University experience unique, engaging, and allows its students to find success post-graduation.

The University welcomes incoming traditional first-year and first-time students, as well as transfer students, to complete their studies at UD, earning a degree that reflects the character of a UD education. In addition, the University encourages matriculated UD students to take advantage of course and study opportunities available by other institutions that are meaningful to them. This policy provides guidelines for recognizing the academic experiences of our students and applying credit for those learning experiences where appropriate, while retaining the integrity and purpose of a UD education. This policy also is designed to provide consistency and transparency, and to mitigate bias, in the acceptance and application of transfer credits across University units.

#### **Definitions**

*Transfer Credit* refers to academic credit hours awarded by UD in recognition of college-level credit successfully completed at a sending institution, or appropriate experiences (e.g., military). Transfer credit also includes credit earned through education abroad programming, or by UD matriculated students who complete courses at other institutions on a part-time basis (formerly referred to as transient credit).

*Acceptance of credit* is the decision process performed to determine which credit the University will post to the student's official academic record. Acceptance of transfer credit should not be confused with the application of credit to a specific program or degree. Accepted transfer credits will contribute to a student's total credits earned; however, they may not be applied to specific academic requirements.

*Application of credit* is the decision process to determine if and how accepted credits will be used to satisfy program and degree requirements. Sequentially, application of credit takes place after the decision to accept credit

*Course Equivalency* A course accepted for transfer credit may be deemed equivalent to an existing UD course. The criteria used for this determination include, but are not limited to, course descriptions, learning outcomes, topic coverage, credit hours, pre- and co- requisite courses, and/or standards required by accreditation, regulatory bodies, or licensing bodies.

*Articulated credit* is learning that occurs other than through a college course and has learning outcomes aligned with a college-level course(s). Therefore, such a credit for successfully completed college-level learning may be considered for acceptance and applicability as the equivalent course and/or credit just as the University's own course is applied. Certain circumstances for the applicability of articulated credit already exist based on the recommendation introduced by an academic unit and then endorsed by the Provost. Examples of articulated credit include credit granted for successful completion of a nationally

or internationally recognized credit-by-examination, such as Advanced Placement (AP), College-Level Examination Program (CLEP), and International Baccalaureate (IB), as well as credit recognized for military training, experience, and coursework, and portfolio-based assessment. Articulated credit does not include a course grade.

*Bilateral/Articulation agreements* are the written agreements that are reached between individual colleges and universities or between a postsecondary institution of higher education and another postsecondary institution of learning, which detail course equivalency, program-to-program linkages, and undergraduate requirements.

*Developmental/Remedial Education and Courses* are courses and services emphasizing academic skill development in preparation for college-level course work. Developmental education program components can be used to enhance access for underprepared students through the provision of both course work and supplemental services, such as tutoring, course placement assessment, advising, study skills and personal development. Developmental/remedial education courses are not transferable toward the minimum requirements for a certificate or degree program.

### **Policy**

The following guidelines and requirements govern the process for evaluating transfer credit for acceptance and application. Note that students are not guaranteed that *accepted* credit will be *applied* to a particular degree/program. Transfer credits will be accepted and applied toward degree requirements consistent with the course equivalencies maintained in the up-to-date Transfer Evaluation System (TES) by the registrar's office. The transfer evaluation system will be used as the primary evaluation tool and provide transparency in the decision making process regarding the acceptance and application of credit.

- a. Transfer credit will be accepted for successfully completed college-level courses and other college-level learning. Credit will be transferred for course credit awarded by institutions of higher education which are accredited by one of the six Council on Higher Education Accreditation (CHEA) entities and the United States Department of Education-recognized regionally accrediting organizations. For international credit, an institution must be accredited by its respective Ministry of Education or comparable accrediting body.
- b. Transfer credit will be accepted for students with military training, experience, and coursework that have been recognized by the American Council on Education (ACE) or regionally accredited military institutions, such as the Community College of the Air Force (CCAF) and the Defense Language Institute. The ACE Guide to the Evaluation of Educational Experiences in the Armed Services will be used in evaluating and awarding academic credit for military training, experience, and coursework.
- c. Transfer credit will be accepted for credit originating from prior learning assessments. (e.g., military training, experience, and coursework; nationally recognized credit-by-examinations). The student requesting such credit must provide a transcript or analogous assessment record.
- d. To recognize courses previously completed at regionally accredited institutions and to treat equitably credit for incoming students and current University of Dayton students, UD will accept for transfer credit all college-level courses for which they have earned a C- or higher or a passed or satisfactory grade that is equivalent to a C- or higher.

- e. Credit accepted through a bilateral agreement that is recognized and transcribed by another regionally accredited institution will be accepted upon the student's matriculation to the University.
- f. *Acceptance* of transfer credits will be determined by the Transfer Credit Office for all credit that clearly meets one or more of the criteria specified in guidelines a through e above. For transfer credit for which there is uncertainty about acceptance, the final determination will be made by the relevant dean's office having academic responsibility in the area of the credit being considered. As needed, the dean's office will consult with department chairpersons and other faculty. Once a specific transfer credit has gone through this acceptance determination process, future requests for acceptance of the same transfer credit will be addressed by the Transfer Credit Office with reference to the Transfer Evaluation System (TES).
- g. *Application* of transfer credits will be determined by the dean's office which houses the student's degree program based on course equivalency considerations, including descriptions, learning outcomes, previous application decisions, and appropriate accreditation. The dean's office will, as needed, consult with the CAP office, the Transfer Credit Office, department chairpersons, and other faculty when determining the applicability of transfer credits toward degree requirements. Once a course has gone through this evaluation process, future transfer requests of the same course typically will be addressed by the Transfer Credit Office with reference to the Transfer Evaluation System (TES).
- h. Guidelines on CAP requirements for students with prior college credit provide additional clarification on the applicability of transfer credit for CAP requirements.
- i. Upper- and lower-division credits will be accepted and applied for transfer coursework based upon the level of course to which each course is equated at the University of Dayton. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course, it will be accepted as upper-division course credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course will be accepted as lower-division credit.
- j. The amount of credit accepted and applied will be based on a comparison of student learning outcomes and course descriptions as judged by appropriate academic units/departments when credit hours differ between the sending institution and the University of Dayton.
- k. Grade-point average does not transfer, but student GPA calculations for the purpose of an admission to the university and a particular program may be determined and applied differently by each of the University's academic units. Some may take into account the grades earned at another institution in the GPA calculation while others may not.

### **Student Appeals**

When notifying a student of the results of the official transcript evaluation of their transfer and articulated credits for acceptance and application, the University will provide the student with a written or electronic statement of transfer and articulated credit applicability. Simultaneously, the University will inform the student of the appeal process, should they wish to contest the evaluation. A student disagreeing with the application of transfer and articulated credit must file an appeal in writing within ninety days of receipt of the statement of transfer and articulated credit applicability. The appeal



should be submitted to the dean's office of their respective major area, and/or, when appropriate, to the CAP office. The University will respond to the appeal within thirty days of receipt of the appeal at the dean's office level.

**Implementation**

The Provost Office, in collaboration with the Student Success and Persistence Team, will initiate a review, analysis, and evaluation of transfer policies and their relationship to student success at least every five years.

# **Academic Senate Composition Revisions**



University  
of Dayton

# 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



# Current Composition of the Academic Senate (39 Senators)

## **Tenure-Line Faculty (22):**

–11 CAS, 3 SOE, 3 SEHS, 3 SBA, 1 Law, 1 Libraries (3 year terms)

## **Non-Tenure-Line Faculty (1):**

–1 FT NTT (1 year term), 1 PT NTT (1 year term)

## **Deans (6):**

–ongoing service

## **Students (8):**

– 3 CAS, 1 SOE, 1 SEHS, 1 SBA, 1 Grad, 1 Dir. of Academic Affairs SGA (1 year terms)

## **Provost (1):**

– Dr. Paul Benson (ongoing service)



# Recent History Steps

- A decade of conversations and working groups
- Full Senate representation reexamined and current composition reflects the Unit and Divisional makeup of the Tenure-line University Faculty (3.5-4% per faculty senator).
- 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.
- Full Senate discussion in February
- In 2021 Four Open Forums, discussions with SOE and CAS Chairs, and anonymous survey tools



# RATIONALE for increasing number of FT NTT on Academic Senate

1. Critical and unique role FT NTT play in the academic life of UD and the need to have their voices at the table (especially on Senate Standing Committees).
  - a. Primarily teaching (unique role as primarily classroom instructors)
  - b. CAP (38% of CAP courses taught by FT NTT)
  - c. Mission-critical initiatives (i.e. entrepreneurship, experiential learning, vocational advising, etc..)
2. Role in overseeing policies and procedures related to Lecturer and Clinical Faculty promotion and associated assessment tools.
3. Increase in number of FT NTT faculty (129 to 200 in ten years)



# Proposed Changes to Constitution

## 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.



# Proposed Changes to Constitution

## 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)





# Proposed Changes to Constitution

## 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.



# NEW Proposal: Distribution of 3 FT NTT Seats

***“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)”***



# Proposed Composition of the Academic Senate (41 Senators)

## **Tenure-Line Faculty (22):**

-11 CAS, 3 SOE, 3 SEHS, 3 SBA, 1 Law, 1 Libraries (3 year terms)

## **FT NTT Faculty (3):**

-3 FT NTT (3 year terms)

## **PT/Adjunct Faculty (1)**

-1 PT NTT (1 year term)

## **Deans (6):**

-ongoing service

## **Students (8):**

- 3 CAS, 1 SOE, 1 SEHS, 1 SBA, 1 Grad, 1 Dir. of Academic Affairs SGA (1 year terms)

## **Provost (1):**

- Dr. Paul Benson (ongoing service)



# Proposed Composition of the Academic Senate (41 Senators)

## Topic: Composition of the Academic Senate

**Current: Article IV.A. Membership** The Academic Senate shall consist of thirty-nine (39) members. All members shall be voting members. These members shall be determined as follows:

***Proposed: Article IV.A. Membership*** *The Academic Senate shall consist of forty-one (41) members. All members shall be voting members. These members shall be determined as follows:*



# Proposed FT NTT Distribution

***Proposed: Article IV.A.1. Faculty.*** All faculty who are tenure-track and tenured (excluding Assistant and Associate Deans and Assistant and Associate Provosts) shall be eligible to serve as unit representatives on the Academic Senate. There also shall be one part-time faculty representative and two full-time non-tenure track representatives. There shall be twenty-six (26) members drawn from the above according to the following formula:

*College of Arts and Sciences – eleven*

*Humanities - five (at least 1 must be from fine arts)*

*Natural Sciences – three*

*Social Sciences – three*

*School of Business Administration – three*

*School of Education and Health Sciences – three*

*School of Engineering – three*

*School of Law – one*

*Librarians (University Library, Marian Library, Law Library) – one*

*Part-time faculty member – one*

*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)*



# Proposed FT NTT Length of Term (3yr)

## Topic: Election of University Faculty Representatives

**Current: Article IV.B.4.** The term of office for all full-time tenured and tenure-track faculty members shall be three years. Each year the following members will be elected as indicated:

***Proposed: Article IV.B.4.*** *The term of office for all full-time faculty members shall be three years. Each year the following members will be elected as indicated:*

## Topic: Length of Term for Full-Time Non-Tenure-Track Faculty

**Current: Article IV.B.6.** The full-time non-tenure track faculty shall elect a representative in an election held each Spring term. The term of office shall be for one year. The term shall begin after the last Spring semester meeting of the outgoing Senate.

***Proposed: Article IV.B.6.*** *The full-time non-tenure track faculty shall elect a representative in an election held each Spring term. The term of office shall be for one year. The term shall begin after the last Spring semester meeting of the outgoing Senate.*



# Proposed FT NTT Member on ECAS

***Proposed: Article VI.E.1. Composition of the Executive Committee***

*The Academic Senate shall have an Executive Committee, which shall be constituted as follows:*

- a. One University Faculty representative each from Business, Education, Engineering, Humanities, Law, Natural Sciences, Social Sciences, and Libraries.*
- b. The Provost.*
- c. One Dean.*
- d. One Full-time non-tenure track faculty.*
- e. One undergraduate student and one graduate student (including Law).*
- f. The President, the Vice President, and the Secretary of the Academic Senate shall represent their respective constituencies as delineated in paragraph E-1-(a) preceding.*
- g. The officers of the Academic Senate shall be the officers of the Executive Committee.*



# NO CHANGE: Senate Officers

- After consultation, the proposal to change tenure requirement for officers is withdrawn

## C. Officers of the Academic Senate

1. The officers of the Academic Senate shall be a President, a Vice President, and a Secretary.
2. The President, the Vice President, and the Secretary|of the Academic Senate shall be elected by the Senate from the elected members of the University tenured and tenure-track faculty serving on the Executive Committee, excluding the Deans' representative. Elections shall be held after the last Spring semester meeting of the outgoing Senate and prior to May 16<sup>th</sup>.





# Next Steps

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

- Academic Senate (VOTE in April)
- 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



# Implementation

## 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 will serve 3-, 2-, or 1-year terms determined by vote share.



# Questions and Feedback



# Faculty Representation

2019 - From Elise Bernal

School/Unit	24 Senators	# of TT Faculty (%tot)	# of FT NTT (%tot)	# of Clinical or FOP	# of Lecturers	# of Other	TOTAL
College of Arts and Science	11						
-Natural Sciences	3	79 (67)	38 (33)	0	23	15	117
-Social Sciences	3	56 (68)	27 (32)	0	25	2	83
-Arts	(1)	31 (56)	24 (44)	0	16	8	55
-Humanities	5 inc. Arts	85 (69)	39 (31)	0	39	0	124
Business	3	60 (75)	20 (25)	0	18	2	80
Engineering	3	72 (71)	17 (19)	4	11	2	89
Education & Health Sciences	3	50 (65)	27 (35)	22	4	1	77
Law	1	16 (62)	10 (38)	0	8	2	26
Libraries	1	15 (79)	4 (21)	0	4	0	19

+1 FT NTT  
+1 PT



University of Dayton

# Current FT NTT Faculty Distributions

127	Arts & Sciences Total
21	Arts Division
38	Humanities Division
36	Sciences Division
27	Social Sciences Division
5	A&S Dean's Office
18	School of Business Administration
26	School of Education and Health
Sciences	
16	School of Engineering
9	School of Law
3	University Libraries
1	Provost
200	Grand Total

## All Units/Divisions Combined

137	Lecturers
8	Lawyering Skills
24	Clinical Faculty
3	Faculty of Practice
8	Visiting Faculty
9	In-Residence Faculty
11	Lab Instructors



# Types of FT-NTT Faculty

Lawyering Skills

4.0%

Visiting Faculty

4.0%

In-Residence Faculty

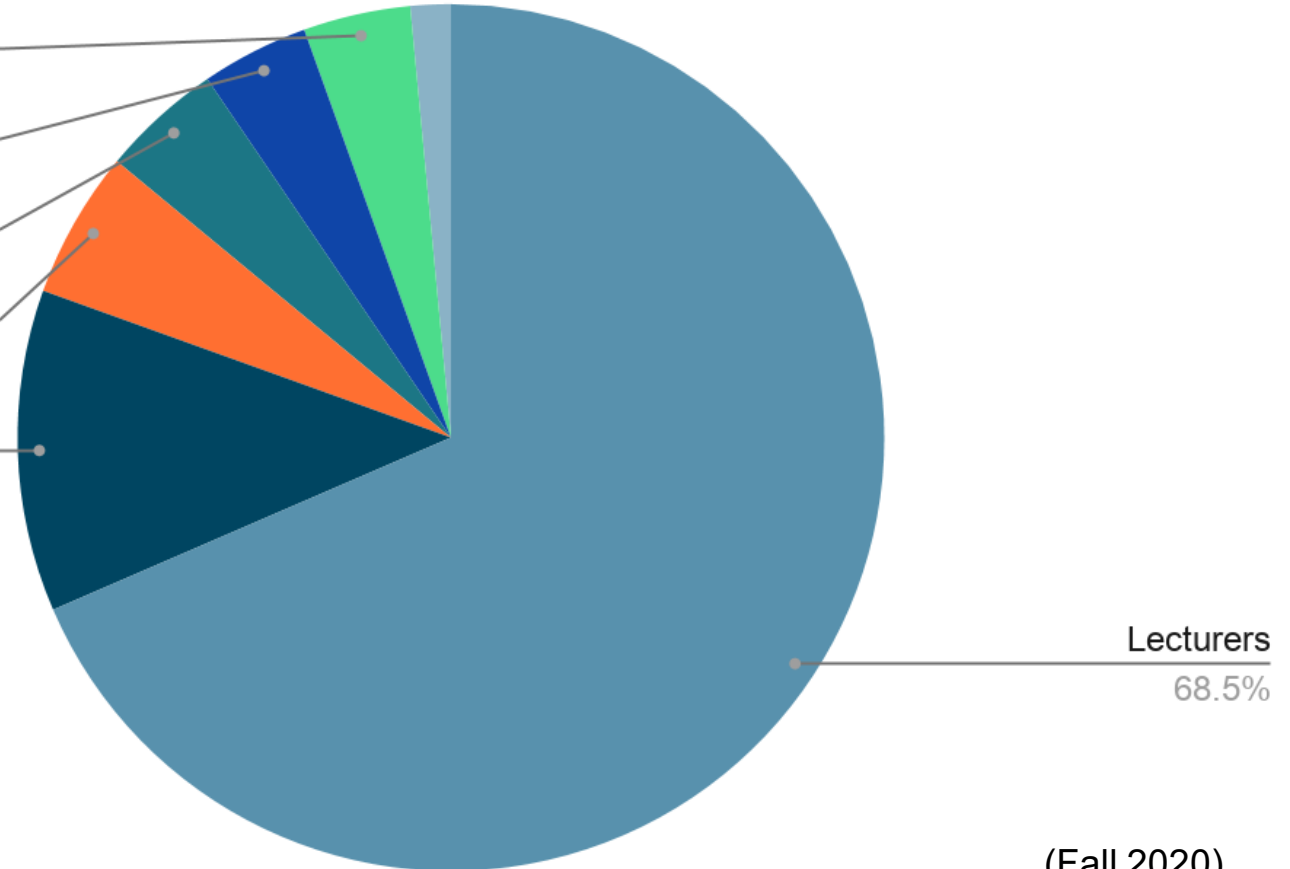
4.5%

Lab Instructors

5.5%

Clinical Faculty

12.0%

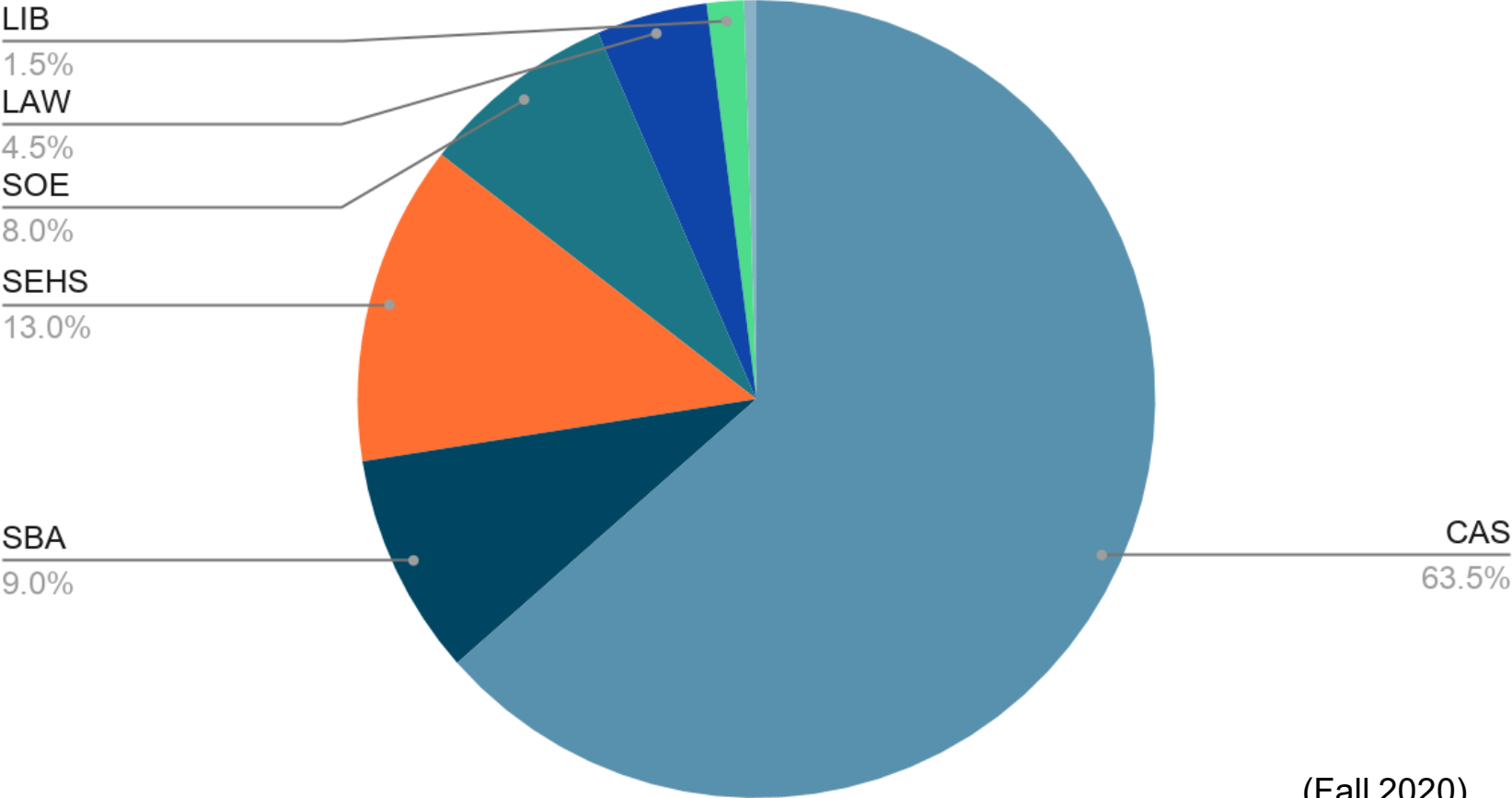


Lecturers

68.5%

(Fall 2020)

# FT-NTT Faculty Unit Representation



(Fall 2020)

	Fall Semesters --														
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Arts &amp; Sciences --</b>															
<b>Arts Division</b>															
Tenure Track	31	29	28	28	30	30	30	28	28	29	29	31	30	31	31
Non-Tenure Track	8	9	10	14	13	13	12	14	14	15	15	20	22	23	24
Lecturers	2	4	5	7	5	5	5	7	8	8	8	11	14	15	16
Clinical Faculty															
Faculty of Practice															
Other	6	5	5	7	8	8	7	7	6	7	7	9	8	8	8
<b>Total</b>	<b>39</b>	<b>38</b>	<b>38</b>	<b>42</b>	<b>43</b>	<b>43</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>44</b>	<b>44</b>	<b>51</b>	<b>52</b>	<b>54</b>	<b>55</b>
<b>Humanities Division</b>															
Tenure Track	87	89	93	94	99	98	96	97	98	98	95	100	82	82	85
Non-Tenure Track	30	30	27	30	29	36	34	39	42	43	50	45	38	44	39
Lecturers	26	28	26	29	28	34	32	38	40	43	49	44	38	44	39
Clinical Faculty															
Faculty of Practice															
Other	4	2	1	1	1	2	2	1	2		1	1			
<b>Total</b>	<b>117</b>	<b>119</b>	<b>120</b>	<b>124</b>	<b>128</b>	<b>134</b>	<b>130</b>	<b>136</b>	<b>140</b>	<b>141</b>	<b>145</b>	<b>145</b>	<b>120</b>	<b>126</b>	<b>124</b>



	Fall Semesters --														
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Natural Sciences Division</b>															
Tenure Track	67	66	65	65	70	68	70	67	70	70	73	74	78	80	79
Non-Tenure Track	19	14	11	11	10	12	22	25	24	24	27	28	29	33	38
Lecturers	10	12	9	9	9	11	13	14	15	14	17	17	16	20	23
Clinical Faculty															
Faculty of Practice															
Other	9	2	2	2	1	1	9	11	9	10	10	11	13	13	15
Total	86	80	76	76	80	80	92	92	94	94	100	102	107	113	117
<b>Social Sciences Division</b>															
Tenure Track	40	41	41	40	38	39	41	41	40	38	43	42	53	58	56
Non-Tenure Track	7	7	5	6	7	8	9	11	12	12	10	13	24	28	27
Lecturers	3	4	3	4	5	6	6	9	10	10	8	11	22	26	25
Clinical Faculty															
Faculty of Practice															
Other	4	3	2	2	2	2	3	2	2	2	2	2	2	2	2
Total	47	48	46	46	45	47	50	52	52	50	53	55	77	86	83



Fall Semesters --

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

**Arts & Sciences Total**

Tenure Track	229	225	227	227	237	235	237	233	239	237	242	248	244	253	252
Non-Tenure Track	64	60	53	62	61	70	78	89	93	95	103	108	116	132	132
Lecturers	41	48	43	49	47	56	56	68	74	76	83	85	92	109	107
Clinical Faculty															
Faculty of Practice															
Other	23	12	10	13	14	14	22	21	19	19	20	23	24	23	25
Total	293	285	280	289	298	305	315	322	332	332	345	356	360	385	384

**School of Business Administration**

Tenure Track	47	44	46	41	46	46	46	46	43	46	42	43	51	53	60
Non-Tenure Track	14	16	21	23	20	19	17	18	17	18	20	22	21	24	20
Lecturers	10	12	15	16	14	15	14	15	15	16	18	20	18	21	18
Clinical Faculty															
Faculty of Practice															
Other	4	4	6	7	6	4	3	3	2	2	2	2	3	3	2
Total	61	60	67	64	66	65	63	64	60	64	62	65	72	77	80

Fall Semesters --		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>School of Education &amp; Health Sciences</b>																
Tenure Track		46	46	45	46	47	48	49	47	45	42	43	40	41	46	50
Non-Tenure Track		10	12	13	13	14	12	14	21	21	24	23	24	23	26	27
Lecturers		2	2	2	2	2	2	3	4	3	4	4	4	4	3	4
Clinical Faculty			7	8	9	10	7	9	15	14	16	16	17	16	20	22
Faculty of Practice																
Other		8	3	3	2	2	3	2	2	4	4	3	3	3	3	1
<b>Total</b>		<b>56</b>	<b>58</b>	<b>58</b>	<b>59</b>	<b>61</b>	<b>60</b>	<b>63</b>	<b>68</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>64</b>	<b>64</b>	<b>72</b>	<b>77</b>
<b>School of Engineering</b>																
Tenure Track		64	59	57	56	57	58	61	59	59	60	62	65	65	68	72
Non-Tenure Track		4	3	3	4	5	6	8	9	10	10	9	13	16	19	17
Lecturers		2	1	1	3	4	5	7	7	8	8	7	10	12	12	11
Clinical Faculty																
Faculty of Practice														2	4	4
Other		2	2	2	1	1	1	1	2	2	2	2	3	2	3	2
<b>Total</b>		<b>68</b>	<b>62</b>	<b>60</b>	<b>60</b>	<b>62</b>	<b>64</b>	<b>69</b>	<b>68</b>	<b>69</b>	<b>70</b>	<b>71</b>	<b>78</b>	<b>81</b>	<b>87</b>	<b>89</b>

## Fall Semesters --

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>School of Law</b>															
Tenure Track	26	25	26	26	26	25	26	25	16	16	13	14	14	15	16
Non-Tenure Track	7	9	8	7	6	8	8	8	9	10	9	7	7	9	10
Lecturers		6	6	6	6	8	8	8	8	8	8	7	6	7	8
Clinical Faculty															
Faculty of Practice															
Other	7	3	2	1					1	2	1		1	2	2
<b>Total</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>33</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>33</b>	<b>25</b>	<b>26</b>	<b>22</b>	<b>21</b>	<b>21</b>	<b>24</b>	<b>26</b>

**University Libraries (Roesch & Marian)**

Tenure Track	15	15	13	13	13	13	13	13	13	12	13	12	14	13	15
Non-Tenure Track	2	1	2	2	1	1	4	3	4	4	5	6	4	5	4
Lecturers	1		1	2	1	1	4	3	4	4	5	6	4	5	4
Clinical Faculty															
Faculty of Practice															
Other	1	1	1												
<b>Total</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>19</b>

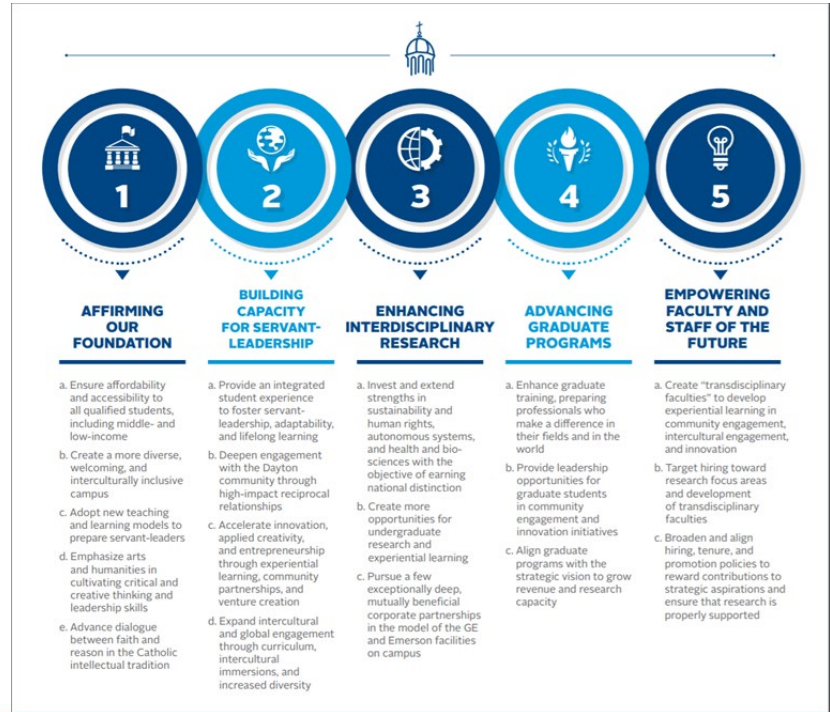
**Faculty Affairs Committee  
University Promotion and Tenure  
Policy (UPTP) Revisions  
Academic Senate  
March 26, 2021**



University  
of Dayton

# Rationale for Revisions to UPTP

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: ~4 year Process of Consultation

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/FAC

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





# 2020-2021 Faculty Affairs Committee

- FAC reviewed feedback from the Jan 2020 AS meeting, as well as feedback from the 2020 Open Forums, to continue to revise the UPTP draft ECAS circulated in February 2020 to respond to suggestions/comments/questions etc. that resulted from University-wide consultation.



# Proposed Changes Made in Response to Consultation

- Introduction: Revised the introduction to include mission-centric language, the purpose of promotion and tenure, and the rationale for the elements of evaluation.
- Section I.A.1-3: Revised Definition of Tenure
- Section I.B.2.a: Clarified language for Tenure and Promotion from Assistant Professor to Full Professor
- Section I.B.2.b: Clarified language for Promotion from Associate Professor to Professor, and Unit/Department/Institute responsibility for developing transparent evaluation processes for pathways for promotion; removed the 2/3 high level of achievement, 1 adequate in response to feedback and discussion, leaving it open for Units/departments/institutes to decide.
- Section I.C.2: Revised the wording of the requirement that Units/Departments/Institutes develop evaluation criteria for other areas of impact
- Section I.C.4: Added Inclusive Excellence as an expectation for tenure and promotion; Units/Departments/Institutes develop evaluation criteria
- Section I.C.7: Added a requirement for Anti-bias and DE&I training for all involved in evaluation of applicants for tenure and promotion and removed the “every two years”; Provost office will coordinate
- Section I.E.2.d: Added an option to add additional members to the University Promotion and Tenure Committee to enhance diverse representation on that committee



# **Defines Tenure as Critical to University Mission**

Definition of tenure, addition of a robust mission and values statement that emphasizes the function of promotion and tenure in furthering the mission of the university.



# **Recognizes Vision/Mission-Centric Work**

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.



# More than One Path to Promotion to Professor.

- Recognizing that faculty may engage in a wide range of activities, which further the mission of the university, units, departments, or institutes have the responsibility to determine the weight given to each category of evaluation.
- Specific criteria that value a variety of pathways for promotion to professor must be clearly defined in Unit, department and institute criteria.



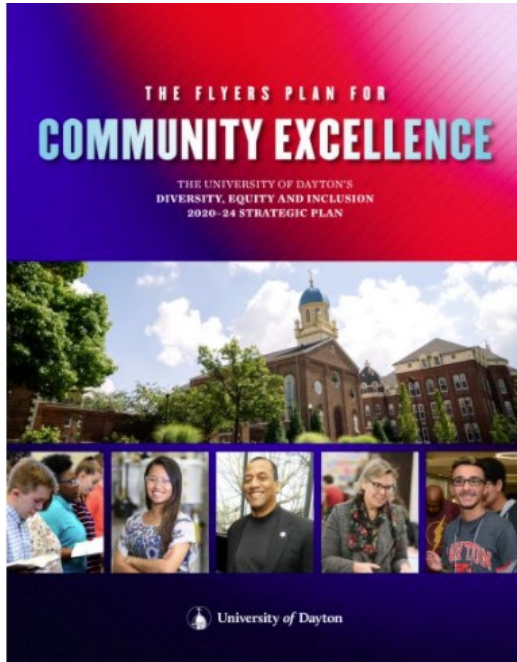
# Commitment to Inclusive Excellence is Valued in P&T

Consistent with Institutional Strategic Plan for Diversity, Equity and Inclusion, and in alignment with current hiring practice/expectations and

- Revised to add demonstrated commitment to Inclusive Excellence as a requirement for Promotion and Tenure.
- Requirement for anti-bias training, and professional development in diversity, equity and inclusion prior to participating in the work of University, Unit, department, and/or institute P&T committees and candidate review.



# Diversity, Equity and Inclusion Strategic Plan



“Inclusive Excellence recognizes that diversity, equity, and inclusion are fundamental to academic and institutional excellence. Inclusive excellence requires a comprehensive, cohesive and collaborative alignment of infrastructure, resources and actions.”

<https://udayton.edu/diversity/initiatives/index.php>



# Outcome

Revision to the University Promotion and Tenure Policy document, which is largely procedural, *provides a consistent University-wide framework for Unit, Department, and/or Institute development of fair and equitable promotion and tenure evaluation criteria, review processes and procedures.*





# Current Examples:

SOE P&T Policy: Includes sections defining, Inclusive Excellence, “non-traditional” scholarship, and professional development plan to define pathways for promotion; requirement for contribution to inclusive excellence

SBA: Multiple promotion pathways: Teacher-Scholar, Lead Teacher, Lead Scholar



# Outcome

Revisions to the University Promotion and Tenure Policy  
*preserve Unit/Department/Institute authority and responsibility  
for identifying clear criteria, processes and procedures to  
ensure the fair and equitable evaluation of promotion and  
tenure.*



*Proposed UPTP revisions are Aspirational*



# Implementation

- Will require local (Unit/department/Institute) investment in re-envisioning promotion and tenure to better align with where and how faculty spend their time on behalf of the University in order to address the limitations/issues that faculty have identified in the current P&T criteria and processes.
- Re-envisioning promotion and tenure policies require will result in promotion and tenure criteria, policies and procedures are better aligned to support the realization of the Strategic Vision and Mission.
- Development of assessment and evaluation tools and mechanisms.
- **Will require time and professional development.**



# Next Steps

## Unit/Division Level Consultation in Early/Mid-April

- FAC members working to schedule Open Forum Zoom discussions with, chairs/program directors, Unit/Division faculty
- Draft Document will be Posted for Faculty Review
- 15 minute Video highlighting revisions will be posted
- Anonymous Feedback Form:

<https://forms.gle/xPX5PNNArG3PbZNb6>



## University of California

**Teaching** In judging the effectiveness of a candidate's teaching, the committee should consider... [the] extent and skill of the candidate's participation in the general guidance, mentoring and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various under-represented groups. Among significant types of evidence of teaching effectiveness are development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are under-represented in the field of instruction.

**Research and Other Creative Work** Textbooks, reports, circulars, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education should be judged creative work when they present new ideas or original scholarly work.

**Professional Activity** The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in under-represented groups in the candidate's field.

**University and Public Service** Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.



1 To: Executive Committee of the Academic Senate (ECAS)  
2 From: Faculty Affairs Committee (FAC)  
3 Date: March 8, 2021  
4 RE: Proposed Revisions to DOC 2006-10 University Promotion and Tenure Policy

5 On March 8, 2021, the Faculty Affairs Committee voted to move the attached draft of the University Promotion and  
6 Tenure Policy (UPTP) to ECAS and other venues for broader discussion. The need for this work stemmed from  
7 concerns expressed by faculty regarding the practical misalignment that exists between promotion and tenure  
8 criteria, annual merit review, workload, and the logistics of how and where their time is actually spent on behalf of  
9 the university. The history of the iterative consultative process for review and revision is summarized below.

- 10 • 2006: DOC 2006-10: University Promotion and Tenure Policy revisions passed by vote of the Academic  
11 Senate, tenured/tenure-track faculty, Provost Council and Board of Trustees (Passed in 2007).
- 12 • 2016: Strategic Visioning process identified disconnect between strategic initiatives and P&T evaluation  
13 criteria
- 14 • Fall 2017: University Promotion and Tenure Task Force (UPTPF) Formed in Fall 2017
- 15 • 2017-2019: Campus-wide consultation on Promotion and Tenure
- 16 • January 2019: UPTPF Report submitted to the Academic Senate
- 17 • Spring 2019: Unit/Division/Department discussion of UPTPF report
- 18 • Spring 2019: Policy Review on Promotion & Tenure (PRoPT) and Campus Engagement on Promotion &  
19 Tenure Policies (CEPT) groups formed
- 20 • January 2020: PRoPT draft revisions to UPTP discussed at the Academic Senate
- 21 • January-March 2020: Campus-wide open forums held to discuss revisions to UPTP proposed by  
22 PRoPT/FAC
- 23 • Fall 2020-Present: FAC charged with using the information gathered from working groups, campus-wide  
24 consultation, Academic Senate to finalize revisions to UPTP using the February 14, 2020 Version of the  
25 UPTP circulated by ECAS for broad consultation
- 26 • FAC consulted with Office of ODI, PRoPT chairs, and reviewed feedback from consultative open forums  
27 held in early 2020, as well as the UPTPF, Academic Senate minutes, and Academic Senate breakout  
28 session notes, and discussed revisions of the UPTP to align with feedback, concerns, comments and  
29 suggestions made throughout the many levels of consultation
- 30 • February 2021: FAC provided a summary of the topics extensively discussed by FAC in response to the  
31 consultative process, and requested feedback from Senators and Guests.
- 32 • March 2021: FAC voted to move the March 8, 2021 version of the UPTP out of committee and to ECAS  
33 and other venues for broad consultation within Units/divisions
- 34 • Next step: Broad consultation with the Academic Senate and faculty through Unit/Division level  
35 discussions

36 The substantive revisions made to the UPTP by FAC in response to the composite of the iterative consultative steps  
37 are summarized below:

- 38 • Introduction: Revised the introduction to include mission-centric language, the purpose of promotion and  
39 tenure, and the rationale for the elements of evaluation.
- 40 • Section I.A.1-3: Revised Definition of Tenure
- 41 • Section I.B.2.a: Clarified language for Tenure and Promotion from Assistant Professor to Full Professor
- 42 • Section I.B.2.b: Clarified language for Promotion from Associate Professor to Professor, and  
43 Unit/Department/Institute responsibility for developing transparent evaluation processes for pathways for  
44 promotion; removed the 2/3 high level of achievement, 1 adequate in response to feedback and discussion,  
45 leaving it open for Units/departments/institutes to decide.
- 46 • Section I.C.2: Revised the wording of the requirement that Units/Departments/Institutes develop evaluation  
47 criteria for other areas of impact
- 48 • Section I.C.4: Added Inclusive Excellence as an expectation for tenure and promotion;  
49 Units/Departments/Institutes develop evaluation criteria
- 50 • Section I.C.7: Added a requirement for Anti-bias and DE&I training for all involved in evaluation of  
51 applicants for tenure and promotion and removed the “every two years”; Provost office will coordinate
- 52 • Section I.E.2.d: Added an option to add additional members to the University Promotion and Tenure  
53 Committee to enhance diverse representation on that committee

54

56

57 **\*DRAFT\* University Promotion and Tenure Policy with Markup vs. DOC 2006-10 University**  
58 **Promotion and Tenure Policy (final approval of DOC 2006-10 in 2007).**59 **Introduction**

60 Promotion and tenure decisions are among the most important made at the university and as such  
61 should be made with great care. Indeed, the quality and nature of faculty accomplishments in  
62 scholarship, teaching, and service largely determines the quality and reputation of the institution as a  
63 whole and its ability to further its mission. Promotion and tenure decisions are extremely important to  
64 the life of the institution as they not only recognize the faculty member's existing body of work, but  
65 also make judgements about the future contributions by the faculty member to the university. As such,  
66 promotion and the awarding of tenure are mechanisms by which the University retains its most  
67 valuable scholars, sustains excellence in its instructional program, and promotes its mission for  
68 service.

69

70 Promotion and tenure decisions are among the most important events in a faculty member's  
71 professional life. Accordingly, it is essential that all faculty members be treated fairly and granted due  
72 process in the deliberations that determine promotion and tenure.

73

74 As a Catholic and Marianist institution, the university is committed to the diversity of its faculty and  
75 their full and equitable inclusion in all facets of university life. Building a diverse, equitable, and  
76 inclusive community across the university enriches and expands our institutional ability, intelligence,  
77 and creativity, and is fully aligned with our Marianist charism. Accordingly, the university recognizes  
78 that diversity, equity, and inclusion are inextricably linked with excellence. In order to realize this  
79 commitment, promotion and tenure of faculty will value the practical and educational benefits of  
80 faculty activities which contribute to diversity, equity, and inclusion.

81

82 This University Promotion and Tenure policy establishes general guidelines that govern University-  
83 wide procedures for promotion and tenure review. These guidelines and procedures are designed to  
84 ensure communication, fairness, and due process throughout the review process. This policy includes  
85 opportunities to respond in the event of disagreements over promotion and tenure recommendations  
86 and provides an appeals procedure.

87

88 In addition, this policy provides a process for initial and periodic review of promotion and tenure  
89 documents for procedural consistency and clarity of substantive criteria both at the unit and department  
90 level.

91

92 **I. Establishment, Review, and Approval of Promotion and Tenure Criteria and Procedures**

93

94 **A. Definitions**

95

- 96 1. Tenure is a status of employment wherein a ranked faculty member's relationship with  
97 the university can be terminated only by voluntary separation through resignation or  
98 retirement, for adequate cause or under extraordinary circumstances such as financial



- 99 exigency or discontinuance of a program or a department of instruction, or medical  
100 reasons.<sup>1</sup>  
101  
102 2. Tenure is granted based on demonstrated potential for effective, sustained, long-term  
103 contributions to the University and its mission. Tenure is granted to demonstrate the  
104 reciprocal long-term commitment of the University to tenured faculty and provides  
105 stability to the academic and research mission of the University.  
106  
107 3. As defined by the American Association of University Professors (AAUP): “Tenure  
108 is a means to certain ends; specifically: (1) freedom of teaching and research and of  
109 extramural activities, and (2) a sufficient degree of economic security to make the  
110 profession attractive to [individuals] of ability. Freedom and economic security,  
111 hence, tenure, are indispensable to the success of an institution in fulfilling its  
112 obligations to its students and to society.”<sup>2</sup>  
113  
114 4. Promotion is the advancement in rank, e.g. Assistant Professor to Associate Professor  
115 based on meritorious achievement in, teaching effectiveness and/or librarianship,  
116 scholarship and/or artistic accomplishment, and service.

117 B. General University-wide Criteria and Eligibility for Promotion and Tenure Evaluations  
118

- 119 1. Criteria for promotion and tenure focus on the academic credentials and the academic  
120 performance of the applicant. The faculty member's performance will be evaluated as  
121 appropriate to the profession in the areas of:  
122  
123 a. Teaching effectiveness and/or librarianship,  
124 b. Scholarship and/or artistic accomplishment, and  
125 c. Service (~~including professional, departmental, University and community~~).
- 126 2. Candidates for tenure and promotion must meet the following criteria:  
127 a. For tenure and promotion to associate professor:  
128 i. Demonstrate effectiveness in teaching/librarianship and efforts to  
129 improve teaching/librarianship quality, and  
130 ii. Provide evidence of scholarship/artistic accomplishment that  
131 demonstrates promise in the field, and  
132 iii. Provide evidence of a developing practice of service, in multiple internal  
133 and external contexts, that advances the operation, mission, or reputation  
134 of the University.  
135  
136 b. For promotion to professor:  
137 i. Demonstrate sustained, high-quality teaching/librarianship and a  
138 commitment to further enhance teaching/librarianship quality, and  
139 ii. Provide evidence of on-going scholarship/artistic accomplishments that  
140 demonstrate excellence and are recognized and evaluated positively by  
141 the scholarly/artistic community,

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<sup>1</sup> Defined in the Faculty Handbook under general faculty policies and procedures as outlined in the section titled, “University Regulations on Academic Freedom and Tenure” and “2020-05 Bylaws for Faculty Hearing Committee on Academic Freedom and Tenure”.

<sup>2</sup> AAUP definition of tenure.

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iii. 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.

Recognizing that faculty may engage in a wide range of activities, which further the mission of the university, units, departments, or institutes have the responsibility to determine the weight given to each category of evaluation. Specific criteria that value a variety of pathways for promotion to professor must be clearly defined in Unit, department and institute criteria (see section I.C.1-7 below).

3. Tenure-track faculty with no prior service credit will be considered for tenure no later than their sixth year of active, full-time service. Time devoted to leaves of absence, sabbaticals, or other interruptions in the annual performance of teaching, research, and service may affect the total period of evaluation and the timing of departmental reviews. The effects of such interruptions on the period of evaluation and timing of reviews must be agreed to in writing by the faculty member, chairperson, dean, and Provost at the time that the interruption takes place or within six months of the initiation of the interruption.
4. Tenure will not be granted to a faculty member whose rank is below the level of associate professor. **Except in the School of Law, candidates cannot request to be promoted to associate professor without consideration of tenure (in the School of Law, candidates cannot request to be promoted to professor without consideration of tenure).** Faculty members who have already been granted tenure at the assistant professor level, **or have been granted promotion to associate professor without tenure,** prior to implementation of this policy will retain their tenure and rank.
5. **A candidate can only be considered for tenure once. Candidates may request to be considered for early promotion and tenure. Candidates who wish to have an early decision must request an accelerated tenure clock by (no later than) the start of their fourth year of service and, once granted, the decision for early consideration is irrevocable. The details of the accelerated tenure clock must be put in writing and agreed to by the candidate, the department chair, the dean and the Provost.**
6. A candidate who successfully completes the promotion and/or tenure process will be granted promotion and/or tenure with his or her next contract.

C. Unit, Departmental, and **Institute** Authority and Responsibilities

1. **Each unit,** academic department and/or **institute** will adopt clear criteria and procedures for promotion and tenure. **The criteria for promotion and tenure must address:**
  - a. Teaching effectiveness and/or librarianship,
  - b. Scholarship and/or artistic accomplishment, and
  - c. Service.

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2. 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, and 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 and/or institute must adopt clear criteria for evaluating these contributions where relevant.
  3. An applicant for promotion and tenure must be considered on the strength of the complete application as well as the achievements and contributions that have been made in each of the three evaluation dimensions. Each unit, academic department, and institute will clearly describe their expectations for promotion and tenure. A successful applicant must meet those expectations as defined by each unit and department.
  4. 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<sup>3</sup> 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/or institute will adopt criteria for evaluating contributions and achievements in promoting inclusive excellence.
  5. Each unit, academic department and institute will clearly describe their criteria for promotion and tenure separately for:
    - a. Tenure and Promotion to Associate Professor,
    - b. Promotion to Professor.
    - c. Tenure for those who were hired at the rank of Associate Professor or ProfessorThese criteria must at a minimum meet the university’s and the unit’s policies.
  6. Each unit, academic department and institute will adopt clear processes and procedures to ensure the fair and equitable evaluation of promotion and tenure.
  7. All of those involved in candidate 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. The Provost Office in consultation with the Office of Diversity and Inclusion and Academic Senate will oversee and determine frequency and content of training.

235 (REMOVED IN UPTP VERSION CIRCULATED IN FEB 2020 for CONSULTATION: Not further  
236 addressed by FAC)

237 ~~2. The College of Arts and Sciences, School of Business Administration, School of~~  
238 ~~Education and Allied Professions, and School of Engineering will have an elected,~~  
239 ~~representative unit promotion and tenure committee comprised of tenured faculty~~

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<sup>3</sup> University of Dayton Diversity and Inclusion Assessment Task Force Report, September 27, 2019.

240 members from the unit. Each unit's procedures may allow for the dean to appoint up to  
241 two additional representatives in any given year. The School of Law<sup>1</sup> and University  
242 Libraries, because they have fewer than 30 tenure and tenure-track members, will not be  
243 required to conduct elections. They will set appropriate processes in place to establish  
244 unit promotion and tenure committees, and those processes will be reviewed by the  
245 University Promotion and Tenure Committee (hereafter, the University Committee).  
246

- 247 ~~3. The unit's Promotion and Tenure Committee will~~  
248 ~~a. make a recommendation for promotion and tenure on each individual candidate to the~~  
249 ~~dean, and~~  
250 ~~b. review and approve its department-level criteria and procedures for promotion and~~  
251 ~~tenure.~~

- 252  
253 ~~4. Any disagreements between a department and a unit promotion and tenure committee~~  
254 ~~related to approval of departmental promotion and tenure criteria and procedures will be~~  
255 ~~resolved by the appropriate dean.~~  
256

#### 257 D. University Academic Senate Authority and Responsibilities

- 258  
259 1. The Academic Senate will establish the University Committee and provide oversight  
260 of the elections of faculty members to the University Committee.  
261  
262 2. The Academic Senate will determine all University-wide procedural policies on  
263 Promotion and Tenure and explicate such policies in the Faculty Handbook. If the  
264 University Committee notes inconsistencies between documents not covered by  
265 University-wide procedural policies on promotion and tenure, those procedural  
266 inconsistencies will be submitted to the Academic Senate for resolution.  
267

#### 268 E. The University Committee

- 269  
270 1. The University Committee will  
271  
272 a. review and approve the promotion and tenure policies of all units for consistency  
273 with University policies and procedures  
274  
275 b. annually review the promotion and tenure process for adherence to appropriate  
276 procedures and present a report to the Chairperson of the Academic Affairs  
277 Committee of the Board of Trustees and the President of the Academic Senate.  
278 The President of the Academic Senate will annually present this report to the  
279 Executive Committee of the Academic Senate.  
280  
281 2. The University Committee will consist of fifteen tenured faculty members: seven from  
282 the College of Arts and Sciences (two from the Humanities, one from the Visual and  
283 Performing Arts, two from the Natural Sciences, two from the Social Sciences); two  
284 respectively from the School of Business Administration, the **School of Education and**  
285 **Health Sciences**, and the School of Engineering; and one each from the School of Law  
286 and the University Libraries.  
287  
288 a. The University Committee members will be elected by tenure and tenure-track  
289 members of their respective constituencies.  
290

- 291 b. Members of the University Committee will serve three-year terms (maximum of  
292 two consecutive terms, with staggered terms within and across units); all  
293 members will be tenured with rank of associate professor or professor and cannot  
294 hold an administrative appointment (including departmental chairpersons,  
295 assistant and associate deans, deans, and other full or part-time administrators  
296 with line authority). The University Committee will elect a chairperson from  
297 those duly elected. The chairperson shall serve for one year, and may serve  
298 consecutive terms. Terms will begin effective June 1 of the year elected.  
299
- 300 c. Any individual who cannot complete his or her term of office will be replaced  
301 from the list of candidates in the year in which the member was elected.  
302 Candidates not elected to the University Committee will be listed by area in the  
303 order of votes received, beginning with the highest, and will, in that order, be  
304 asked to fill vacated positions.  
305
- 306 d. The Associate Provost for Faculty Affairs, in consultation with ECAS, Academic  
307 Deans, and the VP for Diversity Equity and Inclusion, may appoint two ad-hoc  
308 tenured faculty members to this committee to ensure that the committee has  
309 diverse representation. This diversity includes, but is not limited to gender  
310 diversity, racial and ethnic diversity, and professional path diversity.  
311
- 312 e. All members of the University Promotion and Tenure Committee are expected to  
313 engage in anti-bias training and professional development in diversity, equity and  
314 inclusion prior to participating in the work of the committee. The Provost Office  
315 in consultation with the Office of Diversity and Inclusion and Academic Senate  
316 will oversee and determine frequency and content of training.  
317
- 318 3. The University Committee will approve those unit documents that define clear  
319 substantive criteria and procedures consistent with University policies, including  
320 mechanisms for communicating throughout the entire promotion and tenure process.  
321
- 322 4. After the initial approval has been received by a unit, the University Committee will  
323 review that unit's policies every three years. Whenever substantive changes are proposed,  
324 the unit promotion and tenure documents must be approved by the University Committee  
325 for consistency with University policies and procedures.  
326
- 327 5. In the event the University Committee does not approve unit documents or proposed  
328 changes to them, and if the dean of that unit disagrees with the decision of the University  
329 Committee, the matter will be resolved by the President in consultation with the Provost.  
330
- 331 6. The Provost's office will be responsible for providing administrative support for the  
332 work of this committee and assuring that all documents are distributed in a timely and  
333 appropriate manner.  
334

## 335 II. Common Processes for Promotion and Tenure Evaluations

### 336 A. Common process for pre-tenure review

- 337 1. The approved University, unit, departmental, and institute criteria and procedures will  
338 be shared with the candidate at the time of hire by the Office of the Provost. These will  
339 be the basis of the pre-tenure, final tenure, and promotion reviews.  
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2. Each unit dean will establish a timetable regarding the submission and review of pre-tenure materials.

3. 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. The School of Law and University Libraries will have only a unit review.

4. Credit toward tenure granted for prior service

- a. A candidate who is given two or fewer years credit toward tenure will receive two comprehensive reviews (as described in II.A.5 below).
- b. A candidate receiving three or more years credit toward tenure will receive a minimum of one review of his or her teaching **effectiveness** 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. The number of and timing of the review(s) will be explicated in the candidate’s first letter of hire. The School of Law and University Libraries will have only a unit review.
- c. Any changes in the tenure clock after this first letter of hire may require a change in the review cycle. Such changes must be agreed to in writing by the faculty member, chairperson, dean, and Provost.

5. Pre-tenure review process

- a. A candidate will submit his or her review materials and supporting documentation for review to the responsible persons (i.e., departmental chairperson, departmental promotion and tenure committee) at the departmental level. (The School of Law and University Libraries will have only a unit review. Materials will be submitted directly to the unit dean.)
- b. After giving adequate consideration to the materials, each department/unit will provide written feedback to the candidate in a timely fashion as designated by the departmental (unit in the case of the School of Law or University Libraries) promotion and tenure document. In addition to a statement regarding progress toward tenure, feedback will include comments of a developmental nature, in line with the criteria for tenure, indicating areas of concern and suggestions for improvement.
- c. The candidate’s review materials, supporting documentation, and the written feedback will be forwarded to the appropriate unit dean. The dean will then review the materials and provide written feedback to the candidate in a timely fashion.

B. Common application and final review process for tenure and/or promotion

- 392 1. Each unit dean will establish a timetable regarding the submission and review of  
393 promotion and tenure materials.  
394
- 395 2. The review materials for promotion and tenure will be cumulative. Materials generated  
396 as a result of review at the departmental level (unit in the case of the School of Law or  
397 Libraries), including letters from chairperson, departmental promotion and tenure  
398 committee, and response, will become part of the application package and will be  
399 forwarded to the unit for review. Likewise, materials generated in the unit review,  
400 including letters from dean, unit promotion and tenure committee, and responses, will be  
401 forwarded to the Provost for review.  
402
- 403 3. Materials of a substantive nature which update the submitted application (e.g.,  
404 acceptance or publication of a manuscript) can be added to the application by the  
405 candidate at any point in the tenure review process until the Provost's recommendation is  
406 made. It is expected that appropriate consultation will take place if materials are added  
407 that will affect the recommendation.  
408
- 409 4. Each academic department or **institute** (unit in the case of the School of Law or  
410 University Libraries) will develop a "Procedural Form" that itemizes the promotion and  
411 tenure steps that are to be followed in the department and unit. As steps are completed,  
412 each of the responsible persons (e.g., departmental chairperson, departmental promotion  
413 and tenure committee, chairperson of the unit promotion and tenure committee, and dean)  
414 in the unit will provide his or her signature, acknowledging that steps were completed in  
415 accordance with the departmental and unit procedural policies and indicating the date in  
416 which steps were completed. Each candidate will be provided an opportunity to sign,  
417 acknowledging receipt of written documentation and the date it was received. A  
418 candidate's signature will not indicate agreement with the feedback or recommendations  
419 at any given point.  
420
- 421 5. Departmental Application and Review Process (does not apply to School of Law or  
422 University Libraries)  
423
- 424 a. A candidate will submit his or her application and supporting documentation or  
425 promotion and/or tenure to the departmental chairperson by the date specified by  
426 the departmental promotion and tenure documents.  
427
- 428 b. After giving adequate consideration to each application, each department, in  
429 accordance with its unit promotion and tenure procedures, will make a promotion  
430 and tenure recommendation in writing to the appropriate unit promotion and  
431 tenure committee regarding each candidate. A letter from both the departmental  
432 chairperson and departmental promotion and tenure committee will go forward to  
433 the unit promotion and tenure committee. These letters will specify the reasons  
434 for the departmental recommendations and will be copied to the respective  
435 candidate.  
436
- 437 c. If the candidate chooses, he or she can respond in writing. This response will be  
438 forwarded with all related materials to the unit promotion and tenure committee.  
439
- 440 6. Unit Application and Final Review Process (applies to all units)  
441

- 442 a. The specific administrative process for submitting material, including to whom,  
443 must be specified in each unit's promotion and tenure policies.  
444
- 445 b. After giving adequate consideration to each application, each unit promotion and  
446 tenure committee will make promotion and tenure recommendations regarding  
447 each candidate in writing to the appropriate dean by the date specified in the unit  
448 promotion and tenure documents.  
449
- 450 c. After giving adequate consideration to the application, the unit dean will inform  
451 each candidate, in writing, of the recommendation and the reasons for it no later  
452 than the first business day following December 14. In units that conduct  
453 departmental reviews, this letter will be copied to the departmental chairperson.  
454 After ensuring the candidate has received notification, the departmental  
455 chairperson will share the recommendation with the departmental promotion and  
456 tenure committee. The dean will also inform the unit promotion and tenure  
457 committee of the recommendation.  
458
- 459 d. Candidates or concerned individuals (e.g. departmental chairpersons, or  
460 promotion and tenure committee members) who wish to submit a written  
461 response to the dean have until the first business day following December 21 to  
462 do so.  
463
- 464 e. The dean will then consider any additional evidence and responses and send a  
465 recommendation in writing to the Provost, along with the completed "Procedural  
466 Form," cumulative file, and the response(s) of any candidate or concerned  
467 individuals no later than the first business day after January 1. In units that  
468 conduct departmental reviews, this letter will be copied to the departmental  
469 chairperson, no later than the first business day following January 1. After  
470 ensuring the candidate has received notification, the departmental chairperson  
471 will share the recommendation with the departmental promotion and tenure  
472 committee. The dean will also inform the unit promotion and tenure committee  
473 of the recommendation.  
474

#### 475 7. Provost Recommendation Process

- 476 a. Candidates or any other concerned individuals (e.g. departmental chairpersons, or  
477 promotion and tenure committee members) have until the first business day  
478 following January 15 to file a written response to the dean's recommendation  
479 with the Provost.  
480
- 481 b. The Provost will review all materials and make recommendations to the  
482 President no later than the first business day following January 30. Each  
483 candidate will be informed in writing of the Provost's recommendation.  
484 Candidates or any other concerned individuals (e.g. departmental chairpersons, or  
485 promotion and tenure committee members) who wish to submit a written  
486 response to the Provost will have until the first business day following February  
487 15 to do so.  
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#### 489 8. Final Administrative Authority

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- 491 a. Final administrative authority rests with the President. Each candidate will be  
492 informed in writing of the President's decision. This decision will also be copied



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to the Provost, the appropriate dean, and the appropriate departmental chairperson.

9. Mediation and Appeals If the candidate chooses to appeal the President’s decision, he or she may begin the mediation process in accord with the Faculty Handbook, Section IV.E. If mediation does not resolve the complaint, the candidate may make use of the appeal processes set out in the Faculty Handbook (Sections IV.C.1, IV.E, and XIII.E.). The Board of Trustees will serve as the court of last resort in the appeals process.

10. Report to the Board of Trustees

- a. The President will provide the Board of Trustees with a report of promotion and tenure actions at the spring meeting. The summary report will minimally include statistics regarding the gender and minority status of candidates.
- b. The University Committee will receive a copy of the President’s summary report on promotion and tenure no later than two weeks prior to the spring Board meeting.
- c. The University Committee will review the promotion and tenure process for adherence to appropriate procedures and will examine the President’s summary report before compiling a report of its own to present to the Academic Affairs Committee of the Board of Trustees at the Board’s spring meeting. This report will also be provided to the President of the Academic Senate who will present it to the Executive Committee of the Academic Senate.

**III. Implementation of the University application and review process for promotion and tenure. THIS SECTION WILL BE REVISED TO INCLUDE NEW TRANSITION PLAN, PENDING TIMING OF ACTIONS AS DETERMINED BY ECAS**

A. Following passage of this policy by the faculty members, the Provost will send a letter to each tenure-track faculty member who has received three or more probationary contracts prior to May 15, 2008<sup>b</sup>. The letter will inform these tenure-track faculty members that they have the choice to be evaluated relative to the procedure and criteria for promotion and tenure which were in place at the time of their most recently affected probationary contract or relative to the resolutions presented here. Each affected tenure-track faculty member will submit his or her choice to the Provosts’ office within six months of the passage of these resolutions. Tenure-track faculty members who have received two or fewer probationary contracts prior to May 15, 2008 will be evaluated relative to the resolutions presented here.

B. Faculty members who have been granted the rank of associate professor as of May 15, 2008 will follow procedures for promotion to full professor as explicated above.<sup>b</sup>

C. The elimination of the provisional tenure year will be implemented with the first set of contracts distributed following the approval of these resolutions.

D. Work of the University Committee 1 Elections for University Committee members will be conducted in Fall 2007.<sup>b</sup> 2 Each unit will submit its procedural policies for promotion and tenure to the Provost’s office. Those materials should be submitted as early as January 1 and no later than April 1, 2008.<sup>b</sup> 3 The University Committee will review all promotion and tenure procedural by May 15, 2008.<sup>b</sup>

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E. Initial rotation of members<sup>c</sup>

1. Members to initially serve a three year term: Law, Libraries, Arts, Humanities(1), Natural Sciences(1)
2. Members to initially serve a two year term: Social Sciences(1), Business(1), Education and Health Sciences(1), Engineering(1), Humanities(2)
3. Members to initially serve a 1 year term: Natural Sciences(2), Social Sciences(2), Business(2), Education and Health Sciences(2), Engineering(2)

<sup>a</sup>School of Law includes the School of Law faculty and Law Library faculty.

<sup>b</sup>Dates assume passage of the above resolutions by Fall 2007.

<sup>c</sup>Candidates with the highest number of votes in areas where two representatives are elected are designated by the number 1 in the rotations listed above. Candidates with the next highest number of votes in those areas are designated by the number 2.