



## Minutes of the Faculty Senate

**Presiding:** Jeffrey Marchetta (Mech Engr)

**Date:** 1-26-2021

**Secretary:** R. Jeffrey Thieme (Marketing & Supply Chain Management)

**Senators Present:** Alena Allen (Law), Reza Banai (City & Regional Planning), Thomas E. Banning (Engr Tech), Brennan K. Berg (KWS), Eugene Buder (Comm. Sci. Disorders), Theodore J. Burkey (Chemistry), Gerald Chaudron (Univ Libraries), Coriana Close (Art), Jill Dapremont (Nursing), Frances Fabian (Management), Hal Freeman Jr. (Professional & Lib. Studies), Michail Gkolias (Civil Engineering), David Goodman (Communication), David Gray (Philosophy), Denis D. Grele (World Lang & Lit), Melissa Hirschi (Social Work), Stephanie Huetten (Psychology), Brian Janz (Business Info. Tech), Holly Lau (Theatre & Dance), Erno Lindner (Biomed. Engineering), Jeni Loftus (Sociology), J. Joaquin Lopez (Economics), Scott Marler (History), Melissa Janoske McLean (Jour. & Strategic Media), Sanjay Mishra (Physics), Deanna Owens-Mosby (Instr. & Curr. Leadership), Patrick Murphy (CEPR), Fawaz Mzayek (Public Health), Steven L. Nelson (Leadership), Esra Ozdenerol (Earth Sciences), Michael Perez (Anthropology), George E. Relyea (Public Health), Zabihiolah Rezaee (Accountancy), Steven D. Schwartzbach (Biology), Sajjan G. Shiva (Computer Science), Mark Sunderman (Fin, Ins, & Real Estate), Scott Sundvall (English), Jeff Thieme (Marketing & Supply Chain Management), Jennifer Thompson (Architecture), William P. Travis (Health Studies), Stephen J. Watts (Criminal Justice), & Máté Wierdl (Mathematical Sciences), Daryn Zubke (Music), Kris-Stella Trump (Political Science);

**Senator Present by Proxy:** None

**Senators Absent:** Mohommed Yeasin (Electrical & Computer Engineering), Curt Schuletheis (Mil Sci-Naval Sci),

**Faculty Senate Information Officer:** To be determined.

**Guests:** Thomas Nenon (Provost Office), Carol Hull-Toye (Information Tech Services), (Stanley Hyland (UMAR), Martha Robinson (ad hoc Budget & Finance Committee/ Lambuth Liaison), David M. Kemme (Board of Trustees, Faculty Rep.), Gloria F. Carr (Faculty Ombudsperson), Meghan Cullen (Staff Senate), Zanetta Ivy (Athletics), James Orr (Provost Office), Amanda Rockinson-Szapkiw (Instr. Design & Tech), Gretchen Peterson (Sociology), Harvey Felder (Music), Justin Lawhead (Dean of Students), Nirmalee Raddatz (Accountancy).

The four-hundred-and-seventy sixth meeting of the University of Memphis Faculty Senate was held on Tuesday, January 26, 2021 via the Zoom video conferencing platform due to restrictions imposed in response to the COVID-19 global pandemic.

### 01.26.21.01 CALL TO ORDER (2:40 P.M.)

President Jeff Marchetta called the virtual meeting to order at 2:40 pm with a quorum present.

#### **01.26.21.02 APPROVAL OF AGENDA**

The agenda was approved as written.

#### **01.26.21.03 APPROVAL OF MINUTES**

##### ***Faculty Senate – November 17, 2020***

The minutes of the November 17, 2020 Faculty Senate (FS) meeting were approved as written with the addition of Senator Tom Banning to the list of Senators Present.

#### **01.26.21.04 PRESIDENT'S REPORT**

##### ***Return to Campus***

President Marchetta reported that we are currently under a two-week period where most faculty are teaching remote. He yielded to Provost Tom Nenon who thanked the faculty for undertaking significant effort to deal with the implications of teaching during the COVID-19 pandemic. He expressed regret that Shelby County health continued with its restrictions. He expects to send out a communication tomorrow stating that we can go back to more face-to-face instruction. He asked faculty to take student concerns and needs into account when making decisions to move from remote to hybrid or face-to-face instruction. He encouraged faculty to communicate with students and unit chairs.

Senator Stephen Watts expressed confusion about what the changes will mean when they are implemented on Monday. He asked if he would be allowed to tell students that he can deliver the class fully online or tell students that beginning Monday they will be meeting hybrid or face-to-face. Provost Nenon responded that there aren't simple rules in this matter. Student experiences with remote and hybrid delivery varies widely, further complicating the situation. Some students do very well in remote and hybrid environments, and we know that some students are getting lost in the process. The drop rate last semester was higher than normal. People are getting COVID-19, but it's rare that it is contracted in the classroom. The decision depends on course and student needs. He encourages chairs to have conversations with faculty. Where possible, if you can do something for students who can attend class, it would be beneficial.

Senator DeAnna Owens-Mosby asked whether the return to campus next week includes on campus office hours. Provost Nenon replied that it wasn't necessary and what's important is to make yourself available to help students even if that's via Zoom or other methods. It would not be a best practice to have faculty sit in their office for office hours.

Senator Watts expressed disappointment with communication on this issue. It's unclear to him if it's up to him to inform students about the various options. He'd like to get more guidance. He's also concerned about the continued dangers that COVID-19 presents. Provost Nenon replied that the situation is complex and there are no simple answers. In his communication with faculty, he is trying to avoid the words mandatory and voluntary. Instead, he is trying to outline criteria that would indicate how much we can do and when to do it. This is new, each course is different, and all factors need to be considered. The freshman class was particularly affected in the fall and there were many withdrawals. This situation requires a lot of judgement and communication between faculty and chairs. Most students are getting sick from family and friends, not from classrooms on our campus. The most important thing is that faculty, staff, and students observe appropriate protocols both in the classroom and outside the classroom.

Senator Máté Wierdl asked about priorities for vaccinations and whether study abroad is active now. Provost Nenon replied that University President M. David Rudd petitioned the governor to include higher education in the 1b prioritization. The governor declined. We are working to provide vaccinations on campus when they become available. We are working closely with Shelby County Health Department. Regarding study abroad, it is case by case decision process. Contact Rebecca Laumann, Executive Director, Center for International Education Services (CIES), for assistance.

Senator Alena Allen asked if there is an ultimate decision maker (i.e. dean or chair) regarding whether or not a class will meet on ground. Provost Nenon replied that faculty should communicate with chairs and/or deans. If there's a disagreement, he'll become involved to determine a resolution. President Marchetta reiterated to faculty to work to find the best solution in cooperation with chairs, but if there is no resolution faculty should reach out to Provost Nenon for assistance.

Senator Wierdl asked about grading options. Can students elect pass/fail instead of letter grade? Provost Nenon replied that it's not something he's currently considering. Senator Wierdl replied that 6000 students signed a petition at UTK. Provost Nenon replied that there was a petition on our campus last semester. He considered the option but ultimately decided against it.

### ***LMS Update***

President Marchetta yielded to Parliamentarian Mark Sunderman who serves on the Teaching & Learning Advisory Committee (TLAC) committee. Parliamentarian Sunderman reported that the university has decided to negotiate with Canvas as our LMS provider in the future. The question the Provost has put to the Senate is whether to go live with Canvas in summer or fall of 2022. Either way, D2L will be active all the way through 2022. Roy Bowery, Director of Distance Learning, Innovation in Teaching and Learning, briefed the most recent meeting of TLAC. Mr. Bowery presented tentative training schedules to TLAC for the options of going live in summer or fall. There will be a certain number of courses that will be migrated, but this is much less than the total number of courses we currently have in D2L. TLAC did not make a recommendation for the timing of the launch. His personal view is that it would be best to launch in the summer because there are fewer classes, students, and faculty being impacted. A summer launch would also give the university time to fix any problems that emerge. Also, going live in the summer may allow for faculty to prepare in the spring and not in the summer. He thanked the Provost for giving us the option. President Marchetta added that faculty were involved in the decision to move from D2L to Canvas. He asked Senators to survey their faculty on the issue as there will be a motion in the next meeting. Provost Nenon replied that there are various options regarding training. Also, the financial implications aren't very different, so he will follow whatever the Senate recommends in the next meeting. Faculty teaching in the fall will have the opportunity to train in either spring or summer.

President Marchetta reported that he's working with ITS on the online discussion board for the Senate that has been discussed in previous FS meetings. The goal is to have it ready in the fall.

## **01.26.21.05 STANDING COMMITTEE UPDATES & REPORTS**

### ***Faculty Policies Committee***

President Marchetta yielded to Senator Esra Ozdenerol who reported that the Faculty Policies Committee is bringing forth a motion later in the meeting. She reviewed the project ASPIRED (see Appendix). She is the principal investigator (PI) for the National Science Foundation (NSF) grant that will foster gender equity among STEM faculty. She introduced the members of the team. Based on a survey, they proposed two programs: UM-Connect and UM-Integrate. They are hopeful that the program will eventually be extended across campus. Currently there is no dual-career assistance program at the UofM. The Dual-career Policy Task Force (DCPT) is charged by the Academic Policies Committee with formalizing recommendations for programs and policies related to dual-career services.

President Marchetta put forth a motion to accept the report.

**The motion to accept the report was adopted by a vote of 15 yes, 0 no, and 0 abstain.**

### ***Administrative Policies Committee***

President Marchetta yielded to Senator Ted Burkey, chair of the Administrative Policies Committee, who reported that the Office of Institutional Equity (OIE) reviewed and approved revisions to policy GE2039 - Interim Sexual Harassment & Sexual/Gender-Based Misconduct Policy for Office for Institutional Equity. He read the Committee's report (see Appendix).

Senator Eugene Buder asked why it doesn't address undergraduate students. Senator Burkey replied that the issue was brought up by the Graduate School and they didn't consider undergraduates. Provost Nenon clarified that there is no undergraduate dismissal policy. They are not in the program in the same way as graduate students.

Senator Erno Lindner commented on the Committee's efforts with respect to faculty safety. He asked how the university could protect faculty who received unfounded charges.

President Marchetta put forth a motion to accept the report.

**The motion to accept the report was adopted by a vote of 23 yes, 3 no, and 2 abstain.**

### ***Budget and Finance Committee***

President Marchetta yielded to Senator Zabi Rezaee, chair of the Budget and Finance Committee, who reviewed the committee's report (see Appendix).

Senator Buder expressed concern about the motion and asked whether or not the Senate has the power to evaluate units. Senator Rezaee replied that the two charges were given by the Provost's Office. He agrees with Senator Buder that the Committee's focus should be on key performance indicators (KPIs). The Committee is not going to recommend removing any programs. Also, any recommendations will be subject to votes of the Committee and then the full Senate.

Senator Michail Gkolias asked about the benchmarks and data. Senator Rezaee replied that they are still brainstorming on those issues. They will look at best practices, peer institutions, and trends in the data in the same way businesses determine their standards. They will continue working on this during the next month and report back to the Senate in the next meeting.

Senator Gerald Chaudron asked about how these efforts will be positioned in the process since they are different from other colleges. Senator Rezaee replied that there are financial and non-financial KPIs. He asked Senator Chaudron to contact him via email to work out which KPIs are most relevant to University Libraries.

President Marchetta put forth a motion to accept the report.

The motion to accept the report was adopted by a vote of 31 yes, 2 no, and 2 abstain.

### ***Academic Support Committee***

President Marchetta yielded to Senator Michael Perez, chair of the Academic Support Committee, who reported that the platform for communications between Senators is likely to be MS Teams. ITS is working on it.

### ***Library Policies Committee***

President Marchetta yielded to Senator David Goodman, chair of the Libraries Policy Committee, who reported that the Committee would like to encourage faculty to participate in a survey on the libraries. The Committee has met with Dr. John Evans, Executive Director of Libraries, and will meet with Provost Nenon soon.

### ***Academic Policies Committee***

President Marchetta yielded to Senator Denis D. Grélé, chair of the Academic Policies Committee, who reported that they met with the workgroup that is working on SETE revisions.

### ***Research Policies Committee***

President Marchetta yielded to Senator David Gray, chair of the Research Policies Committee, who reported that the Committee met in the fall to consider a variety of amendments, one of which was from Human Resources (HR) concerning extra faculty compensation. The Committee gave HR their recommendations in November and is still waiting to hear back.

### ***Special Committee on Anti-Racism***

President Marchetta yielded to President-elect Jill Dapremont, chair of the Special Committee on Anti-Racism, who reviewed the committee's report (see Appendix).

Senator Buder asked what happens to the report after it is accepted by the Senate. President-elect Dapremont replied that the report will go to the Provost and University President for their consideration. President Marchetta clarified that any motions coming from this report will be transmitted to administration, not the accepted report.

Senator Gkolias commented that many of the recommendations, including the role of mentors for junior faculty and requirements for tenure, are already included in the faculty handbook and/or guidelines from each college. He asked if the recommendations should be more focused on people of color and ways we can support them instead of on all faculty? President-elect Dapremont replied that their recommendations will be stated so that it is clear what specific actions should be taken to ensure that African Americans and people of color are successful.

Senator Coriana Close commented on the importance of increasing diversity in hiring committees. She suggested that intangibles be formalized in performance reviews.

Senator Brennan Berg expressed concern with action step 2.6. He suggested that many faculty need to supplement their income with summer teaching. He recommended removing that action step. President-elect Dapremont replied that the intention is not to prevent faculty from teaching in the summer if they choose. The concern was that they might find it difficult to refuse a summer assignment.

Senator Lindner pointed out that Hispanic faculty are very underrepresented on our campus compared to the national population.

Senator Allen asked about comparing to national statistics instead of local statistics. President-elect Dapremont replied that they started with comparisons with the US population.

Senator Wierdl asked what Senator Close was recommending earlier in the discussion. Senator Close clarified that the part about diversity in the hiring process appears to be thoughtful. However, the following page (action items 2.3 and 2.3.1) felt less concrete in terms of goals. Her concern is that people of color may be asked to serve on more search committees, which would impact their performance because of the time commitment. She wants the language to be more concrete. How is this additional service being evaluated in performance?

President-elect Dapremont replied that students are reluctant to talk with faculty about situations where they are discriminated against. It takes a lot of time/effort for the faculty to work through those kinds of events. There should be a way in which that service can be captured for faculty who engage in this kind of mentoring. That was the intent of that section.

Senator Steven Nelson asked about section 2.4, specifically the creation of a document of acceptable journals and/or outlets. His department is small, and they are all in disparate subfields. What does this look like in this case? President-elect Dapremont replied that they wanted faculty to be steered away from predatory journals.

Senator Gretchen Peterson commented that it would be helpful to formalize journal rankings to ensure that everyone is on the same page. Regarding formalizing the service, there's a lot going on behind the scenes. She suggested adding more concrete action items.

Senator Martha Robinson commented on formalizing the service component. She suggested that it be quantified as part of the overall performance evaluation. It's particularly important for people of color.

Senator Watts argued to revisit the wording in 2.4 and 2.6 to provide for clear, measurable guidelines. He added that teaching in the summer should be voluntary.

Senator Gkolias expressed concern about being explicit in defining acceptable journals.

Senator Watts commented that it can be overly cumbersome to define acceptable journals in some fields.

Senator Buder recommended that early mentorship and defining specific journals be done for specific faculty, not whole departments.

President Marchetta put forth a motion to accept the report.

**The motion to accept the report was adopted by a vote of 32 yes, 2 no, and 0 abstain.**

## **01.26.21.06 OLD BUSINESS**

There was no Old Business.

**01.26.21.07 NEW BUSINESS**

***(M2020.21.19) Motion to Create Dual Career Policy Task Force– Faculty Policies Standing Committee***

President Marchetta yielded to Senator Buder, chair of the Faculty Policies Committee, who read the motion.

**Originator: Faculty Policies Committee**

Whereas,

Meeting the needs of dual-career couples is critical to recruiting and retaining highly qualified faculty in the STEM fields, and currently there are no dual-career assistance programs for partners of faculty job candidates nor dual-career policies addressing dual-career issues in the recruitment process at the University of Memphis,

Be it resolved that,

The Faculty Senate approves of the following action proposed by the Faculty Policies Standing Committee:

The Faculty Policies Standing Committee will create a working group under its responsibility, entitled the Dual-Career Task Force, to develop dual-career policy recommendations for the Senate to review by the April 20, 2021 meeting. The working group is to be comprised of Esra Ozdenerol, Jeni Loftus and six more members recruited from University faculty or administration. Recommendations approved by the Senate will be submitted to Provost for consideration.

-----  
Recipients: Faculty Senate

Tom Nenon, Provost

Helen Johnson, Office of the Provost

**The motion is adopted by a vote of 28 yes, 0 no, and 2 abstain.**

***(M2020.21.20) Motion to Approve Faculty Senate Recommendations for the Graduate School Master's Student GA Working Group – Executive Committee, Mihalios Golias, Melissa Janoske McLean***

President Marchetta yielded to Senators Melissa Janoske McLean and Gkolias. Senator McLean read the motion.

**Originator: Executive Committee, Mihalios Golias, Melissa Janoske McLean**

Whereas,

The Graduate School assembled a Master's Student GA Working Group of faculty and administrators to provide guiding principles and recommendations to the Provost about how to manage Graduate Assistantships for master's students starting in FY22.

Whereas,

A draft report of guiding principles and recommendations from the Master's Student GA Working Group was presented to the Senate on November 11, 2020.

Whereas,

Feedback from the Faculty Senate was sought by the Faculty Senate Representatives to the Graduate School Master's Student GA Working Group.

Be it resolved that,

The Faculty Senate approves of the attached document titled, "Graduate School Master's Student Working Group Faculty Senate Feedback" and recommends that the document be submitted to the Graduate School Master's Student GA Working Group for consideration.

Recipients:

Faculty Senate

Melissa Janoske McLean, Senate Representative to Graduate School Master's Student GA Working Group

Mihalis Golias, Senate Representative to Graduate School Master's Student GA Working Group

**The motion is adopted by a vote of 14 yes, 6 no, and 8 abstain.**

#### **01.26.21.08 PRESENTATIONS AND DISCUSSION**

***"A Guide for Responding to Students in Distress" by Dr. Justin Lawhead, Dean of Students***

President Marchetta reported that Dr. Justin Lawhead, Dean of Students, had to leave the meeting and if there are no objections, we'll postpone his presentation until the next meeting. There were no objections.

#### **01.26.21.09 ANNOUNCEMENTS**

***Deadline to submit agenda requests for February Senate meeting – February 13th***

#### **01.26.21.10 ADJOURN**

The meeting adjourned at 5:21 pm.



## Appendix

### ASPIRED Presentation

# About ASPIRED

## The Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity

(<https://www.memphis.edu/aspired/>)

ASPIRED is a project at the UofM awarded through the National Science Foundation (NSF) ADVANCE program in 2019. The ADVANCE program is designed to foster gender equity through a focus on the identification and elimination of organizational barriers that impede the full participation and advancement of diverse faculty in academic institutions. ASPIRED focuses specifically on gender equity and inclusion among the STEM faculty at the University of Memphis.

## ASPIRED Team:



Ezra Odenseal  
Earth Sciences  
Faculty Bio



Abby Parilli-Baker  
College of Arts & Sciences  
Faculty Bio



Jacob-George Allen  
Theatre  
Faculty Bio



Stephanie Ivey  
College of Engineering  
Faculty Bio



Carolyn Rameford-Kaldon  
Center for Research in Educational  
Policy  
Faculty Bio



Amanda Rockinson-Szapiew  
Instructional Design and Technology  
Faculty Bio



Farouzeh Sabri  
Physics and Materials Science  
Faculty Bio



Craig Stewart  
Communication Studies  
Faculty Bio

## ASPIRED Programs

- **UM-Intersect** will improve awareness of diversity, inclusion, and cultural responsiveness by educating search committees (**STRIDE committee**); conducting focus groups; training on implicit bias using interactive theatre sketches (**TIGER Lily Collective**); and improving department climate through **department climate improvement workshops** and **department climate improvement grants**.

- **UM-Connect** will improve social and professional connections to increase women faculty's sense of community (i.e., decrease isolation) and prospects for professional advancement within their departments through **mentoring**, **networking** (**STEM luncheon webinars**, **social and community networks**).

- **UM-Integrate** will improve women faculty's satisfaction with their work-life-family integration. These goals will be achieved by increasing policy awareness and development of policies (**Dual-career policy**), bringing awareness to initiatives (**welcome packet**) and supporting professional advancement and work-family integration (**Integrate grants**).

## Dual Career Needs

- Currently, there is no dual-career assistance program for partners of faculty job candidates nor dual-career policy addressing dual-career issues in the recruitment process at UM.
- Meeting the needs of dual-career couples is critical to recruiting and retaining highly qualified women faculty in the STEM fields, where studies show dual career needs are more prevalent.
- ASPIRED Team conducted a climate survey in 2019. Based on this survey, 20% of STEM women selected improvement of spouse/partner employment status as a reason to leave UM. Spousal hires were only 5% between 2016-2019 at UM.
- Based on 2017 family friendly survey, when asked about the importance of benefits offered at UM, 51.9 % women faculty listed dual career assistance.

## Dual-career Policy Task Force (DCPT)

- ASPIRED NSF ADVANCE Program at the University of Memphis has proposed to create a Dual-career task force composed of faculty to create a dual career policy.

The DCPT is charged by the Academic Policies Standing Committee with formalizing recommendations for programs and policies related to dual-career services according to the below process:

- a. Solicit more faculty members to DCPT
- b. Work with the Faculty Senate and Provost's Office to formalize recommendations for programs and policies related to dual-career services.
- c. Investigate comparable institutions policies and programs from other NSF ADVANCE institutions related to dual career.
- d. Explore community partnerships and key stakeholders for dual-career option

## Administrative Policies Committee Report

### Administrative Policies Committee Activities Report January 2021 Faculty Senate

Upon request from the Office for Institutional Equity, the Administrative Policies Committee reviewed and approved with recommended corrections GE2039 - Interim Sexual Harassment & Sexual/Gender-Based Misconduct Policy for Office for Institutional Equity.

Activities regarding the charge “Investigate faculty safety issues on campus related to student threats and report to the Faculty Senate Executive Committee”.

The committee conducted and reviewed a university faculty survey about faculty experience and perception of student threats.

The committee had a meeting with the Provost, Dean of Students, and Associate Dean of Students regarding the faculty survey.

In addition to exchanging emails, members of the committee had an extensive meeting with Darren Wibberding, (Associate Dean of Students, Office of Student Accountability) and Justin Lawhead (Dean of Students).

Based on the committee “investigations” which are ongoing, a summary of the findings has been composed (Draft Summary of University response to Student misconduct). Once the full committee has reviewed the summary, additional questions will be composed for an interview with Derek Myers (U of M Chief of Police). Pertinent results of the interview will be added to the Draft Summary. The plan is to submit the final draft to Darren Wibberding, Justin Lawhead and Derek Myers to review for possible corrections and comments. After final committee review, a summary of the University response to student misconduct related to faculty safety will be submitted to the Senate.

The committee is currently discussing the merits of the following draft motion regarding the elimination of an advisor signature for graduate school termination.

Whereas,

the current Graduate School Termination Procedure Form

(<https://www.memphis.edu/gradschool/pdfs/forms/termination.pdf> Rev. Date: 8/18/2018) first requires the signature of a student advisor declaring the intent to recommend termination of a graduate student, and again in a second step declaring consultation with the graduate coordinator and then again agreeing with the department chair and graduate coordinator that the student should be terminated, the form makes it clear a student only needs to convince or coerce the Advisor to withdraw their recommendation to stop the termination. Whereas the student recruiting and department guidelines are determined by the department, the termination of a graduate student is a department responsibility which is based on reports of a student's progress that occurs at least on an annual basis. The responsibility of the recommendation for termination should primarily rest with the department, and the current procedure can potentially put undue emphasis and pressure on the role of advisor.

Be it resolved; the Faculty Senate recommends the Graduate School Termination Procedure Form does not include the signature of a student advisor on the Graduate School Termination Procedure Form.

Committee considerations. Certainly, a graduate student advisor should provide evidence and an opinion that a student should be retained or terminated. A student may be research productive but a failure in required coursework. If the student and advisor cannot convince the department the student should be retained, the advisor's signature should not be required for a termination. If the

student's course record is acceptable but research productivity is not acceptable to the advisor, or the student otherwise does not get along with the advisor, it should be the responsibility of the department to determine if the student can continue with another advisor assuming one is willing. Ultimately the department must decide if a student should be terminated from the department based on academic and research records. If a faculty signature is required, according the current procedures, the student only has to convince the advisor with either a threat or reason to rescind or otherwise not sign the Termination Procedure Form. As of January 16, 2021 the form is still on site at [https://www.memphis.edu/gradschool/resources/forms\\_index.php](https://www.memphis.edu/gradschool/resources/forms_index.php). The committee is likely to make a final decision on the before the February Senate meeting. Alternatively, the motion could be considered by the Senate and amended/altered as needed.

**PROGRESS REPORT AND PLAN OF ACTIONS**

**Budget and Finance Committee (BFC)**

**The Faculty Senate**

**The University of Memphis**

**January 26, 2021**

**A: Progress Report**

1. After November 17, 2020 Faculty Senate meeting, Leaders of the working group had a meeting with all academic Deans on November 18, 2020. We presented to the Deans our plan of action in conducting the educational and financial sustainability review of all units using LMCIS. They asked questions about timing, nature and scope of the review process and raised concerns regarding the lack of guidelines, excessive number of KPIs, high expectations and timing of the review process in the early Spring of 2021.
2. On November 19, 2020 Rezaee had a Zoom meeting with James Orr and Provost Nenon to discuss issues and concerns raised by Deans and decided to focus on the most relevant KPIs for education and financial sustainability goals.
3. Zabi worked with leaders of both educational and financial sustainability teams in developing material, manageable and relevant KPIs appropriate for LMCIS process and align the review with the SRI model.
4. On December 18, 2020 Zabi discussed material and SRI-driven KPIs with James Orr and the Provost. In this meeting the decision was made to conduct the LMCIS review process in three phases in Spring, Summer and Fall 2021 and onward as sustainability is a process (journey) and the purpose is to maintain the sustainability of the University of Memphis during and in the aftermath of the COVID-19 pandemic.
5. December 21, 2020, Zabi, Jeff, James and Provost met and discussed material and SRI-driven KPIs with the OIR to identify material KPIs that are measurable and relevant to LMCIS. These material, SRI-driven and accessible through OIR, prepared and placed into a “LMCIS Dashboard”.
6. On January 25, 2021, Zabi, Jeff and Bridgett and Laura (OIR) met to discuss and finalize LMCIS Dashboard prepared by the OIR.

**B: Plan of Actions**

1. The LMCIS Dashboard consisting of material educational and financial sustainability KPIs, the benchmarks for these KPIs and their performance

analyses will be developed by the working group of the Budget and Finance Committee (WGBFC) in the next month.

2. At the February 23, 2021 Faculty Senate Meeting, Faculty Senators will be directed to the “LMCIS Dashboard” and asked to caucus with the faculty in their units/department on perceived strengths, weaknesses, and inefficiencies using the material, measurable and SRI-driven KPIs in the context of their college. We need to emphasize that faculty should focus on the reality of best uses of existing funds and resources as opposed to simple, continuing increases in funds and resources. A presentation and an illustration will be presented to senators in demonstrating how to use materials in the LMCIS dashboard.
3. The insights, reactions or responses will be collected by the Senator and submitted to the WGBFC by March 12, 2021.
4. The WGBFC will compile inputs from Senators and prepare a comprehensive plan of actions to implement phase I of the LMCIS review process. The Phase I process will be presented to the Senate at the February 23, 2021 meeting and comments and suggestions will be solicited.
5. The preliminary results of the Phase I review will be discussed with the dean of colleges and the final report of Phase I review will be presented to the Faculty Senate on the March 23, 2021 Meeting of the Faculty Senate.
6. The WGBFC will present the final review report first to the BFC and then to the Faculty Senate for review and comments (electronically) in early April 2021 and the final report for approval at the April 27, 2021 meeting of the Faculty Senate.
7. The approved LMCIS review report with recommendations will be submitted to the Provost for further consideration and action in April 2021.
8. The WGBFC will meet with Deans individually to review KPIs and faculty responses. Deans will be able to review and provide feedback in the second phase of the LMCIS review in the summer of 2021.
9. Based on KPIs, faculty responses, and dean responses, the WGBFC will prepare draft Phase II final reports in summer 2021 and continue phase III in fall of 2021.

## Special Committee on Anti-Racism Report

### University of Memphis Faculty Senate Anti-Racism Committee Report November 16, 2020

#### Committee Members:

- Jill Dapremont (Chair), Professor, Loewenberg College of Nursing),
- Gloria Carr (Ombudsperson, Associate Professor, Loewenberg College of Nursing),
- Harvey Felder (Professor, Rudi E. Scheidt School of Music),
- Ladrica Menson-Furr (Associate Professor, Education, Director of African and African American Studies),
- Stephanie Huette Assistant Professor, [Department of Psychology (Cognitive)],
- Gretchen Peterson (Professor and Chair, Sociology),
- Nirmalee Ivy Raddatz (Assistant Professor, School of Accountancy)

#### Faculty Senate Charge to Anti-Racism Committee

In July 2020, acting on behalf of the Faculty Senate (FS) during the summer recess, the FS Executive Committee (EC) formed and charged the FS Anti-Racism Committee to

*Explore issues of systemic racism affecting faculty members. Develop recommendations for anti-racism actions to present to the administration for institutional changes.*

#### Background

The racial unrest across the United States in the summer 2020 called for an end to systemic racism and racial injustices. Responding to multiple calls for the U of M Faculty Senate to issue a position on this issue, the Faculty Senate Executive Committee issued a statement that the U of M Marketing and Communication released to the University community on July 8, 2020.

*The University of Memphis Faculty Senate supports the University working towards racial justice keeping with our vision to prepare students for success in diverse and inclusive environments along with our core values: accountability, collaboration, diversity and inclusion, innovation, service and student success. The Faculty Senate is committed to addressing systemic and institutionalized racism and implicit bias towards African Americans and people of color.*

*The nation has witnessed tremendous systemic racism and police brutality towards African Americans and people of color leading to a climate of incredible distress for many Americans, specifically African Americans and people of color.*

*As University of Memphis President M. David Rudd stated, "We have an identified set of core values that embrace fairness, equity and justice, and we are committed to living those on a daily basis, particularly when they are most needed."*



*The Faculty Senate stands in solidarity with African Americans and people of color who are faculty, staff and students speaking up to eliminate systemic racism, police brutality and racial injustices. The Faculty Senate Executive Committee has begun the process of seeking diverse, interested faculty members across the University to serve on a Special Committee on Anti-Racism with a charge to explore issues of systemic racism affecting faculty members and to develop recommendations to the administration for institutional changes.*

#### *University of Memphis Faculty Senate Executive Committee*

When the FS Executive Committee established this ad hoc committee, Dr. Jill Dapremont was asked to chair the committee. University of Memphis Marketing and Communication sent an invitation for all interested faculty to serve on the committee. Faculty from various academic units responded to that request and agreed to serve on the ad hoc committee. At the August 25, 2020 Faculty Senate meeting, the Ad hoc committee on Anti-Racism was ratified. Since this diverse committee was formed, much discussion has occurred at the Anti-Racism regular meetings around the issues of systemic and institutionalized racism and implicit bias towards African Americans and people of color.

On June 11, 2020, President Rudd announced to the campus community a reform and change initiative designed to target the *Eradication of Systemic Racism and Promotion of Social Justice within the University and larger community*. Several members from the Faculty Senate Anti-Racism committee have joined workgroups to further contribute to this work.

The Anti-Racism Committee has met five times during the Fall 2020 Semester. Assignments have been given to members to support the recommendations that are being presented in this document.

### **Recommendations/Action to Achieve Equity**

#### **Diversity of U of M Academic Units**

Feedback from colleges/departments have indicated that some academic units at the University of Memphis are not as diverse as they could be. As displayed in Table 1, the racial distribution of University of Memphis faculty reflects the diversity of the US population with the notable exception of Asians who are over-represented on the faculty. However, the racial inequity of African American faculty is clearly demonstrated in the distribution of tenure by race. Additionally, Table 1 indicates, 44% of University of Memphis faculty are tenured which arguably may be considered too low for a University seeking Carnegie R1 research ranking.

Notably, tenure is fairly equally distributed among all racial groups **except for African American faculty**. While the absolute percentage of African American faculty at the University of Memphis falls only slightly below the US population, they are not achieving tenure at the same rate as do their colleagues of other races.

Secondly, while for all other races, tenured faculty outnumber non-tenure track faculty of that race, the reverse is true for African American faculty. As Table 1 indicates, African American(s) are one and half times more likely to be in non-tenured than tenured positions than are faculty of other races.

**Table 1.**

*Tenure Status by Race University of Memphis, Fall 2020*

Race	Faculty <sup>1</sup> /US Population <sup>2</sup>	Non- Tenure Track	Percent Non- Tenure Track	Tenure Track	Tenured	Total	Percent Tenured by Race
White	69%/	249	36%	114	319	684	47%
Asian	14%/5.9%	35	26%	39	60	134	45%
Black	11%/13.4	<b>53</b>	<b>49%</b>	<b>21</b>	<b>34</b>	<b>108</b>	<b>31%</b>
Hispanic	4%/18.5	11	26%	10	21	42	50%
Multi-Race	1.5%/2.8%	6	43%	2	6	14	42%
Other	*	6		4		10	*
Total	*	360		190	440	992	44%

**Source:** <sup>1</sup> University of Memphis Power BI Office of Institutional Campus Reports. Retrieved from <https://app.powerbi.com/groups/me/reports/02a7c446-5afb-4081-b579-d6e82120ee1b/ReportSection87cdf3ac7a214fbf94ab>

<sup>2</sup>US Census Bureau Quick Facts 2020. Retrieved from <https://www.census.gov/quickfacts/fact/table/US/PST045219>.

To address the concern for equity and the belief among all persons that they are treated equitably, we have crafted recommendations and included specific action steps to achieve these recommendations.

### **Committee Recommendations for Faculty, Staff, Administration, and Governing Bodies**

#### **Recommendation 1: To institutionalize racial diversity among faculty.**

##### **Action Steps**

- 1.1 All search committees reflect the diversity of the university/US population.
- 1.2 Applicant pools should be approved by U of M Human Resources for diversity. Should the pool not be sufficiently diverse, i.e., missing candidate who present as African Americans or a Person of Color, documentation of the efforts made to recruit African Americans and people of color needs to be presented to HR before candidates are notified and the search continues.

- 1.3 Follow AAUP policy *Affirmative-Action Plans: Recommended Procedures for Increasing the Number of Minority Persons and Women on College and University Faculty* <https://www.aaup.org/report/affirmative-action-plans-recommended-procedures-increasing-number-minority-persons-and-women>
- 1.4 For academic units that do not reflect the diversity of the US population, an explanation is provided to the Provost Office about why African Americans or people of color are typically underrepresented in this discipline. Additionally, in the report, the committee will have highlighted where exceptions to the underrepresentation trend were noted at other institutions. The committee documents the successful strategies and approaches used by other institutions to address the discrepancies.
- 1.5 All departments, colleges or schools in the University engaged in hiring faculty shall create a strategic plan for faculty diversity that delineates concrete approaches to promote hiring and retaining diverse faculty. The plan shall address the steps to be taken to recruit a diverse pool of faculty, to create a welcoming environment for faculty of diverse backgrounds, and to support diverse faculty through the tenure and promotion process.

**Recommendation 2: Support the successful achievement of tenure among all faculty, specifically African American and People of Color.**

#### **Action Steps**

1. Make explicit to *all* \*faculty tenure track applicants in the interview process that:
  - 2.1.1. They should follow the tenure and promotion guidelines for their unit. All units must alert new faculty to these guidelines within the first month of starting a tenure-track position)
  - 2.1.2 Outside employment that is unrelated to a *faculty member's* research as well as additional or overload teaching assignments *may* seriously impede and jeopardize successful progress toward achieving tenure. The intention of this action step is not to prevent faculty from making these choices. Rather, this is to provide information so that faculty are making more informed choices having considered the potential unintended consequences of using their valuable thinking time with other activities.
  - 2.1.3 The *minimal* expectation of all academic units is evidenced by the scholarly productivity from all tenure track faculty by the 3<sup>rd</sup> year mid-tenure review. Published papers, art/music presentations, and discipline specifically defined “scholarly productivity” done at the University of Memphis should now be a part of the faculty member’s Curriculum Vitae.
  - 2.1.4 When a tenure application is submitted, the scholarly component of the candidate tenure dossier will be sent to *four* or more outside reviewers in their scholarly area who are tenured associate professors at highly ranked universities for their recommendation about the tenure of this candidate.

- 2.2 Assign all tenure-track faculty a mentor, who must be tenured, and is specifically charged with guiding that new faculty member toward tenure and promotion.
- 2.3 Ensure parity across service loads for all junior faculty including recognition of informal student mentoring (meeting with and encouraging students in their pursuits outside of a formally designated role as advisor).
  - 2.3.1 Faculty who are African American and people of color are often sought by students who are African American or People of Color for informal mentoring and support that **could** differ in amount\*\* from their other junior colleagues (Dapremont, 2011). *When* this occurs, it should be recognized in meaningful ways in their service loads.
- 2.4 All academic units should provide to their tenure track faculty a list of professional journals which represent the rigor and accepted standards of the discipline. It should be made clear that publication in these sources is regarded as appropriate and worthy of a tenure track individual. It also should be expressed by all academic units that, while not impossible, it is highly unlikely that publishing in non-indexed open-source journals will be career or tenure enhancing. Additionally, academic units should provide a list of professional organization memberships and professional conference attendance (as an attendee and a presenter) that will be viewed favorably during tenure deliberation.
- 2.5 Reduce the teaching loads of all tenure track faculty until tenure is achieved. Tenure track faculty assignments must remain consistent while seeking tenure. Except in extreme, unavoidable circumstances, teaching assignments should remain the same for faculty on a tenure track until tenure is achieved. ALL changes in teaching assignments for tenure track faculty should be explained in writing/semester to the Provost Office.
- 2.6 Tenure track faculty should not be assigned to teach during the summer, intersessions, or course overloads.

*\*Note: Although this document addresses the disparity experienced by African American faculty, this action step would be important for all faculty.*

*Arguably, as the most under-represented group in some departments, African American faculty will be most positively impacted.*

*\*\*Note: Aside from the usual faculty-student mentoring activities, when a marginalized person (gender, race, religious belief) seeks assistance from someone a student believes will understand, it is most often because a student has either experienced or witnessed discrimination and/or implicit bias in a hurtful, limiting way. Support requires debriefing (hearing all the emotional response, walking the student back through the context, what happened, what was said/done) and then formulating, with the student, positive ways to see the experience, move beyond it, and ways to respond. When the student needs to respond, this requires formulating with the student a way the student can be heard and not harmed and then practicing it out with the student. Every one of these encounters also requires time for the faculty member to personally re-center and refocus.*

**Recommendation 3: Address salary compression/inversion because of its adverse impact on all faculty and especially faculty who are African American and people of color.**

**Action Steps**

- 3.1 Strategize ways to ensure that salary compression/inversion is not always the first casualty of every university financial crisis and budget shortfall.

**Action Steps**

- 1) Strategize ways to ensure that salary compression/inversion is not always the first casualty of every university financial crisis and budget shortfall.

**Committee Recommendations for Student Success**

The Committee commends the University for its efforts to support the success of underrepresented students at the University of Memphis. Since an overarching goal of all university general education curricula is to educate people to be good citizens and contributing members of society, the University of Memphis has a 6- semester unit requirement in American History.

**Recommendation 4: Increase the general knowledge of students about African American and people of color in the US.**

**Action Steps**

- 4.1 Academic advisors should remind students of the general education choices in the 6- unit American History requirement that can include courses about minority persons. Examples of such courses include:
- HIST 3881 African American History
  - HIST 4851 History of Women in America
  - SOCI 3422 Racial and Ethnic Minorities: Comparative study of racial and ethnic minorities in United States
- 4.2 Additional courses focused on African Americans and people of color should be added to these choices offered to students in the general education curriculum.