



## Minutes of the Faculty Senate

**Presiding:** Jill Dapremont (Nursing)

**Date:** 09-28-2021

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

**Senators Present:** Reza Banai (City & Regional Planning), Brennan K. Berg (KWS), Theodore J. Burkey (Chemistry), Gerald Chaudron (Univ Libraries), Jill Dapremont (Nursing), Frances Fabian (Management), Hal Freeman Jr. (Professional & Lib. Studies), Michail Gkolias (Civil Engineering), David Gray (Philosophy), Denis D. Grele (World Lang & Lit), Rebecca Howard (Art), Stephanie Huette (Psychology), Eddie Jacobs (Electrical & Computer Engineering), Brian Janz (Business Info. Tech), Jessica Amber Jennings (Biomed. Engineering), Shelley Keith (Criminal Justice), Maggie Landry (Social Work), Jeni Loftus (Sociology), J. Joaquin Lopez (Economics), Jeffrey Marchetta (Mechanical Engineering), Scott Marler (History), James McGinnis (Engineering Tech.), Sanjay Mishra (Physics), Debbie Moncrieff (Communication & Science Disorders), Deanna Owens-Mosby (Instr. & Curr. Leadership), Patrick Murphy (CEPR), Fawaz Mzayek (Public Health), Steven L. Nelson (Leadership), Esra Ozdenerol (Earth Sciences), Matthew Parris (Biological Sciences), Zabihollah Rezaee (Accountancy), Teresa Del Rosso (Jour. & Strategic Media), Sajjan G. Shiva (Computer Science), Craig Stewart (Communication and Film), Mark Sunderman (Fin, Ins, & Real Estate), Scott Sundvall (English), Jennifer Thompson (Architecture), William P. Travis (Health Studies), Kris-Stella Trump (Political Science), Stephen J. Watts (Criminal Justice), & Máté Wierdl (Mathematical Sciences), and Daryn Zubke (Music).

**Senator Present by Proxy:** Holly Lau (Theatre & Dance); proxy Brian Ruggaber, Michael Perez (Anthropology); proxy Katherine McMickelson, David Romantz (Law); proxy Barbara Kritchevsky, Kris-Stella Trump (Political Science); proxy Nikki Detraz

**Senators Absent:** Curt Schuletheis (Mil Sci-Naval Sci)

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

**Guests:** Thomas Nenon (Provost's Office), Robert Jackson (Information Tech Services), Stanley Hyland (UMAR-absent), James Orr (Academic Affairs), David M. Kemme (Board of Trustees, Faculty Rep.), Gloria F. Carr (Faculty Ombudsperson-absent), Meghan Cullen (Staff Senate-absent), and Martha Robinson (Lambuth Liason), Justin Lawhead (Dean of Students), Scott Vann (Digital Learning), Barbara Kritchevsky, and William Alexander (Chemistry)

The four-hundred-and-eighty-second meeting of the University of Memphis Faculty Senate was held on Tuesday, September 28, 2021, via the Zoom video conferencing platform due to restrictions imposed in response to the COVID-19 global pandemic.

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

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

## **09.28.21.02 APPROVAL OF AGENDA**

The agenda was approved as written with the correction of the heading Business & Finance Committee changed to Budget and Finance Committee in New Business.

## **09.28.21.03 APPROVAL OF MINUTES**

### ***Faculty Senate – August 31, 2021***

The minutes of the August 31, 2021, Faculty Senate (FS) meeting were approved as written. Secretary Jeff Thieme reminded Senators to email Administrative Assistant Markia Hilliard if they attend the meeting with their phone to ensure their attendance is recorded.

## **09.28.21.04 PRESIDENT’S REPORT**

### ***President’s Council***

President Dapremont reported that enrollment ended on a strong note and the university was able to stay steady. There will be no major changes to the budget. Canvas training is continuing and currently 613 faculty have received training. Student training for Canvas begins in October. ITS (Information Technology Services) is currently exporting about 2,000 courses per day and expects exporting to be completed by November 5, 2021.

President Dapremont yielded to Dr. Robert Jackson (Chief Information Officer) who thanked the Senate for the opportunity to provide an update. He reported that Academic Affairs and ITS are collaborating to meet the January deadline for the transition to Canvas. He appreciates everyone who is helping. This transition is their highest priority. They are making significant progress and continuing that momentum. He encouraged Senators to take advantage of training as soon as possible. He recognized Dr. Robert Johnson (Associate Chief Information Officer), Dr. Scott Vann (Assistant Director, Digital Learning), and Roy Bowery (Director, Center for Innovative Teaching and Learning) for leading the effort and thanked President Dapremont for her involvement.

Dr. Jackson introduced Dr. Johnson and Dr. Vann who jointly made a presentation on the Canvas LMS Transition (See Appendix).

After the presentation, Dr. Johnson added that special training opportunities can be made available for the Lambuth and Law School campuses. Perpetual course shells will be available for the transition to Canvas around October 15. Course migration outside the terms specified in the transition schedule can be manually migrated through helpdesk ticket requests. Students will have access to their classes in Canvas ten days prior to the semester start.

Senator Zabi Rezaee asked which training sessions faculty should take to obtain minimal knowledge for the transition. He also asked if they would prepare a step-by-step video explaining how to use Canvas. Dr. Vann replied that there is an overview training video (about 90 minutes) that provides the basics. He recommended that faculty take advantage of additional training as well. There is a wealth of video resources on the UM3D website and a link to additional resources at the bottom of a recent email from the Provost.

Senator Maggie Landry asked about the last day to make changes to D2L course shells before they are migrated. Dr. Vann answered that they are already exported spring and fall course

shells and will export spring 2020 later this week. Master courses have already started exporting. He recommended not making changes from this point forward.

Parliamentarian Mark Sunderman asked when training will be made available to graduate assistants. He also asked when we will have access to spring 2022 course shells. Dr. Vann answered that graduate assistants can get training, but they won't have access to course shells until Banner integration is complete. Also, spring 2022 course shells will be released in association with the Registrar's Office schedule, which will be around Thanksgiving.

Parliamentarian Sunderman asked if that could be changed to allow earlier access because it will be difficult to get things done over the break, especially for some GAs. Dr. Vann responded that he's happy to create sandbox courses. Faculty can request a sandbox if they don't already have one. His team would be happy to copy content from a sandbox to a course shell. Dr. Jackson added that they need to coordinate Banner integration with Canvas. If the Registrar's Office agrees to open courses early and the Banner integration component is hooked up, we might be able to make spring 2022 shells available early. Right now, it's too early to tell if that will be possible. He will provide more updates and keep President Dapremont advised of any progress or changes.

President Dapremont continued by reporting that there have only been a few cases of faculty contracting COVID-19. Seating charts are helping to give faculty guidance on how to handle student COVID-19 cases. She referred faculty to the COVID-19 website for the most up to date guidance (<https://www.memphis.edu/coronavirusupdates/>). There has been no significant pushback with respect to masking requirements on campus. The university has only used eight out of forty-two student isolation rooms. The university was not invited to join the Big 12 conference, but conference realignment is ongoing. She noted that University President M. David Rudd is emphasizing that the University of Memphis should be known as the flagship university of the west as it was designated in 1966. She reported that University President Rudd is also pushing for funding formula changes so that they better reflect our status in rankings, research, and student graduation.

#### ***President Search Committee***

President Dapremont reported that the President Search Committee met on September 15, 2021 and will be doing its work in October. Candidates should be on campus in early November. The Board of Trustees will make the final selection for the University President.

#### ***Ombudsperson Search Committee***

President Dapremont reported that University President Rudd has nominated Dr. Robin Poston (Dean, Graduate School), Dr. Chuck Pierce (Interim Dean, Fogelman College of Business and Economics), and Dr. Randy Floyd (Chair, Department of Psychology) to serve on the Ombudsperson Selection Committee. Also, the Committee on Committees has identified Senators to serve on the Committee.

### **09.28.21.05 NEW BUSINESS**

***STANDING COMMITTEE REPORTS - the standing committee assignments (See Appendix for details)***

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

President Dapremont yielded to Senator Brian Janz, Academic Policies Committee Chair, who reported that there are no new updates from the Committee.

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

President Dapremont yielded to Senator Katherine Mickelson (proxy for Michael V. Perez, Academic Support Committee Chair), who reported that the Committee had an organizational meeting but otherwise has nothing to report.

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

President Dapremont yielded to Senator Theodore Burkey, Administrative Policies Committee Chair, who reported that the Committee has nothing to report.

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

President Dapremont yielded to Senator Rezaee, Budget and Finance Committee Chair, who summarized the Committee's written report (See Appendix).

Senator Sanjay Mishra asked if the deans' reports are available. Senator Rezaee answered that the reports that were submitted to the deans were submitted to the Provost and it's up to the Provost whether he wants to share those with faculty. He emphasized that he didn't create any reports. He only compiled the submitted reports. He suggested that Senators reach out to their dean or the provost for their responses to the reports.

Senator Mishra asked Provost Thomas Nenon to elaborate on his plans to implement plans in those reports. Provost Nenon answered that it would be fair to share the reports with Senators and he will ask the deans next Thursday to share their reports with their faculty.

Senator Máté Wierdl asked what is meant by the term faculty driven process. Senator Rezaee answered that it is faculty driven because the Senate approved the process, all Senators participated in the development of KPIs, Senators had meetings with faculty in their units, and Senators submitted their SWOT analysis to the Budget and Finance Committee. Over the summer, he and the Executive Committee (EC) had meetings with deans.

Senator Wierdl asked about the KPIs. He stated that there was always a promise that there would be indicators that would measure the quality of education and research, which he believes is the single most important thing in deciding if a department/program is viable. None of the indicators were like this. Also, on the bottom of page four there is a remark that the deans had a very lukewarm reception and response to the process. He asked what this statement means and which deans it refers to. Senator Rezaee answered that with respect to the first question, that's why we have three phases. This is only phase 1. Based on his understanding, that information would be gathered in phase 2 to update previous KPIs and add KPIs for research. Second, that statement reflects his perception of responses from some deans. President Dapremont added that those reports go to the Provost, who the deans report to. When Senators receive reports, they can decide how the deans responded. Provost Nenon added that the Committee and faculty can judge for themselves when they receive the reports. He will work with any deans that are not cooperating. Senator Rezaee suggested that we follow up with these issues in phase 2.

Senator Esra Ozdenerol commented that we need to define the term faculty initiated process. If someone brings an issue to the Senate and the FS votes for it, is it faculty initiated? As far as she's concerned, this did not come from the faculty, it came from outside the FS and we voted for it. President Dapremont commented that the motion came from the Budget and Finance

Committee. Senator Rezaee provided additional background: When the Budget Task Force met, the suggestion was made that all units should be asked to be audited. As chair of the Budget and Finance Committee, he believed that the term audit has negative connotations. Instead, the Committee decided to initiate a lean management and continuous improvement process. Then a majority of Senators voted to begin the process. The specific charges were suggested by the Provost. But it is part of the whole process of lean management and continuous improvement strategies that was initiated by the Budget & Finance Committee.

Senator Ozdenerol expressed her appreciation for Senator Rezaee's work. She is not against the initiative but is not happy about the definition of a faculty initiated process. She believes that it came from outside the FS and then the Committee initiated the process.

Past-president Jeff Marchetta reiterated what Senator Rezaee said, that a Budget Committee was initiated last fall with two faculty on the Committee. The university was facing a serious budget shortfall and program reviews might need to be initiated to prepare for those shortfalls. He and Dr. Peter McMickle (Accounting) were on the Committee. They wanted to be sure that faculty had input in case there were financial decisions to be made regarding program cuts. He talked with Senator Rezaee (Budget & Finance Committee Chair) and the Provost. The idea was that the FS would like to be involved in any program reviews. The EC charged the Budget & Finance Committee with establishing a process. The plan was brought from the Committee to the Senate and approved. Senator Rezaee has maintained custody of all data and reports. He wanted to ensure that faculty were heard in the process and not shut out of the process. Fortunately, the university is in good financial position and urgency is less of an issue now. He asked the Provost to confirm what he was reporting. President Dapremont asked the Provost to defer any comments until other Senators have the opportunity to ask questions.

Senator Craig Stewart commented that he supports Senator Ozdenerol's views and her questions about using the term faculty-initiative.

Senator Scott Sundvall echoed previous sentiments that there is a certain amount of duplicity and disingenuous rhetoric around the process. We're told over and over that the process is faculty initiated, but when we actually get to the bottom of the rabbit hole, we find out who actually suggested it. It wasn't brought forward by faculty. His recollection is that we were told that this process would not be used for budget decisions, but now we're being told that's actually why we started the process.

Senator Mike Golias commented that he understands what Senator Ozdenerol was saying, but at the end of the day, it doesn't matter who brought the idea to the Senate. The FS is slowing being given opportunities to have input in the budget. Regardless of who initiated the process, we shouldn't be arguing about who initiated it, we should be focusing on providing our input.

Senator Scott Marler echoed sentiments that began with Senator Ozdenerol's comments. There's been a lot of disingenuous rhetoric around this process from the beginning. The process wasn't formed with the idea that Senators should be going to their departments using terms like sustainability and key performance indicators to construct the gallows for our own hanging. He believes that most Senators didn't really understand what they were voting on when the process was being pushed through. But once they did understand last spring, there were a lot of objections to the way the process was being defined and what we were being asked to do. He believes that if a vote of confidence were taken on the process before moving to phase 2, it would fail. Again, he believes that saying that the process is faculty-driven is pushing it.

Senator Wierdl commented that he was a member of the Budget & Finance Committee last year and can confirm what others have described about the process. The idea didn't come from the Budget & Finance Committee. The basic definitions are still not clear to him. During the past year there may have been a couple discussions within the Committee. Sometimes they voted and sometimes they didn't vote on the working document. He sees many questionable issues. One concrete example on page two states that one of the purposes of this program is to give a reason or means to eliminate programs. There were many objections to this being put in the report. He quoted the language on page two of the report: "To review and evaluate academic programs and identify those programs that may be unsustainable and need improvements, restructuring, downsizing, or consolidation." President Dapremont agreed that the statement was in the report and the FS voted on it.

Senator Golias suggested that if it's correct that procedures were not followed in the Committee, then this should be investigated by the Senate. If they are not true, the accusations shouldn't have been made.

Senator Rezaee commented on the use of the term faculty-driven process. Back in April we asked Senators to meet with units regarding a SWOT analysis. The report that was discussed with deans was based on what faculty submitted to the Committee. All he did was compile the submissions. That's considered faculty driven. He's disappointed with what Senator Wierdl is saying. He has minutes of everything the Committee did in their meetings. The majority of the Committee voted for the document. He forwarded plans of action to the FS five times and the FS approved the plans five times. He spent more than 30% of his time last year making sure the process had integrity, fairness, and transparency. He brought forward the plans for the FS to review and approve. As a CPA (Certified Public Accountant) he maintains his objectivity, fairness, and independence throughout the process. He expressed that he's not going to get involved with any investigation. President Dapremont added that if Senator Rezaee has the minutes and the vote count, those would be part of the documents of any investigation. But if it was voted on and passed, then regardless of whether you agree with the process, we voted on it and acted on it. Senator Rezaee stated that he's ready and willing to provide the FS and EC with all of the documentation of the process that he has. He believes the documentation will prove that he executed the process based on the authority that was given to him as Committee Chair. President Dapremont asked Parliamentarian Sunderman for his comments on the issue of an investigation. Parliamentarian Sunderman suggested that documentation from Senator Rezaee could clarify any outstanding issues and if Senator Wierdl has any other documentation that would be useful, the FS can look into it. Further, he reminded Senators that discussions on the FS floor should be made through the FS President rather than directed to specific Senators.

Senator Marler addressed the point that we all worked with faculty in our units to assemble a SWOT analysis. He questioned the amount of time that was given to units to develop their reports. Many faculty were concerned about having to find fault with their own units. He reiterated his view that this process isn't really faculty driven. He's not questioning the integrity of Senator Rezaee or the Committee but believes it's disingenuous to call the process faculty driven.

Past-president Marchetta added that he respects the opinions of colleagues on the process but believes that it is unprofessional to use terms like duplicitous. Communication might not have been the best, but Senator Rezaee communicated clearly to him that he received a majority vote from the Committee. That's how things move forward. It's his understanding that Senator Rezaee made it clear to his Committee that they could also submit a minority report and that was

done. Any investigation would have to go through the EC or a motion for the next FS meeting. But he believes the process was followed properly.

Senator Fawaz Mzayek commented that, as a member of the Committee, everything Senator Rezaee said in terms of the internal workings of the Committee is correct. The Committee always had disagreements, but they always voted. Every decision was taken by a majority vote. Senator Rezaee always gave time for those who disagreed to explain their position. There was no disingenuous in the committee. In his unit, all faculty participated. They didn't have to say anything about hanging themselves or undermining their department. They provided insight for future opportunities and asked for more resources. There was a lot of discussion. Leadership of the college didn't get involved until the last minute. Division heads were very active and involved.

Senator Sundvall clarified that he's not trying to be unprofessional by saying that there seems to be a certain degree of duplicity in the rhetoric that was used to move forward the process. He's also not saying that the process was incorrect. That's not a claim he's making. Instead, he's saying that, to his recollection, the impetus for the process has changed over time. He's concerned that the KPI reports could be used to justify budget cuts and administration could claim that faculty asked for them. He reiterated his concern that the process is being referred to as faculty driven. He clarified and apologized if he gave the wrong impression earlier. He didn't mean to accuse anyone of duplicity. He is noting that there seems to be a certain degree of duplicity in the rhetoric, whether intentional or unintentional.

Senator Wierdl asked whether the SWOT questions and dashboard were coming from faculty or administration. He suggested that we also need to clarify the origin of the first LMCIS report. President Dapremont clarified that her recollection is that faculty needed information and Bridgette Decent, EdD (Director, Office of Institutional Research) provided the requested information. She suggested that if Senator Wierdl has a charge or a motion to be considered regarding any investigation, he should send it to the EC. She also noted that Provost Nenon is not available at this time for comments.

### ***Committee on Committees***

President Dapremont yielded to Senator Daryn Zubke, Committee on Committees Chair, who reported that they had thirteen vacancies to fill, and he thanked those who responded. He read the motion from the Committee on Committees.

### **(M2021.22.1) Motion from Committee on Committees – Daryn Zubke**

Whereas,

The Faculty Senate is responsible for appointments to various university committees. The Committee on Committees is responsible for making nominations to the Faculty Senate for faculty appointments to university committees. Be it resolved that; The Faculty Senate appoints the following faculty members nominated by the Committee on Committees to the following University Committees:

Ombudsperson search committee

Maggie Landry

Steven Nelson

Patrick Murphy

#### Indirect Cost Recovery and Faculty Buyout funds committee

Eddie Jacobs

Frances Fabian

William Alexander

#### Alcohol and Drug College Campus Connect

Rebecca Howard

#### Compliance Council

Shemeka Hamlin-Palmer

Esra Ozdenerol

#### Faculty Athletics Advisory Committee

Tracy M. Collins

Esra Ozdenerol

#### Eradicating Systemic Racism and Promoting Social Justice committee

Jill Dapremont

**The motion was adopted by a vote of 35 yes, 0 no, and 2 abstain.**

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

President Dapremont yielded to Senator Marchetta, Faculty Policies Committee Chair, who spoke to the presentation, “Why We Need to Make Changes to the Faculty Handbook?” (See Appendix).

Provost Nenon added that he thinks it’s important that everyone understands where we are and that he communicates to the FS about what he’s discussed with the last two FS presidents. It is true that under the statute, the Board must adopt a tenure and promotion (T&P) policy and they have never done that. Also, the Office of Legal Counsel is going to make them aware of that. He believes that Dr. Thomas Banning (Previous FS President) and Past-president Marchetta agree with him that if administration and the FS are in agreement on what they are proposing to the Board, it’s likely to be adopted. He understands the role of tenure for a functioning university and wants to work closely with the FS instead of having the Board come up with something on their own. He believes that the nature of the handbook should probably change. Many issues completely unrelated to tenure that are part of the handbook should probably be a link on a faculty resource page. The key issue is that the handbook should focus on things that the FS should play a strong role in and core issues for faculty are T&P. He added that it is true, going back at least four Provosts, that the post tenure review policy is not something that we find adequate. Academic freedom is at the core of the university and he believes it’s under greater danger right now than it’s ever been. In some ways, it’s more important now that we shore it up. But tenure has been misunderstood as a shield against misconduct, unwillingness to perform duties, or even inability to perform duties. So, we need to reform post tenure review to protect tenure. Tenure should give faculty freedom to pursue research and have opinions according to what they find to be true and what needs to be said in their area.

Senator Golias asked about any coordination with the Board and whether we have control over our handbook, or it is completely controlled by the Board. Past-president Marchetta answered



that the Board isn't yet aware that they have the legal obligation to establish the policy. The Office of Legal Counsel will inform them this year. His impression of Board members is that they don't have a good understanding of academic freedom. He doesn't want the Board writing policies for issues they don't understand. He noted that the current Board has been very supportive. They seem appreciative of being informed, but they are clearly from the business world and in the current environment, tenure is under pressure nationally and especially in our state. He believes that if the FS and administration can come up with something we agree to as a handbook that has T&P policies, the Board will approve it. However, it is true that the Board has a statutory obligation to approve/create whatever they want to do with regard to tenure policies. The key is to use the time we have this year to develop something that we all can live with. The FS will have strong input and compromise with administration on their concerns. But again, the Board can do whatever they want on these issues. President Dapremont added that right now the FS has the opportunity to put forth policies on tenure and post tenure review policies and we need to be proactive. She encouraged Senators to provide input in MS Teams when documents are posted.

Senator Golias asked about the issue of different standards across campus and how we should deal with that. Past-president Marchetta answered that each college and department have their own policies, but they all have to conform to the university handbook. Once the university handbook is approved, his suggestion will be for all colleges to ensure their policies conform with it. He added that procedurally, in the past, a lot of handbook changes have been written from the ground up from the faculty, flowing from the Senate to the Provost. In this case, it's more efficient for him to meet with the Provost regularly to draft changes in the handbook. After voting within the Faculty Policies Committee, he will post potential changes in MS Teams. Be aware that what's posted has been agreed to by the Provost. If there are significant changes, they could conflict with the Provost and further negotiation would be needed.

Senator Brennan Berg suggested that if it's a handful of disagreements between administration and the FS, that's very manageable. But if there are dozens of issues of disagreement, then we need to have a very open and transparent process for resolving them so that faculty aren't surprised with what the Board approves. President Dapremont commented that's the reason why we are bringing this to the FS now so that you are aware that this is coming and you can be involved in the process by responding to the proposals that are posted. Past-president Marchetta added that all of the chapters of the handbook will come to the FS to be approved. He will post proposed changes on MS Teams for feedback, and he will respond to that feedback. He is hoping to have drafts of proposed changes posted several weeks to a month before any voting. The Committee is not going to bring something to the FS for a vote that the Provost hasn't seen and agreed to.

Senator Golias suggested that when it comes to T&P policies, we need a procedure in place to verify that Senators notified faculty in their departments of the proposed policies and have been given the option to discuss, provide comments, and vote on those policies. President Dapremont commented that all things going through the Senate should be going to faculty in your department. She suggested that the FS should have emails showing that Senators are communicating with their departments. Senator Golias suggested that we need to know that we have the support of all faculty so nobody comes back and says they were never informed of any changes.

Provost Nenon clarified his role. He does not get a vote and the President does not get a vote. It might be that we come to a point that what the FS recommends and what he recommends might

be different and the Board gets to decide. The position that Past-president Marchetta is articulating (and he agrees) is that we have more control about what the Trustees do and we'll get a better result if we can agree and take something together to the them. The less agreement we have, the less likely it is that we'll get something that we're all comfortable with. To be clear, he cannot veto anything. It would be more powerful if it's something that he, University President Rudd, and the Office of Legal Counsel can all agree with the Senate on.

Past-president Marchetta read the Motion to Recommend Amendment of Faculty Handbook Sections 4.23 and 4.24.

### **(M2021.22.2) Motion to Amend Faculty Handbook Sections - Faculty Policies Committee**

Motion to Recommend Amendment of Faculty Handbook Sections 4.23 and 4.24

Originator: Faculty Policies Committee

Whereas The Faculty Senate passed M2020.21.29 Motion to Recommend a Transition to a Centralized Model for Allocating Recurring Funds for Promotions of Full Time Instructors and Lecturers in March 2021.

Whereas, The administration has stated a commitment to allocating base funding for promotions of eligible instructors and lecturers beginning in the Fall 2022 contingent on the revision of the University of Memphis Faculty Handbook and subsequent revision of the College/Department guidelines with specific criteria for promotion within the units.

Be it resolved that, The Faculty Senate recommends the following changes to the Faculty Handbook Sections 4.23 and 4.24 as indicated in the attached documents.

Recipients: Tom Nenon, Provost Helen Johnson, Office of the Provost

(See Appendix for attached documents)

After an initial vote, Senator Golias reported that he didn't receive a screen to vote, and Senator Debbie Moncrieff reported that she voted to abstain.

**The motion was adopted by a vote of 30 yes, 0 no, and 3 abstain.**

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

President Dapremont yielded to Senator Stewart, Libraries Policy Committee Chair, who reported that the Committee has no report.

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

President Dapremont yielded to Senator Golias, Research Policies Committee Chair, who summarized the report, "Minutes: Meeting with Dr. Dhaliwal and Mrs. Thomson" (See Appendix).

Provost Nenon responded regarding how the \$5M in one-time research funding was allocated. We should hear from the Carnegie Foundation by the end of November regarding their rankings. We will try to use as much of the funding as possible to support sustainability of an R1 status. As was announced in the last research newsletter, we named twenty faculty members as University Research Professors for the next three years based on recommendations by the Office of Sponsored Research and their deans. This will account for about \$400K, which includes pay and benefits. We are also spending on software for a new faculty CV system and a way to track research. We are going to get academic analytics which does an excellent job matching faculty doing similar research both within our university and across other universities for collaboration. It

also tracks and quantifies research activities of faculty. We will allocate \$300K for book purchases. We are also allocating some funding for PDAs and travel budgets. We are also hiring a few part-time faculty to relieve teaching loads for some faculty who got behind on tenure and promotion due to COVID-19. There is some funding being allocated to support pre and post awards for research. The largest portion of the spending will be things that directly impact sustainability of R1, specifically post docs. That allocation will happen after we receive criteria from Carnegie for the next round of classifications.

#### **09.28.21.06 ANNOUNCEMENTS**

##### ***Charge to Business and Finance (B&F) Committee - The EC will bring forth the LMCIS Phase 2 charge at next month's meeting***

President Dapremont announced that she is meeting with the Provost to discuss the charge and will then bring it back to the EC for consideration.

##### ***Faculty Trustee Report – David Kemme***

President Dapremont yielded to Faculty Trustee, Dr. David Kemme, who reported that there has not been a Board meeting since the last FS meeting. The next Board meeting is on December 8, 2021, and materials are on the Board website.

##### ***Ombudsperson Report – Gloria Carr***


President Dapremont yielded to Ombudsperson, Dr. Gloria Carr, who reported that she has no report. She did want to mention that she was pleasantly surprised to see a proclamation from the Governor about Ombudsperson Appreciation Day, which is October 14.

#### **09.28.21.07 ADJOURN**

The meeting adjourned at 5:26 pm.

## Appendix

### A.1 Canvas LMS Transition



**Canvas LMS Transition  
Faculty Senate Meeting**

Scott Vann and Bob Johnson  
September 28, 2021

THE UNIVERSITY OF  
**MEMPHIS.**



## Steering Committee

Name	Position
Thomas Nenon	Provost
Robert Jackson	CIO
Jill Dapremont	Faculty Senate Designee
Karen Weddle-West	VP for Student Academic Success
Scott Vann	Assistant Director, Digital Learning
Robert Johnson	Associate CIO
Roy Bowery	Director, Distance Learning
James Orr	Vice Provost Academic Affairs
Richard Irwin	Executive Dean, UofM Global
Justin Lawhead	VP Student Affairs
David Simmons	SGA Designee
Ashley Rosen	GSA President
Maurice Goldstein	GSA Vice President
Derek Hardaway	Center for Teaching and Learning
Barrett Schwarz	UM3D and UofM Global
Darla Keel	Registrar
Tara Buchannan	Director, DRS
Bridgette Decent	Director, OIR
Danny Linton	Interim Director, HR Employee Engagement



## Status Update

- All major components of the system have been procured.
- All but the integration with Banner have been installed and tested.
- Over 30 LTI integrations are underway.
- Nearly two semesters of classes have been extracted from D2L and are ready for loading into Canvas.
- 1700 master/development courses being imported by K16.







# Canvas User Training Update

Canvas training started August 31st and is available almost daily for all faculty and staff.


- UM3D has provided **34** faculty training sessions with **535** faculty in attendance.




**Canvas Quizzes**  
Thu Sep 23rd 10:00am - 11:00am  
In this training, learn how to use the Quizzes tool in Canvas. The quiz tool is used to create and administer online quizzes and surveys. Quizzes can also be used to conduct and moderate exams and ass ...  
*Faculty • Webinar*




**Canvas Assignments & Rubric**  
Thu Sep 23rd 11:00am - 12:00pm  
In this training, learn how to use Assignments for online submissions (i.e. files, images, text, URLs, etc.). Assignments in Canvas can be used to challenge students' understanding and help assess com ...  
*Faculty • Webinar*



**Canvas Gradebook & Speedgrader**  
Fri Sep 24th 10:00am - 11:00am  
In this training, learn how to use Canvas gradebook to easily view and enter grades for students and speedgrader which makes it easy to evaluate individual student assignments and group assignments qu ...  
*Faculty • Webinar*

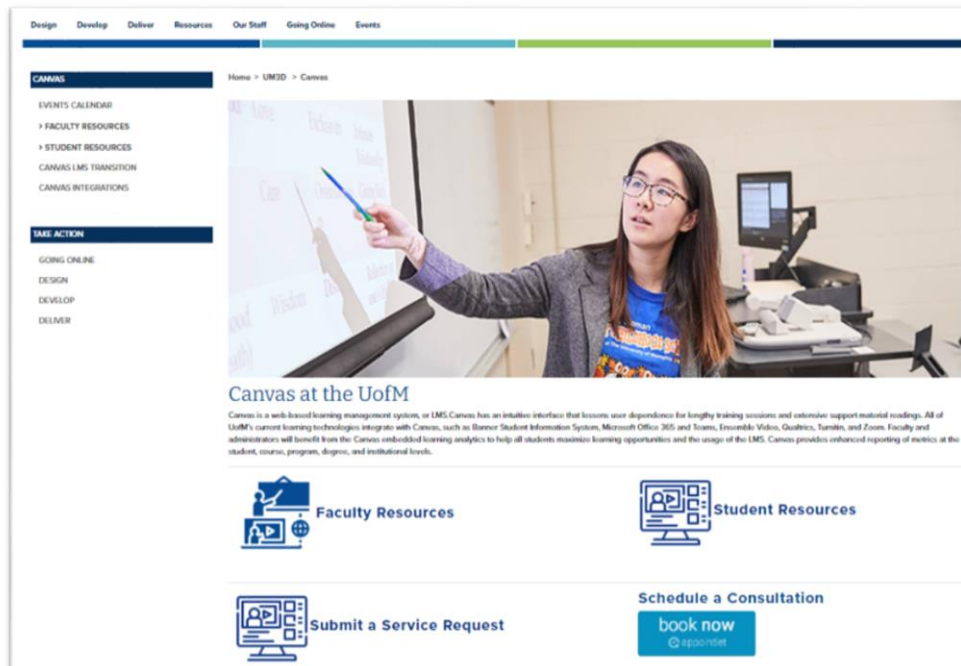


**Canvas Overview/Course Content Creation**  
Fri Sep 24th 2:00pm - 3:30pm  
In this training, learn how to navigate course features in Canvas (email, announcements, and calendar), content creation, and understand course flow within Canvas. Please RSVP on the top right.  
**McWhorter Library/Room 225**  
*Faculty*





# Canvas Faculty Resources site





# Canvas Faculty Resources site

UM3D - INSTRUCTIONAL IMPACT

[Design](#)
[Develop](#)
[Deliver](#)
[Resources](#)
[Our Staff](#)
[Going Online](#)
[Events](#)

CANVAS

EVENTS CALENDAR

FACULTY RESOURCES

[CANVAS BASICS](#)
[BEST PRACTICES](#)
[TRAINING VIDEOS](#)
[D2L AND CANVAS COMPARISON](#)
[CANVAS FAQ](#)

STUDENT RESOURCES

[CANVAS LMS TRANSITION](#)
[CANVAS INTEGRATIONS](#)

TAKE ACTION

[GOING ONLINE](#)
[DESIGN](#)

Home > UM3D > Canvas > D2L and Canvas Tool Comparison

D2L to Canvas Comparison

The primary tools in D2L and Canvas are similar — but Canvas is more user-friendly, with additional or streamlined features. This comparison will highlight interface elements, with arrows indicating how they change. Red callouts indicate that course navigation changes slightly. You can explore these tools in more detail with your Canvas Sandbox and in our hands on training course, Growing with Canvas.

The Home Page

The Canvas homepage is more flexible than in D2L — it can be formatted like a regular HTML page using the rich text editor. But you don't have to; it's easily shared with others in your department, university, and even the public using Canvas Commons. We took this screen shot from the UofM courses and will make new course creation much faster.

Canvas Course Navigation is also more flexible: items can be hidden when unused. We recommend limiting how many navigation options you get not in the navigation because they're not used in the course.



## Order and Timeline for Course Availability

Term	Expected Completion
Spring 2021	October 1
Fall 2020	October 8
Spring 2020	October 15
Master courses	October 15
Summer 2021	October 22
Summer 2020	October 29
Fall 2021	November 5







## Campus-wide Communications

- Regular updates from the CIO and Provost via campus email
- Regular status updates at all governance events
- Steering Committee meetings
- An updated project website at <https://www.memphis.edu/um3d/canvas/index.php>
- A promotional video at <https://youtu.be/VOFixMdLWiY>



THE UNIVERSITY OF  
MEMPHIS



## Next Steps

- Training in all aspects of Canvas functionality
- The integration between Banner and Canvas
- The delivery of course content from previous terms
- Prepare student training outreach
- The establishment of the Spring 2022 courses



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## **A.2 Budget and Finance Committee Report**

Working Group of the Budget and Finance Committee  
The Faculty Senate  
Phase I: LMCIS/SWOTS Analysis Review  
Summer 2021

### **1. Introduction**

The COVID-19 pandemic has caused many challenges for our society and organizations of all types and sizes, including the institutions of higher education. The pandemic has already forced the University of Memphis to cut its budget significantly and these budget shortfalls may persist. The University has been able to manage this initial cut with minimum impact on the operating budgets of academic units. It is unknown whether a round of additional new cuts will be necessary in the foreseeable future. Should further budget reductions become necessary, academic deans will have to plan for potential cuts. In the face of budget reductions, academic affairs units must also maintain their educational and financial sustainability. A collaborative effort where academic affairs units provide deans with guidance to assist them, should they need to make difficult budgetary cuts, is the best choice for a university that values shared governance. Examining our academic programs, and considering new configurations of them, is a way of securing our sustainability while providing a quality education that is affordable for our students.

Sustainability is a process (journey) of achieving shared value for all stakeholders. sustainability is a continuous dynamic process whereby universities ensure improvement in the face of everchanging financial and social challenges. Our focus is on the educational, governance, and financial sustainability of all academic units at the University of Memphis. The concept of Lean Management and continuous improvement strategies (LMCIS) encourages colleges to continually monitor spending patterns and constantly looking for ways to conserve without harming productivity and effectiveness of their academic programs. Any savings achieved can be redirected to support new market driven and student demanded programs. New needs may be new software, new databases, faculty conferences on new technology, faculty release time to upgrade skills, and possibly new courses to meet an ever-changing market environment. As a state university, most of our funding is from taxpayers and student tuition. The funds spent here are a burden for taxpayers and students and should be conserved wherever possible. Therefore, we need to establish the best practices of doing university activities better, stronger, and more sustainable (BSS).

Our introductory meeting with deans of Academic Units on November 18, 2020, suggests two major concerns of the “expectation, what needs to be done, and “timing” of when to complete this report. The Budget and Finance Committee (BFC) has decided to conduct the Lean Management and Continuous Improvement Strategies (LMCIS) reviews in three phases, based on suggestions from deans, insights from faculty and the Faculty Senate, and consultation with the Provost Office and the Office of Institutional Research (OIR). These phases would take place in Spring/Summer 2021, Fall 2021, and Spring 2022.

Phase I of the LMCIS/SWOTS review was conducted as follows:

The Faculty Senate approved the following charges given to the BFC by the Provost to initiate phase I of the educational and financial sustainability for all Academic Affairs Units at the University of Memphis:

- To review and evaluate the efficiency of administrative faculty and staff support in each unit.
- To review and evaluate academic programs and identify those programs that may be unsustainable and need improvements, restructuring, downsizing, or consolidation.

2. The BFC and its working groups developed material, manageable, and relevant educational and financial KPIs appropriate for the LMCIS review process, following the SRI model.
3. Data for educational and Financial SRI-driven KPIs were collected for five years from 2016-2020 for all academic units and related colleges by the OIR and placed into an “LMCIS Dashboard” accessible to all faculty and administrators through the OIR Academic Unit KPI dashboard.
4. Guidelines to all senators were given for scheduling a meeting with faculty in their units to complete the LMCIS Faculty Senate program review and complete a related strengths, weaknesses, opportunities, threats, and safeguards and sustainability (SWOTS) analysis template.
5. Senators completed and submitted the LMCIS/SWOTS analysis reports for their units by April 15, 2021.
6. The completed and submitted LMCIS/SWOTS analysis reports were compiled and integrated into a single report for each college. Further analyses of KPIs across colleges were conducted by the working groups of the BFC.
7. The integrated LMCIS/SWOTS analysis report for each college and the senators reports for departments within the college were submitted to the dean of each college in May and June 2021.
8. A meeting with deans of all colleges was scheduled in the summer of 2021 and they are asked to submit their report back to the BFC by September 10, 2021.
9. The working group of the BFC received synopsis reports from deans, compiled these reports, and will present the review report to the Faculty Senate indicating that the Phase I LMCIS/SWOTS review is completed

## **II. Phase I Final LMCIS/SWOTS Report**

This phase I final LMCIS/SWOTS report consists of a summary of the reports received from each unit within the college and a comparison across colleges relevant to educational and financial KPIs and budgetary issues. Recommendations relevant to the educational and financial sustainability of colleges, departments, and programs are for ongoing and future continuous improvement in the post-pandemic era at the University of Memphis. This report details specific challenges, opportunities, strengths, weaknesses, findings, conclusions, recommendations, and comments relevant to Phase 1 educational and financial sustainability of all colleges, departments, and programs.

## **III. Review Process and Procedures**

Phase I of the LMCIS/SWOTS analysis review was conducted in summer 2021 by following the below procedures and step-by-step processes:

1. Access the OIR Academic Unit KPI dashboard for each academic unit (College and Department) for five years 2016-2020.
2. Access Strategic Resource Investment, <https://www.memphis.edu/sri/> for 2022 and use SRI as a benchmark for KPIs.
3. Do trend and variance analyses for the five years KPIs and related SRI benchmark for each department to identify significant abnormality and red flags and cause and effects of abnormalities.

4. Do comparative analyses across colleges to find out significant differences and cause and effects of the differences.
5. The collected KPIs from the dashboard are measures of productivity in each department. They do not represent or measure efficiency and effectiveness. Thus, benchmarks such as SRI, average KPIs over five years, and peer KPIs need to be identified to, compared against, and used as measures of efficiency and effectiveness, which are relevant measures.
6. Integrate all unit's LMCIS/SWOTS reports to one report for each college.
7. Include individual unit's LMCIS/SWOTS reports for all departments within their respective colleges.
8. Submit these individual unit's LMCIS/SWOTS reports for all departments and the integrated report for each college to the dean of that college.
9. Make appointments to discuss the submitted reports

#### **IV. Plan of Action**

A careful review of selected KPIs, SRI data, submitted departmental LMCIS/SWOTS review reports and related synopsis suggests several educational, financial sustainability, and governance issues relevant to each college. Deans of colleges were asked to review these reports and address the important and relevant issues identified by focusing on educational (program results and productivity), financial (effectiveness and efficiency of administrative faculty and staff support) and governance sustainability. Deans were asked to prepare the self-assessed and faculty-driven review report after all data for the school, departments, and degree programs have been reviewed. Deans were asked to be specific and relate conclusions and recommendations to relevant findings and objectives.

- Strengths
- Weaknesses
- Opportunities
- Threats
- Safeguards/Sustainability

More than 50 important **observations and considerations**, where future actions, changes or explanations are needed, were identified, and discussed with deans of colleges relevant to the three sustainability areas:

##### **A. Financial Sustainability**

##### **B. Educational Sustainability**

##### **C. Governance Sustainability**

#### **V. Completion of Phase I LMCIS/SWOTS Analysis Review Process**

Deans of all 12 reviewed colleges were asked to address things that concern them about their college/school educational, financial, and governance sustainability and safeguards that will take to ensure activities will be conducted better, stronger, and more sustainable (BSS). The review process and related reports provide an opportunity and present a platform for deans and the provost to discuss and resolve sustainability-related issues. The deans were submitted to a synopsis one-page report to the BFC. This report provides a synopsis of meeting discussion with deans and their responses to the concerns and challenges raised in the meetings. Several deans took the

LMCID/SWOTS analysis review, the meetings with the BFC very seriously and prepared a comprehensive and relevant report in addressing educational, financial, and governance sustainability challenges of their college and discussed safeguards and sustainability measures that are designed to make their college more sustainable. Some deans did the minimum possible to discharge their reporting responsibility, whereas a few deans did not respond at all despite receiving several gentle reminders. Thus, the Phase I of the lean management and continuous improvement strategy (LMCIS) sustainability review process was completed on September 15, 2021. Phases II and III will be determined by the Executive Committee of the Faculty Senate in consultation with the Provost Office and will be presented to senators in October meeting of the Faculty Senate.

### **Lessons Learned from the LMCIS/SWOTS Analysis Phase I Sustainability Process**

- 1.** Sustainability is a process (journey) of identifying concerns and challenges and turning them into opportunities of doing financial, educational, and governance activities better, stronger, and more sustainable (BSS).
- 2.** Educational, financial, and governance sustainability issues are critical in obtaining and sustaining Carnegie Level I (RI) at the University of Memphis.
- 3.** The Phase I LMCIS/SWOTS sustainability review process:
  - a. provided a new platform that guaranteed that faculty were given the opportunity for input on financial, educational, and governance issues at the department, college, and university levels.
  - b. highlighted the need for and importance of two-way communication between administrators and faculty/staff in narrowing the perceived trust gap and enabling participation, engagement, and impacts of faculty in shared governance and the sustainability decision-making process.
  - c. established a common set of Key Performance Indicators (KPIs) for academic units that can be referenced and viewed by administrators and faculty.
  - d. provided a framework and roadmap for the continuation of the Phase II and III sustainability review process.
  - e. created a pathway that paralleled the SRI budget process for deans of all academic affairs units to have more informed and transparent discussions with the central administration to address financial, educational, and governance issues of colleges and consideration of restructuring organizational structure and academic programs.

## A.3 Why We Need to Make Changes to the Faculty Handbook?



# Why We Need to Make Changes to the Faculty Handbook?

Faculty Policies Standing Committee



## State Law


2010 Tennessee Code Title 49 - Education  
Chapter 8 - State University and Community College System  
Part 3 - Tenure  
49-8-301 - Authority of board.

- (a) The board shall promulgate a tenure policy or policies for faculty at institutions within the state university and community college system, which policy or policies shall ensure academic freedom and provide sufficient professional security to attract the best qualified faculty available for the institutions.
- (b) Pursuant to this part, the board shall:
- (1) Define the nature of tenure at institutions and the rights and responsibilities of faculty with tenure;
  - (2) Determine the minimum qualifications and requirements for eligibility of faculty for tenure and the conditions precedent to the award of tenure by the board;
  - (3) Provide for the termination of faculty with tenure by institutions for adequate cause, for retirement or disability and for financial reasons or curricular reasons in an institution in the discretion of the board or its designee; and
  - (4) Provide for all other matters relating to tenure deemed necessary by the board.
- (c) (1) Tenure shall only be acquired by a faculty member in an institution upon positive approval by the board, and no other type of tenure or right similar to tenure shall be acquired by a faculty member.
- (2) Faculty with tenure shall be subject to all reasonable changes in the tenure policy adopted by the board; provided, that faculty who have previously been awarded tenure shall retain their tenured status under any new policy. Present faculty in probationary employment shall be given credit for service in an institution toward completion of any new probationary period.



## The Present




- The UoM Board of Trustees has not formally adopted any tenure policies or policies related to faculty to date but will be notified this year by legal that it has statutory responsibility to do so
  - The last major overhaul to the University of Memphis Faculty handbook was approved when the institution was Memphis State University
  - The Faculty Senate acknowledged 5 years ago that the Faculty Handbook needed to be significantly updated
  - Significant changes have not happened due to lack of agreement between the Faculty Senate, legal office, and the administration.
- 



## The Near Future



- The Board of Trustee is under no obligation to adopt any policies or practices in the current handbook and could write their own.
    - Univ. of Tennessee board approves controversial tenure changes, March 2018
    - Faculty concern over Univ. of Arkansas board policy on tenure, March 2018
  - The administration has expressed its concerns with aspects of the current handbook
  - The Faculty Handbook should reflect the University of Memphis in this century
  - An opportunity exists now for the Senate to have considerable say in faculty policies and practices that follow national norms and best practices that include strengthening shared governance
- 

## A.4 Motion to Recommend Amendment of Faculty Handbook Sections

### 4.23 Lecturer and ~~Senior Lecture~~Ranks~~r~~

#### 4.23.1.1 Introduction

~~The purpose of this document is to establish criteria for the existing ranks of Lecturer and Senior Lecturer and define the process for promotion from Lecturer to Senior Lecturer.~~

~~Initial non-tenure track appointments at the rank of Lecturer are for a definite term of one year or less. Following a satisfactory performance review, contracts may be renewed for a three-year term appointment. This is a 3-year time-limited appointment contingent upon available funding and satisfactory review. This appointment may be terminated at any time provided termination notification is given within the first 2 weeks of the semester in which the termination will occur. Renewals will not require a new search prior to reappointment. Reappointment decisions will include consideration of available funding and the faculty member's performance. Temporary faculty appointed for terms of more than six months are eligible for university employment benefits. All temporary appointments may be terminated in conformance with the terms of the employment agreement.~~

~~A Lecturer is eligible for promotion to Senior Lecturer typically after a minimum six (6) years of regular (full-time) service at the rank of Lecturer or other equivalent full-time faculty position. In addition to the change of title, promotion in rank should be recognized by a base salary adjustment. Promotion in rank may also include the offer of a three-year term appointment following a satisfactory performance review.~~

~~Every effort should be made to provide timely news of non-renewal. In keeping with the TBR mandated notification dates for tenure-line appointments, Lecturers whose three-year contract appointments will not be renewed should be given written notice of non-renewal of their appointment contracts not later than January 1 of the second academic year of the contract, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date.~~

~~In unusual circumstances, the department head, with the prior permission of the dean, may recommend to the Provost initial appointment at a rank of Senior Lecturer~~

~~The purpose of this document is to establish expectations for performance, to make explicit the criteria and process for promotion, and to offer guidance to the candidate and departments regarding the assembly of a promotion dossier.~~

#### 4.23.1.2 Expectations for Instructional Faculty

Lecturers~~ships~~ are non-tenure track, renewable, teaching faculty appointees who devote ~~thea~~ ~~preponderance majority~~ of their time to faculty responsibilities including, but not limited to, teaching, advising, and student mentoring. They are not generally expected to conduct research, public, or disciplinary service as a condition of their employment. However, discipline-appropriate research, scholarship and creative activity, and service activities should be recognized, depending on the needs of the department and the skills and desires of the faculty member.

Teaching ~~is central to the purposes and objectives of the University core mission of a university of Memphis~~ and Lecturers are expected to provide high quality instruction. It encompasses classroom instruction, course development, serving as professor of record, mentoring students in academic projects, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching, and creative and effective use of innovative teaching methods and curricular innovations is encouraged. The evaluation of teaching

should be adaptable to differences among disciplines. Since such evaluation is a qualitative process multiple sources of evidence should be employed.

Among the characteristics of ~~high-quality~~high-quality instruction are the following practices:

- Establishing, applying, and maintaining rigorous expectations for student performance;
- Facilitating student learning through effective pedagogical techniques;
- Using instructional materials appropriate to the program and discipline
- Providing current information and materials in the classroom and/or laboratory;
- Engaging students in an active learning process;
- Constructing appropriate and effective assessment activities.
- Incorporating collaborative and experiential learning in regular classroom instruction;
- Providing timely and useful feedback to students;
- Revising course content and scope as required by advances in disciplinary knowledge or changes in curriculum;
- Revising teaching strategies with innovations in instructional technology

#### 4.23.1 Appointment, Reappointment, and Nonrenewal

~~Because a Lecturer's primary responsibility is teaching, the primary criterion for appointment, continuation of appointment, evaluation, and promotion of a Lecturer is excellence in teaching. However, documented evidence of excellence in discipline-appropriate scholarly and/or creative activity, and/or service to the discipline or profession, may be included as supplementary criteria, depending on the needs of the department and the skills and desires of the faculty member.~~

Initial non-tenure track appointments at the rank of Lecturer are for a definite term of one year or less. Following a satisfactory performance review, contracts may be renewed for a three-year appointment. This is a 3 year time-limited appointment contingent upon available funding and satisfactory review. This appointment may be terminated at any time provided termination notification is given within the first 2 weeks of the semester in which the termination will occur. Renewals will not require a new search prior to reappointment. Reappointment decisions will include consideration of available funding and the faculty member's performance. Temporary faculty appointed for terms of more than six months are eligible for University employment benefits. All temporary appointments may be terminated in conformance with the terms of the employment agreement.

Every effort should be made to provide timely news of non-renewal. In keeping with the notification dates for tenure line appointments, Lecturers, Senior Lecturers, and Master Lecturers whose three year contract appointments will not be renewed should be given written notice of non-renewal of their appointment contracts no later than January 1 of the second academic year of the contract, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date. The department chair, with the prior permission of the dean, may recommend an initial appointment at a rank of Senior or Master Lecturer to the provost for prior service at other institutions, if the prior service is relevant to the needs and criteria of the University of Memphis. Any credit for prior service that is recognized and agreed to must be confirmed in writing at the time of the initial appointment.

#### 4.23.2 Criteria for Appointment and Promotion to Lecturer Ranks

~~Because a Lecturer's primary responsibility is teaching, the primary criterion for appointment, continuation of appointment, evaluation, and promotion is excellence in teaching. However,~~



~~documented evidence of excellence in discipline appropriate scholarly and/or creative activity, and/or service to the discipline or profession, may be included as supplementary criteria, depending on the needs of the department and the skills and desires of the faculty member~~

A. LECTURER: An initial non-tenure track teaching appointment is typically made at the rank of Lecturer. ~~An initial Lecturer appointment will be for a definite term of one year or less, after which time, upon completion of a satisfactory performance review, a three-year contract renewal may be offered. Such renewals will not require a new search prior to reappointment.~~

To be appointed to the rank of Lecturer requires:

1. Demonstrated teaching ability and student development
2. Minimum of a master's degree from an accredited institution in the instructional discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.

~~4. Any additional promotion criteria listed under Senior Lecturer below that has been completed should be considered as evidence for recommendation for promotion to the Lecturer rank~~

B. SENIOR LECTURER: After serving at the rank of Lecturer or other equivalent full-time faculty position, typically for a minimum of ~~fivesix~~ (56) years, a Lecturer who has satisfied the following criteria may be put forward by the department for promotion to the non-tenure track rank of Senior~~ENIOR~~ Lecturer:

1. Documented evidence of ~~teaching excellence~~ high quality teaching; education or commensurate professional experience; service to the institution; and contribution to student development.
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area (It is desired that Senior Lecturers have an earned doctorate or terminal degree in an appropriate discipline or equivalent professional experience).
3. Evidence of good character, mature attitude, and professional integrity.
4. Any additional promotion criteria listed under Master Lecturer below that has been completed should be considered as evidence for recommendation for promotion to the Senior Lecturer rank.

Evidence of "~~teaching excellence~~" high quality teaching" may include:

- Documented student evaluations in all courses
- Peer evaluations • Annual departmental/dean evaluations
- Continuing Pprofessional development, including attending campus, national or international meetings directed at improving instruction
- Developing new courses or revising existing courses
- Incorporating innovative course materials or instructional techniques
- Awards or other recognition for teaching
- Successful Honors projects
- Breadth of research within the instructional discipline
- Evidence of outstanding contributions to the university's instructional mission, within the faculty member's assigned role Education or commensurate professional experience
- Terminal degree in field
- Commensurate professional experience in appropriate field

- Continuing education beyond current degree Service to the institution
- Evidence of institutional or disciplinary service
- Course coordination and redesign
- Program and/or curriculum development
- Community outreach activities
- Serving on administrative committees Contribution to student development
- Advising or mentoring students
- Mentor for student groups
- Leading and/or organizing student activities
- Tutoring
- Serving on graduate student committees

Promotion to the rank of Senior Lecturer ~~should be~~ recognized by a base salary adjustment of 5% , and may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these ~~multi-year~~ appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.) ~~Process for Promotion~~

C. MASTER LECTURER: After serving at the rank of Senior Lecturer or other equivalent full-time faculty position, typically for a minimum of five (5) years, a Senior Lecturer who has satisfied the following criteria may be put forward by the department for promotion to the non-tenure track rank of Master Lecturer:

1. Documented evidence of teaching excellence; education or commensurate professional experience; service to the institution; and contribution to student development.

2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area (It is desired that Senior Lecturers have an earned doctorate or terminal degree in an appropriate discipline or equivalent professional experience).

3. Evidence of good character, mature attitude, and professional integrity.

Evidence of "teaching excellence" may include:

- Documented student evaluations in all courses
- Peer evaluations • Annual departmental/dean evaluations
- Continuing professional development, including attending campus, national or international meetings directed at improving instruction
- Developing new courses or revising existing courses
- Incorporating innovative course materials or instructional techniques
- Awards or other recognition for teaching
- Successful Honors projects
- Breadth of research within the instructional discipline
- Evidence of outstanding contributions to the university's instructional mission, within the faculty member's assigned role Education or commensurate professional experience

- Terminal degree in field
- Commensurate professional experience in appropriate field
- Continuing education beyond current degree Service to the institution
- Evidence of institutional or disciplinary service
- Course coordination and redesign
- Program and/or curriculum development
- Community outreach activities
- Serving on administrative committees Contribution to student development
- Advising or mentoring students
- Mentor for student groups
- Leading and/or organizing student activities
- Tutoring
- Serving on graduate student committees

Promotion to the rank of Master Lecturer is recognized by a base salary adjustment of 5% and may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.)

#### 4.23.3 Process for Promotion

An adequate evaluation of a ~~promotion~~ candidate's qualifications and professional contributions for promotion requires the academic judgment of both the candidate's faculty colleagues and responsible administrators. Typically, there are three levels of review: the department or other unit level, headed by the candidate's immediate supervisor; the college committee and dean of the college in which that unit sit; and the provost. For colleges without departments, the review should follow the same timeline procedure used for the promotion and tenure process. The timeline for promotion review is consistent for instructors, lecturers, and professors.

##### A. Departmental Level Review and Recommendation

1. The non-tenure track teaching faculty member and department ~~chairhead~~ or designee should discuss promotion as a part of the annual performance review, well in advance of the suggested dates for submission of the application for promotion ~~in order~~ to give the candidate sufficient time to gather the required materials and assemble the dossier.
2. The promotion process begins when a dossier is submitted for consideration for promotion to rank of Senior or Master Lecturer ~~rank~~. A department ~~tenure and promotion~~ committee will review the candidacy and record a vote in favor or against promotion by a majority vote. Full time faculty at the rank being applied for or above may evaluate and vote on a recommendation for promotion. Department guidelines shall be followed to ensure that the composition of the department committee responsible for evaluating a candidate for promotion to the rank of Senior or Master Lecturer will only include faculty who contribute to the aspects of the university mission that the candidate will be evaluated on. The vote of the departmentally designated department committee faculty committee is advisory to the department chairhead.

3. After making an independent judgment on the promotion candidacy, the department ~~chair head~~ shall either insert a positive written recommendation in the dossier and advance it to the next level of review ~~or~~ ~~OR~~-- notify the candidate in writing that the department declines to recommend promotion

4. Candidates not recommended for promotion may appeal the decision to the next level. If a candidate chooses not to appeal, the application is considered ~~to be~~ withdrawn and the promotion process ends.

#### B. College level Review and Recommendation

1. The dean will establish a college committee for review and recommendation regarding promotion of lecturers in accordance with the College guidelines. The dean may establish a college wide committee for review and recommendation regarding promotion of Lecturers at his/her discretion. Full time faculty at the rank being applied for or above may evaluate and vote on a recommendation for promotion. College guidelines shall be followed to ensure that the composition of the college committee responsible for evaluating a candidate for promotion to the rank of Senior or Master Lecturer will only include faculty who contribute to the aspects of the university mission that the candidate will be evaluated on. The recommendation of ~~the~~any college committee shall be advisory to the dean.

2. After making an independent judgment on the promotion candidacy, the dean shall either insert a positive written recommendation in the dossier and advance it to the next level of review ~~OR~~ ~~or~~ notify the candidate in writing that the college declines to recommend promotion.

3. Candidates not recommended for promotion may appeal the decision to the next level. If a candidate chooses not to appeal, the application is considered ~~to be~~ withdrawn and the promotion process ends.

#### C. Campus Level Review ~~and Final Promotion Decision and Appeals~~

1. ~~The provost reviews recommendations forwarded by the dean and makes a final recommendation regarding promotion to Senior or Master Lecturer to the president. The Provost reviews recommendations forwarded by the dean and serves as the final decision maker regarding promotion to Senior/Master Lecturer.~~

2. The provost notifies the successful and unsuccessful candidates in writing of his/her ~~recommendation decision~~ regarding promotion.

3. If a candidate decides to appeal a negative decision for tenure and promotion, he/she must make application to the university tenure and promotion appeals committee within thirty (30) days of the beginning of the spring academic term~~Candidates not recommended for promotion may appeal the decision to the President. If a candidate chooses not to appeal, the application is considered to be withdrawn and the promotion process ends.~~

4. After receiving recommendations from the provost and the university tenure and promotion appeals committee (if applicable), the president makes final recommendations to the University of Memphis Board of Trustees and notifies the candidate of this recommendation.

#### D. Contents of the Dossier

The candidate's dossier is submitted online in the same manner as other applications for faculty promotion and tenure, though the required content of the dossier is abbreviated for the Lecturer ranks as follows:

#### Tab I. SUMMARY OF RECOMMENDATIONS

Recommendation signature page

Appointment History

## Tab II. COLLEGE/SCHOOL RECOMMENDATIONS

Statement from the Dean

Statement from the College/School Committee (if applicable)

## TAB III. DEPARTMENT/AREA RECOMMENDATION

Statement from the Department Chair/ Head

Statement from the Department committee

## TAB IV. OMIT TAB V. INTERNAL EVALUATIONS

Initial Appointment Letter

Annual Evaluations

## TAB VI. INSTRUCTION

Summary of Teaching Responsibilities/Philosophy (normally 2-3 pages)

Summary of Student Evaluations

Peer Evaluation(s) of Teaching

Honors and Awards

Representative syllabi

Evidence of curriculum development or pedagogical innovation

Evidence of contribution to student development

TAB VII. Research/Scholarship/Creative Activity (Optional)

## TAB VIII. SERVICE/OUTREACH/MENTORING/ADMINISTRATION

Brief summary of responsibilities and accomplishments

Peer evaluation of Service/Advising/ Mentoring/ Administration

Honors and Awards

TAB IX. UNIVERSITY Curriculum Vitae

## TAB X. OTHER PERTINENT INFORMATION

~~Notification of Candidates during the Process and Candidate's Right to Respond~~

~~1. Candidate will be notified upon completion of review at every level (Department, college, provost)~~

~~2. Promotion applications that are not approved will not be forwarded to the next level of review unless the candidate submits a written appeal within ten working days of the date of the written notification of a negative promotion decision. The appeal must make an explicit request for further review of the application and give reasons for that request.~~

~~3. Candidates not recommended for promotion must wait one academic year before resubmitting the application. Resubmission can only occur with the consent of the department head, who will consult with the departmental committee~~

### 4.24 University of Memphis Instructor Ranks Introduction

~~Initial non-tenure track teaching appointments at the rank of Instructor are for a definite term of one year or less. Following a satisfactory performance review, contracts may be renewed for a three-year term appointment. This is a 3-year time-limited appointment contingent upon available funding and satisfactory review. This appointment may be terminated at any time provided~~

~~termination notification is given within the first 2 weeks of the semester in which the termination will occur. An Instructor is eligible for promotion to Senior Instructor typically after a minimum three (3) years of regular (full time) service at the rank of Instructor or another equivalent full-time faculty position. A Senior Instructor is eligible for promotion to Master Instructor after three (3) years of regular (full time) service at the rank of Senior Instructor or other equivalent full-time faculty position. In addition to the change of title, promotion in rank should be recognized by a base salary adjustment. Promotion in rank may also include the offer of a three-year term appointment following a satisfactory performance review.~~

~~In unusual circumstances, the department head, with the prior permission of the dean, may recommend to the Provost initial appointment at a rank of Senior Instructor or Master Instructor. In such cases, initial appointment may be for a period of up to three years.~~

~~The purpose of this document is to establish expectations for performance, to make explicit the criteria and process for promotion, and to offer guidance to the candidate and departments regarding the assembly of a promotion dossier. Expectations for Instructional Faculty~~

Instructorships are non-tenure track, renewable, teaching faculty appointments. Instructors devote a preponderance of their time to faculty responsibilities including, but not limited to, teaching, advising, and student mentoring. They are not generally expected to conduct research, public, or disciplinary service as a condition of their employment. However, discipline-appropriate research, scholarship and creative activity, and service activities should be recognized depending on the needs of the department and the skills and desires of the faculty member.

Teaching is ~~a core mission~~~~central to the purposes and objectives~~ of a ~~university~~~~the University of Memphis~~ and Instructors are expected to provide excellent instruction. It encompasses classroom instruction, course development, serving as professor of record, mentoring students in academic projects, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching, and creative and effective use of innovative teaching methods and curricular innovations are encouraged. The evaluation of teaching should be adaptable to differences among disciplines. Since such evaluation is a qualitative process, multiple sources of evidence, should be employed.

Among the characteristics of excellent instruction are the following practices:

- Establishing, applying, and maintaining rigorous expectations for student performance;
- Facilitating student learning through effective pedagogical techniques;
- Using instructional materials appropriate to the program and discipline;
- Providing current information and materials in the classroom and/or laboratory;
- Engaging students in an active learning process;
- Constructing appropriate and effective assessment activities;
- Incorporating collaborative and experiential learning in regular classroom instruction;
- Providing timely and useful feedback to students;
- Revising course content and scope as required by advances in disciplinary knowledge or changes in curriculum;
- Revising teaching strategies with innovations in instructional technology. ~~Criteria for Appointment to Instructor Ranks~~

#### ~~4.24.1 Appointment, Reappointment, and Nonrenewal~~

~~Because an instructor's primary responsibility is teaching,~~ The primary criterion for appointment, continuation of appointment, evaluation, and promotion of an Instructor is excellence in teaching.



However, documented evidence of excellence in discipline-appropriate scholarly and/or creative activity, and/or service to the discipline or profession, may be included as supplementary criteria, depending on the needs of the department and the skills and desires of the faculty member.

~~Initial non-tenure track teaching appointments at the rank of Instructor are for a definite term of one year or less. Following a satisfactory performance review, contracts may be renewed for a three-year appointment. This is a 3-year time-limited appointment contingent upon available funding and satisfactory review. This appointment may be terminated at any time provided termination notification is given within the first 2 weeks of the semester in which the termination will occur. Renewals will not require a new search prior to reappointment. Reappointment decisions will include consideration of available funding and the faculty member's performance. Temporary faculty appointed for terms of more than six months are eligible for University employment benefits. All temporary appointments may be terminated in conformance with the terms of the employment agreement.~~

~~The department chair, with the prior permission of the dean, may recommend an initial appointment at a rank of Senior or Master Instructor to the Provost for prior service at other institutions, if the prior service is relevant to the needs and criteria of the University of Memphis. Any credit for prior service that is recognized and agreed to must be confirmed in writing at the time of the initial appointment.~~

~~Every effort should be made to provide timely news of non-renewal. In keeping with the notification dates for tenure-line appointments, Instructors, Senior Instructors, and Master Instructors whose three-year contract appointments will not be renewed should be given written notice of non-renewal of their appointment contracts no later than January 1 of the second academic year of the contract, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date.~~

#### 4.24.2 Criteria for Appointment and Promotion to Instructor Ranks

~~Temporary instruction faculty at instructor, senior instructor, or master instructor rank may be appointed to a three-year contract. Such a contract may be renewed after any satisfactory performance review. Reappointment decisions will include consideration of available funding and the faculty member's performance. Temporary faculty appointed for terms of more than six months are eligible for University employment benefits. All temporary appointments may be terminated in conformance with the terms of the employment agreement.~~

There are three instructor ranks, as follows:

A. INSTRUCTOR: An initial non-tenure track teaching appointment is typically made at the rank of Instructor. ~~An initial Instructor appointment will be for a definite term of one year or less, after which time, upon completion of a satisfactory performance review, a three-year contract renewal may be offered.~~

To be appointed to the rank of Instructor requires:

15. Demonstrated teaching ability and student development

26. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area.

37. Evidence of good character, mature attitude, and professional integrity

~~8. Any additional promotion criteria listed under Senior or Master Instructor below that has been completed should be considered as evidence for recommendation for promotion to the Instructor rank~~

**B. SENIOR INSTRUCTOR:** After serving at the rank of Instructor or other equivalent full-time faculty position, typically for a minimum of ~~fifty~~<sup>three</sup> (53) years, an Instructor who has satisfied the following criteria may be put forward by the department for promotion to the rank of Senior Instructor:

1. Documented evidence of high-quality teaching, education and professional commensurate experience, service to the institution, and contribution to student development
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.
4. Any additional promotion criteria listed under Master Instructor below that has been completed should be considered as evidence for recommendation for promotion to the Senior Instructor rank.

Evidence of "high quality teaching" may include:

- Documented student evaluations in all courses
- Peer evaluations • Annual departmental/dean evaluations
- Professional development, as evidenced by appropriate activities in support of the expected instructional practices listed in Section II above
- Evidence of notable contributions to the university's instructional mission within the faculty member's assigned role

Education and commensurate professional experience may include

- Terminal degree in field
- Commensurate professional experience in appropriate field
- Continuing education beyond current degree Service to the institution
- Committee service
- Community outreach activities Contribution to student development
- Advising and mentoring
- Mentor for student groups
- Leading and/or organizing student activities
- Tutoring

Promotion to the rank of Senior Instructor is recognized by a base salary adjustment of 5% and may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these multi-year appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.)

**C. MASTER INSTRUCTOR:** After serving at the rank of Senior Instructor or other equivalent full-time faculty position, typically for a minimum of ~~fivethree~~<sup>(53)</sup> years, a Senior Instructor who has satisfied the following criteria may be put forward by the department for promotion to the rank of Master Instructor:

- 14.** Documented evidence of teaching excellence; education or commensurate professional experience; service to the institution, and contribution to student development



25. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area (It is desired that Master Instructors have an earned doctorate or terminal degree in an appropriate discipline or equivalent professional experience)

36. Evidence of good character, mature attitude, and professional integrity.

Evidence of "teaching excellence" may include:

- Documented student evaluations in all courses
- Peer evaluations • Annual departmental/dean evaluations
- Continuing professional development, including attending campus, national or international meetings directed at improving instruction
- Developing new courses or revising existing courses
- Incorporating innovative course materials or instructional techniques
- Awards or other recognition for teaching
- Evidence of outstanding contributions to the university's instructional mission, within the faculty member's assigned role Education or commensurate professional experience
- Terminal degree in field
- Commensurate professional experience in appropriate field
- Continuing education beyond current degree Service to the institution
- Evidence of institutional or disciplinary service
- Course coordination and redesign
- Committee service • Community outreach activities
- Serving on administrative committees Contribution to student development
- Advising or mentoring students
- Mentor for student groups
- Leading and/or organizing student activities
- Tutoring
- Serving on graduate student committees

Promotion to the rank of Master instructor should be recognized by a base salary adjustment of 5%, and may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these multi-year appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.)

#### 4.24.3 Process for Promotion

An adequate evaluation of a ~~promotion~~ candidate's qualifications and professional contributions for promotion require the academic judgment of both the candidate's faculty colleagues and responsible administrators. Typically, there are three levels of review: the department or other unit level, headed by the candidate's immediate supervisor; the college committee and the dean of the college ~~in which that unit sit~~; and the provost. For colleges without departments, the review should follow the same procedure timeline used for the promotion and tenure process. The timeline for promotion review is consistent for instructors, lecturers, and professors.

## A. Departmental Level Review and Recommendation

~~15.~~ The non-tenure track teaching faculty member and department ~~chairhead~~ or designee should discuss promotion as a part of the annual performance review, well in advance of the suggested dates for submission of the application for promotion ~~in order~~ to give the candidate sufficient time to gather the required materials and assemble the dossier.

~~26.~~ The promotion process begins when a dossier is submitted for consideration for promotion ~~to the rank of~~ Senior or Master Instructor ~~rank~~. A department ~~tenure and promotion~~ committee will review the candidacy and record a vote in favor or against promotion by a majority vote. ~~Full-time faculty at the rank being applied for or above may evaluate and vote on a recommendation for promotion. Department guidelines shall be followed to ensure that the composition of the department committee responsible for evaluating a candidate for promotion to the rank of Senior or Master Instructor will only include faculty who contribute to the aspects of the university mission that the candidate will be evaluated on.~~ The vote of the departmentally designated faculty committee is advisory to the department ~~chairhead~~.

~~37.~~ After making an independent judgment on the promotion candidacy, the department ~~chairhead~~ shall either insert a positive written recommendation in the dossier and advance it to the next level of review ~~or OR~~ notify the candidate in writing that the department declines to recommend promotion.

~~48.~~ Candidates not recommended for promotion may appeal the decision to the next level. If a candidate chooses not to appeal, the application is considered ~~to be~~ withdrawn and the promotion process ends.

## B. College level Review and Recommendation

~~14.~~ The dean ~~will may~~ establish a college ~~wide~~-committee for review and recommendation regarding promotion of instructors ~~in accordance with the College guideless at his/her discretion.~~ ~~Full time faculty at the rank being applied for or above may evaluate and vote on a recommendation for promotion. College guidelines shall be followed to ensure that the composition of the college committee responsible for evaluating a candidate for promotion to the rank of Senior or Master Instructor will only include faculty who contribute to the aspects of the university mission that the candidate will be evaluated on.~~ The recommendation of ~~the any~~ college committee shall be advisory to the dean.

~~25.~~ After making an independent judgment on the promotion candidacy, the dean shall either insert a positive written recommendation in the dossier and advance it to the next level of review or—OR—notify the candidate in writing that the college declines to recommend promotion.

~~36.~~ Candidates not recommended for promotion may appeal the decision to the next level. If a candidate chooses not to appeal, the application is considered to be withdrawn and the promotion process ends.

## C. Campus Level Review and ~~Final Promotion Decision~~Appeal

~~14.~~ The pProvost reviews recommendations forwarded by the dean ~~and serves as the final decision maker and makes a final recommendation~~ regarding promotion to Senior ~~or/~~ Master Instructor ~~to the president~~..

~~25.~~ The pProvost notifies the successful and unsuccessful candidates in writing of his/her ~~recommendation decision~~ regarding promotion.

~~36.~~ If a candidate decides to appeal a negative decision for tenure and promotion, he/she must make application to the university tenure and promotion appeals committee within thirty (30) days of the beginning of the spring academic term. Candidates not recommended for promotion may

appeal the decision to the President. If a candidate chooses not to appeal, the application is considered to be withdrawn and the promotion process ends.

4. After receiving recommendations from the provost and the university tenure and promotion appeals committee (if applicable), the president makes final recommendations to the University of Memphis Board of Trustees and notifies the candidate of this recommendation.

**~~DV~~. Contents of the Dossier**

The candidate's dossier is submitted online in the same manner as other applications for faculty promotion and tenure, though the required content of the dossier is abbreviated for the Instructor ranks as follows:

**Tab I. SUMMARY OF RECOMMENDATIONS**

Recommendation signature page

Appointment History

**Tab II. COLLEGE/SCHOOL RECOMMENDATIONS**

Statement from the Dean

Statement from the College/School Committee (if applicable)

**TAB II. DEPARTMENT/AREA RECOMMENDATION**

Statement from the Department Chair/ Head

Statement from the Department committee

**TAB IV. OMIT**

**TAB V. INTERNAL EVALUATIONS**

Initial Appointment Letter

Annual Evaluations

**TAB VI. INSTRUCTION**

Summary of Teaching Responsibilities/Philosophy (normally 2-3 pages)

Summary of Student Evaluations

Peer Evaluation(s) of Teaching

Honors and Awards

Representative syllabi

Evidence of curriculum development or pedagogical innovation

Evidence of contribution to student development

**TAB VII. Research/Scholarship/Creative Activity (Optional)**

**TAB VIII. SERVICE/OUTREACH/MENTORING/ADMINISTRATION**

Brief summary of responsibilities and accomplishments

Peer evaluation of Service/Advising/ Mentoring/ Administration

Honors and Awards

**TAB IX. UNIVERSITY**

Curriculum Vitae

**TAB X. OTHER PERTINENT INFORMATION**

#### ~~4.1.1 Notification of Candidates during the Process and Candidate's Right to Respond~~

~~4. Candidate will be notified upon completion of review at every level (Department, college, provost)~~

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~~6. Candidates not recommended for promotion must wait one academic year before resubmitting the application. Resubmission can only occur with the consent of the department head, who will consult with the departmenta~~

## **A.5 Minutes: Meeting with Dr. Dhaliwal and Mrs. Thomson**

### **Minutes: Meeting with Dr. Dhaliwal and Mrs. Thomson**

**Date:** 09/20/2021

#### **Participants:**

- Dr. Jasbir Dhaliwal, Executive Vice President for Research and Innovation
- Mrs. Stephanie Thomson, Director, Research Support and Innovation, Office of Sponsored Programs
- FS Research Policies Committee (alphabetical order): Drs. Reza Banai, Mihalis Golias, Jessica Amber Jennings, Sanjay Mishra, Deborah Moncrieff

#### **Item 1. Post-award support**

- Dr. Dhaliwal informed the committee that a “One-stop Shared Service Center for Research Faculty for Research Accounting and Post-Award Issues” is being created with two new hires (one under Grants Accounting and one under Research Support and Innovation). This is a priority of the office of Research Support and Innovation. Expected start date is January 2022.
- Dr. Dhaliwal invited the members of the FS Research Policies committee to join the implementation and/or hiring committee. Dr. Mishra volunteered.
- Dr. Dhaliwal and Mrs. Thomson suggested that the FS could survey the faculty for their input on items that they consider need attention.
- Dr. Golias mentioned an issue with budget reporting on three different pages of the university. Mrs. Thomson suggested that this is an item to be discussed with the CFO although they will also keep that in mind as they move forward with post-award support.

#### **Item 2. Graduate student tuition**

- Dr. Dhaliwal provided his input and knowledge as to how the tuition system for graduate students will work:
  - Tuition for Graduate students will only cover in state tuition. The remainder portion will be covered by the university’s Graduate Assistants (GA) pool.
- Dr. Dhaliwal suggested we meet with Dr. Raaj Kurapati and Dr. Robin Poston for more details and information.
- Dr. Golias mentioned that he will reach out to Dr. Poston to schedule a meeting. The committee has already scheduled a meeting with Dr. Raaj Kurapati for Oct. 14<sup>th</sup>, 2021.
- Dr. Moncrieff mentioned a concern that GA pool money will be used to cover the difference between out of state and in state tuition and thus reduce the ability of departments to support GAs (departmental support not external grant support).

#### **Item 3. R1 Carnegie**

- Dr. Mishra asked a question on how the funds from the R1 Carnegie have been allocated and how any future funds will be allocated.
- Dr. Dhaliwal said that funds are spread across various entities in the university and the allocation on different initiatives is made with the R1 Carnegie status in mind (i.e., support of post-docs, research scientist, PhD production, publications, citation etc.). All these might change if the R1 Carnegie criteria change.
- Dr. Dhaliwal said the Governor provided a one time 5 million last year. There may be additional annual funding from the state if we reach R1 status but that is not 100% certain. Funds received from the state for the R1 status will most likely be invested to areas that support the R1 status (mostly research focused).
- Dr. Dhaliwal also mentioned that faculty can discuss with their deans on partial support for research scientists that can help increase external grant funds (which in turn can be used to fully support and grow the numbers of post-docs and research scientists).

