



Minutes of the Faculty Senate

Date: 3-25-25

Presiding: DeAnna Owens-Mosby (Instruction and Curriculum Leadership)

Secretary: Jeni Loftus (Sociology)

Senators Present: Laura Alderson (Management), William Alexander (Chemistry), Reza Banai (City and Regional Planning), Bradley Dixon (History), Sean Driscoll (Philosophy), Barbara Fitzgerald Esq. (College of Professional & Liberal Studies), Rhema Fuller (Kemmons Wilson School of Hospitality), Edith Gnanadass (Leadership), Carl Hess (University Libraries), Joy Hoffman (Family, Community, and Health Systems Science), Greg Hughes (Healthcare Leadership Dept), Andrew Hussey (Economics), Eddie Jacobs (Electrical and Computer Engineering), Stephen Karr (Rudi E. Scheidt School of Music), Gensheng Liu (Marketing & Supply Chain Management), Jeni Loftus (Sociology), Michael Medcalf (Theater & Dance), Joel Nichols (Journalism & Strategic Media), Katie Norwood (School of Social Work), Kristy Patrick-Lewis (Acute, Chronic, and Continuing Care Science), Dursun Peksen (Political Science), Shahram Pezeshk (Civil Engineering), Katy Ramsey Mason (Cecil C Humphreys School of Law), Will Robertson (Anthropology), Francisco Muller-Sanchez (Physics and Materials Sciences), Omar Skalli (Biological Sciences), Kate Sorensen (School of Accountancy), Mark Sunderman (Finance, Insurance, and Real Estate), John Topinka (Dept of Public and Nonprofit Administration), Srikar Velichety (Business Information & Technology), Xinhua Yu (School of Public Health), Coe Lapossy (Art), Máté Wierdl (Mathematical Sciences), Stephanie Huetten (Psychology), Jeffrey Scraba (English), Eli Jones (Counseling, Educational Psychology, and Research), Jessica Jennings (Biomedical Engineering)

Senator Present by Proxy: David Gray (Sean Driscoll – Philosophy), Tim McCuddy (Doyun Koo - Criminology & Criminal Justice), Ryan Parish (Esra Ozdenerol – Earth Sciences), Sajjan Shiva (Xiaofei Zhang – Computer Science)

Senators Absent: Amanda Young (Communication & Film), Daniel Millican (Military Sciences, Naval Sciences), Miriam van Mersbergen (School of Communication Sciences & Disorders), Melanie Conroy (World Languages and Literatures), Gladius Lewis (Mechanical Engineering), Jennifer Thompson (Architecture)

Guests: Larry Pirnick (UMAR), Sara K. Bridges (Ombudsperson), and Tierene Nichols (Admin Assoc).

The five hundred and thirteenth meeting of the University of Memphis Faculty Senate was held on Tuesday, March 25th, 2025, in the Senate Chamber of the University Center.

03.25.25.01 CALL TO ORDER (2:40 P.M.)

President Owens-Mosby called the meeting to order at 2:40pm with a quorum present.

03.25.25.02 APPROVAL OF AGENDA

President Owens-Mosby – Motion to approve the agenda.

The agenda was approved as written.

03.25.25.03 APPROVAL OF MINUTES

The minutes of the January 28th, 2025 Faculty Senate (FS) meeting were approved as written

The minutes of the February 25th, 2025 Faculty Senate (FS) meeting were approved as written

03.25.25.04 ADMINISTRATIVE UPDATE***President Hardgrave Remarks******Provost Russomanno Remarks***

SACS accreditors are here. Thank you to all who have been working directly or indirectly to support this regional accreditation reaffirmation. It is no small feat to prepare for a regional accreditation visit. We're in great shape leading into the on-site visit. The number of areas in which we were non-complaint was quite small compared to the last visit around 10 years ago. The team was on the Lambuth campus yesterday and will be here on Thursday morning.

Yesterday President Hardgrave and the president at Southwest Community College signed the One Step Closer agreement. This program is one of our alternative admission pathways. Although we have had articulation agreements with community colleges for many years, Southwest is our leading community college partner in terms of transfer students matriculating. We are trying to do more for when that student receives a denial letter in terms of admission to the university as a full time student. It is a soft denial in that we have a pathway for the student to come to the U of M. While they are working with one of our community college partners, Southwest Community College, in this particular care, we fully engage the student with the U of M life. Our student affairs, our academic success and other entities on campus want to fully engage that student while they're at one of our community college partners. It's not merely an articulation for transfer, but really a deep engagement where these students feel a part of the U of M other than taking their classes. Their classes would be at Southwest Community College, but they would have access to a host of amenities on the campus. We're trying to expand those amenities from attending certain athletic events, advising services, access to the library, a variety of services where the student feels part of the U of M before they're actually registered and taking classes with us.

This compliments our Tiger Prep Academy. Some of you may be familiar with that. We are also ramping up Tiger Prep Academy. The way that works is essentially a conditional admission to

the U of M. There's a series of 12 hours of online preparatory work that if the student completes, they can actually join us in the fall semester. That notification letter says you're essentially conditionally accepted, provided you successfully go through Tiger Prep Academy. Last fall we had 41 students go through Tiger Prep Academy and we're hoping to significantly increase that number. As we are increasing our admission standards, we are also strengthening our alternative admission pathways.

I hope you all had the opportunity to read President Hardgrave's email last week about a successful outcome for every student. That is a commitment that I think we all should reflect on in everything we do so that we are focused on a successful outcome for every student. There will be a town hall. I hope you will attend on April 10th. President Hardgrave will be leading that town hall to talk more about what it means for us to be committed to a successful outcome for every student. I hope everything else is going well. I know it's a busy time of year. Thank you.

03.25.25.05 PRESIDENT'S REPORT

Jasbir Dhaliwal Executive VP for Research & Innovation will be coming to the Faculty Senate on 4/22

Brian Meredith Interim VP of Enrollment Management will be coming to the Faculty Senate on 4/22

Melanie Murry University Counsel will be coming to the Faculty Senate on 4/22

There was an Open Forum for the Faculty Trustee was 3/19 3 - 4 PM in UC Theater. It was recorded as well. We are having trouble compressing the file to get it online. We will send it to our tech team and we'll see if we can get it compressed so that we can have it posted on the website under resources so that you all can see it. Thank you to those of you who attended in person and also online.

Stephen Karr and President Owens-Mosby were invited to Administrative Budget Presentations.

Received email from Eli Jones UUC rep – AI for All Major electives don't have prerequisites listed yet. It is important to set students up for success and they will need core courses first and then prerequisites. The question arose over whether they would be offered each semester or whether there would be a sequence that would be decided later.

03.25.25.06 REPORTS

Standing Committee Reports

Committee on Committees: Stephanie Huetten

President Owens-Mosby yielded to Committee on Committees Chair Stephanie Huetten who reported that they had nothing to report.

Academic Policies Committee: Chair, Edith Gnanadass

President Owens-Mosby yielded to Academic Policies Committee Chair Edith Gnanadass who yielded to that Andrew Hussey who reported on their textbook affordability charge.

The committee was charged with reviewing, monitoring and making recommendations as needed. We don't have much in terms of current formal policy other than that faculty should take into consideration costs, affordability and accessibility of course materials.

Faculty are strongly encouraged to ensure course sources are readily available for students in common areas of university libraries, reserve rooms, or electronic reserves systems. We definitely encourage senators to remind their faculty about these issues.

The committee met with Melinda Carlson, the VP of student affairs, and Chelsea Cockburn, the regional manager for Barnes and Noble and also some representatives of a couple of publishing companies, including the institutional accounts manager for Cambridge University Press. Largely our discussion focused around Tiger Smart Start – its effectiveness and whether expanding it to graduate programs makes sense. It currently only covers undergrad students. With Tiger Smart Start students get access to all adopted textbooks for courses for a fixed price of \$24 per credit hour. And digital books and resources are integrated and accessed directly in Canvas. They are auto enrolled each term unless students opt out. They have the option to opt out, but they need to do it each semester. They get an email 35 days before the start of the semester informing them about Smart Start. Then 30 days prior they get an email asking them to confirm their selections. This email includes the cost savings that they get from Smart Start versus paying out of pocket. In some cases the savings from opting out could end up being cheaper. In terms of usage, it varies by department and college. Currently waiting on data on this. Overall the opt out rate continually declines since the program started. The most recent opt out rate is 24%. It appears a majority of students find this cost effective or at least convenient. The price has not increased since Barnes and Noble started this. They are trying to keep the price the same, but acknowledge at some point it's probably going to have to go up. In terms of pros and cons of Smart Start for undergrad, there's the cost savings for students. According to Barnes and Noble, participating students save about 39%. In the first semester the actual savings were \$280 for those enrolled. Another benefit is that it is convenient. Students have their books automatically in Canvas. Also many more students have textbooks. Potentially more professors might adopt textbooks as well. In terms of cons, there is the hassle of having to make a decision, neglecting to opt out when you mean to. Late adoptions are particularly problematic. I do want to encourage all faculty to make sure they're adopting their books on time. This is the number one point of concern from the representative from Barnes and Noble. The program also requires digital e-books when possible, so students don't get to keep their books. Overall the committee found the program to be net positive. We do feel the program and textbook policies more generally should continue to be reviewed. Especially given

the inevitability that the fee increases due to higher textbook prices. We suggest that senators remind faculty of current handbook policy to be cost conscious when choosing text books. Consider open source textbooks and putting material on reserve in the library when possible to allow for ever cheaper option compared to Smart Start. We also remind them of early adoption as well.

We then considered the possibility of extending Tiger Smart Start to graduate programs. We note some difference between graduate and undergraduate programs in this regard. First of all, one university has extended to graduate programs, but most have not. The pros and cons are similar for graduate students with a few exceptions. The use of textbooks is not as common in graduate programs. It also varies a lot more across departments and maybe colleges as well. So there's some asymmetry there. I'm still waiting to get data on that. And maybe graduate students have more desire to keep their books. So given these considerations at this point, we're hesitant to recommend expanding to graduate programs. I feel we need to have more information. I would welcome your feedback on this. If you have any, send an email to any member of the committee or to me. We're considering having a survey done among graduate instructors next fall to get more information.

Academic Support Committee: Chair, Katie Norwood

President Owens-Mosby yielded to Academic Support Committee Chair Katie Norwood who reported that their committee was charged with reviewing some of the sections of the Faculty Senate Articles of Authority. We have completed our review and provided our recommendations and feedback and share the document with President Owens-Mosby.

Administrative Policies Committee: Chair, Greg Hughes

President Owens-Mosby yielded to Administrative Policies Committee Chair Greg Hughes who reported that they had nothing to report.

Budget and Finance Committee: Chair, Stephen Karr

President Owens-Mosby yielded to Budget and Finance Committee Chair Stephen Karr who reported that the committee met with Rene Bustamante on February 21st and discussed several topics of concern all centered on the strategic plan, including the need for better physical and digital infrastructure, which allows the faculty to perform teaching and research work at the highest levels. The need to recruit and retain faculty of national and international reputation. And a request to the CFO's office to provide a lay explanation about priorities and determinants as the university enters a new budgeting model. He showed the committee the proposed budget concerning U of M, where the governor proposed a \$5.8 million for deferred maintenance rather \$65 million that was requested. In better news, the governor has also proposed a one-time fund of \$75 million for research modernization, which, if approved, could be a great assistant in addressing some of the most pressing concerns regarding research

dollars. We've requested a meeting in April. We will also be distributing a short questionnaire with deans in various colleges regarding summer compensation cap and report the results as they come in. It will be informed by a meeting with the provost and will focus on deans willingness to adjust the cap to perhaps solve the issues of salary compression. And finally we all asked our department colleagues about the 12-month salary distribution and received mixed results.

Faculty Policies Committee: Chair, Laura Alderson (interim chair)

President Owens-Mosby yielded to Faculty Policies Committee, Interim Chair Laura Alderson reported that the committee met twice during the month of March. The first meeting was to go over the feedback from February 21st. Tim McCuddy was the chair of this committee, but has now gone on parental leave, and Laura will be presenting the motions today and also the senate communication survey results. Also met on March 4th and talked about two areas of feedback that the committee had gotten. In section 4.9.7c3 concerning the submission of the dossier. There were two perspectives that were noted. One concerned the lack of transparency with external letters not made available during the review process. In the case where there was a negative review, would not allow for a rebuttal or correction of information. The other concern of sharing the external review letters during the process would promote further reluctance of providing those external review letters that are already difficult to get. There was also some concern over faculty reaching out to the reviewers. So the committee decided to keep the language as is, which is to provide the letters after the review process.

Regarding another section 1.8.2 called external relations. There was a change in that section. Originally it stated diverse, the removal of diverse in particular terms of gender and race. But we modified that to say membership of the search committee must represent all of the faculty, including tenure, tenure track and non-tenure track faculty. So the inclusion of the non-tenure track was a big key, which was also supported by the provost when we met with the provost and senior vice provost on March 7th. So we decided to leave that modification as is to include all faculty.

We met on March 7th with provost Russomanno and Dr. Hill-Clarke, regarding some feedback we needed to get as a committee. We needed to hear from them on some of the concerns over the language of 1.8.2 external relations. We got clarification. We as a committee have had additional language in there that you won't see today because it was taken out after the meeting. It included language around full-time faculty being given during this chair search committee, giving faculty recommendations of faculty members on the search committee as well as having input there. The other piece that was in there that was taken out stated that if the dean's choice of a candidate for chair disagrees with the recommendation of the faculty then he or she will provide reasons in writing to the search committee. After the meeting with Dr. Russomanno and Dr. Hill-Clarke, they made it very clear that the departmental faculty recommendation or voting on hiring of the chair of the department recommending chair search committee members was too prescriptive. They didn't want to see in the policy that there had to be rigid language around voting of the committee members for the hiring of the chair. They

supported that the policy should not be required if there's required voting, but the provost does support that units if they choose to do so can have a voting survey to faculty about the chair search and the chair search committee members. But that would be at the discretion of the units and they fully supported that, but they didn't want to have that in writing. The committee also modified this section regarding disagreement of chair hire, that the reasons for not hiring the chair should not be in writing. It can be part of the discussion. As a committee I'll share with you we are going to go back to that section and work on language around having an inclusive faculty voice to who is on the committee and the chair selection and for them to be a part of it. So we didn't have time over spring break, and this happened right before spring break. So we're going to have to continue work on a lot of that section.

As proxy chair, I requested a meeting with the faculty senate president and secretary to get clarification as to what I was going to be doing today. What do I need to turn in, and what is the time frame. And also to get their feedback on our meeting with the provost on that section that was modified. As proxy chair, I took out the language that needed further wordsmithing. We didn't have enough time to turn around and have an agreement on additional modified language. I took out that language and then sent it to the committee members for a vote on the modified language that we're going to see today.

That was agreed upon. I have one committee member that didn't want to take out the language, but we are committed to working on that language and making it better and more inclusive of faculty for chair hiring. That will be on next year's agenda.

Library Policies Committee: Chair, Carl Hess

President Owens-Mosby yielded to Library Policies Committee Chair Carl Hess who reported that the committee met with the university libraries executive director Gerald Chaudron who said that they received word that they were to prepare for a 1.5% further budget cut to the university libraries. That will be a little over \$100,000. This has been asked of a number of administrative units, not just the library. As they look at these cuts, more than likely they're going to have to look at cutting serial subscriptions. No one wants to hear that knowing the existing limits of our collection. Also looked over a graph presentation on the faculty survey that we asked you to send out a couple of months ago. We're working on finalizing that. Hopefully we can have that by the end of the year. We did finalize the version of our peer funding and collection report, which was shared by President Owens-Mosby which was in the second email that came out.

Research Policies Committee: Chair, William Alexander

President Owens-Mosby yielded to Research Policies Committee Chair William Alexander who reported that the committee only has one item. The Office of Sponsored Programs, the compliance office, held a virtual workshop on institutional review for policies. That workshop was on March 5th. It was recording and is available within the Office of Sponsored Programs

training archive. I will give the secretary the link. One of our charges is to take a look at the institutional review board policies and we've been trying to get their PR up a bit. Get people knowing what they're doing and getting them informed. So this is a good thing that they had that workshop. Let your faculty know that it is there if they want an overview and a little more depth on knowledge about IRB policies.

<https://www.memphis.edu/research/training/compliance/index.php>

Questions on committee reports:

Máté Wierdl (Mathematical Sciences) – When they talked about the budget, did they ever talk about the effects of the federal cuts to research and aids and what kind of effect that may have on the university? What they may already have and what they may mean in the future? Because we have heard of several other places in the country where they had severe effects and universities had to make very hard decisions. For example, as far as I know, Vanderbilt University still holds on to graduate admissions. Vanderbilt, which I think it is safe to say is the single richest university in Tennessee, and they thought that the cuts are going to be so severe that they have to cut completely, hold back at least, their graduate admission. So I can imagine if Vanderbilt was forced to do that, then our university has to do that. And to tell the truth, none of the emails which we received in my department, and I'm assuming everybody else, nothing which I heard in the Senate addressed these kinds of issues. And I would like to know whether at least in the budget discussion they addressed anything like that. So we all hear about what great things are going to happen if students are going to do this and that, but we do not hear anything about what's coming. We hear about that in the news, but not here in this body. Which I think upfront has to deal with this. So I would like to know whether there was anything like this.

Stephen Karr (Rudi E. Scheidt School of Music) – I can say that we did bring up the concern with the CFO, but nothing in detail was discussed about it. We can go into the details in our next meeting with him.

Carl Hess (University Libraries) – I just want to clarify a question on the Tiger Smart Start data share. When Barnes and Noble said that percentage that students saved, was that as compared to the cost of purchasing a textbook or the cost of renting a textbook?

Andrew Hussey (Economics) – That's a good question. I don't know. I can reach out and see.

03.25.25.07 OLD BUSINESS

Motion to Recommend Amendment to Elite Student Auditor Application Form in Conformity with the Policies of Other Tennessee Universities

This was immediately updated on the website and the form was changed. As soon as they received the motion, it was updated.

Motion to Approve Finalist for Faculty Trustee

Motion to Distribute Total Annual Healthcare Premiums Evenly Over Ten Months
No update on this, have not heard anything.

03.25.25.08 NEW BUSINESS

Motions to Approve Revisions to the 2024-25 Faculty Handbook – Laura Alderson
(Management), Interim Chair Faculty Policies Committee

Section 1.8.1 Academic Unit Administration: Dean (p.10) Section 1.8.2 Academic Unit
Administration: Department Chair (p.11)

Motion attached

Discussion

Stephen Karr (Rudi E. Scheidt School of Music) – In 1.8.2 is this addition due to a specific example, or is it anticipating the need for a chair in a department where they don't have a degree in that department?

President Owens-Mosby – In a department there are situations where the handbook is being interpreted that the person has to have a degree only in the department. So in yours they would have to have a degree in music. So if they wanted choral music, but they didn't want something like band. And that's why we asked for closely related. For example in my college we have three departments under the umbrella of College of Education. So it doesn't mean they aren't able to be over a certain department. I'm actually the one that asked for this. There are certain chairs and deans that want it to be only in that particular department.

Máté Wierdl (Mathematical Sciences) – I believe this is a dangerous proposition, because this opens up departments to have chairs outside the department. And closely related field is very vaguely defined. It would have to be defined precisely, which I believe is impossible to do. On the other hand, it's possible that for the outside, for example, physics, it's kind of similar to mathematics. They deal with formulas and such, so why not have a physics professor as a chair in the math department? Or chemistry? They also deal with formulas and stuff like that. And I think it's just very dangerous. I believe maybe you had good intentions for your particular college, but I think, for example, the College of Arts and Sciences, due to the precedent we had, for example, in the math department, I think it makes it possible for the dean to appoint somebody outside the department just because she cannot get what she wants from the math department. So I would vote against this modification. And, by the way, I am on this committee, on this faculty policies committee.

Will Robertson (Anthropology) – I think it's already true that the dean can put someone from another department as chair, because that happened in my department. So I

don't know that this actually changes anything in that regard. Ultimately, I think chairs serve at the pleasure of the dean, and they can sort of put whoever they want ultimately.

President Owens-Mosby – They can also get them removed.

Will Robertson (Anthropology) – I understand the concern, but I'm also not sure that this actually changes any of that.

President Owens-Mosby – When you have new ones coming in that take language literally, it can get them removed when they shouldn't be.

Máté Wierdl (Mathematical Sciences) – There's a big difference between what may happen if there are some problems. So the dean or the provost would consider other options. If there is a rogue department or there are some big issues in the department and such, but codifying it in our handbook that gives explicit permission to the dean to use this opportunity to meddle with the business of departments, I think that's not good. So codifying it is very different from perhaps using some kind of rules which allows the dean to use in unusual circumstances certain authorities that she has. That's very different from the code, and I would not put it in.

Eli Jones (Counseling, Educational Psychology, and Research) – Are we aware of what other universities' policies are? My question is because if we are between an internal search versus an external search, are other universities expected to come here and tell us that I have to have my degree in this particular area? I am aware that this type of language is used in many job searches. I'm just not sure, is that true of department chair searches when there's a national search for department chair?

President Owens-Mosby – I don't know the answer to that. I would feel terrible deferring to the committee because I don't know that they know. And Tim's not here, but I could defer to them and ask. Do you all know if you looked into other institutions when they're looking at department chairs, because he said that he's familiar with the job search language, which is common. But I'm not sure with chair positions.

Laura Alderson (Management) – I can speak from my department. We have the closely related field in a lot of our language because the department of management which is very similar to industrial psychology. And so we have a lot of society for industrial psychologists in our department that have management backgrounds.

Xinhua Yu (School of Public Health) – I think the paragraph here means that the chair is a member of the department faculty. What you are talking about right now, you are talking about the candidate for the chair. Candidate for the chair can be like, I'm public health, we have interdisciplinary faculty in my department. So there are people coming from everywhere. And I speak for myself, anybody who does public health is public health. But that's the candidate. Once you are a chair, you will be in my department as a faculty member. So this paragraph, I'm not sure whether this sentence inserted is saying that a faculty member in another department, for example, public health, a faculty member in psychology comes to be chair of our department but he's still a faculty member in psychology. He should move to my department. I am just a bit confused because there's a difference, subtle difference. The candidate for chair can

come from any kind of related field. But once you have the chair, you will come to us. Is that something that can be clarified in this way?

Stephen Karr (Rudi E. Scheidt School of Music) – I'm wondering whether this could possibly be cleared up with the use of the word discipline instead of faculty. It seems like a concern is that the person should be either trained in that discipline or degreed in that discipline or in a related field. And I wonder if that language might cover some of the concerns about intrusive practices or not. I'm not trying to put words in your mouth, but I don't know if that addresses your own concern about the addition of the degree.

Máté Wierdl (Mathematical Sciences) – *unintelligible*

President Owens-Mosby – You've already had two comments, so you can't do that.

Máté Wierdl (Mathematical Sciences) – This is the military, we are in the military!

President Owens-Mosby – No, we have Robert's Rules of Order and I'm following them.

Máté Wierdl (Mathematical Sciences) – But you've been talking many times.

President Owens-Mosby – Because I'm the president and I can.

Máté Wierdl (Mathematical Sciences) – Because that is what the military book says.

President Owens-Mosby – I'm following the rules.

Srikar Velichety (Business Information & Technology) – I was recently the chair for the search for the department chair of the MIS department. And we had a committee where we evaluated a pool of candidates. And then once we sent a short list of candidates, they need to be sent to the associate dean before we can even interview them and bring them to campus. So what I'm saying is if you put in closely related field, there are still checks and balances in place where multiple people will validate whether, and we had people from computer science, and we were ready to consider them. But then somebody else might come in and say, okay, no, you cannot consider them. So we already have checks and balances in place. So in which case, I don't see the problem with using that closely related field. If it is unilateral, yes, I do have a problem.

Stephanie Huetten (Psychology) – I have a problem with this, I think for similar reason as other people. But the sentence, the chair is a member of the department faculty seems to be the defining role of the chair. The chair, whoever is the candidate, the chair will become a member of the department faculty. Or the faculty of the closely related field. It doesn't quite make sense grammatically to me in this case. Even just from a grammatical perspective, because it's just defining what a chair is, and then this part is trying to define the scope of the discipline that could be involved in the department faculty. So I think just saying the chair is a member of the department faculty, however the department defines who a member can be is what is going to define that scope. So that notion of explicitly defining that it can be a closely related field is unnecessary. It could still be a closely related field if you have, for example, an interdisciplinary department where you have faculty that have many different types of degrees. That's already defined by the department and who the department faculty are. So I'm not in favor of this change because I don't think it makes sense grammatically.

Andrew Hussey (Economics) – Is it not saying that a member of the department faculty or another department faculty? Because that's the way I'm taking it.

President Owens-Mosby – It's different interpretations.

William Alexander (Chemistry) – I think that a particular case that this covers is when the department has faculty members, none of which can or are willing to serve as department chair, but someone has to be department chair. And for instance, let me just make up an example, all of us chemists say no one is going to be chair. So at that point it's appropriate for a biologist, who does not want to become a department of chemistry faculty member, they want to stay in the biology department, to take on the administrative roles of our department and remain a faculty of biology. Answer the emails, correspond with the teaching assistants, do all of the department chair administrative stuff when it cannot be obtained from the department itself. And I don't think that even counts the weirdness of like of we're trying to hire a chair, but it failed, and now it's an interim. I don't think this touches interim stuff. This is who is legitimately the chair. We can't find one, no one's willing to serve, someone has to do that role. And I think this is potentially important. There's very small departments that this can come up quite often.

Carl Hess (University Libraries) – If that is the case, I wonder if language that faculty of a department in a closely related field might end some of this confusion.

President Owens-Mosby – I think we need to discuss this, because I think we could be here all night on just one. And we haven't even gotten to the second part of this. And so if we're not happy with this, we sent these out and there was no feedback on this. And then we sent it out again. And so we're, this sounds like we're going to vote this motion down, which means there'll be no changes this year. If that's where we are, we're going to have to vote on this. Yes or no. And we haven't gotten to the second part of this yet. If it gets voted down, it just gets moved to next year and they reconsider it. So I mean, we're talking about what could be done, but we haven't gotten to the second part of what we're not happy with. So I just want to put that in your mind, that we're talking about wordsmithing, but we've got several other motions still and we haven't gotten to that part.

William Alexander (Chemistry) – Call the question

Vote on calling the question

Yes 34

No 6

Abstain 0

Vote on motion

Yes 18

No 18

Abstain 6

Motion fails because no majority

Section 1.8.2 Academic Unit Administration: Department Chair, External Relations (p.14)

Motion Attached

Discussion

Katy Ramsey Mason (Cecil C Humphreys School of Law) – I have a question about why this provision was chosen to be changed and was it a directive that came from the office of legal counsel in compliance with executive orders?

Laura Alderson (Management) – No, we did not have any consultation with the office of legal counsel. The changing of the wording was to include all faculty within that department. So no, it wasn't because of DEI.

Máté Wierdl (Mathematical Sciences) – I am on this committee and actually this particular part of the faculty handbook is very important in my opinion. Now this change I believe is necessary because of the DEI instruction which may be coming down from the federal government. Maybe it already has come down. We have no idea because the administration is not communicating with us. I think there is a problem with this change because this includes part-time faculty as well and I'm not sure that we want to accept it. But I'd like to say just a few words about how these changes to this particular part of the faculty handbook came about because Laura already mentioned that we had some other proposals for change and then they said we should meet with the provost so that he could approve our changes. So he comes to meet our committee and he puts his input and makes us basically withdraw our changes. Now the changes we proposed were all about the democratic involvement of the faculty, the department faculty in the selection of the chair. So that means two parts. One is who selects the committee for the chair search because as you can see the dean selects it. And the other thing is how is the chair chosen from the pool of candidates and again we proposed something to the fact that the faculty should vote. I didn't understand why the provost interferes with the work of the committee before the whole issue comes to the senate. I believe that we should have some kind of proposal. The senate should have a discussion about that and once we get some kind of consensus here in the senate, because we represent actually the whole faculty, then the provost can give his input. But instead, he interfered. I believe it was a strong intimidation and we had to get rid of any kind of decision making. And kind of text which referred to democratic decision making. I'd like to make one remark because these kind of questions came up. What is the practice at other universities? So when you look at the statistics of the American Association of University Professors, so AAUP, then they had statistics that at least 60% of the universities select the chair via democratic process, which we do not have. When we look at UT Knoxville, which I believe is the premier public institution in our state, they also have a democratic process to select the chair. On the other hand, we do not have that. Actually in 2019 we did have a little sentence in the selection of the chair which was democratic. But between 2019 and 2022 that section was removed. There is no sign, there is no mark, there is no trace of how it was removed, why it was removed. It just got removed and that's how this this is the text which appears in the 2022 faculty handbook.

Mark Sunderman (parliamentarian) – According to Roberts Rules of Order you need to confine your remarks to the merits of the pending question. We've got a question on the floor right now where we are talking about the change dealing with diverse, particularly in terms of gender and race. I understand Máté, your concern about why

these other things may be in this particular section. Unfortunately, that is not the issue on the floor right now.

Máté Wierdl (Mathematical Sciences) – That’s your opinion! That’s not my opinion!

Mark Sunderman (parliamentarian) – Point of order. We are voting on this clause. If you have a comment about that clause, that’s one thing. We’re not talking about if other things should have been included or whether the provost overstepped his position. Those are issues we may need to make changes in the section next year. But right now, according to section 43:20 confining remarks to the merits of the pending question. We need to continue on this particular issue.

Stephanie Huetten (Psychology) – I have a question about this clause. Is it intended to be all faculty university wide, or just department faculty?

Laura Alderson (Management) – Department.

Stephanie Huetten (Psychology) – I was just a little confused because it does say the majority is comprised of faculty members from the department, but there might be outside. I’m just wondering if you’re trying to reflect all faculty university wide those demographics, or just the department demographics.

Joy Hoffman (Family, Community, and Health Systems Science) – I am on the committee. I work in a department or in a college that are more non-tenure track than tenure track. So if you put the tenure and tenure track in, you would eliminate a whole bunch of full-time faculty members who are all clinical faculty. So I’m wanting to include everyone.

President Owens-Mosby – I’ll go on the record. In my department they pull from outside in the school districts. So “majority” would also include that.

Srikanth Velichety (Business Information & Technology) – So if you look at the second to last sentence, it says the majority of the search committee is comprised of tenured and tenure track faculty members. And then the next sentence is membership of the search committee must be representative of tenured, tenure track and non-tenure track. So if you have already mentioned that tenured and non-tenure track should be majority, then mentioning it should include tenured, tenure track is redundant. So you just say representative of all faculty, including non-tenure track faculty.

Carl Hess (University Libraries) – In the case of a department that is majority non-tenure track faculty, can a search committee that is by department majority tenured and tenure track faculty be representative of all faculty?

William Alexander (Chemistry) – I think this clause is in here not to bean count people’s status, but to replace a potentially nasty word in our current state of affairs, which is “diverse”. And the word “representative” is not as much of a buzzword and can be used to make sure that the search committee is representative, not just of rank, but of sex, gender, race, of these things without codifying that in a way that could be potentially, let’s say, derogatory to our existence as a university. So I think this is a good change in that it expands the representation of people who can serve on a search committee.

Xinhua Yu (School of Public Health) – the previous sentence already said a majority of search committee composed of tenure, non-tenure track faculty members. So the last sentence membership must be... maybe the whole sentence could be removed.

President Owens-Mosby – Second questions?

Katy Ramsey Mason (Cecil C Humphreys School of Law) – I am not opposed to the inclusion of the suggested language, but I am opposed to removal of the clause that says that starts with diverse. This is something that I heard from law school faculty on and the concerns that were raised were that the elimination of that clause represents an erasure of best practices for recruitment. And then recognizing the political moment that we are in, with a lot of confusion around what we can say and what we can't say when it comes to words like diverse or diversity. But my question and the question that law faculty had is why is the faculty senate taking this on? If this is a change that is going to be required at some point, why do we not wait until it actually is ordered rather than proactively taking that on ourselves at this point when that has not yet happened? Because I think this is, in my opinion, is that these executive orders are dangerous and that this is exactly why. It is causing these types of change proactively before they are being ordered. So I am in opposition to this change.

President Owens-Mosby – I can answer that for you simply because I would like for you to take this back to the law school. The handbook is done once a year. And so we can't go in and change it in the middle of the year. And the reason why we do it once a year is because it gets done and it's effective July 1st. I can't change it if an executive order comes down in the middle of the year. So that's why it get done now. We don't do it in the middle of the year.

Katy Ramsey Mason (Cecil C Humphreys School of Law) – My understanding of what is happening with the executive orders is that if there has not been a specific instruction from the law and legal counsel or from the higher administration of the university to change this language, my question is if that does happen at some point between now and next year, this could be done next year. In order to comply. And that would seem to me, given the procedures around the changes only happening once a year. One would imagine that that would be satisfactory.

President Owens-Mosby – I don't know. If it had to go to the board, it would have to go in June. So I don't know. My understanding is that there are certain things that have to happen and that I can say that that is the process.

Stephanie Huetten (Psychology) – Without a mandate that universities need to get rid of language surrounding diversity, I'm strongly opposed to getting rid of language involving diversity. The Department of Psychology is very heavily involved in research that involves diversity and diversity initiatives. Our existence relies on being able to do those kinds of things and talk about them. And I think it's a bit of a slippery slope to anticipate that we're going to have to change those then change language like this. I also think it's not clear from this what representative of all faculty means. Yes, tenure, tenure track and non-tenure track. Does that mean that if 70% of all faculty in the department are men that we can just select men only for every single search committee that happens? Representative of all faculty is not saying that we need to have people from diverse backgrounds on the committee. It's saying something different here. So you can say, yes, it's representative of all faculty because 60% of faculty are white. That's most of our faculty. And then you can justify it not being diverse in terms of gender and race

with this language. So I think yes, of course, there's going to be departments where there are no women and there are no people that are any other race. But in that case, we should just in cases where diversity is not available. Every effort should be made to make it diverse or something like that. But I don't like this representative of all faculty. I think it's too vague. I think anticipating the issue of including the word diversity is very dangerous and it's very threatening to our department and don't like that we're sanctioning at a university.

President Owens-Mosby – Laura do you have any comments on that? Why did you strike that language?

Laura Alderson (Management) – The intention was that the committees would be made up of everyone, representative of all faculty, meaning gender... it's not saying that, but that was the intention. And to add on the non-tenure, which was glaringly missing. It was a concise statement to include everyone. Without specifically saying race, gender, whatever else.

Máté Wierdl (Mathematical Sciences) – So actually, I was the one who proposed full-time faculty because I really thought, at least the position of the American Associate of University Professors as well, that even non-tenure track people should be involved in this kind of decision making. And my one general proposal was just a very simple thing. In addition, I didn't think that diversity should have been removed. Any full time faculty should be involved in the decision making. So that was my suggestion and then it was changed to this one. But unfortunately, this includes part time faculty and I'm not sure that's a good idea. So, I agree with the people who spoke before me that I think this change is not useful as it is right now.

Shahram Pezeshk (Civil Engineering) – I think to clarify this membership of the search committee should be representative of all faculty, only faculty can be on the search committee?

President Owens-Mosby – I thought it was majority? The majority of the search committee is composed...

Shahram Pezeshk (Civil Engineering) – membership must be representative of all faculty. Does it mean that advisory board cannot be on the committee?

Laura Alderson (Management) – It's intended for staff or advisory committees.

Shahram Pezeshk (Civil Engineering) – It must be representative of faculty...

President Owens-Mosby – So the way this is written, to answer your question, I think it contradicts itself. A majority of the search committee is composed to tenure track faculty members of the department. Membership of the committee must be representative of all faculty. So I think that those two sentences contradict themselves. And I think that's what you are bringing. Is that correct?

Shahram Pezeshk (Civil Engineering) – Yes

Edith Gnanadass (Leadership) – Call the question

Vote on calling the question:

Yes 32

No 6

Abstain 1

Vote on motion:

Yes 9

No 29

Abstain 0

Motion fails

Section 4.9.7.C2 Tenure & Promotion Review: External Peer Review (p.58)

Motion Attached

Discussion

William Alexander (Chemistry) – While I think it is appropriate and probably a good step to have it documented, if none of the reviewers suggested by the candidate can be secured, I think that's a good thing. I am questioning the other piece of this for two reasons. One, it's not mirrored with the language about the committee getting external peer reviewers. It just says that the promotion committee will develop a list of external peer reviewers that does not say peer or aspirational. And also I am thinking I'm opposed to calling out peer or aspirational institutions as a general principle for getting external peer reviewers, because that potentially is a strange definition that we might not know what that means. But it certainly means that we've limited the list of institutions at which we can get external peer reviewers. Additionally, my department might look better and be able to get better recommendation letters from other departments who don't match that list because my department might not really match the average of the institution. So I'm not sure that's great. Anything that narrows the field from which we can get external peer review letters, which is the hardest thing to do in the tenure review process, is a negative thing. And my last comment, I will mention that the language that it's trying to replace, is not better language: "outside the university." It should be different. So my question on all of this, what was the committee's thinking into limiting external reviewers to peer aspirational institutions? And is it the committee's intention to only have that to be limited to the candidate, which is how it goes.

Laura Alderson (Management) – This just came from the feedback we got from different places. I don't have the data to see if there were multiple agreements to that.

President Owens-Mosby – I think it came from the feedback from when we opened it up in Teams and feedback from the faculty senate as well.

Laura Alderson (Management) – Outside the university seemed to be more restrictive.

Srikar Velichety (Business Information & Technology) – Just to add to what William is saying, it could be that the candidate worked at a research lab before coming to academia, which means he had collaborators there. If you use the language of peer and aspirational institutions, you're restricting it to universities. The candidate wants to get a letter from somebody in the research lab. I would be careful with this language.

Máté Wierdl (Mathematical Sciences) – I have a similar comment. And actually it was prompted by one of my faculty in the math department. In mathematics we have 52 different branches of mathematics because it's a very old subject. And we looked over

the list of the peer institutions and aspirational institutions. We have a particular area which is called ergodic theory and none of those institutions have experts in this area. So it makes absolutely no sense to try to get a letter of recommendation from those institutions. It makes no sense to restrict the institutions to the peer and aspirational institutions. I believe it's a mistake because probably this is what other people are talking about.

Eli Jones (Counseling, Educational Psychology, and Research) – I want to second what William said. I want to say thank you to the committee. I think it's thoughtful to talk about documenting why something was neglected. That's important. I do agree that I have a problem with the first part on the same thing. I have just gone through the tenure process and none of recommendations, I have a very niche area of methodology, I couldn't find anybody from any of the aspirational or current peers. If we were going to do this I would recommend saying peer or aspirational or similar, something like that. If we're trying to give some guidance, I think we can be a bit more open rather than restrictive.

President Owens-Mosby – I'd like to get on the record too. I agree with Máté, Will, Srikar and Eli. One of the things that when I saw in the language I said what do we mean by peer and aspirational peers? Is it the president's list or is it the list that we came up with in the faculty senate? Because that's concerning and not only that, but my college peer and aspirational peers might be different from Máté. And then what are we talking about? So I was extremely concerned about that because then when it goes up to senior administration what if they don't consider it peer or aspirational peer? So when I saw it I was like no, I don't think this is a good idea at all. So I agree, I think it's something we should consider maybe rewording, not now, not this year.

Xinhua Yu (School of Public Health) – Can you define what you mean by aspirational institution?

President Owens-Mosby – We have a list that says peer and aspirational peers. It's a list that was defined when we did the strategic plan. It was given to us by senior administration. And then we did a study in the senate that was done by the budget and finance committee that came up with our own list of peer and aspirational peers. But like I said, your college, Máté's college, Coe's college may be totally different because we are experts in our field. So our aspirational peers and peers may be totally different than any of those lists.

Eddie Jacobs (Electrical and Computer Engineering) – One of the things that is occurring to me here is the fact that we seem to be trying to tie this to the qualifications of a university when what is actually needed is the qualification of the individual that's involved with any university. That really cuts the nerve of what we're trying to achieve with respect to tenure and promotion.

Carl Hess (University Libraries) – It sounds to me like most people like the second change, but not the first. I am going to move to amend the resolution to revert peer or aspirational peer institutions back to outside the university.

William Alexander (Chemistry) – might I suggest before you finish your motion, might I suggest that we just make it say “recommended external reviewers” so that mirrors the language later and remove that outside the university?

Carl Hess (University Libraries) – Can I do that at this point?

William Alexander (Chemistry) Yes, because you weren’t done talking.

Carl Hess (University Libraries) – I move that we strike “peer or aspirational institutions” and add “external” between “recommended” and “peer”.

Motion seconded.

President Owens-Mosby – I’m going to open the floor for discussion for the amendment.

Eli Jones (Counseling, Educational Psychology, and Research) – Call the question.

Stephen Karr (Rudi E. Scheidt School of Music) – second

President Owens-Mosby – The question’s been called.

Vote on calling the question

Yes 36

No 2

Abstain 0

Vote on the amendment

Yes 38

No 1

Abstain 0

William Alexander (Chemistry) – Call the question.

Carl Hess (University Libraries) - second

Vote on calling the question on the amended motion

Yes 39

No 1

Abstain 0

Máté Wierdl (Mathematical Sciences) – You have to agree this is too much.

President Owens-Mosby – That’s why I wanted an do an up-down vote.

Máté Wierdl (Mathematical Sciences) – Yeah, that’s what we are going to have next year.

President Owens-Mosby – I agree. Please committee do an up down vote next year.

Now we understand what an up-down vote is. It’s all in one. All of it.

Máté Wierdl (Mathematical Sciences) – No, that’s not a good idea. That’s how we passed all the crazy changes. This one is good. In that sense it’s good. Just the whole “call the question” and blah, blah, blah.

President Owens-Mosby – You have to do that.

Máté Wierdl (Mathematical Sciences) – Yeah, according to the thousand page long book.

President Owens-Mosby – You don’t get to be parliamentarian until you learn all of Roberts Rules of Order.

Máté Wierdl (Mathematical Sciences) – That’s the problem!

President Owens-Mosby – So you'll get your form in? You're running for parliamentarian, right? I'll expect that next week.

Máté Wierdl (Mathematical Sciences) – No, no, no. I'll change the rules, believe me!

Vote on the amended motion

Yes 38

No 1

Abstain 0

Amended motion carries

Stephen Karr (Rudi E. Scheidt School of Music) – point of information, what is a quorum?

President Owens-Mosby – 27.

Section 4.9.7.C3 Tenure & Promotion Review: Submission of the Dossier (p.59)

Motion attached

Discussion

Katy Ramsey Mason (Cecil C Humphreys School of Law) – There was significant opposition to the addition of this provision and that opposition falls into three main categories. One if the justification for adding this is to provide protection to external peer reviewers, it seems unnecessary given that second 4.9.7c2 prohibits candidates for promotion and tenure from contacting reviews so it's unclear what the need for additional protection is when that's already something that is not allowed. Second, this seems inconsistent with the ability of the candidate in the rest of this section that talks about the rebuttal process, because at each level of review of tenure and promotion, it does afford the candidate the opportunity to reply to a negative or split recommendation. And not making the external peer review letters available to a candidate during that process would hamper their ability to effectively rebut any kind of recommendation that is not favorable. The feeling from the law school faculty was that often a negative or split decision is on the basis of the quality of the candidate's scholarship, and without being able to see how that was characterized by either the committee, etc., it would not make sense to have a review of the process and the rebut would be ineffective. And then third, Tim told me in an email that there would be the opportunity after the end of the process after the provost review for candidates to view external peer review letters, but there's not language to that effect anywhere in the handbook. If that is practice, I'm glad that that is the practice, but that's not actually articulated anywhere. So adding this provision without adding language saying that there is review at some point, would effectively, this could be read to prohibit candidates from ever seeing external peer review letters, which I think would not be in the spirit of what is happening, but also from the perspective of a lawyer, if somebody were to sue the university over not being granted tenure or promotion, those letters would most certainly be available during some sort of discovery process and during litigation. It is also possible they would be subject to Tennessee public records law. So at some point a candidate would get to see them, but I think if there's going to be more language around restricting access to external peer review letters, it needs to be

clarified to say when candidates can see them and not allowing them to do it ever just doesn't seem right. So I am in opposition to this.

Máté Wierdl (Mathematical Sciences) – I do have examples where it turned out to be useful to look at the external review letters because they were partial and they were not justified. But it was not apparent at the time when the negative decision was made in my department. I've been here for 30 years, so I've seen all kinds of stuff, and I think this is not a good idea. I mean if you write a recommendation letter or an evaluation letter at some other institution, you have to take responsibility for your opinion. Even for the candidate. You cannot do it behind the back of the candidate. So as a principle, I think it's a good idea.

Stephanie Huetten (psychology) – I'm just wondering what the impetus for this change was.

Laura Alderson (Management) – That's a good question. I don't have the exact answer. I just know that I remember the provost talking about in the middle of the review process prolongs the process. Not that that is a good excuse. I'm probably not explaining it well. We're talking about redacted information that would be provided.

William Alexander (Chemistry) – My understanding is that this change has been made in direct response to the provost's refusal to provide these peer review letters at intermediate steps in the process in the previous year. These changes went into effect last year. The current review, this whole intermediate review of a negative decision went into effect as of last July, meaning that this past year was the only and first year that a candidate could make these rebuttals at each position. It was also the first year that the provost had an ability to act on this. My understanding is that the provost refused to provide these external review letters at intermediate stages at least in some cases and there was discussion. And some discussion about things Katy mentioned. Is it a good idea for external reviewers to have been unmasked within the process. The old way, you never got to see any of that material until the provost's level of review. So you would never know any of this stuff. None of this stuff was available. So the current process does potentially elongate the tenure process. It is also potentially useful in that errors can be detected quicker. There's good stuff about this. This change represents not anything that the faculty necessarily want, but reflects how it was actually done under the administration. My question for this body is knowing that, and assuming that that behavior would continue going forward, do we make this change or do we leave it in the way that it was originally posted and continue to let the upper administration decide on how to do this?

Máté Wierdl (Mathematical Sciences) – So in other words, this is provost interference. This is the result of that and I think we should reject that.

Eli Jones (Counseling, Educational Psychology, and Research) – What effect will this have on people being willing to provide external review letters if candidates can read them?

William Alexander (Chemistry) – Point of clarification, the candidate is always eventually able to read and access the external reviews.

President Owens-Mosby – The candidate can get them. You go to the provost's office and talk to Dr. Kandi Hill-Clarke. You will get them redacted. You won't know who they

came from, but you will be able to read them redacted. But you can see them, but it's when the process is over. The handbook says that it is open and that we will be able to receive the letters throughout the process. There was an email that went out that I was copied on as the faculty senate president that went out to deans that said they were not going to do that. That will not be available. And when that went out, I took that to the EC. There's just nothing that we can do when there's a decision made that isn't something that we have control over. But it stays in the handbook because that's what was in the handbook. When there is a decision made that is above the handbook, we don't have any say.

Carl Hess (University Libraries) – So the provost, or a previous provost, did agree to those changes when they reviewed that?

President Owens-Mosby – That is correct. Well, I don't know the answer to that. Any time we have a handbook, I want to put this on the record, the way things are done, and it was done the same way this year. This is a partnership. Handbooks are partnerships. You don't go in and change a handbook and say oh and by the way provost, here it is and good luck! I started meeting with Kandi Hill-Clarke in August with feedback she was getting from deans and chairs and faculty about things that were not working. And I started working with Tim at that time letting him know. And then I met with her in October, then again in November, and then again in December, and then again in January. And then I talked to Tim and told him we need to start getting the timeline together because you all need to start working on this. So then we started working on the timeline. That is when we went and met with the provost and said what are some things that are non-negotiables here? This is a partnership. Tim went back to the committee and said these are some things that we need to look at. Then they started working on what they were going to do and that's when they started bringing things to the senate and asking for feedback from the senate. And then deciding when things were going to go out to the senators and go up on Teams for feedback. And then things went to the provost. It was kind of late going to the provost. The provost agreed to meet with the entire committee and said these are things that I'm willing to do and work with and these are things I'm not. That's the way we do things.

Máté Wierdl (Mathematical Sciences) – We didn't do it before!

President Owens-Mosby – Yes we did.

Máté Wierdl (Mathematical Sciences) – That's not how we did it before!

President Owens-Mosby – Yes it is.

Máté Wierdl (Mathematical Sciences) – You are mistaken.

President Owens-Mosby – No I'm not. I've been on the EC for four years.

Máté Wierdl (Mathematical Sciences) – Oh wow! I was on the senate for almost twenty years!

President Owens-Mosby – I've been here ten.

Máté Wierdl (Mathematical Sciences) – What are you talking about?! No.

President Owens-Mosby – Yes.

Máté Wierdl (Mathematical Sciences) – It was snuck into the handbook.

President Owens-Mosby – Absolutely not.

Máté Wierdl (Mathematical Sciences) – That the provost should interfere with the...

Mark Sunderman (parliamentarian) – Point of order!

President Owens-Mosby – Anyhow, that's when I tried to guide the committee this is the things we need to do. I tried to guide Laura because Laura got put in at the last minute. I tried to guide and said I don't want to get involved in your decisions, but it needs to be a majority in the committee.

Carl Hess (University Libraries) – If I may respond, if the provost is able to change what was agreed on in the past, that does not feel like a partnership.

President Owens-Mosby – What do you mean by change?

Carl Hess (University Libraries) – If this was agreed on with the old language that said the entirety of the dossier and the provost unilaterally changes that he was interpreting that to not mean the external review letters, that does not feel like a partnership. Nor does it feel like a partnership if the provost may set things that are out of bounds, and we cannot do the same.

President Owens-Mosby – But he put the rebuttal letters into place. That happened because of him. Otherwise we wouldn't have had that. That was him.

Carl Hess (University Libraries) – With no qualification that he would not allow people to access the peer review letters.

President Owens-Mosby – Okay, but I'm saying that we would have never had that process had he not put that into place. We would have never had that.

William Alexander (Chemistry) – call the question

Vote on calling the question

Yes 28

No 2

Abstain 1

Vote on Motion

Yes 6

No 24

Abstain 0

Motion fails

Motion to Provide 9/10-month Full-Time Faculty/Employees a 12-month Pay Schedule Option, Consistent with Majority Practice in the State – William Alexander (Chemistry), Chair of Research Policies Committee; Stephanie Huette (Psychology), Chair of Committee on Committees; Edith Gnanadass (Leadership), Chair of Academic Policies Committee; Stephen Karr (Rudi E. Scheidt School of Music), Chair of Budget and Finance Committee; Bradley Dixon (History)

Motion Attached

Discussion

Carl Hess (University Libraries) – Call the question

Vote on calling the question

Yes 31

No 0

Abstain 0
Vote on the Amended motion
Yes 31
No 0
Abstain 0
Motion carries

Results of Survey on Faculty Senate Communication – Laura Alderson (Management), Interim Chair Faculty Policies Committee

Presentation attached

President Owens-Mosby – Just so you all know, we are not allowed to send out all faculty emails from the senate. We're not allowed to do that. So that's not an option. That's why I wanted to do the newsletter in the beginning if you all remember. The provost won't allow the faculty senate to do that.

Máté Wierdl (Mathematical Sciences) – So what if you send out something which would be sent to everybody, but you send it out to the senators, and then the senators send it to their department.

President Owens-Mosby – I did a newsletter in the very beginning, but it was voted down. That's what stemmed this whole survey thing.

Jeff Marchetta Faculty Trustee Presentation

Presentation attached

Discussion

Máté Wierdl (Mathematical Sciences) – I have two short questions. One is that the housing, I saw that the housing prices went up by 5.5%. On the other hand, the inflation rate last year was only 3%. So I don't know whether they talked about that, but that is kind of interesting. You know, this discrepancy. I'm assuming that this is about student housing.

Jeff Marchetta (Faculty Trustee) – The reason we chose the housing rate to increase is they actually did a market study of all the other housing options. And it turned out that they were a little bit undervalued. So they raised the housing rate to meet the market demand in the area.

Máté Wierdl (Mathematical Sciences) – So the university adjusted to the market, fine. My other question is that we've had this problem with heating in Dunn Hall. And I see 100 million dollars asked for or maybe even to be spent on renewing Mitchell Hall and Clement Hall, if I remember correctly. On the other hand, in the last 30 years, we have never had proper temperature in our building. So what is the board going to do about this kind of thing?

Brad Dixon (History) – Madame President will the gentleman yield? Let me ask the senator from math sciences, has sewage run through your halls? I agree, all of the buildings have issues, but we have a major one. There are sewage issues that we are

still dealing with. Mitchell is falling apart. I invited you to come and see it. In fact, my questions was, will this be moved up and will it remain a priority?

President Owens-Mosby – They literally have sewage running through their halls.

Máté Wierdl (Mathematical Sciences) – This is 100 million, our problem is half a million dollars.

Brad Dixon (History) – I don't mean to be out of order here, but we have work orders going back 15 to 20 years of just patches. I invite anybody to come. Today they are snaking drains in the floor outside my office.

President Owens-Mosby – Your building is not the only one, but it is one of them.

Máté Wierdl (Mathematical Sciences) – Two weeks ago, we had 95 degrees in Dunn Hall, 95 degrees!

President Owens-Mosby – Nursing is having issues...

Máté Wierdl (Mathematical Sciences) – We can battle on this!

Kristy Patrick-Lewis (Acute, Chronic, and Continuing Care Science) – You can come over to this brand new building they built for nursing and we don't have any control over heating or air.

Stephen Karr (Rudi E. Scheidt School of Music) – How involved is the board of trustees in these budget scenarios that continue to be presented to academic units? You know, please prepare for 4% cut, 6% cut, 1.5% cut. Are these scenarios also presented to, for example, the sports side of things? Are they also asked to tighten their belts, in favor of saving money and making sure that we remain budget conscious?

Jeff Marchetta (Faculty Trustee) – The board does not get down below the budget you just saw. The board is not privy... the only reason I'm privy to it is because I'm an employee. But the Board members are not privy to the pullbacks. For example, like you're talking about with academic affairs.

Stephen Karr (Rudi E. Scheidt School of Music) – Do you ever question these decisions that are made?

Jeff Marchetta (Faculty Trustee) – On what level?

Stephen Karr (Rudi E. Scheidt School of Music) – I would encourage you, as a representative of the faculty, to at least ask questions about, we are supposed to be doing research and teaching, why are we being hamstrung in this way? Or is everybody being asked to share that burden equally?

Jeff Marchetta (Faculty Trustee) – If I ask that question, I have to ask it as a faculty member and not as a trustee because the role of the trustee does not have oversight over how the Provost Office makes decisions.

Máté Wierdl (Mathematical Sciences) – Sorry, I didn't understand, can you say it in one sentence again?

Stephen Karr (Rudi E. Scheidt School of Music) – Yes, so my question is, does the Board of Trustees interrogate whether the financial hardships that we're currently experiencing, in being asked to continually prepare for cuts of certain percentages to our budget, is that being shared equally across campus, or if there are certain areas that are being favored over the academic research?

Máté Wierdl (Mathematical Sciences) – So that's an easy question, what is the answer?

Jeff Marchetta (Faculty Trustee) – The answer is that the budget you're seeing here is effectively coming from the CFO. He presents it to the president, the president is going to sign off on it. But information is never going to be presented to the board. Now, if I want to, I can go look. You can go look actually. The budget is up and I can go look at it. But I don't actually meet with the CFO, nor should I. If you go look at the Association of Governing Boards, it would be inappropriate for me to meet with the CFO. And the only reason I meet with the provost is in my function as the chair of the academic committee on the board. Do I look at these? Do I ask questions? Of course I ask questions. I'm still an employee of the university. And to come back to your question, first of all, no, not everything. I know because I asked, but not because information was provided to me as a board member. I know that the pullbacks were not equal across all of the colleges. And the reason for that is that in this last cycle they started to utilize the RCM model to make some decisions. I do know that the Division of Business and Finance, they also did a pullback with their division. And then, in addition, athletics, I can say, and I don't think this is going to be private information, I did specifically ask the President when I had a one-on-one meeting, if athletics was going to require additional subsidy given the NIL and other changes that are going on in athletics. And he said he's already told the athletic director no. So they're not coming back to ask the university for additional resources and they need to generate additional revenue.

Stephen Karr (Rudi E. Scheidt School of Music) – If you'll forgive me, that doesn't sound like an answer to my question. Are they being asked to share the burden? Are they being asked to pull their budget back in the same way that we are?

Jeff Marchetta (Faculty Trustee) – Well, their budget mostly comes through their donations.

Máté Wierdl (Mathematical Sciences) – Are you aiming to find out about salaries, or just in general?

Stephen Karr (Rudi E. Scheidt School of Music) – I'm just curious whether in the first page of the President's strategic plan, the things that we are supposed to primarily do are teaching and research. I'm not trying to ask if the sports program is in support of that or...

William Alexander (Chemistry) – I think the question is, on not everything, but most of the way that it's budgeted, all the athletics programs are separate from the, they're not comingled. Now there's a little bit, because of scholarships and things like that. I think a more important question is, is in the University focusing fundraising efforts for athletics that are degrading fundraising efforts to teaching and research priorities? That could be a sharper point. Because if we ask for donations for the athletics and not everyone's pockets are infinitely deep, right? Are some level, that potentially degrades our ability to get donations for instruction. Now, that's a hard point to answer if that's happening.

Jeff Marchetta (Faculty Trustee) – People that are going to donate to athletics are going to donate to athletics. This is just my opinion, but very rarely are you going to get somebody who wants to donate to athletics to convert over to donate towards academics and research. To answer your question, and keep in mind, the athletics

program has its own advancement folks. Yes they're connected to our advancement office, but they have their own advancement folks. Part of our advancement team is going to go out there and fundraise for professorships. That's actually something they've been trying to do for quite a bit. Professorships and scholarships for students. And also just unrestricted gifts that can be used for academic purposes. So they're not living on the hog over there in athletics. They're probably operating with a revenue that's actually probably lower than other parts of the university. So I know in our conference, even though we're one of the top revenue schools in our conference, we weren't far below any of the power conferences in terms of what we're spending our exposure on.

Máté Wierdl (Mathematical Sciences) – Well, that's the argument you can hear about the president's salary, you know, because he makes 650,000. But nevertheless, it is lower than blah, blah, blah. So that's always an argument why these kinds of salaries, these kinds of funding should always go up. But I would like to make one remark. I don't know if this is significant or not, but for about 15 years, every single year I made up the salary statistics at the university. And consistently, the higher administration's salaries increased twice as fast as faculty salaries. So, but then about maybe four years ago, the provost decided that they will not give me the salary statistics anymore. So I stopped doing that. And I think all these processes, all these things about budgets and salaries are much more secretive in the last few years than they used to be. So if you want to have an answer to your question, you probably can't get it.

Jeff Marchetta (Faculty Trustee) – Well, I'm almost certain, I don't want to speak for you, but I think there's two representatives now that are sitting in on the president's budget presentations.

Kristy Patrick-Lewis (Acute, Chronic, and Continuing Care Science) – Speaking on what Stephen said, I can understand, coming from nursing, with budget issues, we can't even keep getting our supplies. We have to hand count everything. I'm like him. We still have to do this research. But part of our federal grants and funding are on hold or got kept because of the new government situation. So who is the person, like he said, questioning the president or the provost? Hey what do we do? How can we subsidize them? Because I can't go write this grant and get the \$100,000 that I did last year.

President Owens-Mosby – well, I can tell you, and I don't want to be the deliverer of this, but last time I checked we were down 14% in enrollment. And deposits are down. That was undergraduate, I don't know about graduate. Are there any more questions for him? If not, I'm going to go to the ombuds.

Ombudsperson – Sara Bridges, Associate Professor of Counseling Psychology

Sara Bridges (ombudsperson) – Nothing to report.

03.25.25.09 ANNOUNCEMENTS

TUFS April 5th

Ron Brooks has retired, Greg DuBois is now filling in in facilities.

03.25.25.10 ADJOURN

The meeting adjourned at 5:40 pm.

Faculty Senate



Motion to Approve Revisions to the 2024-25 Faculty Handbook

Section 1.8.1 Academic Unit Administration: Dean (p.10)

Section 1.8.2 Academic Unit Administration: Department Chair (p.11)

Originator: The Faculty Policies Committee

Whereas,

The Faculty Policies Committee has a standing charge to annually review and propose appropriate revisions to the Faculty Handbook.

Whereas,

The Faculty Policies Committee reviewed requests for Faculty Handbook changes received from Deans and faculty from across all units of the University of Memphis.

Whereas,

The Faculty Policies Committee approved and recommends the changes to Section 1.8.1 Academic Unit Administration: Dean, and Section 1.8.2 Academic Unit Administration: Department Chair of the 2024-2025 Faculty Handbook.

Be it resolved that,

The Faculty Senate approves of the attached revisions to the 2024-2025 Faculty Handbook Section 1.8.1 Academic Unit Administration: Dean, and Section 1.8.2 Academic Unit Administration: Department Chair, and recommends approval and adoption by the Provost.

Recipients:

The Office of the Faculty Senate

Dr. David J. Russomanno, Executive Vice President for Academic Affairs & Provost

Ms. Helen Johnson, Office of the Provost

Section 1.8.1 Academic Unit Administration: Dean

Generally, the dean has these administrative ~~concerns~~ **responsibilities**:

- the academic programs in the unit with regard to the relationships among its departments, and its relation to the larger university and the public.
- the faculty of the unit and the leadership of the unit, their well-being, development, review, assessment, and renewal.
- the encouragement and support of teaching, research, creative activity, and public service.
- the support services for the conduct of unit business including staff, facilities, and equipment.
- the strategic planning.
- the budget preparation, review, and analysis for the unit.
- the fund-raising and development of relationships with outside constituents.

Section 1.8.2 Academic Unit Administration: Department Chair

The chair is a member of the department faculty, **or the faculty of a closely related field**, who is assigned the duty of administering the department. Faculty holding appointments as chairs are considered academic leaders, and as such, often will be consulted by the provost and the dean regarding development and implementation of academic policy. In units not organized into departments, the dean serves as both dean and department chair. Department chairs report to the dean of the unit. The department chair occupies one of the most complex and demanding service positions in the university, with widespread responsibilities to faculty members, students, and administrative officers. Although the department chair may delegate his/her duties to assistant/associate department chairs, coordinators, and/or department committees, the department chair is ultimately responsible for the management and administration of the department.

Motion 2025.03.25 3/25/2025

Vote: # For, # Against, # Abstain

Faculty Senate



Motion to Approve Revisions to the 2024-25 Faculty Handbook Section 1.8.2 Academic Unit Administration: Department Chair, External Relations (p.14)

Originator: The Faculty Policies Committee

Whereas,

The Faculty Policies Committee has a standing charge to annually review and propose appropriate revisions to the Faculty Handbook.

Whereas,

The Faculty Policies Committee reviewed requests for Faculty Handbook changes received from Deans and faculty from across all units of the University of Memphis.

Whereas,

The Faculty Policies Committee approved and recommends the changes to Section 1.8.2 Academic Unit Administration: Department Chair, External Relations of the 2024-2025 Faculty Handbook.

Be it resolved that,

The Faculty Senate approves of the attached revisions to the 2024-2025 Faculty Handbook Section 1.8.2 Academic Unit Administration: Department Chair, External Relations, and recommends approval and adoption by the Provost.

Recipients:

The Office of the Faculty Senate

Dr. David J. Russomanno, Executive Vice President for Academic Affairs & Provost

Ms. Helen Johnson, Office of the Provost

Section 1.8.2 Academic Unit Administration: Department Chair, External Relations

Department chairs are appointed after an internal or external search is conducted according to policies, which can be found on the university website. The dean selects the chair of the search committee from outside the department and appoints members of the committee. A majority of the search committee is composed of tenured and tenure-track faculty members of the department. Membership of the search committee must be ~~diverse, particularly in terms of gender and race~~ **representative of all faculty including tenured, tenure-track, and non-tenure track faculty.**

Motion 2025.03.25 3/25/2025

Vote: # For, # Against, # Abstain

Faculty Senate



Motion to Approve Revisions to the 2024-25 Faculty Handbook Section 4.9.7.C2 Tenure & Promotion Review: External Peer Review (p.58)

Originator: The Faculty Policies Committee

Whereas,
The Faculty Policies Committee has a standing charge to annually review and propose appropriate revisions to the Faculty Handbook.

Whereas,
The Faculty Policies Committee reviewed requests for Faculty Handbook changes received from Deans and faculty from across all units of the University of Memphis.

Whereas,
The Faculty Policies Committee approved and recommends the changes to Section 4.9.7.C2, Tenure & Promotion Review: External Peer Review of the 2024-2025 Faculty Handbook.

Be it resolved that,

The Faculty Senate approves of the attached revisions to the 2024-2025 Faculty Handbook, Section 4.9.7.C2, Tenure & Promotion Review: External Peer Review, and recommends approval and adoption by the Provost.

Recipients:

The Office of the Faculty Senate
Dr. David J. Russomanno, Executive Vice President for Academic Affairs & Provost
Ms. Helen Johnson, Office of the Provost

Section 4.9.7.C2 Tenure & Promotion Review: External Peer Review

The candidate shall develop a list, normally four to eight names, of recommended peer reviewers from ~~outside the university~~ **peer or aspirational institutions**. The candidate may also submit a list (with justifications) of persons who may pose a conflict for consideration by the chairs of the department and the department tenure and promotion committee. In addition, the department chair and the department tenure and promotion committee will develop a list of external peer reviewers. The chairs must select at least one of the names suggested by the candidate. **If it is not possible to obtain a recommendation from a reviewer suggested by the candidate, the reasons must be documented at the departmental level.** The department tenured faculty and department chair are solely responsible for supplementing the candidate's list with additional reviewers. The dossier should contain at least four external reviews. If it is not possible to obtain four reviews, the reasons must be documented at the departmental level. For each reviewer, there should be an accompanying brief paragraph identifying the reviewer's credentials and a statement regarding the nature of the relationship to the candidate or lack thereof. The external reviewers are expected to provide informed, objective evaluations rather than testimonials. Therefore, no more than one external reviewer can be a past mentor or collaborator of the candidate. A template for the External Evaluator List which is required for the dossier and a sample request letter for an External Peer Evaluation shall be maintained by the provost and posted on the university website.

Motion 2025.03.25 3/25/2025

Vote: # For, # Against, # Abstain

Faculty Senate



Motion to Approve Revisions to the 2024-25 Faculty Handbook Section 4.9.7.C3 Tenure & Promotion Review: Submission of the Dossier (p.59)

Originator: The Faculty Policies Committee

Whereas,
The Faculty Policies Committee has a standing charge to annually review and propose appropriate revisions to the Faculty Handbook.

Whereas,
The Faculty Policies Committee reviewed requests for Faculty Handbook changes received from Deans and faculty from across all units of the University of Memphis.

Whereas,
The Faculty Policies Committee approved and recommends the changes to Section 4.9.7.C3, Tenure & Promotion Review: Submission of the Dossier of the 2024-2025 Faculty Handbook.

Be it resolved that,

The Faculty Senate approves of the attached revisions to the 2024-2025 Faculty Handbook, Section 4.9.7.C3, Tenure & Promotion Review: Submission of the Dossier, and recommends approval and adoption by the Provost.

Recipients:

The Office of the Faculty Senate
Dr. David J. Russomanno, Executive Vice President for Academic Affairs & Provost
Ms. Helen Johnson, Office of the Provost

Section 4.9.7.C3 Tenure & Promotion Review: Submission of the Dossier

The candidate will, with the guidance and counsel of the department chair, prepare and submit to the department chair (for distribution to the department tenure and promotion committee) a dossier, as described in Section 4.9.7B, in compliance with departmental, academic unit, and university guidelines and in accordance with the tenure and promotion calendar maintained by the provost. Once the department tenure and promotion committee has begun its formal review of the dossier, the candidate may not add or remove material to the dossier. The candidate shall be able to view the contents and any materials added to the dossier at every level of review, **except for the external peer review letters.**

Motion 2025.03.25 3/25/2025

Vote: # For, # Against, # Abstain

2025 Survey on Faculty Senate Communication

Faculty Policies Committee

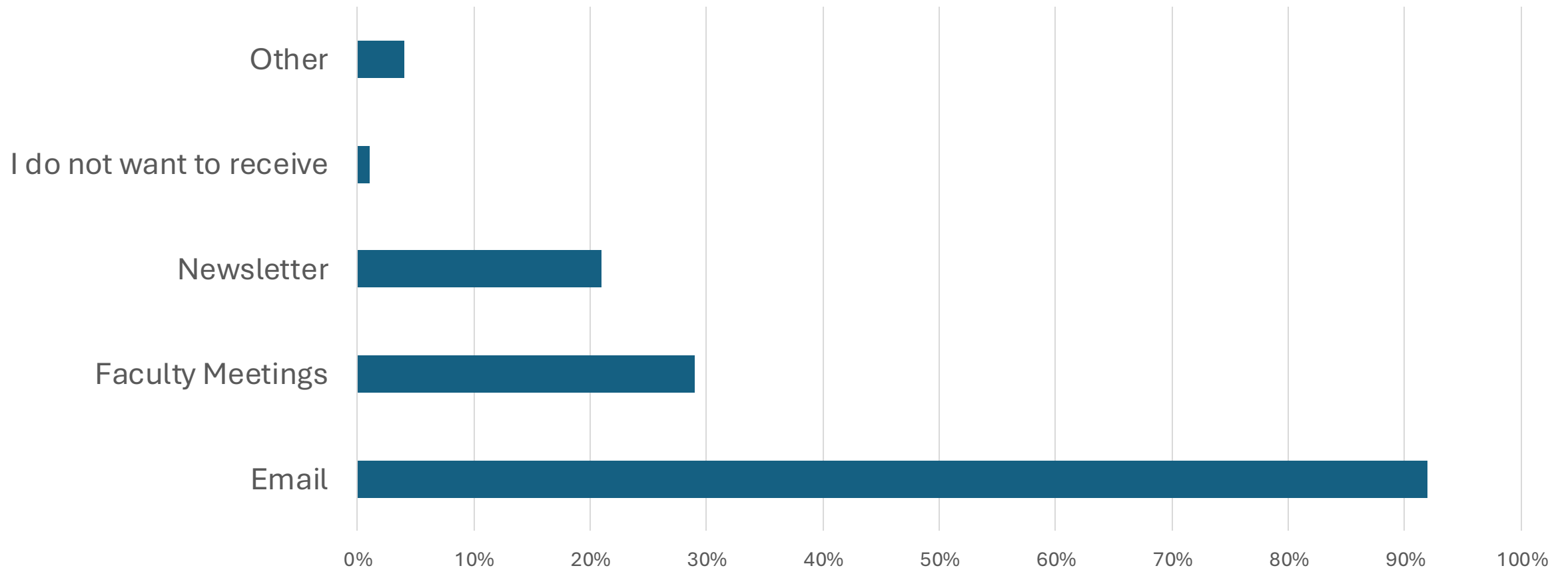
Faculty Senate Communication Survey Questions

1. What is the best way to receive information from the faculty senate? (select all that apply)
 - a. Email
 - b. Faculty meetings
 - c. Newsletter
 - d. Other (please explain _____)
 - e. None

2. How often would you like to receive information from the faculty senate?
 - a. Once a month
 - b. 2-3 times a semester
 - c. Once a semester
 - d. Once an academic year
 - e. Never

3. What can the Faculty Senate do to improve your access to information? (open ended) _____.

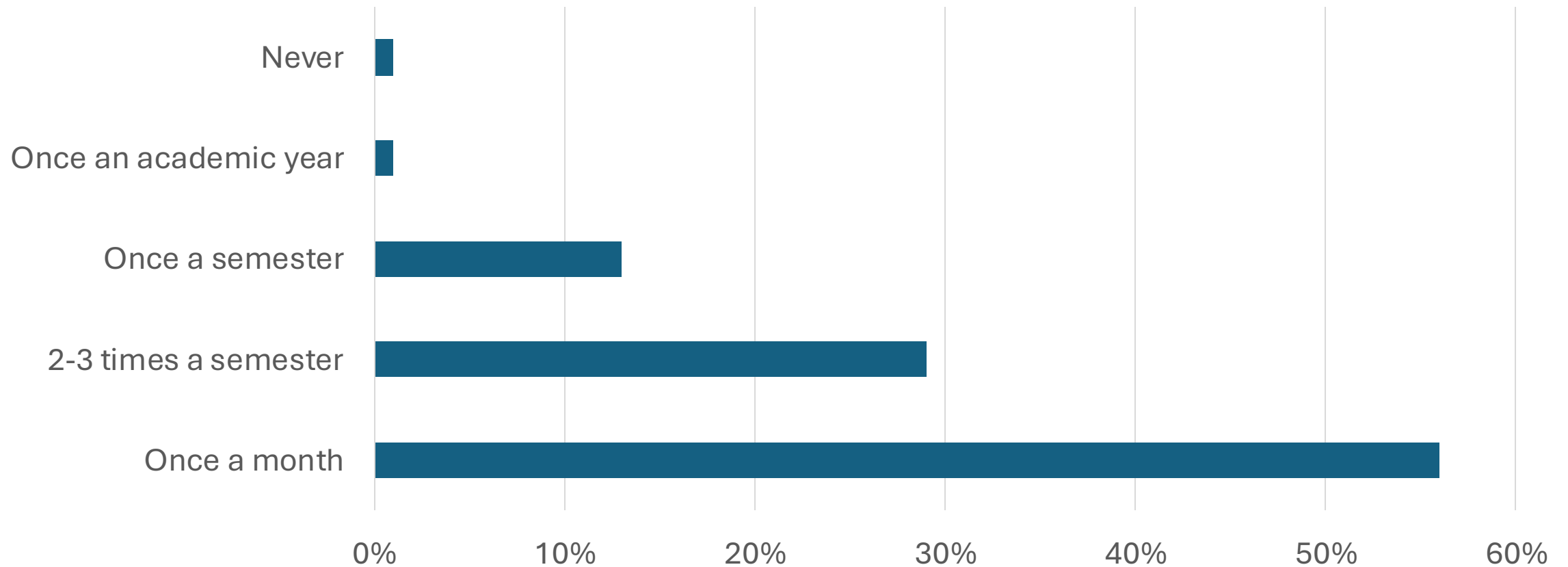
Q1: What is the best way to receive communication? (N=439)



Best way to receive communication: Responses to “Other”

Email	Website	Representative	Other
Email recap summary of meetings using bullet points.	A website that can be consulted as needed.	Via faculty senator	Teams
A brief email over important points that will effect faculty in decreasing order of importance. :)	Publish it on the website	School representative in the Senate	When appropriate: highlight new communications from faculty senate via update on social media channels
email only for emergencies	Faculty Senate Website with minutes, reports, etc?	College liaison communication	Text
I think being clear in what the communication entails is key to being read. We get so many university emails that it is easy to overlook something if the topic is not clear.	I'd like for all faculty to have access to the minutes. I often hear wildly different interpretations of things that happen in faculty senate from different people.		We need a faculty senate newsletter. The information shared with departments varies by senator, and faculty are poorly informed about what goes on in the senate.
When necessary, it could be helpful to supplement email communications with updates in given faculty meetings.			For important issues that directly affect faculty appointments and tenure policies, e.g. handbooks, you could circulate the document, have town meetings and then a referendum vote of the entire faculty.
			I am not sure. What do they do for faculty anyway?

Q2: How often would you like to receive information from the faculty senate?



What can faculty senate do to improve your access to information? (n=182)

- Email (n=+40)

- “More **frequent official communication**. We do get information from our department senator, which is good, but unsure if that is complete”
- “I believe so far I am receiving information in email that is sent through my department and aloud in departmental meetings, which works. However, it would be nice to have a location to find updates and a backlog of updates, such as a website. If not a website, at least an **official email from the Faculty Senate** as a whole would be better, such as how this survey was delivered, so that we can **ensure everyone is receiving the same information** in the same delivery”
- “Currently, we rely on information to be passed down through our college representatives and it doesn’t seem as efficient. **Would like to hear directly from the senate**”
- “When you send out the monthly email, in addition to the content of the email, **have a link to a website** where the information is spelled out in more detail, but not as detailed as the minutes. It is often difficult to tell how important or unimportant information in the minutes are”
- “**Send information directly to faculty via email or newsletter** to ensure everyone gets the same information”
- “**Communicate directly rather than through Senators**. (Mine currently does a good job, providing a bullet point summary email but hasn’t always been the case). I would appreciate an email from the Senate Secretary with **links to minutes and meeting material after each meeting**. Or before if you actually want input prior to voting on substantive issues”

What can faculty senate do to improve your access to information? (n=182)

- Website (n=21)

- “Website with dashboard of info to include agendas, minutes, etc. A topic status update similar to state legislature where we know what items are up for consideration and comment and when. Thanks!”
- “In the email updates, if that's what you choose to do, please include a web link to your page/resources”
- “I think a central place where we can leave comments about recommended policy changes would be helpful”
- “I would like if the faculty senate could let me know when important things are happening but I would prefer if there was an easy way to get that information when I choose. Regular posting on the website of the agenda for the meetings would be nice, along with a synopsis on the agenda of what is going to be talked about as sometimes the agenda items are really vague”
- “Maybe a webpage with the latest news and information

What can faculty senate do to improve your access to information? (n=182)

- Newsletter (n=11)

- I don't hear much from the faculty senate outside of our department rep updating us during monthly department meetings. It would be nice to have a **monthly newsletter as a starting place so that we can have a more robust department dialogue** and have the same information when issues arise.
- Our Faculty Senator is fabulous and effective. We make space for her at every faculty meeting and she emails us to let us know about things that come up suddenly. I feel up to date with things as they are. If you **want to go to the trouble to do more, because others don't have common sense to give their senator time at the faculty meetings**, or some senators are not as wonderful as ours, I will read what you put out. Meanwhile y'all have enough work without having to put out a news letter.
- **Do a newsletter. This is very important.**
- Have a consistent plan and expectation (e.g., timeframe and method of delivery) of downline communications from Faculty Senators to their departmental (and center-based) faculty. If there were a **digital newsletter that were accessible by all, that might minimize the burden on senators to redeliver information**. In any communication, ensure it includes all faculty lines so all are informed even if they are not involved in decision making. Currently as research faculty, I receive no formal communication or updates from the Faculty Senate unless it is sent University wide. This might also apply to instructors/adjuncts having some of the Faculty Senate communications.

What can faculty senate do to improve your access to information? (n=182)

- Minutes (n=17)

- “Send updates when meeting agendas/minutes are published--just to remind faculty that are interested to review. Maybe 3 times per semester--beginning, middle, end.”
- “Provide **more direct access to minutes**/summary rather than expecting the individual senators to shoulder the burden”
- “It would be great to **have the agenda for upcoming meetings. I don't always think to look at the minutes** after the fact, but the agenda would be a good reminder to access the minutes (once posted) when there is a topic of interest coming up”
- 10 respondents requested minutes be made available
 - We obviously provide this online, but some faculty are not aware

What can faculty senate do to improve your access to information? (n=182)

- Negative (n=24)

- I do not know what the faculty senate does, when they meet, what they discuss, or anything. I do not know who to contact or what issues I can bring forth to the faculty senate.
- Please stop having the faculty senators make announcements at faculty meetings. Doing so lends itself to miscommunication.
- I've worked at the university for more than 15 years and have rarely received any emails from the Senate. I have little to no idea of what the Senate is discussing or working on most of the time. I would appreciate regular email updates, rather than relying on departmental representatives to share information. This ensures that everyone receives the same information directly from the Senate. If needed, the emails could include links to the Senate website with more detailed information.
- I haven't received a single piece of communication from the faculty senate, so just sending out the emails more consistently to everyone
- Actually communicate. I cannot recall the last time I received communications regarding Faculty Senate activities. Especially in our non-union environment, it is crucial that we hear about important updates and pending policy changes.
- The only information I receive is from our representative who only has information occasionally. I have no idea what I'm missing until it becomes an issue or is already decided.

What can faculty senate do to improve your access to information? (n=182)

- Negative (n=24)

- Inform the **department chairs to give a time slot for their faculty senators** to briefly notify faculty of any monthly updates.
- Senators giving updates at faculty meetings seems to work well, but there isn't any chance for faculty to give senators feedback/bring concerns. There never seems to be enough time.
- Make sure that **senators have a forum to speak at faculty meetings at least once per semester** in their respective units.
- **Do not assume information is shared through networks; not all senators are equally good at keeping their departments informed**
- Start by telling us what the Faculty Senate is and/or aims to be if you are not currently filling your role of shared governance. **Our Senator never shares updates so please do not rely on them.**

What can faculty senate do to improve your access to information? (n=182)

- Other

- Create a **Canvas site** accessible to faculty where you can store (and we can access) minutes, proposal drafts, updates, etc.
- Create a **Canvas shell** to post information or Send a newsletter out regularly. Microsoft teams drop in sessions
- **One Drive folder** with meeting notes for access to all information

Summary of Open-Ended Feedback

- Need more direct communication from the senate
- Need regular updates via email/website/newsletter (with links)
 - This should reduce miscommunication and reduce burden on individual senators
 - Desire for newsletter appears related to getting feedback directly from senate
- May want to consider developing Canvas shell or OneDrive for all faculty to access.



Faculty Trustee Report

To the Faculty Senate
Jeff Marchetta
3/25/2025

Responsibilities of Board Trustees



- Trustees have a fiduciary responsibility to the University

Stewarding of the University, including its reputation and resources, in furtherance of its mission of education, discovery, and outreach.



- Boards delegate day to day management responsibilities to the University President

Selecting, critiquing, supporting, and when necessary, replacing the President

December 4th, 2024 Meeting



BOT Approved the 24-25 Revised Budget

- Increase in Tuition Price
- Decreased Fall in Enrollment
- Increased State Appropriations
- Carry Forward one-time funds
- Adjustments to fixed costs made after Proposed Budget Approved

December 4th, 2024 Meeting



FY2025 Revised Budget total \$659.9 million. This total reflects revenue increases of \$15.3 million from the FY2025 Proposed Budget of \$644.6 million.

Revenues	Proposed FY2025	Revised FY2025	Variance	
Educational & General				
Tuition & Fees	\$ 206,718,300	\$ 200,703,300	\$ (6,015,000)	IDCR increase, Unrestr.
State Appropriations	177,707,600	181,961,300	4,253,700	Giving
Grants, Contracts and Gifts	33,033,800	39,405,800	6,372,000	
Sales & Services	34,767,500	39,102,400	4,334,900	Conference Events
Other Revenues	3,284,000	5,100,000	1,816,000	Investment Income
Total Educational & General	\$ 455,511,200	\$ 466,272,800	\$ 10,761,600	
Auxiliary	36,961,700	39,233,000	2,271,300	Housing Rate Increase
Restricted	152,115,500	154,357,000	2,241,500	
Total Revenues	\$ 644,588,400	\$ 659,862,800	\$ 15,274,400	Research Grants, Restr. Giving

December 4th, 2024 Meeting



Expenditures	Proposed FY2025	Revised FY2025*	Variance	
Educational & General				
Instruction	\$ 154,181,900	\$ 184,941,800	\$ 30,759,900	Salary Split, Salary increases, promotions, carryforward
Research	54,783,600	82,072,300	27,288,700	GA Assistantship Waivers, Salary Split
Public Service	4,628,700	6,548,300	1,919,600	Carryforward, Internships
Academic Support	46,315,900	52,902,000	6,586,100	Technology
Student Services	65,691,000	86,814,300	21,123,300	Enrollment Mgmt, Intl Stud. Affairs, Student Affairs
Institutional Support	37,634,300	41,564,000	3,929,700	Capital Campaign
Operation & Maintenance	46,093,300	46,626,300	533,000	
Scholarships and Fellowships	32,964,700	32,557,400	(407,300)	
Transfers	13,217,800	(22,038,300)	(35,256,100)	Money held for Strategic Inv.
Total Educational & General	\$ 455,511,200	\$ 511,988,100	\$ 56,476,900	
Auxiliary	36,961,700	39,233,000	2,271,300	Housing Increase
Restricted	152,115,500	154,357,000	2,241,500	Increased Grant Activity
Total Expenditures and Transfers	\$ 644,588,400	\$ 705,578,100	\$ 60,989,600	

*The Revised Expenditure Budget includes all unrestricted resources available including current year revenues as well as one-time activities and resources available from prior year operations.

March 5th, 2025 Meeting



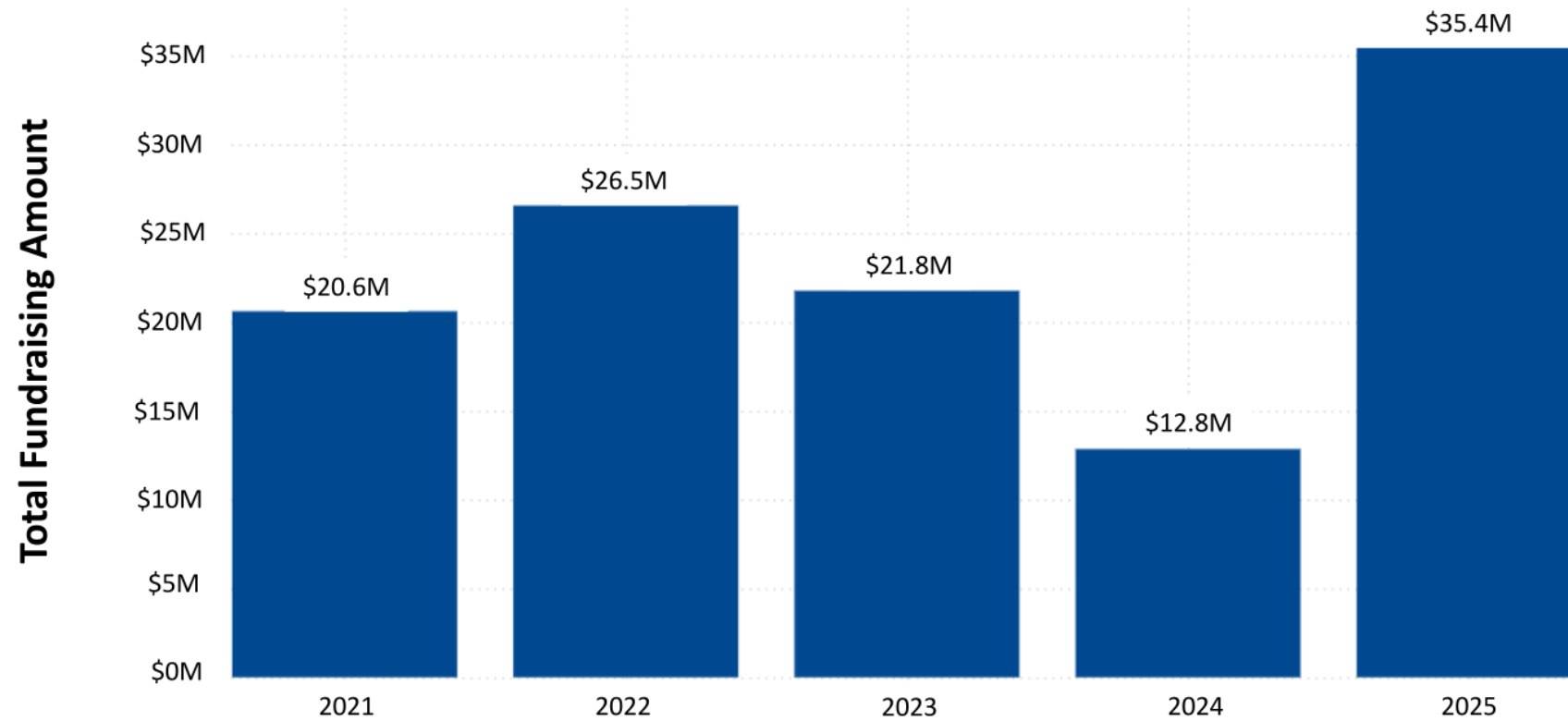
- New Academic Unit within Engineering - Politytechnic @UoM
 - _ Applied Academic/Workforce Development Programs
- Academic Program Terminations
- Athletics Update
 - _ Liberty Stadium
 - _ Tennis Stadium
 - _ Student Athlete Academic Performance
 - _ NIL and Revenue Sharing
- New President Retreat Salary Policy

- Recorded highest GPA in department history - **3.4 GPA**
- **58** student-athletes achieved perfect 4.0 GPA
- **333** (79%) student-athletes earned a 3.0 GPA or higher
- APR of **992** is the highest ever in department history
- **13** programs scored a perfect 1000 single-year APR
- **Six** programs recorded a perfect 100% GSR
 - Football led the AAC in GSR with record-high 94%
 - Seven other programs led the AAC in GSR

March 5th, 2025 Meeting



Advancement Update



March 5th, 2025 Meeting



Audits

- State Comptroller Audit for University and Foundations
No required no adjustments to financial statements. Clean audit.
- Reviewed Annual Internal Audit of Herff Trust
No significant violations or deficiencies in internal controls
- Reviewed External Audit Report of UofM Foundation
No significant weaknesses, deficiencies in internal controls
- Reviewed External Audit Report of UofM Research Foundation
Identified deficiencies in internal controls considered to be material weaknesses. No issues of non-compliance. Corrective action plan implemented.

March 5th, 2025 Meeting



Capital Budget Request

Capital Outlay – Five Year Plan	Total Cost	Match
1. Research Modernization This project will modernize space in 18 buildings to support academic needs. Work includes lab renovations, infrastructure improvements and all associated work.	\$ 75,000,000	\$ 4,500,000
2. Business and Economics Addition Construct a new addition to the Fogelman College of Business and Economics for enrollment growth, outreach, and student success.	\$ 60,000,000	\$ 30,000,000
3. Academic Building Replacement This project will demolish Mitchell and Clement Hall on the main campus and replace with one modern academic instructional facility.	\$ 102,000,000	\$ 17,340,000
4. Research Core Facility Renovation Renovate former conference facility into a core research facility for expanded academic activities in laboratory intensive programs. A vivarium is included with all support and infrastructure needs for an accredited facility.	\$ 74,000,000	\$ 4,440,000
5. Academic Renovation / Physical Plant Relocation This project will demolish the Art building, relocate physical plant operations and renovate the existing facility for academic use by the visual arts department.	\$ 36,000,000	\$ 2,160,000

March 5th, 2025 Meeting



FY26 Governor's Budget Recurring State Appropriations	
State Appropriation – Operating Increase	\$1,895,800
Salary Increase Pool ¹	3,983,000
Health Insurance & Retirement Increases	1,503,200
Outcomes Formula Adjustment	1,862,900
Net Recurring State Appropriations	\$9,244,900

FY26 Anticipated Expenses	
Salary Increase Cost – 2.6%	\$6,700,200
Health Insurance & Retirement Increases	1,503,200
Total Anticipated Expenses	\$8,203,400

Available funding	\$1,041,500
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FY26 Governor's Budget Capital Maintenance – One Time State Appropriations	
Boilers and Coil Replacements Phase 3	\$5,880,000
Net Capital Maintenance State Appropriations	\$5,880,000

FY26 Governor's Budget Capital Projects – One Time State Appropriations	
Research Modernization ²	\$70,500,000
Net Capital Projects State Appropriations	\$70,500,000

¹ Salary pool funding represents the State portion of the Salary increase cost or roughly 60% of the cost; the University funds approximately 40% of the salary pool

² Total Funding for Research Modernization project is \$75M of which \$70.5M will come from the state and \$4.5M will be funded using University resources

This is not the final State Appropriations Budget. Legislature still gets to weigh in and change



2025 Board of Trustees Meetings

- June 4th

Questions?