Agenda FAC Meeting
1 February 2021, 2:30-3:30 pm via Zoom

1. Attendance

2. Approve Minutes from 25 January 2021 meeting.

3. Announcements:
   a. Carolyn Phelps and Carissa Krane met with Mary Ann Recker and Candice Powell on Jan 13 to discuss where Tenure is held. Consensus was that a one sentence statement would be included in the Faculty Handbook in the section on "University Regulations on Academic Freedom and Tenure". This is the proposed language, modeled after Michigan Tech's: "Faculty tenure at the University of Dayton is based in the University and not in a particular department or unit." Note: Also need to add "institutes," in this section of the Faculty Handbook, per Carolyn's observation.
   b. Action items: Carolyn Phelps will take lead on drafting the revised language to the Faculty Handbook. Proposed revisions will then move to the AS. A full faculty vote is required.
   c. Action items: FAC will not include this language on where tenure is held in the University Promotion and Tenure Policy, since it is better placed in the section on "University Regulations on Academic Freedom and Tenure".
4. Discuss outcomes of conversation with Larry Burnley and Tiffany Taylor Smith

The FAC engaged in a discussion with Dr. Larry Burnley and Tiffany Taylor Smith regarding DE&I and anti-racism in the context of the University Promotion and Tenure Policy.

- Provision for the opportunity to grow professionally should be included in all dimensions of faculty evaluation
- Build an ethos of expectation
- Expertise is no expected in all categories; evidence of growth, potential, competence
- Value breadth and scope of opportunities
- Institutionally need to grow capacity for development in these areas to build a culture of expectation
- Some questions RE: teaching
- How are criteria responsive to marginalized students; those not at the center of dialogue
- Hiring and recruiting expectations must align with promotion/tenure criteria to demonstrate that we as an institution are serious
- Training, professional development is important: Workshops coordinated by Tiffany
- Must standardize expectation that everyone (Faculty, staff, students, administration, Board) are committed to DE&I and anti-racism
- Agreed to continue the discussion once FAC has draft language for review
- We need a very strong general statement that introduces the criteria in the document itself. Gives credibility to the issues. These issues are new so there will be push back.

There's no history of doing this well. The general statement has to be grounded in the identity and mission. It's important to identify and mission. Creating an ethos of expectation by requiring faculty to respond to DEI.

- The idea of allowing the faculty to have the opportunity to draw from their experiences in any one of the 3 buckets (teaching, service, research) You don't necessarily have to do it in all the buckets, but it has to be somewhere and there is breadth and scope of opportunity. This, says Larry, is reflected in the Virginia Tech model.
- Loves the language of Pomona: Competences in all and/or excellence in ONE. See https://www.theatlantic.com/education/archive/2016/06/when-diversity-and-inclusion-are-tenure-requirements/485057/; https://www.insidehighered.com/news/2016/05/23/pomona-moves-make-diversity-commitment-tenure-requirement
- How do we account for things that faculty say in classroom that impact student learning. Is it responsive to what we know from minoritized communities? What is the research saying to us? We have data about the experiences of minoritized and marginalized communities. Substantive and measurable evidence that faculty are creating an inclusive environment. Is that a statement that they provide? How would it be evaluated? What guidance on the faculty statement?
- Look at engineering school. Activities count. What development activities did the faculty member do and how did you incorporate this in your work? What can you actually demonstrate. How are you living it?. And how do we measure that?
- Competence of those doing the evaluation is also essential. That's something we have to build into the structure. What's the capacity of those doing the assessment.? How will they weigh and construe it proper?. We have to give thought to how we assess this . . and how evaluators can be competent to advise
- Implications for hiring. What are we communicating within recruitment and hiring processes related to these issues

From 1/25/21 discussion: We should be looking at asking candidates to demonstrate that they are committing "substantial measurable effort" on developing their skills.

Examples:
Virginia Tech:
https://www.provost.vt.edu/content/provost_vt_edu/en/faculty_affairs/promotion_tenure/_jcr_content/content/vtmultitab/vt-items_0/download/file.res/Promotion%20and%20Tenure%20Guidelines%202016-2017.pdf
UC Davis
https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement
Pomona
https://www.insidehighered.com/news/2016/05/23/pomona-moves-make-diversity-commitment-tenure-requirement
UD SOE
https://udayton.edu/engineering/about/faculty-staff/p-and-t.php
4. Action Items:

- Task: Assemble a small writing group of 3-4 FAC members to finalize edits and draft proposed consensus DE&I, anti-racism section of UPTP in advance of Feb 15
- Feb 8: FAC review and discuss the proposal for adding 2 FT NTT faculty as senators.
- Feb 15: Review revised UPTP draft
- Discussion in ECAS on Feb 18
- Chairs Collaborative on Feb 22?