Faculty Senate Meeting

31 March 2023

Senators present: Kim Delaney, Kyle Mara, Jason Hardgrave, Xavia Harrington Burton, Brandon Field, Erin Reynolds, Nicholas Rhew, Rob Dickes, Shannon Pritchard, Shane White, Matt Hanka, Gary Black

Additional attendees: Mohammed Khayum, Amy Chan Hilton, Jennifer Evans, Jenn Horn, Glenn Ballard, Mark Krahling, Becca Neel, Jim Hunter, Carrie Andersen, Chris Robinson, Ashley Carter, Olga Donnelly, John Donnelly, Constance Swenty

Held in BEC Boardroom

- Called to order: 2:33 pm
- Minutes from 17 March: Unanimously approved with one abstention.
- Senate Chair report from Kim:
  - Neither President's Council nor Provost's Council have met since the last meeting, and Kim has nothing to report.
- Report from the Provost:
  - First meeting of the Quality Initiative group has been held.
  - Submitted a College Community Initiative Planning Grant; includes groups from the region to make an impact.
  - April 17th: State budget will be out of Indiana Senate, after that there will be negotiations of appropriations including for higher education.
- Charge 2023_04: Winter term compensation
  - The original proposal of the winter term proposed that this would help with recruitment and would be a net positive revenue for the campus. The results of claims are currently being examined, and the question of whether it would be run will be answered. When that question is answered, the compensation piece will be incorporated. A compensation for the librarian who worked for the pilot efforts has been determined, and they are working to determine the compensation for the IT support.
  - It was also noted that at least one student that finished in the Winter term was not aware that the degree conferral wasn't until Spring.
  - Faculty Senate requests that the Administration establish a policy of compensation for library faculty who would be working over the Winter term, in line with existing 12-month faculty compensation structure, by unanimous vote of 12 members.
- Charge 2023_05: Course offering time change

- The College of Business has moved the schedule of all their classes to MW or TR, so none of them happen on Fridays. This means that a number of classes conflict with other existing time slots, and also conflict with Core classes.
- It was noted that this change was never discussed in a public venue that the Faculty Senate chair had attended.
- Faculty Senate would like to have conversations across the campus regarding major schedule changes.
- Nick responded to the questions of the rationale and impacts of the schedule change.
  - Regarding the rationale for the change, he noted that:
    - The change allows the RCOB to compete better with IU, which has a four-day course schedule.
    - The change was informed by data from the last six years, which indicated that students least preferred courses scheduled on MWF.
    - The change was informed by students' financial considerations around commuting costs and ability to work to pay toward their educational costs.
    - The change was informed by other efforts to improve the student experience, especially by catering better to their preference for more flexibility.
    - The change was informed by the RCOB's need to demonstrate societal impact through its business community engagement, which is a significant factor in its ability to maintain specialized accreditation. The four-day course schedule allows for additional business community engagement on Fridays, while ensuring more students, especially upper-division students taking nearly all business courses, can engage in these activities.
    - The change was informed by efforts to expand student engagement in professional organizations and other co-curricular activities important for their professional development and career success.
    - The change was informed by the significant number of courses with non-standard schedules in each of the other colleges on campus.
    - The change was informed by an understanding that, in the spirit of experimentation, ██the schedule change did not work to help the college accomplish its goals, future schedules could revert to standard timings.
  - Regarding the impacts of the change, he noted that:

- Students and faculty are excited by the change, which is especially important given morale issues on campus.
- The RCOB has only three Core39 courses, and each of them has standard-schedule and online options.
- While the RCOB Advising Center had not received a single student scheduling issue, they assured partners that any scheduling issues caused by this change could be sent their way to address.
  - The Provost outlined a procedure for examining the impact of these changes, and proposed that with future major changes to the course schedule the deans would be have a conversation.
  - Charge was tabled by unanimous vote.
- FAAC Report regarding Charges 2019_21 and 2020_04: Avenues for instructor promotion
  - Out of the discussions over the past four years, it is almost impossible to formalize a promotion for instructors within the handbook because the handbook language is ambiguous and contradictory. The first part of the report proposes changes to the handbook language. The second part of the report suggests potential changes to the process of promotion.
  - The College of Business recently had their accreditation visit, and the lack of a promotion pathway for non-tenure track faculty.
  - Faculty Senate is of the opinion that an *ad hoc* committee (or two) needs to be made, with defined task(s) to propose handbook changes.
    - Handbook changes should be proposed verbatim.
    - Instructors should be included on this committee from all the colleges.
    - Carrie Andersen has already developed some suggestions for proposals. Jim Hunter has also expressed interest in working on these issues.
  - It was proposed that the Senate go back to our respective colleges to come up with names willing to serve on this committee.
  - The motion was made that Faculty Senate create an *ad hoc* committee of full time, tenure, and non-tenure track faculty with one representative from each academic unit (College and Library) and two at-large members. Faculty Senate should bring names of passionate, detailed-oriented people with a vested interest in this process, to the next Faculty Senate. The motion passed unanimously.
- Next meeting: April 14th.
- Meeting adjourned: 4:42 pm.

CHARGE TO THE USI FACULTY SENATE

Formal Request for USI Faculty Senate Action

Name: <u>Becca Neel</u> **(Optional)**

Date of Submission: <u>2/28/2023</u>

Name of Faculty Senate Representative:

1. _____
2. _____
3. _____

Complete the following items and submit this form to either your Faculty Senate Representative or to the Faculty Senate Chair for consideration by the Faculty Senate.

1. **Charge Title:**

   Faculty Compensation for Winter Term

2. **Background:**
   Provide an explanation of the background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge?

   USI piloted a winter course between Fall '21 and Spring '22 in which two courses were offered. The session started after finals week in December '21 and ran through mid January '22. The university effectively shuts down for approximately 10 days during this time period each year, which means students would typically have no access to support services or personnel such as IT/Blackboard, library systems and services, Disability Resources, Title IX, CAPS, etc. The library learned of the winter session pilot in September of 2021, two months before its implementation. As both courses would be online, there was no need to keep the physical library open. Likewise, since only two classes were offered, minimal personnel would be required for responding to student or faculty inquiries and performing the necessary system maintenance. Over the course of the few months leading up to the winter term pilot, it became apparent that no plan for compensation of non-teaching faculty or administrative staff had been discussed since they are neither hourly nor eligible for overload. Teaching faculty and support staff (IT Helpdesk) were informed of their teaching or hourly rates of compensation ahead of time. With this compensation issue in mind, I (Becca Neel) was the only librarian on call for that winter term. We were told that, after the pilot, a business plan would be presented to the Provost which would outline all of these issues for resolution prior to the start of the

next winter session. In March of 2022, two months after winter session had ended, I received pay for 5 hours of work at $29.48 per hour. As a 12 month faculty member, I am not compensated at an hourly rate. So I question the calculation in this case. Likewise, while I was not at my computer 8 hours per day for the duration of break, 5 hours is an inadequate representation of both the work I performed and the idea of being "on call" during an extended campus holiday.

The AY 2022/2023 winter session expanded to include 8 courses. In October of 2022, there was a meeting to discuss winter session logistics. This meeting included the faculty teaching during winter session as well as me (on behalf of the library) and Shannon Hoehn from IT. Shannon and I once again raised the question of compensation. Kevin Valadares (who called the meeting) agreed to take the question to Shelly Blunt. Likewise, Marna Hostetler (Library Director) raised the issue with the Provost. Shannon also started an email chain between IT, the library, the Provost, and Human Resources via email on January 11th to inquire as to the rate and timeline for winter term pay. But there was no response.

3. **Action Requested and Desired Result:**
   Specifically state what action you would like the Senate to take and the desired outcome that you would like to see.

   We request that faculty senate approve the following charges:

   1) That the Provost and Human Resources work to establish an appropriate, stipend-based compensation mechanism for non-teaching faculty that work over campus closure during winter term prior to the start of the 2023/2024 winter term.

   2) That Human Resources notify all faculty working during winter session of the rate and distribution of compensation prior to the start of the work.

4. **Potential Resources:**
   Provide any information that can help Faculty Senate fully address the charge. Attach additional documents if necessary.

Items 5-7 are to be completed by Senate Chair or Secretary:

5. **Senate Comments:**

6. **Action Taken by the Faculty Senate:**

7. **Action Taken by the Administration:**

CHARGE TO THE USI FACULTY SENATE

Formal Request for USI Faculty Senate Action

Name: Mark Krahling **(Optional)**

Date of Submission: 23 March 2023

Name of Faculty Senate Representative:

1. Kim Delaney
2. Kyle Mara
3. Xavia Burton

Complete the following items and submit this form to either your Faculty Senate Representative or to the Faculty Senate Chair for consideration by the Faculty Senate.

1. **Charge Title:**

   college wide change of class time

2. **Background:**
   Provide an explanation of the background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge?

   The USI student newspaper reported that the Romain College of Business changed class times for courses offered in the college. The published class timetable now shows that the majority of Monday & Wednesday classes no longer meet on Friday and meet for longer class times on Monday & Wednesday.

3. **Action Requested and Desired Result:**
   Specifically state what action you would like the Senate to take and the desired outcome that you would like to see.

   Please have the university administration or the provost's office explain the process that allowed one college to ignore established university class times when scheduling most of the now Monday/Wednesday classes offered in the college. Each of these classes now conflict with more classes offered in other colleges, particularly courses that fill Core 39 requirements.

4. **Potential Resources:**
   Provide any information that can help Faculty Senate fully address the charge. Attach additional documents if necessary.

I have not been able to identify that this significant change in scheduling was reviewed by the Provost's Council or other academic committees of the university.

Items 5-7 are to be completed by Senate Chair or Secretary:

5. **Senate Comments:**

6. **Action Taken by the Faculty Senate:**

7. **Action Taken by the Administration:**

FAAC Response to Charges 2019_21 and 2020_04

Multiple charges were submitted to Senate regarding a potential process for promotion and/or title changes for "Instructors." Multiple years of FAAC committees have researched these charges and obtained feedback from current non-tenure track (i.e. non-rank-eligible) faculty. The following recommendations are based on the work of these committees.

Handbook Change Requests:

Before any new processes are considered, it was determined that the USI handbook needed revisions in order to lay groundwork for any such processes. These revisions focus on using a common language for colleagues who are not on the tenure/clinical track:

1. Drop "rank-eligible" language and replace with "tenure-track" and "non-tenure track" ("Clinical" can also be a third designation if need be). If someone would be "non-rank eligible," there cannot be a future promotional process.

2. Retain "Contract   Professor" title for current employees holding that title, but do not use this title for future decisions moving forward. Instead, use the title of Lecturer for a non-tenure-track, full-time faculty (this title is already in the handbook https://handbook.usi.edu/definitions-of-university-terms)
     2a. Modify the current handbook definition of Lecturer from "A person appointed to instruct a specific course who is not a voting member of the faculty" to "A full-time, non-tenure track faculty hired to teach a specific course or course(s) within their qualified area of experience." If approved, a process for promotion to Senior Lecturer can be considered.

3. Use the title of "Instructor" for an ABD tenure-track/clinical faculty who has not completed the terminal degree.

4. Do not have a dual meaning in the handbook for the word "Instructor." It is used as a title and as a proxy for a "person who teaches" (see "Advising and Teaching Responsibilities" https://handbook.usi.edu/advising-and-teaching-responsibilities). Change these instances of "instructor" to "faculty."

Potential Process Changes:

Based on feedback from colleagues, there was no consensus regarding what a promotional process from Lecturer to Senior Lecturer would look like, nor was there consensus whether there should be a promotional process vs. one that provides an option from greater job security. Thus, based on this feedback and further discussion, the next steps can be guided by the following points:

1. Consider a greater use of three-year appointments (appraised annually or every three years) for non-tenure track faculty. Many currently in such roles have been in those roles for several years and such colleagues are "there to teach." For them, they feel that job security is more valuable than a title change.

2. Allow each college to develop its own rules for movement from Lecturer to Senior Lecturer. Based on feedback, there is some diversity in the job design and workload of non-tenure-track faculty across the colleges. Some perform more service and research; some have a larger teaching load. Some are on three-year contracts; others are on one-year appointments. Other institutions (e.g. Indiana State and Ball State) use time in service as a metric for advancement/title changes. We may want to consider acquiring a terminal degree for our process, or even consider hiring people directly into Senior Lecturer roles based on degree/past experience.

3. Consider forming a task-force, should this issue go beyond the proposed handbook changes. Any policy will need input from chairs/deans/HR, thus a collaborative effort would be needed.

*****The USI Faculty and Academic Affairs Committee voted 7-0 to return the following recommendations regarding charges 2019_21 and 2020_04 to Faculty Senate.

Examples of Policies for Promotion/Rank Change for Non-Tenured Faculty

Indiana State:

305.19.2 Procedures for Annual Review and Promotion of Instructors.

305.19.2.1 Review Calendar. The annual review of Instructors during an initial appointment will follow the due dates established for Regular Faculty in their first year, second, and third year, consecutively. If reappointed to any subsequent and consecutive three-year appointment, Instructors will follow the due dates established for Regular Faculty in their fourth, fifth, and sixth year, consecutively. Senior Instructors and Instructors reappointed after a sixth consecutive year will submit materials as part of the biennial review process.

305.19.2.2 Promotion to Senior Instructor. Instructors who have completed five or more years may submit materials for promotion to the rank of Senior Instructor following the calendar, rights, roles, procedures, and appeals for promotion of tenure-track faculty specified above except where specified here.

Ball State:

16.1.3.1. Non-tenure-line faculty members currently employed by Ball State may have their titles reassigned based on the criteria listed in the titles and promotions chart and may be eligible to apply for the appropriate promotion level based on demonstration of excellence in their area of specialization.

     16.1.3.1.1. Non-tenure-line faculty may be eligible to apply for a first promotion no earlier than the seventh (7th) year of full-time service.

     16.1.3.1.2. Non-tenure-line faculty are eligible to apply for a second promotion no earlier than five (5) years of service after their first promotion.

     16.1.3.1.3. Years of full-time service do not need to be continuous.

     16.1.3.1.4. Salary increments may be awarded at each promotion along with a three-year contract and a five-year contract, respectively.

          16.1.3.1.4.1. Promoted non-tenure line faculty who received a multi-year contract and are seeking to extend their multi-year contract should submit a request to their respective department in writing with documentation of continued achievement in compliance with the established departmental expectations of excellence.

16.1.3.2. Documentation of excellence may vary depending on the area of specialization.
     16.1.3.2.1. Departments will create their own policies and procedures.

Faculty and Academic Affairs 2019-2020 Year End Report

Submitted to Faculty Senate
University of Southern Indiana
2020 Aug 20

Committee Members

Peter Cashel Cordo
Romain College of Business

Emily Holt
College of Nursing and Health Professions

Leigh Anne Howard
College of Liberal Arts

Jessica Garces Jensen
College of Liberal Arts

Stacey Keown
Pott College of Science, Engineering, and Education

Tony Maria
Pott College of Science, Engineering, and Education

Marilyn Ostendorf
College of Nursing and Health Professions

Shannon Pritchard
College of Liberal Arts

Thomas Weber, Chair
Romain College of Business

Amy Wilson
College of Nursing and Health Professions

Faculty and Academic Affairs 2019-2020 Year End Report

Report
The committee met several times, approximately three times, over the course of the 2019-2020 Academic Year. Its first meeting was 2019 Sep 4. Unfortunately, the chair allowed the COVID-19 crisis to interrupt our meetings.

The committee is composed of two representatives from each college (Leigh Anne Howard, Jessica Garces Jensen, and Shannon Pritchard from the College of Liberal Arts; Stacey Keown and Tony Maria from the Pott College of Science, Engineering, and Education; Emily Holt and Amy Wilson from the College of Nursing and Health Professions; Peter Cashel Cordo and Thomas Weber (Chair) from the Romain College of Business) and three Ex Officio members (Mohammad Khayum, Provost; Marna Hostetler, Director of Library; Michael Dixon, Director of Graduate Studies).

The committee received three new charges (Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award) and has one standing charge, Hiring Practices, received by the Senate on November 6, 2013, see 2014-2015 Faculty and Academic Affairs Committee Report for a copy of the charge. We also received a request to have a representative on USI's Test-Optional Ad Hoc committee.

The following timeline, excluding email conversations, details the committee's efforts and activities.

FAAC Meetings and Other Meetings	Outcome
2019 Sep 4	Initial Meeting. Assigned peer institutions for rank and title research
2019 Oct 1	Reviewed the peer institution research
2019 Oct 29	Reviewed the USI Faculty Handbook for ranks and titles
2019 Nov 19	Met with Associate Provost to understand the USI Faculty Handbook discrepancies
2020 Feb 28	Created initial discussion suggestions for altering the rank and titles
2020 Jan 17	Met with Test Optional Ad Hoc committee which decided that USI had to and would pursue the test optional admissions

Progress
Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award

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All three new charges were determined to be related to each other and pointed out issues with the USI Faculty Handbook. The FAAC contacted the USI deans concerning USI processes for promoting contract professors, and all four of them pointed out that there is no consistent USI process, and that different promotion paths do occur. The FAAC researched what our peer universities (See Appendix B for the list of institutions) do regarding the progression of persons who teach through their careers. When this data was reviewed, there was no overwhelming consistency among peer institutions found in ranks or titles.

We also reviewed the 100-R employee reports from 2005 to 2017and determined there are over 277 unique titles for people who teach at USI and librarians. Of those, the main titles are Instructor, Assistant Professor, Associate Professor, Clinical Assistant Professor, Clinical Associate Professor, Contract Assistant Professor, Contract Professor, Librarian, Professor, Senior Librarian, and Visiting Professor.

The three new charges were viewed as requiring the USI Faculty Handbook rank and title information to be understood. In studying the USI Faculty Handbook, many discrepancies and inconsistencies with the ranks and titles were found. In the Faculty Handbook, there are about 21 different possible titles and ranks. One of the most problematic is "instructor" which means a person who teaches and a rank before assistant. We also found a number of inconsistencies in how progress is made from one rank to another. The FAAC determined that the USI Faculty Handbook needs to be revised in regards to the ranks and titles before we can recommend any changes to Instructor, Contract, and Distinguished professor ranks.

This led to a large list of questions that were brought to USI administration to understand the intent behind the discrepancies, inconsistencies, and processes. After this discussion, a set of preliminary suggestions was drafted to be discussed in the committee from which recommendations for the USI Faculty Handbook would be created (See Appendix A for the meeting summary.)

Hiring Charge
The FAAC did not receive all of the data needed to create the next iteration of the report.

Test Optional Admissions
One meeting was held, and the ad hoc committee determined that USI had to pursue test optional admissions to remain competitive.

Recommendations
Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award
Review the results of the USI Faculty Handbook review and the discussion with USI administration to propose a consistent rank and title system that allows progression. One of the

most confusing terms in the USI Faculty Handbook is "Instructor." This term has to be clarified. Creating a consistent system of ranks and titles will require updating the USI Faculty Handbook.

Appendix A – Summary of Meeting with FAAC and USI Administration on 2019 Nov 19

Things that need to be considered
1. We do want consistency in the handbook. We want consistency of "terms used to designate a person who teaches (PWT)" as well as the way equivalent levels are treated. This includes:
   a. Ensuring that the PWT levels (where "level" is a combination of rank, title, honorary title, etc.) are used consistently in all sections of the handbook.
   b. Provide a glossary of PWT levels.
   c. Collect information to use in creating recommendations about changes to the "teacher" ranks.
   d. Address the use of instructor which may mean using a different term.
   e.
2. We have to consider the impacts of any changes that we suggest. This is especially important if we provide a process for recognizing long-term PWTs who are not tenured. That includes considering the following topics
   a. The official level designations
   b. The criteria to be in each level
   c. The criteria to move to another level
      i. For promotion to the next PWT level designation, is there a pay increase
      ii. If there is a pay increase, how is the pay increase funded?
   d. Who decides on the "promotion" to the next level
   e. The rewards for each PWT level
   f. The benefits for each PWT level
   g. The other privileges for each PWT level
   h. The impact on current PWTs
   i. Who evaluates each PWT level
   j. Service requirements for each PWT level
   k. Research requirements for each PWT level
   l. Voting rights of each PWT level
   m. Hiring requirements for each PWT level
   n. Which PWT levels are represented by Faculty Senate
3. If we suggest that a PWT "moving" from one level to another is the appropriate process for nonrank eligible PWTs, that means contracts will change and have to be rewritten. What do we need to consider for the new contracts?
4. One thing to think about is this, if we were adding the names of the levels to our CV, what would we want to see?

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Information about the current Faculty Handbook

1. "Instructor" is generally considered an ABD professor which is why there is a statement in the handbook that there is a path from Instructor to Assistant Professor. This means that when the person was hired, a proper search was conducted, the person had completed everything in her or his doctoral program except her or his dissertation. While working at USI, after completing all the degree requirements for the doctorate, her or his title would be changed from Instructor to Assistant Professor. This was the original intent of the instructor->assistant professor path

   In a clinical path, an instructor can be promoted to clinical assistant professor. We may want to suggest another term for instructor in the clinical path.

   One of the problems in the handbook is that the term "instructor" is used to mean a number of different things such as the definition above and a nontenure track person who teaches at USI

2. "Academic Faculty" generally means all people who teach (PWT) at USI. There are nonrank eligible and rank eligible academic faculty.
   a. "Rank Eligible" are the **Assistant Professor->Associate Professor->Professor**; **Clinical Instructor->Clinical Assistant Professor->Clinical Associate Professor**; and **Affiliate Librarian->Assistant Professor of Library Science ->Associate Professor of Library Science** paths. Rank eligible PWTs are allowed to vote. They are full-time PWTs. These are approved by the board of trustees. "Clinical" PWTs have a practice component to their work at USI. The "Rank Eligible" PWT level designations are:
      i. Assistant Professor, tenure eligible
      ii. Associate Professor, tenure eligible
      iii. Professor, tenure eligible
      iv. Clinical Instructor, not tenure eligible
      v. Clinical Assistant Professor, not tenure eligible
      vi. Clinical Associate Professor, not tenure eligible
      vii. Affiliate Librarian, tenure eligible
      viii. Assistant Professor of Library Science, tenure eligible
      ix. Associate Professor of Library Science, tenure eligible
   b. "Nonrank Eligible". These PWTs are not eligible for tenure. Some of the PWT level designations are:
      i. "Contract" generally means PWTs who have minimal service and research components to their work at USI. Allowed to vote if voted to be given the right. Allowed to have contracts renewed. Full-time

positions. Allowed to participate in benefits program.
1. "Instructor" or "Contract Instructor" generally means full-time people with master's degrees.
2. "Contract Assistant Professor" generally means PWTs who have earned a Ph.D. They are not on a tenure track. There are people who choose this.
3. "Contract Associate Professor" generally means PWTs who have earned a Ph.D. They are not on a tenure track. There are people who choose this.
4. "Contract Professor" generally means PWTs who have earned a Ph.D. They are not on a tenure track. There are people who choose this.
  ii. "Affiliate Faculty" generally means people who work for USI and have Ph.D.s. They are also not represented by Faculty Senate. They are nonrank eligible. These can be honorary titles.
  iii. Honorary
1. "Distinguished Professor"
  iv. Temporary Contract Teaching Faculty. Not rank eligible. Not tenure eligible. Not allowed to vote.
1. "Temporary" faculty. They are not approved by the board.
2. "Adjunct Faculty" generally means temporary people who teach at USI part-time.
3. "Visiting Faculty"
4. "Post-Doctoral Fellow"
5. "Dissertation Fellow"
c. Other
  i. "Regular Faculty"
  ii. "Associate Members"
  iii. Graduate Faculty
  iv.

Questions Answered
1. What is the definition of instructor?
   a. The FAAC needs to recommend this
2. What is the definition of continuous appointment? How does that differ from tenure?
   a. It is tenure track
3. What is the definition of annual term appointment?
   a. Contract PWT who is renewed
4. What is the difference between 15 annual appointments and continuous appointment?

a. Contract vs tenure track
5. What is regular faculty status
    a. Nontemporary contract
6. What is the difference between Adjunct Faculty and Adjunct Instructor?
7. What does recommended through "usual channels" mean
    a. The P&T process
8. What does "holding rank" mean? Instructor is a rank.
9. What does progressing in rank mean?
10. What counts as a doctorate? Juris Doctorate, DBA, Ph.D., etc.
    a. Depends on the field of study
11. How does this process work "The person recommended to be a _____ must be approved by the academic department and recommended through the usual channels. (Adjunct Faculty, Visiting Faculty, Postdoctoral Fellow)
    a. The hiring process
12. What are "All other faculty assignments" besides rank-eligible or contract because they are temporary?
    a. People who teach
13. What does "faculty position mean"? "Administrative or staff personnel who are not appointed to a faculty position are not considered faculty."
    a. Nontemporary
14. What are "regular members"? They have to vote to allow contract full-time faculty members a vote.
15. What other kinds of faculty are there besides "teaching faculty"?
    a. This is a holdover from a previous version
16. Why do we say that Affiliate Faculty are nonboard appointed? Are all other ranks appointed by the board?
17. Are "Adjunct Faculty", "Dissertation Fellow", "Post-Doctoral Fellow", and "Distinguished Professor" temporary assignments?
    a. Yes
18. What does little professional experience mean? Is that the amount of experience as a professor?

Topics for the FAAC to Discuss
What are the top level types of PWTs?
-   Those who are tenured or tenure track and those who are not tenured or not tenure track

What are the attributes of the rank eligible PWTs?

What are the attributes of the tenured or tenure track PWTs?

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Within the not tenured or not tenure track, what are the types of PWTs?
- "Temporary" faculty
    o "Adjunct Faculty"
    o "Contract"
        ▪ "Contract Instructor"
        ▪ "Contract Assistant Professor"
        ▪ "Contract Associate Professor"
        ▪ "Contract Professor"
    o Visiting Faculty
    o "Affiliate Faculty"
    o "Post-Doctoral Fellow"
    o "Dissertation Fellow"
    o Honorary
        ▪ "Distinguished Professor"

Where do these faculty "titles" go
- Voting members
- Undergraduate Faculty
- Graduate Faculty

Suggestions
1. Pick one term for tenure track and stick to it. I suggest tenure track which means a person who has earned tenure or is in the process of earning tenure. I suggest dropping rank eligible.
2. Discuss "rank" because it implies a strict hierarchy to me. I think there are at least three systems of "rank" in these levels.
3. Use "instructor" to mean a person who teaches at USI.
4. Do not use instructor for any of the titles for PWTs. Use a different term such as "Lecturer".
5. Define all levels, including
    a. Faculty
    b. Voting members
    c. Tenured
    d. Tenure track
    e. …

Appendix B - Peer Institutions

Arkansas State	Ivy Tech State College	Southern Illinois U
Arkansas Tech	Lewis U	Southern Illinois U Edwardsville
Ball State U	Marshall U	Truman State

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Eastern Illinois U	Middle Tennessee State U	U of Central Missouri
Eastern Kentucky U	Morehead State U	U of Evansville
Eastern Tennessee State U	Murray State U	U of Indianapolis
Indiana State U	North West Missouri State - Maryville	U of Missouri - St Louis
Indiana U	Northern Kentucky U	U of Tennessee at Chattanooga
IU E	Purdue - Calumet	U of Tennessee-Martin
IU Kokomo	Purdue North Central	U of Wisconsin - Parkside
IU Northwest	Purdue U	Vincennes U
IU South Bend	Quincy U	Western Kentucky U
IU Southeast	Saginaw Valley State U	Wright State U
IUPU Fort Wayne	Shawnee State U	
IUPUI	Southeast Missouri State U	

Faculty and Academic Affairs 2020-2021 Year End Report

Submitted to Faculty Senate
University of Southern Indiana
2021 Apr 30

Committee Members
Peter Cashel Cordo
Romain College of Business

Amy Egli
College of Nursing and Health Professions

Eric Greenwood
Pott College of Science, Engineering, and Education

David Hitchcock
College of Liberal Arts

Susanna Hoeness-Krupsaw
College of Liberal Arts

Jessica Garces Jensen
College of Liberal Arts

Stacey Murray
Pott College of Science, Engineering, and Education

Thomas Weber, Chair
Romain College of Business

Amy Wilson
College of Nursing and Health Professions

Faculty and Academic Affairs 2020-2021 Year End Report

Report
The committee met several times, approximately four times, over the course of the 2020-2021 Academic Year. Its first meeting was 2019 Sep 8.

The committee is composed of two representatives from each college (David Hitchcock, Susanna Hoeness-Krupsaw, and Jessica Garces Jensen from the College of Liberal Arts; Amy Egli and Amy Wilson from the College of Nursing and Health Professions; Eric Greenwood and Stacey Murray from the Pott College of Science, Engineering, and Education; and Peter Cashel Cordo and Thomas Weber (Chair) from the Romain College of Business) and three Ex Officio members (Mohammad Khayum, Provost; Marna Hostetler, Director of Library; Michael Dixon, Director of Graduate Studies).

The committee received one new charge to clarify the language of the USI faculty handbook concerning plagiarism. There were three charges from the previous academic year (Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award) and one standing charge concerning the growth of administrative and faculty employees. There was also a request to discuss the compression of professor salaries, especially in relation to full professors who have been at USI for a significant number of years.

The following timeline, excluding email conversations, details the committee's efforts and activities.

FAAC Meetings and Other Meetings	Outcome
2020 Sep 8	Initial Meeting
2020 Oct 8	Set the task to discuss a potential change to the words "instructor" in the handbook
2020 Nov 5	Set the task to consider differences between Clinical and Contract teaching faculty
2021 Apr 16	Set the task to poll the instructors concerning a change to "lecturer"

Progress
Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award

Tabled the Distinguished Professor award discussion until the issues with the USI faculty handbook are resolved.

Hiring Charge

Faculty and Academic Affairs 2020-2021 Year End Report

The report was created with 2019 data. The 2020 data arrived, but there was not enough time to create the report.

Salary Compression
The FAAC sees this as a problem, but has no suggestions at how to solve it at this time.

Recommendations
Promotion of Instructors, Promotion process for contract assistant and associate professors, and Distinguished Professor award

Delete the section from the USI Faculty Handbook that describes the possibility of moving from an instructor to an assistant professor (section - D. PROMOTION, AND TENURE A.I.A? (Instructor to Assistant professor)). One concern is that ABD people are hired as instructors with the intent to move to an assistant professor. This should not be a problem because the instructor position is a short-term position, and the hiring contract is written in a way that states if the ABD candidate does not complete his or her Ph.D., the contract will not be renewed. Another issue is that an assistant professor position cannot be filled without a national search.

Grandfather the titles "Contract Professor," "Contract Associate Professor," and "Contract Assistant Professor" and use a system that would be similar to lecturer and senior lecturer where the senior lecturer (or equivalent title) would indicate a person had been with USI for a long time or had a Ph.D. or the appropriate terminal degree.

Academic Dishonesty Policy
Clarify the USI faculty handbook wording to ensure that the academic dishonesty policy indicates that the member of the teaching faculty who is accusing a student of breaking the academic dishonesty policy notify the student of the accusation.

Suggestions
1. Eliminate the ambiguity of "instructor" in the USI Faculty Handbook. Currently, it means person who teaches, a person with rank, or a person who is a contract teacher.
2. Respond to Contract professor charge - Charge: 2019 31
    a. Depending on the clarification of instructor, the FAAC would suggest that the Contractor Assistant Professor, Contract Associate Professor, and Contract Professor titles be grandfathered and use the equivalent of instructor.
3. Clarify the ranks in the handbook. In some places, the handbook says that only the following are RANKS: Assistant Professor, Associate Professor, Professor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor, Assistant Professor of Library Science, Associate Professor of Library Science, and Professor of Library Science. In other places every title is a rank

Formal Request for USI Faculty Senate Action

Name: Rick Hudson **(Optional)**

Date of Submission: 8/20/19

Name of Faculty Senate Representative:

1. Adrian Gentle

2. Kenny Purcell

3. Rich Bennett

Complete the following items and submit this form to either your Faculty Senate Representative or to the Faculty Senate Chair for consideration by the Faculty Senate.

1. **Charge Title:**

   Promotion of Instructors

2. **Background:**
   Provide an explanation of the background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge?

   Currently, contract faculty who have the academic rank of Instructor generally do not have the opportunity to advance their career through promotion. The creation of multiple ranks or a Senior Instructor rank have become commonplace at many other institutions (e.g., Indiana State University has a Senior Instructor rank; Western Kentucky University has Instructor I, Instructor II and Senior Insturctor ranks). Furthermore, faculty with similar backgrounds who serve at two-year institutions may qualify for promotion without seeking terminal degrees. Adding opportunities for instructors to seek promotion would beneift the university by 1) supporting the competitive recruitment and retention of faculty at the Instructor rank; 2) incentivizing instructors to participate in professional growth opportunities and service commitments, which will impact teaching practice; and 3) enhancing the morale of current instructors by emphasizing their important value to the university.

3. **Action Requested and Desired Result:**
   Specifically state what action you would like the Senate to take and the desired outcome that you would like to see.

   I would like the Senate to review policies regarding instructor promotion at other institutions, discuss the possibilies for instructor promotion base on USI's context, and recommend the addition of Senior

Instructor or a structure of multiple instructor ranks to the academic ranks available at USI. I hope this action will lead to revisions of the University Handbook and College Promotion and Tenure policies that would outline methods for an instructor to seek promotion at USI.

4. **Potential Resources:**
Provide any information that can help Faculty Senate fully address the charge. Attach additional documents if necessary.

Policies at Indiana State University (https://www.indstate.edu/policy-library, Section 305.12.4) and Western Kentucky University (https://wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf , p. 20-21) are provided. I have also attached the Evaluaton, Retention, and Promotion Guidelines for Regular Non-Tenure Track Faculty at Indiana State University's College of Arts and Sciences.

Items 5-7 are to be completed by Senate Chair or Secretary:

5. **Senate Comments:**

6. **Action Taken by the Faculty Senate:**

Amended to include a request to review and report the current criteria for instructor reappointment. Forward to FAAC as amended. FAAC will report findings and recommendations in the 2019-2020 FAAC report.

7. **Action Taken by the Administration:**

CHARGE TO THE USI FACULTY SENATE

Formal Request for USI Faculty Senate Action

Name: _____ **(Optional)**

Date of Submission: January 27, 2020

Name of Faculty Senate Representative:

1. Rich Bennett
2. Rex Strange
3. _____

Complete the following items and submit this form to either your Faculty Senate Representative or to the Faculty Senate Chair for consideration by the Faculty Senate.

1. **Charge Title:**

   Promotion Process for change of rank from Instructor to Contract Associate Professor

2. **Background:**
   Provide an explanation of the background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge?

   There is not a policy currently in place to advance in rank from Instructor to Contract Assistant Professor once a terminal degree in your field has been attained. There are several instructors in the Pott College of Science, Engineering, and Education who have earned a terminal degree in their field after employment by the University without advancement in rank.

3. **Action Requested and Desired Result:**
   Specifically state what action you would like the Senate to take and the desired outcome that you would like to see.

   Establish a policy to be able to rank advance upon attainment of your terminal field degree similar to that of clinical and library faculty from Instructor to Contract Assistant Professor.

4. **Potential Resources:**
   Provide any information that can help Faculty Senate fully address the charge. Attach additional documents if necessary.

   The process for promotion can be found in the Employee handbook .
   Item III-Faculty and Academic Policies, Section B -Types of Appointmnet, Section 1B-Rank Eligible Full Time Teaching Faculty, p. 42-43 and additionally in Section IIB-Contract FullTime Teaching Faculty.

   B. TYPES OF APPOINTMENT

Regular(non-temporary) faculty members may beappointedaseitherrank-eligibleorcontract faculty. All other faculty assignments are temporary.

I. Rank-Eligible Full-time Teaching Faculty

A. Regular full-time members of the teaching faculty appointed to serve in regular full-time assignments are:

1. Tenured or eligible for tenure or clinical track upon the completion of all requirements as stated in approved departmental, college, and University policies and all specific requirements as stated in the initial letter of appointment;

2. Eligible for all privileges extended by the University to regular full-time faculty, including employee benefit programs identified in the letter of appointment;

3. Eligible for full participation in the affairs of the University, of its component institutions (e.g., Faculty Senate and its councils and committees), and of its departments and administrative units in accordance with University policy;

4. Eligible for academic promotion in accordance with departmental, college, and University policies; and

5. Given assignments which are recommended by departmental chairs or supervisors and which are in accordance with policies found in the University Handbook.

B. Ranks which may be assigned to Rank-Eligible Teaching Faculty include the following:

Assistant Professor. Persons with an earned terminal degree as determined by the discipline but little or no professional experience are usuallyappointed to the rank of assistant professor.

Associate Professor. The associate professor holds an earned terminal degree as determined degree and has had significant professional experience.

Professor. The professor holds an earned terminal degree and has had extensive professional experience.

Clinical Faculty. Clinical Faculty serve primarily in practice disciplines and willbe held to the same standards in teaching, advising, and service as are tenure track/tenured faculty. The scholarship expectations of clinical faculty consist of a focus on application, evaluation, and dissemination of clinical, industrial, or professional practice. Clinical faculty appointments are non-tenure positions with the same rank as tenure track/tenured faculty, but provide for renewable term appointment and are eligible for promotion.

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ITEM: III

DATE:12/18

Clinical Assistant Professor. Persons with an earned master's degree as determined by the discipline but little or no professional experience are usually appointed to the rank of assistant professor.

Clinical Associate Professor. The associate professor holds an earned terminal degreeas determined degree and has had significant professional experience.

Clinical Professor. The professor holds an earned terminal degree and has had extensive professional experience.

Regular Full-Time Library Faculty. Regular Full-Time Library Faculty are appointed in

ranks analogous to and modeled on faculty ranks. These are affiliate librarian, assistant professor of library science, associate professor of library science, and senior professor of library science. The status of librarians holding titles under this rank system is similar to that of regular full-time faculty, with a master's degree considered as the usual terminal degree. The rank of initial appointment is determined by such factors as professional activities, experience, and degrees held. Library faculty are both rank-eligible and tenure-eligible.

II. Contract Full-Time TeachingFaculty

A. Members of the teaching faculty appointed to serve in specified assignments and are not eligible to progress in rank. These assignments may be for one semester or an academic year and are on a full-time basis during the term of employment. Contract teaching faculty are:

1. Eligible to receive, but not entitled to expect, renewal of appointments following the expiration of their current appointments;

2. Given assignments which are recommended by department chairs or supervisors and which are in accordance with policies found in the University Handbook;

3. Eligible, if contract full-time teaching faculty, to participate with voting rights in the departmental or area governance system by invitation of a majority of the regular members of the unit; and

B. Contract faculty are accorded the following privileges:

1. Full-time contract faculty, may participate in the staff benefit programs of the University as stated in Section C of the University Handbook.

C. Ranks which may be assigned include the following:

1. Instructor. The instructor normally holds at least the master's degree. Faculty members who hold the rank of instructor shall not be eligible for consideration for continuous appointment (tenure). They shall, however, be eligible for annual termappointments.

2. Contract Assistant Professor, Contract Associate Professor, or Contract Professor. Changes from contract appointments to regular faculty status must follow the customary procedures o

Items 5-7 are to be completed by Senate Chair or Secretary:

5. **Senate Comments:**

6. **Action Taken by the Faculty Senate:**

7. **Action Taken by the Administration:**