



Preparing people to lead extraordinary lives

**Faculty Council Meeting Minutes
Wednesday, August 26 2020 3 – 5 pm**

In attendance (all via Zoom): Artemchik, T.; Baber, L.; Brown, J.; Caughie, P.; Dentato, M.; Dong, Q.; Holschen, J.; Johnson, B.; Jones, P.; Jules, T.; Lash, N.; Martin, C.; Mirza, K.; Moore, K.; Rushin, S.; Tangarife, W.; Uprichard, S

1. Call to Order and Approval of Past Meeting Minutes

2. starts at 4:09 with invited guest: Vice Provost for Faculty Affairs Badia Ahad. Jules introduces, indicates that knows her and has seen work, especially with faculty of color. Ahad introduces self, shares screen. She is a fifteen year veteran of the English department. Also has worked with other institutions on faculty development and mentorship, and is now in a position to take expertise and use it at Loyola to build more robust structures. Refers to the past Center for Faculty Development and Diversity. She realized three years in job that the school no longer had center for faculty development – it was phased out, and the Faculty Center for Ignatian Pedagogy has a different mandate. Ahad was also director of University Core. Her mother, Anna Lowe was faculty member in School of Education.

Her role is a wide one – anything involving faculty, including promotion and tenure, and faculty development. Norberto gave her the charge. A big job, but she is excited about the chance to work with FC as a partner. Clearly not a one-person job, lots of collaboration to get initiatives off the ground.

Shows slide with list of goals for the year. Institutional climate is a big goal, she thinks needs lots of work. Sees low morale, faculty don't feel supported by administration. What are some things we can do to address

concerns? Wants to think of senior faculty as people who need mentoring, as well as mentoring others. They benefit from forging intellectual networks, working on a second book or its equivalents. Parallels can be drawn with non-tenure track faculty; they also need access to opportunities for continued growth and professional development.

Ahad reiterates the desire of working with the Council. She would like to build out clear and equitable grievance policies. A council member asks about this, says that the Council has been involved for years in conversation with administration about dealing with grievances around dismissal.

Ahad brings up questions of equity on the faculty. Our data about inequities in tenure, promotion and raises is not the best. Office of Institutional Effectiveness head David Slavsky says that more information should be available in two or three months.

Ahad also wants to establish Faculty Affairs advisory committee. She started looking at hiring plans, and noted that everything is three years old, from former Provost Pelissero. Stresses the importance of not simply reproducing the status quo, but of taking the time to examine what is there. She is looking at the process for summer stipend applications.

She is “eavily invested” in furthering diversity of the faculty body. Where we are is “not great,” especially when it comes to ladder faculty. She has floated idea of cluster hiring to Provost; he is excited about idea, especially in conjunction with new institute for racial justice. The devil in the details -- what would joint hires look like? She has reached out to Deans with VTIP vacancies to discuss cluster hires. These conversations are ongoing. Another recommendation is for all units to produce equity plans by June 2021, should be forthcoming at end of academic year. That would include a self-study. It is important to recognize faculty who do diversity work, which contributes a lot to recruitment and retention. Also wants to reward units that make substantial strides in these areas. We need programs to support faculty of color.

Ahad indicates that she meets with advancement one a week; although she is not a grant-writer herself, she understands its importance.

Advancement has been helpful, has collaborated with Sonny Singh. Several Letters of Intent have been submitted for grants to support these endeavors.

Also has worked on technology to help things flow a bit better. There is a new webpage for Faculty Affairs, with more information, and more transparency.

Her last point is to express a desire to see faculty supported, recognized, and honored. She wants Loyola to be a place where people can thrive.

FC member asks how do she envisions working with the council. How best to connect with you? Ahad says as Jules and Johnson know, she is working on the lack of grievance process. This is a problem. Happy to take recommendations as people come in. She wants her office to support the work of the Council. Everything works better when there is a structure in place.

An FC members says that this would be hearing board, rather than the itself. Asks if Ahad has seen the draft of new handbook. Ahad says yes, seems consistent with practice elsewhere.

The FC member then asks what would happen with Sujack committees, other committees. Ahad says that this would not replace, it is just that so many procedures are out of date. The committee would look at procedures, make recommendations for changes.

The FC members notes that proposals for cluster hiring were made years ago. Ahad notes that the most senior dean currently has been for only five years.

Another FC member says that we would like to help by extending her reaching, helping to staff advisory committee members, and the like.

A different FC members expresses that they are thrilled at all of initiatives. Since this member is on the advisory board, they might be one funnel, and other members could be as well. Notes that FC has subcommittees, who could funnel things to Ahad. Ahad agrees.

This member asks about evaluation systems. She asks if Slavsky is working on evaluations and criteria. Ahad indicates not, that he is just gathering data to document current inequities. She gives as example how long

it takes female faculty to reach associate or full professor. She hopes once we get data that we can talk about it.

Another member sees that this is the chance to cement and formalize relation with Council..

Jules wants to confirm that summer stipend programs and leave applications will be operational, and that people should apply. Ahad says that nobody has mentioned prospect of cutting funding for summer stipends or research leave.

A different member expresses appreciation for the offer of help in mentoring senior faculty; they are helping to mentor African American faculty member. This member asks about resources. A discussion about medical school faculty and integration into list serves ensues.

Jules closes discussion by expressing the hope of working with us on handbook and other collaborations.

3. Dean of Graduate School and Vice Provost of Graduate Education Emily Barman joins at 3:58. She thanks the Council for having her. She notes the dual role of being the new Dean of the Graduate School as well as the new role of Vice Provost of graduate education. This combination is intended to ensure equitable treatment of graduate issues, preventing each school from having to reinvent the wheel about specific issues. She wants our thoughts on the appropriate role of grad school given moving to One Loyola model. Would also love to hear about grad school and supporting faculty and grad students. Coming from Boston University's Sociology department. She wants equity for grievance processes across university, to increase diversity within graduate program, and support in terms of climate and culture once students are enrolled. She also has questions about the role of grad school in faculty processes.

One member expresses that provost appointment is great, because one of problems is that not all graduate programs are in the graduate school. This will help with equity across programs.

Another member describes graduate programs as like feudal kingdoms. IES' recently launched program was done outside the graduate school, which they rightly or wrongly felt was burdensome. Moreover, graduate programs need advocacy. They have not seemed like a top priority in university decisions like the retirement incentive program. One week graduate programs were told to cut admissions in half, the next week the Provost came in and talked about aspiring to R1 status. We hope that Loyola is headed to a place where grad education plays a much bigger role.

A different member says that they are pleased to hear discussion of the number of MA enrollments. They do not like how the administration sometimes pits undergrad and graduate education against one another. Also wants to turn the discussion to money. A big problem is that PhD students are poor. Another problem is that the graduate school has cut other fellowships available to graduate students. Schmidt fellowships, for example, have been taken and given to another unit besides grad school. Would like to hear more about money but also recruitment and diversity. How can we enlist faculty in these efforts?

Barman replies that she agrees on the money question. The Board has approved an increase in stipends, and the provost is behind this. The timing with Covid is terrible. If we're going to train PhD students, let's do it an ethical way. Climate and culture issues needs to be improved before greater pipelines can be established. The member thanks her, underscores importance of making sure faculty see themselves as source of that support. Doesn't want diversity to be the students' second job. Barman agrees, and thinks people should be compensated for diversity work and the like.

Another FC members says that they are not a sociologist, but studiethis area. One thing to add is that lots of policies and practices that aren't overtly racialized, but some have that impact. Even the scheduling – covid scheduling

with one evening slot. Not intentionally racialized, but huge impact on students, most of whom are students of color. There are tensions at this institution that are avoided, not necessarily tackled head on. They have only been here one year, and thinks people avoid tensions. Program that is both MED or PHD, either no process or two very different processes that are polar opposite. It is hard as an associate professor, they understand why there only two Black full professors. Thinks this place could be something special in a special city.

Barman thanks them, says she hears their comment – the modal student not necessarily a privileged white young student.

Another member says yes, they avoid conflict, but there is also good will.

Another member identifies themselves as a former international student and wonders what the school sees as the future of international enrollments. Barman indicates that our percentage of international grad students is pretty low, and that there is not a lot of support in terms of on-boarding, not such a fabric of support once they're here. Some changes have already been made – new orientation hand book, international students organization. She thinks that there is real interest in the administration in further developing international graduate student enrollment.

Another FEC member offers more of a comment. They received their MA in higher education here in 2017, has been working here a long time. Quick anecdotes – at the time, required 2 120 hour internships, and they worked full-time, had to wait for summer. There was an issue with not allowing paid internships; she thinks they changed policy, but very difficult for cohort members. Some programs have no night classes – how do they get away with that? Assumption is modal student is a 24 year old with no job or family. Wanted to convey these experiences. Most faculty at School of Ed with whom they studied are not there anymore. She thinks Demetri Morgan one of the few who remains. Barman thanks this member and says that we have this identity, this mission, in this amazing city – yet we often don't engage people in the area. We need to rethink these things.

Barman departs.

At 4:28, Michael Dentato moves approval of the minutes. They are approved unanimously.

Next is a discussion of the ongoing Black Lives Matter demonstrations. Jules says that the effort to issue a joint statement by shared governance institutions seems to have stalled out. There is discussion of whether the committee assembled to draft such a statement should meet with student leaders, or whether it should be the executive committee of the Council. It is agreed that there does not need to be a formal resolution. The Executive Committee can meet with them if it sees fit.

Jules says that this raises the general question of communications when we are not meeting. The Council did a lot of work over the summer. He talks about the need for efficient communication in between meetings, perhaps on Teams site.

4. Online Education, Intellectual Property, and Intellectual Freedom
Jules opens the discussion by noting that concerns from three schools – Quinlan, Communication, and Social Work – have been raised. A lot of these concerns are about administrative access to Sakai content. He has spoken with the provost and exchanged messages while each was traveling. A council member says that it would be helpful to have a formal statement from the provost on this issue.

A different FC member says that the concerns in Quinlan were not just about access to data, but a concern about going online and the seemingly mandated course structures. They feel that it is an infringement on faculty rights, it seems that the administrators are overstepping. Another FC member seconds that, they are overstepping. On the other hand, there is a wide range of faculty, many not well-versed with technology, so part understood a reason for that. The first member speaking says that they think there is an issue here,

that there are a variety of ways of effectively teaching and one particular approach ought not to be forced on everybody.

Another member indicates that the executive committee discussed this matter. We all understand the urgency of the moment, but we should not be pushed into cookie cutter approaches of a student wants cookie cutter approach, they can get their business degree at the University of Phoenix. There are always some problematic faculty, and always some outstanding faculty. The low morale that Ahad pointed to is the product of exactly this kind of approach.

A different member raises the question of the privacy statement and regulations, some of which might be violated if deans are not listed in that original agreement. Another member adds that this ought to be clarified in a new faculty handbook. The current one is really opaque on this; at one point they wrote to the provost and was assured that the rights of intellectual ownership and property that you have over your own class instruction apply to an online format. They saved that email in the event that it becomes useful, but it should be written down and it should be. The question for the council chair is what is the most effective way to move forward – do we want a written statement, or another conversation with the provost.

A member from one of the schools in question indicates that they just had a three hour faculty meeting with no discussion of this; there is a lot of concern about a cooki-cutter model.

Jules indicates that he will speak with the provost. A different member raises the question of contact hours and accreditation; another member replies that although it is not their area of expertise, they understand that accreditation standards could be met in ways that are not as tied to contact hours.

A member states that we should draft a statement around online education and our stance. And going back to the Black Lives Matter protests, they ask if President Rooney is in town.

Jules indicates that he does not know. As time is running out, he says that we have named the faculty of the year. There are questions about the award that the council should discuss this year. He hopes that the

communications committee will come up with a first letter, says that the first week of September is best. The Faculty Activity System survey has been sent out.

The meeting adjourns.
