Faculty Roles and Structure Topic Team  
*Strategic Planning Project*

**April 22, 2015, 3:00-5:00pm**  
**Location: MCB, Gold Room**

**Invitees:**

<table>
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<th>Invitee</th>
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| Jennifer Ruth         | X  
| Susan Lindsay         | X  
| Kelly Cowan           |  
| Abel de la Cruz       |  
| John Eckroth          |  
| Carol Hawkins         |  
| Steve Percy           | X  
| Leslie McBride        | X  
| Keva Miller           | X  
| Pamela Miller         | X  
| Patricia Schecter     | X  
| Sonja Taylor          | X  
| Robert Daasch         | X  

X=Attended

**Agenda:**

1. Initiatives

**Meeting Notes:**

Steve and Jennifer will work together to put the following together. Pam has committed to sending feedback on professional development and Patricia has committed to helping with shared governance.

**Key words:**

- Recruiting
- Screening = Intentional Process
- Hiring
- Assess

1. Intentional process to design and define faculty department’s composition
2. Transparent definition of faculty department responsibilities

**Initiatives**

- Jennifer’s 4 proposals
- Steve Percy’s proposal
- Professional Development
  - Infrastructure
  - Access for all faculty
- Shared Governance
  - Academic Freedom
  - Job security/peer review – Article 18 is the mechanism
1) Increase the numbers of faculty who have academic freedom through tenure through a combination of increasing "conventional" teaching-research-service faculty lines and the implementation of a tenure track for teaching-intensive faculty.

Rationale: Shared governance and morale suffers when faculty with academic freedom (through tenure) are a minority on campus. The unstable, culturally divisive three-tier faculty system we now operate with (TT, full-time NTT, adjuncts) would be improved if all full-time faculty have access to tenure. The argument specifically for the teaching-intensive tenure track can be found in most of the documents I've sent to the topic team -- articles and arguments on the google drive for why a teaching-intensive tenure track is preferable to our current non-tenure situation for faculty with higher course loads than their tenure track peers.

2) Move from an ad hoc, incrementally designed workforce to one driven by intention and disciplinary and pedagogical needs rather than budget. Ask department units and Deans to determine appropriate ratios and rationales for the use of faculty.

3) Where the hiring of NTT faculty is determined to be appropriate and of benefit to the students and university, develop clear, consistent, and transparent hiring and evaluation protocols.

4) Encourage departments and Deans to develop a systematic approach to faculty involvement in advising.