

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2020-2021 Faculty Senate was held at 1:00 p.m. on Tuesday, April 26, 2021 on WebEx. The following members were present:

Dr. Alejandra Carballo	Dr. Sean Reed
Dr. Jon Clements	Dr. Scott Jordan
Dr. Michael Davis	Dr. Randy Kelley
Dr. Pam Dixon	Dr. Jeremy Schwehm
Dr. David Eshelman	Dr. Asim Shrestha
Dr. V. Carole Smith	Mr. Steven Junker
Dr. Newt Hilliard	Dr. Brendan Toner
Dr. Efosa Idemudia	Dr. Masanori Kuroki
Dr. Cynthia Jacobs	Dr. Carey Ellis Laffoon
Dr. Sean Huss	
Dr. Shellie Hanna	

Guests: Dr. Barbara Johnson, Mrs. Pat Chronister

I. Call to Order

- A. Approval of the minutes** - from the March 9 meeting. Motion to approve from Dr. Michael Davis Seconded by Dr. Sean Huss Motion Carried.

II. New Business

- A. Motion to Amend the Minutes to take time to honor Mrs. Pat Chronister by Dr. Shellie Hanna, Seconded by Dr. Sean Huss. Motion Carried.**

- **Dr. Barbara Johnson** indicated the Mrs. Chronister is a faculty advocate, often seeing issues that arise and advocating on behalf of faculty. We wish her well on her retirement.
- **Dr. David Eshelman** read the following into the minutes:

Letter attached at the end of the minutes

B. Curricular Items

<https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php>

no new items

C. Debate over vote of Confidence/No Confidence

Motion to debate the process by Dr. Sean Huss, seconded by Dr. Jeremy Schwehm.

Motion Carried.

- **Dr. Jon Clements** indicated that a letter has gone out to the faculty at large, sent from a member of the Board of Trustees, offering to help with the current situation. The idea is that an outside mediator can be brought in to hear both sides. This person would be hired by the Board of Trustees and would report to the Board of Trustees.
- **Dr. Asim Shrestha** indicated that he received the following from his constituents. We are really not in a position to take sides because we do not have enough information. The amount of information that is passed to us is not sufficient in order to make a rational decision on whether or not we have or do not have confidence in what the president is doing. Dr. Jon Clements expressed a hope that having a mediator in place would help.
- **Dr. Michael Davis** indicated that something came up today in his college regarding mediation. Action vs. Mediation was brought up as a concern. Will this just be more talk, or will actions follow?
 - **Dr. Jon Clements** related that all parties invested are aware of the situation we are in. The Board of Trustees will be inside the loop in order to get information. He believes that communication will highlight other possibilities that we don't see eye to eye on. It will start with talking. If we delay, we are not taking this off of the table, but we show that we are listening. We are in the beginning processes of finding out what a mediator is, and that we hope to be heard.
 - **Dr. Michael Davis** followed up, asking whether or not a mediator chosen by the board would be impartial, or if a conflict of interest might be an issue.
 - **Dr. Jon Clements** indicated that he believes Mrs. Duffield (the board member who has reached out) will try to do the right thing. There are firms that can hire someone like this. This will be generated by the Board of Trustees.

Faculty Senate

- **Dr. Michael Davis** asked whether or not we would have access to any report. **Dr. Jon Clements** indicated he hoped so.
- **Dr. Sean Huss** indicated that would have to be part of a process or it would fall apart.
- **Dr. Jeremy Schwehm** indicated that we are representing the faculty, and also staff and students who look to us to ask the hard questions and get answers. We should keep that in mind.
 - **Dr. Jon Clements** agreed and indicated that staff should be involved and should not have any fear of retribution due to involvement.
 - **Dr. Michael Davis** asked whether Staff Senate might be involved in the process. **Dr. Jon Clements** indicated that he hoped that would be possible.
- **Dr. Sean Huss** indicated reconciliation will have to happen eventually regardless of whether we hold the vote today.
 - **Dr. Jon Clements** indicated that today we are trying to reconcile before having a vote, effectively pressing ‘pause’.
- **Dr. Sean Huss** and **Dr. Jeremy Schwehm** inquired about procedure, both indicating that a motion (and a second) to proceed with the vote (confidence or no confidence) needs to be on the floor before another motion to postpone can be made. The October Senate meeting would be the date of postponement. **Dr. Jon Clements** agreed that would be the procedure.
- **Dr. Sean Huss** made the following motion “As a matter of procedure, and to facilitate our previously discussed plan, I move to proceed with a vote of Confidence or No Confidence in Dr. Bowen” Seconded by **Dr. Jeremy Schwehm**. **Dr. Carey Ellis Laffoon** made the following motion: “Due to the Board of Trustees reaching out to the Faculty Senate and making a good faith effort to promote communication between faculty and administration, I make a motion to *postpone* the Confidence/No Confidence vote until the October Faculty Senate Meeting.” This was seconded by **Dr. Shellie Hannah**. **Motion Carried.**

III. Old Business

A. VPAA update

- **Dr. Barbara Johnson** reminded that we still need volunteers to participate in the Friday night commencement.
- We have solidified Professional Development on Wed., May 5. with Academic Affairs at 1pm, and the President at 2:30pm.
- Regarding the *training* for online teaching. We pulled lists of faculty members who did and did not have training. Around 93 faculty members have not taken the basic training for this (requests went out in August – many did not take this training). Only faculty who have not had training should have been contacted to take this by June 30 or classes would have to be moved to face to face instruction. There are spaces available, and it isn't mandatory, but faculty will not be able to teach online courses in the fall if they don't go through the training. Pre-pandemic, we had indications that some faculty members were teaching online courses that were, effectively, correspondence courses. We can't do that. Training is fairly standard at other institutions. We are trying to play 'catch up' at this point.
 - i. **Dr. Michael Rogers** asked: "What about tracking faculty who do the OIS training and webinars or get training through their own discipline. We ought to be able to document this and use it for creditation." Dr. Johnson indicated that this was possible.

- ii. Reach out to Jennifer Lackie with questions about registration.

Ms. Jennifer Lackie

Administrative Specialist III Online Learning Center 715 N El Paso Avenue
Russellville, AR 72801 (479) 964-0583 ext 1015 jlackie@atu.edu

B. Standing Committee Elections (Schwehm)

- Friday, April 30 at 5pm is the deadline for this.

C. Faculty Handbook edits/survey updates (Huss/Schwehm)

- A. The College of Business is no longer going to have a departmental structure as of July 1. An outline responding to this change as it relates to a DPTC was included.

- **Dr. Sean Huss** made a motion to pass, seconded by **Dr. Alejandra Carballo**. **Motion Passed.**
- B. The second motion is related to legacy faculty – tenured faculty who do not have terminal degrees. This has ended up in a footnote section and has been moved. **Dr. Michael Davis** made a motion to pass, **Dr. Carey Ellis Lafoon** seconded. **Motion Passed.**
- C. The last one is to replace gendered language in the handbook. **Motion to pass by Dr. Sean Reed**, seconded by **Dr. Sean Huss**. **Motion Carried.**
- D. Concerns related to the primacy of academics / Provost (Eshelman)

IV. Open Forum

- a. **Dr. Alejandra Carballo** has questions/comments regarding the sabbatical issue, which has not been resolved. She has indicated that she will pass those on to the senate as she is not going to be on the senate in the fall.
- b. **Dr. Alejandra Carballo** inquired about the closing of the **Green and Gold Cupboard**. **Dr. Jamie Stacy** indicated that the Green and Gold Cupboard is being closed due to budget cuts. She indicated that Student Services has refused to take it over. We are still on good standing with the food bank, and can start this again, but only after or unless Student Services agrees to take it over.
 - i. **Dr. Erica Wondolowski** reminded:
 - 1. 21: % of Student-athletes at Division III schools;
 - 2. 29: % of Students at 4yr Institutions; &
 - 3. 31/16: % of Instructional Staff (TenureTrack/Not); who experience food insecurity
 - ii. **Dr. Sean Huss** reminded that there was no support from Student Services when he and **Dr. James Stobaugh** started the food pantry.
 - iii. **Dr. Jeremy Schwehm** inquired about the cost of the pantry. **Dr. Jamie Stacy** indicated that *running* it doesn't cost anything. Food items are donated, money is donated, student volunteers deal with forms, etc. We are in a very old building, so there are costs like electricity, heating, cooling, freezers, etc.

- iv. **Dr. Barbara Johnson** thanked **Dr. Sean Huss** and **Dr. James Stobaugh** for getting the program up and running, and thanked Dr. Stacy for her work running the program. She reminded that there is a GA stipend and a waiver, and that part of **Dr. Jamie Stacy's** course release for running the pantry is a cost. We are going to be making sure that people who use the pantry a lot, staff for example, are aware of the other missions in the community that are available to them. We had some discussions last week regarding funds that are in the account right now in order to use them for students who are in dire need.
- v. Dr. Jeff Robertson posted this link in the chat:
<https://www.foodpantries.org/ci/ar-russellville>
- vi. **Dr. Jeremy Schwehm** inquired about asking for a representative from Student Affairs to come and speak with the senate about possibilities. **Dr. Barbara Johnson** indicated that they have tried this and have asked athletics as well. Student Affairs lost their community service person and was not replaced.
- vii. **Dr. Alejandra Carballo** reminded that she is part of a summer program called Food for Kids that helps kids in need every week in the summer.
www.rivervalleyfoodforkids.org

V. Announcements and Information Items

- a. **Dr. Sean Huss** indicated that the **Faculty Senate Diversity and Inclusion Committee** is meeting on May 6, with an eye towards effecting change next fall.

VI. Adjournment

Motion to adjourn by **Dr. Sean Reed** seconded by **Dr. Sean Huss** Motion Carried.

Respectfully Submitted,



Jon Clements, D.M. President



Sean Reed, D.M.A. Secretary

April, 26, 2021

FORMAL ANNOUNCEMENT

On the occasion of her retirement, the Faculty Senate recognizes the contributions of Mrs. Pat Chronister, Assistant to the Vice President for Academic Affairs. She has faithfully served Arkansas Tech University for over thirty years. She began her career at Tech in 1990, when she was hired by Dr. Jim Ed McGee. In her time at ATU, she has served under three presidents---Dr. Kenneth Kersh, Dr. Robert Brown, and now Dr. Robin Bowen. She has served under nine vice presidents or interim vice presidents, including Dr. Barbara Johnson, the current VPAA. Throughout her tenure, Mrs. Chronister has provided leadership, expertise, and stability to the Office of Academic Affairs.

The Faculty Senate commends Mrs. Chronister for her fruitful efforts helping the university run smoothly. She is especially remembered by the Senate for her vast institutional knowledge and for her years fielding questions from the senate floor. The Senate expresses its sincerest appreciation and wishes Mrs. Chronister a happy retirement.

With gratitude,

The Faculty Senate
Arkansas Tech University



Proposed Handbook Edits – April 26, 2021

THE FOLLOWING EDITS TO BE VOTED ON AT THE APRIL 26, 2021 MEETING

The proposed edits to the faculty handbook fall into the following five broad categories:

- I. **Academic Freedom** – these include replacing, adding, or clarifying information pertaining to academic freedom.
- II. **Shared Governance** – these include changes to increase transparency and shared governance across campus.
- III. **DPTC, Evaluation, & Standards** – the majority of proposed changes in this document are related to the DPTC process, evaluations, and standards for evaluation. The purpose of these changes are to provide clarity in the overall annual evaluation, tenure, and promotion process. Included is clarification on the role and responsibilities of the DPTC in annual evaluations, tenure and promotion, and written evaluations. This includes added wording on collegiality, the expectation for all parties involved to follow the policies and procedures outlined in the handbook, the DPTC role in establishing evaluation guidelines, and the DPTC role in providing written feedback and rating recommendations. Also included are descriptions of performance ratings.
- IV. **Updating/Clarifying Portfolio Formatting Guidelines** – these include changes to APPENDIX A in the faculty handbook regarding suggested portfolio formatting. The purpose of these changes is to provide suggestions for portfolio content, length, and formatting. Also included is the submission of a single PDF portfolio document with two distinct sections instead of submitting two separate PDFs. Guidelines for full professor and university instructor portfolios are also included.
- V. **Miscellaneous** – these changes include establishing a process for posthumous awarding of emeritus status, clarification on requests for an extension of the probationary period, clarification on tenure and promotion options for interim administrators holding academic rank, and allowing for electronic portfolio submission in the librarian promotion process.

Following is a list of proposed changes to the faculty handbook. Each proposed change includes the page number of the handbook, the original wording, the proposed new wording, a rationale for the change, and the type/category of change being proposed.

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 20): The Departmental Promotion and Tenure Committee (DPTC) performs annual and mid-term peer review evaluations of faculty. Additionally, DPTC members vote to recommend or not recommend tenure and promotion for tenured, tenure-track and instructor-track probationary faculty as applicable. Within the first two weeks of the academic year, the department head will call a meeting of the members of the DPTC. The DPTC will elect a chair to organize meetings, collect portfolios, and serve as the primary point of contact for the DPTC.

Proposed Change: The Departmental Promotion and Tenure Committee (DPTC) performs annual and mid-term peer review evaluations of faculty. Additionally, DPTC members vote to recommend or not recommend tenure and promotion for tenured, tenure-track and instructor-track probationary faculty as applicable. The DPTC should consult the recommended guidelines for portfolio development, but may deviate in instances that clearly do not hinder the promotion and/or tenure opportunities of faculty. Portfolio preparation is highly recommended using the guidelines in the faculty handbook for faculty of all ranks, because a lack of information may impact future applications for promotion or emeritus status.

In colleges where no departmental structure exists, a College-wide Promotion and Tenure Committee will be utilized. All of the policies and procedures will remain the same as described in this handbook with the exception that when the term “department” is referenced, it will be deemed to include the entire college. In organizational structures that do not include a department head, when the term “Department Head” is referenced, it will refer to a designee of the Dean. This designee must serve as program coordinator, program director, assistant dean, associate dean, or in some other supervisory role.

Within the first two weeks of the academic year, the department head will call a meeting of the members of the DPTC. The DPTC will elect a chair to organize meetings, collect portfolios, and serve as the primary point of contact for the DPTC.

Rationale: Clarify the DPTC role in establishing and implementing portfolio guidelines and to allow for college structures that do not include departments.

Category V – Miscellaneous

Current Handbook (pg. 17 – footnote 2): Arkansas Tech University recognizes that within the university community, there is a valuable body of faculty who have been tenured and promoted without a terminal degree. These legacy faculty members are eligible for all privileges extended by the university to tenured faculty.

Proposed Change (move footnote to main text):

1. Tenured Appointments

Faculty contracted in tenured appointments include the ranks of assistant professor, associate professor, and professor. Tenured faculty members have completed their probationary period and have been granted tenure through the processes outlined in the Faculty Handbook. Primary duties of tenured faculty include teaching, scholarship, and service, which are evaluated annually by the department head and peer reviewed by the DPTC. Tenured faculty are also expected to participate in activities such as retention, evaluation, and promotion of junior faculty to maintain academic quality in the university. Tenured appointments serve as a commitment by the university to a sequence of annual appointments. These annual appointments are terminated only by resignation, retirement, removal for cause, financial exigency, or discontinuance of a program. While contracts are annual, tenure shall be considered an act of good faith on the part of the university to guarantee continued employment of tenured faculty members. A faculty member may be tenured only with respect to their academic rank and not with respect to any administrative titles or assignments.

Unless otherwise specified, tenured faculty are required to have terminal degrees from accredited institutions in their respective fields, as recommended by the department head, DPTC and dean, and accepted by the Vice President for Academic Affairs.

Arkansas Tech University recognizes that within the university community, there is a valuable body of faculty who have been tenured and promoted without a terminal degree. These legacy faculty members are eligible for all privileges extended by the university to tenured faculty.

Rationale: To maintain legacy faculty in the tenure/promotion pathway.

Category V – Miscellaneous

Proposed Change: Replace she/her/hers/herself & he/him/his/himself with they/them/themselves throughout the handbook.

Rationale: To remove gendered language from the handbook.

**PROPOSAL TO CHANGE
ATU FACULTY HANDBOOK**

I. PURPOSE

To provide for a college organizational structure that does not include departments within at Arkansas Tech University

II. JUSTIFICATION

The College of Business at Arkansas Tech University will no longer have individual departments within its structure as of July 1, 2021. The administrative structure will include a Dean and an Associate Dean. The Associate Dean will be charged with most of the normal Department Head responsibilities.

III. DATE NEEDED

Immediately, since the structural change will be effective on July 1, 2021.

IV. CHANGES REQUESTED

Instead of adding verbiage to every instance of the Departmental Promotion Tenure Committee (DPTC), the College of Business request the following be added at end of the paragraph below on page 20 of the current handbook:

Current:

The Departmental Promotion and Tenure Committee (DPTC) performs annual and mid-term peer review evaluations of faculty. Additionally, DPTC members vote to recommend or not recommend tenure and promotion for tenured, tenure-track and instructor-track probationary faculty as applicable. Within the first two weeks of the academic year, the department head will call a meeting of the members of the DPTC. The DPTC will elect a chair to organize meetings, collect portfolios, and serve as the primary point of contact for the DPTC.

Add:

In colleges where no departmental structure exists, a College-wide Promotion and Tenure Committee will be utilized. All of the policies and procedures will remain the same as described in this handbook with the exception that when the term “department” is referenced, it will be deemed to include the entire college. In organizational structures that do not include a department head, when the term “Department Head” is referenced, it will refer to a designee of the Dean. This designee must serve as program coordinator, program director, assistant dean, associate dean, or in some other supervisory role.

The following are proposed edits to be considered by Faculty Senate in AY 2021 – 2022. Included are the proposed edits and feedback received from faculty via QuestionPro.

Phase III Faculty Handbook Edits - Feedback

Category III - DPTC, Evaluation, & Standards

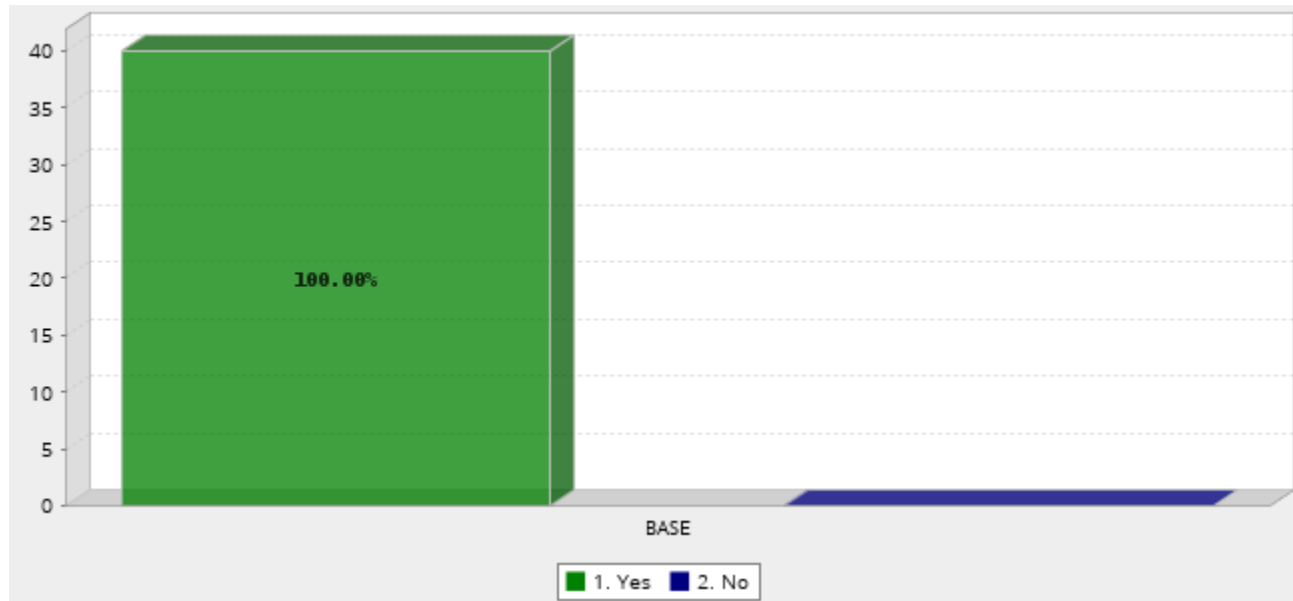
Current Handbook (pg. 32): Evaluating committees and individuals should keep in mind that academic evaluations, conducted by learned peers within one's discipline, are an essential component of the tenure process.

Each academic year, the Office of the Vice President for Academic Affairs will establish a calendar, with appropriate deadlines, for the operation of the tenure process no later than September 1. Individual faculty members may apply for tenure at times and under circumstances consistent with the calendar and with the minimal criteria for tenure as stated above. It is the responsibility of the individual faculty member to assemble all of the materials necessary for consideration. In instances where the faculty member is eligible for promotion and tenure in the same year, she or he may submit a single portfolio for promotion and tenure. Decisions on promotion and tenure, however, are separately determined.

Proposed Change: Evaluating committees and individuals should keep in mind that academic evaluations, conducted by learned peers within one's discipline, are an essential component of the tenure process.

Each academic year, the Office of the Vice President for Academic Affairs will establish a calendar, with appropriate deadlines, for the operation of the tenure process no later than September 1. The office of the Vice President for Academic Affairs will distribute a summary list of faculty who meet timeline requirements to apply for tenure to all relevant individuals/committees including the DPTC, department head, dean, and the UPTC. Individual faculty members may apply for tenure at times and under circumstances consistent with the calendar and with the minimal criteria for tenure as stated above. For example, faculty seeking promotion and/or tenure would apply in the fall term of their sixth year unless a reduction of the timeline is granted by the Vice President for Academic Affairs at the time of hiring by the Vice President for Academic Affairs. It is the responsibility of the individual faculty member to assemble all of the materials necessary for consideration. In instances where the faculty member is eligible for promotion and tenure in the same year, she or he may submit a single portfolio for promotion and tenure. Decisions on promotion and tenure, however, are separately determined.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	40	100.00%
	2. No	0	0.00%
	Total	40	100%
Mean : 1.000	Confidence Interval @ 95% : [1.000 - 1.000]	Standard Deviation : 0.000	Standard Error : 0.000

Please provide constructive feedback on the proposed edit.

29586166	I think this notification should happen before the end of contract in the Spring semester so no one is surprised.
29584874	Nice clarification
29584286	The list should include whether or not the faculty member opted to continue under the previous P & T process - many Associate Profs made that selection known to Academic Affairs.
29580316	I would change the pronouns of "he" and "she" to "they."

Category II – Shared Governance

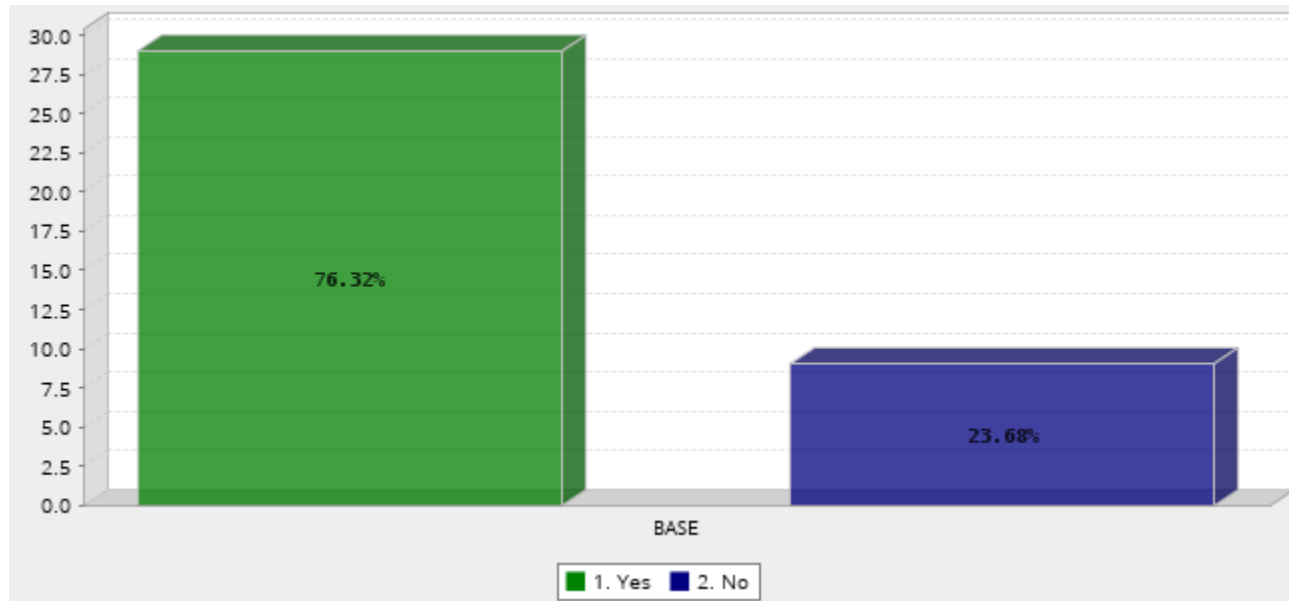
Current Handbook (pg. 15): Shared Governance

Arkansas Tech University subscribes, in policy and practice, to high standards of shared governance. The complex variety of tasks performed by institutions of higher learning require interdependence amongst the Board of Trustees, the administration, the faculty and students. The faculty has primary responsibility for advice and recommendations in such fundamental areas as curriculum, research, faculty status, and aspects of student life that relate to the educational process. Responsibility for faculty status includes making recommendations for appointments, promotions, tenure and termination. Advice and recommendations in these matters is made by faculty action through established procedures outlined in this Faculty Handbook.

Proposed Change: Shared Governance

Arkansas Tech University subscribes, in policy and practice, to high standards of shared governance. The complex variety of tasks performed by institutions of higher learning require interdependence amongst the Board of Trustees, the administration, the faculty and students. The faculty has primary responsibility for advice and recommendations in such fundamental areas as curriculum, research, faculty status, and aspects of student life that relate to the educational process. Responsibility for faculty status includes making recommendations for appointments, promotions, tenure, and termination. Advice and recommendations in these matters is made by faculty action through established procedures outlined in this Faculty Handbook. When recommendations in the fundamental areas of curriculum, research, faculty status (e.g., the procedural aspects of the award of faculty rank, position, review, promotion and/or tenure), and aspects of student life that relate to the educational process, the administration should follow shared governance best practices and provide a written response, upon request, articulating why the recommendation was not followed. For the purpose of clarity, it is understood that the provisions of this paragraph shall not apply to individual personnel decisions regarding university employees.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	29	76.32%
	2. No	9	23.68%
	Total	38	100%
Mean : 1.237	Confidence Interval @ 95% : [1.100 - 1.374]	Standard Deviation : 0.431	Standard Error : 0.070

Please provide constructive feedback on the proposed edit.

29587579	The last sentence introduces an inconsistency. Are we talking about firing decisions? Drop the last sentence.
29586620	The Administration is not accountable to the faculty, only their supervisors and Board.
29586157	Yes. Too bad we didn't follow this with restructuring.
29584874	If we want primary responsibility for issues related to faculty status, we need to act responsibly. We have some pretty childish behavior going on in certain areas of the campus. This is most likely why the Admin wants primary responsibility with the Dept Heads/Deans.
29584586	I do have some concerns about this change. First, the wording: In the last sentence, the change "it is understood that the...". First, you should never say that in a policy or a guideline. If it were "understood," it wouldn't need to be codified in writing. If the intention is that this paragraph does not apply to administrative "personnel decisions", then state it as a fact. "This policy shall not apply to individual personnel decisions..". Second, I am unclear about how this change is to be interpreted. In the first part, it states that faculty has primary responsibility for faculty status--making recommendations for appointments, promotions, tenure, and termination. Those ARE individual personnel decisions. How does this paragraph not apply? I do not want administration interfering with individual faculty personnel decisions such as those above without a written explanation either to the DPTC chair or Faculty Welfare Committee or some faculty-led group where discretion is mandated. Someone shouldn't be denied tenure or hired or fired because the EC says so--it further intensifies the culture of distrust. I like everything up to the last sentence. Get rid of the last sentence, and it is very clear to me.
29584286	P & T is inherently an individual personnel decision. The last sentence should be deleted.

29580320	Not clear/ what are best practices (whose viewpoint). Can we shorten and not make the handbook a novel...
29580316	Information as to the rationale of not accepting the Faculty Senate's recommendation should always be presented, and where possible, corrected.
29580315	Grammatically this added sentence doesn't make sense. The content is acceptable but the wording is not. Please revise.
29580313	Unclear as is. Does this just apply to when recommendations are not followed? Where is this shared? What/whose recommendations?
29545894	I think some words are missing. When recommendations ARE MADE in the fundamental areas of curriculum, research, faculty status (...), and aspects of student life that relate to the educational process, the administration should follow shared governance best practices and provide a written response, upon request, articulating why the recommendation was not followed.....

Current Handbook (pg. 15): Academic Freedom

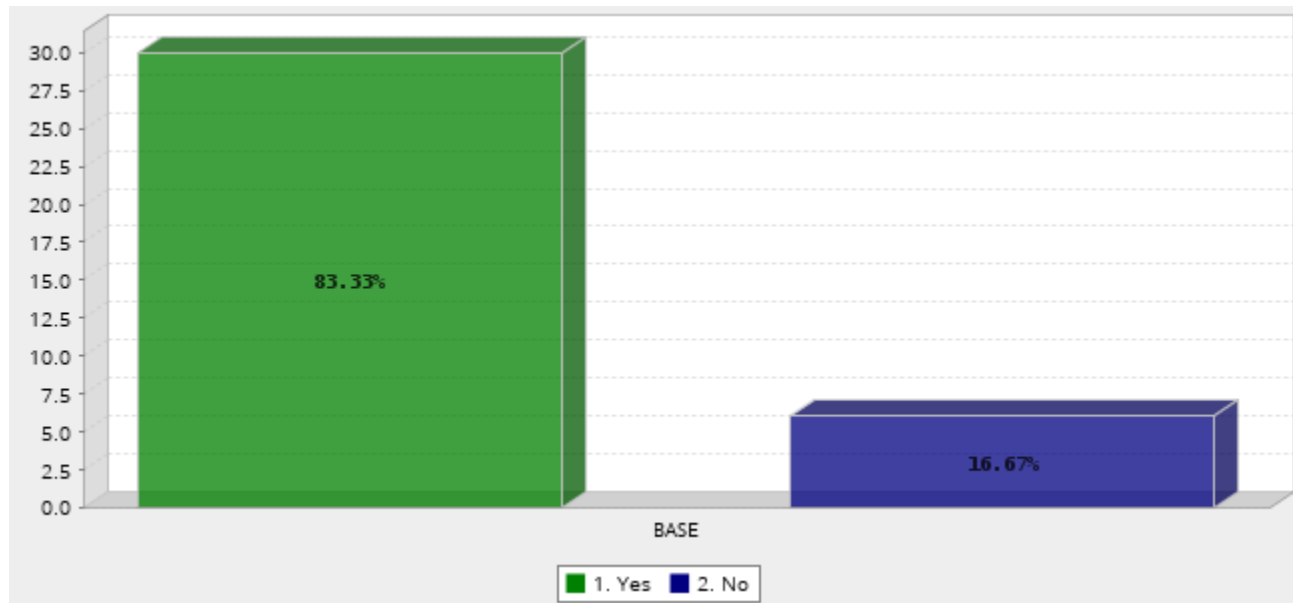
In keeping with the mission of the University and with the relevant aims of higher education in state-supported colleges and universities, Arkansas Tech University subscribes to the principles of academic freedom and academic tenure. Arkansas Tech University recognizes that academic freedom is integral and necessary to promote freedom of inquiry for its faculty in both teaching and research. A faculty member is entitled to freedom in research and the publication of results from research, subject to the adequate performance of other academic duties. A faculty member is entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Proposed Change: Academic Freedom

In keeping with the mission of the University and with the relevant aims of higher education in state-supported colleges and universities, Arkansas Tech University subscribes to the principles of academic freedom and academic tenure. Academic freedom is the freedom to teach, both in and outside the classroom, to conduct research, and to publish the results of those investigations, and to comment on any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors, no matter track or rank, should also have the freedom to address the larger community with regard to any matter of social, political, economic, or other interest, without institutional discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.

Arkansas Tech University recognizes that academic freedom is integral and necessary to promote freedom of inquiry for its faculty in both teaching and research. All Arkansas Tech University faculty members, no matter their rank or position, are entitled to address and raise issue or concern over any matter of institutional policy without fear of reprisal. All Arkansas Tech University faculty members, no matter their rank or position, are entitled to freedom in research and the publication of results from research, subject to the adequate performance of other academic duties. All Arkansas Tech University faculty, no matter their rank or position, are entitled to speak or write as citizens free of institutional censorship or discipline, while recognizing and acknowledging that they are speaking as citizens and not representatives of Arkansas Tech University. All Arkansas Tech University faculty members are entitled to freedom in the classroom in discussing their subject at Arkansas Tech University, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	30	83.33%
	2. No	6	16.67%
	Total	36	100%

Mean : 1.167	Confidence Interval @ 95% : [1.043 - 1.290]	Standard Deviation : 0.378	Standard Error : 0.063
---------------------	--	-----------------------------------	-------------------------------

Please provide constructive feedback on the proposed edit.

29586620	Academic Freedom protects faculty in their teaching and research. It does not protect an employee from publicly criticizing his/her employer. Actions have consequences.
29584874	Who defines disciplinary incompetence? Is hate speech acceptable if the faculty member does so as a 'free' citizen? Define adequate performance of other duties? This is way too vague and nebulous. It opens too many 'cans of worms'. Is this really necessary? I've never had any issues. Perhaps this is an attempt to address a personnel issue in a specific area using a 'blanket policy'. Very inappropriate use of the handbook.
29584586	It is not exactly worded with the greatest of care or conciseness. There a lot of repetitious statements, and inconsistency in phrasing. I think it would work better as enumerated statements of freedoms: In keeping with the mission of the University and with the relevant aims of higher education in state-supported colleges and universities, Arkansas Tech University subscribes to the principles of academic freedom and academic tenure. Academic freedom is the freedom to teach, both in and outside the classroom, to conduct research, and to publish the results of those investigations, and to comment on any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Arkansas Tech University recognizes that academic freedom is integral and necessary to promote freedom of inquiry for its faculty in both teaching and research. All Arkansas Tech University faculty members, regardless of rank or position, are entitled to the following academic freedoms: 1. To research and publish results from research, subject to the adequate performance of other academic duties, 2. To discuss their subject in the classroom at Arkansas Tech University while being careful not to introduce into their teaching controversial matters which have no relation to their subject,1 3. To address and raise issue or concern over any matter of institutional policy without fear of reprisal, 4. To speak and write as citizens free of institutional censorship or discipline, while recognizing their obligation as scholars and educational officers to at all times be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to indicate they are not speaking on behalf of Arkansas Tech University, 5. To address the larger community with regard to any matter of social, political, economic, or other interest, without institutional

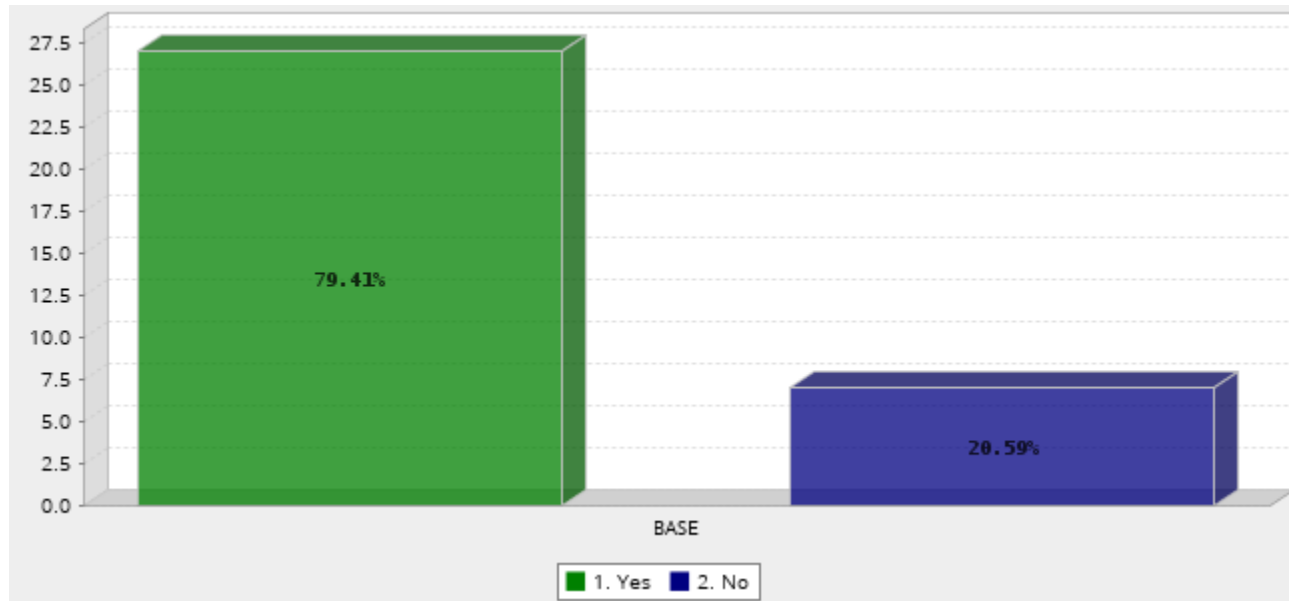
	discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.
29584286	First, the AAUP Redbook should be referenced here in that it clearly articulated academic freedom as a concept as well as its practice. Second, I would have hoped it would not be needed, but we apparently need a statement that academic freedom does not allow any faculty member to discriminate against any member of a protected class, as defined by federal, state, or local laws/ordinances.
29580936	I think this opens the door for what is and is not allowed as an employee of the state. We cannot be open in a public setting to declare and speak our opinion openly or display signage for a particular political candidate. This language seems like it is empowering to the point where this is OK in the university setting and gives the individual more power than the state law, and the institution precedence over the state law.
29580413	Need to us faculty instead of professors. Professors not all inclusive of instructors or adjunct. Also, it seems to be worded in a way that it seems obvious that it is a response to previous negative faculty experiences with expressing themselves. The words, "social, political, or economic, or other interests" are push-button topics that should be avoided in wording.
29580394	I just believe that this is getting into the weeds and opens up protection of extremes outside of acceptable variation that is found in our society.
29580313	"Should be careful not to introduce" seems almost like a threat. A better statement might be are entrusted to keep controversial matters unrelated to their subject matter out of their teaching
29545894	In the first paragraph edit, second sentence, the term 'Professors' is confusing. Is it only faculty with the word professor in their title? (Assistant, Associate, Full, etc.?) or is actually all university faculty (as the second paragraph specifies)? Also, 'regardless of' track or rank sounds more professional than 'no matter their'...

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 20): The Departmental Promotion and Tenure Committee (DPTC) performs annual and mid-term peer review evaluations of faculty. Additionally, DPTC members vote to recommend or not recommend tenure and promotion for tenured, tenure-track and instructor-track probationary faculty as applicable. Within the first two weeks of the academic year, the department head will call a meeting of the members of the DPTC. The DPTC will elect a chair to organize meetings, collect portfolios, and serve as the primary point of contact for the DPTC.

Proposed Change: The Departmental Promotion and Tenure Committee (DPTC) performs annual and mid-term peer review evaluations of faculty. Additionally, DPTC members vote to recommend or not recommend tenure and promotion for tenured, tenure-track and instructor-track probationary faculty as applicable. The DPTC should consult the recommended guidelines for portfolio development (Appendix A), but may deviate in instances that clearly do not hinder the promotion and/or tenure opportunities of faculty. For example, a DPTC should recommend that faculty follow the guidelines when applying for promotion and/or tenure until such time the faculty member reaches full tenured professor or University instructor rank. In the instance of a full tenured professor or University instructor, the DPTC may request portfolios for these ranks to address only those requirements necessary for annual review as required by state law (e.g., teaching). Within the first two weeks of the academic year, the department head will call a meeting of the members of the DPTC. The DPTC will elect a chair to organize meetings, collect portfolios, and serve as the primary point of contact for the DPTC.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	27	79.41%
	2. No	7	20.59%
	Total	34	100%
Mean : 1.206	Confidence Interval @ 95% : [1.068 - 1.344]	Standard Deviation : 0.410	Standard Error : 0.070

Please provide constructive feedback on the proposed edit.

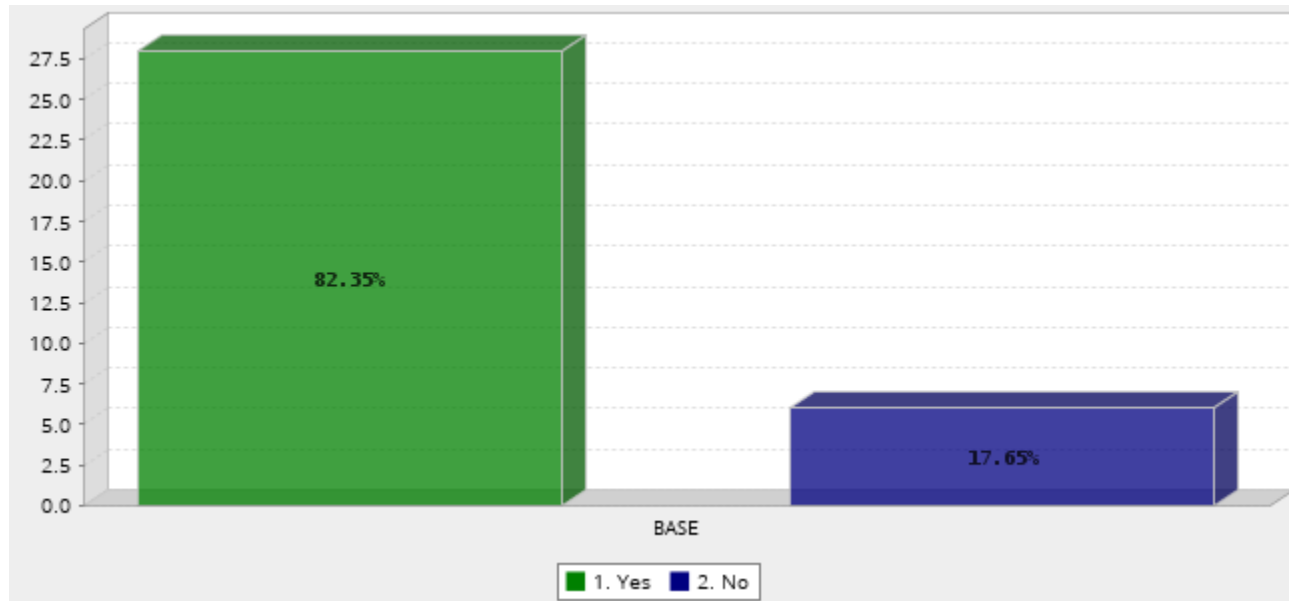
29586620	statement should say that Portfolio preparation is REQUIRED to follow the guidelines in the Faculty Handbook. There should be no option.
29584874	Unacceptable under any and all circumstances. Full Prof is NOT a free ride to retirement. Full Profs are supposedly the leadership of the institution. They need to document leadership. Full Profs simply cannot continue to demand priority say in ATU matters and half-ass their appointments! This will NOT fly with the Admin.
29584286	There needs to be a clarification that DPTCs must adhere to any College and/or Department level requirements for the evaluation process. Many programs have external accreditation that necessitate additional information/steps in the evaluation process.
29580394	I believe that the current outline of full professor and university instructor is already clear in regards to portfolios. The specifics are handled within the department as directed in the current handbook.
29542786	Full Profs should serve as example for the remainder. They should therefore be asked to submit exactly the same portfolio as others.

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 21): The DPTC shall provide a written formative peer assessment of each faculty member's performance in teaching, scholarship, and service for annual faculty peer review, and mid-term reviews. These formative evaluations will be submitted to both the faculty member and the department head. The DPTC will report the number of votes for and against each candidate's application for tenure and/or promotion along with any rationale, written explanation, or context for the vote that the committee wishes to provide. This report will be included in the portfolio of the faculty member for reference by the other evaluators in the tenure and promotion process. To avoid conflicts of interest, any member of the DPTC up for promotion review will be excused from the review and voting on their own materials, and the DPTC may include a qualified representative from a closely related field for that review and vote....

Proposed Change: The DPTC shall provide a written ~~formative-peer assessment~~, including an annual rating and recommendation, of each faculty member's performance in teaching, scholarship, and service for annual faculty peer review, and mid-term reviews. These ~~formative-evaluations and recommendations~~ will be submitted to both the faculty member and the department head. The DPTC will report the number of votes for and against each candidate's application for tenure and/or promotion along with any rationale, written explanation, or context for the vote that the committee wishes to provide. This report will be included in the portfolio of the faculty member for reference by the other evaluators in the tenure and promotion process. To avoid conflicts of interest, any member of the DPTC up for promotion review will be excused from the review and voting on their own materials, and the DPTC may include a qualified representative from a closely related field for that review and vote...

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	28	82.35%
	2. No	6	17.65%
	Total	34	100%
Mean : 1.176	Confidence Interval @ 95% : [1.046 - 1.307]	Standard Deviation : 0.387	Standard Error : 0.066

Please provide constructive feedback on the proposed edit.

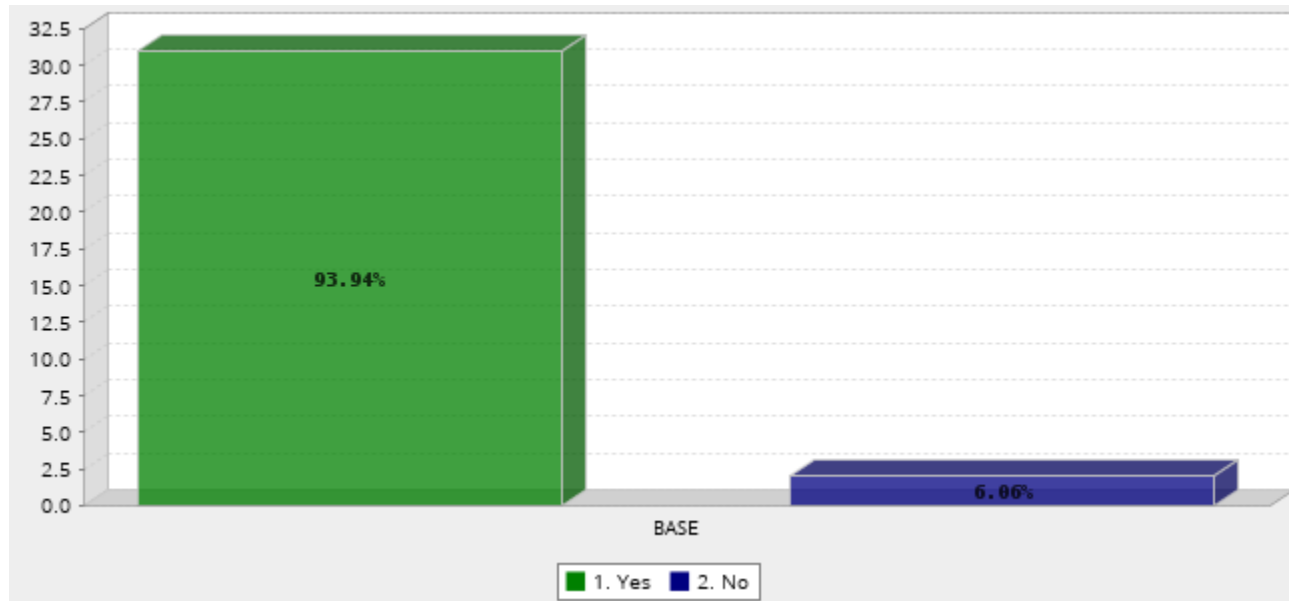
29586620	DPTC is not charged with evaluating faculty members to the degree of providing either a rating or a recommendation. The only exception to this is the recommendation as to tenure or promotion. .
29586157	Bless you all! I have spent nearly ten years trying to figure out "FORMATIVE" versus "SUMMATIVE". Whoever thought that was a good use of vocabulary...
29584874	Why do we feel the need for the DPTC to provide a rating? Unfortunately, DPTC's campus wide are continuing to document that they are functioning at a highly sophomoric level. Again, it appears that we are trying to deal with individual personnel issues via institutional policies.
29584286	Can we add some language like “in the spirit of continuous improvement” so that this is more of a “raise the water level for all” kind of process - rather than the punitive reputation it presently carries?
29580394	The current formative peer review works well. It focuses on finding areas of success and promotes constructive improvement suggestions without "scoring" their peer. I see no improvement to faculty success with this suggested change.
29580210	Allowing faculty to provide a rank will cause more problems than it solves. This is a supervisory function that should be done by their supervisor. STRONGLY AGAINST THIS!

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 21): The DPTC is expected to work with the department head to establish guidelines for evaluation of all faculty of each type and rank, and these guidelines would be made available to the faculty members at the start of the evaluation period, giving the faculty member adequate time to meet expectations. Academic evaluation, conducted by learned peers within one's discipline, is an essential component of the promotion and tenure process.

Proposed Change: The DPTC is expected to work with the department head to establish guidelines for evaluation of all faculty of each type and rank, and these guidelines would be made available to the faculty members at the start of the evaluation period, giving the faculty member adequate time to meet expectations. Guidelines set by the DPTC, in consultation with the department head, for evaluation of teaching, scholarship, and service should reflect the type, mission, role, and scope of the institution. Academic evaluation, conducted by learned peers within one's discipline, is an essential component of the promotion and tenure process.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	31	93.94%
	2. No	2	6.06%
	Total	33	100%
Mean : 1.061	Confidence Interval @ 95% : [0.978 - 1.143]	Standard Deviation : 0.242	Standard Error : 0.042

Please provide constructive feedback on the proposed edit.

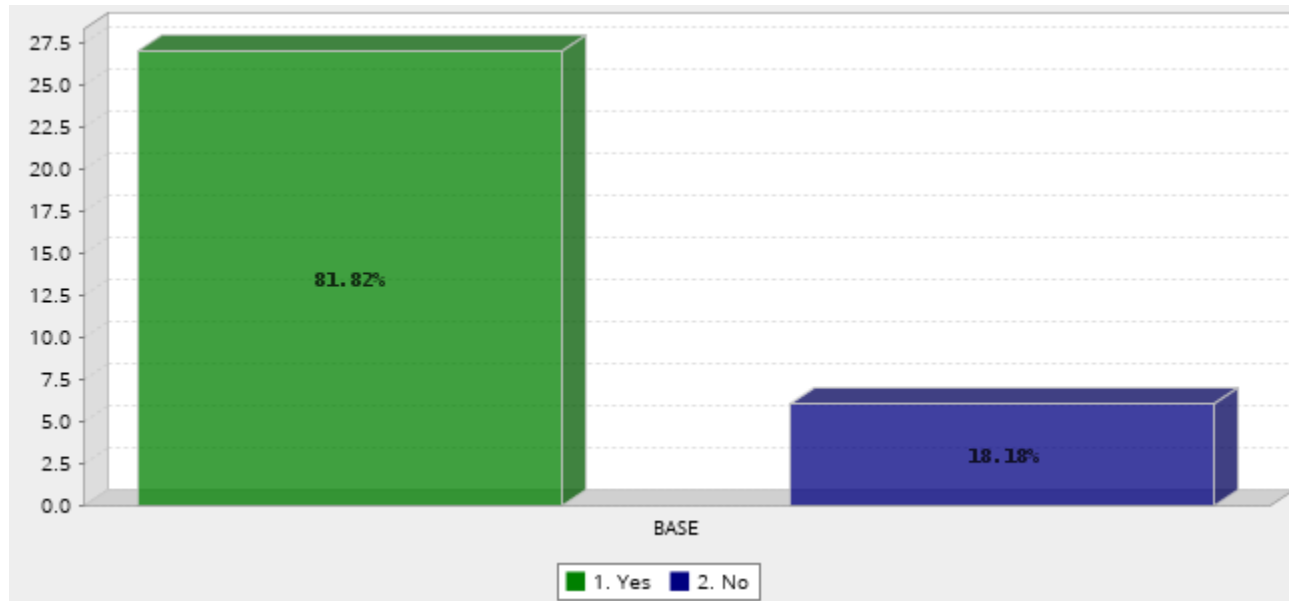
29586157	Yes but could you say 'the academic department and the institution'. I assume business, music, engineering, and history all have different ideas of 'scholarship'.
29584874	... type, mission, role and scope of the institution.... Be careful... ATU is NOT a Liberal Arts PUI!!! It never has been. Ever! It is formally identified by the US Dept of Education as a Carnegie Comprehensive II. A change to the handbook will NOT alter that designation. The proposed change will actually serve to force faculty to perform at the Carnegie Comprehensive II level!! Kudos!!!!!!
29584286	Guidelines should be set by the College and Department faculty, not an individual department head. Faculty evaluation is often part of the accreditation standards for any programs externally accredited. It should be a more corporate standard that guides performance expectations - not the whim of an individual department head.

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 24): *It is the primary responsibility of each faculty member to ensure that adequate records are established, collected, maintained, and included in the portfolio for all forms of evaluation. Evidence should be current and related to the review period. Evaluations for promotion should consider accomplishments since promotion to the current rank.*

Proposed Change: *It is the primary responsibility of each faculty member to ensure that adequate records are established, collected, maintained, and included in the portfolio for all forms of evaluation. Evidence should be current and related to the review period. Evaluations for promotion should consider accomplishments since promotion to the current rank. The DPTC, in consultation with the department head, may alter some portfolio requirements for certain ranks. Individual faculty, the DPTC, and department heads are strongly encouraged to consult the promotion and tenure criteria when selecting to submit a reduced portfolio for annual evaluations (e.g., promotion from associate professor to full professor requires a certain number of annual evaluations of ALL AREAS (teaching, scholarship, and service) to qualify for promotion).*

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	27	81.82%
	2. No	6	18.18%
	Total	33	100%
Mean : 1.182	Confidence Interval @ 95% : [1.048 - 1.315]	Standard Deviation : 0.392	Standard Error : 0.068

Please provide constructive feedback on the proposed edit.

29584874	Again, no freebies for Full Profs. If you want to be a leader, then do the leader thing.
29584286	There needs to be a clarification that DPTCs must adhere to any College and/or Department level requirements for the evaluation process. Many programs have external accreditation that necessitate additional information/steps in the evaluation process.
29581918	Many of the nursing professors (all ranks) continue to practice nursing. This is an important part of maintaining and updating professional practice; however, it is time-consuming. I hope this is considered in tenure and promotion decisions.
29580936	Typo...Too many parenthesis in the last lines.
29580394	This needs to be more specific to the rank. For example the reduced portfolio should only apply to full professors, university instructors, or other positions that have no additional promotion or salary ties to the review.
29545894	This change is slightly confusing. As a faculty member, I'd want to know I have protection from my Department Head or DPTC altering requirements, making them unattainable or unreasonably higher than my colleagues across campus. I get this change appears to be addressing alterations to the requirements in the other direction (lessening the requirements) but I feel it leaves out important considerations for the opposite, unless faculty shouldn't be protected from that. I also feel that the use of all caps for "ALL AREAS" is overkill. If we are highlighting something that is especially important to take note of, I would say the entire handbook should be in all caps, since it is all equally important. Otherwise, the use of all caps is indicative of shouting and is not typically recommended for use in professional communication.

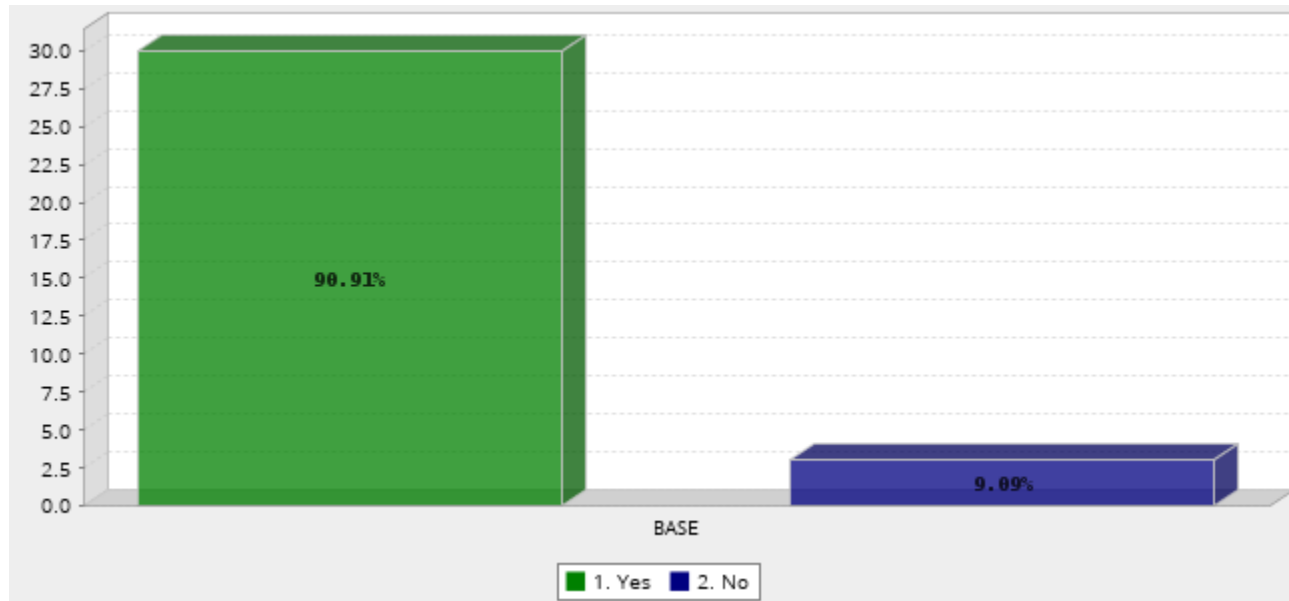
29542786	Reduced portfolios is just asking for trouble.
----------	--

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 27): Each tenured, tenure-track, and instructor-track faculty member's portfolio will be peer reviewed annually by the DPTC and evaluated by the department head. Written departmental guidelines will be created by department heads in collaboration with the DPTC for annual evaluation of teaching, scholarship, and service. These guidelines will be made available for individual and committee reference in advance of the annual evaluation, giving the faculty member adequate time to meet expectations.

Proposed Change: Each tenured, tenure-track, and instructor-track faculty member's portfolio will be peer reviewed annually by the DPTC and evaluated by the department head. Written departmental guidelines will be created by the DPTC, in collaboration with the department head, in collaboration with the DPTC for annual evaluation of teaching, scholarship, and service. The DPTC, in collaboration with the department head, may create separate guidelines for tenure-track and instructor-track faculty. These guidelines will be made available for individual and committee reference in advance of the annual evaluation, giving the faculty member adequate time to meet expectations.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	30	90.91%
	2. No	3	9.09%
	Total	33	100%
Mean : 1.091	Confidence Interval @ 95% : [0.991 - 1.191]	Standard Deviation : 0.292	Standard Error : 0.051

Please provide constructive feedback on the proposed edit.

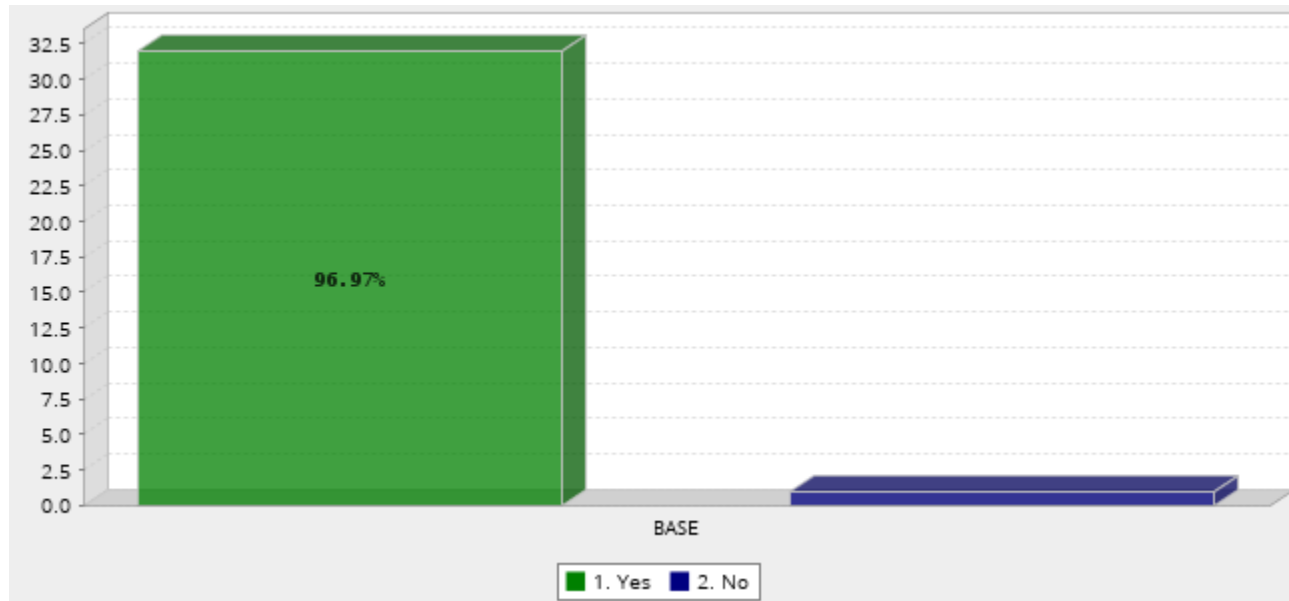
29586620	All guidelines should be presented one year in advance, so that faculty have a roadmap to their evaluative process.
29584874	Collaboration...what a novel concept!
29584286	There needs to be a clarification that DPTCs must adhere to any College and/or Department level requirements for the evaluation process. Many programs have external accreditation that necessitate additional information/steps in the evaluation process.

The following five descriptive ratings will be used by the DPTC to rate faculty job performance in each of the three evaluation categories:

- Excellent – This rating should be applied to faculty whose performance is well above the average expectation for performance in a given area (teaching, scholarship, service). Faculty member demonstrated a particular level of performance or achievement viewed as outstanding.
- Good – This rating should be applied to faculty who have performed above average expectations for performance in a given area (teaching, scholarship, service).
- Satisfactory – This rating should be applied to faculty who have met minimum standards for productivity and effectiveness in a given area (teaching scholarship, service).
- Needs Improvement – This rating should be applied to faculty whose performance in a given area (teaching, scholarship, and service) is inconsistent or problematic. Faculty who receive this rating should be placed on a development plan to improve performance. The plan should be developed by the faculty member in consultation with the DPTC chair and department head.
- Unacceptable – This rating should be applied to faculty whose performance in a given area (teaching, scholarship, and service) has not been productive or effective. Faculty who receive this rating should be placed on a development plan to improve performance. The plan should be developed by the faculty member in consultation with the DPTC chair and department head.

For consistency across campus, the DPTC will use the descriptive terms above in evaluating teaching, scholarship, and service and will provide a written explanation of their evaluation in each category.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	32	96.97%
	2. No	1	3.03%
	Total	33	100%
Mean : 1.030	Confidence Interval @ 95% : [0.971 - 1.090]	Standard Deviation : 0.174	Standard Error : 0.030

Please provide constructive feedback on the proposed edit.

29586098	With reservations. What is the difference between "well above average," (Excellence); and "above average," (Good)? If we are going to develop an across the board rubric for evaluations, then we had better nail down the nomenclature a tad better!
29584874	This should only have 3 levels. Exceeds, meets and does not meet. Anything else is superfluous and nit picking.
29584286	We need to also include language that notes the difference between these ratings and the scale used for the student surveys/course evaluation forms. They are inconsistent and actually punish faculty a faculty member for just being "good" at teaching!
29580936	I approve of this as long as if you get satisfactory grade in all categories there is no cause to not get tenure from that rank in each of the 3 areas we are judge, based on the description of what satisfactory means.
29580394	Although I approve of these changes I present an alternative that is very commonly used. Exceeds Expectations, Meets Expectations, Does Not Meet Expectations. This simplifies the ratings and makes the outcome clear. It would eliminate the need for counting the number of satisfactory or good ratings to meet a promotion. It also allows expectations to be focused on what the DPTC and Department Head have set for each level of promotion. Finally, it eliminates the letter grade connection that A is excellent, B is good, C is satisfactory.
29580313	Should instructor track faculty receive these ratings on more than just teaching?
29580210	This version is better than what we currently have, but it seems like it would be better if we used the categories: Unacceptable, Does not meet expectations, Meets expectations, Exceeds expectations, Exemplary. These words need less explaining than the ones we currently have.

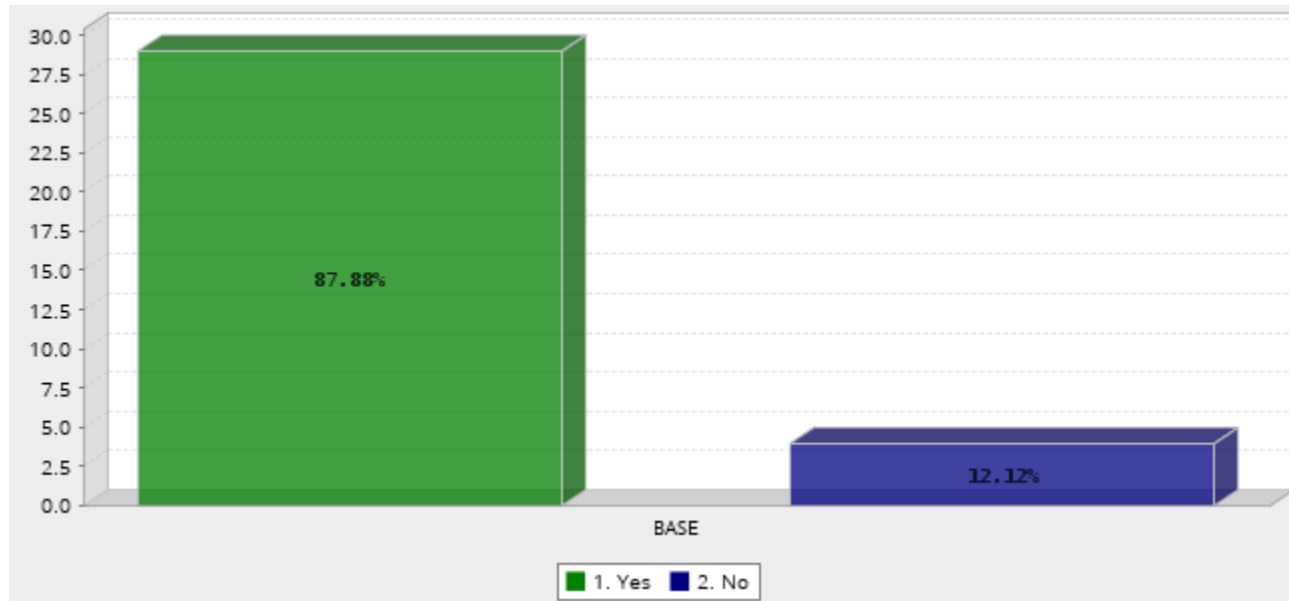
Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 28): Copies of all DPTC reviews and department head evaluations will be forwarded to the dean of the college. The deans will provide to the Office of Academic Affairs copies of the DPTC reviews and department head evaluations along with a summary of all annual evaluations within their college.

Proposed Change: Copies of all DPTC reviews and department head evaluations will be forwarded to the dean of the college. The deans will provide to the Office of Academic Affairs copies of the DPTC reviews and department head evaluations along with a summary of all annual evaluations within their college. While the timeline for completion of DPTC reviews will typically be set by the DPTC in consultation with the department head, the DPTC must complete annual reviews in a timely manner to provide department heads ample time for review.

DPTC annual peer reviews are considered to be integral to the annual review process and will be included in the faculty member's portfolio along with the department head's annual evaluation.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	29	87.88%
	2. No	4	12.12%
	Total	33	100%
Mean : 1.121	Confidence Interval @ 95% : [1.008 - 1.234]	Standard Deviation : 0.331	Standard Error : 0.058

Please provide constructive feedback on the proposed edit.

29584874	Again, if we had DPTC's with their act together and functioning as adults, this might work. But considering the childish shenanigans going on in many areas of campus, many of our DPTC's actually need to have their involvement in P&T restricted.
29580936	This is confusing if there is supposed to be a score, it has to come from one or both entities (department head, DPTC); we need to make sure the writing here indicates which is responsible for providing the excellent to unacceptable score. If that matters.
29580394	The timing is set by Academic Affairs. We just work backward from that final date. I think different language can be presented that clearly indicates the process that seems to work now.
29580219	Academic Affairs sets that timeline
29580210	Academic affairs sets the due date from the dean. Everything should be based on that date each year. This new sentence implies the DPTC can set the due dates themselves.

Category III - DPTC, Evaluation, & Standards

Current Handbook (pg. 30): This mid-term review will proceed through both departmental and college level evaluation. At the department level, the DPTC and department head will provide formative reviews that will be forwarded to the Dean for additional comment. The DPTC, department head, and dean will review the portfolio in that order. Each will provide a written statement commenting on the faculty member's progress toward tenure and/or promotion. Reviews will address any deficiencies in the faculty member's performance to date and propose corrective courses of action. The mid-term review will be used for reference in tenure and/or promotion consideration.

b. DPTC

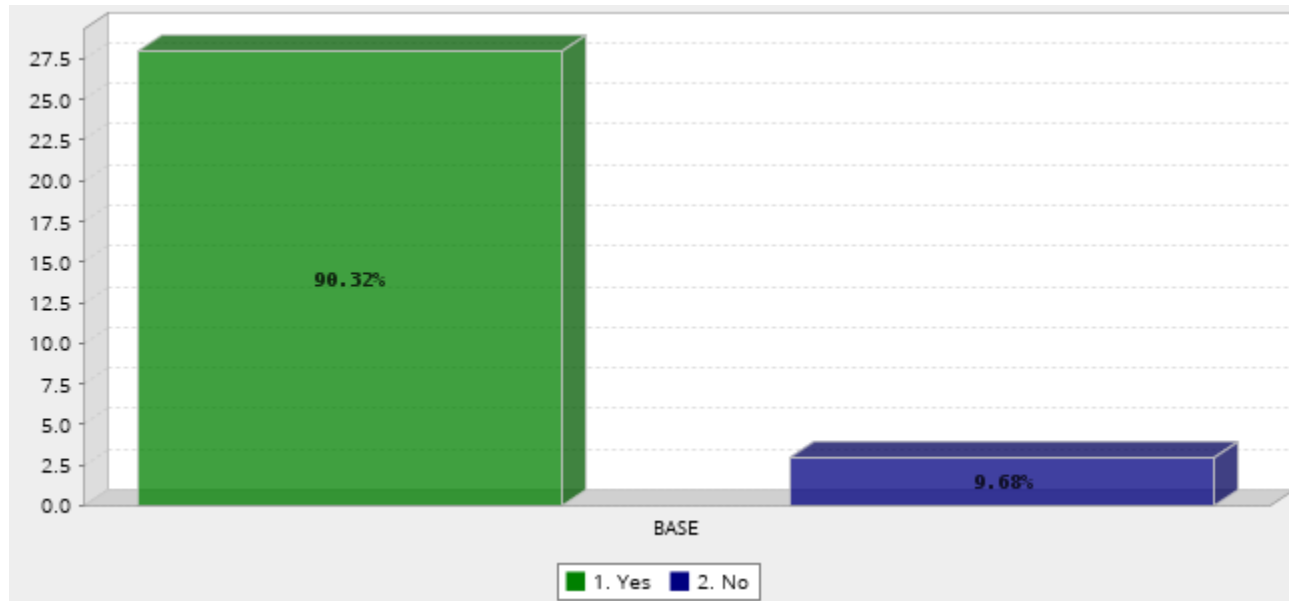
The DPTC will produce a one page, written formative peer review reflecting on the candidate's progress to date toward tenure or promotion. DPTC evaluations will address any deficiencies in the faculty member's progress and propose corrective courses of action. The faculty member will sign the mid-term review letter, acknowledging that the review has taken place. The DPTC will forward the signed letter to the department head and dean. Mid-term review letters will be included in tenure and promotion portfolios.

Proposed Change: This mid-term review will proceed through both departmental and college level evaluation. At the department level, the DPTC and department head will provide written formative reviews and a rating recommendation that will be forwarded to the Dean for additional comment. The DPTC, department head, and dean will review the portfolio in that order. Each will provide a written statement commenting on the faculty member's progress toward tenure and/or promotion. Reviews will address any deficiencies in the faculty member's performance to date and propose corrective courses of action. The mid-term review will be used for reference in tenure and/or promotion consideration.

b. DPTC

____ The DPTC will produce a one page, written formative peer review and recommendation reflecting on the candidate's progress to date toward tenure or promotion. DPTC evaluations will address any deficiencies in the faculty member's progress and propose corrective courses of action. The faculty member will sign the mid-term review letter, acknowledging that the review has taken place. The DPTC will forward the signed letter to the department head and dean. Mid-term review letters will be included in tenure and promotion portfolios.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	28	90.32%
	2. No	3	9.68%
	Total	31	100%
Mean : 1.097	Confidence Interval @ 95% : [0.991 - 1.203]	Standard Deviation : 0.301	Standard Error : 0.054

Please provide constructive feedback on the proposed edit.

29586620	As long as the DPTC is not providing the rating, I support
29584874	What is the obsession with providing a score? Grades don't serve any purpose when a P&T decision is only yes or no?
29580394	The mid-term review is a on-track or not on track rating. If the faculty member is not on track both the committee and department head should provide feedback that outlines how improvement should be accomplished. This agreed upon plan is evaluated in following annual reviews. I don't see this clearly written in the proposed changes.
29580210	DPTC should not be doing ratings.

Category IV - Updating/Clarifying Portfolio Formatting Guidelines

Current Handbook (pg. 66):

The following suggestions are general guidelines for the preparation of a portfolio for annual evaluation, mid-term review, and applications relating to tenure and/or promotion. Faculty are expected to also incorporate departmental guidelines in the development of their portfolios.

General Guidelines

All portfolios will be developed and maintained electronically using the latest Adobe Pro software supported by Arkansas Tech University. The purpose of the portfolio is to provide evidence of effective teaching, scholarship, and service, as applicable. To facilitate an efficient evaluation system portfolios will fall into one of two tracks; one track for nontenured or those seeking promotion and a second track for tenured professors and those not seeking promotion.

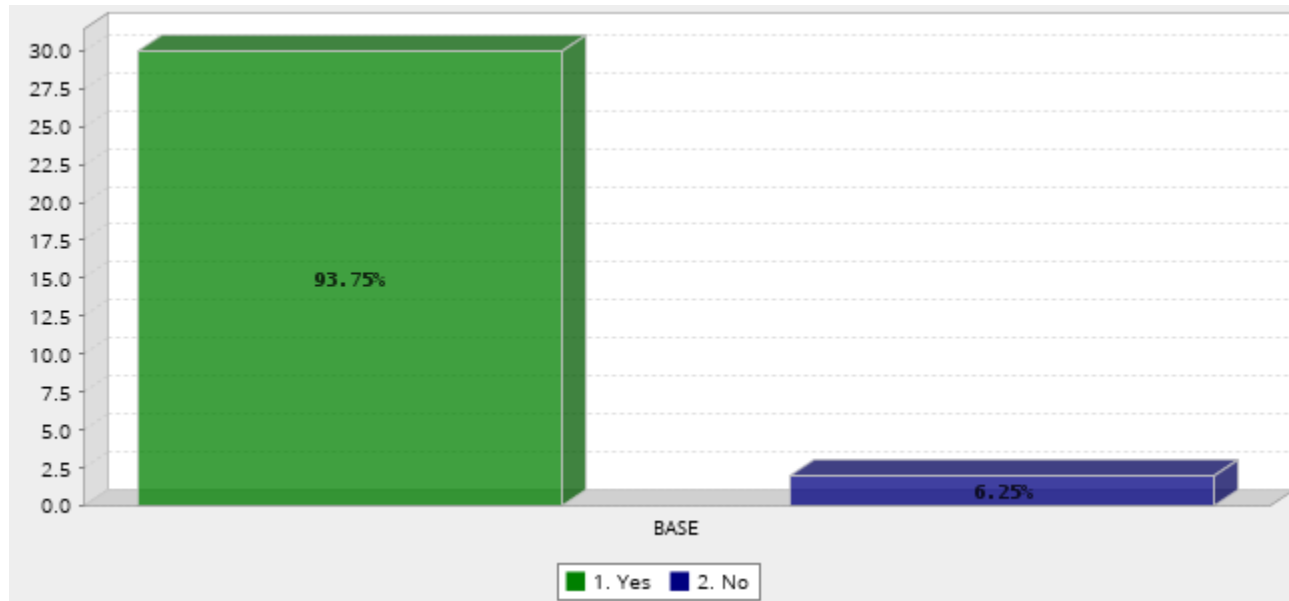
Proposed Change:

The following ~~suggestions are~~ general guidelines are for the preparation of a portfolio for annual evaluation, mid-term review, and applications relating to tenure and/or promotion. These guidelines are presented to provide examples of materials to include in a strong portfolio. DPTCs, in collaboration with department heads, may elect to alter or adjust portfolio guidelines to meet specific departmental or disciplinary expectations. If the DPTC, in collaboration with the department head, alters portfolio recommendations, faculty members must be notified of these changes with enough time to incorporate such changes in portfolio creation. - Faculty are expected to ~~also~~ incorporate departmental guidelines in the development of their portfolios, while following the processes and expectations outlined in the Faculty Handbook.

General Guidelines

All portfolios will be developed and maintained electronically using the latest Adobe Pro software supported by Arkansas Tech University. The purpose of the portfolio is to provide evidence of effective teaching, scholarship, and service, as applicable. ~~To facilitate an efficient evaluation system portfolios will fall into one of two tracks; one track for non-tenured or those seeking promotion and a second track for tenured professors and those not seeking promotion.~~

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	30	93.75%
	2. No	2	6.25%
	Total	32	100%
Mean : 1.062	Confidence Interval @ 95% : [0.977 - 1.148]	Standard Deviation : 0.246	Standard Error : 0.043

Please provide constructive feedback on the proposed edit.

29586620	A notation must be included stating that university requirements (as state in the FH) have precedent over any departmental requirements that a DPTC may impose.
29584874	Simple and straightforward. Provides for differences between disciplines.
29545894	yes!! The additional wording about notification giving enough time for faculty incorporate changes should be used a few changes back when I addressed concerns of faculty protection.

Proposed Change:

Recommended Portfolio Contents

The recommended portfolio format is one PDF document consisting of two sections. The first section should include the application narrative. The second section should include documentation/evidence to support the arguments presented in the narrative section. The PDF document should be indexed with tabs and organized with clear headings (for easy navigation).

A strong portfolio should not exceed 500 pages and include the following sections:

1. Section 1 - Application Narrative

- A. Memo identifying the faculty member's request (annual evaluation, mid-term review, tenure, and/or promotion). For tenure and/or promotion, identify minimum requirements for application and how those requirements were met.
- B. Letters of Support
- C. Vita
- D. Previous Annual Evaluations
- E. Argument: Narrative, approximately ten pages, summarizing the work done by the faculty member that supports their request

2. Section 2 - Supporting Documentation

(Faculty should determine what evidence best supports their argument - the following are offered as **examples** of evidence that might be provided. Please see the Portfolios, Workload and Weighted Evaluations section of the *Faculty Evaluation, Promotion and Tenure Policies and Procedures* for a more complete listing of materials that could be included. All materials should be in reverse chronological order by section.)

When applying for tenure and/or promotion include annual and mid-term evaluations.

A. Evidence of Effective Teaching

1. Student evaluation summaries (inclusion of ALL end of course evaluations is not necessary)
2. Student learning assessment results
3. Teaching modifications
4. Awards and recognition
5. Examples of course materials

B. Evidence of Scholarship

1. Publications
2. Presentations
3. Creative activities
4. Editorial service for academic journals
5. Program review for conferences

C. Evidence of Service

1. Service to the profession
2. Service to the community
3. Service to the university
4. Service to the college
5. Service to the department

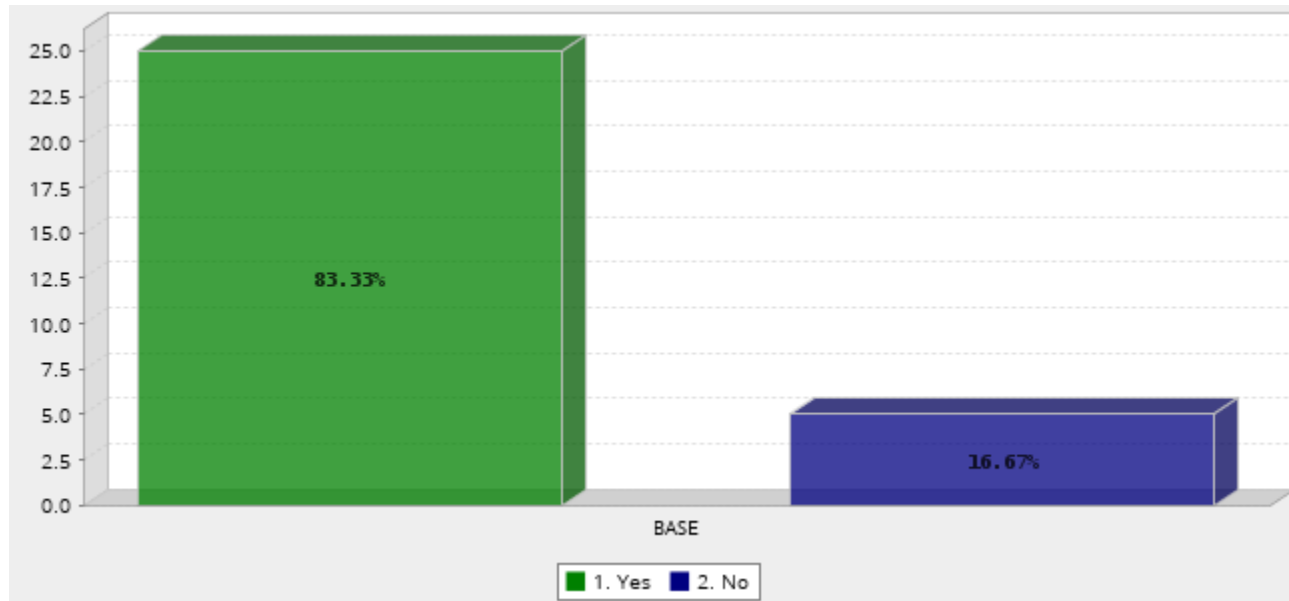
Special Portfolio Considerations

All faculty must undergo an annual review of their portfolio whether seeking promotion and/or tenure or not. Portfolio preparation is highly recommended using the guidelines above for faculty of all ranks, because a lack of information may impact future applications for promotion or emeritus status.

Full tenured professors and university instructors must undergo an annual evaluation. Given the unique nature of a full tenured professor or university instructor review, the DPTC may elect to alter the recommended portfolio structure. If this option is chosen, the DPTC must mention this in the letter and work in concert with the faculty member and the department head to find the most efficient portfolio structure that fits with annual review requirements.

Any change in digital format standards for portfolio submission will be established by the Office of the Vice President for Academic Affairs in consultation with the Faculty Senate and will be conveyed to faculty in a timely manner.

Do you approve of the proposed edit?



	Answer	Count	Percent
	1. Yes	25	83.33%
	2. No	5	16.67%
	Total	30	100%
Mean : 1.167	Confidence Interval @ 95% : [1.031 - 1.302]	Standard Deviation : 0.379	Standard Error : 0.069

Please provide constructive feedback on the proposed edit.

29586620	Not sure how student evaluations are evidence of effective teaching.
29586449	Evidence of scholarship should include faculty practice in an area of expertise to promote Boyer's definition of scholarship
29586157	I am only voting 'no' because it's unclear whether 'letters of support' is applying to annual portfolios. Obviously not, but unless I am misreading the section, it seems like the above should also be considered for the annual review?
29584874	I will not support Full Profs undergoing evaluation of teaching only! I doubt the Admin will continue to support this either.
29584586	THANK YOU FOR THIS!!! So much more helpful and specific.
29580394	Most of this section is fine. However, I do not believe the mid-term review requires the same set of materials as promotion. In my department we have past portfolios with the details. What we provide is narratives that can be used to evaluate teaching, scholarship, and service. The committee and department head has access to past portfolios for examples and more specific detail. Remember the faculty member just completed an annual portfolio and annual review. Within a week they are going through a second process of mid-term review. If the mid-term review is to replace the annual review this needs to be clearly stated in the handbook. I do not believe this is the case and we treat it as two separate processes in my department. I like it this way!
29580320	Add professional performance/practice of major and continuing education for scholarship

29580219	Scholarship list is not representative of Boyer's model in the four areas and is mostly scholarship of discovery. How about examples of scholarship of integration, application and teaching/learning.?!?
29542786	Even 500 pages is too much. This is just more evidence of ATU's 'assessment by the pound' addiction. We should be focusing on quality over quantity. Just show me examples of your best, your average and your worst work. That should be enough.

Please provide any additional information/feedback on the proposed handbook changes presented in this questionnaire.

29587579	I'm happy that your committee continues to work on these changes. You've got a powerhouse team and a couple of the original authors, so keep up the good work. It is about time the powers that be listened to those that wrote these sections instead of deans and department heads that don't interpret appropriately. You do, however, need to fix the shared governance statement. The last sentence undermines all of the previous sentences in the paragraph.
29586157	Thanks for doing this. It is a thankless job but it is important for faculty protection.
29586098	Always a work in progress. Good work here. Thanks for taking this revision on.
29584874	Item 1 - A P&T portfolio with 500 pages is nothing more than an example of 'assessment by the pound'. It is one of the clearest indicators of an institution that is 'wandering' (i.e. stumbling in the dark). Item 2 - Full Profs want to be the 'leaders'. Let them lead by example. They should undergo a 'full' annual evaluation and not cop-out with this teaching only charade. Item 3 - If DPTC's want more input into annual evaluations/P&T, then they need to cleanup their act. Our current handbook is actually written to protect faculty from some of the more childish DPTC behaviors across campus.
29580936	Some of the feedback I provided in writing may be one question/suggested alteration off. I apologize. All in all great work and attempt at the same shared language, expectations, and executions across the campus' colleges!
29580394	I just want to let you know that my comments are from both a peer member of my department and my perspectives as a department head. Wanted this provided to you for full disclosure.

29580219	<p>What about the faculty we left behind in the switch to Tenure-track and teaching track. (i.e. usually those with MS degrees and already Asst. Prof.) who were not tenure track, but would have been penalized for moving to the teaching track because of the of the pathetic consideration the faculty senate salary considerations assigned to teaching levels. We left them behind and they is still no path for promotion for this group.</p>
----------	--