

Thursday, May 4th, 2023 - TPAC meeting

Jordan Hall 302, Mike Kitz

I. Introductions/Welcome - Mike Kitz

Mike introduced the meeting with a particular focus on the upcoming elections and a general call for participation in the voting process. He also stressed the importance of being aware of the promotion process in view of the broad constituency of TPAC at Notre Dame.

Tatiana Botero, the past Chair, was absent due to her teaching engagement abroad.

II. TPAC-RL Career Advancement - Promotion Panels (Slide 3)

Present to answer questions: Maura Ryan, Vice President. and Associate Provost for Faculty affairs

This [link on the Provost's website](#) has all information and documents related to the appointment, reappointment and promotion. Mike reported that three panels took place this semester in the Colleges of Engineering, Science and A&L with the Keough School of Global Affairs. Full video recordings of these panels can be found on Slide 3 and [linked here](#). An additional panel is planned for Mendoza College of Business in Fall 2023.

III. Mentoring Program (Slide 4)

Mentoring Program: (Unchanged information from December 2022) This year, 36 faculty were trained as mentors, 22 faculty from different academic units applied to be mentored. The form to sign up for mentoring is on the [Provost's website](#). All TPAC-RL are encouraged to spread the word about this resource. Mike pointed to the need for one additional mentor in the College of Science currently but also encouraged more TPAC-RL faculty to apply to become a mentor ensuring them that training and guidance will be provided.

IV. TPAC-RL Career Advancement - Know the process* (Slides 5-7)

*originally posted in Maura Ryan's Reappointment & Promotion presentation

Mike pointed out that there are different timelines for "Re-Appointment" and "Promotion" (listed on Slide 5) but asked to pay particular attention to the fact that the promotion to "Full Professor" does not have a set timeline and rather depends on factors like significant accomplishments et al. which establishes the individual time when a TPAC-RL faculty would ask the question, "Why now?". For guidance in this matter, Slide 6 lists advice on how to determine this point in time within a department/unit. It is important to proactively develop a plan and goals in conjunction with the department chair or unit head. Both Mike and Maura Ryan stressed the need to take control of one's own promotion path. For additional insights, several Personal Statements from previously promoted TPAC-RL faculty will be posted on the Provost's

website in June. Slide 7 lists the links to all documents that provide information about the promotion process. These are the result of Maura's diligent work with every unit in the recent past.

Upon Mike's question for feedback, the following comments and suggestions were made, some with responses from Mike or Maura or other faculty:

- (Faculty) TPAC-RL faculty should make sure that their **job description** is updated on an annual basis depending on any changes that may reflect new or different tasks, responsibilities or engagement from the faculty member within their unit.
- (Faculty) What is the **timeline for reappointments**? (Maura) A department/unit considers re-appointments first, then promotions. The discussion for re-appointments takes place during the Fall, decisions are made by December and the notification period is set in the Academic Articles. Contrary to that, a promotion has the same timeline as the tenure track process: the provost receives the information by the end of the Fall semester, the consideration takes place during the Spring semester and the announcement takes place at the same time as that of tenure track appointments. All decisions are finalized by the end of the Spring semester.
- (Faculty) Looking at evaluations of teaching vs. the CIFs, what are the guidelines for **peer evaluations**? (Maura) The ACPET, a faculty led committee, addressed the concern that too much weight was given to raw CIF numbers and came up with a set of guidelines (see [this link](#) and on Slide 7) that required evaluators to take a more comprehensive approach. Additionally, a second committee worked with each department/unit to develop templates for teaching observations. In combination, the CIFs and the teaching evaluations result in a richer and more faceted view of the faculty's work in the classroom. (Faculty) Are the peer evaluations consistent across campus? (Maura) Some units (Language and Literature Departments as an example) are known to be more faithful to this process than others might be but all of them ought to be going through these processes. Components of the evaluation portfolio might vary (e.g. teaching report, research report, external letters, service report, CIF report, etc.).
- (Faculty) It would be helpful to have someone come to this TPAC-RL meeting or to the department to **interpret CIF reports** for a better understanding. (Maura/Kevin Barry) The Kaneb Center for Teaching and Learning offers resources, workshops and presentations and this suggestion will be conveyed to the Center.
- (Faculty) Should **feedback about teaching** be institutionalized better as some observations have not been followed by feedback in this faculty's experience? (Maura) While the process for a regular teaching observation asks for a meeting before and after the teaching observation including feedback, the promotion process works only with a summative evaluation that is not typically followed by a feedback session. This feedback is only given after the promotion process is over.
- (Faculty members) It was suggested that **better education of the process** could be put in place for departments/units with fewer TPAC-RL faculty members but also for heads of units/department chairs especially when they are new to the position. (Maura) There is no ongoing/repeated orientation for unit heads/department chairs. The information can be found on the Provost's website.
- (Faculty) The university should proactively consider those **faculty members left behind for promotion** who have stayed in one rank for a long period of time starting before these improvements were implemented. Additionally, some faculty members are missing a supervisor's help to achieve promotion. (Maura) Every unit submits all candidates for re-appointments so that her office is aware of these faculty members and they check with the department if such a case presents itself. The Provost office is trying to change the culture to not wait for faculty to come forward but also supports a sense of agency on the TPAC-RL's side. (Faculty) Agency is good but

the follow-up to the process (feedback) is not always guaranteed. The discussion becomes broader when a faculty member introduces the comparison between ND (better feedback structure) and the industry, his former working environment. Others stress the differences between industry and academia in culture and mindset but point out that despite the progress made in the past 6-7 years and the good intentions on both sides, the promotion system at ND is still flawed with inconsistency across units, lack of communication within units and some lack of accountability to the existing regulations. Maura and Mike close this discussion by encouraging to bring up issues to the associate dean, undergraduate dean, Maura or the TPAC mentor.

V. TPAC - RL profile - updates from December 2022 (Slides 8-13)

In summary:

- The total number of TPAC-RL has increased by 25 to 537 from last year.
- TPAC-RL faculty represent 36.5% of all faculty at ND. (Slide 9)
- This academic year shows increased numbers in the higher levels (Associate, Full) and a decreasing percentage of Assistant Teaching Professors which indicates progress in the area of promotion. (Slide 10)
- Some colleges have a more even distribution of the levels "Assistant/Associate/Full" (A&L) while others show a larger percentage in the higher levels. (Slide 11)

Mike concluded that over the long term there is a significant growth in tenure track appointments and a progress in promotions can be observed.

Slide 13 presents a new look at **diversity** where no progress can be observed. While Mike stated that the ND community is aware of this collectively, he encouraged those who hire new faculty to keep this disparity in mind. Answering a question of a faculty member, Maura confirmed that TPAC-RL counts in the overall "faculty" count for diversity data although a similar question from a non-resident faculty member regarding residency status in the U.S. could not be answered conclusively.

VI. Reports from Committee Representatives (Molly Walsh) (Slide 14)

Mike presented the main points for the following two sections in lieu of Molly Walsh who was absent.

Academic Council:

- The Undergraduate Studies Committee passed the sunset of the **Science-Business Major**, the **Chemistry-Business Major**, and the **Math + Business Administration concentration**, all currently offered in the College of Science. The name of the undergraduate major in Management and Organization from Consulting (MGTC) changed to **Strategic Management (MGTO)**.
- Upon recommendation of the Advisory Committee on the Academic Code and Policy (ACACP), these **changes to the Undergraduate Academic Code** were made:
 - **Transfer Credits:** Only courses with a grade of C or higher can be transferred and applied to the ND degree. Digital courses must have a synchronous component.
 - "No student shall be required to take three or more **final examinations** in one calendar day or four or more final examinations within a 24-hour period."

A discussion ensued about these points and questions were raised about the differences in classes (smaller class size at St. Mary's vs. Notre Dame, etc.) but Maura pointed out that these changes were about language, not policy, which remains unchanged.

Faculty Senate:

A central topics of the Spring semester meetings were **DEI** (in the classroom, in student life and mental health, representation in the student body), **equity in teaching evaluation** strategies also in comparison to other universities, and "**Freedom of Expression** at Notre Dame" (The dialogue will continue to reach more clarity.)

VII. Committee Appointments - TPAC-RL (Slides 15-18)

The slides list TPAC-RL standing for election and additionally, Mike asked for more volunteers for three elections (Slide 15). He suggested reaching out to Kelly Collins if interested. The election voting starts on Monday, May 8, and concludes on the day after graduation. The candidates' bios are linked to the candidates on the slides for more information.

A faculty member proposed to have more TPAC-RL in the Academic Council in order to align the representation with the large number of over 500 members in this group. Maura suggested bringing this up with the Committee on Committees.

VIII. TPAC-RL Executive Committee - upcoming elections (Slide 19)

According to the changes to the By-Laws and the Constitution, a new Chair will be elected in June 2023. Mike asked interested faculty to reach out to him.

IX. Introduction of new members

Four new faculty introduced themselves.

Addendum

Rachel Parroquin made the announcement that the issue of **transportation for engaged section programs** with volunteers going into the South Bend communities is being addressed. She asked to reach out to her if there is a need and a program has been impacted. There is a plan to present this problem to the Provost to demonstrate that this is not just an issue on a departmental level and that important engaged sections were canceled due to lack of transportation.