

Faculty Senate
November 15, 2012
Collins Center
3:00pm-5:00pm

Present: Hawley Almstedt, Laurel Burks, Franca Dell'Olio, Andrew Dilts, Elizabeth Drummond, ,
Véronique Flambard-Weisbart, , Paul Harris, Jamie Hazlitt, George Hess, Diane Meyer, Katherine Noon, ,
John Parrish, Jennifer Pate, Ralph Quinones, Robert Rovetti, Marta Sanchez, Sue Scheibler, Tim
Shanahan, Carl Urbinati, Thomas White and Amy Woodson-Boulton

Excused: Omar Es-Said, Richard Fox, Michele Hammers, Mladen Milicevic, and Patricia Oliver

Motion 1: Move to approve October 18, 2012 minutes

13 for, 0 against, 1 abstention

- A delegation of senators will attend the ASLMU meeting on November 28th at 1:15pm. Any additional senators interested in attending should contact Robert.
- The Fritz Burns Teaching award is selected by a sub-committee of the CTE and the Executive Committee recommends that the Rains Research Award be selected by representatives of the Executive Committee, Committee on Committee and Committee on Mission and Identity.

Update from Special Committee on Clinical Faculty

Presenters: John Dorsey, Professor of Civil Engineering & Environmental Science and Chair of Special Committee on Clinical Faculty and Paul Humphreys, Professor of Music

- The committee's report from last year included some preliminary recommendations and the committee has since developed potential recommendations based on this year's work. (Appendix 1) The committee was also given a new charge to conduct a clinical faculty survey. The survey was designed by the committee and distributed through Human Resources. It went out to 51 clinical faculty and achieved a 69% response rate.
- The results indicated that clinical faculty members desire participation in governance and more clarity on the Faculty Handbook clinical ranks and how to be evaluated and promoted. There is currently no uniform culture to encourage clinical faculty participation in governance. The committee will recommend that clinical faculty should be encouraged, but not required to participate in governance.
- The two listening sessions had small participation, but yielded good information. Most notable was the desire for better compensation and contract performance standards which lead to a path for promotion. There was also a desire for transparency in reappointment and better opportunities to apply for grants. Santa Clara utilizes a model that starts clinical faculty with a

one year contract and based on performance leads to 3 year contract. The committee felt this model could potentially provide more stability.

Discussion

- It was noted that at present Deans “own” these clinical positions not departments; therefore apparently they can be reallocated anytime by the Dean.
- It would be useful to have the data breakdown by college/school for question 4 concerning contractual expectations.
- Do we have a sense whether individuals initially applied for clinical position or a tenure track position?
-There is no hiring information available on this process.
- Clinical faculty are often practitioners and bring unique real world experience which benefit students.
- Clinical faculty should be treated with the same respect and value as tenure track faculty. They should be invited to campus wide events and socials.
- It would be useful to clarify how we are defining clinical faculty.
-Clinical faculty are generally practitioners and most have terminal degrees in their profession.
- BCLA is referring to clinical faculty positions as teaching only faculty. These individuals may not have expectations for research.
- Clinical faculty members in our department have less job security than visiting faculty. I feel the definition is being abused and believe they should be likely referred to as lecturers in some colleges.
- Many clinical faculty are likely doing research to remain competitive in case a tenure track position becomes available.
- We need to identify who we are as a university, as the teacher-scholar model should apply to all those teaching students. A teaching-only faculty member presents an opportunity cost and we need to clarify what the university gaining by not hiring tenure-track faculty.
- In our department clinical faculty vote on everything except for personal issues. I’m in favor for pressing hard for developing a process where clinical faculty could be considered for a tenure-line position. Participation in governance should be optional.

- Clinical faculty are being treated differently between colleges/school which can lead to bad results. The issue of exploitation can have negative outcomes for our students.
- It should be considered that some clinical faculty may be content with their role and may not desire a tenure-track position.
- What is the status of assembling the college/school clinical faculty policies that are currently in place?
-We are still waiting to receive all of this documentation
- The four proposed recommendations most likely to encounter administrative resistance may be:
 - specifying contract lengths, where a one year contract based on performance can be followed by three year contract;
 - having departments make recommendations to Deans on hiring;
 - having the procedures for promotion based on the contract standards and ensuring the process for promotion is spelled out in the Faculty Handbook;
 - determining if the Grievance procedures should be offered
- A better understanding of the financial side of the issue would be helpful. What percentage of the budget is allocated for teaching and research? It would be useful to know if there are there any financial incentives underlying the current clinical faculty practices.
- We need a clear definition of clinical faculty as we are associating the teacher-scholar model with these faculty. In the School of Education clinical faculty provide a tremendous amount of outreach which has a large impact. This work often does not result in publication and it should be noted that tenure line faculty do not have time to do this type of outreach work.
- It was suggested that some representative clinical faculty could be present at a subsequent meeting to provide a first-hand perspective. The Chair noted that all regular Senate meetings are open for all faculty to attend and the Senate members are always welcome to encourage any faculty member in their constituency including term faculty to attend Senate meetings as a guest.

Strategy for LMU Graduate Programs

Presenter: Shane Martin, Dean of Graduate Studies and Dean of the School of Education

- Shane Martin was appointed Dean for Graduate Studies in June 2012. The Dean is working to define a strategy for Leadership in Graduate Education which is Theme 2 of the Strategic Plan. The Dean will also focus on creating the infrastructure for supporting graduate programs and facilitating a committee which helps to govern graduate education. The Graduate Council was disbanded three years ago and no structure was put in its place. The Dean will build a new committee structure to work on issues relevant to Graduate Education and ensure there is a process for ensuring compliance and reviewing programs.

- The relationship of the Dean of Graduate Studies to academic programs was discussed. Academic program decisions such as curriculum and admissions belong to departments and colleges/schools. In terms of making decisions about creating new graduate programs, the Dean must ensure there are appropriate facilities, library reserves and other sufficient areas prior to moving forward. We will also be looking at current offerings and determining the need for additional resources.
- To date, Dean Martin has met with each graduate program director to hear concerns and issues and has also met with President of the new graduate student association. (GSLMU) In addition he has also met with the Associate Deans, Deans and Provosts Councils to discuss specifically graduate education.
- The major concerns identified are:
 - A lack of a shared vision and university culture that encourages graduate students;
 - Large parts of the university are unaware of graduate education and many of its processes;
 - There is a lack of a robust graduate division which is resourced at both a centralized and local level ;
 - Very little administrative support
- The major ideas so far are:
 - To nurture the current graduate education community on campus;
 - Calling for a graduate education summit to look at role and future of graduate education;
 - Restructuring of the graduate council to create solutions;
 - Enlist governance structures and ensure graduate education is part of regular agendas

Discussion

- The lack of shared culture issue is critical. I agree that there are issues with administrative support services and expansion is difficult without addressing the current staffing issues.
- The graduate community is fragmented and looking at the viability of programs may further demoralize programs.
- The way forward is to get graduate education back on the agenda and create processes that everyone agrees upon. We need to look at enrollment, financial viability, and graduate job success.
- I would encourage a critical attitude to Yardley report as some of the recommendations make sense to some programs more than others.

- The Yardley Report's foundational issue is a lack of vision for graduate education. We need to embrace the idea of a comprehensive university where undergraduate/graduate programs are not one at the sake of the other.
- The LMU MBA model has a strong brand as Catholic Jesuit and Marymount education. The LMU graduate model does not have a strong brand in a dense market and we should capitalize on the fact that LMU "owns" ethics in Southern California. Incorporating new multidisciplinary programs could be revolutionary for Graduate Education.
- We will be reworking our centralized graduate marketing materials allowing each program to include specific program information. Graduate program directors will be engaged to determine the look and feel which should assist with recruitment.
- Overhauling the web presence on graduate education could be even more useful than print materials.
- At R1 institutions it is clear how undergraduate and graduate programs fit together and complement each other. At LMU there is an inconsistent relationship.
- What will be the relationship of Deans of Colleges to the Dean of Graduate Studies? Who will be the point person?
-Issues around curriculum will remain with the college Dean, while issues around infrastructure fall to the Dean of Graduate Education. There are other issues that will be shared.
- I feel looking at local economic impact is the wrong model. We should look at comparative advantages and should only add programs where we hold a significant comparable advantage over our competitors. The suggested multidisciplinary model is a promising idea and can lead to a comparative advantage. The strategy for graduate programs should be developed by a new and representative group rather than by the "usual suspects" of graduate directors of current programs
- I support a vision for graduate education where undergraduates are moving up and being exposed to the discipline's scholarship. Both face to face and distance learning could be useful.

Adjourned at 5:01pm

Submitted by: Franca Dell'Olio

Prepared by: Robert Houghtaling

Appendix 1

Ad Hoc Committee on Clinical Faculty

Potential Recommendations

Faculty Senate Meeting, Nov 15th, 2012

1. Potential handbook inclusions:

- Departmental faculty recommend candidates for clinical position to the Dean.
- Promotion protocols need to be developed based on annual reviews.
- Establish grievance procedures.

2. Non-handbook recommendations to improve morale:

- Encourage, but not obligate, participation in departmental governance except for matters of R&T.
- Contracts have clear duties and responsibilities in the form of performance standards; consider assigning estimates of percent time spent in each performance area.
- Ability to apply for grants, working with Sponsored Projects.
- Eligibility for professional development funds and grants.
- Salary increases as appropriate based on performance.
- Invited to all faculty functions, both social and non-social.