

UNIVERSITY REVIEW COMMITTEE
Illinois State University

Thursday, September 20, 2018
1 p.m., Hovey 401D

MINUTES

Members present: Frank Beck, Angela Bonnell, Sam Catanzaro (non-voting), Kevin Edwards, Joe Goodman, Yoon Jin Ma, Rachel Shively, Sarah Smelser

Members not present: Diane Dean, Nancy Novotny

Others present: Bruce Stoffel (recorder)

Note: In these minutes “URC” refers to the University Review Committee at Illinois State University; “Caucus” refers to the Faculty Caucus of the Academic Senate at Illinois State University; “ASPT” refers to appointment, salary, promotion, and tenure policies of Illinois State University; “ASPT policies” and “ASPT 2017” refer to *Faculty Appointment, Salary, Promotion, and Tenure Policies* effective January 1, 2017, Illinois State University; “CFSC” refers to college faculty status committee as provided for in ASPT policies; “DFSC” refers to department faculty status committee as provided for in ASPT policies; “SFSC” refers to school faculty status committee as provided for in ASPT policies; “Mennonite” refers to Mennonite College of Nursing at Illinois State University; and “Milner” refers to Milner Library at Illinois State University. Any references in these minutes to “DFSC” or “SFSC” refer to both DFSC and SFSC, and any references to “department” or “school” refer to both department and school.

I. Call to order

Chairperson Joe Goodman called the meeting to order at 1:02 p.m. He welcomed committee members.

II. Approval of minutes

Sarah Smelser moved approval of minutes from the September 6, 2018 URC meeting. Kevin Edwards seconded the motion. The motion passed on voice vote, all voting in the affirmative.

III. Update: Disciplinary articles

The disciplinary articles as revised by the Faculty Caucus at its September 12, 2018 meeting were distributed to committee members (see attached). Smelser represented URC at that Caucus meeting and provided the following report. The Caucus considered revisions to the four disciplinary articles as prepared by Susan Kalter, Caucus chairperson, based on her conversations with Sam Catanzaro and legal counsel Lisa Huson since spring 2018. The Caucus unanimously approved the proposed revisions, which Smelser described as mostly cosmetic. Also considered at the meeting was a request from Milner Library for an exception to the recusal policy set forth in Article XII (General Considerations). The exception had been reviewed by URC at its September 6, 2018 meeting and recommended to the Caucus. Dallas Long, Milner Library Associate Dean and CFSC chairperson, attended the meeting to answer questions regarding the exception request. Kalter spoke in favor of granting Milner an exception to the recusal policy and suggested that the exception be inserted at the end of or after Section XII.B.3. Kalter suggested modifying the passage to address what might happen if Milner does not have enough faculty members to replace recused CFSC members. Long said that Milner faculty members had talked about that possibility but prefer that it be addressed in the Milner CFSC standards rather than in ASPT policies. Long said he will confer again with Milner faculty about Kalter’s suggestion and report back. The Caucus deferred action on the Milner request until Long’s report is received.

Angela Bonnell reported that Milner faculty met earlier that day (September 20, 2018) to again discuss the exception request. She said Milner faculty anticipate submitting revised wording to URC before November. It was noted that URC member Nancy Novotny had reported at the prior URC meeting that Mennonite College of Nursing faculty is scheduled to discuss the disciplinary articles at its October 2, 2018 faculty meeting. Bruce

Stoffel noted that all colleges other than Milner and Mennonite can proceed with revising their ASPT guidelines to accommodate the new disciplinary articles without concern that the Caucus may further revise the articles as they apply to those other colleges. Frank Beck asked if URC members representing those other five colleges should so inform their college colleagues. Sam Catanzaro responded that URC members need not do so, that it is his responsibility and the responsibility of the Caucus to communicate that information to the colleges. Goodman asked how URC members should respond if they receive questions from their college colleagues regarding the disciplinary articles. Catanzaro said URC members should feel free to answer such questions if they are comfortable doing so; otherwise they may refer the questions to him or to Kalter.

IV. Update: ASPT professional development series

Catanzaro reported that the first ASPT workshops of 2018-2019 are scheduled to be held on September 25 and 26, 2018. The two sessions will have the same content: a general overview of the ASPT system and an introduction to the new disciplinary articles. Catanzaro said he understands that faculty members are busy teaching at this time of year, however he hopes every ASPT committee at the University will be represented by at last two persons; that way, he said, multiple perspectives on what is said at the workshops can be reported by faculty to their unit colleagues. Catanzaro said he is also arranging to have the sessions videotaped so ASPT committee members unable to attend either session will be able to view the proceedings, perhaps with their committee colleagues. Catanzaro said he will serve as the lead presenter but welcomes contributions at the sessions from any URC or Caucus member. Goodman said he will represent URC at the September 25 workshop but is unable to attend the September 26 session. He said he has asked Bonnell to attend the September 26 session in his place since she has extensive knowledge of the subject. Bonnell said she plans to attend. Catanzaro thanked Goodman and Smelser for their help planning the workshops.

V. Continued discussion of service assignments study

Goodman reported having met with Kalter to seek her guidance regarding study by URC of service assignments. At the meeting Kalter explained that the Caucus seeks clarification regarding the service guidelines set forth in Appendix 2 of the ASPT policies. Kalter noted that Caucus members had raised many other questions regarding service when the Caucus was considering URC recommendations for changes to ASPT policies (in spring 2016). Those discussions ended with the Caucus asking URC to study the issues and report back.

Goodman said he has subsequently starting researching the topic. He distributed copies of a 2014 article from *Inside Higher Ed* regarding faculty workloads at Boise State University (see attached); among the findings reported in the article is concern among faculty members that more of their time is spent on service activities at the expense of teaching. Goodman also distributed copies of a 2018 article on the topic published in *The Chronicle of Higher Education* (see attached). The article provides an update regarding the faculty workload studies at Boise State University.

Goodman said he next began to review DFSC guidelines of units at Illinois State to determine whether units were allocating percentages of time to teaching, scholarship, and service. Goodman started with Department of Agriculture DFSC guidelines, which, he said, set forth allocations of 75 percent to teaching and 25 percent to research. Goodman noted that the Department of Agriculture appears to use different weights when evaluating faculty: 65 percent in teaching, 25 percent in research, and 10 percent in service. Catanzaro explained that units may have policies regarding faculty assignments to teaching, research, and service activities and policies regarding weighting of those categories for faculty evaluation. He said it is often the case that faculty members are expected to engage in service activities as part of their responsibilities to participate in shared governance, but that expectation often comes without direction. He noted that there sometimes are assumptions embedded in faculty assignments that are unclear and confusing to faculty members. That is an issue URC could study, Catanzaro said, adding that doing so would be a valuable contribution to the ASPT system.

Goodman said the points made by Catanzaro get at other issues raised by Kalter when Goodman met with her. Among them, Goodman reported, are whether units consider service contributions when conducting performance evaluations, how much weight service should get in the evaluation process, how closely DFSC members follow their DFSC guidelines regarding service when evaluating faculty members, and which

activities should be categorized as service. Regarding the latter issue, Goodman cited as examples whether accompanying students to a professional conference or working with registered student organizations should be considered teaching rather than service, since both activities involve mentoring students.

Committee members then talked about service policies of their units. In the discussion, it was noted that involvement by faculty members in a unit may vary substantially (from extensive service to no service), some departments have no policies regarding service assignments, chairpersons in some departments alone decide what service each faculty member will be asked to do, and some units discourage their assistant professors from being overly involved in service until they have been tenured. Smelser said the SFSC in her school helps faculty members categorize the activities they report in their evaluation papers to create balance among teaching, scholarship, and service. She noted that it is sometimes difficult for the SFSC to categorize activities and that the approach to doing so may differ depending on the circumstances. Goodman raised the issue of equity in service work, asking who gets to say no to a service assignment. He said equity is inferred but not explicitly addressed in the ASPT policies.

Goodman asked Bonnell how the library approaches service in its ASPT guidelines. Bonnell responded that librarianship is a service-dominated profession and is important to library faculty. In mentoring new faculty members, Bonnell said, librarians emphasize that service opportunities will come to the faculty member without the faculty member having to seek them out. She added that there are numerous opportunities for librarians to serve their profession, through work with organizations such as the American Library Association and the Illinois Library Association. Rachel Shively asked Bonnell if Milner ASPT guidelines refer to teaching, scholarship, and service and, if so, how the guidelines allocate time across them. Bonnell responded that library guidelines recognize those three categories, although librarianship substitutes for teaching. She explained that the percentage assigned to each category may vary by faculty member depending on the faculty member's rank and reporting line, adding that the allocations can be negotiated between faculty member and administrative coordinator. Shively asked what percentage might typically be allocated to librarianship. Bonnell replied that it may be about 70 percent, with the balance divided between service and research.

Discussion then turned to how URC members want to approach the questions that have been raised. Goodman said one approach may be for URC to study DFSC guidelines to determine how each unit addresses service. He said URC could ask the CFSCs to do this work but URC members could do it themselves since DFSC guidelines are available on the Provost's office website. He suggested dividing the guidelines among three groups of three URC members (or about 10 documents per group). Edwards expressed support for Goodman's suggestion and suggested creating a master file into which URC members could enter information from the DFSC guidelines they review. Shively suggested Google Docs as a platform for the file. Goodman said he will also consider OneDrive. Goodman said he will begin organizing the effort within the next week.

Beck said his understanding of the questions URC members should seek to answer as they review the DFSC guidelines are whether units are making service assignments to their faculty members, if so what those assignments are, and how units consider service in faculty evaluations. Goodman confirmed those to be the primary questions; he suggested that committee members might want to add other questions after reviewing a few of the DFSC guidelines. The end goal of the project, Goodman suggested, would be to make sure ASPT policies provide clear guidance to faculty regarding service work.

Stoffel cautioned that not all ASPT guidelines are available on the Provost's website, as not all units have submitted them. He suggested that committee members who encounter problems accessing unit guidelines contact Goodman or him for assistance.

VI. Reset: Equity review plan

Shively asked Goodman what URC needs to do this semester regarding equity review. Goodman responded that he spoke with Kalter about having URC work with the Office of Planning, Research, and Policy Analysis on implementing the first phase of the equity review plan. Stoffel noted that the Caucus has not yet approved an equity review plan and that URC has not yet submitted recommendations regarding such a plan to the Caucus for its consideration.

Stoffel recapped the status of the equity review project. He reported that the Ad Hoc Committee for ASPT Equity Review, which had been established by the Caucus in 2016, submitted its final report to URC in spring 2018. The ad hoc committee asked URC to provide feedback and recommendations regarding the report to the Caucus. Stoffel reported that URC initiated discussion of the final report before the end of the spring 2018 term. Before that term ended, URC decided to recommend that references in the plan to five years of review be replaced with references to five phases of study, due to uncertainty regarding how long it may take to complete each phase. Also in spring 2018, URC approved recommendations to the Caucus regarding phases one and two, deferring discussion of the remaining phases until fall 2018. Thus, URC still needs to discuss phases three, four, and five and then organize all URC recommendations into a report to the Caucus. Regarding implementation of phase one of equity review (assuming the equity review plan is approved by the Caucus), Stoffel said a first step may be to consult the Office of Planning, Research, and Policy Analysis regarding what data that unit is able to obtain and legally share with URC. Goodman concurred.

VII. Adjournment

Smelser asked what committee members should do to prepare for the next URC meeting. Goodman suggested reviewing the documents regarding equity review that were distributed to committee members prior to this meeting.

Beck moved that the meeting adjourn. Edwards seconded the motion. The motion was approved unanimously on voice vote. The meeting adjourned at approximately 1:55 p.m.

Respectfully submitted,
Rachel Shively, Secretary
Bruce Stoffel, Recorder

Attachments:

Disciplinary articles as revised by the Faculty Caucus of the Academic Senate on September 12, 2018.

Flaherty, C. (2014, April 9). Research shows professors work long hours and spend much of day in meetings. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2014/04/09/research-shows-professors-work-long-hours-and-spend-much-day-meetings>

Wyllie, J. (2018, February 5). How much do professors work? One researcher is trying to find out. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/How-Much-Do-Professors-Work-/242444>

ARTICLE XII: GENERAL CONSIDERATIONS

As approved by Faculty Caucus on March 7, 2018 and revised by Faculty Caucus on September 12, 2018

A. Types of Disciplinary Actions

1. Faculty may be subject to discipline of varying levels. Disciplinary actions include sanctions, suspensions, or dismissals. The University normally uses progressive discipline to address misconduct. Progressive discipline is intended to be remedial, not punitive in nature. It is designed to provide faculty with notice of deficiencies and an opportunity to improve. However, some violations of policies and procedures, or continued negative behavior, may be of such serious nature that suspension or dismissal may be appropriate.
2. Sanctions are corrective disciplinary actions of varying degrees undertaken to address behavioral problems or issues. Sanctions are intended to be remedial.

Sanctions may be effected for such reasons as violations of laws pertinent to the faculty member's responsibilities or of University policies. Specific policies related to sanctions are provided in Article XIII.

3. Suspensions are major disciplinary actions of varying degrees undertaken to remove a faculty member temporarily from academic duties (all teaching, and/or all research, and/or all service), with or without exclusion from all or parts of campus, and may include the temporary loss of University Login Identification (ULID) access or other privileges.

Suspensions may be effected for such reasons as credible threat of imminent harm to the faculty member in question, other employees, students, or University property by the faculty member; or severe disruption—due to the faculty member's actions—of the ability of colleagues to perform their teaching, research, and/or service, or of students to receive their education, services, or the benefits of University programming; or when necessitated by pending criminal investigations or legal proceedings involving the faculty member; or as a next step in a progressive disciplinary process; or when credible evidence of adequate cause for dismissal is available. Specific policies related to suspensions are provided in Article XIV.

4. Dismissals due to misconduct are major disciplinary actions terminating the appointment of a probationary or tenured faculty member. Such dismissals are effected when adequate cause for dismissal according to the Illinois State University Constitution (Article III, Section 4) and ASPT policy can be established. They should rarely if ever occur.

Dismissals related to misconduct may be effected by the University for adequate cause, defined as lack of fitness to continue to perform in a faculty member's professional capacity as a teacher or researcher; failure to perform assigned duties in a manner consonant with professional standards; or malfeasance. Specific policies related to dismissals are provided in Article XV.

5. Recommendations for non-reappointment of probationary faculty must be based on grounds other than misconduct and will follow the process outlined in Article XI.
6. Termination of a probationary or tenured faculty member's appointment due to demonstrable University financial exigency or program termination is not disciplinary in nature and will follow the process outlined in the Illinois State University Constitution (Article III, Section 4.B.2.), the Governing Document of the Board of Trustees (Section C), and all applicable policies.
7. Articles IV.D.1 and IV.D.3.g shall not apply to deliberations and actions taken under articles XII through XV. Confidential reports of disciplinary actions shall be submitted annually to the URC by the Provost. The Provost shall be responsible at the end of all disciplinary proceedings, following the final decision of the President, if applicable, for informing the appropriate DFSC/SFSC of all actions and recommendations of the CFSC and FRC regarding disciplining of faculty members, including a record of the numerical vote.

B. Faculty Rights

1. Disciplinary actions or the threat thereof may not be used to restrain faculty members' exercise of academic freedom. Faculty members shall retain their right to file a complaint at any time with the Academic Freedom, Ethics, and Grievance Committee (AFEGC) if they believe that their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. See the Illinois State University Constitution (Article III) and the Faculty Academic Freedom, Ethics and Grievance policy (University Policy 3.3.8).
2. In all disciplinary proceedings, faculty members have the right to due process, to timely notice, to seek advice, to expect and request the recusal of individuals with conflicts of interests from involvement in the proceedings (see XII.B.3), to request and obtain a formal meeting or hearing with any committee, committee chair, the Provost, or in suspension and dismissal cases the President, and to respond to developments in the disciplinary process. Formal meetings and hearings if requested will occur at specified junctures in the process as provided in Articles XIII, XIV, and XV. Faculty members also have the right to have an advisor or counsel present at discussions, hearings, and appeals. The role of the advisor or counsel is to offer advice to the faculty member only; the advisor or counsel may not otherwise participate in the discussions, hearings, or appeals related to disciplinary actions.
3. To preserve the principle that there must be separation between the unit initiating sanctions, suspension, or dismissal proceedings and the decision-making and appeals bodies, no elected member of a CFSC or FRC who is a member of the same department as the faculty member being considered for discipline may participate as a member of the CFSC or FRC in any disciplinary proceedings for that faculty member. Likewise, any administrator or member of a committee involved in a disciplinary proceeding who deems themselves disqualified for bias, conflict of interest, or conflict of commitment will remove themselves from the case, either at the request of the faculty member or of the initiator of the proceedings (DFSC or Provost), or on their own initiative.

If either the faculty member being considered for discipline or the initiator of the proceedings would like to request that a member of the CFSC or FRC be removed, the faculty member or initiator will have three (3) business days to submit such a request detailing the grounds for recusal to the chairperson of the Academic Freedom, Ethics, and Grievance Committee (AFEGC). The AFEGC chair will send the decision regarding whether the proposed grounds for recusal are valid to the Provost, Dean/CFSC (if applicable), FRC (if applicable), and faculty member, ordinarily within three (3) business days. Deadlines may be extended while such a request for recusal is being considered.

Should recusals result in a CFSC of less than five members, including the CFSC chairperson, the college must have in place a mechanism defined *a priori* for filling the vacated seat(s) automatically. The CFSC must be replenished to a minimum of five (5) members through one of the following mechanisms as stipulated in the College's ASPT policy. Once stipulated, the mechanism for replacement cannot be changed immediately prior to or during the consideration of a faculty member for discipline:

- a) selection of replacements for the elected members from a pool of past members of the CFSC (first by membership in the college division from which the recused member(s) were elected, if applicable; next by most recent past year of service on the CFSC; and finally by years in service) and not from the department in which the faculty member being considered for discipline is appointed and who are not themselves deemed disqualified for bias, conflict of interest, or conflict of commitment.
- b) selection of replacements for the elected members from other college's CFSCs and/or past member pools (first by most recent past year of service on the CFSC and next by years in service). If a college uses this method, its CFSC must incorporate into College ASPT policy which colleges the replacement members will be drawn from and in what order (e.g. first CAST, next CAS, etc.) and must consult with the colleges in question prior to incorporating their CFSCs and/or past members pools into that ASPT policy.

c) selection of another college's CFSC to act in the stead of its CFSC. If a college uses this method, its CFSC must incorporate into College ASPT policy which CFSC(s) will be used and must consult with the college(s) in question prior to incorporating their CFSC(s) into that ASPT policy.

Should a dean recuse from a CFSC, an associate dean previously designated by the Dean to substitute in disciplinary cases will chair the CFSC deliberations. Substitutes and the order in which they will succeed one another in case of conflict or lack of availability will be designated annually on July 1. The associate dean will have full voting rights as acting dean in the case.

4. Probationary faculty who face disciplinary actions whether exonerated or not may request a “stop-the-clock” extension of their probationary period, as described in IX.B.3.
5. A faculty member may request that records of the disciplinary process, including documentation of exoneration and/or fulfillment of any sanctions or suspension imposed be reviewed in the tenure and/or promotion process. The purpose of such review will be to ensure that only the documented facts of the individual’s exoneration and/or sanctions or suspension are considered.
6. Uniformed police or security officers shall only be engaged in enforcing a suspension or dismissal when there are credible threats of harm to the faculty member in question, other employees, students, or University property; when required by law; or when necessitated by pending criminal investigation or legal proceedings.
7. A faculty member may not be denied access to electronic or physical materials, documents, or resources that would ordinarily be within their control and that they might need to prepare for pending disciplinary actions or appeals. If access to such materials poses a risk to campus security, alternative arrangements must be made to provide the faculty member with access to the materials.
8. Only confidential means of communication, whether electronic or physical, will be used to transmit communications and materials related to disciplinary actions, and all proceedings and records with regard to disciplinary actions will be kept confidential to the degree permitted by the law.
9. Final disciplinary determinations will not be made until all appeals processes are complete. The exception is suspension involving credible threat of imminent harm, criminal investigations, or legal proceedings. In such a circumstance, a suspension may be effected prior to the start of appeal proceedings (XIV.A.4).
10. When the outcome of a disciplinary process includes placing written documentation in a faculty member’s official personnel files (see XVIII.A.1), the faculty member retains the right to place a written statement of their own in those same files (see University Policy 3.1.29).

C. Exemptions

Committees defined in Articles I-V of this ASPT policy have no jurisdiction over academic freedom, ethics, grievance, or academic integrity matters. No complaints against faculty members that have their basis in alleged violations of academic freedom, ethics, academic integrity, or other such matters may be adjudicated through the ASPT disciplinary process. All such complaints, if received by ASPT committees, must be referred by them to the appropriate university entities with jurisdiction. Any disciplinary actions recommended through committee structures established by the ISU Constitution and/or the Academic Senate and therefore providing academic due process—such as the Academic Freedom, Ethics, and Grievance Committee (ISU Constitution, Article III, section 5, Policy 3.3.8) and any teams, panels, or committees formed pursuant to the Integrity in Research and Scholarly Activities policy (Policy 1.8)—shall be governed solely by those policies.

ARTICLE XIII: SANCTIONS

As approved by Faculty Caucus on February 7, 2018 and revised by Faculty Caucus on September 12, 2018

A. General Provisions

1. All parties involved in considering the sanctioning of a faculty member shall refer to the definitions, conditions, and faculty rights set forth in Article XII in addition to this Article XIII.
2. Sanctions are intended to be progressive and remedial. Therefore, effort should be made to apply the most minor sanction likely to address the problem or issue. Past disciplinary actions related to the problem or issue, if any, should be taken into consideration when determining sanctions. Repeated actions leading to additional disciplinary review may merit the same, an equivalent, or progressively increased sanctions.
3. No sanction may be implemented until all appeals are exhausted.

B. Types of Sanctions

Sanctions fall into four broad categories: reprimands, penalties and training, loss of prospective benefits, and temporary reassignments.

1. Reprimands include written notices of issues that do not result in overt disciplinary action but that entail the expectation that behavior such as that meriting reprimand will not be repeated. Any reprimand involving public censure must be approved by the President prior to being enacted..
2. Penalties and training are disciplinary actions that do not impede a faculty member's duties. These may include the removal of honors, the denial or revocation of reimbursement, the payment of restitution or fine, or required completion of mandatory training. Mandatory training as recommended by the Office of Equal Opportunity and Access or the University Ethics Officer is specifically excluded from the definition of sanction for purposes of this article.
3. Loss of prospective benefits is the withholding of rewards or support for a stated period. This may include the suspension of regular or merit pay increases, a temporary reduction in salary, or the temporary loss of/ineligibility for institutional support for academic or research activities. Demotion in rank may only be imposed as a sanction if there are findings of fraud or dishonesty in the promotion or appointment to current or previous rank. Loss of prospective benefits cannot be applied to pension, healthcare, or other benefits provided by the State of Illinois.
4. Temporary reassignments may be used as a disciplinary action that modifies a faculty member's teaching, research, or service activities but does not remove the faculty member from any one of these three essential job duties during a given semester; or that modifies administrative assignments; or that removes the faculty member from administrative assignments. Except in the case of administrative assignments, temporary reassignment may only be imposed for a stated period of time no longer than one full academic year.

C. Procedural Considerations Related to Sanctions

Sanction proceedings may be initiated by the DFSC/SFSC or the Provost.

1. Sanction proceedings initiated by the DFSC/SFSC

The DFSC/SFSC may initiate sanction proceedings when there is evidence of grounds for the imposition of sanctions, such as: behavior problems or issues in the faculty member's responsibilities; violation of University policies; or violation of laws pertinent to the faculty member's responsibilities. Sanction proceedings initiated by the DFSC/SFSC are directed to and reviewed by the CFSC.

- a. The DFSC/SFSC will first request to meet with the faculty member to discuss the alleged misconduct and the potential for discipline. The intent of such consultation is to reconcile disputes early. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable scheduling of the meeting (see XII.B.2).
- b. If the issue is not resolved through consultation, then the DFSC/SFSC will notify the faculty member in writing within five (5) business days that the matter is being referred to the CFSC. The notification will include the alleged misconduct, a summary of the evidence supporting the charges, and the relevant University policy or law violated and/or basis for showing that the faculty member has breached acceptable standards for responsible behavior. This information is directed to the CFSC with a request for its review and recommendation.
- c. The faculty member may provide a written response to the charges for consideration by the CFSC. The faculty member's written statement and any other written documentation the faculty member wishes to provide the CFSC in its consideration of the charges, as well as any request for a hearing by the CFSC, shall be submitted to the CFSC within five (5) business days of the written notification from the DFSC/SFSC that the matter has been referred to the CFSC. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable extension of deadlines (see XII.B.2).
- d. The CFSC will review the information regarding the allegation and the faculty member's response and any information obtained through a requested hearing and will recommend to the Provost whether a sanction should be imposed and, if so, the nature of that sanction. A CFSC recommendation will be based on a majority vote of the members of the committee. In the event the vote is not unanimous, minority reports may also be submitted to the Provost. The Dean is required to write a separate report when his or her recommendation differs from the CFSC recommendation.

A "minority report" is defined as a voluntary written statement submitted by a committee member(s) other than the Dean indicating reasons for dissenting from the recommendation made by the majority of the committee. Such a minority report may focus on the alternative conclusions the author wishes to propose and the evidence for such conclusions. The minority report and the Dean's report (if required) must not breach the confidentiality of the disciplinary process by reporting the deliberations of the committee, by reporting the views or statements of individual members of the committee during deliberations, or by being communicated to anyone outside of the disciplinary process.

- e. The CFSC will submit its recommendation, including any minority reports and the Dean's report (if required), in writing to the faculty member, the DFSC/SFSC and the Provost, within ten (10) business days of receiving the case for review or within ten (10) business days of any hearing.
- f. The faculty member may file an intent to appeal the CFSC recommendation to the FRC, and any request for a hearing by the FRC, within five (5) business days of receipt of the CFSC's recommendation following the provisions in Article XVII. The FRC shall refer to the AFEGC any matter that falls within the AFEGC's jurisdiction and shall consider the AFEGC's findings or recommendations in its review of the case.
- g. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. However, such a complaint by itself does not constitute an appeal of disciplinary recommendations. The AFEGC will communicate its findings and recommendations to the faculty member and any other relevant parties in the case with a copy to the Provost.
- h. The Provost will review sanctioning recommendations made by the CFSC including any minority reports, the Dean's report (if required), any appeal recommendations made by the FRC including any minority reports, any reports from the AFEGC, and all supporting materials, and make a decision regarding the disciplinary action. If an appeal was filed, the Provost will notify the faculty member, DFSC/SFSC, CFSC, and FRC of the decision in writing within ten (10) business days of receipt of the

FRC and/or the AFEGC recommendation. If no appeal was filed, the Provost will notify the faculty member, DFSC/SFSC, and CFSC of the decision in writing within fifteen (15) business days of the receipt of the CFSC's recommendation. If the decision results in a sanction, the written decision will include the details of the sanction to be imposed and conditions thereof, and a timeline that identifies the start and end date. The written notification also will be copied to the official personnel files.

2. Sanction proceedings initiated by the Provost

The Provost may initiate sanction proceedings when there is a substantiated finding by an office or entity external to the ASPT process of a violation by a faculty member after all applicable appeals are complete; such as:

Receipt from the University Ethics Officer of a substantiated finding of violation of the State Officials and Employees Ethics Act (5 ILCS 430/) and/or other relevant laws;

Receipt from the Office of Equal Opportunity and Access of a substantiated finding of violation of the Anti-Harassment and Non-Discrimination Policy (University Policy 1.2) and/or state or federal laws prohibiting harassment, discrimination, or retaliation.

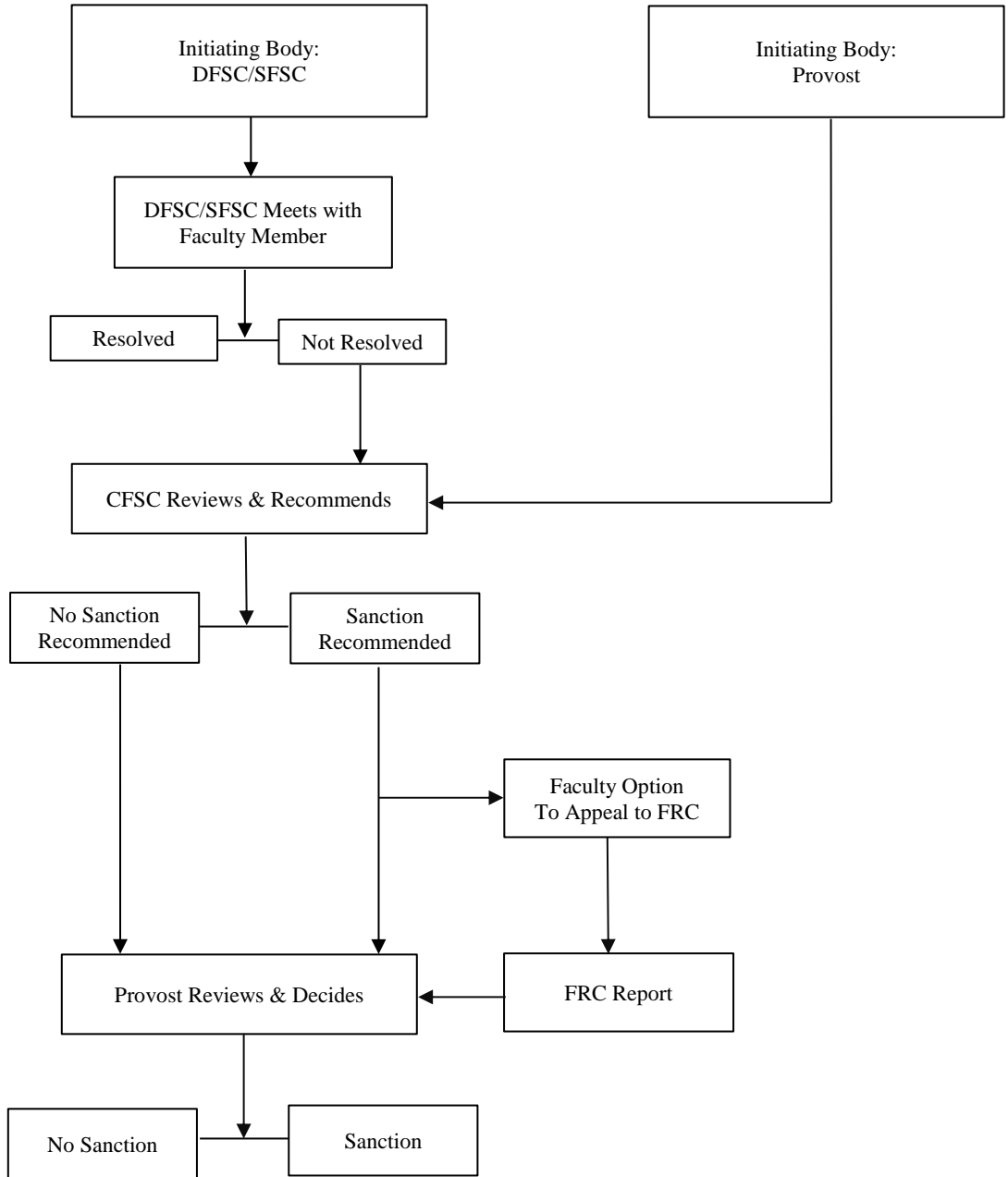
- a. The Provost will notify the faculty member in writing that sanction proceedings are being initiated. The notification will include the original allegation of misconduct, the substantiated findings of a violation, and the office or entity issuing the findings. The Provost will also direct this information to the CFSC, with a request for its review and recommendation. The Provost's written notification to the faculty member and referral to the CFSC will be submitted within five (5) business days of his or her receipt of the aforementioned substantiated and finalized violation.
- b. The faculty member will have an opportunity to provide a written response to the finding for consideration by the CFSC. The faculty member's written statement and any other written documentation the faculty member wishes to provide the CFSC in its consideration of sanctions, as well as any request for a hearing by the CFSC, shall be submitted within five (5) business days of the written notification from the Provost that the matter has been referred to the CFSC. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable extension of deadlines (see XII.B.2).
- c. The CFSC will review the information regarding the finding and the faculty member's response and any information obtained through a requested hearing and will recommend to the Provost whether a sanction should be imposed. If the CFSC recommends imposing a sanction, the CFSC will also recommend the sanction(s) to be imposed. A CFSC recommendation will be based on a majority vote of the members of the committee. In the event the vote is not unanimous, minority reports may also be submitted to the Provost (as defined in XIII.C.1.d). The Dean is required to write a separate report when his or her recommendation differs from the CFSC recommendation.
- d. The CFSC will submit its recommendation, including any minority reports and the Dean's report (if required), in writing to the faculty member and the Provost within ten (10) business days of receiving the case for review or within ten (10) business days of any hearing.
- e. The faculty member may file an intent to appeal the CFSC recommendation to the FRC, and any request for a hearing by the FRC, within five (5) business days of receipt of the CFSC's recommendation following the provisions in Article XVII. The FRC shall refer to the AFEGC any matters that fall within the AFEGC's jurisdiction, and shall consider the AFEGC's findings or recommendations within its review of the case.
- f. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. However, such a complaint by itself does not constitute an appeal of disciplinary recommendations. The AFEGC will

communicate its findings and recommendations to the faculty member and any other relevant parties in the case with a copy to the Provost.

- g. The Provost will review sanctioning recommendations made by the CFSC including any minority reports, the Dean's report (if required), any appeal recommendations made by the FRC and/or the AFEGC, including any minority reports, and all supporting materials, and make a decision regarding the disciplinary action. If an appeal was filed, the Provost will notify the faculty member, CFSC, and FRC of the decision in writing within ten (10) business days of receipt of the FRC and/or the AFEGC recommendation. If no appeal was filed, the Provost will notify the faculty member, and CFSC of the decision in writing within fifteen (15) business days of the receipt of the CFSC's recommendation. If the decision results in a sanction, the written decision will include the details of the sanction to be imposed and conditions thereof, and a timeline that identifies the start and end date. The written notification also will be copied to the official personnel files. The Provost will also subsequently notify the DFSC/SFSC only of the finding and the penalty imposed.
3. If the sanctions include penalties or training requiring action or fulfillment by the faculty member, the parameters of these sanctions, including timeline and acceptable documentation of completion, will be described in the same written notification from the Provost. The faculty member may request, and shall receive, clarification of such parameters.
4. An overview of the sanctions process is found in Appendix 5.

APPENDIX 5

Overview of the Sanctions Process



NOTE:
A faculty member
may file a complaint
with the AFEGC
at any point
in this process.

ARTICLE XIV: SUSPENSIONS

As approved by Faculty Caucus on February 21, 2018 and revised by Faculty Caucus on September 12, 2018

A. General Provisions

1. All parties involved in considering suspension of a faculty member shall refer to the definitions, conditions, and faculty rights set forth in Article XII in addition to this Article XIV.
2. There are three circumstances in which suspension of a faculty member may be considered:
 - a. As a next step in a progressive disciplinary process;
 - b. In circumstances involving credible threat of imminent harm to the faculty member in question, other employees, students, or University property by the faculty member; or severe disruption—due to the faculty member’s actions—of the ability of colleagues to perform their teaching, research, and/or service, or of students to receive their education, services, or the benefits of University programming; or when necessitated by pending criminal investigations or legal proceedings involving the faculty member;
 - c. In circumstances involving substantiated finding of a violation by a body external to the ASPT process (such as one of those listed in XIV.C.3.b) but not involving credible threat of imminent harm or a criminal investigation or legal proceedings.
3. A faculty member may be suspended during dismissal proceedings, if the imminent harm or severe disruption standard applies, or if necessitated by pending criminal investigations or legal proceedings.
4. A faculty member will be afforded due process in the suspension proceedings. This right is balanced against the responsibility of the University to prevent harm to students, the faculty member, other employees, and University property.
 - a. In circumstances involving progressive disciplinary action (XIV.A.2.a), a suspension shall be effected only after all appeals are exhausted.
 - b. In circumstances involving credible threat of imminent harm, severe disruption, or when necessitated by pending criminal investigations or legal proceedings (XIV.A.2.b), a suspension may be effected prior to the initiation of the proceedings detailed in XIV.C so long as those proceedings are initiated immediately upon the start of the suspension.
5. A faculty member may be suspended only for a specified period of time, ordinarily no longer than six calendar months. Under unusual circumstances the Provost may extend the suspension for an additional specified amount of time not to exceed six calendar months at a time and only after seeking the review and recommendation of the faculty member’s CFSC. The faculty member may appeal the extension to the FRC as per XIV.C.2.g-h or XIV.C.3.b.v-vi, but the extension will be in effect during the appeal. Suspensions must be followed by reinstatement, unless the faculty member has resigned, retired, or been dismissed following the process set forth in Article XV.
6. Any suspension of a faculty member for non-disciplinary reasons must be for reasons outlined in XIV.A.2.b and must follow the processes detailed in XIV.C. Ordinarily, one or more forms of paid leave will be preferred to non-disciplinary suspension.
7. In general, public statements about the case should be avoided. University statements about the case, whether during proceedings or after a final decision has been made, may only be made through the Office of the President.

B. Types of Suspensions

1. Suspensions are temporary removal from academic duties (all teaching, and/or all research, and/or all service), with or without exclusion from all or parts of campus, and may include temporary loss of University Login Identification (ULID) access or other privileges.
2. Ordinarily, suspensions will be paid suspensions. Suspensions without pay ordinarily will occur only when legally required and no suspensions without pay will occur until after all appeals are complete.

C. Procedural Considerations Related to Suspensions

Suspension proceedings may be initiated by the DFSC/SFSC or the Provost.

1. Each step in the procedures described below should be completed as soon as is practicable, and normally in the time frame indicated. However, the DFSC/SFSC, CFSC, FRC, Provost, or President may extend these deadlines for good reason, and involved parties may request consideration for doing so. The DFSC/SFSC, CFSC, FRC, Provost, or President will communicate any timeline extensions in writing to all involved parties. Such extensions shall not constitute a procedural violation of this policy.
2. Suspension proceedings initiated by the DFSC/SFSC

The DFSC/SFSC may initiate suspension proceedings as a next step in a progressive disciplinary process when there is evidence of grounds for suspension, such as: continued behavior problems or issues in the faculty member's responsibilities that have not been ameliorated through sanctions; egregious violation of University policies; or egregious violation of laws pertinent to the faculty member's responsibilities.

- a. The DFSC/SFSC will first request in writing to meet with the faculty member to discuss the alleged misconduct and the potential for suspension. Such consultation will include a review of relevant documentation/information. The intent of such consultation is to reconcile disputes and to develop a mutually agreeable solution that ensures safety for the University community and educational success of students. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable scheduling of the meeting (see XII.B.2).
- b. If a mutually agreeable solution is found, it shall be documented in writing and signed by the DFSC/SFSC and faculty member within five (5) business days of the meeting described in XIV.C.2.a. However, this period may be extended if both parties agree that additional time for deliberation would lead to a mutually agreeable solution. The DFSC/SFSC will communicate any timeline extensions to the faculty member in writing within five (5) business days of the initial meeting (XIV.C.2.a.). The length and details of the timeline extension must be stated.
- c. If the issue is not resolved through informal consultation, then the DFSC/SFSC will notify the faculty member in writing that the matter is being referred to the CFSC. This notification will be made within five (5) business days of the initial meeting, if there is no timeline extension as provided under XIV.C.2.b; or within five (5) business days of the expiration of any extension. The notification will include the alleged misconduct, the evidence supporting the charges, relevant documentation/information, and the reasons why suspension may be warranted. This information will be directed to the CFSC with a request for its review and recommendation.
- d. The faculty member will have an opportunity to provide a written response to the charges. The faculty member's written statement and any other written documentation the faculty member wishes to provide the CFSC in its consideration of the charges, as well as any request for a hearing by the CFSC, shall be submitted within five (5) business days of the written notification from the DFSC/SFSC that the matter has been referred to the CFSC. The faculty member's right to seek advice of counsel must be honored and facilitated through reasonable extension of deadlines (see XII.B.2).

- e. The CFSC will review the information regarding the allegation and the faculty member's response and any information obtained through a requested hearing, and recommend to the Provost whether a suspension should be imposed. If the CFSC recommends imposing a suspension, the CFSC will also recommend the length and conditions of the suspension to be imposed. A CFSC recommendation will be based on a majority vote of the members of the committee. In the event the vote is not unanimous, minority reports may also be submitted to the Provost. The Dean is also required to write a separate report when his or her recommendation differs from the CFSC recommendation.

A "minority report" is defined as a voluntary written statement submitted by a committee member(s) other than the Dean indicating reasons for dissenting from the recommendation made by the majority of the committee. Such a minority report may focus on the alternative conclusions the author wishes to propose and the evidence for such conclusions. The minority report and the Dean's report (if required) must not breach the confidentiality of the disciplinary process by reporting the deliberations of the committee, by reporting the views or statements of individual members of the committee during deliberations, or by being communicated to anyone outside of the disciplinary process.

- f. The CFSC will submit its recommendation, including any minority reports and the Dean's report (if required), in writing to the faculty member, the DFSC/SFSC, and the Provost within ten (10) business days of receiving the case for review or within ten (10) business days of any hearing.
- g. The faculty member may file an intent to appeal the CFSC recommendation to the FRC, and any request for a hearing by the FRC, within five (5) business days of receipt of the CFSC's recommendation following the provisions in Article XVII. The FRC shall refer to the AFEGC any matter that falls within the AFEGC's jurisdiction and shall consider the AFEGC's findings or recommendations within its review of the case.
- h. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. However, any such complaint by itself does not constitute an appeal of disciplinary recommendations. The AFEGC will communicate its findings and recommendations in writing to the faculty member and any other relevant parties in the case with a copy to the Provost.
- i. The Provost will review suspension recommendations made by the CFSC including any minority reports, the Dean's report (if required), any appeal recommendations made by the FRC including any minority reports, any reports from the AFEGC, and all supporting materials, and make a recommendation to the President regarding the disciplinary action. If an appeal was filed, the Provost will notify the faculty member, DFSC/SFSC, CFSC, FRC, and President of the recommendation in writing within ten (10) business days of receipt of the FRC and/or the AFEGC recommendation. If no appeal was filed, the Provost will notify the faculty member, DFSC/SFSC, CFSC, and President of the recommendation in writing within fifteen (15) business days of the receipt of the CFSC's recommendation.
- j. The faculty member will have an opportunity to provide a written response to the Provost's recommendation to be considered in the President's deliberations. The faculty member will also submit copies of the written response to DFSC/SFSC, CFSC, the FRC and/or the AFEGC (if applicable), and the Provost. The faculty member's written response shall be submitted to the President within five (5) business days of the written recommendation received from the Provost. The faculty member may also meet with the President by request.
- k. The President will review the recommendations made by the Provost and by the CFSC including any minority reports and the Dean's report (if applicable), the full written report of any hearings, any appeal recommendations made by the FRC and/or the AFEGC, any written response made by the faculty member, and all supporting materials and information. The President will make a decision regarding the suspension recommendation. The President will notify the faculty member, DFSC/SFSC,

CFSC, the FRC and/or the AFEGC (if applicable), and Provost of the decision in writing within ten (10) business days of the receipt of the Provost's recommendation. The President's decision is final.

1. If the decision results in a suspension, the written decision will include the details of the conditions thereof, and a timeline that identifies the start and end date. The written notification will also be copied to the official personnel files.

3. Suspension proceedings initiated by the Provost

- a. Circumstances involving credible threat of imminent harm, severe disruption, criminal investigations, or legal proceedings

The Provost may initiate suspension proceedings in circumstances involving credible threat of imminent harm to the faculty member in question, other employees, students, or University property by the faculty member; or severe disruption—due to the faculty member's actions—of the ability of colleagues to perform their teaching, research, and/or service, or of students to receive their education, services, or the benefits of University programming; or when necessitated by criminal investigations or legal proceedings involving the faculty member. As such, the process is intended to mitigate or eliminate the credible threat of harm or comply with legal requirements.

- i. The Provost will review the alleged misconduct, relevant documentation/information, and the rationale for why an immediate suspension may be warranted.
- ii. The Provost, after the aforementioned review, will make a decision regarding whether a suspension should be imposed. If a suspension is to be imposed, the Provost's decision will also include details of the type and length of suspension. The Provost will notify the faculty member, DFSC/SFSC, and Dean of the decision in writing. The suspension is effective immediately upon serving notice to the faculty member. The written notification also will be copied to the official personnel files.
- iii. A faculty member suspended under the rationale of imminent harm, severe disruption, or the necessity of criminal investigations or legal proceedings retains the right to due process and an immediate review of the suspension complete with recommendations to the Provost by the CFSC according to Article XIV.C.3.b.i-vii, including the right to appeal the suspension to the FRC following the provisions in Article XVII.

When following Article XIV.C.3.b, the CFSC, FRC, and AFEGC will consider all Provost's documentation as allegations rather than "findings" until all appeals have been exhausted.

- iv. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. However, any such complaint by itself does not constitute an appeal of disciplinary actions or recommendations. The AFEGC will communicate its findings and recommendations in writing to the faculty member and any other relevant parties in the case with a copy to the Provost. Suspensions will remain in effect while any grievance is adjudicated.
- b. Circumstances involving a substantiated finding of a violation by an office or entity external to the ASPT process but not involving credible threat of imminent harm, severe disruption, criminal investigation, or legal proceedings

The Provost may also initiate suspension proceedings when there is a substantiated finding by an office or entity external to the ASPT process of an egregious violation by a faculty member after all applicable appeals are complete, such as:

Receipt from the University Ethics Officer of a substantiated finding of egregious violation(s) of the State Officials and Employees Ethics Act (5 ILCS 430/) and/or other relevant laws;

Receipt from the Office of Equal Opportunity and Access of a substantiated finding of egregious violation(s) of the Anti-Harassment and Non-Discrimination Policy (University Policy 1.2) and/or state or federal laws prohibiting harassment, discrimination, or retaliation.

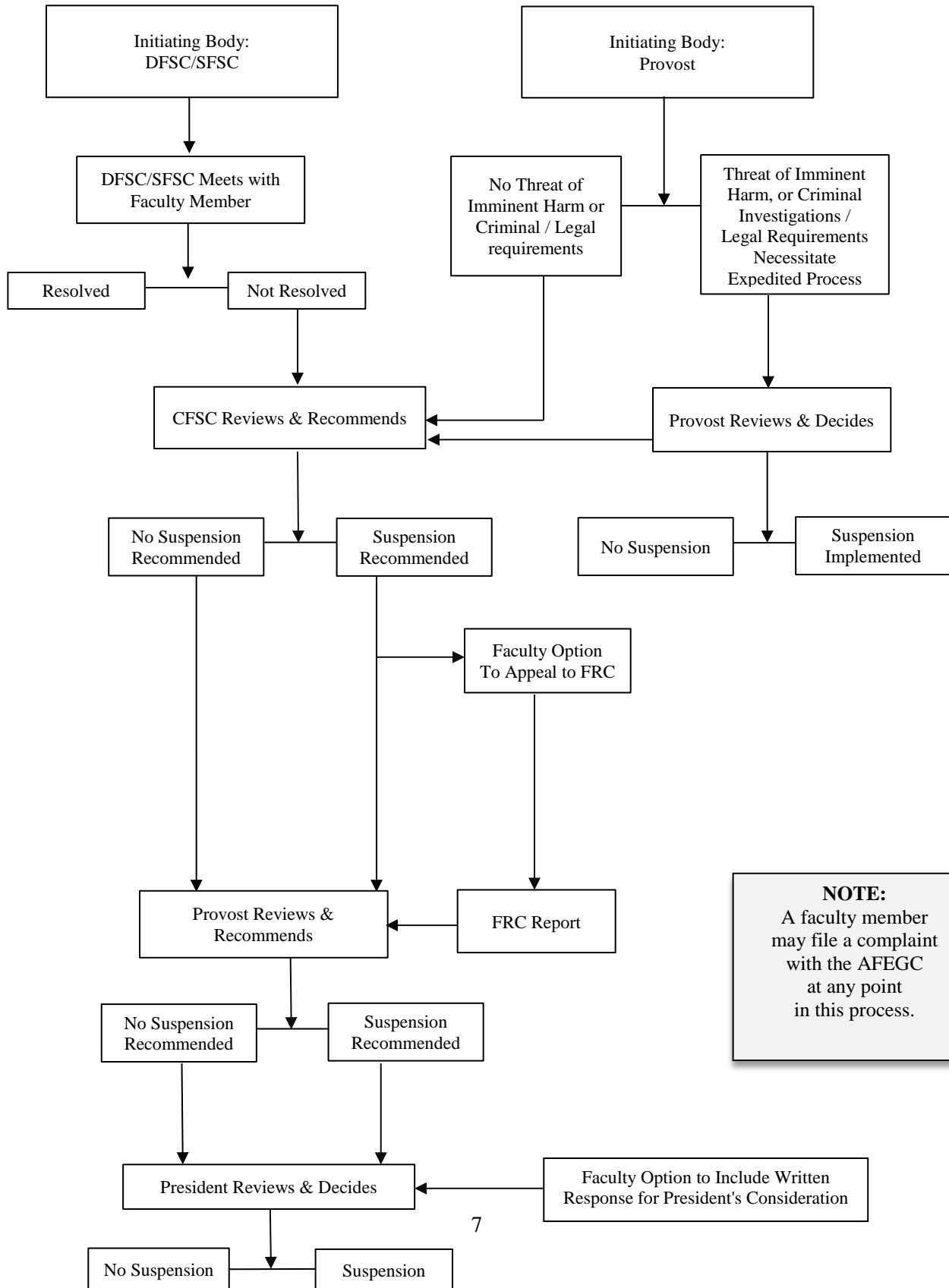
- i. The Provost will notify the faculty member in writing that suspension proceedings are being initiated. The notification will include the original allegation of misconduct, the substantiated findings of a violation, and the office or entity issuing the findings. The Provost will also direct this information to the CFSC, with a request for its review and recommendation. The Provost's written notification to the faculty member and referral to the CFSC will be submitted within five (5) business days of his or her receipt of the aforementioned substantiated and finalized violation.
- ii. The faculty member will have an opportunity to provide a written response to the finding for consideration by the CFSC. The faculty member's written statement and any other written documentation the faculty member wishes to provide the CFSC in its consideration of suspension, as well as any request for a hearing by the CFSC, shall be submitted within five (5) business days of the written notification from the Provost that the matter has been referred to the CFSC. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable extension of deadlines (see XII.B.2).
- iii. The CFSC will review the information regarding the finding and the faculty member's response and any information obtained through a requested hearing and will recommend to the Provost whether a suspension should be imposed. If the CFSC recommends imposing a suspension, the CFSC will also recommend the length and conditions of the suspension to be imposed. A CFSC recommendation shall be based on a majority vote of the members of the committee. In the event the vote is not unanimous, minority reports may also be submitted to the Provost (as defined in XIV.C.2.e). The Dean is also required to write a separate report when his or her recommendation differs from the CFSC recommendation.
- iv. The CFSC will submit its recommendation, including any minority reports and the Dean's report (if required), in writing to the faculty member and the Provost within ten (10) business days of receiving the case for review or within ten (10) business days of any hearing.
- v. The faculty member may file an intent to appeal the CFSC recommendation to the FRC, and any request for a hearing by the FRC, within five (5) business days of receipt of the CFSC's recommendation following the provisions in Article XVII. The FRC shall refer to the AFEGC any matters that fall within the AFEGC's jurisdiction, and shall consider the AFEGC's findings or recommendations within its review of the case.
- vi. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. However, any such complaint by itself does not constitute an appeal of disciplinary recommendations. The AFEGC will communicate its findings and recommendations in writing to the faculty member and any other relevant parties in the case with a copy to the Provost.
- vii. The Provost will review suspension recommendations made by the CFSC including any minority reports, the Dean's report (if required), any appeal recommendations made by the FRC and/or the AFEGC including any minority reports, and all supporting materials, and make a recommendation to the President regarding the disciplinary action. If an appeal was filed, the Provost will notify the faculty member, CFSC, FRC and President of the recommendation in writing within ten (10) business days of receipt of the FRC and/or the

AFEGC recommendation. If no appeal was filed, the Provost will notify the faculty member, the CFSC, and President of the recommendation in writing within fifteen (15) business days of the receipt of the CFSC's recommendation.

- viii. The faculty member will have an opportunity to provide a written response to the Provost's recommendation to be considered in the President's deliberations. The faculty member will also submit copies of the written response to CFSC, the FRC and/or the AFEGC (if applicable), and the Provost. The faculty member's written response shall be submitted to the President within five (5) business days of the written recommendation received from the Provost. The faculty member may also meet with the President by request.
 - ix. The President will review the recommendations made by the Provost and by the CFSC including any minority reports and the Dean's report (if applicable), the full written report of any hearings, any appeal recommendations made by the FRC and/or the AFEGC, any written response made by the faculty member, and all supporting materials and information. The President will make a decision regarding the suspension recommendation. The President will notify the faculty member, CFSC, the FRC and/or the AFEGC (if applicable), and Provost of the decision in writing within ten (10) business days of the receipt of the Provost's recommendation. If the decision results in a suspension, the written decision will include details of the conditions thereof, and a timeline that identifies the start and end date. The written notification also will be copied to the official personnel files. The President's decision is final.
 - x. The Provost will subsequently notify the DFSC/SFSC only of the finding and any discipline imposed.
4. No conditions for corrective actions to be taken prior to reinstatement may be attached to any suspension. Any additional sanctions must follow the process outlined in Article XIII and will remain separate from the timeline for the suspension.
 5. If the reasons for suspension also constitute adequate cause for dismissal as described in Article XV, the written notice of suspension from the Provost shall so indicate, and then the dismissal procedures delineated in Article XV will commence.
 6. An overview of the suspensions process is found in Appendix 6.

APPENDIX 6

Overview of the Suspension Process



NOTE:
A faculty member may file a complaint with the AFEGC at any point in this process.

ARTICLE XV: DISMISSAL

As approved by Faculty Caucus on February 21, 2018 and revised by Faculty Caucus on September 12, 2018

A. General Provisions

1. All parties involved in considering disciplinary dismissal of a probationary or tenured faculty member shall refer to the definitions, conditions, and faculty rights set forth in Article XI and Article XII in addition to this Article XV.
2. Termination of a faculty member's appointment is delimited by the ISU Constitution, Article III, Section 4.B. Pertinent to a termination that might occur for disciplinary reasons, Article III, Section 4.B.1 states that "cause for dismissal shall be related, directly and substantially, to the fitness of faculty members in their professional capacity as teachers or researchers, and may be deemed to exist when faculty members can no longer be relied upon to perform their University duties and functions in a manner consonant with professional standards."
3. As stated in the Constitution and reiterated in Article XI.B.3, the standard for dismissal of a faculty member is that of adequate cause. "The burden of proof shall be upon the institution. Negative performance evaluation ratings shall not shift the burden of proof to the faculty member (to show cause why the faculty member should be retained). Evaluation records may be admissible but may be rebutted as to accuracy."
4. A disciplinary dismissal of a faculty member may be considered:
 - a. As a final step in a progressive disciplinary process, when other recourses of disciplinary action have been exhausted without effect, and when lack of fitness and/or failure to perform are at issue, or malfeasance is demonstrable (see Article XI.B.1);
 - b. Upon notification from a law enforcement or judiciary body or other entity external to the University of a substantiated finding of malfeasance;
 - c. Upon notification of a substantiated finding by an office or entity external to the ASPT process of egregious violation(s) by a faculty member that imply malfeasance or lack of fitness; or
 - d. In a circumstance involving harm or credible threat of imminent harm by the faculty member against other employees, students, or University property such that the harm or threat implies malfeasance.
5. A faculty member shall be afforded due process in the dismissal proceedings. A dismissal shall be effected only after all appeals are exhausted.
6. In general, public statements about the case should be avoided. University statements about the case, whether during proceedings or after a final decision has been made, may only be made through the Office of the President.

B. Procedural Considerations Related to Dismissal

Disciplinary dismissal proceedings may be initiated by the DFSC/SFSC or the Provost.

1. Each step in the procedures described below should be completed as soon as is practicable, and normally in the time frame indicated. However, the DFSC/SFSC, CFSC, FRC, Provost, or President may extend these deadlines for good reason, and involved parties may request consideration for doing so. The DFSC/SFSC, CFSC, Provost, or President will communicate any timeline extensions in writing to all involved parties.

2. Dismissal Proceedings Initiated by the DFSC/SFSC

The DFSC/SFSC may initiate dismissal proceedings as the final step in a progressive disciplinary process when there is evidence of adequate cause, such as when continued problems that have not been remediated through sanction(s) and/or suspension(s) suggest a lack of fitness, failure to perform, or malfeasance. The DFSC may also initiate dismissal proceedings in a case of continuing unsatisfactory performance suggesting a lack of fitness or failure to perform (see XI, XII.5, XV.A.5).

- a. The DFSC/SFSC will first request in writing to meet with the faculty member to discuss the grounds for dismissal for cause, and the potential for dismissal. Such consultation will include a review of relevant documentation/information. The intent of such consultation is to reconcile disputes and to develop a mutually agreeable solution. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable scheduling of the meeting (see XII.B.2).
- b. When appropriate, the Dean, Provost, or an administrative designee with information pertinent to the matter (such as the University Ethics Officer) may also be present. Ordinarily, an attorney for the University will not be present.
- c. When appropriate, the DFSC/SFSC may also meet with any persons having information or relevant documentation pertinent to the matter. Any such individuals consulted shall be made known to the faculty member, and the resultant information or documentation shall be provided.
- d. If a mutually agreeable solution is found, it shall be documented in writing and signed by the DFSC/SFSC, faculty member, Dean, and Provost within five (5) business days of the meeting. However, this five-day period may be extended if all parties agree that additional time for deliberation would lead to a mutually agreeable solution. The DFSC/SFSC will communicate any timeline extensions to the faculty member in writing within five (5) business days of the initial meeting. The details of the timeline extension must be stated.
- e. If a mutually agreeable solution does not result, then the DFSC/SFSC will notify the faculty member in writing that the matter is being referred to the CFSC. This notification will be made within five (5) business days of the initial meeting, if there is no timeline extension; or within five (5) business days of the expiration of any extension. The notification will include: a statement of the grounds for dismissal articulating adequate cause, a description of the alleged misconduct (or continuing unsatisfactory performance if the grounds for dismissal are not disciplinary), the evidence supporting the charges of misconduct or other grounds for dismissal, relevant documentation/information, and the reasons why disciplinary dismissal may be warranted. The notification will also include: a statement regarding the outcome of the preliminary meeting with the faculty member, and information regarding the faculty member's procedural rights. This information is directed to the CFSC with a request for its review and recommendation, with a copy submitted to the Provost.
- f. Dismissal proceedings initiated by the DFSC/SFSC are directed to and reviewed by the CFSC. Formal proceedings as described in XV.B.4 will then commence.

3. Dismissal Proceedings Initiated by the Provost

The Provost may initiate dismissal proceedings in circumstances when there is evidence of adequate cause (see XI.B.1 and XII.A.5) that originates external to the ASPT process.

- a. The Provost reviews the alleged misconduct, including but not limited to any finding, the evidence supporting the finding, relevant documentation/information, and the rationale for why a disciplinary dismissal may be warranted.
- b. As part of the review process, the Provost may consult with any persons having information or relevant documentation pertinent to the matter. Any such individuals consulted shall be made known to the faculty member, and the resultant information or documentation shall be provided.

- c. The Provost will notify the faculty member in writing that dismissal proceedings are being initiated. This notification will be made within five (5) business days from when the Provost completes the review and will include: a statement of the grounds for dismissal articulating adequate cause, the original allegation of misconduct, the substantiated finding of a violation (if any), the office or entity issuing the findings, relevant documentation/information, and the reasons why disciplinary dismissal may be warranted. The notification will also include information regarding the faculty member's procedural rights. The Provost will also direct this information to the CFSC, with a request for its review and recommendation, with a copy submitted to the DFSC/SFSC who may enter their position into the record for the CFSC's consideration.
 - d. Dismissal proceedings initiated by the Provost are directed to and reviewed by the CFSC. Formal proceedings as described in XV.B.4 will then commence.
4. Commencement of Formal Proceedings by the CFSC
- a. The formal proceedings will commence with a written notification from the CFSC addressed to the faculty member within five (5) business days of the CFSC's receipt of the referral from the DFSC/SFSC or the Provost. The notice will acknowledge receipt of the disciplinary referral, inform the faculty member of his or her procedural rights, and inform the faculty member that a hearing will be conducted by the CFSC at a specified time and place. The hearing date should be set at least ten (10) business days from the date of the notification. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable extension of deadlines (see XII.B.2).
 - b. The faculty member may provide a written response to the charges and submit this document and any other written documentation the faculty member wishes to provide the CFSC in its consideration of dismissal to the CFSC no later than five (5) business days before the date set for the hearing. Hearings will then follow the procedures described in XV.B.5.
 - c. The faculty member may waive the hearing by notifying the CFSC in writing no later than five (5) business days before the date set for the hearing.
 - d. In absence of a hearing, the CFSC will review each allegation in the referral; the evidence, documentation and information regarding the allegation(s); the rationale for why disciplinary dismissal may be warranted; and the DFSC/SFSC's statement regarding the outcomes of the preliminary proceedings (if applicable). The CFSC will also review the faculty member's written response to the charges (if submitted). The CFSC will have the authority to review any other relevant information, and to interview any other persons who may have relevant information.
 - e. The CFSC will then deliberate and recommend to the Provost whether the faculty member should be dismissed. The CFSC's recommendation will state the basis on which it finds cause or no cause for dismissal. The CFSC may recommend other disciplinary actions in lieu of dismissal. The CFSC's recommendation will be based on a majority vote of the members of the committee. In the event that the vote is not unanimous, minority reports may also be submitted to the Provost. The Dean is required to write a separate report when his or her recommendation differs from the CFSC recommendation.

A "minority report" is defined as a voluntary written statement submitted by a committee member(s) other than the Dean indicating reasons for dissenting from the recommendation made by the majority of the committee. Such a minority report may focus on the alternative conclusions the author wishes to propose, and the evidence for such conclusions. The minority report and the Dean's report (if required) must not breach the confidentiality of the faculty disciplinary process by reporting the deliberations of the committee, by reporting the views or statements of individual members of the committee during deliberations, or by being communicated to anyone outside of the disciplinary process.

- f. The CFSC will report its recommendation, including any minority reports and the Dean's report (if required), in writing to the faculty member, DFSC/SFSC, and the Provost within ten (10) business days of the date that was set for the hearing.
 - g. The faculty member may file an intent to appeal the CFSC recommendation to the FRC and any request for a hearing with the FRC within five (5) business days of receipt of the CFSC's recommendation following the provisions in Article XVII. The FRC shall refer to the AFEGC any matter that falls within the AFEGC's jurisdiction, and shall consider the AFEGC's findings or recommendations within its review of the case.
 - h. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any other policy under the AFEGC's jurisdiction has been violated. However, such a complaint by itself does not constitute an appeal of disciplinary recommendations. The AFEGC will communicate its findings and recommendations to the faculty member and any other relevant parties in the case with a copy to the Provost.
 - i. The Provost will not make his or her recommendation until all appeals have been completed.
5. Hearings by the CFSC
- a. If the faculty member has not waived a hearing, the CFSC shall hold a hearing. As with all ASPT matters, dismissal proceedings are conducted confidentially and in private.
 - b. The faculty member shall have the right to have an advisor or counsel present at the hearing. The role of the advisor or counsel is to offer advice or counsel to the faculty member only; the advisor or counsel may not otherwise participate in the hearing. The faculty member's right to seek advice or counsel must be honored and facilitated through reasonable scheduling of the hearing (see XII.B.2).
 - c. The referring party (DFSC/SFSC or the Provost) will attend the hearing and be available to respond to questions and present information as needed.
 - d. In the event the Provost is not the referring party, the Provost or designee(s) will attend the hearing as an observer. Ordinarily, the Provost's designee will not be an attorney for the University, although there may be exceptions.
 - e. A member of the Faculty Caucus, elected by the Faculty Caucus, will attend the hearing as an observer. Members of the Faculty Caucus from the faculty member's college may not serve as the elected observer, vote for the elected observer, receive information regarding the case, or be present during Faculty Caucus Executive Committee or Faculty Caucus when the case is discussed or the observer elected.
 - f. The CFSC will determine the order of proof, conduct the questioning of witnesses, and secure the presentation of evidence important to the case. The proceedings will be audio or video recorded at the expense of the University and a copy provided to the faculty member at no cost. The CFSC may have the proceedings transcribed; if so, a copy shall be provided to the faculty member at no cost.
 - g. The CFSC may ask questions of both the faculty member and the referring party (DFSC/SFSC or the Provost) based on their written statements.
 - h. If facts are in dispute, testimony of witnesses should be taken and/or other evidence received. Appropriate procedures for the participation of witnesses will be determined by the CFSC.
 - i. The faculty member shall have the right to call a reasonable number of witnesses. The CFSC shall assist in securing the participation of witnesses of the faculty member's choosing. The CFSC shall have the discretion to limit the number of witnesses.

- j. The CFSC may reschedule the hearing, or postpone its conclusion to a later date, if it determines that additional time is needed for the collection of information or evidence, the coordination of witnesses, or the faculty member's preparation to respond. However, because the CFSC cannot compel the participation of a witness, ordinarily the proceedings shall not be delayed by the unavailability of a witness. The CFSC will communicate any timeline extensions to the faculty member in writing. The length and rationale for the timeline extension must be stated.
 - k. The CFSC shall have the right to ask questions of all witnesses who testify orally. The faculty member and members of the referring party may suggest questions in writing before or during the hearing to the CFSC, which shall retain the right to determine whether and how a question is asked. When witnesses cannot appear or decline to appear, written testimony may be submitted. Copies of any written testimony shall be provided to the faculty member. Anonymous testimony will not be permitted. The CFSC may, at its discretion, grant adjournments to enable either party to investigate evidence to which a valid claim of surprise is made.
 - l. The CFSC will permit closing statements by the faculty member and by the referring party or designee. The CFSC may exercise its discretion in allowing a reasonable amount of time for each statement.
 - m. The CFSC will then adjourn to deliberate and recommend to the Provost whether the faculty member should be dismissed. The CFSC's recommendation will include a full written report of the hearing and will state the basis on which it finds cause or no cause for dismissal. The CFSC may recommend other disciplinary actions in lieu of dismissal. A CFSC recommendation will be based on a majority vote of the members of the committee. In the event the vote is not unanimous, minority reports may be submitted to the Provost (as defined in XV.B.4.e). The Dean is required to write a separate report when his or her recommendation differs from the CFSC recommendation.
 - n. The CFSC shall submit its recommendation, including any minority reports and the Dean's report (if required), in writing to the faculty member, DFSC/SFSC, and the Provost within ten (10) business days of the conclusion of the hearing.
 - o. The faculty member may file an intent to appeal the CFSC recommendation to the FRC, and any request for a hearing by the FRC, within five (5) business days of receipt of the CFSC's recommendation following the provisions in Article XVII. The FRC shall refer to the AFEGC any matters that fall within the AFEGC's jurisdiction, and shall consider the AFEGC's findings or recommendations within its review of the case.
 - p. The faculty member retains the right to file a complaint at any time with the AFEGC, following the provisions of University Policy 3.3.8, if the faculty member believes their academic freedom, the Code of Ethics, or any policy under the AFEGC's jurisdiction has been violated. However, such a complaint by itself does not constitute an appeal of disciplinary recommendations. The AFEGC will communicate its findings and recommendations to the faculty member and any other relevant parties in the case with a copy to the Provost.
 - q. The Provost will not make his or her recommendation until after all appeals have been exhausted.
6. Provost's Consideration of CFSC's Recommendation

The Provost will review the disciplinary recommendations made by the CFSC including any minority reports and the Dean's report (if applicable), the full written report of any hearing, any appeal recommendations made by the FRC including any minority reports, any reports from the AFEGC, and all supporting materials, and make a recommendation to the President regarding the disciplinary action. If an appeal was filed, the Provost will notify the faculty member, DFSC/SFSC, CFSC and FRC of the recommendation in writing within ten (10) business days of receipt of the FRC and/or the AFEGC's recommendation. If no appeal was filed, the Provost will notify the faculty member, DFSC/SFSC, CFSC, and President within fifteen (15) business days of the receipt of the CFSC's recommendation.

7. Faculty Member's Response to the Provost's Recommendation

The faculty member will have an opportunity to provide a written response to the Provost's recommendation to be considered in the President's deliberations. The faculty member will also submit copies of the written response to DFSC/SFSC, CFSC, the FRC and/or the AFEGC (if applicable), and the Provost. The faculty member's written response shall be submitted to the President within five (5) business days of the written recommendation received from the Provost. The faculty member may also meet with the President by request.

8. President's Consideration of the Provost's Recommendation

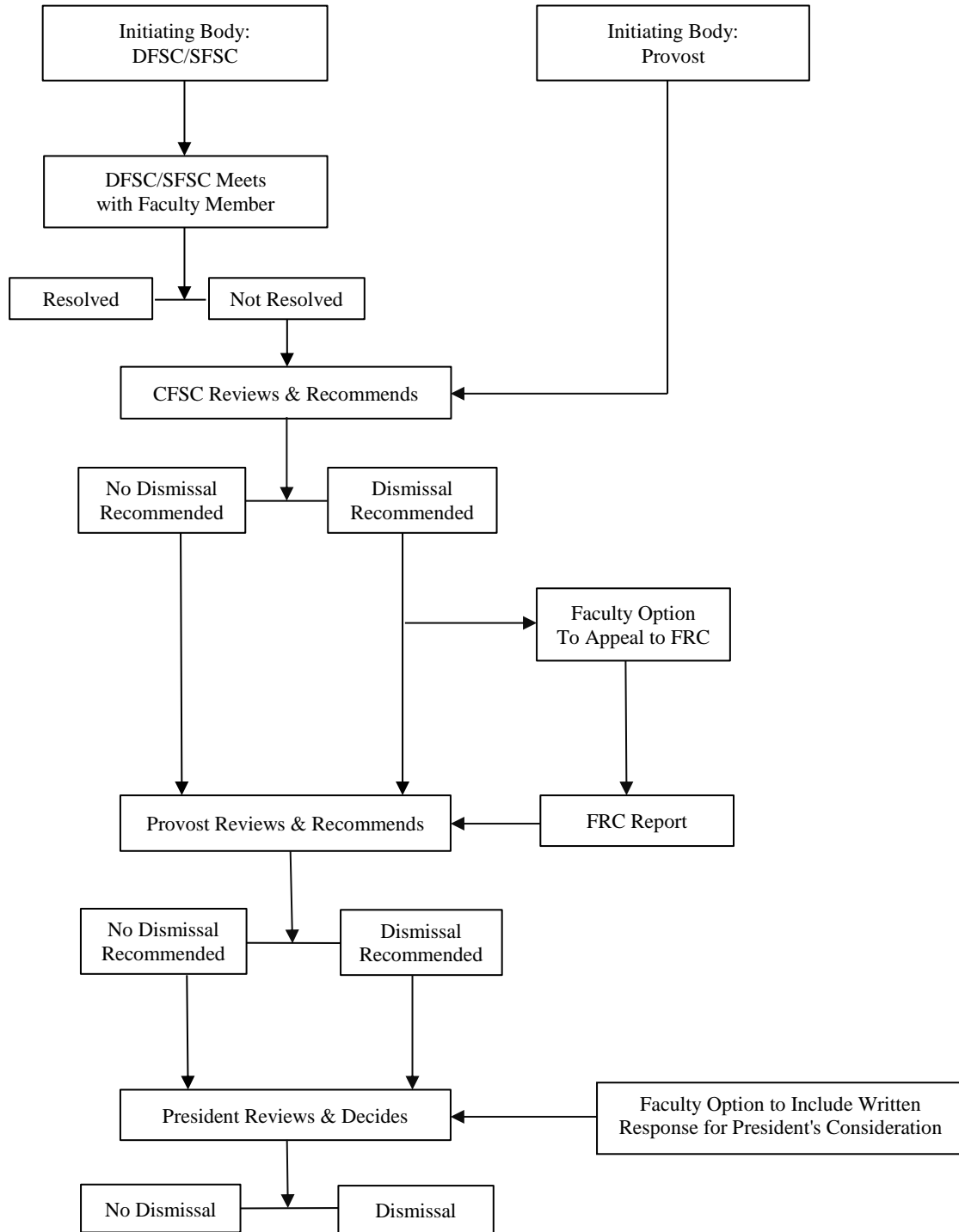
The President will review the recommendations made by the Provost and by the CFSC including any minority reports and the Dean's report (if applicable), the full written report of the hearing, any appeal recommendations made by the FRC and/or the AFEGC, any written response made by the faculty member, and all supporting materials and information. The President will make a decision regarding the dismissal action. The President will notify the faculty member, DFSC/SFSC, CFSC, the FRC and/or the AFEGC (if applicable), and Provost of the decision in writing within 10 business days of the receipt of the Provost's recommendation. If the decision results in a dismissal, the notification will state the cause, the grounds for the dismissal, the effective date, and the procedures that were followed in its review and consideration. The written notification also will be copied to the official personnel files. The President's decision is final.

9. All communication regarding the final outcome of the case must be in accordance with XV.A.6.

10. An overview of the dismissal process is found in Appendix 7.

APPENDIX 7

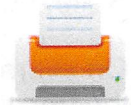
Overview of the Dismissal Process



NOTE:
A faculty member may file a complaint with the AFEGC at any point in this process.



(<https://www.insidehighered.com>)



Research shows professors work long hours and spend much of day in meetings

Submitted by Colleen Flaherty on April 9, 2014 - 3:00am

Professors work long days, on weekends, on and off campus, and largely alone. Responsible for a growing number of administrative tasks, they also do research more on their own time than during the traditional work week. The biggest chunk of their time is spent teaching.

Those are the preliminary findings of an ongoing study at Boise State University -- a public doctoral institution -- of faculty workload allocation, which stamps out old notions of professors engaged primarily in their own research and esoteric discussions with fellow scholars.

"The ivory tower is a beacon — not a One World Trade Center, but an ancient reflection of a bygone era — a quasar," John Ziker, chair of the anthropology department at Boise State University, says in a new scholarly blog post in which he discusses his faculty workload findings. "In today's competitive higher-education environment, traditional universities and their faculty must necessarily do more and more, and show accomplishments by the numbers, whether it be the number of graduates, the number of peer-reviewed articles published or the grant dollars won."

Ziker's [Blue Review post](#) ^[1] continues: "It is harder to count — and to account for — service and administrative duties. These are things we just do because of the institutional context of *Homo academicus*, and it's hard to quantify the impact of these activities or the time spent, but they are exceedingly important for intellectual progress of the larger *Homo* clans."

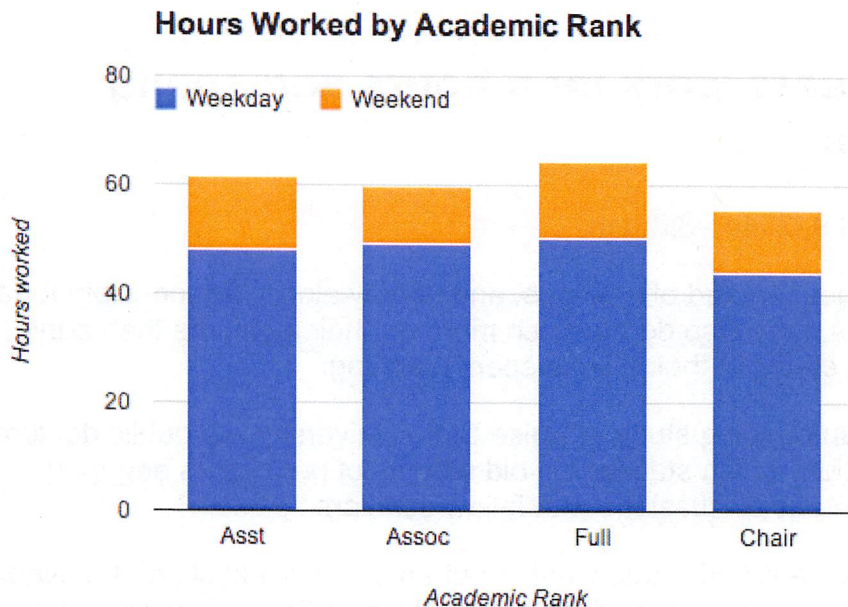
But of course just how professors spend their time has major implications for faculty, students and their institutions, he says — especially as Boise State has recently adopted a policy that professors should spend 60 percent of their time teaching. Hence the need for the Time Allocation Workload Knowledge Study, or "TAWKS."

Using a modified version of the anthropological technique "24-hour recall," 30 tenure-track and tenured study participants were asked to report everything they did from 4 a.m. on the previous day to the day of the recall interview. Ziker says the technique is especially good at capturing rare and common activities than other methods. About half the participants provided a full week's worth, or seven days, of data, and others provided one to six days' worth of data. Responses for all 166 days were coded to determine exactly how the professors were spending their working hours. (Time spent on truly personal activities was not included in the study.)

The study is only in its early stages, and the findings from what Ziker calls Phase 1 are anything but conclusive. The sample size is small and participants were not chosen randomly (all 550 Boise State full-time faculty members were asked to participate but just 30 responded). But Ziker says the findings are "highly suggestive" because they are so consistent across participants. In an interview,

Ziker said he didn't know how representative the findings were of institutions others than Boise State, but said that future phases of the study would involve outside professors.

On average, faculty participants reported working 61 hours per week – more than 50 percent over the traditional 40-hour work week. They worked 10 hours per day Monday to Friday and about that much on Saturday and Sunday combined. Perhaps surprisingly, full professors reported working slightly longer hours both during the week and on weekends than associate and assistant professors, as well as chairs.



Ziker says the most surprising finding so far is that faculty participants spent 17 percent of their work week in meetings – including those with students – and 13 percent of the day on email (both for research and with students).

So combined, he says, 30 percent of faculty time “was spent on activities that are not traditionally thought of as part of the life of an academic.”

About one-third of work-week days – 35 percent – was spent on teaching, including 12 percent for instruction and 11 percent on course administration, such as grading and updating course webpages.

Just 3 percent of the work-week day was spent on primary research and 2 percent was spent on manuscript writing.

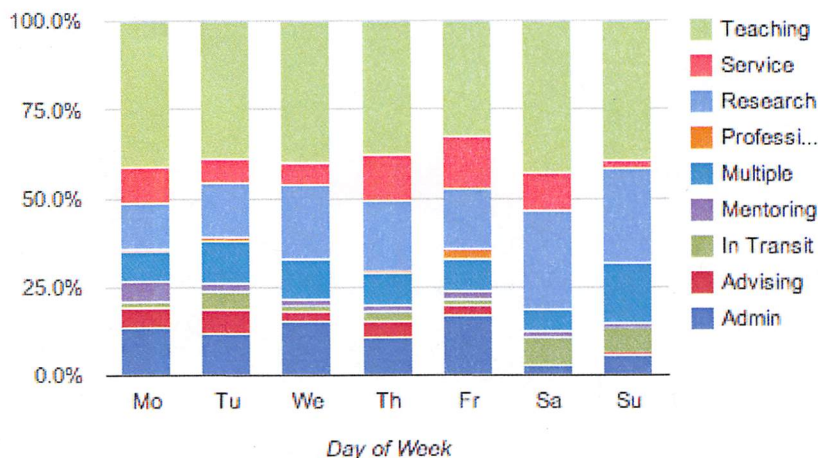
On the weekend, faculty spent about 23 percent of their working time on class preparation, 13 percent on course administration, 10 percent of the time on email, and 9 percent at workshops and conferences. Professional conversations, manuscript writing and “housekeeping,” such as updating files, rounded out of the rest of the time.

Combining work week and weekend, faculty subjects spent about 40 percent of their time on teaching-related tasks, or about 24.5 hours.

Ziker points out that 24.5 hours is almost exactly 60 percent of a 40-hour work week.

“So, what is happening?” he asks. “Are faculty shirking their teaching duties, or is workload policy geared for a time and place when success was defined largely by teaching?”

Job Function by Day of Week



Probably not. Because research – “and the external funding and recognition it brings” – makes up just 17 percent of the work week and 27 percent of weekend work, he says, faculty members have an “entrepreneurial spirit, a willingness to exploit their free time for work.”

Matthew Genuchi, a professor of psychology at Boise State who is Ziker's co-investigator (along with assistant professors of anthropology Kathryn Demps and David Nolin), said in an interview that “there appears to be something quite paradoxical occurring” with the findings on research, given that research and grants are “the most valued in the tenure and promotion process.” He noted, however, that the study did not take into account summer work habits -- when faculty members may have more time to do research. Ziker said that is when he personally gets most of his research and writing done, as well as during other breaks throughout the year.

The study also gives insight into exactly where professors are carrying out their work. Some 59 percent of work – or 36 hours per week – takes place on campus, with 24 percent of work taking place at home and 17 percent of work taking place at other off-campus locations.

As to how academics are working, the study suggests they’re working mostly on their own – alone 57 percent of the time. Only 17 percent of participant time was spent doing activities with colleagues and 15 percent of our time was spent doing activities with students.

“Being a faculty member appears to be a lonely occupation,” Ziker says.

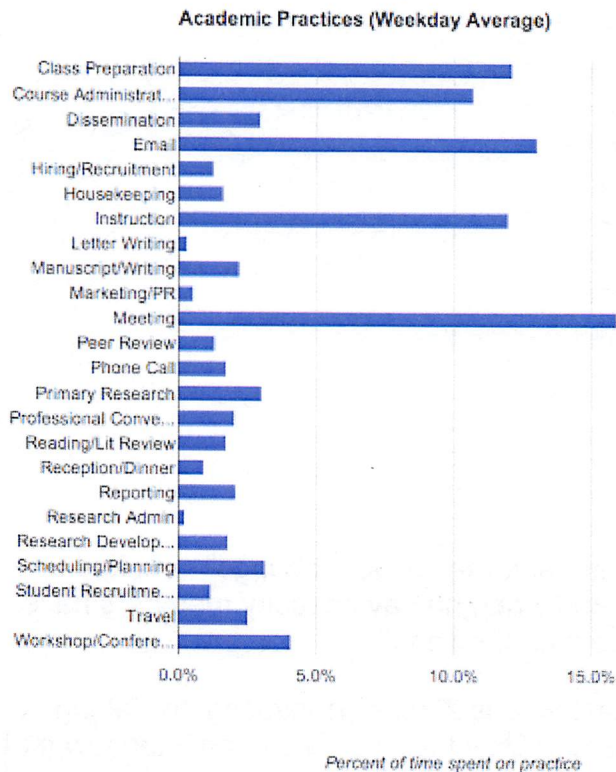
Genuchi said he was surprised by the “loneliness” finding. It demands further study, he said, but one possible implication could be that “faculty may feel generally isolated even though they work in a setting that is full of people, including colleagues and students.”

Additionally, he said, it may be saying something about the overall trend in higher education toward inter- or transdisciplinarity. “While faculty may be shifting toward engaging in work with colleagues across disciplinary lines, they appear to be engaging in a majority of that work in isolation.”

Ziker agreed, saying that the dynamic stands in particular contrast to graduate school or post-doctoral appointments, when “academics are used to having a lot of time in conversations and contact with colleagues.”

When faculty members were working with other faculty members, the main activities were meetings, professional conversations, conferences and workshops and research dissemination.

Collaborative research and especially teaching “appears to take a back seat in faculty meetings,” Ziker says.



The American Association of University Professors doesn't have good, recent data on faculty workload allocation with which to compare the TAWKS data. The best available data, from 2003 (taken from the National Study of Postsecondary Faculty), show that full-time faculty members work 53.4 hours in a week. About 62 percent of that was teaching, including course preparation and advising, with 18 percent devoted to research and 20 percent to administrative and other tasks.

For full-time faculty members at four-year colleges and universities, such as Boise State, those figures show that faculty worked 54.4 hours per week, with about 58 percent of time spent on teaching, 22 percent of time on research and 20 percent on administrative and other tasks.

John Curtis, director of research and public policy for the AAUP, said there currently is "a lot of pressure on faculty members to increase the time they spend on all three aspects of their work."

Legislators and the general public emphasize teaching as a priority, he said, "because that's what they think of as the primary, if not exclusive, work of faculty members, and it's very visible." Tuition also brings in additional revenue in for colleges and universities in some situations," he said, "which administrators like."

At the same time, institutions value research because it brings in external funding, Curtis said – a point Ziker makes. It's also the "primary source of visibility and rewards," such as publication, tenure and promotions, for faculty members.

Many tasks fall under the "broad heading" of service, Curtis said, and there's also administrative reporting to the institution: student learning assessment exercises and reports; committees for hiring, promotion, curriculum, and budget planning; departmental, school or college, and university administration; student activities; and service to disciplinary associations and community service organizations.

So the best answer to the question, "How do faculty members get anything done?" is "most often that they work longer hours" he said.

Ziker, Genuchi, Demps and Nolin currently are working on Phase 2 of the study, in which participants will use a smartphone app they've developed. The phase will be based on a method called "experience sampling," in which participants respond or "check in" to text messages they receive at random times, to report what they are doing. The phase also includes a daily self-report about satisfaction with daily productivity.

"Linking time allocation to productivity will allow us to investigate a number of ideas about what makes for successful and happy faculty," Ziker says.

Ultimately, the TAWKS team wants to develop a tool to help faculty reflect regularly on their productivity levels and work patterns.

"Promoting accountability to self demonstrates academic freedoms and provides a way to augment the reporting approach to workload that is likely not going away," Ziker says. "If we can make the road of *Homo academicus* less lonely in the process, it won't seem long at all."

Source URL: <https://www.insidehighered.com/news/2014/04/09/research-shows-professors-work-long-hours-and-spend-much-day-meetings?width=775&height=500&iframe=true>

Links:

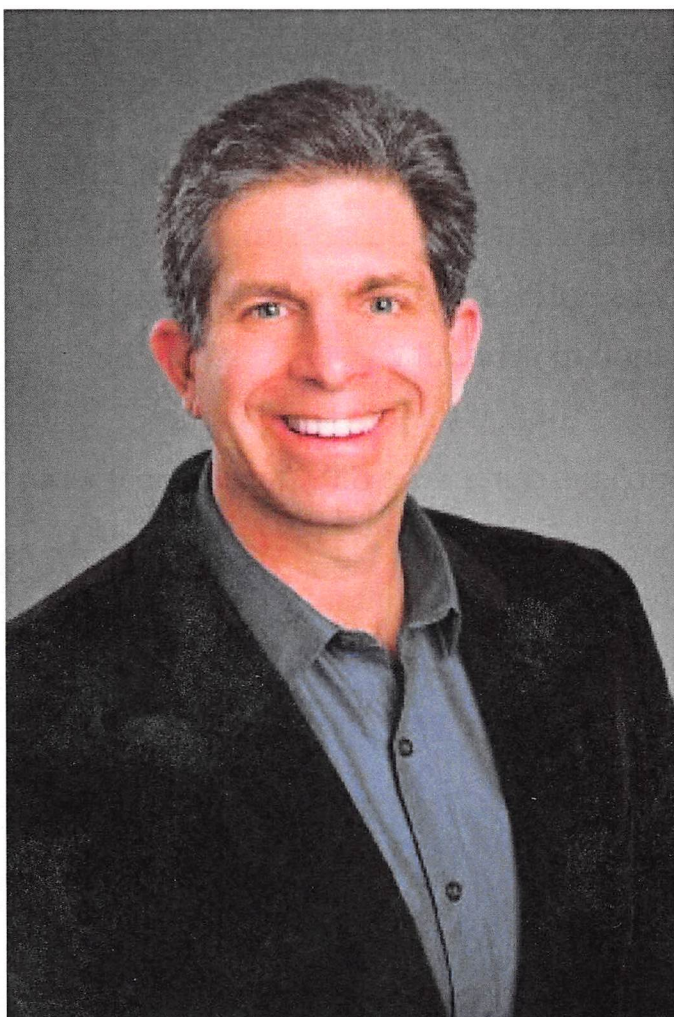
[1] <https://thebluereview.org/faculty-time-allocation/>

THE CHRONICLE of Higher Education

RESEARCH

How Much Do Professors Work? One Researcher Is Trying to Find Out

By Julian Wylie | FEBRUARY 05, 2018



Courtesy of Boise State U.

John Ziker developed an app to help faculty record how many hours a week they spend doing their job.

How many hours should professors work each week? Everyone has a different answer, especially professors.

Case in point: When Nicholas A. Christakis, a professor at Yale University, asserted on Twitter that graduate students should work more than 60 hours each week, a debate ensued. Professors pointed to studies that suggested not everyone can devote more than 40 hours each week to their jobs — for example, if they have kids — or that the institutions and departments they work for may have different standards of work, research, and competitiveness.

Christakis drew his point from a 2014 study at Boise State University that found that faculty participants reported

working, on average, 61 hours per week. They self-reported working 10 hours per day Monday to Friday and about that much on Saturday and Sunday combined, with a significant portion of their days spent dealing with email and attending faculty meetings.

The lead researcher on that 2014 study, John P. Ziker, began exploring the subject after learning Boise State had adopted a policy that professors there should spend 60 percent of their time teaching. Since then, he's continued the research, developing an app to refine participants' method of reporting. He spoke with *The Chronicle* about the renewed interest in his research and the next phases of his study.

Q. What did you think of the tweet that brought new attention to your work?

A. It definitely aligned with the findings that we had from our initial study back in 2014. So the method that we used was a 24-hour recall diary. But I would say something about our sample: It was not a random sample, and it was not really meant to be representative of all of Boise State University or of higher education in general. We sent out an email basically to the whole tenure-track faculty and asked them if they'd be willing to participate. We got 30 people. And so that's about 5 percent of the BSU faculty, so it's not a huge percentage. The people who did volunteer may have been the more motivated side of the faculty. But obviously there are faculty here working that much and that was an average. And so I think what Christakis said in his tweet kind of makes sense, especially [at elite universities], given how competitive it is to get there.

Q. But the study is ongoing.

A. Just going back to Phase 1 [in 2014], I'd say it was kind of a proof of concept on one level. So the goal here was to take methods used in anthropology to study small-scale societies and apply them to higher-education faculty.

We're developing a mobile app. It's kind of like the step monitors or heart-rate monitors that people wear now. It's still self-reporting. You get a ping and you respond whether you're working. We have to make it clear that what we mean by working is that it's

something that's related to your institutional duties in higher education. So I could be working on my car or whatever or I could be working in my garden, but that's not what we mean.

So if you say no, that you're not working, then the survey is over. But if you say yes, then there are other questions. We have these dropdown menus that are populated by the categories [teaching, research, administrative work] that we got from the first phase of the study.

One of the side effects of having the app or being involved in the study is that an individual may work harder because they never know exactly when you're going to get a ping, and you don't want to be, say, walking to Starbucks when that happens.

The thing that we're really interested in is work-life balance. We don't want people to work 80 hours a week. So basically the app provides a way to reflect on what you're doing. And people can take that in whatever direction.

Q. What's the end goal?

A. What we're trying to do now is create a reference sample or a couple of different reference samples to get a few departments to contribute their data for like a week so that we can get a good picture of what people are doing in that department. After that, we'll kind of open it up to get different schools involved. That would be more like in Phase 3.

Q. How have you felt about the responses you've gotten?

A. In general, professors are a little bit averse to being monitored. So that's why we're kind of framing this more as a professional-development tool as opposed to monitoring. It's generally not a top-down monitoring initiative. It's more of a bottom up. What can we discover about the patterns of our work? And is there a way to make our lives more balanced?

The Christakis tweet exemplifies that people are working a lot harder than the average U.S. citizen probably recognizes, and that's actually really bad for higher education. Because if people don't think we're working, they're not voting in legislators who are

going to give money to higher education. And we see this downward trend in terms of how much states are supporting higher education. If you look at different countries or Canada, they pay their teachers about twice as much as we pay our teachers, and in higher education they make significantly more than than we do, at least for public universities. So I mean anything we can do to demonstrate the value of what we're doing is going to be beneficial.

This interview has been edited for length and clarity.

A version of this article appeared in the February 16, 2018 issue.

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