

WORCESTER POLYTECHNIC INSTITUTE
October 4, 2018

To: The WPI Faculty

From: Tanja Dominko
Secretary of the Faculty

The second Faculty meeting of the 2018-2019 academic year will be held on **Thursday, October 4th, 2018 at 3:15 pm in Olin Hall 107.**

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|---|-------------|
| 1. Call to Order | T. Dominko |
| • Approval of the Agenda | |
| • Approval of the Consent Agenda and the Minutes from 9-13-18 | |
| 2. Opening Announcements | T. Dominko |
| 3. President's Report | L. Leshin |
| 4. Provost's Report | W. Soboyejo |
| 5. Reading of Memorial Resolution: President Edmund T. Cranch | R. Sisson |
| 6. Committee Business | |
| • Committee on Governance (COG) | S. Roberts |
| Committee on Appointments and Promotions (COAP) | |
| Motion to adopt guidelines for Mentoring and Professional Development of Professors at the Associate Level | |
| 7. Committee Reports | |
| • Committee on Governance (COG) | |
| Update on the "Global School" proposal | D. Spanagel |
| | W. Soboyejo |
| 8. New Business | |
| 9. Closing Announcements | |
| 10. Adjournment and Reception at <i>the quorum</i> | |

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WORCESTER POLYTECHNIC INSTITUTE
Faculty Meeting Minutes
September 13, 2018

Summary:

1. Call to Order
2. Welcome
3. President's Address
4. Provost's Report
5. Committee Business: CAO, CGSR
6. Introduction of New Faculty
7. Closing Announcements
8. Adjournment

Detail:

1. Call to Order

The first Faculty meeting of the 2018-2019 academic year was called to order in Olin Hall 107 by **Prof. Dominko** (BBT). The consent agenda (with one minor change: switching the order of the Committee Business and Introduction of New Faculty), and the consent agenda including the minutes of the May 8, 2018 Faculty meeting, were approved as distributed.

2. Welcome

Prof. Dominko, as the incoming Secretary of the Faculty, delivered the following welcome:

In my time at WPI, I have had no greater privilege than to be addressing you today as the Secretary of the Faculty. I thank you for the confidence that you have expressed in me, and I pledge to you that I will do everything I can in the next three years to live up to your expectations.

I also thank all of you who have already been so generous with your thoughtful advice, especially when it was in direct conflict with what I'd just heard the day before from someone else.

Before we move on, I have just a few observations that I'd like to make.

The principle of shared governance – that we talk about all the time but don't always get quite right - is a clear commitment to trust, collaboration, communication, transparency, inclusiveness, honesty and integrity. Shared governance implies a shared commitment between the faculty, the staff, and all levels of the administration, especially the Provost, the President and the Board of Trustees. All, of course, for the benefit of our students. Let's not forget them!

As an integral and equal partner in the governance of the university – and in many ways around whom the university revolves – the faculty is responsible for making recommendations on - and helping to decide - overarching issues of campus-wide concern. Faculty and staff come together with university administrators to develop policies, processes, programs that respond effectively to the challenges facing the university.

Our 12 faculty governance committees – alone - connect to all administrative offices, and are broadly concerned with supporting all facets the university's mission.

And when seen in that light, active participation in Faculty governance is not merely a checkbox for service. It is, instead, an exercise of university leadership. So to all our committee members, and especially to our committee Chairs, remember that with all your responsibilities comes – I dare say - a significant degree of authority.

Let's face it. There are many challenges ahead of us that will require that we trust each other, respect and distill the diversity of our opinions, and be thoughtful in our deliberations as we chart the course for this next chapter of our university. Developing common goals for the year and formulating strategies to accomplish them will allow us to support each other in our respective individual campus roles; and it will clarify our positions on matters of broad significance. But most importantly, it will tighten our community! The issues and concerns that unify us and should be our highest priorities can only be identified after we have had an extended opportunity to listen to each other in an open, thoughtful, and critical but productive manner.

No two of us are the same. But our individual differences are actually our strongest assets in the pursuit of collective, not individual, excellence. The value that each one of us brings to the university is not measured by the titles we hold. It is measured much more accurately by the contributions we make in our respective roles every day to our collective success. Each one of us without exception adds a note to an artfully composed piece of music. If one is removed, or even misplaced, or expected to play a role that it was not suited to, then the music no longer flows smoothly.

So, I welcome all of you here today at the start of a new academic year –especially those of you who are brand new to our campus. Throughout the year, take time to listen to your colleagues, think big thoughts, and speak up even if your ideas seem farfetched. As your Secretary of the Faculty, I promise nothing more than to do the same!!

Prof. Dominko welcomed everyone to stop by the Faculty Governance office in Salisbury Labs 225!

3. President's Address

President Leshin welcomed everyone to the start of the academic year, and thanked Prof. Dominko for her opening remarks, setting the stage for a great year of collaborating on issues that impact the academic enterprise. The President then shared some thoughts she had presented at the recent Town Hall meeting. She described the Foundation framework for the year ahead: Elevate Impact; Business Processes Best Practice; Integrate Foisie; Comprehensive Campaign Leadership Phase; 5 Year Capital Plan; Looking Ahead

President Leshin reviewed WPI's operating revenue and expense history over the past 11 years, showing steady growth in both. WPI also ranks second in instructional expenditures as percentage of total expenses among the university's eleven peer institutions. In most recent national rankings reported by the Princeton Review and the US News and World Report, WPI has improved its ranking to #59 among National Universities (from #61), #33 in Faculty Resources and #5 in Best run colleges (See **Addendum #1** attached to the file copy of these minutes).

The President then thanked Provost Bursten for his service to WPI over the past three and a half years, and also thanked Dean Soboyejo for stepping in as Provost Ad Interim. She extended an invitation to everyone to thank Provost Bursten at the reception at the President's house following this meeting, and apologized for having to leave the meeting early for the ribbon-cutting ceremony at the Foisie Business School Center.

4. Provost's Report

Provost Bursten stated that, while this would be his last Faculty meeting as Provost, it has been his privilege to manage our academic excellence, and that everyone should be proud of that advancement. He spoke about the new faculty members who will bring their talent and passion to WPI, and all the hard work done in the past years to enhance the diversity of the faculty.

Provost Bursten acknowledged a team led by Prof. Skorinko (SSPS), including Prof. Demetry (ME), Prof. Farny (BBT), Prof. Lingo (FBS), and Prof. Roberts (CHE), who have received a \$1 million NSF ADVANCE grant award for the proposal "Adaptation: Advancing Toward Equity and for Stem Faculty". He pointed out that this year we welcome the largest and strongest incoming freshman class, noting that the demand for WPI's excellence remains extremely high. The Provost was very proud of departments and the Faculty for their support and guidance to the incoming students. He closed by reminding us to have great collective pride in what we have already accomplished, and to look forward to accomplishing more.

5. Committee Business

CAO

Prof. Mattson (CBC), for the Committee on Academic Operations (CAO), moved that the undergraduate students identified in the distributed meeting materials be approved for September 1, 2018 graduation. (See **Addendum #2** attached to the file copy of these minutes). The motion **passed**.

CGSR

Prof. Scarlata (CBC), for the Committee on Graduate and Research Studies (CGSR), moved that the graduate students identified in the distributed meeting materials be approved for September 1, 2018 graduation. (See **Addendum #3** attached to the file copy of these minutes). The motion **passed**.

6. Introduction of New Faculty

Prof. Dominko reported that approximately 47 new Faculty members will be introduced by School or Division: 20 Tenured or Tenure-Track (TTT) faculty, 2 new military colleagues, and 25 Non-Tenure-Track (NTT) faculty. All the new faculty members would be presented with their own copy of the Faculty Handbook.

Provost Bursten introduced **Dean Taylor** (Inter. Dean, FBS), who introduced **Prof. Strong** (Inter. Dept Head, FBS), who introduced Prof. Appari (Asst. Teach. Prof., FBS); Prof. Gonsalves (Instruc., FBS); and Prof. Worthington (Instruc., FBS).

Dean Soboyejo (Eng.) introduced Department Heads and Program Directors or their designees in turn:

Prof. Roberts (CHE) introduced Prof. Wilcox (James H. Manning Professor, CHE).

Prof. El-Korchi (CEE) introduced Prof. Walker (Schwaber Professor of Environmental Engineering, CEE).

Prof. McNeill (ECE) introduced Prof. Bhadam (Assistant Professor, ECE); Prof. Doroz (Assistant Teaching Professor, ECE); Prof. Guler (Visiting Assistant Professor, ECE); Prof. Zekavat (Visiting Professor, ECE).

Prof. Demetriou (ME, AE program) introduced Prof. Jayachandran (Assistant Professor, ME, AE).

Prof. Sisson (ME) introduced Prof. Cote (Assistant Professor, ME); Prof. Narra (Assistant Professor, ME); Prof. Powell (Associate Professor, ME); Prof. Soderhjelm (Assistant Research Professor, ME); and Prof. Wang (Assistant Research Professor, ME).

Prof. Wills (CS) introduced Prof. Calli (Visiting Assistant Professor, CS); Prof. De Carli (Assistant Professor, CS); Prof. Roberts (Assistant Professor, CS); and Prof. Smith (Assistant Teaching Professor, CS).

Prof. Wills (CS), for Dean King (A&S), introduced Department Heads and Program Directors or their designees in turn:

Prof. Boudreau (HUA) introduced Prof. Aguilar (Assistant Teaching Professor, English/Writing, HUA); Prof. Davis (Assistant Teaching Professor, U.S. History, HUA); Prof. DiMassa (Assistant Professor, German, HUA); Prof. El Hamzaoui (Instructor, Arabic and Writing, HUA); Prof. Giapoudzi (Visiting Instructor, Drama/Theater, HUA); Prof. McIntyre (Assistant Professor, Writing, HUA), Prof. Moody (Assistant Teaching Professor, Philosophy/Religion, HUA); Prof. San Martin, Assistant Teaching Professor, Global History, HUA); and Prof. Telliell (Assistant Teaching Professor, Philosophy/Religion HUA).

Prof. Capogna (MA), introduced Prof. Doytchinova (Senior Instructor, MA); Prof. Druskin (Research Professor; MA); Prof. Mayer; (Postdoctoral Scholar, MA); Prof. Nasralah (Postdoctoral Scholar, MA); and Prof. Ptukhin (Postdoctoral Scholar, MA).

Prof. Douglas (SSPS) introduced Prof. Incollingo Rodriguez (Assistant Professor, SSPS)

VPR. Vernescu (MA) introduced **Prof. Burnham** (PH), who introduced Prof. Balashev (Fulbright Scholar and Visiting Research Professor, PH).

Dean Heinricher (UGS) introduced Lt. Col. Skiles II (AF/ROTC); and MAJ Heppe (MS).

Each new faculty member described their research interests very briefly.

Prof. Dominko thanked Michael Dorsey (Dir. Res. Comm.) and Allison Duffy (Dir. P.R.) for their efforts in coordinating these biographies for the introductions. All biographies are included in **Addendum #4** attached to the file copy of these minutes.

7. Closing Announcements

Dean Heinricher reminded everyone that the student course reports are no longer in paper form. He explained that one week prior to the end of term, students will receive an email prompting them to complete their report, and the process will close the day prior to end of class. Dean Heinricher stated that additional information would be forthcoming.

Prof. Skorinko (SSPS), the PI of the “Adaptation: Advancing Toward Equity and for Stem Faculty” award stated that information on the proposal components would be presented at an upcoming faculty meeting.

Prof. DiBiasio (CHE) announced the showings of “The Poisoned Dream: the Love Canal Nightmare: Wednesday, September 19th, 7:30pm in Fuller UPR and Thursday, September 20th, 8:30pm on the Jumbotron in Foisie. Lois Gibbs, who led local residents of the Love Canal in a multi-year battle to get the federal government to address the disaster, will make a presentation on Sept. 24 at 5pm in Kinnicutt Hall. It will be the inaugural presentation in what is hoped to become a formal Social Justice Seminar Series.

8. Adjournment

Meeting was adjourned at 4:45pm by **Prof. Dominko**.

Respectfully submitted,

Tanja Dominko
Secretary of the Faculty

Addenda on file with these minutes:

1. Addendum #1: President Leshin's Address
2. Addendum #2: CAO Undergraduate Student Graduation List – September 13, 2018
3. Addendum #3: CGSR Graduate Student Graduation List – September 13, 2018
4. Addendum #4: September 2018 New Faculty Biographies

Date: October 4, 2018

To: WPI Faculty

From: Committee on Governance (Prof. Spanagel, Chair)
Committee on Appointments and Promotions (Prof. Sullivan, Chair)

Re: Motion to adopt guidelines for Mentoring and Professional Development of Professors at the Associate Level

Motion: The Committee on Governance (COG) and the Committee on Appointments and Promotions (COAP) recommend and we move that the proposed guidelines for Mentoring and Professional Development of Professors at the Associate Level (as described below) be added to the *WPI Faculty Handbook* as Part Two (Policies and Operating Procedures), Section 1 (Policies Regarding the Status of the Faculty), Subsection E.

Description of the Proposed Mentoring and Professional Development Program:

(to be inserted as Part Two, Section 1.E of the Faculty Handbook; the current Section 1.E Interim Policy on Faculty Conduct will be renumbered as Section 1.I and moved accordingly.)

[Note: text deleted from version sent on September 20th denoted by ~~strike through~~ and text added **bold**]

I. Mentoring and Professional Development of Professors at the Associate Level

i. Overview.

Strategic professional development opportunities will empower faculty members to engage in career planning, seek productive collaborations and build communities to accelerate and promote their work. Mentoring is a key component of faculty professional development. It is defined here as a process by which an experienced faculty member serves as a guide to an individual (usually with less experience) for the purposes of *socializing them to disciplinary norms, fostering their acquisition of institutional and scholarly knowledge, and providing professional opportunities and personal and/or professional support*. Hence, to foster continuing professional development and promotion in academic rank, all tenured associate professors and continuing (i.e., full-time) non-tenure track associate professors are encouraged to establish a Mentoring Team.

ii. Mentoring Team Makeup and Training.

The tenured associate professor or continuing (i.e., full time) non-tenure track associate professors seeking mentorship ~~will~~ **are encouraged** to choose a Mentoring Team consisting of two faculty members. Individuals are encouraged to also include their respective department head as a third member of their Mentoring Team, when appropriate and to strengthen their relationship with their department head.

Mentoring Team members will be selected by individual faculty members based on their mentoring needs. It is anticipated that most Mentoring Team members will be at a higher rank (e.g., full professor); however, individual faculty members are encouraged to choose those members who they feel will best serve as mentors. Associate professors are encouraged to discuss their Mentoring Team member choice with trusted colleagues.

Each Mentoring Team member (including department heads) ~~will~~ **is encouraged to** undergo training (as described in Section v. below). Faculty members are free to change their selected mentors as their professional interests, goals, and needs evolve.

iii. Mentoring Team Model and Frequency of Interaction.

Mentoring Teams will assist tenured associate professors and continuing (i.e., full-time) non-tenure track associate teaching and associate research professors in their professional development, help them reflect on their longer-term accomplishments and future goals, and provide feedback in a confidential and collegial setting.

Individual associate professors with a Mentoring Team are encouraged to meet with their Mentoring Team every two years. In addition, Mentoring Team members are expected to meet regularly (ranging from once per month to twice per year) with the faculty member on an individual basis where meetings may involve informal conversations about professional development, a discussion of the faculty member's Professional Development Plan (PDP)¹, or a more formal assessment of the faculty member's readiness for promotion in rank.

It is expected that Mentoring Team members will advise on the criteria for promotion in academic rank and potentially serve as members of the Joint Promotion Committee. Meetings with the Mentoring Team are not to be considered performance reviews; they are not a substitute for annual meetings with department heads or for regular consultation with other mentors. Rather, Mentoring Team meetings held at regular intervals are intended to facilitate continued professional development and promotion. The results of Mentoring Team meetings are advisory and will be shared exclusively with the faculty member.

iv. Administration.

The Associate Professor Mentoring Program will be administered through the Morgan Teaching and Learning Center. Periodic program assessment will be administered through the Center.

v. Mentorship Training.

Mentor training consists of three components: 1) understanding and proper interpretation of WPI's promotion criteria (for both TTT and NTT faculty members); 2) being an effective mentor including the use of Professional Development Plans; and 3) handling implicit bias². Training is designed, customized, delivered and refined to meet program needs. Training is administered through the Morgan Teaching and Learning Center and offered biannually to a cohort of identified Mentoring Team members. This training is also required of the provost, deans, department heads and program directors.

vi. Mentoring Team Meeting and Reporting.

Mentoring Team meetings will focus on discussions of the professional development of the faculty member (using the Professional Development Plan, where appropriate) and serve as a group mentoring experience. If desired, the faculty member may draft a summary of the meeting and ask

¹ The template for Professional Development Plans is available through the Morgan Teaching and Learning Center.

² Implicit biases are unconscious thoughts that are automatically activated without conscious awareness that can inadvertently influence thoughts, decisions, and behaviors. Implicit biases are pervasive, but they do not necessarily align with explicit beliefs, biases, or motivations.

the Mentoring Team to verify that they agree with the contents of the drafted summary. This summary of the meeting is only for their personal communication and will not be shared with anyone else unless agreed to by all parties. The Mentoring Team meeting should normally take place before the end of ~~D-term in the year the meeting occurs~~ the academic year.

All faculty members choosing to establish a Mentoring Team should address career goals, align those goals with the criteria for promotion, and set objectives or milestones that they intend to achieve (using the Professional Development Plan, where appropriate). Faculty should also maintain annual updates to two forms of vitae: 1) following the more detailed requirements of COAP (organization and categories available from Faculty Governance); and 2) one that is more appropriate for sharing with the faculty member's outside professional community.

The Morgan Teaching and Learning Center will maintain a record of ~~the Mentoring Team members for each faculty member (along with completed training dates~~ mentoring program participants. The faculty members participating in the program as mentees and the content of the meetings will be confidential. **Periodically, COAP and COG will request from department heads and the Morgan Teaching and Learning Center reports on actions taken to support mentoring and professional development.**

Rationale:

The University has an essential role in professional development and promotion, yet at WPI this responsibility has not been carried out effectively for mid-career tenure-track (TTT) faculty members and for non-tenure-track (NTT) faculty members. (Note: Department Tenure Committees serve this role for probationary faculty).

In the 2014 COACHE survey³, the lowest rated response by associate professors and by women to any question in the survey was:

Q130B: There is effective mentoring of tenured associate professors in my department.

Associate professors' responses:

Strongly + somewhat agree: WPI: 6%; compared to Peers: 14%; and All: 15%

Women faculty members' responses:

Strongly + somewhat agree: WPI: 0%; Peers: 24%; All: 20%

The main purpose of this motion is to ensure that Tenured (TTT) and Continuing Non-Tenure Track (NTT) faculty members in all departments have opportunities to receive mentoring for professional development and nomination for promotion. The expected consequences are increased numbers of faculty who advance in rank and increased faculty satisfaction with the promotion process.

This proposal presents a flexible Mentoring Team model for both TTT and NTT faculty members, and addresses the following elements:

- 1) Provides consistency in defining the composition of a mentoring team for individual faculty members;

³ Collaborative on Academic Careers in Higher Education faculty satisfaction survey.

- 2) Relies on the Morgan Teaching and Learning Center to administer and monitor the mentorship program;
- 3) Promotes formal training of mentors, as well as the provost, deans, department heads and program directors;
- 4) Defines the expectations for mentoring team meetings and their frequency; and
- 5) Makes clear that the discussions between faculty members and their mentors are confidential.

Mentoring Team meetings are neither performance reviews nor a substitute for annual meetings with a department head; however, the annual performance review meetings with the department head should be informed by the faculty member's Professional Development Plan (PDP). Consequently, this proposal encourages faculty to include department heads as members of their Mentoring Team. In addition to creating a link between faculty development and departmental operations, the suggested inclusion of department heads on Mentoring Teams is also expected to promote information exchange across departments and divisions, which may lead to more uniform mentorship activities and practices across WPI.

Resource Needs at the Outset:

It is expected that the Provost's Office will provide the Morgan Teaching and Learning Center with administrative and financial support for the proposed Associate Professor Mentoring Program, including the following:

- 1) Personnel support to administer the program, maintain records, consult with faculty and perform periodic assessments;
- 2) Funding for workshops to assist faculty in preparing Professional Development Plans (PDP); and
- 3) Funding for mentor training (PDP development and implementation, procedures and criteria for promotion, and handling implicit bias) for all relevant personnel.