

# Faculty Development and Administrative Relations Council

Brian Hornbuckle, Chair

October 26, 2023

Members present: Ann Smiley, Elisabeth Lonergan, Grant Dewell, Yongyeon Cho, Richard Lesar, Dan Anderson, Brian Hornbuckle.

## **1 Introductory Go-around**

Brian asked each member present to describe an “ah-ha” moment.

## **2 Approval of Minutes for September 22, 2023.**

Motion to approve by Ann. Seconded by Richard. Approved unanimously.

## **3 Reports from Committees**

### **3.1 Recognition and Development**

Dan reported on foreign travel grants. There were 14 applications, which is on the low side. Seven were awarded. His committee also awards the Big 12 Faculty Fellowships. It’s important to note that the composition of the Big 12 is changing, which means that some institutions will no longer be part of this fellowship program after this year (the University of Texas, the University of Oklahoma) while others have been added (the University of Cincinnati, Brigham Young University, the University of Houston, the University of Central Florida) and more will be added next year (the University of Arizona, Arizona State University, the University of Colorado, the University of Utah).

### **3.2 Equity, Diversity, and Inclusion**

No report.

### **3.3 Facilities and Educational Resources**

No report.

### **3.4 Task Force on Educational Materials**

Ann is a member of this task force. The committee has visited caucuses a second time. Was going to change the Faculty Handbook, but what is happening is for policy, there are implications for grad students and post-docs, so the current plan is for this to go in the Policy Library. Then the

Governance Council will change the Faculty Handbook to point to this policy and be consistent with it. It is not clear whether input will be received from the full Faculty Senate. Brian pointed out that some faculty with extension appointments are still confused about ownership, but co-chair Steven Lonergan is aware of this. Allowing the university to control material for three years may be excessive to ensure course continuity. We agreed that if a faculty member dies, more than one year is needed. Two years may be a good compromise.

## **4 Old Business**

### **4.1 Update on “Myths and Misconceptions about Community-engaged Scholarship with Promotion and Tenure.”**

Brian met with the two primary authors of the document on October 24. We discussed the feedback received.

1. “While community-engaged scholarship is part of Extension and Outreach, Extension and Outreach is not always part of community-engaged scholarship.” Our plan is to re-work the introduction to address this issue. Faculty who conduct community-engaged scholarship do not necessarily have extension appointments. Instead the introduction will focus on how community-engaged scholarship relates to ISU’s strategic plan.
  - (a) Define the term “community-engaged scholarship.”
  - (b) Reference the origin of this work (extension scholarship workgroup) in a footnote.
  - (c) Make it clear that we are addressing implicit bias, even when it might be offensive to some (“women are more suited for community-engaged scholarship”). We are trying to give voice to the real experiences of some faculty.
  - (d) Point out that it would be helpful if a faculty member’s PRS has explicit language if they will be conducting community-engaged scholarship.
2. Several comments to the effect “this isn’t true for *my* unit. This speaks directly to the reason why this document was written, to let in be known that these myths do in fact exist in other units. If it is not “true” for some units, that doesn’t mean these myths are not circulating in other units. We also will not create customized documents for different colleges. If these myths are not present in your college, fantastic!
3. There was a request to provide citations. But this again is not the point of the document. It is not to do a literature review. The point is to expose myths that some faculty have found to exist in their unit, the intent is to speak to this “unofficial knowledge.”
4. Another myth is that you can’t do community-engaged scholarship unless you have an extension appointment.

### **4.2 Update Proposed Changes to Faculty Handbook Section 5.2.2.5.**

1. Make this section encompass all work at ISU whose focus is to serve people, primarily (but not exclusively) outside the university. In other words, all work that is not teaching/instruction, institutional service, research/scholarship, or administration.
  - (a) VP Henderson wants to support all engagement between faculty and the general public.

- (b) Use language analogous to extension buzzwords like “stakeholder” and “clientele.”
  - (c) Clarify the distinction between extension and outreach, along with other terms frequently used to describe service to people within and outside the university. The “thinner” versus “thicker” types of engagement.
  - (d) Examples of engagement other than via extension.
2. Describe what distinguishes faculty with extension appointments from faculty that serve people in ways other through extension.

Faculty with extension appointments should demonstrate a high level of impact for their clientele (e.g., changes in learning, behavior, or conditions). An extension program is defined by the iterative development cycle: needs assessment; curriculum based on learning objectives; content delivery; and evaluation.

The also must comply with USDA and college requirements.

3. Clearly distinguish engagement with people from institutional service.
4. Show how faculty can have impact without performing scholarship.

The existing FH carefully distinguishes between scholarly teaching and scholarship of teaching and learning as separate position responsibilities that are fulfilled through different activities with different outputs. Scholarship of teaching and learning might flow naturally from someone’s teaching, but it’s still a distinct professional activity. If FDAR wants to propose making scholarship of extension and outreach a recognized professional activity, it should be separated from E&O practice, even though the scholarship may flow naturally from the practice. The current draft of revised 5.2.2.5 mashes them up together.

### **4.3 Request from FDAR Chair: In-state Tuition for All Residents.**

See link on Canvas and the following email from Department of Agronomy faculty member.

I don’t know if this is something for the university senate to take up, but ISU should definitely provide in state tuition to people in this situation. Hard to tell what our policy is. However, in a different but somewhat similar situation, I just had to get a waiver for my post-doc’s wife. They pay state taxes (and a bunch of private companies have tried to hire him now that I have him in the US...). Yet his spouse didn’t qualify for in state tuition. Luckily the university provided a waiver without complaint.

Brian investigated and found the following. According to Jennifer Suchan, graduate assistants, predoctoral associates, postdoctoral scholars, faculty, and staff (but not student employees) all pay resident (in-state) tuition, as well as their spouses and dependents as long as they provide proper documentation. Brian will prepare a one-page summary.

We decided that we would not formally advocate for changing undergraduate tuition policies. Brian will contact Caroline Hayes, Chair of the Department of Mechanical Engineering, who is currently the chair of university’s Department Chairs Cabinet and share the one-page summary with her in an effort to spread the word among faculty.

## 5 New Business

### 5.1 Request from FDAR Chair: Revise Eligibility for University, Morrill, and Distinguished Professor.

An LAS Caucus member asked us to consider the following.

I wondered about the possibility of extending eligibility for at least University Professor and Morrill Professor (if not Distinguished Professor) to tenured associate professors... By extending eligibility to term professors, it underscores that the kind of research record required for promotion to tenured full professor is not required. What's more, some departments do put up a variety of obstacles for promotion to tenured full professor (outdated expectations, discounting certain kinds of research, solicitation of unfriendly letter writers to tank candidacy, etc.). And some faculty have their own reasons for not wishing to seek promotion to tenured full professor. (I think of Donna Strickland, the 2018 Nobel Prize winner in Physics who opted to remain an associate professor.) There are people on FS who are in the 25 Year Club, but not yet full professors, who should be institutionally recognized for their service. These people conduct amazing research, teaching, service, extension, and outreach for the university for a sustained period of time as deserving of honor and recognition as any full professor. I floated the idea to Dawn Bratsch-Prince (copying Sarah Bennett-George), who replied: "The MP, UP, DP awards are described in the Faculty Handbook (Chapter 6). Any changes to the criteria must come through the Senate. We have maintained the rank at Professor, but last year removed the language that limited eligibility to tenured/tenure-track faculty only. I don't know if there is support among faculty for making changes to the required rank."

No one opted to form an ad-hoc committee and bring a proposal forward changing the criteria for University, Morrill, or Distinguished Professor to include eligibility for associate professors. We discussed the following.

- For the same reason that an assistant professor cannot be promoted directly to full professor, associate professors should not be able to become a University, Morrill, or Distinguished Professor since these positions are treated as a level above full professor.
- There are other, more productive ways to address the issue of failed promotion cases from the associate to full professor level.
- It can't be assumed that term faculty research professors, clinical professors, professors of practice, or teaching professors never have accomplishments similar to tenured professors.
- Dr. Donna Strickland has been promoted to professor at the University of Waterloo, Canada.
- There are other awards that recognize excellent performance for which associate professors are eligible. For example, the Regents Award for Faculty Excellence.

## 6 Future Agenda Items?

None.