Guidelines for Collaboration among Colleges to Provide Teaching Joint Appointments to Intercollegiate-Interdisciplinary Units and Programs
(Adopted by Deans Council 9-30-08)

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Intercollegiate-interdisciplinary programs (IIP) are an important part of the University’s Liberal Education Strategic Plan and Mission and, as such, each college has an obligation to contribute to and support these programs. Academic Affairs Strategic Planning will include discussion of the priorities for IIP programming and resource allocation.

In reviewing the history of interdisciplinary programs, the committee identified several issues that need to be addressed:

1. In the past, insufficient faculty lines were designated to support teaching and service in the University’s interdisciplinary programs. For example, CoIS teaches 5% of the section hours university wide with 1% of the total faculty. For the other 4% CoIS relies on the goodwill of other colleges and faculty to support its courses; however, this goodwill does not provide sufficient faculty support for the programs, especially in the area of service.

2. The Honors College has an enrollment of 900 students. If it is to continue to develop toward the excellence the university expects, it is particularly in need of full-time jointly appointed faculty to provide appropriate teaching and advising for the students and service to the program.

3. IIPs need to be able to draw on faculty from across the university and to provide rotating appointments if the programs are to continue to be truly interdisciplinary.

4. The University has a good policy for joint appointments. But joint appointments that are initiated solely by interested faculty do not provide consistent staffing the intercollegiate interdisciplinary programs or the faculty needed to provide service to interdisciplinary units and programs. In addition, other college departments are not able to plan appropriately for the work lost when faculty are jointly appointed or to request additional faculty on the basis of consistent long term support for interdisciplinary programs.

We are recommending establishing the model described below as a model for both liberal arts and professional colleges to fulfill their obligation to support the University’s intercollegiate interdisciplinary undergraduate and graduate programs and initiatives. We believe that the support of Honors and other intercollegiate interdisciplinary work is the responsibility of every college.
Intercollegiate Collaboration:

A. The number of faculty to be jointly-appointed to IIPs should be based on the program’s teaching, scholarship and service needs. IIPs will identify the total number of faculty needed to implement their programs. This will include the number of full time, jointly appointed faculty, and single sections needed on a yearly basis. This assessment will be shared with the academic deans and provost.

B. Given the university’s commitment to IIPs, each college and unit will project in their scope of work documents and workload plans the role the college and unit can play in meeting the needs of the IIP’s. (For example: CLAS faculty support of Seidman’s Ethics Center, COIS support of sustainability initiatives in other colleges, COE support and participation in COIS and CLAS grants, Interdisciplinary Practice Initiatives between HP, KSON and COE, support for COIS sponsored university-wide themes programming, collaboration between SSB, CEC, CLAS and COIS on the Nicaragua Initiative, and faculty support of the Honors Program).

C. The Provost, in conjunction with the deans, will assess the unmet needs of the IIPs and the backfill faculty positions needed by the colleges to meet their commitments. As is feasible, the Provost will provide appropriate replacement resources for colleges that provide significant support to IIPs.

Suggested teaching resources might be along the following lines:

<table>
<thead>
<tr>
<th>Length of appointment/loan</th>
<th>Backfill</th>
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<tbody>
<tr>
<td>One semester one-two courses or 1 year, one to two courses</td>
<td>Apply adjunct overload funds</td>
</tr>
<tr>
<td>2-3 year commitment 75-100%</td>
<td>Visiting Professor line</td>
</tr>
<tr>
<td>4 or more year commitment</td>
<td>Convert Visiting Lines to TT faculty or provide additional TT Lines</td>
</tr>
<tr>
<td>Priority /university-wide programs</td>
<td>New full-time or joint-appointment lines</td>
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</tbody>
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Suggested resources for administrative or advising roles might be as follows:

| 1 – 4 years, up to 100% | Apply Adjunct Overload or a Visiting Professor line as appropriate |
D. Commitments other than faculty:
If colleges do not have sufficient faculty available to provide teaching joint appointments will be expected to contribute in other ways, for example: grant writing expertise, technological expertise, participation in events other than teaching, community outreach projects, budget and other resources.

Future Hiring Practices:
A. New positions:
- Designate a certain number of joint appointed faculty positions for the 2009-10 hiring cycle and subsequent hiring cycles.
- Assign new faculty lines to the intercollegiate interdisciplinary programs, with the understanding that these faculty would be loaned to other colleges to meet specialized programmatic needs. For example, the new hire in Latin American Studies will be loaned to Political Science to teach a course in the Politics of Latin America. This will provide expertise to contributing colleges and create a balance of trade.
- Provide resources to colleges whose faculty will be 100% in Honors. (see attached proposal)

B. Jointly appointed faculty in professional programs:
All faculty, including jointly appointed faculty who wish to teach in professional programs must be able to satisfy applicable accreditation standards. For example: faculty who teach in education courses must be able to meet NCATE and Michigan state standards for teacher certification and COE accreditation. To ensure compliance with standards, faculty who wish to teach in professional programs must be approved and hired by the Professional College Dean who oversees the program. Faculty must participate in appropriate college meetings, curriculum development and student academic advising as needed.
Attachment A

Proposal for Honors College Faculty
Positions beginning Fall 2009
Advertised internally Fall 2008

The Proposal:

The Honors College proposes that twelve faculty be designated full-time (100%) in Honors for four-year terms, appointed on a rolling basis.

Rationale:

For many years now, Honors has been functioning with only two full-time faculty members—the rest of the instructors for the approximately 50 courses each semester are part-time and “borrowed” from different departments, largely from the College of Liberal Arts and Sciences. This means that there is little service that the Honors College can appropriately expect or request from faculty, though there is a great deal to be done: advising for approximately 900 students, participation in Honors summer freshman orientation, support for students applying for external prestigious scholarships, programmatic and curricular planning, implementation of assessment, and involvement in Honors co-curricular programming and events. The Honors College has also been growing significantly—from approximately 600 students five years ago to the well-over 900 projected for the Fall 2008 semester. During the 2007-08 academic year, plans were made to develop joint appointments, and negotiations started in this direction, but it quickly became apparent that joint appointments were not the best solution because joint faculty could still not give enough service to the College, divided as they necessarily would be by their dual commitments. It is clearly best, therefore, for Honors to appoint more full-time faculty. However, it is probably advisable not to have a large number of full-time faculty be permanent appointments, for two reasons: so that more people can have the opportunity to teach in Honors, and so that the College can grow and develop with fresh initiatives and approaches as the mix of people changes. Twelve full-time faculty is optimal because there are twelve freshman sequences, and, if one instructor from each freshman sequence advised the students in his/her section and continued to advise them for four years, every Honors student would eventually have a regular Honors advisor. Twelve full-time faculty works out particularly well from a facilities standpoint, too, since there are twelve faculty offices in the new Niemeyer Living/Learning Center.

Details and Implementation:

We propose adding four full-time faculty members each year (i.e., beginning in Fall 2009) for the next three years, until the complement of twelve is reached. [Note: one of the two current full-time faculty expects to retire in the near future; the other may be
incorporated as one of the twelve]. Appointing faculty in phases is desirable since it would stagger the turnover in Honors—allowing for more stability in the program—and would make the number of appointments and “backfill” more reasonable in any given year. The priority for the discipline of each faculty appointment in Honors would be based upon the needs for freshmen offerings and interdisciplinary balance in the College. Each member would have a four-year term, renewable only under extraordinary circumstances. During the term, the faculty member would have her/his appropriate disciplinary title and would retain tenure in the original department, but would for the term be designated “Resident in Honors.” The faculty appointment in Honors would be replaced in his/her own college by a tenured or tenure-track member.

Preferred Qualifications:

- Exceptional teaching; including willingness to use active-learning and non-traditional techniques
- Ability and interest in team-teaching
- Outstanding advising
- Active scholarship (though it is preferable if students can be involved with the faculty member’s scholarship)
- Knowledge of or willingness to learn how to encourage students applying for an external prestigious scholarship
- Commitment to Honors College mission, goals, and directions, and reasonable service to accomplish them
- Collegiality and commitment to work collaboratively