**CLAS Faculty Development Committee**

**2016-2017 Annual Report**

**Membership:**

 Todd Aschenbach (Winter) David Crane Carrie Brueck Morris

Esther Billings Caitlin Horrocks (Chair) Jason Yancey

Shannon Biros James McNair Grace Coolidge Sally Ross (Fall)

**Ex Officio:** Donovan Anderson

The CLAS Faculty Development Committee (FDC) is a faculty advocacy committee that sees its mission as addressing the issues that affect the development of CLAS faculty in the areas of teaching, research, and service. While the committee has numerous duties related to sabbaticals, issues brought to the committee’s attention by CLAS faculty determine much of our agenda. Faculty members with a concern about an issue affecting faculty development are encouraged to contact the FDC chair.

 The committee met for 90 minutes every other week, with more frequent and longer meetings during October for review of CLAS sabbaticals.

**Teaching Awards:**

The FDC supervised the review of nominations for teaching awards in the college. In September, we appointed a Teaching Excellence Committee to review these proposals; the faculty representatives on this committee were Nathan Barrows (chair), Severine Ward and Ellen Schupe (all past winners of the award) and two CLAS undergraduates (chosen by faculty recommendation). We greatly appreciate the work of the members of this committee and congratulate the CLAS recipients of teaching awards for the year.

**Research and Mentoring Awards:**

During October, the FDC reviewed the nominations from CLAS for the Center for Scholarly and Creative Excellence research and mentoring awards (Distinguished Early-Career Scholar Award, Distinguished Undergraduate Mentoring Award, and Distinguished Graduate Mentoring Award). Participation in this awards program has grown since its inception. However, the committee would like to encourage the college to submit more candidates since CLAS can submit up to seven names in each category to the final review process by CSCE.

**Sabbaticals:**

 The sabbatical is a time of scholarly renewal which is a privilege valued by the academic community. In a time of contracting fiscal resources, it is crucial that we clearly communicate the scholarly value of the sabbatical to those outside our community. The FDC takes the position that we want all faculty members to receive their sabbatical, and we work to help faculty propose their work in a way that will reflect favorably on the university. Much of our time and effort is spent in support of faculty who are in the process of proposing a sabbatical.

 In May and June 2016 the FDC offered two sabbatical writing workshops; 27 CLAS faculty members registered to attend. Over the remainder of the summer, 20 draft sabbatical proposals were sent to the committee for a pre-read (a service offered to all CLAS faculty). These proposals were distributed to former committee members who provided comments and suggestions to the proposer.

 From October 1 to October 30 the FDC reviewed submitted sabbatical proposals. Of the 163 sabbatical eligible faculty in CLAS, 61 submitted proposals. A subcommittee of three reviewed each proposal, making sure that no member of a subcommittee belonged to the same unit as the proposer. Subcommittees reported back to the full committee with recommendations. If there was a lack of affirmative consensus in the subcommittee, the entire FDC read the proposal and discussed it. Our recommendations were then forwarded to Dean Antczak. The overall quality of the proposals was high. CLAS supported 95% of the sabbatical proposals submitted for the year as either “Recommend” or “Recommend with Reservations.”

 CLAS sabbaticals were then forwarded to the University Sabbatical Review Committee. This group reviewed all of the sabbatical proposals in the university and made recommendations to the provost. Two proposals from CLAS were not recommended by the USRC, resulting in an overall success rate of 92% for CLAS sabbatical proposals.

 The FDC discussed possible improvements to the sabbatical review process and sabbatical template and communicated our feedback to the USRC. We also continue to discuss ways to assist faculty in preparing successful sabbatical proposals, as well as what additional opportunities, beyond traditional sabbaticals, might assist faculty in maintaining or reinvigorating their scholarly or creative activity.

This summer the FDC will once again be offering pre-reads and at least one workshop for CLAS faculty writing sabbatical proposals for fall submission, details to be announced soon.

**Sabbatical Deferrals**

In Fall 2016the FDC distributed a survey to the 63% of sabbatical-eligible CLAS faculty who chose not to submit a proposal this year. We hoped to learn whether there were common barriers to applying for sabbaticals that the FDC might work to address. The survey had a 65% response rate, and revealed a very wide range of reasons for not applying. Some faculty members said they simply didn’t wish to take a sabbatical right now, while others said that the application process was onerous, or that teaching and/or service commitments prevented them. We believe that taking sabbaticals should be seen as routine, not as an unusual or undue burden on colleagues or students; departments should be able to both receive and provide the resources necessary to accomplish this. We are currently preparing a report for the CLAS Dean’s Office summarizing our findings and recommendations.

**Affiliate Faculty**

In Winter 2017 the FDC reached out to the Affiliate Faculty Advisory Committee and the CLAS Affiliate Advisory Board to ask what our committee might do to help support their advocacy for affiliate faculty. In conversations with affiliate representatives, it became clear that most of the information available about affiliate faculty roles and opportunities across CLAS is highly anecdotal. We are preparing to embark on a series of interviews with unit heads that will hopefully provide consistent, reliable information about the roles affiliate faculty play across CLAS. We hope this information can be used to inform ongoing discussions about how affiliate faculty can best be supported.