CLAS Faculty Development Committee

2021-2022 Annual Report

**Membership:**

Robert Pearson (Chair) Filiz Dogru (Winter) Tim Evans (Winter)

Nicholas Lerma Bret Linford (Fall) James McNair (Scribe)

Carrie Bruek Morris Scott Thorgaard

**Ex Officio:** Donovan Anderson

**Administrative Support:** Kristin Winfrey & Rafael Juarez-Yuen

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. 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 75 minutes every other week from September to April. Two committee members, Tim Evans and Filiz Dogru, were unable to participate in the Fall due to conflicting teaching assignments. Bret Linford was unable to serve in the Winter term because of a late change to his teaching schedule.

# Teaching and Scholarship Awards

 In October, the FDC reviewed CLAS nominations for FTLC and CSCE faculty awards. We were fortunate to enlist the help of three undergraduate students to help evaluate the FTLC Teaching Excellence award. They were Delaney Johnson, Paul Durheim, and Valerie McIlvaine. The nominations were all impressive and we congratulate the CLAS recipients of the awards. It should be noted that the number of nominations for many of the awards was below the number that CLAS is able to advance. Units should be encouraged to nominate more candidates for these awards.

# Sabbatical Proposals

 At the behest of Dean Drake, the FDC reviewed ten sabbatical proposals that were submitted by CLAS faculty members and either not recommended or recommended with reservations by the USRC. These reviews took place during meetings in November and December and advanced our recommendations to the Dean.

# Envisioning Future Roles for the FDC

 When the college released the Vision, Commitments, and Action Plan report that followed the CLAS “visioning” process, the FDC recognized that at least two of the initiatives identified in the report closely aligned with the mission of the committee, and thus it was decided that we should begin discussing and preparing for strategic contributions in AY22-23. Beginning in March we brainstormed with Donovan on ways we might contribute. Anticipating that potential changes to the faculty model could be part of the action items that come out of the implementation teams convening over the summer and beyond, we spent the remainder of the Winter meetings discussing readings from the text *Envisioning the Faculty for the Twenty-First Century: Moving to a Mission-Oriented and Learner-Centered Model* (2016; Kezar & Maxey, editors).

We thank Kristin and Rafael for their support for our committee, especially in terms of ensuring meetings held in hybrid formats went smoothly. We thank Donovan for his many contributions. In this time of transition for the committee, his thoughtful guidance and discussion were highly valued.