

Faculty Affairs
2019-2020
Chair's Report
Prepared by Stephanie Medley-Rath
April 21, 2020

Chair:

Stephanie Medley-Rath

Committee Members:

Library	
Division of Allied Health	Ghadah Alshuwaiyer
School of Business	Mohammad Meybody
School of Education	Lance Mason
School of Nursing	Angela Heckman
School of Sciences	Lina Rifai
School of Humanities and Social Sciences	Kevin Clark

Member Attendance:

September 17, 2019	Ghadah Alshuwaiyer, Mohammad Meybodi, Lance Mason, Angela Heckman, Kevin Clark, Lina Rifai, and Stephanie Medley-Rath
October 29, 2019	Ghadah Alshuwaiyer, Mohammad Meybodi, Lance Mason, Angela Heckman, Kevin Clark, and Stephanie Medley-Rath
December 3, 2019	Ghadah Alshuwaiyer, Mohammad Meybodi, Lance Mason, Angela Heckman, Kevin Clark, Lina Rifai, and Stephanie Medley-Rath
February 6, 2020	Ghadah Alshuwaiyer, Mohammad Meybodi, Lance Mason, Angela Heckman, Kevin Clark, and Stephanie Medley-Rath
February 25, 2020	Ghadah Alshuwaiyer, Mohammad Meybodi, Lance Mason, Kevin Clark, Lina Rifai, and Stephanie Medley-Rath

Accomplishments:

- Administered Summer Service Survey (see Appendix A)
- Memo RE Summer Service for 10-month faculty (see Appendix B)
- Administered Fall/Spring Service Survey (see Appendix C)

In-Progress:

1. **Fall/Spring Service survey recommendations**

- a. At the March Faculty Senate meeting, Lance presented the results of the Fall-Spring service section of the survey to faculty for feedback. Honestly, I don't know that Faculty Senate is the best place to get feedback because there are too many of the folks who are doing the asking in that room. Regardless, the next step is to propose solutions.
- b. From the March Faculty Senate meeting, I noted the following:
 - i. Revising the P&T/Annual Review criteria alone would not reduce the service load
 - ii. Recommending scrutinizing committees to eliminate redundancies
 - iii. Regarding stipends, there was concern that some may get paid and others not paid
 - iv. Zoom-friendly meetings may help (reducing time spent driving to campus only for a meeting)
 - v. The challenge is that service is not easily quantifiable.
- c. **To do:**
 - i. Set an open meeting with faculty without administrative appointments to discuss possible recommendations
 - ii. Prepare recommendations
 - iii. Seek feedback and approval from Faculty Senate on recommendations

2. Sabbatical Leave Task Force

- a. Rationale: more faculty are applying for sabbatical and sabbatical-like leave, but university is unable to support all applications.
- b. Faculty Senate approved the creation of a Sabbatical Leave Task Force (chaired by Rosalyn Davis) to address:
 - i. Eligibility criteria for sabbatical and sabbatical-like leave
 1. Including unit-level criteria
 - ii. Decision criteria for sabbatical and sabbatical-like leave
- c. Before the Covid-19 crisis, the Task Force was expected to form by the end of the spring 2020 semester and reconvene in the fall. The goal was for the Task Force to report to Faculty Affairs in February 2021 or earlier so that Faculty Affairs can report back to the Faculty Senate in March 2021. This timeline may need adjusted due to the Covid-19 crisis.
- d. **To do:**
 - i. Recruit faculty to serve on this task force. Interested faculty should connect with Rosalyn Davis (chair of the Task Force)

Other Areas of Concern:

Several other areas of concern were mentioned by faculty at the Faculty Senate Retreat (8/21/19) but were not taken-up in 19-20 by Faculty Affairs.

1. Travel Policy

- a. Faculty rooming policy
 - i. Distinguish between faculty attending a conference and faculty attending a KEY trip

- ii. Variability in practice at the unit level
 - iii. Members of the committee will think about this issue and we will revisit it in 2020
2. Lecturers
 - a. Visiting lecturers are being held at visiting for longer
 - b. Actions??
 3. Clarify the “clock” from Associate to Full
 - a. Do your accomplishments during the year you go up for P&T count towards Full?
 - b. Similar process as for faculty hired as Acting Assistant Professors
 - c. Action: Would this be an Amendment to the Campus-wide P&T criteria?
 4. Syllabi two weeks before the semester (it's a recommendation, not a requirement)
 - a. Request an IUK Canvas announcement notifying students about the start date of the semester and that they should not expect faculty to interact until the start date
 - b. Action: Volunteer to draft the announcement and ask Julie about getting it on Canvas??
 5. Teaching online
 - a. Assessment in online collaborative degrees
 - b. Compensation for online teaching
 - c. Compensation for developing an online program
 - d. Course size and compensation – especially as we move to collaborative degrees with very different caps on courses across campuses
 - e. Actions??

APPENDIX A. FACULTY SUMMER SERVICE STUDY: RESULTS AND RECOMMENDATIONS

Faculty Summer Service Study: Results and Recommendations

Prepared and Administered by Faculty Affairs 2019-2020

Stephanie Medley-Rath, Assistant Professor of Sociology
Chair of Faculty Affairs
Vice President of Faculty Senate

Ghadah Alshuwaiyer, Assistant Professor of Health Sciences

Kevin Clark, Associate Professor of Psychology

Angela Heckman, Assistant Dean of R.N. to B.S.N. Track/Clinical Professor

Lance Mason, Associate Professor of Education

Mohammad Meybodi, Professor of Operations Management

Lina Rifai, Associate Professor of Vertebrate Biology

Purpose

Faculty Affairs surveyed 10-month faculty regarding their participation doing service during the summer (outside of their 10-month appointment) and during their normal appointment (i.e., fall/spring). The purpose of the survey was to measure the scope of the service being done at IU Kokomo along with addressing issues of concern for faculty regarding their service and ability to say no to service.

Faculty recognize the importance of service as evidenced by the tremendous amount of service our faculty are doing. Few faculty believe that service should only account for four percent of their work time. However, the amount of service currently undertaken by our faculty is impacting our faculty's ability to do research, and perhaps more troubling, faculty report that service is impacting their health and family life. Moreover, junior faculty and racial and gender minority faculty report an uncertainty about their ability to say no to service. This in turn can lead to burn-out and increase turnover among junior faculty.

This report highlights areas of concern, recommendations, and the results of the Service Survey for the Summer portion of the Survey. Results for the portion of the survey covering Aug. 1 through May 31 will be shared at a later date.

Recommendations Regarding Summer Service

First, Faculty Affairs would like to reiterate that 10-month faculty can not be penalized for saying no to Summer service, nor should 10-month faculty feel compelled to do service between June 1 and July 31.

Second, Faculty Affairs stands firm that 10-month faculty who are teaching during the summer can not also be asked to do service without additional compensation.

Third, in the event that summer service is necessary, some categories of summer service should be compensated. Faculty Affairs recommends that stipends be provided for service for the following types of service:¹

- Serving on any committees or holding other service responsibilities between June 1 and July 31
- Serving on Search and Screen committees between June 1 and July 31
- Recruitment activities
- Program coordinators, Directorships, and other leadership roles not already compensated
- Any service that goes above and beyond what is typically expected of one's position if they are already being compensated for other responsibilities during the summer (e.g., summer teaching, chair's duties)
- KEY trip planning

¹ Please note, this is a non-exhaustive list.

The Survey Results (Summer only)

The Sample (N=68/39)

- 82 participants initiated a survey
- 3 participants answered zero questions (N = 79)
- 11 participants indicated they have 12-month appointments (N = 68)
 - Only two indicated that they were promoted or senior faculty
 - Librarians are 12-month employees, but were instructed to select 10-month employee
- Overall sample size for the Summer Service portion of the survey: N = 68
- Sample size for the Fall-Spring Service portion of the survey: N = 39
- The sample was split between pre-promoted or junior faculty (N = 33) and promoted or senior faculty (N = 32). Three respondents indicated other for their job title.

Table 1. Participation by Unit.

	N	Percent
School of Humanities and Social Sciences	22	32.4
School of Sciences	13	19.1
School of Education	4	5.9
School of Nursing	5	7.4
Division of Allied Health	4	5.9
School of Business	6	8.8
Library	2	2.9
Decline to answer	9	13.2
Missing	3	4.4

Response Rate

The 2018 number of full-time instructional faculty (less librarians and 12-month administrators) is 121 (64 tenure/tenure track and 57 non-tenure track). Just for reference, there are 4 librarians and 12 administrators with faculty status that aren't counted in the 121. Therefore, approximately 125 faculty were eligible to participate in this study. The response rate for the Summer Service portion of the study.

Summer Service (N = 68)

IUK Promotion and Tenure Criteria

Slightly more than half (53.7 percent) of participants felt that their service fits the description of service in the campus-wide promotion and tenure criteria.² The remaining participants indicated no (32.8 percent) or maybe (10.4 percent).

² According to IU Kokomo's Promotion and Tenure Criteria:

Service is based upon a faculty member's professional skills and expertise as they benefit the university, professional organizations, or the community. From year to year a faculty member's service duties will vary in terms of the extent of involvement and the constituencies which are served. It is expected that the levels of faculty participation in such functions will vary directly with seniority. Junior faculty should have less responsibility in the service area than

Overall, faculty felt that junior faculty members had more service than they should given their rank and in some cases are doing as much or more service than senior colleagues. Of particular note, participants indicated that they were asked to do service for reasons aside from their professional skills. For example, participants stated they were asked to do service to increase diversity on a committee or due to the lack of tenured faculty on campus. Others report that “It seems if you do something well, you keep getting asked to do stuff. Others whose performance or attendance wasn't as good get by with minimal service contributions.” Lastly, participants report that they “have no idea what's expected” and are “unclear on what counts as service and expectations.”

In sum, the following areas of concern emerged:

1. Asking faculty to do service independent of their professional expertise
2. Asking faculty to do service to increase diversity on a committee
3. Asking junior faculty to do service typically performed by senior faculty
4. Lack of clear expectations regarding service expectations across ranks.

When participants were asked if their service reflected the more detailed list of criteria in the campus-wide Promotion and Tenure Criteria document, most (77.9 percent) report that their service reflects this list.³ However, faculty are doing service above and beyond what is specified in the campus-wide P&T criteria. In particular, participants indicate the following areas of concern:

1. Recruitment activities
2. Big committees: Search and screen and P&T

senior faculty for whom more responsibility is generally expected. Among senior faculty members, there may be variations in responsibilities so that service duties do not become consistently burdensome for any specific individual.

³ According to IU Kokomo's Promotion and Tenure Criteria:

Evidence of effective service to the University, the community, or professional organizations may include the following:

- Advising students.
- Mentoring colleagues.
- Serving as teaching observers.
- Initiating/coordinating campus-based functions of interest and importance to students, faculty, or members of the community.
- Serving on or acting in leadership capacities in committees and task forces.
- Holding office in professional organizations.
- Giving speeches, programs and presentations to professional and community organizations.
- Conducting continuing education activities, workshops, seminars, or surveys and studies for organizations.

Relevant contributions to service that align with institutional commitments might include (Amendment #5):

- drawing on disciplinary expertise to advise community partners (business plans, policies, processes, surveys, grants);
- drawing on disciplinary expertise to help community partners promote diversity and/or global awareness.
- drawing on disciplinary expertise to serve in a leadership capacity in partnership with community partners.

Summer Service Participation

Participants were asked about their service activities between June 1 and July 31 over the past three years. Most participants have completed one (mode) or two (median) summer committees or service projects each summer.

Over half of participants (65.57 percent)⁴ have served on a Search and Screen committee during this timeframe. Highlighted below are those areas where more than half of the participants did this kind of service during the summer:

1. Student orientation or recruitment activities: 57.4 percent
2. Mentoring of other faculty: 57.4 percent
3. Journal/textbook reviewer: 55.9 percent
4. Department or school meetings: 52.9 percent

The following areas are areas where just under half of the participants are doing these kinds of service during the summer:

1. KEY-related activities⁵: 48.5 percent
2. Online degree program development: 45.6 percent
3. Service to IU (as opposed to IUK): 44.1 percent

In many cases, faculty chose to do service during the summer and in some cases were rarely asked by an administrator to do this service. For example, 33.8 percent of participants mentored other faculty during the summer without being asked by an administrator.

Saying No to Summer Service

Overall, 55.8 percent (N=38) of faculty have been asked by an administrator to do service between June 1 and July 31 and said yes. Only one respondent (a senior faculty member) was asked by an administrator and said no.

Rank does not seem to matter or matters very little in saying no to summer service. More than half of both junior faculty (60.6 percent) and senior faculty (53.1 percent) have been asked by an administrator to do service between June 1 and July 31 and said yes. In short, junior faculty are asked to do summer service more frequently than senior faculty.

Senior faculty (64.5 percent) are more likely to agree that they can say no to service if asked to do it by an administrator compared with only 35.5 percent of junior faculty. However, of particular concern are the faculty that are unsure if they can say no: 41.2 percent (N=7) of senior faculty are unsure as are 58.8 percent (N=10) junior faculty. Moreover, racial and gender minority faculty indicate less certainty regarding whether they can say no to service when asked by an administrator. Sixty percent of minority faculty report being unsure (36.0 percent) or that

⁴ Most participants (44.1 percent) on summer Search and Screen committees were asked by an administrator to do this service. Only one participant indicated they declined this service.

⁵ Description: (e.g., KEY coordinator, KEY trip planning, KEY activity or trip with students) Do not include KEY-related activities for a course for which you were being compensated at the time. For example, a KEY trip during June for a course for which you were being paid, should not be included here.

they can say no (24.0 percent) when asked to do service by an administrator. Gender minority faculty were evenly split between unsure (27.3 percent) and no (23.7 percent).

Table 2. Faculty Reporting that they Could Not Say No or Were Unsure if they Could Say No to Service When Asked by an Administrator

	N	Percent
Any minority	15	60.0
Racial or ethnic minority	6	60.0
Gender minority	12	54.6

Among participants indicating minority group status, answers were split on whether they perceived being asked to take on a bigger service burden due to their minority status:

- 46.15 percent said no (N = 12)
- 53.85 percent said yes or were unsure (N = 14) (equally split)

Faculty do complete summer service when they “recognize[d] it was in all of our interests as a department to do this [search and screen] over the summer.” However, they also note that they are “encouraged to say no but then get asked by the very ones telling us to say no.

APPENDIX B. MEMO RE SUMMER SERVICE FOR 10-MONTH FACULTY

February 6, 2020

To: Mark Canada, Vice Chancellor for Academic Affairs

From: Faculty Affairs
Stephanie Medley-Rath, Assistant Professor of Sociology
Chair of Faculty Affairs
Vice President of Faculty Senate

Ghadah Alshuwaiyer, Assistant Professor of Health Sciences

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RE: Summer Service for Faculty with 10-Month Appointments

Faculty Affairs surveyed 10-month faculty regarding service work they have done and been asked to perform during the summer (outside of their 10-month appointment). The purpose of the survey was to measure the scope of the service being done at IU Kokomo, along with addressing issues of concern for faculty regarding their service and ability to say no to service.

Regarding summer service for faculty with 10-month appointments, Faculty Affairs is reiterating the following:

1. Administrators should avoid asking faculty with 10-month appointments to perform service between June 1 and July 31.
2. If the unit deems service between June 1 and July 31 is unavoidable, faculty with 10-month appointments may be asked to provide such service, but they have the right to say no to such service without retribution, including but not limited to not having it negatively affect their annual review, merit pay, or promotion and tenure cases.
3. If the unit deems service between June 1 and July 31 is unavoidable, faculty with 10-month appointments must be offered an appropriate stipend for such service.
4. Even when an appropriate stipend is offered, 10-month faculty still have the right to say no to service which occurs between June 1 and July 31.
5. Faculty with 10-month appointments who feel unduly pressured (with or without a stipend) to do service work between June 1 and July 31 are within their rights to file a grievance.
6. Faculty with 10-month appointments who say no to service between June 1 and July 31, who feel they have been negatively evaluated as a result are within their rights to file a grievance.

APPENDIX C. FACULTY FALL & SPRING SERVICE STUDY: RESULTS AND
RECOMMENDATIONS

Faculty Fall & Spring Service Study: Results and Recommendations

Prepared and Administered by Faculty Affairs Fall 2019-2020

Stephanie Medley-Rath, Assistant Professor of Sociology
Chair of Faculty Affairs
Vice President of Faculty Senate

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Purpose

Faculty Affairs surveyed 10-month faculty regarding their participation doing service during the summer (outside of their 10-month appointment) and during their normal appointment (i.e., fall/spring). The purpose of the survey was to measure the scope of the service being done at IU Kokomo along with addressing issues of concern for faculty regarding their service and ability to say no to service.

Faculty recognize the importance of service as evidenced by the tremendous amount of service our faculty are doing. Few faculty believe that service should only account for four percent of their work time. However, the amount of service currently undertaken by our faculty is impacting faculty’s ability to do research, and faculty report that service is impacting their health and family life.

This report highlights areas of concern, recommendations, and the results of the Service Survey for Fall and Spring.

Results Summary

The following provides a summary of the survey results.

Response Rate

The 2018 number of full-time instructional faculty (less librarians and 12-month administrators) is 121 (64 tenure/tenure track and 57 non-tenure track). Just for reference, there are 4 librarians and 12 administrators with faculty status that aren’t counted in the 121. Therefore, approximately 125 faculty were eligible to participate in this study. The response rate for the Fall-Spring portion of the service survey is approximately 31 percent.

Fall - Spring Service (N = 39)

Time Spent on Service

Table 1. Difference between Actual Hours and Expected Hours Spent on Service per Week

	Actual Hours	Expected Hours
Mean	8.1	4.1
Median	7.5	3.3
Mode	5	2
Range	2-25	1-10

On average, an entire workday is spent on service every week. However, the mode is one hour per workday. Most participants would find their service time cut in half compared to its current rate to be acceptable.

Travel-Related Service

Table 2. Travel-Related Service over the Past Three Years

	No Overnight Stay	One Overnight Stay	Two or More Nights of Overnight Stay
Mean	4.76	2.89	2.21
Median	3	2	1.5

Mode	0	1	1
Range	0-15	0-10	0-9

Service above Rank

Thirteen participants (33.3 percent) indicate that they have been asked to do service above their rank. An additional ten (25.6 percent) were unsure.

Kokomo/Howard County Residents

Twenty-two participants indicated living in Kokomo/Howard County. Of this group, eight (20.5 percent) believe they are asked to do more service because they are local.

Impact of Service on Other Areas

Participants were asked how much they perceived service impacting other areas of their work (i.e., teaching and research) and their life (i.e., health and family). Unsurprisingly, participants indicate that service has the biggest impact on their research. More notable is that participants indicate that service impacts their family life and health more than their teaching.

Table 3. Impact of Service on Other Areas of Work and Life (5 = significant impact; 0 = no impact)

	Teaching	Research	Health	Family
Mean	2.53	3.64	2.72	2.8
Median	2	4	3	3
Mode	2	5	1	3
Range	1-5	0-5	1-5	0-5

Possible Solutions

Participants were asked to rank possible solutions to address service challenges, which are listed below in ranked order:

1. Stipends for service beyond a certain threshold or within certain categories (for example, serving on a search and screen committee between June 1 and July 31 or taking students on an overnight KEY trip)
2. Revised campus criteria for Annual Review and Promotion & Tenure regarding the quantification of service with clear measures of minimum requirements for satisfactory in service.
3. Course reassignment (i.e., course release) for a wider range of service activities.
4. Teaching assistants (i.e., to help with grading).
5. Revised campus criteria for promotion so that faculty could be promoted based on excellence in service.
6. Protection from service to IUK or IU during one’s first semester at IUK regardless of rank or job title.

Time-Consuming Service

Participants were asked an open-ended question regarding what service takes up the most of their time. Several participants mentioned the following four areas as especially time consuming (in order of most mentioned):

1. Committee work/meetings
2. Recruitment activities (VIP days, simulation labs, etc.)
3. Search and screen
4. KEY (planning and travel)

Other areas mentioned: student mentoring, degree administration, promotion and tenure, departmental service, university events, leadership positions, student related administrative tasks, email, online degree collaboration, external community and professional service, meetings, mentoring faculty, working on diversity issues.