MEETING MINUTES

Date: September 10, 2024 | **Time:** 2:30 p.m.　　　　　　Join Meeting
Location: Madren Center Auditorium　　　　　　　　　　Teams Channel

1. APPROVAL OF MINUTES
- Minutes
  - The minutes were approved as distributed.

2. SPECIAL ORDERS
a) Clemson University Experiential Learning – Director of Clemson University's Quality Enhancement Plan (QEP) Abby Baker, Dean of Undergraduate Learning Sean Brittain, Associate Dean of Undergraduate Learning Brian Dominy, and CU-ExL Project Manager Arthur Alvarez
- The presentation is attached.
- Question: Faculty often take on experiential learning on top of their regular responsibilities. Are there ways to reward this in the TPR process? Baker: We are aware of these concerns and hope that we can recognize faculty for their contributions to experiential learning. We would be glad to work with departments that are open to considering additions to their TPR guidelines to incentivize experiential learning.

b) ERP Update –Associate Vice President for Financial Operations Kelly Collins and Associate Vice President for Strategic Operations Kristen Lawson
- The presentation is attached.
- Question: It sounds like our department's financial representative will be replaced by a centralized system in our college. Will we be able to find our financial information ourselves under this new system? Collins: If it would be helpful to have a one-stop-shop that shows faculty all of their financial information, that is helpful feedback that will be taken into account.
- Question: Will these new systems be able to navigate all of the shadow accounts where money hides? Collins: Yes, those are the types of things that it would be helpful to know so that we can work toward eliminating shadow bookkeeping.
- Question: Will it be possible for faculty to see their accounts without having to know the specific account numbers? Collins: Faculty should be able to see the

accounts that are available to them. Workday is much more user-friendly than current systems.

3. **REPORTS**
   1) Robert H. Jones, Executive Vice President for Academic Affairs & Provost
      - Provost Jones was unable to attend, so Senior Associate Provost Amy Lawton-Rauh provided an update.
      - There are two searches currently underway-- the Associate Vice President for International Programs and Partnerships and Assistant Provost for Faculty Affairs. The interviews have wrapped up for the AVP for International Programs and Partnerships, and an offer will hopefully be extended soon.
      - In October, the Faculty Affairs Newsflash will include a Faculty Affairs organizational chart and highlight some of the strategic prioritites of Faculty Affairs.
      - Lawton-Rauh has a few priorities this year, including supporting the new ERP and RBB rollouts, improving communication, capacity building for faculty success, implementing a strategic compensation plan, innovation and entrepreneurship strategies for faculty review systems, academic leadership capacity development, and streamlining the faculty review system process.
      - The groups working on the strategic compensation plan and the faculty review system alignment processes have already started meeting. Administrators have met with Governmental Affairs to learn more about the cadence of funding to assist in the strategic compensation planning process.
      - Academic leadership capacity building strategies include development of a Chair's Leadership Academy and involvement with the ACC Academic Leadership Network.
      - The faculty review systems alignment process will have two stages. The first phase will involve modeling different options (including review calendar, criteria, participants, etc.), and options will be narrowed down in the second phase.
      - Question: Is the Faculty Affairs Newsflash distributed to emeritus faculty? Lawton-Rauh: So far it has been distributed to active faculty listservs. There are plans to add Emeritus College updates to the newsletter, and the newsletter can be forwarded to emeritus faculty.

   2) Standing Committees
      a) Welfare Committee; Chair Jennifer Holland
         - No report
      b) Finance Committee; Chair Jace Garrett
         - No report
      c) Scholastic Policies Committee; Chair Andy Tennyson
         - No report

d) Research, Scholarship, and Creative Endeavors Committee; Chair Jessica Larsen
   - Senator Larsen presented RSCECR 202411, Faculty Designations: Postdocs and Research Faculty, and moved to adopt the report and its recommendations.
   - Statement: A suggestion was made that the report also include a recommendation to bring the Postdoc Manual into alignment with an August 2023 policy on assignment of PI's that states that postdocs can be PI's. Larsen: The committee will add this to its recommendations.
   - The report was accepted with 54 Senators in favor and 0 opposed.
e) Policy Committee; Chair Tyler Harvey
   - No report
f) Non-Tenured Faculty Issues and Representation Committee; Chair Amanda Rumsey
   - No report
g) Recruitment, Engagement, and Communication (REC) Committee; Chair Billy Terry
   - Senators are invited to meet at Sole' after today's meeting.
h) Alpha Committee; Chairs Lauren Duffy and Sarah White
   - The Alpha Committee met in August and will meet again in late October.
3) University Committees/ Commissions
   a) Committee on Committees; Chair Fran McGuire
      - No report
4) Faculty Representative to the Board of Trustees; Brian Powell
   - No report
5) Faculty Senate President's Report
   - President Duffy's report is attached.

4. UNFINISHED BUSINESS

5. NEW BUSINESS

ADJOURN 3:42 p.m.

Jennifer L. C. Holland, LMSW
Secretary, Faculty Senate

ANNOUNCEMENTS:

UPCOMING MEETINGS:

Committee Meetings	September 17 (variable time and location)
[Lead Senators]	Advisory Committee Meeting: September 24, 2:30 pm, 158 Sirrine Hall
[Committee Chairs]	Executive Committee Meeting: October 1, 2:30 pm, 158 Sirrine Hall
[All Senators]	Faculty Senate Meeting: October 8, 2024, 2:30 pm (location TBD)
Committee Meetings	October 15 (variable time and location)
[Lead Senators]	Advisory Committee Meeting: October 22, 2024, 2:30 pm, 158 Sirrine Hall

President's Report
Lauren Duffy
September 10, 2024

My remarks for today reflect the sentiments I'm sharing in my report for the BOT meeting in October, which is themed around, "Double Research, Position for AAU".

"Double Research"
Our research. I believe most research-active faculty would tell you that it is a point of pride, a source of motivation, and sometimes even a deeply meaningful practice to us. It can define who we are professionally, but also sometimes personally. It is fundamental to the production of knowledge and the pursuit of truth.

Ancient Greeks considered the life-long pursuit of learning and discovery to be the purest sense of leisure; *schole*, is what they called it – the root word for school and scholarship. Certainly, it is a privilege to spend one's time not just learning, but also helping others' understand their world through our scholarship. For students, being at a very active research institution means more access to cutting-edge research spaces and labs, research-based learning activities, and work-study programs. And for our communities, when paired with a focus on community engagement (such as our reapplication for the Carnegie classification for Community Engagement), can also mean a focus on translating this knowledge into meaningful policies and practices that make a societal difference. But of course, research at a modern university doesn't simply exist in the pristine sense of pursuing truth or producing knowledge. I want to call attention to a few foundational realities of research in the university, followed by a commentary of cautions.

1. **Research is big money.**

According to the National Center for Science and Engineering Statistics in Higher Education Research and Development Survey issued by NSF, within the U.S., institutions spent nearly $97.8 billion (that's a B) on Research and Development in FY 2022, the highest amount reported to date (the 2023 report should be out in November 2024; https://ncses.nsf.gov/pubs/nsf24307). If you are curious, Clemson ranked number 108 on this list of 899 colleges, with our $263,158,000 spent on research. And this is the 'good' number – if prestige is your game, this is the number you want to be high. John Hopkins University, who sits number 1 on this list, had $3.42 billion in research spending. I imagine, as we continue to move towards our pursuit of AAU status, we want to continue notching up on the list (…two peer institutions, VA Tech and NC State, sit at #53 and #55, respectively, with just under $600,000,000 in research and development).

2. **Research is expensive.**

That same NSF report also tells a little about where the money comes from. A little over half of that $97.8 Billion (55%) spent on research, was funded through federal government sources (i.e. federal grants). And about 25% of this spending – some $24.5 Billion in 2022– is funded by the universities themselves. Facilities and Administration (F&A), or indirect costs, can include maintenance of labs, utilities, hazardous waste disposal, data storage and information processing, administrative support, and compliance oversight (which is always steadily expanding). F&A is necessary to support our research agenda as a university. But universities have gone out of business while spending millions to support research.

3. Research is a business strategy.

Research drives investment and reinvestment in the institution. Take whatever generic competitive advantage framework you want to consider – probably Michael Porter's (1979) five forces shaping profitability – to analyze the landscape of competition.

Remember, federal dollars cover over half the cost (55%) of all research on the large scale. But, importantly, federal dollars go to relatively few institutions; a 2018 study found that 90% of federal research and development dollars went to only 22% of the research-active institutions. If research is your strategy, then you need to be able to secure federal funds to survive. We have to out-compete other universities for these funds. You have to spend to win. Grow or perish.

If you are curious, the six federal agencies drive close to 90% of all federal money: Department of Health and Human Services (this includes NIH), the Department of Defense, the National Science Foundation, the Department of Energy, the National Aeronautics and Space Administration, and the Department of Agriculture. I imagine if I map out our Clemson Elevate research areas, those would connect back to one of these federal agencies. All roads need to lead to Rome, so to speak… or at least to one of these federal funding pots.

Research is big money; research is expensive; research is a business strategy – comes as a practical landscape for which to consider research. It can be hard to marry this with the rosier view of research as an idealistic activity of producing knowledge or seeking truth, but it can be done.
So here, then, are my additional commentary of cautions.

In President Eisenhower's farewell address that he delivered on January 17, 1961, he said,
> "A steadily increasing share of research is conducted for, by, or at the direction of the Federal Government… In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity…. the power of money is ever present and is gravely to be regarded."

He made these comments in the midst of increased government spending on research, and of course, if your history serves you well, he was particularly concerned about the emerging industrial military complex. Nevertheless, I imagine, if Eisenhower were to look at what has become of the public university, and how we have all mapped our agendas to federal funding, he might lose his shit. Research for whom and for what? We rarely get to ask ourselves such important questions. As Yuval Havari stated,
> If you want to go deeply into any subject you need a lot of time. You need to experiment with unproductive paths, explore dead ends, make space for doubts and boredom, and allow little seeds of insight to slowly grow and blossom. If you cannot afford to waste time, you will never find the truth. (Havari, 2019, p. 227).

I think we all know that students don't gain enlightenment in the transactional moment of receiving content, but it is in reflection that one actually finds understanding. When do you find time for the critical reflection necessary to really move yourself forward as a scholar?

I also think that perhaps as an institution, that we were a little short-sighted in the semantics of 'double research'; I mean this in the sense that we have no shame in playing in the numbers game.

It's hard not to... after all, I would guess many of you glance at your Google Scholar Analytics every once in a while, for the dopamine hit. Dashboards and metric-racing have become so commonplace that we don't even think to question them. And I think it's the most egregious bastardization/location of friction from where I started this talk.

So, where does quality fit into this equation? Unfortunately, instead of talking about the 'quality' of research, this has also semantically been replaced in popular discourse with the notion of 'impact'. Impact seems positive at first glance, but what is implied? Public universities needing to be able to quantify their research for status-hood with AAU, but also their economic impact to the very state that provides financial support; liberal economics tells us when you invest in something, you expect a return on that investment. (something we are undertaking this year). Increasingly what we do is considered for the ways that it generates economic value. As Peter Fleming (2021) noted,

> the discourse of impact is designed to convey that nothing is free: taxpayers, students, and donors want to see their money's worth in real-world terms (p. 102)… how do you contribute to business and society? (Fleming, 2021, p. 109).

Mind you, creating practical impact to business and society can be good – but as a scholar, should that be 'the why' behind your research?

As Dr. Sheila Patek, a biologist at Duke University whose research has been funded by DoD and NSF, once said after federal legislators featured her work on mantis shrimp and trap-jaw ants in the 'wastebook', a partisan report that highlights what some in Congress see as wasteful government spending, said,

> Engineering-related applications are not the primary reason we do this research. The nature of discovery is that it is impossible to anticipate what you will find. That is discovery. Discovery-based research is most fruitful when new knowledge is sought for its own sake (PBS News, 2016).

As researchers, scholars, and creatives, I hope you find the space to remember this.

Additional stuff
We've been very active over the last month, both in committee meetings and among the officers. Always happy to share what is happening behind the scenes and in much greater detail than the report provided today. Please reach out to us if you questions, feedback, or concerns, both as broad faculty issues, but also in terms of Faculty Senate activity.

What is CU-ExL?

What is the Quality Enhancement Plan?
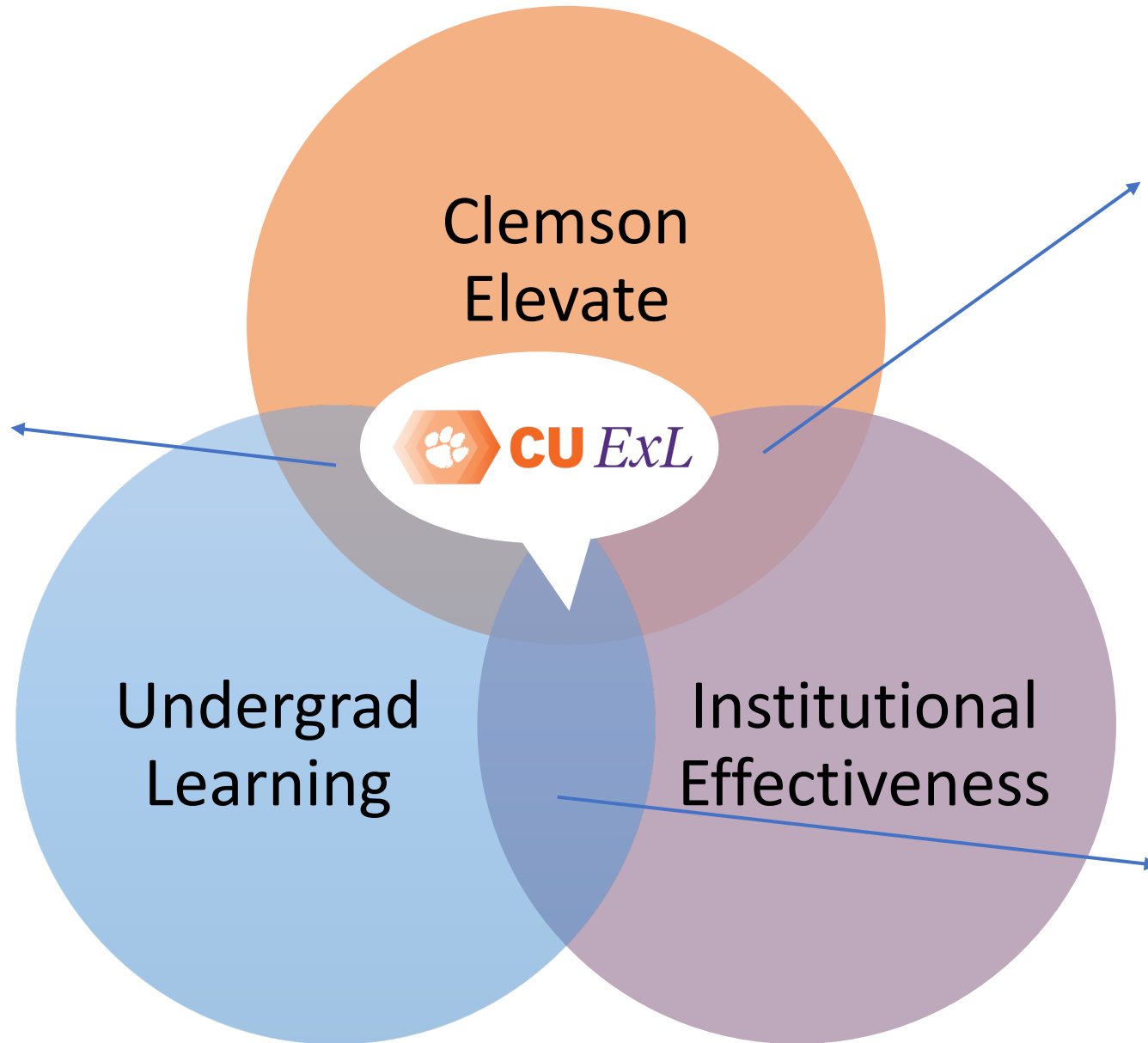
- QEP Goal Statement: "Improving students' academic experience through access to quality Experiential Learning."

Target Populations

- 1st and 2nd year students
- Students without ExL opportunities in their program
- Transfer students
- Other student groups who have barriers to ExL opportunities

Student Outcomes

- Learning: Students apply classroom knowledge to real-world, concrete experiences
- Success: Students feel prepared and competitive for their post-graduation plans

Program Outcomes

1. Increased and broadened instructor engagement in activities
2. Increased and broadened student participation in EL activities
3. Increased activities aimed at shifting institutional culture

CU *ExL*

Experiential Learning Defined

Deliberate and thoughtful student engagement in:

1. A direct **Concrete Experience**
2. **Reflective Observation**
3. **Abstract Thinking** or **Conceptualization** or analysis;
4. **Active Experimentation** for the purpose of learning, discovering knowledge, creating tangible or intangible works, developing skills, or clarifying values

Kolb's Learning Cycle (1984)

CU *ExL*
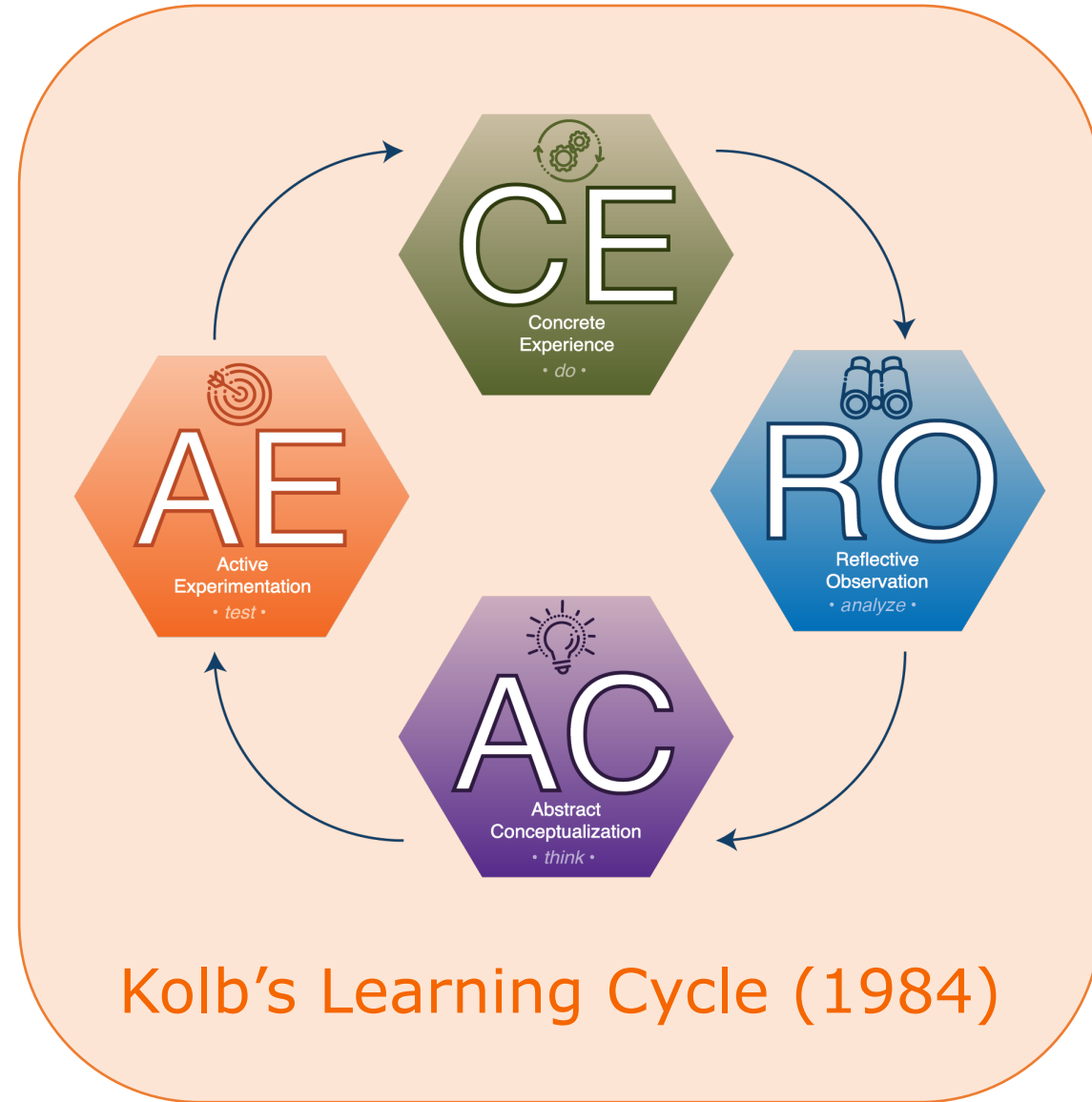
Example Types of Experiential Learning

Simulations	Workplace Learning	Capstones
Creative Practice	Leisure Skills	Service or Client-Based Learning
Student/Peer Teaching	International Education	Creative Inquiry

CU *ExL*

ExL Ambassadors

Dr. Brian Dominy,
Associate Dean,
Undergraduate Learning

Dr. Abby Baker,
CU-ExL Director

Arthur Alvarez,
CU-ExL Project Manager

Michelle Fox,
CoB

Dr. Andy
Tyminski,
CoE

Dr. Michael
Sehorn,
CoS

Joey Manson,
CAAC

Dr. Lena Burgess,
CBSHS

Dr. Josh Catalano,
CAH

Dr. Scott Pratt,
CAFLS

Dr. Emily Scribner,
CECAS

Shelby Carroll,
Libraries

Dr. Eric Pernotto,
Director of ExL in Honors College

CU *ExL*

Experiential Learning Facts

- ***Experiential Learning (ExL)*** is another way of learning for students, ***backed by years of research***

- Students in all colleges are asking for opportunities to learn this way

- Increasing and enhancing ExL opportunities ***for ALL*** Clemson undergraduates is a shared goal

- You have faculty and staff across the university who are eager to help

- Today, however, we are also asking for your help…

CU *ExL*

Major Project and Deadlines

Data Collection and Analysis
- **ExL Course Tagging**
  - **December 2024 – Data Collection Deadline**
  - **February 2025 – BOT Update**

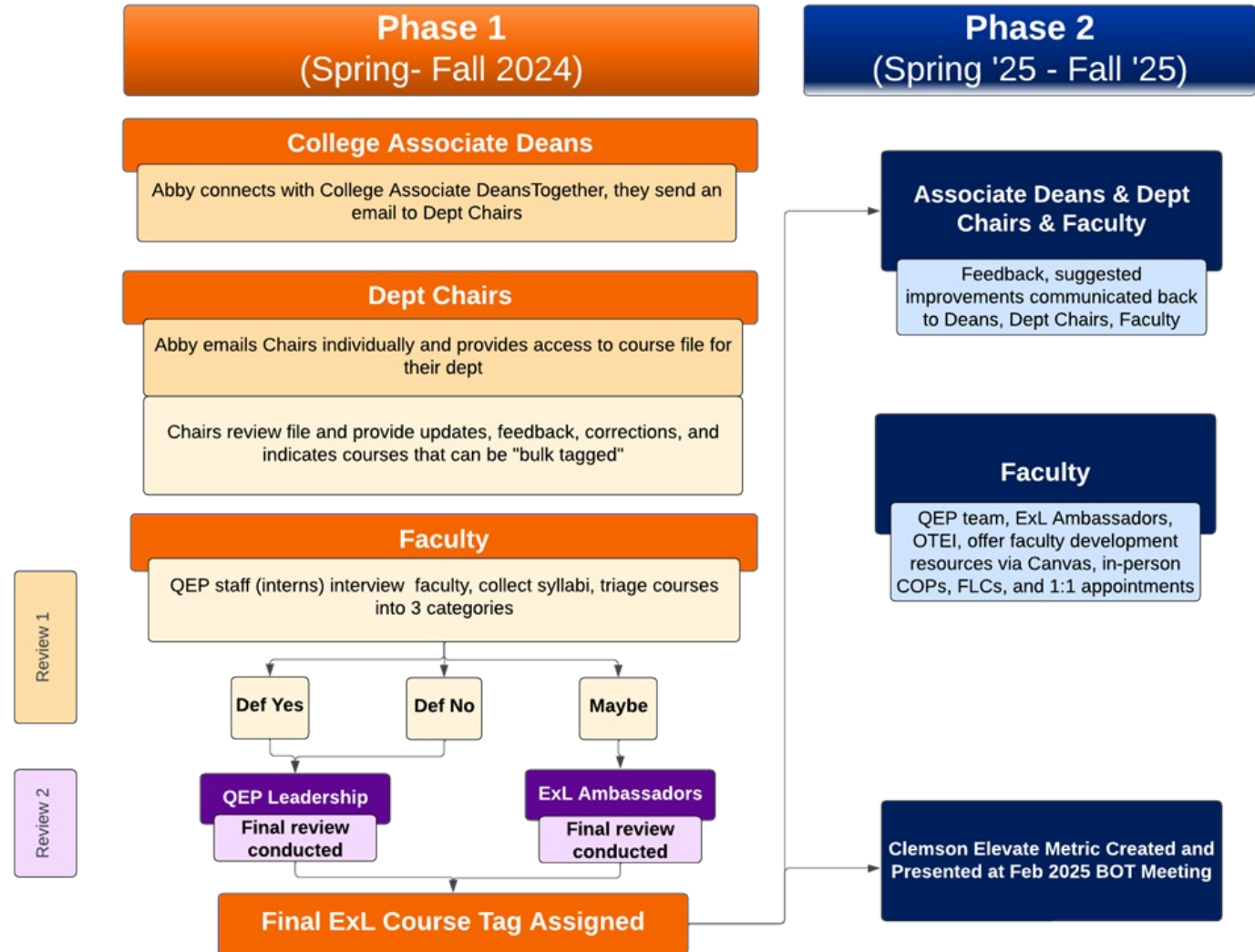**CU** *ExL*

Faculty Resources

Follow us on Instagram

Follow us on LinkedIn

CU-ExL Mini Grant

CU *ExL*

ExL Course Tagging Workflow

Phase 1 (Spring- Fall 2024)	Phase 2 (Spring '25 - Fall '25)

College Associate Deans

Abby connects with College Associate DeansTogether, they send an email to Dept Chairs

Associate Deans & Dept Chairs & Faculty

Feedback, suggested improvements communicated back to Deans, Dept Chairs, Faculty

Dept Chairs

Abby emails Chairs individually and provides access to course file for their dept

Chairs review file and provide updates, feedback, corrections, and indicates courses that can be "bulk tagged"

Faculty

QEP team, ExL Ambassadors, OTEI, offer faculty development resources via Canvas, in-person COPs, FLCs, and 1:1 appointments

Faculty

QEP staff (interns) interview faculty, collect syllabi, triage courses into 3 categories

Review 1

Def Yes · Def No · Maybe

Review 2

QEP Leadership

Final review conducted

ExL Ambassadors

Final review conducted

Final ExL Course Tag Assigned

Clemson Elevate Metric Created and Presented at Feb 2025 BOT Meeting

CU *ExL*

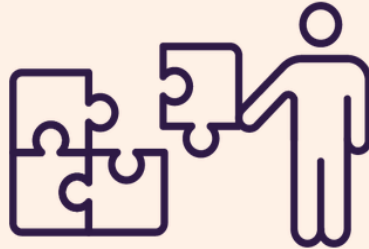# Foundation Data Model (FDM) Overview

Fall 2024

Agenda

- What is the FDM and Why is it Important

- Current State vs. Future State – What does Transitioning to FDM Mean?

- FDM Blueprint Overview

- FDM Design Approach & Engagement Plan

Chart of Accounts

The Chart of Accounts is the *heartbeat* of the HR and Finance systems.

- Current Chart of Accounts: Fund, Class, Project, Department, Program, Account.

- Facilitates HR and Finance approvals for hiring, purchasing and other actions.

- Enables management, operational, regulatory and statutory reports.

- Impacts the level of effort in performing HR and Finance activities (i.e., commitment control).

- Drives systems access and role-based security methodologies.

- Impacts both the core ERP functionality as well as upstream and downstream systems.

Foundation Data Model (FDM)

What is it? The design of the data model used across HCM, Payroll, Supply Chain, and financials that establishes the foundation for Workday transaction processing and reporting.

Why is it important? The Foundation Data Model (FDM) provides the foundation for three key functions in Workday: Reporting, Security and Business Processes.
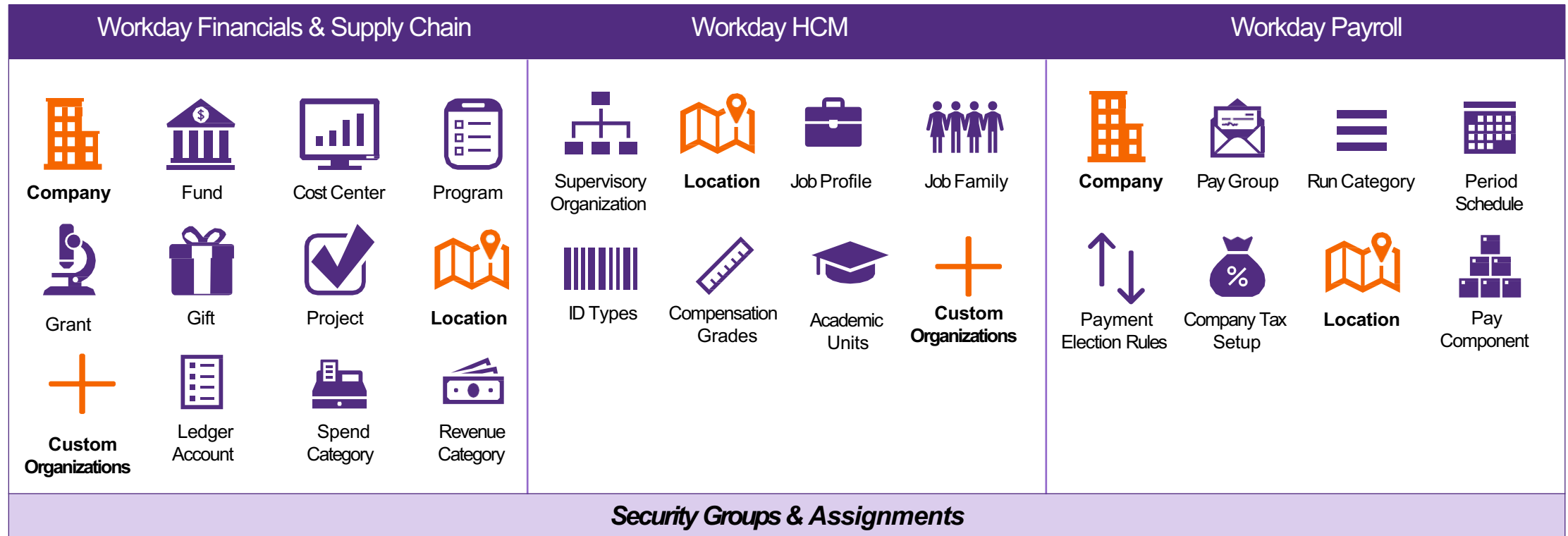

The FDM determines the questions we can answer. It is the heartbeat of the new ERP.

Foundation Data Model (FDM) | What is it?

The Workday Foundation Data Model (FDM) is the design of the data model used across HCM, Payroll, Supply Chain, and Financials that establishes the foundation for Workday transaction processing and reporting.

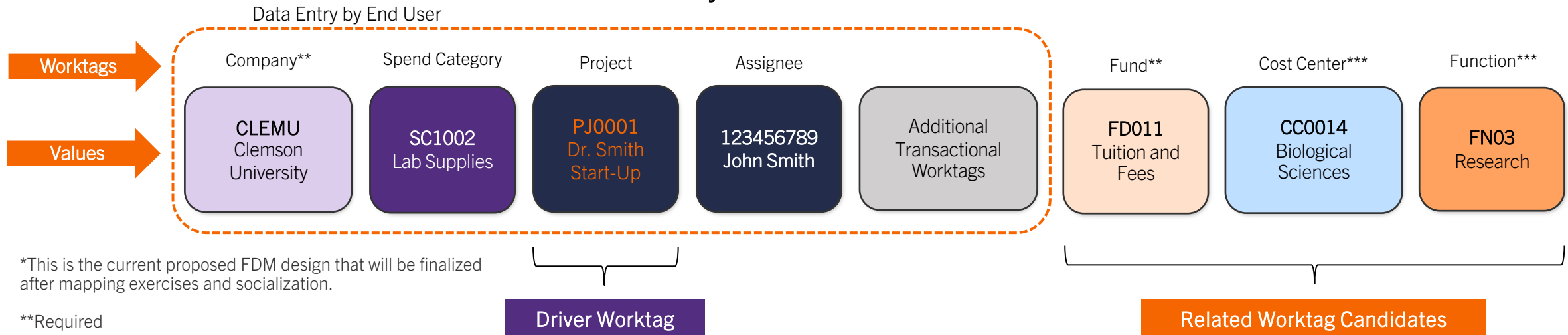## Foundational Data Elements (not inclusive)

Workday Financials & Supply Chain				Workday HCM				Workday Payroll			
Company	Fund	Cost Center	Program	Supervisory Organization	**Location**	Job Profile	Job Family	**Company**	Pay Group	Run Category	Period Schedule
Grant	Gift	Project	**Location**	ID Types	Compensation Grades	Academic Units	**Custom Organizations**	Payment Election Rules	Company Tax Setup	**Location**	Pay Component
Custom Organizations	Ledger Account	Spend Category	Revenue Category								

Security Groups & Assignments
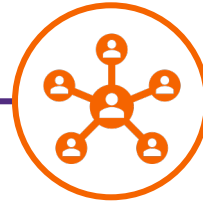
FDM | Stakeholder Groups and Engagement

DESIGN
July-Early August

FDM WORKING GROUP

Small group (~25) of key representatives from across Clemson colleges, divisions, and departments responsible for designing the preliminary FDM Blueprint.
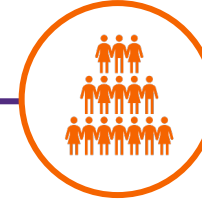
FEEDBACK
August

FDM CONTRIBUTORS

Larger group (~160) with comprehensive representation from Clemson colleges, divisions, and departments. Informed of FDM design decisions and mapping activities for feedback.
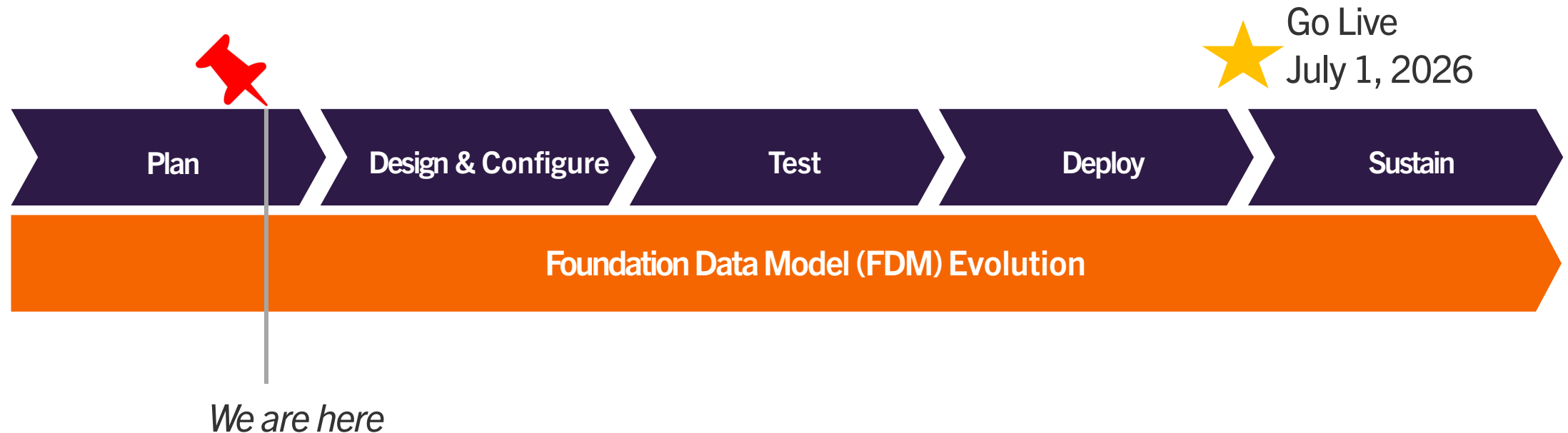
INFORM
September

CLEMSON COMMUNITY

All Clemson stakeholders that will be ultimately impacted by the new FDM. Informed of FDM design at key milestones to ensure readiness to update new FDM.

ERP and Foundation Data Model (FDM) | Timeline

The Foundation Data Model (FDM) will continue to evolve throughout the Workday ERP implementation based on user input, training, and prototyping activities.

Go Live
July 1, 2026

| Plan | Design & Configure | Test | Deploy | Sustain |

Foundation Data Model (FDM) Evolution

We are here

Your Feedback is Important

- We need to hear from you….
  - What business questions do you need answered that you are currently unable to answer due to either lack of available data or difficulty in pulling together data?

  - Your responses to this question will help the team ensure we are building an FDM that can answer the business questions you have.

Questions and Feedback

- Website: www.clemson.edu/workday

- Email Us: Workday@clemson.edu

Thank You

**RESEARCH, SCHOLARSHIP, AND CREATIVE ENDEAVORS COMMITTEE
REPORT**
Standing Agenda Items 202411: Faculty Designations: Post Docs and Research Faculty

Charge

The Research Committee shall examine, analyze, and discuss the current definitions of Post Docs and Research Faculty within the Faculty Manual, including duties and appointment criteria for these designations and limitations to participation in faculty functions other than research (service, shared governance) for faculty in 100% research appointments. Produce a report that investigates the current uses of these designations, including the use of research associates and other staff positions, across departments at this institution and compare with those of peer and peer aspirational institutions and industry best practices and make recommendations if necessary.

Executive Summary

In general, throughout both peer and peer aspirational institutions, postdoctoral fellows are temporary appointees on funds from principal investigators (PIs) who report to the PI for reappointment and progress reports. Research faculty are non-tenure track faculty with temporary appointments that report directly to the department chair for reappointment and progress reports. In all peer and peer aspirational institutions explored in our background report (Appendix 1- Background Report), both postdoctoral and research faculty appointments were time-limited, contingent on availability of funding.

I.   Postdoctoral Appointments

   a. Clemson University

   At Clemson University, Post-Doctoral Fellows and Research Associates are defined in the Postdoctoral Handbook (**Appendix 2** – Postdoc Handbook). People in these positions cannot serve as a principal investigator on research grants, but can serve as co-principal investigators or co-investigators. They are supervised by a faculty sponsor. Notably, the postdoc handbook also includes definitions of research faculty which are not in accordance with our current faculty manual.

   b. Peer and Peer Aspirational Institutions

   Peer institution examples (**Appendix 1** - Background Report)

   1. University of Delaware
   2. Auburn University
   3. Kansas State University

   Peer aspirational institution examples

   1. University of Florida
   2. Purdue University
   3. The Ohio State University

In general, policies and duties of postdoctoral appointments at peer and peer aspirational institutions are similar to ours. The postdoctoral appointment is contingent on available faculty funding and the Post Doc reports to the PI of the grant (the person who hired them). Post Docs are not considered faculty and therefore do not have any of the voting rights or shared governance rights of faculty. As a key difference, our peer aspirational institutions seem to have better defined individual professional development plans and are focused on ensuring that Post Docs receive training to prepare them for their next career step. Some of these institutions also have limits on the number of years that an employee can be a postdoctoral fellow (four years – University of Florida, five years – The Ohio State University).

II.   Research Faculty
a. Clemson University
At Clemson University, definitions of research faculty ranks can be found in the Faculty Manual. They must be engaged in full-time research, which is their principal assignment, and need to be supported through grant funding (internal or external sources). It is unclear to the committee, based upon the faculty manual as it currently reads, who they directly report, although based on the criteria for reappointment involving a departmental tenure, promotion and reappointment document is likely the department chair. They are expected to have 100% salary support, but promotion and reappointment can still occur if this salary support falls below the threshold based on other activities that support the mission of Clemson University, including service. All research faculty, according to our current faculty manual, can participate in shared governance and have voting rights. However, if they are to be on 100% research appointments, it is currently unclear to what extent participation in shared governance should be allowed (tenure-track faculty will have a percentage of their contracts include service) and this may vary based on the funding sources supporting the faculty member.

South Carolina Code of Laws 59-101-630 provides requirements on funding research grant positions, including research faculty. According to this law, "state appropriated funds must not be used to fund any portion of research grant positions" and that these positions "may not exist beyond the duration of the funding for the project or grant or any subsequent renewal". There is clarity that the public institution may be able to provide gap funding when the faculty member is between grants, so this stipulation should be present in research faculty hiring and TPR documents.

b. Peer and Peer Aspirational Institutions
Peer institution examples (**Appendix 1** - Background Report)
1. University of Delaware
2. Auburn University
3. Kansas State University

Peer aspirational institution examples
1. Michigan State University
2. The Ohio State University

3. Purdue University

In general, our peer institutions do not have consistent definitions for research faculty. Specifically, Kansas State University has muddled the definition by providing term appointments and regular appointment options which can change their rights and protections under their university constitution. In both cases, they are not tenure track and can not vote on tenure or promotion for tenure track faculty. It is unclear if they can vote on other matters or participate in shared governance. Only "regular" appointees are entitled to Notice of Non-Reappointment. At Auburn University, the faculty manual is very clear that these research title series positions are not a means to extend a postdoctoral appointment, which is missing from our manual. At the University of Delaware, research track appointments could be continuously renewed if the faculty member is continuing to obtain funding. In all cases at these peer institutions, research faculty are non-tenure track and can not participate in tenure-related voting decisions, while their participation in shared governance is unclear/inconsistent.

Findings at peer aspirational institutions were similar. At both Purdue University and Michigan State University, faculty cannot participate in shared governance, while The Ohio State University really leaves the decisions regarding research rank faculty in the hands of the hiring departments and colleges. In all cases, these faculty can advise graduate students for research purposes, but do not have teaching appointments. Research rank faculty at all of these institutions report to their department chair and are hired by the creation of an appointment by the department. Contract lengths ranged from 1 to 5 years and were renewable. In general, Purdue University had the most clear policies published, which could be helpful when/if revising the policy at Clemson University.

Conclusions

The Research Committee shall examine, analyze, and discuss the current definitions of Post Docs and Research Faculty within the Faculty Manual, including duties and appointment criteria for these designations and limitations to participation in faculty functions other than research (service, shared governance) for faculty in 100% research appointments. Produce a report that investigates the current uses of these designations, including the use of research associates and other staff positions, across departments at this institution and compare with those of peer and peer aspirational institutions and industry best practices and make recommendations if necessary.

Across Clemson University, definitions, supervisory parties, and duties of Post Docs and research faculty are unclear. The inclusion of "Research Faculty" in the Post Doc handbook further muddles the water. This lack of direct clarity, specifically regarding whom the employee reports to for performance reviews, reappointment, and promotion, has led to inconsistencies in the use of these titles across campus. Our peer and peer aspirational institutions have some well-defined policies for both Post Docs and Research Faculty that could assist if we choose to alter our Faculty Manual.

The deviation of research faculty from 100% research, either for service or teaching, at our peer aspirational institutions requires departmental and college level support (some institutions require votes by tenure track faculty in the department). Of note, at Michigan State University it is made clear that a minimum of 5% of research faculty salary is supported by the general fund to allow time for proposal writing, which suggests that more salary would need to be supported to enable time spent either in the classroom or participating in service activities. As our faculty manual currently stands, Research Faculty are both required to have 100% research appointments and allowed to participate in faculty governance with full voting writes. This seems to be in conflict with what our aspirational institutions are doing. The great majority of our peer and peer aspirational institutions limit the ability of Post Docs and Research Faculty to participate in shared governance, except for The Ohio State University which leaves this up to the departments and colleges.

Recommendations

Based on our findings, the Research committee provides the following recommendations:
1. We recommend that the policy committee clarifies the roles of postdoctoral fellows and research faculty within the Faculty Manual, with a specific focus on duties, term lengths, supervision/supervisory parties, and reappointment. The role of TPR committees in evaluation and reappointment for these positions also need to be clarified.
2. We recommend that the policy committee assist in correcting the postdoctoral handbook to either no longer include any information about research faculty or to be in alignment with the faculty handbook.
3. We recommend that the research committee surveys current research faculty to determine who they report to for reappointment and the current time spent on extra activities outside of their 100% research appointment.

Appendix 1 — [Background Report](#)
Appendix 2 — [Postdoctoral Handbook](#)