**Faculty Affairs Committee**

**Annual Report 2020-2021**

**Chair – Kristi Cheyney-Collanate**

**FPC Members:** Lindsay Lynch (HDOSE & FPC Rep), Anne Seraphine (HDOSE), Kristen Kemple (SESPECS), Kristi Cheyney-Collanate (SESPECS), Elizabeth Washington (STL), Wanli Xing (STL)

**Dean’s Reps:** Thomasenia Adams, Tom Dana,

**Committee Goals**

1. Review College of Education policies to ensure alignment with the new Collective Bargaining Agreement that will be finalized this year
2. This review process will include evaluation through a social justice lens
3. Special focus on CBA articles related to intellectual property, T&P annual review, and impact of COVID on teaching, research, and service
4. Seek ways to account for the labor of minoritized faculty in effort calculations

**Report**

1. The Collective Bargaining Agreement was not approved until March 2021, so all goals related to CBA (#’a 1 – 3) will continue into next year.
2. The Committee engaged in discussion related to ways to account for the labor of minoritized faculty in effort calculations. We collected data on how other R1 institution around the country are handling this common challenge and compiled this information into a table. The Committee will use this data to explore potential policy recommendations in this area for next year.
3. The Committee created drafted Recommendations to FPC on Impact of COVID 19 and Faculty Productivity. Recommendations were deferred in lieu of guidelines issued from Provost Office, however the draft is included below.

**Draft FAC Recommendation on Impact of COVID 19 and Faculty Productivity**

Recognizing the critical impact of COVID 19 on faculty productivity, FAC recommends FPC consideration of a policy allowing for a section of the Addendum of the Faculty Annual Report dedicated to a description of how COVID 19 has impacted their annual work in Teaching, Scholarship and Service, and that Directors include reference to these COVID 19 impact descriptions in their annual evaluation letters.

Areas of impact include but are not limited to: longer response times for publications; restricted access to PK-12 schools for research, PD, and service activities; challenges to participants of research (students, families, and teachers); limited funds for presentations at professional conferences; the potential for lower than typical teaching evaluations due to factors out of faculty control; and challenges related to the shift to remote work, including increased child- and/or elder care responsibilities.