Executive Committee of the AFSE
Meeting Minutes
December 6, 2019

Present: Jitendran Muthuswamy (chair), Samantha Brunhaver, Chris Buneo, Marcus Herrmann,
                Tony Lamanna, George Pan, Rod Roscoe, Andreas Spanias, Yalin Wang, Dianne Hansford
                (Secretary), Annette Bower (Minute Taker)

Absent: Rosa Krajmalnik-Brown, Doug Montgomery, Sefaattin Tongay

Guests: Dean Kyle Squires, Vice Dean Marco Saraniti and Vice Dean Ann McKenna

1. **Minutes** of the November 1, 2019 meeting were approved.

2. **Discussion with Dean Squires and Vice Dean Saraniti.**

   Master's theses chair changes:
   The dean discussed the issue of non-tenured and non-tenure-track (non-T/TT) faculty chairing
   master's theses.   The Provost's office is discussing this with the dean.

   What problem are we solving by having non-T/TT faculty in this role?
   We would have more people available to chair thesis committees, which would be good due to
   the sheer number of master's students. Additionally, this would be advantageous for non-T/TT
   positions that involve a research component.

   Why do we have Master's thesis?
   Preparation/trial for Ph.D. program. Thesis option is important for some students.

   Would this change in the Master's thesis program help grow the research enterprise?
   Master's programs involve projects and portfolios. Involving more faculty in this activity should
   have a positive effect because it would engage a group of people who, at this time, have little
   motivation to write proposals and engage in research.

   Kyle suggested that the priority now should be Lecturers and PoP.

   ACTION ITEM: Memo to dean from the EC is needed to create movement on this item at the
   Provost level. (Dianne will draft and send to Jit and Marcus for review.)

   Non-T/TT faculty serving as PI's on proposals:
   *Is it necessary to change the current policy? Non-T/TT faculty serving as PI's on proposals would
   not happen often. Is co-PI enough?*
   This change could serve as a form of professional development. One caution: if the person does

not move past co-PI, it could create a negative impression. Allowing more faculty to pursue proposals as a PI will increase the load on staff that support research activity. Does this idea entitle them to have independent lab space? (Short answer: Yes.)
What is in the best interest of the enterprise and faculty?

This is a national problem. Kyle would like to understand how other institutions are dealing with this issue. What are some models? These faculty tend to be soft-funded. One model could be shared lab space between 2-3 research faculty.

ACTION ITEM: EC should do some benchmarking of peers to see how they handle similar arrangements. Formation of a sub-committee to act on this will be added to the January 2020 agenda.

3. **Discussion on Mentorship with Vice Dean Ann McKenna on Faculty Mentorship**.

   Ann's presentation was accompanied by FSE_faculty_mentorship_12_6_19.pptx and NAP_Mentorship_in_STEM_2019.pdf.

   Mentorship has been happening since the beginning and it is used to coordinate activities and leverage resources available so that we have the biggest impact that we can have.

   The definition of mentorship (as per National Academies of Sciences Engineering and Medicine): a professional working alliance in which individuals work together over time to support the person and professional growth, development and success of the relational partners through the provision of career and psychosocial support.

   An overview of a few FSE activities include:

   • New faculty welcome and onboarding;
   • New Faculty Advisory Council (NFAC);
   • Community of Practice teaching workshops for new faculty;
   • Dean's office workshops;
   • FSE master mentors;
   • Engineering Faculty Impact Collaborative;
   • Several other informal and local activities within schools, programs, research groups, etc.

   FSE Master Mentors was established to develop a mentoring community. There is one master mentor for each school plus one from Academic and Student Affairs (ASA). The goals include: building a mentorship community and establishing mentor-focused leadership, to identify and coordinate mentoring activities across FSE, to establish and share best practices, and develop and implement mentorship activities.

   What are some of the things we could provide for faculty who have already been promoted?

   A survey was implemented in spring 2019 by the Master Mentors. Some findings include:

   • Provide more clear expectations for promotion to principal lecturer or full professor;
   • Form a mentoring network through event(s);
   • Develop and make available resources that provide best practices for mentoring.

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Some upcoming workshop topics include: planning for promotion (open to associate professors and senior lecturers), building collaborations (open to all FSE faculty) and sabbatical (open to FSE tenured professors).

The Engineering Faculty Impact Collaborative (EFIC) is designed to build a community of practice among institutions and faculty that values impactful research, quality teaching, a collaborative mindset and personal development. The goal is to attain success and have impact throughout a lifetime of meaningful work. The process includes onboarding and orientation, mentorship, and building community.

Questions this program addresses include:

- How do I become a great teacher?
- How do I get funding for my research?
- How do I mentor graduate students?
- How do I structure faculty development on my campus?

EFIC has three strategic goals:

- Instigate to grow a scholarly community by
    - Building visibility around the collaboratory
    - Increasing the size of the collaboratory
    - Encouraging collaboration and partnerships
- Contribute to substantive contributions to the knowledge base around EM-based engineering faculty mentorship and development
- Connect mentors to mentees and generate and curate training modules that assist faculty in becoming more effective faculty mentors and mentees

To date, eight EFIC based proposals have been received and funded.

What does it mean to have leadership in one's field? What does it mean to have impact? It's more about that rather than the process.

How can the Executive Committee help? The EC should provide input and not just participate.

How do you bring visibility to mentorship? How do you recognize and make visible and value and reward that? This is more faculty-to-faculty mentorship. Is there a way to think about the growth of tenured faculty? Can they play a larger role in research and teaching?

Faculty should think in terms of the "culture" of mentoring as well. Even if you're not a formal mentor there are plenty of ways faculty can help. If a faculty is struggling with teaching who should they talk to?

Workload is also impacted by this process. For example, SSEBE provides teaching release to faculty who co-teach with a half a course less teaching used as incentive.

Is there a good model for a unit level mentorship arrangement? There is a set of recommendations. Refer to the attached NAP Mentorship in STEMM report (recommendations begin on page 175).

ACTION ITEM: EC will let the master mentors take the lead on mentoring activities. The EC welcomes a discussion of the master mentor's recommendations.

4. **Planning for Robert Langer visit on February 7, 2020**.
   A plan for laying out Dr. Langer's agenda was discussed with the EC. The day will consist of group meetings of faculty/students representing all six schools, lunch with the executive committee, a meeting with the directors and vice deans, a meeting with the dean, the seminar, and a reception.

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Next Meeting:
January 17, 2020; 12 NOON; BY 420

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