

WORKLOAD REASSIGNED TIME COMMITTEE FINAL REPORT

(10.19.16)

PRESENTED TO

Dr. Michael Benson

President, Eastern Kentucky University

MEMBERS:

Dr. Ryan Baggett, Dr. Mary Clements, Dr. Melissa Dieckmann, Dr. Kellie Ellis, Dr. Ginni Fair, Dr. Lisa Kay, Dr. Peter Kraska, Dr. Jason Marion, Dr. Rick Mott, Dr. Jerry Pogatshnik, Dr. Beth Polin, Dr. Mike Roberson, Dr. Tim Ross, Dr. Chris Taylor, Dr. Tanlee Wasson, Dr. Shirley O'Brien (Chair)

EXECUTIVE SUMMARY

In the course of annual budget review, the Board of Regents noted a significant budget allocation associated with faculty reassigned time. The Board directed President Benson to form a representative committee that possesses knowledge about reassigned time. The committee was comprised of representatives from the six colleges, a Dean, a Faculty Senate Academic Quality Committee member, the Faculty Senate Chair, and the Assistant Vice President, Institutional Effectiveness & Institutional Research. During the initial meeting, President Benson charged the committee to examine how reassigned time is used at Eastern Kentucky University, and to evaluate the effectiveness and efficiency of this use of ECU's financial resources.

Upon review, the committee noted that reassigned time can be separated into three categories: faculty with full reassigned administrative duties (Provost, Vice Provost, Deans, Associate Deans), faculty with partial reassigned administrative duties (Department Chairs, Program Coordinators, Directors), and faculty with non-administrative reassigned time. It is beyond the purview of this committee to evaluate reassigned time use for the Provosts and Deans.

Faculty with teaching and administrative duties—Department Chairs, Program Coordinators and Directors—serve a valuable function for the University. Their in-depth knowledge of the discipline is crucial to effective administration of the programs or units under their leadership, and the duties they perform and the time they spend exceeds expectations for the reassigned time allocated to those duties. Policies exist to evaluate the effectiveness of administrative leadership and to remediate any shortcomings. Therefore, we recommend that the use of reassigned time to provide administrative leadership at the program and department level is an effective and efficient use of financial resources, and should be continued without change. However, in order to attain consistency of reassigned time for these administrative roles, operational definitions for administrative roles such as Program Coordinator and Director would be helpful.

Reassigned time for non-administrative duties is governed by Policy 4.7.3P and falls into three categories: scholarship, service, and new faculty reassigned time. Each of these categories of reassigned time adds value to the core mission of the University. Scholarship increases the visibility and reputation of ECU, increases high-impact learning and student engagement through student participation in research projects, improves classroom teaching by keeping faculty abreast of the most recent knowledge in their field, and increases revenue through external funding from grants. Service is critical to the functioning of the University through leadership on University-level committees with significant workloads, as well as increasing the visibility and reputation of ECU through service on professional boards and in leadership positions in their professional organizations. Reassigned time for new faculty is mandated by Policy 4.7.3P. In every category of reassigned time, a major benefit of this resource allocation is student engagement. Non-administrative reassigned time accounts for only 29.67% of the total

allocation of reassigned time, and when utilized effectively, its benefits far outweigh its financial costs.

Overall, the committee finds that Eastern Kentucky University's use of reassigned time fulfills essential University functions and is a cost-effective way to meet institution goals and objectives and administrative and student needs. The University executes reassigned time effectively. Some refinement in the allocation of non-administrative reassigned time would increase the effectiveness and efficiency of this use of financial resources. The majority of inconsistencies in reassigning time occur due to interpretation of Policy 4.7.3P in determining the amount of reassigned time that should be provided for non-administrative activities.

The committee has three major recommendations:

1. Continue reassigned time as an effective means to meet the core mission of the institution.
2. Develop College/University-wide parameters for the Policy 4.7.3P clause "when levels of these activities exceed normal expectations" so that reassigned time is applied consistently at the College/University level.
3. Develop a process for consistently evaluating whether reassigned time for a given faculty member is producing expected outcomes and should be continued.

INTRODUCTION

In Eastern Kentucky University's strategic plan document, *Make No Little Plans: A Vision for 2020*, the University sets out a bold vision of ECU as a "premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world." To achieve this vision, the University sets out six strategic goals, which include academic excellence, commitment to student success, institutional distinction, and service to communities and region. It has been ECU's practice to provide reassigned time to faculty whose commitments to these goals go beyond the normal responsibilities of a faculty member. Reassigned time is defined as the reallocation of part or all of a faculty member's expected teaching load for uses other than teaching within a classroom or online setting. However, there are significant misunderstandings at all levels of the University regarding the use of reassigned time to meet these important goals. Therefore, this report will provide clarity in the use of reassigned time.

Both President Benson and Board of Regents Chair Turner support the use of faculty reassigned time for the purpose of advancing the scholarly achievements of ECU faculty and students, most recently through financial allocations to the University Fellows Program through the President's Research and Scholarship Fund, which began in 2015. At the initial meeting of this ad hoc committee, President Benson reiterated his support of reassigned time as a valuable resource to meet the goals of the University. This report will demonstrate through quantitative and qualitative analysis that this financial support of reassigned time has moved ECU forward toward achieving its 2020 Vision.

SUPPORTING DATA AND DOCUMENTS

The committee examined a variety of data from ECU. Dr. Tanlee Wasson, Office of Institutional Effectiveness (OIE), and the Academic Budget Subcommittee provided summary documents for committee review:

- Reassigned Time Cost Analysis (Fall 2015). This data set included reassigned time by college and department. The data were further broken down to help the committee to better understand reassignments for typical faculty activities.
- Faculty Workload/Reassigned Time. The Dean Summary Perspectives from Summer 2016 were examined.
- Qualitative narratives about the use of reassigned time by committee members.
- Qualitative narratives from OIE.

No reassigned time data were available for years prior to 2014; thus, trend analyses could not be completed. Spring 2016 data is pending at this time.

The committee also reviewed the following documents:

- ECU Policy 4.7.3P (http://policies.eku.edu/sites/policies.eku.edu/files/policies/4_7_3_faculty_workload_bor.6.9.14.pdf). The committee reviewed existing data, how Policy 4.7.3P is followed, and potential inconsistencies. The policy states that reassigned time may be awarded when activities go above and beyond those expected in a typical faculty role.
- Education Advisory Board (EAB) materials on Reporting Faculty Workload and Faculty Workload and Supplemental Pay Policies.

Dr. Tanlee Wasson of OIE provided the committee with a plethora of data regarding the costs of reassigned time to the University. The committee presents three summary charts that represent the financial costs of reassigned time to ECU.

Chart 1 summarizes total compensation for those holding the rank of faculty, broken down by reassigned time category. In this chart, it is clearly seen that reassigned time accounts for 17% of the total costs of faculty rank compensation, and that 83% of compensation to ECU employees with a faculty rank is provided for instruction leading directly to revenue through tuition dollars.

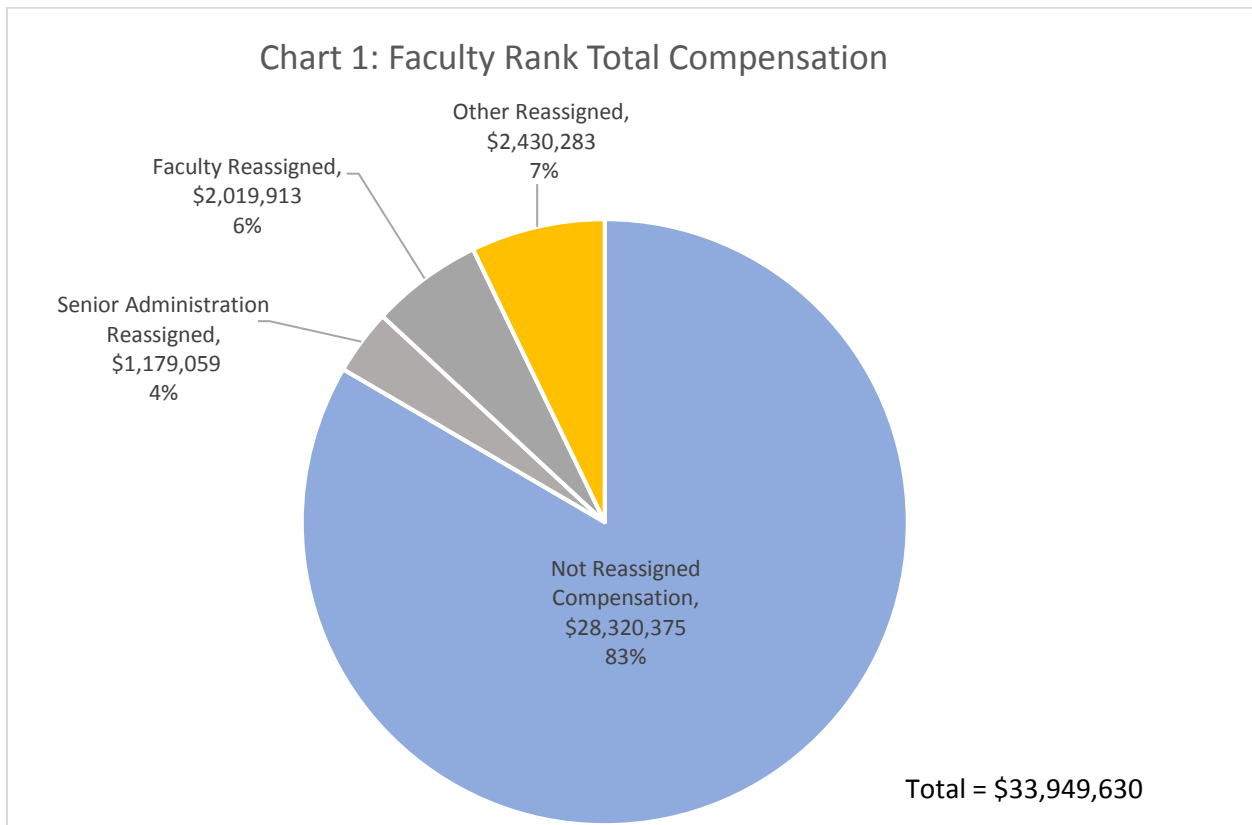


Chart 2 breaks down compensation for reassigned time by category. In this chart, we note that 64% of all dollars spent on reassigned time are for administrative duties provided by employees who hold a faculty rank.

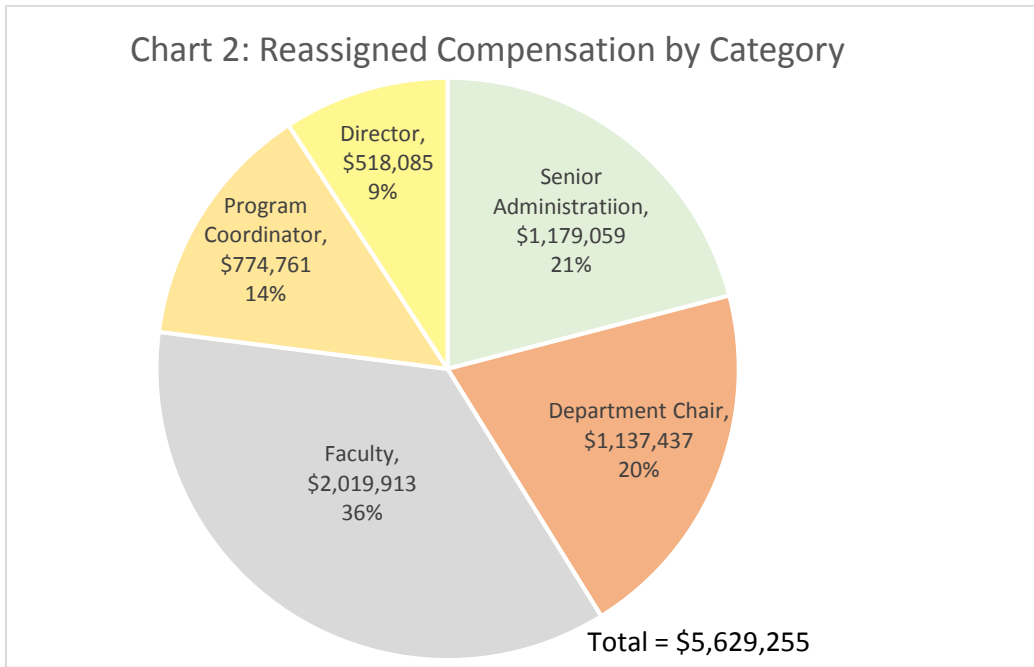
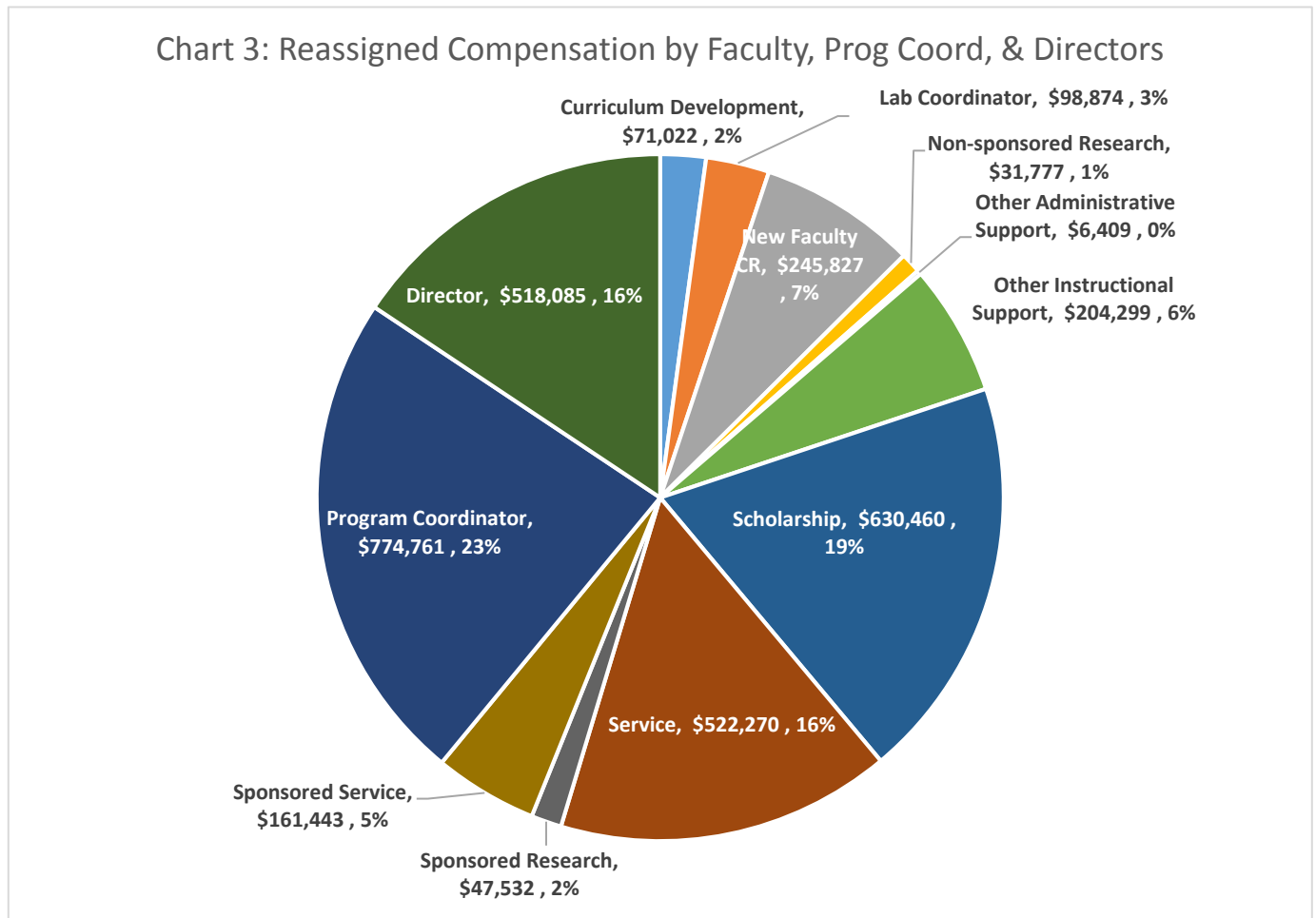


Chart 3 further parses faculty reassigned time into areas that demonstrate reassigned time used to facilitate the daily functioning of the University and to meet student needs for success (admission, retention, and graduation). We note that in addition to administration, EKU faculty provide many essential functions to the university including: lab coordination; curriculum development; scholarship; administrative support; and service to the university, profession, and community. These non-administrative functions account for only 36% of the costs of reassigned time.



NOTES REGARDING CHARTS

1. Senior Administration = Provost, Vice Provost, Deans, and Associate Deans
2. Total annual compensation = Salary + Benefits (11 months paid out July 1, 2015 to June 1, 2016)
3. Reassigned compensation for administrators = total annual compensation/2 since analysis is for Fall 2016
4. Reassigned compensation for everyone else = (total annual compensation/30)*reassigned hours

DATA ANALYSIS

After carefully analyzing the data, the committee identified three salient points:

1. Reassigned time is a necessity for University functioning.
2. The cost of non-administrative reassigned time is relatively small.
3. Non-administrative faculty reassigned time significantly impacts ECU's strategic goals.

In the following paragraphs, we will explain our analysis and provide examples for each point.

Salient Point 1: Reassigned time is a necessity for University functioning.

The role of faculty must meet the demands of the rapidly changing educational environment that is becoming more complex, in order to balance student learning needs with meeting the University's benchmark outcomes. Reassigned time is essential for maintaining the University's high standards in academics, scholarship, and service.

Faculty reassigned time is vital to the academic functioning of the University. The majority of the dollars allotted for faculty reassigned time are assigned to academic administrators, such as the Provost, Deans, and Chairs. These administrators play a critical role in the function of the university, as noted in this narrative from Department Chair Bob Brubaker:

I have all the expected responsibilities of a department chair including budget management, curriculum oversight, preparing four increasingly complicated class schedules per year, managing faculty resources, planning/program development, recruiting and advising students, serving on many committees, and responding to requests for departmental data from various administrative offices. But, on a day to day basis, what occupies much of my time is working directly with students to resolve bureaucratic entanglements and, often, personal concerns that are interfering with their academic success (including retention and graduation). Serving as an ombudsman and counselor may not be apparent in a Chair's job description, but they are among the most important things we do, and they are extraordinarily time consuming.

Once this portion is identified, the remaining faculty reassigned time is utilized for activities performed by faculty whose primary duty is teaching. These activities are of extreme importance to maintain and advance our academic programs. Some of these activities include serving as Program Coordinator or Director. Such roles must be filled by faculty who are educationally prepared and/or credentialed to oversee curriculum and instruction of the programs. Our 41 externally accredited programs must have a faculty member in the Coordinator or Director role to meet and maintain accreditation standards. This is in agreement with General Principle #8 in Policy 4.7.3P. The following excerpt from Donna Corley, Director of Baccalaureate and Graduate Nursing (DBGN), highlights the crucial role that Program Coordinators and Directors play in student success:

...It is our responsibility as program coordinator to provide guidance and growth for our faculty, [as well as] value and quality for our students while maintaining the congruency and currency of our curriculum with the curriculum plan and external accreditation standards.

Leadership for the DBGN externally accredited programs requires expertise in the development, implementation, evaluation and ongoing plan for improvement of the program as well as the ability to develop open channels of communication interprofessionally. This includes mentoring faculty in their role within the department and providing opportunities for faculty professional growth and the time and patience required to maintain open communication between faculty, department leadership and external agencies.

Continued quality program outcomes are achieved by meeting with faculty individually and groups as well as meeting with internal and external leadership to assure the program standards are maintained. It is critical for our programs to be current and future sighted so that we continue to meet the ever-changing needs of the healthcare community.

Another area identified in faculty reassigned time is service to the University. This area addresses numerous activities faculty perform above and beyond the usual faculty expectations. These faculty members are assigned as committee Chairs or members of University and College committees with significant workloads, such as Tobacco Free Campus, College curriculum, program accreditation and self-study, etc. Other service functions that faculty participate in are high-profile committees such as the Provost Search and Faculty Senate Committees. Faculty also serve on professional boards and in leadership positions in professional organizations, thus increasing ECU's visibility and reputation. Mentoring of students, participating in thesis-type research at both undergraduate and graduate levels, and related committee functions are examples of teaching/service roles of faculty. Faculty subsume many of these roles into their personal time. In the following excerpt, physics professor Garrett Yoder outlines his responsibilities as Committee Chair:

My work as Chair of the Pre-Health Advising Committee is to support our programs to prepare students for Dental, Optometry and, especially, medical school after they graduate. I receive one-quarter reassigned time (3 hrs) in the Spring semester (that is when almost all of the student interviews take place) and summer compensation as needed:

- The committee runs student interviews for students interested in attending medical, dental or optometry school and provides an evaluation of the student.
- Upon request, I write letters of evaluation on behalf of these students for medical school based on the committee's evaluation of the student.

- Review admission data and MCAT scores to suggest changes for programs and for advising for students applying for medical school in collaboration with the pre-Health professional advisor (Dr. James Luba) who has an ex-officio spot on the committee.

A third area of faculty reassigned time is provided for scholarship. According to Policy 4.7.3P, scholarship is an expected part of a faculty member's professional responsibilities, but many faculty members' time commitments to scholarly activities far exceeds the normal expectations of the 20% portion of faculty workload which is supposed to be spent on scholarship. Such activities include serving as thesis chair on student research, guiding multiple student research projects in a single semester, and publishing at a rate higher than expected. Management professor Beth Polin describes one of the critical functions of scholarship below:

Management scholarship exists as a part of a vigorous cycle: students and practitioners provide insights into inefficiencies in organizations; scholars then brainstorm theoretically and conceptually as well as investigate empirically to provide recommendations to students and practitioners; and students and practitioners utilize these recommendations and once again provide feedback and new insights to scholars. As such, teaching and research cannot exist independently of each other. As I strive to be successful and impactful in the field of Management, I find myself inspired by the potential that exists to move the field forward and provide practitioners with sound, meaningful solutions. Organizations are efficient and effective because of the inquiries and passion of professors such as myself. Participation in scholarship is an essential part of my identity as a professor.

Last but not least, another area designated for faculty reassigned time is newly hired tenure-track faculty. New faculty are given a one-course reassigned time in two of their first four semesters of employment. This reassigned time is for the new faculty to establish a program of scholarship, which is necessary to attain tenure. The course reassigned time for new tenure-track faculty is included in Policy 4.7.3P, and was written to ensure the University invested in our new faculty. To see how this investment pays off, here are the goals that geosciences professor Jonathan Malzone accomplished with 3 hrs. of reassigned time in his first year at EKU:

- Developed collaborative partnerships with other Geosciences faculty (Watson, Borowski, Jones) and EKU faculty (Settimi – Agriculture, Wilson – Chemistry, Richter – Biological Sciences) that form the basis for new research trajectories at EKU.
- Designed from scratch a hydrological research lab for use in research and curriculum.
- Supervised four students in two independent research projects – one in Daniel Boone National Forest, one at Meadowbrook Farms, including building a weir for continued hydrologic research at Meadowbrook Farms.

- Wrote two internal grant proposals for which he obtained funding (Junior Faculty Research Award, University Fellows) and one external source (United States Forest Service) to support research program.
- Wrote and submitted one external grant proposal to Kentucky Water Resources Research Institute; decision pending.

Salient Point 2: The cost of non-administrative reassigned time is relatively small.

We have conducted an extensive cost analysis of total faculty reassigned time at ECU. The analysis will provide a holistic view of reassigned time from a resource allocation perspective, as well as give a better understanding of the cost/benefit tradeoffs associated with reassigned time.

For Fall 2015, total reassigned compensation for all individuals holding faculty rank was slightly more than \$5.6 million. Of that amount, approximately \$1.3 million was from reassigned time of senior administrators (Provost, Vice Provost, Deans, and Associate Deans) whose assignments are fully administrative in nature, but show up as reassigned time because they hold faculty rank. Another major contributor is reassigned time for Department Chairs, who are normally granted a two-course reassignment per semester under our policies to serve the University in the capacity of department administration. Total reassigned time for Chairs is slightly over \$1.1 million per semester. A third major contributor is faculty who serve ECU as Program Coordinators or Directors of a broad range of University initiatives, many of them mandated by credentialing bodies. These include Directors for programs such as the ECU Honors Program, the Division of Natural Areas, Aviation, Clinical Training, Athletic Training, and others. The total cost of reassigned time for faculty serving in these roles is approximately \$1.3 million per semester. Taken together, reassigned time for faculty serving in administrative roles for designated departments and programs across the University accounts for approximately \$3.6 million per semester, leaving about \$2 million per semester in non-administrative reassigned time. (See Charts 1, 2, and 3 for a breakdown of the cost of reassigned time.)

However, drilling down on this non-administrative component shows that much of it is also required by policies or other University commitments. Of the \$2 million in non-administrative reassigned time, approximately one-quarter (\$455,000) is committed under policy to new faculty that allows for a small reduction in teaching load during their initial two years for course preparation and research (\$246,000) and for commitments made by the University as part of externally supported research and service projects (~\$210,000). An additional amount of approximately \$175,000 directly contributes to academic instruction through curriculum development activities and duties assigned to academic oversight of instructional laboratories. Taken together, the total financial commitment of reassigned time for all remaining scholarly and service activities is approximately \$1.1 million per semester, or about 20% of the total reassigned time budget.

Salient Point 3: Non-administrative faculty reassigned time significantly impacts EKU's strategic goals.

The heightened pressure to increase productivity (student credit-hour production, majors, graduates, etc.) with reduced resources creates a myriad of challenges for higher education institutions and faculty. This completion agenda threatens to significantly reduce or even eliminate various opportunities to address EKU's 2020 Strategic Goals. Among these valuable opportunities that increase EKU's visibility are student engagement, research, and service in professional organizations and service to communities and region.

Student Engagement

A specific consequence of diminishing or eliminating faculty reassigned time would be the weakening of EKU's ability to engage students. This directly contradicts EKU's strategic plan, which highlights a student-centered approach to teaching and learning at EKU to ensure academic excellence and promote student success. Student engagement takes many forms, such as involving undergraduates in research groups and co-opting them into teaching, training and assessment roles. Specifically, student engagement can be identified in all of the various subcategories in which reassigned time is currently being expended (program coordination, service, scholarship, etc.). For example, EKU Program Coordinators comprise approximately \$775,000 of a semester's reassigned time (38%). During the course of a typical day, a Coordinator (many of whom only receive a one-course reassignment each semester) will engage in activities including, but not limited to, the following:

- Academic and career advising
- Student recruitment activities (including personal meetings and College/University-wide events)
- Processing applications for admission
- Adjunct instructor hiring and maintenance (to ensure students are receiving quality education in all courses)
- Investigating and reconciling student complaints/concerns
- Strategic and curriculum planning (leading to quality content and opportunities for students)
- Mentoring and advising student clubs and associations
- Placing students in clinical assignments (in health sciences and education)

The Nexus of Research

EKU's highest institutional value is excellence in student learning. Unlike at the high school or community college level, however, comprehensive universities such as EKU also engage in generating the knowledge used for student learning. In other words, research—the production of knowledge—should not be viewed as separate from teaching—the dissemination of

knowledge. In fact, these two activities operate synergistically: teaching enhances research, and research enhances teaching—what some refer to as the “Teaching/Research Nexus.” A modest number of faculty at ECU (fewer than 10%) receive reassigned time from their teaching duties in order to produce research and scholarship. In some cases, reassigned time for research provides a direct financial benefit to ECU. Funding agencies expect that faculty members will be reassigned from their normal duties so they can contribute effort to their funded project. These externally-funded projects provide support for students, equipment and other resources. Reassigned time may also be granted to provide faculty with time to develop competitive research grants. As an example, reassigned time for proposal development had a direct impact on ECU’s ability to secure funding from the National Science Foundation for the Biological Field Station at Lilley Cornett Woods. The following includes just a few of the many reasons and examples of why this practice is essential to ECU’s standing as a quality institution dedicated to quality learning:

- The research and scholarship produced by ECU faculty, especially in those high-profile programs that generate significant tuition dollars for the institution, is essential for maintaining and enhancing ECU’s reputation as a top-quality institution. Writing books, producing art, or publishing scientific papers in journals is the most important factor in a program’s status. ECU’s College of Justice and Safety, for example, has built its reputation, earned its title of Program of Distinction, and attracts almost 3200 majors in large part due to its reputation as a program that produces the cutting-edge knowledge that others use in the classroom.
- Professors use the innovative scholarship they conduct to enhance the quality of their teaching. A department such as Psychology, that has numerous faculty members engaged in important research projects, creates a vibrant learning environment for the faculty and students. Faculty engagement in research leads to curriculum development and design that impacts course content for students. Therefore, the impact of research cascades throughout the teaching and learning process.
- ECU students benefit directly and indirectly from faculty engaged in research and scholarship. Imagine a business professor directly involved in exploring and learning about the real world of the business community. This professor is going to disseminate to ECU students deeply grounded and timely knowledge. A faculty member with reassigned time to conduct research is also likely going to involve undergraduate and graduate students in their research projects. These are valuable learning experiences for students, and they can lead to meaningful work in the field as well as an appreciation for evidence-based practices.
- While not often recognized, ECU has managed to hire and retain a large number of highly accomplished scholars. Losing, or even reducing, the small amount of reassigned time faculty receive at ECU for scholarship would likely lead to a much more difficult time recruiting and retaining quality faculty. The current academic marketplace is highly competitive, and most new PhDs graduate with academic publications/products and expect to be able to continue their work in this area—along with quality teaching. Reducing these opportunities would significantly harm the entire ECU community in

this regard, and would have a particularly negative impact on EKU's high-profile programs.

Given the significant impact that research has on student learning, its cost to the University in terms of faculty reassigned time is very small, accounting for only 21% of the total funds allocated for reassignments to teaching faculty. In fact, this is an area of reassigned time which the President and Board of Regents Chair have specifically supported and funded through the creation of the President's Research and Scholarship Fund, which funds the University Fellows Program. This program, initiated in 2015, provides funding for a one-course reassignment for one semester for each faculty member who receives a University Fellowship. President Benson allocated University funds for the program, and Board of Regents Chair Turner matched the University funding with a personal donation.

EKU Visibility and Reputation

Faculty engage in regional, domestic, and international reputation-building aspects of service and scholarship. Oftentimes, these areas of emphasis include a student component that provides opportunities for students that would have not been possible otherwise.

Faculty readily serve on national professional boards (often expected for accreditation) and provide service as editors/reviewers of major professional journals. Faculty service can also include partnerships with local agencies for service-learning. These activities are above and beyond the normal expectations of a faculty member.

Research often includes an important component of service to the community. Whether studying domestic violence in Madison County, producing meaningful art for the Kentucky community, or developing evidence-based practices in nursing or K-12 education—all of these types of activities contribute significantly to the quality of life in the communities EKU serves. In short, reassigned time for research directly benefits Kentucky communities. This directly aligns with EKU's Strategic Goal #6.

POTENTIAL RECOMMENDATIONS and REFINEMENTS

After careful consideration of the available data and documents, the committee makes the following recommendations:

1. The current reassignment system is efficient in its operation and effective in producing its desired outcomes. Its continuation is necessary for the University to function properly and for the University to achieve the vision set out in EKU's strategic plan.
2. Despite the strengths of the current reassignment system, refinements are needed in the system to ensure consistency in its use. A need exists for Department Chair-level knowledge regarding the parameters of "above and beyond expectations" for faculty workload. Consistency is needed within Colleges (which would imply the involvement of the Deans). Operational definitions would assist with accurate reporting of work and

consistent allocation of reassigned time. This is particularly evident with the titles of Program Coordinator and Director within Academic Affairs (faculty side).

3. Reassigned time for administration is straightforward. However, reassigned time for scholarship and service should have specific outcomes and be evaluated on a yearly basis. A model exists for producing expected outcomes in both the College of Business and Technology and the College of Justice and Safety. This may be a starting point for other Colleges.

CONCLUSION

After extensive analysis of both the quantitative and qualitative data provided to the committee, it is apparent that ECU gains significant value from the money allocated to reassigned time. The relatively small amounts of time given to any faculty member have produced significant impacts in the function of the University, student engagement, scholarly output, and service to the profession that heightens ECU's academic reputation and improves the benchmarks upon which our effectiveness as an institution of higher education is evaluated.

But the reality is more complex than can be explained simply by looking at data. Given very small increments of reassigned time that do not meet the real-time costs of the duties being undertaken, faculty regularly go above and beyond their required duties and expectations, for the sake of students and the institution. What this committee has discovered, through qualitative narratives from administrators and faculty, and from self-reflective narrative as well as narratives from supervisors of faculty, is that ECU faculty, from new faculty to senior administration, treat their responsibility to ECU not simply as a job, but as a vocation and commitment. They sacrifice personal time to ensure that students receive a quality education and the support they need to succeed. They work tirelessly for their profession and for ECU's good reputation within their profession. At the May 2016 Faculty Senate meeting, President Benson likened the University to a body, where all parts are equally important. ECU faculty had embraced this vision of our institution well before it was so well articulated by Dr. Benson, and have worked tirelessly to accomplish its goals. The costs of reassigned time do not even begin to truly remunerate the faculty for the work they do on behalf of the University.

Overall, the committee finds that ECU's use of reassigned time serves critical University functioning and is a cost-effective way to meet both administrative and student needs. However, it believes that several changes would improve the system's efficiency and effectiveness, particularly in regard to faculty reassigned time. At present, determining the amount of reassigned time associated with various activities, the tracking of reassigned time, and the assessment of its outcomes are not always systematic or consistent across academic disciplines. This should be rectified. Providing guidelines for the range of reassigned times appropriate for various activities would be beneficial. Ensuring consistency in tracking and assessing the outcomes of reassigned time could come about by having performance-reporting

mechanisms—including but not limited to Digital Measures, annual promotion and tenure reports, and annual tenured faculty reviews—incorporate the means by which faculty could easily report their reassigned time and its outcomes. The University has a policy for reassigned time, and Department Chairs are responsible for administering that policy in regard to faculty. Department Chairs, however, receive no formal training. Therefore, application of University policies, including reassigned time, is vulnerable to inconsistencies. Department Chairs have called for the revision and update of the Chairs' manual, and their call should finally be heeded.

APPENDIX

Reassigned time narratives were requested from a sample of individuals with the following categories of reassigned time:

- Senior Administration
- Deans
- Chairs
- Program Coordinators
- Directors
- Faculty—Service
- Faculty—Scholarship
- New Faculty

These individuals were asked to provide a brief statement about how they use reassigned time to meet campus needs. Although only a few sentences were requested, the complex nature of the work completed with reassigned time necessitated much more than a few sentences in most cases. Below, please find a sampling of the responses.

Deans

Sara Zeigler (CLASS)

Reassigned time allows me to serve on statewide, councils, monitor academic quality in all of our programs, oversee budgets, and distribute funds in a way that promotes excellence in research and the classroom. I also am able to work with my chairs on developing new programs, interact with our students, work with faculty on improving retention, meet with prospective donors, identify and take advantage of new opportunities, and design professional development activities for faculty and staff. In addition to the strategic functions of the job, there are myriad everyday activities that require careful and focused attention. These range from filling vacancies in a fair and equitable manner, dealing with student or employee complaints, reviewing requests to ensure that we spend our funds wisely, and monitoring all of the work within the college.

Tom Otieno (SC)

What Reassigned time from teaching has allowed me to do as Interim Dean of the College of Science.

As a founding Dean, and guided by EKU's strategic goals of achieving academic excellence and commitment to student success, I have been able to set up an administrative structure, staff the Dean's office, establish a budget, develop operational policies and procedures, and brand (Logo, website, recruiting materials, social media

presence, message) the new College of Science. The structure thus established has allowed me to provide the necessary leadership in the areas of student academic services, faculty affairs, programs and courses, and resource utilization in a seamless manner such that students and faculty were not impacted adversely by the reorganization of the College of Arts & Sciences. I have also initiated development and fundraising activities at the college level, including meetings with potential individual and corporate donors.

As Founding Dean

- Established the administrative structure of the college
- Determined the staffing needs of the dean's office and established responsibilities for each staff member
- Established a budget for the college
- Developed operational policies and procedures for the college
- Led in the branding of the college (Logo, website, recruiting materials, social media, message)
- Established a junior faculty mentoring program
- Initiated development and fundraising activities at the college level
 - Established an alumni newsletter for the college to facilitate communication and engagement with our alumni and friends.
 - Met with a potential corporate donor
 - Conducted a tour of the new science building for an alum and potential donor

"Routine" Dean Responsibilities

- Student recruitment and retention issues (recruitments, orientations, advising, etc.)
- Recruitment, appointment, annual evaluation, tenure, and promotion of faculty.
- Personnel issues
 - Annual evaluations, promotion, tenure
- Supervises and evaluates support staff
- Facilitates communication between the college and other components of the University
- Coordinates research efforts of the College
- Strategic planning
- Works with President, Provost and Other Deans as necessary
 - Budget Review Committee
 - Provost Council
 - Deans Council

Tom Erikson (BT)

Dean reassigned time is used for:

- Strategic planning
- Accreditation leadership and supervision (AACSB, PGA, ATMAE, ACCE)
- Personnel management
- Budget management
- Overseeing buildings and facilities, including Meadowbrook farm
- Fostering corporate alliances
- Working with advisory boards
- Alumni and development/fund raising activities
- Fiscal management
- Solving student problems
- Responding to and communicating with parents
- Recruitment of faculty and staff

Chairs**Stephen Sumithran (SC)**

I receive six hours of reassigned time per semester to serve as the Associate Chair in the Department of Biological Sciences. We have over 525 majors in our department, working towards their BS in Biology, Biomedical Sciences or Wildlife Management. My primary responsibilities are to assist in Recruitment, Retention and Assessment.

Recruitment: Attend all University sponsored recruitment events, meet potential students and their families when they visit our department, arrange for students to “sit-in” on lectures, and meet faculty who best suit their interests, giving tours of our facilities. I am also responsible for evaluating all transfer courses for equivalencies in our department.

Retention: As the Undergraduate advising coordinator for our department, I meet with current students who have any issues related to their course work, meet with students who wish to change their major. Since I am available all day to the students, most often they come to me for advising if they cannot find their assigned advisor. I spend a considerable portion of my day listening and solving student concerns to help them stay in school. I also coordinate the tutoring/peer-mentoring center in our department.

Assessment: Our department offers five General Education courses, and these courses need to be assessed on an annual schedule. I coordinate the implementation of the assessment instrument, summarizing the data and preparation of the reports. I am also responsible for the Departments Strategic Plan and Program Assessments. In addition, I administer and summarize the results of the Exit Questionnaire of all graduating seniors in our programs

Bob Brubaker (CLASS)

I chair a department of 25 full-time faculty and between 40-50 adjunct instructors and online facilitators. We are home to 800 students in two undergraduate majors and four graduate programs. One administrative assistant supports the entire department. I have all the expected responsibilities of a department chair including budget management, curriculum oversight, preparing four increasingly complicated class schedules per year, managing faculty resources, planning/program development, recruiting and advising students, serving on many committees, and responding to requests for departmental data from various administrative offices. But, on a day to day basis, what occupies much of my time is working directly with students to resolve bureaucratic entanglements and, often, personal concerns that are interfering with their academic success (including retention and graduation). Serving as an ombudsman and counselor may not be apparent in a Chair's job description, but it they are among the most important things we do, and they are extraordinarily time consuming.

Ginni Fair (EDUC)

- Represent the department in college/university contexts and committees.
- Coordinate curriculum work for undergraduate and graduate programs in teacher preparation. This includes vertical and horizontal alignment of standards, adherence to regulations, and implementation of certification expectations.
- Work with faculty to redesign curriculum as necessary to meet the needs of teacher candidates.
- Ensure that the department processes, policies, and procedures adhere to university guidelines.
- Oversee evaluation of faculty and staff, as assigned duties of Chair dictates.
- Maintain procedures and practices within the department to ensure continuous improvement and to assure adherence to accreditation expectations.
- With program coordinators and lead faculty members, facilitate and monitor the training and performance of adjunct faculty for undergraduate course work to assure program quality. *
- Coordinate curriculum work for all completer degree programs and facilitate the offering of those programs.
- Assure that department website is maintained and updated with current and accurate information.*
- With Undergraduate, Graduate, and Extended Campus Coordinators, generate the schedule for undergraduate and graduate coursework.

- Coordinate the development, tracking, assessment, and evaluation of all UG and Graduate key assessments. Ensure that data are posted appropriately for various stakeholders. *
- Provide signature authority for all exceptions, late add/drop, overrides, overload requests.
- Determine appropriate transfer equivalencies.
- Coordinate with partners from various colleges, institutions, and other departments to support cooperation in scheduling, tracking, assessment, etc.
- Coordinate with Office of Clinical Experiences to align clinical and course expectations at both the graduate and undergraduate levels.
- Oversee budget requests and purchases on behalf of the department programs and faculty.
- Coordinate/facilitate appointment requests from prospective students and families for undergraduate programs.
- Oversee hiring processes for the department.
- Facilitate recruitment efforts and work with CPEP office.
- Facilitate/monitor and assure quality of undergraduate advising.

Program Coordinators

Greg Gorbett (J&S)

Here are a few things that I could come up with for what the fire program coordinators do on a regular basis:

Run/manage three on campus and three online degree programs.

- Justifications for new faculty, equipment, staff, and budgetary needs
- Feasibility studies for online degree programs
- Program reviews for accreditation and College/University
- Budgeting
- Track student data-retention and growth
- Recruitment, marketing, and advertising at conferences
- Scheduling for all on campus and online classes
- Meet with prospective students and their families
- Accreditation reviews – site visits and self-study reports
- Paperwork for CAA and program changes
- TracDat data
- Transfer evaluation
- Coordinate curriculum development, redevelopment, and updates
- Hiring of faculty and staff; staff reviews

Donna Corley (HS)

I admit that I struggled to outline what we do as coordinators as it is lived rather than listed. It is our responsibility as program coordinator to provide guidance and growth for our faculty, value and quality for our students while maintaining the congruency and currency of our curriculum with the curriculum plan and external accreditation standards.

Leadership for the DBGN externally accredited programs requires expertise in the development, implementation, evaluation and ongoing plan for improvement of the program as well as the ability to develop open channels of communication interprofessionally. This includes mentoring faculty in their role within the department and providing opportunities for faculty professional growth and the time and patience required to maintain open communication between faculty, department leadership and external agencies.

Continued quality program outcomes are achieved by meeting with faculty individually and groups as well as meeting with internal and external leadership to assure the program standards are maintained. It is critical for our programs to be current and future sighted so that we continue to meet the ever-changing needs of the healthcare community.

A few of the individual responsibilities are addressed below.

- Provide a venue for open communication between faculty, program and department leadership and healthcare agencies
- Meet with program faculty individually and as a group to ensure program curriculum continues to meet AACN Essential standards.
- Mentorship for new and established faculty on curriculum, course development and revision, and external accreditation standards specific to the DNP program and the DBGN. I begin meeting with new faculty weekly.
- Mentor faculty in meeting their personal career goals. Guidance through annual review and tenure process.
- Coordinate with e-campus on admission of program applicants and progression of students enrolled in the program
- Review program applicants with faculty specific to admission decisions
- Monitor student progression and graduation – to include completion and presentation of final DNP project.
- Provide guidance in resolving student issues– keep DBGN Chair informed of any pending issues
- Gather program data, analyze and report at least annually as part of the development of the program improvement plan
- Prepare agenda and Lead bi-monthly DNP faculty meetings
- Collaborate and serve and liaison with external agencies

- Coordinate practicum placement for students to complete clinical hour requirements for courses and program

Brook Bentley (HS)

Family Nurse Practitioner Concentration of MSN program Coordinator

Total number of enrolled students in concentration 280

Reassigned time allows the title of “Coordinator” to be meaningful and not just another title after my name. There are many tasks that can be simply listed under the job-description of “Coordinator.” However, reassigned time not only allows me the time to fulfill those tasks, but to also truly coordinate, support and build my program. It allows the time to do the “behind the scene” responsibilities that contribute to a truly good coordinator and most importantly, to a truly good program with excellent outcomes. I have time for students and time for faculty. My office door is always open to students (in the online world, this translates to phone, email and Adobe Connect time). I am available for students. I am available to potential students that request to meet with me. I am available to students that were denied admission and want to meet with me. I am available to students in the program that have issues they want to share with me. Having time to meet and truly listen to these students allows me time to reflect on our program and make necessary adjustments based on valuable student input. Reassigned time allows me to be available to faculty. It allows me time to listen to faculty concerns and ideas. It allows me time to mentor faculty. This allows for happy and effective teachers. Reassigned time allows me time to engage with faculty and students in all the FNP courses. It allows me to truly “know” the curriculum, how it is being taught and how we are fulfilling program outcomes. It allows me time to be involved in departmental, college and university committees and meetings that ultimately influence my program.

- Ensures program curriculum meets the AACN Essentials standards, as well as, specific regulatory guidelines identified for program (i.e. KBN, ANA, NOPNF, AONE, etc.).
- Oversees the development, implementation and ongoing monitoring of curriculum.
- Gathers program outcomes data yearly, documents analysis of data and coordinates appropriate program outcome improvement plans.
- Coordinates appropriate clinical agency placements for students.
- Mentor new faculty to specific role as necessary for any new teaching assignments in the program.
- Ensure part-time faculty/on-line facilitators are educated to the faculty role and teaching responsibility.

- Oversees, part-time faculty performance related to teaching role in identified program.
- Assist faculty with resolving student issues (Informs chair of potential student issues).
- Maintains open communication with Department Chair.
- Assists with selection of students for admission to the program.
- Monitors annual graduation and retention rates and assesses the accuracy of admission criteria of program.

Directors

Lisa Gannoe (HS)

The Director of the Burrier Child Development Center is responsible for maintaining accreditations, quality ratings, and licensing requirements. Documents must be maintained for inspections from the Cabinet for Health and Family Services, Kentucky STARS Quality Rating Coaches and Evaluators, and the National Association for the Education of Young Children evaluators. Yearly reports must be provided by the Director. In addition, the Director supervises two full time staff members and a student worker and coordinates classroom and office activities. These duties include documentation and record keeping, ensuring safety procedures, maintaining health data, curriculum, family activities, program improvement plans, evaluations for college students, and assessment of young children in the classroom. As Director, Lisa Gannoe, ensures training of the staff and students on Burrier CDC policies and procedures, ensures staff meet yearly training requirements, maintains handbooks for staff, parents and students, maintains applications and enrollment records, and completes annual reviews for staff. For student teachers, the Director coordinates orientation, ensures proper background checks are maintained on college students in the classroom, and has significant contact with student teachers throughout the semester. Purchasing materials, placing work orders, and coordinating with other faculty/departments on campus to assist their students with observations of the center are also part of the responsibilities.

Faculty—Service

Shirley O'Brien (HS)

I receive a 2 course reassignment for Service as Faculty Senate Chair. The duties associated with my role as Faculty Senate Chair are planning and conducting the “official” regular meeting (first Monday of the month) and the Executive Committee (XC) meeting (the third Monday). The XC meeting entails vetting policy, determining needs

for the Senate agenda, inviting key administrators to answer queries, responding to questions of all senate committees and tracking the various charges. Sometimes as Chair, the various senate committees will invite me to attend to clarify issues. I also review, verify and approved time sheet for the Senate Secretary. Following Senate meetings, I write reports, forward actions to the President or other appropriate body. A new duty in my service role is moving the Senate toward electronic voting procedures, which has taken professional development on my part, articulating needs to IT, and working with them to effectively train the senate members. This is a major task for this year, and a huge learning curve coordinating the various technology needs with smooth delivery. My goal is to have all committees to have current internal procedures (standard operating procedures) to support transparency needs and institutional memory.

As a result of Chairing the Senate, I sit on the Provost Council, Senate Budget Committee, Provost Search Committee, the University Budget Review Committee , Academic Budget Subcommittee, Campus Leaders Group (Senate Chair/Regent/Chair of Chairs, Staff Council Chair/Regent), Ex-Officio on Senate Budget and Ex-Officio on COSFL, and ex-officio on Faculty Dismissal Committee. I also sit on many ad hoc committees as needed (most recently the group exploring the faculty club/lounge/TLC space and furniture).

Other University Service includes serving on the OS/OT Department Curriculum Committee (past chair, to guide the current chair for institutional memory), I am a Faculty Innovator (representing the College of Health Sciences) (as a faculty innovator I conduct professional development activities for my college and have served as a Professional Learning Community –PLC Facilitator), serve on the Faculty Innovator Workgroup, The DEEP Advisory Group (Developing Excellence in Eastern’s Faculty – professional development online module creation group), Learning Management System (LMS) Review Committee exploring the new LMS options for ECU and participating in the sandbox/piloting activities; I am the FEAC College Rep, and a member on the e-Campus Quality Work Group. I am Chairing the Faculty Workload Committee (as Senate Chair and my expertise in Educational Policy Analysis and Evaluation).

I continue with professional service – related to my teaching (serving on thesis/capstone committees) and professional service to the Autism Certificate Program Social Skills Groups offered in conjunction with Psychology and other related activities for the certificate, I am a journal reviewer for the Online Journal of Occupational Therapy, I review conference submissions for the American Occupational Therapy Association.

Jennifer Wies (CLASS)

- My work with the Academic Planning and Assessment Committee advances our University-wide goals of assessing and strengthening learning.
- I serve as a connector among faculty and staff who support each other to advance innovative activities that support student success.
- By learning about and collaborating with leaders across campus, my own teaching and research has improved as a result of integrating best practices that I learn from colleagues.

Garett Yoder (SC)

My work as Coordinator of General Education (GE) helps ensure that students have a diverse set of high-quality courses outside of their major program courses consistent with the mission of the University. I receive one-quarter reassign time (3 hrs) each semester for serving as

Coordinator and summer compensation as needed.

As Coordinator:

- I chair the University General Education committee (UGEC), which is charged with administrating the GE program. This includes evaluating and approving courses in appropriate Elements of the program, approving any change to GE courses and making sure that the program is serving students and programs well.
- On behalf of the committee I recommend approval or non-approval any request for exception to policy that involves GE courses.
- I work with faculty to generate applications for new or existing courses for approval into the GE program.
- I attend meetings across campus and occasionally in Frankfort when a representative for the GE program is needed.

My work as Chair of the Pre-Health Advising Committee is to support our programs to prepare students for Dental, Optometry and, especially, medical school after they graduate. I receive one-quarter reassign time (3 hrs) in the Spring semesters (that is when almost all of the student interviews take place) and summer compensation as needed:

- The committee runs student interviews for students interested in attending medical, dental or optometry school and provides an evaluation of the student.
- Upon request, I write letters of evaluation on behalf of these students for medical school based on the committee's evaluation of the student.
- Review admission data and MCAT scores to suggest changes for programs and for advising for students applying for medical school in collaboration with the pre-

Health professional advisor, (Dr. James Luba) who has an ex-officio spot on the committee.

Faculty—Scholarship

Beth Polin (B&T)

Management scholarship exists as a part of a vigorous cycle: students and practitioners provide insights into inefficiencies in organizations; scholars then brainstorm theoretically and conceptually as well as investigate empirically to provide recommendations to students and practitioners; and students and practitioners utilize these recommendations and once again provide feedback and new insights to scholars. As such, teaching and research cannot exist independently of each other. As I strive to be successful and impactful in the field of Management, I find myself inspired by the potential that exists to move the field forward and provide practitioners with sound, meaningful solutions. Organizations are efficient and effective because of the inquiries and passion of professors such as myself. Participation in scholarship is an essential part of my identity as a professor.

Allen Engle (B&T)

One of my major efforts of the last two years has been revising the new edition of our textbook, “International Human Resource Management, 7th Edition”. Published worldwide by Cengage Publishing out of the UK. There is also a German language edition and a Canadian printing to meet Canadian domestic content laws.

My coauthors were engaged in other activities (Marion Festing, was finishing up her term as Rektor –that is Provost – at the ESCP Berlin campus and Peter Dowling from Melbourne unexpectedly had to deal with health issues). As result I did the vast majority of the updating and rewriting for the ten chapters of this the leading text in the field. I also wrote a new case for the book with Claudia Fischer, HR Business Partner Procurement BT at Bombardier Transportation in Berlin.

See attachment for a mock up copy of the new cover.

We are in the process of eliciting supporting comments for the back cover of the new edition. Just today I received a copy of this statement. Malcolm Warner is the “father of research into Chinese Human Resource Management” having done research in and about China since the mid to late 1970s. He states:

'The 7th edition of International Human Resource Management, by Dowling, Festing and Engle represents a valuable update of our knowledge of the field in all its global dimensions. The co-authors clearly 'know their stuff' in the IHRM arena. This work will

continue to enlighten academics, students and practitioners across the world for many years to come. The text is now deepened and extended, thereby bringing us new insights and understandings'. PROFESSOR MALCOLM WARNER, WOLFSON COLLEGE AND CAMBRIDGE JUDGE BUSINESS SCHOOL, UNIVERSITY OF CAMBRIDGE, UK

In addition, over the last five years (calendar 2012-2016 to date) I have published five articles in peer reviewed journals and presented five papers at refereed international conferences. On 30 September I will present an empirical paper with coauthors from Hungary and Romania at an Academy of International Business conference in Prague, the Czech Republic.

Victoria Collins (J&S)

Reassigned time has been, and continues to be, essential to my development as a scholar and a teacher at ECU. I have used reassigned time at ECU to engage in several research projects that have led to the completion of a book, over a dozen research articles, book chapters, and non-peer reviewed scholarship. My reassigned time has also allowed me to be very involved in service to my discipline as I currently serve as the secretary/treasurer for the Division on Critical Criminology, a division of a nationally recognized organization in my field: The American Society of Criminology. In addition, my reassigned time has provided me with the opportunity to engage in a level of service to the University, College and School that I would be prevented from engaging in otherwise. For example, last year I served on nine committees, two of which were at the University level.

Beyond the obvious benefits of service, reassigned-time has several benefits to our ECU community: 1) My students have the benefit of receiving instruction from a scholar who wrote some of the most current research on the topic being discussed in the classroom; 2) My scholarship, as does the scholarship of my colleagues, contributes significantly to reading materials assigned in classrooms in my School, as well as at Universities across the United States and globally; 3) My students also have the benefit of being in the classroom with an established and recognized name in their field of study; 4) I feel my reassigned time and my resulting scholarship has contributed to my School's reputation for housing active and engaged scholars that attract a diverse body of students to our programs (i.e. many of our students apply to our program because they have read or heard about the scholarship of our faculty); 5) The reputation of the School of Justice Studies and the scholarship of the faculty facilitates students in their applications for jobs and furthering their education when leaving ECU (for example, one of my students received offers from five PhD programs because of the work she did at ECU with scholars, myself included, who are very active in the field); and 6) My scholarship is international in its reach and focus therefore, students are exposed to ideas and

concepts that extend beyond the US to enhance student learning on a global level. I cannot emphasize enough the importance of reassigned time to students in my classroom, the reputation of our School, College and the University, as well as my own professional development.

New Faculty

Lindsay Calderon (SC)

Student Center Research Justification:

Past students that I still aided this year:

Logan Carney – Accepted into UL medical school, *coauthor of a paper

Mara Rice – Accepted into University of Pittsburg Medical school *one of the most prestigious medical schools in the nation *coauthor of two papers

2015-2016: BIO 598 Student Projects and Awards

-Fall Semester Students:

David Aeh – Determining the role of BEL on Tumor and Astrocyte reactive oxygen species production. In addition, investigate Hand hygiene and Antibiotic Stewardship practices on hospital acquire MRSA and C. Diff.

Rachel Muir – Determine the role of BEL on breast cancer adhesion

Bethany Breakall – Investigate Pt-Mal-LHRH's attenuation of breast cancer growth and metastasis

Gabriella Pugh – Experimental and cell culture technique design

-Spring Semester Students:

Nova Arnold – Accepted into Lincoln Memorial Medical School, *co-author on one accepted paper, and a co-author on another just submitted.

Bethany Breakall – Presented at Posters at the capital, Won first place at the University Up Showcase poster presentation, BIOS La Fuze Award, BIOS Outstanding Junior Award, and BIOS Undergraduate Poster Award, taking the MCAT this Summer, *co-author on one accepted paper and a co-author on another just submitted.

David Aeh – Won first place the library research award, BIOS most outstanding Senior, taking the MCAT this summer

Luke White – Accepted into Lincoln Memorial Medical School

Rachael Muir – Graduated with Honors, she is currently applying to PhD programs to pursue a doctorate in biomedical research.

Gabriella Pugh – Applied to the Bridge Program, she obtained a Biomedical Internship at UK in Dr. Ming Gong's lab.

-Summer 2016:

Kendall Collins – paid off of Funded KBRIN grant, Determine the selectivity and resistance of Pt-Mal-LHRH in breast and prostate cancer

Grants:

Funded KBRIN Grant

Submitted NIH R15 Grant should hear about this grant in July

KBRIN Equipment Grant should hear about this grant in the Fall.

Patent:

Filed preliminary patent through ECU for chemotherapeutic agent Dec. 2015

2015-2016 Academic Year Published Journal Articles with Undergraduate Co-authors:

[Authors' Response to Letter Regarding "Questionable validity of the catheter-associated urinary tract infection metric used for value-based purchasing"](#).

Kavanagh KT, Calderon LE, Rice MK.

Am J Infect Control. 2016 Mar 1;44(3):370-1. doi: 10.1016/j.ajic.2015.12.002. Epub 2016 Jan 27. No abstract available. PMID:26827094

[Bromo-enol Lactone Attenuates Nicotine-Induced Breast Cancer Cell Proliferation and Migration.](#)

Calderon LE, Liu S, Arnold N, Breakall B, Rollins J, Ndinguri M.

PLoS One. 2015 Nov 20;10(11):e0143277. doi: 10.1371/journal.pone.0143277. eCollection 2015. PMID:26588686

[Questionable validity of the catheter-associated urinary tract infection metric used for value-based purchasing.](#)

Calderon LE, Kavanagh KT, Rice MK.

Am J Infect Control. 2015 Oct 1;43(10):1050-2. doi: 10.1016/j.ajic.2015.05.024. Epub 2015 Jun 30. PMID:26139001

Medicine Academic Editor Justification:

This is a prestigious position which I have been appointed to for the last two academic years. I have only received minimal but very critical reassigned time for this position. As an Editor, I agree to the manuscripts that I will have time to oversee. I receive about 2-5 notifications of manuscripts daily to be the main Editor on. However, the majority of them I deny due to time restraints. I hope in the future I can do more as an Editor, however, I cannot spread myself too thin as a professor.

I have made the decision to determine next academic year whether I should stop my Editorial Position at Medicine because I do not have time.

Jonathan Malzone (SC)

- Developed collaborative partnerships with other Geosciences faculty (Watson, Borowski, Jones) and ECU faculty (Settimi – Agriculture, Wilson – Chemistry, Richter – Biological Sciences) that form the basis for new research trajectories at ECU.
- Designed from scratch a hydrological research lab for use in research and curriculum.
- Supervised FOUR students in TWO independent research projects – one in Daniel Boone National Forest, one at Meadowbrook Farms, including building a weir for continued hydrologic research at Meadowbrook Farms.
- Wrote two internal grant proposals for which he obtained funding (Junior Faculty Research Award, University Fellows) and one external source (United States Forest Service) to support research program.
- Wrote and submitted one external grant proposal to Kentucky Water Resources Research Institute; decision pending.