

FPPC Minutes
Meeting #12
April 15, 2022

Present: Al Colburn, Barbara LeMaster, Richard Marcus, Jalal Torabzadeh, , Tianjao Qiu, Jo Brocato, Kirsty Fleming, Gary Hytrek, Don Haviland.

1. Approve minutes from meeting #11. Approved.

2. Announcements

- a. Last meetings? Kirsty Fleming and Shireen Pavri.
- b. Beach 2030 Reimagining Faculty Town Hall Thursday April 28 @10:30 AM
- c. Report on COVID Equity Task Force.
 - i. Al has been discussing RTP around campus.
 - ii. Don (a member): FEA. Doesn't need to be an advisor for RTP specifically, but as an equity advisor there would be a tool. A bullpen of faculty equity advisors called upon as needed where needed. Kirsty helped guide this. They would be in contact with deans. Probably someone with tenure (to give strength against power as needed). Focus on process, calling out inequities in the process. Addressing fairness and equity concerns.
 - iii. Kirsty- these are a group of people who support other faculty in colleges just isn't specific to RTP.
 - iv. Al is envisioning something slightly different but acknowledges we are time to figure it out. Al is envisioning someone who would work with candidates to develop narratives.
 - v. Don: How do we define, what might it be if you chose to do this?
 - vi. Tian: Faculty equity. I have applied. Even as a full professor, I have been rejected with no given reason. The point is that some in that role lack knowledge and experience as they are more junior. It is discouraging for a senior faculty member who regularly works with junior faculty without recognition.
 - vii. Jalal: What is the election or selection of these people? What is the process? What are the charges?
 - viii. Al: To get reassigned time we would need clarity on these new positions. These positions will be decided outside of FPPC.
 - ix. Kirsty: the goal of faculty equity advocates is to promote equity. It will be difficult if there are multiple groups that are specialized. The goal is related to implicit bias which requires core knowledge that is identical.
 - x. Tian: Equity should be an open door policy.
- d. Report on Pres Equity and Change Commission
 - i. Al met with executive committee of Equity and Change as well as executive of the Senate.

- ii. Barbara (on committee): The Blue is what pertains to FPPC in the document Interrogate University Policies and Practices

paths

Status 2/16/22: Academic Senate is discussion cultural taxation as a part of the revision of the University RTP policy. This committee should initiate consultation before the revision gets too far along.

- 2. Create equitable search and hiring processes to include building equity expectations in position descriptions, search committee composition, anti-bias training for search committee members, and the use of equity advocates in searches. Beach 2030 Action Zone 1 Activity. Timeline: 2022-2025.
 - a. Provide Staff Direction and Recommendations to Examine Data that Impacts

- 3. Bring greater equity into the Retention, Tenure and Promotion processes. Encourage pathways to tenure track positions for lecturers.

taxation.

I Status 2/16/22: Academic Senate is revising the University RTP policy. This committee should initiate consultation before the revision gets too far along.

- 4. Assess current policies, procedures, and terminology that may differentially impact racial and ethnic student groups.

- iii. Tian: SPOT discussion on differences. Workload and who is going to evaluate.
- iv. Barbara: We discussed workload and the template used in CLA to meet workload levels. Discussion about a template that is more broadly used.
- v. Al: We did make a note to talk about it later.
- vi. Al: When he spoke with committee it was about what the equity advocates might do. They didn't have answers to the questions as much as agreeing the questions posed are important. It will take time for answers. Araceli - gave language to strengthen cultural taxation.
- vii. Tian: Should be an open policy about reassigned time. Rotation based. Otherwise some will always be disadvantaged.

3. Revision of University RTP Policy 09-10, section 2.3 Service

- a. Richard proposes "international" students added to service. Universally agreed.
- b. Richard proposes High Impact Practices under "instruction."
- c. Don: Agreed. But, also concerned about graduate education. Al: and delivery mechanism and other impacts on faculty effort such as Hyflex.
- d. Tian: concern that it raises "easy" vs "hard" classes.
- e. Richard- the difference of what High Impact Practices are. Asks for input from Shireen, Kirsty and Don.
- f. Shireen : Acknowledge nationally recognized High Impact Practices but also that there may be other things.
- g. Kirsty: there is a list AAC&U for HIP. But, it is true that there may be other things that are more difficult, more work - hyflex, grad, etc. Agrees with Shireen's approach.
- h. Tian: Cultural taxation also.
- i. Discussion on what High Impact Processes are and the other factors. Add "such as":

CSULB recognizes that effective instruction is as much a process as an outcome, and available strategies may be affected by mode, level, and type of instruction. CSULB also recognizes the additional faculty time and effort required to provide expansive learning opportunities for students such as High Impact Practices.

- j. Tian: concerned that “expansive learning” and “High Impact Practices” are too overlapping. Richard: “expansive learning” is general. High Impact Practices is specific.
- k. Al: Do we need to define or give examples? Richard: I don’t think so. The list is created outside of the university. It can always be looked up at AAC&U or in discipline-specific sources.
- l. Conclusion: text passes without the “list” of examples.
- m. Jalal: we should provide additional information with the policy in presenting to senate.
- n. Shireen: Worthy stating getting to know the students as a separate principle for excellent teaching. The importance of addressing unique intersectional identities of our students (line 170).
 - a. Al: agree in principle but this list is what needs to be addressed in the narrative; this means faculty will need to include this in their narrative. Also, how do you demonstrate this?
 - b. Shireen: our faculty talk at length in their files about how they create safe spaces, how they support students, etc. They need to provide in narrative but not support.
 - c. Barbara: How will that be evaluated? What would the committees be evaluating the faculty members on? What about the faculty who have 200 students at a time?
 - d. Tian: Agree with Barbara about the size of the class. I want to get to know all of them, but the MBA class may have far too many. We don’t consider faculty needs, especially junior faculty. How can we expect this of them.
 - e. Kirsty (in chat): COB increases class order to reduce the number of classes that faculty members teach.
 - f. Jalal: change the second principle to add “instructional methods” to instruction? Al: sees this as synonymous in this case.
 - g. Kirsty: “What is everyone else teaching. The larger class size was designed to provide more reassigned time. I think the policy needs to reflect the experience of the faculty as a whole not that of any individual in a given semester.”
 - h. Shireen: We can go with Don’s recommendation to put in with instructional practices. The lack of knowing students adds to the achievement gap. It is an equity issue.
 - i. Richard: By introducing the language that faculty are there to. Know the students without measurement makes it aspirational.

I think that is important. It forces the faculty member, committees, and deans to reflect on faculty-student relationships at a time when then all too often gets lost to other pressures.

- j. Barbara: Agree. Having it there is good. Measurement is challenging.
- k. Kirsty: Under The CBA assignments are at the department and college level.
- l. Gary: What Shireen is raising is very important. But, I am concerned that it will be used in the opposite to use it to deny tenure or reappointment. It is important but we have to make sure how we frame it so that it can't be used in a negative fashion.
- m. Jo: continuous professional learning covers it?
- n. Kirsty: The FEAs, as part of the retention component, are trying to implement a faculty workload project. This is one in which departments examine workload data and change practices and policies based on what they find so that workload is more equitable.
- o. Jo: I agree it can be a weapon so we shouldn't elaborate too much on this.
- p. Straw poll: a majority it agrees it should be mentioned.
- q. Al: Is it a separate bullet?
- r. Shireen: It is aspirational. There shouldn't be measurement.
- s. Consensus: no bullet. Text in 2.1.3 on Institutional Practices that Foster Learning: Summative Assessment? Jalal: Under 2.1 (top of section).
- t. Shireen will craft some language for the committee to vote on to add under 2.1 at the next meeting (in abstentia as this is Shireen's last meeting)

4. Next steps

- Share document for input? Consensus: Al is working on a ppt summary of the process we have gone through and the core changes we have made. He will share that and we can use that (not sharing the actual document)

Future meetings

May 6

Meetings start at 12:30 pm, <https://tinyurl.com/ZoomWithAl>