

FPPC Minutes
Meeting #5
November 5, 2021

Present: Al Colburn, Don Haviland, Jo Brocato, Frank Cardinale, Tianjiao Qui, Leslie Andersen, Jalal Torabzadeh, Rebecca Sittler, Barbara Le Master, Kirsty Fleming, Shireen Pavri

1. Agenda approved
2. Welcome to Tianjiao Qui from the College of Business
3. Approve minutes from meeting #3
Moved and seconded. Approved.

4. Announcements

- a. Did not meet Executive Committee, but sent info

Al did not attend, but he did send them a long message of what FPPC was thinking about and planning.

- b. Attended QClassroom demonstration re: SPOT forms

CSULB or CSU is looking at it for SPOT assessments. It would integrate with our LMS and give faculty a lot more discretion about what would go in the items for the SPOT evaluation. There are lots of statistical options for reporting. Whether this change (and flexibility) would have implications for FPPC in terms of the items would likely be up to us on whether we want to propose changes to the policy.

5. Revision of University RTP Policy 09-10, section 2.2. Research, Scholarly, and Creative Activities

- Al has added sentence noting that we place particular value on RSCA with students
 - Discussion of “extra” and “significance” as terms
 - Not sure how this would apply in Business where they do not have a lot of opportunity to do research in Business
 - Don – what the message we’re trying to convey here?
 - Is it that committees should consider RSCA with students?

- Or more broadly that as an institution this is important and valued across the campus?
 - Rebecca – why is it placed here? Should it be more evident in Section 1, that we are referring back to? Likes the idea of this sentence because we should try to engage students – and we are asked to note how our work, for instance on sabbatical, goes back to and affects students.
 - Jalal – like this. Do we want another sentence that also calls for looking at impact of RSCA on student learning and success.
 - Kirsty – we still need consensus about what we’re trying to word, what our purpose is?
 - Al – based on last meeting: it is good to *do* the research with students, and that Jalal’s point about impact is very important and it’s also part of something else – maybe either “good teaching” or Scholarship of Teaching and Learning
 - Barbara – what does it mean to “involve” students? Are they research subjects? Research assistants? Co-authors? Do we want to be more specific about what we mean?
 - Jo – when we think of RSCA impacting student learning, I think of bringing research back to the classroom, but is this too narrow?
 - Jalal – at some point the policy does need to reflect that we value the learning that happens when we engage students directly in the RSCA process, that there is mentoring involved that needs to be recognized
 - Leslie – are we really saying that we want faculty to engage students in research directly? That is difficult in some colleges?
 - Al – yes, I think that’s what we’re saying based on last meeting
 - Don – could that idea go up in Section 1 where we talk about values?
- Discussion of what narratives should do
 - Al: We are trying to encourage candidates to not repeat what can be seen on PDS or CV. What makes narratives long, often, is that people are discussing their work in granular detail.
 - Kirsty: yes, we want to hear the bigger picture – what is the overarching direction of the work, what unifies their RSCA?
 - Brainstorming of what we think university policy should say about what people should address in their RSCA narrative:
 - Statement of one’s scholarly or creative interests
 - Describe scholarly vision or program (including “why” you’re interested); maybe set of questions, issues, or problems or goals that are guiding your RSCA
 - Trajectory and evolution
 - Goals of RSCA
 - Impact (not impact *factors*) – on field(s) of study/creative activity, including currency or relevance

- Relevance might vary in importance for different disciplines
 - Also - from DEI perspective - who is determining relevance?
 - This is an important point - one worth thinking about
 - Set of questions, issues, or problems to be explored
 - Concise, succinct
 - Quality of the substance of the RSCA
 - Narrative should recognize those not in your field will be reading this narrative
 - Refer readers to CV/PDS - your narrative should give life to those lists
- What's next: Al will draft the paragraph on what narratives about RSCA should/may address, Don will give 2nd read, and then we can all review at next Council meeting
 - Leslie - do we want to require Boyer be used explicitly or do we want to just put the ideas in the policy and be more conceptual
 - Al - most are not familiar with Boyer; prefer to conceptualize
 - Shireen - Boyer's work is good but also dated; can we push our boundaries with more current conceptualizations
 - Jalal - agree - be broad and flexible
 - Don - are we requiring colleges to adopt policies for all 4 forms of RSCA
 - Al - yes - general sense for instance, only a couple of colleges are really interested in Scholarship of Engagement
 - Shireen - Yes, but of engagement does happen in each college and work might be done by minoritized faculty but not recognized as valued by committees
 - Kirsty - we are trying to point to a much broader form of scholarship and creative activity than is traditionally seen - and we want people to be able to do that work and have it valued
 - We are trying to value and reward more than the traditional form of scholarship
 - Boyer is not the only solution, but it does give us language
 - Note that honoring diverse forms of scholarship is directly connected to diversity
 - Don
 - Our work was initiated with focus on DEI - and this includes recognizing RSCA

- Our committee isn't the one to decide – but we can provide intellectual leadership in this area
- It will be a lot of work to educate ourselves and perhaps even educate our colleagues in the colleges to build support
- Tian
 - We need to be careful because our words will weigh heavy
 - If the RTP committee itself is non-diverse, and our words are unclear, the risk is that they will be misapplied to candidates
- Leslie
 - In her Boyer review – came across Social Scholarship – which moves beyond Boyer in some ways – and values informal reviews such as blogs, social media posts
 - Will we get push back about our sentence related to review by experts in the field?

6. Next steps

- Al will draft the paragraph on what to include in narrative
- Once we get above paragraph done,
 - Al - Come back to how to talk about how we introduce and talk about 4 areas of scholarship
 - Leslie - Add some examples of types of scholarships
 - Don - We need to dig more into Boyer and how it has evolved
 - Jalal – having examples critical, especially to support DEI as a goal
- Leslie and Frank will work on the 4 bulleted areas related to Boyer

Submitted November 5, 2021 by Don Haviland

Future Meetings This Semester

All meetings are 12:30-2:30, <https://tinyurl.com/ZoomWithAl>

Nov 19

Dec 3