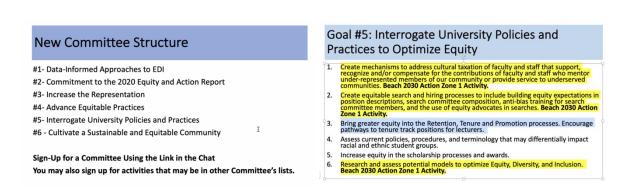FPPC Agenda
Meeting #9
February 18, 2022

Present: Richard Marcus, Alan Colburn, Gary Hytrek, Barbara LeMaster, Jalal Torabzadeh, Tianjiao Qiu, Leslie Andersen, Jo Brocato, Shireen Pavri, Rebecca Sittler, Kirsty Fleming. Guest: Neil Hultgren.

1. Approve Agenda. (Approved unanimously)
2. Approve Minutes from meeting #8. (Approved unanimously)
3. Announcements
   a. Visit from Senate chair Neil Hultgren (Action Team for Reimagining Faculty)
      i. Interest in flexibility of RTP
      ii. Faculty Equity Advocates
      iii. Connection between RTP and Beach 2030 (how faculty are evaluated under Beach 2030). Al: There is a lot of interest in new faculty line types. That is not part of RTP (or at least at this juncture).
   b. Barbara: President's Equity and Change Commission Subcommittee – bring greater equity into the RTP process, encourage pathways to TT positions for lecturers. Al: There is a connection with the Commission and this subcommittee. Tasks:

   c. Rebecca: Interested in an FPPC subcommittee that would discuss language to cover equity more broadly. Input from affinity groups.
   d. Al: the COVID Equity and Faculty Evaluation Task Force.
   e. Jalal: Role of Faculty Center in mentoring, educating, coaching.
   f. Tianjiao: Faculty Council discussed Lecturer roles in leadership and governance process.
   g. Al: Mentoring of committee members. We will be addressing in Section 3 of the document.
   h. Tianjiao: Recommendation from Faculty Center: The Faculty Center Advisory Board recommends that the Faculty Center offer support for the

mentoring of evaluation committee members and hold sessions to support faculty (Candidates) through the process - both lecturer and tenure lines to be consistent wit hate mission and objectives of the department, college, and university.

   i. Kirsty: Faculty Center can't play a role in the RTP process, but not without FA. It can provide general guidance and support. The reason this doesn't happen now is capacity. There are 1000 actions per year. FC doesn't have the capacity with two people to mentor 1000 faculty members. Gary (from CFA perspective): Don't disagree. CFA is working on training to walk evaluators through these issues as part of implicit bias work. Kirsty: We do need some other structures so that we can get to everyone.

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

   a. What else should this section say about candidates and their narratives?

      i. Al: Goals, aims, or philosophy. Work including student success.

      ii. Shireen: I would caution against too much in a university level document. Gary: Agreed. When discussing "student success" you can complicate, particularly working with students in the community.

      iii. Jalal: We can't fit all of the unique forms of service in the university document. Service that impacts students, faculty, department, college, and university.

      iv. Jo: With limitations from colleges on length of narrative. Discussing objectives, activities, outcomes, or impact of any service.

      v. Richard: supports Jo's point (and Shireen's) as it provides guidance for colleges but not prescription. Also, each time we discuss guidance (mentoring, objectives, etc) community service should be included ; the university document only needs to require that from colleges but leave it to colleges to define and explain.

      vi. Barbara: Candidates may use this for their teaching. They get to decide when it is teaching or service (in some cases). When they explain off campus can we say "on or off" campus explanation so that it can include advising on campus or activities off campus.

      vii. Jo: People generally discuss how RSCA impacts their teaching. Service is relevant too.

      viii. Tian: Sometimes even evaluators don't know when assigned time or where it comes from. It is important to let the evaluator know what they are doing. What specific hours and how did they get it. There is an equity issue for those who do not get assigned time.

      ix. Richard: Following up on assigned time. We need to focus carefully on counting what is part of given .20 service time vs what is assigned time – but all are still then in service.

x.   Jalal: There are different types of advising with different types of impacts on student success. University level needs to distinguish advising and note there are different types even if colleges are then defining them.

xi.   Jo: When discussing AT and Service: General AT needs some sort of MOU.

xii.   Tian: What if the candidate doesn't include AT? What consequences?

xiii.   Kirsty (in chat): Those data are recorded via the FAD. Richard (in chat): Is AT tracking something that colleges or departments should be doing for candidates? Provided with the other kinds of data they give to the candidate? Shireen: The FAD is not used by the committee. We go with the honor code or trust.

xiv.   Barbara: it could be given to candidates

xv.   Kirsty: trying to include invisible labor. Not AT. No committee.

xvi.   Richard: Instead of "disclose" reassigned time, perhaps "describe" whether it falls to service or assigned time for additional service.

xvii.   Barbara: The reason for this is because someone has a light teaching load you want to know what the service is. On CLA document people fill out their loads. If you don't know what they are doing over and above what they are paid to do.

xviii.   Al: Evaluating differential loads is here to stay. Some colleges would like to hire with a very different load. Eg 80% research could lead to subjectivity.

xix.   Rebecca: Is there something we can do here where we could see the problem that Kirsty reminded us we are trying to solve? Ask Colleges to be more considerate of these more difficult to account for forms of service.

xx.   Gary (in chat): Can we included language and suggestions to include reference to and for developing metrics regarding service above and beyond the expected level....

xxi.   Gary (in chat): There is some language in the new CBA referencing what is exceptional service

xxii.   Gary (in chat): eg from the CBA: demonstrated commitment to working on issues faced by our diverse student population: mentoring, advising, and outreach, to support underserved, first-generation, and/or underrepresented students and other practices in support of such students, including those caused by cultural taxation.

xxiii.   Barbara : Cultural taxation is not just relative to students it is also what is required by other faculty, the department, and the college. Describe any service regarding cultural taxation

b. What else, if anything, should the university-level policy say about evaluation criteria? Do we need to discuss three types of service?
    i. The full list of categories discussed at the last meeting include:
        1. shared governance,
        2. elected/ad hoc/appointed,
        3. affinity groups,
        4. academic advising,
        5. mentoring,
        6. outreach,
        7. technical support to community,
        8. CFA,
        9. student group advising,
        10. lab/facility oversight,
        11. service learning & clinical opportunities,
        12. developing partnerships,
        13. development/donations,
        14. interpreting,
        15. professional workshops,
        16. invited presentations (sometimes),
        17. sitting on boards/commissions related to one's academic expertise,
        18. whistleblowing,
        19. reviewing grant proposals,
        20. external faculty reviews,
        21. editorship,
        22. article reviewing,
        23. conference organizing or leadership,
        24. serving on professional organization committees,
        25. accreditation,
        26. self-study,
        27. external program reviews,
        28. CSU systemwide service,
        29. community partnerships,
        30. (some) consulting,
        31. recommendation letters,
        32. personal advising and mentoring of students,
        33. personal advising and mentoring of faculty/staff,
        34. admission/audition committee/reviews,
        35. thesis/project committees,
        36. honors student advising/review,
        37. organizing/leading student retreats
    ii. What categories can we create to encompass these?
    iii. Shireen: What we want to give guidance to the evaluators is to give weight to non-formal service rather than shared governance formal committees. How much weight? To take into account all kinds of service?
    iv. Richard: Concerned with the weight question. Do we as a council indicate that there is a weighting question even if we don't give

weights or percentages so it is clear that it can't be 100% community service or 100% informal service?

    v. Jalal: Concurs it can't be 100% so we can add consideration.

    vi. Jo: we were told in our school we needed service at all levels. Sometimes it wasn't possible as someone wasn't elected. Can we run this place if people are entirely service in the community?

    vii. Al: The flip side is if you are a librarian or in a small department you are needed on campus. It is an interesting question.

    viii. Leslie (in Chat): well-rounded? Should include multiple types of service?

    ix. Barbara: Same concern. I have seen faculty stay in their own bubble. I am concerned about more silos. I can do community / professional work for service. No one will stand for election for anything. Al: Agree with the point, but very torn on this.

    x. Praveen: we do have standards that include "college" and "university" service

    xi. Jalal: expectations for various actions are different; at this point we need to emphasize types of service, value, and impact.

    xii. Discussion on language that encourages evaluators to accept community service as part of a well-rounded service docket but not require it.

  5. Next steps

Future meetings
Mar 4
Mar 18
[Apr 1 is spring break]
Apr 15
May 6