**CLA FACULTY COUNCIL MEETING AGENDA**

Wednesday, March 1, 2023

3:30-5:00 p.m.

Anatol Patio and Conference Room, AS Building

1. Call to Order
2. Meeting called to order at 3:35pm by Gwen Schaffer
3. In Attendance: Gwen Shaffer (Journalism & Public Relations), Maddie Liseblad (Journalism & Public Relations), Adrià Martín (RGRLL), Crystal Lie (Comparative World Literature), Karissa Miller (Psychology), Rene Trevino (English), Justin Gomer (American Studies), Paul Laris (Geography), Matt Lesenyie (Political Science), Shae Miller (Sociology), Alice Nicholas (Africana Studies), Wayne Wright (Philosophy), Raven Pfister (Communication Studies), Maricela Correa (Psychology), Moyang Li (English), Anand Commissiong (Political Science), Emily Schryer (Human Development), Yuping Mao (Communication Studies), Stephanie Hartzell (Communication Studies), May Ling Halim (Psychology), Chris Rosales (Chicanx/Latinx Studies), Steven Rousso-Schindler (Anthropology), Sandra Arévalo (Human Development), Ilan Mitchell-Smith (English and Medieval Studies), May Lin (Asian American Studies), Azza Basarudin (WGSS), Araceli Esparza (English), Rob Chlala (Sociology), Kimberly Robertson (American Indian Studies), Aparna Nayak (RGRLL), Jolene McCall (International Studies)
4. Approval of Agenda

Motion to approve by Rene Trevino

Seconded by Jolene McCall

All in favor: Unanimous

1. Approval of Minutes from Feb. 1, 2023

Motion to approve by Sandra Arévalo

Seconded by Rene Trevino

All in favor: Unanimous

1. Reports
   1. Dean’s report (Deborah Thien)

* Dean Thien acknowledged and commended the important work being done by Ali Iğmen, Yousef Baker and Ezgi Yildiz on communicating about and contextualizing the recent earthquakes in Turkey.
* Dean Thien also recognized the recent CLA winners of University Achievement Awards including Kim Vu, Chantrey Murphy, and Kathryn Perkins.
* In February, more than 30 CLA staff attended the ARC conference in Monterey Bay. This is an impressive showing on the part of CLA staff and represents an important opportunity for staff members to connect as part of the larger college.
* The Provost has announced that there will be 35 new tenure-track lines available for the next academic year across the campus. This number is less than last year (51 positions). This pattern of a reduced number of tenure-track lines is likely to continue for the near future. It is not clear how many of those lines will be allocated for CLA but the number is likely to be around 8 to 10. This year there were 12 hires and 2 lecturer conversions. There are 2 additional lecturer conversions under way for next year. These conversions do not count towards new hires. The dean is working towards creating a more transparent process for creating ranked lists of requests for new hires. Decisions about new hires will largely be made on a pragmatic basis, taking into account both present and future needs within the different departments. Dean Thien is hoping to develop some kind of formula or plan that will allow CLA to plan further ahead with regards to the need and availability for hires. This would allow the college to set aside positions to fill other curricular needs for specific departments aside from just the numbers.
* There are two separate ongoing projects that the dean’s office is working on: workload and assigned time. The dean’s office has been researching the numbers for both workload and assigned time to get a clearer picture of the current status of both. Nobody has really looked at this data in over a decade. Here are the numbers that they have collected so far:
  + The average teaching load for both Associate and Full professors and all tenure line faculty is 9WTU. This number does not include Chairs or those who are on FERP.
  + In 2022/2023, tenure line faculty are receiving 1,800 WTUs of assigned time. This assigned time is roughly equivalent to $4.2 million; however, this funding comes coming from multiple sources. The college budget is not supporting all the assigned time WTUs.
  + In 2022/2023, 2/3rds of all tenure line faculty are receiving assigned time.
  + Analyses of assigned time indicate that it is composed of about 50% RSCA (including both RSCA and new faculty release time), 1/3 student-centered activities (like moot court, forensics, daily 49er) and advising, and the rest is allocated to excess enrollment (i.e. large lectures).
* *Question:* Does the current average teaching load (9 WTUs) not equate both in cost and in time to an average 3/3 load? *Answer*: No. Some assigned time is funded by external grants. Also, the number of 9 WTUs is an average, and not the median. The numbers are skewed and cannot be interpreted as a 3/3 load across faculty members.
  1. EPCC update (Nancy Martin)
* EPCC created a new standard course outline last year. This is a very helpful document for creating new courses. The standard course outline is available on the College website along with other documents covering a wide range of topics. The EPCC is also a one stop shop for information on GE and writing intensive requirements.
* The EPCC is down to 7 members this year. There should be 9 members. The reduced number of members makes it more challenging for the committee to make quorum. There will be 5 seats open on EPCC for next year. This is an important and rewarding committee and faculty members are urged to put their names forward in self-nomination. The EPCC meets on Tuesday afternoons.
* Nancy Martin urged departments and programs to please submit their course proposals and program changes to the EPCC quite soon. EPCC will start reviewing courses in the spring. The final deadline is the 3rd week of September, however, the committee would prefer to complete much of the review work in the spring so please get proposals in sooner if you can.
  1. Day at the Beach update (Crystal Lie)
* Work on the Day at the Beach event (in April) is proceeding well, however, there is still much to be done. The CLA portion of the event will take place from around 12-1pm. They are putting out a call for volunteers. They are looking for faculty volunteers to help with different roles. Different roles might include guiding students and parents, helping with food, assisting with technology, etc.. Departments will have the opportunity to give an elevator pitches for their major.
* *Question*: Will there be interpreters at the event? *Answer*: They aren’t completely sure yet but they are trying to arrange it.
* Crystal Lie requested assistance for facilitating some of the panels including the alumni, study abroad, and high impact practices panels. If anyone has suggestions for alumni who might participate, please sent that information to the committee.
  1. Budget Committee update (Steven Rousso-Schindler)
* The travel call for CLA went out for spring, summer, and fall conferences. Another call will go out. Only 6 requests were made for locations exemptions.
* The committee reviewed the College of Liberal Arts 23-24 Lottery Proposals. $310,099 in funding was approved. There was also a carryover of 560,00 plus 300,000, so there is about $870,000 carryover for next year.
* The budget committee was previously asked to investigate the cost of a 3/3 workload. Where does the estimate of $7-8 million (from the December FC meeting) come from? There are currently approximately 270 tenure and tenure-track faculty and, in the situation of 3/3 load, they would get 2 courses off per year. It costs $6,900 on average for lecturers per course in CLA – some departments pay less, some more. For tenure/tenure track faculty, the cost of a 3/3 load would be approximately $6,900 x 540 = $3,726,000. However, this cost does not factor in lecturer faculty. The number of $7-8 million reported by Dean Thien, includes lecturers who would also receive a 2 course reduction for a 4/4 load.
* *Question*: Tenure/Tenure-Track faculty are evaluated for research in their RTP files but receive no compensation for that work. Why would lecturers (who are not evaluated for research) also receive a reduced course load? Would a reduction to a 3/3 load be compensation for work already being done?

1. New Business
   1. CLA Equity Task Force on Workload: proposed revisions to the CLA RSCA policy (Araceli Esparza and Yuping Mao)

* The goal of the CLA Equity task force on Workload is to facilitate Strategic Plan 3 from the 2022/2023 CLA Strategic Plan to Achieve Greater Equity: *To build and develop an institutional structure that equitably compensates, promotes, invests in, supports, and centers diverse staff’s and faculty's labor, service, and expertise*. As part of their role, the Task Force presented their proposed revisions to the CLA RSCA Policy and RSCA Application process documents.
* Proposed changes to the RSCA Application criteria reported by the task force include:
  + Revising the Anticipated outcomes, goals, and impact of the activity section in order to expand the types of projects that are fundable. The current language does not account for community engaged-research, editorial work, or creative activities.
  + Revising Faculty History criteria to allow applicants to explain gaps in RSCA outcomes. The goal is to ensure that those who have not had access to resources or have had unique life circumstances are not disadvantaged in the application process.
  + Editing language for clarity and consistency. For example, they have replaced scholarship with scholarly when writing “Research, Scholarly, and Creative Activities”, among other editorial changes.
  + (The complete and exact proposed changes in wording are available upon request)
* *Questions and answers about the proposed revisions to the RSCA application*:
  + The proposed changes to the text of RSCA proposal instructions include the sentence: *Clearly identify work that is peer-reviewed, scholarship of engagement, and/or creative activity in your proposal and faculty history.* The term “and/or” implies that peer-reviewed, scholarship or engagement, creative activity are exclusive to each other. This could be an issue.
  + Regarding the proposed revisions to the section on Anticipated Outcomes of the Activity Section - What is the purpose of listing RSCA outcomes such as community-based research projects when those types of projects are already currently being funded? *Answer:* Some researchers who do that type of research activity have reported that they were not applying to RSCA because they were uncertain about whether their research is fundable. It is important to spell it out in the application.
  + What about people who are already being paid for RSCA work? *Answer:* That question is already being asked in the RSCA application.
* Proposed revisions to CLA RSCA Policies by the Task force include:
  + Revising the RSCA policy to align with the recommended RSCA Application and Criteria revisions.
  + Revising language to acknowledge and make clear that community engaged-research is valued as a type of research and scholarly activity.
  + Adding language that addresses how gaps in research should be evaluated in order to avoid disadvantaging faculty.
  + Revised language for clarity, consistency, and gender neutrality. For example, replacing scholarship with scholarly when writing Research, Scholarly, and Creative Activities throughout and replaced his/her with their.
  + (The complete and exact proposed changes in wording are available upon request)
* *Questions and answers about the proposed revisions to the RSCA Policy documents*:
  + In Section 3.2 (Activities Supported) of the RSCA policy document, it is proposed to change the phrase *basic research* as a type of research eligible for RSCA funding, into s*cholarly and peer-reviewed research*. However, the term basic research refers to a specific type of research done in some fields. It may be preferable to also include basic research along with scholarly and peer-reviewed research.
  + Should we also include research collaborations with students as an outcome or would this cause issues of equity across disciplines? Are research collaborations with students a similar type of research activity to community engagement?

1. There was a motion to adjourn at 5:04pm.