

## February 13th Meeting

### Attended:

Robert Talbert, Julia VandeMolen, Matthew Hart, Lara Kessler, Christine Renner, Glenna Decker, Karyn Butlter, Melissa Villarreal, Mostof Elsaid, Kyle Felker (for Matthew Reidsma), Tyler Kanczuzewski, Rachel Paterson, Emma Sluiter, Janet Vigna

### Meeting Minutes from the last meeting

Laura approved

Emma seconded

Approved by all

## Old business

Robert- LIFT recommendations

Two week basis

Stat of the current lift evaluations

Approval not to report finds

Median and quantiles (first, second)

High, close together

Working to make the interpretation of the data

Instructor type; disciplines causes

Confounding variables Phil Batty to help look at the data

Visual report system (idea from Stats)

Looking at contents;

We are in the process of looking at what contents will work

Review of articles on the effectiveness of student evaluation and teaching.

## Class Size Survey

Robert gave it to Karen Gibson

Phil Batty will

Christine mentioned that IT will send out the survey once Phil Batty has reviewed.

Asked if Karen suggested...does ECS need to see the survey

Question 4.

Adjunct is the umbrella term (contract faculty; part time (handbook change); Visiting

No clarification is needed as on the levels of position

## Christine on the topic of Unit Heads

Professional development of unit heads

What is the wisdom of the FTLCAC?

What is the wish list.

Support of time, foster the passion of a project,

What is the focus? Some turns into service

Are we supporting leaders to direction of scholarship and service

How do we support the synergy of the project

What is the better structure to support emerging leaders?

Business School has talked about supporting scholarship

Social works; step down as they were not given credit for the work conducted

Are there specific things that FTLC can help unit heads

One thing is to examine the teaching evaluations

What is the systematic way to make it simple for unit heads. Laura asked about the timeline; here is what you can do with the LIFT data but we need to continue to review; what does the LIFT quartile mean?

What are the big tasks of a unit head? Do we have that list.

Unit head time; mentoring of faculty; articulate teaching; come up with a regular system; teaching evaluation; Can CSCE help?

Delegation; What are some great models for task; deadlines; guidelines for a more efficient unit. What are good guidelines or rules.

Mentoring (Year long) group for leadership; current unit head; program direction;

Self identification of a leader;

CLAS does have mentoring; how to do something; here is how you do the personal things

What is the basic ground work that is out there.

The concept of associate chair; time or money; different by unit/college

What are some good strategies (learning to advocate)

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There is not specific SOTL language in faculty scholarship; put something in the faculty handbook;

Does count; is considered to be scholarship as it follows the scholarship rules. What is it determined. Laura indicated a different perception (applied) are we going to accept.

Matt; indicated similar language; giving the unit the power to decide; some units may have a problem with making a change of scholarship

We are making the argument to clarify

“...are expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the unit, college, and profession”

So do we define and review how pedagogy plays into scholarship?

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“...are expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the unit, college, and profession.”

Possible changes:

- “...are expected to engage in basic, applied, or pedagogical scholarship or creative activity as it contributes to the unit, college, or profession.”

to further advances the units, college and profession

As it relates to the

Contributing to

Christine; University of CA; teaching...promote; value to be encouraged and given recognition

[URL from Christine here]

**B. Scholarly/Creative Activity** *(formerly called Professional Activity)*

All Faculty

Within a normal full-time load, all Regular Faculty, [as described in the Administrative Manual, Chapter 4, Section 2.9.1.B], including Library Regular Faculty [as described in the Administrative Manual, Chapter 4, Section 2.9.2.B], are expected to engage in basic, applied or pedagogical scholarship or creative activity as determined by the unit, college, and profession. Evidence of scholarship or creative activity is significant in decisions on tenure, promotion and salary increments. A variety of activities are considered appropriate for accomplishing these objectives and such activities are significant in decisions on tenure, promotion, and salary increments. Faculty scholarship or creative activity is generally acknowledged to be an important indicator of professionalism. Such activities not only sustain academic vitality but also promote student involvement, and activity that is desirable in the undergraduate and graduate education experiences. Methods of maintaining and updating professional competencies may include, but are not limited to, publications, presentations, performance, grant writing, scholarly or creative activity with students, and participation in professional meetings, institutes, and workshops. Enrollment in graduate courses may be especially important to those individuals lacking the terminal degree.

## DEFINING DIVERSITY, DEFINING EXCELLENCE

### Faculty Evaluation Policy on Faculty Appointment and Promotion (APM 210) Amended in 2005

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications.

These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities.

Robert- go to ECS explain the reason behind the change; there may be debate

Christine: Faculty responsibility; what do we value

Administrative Manual Chapter 4?

From the handbook

To be awarded tenure, the candidate must have a documented record of consistent teaching effectiveness (for librarians, consistent professional effectiveness),

professional recognition through scholarship or creative activity; professional development, and contributions to the unit, College, University and community. In addition, the candidate should have earned the doctorate or appropriate terminal degree, except in extraordinary circumstances where the evidence demonstrates that the absence of the degree does not inhibit the faculty member's professional standing and performance.

SOTL looks like scholarship (units can screen out)

Robert will send out a proposal for the FLTCAC to vote

March come back and send out to ECS

Homework to review

[DEFINING DIVERSITY, DEFINING EXCELLENCE](#)

[Faculty Evaluation Policy on Faculty Appointment and Promotion \(APM 210\) Amended in 2005](#)

We have two meeting left; Robert mentioned to have the chair elect (March, co-chair); April will be a quick meeting. Get another individuals to serve; asked who would like to be a chair of the FTLAC. End of the March Meeting.

Robert will email all; backs included.

Next meeting is March 13th