AMP Subcommittee 3 (Faculty & Pedagogy)
11/03/15 Meeting Minutes

Attendees:
Shari McMahan, Dawn Macy, Susan Glassett-Farrelly, Laura Lohman, Alvin Rangel-Alvarado, Diana Guerin, Paul Levesque, Adelina Gnanlet, Erualdo Gonzalez, Rohit Murarka, Su Swarat

Whole group discussion:
- The subgroups will reconvene in the next meeting, which will be a whole-group meeting for the FDC/ATC/Faculty support presentation.
- The faculty subgroup will review new data (gender, ethnicity, tenure-track/lecturer) from IRAS, which is substantially different from the data received from HRDI. Diana has re-ran analysis based on the IRAS data. Shari suggested working with HRDI to figure out reasons for the discrepancies.
- Shari commented that the use of the word “lecturer” is appropriate and consistent across campus.

Faculty subgroup discussion:
- Diana shared an updated version of faculty number/trend from 2004 to 2015 based on the IRAS data.
  o Smaller group of T-T over the past decade as T-T became tenured.
  o Full-time lecturers are included in the updated data → **Need to discuss more about lecturers in the AMP, as they teach a significant proportion of our classes.**
  o While the # of faculty headcount has been increasing slightly over the years, the TD remains low (b/w 51-54%).
  o Gender diversity: Female tenured faculty population is catching up to their male counterpart; We are also hiring equal # of female and male T-T faculty.
    ▪ **We need to address the differences between disciplines/college, as different colleges/disciplines may have different candidate pools and faculty composition.**
    ▪ **We will ask IRAS for this data.**
    ▪ Erualdo asked whether we should have a benchmark as we aim for gender diversity – is the current 12% (male - female) difference appropriate?
      • Diana: We need to acknowledge the different student demands and applicant pools for diverse disciplines. We should allow the colleges to set their own benchmarks.
  o Ethnic diversity: We grew from 28% to 35% in terms of non-white faculty from 2004 and 2014.
    ▪ Adelina: Do we need to look at whether our faculty population should reflect the diversity of the student population? This may be a problem for attracting diverse faculty. What are we aiming for? We should define what diversity means.
    ▪ Diana: We could describe our student population, and discuss how faculty population has changed and how it mirrors the student population.
      • We have a diverse student body, and it is important to have faculty that reflect the student demographics, as well as the demographics of the region.
    ▪ Su: There are many kinds of diversity. Gender and ethnicity are only two ways of looking at diversity.
- Erualdo: It is difficult to recruit diverse faculty beyond using parameters such as gender and ethnicity, given that we do not have data on other types of diversity.
- Paul/Diana: As faculty in certain disciplines, personal experiences will affect the interview questions being asked to the candidates, research questions to pursue, and grants to pursue. This needs to be recognized.
  - **Erualdo will explore literature on this topic.**
- Diana showed # of fall 2014 FTES taught by permanent faculty and lecturers by course level.
  - Paul: It makes more sense to have tenured or T-T faculty for freshmen as first exposure.
  - **Su will explore literature on this.**
- Adelina: Tenured and T-T faculty are being encouraged to teach graduate courses, and they are asked to maintain a 3.0 SOQ in order to continue teaching grad courses.
  - Paul: This data support the argument that professional development needs to include lecturers. The issue is how to engage part-time lecturers to participate in PD. Is compensation necessary? Or is it considered part of keeping current of teaching/field?
  - Diana/Paul: Contracts for part-time faculty should be consistent across colleges.
- Diana asked how to incorporate lecturers, particularly part-time lecturers, in the draft.
  - Diana: Do we need data on part-time lecturers? We need to discuss ways to support them – seats on senate, awards, etc.. **We could get # of part-time lecturers for fall 2014 and spring 2015 from last year.** We need to acknowledge the amount of teaching they contribute to the university.
  - Paul: We should acknowledge that the university is now offering (again) lecturer orientation.

*We will ask IRAS for gender/ethnicity data, as well as terminal degree in the field.*

Subgroup report back:

n/a