

Project Title Community and Inclusion for Non-Senate Faculty, a Working Group
Project Manager Anne Zanzucchi, with John Haner and Paul Gibbons
Project Manager Email Addressazanzucchi@ucmerced.edu

What are you proposing to do and how will you do it?

We are proposing a working group to engage a university-wide reevaluation of the important role Unit-18 lecturers assume for service, teaching, and research, with a focus on potential governance structures to promote meaningful inclusion in university activities. Offering sustainable employment and professional opportunities to Unit-18 lecturers has deep implications for the development and well-being of research universities generally and undergraduate education specifically.

This proposed working group would begin dialogue across faculty groups and schools, with two main objectives: (1) to review models for contractual faculty engagement in university activities and (2) establish priorities for continued and formalized strategic planning.

This working group (AY 2016-2017) will engage about 10-12 faculty, primarily Unit-18 lecturers and Senate faculty with option to engage related instructional titles including Unit-17 librarians and Academic Coordinators. Ideally representation would be across Schools, with working group meetings on a monthly basis. If interest in participation exceeds working group scale, all who have expressed interest in involvement will be asked about an advisory role with updates from the group and opportunity to opine. It is important that a broad spectrum of Senate and Non-Senate faculty engage these topics for initial recommendations as part of continued strategic planning.

How will the program contribute to and enhance UC Merced's campus climate as a more equitable and inclusive place to study, research and work?

Since the 1990s, research universities have increasingly relied on contractual faculty for teaching. Nationally, over half of new full-time faculty appointments are contractual, signaling a significant shift in hiring practices and a sharp distinction between research and teaching faculty. This trend is evidenced at UC Merced, as nearly half (156/365 or 43%, see IRDS: Faculty Headcounts <http://irds.ucmerced.edu/docs/Faculty%20-%20staff/Faculty%20Headcount.pdf>) of UC Merced's faculty are contractual with limited opportunities to formally participate in university-related activities. At UC Merced, the Unit-18 faculty title, when compared to Senate titles, is the most ethnically diverse and has the highest percentage of females (see IRDS: Faculty Ethnicity http://irds.ucmerced.edu/docs/Faculty%20-%20staff/Ethnicity_Over_Time.pdf). Given the scale and diversity of this instructional title, it is important to engage in planning around greater inclusion of Unit-18 lecturers as part of teaching-intensive faculty at UC Merced.

Despite reliance on contractual faculty members at UC Merced and throughout the UC

system, this relatively new professional cadre has not yet been fully recognized, and hence integrated into the institution's academic culture. These integration issues are evident in the Campus Climate report in which faculty describe teaching and research as at odds with one another. For example, "UCM seems to be a teaching college not a research university" (p. 119). In contrast, students tend to speak in highly favorable terms about campus teaching, noting a high-level of faculty contact: "The faculty is always very available and eager to speak with students. It is a nice climate" and "There is a lot of student professor mentorship that allows people to interact" (p.145). Student enthusiasm for working with faculty stems from interactions with all faculty types. How teaching is valued is some measure of the health and climate of our campus, which this project will explore and improve.

Describe how this project is a new, high impact, collaborative, experimental and/or sustainable approach to enhancing and/or addressing an area of campus climate.

This proposed working group is an opportunity for Senate and Non-Senate faculty to explore and identify potential governance structures. Faculty labor topics need a sustained campus discussion, particularly at this juncture of intensive campus planning and growth.

The recommendations and continued strategic planning would have high impact on all faculty groups and undergraduates (described more fully in other sections). We see this approach as sustainable, in that it is an initial and exploratory structure that anticipates formalized and continued development.

Describe the expected difference(s) the project will make on the issues addressed, the audience(s) it will serve, and the number of people it will affect.

There is an important value that Unit-18 lecturers could bring to campus conversations and academic planning. This voice would help maintain institutional focus on excellence in undergraduate education over time and ensure that instructional needs remain a priority. This could also facilitate more collaboration between research and teaching faculty for research purposes, particularly where those interests intersect around undergraduate education.

Offering sustainable employment and professional opportunities to lecturers has deep implications for the development and well-being of research universities generally and undergraduate education specifically. Impacted (benefitted) groups for this proposal's outcomes, depending on the implementation of action items from the working group, include:

- Senate faculty, especially those serving on standing committees that would benefit from models action items which include clear paths of representation for non-senate faculty;
- Non-Senate faculty could gain the means for self-governance, representation, and

inclusion in university contexts;

- Administrative/staff units that need or wish to include Non-Senate faculty in support or representative roles;
- The diverse student population we serve should be one of the most important reasons to augment the status of lecturers at UC Merced;
- University education is strengthened by recognition and support of teaching-intensive faculty's professional engagement, committee service, and pedagogical scholarship.

How will the project bring together two or more campus entities, advance mutual goals and/or share knowledge? Specifically identify how the project will be integrated into the activities of teaching, research or public service.

Since this project is institutional in scope, we begin by noting that this proposal has signatory support from Senate faculty and Unit-18 lecturers who are listed below by name, academic title and school (listed below this narrative). All Unit-18 lecturers were contacted with a project abstract and about one-third of the Senate faculty from relevant groups and committees. Given time constraints, faculty had about 48 hours to respond, so this signatory list is lengthy but not necessarily fully representative of all interest in this topic. Please note, too, that signatory support does not necessarily indicate direct participation in the project. Signatory names reflect support for this planning idea and interest in a copy of the submitted proposal. To briefly summarize, then, in this short period of time the signatory list represents support from 20% of the entire faculty (76/374).

Representing a wide constituency of UC Merced faculty and fields, this working group will meet on a monthly basis during AY 2016-2017. Activities include review of University of California reports about Unit-18 lecturer inclusion in university service (e.g. UC Davis' Federation), model research university examples related to professional engagement (e.g. Boston University and University of Colorado), and retention / promotion initiatives -- particularly workshops, mentoring, and visibility projects focused on contingent labor topics. A survey and/or focus group to solicit feedback on needs, priorities, and examples may also be an important data gathering activity and/or partnership with the Campus Climate Office on existing data.

By the conclusion of the year, there are two potential and related outcomes in which the working group will (1) produce a report, summarizing priorities (based on existing models) as a basis for continued process and strategic planning, and (2) partner with relevant Senate-Administrative groups to implement shared objectives.

Signatory List (from 6 April to 8 April)

Unit-18 Lecturers and Associated Academic Titles:

Mariana Abuan, Lecturer, Merritt Writing Program; Meaghan Altman, Lecturer, SSHA;

Rebeca Antoine, Lecturer, Merritt Writing Program; Chelsea Arnold, Program Director SMI/CalTeach; Ross Avilla, Lecturer, SSHA; Susan Bohrer, Lecturer, Merritt Writing Program; Brigitte Bowers, Lecturer, Merritt Writing Program; Miriam Brown-Spiers, Lecturer, Merritt Writing Program; Debra Conte, Lecturer, NS; Paula DeBoard, Lecturer, Merritt Writing Program; Heather Devrick, Lecturer, Merritt Writing Program; Emily Gale, Lecturer, SSHA; Pamelyn Gingold, Lecturer, Merritt Writing Program; Richard Gomez, Lecturer, SSHA; Alejandro Gutierrez, Lecturer, ENG; Taryn Hakala, Lecturer, SSHA; Tom Hothem, Associate Director, Merritt Writing Program; John Hundley, Lecturer, Merritt Writing Program; Rolf Johansson, Lecturer, SSHA; Catherine Koehler, Lecturer, Merritt Writing Program; Heather Lanser, Lecturer, Merritt Writing Program; Emily Lin, Head, Digital Assets, Library; Tonya Lopez, Lecturer, SSHA; Andrea Mele, Lecturer, Merritt Writing Program; Fiona Memmott, Lecturer, Merritt Writing Program; Derek Merrill, Lecturer, Merritt Writing Program; Jeremy Mumford, Lecturer, Merritt Writing Program; Sam Ocena, Lecturer, Merritt Writing Program; Vanesha Pravin, Lecturer, Merritt Writing Program; Stan Porter, Lecturer, Merritt Writing Program; Christopher Ramirez, Lecturer, Merritt Writing Program; David Samper, Lecturer, Merritt Writing Program; Bo Shang, Lecturer, ENG; De Ette Silbaugh, Lecturer, Merritt Writing Program; Somnath Sinha, Lecturer, NS; Carol Sipan, Lecturer, SSHA; Paul Sivak, Lecturer, SSHA; Matt Snyder, Lecturer, Merritt Writing Program; Toni Stone, Lecturer, NS; Chris Swarth, Director, Vernal Pools Grassland Reserve; Keith Thompson, Lecturer, NS; Dawn Trook, Lecturer, Merritt Writing Program; Susan Varnot, Lecturer, Merritt Writing Program; Jane Wilson, Lecturer, Merritt Writing Program; Angela Winek, Lecturer, Merritt Writing Program

Senate Faculty:

Virginia Adan-Lifante, Senior Lecturer, SSHA; Jayson Beaster-Jones, Assoc Professor, SSHA; Laura Beaster-Jones, LPSOE, NS; Harish Bhat, Assoc Professor, NS; Jessica Blois, Assistant Professor, NS; YangQuan Chen, Assoc Professor, ENG; Martha Conklin, Professor, ENG; Kevin Dawson, Asst Professor, SSHA; Robin DeLugan, Assoc Professor, SSHA; Marcos Garcia-Ojeda, LSOE, NS; Jan Goggans, Assoc Professor, SSHA; Tanya Golash-Boza, Assoc Professor, SSHA; Nigel Hatton, Asst Professor, SSHA; Justin Hicks, LPSOE, SSHA; Yue Lei, LSOE, NS; Valerie Leppert, Assoc Professor, ENG; Patricia LiWang, Professor, NS; Ignacio Lopez-Calvo, Professor, SSHA; Sean Malloy, Assoc Professor, SSHA; Jennifer Manilay, Assoc Professor, NS; Teenie Matlock, Assoc Professor, SSHA; Carrie Menke, LSOE, NS; Kevin Mitchell, Assoc Professor, NS; Ruth Mostern, Assoc Professor, SSHA; Sholeh Quinn, Assoc Professor, SSHA; Cristian Ricci, Assoc Professor, SSHA; Mario Sifuentez, Asst Professor, SSHA; Christina Torres-Rouff, Assoc Professor, SSHA; David Torres-Rouff, Assoc Professor, SSHA; Josh Viers, Assoc Professor, ENG; Christopher Viney, Professor, ENG

Describe the leadership, capacity and qualifications of the individual or group to implement the project.

Contributing authors of this proposal are Paul Gibbons, John Haner, and Anne Zanzucchi. The following is a brief description of leadership, capacity, and qualifications. Paul Gibbons is Assistant Director in the Merritt Writing Program and serves as a member on Undergraduate Council and Committee on Committees. He was a Unit-18 lecturer at UCM from 2008-2013, President of UC-AFT's local (AY 2009-2010), and currently a Senate lecturer. John Haner has been a Unit-18 lecturer at UC Santa Barbara and UC Merced for over a decade and currently serves as UC-AFT's local President. Anne Zanzucchi was among founding Unit-18 lecturers at UC Merced in 2005 and currently is a Senate lecturer with interim director responsibility for the Merritt Writing Program. Anne has national committee service experience on topics of faculty labor, serving as our campus representative on the Untenured and Non-Tenure Track Writing Program Administration working group and now committee. She has consulted with the Faculty Labor Caucus on the current Indianapolis Resolution to address faculty labor issues in writing-intensive fields.

Please note that above contributing authors are not necessarily the lead facilitators of the working group. We will coordinate the working group and assist with identifying faculty leadership to ensure broad leadership across fields and academic titles. The following is a description of roles and organization within the group to illustrate how membership will be configured.

Three Senate and Non-Senate faculty leads, representing a range of academic fields, will coordinate this working group. These leads will identify participants from a campus-wide invitation to all Senate and Non-Senate faculty. The working group will represent diverse academic appointment, discipline, and gender/ethnicity. This working group will engage about 10-12 Senate and Non-Senate faculty, ideally with a broad representation across Schools. If interest in participation exceeds working group scale, all who have expressed interest in involvement will be asked about an advisory role with updates from the group and opportunity to opine.

Describe how likely the project is to be continued and incorporated or replicated by other organizations on campus and demonstrate why.

From the comprehensive signatories list, reflecting support from 20% of all UCM faculty, we anticipate a strong, shared commitment and interest in Non-Senate faculty inclusion and equity at UC Merced. This proposed working group is designed to foster much needed campus and cross-appointment community to unify purpose and promote innovative planning among all faculty titles.

Provide the full timeline - from start to completion - for the project.

Our project timeline is on an academic calendar, with four meetings per semester (from September 2016 to May 2017). Initial activities will be to explore and identify priorities.

Early and mid-year meetings will focus on external reports and models to explore examples and ideas that map well with the University of California generally and UC Merced specifically. Unit-18 lecturers will have funding opportunity to attend local or national conferences, with faculty labor topics, and share reports with the working group. A faculty survey may be administered in the early spring semester, in partnership with the Campus Survey Committee. Concluding activities from March to May include drafting a brief report of priorities and recommendations for a more formal strategic planning process.

What are your project goals and expected outcomes.

This proposed working group would begin dialogue across faculty groups and schools, with two main objectives: (1) to review models for contractual faculty engagement in university activities and (2) establish priorities for continued and formalized strategic planning. More specifically, this proposed working group would:

- Identify priorities for coordinating professional communities for Non-Senate faculty;
- Explore models for inclusion of Non-Senate faculty to partner in university service and inform academic planning, which is particularly timely with 2020 planning;
- Review diversity and gender of Non-Senate faculty status, particularly as it relates to promotion and retention;
- Enhance activities with a diversity of educational background that broadens disciplinary engagement and expertise;
- Address significant “visibility” issues for about half of UCM’s faculty;
- Negotiate potential silo effects between research and teaching agendas, which benefits all faculty members.

What is your definition of success? How will you measure it?

Our goal is to create dialogue among Senate and Non-Senate faculty about labor topics to identify priorities for continued planning. Success includes: creating a stable and ongoing dialogue among working group members, developing campus priorities around community and inclusion of Non-Senate Faculty, and producing a summary report to inform more formal and ongoing strategic planning.

What tools will you use to collect the data needed to measure the progress and success of each expected outcome? When will you use them?

Data collecting activities include external reports, campus survey data, and guest speaker materials. By the conclusion of the year, the working group will have produced a report, summarizing priorities and models as a basis for continued process and strategic planning.

PROJECT SPONSORING UNIT

All projects must be sponsored by a UC Merced student organization, or campus department/ by-law unit, School or Graduate Group. The sponsoring unit is responsible for administering and reporting on funds. Project managers must be current UC Merced campus members. Budget Managers must be current UC Merced staff members.

UCM Sponsor Merritt Writing Program

Budget Manager Sandra Mora

Budget Manager Email Address mora@ucmerced.edu