

**Executive Committee Minutes
March 14, 2022
via Zoom, 12:00 p.m. ~~R~~2:**

through 18 pages of a Department RTP Guideline to find examples about service and academic assignment, etc.

Q: What is the enforceability of guidelines? Can they be used in grievance processes?

A: PS can't enforce. The RTP training process highlighted the use of department guidelines. The department guidelines are supposed to provide examples and clarity about how the dossier evaluation is conducted at various levels. Some of the guidelines are nicely written and clearly guide you to where you can find evidence of certain things in the dossier. This is what we'd like for a template.

C: It would be worth finding out who can enforce the guidelines, because if candidates are following the guidelines in lieu of using university policy, we need to be very clear in the training.

C: A member commented that the downside to a template is that it eliminates the individual department's uniqueness with a plug and play model. It imposes an institutional character on the process that doesn't allow departments to celebrate their uniqueness.

C: A member expressed concern about the use of the word "enforceability" and the term "in lieu of." There should never be a conflict between the guidelines and RTP policy. The guidelines are there to enhance and elaborate on existing RTP policy. The question of enforceability should never even come into play with the guidelines, because the guidelines are not meant to supersede the RTP current policy.

A: That is exactly the point of the guidelines. The guidelines provide examples due to the uniqueness and diversity we have in various disciplines across campus.

Q: The RTP Policy always trumps the guidelines. The guidelines are like administrative regulations. Is this correct?

C: There is a clause in the RTP policy that states department RTP guidelines must be applied when evaluating the dossier, so it isn't just policy people are supposed to be looking at. If guidelines exist, they must look at them.

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we should be looking at it for all areas. We need to have this conversation as a campus.

C: Having an experiential mandatory component impacts a cap. For Ethnic Studies that applied component is very important. If you look at the criteria for Ethnic Studies programs at UCLA and Berkeley there is that experiential component. Concern was expressed that any discussion about Area F caps should be robust and take this into account.

Q: With the DFW rate that is being mandated by the Chancellor's Office, I think the D- conversation is a conversation we need to have. C&R may get a referral on this next year. Why should we consider using the D- if we are going to be punished for giving them out, and are being told we need to reduce them?

A: This is not about punishing students. The question is what is the competency that someone has in learning. In a lot of majors, the D does not count. The other thing is the equity gap in DFW rates. It is not simply the DFW rate itself. It is the equity gap that is concerning both to the campus and the system. Is that a pedagogical challenge? Is that the way in which we assess students? Is there a way in which we deploy learning so there is a gap? What is interesting about this gap and what is concerning is that it shows up all over the campus in departments with social justice missions at the front end of how they talk about things. We need to be careful how we characterize some of these issues. It goes to what we think competency in an area is. That is the pedagogical and intellectual conversation we should have. If we don't think there is competency in a "D," then that is an interesting conversation.

8. The meeting adjourned at 1:35 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on March 14, 2022. The minutes were edited by Wynn Schultz-Krohn on March 24, 2022. The minutes were approved by the Executive Committee on April 4, 2022.