

Department Faculty Meeting

April 19, 2022

Noon – 1:20

Zoom Meeting ID: 945 3849 7195

Agenda items

12:00 - 12:05	Welcome	Campbell
12:05 - 12:10	Approval of minutes	Campbell
12:10 - 1:00	Teaching Faculty discussion & vote	Campbell
1:00 – 1:20	Short topics	Campbell

Present

Dan Abramson [arrived 12:10], Marina Alberti, Christine Bae, Rachel Berney, Christopher Campbell, Andrew Dannenberg, Sofia Dermisi, Himanshu Grover, Keith Harris [arrived 12:12], Larissa Maziak, Peter Mumford [Student Rep], Mark Purcell, Diana Siembor, Qing Shen [arrived 12:08], Alexis Wheeler, Jan Whittington

Approval of Minutes

Mark moves to approve April 5th meeting minutes

Marina seconds

7 yes

1 abstain

0 no

Data Science Hire Update [closed discussion]

Teaching Faculty - Discussion

Christopher shared a powerpoint presentation on why UDP should immediately begin the search process for an Assistant Teaching Professor. Explaining that Teaching Track Professorships are replacing the full-time lecturer position, Christopher provided a general overview of the role and explained the proposed use and benefits of hiring Asst Teaching Hire: Christopher will lay out reason for the hire; wants vote by end of meeting

- Christopher's slideshow:
 - o Teaching Track Professor (overview) - taking place of full-time lecturer position; provides better working conditions and job security; 3-5 year contracts and can be renewed indefinitely; promotable (asst, assoc, full), but not tenurable; will have faculty vote; typical duties: teaching, curriculum development, program management, admin
 - o Christopher = Teaching Professor (suggesting hiring second teaching track professor)
 - o Benefits of teaching professor: dedicated instructors (not divided between teaching and research); eliminates high transaction cost to hire one-off PT lecturer; cost efficiencies (e.g. course load = 6-7 courses/year, compared to 4 courses/year for TT); provides year-to-year curriculum stability and allows for longer-term curriculum planning and development
 - o Proposed Use: URDP - 3-4 classes/yr; BE = 1 class + some admin (paid by CBE); LArch - 1 class (paid by LArch)
 - o Standard Dept Finance Model: small PhD (can lose \$), Masters (can break even); medium major (generally makes \$); Large lower-division service courses (money-makers)
 - o Other depts supplement URDP budget;
 - o Value of Large Service Courses: help raise ABB revenue (other departments generate more for CBE than CEP courses); can provide TA positions; introduce more students to planning and built environment - unrealized potential for udp
 - o Concept: hire another teaching faculty to teach large service courses and enable expansion of these courses to increase revenue and attract more students
 - o Funding: currently paying for this position already (Keith Harris teaching CEP 200 and other courses but his position cannot be renewed), i.e. no new funding is required;
 - o Conclusion: simplest, fastest, most cost-effective way to increase our overall budget, meet our urgent teaching needs, expand our undergrad curriculum, and potentially provide more TA positions is to add this position. Also avoids asking TT faculty to teach more or cut resources.
 - o Why now?

We have a particular need: Keith Harris can't be rehired under current title and he teaches several critical courses; we also have more clarity on overall faculty resources now that cohort and data science hires are complete (still need teaching faculty hire after cohort hire); we have a special opportunity (funding from Dean for BE support, funding from LArch if candidate fits their needs too, position included in omnibus College cohort hiring plan). We also have a choice: we do not have to do this now - we could wait but that will have consequences.

Discussion and comments followed the presentation:

- **Mark:** budget situation seems opportune right now; seems like a good way to standardized the onboarding work to minimize admin burden of one-off hires (falls on Chris and Larissa); useful to have someone else dedicated to thinking about how to grow our large service offerings (excited to have someone with dedicated time for this)
- **Marina:** brilliant idea; not investing in teaching as much as we need; relying to much on student Tas (need to take teaching seriously); we don't all do everything well

- **Jan:** proposal presented in 2 ways (budget + fill upcoming gap with Keith's departure); these positions are required to be competitively procured (should form hiring committee just as we would for any other hire)
- **Rachel:** Dean wants to encourage these sorts of hires, so there's a safety net in terms of funding; willing to serve on hiring committee for this position
- **Dan:** I think we need to take time to figure out what large service courses will be marketable; willing to go forward with proposal; undergrad planning courses aren't generally mass-enrollment courses anywhere in the country
- **Qing:** Think it would be helpful to think about implications of this hire; this is too important a decision; we don't have enough research-intensive faculty to fill everyone's plate if they don't teach; use this as opportunity to think about hiring another tenure-track faculty who has capacity to both do research and teach; I don't feel ready to make a decision w/ so many unanswered questions
 - o **Chris:** expectation is 6-7 courses/year; understands Qing's frustration that current tenure-track faculty aren't generating more research funding, but another tenure-track hire won't necessarily help with that; Plus, we have just hired two faculty who have potential to be research super stars. Teaching professor won't generate research funding, but will support TA's and, potentially, TA training. Most importantly, reduces need for TT faculty to teach more (leaving more time for research)
- **Jan:** need to think out of the box and attract more students; how do we capture undergraduate students? Don't want to continue doing what we've done before, because it's not working
 - o **Chris:** what we're doing now is working, but can do more. Don't want to start over, but need to improve; Data Science = not a lot of teaching capacity (.5 FTE = 2 courses); cohort hire (Dylan) = need to support his research and see him contributing more to grad education
 - o **Jan:** to clarify, not seeking new hires to teach undergrads, just want their ideas about attracting students
- **Christine:** unsettling to make a vote right now; not familiar with these big service courses; we discuss MUP, but not CEP in faculty meetings
 - o **Chris:** provides overview of courses
- **Dan:** If we vote to proceed, how long do we have to review and approve the advertisement?
 - o **Chris:** advertisement must be submitted very soon because of review process. Will write ad and share with faculty for feedback.
- **Marina:** This is an opportunity. I understand the concerns, but are those alternatives providing any solutions?
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Teaching Faculty - Vote

Mark motioned to move forward with the search for an Assistant Teaching Professor. Dan proposed an amendment to the motion, requesting that one-half of future faculty meetings be devoted to discussion of this search and what the department wants out of it.

Accepting Dan's requested change, Mark motioned to move forward with the search for an Assistant Teaching Professor and, for the duration of the search, to devote one-half of future faculty meetings to discussion of the search and what the department wants out of it. Dan seconded the motion.

Asking non-voting faculty to leave [Keith departed at 1:20pm], Christopher, responding to a request for secret ballots, instructed voting faculty to direct their votes to Larissa via the Chat in Zoom. Larissa counted 10 votes - 6 yes and 4 no. The motion carried.

Christopher proposed a search committee of Rachel Berney and Bob Mugerauer along with one person from Landscape Architecture. He asked if there were any objections to this group. There were no objections.

Meeting adjourned at 1:28pm.