Cornerstone questions from CLA Faculty Senate Qualtrics

1. Hiring:
What percentage of new hires teach in Cornerstone? Are there exceptions, or is every new faculty member uniformly asked to teach the same number of courses in Cornerstone?

> *The percentage can vary based upon the hires in any given year. Among new faculty hires for Fall 2022, 83% will have a teaching obligation in Cornerstone.*
>
> *In general, the contracts for all new faculty have 50% of their teaching obligation in Cornerstone. There are exceptions for those whose area of expertise falls into disciplines such as the applied arts.*

2. Tenure-Track/Non-Tenure-Track faculty:
What percentage of those teaching in Cornerstone are tenure-track, non-tenure track, and postdocs? Of all the sections being offered, what percentage are taught by tenure-track faculty, non-tenure-track faculty, and postdocs? How does the number of non-tenure-track faculty affect the overall ratio of CLA faculty, and does this keep us in line with university caps on the percentage of instruction that can be delivered by non-tenure-track faculty?

> *At present, 84 faculty are among the permanent Cornerstone faculty. Of those:*
> - *75% are tenure track faculty*
> - *25% clinical faculty*
>
> *In Fall 2022, Cornerstone included the following:*
> - *7 Visiting Instructors full-time in Cornerstone*
> - *1 Visiting Assistant Professor in POL (with a 50% obligation)*
> - *3 Limited-Term Lecturers **This numbers varies by semester depending upon enrollment fluctuations and accommodations for tenure track Cornerstone faculty*
> - *1 PostDoc in HIST*
>
> *In Fall 2022,*
>
> *19.4% of sections were taught by tenure-track faculty*
> *52.4% of sections were taught by clinical/teaching faculty*
> *24.2% of sections were taught by visiting instructors*
> *4% of sections were taught by limited term lectures/post docs*

 CLA is within the University cap for C/P faculty, which is 15%, we are at 11.6%.

3. Home Departments:
How are Cornerstone teaching obligations affecting class coverage in home departments? Are the teaching obligations of Cornerstone evenly distributed among departments? How are cornerstone teaching loads being managed in cooperation with departments to ensure adequate

course coverage in home departments? How is Cornerstone being treated with respect to Tenure and Promotion in departments?

> *Executive Associate Dean Joel Ebarb, on behalf of the Dean's Office, and the current director of Cornerstone, Professor Melinda Zook, work with each academic unit Head every semester during course planning to ensure that the teaching needs of the unit are balanced with the teaching needs of SCLA 101/102. When appropriate, accommodations have been made for tenure track faculty who teach in Cornerstone to fulfill departmental teaching needs or research opportunities. In these instances, alternate visiting or limited term instructors are sometimes hired, as noted above.*

> *Insofar as Tenure and Promotion, Cornerstone seeks to bolster a faculty member's teaching profile. All faculty, both tenure-track and clinicals, have been sent information on how to represent their teaching in Cornerstone on their Form 36.*

4. Governance:

What are the procedures for Cornerstone faculty, particularly non-tenure-track faculty, to raise issues of concern? Faculty have reported feeling targeted for teaching about controversial issues and not having an institutional support system to help address these issues. What mechanisms are in place for faculty support?

> *Cornerstone faculty receive the same institutional support as non-Cornerstone faculty. In effect, they have 2 homes: their academic department and Cornerstone. At the Cornerstone Orientation and Retreat at the beginning of the fall semester, all faculty participating in Cornerstone received training on how to handle a wide variety of classroom issues (ranging from mental health to academic concerns). They were also introduced to Briggitta August, Director of Diversity and Inclusion Initiatives. In addition, Cornerstone has a mentorship program for both visiting instructors and clinical faculty who are full-time in the program, providing them with further support and guidance.*

> *During each academic semester, Professor Zook emails all faculty currently teaching in Cornerstone with updates, teaching and learning resources, workshops, and other opportunities. It is communicated to Cornerstone faculty that they can reach out to Professor Zook and Executive Associate Dean Ebarb with any issue of any kind.*

> *The institutional supports in place for non-tenure-track faculty are the same as those for tenure track. Concerns should be reported to their academic unit Head (Cornerstone or home/ affiliated department). If the issue is with that level of leadership, the Dean's Office is the next available step, for both instructor and student issues. If further direction or consultation is needed, the Office of Institutional Equity and/or the Office of the Provost are also available.*

5. Academic freedom:

Some faculty have reported that Cornerstone administration monitors and has to approve syllabi. Others have reported that there have been dictates about what can and cannot be taught in Cornerstone courses. Are there policies in place regarding the freedom of faculty to teach what they see as appropriate in Cornerstone?

All syllabi for SCLA 101 and 102 are reviewed by the director to ensure that the instructor has followed the Guidelines for SCLA 101 and 102 and is teaching the stated course Learning Outcomes. The SCLA 101 and 102 courses work to provide a consistent experience for all students who are enrolled across the various sections.

This practice is common among multi-section courses including other oral and written communication multi-section courses, such as COM 114 and ENGL 10600. All courses on the University Core Curriculum (UCC) are reviewed on a rolling basis by a faculty-led university committee to ensure that the established and approved foundational learning outcomes are consistently being met. Syllabus review is an important tool to ensure these courses stay in compliance with the UCC and deliver stated learning outcomes.