

Guidelines for Equitable Teaching for UW Tacoma
Faculty Assembly Executive Council
Approved May 19th, 2017

The growing size of our campus now necessitates the creation of policy guidelines to ensure the equitable distribution of teaching responsibilities across all faculty ranks. This includes both a distribution of course level (upper and lower division), and of teaching times throughout the day and evening time slots. This is important because classroom space is limited and greater utilization of outlying time slots is required. Sharing the responsibility of these outlying time slots across faculty rank is best practice both in terms of student experience and equitable labor practices. Similarly, students benefit when faculty of all ranks teach lower division courses, and faculty also benefit from exposure to students at earlier stages in their academic careers. Thus, both recommendations are best practices in terms of pedagogy and equitable labor practice.

Toward this goal, Faculty Assembly recommends the following guidelines:

- 1 Each full-time faculty member makes themselves available to teach at least one class in the early morning (8:00am) or evening (beginning after 5:00pm) each year.
- 2 No faculty member shall be required to teach more than two such courses (8am or beginning after 5:00pm) each year, unless they request so.
- 3 Each full-time faculty member makes themselves available to teach at least two lower division courses in their unit or service courses each year. (A service course is one that is required for other majors.)

Mitigating factors that might exempt individual faculty members from time to time from these guidelines include:

- Teaching specialty courses such as service learning, labs or field work, that require scheduling commensurate with community organizations and activities or daylight hours. The programs should, however, try to share such workload by providing opportunities to other faculty to develop expertise in such specialty areas.
- Care-giving responsibilities.
- Health or disability related needs.

It emphasized that preferring to teach, or expertise in teaching specialty courses in the upper division is *not* a mitigating factor.