

**Agenda**

**Faculty Affairs Committee Meeting**

February 16, 2018 2:00pm-3:00pm SCI 104

1. Consent Agenda & Approval of Minutes
	* *Meeting materials: December 11, 2017 & January 19, 2018 Faculty Affairs Committee Minutes (email attachments)*
2. Teaching Evaluation Policy Draft & Faculty Code Language
	* *Meeting materials pg. 2-3*
3. Non-competitive Hiring Policy
	* *Meeting material pg. 4*
4. 2018-2019 FAC Chair Nominations/Election
5. Other Business
	* *Childcare and Early Childhood Education*
	* *Parking for Faculty*
	* *Climate Survey Update*
	* *Others?*
6. Adjourn

**FAC Proposed Campus-Wide Policy for Teaching Evaluation**

**12.11.17**

In response to the 2016 Report of the Teaching Evaluation Campus Fellows, the Faculty Affairs Committee proposes the adoption of the following campus-wide policy:

According to the University of Washington’s “Evaluating Teaching in Promotion & Tenure Cases: Guide to Best Practices (2016)” and supported by research by the Report of the Teaching Evaluation Campus Fellows, UWT \*units should rely on all three of the following methods of teaching evaluation: peer evaluation, self-evaluation, and student evaluation of teaching. Furthermore, each \*unit should (will):

* Define the terms Teaching Excellence, Teaching Effectiveness, and Student Success in alignment with the UWT strategic plan. In defining these terms, units should directly address the diverse needs of our students and equity for our minority faculty.
* Provide guidelines and transparency about each component of teaching evaluation (peer evaluation, self-evaluation and student evaluation). These guidelines should clearly identify which kinds of teaching assessment will be used for which purposes, and how much weight they will be given in merit, contract renewal, and promotion and tenure decisions.
* Self-assessment of teaching should take place on an annual basis as part of faculty annual activities reports.
* Effective teaching and assessment should be supported with:
	+ Resources such as professional development funds, mentoring, workshops, fellowships, staff resources, etc.
	+ Removal of barriers (e.g. freeing faculty from other responsibilities to conduct effective peer reviews)

\*Department where the Regents have not yet created a college or school headed by a dean within the University of Washington Tacoma as described in [Executive Order V](http://www.washington.edu/admin/rules/policies/PO/EOV.html).

From Susan Johnson:

*I have attached the language from the faculty code about evaluation of teaching (I cut and pasted pertinent sections onto a word doc & included the links) so we can make sure that what we come up with matches the faculty code.*

**This comes from:** <http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>

**Section 24-32 C**

The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:

* The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
* The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
* The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
* The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
* The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
* The availability of the teacher to the student beyond the classroom environment; and
* The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long- range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

**Section 24-7 A**

**Assessment of Teaching Effectiveness**

To implement the provision stipulated in [Section 24-32, Subsection C](http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432C), the standardized student assessment of teaching procedure which the University makes available may be used for obtaining student evaluation of teaching effectiveness, unless the college, school, or department has adopted an alternate procedure for student evaluation, in which case the latter may be used. Each faculty member shall have at least one course evaluated by students in any academic year during which that member teaches one or more courses. The teaching effectiveness of each faculty member also shall be evaluated by colleagues using procedures adopted within the appropriate department, school, or college.

The collegial evaluation of teaching effectiveness shall be conducted prior to recommending any renewal of appointment or promotion of a faculty member. In addition, for faculty at the rank of assistant professor, or associate professor or professor "without tenure" under [Chapter 25, Section 25-32, Subsection D](http://www.washington.edu/admin/rules/policies/FCG/FCCH25.html#2532D), or with the instructional title of lecturer the collegial evaluation shall be conducted every year. For other faculty at the rank of associate professor or professor or with the title of senior lecturer, principal lecturer, or professor of practice the collegial evaluation shall be conducted at least every three years. A written report of this evaluation shall be maintained and shared with the faculty member.

Proposed Policy on Non-Competitive and Part-Time Faculty Appointments

It is understandable that some level of non-competitive faculty hiring and use of part-time faculty is required. The following policy on non-competitive and part-time hiring processes is introduced to ensure equity, inclusiveness and diversity are incorporated in all aspects of faculty hiring:

Whenever a non-competitive full-time position is filled, (with exception of temporary appointment to cover for a faculty member on sabbatical) a competitive hiring process must be immediately undertaken to fill the position through a diversity focused and inclusive process. Non-competitive full-time faculty appointments may be made for a maximum of one year and may be renewed for a maximum of one more year, if required to complete the competitive hiring process. Any further extension must be justified for review and potential approval by the Appointment, Promotion and Tenure (APT) Committee (per the faculty responsibility over appointment\*). The APT will not allow such approval for more than one final year.

Most part time faculty positions should exist to satisfy unexpected shortcomings in faculty course coverage. When a college or school\*\* makes use of part-time faculty to cover the equivalent of two full-time faculty positions for a period of two consecutive years, a competitive hiring process must be undertaken for at least one full-time position at the beginning of the third year.

An academic program may apply to the Appointment, Promotion and Tenure Committee for a specific faculty member’s appointment to be considered exempt from these standards due to a persistent need for a clinical and/or professional appointment.

\* “In accordance with [Executive Order No. IV](http://www.washington.edu/admin/rules/policies/PO/EOIV.html), Legislative Authority of the Faculty, the faculty of the University of Washington Tacoma shares with its Chancellor the responsibility for…Criteria for faculty tenure, appointment, and promotion…” – [Faculty Assembly Bylaws](http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/UWT_Bylaws_Final-060617.pdf)

\*Faculty Responsibility over appointment also found in the Faculty Code, [Section 23-43.B](http://www.washington.edu/admin/rules/policies/FCG/FCCH23.html#2343)

\*\*Department where the Regents have not yet created a college or school headed by a dean within the University of Washington Tacoma as described in [Executive Order V](http://www.washington.edu/admin/rules/policies/PO/EOV.html).

*Approved by the Faculty Affairs Committee 11.13.17*