Faculty Affairs Committee Report 2017-2018

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| Issue/Topic | Response | Further Action | Ongoing 2018-2019 |
| Non-Competitive Faculty Hiring | The committee refined and returned an edited proposed policy on ‘Non-Competitive Faculty Appointments’, twice on the agenda for discussion and adoption in Executive Council (EC) meetings.  | Faculty representatives were to have solicited feedback in 2016-17, yet expressed desire in doing so again twice this year. FAC responded to feedback received, waiting action from EC.  | Executive Council to vote on edited Non-Competitive Faculty Appointment Policy. FAC Chair to present to the EC for another review and approval prior to end of 2018. |
| Teaching Evaluation Policy | The committee developed the draft Teaching Evaluation Policy and presented to EC. EC returned it to FAC for editing. The FAC brought the edited version back again for EC review and approve.  | The EC tabled the edited proposed policy for faculty representatives to review further related information (specifically Sushil’s draft) and to allow more time for feedback. | Executive Council to vote on the edited proposed Teaching Evaluation Policy. FAC Chair to present to the EC for another review and approval prior to end of 2018. |
| Child Care and Early Childhood Education | Seattle’s Childcare Advisory Committee disbanded. FAC Chair led development of new Tacoma campus Child Care Task Force in conjunction with student government and the Student Engagement office.  | Support and resource the Tacoma Child Care Task Force by collaborating with students to champion these important issues that affects students, faculty, staff and the community. | Continue to have representative(s) on the Tacoma Child Care Task Force. Raise the visibility of inadequate childcare and early childhood education options in Tacoma. |
| Campus Climate, Race, Equity and Inclusion Issues | The climate study undertaken by the 2016-2017 FAC was transplanted to Seattle during summer 2017 and became a tri-campus climate survey. It has since spent considerable time in committee before and after RFI, eventually going out to RFP.  | Marian Harris continues to champion this effort and will work on behalf of Tacoma and the FAC to push for a successful outcome. FAC will consider measures to improve the campus climate related to equity and inclusion at UWT.  | Continue work to get approval including funding to have Rankin & Associates to conduct campus specific survey for faculty, staff, and students. Define measurements that will indicate improvements in climate.  |
| Transportation and Parking Issues | Proposals to administration in autumn not accepted as viable and did not gain traction. Attempts to contact Sound Transit planning representatives went unanswered. Need contacts.  | Building partnership with students and staff for new joint proposals to solve these ongoing issues: inadequate parking resources and lack of two-way service between UW campuses.  | Develop a task force that includes staff and students during 2018-2019 that will jointly develop solutions to promote to the UW administration to resolve these problems.  |

D.C. Grant, FAC Chair, 2016-2019, Institute of Technology

Greg Benner, 2015-2018, Education

Margo Bergman, 2015-2018, Business

Sarah Hampson, 2016-2019, SIAS

Susan Johnson, 2015-2018, Nursing & HCL

Jim Thatcher, 2016-2019, Urban Studies

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

*Approved by the Faculty Affairs Committee on 4.19.18*

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 extensive research in the “Report of the Teaching Evaluation Campus Fellows”, UWT academic units should rely on all three of the following methods of teaching evaluation: peer evaluation, self-evaluation, and student evaluation of teaching. Each unit should:

1. Review and update teaching assessment guidelines to ensure that they match best practices for student, peer, and self-assessment. Academic unit guidelines should clearly identify which kinds of teaching assessment are used for which purposes and how much weight they will be given in merit, contract renewal, promotion and tenure decisions.

2. Define teaching excellence, directly addressing the diverse needs of our students as well as fair and just evaluation of all faculty, including women and faculty-of-color.

3. Clarify with students the use of and reasons for student evaluation feedback. Only those student comments relevant to the learning process should be utilized for teaching evaluations.

4. Provide resources for and remove barriers to effective teaching practices. Best practices include:

* Reduced faculty teaching loads to allow time for training and provision of thorough and systematic peer review.
* Recognize self-assessments as a critical component in merit review, contract renewal and promotion and tenure decisions,
* Support the participatory development of student success and teaching excellence.
* Create assessment and support systems appropriate to faculty rank and teaching experience.

5. Refer to University of Washington’s “Evaluating Teaching in Promotion & Tenure Cases: Guide to Best Practices (2016)” and the “Report of the Teaching Evaluation Campus Fellows” for guidance on the implementation of best practices, (see appendices).

**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*