

**UNIVERSITY OF WASHINGTON TACOMA**  
**Faculty Assembly Executive Council (EC)**

**Agenda**

Thursday, February 9, 2012

Mattress 352

12:30 – 2:00 p.m.

1. Approval of January 5, 2012 meeting minutes.
2. Chancellor's Report.
3. Standing Committee Updates (*APC, APT, CC, FA, SBC*).
4. Updates on Faculty Assembly Sponsored Initiatives.
  - *Critical Thinking Panel – Tracy Thompson*
  - *Interdisciplinarity Discussion – Zoe Barsness*
5. UWT Lecturer Experience.
  - *Linda Dawson & Katie Baird*
6. Other items
  - *Update on Academic Policy-Curriculum Committee Taskforce – Katie Baird & Nita McKinley*
  - *Daniel Bryan (Business) to serve on University Disciplinary Committee*
  - *Upcoming Faculty Assembly Sponsored Events*
7. Adjournment.

<b>Upcoming Executive Council Meetings</b>	<b>Faculty Assembly Meetings 2011-2012</b>
• Wednesday, February 22, 2012 MAT 352	• Friday, May 4, 2012 WPH
• Wednesday, March 7, 2012 MAT 352	• Friday, May 11, 2012 Longshoreman's Hall [Tentative/Continuation Meeting]
• Thursday, March 29, 2012 MAT 352	
• Wednesday, April 11, 2012 MAT 352	
<b>Upcoming Events Faculty Assembly Sponsored Events</b>	
• Critical Thinking Roundtable (Tracy Thompson, Facilitator), 5:00 – 7:00 pm, Wednesday February 8, 2012 TACOMA RM (Tracy Thompson)	
• Faculty Discussion: Topic TBD (David Morris, Facilitator), 4:00 – 5:30pm, Friday, February 24, 2012 FACULTY RESOURCE CTR	
• Faculty Discussion: The Challenge of Teaching Writing (Nicole Blair, Facilitator), 4:00 – 5:30pm, Friday, April 27 FACULTY RESOURCE CTR	
• Faculty Lecture & Discussion: Community Engagement (Marcy Stein), 5:00 – 7:00pm, Thursday, May 10, ROOM TBD	

**UNIVERSITY OF WASHINGTON TACOMA**  
**Faculty Assembly (FA) Executive Council (EC)**  
**Thursday, February 9, 2012**  
**12:30 – 2:00 p.m.**  
**Minutes**

**Attended:** Zoe Barsness, Chair, Katie Baird, Vice Chair, Donald Chinn, Linda Dawson, Marjorie Dobratz, Diane Kinder, Marcie Lazzari, Nita McKinley, Peter Selkin, Tracy Thompson, Ehsan Feroz

**Excused:** Yonn Dierwechter, Larry Wear, Beverly Naidus, Mark Pendras

**1. Approval of minutes from January 5, 2012**

- Move to approve, seconded, and approved with noted changes.

**2. Standing Committee Updates (APC, APT, CC, FA, SBC)**

**APC (N. McKinley)**

- Met in January 23, 2012
- Appointed Julia Aquirre and N. McKinley to APC/CC restructuring committee.
- Approved a new degree in Law and Policy in IAS (in curriculum).
- Attempting to contact previous APC chairs to see if they have any input.
- No other new business.

**CC (K. Baird)**

- Nothing new to report.

**SBC – (M. Lazzari)**

- Have divided into two subcommittees.
  - (1) One to look at data to better inform what we are doing.
  - (2) The other is communications – to discuss what is appropriate or not appropriate to share with the campus (nothing decided at this point – is ongoing).

**APT (Y. Dierwechter) Report sent via email and delivered by Z. Barsness**

- Appendix has been revised and unanimous consensus in APT committee.
- Recommending that at the next formal EC meeting a vote be taken for approval to get a reference point for the process faculty who are going through the process.
- A copy of the appendix will be attached for review at the Feb. 22 meeting.
- Upcoming event is the Associate to Full Professor, March 1, 2012, 3:30 – 5:00 p.m. at Anthem Coffee, refreshments provided.

**FA: (D. Chin)**

- No report

### **3. Chancellor's Report**

- Budget cuts consistent, not better and not worse.
- May be room to negotiate for administrative relief.
- Board of Regents meeting will be held at UWT in March 2012.
  - Z. Barsness will be formally introduced at this meeting.
- Consultant Gail Dubrow will be sending a report from her campus visit regarding interdisciplinarity.
- Discussion ensued by committee and Chancellor in regard to how to take the information and move forward in a substantive way. Since the goal is to have a proposal by the end of the year, incorporating by-law revisions, and be ready for Fall, the discussion focused on how to keep the interdisciplinarity conversations and the momentum going until then. It was suggested faculty think about what they are doing on an interdisciplinary basis now, and articulate it, so that the information is shared. An Executive Council sponsored Catalyst survey was recommended as a way to collect this information. The desired outcome is to bring in the widest possible response from all faculty.
- Under consideration: how to incorporate the concepts of interdisciplinarity at the program level, and how to fit it into the over-all curriculum goals for the campus. This led to a discussion of needing a campus-level set of goals that each student, regardless of program or major, meets by graduation, and how to disseminate the common set of criteria to students.
- Additional discussion focused on finding institutional incentive mechanisms. It was suggested that incentives be in place for faculty to work with a set of shared norms regarding interdisciplinarity.

### **4. Updates on Faculty Assembly Sponsored Initiatives**

- The Interdisciplinarity Discussion topic, led by Z. Barsness was incorporated in the discussion during the Chancellor's Report above. The EC will wait to receive Gail Dubrow's report and then revisit the interdisciplinarity discussion and also discuss how best to proceed with an EC sponsored Catalyst survey when this discussion occurs at a future date.
- T. Thompson reported on the Critical Thinking Panel topic, stating that there was good dialogue and ideas exchanged during the February 8 event, and that those ideas were along the lines of how to communicate.

### **5. UWT Lecturer Experience**

K. Baird briefly discussed the data analysis side of the report. The statistics used were flawed due to data problems.. More information will follow after the data are re-run by Carol Diem.

L. Dawson reported on the findings of the focus groups. Items discussed were job security, promotion, and concerns about being valued. There was a discussion regarding one-year contracts vs. multi-year contracts. The Chancellor stated that

lack of multi-year contracts is not due to a lack of will, but is due to the budget. There was a request for the Chancellor to initiate a letter to Faculty to make this more transparent.

**6. Other items**

- Update on APC and CC Taskforce.
- Daniel Bryan (Business) is to serve on the University Disciplinary Committee as he is tenure track faculty, which is required for the position.
- Upcoming Faculty Sponsored Events:
  - February 24, 2012 is the next upcoming event: Faculty Discussion, led by David Morris, around the topic of patriotism in the academy. 4PM in the Faculty Resource Center.
  - Other upcoming events were not discussed, but are on the February 9 agenda.

**Adjournment.**

Adjourned 2:00 pm

**Lecturer Findings  
February 2, 2012  
Prepared by Linda Dawson and Katie Baird**

**I. Key Findings of Data Analysis (Data Provided by IRP in Seattle)**

***Purpose: To Evaluate the Important of Lecturers in Terms of Overall Coverage of the Curriculum and In Terms of Students Taught Per Lecturer (2006-2011)***

1. To gauge the extent to which UWT relies on Tenure Track (TT) versus Lecturers (L), and trends in this reliance, we examined the percent of all student credit hours (SCH) in each academic year taught by TT faculty over the period 2006-2011. Key findings:

- There has been a steady decline campus wide over this period in the percent of SCH taught by TT faculty. Campus-wide, including graduate classes, in 2006 a total of 74 percent of SCH was taught by TT faculty. Last year it had fallen to 49 percent. The fall has been steepest in lower-division classes. Last year less than one-third of all lower-division SCH were taught by TT faculty (See Graph 1 in Appendix)

- There is variation among units in their reliance on L for SCH. Urban Studies has a high percentage of its courses with TT faculty, whereas IAS and Social Work rely more than other units on L. (Data available on request)

2. To gauge the teaching workload of the typical L versus the typical TT faculty, we calculated SCH on a per-faculty basis: Per L, and Per TT faculty. We then looked at the ratio of these numbers (FTE-L-SCH/FTE-TT-SCH). Hence a ratio of 1.5 tells us that on average a FTE-L taught 50 percent more students than did the typical FTE-TT faculty. Key findings:

- Campus-wide, the ratio increased from 1.5 in 2006, to 1.9 last year. In other words, last year the typical L had a teaching load (SCH) nearly twice that of the typical TT faculty.

- Broken down by units, the data is somewhat volatile and probably less reliable. However it shows that the steepest increase has been in business. The last two years the ratio in Business has been about 2.5 (See Graph 2). Social Work and Nursing also have high ratios of around 2.5 to 3.0. Urban Studies is the only unit with rough parity between L and TT faculty (see Graph 3).

**II. Key Findings of Focus Groups**

***Job Security:***

Full-time lecturers do not feel that they have job security with their one year renewable contracts. Some lecturers do extensive service and curriculum development, and would like to continue with this type of service but are reluctant due to the insecurity of their contract. The form letter sent in December stating that funding may not be available for the following year is demotivating and discourages full participation in service. A multi-

year contract would significantly increase their commitment to and willingness to volunteer for service and institution-building activities.

The faculty code (Section 24-41 Duration of Nontenure Appointments) notes that a full-time lecturer can be considered for up to a 5 year contract.

***Promotion:***

Full-time lecturers indicated an interest in there being some process of achieving a promotion with greater job security. Among other things, one problem with being a lecturer is that to be considered as a principal investigator on a grant, you have to be at least a senior lecturer

A UW Seattle correspondence (Oct 26, 2010 to Deans and Chancellors from the Vice Provost for Academic Personnel on Reappointment and Promotion) notes that “lecturers who were not hired as a result of a national search are generally not eligible for multi-year appointments.” This statement is not absolute and seems to leave room for exceptions.

It appears that to promote a lecturer to a senior lecturer, a national search for the position must take place. It is unclear at this point what satisfies this requirement.

***Concerns about Being Valued:***

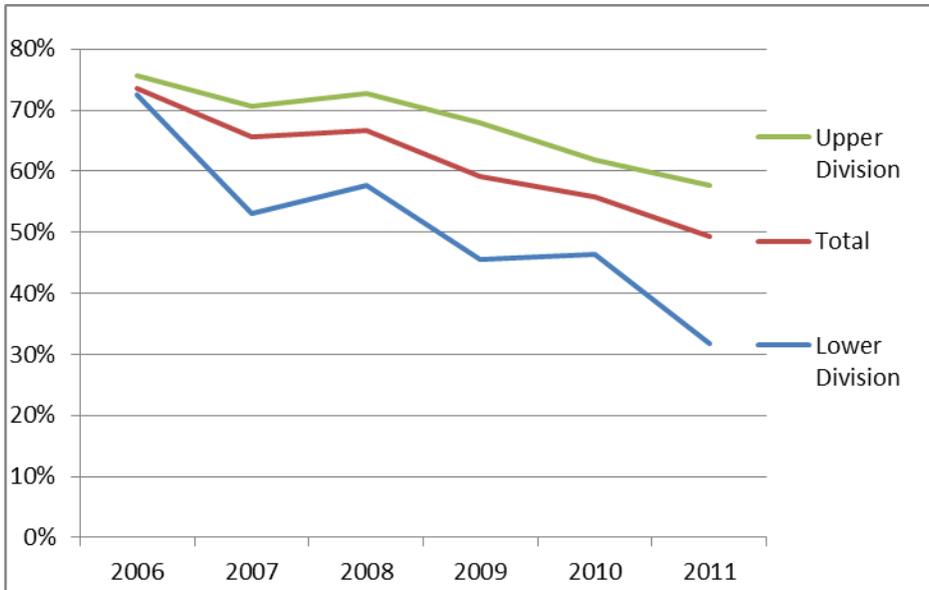
Several lecturers expressed concern about a campus culture and practices that discriminates against faculty by contract type. Topics that came up included working conditions (office shared with others, office location moved frequently - in one case by quarter), pay, lack of power or options when it comes to number and type of courses taught, and exclusion from matters deemed to be for tenure-track (process of mentoring as an example, resources for research).

### **III. Discussion Points For Executive Faculty**

1. Could there be a way that we could provide greater job security for at least some? Also, rules/process for promotion? That is, could we develop a professional track that is not tenure track, but is also not year-to-year?
2. What can we do to diminish the distinction between TT and L, so that both are viewed as equal partners in the overall goal of educating UWT students? Where we reduce/eliminate subtle and not-so-subtle ways that one group is treated like second-class citizens?
3. L are particularly vulnerable, and likely have very low bargaining power vis-à-vis TT faculty (eg, less desirable teaching loads and classes, more students in their classes) and may feel more obligation than do TT faculty to agree to volunteer duties. What might we do to increase their bargaining power and voice in the allocation of teaching and service.
4. How do we sustain/institutionalize this conversation/awareness.
5. Should we investigate distinctions between full time-lecturers and part-time lecturers? Data here combines both, but focus groups/discussions were with lecturers. The issues, problems, and challenges

are quite different. For some part-time faculty, the issues raised here may be magnified. Others may have been teaching one class a year here for years, and have no issue. Integrating part-timers into the culture is especially challenging, but has a potentially even higher payoff. As a start, it might be useful to know how large this population is compared with the FT-L, and how these trends have grown over time.

Graph 1: Percent of SCH taught by TT Faculty 2006-2011



Graph 2: Per-FTE Faculty Teaching Load: Percent that L Teaching Load Exceeds TT Faculty Teaching Load

Total and By Unit

