

**Faculty Assembly Executive Council (EC) Meeting Minutes**  
September 21, 2015 1:00 – 3:00 p.m. University Y, Rm. 304

**Present:** Matt Kelley; Julia Aguirre; Juliet Cao; Bill Kunz; Marcie Lazzari; Huatong Sun; Lauren Montgomery; Jim Gawel; Ellen Moore; Ji-Hyun Ahn; Jutta Heller; Mark Pendras; Ka Yee Yeung-Rhee; Alissa Ackerman and Denise Drevdahl (Robin Evans-Agnew substitute).

**Absent:** Chuck Costarella; Nita McKinley; Mark Pagano; Gregory Rose (new member as of 9/23).

**1. Introduction of Members**

**2. Consent Agenda**

The June 3<sup>rd</sup>, 2015 Executive Council meeting minutes were accepted.

**3. VCAA Report**

**a) The Time Scheduling Matrix**

**Presentation/ Discussion:** VCAA was asked to wait to move on anything until faculty received the report via email on September 15<sup>th</sup>, 2015 (See Appendix A) and had the opportunity to give input. Andrea Coker-Anderson from the Registrar's office met with program administrators. VCAA will meet with her to bring ideas back to EC. One issue raised in faculty feedback was the need for breaks. A potential solution is to take out the late timeslot on Tuesdays and Thursday to build back in longer breaks, like a lunch. It was asked if changes could be made without getting rid of timeslots and the answer was that we went to the Time Matrix because of limited space, so we cannot really change it without removing some timeslots. The challenge of using space well with Hybrid classes was brought up, but since not all Hybrid classes follow the same schedule, there is not a uniform way to utilize their classroom space when they are meeting online. In a few years, once more construction is finished, there will be more classroom space.

**Action:** Waiting to move forward until received feedback from departments, hopefully in a couple of weeks. A committee should look at possible solutions for this issue. Faculty should be represented and consulted in this process, but mostly administrators should be on this committee.

**b) TLC**

**Presentation/ Discussion:** The TLC had become isolated from faculty. The hope is to have faculty collaborators work with TLC to build connections between the TLC and faculty. There are ongoing conversations on how we should have the TLC work with faculty to address some of the challenges and opportunities on our campus

**Action:** Bring a plan to EC for their feedback and recommendations.

**c) The Masters in Cyber Security and Leadership**

**Presentation and Action:** The MSL is a partnership between Milgard and IT. VCAA plans to get the two faculty groups from these departments together to do an assessment and figure out their vision for this (one year old) program.

**d) UEAC**

**Presentation/Discussion:** The VCAA would like UEAC to be a central point for lower division academics. He reached out to deans and directors to clarify UEAC's membership by their by-laws. Most members were not elected, but their by-laws require election. The question was raised as to why bring this issue up after the group has already been in formation for a year and a half. The answer was to further support the group by clarifying and legitimizing it and its members.

**Action:** VCAA will work with Deans and Directors of departments to have an election process for this committee; either electing new members, or reelecting current members.

**e) Proposal for School of Education**

**Discussion:** A member brought up that EC was asked to endorse the proposal for the School of Education on June 3<sup>rd</sup>, 2015 (See Appendix B). At that time EC requested more time to look at it. Since work has been done on the proposal since that initial request, what is EC's role in the decision

making process? How does the proposal for the School of Education fit into the Strategic Plan? Members asked for an update on this issue. The VCAA said that according to Seattle, the process for becoming a school with a Dean goes to the Seattle Provost and then is an action item for the Board of Regents. Due to that process, administration began to ask if the School of Education should move forward without a Dean. The proposal was presented to the Provost who raised issues of accreditation, size, governance, and the overall UW Tacoma Strategic Plan. The VCAA revised the proposal and resubmitted it, but after discussions between Chancellor Pagano and the Provost, the proposal isn't moving forward yet. The committee asked about the plan and process for the other departments becoming schools; can schools move forward without the Strategic Plan in place? It was brought up that developing schools from the departments also raises complicated issues or promotion and tenure. It was also asked what the timeline for school proposals is. He answered that the procedure is unclear at this point. Questions were raised: What is the reporting structure? Should EC approve every draft of the proposals?

**Action:** The VCAA said that there have been various discussions with Seattle about guidelines for these processes, but that the VCAA and the Chancellor were not initially involved in those conversations. Recently, Seattle has indicated that it would be difficult for programs to move forward into schools without the general UW Tacoma vision, or Strategic Plan, in place.

#### **4. Chair's Report and action items**

##### **a) Lecturer Affairs Committee**

**Discussion:** Lecturer Affairs asked to be reinstated as sub-committee of Faculty Affairs. Faculty brought up a structural question: is it a sub-committee or an Ad Hoc committee? Their paragraph description, which was found online during the meeting, labeled them as an Ad Hoc committee (See Appendix C). It was clarified that they ultimately report to EC, either through Faculty Affairs or directly.

**Action:** EC members felt uncomfortable voting on this without Faculty Affairs representative present (Faculty Affairs members are all new this year and have not selected a chair yet). Committee decided to charge Faculty Affairs with rewriting the description paragraph for Lecturer Affairs and then vote to approve reinstatement at a future EC meeting.

##### **b) Status of EC Admissions Sub-committee – final report due November 2015**

**Presentation/Discussion:** They asked for an extension on their report. It is due in November, 2015. There is no written report yet. They gave a verbal report at a meeting of Standing Committee chairs at the end of spring 2015 quarter. It is unclear what is still needed.

**Action:** EC Chair and Administrative Coordinator will remind Admissions Ad Hoc of their report due date coming up in November.

##### **c) 2014-2015 UWT Undergraduate Time Matrix Faculty Survey**

**Discussion:** Task force is needed and all voices in need representation, but is figuring out the Time Matrix the job of faculty? Is it just that EC decides upon and approves what is brought to them regarding this issue? Last year there was the complaint that faculty weren't involved in the Time Matrix discussion. Those designing it did ask for feedback, but not many faculty members were aware. In a survey after the Time Matrix was launched, 46 faculty gave input (included in report written by Nita McKinley. See Appendix C.) The Matrix was not developed with faculty at the table. It was asked: how many faculty members involved in this discussion is enough? It was answered that EC is a body of representatives of faculty in all units. Therefore, EC representatives need to know their program's pedagogy, needs, concerns, etc. in order to voice those things when making decisions.

##### **d) 2014-2015 Standing Committee Reports and looking ahead**

###### **i. Academic Policy and Curriculum Committee (APCC)**

*Distance Learning Policy – action needed*

**Presentation/ Discussion:** Lauren Montgomery, Chair of APCC, spoke on the need to put a Distance Learning Policy in place, as currently, there is none. UW Tacoma used to have the same policy as Seattle (more than 50% in person considered DL), but APCC was notified in May 2015 that Seattle's policy was switching to more than 1% in person to be considered a DL course. Lauren presented the current draft of APCC's new DL policy (See Appendix D), which was strongly indorsed by all APCC members, especially their student member. EC members were concerned about threshold percentages and the review process for DL and Hybrid courses: Who should review? What should the standards/review process be? Lauren answered that Coleen Carmean in the office of Academic Technologies and Institutional Research offered to have her office do the review process using Quality Matters for DL and Hybrid courses. It was asked when Quality Matters became campus-wide review and if we have formally adopted it for academic standards. No one was sure if it had been formally adopted. The consideration that other courses don't have to undergo this same review process was brought up; should all classes be evaluated with QM? It may be seen as unfair to review one type of class more than another. There was a concern that extra scrutiny could make promotion more difficult for some faculty, but it was clarified that it was only the course which was being reviewed once before it was being taught, and not the instructor. There is also the challenge of when the course, already reviewed and taught by one instructor, gets handed on to another instructor: will the quality remain? There is a potential to "hide" within the online world and have less quality than what an in-class course requires. It was asked if there should be a limit for the number of DL courses allowed, but it was clarified that there are relatively few DL courses and that programs could set those limits for themselves. It was also brought up that some DL courses were formed a long time ago: do we "grandfather" them in, or do we require that they undergo the QM review? It was asked if there is a current time pressure for having a DL policy in place. Lauren replied that since we do not have a policy in place that in itself creates a time pressure.

It was again brought up about how many faculty members should be consulted about this decision since it will affect the campus as a whole. It was stated that something needs to be put in place thoughtfully and inclusively. It was asked if voting on the DL policy should be an all Faculty vote. Should we focus more attention on having units evaluate their own courses? That would recognize that all units have particular practices. Should we take out the thresholds? The course catalog does need to have indications of DL and H courses, which is different from a quality control process. It was brought up that not all DL and H courses are scheduled the same (have the same amount of time on or off campus) and it should be clear to students what they are signing up to take.

**Action:** APCC will develop a set of questions and get input from all units. Then, they will report back to EC in 2 months.

#### **ii. Appointment, Promotion and Tenure Committee (APT)**

*Continue clarification of promotion and tenure process.*

*Continue to work toward digital format for PT materials.*

*Complete revisions of Appendix A: UWT Faculty Handbook – action is needed.*

**Discussion:** Appendix A of the UWT Faculty Handbook has pending revisions that were recently found and brought back up. When did the handbook revisions start? Who started them? There is a draft document (see Appendix E) with comments from the "code cops". Revisions fell through last year after that point. No one was sure where the desire for revisions came from. It was not brought before APT last year. The question was asked if it was just generic editing and a check on the wording, or did something need to be changed. It may have had to do with review of roles.

**Action:** ATP chair will follow up to clarify and report back.

#### **iii. Faculty Affairs Committee (FAC) – all new members**

*Continue to support planned Children's Museum of Tacoma childcare partnership.*

*Pursue additional on-campus childcare options, including part-time and service learning models, as well as eldercare and/or roles for local senior citizens.*

*Examine teaching load as an important aspect of sustainable campus growth.*

**Discussion and Action:** Wait on till next meeting due to time constraints.

**e) Development of Questions for EVCAA candidates**

**Discussion:**

- Do we have standard questions, specific questions, and/or a working theme? Or an open-ended conversation?
- Should they be questions about growth, the Urban Serving Mission, student body, faculty, and UW Tacoma environment (“fit” questions)?
- Interested in how this person will engage diverse scholarship and support the work that faculty does. Questions about faculty leadership and engagement, for example, how could we create a PhD program here?
- How can we make sure we have the resources to engage working students in research?
- This should be a different roll than the Chancellor.
- How will you support research given mostly undergrad programs, 50% of students working part-time, other things specific to UW Tacoma?
- The EVCAA needs to be an advocate for faculty against the pressures of rapid change, low funding, etc.
- How do they distinguish their roll and function from that of the Chancellor?
- The “Executive” addition to the VCAA title gives the EVCAA control of the Academic Budget.
- Should we have an associate VCAA to focus more on student success?
- How will the EVCAA set up faculty to succeed within the advancement of UW Tacoma?
- What is EC’s role in the search process for the EVCAA?
- Why draft questions and attend a lunch? Why meet with them? Consider the argument not to meet.
- It is an opportunity to have input...we could choose to submit something as a body to the search committee or Chancellor

**Action:** Chair and Vice Chair of EC will draft questions from this discussion. Questions will be circulated for EC member input. They need to be ready for candidates by the week of October 12<sup>th</sup>. There will be one for lunch and one for the faculty forum.

**f) Next meeting:**

- i. **Office of International Programs**
- ii. **Roles, Rights and Responsibilities of EC**

**g) Meeting Adjourned**

## Appendix A: Time matrix report [online PDF]

<https://catalyst.uw.edu/gopost/attachment/assembly/38282/154e4262e80aa4c68dec9fa946793a3b?inline=1>

## Appendix B: School of Education Proposal

### Proposal for a School of Education at UW Tacoma (May 2015)

#### Overview

The objective of this proposal is to improve the ability of the University of Washington Tacoma's Education Program to govern itself and to continue to develop and deliver coherent curricula for students.

The Education Program has expanded over the last two years with the addition of the first doctoral degree on a branch campus and now operates at a level of complexity that warrants designation as a School and the recruitment of a Dean with the requisite leadership experience. The timing is important, as an Interim Director will lead the Education Program starting this summer and the campus would like to engage in a search for a Dean.

The faculty of the Education Program request consideration for the creation of a School of Education. Pursuing school designation is unanimously endorsed by the program faculty and by the members of two Professional Education Advisory Boards.

#### Motivations

The designation as the School of Education would support the following outcomes:

- **Advances the strategic needs of the campus:** The creation of a School of Education is consistent with the UW Tacoma General Principles and Process for Formation of Schools that was adopted in 2014. Interdisciplinary Arts & Sciences was the first program to receive school designation under those guidelines, which was effective on September 16, 2014.
- **Improves student learning, faculty and student scholarship, and community engagement:** School designation and the recruitment of a dean would promote the identification of an experienced leader in Education who can provide a vision for our curriculum and our faculty and build connections in the local community.
- **Recognizes the growth and complexity of the Education Program:** The Education Program has grown from a post baccalaureate program preparing elementary school teachers to a program with multiple Master's pathways and an EdD in Educational Leadership. There is a master's teacher preparation program with an emphasis in elementary education with either special education or teaching English language learners and a secondary mathematics and science education program. Currently practicing teachers are completing a master's degree in

Curriculum and Instruction, Special Education, Student Academic and Social Success or Teaching English Language Learners. Educational leadership is reinforced through a master's level program and a doctorate. An Education minor offered in collaboration with Interdisciplinary Arts and Sciences offers a pathway for undergraduates to complete pre-requisite courses and an option for provisional admission to the teacher certification Master's program

- **Assist in the recruitment of diverse faculty and advancement of new initiatives:** Designation as a school will enhance the ability of the Education Program to attract faculty and promote important new initiatives. At the present time, through an Educators for the 21<sup>st</sup> Century grant, faculty are teaching district leaders and teachers to align teaching practice with Common Core State Standards. Status as a school will support the leadership in innovative practices such as positive behavioral and emotional support, teaching methods to decrease the achievement gap in low-income schools, and support of the diverse population of English language learners in the South Sound.
- **Supports faculty in research and grant activity:** Since 1992, the Education faculty have been Principal Investigators, co-Principal Investigators, or researchers on 43 externally funded research grants totaling over \$16 million. The primary funders have been the U.S. Department of Education, the National Science Foundation, and the State of Washington Office of the Superintendent of Public Instruction. A school designation demonstrates the competitiveness of the unit faculty, the fiscal management of the unit, and the development of external partnerships.
- **Better positions the campus to be an active voice in discussions within the state:** School designation and recruitment of a dean would better position UW Tacoma to contribute to ongoing discussions around teacher education nationally and in the state and to interact with the Washington State Professional Educators Standards Board (PESB).
- **Connects mission to the Capital Campaign:** Designation as a school provides recognition of the growth, academic status, and credibility of the program. Foundations, community partners, and alumni give to a program when there is a history of success and the program displays a positive influence and guidance in the community.

### **Breadth and Scale**

**The Education Program has evolved from a post baccalaureate program preparing elementary school teachers to a complex program that supports a range of pathways needed in the South Sound and the State of Washington. The Education program, in collaboration with the Nursing program, is home to the first doctorate available on the Bothell or Tacoma campuses, a collection of Master's degrees to address various areas, and a minor in Education for students interested in pursuing a certificate or advanced degree.**

### ***Degrees, Majors & Minors***

**The degrees and certificates include:**

- **Doctor of Education in Educational Leadership**
  - **Superintendent Certification**
- **Masters of Education for Currently Practicing Educators**
  - Curriculum & Instruction
  - Special Education
  - Student Academic and Social Success

- Teaching English Language Learners
- **Masters of Education Certification Programs**
  - Principal or Program Administrator
  - K-8/Special Education
  - K-8/Teaching English Language Learners
  - Secondary Mathematics
  - Secondary Science
- **Endorsements for Practicing Educators**
  - Pathway 2 Endorsements
    - Biology
    - Earth and Space Science
    - English Language Arts
    - History
    - Mathematics
    - Middle Level Humanities
    - Middle Level Mathematics
    - Middle Level Science
    - Reading
    - Science
    - Social Studies
  - Pathway 3 Endorsements
    - Special Education
    - Teaching English Language Learners
- **Undergraduate Minor in Education**

**Enrollment**

Total student enrollment for the 2013-2014 academic year was 246 graduate students plus 26 undergraduate students enrolled in the Education minor. Total program student FTE equaled 269. Program enrollments throughout the state have been decreasing over the last two years in response to more competitive salaries in other professions and budget cuts in elementary and secondary education. The Education Program has not seen such decreases. The FTE for teacher certification (TCP) K-8 & K-8/special education, for example, has increased or remained stable over the past three years. The program is preparing for growth in English Language Endorsements and doctoral students.

<b>2013-2014 Enrollment by Program:</b>	
Doctor of Education:	39
Superintendent	3
Masters of Education	46
MEd Principal or Program Administrator	30
Pathway 3 Endorsement (GNM)	15
Teacher Certification	116
First year M.Ed. plus certification	65

Second year M.Ed. certification induction	51
Education Undergraduate Minor	26

### **Support**

The Education Program is responsible for the program budget. The budget for 2013-14 was divided into the following categories:

### **Budget**

- **General Operating Funds:**
  - \$1,601,375 (\$3,323,430.00 biennium)
- Designated Operating Funds:
  - \$359,379 (summer rev, indirect funds, IRB)
  - \$180,000 (student fees)
- Restricted Operating Funds:
  - \$17,200 awarded in student scholarships from interest income; actual balances of gift funds higher and administered by Advancement.
  - \$7,375 U.S. Bank funds.
- Other Operating Funds: \$4,000 - \$2,000 funded per PEAB/year
- Discretionary Funds: continual revenue, \$7,000
- Grants: Approx. \$1.5 million administered in 2013-14
- EdD. budget (self-sustaining): \$275,436 (\$574,474 biennium)

The Education Program budget is managed by the Program Administrator and approved by the Program Director. Transition to a school designation is not dependent on any new immediate resources.

### **Faculty & Staff**

- **The 15 members of the full-time faculty consist of eight full professors, five associate professors, one assistant professor and one senior lecturer. The Education Program is led by a full-time director.**
- **In order to complete the mission of the program 43 part-time faculty teach courses and/or provide field supervision. Part-time lecturers are reviewed yearly by faculty to ensure current content expertise and strong course evaluations. Field supervisors are expert educators who support teacher interns, administrator/principal interns, and Educational leadership interns in the field. Faculty mentors are assigned to part-time lecturers to provide support.**
- **The staff consists of five members including a full-time program administrator, one Ed.D. program advisor, one teacher certification field placement officer, advisor and certification specialist, one recruitment officer, and a program coordinator. The program is currently submitting a proposal for a data steward.**

### **Advisory Boards**

The Education Program has two advisory boards, Professional Education Advisory Boards (PEAB), required by the Washington State Professional Educator Board. One advisory board focuses on educational administration including principal/administrator certification and superintendent certification. The other board focuses on teacher certification. The program faculty and staff work with representatives from P-12 Education to focus on best practices and to develop, implement and revise UW Tacoma Education programs to meet the needs of school district in the South Sound region. Membership of the boards includes: teachers, educational staff associates such as school social worker

or counselor, and principals and administrators. Principals and administrators are the majority members on the educational administration board while teachers are the majority members on the teacher preparation board. Each PEAB has a PEAB administrator who is an employee of the Education Program. Major issues of concern over the last five years have been workforce diversity, common core state standards, assessment of teachers in the schools, Pre-service assessment, and program accountability, resources, and design.

### **Research: Centers & Grants**

- **The Center for Strong Schools:** The Center for Strong Schools supports communities and schools in meeting the social, emotional, and learning needs of all youth from cradle to career through applied research, program evaluation and evidence-based change. The mission of the center is sustainable change in schools and communities so every child is a whole child—engaged, successful, resilient, and ready for life. It is the essence of UW Tacoma’s urban-serving mission, linking arms with community partners to fix real world problems faced by schools and families.

The Center for Strong Schools launched a path breaking partnership with Tacoma Public Schools, called the Tacoma Whole Child Initiative (TWCI), intended to harness the momentum of school transformation at an unprecedented scale. With focus and determination over the next decade, the initiative brings together a whole child focus with best practices in behavioral intervention, data-based decision making, academic improvement and sustainability. Everyone in a school who comes in contact with students—teachers, librarians, bus drivers, cafeteria staff, administrators, playground staff—is part of the program. In essence, Tacoma Public Schools and the community are working with UW Tacoma to turn around an entire school district with a discipline and systems-focused intensity seldom attempted anywhere else in the U.S. TWCI is a 10 year partnership between TPS and UW Tacoma focused on school and community transformation!

- Since 1992, the Education faculty members have been Principal Investigators, co-Principal Investigators, or researchers on 43 externally funded grants totaling over \$16 million. The primary funders have been the U.S. Department of Education, the National Science Foundation, and the State of Washington Office of the Superintendent of Public Instruction.
  - Current Grants
    - Common Core State Standards Professional Development for Washington High Need Schools, Washington Student Achievement Council
    - Communities of Practice of Teaching English Language Learners, US Department of Education
    - Helping Teachers and Parents Get on the Same Page to Support Behaviorally At-Risk Students: A Web-Enhanced Tool for Coordinating Student-Tailored Academic and Behavioral Supports Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders, Institute of Education Sciences, IRIS Media, Inc.
    - Project RTI: **R**estructuring, **T**ransforming, and **I**mplementing a Dual Track RTI Teacher Preparation Program, US Department of Education
    - Road Map Online Teaching English Language Learner (TELL) Endorsement Program, Washington Professional Educator Standards Board
    - Smarter Balanced Professional Development for Washington High-Need Schools, Washington Professional Educator Standards Board

- Teachers Empowered to Advance Change in Mathematics (TEACH MATH): Preparing preK-8 teachers to connect children's mathematical thinking and community based funds of knowledge, Michigan State University, National Science Foundation

## **Governance**

**Designation as a school would enhance the ability of the faculty in Education to govern itself and to continue to develop and grow curricular programs to meet the needs of the South Sound and the State of Washington.**

**The faculty of the Education Program approved formal bylaws on April 1, 2014.**

### **The bylaws establish:**

- Voting membership (in accordance with Faculty Code Section 21-32).
- Standing committees with policies for membership and procedures for leadership. The standing committees include the following:
  - Graduate Faculty Council
  - Educational Administrator Program Coordinating Committee
  - K-8 with English Language Learners (ELL) Certification Program Coordinating Committee
  - K-8 with K-12 Special Education Certification Program Coordinating Committee
  - Masters of Education Study Options Program Coordinating Committee
  - Secondary Math and Science Certification Program Coordinating Committee
  - Fellowships and Awards Committee
- Process for amending bylaws

The Faculty Council on Educational Leadership, with representatives from both the Education program and Nursing & Healthcare Leadership program, adopted bylaws for the Doctorate in Educational Leadership.

Respective members of the Education and Nursing faculty approved the bylaws.

## **Summary**

The Education Program has evolved into one of the most complex academic units on the Tacoma campus, with a doctoral level program, multiple pathways for Master's degrees, endorsements for a Washington State Teaching Certificate and a minor in Education. These programs, moreover, fall within the accreditation of the Professional Educators Standards Board for the State of Washington. In sum, the Education program now has the organizational complexity and external commitments to warrant designation as a School and recruitment of a Dean as its leader. Education has developed formal governance structures required for a School. The faculty approved formal bylaws in April 2014.

## **Appendix C: Lecturer Affairs paragraph, found online**

<http://www.tacoma.uw.edu/faculty-assembly/lecturer-affairs>

### **ABOUT**

Lecturer Affairs addresses UW Tacoma issues pertaining to the growth, sustainability and labor equity questions surrounding contingent faculty within the University of Washington and the effects these issues have on student outcomes. Contingent faculty, as defined by the AAUP, "includes both part- and full-time faculty who are appointed off the tenure track. The term calls attention to the tenuous relationship between academic institutions and the part- and full-time non-tenure-track faculty members who teach in them."

(<http://www.aaup.org/AAUP/pubsres/policydocs/contents/conting-stmt.htm> ).On our campus

"contingent faculty" typically means part-time, full-time and senior lecturers who hold, respectively, term-to-term, yearly or three-year contracts. In 2011-2012 UW Tacoma lecturers taught over 65% of lower division undergraduate courses.

**COMMITTEE**

In Fall 2012 the UW Tacoma Executive Council charged Faculty Assembly to address lecturer issues and their relationship to student outcomes on campus and an ad hoc Lecturer Affairs Committee was formed.

- CHAIR: Elizabeth 'Libi' Sundermann, lecturer, Interdisciplinary Arts and Sciences
- Donald Chinn, associate professor, Institute of Technology (chair, Faculty Affairs Committee)
- Joanne Clarke Dillman, lecturer, Interdisciplinary Arts and Sciences
- Michael Honey, professor, Interdisciplinary Arts and Sciences
- Kenneth Meerdink, lecturer (part-time), Institute of Technology
- Linda Ishem, assistant professor, Urban Studies
- Tarna Derby-McCurtain, lecturer, Social Work
- Tom Diehm, senior lecturer, Social Work
- Roseann Martinez, lecturer (part-time), Social Work

**MISSION**

To ensure that our students have the best teachers possible, and that all those teachers are provided the respect, support and stability necessary to achieve UW Tacoma's mission for excellence, innovation and vision. As teaching faculty we strive to help students achieve their learning goals, improve student retention and increase student graduation rates. Current research, however, reveals that the growing reliance on contingent faculty has negative repercussions for students--not because contingent faculty members are poor teachers but because contingent employment precludes teaching excellence.

**CHARGE**

**EDUCATE UW TACOMA ADMINISTRATION, FACULTY AND THE CAMPUS COMMUNITY AS A WHOLE ABOUT NATIONAL TRENDS IN HIGHER EDUCATION RELATED TO THE GROWTH OF CONTINGENT FACULTY.**

Investigate the existing processes of review and evaluation of part-time, full-time and senior lecturers and make recommendations.

Investigate mechanisms, policies and practices that can create a supportive environment and provide part-time, full-time and senior lecturers with resources to enhance their teaching excellence and job security.

Develop a set of criteria for part-time, full-time and senior lecturers regarding contract renewal, promotion schemes and issues surrounding the academic freedom of non-tenured faculty to enhance teaching excellence.

Make recommendations to faculty and administration that will create a more engaged and committed faculty to benefit our students and the campus community as a whole.

## **Appendix D: Distance Learning Policy**

To: UW Tacoma Executive Council  
From: Lauren Montgomery, Chair APCC  
Re: Recommendation for new Distance Learning Policy  
Date: 9/14/15

The Seattle campus recently changed their distance learning policy by decreasing the amount of contact time required for an on-campus course. Previously this had been set at 50% in-person contact for an on-campus course. Now that number is 1%. Essentially, as long as the instructor meets in person with the students at least once, the course is considered an on-campus course. Only courses that are 100% on-line are considered Distance Learning (DL). UW Tacoma was asked how they would like to proceed on this question, either go with Seattle's new policy, or create our own. (Our campus already has a considerably more rigorous review process for DL courses than either Seattle or Bothell, by requiring a separate approval process using a comprehensive assessment called "Quality Matters" and two peer reviews by trained iTech Fellows.)

After meeting with Colleen Carmean, the APCC recommends that we use 25% as the cut-off point. Courses with less than 25% in-person content will be considered Distance Learning, and will require the review and approval process our campus has for DL courses.

Our rationale is that we want instructors to be encouraged to create hybrid courses, but still want to retain the quality control for Distance Learning courses that we have instituted on our campus. We thought the 50% cut-off arbitrary, yet the 1% too generous.

Our committee also recommends finding a way to indicate the specific nature of hybrid courses in the Time Schedule, so that students know what to expect of the courses they register for. Currently, there is no demarcation for hybrid courses, only DL for distance learning. If we move the cut-off to 25%, it is all the more important because the majority of a course may be online, and this may change the student's enrollment decision. Ideally, the Time Schedule would indicate an "H" for hybrid, and a percentage. So H25% would mean 25% online hybrid, and an H74% would mean 74% of the hybrid course is online. Additionally, we think it important that hybrid courses have some form of faculty oversight/review in order to ensure quality curriculum in the delivery of online material. How this oversight/review occurs and by whom remains to be determined, but initial conversations with Colleen Carmean suggest that her office may be willing and able to handle that function.

Finally, having a more systematic and planned policy for hybrid courses could also facilitate classroom scheduling. Two courses with 50% or more online interaction, could share the same classroom. Currently some of these classroom sharing arrangements for DL courses are informally made within units, but it is not coordinated at the campus level.

**Appendix E: Revisions of Appendix A - UWT Faculty Handbook  
[Online PDF]**

<https://catalyst.uw.edu/gopost/attachment/assembly/38282/57ee0e8a8585a3edabba8971c4b3e23a?inline=1>