

**Faculty Assembly Executive Council (EC) Meeting Minutes**

February 19, 2016 1:00-3:00pm CP 206C

**Present:** Lauren Montgomery; Jim Gawel; Ellen Moore; Jutta Heller; Mark Pendras; Gregory Rose; Julia Aguirre; Marian Harris; Matt Kelley; Nita McKinley; Alissa Ackerman; Denise Drevdahl; Ka Yee Yeung-Rhee; Melissa Lavitt; Marcie Lazzari; Huatong Sun; Ji-Hyun Ahn.

**Absent:** Mark Pagano; Juliet Cao; Chuck Costarell.

**1) Consent Agenda**

The February 3, 2016 Executive Council meeting minutes were accepted.

An addition to the agenda of reviewing the spring meeting schedule was accepted.

**2) EVCAA Report**

**Presentation:** EVCAA, Melissa Lavitt, reported.

- In process of interviewing candidates for Associate Vice Chancellor of Community Education & Outreach. Once selected, units need to strategically consider how they will be involved in Educational Outreach.
- To develop a more holistic, signature undergraduate experience, there are efforts to connect advising, core schedule, and undergraduate education.
- Faculty development and support to teach undergraduate students: a component to be considered alongside developing the undergraduate experience.
- Draft response to Office of International Programs consultant's report: process raised further questions to include in the response, i.e. non-global honors programs? Non-honors global programs? Should global honors be divided from global programs? There needs to be an effort to make these experiences more accessible.
- Gaps that need to be addressed:
  - Graduate Education is not yet in a central place at UWT. There needs to be a point person. Potentially a "Dean of Graduate Studies." There has been a lack of clarity and communication when UW Tacoma has worked to create graduate programs.
  - Teaching Support and Assessment: completing the loop – "Did we accomplish what we meant to?"
  - Local Accreditation: currently accredited with UW Seattle. There might be different impacts if we were accredited separately.
  - Research Support: the traditional model may not work for UW Tacoma; look more into interdisciplinary calls.

**3) Lecturer Affairs Update Appendix A : Lecturer Affairs Proposal for a Lecturer Forum at Spring FA meeting**

**Presentation/Discussion:** Lecturer Affairs Committee Chair, Linda Dawson, reported.

Lecturer Affairs has been testing out the climate of lecturers this year and comparing it to previous years. There have been some improvements, as well as, challenges. Currently, lecturers make up the majority of UWT faculty. Lecturer Affairs wants there to be awareness of the history of lecturers at UWT and proposes to have a forum at the spring Faculty Assembly meeting that lays out the history, demographics, and current issues within lecturer affairs. One of the current issues to be addressed is the lack of quantification of service for lecturers within their promotion guidelines. Other issues include salary, low morale, and redefining lecturer roles. EC members agreed that conversations around lecturer issues are needed, but that not all of the points in the outline could be covered at a Faculty Assembly meeting due to time. Also, EC asked that the demographics data be over the past 10 years instead of just the past 5 years. This will serve to frame the data in a larger context and show the rapid growth in hiring lecturers. EC and Linda Dawson will stay in touch regarding the FA spring meeting agenda.

**4) Chair's Report and Discussion Items**

a) **Brief Updates on Faculty Salary Policy, Unionization, and Time Matrix Schedule**

**Presentation/Discussion:**

- President Cauce does not support the Faculty Salary Policy as it is and made recommendations for changes. It will go up to the Faculty Senate on March 3, 2016. If it is moved forward, Faculty Assembly will host a

presentation and Q&A time with Harlan Patterson on March 9<sup>th</sup> from 4:30-5:30pm in the Dawn Lucien Board Room. More information will go out once more is known.

- For the time being, Faculty Assembly is not hosting anything further to discuss unionization.
- The Time Schedule Matrix has continued to come up as an issue for faculty and students. EC members agreed that it is an issue to push for change. The chair and vice chair will raise it with the Chancellor and ECVAA.

**Discussion:**

b) **DL Policy Recommendation** *Appendix B:DL Policy*

**Presentation/Discussion:** APCC Chair, Lauren Montgomery, presented.

Part of the DL Policy recommendation is to shift the review from using Quality Matters, to having a DL course instructor be trained in iTech Fellows. The policy recommends that the training be 2-3 days and that faculty who attend receive \$1000 in compensation, half provided by their unit, half provided by the Chancellor's Office. There were concerns that there would be negative effects for programs who employ part-time lecturers to teach online courses. Would there be enough funding to train part-time lecturers? Another concern is the split funding for the iTech fellows. EC members recommended taking this policy recommendation back to the unit deans/directors for feedback on funding for the proposed review process. All agreed that the 50/50 split for funding should be taken out of the policy, that the policy should go to the Chancellor, and that it should also be brought back to units for further discussion, especially around the proposed review process (See appendix B.)

c) **Update on W-Course requirements inquiry** *Appendix C: WAC W-Course Proposed Revisions; Writing Fellows Self Study; WPA Consultants Report; Writing Fellows Action Plan, as links*

**Discussion:** There is still lack of clarity on the w-course: current policy, how well it is working, what needs to be fixed, who will exercise oversight and make sure that units are following w-course requirements, etc.? Chair and vice chair will also raise this issue with the Chancellor and ECVAA. EC will also invite Asao Inoue, the Director of University Writing that was hired from the Writing Fellow's recommendations, to come and discuss with EC how to move forward.

d) **Diversity & Equity Campus Fellows Statement and Table Discussions Data from Faculty Assembly Winter meeting: Next Steps** *Appendix D: as links*

**Discussion:** A group of 7 EC members volunteered to meet and review, consolidate, and prioritize recommendations laid forth in the above two documents.

e) **Spring Meeting Schedule and Voting Quorum**

**Discussion:** Enough EC members would be able to attend the next meeting on Friday March 18<sup>th</sup>, therefore, it will not be canceled and an extra meeting is not needed. The EC Bylaws are vague about voting quorum. FA leadership is researching this and a potential Bylaws change to bring clarity to this procedure.

**5) Adjourn**

# Appendix A

## **Lecturer Affairs Committee Proposal for a Lecturer Forum for the Spring Faculty Assembly Meeting**

– Linda Dawson, Chair Lecturer Affairs Committee

Purpose: To provide historical context to the issues surrounding lecturers at UWT, to assess the progress to date of issues of concern, and to propose steps going forward.

Plan is to create a historical document of lecturer issues and changes as well as a current assessment of the status of lecturers and issues going forward.

1. History of Lecturer Issues at UWT
  - a. Competitive vs non-competitive Hiring Practices
    - i. Growth or perceived growth effects
    - ii. Policies surrounding it – need for oversight and clear definition of job class codes
    - iii. Strategic planning and including lecturer/TT mix in this planning
  - b. Promotion practices – assessment of current practices and finalizing policies
2. Current Issues
  - a. Demographics
    - i. Current demographics of UWT in terms of TT and non-TT
      1. Demographics of gender/yrs experience, part-time, etc.
      2. Breakdown of workload by class size
      3. Breakdown of workload by class level (100, 200. Etc.)
    - ii. Discussion of demographics of lecturer teaching and issues of equality and effects on student retention if any and why
  - b. Hiring practices – putting policies in place
  - c. Part-time faculty issues
  - d. Promotion – putting policies in place
  - e. Conversion practices – continue as usual or improvements?
  - f. Service load – defining it, graduate faculty req'ts and workload and compensation
  - g. Salary, contract issues, and compensation
    - i. Graduate faculty advising and associated loads
    - ii. Specifics of contracts
  - h. Low morale – need to address in order to maximize capabilities and minimize attitudes as a commodity rather than the face of the new university system
3. Future issues/solutions
  - a. Address the future of UWT and UW with a majority of lecturers
    - i. Independent decisions from Seattle
    - ii. Bothell campus loads and lecturer issues resolved independently
  - b. Redefining lecturer roles in terms of flexibility and job title
    - i. Job title currently being addressed in Seattle
  - c. Stability and compensation
  - d. Utilizing the lecturers in the best possible way for the benefit of entire UW community
  - e. Transparency about lecturer benefits

# Appendix B

## Distance Learning Policy Recommendations for UW Tacoma Executive Council APCC - 1/25/16 - Draft

*Policy for DL course designations:*

**Campus Course** - Courses where up to 39% of scheduled in-person class time may be replaced with online learning tools and content. (Synchronous online content counts as campus time.)

**Hybrid Course** - Courses where between 40-99% of scheduled in-person class time is replaced with asynchronous online learning tools. Also, there must be at least one in-person class meeting. In other words, synchronous online time cannot entirely substitute for in-person class time.

**Distance Learning Course** - Courses where in-person interaction between students and professors is entirely replaced with online learning tools and content, that *do not* require a synchronous online presence of all students.

*Rationale:* This policy takes into consideration the problems that the DL course designation pose for international students and veterans, by restricting the number of courses given that label to those with 100% online content. It also creates a second designation, "Hybrid", to indicate courses with substantial but not total, online content (40-99%). This policy is also more precise than previous ones, and excludes flipped courses, service learning courses, field courses and study abroad courses from the DL or Hybrid categories. The idea here is to reduce confusion amid the many types of courses that depart from the traditional classroom format, and clarify the nature of those in the "Distance Learning" and the proposed new "Hybrid" designations. It is also intended to be very clear to students that DL - means all online, and H means something more than 40% online and some campus time.

*Further Recommendations*

- 1) That the Time Schedule have (as it does for online courses) a designation for Hybrid courses, as defined above, and **that all H courses include details of the time required to be on campus in the comments section of the Time Schedule.**
- 2) That every instructor who teaches a Distance Learning or Hybrid course (as defined above) be trained through iTech Fellows. Once trained, an instructor may offer other DL or H courses without further review. Thus, the review process is shifted onto instructors, and away from courses. In order for this recommendation to work, iTech Fellows must be offered on a regular basis. Toward this, we recommend that it occur as a two-three day training through the Office of Academic Technologies, funded through the Chancellor's Office. Thus, we have reduced the compensation for faculty who take iTech Fellows but also reduced the time required for the training.

Instructors who have taught DL courses under the old policy will need to complete iTech Fellows unless they have: A) already done so, or B) have passed a QM review with a course. Instructors

falling into groups A & B will be considered credentialed to teach DL and Hybrid courses under the new policy. Instructors falling into Group A will continue to be qualified to peer review the online courses developed in iTech Fellows.

3) That teaching of DL or Hybrid courses be either voluntary on the part of the faculty, or included in the written expectations or possibilities of the position at hiring.

4) That units be responsible for overseeing the credential for assigning instructors of DL or Hybrid courses. The Office of Academic Technologies will continue to oversee the list of UW Tacoma qualified peer reviewers (see <http://www.tacoma.uw.edu/teaching-learning-technology/uwt-qm-peer-reviewers> )

#### *Background & Rationale of Changes in iTech Fellows & Review Process:*

Over the past five years, UW Tacoma has utilized the standardized assessment tool called Quality Matters (QM) for review of it's DL courses. (DL courses were considered those with more than 50% of campus time replaced with online content). Our office of Academic Technologies also created and implemented an optional four day training called "iTech Fellows" for people wanting to learn about best practices. iTech Fellows was a competitive program paid for by the Chancellor's office, and it provided a stipend of \$3,000 for instructors who participated. The program occurred in two phases: 1) a four day intensive training, and 2) the subsequent development of an online course and it's approval through a QM review process conducted by two other iTech Fellows. Not everyone who offered DL courses were required to have iTech Fellows training, but all new DL courses did need to pass a QM review by colleagues who had that training. However, some DL courses predated all of these and were being taught without the benefit of either of these reviews.

The new policy being recommended above shifts the focus of a review to instructors, and away from courses. This ensures that in the future, no DL or Hybrid course will be taught by an untrained person.

# Appendix C

- WAC W-Course Proposed Revisions
- Writing Fellows Self Study
- WPA Consultants Report
- Writing Fellows Action Plan

All found at: <http://www.tacoma.uw.edu/faculty-assembly/writing-fellows>

# Appendix D

## **Diversity & Equity Campus Fellows Statement:**

<http://www.tacoma.uw.edu/faculty-assembly/race-equity-diversity#Statement>

## **Table Discussions Data from Faculty Assembly Winter meeting:**

Please email Faculty Assembly Administrative coordinator for a copy at [assembly@uw.edu](mailto:assembly@uw.edu). Format is not conducive for this document, and they are not yet accessible online.