

**SOE FACULTY COUNCIL  
 MEETING AGENDA  
 May 12, 2020 --- 9:00am – 10:30am  
 Via Zoom**

**Faculty Council Charge:**

The School of Education’s Faculty Council assists the Dean’s Office with evaluating, modifying, and recommending policies and procedures related to faculty personnel matters that impact and include both full-time and part-time lecturers. The SOE Faculty Council also ensures that school-wide practices around the recruitment, retention, and evaluation of faculty align with the UW Faculty Code and UW Tacoma Faculty Assembly procedures. This body also serves as an advisory to the Dean on matters related to merit, promotion, renewal, and tenure.

**SOE Working Agreements**

**1. Address controversy with civility and intellectual humility**

- value knowledge and a commitment to ongoing growth and learning
- lead with listening (*listen to understand vs. listen to respond*)
- own your own intentions and impact

**2. Challenge by choice**

- use reflection and intention when opting for silence
- be mindful of your own participation
- have the courage to confront constructively and without assumptions of ill intent

**3. Demonstrate respect**

- model ethical behavior in our conduct and relationships
- model inclusion, collaboration, participation and fairness
- allow others to finish their thoughts/message before introducing yours (or ask them if you can interject)

**NOTETAKER: Laura Feuerborn**

Topic/Task	Time/Who	Outcomes	Meeting Notes
Welcome/Check-In/Agenda Overview	Rob	Check in with each other Gain clarity as to meeting outcomes	Completed.
Student Evaluation Pilot	Laura	Discussion/Decision on roll out	<b>Faculty were open to it being optional. Unknown: the IAS system came up with the new Form Y for remote teaching.</b>

Upon examination, it was ok, but it did not address the original intent of the trial--bias. To do a midterm component and an instructor reflection component.

If we do agree, do we then have an agreement on how we use these on our merit review and how to report to P&T.

#### Discussion

--Should be an option what to report of the 10 formative items

-- Want some kind of language to discuss the formative items, and alignment with our peer teaching evaluation. It would be an alignment...

Embed this in the instructions.

-- How do the new faculty feel about this; is it seen as an added burden?

-- Many welcome it, and they'd like more clarity.

-- How can we make an alignment between this and the peer eval.

-- Encourage use of both summative and formative items in merit.

-- Also the open ended items...

-- Distinguish between reflection for course and reflection for review...

TO DO: come up with language around this on merit eval. Need to elevate formative items.

To DO: bring language to next meeting, explicit framework for reappointment

<p>Draft statement for SOE FC's consideration around our response to COVID-19</p>	<p>Rob/Rachel</p>	<p>Consider draft statement and issue recommendation</p>	<p><a href="https://drive.google.com/drive/folders/1QYwaEyUwBLuclAW_2QrToqRgrKg9a-J_">https://drive.google.com/drive/folders/1QYwaEyUwBLuclAW_2QrToqRgrKg9a-J_</a></p> <p>Discussed the draft schoolwide statement --purpose: to communicate (to students) how we are coping with COVID-19 restrictions. We will send to incoming students and post to websites/course sites. This statement acknowledges the impact and informs students of resources and procedures. It also addresses concerns about contracting the virus. Suggestion: Perhaps begin with a more explicit statement about intent of the document and how we are learning together. Also, include acknowledgement of challenges (e.g., childcare).</p>
<p>Promotion of non-tenure-track faculty</p>	<p>Belinda</p>	<p>Review draft policy and provide feedback</p>	<p>Reviewed and discussed current policy from Nursing and Urban Studies. The tables were clear and differentiated rank. Discussed questions including: How do we house these policies? Integrate into our policy or create a special section for promotion only? We agreed to create a specific section in the P&amp;T manual. <u>To Do:</u> We need to include the Professor of Practice category, and we need to review the UW Code on the designation of Professor of Practice. Offer Belinda feedback on the document so we can integrate the necessary pieces into this document. We need to include other titles/designations: (e.g., teaching</p>

			<p>professor, associate teaching professor, assistant teaching professor, professor of practice). Review the and include most revised to-date categories. Belinda will revise and we will revisit at our next meeting.</p>
<p>Substitute work for PTLs-Plan</p>	<p>Rachel</p>	<p>Generate ideas for a plan if courses are canceled.....</p>	<p>When we cancel under-enrolled courses, we must be prepared to pay instructors full salary. We will need to consider how many students are necessary to “break even.” Other units have substitute work, and this makes logical sense to have a substitute work plan in the event that a course is cancelled. This could include advising students in field work, being a guest speaker in a course, committee or task force work, and so forth. We will need to be intentional in our course offerings. It is best to make the call to cancel a course much earlier, perhaps a quarter in advance. This will require more proactive enrollment management.</p> <p><u>To Do:</u> Rachel will create a draft document, and is calling on the FC for other work-related tasks and ideas. This language should be incorporated into the hire paperwork. We will include a menu of options that captures a wide-variety of skills.</p>
<p>Workload Policy pertaining to low-enrolled courses</p>	<p>Rachel/Julia</p>		<p><b>We are needing to attend to work load issues. Ed is creating a list of faculty by rank that includes SCH work load. Rachel is requesting this group to consider work load equity. Perhaps consider asking</b></p>

people to engage in committee work to compensate for lower-enrolled courses (or other activities as appropriate substitute work for low-enrolled courses, such as supervising students in the field, doing more mentorship work such as dissertation committees). Issues discussed include: course preferences, combining low-enrolled courses. We need to consider complexity like teaching sections that are not included as part of regular load. This issue extends across all our programs in the SOE. We are trying to avoid cutting courses and programs. If we had a student credit hour threshold, we could choose/elect the types of work we do to get to the goal of SCH. Now, we simply consider the number of courses and do not consider the complexities such as size, meeting times per week, etc. To do: Rachel will ask for Bothell & Seattle's models. FC members are encouraged to seek out information from other universities as well. We need to create a written statement and offer a menu of options to recalibrate workload. We will need to be considerate of tenure-track faculty throughout this process. We need to revisit at another FC meeting.

### **Upcoming FC MEETINGS:**

May 26 [Designated Reappointment Meeting-PTLs, TAs, Affil.]  
June 9 [Designated Committee Chair Updates]