

**Faculty Affairs Committee**

**Meeting Minutes**

December 11, 2017 11:30-12:30pm CP 206 C

***Present:*** *Sarah Hampson, Susan Johnson, D.C. Grant, Margo Bergman, Gillian Marshall, Jim Thatcher.*

***Excused:*** *Greg Benner*

1. **Consent Agenda**

The November 13, 2017 Faculty Affairs Committee Meeting Minutes and 12.11.17 agenda were approved.

1. **Discussion Items:**
	* Teaching Evaluation Policy Draft – *Appendix A*

FAC discussed the current draft and noted that its aim is to guide units to develop their own policies (which was a recommendation taken from the Teaching Assessment Campus Fellows report). FAC discussed including language from the faculty code that speaks to the minimum requirement for teaching assessment/evaluation. The bar needs to be at the Code level and then if a unit, i.e. NHCL, wants to require more peer reviews or teaching evaluation elements, they can include those in their own policies. The variables across units should only be in addition to what is required in the Code. This policy asks units to be more thoughtful and put into writing suggested forms for peer evaluations, how elements are weighted. FAC member, Susan Johnson, will look for specific Faculty Code language to include.

* + Climate Survey Update

The group working on this is currently in the RFI (request for information) phase before they move onto a RFP (request for proposal) phase. Marian Harris is still involved and working with the group in Seattle. Their timeline has implementation during the next academic year, 2018-2019.

* + Non-competitive Hiring Policy – *Appendix B*

In the November 2017 meeting FAC voted to approve this policy. The next step was to add the policy to the Executive Council agenda. When it was requested to be added to the EC agenda the APT chair requested it be taken off of the next agenda to give more time for due process. He requested that FAC work with the APT committee since APT was included as having a role in the policy. FAC chair consulted with APT through email and it was suggested that consultation with the EVCAA was needed before working out the policy procedurally with APT.

Chair, D.C. Grant, met with current interim EVCAA, Jill Purdy, in regard to this policy. She had concerns about some of the language in the policy, i.e. “must be immediately undertaken,” and felt like the approach of the policy was too “final” instead of collaborative. More collaboration with administration was encouraged in the spirit of shared governance.

FAC members felt that it was important to use stronger language in this proposed policy because current policies for non-competitive hires are not being enforced. FAC members were also concerned about starting over when they have been working on this proposed policy for a long time. It was proposed that FAC gather more history and anecdotal evidence of how practices are not currently aligning with processes to make a stronger case for the necessity of this proposed policy. FAC members talked about how there are many full-time, but temporary hires. Thus, if the lines are there, then the funding is there. This policy doesn’t ask for new hires; it asks for current lines to be filled with competitively-hired, long-term faculty.

* + Diversity and Inclusion in the Hiring Process – *Appendix C*

A staff hiring – implicit bias – diversity workshop is being organized for UW Tacoma. It will be like the one made available for hiring faculty but be geared toward staff specifically. As a side note, a FAC member shared that a study found that using the language, “strongly encouraged” had better participation results than using the term, “mandatory.”

* + Winter Quarter Meeting Schedule

FA Admin. gathered some schedule information from those present and will use said information to create a doodle poll for winter quarter meetings.

* + Other Business
* UW Tacoma’s Sexual Harassment policy falls under UW’s policy. Does UW Tacoma have their own reporting system? Sexual Harassment training is required of all employees. FAC member, Sarah Hampson, is on group looking at sexual harassment on commuter campuses. Faculty member Erin Casey may have UW Tacoma specific data; Ed Mirecki and Kathleen Farrell’s office may also have data. There is some work being done on sexual harassment policies and reporting procedures. The results of gathering data about incidences may be disheartening, but it is important to have a reporting structure and track data. There is a UW-Complaint Resolution webpage. Also, UW Tacoma was working on a Bias Incident Reporting Tool that would send sexual harassment cases to the appropriate Title IX officer.
* FAC member, Margo Bergman, is also a part of the Faculty Council on Women in Academia. This group is working to get official, paid parental leave for all genders and types of parents. Margo will help connect FAC and FCWA. They are also working to pass policy that all new buildings must have a Lactation room that includes a locking door, a sink, a refrigerator, wall outlets, and a chair.
* Parking Ideas: talk to students and utilize the weight of their influence for this cause; Tye (VCFA) is meeting with the City to discuss options; D.C. could meet with Karl Smith who is interested in parking solutions; consider the Commuter Trip Reduction Act in terms of it’s limitations on parking spaces in the city; consolidate a list of groups/individuals working on parking in order to aid collaboration (FA Admin will start this document).

**Adjourn**

**Appendix A**

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

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 research by the Report of the Teaching Evaluation Campus Fellows, UWT units should rely on all three of the following methods of teaching evaluation: peer evaluation, self-evaluation, and student evaluation of teaching. Furthermore, each unit should:

* Define the terms Teaching Excellence, Teaching Effectiveness, and Student Success in alignment with the UWT strategic plan.
* Provide guidelines and transparency about each component of teaching evaluation (peer evaluation, self-evaluation and student evaluation). These guidelines should clearly identify which kinds of teaching assessment will be used for which purposes, and how much weight they will be given in merit, contract renewal, and promotion and tenure decisions.
* Self-assessment of teaching should take place on an annual basis as part of faculty annual activities reports.
* Effective teaching should be supported with resources such as professional development funds, mentoring, workshops, fellowships, staff resources, etc.

**Appendix B**

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*

**Appendix C**

\*From the Learning Times, Training & Development

**UW Tacoma to present Staff Diversity Hiring Workshop**

Presented by Norma E. Rodriquez, Ph.D.

*This 90-minute workshop coming in Winter and Spring Quarter includes:*

* What is the Staff Diversity Hiring Toolkit?
* Discussion on why the effort to diversify staff is important.
* Role of I-200 in the outreach process:  what are the allowed practices?
* Writing the job ad:  what are the parts of the job ad and how can diversity-related language is woven into each section?
* Job ad small group exercise:  given the parts of the ad identified above, how can UW Tacoma jobs be modified to better attract a broader applicant pool?
* Impact of implicit bias:  what is it and how is it experienced by each of us?
* Assessment rubric:  how can assessment rubrics are used to minimize the impact of implicit bias, and an assessment rubric small group exercise:  how to create an assessment rubric based on the job ad.

 This workshop will help hiring managers become familiar with the Toolkit, as well as think about proactive ways to diversify their applicant pools and to assess applicants, while remaining aware of the impact of implicit bias.