

University of Washington
Faculty Council on Faculty Affairs
April 10th, 2018
11:00 a.m. – 12:30 p.m.
Odegaard Undergraduate Library 320

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from March 27th, 2018
 3. Chair's report
 4. FCMA Class A legislation (attachment)
 5. Class A legislation concerning "interim title"
 6. Good of the order
 7. Adjourn
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1) Call to order

The meeting was called to order at 11:00 a.m.

2) Review of the minutes from March 27th, 2018

The minutes from March 27th, 2018 were approved as amended.

3) Chair's report

Janes explained Faculty Senate Chair Thaisa Way is putting together a small working group to work with the university's Information Technology (IT) leadership to help review IT changes and related communication policies. FCFA was asked if there is a member who would like to sit on the new working group. The request was sent to several other Faculty Councils. Janes asked any interested members to contact him.

FCFA's Class A legislation on lecturer voting eligibility has been approved by Senate Executive Committee (SEC) as well as the Advisory Committee on Faculty Code and Regulations for its second consideration by the Faculty Senate. If approved by the Senate, the legislation will be sent out for a vote of the full voting faculty.

It was noted FCFA's most recently-forwarded Class A legislation on faculty lecturer issues was approved by the SEC in that body's most recent meeting. There were questions surrounding the disenfranchisement of Assistant Professors, but ultimately discussion focused on how the legislation benefits lecturers, and the body approved of forwarding the legislation. It was noted there was little spoken feedback for the Principal Lecturer definition changes (within the legislation).

4) FCMA Class A legislation (attachment)

Janes explained new Class A legislation forwarded by the Faculty Council on Multicultural Affairs (FCMA) was presented to the SEC in the body's recent meeting, and recalled that legislation was formerly endorsed by FCFA in its March 27 meeting. Janes explained that following discussion on if the seemingly simple one-word change within the legislation would achieve what was intended, some amendments were formerly made to the legislation striking redundant language further down in the Section and adding the words "and considered." Being that the language was revised, it was noted FCFA should review the latest version and decide whether to endorse the legislation again (Exhibit 1).

There was some discussion. It was noted the legislation is not intended to mandate that all faculty engage in diversity and equity-based work in order to be considered for promotion, but only that that work be considered during promotion review if a faculty member wishes to include it. It was noted the language currently used in that section of the Faculty Code is permissive (by use of the term "may"), and anecdotal evidence supports the claim that it has not ensured these qualifications were considered during promotion decisions.

It was noted addition of the term "any" before the word "contributions" (for the sentence in-question) substantially helps clarify its meaning. It was noted the legislation cannot be amended by the FCFA currently, but may be amended on the floor of the Faculty Senate during its first consideration. It was also noted that the striking of the later "redundant" sentences by the SEC, without the intention of those changes made clear, may cause additional confusion among faculty who are first viewing those changes.

After discussion, a motion was made for the FCFA to formally re-endorse the revised legislation with amendments made by the SEC (Exhibit 1). The motion was approved by majority vote.

Janes noted he would inform Williams of FCFA's input. It was noted significant opposition to the legislation has not yet been identified from any campus entity.

5) Class A legislation concerning "interim title"

The council continued consideration of draft Class A legislation altering Faculty Code Chapter 24-34.B and 24-52.C (Exhibit 2). The legislation adds the "interim title," which is meant to denote lecturers who were hired without a competitive search. The legislation includes components that instructors hired into the interim title are ineligible to vote, and that their appointment may be continue for a limited duration.

A member explained the legislation draft goes beyond translating the Provost's Lecturer Appointment Guidelines into the Faculty Code, which was the original impetus for the FCFA to engage in this work at the beginning of the 2017-18 academic year.

It was noted three years (as opposed to two) is the current limited duration standard for some faculty appointments at the UW.

A member explained addition of a new faculty title was chosen over use of the existing “acting” modifier already included within the Code, a member noted, as the drafters felt adding a new title to the Code would be a more straightforward solution. It was noted use of the “acting” modifier for lecturers may be confusing, as it is currently used (in some cases) for people who have been appointed to a position but are still in the process of completing academic credentialing for that position. The modifier has other known uses, as well.

A member explained in the absence of related data, anecdotal stories have been heard concerning people in lecturing titles being maltreated via repeating short-term appointments, and part of the rationale for the draft legislation to try and address that issue. A member noted the FCFA should consider requesting data from units relating to their lecturer track employees to inform the discussion.

It was noted opposition towards the legislation from the council’s presidential designee should be wholly considered, as it may represent opposition from the UW president, who ultimately must approve of and sign the legislation in order for it to go into effect.

A member explained the original Provost’s Guidelines did address the appointment of temporary lecturers, and this legislation was proposed in that spirit but taken further to address maltreatment of what has been noted as a “growing class of faculty” (part-time lecturing faculty).

A member explained one issue he sees with the legislation is that it unintentionally affects part-time lecturers who only desire to work for the UW in that capacity and are mainly employed elsewhere. One member felt the “affiliate” title should be used for people under those circumstances, as their main source of income is likely outside of the UW. However, another member explained the “part-time lecturer” title is used for these people in his School.

A member noted concrete evidence of the problem is necessary for continuing to address it. He suggested FCFA contact individual units to this end if no related institutional data is available.

It was noted Faculty Code Chapter 21 should include information on faculty voting eligibility, not Chapter 24, as proposed within the draft. It was noted “instructional faculty” is not a term currently used within the Faculty Code.

Janes explained there are open questions and more to be discussed surrounding development of this legislation. He explained he would like to hold a broader discussion in the next meeting concerning lecturing faculty and the question of title changes, including if there alternatives that might be preferred, other titles that might be envisioned, ramifications the legislation in-question might have, and other areas of the Code that might affected by this proposal. A member noted other title revisions might be considered, or related procedures in use at UW’s peer institutions.

There was some discussion of gathering data in relation to the topic. It was noted a list of questions designed to gather related data could be developed and pushed out to units. A member emphasized developing phrasing for questions that make responses useful to FCFA but not burdensome for units to

respond to. Another member noted understanding the number of temporary appointments in UW units might be useful information, as it may at least inform on trends over time.

6) Good of the order

Nothing was stated.

7) Adjourn

The meeting was adjourned at 12:30 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Steve Buck, Joseph Janes (chair), Aaron Katz, Purnima Dhavan, Kamran Nemat, Dan Jacoby, Tom Hazlet, Miceal Vaughan
Ex-officio reps: Judith Henchy
President’s designee: Cheryl Cameron
Guests: Mike Townsend

Absent: **Faculty:** Margaret Adam, Kurt Johnson, Gordon Watts, Eric Bugyis, Jacob Vigdor
Ex-officio reps: Ziyang Bai, Bryan Crockett

Exhibits

Exhibit 1 – fcma_sec_approved_legislation_presenate_040418

Exhibit 2 – Interimlecturers_latest_legislation_041018_revised041018

Legislation proposing changes to Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members

Introduction

The Faculty Council on Multicultural Affairs voted on February 8, 2018, to forward proposed Class A legislation to the Senate Executive Committee and Faculty Senate for consideration. The motion was approved by a majority of voting members.

Reasons for Proposed Changes

The Faculty Council on Multicultural Affairs seeks to encourage the recognition of faculty members who contribute significant amounts of time to the University in areas that promote a more diverse campus and that improve the experiences of and opportunities for non-traditional students.

Over the course of this Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision in order to further promote the goal of diversity and equity. Where the chapter as a whole was modified in 2012 to allow that a faculty member's "service that addresses diversity and equal opportunity" may be considered among the professional/scholarly qualifications for appointment and promotion, the FCMA observed that under the current language ("may"), units may choose to discount a faculty member's contributions to diversity in relation to appointment and promotion, but where the term "shall" is utilized, faculty members with relevant contributions shall have those contributions considered as part of their scholarly and professional qualifications. The proposed legislation is a mechanism to put value on an aspect of faculty work that is traditionally difficult to recognize. The legislation is not intended to mandate that units may only hire/promote faculty with those credentials (service that addresses diversity and equal opportunity), but simply provides that where this service exists, it shall be considered.

Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2017, the council reviewed goals provided by Senate Chair Thaïsa Way. Among the goals was a mandate to evaluate relevant sections of the Faculty Code and associated practices through the lens of multicultural affairs, diversity, and difference, with the objectives of strengthening equity and fairness.

During the course of the fall and winter quarter meetings, the Council reviewed various sections of the Faculty Code, paying particular attention to topics that would impact issues relevant to the goal provided by Senate Chair Thaïsa Way. Ultimately, the FCMA honed in on specific sections of the code within chapter 24. Specifically, section 24.32 of the faculty code, *Scholarly and Professional Qualifications of Faculty Members* and the discretionary language utilized for the consideration of contributions "in scholarship and research, teaching, and service that address diversity and equal opportunity" in appointment and promotion decisions. The Council recommends this Class A legislation modifying the discretionary language from "may be included" to "shall be" included among the professional and scholarly qualifications for appointment and promotion.

Section 24-32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. In accord with the University's expressed commitment to excellence and equity,

contributions in scholarship and research, teaching, and service that address diversity and equal opportunity ~~may shall~~ be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

- A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.
- B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. ~~For each of these realms, contributions that address diversity and equal opportunity may be included.~~ While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees. ~~In all these, contributions that address diversity and equal opportunity may be included.~~

- C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:
- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
 - The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
 - The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
 - The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
 - The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
 - The availability of the teacher to the student beyond the classroom environment; and
 - The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long- range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

- D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.
- E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.
- F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

*Approved by:
Senate Executive Committee
April 2, 2018.*

24-34

17. An *interim* title may be used when it is necessary to hire instructional faculty for unanticipated or very short-term needs without competitive search or otherwise recognized and authorized processes (see section 24-52). *Interim lecturers or artists in residence* are normally employed for terms of 1 year or less, and in no event may continue under the interim designation for more than two years. Where the appointing unit wishes to extend an *interim position requiring identical or similar qualifications* for longer periods, a search process for an appointment to a term position as lecturer or artist-in-residence must be opened and any interim incumbent may apply. The interim title may not be used with *clinical, affiliate, acting or visiting* faculty appointments. Full- and part-time *interim* faculty are ineligible to vote.

24-52 c. 1

If the appointment is to be a departmental one other than that of chair, the chair shall submit all available information concerning candidates suggested by the department, the chair, or the dean to the voting members of the department faculty. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the appointment of affiliate or clinical faculty, research associates, or interim ~~annual or quarterly part-time~~ lecturers to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation shall expire one calendar year after it is made

What this does do: It ends the practice of rehiring individuals for long periods without job rights that include promotional opportunities and faculty review. It brings these titles under faculty governance by their inclusion within the code. It requires programs to search for POSITIONS when ongoing needs involving identical or similar qualifications are present.

What this does not do: It does not guarantee a job. It does not eliminate distinction between part and full-time lecturers. It does not determine the nature of search required for part or full time lecturer searches.