









# FCT&L 1/4/18

QUESTIONS & CONTRIBUTIONS FROM THE CHAIR

# Mary Pat Wenderoth/Phil Reid: Follow-ups from our discussion from December.

- ▶ Mary Pat would like to come to a FCT&L meeting (perhaps February), and discuss some of her questions- I'll keep you posted.
- ▶ Phil Reid would also like to join us to at an upcoming meeting to discuss the final exam schedule. He did send these initial responses to Mary Pat's question about the schedule:

**2. Rotate the Exam schedule.** If you look at the exam schedule you will see that it has not changed in decades. That is to say that if a class is taught M-W-F at 10:30 - the final is set for Monday at 8:30. Given that the University is trying to spread out courses throughout the day to **maximize classroom use**, one of the major drives of course time is the exam schedule. No one wants finals on Th or F so they avoid those class times. I suggest to rotate exam schedule by the academic year NOT by the quarter. I realize the current schedule has been set up to minimize the number of finals a student has on any one day. Therefore, the rotation would have to be done by row not column, i. e. 10:30 classes would swap with 11:30 classes.

# Phil Reid's initial responses...

- ▶ Changing the final schedule: I proposed that we "reward" folks that taught at less than optimal times (for example, 8:30) that they get an optimal time for their final. There was some sympathy for this idea, but the registrar was concerned about too many things changing at once. Implementation of the new scheduling policy seems to be going well as is the installation of new scheduling software ("25 Live") and dashboards of classroom usage that academic units can use for planning. My feeling is that there will be "bandwidth" to revisit this idea. If it was supported by faculty, that would great. I'd be happy to take that to the Provost and see if he was comfortable exploring the idea.
- ▶ "Goin' rogue". Some academic units (Math) have been offering a saturday final for a while now...it's in the time schedule, etc. Others have noticed this and started to offer their own Saturday final (I have a colleague in Chemistry doing this winter quarter). We did an experiment in Chemistry a while ago where we offered a Saturday final...and it turned out a lot of our students had a math, chem, and a spanish final all on Saturday! What we learned was that students suffer greatly when they have three finals on the same day with minimal time to prep (we had to throw the final grades out!). First step here is to ask the registrar for a list of who is offering saturdayfinals and see how large an issue this is as present. My concern is that it's just not fair to the students.



# Discussion around Faculty 2050: *Evolving questions...*

- ▶ ***The Professoriate Reconsidered- What might faculty look like in 2050***, (2015), Elizabeth Holcombe and Adrianna Kezar
- ▶ While there have been calls for rethinking the role of faculty for 30+ years, little progress has been made- we largely continue to be stuck on a “tenure-track vs. non-tenure” model
- ▶ What faculty will need to do, (via a national focus on access and opportunity for an increasingly diverse student population in HE), has accelerated the need for/importance of teaching, and de-emphasized the traditional research expectations. As a result, to maintain the historical model, HE has seen a massive increase in non-tenure, teaching-only faculty (70% of instructional faculty are now non-tenure)
- ▶ No “Shared Vision” among key stakeholder groups for the future of faculty (Delphi Project)

# Some of the (big) challenges uncovered by the authors.....

- ▶ Competing tensions between faculty and the administration around the evolving role of faculty within institutions- a lack of a shared vision around how to prioritize needs/move forward into the future
- ▶ The reluctance of unionized faculty groups to “get on board” with the exploration of models that fall outside the traditional models

# What current faculty/admin said they would like to see... (n=1553 of both faculty and admin)

- ▶ Increasing the number of full-time faculty/reducing the reliance on part-time faculty
- ▶ Creating “teaching-only” tenure-line positions
- ▶ Revising and restructuring incentives and reward structures and policies to better reflect different institutional priorities
- ▶ Developing a broader view of “scholarship” (Boyer’s *Scholarship Revisited*)
- ▶ Create policies to stop the tenure clock for family or other personal needs
- ▶ Equitable pay and inclusion in shared governance (transparency)

# Questions for us to ponder...

- ▶ At the UW, who currently establishes what the role (expectations) are for faculty? Does this happen in Academic HR, within the Dean's group, Department Heads/Area Chairs, Faculty Senate, all of the above... Is this consistent across campus(es)/Should it be?
- ▶ What do you see as the difference between what (current) faculty may want (the future role of faculty to be), and what institutions/society will need from their institutions in the future? What will students want/need? What will our evolving society need from our graduates?
- ▶ Where will we need to start in terms of preparing future faculty for these new roles? elementary schools, high schools, undergraduate, graduate, all of the above?
- ▶ Who should be involved in making the decision(s) about what the role of future faculty should be?