

Faculty Affairs Committee
Faculty Senate
Washburn University

AGENDA

October 4, 2021
3:00 p.m.
(Remote meeting via Zoom)

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- I. Call to Order
- II. Approval of Minutes:
 - A. 11-16-20
 - B. 12-7-20
 - C. 2-8-21
 - D. 2-22-21
 - E. 3-8-21
 - F. 4-19-21
- III. Action items
 - A. Resolution on Course Modalities (attached)
 - B. Service and Equity Taskforce (attached)
- IV. Discussion
- V. Adjourn

Faculty Affairs committee
Meeting minutes
October 5, 2020

Attendance: Daniels, DeSota, Friesen, Kendall-Morwick, Klaes, Kuwitzky (guest), Liedtke (guest), Mazachek (guest), Moore, Romig, Stevens, Wagner, Wynn (guest)

Minutes:

Called to order at 4:04 pm by Thor.

Dependent care research brought to the committee by Kerry Wynn. Thor invited Kuwitzky, Mazachek, and Liedtke to discuss the possibility of using CARES Act or SPARKS funding. Motion to discuss dependent care on Washburn's campus. Wynn discussed University of Kansas using CARES Act funding for staff dependent stipends. Other universities have used additional options. Wynn believes this is an equity issue as well, falling more harshly on women. Thor believes this is similar to the committee's previous discussion on childcare for faculty, staff, or students.

Kuwitzky- CARES Act funding splits institutional costs (2.25 million) and student costs. Sparks comes from the states (KU is using this money for childcare needs). Applications were actually due yesterday for Sparks money. Sparks money must be spend by the end of the calendar year. Availability of funds is also an issue. Cares funding is used specifically for disruption of service, technology or healthcare. Less than \$200,000 left at this point. The balance of these funds will be in a block grant to students. The remainder of the balance for Cares Act funding is being held for housing or dining refunds in case. These funds must be spent by early May. Kuwitzky has agreed to look more specifically at Cares funding to see if this could possibly be used.

Wynn- research has seen many different solutions at various universities. Wynn is going to send this information to Kuwitzky directly.

The meeting was adjourned at 4:56 pm by Thor.

Faculty Affairs Committee- Minutes
11-16-20

Attendance:

Daniels, DeSota, Grant, Kendall-Morwick, Moore, Stevens, Thor, Wagner, Wynn

Minutes:

The meeting was called to order at 4:05 pm.

The minutes were approved for the 10-5-20 meeting without changes.

The committee discussed the smoking ban proposal from WSGA. The committee believes that this is a socioeconomic concern that needs to be treated carefully. They also believe this is being tied to Covid in specific ways and needs to be treated as its own issue. Lastly, the committee believes vaping and chewing tabaco should be addressed in this proposal rather than only smoking. The committee voted to send this back to WSGA with recommended changes before taking this to the next Faculty Senate meeting.

The committee started the discussion of promotion & tenure in regards to Covid and its effect on the process. The committee would like to see the university doing something to address this issue. A few initial ideas include: pausing tenure review clocks, assigning more weight to teaching and service, or assigning more weight to virtual resources. The committee believes a lighter rigor could be concerning for future standards, but also petitioners could possible include a letter detailing the effects of Covid on their petition. The committee wants to ensure the petitioners have some flexibility and still have the ability to be accepted for tenure. The committee would also like the see the university apply a one-year stop the clock due to extenuating circumstances, while also addressing going up early. They would like to see flexibility, but still some structure to the adjustments.

Moved to adjourn by Thor at 5:15 pm.

Faculty Affairs Committee Minutes
Washburn University
12-7-20

Attendance:

Daniels, DeSota, Grant, Kendall-Morwick, Klales, Moore, Romig, Stevens, Thor, Wagner, Wynn (guest)

Minutes:

The meeting was called to order by Thor at 4:05 pm.

The committee reopened the discussion of P&T guidelines during Covid. The deans and VPAA are planning to inform tenure-track faculty of the possibility to submit a proposal for a one-year Covid extension on their tenure review date. They will not be required to do this, but have the possibility. Thor spoke with Mazachek about listening sessions regarding this topic and Mazachek is supportive of this endeavor. The invites will go to VPAA, deans, P&T committees, chairs, and tenure-track faculty. The Faculty Affairs committee wants to review the responses to the listening sessions. The committee would also like an anonymous survey for junior faculty members to ask additional questions.

The committee voted to begin a draft resolution on the topic of P&T and Covid.

Thor adjourned the meeting at 5:01 pm.

Faculty Affairs Minutes
Washburn University
2-8-21

Attendance:

Thor, DeSota, Grant, Wagner, Klales, Romig, Kendall-Morwick, Daniels, Moore, Stevens, Prohaska-Branham (guest)

Minutes:

Thor called the meeting to order at 4:03 pm.

Thor discussed her meeting with Teresa Lee regarding children on campus. Lee was open to the idea of having a 2-tiered approach including student workers engaging in tutoring or other types of engagement. Thor thought a survey to faculty and staff might be helpful.

The committee discussed the administration of this type of service. Where would this be managed? If there is a high desire for this type of program, the university would need to work through the administration of the program and how it would be managed. Thor plans to discuss this topic further with Kuwitzky because it is not only a faculty matter and probably needs to be discussed further in his area.

Thor discussed the second P&T listening session and believed it was very successful although all of the answers are not complete at this time. The committee plans to begin a draft resolution on this topic to get further clarity on multiple previously discussed areas as well as topics from the listening sessions.

Thor adjourned the meeting at 4:56 pm.

Faculty Affairs Committee

Minutes

2-22-2021

Attendance: Thor (Chair), DeSota (Admin), Leming (guest), Klales, Grant, Wagner, Kendall-Morwick, Friesen, Daniels, Romig, Stevens

Minutes:

Thor called the meeting to order at 4:02 p.m.

Crystal Leming is listening as a guest, as part of her EDD field placement experience.

The committee is discussing the P&T listening sessions and any thoughts after the sessions.

Wagner- There are situations in which the departmental guidelines are not being used throughout the committee approvals. She believes a recommendation should go to the VPAA directly who could then clearly state requirements for the different units.

The committee would like to have a response back from the party receiving the resolution. The committee would like to send a resolution to the Senate for approval, and then to the VPAA.

Klales recommended including an ask for a commitment from the upper administration.

The committee discussed the possible need for departments to reevaluate guidelines and the fact that too strict of guidelines could push good faculty out.

Draft resolution could go out later in the week with a discussion item in the agenda for Senate on Monday, March 1. The committee will propose this as a working draft, open to amendments. This resolution gives a paper trail for folks going up for P&T as to the support from the higher levels in the university. The resolution needs to include a personal narrative, adjusted departmental guidelines, training for committees to evaluate properly, acknowledgement of equity concerns, and possible flexibility to research.

Tracy, Louella, and Erin are willing to work on editing a draft that Kelly builds.

Meeting adjourned at 4:50 p.m.

Faculty Affairs Committee- Minutes

Washburn University

3-8-21

Attendance: DeSota, Thor, Grant, Kendall-Morwick, Klaes, Leming (guest), Romig, Daniels, Wagner

Minutes:

The meeting was called to order by Thor at 4:03 pm.

The committee discussed the P&T resolution draft and additional aspects to include:

- Language to make sure the personal narrative is optional.
- Language to support non-tenure people. This could be stronger on its own, possibly.
- Departments should keep in mind that the student evals have changed multiple times and Covid has affected them as well.
- It is up to the candidate to consult with other faculty members to gather feedback on the personal statement or entire petition. Discussing the personal statement at the annual review is a good idea.

Thor will adjust the draft to include these aspects. A draft document from Thor will be coming to the committee to review further.

Thor adjourned the meeting at 4:46 pm.

Faculty Affairs Committee- Minutes

Washburn University

4-19-21

Attendance: DeSota, Thor, Grant, Kendall-Morwick, Klales, Stevens, Wagner

Minutes:

The meeting was called to order by Thor at 4:05 pm.

Thor created a OneDrive folder for the committee to review the draft resolution for P&T and Covid. The committee is able to edit the document before it is sent forward to Faculty Senate. Other adjustments the committee would recommend:

- Adding any elements for non-tenure track, full time faculty
- Adding positive elements a lecturer did within their impact statement
- Adjust language regarding flexibility of weighted items in petition review

The committee voted to move the resolution forward to Faculty Senate.

Thor adjourned the meeting at 4:58 pm.

Faculty Agenda Item 22-3

Date: September 27, 2021

Submitted by: Kim Morse, Faculty Senate President (x2059) on behalf of Executive Committee

Subject: Senate Resolution on Course Modalities

Description: On April 26, 2021, the Senate received the following information from the Office of the Vice President of Academic Affairs regarding course modalities. Faculty in some areas of the university report that they are still being asked to teach courses in two modalities at the same time.

Course Modalities

These expectations are limited to the teaching aspects of faculty responsibilities.

Common to all teaching modalities are the following expectations: Faculty are expected to dedicate adequate time to their courses as to organize their courses; prepare all lectures, activities, and assignments in accordance with accreditation standards regarding instructional and non-instructional time; hold office hours in accordance with their unit's requirements; respond to student communications promptly; evaluate student work and provide feedback in a timely manner; and complete administrative tasks relevant to their courses. Faculty should include office hours or scheduled meeting times and contact information in their syllabi. Email communication should be through Washburn email addresses. Learning management systems are determined by the dean of the unit or the VPAA.

Course modalities are determined by the department chair and/or dean of the unit. Changes or adjustments to the modality must be approved by the department chair and/or dean of the unit.

Synchronous (Modalities 1 and 3)

Synchronous courses have required classroom attendance and meet on a regularly scheduled basis, generally fifty minutes a week per credit hour in a fifteen-week semester or the same total of instructional time (750 minutes) per credit hour over a different period, based on Higher Learning Commission minimum standards. Classrooms may be physical (Modality 1) or virtual (Modality 3), depending on the course. The choice of physical or virtual classroom must be approved by the appropriate chair and/or dean. Higher Learning Commission guidelines require a minimum of 750 minutes of instructional (e.g., classroom) time and 1500 minutes of non-instructional (e.g., assignments and preparation) time for each credit hour in a Synchronous course. No more than 10% of meeting time will be replaced with asynchronous activities in a Synchronous course.

Commented [KM1]: All of that is in the language we approved (that is not the right language because we did not really approve) or heard when presented to us by Jennifer in April. It was an information item, not voting. Do we add another paragraph that addresses that problem, who determines modalities? If we presume faculty own the curriculum, does this statement undermine that?

Rationale: Further experience teaching in these modalities requires Senate to make the following clarifications.

The Higher Learning Commission requires students to receive 750 minutes (minimum) of instructional time per credit hour. When Modality 1 and 3 courses are taught as distinct courses it is possible for students to meet standards required by the Higher Learning Commission. When Modality 1 and 3 courses are taught simultaneously (mixed modality, dual modality, etc.) with one set of students in attendance in the classroom and another set of students in attendance virtually during the same synchronous time period it becomes impossible for students in either modality to receive the instructional time required by the HLC. Within the established course time period, instruction time is divided by an undetermined percentage with one group, face-to-face or virtual, receiving more-or-less instructional time. The only way this situation could be redressed so that all students receive instruction as required by HLC is if technology existed in the classroom that allowed all students to see and hear each other, the faculty member, and any displayed devices (computer screens, smart boards, etc.) simultaneously so that all enrolled students could participate equally in shared learning experiences. While it may be acceptable to violate HLC standards in order to accommodate extraordinary circumstances during a pandemic, it is not acceptable to violate HLC standards outside that context.

Moreover, as the University has documented through numerous C-TEL workshops and teaching resources on the modalities (<https://www.washburn.edu/faculty-staff/ctel/resources.html>) the modalities are pedagogically distinct, not interchangeable.

Modalities 1 and 3 require different pedagogies inclusive of different forms of lecture, activities, assignments, and grading structures. The preparation for Modality 1 course is different from the preparation of a Modality 3 course even if the course as listed in the catalog is the same. Because pedagogies and preparations for Modalities 1 and 3 are distinct, so, too, is the post-class session time required to evaluate student work, provide feedback, and complete administrative tasks.

It is not possible for faculty to meet the University expectations common to all teaching modalities to meet minimum, adequate, expectations if required to teach in multiple modalities in the same course.

The Senate is resolved to provide the following counsel to the Office of the Vice President of Academic Affairs. Absent Faculty Handbook guidance on faculty load in these matters, the Office of the Vice President of Academic Affairs must adhere to HLC requirements on instructional time and follow its own guidance on expectations common to all modalities. Courses will be designated in the course catalog in one modality, not multiple modalities. Additionally, the Senate is resolved that the choice of modality should be made collaboratively with the faculty member and the department chair and/or dean of the unit.

Financial Implications: None.

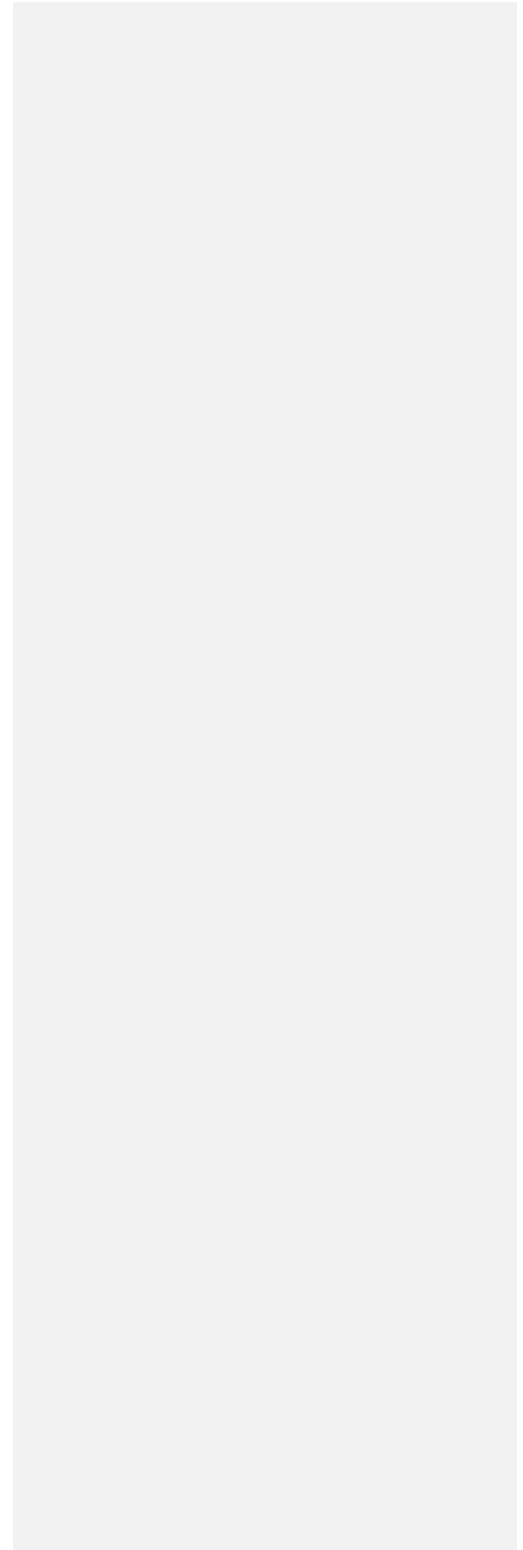
Proposed Effective Date: Start of Academic Year 2022-2023. (Thus it will need to be implemented before Fall Schedules are due.)

Request for Action: Approval by FAC, FS

Approved by: FAC on date:

Faculty Senate on date:

Attachments: Yes ___ No X



FACULTY AGENDA ITEM 22-2

Date: *September 27, 2021*

Submitted by: *Executive Committee, Faculty Senate*

SUBJECT: *Formation of Service-Equity Ad Hoc Committee of Faculty Senate*

Description: *The Executive Committee of the Faculty Senate recommends the formation of a Service-Equity Ad Hoc Committee.*

Scope: *The purpose of the committee is to investigate service practices, service definitions, cultural understandings, and service expectations on campus and issuing recommendations based on data.*

Rationale: *One of the lessons re-learned during the pandemic was that shared governance is essential to the University's health and student success. However, we became acutely aware that faculty, non-tenure track, tenure track, and tenure track do not experience service in the same ways. The result is an equity problem that must be investigated and addressed.*

Year One: *The Ad Hoc committee will gather data on service. Data includes but is not limited to a comprehensive list of types of service and the time associated with service, department/unit promotion and tenure standards for service, etc. The committee will work closely with academic unit leadership to gather information and to update them on committee progress. The committee will then prepare a report that addresses the data. The committee will provide regular updates to Faculty Senate as the year progresses. The report written during the spring semester will be reviewed and approved by FAC and Faculty Senate no later than May 2.*

Year Two: *Based on the report, the committee will issue recommendations reviewed and approved by FAC and Faculty Senate. The committee will provide regular updates to Faculty Senate and academic unit leadership as the year progresses.*

The Service-Equity Ad Hoc Committee will dissolve upon submission of recommendations to Faculty Senate.

Committee Membership: *Members of the committee will be tenured faculty representing each school and, in the case of the College of Arts and Sciences, each division. Members will be appointed by the Executive Committee.*

Financial Implications: *None*

Proposed Effective Date: *October 18, 2021.*

Request for Action: *Approval by FAC and Faculty Senate*

Approved by: *FAC on date*

Faculty Senate on date

Attachments Yes No x