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AGENDA COMMITTEE

DIRECT COMMUNICATION

AC • DC

FINAL FACULTY MEETING OF THE YEAR: Wednesday, June 4; 10:30 a.m. - Noon

CAB 108

(Please note the atypical time.)

AGENDA

1. Report on the Agenda Committee's meeting with President Olander (5 minutes).
2. Presentation of the curriculum for 1987-88 (20 minutes).
3. Report on the Strategic Plan (20 minutes).
4. Proposal to approve the report from the Staff/Faculty Status DTF (20 minutes; attached).
5. Report on delay of Agenda Committee's evaluation of new governance procedures; request for oral evaluations from faculty (10 minutes).

Dear Faculty Colleagues,

Endings are just as important as beginnings. Come to the meeting, lest you have to live with a vague emotional emptiness all summer long.

Sincerely,

Don^k

Don Finkel
Chair of the Faculty

TO: The Faculty Agenda Committee
FROM: Barbara Leigh Smith for the Deans
SUBJECT: Staff Faculty Status DTF

Early this fall I charged a DTF to deal with a variety of issues concerning staff faculty status.

Those problems were:

1. Inconsistencies in existing policies regarding staff faculty status
2. Lack of rationale for appointment
3. Unrealistic minimum teaching expectations

The DTF met in the Fall quarter and issued the attached report. The deans and the Provost discussed this report. It has also been reviewed by a variety of other areas of the college. A complete set of responses is attached.

We largely support the recommendations of the DTF and ask that you pass the recommendations onto the Faculty with certain amendments that the Deans believe are needed.

The recommendations are as follows:

1. Our current staff faculty status policies be abolished upon completion of all current 3 year appointments.

2. The Academic Deans should consider and recruit appropriate staff members for available teaching positions. Staff members with expertise needed for our curriculum should be encouraged to request and negotiate with both their supervisor, the appointing authority, and the academic deans, opportunities to serve as Associate faculty members (either full time as Visiting Faculty or part time as Adjunct Faculty). The Vice Presidents should periodically remind their employees of this opportunity.

3. Coverage of a staff member's responsibilities while serving as an Associate faculty (Visiting or Adjunct) must be carefully planned. All affected by the exchange need to participate in the planning for the exchange and be oriented to the different expectations of their new roles, so that the welfare of both the academic and administrative areas is assured. [A written plan must be submitted to the appropriate VP before the exchange is approved.]

4. Four categories of Faculty shall be established:
 1. Regular, 3 year faculty
 2. Visiting, one year faculty (renewable or nonrenewable)
 3. Adjunct
 4. Associate Staff Faculty

The new category of Associate Staff Faculty,

designated ((Subject) Specialist), should apply to staff members whose job descriptions include a majority of their time devoted to credit awarding teaching responsibilities.

5. Staff members whose job descriptions include a majority of their time devoted to credit-awarding teaching responsibilities should a). be classified as exempt employees, b). be granted Associate Faculty Status upon the review and recommendation of the Faculty Hiring DTF, c). be paid on the faculty and administrative exempt salary scale proportionate to the amount of time devoted to each role, d). be hired upon joint recommendations of the unit head, the academic deans and the Faculty Hiring DTF, e). be evaluated annually by their supervisor incorporating the deans evaluation of their teaching, ~~f). be given annual contracts for their position.~~

- 6) The academic deans, the appropriate supervisors, and the Director of Employee Relations should clarify the teaching and staff responsibilities of current staff who appear to qualify for Associate Faculty ((Subject) Specialist) status under the guidelines of these recommendations. These employees should be counseled on the rationale, benefits and implications of these policies.
- 7) Staff members authorized by the academic deans to voluntarily sponsor one or two Independent Learning Contracts in their area of expertise should be granted Associate Faculty (Adjunct) status, have their teaching evaluated regularly by the deans or appropriate faculty, and have their teaching contributions recognized by the Provost.
- 8) All staff members who offer part-time courses as part of Evergreen's curriculum should be granted Associate Faculty (Adjunct) status, have their teaching evaluated regularly by the deans or appropriate faculty, and have their teaching contributions recognized by the Provost.
- 9) Staff job descriptions should recognize teaching expectations and responsibilities, whether or not the staff are responsible for awarding credit.
- 10) The contributions of staff members and community members (i.e. internship field supervisors) who are regularly engaged in various types of teaching,

even though not responsible for awarding credit, should be recognized by the Provost and by the faculty benefitting from their assistance.

- 11) Faculty Librarians should be more clearly identified as Regular Faculty with the special appointment, teaching, and evaluation policies currently located in the Staff Faculty section of the Faculty Handbook (EAC 174-129-040 thru 090).
- 12) Chapter 4.000 (Faculty Policies) should be amended to incorporate these recommendations. A draft of our amendments, begun by the DTF but needing more careful refinement, is included in the Appendix.
- *) The DTF agreed to include Recommendation 5(f) after long debate over the pros and cons of issuing annual contracts to exempt employees who spend a majority of their time teaching. The major concerns were: 1) the increased difficulty in carrying out personnel actions (such as termination) that could be necessary in special circumstances, and 2) the precedent of awarding contracts to exempt employees who teach, while other exempt employees are not given contracts. The arguments for awarding annual contracts were: 1) consistency with other faculty appointments, all of which receive contracts, 2) the need to protect expectations of curricular offerings during an academic year, 3) the ability to include contract language that assures appropriate action in case of violation of Evergreen's Social Contract, and 4) this assures an annual evaluation of the staff member's teaching activities.

Charge to Staff Faculty Status DTF

from Barbara Smith

It has been some years since the College's staff/faculty status policy was written. Since that time, a variety of problems have arisen which require some re-examination of what we are doing in this area. The questions I ask the DTF to address are the following:

1. Should we create a new category of staff/faculty status to cover such areas as the Learning Resource Center and the Math Lab? What pay scale and faculty expectations, rights and responsibilities should pertain to individuals in this category?

It is clear that there is considerable teaching going on in the Math Lab and Learning Resource Center, and that this teaching is not adequately integrated into the rest of the curriculum. It is also clear that we could not accommodate the periodic rotation to the faculty that the current system would require if the directors of the Math Lab and Learning Resource Center were accorded staff/faculty status.

2. Is it important to insist upon rotation into coordinated studies for one quarter out of every nine for all staff members with faculty status or are there other ways to satisfy the intent of this requirement? It has become impossible to fulfill the rotation requirement. This is primarily because we cannot find faculty who wish to rotate into the staff positions on a regular enough basis. More recently, supervisors have been unwilling to release staff persons to fulfill their teaching responsibilities because of the destabilizing influence of their absence. Sheer numbers have also created this problem. We now have a large enough number of staff with faculty status that it is difficult to find sufficient exchange replacements. We also do not have enough visiting faculty lines to simply "buy-out" staff replacements.

3. What is the rationale for awarding staff/faculty status?

Units and supervisors seem to be recommending staff/faculty status without sufficient rationale or forethought about its consequences; the same can be said of the Deans and the Faculty Hiring DTF. The Faculty Handbook doesn't really help in spelling out the rationale. Perhaps it is time to be much clearer about the rationale for recommending staff/faculty status, and becoming more selective about awarding it. The consequences of awarding it haven't been sufficiently thought through in making these decisions.

I do want to say that appointing this DTF should not be seen as a lack of support for the concept of taking advantage of the considerable expertise that staff possess. I think there are some other ways to think about this. Perhaps a more case-by-case approach is needed. Perhaps a less binding definition of how staff/faculty fulfill their teaching obligation is needed. In any case, the issue needs examination. I thank you for your willingness to serve. I hope that this issue can be adequately discussed in the course of two or three conversations of your group.

Staff/Faculty Status DTF Report

- I. Charge to DTF:
- 1) Address problems associated with current Staff Faculty Status policies (section 4.400 of Faculty Handbook).
 - 2) Problems identified by Barbara Smith in Charge to DTF include: (see appendix for complete charge)
 - a) lack of rationale for appointment.
 - b) unrealistic minimum teaching expectations.
- II. Research:
- 1) We created a matrix of "Types of Teaching" and "Categories of Teachers" at Evergreen, and identified additional issues regarding staff who have teaching responsibilities.
 - 2) We contacted six other small, innovative colleges to learn about their policies regarding staff with faculty status.
 - 3) We identified and interviewed staff who currently hold Staff Faculty Status and staff with teaching responsibilities as part of their job description.
 - 4) We tried to understand Chapter 4.000 (Faculty Policies) of the Faculty Handbook.
- III. Findings:
- 1) The problems identified in the Charge to the DTF are real, and the issues are complex.
 - 2) Very few of the staff awarded Staff Faculty status under Section 4.400 of our Faculty Handbook have been able to satisfactorily fulfill the teaching expectations of their appointment. (Recommendations 1 and 2 address this issue.)
 - 3) Staff-faculty exchanges and staff rotation into teaching assignments, while encouraged, are often hampered by a lack of clarity regarding new responsibilities, by either the rotating faculty, the rotating staff, or other staff in the area affected. (Recommendation 3 addresses this issue.)
 - 4) Some staff members (both classified and exempt) without faculty status have credit-awarding teaching responsibilities as part of their job descriptions. Others sponsor Independent Learning Contracts in their area of expertise, voluntarily and with authorization from the Deans, in addition to their staff responsibilities. And some staff occasionally teach courses

without being granted Associate Faculty (Adjunct) status. These situations are in violation of WAC 174-128-010: "Everyone who is directly responsible for generating credit at Evergreen will be a member of the faculty." (Recommendations 4-8 address these issues.)

- 5) Teaching that supports the curriculum, but does not include responsibility for awarding credit, needs to be more prominently recognized -- in job descriptions, where appropriate, and by means of expressions of commendation and appreciation. (Recommendations 9 and 10 address this issue.)
- 6) Faculty Handbook policies regarding faculty membership, appointment and evaluation are often confusing, contradictory and/or incomplete. For example, the classification of Faculty Librarians as either Regular Faculty or Staff Faculty is unclear. (Recommendations 11 and 12 address these issues.)

Staff Faculty Status DTF:

Judith Espinola
John Filmer
Russ Fox (Chair)
Doug Hitch

Randy Holycross
Gail Martin
Willie Parson
Karen Wyncoop