

# Spring 2019 Faculty Institute Outcomes

The 2019 Spring Faculty Institute explored and attempted to bridge the differing expectations among faculty and between faculty and administration regarding faculty roles and responsibilities within the university. The goal was to arrive at a relatively coherent set of expectations and responsibilities for status/status-track faculty related to their teaching, advising, professional development, and service to the university. While we found a great deal of common ground, issues relating to faculty workload, the prioritization of responsibilities, contractual obligations, and the types of acceptable faculty professional development and service will require more work in future faculty institutes, committees, and working groups.

## FACULTY ROLES AND EXPECTATIONS – AREAS OF CONSENSUS:

### **Teaching, Curriculum Management, and Advising:**

- Grades must be submitted by the due date. Need to address the admin issues that affects timely submission of grades, especially from overseas.
- Meet classes as scheduled. Missed class must be made-up.
- Instructional methods should be determined by faculty (with some exceptions as determined by the department).
- Curriculum and course management determined by faculty and/or academic department.
- Department and faculty should routinely review and update curriculum and syllabi and develop new curriculum.
- Faculty are encouraged to use technology to enhance instruction (Starfish, Canvas, Concourse) but are not mandated.

### **Professional Development:**

One size does not fit all. We acknowledge that Webster values teaching. However, we welcome the opportunity to innovate and explore other ways of creating and incentivizing scholarship beyond the sabbatical model. We advocate for increased support mechanisms and incentive structures that would allow time or space for all forms of scholarship.

- Academic discipline/department faculty should define professional development expectations in collaboration with the leadership of their Schools/Colleges in line with the University handbook.
- Define the activities that define discovery, integration, application, scholarship of teaching and learning within the discipline/department and assess their success.
- Disciplines/departments should determine the value of different kinds of professional development/research activities.
- Discipline/department should create an environment of mentorship, support, and encouragement for scholarship, broadly defined, to provide space, time, and resources to the best of its ability, including advocating to the dean/leadership for additional resources. Should not undervalue scholarship.
- Discipline/department and university should recognize the contribution of research to teaching and its contribution to the prestige of the university.
- No top-level quantification scheme.

## **Service and Other Professional Obligations.**

- All faculty have service obligations.
- Faculty should be on campus and/or available during the period indicated on their appointment letters.
- Faculty should not use work study students for personal tasks and errands.
- Faculty are contractually required to attend commencement, Faculty Institutes, and college and department meetings.
- Faculty are expected to attend Assembly meetings.
- Convocation is optional.
- Faculty agree that employment/paid consulting outside of Webster University is acceptable as long as it does not interfere with faculty duties.
- Unpaid work performed during the summer is unfair.

## **AREAS THAT NEED MORE WORK:**

### **Teaching, Curriculum Management, and Advising**

- Adjunct/contingent faculty should be mentored to maintain consistency in instruction.
- Course scheduling: department and faculty should work together to meet the curriculum needs of students.
- Departmental presence, responsibilities, load, and other duties need to be clarified and articulated.
- Faculty should strive to mentor advisees.

### **Professional Development.**

- Disciplines/departments should rank the conferences/ professional dissemination outlets.
- Faculty can attend X conferences/apply for X grants without presenting/getting funding.
- Schools/Colleges/university should provide support and acknowledgement for discovery.
- Faculty may have differential contracts/expectations (e.g., holistic department model).
- Revisit the annual faculty evaluation form to reflect meaningful discipline/departmental assessment/value; use consistently.
- Develop qualification/evaluation guidelines.

### **Service and Other Professional Responsibility**

- No consensus on the types of service the university should recognize.
- The extent to which faculty are expected to engage in marketing and recruitment (and the extent to which these activities are supported).

Some feel recruiting is a way for faculty to “buy into” their students. Some have a specific budget to do this. Faculty are also out at local institutions, career fairs, trade fairs, law firms etc. Trying to get a clear idea what Admissions wants...different messages for different programs. Recruiting is an expectation in many departments/programs. Literature for departments/programs are not always visible at Admission Events. “Just do it!” ...craft your own admissions program.

Discussion started to evolve into Marketing.... Faculty agreed that Marketing and Recruiting are intertwined. We want to help with the limited resources we have but we are not the experts. We need professional help.

Faculty should be available on evenings and weekends as needed (majority NO vote...5 people think it just depends and “*expected* is different than *available*.”

- What are our responsibilities for assessment?  
Some departments have major assessments that are continuous and take up a large amount of time. We need to pay attention in the future if we modify faculty load.
- Further issues relating to outside employment and paid consulting:  
Two different ways to do something. For some it is part of their profession and advancement. On the flip side, there are people who spend a committed amount of time that makes them not available for the basic duties of a faculty member. We need to make sure it does not interfere with their jobs. In some areas, instructors need to be licensed and it takes time.
- Summer obligations, for those on a 9-month contract?  
Many faculty “volunteer” their time and attend faculty meetings, admissions events, work on curriculum, etc. They do it out of the goodness of their hearts, even though they do not get compensated for. Some faculty felt they were being taken advantage of. It is a problem that we are not compensated for new program work in the summer. Faculty work needs to be recognized. Some faculty need 12-month contracts.

#### NEXT STEPS:

Faculty Senate will take the lead in:

- Determining what items of consensus might be included in the University Handbook and draft that language for Assembly approval in AY 2019-2020.
- Deciding which standing committees might address issues relating to contracts and curriculum management.
- Identifying the items that could be the topics of future institutes.

## Appendix

The Spring Faculty Institute 2019  
The Webster Way? Faculty Expectations and Responsibilities

### SCHEDULE OF EVENTS

1:00-1:30 pm: **Registrations** (*EAB 2<sup>nd</sup> Floor Balcony*) and **Refreshments** (*EAB 261*)

1:30-2:00 pm: **Plenary: Framing of the Conference** (*EAB 253-262*)  
Kelly-Kate Pease, Vice President Faculty Senate  
David Robinson, AAUP

2:00-3:15 pm: **Breakout Session 1: The Conversation**

**Session A:** Teaching/Course and Curriculum Management/Advising (*EAB 253-262*)

Facilitators: David Robinson & Terri Reilly  
Observers: Hemla Singaravelu, Kelly-Kate Pease

**Session B:** Professional Development (*EAB 254*)

Facilitators: J.P Palmer & Dani MacCartney  
Observers: Paula Witkowski, Kathy Corley

**Session C: Service and Other Professional Expectations (EAB 252)**

Facilitators: Karla Armbruster & Gary Glasgow  
Observers: Ted Green, Chris Sagovac, Liz Risik

3:15-3:45 pm: **Intermission and Refreshments (EAB 261)**

3:45-5:15 pm: **Breakout Session 2: The Outcome: Areas of Agreement and Areas that Need Work**

Session A: Teaching/Course and Curriculum Management/Advising (EAB 253-262)

Facilitators: David Robinson & Terri Reilly  
Recorder: Hemla Singaravelu  
Observer: Kelly-Kate Pease

Session B: Professional Development (EAB 254)

Facilitators: J.P Palmer & Dani MacCartney  
Recorder: Dani MacCartney  
Observers: Paula Witkowski, Kathy Corley

Session C: Service and Other Professional Expectations (EAB 252)

Facilitators: Karla Armbruster & Gary Glasgow  
Recorder: Ted Green  
Observers: Chris Sagovac, Liz Risik

5:30-6:00 pm: **Plenary: Breakout Reports and Next Steps (EAB 253-262)**

6:00-7:30 pm: **After Institute Social: Drinks and Hors d'oeuvres (Edward Jones [EAB] Commons)**

## **BREAKOUT 1**

The first breakout is devoted to beginning the conversation— perhaps difficult – and to identifying potential areas of differing expectations among faculty and administration. Below are the kinds of issues that could generate disagreement among reasonable and well-intentioned people. (*Note, not every item on the list needs to be explored and other items can be raised*).

### **Teaching/Course and Curriculum Management/Advising**

Differing expectations regarding *instruction*:

- Instruction should be determined by each faculty member and we should trust and defer to them, except in extreme cases.
- Faculty should integrate active learning, experiential learning, and new pedagogies into their courses.
- Traditional lectures, in-class exams, and writing (and rewriting) assignments are a necessary part of teaching.
- Instruction should utilize online/technology-enhanced components (Starfish, WorldClassRoom, Concourse Syllabus Manager).
- Faculty should avoid assigning last-minute homework for fall/spring break week.

### Differing expectations regarding course and curriculum management

- Curricula and courses management is determined by faculty and/or academic department.
- Curricula and syllabi should be routinely reviewed and updated.
- All material provided in class should be made available to students in WorldClassRoom/Canvas.
- Grades must be submitted to the registrar by the “grades due” date.
- Except for emergencies/sickness/unavoidable professional conflict, faculty members should meet with their classes as scheduled. Missed classes should be rescheduled or covered by substitute.
- A combination of face-to-face contact, outside class activities, and/or an online component is an acceptable alternative for classes not meeting at scheduled times regardless of reason.
- Courses should be scheduled by student needs not faculty convenience.
- All faculty members should teach in a variety of formats (MWF, TTH, Night, and Online).
- Faculty should teach at least 40 students per fall and spring semesters.
- It is acceptable if some faculty only teach two days a week per chair approval.
- Senior faculty should have first choice of courses/times.

### Differing expectations regarding advising:

- Faculty should only advise their majors.
- Faculty should mentor advisees.
- Faculty with less than 10 advisees should be assigned other kinds of advising and/or teaching responsibilities.
- Advising student clubs “counts” as advising.
- Faculty should rarely waive degree requirements.

### Professional Development

#### Differing expectations regarding whether:

- Attending a conference without presenting a paper is sufficient for professional development
- Faculty should avoid attending multiple conferences and other professional development activities if it means not meeting with their classes for more than a week during any given term.
- The Boyer Model is dated and needs to be re-evaluated.
- Faculty should publish, present, perform, and/or exhibit work every three years.
- Faculty should actively write and seek external funding grants.
- Some Faculty should have reduced teaching responsibilities to pursue professional development opportunities.
- Faculty with limited professional development activities should have additional teaching, advising and service obligations.

### Service and Other Professional Expectations

#### Differing expectations regarding whether:

- Every faculty member is required to perform annual service to the university either on standing and/or ad hoc committees.

- Service only to the department or professional association is sufficient for meeting the university's service expectations.
- Serving on a committee that never meets (or meets rarely) should not be considered service.
- Attending committee meetings is optional.
- Faculty should be on campus and/or available during the period indicated on their appointment letters.
- Faculty should be available on evenings and weekends as needed.
- Commencement, convocation, assembly meetings, faculty institutes, and department meeting are optional.
- It is acceptable for faculty to use work study students for personal tasks and errands.
- Participation in assessment and program review is necessary of all faculty members.
- Employment or paid consulting outside of Webster is acceptable for status/status-track faculty.
- Employment or paid consulting outside of Webster should be restricted to certain criteria so that it does not interfere with status/status-track faculty responsibilities and/or burden colleagues and/or staff.
- Faculty are accountable for their actions while carrying out the duties of their contract.
- Faculty are unwilling to hold each other accountable (the "thin academic line").

## **BREAKOUT 2**

Breakout 2 is devoted to identifying areas of agreement and areas that need more work with the goal of building consensus. The task of this working group is to create a list of agreed-upon responsibilities and suggest "next steps" in resolving disagreements. Each breakout group will present their findings (approximately 10 minutes) during the final institute plenary.