Academic Senate Faculty Affairs Committee, 2021-2022
November 19, 2021
Location: Zoom

Attendance: Taylor Monday; Stephen Chrisomalis; Shelly Jo Kraft; Poonam Arya, Sara Kacin; Elizabeth Stoycheff; Karin Tarpenning; Bo Shen; Georgia Michalopoulou; Marisa Henderson

Absent with notice: Scott Tainsky; Ellen Tisdale; Nicole Audritsh; Christine Jackson; Patricia McCormick

Guest: Boris Baltes

1. Approval of minutes last meeting (10/15/21)

- Motion by: Elizabeth
- Second: Poonam

2. Subcommittee reports

- Online education (Elizabeth Stoycheff)
    - Continuation from the work last Spring.
    - Online courses should be treated the same in terms of oversight and review (academic freedom, faculty have a say in class modality moving forward). No extra oversight.
    - Do not want online to completely go away: offering a mix of both face-to-face and online
    - Create an online teaching award. Recipients could serve as university mentors in their colleges for others who teach online and review class content. Should come with compensation.
    - OTL has limited resources and they need more to help faculty. Able to support but not design and implement because of lack of resources. Hire more people who are experts in instructional design for online courses.
    - Got support from other faculties (Taylor)
    - Transparent (Sara)
    - Boris: agrees that OTL needs more support and teaching awards are a good idea. Ownership over online courses could be in question if faculty is receiving more help from WSU.
    - Poonam: faculty would own content and WSU would help with implementation support
    - Bo: Encouraging people to come back to campus limits the online teaching option. This seems to be a controversial message.

- ○ Boris: Online and hybrid is still being encouraged. Right now, we're at 50/50 and we want to increase face-to-face instruction so that it's the majority of instruction but there is still an online option (70/30 or 80/20). We do not want to make decisions from the top down and want to let schools and departments make those decisions.
  - ○ Elizabeth: We would like those decisions to remain at the department level.
- ● Faculty and staff (Georgia Michalopoulou)
  - ○ Met once and discussed questions. There are many similarities between the faculty and staff subcommittee and the online subcommittee. Decided to focus on the questions with the least overlap.
  - ○ Difficult to create one solid recommendation on increasing certifications and programs.
  - ○ Look into which certification programs exist
  - ○ How can we standardize the information in comparison to traditional courses?
  - ○ Developed a list of questions to send to departments to get a sense of this.
  - ○ Who teaches these courses? Is it voluntary? Are they compensated? Tenure vs. non tenure? Workloads?
  - ○ Once we get answers about this we can make recommendations.
  - ○ Shelly: Coming up with parameters to quantify these things. Would they be for existing or "outside" students? How many students?
  - ○ Bo: should staff be in person or online for these?
  - ○ Georgia: hasn't been addressed yet and it would depend on the program, department and their individual needs. Some people can work from home and others cannot.
  - ○ Shelly: Are we creating a temporary online accommodation or is this a standing online certification program? We want input from everyone on this. What are other universities doing with higher enrollment and how can we replicate that?
  - ○ Georgia: Similar issues come up in other committees -- what is WSUs identity and what type of instruction do we want to be known for? How can we boost enrollment and market our programs?
  - ○ Bo: Agrees. WSU is ranked very low and has declining enrollment. Other universities are increasing enrollment. Why is this happening? We need an identity as a university.
  - ○ Sara: Faculty identities are also tied into this. Some faculty enjoy the hybrid aspect and others find it challenging.
  - ○ Shelly: Individual faculty experiences are different. Some people feel virtual work has increased their workload because they need to be available 24/7.
  - ○ Georgia: Agrees with Shelly.
  - ○ Marisa: Workload issues are also because vacancies aren't being filled. Is the identity going to incorporate our post Covid reality?

- ○ Shelly: Dean Heartwell in CLAS is pushing for face-to-face.
- ○ Taylor: Online teaching more means more compensation for part-time faculty, advocating online teaching. Some concerns about eliminating online teaching from college/department level.
- ○ Shelly: Online degree vs standard degree has its own identity that would be different from the current identity. More top-down input would be helpful.
- ○ Karin: Some folks are concerned with the lack of student involvement. It depends on the class and the discipline. Students aren't getting the same quality of education from online courses.
- ○ Stephen: Options are expensive. To have a both online and in-person course is very labor intensive. A way to accomplish that would be by being less research intensive. Right now, we identify as a research university, and changing that would have consequences. More flexibility means more money and more time.
- ○ Boris: WSU has too high of tuition to become an online school. That wouldn't happen. Where is the tradeoff between student and faculty needs? Monitoring student trends and where students are signing up for classes will be important. All of these questions are being discussed by the Provost and administrative staff. There needs to be a balance between top-down directives and department level autonomy. More enrollment is the only way to correct the budget. Undergraduate enrollment is overwhelmingly local. How do we recruit students from further away? Provost wants colleges and departments to recruit more.
- ○ Shelly: Department level recruitment also falls back on the faculty and staff workload.
- ○ Boris: Our recruitment staff is lacking in comparison to other universities. Recruitment costs money and it's a question of where do limited resources go?
- ● Credentials (Stephen Chirsomalis)
  - ○ Crossover of questions with other subcommittees.
  - ○ Pass/No credit options for classes can be a tool but shouldn't be a permanent option. There is a correlation between this and academic withdrawal. Should be kept for emergencies and used on an as needed basis.
  - ○ Badges and certificates are broad: grad certs/ undergrad certs/ noncredit certs. Generally don't recruit new students.
  - ○ How are these things being compensated? Should research faculty be doing this? Should it be adjunct? Who would oversee adjuncts? Reputation is important.
  - ○ Programs shouldn't be split into badges and certificates. What would be the purpose of this?
  - ○ Degree programs and competency-based education. Giving academic credit for experiential work. Takes the power away from faculty. Exceptions included internships, clinicals, etc. There would be consequences to this. Not desirable.
  - ○ How do degrees equate to career placement?

- - We need to provide specialized professional development evenly across the university. Poorly advertised career services that the university spends a lot of money on. Working more effectively with data on post graduates.
    - There is not a one size fits all assessment model. Subcommittee cannot figure this out.
    - Shelly: There is overlap between our committee on certificates and badges. Our subcommittees should meet about this.
    - Taylor: If no people in the department do recruitment, it would be different for new students. Too complicated sometimes.
  - Study abroad (Taylor Monday)
    - Two different areas: study abroad for faculty and students' recruitment
    - Study abroad office does not recommend a virtual campus
    - Leading students study abroad, there are a lot of options available. People are not very familiar with it.
    - Via global faculty program, try to recruit international students.
    - Allowing faculty exchange program, to attract new students.
    - Offering support for international students.
    - Lowering tuition cost for international students.
    - Increasing international students will support us economically and culturally.
    - Steven: If there is a global study program on campus? Yes, but not a graduate program.
    - Taylor: We have not been classified as minority serving institution.
    - Steven: No such generic identity.
    - Sara: We are working toward becoming an MSI.

3. Individuals we are going to invite in 2022

- WSU-GEARS (Krista Brumley, Lars Johnson, Stine Eckert) (01/21/22)
- Study Abroad and International Outreach (Ahmad Ezzeddine, Vice Provost for educational outreach and international programs)

4. New business:

- N/A