

**CT Caucus Fall Meeting
October 11, 2017
Minutes**

Submitted by Josh Enszer, CT Caucus Secretary

- I. Meeting called to order by Terry Harvey, co-chair. Two new members of the executive board, Bri Newland and Josh Enszer, were introduced.

- II. Discussion of CT mentoring opportunities. Stephanie Kerschbaum is setting up a set of small mentoring groups for faculty. The question was posed, do CT faculty want to participate with one that is there, or have a separate entity for CT faculty? Individual comments included the following:
 - Some are not getting much in terms of professional advice in this group, but it is a structured way to set aside time to devote to writing. Topics include planning, how to structure the week, a little bit of venting, suggestions for how to meet goals when they don't get there.
 - There is another such group that focuses just on writing – it's a place to get together to spend time writing together in the same space.
 - If there were a session where people get together and share ideas about teaching, best practices, that would be useful. Stephanie is also recruiting interested faculty for a teaching goals and accountability group. **Bri Newland and Julie Butler offered to follow up and support that effort.**

- III. Announcements from CTAL:
 - Reminder that there is a syllabus template on CTAL's website. One way to access it is via <http://ctal.udel.edu/syllabus-template/>.
 - When you attend a CTAL program, be sure to sign in to the event – some time after the event, you will get a letter from CTAL describing the program, number of hours, and encouragement to post this evidence to UD Academe.
 - If you haven't made the switch from Sakai to Canvas, you'll have to soon. Sakai will be gone by next December. Terry reports that Canvas takes "fewer clicks per task" in some cases.
 - Quick reminder for those interested in documentation of effective teaching: the first Friday roundtable from CTAL in the spring semester has historically been devoted to this topic, so keep an eye out for that announcement! The next one is on February 9, 2018.

- IV. Advocating for applicable requirements for promotion of CT faculty: Current versions of P&T documents are available on the provost's website. It seems that many departments are borrowing ideas from other departments who have already updated their documents to include CT faculty; some of these examples are good, some not so good. A conversation began about what specific deliverable we might want to bring forward as the CT caucus. Discussion included the following:

- Do we want to give direction via some sort of template to give to departments? We could identify features from department by-laws/P&T documents that do things well.
- A reminder that it's important to raise CT voice "everywhere" – and department docs need to be consistent with the CBA. Promotion should be based on workload, which is usually very different for CT than it is for TT. We seek to ensure that evaluation is not, for example, based on publication/research the same way it is for TT faculty. The CBA can only speak to process – that's where resolution can occur. The CBA doesn't speak to individual members on P&T committees themselves, such as for example others who may not agree with promotion of CT faculty. Should we push for CT representation on all P&T committees? It seems this isn't the case for some colleges.
- Is there accountability for departments? P&T revisions are supposed to be looked at by dean and approved by provost. Some documents may have been accepted as long as they had the specific requirements that the provost was looking for; there may be department documents that need fixing.
- We should make clearer whether or not external reviews should be external to the unit or to the university. If the college already has defined requirements, it should be easier for departments to adopt those requirements.

End conclusion: the CT caucus should prepare a mechanism to provide suggestions and feedback for what should be included in promotion documents. An initial committee of Jens Schubert, William Rose, Marie Wood, and Brianna Newland was formed. **Other CTs who are interested in contributing to this effort should contact Brianna Newland at bnewland@udel.edu.**

- V. UD Academe: Support for using UD Academe was briefly discussed. It was noted that the team behind the software (reachable via udacademe@udel.edu) has been very supportive as far as creating promotion dossiers. It was also pointed out that use of UD Academe requires some level of savvy of the P&T chair to share this information with the committee, external reviewers. In many cases, multiple "forms" of the promotion dossier are created by individuals.
- VI. Peer observation: A quick update from the teaching peer observation group was provided. As of now the group has done some search of the literature and comparisons against other universities that have peer observation programs. This semester, the group is "field-testing" the customizable rubric that they've developed. The main idea is for there to be a pre-observation meeting to discuss what specifically the observer should pay attention to, followed by the observation, followed by a post-observation group to share insights. This is meant to be a formative process. The group is still discussing modes for sustainability – likely some sort of "ladder" or "wheel" system such that those requesting an observation also must conduct observations so that the same people aren't made to observe over and over. By the end of the semester, the group will meet with department chairs to discuss the process, and soon open up this program to others.

- VII. New CT Faculty Orientation: We want to make sure that there is content in faculty orientation relevant to CT faculty. There was some discussion of what this would look like:
- One possibility is a “breakout” session during orientation when the focus veers to topics not relevant to CT faculty, such as the tenure process. It’s not clear what this would look like.
 - Another possibility is developing a handout to make sure new CT faculty receive – some sort of fact sheet, including topics like the CT caucus, locations of interest, resources, maybe some sort of “top ten things to know as a CT faculty member.” Perhaps the contact information of senior CT faculty willing to be mentors. **We are seeking a committee to develop this handout. Please contact Josh Enszer (enszer@udel.edu) if interested.**
 - It was noted that every effort should be made to get a list of new CT hires each year. Terry reports that in the times we’ve requested this information, it’s taken anywhere from a couple weeks (recently) to a couple semesters (in times past) to get this information.
 - Another idea is to make sure that the faculty panel for Q&A at new faculty orientation should include a CT faculty – perhaps a member from the exec board of the caucus – to make sure new faculty have a contact point for the caucus. We should check with CTAL, who is involved with the afternoon part of orientation. Josh will follow up on this part.
- VIII. Caucus position on online courses: A request was made to have the CT caucus consider whether they should be involved in formally being involved with the development of online courses. The university is encouraging people to produce online courses but there are currently no standards for what is a quality course. There exist organizations that will evaluate for a fee; there are a bunch of rubrics out on the web to apply to systematically evaluate. One possibility is, analogous to peer observation, maybe get involved with establishing guides/standards for UD online courses. Other discussion:
- Whatever we choose to do shouldn’t be separate from any body that is already looking into this. If something exists, we should ensure CT representation. If nothing exists, we should push to get the ball rolling.
 - There are rubrics associated with Quality Matters out there. This would be a good place to start.
 - How do we get a group like faculty senate to support use of what standards?
 - Should we see if we can get sponsorship from faculty affairs?
 - What would the way forward look like? Task force, commission, committee, workgroup?
 - What currently exists as far as support for online courses? CTAL sponsored a cohort to train teachers of English 110. How is continuing education involved?
 - There was originally a (probably paid) consultant to help develop courses in the past. What incentive is there for faculty to develop online courses? (What are they paid?)

End conclusion: **The CT exec board will check with Kinservik's office** – if a group already exists, CT needs to be involved, and we go from there.

IX. Other concerns of the attending members:

- It was mentioned that post-tenure reviews conducted in some colleges have led to some unsatisfactory reviews and at least one retirement. There was discussion about how reviews like this could impact CT faculty and lead to contracts not being renewed. The CBA covers conditions of employment; would similar reviews of CT faculty impact these conditions? **We are seeking volunteers to discuss this concern with the AAUP.**
- Parental leave was discussed. Options are limited for CT faculty. TT faculty can work out arrangements with departments to reduce teaching/service workloads and focus on research, while CT faculty can only partially reduce teaching loads since teaching is such a large part of their work. Should we push for a more formal policy for workload reduction for parental leave? The Women's Caucus has worked to address this issue and should be consulted. A working group starting with Victor Perez and Jens Schubert is formed. **Please contact Victor (victorp@udel.edu) if you are interested in joining this initiative.**
- It was suggested that someone from the CT caucus exec board meet the new interim provost on behalf of the caucus, as a "get to know you."
- **All CT faculty are strongly encouraged to join the AAUP.** It makes a difference!
- A question was asked about the process for sabbaticals. It was noted that the faculty handbook includes these procedures and that CT faculty are entitled to one after every six years. We do not get an analogy to a workload reduction that TT faculty get halfway through their time as assistant professor.