**Faculty Assembly Executive Council (EC) Meeting Minutes**

April 8th th, 2015        12:30-1:25pm  CP 206C

**Present**: *Julia Aguirre, Ji-Hyun Ahn (substitute for Huatong Sun,) Orlando Baiocchi, Juliet Cao, Charles Costarella (via teleconference), Sergio Davalos, Denise Drevdahl, Kelly Forrest (via teleconference), Bryan Goda, Michelle Garner (via teleconference), Matt Kelley, Bill Kunz, Marcie Lazzari, Nita McKinley, Janie Miller, Lauren Montgomery, Amos Nascimento, Mark Pagano, Jill Purdy, and Haley Skipper (via teleconference).*

**Absent:** *Anne Wessells*

## A.  Action Items

### Consent Agenda

The March 11th, 2015 Executive Council meeting minutes were accepted.

## B.  Discussion Items (in alphabetical order)

### Chair's Report

i.    **Spring 2015 Elections**: members were asked to encourage constituents to nominated for the following offices via the catalyst polls:
  - Faculty Council on Tri-Campus Policy Representative
  - Faculty Assembly Vice Chair
  - Graduate School Council Representative

ii.   **VCAA search**: Faculty timeslots were announced; members were asked to attend and to encourage others as well; Marcie Lazzari, as Co-Chair of the search committee, asked faculty to send her comments or questions via email, mlazzari@uw.edu.

### Student Engagement: Growing a Center for Service & Leadership - Paul Prociv, Student Leadership Specialist

Paul solicited input on student engagement's plans to grow a center of service and learning. He hopes to connect identities with those of the community through a database of opportunities.

  - **Reason**: this idea stemmed from the AACRAO consultants' report who asked Student Engagement to run projects for service and learning and service learning to stimulate retention and student success.
  - **Plan proposal**: the Assistant Director of the Center for Service & Leadership, Paul Prociv, would report to the Associate Director for Student Engagement, Surtida Shelton
  - **Resources**: wants to provide faculty with connections
  - **Guidance:**  would like members of staff, students, faculty (hopefully community members as well) to contribute and rally together
  - **Survey**: asked faculty to respond to the plan: http://www.tinyurl.com/CSLinput

Faculty voiced:

  - Encouraged Paul to find faculty that are well-versed in service-learning including internship coordinators

- Presented reluctance toward another center on campus
- Showed concern with overuse of community partners; some community groups turn students away because there have been too many students placements. Paul hopes this center would help avoid duplication and overuse of community resources.
- Feared that structures could be duplicating work; Paul noted the difference between service learning, internships, and practicums; the center would utilize each one effectively.

## Teaching Assessment Campus Fellows' Report – Sushil Oswal, Assistant Professor, IAS

The fellows

i. Were charged to look at best practices in teaching assessment and evaluation.
ii. Read *Thirteen Strategies to Measure College Teaching* by Ronald A. Berk amongst articles in their field.
iii. Looked at what is being done nationally for outside best practices; research shows that, nationally, universities are:
   - Combining evaluation types to create a final product
   - Using evaluations for administrative decisions versus development or growth of faculty
   - Using the following types of evaluations:
     ❖ Student evaluations – which are respected more than the other types
     ❖ Portfolios
     ❖ Self-assessment
     ❖ Alumni surveys
iv. Sought input from Karen Freisem, Instructional Consultant for the Center for Teaching and Learning at UW Seattle.
v. Reported the research on our campus:
   - Every department has their own methods
   - Some departments do not evaluate every course
   - There is variation between how tenure track faculty and non-tenure are evaluated.
vi. Hired a student worker to run a survey with an anonymous record on all three campuses.
vii. Is having difficulty finding discipline-oriented teaching assessment devices; Sushil asked that council members send him ideas via email: Oswal@uw.edu.
viii. Asked EC to add their voice to what has been done.

Faculty added, that on our campus, the goal would be that assessment and feedback would be for development versus promotion decisions

## VCAA Report

The Teaching and Learning Center needs more **resources for teaching development**; Brigid Nulty, Program Manager of Academic Programs Professional and Continuing Education, UW Seattle, was introduced. She has drafted a survey and beginning outline on faculty development needs at UWT. Brigid added that she is working on ED.D and wants to launch a professional certificate for continuing education in workplace environments. Brigid said that at teaching and learning centers, faculty development almost always focusses on modalities of learning and teaching topics. There may be other areas in which the faculty needs support, such as grant writing and research support. Brigid requested

input and help from the council and from their constituents via email, bnulty@uw.edu.
Faculty responded:

- Suggested finding grass-roots and informal groups to poll regarding faculty development. Brigid asked faculty to help in that regard because those groups are difficult to find.
- Asked for diversity and equity to be considered, in respect to our campus's values
- Requested that learning-centric and professional development wording be defined
- Asked for clear links between what faculty are doing and the urban-serving mission
- Requested for information not just on accomplishing faculty goals and agenda but what students need.
- Asked for disability to be reflected and focused upon  because 18% of American university students have one or more; faculty need resources

## Welcome to Mark Pagano, Chancellor of the University of Washington – Tacoma

i.   **How we formalize faculty representation on the Chancellor's Cabinet**: Chancellor Mark Pagano asked faculty for input on faculty representation on a chancellor's cabinet. This group will facilitate conversation and connections involving all the campus systems. The Chancellor suggested one faculty member from the Executive Council to serve two years. The Chancellor acknowledged the difficulty in assigning more responsibilities to already busy faculty.
Faculty responded:
- Two faculty members would better represent such a large body and would provide for continuity. One could observe while the other participates, possibly both the Faculty Assembly Chair and Vice Chair. The Chancellor responded that could happen but expressed concern about keeping the cabinet small.
- Will there be student input? And if so, would there be graduate and undergraduate involvement? The Chancellor was not sure it is in the best interest to have a student on a cabinet.
- How big will the cabinet be? The Chancellor said that around 10 would make sense for UW Tacoma; the 4 Vice Chancellors, Sharon Parker for diversity and inclusion, and Lisa Hoffman for community engagement are already set; and representation from staff and faculty is important.
- Expertise, continuity, and elected representation would be important reflect.
- Do not want to duplicate or create a new structure if the existing one works already.
- Faculty asked to discuss this further by themselves and get back to the Chancellor. An online discussion board will be created for EC faculty to use.

ii.  The leaders of the Staff Association, the Associated Student, and the Faculty Assembly met with the Chancellor took place this morning. There are plans to continue this collaboration.