

UNIVERSITY OF WASHINGTON
Minutes
Faculty Assembly Executive Council (FA EC)
Thursday, May 27, 2010
MAT 352
12:30-2:00 p.m.

Attendance: Johann Reusch, Chair; Marcie Lazzari, Vice Chair; Greg Benner, Donald Chinn, Linda Dawson, Marjorie Dobratz, Emily N. Ignacio, Janice Laakso, Mark Pendras, Deirdre Raynor, Peter Selkin, Tracy Thompson, Larry Wear

1. The minutes from May 13, 2010 were approved.
2. The writing composition requirements for UWT were passed by the Academic Policy Committee (APC).
 - a. Deirdre Raynor explained Anne Beaufort introduced Writing Proposal #2 at the APC meeting.¹ After two years the proposal will be reviewed to ensure students are able to access classes to meet the new requirement.
 - b. Donald Chinn asked whether there are resources to hiring faculty. Raynor responded that according to Beaufort no new faculty will be needed for the next two years.
 - c. Action: The FA EC unanimously passed proposal.
3. University Disciplinary Committee (UDC)– update
 - a. Reusch reported that faculty requested more adjudication rights regarding student academic misconduct.
 - b. Reusch noted that per the WAC 478120 there are two paths for an initiating officer. The initiating officer should be appointed by the highest ranking academic officer.
 - c. For UW Tacoma, Chancellor Patricia Spakes has the right to delegate who is responsible for a student’s case. Currently Spakes has appointed the Office of Student Affairs to handle formal hearings.
 - d. Another option is for a formal path to be established which incorporates shared governance. For example, the initiating officer could bring a student’s case to their program director or chair of their department. As authorized by the UW President or the Regents, the chair would make a decision in consultation with the faculty. In other words the current issue FA EC should consider is the UDC’s formal versus the informal process.
 - e. Faculty Appeals Board. According to the WAC 478120, it is the faculty Senate who nominates and appoints members to this board. The members of the Faculty Appeals Board should be selected by the faculty government of UW Tacoma.
 - f. Marcie Lazzari and Reusch met with Julie Draper and Cedric Howard in Student Affairs. Draper and Howard agreed that faculty should be able to provide input on student conduct cases.

¹ Please review attachment A

- g. Summer Interim: Tracy Thompson asked what processes happen over the summer. Janice Laakso responded the UDC is not expected to meet during the summer.
 - h. Mark Pendras asked for clarification about separating the student conduct cases that academic and non-academic. Reusch responded that during formal hearing a faculty member could chair the student conduct case. Reusch also suggested a bylaws change. The academic student conduct cases could be handled by a new faculty committee. Marjorie Dobratz added that a committee like the one Reusch suggested had existed at UW Tacoma. In this case, if a student appealed, it would go to Seattle for review of student academic conduct.
 - i. Marcie Lazzari noted that faculty consultation is needed to determine plagiarism. The point is when a student conduct case is referred to a formal hearing the faculty should be consulted before a decision is made to move forward or not.. Reusch added that WAC states the student conduct case should be directed to the Faculty Appeal Board. Reusch: bylaws; ask for two adjudicating officers: One from Student Affairs and one from the Faculty, specifically for academic misconduct.
 - j. Tracy Thompson asked for the information about this current issue to be forwarded in writing to the entire FA EC. Thompson reviewed the current issue, that there needs to be interface with Student Affairs and Faculty Assembly even if Student Affairs handles the specific student conduct case.
 - k. Lazzari noted that she and Reusch will bring this up at their next meeting with Chancellor Spakes and Vice Chancellor of Academic Affairs Beth Rushing.
 - l. Reusch noted that Cedric Howard asked that faculty serving in the adjudication process should be trained regarding Student Code.
 - m. Action: Faculty reaffirmed the principle laid out in the faculty code that a case of student academic misconduct should be resolved initially by faculty.
4. Undergraduate Advising Taskforce (UATF) – update
- a. Raynor reminded the FA EC that the Foundations of Excellence (FoE) made specific recommendations for the first year experience after hundreds of recommendations from the nine dimension committees. Raynor added that Beth Rushing, VCAA has been working with the UATF to categorize these recommendations. The UATF group realized they will implement these recommendations on a holistic level during all four years.
 - b. Reusch noted that the UATF and the FA EC did not communicate to appoint faculty representation nor did the UATF share information with the Faculty Assembly.
 - c. Raynor noted an email from Beth Rushing informed the name change for the Office of Undergraduate Education. The directors and dean were consulted.

- d. Laakso noted that given the impact on students, she cannot understand how students, faculty, and staff did not provide input on this proposal. Thompson added FA EC also should have had input on the UAFT proposal to centralize advising across programs. Dobratz added that this proposal might impact accreditation in some programs.
 - e. Reusch asked the FA EC to first talk with their programs to see if the FA EC should draft a resolution. The FA EC can resolve this with a faculty vote.
 - f. Mark Pendras added the FA EC should address the lack of faculty input with regard to the new advising model proposal.
 - g. Greg Benner asked that they FA EC should ask for the reasons for this proposal, including the cost associated with restructuring general advising. Reusch responded that one major reason is FoE Academic Plan to centralize all processes pertaining to undergraduate education through the new office of undergraduate education. Lazzari added that this was to resolve current issues with General Education advising, but it may not alleviate these current problems. Laakso asked what this restructuring will create for students. Larry Wear added that faculty might have to fill the role as faculty advisers when staff advisers are let go.
 - h. Action: EC Vote on this resolution which will be forwarded to Academic Affairs. The FA EC unanimously approved: “The Faculty Assembly Executive Council asks Chancellor Spakes and Beth Rushing, Vice Chancellor of Academic Affairs to delay implementation on the advising restructure until the faculty have had an opportunity to provide input with the FA EC, in order to abide by the University Handbook and comply with shared governance.”
5. Graduate School Council – update. The FA EC has no nominees at this point. The FA EC should forward nominees to Marcie Lazzari.
6. Standing Committee Chairs and Course Releases: The FA will ensure there Academic Affairs permanently provides course releases. They will work language to spell out job responsibilities.
7. Chancellor’s Search Committee.
- a. Lazzari noted that the Faculty Assembly leadership sent a memo to President Emmert and Provost Wise about concerns over the time frame for establishing the search committee for the new Chancellor’s search committee. If there is a delay in hiring a new Chancellor, the FA EC recommends an interim Chancellor be appointed. The memo was reviewed by Marcia Killien.
 - b. The FA EC should send and input regarding the copy Presidential Search Survey they were provided to Office Assistant Star Murray.
 - c. Pendras asked how the survey is measured. Reusch responded this survey is a lickert scale.

8. Fall FA Retreat - draft agenda. The FA EC should send any suggestions to Marcie Lazzari.
 - a. Dobratz asked to add a discussion on UWT's mission and strategic plan.
 - b. Peter Selkin noted that Interdisciplinary Arts and Sciences would like to discuss AAUP and union possibilities.
 - c. Pendras added for a discussion about the meaning of leadership.
9. The meeting adjourned at 2: 05 p.m.

Attachment A

Proposal #2 Composition Requirement Completed in Timely Manner

Any UWT student who has not completed a composition course with 2.0 or better, will be *required to complete TWRT 131, Introduction to Academic Writing II or an equivalent course, within the first two quarters at UWT*. If the student does not achieve a 2.0 or better in the course, s/he will need to repeat the course by the end of the following quarter before s/he can register for additional coursework at UWT. This policy will be reviewed two years after implementation to assure that the implementation is serving students' needs.

Rationale: Writing skills--and the commensurate skills in critical thinking and close reading of texts--are *essential skills** for all other academic course work. Writing is not just a tool for communicating. It is also a tool for reasoned thinking. With these skills, students will be able to develop skills and content knowledge to a greater degree in all of their other course work.

*Note: *essential skills*, which UWT's academic writing courses teach, include ability to write a report or essay (with minimal assistance) that has the following features: 1) an *overarching claim* that focuses the piece 2) *supporting evidence* from reliable sources, accurately documented in the appropriate citation format 3) *logical paragraph structure* and 4) at most *a few patterns of grammatical error* that do not impede meaning. Non-native speakers should be able to achieve subject-verb agreement, correct pronoun usage, correct word sequencing in sentences. They should not be expected to achieve correctness in idiosyncratic grammar, such as use of "an," "the," or "a" or idiosyncratic usage rules for prepositions.

Background

If a UWT student (freshman or transfer) has below a 2.0 in a beginning academic writing course, there is no institutional mechanism in place to require further writing courses in a *timely* manner. Some students wait until their final quarter to complete the composition requirement for graduation.