



## Faculty Assembly Executive Council (EC) Meeting Minutes

May 20, 2016 1:00-3:00pm CP 206C

**Present:** Jutta Heller; Mark Pendras; Marcie Lazzari; Rupinder Jindal; Ellen Moore; Denise Drevdahl; Julia Aguirre; Ji-Hyun Ahn; Ka Yee Yeung-Rhee; Matt Kelley, Jim Gawel via phone; Huatong Sun; Lauren Montgomery. **Guests:** Tom Koontz; Sushil Oswal; Linda Ishem; Kim Davenport. **Absent:** Chuck Costarell. **Excused:** Mark Pagano; Nita McKinley; Alissa Ackerman; Marian Harris; Melissa Lavitt; Greg Rose.

### 1) Consent Agenda

The May 4, 2016 Executive Council meeting minutes were accepted.

The following additions and changes to the 5.20.16 agenda were accepted:

- Change: Move Update on APT work to the beginning since Jim Gawel cannot be on the phone for very long; The EVCAA report, written by Melissa Lavitt, will be read by EC Chair, Marcie Lazzari.
- Addition: Reminder about the Vice Chair of Faculty Assembly election
- Addition: Brief Update on Faculty Salary Policy

### 2) Update on APT Committee Work

**Presentation:** Jim Gawel, APT chair, presented. This year APT has been working on some revisions in Appendix A of the UWT Handbook. The committee was sent revisions by the “code cops,” but it was not of the most current version of Appendix A. As it turns out, the most current version and the version that the “code cops” edited were not very dissimilar. EC was shown a projection of the current state of edits within Appendix A. APT has made some of the revisions noted by the “code cops” and also several new edits that APT deemed important. For example, the document was mainly written for Tenure-Track faculty members. Next year, APT intends to re-write Appendix A so that it applies to all tenure and promotion cases. Also ongoing into next year will be to have the tenure and promotion workshops in the spring after reviewing cases so that APT can apply what they learn to the workshops. APT will also advocate for training for the tenure and promotion review committees. An EC member asked what role APT has in the non-tenure track promotion process. Jim responded that APT documents the process, but does not define it; the process is from each unit. Another EC member encouraged Jim to check with Janet Primomo, who was once FA Chair, for any historical documents pertaining to Appendix A. EC thanked Jim and APT for their work this year.

### 3) EVCAA Report

**Presentation:** Chair, Marcie Lazzari, read a report submitted by EVCAA, Melissa Lavitt:

- Howard Smith was selected as the new dean for the Milgard School of Business
- Internal searches are now closed and the committees are reviewing and deliberating. We had a nice turnout for the AVCR “job talks.” Hope to see the same interest in the AVCUA.
- The search for Education Director will continue next year. It is my hope that a search for a dean (rather than a director) will improve the likelihood of a successful outcome.
- The approval to transition from program to school is a two-step process that should be completed over the summer at the Regents’ meeting.

### 4) Teaching Evaluation Campus Fellows’ Report

**Presentation:** The membership of this Campus Fellows group is Sushil Oswal (Chair), Tom Koontz (filling in as Chair for 2015-2016 while Sushil was on sabbatical), Linda Ishem, Kim Davenport, and Eshan Feroz (for 2014-2015). Tom Koontz presented:

- The group’s charge from EC: See Appendix A.
- Timeline of work: early Fall 2014 – met monthly; winter 2015 designed survey for unit chairs; spring 2015 student worker implemented telephone survey; Fall 2015, Tom stepped in as chair; designed campus-wide survey for faculty; Spring 2016 processing data and report writing.
- Prior efforts around teaching evaluations (2005-2006): Teaching & Learning Roundtable Assessment workshops; much investment in this process initially, but not implemented into practice.
- Current efforts: to align with Strategic Plan; UWT High Impact Practices (HIPs); look beyond student rating; UW Center for Teaching and Learning has written a Guide for Promotion and Tenure Teaching Evaluation.

- Context: the current model of student ratings was designed for UW Seattle students, but UWT is a different context; the survey showed that the majority of UWT faculty believed it was important to improve their teaching; there isn't a sense of already knowing it all.
- Three types of assessment:
  - **Student Ratings**
    - Current practices: free-form comments are more helpful than the number rating
    - Best practices: transparency to students that the ratings are used as data in a faculty member's file
    - Recommendations: use student evaluations with the caveat that biases affect student ratings
  - **Peer Evaluations**
    - Current practices: Faculty Code does not indicate how to do these; little to no formalized process; weighed less heavily than student ratings
    - Best practices: more than 1 reviewer, more than 1 time; training for reviewers; enough time to give substantive, helpful feedback
    - Recommendations: Need leadership who provide resources so that there can be consistent and systematic reviews; within P&T, count a formal and thorough peer review with the same weight as a journal article review
  - **Self-Assessment**
    - Current practices: the Faculty Code is vague on how to do this; does not carry very much weight
    - Best practices and recommendations: Define teaching excellence and student success; holistic approach
- Final Recommendations:
  - Push for resources to accomplish the best practices
    - Time; course releases; training
    - Formalized process
  - Rearrange the weight of the three components
    - For example, the Guide out of the UW Seattle TLC puts the most weight on self-assessment, then peer evaluations; then student ratings/evaluations

**Discussion:** EC and Campus Fellows group discussed issues of bias in all aspects of review; this is why it is important to have a triangular approach to teaching evaluations. Currently, faculty members get to choose who does their peer evaluations; recommendation to have a random assignment instead. They also discussed the strengths of approaching the review as a formative process in which faculty work together to improve teaching and review/meet multiple times throughout a year. Currently, the review has a summative approach; the evaluation is based on one review that is used to sum up a faculty member's teaching abilities. EC suggested as future work to have more input from Faculty of Color in regards to the issue of bias within teaching evaluations. Once EC receives the written report, they will also bring it to the EVCAA and the Academic Council to move the issues and recommendations forward. EC thanked the Teaching Evaluation Campus Fellows for their hard work and attention to this prevalent issue.

## 5) Chair's Report and Discussion Items

### a) Deficit Discourse on Campus

**Presentation:** EC member, Julia Aguirre, presented. At a Student Success Task Force meeting, Julia had asked the participants to write down what they had heard about particular groups of students (see Appendix B). Of the comments collected there was a dominant deficit theme. She had also done this exercise with a group of graduate Education students and a group of undergraduate Education Students and had similar results of deficit terms. Additionally, she had asked the Education students to "flip the script" and list asset-based terms for each deficit term. She presented these lists to EC and suggested that EC members do a similar activity within their academic units in an effort to highlight the deficit discourse on campus and work towards changing the way students are talked about to an asset-based discourse. EC discussed that this activity would surface/identify the deficit language used, but also asked what other ways are there to address this issue. Chair, Marcie Lazzari, suggested inviting Robin DiAngelo back to work with EC and help develop a plan to take this issue to the unit level. Changing this

discourse starts with identifying it and then intentionally thinking differently. This same deficit discourse is also around Faculty of Color. There is the concern of just doing more training; training needs to lead to action; a next step. Another suggestion, which ties back in with Teaching Evaluation, is that the formalized review has an aspect that evaluates how the faculty member does in terms of anti-racism, anti-sexism, etc. Julia communicated that her intent for this presentation was to start an ongoing conversation around this issue and encourage others to challenge the deficit discourse so that people know that it isn't okay to continue it.

a) Reminder about FA Vice Chair Election

**Presentation:** APCC Chair and EC member, Lauren Montgomery, is running for Vice Chair of Faculty Assembly. Two other EC members were nominated, but chose not to run for the position at this time. They are Julia Aguirre and Greg Rose. Both have been encouraged to run for this position in the future. EC members were encouraged to vote and to remind their units and colleagues to vote as well.

b) Faculty Assembly Fall Retreat Announcement

**Announcement:** Save the date: FA Fall Retreat - September 26<sup>th</sup>, 9-12 retreat, 12-1pm lunch, 1-3pm EC meeting. EC was asked to begin thinking of input for the Fall Retreat. There will be some time on the June 1<sup>st</sup> agenda for brainstorming.

c) Time Schedule Committee Update

**Presentation/Discussion:** Vice Chair, Mark Pendras, and EC member, Jutta Heller, presented various potential models of adaptations to the current Time Schedule Matrix (see appendix C). The main motivations that were considered in these models were community building hours/time, passing time between classes, and Friday classes. EC members shared their impressions of said models:

- The time slot that gets out at 10:05pm is painful
  - The current 7:30pm -9:30pm slot is already under-enrolled, though it depends on the quarter; this needs to be looked into further at the unit level; ask about their needs/planning
- In favor of the longer lunch on Mondays and Wednesdays
- Some felt that 10 minutes of transition time was still not enough (especially for labs), while others thought that it was an improvement on the current 5 minutes allotted
- There is a time gap between the end of a slot at 3:35pm and the beginning of another at 4:15pm because of labs
- The 4:15pm time-slot is too early for students who are coming from a professional job, particularly in the EdD program (schools let out at 3:30pm, approx.)
- Consider both undergraduate students and graduate students when designing time-slots
- Consider childcare (timing) needs for faculty and students
- Changing classes from 2 hours 5 minutes to 2 hours; does that end up taking off too much time over the whole quarter?
- For current TSM, Education had to move a 3 hour class down to 2.5 hours in order to fit into a time-slot
- See if there is a 3-credit class TSM; some units have more 3 credit than 5 credit classes
- It will be important/valuable to get feedback from each unit
- Ask Program Administrators for their unit's current schedule
- At the soonest, changes could be implemented for 2018

d) Faculty Salary Policy Update

**Announcement:** The Faculty Salary Policy passed in the Faculty Senate on 5/19/16. The full-faculty vote is open today (5/20/16) through June 7<sup>th</sup>. There will be four Faculty Salary Policy Forum hosted by Faculty Assembly in order for faculty members to ask questions and educate themselves for the vote. Please be on the alert for an email indicating the dates/times/locations of the forums.

## 2) Adjourn

## Appendix A

Dear \_\_\_\_\_,

Thank you for volunteering to serve as a campus fellow on Teaching Assessment. **This campus fellows group will research and make recommendations to Executive Council on the assessment of teaching.**

As a member of this group, your charge is to research best practices in teaching assessment and develop a specific action plan of policies and procedures for improving teaching assessment at UWT. Teaching assessment is important to ensuring the quality of teaching on campus, as well as providing appropriate metrics for use in promotion and tenure decisions.

The fellows will meet during the 2014-15 academic year and prepare a report to the Executive Council of the Faculty Assembly by the end of June 2015 that includes:

1. a review of best practices for teaching assessment, including those that are appropriate for teaching development and those that are appropriate for assessment for tenure and promotion,
2. a suggested action plan for implementing best practices on the UWT campus,
3. a proposed timetable for the action plan, and
4. a set of accountability measures for assessing progress toward achieving the goals and recommendations.

A budget of \$3,000 is available to the fellows. These funds can be accessed to support the work of the group, including paying for materials, travel, and/or stipends for fellows members. Funds for this Campus Fellows are made available in collaboration with the Vice Chair of Academic Affairs.

The process in which you are about to engage is an important faculty responsibility. We greatly appreciate your service.

Sincerely,

Nita McKinley  
Faculty Assembly Chair

Marcie Lazzari  
Faculty Assembly Vice Chair

Bill Kunz  
Vice Chancellor for Academic Affairs

## Appendix B

### Student Success Task Force: March 4 Exercise Results

#### Take Aways:

Veterans – mostly negative  
Pacific Islanders – people aren't thinking of them  
Black Students – too loud in class, hard to control when more than one  
Native Americans – too shy, too sensitive; more connected to family than school; feel unprepared, under represented  
Latina/os – value family more than education; feel under represented  
ELL/ International – less prepared to communicate; shouldn't be here  
1<sup>st</sup> Gen – “mean stuff”; are a challenge to our excellence; come to university to get jobs; have “grit”

#### Pacific Islander Students:

Always late  
Don't attend class  
Not prepared  
Asian students are not always as comfortable speaking up in class discussion  
Often not explicitly discussed  
Very connected to family  
Strong community sense  
Family orientated  
Creative

#### Veterans:

They are working class.  
They are conservatives  
Too set in their opinions and views  
Understand PTSD  
Have PTSD  
PTSD  
Skills learned in service don't transfer/count towards credit  
Veterans may need faculty to be flexible with assignments and due dates because of deployments  
Are often busy and have trouble with traditional time schedules

I don't feel like other students understand what I've experienced  
No clear identity for this campus  
Don't want to be told  
Older  
Seek a 'different' type of student experience  
Potential violence/domestic violence  
Damaged  
Dangerous  
New model minority crowding out resources for historically underserved groups  
Need more support services  
Are more deserving of programs and services/benefits  
Organized  
Hard working

#### Black Students:

Many black students feel alienated because there aren't many other black students or faculty members  
Only get accepted because university is promoting diversity  
Want more faculty they can identify with  
I don't belong in this environment. Not enough supports.  
Don't have role models  
Feel underrepresented  
It's discouraging when microaggressive/racist statements aren't addressed by the professor  
Involve the students in the hiring process. Give them a voice.  
Are organized around Black Lives Matter  
Don't feel welcome  
They are too loud in class. Hard to control when there is more than one.  
Energetic and engaged  
Structurally – build in class discussion/give students the opportunity to speak  
K-12 fails to support black students to be prepared and stay in college  
They don't take study seriously

Low achieving  
Not prepared  
They are being admitted because we need more money  
not for excellence (fits all SOC)  
Need extra help  
Underprepared (affirmative action admits)  
They try to pull a “fast one” on admin and faculty  
They are lazy  
Hostile, disengaged, violent  
Angry  
Their attendance is terrible  
They have a chip on their shoulder...play the race card!  
They have something to say about their experience  
Look at your own behavior  
Redefine

Native American Students:

Little transition from H.S. to UWT  
Too sensitive  
Shy  
They're stoic; undemonstrative  
Came from families that aren't educated  
Won't leave family for school  
Their nations do different kinds of research (process not  
the same as academic research)  
Don't feel that they fit in  
Feel underrepresented  
Too few  
Not prepared  
Need extra help  
Need more mentoring

Latino/a Students:

Girls live at home until married (unless a teacher)  
Value family over education  
Their families don't value education...it's not their  
culture to read  
Hardworking  
If they can speak English, why can't they write?  
They, the students, feel underrepresented  
I hated my first year  
Not prepared

Black and latino students do not have academic prep for  
college and admitted more or less to increase campus  
diversity, but destined to fail  
Are not critical thinkers  
I've heard our K-12 system is failing to equip/support  
latino/a students to go on and stay in college  
Cannot speak English. Hostile.  
Need extra help  
Too slow to pick up learning curve  
Want to connect more to community

English Learners/International Students:

Scholarly writing deficits  
Poor writers  
Don't know how to write  
Poor writing skills  
Have trouble expressing themselves in writing  
Don't write well  
Our students have poor writing skills  
Weak writing skills  
Poor grammar and writing  
They don't know how to write  
May struggle with writing issues and need more specific  
support to succeed  
Language barriers  
Unprepared language skills  
Don't speak English well  
Cannot speak English  
Their language skills are terrible  
Don't belong here. Should learn language before  
attempting higher ed  
I'm not comfortable  
Why do we take them if they can't speak/write in  
English?  
Are underprepared  
Not prepared  
They expect the TLC to do their work for them  
Have to use TLC to write acceptable papers  
Won't seek help  
They are hard to work with  
Difficult  
We are unprepared to help them  
Pressured into science majors

Being forced into program because it's what parents want them to do  
Become IT majors  
Are not getting acknowledgement (in terms of materials, resources, cultural embracing) that they should  
Many international students are smokers

First Generation:

Don't know how to navigate college (remedial)  
Don't know what we have to offer  
Don't understand university  
Do not know how to access resources  
They don't have a framework or knowledge to understand college  
They feel like imposters (and the rest of us don't?)  
They don't know the secret rules  
They're unprepared  
Are not prepared academically to succeed  
Not well prepared  
Underprepared  
Not prepared. Entitled.  
Not prepared  
They are completely unprepared for the work  
Not prepared for college level writing/math research  
Have to "catch them up"  
Poor K-12 preparation  
Their high school doesn't prepare them for college  
They're unprepared  
Work really hard  
They're juggling multiple priorities

They need to take of things outside of school so they don't have time for college  
They are a challenge to our "excellence"  
They take too much time to teach  
You have to talk to first gen students like they are in 7<sup>th</sup> grade  
All they want is a job. School is pathway to work for these students.  
Feel lost  
They often feel like they don't belong  
I don't feel like I belong here  
Maybe college isn't right for them at this time  
Don't have a clue what they're getting into  
Some are homeless  
Bring additional challenges  
In need of additional support to be successful  
Need extra help  
Our students are needy  
Need extra support, especially with writing  
No real support  
They can't write well enough to succeed here  
They leave at sophomore transition  
Have a hard time without role models  
Lack of positive role models  
The students don't have family support for university  
Their families can't help them with college  
Their family is important but not understanding and/or supportive of their education  
May not have support at home to learn to navigate the college system  
Coming from a lower class environment

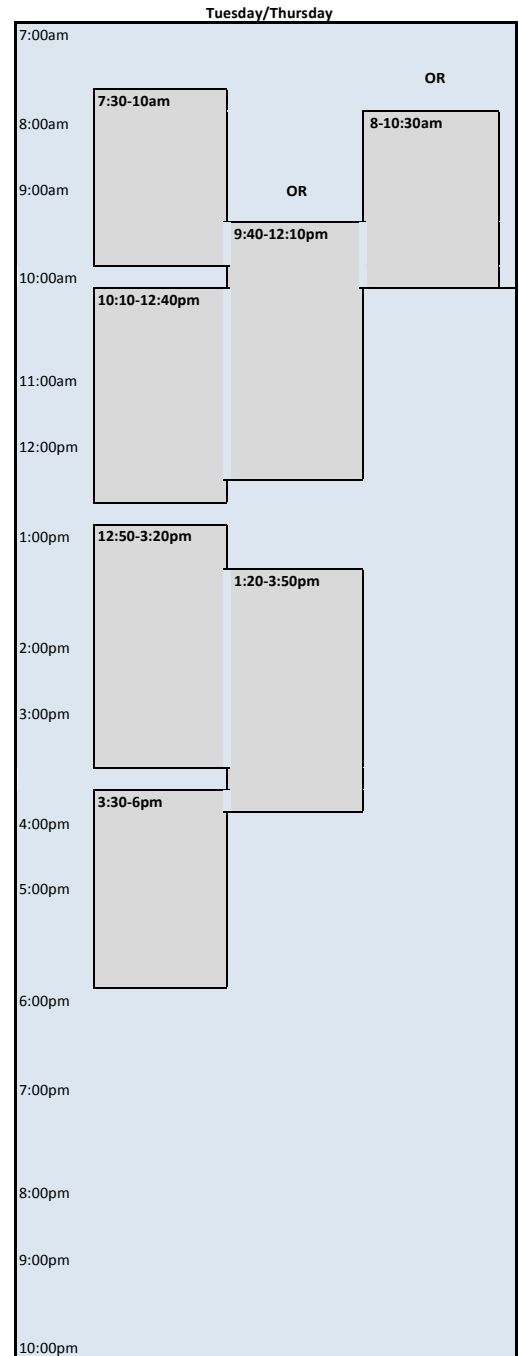
# Appendix C

## TIME SCHEDULE MATRIX - MODEL A

CHANGES TO T/TH TIME BLOCKS ONLY  
 START TIME - 8:00am  
 CLASS LENGTH - 2 hrs  
 LUNCH HOUR - 50 mins  
 PASSING TIME - 10 mins

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	<b>8-9:20am</b> Session 1 3 days a week	<b>8-10:00am</b> Session 7 2 days a week	<b>8-9:20am</b> Session 1 3 days a week	<b>8-10:00am</b> Session 7 2 days a week	<b>8-9:20am</b> Session 1 3 days a week
9:00am					
10:00am	<b>9:30-10:50am</b> Session 2 3 days a week	<b>10:10-12:10pm</b> Session 8 2 days a week	<b>9:30-10:50am</b> Session 2 3 days a week	<b>10:10-12:10pm</b> Session 8 2 days a week	<b>9:30-10:50am</b> Session 2 3 days a week
11:00am	<b>11-12:20pm</b> Session 3 3 days a week		<b>11-12:20pm</b> Session 3 3 days a week		<b>11-12:20pm</b> Session 3 3 days a week
12:00pm		<b>12:20-1:10pm</b>		<b>12:20-1:10pm</b>	
1:00pm	<b>12:30-1:20pm</b> Student Life	Student Life	<b>12:30-1:20pm</b> Student Life	Student Life	<b>12:30-5:00pm</b> Student Life/Faculty Time
2:00pm	<b>1:30-3:35pm</b> Session 4 2 days a week	<b>1:20-3:20pm</b> Session 9 2 days a week	<b>1:30-3:35pm</b> Session 4 2 days a week	<b>1:20-3:20pm</b> Session 9 2 days a week	
3:00pm					
4:00pm		<b>3:30-5:30pm</b> Session 10 2 days a week		<b>3:30-5:30pm</b> Session 10 2 days a week	
5:00pm	<b>4:15-6:20pm</b> Session 5 2 days a week		<b>4:15-6:20pm</b> Session 5 2 days a week		
6:00pm		<b>5:40-7:40pm</b> Session 11 2 days a week		<b>5:40-7:40pm</b> Session 11 2 days a week	
7:00pm	<b>6:30-8:35pm</b> Session 6 2 days a week		<b>6:30-8:35pm</b> Session 6 2 days a week		
8:00pm		<b>7:50-9:50pm</b> Session 12 2 days a week		<b>7:50-9:50pm</b> Session 12 2 days a week	
9:00pm					
10:00pm					

## POSSIBLE LABS (2.5 hours)





## TIME SCHEDULE MATRIX - MODEL B

CHANGES TO T/TH TIME BLOCKS ONLY

START TIME - 7:30am

CLASS LENGTH - 2 hrs 05 mins

LUNCH HOUR - 50 mins

PASSING TIME - 10 mins

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00am					
8:00am	8-9:20am Session 1 3 days a week	7:30-9:35am Session 7 2 days a week	8-9:20am Session 1 3 days a week	7:30-9:35am Session 7 2 days a week	8-9:20am Session 1 3 days a week
9:00am					
10:00am	9:30-10:50am Session 2 3 days a week	9:45-11:50am Session 8 2 days a week	9:30-10:50am Session 2 3 days a week	9:45-11:50am Session 8 2 days a week	9:30-10:50am Session 2 3 days a week
11:00am	11-12:20pm Session 3 3 days a week		11-12:20pm Session 3 3 days a week		11-12:20pm Session 3 3 days a week
12:00pm		12-12:50pm Student Life		12-12:50pm Student Life	
1:00pm	12:30-1:20pm Student Life		12:30-1:20pm Student Life		12:30-5:00pm Student Life/Faculty Time
2:00pm	1:30-3:35pm Session 4 2 days a week	1-3:05pm Session 9 2 days a week	1:30-3:35pm Session 4 2 days a week	1-3:05pm Session 9 2 days a week	
3:00pm					
4:00pm		3:15-5:20pm Session 10 2 days a week		3:15-5:20pm Session 10 2 days a week	
5:00pm	4:15-6:20pm Session 5 2 days a week		4:15-6:20pm Session 5 2 days a week		
6:00pm		5:30-7:35pm Session 11 2 days a week		5:30-7:35pm Session 11 2 days a week	
7:00pm	6:30-8:35pm Session 6 2 days a week		6:30-8:35pm Session 6 2 days a week		
8:00pm		7:45-9:50pm Session 12 2 days a week		7:45-9:50pm Session 12 2 days a week	
9:00pm					
10:00pm					

## POSSIBLE LABS (2.5 hours)

	Tuesday/Thursday	
7:00am		7:05-9:35am
8:00am	7:30-10am	
9:00am		9:45-12:15pm
10:00am		
11:00am		
12:00pm		
1:00pm	12:35-3:05pm	1-3:30pm
2:00pm		
3:00pm		2:50-5:20pm
4:00pm	3:15-5:45pm	
5:00pm		5:05-7:35pm
6:00pm		
7:00pm		
8:00pm		
9:00pm		
10:00pm		

**TIME SCHEDULE MATRIX - MODEL C**

CHANGES TO T/TH TIME BLOCKS ONLY  
 START TIME - 7:45am  
 CLASS LENGTH - 2 hrs 05 mins  
 LUNCH HOUR - 50 mins  
 PASSING TIME - 10 mins

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00am					
8:00am	8-9:20am Session 1 3 days a week	7:45-9:50am Session 7 2 days a week	8-9:20am Session 1 3 days a week	7:45-9:50am Session 7 2 days a week	8-9:20am Session 1 3 days a week
9:00am					
10:00am	9:30-10:50am Session 2 3 days a week	10am-12:05pm Session 8 2 days a week	9:30-10:50am Session 2 3 days a week	10am-12:05pm Session 8 2 days a week	9:30-10:50am Session 2 3 days a week
11:00am	11-12:20pm Session 3 3 days a week		11-12:20pm Session 3 3 days a week		11-12:20pm Session 3 3 days a week
12:00pm		12:15-1:05pm Student Life		12:15-1:05pm Student Life	
1:00pm	12:30-1:20pm Student Life		12:30-1:20pm Student Life		12:30-5:00pm Student Life/Faculty Time
2:00pm	1:30-3:35pm Session 4 2 days a week	1:15-3:20pm Session 9 2 days a week	1:30-3:35pm Session 4 2 days a week	1:15-3:20pm Session 9 2 days a week	
3:00pm					
4:00pm		3:30-5:35pm Session 10 2 days a week		3:30-5:35pm Session 10 2 days a week	
5:00pm	4:15-6:20pm Session 5 2 days a week		4:15-6:20pm Session 5 2 days a week		
6:00pm		5:45-7:50pm Session 11 2 days a week		5:45-7:50pm Session 11 2 days a week	
7:00pm	6:30-8:35pm Session 6 2 days a week		6:30-8:35pm Session 6 2 days a week		
8:00pm		8-10:05pm Session 12 2 days a week		8-10:05pm Session 12 2 days a week	
9:00pm					
10:00pm					

**POSSIBLE LABS (2.5 hours)**

Tuesday/Thursday

7:00am			
8:00am	7:20-9:50am	7:45-10:15am	
9:00am			9:35-12:05pm
10:00am	10-12:30pm		
11:00am			
12:00pm			
1:00pm		12:50-3:20pm	
2:00pm	1:15-3:45pm		
3:00pm			3:05-5:35pm
4:00pm		3:30-6pm	
5:00pm			
6:00pm	5:20-7:50pm		
7:00pm			
8:00pm			
9:00pm			
10:00pm			

**TIME SCHEDULE MATRIX - MODEL D**

CHANGES TO T/TH TIME BLOCKS ONLY

START TIME - 8:00am

CLASS LENGTH - 2 hrs 05 mins

LUNCH HOUR - 50 mins

PASSING TIME - 10 mins

NOTE: THIS ELIMINATES THE LATE SLOT (11 SESSIONS ONLY)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	<b>8-9:20am</b> Session 1 3 days a week	<b>8-10:05am</b> Session 7 2 days a week	<b>8-9:20am</b> Session 1 3 days a week	<b>8-10:05am</b> Session 7 2 days a week	<b>8-9:20am</b> Session 1 3 days a week
9:00am					
10:00am	<b>9:30-10:50am</b> Session 2 3 days a week		<b>9:30-10:50am</b> Session 2 3 days a week		<b>9:30-10:50am</b> Session 2 3 days a week
11:00am		<b>10:15-12:20pm</b> Session 8 2 days a week		<b>10:15-12:20pm</b> Session 8 2 days a week	
12:00pm	<b>11-12:20pm</b> Session 3 3 days a week		<b>11-12:20pm</b> Session 3 3 days a week		<b>11-12:20pm</b> Session 3 3 days a week
1:00pm	<b>12:30-1:20pm</b> Student Life	<b>12:30-1:20pm</b> Student Life	<b>12:30-1:20pm</b> Student Life	<b>12:30-1:20pm</b> Student Life	<b>12:30-5:00pm</b> Student Life/Faculty Time
2:00pm	<b>1:30-3:35pm</b> Session 4 2 days a week	<b>1:30-3:35pm</b> Session 9 2 days a week	<b>1:30-3:35pm</b> Session 4 2 days a week	<b>1:30-3:35pm</b> Session 9 2 days a week	
3:00pm					
4:00pm		<b>3:45-5:50pm</b> Session 10 2 days a week		<b>3:45-5:50pm</b> Session 10 2 days a week	
5:00pm	<b>4:15-6:20pm</b> Session 5 2 days a week		<b>4:15-6:20pm</b> Session 5 2 days a week		
6:00pm		<b>6-8:05pm</b> Session 11 2 days a week		<b>6-8:05pm</b> Session 11 2 days a week	
7:00pm	<b>6:30-8:35pm</b> Session 6 2 days a week		<b>6:30-8:35pm</b> Session 6 2 days a week		
8:00pm					
9:00pm					
10:00pm					

**POSSIBLE LABS (2.5 hours)**

	Tuesday/Thursday
7:00am	
8:00am	<b>7:35-10:05am</b>
9:00am	<b>8-10:30am</b>
10:00am	
11:00am	<b>10:15-12:45pm</b>
12:00pm	
1:00pm	
2:00pm	<b>1:30-4pm</b>
3:00pm	<b>1:05-3:35pm</b>
4:00pm	<b>3:20-5:50pm</b>
5:00pm	<b>3:45-6:15pm</b>
6:00pm	<b>5:35-8:05pm</b>
7:00pm	<b>6-8:30pm</b>
8:00pm	
9:00pm	
10:00pm	