



## 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; Julia Aguirre; Matt Kelley, Jim Gawel; Huatong Sun; Lauren Montgomery; Nita McKinley; Alissa Ackerman; Marian Harris; Melissa Lavitt; Greg Rose.

**Excused:** Mark Pagano; Chuck Costarell; Denise Drevdahl; Ji-Hyun Ahn; Ka Yee Yeung-Rhee.

### 1) Consent Agenda

The May 20, 2016 Executive Council meeting minutes were accepted.

### 2) EVCAA Report

- Turan Kayaoglu will begin his position as the AVC for Research on July 1<sup>st</sup>
- Divya McMillin is now the Executive Director of Global Honors – she will work to build out honors options within other majors
- The approval to transition from program to school is actually not a two-step process, but is a one step process: the Board of Regents' meeting is on June 9<sup>th</sup> and they will vote. Their decision will be effective September 1<sup>st</sup>
- In the Fall there will be a Dean's Retreat which will help to follow up with new leadership
  - They will talk about staying in "search mode": having strategies and pipelines to increase the diversity of search pools; units should begin to develop relationships with PhD. programs who will have diverse graduates and more Faculty of Color

### 3) Chair's Report and Discussion Items

#### a) Standing Committee Reports

**APCC:** APCC Chair, Lauren Montgomery, reported. There has been a decrease in new courses and an increase in program changes. The committee worked diligently on deliberating over the DL and Review policy for UW Tacoma campus and were able to get both policies approved and in affect. Recently, they learned that a Hybrid course designation letter will now appear in the Time Schedule, in winter 2017. As Chair, Lauren recommended that the chair position either be made into a two year commitment for continuity and/or that a Curriculum Development Coordinator be hired so that UW Tacoma has more continuity and centrality in the curriculum development processes (see report: appendix A).

**FAC:** FAC chair, Marian Harris, reported. The Faculty Affairs Committee focused on issues of childcare and equity and diversity. They published a campus-wide Childcare Survey this spring. The results are currently being analyzed and will be included in the FAC final report. They also investigated if UW has a policy for Tenure-Track "clock" extensions for those who need to go on leave. UW does have one. FAC has asked that information about it be made more accessible. For steps taking towards equity and diversity, the committee added an ongoing focus on these issues to their charge in the Faculty Assembly Bylaws. The charge was approved by EC in April 2016 and by the UW Tacoma faculty in May 2016. Lecturer Affairs, a sub-committee of Faculty Affairs has submitted their comprehensive report and it will also be included in the final Faculty Affairs Committee report, which will be forthcoming.

**APT:** APT chair, Jim Gawel, reported. APT reviewed a total of 16 cases this year. This took about half of the committee's time. For the remainder of their time, they focused on revisions to the Appendix A of the Handbook. They hope to move these revisions forward next year. They also worked with the EVCAA to host P&T workshops in the spring. Next year, the committee hopes to push for training for the chairs of review committees (it became clear that the various review committee chairs were not on the same page and were telling the candidates different things.)

The Executive Council thanked the Standing Committee chairs and their committees for their hard work this year.

#### b) Update on Time Schedule Matrix

**Presentation:** Vice Chair, Mark Pendras, and EC member, Jutta Heller, presented. They updated EC that they had decided to push ahead and have one more meeting with the TSM group and move forward with one more, stronger model. They had the new, model D vs. 2, projected for EC to review (appendix B). They had made two significant changes:

1) Currently, MWF classes have 240 minutes a week while T/TH classes have 250 minutes a week. In this new model they took that extra ten minutes off of the T/TH classes so that the time was consistently 240 minutes for all classes weekly. With that extra time, they used it to increase the passing time to 15 minutes in the mornings and increased the student life/ lunch hour.

2) They also eliminated the latest time slot because it was inconsistently used. They made 6:30-8:30 the latest time slot.

This new model is not a decision, but a stronger proposal to be taken to units and Program Administrators for feedback this summer. For instance, will the removal of the later time-slot cause any issues? Ultimately, there is the need to prioritize scheduling things that reflect the mission of the campus, like student life, community building, and access (which means considering potential barriers like parking, public transportation, childcare, jobs, etc. when thinking through the schedule.)

c) Save the Date Announcements

The Faculty Assembly Fall Retreat will be on Monday, September 26<sup>th</sup> from 9am-12pm, with lunch following from 12-1pm, the first EC meeting following from 1-3pm. Also, all were invited to come to the Swiss from 4-6pm, that same day, to celebrate Marcie Lazzari's retirement.

d) Brainstorm for Fall 2016 FA

EC members discussed ideas to help the faculty from various academic units be more informed about what each program does in the effort of being more connected as a faculty. Additionally, the importance of continuing conversations around equity and diversity and faculty composition was brought up. EC members also voiced that it is important to have a discussion component and not to have the retreat be just informational and presentations. A potential guiding question was offered: "How can faculty participate in making a change on campus?" Also, more specifically for EC, "How do you use your influence at the program level?" EC members discussed having the Retreat be a space for further brainstorming of action items to get people moving.

e) Meeting Handout: Continuum on Becoming an Anti-Racist Multi-cultural Organization

This handout was passed out (appendix C). EC members were told that Robin DiAngelo had brought this handout to the Anti-Racism workshop with campus leadership. This can be a tool moving forward for faculty and others to discuss where UWT is as an institution on this continuum.

f) Elections Update

Lauren Montgomery was elected as the new Vice Chair of Faculty Assembly for 2016-2017 (chair 2017-2018). Congratulations was given to Lauren. The FC on Tri-Campus Policy representative position has come to a tie. The Bylaws don't address a tie for this position. Therefore, as both parties have been consulted, they have agreed to a coin flip to decide between them.

g) Service Recognition

EC was shown a projection of who served this past year on EC, who will be ending their service, who will be continuing, and who will be joining EC (appendix D). Chair, Marcie Lazzari thanked all who had served this past year. Mark Pendas proceeded to thank Marcie Lazzari for her service as chair and pointed out that she had served as chair twice during her time as faculty at UWT. He said that he had learned from Marcie how important it is to be a part of crucial conversations on behalf of faculty. The progress can often be slow, but is worth it. EC thanked Marcie with a round of applause while Mark presented her with a card and a recognition of an engraved pen, reading "UWT FA 15-16." Marcie will be retiring, and therefore considered emeritus faculty next year, but will attend EC meetings as emeritus past chair.

h) Support for the Arts on Campus

EC member and CAC faculty member, Huatong Sun, presented. CAC faculty are asking for EC's support in pushing for an Art Major on campus. Huatong provided a handout, "A Quick History of (the lack of) and Art Major at UWT" (see appendix E.) There was a consensus of support for the Arts program at UW Tacoma. The discussion focused on how to improve the process of approving programs on campus more democratically. EC discussed how there is need of a clear, open process for proposing new programs on campus. Some programs have benefitted from the favor of certain people in leadership at various times. Other programs get pushed through because they will use existing facilities and faculty, so the cost is not as high. All of this points to the need for a consistent process with the same numbers and same spreadsheet for all proposed programs. The budget processes are still being worked out (via Executive and Campus Budget Committees). Faculty members are supposed to be made aware of budget decisions, but that hasn't been happening. Finance used to visit EC and update them, but that hasn't happened for a while. Very few new hires were approved this year, but still, faculty should know what was approved and what wasn't.

The conversations around support for an Art Major at UWT and the need for a clearer program proposal process (pre-curriculum stage) will be ongoing next year, 2016-2017.

**4) Adjourn**

## Appendix A

### Annual Report from Academic Policy and Curriculum Committee (APCC) 2015-2016

Submitted by Lauren Montgomery, Chair  
May 20, 2016

Committee members: **Faculty:** Jeff Cohen (Social Work & Criminal Justice); Anthony Falit-Baiamonte (Urban Studies); Evelyn Shankus (Milgard School); Jenny Sheng (Institute of Technology); Kathy Beaudoin (Education); Eric Bugyis, Lauren Montgomery & Jane Compson (SIAS); Robin Evans-Agnew (Nursing & Healthcare Leadership); **Ex-Officio:** Andrea Coker-Anderson (Registrar); Patrick Pow (IT); Justin Wadland (Library); Lorraine Dinnell (Advising); Omer Adam (ASUWT). Also present: Ruth Ward (Faculty Assembly Program Administrator).

In 2015-2016, the work of the APCC consisted of:

- 1) Monthly reviews of the curricular and program proposals that constitute the main activity of the committee. (See chart below for numbers and comparison to last year)
- 2) Development of a policy for Distance Learning and Hybrid courses for our campus.
- 3) Review of the UW residency requirement for graduation in consideration of the unique needs of our campus.
- 4) Review of graduation petitions from students requesting exemptions from various graduation requirements.

Each of these will be briefly summarized below.

#### 1) Proposal Reviews – Sept. 2014- June 2015

<u>Type of Proposal</u>	<u># Reviewed in</u>		<u>Change</u>
	<u>2014/15</u>	<u>2015/16</u>	
New Grad. Programs	1	4	+ 3
Changes to Grad. Programs	0	0	0
New Undergrad. Programs	7	2	-5
Changes to Undergrad. Programs	12	35	+23
New Courses	131	87	-44
Courses Changes	40	28	-12
Diversity Designations	21	6	-15
Graduate Petitions	6	12	+6

This academic year saw an increase in new graduate programs and a decrease in new undergraduate programs. However, there was a distinct increase in undergrad. program changes this year. In terms of curricular proposals, there was a large decrease in both new courses and course changes this year compared with last, as well as a decrease in new diversity designations. All of these trends are consistent with a picture of a slowing growth in our undergraduate offerings, and the refinement of the existing ones, with an expansion of our graduate program opportunities for students. The increase in graduation petitions corresponds with renewed enforcement of the residency requirement for graduation. In the past, although DL courses did not count as "residency credits" this was not enforced. Once we began enforcing this a number of students needed to petition to graduate on time. However, now that the advisors know the policy is going to be enforced, this problem should be minimized in the future.

2) The main policy work of the committee this year centered on Distance Learning. Our first step was to research the history of Distance learning on the Seattle campus, and the rationale for the change in their policy last spring. (Seattle went from defining a DL course as >50% off campus, to >99% off campus.) Once we understood the reasons for their policy change, we surveyed the seven UW Tacoma academic units through their respective councils and gathered feedback, preferences and recommendations from our entire faculty. In collating and integrating the various

perspectives of the units we were mindful of creating a policy that was minimally restrictive to pedagogical freedom yet transparent to students and with sound processes for quality control of our online offerings. In the process, we divided the issue into two policy proposals; 1) the definition of Distance Learning (DL) and Hybrid (Y) courses, and 2) the quality control and review of both types of curricula. We ended up with a recommendation to EC to create a new "Hybrid" designation (to be labeled "Y" in the Time Schedule) for courses where between 40-99% of the classroom time is substituted with online content, and to define a DL course as one where 100% of the classroom time is substituted with online content. We further recommended that every faculty member who teaches either a Hybrid or a DL course be trained through i-Tech Fellows, and that the review of individual courses by the Office of Academic Technology be eliminated, other than those be developed through i-Tech Fellows. This shifts the quality control of online learning on our campus to the training of faculty, rather than the review of individual courses. Both of these recommendations were approved by a majority vote in the Executive Council.

3) In response to a sharp increase in graduation petitions this year we looked at the residency requirement for graduation (45 of the last 60 credits must be taken "in residence" on our campus) in relationship to the Distance Learning courses. While UW policy clearly states that DL courses DO NOT meet residency requirements, this policy was not enforced over the past 5 years. This year, this policy began to be enforced and quite a few students found themselves needing to petition for exception to this graduation requirement. Advisors were strongly in favor of changing the policy to allow DL courses to count toward residency requirements, and there are good arguments for this on our campus. However, in reviewing all the considerations, APCC realized that if we departed from the UW Seattle policy on this, we would be in violation of stipulations from the U.S. Department of Homeland Security. Thus, APCC concluded we would leave the Seattle policy in place for our campus. This issue was not brought to EC because no policy change was recommended.

4) The past two years in a row have seen a doubling of the graduation petitions: from 3, to 6, and now this year 12. Each year there has been a different emphasis. Last year it was the language requirement, with petitions by students with DSS contracts. This year, most the exceptions were being requested for the residency requirement in DL courses as described in 3 above. These should decrease in the future as described above. If the trend of increasing graduation petitions continues next year, we may want to work with advising to reverse it. Graduation petitions also need to be accompanied by a letter from an adviser, a DARS report, and a typed, preferably well-argued request from the student detailing exactly what exemption is being requested and why. Very few petitions actually have all of these elements, and this is another issue that APCC may want to address with advising next year.

Finally, in the May 11 meeting, Jeff Cohen was voted in as Chair of APCC for the 2016/17 academic year.

# Appendix B

## TIME SCHEDULE MATRIX - MODEL D v.2

### CHANGES TO EXISTING TS MATRIX

CLASS LENGTH FOR MW (PM), TTh - 2 hrs

LUNCH HOUR - MW 1 hr, 05 mins; TTh 1 hr, 10 mins

PASSING TIME - 10-15 mins

CONTACT HOURS - 240 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>8-10am</b> Session 7 2 days a week	<b>8-9:20am</b> Session 1 3 days a week	<b>8-10am</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>11-12:20pm</b> Session 3 3 days a week	<b>10:15-12:15pm</b> Session 8 2 days a week	<b>11-12:20pm</b> Session 3 3 days a week	<b>10:15-12:15pm</b> Session 8 2 days a week	<b>11-12:20pm</b> Session 3 3 days a week
12:00pm					
1:00pm	<b>12:30-1:35pm</b> Student Life	<b>12:25-1:35pm</b> Student Life	<b>12:30-1:35pm</b> Student Life	<b>12:25-1:35pm</b> Student Life	<b>12:30-5:00pm</b> Student Life/Faculty Time
2:00pm	<b>1:45-3:45pm</b> Session 4 2 days a week	<b>1:45-3:45pm</b> Session 9 2 days a week	<b>1:45-3:35pm</b> Session 4 2 days a week	<b>1:45-3:45pm</b> Session 9 2 days a week	
3:00pm					
4:00pm					
5:00pm	<b>4:15-6:15pm</b> Session 5 2 days a week	<b>4:15-6:15pm</b> Session 10 2 days a week	<b>4:15-6:15pm</b> Session 5 2 days a week	<b>4:15-6:15pm</b> Session 10 2 days a week	
6:00pm					
7:00pm	<b>6:30-8:30pm</b> Session 6 2 days a week	<b>6:30-8:30pm</b> Session 11 2 days a week	<b>6:30-8:30pm</b> Session 6 2 days a week	<b>6:30-8:30pm</b> Session 11 2 days a week	
8:00pm					

## Continuum on Becoming an Anti-Racist Multicultural Organization

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL <i>Racial and Cultural Differences Seen as Deficits ==&gt; Tolerant of Racial and Cultural Differences ==&gt; Racial and Cultural Differences Seen as Assets</i>						
<b>Exclusive</b> <b>An Exclusionary Institution</b>	<b>2. Passive</b> <b>A "Club" Institution</b>	<b>3. Symbolic Change</b> <b>A Compliance Organization</b>	<b>4. Identity Change</b> <b>An Affirming Institution</b>	<b>5. Structural Change</b> <b>A Transforming Institution</b>	<b>6. Fully Inclusive</b> <b>Anti-Racist Multicultural Organization in a Transformed Society</b>	<ul style="list-style-type: none"> <li>• Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans</li> <li>• Intentionally and publicly enforces the racist status quo throughout institution</li> <li>• Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels</li> <li>• Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc.</li> <li>• Openly maintains the dominant group's power and privilege</li> </ul>
	<ul style="list-style-type: none"> <li>• Tolerant of a limited number of "token" People of Color and members from other social identity groups allowed in with "proper" perspective and credentials.</li> <li>• May still secretly limit or exclude People of Color in contradiction to public policies</li> <li>• Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life</li> <li>• Often declares, "We don't have a problem."</li> <li>• Monocultural norms, policies and procedures of dominant culture viewed as the "right" way" business as usual"</li> <li>• Engages issues of diversity and social justice only on club member's terms and within their comfort zone.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes official policy pronouncements regarding multicultural diversity</li> <li>• Sees itself as "non-racist" institution with open doors to People of Color</li> <li>• Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff</li> <li>• Expanding view of diversity includes other socially oppressed groups</li> </ul> <p style="text-align: center;"><i>But...</i></p> <ul style="list-style-type: none"> <li>• "Not those who make waves"</li> <li>• Little or no contextual change in culture, policies, and decision making</li> <li>• Is still relatively unaware of continuing patterns of privilege, paternalism and control</li> <li>• Token placements in staff positions: must assimilate into organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>• Growing understanding of racism as barrier to effective diversity</li> <li>• Develops analysis of systemic racism</li> <li>• Sponsors programs of anti-racism training</li> <li>• New consciousness of institutionalized white power and privilege</li> <li>• Develops intentional identity as an "anti-racist" institution</li> <li>• Begins to develop accountability to racially oppressed communities</li> <li>• Increasing commitment to dismantle racism and eliminate inherent white advantage</li> <li>• Actively recruits and promotes members of groups have been historically denied access and opportunity</li> </ul> <p style="text-align: center;"><i>But...</i></p> <ul style="list-style-type: none"> <li>• Institutional structures and culture that maintain white power and privilege still intact and relatively untouched</li> </ul>	<ul style="list-style-type: none"> <li>• Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity</li> <li>• Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles</li> <li>• Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work</li> <li>• Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities</li> <li>• Anti-racist multicultural diversity becomes an institutionalized asset</li> <li>• Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression.</li> <li>• Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, consistency, policies and practices</li> <li>• Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest</li> <li>• A sense of restored community and mutual caring</li> <li>• Allies with others in combating all forms of social oppression</li> <li>• Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.</li> </ul>	

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## 2015-2016 Executive Council Service

Nita McKinley	Past Chair/SIAS	2015	2016
Marcie Lazzari	Chair	2015	2016
Mark Pendras	Vice Chair	2015	2016
Lauren Montgomery	APCC Chair/SIAS	2015	2016
Jim Gawel	APT Chair/SIAS	2015	2016
Marian Harris	FAC Chair	2015	2016
Huatong Sun	SIAS	2013	2016
Ellen Moore	SIAS	2015	2018
Ji-Hyan Ahn	SIAS	2015	2018
Jutta Heller	SIAS	2015	2018
Charles Costarella	IT	2014	2017
Kayee Yeung-Rhee	IT	2015	2018
Denise Drevdahl	Nursing & HCL	2013	2016
Alissa Ackerman	SW&CJ	2015	2016
Matt Kelley	Urban Studies	2015	2018
Juliet Cao	Business	2013	2016
Rupinder Jindal	Business	2016	2016
Greg Rose	Business	2015	2018
Julia Aguirre	Education	2014	2017
Bill Kunz	IVCAA	2014	2015
Mark Pagano	Chancellor	2015	
Melissa Lavitt	EVCAA	2016	

## Term of Service Ending

Nita McKinley	Past Chair	2015	2016
Juliet Cao	Business	2013	2016
Rupinder Jindal	Business	2016	2016
Alissa Ackerman	SW&CJ	2015	2016
Denise Drevdahl	Nursing	2013	2016
Bill Kunz	IVCAA	2014	2015
Huatong Sun	SIAS	2013	2016

*Thank you to those who served this past year, those who are serving again next year, and to those whose terms are ending.*

## Serving Again 2016-2017

Marcie Lazzari	Past Chair	2016	2017
Mark Pendras	Chair	2016	2017
Lauren Montgomery	Vice Chair	2016	2017
Jim Gawel	APT Chair	2016	2017
Marian Harris	FAC Chair	2016	2017
Ellen Moore	SIAS	2015	2018
Ji-Hyan Ahn	SIAS	2015	2018
Jutta Heller	SIAS	2015	2018
Charles Costarella	IT	2014	2017
Kayee Yeung-Rhee	IT	2015	2018
Matt Kelley	Urban Studies	2015	2018
Greg Rose	Business	2015	2018
Julia Aguirre	Education	2014	2017
Mark Pagano	Chancellor	2015	
Melissa Lavitt	EVCAA	2016	

## Newly Serving 2016-2017

Jeff Cohen	APCC Chair	2016	2017
Michelle Garner	SW&CJ	2016	2019
Katie Haerling	Nursing HCL	2016	2019
Marion Eberly	Business	2016	2019
Nicole Blair	SIAS	2016	2019
Loly Alcaide Ramirez	SIAS	2016	2019
Jennifer Harris	SIAS	2016	2019
SIAS <i>repending</i>	SIAS	2016	2019

## Appendix E

### **A Quick History of (the lack of) an Art Major at UWT**

\*At our last meeting of the year as Culture, Arts and Communication faculty, we discussed the recent decision by the chancellor's office to defer the hire of two Arts faculty, which had earlier received support of the shared leadership in SIAS. These hires are needed to allow us to move forward with an Art Major.

\*For approximately 14 years, we have been going through a cyclical process where faculty in IAS work on an Art Major (previously titled Arts in Community and Arts in Context) only to have their work shut down at the chancellor's office level. Each time, there are different reasons given for why we can't have the art major.

\*Following the CAC meeting on May 20, the current CAC division chair (Chris Demaske), current vice chair (Riki Thompson), the incoming CAC chair (Joe Sharkey), the incoming vice chair (David Coon) and a representative from Writing Studies (Michael Kula) met on Friday, May 27, with the EVCAA Melissa Lavitt to express our concerns.

\*Specifically, we met to address our concerns about this continued frustrating situation of the arts on campus and to explain that as faculty in the CAC division, we find this latest iteration in the saga to meaningfully fund an Arts major disheartening. We understand that financing is tight and that artists need space, but we also recognize that this finance argument has been raised many times before. In fact, we have created many new (and sometime expensive) majors throughout the years that we have been trying to have an art major.

\*We believe that the arts are an integral part of higher education and that our lack of commitment to them at UWT is inexcusable.

Dr. Lavitt expressed interest in working with us and, while we remain hopeful that she will be a good ally for us, we are also, understandably leery of promises of support to come at some unidentified time in the future.

\*As we work within our division, within SIAS and with Dr. Lavitt, we ask for that you also consider adding your voice to this important and timely issue.