

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

June 4, 2018 12:30-2:00pm GWP 320

***Present:*** *Lauren Montgomery, Ka Yee Yeung-Rhee, Nicole Blair, Mark Pendras, Sushil Oswal, Justin Wadland, DC Grant, Jie Sheng, Jutta Heller, Jill Purdy, Michelle Garner, Greg Rose, Denise Drevdahl, Arindam Tripathy, Eugene Sivadas, Ji-Hyun Ahn, Laura Feuerborn, Leighann Chaffee, Charles Costarella, Menaka Abraham*

***Excused:*** *Mark Pagano, Ellen Moore, Loly Alcaide Ramirez*

1. **Consent Agenda, Recording Permission, & Approval of Minutes**
* The agenda for 6/4/18 and meeting minutes from May 14, 2018 Executive Council meeting were approved.
* Recording permission for the minutes was given.
1. **Announcements**
	* Chair Recognition: A thank you was given to Lauren Montgomery as outgoing Chair of Faculty Assembly. Lauren’s hard work and commitment to shared governance and UW students was noted.
	* Faculty Research Council: movement started, faculty approached Turan about forming this. We don’t have councils that aren’t elected (unlike Seattle). Coming to EC in the fall about setting up this group, maybe not elected, maybe appointed. This council will be advisory for Turan. He could also choose an advisory board, but feels it’s preferable to have faculty select members for the council
	* Faculty Assembly Fall Retreat: 9/24/18, 10-12:30pm, location to be determined.
2. **EVCAA Comments**
	* Jill Purdy – updates: FCTCP will investigate if official FC’s of UW senate representative enough. Secretary of Faculty takes volunteer/nominations and appoints faculty to these with balance in mind. Many FCs that do not include UWT faculty. UWT can also consider what councils it wants/needs. Research is a broad topic, need clarity regarding what is included in this, grants, all forms of scholarly work.
	* Will pursue last three remaining programs (Urban Studies, Nursing and Criminal Justice) - converted to schools soon.
	* If UWT is all schools, questions about EC and standing committees.
	* Challenges with transfer equivalency: registrar is updating systems to allow for multiple (campus) equivalency guides! Still one transcript, hoping to start in fall.
	* Big push for EVCAA to have an AVC for student success by end of year. Applicants making presentations this week: Bonnie Becker; Mohammed Ali.
		+ How will this work with Kathleen’s position? A lot of opportunities for interface: orientation, advising, admissions, etc. Need to become seamless for students; example: Jump Start – partnership btw SAES & AA
		+ Defining Husky Experience – this partnership is important
3. **Results from Inclusive Pedagogy Conversation**
	* Units – how did it go? What worked? What would you do differently?
* Urban Studies: had discussion a few weeks ago; positive, circulated reading, made it clear that it was to generate and start a conversation; conversation wasn’t exclusively about reading (D’Angelo); part of it was about what the larger topic the reading was references; conversation in faculty meeting with plans to have similar conversations moving forward; put on agenda for fall retreat; it accomplished conversation in moment and start of a movement to incorporate in faculty meetings
* SOE: used D’Angelo; several faculty in SOE, this is their work; Laura not as teacher of this; planned to discuss norms/working agreements (esp. in meetings); used this article to guide that discussion; how we want to work together, behave with each other; it worked well because we used contrasting at first to set up what this isn’t; this isn’t the fix, just a start of an ongoing conversation (some skeptical); help set norms and guide big picture; also added to fall retreat agenda; practice in fall; revisit soon to discuss operationalizing
* SWCJ: piggy back with report from their E&I committee; bulk of conversation was around their report and work: hold listening sessions with students in fall, get more student input; facilitated listening/ skill-based something with faculty, like idea of working agreement; how we work among ourselves, how we work with students; SWCJ does a lot of work in social justice, but don’t often speak together about how we’re doing this work; overall productive; used Making Excellence Inclusive; PUSH BACK: how does this fit? Why is leadership putting this back on us? Where is leadership’s work in this?
* Milgard: good talk; presented a brief summary of article for faculty; people spoke from variety of disciplines: accounting; no plans for the future yet
* Library: Joint discussion with library and TLC; trying to build relationships; important topic, talk together, share a space; reading – from safe spaces to brave spaces; individual groups and them report back on findings; some were already using this writing in their trainings; some expertise among staff in doing this work, but not consistent; Space – creating a brave space, an open public space, policies on the wall that we promote equity & inclusion, how to do know people have read these, relationships are more transient, takes time to dev. Trust; librarians going into classrooms and talking with faculty and students, how to navigate; good conversation- left in place of how to put in practice; didn’t really know how to start or have this conversation, needing to gain cultural competency; thinking about how to continue these conversations; trainings for folks who will be continuing these conversations; how can people be supported in that? Some students aren’t aware that these conversations are happening at various levels; will continue at future meeting, invite Rosanne Martinez and ask her about student services, student advocate. Limiting cross campus work so she can work on student cases; she is central intake for students who need various supports to sustain academic engagement, be safe.
* NHCL – postponed until retreat mid-September for discussion. Most faculty have done reading.
* IT: had meeting, talked about having a small workgroup, work over summer to put something together for fall faculty retreat; find out what all are doing, what they’re comfortable with, come up with a plan; coordinate among volunteers
* SIAS – Lauren will report
	+ Attention in EC/FA, at least quarterly.
	+ This isn’t the only activity on campus related to racial equity – this is just a faculty initiative
		- Perhaps there needs to be more visibility about what the central admin are doing
		- This work is not instead of any of the other important racial equity work going on, on campus
		- EC needs to lead the charge
	+ NEXT YEAR: invite James McShay about what support his office can offer to faculty; faculty are not usually trained, ask him for professional help and coordinated effort
1. **Academic Plan Review and VOTE - APPENDIX A**
	* REVIEW: criteria, caveat “work in progress,” and “complicated” needing to work out timing and review process; PLAN – 15 new program proposals, various stages of development; 12 of 15 move forward into quasi-stage (stages don’t mean a lot)
	* See Appendix A
	* Budget realities: some major school HAVE gone into the red; UWT has not and wants to avoid that
	* Approved for 4% student growth
	* Big realization: in the 3 years of the plan, we can only hire 1-2 new faculty (out of 50 new faculty requests)
	* CONCLUSION: only 1-2 of new programs will be approved (except for programs fully-funded by the state or fee-based (self-funded); trying to reduce fee-based because expensive for students)
		+ APCC will need to see ALL programs at the SAME time
	* No talk yet regarding impact of expanding some current programs; where do program changes come in?
		+ Expand MSW program – need some faculty resource, but otherwise funded; where will this get considered?
		+ FA will work on this over the summer
		+ Resource allocation within units will come into play; at campus level
		+ In bylaws, hiring faculty isn’t purely faculty purview, while academic programming is; two go in tandem
	* Does the 1 hire restrict adjunct hiring as well? Need to think of accreditation (important)
		+ Part-time, adjunct is separate, not a new faculty line
	* Accreditation – classes being taught, by particular faculty
		+ Yes, this does need to be considered if added as information into the proposal
	* Estimate for timeline? When to have 1503 ready? Wait until it can be further considered.
		+ Curriculum time-frame is usually 2 years start to finish
		+ Hiring and funding is a separate, but intertwined process
	* External funding: philanthropy or legislation; intention to decrease fee-based
		+ Fee-based are generally expensive for students – higher tuition than public; MSB – some of their fee-based rates may be lower than other places
		+ Self-funded (fee-based) programs don’t pay for the same things; students don’t have access to all services
		+ Registrar asked APCC to decrease fee-based programs because it was expensive for students
		+ Not possible to convert current programs to fee-based
		+ Existing fee-based programs are fine; not bad status
		+ UWS use activity based budgeting approach
	* PRO-FORMA VOTE: Does Council approve the Academic Plan process as described?
		+ No motion needed, just a vote: not legislation, just a go ahead to start working
		+ Summer work will be planning team and maybe APCC chair – come up with something for EC to approve
	* Have vote from EC about these are the new programs being considered (with caveat of looking at expanding current programs): stage one and two – 12 programs: 12 in favor, 5 abstain,
2. **Search Committee Report Template, APT – VOTE**
	* This is already being done; adding DEI in report that search committee makes
	* Where does this documentation go? Who sees it? Where is it retained?
		+ Practices in units of sharing this information; intention for it to be held centrally, APT could have access to as needed; not info to have publicly since it’s a personnel decision
	* Include comments in report about interactions of committee members with internal candidates; should these be recorded and described in report?
		+ Discussion? Include?
		+ Some faculty find this information useful in voting decision; have this as a practice
		+ Include in search template?
		+ Concerns: faculty should never want to have their private interactions in legal document; these are much better handled in discussions.
		+ Can’t use this template as proxy
		+ This would only be of professional interactions
		+ But this has to be careful; special treatment, not equitable\
		+ Need to pay attn. to in national search – all candidates need to be treated identically
			- 1. ADA section on hiring; UW doesn’t pay enough attention to this
				2. UWT could easily fail at this
				3. Hiring discussion are too loose
				4. Stressful
				5. A national search means we’re hiring best
		+ Could pursue next year in separate legislation
	* Just need to approve adding in DEI
	* VOTE: Lauren Montgomery made a motion to accept the amendment to APT guide; seconded by Mark Pendras. In favor: 16, against:1, abstention: 1, 17 total
3. **Lecturer affairs – ad hoc, no bylaws**
	* Want to renew?
		+ If energy and tasks to be done. UWS is not yet completed with lecture handbooks – next year will interpret and figure out how to implement.
		+ VOTE: Mark Pendras motion to continue; in favor: 17 total
	* Chairs: proposed to Leanne Laux-Bachand to co-chair with Jeremy Davis
		+ accepted
4. **Review of the Year:**
	* Feedback on new procedures this academic year. EC members turned in or filled out form.
	* Like course eval
5. **Adjourn**

**APPENDIX A:** Academic Plan Presentation

Planning Team:

Ali Modarres – Chair, Council of Deans and Directors

Lauren Montgomery – Chair, Faculty Assembly

Jill Purdy – Executive Vice Chancellor of Academic Affairs

Ka Yee Yeung – Vice Chair, Faculty Assembly

Purpose: To ensure that the continued growth of the academic programs at UW Tacoma is:

* Determined by the faculty
* Coordinated across all units on campus
* Financially sustainable & resource informed

Pursuant to Section 23-43 of the Faculty Code, the faculty of the University of Washington Tacoma:

A. Shall, with respect to academic matters,

1. Determine its requirements for admission and graduation;

2. Determine its curriculum and academic programs;

3. Determine the scholastic standards required of its students;

4. Recommend to the Board of Regents those of its students who qualify for the

 University degrees;

5. Exercise the additional powers necessary to provide adequate instruction and

 supervision of its students.

We needed a way for faculty to gain a campus wide perspective on academic program development.

Summary of Academic Plan activity to date:

* Autumn Quarter – Assessed existing degree programs using rubric and data provided.
* Winter Quarter – Faculty worked with Dean on new program requests, and program change requests. Faculty reviewed and EC approved evaluation criteria.
* Spring Quarter – Planning team assembled new plan. Draft reviewed by APCC, EC, Deans/Directors, VCFA
* Feedback integrated into this presentation.

Criteria Used in Planning (unranked):

*Developed via campus wide faculty process, approved by EC*

* Alignment with Strategic Plan goals:
	+ (Students, Scholarship, Communities, Equity, Culture, Growth)
* Campus-wide Balance of Academic Disciplines and Programs,
	+ (building on existing expertise and interdisciplinary emphasis)
* Community/Student/Market Demand and Impact
* Resource Impact (+/-)

As we worked with the feedback this spring, we discovered several layers of complexity that will need to be negotiated.

Resource Requests for Existing Programs

* Global Honors in BA Healthcare Leadership
* Global Honors in BA Business Administration
* Honors, Global Honors and Faculty in lower division courses in BS Computer Science & Systems
* Faculty in BS of Information Technology
* Global Honors in BA Urban Studies
* Faculty for Two Year Track in Masters of Accounting
* Faculty for MS Business Analytics
* Faculty for Masters in Business Administration
* Faculty for Master of Cybersecurity and Leadership (Business)
* Faculty for Master of Cybersecurity and Leadership (Institute)
* Program improvements to Master in Education
* Faculty and Staff for Advanced Standing MSW
* Staff for online Criminal Justice BA and new Tracks
* Integrated pathways in Global Honors pathways
* Additional faculty in MS in Geospatial Technologies
* Staff in MS in Geospatial Technologies
* Staff in MA in Community Planning
* Faculty in Bachelor of Science in Nursing (BSN)
* Faculty in Master of Nursing
* Faculty in BA (major) in Healthcare Leadership
* Faculty for BA Ethnic, Gender and Labor Studies
* Faculty for Interdisciplinary options in BA History

Facility Requests for Existing Programs

* Designated computer classroom where SPSS software is installed - BA Psychology
* GIS lab - MS in Geospatial Technologies
* Studio space in TPS - BS in Urban Design
* Larger Classrooms (80 students) - BA in Urban Studies, BA in Sus. Urban Development
* Flexible furniture and space refresh - BA in Urban Studies
* Network lab in BS Information Technology
* Simulation lab, hardware and software in Bachelor of Science in Nursing (BSN)

Existing Program Changes

* These requests will go through existing channels:
* Discussed by the EVCAA and the respective Dean or Director.
* New faculty or staff positions require approval from Executive Budget Committee.
* Facilities requests will be shared with the VC for Finance and Administration.

*The consolidation of these requests has already been useful for budgeting purposes.*

Total of 15 New Degree Program Proposals.

**Proposed New Graduate Programs**

\*PhD in Computing

DNP Doctor of Nursing Practice

\*EdS in School Psychology

\*MS in Environmental Science

\*+MS in Information Technology

\*MS in Elec. & Computer Engineering

MA in Public Affairs

MA in Criminal Justice

M in Healthcare Leadership

**Proposed New Undergraduate Programs**

#BS in Mechanical Engineering

#BS in Civil Engineering

\*BA Economic and Policy Analysis

\*BA in Art

BA in Education Studies

BA Philosophy, Religion and Ethics

\* = existing PNOI

# = dependent on state funding

+ = self supporting

**Recommending that 12 move forward in this planning round, in two *quasi*-stages:**

Stage One:

\*EdS in School Psychology

\*MS in Environmental Science

\*BA Economic and Policy Analysis

#BS in Mechanical Engineering

\* = existing PNOI

# = dependent on state funding

+ = self supporting

Stage Two:

DNP Doctor of Nursing Practice

\*PhD in Computing

\*MS in Electrical and Computer Engineering

\*+MS in Information Technology

\*BA in Art

BA in Education Studies

BA Philosophy, Religion and Ethics

#BS in Civil Engineering

\* = existing PNOI

+ = self supporting

# = dependent on state funding

**Deferred to Next Academic Plan** (2020/2021):

MA in Public Affairs

MA in Criminal Justice

M in Healthcare Leadership

**Special Cases:**

The International Studies new program proposal will be considered as a program change to the existing Global Studies degree.

Undergraduate Minor in Business Analytics as well as all certificate programs will proceed through regular curriculum channels.

**The Critical Step:** matching New Program Requests with Budgetary realities.

Budgetary Realities:

We will realize 3-4% margins in operating costs if we:

* Incur 4% growth in student enrollment per year (about 200 students/year)
* Hire 1 new faculty next year: 2018-19 (plus replacements)
* Hire no new faculty the following year (2019-20) (replacements only)
	+ Hire 1 or 2 new faculty in 2020-21 (plus replacements)

(Note that fully funded programs like Mechanical and Civil Engineering may, if

funded, be additional to the above.)

**Conclusions**

1). Of the 15 new program proposals in this round, realistically only one or two will be realized.

2) In order to determine which one(s) APCC will need to see ALL POTENTIAL 1503’s at the same time.

3) Hence the timing complexity - TBD

4). Faculty should be thinking about reallocation of resources in the next round of Academic Planning.

**Current and Next Steps:**

* Faculty Assembly: Reviews draft plan and provides feedback. May 25th
* Planning Team: Assimilates recommendations from above and creates a final campus-wide Academic Plan. May 28-June 1
* Executive Council: Final review and vote. June 4

Summer Quarter, 2018

**Planning Team:** Reviews feedback and develops policies and processes for implementation of the plan and future planning cycles.

Autumn Quarter 2018

**Executive Council:** Reviews and makes recommendations to the Academic Plan policies and processes and codifies them through Faculty Assembly legislation (Class B).

Ongoing

Academic Planning becomes part of our campus culture and operates on a cyclical basis.