Annual Report from Academic Policy and Curriculum Committee (APCC)

2019-2020

Submitted by Robin Evans-Agnew, Chair June 5, 2020

Committee members

Voting Faculty

Anthony Falit-Baiamonte (Urban Studies); Evelyn Shankus (Milgard School of Business); Laura Feuerborn, (School of Education); Jutta Heller, LeAnne Laux-Bachand, Ruth Vanderpool (School of Interdisciplinary Arts & Sciences [Resigned 4/2020]); Robin Evans-Agnew (Nursing & Healthcare Leadership); Eric Madfis (Social Work & Criminal Justice); Menaka Abraham (School of Engineering & Technology)

Ex-Officio

Jill Purdy (EVCAA), Andrea Coker-Anderson (Registrar); Patrick Pow (IT); Serin Anderson (Library); Lorraine Dinnel (Advising); Laurel Hicks (ASUWT)

Faculty Assembly Administrative Coordinator(s)

Autumn Diaz (Summer 2019), & Andrew Seibert

APCC Work 7/2019-6/2020

Conduct monthly reviews of the curricular and program proposals and graduation petitions and review program proposals inside the academic planning process.

Please see chart below for numbers and comparison to last year (Table 1). This year was the official first year of the four-year planning process as described in the Academic Plan. As such we reviewed only those plans amongst the twelve that APCC recommended be included in this review cycle (ending in year 2022-2023). Of the undergraduate proposals the APCC reviewed the BA in Arts and moved three programs into full proposal development; of which the BA in Civil engineering and the BA in Education still await UWT approvals, and the BS in Mechanical engineering is undergoing tri-campus review. Of the graduate proposals the APCC moved five: The MS in Environmental science and the MS in Electrical and Computer engineering moved into full proposal development; the EdS in school Psychology and the PhD in Computing await approval by the board of Regents. APCC also reviewed a Graduate Certificate in Software Development Engineering that fell outside of the scope of the Academic Plan (See flow charts in Appendix A). A particular success with this process was the general understanding that

units proposing new programs should talk early and often to other units in developing agreements on sharing resources to support students across disciplines as they complete prerequisites for entry. Another success of this process was the valuable improvements in made to proposed programs concerning diversity, equity, and inclusion.

Overall activity for undergraduate courses increased this year as expected. APCC members meticulously reviewed every new course or course change proposed for new programs or program modifications. We reviewed and approved three new diversity designations for courses this year. We reviewed eight graduation petitions that were largely concerned with the prohibition of online courses for the final year of study before graduation. Academic counseling staff worked this year to successfully remove this prohibition for all of UW.

Table 1. Proposal Reviews – September 2019 to June 2020

Type of proposal	# Reviewed 2017/2018	# Reviewed 2018/2019	#Reviewed 2019- 5/2020	Change from previous year
New Grad Program/Options	0	0	5	+5
Changes to Graduate Programs/Options	0	1	1	0
Planned Notice of Intent (PNOI) – Grad Programs	0	0	3	+3
New Undergraduate Programs	1	1	3	+2
Changes to Undergraduate Programs	18	27	26	-1
New Courses	21	54	69	+15
Course Changes	36	35	35	0
Diversity Designations	2	0	3	+3

| Graduation Petitions | 5 | 4 | 8 | +4 |
| PNOI-Undergraduate | 0 | 13 | 1 | -9 |

Conduct policy work including Diversity (DIV) designation review and PNOI Rubric.

Diversity (DIV) designation review

APCC embarked on their 3-year review of the diversity designation (DIV) this year with the goal of centering the discussions within the main committee. Working with Dr Falit-Baiamonte, one of the original faculty members involved with the development of the DIV policy at UWT APCC members were provided a background on the DIV application process at our October meeting and requested that these discussions be held centrally in the policy work of the committee.

APCC members solicited concerns from their units. They found two main concerns: 1) the utility of the diversity designation review application form (specifically the requirement to check boxes pertaining to identities covered in the course – see Appendix B); and 2) the burden placed on faculty to participate in the review process as outlined by the Executive Council (Approved on 3.30.2018, see Appendix C). In consultation the Chair of the EC and the UWT Assistant Chancellor for Equity I decided to immediately pause the process in order to deliberate over next steps. In March I released a new plan for completing the required review of the DIV policy that would include;

1. A list of all courses taught with the D designation in between 2016 and 2019 year listing faculty and unit
2. Minutes of a special meeting (4/8/2020) to be conducted by APCC where the Assistant Chancellor of Equity and Inclusion will facilitate an exploration of the opportunities and challenges related to advancing DIV curricula at UWT
3. A revision of question 3 in the D application form eliminating the check-boxes for identities and permitting the proposing faculty to describe the identities and intersections that will be discussed in the course.

Three weeks prior to this meeting I opened a discussion board in the APCC canvas site to allow committee members to raise and discuss the concerns on this proposed strategy with their respective units. The only question raised was one of clarification as to the

reason why question 3 needed to be revised with the eliminating of the check boxes. My response was thus:

> "1) They mislead the reviewer into thinking each identity is a type of classification that can be compared to another "identity" rather than consideration the importance of intersectionality and context in each expression of identity; 2) Checking boxes suggests that our committee is collecting quantitative data on identities taught at UWT - Something we are not charged to do; 3) they limit the proposer into one particular (and historically situated) way of thinking about identity; and 4) this section on Q3 is redundant and constraining given the policy to "focus on one or more" identities... thus the textual answer to this question permits the proposer(s) and unit more freedom to express their ideas." (Evans-Agnew, March 13, 2020)

We received no more items for discussion. Unfortunately the COVID-19 Emergency and the Governor's Stay at Home declaration at the end of March prohibited public meetings concerning policy not directly connected to the emergency. The project remained paused for the rest of the year save for item 1. Where DIV data had been collected (Table 2.). Of this data, 25 programs at UWT offered at least one DIV course. Of the 85 faculty members were engaged over this time to teach in these courses, 15 members taught over 9 courses, and 4 members taught over 20 courses. In terms of the number of courses planned[1] at each level; the fewest courses (n=71) were taught at the 100 level, followed by the 300 level (n=105), and the most were taught at the 200 (n=125) and 400 levels (n=123). All of the 100 level courses were designed as introductions to specific disciplines.

Table 2. DIV Courses 2016-2017

# Programs	25
# Faculty	85
# Faculty Teaching over 9 courses	15
# Faculty Teaching over 20	4
	Courses Taught
100 Level	71
200 level	125
300 Level	105
400 Level	123

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[1] This does not take into account the courses that were withdrawn or suspended (n=50)

	Autumn	Winter	Spring	Summer
Courses Taught 2016	45			
Courses Taught 2017	50	29	40	15
Courses Taught 2018	41	31	38	12
Courses Taught 2019	37	33	34	15

Planning Notice of Intent (PNOI) Rubric

Progress was made in completing work initiated the previous year in developing a rubric in advance of the next APCC review of the next PNOI's (in year 2022-2023). This rubric was approved at the 3-11-2020 meeting and contains guidance on three of the four measures proposed in the academic plan (APPENDIX D): 1) Alignment with the strategic plan, 2) Demand characteristics, and 3) Resource impacts. Upon recommendation of the EVCAA, committee members declined to design a rubric for the fourth criteria: Campus wide Balance as this criterion was not intended to "limit programs".

Catalogue Maintenance

APCC members assisted in the review and retiring of courses no longer taught in the last three years. APCC members reviewed and reported on changes to W, S, & R designated courses in their units.

Attend UW Curriculum Committee (UWCC Seattle), Executive Council meetings , and Tri-Campus Community Engaged Learning (CEL) definition discussions

Each member of the committee attended at least one UWCC this year and represented UWT concerns. I attended the EC meetings and provided input on curricula matters. I attended the CEL definition discussions that were held across three campuses. The intent was to settle on a single definition of what CEL is. The proposed final definition has not yet been determined.

Provide summer support for APCC related activities

In 2019 in addition to reviewing minor course changes and graduation petitions, the outgoing FA Admin staff person assisted with an upgrade to the APCC website with new resources and we trained a new FA Admin. APCC members approved a rubric at their 3-9-2020 meeting.

Sustainability and succession planning

Menaka Abraham was voted in as Chair of APCC for the 2020-21 academic year.

The following new members of APCC representing IAS were appointed for the 2020-2021 year:

- · Position 1 [one year term – to fulfill LeAnne Laux-Bachand's term that concludes 2021]: **Sonia De La Cruz**
- · Position 2 [one year term – to fulfill Ruth Vanderpool's term that concludes 2021]: **Tanya Velasquez**
- · Position 3 [three year term, 2020-2023, - as Jutta Heller's term concludes this year]: **Julie Masura**

Recommendations for APCC Policy work in the 2020-2021 academic year

1. *Address the implications (for students and faculty) of designating more courses as Distance Learning or Hybrid in anticipation of the resumption of COVID 19 restrictions in winter and spring 2021.*
2. *Complete the revision of the diversity designation review process.*
3. *Based on a request made by ASUWT in June; APCC should engage in discussions on encouraging the development of a 100 level DIV course not specific to any discipline.*
4. *Monitor and manage increase in workload for APCC members*