

UNIVERSITY OF WASHINGTON TACOMA
Faculty Assembly Executive Council (EC)
Agenda

Wednesday, January 5, 2012
 Mattress 352
 12:30 – 2:00 p.m.

1. Approval of December 14, 2011 meeting minutes
2. Standing Committee Updates (*APC, APT, CC, FA, SBC*)
3. Undergraduate Education Update
 - *Buck Banks, Director of Undergraduate Education*
4. Interdisciplinarity Dialogue/January FA Meeting Agenda
 - *Larry Knopp, Director IAS*
5. UWT Faculty Memorial Resolutions Proposal
6. Proposed Date Change for 2012 FA Fall Retreat
 - *Monday, 9/24 → Wednesday, 9/19*
7. Other items
 - *January 18th EC meeting agenda*
 - *UWT Lecturer Experience (Linda Dawson)*
 - *Supporting shared governance at the unit level*
 - *Upcoming Faculty Assembly Sponsored Events*
8. Adjourn

Upcoming Executive Council Meetings	Faculty Assembly Meetings 2011-2012
• Wednesday, January 18, 2012 MAT 352	• Friday, January 27, 2012 WPH
• Thursday, February 9, 2012 Tacoma Room	• Friday, February 3, 2012 WPH [Tentative/Continuation Meeting]
• Wednesday, February 22, 2012 MAT 352	• Friday, May 4, 2012 WPH
• Wednesday, March 7, 2012 MAT 352	• Friday, May 11, 2012 Longshoreman's Hall [Tentative/Continuation Meeting]
Upcoming Events Faculty Assembly Sponsored Events	
<ul style="list-style-type: none"> • Critical Thinking Roundtable (Tracy Thompson, Facilitator), 5:00 – 7:00 pm, Wednesday February 8, 2012 TACOMA RM (Tracy Thompson) • Faculty Discussion: Topic TBD (David Morris, Facilitator), 4:00 – 5:30pm, Friday, February 24, 2012 FACULTY RESOURCE CTR • Faculty Discussion: The Challenge of Teaching Writing (Nicole Blair, Facilitator), 4:00 – 5:30pm, Friday, April 27 FACULTY RESOURCE CTR • Faculty Lecture & Discussion: Community Engagement (Marcy Stein), 5:00 – 7:00pm, Thursday, May 10, ROOM TBD 	

UNIVERSITY OF WASHINGTON TACOMA
Faculty Assembly (FA) Executive Council (EC)
Thursday, January 5, 2012
12:30 – 2:00 p.m.
Minutes

Attended: Zoe Barsness, Chair, Katie Baird, Vice Chair, Donald Chinn, Yonn Dierwechter, Marjorie Dobratz, Diane Kinder, Marcie Lazzari, Nita McKinley, Mark Pendras, Peter Selkin, Tracy Thompson, Larry Wear

Guests: Buck Banks, Larry Knopp

Excused: Charlie Emlet

1. Approval of minutes from December 14, 2011 meeting with noted changes

- M. Dobratz moved to approved
- M. Lazzarie seconded

2. Standing Committee Updates (APC, APT, CC, FA, SBC)

APC (N. McKinley)

- Nothing new to report

APT (Y. Dierwechter)

- Y. Dierwechter met with JW Harrington and S. Fritz regarding promotion and tenure workshops.
- There are two scheduled for faculty interested in the process, and/or applying this year (not for anyone currently in the process)

Assistant to Associate Professor

January 26, 2012
3:30-5:00
@Anthem Coffee

Associate to Full Professor

March 1, 2012
3:30-5:00
@Anthem Coffee

- Additionally, follow-up from the last meeting, Y. Dierwechter was able to fulfill Marcia Killian's request.

CC (K. Baird)

- Nothing new to report

FA: (D. Chin)

- No report

SBC - (M. Lazzari)

Dec. 19 met with JW Harrington and Chancellor Friedman:

- Budget cuts and enrollment growth discussed (370 additional FTEs needed to offset \$1 million reduction);
- Enrollment issues complex due to part-time and full-time student status;
- SBC assignment to look at the positive and negative aspects of enrollment growth vs. budget cuts;
- Chancellor requested feedback on the above and how to find balance;
- Other issue discussed is alternative forms of revenue as state financing is not sustainable
- Question for SBC: to what extent should we seek a broader constituency?
- Early spring the Chancellor to send out a message to campus clarifying SBC role.

3. Undergraduate Education Update (Buck Banks):

Office of Undergraduate Education (OUE) is in the process of planning for next year for CORE - working with directors and dean.

Three special CORE cohorts are being established:

- Environmental Science
- Residential (live in same house – Court 17)
- Honors (distinguished in academic and community outreach)

Discussion of the sophomore challenge ensued: UWT is losing them after they leave the Freshman cohort. Objectives and options for retention:

- Build bridges by checking in earlier regarding majors they are interested in pursuing
- Plan to have P. Lovelady produce a “majors/degree” marketing video – using professors, directors and dean from each academic unit which can be shown in CORE Friday labs as a way to reach all cohorts
- There will be a reunion in mid-late summer to assist them in returning. Pack Forest has been reserved, and Faculty and departments are being asked to come and talk to them - special one-on-one time, making them will feel welcomed back.
- A return social is planned for the Fall

There are pros/cons to these approaches – he welcomes input as all are experimental.

Summer Bridge program for freshmen (hasn't been addressed).

International Programs (OUE) is being addressed in the following contexts:

- A plan to tailor programs for incoming Freshmen (none this year)

- Two programs are being prepared for next year – summer quarter, Rome program (O. Baiocchi) and Makah Nation program (A. Urbanec). These will be tailored to freshmen with 80% of slots set aside for freshmen.

Another goal is for freshmen to assist faculty with research (seeking input); discussion has been in the area of programs that will allow students to be paid for assisting. Further discussion ensued regarding the possibility of other incentives besides pay, such as early enrollment status in certain courses. Buck indicated he has asked directors/dean for a list of courses where this could be possible based on student's majors.

This topic brought discussion to a previously discussed topic and concern: Where is oversight for this curriculum going to reside? Currently oversight resides with the IAS Program (stewardship). It was discussed and agreed that CORE and lower division/general education curriculum should be a campus-wide responsibility. How oversight should be handled/structured in the future was discussed, as it currently resides within IAS.

Some concerns were raised regarding way in which IAS is currently perceived to be stewarding this program

- (1) IAS was administratively appointed as steward of OUE/CORE, yet responsibility for curriculum resides with faculty.
- (2) What mechanisms within IAS have been established to assure review of courses in CORE/lower division general education curriculum? What is the extent of faculty involvement in such review? What is the extent of CORE faculty involvement in such review?
- (3) Where and how are we assuring that other programs have input in to the process? Oversight of the CORE/lower division general education curriculum should be responsibility of the campus as a whole – all have stake – under current IAS stewardship how is such input solicited/assured? Oversight of CORE/lower division general education curriculum has been a concern for some time and pre-dates current administrative solution. With so much change in the works there may be too much focus on the efficiency side vs. the pedagogical.

Discussion continued regarding what is the right mechanism to make decisions, and what are the student learning objectives in the general education curriculum. What do we expect UWT students to have a mastery of at the end of 4 years? Some competencies that were suggested included: critical thinking, quantitative literacy and writing. Discussion ensued as to the pathways that are required to build towards these ends. Should a task forces be formed?

It was suggested that B. Banks do a roadshow for faculty who are taking students from the CORE – so they have an idea and information on how to proceed from there within their own disciplines/programs.

4. Interdisciplinarity Dialogue/January FA Meeting Agenda

Discussion ensued about how to focus the interdisciplinarity dialogue with G. Dubow for the upcoming January 27 Faculty Assembly meeting. What are the themes for the campus as a whole? Focus of the discussion was on the student experience as a primary focus for the faculty, and on teaching practices that distinguish UWT as an entity that fosters interdisciplinarity.

It was determined that we would seek to frame the discussion at the January 27th meeting in the following way:

- Identifying our shared objectives for undergraduate learning at UWT;
- Focus in particular on how interdisciplinarity might facilitate/enhance/promote the accomplishment of those student learning outcomes;
- Focus discussion on what it means to be a student of interdisciplinarity, what are the resulting competencies that it supports and strengthens – and what specific interdisciplinary practices lead to these results?

5. UWT Faculty Memorial Resolutions Proposal

It was proposed that UWT follow the UWS Faculty Senate of formally recognizing the passing of faculty by having a standing vote for a memorial resolution at Faculty Assembly meetings. This year, Bernard Booms (Business), Phil Heldrich (IAS), and Bob Howard (Education) would be remembered. This was seconded, and approved.

6. Proposed Date Change for 2012 FA Fall Retreat

Due to a university policy regarding holidays, the date of the annual FA Fall Retreat needs to be rescheduled from the first Monday after official faculty start date, to Wednesday, September 19th. It was agreed that this date will be adopted for Fall 2012.

7. Other items

January 18th agenda items as noted on this agenda will be on that agenda for discussion. Upcoming Faculty Assembly Sponsored Events were pointed out in the agenda table. EC members asked to make sure their departments are informed of the events; Information about the events will also be posted on the FA website.

Standing chairs were asked to submit reports on their committees in writing to be attached to the January 27, 2012 Faculty Assembly agenda vs. giving verbal reports. Questions will and requests for information will be solicited from audience.

Adjournment.

Adjourned 2:05 pm

**University of Washington Tacoma
Annual Faculty Assembly Retreat
Friday, January 27, 2012
10:00am – 12:00pm
William Philip Hall**

AGENDA

1. Approval of the XX, XX, XX Faculty Assembly Minutes (*5- 10 minutes*)
2. Report of the Chancellor – Debra Friedman (*30 minutes*)
3. Opportunities for Questions on Standing Committee Reports (*10 minutes*)
 - i. Report of the Chair of the Academic Policy Committee {Exhibit A}
 - ii. Report of the Chair of the Appointment, Promotion and Tenure Committee {Exhibit B}
 - iii. Report of the Chair of the Curriculum Committee {Exhibit C}
 - iv. Report of the Chair of the Faculty Affairs Committee {Exhibit D}
 - v. Report of the Chair of the Strategic Budget Committee {Exhibit E}
4. Update on Faculty Directory of Research Interests – Colleen Carmean (*10 minutes*)
5. Interdisciplinarity and the UWT Student Experience/Education – Gail Dubrow, AFFILIATION INFORMATION (*60 minutes*)
6. Adjourn

<p>Upcoming Executive Council Meetings</p> <ul style="list-style-type: none"> • Wednesday, January 18, 2012 MAT 352 • Thursday, February 9, 2012 Tacoma Room • Wednesday, February 22, 2012 MAT 352 • Wednesday, March 7, 2012 MAT 352 	<p>Faculty Assembly Meetings 2011-2012</p> <ul style="list-style-type: none"> • Friday, May 4, 2012 WPH
<p>Upcoming Events Faculty Assembly Sponsored Events</p> <ul style="list-style-type: none"> • Critical Thinking Roundtable (Tracy Thompson, Facilitator), 5:00 – 7:00 pm, Wednesday February 8, 2012 TACOMA RM (Tracy Thompson) • Faculty Discussion: Topic TBD (David Morris, Facilitator), 4:00 – 5:30pm, Friday, February 24, 2012 FACULTY RESOURCE CTR • Faculty Discussion: The Challenge of Teaching Writing (Nicole Blair, Facilitator), 4:00 – 5:30pm, Friday, April 27 FACULTY RESOURCE CTR • Faculty Lecture & Discussion: Community Engagement (Marcy Stein), 5:00 – 7:00pm, Thursday, May 10, ROOM TBD 	

DRAFT FOR DISCUSSION

- 1) At the broadest level, we need to be thinking about interdisciplinarity in terms of our units’ and campus’s unique identities and missions. So we need to be thinking broadly about opportunities for disparate knowledges to converge in the classroom, in our research, and in our engagements with the community.
- 2) Also at a very broad level, we need in the area of *teaching* to think in terms of student learning objectives and the developmental arc of student learning. What interdisciplinary competencies do we want students to master via our curriculum (e.g., collaboration? Interdisciplinary analysis and integration, other)? We need to think about the *whole* curriculum here, not just individual courses. What practices do we want to build into the curriculum to achieve this?
- 3) Getting a little more concrete, what cross-cutting themes might provide faculty and students with an opportunity to channel multidisciplinary knowledge into making a difference locally and in the region? Possibilities include: K-12 education issues, sustainability and environmental remediation, social justice, the role of the arts in community development, etc. Are these appropriate? What others might be appropriate? And how shall we prioritize them?
- 4) What teaching, research, and curricular practices might distinguish UWT and particular academic units as entities that foster interdisciplinary *activity*? Certain kinds of course designs? Internship and community engagement opportunities? Study abroad opportunities? Global engagements?
- 5) Linked to this, what developmental trajectory (for units and the campus as well as students) will ensure that our students gain competence in the practices associated with interdisciplinary inquiry? In other words, what kind of growth and change as an institution (and as individual units) do we think are best for learning how to “do” interdisciplinarity, and what developmental path do we want to encourage in students?
- 6) How can we practice interdisciplinarity in ways that are synergetic with other institutional priorities (e.g., diversity, community engagement, knowledge creation and dissemination, etc.)?
- 7) What new investments, incentives, and changes in policy are needed to renew our commitment to interdisciplinarity?
- 8) What criteria will be used to make decisions about investing in interdisciplinarity practices?
- 9) How will unit and campus-wide leadership in interdisciplinarity be sustained?