

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

June 6, 2012
 Mattress 352
 12:30 – 2:00 p.m.

1. Standing Committee Reports (APC, APT, CC, FA, SBC)
2. APC-CC Task Force Report (Kent Nelson)
3. 4Strong Center (Greg Brenner)
4. Lecturer Performance Evaluation
5. Faculty Assembly Looking Ahead
 - *2012-2013 Initiatives*
 - *Faculty Assembly Fall Retreat*
6. Other items
 - *Paulsen Committee Faculty Representative needed.*
 - *Year-end Shared Governance Celebration*

Upcoming Executive Council Meetings	Faculty Assembly Meetings 2012 – 2013
• Thursday, October 4, 2012 TBD	• Fall Retreat, Wednesday, September 19, 2012 WPH (9:00 am – 5:00 pm)
• Wednesday, October 17, 2012 TBD	
• Thursday, November 1, 2012 TBD	
Upcoming Events	
• UWT Commencement, Friday June 8, 8:30 – 12:00, Tacoma Dome	

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

June 6, 2012
Mattress 352
12:30 – 2:00 p.m.

Attendees: Zoe Barsness, Chair, Katie Baird, Vice Chair, Donald Chinn, Linda Dawson, Marjorie Dobratz, JW Harrington, Diane Kinder, Nita McKinley, Mark Pendras, Peter Selkin, Tracy Thompson, Charles Williams,
Guests: Kent Nelson, Greg Benner, Jill Purdy (incoming Vice Chair)
Excused: Yon Dierwechter, Charles Emlet, Marcie Lazzari, Beverly Naidus, Larry Wear, Ehsan Feroz

Z. Barsness chaired the meeting, and the order of agenda changed:

1. APC-CC Task Force Report (Kent Nelson)

- K. Nelson presented a memo (attached) for EC review. The memo covers an overview of the APC/CC Task Force findings, proposed charge for the new academic policy and curriculum committee, suggested committee membership, and recommended support for the new procedures.
- K. Nelson and J. Primomo will work on a handbook for units to use in the new process of submission guidelines. N. McKinley volunteered to assist in coming up with policies and procedures for new committee.
- A discussion took place over whether this committee might oversee the CORE.
- The appropriateness of a student member on committee was discussed in regard to student confidentiality in cases involving students.
- There was a call for a motion for acceptance of the recommendations, with revisions to UWT by-laws being made over the summer, including submission to UW Code Cops, then review and vote of proposed bylaw changes by the EC at the fall retreat. If the proposed bylaw changes are approved by the EC without amendments then the changes to the bylaws would be forwarded to the voting faculty for a vote in October, and implementation of the new standing committee structure if those changes were approved by a full faculty vote. There was a motion to accept spirit of the proposal, it was seconded, and passed with no abstentions

2. 4Strong Center (Greg Benner) (Handouts attached)

- A center is being launched, Strong Communities and Schools (SCS), a collective effort between the community and UWT. It will be structured as interdisciplinary, require faculty assistance, and independent funding as it grows. SCS will not only look for research projects from the community, but also serve as a conduit for faculty and community for a shared focus. It was suggested that G. Benner put together a warehouse of community research

needs and post for faculty who may be interested in getting involved in the center project.

- G. Benner will make a one-page synopsis and present at the Fall faculty retreat, and possibly at a future EC meeting.

3. Standing Committee Reports (APC, APT, CC, FA, SBC)

- All committee reports were deferred for discussion with the exception of a discussion regarding where the FA committee stood in regard to the issue of recommending the campus adopt the use of adjusted medians as a metric for student course evaluations. It was decided more discussion is needed by and input from each unit. A suggestion was made that a representative from the Center for Instructional Development (CIDR) be invited to present at the fall faculty retreat on the rationale and use of adjusted medians in student course. Such a discussion would then be followed up with discussions at the unit level and ultimately a policy recommendation from the APC to the EC.

4. Lecturer Performance Evaluation

- A discussion took place regarding the concern over the way lecturers are being evaluated. :
 - Concern was expressed over emphasis on student evaluations, without context or more faculty input
 - Different units have differing practices regarding oversight of lecturers by faculty. JW suggested that in larger units it might be delegated to a subcommittee,
 - Key issue is to determine performance criteria, and lecturers need to be made aware of these criteria upfront.
 - There doesn't seem to be a tradition of a P&T committee within units at UWT like there is for larger units on Seattle campus.
 - UWT needs to be in-line with code regarding evaluation requirements for lecturers.
 - Z. Barsness indicated that the campus leadership was open to relying on the evaluation criteria furnished to them by the respective units.
 - L. Dawson volunteered to assist in developing evaluation criteria to help lecturers have best practices, such as mentors and the resources needed for new people on how to maneuver through the campus and system
- D. Chinn attended a seminar on Seattle campus and has slides of two examples of unit's method for merit evaluation and assessment of workload equity. He will forward to EC members.

5. Faculty Assembly Looking Ahead

➤ *2012-2013 Initiatives*

- Handout for proposed FA priorities for 2012-2013 distributed and a request for EC member's priorities requested (attached). K. Baird requested that EC members email her suggested priorities for next year, and that standing committee chairs include*

recommendations for their respective committees in their annual reports due June 15th.

➤ *Faculty Assembly Fall Retreat (discussed throughout the meeting)*

6. Other items (not discussed)

Z. Barsness thanked EC members for all of their support this academic year

Adjourned: 2:03

June 1, 2012

Memo to: Faculty Assembly Executive Council
From: Kent Nelson, Chair of APC/CC Task Force

Overview:

This memo summarizes the findings and recommendations of a task force that was formed to consider the roles and functions of two standing Faculty Assembly committees – the Curriculum Committee and the Academic Policy Committee. The overriding goal of the task force is to provide a structure for shared governance that would improve the efficiency and effectiveness of the faculty’s role in UWT’s curriculum and academic policy. Five key points have emerged from the task force’s deliberations:

- (1) In its current form, the Curriculum Committee is not functioning very efficiently, primarily due to its focus on “micro-level” issues when reviewing new course/course change materials (such as word-smithing, and ensuring accuracy/completeness of applications and syllabi). Focusing on these issues is not a good use of faculty resources, and prevents the committee from considering more substantive curricular issues related to academic excellence.
- (2) There is some unnecessary duplication of effort between the CC and the APC, such as reviewing 1503’s and new program proposals. Coordination of efforts between these two committees has not been effective in targeting and addressing substantive issues related to academic rigor and excellence.
- (3) The APC’s role has become largely reactive rather than proactive. As a result, substantive issues of academic excellence are not actively addressed, such as writing and quantitative literacy across the curriculum, the lower-division core program and its relationship to upper-division courses in specific academic programs, curricular integrity and rigor, and new program development.
- (4) Individual units should review and vote on/approve their own submissions of course application materials for accuracy and completeness (including micro-level issues such as the abbreviated title and catalog description on the application). This will relieve the Faculty Assembly committee of the time-consuming task of ensuring compliance with university standards related to micro-level issues.
- (5) Merging the CC and APC into one committee would facilitate substantive discussions over curriculum and academic policy issues on campus, and would allow for a more proactive approach in identifying and addressing targets of academic excellence on campus.

Given our recommendation to merge these two committees into one and revise the Faculty Assembly By-laws, the task force proposes the following charge for the new committee, which we refer to here as the *Academic Policy and Curriculum Committee*.

Proposed Charge for New *Academic Policy and Curriculum Committee*:

The Faculty Assembly Committee on *Academic Policy and Curriculum* shall be responsible for matters of policy relating to the academic affairs of UW Tacoma, including proposals for new academic programs; majors, minors, concentrations, and undergraduate and graduate certificate programs; applications for new and revised courses; scholastic standards including admissions; and campus graduation requirements. It shall also provide guidance to the Vice Chancellor for Academic Affairs on policies regarding the interpretation and administration of academic regulations of the campus, as well as provide recommendations on initiatives requested by the Executive Council related to academic excellence and equity.

Committee Membership:

The membership of the APC shall consist of one elected representative for every 50 voting faculty members within each academic unit. It shall also include, as ex officio, non-voting members, one representative each from the UWT Library, Office of the Registrar, Academic Advising, Information Technology, Office of Undergraduate Education, and the UWT student body. The chair of the committee will be elected by its members and will serve for one academic year (September 16 through September 15), and can serve for up to three terms. The term of all other members shall begin September 16 in the year of their election and end June 15 three years later.

Recommended Support:

(1) The task force recommends that a designated staff person be appointed to support the work of approving new courses campus-wide. This person would: (1) work with units on curriculum application materials to ensure their accuracy and completeness and (2) represent UWT at monthly UW curriculum committee meetings in Seattle; and (3) track curriculum application materials from submission to approval, and communicate with academic units. Because the new APC will have a larger scope of responsibility, staff support will ensure that members of the committee focus on areas of faculty expertise, such as academic rigor. Areas related to administrative detail would be outside Faculty Assembly purview.

(2) The task force recommends that the campus maintain a website that provides information regarding curriculum development, guidelines for completing application materials, ongoing postings of new course proposals, and information and submission space for new program proposals and program changes.

(3) The task force recommends that in its first year (and possibly subsequent years, depending on work load), the committee be chaired by a faculty member who receives compensation equivalent to two course releases. Because the new APC will take a proactive role in identifying and addressing issues of academic excellence, the role of the chair will involve substantial committee leadership, as well as coordination/communication with the Executive Council and other Faculty Assembly bodies. We believe two course releases will free up the resources needed for the chair to be effective in facilitating shared governance.

Executive Council Meeting
June 6, 2012

Overview of Applied Research Center for Strong Communities and Schools

- How did the Center come to be?
 - Community needs—focus on schools
 - Grow and invest in scholarship at UWT
- Title, Mission, priorities (DRAFT)
 - Driven by community feedback
- Structure
 - Report directly to Chancellor
 - Interdisciplinary—not housed in a unit on campus
 - Finance office provides fiscal support.
- Funding
 - Start-up funds from Chancellor
 - Seeking grant and philanthropic funding
 - Need your ideas and support!
- Hires
 - Director of Community Research and Development—Michelle Maike (hired mid-March)
 - Director of Educational Programs (interviewing, hope to hire starting Sept 15)
 - Consultants—support proposal development
- Faculty Advisory Board: Emlet, Pendras, Baird, Thompson, Feuerborn, MacDonald.
- Official launch of Center—Autumn?
- What can we do for faculty?
 - Help move ideas to grant proposals
 - Connect faculty with community agencies with shared focus
- What can faculty do for the Center?
 - Support us—get the word out
 - Partner with us on grant/foundation proposals

Applied Research Center for
Strong Communities and Schools (SCS)

Vision

Strong communities. Strong schools.

Mission

We build strong communities and schools through applied research, program evaluation, and evidence-based change.

Priorities

- *Applied Research:* We solve practical problems facing individuals, families, schools, and communities.
- *Data-Based Decision Making:* We develop innovative, user-friendly tools and evaluation systems for data analysis at multiple levels.
- *Implementation Science:* We guide the process of real-world implementation of evidence-based practices.
- *Collective Impact:* We lead the coordination of key sectors (public, private, profit, non-profit) towards a common agenda of constructive outcomes in educational achievement, social and emotional growth, and economic well-being.

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**Proposal for Faculty Assembly Priorities for 2012-2013
(for EC discussion)**

1. Continue Working on Shared Governance and Promotion of Active Faculty Engagement

Possible Actions:

- 1) Conduct dialogues similar to session with fulls but with associates and also assistants in fall
- 2) Invite Marcia Killien back to campus to facilitate small group work among faculty to work on issues identified through rank discussions for development/strengthening of shared governance.
- 3) Extend and deepen unit-level shared governance capabilities
 - a. EC taskforce to promote discussion among faculty within units to flesh out the existing inventory of shared governance practices EC began developing this spring (this will serve to both educate faculty about their responsibilities, existing practices and where there is room/opportunity to enhance these practices or fill gaps)
 - b. Post unit level practices related to the activities of particular standing units on the FA website as a reference or collectively by unit as a reference for faculty.
 - c. Identify best practices to be shared.

What can Chancellor's office do to complement our effort? A) Have some direct discussions with faculty members. B) Articulate expectations of faculty in terms both of responsibilities and involvement in process. C) Ask directors/deans about faculty involvement in budget planning and strategic discussions.

2. Continue Campus-Level Conversations on Issues of Common Interest and Promoting Identity as Community of Scholars

Possible Actions:

- 1) Continue Three lecturers (dist. Teacher, dist researcher, distinguished community engagement faculty (new next year))
- 2) Continue "Book Club" with a theme of "Future of the University"
- 3) Paulsen Lecture Series, work to become annual event.

Comment: What can Chancellor's office do to complement our effort? A) Provide FA with discretionary funds. B) Co-sponsor such events

3. Continue to Seek Better way of Integrating and Supporting Lecturers

Possible Actions:

- 1) Review results of survey
- 2) ATP: Develop protocols for evaluation & also career paths

Comment: What can Chancellor's office do to complement our effort? A) continue to insist in using the term "faculty" to mean all faculty; communicate expectations of lecturers and criteria; B) provide written explanation to faculty supported with documentation of additional data used to support director/deans/chancellor's appointment decision as required by code with referral back to faculty for another vote on basis of such additional data .

4. Initiative New Process by which Faculty Engage in Substantive Role in Academic Policy

Possible Actions:

- 1) EC gives APC a specific charge.

Comment: What can Chancellor's office do to complement our effort? A) Fund a specific task force, either on writing or on quantitative literacy