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**Agenda (v. 3.0)**

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

Wednesday, February 1, 2017 12:30-1:25pm CP 206 C

1. Consent Agenda & Recording Permission
2. Approval of Minutes
   * 1. *Meeting Materials: January 6, 2017 & January 18, 2017 EC Meeting Minutes* **pg. 2 -7**
3. Announcement: Faculty Rep on BIRC 1 min
4. Chair’s Report and Discussion Items
   * Faculty Assembly Winter Meeting & Workshop Debrief 10 min
   * Faculty Role on Student of Concern Team Subcommittee Proposal - *Jennifer Harris* 10 min
     1. ***Meeting Material:*** *Faculty Role on Student of Concern Team Subcommittee Proposal* **pg.7-8**
   * Time Schedule Matrix Update 5 min
   * Race & Equity Efforts Underway in Units - *Marian Harris* 5 min
     1. ***Meeting Material:*** *Information from Academic Units about Race & Equity Initiatives*

*Underway or Planned* **pg.8-9**

* + Proposed Infants/Children in Class Policy - *Marian Harris* 10 min
    1. ***Meeting material:*** *Proposed Infants/Children in Class Policy* **pg.7**

1. Adjourn

**Upcoming Faculty Assembly Executive Council Meetings**

2/17/17 1:00-3:00pm CP 206 C

3/1/17 12:30-1:25pm GWP 320

**SAVE THE DATE:**

Faculty Assembly Spring Meeting 4/28/17 | 1-3pm | WPH

2 Commencement Ceremonies: 6/14/17

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

January 6, 2017 1:00-3:00pm GWP 320

***Present:*** *Greg Rose, Julia Aguirre, Jutta Heller, Mark Pendras, , Lauren Montgomery, Melissa Lavitt, Ji-Hyun Ahn, Ka Yee Yeung-Rhee, Michelle Garner, Katie Haerling, Jennifer Harris, Sushil Oswal, Loly Alcaide Ramirez ,**Nicole Blair, , Mark Pagano, Jeff Cohen, Charles Costerella, Marion Eberly.* ***Absent:*** *Jim Gawel****. Excused:*** *Matt Kelley****,*** *Marcie Lazzari****,*** *Marian Harris* ***,*** *Ellen Moore.*  ***Guests:*** *Jill Purdy, D.C. Grant.*

1. **Consent Agenda**

The agenda was approved.

1. **Approval of Minutes**

The December 9, 2016 Executive Council meeting minutes were approved.

1. **Announcements:**
   * EVENT: *Standing Together for Justice in Hope & Determination –*The Chancellor’s Discussion Series “Freedom of Speech: A Fundamental Right?” Monday, 1.23.17, 5:30-7:30pm, WPH
     + - Speakers: Prof. Susan Balter-Reitz, Dept. of Communication and Theatere, Montana State University Billings; Prof. Chris Demaske, Associate Dean of Faculty and Student Affairs & Associate Professor, Communications, University of Washington, Tacoma; Cathy Nguyen, Tacoma Poet Laureate; Christopher P. Jordan, Tacoma Artist/Activist
   * Faculty Rep. Needed for New Bias Incident Report Committee (BIRC)

EC members will share this need with the faculty in their units and send names of those interested to FA Admin in order to have someone on BRIC quickly. A more formal mechanism will be developed for electing/selecting a faculty member for this representative position.

* + Faculty Assembly Policy on Quarterly Memorials

“To recognize and honor University of Washington, Tacoma community members who pass away each year, the Faculty Assembly is instituting a brief memorial and moment of silence at the beginning each of its quarterly meetings. The memorial and moment of silence will include the reading of each person’s name and a display of their picture. We will acknowledge the names of anyone we receive: faculty or staff members.  Names should be sent via email to the Faculty Assembly Administrative Coordinator [[assembly@uw.edu](mailto:assembly@uw.edu).]”

* + - * EC members agreed with the need for this policy and memorial. They approved the language and motioned to vote. VOTE: 15 in favor, 0 against, 0 abstain, 6 absent.

1. **Chair’s Report and Discussion Items**
   * Faculty Assembly Winter Meeting & Workshop

Dr. Yves Labissiere will be coming to UW Tacoma for the whole day on 1/27/17 and doing a workshop with staff in the morning, a small faculty and student lunch, and then facilitating the FA meeting in the afternoon. His theme is “Going Upstream on Social Justice Issues.” FA chairs asked EC members if any would be willing to volunteer to attend the lunch and bring 2 students each with them. Sushil Oswal, Julia Aguirre, Katie Haerling, and D.C. Grant volunteered. It was requested that the workshop will be filmed for faculty who cannot attend.

* + Undergraduate Education Advisory Council

The step of support that Faculty Assembly leadership would like to take now is setting up a formal link between the Faculty Assembly and the UEAC by having a representative from the UEAC sit on the Executive Council. Just as EC has representatives from all academic units, Faculty Assembly considers the Office of Undergraduate Education an important academic unit that needs faculty support and linkage. This will require a Faculty Assembly Bylaws change as EC will be adding a representative seat. Faculty Assembly Bylaws changes require a full faculty vote. It will be good to bring this to the full faculty's attention since some have been unaware of the important roles of the OUE and the UEAC. EC members asked about also adding a rep from the UEAC also on APCC. This will be taken into consideration and perhaps an eventual goal.

* + Adding Library Representative as Ex-Offico EC Member

EC members discussed the potential issues and benefits of this: the size of EC is expanding and will continue to; bringing the library into our conversations inclusivity; formal connection; for some meetings, a Library rep might feel like nothing pertains to them. Due to all of these considerations and the majority of EC members being in favor of adding a Library rep to EC, the chair and vice chair will invite Lauren Pressley, Library Director, to attend the rest of the EC meetings this year. If Lauren has found the meetings beneficial and worth her time, then EC will vote to include a Library representative in the membership portion of the Bylaws. At that point, it will also go to a full faculty vote because it would be a bylaws change.

* + Tioga Building Renovation Input

Chancellor Pagano clarified the options for the Tioga building. Taking it down would be even more costly than renovating it. It is not up to seismic standards, thus, it can only hold offices and not classrooms above the 1st floor. The current tenant of the 1st floor is the well-loved Metro Coffee. During renovation, they will need to move either to a space next to the Swiss, or to the TPS building. This could be temporary or permanent move depending on what Metro wants to do. After the renovation, more space will be available on the 1st floor. Metro gets to decide what they want to do, but will want input from their customers. EC members were charged with going back to their units with the following:

*The EC leadership has asked the Chancellor to allow for faculty input on the design/usage of the first floor of the upcoming Tioga Building renovation.   Currently the Metro Coffee Shop occupies a small portion of the space.   For example, one idea is to request a good-sized lunch cafe and meeting space in this central campus location, either affiliated with Metro or in addition to it.  There probably won't be another opportunity like this on campus in the near future.*

*In the interest of including the whole faculty in this process, please consult your unit faculty for ideas and wishes for this space, whether food related or otherwise.   (The upper floors of the building are slated for offices, because the layout and retrofit considerations prohibit classrooms or labs for those spaces.)*

Please send input to the chair and vice chair of Faculty Assembly by the end of March 2017.

* + Budget, Planning, and Facilities Standing Committee

There has been positive, sincere momentum in regards to cleaning up the budget processes at UW Tacoma, but there is still not an adequate mechanism for faculty voice in the current budget process. Chair, Mark Pendras, proposed the idea of starting a Budget, Planning, and Facilities standing committee in Faculty Assembly. EC members discussed the need for budgetary transparency and training at the unit level as well as the campus level. Campus leadership should be filtering budget decisions through a faculty body in the name of shared governance. This faculty group will only be effective if they have access to the budget. UW Tacoma does not have an internally published budget book in the same way that other universities do – could a faculty budget committee insist on having this? In regards to budget decisions, faculty governance ends at the allocation of resources, but up to that point, faculty should be involved and consulted. There is a productive overlap between budget, planning, and facilities. Therefore, instead of creating several new standing committees, these areas could be combined.

Through much discussion, EC members came up with two options for moving forward: either create this separate budget standing committee or have EC be the body of faculty who oversees the budget. With the second option, it was suggested EC should have additional budget meetings throughout the year and have a subcommittee of members who meet more regularly regarding the budget and become EC’s set of budget experts. It comes down to adding another standing committee and finding faculty representatives to be on it or increasing the Executive Council’s workload in the area of budget. EC will follow up on this conversation at a future Friday meeting.

* + Campus Policy For Equity in Teaching Distribution Among Rank

EC did not get to this agenda item due to time constraints.

1. **Adjourn**

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

January 18, 2017 12:30-1:25pm JRC

***Present:*** *Matt Kelley****,*** *Marcie Lazzari****,*** *Marian Harris****,*** *Greg Rose, Mark Pendras, Lauren Montgomery, Melissa Lavitt, Ji-Hyun Ahn, Ka Yee Yeung-Rhee, Michelle Garner, Sushil Oswal, Loly Alcaide Ramirez ,**Nicole Blair, Charles Costerella, Marion Eberly. Jim Gawel, Leighann Chaffee****. Excused:*** *Katie Haerling, Jennifer Harris, Julia Aguirre, Jutta Heller, Mark Pagano, Jeff Cohen, Ellen Moore.*  ***Guests:*** *Christine Stevens, Lindsay McCunn, Patrick Pow.*

1. **Consent Agenda**

The agenda was approved.

1. **Approval of Minutes**

The January 6, 2017 Executive Council meeting minutes will be reviewed and approved at the 2.1.17 EC meeting.

1. **Announcements**
   * There is a new Student Health Services Proposal for students to vote on. Kathleen Farrell, interim Associate Vice-Chancellor for Student & Enrollment Services, wanted faculty to be aware of this so that they could encourage their students to vote.
2. **EVCAA Report**
   * 1. Revitalizing our commitment and attention to Undergraduate Education – there has been ongoing work around doing a better job with the first year experience and retention. A Learning and Retention Council has been created (a cross-campus group) and has been charged with a design challenge of Principles for the Student Journey. The council has formed small teams, each consulting with a student, to produce a map charting the student journey: decision points, pain points, accelerators, when they receive help, when they get lost, etc. The goal is to move away from academic competencies and put the student voice at the center; to understand who we are serving. The outcomes of this task are to be: the maps; a symbol that is emblematic of what this journey entails, and these are to then inform the charges and work of other campus groups working on Undergraduate Education, namely, the Advising Council, the Undergraduate Education Academic Council, Student Success Council, Professional Development, Institutional Research, etc. Teams will also meet with an advisor. Again, the goal is to gain a new level of understanding of students needs and barriers.
     2. Finish building out Academic Affairs & New Program Approval Process– There has been a reorganization of how people report to the EVCAA. Also, currently underway is a detailed fleshing out of the new program approval process. Deans and Directors will see the program idea in its earliest stage and then throughout the program’s development. The fiscal process will be brought in more thoroughly and thoughtfully, including adding the Executive Budget Committee to the process. The goal of the new process will be to inform one another of our work/goals in order to better collaborate. For instance, some new programs may not “pencil out” financially but, through collaboration across campus, revenue from some programs can go to help offset the costs of more expensive programs. Additionally, bringing in the fiscal process more intentionally will help to inform APCC in their review to know what a new program will entail in terms of campus resources. Amanda DeBato, Executive Assistant to the Executive Vice Chancellor for Academic Affairs, has been developing an electronic mechanism that will enable campus to check where a program is at various checkpoints. This will help to make the process more transparent and accessible.
        + Lauren Montgomery, vice chair of Faculty Assembly and APCC member, shared that APCC has a subcommittee working on the PNOI format/process (Planning Notice of Intent). It was noted that new program approval process and the new PNOI format need to align. Jill Purdy, Associate Vice Chancellor for Undergraduate Affairs, and Ruth Ward, Administrative Coordinator to the Faculty Assembly, are involved in both work groups and can therefore, make sure that the work aligns with each other. Additionally, it was requested that a draft of the new program proposal process be brought to EC as well. EVCAA Lavitt will bring a draft to EC for feedback and discussion.

An EC member asked for clarity on the process for new undergraduate certificate programs. EVCAA Lavitt will follow up on this.

* + 1. Search Updates – There are two searches moving forward: for the Dean of the Institute of Technology and for the Dean of the School of Education. The searches are bringing candidates to campus. These have been great searches and the pools of candidates are diverse in perspective, ethnicity, and background.

1. **Chair’s Report and Discussion Items**
   * IT Accessibility Implementation Plan for UW Tacoma - Patrick Pow

*See Appendix A for material: UW Tacoma IT Accessibility Policy and Implementation Plan*

UW Tacoma was required by the State of Washington to have an Accessibility Policy by December 2016. The University of Washington prepared a tri-campus Accessibility Policy. At UW Tacoma, the implementation process will begin at the end of March 2017. This policy includes several things, some of which are, making the public-facing website more accessible and converting PDF documents on the website to a more accessible document type. This is a nation-wide movement to increase accessibility and recognize that “Diversity Includes Disability.” Patrick Pow, Vice Chancellor for Information Technology, asked that Faculty Assembly and the Executive Council sponsor the policy and implementation plan. EC will review and discuss the policy and implementation plan and give feedback to him.

* + Draft Child and Lactation Policy - Marian Harris

See Appendix B for material: Draft Child & Lactation Policy

Students met with Marian Harris, Professor in Social Work & Criminal Justice and Faculty Affairs Committee chair, asking her to consider several childcare issues that centered on bringing children/infants to class. Marian and the students wrote a policy that the SW & CJ program adopted. Then, the Faculty Affairs Committee wrote also a similar policy to be proposed as campus-wide. EC discussed the proposed policy, whether or not the children in class and lactation policy should be separated into two policies, various word choices, the informational importance of students checking with their instructors about bringing children to class, that this should be added into the list of syllabi statements, and the need for more lactation rooms available to faculty, staff, and students. Overall, there was consensus that these are needed policies, but also that they needed further editing. Marian agreed to revise them based on EC’s feedback and bring them back to EC for review and approval.

* + Proposed Policy on Non-Competitive Faculty Appointments - Marian Harris

EC did not get to this agenda item due to time constraints.

**Appendix A**

**UW Tacoma IT Accessibility Policy and Implementation Plan**

1. The university of Washington Tacoma adopts the UW Policy on IT accessibility as follows:

**UW Policy – IT Accessibility**

The University of Washington (UW) strives to ensure that people with disabilities have access to the same services and content that are available to people without disabilities, including services and content made available through the use of information technology (IT).  IT procured, developed, maintained, and used by the UW should provide substantially similar functionality, experience, and information access to individuals with disabilities as it provides to others. Examples of IT covered by this policy include websites, software systems, electronic documents, videos, and electronic equipment such as information kiosks, telephones, and digital signs.

The policy aligns with:

* the UW’s [vision](http://www.uw.edu/about/visionvalues/) to educate a diverse student body and its [values](http://www.washington.edu/about/visionvalues/) of diversity, excellence, collaboration, innovation, and respect.
* the UW’s obligations under [Section 504 of the Rehabilitation Act of 1973](http://www.disability.gov/rehabilitation-act-1973).
* the [Americans with Disability Act of 1990 together with its 2008 Amendments](http://www.ada.gov/ada_intro.htm).
* [Washington State Policy #188 – Accessibility](http://ocio.wa.gov/policies/policy-188-accessibility).
* [UW Administrative Policy Statement 2.3](http://www.uw.edu/admin/rules/policies/APS/02.03.html) – Information Technology, Telecommunications and Networking Projects, and Acquisitions.

Resources that can help individuals and UW units understand and meet their obligations under this policy include:

* [IT Accessibility Guidelines](http://www.washington.edu/accessibility/guidelines/)
* [IT Accessibility Checklist](http://www.washington.edu/accessibility/checklist/)
* [Accessible Technology at the UW](http://www.washington.edu/accessibility/)

1. **UW Tacoma Accessibility Implementation Plan**

Based on the WA Policy #188, all state agencies must provide accessible content for the public and all state employees. UW Tacoma will implement the following:

* 1. IT will monitor all the critical areas already in compliance, including The UW Tacoma web content, Library e-reserve materials and Canvas learning management system.
  2. IT will work with UW Seattle Accessibility Services (ATS) / UW-IT and the various units on the UW Tacoma campus including Disability Support Services, Academic Assembly, Academic HR, Academic Technologies, Human Resources, Library and all the Unit Heads to provide faculty and staff with online and on-campus training, software and hardware resources to create and convert accessible content.
  3. SIAS Faculty will make an effort to submit accessible files for promotion and tenure.
  4. Recruiting new faculty for SIAS, the position description will include: “submit accessible content is desirable.”
  5. IT will provide the following services: (a) Check and convert any data files to accessible format when necessary; (b) provide in-house transcription and coordinate the use of external services for video closed-captions.
  6. The Chancellor and Vice Chancellors are executive sponsors for Information Technology to work with all the WU Tacoma Unit Heads to implement the new IT Accessibility Plan on our campus as outlined below:

| **Functions** | **Executive Sponsor** | **Responsible Unit Head** |
| --- | --- | --- |
| The Overall IT Accessibility Implementation Plan for UW Tacoma | Chancellor’s Cabinet; Campus Technology Committee (CTC); Faculty Assembly Executive Council | Vice Chancellor for Information Technology (as IT Accessibility Coordinator for UW Tacoma) |
| Course content, including learning management system | EVC Academic Affairs | Deans and Directors, Schools and Academic Programs |
| Web sites of research centers | EVC Academic Affairs | Associate VC for Research; Directors of Research Centers |
| Library materials | EVC Academic Affairs | Director of the UW Tacoma Library |
| TLC | EVC Academic Affairs | Director of Writing Center; Associate Director, Quantitative Center |
| Academic Advising | EVC Academic Affairs | Director of Academic Advising; Advisors in Schools and Academic Programs |
| Top Level Campus Web Content, including Closed Captioning Videos | VC Advancement; VC IT | Director of Marketing & Creative Services; Multimedia Production Supervisor |
| All UW Tacoma Web Pages | VC Advancement; VC IT | Director of Marketing & Creative Services; Manager of Web and Data Services |
| IT Procurement | VC Finance & Administration; VC IT | Senior Contracts Manager; Associate Director IT |
| Recruitment | EVC Academic Affairs; VC Finance & Administration | Director of Academic HR; Associate VC for Organizational Effectiveness & Development |
| Admissions and Registration | VC SAES | Associate Director, Admissions Operations; Registrar |
| Disability Resources for Students | VC SAES | Dean of Student Success; Disability Support Services Program Coordinator |
| Equity and Inclusion | Chancellor | Assistant Chancellor for Equity and Inclusion |
| IT Operation | VC IT | Associate Directors of IT; Managers of IT |
| Digital Signage Board/student messaging systems | VC SAES | Dean of Student Engagement |

**Appendix B**

Draft Child and Lactation Policy (1/18/17)

While we recognize that many students have childcare needs, we ask that you make every effort not to bring young children to class. If you find yourself in a situation where you have no choice but to bring a child or children with you to class, you must seek permission from your course instructor prior to class. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class.

If you are breastfeeding an infant, you may bring an infant to class for this purpose, and do not require permission from the instructor, though it is best practice to discuss it with the instructor beforehand. There are some classes where it may not be safe for an infant to be present, and in those cases an instructor may restrict an infant from being present in class.

If you need to express breast milk during class, or you would prefer to breastfeed outside of class, you may take time out of class to use the campus lactation room (GWP 410). You do not need permission from the instructor to do so, but it is best practice to let your professor know ahead of time that you will need to leave class for this period of time.

~ END OF 1/18/17 EC MEETING MINUTES ~

**BEGINNING OF 2/1/17 EC MEETING MATERIALS:**

**Proposed Infants/Children in Class Policy (2/1/17)**

If you find yourself in a situation where you have no choice but to bring a child or children with you to class, you must seek permission from your course instructor prior to class. If permission is granted, you are responsible for seeing that they are not disruptive to the class. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict them from being present in class.

If you are breastfeeding an infant, you may bring an infant to class for this purpose, and do not require permission from the instructor, though it is best practice to discuss it with the instructor beforehand. If you need to express breast milk during class, or if you would prefer to breastfeed outside of class, you may take time out of class to use the lactation room (GWP 410). You do not need permission from the instructor to do so, but it is best practice to let your instructor know ahead of time that you will need to leave class for this period of time.

**Faculty Role on Student of Concern Team Subcommittee Proposal**

On Friday October 28th, 2016 at 2:00 pm the EC sub-committee (Ellen Moore, Chris Demaske, Ginger McDonald, and Jennifer Harris) met to discuss writing a role for a faculty member who might join the Student of Concern team. Originally, Nita McKinley and Turan Kayaoglu had volunteered to be on this sub-committee, but they are no longer representatives on Executive council.

During our discussion, we realized that Ginger already serves this role somewhat as she contacts the faculty involved once the issue has been resolved. Furthermore, there are potential barriers for a faculty member to join the Student of Concern group primarily due to availability and training. Specifically, Ginger noted that the faculty joining the team should have training/specific knowledge regarding mental health issues. Per our discussion, a very limited number of faculty could fulfill this role. In addition, the faculty member would have to be available 24 hours a day, 7 days a week, for the full 52 weeks of the year, which might pose additional difficulties.

During our discussion of the potential obstacles to creating a faculty role for Concern, we also identified a potential solution, which is to have greater communication between the Concern team and the role currently occupied by Chris (Associate Dean of Faculty and Student Affairs) when a Concern issues arises. Chris noted that if she is notified when a Concern issue arises, she can check in with individual faculty members to make sure they are comfortable with the process and support them when and if needed.

It has been two months since we had this meeting. Jennifer Harris met with both Chris Demaske and Ginger McDonald to see how this new commitment has been working. Chris reported that the communication between Student of Concern has been outstanding. Specifically, Jeri Carter has notified Chris when Mental Health concerns have been raised and resolved. Susan Wagshul-Golden and Ed Mirecki reach out when behavioral concerns are raised and resolved. Ginger also reaches out periodically to make sure there are no outstanding concerns. Ginger reported that Chris has been wonderful to work with and thinks this process is going well.

Ellen Moore submitted our recommendation to Mark Pendras on October 28th after the meeting, but due the Winter break and pressing agenda of the EC this has not yet been discussed. Because there was agreement that a faculty role on the Concern team would be challenging, and because there was agreement that a reasonable solution had been identified, we recommend that this solution be considered and voted as appropriate. Should the solution not be approved then the sub-committee will reconvene to discuss how to proceed with suggestions from the Executive Council.

Prepared by Ellen Moore on October 28th, 2016.

Modified by Jennifer Harris on January 28th, 2016

**Faculty Affairs Committee**

**Information from Academic Units about Race & Equity Initiatives Underway or Planned**

**(January 2017)**

**School of Business (Margo Bergman)**

“Milgard doesn’t have any current workshops or formal instruction in race and equity. We do vet our ads, and questions, for searches with Sharon Parker’s office, as well as discussing how to reach as wide a pool as possible when conducting a search. We are working on a code of conduct that explicitly includes a message about supporting diversity and inclusion, but it hasn’t been passed yet.”

**School of Education (Gregory J. Benner)**

“With regard to equity and inclusion, the School of Education is focused on strategic planning and exploring pathways for alternate routes to certification or degrees in Education. We have committed to discussion of equity and safety in our classes given recent political changes.”

**Institute for Technology (D. C. Grant)**

The following supporting activities involve equity and inclusion:

* Summer Institute for Research Education and Biostatistics
* Math Science Leadership Grade 7-12 Summer program
* Women in Computing Sciences Student Organization
* D. C. is working with the Technology Access Foundation to partner with Boze Elementary School 5th graders to improve likelihood of 5th graders to seek and complete post- secondary education. Technology students working on joint teams with Boze students. Boze Elementary is in a very diverse East Tacoma community.

**School of Interdisciplinary Arts & Sciences (Sarah Hampton)**

“SIAS has established a diversity committee and this committee has been discussing doing our own climate survey. We met a few times last winter-spring, but have yet to meet in this academic year, so no real progress on the survey has been made. Of course, SIAS is also home to an Ethnic, Gender and Labor studies major, and we are also in the process of establishing a Gender and Sexuality Studies minor. The new SIAS dean has dissolved the old SIAS Diversity Committee and is now constituting an advisory council on diversity and inclusion. The call just went out for nominations.”

**Department of Nursing & Healthcare (Susan Johnson)**

* One of our professors is moderator of a roundtable called “Anti-Racist Methodologies.”
* One of our professors is working on student homelessness issues, including emergency housing needs.
* One of our professors is working with the homeless clinic to provide services to UWT students & families who are in crisis.
* About once a year during faculty development meetings or during our yearly retreat we have a discussion on how to create civil and inclusive learning (and working) environments.
* Faculty are currently engaged in discussions about how to address the social climate caused by the aftermath of the recent elections, however, no formal proposals have come forward to this point.

**Social Work and Criminal Justice Program (Marian S. Harris)**

* At our autumn retreat a small work group was formed to look at issues of equity and inclusion. At our December 2016 program meeting faculty decided to have formal equity and inclusion committee.
* We promote and participate in a few social events with our students: the Graduate Student Social sponsored by the Graduate School at the Swiss. We are planning our 2nd annual Master of Social Work social for early February 2017. We usually have a beginning-of-year social event for faculty and families, but that did not happen in 2016. There is a monthly pre-department meeting lunch event (usually at the Swiss); faculty are invited to attend.
* There are no new courses that are proposed at this time. In the recent past we have created a couple of new courses that address equity and inclusion: TSOCW 552-American Indian Child Welfare; and TCRIM 364-Criminal Justice and the LGBTQ Experience. There are several courses already being taught in the program. Please see Course Catalog for a list of those courses.
* We have not done a recent full-time faculty hire, but the report of the equity and inclusion work group includes some recommendations around future hires.
* In May 2016 the SWCJ faculty approved a new set of T & P guidelines. Included in those revised guidelines are the following new statements:

1. “In keeping with UW’s expressed commitment to excellence and equity, contributions in scholarship, teaching and service that address diversity and equal opportunity may be included among the qualifications for promotion.”
2. As part of the narrative on teaching, applicants must now: “Describe ways you have supported and fostered diversity and inclusion of under-represented groups.”
3. For service, the following is in place: “Recognition will be given to faculty members who perform service of particular value to the Program and its students, the University, or the community at large, especially under-represented or marginalized groups.”

* Our bylaws will likely be revised in a year or so and these issues can be addressed in them at that point.

**Urban Studies Program (Jim Thatcher)**

* During our September 2016 retreat, Urban Studies faculty agreed to start a conversation around race and equity in pedagogy.
* The first of these meetings occurred in Autumn and will be followed with the intent to:

1. Learn how faculty approach these topics in their classes and where they feel they need help.
2. Identify a cohort of courses that cover various aspects of race, ethnicity, gender, and equity issues in Urban Studies.
3. Create a purposeful scaffolding process across these courses (focusing on race and equity issues).
4. Work with Asao Inoue to create writing workshops for faculty members who teach in the identified courses.
5. Create a writing project across the selected courses.
6. Assess the outcome once the full program is implemented.