FACULTY ASSEMBLY

UNIVERSITY *of* **WASHINGTON | TACOMA**

Faculty Assembly Fall Retreat Notes
September 26, 2016   9:00am- 12:00pm   WPH

AGENDA

9:00   *Welcome and Introductions* – Mark Pendras, Faculty Assembly Chair and Associate Professor, Urban Studies, & Lauren Montgomery, Faculty Assembly Vice Chair and Senior Lecturer,
School of Interdisciplinary Arts and Sciences

9:10   *Updates on Student Success Task Force* – Co-chairs of the Student Success Task Force: Lisa Hoffman, Interim Executive Director of Global Affairs and Professor, Urban Studies; Deirdre Raynor, Associate Professor, School of Interdisciplinary Arts and Sciences; Bonnie Becker, Associate Professor, School of Interdisciplinary Arts and Sciences

9:15   *Opening Comments& Strategic Plan Update* – Mark Pagano, Chancellor & Melissa Lavitt, Executive Vice Chancellor for Academic Affairs

9:25   *Executive Council of Faculty Assembly Report 2015-2017: Highlighting Ongoing Activity and Articulation of Central Priorities*– Mark Pendras, Faculty Assembly Chair and Associate Professor, Urban Studies

9:50   *Updates on Unionization* – James Liner, Lecturer, School of Interdisciplinary Arts and Sciences

10:00 Break

10:15   *Race, Equity & Inclusion – Continuum on Becoming an Anti-Racist, Multicultural Organization*

11:15 *Collaborative Conversations*

12:00 LUNCH for all faculty, compliments of Chancellor Mark Pagano

NOTES

1) **Welcome**
2) **Chancellor, Mark Pagano**
 a) Summer 2016 was busy: Tacoma Paper Stationary building work continued; UW bought Court 17 as a full residence hall; some new faculty were hired based on requests, budget processes, and searches in the spring 2016; the Strategic Plan drafting process was completed – the "what we want to become" dreams are articulated well in it – its "roll-out" event will be on October 17, 2016; the Strategic Plan implementation team is being formed. The next Town Hall meeting will be on October 7th from 9-10am.
3) **Executive Vice Chancellor for Academic Affairs, Melissa Lavitt**
 a) Noted the robust participation in shared governance that UW Tacoma has and how it positively impacts our culture. Updates on
    i) Diversity/inclusive hiring practices: EVCAA will bring policy/issues/updates to EC, especially relating to search consultants and assessing if the ones being used are doing a good enough job
    ii) Undergraduate Education: developing a Memorandum of Agreement for faculty participation in CORE; potentially creating a CORE faculty fellows program; would like Faculty Assembly input on MoA

iii) Academic Affairs: Deans and Directors are sorting through a better system to develop new programs (idea stage, PNOI stage, etc.)

4) Student Success Task Force *interim* **Update–** Kathleen Farrell and Jill Purdy
a) This task force has been meeting and working since December 2015; they report to EVCAA Lavitt
   i) Comprised of over 60 people from across campus, their catalyst worksite is open to anyone with a UW NetID. There are various workgroups each with a chair that sits on the steering committee for the task force; co-chairs submit recommendations to Melissa Lavitt and Jill Purdy
   ii) Some pilot projects started in summer 2016: Resource Guide (compiled by student member); "We are First Generation" posters; learning communities in CORE; exploratory course are in development
   ASK FOR SLIDES
   iii) The task force will be transitioning to something more permanent: cross-campus, all academic units need to be represented; faculty voice needs to be strong

5) Faculty Unionization Update – James Liner
a) In spring 2014 they began a card drive for a faculty union at UW
   i) Unionization has been a challenging process because UW is a large and diverse university
b) In spring 2016 they started an open-membership union to move the campaign forward, though no bargaining yet
   i) Accomplishments: pushing for a faculty member to be on the Board of Regents; championing equity; pushing for better transportation options; supporting lecturers' rights
c) On November 19th in William Phillip Hall they are hosting a members-only Founding Convention and will elect a steering committee **SLIDES POSTED ON FA WEBSITE UNDER UNIONIZATION**

6) Faculty Salary Policy Update – the UW Senate is still working on it

7) SHARED GOVERNANCE, etc. - Mark Pendras, Faculty Assembly Chair, 2016-2017
a) **PRIORITIES:** Race, Diversity & Inclusion; Faculty Role in Budget; Undergraduate Education; Faculty Composition/Workload
b) **Opened floor to other priorities, visions, ideas:**
   i) Question: are we looking fully enough at Undergraduate Education? Are lower-division and CORE transitioning well to majors or are we missing some transitions?
   ii) Answer: Retention of lower-division students is poor; yes, we need continuity to keep students long enough for them to transition to majors
   iii) Each priority will take a lot of work to address; look at race, equity, diversity, and inclusion together and determine how to work on sub areas
   iv) We need to take action and not only discuss. Action require assessment and accountability
   v) Growth into schools and colleges – what role does shared governance play in this move/growth? How are we growing? The complexity of this issue impacts shared governance
   vi) Priority: how we relate/play-with the other two campuses
   vii) APCC – we need to think of how new programs come through – need a larger conversation on new program development and campus plan – How should APCC be assessing programs?
   viii) Faculty workload; APT – the criteria for lecturer promotion is not spelled out enough; programs/schools come up with their own criteria
      (1) Faculty Assembly should provide information to steer continuity in this area
      (2) How to be evaluated based on work in units
   ix) Chancellor Pagano highlighted that the priorities shared by Faculty Assembly are congruent with the priorities of administration; he reminded/invited faculty to come participate in discussions with the new Provost who will be on campus on October 26th
   x) A faculty member pointed out that the language in the Code/Bylaws, "provide adequate instruction" sets a low bar; where in this work is our focus on students? Where is the commitment to raising our own bar? We need to teach the students in front of us well. The culture on our campus needs to move toward raising the bar and being effective teachers for our students; teaching well
   xi) Another faculty member point out that retention rate data should not be the only data we reply on: the difference in retention between freshman and sophomore year versus the retention between junior and senior year; retention between junior and senior will always be higher. Statistical artifact: self-selection =

statistical fallacy. Some students will drop out at the first challenge. So, with Freshman, we need to help the meet the challenge and overcome it.

    xii) Accountability from year to year is important for many reasons, one of which being turn-over in leadership positions; a report like EC's 2015-2016 report should be the standard for every group on campus

8) Race & Equity Table Conversations *in Response to the [Continuum on Becoming an Anti-Racist, Multicultural Organization](#)*

REPORT OUT:

a) Anti-racist = anti-white-supremacy. This is powerful language.

b) How are people experiencing racism/white-supremacy? How can those who are less aware become informed and by whom? It shouldn't always be the burden of the oppressed to inform others of how they are oppressed

c) We should re-think the continuum/rubric because it represents a linear process (like infant to adulthood); a development rubric hurts us all. Development in becoming an anti-racist, multicultural organization is more dynamic than a linear progression. For instance, we should be highlighting those community and faculty members who are already doing this work, who are aspirational. Highlight/elevate examples of column 6 as powerful symbols to aspire to. For instance, a Faculty of Color group has continually met with the campus leadership without compensation for their advisory work. We are still dealing with the consequences that come from having only a few people in power. We need to change the systems to change the culture

d) There need to be individual actions and institutional actions to move toward a culture of equity

    i) For example: hiring practices – we dance around diversity for 3 meetings and then chose someone who looks like us

e) What is Faculty Assembly established a goal that all faculty will go back to the academic organizations they belong to and ask if they have groups that focus on diversity. Then, we can connect with those groups to establish a relationship with them, then advertise open positions to them when we're hiring. Perhaps Faculty Assembly can have data base where search committees can access information about diversity groups and graduate student groups and then advertise to them

f) We'll accomplish more by working at multiple levels: targeted efforts – need support – consultants

    i) A well-complied, researched data-base of where you can send targeted inquires for hiring

g) Promote positive action and reward it

h) We need multiple approaches on various levels:

    i) Stop using deficit-discourse in professional settings

    ii) Reframe to asset-based language – practice it; sign up for the SEED workshop

    iii) Work together to clear the "polluted air"; re-think, re-frame

    iv) Recognize deficit-discourse and reframe it – learn how to do this

TABLE GROUPS:

    1) Table Group

i) Where are we now? 3 moving to 4?

    i) Do we always think of all the things we might so to exclude or alienate?

    ii) How do we create an environment where people can get feedback in a constructive way?

        (1) Anonymous reporting by students?

    iii) We have heightened consciousness…?

    iv) EVCAA is working on recruitment, but we will wait and see

    v) How do we create forums for students to lead this effort?

j) What can we do to move forward?

    i) Let students lead; listen to what they say

    ii) Shift classroom climate to empower minority students

    iii) Need to diversify the faculty to match student demographics

        (1) Beyond searches; include in promotion

k) What can I do?

    i) Provide search resource to be more inclusive

    ii) Speak-up/be more vocal on faculty searches

    iii) Start with more diverse pool of candidates

    iv) By aware of "implicit bias"
    v) Student consultants – a representative body – on searches
    vi) Advertise to diversity of campuses for potential candidates
    vii) Hiring priorities; curriculum diversity; opportunities for discussion of diversity – discipline specific
    viii) Focus on retaining faculty, not just recruitment – i.e. consider disproportionate workloads in promotion and tenure

2) Table Group
    a. Where are we? 2.5, "rising" 3.
        i. 2 range – there are progressive pockets, but there are many places that are not there; burnout is an issue
        ii. 2.5 – searches, how we evaluate candidates (credentials); what are the right credentials? Eliminated the right people, structures, one embedded so deeply in status quo; a few elements of "4", our public face is 3, our lived experience is 2
        iii. 3 – the "But" part resonates…not wanting to make waves; searches that stuck closely to rubric were more successful
        iv. 3 heading to 4 – An EC member sees institutional efforts in action
        v. 4 – in courses – in discussions, viewpoints, students sharing – doesn't teach racially divisive topics
    b. Where should we go?
        i. Up! (to the right toward 4) – move people from where they are
        ii. At the institutional level, the President's Race & Equity Initiative has been embraced; institutional mandate a necessary condition for change; Strategic Plan; gives license to call out when something is wrong
        iii. Participate in SEED; educate ourselves – Sharon Parker sent out website (everydayfeminism.com)
        iv. Institutional learning
        v. Make SEED more available; during academic year as well
        vi. Right now it's "opt-in" – incentivize it – "Diversity certificate"
            1. Annual merit should be based on Strategic Plan, not T&P
        vii. Exposure
        viii. The kinds of research we promote – what counts as "rigorous"? Does this exclude diversity, i.e. no Africana Studies, no Hispanic Studies
        ix. Commitment to excellent teaching and accountability & measurement of this…beyond student and peer evaluations
            1. Make diversity a part of this
            2. Process requires structure
        x. Process requires breakdown – individuals making change; how to make it contagious
        xi. How to leverage the things we already do well to make changes in this?
            1. In relation to diversity, what are we doing well?
               a. SEED – expand this; as part of new faculty orientation
               b. Safe Zone
               c. How do we measure success of these?
    c. What will each individual do/ what actions can we take?
        i. Self-education
        ii. Expanding SEED
        iii. Exposure to implicit bias
        iv. Today is discussion, not action
        v. Must be both institutional and individual

3) Table Group
    a. Circled 3 on continuum; elements of all columns
    b. Include mission statement in tenure/promotion – includes diversity
    c. Prioritize faculty involvement for diversity training (new orientation?)
        i. Training needs to be effective

4) Table Group
    a. How to get part-time faculty involved?
    b. How to enlist those not on the committee in getting to "6"?
        i. How to enable those already invested and enlist those not so invested?
            1. Tenure and promotion
    c. Incentives
    d. Diversity in terms of content vs. diversity in terms of context
    e. How to translate/articulate this vision for resistant people?
5) Table Group
    a. Orientation for new/existing faculty in consultation with faculty/administration associated with successful programs like SEED
    b. Breaking the misconception held by some that if one teaches in the sciences that one cannot or need not address diversity/inclusivity in pedagogy in the classroom
    c. More money (if needed) to have job ads reach diverse potential hires
    d. Include mission statement about diversity in T/P cases (merit too!)
    e. What formal/informal support system is in place for faculty of color when they need it?
6) Table Group
    a. Somewhere around 3
        i. Some sense of frustration among faculty and jadedness
    b. Expand SEED courses and incentivize
    c. Incorporate facilitators and reward them
    d. Expand SEED into PODs focused on difference
    e. Diversity Credits expansion – more course threaded throughout the curriculum, possibly at lower division/CORE level
7) Table Group
    a. SEED – translate into online learning forum; create incentive for faculty; offering more often, more seats, more PODs; developing buy-in from social science departments; design training practical to teaching in the sciences; breaking barrier of diversity teaching in sciences;
    b. Diversity Credit – tie into lower division/CORE; have CORE faculty engage in diversity training (wouldn't need if we were a "6" and all courses addressed diversity)
    c. Involve students in hiring – adding questions around diversity in searches
    d. Have an open forum where student can just talk; facilitated though
8) Table Group
    a. We need to ask students and other stakeholders where they think we're on the continuum
    b. We do not take for granted that all faculty want to move to #6
    c. This is highly interconnected to other aspects of faculty life, such as: workload and service; tenure and promotion; recognition, incentives, rewards (i.e. SEED)
    d. Where we are – we are heading toward "4" – mixed across campus
    e. Moving forward – consider annual review – categorize work around goals for Strategic Plan (to include equity and diversity.) Redesign systems we are using – annual review, P&T
        i. Understand where faculty of color see us on this scale and how to start the conversation in a way that is not burdening, exclusionary or paternalistic
        ii. Need to fundamentally address what we expect of students and how we get them to proficiency – not expecting them to have the elite preparation, but to provide it at a systems/structure level
        iii. Challenge taken-for-granted ideas about what students need to know and whether they can know what they are missing
        iv. We can't lose the focus on race as we deal with larger issues of class, diversity, and equity. However, race is not a way to fix the problems
        v. Bring people here – offer incentives
            1. Get moving with small groups – go beyond the data; don't get bogged down in the academic conversation
        vi. Educate the people who already want to be involved in this work

9) Table Group
   a. Where is UWT? (10 participants) – #2) 1 person; #3) 3 people; #4) six people; no one voted for #5 or #6
   b. How can we move further?
      i. Focus on accountability
         1. Student experience racism and do not have an avenue to "safely" express their experience
         2. Focusing on services and offices leave us talking about compliance…rather than on creating a CULTURE of inclusion and diversity. How do we incorporate our pedagogy?
      ii. Room for improvement
         1. More funding for SEED & continued commitment
         2. To continue to build accountability in practices
         3. Making diversity and inclusion conversations/training mandatory: could it be counted as service?
         4. Burden of proof is on "student"
         5. Implementing a hotline where people can report anonymously
         6. Diversity Advocates at each division (as service position or hired position?)
         7. Process needs to be transparent for faculty and students – hopefully with a committee composed of faculty, staff, and students
         8. UCERO (University Internal Complaints and Resolution) Office exists – people should know about it
         9. The result of these actions should not lead to a "kiss of death"
      iii. What can I do?
         1. To see where on the continuum my CLASS is, to identify how to move it to the nect level
         2. During peer review have conversation on SEED practices

10) Adjourn