



# FACULTY ASSEMBLY

UNIVERSITY of WASHINGTON | TACOMA

**FACULTY ASSEMBLY QUARTERLY MEETING**  
**Monday, September 23, 2013**  
**William Philip Hall**

## AGENDA

- 9:00 a.m.**                    **Welcome**
- 9:10 – 10:10**                **Issues and Initiatives for Academic Excellence—Jill Purdy**
- 10:10 – 10:15**                **Writing Campus Fellows—Alison Cardinal**  
*November Campus Visit*
- 10:15 – 10:25**                **Reporting ‘Students of Concern’—Anna Mertz**
- 10:25 – 10:45**                **Campus Space Initiatives—Harlan Patterson**  
*Tacoma Paper & Stationery*  
*Tioga Library 4<sup>th</sup> Floor*
- 10:45 – 11:15 p.m.**        **Chancellor’s Address—Debra Friedman**  
*Questions and Answers*
- 11:15 - 12:00 p.m.**        **Faculty Satisfaction Survey—JW Harrington & Jill Purdy**  
*COACHE Results*  
*Next Steps*

### Upcoming Faculty Assembly Meetings

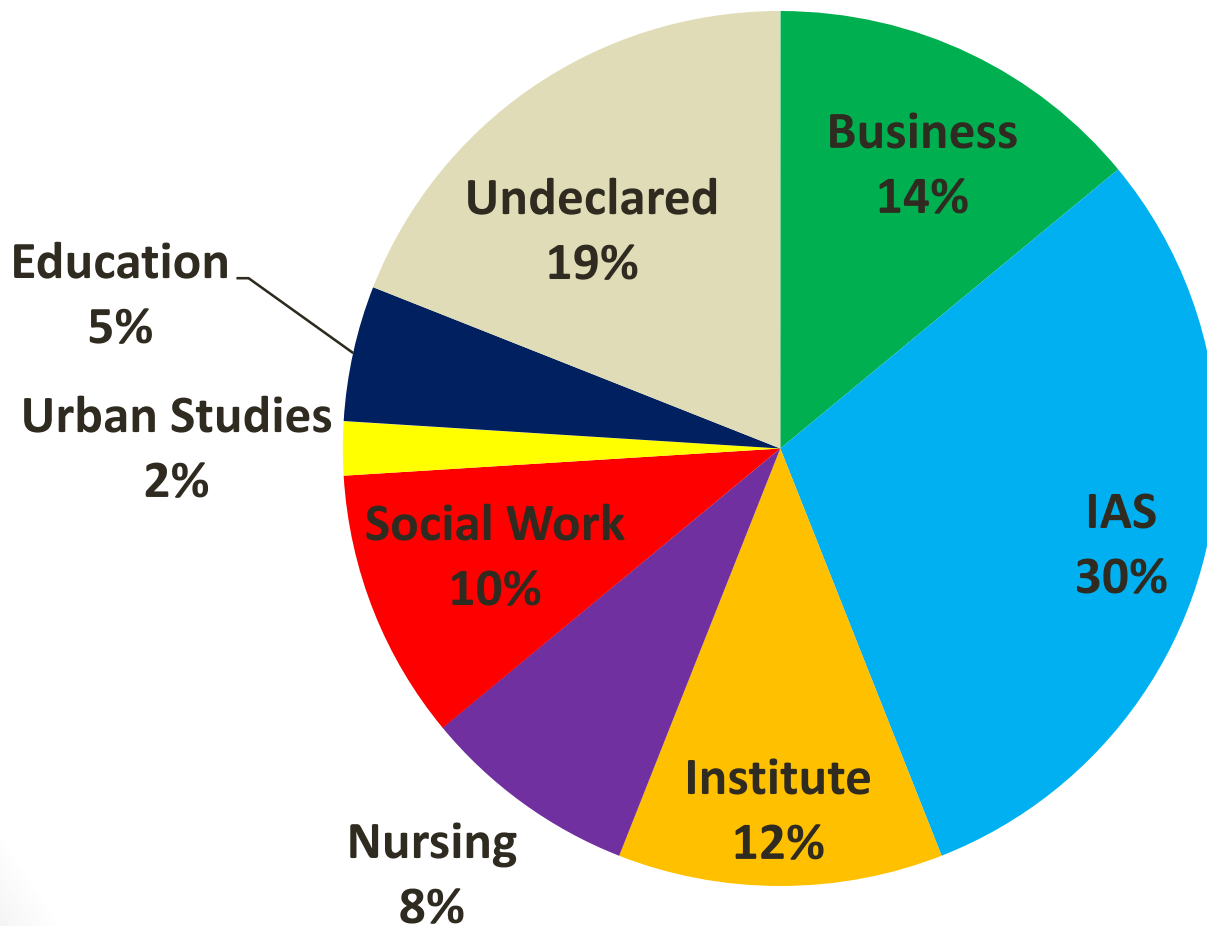
**Winter:** Friday, January 24, 9:00 am - 12:00 pm

**Spring:** Friday, April 18, 9:00 am - 12:00 pm

# Faculty Assembly

Fall 2013 Quarterly Meeting

# Current Student Enrollment



Headcount: 4200  
79% attend full time

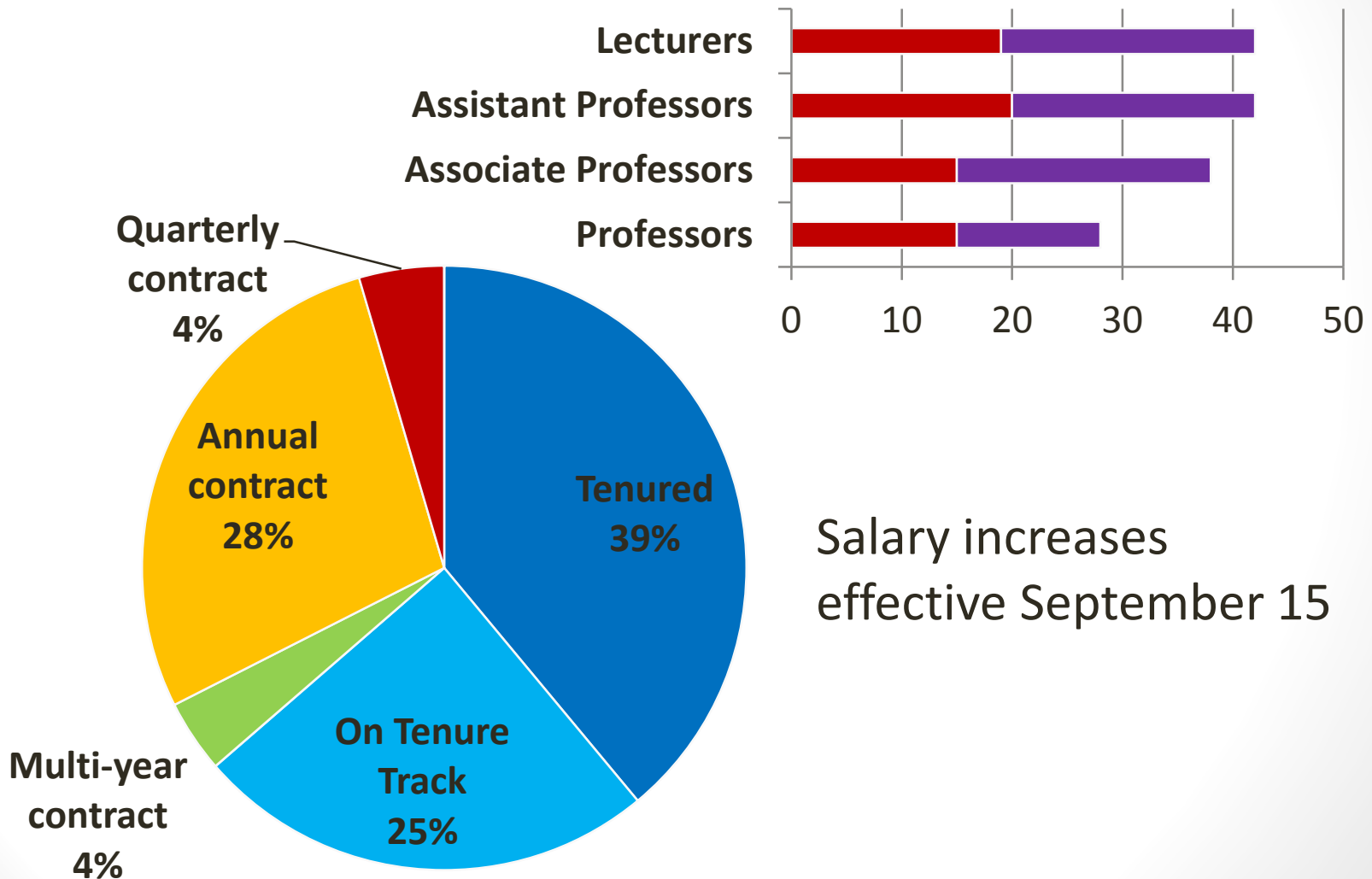
59% Female  
41% Male

Annual Resident  
Tuition: \$11,904

Annual  
Nonresident  
Tuition: \$31,479

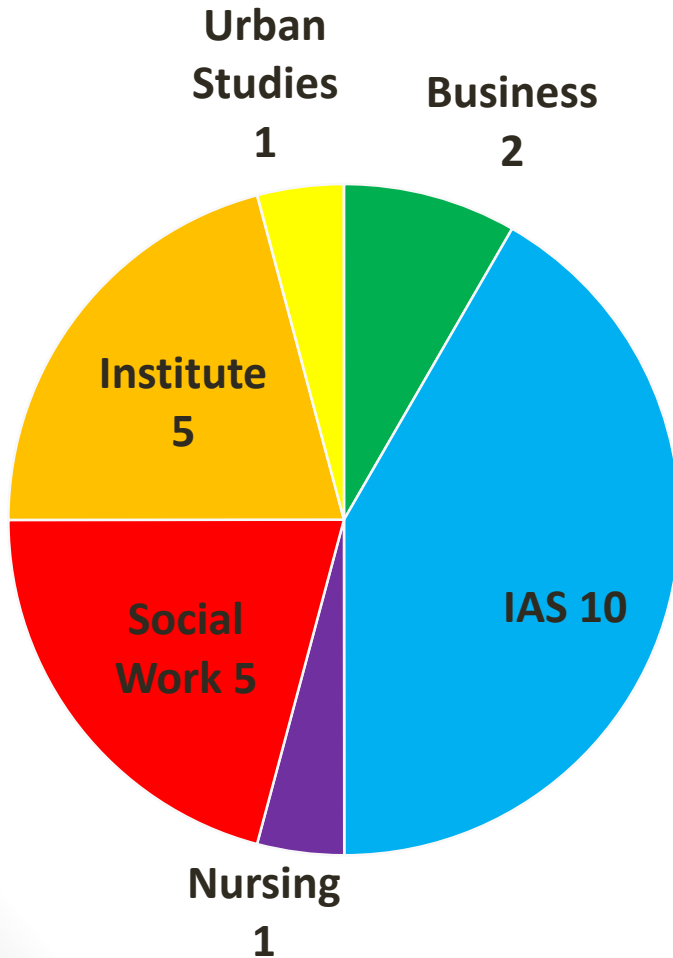
# Full-Time Faculty Composition

■ Male ■ Female

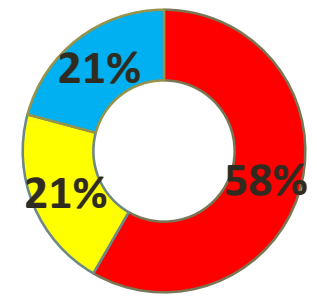
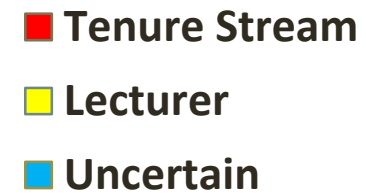


Salary increases  
effective September 15

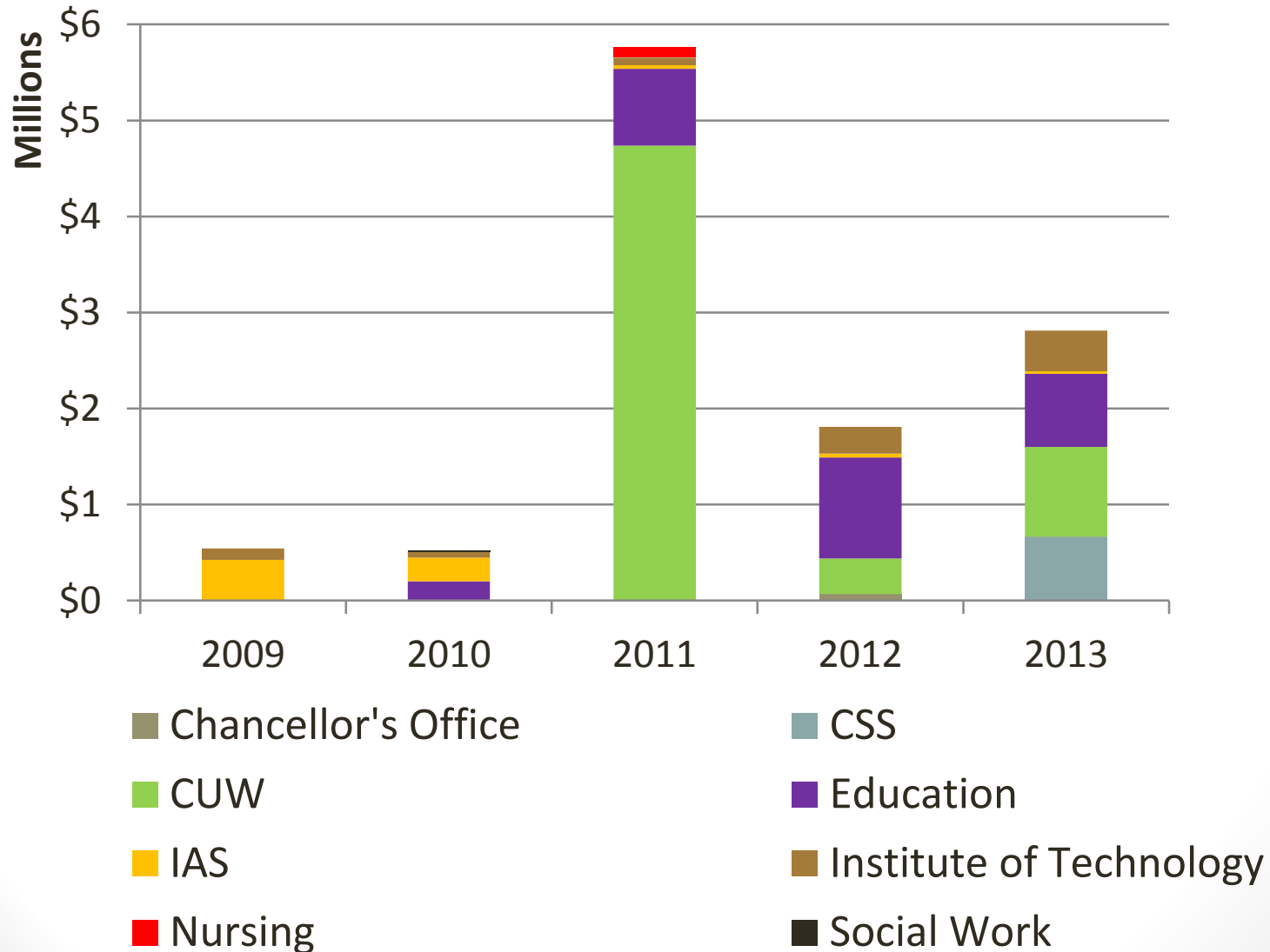
# Faculty Searches 2013-14



- Accounting
- Economics/Finance
- Geology
- Contemp American Lit
- Native American Studies
- Ent'l Studies/Sustainability
- Human Rights
- Non-profit Studies
- Public Law
- Biology
- Psychology
- Healthcare Leadership
- Criminal Justice
- Social Work
- Big Data
- Cybersecurity



# Faculty Research Grants



# Shared Governance

- Governance as Leadership
  - Adversarial watchdog vs. generative leader
- *Generative thinking is getting to the question before the question. Generative work is almost always about questions of values, beliefs, assumptions, and organizational cultures. – Richard Chait*

# Shared Governance at UWT

## Administration

## Faculty

### UW - "Federal"

UW President

UW Faculty Senate

UW Provost

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### UWT - "State"

UWT Chancellor

UWT Faculty Assembly

UWT Vice Chancellor of  
Academic Affairs

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### Academic Unit - "Local"

UWT Directors/Deans

Faculty in Units



# Faculty Representation

## UW

- Senate Executive Committee (FA Chair)
- 5 seats in Faculty Senate (3 vacant)
- 2 seats in Tri-Campus Council (1 vacant)
- *Faculty Appeal Board*
- *University Disciplinary Committee*
- *Graduate School Council*
- *Faculty Council on University Libraries*

## UWT

- Executive Council
  - Appointment, Promotion & Tenure
  - Academic Policy & Curriculum
  - Faculty Affairs
    - Lecturer Affairs
- *Campus Fellows (Writing, Quantitative and Online)*
- *Paulsen Lecturer*

# Executive Council

## Elected Unit Representatives

Greg Benner	Education
Linda Dawson	IAS
Erica Cline	IAS
To be filled (Bonnie Becker)	IAS
Orlando Baiocchi	Institute of Technology
Zhiyan Cao	Milgard School of Business
Sergio Davalos	Milgard School of Business
Marjorie Dobratz	Nursing
Michelle Garner	Social Work
Matt Kelley	Urban Studies

## Ex-Officio

Jill Purdy	Chair
Nita McKinley	Vice Chair
Katie Baird	Past Chair
Elected Chairs of the APT, APC, and FA Committees	
J. W. Harrington	Vice Chancellor, Academic Affairs
Debra Friedman	Chancellor

# Legislative Authority of the Faculty - Presidential Order IV

- A. Educational policy and general welfare;
- B. Policy for the regulation of student conduct and activities;
- C. Scholastic policy, including requirements for admission, graduation, and honors;
- D. Approval of candidates for degrees;
- E. Criteria for faculty tenure, appointment, and promotion;
- F. Recommendations concerning campus and University budgets;
- G. Formulation of procedures to carry out the policies and regulation thus established.

# Educational Policy

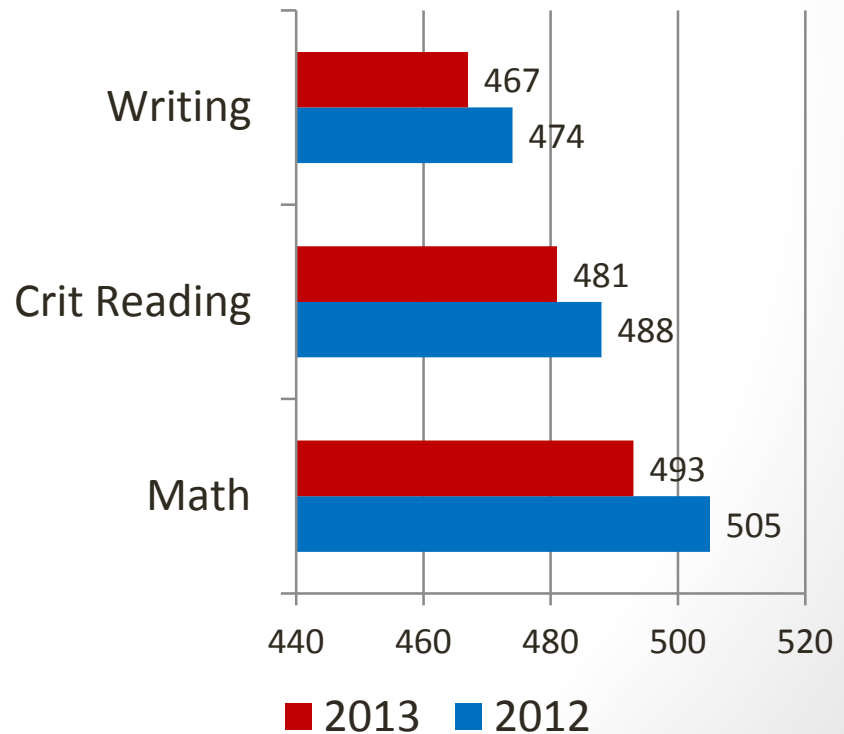
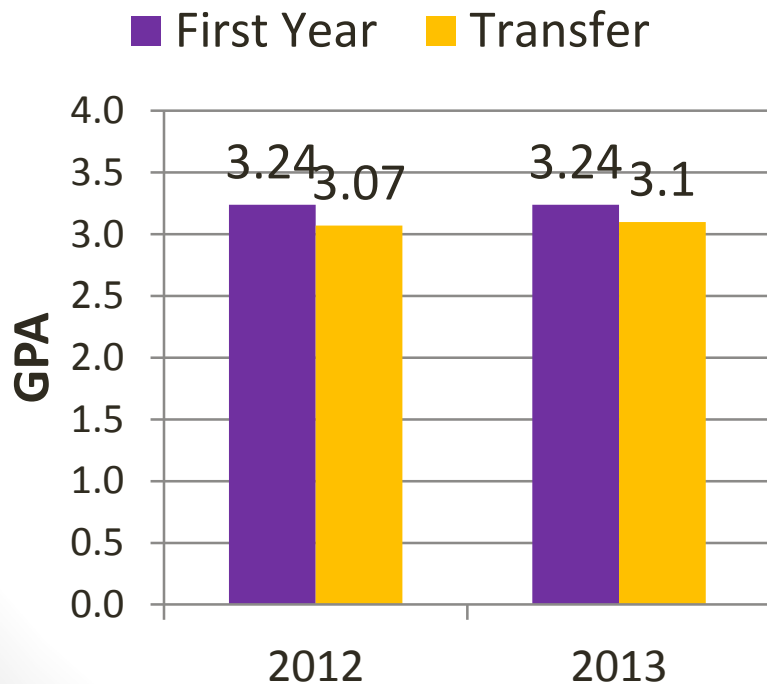
- Academic Quality
  - Writing
  - Quantitative Literacy
  - Online Learning
- Evaluating Teaching

# Student Conduct & Activities

- New Academic Misconduct Procedures
- Student of Concern Reporting
- Institutional Internships

# Admissions, Graduation & Honors

- New Diversity course requirement
- Strategic Enrollment Management
- Admissions Profile:



# Appointment, Tenure, & Promotion

- Recruiting and Retaining Diverse Faculty
- Tools for Faculty Search Committees
- Changes to Promotion Process
- Faculty Research Support
- Digital Scholarly Community
- Celebrating Distinguished Faculty

# Campus and Budget Advice

- Planning for Campus Growth
  - Academic Programs
  - Campus Space
- Change in Budget Advice
  - Executive Committee
- New Strategic Budget Committee



# Procedures to Carry Out Policy

- Bylaws for all academic units
  - Includes Global Honors and OUE
- Curriculum approval process
  - In-unit followed by APC committee
- New Graduate Program approval process
  - UWT Faculty Assembly rather than Graduate School



The Collaborative on Academic Careers in Higher Education  
*at the Harvard Graduate School of Education*

# COACHE Results

*Survey of Faculty Satisfaction*

Report to Faculty Assembly

Sep 23 2013

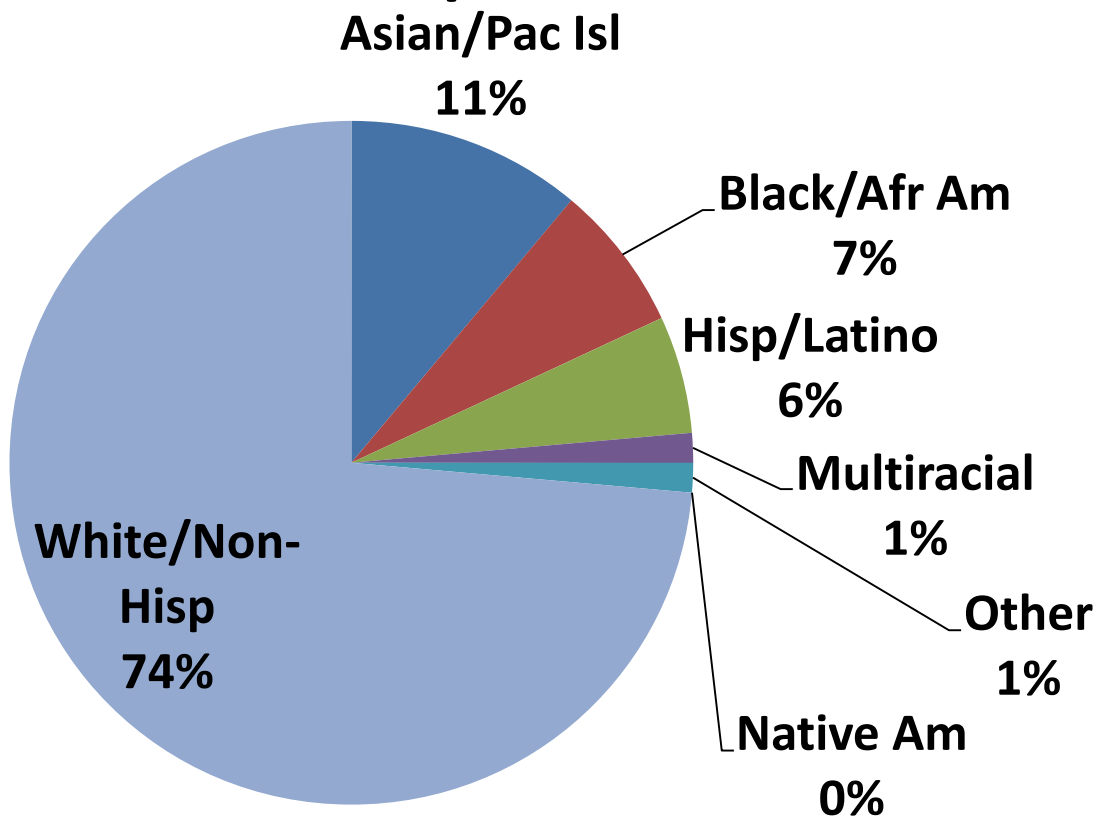
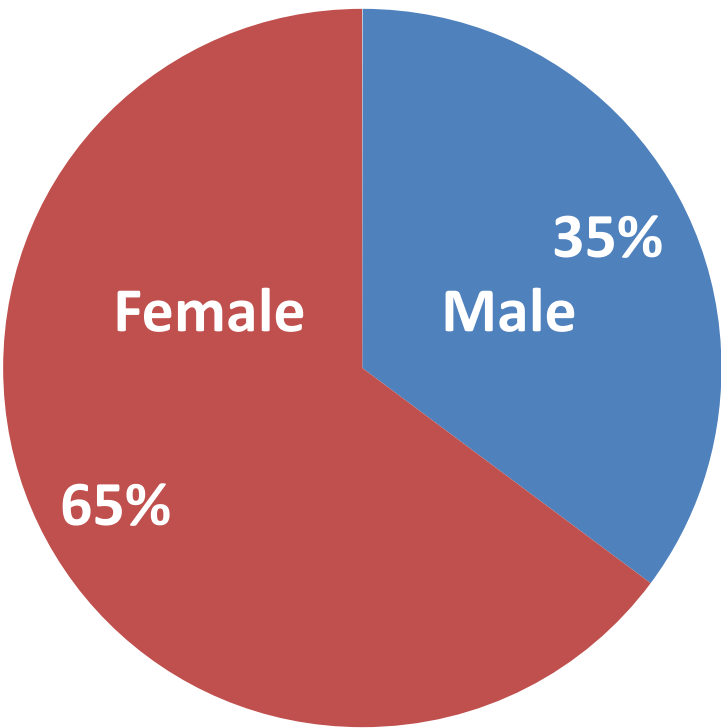
# COACHE

- Collaborative on Academic Careers in Higher Education
- Survey conducted at the Harvard Graduate School of Education
- Data collected Autumn 2012 from full time faculty with at least one year of work experience at UWT
- Summary scores shared with other participating schools for comparison

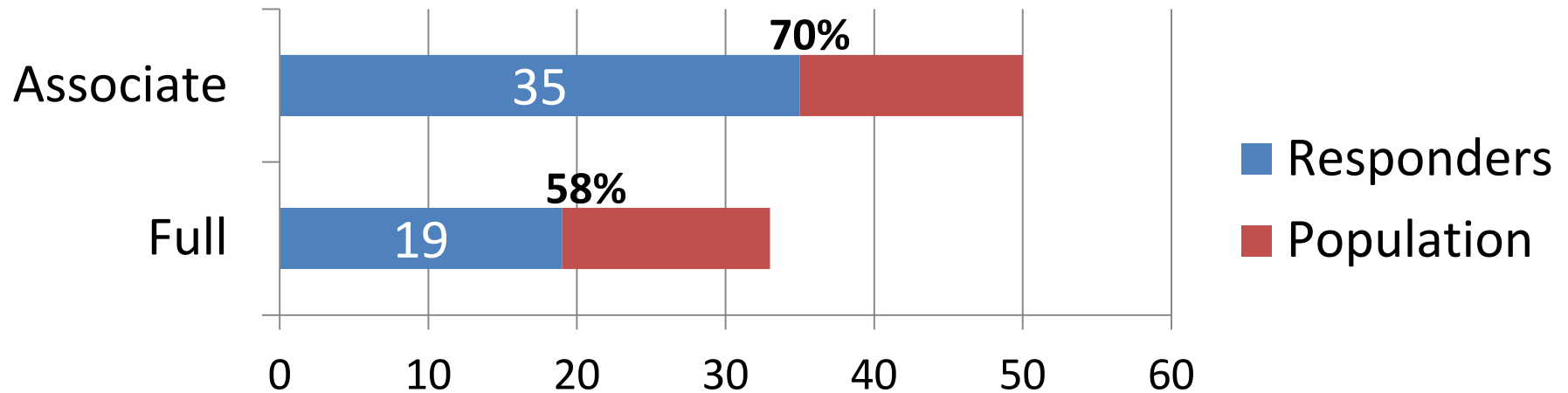
# Response Rates

UWT	Overall	Tenured	Pre-tenure	Non-tenure track
Population	115	82	33	34
Responders	73	54	19	23
Response Rate	63%	66%	58%	68%
All Schools	50%	49%	53%	-

# Demographics of Respondents

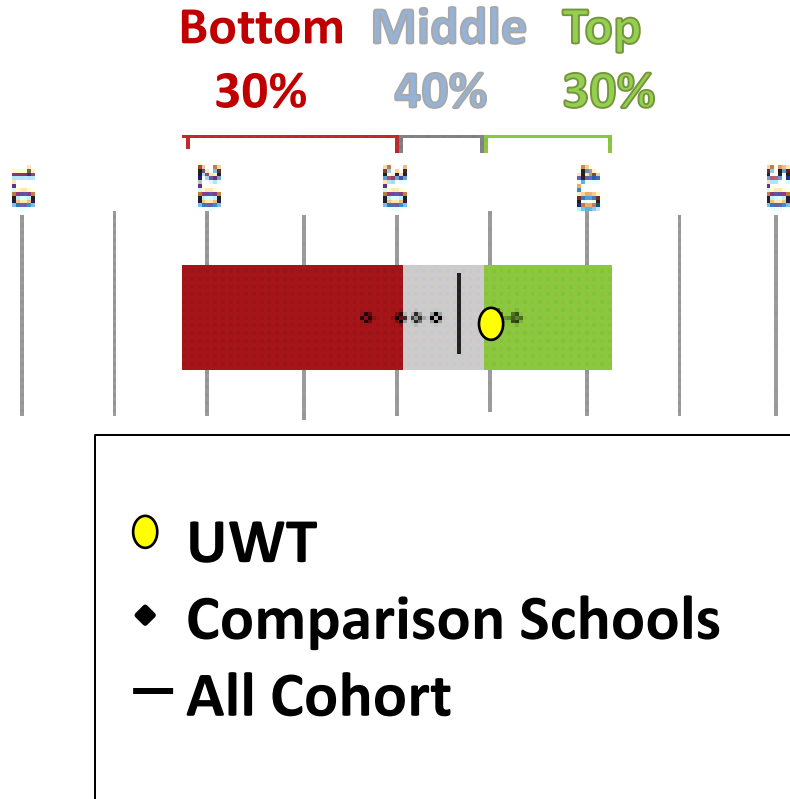


# Demographics of Respondents



- 81% are married or in a civil union
- 21% have children under age 5
- 30% have school-aged children
- 22% of respondents serve in an administrative position

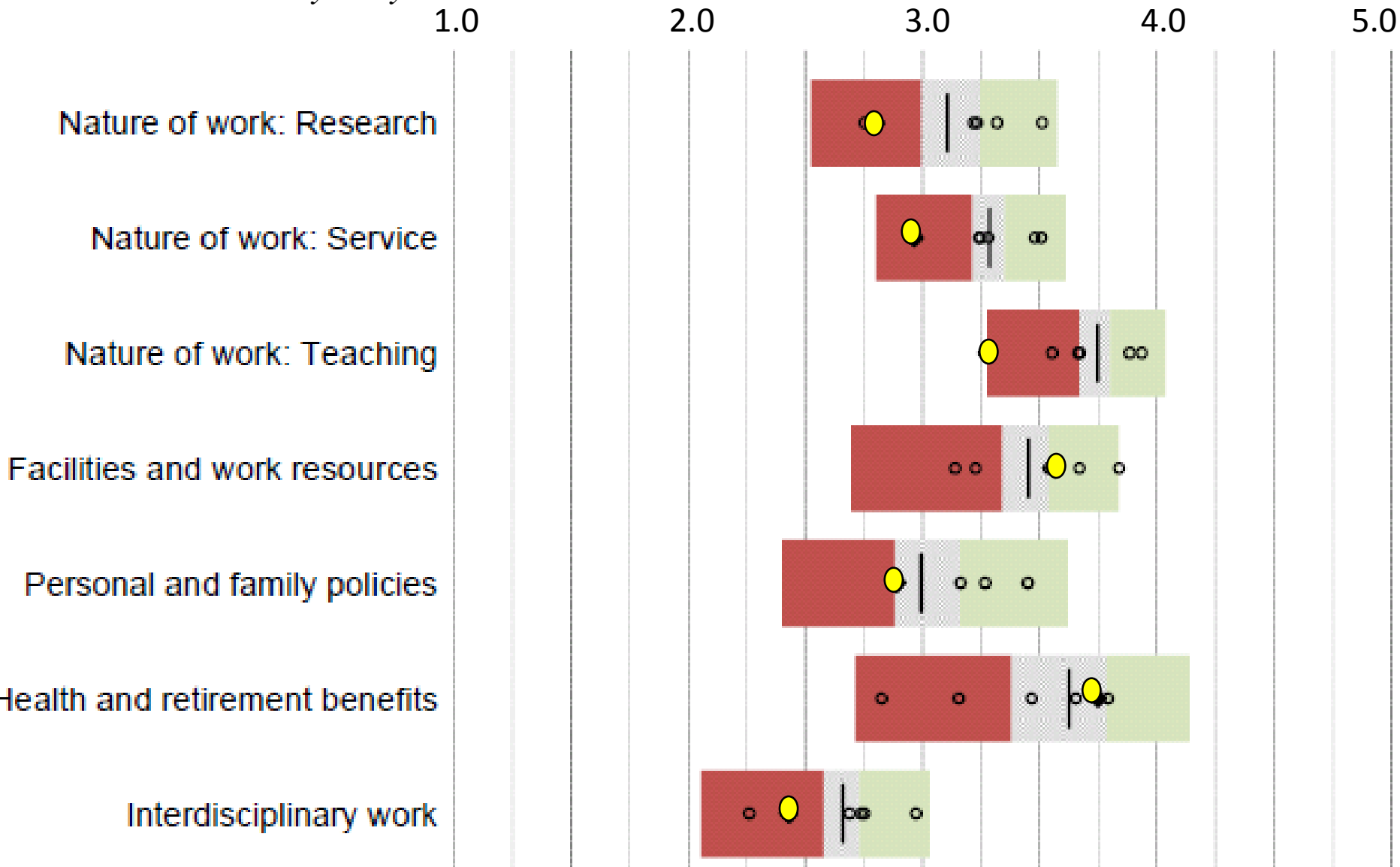
# Cohort Comparison



Total Cohort Size:  
77 university institutions

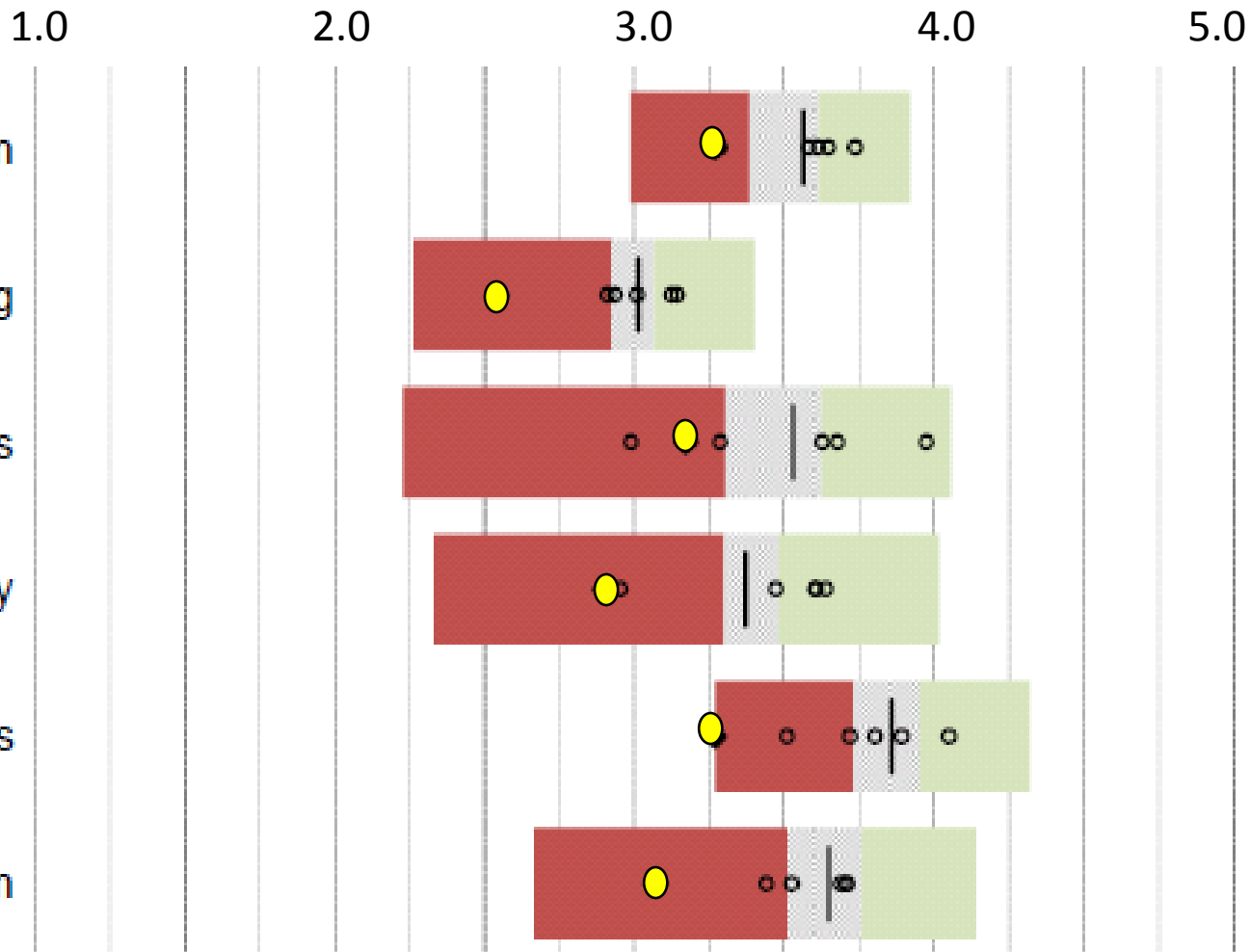
Comparison Institutions  
North Carolina Central U  
SUNY - Buffalo  
U of Massachusetts – Lowell  
U of North Carolina – Greensboro  
U of St. Thomas (MN)

Tenure Stream Faculty Only

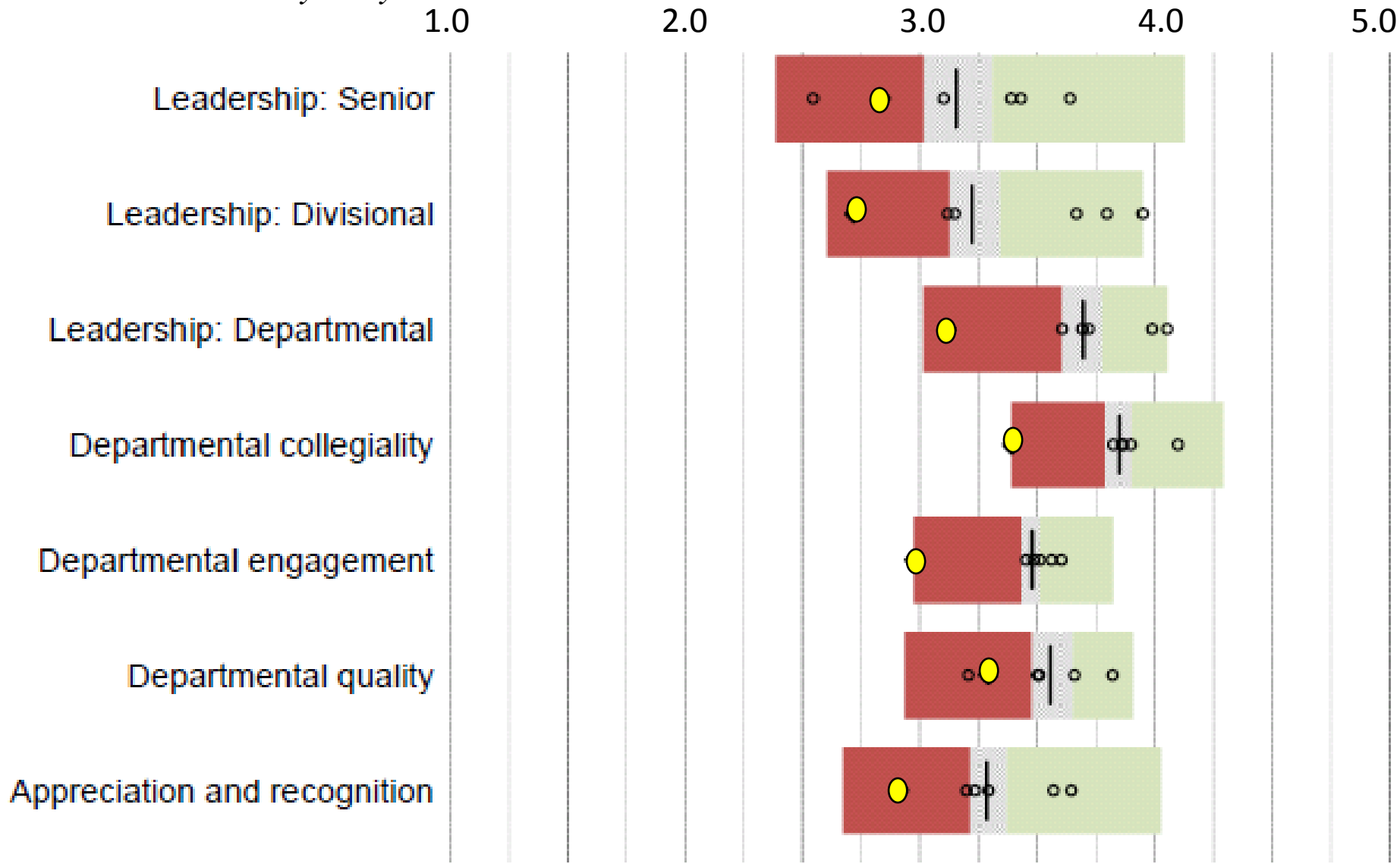


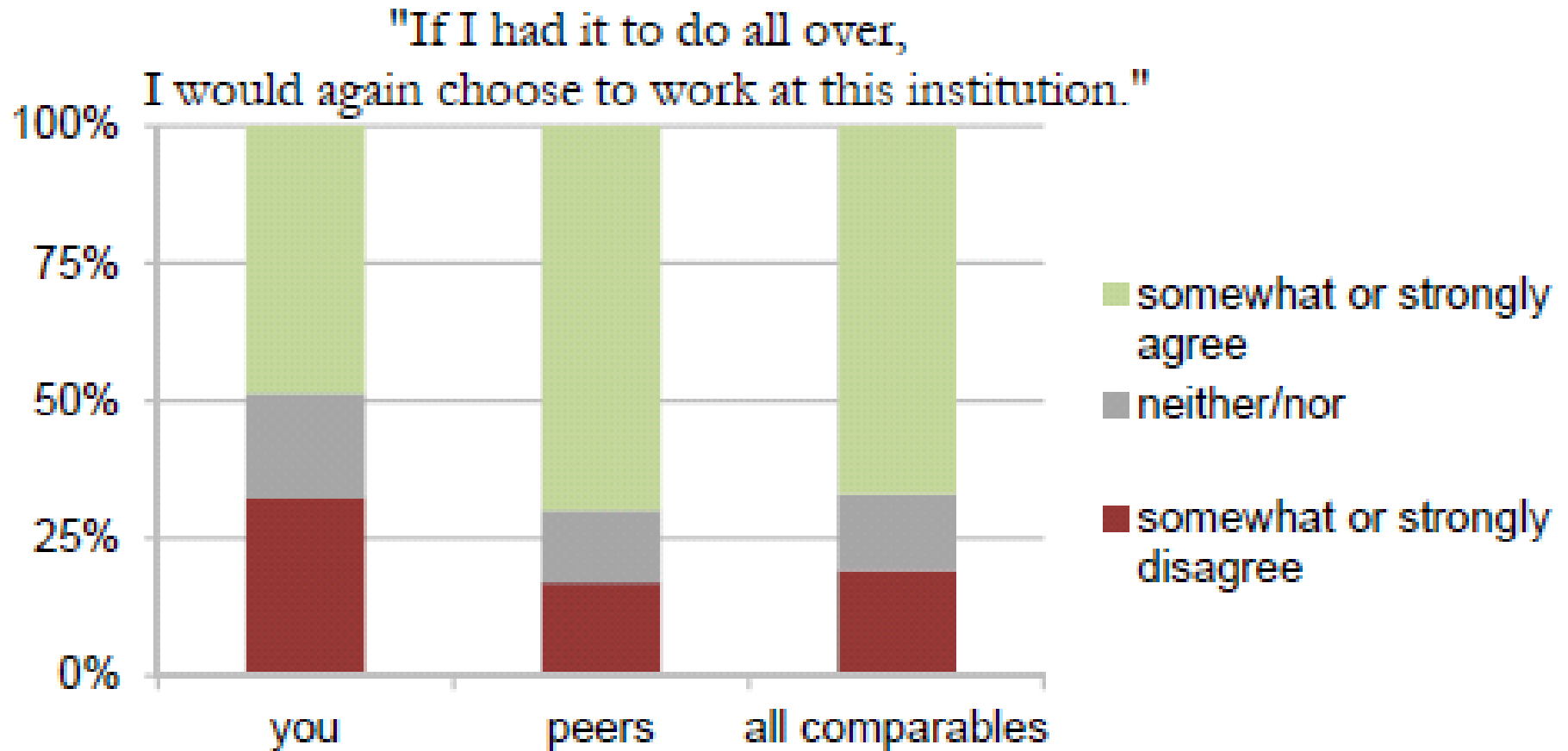


Tenure Stream Faculty Only

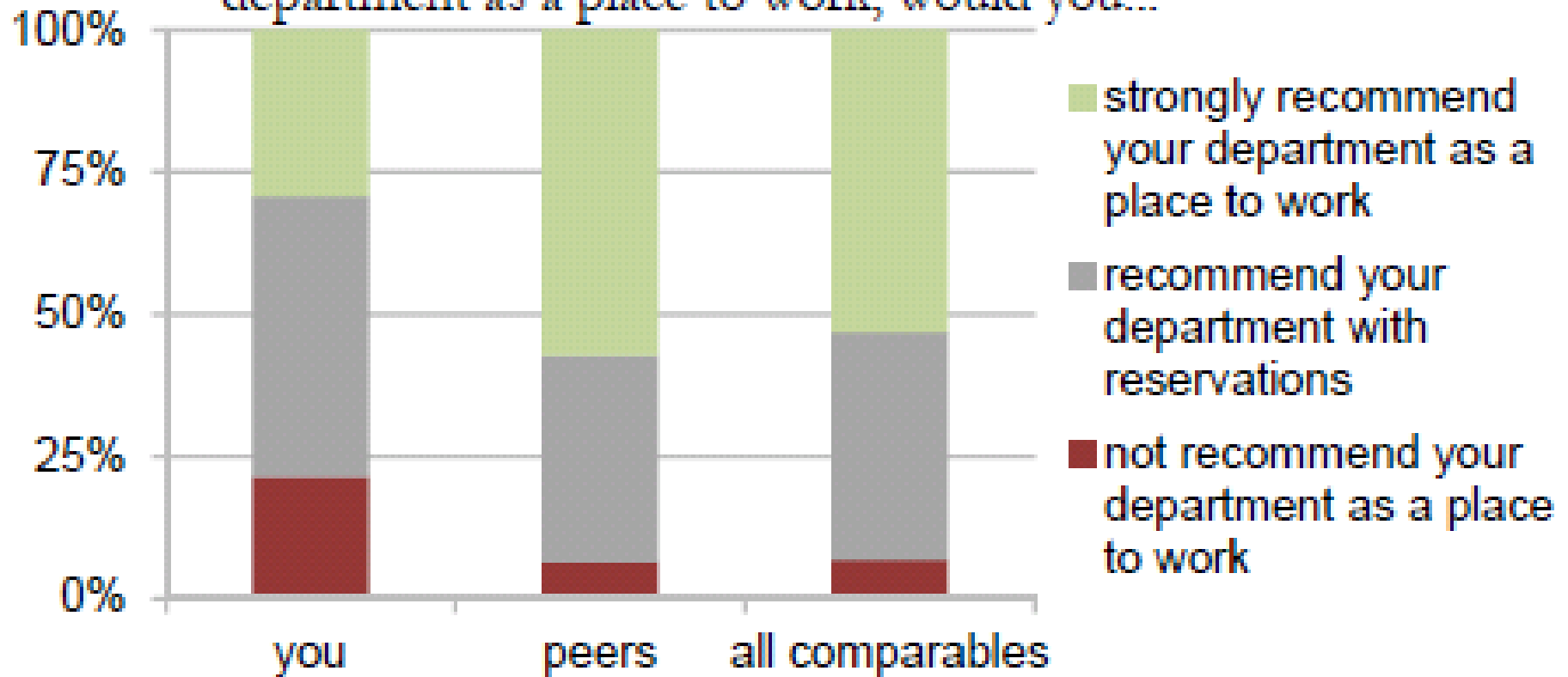


Tenure Stream Faculty Only





If a candidate for a position asked you about your department as a place to work, would you...



Mean score  
on 1 to 5  
point scale  
(low to high)

	TT	NTT
<b>Benchmark: Nature of Work Research</b>	<b>2.80</b>	<b>3.21</b>
Time spent on research	2.54	2.80
Expectations for finding external funding	2.93	3.00
Influence over focus of research	4.25	4.47
Quality of grad students to support research	1.81	2.00
Support for research	2.74	2.88
Support for engaging undergrads in research	2.88	3.57
Support for obtaining grants (pre-award)	2.93	2.00
Support for maintaining grants (post-award)	2.73	2.20
Support for securing grad student assistance	1.66	2.33
Support for travel to present/conduct research	2.79	3.59
Availability of course release for research	2.08	2.17
<b>Benchmark: Nature of Work: Service</b>	<b>2.96</b>	<b>3.55</b>
Time spent on service	2.92	3.59
Support for faculty in leadership roles	2.35	3.24
Number of committees	3.13	3.91
Attractiveness of committees	3.16	3.67
Discretion to choose committees	3.43	3.86
Equitability of committee assignments	2.76	2.95
Number of student advisees	3.27	3.81

	TT	NTT
<b>Benchmark: Nature of Work: Teaching</b>	<b>3.28</b>	<b>3.88</b>
Time spent on teaching	3.51	4.30
Number of courses taught	3.06	3.82
Level of courses taught	3.71	4.00
Discretion over course content	4.15	4.64
Number of students in classes taught	3.23	3.59
Quality of students taught	2.80	3.50
Equitability of distribution of teaching load	2.75	3.32
Quality of grad students to support teaching	1.79	2.50
<b><i>Related survey items</i></b>		
Time spent on outreach	3.23	
Time spent on administrative tasks	2.77	
Ability to balance teaching/research/service	2.49	

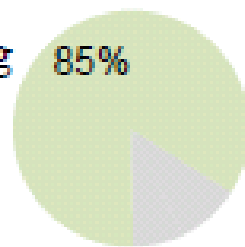
	TT	NTT
<b>Benchmark: Facilities and work resources</b>	<b>3.56</b>	<b>3.88</b>
Support for improving teaching	3.03	3.32
Office	3.83	3.82
Laboratory, research, studio space	2.97	3.89
Equipment	3.49	3.81
Classrooms	3.66	3.50
Library resources	4.28	4.23
Computing and technical support	3.80	4.23
Clerical/administrative support	3.06	4.23
<b>Benchmark: Personal and family policies</b>	<b>2.89</b>	<b>3.38</b>
Housing benefits	2.63	3.25
Tuition waivers, remission, or exchange	2.48	3.33
Spousal/partner hiring program	2.30	2.80
Childcare	2.00	1.75
Eldercare	3.23	3.00
Family medical/parental leave	3.47	3.40
Flexible workload/modified duties	3.27	3.43
Stop-the-clock policies	3.67	--
Inst. does what it can for work/life compatibility	2.57	3.23
Right balance between professional/personal	2.96	3.64

	TT	NTT
<b>Benchmark: Health and retirement benefits</b>	<b>3.75</b>	<b>4.0</b>
Health benefits for yourself	3.81	4.29
Health benefits for family	3.80	4.40
Retirement benefits	3.79	4.06
Phased retirement options	3.55	3.56
<b><i>Related survey items</i></b>		
Salary	2.59	3.00
<b>Benchmark: Interdisciplinary work</b>	<b>2.43</b>	<b>2.79</b>
Budgets encourage interdiscip. work	2.15	2.65
Facilities conducive to interdiscip. work	2.36	2.85
Interdiscip. work is rewarded in merit	2.46	2.50
Interdiscip. work is rewarded in promotion	2.57	2.42
Interdiscip. work is rewarded in tenure	2.00	--
Dept. knows how to evaluate interdiscip. work	2.51	2.65
<b>Benchmark: Collaboration</b>	<b>3.27</b>	<b>3.58</b>
Opportunities for collab. within dept.	3.34	3.77
Opportunities for collab. outside dept.	3.04	3.39
Opportunities for collab. outside inst.	3.40	3.80

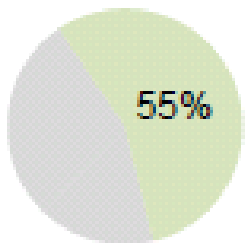


	TT	NTT
<b>Benchmark: Mentoring</b>	<b>2.54</b>	<b>3.21</b>
Effectiveness of mentoring within dept.	2.98	3.95
Effectiveness of mentoring outside dept.	3.37	3.92
Mentoring of pre-tenure faculty	2.60	--
Mentoring of associate faculty	1.82	--
Support for faculty to be good mentors	1.74	2.25
Being a mentor is fulfilling	4.16	4.09
<b><i>Related survey items</i></b>		
Importance of mentoring within dept.	4.17	4.19
Importance of mentoring outside dept.	3.59	3.76
Importance of mentoring outside inst.	4.10	3.95
Effectiveness of mentoring outside the inst.	4.00	4.17

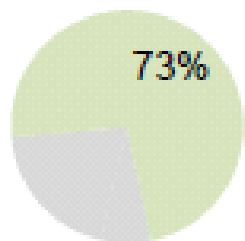
% faculty rating mentoring from within dept. as important



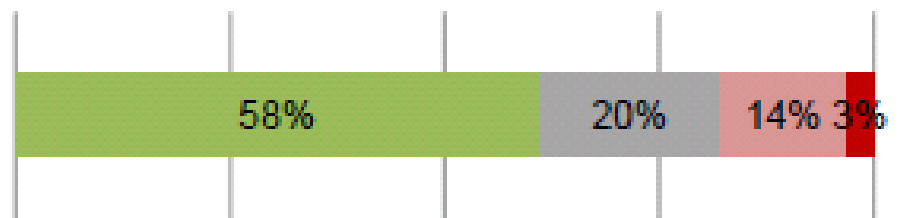
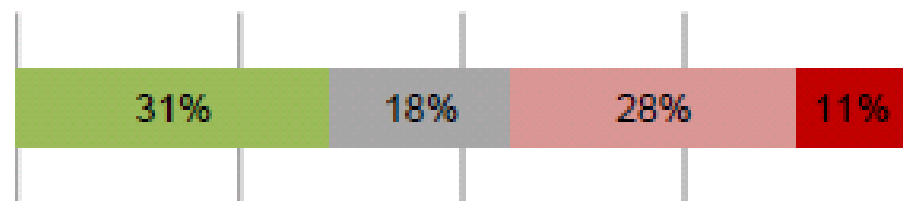
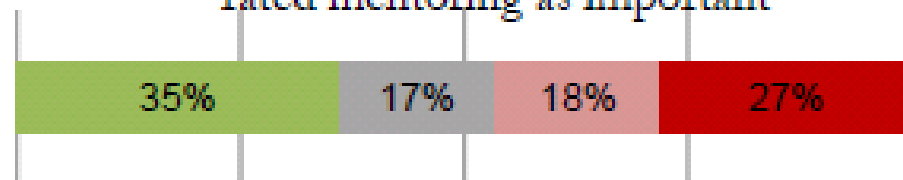
% faculty rating mentoring from outside dept. as important



% faculty rating mentoring from outside inst. as important

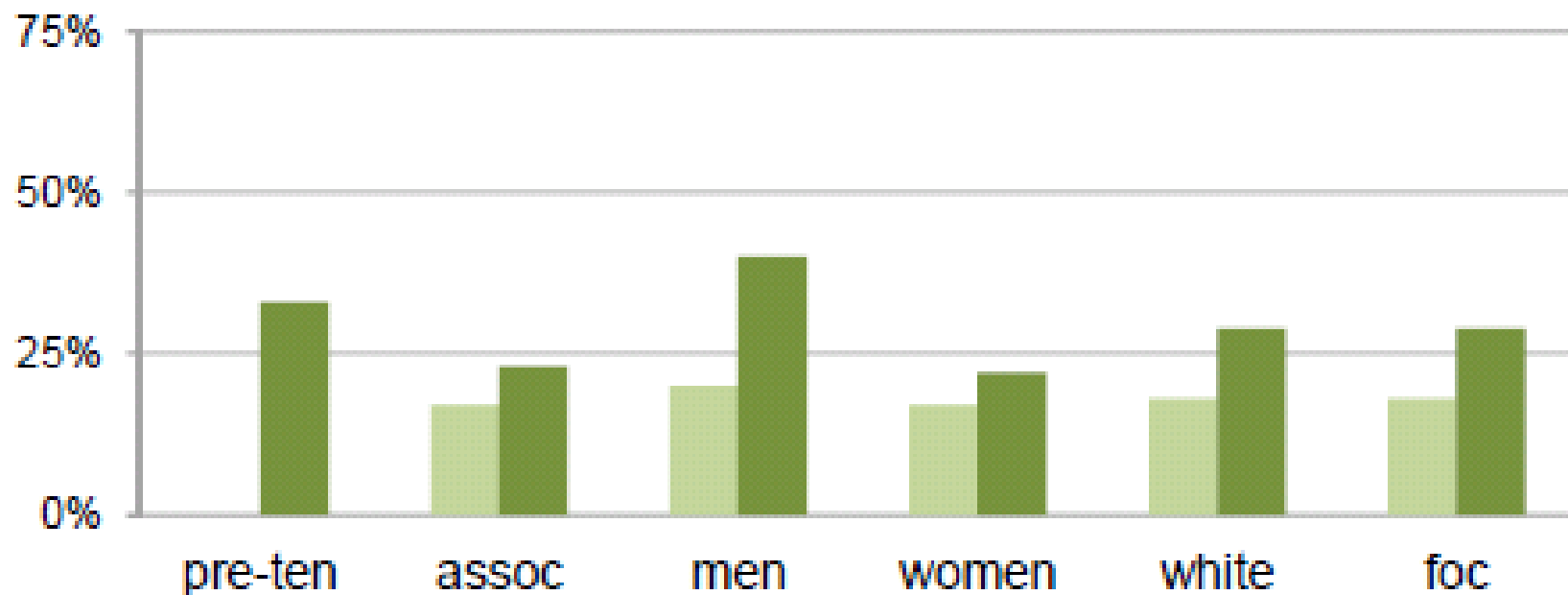


Effectiveness of mentoring for those faculty who rated mentoring as important



■ somewhat or very effective ■ neither/nor ■ have not received ■ somewhat or very ineffective

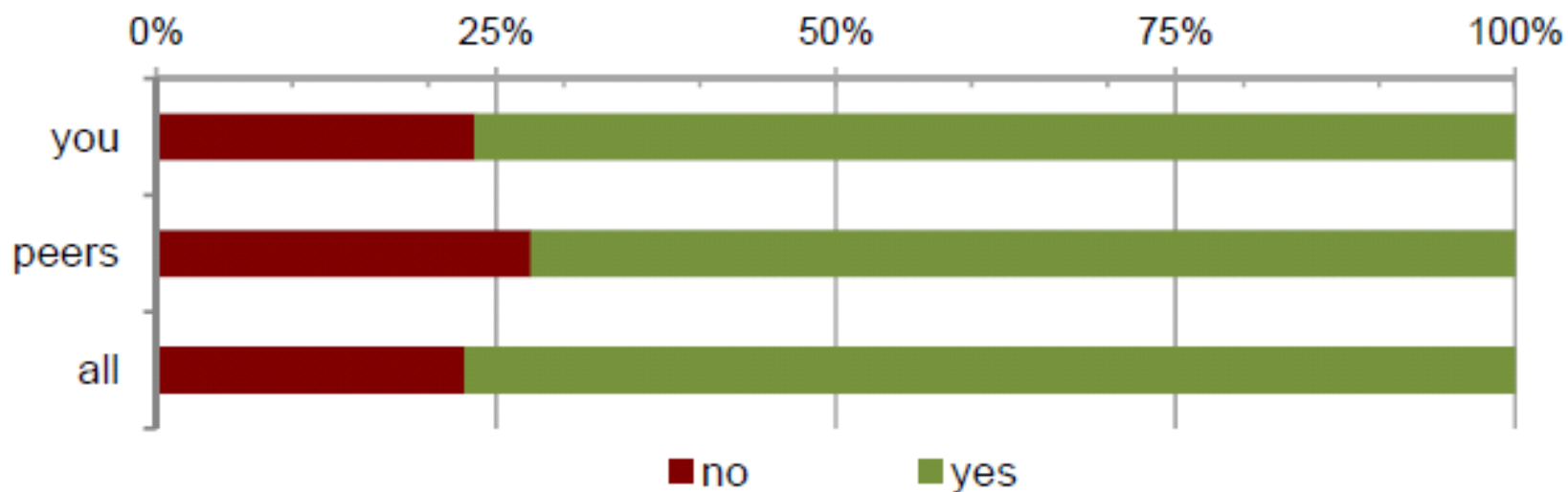
- % of respondents reporting s/he has not received mentoring within the department
- % of respondents reporting s/he has not received mentoring outside the department at this institution



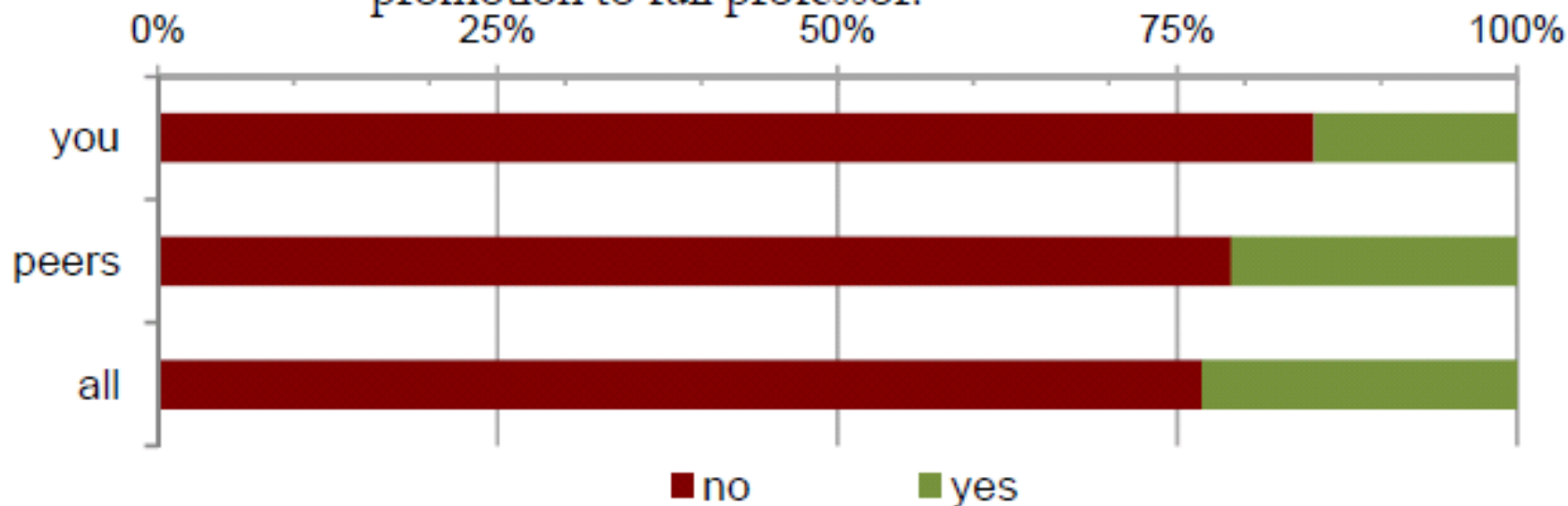
	TT	NTT
<b>Benchmark: Tenure policies</b>	<b>3.17</b>	<b>N/A</b>
Clarity of tenure process	3.61	
Clarity of tenure criteria	3.33	
Clarity of tenure standards	2.83	
Clarity of body of evidence for deciding tenure	3.17	
Clarity of whether I will achieve tenure	3.06	
Consistency of messages about tenure	2.67	
Tenure decisions are performance-based	3.47	
<b>Benchmark: Tenure clarity</b>	<b>2.90</b>	<b>N/A</b>
Clarity of expectations: Scholar	3.11	
Clarity of expectations: Teacher	3.72	
Clarity of expectations: Advisor	2.53	
Clarity of expectations: Colleague	2.78	
Clarity of expectations: Campus citizen	2.44	
Clarity of expectations: Broader community	2.67	

	TT	NTT
<b>Benchmark: Tenure reasonableness</b>	<b>3.27</b>	<b>N/A</b>
Reasonable expectations: Scholar	3.06	
Reasonable expectations: Teacher	3.50	
Reasonable expectations: Advisor	3.14	
Reasonable expectations: Colleague	3.33	
Reasonable expectations: Campus citizen	3.29	
Reasonable expectations: Community member	3.21	
<b>Benchmark: Promotion</b>	<b>3.07</b>	<b>N/A</b>
Reasonable expectations: Promotion	3.33	--
Dept. culture encourages promotion	2.76	--
Clarity of promotion process	3.53	2.46
Clarity of promotion criteria	3.28	2.46
Clarity of promotion standards	2.92	2.32
Clarity of body of evidence for promotion	3.38	2.27
Clarity of time frame for promotion	2.59	--
Clarity of whether I will be promoted	2.46	1.76

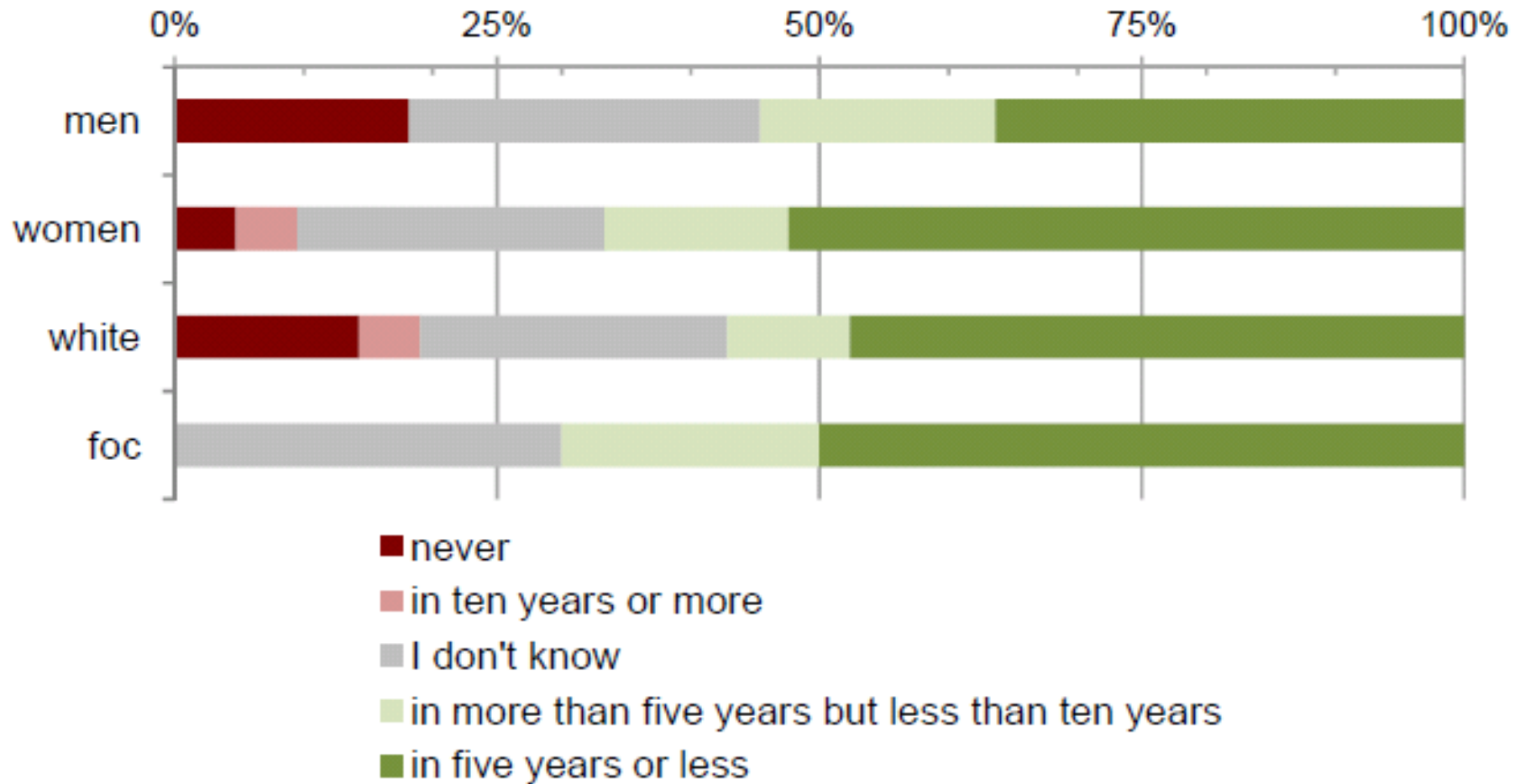
## Have you received formal feedback on your progress towards tenure?



## Have you received formal feedback on your progress towards promotion to full professor?



## When do you plan to submit your dossier for promotion to full professor?



	TT	NTT
<b>Benchmark: Departmental collegiality</b>	<b>3.39</b>	<b>3.78</b>
Colleagues support work/life balance	3.23	3.87
Meeting times compatible with personal needs	3.91	4.05
Amount of personal interaction w/Pre-tenure	3.52	3.76
How well you fit	3.17	3.91
Amount of personal interaction w/Tenured	3.25	3.75
Colleagues pitch in when needed	3.37	3.67
Dept. is collegial	3.21	3.73
<b><i>Related survey items</i></b>		
Colleagues committed to diversity/inclusion	3.46	3.95
<b>Benchmark: Departmental engagement</b>	<b>2.97</b>	<b>3.31</b>
Discussions of undergrad student learning	3.21	4.14
Discussions of grad student learning	2.39	2.11
Discussions of effective teaching practices	3.14	3.59
Discussions of effective use of technology	2.93	3.23
Discussions of current research methods	2.42	2.48
Amount of professional interaction w/Pre-tenure	3.58	3.82
Amount of professional interaction w/Tenured	3.16	3.65

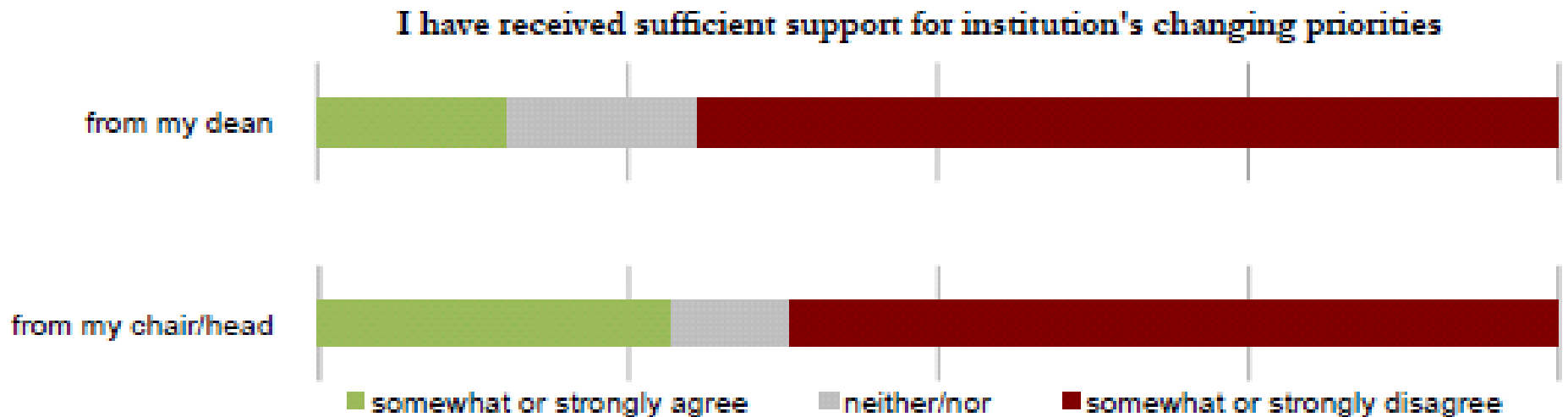


	TT	NTT
<b>Benchmark: Departmental quality</b>	<b>3.29</b>	<b>3.50</b>
Intellectual vitality of tenured faculty	3.20	3.67
Intellectual vitality of pre-tenure faculty	3.62	4.05
Scholarly productivity of tenured faculty	3.21	3.53
Scholarly productivity of pre-tenure faculty	3.54	4.06
Teaching effectiveness of tenured faculty	3.48	3.82
Teaching effectiveness of pre-tenure faculty	3.61	3.36
Dept. is successful at faculty recruitment	3.14	3.55
Dept. is successful at faculty retention	3.16	3.18
Dept. addresses sub-standard performance	2.28	2.74
Intellectual vitality of NTT faculty		4.20
Scholarly productivity of NTT faculty		4.06
Teaching effectiveness of NTT faculty		4.33

	TT	NTT
<b>Benchmark: Appreciation and recognition</b>	<b>2.92</b>	<b>3.28</b>
Recognition: For teaching	2.91	3.41
Recognition: For advising	2.51	3.37
Recognition: For scholarship	2.91	3.26
Recognition: For service	2.80	3.32
Recognition: For outreach	2.72	3.13
Recognition: From colleagues	2.94	3.76
Recognition: From CAO	2.66	--
Recognition: From Dean	2.31	--
Recognition: From Head/Chair	3.08	3.43
School/college is valued by Pres/Provost	3.36	--
Dept. is valued by Pres/Provost	3.23	--
CAO cares about faculty of my rank	3.08	--

	TT	NTT
<i>Leadership Items (not included in benchmark scores)</i>		
Priorities are stated consistently	2.44	
Priorities are acted on consistently	2.12	
Changed priorities negatively affect my work <sup>***</sup>	2.63	
<b>Benchmark: Leadership: Senior</b>	<b>2.84</b>	<b>3.27</b>
Pres/Chancellor: Pace of decision making	2.94	
Pres/Chancellor: Stated priorities	3.05	
Pres/Chancellor: Communication of priorities	2.60	
CAO: Pace of decision making	2.83	
CAO: Stated priorities	2.87	
CAO: Communication of priorities	2.60	
CAO: Ensuring faculty input	N/A	
<b>Benchmark: Leadership: Divisional</b>	<b>2.72</b>	<b>3.38</b>
Dean: Pace of decision making	2.77	
Dean: Stated priorities	2.69	
Dean: Communication of priorities	2.65	
Dean: Ensuring faculty input	2.67	
<b>Benchmark: Leadership: Departmental</b>	<b>3.12</b>	<b>3.85</b>
Head/Chair: Pace of decision making	2.98	
Head/Chair: Stated priorities	3.04	
Head/Chair: Communication of priorities	3.13	
Head/Chair: Ensuring faculty input	3.27	
Head/Chair: Fairness in evaluating work	3.32	

32 (45%) of your faculty reported that institutional priorities have changed in ways that negatively affect their work. Those respondents were asked if they agreed or disagreed that deans and dept. heads provided sufficient support in adapting to these changes.



Full Reports available at:

<http://www.tacoma.uw.edu/academic-affairs/coache-collaborative>

# Next Steps

- What is to be done?
- Who can do it?
- How shall we begin?

**FACULTY ASSEMBLY QUARTERLY MEETING**  
**September 23, 2013**  
**William Phillip Hall, Milgard Assembly Room**

**Attendees:** A. Ackerman, K. Adamson, K. Baird, Z. Barsness, K. Beaudoin, B. Becker, G. Benner, J. Cao, R. Card, A. Cardinal, E. Chamberlain, D. Chinn, S. Chung, E. Cline, D. Coon, L. Dawson, Y. Dierwechter, C. Demaske, M. Dobratz, D. Drevdahl, J. Eaton, R. Evans-Agnew, S. Fought, R. Friedman, R. Furman, M. Garner, J. Gawel, B. Goda, C. Greengrove, J.W. Harrington, A. Hastings, J. Heller, M. Henderson, L. Hoffman, L. Ishem, M. Kelley, D. Kinder, J Laakso, M. Lazzari, G. Macdonald, C. Matlock-Hightower, J. Mayer, N. Mckinley, D. Mcmillin, G. Mobus, J. Pendras, J. Purdy, S. Saudagaran, D. Schuessler, P. Selkin, U. Sivadas, M. Stein, C. Stevens, T. Thompson, J. Vincent, A. Walker Stromdahl, and D. Wills.

**1) Welcome:**

Jill Purdy discussed the master list of what faculty legislative responsibilities are, including teaching, research, faculty welfare, and academic quality of the institution. The presentation, entitled Issues and Initiative for Academic Excellence can be found at [http://www.tacoma.uw.edu/sites/default/files/faculty\\_assembly\\_fall\\_pp\\_2013-jill\\_purdy.pdf](http://www.tacoma.uw.edu/sites/default/files/faculty_assembly_fall_pp_2013-jill_purdy.pdf). Topics discussed were organized according to the primary responsibilities of the faculty:

**Student Conduct and Activities**

New Academic Misconduct Procedures—There were challenges over the past year within the administrative system for reporting academic misconduct; specifically, multiple cases were referred but not acted upon. UWT faculty and administrative leaders engaged in a collaborative effort to re-establish campus policies. UWT continues to have a process in place for reporting academic misconduct; forms and links for submitting reports are available online at: [http://www.tacoma.washington.edu/policies\\_procedures/Student\\_Conduct\\_Incident\\_Report\\_2013.pdf](http://www.tacoma.washington.edu/policies_procedures/Student_Conduct_Incident_Report_2013.pdf)

- Faculty can choose to manage academic misconduct on their own or go through the formal process. Faculty have been encouraged to file reports of misconduct when they handle it on their own so that a pattern of behavior could be established if appropriate. However, questions were raised as to whether this were true or even legal for to take these unadjudicated cases into account. This issue needs to be clarified for faculty.
- In the future, there will be regular reporting from the administrative staff who are responsible for administering the academic conduct student code

New System for Reporting “Students of Concern”—Anna Mertz, Assistant to the Vice Chancellor for Student Affairs provided a handout and gave a short presentation on the process for reporting students of concern. This process is an alternative process developed to approach student issues comprehensively, in a centralized place, and in a holistic manner. All initial reports/referrals will be triaged through the Office of the Vice Chancellor for Student & Enrollment Services and referred to the appropriate office or external service.

- Behind the process is a team including Ginger MacDonald, Associate Vice Chancellor for Academic Affairs; Jeri Carter, Director of Student Health and Wellness; Ed Mericki, Dean of Student Engagement; and Susan Wagshul Golden, Director of Campus Safety.
- Faculty are welcomed to drop by or contact the office by phone or at [concern@uw.edu](mailto:concern@uw.edu)

Faculty raised questions about confidentiality issues and referrals becoming part of student permanent records. Anna assured faculty that referrals are confidential, and that the faculty

member will be contacted first before action is taken so that the faculty's position is understood. Ed Mirecki will be invited to the next Faculty Assembly general meeting to explain the processes in more detail.

Institutional Internships-- Lisa Hoffman, Special Assistant for Community Engagement described a new competitive program at the UW Tacoma that pairs students with local agencies and businesses for year-long paid internships for community-based learning. UWT faculty are needed as advisors for these educational opportunities.

- The City of Tacoma, United Way of Pierce County, Port of Tacoma, and the Greater Tacoma Community Foundation are participating agencies; if faculty have community partners interested in participating, please forward the information to Lisa
- The stipend paid to student employees increases each quarter; the stipend status does not include benefits, but has the advantage of not being reported as wages for tax purposes; end of year payments are reported on a 1098-T.

### **Admissions, Graduation & Honors**

New Diversity course requirement--The UW Faculty Senate passed legislation requiring students to take a course designated as a diversity course; 3 credits for every undergraduate student. UWT collectively needs to identify courses to fulfill that requirement. Academic units have been asked to be in the process of identifying those courses, which will be reviewed by our Academic Policy and Curriculum Committee (APCC). This process needs to be in place by November or earlier. If faculty haven't heard about it in their academic unit, please raise this issue

### **Appointment, Tenure & Promotion**

Recruiting and Retaining Diverse Faculty -- UWT is currently in the faculty recruiting season, and there are various resources available to assist. Faculty serving on search committees are encouraged to visit the following links:

<http://www.washington.edu/diversity/faculty-advancement/resources/>

<http://www.washington.edu/diversity/faculty-advancement/faculty-recruitment-toolkit/>

Changes to Promotion Process -- UW Faculty Senate passed legislation last spring that makes some changes to the promotion process. Faculty serving on promotion committees are encouraged to review the rules at:

<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#Sec2457>

Faculty Research Support -- The UWT Faculty Resource Center provides tools and resources to support scholarship. UWT faculty also have the services of Research Consultant Elin Bjorling in the Office of Research and Scholarship Support who can provide statistical support.

Digital Scholarly Community -- UWT has adopted Digital Commons as the institutional repository for UWT scholarly work. The site is an opportunity for scholarly community rather than just a place to park information. Faculty were encouraged to take a look at Digital Commons <http://digitalcommons.tacoma.uw.edu/> to see if they have a profile; some faculty may need to build their own profile. Digital Commons can be used for student thesis work, posting conference papers, and managing the editorial process for journals and other publications.

Celebrating Distinguished Faculty -- In addition to Distinguished Teaching and Distinguished Research award winners, this year we also have three winners of the Distinguished Community Engagement award. Events celebrating these achievements will be held throughout the year.

Campus and Budget Advice -- The Executive Committee now provides budget oversight, which was formerly a charge of the Strategic Budget Committee (SBC). The SBC will now serve as a planning group as opposed to a budget group.

Bylaws -- Both Faculty Assembly and the Chancellor encourage all academic units including Global Honors and OUE to develop bylaws. Faculty Assembly and Executive Council will be providing resources to help units write bylaws.

New Graduate Program approval process -- As of last spring, UWT programs do not go to the Graduate Council in Seattle for approval, they are reviewed at UWT by APCC.

## **2) Updates from Campus Fellows:**

Writing Fellows—Alison Cardinal reported that the group conducted a campus-wide assessment and completed a self-study. Writing Program Administration (WPA) Consultants will visit campus November 3-5 and provide a report six weeks after their visit. The Writing fellows will use this report to develop recommendations for the campus to improve writing practices.

- They are currently seeking additional members from the different units; contact Alison Cardinal if you are interested.

Quantitative Literacy Fellows—Doug Wills reported that the group is composing a report that will outline recommendations for improving quantitative literacy across campus. They held the First Annual Quantitative Literacy Conference with local community colleges last spring; they hope to continue the event on an ongoing annual basis. They submitted an NSF grant in July to establish a Quantitative Resource Center at UWT however the grant was not funded. For the first time, students in the summer Bridge program were offered quantitative workshops.

Online Learning Fellows—Matt Kelley reported that the group reviewed scholarly research and conducted surveys of faculty and students. Results from the surveys indicated intellectual property as a top theme for faculty. Student responses indicate support for online classes because they appreciate the flexibility; this survey data will be available in a report. The committee will be meeting with administrators here and Seattle to identify administrative priorities and ambitions for online learning.

- They are also looking additional members, if interested please contact Matt Kelley.

## **3) Campus Space Initiatives—Harlan Patterson**

Harlan Patterson issued three invitations for faculty participation:

Tacoma Paper and Stationery Building - UWT received \$1.9 million in state funding to do pre-design and design for TPS. This building is located between the UWT Dougan and Science building; it will have 4 floors with 30,000 square feet of space. Private as well as state funding will be needed to build out the space. The Chancellor is seeking ideas for academic programs to occupy the space. Ideas will be evaluated based on whether they enable student growth and provide connection with the community.

- Ideas need to be developed and submitted by the end of December for 2014 submission to the 2015 legislative session

Budget Boot Camp - Training will be offered to give faculty, staff, and students understanding of the campus budget operating budget, space and capital, funding in the future, and the decision-making process. Discussion will be facilitated in small groups led by Chancellor Debra Friedman, Harlan Patterson, Jan Rutledge, and Lane McKittrick. The session will be held October 4<sup>th</sup>, Friday, from 10:00a.m. to 3:00p.m.



Classroom Design Experiment -- UWT is bringing in different equipment and furnishings to provide faculty the opportunity to experiment with different active learning concepts. The 4<sup>th</sup> floor of Tioga building will be used as an “incubation” space test out innovative concepts; successful concepts may be implemented in other classrooms.

#### **4) Chancellor Friedman’s address to the Faculty followed by Question and Answer:**

JW Harrington presented for Chancellor Debra Friedman, and gave a campus overview. He noted that three key priorities are transforming student’s lives, being a great place to work, and being a high-functioning institution. Recent developments at UWT include (1) rebranding the TLC and library as a learning and research center, (2) creating the Veterans Incubator for Better Entrepreneurship (VIBE), and (3) a new \$2.8 million state grant to the Innovation Partnership Zone to build research labs.

The current state of campus was described including these highlights:

- Growth for UWT has been 7-9 % over the past two years and is expected to continue at this rate until we reach 7000 students in 7 years (2020). The objective is to increase educational attainment in the South Sound.
- Student headcount is estimated at 4200.
- Undergraduate tuition did not rise. Salary increases were available for faculty and staff
- Reduction in state funding means that we are heavily dependent upon tuition. Resident undergraduate fees are the bulk of our tuition revenue and graduate resident fees are growing as graduate programs increase
- Retention is a key focus for the coming year. Retention after the first year is poor. The Strategic Enrollment Management team is working on this issue.
- New programs are being developed across campus at the undergraduate and graduate levels. The Higher Education Coordinating Board no longer exists; the program approval process is now much quicker.
- Faculty positions are being added and attention paid to the appropriate mix. Progress is being made on how to recruit and promote lecturers. Several promotions from Associate to Professor ranks have occurred.
- The physical campus continues to develop. Work on the Prairie Line Trail will restart in the spring; and work on the University “Y” will start late fall.

#### **5) Faculty Satisfaction Survey—J.W. Harrington and Jill Purdy:**

An overview of the results of the Collaborative on Academic Careers in Higher Education (COACHE) survey was presented. Jill noted that results are not very positive. In comparison to 77 university institutions that also had tenure stream faculty take the survey, our overall satisfaction levels are low. A question was posed to faculty regarding how to improve the satisfaction, well-being, and climate of this community of faculty. Faculty discussed various suggestions, ideas, and comments. JW stated that the COACHE team wants to be a resource in this initiative, and is looking for three or four people to help study the data and work with J.W’s office team to dig more deeply into the aspects. More information is available on the VCAA’s website and at:

[http://www.tacoma.uw.edu/sites/default/files/global/documents/faculty-assembly/coache\\_results.pdf](http://www.tacoma.uw.edu/sites/default/files/global/documents/faculty-assembly/coache_results.pdf)

Meeting concluded at 12 noon.