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

March 5, 2018 12:30-1:25pm GWP 320

***Present:*** *Lauren Montgomery, Leighann Chaffee, Ka Yee Yeung-Rhee, Jill Purdy, Nicole Blair, Ellen Moore, Mark Pendras, Justin Wadland, Jack Vincent, Charles Costarella, D.C. Grant, Menaka Abraham, Jutta Heller, Michelle Garner, Greg Rose, Katie Haerling.*

***ZOOM:*** *Laura Feuerborn, Eugene Sivadas,*

***GUESTS:*** *Colleen Carmean.*

***Excused:*** *Mark Pagano, Loly Alcaide Ramirez, Jie Sheng, Arindam Tripathy, Sushil Oswal, Ji-Hyun Ahn.*

1. **Consent Agenda, Recording Permission, & Approval of Minutes**
2. The agenda and the February 23, 2018 Executive Council meeting minutes were approved.
3. Recording permission for the minutes was given.
4. **Announcements**
   1. Proposal for UW Tacoma deans and directors to join the UW-Seattle “Deans and Chancellors” meeting:
      1. Some deans have expressed interest in joining this meeting.
      2. UWB is involved too; they are in the process of updating/writing their bylaws
      3. At a recent Tri-Campus Policy (FCTCP) meeting, the Secretary of the Faculty spoke about the definition of a school per [Executive Order (6).](http://www.washington.edu/admin/rules/policies/PO/EOVI.html)
         * There is no clear meaning of “school”.
         * There will be a new provost next year and it will be good to take up the conversation with that person.
         * Invite Mike Townsend, Secretary of the Faculty, to EC for further conversation on this topic. There is inconsistency between what is written down and what has been said; add to future EC agenda.
   2. EVCAA Update/Report
      1. No update on search.
      2. The interim EVCAA is travelling, so no report.
5. **Unit Reports** *- supporting documents on the EC Team Drive*
   1. Units Reports re. Shared Governance Structure, Course Scheduling, Course Releases
   2. EC members noted that direct comparisons between the schools and units were difficult to make, like comparing apples and oranges, for example, some program directors choose to teach, even though it is not required of them
   3. EC discussed charting some of the basic categories in order to more easily see similarities and differences, as well as, having the spring quarter unit reports focus on faculty workload and then chart that information as well
   4. **SOE**
      1. Interim faculty council who meets at least quarterly
         * The faculty council has been charged with drafting updates to the bylaws
      2. A lot of procedures are interim or newly in place this year with help from the new dean
      3. Scheduling – staff reach out to faculty; largely consistent year to year
         * They are having conversations about what the procedure should be when two faculty want to teach same course
         * Hope to make master spreadsheet including various categories
      4. Course releases offered for faculty program coordinators – 1 course, with exception of M.Ed. coordinator who gets two courses
   5. **NHCL** 
      1. The whole NHCL faculty (11 full-time) comprise the faculty council and meetings are chaired by their Director
      2. They have bylaws
      3. They have a Scheduling Principles document
         * EC asked if this document could be shared with other units as an example only with the Equitable Teaching Guidelines EC passed last year
           + The procedures in this document puts students first
         * Faculty are sent a survey to fill out, then there is a planning session
         * The majority of their classes are in the evening to serve their working/professional students
           + NHCL rep. was asked if the NHCL faculty were bothered by most of their classes being in the evening; it wasn’t a problem she was aware of, but noted that some faculty like the chance to teach CORE classes in the morning
      4. They are finally at full capacity for faculty to fill their teaching needs
      5. Course releases:
         * NHCL Assistant Professor faculty are given two course releases in year 2 or 3
         * The Graduate Program Coordinator receives 1 course release
         * NHCL faculty are encouraged to use summer quarter for a research quarter
   6. **Urban Studies**
      1. The whole Urban Studies faculty (12 full-time) comprise the faculty council and meetings are chaired by their Director
         * There are a variety of sub-committees led by different faculty
      2. They have bylaws
      3. Similar course scheduling procedures to other units
         * They use past schedules as starting point
         * Their Program Administrator produces a draft schedule and then Urban Studies reviews, discusses, and makes edits as needed
      4. Their master’s degree courses are mostly in the evening
      5. They have course releases for their 2 Graduate Program Coordinators; 1 each
   7. **Milgard**
      1. Their Faculty Council is comprised of 5 elected members and then the chair is elected by the council
      2. They have bylaws and an scheduling flowchart (that was put together by associate dean and staff)
         * A suggested schedule is circulated to faculty with some things in red that are commitments and can’t be moved; anything else open to suggestions
         * Coordinated by each program either via email or in person; the programs get back to associate dean with their decisions
         * Overall, it is coordinated by the associate dean through individuals who are (unofficial) area reps (marketing, etc.)
      3. Course releases – various roles get various course releases
         * The Program Directors receive 1 course release
         * Research productive faculty receive course release(s) – varies within business schools; it is routine in business schools to be labeled as research productive or not because people don’t get grants often; it is separate from title/rank
         * Lecturers’ teaching load is 8, but if they do service, they get a course release
           + EC members wondered what the UW policy is for course loads; 7 for lecturers?
           + 2 hours of prep for every 1 hour of teaching; consider when an instructor has duplicate sessions; the number of course preps makes a difference
           + Milgard often writes lecturer contracts with a teaching load of 8
           + This is to be followed up on during workload conversation in spring
6. **Inclusive Pedagogies Readings**

* It is challenging to find readings and get advice from scholars that will cover all disciplines, thus, it was proposed that EC doesn’t have to choose just one reading, but for EC reps to find one that is more appropriate for their academic unit.
* The readings that were already given assume a lot of classroom discussions, but inclusive teaching encompasses more strategies than just ones for discussion based courses
* One reading gave more of a framework and not specific advise – this could fit any discipline, but it doesn’t give specific advise on engaging diverse students
* EC members expressed struggling with knowing what they should do to bring an element of diversity to topics
  + One idea was to find experts in the discipline who are not the majority (i.e. a woman or African American man)
* When some EC members had lunch with students and Yves Labissere last year there were two Black, Muslim women who were computer science majors. In their classes, they wanted some attention given to the difficulties they were going to face (and already do) in the tech industry/field. Considering what advice could be given to them is better than nothing ever said about issue.
* EC members talked about using other mediums to hear other students voices and include them, especially when the same 5 students are the ones participating comfortably; make a way for all students to be able to share their voice
* EC members agreed that inclusive pedagogy and diversity is not always just in the subject matter; it’s in the implementation/running of the class; i.e. helping more quiet students to participate/find their voice
* Another idea was to have students think through designing/developing for someone from another cultural background and not just themselves; bring in different levels of ability (products usually designed for typical 18-40 year old person)
* Also, EC members recognized that they all have discussion based courses in their curriculum like Ethics; those instructors could be specially coached in inclusive pedagogy
* EC refocused their discussion on what they’re trying to do with this reading
  + how do we handle issues in classroom that are related to differences, gender, religion, race, learning styles?
* The SOE rep. shared more readings, some related to technology. These will be posted to the EC Team drive.
* In conclusion:
  + Different units have different issues around creating an inclusive classroom
  + Distinction drawn between disciplines with substantive (humanities, arts, social sciences) vs. methodological (STEM) inclusive pedagogies
  + Need for readings specific to discipline.
* Discussion to be continued at 3/30/18 EC meeting.

1. **Student Success Initiatives -** *Colleen Carmean, Associate Vice Chancellor for Academic Innovation*

* Colleen talked about “moving the needle” on student success initiatives related to Strategic Plan and empowering students to achieve their dreams:
  + We have to look at who are students are vs. who we were or who we think the traditional student is.
  + Our typical student is older, Pell edible, works, and is increasingly more diverse.
  + Learning preferences/styles can make a differences
* There is a new analytics tool that takes previously siloed information and brings it together to look quickly at information about students. This can inform decisions about what can we do to help students stay and finish their degree.
  + Many uses for this tool, like targeting a message to a certain group of students– i.e. it was used to send a “Thank You” message to all military students during Veterans’ week;
  + It can be used to nudge students to positive action; we can start to show students we see them
* Student who can take at least one online course are predicted to stay. But international and military students aren’t allowed to take online courses. So if we can move toward more hybrid courses, more students can have the online component and not have to drive from far away.
  + Military students cannot take online courses (DL) because the military needs to make sure that students are registering for legitimate programs that won’t scam them
  + International students cannot take them because online courses violate their visa. The University and government has to know they are physically here.
  + Also, upper division students are only allowed 15/60 online/off campus credits (UW Residency Requirement)
* Hybrid courses only have to meet on campus once and then are not considered online. International and military students would be able to take these and still have a mostly online class.
* They would also help as UW Tacoma faces the challenges of constrained budget and growth, space, faculty workload, and also student time constraints.
* Per quarter, 10% of undergraduate students take an online course; in summer quarter this increases to 40%
* Hybrid can now be designated and found by students in time schedule search
* The I-Tech Fellows course for faculty to teach DL and Hybrid is now partly online and part in person.
  + 1 in 3 faculty have taken I-Tech Fellows!
* There may also be ways to leverage the use of hybrid courses in terms of classroom scheduling; have two courses use the same space
* To illustrate how many students want an online option: on the top ten courses waitlist, 7/10 are online courses
* UW Tacoma offers 500-600 courses per quarter and only offer 22 are fully online (30 plus are hybrid)
* UW Tacoma needs to think strategically about how to help our students
* There are lots of possibilities in reducing time on campus and time traveling on the road

Colleen expressed that her goal was to start a conversation about priorities for academic innovation and give ideas to faculty; please email her with ideas and questions to continue the conversation

1. **Adjourn**