***Executive Council of UW Tacoma Faculty Assembly***

**2017-18 Final Report**

Submitted by Lauren Montgomery, Chair FA, 2017-18

This year the Executive Council had four specific areas of focus in addition to the ongoing work of Faculty Assembly. These included:

1) Conducting UWT’s first campus-wide academic plan in collaboration with EVCAA and Chair of Council of Deans/Directors

2) Promoting inclusive pedagogies and the sense of unity and belonging on our campus

3) Piloting EC as the faculty budget committee

4) Enhancing communication between Faculty Assembly and units, Deans/Directors, and the Tri-Campus system

In addition to these, and in some cases related to them, we also tried a number of new forms in our meetings. These included:

5) Sharing meeting leadership between the chair and vice-chair, (chair led the two hour meetings, vice-chair led the one hour meetings)

6) Unit representatives report to EC about various aspects of the functioning of their units. (By-Laws, Elected Faculty Councils, Professional Development Funds, Contracted Teaching Loads)

1. Providing Key Points to reps. after each meeting to promote consistency in reporting back to units (either chair or vice-chair wrote up key points, whoever didn’t chair the meeting).
2. Holding quarterly Faculty Assembly meetings as regular EC business meetings rather than as specially planned events.

This report will address the results of the areas of focus first, and then the new meeting forms. A table of the ongoing work of Faculty Assembly in 2017-18 is presented in Appendix 1.

1. **Academic Plan**

A campus wide academic plan process was initiated by Faculty Assembly leaders this year for a number of reasons. In the past, while faculty developed new program proposals, their passage was subject to financial considerations that were not considered in the development process. This resulted in a sense that faculty were not actually determining curricular offerings. Additionally, the program development process was essentially first-come, first-served, and UWT grew without campus-wide coordination or oversight for many years. Given the reduced resource environment we were entering, it was prudent to create an academic plan that was: faculty determined, resource informed, and coordinated across all units. This initiative was undertaken jointly with the EVCAA (interim then permanent) Jill Purdy, the Chair of the Council of Deans and Directors Ali Modarres, and the two Faculty Assembly leaders Lauren Montgomery (chair) and Ka Yee Yeung (vice chair). Co-incidentally, an intention to create a campus academic plan this year was held by both Ali Modarres and Jill Purdy, and the combination of efforts turned out to be productive and efficient.

The Academic Plan (AP), unfolded in three stages. In Stage 1(Autumn quarter – **Program Assessment)**,the seven academic units were asked to assess their existing programs using a common rubric. These rubrics were submitted along with a narrative from the Dean/Director in January. Then, in Stage 2 (Winter quarter – **Resource Requests)**, the academic units were asked to fill out and submit resource requests for both existing programs and new programs. These were collected in April. In Stage 3 (Spring quarter - **Plan Development)**, the planning team assembled all of the requests into a single plan, and consulted with the VCFA Tye Minckler on the budgetary considerations that are forecast to be operative in the four-year plan cycle. The final list of programs and financial considerations were presented to Faculty Assembly in late May, and approved by EC in early June. Over the summer, the policy draft for this and future academic plans was articulated, and will be presented to EC in Autumn 2018 for review and approval. This policy draft includes a timeline for a couple of future planning cycles. It is hoped that this process will produce an intentional, thoughtful and coordinated unfolding of the academic growth of our campus well into the future.

1. **Inclusive Pedagogies**

Two initiatives were undertaken to work on improving the campus-wide use of inclusive pedagogies. First, EC held four focus groups with students asking the following questions:

* *What are some things that faculty does that create challenges for students?*
* *What is a memorable experience in the classroom?*
* *How much do you feel that you belong to a community?*
* *What can we do to make your experience as a student better?*
* *Are there enough resources on campus? Do we need more? Is it hard to find where to go?*
* *Is it clear how to make your way through your major? Do you have a mentor to guide you?*
* *How do students find out about career services?*
* *Is there anything else you’d like to offer?*

One focus group was assembled through collaboration with VCSE Mentha Hynes-Wilson and consisted of leaders of student affinity groups on our campus. The other three focus groups were assembled by EC faculty members: Ellen Moore and Nicole Blair. The student feedback was collected in notes and shared with EC, and then with the Faculty Assembly in the Spring meeting, where an hour-long exercise was built around it. In this exercise, faculty members discussed the feedback from one of the four focus groups and devised action items in response to it. These action items were collected and will be used to guide EC initiatives next year.

The second initiative involved asking EC reps. from academic units to choose a paper on inclusive pedagogies for their unit faculty to read, then request time in their faculty meeting to talk about the reading. Most of the reps. were able to complete this task, and the results varied from very productive conversations to the formation of a sub-committee to pursue the conversation at a later date. The benefit of this project is that it includes almost all UWT faculty, not just the self-selected few who attend diversity/equity/inclusion events. However, it must be an ongoing process, and we recommend that it become a regular part of annual faculty meeting agenda planning. It is important that the Executive Council continue to actively lead this effort so that equity, diversity and inclusion conversations become a regular and ongoing part of the faculty culture.

**3) Executive Council as Budget Committee**

For some years now we have not had a faculty Budget Committee, and we are actively seeking the right form to accomplish faculty input and oversight on the campus budget. Toward this end, we experimented this year with EC acting as the budget committee. We began by inviting the new VCFA Tye Minckler to an EC meeting in early fall. He prepared a budget “primer” laying out the national challenge to the financing of higher education, the specific challenges at UWT, as well as some basic principles of good budget practice. Then, the winter quarter Faculty Assembly meeting was devoted entirely to a presentation by Dr. Minckler about our current budget process. Finally, in late spring quarter, EC was consulted in the process of prioritizing the use of the excess operating funds from this year, for one-time needs on our campus.

The feedback from EC members about this pilot year as the budget committee ranged from “It worked just fine.”, to “We really didn’t do much.”. It turned out that beyond hearing about the evolving budget process from the VCFA, EC did not do much until the very end of Spring quarter, when a brief ranking of budget priorities exercise was conducted. In hindsight, since it was something of an interim year because of the new VCFA, and the new processes he initiated were evolving, we may want to pilot the effort one more year. However, it may be that a small, FA standing committee on budget and facilities is better suited to the task. If so, we recommend at least a 3-year term, and preferably 5 years, for the members to maximize continuity and familiarity with budget processes.

Of note: for the past several years, the FA chair served on the Executive Budget Committee and was present for the ongoing budget work throughout the year, and the chair and vice-chair both served on the Campus Budget Committee, which met less frequently and played an advisory role. However, the structure, schedule and form of these two bodies are changing next year, and the participation of faculty leaders will probably change as a result. This might influence the choice of how an EC budget committee is formed, and is another reason to wait a year before making a decision on this.

1. **Communication across Campus**

Last year, we realized that despite meeting twice monthly to conduct faculty business, we had very little knowledge or understanding of faculty issues and work within our academic units. This year, an intentional effort was made to promote better communication. This was accomplished by asking EC unit representatives to be more active in their liaison role with their units. Key Points from each EC meeting were written by the chair or vice chair and emailed to reps. within a day or two of each EC meeting. This provided more consistent and thorough reporting out to units of the work of EC. Similarly, unit reps. were asked to report to EC about their unit activities once each quarter. In Winter and Spring quarters, these reports were tailored to specific information: In Winter – we asked for the faculty governance structure in each unit, and in Spring – the contracted teaching loads across job categories (see Appendix 2). Separately and independently, the co-chairs of the ad hoc Lecturer Affairs Committee assembled data on the professional development funds (PDF) available to faculty in various job categories across all units. (See Appendix 3.) This was quite fruitful, and resulted in the dean of one unit deciding to double the PDF for all full-time lecturer track faculty starting next year, a significant increase in compensation for over 40 full-time faculty members. While the more specific information required some work on the part of the unit reps., it enhanced our understanding of the functioning of our campus as a whole, and in an end-of-year survey of EC members, was widely reported to be helpful. This practice is likely to continue to bear fruit, especially if it becomes a regular part of the responsibilities of Executive Council members, chair and vice chair.

**(5-8) New EC meeting Forms**

All of these experiments with new forms for our meetings were experienced positively by the majority of EC representatives, and there were no strongly negative responses in the anonymous survey taken at the end of the year. As noted above, the reporting to EC about unit activities was experienced as additional work by a few, but was still thought to be useful and worth doing. We recommend checking in with EC in the Autumn, and considering continuing all of the practices in the coming year.

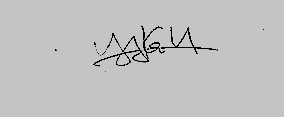
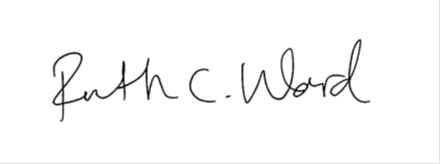
Appendix 1: Executive Council Activities 2017-2018

This report supplements the narrative above, and presents the ongoing work of the Executive Council of the Faculty Assembly of the University of Washington Tacoma during the 2017-2018 academic year.

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| **Issue/Topic** | **Response** | **Further Action** | **Ongoing 2018-2019** |
| **Academic Planning** | -Faculty Assembly and Academic Affairs leaders introduced (skinny) Academic Planning Exercise at FA Fall, 9.25.17  -Communicated stages of planning exercise to campus; kept EC updated | Draft Academic Plan presented to APCC, FA, & EC during May; plan process and results to date approved by EC, June 4th, 2018 | -Planning team to meet & work on implementation procedures/procedures for future cycles of academic planning  -APCC will carry out implementation in 2018-2019 |
| **Race, Equity, Inclusion & Campus Climate** | -Inclusive Pedagogy Readings, conversations, and report back (EC 2.23.18 - 6.4.18)  -Participation in search for Assistant Chancellor for Equity & Inclusion | EC members (Ellen Moore and Nicole Blair) held student focus groups in spring 2018; results discussed at FA spring, 5.25.18  Reported in Spring Faculty Assembly meeting the need for ongoing inclusive pedagogy conversations in faculty meetings in addition to special campus events. | -Welcome & work with new Assistant Chancellor for Equity & Inclusion, Dr. James McShay  -Inclusive pedagogy work should be incorporated into unit faculty meetings on a regular (quarterly) basis to ensure that ALL faculty members are engaged in improving their courses in this regard. |
| **Budget Input &**  **Involvement** | -Piloting EC as the Faculty budget committee  -Budget Literacy with VC Finance and Administration at EC,10.13.17 | Budget Literacy with VC Finance and Administration at FA winter, 1.22.18  EC members gave feedback to Chancellor on budget priorities – June 4, 2018. | -EC will continue to participate in budget planning  -EC will continue to work with Finance and -Administration leadership to ensure adequate learning for participating faculty |
| **EC member Engagement** | Reviewed responsibilities of Executive Council Members – attend, notify, send sub, speak up for context, etc. |  | Ongoing work to remind EC members of to communicate with their unit, and to coordinate with each other when multiple reps. from a single unit are involved. |
| **Communicating to/from units and their deans or directors.** | -EC 9.25.17: EC leaders highlighted importance of communication between units and EC; instituted quarterly unit reports on important topics:  Fall - General update  Winter – Unit By-Laws, Elected Faculty Council, Teaching assignments/scheduling  Spring – Contracted Teaching Loads by Job title  -Instituted the circulation of Key Points directly after EC meetings to help reps report to units | Solicited feedback from EC at final meeting, 6.4.18, about unit reports, structure, etc.  Most members found this useful, though added work for reps. | Remind EC members of the reasons behind the collection of data from units to promote participation and good communication between EC and units. |
| **Professional Development Funds** | Lecturer Affairs’ chair shared chart of faculty professional development funds by unit & role with EC, 1.12.18 | -EC deliberated about how to circulate the information; asked deans/directors to add context to the charts before dissemination; -SIAS dean added funds for lecturers as a result of this information being circulated. |  |
| **Undergraduate Ed. Academic Council** | UEAC chair welcomed as voting representative | Library Director and Writing Center Director presented about the proposed Learning Commons, May 14, 2018 EC |  |
| **UW Tacoma Library Representative** | UW Tacoma Library Director designee welcomed as ex-offico representative; took part in unit reports |  | Library rep. to continue on EC as ex-officio member. |
| **Strategic Plan** | Presentation about upcoming Constructive Engagement Series, a Strategic Plan Initiative funded project, by Jane Compson & Richard Wilkerson, EC 11.17.17  Continued discussion about how to connect Faculty Assembly work with the Strategic Plan | Past Chair to be Strategic Plan Coordinating Committee (SPCC) Faculty liaison | FA & EC will remain active & collaborative in the Strategic Planning process |
| **Open Access Policy** | Gordan Aamot, Director of the Scholarly Communications, came to answer questions in advance of vote, 12.1.17; [proposed policy](http://www.lib.washington.edu/scholpub/oapolicy) | UW Senate voted to adopt the proposed policy in May. | EC may need to explain policy to faculty as it goes into effect. |
| **Honorary Degree Procedure** | EC determined it would be the body to consider Honorary degrees or would form an ad hoc of EC; rationale: different nominees will need different expertise to be part of review | Past Chair, Mark Pendras, and Chair worked on a written statement. | EC will be consulted when anyone is nominated; written statement to be finalized and posted on EC policies webpage. |
| **Principal Investigator Policy** | EC gave feedback to AVC of Research twice (10.30.17 & 4.23.18) with encouragement to simplify the policy & make as inclusive as possible; agreed with importance of having faculty discuss with dean/director before pursuing a grant | New Policy finalized and adopted after input from EC and other stakeholders. |  |
| **Teaching Evaluation** | FAC was charged with reviewing the Teaching Evaluation Campus Fellows’ report & forming policy from the recommendations | EC reviewed proposed policy on 3.30.18 & 4.23.18; feedback given included further consultation with Teaching Evaluation Campus Fellows’ chair | Further work on this policy document will be carried into Fall 2018 |
| **Diversity Designation Revised Review Process** | APCC members followed the review procedures for the Diversity Designation Policy in 2016-2017 & developed recommendations on how to improve the review procedures; APCC passed these revisions on 3.30.18 | -EC passed these revisions to the review process for the policy on 3.30.18  -[Disseminated to academic units & posted on APCC website](http://www.tacoma.uw.edu/faculty-assembly/distance-learning-policy-diversity-designation) |  |
| **Writing Advisory Council W-Course Requirement** | Writing Advisory Committee was an Ad Hoc of APCC with representatives from every academic unit; held focus groups/surveys for various stakeholders to determine guidelines for teaching writing at UW Tacoma | Report and recommendations to be finalized June 2018 | Review Report to determine next steps |
| **Non-Competitive Hiring Policy** | FAC proposed a policy on Non-Competitive Faculty Hiring; EC has reviewed policy & given feedback | FAC will continue work in conjunction with Academic Affairs and APT Committee | Propose a new ad hoc subcommittee (of EC or FAC) on hiring and faculty composition to identify strategies and policies moving forward and develop action plan and/or recommendations |
| **APT Process Guidelines** | APT proposed updated process guidelines for the P&T process; EC reviewed, made minor edits, & approved | Guidelines circulated and posted on APT webpage |  |
| **Administrative Leader searches** | EC was kept informed about searches for ACEI and EVCAA; participated in forums and feedback when candidates on campus | New EVCAA Jill Purdy and AACEI James McShay hired. |  |
| **Graduate Program Director Position** | EC gave input to EVCAA on this position during 10.30.17 meeting; feedback to move forward |  | May need to revisit this depending on EVCAA decisions. |
| **Clarification and Guidelines for the New Time Schedule Matrix** | EC reviewed potential issues with scheduling classes around the open lunch hour, 12.1.17; Chair & past chair worked on message to schedulers & campus, reviewed and adopted at EC 1.12.18 |  | EC leaders should continue to stay in touch with registrar with regard to how scheduling is going, and possibly play a role in facilitating communications with faculty about scheduling issues. |
| **Faculty Salary Policy (FSP) & Planning Priorities** | Faculty Assembly leadership approved unit adjustments | Chair met with Chancellor and Provost to review unit adjustments & ensure faculty consultation in budget process | Ongoing monitoring by EC to ensure compliance with the salary planning priorities. Chair recommended EVCAA meet each year with deans/directors and EFC chairs to ensure faculty consultation on unit budgets. EVCAA plans to do this. |
| **Partnership with Student & Enrol. Services** | VC SAES, Mentha Hynes-Wilson updated EC on 11.17.18 | Continued partnership through student panel, admissions update to EC, and commitment to work with SAES as needed. |  |
| **Dogs on Campus** | EC discussed and investigated policies about dogs on campus, EC 12.11.17, with a follow up on 3.30.18 | Students who would like to apply for an emotional support dog can do so through Disability Resources for Students; service dogs are allowed on campus | Remind EC members of this option each year. |
| **Accessibility After Hours** | EC was informed that students who use wheelchairs were having issues accessing elevators after hours. Chair met with Campus Security Director and shared information with EC. | Students who use wheelchairs should contact Security (Disability Resources for Students) to be given elevator access codes for use after hours | Remind EC members of this option each year. |
| **Student Conduct Report** | Student Conduct Report, annual |  | -Ask for Student Conduct Report ahead of meeting & have as required reading for EC members  -Invite Ed Mirecki for Q&A |
| **Parking Concerns** | -James Sinding, Auxiliary Services Manager, attended EC on 1.12.18 to answer questions about parking concerns | Sent James [suggestions for the parking plan](http://www.tacoma.uw.edu/node/22518#Actions) in 2017 | Ongoing monitoring by EC; will invite James to a future EC meeting to discuss progress |
| **Student Success Initiatives** | Colleen Carmean, AVC Academic Innovation, spoke with EC on 3.5.18; encouraged EC to think about making more classes hybrid to support student needs; discussed issues for some students when classes are DL (Residency Requirement) | FA Chair contacted UW registrar Helen Garrett to request consideration of DL courses as in-residence. UW Seattle is considering this and will let us know. | Continue to inquire about this policy change to make sure it doesn’t get side-lined. |
| **Spring 2018 Elections** | Conducted elections for FA leadership & solicited elected faculty representatives from schools/programs as needed for various FA committees |  | EC will review elected vs. appointed positions in UW shared governance, in particular, the UWT practice of electing it’s representative to FCTCP. |
| **Admissions Involvement** | -Admissions Update, annual – EC asked for information about admission deficiencies, i.e. student admitted without world language credits  -Quarterly email updates to campus from Office of Admissions | -Karl asked for faculty input on how to evaluate student writing samples  -Karl encouraged to meet with the Writing Advisory Committee (WAC) (ad hoc sub-committee of APCC) | -Ask for Admissions Update ahead of meeting & have as required reading for EC members  -Invite Karl Smith for Q&A |

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| **Groups** | **Charge 2017-2018** | **Report** | **Ongoing 2018-2019** |
| **ACADEMIC POLICY & CURRICULUM COMMITTEE (APCC)**  *Standing Committee* | -Writing Advisory Committee – oversee creation of W designation Policy by WAC -Finalize and disseminate Planning Notice of Intent document and process guide. -Create FAQ/Rubric for new courses -Request units to retire courses – zombie courses -Conduct Kuali (UWCM) drop-in workshops for faculty and staff -Re-vamp Diversity course review based on subcommittee's feedback (2017) | [APCC 2017-2018 Report](http://www.tacoma.uw.edu/faculty-assembly/apcc-agendas-minutes-reports) | 2018-2019 charge to be determined by Faculty Assembly Leadership as they review report during summer 2017 & in discussion during EC’s first meeting Fall 2018 |
| **APPOINTMENT, PROMOTION & TENURE COMMITTEE**  *Standing Committee* | -Requesting Deans & Directors to come meet with APT for any contentious cases  -Continue the P&T workshops -Develop criteria for lecturer promotion -"A" in APT - add role for consideration of rank during -Appointment of faculty -Finalize the Equity & Inclusion in P&T  -Decide whether to remove Appendix C of Handbook | [APT 2017-2018 Report](http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/Faculty_Assembly_final_report_APT2017-18.pdf) | 2018-2019 charge to be determined by Faculty Assembly Leadership as they review report during summer 2017 & in discussion during EC’s first meeting Fall 2018 |
| **FACULTY AFFAIRS COMMITTEE (FAC)**  *Standing Committee* | -Finish the policy on Non-Competitive Faculty Appointments (work with Lecturer Affairs on this) -Race & Equity Issues – continue ongoing work on hiring process, create policy statement for EC, consult with Lecturer Affairs, the EVCAA and other parties on campus to ensure collaboration in prevent duplication. -Climate Survey – collaborate with Rickey Hall and Rankin & Associates to promote UWT specific questions -Childcare - explore state funding options, consider doing a demand study possibly with Paul Weed’s office -Parking & Bus 586 – consider and propose parking solutions for campus. -Teaching Evals - Campus Fellows report - follow-up with the recommendations, consider campus wide policy guidelines  -Work with Lecturer Affairs to develop their charge | FAC 2017-2018 Report | 2018-2019 charge to be determined by Faculty Assembly Leadership as they review report during summer 2017 & in discussion during EC’s first meeting Fall 2018 |
| **LECTURER AFFAIRS COMMITTEE**  *Ad hoc committee* | Worked with FAC on non-competitive faculty appointments  Met with Chancellor and EVCAA twice re. lecturer working conditions on campus  Created table of Professional Development Funds across units  Worked with FAC on other policy and process issues. |  | EC voted to continue this ad-hoc committee next year, with co-chairs Jeremy Davis and LeAnne Laux-Bachand |

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| **Service Responsibilities of Faculty Assembly Leadership** | | |
| *Faculty Assembly leadership participated on the following campus-wide & UW-wide committees & councils:* | | |
| UW Tacoma | Chancellor’s Cabinet | chair & vice chair |
| Executive Budget Committee | chair |
| Campus Budget Committee | chair & vice chair |
| EVCAA’s Learning & Retention Council | chair & vice chair |
| Monthly Meetings w/ Chancellor & EVCAA | chair & vice chair |
| SAASFA Quarterly Meetings | chair, vice chair, & FA administrative coordinator |
| FA Leadership meetings | chair, vice chair, & FA administrative coordinator |
| Executive Council | chair, vice chair, & FA administrative coordinator, standing committee chairs |
| Academic Policy & Curriculum Committee | APCC chair & FA administrative coordinator |
| Faculty Affairs Committee | FAC chair & FA administrative coordinator |
| Appointment, Promotion & Tenure Committee | APT chair, & as needed, FA administrative coordinator |
|  | New Faculty Orientation | Chair, vice chair, and FA admin |
| UW-wide: | Faculty Senate & Senate Executive Committee | chair |
| Faculty Council on Tri-Campus Policy | vice chair |
| Quarterly Elected Faculty Council Meetings | Chair |
|  | | |

*This report is designed to show the range of shared governance, cross-campus, and university-wide collaboration, as well as, maintain continuity and connectivity for the faculty, staff, students, and administration who have given much time and effort in their service to the University of Washington, Tacoma.*

Ruth Ward, Administrative Coordinator to the Faculty Assembly, 2015-2018



Ka Yee Yeung, Faculty Assembly Vice Chair 2017-2018

Lauren Montgomery, Faculty Assembly Chair, 2017-2018



Appendix 3 Professional Development Funds Across Units – Executive Council Final Report 2017-2018

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| --- | --- | --- | --- | --- | --- |
| Unit | Overall Description of PDF system | Prioritization/% of \*full funding available across ranks | | | |
| Tenure-Track | FT Lecturer | Temp FT Lecturer | PT Lecturer |
| SIAS\* | Faculty are eligible for a certain amount each year. Additional funds are available for all ranks through competitive “Scholarship and Teaching Fund” (STF) or at Dean’s discretion | $1800 + eligible for STF | $900 +  eligible for STF | At Dean’s discretion and eligible for STF | At Dean’s discretion and eligible for STF |
| Milgard | Faculty are eligible for a certain amount each year. Additional funds are available to Assistant Professors at the Dean’s discretion | $3250 | $1750 | $1750 | At Dean’s discretion |
| The Institute of Technology | A maximum amount is offered to each faculty each year. As funds run low, certain requests are prioritized over others | $2000 (Assistant professors prioritized) | $2000 | $2000 | At Dean’s discretion |
| Nursing and Healthcare leadership | Two separate funds are available to support professional development. All faculty must apply for funds. | Eligible to apply | Eligible to apply | Eligible to apply | Eligible to apply |
| Social Work and Criminal Justice | Faculty are eligible for a certain amount each year. | $3500 | $3500 | $3500 | At Director’s discretion |
| Urban Studies | Faculty are eligible for a certain amount each year. Additional funds are available for all ranks with justification | $2500 | $2500 | $2500 | At Director’s discretion |
| Education\*\* | Full time faculty are eligible for a certain amount each biennium. Additional funds may be available with justification and are reviewed by the SOE Awards, Budget, and Planning Committee; the Dean makes a final decision. | $2000/yr | $2000/yr | $2000/yr | $500/yr after one full year of employment. Requests for additional funding are reviewed by the SOE Awards, Budget, and Planning Committee, and then approved by the Dean. |

Comments by Deans/Directors:

\*SIAS - Beginning in 2018-19 and going forward, the Dean of SIAS will be providing $1800/year in PDF for all permanent faculty (both lecturers and tenure-track). Temporary Lecturers (both full and part time) will be eligible to apply for funds to support individual activities and initiatives.

\*\*Education

We also are in the process of creating a PD policy for full-time staff, although at this time, they can request funding at any time. The Dean also has the SOE Awards, Budget, and Planning Committee (an expanded committee that includes ½ faculty and ½ staff) to review all requests for extra funds using certain criteria including giving priority to those who’ve never received extra funding and those who aren’t tenured faculty.

Annual Report from Academic Policy and Curriculum Committee (APCC) 2017-2018

# Submitted by Menaka Abraham, Chair on May 18, 2018

**Committee members:**

Voting Faculty

Anthony Falit-Baiamonte (Urban Studies); Evelyn Shankus (Milgard School of Business); Jarek Sierschynski,

(School of Education); Jutta Heller, Lauren Montgomery & Jane Compson (School of Interdisciplinary Arts &

Sciences); Robin Evans-Agnew (Nursing & Healthcare Leadership); Jeff Cohen (Social Work & Criminal Justice); Menaka Abraham (Institute of Technology)

Ex-Officio

Jill Purdy (EVCAA), Andrea Coker-Anderson (Registrar); Patrick Pow (IT); Serin Anderson (Library); Lorraine Dinnel (Advising); Emmett Kang (ASUWT)

Faculty Assembly Administrative Coordinator Ruth Ward

In 2017-2018, the work of the APCC consisted of:

1. Conducting monthly reviews of the curricular and program proposals and graduation petitions that constitute the main activity of the committee. (See chart below for numbers and comparison to last year).
2. Using the new curriculum management software (UWCM) provided by the vendor Kuali in the approval process for courses. Providing training to introduce this new software.
3. Retiring courses that are no longer taught or outdated from each unit.
4. Making review process improvements for Diversity designated (DIV) courses to incorporate feedback provided by the 2016-17 review committee.
5. Overseeing Ad-hoc Writing Advisory Committee. 6) Overseeing Double Formal Options working group.
6. Overseeing DL Approval and Renewal Process.
7. Providing feedback on Academic Plan.
8. Proposing policy for summer or minor changes approval by chair.

Each of these will be briefly summarized below.

# Proposal Reviews – September 2017 to May 20181

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| --- | --- | --- | --- |
| Type of Proposal | # Reviewed 2016/17 | # Reviewed 2017/18 | Change |
| New Graduate Program/Options | 2 | 0 | -2 |
| Changes to Graduate Programs/Options | 0 | 0 | 0 |
| New Undergraduate Programs | 5 | 1 | -4 |
| Changes to Undergraduate Programs | 36 | 18 | -18 |
| New Courses | 82 | 21 | -61 |
| Course Changes | 43 | 36 | -7 |
| Diversity Designations | 5 | 2 | -3 |
| Graduation Petitions | 5 | 5 | 0 |
| Course Retires | N/A | 563 | N/A |

This academic year saw a decrease in all areas of proposals except for the number of graduation petitions. This may have been due to the (skinny) Academic Planning Exercise, led by Faculty Assembly leaders and Academic Affairs, during which all programmatic growth was deferred till an Academic Plan is in place. APCC instead focused on retiring courses that are no longer taught or outdated and identified 563 courses to retire. APCC also worked on other policies and processes as outlined in this document.

The deadline for proposal submissions for the June 6th meeting of the APCC has not yet arrived. Therefore, the totals listed in the below table do not include proposals to be reviewed at the June meeting of the APCC.

1. **New curriculum management software**: The new curriculum management software called UW

Curriculum Management (UWCM), adapted by UW using the vendor Kuali has been used to review course proposals this year. APCC provided and facilitated training to all faculty on campus to help with the usage this new software. Drop in training sessions were provided on Dec 12th and 13th from 12:30 to 1:30 in SCI 109. A short [presentation](https://docs.google.com/presentation/d/1sco0PsxU_25JeJL_e7exzUkWLZNAx65T6sqVCKAIoNA/edit#slide=id.p) was created to share with the attending faculty and staff. The training focused on the following course and syllabus related items.

* 1. Understand the workflow approval process
  2. Create a new course
  3. Modify an existing course
  4. Title or other content changes
  5. Change prerequisites for a course (no effect on other units)
  6. Change prerequisites and notify other units
  7. Drop (Retire) a course or Activate a course
  8. Search for and create curricular relationships
  9. Common Syllabus Pitfalls
     + Non Measurable objectives
     + Hours to credit math
     + Grading breakdown
     + Participation examples
     + Outdated service statements
     + Not followed all syllabus guidelines

1. **Retire courses**: APCC was charged with identifying courses that haven’t been taught in recent years or outdated in each unit by Faculty Assembly. Members of APCC oversaw this within their respective unit and were able to find a total of 563 courses to retire. Below are the course retirement counts by each unit. The courses identified can be found at [https://docs.google.com/spreadsheets/d/1DDB9f7\_hek84uNnsO8xHFwlbbqa2XxMYluvdysseuQ/edit#gid=1935809924](https://docs.google.com/spreadsheets/d/1DDB9f7_hek84uNnsO8xH-Fwlbbqa2XxMYluvdysseuQ/edit#gid=1935809924)

These were submitted to Seattle Curriculum office upon their request to not retire PAST labels through the UWCM’s workflow. Many of the courses are waiting on Seattle curriculum office’s manual updates due to the lack of versioning and being stored in paper format. The explanation and status can be found at [https://uw.service-now.com/uwc.do?sysparm\_direct=true#/myrequest/REQ1353714.](https://uw.service-now.com/uwc.do?sysparm_direct=true#/myrequest/REQ1353714)

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| School or Unit | Program | Number of Courses |
| Social Work and Criminal Justice |  | 14 |
| Education |  | 57 |
| Business |  | 45 |
| School of Interdisciplinary Arts and Sciences | SAM | 20 |
| PPPA | 33 |
| CAC | 21 |
| Old prefixes | 300 |
| Institute of Technology |  | 26 |
| Nursing |  | 20 |
| Urban Studies |  | 27 |

1. **Revised Review Process for Diversity Designation Policy**: As articulated in the Diversity Designation Policy, the APCC conducted the first 3-year review of Diversity Designated courses (DIV) in 2016-17 academic year. An ad-hoc subcommittee of the APCC was formed to conduct this review. During the 2017-

18 academic year, the review committee’s recommendations were used to improve the review process as outlined in Appendix A. Incorporating a diversity related question on course evaluations, reviewing only courses that were taught in the last three years, assessing the diversity content in the course using a diversity related question and, diversity teaching faculty working closely with the future review committee members are some of the key process improvements. This new process was approved by APCC on

2/14/18 and by Executive Council on 3/30/18.

1. **W-course Policy**: During the 2016-17 academic year, based on feedback from faculty across campus, the Executive Council voted to create a representative faculty body to revise the existing W-course policy on campus. The APCC was charged with overseeing the formation of this ad-hoc committee. APCC members recruited faculty from their respective units to serve on the reconstituted Writing Advisory Council (WAC). The committee started their work this academic year. The WAC also includes ex-officio members with relevant expertise related to the work of the committee and a member from each unit to ensure representation from across campus. They met several times during the academic year and requested feedback from each unit and student body and are in the final phases of creating the policy. Jeff Cohen as the chair oversaw this committee and the final report will be presented at the June 6th APCC meeting.

1. **Double Formal Options Workgroup**: APCC has been seeing proposals from different units to provide more than one formal options in their program. There are advising, showing the student took the options on a transcript and other issues associated with allowing more than one formal options in a major. A working group was formed chaired by Jane Compson to come up with a policy and to better understand the various issues that arise from allowing more than one formal option. Jane Compson provided an investigative report at the May 6th APCC meeting and can be found in Appendix C. Since we are close to the end of the year, we may have to wait till next to year to finish coming up with a policy.

1. **Distance Learning Process**: The Distance Learning (DL) designation and renewal processes are different on each of the campuses. At our campus, a faculty member must be certified as an iTech fellow to teach a DL designated course. If a faculty member decides to teach a DL course, they must first get certified and then request the designation. There is a significant time delay between the request and the course designation which has to go through manual paper processing to UW Seattle’s curriculum committee. APCC working with UW Tacoma Director of E-Learning, Darcy Janzen created a memo to request that all existing courses be designated DL and that the time schedule coordinators would ensure that only iTech fellows teach DL courses by turning DL on the course at the time of creating the schedule. This has been approved by UW curriculum office and the memo outlining this process is in Appendix B.

1. **Academic Plan**: Faculty Assembly leaders requested that APCC provide feedback on the Academic plan and the criteria that will be used to approve new programs or courses and changes to programs and courses. APCC members participated in the academic plan creation process, attended EC meetings, and also discussed it at length at two of the committee meetings. In the next year, APCC will have to keep the academic plan in sight as it oversees proposals for new programs or courses.

1. **Summer and Minor Changes Approval Policy**: With the usage of the new UWCM software, minor changes trigger an approval process. There are also some changes or graduate petitions that occur in summer quarter when APCC doesn’t meet. APCC is requesting that we have a policy to allow the chair to approve these minor changes and use their judgement to reach out to the committee members or to defer the change to the next meeting. This policy is outlined in Appendix D and is waiting for approval from APCC at the June 6th meeting.

Menaka Abraham was voted in as Chair of APCC for the 2018-19 academic year with Robin Evans-Agnew potentially chairing the following year and to shadow the chair during the next year to ensure continuity in the committee work. Ruth Ward is leaving her office to pursue higher education. A new replacement, Beverly Berry has been hired in her place and there will be some overlap for training purposes.

# Appendix A

UW Tacoma Diversity Designation Policy

*Approved by EC on 6/3/2015; Changes to the Review Process approved by APCC on 2/14/18 and EC on 3/30/18 (see Addendum A)*

***Review Process to ensure ongoing quality of Diversity Courses:***

1. Academic units are expected to assess continuity of Student Learning Objectives (SLO) and course descriptions on an ongoing basis.
2. All D designated courses have at least one diversity related question in course assessments and/or on their course evaluations [(http://iasystem.org/help-main/faculty-userguide/add-questions-to-an-evaluation/)](http://iasystem.org/help-main/faculty-user-guide/add-questions-to-an-evaluation/) assessing students’ self-perception of learning about diversity. Faculty may use questions that measure outcomes related to specific disciplinary epistemologies and pedagogies. Additionally, here are some sample questions that correlate with the existing criteria for the Diversity Designation:
   1. *How is the value of diversity related to socially constructed group identities?*
   2. *Did this course change your outlook on the meaning of diversity? If so, explain how.*
   3. *How does what you learned about diversity address concepts of power, privilege, marginality, and activism?*
   4. *Will you incorporate what you learned about diversity into your everyday life? If so, explain how.*
3. Every three years, APCC will select a random sample of twelve D courses to review that were taught within the last year.
   1. Academic units will be asked to:
      1. submit the most recent syllabus
      2. submit the diversity related question responses portion of the course assessments and/or the course evaluations, and
      3. submit the contact information of the faculty who taught this course most recently
4. The faculty member who taught the class most recently will be asked by the APCC to describe how
   1. The diversity-related learning objectives were put into practice and
   2. What explicit concepts were covered

***Criteria for the Diversity Designation:***

To have the D (Diversity Designation) courses must

1. have at least 60% content focused on diversity,
2. provide students with understanding of human diversity with a primary focus on the United States
3. focus on one or more socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality, and
4. have two or more of the following goals and they must be reflected in the course learning objectives:  To provide an in-depth analysis of at least one socially constructed identity
   * To teach about the intersections of socially constructed categories, perspectives and experiences
   * To teach students to think critically about power, inequality, marginality and activism
   * To explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and activism
   * To explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression
   * To investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society.

Courses must meet these requirements every time they are taught to have a D designation. Courses that are taught differently at different times, such as TCORE courses, Special Topics courses, Independent Studies, or Internships, cannot not be given a D designation.

***The definition of “Diversity Requirement”, as defined in the UW Policy Directory, Chapter 114, Section 2, Subsection B.1.d is:***

“No fewer than 3 credits of courses, approved by the appropriate school or college, which focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales. This requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies. Courses focus on cross-cultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status. Course activities should encourage thinking critically on topics such as power, inequality, marginality, and social movements, and effective communication across cultural differences.”

Note that while the above is part of the UW Seattle diversity policy, UW Tacoma added the requirement that diversity in the US be a primary focus of any course with a D designation. This was instituted because it was deemed important to ensure an understanding of diversity issues in the country where students are studying and will most likely live and work after graduation.

***Addendum A***

The original diversity designation policy approved by Executive Committee on 6/3/2015 will be amended to add the review process recommendations of the Academic Policy Curriculum Committee’s (APCC) Diversity Designation Review Committee 2016-2017.

APCC recommendations: (from APCC Minutes June 7, 2017 and the Diversity Designation Review Committee Report, 5/25/17).

1. Members suggested that future review committees contact faculty who have recently taught the course to ask them to describe how the learning objectives are put into practice and what explicit concepts are covered.
2. Members suggested that future APCC Diversity Designation reviews consider addressing gaps identified in tables 2 and 3, most notably the relatively few courses that address age, disability, or indigenous identities.
3. Members noted the variations in approaches to diversity in the courses and recommended that a future review committee could consider how well students are able to access diversity courses that would provide them this variety.
4. Members recommended that the review only include courses taught in the last year

APT Committee Report: 2017-2018

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| **Issue/Topic** | **Response** | **Further Action** | **Ongoing 2018-2019** |
| **Promotion and Tenure Cases** | APT considered 16 cases overall; 7 for tenure and promotion to Associate Professor; 1 for Promotion to Professor; and 8 for Promotion to Senior Lecturer. | Nothing Further. | More cases to come. |
| **Tackling the “A” in Appointments** | APT developed a policy for reviewing cases where faculty are hired into UWT or appointed at higher ranks than what they hold at this or other institutions. Policy was approved by EC. | Continue to Monitor and Review Such Cases and when they Occur. | Will Review These Cases as they Happen. |
| **P&T Workshops** | Organized Two Promotional Workshops focusing on the mechanics of promotion. One was conducted on zoom and a recording of the same has been posted on APT/FA website. Also hosted panel discussions with EVCAA, Deans & Directors, and Full Professors on “Are you ready to be promoted to Full Professor” and a similar panel for Principal Lecturers “Are you ready to be promoted to Principal Lecturer.” | Nothing Further. | Continue offering workshops each year. |
| **P&T Guidelines** | Created a one-stop detailed set of guidelines and got approved by EC in November 2017 and again updated and approved by EC in February 2018. The guidelines address issues that various parties need to be aware of, i.e., candidates, review committees, Deans/Directors, Voting Faculty, and Faculty Councils. Guidelines were brought to the attention of Deans & Program Administrators as well. | Continue to Point Out Guidelines to Relevant  Parties as they Go About Navigating the Promotion Process. Will Continue updating guidelines as and when needed. | Continue to Point Attention. |
| **Unit Level**  **Promotion**  **Criteria** | Reviewed Unit Level Promotion Criterion and Posted Updated Criterion on APT/FA Website. Contacted Units to develop, update, or review their criterion and especially requested units lacking promotion criterion for lecturers to develop those. | Continue to Monitor. | Continue to Monitor. |

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| **Secret Ballots** | Introduced Secret Ballots for APT Votes in P&T Cases. | Nothing Further. | Ongoing. |
| **DEI in Hiring &**  **P&T** | DEI in P&T Discussed and approved by APT in 201617. Incorporated DEI in P&T Guidelines. DEI in Hiring to be Voted by EC in June 2018. | Consider Having Units Incorporate DEI into  Their P&T Criterion and Handbook. DEI in Hiring to be Considered by EC and additional steps as needed. | Ongoing. |

* *APT Committee: 2017-18, Chair: Eugene Sivadas (MSB), Members:Yonn Dierwechter (US), Charles Emlet (SWCJ-Winter), Rich Furman (SWCJ), ( James Gawel (SIAS), Anderson Nascimento (IOT), Jose Rios (Education), Christine Stevens (Nursing)*
* [*http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/GuidelinesAPTupdatedFeb2018\_EC\_approved.pdf*](http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/GuidelinesAPTupdatedFeb2018_EC_approved.pdf)
* [*https://www.youtube.com/watch?reload=9&v=vs0abFO0zkc&feature=youtu.be*](https://www.youtube.com/watch?reload=9&v=vs0abFO0zkc&feature=youtu.be)
* [*http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/APT\_Review\_of\_Select\_New\_Appointments\_approved\_10.13.17.pdf*](http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/APT_Review_of_Select_New_Appointments_approved_10.13.17.pdf)

Faculty Affairs Committee Report 2017-2018

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| Issue/Topic | Response | Further Action | Ongoing 2018-2019 |
| Non-Competitive Faculty Hiring | The committee refined and returned an edited proposed policy on ‘Non-Competitive Faculty Appointments’, twice on the agenda for discussion and adoption in Executive Council (EC) meetings. | Faculty representatives were to have solicited feedback in 2016-17, yet expressed desire in doing so again twice this year. FAC responded to feedback received, waiting action from EC. | Executive Council to vote on edited Non-Competitive Faculty Appointment Policy. FAC Chair to present to the EC for another review and approval prior to end of 2018. |
| Teaching Evaluation Policy | The committee developed the draft Teaching Evaluation Policy and presented to EC. EC returned it to FAC for editing. The FAC brought the edited version back again for EC review and approve. | The EC tabled the edited proposed policy for faculty representatives to review further related information (specifically Sushil’s draft) and to allow more time for feedback. | Executive Council to vote on the edited proposed Teaching Evaluation Policy.  FAC Chair to present to the EC for another review and approval prior to end of 2018. |
| Child Care and Early Childhood Education | Seattle’s Childcare Advisory Committee disbanded. FAC Chair led development of new Tacoma campus Child Care Task Force in conjunction with student government and the Student Engagement office. | Support and resource the Tacoma Child Care Task Force by collaborating with students to champion these important issues that affects students, faculty, staff and the community. | Continue to have representative(s) on the Tacoma Child Care Task Force. Raise the visibility of inadequate childcare and early childhood education options in Tacoma. |
| Campus Climate, Race, Equity and Inclusion Issues | The climate study undertaken by the 2016-2017 FAC was transplanted to Seattle during summer 2017 and became a tri-campus climate survey. It has since spent considerable time in committee before and after RFI, eventually going out to RFP. | Marian Harris continues to champion this effort and will work on behalf of Tacoma and the FAC to push for a successful outcome. FAC will consider measures to improve the campus climate related to equity and inclusion at UWT. | Continue work to get approval including funding to have Rankin & Associates to conduct campus specific survey for faculty, staff, and students. Define measurements that will indicate improvements in climate. |
| Transportation and Parking Issues | Proposals to administration in autumn not accepted as viable and did not gain traction. Attempts to contact Sound Transit planning representatives went unanswered. Need contacts. | Building partnership with students and staff for new joint proposals to solve these ongoing issues: inadequate parking resources and lack of two-way service between UW campuses. | Develop a task force that includes staff and students during 2018-2019 that will jointly develop solutions to promote to the UW administration to resolve these problems. |

D.C. Grant, FAC Chair, 2016-2019, Institute of Technology

Greg Benner, 2015-2018, Education

Margo Bergman, 2015-2018, Business

Sarah Hampson, 2016-2019, SIAS

Susan Johnson, 2015-2018, Nursing & HCL

Jim Thatcher, 2016-2019, Urban Studies

**FAC Proposed Campus-Wide Policy for Teaching Evaluation**

*Approved by the Faculty Affairs Committee on 4.19.18*

In response to the 2016 Report of the Teaching Evaluation Campus Fellows, the Faculty Affairs Committee proposes the adoption of the following campus-wide policy:

According to the University of Washington’s “Evaluating Teaching in Promotion & Tenure Cases: Guide to Best Practices (2016)” and supported by extensive research in the “Report of the Teaching Evaluation Campus Fellows”, UWT academic units should rely on all three of the following methods of teaching evaluation: peer evaluation, self-evaluation, and student evaluation of teaching. Each unit should:

1. Review and update teaching assessment guidelines to ensure that they match best practices for student, peer, and self-assessment. Academic unit guidelines should clearly identify which kinds of teaching assessment are used for which purposes and how much weight they will be given in merit, contract renewal, promotion and tenure decisions.

2. Define teaching excellence, directly addressing the diverse needs of our students as well as fair and just evaluation of all faculty, including women and faculty-of-color.

3. Clarify with students the use of and reasons for student evaluation feedback. Only those student comments relevant to the learning process should be utilized for teaching evaluations.

4. Provide resources for and remove barriers to effective teaching practices. Best practices include:

* Reduced faculty teaching loads to allow time for training and provision of thorough and systematic peer review.
* Recognize self-assessments as a critical component in merit review, contract renewal and promotion and tenure decisions,
* Support the participatory development of student success and teaching excellence.
* Create assessment and support systems appropriate to faculty rank and teaching experience.

5. Refer to University of Washington’s “Evaluating Teaching in Promotion & Tenure Cases: Guide to Best Practices (2016)” and the “Report of the Teaching Evaluation Campus Fellows” for guidance on the implementation of best practices, (see appendices).

**Proposed Policy on Non-Competitive and Part-Time Faculty Appointments**

It is understandable that some level of non-competitive faculty hiring and use of part-time faculty is required. The following policy on non-competitive and part-time hiring processes is introduced to ensure equity, inclusiveness and diversity are incorporated in all aspects of faculty hiring:

Whenever a non-competitive full-time position is filled, (with exception of temporary appointment to cover for a faculty member on sabbatical) a competitive hiring process must be immediately undertaken to fill the position through a diversity focused and inclusive process. Non-competitive full-time faculty appointments may be made for a maximum of one year and may be renewed for a maximum of one more year, if required to complete the competitive hiring process. Any further extension must be justified for review and potential approval by the Appointment, Promotion and Tenure (APT) Committee (per the faculty responsibility over appointment\*). The APT will not allow such approval for more than one final year.

Most part time faculty positions should exist to satisfy unexpected shortcomings in faculty course coverage. When a college or school\*\* makes use of part-time faculty to cover the equivalent of two full-time faculty positions for a period of two consecutive years, a competitive hiring process must be undertaken for at least one full-time position at the beginning of the third year.

An academic program may apply to the Appointment, Promotion and Tenure Committee for a specific faculty member’s appointment to be considered exempt from these standards due to a persistent need for a clinical and/or professional appointment.

\* “In accordance with [Executive Order No. IV](http://www.washington.edu/admin/rules/policies/PO/EOIV.html), Legislative Authority of the Faculty, the faculty of the University of Washington Tacoma shares with its Chancellor the responsibility for…Criteria for faculty tenure, appointment, and promotion…” – [Faculty Assembly Bylaws](http://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/UWT_Bylaws_Final-060617.pdf)

\*Faculty Responsibility over appointment also found in the Faculty Code, [Section 23-43.B](http://www.washington.edu/admin/rules/policies/FCG/FCCH23.html#2343)

\*\*Department where the Regents have not yet created a college or school headed by a dean within the University of Washington Tacoma as described in [Executive Order V](http://www.washington.edu/admin/rules/policies/PO/EOV.html).

*Approved by the Faculty Affairs Committee 11.13.17*