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

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

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

1. **Consent Agenda**

The agenda was approved.

1. **Approval of Minutes**

The January 6, 2017 and January 18, 2017 Executive Council meeting minutes were approved.

1. **Announcement:**
	* Faculty Rep on BIRC (Bias Incident Report/Review Committee): Of several volunteers, Marian Harris was the first to volunteer. She will serve as the faculty rep on this group January 2017 – June 15, 2017. In the meantime, FA leadership will work with Ricardo Ortega, Director of Center for Equity & Inclusion, and lead organizer for BIRC, to develop a mechanism for electing/selecting a faculty representative for this group in the future
	* EVCAA, Melissa Lavitt, is out of town and does not have anything time sensitive to report, so there is no EVCAA report today
2. **Chair’s Report and Discussion Items**
	* Faculty Assembly Winter Meeting & Workshop Debrief

EC members asked for Yves Labissiere’s presentative slides from both the morning and afternoon workshops to be made available. Vice chair, Lauren Montgomery, will follow up with Dr. Labissiere and his assistant to see if those can be sent to us for circulation. The video recording will be ready and circulated within the next couple weeks. Lauren was present at the Staff workshop in the morning and reported that Dr. Labissiere played three songs that were connected by a personal story of his. These songs, lyrics, and his story helped to foster a rich depth of feeling in the workshop. There was regret that the staff workshop was not filmed. He did not do these same things for the afternoon faculty workshop because he wanted to give faculty members more time to talk among themselves. Yet, many faculty members felt that their workshop lacked depth of feeling and left them frustrated because it was too basic and very similar to workshops that faculty have attended before. The discussion continued:

* Though faculty have been working on these issues and taking important steps, the students have not felt a shift in climate; they’re not yet feeling the changes we’ve tried to make
* This workshop, and aligning it with the FA meeting, was an important part of what needs to continue to happen on multiple levels
* As a facilitator, Dr. Labissiere was probably trying to help the group face issues without antagonizing people since we’re all involved in making our climate, but he may have been too gentle and basic
* Are some faculty not acknowledging their student’s abilities?
* There was a general sense of concern that although these continuing conversations are good, there are no actionable items that come out of them
* The purpose of Dr. Labissiere’s workshop was to do upstream work to build shared meaning
* Would unionization help to foster more diversity and equity among faculty? Are there things EC can do that would be like what a union could do?
	+ Not exactly because unions have collective bargaining
	+ Contracts are currently determined on an individual basis; UW does not have collective bargaining
* How do we get traction? Example: Strategic Planning process was institutionalized – shouldn’t racial equity/racial climate get similar institutional support?
* A faculty search was recently canceled because the short list of potential candidates was not racially diverse; EVCAA Lavitt is enforcing what she said she would
* UW Bothell has 2 hiring recruiters for diverse faculty – this has been recommended at UW Tacoma; we need this too
* We all engage in the hiring process to some degree – open up same implicit bias trainings to all faculty
* We need discussions about white privilege and white supremacy to be parallel to diversity & equity discussions, i.e. like helping men to recognize that violence against women is their issue
* Discussions and conversations are good, but along with actions; we need both/and
* EC should come up with a structure to bring all of the reports and councils together and actually do something with them, i.e. Diversity Campus Fellow’s Statement, Teaching Evaluation Campus Fellow’s Report
* We need to think about taking ownership – what does power mean? There are so many ways that high education is slanted toward middle-class and white norms – can we use pedagogy to engage students in ways that don’t follow just those norms?
	+ How can we restructure to support this work?
	+ What we pay attention to and monitor will get reinforced
* What are the needs of our students?
* In conversations around hiring more ethnically diverse faculty, it has been said, “we already have one of you” – people say things without repercussions
* Some people can walk away and some people have to deal with hostility every day
* P&T files should include a line-item around how one is trying to enhance culture for student and faculty in equity and diversity
	+ These recommendations have been made
	+ Currently, this isn’t included in the application, but the APT committee looks within the application for how the candidate has worked to foster equity & diversity on campus
	+ APT can create a template for applications that all programs can use and include “How has this faculty member approached the mission of diversity at UW Tacoma?”
	+ EC and APT could come up with a policy that requires that all P&T reports address the candidate’s approach toward the mission of diversity

**ACTION:** APT committee is working on writing this policy and then will bring it back to EC.

* Lastly, the Assistant Chancellor for Equity & Inclusion, Sharon Parker, is retiring this spring. The Office of Equity & Inclusion and the Center for Equity & Inclusion have felt “in the dark” about the process, timeline, etc. for replacing her. Someone needs to communicate with these offices and inform them of the current state of things and the proposed process.
	+ Faculty-Role-on-Student-of-Concern-Team Subcommittee Proposal – *Jennifer Harris, presenting*

See **Appendix A** for Proposal

When this subcommittee met, Ginger MacDonald shared that she is already a faculty member on the Student of Concern Team. She agreed that clearer channels of communication are needed.

Thus, the proposal is:

Each academic unit should identify a person for the Student of Concern team to contact, as needed, so that there can be greater communication between the Concern team and any involved faculty when a Concern issues arises.

For example, the following academic units have appointed these people to this role:

SIAS - Chris Demaske, Associate Dean of Faculty and Student Affairs

Milgard - Gregory Noronha, Associate Dean

SW&CJ - Tom Diehm, Interim Director

Responsibilities of this point-person will include:

> if notified when a Concern issue arises, check in with individual faculty members to make sure they are comfortable with the process and support them when and if needed

> receive notifications (emails, phone calls) from Jeri Carter when a Mental Health concern is raised and resolved

> receive notifications (emails, phone calls) from Susan Wagshul-Golden and Ed Mirecki when behavioral concerns are raised and resolved

> receive notifications (emails, phone calls) from Ginger MacDonald as she reaches out periodically to make sure there are no outstanding concerns

> if no longer in this role, this person should make sure that someone else in their unit will become the point of contact for the Student of Concern Team and facilitate the transition by connecting the Student of Concern Team with the academic unit's new point of contact

> the workload will not be significant as the Student of Concern Team does the bulk of the work involved. This role is to be a communication liason between the faculty in an academic unit and the Student of Concern Team

**ACTION:** EC representatives were asked to email Ruth Ward, FA Admin, with the name of their academic unit’s point person. Ruth will forward this list to the Student of Concern Team and ask that they check in with each academic unit about who the point person is, annually.

EC agreed that this will make the communication flow more clear. Jennifer Harris will also ask the Student of Concern Team to begin giving EC an annual report that includes information like response times and feedback from faculty as to how they felt cases were handled and resolved.

* + Time Schedule Matrix Update

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

* + Race & Equity Efforts Underway in Units – *Marian Harris*

*EC did not get to this agenda item due to time constraints*. See **Appendix B** for material.

* + Proposed Infants/Children in Class Policy - *Marian Harris*

See **Appendix C** for Draft Child & Lactation Policy

EC members had further a further edit: “It is best practice to communicate with your faculty member and inform them…” EC did not get to discuss further and vote on this policy due to time constraints. EC members will send any other edits to Marian Harris before the 2/17/17 meeting in which this policy will be voted on.

**Appendix A**

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

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

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

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

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

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

Prepared by Ellen Moore on October 28th, 2016.

Modified by Jennifer Harris on January 28th, 2016

**Appendix B**

**Faculty Affairs Committee**

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

 **(January 2017)**

**School of Business (Margo Bergman)**

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

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

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

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

The following supporting activities involve equity and inclusion:

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

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

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

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

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

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

* At our autumn retreat a small work group was formed to look at issues of equity and inclusion. At our December 2016 program meeting faculty decided to have formal equity and inclusion committee.
* We promote and participate in a few social events with our students: the Graduate Student Social sponsored by the Graduate School at the Swiss. We are planning our 2nd annual Master of Social Work social for early February 2017. We usually have a beginning-of-year social event for faculty and families, but that did not happen in 2016. There is a monthly pre-department meeting lunch event (usually at the Swiss); faculty are invited to attend.
* There are no new courses that are proposed at this time. In the recent past we have created a couple of new courses that address equity and inclusion: TSOCW 552-American Indian Child Welfare; and TCRIM 364-Criminal Justice and the LGBTQ Experience. There are several courses already being taught in the program. Please see Course Catalog for a list of those courses.
* We have not done a recent full-time faculty hire, but the report of the equity and inclusion work group includes some recommendations around future hires.
* In May 2016 the SWCJ faculty approved a new set of T & P guidelines. Included in those revised guidelines are the following new statements:
1. “In keeping with UW’s expressed commitment to excellence and equity, contributions in scholarship, teaching and service that address diversity and equal opportunity may be included among the qualifications for promotion.”
2. As part of the narrative on teaching, applicants must now: “Describe ways you have supported and fostered diversity and inclusion of under-represented groups.”
3. For service, the following is in place: “Recognition will be given to faculty members who perform service of particular value to the Program and its students, the University, or the community at large, especially under-represented or marginalized groups.”
* Our bylaws will likely be revised in a year or so and these issues can be addressed in them at that point.

**Urban Studies Program (Jim Thatcher)**

* During our September 2016 retreat, Urban Studies faculty agreed to start a conversation around race and equity in pedagogy.
* The first of these meetings occurred in Autumn and will be followed with the intent to:
1. Learn how faculty approach these topics in their classes and where they feel they need help.
2. Identify a cohort of courses that cover various aspects of race, ethnicity, gender, and equity issues in Urban Studies.
3. Create a purposeful scaffolding process across these courses (focusing on race and equity issues).
4. Work with Asao Inoue to create writing workshops for faculty members who teach in the identified courses.
5. Create a writing project across the selected courses.
6. Assess the outcome once the full program is implemented.

**Appendix C**

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

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

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