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**Agenda**

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

Friday, February 17, 2017 1:00-3:00pm CP 206 C

1. Consent Agenda & Recording Permission
2. Approval of Minutes
   * 1. *Meeting Materials: February 1, 2017 EC Meeting Minutes* **pg. 6-10**
3. Announcements:
   * Vice Chancellor, Finance and Administration Search – *Katie Haerling* 2 min
   * Vice Chancellor for Student & Enrollment Services Search – *Ka Yee Yeung & Sushil Oswal* 2 min
4. Chair’s Report and Discussion Items
   * Race & Equity Efforts Underway in Units - *Marian Harris* 5 min
     1. *Meeting Material: Information from Academic Units about Race & Equity Initiatives*

*Underway or Planned* **pg.2-3**

* + Vote on Proposed Infants/Children in Class Policy 10 min
    1. *Meeting material: Proposed Infants/Children in Class Policy* – most current language circulated via email for edits/suggestions **pg. 3**
  + Proposed Policy on Non-Competitive Faculty Appointments - *Marian Harris* 20 min
    1. *Meeting material: Policy on Non-Competitive Faculty Appointments* **pg. 4**
  + Time Schedule Matrix Update 10 min
  + Strategic Plan Update – *Marcie Lazzari* 5 min
  + Budget, Planning, and Facilities 20 min
    1. *Meeting Material:* *Guidelines for discussion: faculty participation in budgeting & facilities* **pg. 4-5**
  + Campus Policy for Equity in Teaching Distribution Among Rank 20 min
  + Campus-wide W-Course Policy & Review (Policy yet to come through APCC) 20 min
    1. Writing Advisory Committee in Governance Structure

1. Adjourn

**Upcoming Faculty Assembly Executive Council Meetings**

3/1/17 12:30-1:25pm GWP 320

3/10/17 1:00-3:00pm CP 206 C

**SAVE THE DATE:**

Faculty Assembly Spring Meeting 4/28/17 | 1-3pm | WPH

2 Commencement Ceremonies: 6/14/17

**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.”

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“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.”

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The following supporting activities involve equity and inclusion:

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“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.”

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* 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.
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* 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.
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* In May 2016 the SWCJ faculty approved a new set of T & P guidelines. Included in those revised guidelines are the following new statements:

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* Our bylaws will likely be revised in a year or so and these issues can be addressed in them at that point.

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* 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:

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If you are breastfeeding an infant or expressing milk regularly, you may bring an infant or breast pump 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. Or if you prefer to breastfeed or breast pump 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.

*You are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring.*

Proposed Policy on Non-Competitive Faculty Appointments

It is understandable and normal for some level of non-competitive hiring (and the use of temporary or adjunct faculty) to be customary. ~~to satisfy unanticipated circumstances and emergency situations.~~ To ensure equity, inclusiveness and diversity are incorporated in all aspects of the faculty hiring process, the Faculty Affairs Committee herewith proposes the following policy on non-competitive hiring process:

Non-competitive full-time faculty appointments may be made for a maximum of one year. ~~to satisfy unexpected shortcomings in faculty course coverage~~. Whenever a non-competitive full-time position is filled, the competitive hiring process must be immediately undertaken to fill the position through a diversity focused and inclusive process for the following year. Non-competitive hires are assumed\* to be included in the candidate pool for the competitively hired position, unless they opt out of the process, but are not afforded special treatment due to their incumbency.

\* eligible to apply / If non-comp hires are part of pool

-add part-time, or similar policy

-equity for race and rank (lecturers)

Draft Version 1.0 / 2016-11-30 ; edits added at EC 2.17.17

**Guidelines for discussion of faculty participation in budgeting and facilities**

As we continue to make improvements to the budgeting process on the campus level, the Executive Council of the Faculty Assembly needs to advance discussions about how to gather greater faculty input and participation in that process. In short, the faculty needs to develop greater awareness and expertise in the area of budgeting and facilities planning. While it may be difficult to find and create the *perfect* solution from where we sit right now, we can nevertheless use the information we have available to us to makes choices about a *better* way to move forward. To guide that discussion, three possibilities are outlined below: create a new Budget and Facilities standing committee; make the EC the de-facto Budget and Facilities committee; create a subcommittee of the EC to act as the Budget and Facilities specialists. Each of these has its merits and challenges.

1. **Create a new Budget and Facilities standing committee of the EC:**

The benefits of creating a new standing committee include:

* This would establish a clearly defined group with a specific charge
* Self-selection may populate this committee with some expertise
* UW Seattle and Bothell both have this type of committee, so the structure would be recognizable

The challenges of creating a new standing committee include:

* This would require a formal bylaws change; as we are uncertain about how the committee would operate or how effective it will be, that means making formal changes in an uncertain environment.
* Recruiting volunteers from the faculty assembly to fill standing committees is always a challenge; this would be adding to that challenge.
* Establishing such a committee would add a new layer to the budgeting process and thus create new communication and reporting challenges. Information and decisions would still need to pass through the EC eventually.

1. **Designate the Executive Council as the Budgets and Facilities committee;**

The benefits of making the EC the B&F committee include:

* Clearer and more efficient communication and decision making
* This would develop some budgeting expertise within EC

The challenges of making the EC the B&F committee include:

* This switch would elevate the time and energy commitment required of EC members.
* As it is unlikely that this could simply be added on to the work the EC currently conducts, there would be opportunity costs: the EC would have to stop doing some things in order to focus on budgets and facilities.

1. **Establish an ad-hoc sub-committee of the EC to focus on Budgets and Facilities**

The benefits of creating an ad-hoc EC sub-committee for B&F include:

* This is likely the quickest and simplest action to take to establish such a committee.
* This creates a focused leadership group within the EC
* Creates *some* expertise within the EC itself
* More efficient communication than with a standing committee, but less efficient communication than if the entire EC assumed the B&F responsibilities.
* Captures the experimental spirit of the effort; could serve as a pilot to inform future decisions.
* This approach may displace less of the established EC agenda

The challenges of creating such a sub-committee include

* The communication channels could be complicated, as this group would still need to educate the rest of the EC.
* Finding volunteers to take on this extra work.

ARTICLE V EXECUTIVE COUNCIL AND STANDING COMMITTEES

Section 1. Executive Council

1. Responsibilities: The Executive Council is an elected faculty council of the Faculty Assembly. It shall provide leadership for the Faculty Assembly of the University of Washington Tacoma. The Executive Council is directly accountable to the faculty as a whole, from which it is elected. It will act on behalf of the University of Washington Tacoma faculty serving as its legislative agent with responsibility for formulating policies, rules, and regulations for the campus in all matters except amendments to these bylaws. It shall advise the Chancellor and inform the Faculty Assembly on matters of policy regarding faculty promotion and tenure, and on matters involving academic policy, **including priorities, strategic planning, resource and salary allocation, and budgets** (Sec. 23-45.B). Additionally, the Executive Council shall advise the Chancellor and Vice Chancellors on the general welfare of the campus. Substantial study and deliberation of the matters concerning appointment, promotion and tenure policy, academic standards, the curriculum, and faculty affairs will be undertaken in the Faculty Assembly Standing committees having jurisdiction over these matters as described in Article V, Section 2. It shall be the responsibility of the Executive Council to ensure that such advice conforms with the broadly defined will of the faculty and, time permitting, to refer to the membership of the Faculty Assembly questions on which the faculty’s will is substantially unknown or unclear. The Executive Council shall report regularly to the Faculty Assembly and as completely as is possible, consistent with the occasional need for confidentiality in its advisory role to the Chancellor and Vice Chancellors. The Chair of the Faculty Assembly shall convey to the Chancellor the decisions and recommendations of the Executive Council in writing.   
   **Upon request, the Chancellor shall provide the Executive Council information concerning salaries, teaching schedules, salary and operations budget requests, appropriations, allotments, disbursements, and similar data pertaining to the University of Washington Tacoma** (23-46.H). The Executive Council will receive all policy recommendations from the Faculty Assembly standing committees and any ad hoc committees or task forces which may be established either by the Faculty Assembly or under this Council’s authority.   
   The Executive Council shall:
   1. Oversee, coordinate, and support the activities of all faculty standing committees at the University of Washington Tacoma
   2. Recommend faculty representatives for campus wide committees , and
   3. Provide for the election of the Vice Chair and members of the Executive Council and the Chairs of the standing committees. The agenda for Executive Council meetings shall be developed by the Executive Council with input received from individual faculty members, academic units, and the Chancellor and Vice Chancellors.

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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 chair, Jim Gawel, Matty Kelley, and Sushil Oswal volunteered to help write 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**

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