**Faculty Assembly Executive Council Meeting Minutes**

Friday, 03/11/2022, 1:00 p.m. – 3:00 p.m.

Open Public Zoom Meeting

***Present:*** *Chair Turan Kayaoglu, Vice Chair Menaka Abraham, FAC Chair Sharon Laing, APCC Chair Julie Masura, APT Chair Christine Stevens, Interim EVCAA Ali Modarres (Only for EVCAA Portion), Kathy Beaudoin, Barb Toews ,Katie Haerling,, Anne Taufen (Filling in for Anaid Yerena 2021-22), Sushil Oswal, Julie Eaton, Jacob Martens, Amanda Sesko, Randy Nichols, Mary Hanneman, Marisa Petrich, Arindam Tripathy, Andrea Hill, Ellen Moore, Zhiquan (Andy) Shu .* ***Excused****: Monika Sobolewska, Jim West, Rupinder Jindal* ***Absent:******Guests:***  *Darcy Janzen (Director of Digital Learning), Katie Baird (School of Interdisciplinary Arts & Sciences)*

***Program Coordinator:*** *Andrew Seibert*

1. **Approval of Agenda, Meeting Minutes, Permission to Record**
	* No corrections, additions, or removal of Agenda items were requested from Executive Council Representatives. Agenda was approved and recording permission was granted by the Council. Recording the meeting is for minutes purposes only and gets automatically discarded through the Zoom cloud server.
		+ Approval of 02/14/2022 Meeting Minutes
			- No edits requested by Executive Council
			- Minutes stand approved as written
2. **Reports/Updates**
	* **Land acknowledgemen**t
	* **Interim EVCAA Report**
		+ **Campus Searches**
			- Nursing & Healthcare Leadership Dean
				* The Search for this Dean will not happen until Autumn 2022. Dr. David Reyes has stepped in as Interim Dean for 18 months
			- Academic Human Resources Director
				* A search firm was in place, however they informed the Interim EVCAA that they are not able to take on this search due to their workload. Therefore, the Academic Human Resources position will be posted and internal efforts will be made.
		+ **Budgets**
			- Schools have submitted their search requests. Budget requests will be submitted with a deadline of Monday. Interim EVCAA will review these and get back to individual schools when possible
				* Chair of Faculty Assembly asked Interim EVCAA if there could be more transparency on Executive Budget Committee by sharing the information to share with the campus

The Interim EVCAA does not see any confidential information that would prevent the information from being shared, however the Interim EVCAA will get back with the Chair of Faculty Assembly.

* + - * + The Chair of the Faculty Assembly also addressed a concern of Faculty Salaries and how Faculty did not get merit increases at one point. The Chair asked on salary compression

Addressing Faculty salary compression will need to be done in stages, and would also depend on how much financially is available to UW Tacoma

* + - **Spring Quarter**
			* The Interim EVCAA added on top of the email that was sent by President Cauce that the first two weeks of Spring quarter recommended masking due to individuals taking trips during spring break.
				+ A question from an SIAS Representative was made on whether UWT can make its own policies separately from UW Seattle regarding masking.

UWT can, however it would depend on the data from the CDC and Pierce County

The Faculty member added that they surveyed their students in their courses and a large portion of Students are nervous about being unmasked for hours at a time. The Faculty member recommends standing in solidarity with the students that are concerned about the removal of required masking

Interim EVCAA added that the data that was sent by Pierce County was wrong and they are in the process of correcting that. Typically Pierce County is behind a few weeks. Masks being optional is to be flexible with the needs, as there are also messages from parents and some students who prefer to be in person (e.g. Student graduating in Spring and has not experienced an in person environment).

Some Faculty members recommended setting a campus policy or having High Flex as an option.

One Faculty was concerned with how making masks optional will affect enrollment for the campus

* + - * **High Flex discussion**
				+ If a Faculty would like to exercise High Flex, they can, but with the understanding that high flex may not work for all Faculty. To the understanding of the Interim EVCAA, high flex is a high labor and high demand and could be looked at as teaching twice.
				+ A Faculty in SIAS has said that students who are enrolled in high flex know they will get the same learning outcomes whether in person or online. The Faculty looked at high flex as another option for a student who has circumstances that are outside of their control (e.g. A student who is enrolled in a discussion based course who is home with their child due to a COVID-19 concern of the child). The Faculty member mentions it may not be better as they wont have the in-person experience, however they can still listen in through Zoom or listen to the recording grasping some of the materials that was discussed in the course
				+ Interim EVCAA stated that the objection of Hiflex was made on the Faculty side, and that it is the decision of the Faculty in regards to Hiflex and teaching modalities. The Interim EVCAA recommended maybe having a conversation on what constitutes a high flex option.

A Faculty member requested to see if there was a way to remove the prohibition of high flex to have a discussion for the Faculty. The Interim EVCAA will forward the inquiry, but also recommended it not be called hiflex

Hiflex was also discussed before the pandemic hit with the previous EVCAA with the definition the Interim EVCAA described. There was an opinion at that time that High flex was not something Faculty wanted to do at that time due to Faculty being overworked.

* + **Report of Chair and Vice Chair**
		- **Vice Chair updates**
			* The Vice Chair took the concerns regarding removing mask mandates. Vice Chair encouraged to be good role models and encourage students to wear masks
			* The Vice Chair heard in the Back to the Future meeting that some Faculty members are having trouble finding childcare and how expensive it has got.
			* For the EVCAA search, Vice Chair has stated there are a good pool of candidates and round one interviews will be underway
		- **Other Chair updates**
			* The APT Taskforce is almost completed with their work and will be reporting and recommending to Faculty Assembly Leadership in 2 weeks, which will be an Agenda item in spring.
	+ **APT Chair Report**
		- Dr. Christine Stevens reported on the following
			* APT Workshops
				+ Assistant Professors about the tenure and promotion process on **April 1, 2022** from **12:30-1:30 p.m**

Guest: Dr. Rachel Endo

* + - * + Associate Professors about promotion to Professoron **April 11, 2022,** from **12:30-1:30 p.m.**
				+ Teaching Assistant and Associate Professors about promotionon **April 15, 2022** from **12:30-1:30 p.m.**
			* All workshops will be recorded and on Zoom. The Faculty Assembly Program Coordinator will be working with the APT Chair to send out Zoom details on the first week of Spring quarter
	+ **Academic Plan Process**
		- The APCC Chair updated the Executive Council on the Academic Planning Process so far. Slides can be found [here](https://drive.google.com/file/d/1Om_jWBfKQeO02gfVZE4n16bSQvilO18W/view?usp=sharing)
			* Comments on slides
				+ Some Representatives did not take the survey due to not participating in the Academic Plan before.
				+ A representative asked if they can get an update on the Academic plan itself

The Chair of APCC is willing to share the details with the Faculty, and set a time in Spring for the Executive Council to receive updates. The Faculty Assembly Chair will have updates on the Academic plan on a quarterly basis via email

* + **Other Comments**
		- Executive Council to discuss possible resolution related to mask mandate
1. **Actions:**
	* **DL/Hybrid Policy (See Appendix A)**
		+ Key Comments on draft
			- APCC Chair is adding a friendly amendment:
				* The APCC Chair plans to propose a friendly amendment to remove the percentages and identify hybrid courses as being any regularly scheduled online.

The Director for the Office of Digital Learning is against having a school level policy as Faculty can justify the percentages a little higher with Student Success.

The Director for the Office of Digital Learning recommended not referring to the older policy.

* + - * Although modality definitions cannot change, this draft moves it to the school level while keeping the requirement of training (or describes clearly how Faculty practice these pedagogies).
			* An email will come out soon detailing the modality definitions (Same definitions from the previous Executive Council meetings). Schedules will be more clearer and remain the same. Submitting courses through UWCM won’t change.
				+ The Tri-Campus Alliance is proposing to get rid of percentages
		- After discussion, this item will be continued to be discussed at the next meeting. No vote was made.
1. **Discussions**
	* FA Chair/Vice Chair Memo on Resignation of Past Chair of Faculty Assembly
		+ The Executive Council discussed the Memo sent around the departure of Past Chair Of Faculty Assembly and SIAS Faculty member. The Memo details all of the important findings.
			- This report was shared with the Chair of the Faculty Senate.
			- Action items suggested by EC
				* Discussion on Tri-Campus level for possible Faculty Senate discussion item.
				* Transparency
				* Chair and Vice Chair will bring up suggestions for future steps and actions to EC.
	* High Flex Teaching discussion
		+ Due to Time Constraints, the Executive Council was unable to get to this Discussion. This will be added at a later date.
2. **Adjournment**
	* Meeting was adjourned at 3:05 p.m.
		+ Next meeting: Monday, March 28, 2022, Zoom

**Appendix A**

**Faculty Assembly Policy for UW Tacoma School’s Hybrid & Distance Learning Teaching***Effective Autumn 2022*

**[DRAFT]**

*This policy affirms the campus-level* [Distance Learning and Hybrid Policy](https://www.tacoma.uw.edu/uwt/sites/default/files/2021-05/uw_tacoma_dl_designation_and_review_policies.pdf) *and* *allows UW Tacoma schools to develop school-level Hybrid & Distance Learning Policy.*

1. In the absence of a  school-level policy, the faculty in that school should follow the campus-level Distance Learning and Hybrid Policy. If there is a school-level policy, the faculty should follow the school-level policy.
2. School-level policies should align  with [UW Scholastic Regulations](https://www.washington.edu/admin/rules/policies/SGP/ScholRegCH115.html), definitions of modalities provided by the [Tri-Campus Digital Learning Alliance](https://teaching.washington.edu/about/partnerships/tri-campus-dla), and campus-level [Distance Learning and Hybrid policy](https://www.tacoma.uw.edu/uwt/sites/default/files/2021-05/uw_tacoma_dl_designation_and_review_policies.pdf)**.**
3. To supplant  campus-level policy, school-level policy should be a) approved by the school’s faculty or faculty council,  b) approved by Faculty Assembly Executive Council (or its delegate), and c) posted on the Faculty Assembly website.
4. The school-level policy should specify, at minimum, permitted modalities, required faculty certification and development, and an assessment plan:

**Modalities**

1. In addition to in-person teaching, which of the three other modalities (asynchronous, synchronous, hybrid), may faculty teach?
2. If faculty may teach in hybrid, what is the percentage of in-person teaching required for the hybrid option? The hybrid percentage should be established for the school and not vary across courses within the school.
3. What is the school’s projection for the distribution of its curriculum across four modalities: in-person, asynchronous, synchronous, hybrid? How will this distribution help the school to achieve student access and success?

**Faculty Certification and Development**

1. What type of training is required for the faculty to teach in asynchronous, synchronous, or hybrid modalities? If UW Tacoma’s iTech certification is not required, what are the pedagogical reasons for selecting a different training?
2. How will the school support the faculty teaching in asynchronous, synchronous, or hybrid modalities for continuous development?

**Assessment Plan**

1. What is the school’s plan for the course and program assessment for its curriculum offered in asynchronous, synchronous, or hybrid modalities? The assessment plan should include how frequently these courses and programs will be assessed, who will be responsible for the assessment, and what matrices will be used.