

# Ad Hoc UEAC Meeting Minutes

January 31, 2026

12:30pm – 2:00 pm | TPS 110

## In Attendance

- Christine Stevens, Associate Professor (SNHCL)
- Lisa Hoffman, Professor (SUS)
- Alex Miller, Associate Teaching Professor (SIAS-CAC)
- William Burghart, Associate Teaching Professor (SIAS-CAC)
- LeAnne Laux-Bachand, Teaching Professor (SAIS-CAC)
- Menaka Abraham, Interim ED and Teaching Professor (SET)
- Soky Choung (Program Support Supervisor, OUE)
- Frankie Nogales (Program Assistant, OUE)
- Andy Harris (EVCAA)

## 1) Chair Selection

- a) Duration for role is until the end of Spring quarter, one course release; class B legislation was passed by EC when CORE was created.
- b) Lisa Hoffman and Christine Stevens offered to serve as co-chairs for this AY. Both would not be able to take a course release, stipend preferred.
- c) Vote: William made a motion to elect Lisa & Christine as co-chairs; LeAnne seconded the motion. Votes: 5 Yes, 0 No, 0 Abstain. Motion carries.

## 2) [Bylaws Revision](#)

- a) Menaka suggested reviewing the bylaws at a later date, conduct asynchronous drafting and editing. Bylaws were last approved in 2014.
- b) A member asked if representation from each school is needed to teach in the CORE? EC wants representation from each school. Faculty service work is to be looked at more closely by leadership.
- c) Bylaws need to be approved at many approval levels (Ah hoc council-->EC/FA)

## 3) [Core Data](#)

- a) A member asked if there are any data tracking students who completed CORE curriculum- did they graduate, did they have a higher graduation rate than those who did not take CORE?
  - i) Work with IR to gather this data?

- b) Direct admit students in SET & Milgard- can the council see that data?
- 4) 2026-27 Curriculum Ideas and Soliciting proposals
  - a) Menaka would like course proposals based on latest and upcoming education interests (2026-27 CORE Curriculum)
    - i) Deadline for AUT26 curriculum proposals is March 11.
    - ii) Provide excitement for major exploration within the CORE Curriculum. A member suggested that courses should introduce students to college coursework but also introduce them to specific degree programs.
    - iii) It will take a cultural change at UWT to shift the thinking on what CORE could look like. Learning outcomes (LOs) for areas of inquiry is something the council can focus on.
    - iv) All UWT undergraduate courses must follow UW's new undergraduate LOs. There is opportunity to come up with UWT specific LOs, our student population is different than Seattle.
    - v) A member brought up that schools are focusing on staffing for next year's curriculum, it makes it difficult to plan CORE. CORE should not be an afterthought. Some schools could use CORE as a recruiting opportunity. This council should focus on goals for next year and present them to the Deans by fall. Partnership with the deans is central to this work.
      - (1) A member suggested integrating lower-level courses into the faculty culture to really support majors. CORE scaled up could be mandatory in the future.
  - b) Foundational courses will continue to be offered primarily in Writing, Natural Sciences, and Humanities.
  - c) Suggested thematic courses could include Digital Literacy (AI and implications), Climate Change, Democracy and Becoming a Change Agent.
    - i) CORE faculty should be in agreement with the themes offered.
    - ii) AI SEED Grant- TCORE 100 idea- AI literacy seminar, 2 credits, stipend to faculty who teach it.
      - (1) We will be notified by March if we get the funding.
  - d) A member suggested that this body come up with the CORE/FY curriculum and bring in faculty that have experience with first year students. Next, partner with FA and deans to incorporate pathways into majors.
- 5) Core teaching policies
  - a) School responsibilities for faculty

- i) EC says that faculty representation is needed in the CORE. The council asks if that is necessary to move the work forward.
  - b) Assessment and Course Evaluations/Policies
    - i) Menaka suggested that CORE faculty should be required to administer online course evaluations. SIAS uses evaluations for the purpose of merit, faculty are only required to do 1 evaluation each AY.
    - ii) A member stressed the need for better course evaluation that provides insight into how students are progressing. Could peer-evaluation be incorporated into the evaluations?
    - iii) Let faculty know that CORE course evaluations do not need to go back to their home unit.
  - c) Modalities
    - i) We discussed the modalities noting that for MWF core courses, many of the Friday classes were asynchronous. We discussed the value of more consistency across all CORE courses.
- 6) UEAC Permanent body
  - a) To be approved by EC.
  - b) A member asked if there is a timeline for a permanent ED.
    - i) Andy Harris will be pulling together a search committee in the next month or so. We are working towards a permanent ED by Spring.
- 7) Future Issues:
  - a) Implementing self-directed placement testing
  - b) Curriculum development & processes- UEAC should review all CORE courses on an annual basis. Having accountability for LOs/AOIs in CORE is critical.
  - c) Writing deep-dive discussion, invite ex-officio members in the future
  - d) A member suggested inviting all CORE faculty to every quarterly CORE gathering
  - e) Andy suggested partnering with Heather Dillon on undergraduate student research projects.
  - f) There was a discussion about TUNIV250- 4 undergraduate advisors rotate teaching the course asynchronously, 5 credits; the council should review.
  - g) First year seminar course, teach topics slowly throughout the AY.
  - h) Andy recommended presenting CORE at new faculty orientation for exposure (at early and senior level careers).