

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Present: Julia Aguirre, Juliet Cao, Denise Drevdahl, Kelly Forrest (via teleconference), Bryan Goda, Michelle Garner, Matt Kelley, Bill Kunz, Nita McKinley, Janie Miller, Lauren Montgomery, Jill Purdy, Haley Skipper, Huatong Sun (via teleconference) and Anne Wessells.

Absent: Orlando Baiocchi, Charles Costarella, Sergio Davalos, Marcie Lazzari, and Amos Nascimento.

A. Action Item

APCC Updates

Lauren Montgomery, APCC Chair, presented.

i. Diversity Policy Recommendations (see Appendix A.)

Discussion

The Council reviewed a third version of the recommendations. Members thanked APCC for being responsive to the concerns of the council. This paragraph was written because Tacoma's policy is different than that of Seattle and Bothell; we have a different focus on our community. This paragraph will help create history of why this policy was decided.

Vote

Anne Wessells moved to accept this policy; Matt Kelley seconded. 13 members voted in favor with no opposition nor abstentions.

ii. Graduation Petition Review (see Appendix B)

Discussion

The first graduation petition to ever be denied at UWT occurred this year because the student provided very little information. With this proposed petition, the committee will have the chance to ask the student for more information and students will be informed of the appeals process. APCC consulted with Jerry Carter, Dean of Student Success, the Registrar and the Academic Advising Center to create this petition.

Students will now need to provide a Degree Audit Reporting System (DARS) report. The Registrar attaches the transcript. APCC responds to the petition with a letter informing the petitioner she/he may appeal with APCC and that decision would be final. APCC needs EC to approve this before they can move forward.

Faculty agreed this is responsible to have an appeals process.

Faculty asked that "which meets once a month" needs to be changed to reflect that the committee meets 10 times per year.

Vote

Jill Purdy moved to accept that petition with the minor change noted above and with the understanding of the appeal process; this motion was seconded. 13 members voted in favor with no opposition nor abstentions.

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Proposal for a School of Education at UW Tacoma (see VCAA's Report, iii)

B. Discussion Items (in alphabetical order)

Chair's Report

- i. **Executive Vice Chancellor of Academic Affairs Search:** Candidates will be screened over the summer and come to campus early in the autumn quarter. Nita solicited faculty ideas for best scheduling practices so that candidates faculty who have opportunities to interact.
 - Meet in three settings, as in the Chancellor Search: 1) all-campus meeting to hear the wide perspective early on, 2) lunch with Executive Council and 3) a forum for full faculty for solely faculty issues
 - Provide faculty a mechanism and opportunity to engage during the faculty forum by having a brief presentation addressing particular topics (to be provided prior to the visit) and then have time for questions from the faculty.

Nita invited faculty to communicate other ideas her before the fall.

- ii. **Service Recognitions:** Nita recognized those have served and will serve again, and those whose terms have ended (see Appendix C). Mary A. Smith, Administrative Coordinator, interjected to recognize Nita as the Vice Chair of 2013-2014 and the Chair of 2014-2015. Marcie Lazzari, Vice Chair 2014-2015 and Incoming Chair 2015-2016 will present Nita with a gift on the behalf the faculty at the Fall Faculty Assembly Retreat, September 21st. The council gave Nita a round of applause.

Representative feedback

Chair Nita McKinley asked for feedback from the representatives about their process in sharing with their constituents and programs.

- Should IAS have a representative for each division? EC agreed that this is IAS's decision. The FA bylaws revolve around numbers, not unit divisions, just as the UW Faculty Senators are elected at-large.
- The EC Representative Tasks emails proved useful especially with the time-sensitive reminders.
- The Executive Council Resources catalyst site was a helpful avenue to find and catalogue documents form the year.
- Does the meeting schedule work for the council members? It would be important to ask that question of all members, including those absent. It is good to have alternating days to meet and lengths of meetings.
- On Tuesdays and Thursdays, there are no meeting times in the Time Schedule Matrix.

Nita encouraged faculty to continue to send her feedback.

VCAA Report

- i. **Acknowledgments:** Bill thanked Nita McKinley, Faculty Assembly Chair and the committee chairs for their leadership and shared his gratitude for EC members and their work.

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

- ii. **Budget:** The State budget has not been announced yet. There have been discussions about staff positions particularly in the Teaching and Learning Center to make temporary positions permanent and to make positions to support accreditation requirements in units. There are around 15 faculty searches to follow up on.
- iii. **Proposal for a School of Education at UW Tacoma (see Appendix D):** Bill presented the proposal to make the Education Program a School of Education. Bill plans to work on this over the summer with Interim Provost Jerry Baldasty and Vice Provost for Undergraduate Academic Affairs Ed Taylor. The dean search might take place in the next academic year. Discussion with faculty followed.
- There is no accreditation relationship with UW Seattle College of Education.
 - Currently the Tacoma program focuses on K-12; there could be room for an early childhood program.
 - Education wishes to become a school so that they may hire a dean and make more decisions about what scope they want to have and attract more folks to move forward with new ideas. The program has been challenged by of leadership transitions. It is difficult to be taken seriously and to ask for funding when they are not a school.
 - EC can vote to endorse the proposal as long as it aligns with faculty perspective. This vote does not mean the school moves forward or not, but, rather, would show faculty support and backing.
 - EC should ensure that programs becoming schools align with the strategic plan of the campus and the community.
 - EC Representatives need to communicate with their constituents that the Education faculty support this proposal.

Jill Purdy moved to electronically vote to endorse this proposal to give representatives a chance to read it and discuss it with their constituents. Michelle Garner seconded. 13 members voted unanimously in favor with no opposition nor abstentions.

Note: A discussion board was opened 6/3/2015 for discussion of the proposal by EC members and a vote of the EC was held 6/5/11 to 6/11/11. The EC endorsed the proposal to make the Education Program into a school: 11 approved, 1 did not approve, and 2 abstained.

- iv. **Space:** The VCAA approved to pay the rental fee of the University Y Student Center for the Fall Faculty Assembly Retreat, September 21st.
- v. **Strategic Planning:** Chancellor Pagano is moving forward to formulate this group. Strategic planning will begin in the autumn quarter.

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Appendix A

UW Tacoma Diversity Designation Policy

Approved by EC on 6/3/2015

**Edited text from "D" to "DIV" on 6/5/2015*

Processes to ensure ongoing quality of Diversity Courses:

- i. Academic units are expected to assess continuity of SLO's and course descriptions on an ongoing basis.
- ii. All DIV designated courses have a diversity related question on their course evaluations assessing students' self-perception of learning.
- iii. Every three years, APCC will select a random sample of twelve DIV courses to review. Programs will be asked to submit the most recent syllabus and course evaluations of the randomly selected courses. :

Criteria for the Diversity Designation

To have the DIV (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 DIV 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 DIV designation.

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

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 DIV 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.

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Appendix B

To: UW Tacoma Executive Council
From: Lauren Montgomery, Chair APCC
Date: 6/15/15
Re: Recommendation for new Distance Learning Policy

The Seattle campus recently changed their distance learning policy by decreasing the amount of contact time required for an on-campus course. Previously this had been set at 50% in-person contact for an on-campus course. Now that number is 1%. Essentially, as long as the instructor meets in person with the students at least once, the course is considered an on-campus course. Only courses that are 100% on-line are considered Distance Learning (DL). UW Tacoma was asked how they would like to proceed on this question, either go with Seattle's new policy, or create our own. (Our campus already has a considerably more rigorous review process for DL courses than either Seattle or Bothell, by requiring a separate approval process using a comprehensive assessment called "Quality Matters" and two peer reviews by trained iTech Fellows.)

After meeting with Colleen Carmean, the APCC recommends that we use 25% as the cut-off point. Courses with 74% or more on-line content will be considered Distance Learning, and will require the review and approval process our campus has for DL courses.

Our rationale is that we want instructors to be encouraged to create hybrid courses, but still want to retain the quality control for Distance Learning courses that we have instituted on our campus. The 50% cut-off seemed arbitrary, yet the 1% seemed too generous.

Our committee also recommends finding a way to indicate the specific nature of hybrid courses in the Time Schedule, so that students know what to expect of the courses they register for. Currently, there is no demarcation for hybrid courses, only DL for distance learning. If we move the cut-off to 25%, it is all the more important that students know ahead of time how much online vs. on-campus time a course entails. Ideally, the Time Schedule would indicate an "H" for hybrid, and a percentage. So H25% would mean 25% online hybrid, and an H74% would mean 74% of the hybrid course is online. Additionally, we think it important that hybrid courses have some form of faculty oversight/review in order to ensure quality curriculum in the delivery of online material. How this oversight/review occurs and by whom remains to be determined, but trained iTech Fellows in every unit are an obvious resource.

Finally, having a more systematic and planned policy for hybrid courses could also facilitate classroom scheduling. Two courses with 50% or more online interaction, could share the same classroom. Currently some of these classroom sharing arrangements for DL courses are informally made within units, but it is not coordinated at the campus level.

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Appendix C

Note: Original Appendix C could not be located. Current Appendix C was created from EC Appointments data for these minutes.

Thank you to those who served this past year, those who are serving again next year, and to those whose terms are ending.

2014-2015 Executive Council Service:

Jill	Purdy	Advisor	2014	2015
Lauren	Montgomery	APCC Chair	2014	2015
Bryan	Goda	APT Chair	2014	2015
Sergio	Davalos	Business	2012	2015
Nita	McKinley	Chair	2014	2015
Anne	Wessels	FAC Chair	2014	2015
Janie	Miller	IAS	2013	2015
Haley	Skipper	IAS	2014	2015
Linda	Dawson	IAS	2012	2015
Amos	Nascimento	IAS	2013	2015
Kelly	Forrest	IAS	2013	2015
Orlando	Baiocchi	IT	2012	2015
Denise	Drevdahl	Nursing	2012	2015
Michelle	Garner	SW	2013	2015
Matt	Kelley	Urban	2012	2015
Marcie	Lazzari	Vice Chair	2014	2015
Zhiuan (Juliet)	Cao	Business	2013	2016
Huatong	Sun	IAS	2013	2016
Julia	Aguirre	Education	2014	2017
Charles	Costarella	IT	2014	2017
Mark	Pagano	Chancellor	2015	
Bill	Kunz	VCAA	2014	

Term of Service Ending:

Jill	Purdy	Advisor	2014	2015
Bryan	Goda	APT Chair	2014	2015
Sergio	Davalos	Business	2012	2015
Nita	McKinley	Chair	2014	2015

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Anne	Wessels	FAC Chair	2014	2015
Janie	Miller	IAS	2013	2015
Haley	Skipper	IAS	2014	2015
Linda	Dawson	IAS	2012	2015
Amos	Nascimento	IAS	2013	2015
Kelly	Forrest	IAS	2013	2015
Orlando	Baiocchi	IT	2012	2015
Denise	Drevdahl	Nursing	2012	2015
Michelle	Garner	SW	2013	2015
Matt	Kelley	Urban	2012	2015
Marcie	Lazzari	Vice Chair	2014	2015

Serving Again:

Nita	McKinley	Past Chair	2015	2016
Denise	Drevdahl	Nursing	2012	2018
Marcie	Lazzari	Chair	2015	2016
Zhiuan (Juliet)	Cao	Business	2013	2016
Huatong	Sun	IAS	2013	2016
Julia	Aguirre	Education	2014	2017
Charles	Costarella	IT	2014	2017
Bill	Kunz	VCAA	2014	
Lauren	Montgomery	APCC Chair	2015	2016
Mark	Pagano	Chancellor	2015	

Faculty Assembly Executive Council (EC) Meeting Minutes
June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Appendix D

Proposal for a School of Education at UW Tacoma

(May 2015)

Overview

The objective of this proposal is to improve the ability of the University of Washington Tacoma's Education Program to govern itself and to continue to develop and deliver coherent curricula for students.

The Education Program has expanded over the last two years with the addition of the first doctoral degree on a branch campus and now operates at a level of complexity that warrants designation as a School and the recruitment of a Dean with the requisite leadership experience. The timing is important, as an Interim Director will lead the Education Program starting this summer and the campus would like to engage in a search for a Dean.

The faculty of the Education Program request consideration for the creation of a School of Education. Pursuing school designation is unanimously endorsed by the program faculty and by the members of two Professional Education Advisory Boards.

Motivations

The designation as the School of Education would support the following outcomes:

- **Advances the strategic needs of the campus:** The creation of a School of Education is consistent with the UW Tacoma General Principles and Process for Formation of Schools that was adopted in 2014. Interdisciplinary Arts & Sciences was the first program to receive school designation under those guidelines, which was effective on September 16, 2014.
- **Improves student learning, faculty and student scholarship, and community engagement:** School designation and the recruitment of a dean would promote the identification of an experienced leader in Education who can provide a vision for our curriculum and our faculty and build connections in the local community.
- **Recognizes the growth and complexity of the Education Program:** The Education Program has grown from a post baccalaureate program preparing elementary school teachers to a program with multiple Master's pathways and an EdD in Educational Leadership. There is a master's teacher preparation program with an emphasis in elementary education with either special education or teaching English language learners and a secondary mathematics and science education program. Currently practicing teachers are completing a master's degree in Curriculum and Instruction, Special Education, Student Academic and Social Success or Teaching English Language Learners. Educational leadership is reinforced through a master's

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

level program and a doctorate. An Education minor offered in collaboration with Interdisciplinary Arts and Sciences offers a pathway for undergraduates to complete pre-requisite courses and an option for provisional admission to the teacher certification Master's program

- **Assist in the recruitment of diverse faculty and advancement of new initiatives:** Designation as a school will enhance the ability of the Education Program to attract faculty and promote important new initiatives. At the present time, through an Educators for the 21st Century grant, faculty are teaching district leaders and teachers to align teaching practice with Common Core State Standards. Status as a school will support the leadership in innovative practices such as positive behavioral and emotional support, teaching methods to decrease the achievement gap in low-income schools, and support of the diverse population of English language learners in the South Sound.
- **Supports faculty in research and grant activity:** Since 1992, the Education faculty have been Principal Investigators, co-Principal Investigators, or researchers on 43 externally funded research grants totaling over \$16 million. The primary funders have been the U.S. Department of Education, the National Science Foundation, and the State of Washington Office of the Superintendent of Public Instruction. A school designation demonstrates the competitiveness of the unit faculty, the fiscal management of the unit, and the development of external partnerships.
- **Better positions the campus to be an active voice in discussions within the state:** School designation and recruitment of a dean would better position UW Tacoma to contribute to ongoing discussions around teacher education nationally and in the state and to interact with the Washington State Professional Educators Standards Board (PESB).
- **Connects mission to the Capital Campaign:** Designation as a school provides recognition of the growth, academic status, and credibility of the program. Foundations, community partners, and alumni give to a program when there is a history of success and the program displays a positive influence and guidance in the community.

Breadth and Scale

The Education Program has evolved from a post baccalaureate program preparing elementary school teachers to a complex program that supports a range of pathways needed in the South Sound and the State of Washington. The Education program, in collaboration with the Nursing program, is home to the first doctorate available on the Bothell or Tacoma campuses, a collection of Master's degrees to address various areas, and a minor in Education for students interested in pursuing a certificate or advanced degree.

Degrees, Majors & Minors

The degrees and certificates include:

- **Doctor of Education in Educational Leadership**
 - **Superintendent Certification**
- **Masters of Education for Currently Practicing Educators**

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

- Curriculum & Instruction
- Special Education
- Student Academic and Social Success
- Teaching English Language Learners
- **Masters of Education Certification Programs**
 - Principal or Program Administrator
 - K-8/Special Education
 - K-8/Teaching English Language Learners
 - Secondary Mathematics
 - Secondary Science
- **Endorsements for Practicing Educators**
 - Pathway 2 Endorsements
 - Biology
 - Earth and Space Science
 - English Language Arts
 - History
 - Mathematics
 - Middle Level Humanities
 - Middle Level Mathematics
 - Middle Level Science
 - Reading
 - Science
 - Social Studies
 - Pathway 3 Endorsements
 - Special Education
 - Teaching English Language Learners
- **Undergraduate Minor in Education**

Enrollment

Total student enrollment for the 2013-2014 academic year was 246 graduate students plus 26 undergraduate students enrolled in the Education minor. Total program student FTE equaled 269. Program enrollments throughout the state have been decreasing over the last two years in response to more competitive salaries in other professions and budget cuts in elementary and secondary education. The Education Program has not seen such decreases. The FTE for teacher certification (TCP) K-8 & K-8/special education, for example, has increased or remained stable over the past three years. The program is preparing for growth in English Language Endorsements and doctoral students.

2013-2014 Enrollment by Program:	
Doctor of Education:	39
Superintendent	3

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Masters of Education	46
MEd Principal or Program Administrator	30
Pathway 3 Endorsement (GNM)	15
Teacher Certification	116
First year M.Ed. plus certification	65
Second year M.Ed. certification induction	51
Education Undergraduate Minor	26

Support

The Education Program is responsible for the program budget. The budget for 2013-14 was divided into the following categories:

Budget

- **General Operating Funds:**
 - \$1,601,375 (\$3,323,430.00 biennium)
- Designated Operating Funds:
 - \$359,379 (summer rev, indirect funds, IRB)
 - \$180,000 (student fees)
- Restricted Operating Funds:
 - \$17,200 awarded in student scholarships from interest income; actual balances of gift funds higher and administered by Advancement.
 - \$7,375 U.S. Bank funds.
- Other Operating Funds: \$4,000 - \$2,000 funded per PEAB/year
- Discretionary Funds: continual revenue, \$7,000
- Grants: Approx. \$1.5 million administered in 2013-14
- EdD. budget (self-sustaining): \$275,436 (\$574,474 biennium)

The Education Program budget is managed by the Program Administrator and approved by the Program Director. Transition to a school designation is not dependent on any new immediate resources.

Faculty & Staff

- **The 15 members of the full-time faculty consist of eight full professors, five associate professors, one assistant professor and one senior lecturer. The Education Program is led by a full-time director.**
- **In order to complete the mission of the program 43 part-time faculty teach courses and/or provide field supervision. Part-time lecturers are reviewed yearly by faculty to ensure current content expertise and strong course evaluations. Field supervisors are expert educators who support teacher interns, administrator/principal interns, and Educational leadership interns in the field. Faculty mentors are assigned to part-time lecturers to provide support.**

Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

- **The staff consists of five members including a full-time program administrator, one Ed.D. program advisor, one teacher certification field placement officer, advisor and certification specialist, one recruitment officer, and a program coordinator. The program is currently submitting a proposal for a data steward.**

Advisory Boards

The Education Program has two advisory boards, Professional Education Advisory Boards (PEAB), required by the Washington State Professional Educator Board. One advisory board focuses on educational administration including principal/administrator certification and superintendent certification. The other board focuses on teacher certification. The program faculty and staff work with representatives from P-12 Education to focus on best practices and to develop, implement and revise UW Tacoma Education programs to meet the needs of school district in the South Sound region. Membership of the boards includes: teachers, educational staff associates such as school social worker or counselor, and principals and administrators. Principals and administrators are the majority members on the educational administration board while teachers are the majority members on the teacher preparation board. Each PEAB has a PEAB administrator who is an employee of the Education Program. Major issues of concern over the last five years have been workforce diversity, common core state standards, assessment of teachers in the schools, Pre-service assessment, and program accountability, resources, and design.

Research: Centers & Grants

- **The Center for Strong Schools:** The Center for Strong Schools supports communities and schools in meeting the social, emotional, and learning needs of all youth from cradle to career through applied research, program evaluation and evidence-based change. The mission of the center is sustainable change in schools and communities so every child is a whole child—engaged, successful, resilient, and ready for life. It is the essence of UW Tacoma’s urban-serving mission, linking arms with community partners to fix real world problems faced by schools and families.
The Center for Strong Schools launched a path breaking partnership with Tacoma Public Schools, called the Tacoma Whole Child Initiative (TWCI), intended to harness the momentum of school transformation at an unprecedented scale. With focus and determination over the next decade, the initiative brings together a whole child focus with best practices in behavioral intervention, data-based decision making, academic improvement and sustainability. Everyone in a school who comes in contact with students—teachers, librarians, bus drivers, cafeteria staff, administrators, playground staff—is part of the program. In essence, Tacoma Public Schools and the community are working with UW Tacoma to turn around an entire school district with a discipline and systems-focused intensity seldom attempted anywhere else in the U.S. TWCI is a 10 year partnership between TPS and UW Tacoma focused on school and community transformation!
- Since 1992, the Education faculty members have been Principal Investigators, co-Principal Investigators, or researchers on 43 externally funded grants totaling over \$16 million. The primary funders have been the U.S. Department of Education, the National Science Foundation, and the State of Washington Office of the Superintendent of Public Instruction.



Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

- Current Grants
 - Common Core State Standards Professional Development for Washington High Need Schools, Washington Student Achievement Council
 - Communities of Practice of Teaching English Language Learners, US Department of Education
 - Helping Teachers and Parents Get on the Same Page to Support Behaviorally At-Risk Students: A Web-Enhanced Tool for Coordinating Student-Tailored Academic and Behavioral Supports Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders, Institute of Education Sciences, IRIS Media, Inc.
 - Project RTI: **R**estructuring, **T**ransforming, and **I**mplementing a Dual Track RTI Teacher Preparation Program, US Department of Education
 - Road Map Online Teaching English Language Learner (TELL) Endorsement Program, Washington Professional Educator Standards Board
 - Smarter Balanced Professional Development for Washington High-Need Schools, Washington Professional Educator Standards Board
 - Teachers Empowered to Advance Change in Mathematics (TEACH MATH): Preparing preK-8 teachers to connect children's mathematical thinking and community based funds of knowledge, Michigan State University, National Science Foundation

Governance

Designation as a school would enhance the ability of the faculty in Education to govern itself and to continue to develop and grow curricular programs to meet the needs of the South Sound and the State of Washington.

The faculty of the Education Program approved formal bylaws on April 1, 2014.

The bylaws establish:

- Voting membership (in accordance with Faculty Code Section 21-32).
- Standing committees with policies for membership and procedures for leadership. The standing committees include the following:
 - Graduate Faculty Council
 - Educational Administrator Program Coordinating Committee
 - K-8 with English Language Learners (ELL) Certification Program Coordinating Committee
 - K-8 with K-12 Special Education Certification Program Coordinating Committee
 - Masters of Education Study Options Program Coordinating Committee
 - Secondary Math and Science Certification Program Coordinating Committee
 - Fellowships and Awards Committee
- Process for amending bylaws

The Faculty Council on Educational Leadership, with representatives from both the Education program and Nursing & Healthcare Leadership program, adopted bylaws for the Doctorate in Educational Leadership.

Respective members of the Education and Nursing faculty approved the bylaws.



Faculty Assembly Executive Council (EC) Meeting Minutes

June 3rd, 2015 12:30-1:25pm Lucien Boardroom, GWP 320

Summary

The Education Program has evolved into one of the most complex academic units on the Tacoma campus, with a doctoral level program, multiple pathways for Master's degrees, endorsements for a Washington State Teaching Certificate and a minor in Education. These programs, moreover, fall within the accreditation of the Professional Educators Standards Board for the State of Washington. In sum, the Education program now has the organizational complexity and external commitments to warrant designation as a School and recruitment of a Dean as its leader. Education has developed formal governance structures required for a School. The faculty approved formal bylaws in April 2014.