

Faculty Assembly Executive Council (EC) Meeting Minutes
January 11, 2019 1:00-3:00 p.m. GWP 320

Present: Menaka Abraham, Kathy Beaudoin, Nicole Blair, Leighann Chaffee, Charles Costarella, Michelle Garner, DC Grant, Katie Haerling, Sarah Hampson, Marian Harris, Rupinder Jindal, Raj Katti, Danica Miller, Tye Minckler, Lauren Montgomery, Mark Pagano, Heather Porter, Jill Purdy, Jenny Sheng, Eugene Sivadas, Arindam Tripathy, Etga Ugur, Justin Wadland, Ka Yee Yeung-Rhee

Excused: Loly Alcaide Ramirez, Sushil Oswal, Mark Pendras

1) Consent Agenda, Recording Permission, & Approval of Minutes

- The agenda for the January 11, 2019 Executive Council meeting and meeting minutes from the December 10, 2018 meeting were approved.
- Recording permission for the minutes was given.

Agenda approved, recording approved (16 approved)

2) Announcements

- Winter quarter Faculty Assembly Meeting will be on Friday, February 22nd from 1-3 p.m. The invited guest speaker is Mike Townsend, Secretary of Faculty. Discussion will include faculty code issues relating to issues on campus. Add this to your agendas and urge faculty members to attend. Updates with details will follow.
- A charrette for the Tioga/Snoqualmie complex design process will take place on Wednesday, January 16th 12:30-1:30 p.m. in TPS 016. Open to all and all are encouraged to attend.

3) Chancellor's - Quarterly Report

- ASUWT has partnered with Tacoma Housing Authority and Kōz, developers of the micro-apartments next to the Y. For 4 weeks beginning January 16th half the 104 220 sq. ft. studios will be made available exclusively to UW Tacoma students and transferring students from TCC at reduced rates. Students will have first claim again in autumn. Funds have been set aside through the Emergency Aid grant to help with moving expenses.
- Provost Richards visited two weeks ago, meeting with students, staff, and faculty. Feedback was positive.
- President Cauce will visit Tacoma Thursday, January 17th with a brief visit to UWT to meet with the Chancellor and EVCAA.
- Governor Inslee is on campus today to discuss the State Need Grant.
- The proposal for 3 programs to become Schools went forth in November 2018. Revised proposals have been submitted and the package will go to the Board of Regents for their March 2019 meeting.
- Students want an additional Residence Hall with food service and hub space. The real estate committee chaired by regent emeritus Herb Simon is advocating for this. Funding can't come from the state. Public-private partnership is an option, though it would appear as debt on Moody's university rankings which is not currently authorized by UW. Some debt will be released in spring and Bonnie Becker and Kathleen Farrell (Student Affairs) are putting together an early draft for the proposal. If approved, design and build will take 2 years
- The Chancellor and advisory boards will be visiting the legislators for Tacoma and the surrounding districts in Olympia next month. Our "asks" are already on the docket. Faculty interested in attending should email Chancellor Pagano or Mike Wark. Faculty who want to advocate for other bills that are already on the docket may do so. Mike Wark has been invited as a guest to an upcoming EC meeting to speak about legislature updates, our requests, and how to lobby effectively. Reminder that emails to individual legislators should never be sent from UW email accounts.
- The new draft of the Carnegie application for community-engaged designation will go to Deans and Directors on January 15th. The final draft will go to Carnegie on April 15th.

4) EVCAA – Report

- Budget planning takes place over the next couple months. While we don't anticipate new resources, units will have the opportunity to request positions related to retirement and reorganization. Budget requests for all academic units are going through revision and faculty should be involved in discussions identifying needs and gaps within the next 4-6 weeks.
- Faculty retiring this year may qualify for unpaid emeritus status. Requests can be put to a faculty vote. There are no guidelines, though qualifications would be approximately 10 years of service and contribution to the campus. Faculty should consider what the criteria will be within their unit.
- A new space refresh process has been developed in Campus Planning and Retail Services. The planning team includes representatives from Facilities, IT, Registrar, and Academic Affairs (Bonnie Becker), prioritizing classrooms, computer labs, conference rooms, breakout rooms, offices, and common spaces. Five to six classrooms will be refreshed per year. The following are already in progress: SCI 105, DOU 160, BHS 107, CP 005 and 15 offices. Planned for 2019 are: WG 210, GWP 220, and CP 103. The Council of Deans and Directors will collect space refresh needs every 6 months. Urgent needs should be requested through Facilities.
- Academic and pedagogical needs will drive class size. Identify course needs within units. Consider how to balance ideal curriculum, student needs (flexibility, access to classes), and sustainably-sized classes to be able to cancel small sections without harming students.

5) Academic Planning Policy and Process

- Under Decision Authority, “APCC will review all new program proposals simultaneously and make a recommendation to the Faculty Assembly for programs to go forward...” should be revised to add “PNOI” to the statement. Committee members proposed revision : “APCC will review all new preliminary proposals (pages 1 and 2 of PNOI)...”.
- Under Criteria for New Program Assessment, there is a request for clarity around the language of unranked criteria for assessment and how APCC makes thoughtful, data-driven decisions without ranking. APCC is considering a comment period following proposals. The second criteria “Campus-wide balance of academic discipline and programs” is an evaluation of the group of programs as a whole, not individual programs. Committee members proposed revision to remove the language after the dash.
- The preliminary proposals presented to the APCC consist of the first two pages of the PNOI and a budget.
- EC discussed its role in the academic planning process .
- The process for identifying resource impact would be budget development, part of the PNOI approval process takes place within Finance and Administration.
- State funding is essentially permanent. We have never had a program launched on the basis of temporary funding. It has always been permanent funding.
- Committee members proposed to include in the policy, “evaluation for the purposes of ongoing, continuous improvement.”
- The workload for APCC is heavier during planning years. Approval work can take place any year, so there is no guarantee that the APCC members will remain the same.
- The discussion on academic planning will be added to the agenda for the next EC meeting.

6) UWT Budget Process (Tye Minckler)

- UWT budget primer is publicly available at <http://www.tacoma.uw.edu/sites/default/files/sections/FinanceOffice/UWT%20Budgeting%20Primer%202020.pdf>
- Continue to see a decline in revenue for students as we grow. This is not unexpected and is happening across the country with the decline in state resources. Be more mindful as we budget. It is important for faculty to have the info they need and want.
- EC members were asked to send feedback about the budget process to Ka Yee by email.
- Expense to instruction is up from 55% to 58%. The student-to-faculty ratio has dropped. We teach the same number of students while the cost for delivery of credit is getting more expensive.
- The campus Budget Advisory Committee is intended to collect feedback on what UW Tacoma should prioritize.
- Concern with continued growth when resources decrease with the increase in students.

7) Unit Report from Nursing and Healthcare Leadership (see Appendix 1)

- Answered questions on the written report in Appendix 2. There is not a lot of discretionary money. The program director applied the input and the merit process has been amended on the document. All responses were instructed to get rid of highly meritorious language. The discussion on work regarding race/equity/inclusivity is included in the report.

8) Unit Report from School of Education (Appendix 2)

- The Dean and Director of Operations have a budgetary/allocation advisory coming from the Faculty Council and Race, Equity, and Justice Committee. Faculty and staff review every quarter and back-to-school change over the past few years. Cindy and Dean Endo have emphasized the importance of understanding budgeting. Staff and faculty are invited to every committee meeting where the budget is discussed. They are currently looking at a service teaching scholarship, reviewed by the Dean and voted on by faculty. The Faculty Council is looking at revising the merit document template, clarifying what is meritorious and non-meritorious. There is a 3-year equity action plan for recruiting diverse students, diversifying the educator workforce, and deepening cultural competencies of faculty, staff, and field supervisors. This is overseen by the Race, Equity, and Justice Committee. Next steps will be to audit courses to ensure equity content is being brought in across courses and faculty.

9) Key Topics/Adjournment

- Budget Process: Include a URL for easy access to the primer.
- Email legislators from your private email account.
- No tuition exempt policy at the campus level.
- Faculty-wide input about budget priorities.
- Trend of total expenses of instruction.
- Chancellor's invitation to lobby legislature with the UW Tacoma delegation in Olympia.
- Academic planning policy is still under discussion.
- Emeritus status.
- Housing: Subsidies received by students. Campus-proposed housing (residence hall).
- Unit reports from Katie and Kathy.
- Don't anticipate new resource allocation. Requests can be made for replacement and reorganization. Do express new needs to ask for them to be funded.
- The Chancellor talked about the School status for three programs.

Meeting adjourned at 3:00 p.m.

Appendix 1

Winter 2019 Report to Executive Council

Submitted by Katie Haerling, Nursing and Healthcare Leadership Program

Description of the Nursing and Healthcare Leadership Program's budget process and participants involved in this process.

Once the Nursing and Healthcare Leadership Program receives its portion of the operating budget, the Program Administrator and Program Director play key roles in managing the budget. Ninety-four percent of the Nursing and Healthcare Leadership Program's operating budget is used for payroll. The Program Director has final authority over the budget. The Program Administrator manages expenditures, projections, and reports and reviews the operating budget monthly to look for inaccuracies. For discretionary portions of the budget, including endowments, summer revenue, etc., the Program has established principles (with faculty support) for how to allocate money. These include giving priority to supporting research/ scholarship/ conference-related travel for Assistant Professors and Associate Professors who have declared their intention to go up for promotion.

Description of faculty's role in the budget process.

While the Program Director has final budget authority and the Program Administrator does most of the day-to-day management of the budget, the faculty have an essential role in the process. Annually, the budget is presented to the faculty as a whole at the Fall Retreat and the Program Director and Administrator have open-door policies for any faculty who want to discuss the budget in more detail. The faculty are involved in writing the budget principles that guide decisions about discretionary spending. A committee of faculty members is responsible for decisions about scholarship awards for students and for disbursement of Founder's Funds to support faculty research. Requests for new funding (such as new faculty lines) are discussed with the faculty before going forward.

Process for disseminating budget information to faculty.

As stated above, once a year the Program Administrator presents the faculty with a summary of all department budgets and explains the usage of each. She is available to explain any questions. For Grants, the Program Administrator discusses and manages grant expenditures along with individual faculty PI's.

Description of annual merit review process and the criteria utilized to determine merit classification i.e. meritorious, non-meritorious.

Please see the “Procedures for Merit” appended to this document (Appendix A). The faculty have had discussions about the removal of “highly meritorious” from these procedures, but this update has not been voted on.

Discussion of the work that has been implemented on race, equity, inclusion, and diversity. If no work has been implemented please provide a statement to that effect.

Social justice is at the core of UWT Nursing and Healthcare Leadership Program’s Mission (Appendix B). Likewise, as part of the UW School of Nursing, we adhere to the UW School of Nursing Diversity statement (Appendix C). While I cannot represent all of the work that has been implemented on race, equity, inclusion, and diversity; based on my own memory, conversations, and a quick survey of faculty, I generated the following list:

- Several faculty have completed the SEED training and are implementing inclusive teaching practices in their courses.
- The Ebony Nurses Association is represented on the Nursing and Healthcare Leadership Program’s Advisory Council.
- Our Diversity, Health and Inequities course was one of the first to receive the “D” designation and it continues to be an important part of our curricula.
- We have a work group updating our APT criteria to include data about Urban Serving, Diversity, Equity, and Inclusion.
- One faculty member reported highlighting diverse cultural practices within courses including the Day of the Dead, Ethiopian death observances, the days of mourning in a Jewish community, etc.
- One faculty member described integration of equity into all courses and doing research about how instructors across the USA integrate equity into their courses,
- One faculty member described working with marginalized populations to develop equitable interventions.
- One faculty member described participating in the faculty group "women of color in the academy who teach diversity courses" funded by the strategic initiative fund.
- One faculty member described teaching a class on aging and using many examples of diversity.
- One faculty member described working with President of nursing association and appoint a diversity task force.

- One faculty member described serving as a pilot user of the Canvas “Ally” application
- One faculty member described teaching about the use of inclusive assessment/ evaluation practices incorporating inclusive assessment/ evaluation practices

Appendix A

Procedures for Merit

- Merit resources, including relevant policies and procedures, program criteria for Appointment, Promotion and Tenure, and the annual self-evaluation template are available on the program intranet (<http://www.tacoma.uw.edu/nursing-intranet>). The University of Washington Faculty Code for the “Procedure for Salary Increases Based Upon Merit” can be found in the UW Faculty Code, Chapter 24, Section 24-55. (<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>)
- Merit materials submitted for review should include:
 - Annual self-evaluation report, based on Boyer’s model and APT Criteria for the University of Washington Tacoma Nursing & Healthcare Leadership program document
 - CV with highlighted additions since the last annual report (June of previous year-May of current year)
 - Scholarly work completed since last review for tenure track faculty
 - Annual assessment of teaching effectiveness (peer and student in accordance with faculty code and UW School of Nursing evaluation plan). Include entire course evaluation including comments.
 - Include how an activity supported campus’ “urban serving” mission in any area of scholarship (<http://www.tacoma.uw.edu/strategic-planning/what-urban-serving-university>), if applicable
 - Discuss contributions to diversity, equity, and/or inclusion in any area of scholarship, if applicable

Definitions and criteria for determining merit

The Nursing and Healthcare Leadership Program’s criteria for promotion and tenure are used to determine merit.

- Non-meritorious performance: lacks evidence of possessing the qualifications, knowledge and skills required to perform the identified teaching, scholarship, and service activities at current rank
- Meritorious performance: demonstrates evidence of possessing the qualifications, knowledge, and skills required to perform the identified teaching, scholarship, and service activities at current rank. Tenure-track faculty must provide evidence of meeting the criteria in all 3 categories of scholarship (application, teaching, and discovery) to be considered meritorious. Lecturers, Senior Lecturers, and Principal Lecturers must provide evidence of meeting criteria consistent with their rank in both categories of scholarship (teaching and application) to be meritorious.

- Highly meritorious performance: demonstrates evidence of superior skills in teaching, scholarship, and/or service. Tenure-track faculty must provide evidence of meeting criteria in two of the three categories of scholarship at the next greater rank to be highly meritorious. Faculty at rank of Professor must demonstrate exceptional leadership beyond the expectations for the rank. Faculty at rank of Principal Lecturer must demonstrate exceptional leadership beyond the expectations for the rank.

Appendix B

UWT Nursing and Healthcare Leadership Mission

The Nursing & Healthcare Leadership Program shares the University of Washington Tacoma mission to provide undergraduate and graduate education for the diverse citizens of the South Puget Sound region. The program supports the interdisciplinary mission of the campus through teaching and scholarly inquiry. Within the overall mission of the campus, the program focuses on the discovery and dissemination of knowledge that promotes health within an ethic of social justice. The curriculum emphasizes and fosters the integration of teaching, inquiry and service through a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

The Bachelor of Science in Nursing and Master of Nursing degrees are offered on all three campuses of the University of Washington - Seattle, Bothell and Tacoma - and fulfill the mission and goals of the University, the School, and the particular campus. Accreditation through the Commission on Collegiate Nursing Education is shared across campuses. This unique, tri-campus relationship fosters diversity, enhances program access, and assures excellence in nursing education.

Appendix C

UW School of Nursing Statement of Diversity

A fundamental purpose of nursing is the provision of quality and equitable health care to all members, groups, and communities of society. Nursing knowledge and practice must be sufficiently broad in perspective and content to meet the requirements of a diverse, multicultural population. To this end, the University of Washington School of Nursing seeks to attract, admit/hire, and support diverse and racially representative students, staff and faculty members.

A central activity to support this diverse community is adequate preparation to interact with people from all cultures. This focus requires that nursing be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences. This open and flexible approach is based on respect for all cultures and their members, on examination of our own perspectives, biases, and socialization, and on the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to fostering a climate that is inclusive and welcoming of all groups. We recognize that this effort is a multi-dimensional one that includes: recruitment efforts, policies, curriculum, pedagogy, norms, practices, faculty/staff promotions, decision making, and continuing multicultural and anti-oppression education for faculty and staff members. We also recognize that nursing education and practice in the United States occurs within the social, cultural, and historical context of institutionalized racism (among other forms of oppression). Meeting our purpose thus requires a sustained and multi-dimensional effort.

We are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race/ethnicity, sex/gender identity or orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, military status, and others.

UW School of Nursing Principles of Inclusion

1. We affirm the inherent dignity of each individual and group.
2. We affirm that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in the inequitable distribution of resources among groups. This construction and distribution can be changed and we commit to change it.
3. We affirm our commitment to address difference, privilege and power at the School of Nursing. We will address privilege and power using anti-racist and anti-oppression principles of on-going education, open dialogue, skill building, challenging the status quo, and accountability to people of color and other social groups.
4. We affirm our commitment to increase the numbers of faculty, students and staff from underrepresented groups, and to support their leadership within the school.

5. We affirm our commitment to work toward a climate of inclusiveness on all levels of the School of Nursing.

UW Tacoma Statement of Commitment to Diversity

The Nursing Program at UW Tacoma also supports UW Tacoma's statement of commitment to diversity:

To hold constant a nurturing learning and work environment in the midst of change, each member of our UW Tacoma community has the responsibility to build and sustain respectful and supportive relationships, through which intolerance, discrimination and social injustice are confronted and resolved through non-violent behavior.

The University of Washington Tacoma's commitment to diversity is central to maintaining an atmosphere wherein students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth.

Appendix 2

2019 WINTER QUARTER UNIT REPORT SCHOOL OF EDUCATION Written Report Due Date: January 11, 2019

Content for Report

Please include the following content in your unit report for the 2019 winter quarter:

- Description of the budget process and participants involved in this process.
- Description of Faculty Council and its role in the budget process.
- Process for disseminating budget information to faculty.

Since transitioning to a School of Education, faculty and staff have received support to build budget literacy skills and become better informed planners and consumers. Last academic year the Vice Chancellors of Finance and Academic Affairs attended a SOE meeting to explain the university budget process, including the SOE budget allotment, to all staff and faculty. Faculty and staff also see quarterly reports of revenue and expenses, broken out by line item, at our SOE meetings. At these meetings the budget topic is allotted time for questions and suggestions by all. All staff and faculty are provided additional opportunities to participate in the budget process with open invitations to attend committee meetings (Faculty Council, Race, Equity and Justice Committee) where the budget is reviewed. Although the budget is fixed in terms of overall allotment of funding, staff and faculty are encouraged to improve efficiency through items such as course scheduling to release money from one line to free it for use elsewhere in order to prioritize the SOE mission.

The budget process begins with the SOE Dean and the Director of Operations drafting the annual financial plan. The financial plan is shared with all staff and faculty at the annual retreat in September. Two SOE committees work with the Dean on the budgetary process over the course of each academic year. The Faculty Council serves as advisory to the Dean on matters related to academic policies including priorities, resource and salary allocation, and budgets and the Race, Equity and Justice Committee advises the budgetary process in terms of equity issues and ensuring that the budget aligns with the SOE Equity Action Plan. These committees hold joint quarterly meetings to review budget revenues and expenditures with the Dean and Director of Operations. Line items are examined to identify holes, gaps, and inefficiencies and to advise the process in terms of our SOE mission and priorities. These meetings are also open to all faculty and staff.

- Description of annual merit review process and the criteria utilized to determine merit classification i.e. meritorious, non-meritorious.

The current merit review process requires all faculty to submit a yearly activity report outlining their accomplishments in the areas of service, teaching and scholarship, an updated CV and at least one course evaluation. Faculty are given a few weeks to review materials prior to an online vote. Faculty who are senior in rank vote on merit of junior faculty as either meritorious or non-meritorious. A vote for non-meritorious requires comment

explaining the rationale for the vote. The results are reviewed by Dean Endo who relies on the faculty majority vote in her support of merit.

As part of their charge, the SOE Faculty Council ensures that policies and practices around “evaluation of faculty align with the UW Faculty Code and UW Tacoma Faculty Assembly procedures and advise the Dean on matters related to merit, promotion, renewal, and tenure”. Changes to the current merit review process are underway. The SOE Faculty Council is revising the yearly activity report template to better align with the merit process. They are also developing baseline criteria to clarify what should be deemed meritorious versus non-meritorious in practice.

- Discussion of the work that has been implemented on race, equity, inclusion, and diversity. If no work has been implemented, please provide a statement to that effect.

The UWT School of Education has a 3-year Equity Action Plan for the recruitment and retention of diverse students through 2020. The two themes of the plan align with the SOE mission and vision and are centered on 1) diversifying the educator workforce and 2) deepening the cultural competencies of all SOE members including staff, faculty, volunteers and community partners. To this end, the recently established SOE Race, Equity and Justice Committee is charged with ensuring the implementation of the Equity Action Plan. Their specific charge is outlined as:

“responsible for ensuring the design, implementation, and assessment of climate, policies, and practices of the SOE. It provides accountability recommendations to address topics of equity, access, and the elimination of systems of oppression in relation to race, class, gender, religion, sexuality, and other cultural groups (e.g., international students, first-generation status, LGBTQIA, and disability) in our operations and programs.

Specific areas addressed by the REJC include but are not limited to the following: 1) Ensuring implementation of and revisions to the SOE’s Equity Action Plan, and 2) providing recommendations to the SOE Faculty Council and Dean, as well as assessing facilities and resources for equitable access; developing and facilitating mentorship initiatives; and reviewing curriculum for alignment with the school’s mission.”

An example of our work can be found in our search process. We have four searches underway and all members of search committees are required to complete the anti-bias training provided through UWT and through the SOE Office of the Dean.

As another example, at the direction of the Dean, the SOE also underwent a major marketing refresh in 2017-2018 to include more ethnically and racially diverse representations of our programs and school in our recruitment materials as well as our website. Next steps include a curricular audit across our core courses for equity content and a school-wide professional development plan around anti-racism and equity.