

**Faculty Assembly Executive Council (EC) Meeting Minutes**  
November 4<sup>th</sup>, 2015 12:30-1:25pm CP 206C

**Present:** Juliet Cao; Bill Kunz; Marcie Lazzari; Huatong Sun; Lauren Montgomery; Jim Gawel; Ellen Moore; Jutta Heller; Mark Pendas; Ka Yee Yeung-Rhee; Alissa Ackerman; Denise Drevdahl; Gregory Rose; Chuck Costarella; Nita McKinley; Matt Kelley.

**Absent:** Mark Pagano; Julia Aguirre; Marian Harris; Ji-Hyun Ahn.

**1) Consent Agenda**

The Agenda was accepted. The approval for the October 16<sup>th</sup>, 2015 Executive Council Meeting Minutes was postponed to the November 20<sup>th</sup>, 2015 meeting.

**2) VCAA Report**

**Presentation:**

The Distinguished Faculty Award Committees are working toward appointing the next recipients. Particularly, the Distinguished Teaching Award needs to be decided by the end of February to line up with Seattle's award timeline. The Distinguished Research Award is given at the campus level. Last year, these committees didn't have member representation from each of the 7 units. There were five members on each award committee. The VCAA asked EC if they were comfortable with these committees not having member representation from each of the 7 units. The response was that if programs want to put forth a representative that they would be welcomed to, but if they didn't care to, it was ultimately up to the unit.

Consultants are coming soon to assess the Office of International Programs' structure moving forward. A small group of faculty will meet with the consultants, some of whom have led Study Abroad trips. It will be a good representation of faculty. There are other small groups of varying representation scheduled to meet with the consultants as well. The Office of International Programs Advisory Committee did not meet last year. This year, it will be a smaller group.

The Lower Division Task Force and UEAC want to have a campus-wide discussion. An announcement will go out after they finish consulting. There is a report from a year and a half ago that indicated that there was not enough faculty input. This was previously on hold until an EVCAA was selected, but the Chancellor realized that he would proceed with refocusing undergraduate education the same way regardless of the EVCAA, and thus, is moving forward with it now. The previous Chancellor, Kenyon Chan, appointed members to the UEAC. This time there will be a more open process. A committee member brought up a report from last winter when a faculty member from the UEAC came and reported to EC, but could not remember the details. The Administrative Coordinator was asked to research the EC meeting minutes from winter 2015 and report back.

**3) Updates on Executive Budget Committee and Campus Budget Committee**

**Presentation:** There are two levels of Budget Committee. The Campus Budget Committee is larger with wider representation and geared toward informing and recommending. There are two representatives from Executive Council: the chair and the vice chair. On the Executive Budget Committee, which is a smaller group geared more toward decision making, there is one representative from Executive Council: the Chair. This way there will be continuous rotation and representation of faculty on these two committees. Further, this system will provide continuity. A committee member asked if there are no other faculty members on the CBC or EBC and was confirmed. The option was given to instead nominate faculty who were already budget experts. The members commented that to only allow budget experts on said committees wouldn't be beneficial for faculty as a whole, or for the people who could serve on these committees and gain important budget knowledge. It was agreed that the proposed rotation of representation was the best option. There were no objections.

#### **4) Survey on Unionization**

**Presentation:** So far there are 58 respondents to this survey. EC members were asked to continue to encourage their units and colleagues to participate, as well as, participate themselves if they had not yet.

#### **5) Additional Volunteer to Attend meeting with Governor Inslee**

**Presentation:** The meeting with Governor Inslee is scheduled for Monday, November 16<sup>th</sup> from 2-3pm in Seattle. The meeting was organized through the union and its purpose is to discuss the crisis in higher education and the corporatization in higher education; specifically regarding the governor's appointees to the Board of Regents. Lauren Montgomery had already responded via email volunteering to attend. Alissa Ackerman and Ellen Moore both volunteered in the meeting. To decide between them, they conducted a match of "Rock, Paper, Scissors", but it was a stalemate. Thus, a coin was flipped with Ellen calling for "tails." The coin landed head's side up, therefore it was decided that Alissa Ackerman would attend the meeting with Governor Inslee. The committee was encouraged to send the EC representative attendees items to lobby for. Attendees were commissioned to do the following at the meeting: listen, express their opinions and the opinions of others that they had been asked to share, and then come back to report to EC.

Action: Chair will send the email invitation to Alissa and Lauren.

#### **6) Brainstorm for Winter Quarter Faculty Assembly meeting**

**Presentation/Discussion:** The committee was updated that the draft of the Diversity Resolution would be sent out after the meeting (on 11.4.15) to give time for review before continued discussion and crafting during the Friday, November 20<sup>th</sup> meeting. The committee was asked to brainstorm on the structure for the Faculty Assembly winter quarter meeting. They were asked to consider what format, topics, etc. would be the most relevant to the greatest number of faculty.

They considered:

- The new EVCAA: s/he would be introduced and asked to participate, though it is unknown as to when s/he would officially start.
- The Diversity Resolution – asking for a full faculty vote on the Resolution and on a new Standing Committee
- Small group table discussion
- Make table assignments from the RSVPs in order to assure diverse table groups
- Topics: diversity, unionization, undergraduate education
- Seeking actionable items via discussion
- Use SEED organizer's sets of already formulated discussion questions
- Show video "Interrupting Bias" as a catalyst for discussion
- Must be careful to not have this meeting feel like a training; that may not be appropriate
  - Instead, perhaps make unrecognized bias trainings available for faculty to attend a part from this meeting
- Faculty desire to have more time to bring issues forward to the faculty at large
- They should feel that this meeting is for them and not a requirement; it should be a forum for expressing, sharing, and discussing; a deliberation process
- This should be an opportunity for the full faculty to engage with pointed questions at their tables and then bring their ideas to the whole room
- EC reps should ask their units what important issues they want to discuss at the winter meeting
- There should be good, pre-formulated questions to shape discussion around
- EC members could be the table group facilitators
- It will be relevant to also have an update from the Strategic Planning Committee at that time

**Action:** EC reps will ask their units for topics/issues that they want to discuss at the winter meeting. EC will continue to be consulted in the planning of this meeting.

**7) Updates on the Teaching and Learning Center – Jenny Quinn, Interim Associate Vice  
Chancellor for Academic Affairs**

**Presentation/Discussion:** Jenny Quinn updated EC on the TLC's new structure and staffing. They are piloting a new interactive online tutoring, there is more full time professional staff which make it possible for more "drop-in" students to be serviced instead of always needing an appointment first, and they have begun to collect data from reflection forms that the student and tutor fill out at the end of the session. They are also hosting workshops about various subjects (with current attendance being at about 4 students). Emails are sent notifying campus about workshops and they are also posted on the TLC website. There has been a call for increased faculty participation in the TLC. Jenny asked EC for feedback on TLC's proposal on how to bring faculty collaborators into the TLC. (See Appendix A) Committee members asked Jenny what would add to the TLC and she replied "Tons [of things]!" giving the specific example of a project focused on helping graduate students have graduate level writing skills. Committee members suggested that Jenny include in the proposal a clear timeline and a point stating that the faculty collaborator's project would have to result in a final project/product of some sort. In terms of compensating a potential faculty collaborator, members noted that it is late in the quarter to work out a course release with a department. Members suggested offering a summer stipend instead. Lastly, members suggested that the faculty collaborator should indicate in his/her application how much of the TLC's staff time they would require.

**8) Adjourn**

# Appendix A

## TLC – Faculty Collaborator Role

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### Purpose

The role of faculty collaborator in the TLC is intended to bring additional expertise to the TLC and increase collaboration across the campus community related to student success, teaching practices, or learning strategies. Faculty in this role will report to the Associate Vice Chancellor for Academic Affairs, and will collaborate with the Associate Directors as peers within the TLC.

### Duties/Deliverables

- Attend regular meetings with the Associate Directors of the TLC, to share expertise and contribute ideas to support the success of the TLC.
- Regularly spend time in the TLC to become connected and informed while allowing opportunities for collaboration.
- Develop and deliver activities, projects or scholarly work to engage the TLC and campus community in one or more of the following areas:
  - Engagement with teaching and learning
  - Collaborations with other support programs (e.g. Academic Technologies, SGID, University Writing, etc.)
  - Retention
  - Assessment (e.g. SGID, peer mentoring, teaching observations, teaching evals, etc.)
  - Learning Communities
  - Teaching different types of courses (e.g. large lecture, boutique, inquiry-based, W, etc.)
  - Student Success Strategies
    - Graduate writing issues and collaborations
    - English Language Learners
    - Quantitative skills alignment/development
    - Engaging with technology

### Application and Selection Process

Expected commitment is two to three quarters. Course releases approved will be based on the scope of the project proposed. Proposals from faculty groups are welcome.

1. Submit a statement of interest and a proposed project to include:
  - a. How the project will improve student success outcomes
  - b. Connection to the work/mission of the TLC
  - c. Timeline
  - d. Desired course releases
2. Include a statement of support from your home department

### Applications Due: