



Faculty Assembly Executive Council (EC) Meeting Minutes

February 3, 2016 12:30-1:25pm CP 206C

Present: Juliet Cao; Lauren Montgomery; Jim Gawel; Ellen Moore ; Jutta Heller; Mark Pendras; Gregory Rose; Julia Aguirre; Marian Harris; Chuck Costarell; Matt Kelley; Nita McKinley; Alissa Ackerman; Denise Drevdahl; Ka Yee Yeung-Rhee; Melissa Lavitt.

Absent: Mark Pagano; Marcie Lazzari; Huatong Sun; Ji-Hyun Ahn.

1) Consent Agenda

The December 2, 2015 Executive Council meeting minutes were accepted.

EC members asked to add an update on the Faculty Assembly meeting (1.29.16) to this meeting's agenda.

The addition was accepted.

2) EVCAA Report

Presentation: EVCAA, Melissa Lavitt, reported.

- Initiative to improve transparency in decision making and have procedures in place before decisions are made – continuing work on this.
- Request for New Faculty Hires has gone to deans and directors. The form was edited, but failed to capture staff requests, space requests, and operational funding requests that go along with hiring new faculty members. Harlan Patterson drafted a new form that attempts to capture that information. It will also go out to programs. Goal is to gather resource requests, take inventory, and make decisions based on priorities. Programs have been asked to submit these prioritized resource requests based on some criteria and faculty discussion. Some units were reluctant to have a unit-level prioritization conversation. EC members asked if there are guidelines to help units prioritize in a holistic manner instead of a political manner. Units need language to learn how to prioritize. Each unit should map their priorities based on campus priorities; the overarching academic priority should be based on what we want on this campus.
- Office of International Programs consultants have produced a report. EC members noted that this report had not yet been circulated to them. EVCAA and Faculty Assembly vice chair will circulate OPI consultants report. There will be a group (FA vice chair, EVCAA, Student Affairs, Institute for Global Engagement/Global Honors) looking at this report together for recommendations and next steps. The organizational shifts that the report recommends will need to be more widely discussed.
- Conversations about moving some people from Career Services into Advising. This represents a best practice from the student perspective, i.e. planning with the end in mind. Having people co-located will begin to erode the strong boundaries in those fields.
- Review policy for academic administrators: finding out what it currently is, finding out who should conduct the evaluation for the EVCAA, to make sure there are systems in place for feedback and accountability
- Drafting a policy for “Partner Hires”: a policy for having a position available for the significant other of recruited faculty. This is considered a best practice in recruiting and retaining at many universities. She needs feedback for how Faculty Affairs and shared governance should be evident in this policy. Needs a broader network and guidelines to be fully functional.
- Strategic Enrollment Management Committee (previously disbanded) will begin to meet again. It will include representation from Student Affairs, Academic Affairs, Administration, and Finance Office. They will look at academic programming, enrollment, and the finance piece together with a critical eye on how the information is communicated.

3) Student Conduct Annual Report

Appendix A & B : Autumn 2015 Student Conduct Report; 2014-2015 Student Conduct Report

Presentation: Ed Mirecki, Dean of Student Engagement, reported.

- Student Code of Conduct is a tri-campus policy and asked if all EC members were familiar with it.

- Data from last year was concerning because reporting had dropped by 53%. They had expected an increase due to increased enrollment. Their office thus endeavored to bring awareness of the reporting process to faculty members. The concern was lifted when reporting numbers came back up in Fall 2015.
- The Goal of Reporting: to hold a student accountable, help him/her learn through a growth opportunity, and be directed to the right resources
- Report Only: a faculty member has already addressed the situation in the classroom and just sends a letter explaining the issue and how they addressed it. This function of the mis-conduct reporting system is only used at UW Tacoma of the three UW campuses. The use of this feature increased in Fall 2015. The goal of it is to identify patterns in behavior and have a record so that it can be addressed long-term.
- Court 17 Student Housing doubled its occupancy in 2015 and the majority of the reports were related to underage drinking.
- Key Areas of Concern: plagiarism is the issue most frequently reported on. Potential ways to address this are more resources for students, support for better writing ahead of time, and being instructive. A tool available for faculty to check for plagiarism: *Turn it In*. Of plagiarism cases reported, 75% used the *Turn it In* tool.
- Title IX Obligations: fortunate that there aren't many cases of sexual assault at UWT, but their office spends a lot of time talking about awareness and prevention.

4) Chair's Report and Discussion Items

a) Brief Update on Faculty Assembly Meeting 1.29.16

Discussion:

- The table discussions were active and productive.
- The notes that were taken are being compiled and will be brought back to EC for further discussion and determining next steps.
- For the Unionization Panel, both sides were well represented.
- The unionization discussion was intended to end with collecting questions, but not as many as expected came back.
- Some faculty felt it was unfair that one group was supplying materials and wearing buttons because it had originally been advertised as an unbiased event.
- EC discussed either sending out a survey for feedback on the unionization discussion or having EC representatives ask their units if they need more faculty discussion on the unionization issue (which may not count as a formal tally.)
- EC members noted that it would be beneficial to see if faculty members want more time to discuss unionization.
- There was a request for notes/materials from the meeting to be made available for those who were not able to attend.
- Generally, it was a well attend Faculty Assembly meeting; approximately 80-90 in attendance.

b) Brief Update on Faculty Salary Policy

Discussion:

- The Faculty Salary Policy has been approved by the UW Faculty Senate and is going through various steps.
- UWT administration is in the process of looking at what it means for the Tacoma campus, and specifically, each unit.
- SIAS requested a report from the Chancellor of what this policy would look like at the campus level, what it would look like to opt out, etc. It is a finance and administration task
- EC members want something that spells out the various options.
- Need to know if this policy favors Tacoma and if UWT is considered a unit in itself, or does the term "unit" in the policy refer to all of the individual units?
- One of the purposes of this new policy is to encourage faculty to stay at the UW instead of seeking outside offers, because it is designed to address the issue of compression.

- It will serve newer hires so that they won't experience compressed and also has extra money to backfill for those faculty who have experienced compression.
- One issue is that this policy might privilege units who already bring in more money.
- The equity of the policy is addressed in being about to opt out.
- There will be another update and potentially discussion at the next EC meeting, 2.19.16.

c) **Proposed W-Course Requirements** *Appendix C: Proposed W-Course Requirements, created by Writing Advisory Committee (WAC)*

Discussion:

- EC members didn't understand the origins of these proposed revisions to the W-course requirements.
- The University Writing Program seemed to just appear.
- Some history was given:
 - in 2009 the Faculty Assembly approved a writing course requirement.
 - WAC has recently come up with revisions to it.
- EC members asked what authority this group had to revise the requirement and what issues were they trying to solve.
- More history was given:
 - EC had empowered the Writing Campus Fellows a few years ago to review writing at UWT and come up with recommendations.
- Any permanent revisions to the writing requirement would have to be approved by Faculty Assembly.
- What WAC put forth are suggested revisions.
- There was a recommendation to invite Asao Inoue, University Writing Director, to an EC meeting to help answer some of these questions.
- Discussion could not continue due to time.
- Administrative Coordinator will find original Writing Fellows reports and circulate to EC members.
- Discussion will continue at next EC meeting: 2.19.16.

5) Adjourn

Appendix A

Student Conduct *Department of Student Engagement*

1900 Commerce Street – Box 358407 – Tacoma, WA 98402 (253) 692-4901

DATE: January 27, 2016

TO: Dr. Marcie Lazzari, Chair, Faculty Assembly

FROM: Ed Mirecki, Dean of Student Engagement

RE: Autumn 2015 Academic Misconduct Cases

This memorandum is intended to provide the Faculty Assembly with an overview of the number and types of cases handled by the Office of Student Conduct during the Autumn 2015 academic term.

A total of 48 cases of misconduct were reported during the Autumn 2015 term: 4 cases involved non-academic violations of the Student Conduct Code; 17 of these cases are from Residence Life in Court 17 Housing; and 27 cases involved allegations of academic related misconduct.

The number of Autumn 2015 academic related misconduct cases increased by 42% compared to the total of academic related misconduct cases for all of the 2014-2015 academic year (27 cases compared to 19 cases in all of 2014-2015.)

A total of 16 of the cases involving academic misconduct were submitted as “Report Only” by the complainant, representing 59% of academic misconduct complaints. The number of “Report Only” complaints had been trending down since 2012-2013. For all of 2014-2015, Report Only” complaints represented 16% of all academic related misconduct cases.

Considering Autumn 2015 academic misconduct cases, 89% of academic conduct reports involved plagiarism. Incidents involving plagiarism continue to constitute the majority of academic misconduct cases, and is consistent with the trends in cases over the recent years.

Please note that records and information regarding student disciplinary proceedings are subject to the provisions of the Family Educational Rights and Privacy Act and supporting regulations (20 U.S.C. 1232g), and to Chapter 478-140 WAC. I hope this information is helpful. I will send updated reports at the conclusion of each academic term, and a full annual report will be published in September. If you have any questions, or require additional information, please contact me at 253-692-4901.

Appendix B

Student Conduct *Department of Student Engagement*

1900 Commerce Street – Box 358407 – Tacoma, WA 98402 (253) 692-4901

DATE: October 5, 2015

TO: Dr. Marcie Lazzari, Chair, Faculty Assembly

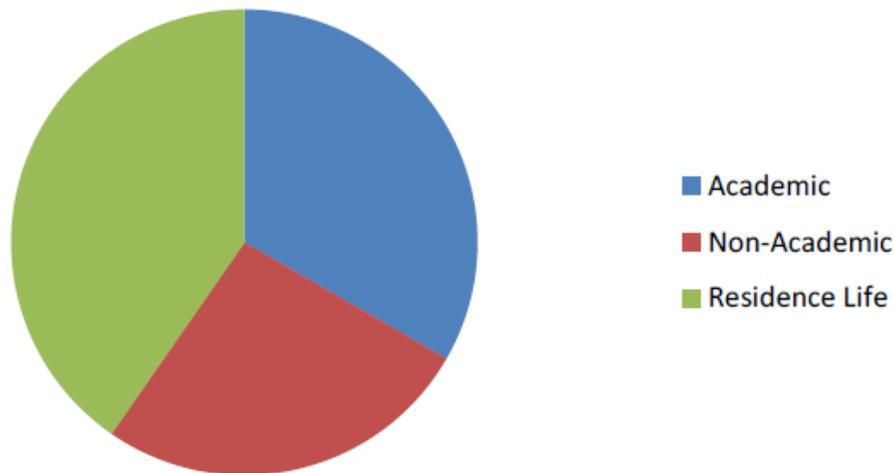
FROM: Ed Mirecki, Dean of Student Engagement

RE: 2014-2015 Academic Misconduct Cases

This memorandum is intended to provide the Faculty Assembly with an overview of the number and types of cases handled by the Office of Student Conduct during the 2014-2015 academic year. The number of cases outlined below includes all incidents reported between the Fall 2014 Quarter and the end of the Summer 2015 Term.

A total of 57 cases of misconduct were reported during the 2014-2015 academic year: 15 cases involved non-academic violations of the Student Conduct Code; 23 of these cases are from Residence Life in Court 17 Housing; and 19 cases involved allegations of academic related misconduct.

2014-15 Conduct Cases by Category



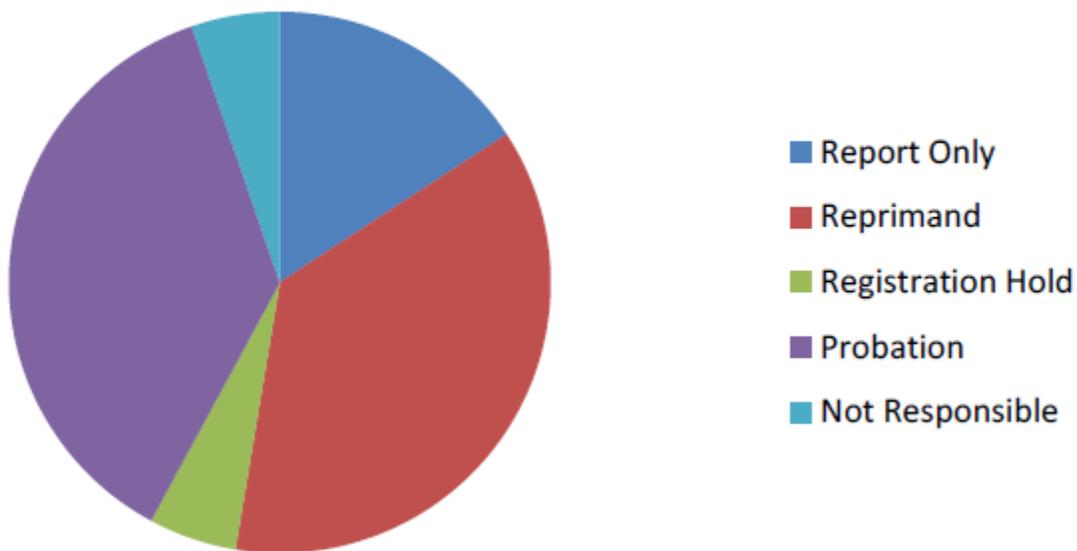
The number of cases decreased by 15% compared to the 2013-2014 academic year (57 cases compared to 67 cases in 2013-2014.) The number of both non-academic violations and Residence Life violations increased from the previous year. However, there was a significant decrease of 53% in academic related misconduct (19 cases compared to 41 in 2013-2014.)

Conduct cases are categorized as academic misconduct when a reported allegation is a violation of WAC 478-120-020(2) "Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. That responsibility includes but is not limited to: (2.a) Practicing high standards of academic and professional honesty and integrity."

A total of 3 of the cases involving academic misconduct were submitted as “Report Only” by the complainant. This is an option included on the incident report that the faculty member may choose if they believe that it is a low level offense, and they have confronted the situation on their own through a grade reduction or other action. This is a useful function, as a record is created to track any future incidents involving the student. All 3 reports involved plagiarism. The percentage of “Report Only” complaints continues to decline. In 2012-2013, “Report Only” incidents comprised 64% of academic cases, and 31% in 2013-2014. In 2014-2015 this percentage has decreased to 16%.

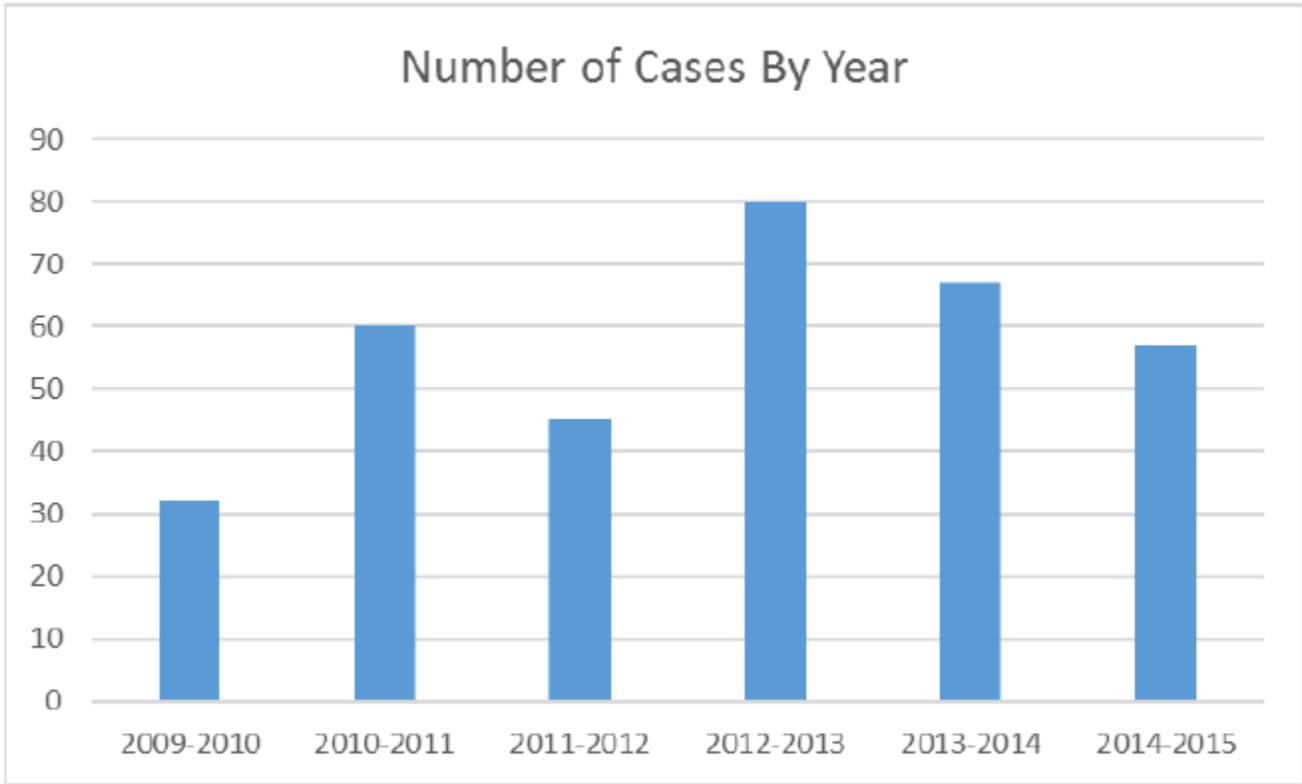
The remaining 16 cases of academic misconduct requested that further action be taken regarding the complaint. In these cases, the student was contacted for an informal hearing. A total of 11 cases involved plagiarism and 5 reports involved a student receiving unauthorized assistance, or cheating. In 14 of the cases, the students were found responsible for violating the Student Code of Conduct, and received a sanction of a reprimand, or probation. One student was found not responsible, and a hold was placed on the registration of the remaining student, as they are not currently enrolled.

Academic Cases by Outcome



Considering academic misconduct cases, 73% of academic conduct reports involved plagiarism. Incidents involving plagiarism continue to constitute the majority of academic misconduct cases, and is consistent with the trends in cases over the recent years.

Please note that records and information regarding student disciplinary proceedings are subject to the provisions of the Family Educational Rights and Privacy Act and supporting regulations (20 U.S.C. 1232g), and to Chapter 478-140 WAC. The total of 57 reports of student misconduct received during the 2014-2015 is a decrease from 67 total cases reported the previous academic year. The total of 57 reports is equal to the five-year average of 57 cases reported during an academic year.



I hope this information is helpful. If you have any questions, or require additional information, please contact me at 253-692-4901.

Appendix C formatting different, content identical from pdf*

Proposed W-Course Requirements

Created by Writing Advisory Committee (WAC) Fall 2015

*All this can be found at: <http://www.tacoma.uw.edu/uwp>

The purpose of the W course requirement at UW Tacoma is to provide students with critical writing experiences in their major that help them practice writing the genres of those fields, professions, and disciplines, and that meet to some degree the UWP's eight philosophical statements. For this reason, students are required to take at least one of the 2 required "W" courses approved by their major. All W courses ask students to:

- practice the writing of their chosen fields
- think critically about the expectations of language and communication
- understand and practice writing as processes of research, drafting, and revision
- engage in and use feedback and response practices among peers and the teacher as an integral part of the writing and revising process

W courses work from the philosophy that written communication, which includes multimodal and multimedia compositions, has different expectations in every field, discipline, and profession; however, there may be larger dimensions that cross multiple fields and audiences, although they too will be practiced in different ways (e.g. the treatment and documentation of research and sources; the use of evidence and what counts as such, reflection, and concision).

Common Curricular Elements

These guidelines are currently under review and are contingent upon faculty and administrative approval.

There are several **guidelines** that all W courses must follow in order to be considered a W course and be recorded as such:

- The course can enroll no more than 24 students since writing is labor intensive
- Every student needs at least 10 units of W courses.
- 50% of the total course work must be discipline specific writing (referred to as DSW), which does not include daily quick writes, free-writes, journaling, or written exams
- Opportunities to receive formal feedback on most of the DSW should be designed into the course
- Students should be required to revise a significant number of the DSW (preferably the writing that has been given feedback) and these revision drafts should be designed into the course
- Some class time should be spent building writing practices that are discipline specific and critical, and that help them do the DSW of the course
- Occasional, low-stakes, writing-to-learn activities should be incorporated into the course, for instance, freewriting, journaling, and reflection activities
- The course should expect and help students use the library as a resource for their writing

Required Kinds of Writing for "W" Courses. For clarification, the requirements above for any W course delineates two kinds of writing that any W course must ask students to practice.

Discipline-Specific Writing (DSW.) This consists of any of the native genres of the discipline, field, or professions that the course covers. These genres of writing might be the typical research paper, reports, business memos, proposals, poems, essays, briefs, web-based documents, lab reports, or other kinds of documents with very particular expectations and structures that are generally determined by the discipline and its readers. Several disciplines may have the same genre

of writing, say the research paper, but each discipline likely has vary particular ideas about what goes in it, how to structure it, documenting sources, and the kinds of discussions that are expected.

Keep in mind that in one W course a particular genre of writing might be DSW but when used in another, it's likely a writing-to-learn activity. For example, in a creative writing course, writing poetry is the genre of one of the fields it covers, so poetry is DSW, but in a business or math course that asks students to write poetry the activity is not DWS.

Likely, students are learning something else about the course topic, and not learning a native genre practiced in the field (they are writing poetry to learn about business or math). Both of these kinds of writing are important to the W course. Together, they make a course writing intensive and in the disciplines, both of which provide multiple ways to engage in critical language activities that are important to the philosophy of the UWP.

Writing-to-Learn Activities . These writing activities can be used in any discipline or course. Their purposes are mainly to engage students in particular kinds of learning, questioning, and thinking. Through the writing, the student learns something, but the writing itself is usually not graded on errors, grammar, and the like because those formal issues of writing are not the purpose of the writing activity. For instance, these activities might be journaling, guided notetaking, freewriting, reflection activities, peer feedback activities, etc.

Current IAS Policy for W-Course Designation

The IAS program is committed to encouraging the development of writing skills, including formal W courses, as well as other types and levels of writing across the curriculum. To ensure that students include classes that have more intensive levels of writing, they must complete one designated as C (composition) and two courses designated as W (writing) to complete their bachelor's degree.

IAS will ensure that a significant number of W courses are available for students.

W courses must include the following:

1. Out-of-class writing assignments in an appropriate discipline-specific genre that account for 30% or more of the final grade and that include either
 - a. Two short (35 pages each) papers, OR
 - b. One longer paper with appropriate scaffolding, such as peer review.
2. A revision process is encouraged for one of the out-of-class writing assignments.
3. Feedback on writing for out-of-class papers (no more than 23 areas for improvement has been shown to be most effective for improving student skills).
4. Some class time spent on building writing skills needed for success in projects.
5. Occasional, brief, in-class, ungraded writing as part of routine teaching to encourage critical thinking, fluency, and increased retention of subject matter.

Asao B. Inoue, Director of University Writing Program