



Faculty Assembly Executive Council (EC) Meeting Minutes

October 21, 2016 1:00-3:00pm CP 206C

Present: Jutta Heller; Mark Pendras; Marcie Lazzari; Ellen Moore; Matt Kelley; Lauren Montgomery; Melissa Lavitt; Greg Rose; Ji-Hyun Ahn; Ka Yee Yeung-Rhee; Nicole Blair; Jeff Cohen; Marion Eberly; Michelle Garner; Katie Haerling; Jennifer Harris; Sushil Oswal. **Excused:** Julia Aguirre; Marian Harris; Charles Costerella; Vanessa de Veritch Woodside; Jim Gawel, Mark Pagano. **Guests:** Brian McAlister as substitute for Julia Aguirre; Margo Bergman as substitute for Marian Harris.

1) Consent Agenda

The October 5, 2016 Executive Council meeting minutes were approved. There were not any changes proposed to the agenda. The agenda was approved.

2) EVCAA Report

- a) **CORE:** In winter 2017 there will be a pilot of a 1st year seminar experience attached to three CORE classes. Research shows that institutions should target their efforts toward first time in college students within their first year. The UEAC will be charged to improve CORE instruction and assess the curriculum. It has been proposed that this group will become a standing committee of the Faculty Assembly. This needs to be discussed in EC, officially proposed, and voted on by faculty. Efforts are underway to establish a group of CORE faculty as well.
- b) **Equity Audit on Merit Increase:** The EVCAA has requested data from Seattle about the most recent round of faculty merit increases at UW Tacoma. The goal is to assess if there are systematic differences in merit increases by rank, gender, or underrepresented minority status within each academic unit. There has been resistance to release this identifying data, though, Ricky Hall, the Chief Diversity Officer in Seattle, is supportive of this audit. EVCAA asked if the faculty at UW Tacoma would formally endorse this audit, which could aid in the data being released. UW Tacoma Academic Human Resources does not have identifying faculty data. An EC member suggested doing a local survey of faculty in each unit which would give faculty an opportunity to opt out (other institutions do this for information about disability.) Though this would be a good back-up plan, doing a local survey would take time and man power to conduct, whereas, the data is already collected in Seattle. EVCAA called for a change in the way the institution treats data when there are calls for accountability and transparency so that the policy of confidentiality won't be interpreted so rigidly. Other institutions are not as rigid in the interpretation of their policies toward identifying data and allow those in Academic Affairs leadership roles to view said data if they promise not to publish it. This audit would be to shed light on inconsistencies and not used as a reason for a final decision. EVCAA will send EC something in writing asking for their support of this equity audit.
- c) **Faculty Workload:** EVCAA is working with Deans and Directors around establishing policies for faculty workload that would not only specify the number of courses but also establish what can be considered equivalences to teaching courses. Establishing these workload policies can be a safeguard against bias. This is challenging because there is not yet a campus-wide statement on workload. Differential workload across the three UW campuses has also been brought up as an item that needs looking into. In the past, this was only viewed as a unit level decision, but it needs to be a shared governance conversation because it involves resources. A workload policy needs to address all ranks of faculty, including lecturers. In IAS at UW Bothell their course load used to be 6, but they increased their class size to reduce their course load. The IAS dean at UW Bothell could be a good contact for this discussion. Of the three UW campuses, UW Tacoma is the access campus. As such, one could argue for a reduced teaching load so that the faculty can have more time with the students. This also ties into revising Promotion & Tenure documents as to what counts for teaching evidence; evidence of what an access mission looks like. In the past, *teaching more* was the way faculty were encouraged to fulfill the access mission. There has been a sense of reluctance to share what the unit workload policies are, but transparency is needed. There is awareness that this mentality comes from a lack of trust in higher level administration and because people who have invested in programs don't want to lose what they've built. This needs to be an incremental change to accommodate that mentality.

- d) **Budget:** Provost Baldasty has requested a sense of expenditures for the coming biennium from UW Tacoma by November 18th. This is meant to be a high-level, overall budget report and will include the following: estimated enrollment, estimated expenditures based on existing expenses, 1% of the budget for envisioned Strategic Plan spending, and ongoing merit increases. In regards to the Strategic Plan spending, the reallocation conversation needs to happen with faculty and units. It will be a mix of permanent cuts (most likely in staff reduction; need guidance for shared principles for this) and one time monies. Larger units may be more able to afford this reallocation than smaller units. EVCAA wants to honor commitments made to more transparent budgeting processes and asks for help from EC in how to approach units about these reallocations. EC will have a conversation around the Strategic Plan funding mechanism at their November 2nd meeting (due to time constraints, they were not able to discuss it at the October 21st meeting.)
- e) **E-Text Option:** UW Tacoma is looking into making more online books available for students and only charging a one-time fee instead of for the e-texts. Faculty and students could always opt out of this. At institutions where this has been done well, it has been a very positive thing and cost-saving for students. Academic Affairs has met with the UW and UW Tacoma bookstores. The next step is to ask EC for advice on implementing this.

3) Student Conduct Report *Appendix A*

Presentation/ Discussion: Ed Mirecki, Dean of Student Engagement and Campus Conduct Officer, presented the 2015-2016 Student Conduct Report to the Executive Council (The report had been previously circulated to EC members):

- In 2015-2016 there were 43 cases of academic misconduct with 17 of those being “report only” - when a faculty member addresses the situation directly and only reports it so that a record is kept
 - The “report only” does not go on a student’s record
 - A student must be found guilty of a conduct violation for it to appear on their record
- Plagiarism is the number one student conduct violation
 - UW Tacoma’s misconduct cases are consistent with the other two campuses
- He also announced that:
 - The Student Conduct Code has been revised to include student accessible language about plagiarism
 - There is a proposal to combine the University Disciplinary committee with the Faculty Appeal Board to have one tri-campus board and one less step in the conduct process (more information will be coming out about this)
 - UW has changed plagiarism-checking software from *Turn It In* to *Vericite*
 - UW is once again embarking on a re-visioning of the Student Conduct Code to align work being done around Title IX and sexual misconduct with the processes for all misconduct
- An EC member inquired about the process that a student goes through if they’ve been reported to have plagiarized, especially since some students may not understand culturally what plagiarism is and why it is wrong
 - The process is meant to be educational so that students can learn from their mistakes
 - The warning, probation, and the whole process is very structured and educational
 - It is very rare to have repeat offenders and it is made clear to the student that the University wants them to be successful
- The Teaching and Learning Center’s Jeff Fitzgerald is working in connection to provide education and resources for students to prevent plagiarism
- Another EC member asked if the report contained any data about Student of Concern
 - Though it does not, Ed will work to generate a report about Student of Concern data to share with faculty
- The Student of Concern process is different from academic misconduct cases
 - It is a team of people to triage behavioral situations and coordinate responses from the appropriate people on campus
 - They are working on revising the process and clarifying that it is not meant to replace any other processes, but is meant to be one point of contact and that the team will engage the right people from there
 - It is meant to be a holistic approach and a safety net so that if someone isn’t sure what is going on, but notices that a student needs help, they can contact Student of Concern

- Student of Concern cases can turn into misconduct cases if appropriate
- An EC member asked if there is a Faculty or Staff of Concern process
 - Though there is not, the up-coming bias-incident reporting tool can be used by faculty, staff, or students
 - Additionally, UW Human Resources works with SafeCampus as a place that faculty or staff can contact if they notice a colleague needing assistance with any sort of life crisis
- Always in a moment of emergency, the police and Campus Safety should be contacted

4) Open Public Meetings Act Training

EC was led in review of the Open Public Meetings Act training slides by the Faculty Assembly Administrative Coordinator, Ruth Ward. Those present for the training documented that they were trained in compliance with the act. To view the slides: <http://www.atg.wa.gov/open-government-training> - Lesson 3 - video or slides.

5) Chair's Report and Discussion Items

a) Standing Committee Charges 2016-2017

Presentation/Discussion: The Standing Committees of the Executive Council each have a standing charge that is in the Faculty Assembly Bylaws. In addition, as a combined effort of EC and each standing committee, tasks and points of interest are identified for each academic year's charge items.

Margo Bergman, Faculty Affairs Committee member, presented on behalf of Marian Harris, Faculty Affairs Committee (FAC) chair. FAC would like to continue their work around childcare needs:

- by inquiring with each academic unit about their children-in-class policy and their breastfeeding/lactation policy so that these policies can either be developed or made more prominent/accessible to students, faculty, and staff
- Additionally, in 2015-2016 FAC learned about a program at UW Tacoma in which student parents can apply for childcare vouchers to use at qualifying childcare centers. FAC would like to investigate how to increase the amount of vouchers available to students who are parents
- They would also like to look in to writing a policy for UW Tacoma faculty and staff that makes Family Leave more equitable. Currently, the Family Leave policy gives more leave to biological mothers than to adoptive parents, etc.
 - An EC member contributed that there had been an experimental "Bonding Leave" done at UW several years ago, but hasn't heard about it since
 - Another member brought up that the tenure-clock-stop should be a standardized to stop automatically if a faculty member goes on leave. The current policy is that a faculty member has to ask permission for their tenure-clock to stop when they're on leave

FAC will also do work around race and equity:

- First, they would like to assess what efforts are underway within the academic units
- FAC also wants to assist in making searching and hiring practices equitable as well
- Lastly, they want to assist in efforts to implement a campus climate survey, whether it is something like the COACHE survey or another survey that is more tailored to UW Tacoma
 - EC members brought up that there is a UW "Diversity Blueprint" that includes conducting a climate survey and that perhaps FAC should attempt to learn more about this
 - Senators from UW Tacoma may be able to relay some information about this since it will be discussed at the Senate meeting

Jeff Cohen, APCC chair, presented APCC's charge items:

- Due to the Diversity Course Designation policy, APCC must conduct a third year review of a random sampling of diversity courses. They will request the course's most recent syllabus and student evaluations to gauge if the course is being taught in line with the original Diversity Designation proposal
 - In regards to the Diversity Course Designation review, EC members had the following questions and ideas:
 - would be more useful to look at the course evaluations across all the times it was taught?
 - Also look at peer teaching evaluations
 - Gather feedback from faculty member
 - Within the Diversity Course Designation policy it states that the courses evaluations for Diversity courses should have specific diversity questions, but it does not seem that this part of the policy was put into practice. Anthony Falit-Baiamonte, APCC member and one of the faculty members who

helped to write the Diversity Designation Policy, is working with Sharon Parker, Vice Chancellor for Equity and Inclusion, to see how this part of the policy can be implemented

- APCC will be reviewing the Planning Notice of Intent purpose and process in order to make it more standardized and a meaningful part of the new program proposal process
- As secondary items that are on APCC's radar and that they plan to have at least preliminary conversations about:
 - Areas of Knowledge revision
 - How the Residency Requirement policy relates to students today
 - Course level definitions (like the work that SIAS did to define their course levels)
- Jeff also announced that the new UW Curriculum Management system in which the previous curriculum paper application processes are being digitized, is now being rolled out with full implementation planned for Fall 2017
 - Jeff is on the tri-campus oversight committee for UW Curriculum Management

EC members agreed that FAC and APCC are off to a great start. Though Lecturer Affairs Committee had submitted a list of their charge items, Faculty Affairs Committee has not yet had a chance to review these. Therefore, EC will wait to discuss their charge items. APT Committee has not been able to meet, so EC will also wait to discuss their charge items. The FA Admin. will ask FAC and APCC for a write up of these charge items to post with their standing charges on their webpages.

b) Discussion of Specific Race & Equity Actions

Discussion: In combination with FAC's efforts, EC members were asked if there were other actions that they would like to take.

- FAC will gather information from the units and then share it with EC
 - Mark Pendras, EC chair, will send Margo and Marian guiding language/questions that he had been drafting for this purpose. FAC members will give their units a deadline to respond by
 - The mechanisms for how EC reps report to their units and also represent their units on EC was brought up as needing discussion at a future EC meeting
- There is continued need for facilitated conversations on campus about race and equity
- EC members asked how connected these efforts are to the Office of/Center for Equity and Inclusion
 - Faculty Assembly's efforts have not be directly coordinated with these offices
 - The Center for Equity and Inclusion is funded by student funds, therefore, they cannot financially support professional development or events for faculty
- EC members shared an idea to have race and equity be a standing item on their academic unit's faculty meeting agenda
 - In regards to having it be part of each unit faculty meeting agenda, when it's a report-out, people lose interest
 - Faculty need to find ways to generate conversations that people can engage in and contribute to.
- The Diversity Fellow's Statement from winter 2016 was brought up as having recommendations for race and equity efforts
 - They recommended a board to review bias-incidents
 - The up-coming bias-incident reporting system came out of the recommendation as a way to collect data and triage a restorative justice response
 - It will contain clear language about who to call if it is an emergency situation because the reporting system is not meant to be responding to an urgent situation
- EC members floated the idea of having a new standing committee for face and equity. This way it would be a rotating role to help share the responsibility of this work

c) Faculty Senate Report

Presentation/Discussion: There are two new Executive Orders: 1) To make changes to the Salary Policy

2) To clarify policies about faculty and student romantic relationships.

1) To make changes to the Salary Policy

- The UW Tacoma Senators were surprised that there was not more discussion about the Executive Order to make changes to the Salary Policy at the 10/20/16 Faculty Senate meeting
- This Executive Order is based upon the feedback from the past several years of people working on this policy

- As Executive Orders come from the President, there is no faculty vote on it, though faculty discussion and comments are encouraged during the comment period which ends on 11/28/16
 - EC chair, Mark Pendras, will circulate information on this and how to respond to it
 - Its basic components are increasing promotional raises from 7.5% to 12% to address compression and allowing greater flexibility for deans and directors to make within unit adjustments
 - Additionally, a salary audit within a unit can be asked for by any faculty member
 - EC members were generally upset that there had not been more communication and publicity about this Salary Policy Executive Order
- d) UW YMCA Collaborative Opportunities – Due to time constraints, this item was moved to the 11/2/16 meeting as a brief announcement
- e) Strategic Plan Funding Mechanism – Due to time constraints, this item was moved to the 11/2/16 meeting as a discussion item. Past FA chair, Marcie Lazzari, who currently serves as co-chair and Faculty Liaison of the Strategic Plan Coordinating Committee, invited EC members to email her questions that she could address with the Chancellor. FA Admin invited Chancellor Pagano to join this discussion on 11/2/16, but he is unable to attend due to other commitments. EC will still have this discussion and send questions and feedback to Chancellor Pagano.
- f) Announcement: Faculty Forum with Provost Baldasty – 10/26/16 2:15-3pm, BHS 104

6) Adjourn

Appendix A: 2015-2016 Student Conduct Report

DATE: October 14, 2016
 TO: Dr. Mark Pendras, Chair, Faculty Assembly
 FROM: Ed Mirecki, Dean of Student Engagement
 RE: 2015-2016 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 2015-2016 academic year.

A total of 81 cases of misconduct were reported during the 2015-2016 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 43 cases involved allegations of academic related misconduct.

The number of 2015-2016 academic related misconduct cases represents a significant increase compared to the 2014-2015 academic year (19 cases), but is similar to the 2013-2014 academic year (41 cases).

A total of 17 of the cases involving academic misconduct were submitted as “Report Only” by the complainant, representing 39% 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 2015-2016 academic misconduct cases, 79% 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. If you have any questions, or require additional information, please contact me at 253-692-4901.