



**Faculty Assembly Executive Council (EC) Meeting Minutes**

March 2, 2016 12:00-1:25pm CP 206C

**Present:** Lauren Montgomery; Ellen Moore; Jutta Heller; Mark Pendras; Gregory Rose; Marian Harris; Matt Kelley; Alissa Ackerman; Denise Drevdahl (via phone); Ka Yee Yeung-Rhee; Melissa Lavitt; Marcie Lazzari; Ji-Hyun Ahn; Juliet Cao; Chuck Costarell.

**Absent:** Mark Pagano; Julia Aguirre; Nita McKinley; Huatong Sun; Jim Gawel.

**1) Consent Agenda**

The February 19, 2016 Executive Council meeting minutes were accepted.

**2) EVCAA Report**

**Presentation:** EVCAA, Melissa Lavitt, reported.

Organizational and developmental needs in Academic Affairs:

- More informed and transparent decision making processes
  - Reliance on data; consistent and better use of data
    - There has been a lack of attention centrally in assessment/use of data, and instead a reliance on anecdotal evidence and strongly held belief
    - This is an example of what happens without regional accreditation
  - Institutional Research – rounding up of the various efforts across campus to make this more cohesive and accessible
- Faculty Development for teaching
  - Not central yet; efforts to bring people together who already work on this
- Next version of Academic Affairs:
  - Central spot for Graduate Education – there is need for a campus level position.
  - There will be an internal search for a new Associate Vice Chancellor of Research and Graduate Education; complimentary roles.
    - Search was originally going to be conducted in Fall 2016, but due to its implications toward teaching schedules, search will now be conducted in Spring 2016, with a small group of faculty
- Stronger campus support for high impact practices
  - Signature undergrad experience

**Discussion:**

- Last year, there was a search for a New Curriculum Coordinator, but that position was not filled. Currently, no one oversees campus-wide curriculum development.
  - There was ambiguity in the job description then, and now
  - There is a need for someone to oversee this work and provide institutional memory
  - Faculty members review the curriculum content and set policy
  - This position would administrate forms, flowcharts, etc., and be a liaison with Seattle’s Curriculum Office
- Office of International Programs: concerns for current 2016 summer trips having administrative support
  - The current interim director of OPI is leaving soon, before summer quarter
  - Is there a sense of what will happen, moving forward? Especially for summer study abroad programs/trips?
    - It’s an immediate concern because these trips need immediate and reliable administration support when they are abroad
    - If using Seattle’s administrative support for this, that needs to be communicated right away to Seattle and UWT, as UW Tacoma summer trip programs are late in process relative to Seattle’s timelines

### 3) Chair's Report and Discussion Items

#### a) **DL Policy Update** *Appendix A : DL Policy*

**Presentation/Discussion:** APCC Chair, Lauren Montgomery, reported.

Chair and vice chair of EC are bringing the recommendation for iTech Fellows review (and its funding question) to the Chancellor. EC was encouraged to consider voting on the core part of the policy (not including the pending review recommendation.) EC asked if the policy needed to be taken back to the units first for further feedback. Some agreed that taking it back to the units again would cause confusion and bog down the process. EC members continued to clarify and review the policy. They agreed that the rationale of this new DL policy was reasonable.

**Vote:** Mark Pendas moved to approve the DL Policy Recommendation. Alissa Ackerman seconded. Approved: 14 in favor; 0 no; 0 abstain; 4 voting members absent.

#### b) **Time Schedule Change: Outcomes** *Appendix B: Time Schedule Matrix Faculty Survey Report 2015*

**Discussion:** Chancellor Pagano had encouraged EC to discuss this with to focus of: what are the desired outcomes of changing the current Time Schedule Matrix?

EC reviewed the proposed solutions in the *Time Schedule Matrix Faculty Survey Report 2015* (see appendix B).

- Reinstating the 1 hour lunch break on Tuesday/Thursdays would solve a lot of issues
  - Make afternoons later; start afternoon classes at 1:30pm instead of 12:55pm.
- There was a report put out a few years ago by a group who reviewed classroom use data
  - Request to find this report and use it to compare current data to
- Resistance to another complete overhaul of the time schedule
  - Instead, implement smaller changes for improvement
  - Reconsideration of room use due to decreased growth
- There is a difference between issues around scheduling at the unit level (units and divisions all do things differently) and issues with the Time Schedule Matrix (campus-wide)
- It would be good to increase flexibility
  - Offer Friday all-day classes; someone would have to take a closer look at the matrix

#### c) **Revised Bylaws Change for Faculty Affairs Committee**

Due to time constraints, this agenda item will be moved to the top of the 3.18.16 EC meeting agenda.

### 4) **Adjourn**

## Appendix A

### Distance Learning Policy Recommendations for UW Tacoma Executive Council APCC - 1/25/16

*Policy for DL course designations:*

**Campus Course** - Courses where up to 39% of scheduled in-person class time may be replaced with online learning tools and content. (Synchronous online content counts as campus time.)

**Hybrid Course** - Courses where between 40-99% of scheduled in-person class time is replaced with asynchronous online learning tools. Also, there must be at least one in-person class meeting. In other words, synchronous online time cannot entirely substitute for in-person class time.

**Distance Learning Course** - Courses where in-person interaction between students and professors is entirely replaced with online learning tools and content, that *do not* require a synchronous online presence of all students.

*Rationale:* This policy takes into consideration the problems that the DL course designation pose for international students and veterans, by restricting the number of courses given that label to those with 100% online content. It also creates a second designation, "Hybrid", to indicate courses with substantial but not total, online content (40-99%). This policy is also more precise than previous ones, and excludes flipped courses, service learning courses, field courses and study abroad courses from the DL or Hybrid categories. The idea here is to reduce confusion amid the many types of courses that depart from the traditional classroom format, and clarify the nature of those in the "Distance Learning" and the proposed new "Hybrid" designations. It is also intended to be very clear to students that DL - means all online, and H means something more than 40% online and some campus time.

#### *Further Recommendations*

- 1) That the Time Schedule have (as it does for online courses) a designation for Hybrid courses, as defined above, and **that all H courses include details of the time required to be on campus in the comments section of the Time Schedule.**
- 2) That teaching of DL or Hybrid courses be either voluntary on the part of the faculty, or included in the written expectations or possibilities of the position at hiring.

## Appendix B

Please contact Faculty Assembly Administrative Coordinator for a copy of the 2015 Time Schedule Matrix Faculty Survey report. Formatting issues have prevented the document from being placed in the body of these minutes.

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