

Faculty Council Meeting

April 9, 2024 — 9:00–10:00 am

TPS 110 or Zoom: <https://washington.zoom.us/j/97171736586>

MINUTES

Faculty Council Member	Capacity	Present (P), Absent (A), or Recusal (X) ¹
Ben Meiches	Faculty Council Chair	P
LeAnne Laux-Bachand	Vice Chair	P
Cassie Miura	CAC Representative	P
Jane Compson	PPPA Representative	P
Haley Skipper	SAM Representative	P
Amanda Sesko	SBHS Representative	P
Emily Ignacio	SHS Representative	A
Scott Rayermann	Lecturer at Large (SAM)	A
Anna Groat Carmona	Dean's Diversity Advisory Council representative (SAM)	P
Ex-Officio Members	Capacity	(P), (A), or (X)
Natalie Eschenbaum	Dean	P
Hyoung Suk Lee	Chair, Committee of Chairs	P
Kathleen Pike Jones	Assistant to the Dean	P
Non-Member Participant	Capacity	(P), (A), or (X)
Jessica Asplund	Director of Academic and Finance Operations	P
Jeremy Davis	Associate Dean of Programs & Operations	P
Stephen Ross	Associate Dean of Faculty Development & Student Support	P
Vanessa de Veritch Woodside	Associate Dean of Equity & Inclusion	A

AGENDA

1. Introductions, Ground Rules, Land Acknowledgment, Agenda (2 min)
2. Consent Agenda: Minutes (1 min)
3. Teaching Modalities (20 min)
4. Compression and Equity (20 min)
5. Transition Update (5 min)
6. Updates/For the Good of the Order (2 min)
7. Adjournment

1. Introductions, Ground Rules, Land Acknowledgment

- a. Faculty Council Chair Ben Meiches called the meeting to order and the council took a moment to reflect on the SIAS Land Acknowledgment and Ground Rules before beginning the business of the meeting.

2. Consent Agenda

- a. No objections to the agenda.
- b. No objections to the minutes of the April 2, 2024 meeting.

3. Teaching Modalities

- a. Last week's discussion concluded on five components of a policy:
 1. The need for major-based curricular decisions and planning.
 2. Establishing a threshold/ceiling for the number of classes any major can put online.
 3. Ensuring that every major has fully in-person curricular pathways available to their students since this are all in-person degrees.
 4. Balancing in-person teaching needs with documented exceptions and/or faculty autonomy.
 5. Clarification on hybrid course status.
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- a. Hybrid classes satisfy in-person teaching requirements for international, veteran, and other students predicated on funding.
- b. The registrar should be able to provide a “global” overview of shift/increase in student demand for virtual synchronous and asynchronous courses.
- c. Student demand is probably not captured by intra-divisional data.
- b. Vanessa suggests that we add a sixth item to the list for faculty to define programs that could be hybrid or online.
- c. Ben spoke with Darcy Janzen who clarified that hybrid courses meet the needs of veteran and international students; Darcy also said that there is a campus-wide trend that mirrors our experiments; some students may be searching for entirely online courses, which might drive away students; but First Gen students seem to prefer in-person courses; according to Darcy asynchronous is not as popular as previously thought, with students responding better to synchronous courses.
- ~~d. We could put hybrid courses with either in-person or online courses.~~
- e. Natalie can ask the curriculum barriers group for additional data.
- f. Haley shared the math working group document, which has been reviewed by Darcy and Chris Lott; we could use this as a template.
- g. Jeremy shared his data about modalities, which Steve cautions us about it as it’s not statistically significant, but more information than we had before; more URM in online courses, youngest students in SAM, First Gen lowest in online courses; it’s interesting data to explore.
- h. We could create a relatively simple policy, but it wouldn’t take effect until AY 25–26 since next year’s courses have already been planned; then it would become a departmental or major level–specific policy.

4. Compression and Equity

- a. Short-term plan:
 - 1. The “likelihood is very good that we will get a 2 + 1 percent merit raise . . . the 1 percent will be up to units to determine regarding distribution.” (Dean Eschenbaum)
 - 2. Do we want to use the Compression and Equity Taskforce formula or a modification of it?
 - 3. What would be our baseline?
 - 4. What data can we get about existing salaries?
 - 5. Should we anonymize the data?
- b. Discussion:
 - 1. We should use the formula that was created by the taskforce.
 - 2. What will be the priorities with such a limited amount of money to work with (approximately \$150,000)?
 - 3. We should use the model and look for egregious problems; we don’t have demographic data tied to salaries.
 - 4. Should we look at most egregious overall or by rank?
 - 5. We can establish a baseline based on the hiring salary for the past 2–3 years; plot and compare the data.
 - 6. Jessica can run a report from Workday, but it only has info since 2017.
 - 7. We can create a form for faculty to fill out to give us data on when they were hired and promoted.
 - 8. It would make sense for the campus as a whole to address compression.
- c. Long-term plan:
 - 1. Additional factors to consider:
 - a. Field-based differences/trends
 - b. Social-location differences/trends
 - c. Geography/institutional comparisons

2. Need for institutional mechanism to continue investigating this issue:
 - a. Narrow Taskforce request
 - b. Faculty Council revisiting this issue
- d. Discussion:
 1. Ben will follow-up with Sarah Davies Breen about demographic data.
 2. CUPA has field-based data broken into disciplinary fields.

5. Transition Update

- a. Natalie, Ben, and LeAnne met with EVCAA Harris and Chancellor Lange on 3/26 to discuss the RCEP status including:
 1. Organizational challenges faced by the Social Sciences unit; and
 2. Requests to change individual placement from that in the Dean's memo will go through Faculty Council.
- b. Two additional addendums have been created to the original documents:
 1. Summary of faculty process and the 83 opportunities for feedback faculty have had in the past year; and
 2. Resourcing and budgeting specifications.
- c. Chancellor Lange informed us of her intention to submit the RCEP to the provost on 4/5.
- d. There will be a meeting on 4/29 with the Senate Committee on Planning and Budgeting.
- e. Faculty Council will provide updates at the Faculty Meeting on Friday.

6. Updates/For the Good of the Order

- a. No updates were shared.

7. Adjournment

- a. The meeting was adjourned at 9:55 am.