

Faculty Council Meeting

May 21, 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
Cynthia Howson	SHS Representative	P
Scott Rayermann	Lecturer at Large (SAM)	P
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	A
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	P

AGENDA

1. Introductions, Ground Rules, Land Acknowledgment, Agenda (2 min)
2. Consent Agenda: Minutes
3. World Language Taskforce Report (25 min)
4. Subcommittee on Faculty Promotion and Reappointment Meeting Guidelines (15 min)
5. Proposed 5/31/24 Faculty Meeting Agenda (10 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. One amendment to the minutes of the May 14, 2024 meeting; Scott Rayermann did not compile any data, but he is currently collecting data; all in favor of accepting the minutes as amended.

3. World Language Taskforce Report

- a. Taskforce members: Loly Alcaide Ramirez (CAC), Vanessa de Veritch Woodside (CAC), Augie Machine (CAC), Jennifer Myers Baran (CAC), and Emily Noelle Sanchez Ignacio (SHS).
 - b. Recommendation:
 1. Given the important historical role World Language study has played in our curriculum, its foundational connection to the vision, mission, values and learning outcomes of SIAS and the university, its inclusion in the curricula of peer institutions, and, most
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importantly, its importance to the future career prospects of our students and their development toward cultural competency, **the taskforce recommends that SIAS institute a graduation requirement to go into effect Autumn 2025 as follows:**

- a. Add the category World Language (WL) to the general education requirements**
 - b. Set the requirement for this category as “through the second quarter of first-year sequence.”**
 2. Students may satisfy the requirement through:
 - a. Previous coursework at the high school or college level;
 - b. Testing out of it through placement or proficiency exam;
 - c. Exemption as native speakers of a non-English language; and/or
 - d. Coursework at UWT.
 3. Adding this category to the general education requirements would ensure that all students in SIAS have at least the same minimum WL exposure upon graduation.
 4. There will be no effective difference from past students’ experience because of UWT’s similar treatment of the WL CADR.
- c. Why a WL Requirement and Why Now?
 1. As a result of the recent changes related to CADRs, there now exists a disparity in terms of requirements for students’ degree completion:
 - a. Transfer students with over 40 credits admitted after Fall 2022: **DO NOT** need to make up CADR deficiencies
 - b. Transfer students with 40 or fewer credits admitted at any time: **DO** need to make up deficiencies
 - c. Transfer students admitted before Fall 2022: **DO** need to make up deficiencies
 - d. First-time-in-college students admitted at any time: **DO** need to make up deficiencies
 - e. UWT is likely to eliminate the WL CADR for all students.
 2. Inherent Alignment with Mission, Vision, and Values of UWT/SIAS.
 3. Role in Shaping Linguistically and Culturally Competent Graduates Who Are Competitive in the Labor Market
 - a. Growing Need for a Multilingual Workforce
 - b. Associated Cognitive Benefits of Language Learning: Problem-solving, Decision-making, Multi-tasking, Info-processing
 - c. Associated Development of Cultural Competencies, Cultural Humility, and Empathy
 4. An English-only curriculum reproduces ethnocentric ways of knowledge that deny the value of other cultures and expressions of cultural identities and conveys a devaluing of our diverse students’ identities, languages, and cultural backgrounds.
- d. Peer Institutions:
 1. Of our 26 peer institutions, 58 percent had a WL admission requirement or a graduation requirement in place:
 - a. 4 universities with a WL admission requirement (2 years of WL in high school)
 - b. 13 with a WL graduation requirement for either specific colleges and schools (e.g., College of Arts and Sciences), for all Bachelor of Arts degrees, or for specific majors
 - c. 3 universities with a WL graduation requirement in specific colleges (for both BA and BS degrees)
 - d. 9 universities with a WL graduation requirement for all BAs
 - e. 1 university with a WL graduation requirement only for specific majors
 2. Of these:
 - a. Most incorporated WL as part of General Education requirements

- b. Required credits varied (e.g., 4 universities require 2 full years at the college level = 4 semesters / 6 quarters)
 - c. The majority require 1 full year of WL at the college level = 2 semesters/3 quarters or 3 years in high school
 - d. UW Seattle College of Arts and Sciences and College of Social Work require through the third quarter of the first-year sequence
- e. Expected Impact on Students:
1. A two-quarter WL graduation requirement would essentially maintain the status quo.
 2. Minimal adverse impacts on students and their progress to degree
 - a. Spring 2024: 33 of 950 students were flagged upon admission as needing to complete the WL CADR
 - b. Fulfillment of the “deficient” requirement is not tracked; it’s possible that some of those 33 have taken WL since admission or potentially took WL in high school but, if transfer students, might not have provided high school transcripts
 - c. See Appendix for unique number of affected students by unit and quarter since Autumn 2018
 2. The top five high schools from which incoming students, campus-wide, flagged upon admission with a “language deficiency” come are:
 - a. Bethel
 - b. Kentridge
 - c. Lincoln Senior
 - d. Todd Beamer
 - e. Mountainview
 3. This is also the case for the five community colleges that are most represented among transfer students, campus-wide, flagged with a “language deficiency” upon admission:
 - a. Tacoma Community College
 - b. Pierce College
 - c. Highline
 - d. South Puget Sound Community College
 - e. Green River College
 4. UWT IR data from 2019–2024 demonstrate that the World Language CADR does not adversely affect retention.
 - a. The quarter-to-quarter retention rate is significantly higher (84.96 percent) for students who came in flagged as “language deficient” than the average quarter-to-quarter retention rate for all students.
 - b. No reason to expect that a similar effect would not be found as a World Language graduation requirement rather than CADR.
 5. There is no evidence that there hasn’t been capacity (seats) in TSPAN and/or TCHIN courses for all students who need to take WL courses.
- f. Next Steps:
1. Bring this to the full SIAS faculty for a vote (May 31?).
 2. APCC Chair indicated the potential for batch approvals of the addition of a WL graduation requirement for all majors.
 3. Taskforce could provide a template with crafted language for each major coordinator to add to Quali and/or taskforce chair could potentially enter changes into Quali on behalf of individual majors.
 4. Proposed changes to ICC and APCC in Autumn 2024 in anticipation of Autumn 2025 rollout.
 5. Be explicit about the WL requirement online and in communications with partner institutions (e.g., local high schools and community colleges) to ensure appropriate advising for potential students as soon as possible.

6. Publish on [SIAS Graduation Requirements page](#) under “General Education requirements” rather than “Admission requirements.”
 7. Adapt UW(S) Undergraduate Advising’s recommendations and info for various scenarios on their [Foreign Language page](#) for UWT.
- g. Discussion:
1. UWT students have taken 250 seats in World Languages at UW Seattle over the past three years.
 2. This is Class B legislation, but we want to bring it to the full faculty.
 3. The abolishment of the CADR’s has a big affect on the faculty that teach these courses.
 4. Korean, Biblical Hebrew, ASL, and Native Hawaiian have seen growth in recent years.
 5. We need to watch out that this isn’t a slippery slope where we create new requirements because of declining enrollment in certain majors.
 6. The Common App has applicants list language information, e.g., language spoken at home.
 7. Shouldn’t this be a UWT requirement? We would love to expand this to the whole campus; will we lose students to other UWT Schools if we have this requirement and they don’t?
 8. This is so important in a globalized world.
 9. This was discussed at the last APCC meeting; IAS should have it for a graduation requirement, but it’s not supported for the professional programs; there isn’t room in their curriculum for it.
 10. General education requirements on our campus are a mess; there are issues with the professional programs about writing requirements.
 11. This would be general education requirement for IAS; makes more sense as a general education requirement instead of a major requirement.
 12. All of this data is anecdotal; we need more object evidence.
 13. We’ve tried to get more data from admissions; this is not as concrete as we’d like, but it’s more objective than we’ve had so far.

4. Subcommittee on Faculty Promotion and Reappointment Meeting Guidelines

- a. Did both Zoom and in-person listening sessions.
- b. Sending out a survey soon with lots of questions that faculty need to weigh in on; faculty can skip questions if they need/want to; we want to get everyone on the same page.
- c. Questions about time keeping, if written statements should be allowed, if voting should open up right away after the discussion or if we should wait 3 days, etc.
- d. We need to take into consideration what is allowed by Faculty Code.
- e. Discussion needs to be based on the candidate’s record; personality traits aren’t part of the record.
- f. The survey is long, might get a higher completion rate if it were shorter.
- g. There are guidelines for preventing bias, but most haven’t been trained in that area; need consultation with DAC.
- h. This would be Class A legislation and would need the vote of the faculty; this is faculty purview and we need some guidelines before the personnel discussions in Autumn.
- i. Talk about this at the Faculty Meeting (5/31) and potentially have it on the schedule for the retreat in September.

5. Proposed 5/31/24 Faculty Meeting Agenda

- 12:30 Introductions, Land Acknowledgment, Ground Rules, Safety Briefing
- 12:35 Consent Agenda: 4/12/24 Faculty Meeting Minutes
- 12:40 World Languages Taskforce Report

- 1:10 Faculty Promotion and Reappointment Meeting Guidelines
- 1:40 Writing
- 2:10 Minutes
- 2:20 Updates (will share updates on Compression and Equity and transition planning)

6. Updates/For the Good of the Order

a. Compression and Equity

1. How to address people who have switched appointments: full time lecturer -> teaching professor or teaching professor -> tenure track
2. Guidance on looking across multiple measures of compression because they tell slightly different stories/points of emphasis not just the 2 percent model.

7. Adjournment

- a. The meeting was adjourned at 10:04 am.