

SIAS Faculty Meeting
April 12, 2024, 12:30–2:30 pm
Milgard Assembly Room, William Philip Hall

Attendance: See page 5

Agenda

1. Introduction, Ground Rules, Land Acknowledgment, and Safety Briefing
 2. Consent Agenda: Proposed Minutes from the March 1, 2024 Faculty Meeting
 3. RCEP Proposal Updates
 4. Curriculum, Pedagogy, Modalities Discussion
 5. Updates
 6. Adjourn
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Votes/Action Summary

1. There were no objections to the minutes of the March 1, 2024 meeting; the minutes were accepted by unanimous consent.
 2. Cheryl Greengrove moves that “The faculty should remove any and all restrictions on Faculty Council so that it can develop and recommend transition plans to the faculty”;
[Yes: 69; No: 1; Abstain: 0]
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1. Introductions, Ground Rules, Land Acknowledgment, and Safety Briefing.

- a. With a quorum present, Faculty Council Chair Ben Meiches called the meeting to order at 12:39 and the group took a moment to reflect on the SIAS Ground Rules, Land Acknowledgment, and Safety Briefing before beginning the business of the faculty meeting.

2. Consent Agenda: Approval of Minutes.

- a. There were no objections to the minutes of the March 1, 2024 meeting; the minutes were accepted by unanimous consent.

3. RCEP Proposal Updates.

- a. **Updates since 3/1:**
 1. 3/15: Dean Eschenbaum sent the RCEP proposal, with six appendixes, to the EVCAA and Chancellor embracing the “Hoover model.”
 2. 3/26: Chancellor, EVCAA, Dean, Faculty Council Chair, and Vice Chair met; Faculty Council leadership shared concerns about the Social Science Department’s organization, individual faculty placement, and need to further document consultation process.
 3. 4/5–4/12: Two additional appendixes produced: 1. Documenting faculty consultation process; and 2. Discussing resourcing of social sciences unit.
 4. 4/12: Chancellor and EVCAA are submitting RCEP proposal to the Provost today.
 5. 4/19: SIAS RCEP is on the agenda for the Senate Committee on Planning and Budgeting.
 6. SCPB deliberation concerns whether this is a *limited* or *full* RCEP.
 7. Provost initiates the RCEP (Note: Faculty Council and the Dean ask that the change take effect AY 25–26).

8. In lieu of the May 10th Faculty meeting, EVCAA Harris and Dean Eschenbaum are going to meet separately with each of the proposed departments to discuss their concerns and needs.
- b. Limited vs. Full RCEP**
1. Both processes defined in the Faculty Code 26-41 B & C.
 2. Generally limited is quicker with fewer steps.
 3. The criteria for a full RCEP:
 - a. The removal of tenured faculty or of untenured faculty before completion of their contract.
 - b. A significant change in the terms, conditions, or course of employment of faculty.
 - c. A significant change in the overall curriculum of a college, school, or campus, or of the University as a whole.
 - c. We don't know which process will be used—SCPB will advise the Provost on 4/29.
 - d. Last year, Secretary of the Faculty Mike Townsend indicated that it was likely full because it meets the standard of: b. A significant change in the terms, conditions, or course of employment of faculty.
 - e. However, the STEM school in Bothell was created using a limited RCEP and almost all RCEPs are limited.
- c. Limited RCEP Process Steps:**
1. Provost indicates this is a limited RCEP and the Chancellor may proceed assuming:
 - a. It results from a detailed discussion (we've theoretically done that already).
 - b. There is a detailed justification provided to the Provost and SCPB.
 - c. Measures are not implemented until the consultation of a period of 20 instructional days (IDS) during which time a majority of the faculty of the unit may, by vote, petition for a full RCEP if we feel it meets the criteria on the previous slide.
 2. If no petition, the RCEP is approved without further consideration.
- d. Full RCEP Process Steps:**
1. Provost indicates this is a full RCEP.
 2. Chancellor then notifies Secretary of the Faculty who, within 10 instruction days and after consulting with the Chair of the Faculty Senate, appoints an external faculty council (EFC). The EFC's responsibility "is to ensure that the recommendations of the elected faculty council and of the dean or chancellor are based on a process that was fair, impartial, and consistent in its use of appropriate criteria and materials" (FC 25-41 C.2.b; EFC and students also join our elected faculty council for the duration of the RCEP.
 3. Within 30 instructional days of the appointment of the EFC, the Chancellor announces intent to have an RCEP and submits a report along with an independent statement from the EFC to the Provost, chairs, Chair of the Faculty Senate, Secretary of the Faculty, and the faculty in the unit.
 4. Within 5 instructional days of the Chancellor's announcement, the Chair of the Faculty Senate appoints a review committee.
 5. Within 5 instructional days of the Chancellor's reports, the Secretary of the Faculty publishes them and the review committee in a Class C bulletin.
 6. Within 20 instructional days of the Chancellor's announcement, the review committee reviews the proposal including comments from the Chancellor, EGC, faculty, students, staff, other constituencies or the public and makes a written recommendation to the Provost.
 7. The Chancellor gets 10 instructional days to write a response to the review committee.

8. Within 15 instructional days of the comment period a recommendation in transmitted to the Chancellor by the Provost.
- e. Questions about the timeline, recommendation, or next steps?**
1. Cheryl Greengrove is on the SCPB; they see a lot of RCEP proposals and advise the Provost on whether it is limited or full to be sure that the university doesn't make changes willy-nilly or get rid of faculty; makes sure that there has been adequate involvement and discussion with the unit and that faculty have been involved, which SIAS can show without a doubt.
- f. RCEP Transition Planning:**
1. In either limited or full RCEP, we still have considerable transition planning to do with respect to internal governance practices.
 2. Faculty technically voted against all recommendations from Faculty Council at the December meeting so we need to consider opening up Faculty Council's capacity to propose transition plans for the School to the faculty.
 3. At the end of the March 1st faculty meeting we fell out of quorum before this could be resolved.
- g. Discussion:**
1. Faculty Council won't be able to create a transition plan in six weeks.
 2. We need to consider what kinds of committees, councils, taskforces, etc. are needed.
 3. We have the STEM school at UW Bothell to use as a model.
 4. Cheryl Greengrove moves that "The faculty should remove any and all restrictions on Faculty Council so that it can develop and recommend transition plans to the faculty"; **[Yes: 69; No: 1; Abstain: 0]**

4. Enrollment, Modalities, and Pedagogy.

- a. The structure question this year has gotten us away from discussions of the curriculum and our students.
- b. There are some changes and trends we should be aware of to thoughtfully make curricular and pedagogical decisions; these include a decision by Shared Leadership to lower the course caps for 300 and 400 level courses to 32 seats for AY 2024–25.
- c. We will use the next hour to spend some time sharing a variety of developments and ideas in curriculum, modalities, and pedagogy and give you all a chance for discussion.
- d. Slides showing the Winter 2024 Major Enrollments (6-month average); Last Six Quarters Fill Rate by Modality; The Proportion in Each Modality; Learner Modality Preferences; Who Do Our Modalities Serve? Underrepresented Students by Modality/Division, Modality Preferences by Age, and Modalities by First Gen.
- e. Enrollment, Modality, and Curriculum Discussion:
 1. Currently all of our majors are accredited for in-person education—majors must be able to go through the curriculum fully in-person.
 2. We see trends toward students selecting remote instruction (we are trying to get campus-wide data).
 3. We don't think it's a good idea for *modality* to determine the success of a major/viability of curriculum.
 4. It's clear we need multi-modal education to serve our students, but also to think carefully about individual classes and major-wide curricular planning.
 5. Faculty Council is considering a policy that creates a floor/ceiling for scheduling modalities within each major and requires faculty in majors to plan progression with the following goals:
 - a. Preserving flexibility in scheduling
 - b. Ensuring curriculum is offered in-person
 - c. Ensure support for majors and students

6. Discussion:
 - a. There is a decline in students overall, but some majors are more affected than others.
 - b. Our proportion of online courses is higher than the campus average and much higher than UW overall; UW Seattle: 5 percent; UW Bothell: 6 percent; UW Tacoma: 12 percent; SIAS: 17 percent.
 - c. Hybrid classes count as in-person for veterans and international students.
 - d. SIAS used to have 90 percent in-person and now have 60 percent in-person looking at before Covid vs. now.
 - e. Jeremy broke out the modalities: there has been more demand for online courses for Underrepresented Minorities; Older students prefer in-person slightly: and First Gen shows a greater preference for in-person classes.
 - f. APCC is working on modalities, but don't intend to create a campus-wide policy.
- f. Discussion 1: Enrollment/Modality/Curriculum
 1. Create small groups for discussion on these points, especially interested in:
 - a. Do you think we should have a School-wide policy on modalities? If so, what priorities should it be based on? If not, for what reasons?
 - b. Enrollment, both campus wise and within/across our curriculum has declined, are there recommendations for how to help address that?
 - c. Groups should create a Google Doc or have a dedicated note taker to send feedback.
- g. Discussion 2:
 1. Several faculty members have asked about the possibility of a general statement on student expectations for engagement in class; Faculty Council thought it was better to have faculty discuss:
 - a. What are our expectations of students in the different teaching modalities and across teaching modalities?
 - b. How do we account for the fact that individual decisions about class expectations impact collective expectations?
 - c. Groups should create a Google Doc or have a dedicated note taker to send feedback.

5. Dean's Update on Climate.

- a. Climate has been brought up both explicitly and implicitly many times since Dean Eschenbaum started working at UWT.
- b. The challenge is that climate means different things to everyone, including: increased workload during the pandemic; experiences of racism, sexism, and ableism; silencing, bullying, harassment, or retaliation; rudeness, unkindness, or lack of professionalism; some want these issues to be called out publicly, while others believe that would further erode the climate.
- c. In 2017, as part of an academic program review for the SIAS graduate program, the reviewer highlighted significant concerns about the climate, e.g., faculty notice a general hostility in discussions about faculty of color, with abusive faculty meetings, differential service expectations for faculty of color, and lack of respect for mentoring diverse students.
- d. The Dean's Diversity Advisory Council (DAC) was created as a result of that program review.
- e. In 2019, DAC put forward a Diversity Action Plan with many significant suggestions on how to "grow a culture of inclusive excellence."

- f. Also in 2019, the results of the tri-campus climate survey were released with some concerns about SIAS: 51.2 percent of faculty and staff from SIAS indicated they are comfortable with the climate in their program or work unit and 82.5 percent of faculty and students are comfortable with the climate in their classes, while 61.7 percent of UWT faculty and staff and 82.7 percent of faculty and students felt this way, respectively.
- g. There were delays in working on climate due to changes in leadership and the pandemic, but one of the important changes that we have made was the creation of the Associate Dean of Equity and Inclusion position in late 2022 now held by Vanessa de Veritch Woodside.
- h. Climate is something that no single person causes or can solve, it's how we perceive working together as a collective, so we need your thoughts. What are your biggest climate concerns and what are the best steps forward to address those concerns?

6. Updates.

- a. Faculty Council:
 - 1. Elections: The following positions need to be filled for next year: Vice Chair, CAC, PPPA, SBHS, SHS, DAC, and teaching faculty at large.
 - 2. Teaching Modalities Policy in development focused on ensuring students have in-person options and balancing desire for flexibility in modalities.
 - 3. Compression and Equity: We are likely going to receive a 2 percent merit raise with 1 percent at unit discretion so we are gathering data to consider how to use the Compression & Equity Taskforce's model.
- b. Faculty Senate:
 - 1. Discussing Class A and Class B legislation regarding registration.
- c. Executive Council:
 - 1. No updates were shared.
- d. APT Taskforce:
 - 1. Working on a draft of bylaw revisions, especially the role of tenure vs. non-tenure faculty; there will be listening sessions.

7. Adjourn.

- a. The meeting was adjourned at 2:20 pm.

Faculty Attendance (74):

Ahn, Ji-Hyun	Coon, David
Alcaide Ramirez, Loly	De La Cruz, Sonia
Baird, Katie	de Veritch Woodside, Vanessa
Bandes Becerra Weingarden, Maria-Tania	Demaske, Chris
Barnes, Gordon (not eligible to vote)	Dinglasan-Panlilio, Joyce
Bartlett, Alan	Erickson, Ander
Baughman, Hannah	Espina, Tabitha
Blair, L. Nicole	Forman, Michael
Budge, Tyler	Gardell, Alison
Burghart, Will	Gawel, Jim
Cabrera Silva, Angel (not eligible to vote)	Greengrove, Cheryl
Card, Ryan	Harvey, Matthew
Casas, Rubén	Heinz, Morgan
Chaffee, Leighann	Henderson, Meg
Chamberlain, Ed	Howson, Cynthia
Chavez, Sarah	Jones, Ever
Clarke Dillman, Joanne	Kennedy, Maureen
Compson, Jane	Kim, Kelly

Krayenbuhl, Pamela
Kula, Michael
Kunz, Bill
Laux-Bachand, LeAnne
Lee, Hyoung Suk
Li, Jonah
Lovasz, Anna
Machine, Augustus
Martens, Jacob
Masura, Julie
Meiches, Benjamin
Miller, Alex
Modarres, Andrea
Moore, Ellen
Myers, Jennifer
Nichols, Randy
Nutter, Alexandra
Ochoa Camacho, Ariana
O'Donnell, Maeve (on leave; not eligible to vote)
Rayermann, Scott
Raynor, Deirdre
Reusch, Johann
Rose, Emma
Ross, Steve
Selkin, Peter
Sesko, Amanda
Sharkey, Joe
Shatunova, Olga
Skipper, Haley
Sun, Huatong
Sundermann, Libi
Than, Rita
Ugur, Etga
Vanderpool, Ruth
Velasquez, Tanya
Wang, Gene
Williams, Charles
Xiao, Jenny (Yi)

Staff (9):

Asplund, Jessica
Hendricks, Audrie
Hoover, BethAnn
Kissondya, Jon
Jones, Kathleen
Pitt, Tracy
Strom, Amanda
Tolentino, Karl
Woodman, Toni