

SIAS Faculty Meeting
May 31, 2024, 12:30–2:30 pm
Milgard 110

Attendance: See page 8

Agenda

1. Introduction, Ground Rules, Land Acknowledgment, and Safety Briefing
 2. Consent Agenda: Proposed Minutes from the April 12, 2024 Faculty Meeting
 3. World Language Taskforce Report
 4. Faculty Promotion and Reappointment Meeting Guidelines
 5. W Course Proposal Preparation
 6. Faculty Meeting Minutes Moving Forward
 7. Updates
 8. Adjourn
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Votes/Action Summary

1. There were no objections to the minutes of the April 12, 2024, meeting; the minutes were accepted by unanimous consent.
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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 12:37 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 April 12, 2024, meeting; the minutes were accepted by unanimous consent.

3. World Language Taskforce Report.

- a. Taskforce members: Loly Alcaide Ramirez, Associate Professor, CAC; Vanessa de Veritch Woodside, Associate Professor, CAC; Augie Machine, Associate Teaching Professor, CAC; Jennifer Myers Baran, Associate Teaching Professor, CAC; Emily Noelle Sanchez Ignacio, Associate Professor, SHS
- b. Recommendations:
 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 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:
 - Add the category World Language (WL) to the general education requirements
 - Set the requirement for this category as “through the second quarter of first-year sequence.”
 2. Students may satisfy the requirement through:
 - Previous coursework at the high school or college level;

- Testing out of it through placement or proficiency exam;
 - Exemption as native speakers of a non-English language; and/or
 - Coursework at UWT.
 - 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.
 - 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? Part 1
- As a result of the recent changes related to CADRs, there now exists a disparity in terms of requirements for students' degree completion:
 - Transfer students with over 40 credits admitted after Fall 2022: DO NOT need to make up CADRs deficiencies
 - Transfer students with 40 or fewer credits admitted at any time: DO need to make up deficiencies
 - Transfer students admitted before Fall 2022: DO need to make up deficiencies
 - First-time-in-college students admitted at any time: DO need to make up deficiencies
 - UWT is likely to eliminate the WL CADR for all students.
- d. Why a WL Requirement and Why Now? Part 2
- Inherent alignment with mission, vision, and values of UWT/SIAS
 - Role in shaping linguistically and culturally competent graduates who are competitive in the labor market
 - Growing need for multilingual workforce
 - Associated cognitive benefits of language learning: problem-solving, decision-making, multitasking, info-processing
 - Associated development of cultural competencies, cultural humility, and empathy
 - 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
- e. Peer Institutions Part 1
1. Of our 26 peer institutions, 58 percent had a WL admission requirement or a graduation requirement in place:
 - 4 universities with a WL admission requirement (2 years of WL in high school)
 - 13 with a WL graduation requirement for either specific colleges and schools (e.g., College of Arts & Sciences), for all Bachelor of Arts degrees, or for specific majors
 - 3 universities with a WL graduation requirement in specific colleges (for both BA and BS degrees)
 - 9 universities with a WL graduation requirement for all BAs
 - 1 university with a WL graduation requirement only for specific majors
- f. Peer Institutions Part 2
1. Of these:
 - Most incorporated WL as part of general education requirements
 - Required credits varied (e.g., 4 universities require 2 full years at the college level = 4 semesters / 6 quarters)
 - The majority require 1 full year of WL at the college level = 2 semesters / 3 quarters or 3 years in high school

- UW Seattle College of Arts & Sciences and College of Social Work require through the third quarter of the first-year sequence
- g. Expected Impact on Students Part 1
- A two-quarter WL graduation requirement would essentially maintain the status quo
 - Minimal adverse impacts on students and their progress to degree
 - Spring 2024: 33 of 950 students were flagged upon admission as needing to complete the WL CADR
 - 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
 - See Report Appendix for unique number of affected students by unit and quarter since Autumn 2018
- h. Expected Impact on Students Part 2
1. The top five high schools from which incoming students campus-wide flagged upon admission with a “language deficiency” come are:
 - Bethel
 - Kentridge
 - Lincoln Senior
 - Todd Beamer
 - Mountainview
 2. All schools offer WL courses, and, in many cases, the options are vastly more robust than those at UWT.
- i. Expected Impact on Students Part 3
1. 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:
 - Tacoma Community College
 - Pierce College
 - Highline College
 - South Puget Sound Community College
 - Green River College
- j. Expected Impact on Students Part 4
- UWT IR data from 2019–2024 demonstrates that the World Language CADR does not adversely affect retention.
 - 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.
 - No reason to expect that a similar effect would not be found as a World Language graduation requirement rather than CADR.
 - 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.
- k. Next Steps
- After presentation at the 5/31 SIAS faculty meeting, faculty are invited to provide feedback to their Faculty Council reps in anticipation of the 6/4 Faculty Council meeting.
 - APCC Chair indicated the potential for batch approvals of the addition of a WL graduation requirement for all majors.

- 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.
- Proposed changes to ICC and APCC in Autumn 2024 in anticipation of Autumn 2025 rollout.
- 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.
- Publish on SIAS Graduation Requirements webpage under “General Education requirements” rather than “Admission requirements.”
- Adapt UW(S) Undergraduate Advising’s recommendations and info for various scenarios on their Foreign Language webpage for UWT.

l. Discussion:

- Please give feedback to your FC reps.
- This is Class B legislation so we don’t need a vote of the full faculty.
- We don’t want to create an undue administrative burden.
- Shifting from admission requirement to general education requirement.
- Students could take these classes at a community college.
- The CADR’s were for algebra, writing, and world language; this is a great resolution to recognize the value of world languages.
- This is not an issue at UW Seattle as it is a admissions requirement.
- There’s not a lot of space for additional requirements for SAM students.
- There is a lot of concern about the administrative lift; we don’t know if admissions will continue to track/flag those students or if advisors will have to ask each student if they have taken a language in high school or at community college.
- There are many ways of fulfilling the requirement.
- There’s concern about losing SIAS majors by adding this as a graduation requirement.
- Will there be exceptions and/or other course options?
- We need to offer more than Spanish to have this as a requirement.
- The CADR’s don’t show up in DARS; we would need a better way to track it.

4. Faculty Promotion and Reappointment Meeting Guidelines.

- a. Faculty Council Subcommittee: Haley Skipper and Cynthia Howson, with Steve Ross.
- b. So far: Listening Sessions (1 Zoom, 1 in-person) and Survey (n=25)
- c. General recommendations (survey is still open):
 1. “Collegiality, likeability, etc.” often promote bias. Instead, focus on specific empirical contents: “X has regularly made personal sacrifices to support the mission” and “X developed impactful relationships with community partners or across schools.”
 2. Confidentiality: Items from discussion can be shared with other eligible voters only and should be avoided while the vote is open because that is inherently biased.
 3. Abstention = COI (policy is clear that abstention is for a conflict of interest).
 4. <=2 minutes: All contributions should be under 2 minutes
- d. Feedback Needed—Please Discuss + Survey Still Open
 1. Preparation: Come with a comment in each area of the tp4 (teaching, scholarship, service, future potential) plus DEI (even if you don’t speak or share that comment). The obligation is to review enough to have that.

2. **Vote open immediately (which prevents summary). PLEASE SHOW UP! But, if absent, your independent assessment should involve more preparation to ensure you can make an independent vote.**
3. **3-minute committee presentation** should be limited to 3 prepared minutes to jog our memories after the previous candidate (not to replace the report). **Committee report should bold key points.**
4. **Written statements should be brief (2 minutes or 200 words) and factual.** That should be read by a voting faculty member who raises their hand to volunteer (not a committee member) because they tend to have undue influence that should be mitigated.
5. Discussion:
 - People who come from privilege think things are great, but we need to address problems that have shown up in promotion and reappointment.
 - We need some norms.
 - Abstention is a no and should not be used except in a conflict of interest.
 - The summaries done by the Dean's office are a lot of work.

5. W-Course Proposal Preparation.

- a. Who:
 - This is a joint effort between ICC, the Divisions, the Dean's office, and the Director of Writing.
 - If you have questions about W course development and pedagogical / professional support, please contact Director of Writing Dr. Tabitha Espina (tespina@uw.edu);
 - If you have questions about W scheduling or resources, please contact Associate Dean of Programs and Operations Dr. Jeremy Davis (jerdavis@uw.edu).
- b. What (WAC, APCC, October 2018):
 - "The W was designed (and the 2018 guidelines affirm this) **to provide students with meaningful discipline-specific writing experiences – with academic and/or professional writing instruction related to their majors and taught by faculty with expertise in those majors.**"
 - "These conversations should occur within academic units with an emphasis on discipline-specific variations to develop W-course guidelines that **empower academic units to define and assess writing for themselves.** These expectations should be aligned within a broad, flexible framework that transforms the existing rigid requirements for W courses."
 - This is aligned with tri-campus initiatives and data ([Writing @ the UW](#)).
- c. Why (SIAS W Policy and HUB February 2024):
 - "These guidelines **give faculty the autonomy to decide which genres are most relevant to their majors/disciplines**" and to determine rigor not based solely on previous expectations, like page counts. (WAC, ICC 2018)
 - In order to support students in writing, we need to **understand your major's current Ws and where there are opportunities to expand W offerings.** We are also interested in identifying faculty's professional development needs for teaching writing.
- d. Pathway: ICC Form → Major → Major Coordinator → Division Chair → ICC
- e. For Majors:
 - Discuss your current and planned W course offerings.
 - Use number of majors from previous email from Dr. Jeremy Davis to determine number of W sections per AY.

- Discuss to determine how to distribute W courses among major tracks.
 - Discuss to determine rotation system (**which** faculty teaches **what** W course **when**).
 - Review current W course offerings ("W, S, & R COURSE DESIGNATIONS") on the [Faculty Assembly website](#).
- f. For Major Coordinators ("Author"):
- Fill out **one form** for **all** W courses (not separate forms for each course) and give this form to the Division Chair.
 - Form is for Divisions to review and send to ICC.
 - Oversee discussions within the major about the **maintenance, development, distribution, and scheduling** of W courses.
- g. For Division Chairs ("Submitter")
- Review and submit **all** their majors' **forms** to ICC.
 - Only use the form for W courses that will remain or become W courses.
 - Work with Coordinator to remove W designation
 - Purpose of ICC Form: articulate, align, communicate
- h. Where:
- Begin these discussions in a [Google Doc](#) modeled after the form to submit.
 - Opportunity to start and continue discussions in your major, but perhaps also see how other majors are doing this process.
- i. Discussion:
- Review current course offerings on the Faculty Assembly website.
 - One form for all W courses; no need to document courses that will no longer be W.
 - The number of majors will determine the number of W courses needed.

6. Faculty Minutes Moving Forward.

- a. The Dean informed us on April 16, 2024, of a need, initiated by the staff, to change their role in producing minutes for the faculty.
- b. The staff do this at the request of the Dean. It is not a role in their job descriptions. None of the staff are trained in minute taking.
- c. Primary issues include staff bandwidth, the time-investment, complexity, and difficulty of accurately keeping minutes according to faculty expectations.
- d. We were presented with three options moving forward:
 1. Staff continue to provide the minutes, but only include the agenda, attendees, motions, and votes as a matter of record. There would be no recording. The absence of a recording means there would be no attempt at summary of discussion.
 2. Staff continue the current model of minutes, but ask that faculty meetings are recorded to allow all points of discussion to be verified. All exhibits and presentations would need to be checked for accessibility and sent to staff a minimum of three business days before the meeting.
 3. Staff no longer do the minutes and faculty instead take their own minutes by establishing a faculty secretary position.
- e. Factors for consideration:
 1. We can choose any of these three options and felt that Faculty Council shouldn't unilaterally make a decision without faculty feedback.
 2. SIAS voted against recording the meetings a few years ago so we would need to reverse that decision for option 2.
 3. For clarification, OPMA states: "The minutes of all regular and special meetings except executive sessions of such boards, commissions, agencies or authorities shall be promptly recorded and such records shall be open to public inspection." (RCW

42.30.035. It *does not* stipulate the minutes reflect a full summary of discussion nor does it require a recording.)

4. Robert's Rules similarly describes the minutes as "a record of what was *done* at the meeting, not what was *said* by the members" (RR 12th 48:2).
- f. Discussion:
1. This is partly due to staff shortage, but also lack of expertise; this is a very time intensive role.
 2. We could offer training for a secretary position and also parliamentary training.
 3. We don't need the level of detail that we have; it's way too much work.
 4. We have a tendency to assign labor to staff; we aren't doing minutes equitably, which hurts climate.
 5. We need a dedicated parliamentarian.
 6. We need the language of motions to be clearer so that faculty know what they are voting on.
 7. Please send any additional feedback to your FC reps.

7. Updates.

- a. Faculty Council:
1. Nominations: We have received 2 nominations for EC membership, 2 for APCC, 1 for teaching faculty at large on FC, and 1 for the Faculty Council Vice Chair. Our only outstanding role with no nomination is APT (limited to associate professors and professors). Expect emails to vote on the folks in these roles starting Monday.
 2. FC voted to create a new form to implement our teaching evaluation policy. The form requires the instructor under evaluation and the evaluator to indicate whether the evaluation was completed with the five features of a good peer evaluation process according to our policy. We'll begin using this form next year.
 3. FC passed a modalities policy, which requires the divisional chairs to schedule their majors to ensure students have the capacity to complete each major through in-person and hybrid classes within a two-year window.
 4. Developing a transition plan, which will likely include two taskforces next year with limited charges. One taskforce will be dedicated to drafting new bylaws and the other to revising major School-wide policy changes for the new structure. These taskforces will have membership based on the new departments rather than existing divisions.
 5. Compression and Equity: You should have received a copy of the spreadsheet using our taskforce's formula to identify compression. FC is going to make a recommendation on a formula for addressing compression using the 1 percent allocated this coming Tuesday. FC also recommends continuing to develop information based off discipline, geography, and other variables.
 6. FC is also going to revisit our land acknowledgment to try and improve it.
 7. SIAS RCEP has been moved off the consent agenda and to the presentation agenda at the June 13, 2024, Board of Regents meeting; Not sure of the implications of this change at this time.
 8. Thanks to everyone who participated this year: LeAnne (Vice Chair); Anna (DAC); Scott (Teaching); Cassie (CAC); Jane, Etga, & Libi (PPPA); Haley (SAM); Leighann, Jenny, & Amanda (SBHS); and Tanya, Margaret, Emily, & Cynthia (SHS).
 9. Many thanks to Ben!
 10. End-of-Year Celebration: Tuesday, June 11, 4–6 pm, at Zeeks.
- b. Executive Council:
1. Main items for update are in the Faculty Assembly Chair's Report:
 - Merit is 2 percent with 1 percent unit adjustment (to be between .5–10 percent)

- Ad Hoc Safety Committee Report (sent twice to SIAS): Four dimensions of safety, discusses current gaps, and a recommendation on EC’s role in safety moving forward.
 - The APT taskforce reported and proposed bylaw language, which as amended based on listening sessions hosted by the FAC Chair.
 - However, bylaws revisions have stopped because they may be impacted by current Faculty Senate legislation regarding levels of review and opportunity for candidate response. This will likely be picked up next year.
- c. Faculty Senate:
1. Met on May 30, 2024.

8. Adjourn.

- a. The meeting was adjourned at 2:36 pm.

Faculty Attendance (82):

Ahn, Ji-Hyun	Krayenbuhl, Pamela
Alcaide Ramirez, Loly	Kula, Michael
Bandes Becerra Weingarden, Maria-Tania	Kunz, Bill
Baughman, Hannah	Laux-Bachand, LeAnne
Bayer, Ellen	Lee, Hyoung Suk
Beasley, Chris	Lee, Jeong-Ah
Blair, L. Nicole	Li, Jonah
Burghart, Will	Lovasz, Anna
Cabrera Silva, Angel (not eligible to vote)	Machine, Augustus
Card, Ryan	Martens, Jacob
Casas, Rubén	Masura, Julie
Chaffee, Leighann	McDonald, Erik
Chamberlain, Ed	Meiches, Benjamin
Chavez, Sarah	Miller, Alex
Cline, EC	Miura, Cassie
Compson, Jane	Modarres, Andrea
Coon, David	Moore, Ellen
De La Cruz, Sonia	Myers, Jennifer
de Veritch Woodside, Vanessa	Nichols, Randy
Demaske, Chris	Nutter, Alexandra
Dinglasan-Panlilio, Joyce	Ochoa Camacho, Ariana
Eaton, Julia	Oswal, Sushil
Eccleston, Sara	Quinn, Jennifer
Erickson, Ander	Ravichandran, Ilā
Eschenbaum, Natalie	Rayermann, Scott
Espina, Tabitha	Raynor, Deirdre
Gawel, Jim	Rose, Emma
Greengrove, Cheryl	Ross, Steve
Hanneman, Mary (on leave)	Sesko, Amanda
Harvey, Matthew	Sharkey, Joe
Heinz, Morgan	Shatunova, Olga
Heller, Jutta	Skipper, Haley
Henderson, Meg	Sun, Huatong
Hershberg, Rachel	Sundermann, Libi
Howson, Cynthia	Than, Rita
Ignacio, Emily	Thuma, Emily
Jones, Ever	Tou, Erik
Kennedy, Maureen	Vanderpool, Ruth
Koontz, Tom	Velasquez, Tanya
	Wang, Gene

West, Carolyn
Williams, Charles
Xiao, Jenny (Yi)

Staff (8):

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