Date: May 06, 2015
Time: 9:30 – 10:00 am
Location: WCG 322
Note: Highlight – indicated actions taken/Decisions made
Highlights – add to do list

Attendees/Invitees

<table>
<thead>
<tr>
<th>Name</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>Mary Hanneman</td>
<td>Chair (PPPA)</td>
<td>✓</td>
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<tr>
<td>Michael Forman</td>
<td>Chair-elect (PPPA)</td>
<td>✓</td>
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<tr>
<td>Ellen Moore</td>
<td>Lecturer-at-Large</td>
<td>✓</td>
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<tr>
<td>Loly Alcaide Ramirez</td>
<td>CAC</td>
<td>✓</td>
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<tr>
<td>Amos Nascimento</td>
<td>PPPA</td>
<td>✓</td>
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<tr>
<td>Julie Masura</td>
<td>SAM</td>
<td>✓</td>
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<tr>
<td>Lauren Montgomery</td>
<td>SBHS</td>
<td>✓</td>
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<tr>
<td>Johann Reusch</td>
<td>SHS</td>
<td>✓</td>
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<tr>
<td>Cheryl Greengrove</td>
<td>Interim-Dean, IAS</td>
<td>✓</td>
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<tr>
<td>Bonnie Becker</td>
<td>Associate Dean</td>
<td>✓</td>
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<tr>
<td>Erica Cline</td>
<td>Chair of Chairs</td>
<td>✓</td>
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<tr>
<td>Kristina Powers</td>
<td>Staff</td>
<td>✓</td>
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Agenda

I. Approval of Minutes:
   a. April 8 – minutes approved
   b. April 22 – minutes approved

II. Reports: Division, Chairs, ELT

III. Action Items
   a. American Indian Studies Minor (See Catalyst)
   b. Part time lecturers (See Catalyst)

IV. Discussion:
   a. Ideas for CAC from CAC (See Catalyst)
   b. Campus Committee Nominations
   c. Preliminary Review of Lecturer Promotion Process
   d. Requirements in job ads: Who Decides? Role of Search committee

Looking Ahead:
- Grade Inflation (IAS Curriculum Committee)
- Honors
- Structure survey and assessment
- Graduate Faculty Voting Process
- Salary discussion
Discussion

I. Approval of Minutes:
   a. April 8 – minutes approved
   b. April 22 – minutes approved

II. Reports: Division, Chairs, ELT
   a. Chairs:
      i. We are experiencing much frustration over the delay in final approval of resources for hiring (part-time) faculty to fill out our schedule for next year. Some chairs are concerned that faculty will be ‘snapped up’ by other campuses because we have not yet been able to offer them teaching positions for next year. Chairs feel that they went through a painstaking process of prioritizing and optimizing the schedule (with great assistance from IAS staff such as Jess and Kelly). Being asked now to cut courses from the schedule, more than five months after our schedules were submitted for approval, is demoralizing and undermines the carefully developed process that IAS has crafted over the last two years. Bonnie will be drafting a letter to the new VCAA to outline our current scheduling process and explain key decision points, in the hopes that in the future we can better align our timeline to the realistic timeline from the VCAA’s office (for example, by delaying registration deadlines if needed).
   
   b. SAM:
      i. Math and Geology Multi-year Lecturer searches ongoing.
      ii. New Chemistry multi-year lecturer search ongoing.
      iii. Alyssa Boettger was offered Lab Coordinator Position.
      iv. UWaters (senior project symposium) will be either 8 or 10 June.
      v. Join SAM faculty at Social, Friday, 5 June 4-7 p.m. for end of the year social.
   
   c. SBHS:
      i. Working on assessing the Psychology and the IAS majors.
      ii. Operating budget: there should be a divisional operating budget for various requests that r&f fund application proposals cannot fund
         1. Divisions were provided operational funds per Debra Friedman

III. Action Items
   a. American Indian Studies Minor (See Catalyst)
      i. The minor went out to IAS with a moderate amount of comments. The following are concerns/comments/discussion:
         1. One concern about flexibility in the minor
         2. TEGL 401 – specialized course taught by one faculty member, what happens when faculty member is not available to teach the course?
         3. The courses are interdisciplinary therefore the courses should be available for all students, not just EGL
            a. Allows students outside EGL to take course
            b. There is a long term intent to build into a major
         4. Of the 3 foundational courses, the 3rd should count as topical elective without double dipping.
5. Faculty member developing a course that would work well with environmental studies
6. For a minor, there should not be an expectation of taking a 400 level class.
7. 400 level courses are left over from over the years. A few of the courses seem more like survey courses.
8. Suggested for future discussion: meaning of 100, 200, 300 and 400 level courses. Lower division group will be talking about this week of 5/11.
9. It was unanimously approved
   ii. ICC recommended 2 out of 3 for the top four courses
   iii. All courses listed currently exist
   b. Part time lecturers: no PTL to approve at this time however there will be some via Catalyst within the next week.

IV. Discussion:
   a. Ideas for CAC from CAC (See Catalyst)
      i. Faculty Council is being asked to advise on CAC’s proposal
      ii. The following were points of discussion:
          1. Major coordinators contribute to the divisional operations as well
          2. There is a proposal to find someone to assist the chair. This can be done with coordination with the dean.
          3. Shifting majors within the division may not appropriate at this time.
          4. Moving minors is a little easier.
          5. CAC looks a lot like IAS pre-reformed. There is a concern about the number of meetings: divisional, concentration, major, minor meetings.
          6. CAC faculty need to think about breaking up and how it will affect the future if departmentalization happens
          7. Recommend that the chair of CAC have full release from teaching
             a. Creating admin positions when they are required to teach and administer is difficult and overwhelming
             b. What does Seattle do? Yes, Seattle faculty do teach while holding administrative duties
             c. Next year there will be 3 course releases vs. 2 course releases this year
             d. All upper administrators are required to teach a courses
          8. CAC needs an assistant chair due to the work load
          9. Is there potential for bringing in a higher level staff person for CAC for administrative logistical duties
             a. Provide extra staff for the chairs
             b. Staff were added early in the year
             c. P. Kruse is researching and implementing training for chairs and staff
          10. At was pointed out that another layer makes it more difficult for strategic planning and scheduling
          11. The culture CAC is experiencing is valuable as they get along and like each other.
b. Campus Committee Nominations
   i. APCC – to replace Lauren Montgomery, agreed to accept the nomination
      1. There is no discussion of making this a 2-year position
   ii. Faculty Affairs – 3 year appointment
   iii. Executive council – 3 positions (replacing: Janie, Haley and Kelly)
   iv. Nominations for faculty council:
      1. Vice chair
      2. Lecturer at large – 1 year appointment
      3. SAM – 2 year appointment
      4. SHS – 2 year appointment
   v. Ask division chairs for nominations
   vi. To do:
      1. Nomination to all lecturers
      2. Vice chair (tenured position)
   vii. A call for nominations needs to come out soon; no deadline posted as typical
deadline is end of spring quarter
   viii. ICC chair is necessary ASAP due to due dates/meetings
      1. Current chair: Julie
      2. Nominate within the current group

c. Preliminary Review of Lecturer Promotion Process
   i. Complications:
      1. UWT do not provide guidelines for promotion; currently sitting in Seattle
      2. Social work lecturer was promoted from lecturer to senior lecturer
   ii. Feedback was provided by lecturers on 5/4
   iii. Document that was prepared last year was consulted. There were some
overlaps. Criteria for promotion came from the lecturer workgroup last year.
   iv. Need to get clarification from Seattle if the committee is a committee of 3 or 2
      1. Dean to consult with social work and what was done last year
      2. Social work: Externals from the unit, not from the university
   v. Missing from timeline, “provost” step
   vi. Is there a narrative letter sample?
      1. No example due to the amount of time lecturer has been here
      2. Committee can advise lecturer about the narrative as so not to limit
      3. Appendix A, c5: Seattle document; can be prepared by the review committee
   vii. External letters:
      1. Set up a meeting with Chair to come up with a list for committee;
         lecturers put together a list and committee will put together a list and
         committee to pick and external reviews (for 3 reviews)
      2. Different from the committee
   viii. There is a preference for 3 committee members as odd # to prevent deadlock
   ix. Missing from process (but is part of T&P), review committee letter will go to
candidate vs summary of the dean (as done in T&P); it will be a redacted
committee report
x. Add second review for candidate (faculty discussion, summary from dean)
xi. Review committee: mentoring committee (reason why it’s being held up in Seattle)

1. Note that review committee is not a mentoring committee to address the conflict of interest
2. Point out that this is a review role only
d. Requirements in job ads: Who Decides? Role of Search committee