Faculty Council Meeting
October 31, 2023 — 11:00 am–12:00 pm
WCG 322 or Zoom: https://washington.zoom.us/j/97666438717

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
Jenny Xiao	SBHS Representative	P
Tanya Velasquez	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	A
304451Kathleen 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 (2 min)
2. Consent Agenda: Minutes (1 min)
3. Faculty Affairs Faculty Workload Assessment (30 min)
4. RCEP Proposal (20 min)
5. Department Placement Form and Rubric (10 min)
6. Updates/For the Good of the Order (2 min)
7. Adjourn

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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.
    b. Ellen Moore attended representing the Committee of Chairs; Hyoung is still in Korea.
    c. Jenny Xiao will represent SBHS through the end of Autumn quarter.

2. Consent Agenda
    a. No objections to the agenda.
    b. No objections to the minutes.

3. Faculty Affairs Faculty Workload Assessment / Sharon Laing, Chair of Faculty Affairs & Sarah Davies Breen, Director of Faculty Affairs & Academic Human Resources
    a. Dr. Sharon Laing presented "Equity-Minded Faculty Workload for all UWT Faculty," which was previously presented to the Council of Deans.
    b. This is additional workload that will ameliorate the larger workload issues.

c. From a national-led study, five conditions were presented as needed to implement an equity-minded workload: Transparency, Clarity, Credit, Norms, & Context.
d. The process for implementing:
    1. Diagnosing the problem which is comprised of two parts including a self-assessment.
    2. Determining workload adjustment—begins with AHR and FAC analyzing data received and Schools determining areas where workload adjustment would be most beneficial.
    3. Developing an equity-minded action plan.
    4. Establishing timeline to implement actions.
    5. Evaluating progress to achieving equitable workload.
e. Timeline for Assessment:
    1. Diagnosing the Problem / Autumn 23 & Winter 24
    2. Analyze the data and School determines areas for workload adjustment / Spring 24
    3. Develop equity-minded action plan including identifying supports and resources needed to address problem areas / Spring 24 and Autumn 24
    4. Establish timeline to implement actions /Autumn 24 and Winter 25
    5. Evaluate progress to achieving equitable workload / Winter 25 and beyond
f. Diagnosing the Problem: Global Self-Assessment
    1. Teaching (8 questions)
    2. Scholarship (4 questions)
    3. Service (13 questions)
    4. General
g. We want to capture everything that is happening regarding workload burden.
h. Granular Assessment:
    1. One assessment per division.
    2. Create a dashboard.
    3. Will look at division / school / campus / university.
    4. Self-assessment to be finished by the end of Winter 24.
i. The data will be analyzed and interpreted with a report back by the end of Spring 24.
j. The report should show us how to rebalance the workload and develop an equity-minded action plan.
k. Implementation should happen in Winter 25.
l. This is a campus-wide program with a directive from Faculty Assembly, but supported by the EVCAA and AHR.
m. We need to do the work and the data will let us know if it's as bad as we think it is, and there will be no place to hide.

4. RCEP Updates
    a. Ben met with SBHS and PPPA.
        1. Points of consensus:
        2. Four-department model is preferable to the three-department model as a point of consensus with almost all faculty members in both divisions.
        3. Three-department model will require larger resource investment to be functional to assist with transfer of responsibilities over a three-year period.
        4. EGL curriculum does not fit with the offerings of any of the existing programs in either division; it is not heavily entwined with them, makes the administrative development of SSSI (a new unit) much more complex.
        5. Suggestion from a few faculty members that given the compounding role of personnel issues perhaps faculty should consider pausing moving forward with this until Dean/Chancellor take action.
    b. SHS chair and faculty were also contacted for a meeting and didn't follow up on the invitation.

      c. Dean and Faculty Council Chair/Vice Chair met with the Chancellor.
          1. Key Points:
             a. Curriculum and department number are faculty decisions and administration will not substantively weigh in on those.
             b. Funding models may vary depending on department size, but we are in the appropriate range with departments of current size.
             c. Structure should precede personnel-related processes, if those exist.
             d. Faculty Council Chair and Vice Chair will meet with EVCAA and Dean to modify proposal for presentation to Seattle after Faculty Vote.
      d. Major Data—Compiled by the Dean's Office and Academic Advising
          1. EGL Major: Full curriculum distribution of courses by instructor: 38 CAC, 5 PPPA, 1 SAM, 13 SBHS, 54 SHS
          2. Core curriculum listings: 7 CAC, 2 SBHS, 16 SHS
          3. Support curriculum only: 18 CAC, 5 PPPA, 1 SAM, 8 SBHS
      e. Major Data since 2019—Compiled by the Dean's Office and Academic Advising
          1. EGL Major: Full curriculum distribution of courses by instructor: 31 CAC, 6 PPPA, 1 SAM, 10 SBHS, 41 SHS
          2. Core curriculum listings: 6 CAC, 1 SBHS, 16 SHS
      f. Minor Data—Compiled by the Dean's Office and Academic Advising
          1. AIS: Distribution of courses taught by division: 6 CAC, 11 SHS; Current enrollment: 6
          2. GSS: Distribution of courses taught by division: 16 CAC, 1 PPPA, 1 SAM, 13 SBHS, 13 SHS; Current enrollment: 22
          3. Latino Studies: Distribution of courses taught by division: 16 CAC, 1 SBHS, 2 SHS; Current enrollment: 2
    g. Motion to move EGL and three minors to CAC in the proposal. No second.

5. Departmental Placement Form and Rubric
      a. Planned to send out the form today (10/31), with a due date of 11/10.
      b. Ben will send a message to faculty about the delay.
      c. Identifies field affiliation and curriculum as basis for changing departments.
      d. These could be evidenced in several ways:
          1. Curriculum: Classes historically taught or in development, courses listed in a major.
          2. Field: Publications, areas of future research, grants, and explanation of relation to research of colleagues in a proposed department.
      e. This form is part of the RCEP process; changing tenure homes after restructuring will require a formal UW process.

6. Updates/For the Good of the Order
      a. Next week (11/7) we'll discuss the CADR Policy and the teaching-at-large position and DAC in the RCEP.
      b. Happy Halloween!

7. Adjournment
      a. The meeting was adjourned at 12:15 pm.