

Faculty Council Meeting

November 7, 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
Kathleen 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	A
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 (2 min)
2. Consent Agenda: Minutes (1 min)
3. RCEP Proposal (50 min)
4. Faculty Meeting Agenda (5 min)
5. Updates/For the Good of the Order (2 min)
6. Adjourn

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. Maureen Kennedy attended representing the Committee of Chairs.
- 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. RCEP Proposal

- a. Proposed Amendment Names
 1. Resolved: The Natural Sciences and Mathematics Department should be changed to the Science and Mathematics Department, and the Communication, Arts, and Humanities Department should be changed to the Culture, Arts, and Communication Department in the RCEP proposal.
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2. Ben moved that the names should be amended; Jane seconded; the vote was unanimous.
- b. DAC Proposed Amendment.
 1. Postponed.
- c. 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
- d. 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
- e. Why is this the case? (Course distribution)
 1. 20 EGL (roughly 2:1 split SHS/CAC faculty); 15 THIST (4 SHS, others mostly not taught); 13 TLAX (almost exclusively CAC); 11 TLIT (mainly CAC, a little SHS); 10 TSOC (mainly SHS, a little SBHS); 10 TWOMN (split SHS/CAC/SBHS); 7 TPSYCH (SBHS); 5 TPOLS (1 PPPA, 2 SHS, 1 not taught); 3 TECON (2 PPPA, 1 SHS); 3 TARTS; 2 TAMST; 2 FILM, 2 TLAW
- f. CAC Meeting 11/3/23—Feedback was generally concerned about adding EGL and three majors
 1. CAC is already administratively complex: (4 soon 5 majors), large # of TCORE classes, labs and equipment, IIGE, cross-divisional scheduling, difficulty of section scheduling in status quo.
 2. Many classes in EGL may have SS designation; social science/humanities is sort of arbitrary.
 3. Shift may create inequity in total numbers for faculty review in CAC relative to SSSI.
 4. CAC also has a strong, collective identity, which shouldn’t be treated lightly like other, small divisions.
 5. Need to focus on students in EGL, focus on why?
 6. Administration might need to make decision, not faculty leadership, it’s an unfair burden on Faculty Council Chair and Vice Chair.
 7. Elephant in the room with respect to why this is an issue—need for administrative action on personnel issues.
 8. Hot potato and other metaphors surrounding the discussion of EGL major are problematic.
 9. Failure of leadership to stop the decline of the EGL major.
 10. RCEP has actually several processes: personnel and labor, restructuring culture, school-wide resources, administration and leadership.
- g. Discussion:
 1. A lot of emotions are being brought up by this process; faculty are encouraged to reach out to the Dean and/or AHR regarding individual cases, but personnel issues can’t be discussed in public places; there is no statute of limitations on bringing issues to AHR; any protections or accommodations will stay with the person; many have a hard time trusting the process.
 2. We can discuss climate and morale issues; a hostile climate in one division affects the entire school.
 3. There is a difference between personality conflicts and personnel concerns.
 4. It’s clear that there are long-standing issues and that we need healing.
 5. Many are exhausted with this process; we should move forward collectively and work through the issues.

6. We are working on setting up community healing conversations with the EVCAA and Ombud; can we bring a mediated process to the school with independent mediators?
 7. We need to build a new culture that is respectful.
 8. Part of the concern with the current structure is that the chairs aren't true chairs and can't administer personnel processes.
 9. The historians met with Ben; Ben has given SHS eleven opportunities to meet.
 10. This is the decision point: we are either deciding to pause or we need to figure out where to put the curriculum; there is not a collective desire to pause.
- h. Current Proposal—Workload/Curriculum
 1. SSSI (5 full professors, 2 full teaching professors): 39 faculty; 7 majors with 16 tracks (EGL, EPS, HIST, IAS, LP, PPE, Psych); 13 minors (including AIS, GSS, LAX)
 2. CAC (6 full professors, 5 full teaching professors): 42 faculty; 4 (soon 5) majors with 10 tracks (AMC, COMM, SLC, Writing, soon ART); 4 minors.
 - i. Middle Ground
 1. SSSI (5 full professors, 2 full teaching professors): 36 faculty; 6 majors with 13 tracks (EPA, HIST, IAS, LP, PPE, Psych); 11 minors (GSS).
 2. CAC (6 full professors, 5 full teaching professors): 46 faculty; 5 (soon 6) majors with 10 tracks (AMC, COMM, EGL, SLC, Writing, soon ART); 6 minors (including AIS, LAX).
 - j. Discussion:
 1. CAC doesn't recognize EGL as being aligned curricularly, but the data says that it is aligned and more thoroughly interwoven with CAC.
 2. Ethnic studies is usually either in humanities or social sciences; EGL is a very interdisciplinary program.
 3. It creates a very inequitable workload if EGL is put in SSSI.
 - k. Vote:
 1. Haley makes a motion to bring the middle ground proposal to the faculty; Jane seconds; Yes: 6; No: 0; Abstain: 3.
4. Departmental Placement Form and Rubric
 - a. Public messaging to be sent today (10/31), with a due date of 11/13.
 - b. Identifies field affiliation and curriculum as basis for changing departments.
 - c. 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.
 5. Updates/For the Good of the Order
 - a. Next week (11/14) we'll discuss the CADR Policy, the teaching-at-large position and DAC in the RCEP, and possibly some placement forms.
 6. Adjournment
 - a. The meeting was adjourned at 12:07 pm.