

Faculty Council Meeting

November 14, 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	P
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 (27 min)
4. CADR Discussion (30 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.

2. Consent Agenda

- a. No objections to the agenda.
- b. No objections to the minutes.

3. RCEP Proposal

- a. Departmental Placement Form
 1. Faculty Council went into Executive Session to discuss the placement forms that have been received.
 - b. Teaching Faculty-at-Large Position
 1. Jane moved that we keep the Teaching Faculty-at-Large position on Faculty Council and Shared Leadership; Tanya seconded; all in favor.
 - c. DAC Proposed Amendment.
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1. DAC met last week and will hold where they are for now.
 - d. Models
 1. We received an email with a 4-Department model proposal splitting PPPA and SBHS into 2 Departments:
 - a. PPPA: EPA, History, L&P, PPE majors; 19 faculty (3 full professors, 1 full teaching professor)
 - b. SBHS: Psychology and IAS majors; 17 faculty (2 full professors, 1 full teaching professor)
 2. An email to the full faculty proposed a 4th Department:
 - a. EGLS: EGL major, with AAS, Latinx, WGSS, and AIS minors; with faculty “oriented toward social justice.”
 - d. Ben will give a brief report at the Faculty Meeting on Friday (11/17) and list the extensive number of meetings that we’ve had regarding restructuring; he will share the EGL data; and that we have received other models.
 - e. This is a faculty decision and process, but the vote at last month’s Faculty Meeting was to not consider a 4-Department model.
4. CADR—College Academic Distribution Requirements
- a. Guests today are Bonnie Becker, Associate Vice Chancellor for Student Success; Ellen Moore, CAC Chair; Alex Nutter, CAC Vice Chair; and Augie Machine, Spanish Language and Cultures Major Coordinator.
 - b. Is World Languages the only CADR being discussed?
 - c. CADRs are set by WSAC as high school graduation requirements.
 - d. The CADRs were meant to be admission requirements, but often became graduation requirements; some exceptions have been made mostly for those who have an accommodation.
 - e. WSAC allowed colleges to admit up to 15 percent of students with deficiencies, with the understanding that they would complete their CADRs before college graduation.
 - f. WSAC never asked for numbers and removed the percentage in 2021.
 - g. UW had a poorly defined policy for students to complete their CADRs before graduation.
 - h. Tri-Campus officially removed the need to make up CADRs from transfer students with greater than 40 credits in Fall 2022, but does this apply to transfer students that entered before 2022?
 - i. This change has been incredibly disruptive to students, but there is no system to track the CADRs as it’s meant to be an admission requirement.
 - j. UWB eliminated the need to make up CADRs during the pandemic; they had originally given students one year to fulfill the deficiencies but no one was tracking it.
 - k. Faculty Council could consider adding World Language as a graduation requirement.
 - l. The College of Arts & Sciences and the School of Social Work both have graduation requirements for a World Language.
 - m. Some employers have higher salaries for those that are multilingual, but taking two quarters in college will not make you proficient.
 - n. Where the CADR requirement would live in the curricular pathway is important because all graduation requirements could be seen as barriers.
 - o. APCC needs to figure out what to do about students that were admitted with missing CADRs.
 - p. Tri-campus has acknowledged that language faculty were not consulted before this decision was made.
 - q. This has major implications for our enrollment and non-tenure track faculty.
 - r. We should highlight the benefit of learning a language and the foundation of a liberal arts education and think about the learning outcomes.

- s. Some high schools don't offer languages; how many students are going to community colleges to take their language credits?
- t. We need to see the actual data about the number of students affected.
- u. Can we involve global honors and study abroad to make World Language more integral as well as the benefit of being a global citizen?
- v. ICC has agreed to draft a proposal to bring to Faculty Council regarding World Language.

5. Updates/For the Good of the Order

- a. Next week's (11/21) meeting is cancelled.
- b. On 11/28 we'll discuss Structure follow-up, Search Waiver, and IAS Seminar.

6. Adjournment

- a. The meeting was adjourned at 12:07 pm.