

Faculty Council Meeting

February 27, 2024 — 12:30–1:30 pm

WCG 322 or Zoom: <https://washington.zoom.us/j/91299827850>

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
Etga Ugur	PPPA Representative	P
Haley Skipper	SAM Representative	P
Amanda Sesko	SBHS Representative	P
Johann Reusch	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	A
Hyoung Suk Lee	Chair, Committee of Chairs	P
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, Agenda (2 min)
2. Consent Agenda: Minutes (1 min)
3. W Subcommittee Proposal (30 min)
4. Compression and Equity (25 min)
5. Updates/For the Good of the Order (2 min)
6. Adjournment

1. Introductions, Ground Rules, Land Acknowledgment

- a. Faculty Council Vice Chair LeAnne Laux-Bachand 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. Johann Reusch is representing SHS today; as chair he is not allowed to vote.

2. Consent Agenda

- a. No objections to the agenda.
- b. No objections to the minutes of the February 20, 2024 meeting.

3. W Subcommittee Proposal

- a. The subcommittee members were: BethAnn Hoover, Jeremy Davis, LeAnne Laux-Bachand, Scott Rayermann, Tabitha Espina, and Tanya Velasquez.
 - b. The current state of the W in SIAS:
 1. The W is a *bottleneck* for many students. Some can get the 10 W credits required for graduation in their majors and others cannot because of the low number offered and/or competition from students in other majors.
 2. Hence some students choose Ws based only on what's available in MyPlan.
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3. There's a *mismatch* between W goals—meaningful major-level writing and reality—students taking Ws outside their major just to get the credits.
 4. There's a lack of transparency: APCC keeps a list of W courses on campus, but SIAS faculty can individually or collectively decide a course is a W. There is no process for making a course a W or notifying your major, division, or the dean's office. Staff add a W designation to the time schedule upon request.
 5. The W can be unpredictable: Faculty can award the W on an ad hoc basis—giving W credits to individual students in a section or to the whole section at the point of grading—which means students may encounter more writing than they expected when registering.
- c. Our proposal:
1. Commits to the W guidelines passed by APCC in 2018, which affirm the goal of the W: to give students meaningful writing experiences and training in fields(s) related to their major. These guidelines also do away with restrictions like page requirements—majors have the autonomy to assign rigorous, academic, or profession genres (types/forms of writing) that make sense for their major.
 2. Aligns with work underway from a Tri-Campus General Education committee.
 3. Sets a default course cap of 24 to observe best practices when teaching writing (as defined by the Conference on College Composition & Communication and the MLA).
 4. Majors will revisit their W offerings in light of that cap and the number of students in their major with the goal that in the next few years all students will be able to get all their W credits from their major.
 5. All majors except Writing Studies will submit one form to their division chair, who will review and submit all their majors' forms to the IAS Curriculum Committee (to be shared with the Director of Writing and the dean's office) by October 2024. This form will describe the major's current W courses and any new or converted W courses they plan to offer starting in Autumn 2025.
 6. Faculty will no longer award ad hoc W credits to a whole section of students; awarding these credits to individual students will be phased out and will require a form similar to our Incomplete form.
- d. How our proposal will benefit students, staff, and faculty:
1. The W will be clearer and a more meaningful graduation requirement.
 2. Students can better plan their pathway through their major.
 3. 24-student courses will make it easier for faculty to read drafts, give feedback, and engage in other W best practices.
 4. Staff schedulers will need to make fewer adjustments and advisors will have more consistent and predictable offerings to help students with their long-term plans.
 5. There will be greater transparency at the major, division, and School-level for what courses are Ws and why.
 6. There will be pedagogical/professional development support from Director of Writing Tabitha Espina.
 7. Faculty who still wish to award some individual W credits and majors who wish to teach certain courses capped above 24 will have the autonomy to do so.
- e. The steps for identifying W courses:
1. Majors will meet to discuss questions like:
 - a. How well are our W courses giving students practice writing academic or professional genres associated with our field(s)/discipline(s).
 - b. How well do our W offerings meet the needs of the # of majors?
 - c. When in our curriculum should students encounter Ws? Which courses make sense as Ws and which don't?
 - d. What courses should be converted to Ws? What new Ws do we need?

- e. If the # of majors necessitates only one or two 24-seat W sections a year, what teaching rotation system should we implement?
2. Majors will then submit the W form to their division chair.
3. The division chair will review and submit all their majors' forms to ICC (shared with the Director of Writing and the dean's office) by October 2024 (for the Autumn 2025 schedule).
4. ICC will send a list of the new/converted W courses to APCC.
- f. How some specific majors/courses would be impacted:
 1. Some part-time hires might be needed for Biomed and Psych courses to support demand on a short-term basis.
 2. The PPPA capstone can stay at 20 students.
- g. Questions/Comments:
 1. The goal is to get W classes in the student's major.
 2. Hard for Biomed and Psychology to hire part-time instructors for methods courses.
 3. Psychology would need 4 or 6 extra sections; if 6 then hire a full-time temp position.
 4. How will this affect Writing Studies? This will be phased in to give Writing Studies time to adjust their offerings.
 5. Could Psychology move their W courses to something other than research methods?
- h. LeAnne Laux-Bachand moves to accept the W proposal; Haley Skipper seconds; all in favor.
- i. This will be presented at the 3/1 Faculty meeting; it is Class B legislation so does not require a vote of the faculty but can be amended, if necessary.

4. Compression and Equity

- a. Randy Nichols will present the report at the 3/1 Faculty meeting.
- b. Summary:
 1. Self-built model—begins with a B benchmark salary for tenure line assistant professor (teaching line 90 of this benchmark)
 2. PS Assistant = $B(1 + m)^x$
 3. PS Associate = PS Assistant $(1 + p)(1 + m)^y$
 4. PS Full = PS Associate $(1 + p)(1 + m)^z$
 5. Variable for promotion and annual raises
 6. Question of relative vs. absolute comparison
 7. Comparison for SIAS data shows significant compression in teaching professor associate/full ranks and professor associate/full ranks on the order of 1–2 million assuming \$80,000 as base rate.
- c. Next steps:
 1. Are there issues with the taskforce formulas or discussion people would like to discuss?
 2. What information would we need to gather to make a recommendation on this in Spring?
 3. What guiding principles or priorities would we use?
 4. The report indicates additional data could be gathered to improve responses to compression and equity work, how should we follow up on this moving forward?
- d. Questions/Comments:
 1. DAC did discuss the report, but there are concerns about what information is still missing and how to address compression now without exacerbating the situation.
 2. There is a Tri-Campus group looking at compression as well.
 3. Sarah Davies Breen has said that we might be able to get more information.
 4. There are layers of inequity.
 5. Promotion percentages have changed over time.
 6. There isn't a clean report available for when lecturer titles changed to teaching titles.
 7. There were Covid extensions for promotion as well.
8. We need guiding principles to prioritize where to start—longest or biggest gaps?

9. Vanessa to reach out to Jim Gawel about 2017 recommendations.

5. Updates/For the Good of the Order

- a. Likely Faculty Council agenda items:
1. 3/5 Teaching Modalities
 2. 3/12 No meeting—Finals week
 3. 3/19 No meeting—Spring break

6. Adjournment

- a. The meeting was adjourned at 1:28 pm.