

SIAS Faculty Meeting
February 2, 2024, 12:30–2:30 pm
Milgard Assembly Room, William Philip Hall

Attendance: See page 7

Agenda

1. Introduction, Ground Rules, Land Acknowledgment, and Safety Briefing
 2. Consent Agenda: Proposed Minutes from the January 12, 2024 Faculty Meeting
 3. Hiring Proposal Presentations and Discussion
 4. RCEP Model Presentations and Discussion
 5. Updates
 6. Adjourn
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Votes/Action Summary

1. There were no objections to the minutes of the January 12, 2024 meeting; the minutes were accepted by unanimous consent.
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1. Introductions, Ground Rules, Land Acknowledgment, and Safety Briefing.

- a. With a quorum present, Faculty Council Chair Ben Meiches called the meeting to order at 12:36 and the group took a moment to reflect on the SIAS Ground Rules, Land Acknowledgment, and Safety Briefing before beginning the business of the faculty meeting.

2. Consent Agenda: Approval of Minutes.

- a. There were no objections to the minutes of the January 12, 2024 meeting; the minutes were accepted by unanimous consent.

3. Hiring Proposal Presentations and Discussion.

- a. Each chair will have approximately 2 minutes of time to discuss each line.
- b. At the conclusion of each chair's presentation, we will offer a brief opportunity for questions of clarification about those positions.
- c. There will be 10–15 minutes at the end for open questions, comments, and discussion.
- d. Faculty Council will deliberate and provide an advisory opinion to the Dean on 2/13.
- e. Faculty Council provided the chairs with the following criteria in Fall quarter to developing hiring proposals:
 1. Primary criteria: 1. Student demand; 2. Integrity of curricular pathways.
 2. Secondary criteria: 1. Alignment with SIAS values and academic planning priorities; 2. Alignment with campus values and academic planning priorities.
- f. Faculty Council will prioritize the positions and they will be submitted to the EVCAA in March.

Charles Williams / PPPA

1. Assistant Professor in Religion and International Relations, with a preference given to specialization in the Muslim world

- This is the same position request from last year—a replacement for Dr. Turan Kayaoglu.
- Even though we aren't in a position to move forward with this position, we want to keep it on the record for future priorities.

- Religious Studies has been the most under-supported area in PPE and currently relies on part-time temporary faculty with limited availability to offer core classes that connect to major areas such as the Muslim, Christian, and Jewish traditions.
- This position would be an important contribution to diversity, equity, and inclusion needs on our campus; there is a history of student requests for a greater presence of Islamic studies in the curriculum.
- Tenure-track position because campus could benefit from stronger research around religion and politics.

Hyoung Lee / SBHS

General justification:

- Lack of full-time faculty in Psychology
 - Psychology major is the largest within SIAS (236 majors)
 - High major to full-time faculty ratio (18.2:1)
 - The recent loss of Dr. Lauren Montgomery
- Impact on the curriculum
 - 86 prerequisite courses with a high average fill rate (93 percent) and the high number of denials ($N=233$): 57 percent coverage by FT faculty
 - Limited number of sections of core and advanced courses

1. TT Assistant Professor in Cognitive Psychology/Research Methods

- Justification: Curricular pathways
 - 5 sections of foundation course in Cognitive Psychology with 40 percent coverage by FT faculty (average fill rate: 1.00), 2 sections of core courses
 - 43 sections of research methods courses with 60 percent coverage by FT faculty (average fill rate: .90), expecting increased demands for W courses
- Justification: SIAS/campus values and academic planning
 - Diversify curricular pathways in the Psychology major, which will directly support student success in the Psychology major
 - Interdisciplinary teaching and scholarship (e.g., computer science, philosophy, biology, physics, and neuroscience)
 - Support underrepresented undergraduate students interested in pursuing graduate education and employment in Cognitive Psychology and related fields
 - Expand research experience by actively involving the development / revision of research methods courses
 - Facilitate inclusive and socially engaged learning communities to promote health, well-being, and a more just world

2. Assistant Teaching Professor in Clinical Psychology

- Justification: Curricular Pathways
 - 12 sections of foundation course in Clinical Psychology with 26 percent coverage by FT faculty (average fill rate: .88)
 - 22 sections of core courses and with 36 percent coverage by FT faculty (average fill rate: .89)
 - Limited number of sections of advanced courses
 - Recent losses of faculty in Clinical/Forensic Psychology
- Justification: SIAS/campus values and academic planning
 - Strengthen the curricular pathway of Clinical Psychology, which is most popular in Psychology major
 - Interdisciplinary teaching and scholarship (e.g., biomedical science, criminal justice)

- Support underrepresented undergraduate students interested in pursuing graduate education and employment in Clinical Psychology and related fields
- Facilitate inclusive and socially engaged learning communities that promote health, well-being, and a more just world

Maureen Kennedy / SAM

Context:

- Two sudden vacancies in 23–24 in General Chemistry, Biochemistry
- One announced retirement effective August 2025 in Organic Chemistry
- High fill rates and increasing enrollment in chemistry and biology
- Clear evidence of unmet demand
- Growth in SET and steady enrollments in Environment and Biomedical Sciences indicate increasing future need
- Not filling these positions would make us unable to meet basic required student demand

1. Assistant Professor in Biochemistry

- Replacement for John Finke.
- Needed to meet course demand in Biochemistry and to help with discipline-specific curriculum development
- Will teach biochemistry and biology
- Support high demand for student capstone and other undergraduate research for Biomedical Sciences major

2. Assistant Professor in Chemistry Education

- Fill a gap in scholarly expertise
- Support student career development in education
- Collaborate with SAM and School of Education faculty in pedagogical innovation
- Will teach General Chemistry 1–3, other chemistry

3. Assistant Teaching Professor in Organic Chemistry

- Replacement for Meg Henderson (retiring August 2025)
- Fills essential need in General and Organic Chemistry for Biomedical Sciences
- Will teach Organic Chemistry 1–3, General Chemistry 1–3, other lower division courses
- Recent fill rates: 82–86 percent

4. Lab Supervisor / Assistant Teaching Professor

- Currently vacant staff position
- Provides essential oversight of lab staff, processes, curriculum, and safety
- Multiple failed searches for staff line
- Pivot to faculty line with supervisory duties
- Anticipate 3–4 course releases for lab supervision
- Direct supervision of lab coordinators
- Collaborates with lab faculty on curriculum and innovation in lab offerings
- Provides bridge between lab faculty and lab staff
- Reports to Chair, who will provide support in faculty and staff communications
- Faculty line lab supervisors are very standard at UW Seattle and a better experience for students.
- This would be a year-round position.

4. RCEP Models Presentations and Discussion

a. General updates:

1. Faculty Council voted in favor of transitioning into any new structure at the start of AY 25–26 to provide time to develop new bylaws, promotion criteria, etc.
2. The Dean and Faculty Council leadership have been discussing the question of how primary appointments will be identified in an RCEP process with Secretary of the Faculty Mike Townsend and OAP; There is no specific guidance in the code on this instead there is:
 - a. *A principle and practice that tenure-lines and appointment homes should be close to the curriculum in which people teach.*
 - b. *Identified at the level of the Chancellor's office and based on some mechanism of faculty consultation.*
3. In any of the proposed units, you will follow where the majority of your teaching is, but Faculty Council will likely generate a form over the next few weeks that any faculty member can use to explain an alternate placement based on their curricular and intellectual affinities.
4. At this time, we are not going to address secondary and adjunct appointments, but there will be an opportunity to propose these at a later time.
5. Next Tuesday, Faculty Council will finalize an anonymous survey where faculty (on and off contract) and staff can vote on the proposed RCEP models.
6. The survey will likely include four parts:
 - a. Basic information: role, rank, division
 - b. A formal ranking of the six models and a “no RCEP” option
 - c. A preference assessment based on a 1–7 scale for each model that allows responses to signal the degree of support for each model.
 - d. A box for qualitative comments.
7. The survey will be open for one week.
8. Faculty Council meets with the Dean on 2/20 to provide an advisory discussion.
9. Dean sends report to EVCAA on 3/1.

b. RCEP Presentation Procedure:

1. Each presenter will get 3–5 minutes to describe and advocate for their proposal.
2. Following each presentation, we will have a 2–3-minute window for any questions of clarification about that specific proposal.
3. After all the presentations, we will use the remaining time to open the floor for general discussion.
4. Although this may not be necessary, we intend to be strict on respecting time limits to ensure each presentation sufficient time.

Model 1 / 3 Departments / Randy Nichols

- Randy is sick and not able to present the model.

Model 2 / 4 Departments / Ben Meiches

- This is the model that Faculty Council decided to submit.
- The 4 departments are based on faculty size and number of full professors in each unit.
- This creates two larger departments and two smaller ones.
- Rationale: History has a foothold in PPPA and some EGL in SBHS.

Model 3 / 3 Departments / BethAnn Hoover

- This model was created by the advisors and staff of SIAS based on the student experience and how students navigate through curricular pathways.

- Reorganization based on areas of inquiry: humanities, social sciences, natural sciences.
- A pragmatic look at student needs and timelines and how that affects financial aid.

Model 4 / 5 Departments / Charles Williams

- This model reflects where we are currently.
- Smaller departments are better for students and collaboration between faculty.

Model 5 / 3 Departments / Jeremy Davis

- This model would create 8 subunits in 3 departments.

Model 6 / 3 Departments / Emily Ignacio

- This model looks very different than the other proposed models.
- It shows our commitment to interdisciplinarity as well as global and community engagement and looks at curricular synergies.
- A lot of the IAS major courses are cross-listed.
- Each department would have humanities, social sciences, and natural sciences.

Chris Beasley read a statement from SBHS:

- Good afternoon. I'd like to read a statement on behalf of SBHS.
- We'd like to thank our faculty, staff, and administrative colleagues who've labored the past decade on this process. We appreciate your commitment to making changes that allow us to have a stronger impact on our students, communities, and scholarship.
- SBHS discussed the models and decided to support principles for our structure rather than a specific model.
 - First, we support models that maintain interdisciplinarity. In particular, interdisciplinarity in the social sciences. We'd like to see a structure that combines our division with an array of Social Scientists from various divisions. This would foster collegial connections that strengthen interdisciplinary scholarship and service as well as interdisciplinary social sciences courses.
 - Second, we support models that are student-centered. As staff pointed out, our structure should be legible to students to assist them in navigating our programs and communities. As an example, two departments called "social inquiry" and "social science" could be confusing to students.
 - Third, we support models that are collaborative and collegial. We'd like models that respect the autonomy and agency of divisions and division members, with minimal imposition of majority opinion on those who aren't in the majority. We'd like to see models that reflect the principles and priorities of faculty who teach in these homes. If there isn't a division consensus, we'd like to see efforts undertaken to understand the desires and concerns of faculty in that division. Models that incorporate staff input similarly advance this principle of collaboration and collegiality.
 - Fourth, we support models that minimize faculty, staff, and administrative burden as well as administrative costs. Many of us are at our limit and looking for ways to have a greater impact with less time and money. This restructuring is an opportunity to do so. Therefore, if we are going to change our structure significantly, we'd prefer to see larger units that minimize administrative needs and service obligations. The cost discrepancies in models are consequential—differences are large enough that they could impact faculty lines and/or PDF. We

encourage our colleagues to consider the financial impact of various models, so that we can best maintain or even grow our faculty lines as well as financial support for our teaching, scholarship, and professional development.

- We're generally flexible and open to various structures that incorporate these principles. Although the staff model isn't perfect, we see it as one that we can stand behind, because the staff model seems to best balance our principles.
 - This model doesn't maintain the degree of interdisciplinarity we have with the existing structure but does at least maintain some interdisciplinarity.
 - The staff model is the most student-centered through its focus on the legibility of our structure for students. In fact, it is the only model that explicitly addresses student needs.
 - Although it's unclear how well the staff model has incorporated the input of impacted divisions and division members, it does offer the opportunity to be collaborative and collegial with our staff members and seems as though it might least impact divisions and division members who aren't in the majority voice.
 - Although there will inevitably be disruptions and additional service activity as we make this transition, the staff model provides for larger units that minimize administrative and service needs while being among the most financially feasible.
- In closing, we understand the desire of divisions and their members to support models that best serve their interests. However, we ask colleagues to also consider these principles, especially the impact of structure on other divisions, faculty, students, and staff. We encourage you to support models that strike a balance of your interests, those of your colleagues and students, and our shared goals. To us, the staff model best accomplishes this. However, we urge you to support whatever models you feel best strikes this balance.
- Thanks for your time and consideration.

Maureen read some comments from SAM:

- We want to keep SAM together.
- To articulate a little why this makes sense rather than presume it is self-evident and inevitable: "I really don't want SAM to change for curricular, promotion, personnel, and cultural reasons. We are a diverse and interdisciplinary group that collaborates and makes decisions well."
- Closely intertwined curricular relationships
- Close relationship between Sustainability and Science that strengthens the experience for students

Other comments:

- Some have thought of a School of Natural Sciences, a School of Social Sciences, etc.
- Some are concerned that we will end up back where we are now, where we aren't equipped to evaluate tenure and promotion.
- Whatever model we go with, we will still want to work with colleagues that we like and we can still work across whatever units are created.
- Regardless of which model is chosen, we are restructuring to help us function better administratively.
- This is all advisory; the Dean's report is due to the EVCAA and Chancellor on 3/1.

5. Updates / For the Good of the Order.

- a. Updates will be sent via email.

6. Adjourn.

- a. The meeting adjourned at 2:34 pm.

Faculty Attendance (93):

Adams - Free Man of Color, Luther

Alaei, Sarah

Alcaide Ramirez, Loly

Baird, Katie

Bandes Becerra Weingarden, Maria-Tania

Barnes, Gordon

Bayer, Ellen

Beasley, Chris

Becker, Bonnie

Bleecker, Joan

Budge, Tyler

Burghart, Will

Cabrera Silva, Angel

Card, Ryan

Casas, Rubén

Chaffee, Leighann

Chamberlain, Ed

Chavez, Sarah

Clarke Dillman, Joanne

Cline, EC

Compson, Jane

Coon, David

Dancis, Julia

Davis, Jeremy

De La Cruz, Sonia

de Veritch Woodside, Vanessa

Demaske, Chris

Dinglasan-Panlilio, Joyce

Eaton, Julia

Eccleston, Sara

Erickson, Ander

Eschenbaum, Natalie

Espina, Tabitha

Gawel, Jim

Greengrove, Cheryl

Griesse, Margaret

Groat Carmona, Anna

Hanneman, Mary

Heinz, Morgan

Heller, Jutta

Henderson, Meg

Hershberg, Rachel

Horak, Peter

Howson, Cynthia

Ignacio, Emily

Jones, Ever

Kennedy, Maureen

Kim, Kelly

Koontz, Tom

Krayenbuhl, Pamela

Kunz, Bill

Laux-Bachand, LeAnne

Lee, Hyoung Suk

Lee, Jeong-Ah

Li, Jonah

Lovasz, Anna

Ma, Eva

Machine, Augustus

Mallik, Bidisha

Martens, Jacob

Masura, Julie

McMillin, Divya

Meiches, Benjamin

Miller, Alex

Miller, Danica

Miura, Cassie

Modarres, Andrea

Moore, Ellen

Myers, Jennifer

Nutter, Alexandra

Ochoa Camacho, Ariana

O'Donnell, Maeve

Oswal, Sushil

Pan, Yixuan

Perone, Luke

Ravichandran, Ilā

Rose, Emma

Ross, Steve

Selkin, Peter

Sesko, Amanda

Skipper, Haley

Sun, Huatong

Sundermann, Libi

Than, Rita

Thuma, Emily

Tou, Erik

Vanderpool, Ruth

Velasquez, Tanya

Vincent, Jack

Wang, Gene

West, Carolyn

Williams, Charles

Xiao, Jenny (Yi)

UWT Staff (13):

Asplund, Jessica
Dalesky, Karin
Davies Breen, Sarah
Hoover, BethAnn
Hendricks, Audrie
Jones, Kathleen
Kissoondyal, Jon
Parra, June
Pitt, Tracy
Strom, Amanda
Tolentino, Karl
Veal, Shelli
Woodman, Toni

Public (1):

Pike, Don

Unknown (3):

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Call-In User_1