

Faculty Meeting Minutes (Open session)

May 3, 2021 | 3:45 – 4:45 pm | Benson Hall, Room 109- ZOOM

Attendance:

Meeting start: 3:45 | Adjourn 4:40

Faculty Present (blank=absent)

Department Chair, Jim Pfaendtner - Present

Stu Adler	P	Kyle Caldwell	Vince Holmberg	P	Rene Overney	P	Neda Bagheri
François Baneyx		James Carothers	Samson Jenekhe	P	Lilo Pozzo	P	Cao Guozhong
David Beck	P	Chad Curtis	P	Mary Lidstrom	Buddy Ratner	P	Jonathan Posner
John Berg	P	Cole DeForest	P	Jun Liu	P	Daniel Schwartz	P
David Bergsman	P	Hugh Hillhouse	P	Elizabeth Nance	P	Eric Stuve	P
					Stephanie Valleau	P	

Others Present

Debbie Carnes	Lindsey Doermann	Andrea Gleichweith		
Nicole Devine	Dave Drischell	Nicole Minkoff		

AGENDA

- Announcements
- Moulton award
- Fall faculty teaching

Announcements - Pfaendtner

A discussion on prelim exams for two grad students will happen at the 5/17 faculty meeting. As previously discussed, there is an increasing frequency of off-cycle prelim exams.

A reappointment vote for Stephanie Valleau will take place at the 5/17 meeting. The executive committee will vote. If you will not attend the 5/17 meeting, contact Andrea and Jim so you can be included in the discussion and vote.

Moulton Industry Award Update - Pfaendtner

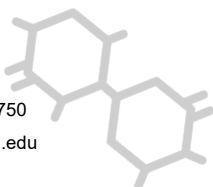
Bret Snyder was selected but he has declined the award. The department will find ways to engage with him in the future and he will maybe be nominated in the future. Mark Lawrence will be announced as the winner, unless there are objections. He was nominated by Dan Schwartz and Jim Pfaendtner and received a number of positive votes.

Cards for graduating students - Nance

Elizabeth reminded everyone that Nicole Minkoff sent an email about signing cards for graduating seniors and grad students. The deadline for this is May 15 so that they can be included in the mailers for graduation, this is similar to last year. Elizabeth will provide a summary of the graduation ceremony at the next faculty meeting.

Jim noted President Cauce's announcement that all students will have to have a COVID vaccine starting with Autumn quarter.

Lilo asked if there was an announcement about staff and faculty being required to get vaccines. A notice about this will come later in the quarter. It may be that the administration is waiting for guidance from the state of Washington since UW employees are state employees.



Stu asked if there was any news about hybrid learning and if that would be a requirement. There are many unanswered questions about this now, answers will come later. But the large lecture hall classes will probably be hybrid or remote. The time schedule for Autumn quarter is posted and all ChemE classes are listed as in-person. That could change though.

Discussion of Teaching for AY 21/22 - Pfaendtner

Kyle Caldwell will be leaving at the end of the academic year. Jorge Marchand will be deciding soon, but his start date would be in January.

Some of the newer faculty members may not recognize a typical ChemE undergrad curriculum. Qiuming had developed the ChemE 514 graduate lab that has been offered annually to research MS students. There may be declines in enrollment of MS students, which could mean discussing whether this class will continue to be taught annually or what format it would be taught in.

Revenue generated from capstone projects are potentially a way to increase instructional capacity in the department. COE is interested in growing these projects and there could be some capstone projects for masters students. This would also increase the department's visibility with industry and increases students' opportunities to work with industry. This would not mean that the special design projects won't be offered, faculty should indicate if they are interested in teaching it and then staffing could be discussed.

There were an unexpectedly large number of capstone projects this year, and it required an effort to staff the projects and a re-arrangement of teaching duties. Thank you Chad and Kyle for helping out with this. If anyone would like to be involved in mentoring these projects, Kyle has reported that they are not overly labor-intensive.

For core faculty funded by the department, there will be no buy out next year due to teaching demand.

John pointed out that ChemE 556 was omitted from the slide. It has been taught annually by either Lilo or John. Jim asked if that is a class that could be skipped for a year. It would be John's turn to teach it and he had hoped to teach it but if necessary it can be skipped.

Lilo said that some of the capstones are open-ended and it would be great to keep these opportunities so students could engage in the different types of capstones. Some departments have moved to only industry capstones because of economic reasons, but there are clear benefits to the department long term to have a route to student-led startups that hire ChemE students.

Jim agreed and said it would be a high-priority to return that to a teaching experience that could be counted as part of a faculty member's teaching load. The department is at 14 FTE now, it was 17-18 FTE when these were more widely offered. The economics are important but only when it serves the mission. Growing the COE capstones would be beneficial because the students like it and it will pay for an instructor.

Stu agreed that it is a unique experience for students and they get a lot out of it. Dan commented that the students who are doing this with the data science degree are very engaged.

There was a discussion of teaching assignments.

Lilo said there is a challenge in the required laboratories in polymers. Lilo will be on sabbatical, who will teach the classes? John reached out to a potential candidate. If 514 were eliminated, could these

students be absorbed in to the 455/460 sequence? It would be a suitable replacement. John agreed and suggested it could be considered for this Autumn.

Eric noted the new faculty members should be encouraged to teach process design. It gives insight into how things happen in industry. Teaching design can help your research. He gave the example of proposal writing, that with a broad design background you can make a better argument. Stu and Eric taught process design for many years, Eric is willing to help to bring people in to teach it.

Stu has been teaching 325 in a “flipped” classroom model. He has collected 3-4 years of data on the class and will be submitting a paper on the teaching methodology. But he is ready to step away from teaching this class after teaching it for many years. He will help anyone who wants to teach it. David will teach it next year.

Chad has developed a lot of materials for the courses that he has taught and will pass those on when he leaves UW. For 436, he developed a lot of Python and Excel notebooks for teaching statistics. He also has Python notebooks for 512 that he will pass on. And he will pass on the notes from 486. The most recent versions are not on GitHub yet, but he will update them. Jim suggested he pass the materials to Elizabeth too.

Jim discussed the models for assigning teaching for 2021-22.

Stu commented on the draft model, historically it was a round robin where people chose what they wanted to teach. John said that was a failure when done in the past. Stu pointed out that with this model there is no institutional memory. If people are going to innovate in the classroom with new teaching methodologies or new course materials, this model will not support that. Dan agreed that from his experience working in this model, it is not efficient or a good use of time.

Jim suggested the 3rd model would be effective, though may not please everyone. It is just for next year. Lilo and Dan voiced support for this idea for next year.

Jim discussed the subject of bringing more stability into planning for teaching. The chair makes teaching assignments, per the job description. But he wants everyone’s input, including the advisors and the executive committees.

Stu added that the idea is to come up with a formalized process that is fair and transparent and allows something like a term system, and also takes into consideration junior faculty.

Jim was asked by faculty candidates how long they would be teaching a class.

A process would not have to be rigid and formulaic, it could be a set of guidelines with some norms.

Dan said that the department does want faculty to be leading ERCs and other things, how should department funding be factored in? Jim agreed this is important and said this was not addressed in the previous workload exercise.

Lilo suggested creating a teaching skills matrix, because not all faculty can teach all courses. There is specialization especially with electives. Dan and John were in agreement. Jim supported this idea and suggested Stu could include this in the Autumn quarter discussions.

Postdocs

Postdocs are now allowed to teach, there is a postdoc representative on the Chair's advisory council. This would be beneficial for the department, and would help people who want to go on the faculty job market. It is good for the students too. Faculty will be asked if they are interested in mentoring a postdoc in teaching.

Lilo said this should be seen as a competitive program where only a few postdocs are applying to this and benefitting from it. People should watch for an email from Elizabeth about this, please reply promptly.

The meeting adjourned at 4:40 PM.