

## Faculty Meeting Minutes (Open session)

May 23, 2022 | 2:30 - 3:30 pm | Benson Hall Room 109 and ZOOM

Attendance:

Meeting start: 2:30 | Adjourn 3:25

### Faculty Present (blank=absent)

Department Chair, Jim Pfaendtner - Present

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

### Others Present

Lindsey Doermann	Nicole Minkoff				
Andrea Gleichweith					

### AGENDA

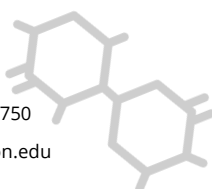
- Approval of minutes from 5/9 faculty meeting
- Announcements/updates
- ChemE honors program (Nance)
- Seminar plans for next year (Marchand/Mittal)
- Discussion of criteria for promotion of teaching faculty (Stuve)
- Plans for AU teaching (Pfaendtner)

### Approval of minutes from 5/9 faculty meeting

No changes or corrections. Minutes are approved

### Announcements/updates

- David Bergsman, Hugh Hillhouse, Elizabeth Nance and Jim Pfaendtner are recipients of 2022 Faculty Appreciation for Career Education & Training (FACET) awards. Students nominate faculty for these awards for positively impacting their professional development through mentorship and career preparation.
- Our department graduation ceremony will be Friday, June 10, 4:30 p.m. in Kane 130. A reception follows in Benson Hall. Contact Dave D. if you will be attending so he can assign you a seat.
- The ChemE External Advisory Board (EAB) is meeting on June 2-3. Please RSVP to Andrea for social hour and/or dinner on June 2. Social from 5:30-6:30 p.m. and dinner at 6:45 p.m. at Piatti in U Village. Spouses and significant others are also welcome.
- The next faculty meeting will be the faculty retreat in September at a similar time as last year. A save the date will be sent out soon.



### **ChemE honors program (Nance)**

Elizabeth wants to raise awareness that we have a department honors program. We nominate a portion of the junior class to pursue Honors. Completion of Departmental Honors comes with notation on the student's transcript and diploma and recognition at the department's annual Awards Day.

Requirements:

- Maintain minimum 3.3 GPA cumulative UW and core ChemE GPAs
- Complete nine credits of CHEM E 499B, honors-level research, under the direction of a single chemical engineering professor spanning 3 consecutive quarters
- "Honors-level research work is distinguished by its originality and demonstrates the ability to carry out independent, high-quality, creative work, as judged by the research supervisor (i.e. more than simply "working in a lab" and having a high GPA)."

Elizabeth said honors students are having difficulty getting into labs if they weren't already doing research. She asked faculty to consider supporting an honors student in their lab.

Jim asked if previous 498 research counts toward the requirement?

Elizabeth: no, it needs to be 9 credits in senior year

Hugh said he thought a 3.3 GPA sounded low. What is the average GPA of our students?

Nicole said we only invite 10-15% of students, which puts the cutoff around 3.8-3.9. The average is 3.0-3.3. The 3.3 GPA threshold is the UW minimum.

Eric asked if the program is invite-only or if can students apply? Nicole said it's invite-only. It hasn't come up that a student has tried to apply because there's not awareness of the program.

Jim said he doesn't tend to let seniors join his lab because there's a lot of onboarding and training required, which doesn't leave much time for actual research. It's a struggle to incorporate students who approach him in August. Nicole said that students are invited to the program at the end of winter quarter, so they are months behind if they are asking you about research in August.

Sam asked if it made sense to try to tell classes about the program, given that only a small number is invited. Elizabeth said we're trying to increase program visibility to undergrads. Usually Dave or Nicole sends email to invite students, but we also want to document it in Canvas so students know it's an option for senior year. It could also get them involved in research earlier.

Jonathan asked how we distinguish honors-level research? Elizabeth said honors-level is intended to be more independent, and we could add more clarifying language to set it apart from just working in a lab.

### **Seminar plans for next year (Marchand/Mittal)**

Jorge and Shachi will be planning seminars for next academic year. In the next 2-ish weeks, they'll be sending out an email soliciting speaker suggestions. You'll submit nominations via a short Google form. Ultimately they're looking for 12-14 speakers plus the Chair's Distinguished Lecturer. They shouldn't have spoken here in last 3 years. Elizabeth added that we have a database of past years' speakers. For MoES, Chemistry, BioE, and other departments where there might be overlap, you'll just have to search their websites or through Google.

Jim asked if we'll offer a virtual option for speakers. Jorge said they haven't decided yet. If you have input, please send to him and Shachi. They'll want to start inviting people in early summer.

Ben asked about the possibility of inviting folks from industry. Jorge is open to it. Jim doesn't have a strong feeling, and noted that historically they ask if companies can pay for the speaker's travel. He sees it as a fair trade if speakers can't share a lot about their company's technology. But it's not a deal breaker. Jim said pedagogy experts are also an option.

### **Discussion of criteria for promotion of teaching faculty (Stuve)**

Eric reorganized the document, taking into account the comments from the last meeting. He walked through the updates. It's set up so that promotion guidelines start with the UW's, then follow with specifics for ChemE.

In Promotion to Associate Teaching Professor, COE broadens the UW faculty code re: service and scholarship: "Scholarship is not an explicit expectation of the roles of an Assistant Teaching Professor, yet COE pays attention to the quality of an Assistant Teaching Professor's scholarly activities." It is an odd line, and Jim flagged it to bring up to the College executive committee.

- For ChemE's expectations, we follow COE guidelines with emphasis on
  - Effective teaching
  - Individual course development
  - Classroom or laboratory instruction
- "Pays attention" (just using this phrase for consistency) to scholarly activities that include innovations in classroom or laboratory instruction
- Attributes of the Chemical Engineering Teaching Professor, Appendix A, provides suggestions to achieve the requirements for promotion

For promotion to teaching professor, ChemE follows UW Faculty Code, and uses teaching, service, and scholarship to structure the general principles of "teaching and curriculum development" and "service and scholarship." For ChemE's addition to the "teaching and curriculum development" piece, we added a note that external funding may be required. The COE language around scholarship is still weird ("not an explicit expectation ... However, through scholarship, faculty members can make contributions to the teaching and research at the department, college, university, and/or discipline.")

ChemE adds, "Implementing educational innovations may be considered as aspects of ~~service and scholarship,~~" striking service because it doesn't make sense here.

There are no changes to the Attributes, they're just moved to Appendix A. Jim reminds that the appendix clearly states that you don't have to do everything on the list. Eric confirms they are possibilities, not requirements. For example, in #4 ("Mentors and provides opportunities for UG research"): mentorship is required but providing undergraduate research opportunities is not. John said there's a standard \$100/quarter provided by the department for the purchase of materials, etc.

Ben said it's great to have the opportunity to support UG research, but for new faculty it may be confusing at first read. Can there be more guidance and clarification along with the document? Jim said the message can be incorporated into the mentoring culture.

Eric showed matrices (Appendices C and D) of how the different attributes map onto the 3 main promotion criteria, plus DEI since it is part of so much of what we do. There are many options for each criterion.

Dan asked about the practicalities of the process, e.g. who writes letters, what's in the CV, etc? Jim said the dossier is definitely in the COE toolkit. But the process will certainly change before Ben goes through it; he expects there to be lessons learned and subsequent revisions. Letters of support will be requested from the chair. He anticipates he'll consult with faculty and look to education-focused AIChE members. The major difference to tenure-track promotion is there's no mandatory review period. Mentors, the Faculty Support Committee, and the chair will need to provide good continuous feedback and set a mutual understanding of the timeline.

Eric addressed one of Ben's comments about the list of activities in Appendix B. The list was then edited to read that directing undergraduate theses and undergrad and graduate student projects is not required. Also, re: activity 18 (membership in professional societies), you just have to pay dues to fulfill this, so we will eliminate.

Jim asked for additional comment, and said that a faculty vote is required if we want to adopt this as official policy.

Eric moved to adopt the Guidelines for Promotion of Teaching Faculty as official department policy. Elizabeth seconded the motion.

Jim asked for additional comments. John requested grammar and spelling be fixed. Jim said Andrea will distribute an electronic ballot. He thinks these guidelines will be useful for the college and other departments.

### **Plans for AU teaching (Pfaendtner)**

Jim and Elizabeth have been discussing teaching and the broader issue/national trend of poor attendance in college classrooms. Our 310 and 375 courses have been getting about 2/3 attendance

on any given day, and it's not always the same students missing class all the time. They have tried many things to get people to show up. People who don't show up will have trouble being successful in these courses. Professors also need to signal that easing of grades will be going away. This is a rigorous program.

Jim advises that instructors plan courses with these things in mind. It's worth being aware that it's a nation-wide trend, not unique to us. We should do our best to run classrooms in a way that encourages attendance. An outright attendance requirement is not permitted, but participation can be included in grading. He knows it's been a hard year for everyone, is optimistic that next year will be better, and appreciates everyone's efforts.

David Bergsman said his impression is that a participation requirement that involves attendance is not allowed. Jim doesn't agree. Professors may require things of students during the times that courses are scheduled. Requiring passive attendance is problematic, but it's okay to require attendance if students are there for something substantive. Elizabeth says you need to be clear about what "participation" means, and it can come in the form of participation in the classroom. CEP recommends 15% as the portion of a grade participation can count for. That's not a requirement or a maximum. Jim says we'll still have covid cases in autumn, and people will still have to miss class for it. But you can spell out that they have to be in person unless there is covid, a family emergency, or other specific situations.

David raised the point that there's a broader question of whether attendance is what we should be optimizing on. Having the ability to access course in multiple ways is a more inclusive way of providing learning material. This can be a discussion for another time. Jim noted that having recorded lectures doesn't necessarily correlate with performance or attendance. This quarter, Elizabeth is recording and Jim is not, and attendance is about the same.

Jim urged faculty to do what they can to help students grow as professionals. These trends illustrate that students are really impacted by the pandemic, and expect to see these issues for a couple years. Stu added it's important to remember that to some degree we can't control the situation since it is growing out of the pandemic.

Jim closed the meeting by wishing everyone a relaxing summer!

**Meeting adjourned at 3:25**