TO: Members of the Faculty of Arts & Sciences
FROM: Barbara A. Schaal
RE: Faculty Meeting

Monday, March 21, 2016
4:00-5:00 p.m.
Wilson Hall, Room 214
Refreshments will be available in Room 212 at 3:30 p.m.

Agenda

1. Approval of February 26, 2016 Minutes
2. Arts & Sciences Updates – Barbara Schaal, Dean of the Faculty of Arts & Sciences
3. Diversity Report – Adrienne Davis, Vice Provost and William M. Van Cleve Professor of Law
4. Faculty Council Update – Bret Gustafson, Arts & Sciences Faculty Co-Chair
   a. Professor of Practice
5. Curriculum Committee Report and Vote – Todd Decker, Arts & Sciences Curriculum Committee Chair
   a. Course changes as approved by Curriculum Committee
6. Deans’ Reports
   a. College of Arts & Sciences – Jennifer Smith, Dean of the College of Arts & Sciences
   b. Graduate School – William Tate, Dean of the Graduate School
   c. University College – Steve Ehrlich, Interim Dean of University College
7. Other Business

Attachments:
• Minutes of February 26, 2016 Faculty Meeting
• Course changes as approved by Curriculum Committee
The meeting came to order at 4:02 P.M with Dean Barbara Schaal presiding.

A motion to approve the minutes of the 13 November 2015 meeting passed.

**Report from the Dean of the Faculty of Arts & Sciences**

Dean Schaal reported that the planned gutting and rehabilitation of Bryant Hall has moved to the design phase for individual labs, with the idea of hiring more chemists in the future.

Generally, faculty recruiting is going well. The Program in African and African-American Studies has interviewed five people in its search for a director. Sociology has just completed three hires. English is searching in the field of digital humanities.

The annual solicitation for position requests will go to chairs and directors very soon. Any request for hiring in a program should come jointly from a department as well. Department-wide endorsement of the proposed position is important in all cases.

The recent “day of discovery and dialog” on race, which included an activity organized by Dean Bill Tate, was a large success.

**Report from the Arts & Sciences Faculty Council**

Professor Bret Gustafson presented nominees for election to committees, and asked for further nominations from the floor for these positions. There were none, and the list attached to these minutes contains the names of all eligible candidates.

Professor Michael Sherberg asked if faculty needed to elect anyone to the library committee this year. Professor Gustafson replied that there is no position open on that committee.

The discussion about changes to the professor of practice designation continues, with nothing concrete to report at present.

**Report from the Curriculum Committee**

Professor Todd Decker, chair of the Curriculum Committee, said that faculty may present to their colleagues any proposal for curricular changes that the committee has not endorsed, as separate agenda items at these meetings.

He also reported that the College of Arts & Sciences has a new major in Korean.
Professor Decker introduced the committee’s resolution for passage of curricular changes as previously circulated. In discussion, a faculty member pointed out a problem in a course title on page five of the document. The motion passed with this correction.

Professor Decker made the committee’s motion to change the former SD course attribute to SC (“social contrast”), as in the proposal circulated. He stated the committee’s desire that students know from beginning to end of a course that it is designated SC. This would require that any course so designated meet the criteria of “major topical focus” of its content on social contrasts. The designation would carry no restriction of region or period. Certain courses that would previously have received an SD designation would not qualify for the proposed SC.

Professor Cathy Keane asked who gave the Curriculum Committee the charge to study this change. Dean Jennifer Smith said that it arose in part from the Mosaic Project and in part at the initiative of the College Office, as a way to address student perceptions that current SD courses do not amount to the “diversity requirement” that they found desirable.

Professor Joe Loewenstein moved to amend the motion by striking the words “or other categories” at the end of the list of social categories suitable for attention in an SC course. When the motion to amend received a second, he expressed the fear that an unfriendly faculty member could use the vagueness of “other categories” to propose for the SC designation a course on some patently insignificant social category. Dean Jennifer Romney said that the Curriculum Committee would have to approve any proposed courses, avoiding any real danger of this. Professor Gaylyn Studlar spoke against the amendment, pointing out that age and regional distinctions do not currently figure on the list but would fortunately be covered as long as the motion remained unmodified. Many other legitimate social distinctions that do not appear on the current list could arise in proposed courses, and these should qualify for the SC designation. Professor Keane pointed out that the motion already also includes the words “such as,” so the amendment actually might not have the effect its supporters wanted. The motion to amend failed by a vote by raised hands.

Professor Martin Israel asked what the current SD requirement was, and whether the proposed change would increase the number of classes required for graduation. Dean Smith said that current requirements include one course designated SD, and that the current proposal added no new requirement for students.

Professor Rebecca Copeland asked what would happen to current SD courses. Professor Decker said that the Curriculum Committee would work through them over time to determine whether they meet the criteria of the new SC designation.

A faculty member asked how one can have designators added to an existing course. Professor Decker responded that one can do it by application to the Curriculum Committee at any time, and that occasionally the committee may suggest it.
A faculty member asked what courses in the Program in Religion and Politics would not qualify for the SC designation. Professor Decker answered that this would depend on the methodology of individual courses. The Curriculum Committee would expect to see the focus in the syllabus.

The motion establishing the SC designation passed by voice vote.

**Report from the College of Arts & Sciences**

Dean Jennifer Smith presented a report on the correlation between students’ academic outcomes and their level of tuition remission, a proxy for financial need.

In the class of 2019, 60% receive no tuition remission, 23% receive some, and 17% receive high tuition remission, defined as full remission or more (stipends in addition). Next year’s entering class will likely have about the same distribution of family incomes. Level of tuition remission has a statistically significant inverse relationship to students’ first-semester GPA, when controlling for performance on the SAT. The difference in GPA amounts to an average reduction of .15 among students receiving remission.

This difference does not appear across all of the large courses studied. For instance, Physics 197, where homework is due in every class, does not show a statistically significant correlation between grades and remission levels.

In the population of students subject to “academic action” (the College Office’s term grouping warning, probation, and suspension for academic reasons), students receiving some remission constitute the same proportion as they do in the student body as a whole. High-remission students are over-represented, and students receiving no remission correspondingly under-represented. The overwhelming majority of students subject to academic action found their problems arising in STEM classes.

The College Office had taken measures to advise and monitor the academic performance of students eligible for Pell grants, but students on high remission are not always eligible. In the future, the monitored group should include all these high-remission students.

The College Office also ran a pilot program in which advisors of Pell-eligible students had access to the students’ grades as posted on the Blackboard system. However, not enough courses use Blackboard for grading for this to work very well, and the College Office will abandon this program.

The deans obtained gradebooks for first exams in STEM classes, together with the grades these courses’ instructors considered as the thresholds for concern about performance, and then contacted the students falling below the thresholds. Questions remain about what deans and
advisees could then do in order to intervene with the greatest effect. Cornerstone data indicate
some enhanced usage of resources following these contacts. The impact on grades appears small,
though these courses did generate fewer student withdrawals than previously.

Dean Smith reported that Cornerstone does not have tutors in all fields, and that it can take a
month to fill a student request, which is too long to be effective.

A faculty member asked if the deans had any way to ask the targeted students what they think
they need. Dean Smith responded that deans were conducting focus groups of students and
talking to advisors.

Professor Sherberg asked about the relationship between scores and the size of the student
cohort. Dean Smith said that the results she presented took sample size into account.

Professor Elizabeth Childs asked about the geographic distribution of the high-remission
category. Dean Smith said that this group was slightly more local than the total student
population, though not dominated by local students.

**Report from the Graduate School**

Dean Bill Tate informed the faculty that “the Graduate School” has become the official title
of the school. Its previous name had made it sound as if it included only Arts & Sciences
departments, which is not true.

Admissions to Arts & Sciences Ph.D. programs, which received 2900 applicants, have not
changed in number since last year. Yet some programs have very different numbers from year to
year, even if these differences are not always significant as percentage variations for the
programs concerned.

Dean Tate thanked the Humanities Center, Professor Sherberg, and other colleagues in the
humanities for arranging a joint humanities recruitment event for admitted applicants.

**Report from University College**

Interim Dean Steven Ehrlich reported that University College has begun supplementing the
Launch Code program, in conjunction with the School of Engineering, by providing
supplemental skills training in writing, collaboration, and other areas. The whole program will
migrate to the School of Engineering.

University College has new concentrations within its programs in psychology and biology. It has
undertaken reviews of its programs in communications and journalism.
In the summer of 2016, the Middle School Summer Challenge will offer ten courses, double the offer last year. This program contributes to enrollment of high school students in University College courses, which then contributes applicants to the university who get accepted at a high rate.

This year, Alumni and Development will have the first-ever University College alumni event.

University College is working with the Department of Education and a local funder on a two-week summer institute on education leadership, focusing on the Ferguson-Florissant area.

Every Saturday in February, University College offers a lecture on aspects of the modern university. Provost Holden Thorp will soon give one of these, titled “The University is not a Business.”

The meeting adjourned at 4:55 P.M.

Minutes prepared by Seth Graebner,
Secretary to the Faculty of Arts & Sciences
Candidates Nominated for Election to University Committees

Tenure Committee

Humanities
1. Rebecca Copeland
2. Julia Driver

Natural Sciences
1. Mike Ogilvie
2. Kevin Moeller

Social Sciences
1. Margit Tavets
2. Matt Gabel

College of Arts and Sciences Faculty Council

Humanities
1. Stephanie Kirk
2. Jamie Newhard

Social Sciences
1. Jonathan Weinstein
2. Frank Lovett

Curriculum Committee

Humanities
1. Julie Singer
2. Laurie Maffly-Kipp

Natural Sciences
1. Francesc Ferrer
2. John Bleeke
Social Sciences
1. Gaetano Antinolfi
2. Betsy Sinclair

Review Committee On Faculty Personnel Procedures

Humanities
1. Nancy Berg
2. Bob Milder

Natural Sciences
1. Lee Sobotka
2. Doug Wiens

Social Sciences
1. John Nachbar
2. Pascal Boyer

Academic Freedom And Tenure Hearing Committee

1. Carl Bender
2. Leigh Schmidt
3. John Heil
4. Brian Crisp

Faculty Senate Council (College of Arts and Sciences Division Representative)

1. Bruce Carlson
2. Roya Beheshti Zavareh
Curricular Changes

New Courses Approved .................................................. 1-5

March 21, 2016
New Courses Approved

L90  AFAS  4755  Queering Sexual Cultures in Africa and the Diaspora  HUM, LCD, SD

This course examines gender and sexuality in contemporary Africa and the diaspora. We will focus specifically on queerness as a category of analysis and will examine queer identities, practices, communities, and cultures in Africa and the African diaspora. In recent years, many African countries have adopted harsh anti-homosexuality laws and much of the political and popular discourse frames expressions of same-sex desire as "un-African." However, there is a long history of non-normative sexualities in Africa, challenging the manner in which the continent is constructed as heterosexual by both local and global forces. Similarly, black communities across the African diaspora have relied on the regulation of gender and sexuality to demarcate the boundaries of blackness, and have traditionally sought belongingness to the nation through compulsory heterosexuality. Many scholars, artists, and activists in the African diaspora continue to critique parochial definitions of Africanness and Blackness that rely on the exclusion of queer subjects. By drawing on historical, theoretical, and visual texts, we will examine the debates concerning sexuality, citizenship, and human rights on the African continent and the diaspora as well as their relationship to global issues around sexual citizenship and human rights. By focusing on the lived experiences of LGBTQ subjects in the African diaspora, we will interrogate the contested relationship between sexuality and politics. This reading intensive, interdisciplinary course will familiarize students with the debates and issues of Queer African Studies, Black Queer Studies, and Black and African Feminist Thought.

L98  AMCS  280  Exploring Inequality: The Social and Structural Analysis of Modern American Life  SSC, SD

What would it mean to engage in effective social and structural analysis of the complex problems of modern American life that are so often reduced by policy makers to matters of personal responsibility and individual choice? This is an urgent question at a historical moment when America "society" is becoming more diverse and more divided. This course explores four areas of inequality: poverty, racism and sexism, the crisis in health care, and the perils of globalization. We will pay particular attention to how intersections of minority statuses as defined by race, social class, gender, and sexuality conspire to script social and political outcomes. Our investigations will allow us to consider multiple academic and applied models. In an original research project that closely engages real world cases and draws upon multiple disciplinary perspectives, students will gain an understanding of the complexity of social problems, and what productive intellectual and policy responses entail. Guests from local social, educational, and political agencies will share their perspectives with the class. Above all, students will emerge from the course with a set of critical skills that will empower them to decipher contemporary policy debates and develop their own social analyses.
New Courses Approved, continued

L48 Anthro 3884 Regulating Reproduction: Morality, Politics and (In)justice  SSC

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction—which links individual bodies to the body politic—is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families, are always bound up with broader, if obscured, economic, national, and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGO’s and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China’s notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion, and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.

L41 BIOL 3010 Biotechnology Project  NSM

This second year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer evaluation applied at all steps of the process. Students completing Bio3010 will gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course will focus on individual pre-proposal brainstorming, writing, and pitching, while the remainder of the course will be dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Pre-requisites: Students need to have completed Bio2010: The Science of Biotechnology and Bio2020: Biotech Entrepreneurs Seminar for enrollment in this course. Limited to 20 students.
New Courses Approved, continued

L41  BIOL  4492  Infectious Diseases: History, Pathology, and Prevention  NSM

Leveraging the primary research literature, this course examines the history and pathology of infectious disease, the development of antibiotics and vaccines, the rise of antibiotic resistance, and the emergence and reemergence of diseases including Zika virus, Ebola, and Tuberculosis. In addition to gaining insights into the underlying causes and treatment of infectious disease, students will hone their ability to identify important biological questions, develop testable hypotheses, design experiments tailored to particular questions, and evaluate results. Through a series of written and oral assignments, students develop the skills to communicate about science effectively to both the research community and the general public. Prerequisites: Bio 2960, 2970; Chem 261, 262, and Bio 500 or permission of the instructor. Area A. 3.0 units. P. Levin

L41  BIOL  4524  Structural Bioinformatics of Proteins  NSM

Students have access to high-quality, experimentally determined, three-dimensional structures of proteins provided by the Seattle Structural Genomics Center for Infectious Disease and contribute to this ongoing project by using cutting-edge structural bioinformatics tools and methods to analyze and to interpret these structures. Students who provide outstanding analyses are eligible to co-author a scientific paper. Topics include: structural quality assurance and validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein and structure-based sequence analyses, inferring protein function from structure, electrostatic interactions, threading and homology modeling. One hour of lecture and six hours of computer laboratory per week. Fulfills upper-level laboratory requirement for the biology major. 4.0 units. Credit. Craig Smith

L12  Educ  4037  Diversity, Inclusion, and Equity in Higher Education  SSC

The course will address historical and contemporary aspects related to diversity, inclusion, and equity in American higher education, with a specific focus on "the student". We will concentrate on three primary themes: the history of higher education within a sociocultural context; politics, movements, and student access; and current diversity trends/issues in higher education. Through the integration of relevant information from history, law, and critical policy (i.e., Affirmative Action), this course will attempt to develop a complex, comprehensive understanding of diversity and equity within American higher education. Additionally, the course will examine the conceptual and linguistic evolution of diversity and cultural advances in higher education. An emphasis is placed on critical reading, writing, and class participation.
New Courses Approved, continued

L22    History    49VB   Advanced Seminar: Money Talks: Readings in Economic History    HUM

To date, economic history has been dominated by quantitative research. In recent years, however, there has been a turn toward more qualitative analysis. With his landmark "Capital in the Twenty-First Century," Thomas Piketty argued that Economics ought to return to its origins in political and moral philosophy. Similarly, on this side of the Atlantic, a new generation of historians has begun to revisit the history of capitalism with methods that combine both numbers and narrative. In this advanced seminar, students will read both contemporary and seminal works in the field of economic history as well as writings from a wide variety of social scientists and humanistic scholars who study the economy. The aim of this course is to think critically about the historical construction of both economics as a discipline and "the economy" as a field of inquiry. PREREQUISITE: Prior coursework in history or permission of the instructor. Modern, Transregional. **Students who register for this course must also register for L22 49IR/05 for 1 unit.

L93    IPH     430   Data Manipulation for the Humanities

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel, and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL).

The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.
New Courses Approved, continued

L75 JINE 354 Anthropological and Sociological Study of Muslim Societies SSC, LCD

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization.

L44 Ling 390 Linguistics Service Learning I SSC

Because language is fundamental to human communication, differences in language can present particularly difficult barriers to learning. Taking classes in a language that is not your native language, for example, presents special challenges both to students and their teachers. For speakers of non-standard dialects, taking classes in a standard dialect presents subtler—and in some ways, even more difficult—challenges. This course provides students with a concrete understanding of the practical difficulties arising from linguistic differences and helps them discover ways in which these difficulties can be addressed. In particular, students are expected to devote two hours per week tutoring local K-12 students and to keep a journal focusing on their experiences from a linguistic perspective. Students will be expected to attend weekly meetings with faculty and community partners to relate challenges that they have encountered and to discuss possible solutions. Students will also receive training on how to better understand and serve under-sourced and diverse populations. Prerequisite: At least two 300-level courses in Linguistics or permission of the instructors.