

Department Faculty Meeting

November 29, 2022

Noon – 1:20

In person: Gould 440

<https://washington.zoom.us/j/97032024504>

Agenda items

12:00 - 12:05	Agenda	Campbell
12:05 - 12:15	Approve Nov 15 minutes (vote)	Campbell
12:15 – 12:25	Affiliate and Visiting Professor appointment updates	Campbell
12:25 – 1:00	Teaching Assistant Professor update and next steps	Campbell
1:00 – 1:20	Faculty reappointment – CLOSED MEETING. Full Professors only	Vikram Prakash

Attendance:

Faculty Present

1. Dan Abramson
2. Marina Alberti
3. Rachel Berney
4. Branden Born
5. Christopher Campbell
6. Manish Chalana
7. Sofia Dermisi
8. Himanshu Grover
9. Mark Purcell
10. Qing Shen
11. Jan Whittington
12. Dylan Stevenson

Staff Present

1. Edith Olguin

Approval of minutes

Postponed to approve minutes from November 15, 2022 faculty meeting

Affiliate and Visiting Professor appointment updates (Campbell)

E. Olguin will send a e-vote with the list of Affiliate faculty, Adjuncts faculty and individuals that the department recommend to not to renew.

Teaching Assistant Professor update and next steps (Campbell)

- The Chair made a power point presentation to explain the process since the beginning (attached).
- Correction in slide 23 - Current Faculty Search Committee: M. Alberti (Chair), B. Born and M. Purcell
- For faculty to make a decision -
 - Choices for voting:
 - Vote for one candidate only: Choose which one, A or B
 - Vote for a slate: Both are acceptable, yes or no
 - Vote for each on separately: Candidate A, yes or no; Candidate B, yes or no. - This is the preferred method
 - Option 3 - Approved. (Raising hand)
 - Paper vote or E-vote
 - Due to having a hybrid faculty meeting on December 13, the vote will be conducted online. Approved (Raising hand)

Comments:

(Whittington) TAs position has been reduced, will this hire not impact TAships? If we are trying to replace someone who is doing a lot of teaching then how the department will get TAship grow?

(Campbell) The person is doing teaching for other departments such as Landscaping Architecture, CHID, and UDP. If the person is only teaching for UDP, the department can develop new courses and offer courses that are not currently offered. Ideally some of the new courses would be large courses, this will bring more revenue to the department.

(Campbell) The TA policy. It was decided that a TA would be assigned to a class that have a minimum enrollment of 35.

(Whittington) Lab courses would have a TA even if the class have less than 35 students. Overall enrollment has not decline. Seems to be several points confusion in the policy.

(Shen) The Committee was created in anticipation of COVID19, 35 was not a permanent decision.

(Campbell) Recommend to have a conversation about how the department can support the Interdisciplinary PhD program through TA positions. There are fewer positions because one of the larger undergraduate courses has gotten smaller over time.

Reminder: faculty can vote no on this faculty search

Questions/comments in the zoom chat:

J. Whittington: Interfolio collects race/ethnicity from all applicants. The data on individuals is not shown to the committee, but the committee can use Interfolio to receive and share a report of the race/ethnicity of the pool, or a subset of the pool as it moves through deliberations. This feature of Interfolio is regularly used by faculty and administration to check against bias in hiring, even in this college. We should be able to see such a report for this hire. Consider this a 'formal' request. These new hires are going to fill out own teaching needs too...of the 'needed courses' listed, the DS hire will provide 1-2 undergrad service courses. But we are talking about hiring someone to teach existing courses... replacing someone teaching existing courses... so how would that growth occur, really?

M. Chalana: RE 592, it's a BE Doctoral Seminar, Bob was only half time in Planning: so he was teaching 2 in that program; now UDP only need to provide instructor for 1 course in the BE program. The other Bob taught in the

BE PhD may not be offered anymore; the steering committee is discussing that, for now students would be taking Mark's course and other courses in their areas offered in other college/UW. What's their salary range (including benefits) particularly one we're hiring? So at the earliest, any design faculty is at least one year away; based on the time it takes to put the search together. Not sure; because this persons' current course load may be 10! But in UDP they would only be teaching 6 courses in UDP; so not clear on increasing revenues. And finally if Harris isn't our top candidate - we need to plan for the interim as the international candidate's visa would take up to a year based on our experience with recent TT hire.

Faculty reappointment - CLOSED MEETING. Full Professors only (Prakash)

The CBE Dean delegated Vikram Prakash (Associate Dean) to manage Christopher Campbell's Associate Teaching Professor reappointment.

Motion. Shall the department recommend Christopher Campbell to be reappointed as Associate Teaching Professor for 7 years? - **Approved.**

Teaching Assistant Professor Hire

A Review

Let's Review

What is a Teaching Assistant Professor?

What is a Teaching Tract Professor?

- These are relatively new titles in the UW and replace the old Lecturer, full time positions. They are designed to “professionalize” this track, providing more job security, better working conditions, higher skill, and employment parity to people in these positions.
- Teaching Track faculty titles are parallel to the tenure track – Assistant, Associate, Full
- They are promotable but not tenurable
- Contracts are up to 3 years (Assistant), 5 years (Associate), and 7 years (Full). Contracts can be renewed indefinitely (other full time temporary tracks can NOT be renewed indefinitely).
- They have a vote on the faculty
- Primary duties are teaching, curriculum development, program management, admin. “Scholarship” is part of promotion but defined differently than TT.

Benefits of a Teaching Professor

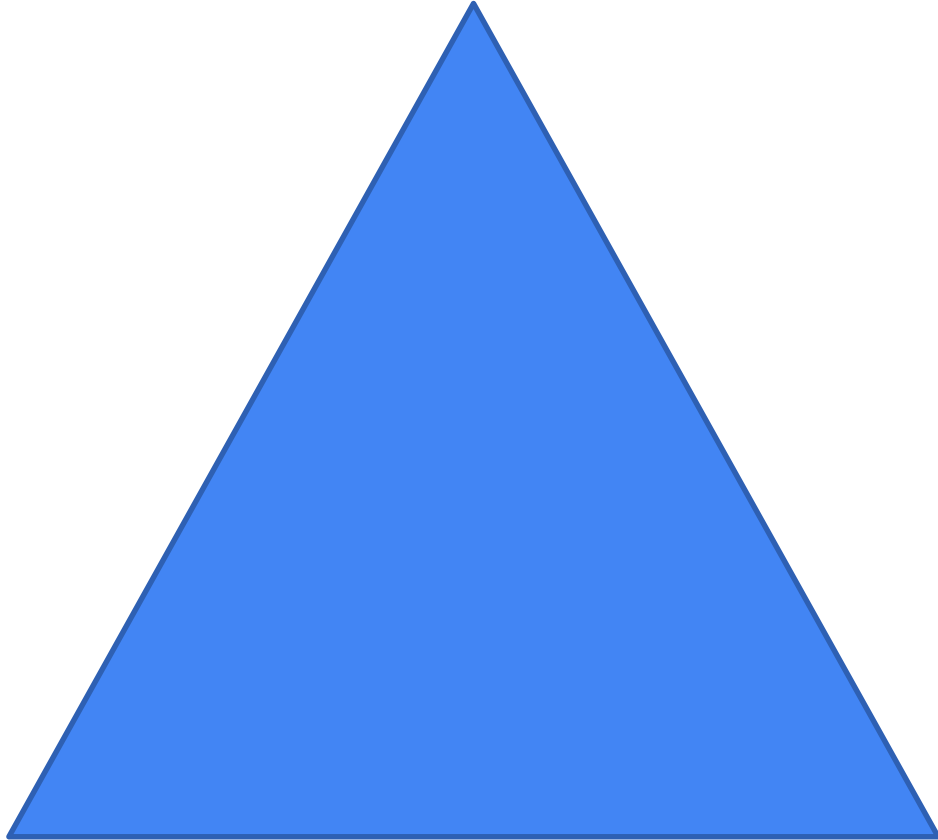
- **Dedicated instructors:** all their work is focused on teaching or related activities – not divided between teaching and research. Often, they are the very best teachers (because that's what they do).
- Long-term contracts and employment parity mean they are committed to the department – brings stability to the curriculum, allows better long-term planning and growth, reduces transaction costs of searching, hiring, and training contract workers.
- Course load is 6-7 courses a year, compared to 4 for TT. This can be reduced for service or advising.
- Cost efficiencies can produce significant financial benefits to a department. These can support TA's, reduce teaching pressures on TT faculty, and fund other activities and needs.

How Does a Teaching Assistant Professor Help URDP?

1: Economic Need

- Most of the department's revenue comes from ABB money – that's students in seats.
- This is true for the college as a whole: about 72% of our revenue is from ABB, second highest percentage of all colleges.
- While we would like to increase other sources of funding, including research funding, this takes time, infrastructure, and money. We are making progress but it will take time.
- The easiest and quickest way to raise revenue in this college is through ABB.

The Standard Model of Department ABB Revenue



Small PhD program < \$\$

Medium masters program \$ or <\$

Medium major \$\$

Large lower division service courses \$\$\$\$\$

What We Look Like – AY 2020-21 data



- MUP & PhD \$1,251,728
- Medium major \$719,707
- Under grad electives \$92,893
- Service courses \$321,835

Total grad =
\$1,251,728

Total undergrad =
\$1,134,435

The Value of Large Service Courses

Course Number	Credits	Enrollment	Total SCH	Gross Revenue
ARCH 150	3	2,379	7,137	2,053,719
ARCH 151	3	923	2,769	797,079
R E 250	3	556	1,668	484,332
ARCH 231	5	274	1,370	400,030
L ARCH 212	5	219	1,095	317,505
ARCH 200	5	162	810	240,390
ARCH 201	5	127	635	188,725
B E 210	5	104	520	152,120
CEP 200	5	92	460	135,260
B E 211	5	83	415	122,705
CM 260	3	125	375	112,161
URBDP 200	5	68	340	98,300
URDP 300	5	57	285	88,275

Top Earning LD Service Courses AY2020-21

2: Instructional Need

The Need:

- **CEP:**
 - **200** Fall/Winter
 - **461** A/B Winter
- **URDP:**
 - **592:** “Bob’s class”
 - **HEFT** Fall or Winter
 - **1-2** large lower division courses
 - **1-2** upper division courses
 - TA training course
- **BE:** 1 class + some admin (paid by CBE)
- **Larch:** 1 class (paid by Larch)

Example teaching schedule:

- Fall: CEP 200; 1 large service class or HEFT
- Winter: CEP 461; URDP 592 or CEP 200
- Spring: 1 Large service course; BE course

How Would This Position Be Paid For?

How Would This Position Be Paid For?

- We are currently paying for about 75% of this position already (Keith Harris's position).
- We are also paying other temporary faculty to teach courses this new hire could teach instead. Money from those hires will be shifted to pay this hire.
- Also potential to offset some costs if teaches a course outside department, eg BE or Larch.
- All funding paid by URDP is and will be generated through revenues from the large service courses.

Result is no or very minimal new costs to UDP budget, but significant gains to department income.

How Are the Other New Positions Paid For?

- The Cohort hire is new money from the Dean via the Provost. Each department was provided resources to support 1 position. Our budget is adjusted for this.
- The Data Science Hire is shared 50:50 with Public Health, so we will only cover half of the salary. Additionally, we received Provost funds that will cover 50% of the total cost for 6 years. This means we pay 25% of the salary for 6 years. After 6 years, our budget will be stronger than it is today.

Some Other Questions and Their Answers

FAQs

Q: Bob passed away – how does that impact this hire?

A: This hire was planned and approved before Bob's passing. With the loss of Bob, the need for teaching (and mentoring) is even higher.

Q: Could we combine the funding for this hire with the funding from Bob's position and do something else?

A: First, why combine? Why not two hires? Why not take some of the NEW surplus that comes from increased ABB from the teaching hire and combine it with savings from Bob's salary and make another tenure track hire? Second, remember, if we do not hire the teaching position, we will still have to hire several temporary positions to fill the classes we already have. So that current money is not really available to combine.

Q: We need more research funding. Why not hire a tenure track person who can bring in that money?

A: We can (see above). But we would not want to use a TT person to teach 6 courses. Let's let the teaching faculty generate the ABB revenue so the research faculty (including the two we just hired) don't get burdened with this.

FAQs

Q: We need more design faculty. Can we hire for that?

A: In principle, yes, we can hire for a TT design professor. However, this is complicated because we need college approval, and the college perspective is we have enough design faculty. So this will be a difficult argument. But there are alternatives in the college which we can explore.

Q: Why don't we fill our teaching needs with PhD students? That would help support the PhD program.

A: We can do some of this, but it won't fill all our teaching needs. PhD students are very expensive (we pay salaries AND lose their ABB revenue); they are inconsistent from year to year; they are not really selected with the skills sets we need for these courses. On the other hand, more large undergraduate classes can mean more TA positions.

Q: Teaching faculty undermine the reputation of the program.

A: There is no evidence for this. Our program reputation (which just received the highest review in its history) is based on many factors, including quality of instruction.

FAQs

Q: The search pool was too small. We shouldn't move forward.

A: Actually, it's not too small. These pools tend to be smaller. Across the campus, the UW considers 8 to be the minimum. We exceed that and found two great candidates.

Q: The search was biased because one of the committee members was on the finalist's PhD committee.

A: It is common for people to know one another. In this case, appropriate measures were taken to minimize bias. The committee member recused himself from the candidate's review, and the committee relied on a rubric to review the candidates to ensure that all were reviewed against the same standards.

What Happens if We Stop or Delay this Hiring Process?

- Stopping or delaying the hiring process will bring this process to an end. We are not approved to extend it another quarter. If we stop now, we will have to reapply for permission to hire, which could take up to a year.
- We will almost certainly lose one of the finalists.
- We risk losing revenue over the next year if we are forced to cancel courses.

How Will The Hiring Process Work?

- Step one: We vote to proceed
- Step two: We appoint a search committee: 2 UDP (Berney and Mugeraurer?) + 1 Larch
- Step three: Complete and submit an ad – this has been started by Larch since the position was approved for a dual hire
- Step four: Position is posted for 1 month*
- Step five: Committee goes through process of reviewing and interviewing candidates; recommends to the faculty
- Step six: Candidates are interviewed
- Step seven: Faculty vote to appoint
- Step eight: Dean makes final selection and recommendation to Provost
- Step nine: Chair negotiates appointment package
- Step ten: Candidate is appointed.

* Extended to four.

How Will We Vote?

- Voting will occur open on December 13. Can be by ballot or evote – we decide today.
- Choices for voting:
 1. Vote for one candidate only: Choose which one, A or B
 2. Vote for a slate: Both are acceptable, yes or no
 3. Vote for each on separately: Candidate A, yes or no; Candidate B, yes or no. – This is the preferred method
- Need majority of ALL VOTING FACULTY in the department to pass. That = 7 yes votes.
- Abstentions should not occur; these effectively “count” as “no” votes

Average **Gross Revenue** Per Course:

Service courses

- 4 courses (CEP 200, A/W, UDP 200 & 300) = **\$321,835**
- Avg revenue **\$80,459** per course

Undergrad electives

- 9 courses = **\$92,893**
- Avg revenue **\$10,321** per course (Note: these are mostly sections of MUP courses, 498s or independent studies)

Undergrad major

- 14 courses = **\$719,707**
- Avg revenue **\$51,407** per course

MUP + PhD

- 41 courses = **\$1,251,728**
- Avg revenue **\$30,529** per course

Comparing Course Costs: Some rough but pretty accurate numbers:

- **Average of all TT salaries** = \$100k (lower for Assist & Assoc; higher for seniors; does not include benefits)
- **Average # of classes taught by TT faculty** = 4 (actually closer to 3)
- **Average cost of instruction per course** = \$25,000 ($\$100\text{k}/4$) *Does not include benefits
- **Average cost of a TA** = \$9,858 per quarter * Does not include course fees

Average **Costs** and **Net Revenue** Per Course

Service courses

- 4 courses (CEP 200 A/W, UDP 200 & 300) = **\$321,835**
- Avg revenue \$80,459 per course
- Avg cost = (1 instructor + 1 TA) = \$35,000 per course
- **Net gain per course = \$45,459 per course**

Undergrad electives

- 9 courses = **\$92,893**
- Avg revenue \$10,321 per course
- Avg cost = (.5 TA?) = \$5,000 per course
- **Net gain per course = ~\$5,321 per course**

Average Costs and Net Revenue Per Course

Undergrad major

- 14 courses = **\$719,707**
- Avg revenue \$51,407 per course
- Avg cost = (1 instructor per course) = \$25,000 per course (note: this is high since Governance/retreat courses do not have faculty)
- **Net gain per course = \$26,407 per course**

MUP + PhD

- 41 courses = **\$1,251,728**
- Avg revenue \$30,529 per course
- Avg cost = (1 fac + .33 TA) = \$28,333 per course
- **Net gain = \$2,196 per course**

To Summarize:

MUP + PhD

- Average net gain = **\$2,196 per course**

Undergrad major

- Average net gain = **\$26,407 per course**

Undergrad electives

- Average net gain = **~\$5,321 per course**

Service courses

- Average net gain = **\$45,459 per course**

Note: Actual gains will be lower. These numbers do not include benefits or tuition fees for TA's; TT teaching loads est at 4 per yr; higher salary instructors in MUP + PhD.