

Minutes
HCDE Faculty Meeting
June 7, 2017, 9:30 – 11:30 a.m.
HUB 250

Faculty Present: Cecilia Aragon, Cindy Atman, Brock Craft, Andy Davidson, Tyler Fox, Gary Hsieh, Charlotte Lee, David McDonald, David Ribes, Daniela Rosner, Jan Spyridakis, Kate Starbird, Jennifer Turns, Linda Wagner, Mark Zachry

Faculty Absent: Mark Haselkorn, Julie Kientz, Beth Kolko (leave), Sean Munson, Liz Sanocki

Others present: Erin Baker, Stacia Green, Scott Miles, Kathleen Rascon, Pat Reilly, Iriini Spyridakis

Reminders/Announcements

- Tonight! HCDE Promotion & Tenure Celebration, Wednesday, June 7, 2017, 4:30 – 6:30 p.m. Suzzallo Library, Smith Room
- HCDE 2017 Graduation Ceremony, HUB Ballroom, Friday, June 9, 10-Noon
- Save the Date: HCDE Faculty and Staff Off-Site Planning meeting and Happy Hour, Tuesday, Sept. 19, Hale's Brewery, 8-5, happy hour 5-7 p.m.
- Reminder to let Erin know your summer working plans before June 15. Also, let her know if you will be employing students over the summer.

Approval of Minutes from May 24, 2017 Faculty Meeting. Motion by Jennifer to approve minutes with two changes, seconded by Tyler. Majority vote yes, 1 abstain. Motion passes. Changes: Add the "B" to BSPC and remove name from executive session.

Old Business

New Business

- Potential changes to PhD General Exam process (Jennifer, 30 min)
 - Modest tweak vs radical revision:
 - Modest: tweak structure and time
 - Radical: involves proposal, change time TBD
 - Student welfare, student growth, shared understanding, committee agency important
 - Action: Do we want to explore the modest revision for next year?
 - Keep:
 - Tie to dissertation
 - Sense of accomplishment
 - Oral
 - Theoretical understanding
 - Read, read and read deeply
 - 5 hours better than 1 month
 - Change
 - Do away with general exam—(we have to have one)
 - What we do with it is up to us
 - Modest revision have 3 questions not 4
 - Value in giving "time to sleep on a question" and give reflection time
 - If we are leaning towards radical change it doesn't make sense to change anything right now—even the tiniest change.
 - Long term: benchmark what other colleagues in other departments are doing
 - Short term: longer time

- 8-10 hours per question, start at time of download
 - Incremental model: 3 questions: method/theory/open
 - Can have non-textual responses, material informed response.
 - Continue discussion in fall
 - When done, let Pat and Erin know of any changes
- Discuss consistent grading policy across programs (Brock and Andy, 15 min)
 - Survey all instructors how teaching course
 - How do we do grading?
 - Not consistent across classes
 - Students aren't sure of expectations
 - ENGR 231—a dept standard for translating % to GPA scale
 - You have to tell Canvas what your interpretation is of %
 - FROG: find median then find grades
 - Review FROG in future meeting
 - Project based class vs writing class have different rubrics.
 - Hard to talk about grading without discussing teaching philosophy
 - To have flexibility without having too many policies because it doesn't give us the freedom
 - More clear messaging to students
 - Make sure conversion scale is on syllabus (as long as it is transparent to students)
 - Design Research Organization updates (Linda, 10 min)
 - Linda will email manifesto to get feedback on
 - What is unique? Serve design researchers working in academia who believe design action is a force of intentional change
 - What would it mean to do design without technology being the end to means
 - Endorsement—at department level?
 - UW would be great place to house a future event
 - Cindy to forward info to Linda (DRS, etc)
 - Change to prerequisites for HCDE 593 Capstone (Tyler/Pat, 10 min)
 - More concrete understanding of research work
 - Require 501, 516 or 519 before 593
 - Move 501 to winter
 - Provide them as recommendations to 2017-2018 but not requirements and more formal changes for 2018-2019
 - Need to be more mindful of adding more requirements—then most teaching done in fall and winter then spring most students out the door. As you create prerequisites, you create a condensed class teaching schedule. How to be flexible for faculty teaching schedules?
 - Shift capstone
 - Don't have enough faculty to cover fall classes as is. To push more classes to fall/winter, we need more faculty flexibility
 - More pre-reqs goes against full time students
 - Go back to 6 quarter system—programmatically change
 - Have discussion at the beginning of next year and let grad school know
 - Summer BS admissions review: Dept. provides 5% to allow faculty to assist with this. (Andy, 10 min)
 - Need help reviewing admissions from next BS cohort
 - Have PhD students help

- Staff and students are making decisions and that seems difficult, when you can't say faculty reviewed their applications
- Lots of PhD students volunteered
- Some PhD students are underfunded for summer and maybe we can pay them to review
- Get job description to Erin
- Rubrics experiment not successful—maybe try another version
 - Jan can help with that
 - Pat working on it

Motion to go into executive session by Jan, seconded by Tyler. Motion passed.

Executive Session

- Vote on Chair's Executive Committee for 1 year by ballot

Motion to adjourn by Jan, seconded by Brock. Motion passed.