

Faculty Meeting Minutes
(Non-executive session)
October 3, 2017

Present: Randy LeVeque (interim chair), Hong Qian, Mark Kot, Ivana Bozic, Matt Lorig, Anne Greenbaum, Sasha Aravkin, Eric Shea-Brown, Tim Leung, Ulrich Hetmaniuk, Chris Bretherton

Absent: Emo Todorov (on leave), Bernard Deconinck (sabbatical), Eli Shlizerman (on leave), KK Tung, Nathan Kutz

Others present: Jeremy Upsal (student GSR), Derek Franz (staff representative)

Proceedings:

- Meeting called to order by chair at 12:00pm.
- Prior meeting minutes were approved.
- Randy made mention of the Workday transition, stating there had been issues with over- and underpayment of students, in case they should bring it up. Also, faculty should review your summer pay to ensure correct payment. Mark commented that UW payment for reimbursement had been coming via paper check; the department will circulate Workday guide for setting up direct deposit in case you have been affected.
- Upcoming BIG Math Networking Day on November 30. BIG stands for business, industry, and government. Students are organizing participation and inviting alumni and others from local BIG; email Jacob Price for more information or with suggestions for participants.
- Renewals for affiliate faculty need to be completed early Winter quarter. Tony will email affiliates requesting input/documents, and later faculty sponsors of affiliates should follow up either for a secondary reminder, or to otherwise encourage participation in our Department.
- Faculty voted to delegate responsibility to the Chair for appointing research associates and other temporary appointments without requiring a full faculty vote, all in favor.
- Tim presented an overview of a possible CFRM minor. Some key advantages included improving the overall quality of applicants and students by way of controlling the curriculum prior to enrollment, while also increasing program visibility to campus students. All faculty were in favor of pursuing this. CFRM is completing the paperwork now, for going live in Fall 2018. In the course of discussion it was also noticed that the ACMS Mathematical Economics pathway does not explicitly mention any CFRM courses, something we should consider changing.
- Proposed new prerequisites for AMath 483/583 were discussed and adopted by unanimous vote. The new prerequisites will be:
 - **483: AMATH 481 and either AMATH 352 or MATH 308**
 - **583: AMATH 581 or permission of instructor.**

Discussion included an issue raised by Lauren that some online MS students start in Spring Quarter and now might not have the prerequisites for any class offered in Spring.

But rather than continuing to allow them to take 583 if they are not prepared, that should be handled as a separate issue to be further discussed. Offering a section of an entry level course such as 581 or 501 in the spring might be desirable if it could be staffed and there are enough students who could take it then to be worthwhile.

- Randy also noted that AMath 581 is larger than usual this quarter due in part to a new fee-based MS program in ME that is sending students to the class. We don't receive fees and may not receive ABB credit for these students and so this will be investigated further.
- The Graduate School 10-year program review of Applied Mathematics is April 19th. Faculty should free time to meet with the representatives visiting the department on this day. The review is to assess the department as it stands and our future 10-year trajectory.
- Randy initiated preliminary discussion of a 100-level AMath course. There was interest, particularly in the direction of a module-based course including a variety of application areas, taught by multiple faculty members. The modules might show applied methods, each exhibiting a consistent underlying philosophy, similar to an elementary course in "mathematical reasoning," imparting quantitative intellectual skills to students. Mathematical modeling and "imagination" were also mentioned as possible themes. The course would aim to cultivate a broader campus group, e.g. non-STEM students needing distribution requirements. However, it was raised that some of the goals and advantages of this course— augmenting AMath presence and student credit hours—may be similar to the aims of introducing an AMath major, which might also require developing new courses. Matt suggested the formulation of an articulated department goal with respect to either pursuit, the 100-level course or major. Chris suggested we should look to similarly structured courses and determine the amount of Faculty contribution required to assemble the course. Randy closed the discussion, citing it as a topic to approach in the Faculty Retreat and mentioning that it would be good to explore the options and determine our goals as part of developing the self-study needed for the 10-year review.