

## Executive Council Meeting

Apr 20 2020, 8:45 – 10:45am, via Zoom

**Present:** Jason Naranjo (chair), David Socha, Surya Pathak, Nora Kenworthy, Shima Abadi, Keith Nitta, Julie Shayne, Tyson Marsh,

**Guests:** Sharon Jones, Grace Lasker, Kara Adams

### 2020/21 EC Membership

Jason Naranjo (Chair) – GFO VC  
Keith Nitta – GFO Chair  
David Socha – GFO Past Chair  
Surya Pathak – Business rep  
Tyson Marsh – Education rep  
Julie Shayne – FYPP rep  
Santiago Lopez – IAS rep  
Nora Kenworthy – NHS rep  
Shima Abadi – STEM rep

## Welcome, Check-in, Updates

**Adoption of Minutes:** Apr 6 Minutes Approved

## Update on COVID P&T Statement

Sharon A. Jones, VCAA

Naranjo reported that CAD's review resulted in few slight wording edits and a suggestion to include language around violence, struggle, trauma faced by Asian American community. CAD ready to socialize statement once edited and EC votes. Naranjo invited VCAA Jones to provide update on UW Provost's review of statement:

VCAA Jones recognized that uncertain timeline of statement work is particularly stressful for faculty currently up for promotion and provided update from meeting with Vice Provost (VP):

- VP open to bringing statement to Provost for consideration
- VP warned against statement changing expectations for faculty
  - Jones described intent of statement to VP as a way to explain pause in trajectory due to Covid-19. No change in expectation or quality of scholarship intended
- Provost considered tri-campus statement but decided against it, UWB can still have statement, just need ensure false expectations aren't set
- EC has three options: wait for Provost feedback before voting, vote prior to Provost feedback, or do not move forward
  - VCAA Jones recommended EC wait until after Provost review is done to vote (unsure of timeline, anticipates 2<sup>nd</sup> week of May)
    - EC vote is clear statement of what faculty values but doesn't necessarily become policy.
  - Need to think about impacts of vote on individual faculty in various scenarios

## Discussion:

- If rushed through, may not have intended effect, cause further stress. Instead, could help junior faculty write good dossiers to include Covid-19 impact on trajectory
- Efforts to advocate for faculty without Provost support could put faculty at disadvantage. Consider ways UWB can be more flexible in how files are reviewed here.
- If statement isn't ready to use by mid-May, it will be too late, faculty will have to figure out how to use/include language themselves
- Could provide statement to faculty, as more than a draft but not yet approved, describe situation/process. Provide language for faculty to craft their own statement

- Statement is ready and does not change standards. EC should vote. Would alleviate burden on individual faculty, it is supported from schools up to VCAA. Provost is meant to use UWB standards when approving UWB files, this is another element.
  - Have been cases when Provost did not respect/recognize UWB criteria for P&T, even when cases were supported all the way up to the Provost's office.
- EC needs to vote now and decide if the statement will start being used this year or next year and communicate that to campus. Shouldn't leave it hanging.
- Statement amplifies voice and values of UWB faculty. In order to not leave faculty hanging, could VCAA ask Provost to review statement sooner?
  - VP and Provost aware of UWB governance full support of statement and are aware of time sensitivity. VCAA cannot ask for Provost to prioritize but will check in at the end of May for status update.
- Once approved, statement will be listed in Interfolio right away as an optional document for every file moving forward, providing the language for all candidates.
- What happens if EC approves statement and Provost decides that it *does* change expectations?
  - Need to consider implications on individual faculty of Provost seeing a statement that they believe changes expectations. Important to state values but also important to understand impact on individual faculty.
  - Good for individual faculty to know there is solidarity about the impacts of Covid-19, faculty shouldn't have to figure out how to articulate that on their own
  - If message is, "You can do this, but it is risky.", then those most impacted, who need the statement the most, will be ones left stressing over if it's worth the risk
- Statement intended to effect multiple cycles, may not work well this year. Might be good idea to wait for Provost feedback.
- Faculty who have experienced most serious hardships did not know this statement was coming and may have opted to not go up. Waiting for stronger and more supported document may help more in future.
- Impacts of Covid-19 will be forgotten whereas it will be salient to reviewers this year. Waiting to ensure statement is strong/supported may make it more effective.
- Files go to review in June (June 14 STEM, June 4 for other schools)

Naranjo summarized that UWB needs to support colleagues in current cycle and that institutional alignment is also important. Will give Provost more time to review but if EC doesn't have feedback by May 4, EC action will be required. Due to time sensitivity and desire for transparency, EC chair will draft brief process/timeline statement, circulate to council for review and then provide to Deans and EFCs to distribute broadly. VCAA will distribute to P&T candidates.

### **School of Nursing & Health Studies – Planning Notice of Intent (PNOI) on MS in Community Health and Social Justice.**

Dr. Grace Lasker, SNHS

Lasker provided history and context for PNOI:

- Conversations began 4 years ago around creating masters in health studies.

- Innovation funding allowed deep dig, ensuring stake holders were engaged and best interests of students, community partners, faculty, staff, UWB campus were considered.
- Since Summer 2020, Masters Working Group consistently worked on conceptualizing: engaged multiple boards, conducted student surveys, focus groups, engaged faculty at all-school level.
- PNOI doesn't contain all details but is outline set by Graduate School.

Lasker opened discussion to EC, requesting feedback on PNOI with hope of moving from UWB to a tri-campus review and, eventually, a full proposal:

**Discussion:**

- How does enrollment cap fit into this?
  - SNHS completed growth plan and is working with enrollment and other campus offices to ensure appropriate review and approvals are done.
  - SNHS anticipates many students will move from UWB undergrad programs into this master's program. Fast and large growth not anticipated.
  - Enrollment cap different situation for graduate programs.
  - Full proposal will have more robust dialogue on this
- Will classes be offered in evenings or during the day?
  - SNHS will be engaging students to determine that. Likely be hybrid, in order to accommodate working students and mirror model of nursing Master's program.
- What are community engaged aspects?
  - Engaging community is part of the SNHS mission statement. Plan to have framework throughout entire program for community-engaged work.

**MOTION by Marsh:** Move to approve School of Nursing & Health Studies Planning Notice of Intent (PNOI) on MS in Community Health and Social Justice.

**Seconded and passed.**

**Class C Resolution Regarding Community-Engaged Scholarship**

Kara Adams, Director of Community Engagement

Adams presented draft of Class C legislature on community-engaged scholarship from Faculty Council on Research and requested general feedback from EC.

**Discussion:**

- Faculty Senate should be made aware that UWB is asking schools to do something similar to that described in first section of Be it Resolved...“Include a review of promotion and tenure criteria for recognition of community-engaged scholarship...”
- What are next steps for changing the code?
- In last line of second answer in FAQs, suggest including “ways of knowing”
- Suggest a statement in second section of Be it Resolved that encourages individual campuses to do as the item suggests: “Ensure that all departments, units, and schools

intentionally “onboard” new faculty with the goal of introducing policies and rubrics related to community-engaged scholarship and other relevant expectations for promotion and tenure.”

- Is this claiming that service activity is a form of research? That may detract.
- It can take a long time to form community relationships with visible impact for years.
  - Suggest being more explicit with amount of time it takes to do this type of work.
- Important that processes and intermediate products are documented for those doing the work and those reviewing it.
- Why only look at models and practices within the U.S.?
- Need to be thoughtful about how expanded definitions of scholarship may impact hiring. To honor and value scholarship, need to hire those already doing this work.
- Does this remove or effect the process of creating definition of community-engaged scholarship?
  - No, definitional work is around community-engaged learning courses, more around pedagogy and is student-facing, whereas this is faculty-facing and broad.
- Second FAQ answer needs to include ways of knowing that don't require words, embodied knowledge.

Adams will provide EC feedback to Faculty Council on Research and stated that the promoting inclusive scholarship work done at UWB is informing this tri-campus work. Adams will return to EC on May 4 to give update on definitional work (tri-campus) and designation process work (UWB) and gather feedback. Goal is to have designation process defined by end of Spring.

### **EC GFO Position on Independent study, Capstone Projects, & Micro-teaching**

**Guest:** Sharon A. Jones, VCAA

Naranjo opened discussion to council, asking for feedback on a possible campus policy on faculty compensation for micro-teaching (1-credit courses, capstones, independent study, etc.):

#### **Discussion:**

- Micro-teaching is not compensated in SNHS and was flagged for it in 10-year review.
- Historically, in SES, micro-teaching viewed as “part of service” and not compensated. System is in place now but has no robust tracking mechanism. Should be operationalized within schools and be equivalent across schools.
- IAS currently has a point system in place but may be changing soon
- Micro-teaching not compensated in Business. If students are paying for education, faculty should be compensated. Need an underlying system across schools, especially as interdisciplinary work increases. Need to adapt compensation for change.
- Each faculty member tracking their own work is not reasonable or sustainable. Need campus-wide system to track that information. Equivalencies could be made and guidelines created to help faculty not go beyond what is healthy (ex. Faculty keeping student in capstone just to accumulate hours). Reports could go out to Deans EFCs with aggregate numbers.
- Academic credits and faculty compensation need to be done like any other course (student evaluations, Deans are aware, can be used in annual reporting). Need to create

infrastructure for uniform experience for students doing independent study in any school. Overhaul entire system, new policy, new expectation in regard to compliance.

- CAD not currently discussing micro-teaching, focused on course buyouts (which will be finalized and to EC soon).
- If faculty member is supposed to teach 20-25 credits, why can't credits for independent student count toward that?
  - Faculty get slotted for courses, if faculty member has taken on equivalent of one 5-credit course, it takes them out of a core course that has to be back-filled.
  - If faculty are slotted for 25, and end up teaching 28, faculty should just get paid that overload at the end of the year, at the census date in Spring.

Naranjo summarized that there are variations across schools in how faculty compensation for credited work happens and there is a need to track that faculty labor, systematically, across schools. EC will continue to discuss this in future meetings.

### **Meeting Adjourned**

Minutes submitted by Dawn Moncalieri  
Meeting adjourned at 10:45am  
The next EC meeting May 4