

Executive Council Meeting

Feb 9, 2020, 8:45 – 10:45am, via Zoom

Present: Jason Naranjo (chair), David Socha, Keith Nitta, Julie Shayne, Santiago Lopez, Allison Hintz, Surya Pathak, Shima Abadi

Guests: Sharon A. Jones, Maria Lamarca, Tim Wilson, Mark Kochanski

Welcome & Check-in

Adoption of Minutes: Jan 26 minutes approved

• Update/Announcements

- Update from UW Faculty Senate:
 - Encouraging changing some titles in faculty code to uniformize the way Deans and Chancellors are treated inside the UW system
 - Approved resolution encouraging UW President to visit Bothell and Tacoma campuses every quarter to improve communication amongst campuses
 - UWB faculty encouraged to complete all ballots, provide their voice
- Update from School of Business:
 - Academic integrity issues associated with online teaching are being discussed across school's councils
 - EC will discuss issues in the Feb 23rd meeting
- Update on UWB Chancellor's search
 - Search committee finalizing job description, ad will go live soon, anticipate applications reviewed in March with goal of new chancellor identified by end of Spring quarter
- Update from EC Chair:
 - Once EC concludes online proctoring policy and course cancelation policy work, focus will turn to Covid-19 statement for faculty dossiers
 - EC reps will be asked to work with EFCs
 - Faculty Council on Women in Academia will be asked to join conversation

Assistant Vice Chancellor (AVC) for Diversity Search Listening Session

Tim Wilson (Dean of Student Affairs)

- Wilson provided updates on AVC search:
 - Search committee working with a search company to fill position
 - Wayne Au has been interim Dean of Diversity & Equity since Spring 2018
 - Changes made since previous failed search; permanent funding added, role changed to a Vice Chancellor position, and search was broadened
 - 50 applications submitted, divided into 3 categories; 1. highly recommended for review (currently 13 applicants), 2. can be reviewed but don't rise to top 3. not recommended
- Wilson asked EC to provide feedback as to what qualities/skills a VC of Diversity should possess.

Discussion:

- Prioritizes making space for advocates for trans, non-binary, queer and other marginalized students to help navigate hostile environments.
- Knows and understands UWB values, can balance narrative and institutional data to craft policy and make policy decisions that bring UWB into the future.
- Pursuing DEI agenda using data - an ally in advancing needs that arise from data.
- Responds quickly, adapts to constantly changing situations while remaining thoughtful, reaching out to students, staff, faculty, to engage in deeper conversations.
- Broad understanding of community partnerships, provides guidance for evaluating equity in those partnerships.
 - Will help make UWB a hub for educational equity in the region - diversity, equity, inclusion, and belonging in professional learning with partners
- Coalition-builder, thoughtful, trusted, can see big picture from a pragmatic, grounded perspective. Dedicated to bringing diverse groups together in order to improve.
- If UWB is committed to DEI, then adequate resources need to be made available to ensure VC of Diversity can do the work.

Wilson thanked everyone and said he will provide EC feedback to search committee. Further feedback or comments can be sent to him or to EC Chair.

Discussion & Planning for Commencement

Naranjo and Nitta asked EC for feedback to provide to Chancellor Yeigh as to what 2021 UWB commencement should look like considering the ongoing restrictions/risks of Covid-19. Yeigh will provide recommendation to UW President. Date of event cannot be changed. One suggestion: record students ahead of time individually receiving diplomas (invite to campus in small groups, over 3-day period, socially distance, no contact, on UWB sports field), splice clips together and stream online on graduation day.

Discussion

- Masks need to be required for all and social distancing enforced
 - Will be difficult, students will want to remove masks for photos and will want socialize with peers they haven't seen
 - Hard to ask faculty/staff to enforce social distancing rules
- Students could record their own short video and those could run online on grad day
- Need to consider message UWB is sending by bringing groups of people together during pandemic. Need to put public health and safety first.
 - UWB is public stewards and can shape the way celebrating is done
- Send care packages to students and maybe student families
- Graduation is a celebration of students and families. UWB needs to create messaging and a virtual event that lifts families and communities who can't celebrate in ways imagined.
- Need a lot of faculty involvement
- Invitation is open for class of 2020 to participate in 2021 event. That invitation may remain open for 2020 and 2021 students for 2022 commencement.

Nitta summarized that EC's recommendations are to prioritize the state of pandemic and issues around broader public health first.

Discussion & Planning for COVID P&T Policy

Naranjo reported that VCAA has asked EC to consider and craft statement that all faculty can include in P&T dossiers to frame hardships and barriers that the public health crisis has created for faculty work and productivity. Discussion needed in order to surface shared values and commitments and to distill ideas into actionable policy. EC needs to determine a) how to gather faculty voice from campus at large and b) timeline for bringing work to a vote. Naranjo invited VCAA Jones to speak about what she would like to see from EC and from campus:

Jones stated that there is currently no effort at tri-campus level to create Covid-19 statement and that she is gathering faculty feedback as to whether such a statement at UWB should be a campus-level or individual school level. Tri-campus views UWB as one unit so a campus-wide statement could be socialized while individual school statements could not. Jones then opened the discussion to the council for feedback:

Discussion:

- Statement needs to align with provost
- IAS suggests campus-level statement, since all P&T cases go through CCPT- schools should align
- STEM already moved school-level policy/statement forward
 - Started with review of statements from peer institutions across country
 - Key thing borrowed; faculty member can include a contextual statement describing how Covid-19 impacted them personally. It is not required.
 - 2-page document (page 1: prolog, page 2: instructions for faculty on writing optional statement and instructions for reviewers)
 - Policy would be on Interfolio for reviewers to see at all stages
 - STEM open to campus-wide statement, felt pressure to get something in place
- If EC agrees on campus-level, it can be fast-tracked, people are heading toward P&T now
- Need to be cognizant that faculty will feel the impact of this for years, not just 2020.
- “Optional” choices tend to be exercised by most privileged. Best practices show an “opt out” option rather than an “opt in” option is more equitable.
 - STEM didn’t want it to be mandatory, may be seen as invasion of privacy
- First page would automatically go in file so everyone’s first page would look the same, faculty would elect to add personal statement
- Should view as first step to building better P&T process, not a complete answer
- CCPT developing training for DEI in P&T process. Needs to improve in schools/divisions.
- Can/should leadership push to include language around what constitutes discrimination in this context? Failure to account for ways Covid-19 has impacted productivity is grounds for discrimination. If not, faculty might not have anywhere to turn.
 - CCPT reviews implementation in schools, makes VCAA aware of any issues, VCAA calls out unfair practices.
- Should include links to data showing productivity stall due to Covid-19.
 - Emotional labor of women and minorities even higher because they are trying to keep students afloat.
- Needs to be strong campus-level statement that aligns with provost. One small but important first step in respect to equity in faculty compensation.
- Chair suggested EC recommendation be to use STEM statement as base plate for potential campus-level policy and add language to better meet needs of schools.

- What should timeline of this work be? Need to have statement quickly but also be deliberate and ensure voices are well-captured?
 - Could be that faculty are already working on portfolios and letters. Maybe dual process: 1) inform faculty that campus-level statement is in the works 2.) continue vetting with EC and school EFCs, have that work done by end of Winter quarter.
- Different impacts depending on individual and unit. Guidelines should be made at school/unit level and then used by EC to set campus-level guideline/policy.
- What is intended outcome of statement? Is there an action to contemplate? Should be clear line included “here is a statement and here is how it is going to be used?”
 - Asking people to provide statements without explaining how they will be protected might not be best. Draws attention to vulnerabilities that could be read differently by external reviewers.
 - Policies without targeted impact are not good policies. Need to define target.
- Both quality and quantity of work is impacted by Covid-19, through no fault of individual so suggesting reviewers focus on quality vs. quantity doesn't work
- Statement would allow Dean/VC to point out that an individual's most recent work may not be at same level (quality or quantity) as prior to Covid-19.
- Clock stoppage is another option/consideration, Covid-19 year would not be reviewed.
 - Impacts on faculty work/productivity will last for years
- Faculty member's statement should be written as “this is what I was going to do but I wasn't able to due to Covid-19”.
- Need to ensure faculty including statement is worth it because it is more work
- Important to recognize particular contexts that faculty are having to work in during Covid-19. Some have no idea of level of disruption. Varying levels of supports due to there not being understanding of levels of disruption.
- Should offer workshops to help faculty write personal statement
- Alternative way to evaluate productivity; provide sample of years when most productive after completing PhD. Give faculty freedom/flexibility to provide a timeframe of their own instead of being evaluated on just the last 5 or 6 years.
- Campus-level statement needs to be socialized in a deep and profound way. Deans, external reviewers, UWB faculty have to be explicit in highlighting aspects of statements. Make everyone aware of the time and opportunity impacts.

Naranjo summarized EC consensus that the STEM policy is good place to start, that EC needs to determine process to begin gathering input (EFCs, CAD, key stake holder groups) so that socialization happens early. Naranjo will consider EC feedback and come to next meeting with a plan and timeline.

Meeting Adjourned

Minutes submitted by Dawn Moncalieri
 Meeting adjourned at 10:45am
 The next EC meeting Feb 23