

## **Executive Council Meeting**

Nov 10, 2020, 8:45 – 10:45am, via Zoom

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

**Guests:** Pen Moon (IT), Cinnamon Hillyard (Student Success), Shannon Cram (IAS), Jung Lee (IAS)

**Approval of Minutes:** Minutes Approved

## **Online Teaching & Learning Definitions: Discuss & Vote**

Naranjo requested feedback from council on revised UWB Definitions of Online Learning

- Suggestion made to reword definition of synchronous to reduce ambiguity and ensure students understand that work will be expected outside of synchronous session
  - Council agreed on following revision: “In addition to required synchronous course sessions, instructors will require learners to complete some activities outside of the synchronous sessions.”
- Suggestion made to include FAQ in time schedule to help students understand definitions.
  - Council agreed but will address separately (due to time constraint to get definitions into Winter time schedule). Working group will come up with timeline for FAQ work.

**MOTION** by Nitta:

Move to adopt proposed definitions of online learning to be included in winter time schedule

Seconded and passed without dissent.

## **IAS New Minors 1503 Proposals: Discussion & Vote**

Naranjo reminded council that primary role of EC in reviewing 1503s is to look at campus-level impacts beyond curricular. He welcomed and turned meeting over to IAS reps (Lee, Cram, Lopez) to provide overview of work and proposals

- Students in advanced IAS courses are looking for certificate and minor opportunities. STS and GIS minors provide those opportunities without having to create new courses. Will hopefully draw in more students from across disciplines.
- STS minor inspired by student interest in Science and Tech contexts. Minor offers infrastructure for students already in those courses. Also reflects job market.
- GIS courses have been offered for 8 years and students are looking for more advanced work. GIS minor can offer them credentials for future careers. IAS has hired new faculty to teach GIS. It is a very marketable skill.
- Minors are for all UW Bothell students

**Discussion:**

- Suggest including more cross-disciplinary courses from other programs, open it to more students, a more campus-wide view rather than school-focused
  - Possibly reach out to advisors of other schools to uncover courses that might apply?
    - For GIS minor, feedback was gathered from UWB schools as well as UW Tacoma

- Since IAS anticipates minors to draw in more students, suggest changing budgetary impact wording on proposal to indicate that it will be budgetarily beneficial rather than “insignificant”
- UW Seattle doesn’t have UG STS program. Offering this and expanding it is an opportunity for UWB to be a leader in STS offerings and conversation.
- Difficult for IAS to project enrollment for future years with all of the current uncertainty. Will take a few years before projections can be made as to the success of the minor.

Naranjo thanked IAS reps for coming and said he will consolidate and provide them with the EC feedback on the two 1503s.

EC will have a broader discussion regarding 1503 review process in a future meeting.

### **Course Cancellation Policy: Discussion and Campus Feedback**

- School of Business Feedback
  - EFC suggested schools be required to conduct root analysis when a course is cancelled and publish results. Burden should not be on faculty.
  - Faculty unanimously opposed separation by rank.
- School of Educational Studies Feedback
  - Need to provide flexibility for unit-based solutions to low-enrollment courses, for both the short-term and long-term budget planning.
  - Consider unintended consequences
    - Course scheduling more conservative
    - Make it unclear why one would ever cancel a course since the impact would be losing the course completely if the faculty member cannot be reassigned.
  - Timing of course cancellation is important. Faculty and students need sufficient lead time.
  - Oppose privileging (Full) Professors through an exception.
  - Need to ensure that this policy does not stymie faculty innovation.
- School of STEM Feedback
  - Schools or divisions need to provide clear guidelines for defining thresholds for course cancellations.
  - Suggest limit to how many historically low-enrollment courses a faculty member can teach
  - Suggest not having rank differentiation in policy
- School of IAS Feedback
  - Faculty would like to see examples, rationale, factors, explanations of reasons for course cancellations. Doesn’t have to be part of policy.
  - Advisors ask that student’s needs be kept in mind. Sometimes a course a student needs to graduate is only offered once a year and sometimes there is low enrollment.
  - Oppose categorizing faculty by rank.
- FYPP Feedback
  - Hesitancy around differentiating by rank
  - Language of policy should be clearer in describing that, if a course is cancelled, attempts will be made to find another class for that faculty member to teach

- School of Nursing and Health Studies Feedback
  - Policy helps to put some responsibility back to leadership to ensure that there is the type of enrollment numbers needed to support the courses being offered
  - Strong push back on rank differentiation
  - How might this policy impact part time faculty?
    - Nature of commitments that university has to part-time faculty are fundamentally different than full-time. Policy written with full-time in mind because if courses don't make enrollment, there has to be a back-up plan.
      - How the labor of part-time faculty is considered and treated at UWB is an important issue and EC could have broader future discussions around that
    - For competitively hired part time lecturers on contract, UWB has to honor the salary and benefits at the level stated even if courses are cancelled.

#### **Discussion:**

- The campus-wide policy should direct schools to create their own policies (offering broad scaffold) but give schools the flexibility to determine the criteria and standards to use.
  - Campus-wide policy should mandate that issues be resolved without burdening faculty
  - How do faculty leaders and deans get what they need to complete root cause analysis?
    - UG council already in place, uses systematic processes to approve courses, a framework could be built out of that to use for root cause analysis of course cancellations. A cancellation should trigger a “why did this happen?” response.
- Having a course cancellation process/policy helps to signal to the schools that changes may need to be made. Gives a broader systemic look at thinking about the viability of programs.

Naranjo thanked all for the conversations and said he will recruit a small working group to summarize comments, make revisions, and then will bring policy back to the EC for further conversation.

#### **Adjourned**

#### **Action Items:**

- Naranjo will consolidate EC feedback new minor 1503s and provide to Lee, Cram, and Lopez
- Naranjo will gather working group to summarize and revise Course Cancellation Policy and bring it to the next EC meeting for further review.

Minutes submitted by Dawn Moncalieri  
 Meeting adjourned at 10:45am  
 The next EC meeting Dec 1