

Executive Council Meeting

Oct 13, 2020, 8:45 – 10:45am, via Zoom

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

Guests: Sharon Jones (VCAA), Grace Lasker (CCASC Chair), Carrie Tzou (CCPT Chair), Alex Musselman
(CCAL Chair), Penelope Moon (DLE), Pam Lundquist (Registrar)

Approval of Minutes: Minutes Approved

Naranjo welcomed everyone and led a round of introductions before transitioning to first order of business:

Welcome and Sharing of GFO EC Priorities for AY20-21

Nitta read draft list of EC priorities for 2020/21 AY:

1. Implement new campus Strategic Plan: strengthen diversity and equity, enhance community and campus engagement, and advance cross-disciplinary teaching and scholarship
2. Facilitate development of new School-level Fiscal Operation Guidelines within the modified RCM budgeting model
3. Facilitate development of public school-level Promotion and Tenure Guidelines, including implementing the newly adopted Inclusive Definition of Scholarship

Following 4 are issues that GFO councils will be taking up:

4. Develop campus-wide plan for Assessment of Student Learning, including the new 6th learning goal related to Community Engagement, in preparation for upcoming campus accreditation
5. Develop campus-wide Diversity, Equity, and Inclusion training for promotion and tenure
6. Improved campus-wide reporting on faculty compensation, including by race, gender, etc.
7. Support faculty teaching remotely, including implementing the new campus-wide ban on online proctoring

EC reps encouraged to work closely with EFCs and Deans to close loop between faculty governance at campus level and schools. Clear communication and mutual support through processes will help move priorities to policy. EC reps encouraged to share goals they see as missing from the list of priorities.

GFO Council Chairs Discussion of Goals for AY20-21 (CCPT, CCAL, CCPB, CCASC)

Naranjo and Nitta previously met with GFO council chairs individually and asked each to create a charge letter to include goals, priorities, processes and outcomes for their councils. EC will support that work in alignment with overarching EC goals. Naranjo introduced chairs and turned discussion over:

Carrie Tzou, School of Education – Chair, Campus Council on Promotion & Tenure (CCPT)

- GFO priorities 3 and 5 particularly relevant to CCPT
 - GFO Priority 5: “Develop campus-wide Diversity, Equity, and Inclusion training for promotion and tenure”
 - CCPT scheduled for 2-hour DEI training with Chad Allen in Nov. Will also study faculty code around DEI.
 - Nitta said that training with Allen focuses on hiring. CCPT will need to refine for P&T
 - Tzou unsure if CCPT expected to develop/conduct training?

- Naranjo explained that developing training (possibly case-based) will be multi-year process. For 20/21, CCPT will identify important elements to include and formalize plan and that plan will be operationalized over the next few years.
 - Timeline: will revise CCPT handbook after P&T reviews in Jan to reflect DEI language
- GFO Priority 3: “Facilitate development of public school-level Promotion and Tenure Guidelines, including implementing the newly adopted Inclusive Definition of Scholarship”
 - CCPT reps will work with schools to revise P&T guidelines by May 2021
 - Goal of CCPT is to review all mandatory & non-mandatory promotion & tenure files
 - Mandatory files due Nov 16 and non-mandatory due Dec 20 to VCAA
 - CCPT engages in annual conversation with VCAA reflecting on processes
 - CCPT keeps running list of patterns across schools, summarizes them after reviews, and meets with VCAA to discuss.
 - Timeline: Summary to VCAA by Feb 1st. Meet with VCAA Mar 1
- Questions/Comments?
 - None

EC will work with VCAA to get clarification on where substantive review of P&T files happens vs. where procedural review happens...from school, to CCPT, to VCAA, to Provost.

VCAA Jones added that P&T guideline review process will take 3 years. 2 years for schools to review guidelines and 1 year for campus-wide review to ensure consistency. One focus that can be tackled this year is Inclusive Scholarship Definition since it is lacking in most school’s P&T guidelines. Other issues such as assessing teaching and how diversity is recognized within the P&T process will take longer.

Tzou plans to revise CCPT priorities based on feedback from today, gather feedback from CCPT, and provide EC with revised charge letter next week.

Alex Musselman, School of STEM – Chair, Campus Council on Assessment & Learning

- GFO Priority 4 will be the focus of CCAL in 2020/21
 - GFO Priority 4 “Develop campus-wide plan for Assessment of Student Learning, including the new 6th learning goal related to Community Engagement, in preparation for upcoming campus accreditation”
 - CCAL working to restate UWB Undergraduate Learning Goals as actions and rewrite them in such a way that they are measurable.
 - Timeline: Fall - solicit feedback from schools on revisions and potential assessment metrics. Winter - pick one goal at a time determine what revision process for each goal would look like
 - Assess Undergraduate Learning Goals
 - Assessing all UGLG at once would be overwhelming. Iterative process with one or two to start is more manageable. Will determine which to assess based on 3 criteria:
 - Broad participation in learning goal across units
 - Is there prior or ongoing work in assessing the goal already?
 - Ease of data collection and availability
 - Based on those criteria, at the end of Spring quarter, CCAL determined that the “Writing and Communication” or “Community Engagement” or “Diversity” UGLG would best fit criteria for assessment.

- CCAL will narrow it down to one in next meeting
- Questions/Comments?
 - What is the expectation of CCAL to work with individual schools during UGLG updates to ensure everyone is moving in same direction?
 - CCAL will take consensus approach to ensure a uniform experience

David Socha, School of STEM – Chair, Campus Council on Planning & Budget

- GFO Priority 2 and 6 are most relevant to CCPB
 - GFO Priority 2 “Facilitate development of new School-level Fiscal Operation Guidelines within the modified RCM budgeting model”
 - CCPB reps from each school will make explicit connections with EFCs, determine common needs across schools, ensure all are navigating toward best consensus model.
 - Timeline: Chancellor has asked for guidelines by Dec 31, 2020
 - Questions/Comments?
 - What if schools need help understanding?
 - **VCAA Jones said that Jeff Potter in IPB will be the support person. Schools will give IPB parameters and IPB will model scenarios and give data back.**
 - VCAA/VCPA will also be available to answer questions
 - VCAA/VCPA will review school guidelines in Spring 2021 in an aggregate level so that they can make recommendations for continuous improvement of modified RCM funding allocation model
 - GFO Priority 6 “Improved campus-wide reporting on faculty compensation, including by race, gender, etc.”
 - CCPT anticipating difficult, important, respectful conversations around these issues
 - Differences exist across schools but there are reasons for those differences
 - Work with IR to determine what can/should be asked for
 - Connect to strategic plan
 - May not have funds but can make recommendations and can prepare us for a time when/if funds are available.
 - Timeline: End of Winter quarter - general plan established
 - Questions/Comments?
 - Will you be looking at variations within schools as well?
 - Will benchmarking be done? If we approach it from a marketing standpoint, it could be easier. Any data is helpful.
 - Benchmarks will help us see where we are no different from others
 - Counterpoint, benchmarking could reinforce current inequities.
 - What is “normal” can be tricky to define and maybe UWB doesn’t want to be “normal”
 - In hiring and retaining diverse faculty, consider setting profoundly different benchmarks
 - Continued robust conversations as a body to ensure people get what they deserve in terms of their labor.

Grace Lasker, School of Nursing & Health Studies – Chair, Campus Council on Academic Standards & Curriculum (CCASC)

- Entire CCASC membership returning for 2nd year - helpful for consistent work
 - UWB transitioning to 1503 tracking in Quali system - tri campus experience
 - Timeline: Fall – all programs entered in Quali, Winter – soft transition, Spring – hard transition.
 - What does this mean for UWB curriculum? Limitations of Quali could change process for moving curriculum through. How can we adapt processes to be more helpful across schools?
 - CCASC will go through Quali training and chair will coordinate tri-campus training for UWB campus
 - What is the role of CCASC as campus has a wider discussion around learning goals?
 - What support can CCASC provide as individuals reps for schools in the curriculum development and support process?
 - How is CCASC evaluating new CE component?
 - Due to Covid-19, basically all faculty have a DL (distance learning) designation on their courses. CCASC will be having broad discussions in anticipation of this.
 - What does it look like if faculty opt to keep doing it after restrictions?
 - How does that impact campus-wide learning goals and priorities?
 - DL designation comes through CCASC so there is an opportunity to have conversations at the larger campus level
 - New Online Proctoring Ban
 - CCASC will review online proctoring petitions
 - Currently thinking through evaluation properties
 - Considering mentoring faculty around online proctoring
 - CCASC will focus on ways to be more upstream in supporting curriculum
 - Looking at ways to get school reps more involved in school curriculum processes
 - Training CCASC members on system, designation explanations, etc.?
 - Questions/Comments?
 - CCASC looks at all program changes, EC looks at all new programs. If, due to Quali changes, CCASC needs to also review new programs, that would be a change in practice. Should be done intentionally
 - CCASC might consider a faculty and campus-wide level survey to see what potential portion of curriculum faculty plan on keeping online
 - In addition to conversation with faculty, include key staffers who work in Quali on behalf of faculty

Naranjo thanked the council chairs for their work on the new charge letter process.

Report/Discussion/Vote on Online Learning Definitions for the Time Schedule

Naranjo welcomed guests Penelope Moon (DLE) and Pam Lundquist (Registrar) and provided context for the discussion around online learning definitions:

- Due to Covid-19, most students are learning online and there is an immediate need for clear designation in the time schedule so that students know what type of course they are taking (hybrid, distance learning, synchronous, asynchronous, etc.)
 - EC will work with faculty to come up with clear understanding, definition, and designation.
 - Moon can help explain industry standards across academy and peer institutions
 - Working against timeline to get winter scheduled published

Naranjo turned conversation over to Moon and Lundquist:

- Lundquist explained the need for clear definitions arose due to tensions between faculty and time schedule coordinators and advisors who were trying to explain the different definitions used by different schools of words such as synchronous, asynchronous, etc. Moon added that these are conversations happening across all 3 campuses and there has been a long-standing desire to get better definitions for the online learning terms.
- Proposed definitions drafted by Moon, Lundquist, and Karen Rosenberg (Writing Center) based on definitions written by Moon for UW Seattle Teaching & Learning, which were adopted. Group concluded that students don't care about percentages, they just want to know when they have to be somewhere at a certain time. Originally included a term emerging in online learning circles, Bi-chronous, to indicate a balance between synchronous and asynchronous in same class. While a good definition for faculty, it is not a useful term for students.
 - **Asynchronous:** An asynchronous course is one in which learners access course content and engage with others in the course through the course learning management system. Learners are not required to all be in the same online space at a specified time, but are required to meet all assignment and participation deadlines as articulated in the syllabus and other course materials. Instructors may offer learners optional opportunities to meet synchronously, such as through office hours or informal exam review sessions.
 - **Synchronous:** A synchronous course is one in which learners are required to attend course sessions simultaneously at the times specified in the Time Schedule. In addition to required synchronous course sessions, instructors may require learners to complete some activities using the course learning management systems.
 - Questions/Comments?
 - What if a class will occasionally meet during time indicated in time scheduled but will also meet at times negotiated after start of quarter, outside of time schedule? Can the language be loosened? Feels "all or nothing". A lot faculty are doing something in between.
 - Unplanned synchronous sessions are difficult for students. Listing those sessions in time schedule is the most humane thing to do for students for consistency and predictability. Faculty are asked to consider picking times for any synchronous sessions of their courses and have that time be included in time schedule.
 - How was data gathered around student's opinions on percentages? Many students do care and determine their schedules based on that information.
 - Students were not polled. That info was based on conversations happening nationally suggesting students are most interested in knowing when and where
 - Where is the room in asynchronous definition for meeting with students face to face?
 - Is this new language permanent? Or just during the pandemic? If not permanent, should include qualifier.
 - Not the intent to lock it down, just starting down the path toward designating courses across campus in a consistent way
 - Language doesn't accommodate some of the dynamics happening. Could some more language be added to what a synchronous course could look like?
 - What if a course is set up as synchronous but can also be done asynchronously? Listing it as only synchronous could be frustrating for students if they planned around a synchronous course and then find out they can complete it asynchronously

- Draft of syllabi should be offered as soon as possible to clear that up. Early in course, if you want to have optional synchronous sections, poll students for optional.
- This may impact accreditation. Sentiment in Business is that is too rushed to vote for definitions today.

Naranjo will take notes from today's meeting and consult with Nitta, Socha, Moon, and Lundquist to come up with new definitions, incorporate comments, and bring back to next EC meeting, first circulating to council for review/feedback.

- Moon added that policy and language shouldn't be conflated. Adopting sustainable concise definitions that make sense outside of UWB and UW is the goal. Listing what a course "could" look like will result in scenarios being left out.

Naranjo thanked Moon and Lundquist and opened final portion of meeting to Nitta:

GFO Meeting Agenda

Nitta explained that the, per GFO bylaws, the Executive Council sets the agenda for the quarterly GFO general meetings. He proposed the following agenda for the Autumn GFO Meeting on Thurs, Oct, 2pm:

- Overview of General Faculty Organization Priorities for 2020/21
- Presentation of charge letters for the 2020/21 GFO Councils (CCPB, CCASC, CCAL CCPT)
- Additional GFO Priorities or Activities for 2020/21
Followed by Q&A
- Adjourn

Nitta moved to approve the agenda for the Oct 29 General GFO Meeting

Shayne seconded the motion

Motion was passed.

Adjourned

Action Items:

Naranjo will convene small group (Socha, Nitta, Moon, Lundquist) to review time schedule definitions and EC input and will have working definition back to EC by Oct 20th. Revised definitions and comments will be reviewed in Oct 27 EC meeting.

Minutes submitted by Dawn Moncalieri

Meeting adjourned at 10:50

The next EC meeting Oct 27