

Executive Council Meeting

Oct 27, 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), Pen Moon (DLE), Ed Buendia (Dean, SES),

Approval of Minutes: Minutes from Oct 13 EC meeting approved

Report/Discuss/Vote: Campus Online Learning Definitions

Naranjo opened discussion regarding revisions made to online learning definitions based on EC feedback. New proposal is to include only asynchronous and bichronous definitions in time schedule.

Discussion:

- IAS advisors oppose using “bichronous”. Students are familiar with asynchronous and synchronous, introducing new term (especially now) could be confusing. Expand on existing.
 - Bichronous provides more clarity by defining hybrid experience not covered by synchronous.
 - If bichronous is adopted a lot of socialization will be required for students/faculty
- STEM largely supports using asynchronous and bichronous, only one faculty member concerned that students may think they do not have to work outside of meeting time
- FYPP stresses that advisor’s opinions should matter most. Students are frustrated, need clarity, and are familiar with synch/asynch. If clarity is the goal, a new term might not be the answer
 - Asynch/synch hasn’t been serving community well. Faculty feedback is that those two terms aren’t encompassing experience and students are confused.
- What is the difference between hybrid and bichronous?
 - Hybrid is a combo of online and physical whereas bichronous is combo of online versions.
- Intention is to provide solid set of definitions for time schedule. Can change and get added to as teaching & learning context changes. This is just the first attempt at defining systemically.
 - Need to define terms that will last until there are tri-campus definitions.
- Business is also concerned about students being confused by new term. Also, different modalities have different student expectations. Any space for clarity of expectations in definitions?
 - Important to keep that issue separate. Faculty should work collaboratively with students.
 - EC should have a conversation in the future about student expectations in online learning. Having guidance would be helpful to faculty.
- Is it an option to list one course as “bichronous or asynchronous” in the time schedule without adding sections? That could take care of a lot of the issues.
- Should there be a full menu offered? Asynchronous, Synchronous, Bichronous, Hybrid)?
 - “Synchronous” becoming outdated. Students are always doing something asynchronously.
 - Now not best timing to wrestle with definitions. Offering 4 terms now might be better than doing away with what students are familiar with.
- Who decides which category a class falls into?
 - Faculty picks one options and tells time scheduler
 - Schedulers will need to be trained on the terms, who will train them?
- A socialization campaign will need to begin right away.

Naranjo proposed, based on discussion, using the original definitions of synchronous (with definition allowing for diversity of teaching options), asynchronous, and hybrid for now but that more work and discussion is needed. EC is not ready to settle on sets of definitions for the Winter time schedule.

Proposal and Discussion of Campus Policy for Course Cancellations

Naranjo welcome Ed Buendia, Dean of the School of Educational Studies, and opened the discussion regarding the proposed [course cancelation policy](#), explaining that EC is handling this issue since it directly impacts faculty. Goal is fiscal responsibility and protection of faculty. Policy drafted with future faculty in mind. Want to ensure pre-tenure faculty aren't put in hard situations and that there is uniformity across academic units. Help schools progress toward multi-year planning process, reducing chances that scheduling gaps occur

Discussion:

- Currently no course cancellation policy at school level (except SES). Central solution needed
- Suggest making it more explicit in policy that it applies to tenure track and teaching track? Using “teaching and tenure-track” language throughout
- Policy designed to address equity of full-time faculty.
- Schools need to build in protections so that faculty can do innovative work. As it is, faculty feel tension between wanting to be innovative and needing to be conservative.
- The language “beyond the control of the faculty members” in policy is purposely sufficiently broad to allow suggestions/edits/comments while EC
 - EC reps encouraged to suggest other language to address ambiguity
 - Reps encouraged to gather feedback/input from schools/EFCs/Deans
- Faculty tracks on UWB with multi-year commitments fall into “other” category
- Could cause a division of ranks. Seems as though those who aren't full professors are penalized
- Potential problem could be that “riskier” classes go to part-time faculty, since a course cancellation results in debt to the school
- Suggest a caveat for cancelling large groups/cohorts. In those cases, it is important to reassign faculty courses.
- Policy needs to allow for broad and unforeseen situations while also moving toward getting scheduling aspects as tight as possible and leaving room for innovation.
- Associate Professors are included in policy because they are still in development and are vulnerable.
- Budget impact not yet known. Could be costly but, at the same time, it is costly for school to overburden faculty and derail careers.
 - Important to know that data in order to inform what will be the principal footing on which EC is going to stand? Protecting faculty? Or Fiscal?
- Knowing where to draw the line is important. Including Associate Professors is a big chunk of faculty and budgets. Feedback from EFCs is important

Naranjo asked EC reps to circulate the policy widely, engage with EFCs and Deans to garner input and bring input in form of notes on google doc to the next EC meeting so that the council can continue the conversation and work through framework

Reports from Schools

- GFO - Autumn General Meeting 10/29 at 2pm - Council charge letters will be shared
- SNHS - expect to have EFC by end of Spring quarter. SNHS planning new master's program, doing intensive market analysis, intense interest from students.
 - Fri, Oct 30, Faculty Council on Women in Academia is hosting, "Promoting Equity and Justice for Caregivers at UW: A Discussion of Current Realities, Policies, Practices, and Support During Covid-19 and Beyond"
- Business – EFC met, P.K. Sen is Chair, Surya Pathak chair-elect for 21/22. EFC looking at P&T guidelines. Fully engaged in DEI work (especially in P&T guidelines). Accreditation year for School of Business. Busy grappling with RCM and fiscal planning, curriculum, etc.
- Education - EFC working on P&T processes and guidelines, program development, leadership development for educators, looking at RCM model and getting that to fit.
- FYPP - working to support faculty in supporting incoming students. Lunch sessions, sharing best practices, working with peer facilities, alert system. Efforts focused much on teaching development to keep faculty supported so that they can keep students supported.
- IAS – conversations underway around getting more equity in teaching and how that will impact degrees. IAS is developing new minors.
- STEM - working on student evaluations faculty review process and DEI in P&T documents

Adjourned at 10:40am

Action Items:

- Naranjo will circulate revised online definitions for EC review
- EC reps gather feedback from EFCs/Deans on course cancellation policy, comment on google doc

Minutes submitted by Dawn Moncalieri
Meeting adjourned at
The next EC meeting Nov 10