

## **Admin Council Meeting Minutes**

Monday, August 31, 4:00-5:00 PM

Held Remotely Via Zoom at: <https://cuboulder.zoom.us/my/molenaar>

### **Agenda**

- Welcome back!
- Teaching Quality Framework initiative
- Faculty search plan update
- Budget transparency initiatives
- DEI leadership training requirements
- Potential Instructor Differentiated Workload Policy
- Other administrative business

Interim Dean Keith Molenaar began the meeting at 4:00 p.m., greeted the group, and thanked them for their hard work throughout the summer.

### **Teaching Quality Framework Initiative**

Noah Finkelstein, Co-Director of the National Network of STEM Education Centers, gave a brief overview on a college-wide partnership. The center is currently thriving and is working with 20+ partnerships. The Center is planning a public December meeting where community members are invited to learn more about the initiative. The center also partners with the American Association of Universities for their STEM-education initiatives. Currently, the center is planning an expansion with CEAS to continue their work with ME and began expanding with AES, CS, and CEAE. There have been some preliminary meetings to discuss these partnerships. Some of the efforts being discussed are improving FCQ questions and evening the playing field for faculty evaluations. Unique to the college, there will be cross-departmental sharing.

ME Department Chair Mike Hannigan gave a brief overview of his experience working with this initiative. He commented that one of the key things is reading on peer assessment of teaching. ME has a form to help evaluate others in an unbiased way. They have also started teaching reflections of our own work. This is especially helpful for the department because there are a lot of junior faculty that can benefit from this program.

### **Faculty Search Plan Update**

Dean Molenaar provided an update to the faculty search plan for the upcoming year. Due to budget constraints, the college is only looking at replacements for faculty who have departed. The college is considering a cluster search with a priority for increasing our diversity. That may mean that the college may be hiring up to 12 new faculty. More information will be available in September. He provided a special thanks to the search committee members.

### **Budget Transparency Initiatives**

*\*see Budget Decision Equity and Inclusion Manifesto letter in Addendum*

Dean Molenaar received a letter from concerned faculty & staff that discussed how vulnerable populations can be adversely impacted by budget reductions. The letter provided three recommendations: be transparent, pay attention to vulnerable populations, look at flexibility in retention strategies. Dean Molenaar met with the group and came up with three initial actions: (1) request for an ad hoc budget committee, (2) hold a budget town hall in mid-September, and (3) publish

a set of principles on how budget reductions are decided. Faculty are strongly encouraged to participate in these activities.

### **DEI leadership training requirements**

*\*see CEAS Leadership DEI Development Plan 2020-21 document in addendum*

This fall, Dean Molenaar has mandated for Admin Council members to complete Diversity, Equity and Inclusion (DEI) training. Amy Moreno and Keith put together a document that explains the goals and expectations of the program, which include taking the IDI inventory and group profile, 1:1 coaching, personal research, CU summits, and active participation in college DEI efforts. Admin Council members are preferred to complete these requirements by the next Admin Council meeting in October.

### **Potential Instructor Differentiated Workload Policy**

*\*see A&S Senior Instructor Differentiated Workload Policy document in addendum*

Dean Molenaar introduced the instructor differentiated workload policy as a formalized way to provide instructors with a “sabbatical” every six years or so. Associate Dean JoAnn Silverstein provided some context that several departments have implemented this informally. There are great benefits to having a formalized program. Instructors must put together a proposal with what they will do with the time. The time period is one semester. This gives the instructors a sense of investment in their professional development, which would then benefit the students that they teach. Many department chairs expressed positive feedback on this idea. The topic will be revisited in the October Admin Council meeting. All Admin Council meetings have an action item to discuss this with their faculty members.

August 16, 2020

Dear Dean Molenaar:

We are writing as devoted members of the CEAS community. Faculty and staff value equitable structures and positive work environments, and both of these will likely be affected by the budget challenges that we will face in the upcoming years. We notice upsetting patterns and trends, from both our local past and worldwide present, which motivate us to advocate for a transparent budget cut process with full consideration for our vulnerable populations, and to suggest strategies to collaboratively plan our future. To maximize engagement of the college's faculty and staff in a way that maintains the progress that we have made in recent years to create a more inclusive workplace culture, we feel that it is imperative to build a partnership between college administration and stakeholders that will meet the dual goals of fiscal responsibility and equity while honoring the collaborative nature of shared governance.

Now is the time to move our diversity and inclusion principles beyond words and into actions. In addition to setting up one-on-one mentoring programs or providing a list of mental health resources, how can we make meaningful changes to the university systems, infrastructure, and human resources to create the anti-racist and gender equitable modern organization we want to be? Without addressing these questions in the throes of COVID-19 crisis management, we risk long-term damage to the CEAS professional environment, as well as our ability to equitably serve our student population.

We propose the following three guidelines as a starting point for shared governance and partnership - that we would like to discuss with you further - to ensure that the challenging budget decisions that must be made in CEAS (at the college, department, and program levels) use the lens of equity and inclusion and preserve the gains we have made as a college in the pursuit of a diverse community.

### 1) **Be Transparent**

We are willing to help do the hard work of suggesting strategies that will meet the dual goals of fiscal responsibility and equity. We feel that transparency is key to meeting these challenges. We believe it is essential that the following equity questions be considered, and ask that the answers to each question be formally documented and broadly shared, when reviewing budget cut suggestions:

- Which groups among those we serve and work with do we need to be particularly focused on as we make each decision?
- When decisions are being made, who is in the room? What are the group identities represented in the room? Who else would bring needed perspectives, data, and ideas?
- What are the unintended consequences for vulnerable populations in CEAS as a result of the budget cut?
  - Using [Dr. Kathy Obear's equity framework](#), which groups:

- Probably will have their needs met?
- May not have their needs met?
- May face extra barriers, hurdles, and obstacles?
- Might be unintentionally, negatively impacted by this decision? How do you prioritize? What assumptions are made in the process?
- What are the criteria for a high performing unit or program? Considering the uniqueness of each of our 15 undergraduate and 31 graduate degree programs, in addition to the numerous non-degree granting programs and centers within CEAS, how can reasonable comparisons be made across their circumstances? What criteria matter?
- How do we quantify the immeasurable impact of dedicated individuals who make the college and its programs special?
- Who gets to decide what is *prestigious* and *high impact* versus *service* and *outreach*? (See [O'Meara's "Inside Rankings" article](#) and [Riley's Rigor/Us article](#))

Tools that would assist with transparency include decision matrices and budget analyses. However, bias can be written into these tools and also provide a gateway to inequitable decision making processes, thus the importance of having a diverse range of identities in the room during the decision making process. Additionally, sharing the early thought processes when establishing possible scenarios should involve those whose programs and positions are impacted so that they might lend their perspective to the conversation and so that brainstormed early ideas don't become the only outcomes considered.

## 2) Center the Vulnerable Populations

The dual legacies of academic hierarchy and engineering cultural elitism have long-privileged white men (See [The \(Mis\)Framing of Social Justice](#) article). Rather than letting decisions flow along our pre-established tracks, we must actively resist these past tendencies and seek out additional voices, and specifically those without in-person advocates at the executive/admin/dean's level.

The following categories identify some of CEAS's most vulnerable populations and identify where tangible support strategies are needed for these populations:

**Women-identified and gender diverse individuals** comprise the majority of the classified staff (23/37; 62.2%) and university staff (166/232; 71.6%) within our college. Whereas the classified staff have employment protections mandated by the State of Colorado personnel system, the same is not true for university staff. Hence, university staff are the most likely to hold positions that have the potential to be cut during any budget downsizing. The Boulder Staff Council made several formal recommendations to campus for how to handle these decisions, and we support [their official resolution](#).

While the CEAS staff population has strong representation of women, *the same cannot be said for our faculty population* - only 23.0% of T/TT (53/230) and 37.0% of non-T/TT (30/81) faculty are women. And, all but two of our tenure-track women faculty are white or Asian-American.

While the T/TT number has seen a very modest increase over time (19.7% in 2011 to 23.1% in 2019), this growth was not rapid enough to mirror our increasing student population. Additionally, the percentage of female instructional faculty in CEAS has actually decreased by almost 9% in the last 8 years (45.9% in 2011 to 37% in 2019). This decrease does not represent a loss of women instructional faculty in CEAS, but reflects hiring practices that favored men. The year 2011 represents a critical inflection point in the college, as that is when it was unilaterally decided by the then-dean that the student population would be doubled resulting in several departments employing crisis management to meet student needs. Through the aggressive CEAS growth, intentional efforts were enacted to realize gains in the percentage of women T/TT faculty, yet we did not strategically recruit non-T/TT women to maintain an appropriate ratio that reflected the diversity of our incoming students. We cannot continue to fall behind our peer and aspirational institutions when it comes to attracting and retaining talented women faculty. As we find ourselves in another state of crisis management we must deliberately implement practices to mitigate unconscious biases that impact hiring and career progression, while simultaneously taking action that will correct our previous mistakes. Therefore, it is imperative that individuals who identify as women and gender diverse be included in future budget discussions, and that names be attached to all discussions, not simply FTE totals.

**Underrepresented faculty and staff** including Black, Indigenous, and Latino/a/x groups make up 5.7% of T/TT faculty; 9.9% instructional faculty; and 12.3% of staff in the college. Only marginal progress has been made with regard to hiring and retaining faculty and staff of color; and, our hiring has not kept pace with the increase in diverse incoming first-year students (18% - 24% URM incoming students in recent years). In light of this, it is essential to build on, not erase, the very modest gains made in our diversity efforts around faculty and staff. Thus, continued growth of a racially and ethnically diverse faculty and staff is critical to achieving the college's strategic vision and action plan for a diverse and inclusive student population. Particularly retention of URM students will be enhanced by their opportunities to interact with faculty and staff with shared identities who also can serve as role models and mentors. Again, we stress the importance of attaching names to all budget-related personnel discussions, not merely the FTE totals, so that the impact on faculty and staff diversity, equity and inclusion is incorporated into fiscal decisions.

**Instructional faculty** have borne the brunt of having to change modalities for multiple courses they teach each semester, all while lacking the systemic job protection that tenure-track and tenured faculty enjoy. One strategy to protect these essential employees would be to extend the teaching contracts of all instructional faculty within the college for one additional year, which would provide support that is somewhat equivalent to the automatic clock stop already offered to all pre-tenure faculty.

**Parents and guardians of young children, parents-to-be, and caretakers of elders** should be specifically reminded that the college supports their identities, recognizes their unique challenges, and will provide flexibility to the greatest extent possible for those with scheduling difficulties due to the ever-changing plans of K-12 school districts, daycare facilities, and caregivers where they live. The college should ensure that all faculty and staff (including

graduate student employees) are aware that the campus is providing up to 12 weeks of paid leave through the [Families First Coronavirus Response Act](#) when an employee is unable to work due to a COVID-19 related situation, but recognize that some employees cannot afford to take advantage of this option due to the ⅔ salary replacement feature -- especially those who have already taken a 5% pay cut.

**Graduate Students** are the lifeblood, creativity, and labor for our research projects, and they enable many of the small-group teaching interactions that make hands-on learning possible. However, they have no guarantees on their funding and few protections to ensure their safety while being pressured to make research progress and produce tangible results. The refuge afforded by the clock stop to pre-tenure faculty does not extend to the graduate students responsible for doing the supporting work, putting them particularly at risk. During a time when minoritized populations are already leaving the academic pipeline at greater rates than their majority peers, we must develop policies and strategies that enable these vitally diverse individuals to persist through the uncertainty of the present times.

### **3) Adopt Flexible and Innovative Strategies to Retain Employees**

Again, given the diversity of life and work situations among our faculty and staff, a one-size-fits-all response will not equitably serve everyone. A local-level decision making philosophy has been clearly [stated by the Provost and Chancellor](#), and we support the continuation of local-level decisions for our college budget with added guidance and resources from members of the college community.

The adoption of flexible strategies within CEAS demonstrates our commitment to elevating our vulnerable populations. Research has shown that [flexibility and a sense of autonomy has been found to be a crucial practice](#) for retaining women in organizations. As such, and in the interest of maintaining our valued employees as the college weathers financial hardships, we request that flexible work options be formally considered before any future layoffs or furloughs occur.

For example, one flexible strategy is to create a readily available opportunity for faculty and staff to temporarily reduce their % FTE (e.g., 100% to 75% time) to still maintain benefits, yet balance home and work during extraordinary times. Another strategy may be to share projects amongst teams, departments, and/or programs. This idea could support areas that are not able to hire new employees at present, or do not have enough work for a full time employee. In such situations, there is often [a perception](#) that embracing flexibility programs can have negative career consequences for employees. Therefore, it is also essential that the college and individual units ensure that there are not negative consequences, actual or perceived, for individuals adopting these flexible strategies.

Unfortunately, there may be situations where an employee layoff is unavoidable and is the best course of action for CEAS. In such cases, we would like to echo the Boulder Staff Council request that any impacted employee be provided a minimum of 60 day written layoff notice and the ability to connect with a Career Advisor (i.e., [campus Human Resources](#)). Employees who

are being laid off must be treated with dignity and respect; in the situation of layoffs, we encourage supervisors to read through and follow CU HR's [Guidelines to Managing Layoffs](#), which is a compilation of best practices for managing these difficult conversations, and includes information on communicating with the remaining individuals in that unit who will also be impacted by the layoff.

We thank you for taking the time to read through these concerns and suggestions, and look forward to our **upcoming discussion with you at 2:30pm on August 20, 2020**, to explore these ideas further. It is our hope that we can gain an understanding of what CEAS is being asked for in terms of budget reduction and that we can help identify equitable and transparent strategies to support our decision-making.

Sincerely,

Angela Bielefeldt, Professor, CEAE, Director, Engineering Plus  
Shirley Chessman, Lab Engineer, Mechanical Engineering  
Jill Dupre, Associate Director, ATLAS  
Tanya Ennis, Director, BOLD Center  
Arielle Hein, Director of Undergraduate Programs, ATLAS  
Rebecca Komarek, Assistant Director, Idea Forge  
Daria Kotys-Schwartz, Teaching Professor, Mechanical Engineering  
Victoria Lanaghan, Program and Event Coordinator, Idea Forge  
Beverly Louie, Research Associate for Faculty Advancement  
Hope A. Michelsen, Associate Professor, Mechanical Engineering  
Shelly Miller, Professor, Mechanical Engineering  
Amy E. Moreno, Director of Inclusive Culture  
Robyn E. Sandekian, Manager of Diverse Faculty Recruiting  
Lou Rutherford, Associate Director, Engineering Management  
JoAnn Silverstein, Professor, CEAE, Associate Dean for Faculty Advancement  
Janet Y. Tsai, Instructor, Mechanical Engineering  
Lauren Wheeler, Finance and Project Manager Idea Forge and Design Center Colorado  
Terri D. Wright, Assistant Dean for Access, Inclusion and Student Programs  
Malinda Zarske, Associate Director, Engineering Plus

Noted articles/Background material: Available at  
[https://drive.google.com/drive/folders/1FjX\\_wruswBDcv20-bf7pfSVsAgkMzPMv?usp=sharing](https://drive.google.com/drive/folders/1FjX_wruswBDcv20-bf7pfSVsAgkMzPMv?usp=sharing)

CU Boulder sources

[From the Provost and COO - Follow-up on budget scenario planning](#)

[CU Boulder Staff Council Resolution 2020-01: COVID-19 Response | Staff Council Guide to Managing Layoffs](#)

## Mass Media Coverage

### Gender-focus

[Fall's Looming Child-Care Crisis](#)

[Perspective | Coronavirus child-care crisis will set women back a generation](#)

<https://www.wsj.com/articles/womens-careers-could-take-long-term-hit-from-coronavirus-pandemic-11594814403> (won't print well)

[From Inclusion to Support: How to Build a Better Workplace](#)

### Race-focus

[The time tax put on scientists of colour](#)

[Too many senior white academics still resist recognizing racism](#)

### Peer-reviewed Literature

[APLU Report Identifies Steps Universities & Policymakers Can Take to Broaden Efforts to Increase Diversity of STEM Faculty](#)

[APLU Guidebook for a Campus Self-Assessment of Successes and Challenges in STEM Faculty Diversity and Inclusion](#)

[Striving for Prestige and Ranking Systems](#)

[Rigor/Us: Building Boundaries and Disciplining Diversity with Standards of Merit](#)

[Institutional Barriers, Strategies, and Benefits to Increasing the Representation of Women and Men of Color in the Professoriate](#)

[Study Finds That the Pandemic Has Widened the Gender Gap in Work Hours](#)

[The \(Mis\)Framing of Social Justice: Why Ideologies of Depoliticization and Meritocracy Hinder Engineers' Ability to Think About Social Injustices](#)



# CEAS Leadership DEI Development Plan

2020-21 Academic Year

## Purpose

The purpose of the Diversity, Equity, and Inclusion (DEI) Development plan for CEAS Leadership is to provide structure, strategy, and transparency in expectations around professional development. Leaders within the college hold a responsibility to communicate, role model, and guide their respective departments and programs in creating a learning and working environment that reflects the [strategic vision of the college](#), and CU Boulder's [values around Inclusive Excellence](#). Inclusion is an active and continuous process of creating a sense of belonging and valuing the commonalities and uniqueness of every member of our community. As such, we must each commit to embracing diversity, equity and inclusion learning and development as a part of our roles as leaders. DEI development will enable CEAS leadership to be more effective and appropriate in many aspects of their professional and personal lives.

## Goals

The goals of this plan is to enable CEAS leadership to:

- Connect with campus-wide DEI learning and development opportunities, tools and resources
- Recognize expectations around DEI development
- Identify college and campus resources and development opportunities

## Expectations

As leaders within the college, the Interim-Dean asks each member of admin council to participate in:

1. **Taking the Intercultural Development Inventory (IDI) to assess the group and each individual's intercultural competence.** Intercultural competence is the capacity to deeply shift cultural perspectives and adapt behaviors across cultural similarities and commonalities in ways that are deemed effective and appropriate.
2. **A 2-hour IDI group profile debrief presentation to learn the group's IDI results.**
3. **Meet with Amy Moreno, director of inclusive culture, individually to receive your IDI profile results and an intercultural development plan.** The intercultural development plan provides insight and recommendation around deliberate learning opportunities that appropriate based on your IDI profile.
4. **Actively engage in college DEI efforts.** Each leader may **identify one goal** or way they will engage in DEI efforts within the college. For example:
  - I will participate in inclusive pedagogy webinars or workshops, incorporate learnings into my classroom, and share strategies with my department.
  - I will work in collaboration with our program to create and implement an official committee focused on inclusive culture. The committee will outline goals and metrics for the year and incorporate them into our program's IDEA Plan.

## Development Opportunities

To ensure equity and access to development opportunities, the following college and campus-wide resources are available:

- 1:1 Coaching/Consulting with Director of Inclusive Culture (To schedule: [Amy.Moreno@Colorado.edu](mailto:Amy.Moreno@Colorado.edu))
- CEAS Diversity & Inclusion Actions and Resources [website](#)
- [Center for Teaching and Learning](#) – Offers a community of practitioners, tools/resources, consultation, and workshops around inclusive pedagogy.
- [NCWIT](#) – Resources, webinars, research papers, workshops, and online development programs.
- Center for STEM Learning – [Resources](#) on assessment, course transformation, teaching materials, instructional innovations and CU Boulder Resources
- CU Boulder [Diversity & Inclusion Summits](#)



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## Senior Instructor Differentiated Workload

Senior instructors who have completed six years (12 semesters) in rank (at 50% time appointment or more) as either an instructor promoted to senior instructor or as a senior instructor will be eligible to apply for a differentiated workload for one semester. The differentiated workload will reduce the formal teaching responsibilities of the senior instructor to one 3-credit course (or its equivalent) for that semester. The [Senior Instructor Differentiated Workload Application](#) is to be completed by the Senior Instructor and Chair/Director and sent to the Faculty Affairs Manager for the Dean's approval signature.

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[trackcd=1598550953267&bvr\\_id=1190836&adv\\_id=476046&UI=###USER\\_ID###&deviceId=###MOBILE\\_DEVICE\\_ID###](https://pixel.videohub.tv/event/img?trackcd=1598550953267&bvr_id=1190836&adv_id=476046&UI=###USER_ID###&deviceId=###MOBILE_DEVICE_ID###)