

Executive Committee Minutes  
February 1, 2021  
via Zoom, 12:00 p.m. to 1:30 p.m.

Present: Cur C ( )Tj EMC /P <</MCID 6 >>BDC 0.004 Tc -0.004 Tw -7.78 -1.16 Td [(G)2 (ues)4 (t)]TJ 0.002 Tc -0.00

We will have to remain agile and flexible  
ty. Some of you asked whether we have the  
now. There are a lot of details still to be  
campus community and in what capacity and  
nother week or so. We are pursuing that. I  
Ve will let the campus know more as we

in their projections. And, again the COVID-

Q: I wanted to add to the encouragement to rollout information. People are asking questions. I really thought we would hear something on January 4, 2021 when we came back. There wasn't any information and that is okay I understand, but I did hear reputable news that there was a poll taken and 25% of those polled did not intend on getting the vaccine even when available. I'm very concerned because people are asking questions and it would be the responsible thing for us to get this information out to our students so they can pass it on to their folks as well. As far as the insurance thing, I started asking my insurance provider as well. I actually have an appointment now for March. I think it is important to give out updates on a weekly basis as to where we are.

A; [President] Thank you. We will get together with our staff and put together something. You are right it is a moving target and it is hard to know where to go.

C: [CDO]



in the K-12 system who got their jobs without having a Baccalaureate degree. It makes sense, but doesn't make sense having it in special session. That creates what I believe is a socioeconomic gap, because these students work for minimum wage and the tuition rate in special session is very high. These students may have to take out student loans and it is not clear what their job prospects will be when they complete the degree. These classes could easily be in regular session for less cost. This may be an equity issue to consider.

C: [Provost] I'm not sure the purview of the C&R committee is to get into the financial efficacy of programs for students. I'm not really sure that is a curriculum and research question, but I will address it in the sense that special session is not necessarily more expensive and there are a number of reasons for that. These students are Pell eligible and the rates are probably higher for special session than our regular session students. The second thing I would say is that because we have complete priciia0 (bec)4 i1.14 Td [(2cea)20 session stud





that can provide support and guidance for evaluators who are looking at their colleague's materials.

In reviewing this feedback there are questions we need to ask ourselves:

1. What can and should be addressed immediately, and what may require more thorough discussions and planning over time?
2. What are ways of partnering with my colleagues so that their voices, experiences, and ideas are integrated into the work of making RTP more transparent and equitable?
3. What can we do to enable a social shift on campus especially when it comes to evaluators serving on these committees, so they really embrace the honor and responsibility of their role?

Questions/Comments:

Q: Thank you so much for your presentation and the work that you've done. In the event that you have described, I'm interested in process and outreach. I wonder if there are faculty who are BIPOC who are not aware of these events? I'm involved in the Senate and very active in RTP, and I had never heard about this before today. In terms of representation of voices, you said it went out to faculty of color but how do we identify who was included in the sample? Also, are the folks that participated aware that their input is being shared?

A: Thanks for those questions. As far as the people invited, we tried to piece together a list of folks that we knew were BIPOC and in the invitations that went out we asked people to spread the information by word of mouth. That is one answer. As far as the representation of voices, the people who attended the sessions were different ranks and identities. They are aware their feedback would be shared. They want to see what happens after they share this feedback.

Q: I find number 4, in terms of encouraging departments to develop guidelines, very interesting. However, there is some inequity in that process as well. We've had some issues in my own department, in terms of developing those guidelines, and voices were silenced in that process as well. That needs to be accounted for and a cultural shift has to occur in everyone utilizing those guidelines in review. What I have heard people saying is that there are guidelines, but I'll rely on my own good judgment.