UNIVERSITY *of* WASHINGTON | BOTHELL
SCHOOL OF INTERDISCIPLINARY ARTS & SCIENCES

March 27, 2024

Dear Search Committee:

It is my pleasure to submit my application for the Associate Vice Chancellor for Faculty Success position at the University of Washington Bothell (UWB). My experiences fostering faculty development within the School of Interdisciplinary Arts and Sciences (IAS) and my current position as Interim Assistant Vice Chancellor for Faculty Success have provided me with the skills, experience, and perspective necessary for meeting the responsibilities of this expanded role.

For well over a decade, I have been committed to helping my UWB colleagues succeed, including those who are underrepresented and underserved (see diversity, equity, and inclusion statement). Recognizing that change is often made by working both within and outside of formal structures, I have worked on issues related to faculty development formally and informally. Upon earning tenure in 2012, I realized that there was inconsistent mentoring of junior faculty in IAS. I filled this gap in support by creating a website where junior faculty could share accurate information and resources. Although this initiative was informal and grassroots, it led to my subsequent role as the IAS Interim Associate Dean for Faculty Development. In this role, I led several structural and policy changes to respond to faculties' needs and to promote a more equitable and productive work environment consistent with IAS's mission, goals, and values.

As the IAS Interim Associate Dean for Faculty Development, I supported IAS faculty in numerous ways. I conducted research on faculty workload, identified areas of service inequity, and developed guidelines to make service loads more equitable. These guidelines were voted on and approved by the IAS faculty. Moreover, in response to UW's 2015 change in lecturer hiring and promotion policies, I worked with IAS administrators and the personnel committee to develop job descriptions and a transparent promotion pathway for faculty on the lecturer track. I also worked with the IAS Associate Dean of Curriculum to investigate inequitable teaching loads, which led to my serving a term on the IAS Diversity Committee. In addition to these efforts, I implemented various mechanisms to support faculty research, including securing funding from the Office of Faculty Advancement to support faculty participation in development programs. Furthermore, my work supporting faculty success continued after my tenure as Interim Associate Dean, including serving as a formal mentor to junior faculty members and chairing several promotion committees. I also worked to support IAS faculty transitioning to teaching online during the beginning of COVID-19 as part of the IAS Digital Instruction Resource Team. My impact expanded beyond IAS as I worked with the Dean to oversee the promotion and tenure process, which led to my serving two terms on Campus Council for

Promotion and Tenure (CCPT). These diverse experiences of supporting faculty provided the foundation for my assuming the Interim Assistant Vice Chancellor for Faculty Success role.

I have always taken a collaborative approach to promoting faculty success, one that is grassroots while it considers the structures that shape how faculty do our work. Regarding my leadership, I have been described as "a collaborative leader who can balance the ability to get things done with patience to attend to the concerns of all stakeholders." I understand that effective programs or systems are designed from the bottom up and engage all potential stakeholders at each stage of the process. This approach to leadership has been shaped by my work with communities and organizations to create programs that address community needs while reflecting their values. While involving and listening to the perspectives of multiple, and sometimes opposing, stakeholders reflect my collaborative approach, it is also a pragmatic reality of effectively working within the University of Washington (UW) system. Given the complex and decentralized nature of UW, developing effective systems to foster faculty success requires the cooperation and active involvement of various offices and units. With the relatively small budget of the Office of Faculty Success (OFS) during its initial two years and the complexity of faculty challenges, much of what I've been able to accomplish has been the result of such collaborations.

My first year as Interim Assistant Vice Chancellor for Faculty Success was primarily spent identifying barriers and facilitators to faculty success and figuring out ways to improve existing resources and supports. The former was driven by listening sessions I conducted with UWB faculty across various schools, tracks and ranks. The latter required partnering with schools and other offices at UWB, and sometimes the Seattle campus, to clarify or revise their practices to better meet faculty needs. For example, to provide greater support for faculty undergoing the promotion and tenure (P&T) process, I partnered with the General Faculty Organization (GFO), CCPT, and Organizational Excellence and Human Resources (OEHR) to restructure the previous campus-wide P&T workshop given by OEHR into individual school-based P&T workshops that I facilitate for candidates and committee chairs. This revised structure allows for a more targeted workshop that considers the schools' cultures and practices and can be tailored to the candidate's needs. In response to challenges with faculty VISA processes, I worked with schools, OEHR, and the UW's International Scholars Operations team to organize a VISA training workshop for school administrators.

During my second year, I've continued to partner with units at UWB to promote faculty success. I have been working with Information Technologies, Fiscal and Auditing Services, and the Office of Sponsored Research (OSR) to improve existing purchasing systems for faculty scholarship. Our goal is to provide greater transparency and guidance for faculty and school administrators. I have also partnered with schools and OEHR to examine part-time lecturer policies to improve workplace conditions and provide support for part-time faculty. These are just a few examples of how my work to address faculty challenges relies on developing and sustaining sound partnerships across UW.
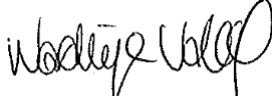
In addition to improving existing systems, I have focused my second year on developing and piloting faculty development programs based on information gathered from the listening sessions conducted during my first year. I am proud of the programming that has emerged from this foundational work, including the workshops (e.g., writing and editing workshops), events to connect with other faculty in our community (e.g., new faculty orientation, First Year and Pre-major Program drop-in luncheon, faculty writing group), and awards (e.g., Midcareer Faculty Fellowship, Publication and Production Award) that are now available to UWB faculty. The four new awards provide faculty with additional funds to advance their scholarship and provide a range of support. Significantly, this bottom-up process of listening to faculty to identify recurring themes pertaining to their needs and concerns has led to the faculty expertise database, scheduled for completion in June 2024. The need for a database to identify potential collaborators was mentioned across the faculty listening sessions, the cross-disciplinary working group, and by OSR and advancement. After realizing UW did not have the personnel to build the website, I hired someone to create it using some of the unspent funds left over from the previous year's budget. I will continue this deliberate approach to program development as I focus on addressing part-time faculty needs. Although it is too early to determine the impact of these programs, I have developed indicators to measure the success of the current portfolio that can be used in the future. In the meantime, I have kept the Deans of each school and the GFO Executive Council abreast of the work being done.

I have implemented these programs through careful and judicious management of the OFS budget. I have engaged in sound fiscal management and have been thoughtful about ensuring that the initiatives I've funded are consistent with the office's developing strategic plan. I am deliberate when deciding what programs to implement and I spend time engaging in numerous discussions to understand the context from multiple perspectives before committing resources to a particular program.

It has been a privilege to support UWB faculty over my career, especially in my current role as Interim Assistant Vice Chancellor for Faculty Success. I would welcome the opportunity to lead the expansion and restructuring of the Office of Faculty Success, including the Office of Sponsored Research and the Learning and Teaching Collaborative. While not having direct experience with supervising staff or overseeing a restructuring, I have witnessed the stress experienced by staff involved in this process. As part of my work to improve resources and support for faculty, I have assisted other units by supporting staff during their restructuring process. I understand the importance of communication, clarity, and transparency with staff throughout the process to reduce the stress of not knowing what to expect and if or how their job will be affected. I also understand the importance of taking the time to learn about staff's work and consider their ideas in the restructuring process. In other words, I know the importance of not taking an a priori approach to implementing change. Leading the restructured Office of Faculty Success will provide me the opportunity to implement a more cohesive approach to faculty development and success, and provide greater coordination of resources to support UWB faculty.

Thank you for taking the time to consider my application. I look forward to discussing how I can continue to use my skills and experience to lead the Office of Faculty Success.

Sincerely,

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