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Hello Fellow Oceanographers,

Welcome to academic year 2020-2021, a year that will be completed largely within a virtual space. This document is an overview of some of the things our school will be working on in the coming year. Although many people have read drafts of this document, it is best described as my viewpoint alone, and is, of course, subject to change as the year progresses.

--Rick

Wellness

Every day I think that tomorrow will be easier, but the pandemic remains dangerous and the desire to improve our school for future oceanographers does not abate. Some days can be a struggle. The School recognizes this and while we want you to thrive as oceanographers, we must acknowledge that some days are tougher than others. With this in mind, I encourage each of you to make your wellness the highest priority. I have found the following web resources useful:

- UW Self-care starter page
- The Whole U
- Virtual fitness classes (I like the Wednesday guided meditation class)
- If you have school-aged kids, UW Recess (Mon & Wed at noon) is a great stress reducer

Regardless of what role you play in the school, I encourage you to be open with your supervisors or instructors when it comes to your wellness. We can give you the time and space you need, or rally around you virtually if you need that. And remember, you can always request to come to UW and visit your office for a while if a change of scenery will improve your spirits. As I have said, my coming to UW once a week is a real highlight, and I have a very easy time socially distancing in OSB because we have kept occupancy low. If the School can help, let us know.

This month the faculty will discuss further opening of our spaces. We have done a great job with social distancing and with contact tracing and I, personally, believe that it is time to allow more people to come to work when it is necessary.

Teaching

The school will continue to serve our 100+ undergrads and 55+ graduate students with a full suite of courses. We are not planning to cancel any courses. All our courses will be online this fall, but we remain hopeful that by winter or spring we can begin in-person classes again. Our undergraduate seniors in the thesis course will conduct their research virtually but will be offered an opportunity to conduct research aboard the R/V Rachel Carson in December if conditions allow. Kudos to Jan Newton and Andrea Ogston who are teaching in person at Friday Harbor Labs, and who are using the R/V Carson and getting our students out to sea.
Our four new graduate students, Michelle, James, Arief and Noah, are faced with the challenge of getting to know us while also being distant and virtual. When you get a chance, please reach out and say hello and welcome them into our community.

The College has created lightboard lecture recording studios, one of which is in OSB241. The lightboard is useful in delivering live or recording lectures with hand-drawn elements. PowerPoint slides and videos can also be projected and incorporated into the lectures. This is a teaching method that Anitra uses effectively, and many others as well. If you are teaching this year, please consider checking out this special space. Right now, you can request information or access by contacting Michelle Townsend (mtown@uw.edu) and we will update things when we learn more.

Last winter the college established an Online Teaching Team, and they are available to help our instructors out as needed, preferably as you plan a course. Our own Teaching Professor (and newly minted Richard Fleming Endowed Professor) Mikelle Nuwer is on that team. You can reach out to her or to any team member for assistance: Tim Essington (essing@uw.edu), Jose Guzman (imguzman@uw.edu), Kat Huybers (khuybers@uw.edu), Kerry Naish (knaish@uw.edu), Mikelle Nuwer (mrasmuss@uw.edu), Kristi Straus (kmstraus@uw.edu)

The college has also set up a series of pages with help and guidance for teaching online:

- College of the Environment COVID-19 Resources for Instructors
- College of the Environment Online Teaching Resources (Canvas site)
- Resources on Teaching Remotely (CTL)
- UW Canvas Course Templates (UW IT)
- Learning Technologies Workshops (UW IT)

Administration

Kittie and her amazing staff have been working virtually and will remain in that status indefinitely. However, in order to provide better support to the entire school, one administrative staff member will be in the office each weekday. Their hours will vary, but they are available to assist others as needed.

Oceanography has resumed daily delivery of mail and packages, but the MSB garage door will remain closed due to increased thefts across campus. If you have a package to retrieve but do not have a key to MSB, please make arrangements with the staff handling mail.

- Monday – Chanthavy Manikham, 206-543-4357, manikham@uw.edu
- Tuesday – Kittie Tucker, 206-616-3559, ktucker@uw.edu
- Wednesday – Romeo Balagot, 206-543-5089, rb45@uw.edu
- Thursday – Vivian Sabiniano, 206-715-5557, sabinian@uw.edu
- Friday - Romeo Balagot, 206-543-5089, rb45@uw.edu

UWFT – University of Washington Finance Transformation. Have you heard that the UW will be transforming nearly all financial systems on campus to Workday? The rollout is projected to happen in June 2022. As we get closer to next spring, faculty and staff may be asked to participate on beta teams to test the new system. You can read more at this link.
10-Year Review
Every decade or so each unit at UW undergoes a thorough Program Review. The intent is to recognize where the School is doing well, and where improvements can be made. Our 10-year review was delayed last year, so we get an 11-year review beginning this year. These reviews take two years to complete. This year our school will assemble a series of documents and self-reflections. Next spring a task force, composed of faculty and others from across campus, will be created by the Graduate School. Beginning next fall there will be a series of open meetings and opportunities for community members to interact with our review committee, and then the final report will be released in spring 2022.

A 10-year review is a major undertaking and will be the structure that we frame our other endeavors around. All the effort of our students and postdocs to identify areas of improvement will be wrapped into preparing for this review. The faculty council will take on the majority effort in coordinating our 10-year review. Documents from the last review in 2010 are available on the School’s website.

Diversity, Equity and Inclusion
The School has been working to prioritize and create actions plans to respond positively to the various open letters and requests of our graduate and undergraduate students, and our postdocs. The administrative team has created a spreadsheet that identifies and prioritizes each of the request made in the letters. That spreadsheet will be reviewed by the faculty at the October faculty meeting, and once the priority order is determined a series of initial steps will be taken to improve certain aspects of life as a student or postdoc in our school.

There is much work to be done here and the DEI committee itself will not handle the entire load. Some of the work is communication and transparency, and the web team is already implementing changes to how we store and share information. Some new short-term committees will be created to help implement things such as on-boarding for new postdocs. In general, my (Rick) opinion is that about 65% of the requests made in the open letters will be implemented in some form within the coming year. As Gabrielle mentioned earlier this summer, many things were already being processed, but were perhaps not being implemented with the speed requested by our students.

Culture Survey
A committee has been set up and a report will be produced this fall. The outcomes of the culture survey will be used to help with the 10-year review, and to inform the creation of our equity blueprint (see below). The raw data from the survey remain available on our website. Ethan Campbell has made a nice set of graphs that will also be on the website very soon.

School of Oceanography Budget
Disclaimer: this section is much too short given the importance of the budget to our continued success. The School will be offering a special seminar this winter on financial and departmental matters, and at least one seminar will be dedicated to the topic of state funding and how it works.

The total biennial (2-year) budget for the School of Oceanography is in excess of $40M including state contributions, research grants and contracts, and our ship operations. Of this, about $10M comes from the state + tuition (e.g. $5M per year). Of that, 96% is spent on salaries for faculty, TAs and
administrative staff. Only 4% of our budget is used for things like photocopiers or office phones. This means that when there are budget cuts, there is very little space to cut things before the School must begin letting people go.

Currently we are absolutely in a budget cut scenario. The impact of the covid19 pandemic on the budgets of the State of Washington and the University of Washington are dramatic and dire. Since state funding for the university is discretionary, there is certainty that support from the state will be reduced. Tuition will not be raised, and thus budget cuts are coming. The School has already received a 2.4% cut for this year, and two more rounds of cuts are expected. We anticipate that the final cuts will be somewhere in the 7.5 – 15% range. This translates to roughly $0.75 – 1.5M in budget cuts to the department per biennium. These cuts will have to be in the form of positions (faculty and staff) because we do not have other places to cut.

This sounds bad, and it is. However, Kittie has been working very hard to identify other sources of revenue that we can use to replace some of the budget cuts, and we are ‘fortunate’ that we have had a suite of professors retire lately that have not yet been replaced. Although they are not officially called by the name of the person who retired, the school has six vacant faculty lines (Delaney, Erickson, Grunbaum, Nittroer, Roland, and Quay). If the School decides to reduce the number of faculty, we can solve a portion of the financial crisis. Ultimately this decision falls to the director (and is subject to approval by the dean), but I fully intend to make this a larger discussion of the faculty.

There is no good news here, for our school or for the university. The college has created a task force, and I (Rick) am a member. We will be seeking vertical cuts instead of horizontal ones. Should we be successful then the overall financial pain being inflicted on our School and college may change. Stay tuned, we are only beginning to understand how this will all play out.

Regional Cabled Array

The Regional Cabled Array was constructed, and is administered and maintained through a joint agreement between our School and the Applied Physics Lab. Led by Professor Deb Kelley, the Cabled Array has generated tens of millions of dollars in research and infrastructure revenue in the last five years. More than 50 scientists from 20+ institutions use the cabled array. The RCA is the second largest ‘unit’ in the school after ship operations in terms of numbers of employees. In fact, the RCA is so successful that many of us don’t remember that it was dreamed, conceived and born within our School through the efforts of Emeritus Professor John Delaney and others.

This academic year will be a challenge for the team because this past summer the south cable line (the one focused on the Cascadia Margin) went offline due to an over-current, indicating a short circuit in the system. The Shore Station and UW team responded immediately with an initial investigation, which indicated that the issue was subsea with a short in the Primary Cable approximately 232 km from shore. The north line (Axial Seamount) remains fully operational and is generating data.

This coming year the RCA team, with Brian Ittig in the lead, will secure a cable ship to repair the cable and replace the Primary Node, if needed. The RCA has spare cable and a Primary Node in a depot in Portland as it was anticipated in the original planning that a failure might occur over the 25-year duration of the project. While the RCA team has a heavy load ahead, and the situation is unfortunate, it was not unforeseen and the plans were already in place to respond.
Ship Operations
2020-2021 is shaping up to be quite an unusual year for our ships and personnel. First, we say goodbye to Captain Russ Devaney, who is retiring after eight successful years in our group. Congratulations Russ!

The R/V Thomas G Thomson will be at the UW dock through Tuesday October 6th and then going into the yard for some work before setting sail again late this year. The new ship tracking system is live on our website. The R/V Thompson has an aggressive 2021 schedule, and will be in service 300+ (302 planned) days next year, which will be in the top five most days at sea in a calendar year since the ship was christened in 1991. Highlights for the coming year include two trips through the Panama Canal (February, June), a couple transects of the Atlantic in spring, ROV and AUV work in the Gulf of Mexico, and some work at the East Pacific Rise. Provided the pandemic winds down, a series of expeditions that will see the ship working near Australia, the Indian Ocean, and South Africa are on the radar for 2022.

Conversely, the R/V Rachel Carson has a lighter than average schedule for the coming year, due largely to covid10-related restrictions. We hope to change that as restrictions due to the covid19 pandemic ease up and it becomes easier to get scientists and students aboard the vessel.

Speaking of getting aboard the vessels, the current protocols for the Thompson and the Carson are similar but distinct. To board the Thompson, one must undergo strict quarantine for two weeks prior to boarding and to be clear of viral infection both at the beginning and end of the quarantine, as determined by nasal swab PCR tests. To board the Carson one must quarantine for one week but similarly ‘pass’ two covid19 PCR tests.

Faculty Issues and Challenges
Fellow faculty, we have a mountain of issues to address this academic year. In addition to those previously mentioned, we have the following things to address:

Community Code of Conduct
I propose that all members of the School to adopt a simple code of conduct with regard to the manner in which we interact. Perhaps it goes without saying that we should all follow a “code of ethics”, but are we even aware that the Faculty Code sets out guidelines for faculty, staff are required to adhere to a set of ethics policies, and that Students on campus are bound by the Community Standards of Student Conduct? I (Rick) doubt that we have looked at these documents in a long time. A draft community code of conduct is appended to this document as Appendix A, and the faculty will take this issue up at a winter faculty meeting.

Mentorship Training
One of our primary missions as faculty is to train the next generation of first-rate researchers, educators and scientists. In order to accomplish this task we need to be outstanding mentors; tough when necessary, flexible and supportive when needed. It is our obligation to continually improve our mentoring ability. Thus, this year the School will begin providing group opportunities for mentorship training. LuAnne Thompson has been coordinating with the Graduate School and they will provide mentorship training at one faculty meeting this fall. Current faculty, including adjunct and affiliates, will be offered group training at least one other time in the coming academic year. Our hope is to make
mentorship training an annual activity (or more frequent), and to also provide new faculty with extensive mentorship training upon their arrival at UW.

**Promotions**

We have two faculty promotions underway; one will come up at special session after the regular October faculty meeting and one will come up in November. Then in December we will have a third set of promotions for our APL affiliate faculty. As you know, many of our affiliate faculty have been promoted through their ranks at APL and our school is behind in terms of providing equivalent rank. While it might seem *pro forma* to provide these ‘promotions’ they will in fact be scrutinized in light of what we have learned about systemic racism within our school. For example, this is a good opportunity to determine whether affiliate faculty may need special training in mentoring etc, and we can try to offer such skill building opportunities now. Affiliate faculty, though an immensely important part of our school, do not currently receive training on how to be good advisors (nor do regular faculty), and we intend to make this better for everyone by providing training beginning this year.

**Parental Leave**

The question of faculty parental leave is complicated; what do we offer, why does it seem so meek, how does it work whether the child arrives during summer versus winter, during a teaching term versus other, to a faculty member who is a new father or mother, etc? I’d like to create a simple policy that our school can adopt moving forward so that our intentions and actions are clear. This is a heavy lift and I will be bringing draft policy to the faculty this fall.

**Committees and Academic Service**

There is a strong need for all faculty to step forward at this time and contribute to the future of the School. As such, I am asking that each faculty member agree to serve on one of the following four committees:

- **Faculty Council**, which will be focusing on the 10-year review,
- **DEI Committee**, which will focus on implementing segments of the open letters and suggestions from our community members and the culture survey,
- **Hiring Committee**, which will be reconstituted and will plan for upcoming faculty hires,
- **Academic Programs Committee** (chaired by Associate Director Evelyn Lessard), which will grapple with the graduate curriculum, equity for students in our classes, modes for reaching out to improve instructor effectiveness, and a host of other teaching-related issues

**Graduate Student Advisory Committee**

In order to help with communication and transparency, and with training of students such that they understand more about the complexities of academic units such as our, I propose that we establish a Graduate Student Advisory Committee to the director. Working with three graduate students (Katy C, Erik F and Sarah R), some ideas for the committee have been identified:

**Purpose:** the graduate student advisory committee serves the needs of the students and the school by providing a student perspective on policy, planning, student programming, and budgeting matters for the School. It meets monthly with the director and acts as one communication route between the students and the school’s administration.
**Constitution of the committee:** The committee will consist of four graduate students (one from each option), one postdoc and one undergraduate student. The graduate student positions are for two years, the others for one year. People may serve two terms. Each year two of the four graduate student positions shall be rotated and two shall remain in order to give a little continuity to the committee.

**Selection:** Potential members can be nominated by anyone within the school (faculty, staff, students) and self-nominations and group nominations (a group of people such as the chem ocean grads nominating one of their own) are allowed. If this does not result in a full committee, then the existing committee reaches out individually to potential members. The Director gets the same weight as everyone else by participating as an equal in the nomination process. In cases when there are two persons interested then the outgoing committee votes to fill the vacant seat.

**2+1 Teaching Plans**
Faculty need to finalize their teaching plans for the next two years. This is an important part of our effort to optimize teaching, provide more clarity for our students to help them plan, and create a more shared teaching model so that stepping out of a class (e.g. for a sabbatical) is easier on everyone.

**Expanding access to Our Buildings**
Is it time to open up more? We have been quite good about HallPass and social distancing, and there is much research to be done. The faculty will discuss options for returning more workers to our buildings over the coming year.

**Internet vs Intranet: what goes where?**
Access to the MyOcean intranet is currently limited to SoO faculty, postdocs, graduate students, and staff, and is used by these groups primarily as a way to access assistance from admin staff, a space for planning teaching schedules, and updating content on the public-facing website. Recently, more and more content has been placed behind the firewall separating the public-facing SoO website from the MyOcean intranet. In response to recent calls for increased transparency, the web team will be re-evaluating what goes on the public-facing website and what stays on the private MyOcean intranet. They are also hard at work creating a space for our undergraduates where you will have limited access to MyOcean intranet content and also to content specific to SoO undergraduates.

**Closing Remarks**
I know this coming year is very different, and in many ways very stressful, relative to our past. I also know that the member of our school are amazingly resilient and that we can not only get through this trying time, but we can thrive and improve. I look forward to working with each of you this coming year, and I look forward to eventually sharing a beverage with you when we can once again be together in both body and spirit.

--Rick
Appendix A. Oceanography Code of Conduct

DRAFT The following code of conduct will apply to all members of the UW School of Oceanography community, inclusive of students in our majors (including marine biology), our graduate program, postdocs, staff and faculty (including affiliates and adjunct). The following draft code is modeled after that used by the UW Department of Physics

As members of the School of Oceanography, the University of Washington, and the global scientific enterprise, we share a responsibility to act ethically and professionally. We strive to conduct ourselves in a professional manner that is welcoming to all and free from any form of discrimination, harassment, or retaliation. Our department values and welcomes individuals of diverse identities and characteristics.†

As individuals and as a community, we:

• Recognize our individual and collective obligations to be truthful and to treat each other with respect.
• Strive to create a collegial, considerate, inclusive, and professional environment in our classrooms, research labs, offices, and online.
• Are cognizant of the particular obligation to model appropriate behavior during interactions that involve the inherent power differentials among department members.
• Work together to create a supportive environment that fosters academic and scientific progress and ensures that all members of the department have access to a safe working and learning environment.

Should unprofessional or inappropriate actions or comments be observed or experienced, direct intervention calling attention to the problematic behavior is often the best response. If that does not feel appropriate or safe, one should contact Oceanography Student Services, one’s supervisor, the Physics Ombud, and/or SafeCampus to help determine and effect an appropriate response.

The School reserves the right to take disciplinary action, as described in the appropriate code for each community member type (faculty code, student conduct code, etc), for abuse or non-compliance with this code of conduct.

†These include, but are not limited to, race, ethnicity, sexual orientation, gender identity, age, family background, religion, and marital, parental, veteran and ability status.