HCDE Town Hall

WINTER 2022

Julie Kientz
HCDE Professor & Chair

The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.
HCDE Operations

Course formats, HCDE office hours, advising, equipment reservations
Welcome New Faculty & Staff

Meghan Oxley
Undergraduate Advisor

Sayamindu Dasgupta
Assistant Professor
HCDE Courses

HCDE instruction is flexible through January 28.
View HCDE’s course formats in the Winter 2022 Hybrid Instruction list.

On Jan. 31, classes and experiences will return to being held largely in person.
Masks are required inside all University buildings and facilities.

Instructors will still have the discretion to offer courses hybrid as they deem best - we will ask them to update the hybrid instruction list and communicate this to you as soon as possible.
HCDE Advising

HCDE Advising Contacts & Drop-in Hours

- **HCDE BS students**
  Meghan Oxley, what@uw.edu
  Winter Quarter drop-ins: **Tuesdays 1-2:30pm**
- **MS/UCD students**
  Alex Llapitan, alex310@uw.edu
  Winter Quarter drop-ins: **Thursdays 4-5:30pm**
- **PhD students**
  Kathleen Rascon, korenst@uw.edu
  Winter Quarter drop-ins: **Mondays 10-11:30am**

Schedule an advising appointment here

HCDE Peer Advisors

HCDE Peer Advisors primarily advise prospective HCDE students, but you may contact them too if you have questions.

**Undergraduate Peer Advisors**

- Shefali Kumaran
- Chau Nguyen

**Master's Peer Advisor**

- Vijayalaxmi MP
Sieg Building & Equipment

Building & Office Hours

HCDE main office hours: 9 a.m. - 6 p.m. Monday through Thursday, 9 a.m. - 4 p.m. Friday. Closed for lunch daily from 12 - 1 p.m.

Sieg Building is unlocked between 7:30 a.m. and 10 p.m., Monday through Friday.

After hours card access is limited to current students, faculty, and staff.

Room reservations and equipment checkout:

Use the HCDE Room Scheduler to reserve HCDE rooms in the Sieg Building.

- Jane is working on identifying a few offices/conference rooms where you can zoom into class if needed. Hallway spaces are also available.

Equipment available for checkout:

- OWL camera: This camera is a 360-degree camera, mic, and speaker.
- Microphones: Available for check out.
Health & Safety

Updated COVID-19 guidance and protocols
Testing remains one of our best tools for preventing the spread, so please consider signing up for the Husky Testing Program. Other places to get tested are the UW Medicine and Curative sites.

Each household can now receive four individual rapid antigen test kits from the federal government, delivered by the U.S. Postal Service, as well as from the State of Washington.

HCDE continues to follow the UW’s Face Covering Policy and masks are required. UW now strongly suggests upgrading your masks to N95, KN95, or KF94 masks. Members of the HCDE community may receive an N95 masks from Jane Skau in the HCDE main office, Sieg Building 428. Instructors can pick up boxes to take to their classes to hand out to students as well.
**COVID-19 Safety Precautions**

**Designated Eating Spaces**
Eating in classes is not permitted due to COVID and mask requirements - each building will have a designated eating space where you can eat, and instructors have been asked to provide breaks with enough time to eat. Sieg Building’s Designated Eating space for students in the Student Lounge on the 4th floor (422). Please limit all socializing to the hallways instead of the lounge. Designated eating space for staff/faculty is the 3rd floor kitchen.

**Air Purifiers / Ventilation**
UW Environmental Health & Safety has been assessing classrooms for ventilation and providing air purifiers for classroom spaces that need them.

*If you are sick with any potential illness, you MUST stay home,* regardless of your vaccination status. Check in with your instructor or TA about how to make up a missed class, similar to any other illness.
What if I get COVID-19?

- If you are exhibiting any signs of illness, please do not come to campus. Let your instructors and/or supervisors know and they will accommodate your absence similar to any other times you may have to miss class due to illness.

- Environmental Health & Safety (EH&S) has updated their visual flowchart for what to do in different scenarios and when to report to them and how, as well as their Quarantine & Isolation guidance.

- If you have tested positive for COVID, you should contact EH&S, who will provide the most updated guidance and perform contact tracing as needed.

- If you are a student, EH&S will contact your instructor if they have had "substantial" exposure with a reported positive case.
COVID-19 PUBLIC HEALTH REQUIREMENTS AND GUIDANCE

SCENARIO 1: You tested positive for COVID-19. Regardless of your vaccination status and regardless of whether or not you have symptoms.

STAY HOME AND SELF-ISOLATE.

Do not go to work or class for 5 days since your symptoms started. 5 days since your test date (if you have no symptoms) or as instructed by a contact tracer.

Submit a COVID Notification Form if you tested outside the Husky Coronas voluntary research study.1

ENTER YOUR WNOTIFY PIN.

Your contact tracer will give you a PIN number to enter in your mobile device to confidentially alert close contacts.

WEAR A MASK.

Wear a well-fitting surgical mask or KSHSH000005 when around others at home and in public for 5 additional days (through day 10). Follow additional CDC instructions for travel, eating, and other activities.

COMPLETE THE ELECTRONIC SURVEY.

The COVID-19 Response and Prevention Team will be in touch with you to complete your survey a link to a health survey prior to the end of your isolation period.

Did your symptoms improve after 5 days of isolation?

YES

STAY HOME AND SELF-ISOLATE.

You do not need to stay home. You can return to work and/or class. Wear a well-fitting surgical mask or KSHSH000005 when around others at home and in public for 5 days.

NEGATIVE

GET TESTED IMMEDIATELY.

You can return to work and/or class if all of the following apply to you:
1. You have no symptoms; and
2. Your symptoms have improved; and
3. You have not had a fever for at least 24 hours without fever-reducing medication.

When in isolation until you are fever free for 24 hours without the use of fever-reducing medication and your other symptoms have improved. Contact contactehs@washington.edu with questions.

If you take a home rapid COVID Antigen (Ag) test at 5 days or after and it is positive you should continue isolation for a full 10 days.

SCENARIO 2: You were in close contact with an individual who tested positive for COVID-19.

You are currently on COVID-19 vaccination and booster doses and/or you have tested positive for COVID-19 in the past 90 days.

Do you have symptoms?

YES

STAY HOME AND SELF-ISOLATE.

You are potentially related to workplace or campus activities and you have not already been notified by the University.

NO

GET TESTED IMMEDIATELY.

You can return to work and/or class if you are asymptomatic and you have tested negative.

SCENARIO 3: You have a symptom(s) of COVID-19 but no known exposure to a COVID-19 positive individual.

STAY HOME AND SELF-ISOLATE.

Do not go to work or class, regardless of vaccination status.

GET TESTED IMMEDIATELY.

Stay home until symptoms have improved and you have had a fever for at least 24 hours without using fever-reducing medication. If symptoms worsen, get tested again and contact your health care provider.

GET TESTED AT LEAST 5 DAYS AFTER EXPOSURE.

Positive: If you are exposed while symptomatic, stay home for 10 days from the date of exposure. Contact contactehs@washington.edu with questions.

NEGATIVE: If you are exposed and symptoms develop during quarantine, contact contactehs@washington.edu with questions.

Will you have ongoing close contact (e.g., household member has COVID-19)?

YES

You can return to work or class when you have completed quarantine.

NO

If you are exposed and symptoms develop during quarantine, contact contactehs@washington.edu with questions.

Mental Health and Wellbeing Resources

The [Husky Health and Wellbeing webpage](#) provides resources about coronavirus anxiety, mental health resources for BIPOC students, and general wellness resources including recreation, medical/dental, and safety. The HCDE Slack has a #mentalhealth channel as well where you can reach out for peer support.

UW Links

- [Task Force on Student Mental Health](#)
- [The Whole U](#)
- [The Center for Child & Family Well-Being](#)
- [Virtual Let’s Talk (UW NetID required)](#)
- [Resilience Lab](#)
- [Psychological First Aid](#)
Events & Opportunities

Winter and Spring community events
2022 HCDE Community Events

**HCDE Winter Quarter Professional Series**
Mondays, 5 - 6 p.m.
RSVP at hcde.uw.edu/events
Upcoming topics: Storytelling for UX Interviews, Network Night, Whiteboarding for UX Interviews, Mock Interviews, Getting the Offer

**UX Speaker Series**
Fridays, 11:30 - 12:20 p.m.
301 Gowen Hall
Recordings available at hcde.uw.edu/ux

**Design Jam for Civic Engagement**
Weekend: April 8 – 9
Details coming soon

**HCDE Distinguished Lecturer Lucy Suchman**
Open worlds and the limits of datafication
May 10, 4 - 5:30 p.m.  |  HUB 332
RSVP at hcde.uw.edu/events

**HCDE Capstone Showcase**
Featuring projects from MS and BS students
June 6, 5 - 8 p.m.  |  HUB

**HCDE Graduation & Awards Ceremony**
Celebrate the Class of 2022!
June 8, 10 a.m. - 12 p.m. | HUB Ballroom
Diversity, Equity, & Inclusion

Courtesy of Daniela Rosner
Associate Professor
Chair, HCDE Diversity Committee
HCDE DEI Committee

New DEI Committee
  + (PhD, Masters, Undergrad, Staff, Faculty)

Diversity Committee Elections (Spring ‘21)
  + Nominations; Elected representatives

AY 20-21 - Launched 10+ new Initiatives
Objective #1: Become aware of strengths and areas for improvements in the department in terms of diversity, equity, and inclusion (DEI)

1. Create a plan for developing a baseline on our department’s strengths and weaknesses in diversity, equity, and inclusion that includes what and how to evaluate (e.g., teaching materials and topics; research expertise and outputs; demographics; strategies and venues for recruiting students, staff and faculty; departmental climate across students, faculty, staff and interactions of these; resources to support students, faculty and staff) (Diversity Committee, Chair’s Office, Year 1)

2. Conduct evaluation of the climate for faculty, staff, and students on the research, teaching, and culture of HCDE (Diversity Committee, Year 1)

3. Develop prioritized list of what to celebrate and what to prioritize in terms of change (Diversity Committee, Faculty, Year 1)
Objective #2: Implement new practices for listening to and empowering our faculty, staff, and students to improve the overall climate of the department

1. Create a mechanism for anonymously reporting issues and ideas (Diversity Committee, Chair’s Office, Year 1)

2. Adopt a plan consisting of 3-4 key strategic initiatives based on the results of Objective 1 (Diversity Committee, Chair, Year 2)
   a. Possible directions include: reviewing and revising departmental policies; editorial style guide about how to incorporate inclusive language across HCDE’s website, policies, and course documents; constructing a department code of conduct and expansion of student rights; establish departmental emergency fund; developing departmental best practices for supporting mental health; and establishing an annual staff and faculty diversity effort award

3. Execute one new initiative per year based on the plan (Diversity Committee to Monitor, Other Committees as Determined, Years 2-5)

Credit: Kenya Mejia
Objective #3: Implement new practices for improving the diversity and equity of our teaching, learning, and outreach experiences

1. Adopt a plan consisting of 3-4 key directions based on the results of Objective 1 (Diversity Committee, Curriculum Committee, Year 2)
   a. Possible directions include: leveraging existing and establishing new gift funds to outreach; implementing strategies to help teaching faculty review teaching and learning experiences from a diversity perspective; reviewing of learning objectives and generating of boilerplate text for course policies; introducing new courses on designing with marginalized populations; reaching out to all lecturers and faculty to identify how they address DEI in their teaching; and communicating guidance on making classrooms more inclusive

2. Implement one new strategy per year based on the plan (Diversity Committee; Curriculum Committee, Chair’s Office, Years 2-5)

Credit: Kenya Mejia
Objective #4: Revise our hiring and admissions processes to implement best practices to improve the diversity of our applicant pool and reduce unconscious bias.

1. Adopt a plan consisting of 3-4 key directions based on the results of Objective 1
   (Diversity Committee, Chair’s Office, Year 2)
   a. Possible directions include: efforts to prepare ourselves to be on admissions and hiring committees, reviewing best practice guidelines on improving diversity of admissions processes, setting expectations that people participating in hiring and admissions participate in unconscious bias training; identifying new places to advertise our program to increase the diversity of applicants; improve our processes in the interviewing and decision-making process (e.g., requesting diversity statements, creating evaluation rubrics); provide competitive offers to applicants (e.g., establish a gift fund for matching GO-MAP, ARC scholarships, apply for UW matching funds for faculty startup costs, etc.)

2. Implement one new strategy from the plan per year (Diversity Committee, Search Committees, Academic Program Chairs, Years 2-5)
Credit: Kenya Mejia
Ongoing and next steps

+ AY 21-22 DEI Committee Workshop
  + Support for equity-centered instruction (thanks Sarah Coppola!)
  + Conversations with DEI Committee members

+ $10K donor gift to fund the Mini Grant program

+ Accessible Branded Elements

+ Anonymous Reporting Tool being piloted
Questions?

Ask questions in Zoom's Q&A feature and vote on other questions you want answered