



April 8, 2021

Ana Mari Cauce, President
Office of the President
301 Gerberding Hall
Box 351230

Dear President Cauce:

In accordance with the rules, the faculty has approved the *Faculty Code* amendment in Class A Bulletin No. 153: Diversity Statement.

The results of the election submitted to the faculty for vote on February 5, 2021 are:

| | |
|---|--------|
| Total ballots distributed electronically: | 4,919 |
| Total ballots returned: | 1,306 |
| Percent of faculty who voted: | 27% |
| Percentage of "yes" votes: | 79.86% |
| Percentage of "no" votes: | 14.78% |
| Percentage of "abstentions:" | 5.36% |

(The above percentage figures are based on ballots recorded electronically by the Catalyst Group.)

Attached is Chair Robin Angotti's certification that the faculty has voted to approve the changes as proposed in Class A Bulletin No. 153. Before the *Faculty Code and Governance* can be revised, we need your approval. According to the *Faculty Code*, you have fourteen days to respond.

Sincerely,

Mike Townsend
Secretary of the Faculty

/jmb

Cc: Robin Angotti, Faculty Senate Chair
Margaret Shepherd, Chief Strategy Officer, Office of the President
Barbara Lechtanski, Director, University Policy and Rules Office
Maegan Reilly, Assistant to Chief Strategy Officer

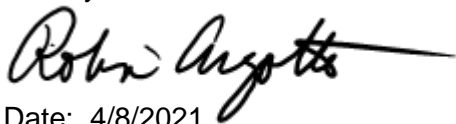
Class A Legislation #153

Proposed amendments to the Faculty Code.

Chapter 24
(Related to: Diversity Statement)


CERTIFIED AS APPROVED:

Robin Angotti, Chair
Faculty Senate


Date: 4/8/2021

APPROVED:

Ana Mari Cauce
President


Date: 4/22/2021

GENERAL LEGISLATIVE ACTION

At its meeting on January 21, 2021, the Faculty Senate approved legislation that would amend the Faculty Code related to diversity statements. These changes have been approved at every step of the legislative process. The Faculty Council on Multicultural Affairs has developed and approved this legislation.

Background and Rationale

In the 2018-19 academic year, the Faculty Council on Multicultural Affairs (FCMA) discussed a proposal to require that prospective and current faculty members submit a statement of contributions to diversity, equity, and inclusion. Following the circulation in the spring of 2019 of the draft legislation that contemplated changes applicable to both initial faculty appointments and promotion, the FCMA refined the proposal and provided responses to questions raised following circulation of the initial draft.

Additionally, the prior FCMA chair, Brenda Williams, met individually with numerous members of campus leadership in October and November 2019, to solicit feedback about the impact of the proposed change on both appointment and promotion.

In consideration of the questions raised, the feedback provided, and the continued discussion and debate during FCMA's regularly scheduled meetings, the FCMA voted to amend the proposed legislation to clarify that the legislation requiring a diversity statement should apply prospectively only to new faculty appointments.

The proposed legislation was unanimously passed by the FCMA in February 2020; because of the Covid-19 pandemic, the SEC and the Senate could not consider the proposal in the spring quarter of 2020. In October 2020, the FCMA revived the proposal and voted unanimously to forward proposed Class A legislation amending Faculty code section 24-32 to the Senate Executive Committee for ultimate consideration by the Faculty Senate.

Reasons for Proposed Changes

President Cauce described the University's mission in the UW Diversity Blueprint 2017 – 2021 as one that values diversity in perspectives, creates a welcoming learning environment for all students and promotes broad access and equal opportunity. The Blueprint articulates diversity goals, recommended priorities and suggested action steps in support of the University's mission, including the goal and recommended priority to attract and retain diverse faculty. The plan provides the following suggested action steps in support of this goal:

1. Strengthen and diversify faculty hiring practices;
2. Utilize best practices to improve the recruitment of underrepresented faculty; and
3. Develop school/college practices that support the retention and advancement of underrepresented faculty.

Through this proposed change, the Faculty Council on Multicultural Affairs supports the University's mission to strengthen the recruitment of diverse faculty and to ensure that efforts at retention and advancement become central to the university. Moreover, FCMA seeks to support the recruitment of faculty who contribute to the University's diversity and equity mission through the implementation of a diversity statement requirement for initial appointment and to encourage all faculty to support the development of diverse faculty members and students.

Over the course of this and the previous Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision to support the University's ongoing effort to attract and retain diverse faculty in new appointments. Requiring new faculty applicants to provide a statement of past and proposed contributions to diversity, equity, and

inclusion strengthens faculty hiring practices by providing additional information to appointment committees that allows for more informed decisions when deliberating on the hiring of new faculty.

Procedural Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2018, the council reviewed goals provided by then Senate Chair George Sandison. Among the goals was a mandate continue to evaluate relevant sections of the Faculty Code and associated practices through the lens of multicultural affairs, diversity, and difference, with the objectives of strengthening equity and fairness.

During the course of the fall (2018) and winter (2019) quarter meetings, the Council engaged in a discussion regarding the practice on other campuses to require a statement regarding contributions to diversity for all faculty hiring. A similar policy requiring a personal statement detailing contributions to diversity exists at all University of California campuses, prior to consideration for hiring. Many of the UC campuses also consider the diversity statement during the promotion review process. The FCMA proposal includes the option to provide a statement of proposed contributions to diversity in order to include all candidates in the overall mission of the University. During the fall (2019) quarter meetings, the FCMA amended the proposed legislation to its current form, rendering the requirement applicable to initial appointments only. In the fall quarter of 2020, the FCMA unanimously reaffirmed its commitment to the proposed legislation.

Sample Diversity Statements:

See below links for models from other schools:

- [Berkeley recommendations on Diversity Statements](#)
- [UC Davis describes various types of contributions to diversity](#)
- [UC San Diego offers examples of diversity statements](#)
- [Six examples of submitted Diversity Statements](#)

Overview of Questions Considered before December 2019 amendment:

- Is this intending to add "diversity" to the existing 3 aspects of appointment/promotion/tenure (scholarship, teaching, service)? Cut across them? And since we do articulate what we mean by those, why not also do so for diversity?
 - i. The FCMA proposed legislation intends to incorporate diversity, equity, and inclusion into each of the three existing aspects of appointment (scholarship, teaching and service);
 - ii. The FCMA is unaware of a University wide definition of diversity. Individual schools and units do have local definitions of diversity and the definitions are not uniform across the campus. This Class A legislation does not propose a definition for diversity.
- Why add to this section rather than 24-52?
 - i. 24-52 appears to provide procedural guidance to appointment committees, whereas 24-32 provides for the Scholarly and Professional Qualifications of faculty members.
- Would this also impact merit reviews (24-57)?
 - i. The FCMA proposed legislation intends to amend section 24-32 as it relates to new faculty appointments only.
- I also think there are political considerations, per Mike's comment (the prior revision was explicitly described as *not* requiring this, which might raise concerns among many).

- i. The FCMA discussed, drafted and ultimately recommended this proposed legislation following a motion by a member of the Council made during the 2018-19 Academic year.
- In a future holistic evaluation of a candidate does council anticipate just an evaluation of a personal statement assuming the candidate does not have a significant contribution in any of the three traditional areas of evaluation for appointment and promotion. Just wondering how junior faculty might respond to this requirement. (Can council members easily give example responses for themselves?)
 - i. The FCMA proposed legislation intends to amend section 24-32 as it relates to **new faculty appointments** only. The legislation contemplates an opportunity by candidates to present on their planned contributions where past contributions are lacking.
 - ii. The FCMA provides links to models statements from other campuses.

Following discussion of the questions raised and the feedback provided by campus leadership, in December of 2019, the FCMA voted unanimously to amend the proposed legislation, clarifying that the legislation requiring a diversity statement applies to new faculty appointments only.

Counter Arguments to Proposal

The legislation does not cover promotion and merit.

The legislation uses terms of art that may not be familiar to all applicants.

Proposed Change

The FCMA proposes one change to the section governing the appointment and promotion of faculty members, specifically to the Section 24-32, governing the Scholarly and Professional Qualification of Faculty members.

Proposed Amendment to the Faculty Code:
(Additions are underlined; deletions are struck through)

University of Washington
Faculty Code and Governance
Faculty Code Chapter 24

Section 24-32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. All candidates for initial faculty appointment to the ranks and/or titles listed in Section 21-32. A (Voting Membership in the Faculty) shall submit a statement of past and planned contributions to diversity, equity, and inclusion. Academic units and search committees shall consider a candidate's statement as part of a comprehensive evaluation of scholarship and research, teaching, and service. In accord with the University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

- A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.
- B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees.

- C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:
 - The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
 - The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
 - The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;

- The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
- The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
- The availability of the teacher to the student beyond the classroom environment; and
- The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long- range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

- D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.
- E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.
- F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 64, May 29, 1981; S-A 71, February 5, 1985; S-A 75, April 6, 1987; S-A 86, December 8, 1992; S-A 99, July 9, 1999; S-A 125, June 11, 2012: all with Presidential approval; RC, October 27, 2017; S-A 143, June 22, 2018 with Presidential approval.

Approved by:
Senate Executive Committee
November 16, 2020

Approved by:
Faculty Senate
December 3, 2020

Approved by:
Senate Executive Committee
January 4, 2021

Approved by:
Faculty Senate
January 21, 2021