Meeting Synopsis:

1. Call to order
2. Review of the minutes from February 2nd, 2018, and March 2nd, 2018
3. Follow-up for Class C resolution on wellness rooms – Mike McCormick (Associate Vice President, Capital Planning & Development)
4. Review of Faculty Council on Multicultural Affairs (FCMA) Class A legislation (attachment)
5. Good of the order
6. Adjourn

1) Call to order

The meeting was called to order at 11:00 a.m.

2) Review of the minutes from February 2nd, 2018, and March 2nd, 2018

The minutes from February 2nd, 2018, and the minutes from March 2nd, 2018 were approved as written.

3) Follow-up for Class C resolution on wellness rooms – Mike McCormick (Associate Vice President, Capital Planning & Development)

Mike McCormick (Associate Vice President, Capital Planning & Development) was present to discuss and respond to the Class C resolution concerning Wellness Rooms (approved by the Faculty Senate on March 1, 2018). Developed by the FCWA during winter quarter 2018, the resolution states, in part: “be it resolved that the Faculty Senate of the University of Washington strongly recommends that at least one wellness room is included as a requirement for all new buildings (or more based on population capacity of the building), and that functioning wellness rooms be provided close enough to existing buildings on campus so as not to cause undue hardship for those individuals who require access” (Exhibit 1).

McCormick noted he is in support of the resolution and appreciates the input and support from the FCWA on important campus planning considerations like the need for additional wellness/nursing spaces. It was noted over the next several months, he will be presenting plans for five new buildings to the UW Board of Regents (BoR). He noted the idea is to incorporate wellness rooms as part of each of these projects. The projects were listed:

- Population Health Facility – the university’s new 290,000-square-foot Population Health Building, a facility that will house the Population Health Initiative launched by the UW in 2016, is planned to include 12 wellness rooms (two on each floor excluding the building’s first floor). It was noted the
facility’s central location on the UW Seattle campus (on the corner of 15th Ave NE and West Stevens Way NE) will make it a great resource to many UW community members in need of wellness space, once completed.

- Population Health Education Facility (T-Wing addition) – to include wellness rooms.
- Center for Advanced Materials and Clean Energy – to include wellness rooms.
- University District Station Development – to include wellness rooms.
- Kincaid Hall Renovation for Psychology – to include wellness rooms.

McCormick noted the U-District Station Overbuild is also being considered as potential housing for additional UW child care services (currently under assessment), and several gender-neutral restrooms are planned to be incorporated in the new Population Health Facility, as well. Council members were pleased with the numerous planned construction of new wellness rooms on the UW Seattle campus.

Discussion and questions

A member asked about the feasibility of retro-fitting older buildings on the UW Seattle campus with additional wellness spaces to satisfy need in the interim (before new buildings are completed/opened). McCormick explained while retro-fitting is a possibility, it is a matter of reclaiming space/resources from other uses. He noted Capital Planning & Development is currently working to understand deferred maintenance needs at the university. The associated Capital Plan is being balanced to endeavor to use funding for renovation of existing UW buildings along with the construction of new projects. The plan presents the opportunity to reclaim some space and consider new wellness rooms as a deferred need.

There was some discussion of need for wellness rooms/nursing stations and the extent to which this has been evaluated. It was noted given typical ranges for new mothers and anecdotal evidence heard in FCWA, need is likely to be especially acute in UW graduate student populations. A graduate student member explained in her unit there is special need because the graduate student employees do not have offices but rather share a large common working space. It was noted data could likely be gathered on where graduate students are working around campus.

The UW Medical Center was also defined as an area of special need. Historically, many buildings in South Campus were built at a time when women in residency (a stage of graduate medical training) were generally instructed not to have children while completing a residency program, resulting in those buildings lacking spaces accommodating nursing mothers. It was noted there are currently two public wellness rooms on the UW Seattle South Campus, as a third space was recently closed down.

There was some discussion of quarantining off space with curtains/partitions for ad-hoc use as nursing space. It was noted the presence/lack of a functioning sink is one of the biggest challenges to using ad-hoc spaces for nursing.

There was discussion of the Tableau Infographic showing the UW Seattle Campus developed by FCWA member Angotti during the 2017-2018 academic year and used in relation to the Class C resolution. The Infographic highlights the locations of wellness rooms/nursing stations on the campus while simultaneously showing approximate occupancies of surrounding buildings (illustrating gaps).
McCormick explained the Infographic elevates the conversation in several ways, and requested the link to the map be sent to him following the meeting. He explained this is the kind of information that would be useful in planning new projects, and could likely be used by one of the Capital Planning & Development groups currently addressing broad campus-wide needs.

It was noted the use of lactation pods in the Sea-Tac airport are also something to be considered for use on UW campuses. It was noted pods could be placed in buildings in need of retro-fitting as a short-term solution.

Paladin asked about gaining ground relating to wellness space needs at the UW Medical Center. It was noted UWMC is not directly under McCormick’s purview, and so a different lead must be contacted.

Conclusion

It was noted new building issues are settled. Paladin asked about existing space issues, and how the topic might be followed up on in the future. It was noted this issue ties in with deferred maintenance plan to be presented to the UW Board of Regents during the summer of 2018. McCormick noted incorporating the need for additional wellness rooms will be one of the tie-ins.

McCormick noted he would like to continue the conversation in the fall of 2018, and was thanked for his efforts in responding to the Class C resolution.

4) Review of Faculty Council on Multicultural Affairs (FCMA) Class A legislation (attachment)

The council reviewed Class A legislation sent by the Faculty Council on Multicultural Affairs (FCMA) to be considered by the Faculty Senate in the body’s April 19 meeting (Exhibit 2). FCMA seeks the endorsement and any feedback from the FCWA on the legislation, which alters Faculty Code Chapter 24.32 (Scholarly and Professional Qualifications of Faculty Members).

Description of recommended change

It was noted the Chapter as a whole was modified in 2012 by the FCMA and Faculty Senate to allow that a faculty member’s “service that addresses diversity and equal opportunity” may be considered among the professional/scholarly qualifications for appointment and promotion. The FCMA observed that under the current language (“may”), units may choose to discount a faculty member’s contributions to diversity in relation to appointment and promotion, but where the term “shall” is utilized, faculty members with relevant contributions shall have those contributions considered as part of their scholarly and professional qualifications. The legislation includes only a single-word substitution (“shall” for “may”) and is meant to address the above concerns (Exhibit 2).

Members noted without an explanation, the change seems to represent a mandate that every faculty member engage in service that addresses diversity and equal opportunity. It was noted the intent is good but may be misunderstood. It was noted addition of the term “any” before the word “contributions” (for the sentence in-question) substantially helps clarify its meaning.
After discussion and vote, FCWA endorsed the Class A legislation.

5) Good of the order

Paladin noted the council has expressed interest in evaluating and discussing data on faculty demographics at the UW specifically relating to women faculty. Data from 2007-onward speaks to a decrease of women in the tenure track ranks and the increase of women in lecturer titles. Brenda Williams (Chair, Faculty Council on Multicultural Affairs) was noted to be a lead on evaluation of faculty demographic data, as the Faculty Council on Multicultural Affairs has taken up evaluation of faculty demographic data during the 2017-2018 academic year. It was noted Williams would be invited to a future meeting of the FCWA to discuss FCMA’s findings.

Members noted child care is lacking at the UW. There was some discussion of the intersection of new building construction and child care facilities. It was noted child care is an issue in Seattle and is not limited to the UW, as there is a shortage of child care workers in the Seattle City area. It was noted graduate students have the child care assistance credit. It was noted waitlists are common at the UW for subsidized child care services, and so the benefit is less used. Members were asked to consider ways to take on the issue.

6) Adjourn

The meeting was adjourned at 12:30 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: Faculty: Whasun Chung, Angelisa Paladin (chair), Margo Bergman, Robin Angotti
Ex-officio reps: Lynly Beard, Kendra Canton, Annie McGlynn-Wright, Jennifer Payne

Absent: Faculty: Mariam Moshiri, Michael Fialkow, Bonnie Duran, Tyler McCormick, Elizabeth Umphress, Geethapriya Thamilarasu, Sarah Prager
President’s designee: Susan Camber
Ex-officio reps: N/A

Exhibits

Exhibit 1 – classc_wellness_fcwa.pdf
Exhibit 2 – fcma_sec_approved_legislation_presenate_040418.pdf
Class C Resolution Regarding Wellness Rooms

A wellness room is a private space that contains a sink with a water source, a plug, a sharps/biohazard waste box, a small refrigerator, and a chair that can be utilized for breast pumping/feeding and/or medical interventions (injections and/or other medication), and the space must be serviced/cleaned regularly.

WHEREAS the University of Washington employs women (7925 women faculty and non-faculty personnel) and admits women students (16,152 undergraduate women [Seattle campus]), and

WHEREAS the United States Fair Labor Standards Act requires that employers provide "a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk," and

WHEREAS the University of Washington employs individuals and admits students who require a space for medical interventions (such as those with diabetes, anemia, migraines), and

WHEREAS Title I of the Americans with Disabilities Act specifies that employers must provide "reasonable accommodations" for those with disabilities, and that includes a private space for giving injections or testing, and

WHEREAS the current availability of wellness rooms is drastically underrepresented (n = 14 [Seattle campus]) given the current size of the university and population of women within, and many parts of campus have no wellness room available within multiple blocks, and

WHEREAS some of the current wellness rooms do not provide basic requirements necessary for breast pumping (i.e., a sink with a water source) such that lactating individuals are required to use unsanitary conditions to wash breast pumping equipment, and

WHEREAS we embrace our stated strategic priority of “UW Standard of Excellence: We recruit the best, most diverse and innovative faculty and staff from around the world...We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.” We recognize that to continue to recruit the best and most diverse faculty and staff and hold to our standards of ethics that we need to also provide reasonable accommodation of wellness rooms for lactating individuals and those who require a space for medical interventions, therefore

BE IT RESOLVED that the Faculty Senate of the University of Washington strongly recommends that at least one wellness room is included as a requirement for all new buildings (or more based on population capacity of the building), and that functioning wellness rooms be provided close enough to each existing buildings on campus so as not to provide undue hardship for those individuals who require access, and

BE IT FURTHER RESOLVED that the Faculty Senate requests that UW administration follow up on this recommendation with the Faculty Council on Women in Academia.
Legislation proposing changes to Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members

Introduction

The Faculty Council on Multicultural Affairs voted on February 8, 2018, to forward proposed Class A legislation to the Senate Executive Committee and Faculty Senate for consideration. The motion was approved by a majority of voting members.

Reasons for Proposed Changes

The Faculty Council on Multicultural Affairs seeks to encourage the recognition of faculty members who contribute significant amounts of time to the University in areas that promote a more diverse campus and that improve the experiences of and opportunities for non-traditional students.

Over the course of this Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision in order to further promote the goal of diversity and equity. Where the chapter as a whole was modified in 2012 to allow that a faculty member’s “service that addresses diversity and equal opportunity” may be considered among the professional/scholarly qualifications for appointment and promotion, the FCMA observed that under the current language (“may”), units may choose to discount a faculty member’s contributions to diversity in relation to appointment and promotion, but where the term “shall” is utilized, faculty members with relevant contributions shall have those contributions considered as part of their scholarly and professional qualifications. The proposed legislation is a mechanism to put value on an aspect of faculty work that is traditionally difficult to recognize. The legislation is not intended to mandate that units may only hire/promote faculty with those credentials (service that addresses diversity and equal opportunity), but simply provides that where this service exists, it shall be considered.

Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2017, the council reviewed goals provided by Senate Chair Thaïsa Way. Among the goals was a mandate 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 and winter quarter meetings, the Council reviewed various sections of the Faculty Code, paying particular attention to topics that would impact issues relevant to the goal provided by Senate Chair Thaïsa Way. Ultimately, the FCMA honed in on specific sections of the code within chapter 24. Specifically, section 24.32 of the faculty code, Scholarly and Professional Qualifications of Faculty Members and the discretionary language utilized for the consideration of contributions “in scholarship and research, teaching, and service that address diversity and equal opportunity” in appointment and promotion decisions. The Council recommends this Class A legislation modifying the discretionary language from “may be included” to “shall be” included among the professional and scholarly qualifications for appointment and promotion.

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. In accord with the University’s expressed commitment to excellence and equity,
contributions in scholarship and research, teaching, and service that address diversity and equal opportunity may be included 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. For each of these realms, contributions that address diversity and equal opportunity may be included. 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. In all these, contributions that address diversity and equal opportunity may be included.

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.

Approved by:
Senate Executive Committee
April 2, 2018.