Meeting Synopsis

1. Call to order
2. Chair’s updates
3. Review of the minutes from January 8, 2021
4. Campus-Wide Support Program – discussion on FCR draft letter
5. FCWA Class A P&T – guideline to define “published”
6. Good of the order
7. Adjourn

1. Call to order

The meeting was called to order at 11:04 a.m.

2. Chair’s Updates

Chair Bergman shared the Caregiving Resources and Stories padlet resource with the council.

The council also reviewed the FCTL draft Class C resolution on reconceptualizing merit (Exhibit 1). They will invite the FCTL Chair to join the next FCWA meeting to discuss recommended changes.

A member made a motion to support the FCAS Class C resolution regarding the Diversity Credit Requirement. The council voted to support.

3. Review of the minutes from January 8, 2021

The minutes from January 8, 2021 were approved as written.

4. Campus-Wide Support Program – discussion on FCR draft letter

The council reviewed a draft of the FCR letter regarding an “allies program” (Exhibit 2). Members noted initial support on the general plan to build more resources for allyship across campus. They suggested to make sure that this relates to efforts in Ricky Hall's office, the 3 title IX task forces currently operating in this space, the Ombud’s office, and other programs across campus.

The council voted to support the letter with additional remarks.

5. FCWA Class A P&T – guideline to define “published”

VP of Academic Personal Cheryl Cameron asked the council to define “published”, recommend guidelines, and suggest best practices for units.
Council members highlighted specific language, standard procedures, and examples of a definition of “published”, such as free, online, easily searchable, and accessible to the public.

6. **Good of the order**

A member informed the council on an advisory caregiving taskforce currently searching for applicants. They suggested FCWA request a representative position on the taskforce.

7. **Adjourn**

The meeting was adjourned at 12:29 p.m.

---

*Minutes by Alexandra Portillo, xanport@uw.edu, council analyst*

**Present:**
- **Faculty Code Section 21-61 A:** Margo Bergman (chair), Sun Oh Chung, Elizabeth Umphress, Samantha Robinson
- **Faculty Code Section 21-61 B:** Ankur Suri, Keiko Hill

**Absent:**
- **Faculty Code Section 21-61 A:** Pamela Mitchell, Lauren Lichty
- **Faculty Code Section 21-61 B:** Dani Smith, Clara Coyote

**Exhibits**

Exhibit 1 – FCTL Draft of Class C Reconceptualizing Merit 2021
Exhibit 2 – Letter to Provost to Extend Allies Program Campus-Wide
Draft of Class C Legislation Proposal: Reconceptualizing Merit

WHEREAS the COVID-19 pandemic, political unrest, and ongoing protests of systemic racism and violence against BIPOC people have haphazardly, sometimes tragically, affected the capacity of university faculty to contribute to the multiple missions of their various units and have precipitated drastic changes in workload; in the conditions and demands for teaching, research, and service; and in work circumstances, including those related to the use of technology.

WHEREAS BIPOC and female faculty have been disproportionately impacted by these contexts and resulting demands.

WHEREAS the shift to online instruction has required going beyond the usual demands and procedures of direct classroom instruction, creating additional need for preparation, course development, and implementation of appropriate instructional methodologies.

WHEREAS travel restrictions, social distancing requirements, building closures, and cancellation of professional-society conferences have limited faculty members’ ability to conduct and present research and other scholarship.

WHEREAS ongoing problems with full access to the infrastructure and technology required to learn online, sustained personal trauma associated with the pandemic and political events, and the effect of both on students’ mental and physical health has created additional need for student mentoring and support on the part of faculty.

WHEREAS other uncontrollable, durational situations such as natural catastrophes and social or biological emergencies may trigger similar exigencies and impacts in the future.

THEREFORE, the Senate recommends that departments, units, and schools review existing merit evaluation procedures for 2020–2021 with the goal of considering the following changes:

1. During challenging times created by natural disasters or unexpected social, political, and/or financial instability within or outside our university community, departments/colleges/units across all three UW campuses should be encouraged to create broad and flexible interpretations of what constitutes “meritorious achievement” for faculty, as well as provide targeted supports for faculty who may be disproportionately impacted during these challenging times.

2. An adaptation of our merit evaluation system to accommodate challenging circumstances should allow for and support broad interpretations of what can be considered meritorious in the categories of research, teaching, and service. In the category of teaching, for example, faculty members’ ability and willingness to quickly adapt to sweeping changes in instructional formats (online), as well as the shift in student advising and mentoring demands should be recognized and acknowledged as

Commented [1]: I suggested using the term “instructor” throughout so that this legislation can be used to support teaching graduate students. You could make it explicit that this was designed to support graduate students, faculty, and staff who teach.

Commented [2]: I suggest broadening this timeline because the influence of these hardships will likely continue for several years.

Commented [3]: This item has two different calls for action - 1) broad and flexible calls for merit and 2) support for faculty who are negatively impacted. I suggest separating these two ideas or removing the second idea. Of course I think that instructors should be provided with support, but this Class C seems to focus on merit. The Caregiver Class C was more focused on support.
meritorious. Faculty have also had to make significant adaptations to how/when/where they conduct research due to the limitations of travel and access to research/resources, as well as far fewer service opportunities available to faculty across campus and within the community.

3. The merit evaluation system should provide more agency and flexibility to faculty to choose the work they believe illuminates their meritorious contribution to students, colleagues, their department, the university, and/or the community during times when the normal operation of the university, or their regular function as a faculty person is interrupted or compromised. In particular, departments, units, and schools should work with faculty to approve alternative structures/systems/procedures for student evaluation of teaching during these unprecedented times (as allowed under Faculty Code Section 24-57, Subsection A).

Commented [4]: This reallocation or balance among teaching/research/service is also consistent with Section 24-32 of the Faculty Code, and so you might cite that here.
Faculty Council on Research
10 February 2021

Dear Provost Richards,

At the beginning of the 2020-2021 academic year, the Faculty Council on Research was charged with discussing an “allies program” to address harassment, as noted from the UW climate survey.

In response to this charge, the FCR invited Dr. Sharona Gordon to present her development of the Allies Program in the UW School of Medicine. Following her presentation, the members of the FCR discussed the ways in which such a program could be expanded across campus. The FCR was particularly impressed by the structure and success of the program, in support of graduate and postdoctoral trainees.

We are writing to request that the creation of a campus-wide Allies Program (or similar) be given serious consideration.

The primary objectives are to:

1. Produce a plan and accompanying timeline to implement a hub-and-spoke model for a campus-wide Allies program
2. Identify resources and sources of support for enacting this plan
3. Ensure that not only graduate students and postdoctoral trainees, but also undergraduate students, staff, and faculty members, are served.
4. Utilize a hub-and-spoke model for shared resources and training, while providing autonomy, confidentiality, and tailored support within units.

Developing and implementing a plan for a campus-wide Allies program might be taken up by a Taskforce on Faculty Recruitment, Retention, and Support, should one be formed. We have been inspired by the success of other task forces, such as the Provost's Task Force on Laboratory Safety's recommendations, and believe that this task is both feasible and likely to improve the experience, retention, and success of UW students and faculty.

We are more than willing to be involved in any way that would facilitate progress, in coordinating across relevant parties, or contributing to ideas for implementation.
We appreciate your time and look forward to your reply.

Thank you,

Ben Marwick and Sara Kover

Chair and Co-Chair, UW Faculty Council on Research, 2020-2021