Meeting Synopsis:

1. Call to order
2. Proposed Class A legislation from FCMA, requiring a diversity statement from faculty job applicants: request for comments
3. Idea for Class A legislation clarifying role of graduate medical education in faculty teaching evaluations: request for comment
4. Review of the minutes from January 14, 2020
5. Part-time and temporary lecturers
6. Procedure for promotions
7. Good of the order
8. Adjourn

1. Call to order

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

Lee announced FCFA’s Class A legislation on proposed alignment of faculty ranks was approved with an amendment during first reading by the Faculty Senate in the body’s January 23 meeting. The legislation now will go the Advisory Committee on Faculty Code and Regulations and the President’s Office for review before the second reading by the Senate Executive Committee, the Faculty Senate, and sent out for a vote of the full voting faculty.

2. Proposed Class A legislation from FCMA, requiring a diversity statement from faculty job applicants: request for comments

Gautham Reddy, Professor of Radiology and member of Faculty Council on Multicultural Affairs, requested FCFA’s input and endorsement on a piece of Class A legislation drafted by the Faculty Council on Multicultural Affairs. The legislation, amending Chapter 24-32 of the Faculty Code (Scholarly and Professional Qualifications of Faculty Members) adds new language that states: “All candidates for initial faculty appointment 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 qualifications” (Exhibit 1).

After a question, Reddy noted the University of California has a similar requirement in place, and several UW schools and colleges also already have such a requirement, as well.

A member asked for clarification on the legislation. She asked if this requirement will apply to the whole range of faculty appointments across the University regardless of type or rank. She also asked for clarification on what “initial” is intended to mean within the legislation. Reddy explained this
requirement is to be for competitive recruitments in the Professor or Lecturer lines, and not for non-competitive recruitments. It was clarified the term “competitive recruitment” is not currently used in the Code. It was noted one of the options for adding this kind of specificity in the Faculty Code would be to list the ranks and titles of which it would apply.

Another question arose of if a faculty member would need to submit this statement if they moved to a new position within the University, or if a faculty member leaves the University, but is then rehired after some time.

Another member asked if other documentation could be included, such as a teaching philosophy statement, rather than a separate diversity statement as stated in the legislation. Reddy noted there does not seem to be anything precluding that possibility.

A member asked if the term “contributions” as used in the legislation is meant to be limited to the traditional qualification criteria outlined in Section 24-32 (scholarship and research, teaching, and service). He asked if something like planning to serve on a political candidate’s campaign would count for this requirement. Reddy stated that it is meant to apply to those criteria.

Lee noted it appears the legislation will undergo some changes before finalization; FCFA will hold a vote on endorsement of the legislation after those changes have been made.

3. Idea for Class A legislation clarifying role of graduate medical education in faculty teaching evaluations: request for comment

Ken Steinberg, Professor, School of Medicine, and Gautham Reddy were present to garner input from the council on issues (and potential solutions) related to paid full-time clinical faculty (FTCF) at the University. A related exhibit was shown and information referred to therein (Exhibit 2). The goals of this effort are laid out in the document: “to acknowledge and recognize the role of the paid full-time clinical faculty who now comprise a large proportion of the faculty in contemporary academic medicine at our university; to obtain voting privileges, partial or full, for our FTCF; to increase the length of appointment periods for paid FTCF; to have separate titles, with distinct rights and privileges, for the paid and volunteer clinical faculty” (Exhibit 2).

Three possible solutions were listed in the document (Page 3, Exhibit 2).

After a question, it was noted this would be a fairly large number of faculty, approximately 800 individuals.

In relation to drafting Class A legislation, a member noted it should be considered if this legislation is meant to change the voting rights of faculty members inside their units, or if it intended to grant voting rights within the university at-large. He noted there may be resistance to adding a large new bloc of voting faculty, and perhaps voting rights could be granted only within the units.

Lee noted it seems unlikely this legislation will go forth to the Faculty Senate this year. He noted the next step is for faculty members in the School of Medicine and FCFA members to meet and decide how to proceed.
Reddy suggested maximum length of appointment be increased as starting point. It was noted this would require altering the part of the Code that defines clinical appointments, and delineating two clinical tracks along the lines that are preferred.

It was noted the item would be addressed again in a future meeting.

4. Review of the minutes from January 14, 2020

The minutes from January 14, 2020 were approved as written.

5. Part-time and temporary lecturers

Jacoby presented a document that spelled out the issues for the discussion (Exhibit 3). The set of issues listed in the exhibit related to temporary faculty were read through (Exhibit 3). The suggested goals for potential Faculty Code revision within the document were also read aloud (Exhibit 3).

Discussion centered on conversion of faculty members from one track to another track based on the nature of their relationship with their unit. It was noted in the past, a concern has been raised over equal opportunity guidelines if converting faculty from part-time non-competitively recruited positions to competitively recruited positions without a competitive search. If a search is carried out, there is no guarantee the incumbent will end up with the job. A member noted a useful piece of data for this discussion would be the percentage of multi-year contract position searches that result in the hiring of the incumbent versus an outside person.

A member noted it seems the description of the new affiliate position in the exhibit would simply devolve into the new part-time lecturer with the same problems. It was noted the economic realities as they relate to part-time positions are unwavering. A member replied that Classified Staff are communicated the parameters of their position when they start in their positions, which is distinctly different from what is communicated to new part-time faculty when they start in their positions. He noted the same sorts of measures taken for Classified Staff (as far as what is communicated) should be taken for part-time faculty. It was noted part-time lecturers cannot be promoted even after being hired on multiple multi-year contracts, which is problematic.

There was some discussion of “locking in FTE” when offer letters are given to part-time faculty. A member noted the chair of a given department can add FTE to part-time faculty contracts, but they cannot reduce FTE, which may present a possible incentive for starting with lower FTE.

A member noted the University needs to define a “floor” for monetary compensation for these part-time faculty, and if that floor cannot be met for fiscal reasons, the University needs to adjust what it can do to how much it can rightfully compensate its employees. He noted this point dovetails with the original justification for implementing a “minimum wage” in the United States.

A point was made that much of this change must occur at the local level wherein faculty are instrumental in hiring. A member agreed and felt the use of faculty dashboards is useful for seeing the distribution of part-time faculty at the university, and may be of use to FCFA to address this topic.

Lee encouraged members to come up with a specific proposal to address this issue.
6. Procedure for promotions

The item was missed due to time constraints.

7. Good of the order

A question was asked about how course buyout amounts are defined. It was noted they are locally decided within units.

8. Adjourn

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

Minutes by Joey Burgess, jmbg@uw.edu, assistant to the secretary of the faculty

Present: Faculty Code Section 21-61 A: Jack Lee (chair), Jeremy Davis, James Gregory, Megan Callow, Teresa Ward, Tom Hazlet, Dan Jacoby, Jacob Vigdor
Faculty Code Section 21-61 B: Cass Hartnett, Aileen Trilles
President’s designee: Cheryl Cameron
Guests: Mike Townsend, Ken Steinberg, Gautham Reddy

Absent: Faculty Code Section 21-61 A: Dawn Lehman, Aaron Katz, Mary Pat Wenderoth
Faculty Code Section 21-61 B: Mícheál Vaughan, Jennette Kachmar

Exhibits

Exhibit 1 – Class A Legislation – FCMA.doc
Exhibit 2 – CLINICAL FACULTY TITLES_V4.pdf
Exhibit 3 – FCFA Temporary Faculty Issues.pdf
Introduction
In February 2019, the Faculty Council on Multicultural Affairs 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. Following the initial circulation of the draft legislation that contemplated changes applicable to initial faculty appointments and promotion, the FCMA worked to refine the proposal and to provide responses to questions raised following circulation of the initial draft. Additionally, the FCMA chair 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 unanimously in December 2019 to amend the proposed legislation to clarify that the legislation requiring a diversity statement should apply prospectively to new faculty appointments only.

Reasons for Proposed Changes
President Caucce 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.

**Sample Diversity Statements:**
See Appendix A for a local sample diversity statement:

**Appendix A Sample**

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.
The FCMA provides a model Diversity Statement in the appendix and also 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.

**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.

**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 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 qualifications. 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.

Appendix A:
Sample Contributions to Diversity - Understanding of Barriers

My Story
When I was four years old, my family immigrated to America. On the surface, my story might seem similar to that of many other Americans, but of course each person’s experience is unique. Over the course of American history, many have traversed a more treacherous path – voluntary or involuntary – to reach our shores, and they have endured unspeakable hardship. Other Americans have ancient roots in the land and have been decimated by more recent arrivals. Although my lived experience is privileged in many ways, I empathize with and try to understand the struggles of those who have had to overcome barriers and continue to face obstacles such as poverty, racial profiling, mass incarceration, violence, cultural and language differences, societal or family pressures, inadequate access to education, the loss of ancestral lands, or the legacy of enslavement.

My Understanding of Educational Barriers
I have attended implicit bias, anti-bias, anti-racism, sexual harassment, and sexual assault workshops to better understand these topics. Women, underrepresented minorities, unauthorized immigrants, members of the LGBTQ community, socioeconomically or educationally disadvantaged individuals, and people with disabilities have encountered and still face harassment, violence, discrimination, and hidden bias, thereby hindering their educational opportunities. Women are disadvantaged in their education and careers by sexism and implicit bias, sexual harassment and violence, a disproportionate share of childcare and household responsibilities, and cultural, religious, and social expectations and stereotypes. I-200 of 1998 has placed constraints on Washington’s public universities in the consideration of race/ethnicity and gender, thereby making it more difficult to remedy inequities.

Past Activities
Admissions Committee
As a member of my school’s admissions committee for the past four years, in every interview I have asked questions about diversity. During committee deliberations, I try to be a vocal proponent of diversity, though my goal is to persuade gently rather than harangue. I am especially proud of successfully advocating for and recruiting underrepresented and disadvantaged students.

Mentorship and Advising
I have advised and mentored dozens of students and junior faculty members, and I have counseled some who have been in difficult situations. One my students sustained a spinal cord injury in a biking accident. He returned to school after a year of physical therapy and rehabilitation, and I helped him with his reintegration into school. His resilience, persistence, and optimism shone through. He was a role model for other students, who adored working with him. Several years ago, one of my students came out, and although it might seem that it is easy to come out in Seattle, it can be difficult anywhere, especially for someone from a culturally conservative African American family from South Carolina. In part due to this stress, this student made poor decisions and was arrested twice for driving under the influence of alcohol. He underwent treatment and joined Alcoholics Anonymous, and since then, he has maintained sobriety, has completed his degree, and has flourished in an academic position. Some of my former students still reach out to me for guidance. I helped a former student navigate the process of applying to serve as a department chair and negotiating the terms, and she was just appointed as the head of her department at a large research university.

Professional Societies, Journals, Lectures, and Scholarly Work
At a meeting of my professional association, I organized a panel on diversity, equity, and inclusion, with a featured talk by the chief diversity officer of a major national society. I spoke at the same panel on the topics of implicit bias and diversity and inclusion. The following year, the theme of the entire conference program was diversity and cultural competency. At that meeting, I
Exhibit 1

Presented a talk on socioeconomic and cultural sensitivity. At the meeting of another professional society, I organized and moderated a session on women's issues, during which I presented a talk. Based on the success of this session, I conceived of and was senior author on an article on the topic. I organized and slated follow-up sessions on this topic in subsequent years. As a current or past scientific or educational program chair, committee chair, or officer in several professional societies, as well as a deputy editor of two journals, I have strived to be inclusive regarding race/ethnicity, gender, and LGBTQ identification. Although only one society that I am involved with explicitly asks leaders to consider diversity, I have followed the principle of inclusion in all organizations in which I have held a leadership role.

Service in the Community
At a progressive school that embraces diversity and inclusion related to socioeconomic status, race/ethnicity, LGBTQ identification, and family structure, I served as the vice president of the board. We funded, planned, and built a second campus to increase access to the school.

Future Plans
My future role requires a commitment to diversity, given the wide scope of programs in the office. I am impressed by the breadth and depth of UW’s programs related to diversity, equity, and inclusion, and I have thought about ways in which I can contribute and help create an even more robust environment. If appointed to the position, I would meet with stakeholders and obtain feedback about programs that are going well, aspects that can be improved, and potential new programs. I plan to conduct a climate survey to garner the opinions of students and to assess the well-being of women, students of color, and LGBTQ, disadvantaged, and first generation students. I would make it a practice to meet regularly with students to discuss diversity, equity, and inclusion; proactive communication can help avert misunderstanding. I will ensure that our community includes mentors of diverse backgrounds who can serve as role models. All committees under my purview will be diverse and inclusive, and mentors and staff members will be committed to diversity, equity, and inclusion. Our public face will project diversity and inclusion: photos and written material on our website, on social media, and in our hallways and lobbies. I would like to recruit a funded investigator and expand our research efforts to assess how well we meet the goals of diversity, equity, and inclusion in our admissions and student programs. I would redouble our efforts to recruit underrepresented students who have experienced especially great disadvantages, such as Dreamers. Black Americans who have descended from slaves, bearing the legacy of 400 years of racism, are less well represented in my field than are immigrants or the children of immigrants from Africa or the Caribbean, and an important goal of mine will be to increase the number of the former group.
CHANGING CLINICAL FACULTY TITLES
Background, Rationale, and Proposals

Goals
1. To acknowledge and recognize the role of the paid full-time clinical faculty (FTCF) who now comprise a large proportion of the faculty in contemporary academic medicine at our university.
2. To obtain voting privileges, partial or full, for our FTCF
3. To increase the length of appointment periods for paid FTCF
4. To have separate titles, with distinct rights and privileges, for the paid and volunteer clinical faculty

Background

• Per University of Washington Faculty Code, clinical faculty appointments are defined as:
  o A clinical appointment in the appropriate rank or title is usually made to a person who holds a primary appointment with an outside agency or non-academic unit of the University, or who is in private practice. Clinical faculty make substantial contributions to University programs through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction of students in practicum settings.
• This title was defined at a time when academic medical practice, research, and medical education at the university were primarily conducted by regular faculty (tenured or WOT), assistant professors, associate professors, and professors, whose job description included a combination of scholarship, teaching, and service.
• Over the years, the economic realities of academic medicine have changed and the university expanded the core faculty to include, in addition to regular faculty members, other more specialized classes of faculty members – notably the research professors, who are hired, evaluated, and promoted primarily on the basis of research, and the clinical professors, who are hired, evaluated, and promoted primarily on the basis of clinical work, teaching, and service.
• The Department of Medicine and School of Medicine have seen rapid and tremendous growth in the paid clinical faculty based in Seattle at our primary clinical and teaching sites, as well as in the volunteer clinical faculty at our regional sites (WWAMI). It is arguable that the paid clinical faculty now provide a very large percentage, perhaps even the majority, of clinical teaching and supervision of students, residents, and fellows in the UW system
  o This rapid growth is expected to continue for both paid and volunteer clinical faculty, especially with the LCME requirements for regional educators to have faculty titles.
• With the further differentiation of clinical faculty over the years, there are now essentially two very different types of clinical faculty in the university:
  1. Paid clinical faculty who work in our system and do both clinical work and teaching of students, residents, and fellows.
  2. Volunteer clinical faculty who work outside of our system and do variable amounts of teaching of students, residents, and fellows.
Problems with the Clinical Faculty Title

- The clinical faculty do not have voting privileges.
- The clinical faculty only have 1-year appointments and have to be re-appointed annually. This creates job insecurity, is disrespectful and suggests a lack of commitment to the clinical faculty members and generates a large amount of administrative work every year.
- The roles of the three different “types” of clinical faculty are arguably very different, perhaps especially the difference between our local, full-time, paid, clinical faculty (FTCF) and the regional volunteer clinical faculty, yet they have the same faculty title line. This is confusing and unfair.
  - The Faculty Code currently does not differentiate between paid and volunteer clinical faculty and considers all clinical faculty equally with regards to recognition, rights, and privileges.
- As discussed above, the definition of the clinical faculty in the Faculty Code does not take into account the evolution in academic medicine and the expanding roles that full-time clinical faculty play in our academic medical center and medical school as hospitalists, subspecialists, primary care internists, educators, and administrators.

Therefore

- The paid full-time clinical faculty should have voting privileges at least commensurate with the research faculty and should have the option for appointment periods of greater than 1 year.
- The titles for volunteer clinical faculty should be different than for our paid, full-time clinical faculty, especially those FTCF based at our core academic medical centers (HMC, UWMC, VA, etc.).
  - The Department of Medicine Chair and the great majority of the DOM Division Heads agree with this concept.
- The title for volunteer faculty should be in a promotable line, not fixed.
  - This allows for recognition of sustained, outstanding volunteer service to the School and Department.
  - This is also likely to be important to our regional faculty.
- WWAMI-based faculty should be able to switch title lines if their job and FTE change and/or they take on leadership roles in the region.
  - Some regional WWAMI faculty are already in other academic lines.
PROPOSED SOLUTIONS  (also see table below)

Proposed Solution 1

- Change the appointment of our paid Clinical Faculty to the newly approved Teaching Faculty.
  - This will give them partial voting rights and increase the maximum appointment lengths to 5, 7, and 10 years for assistant, associate, and full professor ranks.
  - This might require requesting minor changes to the teaching faculty description to be sure it covers the role of these faculty members in the health sciences.
- Continue to appoint regional, volunteer faculty to the clinical faculty.
  - This will maintain the current status: no voting rights and 1 year appointments

Proposed Solution 2

- Create a new title line for the paid “clinical” faculty using language parallel to the recently approved teaching faculty description.
- Continue to appoint regional, volunteer faculty to the clinical faculty.

Proposed Solution 3

- Continue to appoint paid clinical faculty to the clinical faculty title line but change the criteria to match/approximate the rights and privileges of the new teaching faculty
- Change the appointment of our volunteer faculty to the Affiliate title line or a new title line
  - This meets the above criteria for supporting volunteer faculty – promotability, access to University resources, meets LCME requirements
  - This step should not require a change to the Faculty Code
  - This is the title used by the University to acknowledge significant contributions and collaborations from individuals outside of the UW.

Tabular Depiction of Possible Solutions

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>SOLUTION 1</th>
<th>SOLUTION 2</th>
<th>SOLUTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid FTCF</td>
<td>Teaching Faculty (Use new title line)</td>
<td>New Title (parallel language to new TF)</td>
<td>Clinical Faculty (Revise criteria to match new TF)</td>
</tr>
<tr>
<td>Volunteer CF</td>
<td>Continue current Clinical Faculty titles</td>
<td>Continue current Clinical Faculty titles</td>
<td>Switch to Affiliate Faculty Title (or new title)</td>
</tr>
</tbody>
</table>
Summary

There are a few potential solutions that could work, some more complex and controversial than others. However, the status quo does not support all of our faculty nor recognize the work they do for our institution and our students. Philosophically, and for long-term sustainability, I believe that Solution 3 is best since I believe that the clinical faculty title is the best equivalent of the teaching faculty title in the health sciences. However, it also requires the heaviest lifting (a change to the Faculty Code and a change to the volunteer faculty), will take longer, and could potentially fail. Solution 1 is potentially the simplest, most expeditious, and does not require further changes to the Faculty Code since it utilizes the new teaching faculty titles, it separates the paid and volunteer clinical faculty, but it perpetuates some other problems for paid clinical faculty. It also creates further confusion and further erodes the Clinician-Scholar pathway for medical educators. Solution 2 is in-between as it does require a change to the faculty code but using parallel language to that just approved for the teaching faculty but doesn’t require a change to the volunteer faculty. However, it still leaves unsolved the issue of non-teaching paid clinical faculty.

SUMMARY OF ADVANTAGES AND DISADVANTAGES

Summary: Solution 1
- Potentially the simplest, and most expeditious
  - Does not require further changes to the Faculty Code since it utilizes the new teaching faculty titles
- It separates the paid and volunteer clinical faculty
- It increases appointment length and voting privileges for the paid FTCF
- The title does not reflect the actual job description of the FTCF and thus perpetuates other problems for paid clinical faculty by not distinguishing teaching from nonteaching roles.
- Further erodes the Clinician-Scholar pathway for regular faculty who are medical educators and thus may create further confusion around importance of teaching for other faculty.

Summary: Solution 2
- Solution 2 is in-between as it does require a change to the faculty code but will use language parallel to that just approved for the teaching faculty
  - Requires thinking of a new title line
- It separates the paid and volunteer clinical faculty
- It increases appointment length and voting privileges for the paid FTCF
- Doesn’t require a change to the volunteer faculty.
- Leaves unsolved the issue of non-teaching paid clinical faculty.
Summary: Solution 3

- Potentially the best overall solution but perhaps the most complex
- The Clinical Faculty title may be the best equivalent of the Teaching Faculty title in the health sciences.
- Less impact on the Clinician-Scholar pathway for medical educators and should not add to the confusion around importance of teaching for other faculty.
- It increases appointment length and voting privileges for the paid FTCF
- It separates the paid and volunteer faculty
- It requires another change to the Faculty Code but will use language parallel to that recently approved for the teaching faculty
- Requires a change to the volunteer faculty in the Department of Medicine and/or School of Medicine
- It will take longer and could potentially fail.
**Temporary Faculty Issues:**

1. **Temporary v. Permatemp Faculty**
   a. **Permatemp:** A person who works on a long-term basis without being treated as a permanent employee, especially one who agrees to a series of temporary contracts lacking the benefits of permanent employees.
      i. See US Legal.com [https://definitions.uslegal.com/p/permatemp/](https://definitions.uslegal.com/p/permatemp/)
   b. **In the past** any non-competitively recruited lecturer could be reappointed indefinitely. Administration acted unilaterally to change these terms. **Currently** Lecturers under .5fte can be reappointed indefinitely. Both policies are inconsistent UW HR policies for classified staff. [https://hr.uw.edu/policies/temporary-employment-program/](https://hr.uw.edu/policies/temporary-employment-program/)
   c. A 2013 study for a Provost Tri-Campus Task Force indicated that 2/3 of NCR lecturers had been rehired for at least 3 separate years, and that 46% had been reappointment for 5 or more separate years.

2. **Economic dependence of Temporary faculty**
   a. Economic Vulnerability
   b. Academic Freedom
   c. Challenge to Faculty Governance
   d. Relationship to Affiliate Status

3. **Code and Job Classifications**
   a. Limited Administrative and AHR Oversight
      i. Job classification not enumerated in Code
      ii. New Guidelines not reviewed by FCFA
   b. Faculty Hiring
      i. Temporary Becomes Continuing
   c. Economic Incentives for exploitation

4. **Work Conditions and University Quality**
   a. FTE Equivalence
      i. Variability
   b. Scholarship and Review
   c. Faculty Integration: Curriculum

5. **EEOC and Diversity Considerations**
   a. UW Faculty Permatemps policy has not notably increased diversity
   b. Potential alternative recruitment to promote diversity (not a current policy)

**Suggested Goals for Code revision:**

1. All temporary faculty hiring should require prior notice to affected faculty as well as waiver of search by AHR for bona fide reasons
2. Temporary hiring could be for quarter or annual appointment as required by situation.
3. No reappointment should be made without opening position to search. Search should be appropriate to the need.
4. Minimally searched candidates should be promotable without search to other classifications after a substantial period of practice reviewed by faculty.
5. Search is not currently required for affiliate positions, and need not be so required in the future. Review of affiliates should be extended to faculty at their election.
6. Consider apprenticeship lecturer to professor program to promote diversity
7. Require all changes in AHR classifications and guidelines to be reviewed by FCFA. When significant differences occur, faculty must be notified of their entitlement to bring issue to Senate.
Fact sheet

The term 'permatemp' is used to refer to an employee whose status is between a temporary employee and a permanent employee. S/he cannot be strictly termed as a temporary employee or a permanent employee. The word derives from the words permanent and temporary. It is relevant with regard to the factors such as job insecurity and lack of benefits for a considerable portion of the workforce.

Abusive permatemp employment situation results when a worker classified as temporary worker works alongside regular employees, doing similar work for a long period without much benefits. The employer does not have direct responsibility towards a permatemp employee. Permatemp employees can be fired or laid off at any time. They do not have career service protection or seniority. US Le gal.Com
https://definitions.uslegal.com/p/permatemp/

UW HR: Temporary Staff https://www.ce.washington.edu/mycee/hr/temporary
Temporary staff positions are appropriate when assistance is needed for a defined project or for a fixed period of time, usually related to increased workload or temporary absence of permanent staff. Unlike permanent positions, temporary positions can be direct filled, rather than through competitive recruitment. You will work with the Payroll Coordinator to fill temporary positions. A temporary employee is intended to fill a business need, not to provide a trial period for an employee you may wish to eventually hire for a permanent position. To convert a temporary position into a permanent position, a competitive recruitment is required. Learn more about permanent hires.

For full discussion see https://hr.uw.edu/policies/temporary-employment-program/
• Title: Lecturer Part-Time – Temporary (formerly Lecturer, Part-time)
• Service Period: 3, 6, 9 or 12 months
• Limitations on Appointment: Lecturer Part-Time – Temporary is an instructional title that may be conferred on persons who have special instructional roles (Faculty Code Section 24-34 B).
• Length of Appointment: May be on an annual part-time basis, or quarter-by-quarter up to 100%. Part-time appointment as lecturer is for the period stated in the letter of appointment. (Faculty Code Section 24-41 B).
  o Pursuant to the Provost’s Guidelines for the Appointment of Full-Time and Part-Time Lecturers, if appointed on or after September 16, 2016, and appointment renewal on a quarter to quarter basis leads to the equivalent of an annual appointments at 50% or greater, reappointment is limited to three consecutive academic years.
  o If appointed prior to September 16, 2016, on an annual basis at 50% or greater or on a quarter to quarter basis that has led to the equivalent of annual appointments at 50% or greater, the appointment as Part-time Lecturer cannot be extended beyond the 2018-19 academic year, unless an exception is approved.
• Eligible for tenure: No
• Voting Rights: No
• Salary Requirements: Must meet University minimum
• Full-time/Part-time: Part-time
• Promotable Title: No
• Competitive Recruitment Required: No
• Education requirements are determined at the local level.
• A faculty vote is required for appointment. The department faculty, by a majority vote, may delegate to an elected committee of its voting faculty the authority to recommend annual or quarterly appointments without a full faculty vote (Faculty Code Section 24-52 C).