

University of Washington
Faculty Council on Faculty Affairs
November 10, 2020
11:00 a.m. – 12:30 p.m.
Zoom

Meeting Synopsis

1. Call to order
 2. Announcements
 3. Review of the minutes from October 13, 2020
 4. FCWA's proposed Class C resolution regarding caregivers (attachment; Margo Bergman and Elizabeth Umphress, guests)
 5. Contract limits for Clinical faculty (attachment)
 6. Part-time and temporary lecturer survey (Dan Jacoby, guest)
 7. Good of the order
 8. Adjourn
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1. Call to order

The meeting was called to order 11:02 a.m.

2. Announcements

Chair Lee informed the council that there have been no updates on the NETIDs issue. UWIT is speaking with various UW offices to understand feasibility and FCFA is awaiting feedback.

The next FCFA meeting will have an in-depth look at the grievance portion of the new UW policy. FCFA will be asked for an endorsement of the legislation. Last year the senate passed a resolution endorsing an outline of the general plan. This new legislation should implement that general plan.

Chair Lee shared the latest draft of the FCFA Class A Legislation on voting timelines and will draft the rationale. A member noted a 14-calendar day vote would fall on academic breaks, which are commonly times in which faculty are busy grading.

The council voted to approve the legislation for SEC review.

3. Review of the minutes from October 13, 2020

The minutes from October 13, 2020 were approved as written

4. FCWA's proposed Class C resolution regarding caregivers (attachment; Margo Bergman and Elizabeth Umphress, guests)

FCWA Chair Margo Bergman and FCWA member Elizabeth Umphress shared a final draft of the Class C resolution regarding caregiver equity at UW (Exhibit 1).

A member noted concern about the allocation of teaching loads for faculty and decreasing expectations. They suggested a reduction in other types of performance such as research or service and that failing to do so puts an additional burden on caregivers. Bergman and Umphress noted this is not a one-size solution, and encouraged faculty to work with their unit leaders to personalize options.

A goal of the resolution is to provide as much flexibility as possible for faculty who require the help. With normal expectations already displaced, faculty need to think of their own needs. This resolution encourages UW leadership to provide their faculty with the agency to decide their tenure clock.

Members emphasized their appreciation of this resolution and shared their personal challenges. They noted this is an excellent opportunity to use COVID-19 to change systemic issues at UW. The pandemic has highlighted already existing inequities and now is the time to hold departments accountable for their efforts to change the structural inefficiencies.

The council voted to approve the endorsement of FCWA's resolution.

5. Contract limits for Clinical faculty (attachment)

FCMA Chair Gautham Reddy joined the council to continue discussions of the draft legislation (Exhibit 2). This process would still require the creation of new job codes, but it would treat annual contracts as the norm and make exceptions for multi-year contracts. Multi-year contracts would be under Provost review and require substantial implementation plans. The project team will reach out to schools with clinical appointments and have them develop plans on what they require.

The council voted to approve the legislation.

6. Part-time and temporary lecturer survey (Dan Jacoby, guest)

Dan Jacoby shared an update on the draft survey (Exhibit 3). The subcommittee is looking for a streamlined way to pre-identify people by their position and college/department. This will limit the need to verify through Workday.

Survey designers will make respondents completely anonymous through email to address the issue of confidentiality, using the Catalyst or Qualtrics survey design option.

Members noted concern about respondents indicating their department and college/school. This will be used to be certain that Workday information correlates with an individual's understanding of their position, but responses are not required.

Council members reviewed the document and made editorial suggestions. There will be an update on this in future meetings.

7. Good of the order

Nothing was stated.

8. Adjourn

The meeting was adjourned at 12:18 p.m.

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

Present: **Faculty Code Section 21-61 A:** Megan Callow, Gregory Lund, James Gregory, Aaron Katz, Jack Lee (chair), Jacob Vigdor, Teresa Ward, Mary Pat Wenderoth, Karam Dana
Faculty Code Section 21-61 B: Miceal Vaughan, Zin Ying Hsu, Cass Hartnett
President's designee: Cheryl Cameron
Guests: Elizabeth Umphress, Margo Bergman, Mike Townsend, Dan Jacoby

Absent: **Faculty Code Section 21-61 B:** Jennette Kachmar

Exhibits

Exhibit 1 – DRAFT Caregiver COVID Policy 11-4-20

Exhibit 2 – Class A - clinical appointment lengths 11-06-20

Equity is a central value at the University of Washington. This is exemplified by the Race and Equity Initiative that made a collective commitment to “combat the racism and inequities, both individual and institutional, that persist here and throughout our society” (Race and Equity at the UW, 2020). Even before the COVID-19 crisis, caregivers faced multiple workplace challenges, but the pandemic has exacerbated these hardships and created systemic imbalances that threaten UW’s commitment to equity. Through no fault of their own, many caregivers face an untenable choice: to honor their child/elder care responsibilities or their job responsibilities. In many households, women shoulder the majority of caregiving tasks and responsibilities. As a result, women and their careers may experience greater hardship from this consequential shift as our society moves to protect the health and well-being of our communities. Additionally troubling, people of color experience more devastating COVID-19 outcomes and these inequities will be even more stark. By not addressing these issues, we are creating a hostile environment toward caregivers - one where caregiver discrimination is baked into our policies and deepens existing inequities. Without support and systematic adjustments to productivity expectations, we are creating conditions for discrimination based on caregiving obligations, family health status (e.g., immune-compromised families who cannot safely bring in additional care), and wealth (since only those who have the means to pay for care can do so now).

Our institution actively recruited the best and the brightest. Without strong and immediate action, our institution could see the reversal of hard-fought gains in representation. All faculty at UW, no matter their gender, race, or caregiving status, deserve equitable access to support and accommodation to ensure people can stay in their careers, especially during this crisis. Equity requires us to re-examine how we define contribution and productivity, and how we distribute labor, seen and unseen. With meaningful commitment, UW may yet retain its best and brightest.

This Class C legislation proposes the following to help support those instructors (part-time, full-time, graduate students) and faculty influenced by the COVID pandemic:

1. **Adjusting performance expectations** for caregiver faculty in the short term until this crisis is over, and accounting for these differences in expectations in performance evaluations now and moving forward. Specifically, announce a Caregiver Adjustment Policy that advises all units to reduce performance expectations (teaching, research, and service) between 25%-75% - noting that the specific adjustment would be determined as a discussion between the unit leader and instructor. Personnel committees should be charged with creating unit specific models of these Caregiver Adjustments. Units should publicize this adjustment and adopt a simple process for colleagues to invoke the Caregiver Adjustment when materials are submitted for review and throughout the academic year so long as this crisis and its impacts persist. If a caregiver’s teaching responsibilities cannot be reduced (for example, the caregiver is the only person available to teach a class), then the unit leader should make large performance expectation adjustments to research and service areas to account for the caregiver’s teaching load. This adjustment cannot be used against caregivers now or during any future reviews, merit or promotion decisions. Further, teaching evaluations during this crisis should not be used for merit or performance evaluations – unless the individual faculty member makes the personal choice to include teaching evaluations in their performance reviews

after viewing them. Also note that the effect of changing performance expectations should be assessed over time to ensure that inequity is not exacerbated by this recommendation (see Antecol, Bedard, & Stearns, 2018). Specifically, research indicates that the benefit of adding a year to the tenure clock for parents disproportionately benefits male faculty members and further exacerbates gender disparities. Unit leaders should ensure that equity is enhanced (and that inequity is not exacerbated) by this recommendation.

2. **Offer teaching relief and support to improve efficiencies in teaching.** Deans, Associate Deans, and Department Heads should reach out to professors and lecturers to assess their teaching and wellness needs at this time. Unit leaders should provide the following options to instructors during this crisis.

- a. **Teaching Relief.** Some individuals do not have the possibility to teach during this crisis due to caregiving, illness, or other dire circumstances. These individuals should be provided teaching relief (not be expected to teach) without experiencing negative consequences in their contract, status, or pay.
- b. **Flexibility in Teaching.** Unit leaders should encourage creative ways to accomplish teaching during this crisis. When multiple sections of the same course are offered, merge sections when possible if merging will reduce the workload and when instructors agree to do so. Another option is to offer flexibility in timing of the course if students are not engaged in synchronous activities. We also recommend that the time schedule states if the class contains synchronous activities or is only asynchronous, so that students and instructors have consistent expectations.
- c. **Provide additional support to those teaching.**
 1. **Pool of “stand-by” educators and technical support.** Individual educators are facing momentary crises (e.g., day care shutting down due to sickness) that impact their ability to teach on a given day or for multiple class sessions. To address this, each unit should a) create a climate of understanding and (at minimum) do not penalize or sanction faculty canceling synchronous class meetings, b) when possible create a system of stand-by backup educators and/or provide technology support to help faculty provide video content to students. Provide funding for these resources if needed. Backup videos or instructors are especially important for core classes. Recognizing that many primary educators are facing the same stressors and challenges, Chairs, Associate Deans, and others with reduced course loads could be an option or a willing peer stand-by educators if they have the expertise to teach the course. Units may also develop peer support models with a careful eye toward who steps into that work (monitoring ongoing inequities based on gender and race). Note that the individual instructor will make the determining choice for the specific backup video or instructor.
 2. **Backup Care** – Expand and provide information for affordable backup care options for child and elder care. Most of our child (e.g., Bright Horizons Backup Care) and elder care resources are taxed at this time. We

recommend resources like UW child care connections including a backup care option.

3. **Additional Assistance** - Offer additional assistance to faculty such as teaching assistants and graders. Unit leaders could consider working with the Graduate School and other entities on campus to provide and fund this additional assistance.
 4. **Invest in resources and 5-minute video training on efficient grading.** Existing technology (such as Gradescope) allows grading to be accomplished in an efficient manner. UW should invest in these technologies and train faculty how to use them. Further, short video training sessions should be shared with faculty on how to engage in low-stakes writing and grading practices. Prioritize the creation of 5-minute tips videos (or share existing videos) and asynchronous resources that are rapidly digestible and accessible to faculty who have limited time to attend involved trainings.
3. **Remove Non-emergent Service Obligations.** During this time, all non-essential service activities should be suspended or canceled. Pause or defer all responsibilities of administrative roles when possible. Note that all service related to equity and inclusion, as COVID-19 directly impacts equity, is deemed essential at this time. Empower faculty to address which responsibilities can be delayed and determine new due dates. When decision-making cannot be delayed allow the instructor to appoint a substitute. Also, delay or cancel nonessential events and do not require participation for events that are not canceled. Allow faculty to determine their own level of participation in events without experiencing negative consequences.
 4. **Reallocate a High Level Administrator's time to Faculty Wellness and Career Development.** The consequences of this crisis on wellness, equity, and career development could endure a decade or more. Reallocating an existing administrator's time to wellness and career development will allow the UW to have a high-level administrator to proactively monitor and address these challenges. Providing funding to support local monitoring and implementation will ensure each campus has clear leadership on this issue. All existing bodies charged with addressing equity and wellness across campuses should be engaged in this work, as well, and the administrator could focus efforts and provide updates to these groups (e.g., Diversity Councils, Offices of Equity and Inclusion, Well-being for Life and Learning Initiative).
 - A. **Wellness.** UW requires a high-level administrator to proactively consider the wellness of all individuals on campus. This administrator should be responsible for convening related bodies (Resilience Lab, Well-being for Life and Learning, Counseling Centers) to share best practices and communicate and focus efforts, [and appointing faculty advocates within units to work with caregivers](#). Faculty have experienced their own trauma during this crisis, as well as vicariously experienced the trauma of others. Many instructors are carrying this additional burden without reprieve. Burnout and turnover are possible consequences of this additional trauma, fatigue, and stress stemming from this crisis.

B. Career equity. Many faculty face significant challenges during this crisis (e.g., those who are caregivers, those who conduct research or engage in work in diversity spaces, and those who have become ill or have cared for family members who are ill). Other faculty are not experiencing these same challenges and have remained productive. UW requires a high-level administrator to proactively address and help eliminate the inequities that will inevitably arise from these different experiences. As part of annual reporting, each unit is expected to provide evidence that they are identifying and making adjustments to support caregivers impacted by this crisis. In addition to administrators providing their record, UW should have an open call for individual faculty to submit letters speaking to the support they are receiving and adjustments made. These will be reviewed and aggregate anonymized summaries by campus will be made publicly available.

5. **Publicize Data to the UW Community showing statistics for salient outcomes** (e.g., pay, promotion, performance evaluations, teaching evaluations, service obligations) by caregiver status during the COVID crisis, and for other demographic groups who are disproportionately impacted during this crisis (e.g., race/ethnicity, gender, and disability status). This will provide important information regarding if our equity goals are being translated into meaningful outcomes for affected faculty.

WHEREAS, research demonstrates that individuals have implicit biases or unconscious preferences based on demographic group membership (e.g., Greenwald, Poehlman, Uhlmann, & Banaji, 2009); and, these implicit biases lead to systematic outcome differences (e.g., Rudman & Ashmore (2007). As they are unconscious, these implicit biases are not likely to be apparent to the decision-maker and are not likely to be explicitly articulated to others. This creates a situation in which a decision-maker could inadvertently allocate compensation and other outcomes to employees based on protected demographic membership. Such outcome differences could create and exacerbate inequity for faculty. For example, Princeton University agreed to pay almost \$1.2 million to settle an investigation from the U.S. Department of Labor that suggested that female full professors were paid less than their male equivalents (de León, 2020). The COVID-19 pandemic creates a situation in which these implicit biases could operate to further create systematic outcome differences based on demographic group membership.

WHEREAS, the UW Campus Climate Assessment conducted in the Autumn of 2019 **prior to the onset of COVID pandemic** demonstrated men versus women faculty viewed the tenure/promotion process more positively and that childcare was a significant issue on campus. Specifically, the results indicated that men versus women faculty were more likely to agree that the standards for tenure were clear and that the standards for promotion/tenure were applied equally to faculty in their schools/divisions (Rankin & Associates Consulting, page 288-289). Further, the report showed that men versus women were more likely to agree that faculty who qualify for delaying their tenure clock felt empowered to do so. Only 25% of faculty respondents agreed that UW Seattle “provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care)” (Rankin & Associates Consulting, page 307); and, lack of support for child care was a theme that emerged from participants’ qualitative responses (page 316). These results suggest that prior to the COVID pandemic gender differences in the promotion process were perceived and that childcare support was a significant issue.

WHEREAS, research suggests that including objective factors such as analyzing salient outcomes by demographic group membership can help to correct for decision errors due to implicit bias (Banaji, Bazerman, & Chugh, 2003). In addition, pay disparity based on demographic group membership decreases when organizations are required to disclose outcome disparities (Bennedsen, Simintzi, Tsoutsoura, & Wolfenzon, 2019).

WHEREAS, victims of discrimination (or the experience of receiving lower outcomes based on group membership) not only receive lower outcomes, but discrimination also negatively affects self-esteem, life satisfaction, positive affect, anxiety, and depression (Schmitt & Branscombe, 2002; Schmitt, Branscombe, Kobrynowicz, & Owen, 2002; Schmitt et al., 2014). In addition, discrimination negatively affects employees' sense of belonging (Brands & Fernandez-Mateo, 2017; Carvallo & Pelham, 2006; Good, Rattan, & Dweck, 2012). Thus, the experience of discrimination affects the individual employee's well-being, his/her/their connection to the organization, and compensation.

WHEREAS, the Equal Pay Act of 1963 affirms that pay discrimination based on sex is illegal. Title VII of the Civil Rights Act of 1964 affirms that discrimination in terms of race, color, religion, sex, or national origin is illegal. Titles I and V of the Americans with Disabilities Act of 1990 affirms that discrimination based on disability status is illegal.

BE IT RESOLVED

- The UW Faculty Senate strongly urges unit leaders to provide between 25%-75% reduction in performance expectations - noting that the specific adjustment would be determined as a discussion between the unit leader and instructor. In addition, the UW Faculty Senate strongly urges unit leaders to provide specific additional information regarding how they will support faculty who are caregivers during COVID 19 crisis.
- The UW Faculty Senate strongly urges the University to offer teaching relief, teaching flexibility and teaching resources.
- The UW Faculty Senate strongly urges unit leadership to remove non-emergent service obligations. This includes deferring all non-essential service activities, delaying or canceling non-essential events and not requiring participation for events that are held during this crisis, and empowering individual faculty to make these choices.
- The UW Faculty Senate strongly urges reallocating an existing senior administrator's time to wellness and career development.
- The UW Faculty Senate strongly urges the University to publicize data to the UW community showing salient outcomes (promotion, pay, performance evaluations, teaching evaluations) by COVID caregiver status, gender, race, ethnicity, disability status, and other demographic groups disproportionately influenced by the COVID crisis.

References

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Section 24-34 Qualifications for Appointment at Specific Ranks and Titles

B. Qualifications for Appointments with Specific Titles

11. 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. ~~Clinical appointments are annual~~ The normal appointment period of a clinical faculty member shall be one year with exceptions to be reviewed by the Provost; the question of their renewal shall be considered ~~each year~~ by the faculty of the department (or undepartmentalized college or school) in which they are held.

Section 24-52 Procedure for New Appointments

C. In making new appointments administrative officers shall act in the manner prescribed below.

1. If the appointment is to be a departmental one other than that of chair, the chair shall submit all available information concerning candidates suggested by the department, the chair, or the dean to the voting members of the department faculty. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the appointment of affiliate ~~or clinical~~ faculty, annual clinical faculty, or annual or quarterly part-time lecturers to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation shall expire one calendar year after it is made.

Section 24-53 Procedure for Renewal of Appointments

When it is time to decide upon renewal of a nontenure appointment to the faculty (Section 24-41), the procedure described below shall be followed.

- A. The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend renewal or termination of the appointment. Research faculty and teaching faculty shall be considered by voting faculty who are superior in rank to the person under consideration, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a research professor or teaching professor. Faculty with instructional titles outlined in Section 24-34, Subsections B.1 and B.2 shall be considered by voting faculty who hold a professorial rank or instructional title superior to the person under consideration. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the renewal of affiliate ~~or clinical~~ faculty, annual clinical faculty, or annual or quarterly

part-time lecturer appointments to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation:

1. Does not alter faculty rank requirements for considering appointment renewals,
and
2. Shall expire one calendar year after it is made.