Meeting Synopsis:

1. Call to order
2. Review of the minutes from January 9, 2020
3. Teaching evaluation task force update: Andrea Otanez
5. Review Chair’s proposed amended Class A legislation
6. Good of the order
7. Adjourn

1. Call to order

The meeting was called to order at 2:32 p.m.

2. Review of the minutes from January 9, 2020

The minutes from January 9, 2020, were approved as written.

3. Teaching evaluation task force update: Andrea Otanez

Otanez noted the co-chairs of the Senate Task Force on the Evaluation of Teaching have been meeting with chairs of Elected Faculty Councils for their input, and the Task Force itself anticipates its next full meeting this quarter.


Williams explained that the Faculty Council on Faculty Affairs (FCFA) reviewed FCMA’s recently-proposed Class A legislation requiring statement of contributions to diversity. Faculty and administrative members of FCFA recommended a substantive revision relating to defining for whom the proposed requirement would apply. Williams explained FCMA had previously decided that the requirement would apply to all competitively recruited faculty, though the term “competitive recruitment” does not exist in the Faculty Code, so a delineation along other lines must be made. Williams noted it is difficult to use existing Code language to capture the specific faculty FCMA seeks to apply the requirement. She noted the council will address this dilemma during the next agenda item.

5. Review Chair’s proposed amended Class A legislation
A revised version of the council’s Class A legislation was shown (Exhibit 1). The changes clarify the faculty ranks for which the requirement should apply, and also clarifies that FCMA is not adding a “fourth pillar” to the existing qualifications of “scholarship and research, teaching, and service” listed in Faculty Code Section 24-32.

A member noted there is legislation currently under consideration by the Faculty Senate to change certain lecturer titles to various ranks of “Teaching Professor.” The concern was noted. A member pointed out that that legislation has yet to be approved by the faculty, and cautioned FCMA against bringing its own legislation in line with Faculty Code language changes that are not yet final. It was noted the Advisory Committee on Faculty Code and Regulations (aka. the “Code Cops”) will likely recommend changes to this effect for FCMA’s legislation if the title change legislation is ratified during consideration of it.

Revisions in lines 9-12 were considered and ultimately not accepted. During discussion, there was an idea of citing the faculty ranks in Section 21-32 of the Faculty Code (Voting Membership in the Faculty) as the list of those faculty ranks and/or titles for which the diversity statement requirement would apply. Williams noted the change seems to capture all of the titles listed in the legislation’s latest iteration. Members expressed support for the idea.

There was a motion to adopt the alternative language referencing Section 21-32 of the Faculty Code as an amendment to FCMA’s Class A legislation. The amended language was approved unanimously.

The legislation was approved as amended (Exhibit 1).

Williams noted she plans to send the newest iteration of this legislation to the Faculty Council on Faculty Affairs for their review in the body’s next meeting. It was clarified the legislation will be sent to the March Senate Executive Committee for first consideration. The legislation will also be sent to the Faculty Council on Women in Academia for review and potential endorsement by that council.

6. Good of the order

Nothing was stated.

7. Adjourn

The meeting was adjourned at 3:25 p.m.

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

Present: Faculty Code Section 21-61 A: Brenda Williams (chair), Xuegang Jeff Ban, Pietro Paparella, Yoriko Kozuki, Andrea Otanez, Michael Spencer
Faculty Code Section 21-61 B: Leyla Salmassi, Jessica Jerrit

Absent: Faculty Code Section 21-61 A: Branden Born, Gautham Reddy
Faculty Code Section 21-61 B: Meshell Sturgis
President’s designee: Chad Allen
Exhibits
Exhibit 1 – Class A Legislation_fcma_approved_020620.pdf
Introduction

During the 2018-19 academic year, 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.

During the 2019-20 academic year, as the FCMA continued to refine the proposed legislation and the FCMA chair met individually with numerous members of campus leadership, to solicit additional 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 February 2020 to amend the proposed legislation to clarify that the legislation requiring a diversity statement should apply prospectively to new faculty appointments to positions carrying voting privileges only, as defined within the faculty code.

Reasons for Proposed Changes

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

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

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

Over the course of this and the previous Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision to support the University’s ongoing effort to attract and retain diverse faculty in new appointments. Requiring new faculty applicants to provide a statement of past and proposed contributions to diversity, equity, and inclusion strengthens faculty hiring practices by providing additional information to appointment committees that allows for more informed decisions when deliberating on the hiring of new faculty.
Procedural Background

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

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

Sample Diversity Statements:

See Appendix A for a local UW 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 to the voting rank (listed in 21-32 A) only.

- I also think there are political considerations (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. The legislation was not considered during the 2017-18 academic year when the prior revision was proposed.

- In a future holistic evaluation of a candidate does council anticipate just an evaluation of a personal statement assuming the candidate does not have a significant contribution in any of the three traditional areas of evaluation for appointment and promotion. Just wondering how junior faculty might respond to this requirement. (Can council members easily give example responses for themselves?)

  i. The FCMA proposed legislation intends to amend section 24-32 as it relates to new faculty appointments only. The legislation contemplates an opportunity by candidates to present on their planned contributions where past contributions are lacking.

  ii. The FCMA provides 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 February 2020, the FCMA voted unanimously to amend the proposed legislation for a third time, clarifying that the legislation requiring a diversity statement applies only to new faculty appointments to a rank or title that carries with it voting privileges as provided in the faculty code.

**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 to the ranks and/or titles listed in Section 21-32.A (Voting Membership in the Faculty) shall submit a statement of past and planned contributions to diversity, equity, and inclusion. Academic units and search committees shall consider a candidate’s statement as part of a comprehensive evaluation of scholarship and research, teaching, and service. In accord with the University’s expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.

B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member’s published or other creative work.

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

C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:

- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
- The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;

The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;

The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;

The availability of the teacher to the student beyond the classroom environment; and

The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

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

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.

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.

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 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.