Meeting Synopsis:

1. Call to order
2. Chair’s Welcome and Introductions
3. Review of the minutes from October 8, 2020
4. Review of goals for year and creating of working groups
   - Police: disarming, union contract, oversight board, state legislation, engagement with students
   - Definition of diversity: Class A legislation
   - Equity regarding Covid-19
   - Recruitment and retention of diverse faculty
   - Anti-racism vs. DEI
   - Diversity Requirement
   - Webinar
   - Others?
5. FCMA Class A Legislation: Follow-up
6. FCWA Class C Legislation on Covid-19: Discussion
7. Good of the order
8. Adjourn

1. **Call to order**

The meeting was called to order at 2:31 p.m.

2. **Chair’s Welcome and Introductions**

Chair Reddy started the meeting with council member introductions.

The chair shared information about the recent request for a change in the diversity course requirement for undergraduates. A recent petition from the Black Student Union is asking for an increase from 3 to 5 diversity credits for an undergraduate degree (Exhibit 1). The Faculty Council on Academic Standards and the Faculty Council on Student Affairs met with Chair Reddy to discuss this. There was concern that some majors already have a high amount of required credits. This topic may take whole academic year to discuss with all stakeholders. FCAS is currently reviewing general education, with this diversity credit as one point.

A council member noted different student commissions within ASUW want to identify what is being taught in diversity credit courses. The language in the diversity credit definition was designed to be broad but students feel this broadness lacks contributions of Black Americans to current ideas of equity/race. There have been instances in which courses should have diversity credit status but do not.
UW should identify which departments are teaching diversity courses. Students noted concern that they are learning about their cultures from instructors not affiliated with that culture and there is no African Studies department at UW. Members discussed possible solutions, such as additional credits or narrowing of current courses. The faculty senate has purview of academic requirements, but the appropriate Dean and the Provost can create an African Studies department. The council could make a resolution supporting the creation of an African Studies department. The UW curriculum committee ultimately designates which courses will receive a diversity credit notation.

3. Review of the minutes from October 8, 2020

The minutes from October 8, 2020 were approved as written.

4. Review of goals for year and creating of working groups
   - Police: disarming, union contract, oversight board, state legislation, engagement with students
   - Definition of diversity: Class A legislation
   - Equity regarding Covid-19
   - Recruitment and retention of diverse faculty
   - Anti-racism vs. DEI
   - Diversity Requirement
   - Webinar
   - Others?

Chair Reddy described the various topics of interest to the council and asked members for additional items. Members will respond with the topics they would like to focus on individually via email.

Webinar: FCMA would like to host a webinar Winter quarter 2021 on the above topics.

Anti-racist vs DEI: This was a topic discussed from the quarterly faculty council chair’s meeting about changing complacent language from “Diversity, Equity, and Inclusion” to “Anti-racist”.

Definition of diversity: A member noted this is a whole council issue and may require partnering with other departments or groups on campus. There needs to be a strategy and purpose. The Diversity Blueprint will be updated this year and FCMA is interested in reviewing it for a diversity definition. The Diversity Council is working on getting input for the new Blueprint. FCMA will submit an inquiry and ask Chad Allen (president’s designee) for an update.

Recruitment and retention of diverse faculty: Another member mentioned there is a toolkit from Seattle Children’s Hospital for faculty recruitment and retention and offered to share this with the council for review.

Police/Diversity Requirement: A member noted the importance in highlighting what the Black Student Union wants to address, such as UW Police and the Diversity Requirement. The council will consider speaking with the faculty legislative issue to lobby legislation on this issue. They will consider asking Banks Evans to update the council on how faculty, staff, and students of color can contribute to this.
ASUW has a student legislative lobbyist, and students are very interested in tackling the issue regarding campus policing.

*Equity regarding Covid-19:* A council member noted they are working with a group of UW colleagues on the travel/commuting needs and challenges of essential workers of UW. This could provide some data related to equity issues regarding COVID-19.

5. **FCMA Class A Legislation: Follow-up**

The Diversity Statement Class A Legislation will be discussed at the next SEC meeting (Exhibit 2).

6. **FCWA Class C Legislation on Covid-19: Discussion**

The latest draft of the FCWA resolution on caregiving equity was shared with the council (Exhibit 3). Council members will review the document and respond to Chair Reddy via email of their individual support.

7. **Good of the order**

A member noted there has been no update on the teaching evaluation task force.

8. **Adjourn**

The meeting was adjourned at 3:57 p.m.

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

**Present:**  
*Faculty Code Section 21-61 A:* Gautham Reddy (chair), Yoriko Kozuki, Andrea Otanez, Petro Paparella, Michael Spencer, Brenda Williams, Ronald Kwon, Bobby Wilson, Xuegang Jeff Ban  
*Faculty Code Section 21-61 B:* Clara Coyote, Leyla Salmassi, Jessica Jerrit

**Absent:**  
*Faculty Code Section 21-61 C:* Chad Allen

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**Exhibits**

- Exhibit 1 – 2020.09.08-Response-to-BSU-Letter-Work-Plan1  
- Exhibit 2 – Oct2020 Class A Legislation – FCMA  
- Exhibit 3 – DRAFT Caregiver COVID Policy 11-10-20
September 8, 2020

Dear Members of the University of Washington BSU Executive Committee and to all the students and community members you represent,

Thank you for your willingness to engage with us as we strive to be responsive to the concerns you have shared. We know that it has not always been easy, and we appreciate your patience as we have mobilized to put into place concrete plans. We recognize that you and your families have borne the brunt of the recent overlapping pandemics of COVID-19 and the economic dislocations related to it. You have also witnessed the ongoing police violence against Black people, which reflects harms that are much deeper and longstanding than COVID, evoking and highlighting the painful history of systemic racism that has been with us since the founding of our country and indeed, since the founding of our university, which rests on land that was part of the ancestral home of the Coast Salish peoples.

We appreciate the difficult conditions under which you’ve struggled to focus on and continue your education. We acknowledge that we can and must do more to support you and to create the kinds of institutional changes needed to build a more inclusive environment that will lead to more equitable outcomes in education and beyond for our Black and BIPOC students. We must also do more to create supportive and empowering environments for our Black and BIPOC faculty, who not only personally bear witness to the violence and injustice, but work so hard to support those students who are most affected by them while also carrying out the teaching, research and service that is so critical to building a more just society.

To this end, we commit to continuing to work with you, and with all our students, faculty and staff on the actions outlined below and we will report on progress to those goals through our Race and Equity Initiative Steering Committee and the Board of Regents Diversity, Equity, and Inclusion Committee.

We have much work to do. We will no doubt encounter obstacles along the way, but together I have faith in our community to lead the way to the day that we can honestly say “with liberty and justice for all.”

In solidarity,

Ana Mari Cauce
President
Professor of Psychology

Mark A. Richards
Provost and Executive Vice President for Academic Affairs
Professor of Earth and Space Sciences
Below are our responses to the following demands:

1. Break all ties with SPD and other local law enforcement agencies
2. Disarm and Divest from UWPD
3. Allocate funds to Black RSO’s and the American Ethnic Studies Department
4. Hire more Black Faculty
5. Increase the Diversity requirement and make African Studies a major
6. Remove statues and monuments of racist figures
7. Fund and expand mental health resources for all UW students

**Campus Safety and Policing**

*We are committed to re-imagining a more holistic approach to campus safety that minimizes armed police presence on our Seattle campus.*

Our goal is to limit UWPD response to those situations where there is the threat of, or realistic possibility of, imminent harm. By allowing members of our community to make police reports online or to unarmed Public Safety responders, an initial analysis suggests that we can significantly reduce armed police response and armed police interactions on campus. We will initiate such a program no later than October 1st, with the goal of having it implemented robustly by the end of Winter Quarter.

We will also begin work on developing a team of responders, with at least some mental health training, to respond to calls for non-crime related safety, such as for welfare checks on individuals or for responding to community members in non-crime related distress. We will appoint a group of experts from around campus to recommend guidelines, training and protocols for such responders this Fall, with the goal of having implementation plans in place by Fall 2021.

By the end of this Fall Quarter, we will have reduced the size of our police force by at least 20% from what it was in 2019. We will continue to make strategic budget and personnel reductions without compromising the safety of campus. We will reduce the size of police patrols in routine situations to no more than five officers across all of campus (main and health science campuses) at any given time, with a primary emphasis on the perimeter of campus.

We will also examine whether we can limit the number police needed to secure campus even further through the use of strategically placed security cameras in areas outside or inside of buildings that are more likely targets for theft, in a manner similar to peer institutions such as the University of Michigan, University of Minnesota and the University of Virginia. No final decisions will be made about such a program without further research and extensive consultation with Faculty Senate, ASUW, GPSS and the broader community. With opportunity for broader community input, we will also evaluate the desirability of further organizational changes that can support our goal of a more holistic approach to safety.
We pledge not to contract with the Seattle Police Department for security on our campus for football games or any other events on campus. As a public university with an open campus, SPD officers have the right to come onto outdoor areas of our campus, as do any other individuals. However, except in urgent situations, on-duty SPD members do not enter our classrooms, residence halls or other buildings without explicit permission. At the present time and for the foreseeable future, we have no plans to enter into any contracts whatsoever with SPD and will not do so without extensive consultation.

We will, however, continue to have non-contractual relationships with SPD that allow UWPD to take a more prominent role in handling safety situations in the broader University District and north of 45th, where many of our students reside and many of our faculty and staff work. These relationships reduce the presence of SPD in these areas. We will also continue to work with SPD on solving or preventing crimes that have taken place, or that we have good reason to believe will take place on our campus, or that affect our students, faculty and staff.

**Funds for Black RSOs**

*We are committed to helping secure additional funding for BSU and/or other Black RSOs.*

Students, through ASUW, GPSS and other entities make decisions, independent from the UW administration, about how funds are allocated to Registered Student Organizations.

After listening to BSU about your concerns and needs, we established the Black Opportunity Fund to fund strategic priorities that meet immediate and ongoing needs of our Black students and faculty. An advisory committee comprised of students, faculty and staff will make recommendations to the Vice President for Minority Affairs & Diversity on the allocation of available funds.

**Hire More Black Faculty**

*We are committed to further supporting our Schools, Colleges and Departments in recruiting more Black faculty, and more faculty from BIPOC populations and to engaging in key hiring initiatives that are expected to expand diversity amongst our faculty.*

Provost Richards has already begun work to launch two complementary hiring initiatives. The first will focus on hiring more faculty whose teaching, research and service include areas directly related to social and racial inequities and/or racism and its various manifestations through history and into the present. Examples include how racism affects health and the health care system, why environmental degradation disproportionately affects communities of color, the role of race in the criminal justice system, and how the marketplace fails underserved communities. A companion initiative will focus on hiring faculty in the STEM disciplines with a proven history of supporting and mentoring BIPOC students and/or conducting research or significantly participating in programs and activities that are aimed at increasing diversity in the
STEM fields. These efforts will be supported by new and redirected campus resources to support recruitment (and retention) of faculty contributing in these areas.

The UW will also be hosting a program (funded by the National Science Foundation and the Washington Research Foundation) involving a consortium of the nation’s top research universities to identify, recruit and promote outstanding BIPOC Ph.D. students to the faculty ranks.

In addition to these initiatives, which we expect to attract more Black and BIPOC faculty to apply for our positions, we will provide search committees with training on implicit biases that affect hiring and promotion. We are also making progress toward better tracking and analysis of the racial, ethnic and gender demographics of our faculty (and staff), which will allow us to better understand where we are failing and succeeding.

Increase the Diversity Requirement

We support a re-examination of the diversity requirement with the goal of both increasing the number of credits required and giving it a clearer focus on BIPOC populations, systemic inequities and social justice.

At present, most courses that fulfill the diversity requirement include a focus on inequities “such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, and socioeconomic status and course activities should encourage thinking critically about topics such as power, inequality, marginality, and social movements.” However, they can also include a focus on cross-cultural analysis and communication that is not specific to groups that have been historically marginalized or oppressed, or that emphasize dynamics of power and exclusion.

At the University of Washington, scholastic policy, including graduation requirements, is legislatively enacted through the Faculty Senate and voting faculty. We will encourage the Faculty Senate, which represents all three campuses, to take up this challenge.

American Ethnic Studies and an African American Studies Major

We fully support and endorse the study of African American, Chicano/a, Asian American/Pacific Islander and American Indian participation in the shaping of the cultural, literary, social, historical, economic and political character of this country and acknowledge that such perspectives have been all too often ignored or marginalized in the academic canon. Moreover, we believe that this course of study is critical not only to a complete education, but to an informed and engaged citizenry.

The Department of American Ethnic Studies will be launching a search for an Assistant Professor of African American Studies that has already been approved by the College of Arts and Sciences and will commence this Fall. We are encouraged by student interest and enrollment in both
American Ethnic Studies courses and those related to race/ethnicity in other departments, some of which are cross-listed with AES. Sustained student interest and enrollment growth in these areas of studies will lead to additional hires. In general, sustained student demand is the most important factor that drives hiring, and as such resource allocation, in most fields.

We respect the autonomy of the American Ethnic Studies department and the College of Arts and Sciences to make the determination as to whether an African American Studies major is desirable or feasible.

**Remove Statues and Monuments of Racist Figures**

*We support a re-examination of campus symbols, figures or names that are connected with racism, past or present. We also believe it is important to consider additional opportunities for symbols or namings that more fully recognize BIPOC contributions to our community, especially to our state and university.*

This Fall we will convene a task force to conduct this re-examination, with a special emphasis on those symbols, figures or names that are in public spaces where our students, faculty and staff convene on a regular basis. We acknowledge that the figures, symbols and names on our campus play a role in shaping the environment for members of our community and play a role in making that environment one that it, or is not, welcoming to all. I will be asking the task force to complete their analysis and recommendations on how to move forward by the end of Winter Quarter.

In June, we commissioned a group of faculty experts to recommend wording for a plaque or other such display that would provide a broader context on the life and impact of George Washington, who our state and university are both named for. This would include an explicit acknowledgement of his role as a slave holder.

**Fund and Expand Mental Health Resources for all UW Students**

*We are fully committed to providing funds to support the expansion of mental health resources for UW students*

Over the last year, we have made considerable progress in support of the mental health needs of our students. We are currently in the process of merging our two mental health units (Hall Health Mental Health and the Student Counseling Center) into one seamless operation. This will make it easier for students to access mental health services and reduce confusion. Additionally, this Fall we will be supplementing our mental health support with an online counseling service that will be accessible 24 hours a day, 7 days a week. Counseling will be available in six different languages and will be available to enrolled UW students who are on campus or who are studying remotely anywhere in the world. This is a new investment by the UW and will dramatically increase accessibility and reduce wait times for students.
To: Senate Chair Robin Angotti  
From: Gautham Reddy, Chair, Faculty Council on Multicultural Affairs  
CC: Faculty Council on Multicultural Affairs  
Date: November 9, 2020  
Re: Proposed Class A Legislation to require that candidates for certain initial faculty appointments submit a statement of contributions to diversity, equity, and inclusion

Introduction

In the 2018-19 academic year, the Faculty Council on Multicultural Affairs (FCMA) discussed a proposal to require that prospective and current faculty members submit a statement of contributions to diversity, equity, and inclusion. Following the circulation in the spring of 2019 of the draft legislation that contemplated changes applicable to both initial faculty appointments and promotion, the FCMA refined the proposal and provided responses to questions raised following circulation of the initial draft. Additionally, the prior FCMA chair, Brenda Williams, 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 to amend the proposed legislation to clarify that the legislation requiring a diversity statement should apply prospectively only to new faculty appointments.

The proposed legislation was unanimously passed by the FCMA in February 2020; because of the Covid-19 pandemic, the SEC and the Senate could not consider the proposal in the spring quarter of 2020. In October 2020, the FCMA revived the proposal and 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.

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 to 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. In the fall quarter of 2020, the FCMA unanimously reaffirmed its commitment to the proposed legislation.

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?
  - The FCMA proposed legislation intends to incorporate diversity, equity, and inclusion into each of the three existing aspects of appointment (scholarship, teaching and service);
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?
  - 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)?
  - 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).
  - 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?)
  - 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 pursuant to Faculty Code 24-34 Qualifications for Appointment at Specific Ranks and Titles, 24-35 Research Personnel, 24-36 Qualifications for Extension Appointments, 24-40 Faculty Without Tenure By Reason of Funding (WOT), and 24-45 Appointment of Part-Time Professors, 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.

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 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.
Rationale

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.**
      
      i. **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.

      ii. **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.

      iii. **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.

      iv. **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.
BE IT RESOLVED, that the UW Faculty Senate strongly urges:

1. Unit leaders to provide between 25%-75% reduction in performance expectations 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) - 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.

2. The University to offer teaching relief, teaching flexibility and teaching resources.

3. 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.

4. Reallocating an existing senior administrator's time to wellness and career development.

5. 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.

Submitted by:
Faculty Council on Women in Academia
References


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