

University of Washington
Faculty Council on Multicultural Affairs
April 12th, 2018
2:30 – 4:00 p.m.
Odegaard Undergraduate Library 320

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from February 8th, 2018
 3. Update on Class A legislation in SEC and Faculty Senate (attachment)
 4. Bias Incident Reporting Tool
 5. Assessing impact of diversity requirement on undergraduate students
 6. Good of the order
 7. Adjourn
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1) Call to order

The meeting was called to order at 2:30 p.m.

2) Review of the minutes from February 8th, 2018

The minutes from February 8th, 2018 were approved as written.

3) Update on Class A legislation in SEC and Faculty Senate (attachment)

Williams explained FCMA’s Class A legislation concerning changes to the promotion and tenure diversity requirement has now been reviewed and endorsed by the Faculty Council on Faculty Affairs (FCFA) and the Faculty Council on Women in Academia (FCWA) (Exhibit 1). The legislation was also approved by the Senate Executive Committee (SEC) and will be forwarded for its first consideration in the Faculty Senate on April 19. Williams explained a recommendation was sent by the FCFA after review that the word “any” be added to the language (preceding the word “contributions”) to further reinforce the intent of the change and provide clarity in the sentence. She explained if this option is pursued the change will have to be made on the floor of the Faculty Senate in that body’s upcoming meeting.

4) Bias Incident Reporting Tool

Mike Townsend (Secretary of the Faculty, Faculty Senate & Governance) was present to share information from his experience serving on the UW Bias Incident Response Committee, which meets to review reports that have been submitted via the online-based Bias Reporting Tool. Townsend explained the purpose of the Bias Reporting Tool is to capture data and provide an avenue for the related Committee to review and respond to reports of incidents of bias at the university. For these purposes, a “bias incident” is defined as any discrimination or harassment against a member of the university community based on perception of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information,

disability or veteran status (www.washington.edu/bias/). A bias report can be made by any member of UW community: faculty, staff, or students. One can choose to submit a report anonymously or with their name attached.

Townsend explained the Bias Incident Response Committee does not engage in any disciplinary/punitive actions/decisions itself, but rather funnels reports of incidents of bias to an appropriate UW office/agency who may or may not respond. An example was given of a report submitted for an incident that occurred in a UW classroom and included an instructor. In that case, the instructor was notified that the report was submitted.

Discussion

A member asked how much of the Tool and associated records are public record. It was noted much of the information is likely discoverable via a Public Records Request and names would likely be redacted from those records in that event.

There was an interest in organization of associated bias incident data and how it might be categorized and analyzed. It was noted the purposes/goals for use of that data are still evolving. Ellen Taylor (Associate Vice-President, Student Life) was noted to be a potential resource for FCMA relating to questions about use and organization of associated data.

It was noted the Sections 24.33 (A Statement of Principle: Academic Freedom and Responsibility) and 25.71 (Standard of Conduct) within the Faculty Code relate to faculty purview over activities/discussion/civility in the classroom.

Townsend was thanked for presenting on the Bias Reporting Tool.

5) Assessing impact of diversity requirement on undergraduate students

It was noted the UW requires all undergraduates to take a minimum of 3 credits, approved by the appropriate school or college, that focus on the sociocultural, political, and/or economic diversity of the human experience at local, regional, or global levels, a requirement intended to help students develop an understanding of the complexities of living in increasingly diverse and interconnected societies (<https://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/diversity/>). The requirement is part of UW's General Education Requirements. Williams explained a dialogue is beginning surrounding the effectiveness of courses that fulfill UW's Diversity Requirement, and that the FCMA should decide if/how it might contribute to that discussion.

It was clarified that in Spring Quarter 2013, the faculty passed a change to the Student Regulations via Class B legislation requiring all undergraduate students to complete a 3-credit diversity requirements in order to graduate. The proposal originated from a coalition of students, was supported by the ASUW, and discussed and worked on by the Faculty Council on Multicultural Affairs, the Faculty Council on Women in Academia, the Faculty Council on Academic Standards, the Senate Executive Committee, and the Faculty Senate.

After some discussion, Williams suggested the topic be further evaluated by the FCMA. Members were interested in a related initiative out of the UW Office of Educational Assessment to revamp student course evaluations for courses which satisfy General Education Requirements (including the Diversity Requirement). Members were interested in the impetus for the Diversity Requirement and its original intended purpose.

6) Good of the order

A member noted the previous minutes revealed an interest on behalf of members in UW Wired. A member explained she has connections to Wired, and would like to facilitate a report by that organization in a future council meeting.

7) Adjourn

The meeting was adjourned at 3:00 p.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Joseph Babigumira, Emily Cilli-Turner, Andrea Otanez, Yoriko Kozuki, Pietro Paparella, Joseph Rajendran, Brenda Williams (chair)
Ex-officio reps: N/A
Guests: Mike Townsend

Absent: **Faculty:** Branden Born, Sadaf Bhutta, Teresa Evans-Campbell, Thomas Lee
President's designee: Chad Allen
Ex-officio reps: Ann Madhavan, Kendra Canton, Louie Tan Vital, Karyn Crow

Exhibits

Exhibit 1 – fcma_sec_approved_legislation_presenate_040418

Legislation proposing changes to Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members

Introduction

The Faculty Council on Multicultural Affairs voted on February 8, 2018, to forward proposed Class A legislation to the Senate Executive Committee and Faculty Senate for consideration. The motion was approved by a majority of voting members.

Reasons for Proposed Changes

The Faculty Council on Multicultural Affairs seeks to encourage the recognition of faculty members who contribute significant amounts of time to the University in areas that promote a more diverse campus and that improve the experiences of and opportunities for non-traditional students.

Over the course of this Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision in order to further promote the goal of diversity and equity. Where the chapter as a whole was modified in 2012 to allow that a faculty member's "service that addresses diversity and equal opportunity" may be considered among the professional/scholarly qualifications for appointment and promotion, the FCMA observed that under the current language ("may"), units may choose to discount a faculty member's contributions to diversity in relation to appointment and promotion, but where the term "shall" is utilized, faculty members with relevant contributions shall have those contributions considered as part of their scholarly and professional qualifications. The proposed legislation is a mechanism to put value on an aspect of faculty work that is traditionally difficult to recognize. The legislation is not intended to mandate that units may only hire/promote faculty with those credentials (service that addresses diversity and equal opportunity), but simply provides that where this service exists, it shall be considered.

Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2017, the council reviewed goals provided by Senate Chair Tha'isa Way. Among the goals was a mandate 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 and winter quarter meetings, the Council reviewed various sections of the Faculty Code, paying particular attention to topics that would impact issues relevant to the goal provided by Senate Chair Tha'isa Way. Ultimately, the FCMA honed in on specific sections of the code within chapter 24. Specifically, section 24.32 of the faculty code, *Scholarly and Professional Qualifications of Faculty Members* and the discretionary language utilized for the consideration of contributions "in scholarship and research, teaching, and service that address diversity and equal opportunity" in appointment and promotion decisions. The Council recommends this Class A legislation modifying the discretionary language from "may be included" to "shall be" included among the professional and scholarly qualifications for appointment and promotion.

[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. In accord with the University's expressed commitment to excellence and equity,

contributions in scholarship and research, teaching, and service that address diversity and equal opportunity ~~may 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. ~~For each of these realms, contributions that address diversity and equal opportunity may be included.~~ 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. ~~In all these, contributions that address diversity and equal opportunity may be included.~~

- 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.

*Approved by:
Senate Executive Committee
April 2, 2018.*