

**University of Washington
Faculty Council on Multicultural Affairs**

November 14th, 2016

12:30pm – 2pm

Gerberding 26

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from October 10th, 2016
 3. Chair's report
 4. Request for volunteer to serve as liaison to Diversity Council
 5. Report from Office of Faculty Advancement (OFA) a) OFA programs; b) OFA Best Practices for Faculty Searches. c) potential overlap with FCMA 2017-17 goals
 6. Review of 2016-17 FCMA goals; a) developing a diversity template; b) continue work on equity, access and inclusion training for hiring, faculty promotion and tenure committees, c) Black Lives Matter and Living Wage resolutions
 7. Potential advocacy item-allocation of additional diversity resources to units
 8. Good of the order
 9. Adjourn
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1) Call to order

Covington called the meeting to order at 12:30 p.m.

2) Review of the minutes from October 10th, 2016

The minutes from October 10th, 2016 were approved as written.

3) Chair's report

Diversity plans

Covington began by reporting the UW Office of Minority Affairs (OMA) does not gather diversity plans, nor do they possess a list of best practices for university diversity plans. Allen (president's designee) noted the UW Diversity Council is also interested in carrying out this work. OMA has expressed an interest in working with either group to collect and assess diversity plans. Allen explained diversity templates have been gathered in the past. The problem was that over 100 documents were received in various styles, and the workload of sorting them was not manageable at that time.

Covington explained FCMA has expressed interest in developing best practices for diversity plans, and in the last meeting the council was interested in making sure this work had not been already carried out by another university agency (findings reveal the work has not been done). Rajendran agreed that the council carrying out this task may be difficult, though he encouraged finding a way to see it through.

Allen suggested that the new UW Diversity Blueprint may be a good opportunity to map this kind of information, and for using metrics to promote oversight by asking how what units are doing correlate with the Diversity Blueprint.

The council decided to postpone the work on diversity plans until the UW Diversity Blueprint has been finalized and approved.

Message from provost

Covington then brought the council's attention to a message sent by the provost (Exhibit 1). He noted he and the provost spoke at a recent UW Board of Regents (BoR) event, and the provost then sent written remarks so the council would be able to also reflect on the conversation. The FCMA Class C resolution on Requiring Equity, Access, and Inclusion Training for Faculty Promotion and Tenure Committees was pulled off of the SEC agenda to hash out some of the questions posed. Some of the main questions expressed in the letter and by members in the meeting included:

- ❖ What is the problem the resolution is trying to solve? Are there data to show that required trainings would produce the results desired?
- ❖ The scale of the proposal is large – and would thus encompass thousands of people. What would be the cost of training?
- ❖ What is the training being advocated? One time? Multiple sessions?
- ❖ How often should a faculty member go through a training? Is once enough? Or would this be something that should be repeated every 3-5 years?
- ❖ It was noted the UW has a very high promotion rate (of those faculty who are reviewed for promotion). Discussion opened up on if the resolution addresses the right problem to make the biggest impact.
- ❖ The council began discussing the merits of improving climate at the UW, as it was noted some faculty of diverse backgrounds leave the university before the point in their career where they are up for promotion.

Covington took an informal poll of council members if they would like to continue to advance the Class C resolution on Requiring Equity, Access, and Inclusion Training for Faculty Promotion and Tenure Committees. He explained the resolution can be re-sized to a level that is implementable given available resources. Members expressed support for still working to advance the resolution.

Council members were asked if any would like to attend the upcoming meeting with the provost. Covington noted the discreet group that does promotion and tenure in each department is the intended party for implementing trainings. He noted he will convey the spirit the council is working from to the provost. Discussion continued on the promotion practices of varying departments. A member noted not every department has a subset of faculty who handle promotion and tenure.

4) Request for volunteer to serve as liaison to Diversity Council

The UW Diversity Council meets five times a year in a non-reoccurring schedule. Covington noted the Diversity Council has requested a representative from FCMA. Kozuki noted she would serve as representative if her schedule permits it. Members thanked her for volunteering.

5) Report from Office of Faculty Advancement (OFA) a) OFA programs; b) OFA Best Practices for Faculty Searches. c) potential overlap with FCMA 2017-17 goals

Allen provided a deeper background into the work of the UW Office for Faculty Advancement (OFA) for council members. He explained there is one full time staff member in the office, and several student employees. The charge of the office is the hiring, retention and success of a diverse and inclusive faculty.

In response to the 2015 FCMA/FCWA Class C resolution Concerning Equity, Access, and Inclusion in Hiring, OFA rolled out a hiring toolkit and “Best Practices for Faculty Searches” – among other programs listed in a handout (Exhibit 2). He noted in developing that document, the office wanted to keep the resource short and digestible. He provided a handout of the document’s table of contents (Exhibit 3). There was some discussion of the content of the document.

Allen gave an overview of each of the OFA programs viewable in Exhibit 3. He noted \$500,000 in provost-allocated funds has been granted for the Faculty Recruitment Initiative, which is a \$200,000 increase from the previous academic year. The money is typically allotted as stipends for new faculty. \$500,000 has also been granted for the Faculty Retention Initiative, a similar program, which is new funding in 2016-2017.

Allen spoke to the Faculty Advancement Initiative. He noted the program involves a fund of \$50,000 to be used for cost-sharing with units to help facilitate advancement. Another element of the program is a cost-share/partnership with the National Center for Faculty Development and Diversity, which is accessible by faculty, postdocs, and graduate students, and provides mentoring resources.

Allen noted this year, two workshops have been developed. One is for deans and chairs, which involves long term thinking about hiring and climate, among other things. The second training is for search committees, and is focused on the early stages of writing the job ads and assessment rubrics. The training was piloted at UW Tacoma, and all of the search committees there went through it. Allen noted a pilot may occur in the school of nursing, and other schools in 2016-2017. Allen explained imbedding trainings in colleges is the plan for the year 2017-2018, as the idea is that faculty in those units will respond better to other members of their unit rather than an external trainer.

After some discussion, FCMA members encouraged a collaboration between OFA and the council on the OFA initiative of developing best practices for search committees. Allen explained he welcomes council feedback on the work of his office, especially new initiatives.

6) Review of 2016-17 FCMA goals (continuation of discussion from October meeting) a) developing a diversity template; b) continue work on equity, access and inclusion training for hiring, faculty promotion and tenure committees, c) Black Lives Matter and Living Wage resolutions

Covington explained the council should review the Class C resolution on Black Lives Matter (2016) and the Class C resolution on Living Wages (2016) with the intention of developing metrics that can help track the impact of the resolutions, and where additional effort is needed. Some discussion revealed that a draft document on metrics for the BLM Class C resolution was developed during the prior year, and the council might hear from one its drafters in a later meeting.

7) Good of the order

Covington noted the council will likely hear about the discussion he and other members of FCMA will have with the provost in the next meeting.

8) Adjourn

Covington adjourned the meeting at 1:55 p.m.

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

Present: **Faculty:** Thomas Lee, Yoriko Kozuki, Bill Covington (chair), Joseph Rajendran, Pietro Paparella
Ex-officio reps: Jo-Fen Wang, Ada Onyewuneyi
President's designee: Chad Allen

Absent: **Faculty:** Joseph Babigumira, Rachel Chapman, Jim Gregory, Delphine Yung, Sadaf Bhutta, Teresa Evans-Campbell
Ex-officio reps: Patricia Devine, Katie Woods

Exhibits

Exhibit 1 – provost_message_fall2016.doc

Exhibit 2 – OFA ongoing programs.pdf

Exhibit 3 – OFA Best Practices for Faculty Searches.pdf

Bill:

Thank you for taking a few minutes to talk with me Thursday afternoon. I later realized I should have just given you a shorter version of things and asked to talk with you later – as you were really no doubt focused on the get together with the regents and faculty leaders. So my apologies for trying to conduct business so quickly!

The proposed legislation focuses on an important issue – the continued lag in the growth of diversity in our faculty. We've been making some progress -- but clearly not enough.

My questions below are meant to get more information about the problem, how we can work together to address it, whether this is the best route to do that – or if there are other approaches we could try. I'm very happy to work with you and your council members on this issue in any way that would be useful.

I did not know that this proposal was coming to SEC until Thursday (yesterday) morning. So I apologize for giving you questions at the last minute! I will ask our administrative rep on your council to let us know about these kinds of issues earlier in the future, so that we can ask questions before the legislation is coming before SEC.

My chief questions are about the idea that diversity would improve if ALL faculty had some kind of training. Since all voting faculty are involved in new hiring decisions, that would mean all voting faculty: all in the lecturer ranks (lecturer, senior lecturer, principal lecturer) and all in tenure track lines (assistant, associate, full professor) and other voting ranks (professor of practice, artists in residence, etc.). I mention this just because the scale of the proposal is large – and would thus encompass thousands of people.

My question:

1. What is the problem we are seeking to solve? (I assume it is the need for greater diversity in the faculty). So how would this proposal solve the problem? Is the problem about the lack of hiring? Or retention? Or promotion? Or some combination? Is the lack of such training of faculty a key contributor to the problem? Are there data to show that training is the best route forward?
2. If the issue is one about hiring --- It might be good to know: How do our applicant pools differ from the potential pool of people graduating in fields/disciplines? We are just starting a pilot project to start to gauge that kind of issue precisely: what's the potential size of the applicant pool, for instance, in Business, or some field in Engineering, or social sciences; then do our own applicant pools match that, and then what are we doing in terms of hiring and yield?
3. If the issue is around tenure and promotion: Another approach might be to look at how teaching and mentorship by faculty are evaluated in promotion and tenure decisions. The Center for Teaching and Learning (which as consulted with the Multicultural Affairs Council) is doing a pilot this year on a more expansive assessment the wide array of teaching activities that occur – and that should be counted and valued in tenure and promotion decisions. We know that faculty of color often face much higher mentoring and advising roles than some other faculty; so the pilot is trying to develop a way to address that workload issue.

4. Are there data to show that required trainings would produce the results desired? Some contend that studies show that required trainings often create a backlash. (We would want to look at any and all of these kinds of studies, and I could ask my staff to help).
 5. Are there alternatives – that is, an alternative to requiring training of all faculty – that might be easier and cheaper to implement this year? At least to get things going? I’ve asked staff to offer trainings for department chairs, whom I see as crucial figures in hiring issues. I anticipate we will start this trainings in winter, patterned after the types of workshops that ADVANCE used to offer. Could this be a good step forward?
 6. What would be the cost of training? I have to ask this question, because the issue is this: How much money would we need for this? Where should the money come from? Is this as important as, say, faculty compensation? Student financial aid? We do not have the FTE resources to create a training for ALL UW voting faculty, so I assume the cost would probably entail hiring 2-3 new staff members working full time – although I’m not certain of that, as I don’t have a sense of what kind of training is being advocated in the resolution.
 7. What is the training being advocated? One time? Multiple sessions?
 8. How often should a faculty member go through training? Is once enough? Or would this be something that should be repeated every 3-5 years?
- As I noted above, my questions are focused on trying to understand the goals and thinking behind the resolution. And my questions are also about just how we would do this – how often, at what cost, etc.

I am happy to work with you and your council on the broader issues.

Thanks!

Jerry



Programs

Best Practices for Faculty Searches

- Concise Handbook divided into six steps of the search process
- Expansive Toolkit of sample materials and additional resources

Faculty Recruitment Initiative

- Provost-allocated funds to enrich competitive recruitment offers
- Faculty whose research, teaching, mentoring, and/or service interests focus on expanding traditional disciplinary boundaries

Faculty Retention Initiative

- Provost-allocated funds to enrich critical retention efforts
- Faculty whose research, teaching, mentoring, and/or service interests focus on expanding traditional disciplinary boundaries

Greater Washington State Higher Education Recruitment Consortium (GWS HERC)

- Online job boards for jobseekers
- 16 regional member organizations (700 + national member organizations)
- Personalized dual-career and commutable distance job search engine

Faculty Advancement Initiative

- Collaborations to advance the careers of faculty
- Collaborations to promote ongoing training in diversity/inclusion and faculty advancement for university leadership

National Center for Faculty Development and Diversity (NCFDD)

- External mentoring resource for faculty, postdocs, and graduate students
- Access to online courses and moderated monthly writing challenges
- Webinar curriculum for thriving in academia
- Faculty Success Program 12-week "boot camp"

Contact Information

Chadwick Allen, Associate Vice Provost, callen3@uw.edu
 Norma Rodriguez, Director, normar@uw.edu

Links for Full Descriptions of Programs

www.washington.edu/diversity/faculty-advancement/
www.gwsherc.org



UNIVERSITY *of* WASHINGTON

OFFICE FOR FACULTY ADVANCEMENT

Best Practices for Faculty Searches

Introduction

Scouting

- Reimagining hiring as an ongoing activity
- Important questions and cautions
- Effective habits for scouting

Preparation

- Multi-year planning for hiring
- Potential for cluster hires
- Forming search committees
- Informing search committees
- Enlisting the support of the whole unit
- Enlisting the support of key allies across campus

Outreach

- Legal and policy aspects of outreach
- Writing the job ad to enlarge the pool of applicants
- Networking

Assessment

- Creating and implementing an assessment rubric
- Creating and implementing an assessment plan to work against bias
- Preliminary interviews
- Hosting the campus visit

Recruitment

- Outlining a recruitment strategy
- Making an offer

Retention

- After the search
- Mentoring
- Climate

Guide to the Online Toolkit

Acknowledgements