

**University of Washington**  
**Faculty Council on Faculty Affairs**  
February 11, 2020  
11:00 a.m. – 12:30 p.m.  
Odegaard Undergraduate Library 320

**Meeting Synopsis:**

1. Call to order
  2. Review of the minutes from January 28, 2020 (attachment)
  3. Part-time and temporary lecturers (attachment)
  4. Proposed Class A legislation from FCMA, requiring a diversity statement from faculty job applicants (attachment)
  5. Proposed new faculty grievance procedure: request for comments (please view [this movie](#))
  6. Procedure for promotions (attachment)
  7. Good of the order
  8. Adjourn
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**1. Call to order**

The meeting was called to order at 11:01 a.m.

Chair Lee informed the council that the Class A legislation on teaching professors and the Class C resolution on conversion of lecturer titles passed the Senate Executive Committee on February 10, 2020.

The Advisory Committee on Code and Regulations suggested several amendments to the Class A legislation, but they were ruled out of order by the Faculty Senate chair. The Class C resolution was amended to make no new appointments at Senior Lecturer whether part-time or full-time, which incorporated one of the suggestions from the Advisory Committee on Code and Regulations.

**2. Review of the minutes from January 28, 2020 (attachment)**

The minutes were approved as written.

**3. Part-time and temporary lecturers (attachment)**

Chair Lee summarized the proposals that have been made by council members (Exhibit 1).

The minimum salaries for lecturers are lower than the salaries for some graduate student teachers on an FTE basis. The minimum salary floors are reviewed every two years and very few lecturers are paid at the minimum. The council approved a statement to go to the Senate Committee on Planning and Budgeting: “Be it resolved that the minimum salary for lecturers should be higher (on an FTE basis) than the salary for graduate students at the Predoctoral Teaching Associate II level.”

Part-time faculty may not feel like they can stand up for themselves because of the precarious nature of their positions. The council could focus on rules that will allow part-time lecturers to be treated more fairly. Part-time lecturers do not have secure employment under the current rules and they can be let go of at any point.

Any changes to part-time lecturers in the Faculty Code will need to be done carefully and comprehensively in order to limit unintended effects on other parts of the University. The council needs to identify the problem(s) that needs to be resolved before it can move forward on writing Faculty Code language.

Due to the amount of work that the council has and the legislative timeline in the Faculty Senate, FCFA may add a meeting on March 3.

#### **4. Proposed Class A legislation from FCMA, requiring a diversity statement from faculty job applicants (attachment)**

Brenda Williams, chair of the Faculty Council on Multicultural Affairs (FCMA), gave the council background information on the Class A legislation (Exhibit 2).

If the legislation passes, then all search committees will need to develop a rubric to evaluate candidates that includes diversity. The council suggested an amendment to the Class A legislation in order to clarify that a diversity statement is required in the recruitment for a voting faculty appointment.

The council endorsed the Class A legislation with the suggested amendment, which FCMA will consider at their next meeting.

#### **5. Proposed new faculty grievance procedure: request for comments (please view [this movie](#))**

Chair Lee updated the council on the status of the proposed new faculty grievance procedure.

Zoe Barsness, a co-chair of the task force on disciplinary process, presented the most recent update to the proposal (Exhibit 3).

There will be a timeline for each step in the process, which the task force has mapped out, but it is not formalized at this point. The new process should also be more efficient and solve more grievances at an earlier stage than the current adjudication procedure.

#### **6. Procedure for promotions (attachment)**

The council has responses from Elected Faculty Council chairs in non-departmentalized units to the proposal on procedure for promotions (Exhibit 4). This issue will likely have to be addressed by FCFA next academic year.

#### **7. Good of the order**

Nothing was stated

## 8. Adjourn

The meeting adjourned at 12:34 p.m.

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*Minutes by Jordan Smith, jjsmith4@uw.edu, assistant to the chair*

**Present:** **Faculty Code Section 21-61 A:** Jack Lee (chair), Jeremy Davis, James Gregory, Megan Callow, Tom Hazlet, Dan Jacoby, Jacob Vigdor, Aaron Katz, Mary Pat Wenderoth

**Faculty Code Section 21-61 B:** Cass Hartnett, Aileen Trilles

**President's designee:** Cheryl Cameron

**Guests:** Mike Townsend, Brenda Williams

**Absent:** **Faculty Code Section 21-61 A:** Dawn Lehman, Teresa Ward

**Faculty Code Section 21-61 B:** Míceál Vaughan, Jennette Kachmar

### Exhibits

Exhibit 1 – Part-time lecturer suggestions

Exhibit 2 – Class A legislation from FCMA

Exhibit 3 – Proposed Grievance Model

Exhibit 4 – Non-departmentalized EFC Chairs response

## Suggestions Regarding Part-Time and Temporary Lecturers

### Jake Vigdor:

Thanks for the reminder. Here's a thought: the code (section 24-41) guarantees full-time lecturers 6 months notice of renewal or non-renewal if they are on a multiyear contract, 3 months if they are on an annual contract. Part-time lecturers are not guaranteed anything, the code just states that renewal should be determined "in a timely manner." This preserves flexibility on the administrative side but runs the risk of leaving lecturers in limbo, without clarity as to whether they should be looking for work if they are dependent on the income. And I know cases where the renewal has not come through until after the appointment has expired. So, a possible code revision to 24-41 B.5 (language borrowed from 24-41 B.3):

5. Part-time appointments as lecturer, artist in residence, senior lecturer, principal lecturer, and senior artist in residence are for the period stated in the letter of appointment. **Unless the appointment is identified at the time of appointment as not eligible for renewal, the dean shall determine, pursuant to Section 24-53, whether this appointment shall be renewed and shall inform the faculty member in writing of this decision before the expiration date of the appointment.** ~~If such appointments are to be renewed the procedures in [Section 24-53](#) shall be followed in a timely manner with knowledge of funding availability and staffing needs.~~

It's a modest step, just establishing that part-time lecturers (etc) are entitled to written notice about renewal before their appointment expires, something not guaranteed in the code at present. It could be strengthened by adding "at least X calendar days" between the words "decision" and "before," where possible values for X could be 14 or 30. To allow greater administrative flexibility, a sentence could be added of the form "In the event financial or staffing contingencies prevent a commitment to renewal by the expiration date of the appointment, the dean shall provide the faculty member a written description of these contingencies and a good-faith estimate of the date by which they will be resolved." This would at least give the faculty member some sense of how long they'll be waiting for an answer and inform their decision regarding whether to seek alternate employment.

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### Teresa Ward:

#### Thoughts RE Part Time (PT) Lecturers

- Given last week's conversation at FCFA, I think the challenges and issues really vary by school. For example, Health Sciences vs Arts and Sciences and the number of lecturer faculty in each. Some faculty in the health sciences need to continue to practice clinically one day a week thus can't work full-time at the UW, and this may be a very different scenario in the Schools of Arts and Sciences.
  - For example—the School of Nursing has 1 Full-time lecturer (which is rare and this indiv does not need to be credentialed b/c of their specialty) and no Principal lecturers because the majority of our lecturers can't work full-time because they need to practice clinically one day a week to maintain their license and credentials. However, we do have a few Sr. Lecturers (>50%) on multi-year contracts and this number has or will increased by June 2020 (from 8 to 12 or 13). Our state accreditation agencies also mandate what credentials are needed to teach a clinical course.

## Exhibit 1

- As Dan nicely articulated last week, the Health Science faculty may have job security (e.g., they have clinical practice to fall back on for supplemental income and/or benefits) whereas this may not be true to PT Lecturers in Arts & Sciences.
- Based on the above summary do we have 2 buckets of PT lectures
  - those in Health Sciences and those in Arts and Sciences because of the clinical practice issue
  - explore the underlying challenges within these 2 buckets.
- Questions I have—for schools with many PT lecturers, is there a mechanism where some faculty could be hired into Sr. Lecturer positions (either PT >50% or Full time) with multi-year contracts (annual or 3 year)?
  - I don't have all the data for the above comment, and I'm coming from my experience as a new chair and School of Health sciences (thus may be naïve on my part about not having a full understanding of the other schools).
  - What is the workload (# of courses taught over 9 months) of a PT lecturer in the Schools of Arts & Sciences vs Health Sciences?
  - Of the PT lecturers, how many participate in the School service activities (e.g., sitting on admissions committees, curricula committees, etc). I don't know if or how this varies across units.

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### Dan Jacoby:

#### Recommendations

##### 1. Code Language

- All (non-interim) lecturers (whether FT or PT, regardless of FTE percentage) require competitive search. Where interim or temporary hires are required, search may be waived until contract renewal. Searches should in all instances be appropriate to the need to secure a diverse and qualified pool of candidates.
- Individuals who have jobs elsewhere may be hired (and retained) as Affiliates without search.
- All non-temporary lecturers, whether PT or FT, will be eligible for multi-year contracts and promotion. Contract length should be chosen as appropriate to the duration of need, and desire for review.

##### 2. Administrative waivers of search

According to discussion in FCFA, there is no process/signoff that currently asks Chair or Deans what are the circumstances require an interim appointment without search. My sense of such a question would be that some check boxes could be provided. Questions like the following would simply remind hiring agents that "interim" positions are intended to be exceptional:

- Anticipated hire must be accomplished within a period of 3 to 6 months.
- Anticipated hire is the result of a leave anticipated to last less than  year  2 years;
- Anticipated hire is the result of an unanticipated illness.
- If another circumstance warrants an interim appointment, please explain.

##### 3. Class C resolution:

## Exhibit 1

No class, rank or status of faculty may be defined shall be defined by AHR or the University Administration that is not explicitly mentioned in the code. If the code appears silent on some aspect of faculty ranks or titles, AHR shall consult with FCFA on the desirability of changes in academic job titles, descriptions, qualifications, or rights.

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### **Jim Gregory:**

I see great wisdom but also a lot of complications in Dan's proposals. I have been thinking that the place to start is with the pay rates and other benefits for part-time lecturers. Currently there are big disparities in pay with horrendously low salaries in some but not all units. Remember Carrie's statement that her pay per course dropped \$1,200 when she went from graduate student to faculty?

How about proposing a minimum per course salary that is geared to pre-doctoral instructor rates, perhaps at 120% of the rate set in UAW 4121 contracts (currently \$8,400)? That would mean a minimum of around \$10,000 which would rise as graduate pay rates rise.

Secondly, among the many indignities and inconveniences suffered by part-time faculty is the fact that they lose library privileges and UW NetID immediately if they are not teaching in a quarter. It would be relatively easy and inexpensive for the University to allow both to continue throughout the year.

Ideally we can propose these changes along with Dan's proposals to bring order to the appointment process.

DRAFT

## Exhibit 2

To: Senate Chair Joe Janes  
From: Brenda Williams, Faculty Council on Multicultural Affairs, Chair  
CC: Faculty Council on Multicultural Affairs  
Date: February 21, 2020  
Re: Proposed Class A Legislation and Rationale

### **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

## Exhibit 2

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.

## Exhibit 2

- 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.

1 **Section 24-32 Scholarly and Professional Qualifications of Faculty Members**

2 The University faculty is committed to the full range of academic responsibilities: scholarship and  
3 research, teaching, and service. Individual faculty will, in the ordinary course of their development,  
4 determine the weight of these various commitments, and adjust them from time to time during their  
5 careers, in response to their individual, professional development and the changing needs of their  
6 profession, their programs, departments, schools and colleges, and the University. Such versatility and  
7 flexibility are hallmarks of respected institutions of higher education because they are conducive to  
8 establishing and maintaining the excellence of a university and to fulfilling the educational and social role  
9 of the institution. All candidates for initial in a recruitment for a faculty appointment to the ranks and/or  
10 titles listed in Section 21-32.A (Voting Membership in the Faculty) shall submit a statement of past and  
11 planned contributions to diversity, equity, and inclusion. Academic units and search committees shall  
12 consider a candidate's statement as part of a comprehensive evaluation of scholarship and research,  
13 teaching, and service. In accord with the University's expressed commitment to excellence and equity,  
14 any contributions in scholarship and research, teaching, and service that address diversity and equal  
15 opportunity shall be included and considered among the professional and scholarly qualifications for  
16 appointment and promotion outlined below.

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

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

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

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

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

Exhibit 2

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- 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.

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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.

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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.

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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.

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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.

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*Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 64, May 29, 1981; S-A 71, February 5, 1985; S-A 75, April 6, 1987; S-A 86, December 8, 1992; S-A 99, July 9, 1999; S-A 125, June 11, 2012: all with Presidential approval; RC, October 27, 2017; S-A 143, June 22, 2018 with Presidential approval.*

**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

## Exhibit 2

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**

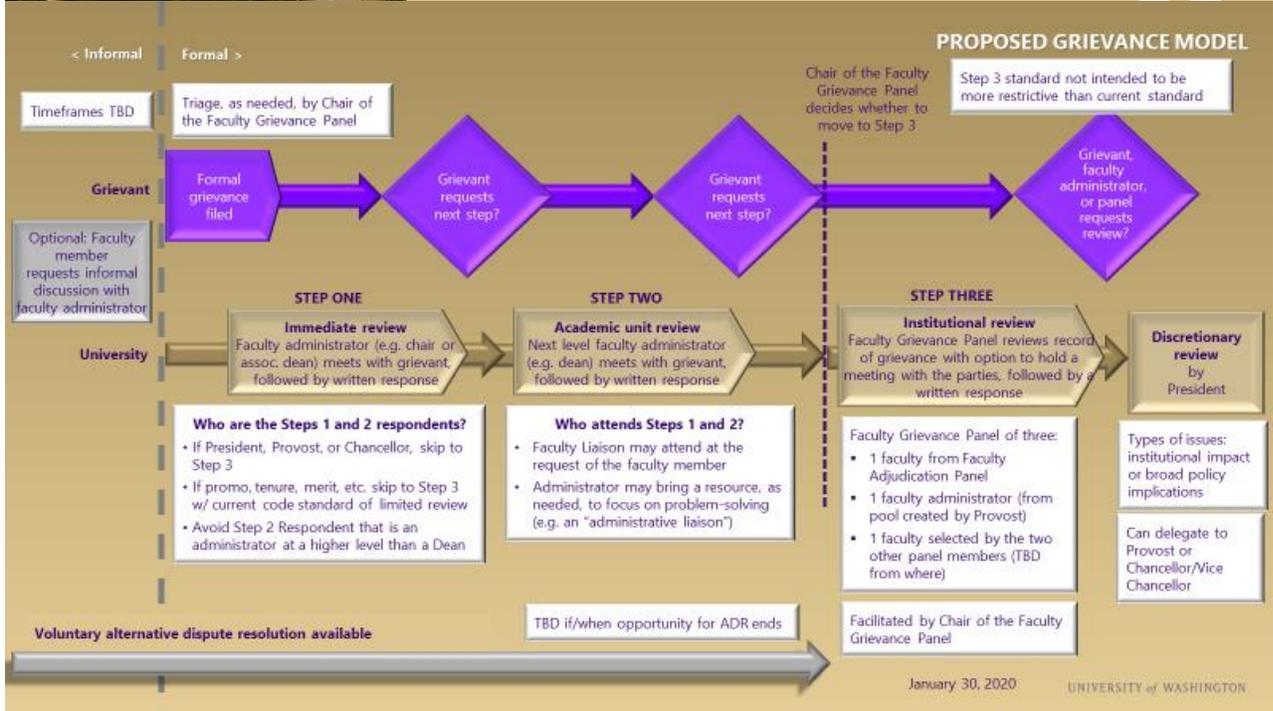
My future role requires a commitment to diversity, given the wide scope of programs in the office. I am impressed by the breadth and depth of UW's programs related to diversity, equity, and inclusion, and I have thought about ways in which I can contribute and help create an even more robust environment. 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.



# Proposed Grievance Model

Faculty Senate Task Force on Faculty Disciplinary Code and Processes

Faculty Council on Faculty Affairs  
February 11, 2020



## **Response from the Elected Faculty Councils of the five non-departmentalized UW colleges to FCFA proposals to change promotion and tenure (P&T) review processes**

December 2019

### **FCFA Proposals**

- 1. Recusal Requirement:** When the elected faculty council conducts the second-level review of P&T decisions, the current code does not require recusal of faculty members who voted on the original recommendation (whether it came from a department or from an undepartmentalized college). I think many colleges do require such recusal, but not all do. FCFA is contemplating adding such a recusal requirement to the code. This would apply to all colleges, schools, and campuses, not just the undepartmentalized ones, and my preliminary discussions with FCFA suggest that this would probably address the FCFA members' main concerns about the independence of the second-level review.
- 2. Expanding who can vote in the first-round P&T recommendations:** We've learned that some very small units have had trouble with P&T decisions because there are not enough faculty who satisfy the rank requirements -- for example, if there's only one full professor in a given unit, then it's not clear that a promotion case from associate professor to full professor can get fair consideration. FCFA will be considering possible changes to the code to allow the committee membership to be broadened in such cases, perhaps by including members from other units.

### **Joint Responses and Questions from the EFCs of All Five Non-departmentalized Colleges**

- Regarding proposal #1 – a recusal requirement – the current faculty code does not require second-level recusal of faculty members who vote in first-level P&T processes, so it is unclear why changing the code to require recusal is needed. We would appreciate a clear statement from FCFA of the concern(s) or aims motivating the changes being proposed this year, and more details regarding the language and implications of the proposed change.
- What would a recusal requirement mean in practice? Specifically:
  1. Under the proposed change in the code, how many faculty would need to be recused from the first-level P&T vote in order to conduct the second-level review (e.g., one? two? more?)?
  2. Would faculty recused from the first-level P&T vote count toward the quorum required for the first-level P&T vote?
  3. Would faculty recused from the first-level P&T vote count toward what constitutes a majority of the voting faculty for the first-level vote?
  4. Must faculty who conduct a second-level P&T review be senior in rank to the P&T candidate?
  5. Would a recusal requirement limit the role or contributions that recused faculty can make to the first-round deliberations on a P&T case (e.g., Could they attend? Could they speak?). If recused faculty are not allowed to speak, it would prevent other

voting faculty from hearing the recused faculty's views on the case under consideration, thereby restricting faculty deliberation.

6. If a second-level P&T review body is reviewing multiple candidates for P&T in a given year, and the body includes more faculty than actually vote on a particular second-level review case, would faculty participating in the second-level P&T review have to recuse themselves from all first-round P&T votes?
  7. What should a school do if no faculty wish to abandon their first level P&T vote? Can individual faculty be forced under the faculty code to recuse themselves from part of the P&T process without any personal conflict of interest in order to meet another university goal (the independence of the second-level P&T process)?
  8. Would the recusal requirement for the first round of P&T voting also apply to deans?
- As we currently understand proposal #2 – expanding who can vote in the first-round P&T recommendations – it would not apply to any of our colleges. We would nevertheless support this proposed change to the code as long as it remains *optional*.

### **College-specific Responses to Proposal #1 – Recusal Requirement**

#### **College of Education (COE) – from Janine Jones, EFC Chair (jjones2@uw.edu)**

The COE faculty have an *elected, mid-level P&T review team* called the College Advisory Council (CAC), consisting of 5 full professors placed on a slate each spring and voted on for the following academic year. For CAC members, we already have a recusal requirement for the members that serve on a promotion candidate's Subcommittee for Promotion and Review (SPR). But that is the limit of the recusal that we expect (if you are on the CAC and on an SPR committee). If the proposed recusal requirement is worded such that all 5 of the full professors on our CAC would have to recuse from the first-level review of all tenure and promotion cases in the College of Education (COE), it would definitely be a problem. A blanket recusal does not work in our context due to the number of full professors we have. The COE would need to revise the constellation of the CAC and no longer require full professors only. We can't afford to lose 5 senior faculty members at the first-round of review. It has worked fine for one or two of the senior faculty on the CAC to recuse, but not all.

#### **iSchool – from David Levy, EFC Chair (dmlevy@uw.edu)**

In recent years, the iSchool faculty instituted a Faculty Advisory Council (FAC), composed of full professors elected by the faculty, to conduct the second-level review. Two FAC members perform a second-level review and vote on any particular P&T case. A recusal requirement would mean that these two members could no longer vote in the first round; our faculty would be comfortable with such a requirement.

However, beginning this year, as a means of reducing the workload on the FAC, we elected three people to the FAC, only two of whom perform the second-level review for any particular case. If the proposed recusal requirement goes into effect, we would like to make sure that only the two people actually performing the second-level review are required to recuse themselves from

voting in the first round. (This shouldn't be a problem if the wording of the recusal requirement hews narrowly to the stated intent—that each faculty member only votes once on a given P&T case—but we'd like to make sure the new code doesn't inadvertently block our process.)

**Law School – from Jackie McMurtrie, EFC Chair** (jackiem@uw.edu)

The Law School bylaws currently state:

1. A P&T Advisory Review Committee, which will review all requests for promotion and tenure that have been reviewed and voted on by the eligible voting faculty, shall be elected from among the members of the Executive Council (EC). This review shall constitute an independent review of the candidate's file as required by the UW Faculty Code.
2. The P&T Advisory Review Committee will be composed of three members, two of whom will be Full Professors. These three members shall be selected by the elected membership of the EC. The third member of the advisory committee may hold any rank.
3. The P&T Advisory Review Committee shall make recommendations concerning the candidate and provide them to the Dean as well as the candidate.
4. The members of the P&T Advisory Review Committee may participate in the faculty discussion of candidates for promotion and tenure but such members will be considered ineligible to vote and their numbers will not be counted for purposes of determining the requisite majority.

**Evans School of Public Policy and Governance – from Stephen Page, EFC Chair** (sbp@uw.edu)

The Evans School's faculty care deeply about our promotion and tenure processes, particularly protecting the rights of individual candidates for promotion and tenure. Our second-level P&T review is conducted by our Faculty Affairs Committee, a body elected by a vote of the faculty. This review process complies with the current UW faculty code (Section 24-54C). We nevertheless look forward to receiving a clear statement from FCFA of the concern(s) or aims motivating the changes being proposed this year, and more details regarding the language and particulars of the proposed changes. That information would enable us to engage our Evans School faculty colleagues – some of whom are quite new to this issue – in an informed discussion of how we might address the implications for our P&T processes.

**School of Social Work – from Kevin Haggerty, EFC Chair** (haggerty@uw.edu)

The School of Social Work's second-level P&T review is part of our faculty's shared decision making process. Our Faculty Council is a deliberative body elected by the faculty. As an elected body, the Council provides a collective recommendation to the dean on whether to proceed with promotion or not given new data (the vote). As we understand the current P&T requirements in the UW faculty code, this process complies with the code. Faculty votes can be applied in different contexts, as faculty act in multiple roles (just as an elected representative can vote within the body and as an independent voter).