

Class A legislation on Self-assessment of Contributions to Diversity, Equity, and Inclusion for Promotion and Tenure**Proposed Amendments to the Faculty Code:**

On March 1, 2022, the Faculty Council on Race, Equity, and Justice approved the following proposed Class A legislation for submission to the Faculty Senate.

Background and Rationale

The University of Washington lists diversity as one of six core values that drive its vision and strategic priorities. The UW Diversity Blueprint 2017 – 2021 articulates six diversity goals, one of which is to “attract and retain a diverse faculty”.

The FCREJ 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 a diverse faculty. In 2021, this chapter of the code was revised to require new faculty applicants to submit a statement on contributions to diversity, equity, and inclusion during initial hiring, and for these statements to be considered “as part of a comprehensive evaluation of scholarship and research, teaching, and service”. Because of the University’s expectations for both new and existing faculty to contribute to diversity, equity, and inclusion, it is important to incorporate the use of diversity statements during both initial hiring and promotion and tenure review.

The proposed change implements a requirement for faculty to submit a statement about their own contributions to diversity, equity, and inclusion when being considered for promotion and tenure. This change will complement the existing requirement that new faculty applicants provide a statement of such contributions as part of the hiring process. The proposed change strengthens procedures for faculty promotion by providing additional information to promotion and tenure review subcommittees. It also supports the University’s strategic priorities by allowing for research, teaching, and service that contribute to diversity, equity, and inclusion to become more explicitly considered during promotion and tenure review.

Procedural Background

At the initial meeting of the FCREJ in October 2021, the council developed goals in conjunction with Senate leadership. Among the goals was a FCREJ-generated mandate to “develop Class A legislation on Diversity Statements” to ensure that contributions to diversity, equity, and inclusion are recognized as important elements in faculty achievement and leadership during the promotion and tenure processes. Several universities (e.g., some University of California campuses and University of Oregon) already require that comments about contributions to equity, diversity, and inclusion be included in applications for promotion, either in a separate statement, or as part of a personal statement. In 2019, the Academic Council of the University of California approved a recommendation that diversity statements be mandatory “from time of hiring through academic reviews for merit and promotion” within two years at all UC campuses. The FCREJ proposal requires that faculty being considered for promotion and tenure provide a statement on contributions to diversity, equity, and inclusion within the promotion and tenure record. This requirement would apply to voting faculty only.

Operative Date of This Legislation

This proposal stipulates that this legislation will become operative on September 16, 2024 (as opposed to the usual timeline in which legislation becomes operative as soon as it is signed by the president). This legislation will be effective for any promotion and tenure initiated after it becomes operative. This is because faculty hired prior to this legislation have assembled their promotion and tenure record without the understanding that comments on their contributions to diversity, equity, and inclusion would be

required. The delay of the operative date for the proposed legislation by two years allows faculty sufficient time to plan and document their goals and accomplishments.

Sample Diversity Statements for Initial Hiring

- [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](#)

Sample Guidance for Writing About Contributions to Diversity, Equity, and Inclusion for Promotion and Tenure

- [UC Berkeley provides guidance for faculty who are writing self-evaluative statements about contributions to diversity, equity, inclusion, and belonging](#)
- [UC Irvine provides guidance for writing inclusive excellence activities statement](#)
- [University of Oregon offers examples of contributions to institutional equity and inclusion](#)

Questions Considered

- Would this impact merit and re-appointment?
 - The proposed legislation intends to amend section 24-32 as it relates to tenure and promotion only. Merit and re-appointment require separate considerations.
- Why delay the operative date of the legislation for two years?
 - The delay of the operative date of the proposed legislation by two years allows faculty sufficient time to plan and document their goals and accomplishments. This mirrors a similar recommendation by the Academic Council of the University of California that “campuses should implement, within two years, the use of DEI statements consistent with each campus’s use of research, teaching, and service statements in academic review.”
- How are contributions to diversity defined?
 - The FCREJ 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 University’s three campuses. The FCREJ provides links to sample guidance from other universities for writing about contributions to diversity, equity, and inclusion.

Counter Arguments to Proposal

- Questions were raised as to whether the legislation should cover merit and reappointment.
- Questions were raised as to how individual units or reviewing bodies are to evaluate the diversity statement in review of promotion and tenure cases.

Proposed Changes

This legislation proposes the following in the Faculty Code: 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.

Please see the specific language beginning on the next page.

The Proposed Class A Legislation:

Be it resolved that the Faculty Senate submit to the faculty for approval or rejection:

- 1. That Chapter 24 of the Faculty Code be amended to read as shown below.
- 2. That the amendments to Chapter 24 shall become operative on September 16, 2024.

Section 24-32 Scholarly and Professional Qualifications of Faculty Members

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. All candidates for initial faculty appointment to the ranks and/or titles listed in Chapter 21, Section 21-32.A (Voting Membership in the Faculty), ~~whether a candidate for initial faculty appointment or a faculty candidate for promotion or tenure~~, shall submit a statement of past and planned contributions to diversity, equity, and inclusion. Academic units and search committees ~~All reviewers in Sections 24-52, 24-54, and 25-41~~ shall consider a candidate's statement of contributions to diversity, equity, and inclusion as part of a comprehensive evaluation of scholarship and research, teaching, and service. Faculty members under consideration for the granting of tenure or for promotion to the ranks and/or titles listed in Chapter 21, Section 21-32.A. (Voting Membership in the Faculty) shall reflect on past and planned contributions to diversity, equity, and inclusion in the self-assessment of their qualifications for tenure or promotion as provided in Section 24-54.B. In accord with the University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity, equity, and inclusion and equal opportunity, including those described in the statement of contributions to diversity, equity, and inclusion, shall be included and considered among the professional and scholarly qualifications for appointment, and promotion, or tenure 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

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- 56 essential purposes and the conditions which they impose. Some elements in assessing effective
 57 teaching include:
- 58 • The ability to organize and conduct a course of study appropriate to the level of
 59 instruction and the nature of the subject matter;
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 - 61 • The consistency with which the teacher brings to the students the latest research findings
 62 and professional debates within the discipline;
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 - 64 • The ability to stimulate intellectual inquiry so that students develop the skills to examine
 65 and evaluate ideas and arguments;
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 - 67 • The extent to which the teacher encourages discussion and debate which enables the
 68 students to articulate the ideas they are exploring;
 - 69 • The degree to which teaching strategies that encourage the educational advancement of
 70 students from all backgrounds and life experiences are utilized;
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 - 72 • The availability of the teacher to the student beyond the classroom environment; and
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 - 74 • The regularity with which the teacher examines or reexamines the organization and
 75 readings for a course of study and explores new approaches to effective educational
 76 methods.
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78 A major activity related to teaching is the instructor's participation in academic advising and
 79 counseling, whether this takes the form of assisting students to select courses or discussing the
 80 students' long- range goals. The assessment of teaching effectiveness shall include student and
 81 faculty evaluation. Where possible, measures of student achievements in terms of their academic
 82 and professional careers, life skills, and citizenship should be considered.

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- 84 D. Contributions to a profession through published discussion of methods or through public
 85 demonstration of an achieved skill should be recognized as furthering the University's educational
 86 function. Included among these contributions are professional service activities that address the
 87 professional advancement of individuals from underrepresented groups from the faculty
 88 member's field.
- 89
- 90 E. The University encourages faculty participation in public service. Such professional and scholarly
 91 service to schools, business and industry, and local, state, national, and international
 92 organizations is an integral part of the University's mission. Of similar importance to the University
 93 is faculty participation in University committee work and other administrative tasks and clinical
 94 duties, including the faculty member's involvement in the recruitment, retention, and mentoring of
 95 scholars and students in an effort to promote diversity and equal opportunity. Both types of
 96 service make an important contribution and should be included in the individual faculty profile.
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- 98 F. Competence in professional service to the University and the public should be considered in
 99 judging a faculty member's qualifications, but except in unusual circumstances skill in instruction
 100 and research should be deemed of greater importance.

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 102 *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-*
 103 *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*
 104 *Presidential approval; RC, October 27, 2017; S-A 143, June 22, 2018 with Presidential approval.*

Approved by:
 Senate Executive Committee
 March 28, 2022

Approved by:
Faculty Senate
April 7, 2022

Approved by:
Senate Executive Committee
May 2, 2022

