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**MINUTES of AAUP Executive Board meeting**

**Wednesday 6 April 2021, 1:30 to 3 pm**

Three priorities in the current AAUP strategic plan:

1.     the escalating division of insecure academic labor

2.     reductions and restructuring of public funding and budgeting processes

3.     the increasingly hostile environment affecting students and faculty

Our mantra is “refuse austerity.”

#### https://washington.zoom.us/j/93610086550 or One tap mobile +12063379723,,93610086550# (Seattle)

#### Board member attendance: Eva Cherniavsky (president), Amy Hagopian (Secretary), Jay Johnson, Aaron Katz, Nora Kenworthy, Louisa Mackenzie, Rob Wood

#### Absent: Rachel Chapman, Charlie Collins, Abraham Flaxman (VP), Jim Gregory, Ann Mescher, Diane Morrison (treasurer), Annie Nguyen (membership secretary), Duane Storti. Frequent guest: Malori Musselman (AAUP national)

**Our Spring Q meetings are TUESDAYS, May 4th, and June 1st, 1:30-3:00PM**

**Minutes**

AGENDA

#### Announcements/updates (if anyone has any)

#### Fine-tuning annual meeting plans (now that we finally have a panel)

#### Quick reports: Treasurer, list server, website, membership

#### Debrief on Provost's Town Hall

#### Debrief on where things stand with the grievance revisions

#### Looking ahead:  we need to be tracking what comes in to UW via the new stimulus -- and how it's used.  And also, just generally, be thinking about how to continue to punch holes in the austerity narrative.

***Announcements:***

AAUP New Deal for Higher Ed has a webinar on the new Higher Ed Education Act. This Thursday at noon (sarcastic aside: thanks for noticing we teach during the day!).

***Adhoc action agreed to:***

Eva got an email from a colleague, acknowledging we need a union, noting that various ad hoc faculty groups are seeking another year of tenure clock stoppage. What about teaching evaluation suspensions, which were allowed last year (but are required for merit reviews). Is Faculty Senate discussing this? Rethinking the definition of merit was discussed, well worded resolution. [**Class C Resolution:**](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/71/2014/05/26174257/610.pdf) **Concerning reconceptualizing merit**. Result: Received Faculty Senate approval on February 25, 2021.

We’ll send a “resources and concerns” list server, copy to the provost, noting our colleagues in Bothell are working on this. [DRAFT UW Bothell COVID-19 Impact Statement with Respect to Review of Faculty Performance](https://docs.google.com/document/d/1-dBJU9JyuZMofAnAl2qWcnsxP68Ub0eorvoRzJfP9dI/edit?usp=sharing)We’ll name concerns and damage and appreciate the Class C Resolution on merit reviews.

***Annual meeting:***

Panel is all set up for the annual meeting. Each person will speak, followed by Q&A, then next speaker. Eva will moderate, introduce board members, encourage membership. Amy will enter membership info in the chat from time to time.

Break out rooms? One with each speaker? Gather Town software?

**Emily M. Bender** is the Howard and Frances Nostrand Endowed Professor in the Department of Linguistics at the University of Washington, where she has been on the faculty since 2003. Her research interests include the societal impact of language technology and the interaction between linguistics and natural language processing. She is the founding faculty director of UW's professional masters program in computational linguistics (CLMS), established in 2005.

**Rachel Chapman** is an associate professor of Anthropology at UW, and adjunct faculty in the Departments of Global Health and Gender, Women and Sexuality Studies. Her research, teaching and service address the intersections of race, class and gender in the politics of health justice within and outside of the U.S.  She serves on the governing board of the UW’s chapter of the American Association of University Professors (AAUP).

**Kelly McElroy** is an associate professor and the Student Engagement and Community Outreach Librarian at Oregon State University. She was a member of the bargaining team for the inaugural collective bargaining agreement for her union, United Academics OSU, and currently serves as its Executive Vice-President.

***Treasurer’s report***

Two payments to national since December; $7K in the bank

Payroll deduction paperwork is done, new members welcomed.

Diane will write a job description.

A tax return will be filed.

We’re offering $500 honoraria to our speakers.

***Provost Town Hall***

The Provost invited a junior art faculty to talk about Jacob Lawrence, so it was a nice art history lesson, but it did not address the diversity hire initiative in any meaningful way. The diversity hire budget is $5 measly million dollars over three years, over three campuses. No discussion of how to access that money. Thanks to Louisa for submitting our AAUP questions, which were not addressed.

1. The AAUP recognizes the important first step represented by the new Faculty Diversity Initiative. We note that the total allocated is $5 million, which may cover salaries for between 4 and 20 positions, depending on discipline. The College of Arts and Sciences alone has[lost over 50 faculty](https://magazine.washington.edu/feature/down-to-the-core/) in the last 3 years. Would the Provost speak in more detail about when these funds will be made available to departments, and according to which criteria? Given the combined crises of years of austerity and under-representation of BIPOC faculty, is there more funding for faculty diversification forthcoming? Finally, what are the plans to support recruited faculty once they are here?

2. It looks possible that faculty and non-represented staff salaries will again not see any increase, possibly for the next few years. Many UW salaries are already compressed or even "inverted". The AAUP is concerned that this will have a devastating effect on faculty's ability to meet the costs of living in the greater Seattle area, to say nothing of general morale. We will continue to lose valued faculty, especially those from under-represented demographics, and will have trouble recruiting. Are there plans to address salary inequities?

3. UW faculty are now entering the second year of crisis teaching. To maintain standards of teaching excellence and provide student support in this moment, many of us have drastically increased our teaching and mentoring workloads. This, combined with the general pandemic "care crisis", has made many research agendas stall. The AAUP is keen to hear from administration on how faculty will be supported as they try to restart their research and publication agendas, for example the UT Provost's "[Research Reboot](https://provost.utexas.edu/initiatives/research-reboot/)" initiative? Will merit reviews take into account covid impacts moving forward? Will tenure clocks be re-extended?

***Grievance policy progress***

The drafting committee invited Eva Cherniavsky to serve on the committee, but not representing AAUP even though she’s chair. AAUP was *not* invited to send a designated represented of its own. It was an imperiled project whether we participate or not—a flawed policy might appear as having our blessing, and without it we’re tagged as spoilers. Lack of support from Ana Mari at this point has stalled the effort; she was alarmed her veto power might not be protected in the final policy. The dysfunction of shared governance lumbers on.

We should have called out the process much earlier. We agreed we should call for a “back to square one” effort with the right people at the table. Who are the right people? Representatives from pertinent organizations (who should get to pick their own representative), including the union and AAUP. Also a person who’s gone through the grievance process, representation from BIPOC faculty group(s). A lot less insider baseball.

We will draft a letter urging next steps in improving the process for drafting a new grievance process after our annual meeting.

***Higher Ed politics and funding***

Diane has been attending PHEW meetings, and money is on its way from the federal government. How do we tackle these issues at UW to ensure the spending is appropriately allocated in the best interests of students and faculty? Could have facts and conversation on the list server.

We could hold a late spring forum hosting people who know what’s going on.

Bill Lyne could tell us about the budget passed by the state legislature. Eva will ask him.

Who else? Someone who could talk about how medical schools are driving university spending, let’s ask Diane if PHEW has an expert on that. (for example, the medical school is seeking a guaranteed seat on the SCPB)

Decisions are already being made about how relief money is being spent.

Transparency of decision making will be cloudy. Senate Committee on Planning and Budgeting meetings is an advisory committee, and perhaps doesn’t need to comply with state law. Aaron will double check that—are minutes posted? Are meetings open?

***Time for a union?***

We discussed whether we are perceiving a growing faculty appetite for a faculty union. Bill Lyne might be asked to have a conversation with principals in the United Faculty of Washington to see whether that vehicle might work. At Western, AFT bought the time of faculty organizers.

Eva’s paper was accepted to the AAUP’s [Journal of Academic Freedom](https://www.aaup.org/reports-publications/journal-academic-freedom) on free speech v. academic freedom.

**APPENDIX A.**

<https://docs.google.com/document/d/1-dBJU9JyuZMofAnAl2qWcnsxP68Ub0eorvoRzJfP9dI/edit>

**DRAFT UW Bothell COVID-19 Impact Statement with Respect to Review of Faculty Performance**

The purpose of this document is to help reviewers of University of Washington Bothell promotion and tenure dossiers understand the nature and extent of how the COVID-19 pandemic may have impacted our faculty. While this statement does not speak to the particulars of each faculty’s experience, which may be more or less severe than what is represented below, we believe that understanding the general context at our campus is essential for doing an equitable review of our faculty’s work and trajectory.

As we all understand, the COVID-19 pandemic has and will continue to have significant impacts on the University of Washington faculty, staff, and students. For the University of Washington Bothell, these impacts began during the Winter quarter of 2020 with the first identified cases in the United States were reported in our communities here in Washington State. In addition to COVID-19, many faculty, staff, and  students were also impacted by social crises in our communities related to increased awareness of systemic anti-Black and anti-Indigenous racism, attacks/blame placed on Asians for the virus, uncertainties related to DACA and immigration, challenges to individual rights, and other stresses felt by the diverse population of our region.

The resulting work impacts have not been equally felt by all faculty. Many of the more significant impacts are falling on: caregivers (who are predominantly women); on Black, Brown, and Indigenous faculty; additionally on faculty whose communities have been disproportionately impacted in terms of severity of infection, health outcomes, and mortality rates; and on those with limited financial resources. Faculty with young children have been faced with the challenge of supporting their school-age children who are learning from home, as well as unreliable access to daycare for their younger children due to daycare closures and mandatory exclusions for cold-like symptoms. We should not make any assumptions about impacts on an individual faculty member as situations vary greatly in terms of family responsibilities, illnesses, relation to social crises, and other unforeseen challenges and stresses.

The resulting impacts may have affected any and all aspects of a faculty member’s workload and related performance: teaching, scholarship, and service.

Faculty teaching loads and enrollment may have increased or decreased based on factors outside of  their control. These outside factors may include limitations due to the nature of their classes, student enrollment choices, personal circumstances, and other issues. All faculty at University of Washington Bothell were required to pivot quickly to remote instruction starting in late Winter 2020 and that modality is anticipated to remain in almost all classes through at least Summer 2021. This modality was new to many faculty and required additional training and support. In addition to course preps, most faculty needed to learn new tools and pedagogies and provide new curricular materials as part of adapting their course designs to this new reality. These impacts represent a significant workload since they translate into an intense demand for responsive and nimble pedagogy that takes away a significant amount of time that faculty might otherwise spend on research and writing. These challenges have continued across this entire period as faculty members prepare additional courses, reflect on remote teaching effectiveness, and respond to ever-changing conditions.

Faculty with caregiving responsibilities have faced additional challenges and negative impacts on course evaluations due to their responsibilities and work environment. Even prior to the pandemic, only 25% of faculty at UW agreed that the university “provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care)” (Rankin & Associates Consulting, page 307). The pandemic has profoundly complicated access to sustainable care necessary to maintain workloads.

Faculty have incurred a significant amount of additional labor to help students through these times. As with faculty, students have experienced similar impacts to their lives. In addition, students may have faced additional challenges based on family and living arrangements, economic disparity, differential access to internet and computer technology, and social crises. These impacts may have made it more challenging for students to participate, be engaged, and learn. Fully remote instruction changed the ways in which students engaged with curriculum, their peers, and with faculty, which resulted in unprecedented professional and emotional burdens on faculty who worked to provide a different suite of pedagogical and emotional support.

Teaching evaluation processes, both student course evaluations and peer teaching evaluations, have been significantly impacted, because of the considerable challenges of adapting them to remote-learning contexts. In response, UW Bothell Schools have made various adjustments to student and peer teaching evaluation requirements and processes for faculty. The complexity of evaluation during these unprecedented times must be acknowledged.

Faculty scholarship, research generation, and momentum could have been greatly affected depending on not only individual personal situations but also on professional constraints and limitations, such as: access to laboratories, field sites, and other facilities; reduced mentoring and work with students; reduced collaborations with colleagues; funding delays; inability to carry out research studies (particularly involving  human subjects); delays in review processes; and supply chain issues. Faculty have not been able to travel, causing delays in conference presentations, networking, collaborations, building research proposals, creating projects, and other research and scholarship activities. Gender inequities in research productivity have been noted across fields: for example, only 12% of research publications on COVID-19 have been authored by women, and female researchers have reported having far less time to work on research during the pandemic (Manzo & Minello 2020; Myers et al. 2020). Faculty involved in community-centered research and scholarship may have found that community partners were unable to continue collaborations, and in need of new forms of support, further increasing the ethical responsibilities felt by faculty in these times. All of these factors could cause reduction in scholarly and creative output including publication, submissions, and acceptances. These factors are compounded for BIPOC faculty: national research has already demonstrated that scholarly productivity of Black, Brown, Indigenous, women, and other marginalized faculty has declined by over 50% compared to their white male counterparts as the result of the disproportionate impact of the pandemic and ongoing racial injustices.

The nature and level of faculty service may have changed as part of new needs, changing priorities and  focus, and individual factors.

*Approved by*

*Comment by another faculty member:*

1. *The biggest piece I see missing is how there have been inequitable ways of addressing racial disparities across campuses. By that I mean, HR and a lot of the administrative staff at the campuses sent out widespread notices about how they would support and retain marginalized faculty, but many of the policies for how they would do that were unclear, and in some cases, not fulfilled. I know this has caused a lot of stress among faculty members of color who see much of what the administration has promised as lip service, rather than tangible ways to support faculty during the multiple crises that have arisen over the year. I also think the freezes on merit and uncertainty around increases in pay for retaining marginalized faculty have been unclear and caused stress. This has all impacted faculty productivity, and put additional stresses on marginalized faculty who feel they might need to look for other jobs in order to get what they need to do their teaching and research, and ultimately go up for promotion.*

*A couple of comments:*

* 1. *1) I think one or two sentences could be added to emphasize the impact this has had on faculty with young children (beyond the statement referring to caregivers in the 2nd paragraph). I know that for me personally, having unreliable access to childcare for our son due to daycare closures, mandatory exclusions for cold-like symptoms, etc. has had a big impact on productivity, and I'm sure it's the same for many of my colleagues.*
	2. *2) I think it would be good to provide a citation for the statement on page 2, "National research has already demonstrated that scholarly productivity of Black, brown, indigenous, women, and other marginalized faculty has declined by over 50% compared to their white male counterparts"*

**APPENDIX B.**

UW Faculty Senate Resolution Adopted 25 Feb 2021

**Class C resolution regarding reconceptualizing merit**

WHEREAS, the current pandemic, political unrest, and ongoing protests of systemic racism and violence against BIPOC people have haphazardly, sometimes tragically, affected the capacity of university faculty to contribute to the multiple missions of their various units and have precipitated drastic changes in workload; in the conditions and demands for teaching, research, and service; and in work circumstances, including those related to the use of technology; and

WHEREAS, BIPOC and female faculty have been disproportionately impacted by these contexts and resulting demands; and

WHEREAS, the shift to online instruction has required going beyond the usual demands and procedures of direct classroom instruction, creating additional need for preparation, course development, and implementation of appropriate instructional methodologies; and

WHEREAS, travel restrictions, social distancing requirements, building closures, and cancellation of professional-society conferences have limited faculty members’ ability to conduct and present research and other scholarship; and

WHEREAS, ongoing problems with full access to the infrastructure and technology required to learn online, sustained personal trauma associated with the pandemic and political events, and the effect of both on students’ mental and physical health has created additional need for student mentoring and support on the part of faculty; and

WHEREAS, other uncontrollable, durational situations such as natural catastrophes and social or biological emergencies may trigger similar exigencies and impacts in the future; and

WHEREAS, the existing merit system appears to be antiquated, inconsistently applied across campuses, inequitable, and lacking in appropriate flexibility to accommodate environmental conditions; and

WHEREAS, merit is categorized and assessed differently across departments, units, and schools, and the faculty’s ability to nimbly respond to the pandemic situation has already created more expansive definitions of research, teaching, and service in some departments, units, and schools, definitions that present viable evaluation mechanisms to be considered in similar times of duress; therefore

BE IT RESOLVED, that the Faculty Senate recommends that departments, units, and schools across all three campuses review existing merit evaluation procedures for 2020–2021, with the goal of considering the following changes:

1. During challenging times created by natural disasters or unexpected social, political, and/or financial instability within or outside our university community, departments/colleges/units across all three UW campuses should be encouraged to create broad and flexible interpretations of what constitutes “meritorious achievement” for faculty, as well as provide targeted supports for faculty who may be disproportionately impacted during these challenging times.

2. An adaptation of our merit evaluation system to accommodate challenging circumstances should allow for and support broad interpretations of what can be considered meritorious in the categories of research, teaching, and service. In the category of teaching, for example, faculty members’ ability and willingness to quickly adapt to sweeping changes in instructional formats (online), as well as the shift in student advising and mentoring demands should be recognized and acknowledged as meritorious. Faculty have also had to make significant adaptations to how/when/where they conduct research due to the limitations of travel and access to research/resources, as well as far fewer service opportunities available to faculty across campus and within the community.

3. The merit evaluation system should provide more agency and flexibility to faculty to choose the work they believe illuminates their meritorious contribution to students, colleagues, their department, the university, and/or the community during times when the normal operation of the university, or their regular function as a faculty person are interrupted or compromised. In particular, departments, units, and schools should work with faculty to approve alternative structures/systems/procedures for student evaluation of teaching during these unprecedented times (as allowed under Faculty Code Section 24-57, Subsection A).

4. Thus, assessing how merit is defined, reviewed, identified, and awarded during these and future extraordinary circumstances, will also serve as a catalyst for a more general, comprehensive review and reconceptualization of merit and the review process beyond 2020-2021.

*Approved by:*

Faculty Senate

February 25, 2021