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THE HONORABLE KARENA KIRKENDOLL  
HEARING: OCTOBER 22, 2021

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON  
IN AND FOR THE COUNTY OF PIERCE

GILLIAN MARSHALL,  
  
Plaintiff,  
  
v.  
  
THE STATE OF WASHINGTON,  
UNIVERSITY OF WASHINGTON, a State  
Agency, DIANE YOUNG, individually, JILL  
PURDY, individually, and MARK PAGANO,  
individually,  
  
Defendants.

No. 19-2-11120-3

**DECLARATION OF JILL PURDY IN  
SUPPORT OF DEFENDANTS' MOTION  
FOR SUMMARY JUDGMENT**

Pursuant to RCW 9A.72.085, the undersigned hereby declares that:

1. I was Executive Vice Chancellor for Academic Affairs (EVCAA) at the University of Washington Tacoma (UWT) from May 1, 2018 until September 15, 2021. I am a professor in the UWT Milgard School of Business. As EVCAA, I had a role in oversight of all faculty members at UWT, and played a role in all compensation, promotion, reappointment, and tenure recommendations. I am a named Defendant in this action. I have personal knowledge of the matters set forth in this declaration and am competent to testify in this matter.

*DECLARATION OF JILL PURDY - 1:  
NO. 19-2-11120-3*

**HILLIS CLARK MARTIN & PETERSON P.S.**  
999 Third Avenue, Suite 4600  
Seattle, WA 98104  
Tel: (206) 623-1745  
Fax: (206) 623-7789

1           2.       Attached as Exhibit A is a true and correct copy of Gillian Marshall’s complete  
2 promotion and tenure file, with her external reviews partly redacted. I reviewed and relied on  
3 the materials in this file in making my recommendation regarding Dr. Marshall’s promotion  
4 and tenure candidacy, and I authored some of the documents in this file. All University  
5 participants in the review of Dr. Marshall’s promotion and tenure application have access to  
6 materials in her promotion and tenure file through the date of their review, which, under the  
7 Faculty Code, are used in their evaluations of the candidate.  
8

9  
10           3.       In the second year, the University conducts a detailed review of a non-tenured  
11 assistant professor’s progress through a process known as “reappointment.” The  
12 reappointment review begins with a faculty committee that reviews the candidate’s  
13 performance. The process then proceeds to a recommendation by senior voting faculty  
14 members in the program or school, then to a recommendation by the director or dean, then to  
15 the campus chancellor who makes a final decision in conjunction with the EVCAA. After Dr.  
16 Marshall’s first reappointment review, the decision was made to postpone a final decision on  
17 reappointment for one year. The decision to postpone reappointment did not change Dr.  
18 Marshall’s title, compensation, job duties, or timeline for applying for tenure.  
19

20  
21           4.       After Dr. Marshall’s second reappointment review, which was conducted in  
22 the third year of Dr. Marshall’s appointment, I concluded that Dr. Marshall should be  
23 reappointed. My letter on the topic, dated June 20, 2018, is in Exhibit A at UW13023-25. In  
24 that letter, I highlighted concerns that had been raised about Dr. Marshall’s record, including  
25 with her teaching. I pointed out that her review committee noted that her teaching was not on  
26 track for tenure and promotion, and that she would have very limited opportunities to  
27  
28

1 demonstrate strong teaching capability prior to promotion and tenure review. I encouraged  
2 Dr. Marshall “to attend to the concerns outlined” in the letter as she advanced “toward  
3 promotion and tenure review.”  
4

5 5. Toward that end, I offered to support Dr. Marshall by using University  
6 resources to provide her with a paid teaching mentor from the Tacoma campus. Dr. Marshall  
7 and I discussed candidates, and Dr. Marshall selected Dr. Carolyn West to be her teaching  
8 mentor. Dr. West then served as Dr. Marshall’s teaching mentor.  
9

10 6. Attached hereto as Exhibit B is a true and correct copy of the University of  
11 Washington Faculty Code, Chapter 24.

12 7. Attached hereto as Exhibit C is a true and correct copy of the University of  
13 Washington Faculty Code, Chapter 25.

14 8. The process to obtain tenure at the University of Washington is extremely  
15 rigorous, in keeping with the significant long-term commitment the University is considering.  
16 The candidate prepares an extensive dossier of professional accomplishments, including a  
17 detailed curriculum vitae, published works, teaching evaluations, recommendations, works in  
18 progress, and self-assessments. These dossiers are often hundreds of pages long, and are a  
19 candidate’s opportunity to make the case that a lifetime appointment has been earned.  
20  
21

22 9. The promotion and tenure candidacy is then reviewed at multiple levels of the  
23 University, including by (1) a promotion and tenure committee comprising members of the  
24 candidate’s department or school; (2) all tenured faculty superior in rank in the candidate’s  
25 department or school; (3) the director or dean of the department or school; (4) a campus  
26 council comprising six elected faculty members; (5) the vice chancellor for academic affairs  
27  
28

1 and the chancellor; and (6) the Provost. Because of joint accreditation, Dr. Marshall's review  
2 also included recommendation by the dean of the School of Social Work in Seattle.

3 10. Dr. Marshall's race was not a factor in any decision I made, or action I took,  
4 that negatively affected, or could have negatively affected, Dr. Marshall. Indeed, UWT is  
5 trying to increase the diversity of its faculty, and I spent extra time and provided funding for  
6 mentoring to try to encourage Dr. Marshall's success.  
7

8 I hereby declare, under penalty of perjury under the laws of the State of Washington,  
9 that the foregoing is true and correct.  
10

11 DATED this 24th day of September, 2021, at Tacoma, Washington.

12   
13 JILL PURDY

14 **CERTIFICATE OF SERVICE**

15 On the date indicated below, I hereby certify that I caused to be served upon all  
16 counsel of record, via Linx eservice and email, a true and correct copy of the  
17 foregoing document.

18 I declare under penalty of perjury under the laws of the State of Washington that  
19 the foregoing is true and correct.

20 DATED this 24th day of September, 2021, at Seatac, Washington.

21 s/Brenda K. Partridge  
22 Brenda Partridge, Legal Assistant

23 ND: 12662.099 4848-5620-2492v1



# **EXHIBIT A**

May 10, 2021

Chancellor Mark Pagano  
UW Tacoma  
Box 358430  
Tacoma, WA 98402-3100

Dear Mark:


I write to inform you of my concurrence with your recommendation that Gillian Marshall, Assistant Professor in the UW Tacoma, School of Social Work and Criminal Justice, be denied promotion and tenure. This decision is made in accordance with the Faculty Code.

The decision is made after careful review of the promotion record and consideration of the candidate's performance and qualifications. My review and decision took into consideration concerns raised by the candidate throughout the review process regarding racial bias, systemic race discrimination, and retaliation. I was not presented with evidence to support the contentions that the review process and recommendation was unfair, discriminatory, or factually unsubstantiated. The recommendation to deny was a performance based assessment focused on deficiencies in the teaching record.

The recommendation is consistent with the Faculty Code requirement that “[a]ppointment to the rank of associate professor requires a record of substantial success in teaching and/or research. For tenured, tenure-eligible, or WOT appointments, both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.” (Faculty Code Section 24-34A.2) Based on my review, there is not sufficient evidence to accept the candidate's suggestion that her record of research and scholarship is unusual and should be enough for promotion and tenure.

Please inform Assistant Professor Gillian Marshall of this decision and the reasons therefor and inform her that her appointment at the University will cease on June 15, 2022. Please send a copy of your letter to Assistant Professor Gillian Marshall to Ms. Kimberlee Ely at Academic HR for our files.

Sincerely,



Mark A. Richards  
Provost and Executive Vice President

# Promotion Candidate Data Sheet

**Name:** Marshall, Gillian  
**Action:** Promotion to: Associate Professor  
Tenure amount: 100  
**Type:** Mandatory  
**Current Rank:** Assistant Professor  
**Held Since:** 09/16/2015  
**Department/Program:** School of Social Work and Criminal Justice, Tacoma  
**College/Campus:** Tacoma, University of Washington



**Notes:**

**Degrees:**

2000 Bachelor's Trinity Western University  
2002 Master's University of Washington-Seattle Campus  
2011 Doctorate University of Washington-Seattle Campus

**Appointment History:**

09/16/2015 Assistant Professor School of Social Work and Criminal Justice, Tacoma  
09/16/2015 Adjunct Assistant Professor School of Social Work

**Faculty Votes:**

**Eligible:** 9  
**Affirmative:** 0  
**Negative:** 7  
**Abstaining:** 2  
**Absent:** 0

**Recommendations:**

**Chair/Director:** Deny  
**Council:** Deny  
**Dean/Chancellor:** Deny

**Effective Date:** 09/16/2021

**Provost decision:**

Promote     Postpone     Deny

<table border="1"><tr><td><b>Employee ID</b></td><td>873008124</td></tr><tr><td><b>Current rank</b></td><td>Assistant Professor</td></tr><tr><td><b>Rank if promoted</b></td><td>Associate Professor</td></tr></table>	<b>Employee ID</b>	873008124	<b>Current rank</b>	Assistant Professor	<b>Rank if promoted</b>	Associate Professor	<table border="1"><tr><td><b>Unit</b></td><td>School of Social Work and Criminal Justice, Tacoma</td></tr><tr><td><b>S/C/C</b></td><td>Tacoma, University of Washington</td></tr><tr><td><b>Document Date</b></td><td>09/16/2021</td></tr></table>	<b>Unit</b>	School of Social Work and Criminal Justice, Tacoma	<b>S/C/C</b>	Tacoma, University of Washington	<b>Document Date</b>	09/16/2021
<b>Employee ID</b>	873008124												
<b>Current rank</b>	Assistant Professor												
<b>Rank if promoted</b>	Associate Professor												
<b>Unit</b>	School of Social Work and Criminal Justice, Tacoma												
<b>S/C/C</b>	Tacoma, University of Washington												
<b>Document Date</b>	09/16/2021												

## Promotion Candidate Clock Information

**Leave Years** *No leave found.*

**Waiver Years** *No waivers found.*

\* — This section has been updated from what was available in Workday to more accurately reflect the candidate's information.

# Promotion Candidate Data Sheet

**Name:** Marshall, Gillian  
**Action:** Promotion to: Adjunct Associate Professor  
**Type:** Mandatory  
**Current Rank:** Adjunct Assistant Professor  
**Held Since:** 09/16/2015  
**Department/Program:** School of Social Work  
**College/Campus:** School of Social Work

**Notes:**

**Degrees:**

2000 Bachelor's Trinity Western University  
2002 Master's University of Washington-Seattle Campus  
2011 Doctorate University of Washington-Seattle Campus

**Appointment History:**

09/16/2015 Assistant Professor School of Social Work and Criminal Justice, Tacoma  
09/16/2015 Adjunct Assistant Professor School of Social Work

**Recommendations:**

**Chair/Director:** Concurs with Primary

**Effective Date:** 09/16/2021

# 2020-2021 Promotion and Tenure Recommendation Checklist

*This completed checklist MUST be attached as the coversheet for every mandatory, non-mandatory, and non-mandatory early promotion and/or tenure (P&T) record prior to submitting to Academic HR for review.*

**CANDIDATE'S NAME:** Gillian Marshall

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**Primary Unit:** School of Social Work and Criminal Justice, UW Tacoma

---

**Joint Unit(s):**

---

**Adjunct Unit(s):** School of Social Work, UW Seattle

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**Current Rank:** Assistant Professor

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**Rank After Promotion:** Associate Professor

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Promotion Action:  Mandatory  Non-Mandatory  Non-Mandatory Early  Postponed Mandatory

Chair/Director Recommendation:  Promote  Postpone  Deny  Award of Tenure Only

Dean/Chancellor Recommendation:  Promote  Postpone  Deny  Award of Tenure Only

**Tenure Percent** (indicate tenure split if applicable):

Number of years for initial term (if promoting to multi-year eligible title):

	PRIMARY DEPARTMENT/UNIT	ADVISORY COUNCIL	AD HOC COMMITTEE (if used)
Eligible:	<input style="width: 80px;" type="text" value="9"/>	<input style="width: 80px;" type="text" value="6"/>	<input style="width: 80px;" type="text" value="4"/>
Affirmative:	<input style="width: 80px;" type="text" value="0"/>	<input style="width: 80px;" type="text" value="2"/>	<input style="width: 80px;" type="text" value="0"/>
Negative:	<input style="width: 80px;" type="text" value="7"/>	<input style="width: 80px;" type="text" value="2"/>	<input style="width: 80px;" type="text" value="4"/>
Abstain:	<input style="width: 80px;" type="text" value="2"/>	<input style="width: 80px;" type="text" value="1"/>	<input style="width: 80px;" type="text" value="0"/>
Absent:	<input style="width: 80px;" type="text" value="0"/>	<input style="width: 80px;" type="text" value="1"/>	<input style="width: 80px;" type="text" value="0"/>

*\*Vote counts must add up to the number of eligible voters. See [Voting Matrix](#) for promotion/tenure voting guidelines.*

**DOCUMENTATION** - Promotion and tenure records must be arranged in this order. Any records submitted with items missing will not be reviewed until all required content is included.

- Promotion and tenure recommendation checklist
- Dean/chancellor letter
- Dean/chancellor communication(s) to candidate and response (if applicable)
- Advisory council committee report
- Candidate's confirmation of receipt of advisory council report (if unfavorable or conflicts with faculty vote)
- Department chair/school director/campus dean letter
- Confirmation candidate was provided copy of faculty report with opportunity to respond
- Candidate's confirmation receipt and response (if submitted) to faculty report
- Joint department chair/school director/campus dean letter and review documents (if applicable)
- Tenure Split documentation** (if applicable)
- Adjunct department chair/school director/campus dean concurrence (if applicable)
- Unit committee report (if applicable)
- Confirmation candidate was provided copy of committee report with opportunity to respond
- Candidate's confirmation of receipt and response (if submitted) to committee report
- Candidate self-assessment
- CV and bibliography
- 3-5 external letters of evaluation
- Teaching evaluations (peer) - *Required each year for assistant professors, every 3 years for associate professors; also required in year leading up to P&T record review*
- Course teaching evaluations (student) - *Minimum of 1 course/year in any year of teaching*



To: Provost Mark Richards
From: Jill Purdy, Executive Vice Chancellor for Academic Affairs, UW Tacoma
Date: February 1, 2021
Re: Assistant Professor Gillian Marshall

Dr. Marshall joined the faculty of the School of Social Work and Criminal Justice in 2015 after completing her PhD in 2011 in the School of Social Work at the University of Washington. She completed post-doctoral training at the Group Health Research Institute and served as Assistant Professor at Case Western Reserve University prior to coming to UW Tacoma. Her research focuses on gerontology, health disparities and social determinants of health among older African Americans, and her research contributes to understanding how stressors create cumulative advantage or disadvantage.

Summary of Votes:

Table with 6 columns: Review Body, Eligible voting members, For, Against, Abstain, Absent. Rows include School Review Committee, Voting Faculty (excluding Dean), and UWT Appointment, Promotion & Tenure Committee.

The recommendation of the Dean of the School of Social Work and Criminal Justice was not in favor of Dr. Marshall's tenure and promotion to the rank of Associate Professor. The Dean of the School of Social Work in Seattle concurs with the negative recommendation of the faculty and dean.

Teaching:

Dr. Marshall has taught two different courses at UW Tacoma including a 100-level course in the BASW curriculum and a 500-level course in the MSW curriculum. The total number of course sections taught by Dr. Marshall was reduced due to her K01 grant which allocated 75% of her time to scholarship. The school uses unadjusted combined median scores from student evaluations to help evaluate teaching, and scores from a total of five courses were included in the tenure and promotion packet.

Quantitative student evaluations of the undergraduate course (TSOCWF 101) are good with overall summative ratings of 4.5 and 4.1 based on adjusted combined median. Quantitative student evaluations of the graduate level course (TSOCW 503) are low with overall summative ratings of 3.3, 1.3 and 2.5 based on adjusted combined median. While factors such as race and gender can negatively impact quantitative student evaluations, we have not found nor does the file cite any resource that suggests bias alone could account for such low scores. The average of adjusted combined median score across all five courses

is 2.9, with undergraduate courses averaging 4.35 and graduate courses averaging 2.0. Faculty colleagues characterize the graduate teaching scores as 'exceptionally low'. Dr. Marshall provided an additional teaching score in her response to my meeting with her pursuant to FCG 24-54D in which she was informed of the initial negative recommendation regarding her promotion and tenure case. She taught TSOCWF 101 in Autumn 2020 (during remote learning) and received an adjusted combined median score of 4.3 with a 43% response rate from enrolled students. This additional data point is consistent with prior performance in the undergraduate course but does not provide additional data regarding graduate teaching.

Qualitative student feedback indicates recurring concerns with course organization and evaluation techniques in the graduate level course, but not in the undergraduate course. Graduate students also stated concerns with the instructor's lack of preparedness for class, lack of clarity in assignments, and limited feedback on graded work. The faculty and the dean note that graduate students expressed concerns about significant course disorganization, a lack of clarity about expectations, lateness in providing feedback or access to materials, and some dismissiveness from Dr. Marshall in response to student questions and confusion.

Peer evaluations identify teaching strengths such as facilitating complex class discussions that engage students as well as opportunities for improvement such as offering further opportunities for student reflection and connection to professional practice. They are positive overall. None of the peer evaluations was conducted by a colleague in the discipline of social work who could assess aspects of teaching related to the subject matter, such as "the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline" (FCG 24-32C).

Dr. Marshall's file indicates that she has advised on average 10 BASW and 8 MSW students each year. The review subcommittee notes that Dr. Marshall provided mentoring to 4 doctoral students and 2 masters students in conjunction with her research, but none of these students were enrolled at UW Tacoma.

FCG 24-32C states that the educational function of a university requires faculty who can teach effectively. Overall, the teaching record shows success in teaching a 100-level undergraduate course for non-majors but does not demonstrate the ability to teach effectively in more advanced courses in social work. In the School of Social Work and Criminal Justice, graduate courses and upper division (300- and 400-level) undergraduate courses comprise the vast majority of course offerings. Although Dr. Marshall describes engagement in teaching improvement activities and the records shows revisions to course syllabi, there has not been sufficient improvement in teaching over time to demonstrate a "record of substantial success in both teaching and research" per FCG 24-34A and the School's promotion and tenure guidelines.



Research:

Dr. Marshall's scholarly record includes 20 refereed publications, 14 of which were published in her role as assistant professor at UW Tacoma. She is first author on nine publications, and she is sole author of one. The bibliography indicates varying types and levels of her contributions to these publications and the record demonstrates cohesive lines of inquiry. Dr. Marshall has been awarded more than \$1.2 million in grant funding including a K01 career development award with administrative supplements and two loan repayment awards. The K01 grant allocated 75% of Dr. Marshall's time to scholarship. She has submitted an R01 grant to the National Institute on Aging and has four articles under review. Her publications are in well-reputed journals in social work, gerontology, public health, and medicine. She has made 13 refereed conference presentations. Dr. Marshall's scholarship includes a diversity and equity focus as she investigates the impact of race, ethnicity, and correlated factors such as financial status on the health of older adults, including cumulative effects of inequities.

External reviewers were positive in their assessments, citing Dr. Marshall as "an impressive scholar who has made significant contributions to the social work profession." Another reviewer cites the value of Dr. Marshall's work in bringing a social work perspective to clinical research and other lenses on health. One reviewer notes a need to expand her theoretical knowledge. Her scholarly record is seen favorably by all reviewers to faculty of comparable rank and career stage.

Internal and external reviewers agree that the K01 award is prestigious and together with subsequent awards indicates scholarly promise and achievement. Faculty note that grant awards are not required by the criteria of the School of Social Work and Criminal Justice, which focus on peer-reviewed publications in accordance with FCG 24-32 emphasizing published work.

Dr. Marshall is seen by her faculty colleagues as a strong researcher with a growing national reputation. She has worked to develop additional skills while an assistant professor, including learning new statistical approaches and earning a master's degree in public health. The voting faculty note that Dr. Marshall's research is centered on secondary data analysis, which is not well aligned with the community-engaged mission of the school and campus. The dean notes that the social justice orientation of Dr. Marshall's work supports the values of the school and campus. The faculty found that Dr. Marshall's scholarly record is commensurate with the criteria for scholarship.

After careful consideration, we do not find this to be an "unusual case" in which an outstanding record in either teaching or research may be considered sufficient for promotion, as per FCG 24-34A(2). The campus mission and the goals of the school require tenured faculty to contribute in both teaching and research.

### Service:

Dr. Marshall's role in service was reduced relative to other faculty due to her K01 grant award, which allocated 75% of her time to scholarship. Dr. Marshall has been active in service to her profession, serving as a peer reviewer for 13 journals including several prestigious outlets. She has also served as a conference abstract reviewer for three professional organizations and as an early career grant reviewer for NIH. In service to the University, Dr. Marshall served on two faculty search committees within her school and represents UW Tacoma on the School of Social Work BASW committee. She served for one year on the campus Faculty Affairs Committee and became advisor to the Black Student Union in 2020. She serves on the UW Public Lectures Speakers Committee and the Faculty Council on Research. For some service activities to the university, concerns were expressed about her level of participation and commitment, including lack of attendance at committee meetings. The faculty indicate uncertainty as to whether her record of service meets the criteria of the school. We find her service record acceptable.

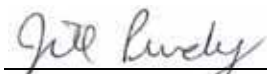
### Prospects for Future Performance

Dr. Marshall demonstrates a strong commitment to scholarship and has been successful in publishing her work and garnering extramural funding to support it. Faculty colleagues cite a lack of evidence that she will be able to teach effectively in graduate and upper division courses in social work, which constitute the significant majority of courses of the curriculum.

### Summary and Conclusion

Dr. Marshall was not supported for tenure and promotion by the review subcommittee, the voting faculty, the dean, or the elected faculty council. The documentation indicates that Dr. Marshall did not achieve "a record of substantial success in both teaching and research" as stated in FCG 24-34A and the School's promotion and tenure guidelines. Executive Order 45 notes that "an essential qualification for the granting of tenure or for promotion is the ability to teach effectively." Assessments of Dr. Marshall's scholarly record are positive, but scholarly achievement alone is insufficient to meet the needs of the school.

In reviewing the candidate's file and the recommendations of prior levels of review, I conclude that Dr. Marshall does not meet the requirements for tenure and promotion to Associate Professor in the School of Social Work and Criminal Justice. I do not recommend her promotion and tenure.



---

Jill Purdy, Executive Vice Chancellor for Academic Affairs, University of Washington Tacoma

February 1, 2020

I concur with Dr. Purdy's recommendation not to grant tenure and promote Dr. Marshall to the rank of Associate Professor.

A handwritten signature in blue ink that reads "Mark A. Pagano". The signature is written in a cursive style with a large initial "M".

---

Mark A. Pagano, Chancellor, University of Washington Tacoma



To: Dr. Gillian Marshall  
From: EVCAA Jill Purdy on behalf of Chancellor Mark Pagano  
Date: January 15, 2021

The purpose of this document is to provide you with the initial recommendation regarding your application for promotion and tenure. A discussion of your case is being scheduled for January 19, 2021 as per the requirements of Faculty Code 24-54D. In reviewing the file and the recommendations of prior levels of review, including the review subcommittee, the voting faculty, the dean, and the Appointment, Promotion and Tenure committee, the initial recommendation of the Chancellor and EVCAA is to not recommend promotion and tenure.

Executive Order 45 notes that, consistent with UW Tacoma's mission, "an essential qualification for the granting of tenure or for promotion is the ability to teach effectively." The assessment of teaching provided in the file includes evaluations from students and colleagues. Quantitative student evaluations of the undergraduate course (TSOCWF 101) are good with overall summative ratings of 4.5 and 4.1 based on adjusted combined median. Quantitative student evaluations of the graduate level course (TSOCW 503) are low with overall summative ratings of 3.3, 1.3 and 2.5 based on adjusted combined median. While factors such as race and gender can negatively impact quantitative student evaluations, we have not found nor does the file cite any resource that suggests bias alone could account for such low scores. Qualitative student feedback indicates recurring concerns with course organization and evaluation techniques in the graduate level course, but not in the undergraduate course. Graduate students also noted concerns with the instructor's lack of preparedness for class, lack of clarity in assignments, and limited feedback on graded work.

Peer evaluations identify teaching strengths such as facilitating complex class discussions that engage students as well as opportunities for improvement such as offering further opportunities for student reflection and connection to professional practice. They are positive overall. None of the peer evaluations was conducted by a colleague in the discipline of social work who could assess aspects of teaching related to the subject matter, such as "the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline" (FCG 24-32C).

Overall, the teaching record shows success in teaching a 100-level undergraduate course but does not demonstrate the ability to teach effectively in more advanced courses. In the School of Social Work and Criminal Justice, graduate courses and upper division (300- and 400-level) undergraduate courses comprise the vast majority of course offerings. Although Dr. Marshall describes engagement in teaching improvement activities and the records shows revisions to course syllabi, there has not been sufficient improvement in teaching over time to demonstrate a "record of substantial success in both teaching and research" per FCG 24-34A and the School's promotion and tenure guidelines.

Further, we do not find this to be an "unusual case" in which an outstanding record in one of these activities may be considered sufficient, in this case, research. We agree the K01 award is prestigious and together with subsequent awards indicates scholarly promise and achievement. The School of Social Work and Criminal Justice criteria for evaluating scholarly activities, research and publications emphasize peer-reviewed publications. The curriculum vita shows 20 peer-reviewed publications in total with 14 published since 2015, five of which are first-authored and one of which is sole authored. The bibliography indicates varying types and levels of contributions to these publications and the record

demonstrates cohesive lines of inquiry. The publications generally appear in good quality outlets and external reviewers indicate that the work contributes valuable new knowledge. The record meets or exceeds the standards set forth in the school's criteria on the dimension of research, yet is not so outstanding as to be sufficient on its own.

Dr. Marshall has expressed concern that she is being evaluated unfairly based on her race. We have reviewed the record carefully in light of Dr. Marshall's concerns, and see no indication of racial bias or discrimination. Her qualifications have been evaluated by many different people with different backgrounds, and similar concerns regarding her teaching have emerged. Our recommendation is not based on race.

January 26<sup>th</sup>, 2021

**Re: Response to Initial Recommendation by the Executive Vice Chancellor for Academic Affairs (EVCAA) and the Chancellor Regarding Application for Promotion and Tenure for Dr. Gillian Marshall**

This letter is in response to the EVCAA (Dr. Jill Purdy) and Chancellor's (Dr. Mark Pagano) recommendation to not promote me (Dr. Gillian Marshall) to Associate Professor with tenure. It is my opinion that this and all previous reviews were conducted with bias and outside the requirements of the Faculty Code. This decision consistently misrepresents my promotion and tenure (P & T) file as it includes many inaccuracies and misquotes the faculty code ultimately resulting in a discriminatory outcome. This statement is a rebuke of the inaccurate points made in the summary letter I received on January 15<sup>th</sup>, 2021 and based on the discussion with Dr. Jill Purdy on January 19<sup>th</sup>, 2021.

**Teaching**

According to this document, both the EVCAA and the Chancellor begin by quoting part of Executive Order 45

*“an essential qualification for the granting of tenure or for promotion is the ability to teach effectively.”*

Since arriving at UW Tacoma I have taught 5 courses (see [Table 1](#) below). Executive Order 45, section 24-34A of the faculty code or the School of Social Work and Criminal Justice (SSWCJ) Promotion and Tenure guidelines do not differentiate between teaching at the undergraduate and graduate levels in demonstrating *“improvement in teaching over time...”* Given that there is no distinction, but this requirement was applied to me and the record does not support your justification. My teaching does show a substantial improvement overtime and an upward trajectory in teaching evaluation scores. In addition, my overall average score across all 5 courses (before P & T packet submitted) is 3.14 and across all 6 courses taught at UW Tacoma is 3.3.

The EVCAA and the Chancellor also state:

*“Qualitative student feedback indicates recurring concerns with course organization and evaluation techniques in the graduate level course, but not in the undergraduate course. Graduate students also noted concerns with the instructor's lack of preparedness for class, lack of clarity in assignments, and limited feedback on graded work.”*

Please note, later on in the narrative I have provided specific examples of measures I have taken to improve my teaching, course management and overall experience for students.

**Table 1.**  
Courses taught at UW Tacoma

<b>Year</b>	<b>Course</b>	<b>Adjusted Combined Mean</b>
2016	TSOCW 101: Introduction to Social Work	4.5
2017	TSOCW 503: Human Behavior and the Social Environment	3.3
2018	TSOCW 503: Human Behavior and the Social Environment	1.3
2019	TSOCW 503: Human Behavior and the Social Environment	2.5
2019	TSOCW 101: Introduction to Social Work	4.1
2020*	TSOCW 101: Introduction to Social Work	4.3

\*Occurred after Promotion and Tenure materials were submitted.

In this document, the EVCAA and the Chancellor state that:

*“overall, the teaching record shows success in teaching a 100-level undergraduate course but does not demonstrate the ability to teach effectively in more advanced courses. In the School of Social Work and Criminal Justice, graduate courses and upper division (300- and 400-level) undergraduate courses comprise the vast majority of course offerings.”*

There is no evidence in the Faculty Code or the Social Work and Criminal Justice Promotion and Tenure guidelines that specifically distinguishes between undergraduate and graduate courses. As you can see from [Table 1](#) above, since joining the faculty at UW Tacoma I have taught the same two courses repeatedly: Introduction to Social Work and Human Behavior and the Social Environment. Although requests were made to teach various courses across the curriculum at both the undergraduate and graduate levels prior to joining the faculty and again after joining the faculty this request was denied. Please note that although I was willing to teach other courses (based on a list of 12 courses provided), I was never given the opportunity as Dr. Diane Young informed me that I was hired for my grant writing abilities. What this list demonstrates is that I have received scores for teaching two of the same courses over a five-year period.

The EVCAA and the Chancellor have raised a concern about peer evaluations in their recommendation by stating the following:

*“They are positive overall. None of the peer evaluations was conducted by a colleague in the discipline of social work who could assess aspects of teaching related to the subject matter, such as “the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline (FCG 24-32C).”*

I am not sure why this was raised as a concern. Is this to mean that no other faculty member in SSWCJ have had a peer evaluation conducted by persons outside the unit?

According to both section 24-32C of the faculty code and the Social Work and Criminal Justice Program Procedures for Collegial Evaluation of Teaching Effectiveness it was not required that a peer teaching evaluation be conducted by a colleague in my discipline. In fact, the policy states:

*“The faculty member performing the evaluation must have a fulltime appointment within the University of Washington. A written report of the evaluation is to be provided to the faculty member with a copy given to the Director.”*

As you know, going outside the SSWCJ faculty is necessary here because of systemic race discrimination within the SSWCJ faculty. These subjective comments reinforce the unfairness of the faculty’s subjective approach.

Thus, in the hostile and pernicious work environment in my unit, it is unclear to me why you insist that only the White American faculty in my unit, who know that I reported Diane Young to UCIRO for discrimination, are the individuals whose voices matter to you. The policy also states that *“It is suggested that, over time, individuals across disciplines and ranks be invited to perform collegial evaluations so that a variety of perspectives about one’s teaching are acquired.”* The full-time senior tenured faculty I selected as my peer evaluators are trained to teach students how to teach in the School of Education, like Dr. Julia Aguirre, who has a long and successful history teaching and working with undergraduate and graduate students and is also the Director of the Office of Undergraduate Education, like Dr. Deirdre Raynor and who is currently the Director of the Teaching and Learning Center, like Dr. Beth Kalikoff. In addition, you refuse to recognize that I have a growing national reputation for my published and peer reviewed work in my area of research, and I am a subject matter expert and can bring to the students information on current issues and debates within social work.

If the real concern was for me to be evaluated by a colleague in the discipline of social work to assess aspects of my teaching, then Jill Purdy’s selection of a teaching mentor appears contradictory to this position, because Jill Purdy provided me with a teaching mentor (Dr. Carolyn West) who was both outside of my unit (School of Interdisciplinary Arts and Sciences) and in another discipline (Psychology), and she was ineffective (she suggested that I should find a new job since my unit doesn’t like me). It is also unclear to me why the acting dean selected a White American to chair my promotion and tenure committee since he is in Criminal Justice, has limited knowledge of social work as a discipline, and he is unfamiliar with my research area.

The EVCAA and Chancellor state that

*“Although Dr. Marshall describes engagement in teaching improvement activities and the records shows revisions to course syllabi, there has not been sufficient improvement in teaching over time to demonstrate a “record of substantial success in both teaching and research” per FCG 24-34A and the School’s promotion and tenure guidelines.”*

Please note, the EVCAA and the Chancellor misstate section 24-34A of the faculty code. This section states the following:

*“Appointment to the rank of associate professor requires **a record of substantial success in teaching and/or research.**”*

Also, my efforts to improve my courses go beyond the revision to course syllabi. I frequently met with the director of the teaching and learning center, instituted baseline assessments of



student knowledge and provided study questions to name a few. Table 2 below lists at least ten adjustments and changes I have made based on feedback to improve my teaching here at UW Tacoma as evidenced by the upward trajectory in teaching evaluation scores, which is also one of the assessments of teaching (Executive Order 45). It is unclear to me after reading both this initial letter of recommendation and in my discussion with Dr. Purdy on January 19<sup>th</sup>, 2021 what is meant by “sufficient improvement.” This statement appears vague and subjective. Neither section 24-34A of the faculty code or the SSWCJ promotion and tenure guidelines define what “sufficient improvement” is and without a numeric value this is unattainable.

### Research

I am the only faculty member in the School of Social Work and Criminal Justice and one of few in the country addressing a unique and innovative area of social work focused on older African Americans, financial stress and health. This work is consistent with the stated mission and values of UW Tacoma’s commitment to diversity, equity and inclusion. My research continues to be on the foreground of social justice in written and in verbal form.

According to the faculty code section 24-32:

*“University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.”*

There has been concerted efforts to diminish and devalue my research and scholarship contributions. Unlike my colleagues on the UW Tacoma campus, I have accomplished many firsts:

- I am the first and only faculty member on the entire UW Tacoma campus to receive a K01 award from the National Institutes of Health (NIH). The K01 is a highly competitive funding mechanism (only 23% were funded during the cycle when I applied) and my proposal was funded through the National Institutes of Aging (NIA) ([5K01AG048416-03](#)). Not only is it a prestigious award for me as a scholar, it also brings prestige and visibility to the University of Washington. These awards are very difficult to get and even more so among faculty in Schools of Social Work across the nation. This is an investment by NIH to award scholars who demonstrate potential of becoming successful independent researchers with the proclivity to secure larger funding mechanisms such as an R01 through the NIH. This award of \$650,000 has provided the SSWCJ with 75% of my salary and benefits for 6-years which equates to over \$400,000. As I stated early, Dr. Young was focused on the grant funding I brought to the unit.
- I am the first and only faculty member (as Principal Investigator) on the UW Tacoma campus to be award a NIH supplement of \$259,000.
- I am the first and only faculty member at UW Tacoma to receive over \$100,000 in loan repayment (LRP) for my research from the National Institutes of Health. These are a set of highly competitive programs established by congress designed to recruit and retain highly qualified health professionals into biomedical or biobehavioral research careers with the potential to become an independent scholar (NIH, 2018). The purpose of LRPs are to “counteract the financial pressure by repaying up to \$50,000 annually of a researcher’s qualified educational debt in return for a commitment to engage in NIH

mission-relevant research.” When I applied to the health disparities research arm of the loan repayment program, 258 applications were received, and 43 awards were made (17% success rate). Only 13 awards were made to faculty researchers in the state of Washington (NIH, 2018) and I received one of these awards.

- I am the first and only faculty member in the SSWCJ to be invited by the National Institutes of Health to review federal grants as an early career reviewer.

My research agenda has produced a total of twenty peer-reviewed publications (9 are first authored) with the majority in high impact journals. In a verbal conversation with Dr. Charley Emlet, former institutional mentor, I was advised that in order to meet the SSWCJ standard, I should publish between 1-1.5 peer reviewed publications per year which over 5 years equates to 5-7.5 publications. I have far exceeded the standards set forth by the SSWCJ criteria.

Both the EVCAA and the Chancellor have concluded that my research/scholarship efforts do not meet criteria to be considered “outstanding.” However, my third-year review committee described my research/scholarship in writing by stating,

“...Dr. Marshall’s research - both in quality and quantity - is outstanding. She has enjoyed tremendous and on-going success in securing external funding including a K01 award, and an NIF/NCI Diversity Supplement...There is no doubt that Dr. Marshall is building a reputation as a leading scholar in this area.” They also went on to say, “Dr. Marshall’s research file more closely resembles that of a more senior scholar” (please see attached 3<sup>rd</sup> year review letter).

In addition, an excerpt from P & T review committee summary states:

Dr. Marshall’s expertise in using large, federal datasets places much of her empirical work in the realm of secondary analysis which is “complex, requires expertise in advanced statistical models, and is grounded in solid theoretical frameworks...” The Committee notes that one external reviewer pointed out that “...using nationally representative data sets allows greater generalizability in her findings.”

And finally, the document provided by the EVCAA and the Chancellor states that “...external reviewers indicate that the work contributes valuable new knowledge.”

Being awarded a Career Development Award (K01), a supplemental grant and the NIH loan repayment, demonstrates a proven track record of securing major National Institutes of Health (NIH) grant funding. To date I have secured over \$1 million dollars in grant funding through the NIH. Therefore, with the many firsts I have achieved on the UW Tacoma campus, my publication record, and with statements such as these, it is unclear to me why I would not be viewed as outstanding based on section 24-34A1-2 of the faculty code. In this letter of recommendation and during my conversation with Dr. Purdy on January 21, 2021 the rationale or the matrix used whereby they both concluded that my record of research is not classified as outstanding was not evident or provided.

### Service

Although you have not mentioned my service contributions, just a reminder that 75% of my time was protected to conduct research and the remaining 25% was dedicated to teaching and service responsibilities. According to the SSWCJ’s minimum service expectation, I have surpassed it

even with protect time from my grant. I understand that I have provided less service than others under review in the tenure and promotion process. However, it is my understanding that no other faculty members, across this entire UW Tacoma campus under review for promotion and tenure have a K-award protecting their time from 75 percent of their faculty responsibilities, which includes teaching and service. Some of my service obligations have included:

2015-2016	serving as a member of the <i>Faculty of Color Committee</i>
2016-2020	served on <i>BASW committee</i>
2017-2018	served as a voting member of the <i>Faculty Affairs Committee</i> .
2016-present	served on the <i>Public Lectures Selection Committee</i>
2019-present	served on the <i>Faculty Council Research Committee</i>
2020-present	asked to serve as the <i>Black Student Union (BSU)</i> faculty advisor for the UWT
2020	served on the <i>African American Caregivers forum planning committee</i>
2020	invited to serve as an <i>early career grant reviewer</i> at NIH (only on in SSWCJ)*

Also, according to section 24-32E of the faculty code:

*“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.”*

Over the past five years, I have worked with and mentored a number of students of color (SOC) and some from underrepresented groups (UR). Although students learn about the research process in their research course, they do not have many opportunities to develop those research skills. Written into each of my grants, were opportunities to fund and mentor master’s and doctoral level students. To date, I have mentored four doctoral students Bianca Altamirano (SOC/UR), Chiho Song, Bailey Ingraham and Robert Ellis (SOC/UR). I also mentored and worked with two master’s levels students (Nitara Dandapani (SOC/UR) and Alyssa Virtue). Although my commitment was to always work with and create training opportunities for UW Tacoma students, all of these student were from UW Seattle. I was unable to do the type of mentoring I would have liked to on the UW Tacoma campus due to a lack of support. Despite both written and verbal requests to provide space for a grad student, my requests were denied. I believe we could have had the same type of success here at UW Tacoma if accommodations were made.

### **Summary**

The initial recommendation provided by the EVCAA and the Chancellor fit within many discriminatory frameworks in which the minority applicant is always found wanting no matter the level of achievement. The justification for denying me tenure is insufficient to overcome the fact that the decision is based on racial bias and not on the actual requirements outlined under Section 34-32(A)-(F). In numerous ways, the decision-makers, are friends and supporters of Diane Young. [Table 3](#) provides a summary of individuals who were involved at various levels of review. Out of thirteen people 11 are White Americans (6 males; 5 females) and two men of color.

Instead of being appreciated and rewarded for the scholarship that I have brought to SWCJ, I have experienced explicit and implicit racial bias and retaliation for opposing these harmful acts. The arguments I have offered above are only some of the ways in which the SWCJ faculty showed bias, in essence they are spending at least 50 percent of their time teaching and less than 50% of their time on research.

The University of Washington leadership has failed to treat me fairly at work because of racial animus and bias embedded in White American faculty and administrators at UW-Tacoma. I have experienced racial discrimination and your letter is another example of a reprisal for opposing discrimination.

**Table 2.**  
Teaching Changes and Adjustments Made

Action Taken	Details	Faculty Code 24-32(c) Executive Order 45
<b>Center for Teaching and Learning</b>	<p>In August of 2018, I met with staff in the Center for Teaching and Learning to review my course syllabus, assignments and rubrics. They provided suggestions on how to improve and clarify the existing documents so that it would be clear and concise for students. Those changes are reflected in the syllabus, assignments, and rubrics for TSOCW 503.</p> <p>Attended teaching seminar at CSWE on how to teach and grade millennials.</p>	<ul style="list-style-type: none"> <li>▪ The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter</li> </ul>
<b>Teaching Workshop</b>		<ul style="list-style-type: none"> <li>▪ The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized.</li> <li>▪ 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.</li> </ul>
<b>Consultation with Peers</b>	<p>I reached out to Dr. Michelle Garner, who teaches the other section of TSOCW 503 at UW Tacoma which was minimally helpful. I also reached out to other colleagues nationally who have taught this course for 7+ years to ask how they are teaching this content in their courses. I asked for suggestions and for them to share their materials which they did.</p>	<ul style="list-style-type: none"> <li>▪ The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized</li> </ul>
<b>Baseline Assessments</b>	<p>Prior to the first day of class, students were asked to complete a short <u>non-graded</u> quiz to assess their knowledge of HBSE content. This gave me a better sense of their knowledge coming into the course and with this information, I could adapt the class to meet their needs. I also asked students to complete a condensed <u>Myers-Briggs (M-B)</u> inventory so that I could learn more about their learning styles. I reviewed this information with each student and provided. Based on the results of their (M-B) inventories and our one-on-one consultations, I incorporated a number of methods (lectures/guest lectures, audiovisual presentations, small/large group discussions, problem-based learning) into my teaching.</p>	<ul style="list-style-type: none"> <li>▪ The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter</li> <li>▪ The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized.</li> </ul>

<b>Problem-Based Learning</b>	Based on student, mentor and peer evaluator feedback, I decided to move the problem-based learning assignments from a group homework assignment to an in-class group activity. Since many of our students work full-time in the day, it was difficult for them to get together with classmates outside of class to work on homework assignments. Being sensitive to their time constraints, I built-in course time for them to work on their final assignment.	<ul style="list-style-type: none"> <li>▪ The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;</li> </ul>
<b>Study Questions</b>	At the end of each week's readings, I added study questions for students to deepen their comprehension of the readings and to guide the in-class discussions.	<ul style="list-style-type: none"> <li>▪ The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments.</li> <li>▪ The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring</li> </ul>
<b>Mid-Term Evaluation</b>	Students were asked to complete a mid-term evaluation of the course and it was used as a tool to check-in to see how students were progressing and to identify better ways to support their learning.	
<b>Checking-in/Mentoring</b>	Throughout the quarter, I met with staff at the Center for Teaching and Learning to discuss progress of the course. I also met with students to discuss their progress in the course.	<ul style="list-style-type: none"> <li>▪ The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter.</li> </ul>
<b>Faculty Availability</b>	I increased availability to students via, email (response within 24hrs), by phone (students had my personal cell number), and in-person within and outside of office hours. Although many students did not use office hours, they often emailed or called on my cell phone.	<ul style="list-style-type: none"> <li>▪ The availability of the teacher to the student beyond the classroom environment.</li> </ul>
<b>Teaching Mentor</b>	Based on the recommendation of my 3 <sup>rd</sup> year review committee, in 2018, I was provided with a teaching mentor (Dr. Carolyn West) by the EVCAA (Dr. Jill Purdy). However, this opportunity lacked clarity and I was told that the process should be "fluid" and "organic." This was not helpful which lead me to seek other informal teaching mentors which I am taking advantage of and I have seen nearly a 50% improvement in the TSOCW 503 course I taught.	

**TABLE 3.**  
PERSONS INVOLVED IN THE LEVELS OF REVIEW AT UW TACOMA

**Appointed Promotion and Tenure Committee Recommendation**

<b>Role</b>	<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>Race/ethnicity</b>
Chair of Committee	Jeff Cohen	Associate Professor	Criminal Justice	White male
Member	Charles Emler	Professor	Social Work	White male
Member	Erin Casey	Professor	Social Work	White female
Member	Randy Myers	Associate Professor	Criminal Justice	White male

**Dean/Director Recommendation**

<b>Role</b>	<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>Race/ethnicity</b>
Acting Dean	Marcie Lazzari	Professor Emeritus	Social Work	White female

**Campus-wide Promotion and Tenure Committee Recommendation**

<b>Role</b>	<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>Race/ethnicity</b>
Chair of Committee	Yonn Dierwechter	Professor	Urban Studies	White male
Member	Katie Baird	Professor	Politics, Philosophy and Public Affairs	White female
Member	Debasis Dawn	Associate Professor	Engineering and Technology	Asian male
Member	Denise Drevdahl	Professor	Nursing	White female
Member	Jose Rios	Associate Professor	Education	LatinX male
Member	Greg Rose	Professor	Business	White male

**Chancellor and Executive Vice Chancellor of Academic Affairs for UW Tacoma**

<b>Role</b>	<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>Race/ethnicity</b>
Chancellor	Mark Pagano	Professor	Engineering	White male
EVCAA	Jill Purdy	Professor	Business	White female



**TP6 Form: Appointment, Promotion and Tenure (APT) Committee Recommendation**

Date of Vote: 12/1/20

**Candidate: Marshall, Gillian L.**

The above candidate is being reviewed for:

- Tenure and promotion to Associate Professor
- Promotion to Professor
- Promotion to Associate Teaching Professor
- Promotion to Teaching Professor

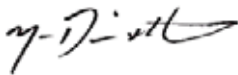
**Eligible Voting Faculty Recommendation:**

Number of APT faculty	7
Number of faculty eligible to vote: <small>*An APT Committee member who is in the same School as the candidate must recuse themselves from discussion of and vote on the candidate's file.</small>	6
Number of affirmative votes:	2
Number of negative votes:	2
Number of abstentions:	1
Number of faculty absent:	1

By the above vote, the APT Committee recommends:

The candidate be denied tenure and promotion to Associate Professor.

Attached is a summary of the views and discussion of the APT Committee on the candidate's teaching, scholarship (for tenure-track only), service, and prospects for future performance. The summary was reviewed by all APT Committee members.

Committee Chair: Yonn Dierwechter, Professor, School of Urban Studies	Signature 	Date 12/1/20
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## Dr. Gillian Marshall

The committee vote for Dr. Marshall's promotion to Associate Professor and tenure was mixed. The remainder of this document will summarize Dr. Marshall's performance in the areas of teaching, research, and service, as well as a discussion of the previous internal evaluations of her performance by her review committee, the faculty in the area and the acting Dean. Finally, a summary of the committee's discussion and rationale for its split vote will be presented.

### **Background**

Dr. Marshall joined UWT in September 2015 as a tenure track Assistant Professor. She received her Ph.D. from the University of Washington Seattle in 2011, received post-doctoral training at the Group Health Research group in Seattle, WA, while serving as a faculty field instructor from 2011-2012, and served two years as an Assistant Professor at Case Western University from 2013-2015.

### **Teaching**

Dr. Marshall has taught five courses at the University of Washington Tacoma. The reduced number of courses taught was a result of buyouts from her grants. The overall adjusted combined mean ratings for her course evaluation were: 4.1 and 4.9 for TSOCWF: Introduction to Social Work in 2016 and 2019, respectively, and 3.3, 1.3, and 2.5 for TSCOW in 2017, 2018, and 2019, respectively. She also had four peer evaluations conducted (with two of the four conducted by Dr. Beth Kalikoff). More specifically, Dr. Kalikoff observed her first day of class in September of 2019 and found that the introduction of the class "focused both on what students want(ed) to know and what student needed to know" ... and that she "related the course to the entire Social Work program." In 2018, Dr. Kalikoff recommended that Dr. Marshall explicitly discuss with students her rationale in using an action learning versus a traditional lecture method of teaching and stated that Dr. Marshall's "gifts as a teaching scholar are evident ... and that "the atmosphere in the class that I observed was positive and collegial." Two additional peer evaluation were conducted by Dr. Raynor in 2019 and Dr. Aguirre in 2017. Dr. Raynor applauded Dr. Marshall for "her empathy and patience" and stated that "the course content was interesting" and "the class was organized." Dr. Aguirre concluded that "Dr. Marshall's instruction, particularly her capacity to facilitate critical professional discussions and connect participants to lived and professional experiences, is an exemplary model for faculty to learn from." Thus, her peer reviews were all positive and conducted by faculty outside of the school of social work.

### **Research**

Dr. Marshall has published 18 articles, one book chapter, and presented her work at international, national, and regional conferences. She received over one million dollars in funding from the National Institute of Health, including a Career Development award from the National Institute of Aging. Her research focusses on older diverse adults, with particular emphasis on stress and cumulative advantage/disadvantage, socio-economic status, stressful life events, and financial hardship and debt.

Four external reviewers provided evaluations of Dr. Marshall's scholarship with two of those reviewers selected (recommended) by the committee and two reviewers selected by the candidate. Although three of the four reviews provided were positive, one was more mixed in its evaluation. That reviewer commented that "Overall Dr. Marshall's statistical capabilities tend to be stronger than her conceptual knowledge." .... In sum, Dr. Marshall has significantly advanced her scholarship over time and contributed to the literature on financial gerontology and on adverse effects resulting from hardship. .... The results from her work will help educators and practitioners better meet the needs of older persons struggling with financial problems. At the same time, like most junior scholars

Dr. Marshall could benefit from expanding her theoretical knowledge that would allow her to contribute more conceptual depth to her future work.”

The remaining reviewers were highly positive in their evaluation of Dr. Marshall, with one reviewer stating that “In summary, based on the materials provided (her personal statement, CV and select publications) ... Dr. Marshall has certainly demonstrated excellence in research and scholarship.” Another reviewer commenting that “I believe she compares extremely favorably to social work faculty of comparable rank and career position who are under consideration for promotion and tenure. I support without reservation Dr. Gillian L. Marshall’s promotion to Associate Professor with Tenure in the School of Social Work and Criminal Justice at the University of Washington-Tacoma.” Finally, the remaining reviewer stated that: “Dr. Marshall-Fabien’s quantity and quality of work place her in the top 10-15% of Assistant Professors in gerontology across the social and behavioral sciences.”

## **Service**

Dr. Marshall has provided service to the school of social work and criminal justice (by reviewing applications for admissions and serving on the BASW committee at the school of social work in Seattle), the UWT and UW campus at large (e.g., by serving on the faculty of color committee and faculty affairs committee), and the discipline/profession (e.g. by serving as a reviewer for a number of journals in her field), and the community (e.g., by serving on the African American Caregiver’s Forum planning committee).

## **Summary of Internal Evaluations**

The Review Committee unanimously recommended that “Dr. Marshall not be promoted to Associate Professor with tenure in the School of Social Work and Criminal Justice at UW Tacoma.” Although they acknowledged her growing reputation as a researcher, they described her success in the classroom as “mixed at best” and found her service record to be “relatively limited in relation to what is generally expected of a faculty member under review for promotion and tenure.” They further noted that their “assessment was impacted by the lack of clarity related to Dr. Marshall’s FTE expectations across the domains of teaching, scholarship, and service.” Both the faculty and the Acting Dean reached similar conclusions in their evaluation of the candidate’s tenure and promotion. The Acting Dean specifically pointed to “Presidential Executive Order No. 45, I reference 4. Other Considerations. “Consideration must be given to the way in which the candidate will fit into the present and foreseeable future of the academic unit. ... She further noted that: In my observations and review of Dr. Marshall’s history as a faculty member in the SSWCJ, I know that relationships and trust are broken. .... I definitely think there is a place in the academy for Dr. Marshall, a setting where conducting research is the primary goal. This is not the case at the University of Washington Tacoma, SSWCJ. Our primary focus is upon excellent teachers and instruction while placing a high value on research productivity as well. .... It is clear from Dr. Marshall’s record that research is her primary goal. She has struggled with teaching ... Finally, Dr. Marshall’s interactions with faculty and staff colleagues in the SSWCJ are noticeably strained and in some cases, irrevocably damaged.” Thus, the committee, the faculty and the Acting Dean have all recommended that Dr. Marshall be denied tenure.

## **Committee’s Evaluation**

The evaluation of this committee is mixed. Some believed that her research record was sound based on external reviews; others’ perceived her research record as inadequate given the amount of release time Dr. Marshall was awarded. The reviews for her teaching were mixed as well with some committee members noting the lack of improvement in graduate course student evaluations given the teaching focus of the school and campus. Others on the other hand believe that while the teaching evidence regarding Dr. Marshall is insufficient to inspire an unequivocal vote of confidence, she appears to have reacted to

previous recommendations regarding her teaching, shown some improvement, and shown some previous success in her classes. Although the limited number of data points make the evaluation of her teaching difficult, the reduction in teaching load was agreed upon and part of her grant. Similarly, her service contribution is difficult to evaluate, particularly for a faculty member from another school.

Looking at her annual evaluations over time, Dr. Marshall was classified as meritorious in 2016, and non-meritorious in 2017 and 2018. In 2018, she received substantive feedback from the committee appointed regarding her performance, including that she take advantage of teaching mentorship, and the need to demonstrate a consistent engagement and commitment to service. She received a divided faculty recommendation regarding her performance in both 2019 and 2020. The program director in 2019 initially recommended nonmeritorious; in the fall of that year she was noted as meritorious by the two new interim co-directors for the-program. In 2020, with a divided faculty recommendation, the interim program director deemed her meritorious.

### **Prospects for future performance**

It is difficult to evaluate the prospects of the candidate for future performance, particularly in the area of teaching and service given the limited number of data points available and the difficulty of previous interactions between her and her colleagues.

### **Summary**

As indicated by the vote tally on the TP6 cover page, the results of the APT vote were mixed.

**From:** [Andrew J Seibert](#)  
**To:** [Casey Byrne](#)  
**Subject:** FW: Letter from Appointment, Promotion, and Tenure Committee  
**Date:** Wednesday, January 6, 2021 12:43:52 PM  
**Attachments:** [Marshall Letter of notification from APT.docx](#)

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Hi Casey,

Forwarding the email to you as requested.

Thank you!

Andrew

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**From:** F A Admin  
**Sent:** Wednesday, January 6, 2021 12:42 PM  
**To:** Gillian L Marshall <[geegee@uw.edu](mailto:geegee@uw.edu)>  
**Cc:** Yonn Dierwechter <[yonn@uw.edu](mailto:yonn@uw.edu)>  
**Subject:** Letter from Appointment, Promotion, and Tenure Committee

Hello Dr. Marshall,

I hope you are well. Please see the attached letter from the Appointment, Promotion, and Tenure Committee. Should you have any questions, please contact APT Chair Yonn Dierwechter, copied here.

Thank you,

*Andrew Seibert (he/him/his)*

Faculty Assembly Coordinator  
University of Washington Tacoma  
1900 Commerce St. GWP 326  
Tacoma, WA 98402-3100  
Phone: 253-692-4561 | Email: [aseibert@uw.edu](mailto:aseibert@uw.edu)  
Box number: 358430

In a remote location and not in my office, please email me if you have any inquiries.

“Be the change that you wish to see in the world” – Mahatma Gandhi

December 20, 2020

Dear Dr. Marshall,

Following UW Faculty Code requirements (Chapter 24-54c), the Faculty Assembly Appointment, Promotion, and Tenure Committee (hereafter APT) provides the following summary of our review of your file, which was conducted on November 25, 2020.

APT members noted that this case is challenging. The committee discussed your research output on older diverse adults, with particular emphasis on stress and cumulative advantage/disadvantage, socio-economic status, stressful life events, and financial hardship and debt. Specially, members noted favorably the overall published output of articles, the book chapter, and various presentations at international, national, and regional conferences and the totality of comments by the external referees on your contributions to various literatures in gerontology and to both educators and practitioners.

Members further noted that you have received over one million dollars in funding from the National Institute of Health, including a Career Development award from the National Institute of Aging. The committee next discussed your service to the School of Social Work and Criminal Justice at UWT and to the UW campus at large (e.g., by serving on the faculty of color committee and faculty affairs committee), as well as the discipline/profession (e.g., by serving as a reviewer for a number of journals in your field), and the community (e.g., by serving on the African American Caregiver's Forum planning committee). Lastly, the committee discussed your overall teaching record to date, noting especially student and peer evaluations of all courses taught.

A formal vote by secret ballot was taken. Although the vote was mixed, the result was not in favor of promotion.

Dr Yonn Dierwechter, School of Urban Studies, and APT Chair

Dr Katie Baird, School of Interdisciplinary Arts and Sciences

Dr Debasis Dawn, School of Engineering and Technology

Dr Denise Drevdahl, School of Nursing and Healthcare Leadership

Dr Jose Rios, School of Education

Dr Greg Rose, Milgard School of Business

TP5: Dean Recommendation to EVCAA and Chancellor  
School of Social Work and Criminal Justice

Candidate for Tenure and/or Promotion:

Dr. Gillian Marshall

The above candidate is being reviewed for:

- Tenure/promotion to Associate Professor
- Promotion to Professor
- Promotion to Associate Teaching Professor
- Promotion to Teaching Professor

As Dean, I recommend:

**The candidate be denied tenure and promotion to Associate Professor.**

Attached is a detailed assessment of the candidate's teaching, scholarship (for tenure-track only), service, and prospects for future performance.

Dean Name Marcie Lazzari	Signature 	Date 11/20/2020
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Upload completed form and assessment to School's AHR Folder on OneDrive.

**Dean's Promotion and Tenure Recommendation – Dr. Gillian Marshall**  
**UW Tacoma School of Social Work and Criminal Justice**

November 20, 2020

**Introduction**

Dr. Gillian Marshall earned her Ph.D. in 2011 and M.S.W. in 2006 from the University of Washington Seattle, School of Social Work. Her undergraduate degree, a B.A., was earned in 2000 from Trinity Western University in Langley, BC, Canada. Additionally, Dr. Marshall is in the process of earning her M.P.H. from the University of Washington Seattle, School of Public Health. Dr. Marshall was appointed as an Acting Assistant Professor effective June 1, 2015 and an Assistant Professor effective September 16, 2015 at the University of Washington Tacoma (UW Tacoma), School of Social Work and Criminal Justice (SSWCJ). Prior to this appointment, Dr. Marshall completed two years as an Assistant Professor at the Jack, Joseph and Morton Mandel School of Applied Social Sciences at Case Western Reserve University.

Dr. Marshall's research focus is upon the intersections of stress, financial hardship and debt, social support, and mental and physical health disparities among diverse groups of older adults. In Dr. Marshall's words, "[m]y research and practice embody both the mission of the University of Washington in general and more specifically Tacoma as well as the social justice mission of the social work profession."

As acting dean, it is my responsibility to review all of the materials related to Dr. Marshall's tenure and promotion process. I take this duty seriously and also acknowledge that this case is fraught with mixed perceptions and evaluations of the candidate's contributions across the domains of teaching, scholarship/research and service.

It is important to note that since coming to UW Tacoma, Dr. Marshall has worked under different individuals serving in the roles of director, interim director, acting co-directors, and currently acting dean of the SSWCJ. I have worked directly with Dr. Marshall during the 2019-2020 academic year as interim co-director and currently as acting dean. I note this because my perspective is both informed and limited by documents and experiences that are not mine. I did know Dr. Marshall during her first year (and my last due to retirement) in the SSWCJ, but our contact was minimal and largely during Program meetings.

**Scholarship/Research**

Dr. Marshall came to UW Tacoma with a K01 Career Development award through the National Institutes on Aging of the National Institutes of Health. This very competitive and prestigious award supports Dr. Marshall to develop her research agenda with the ultimate goal of obtaining an R01 grant. As such, 75% of Dr. Marshall's time is to be spent on research activities. Typically, the SSWCJ places more emphasis upon teaching as it is a priority given our School's curriculum requirements and teaching load of two courses per quarter, six per academic year. Dr. Marshall's primary responsibility is in the area of research and scholarship and will, therefore, be addressed first.

Building upon her K01 award, Dr. Marshall has submitted an R01 proposal entitled “Health and Functioning in New Midlife Adults: Understanding the Role of Alcohol Use, Social Environments, and Preventative Intervention over the Life Course” to the National Institutes on Aging. Also in preparation is an R21 proposal to the National Institutes on Aging. All of Dr. Marshall’s external reviewers commented positively on her success, especially as a junior faculty member, at securing funding which they linked to the acknowledgement of the significance of her research.

Dr. Marshall employs a cross-disciplinary approach (social work, public health, gerontology, and behavioral economics) to her study of the multiple factors impacting vulnerable older adults. These factors include, for example, stressful life events, financial hardships, racial and gender differences, and social support networks that impact physical and mental health. Of significance is Dr. Marshall’s study of the cumulative effects of stress factors that widen gaps in health. This view is particularly important in understanding the negative impact of life stressors over time which increase vulnerabilities in older age. Through using advantage/disadvantage theory Dr. Marshall highlights how early and mid-life circumstances contribute to the cumulative effects that result in growing disparities, especially for those who are most vulnerable.

Dr. Marshall’s use of an interdisciplinary approach allows her to publish more widely and potentially impact both scholars and practitioners who may take a narrower view of the multiple factors that impact the physical and mental health of older adults. Dr. Marshall publishes in a wide range of interdisciplinary journals including, for example, *Annals of Epidemiology*, *Journal of Aging and Mental Health*, *Journal of Public Health Research*, *Health and Social Work*, *Social Work*, and *Journal of Family Medicine and Community Health*.

Since coming to UW Tacoma, Dr. Marshall has published a total of 14 peer-reviewed journal articles, being sole author of six. She has four manuscripts under review and some in progress. Additionally, Dr. Marshall has presented at 13 conferences, most notably at the Gerontological Society of America and the Society of Social Work Research. Finally, in recognition of her expertise, she receives requests to review for journals such as the *Journal of Gerontological Social Work* and *Research on Aging*. Dr. Marshall has also been invited by the National Institutes of Health to serve as an early career grant reviewer for the Social Science and Population Studies study section. These activities reflect Dr. Marshall’s consistent engagement in scholarly endeavors.

While my expertise is not in quantitative research, my colleagues on Dr. Marshall’s Promotion and Tenure (P&T) Review Committee as well as Dr. Marshall’s external reviewers noted her expertise in sophisticated statistical models used in secondary data analysis. Her use of nationally representative data allows for greater generalizability of her findings. As one external reviewer noted, her work is “significant in scope, complexity, and practical relevance.” In the words of another external reviewer,

...her work seeks to understand both proximal and distal factors associated with adverse health outcomes and identify causal pathways that link behavioral, social, and structural determinants of health. Doing so, effectively re-conceptualizes health disparities as health *inequities* (i.e. avoidable and unjust inequalities) and underscores the systemic and structural features and circumstances that produce and maintain poor health and adverse health outcomes among socially disadvantaged groups.

Dr. Marshall’s work is particularly relevant as evidenced by the current pandemic where the results of systemic and structural inequalities are blatantly clear. It is apparent to me that Dr. Marshall’s research



efforts have a strong social justice focus and, therefore, support the values of the campus and of our School.

Dr. Marshall's T&P Review Committee concurred that she meets our School's criteria for promotion in the area of research. However, they think her productivity could be greater given her 75% FTE allocated to research. I disagree as I believe Dr. Marshall has engaged in other opportunities, such as participation in a variety of training activities sponsored by the National Institutes of Mental Health, the Robert Wood Johnson Foundation and Region 5 Geographic Management of Health Disparities Program, all of which will strengthen her expertise in research endeavors. At the same time, the Committee's perspective is understandable as most faculty in our School conduct their research/scholarship between the cracks of heavy teaching loads and service responsibilities. Several of our faculty have equally strong publication records, at the time of their promotion and tenure to Associate Professor, and have been successful with minimal release time.

### Teaching

Dr. Marshall has taught five courses since coming to UW Tacoma in 2015, TSOCWF 101 (twice) and TSOCW 503 (three times). TSOCWF 101, Introduction to Social Work, is an elective open to non-majors while TSOCW 503, Human Behavior in the Social Environment, is a required core course in our MSW program. According to student evaluations, Dr. Marshall's received 4.7 and 4.0 unadjusted median scores in TSOCWF 101. Student comments were only included once, and they were primarily positive, noting guest speakers, videos, and group discussions and simulations as important parts of the class.

Guest speakers were very insightful, but actually more than the professor. We never heard her "story" about social work. It was always other people that came in.

Professor had great insight on her work experience and was able to make the topic more interesting by connecting pieces of text examples to her personal experience.

Dr. Marshall's unadjusted median scores for TSOCW 503 were 2.8, 1.3, and 1.9 which for our School are unusually low. While there were some positive comments, most of the student input pointed to problems as indicated by the numerical scores. These comments highlighted problems with organization or course materials, timeliness of feedback, changing course requirements, and lack of clarity regarding expectations. The most positive aspect of the course mentioned across the three times Dr. Marshall taught it was the guest speakers. There were also comments from students that expressed positive views of Dr. Marshall as an individual but not as a professor. Following are comments that exemplify the nature of many of the comments.

I really enjoyed speaking with our professor one-on-one and could tell she cared about our learning and growth.

When asking questions or making mistakes, Dr. Marshall would at times have an aggressive tone and/or appeared to be judgmental which impacted me wanting to speak up in class and expand my thinking for fear I would be called out in front of others as some of my classmates were.

The professor had really high expectations but it didn't match what she was putting forth as a professor. ...She was a nice person but made rude comments and lacked organization.

This course made me doubt my decision to return back to school to obtain my MSW and lost

confidence as a student. It also questioned my ability to continue working as a social worker. ... My experience with Dr. Marshall and this course felt like a complete waste of time, money, and effort. I honestly don't know what suggestions can be made for improving this class. I am just glad it is over.

Dr. Marshall submitted four peer teaching evaluations, with two being from the same person. None of the observations were conducted by faculty members in the SSWCJ which is highly unusual. Typically, individuals ask colleagues both from within and outside of the School to provide feedback. The one peer assessment of TSOCWF 101 reflects the positive input from students. Of the three peer evaluations of TSOCW 503, one was conducted on the first day of class which, in my opinion, is too early in the quarter to obtain an accurate picture. However, this particular evaluation appears to be a follow-up from the previous spring which I interpret as an effort on Dr. Marshall's part to improve her teaching. The other evaluations of the same course do not reflect the feedback provided by students. Strengths noted by peer evaluators include, for example "ability to facilitate complex class discussions that encourages student voice, collaboration and critical thinking" and Dr. Marshall's "commitment to exemplary evidence-based teaching."

The ability to teach required courses across the social work curriculum is highly valued and necessary in the SSWCJ. While Dr. Marshall was more effective in teaching an elective at the lower-division level, her challenges at the graduate level raise serious questions about her teaching competence and effectiveness. While it is commonly known that teaching scores can be negatively impacted by bias, Dr. Marshall's consistently low scores, in my opinion, cannot be totally attributed to student bias.

During Dr. Marshall's time at UW Tacoma, concerns have been raised across the years and in various evaluations (e.g. merit and re-appointment reviews) by faculty colleagues related to teaching. I concur with Dr. Marshall's P&T Review Committee as well as previous assessments that she does not meet the School's requirements for effective teaching as outlined in our School's Policy Guidelines for Promotion and Tenure.

### **Service**

As with teaching, service is an area where perceptions are mixed. In my estimation, service to the profession is a clear strength as evidenced by Dr. Marshall's service as an ad hoc reviewer for numerous journals, some of which are notably prestigious outlets. Additionally, she has served as an abstract reviewer for professional conferences such as the Council on Social Work Education, the American Public Health Association, the Gerontological Society of America, and the Society for Social Work Research.

In terms of service to the University of Washington, Dr. Marshall sits on the Public Lectures Speakers Committee and the Faculty Council on Research Committee, committees which are housed on the Seattle campus. Dr. Marshall engages in community service as a member since 2019 on the City of Seattle's African American Caregivers Forum. In regard to the University of Washington Tacoma, Dr. Marshall served one year on the Faculty of Color Committee and is currently the faculty sponsor for the Black Student Union which is an important role especially during our current context. Dr. Marshall's service to the SSWCJ includes participation on the UW Seattle School of Social Work Bachelor of Arts in Social Welfare (BASW) Committee as the Tacoma representative. Her service in this role has ended due to our new leadership structure. In 2017-2018 Dr. Marshall served as the SSWCJ's representative on the UW Tacoma Faculty Affairs Committee, and she is beginning service on the UW Tacoma's Academic

Policy and Curriculum Committee. Last academic year, Dr. Marshall served on two SSWCJ faculty search committees.

Dr. Marshall's P&T Review Committee could not reach a decision as to whether or not Dr. Marshall's service activities meet the School's service-related expectations for promotion and tenure. In the Committee's assessment, Dr. Marshall's service over time is uneven. In particular, the Committee notes that Dr. Marshall in her 2018-2019 Faculty Activity Report indicated that she is "not required to do any service" due to her K01 award. The voting faculty noted concerns about Dr. Marshall's fulfillment of service roles once accepted.

I have not observed Dr. Marshall when functioning in a service role so I cannot make an assessment of the concerns expressed by both the P&T Review Committee and the voting faculty as well. On face value, it appears that Dr. Marshall has provided an acceptable amount of service (although not as much as her SSWCJ faculty colleagues), with the one caveat that situating her service on the Seattle campus and larger community there, appears to be a priority.

### **Summary/Conclusion and Recommendation**

Unfortunately, Dr. Marshall's appointment as a faculty member in the UW Tacoma, SSWCJ reflects various points of conflict throughout the years.

**2016-2017** Dr. Marshall was voted as non-meritorious by her senior colleagues.

**2017-2018** Dr. Marshall was voted as non-meritorious by her senior colleagues.

**December 11, 2018** Merit Review Committee Findings due to two consecutive years of non-meritorious votes.

The faculty Merit Review Committee reviewed the totality of evidence and, in their opinion, the merit review process for both years was upheld. Recommendations were given to Dr. Marshall regarding both teaching and service. The Committee found inconsistencies in the ways some faculty followed "the policy that a non-meritorious rating in any single domain of colleagues' responsibilities necessarily results in an overall non-meritorious ranking. More closely adhering to this directive would have resulted in even more non-meritorious votes for Dr. Marshall in both years under consideration."

**2018-2019** Dr. Marshall's senior colleagues made a divided recommendation with the majority being meritorious. Concerns noted by the faculty included "problematic teaching," minimal amount of committee service, "low quality service contributions," and lack of clarity related to how she spent her research-protected time (only one peer-reviewed piece was noted). The Director at that time made a recommendation of non-meritorious. It is my understanding that this recommendation was reversed by higher level administration.

**2019-2020** Dr. Marshall's senior colleagues made a divided recommendation (3 yes, 3 no, 1 abstain, and 1 no response). As then co-director of the School, I forwarded a meritorious recommendation based upon my assessment of Dr. Marshall making progress in all domains based upon my understanding of the requirements for her position.

In reviewing the documents related to Dr. Marshall's promotion and tenure application, I cannot support her application for promotion and tenure to Associate Professor in the University of Washington Tacoma, School of Social Work and Criminal Justice. While Dr. Marshall's research productivity is strong,

I do not know if it rises to the level of “outstanding.” As noted above, my expertise is not in quantitative research; therefore, I do not know the level of skill or creativity required by Dr. Marshall to design and carry out her studies. The findings are not necessarily new to most social work practitioners and academics. However, the fact that most of her efforts are multidisciplinary and grounded in quantitative methodologies may in and of itself be highly valued and contribute to the literature and practice in ways that could not be accomplished through other research approaches. My understanding of the external reviews would support this observation.

Teaching effectively is necessary for granting promotion and tenure. While there are some mixed views of Dr. Marshall’s teaching abilities, student evaluations and student comments over time do not support effective teaching. According to Dr. Marshall as noted in her narrative, she was provided a teaching mentor based on the recommendation of her third year review committee. In Dr. Marshall’s words, “...this opportunity lacked clarity and I was told that process should be ‘fluid’ and ‘organic.’ This was not helpful which lead [led] me to seek other informal teaching mentors....”

Clearly, Dr. Marshall has engaged in service, most noticeably to the profession. The primary concern of Dr. Marshall’s colleagues as I understand it is lack of consistent engagement and commitment to the needs of the SSWCJ and to the Tacoma campus. This past academic year (2019-2020) I saw Dr. Marshall’s service as meeting our School’s expectations, given her reduced time for service. I cannot speak to Dr. Marshall’s pattern of less engagement, and questionable quality of service, over the preceding years.

In reviewing **Presidential Executive Order No. 45, I reference 4. Other Considerations.** “Consideration must be given to the way in which the candidate will fit into the present and foreseeable future of the academic unit. Does there appear to be a place for a candidate with these special interests? Will a candidate help to bring the academic unit into balance or throw it out of balance? Does a given candidate demonstrate high standards of professional integrity and conduct, and a commitment to the sharing of academic and administrative duties sufficient to contribute to the achievement of the academic unit’s goals?”

In my observations and review of Dr. Marshall’s history as a faculty member in the SSWCJ, I know that relationships and trust are broken. In my meetings with Dr. Marshall, she consistently has a third party present which is clearly her choice. However, this is indicative of Dr. Marshall’s lack of trust. Dr. Marshall notes in her October 23, 2020 response to the summary of her Review Committee that she “...filed a lawsuit under the Washington Law Against Discrimination because race is a substantial factor in these subjective decisions that target Black Americans and prevent advancement.” Again, this is Dr. Marshall’s prerogative, and I note it only to show that trust between Dr. Marshall and the University is broken.

I definitely think there is a place in the academy for Dr. Marshall, a setting where conducting research is the primary goal. This is not the case at the University of Washington Tacoma, SSWCJ. Our primary focus is upon excellent teachers and instruction while placing a high value on research productivity as well. Though teaching and scholarship are weighted more heavily when evaluating candidates for promotion and tenure to Associate Professor, service is important given the nature of our programs and the ongoing need for the further development of our School and campus. It is clear from Dr. Marshall’s record that research is her primary goal. She has struggled with teaching, and what concerns me most are the negative interactions with Dr. Marshall reported from graduate students in particular. Finally, Dr. Marshall’s interactions with faculty and staff colleagues in the SSWCJ are noticeably strained and in some cases, irrevocably damaged.

I wish Dr. Marshall the very best in all of her future endeavors and thank you for her contributions to our School.

Respectfully submitted,

A handwritten signature in black ink that reads "Marcie Lazari". The signature is written in a cursive, flowing style.

Marcie Lazari, PhD, ACSW, MSW  
Acting Dean and Professor Emerita  
University of Washington Tacoma  
School of Social Work and Criminal Justice

**TP4 Form: Eligible Voting Faculty Recommendation**

School:

Date of Vote: October 30, 2020

**Candidate Name:**

The above candidate is being reviewed for:

- Tenure and promotion to Associate Professor
- Promotion to Professor
- Promotion to Associate Teaching Professor
- Promotion to Teaching Professor

**Eligible Voting Faculty Recommendation:**


Number of faculty eligible to vote:	9
Number of affirmative votes:	0
Number of negative votes:	7
Number of abstentions:	2
Number of faculty absent:	0

\*Please note, the Dean should not be included in the eligible voting faculty count or vote.

By the above vote, the eligible voting faculty recommends:

The candidate be denied tenure and promotion to Associate Professor.

Attached is a summary by the Dean or their designee of the views of the eligible voting faculty on the candidates teaching, scholarship (for tenure-track only), service, and prospects for future performance. The summary must fairly represent all the views expressed in the discussion of the candidate's file, and must be shared with the eligible voting faculty.

Submitted by: Marcie Lazzari	Signature 	Date 11/03/2020
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Upload completed form and summary to School's AHR Folder on OneDrive.



November 3, 2020

**Re: Summary of Voting Faculty's Discussion and Recommendation: Gillian Marshall**

The eligible voting faculty met on October 30, 2020 to discuss and to vote on the promotion to Associate Professor with tenure for Dr. Gillian Marshall. The voting faculty do not recommend support for awarding promotion and tenure to Dr. Marshall. The following provides summary comments from the voting faculty discussion.

**Teaching**

The faculty question Dr. Marshall's teaching effectiveness over time, citing problematic teaching scores and the nature of the qualitative comments from the MSW students she taught. Concern at the graduate level relates to Dr. Marshall's apparent lack of responsiveness to students. Positive student comments were received from students in the lower-division Social Welfare course she taught for non-majors. Overall, the magnitude of Dr. Marshall's low scores are unheard of across the UW Tacoma campus. It was noted by faculty that modeling appropriate social work knowledge, values, skills, and cognitive/affective processes plays an important role in social work education and is part of the implicit curriculum, the core of the profession. Faculty also commented that Dr. Marshall's SSWCJ colleagues did not take issue with her reduced teaching load, but rather with the poor quality of her teaching.

While positive collegial evaluations were received for Dr. Marshall, none of the evaluations were conducted by anyone from the School of Social Work and Criminal Justice (SSWCJ), nor from the social work profession. UW Tacoma administration provided Dr. Marshall with a teaching mentor who is African American and a winner of the UW Tacoma Distinguished Teaching Award. Dr. Marshall indicated in writing as part of her promotion and tenure materials that this arrangement didn't work for her.

**Scholarship**

While it is clear that Dr. Marshall has a strong record of research and publications, her productivity at 75% dedicated time to research across five years raises questions when compared with her peers. There are scholars in the SSWCJ who have comparable or greater productivity records without the release time to support their scholarship. Again acknowledging Dr. Marshall's productivity, the nature of her research is primarily based upon secondary data analysis which is quite different in time demands than the community-engaged scholarship which is highly valued at UW Tacoma. A question was raised about the quality of Dr. Marshall's implications in two of her articles, in particular.

Faculty noted the significance of obtaining a K01 award and Dr. Marshall's efforts to develop additional skill sets, including earning another degree and taking various courses on statistical



models while at UW Tacoma. Another positive are Dr. Marshall's efforts to include students in her research which she has done. However, none of those are UW Tacoma students.

### **Service**

Expectations for Dr. Marshall's contributions to service are unclear, and there are apparent discrepancies, as well as concerns about fulfillment of service roles once accepted. While Dr. Marshall's yearly Faculty Activity Reports (FARs) indicate zero to minimal service, her curriculum vita records service activities. Some service activities noted are typically considered part of one's responsibilities as a faculty member. In one FAR, Dr. Marshall indicated that she was not required to do any service.

### **Prospects for Future Performance**

There is no doubt that Dr. Marshall will continue to be a productive scholar. However, there is lack of evidence to suggest that Dr. Marshall will be able to effectively teach BASW and MSW courses across the curriculum. In terms of service, there appears to be a lack of commitment to UW Tacoma and a pattern of disengagement.

Faculty expressed concern regarding Dr. Marshall's patterns of behavior toward colleagues. While faculty acknowledge the racialized and gendered context of the SSWCJ and the campus in general, Dr. Marshall's lack of engagement was noted upon her arrival on campus. Additionally, there is a pattern of disrespect toward others as evidenced by lack of participation and contributions to the work of the School. Faculty believe that members of the School community have tried hard to establish positive relationships with Dr. Marshall, but her negative responses have resulted in ongoing strained interactions.

### **Summary**

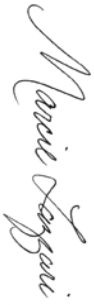
Dr. Marshall's promotion and tenure review and subsequent faculty discussion have presented numerous challenges. There is no clear documentation of Dr. Marshall's responsibilities as a member of the SSWCJ vis-à-vis her 75% dedication to research. Additionally, there are discrepancies about service expectations in particular. In making their recommendation, faculty are clear that Dr. Marshall does not meet the minimal criteria for promotion and tenure related to teaching. While her research productivity is quite strong, is it excellent enough to outweigh the difficulties related to teaching? The faculty think not. Questions related to expectations about appropriate quantity of service cannot be effectively addressed due to lack of information.

Members of Dr. Marshall's Review Committee shared with the voting faculty that they sought clarification from higher level administration (outside of the School) regarding questions related to teaching mentorship. They report being told that they were not an investigative body and to base their assessment on what was provided in Dr. Marshall's tenure and promotion materials.

Considering all of the information available to the voting faculty, they do not support the promotion to Associate Professor with tenure of Dr. Marshall.



Sincerely,

A handwritten signature in black ink, appearing to read "Marcie Lazzari". The signature is written in a cursive style with a large initial "M".

Marcie Lazzari, PhD, ACSW, MSW  
Acting Dean and Professor Emerita

cc: Dr. Gillian Marshall  
Promotion File  
Voting Faculty

**From:** [Marcie Lazzari](#)  
**To:** [Terri Simonsen](#)  
**Subject:** Fw: Summary of voting faculty's discussion and recommendation  
**Date:** Wednesday, November 04, 2020 1:52:17 PM

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FYI

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***Marcie Lazzari***, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

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**From:** Marcie Lazzari <mlazzari@uw.edu>  
**Sent:** Wednesday, November 4, 2020 1:48 PM  
**To:** Gillian L Marshall <geegee@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hello Gillian,

My apologies for not getting the letter to you yesterday. The seven-day period begins today, November 4th.

Best,  
Marcie

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***Marcie Lazzari***, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

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**From:** Gillian L Marshall <geegee@uw.edu>  
**Sent:** Wednesday, November 4, 2020 1:24 PM

**To:** Marcie Lazzari <mlazzari@uw.edu>

**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hi Marcie,

Thank you sending I noticed the voting faculty discussion and recommendation letter. It is dated November 3rd and I received it today November 4th. Could you please clarify what day marks the beginning of the seven-day period?

Thanks!

Gillian

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**From:** Marcie Lazzari <mlazzari@uw.edu>

**Sent:** Wednesday, November 4, 2020 9:44 AM

**To:** Gillian L Marshall <geegee@uw.edu>

**Subject:** Summary of voting faculty's discussion and recommendation

Dear Gillian,

Attached you will find the summary of the voting faculty's discussion and recommendation regarding your promotion and tenure. If you so choose, you have 7 days to respond. If you do not respond, you must provide a statement that acknowledges the summary was received.

Thank you and best wishes,

Marcie

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***Marcie Lazzari***, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

November 11<sup>th</sup>, 2020

**Re: Response to Summary of Voting Faculty's Discussion and Recommendation for Dr. Gillian Marshall**

This letter is in response to the School of Social Work and Criminal Justice (SSWCJ) voting faculty summary discussion and recommendation to not promote me (Dr. Gillian Marshall) to Associate Professor with tenure. It is my opinion that this review was conducted in a biased manner peppered with conjecture without facts resulting in a discriminatory outcome. The following are my responses to the various inaccurate points made in the summary letter I received on November 4<sup>th</sup>, 2020.

**Teaching**

According to this document, the faculty indicate: *“Overall, the magnitude of Dr. Marshall’s low scores are unheard of across the UW Tacoma campus.”* This would imply that faculty in the SSWCJ faculty have access to and reviewed all faculty teaching evaluations across the UW-Tacoma campus.

Another statement made was: *“While positive collegial evaluations were received for Dr. Marshall, none of the evaluations were conducted by anyone from the School of Social Work and Criminal Justice (SSWCJ), nor from the social work profession.”* It is unclear why this was brought up as a concern since the policy does not indicate that peer evaluations must be conducted by a member of the SSWCJ faculty. Is this to mean that no other faculty member in SSWCJ have had a peer evaluation conducted by persons outside the unit? As you know, going outside the SSWCJ faculty is necessary here because of systemic race discrimination within the SSWCJ faculty. These subjective comments reinforce the unfairness of the faculty’s subjective approach.

It is documented that the SSWCJ faculty stated: *“UW Tacoma administration provided Dr. Marshall with a teaching mentor who is African American and a winner of the UW Tacoma Distinguished Teaching Award. Dr. Marshall indicated in writing as part of her promotion and tenure materials that this arrangement didn’t work for her.”* I am not sure why the race of the teaching mentor is relevant rather than her ability to provide mentorship. Also, I believe my comments in the promotion and narrative were misrepresented. If you recall, on page 8 of my promotion and tenure materials I stated that *“...this opportunity lacked clarity”* and this was not helpful. I must remind you that I have only taught five classes owing to my research focus, and that there is a body of research that concludes student evaluations involving faculty of color are often subject to the same implicit bias in students as is seen in the faculty. As previously stated in my response to the review committee, there is a vast amount of research that has shown compared to white men, women, especially black women, receive lower teaching evaluations from students (Chavez & Mitchell, 2020; Murray, Boothby, Zhao, et al., 2020; Boring,

Ottoboni, Stark, 2019). I would also again like to reiterate that on April 3<sup>rd</sup>, 2020 during the Social Work and Criminal Justice Program Meeting, Dr. Eric Madfis stated that there is national evidence that suggests that teaching evaluations are bias toward women and faculty of color. Dr. Jeff Cohen, Acting Associate Dean of Finance and Operations and also the Chair of my Promotion and Tenure Committee agreed with this comment.

### **Scholarship**

Based on the faculty report, there is question regarding my level of productivity. As previously mentioned, no other faculty member, across the entire UW Tacoma campus, either currently under review for promotion and tenure or have ever received K-award. I am the first and only to receive this award on the UW Tacoma campus. I am unable nor am willing to compare myself to others without the responsibilities associated with a K01-award sponsored by the National Institutes of Health.

There was also mention that part of my K01-award responsibilities was to pursue another degree. Although I am not prohibited to pursue another degree through the K01-award, I would like to clarify, this is an inaccurate statement. The scholarship section of the faculty vote letter contains subjective conclusions designed to minimize the importance of the K01 award I received. For example, the SWCJ faculty are correct in that I use secondary data for this research project and depending on the type of research question being asked may warrant different types of data analysis that can be both involved and time consuming. Based upon my understanding of the promotion and tenure review requirements, nowhere does it state that one methodological approach is valued over another.

Finally, the faculty also stated that all of the students working with me on my research are not UW Tacoma students. That is correct and not sure why this is a concern since this is not a part of the evaluative criteria for the promotion and tenure review process.

### **Service**

Clarity regarding my FTE falls within the scope of the review committee and the faculty. This was another opportunity for the leadership and the SSWCJ faculty to check their own bias and provide me with a fair review process, but they did not and I have been severely harmed by their decision to intentionally disregard the funding parameters of my K01 grant and then use those parameters as justification for not recommending me for promotion and tenure to Associate Professor.

In addition, statements such as *“there are apparent discrepancies, as well as concerns about fulfillment of service roles once accepted”* and *“Dr. Marshall’s lack of engagement was noted upon her arrival on campus”* are all subjective, biased and untrue.

### Summary

Similarly, to the review committee recommendation letter, the tone of this document is punitive and full of conjecture without facts while not acknowledging my contributions to UW Tacoma. The basis for which statements were made throughout the document without any proof, factual information or policies to support it, again demonstrates the biased and unfair review process, and reinforces my need to seek a remedy from a jury since I cannot receive a fair evaluation from the faculty.

Sincerely,

Gillian L. Marshall, PhD, MSW

**From:** [Marcie Lazzari](#)  
**To:** [Terri Simonsen](#)  
**Subject:** Fw: Summary of voting faculty's discussion and recommendation  
**Date:** Sunday, November 15, 2020 12:14:19 PM  
**Attachments:** [Marshall - Response to Faculty.pdf](#)

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Terri, will this work? You can delete all of the other messages if necessary.

Marcie

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***Marcie Lazzari***, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

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**From:** Gillian L Marshall <geegee@uw.edu>  
**Sent:** Wednesday, November 11, 2020 3:34 PM  
**To:** Marcie Lazzari <mlazzari@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hi Marcie,

Please see attached response to the faculty vote.

Best,  
Gillian

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**From:** Marcie Lazzari <mlazzari@uw.edu>  
**Sent:** Tuesday, November 10, 2020 10:55 AM  
**To:** Gillian L Marshall <geegee@uw.edu>  
**Cc:** Casey Byrne <cbyrne2@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hello, Gillian.

I am writing to confirm my previous understanding that promotion and tenure votes of the faculty are not shared with candidates. This is adhering to common

practice at UW Tacoma.

Best,  
Marcie

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**Marcie Lazzari**, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

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**From:** Gillian L Marshall <geegee@uw.edu>  
**Sent:** Thursday, November 5, 2020 11:51 AM  
**To:** Marcie Lazzari <mlazzari@uw.edu>  
**Cc:** Casey Byrne <cbyrne2@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hi Marcie,

Thank you for your response. I will wait to hear back from Casey Byrne.

Thank you!  
Gillian

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**From:** Marcie Lazzari <mlazzari@uw.edu>  
**Sent:** Thursday, November 5, 2020 8:43 AM  
**To:** Gillian L Marshall <geegee@uw.edu>  
**Cc:** Casey Byrne <cbyrne2@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Good morning, Gillian.

It is my understanding that candidates do not have access to the promotion and tenure votes. I am copying Casey Byrne on this email to confirm that my understanding is correct.



Take care,  
Marcie

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**Marcie Lazzari**, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

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**From:** Gillian L Marshall <geegee@uw.edu>  
**Sent:** Thursday, November 5, 2020 7:22 AM  
**To:** Marcie Lazzari <mlazzari@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hi Marcie,

I reviewed the letter you provided, and it does not include the actual vote. Can you please include that information?

Thanks!  
Gillian

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**From:** Gillian L Marshall <geegee@uw.edu>  
**Sent:** Wednesday, November 4, 2020 2:38 PM  
**To:** Marcie Lazzari <mlazzari@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Thanks for clarifying Marcie.

Gillian

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**From:** Marcie Lazzari <mlazzari@uw.edu>  
**Sent:** Wednesday, November 4, 2020 1:48 PM  
**To:** Gillian L Marshall <geegee@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hello Gillian,

My apologies for not getting the letter to you yesterday. The seven-day period begins today, November 4th.

Best,  
Marcie

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**Marcie Lazzari**, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

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**From:** Gillian L Marshall <geegee@uw.edu>  
**Sent:** Wednesday, November 4, 2020 1:24 PM  
**To:** Marcie Lazzari <mlazzari@uw.edu>  
**Subject:** Re: Summary of voting faculty's discussion and recommendation

Hi Marcie,

Thank you sending I noticed the voting faculty discussion and recommendation letter. It is dated November 3rd and I received it today November 4th. Could you please clarify what day marks the beginning of the seven-day period?

Thanks!  
Gillian

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**From:** Marcie Lazzari <mlazzari@uw.edu>  
**Sent:** Wednesday, November 4, 2020 9:44 AM  
**To:** Gillian L Marshall <geegee@uw.edu>  
**Subject:** Summary of voting faculty's discussion and recommendation

Dear Gillian,

Attached you will find the summary of the voting faculty's discussion and recommendation regarding your promotion and tenure. If you so choose, you have 7 days to respond. If you do not respond, you must provide a statement

that acknowledges the summary was received.

Thank you and best wishes,

Marcie

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***Marcie Lazzari***, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)



Office of the Dean

December 9, 2020

Dr. Mark A. Richards  
Provost and Executive Vice President  
Office of the Provost  
Box 351237

Dear Provost Richards,

I write in regard to UW Tacoma School of Social Work and Criminal Justice's (SSWCJ) consideration of promotion from Assistant Professor to Associate Professor with Tenure for Dr. Gillian Marshall. Dr. Marshall is a faculty member in the SSWCJ at UW Tacoma, with an adjunct appointment at the UW School of Social Work, Seattle. The Council on Social Work Education (CSWE) accredits both Tacoma and Seattle programs under the overall structure of the University of Washington School of Social Work-Seattle. With respect to promotion and tenure of UW Tacoma social work faculty, the standard coordinated administrative structure for professional programs at UW campuses in Bothell and Tacoma applies. In following the tenure and promotion process developed by the Dean of the School of Social Work-Seattle and the UW-Tacoma Chancellor and Dean, my recommendation, along with that of the UW-Tacoma Social Work Faculty Council, is reviewed by the UW-Tacoma Chancellor/Dean, who then forwards all recommendations to you.

I have read the Ad Hoc Review Committee's report and materials submitted by the candidate, and reviewed the recommendation of the Acting Dean and Ad Hoc Review Committee's recommendations. Both recommend against the promotion and tenure of Dr. Marshall.

Her external reviewers suggest Dr. Marshall's research is theoretically and methodologically sophisticated, informed by the intellectual and practice traditions of social work, gerontology and public health. She publishes in highly regarded journals, and her focus on the health and well-being of older Black adults is substantively important. Her success in competing for federal research dollars is noted by both external reviewers and the ad hoc review committee.

However, in her recommendation letter, Acting Dean Lazzari points out that at the UW Tacoma School of Social Work and Criminal Justice, "[t]eaching effectively is necessary for granting promotion and tenure." She and the ad hoc committee have determined that Dr. Marshall has not demonstrated sufficient teaching effectiveness since her appointment. I agree that Dr. Marshall's teaching record is weak.

Given SSWCJ's criterion for promotion with respect to teaching, I concur that Dr. Marshall should not be promoted to the rank of Associate Professor with tenure at the School of Social Work and Criminal Justice at UW Tacoma.

4101 15th Avenue NE Box 354900 Seattle, WA 98195-4900

tel 206.543.5640 fax 206.543.1228 socialwork.uw.edu

Sincerely,

A handwritten signature in cursive script that reads "Edwina S. Uehara".

Edwina S. Uehara, PhD, MSW  
Professor and Ballmer Endowed Dean in Social Work

cc: Vicki Anderson-Ellis

## TP3: Review Committee Recommendation

Date of Review Committee Meeting:

Candidate for Tenure and/or Promotion: Dr. Gillian Marshall

The above candidate is being reviewed for:

- Tenure/promotion to Associate Professor
- Promotion to Professor
- Promotion to Associate Teaching Professor
- Promotion to Teaching Professor



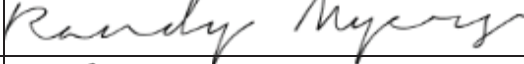

Number of affirmative votes	0
Number of negative votes	4
Number of abstentions	0

By the above vote, the review committee recommends:

**The candidate be denied tenure and promotion to Associate Professor.**

Attached is a summary of the review committee members on the candidates teaching, scholarship (for tenure-track only), service, and prospects for future performance. The summary must fairly represent all the views expressed in the discussion of the candidate's file, and must be shared with the eligible voting faculty.

Review Committee Members:

Name	Rank	Signature
Erin Casey	Professor	
Charley Emlet	Professor	
Randy Myers	Associate Professor	
Jeff Cohen	Associate Professor	

Upload completed form and summary to School's AHR Folder on OneDrive.

October 9, 2020

Dr. Marcie Lazzari, Acting Dean  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
1900 Commerce Street, Campus Box 358425  
Tacoma, WA 98402

**Re: Tenure Review Committee Summary Letter and Recommendation for Dr. Gillian Marshall**

Dear Dr. Lazzari,

The review committee, comprised of Drs. Emler, Casey, Myers, and Cohen (chair), met and discussed the materials provided by Dr. Marshall along with four external reviewer letters that spoke to the quality and impact of Dr. Marshall's scholarly work. This committee letter has been jointly written by the review committee and outlines the committee's assessment of Dr. Marshall's record of teaching, scholarship and service during her appointment as Assistant Professor in the School of Social Work and Criminal Justice (SSWCJ) at the University of Washington Tacoma (UW Tacoma).

While at UW Tacoma, Dr. Marshall has established herself as a strong researcher with a growing national reputation in the areas of social work, gerontology, public health and economics. She has built a research agenda that cuts across and integrates multiple disciplines and addresses important dynamics related to health disparities as influenced by race, ethnicity, socioeconomic status, and age. Dr. Marshall has been less successful in the classroom. Her record of teaching competence as evidenced by student evaluations, collegial evaluations, and other materials is mixed at best. Similarly, Dr. Marshall's record of service is unevenly distributed across the various domains included in evaluation for tenure and promotion. Dr. Marshall has a strong record of service to the profession, including to national organizations, and has engaged service with particular focus on supporting marginalized members of the campus community. However, her service to SSWCJ, UW Tacoma, and the UW more broadly has been relatively limited in relation to what is generally expected of a faculty member under review for tenure and promotion. The committee's assessment of Dr. Marshall's record was impacted by a lack of clarity and official determination of the distribution of her FTE across the three domains of teaching, scholarship, and service. As discussed in detail below, the committee believes that Dr. Marshall's record meets expectations in the area of scholarly activities, research, and publications, and does not meet expectations in the area of teaching. For service, the committee is unable to make a clear determination of whether Dr. Marshall's record meets or does not meet expectations as laid out in the SSWCJ Policy Guidelines for Tenure and Promotion, and that the totality of her record does not merit promotion to Associate Professor with tenure at UW Tacoma.

**Teaching**

Dr. Marshall's federal funding mechanisms require her to protect 75% of her time for research. She has therefore taught a total of five classes during her five years at UW

Tacoma - or one course per year. These classes include two unique course preparations – TSOCWF 101, “Introduction to Social Work Practice,” a lower-division undergraduate elective for pre-majors and non-social work majors (taught twice), and T SOCW 503, “Human Behavior in the Social Environment II,” a required course in the MSW graduate degree program (taught three times). It should be noted that the relatively limited number of available teaching-related data points make it somewhat challenging to assess Dr. Marshall’s teaching effectiveness.

**Teaching-related strengths.** Student evaluation scores for both quarters in which Dr. Marshall taught TSOCWF 101 were positive, with overall unadjusted median scores of 4.7 in 2016 and 4.0 in 2019. The 2016 student evaluation for this course included qualitative comments noting that students felt challenged and engaged by the class, and that they appreciated the variety of in-class content, including guest speakers, videos, and activities. Students in these courses and her graduate classes also appreciated hearing about Dr. Marshall’s practice expertise. This speaks to an element of the criteria for teaching competence articulated in SSWCJ’s Policy Guidelines for Tenure and Promotion, which is that “the School values the ability to draw on experience appropriately and to demonstrate practice competence in the classroom.” No qualitative comments were included in Dr. Marshall’s portfolio for the TSOCWF 101 course she taught in 2019.

Dr. Marshall included four collegial evaluations of her teaching in her tenure portfolio, and these were universally positive regarding her pedagogical approaches and effectiveness. These evaluations were conducted by a total of three people, all outside of SSWCJ (Beth Kalikoff from the UW Seattle Center for Teaching and Learning conducted two evaluations, in 2018 and 2019, respectively). We note some of the strengths surfaced in these assessments here. In her 2017 assessment of a class meeting of T SOCW 503, Dr. Julia Aguirre noted that Dr. Marshall made connections between course content and students’ lived experience and professional expertise, and created a space of “active student engagement,” effectively eliciting student knowledge. In a 2019 report on a class session of TSOCWF 101, Dr. Deirdre Raynor stated that Dr. Marshall created an inclusive environment in her course and piqued the interest of a racially diverse group of undergraduate students in taking additional classes in social work. Finally, Dr. Kalikoff noted that she saw evidence of high impact practices in Dr. Marshall’s teaching and praised her use of active learning approaches and the analytic scaffolding and assignment development in the classes. Dr. Kalikoff also took issue with one instance of low student evaluation scores, suggesting that student expectations for a traditional lecture format as well as racial bias might be at play.

Dr. Marshall also listed several activities related to improving her teaching, including seeking consultation from colleagues at other institutions and from the UW Center for Teaching and Learning. She also lists adjustments made to her courses over time, including adding more opportunity for assessment and feedback from students. The committee notes that her syllabi were indeed substantially revised across quarters. A formal, compensated teaching mentor was also made available to Dr. Marshall during the 2018-2019 academic year, but Dr. Marshall indicates that this was not a “helpful” arrangement.

Finally, Dr. Marshall states that she is committed to student mentoring and access, and she has included 4 doctoral students and 2 masters-level students in her research efforts. While this is commendable and speaks to her commitment to student success, the committee also noted that it appears that all of these opportunities have involved students at other campuses and institutions. None of the students she has involved in her research or mentoring are UW Tacoma students.



**Teaching-related concerns.** The committee also noted serious concerns related to Dr. Marshall's record of teaching. Student evaluation scores for the three quarters in which she taught T SOCW 503 were universally low, with overall unadjusted median scores of 2.8 in 2016, 1.3 in 2017, and 1.9 in 2018. It should be noted that, consistent with SSWCJ Policy Guidelines for Promotion and Tenure, which require candidates to report *unadjusted* median student evaluation scores, the review committee used unadjusted scores to guide our assessment (adjusted median scores for these courses were 3.3, 1.3, and 2.5, respectively). While quantitative student teaching evaluation scores are certainly only one metric with which to assess teaching effectiveness, these are exceptionally low scores both in the School and across the UW Tacoma campus and they remained low across three opportunities to teach the course. This can be a challenging course to teach, as it is required and not necessarily among students' favorite classes. While racial and gender bias are undoubtedly also among the factors at play, the committee believes that these factors collectively are unlikely to fully account for the unusually low nature of these scores.

Students provided extensive qualitative comments in their evaluations of these three courses. Themes in the comments across all quarters include concerns about significant course disorganization, a lack of clarity about expectations, lateness in providing feedback or access to materials, and some dismissiveness from Dr. Marshall in response to student questions and confusion. The criteria for teaching competence section of SSWCJ's Policy Guidelines for Tenure and Promotion states, among other things, that "sensitivity to student needs, the ability to respond to them appropriately, and the ability to assess student performance and to communicate this effectively are essential teaching skills." Student comments call into question whether Dr. Marshall has met these criteria.

Overall, the committee would have liked to have heard more from Dr. Marshall in her tenure narrative regarding her understanding of why these graduate courses were rated so poorly by students, why she made the particular changes that she did, and what she perceives as the impact of and lessons learned from those changes. Such information might have helped to further contextualize the factors associated with the challenges in these graduate courses.

It should be noted that concerns regarding Dr. Marshall's teaching are a strong pattern across year-end evaluations, reappointment evaluations, and merit reviews. Suggestions as well as resources for improvement are also provided in all of these documents. These include, but are not limited to, accessing more teaching mentoring in the unit and having at least some collegial evaluations done by faculty who are familiar with the social work curriculum (2017 reappointment review), taking full advantage of the mentor assigned in the 2018-2019 academic year (2018 reappointment review and 2018 merit review), and "teaching to the full extent allowed by your K-Award," to provide additional teaching-related data points (annual review - 2019). While Dr. Marshall has clearly sought out peer support related to teaching, some of these recommendations were not followed or were not deemed helpful by Dr. Marshall.

**Overall assessment of teaching.** In making an overall assessment of teaching, the review committee is faced with several tensions. These include how to weigh some very poor student evaluations against positive collegial evaluations, as well as how to weigh success in one course against significant challenges in another. The committee considered the role of gender and racial bias. These tensions also include acknowledging the small number of teaching data points, and some lack of clarity around the teaching load that Dr. Marshall was expected to carry (evidence in personnel documents suggest that Dr. Young,

former SWCJ program director and Dr. Marshall interpreted the degree of buyout supported by the grants differently).

It is the unanimous assessment of the review committee that Dr. Marshall's record of teaching does not meet the department's criteria for tenure and promotion, nor does it meet the Faculty Code's threshold of "substantial success" in teaching as a pre-requisite for tenure and promotion to the rank of Associate Professor. On the one hand, student teaching evaluations and collegial teaching evaluations suggest that Dr. Marshall has an emerging pattern of success with a lower division elective for non-majors, which she has taught twice. On the other hand, her portfolio also contains clear evidence of non-success with teaching at the graduate level. There is no data available in her portfolio regarding her capacity to successfully teach upper-division courses within the undergraduate social work major. Dr. Marshall's appointment is to a division in which the vast majority of courses are upper division courses for social work majors or graduate courses for MSW students. There are very limited opportunities to teach lower division electives, and even if Dr. Marshall sustains her success with external funding, it is highly unlikely that a 75% buyout will continue. Dr. Marshall's own description of the steps she has taken to address needed improvement in teaching (and results of those steps) is somewhat limited. Her current teaching record, therefore, does not provide sufficient evidence that she is an effective instructor in the context of the needs of SSWCJ, nor does it show a trajectory of growth toward the goal of teaching excellence.

### **Scholarly Activities, Research, and Publications**

Dr. Marshall's research and scholarship centers around populations of vulnerable older adults with a specific focus on populations of diverse older adults, including elders of color. Her research is cross-disciplinary, including social work, gerontology, public health and economics. For example, her research studies have examined issues related to socioeconomic status (including financial hardships), stressful life events, social support and social connectedness. Some of her research examines situational and historical instances such as studying foreclosure, job loss and the impact of the recession and financial hardships on older adults. One of the external reviewers commented on the importance of the cross-disciplinary nature of this work and stated that Dr. Marshall is "engaged in strong and productive research collaborations that embody a transdisciplinary perspective and are appropriate for the complex and multi-level research questions that she investigates."

The majority of Dr. Marshall's work is based upon and driven by theoretical models that include the stress process model and the cumulative advantage/disadvantage model. Grounding a body of research in conceptual frameworks is an important aspect of sound scholarship. Overall, the frameworks that Dr. Marshall utilizes are appropriate. One external reviewer, however, did state that Dr. Marshall's discussion of stress (in the article Exploring Ethnic Variation between Stress, Social Networks, and Depressive Symptoms Among Older Americans) "omits contemporary studies on this topic, and, in particular, those that consider cultural influences. A conceptual framework that considers the intersection between ethnicity and stress would be helpful."

Since coming to UW Tacoma Dr. Marshall has published a total of 14 peer reviewed journal articles, with six of those being first (or sole) author. In addition to the 14 published at UW Tacoma, she has four additional manuscripts under review and at least two additional manuscripts in progress. Prior to UW Tacoma, Dr. Marshall was an author or co-author of six peer-reviewed journal articles. In reviewing her CV, the target outlets for her

publications reflect the interdisciplinary nature of her work, with publications in journals such as *Aging and Mental Health*, *Health and Social Work*, the *Journal of Applied Gerontology* and *General Hospital Psychiatry* representing the disciplines of social work, gerontology, public health and medicine. In addition, she co-authored an encyclopedia entry in 2012 prior to her arrival. In addition to her publications she has had 13 refereed conference presentations since appointment as an Assistant Professor at UW Tacoma.

Dr. Marshall has developed a focus and expertise in using large, federal datasets, which places much of her empirical work in the realm of secondary analysis. For example, the study, "Modifiable health behaviors and risk for financial hardship in middle and late-life" utilized data from the Health and Retirement study to examine modifiable risk factors and financial hardships in midlife and older adults. Similarly, the study "The Association Between Hardship and Self-Rated Health: Does the Choice of Indicator Matter?" also analyzed data from the Health and Retirement Study as did the article under review "Trends in financial hardship: health and retirement study." The use of secondary datasets has important advantages. As one external reviewer pointed out, using nationally representative data sets allows greater generalizability in her findings.

SSWCJ's Policy Guidelines for Tenure and Promotion state, among other things, that "...the impact, quality, theoretical and methodological rigor, and the originality of scholarship will be given greater weight than the sheer quantity of publication." The majority of Dr. Marshall's scholarship has utilized quantitative analysis of secondary data from large (secondary) datasets focusing on multivariate analysis of key variables. One external reviewer noted that this approach is "noteworthy for highlighting personal, interpersonal, and structural factors that collectively influence health and well-being." The committee noted that Dr. Marshall's use of secondary data analysis is complex, requires expertise in advanced statistical models, and is grounded in solid theoretical frameworks (as discussed above). The use of secondary analysis has also allowed Dr. Marshall to advance a robust scholarly agenda in alignment with her K01 award.

Since coming to UW Tacoma, Dr. Marshall has obtained two substantial, extramural grants totaling in excess of \$1 million. Most noteworthy is the K01 award she received in 2015 for the study entitled "Financial Strain on Mental and Physical Health: Does Race/Ethnicity Matter?" A K01 is a prestigious career award from the National Institutes of Health and provides protected time (at 75%) for the purpose of providing an intensive, supervised, research and career development experience for doctoral researchers as they transition to independent research careers. While the K award provides support to the scholar, its overall purpose is the furtherment of career development, which includes a specific research project. In addition to the K award, Dr. Marshall has successfully obtained grant support from an NIH Administrative Supplement and funding from the NIH Loan Repayment Program.

Since her arrival at UW Tacoma, Dr. Marshall has been a consistently engaged and productive scholar. With 14 publications over the course of five years, she averages 2.8 peer reviewed articles per year. This is a solid track record and is reflective of the 75% of her FTE protected for research endeavors related to her K01 award. Dr. Marshall has demonstrated sustained scholarly engagement and attainments expected for an individual with a 75% research buyout for the past five years. Although not required, the candidate did not include her K01 grant proposal or letter of agreement as part of her tenure material, making it difficult to accurately assess the impact of the buyout on teaching and service

responsibilities. There is documentation of disagreement between Dr. Marshall and the previous program director about teaching and service workload.

**Overall assessment of scholarly activities, research, and publications.** It is the unanimous assessment of the review committee that both the quantity and quality of Dr. Marshall's scholarship meets the research-related expectations for tenure and promotion to Associate Professor within the context of her 75% buyout for research over the past five years. It should be noted that 14 peer-reviewed publications in rank is beyond the threshold typically expected of junior faculty who are carrying a full teaching and service load. Given Dr. Marshall's significant buyout, however, the committee views this record as commensurate with expectations. SSWCJ's Policy Guidelines for Tenure and Promotion state, among other things, that candidates are expected to engage in "sustained" scholarly activities, and that their work "demonstrates increasing or continuous excellence, contributes to new knowledge production, carries important implications for policy, program development, or practice, and rests on sound theoretical and methodological approaches which support the findings and conclusions put forth by the candidate." The guidelines go on to state that scholarship includes but is not limited to: "quantitative and qualitative research as well as books, articles, technical reports, program evaluations, and curricula external to university courses." As one external reviewer noted, "Dr. Marshall's portfolio represents an impressive program of research and scholarship that is significant in its scope, complexity, and practical relevance. Given Dr. Marshall's record of consistent and sustained scholarship and successful extramural funding in the context of a 75% buyout for five years, the committee views this record as meeting the tenure and promotion criteria in the area of scholarly activities, research, and publications.

### **Service**

Dr. Marshall's record is uneven across the different domains of service. While she shows clear strengths in her record of service at the national level and to the profession, and she has undertaken some service roles in the broader community, her record of service to SSWCJ (and to some extent the campus and University) is less robust. Assessing Dr. Marshall's record of service is further complicated by the fact that 75% of her time is reserved for research in accordance with external funding agreements as discussed above. In her 2018-19 Faculty Activity Report, Dr. Marshall states that her K01 award means she is "not required to do any service." As discussed elsewhere in this document, there is not consensus regarding this claim and previous leadership did not hold the same view. No official documentation of release from service was provided to the committee as part of this review.

Dr. Marshall's record of service to the profession is a clear strength. As noted in her narrative, Dr. Marshall has served as an ad hoc reviewer for numerous academic journals. Some of these are very prestigious outlets and serving as a reviewer for such journals is impressive, especially as a junior faculty member. Her service to the profession has also included serving as an abstract reviewer for professional conferences, including the *American Public Health Association Council of Social Work Education*, the *Society for Social Work Research*, and the *Gerontological Society of America*. Dr. Marshall has also served as an early career grant reviewer for the Social Science and Population Studies section of the National Institutes of Health. In the area of service to the profession and at the national level, the committee feels that Dr. Marshall has established a strong record.

Dr. Marshall's record of service to SSWCJ, however, is less robust. In Dr. Marshall's own narrative, the discussion of her service to SSWCJ is quite short (three sentences)—and this relative lack of service to SSWCJ is corroborated by Dr. Marshall's annual Faculty Activity Reports. Moreover, some of the activities listed in Dr. Marshall's narrative appear to be core responsibilities of employment for Social Work faculty rather than 'service' to the School. For instance, in her narrative, while she lists her role as a reviewer of admissions applications to the School's BASW and MSW programs, this is a responsibility required of all Social Work faculty in the School rather than a 'service' assignment. With that said, Dr. Marshall has served as a member on two faculty search committees within SSWCJ (one in 2017 and another in 2019). And, since 2016, Dr. Marshall has also served as the UW Tacoma faculty representative on the BASW committee at UW Seattle's School of Social Work.

In terms of service at the Tacoma campus, Dr. Marshall served on the *Faculty of Color Committee* from 2015-16 and was a voting member on the *Faculty Affairs Committee* during the 2017-18 academic year. In addition to these roles, Dr. Marshall has provided important service to the campus by serving as the faculty advisor to the Black Student Union at UW Tacoma. These are important service contributions that align with the equity and inclusion mission and values of UW Tacoma and SSWCJ. In terms of service to the University, she has served as a member on the University-wide *Faculty Council Research Committee* since 2019 and on the *Public Lectures Selection Committee* since 2016. In addition to these service duties to the campus and the University, Dr. Marshall has engaged in service to the community at-large, having been asked by the African American Caregiver's Forum to serve on their planning committee for a one-day conference.

**Overall assessment of service.** It is the unanimous assessment of the review committee that whether Dr. Marshall meets the service-related expectations for tenure and promotion to Associate Professor remains unclear. SSWCJ's Policy Guidelines for Tenure and Promotion state, among other things, that "it is expected that all faculty members will participate in the ongoing governance of the School in an engaged and responsible manner," and that this service "may manifest through a variety of opportunities," including "policy formulation, program development, administrative duties, ad hoc and standing committees, mentoring of new faculty or part-time lecturers, etc." These guidelines are also clear that "engagement in national and international service commitments shall not solely substitute for involvement with the larger campus community." In evaluating a candidate's service contributions, the review committee must assess "the quality and range of service across the local-to-global spectrum." Finally, the guidelines also state that "recognition will be given to faculty members who perform service of particular value to the School and its students, the University, or the community at large, especially under-represented and marginalized groups." Dr. Marshall's record of service since the time of her appointment is uneven, with clear strengths in one area and a relative paucity of activities in other areas. Dr. Marshall's record exhibits clear strengths in the area of service to the profession, including service work with national organizations and numerous scholarly journals. She has a less robust record of service to SSWCJ, UW Tacoma, and the University. With that said, she has engaged in some service to the School, along with some service to the campus, University and broader community. This includes service at the campus level that is student-centered and in alignment with efforts to support marginalized members of our campus community.

## Summary

The committee has determined that Dr. Marshall's record of teaching, scholarship, and service are indicative of a faculty member with a primary focus on research. Dr. Marshall's research agenda and accomplishments in the area of publications, continued development of skills in the area of quantitative analysis and statistics, and successful extramural funding are clear strengths. Dr. Marshall's K01 grant is a testament to her potential as a scholar and researcher and speaks highly of her status as a nationally known researcher in her field. There is little doubt that Dr. Marshall will continue to succeed in this regard. The K01 grant and its resulting shift in workload expectations also presents unique challenges in evaluating Dr. Marshall's case for tenure and promotion to Associate Professor at UW Tacoma. In particular, and as acknowledged elsewhere in this document, there is a lack of clarity or agreement as to how Dr. Marshall's FTE is distributed across the three domains of evaluation—teaching, research, and service. This is evidenced in conflicting statements made by Dr. Marshall and previous leadership in SSWCJ, as is seen in various documents included in Dr. Marshall's file. While it is clear that 75% of Dr. Marshall's time is to be dedicated to research, the distribution of the remaining 25% of her time is less clear and no official documentation of the distribution of this 25% was made available to the committee. The committee is in agreement that Dr. Marshall falls short of expectations for teaching competence as outlined by the SSWCJ Policy Guidelines for Tenure and Promotion. The committee is also in agreement that Dr. Marshall at least meets the expectations for scholarly activities, research, and publications, given the dedication of 75% of her time to this domain. Finally, the committee is unsure if Dr. Marshall meets or does not meet expectations for service. The UW Faculty Code (Section 24-34) states that "Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research. For tenured, tenure-eligible, or WOT appointments, both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient." The committee is in agreement in its determination that Dr. Marshall's record of research does not meet the Faculty Code's threshold of "outstanding" needed to outweigh what are very clear deficiencies in the area of teaching, which is a vital aspect of faculty responsibilities at UW Tacoma.

Based on the totality of Dr. Marshall's record as an Assistant Professor at UW Tacoma and the considerations outlined herein, the committee unanimously recommends that Dr. Marshall not be promoted to Associate Professor with tenure in the School of Social Work and Criminal Justice at UW Tacoma.

Sincerely,



Dr. Jeff Cohen  
Associate Professor  
Acting Associate Dean of Finance and Administration  
School of Social Work and Criminal Justice  
University of Washington Tacoma





October 16, 2020

**Re: Review Committee Summary: Promotion of Dr. Gillian Marshall**

The Review Committee recommends that Dr. Marshall not be promoted to Associate Professor with tenure in the School of Social Work and Criminal Justice at UW Tacoma. As a researcher, Dr. Marshall has a growing national reputation in the areas of social work, gerontology, public health and economics. Dr. Marshall's success in the classroom is "mixed at best." Her service to the SSWCJ, UW Tacoma, and UW more broadly "has been relatively limited in relation to what is generally expected of a faculty member under review for promotion and tenure." The Committee notes that its assessment was impacted by the lack of clarity related to Dr. Marshall's FTE expectations across the domains of teaching, scholarship, and service. The following provides summary comments from the Review Committee across these three domains.

**Teaching**

Due to federal funding requirements of Dr. Marshall's K01 award, she is required to protect 75% of her time for research. Therefore, she has taught a total of five classes during her time at UW Tacoma, a lower-division elective for pre- and non-social work majors (taught twice) and a required MSW graduate course (taught three times). Because of a limited number of data points, it makes it challenging to evaluate teaching effectiveness.

Student evaluations for the two times Dr. Marshall taught TSOCWF 101 were positive (overall unadjusted median scores of 4.7 in 2016 and 4.0 in 2019). Qualitative comments in 2016 (none were included in 2019) indicate that students felt challenged and engaged by the class and appreciated the variety of in-class content, including hearing about Dr. Marshall's practice experience.

Student evaluation scores for the quarters in which Dr. Marshall taught T SOCW 503 were universally low, with overall unadjusted median scores of 2.8 in 2016, 1.3 in 2017 and 1.9 in 2018. Adjusted median scores for these courses were 3.3, 1.3, and 2.5. Qualitative comments across these quarters include concerns related to course disorganization, lack of clarity about expectations, lateness in providing feedback and dismissiveness in response to student questions. While the Committee notes that racial and gender bias are certainly among factors at play, "the committee believes that these factors collectively are unlikely to fully account for the unusually low nature of these scores."

The four collegial assessments of Dr. Marshall's teaching, conducted by three individuals outside of the SSWCJ, were "universally positive regarding her pedagogical approaches and effectiveness." Strengths noted were the connections Dr. Marshall made between course content and students' lived experiences, a space for student engagement, evidence of high impact practices and an inclusive environment that "piqued the interest of a racially diverse group of undergraduate students in taking additional classes in social work." One individual took issue

with one instance of low student evaluation scores, “suggesting that student expectations for a traditional lecture format as well as racial bias might be at play.”

Dr. Marshall notes that she engaged in several activities to improve her teaching, including consultation with colleagues from other institutions and from the UW Center for Teaching and Learning. The Committee notes that her syllabi were significantly revised across quarters. A formal, compensated mentor was made available to Dr. Marshall during the 2018-2019 academic year, but Dr. Marshall stated that this was not a “helpful” arrangement.

The Committee notes that concerns regarding Dr. Marshall’s teaching show “a strong pattern across year-end evaluations, reappointment evaluations and merit reviews.” These documents also include suggestions as well as resources for improvement. The Review Committee notes several tensions in making an overall assessment of teaching: (1) how to weigh very poor student evaluations against positive collegial evaluations, (2) how to weigh success in one course against significant challenges in another, (3) the role of gender and racial bias, (4) the small number of teaching data points and (5) lack of clarity around the teaching load that Dr. Marshall was expected to carry.

Dr. Marshall states that she is committed to student access and mentoring which is commendable and shows a commitment to student achievement. She has included 4 doctoral students and 2 masters-level students in her research efforts, but none of those individuals are UW Tacoma students.

In summary, it is the assessment of the Review Committee that “Dr. Marshall’s record of teaching does not meet the department’s criteria for tenure and promotion, nor does it meet the Faculty Code’s threshold of ‘substantial success in teaching as a pre-requisite for tenure and promotion to the rank of Associate Professor.’” Additionally, there is a lack of evidence to suggest that Dr. Marshall is an effective instructor in relation to the needs of the SSWCJ.

### **Scholarly Activities, Research, and Publications**

Dr. Marshall’s research focuses upon populations of vulnerable older adults, more specifically populations of diverse older adults, including elders of color. Dr. Marshall applies a cross-disciplinary approach to her research that includes social work, gerontology, public health and economics. Her research examines financial hardships, stressful life events, social support/connectedness, as well as situational and historical realities such as job loss and the impacts of the recession upon older adults. One external reviewer noted that Dr. Marshall is “engaged in strong and productive research collaborations that embody a transdisciplinary perspective and are appropriate for the complex and multi-level research questions that she investigates.” Dr. Marshall publishes in a variety of journals that support the interdisciplinary nature of her work.

Most of Dr. Marshall’s work is guided by theoretical models that include the stress model and the cumulative advantage/disadvantage model, both of which are appropriate. However, the Committee notes that one external reviewer pointed out (in reviewing the article on Exploring Ethnic Variation between Stress, Social Networks, and Depressive Symptoms among Older



Americans) that “a conceptual framework that considers the intersection of ethnicity and stress would be helpful.” The external reviewer further commented that contemporary studies on the topic were omitted.

Dr. Marshall has been a productive scholar since coming to UW Tacoma, with 14 peer-reviewed journals across five years, with six of those being first (or sole) author. Four additional manuscripts are under review with at least two additional in progress. In addition to publications, Dr. Marshall has 13 refereed conference presentations.

Dr. Marshall’s expertise in using large, federal datasets places much of her empirical work in the realm of secondary analysis which is “complex, requires expertise in advanced statistical models, and is grounded in solid theoretical frameworks....” The Committee notes that one external reviewer pointed out that “...using nationally representative data sets allows greater generalizability in her findings.” This type of analysis aligns well with her K01 award.

A K01 grant is a prestigious award that provides support to Dr. Marshall, with the overall purpose of furthering her career development, which includes a specific research project. Additionally, Dr. Marshall has received grant support (totaling in excess of \$1 million dollars which includes the K01 grant) from an NIH Administrative Supplement and funding from the NIH Repayment Program. While obtaining these grants is a significant accomplishment, the Committee found it difficult to accurately assess the impact of the buyout on teaching and service responsibilities. “While it is clear that 75% of Dr. Marshall’s time is to be dedicated to research, the distribution of the remaining 25% of her time is less clear and no official documentation of the distribution of the 25% was made available to the committee.”

The Committee pointed out that the majority of Dr. Marshall’s research is based upon quantitative analysis of secondary data from large datasets. While the complexity and value of this type of research is commendable and in alignment with the K01 award as noted above, the Committee questions whether it meets the SSWCJ’s Policy Guidelines for Promotion and Tenure. These guidelines state that “...the impact, quality, theoretical and methodological rigor, and the originality of scholarship will be given greater weight than the sheer quantity of publication.” This issue is further addressed in the Summary below.

“Given Dr. Marshall’s record of consistent and sustained scholarship and successful extramural funding in the context of a 75% buyout for five years, the committee views this record as meeting the tenure and promotion criteria in the area of scholarly activities, research, and publications.”

## **Service**

Dr. Marshall has shown clear strengths in service record at the national level and to the profession, and she has undertaken some service roles in the broader community. She has served as an ad hoc reviewer for numerous prestigious outlets which is impressive for a junior faculty member. Her service to the profession has also included serving as an abstract reviewer for professional conferences, including the American Public Health Association, Council on Social Work Education, the Society for Social Work Research, and the Gerontological Society of

America. Dr. Marshall has also served as an early career grant reviewer for the Social Science and Population Studies section of the National Institutes of Health. The Committee views this service to the profession and at the national level to be very strong.

However, Dr. Marshall's service to the SSWCJ (and to some extent the campus and University) is less robust. Her record of service in this area is complicated by the lack of clarity related to her 75% research buyout as noted above. Dr. Marshall stated in her 2018-2019 activity report that she is not required to do any service. Leadership at that time held a different view.

The Committee notes that in Dr. Marshall's narrative, "the discussion of her service to SSWCJ is quite short (three sentences) – and this relative lack of service to SSWCJ is corroborated by Dr. Marshall's annual Faculty Activity Reports." Additionally, the Committee comments that some of what Dr. Marshall considers service are considered to be core responsibilities of a faculty member, such as reviewer of admissions applications. Dr. Marshall has served on two search committees and as the UW faculty representative on the UW Seattle's School of Social Work's BASW Committee.

At the campus level, Dr. Marshall served on the *Faculty of Color Committee* from 2015-16 and a voting member on the *Faculty Affairs Committee* during the 2017-18 academic year. Dr. Marshall has also provided important service to the campus as the faculty advisor for the Black Student Union. In relation to service to the University, Dr. Marshall has served as a member on the University-wide *Faculty Council Research Committee* since 2019 and on the *Public Lectures Selection Committee* since 2016.

It is the assessment of the Review Committee "that whether Dr. Marshall meets the service-related expectations for tenure and promotion to Associate Professor remains unclear." The Committee further notes that "Dr. Marshall's record of service since the time of her appointment is uneven, with clear strengths in one area and a relative paucity of activities in other areas."

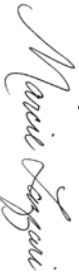
## **Summary**

"The committee has determined that Dr. Marshall's record of teaching, scholarship, and service are indicative of a faculty member with a primary focus on research." Clearly, Dr. Marshall's accomplishments in obtaining extramural funding, consistently publishing, and ongoing development of her research agenda are strengths that position her to maintain an upward research trajectory. As noted earlier, the lack of clarity regarding performance expectations across the domains of teaching, research, and service make it difficult to fully assess Dr. Marshall's record. The Committee is clear that Dr. Marshall does not meet expectations for teaching competence. As noted above, the Committee is unclear about Dr. Marshall's service record. The Committee references the UW Faculty Code (Section 24-34) that states "Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research. For tenured, tenure-eligible, or WOT appointments, both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient." The Committee agrees that Dr. Marshall's "record of research does not meet the Faculty Code's threshold of 'outstanding' needed to outweigh what are very clear

deficiencies in the area of teaching, which is a vital aspect of faculty responsibilities at UW Tacoma.”

Based upon the above considerations, the Review Committee “recommends that Dr. Marshall not be promoted to Associate Professor with tenure in the School of Social Work and Criminal Justice at UW Tacoma.”

Sincerely,

A handwritten signature in cursive script, appearing to read "Marcie Lazzari".

Marcie Lazzari, PhD, ACSW, MSW  
Professor Emerita and Acting Dean

cc: Dr. Gillian Marshall  
Promotion file

**From:** [Marcie Lazzari](#)  
**To:** [Gillian L. Marshall](#)  
**Cc:** [Marcie Lazzari](#)  
**Subject:** Summary of Review Committee Recommendation  
**Date:** Friday, October 16, 2020 11:06:58 AM  
**Attachments:** [Review Committee Final Summary to Candidate Marshall.pdf](#)

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Dear Gillian,

Attached you will find a copy of the summary of your Review Committee's tenure and promotion recommendation. If you wish to provide a response to the Review Committee recommendation, please send it to me no later than 5 p.m. on Friday, October 23, 2020. If you choose not to respond, please provide a statement that acknowledges the summary was received.

Thank you, and best wishes,

Marcie

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**Marcie Lazzari**, PhD, ACSW, MSW  
Acting Dean, Professor Emerita  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
(253) 208-3695 (c)

October 23, 2020

**Re: Response to Review Committee Summary for Dr. Gillian Marshall**

This letter is in response to the School of Social Work and Criminal Justice (SSWCJ) Review Committee's recommendation to not promote me (Dr. Gillian Marshall) to Associate Professor with tenure. It is my opinion that this review was conducted in a biased manner resulting in a discriminatory outcome. The following contests various points made by the Review Committee in each of the three domains by which I was evaluated: 1) teaching; 2) scholarship and; 3) service.

**Teaching**

Based on what has been documented, it appears that the Review Committee is clear that due to being awarded a 5-year federal grant through the National Institutes of Health, 75% of my time must be protected to focus on my research as outlined in the grant proposal. The remaining 25% as stated in my promotion and tenure narrative, "involved teaching one course a year for the past 5 years." As a result, I have taught five courses during my time here at UW Tacoma.

On a couple of occasions statements such as the following were made:

*"limited number of data points makes it challenging to evaluate teaching effectiveness."*

During my interview, I was transparent with the search committee that I would more than likely receive a K01 grant, which included a reduction in my teaching load by 75 percent and allocated only 25 percent of my time to teaching and service for 5 years. Knowing this, my acceptance of the offer from UW-Tacoma was contingent upon the support from UW Tacoma leadership if I secured the K01 award. The director at the time (Diane Young) was also made aware of the possibility that I would receive the K01 award and how my FTE would be distributed. There were no concerns mentioned and an offer of employment was made.

The SSWCJ has had knowledge of this information for the past six years and there was no mention of this as a concern at the beginning of my employment nor during my third-year review. The failure of the Review Committee to assess my teaching effectiveness based on the number of courses I have taught is an example of the discrimination I have experienced by the Review Committee.



One of the most harmful statements by the Review Committee was the expressed concerns about my teaching score evaluations. They simply failed to acknowledge the work that I have done to improve low scores that I have received from students, which included proactively and consistently meeting with the Director of the Teaching and Learning Center, and making changes to the content of the course and the method of delivery. As noted in my promotion and tenure narrative:

*“These changes have resulted in a positive trend toward teaching excellence with almost a 50% increase in my teaching evaluations from a score of 1.3 in 2018 to a score of 2.5 in 2019.”*

Although there are several ways to assess teaching effectiveness (i.e. student evaluations, peer evaluations, other resources available through the teaching and learning center), it is evident to me the Review Committee placed more emphasis on one of these methods (student evaluations) more than others. Research has found students are often biased when filling out the student evaluations. So much so that some institutions of higher education are no longer including them as part of their evaluation of candidates for tenure and promotion (i.e. Ryerson University).

In response to the Review Committee’s comment:

*“While the Committee notes that racial and gender bias are certainly among factors at play, “the committee believes that these factors collectively are unlikely to fully account for the unusually low nature of these scores.”*

It has been documented that there is a history of bias, unfair treatment practices and discrimination toward black faculty and students here at UW Tacoma as evidenced by the most recent climate survey. There is also research that has shown compared to white men, women, especially black women, receive lower teaching evaluations from students (Chavez & Mitchell, 2020; Murray, Boothby, Zhao, et al., 2020; Boring, Ottoboni, Stark, 2019). In fact, on April 3<sup>rd</sup>, 2020 during the Social Work and Criminal Justice Program Meeting, Dr. Eric Madfis stated that there is national evidence that suggests that teaching evaluations are bias toward women and faculty of color. Dr. Jeff Cohen, Acting Associate Dean of Finance and Operations and also the Chair of my Promotion and Tenure Committee agreed with this comment.

### **Scholarly Activities, Research and Publications**

The Review Committee expressed concerns that they:

*“...found it difficult to accurately assess the impact of the buyout on teaching and service responsibilities.”*

The letter goes on to state:

*"While is clear that 75% of Dr. Marshall's time is to be dedicated to research, the distribution of the remaining 25% of her time is less clear and no official documentation of the distribution of the 25% was made available to the committee."*

The question about the "...FTE expectations..." came up at least five times in this document. This concern appears to be an administrative and structural issue and it also appears the Review Committee failed to consult with Dr. Jill Purdy, Executive Vice Chancellor for Academic Affairs and Casey Byrne, Academic Human Resources for additional guidance. On January 31, 2019 in a meeting with Drs' Purdy, Raynor, Young and Casey Byrne a discussion ensued about this matter and it was my understanding that that Dr. Purdy was going to provide the Review Committee with document(s) pertaining to this matter. This was one opportunity for the leadership and this Review Committee to check their own bias and provide me with a fair review process, but they did not and I have been severely harmed by their decision to intentionally disregard the funding parameters of my K01 grant and then use those parameters as justification for not recommending me for promotion and tenure to Associate Professor.

### Service

The Review Committee believes that my service at the national level and to the profession is strong. However, it rated my service to SSWCJ and the University of Washington at-large as "*less robust.*" They based this rating on the fact that only 25 percent of my FTE can be allocated to teaching and/or service. I believed this issue was resolved on January 31<sup>st</sup>, 2019 with Drs' Purdy, Raynor, Young and Casey Byrne in attendance. Also, during this meeting, Dr. Purdy shared that I was not required to do any service. Leadership at the time, Dr. Diane Young was under the impression that my FTE consisted of 75% research, 25% teaching and 25% service; however it was pointed out to her during the meeting on January 31<sup>st</sup>, 2019 that was 125%. As I shared in that meeting, I planned to continue to do as much service as I can as I have done in the past without violating the contractual agreement with my grant funding agency - NIH. As a result, I was harmed, here is an example of how the Review Committee used this against me.

The Review Committee also stated:

*"Her service to the SSWCJ, UW Tacoma, and UW more broadly has been relatively limited in relation to what is generally expected of a faculty member under review for promotion and tenure."*

According to the SSWCJ's minimum service expectation, I have surpassed it even with protect time from my grant. I agree that I have provided less service than others under



review in the tenure and promotion process. However, it is my understanding that no other faculty member, across this entire UW Tacoma campus under review for promotion and tenure have a K-award protecting their time from 75 percent of their faculty responsibilities, which includes teaching and service. This is an unfair expectation and a subjective and biased statement that requires me, the only untenured Black women in the department to have to carry the workload of 1.25 FTE faculty with the compensation of 1 FTE.

### Summary

The tone and tenor of this document is punitive and does not acknowledge all of my contributions to UW-Tacoma and holds me to a higher standard than my colleagues. It is mentioned on two occasions that *"limited number of data points"* to assess teaching effectiveness and on five occasions there was mention that there was a *"lack of clarity related to Dr. Marshall's FTE expectations"* and that *"no official documentation of the distribution of the 25% was made available to the committee."* Again, this appears to be an administrative and structural issue. I filed a lawsuit under the Washington Law Against Discrimination because race is a substantial factor in these subjective decisions that target Black Americans and prevent advancement. I note that there are only 2 tenured Black Americans: one in the School of Social Work in Seattle (Dr. Amelia Gavin) and one in Tacoma (Dr. Marian Harris). I can see that my lawsuit will be the only way to force open the door that is currently closed to me and to other Black Americans who hope to become tenure members of the faculty at the University of Washington.

Gillian Marshall, MSW, PhD  
Assistant Professor of Social Work



**PERSONAL STATEMENT NARRATIVE FOR TENURE AND PROMOTION REVIEW**

Gillian L. Marshall, MPHc, MSW, Ph.D.

Assistant Professor

Social Work and Criminal Justice Program

University of Washington Tacoma

June 25<sup>th</sup>, 2020

## OVERVIEW

With over 15 years of post MSW practice experience as a case manager and medical social worker, I observed how stress negatively impacts the mental and physical well-being of older adults. At the nexus of aging, stress and health disparities, I am specifically interested in how the stress process occurs for racial/ethnic economically and disadvantaged older adults who experience significant barriers due to financial hardship. Because of the limited research in this area I have developed a research agenda that coalesces stress, financial hardship and debt, social support, mental and physical health disparities among older adults.

My official appointment at the University of Washington Tacoma (UW Tacoma) began in September 2015 after completing two years as a tenure track Assistant Professor at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences at Case Western Reserve University (CWRU) as an Assistant Professor. Since joining the faculty at UW Tacoma, I have continued this line of research which has culminated into 18 published manuscripts, one book chapter, three National Institutes of Health (NIH) grants, two NIH loan repayment awards. In addition to my research productivity, I have taught five courses, mentored 6 students and served on several committees in the school, on-campus, within the university system, and nationally being invited by NIH to serve as an early career grant reviewer. My research and practice embody both the mission of the University of Washington in general and more specifically Tacoma as well as the social justice mission of the social work profession.

The information below consists of three sections representing my significant contributions in research, teaching and service at UW Tacoma, and beyond. Section I: Research and Scholarship; this section provides specific details of my research activities, publication history, funded research grants and my future research directions; Section II: Teaching; this section includes a description of my teaching philosophy and activities and: Section III: Service: this section provides a description of all facets of my service activities.

## SECTION I: RESEARCH and SCHOLARSHIP

### NATIONAL INSTITUTES OF HEALTH - K01 AWARD

In 2015, I was the first and only person to date on the UW Tacoma campus to be awarded a K01 Career Development award through the National Institutes of Aging. The K01 Career Development award is a nationally recognized prestigious award designed for junior faculty who wish to build their individual line of inquiry with the goal of obtaining an R01 grant which denoted being an independent researcher. The K01 is a highly competitive funding mechanism (only 23% were funded during the cycle when I was funded) and my proposal was funded through the National Institutes of Aging (NIA) (5K01AG048416-03).

As the Principal Investigator, the purpose of this funding mechanism is to have protected time (75% of my FTE) from teaching and service responsibilities for 5-years to focus on my continuing to develop my research agenda. As a result, I was only required to teach one course a year. For this protected time, the federal government pays the UW Tacoma 75% of my salary and benefits so that I can: 1) take additional courses in economics, health services methods and statistics to analyze data to answer the proposed research questions; 2) attend workshops in aging and stress; 3) regularly meet with local and national mentors and experts in the field of aging, stress and behavioral economics; 4) produce manuscripts for publication; and; 5) present findings from this project at national and international conferences. Near the completion of this grant project, there is an expectation by my mentors and NIH, that will I apply for research grants: an R21 and an R01.

This K01 award has made it possible not only to focus on my research agenda but to also create opportunities to financially support master's and doctoral level students. Since there are so few research opportunities on the UW Tacoma campus, I provide all of my students with mentorship and



a chance to gain valuable experience working on a national research project by applying the skills they have learned in the classroom. Keeping with the “urban serving institution” mission of the UW Tacoma, whenever possible, I hire students of color (SOC) or those from underrepresented groups (UR).

## RESEARCH

My research agenda is a compilation of academic preparation in the areas of social work, gerontology, public health and more recently in behavioral economics. My work which focuses on diverse groups of older adults, is multidisciplinary and highly collaborative in nature. It draws on theoretical frameworks such as the stress process and cumulative (dis)advantage to examine the complexities related to racial and gender differences in physical and mental health and this is accomplished through 4 lines of inquiry: 1) socioeconomic status (SES); 2) stressful life events (e.g. job loss, foreclosure, recessions); 3) primary (discrimination) and secondary stressors (e.g. financial hardship and debt); and; 4) social support networks associated with adverse mental/physical health outcomes over time. This work is exemplary of the goals set out by the National Institutes of Health’s strategic plan to increase the number of minority investigators and the visibility of work on minority health and health disparities.

### Framework: Stress Process and Cumulative Advantage/Disadvantage

Since practicing in the field, I have always had an interest in understanding stress, social support, and the mental well-being of older adults. My work examines these phenomena using both the stress process and cumulative advantage/disadvantage theories. Most models of the stress process include a measure of social support as an intervening or protective factor. The stress process theory (Pearlin et al, 1981) posits that individual lives follow unique trajectories of change over time within specific social contexts that are shaped by occurrence, timing, and sequencing of salient stressful life events (e.g. job loss, foreclosure, bankruptcy) creating stress leading to (financial hardship) which undermines health (poor mental and physical health outcomes, chronic illnesses). Cumulative Disadvantage/Advantaged (CDA) theory (Dannefer, 2003) posits that early disadvantages or advantages in resources and deficits accumulate over the life course. The cumulative effect over time increases disparities in wealth, health, and well-being as a birth cohort ages. Utilization of CDA and the stress process underscores the risks and resources associated with social groups that accumulate and expand in their effects as individuals or cohorts age, creating large and systematic inequalities in physical and mental health, longevity, and emotional well-being. However, where they differ is that stress researchers have primarily focused on age/stage in the life course while rarely documenting the widening gap in health which is a focus of the cumulative advantage/disadvantage theory.

### Socioeconomic Status

My first line of inquiry focuses on socioeconomic status (SES). Traditional measures of SES indicators include education, income, and occupational status. The impact of risk factors by SES resulting in poor health outcomes has been well documented. Findings from this work on a micro level provide important insights on the relationship between SES factors and exploring parental education as a potential mechanism of poor health outcomes in late life (*Marshall, Hooyman, Hill, & Rue, 2013*). While the contribution of SES is highly important in understanding health disparities and health inequities, it still does not fully explain the gap in health status that remains, nor does it fully explain the underlying pathway(s) by which low income affects an individual’s health status. Evidence suggests that the differences in the relationship between low SES and poor health outcomes may also be attributed to alternative forms of SES indicators. Part of my research agenda has been to explore alternative measures that are a results of stressful life events.



### Stressful Life Events

The second line of inquiry for my research agenda was funded through my NIH K01 Career Development Award [PA-14-044] entitled “Financial Strain on Mental and Physical Health: Does Race/Ethnicity Matter?” This work focuses on the role of primary stressors such as stressful life events and its impact on health. Job loss/unemployment, foreclosures, recessions and more recently the Covid-19 pandemic are all examples of stressful life events I examine in my research. Job loss/unemployment specifically, has been associated with declines in physical functioning, chronic disease events, heart attacks, stroke, lower self-rated health, and most commonly, increased depressive symptoms (Deb, Gallo, Ayyagari et al., 2011; Gallo, Teng, Falba et al., 2006; Gallo, Bradley, Dubin et al., 2006; Tucker-Seeley, Subramanian & Sorensen, 2009).

Since the late 1970’s, involuntary job loss has become an increasingly common experience for American workers. Once a phenomenon that mainly affected industrial workers who were displaced from factory jobs, job loss now cuts across age, race, gender, and occupational categories (Farber, 2005; Farber, 2008). Many people who lose their jobs may encounter increased financial strain and no immediate reemployment (Siegel et al., 2003). My work in this area examines the direct effects of job loss and depressive symptoms and whether social support or social integration moderates this relationship. Findings from this work suggest being more educated, more likely to be white, and having higher levels of social support from family and friends buffer the effect of high depressive symptoms. This highlights the important role social support plays in the midst of involuntary job loss and can be found in my published manuscript entitled “The moderating effect of social support and social integration on the relationship between involuntary job loss and health” in the *Journal of Applied Gerontology*.

Foreclosure is another stressful life event, yet despite the high rate of home foreclosures during the U.S. economic downturn from 2008-2010, few studies have been reported in which the short and long-term adverse health effects associated with this stressful life event have been examined. Of these studies, findings linking foreclosure to the onset of mental and physical health suggest, however, that foreclosure is associated with increases in the number of heart attacks, stroke (Currie, & Tekin, 2011) and depression (McInerney, Mellor, & Nicholas, 2012). More recently, through my work I found a relationship between late mortgage payments and facing or being in foreclosure and cognitive decline among persons 65 years and older (Marshall, Canham, Gallo, Kahana & Larson, *in process*). Support for this work came from my K01 administrative supplement [PA18-591] to examine the intersection of race/ethnicity and financial strain in trajectories of cognitive decline.

A recession is also a stressful life event, however previous research on the impact of recessions on the health of older adults has produced mixed findings. The Great Recession of 2008 was sudden and severely impacted many financially regardless of age, race/ethnicity, or socioeconomic status. Yet, long-term adverse health impacts as a result of the 2008 recession have only recently begun to emerge after the recession (Catalano, Goldman-Mellor, Saxton et al, 2011). Some have argued that recessions do not detectably affect older adults (Currie & Tekin, 2011) nearly as much as younger people, because of safety nets like Social Security and Medicare. In effort to address these mixed findings, my colleagues and I along with a doctoral student, conducted a study examining financial hardship on self-rated health and depression pre and post the 2008 recession stratified by age (50-64yrs vs. 65 and over). Our results suggest that there is a relationship between financial hardship and self-rated health and depressive symptoms pre/post the recessionary period. The effect, however, was stronger for the younger cohort compared to those 65 year and older. Medicare coverage does act as a buffer for older adult populations in this sample (Marshall, Ingraham, Larson, Dave, Kahana, & Gallo, *in process*). This work was also supported by funding from my K01 Career Development Award and my Loan Repayment Program.

### Financial Hardship and Debt

The third line of inquiry focusses on secondary stressors and it was also supported by funding from my K01 Career Development Award [PA-14-044] and my Loan Repayment Program. Over the



past several years, I have been involved in contributing to an emerging body of research investigating the relationship between alternative SES indicators such as financial hardship/strain, material hardship, and debt. There is a call for the expansion of traditional SES measures to include domains of financial hardship and debt (Drentea 2015; Marshall, 2015, Tucker-Seeley, Marshall, & Yang, 2016; Tucker-Seeley & Thorpe, 2019). These measures of financial hardship/strain include asset loss, income loss, medical debt, and credit card debt, are also important parts of an older person's overall financial portfolio. The constant stress associated with making decisions between choosing either housing, food, medication, or paying bills is often related to poor physical functioning and pain (Marshall, Baker, Song & Miller, 2018), psychological distress (Marshall, Kahana, Gallo, Stansbury & Theilke, 2020), or even suicide (Davison, Marshall-Fabien & Tecson, 2016). Thus, SES alone may not adequately serve to capture this heterogeneity in financial problems experienced among middle aged and older adult populations. Without consideration of these additional types of SES indicators, it is highly likely that the impact of financial hardship on health outcomes may be underestimated and possible differences in financial well-being among population subgroups may be obscured. These findings can be found in my first authored publication "Financial hardship and self-rated health: Does the choice of indicator matter?" (Marshall & Tucker-Seeley, 2018).

My recent work has focused on filling this critical gap in the literature, Using data from the Health and Retirement Study (HRS), a large national dataset with representative samples of the population, my colleagues and I examined the association between a number of financial hardships (difficulty paying bills, food insecurity, and delaying medication due to cost) and debt (medical, credit card) indicators by psychological well-being (depressive symptoms and anxiety). We found that all financial hardship indicators and medical debt were all significantly associated with high depressive symptoms and anxiety. However, there was lack of support for our hypothesis that credit card debt was associated with psychological well-being. We believe that the "perception" of credit card debt may not be a stressor if one is able to make minimum payments and carry a balance. This paper entitled "The price of mental well-being in later-life: The role of financial hardship and debt" was recently published in the *Journal of Aging and Mental Health*.

In a longitudinal study using several waves of the HRS, my colleagues and I were able to examine changes in financial hardship over time. We found that temporal factors are also an important aspect of understanding the nature of financial hardship. Findings suggest that the experience of financial hardship is not linear, but rather ebbs and flows and we provide evidence that shorter time intervals of time better capture when the financial hardship is experienced and when there are periods of reprieve. This manuscript entitled "Trends in financial hardship: findings from the health and retirement study" is currently under review with *Journals of Gerontology*.

As I continue to work to lead ongoing research in financial hardship and health outcomes in general, I continue to build on this work, and more specifically examine cognition as an outcome among persons with Alzheimer's Disease and Related Dementias (ADRD) (Byrd, Gonzalez, Moody-Beatty, Marshall, Zahodne, Thorpe & Whitfield, 2020). Future work will continue to build and achieve greater clarity on how to conceptualize financial hardship and its impact on adults in middle and later-life.

#### Social Support and Social Connectedness

The fourth line of inquiry in my research agenda includes protective factors such as informal social networks: 1) social support and 2) social connectedness. Social support and social connectedness are two dimensions of social networks that have been found to act as protective factors to moderate or mediate, to weaken the relationship between stress and physical and mental health, by augmenting a person's ability to cope with stress. *Social support* refers to the frequency of contact with a spouse/partner, children, friends and family, and *social connectedness* refers to the strength or closeness of the ties older adults experience through their spouse, friends, family, and other relationships. Much of this work examines differences in the social support network among older adults by ethnic group (Marshall & Miller, 2014), and the mediating role of social connectedness in the relationship of



financial hardship and health (self-rated health/self-rated mental health) by racial/ethnic group (*Marshall, Thorpe, Szanton, 2017*).

A major implication of all these findings suggest that there is a definite need to go beyond traditional measures of SES to examine different dimensions of one's financial situation and a clearer understanding of how we measure financial hardship. Moreover, these results highlight the importance of creating a standard universal measure which will be important when comparing results from other studies.

### **FUTURE RESEARCH**

The next steps in my career trajectory is to advance the scholarship in my program of research mentioned above by leveraging prior work with the addition of Covid-19 as a stressful life event which disproportionately affects African Americans. More specifically, I seek to collaborate with colleagues, mentors and continue to mentor underrepresented and students of color who share similar research ideals examining the impact of financial hardship in health over time.

### **GRANT FUNDING**

Being awarded a Career Development Award (K01), a supplement and more recently, the loan repayment, demonstrates a proven track record of securing major National Institutes of Health (NIH) grant funding (**Appendix A**). To date I have secured over \$1 million dollars in grant funding through the NIH. In addition to NIH grant funding for my research projects, I have also been awarded the NIH loan repayment program award (LRP). These are a set of highly competitive programs established by congress designed to recruit and retain highly qualified health professionals into biomedical or biobehavioral research careers (NIH, 2018). The purpose of LRPs are to "counteract the financial pressure by repaying up to \$50,000 annually of a researcher's qualified educational debt in return for a commitment to engage in NIH mission-relevant research." When I applied to the health disparities research arm of the loan repayment program, 258 applications were received, and 43 awards were made (17% success rate). Only 13 awards were made to faculty researchers in the state of Washington (NIH, 2018) and I received one of these awards. To date I have been awarded \$105,000 in federal loan repayment funding. Being the first and only faculty member to be awarded these types of funding mechanisms provides added national visibility and monetary value to the UW Tacoma campus.

Future grant proposals (R21 and R01) will include the impact of Covid-19 on the stress associated with financial hardship among middle aged and older African Americans.

### **PUBLICATIONS**

I have published extensively in high impact peer review social work, aging and public health journals, including: *Aging and Mental Health*, *Annals of Epidemiology*, *Health and Social Work*, *Social Psychiatry Psychiatric Epidemiology*, *Social Work*. With 20 articles, I made considerable contributions to the field in each of my four research areas (socioeconomic status, stressful life events, secondary stressors, social support networks). One key feature of my research productivity is that I have published 70% of my publications since joining the UW Tacoma faculty (**see Appendix B**). By publishing in high impact journals adds visibility to my work and the UW Tacoma campus overall.

### **CONFERENCES**

With funding from my K01 award, I have had the opportunity to attend several conferences nationally and internationally. As you will see from my CV, in the last 5yrs, I have had 12 conference abstracts accepted, three of which were international (**see also Appendix C**). In addition to presenting findings from my K01 research projects, I have also attended sessions to broaden my knowledge and understanding on my own research agenda, network and establish potential collaborators and to meet with my K01 award mentors.



## SECTION II: TEACHING

In addition to my research contributions, the remaining 25% of my time has involved teaching one course a year for the past 5 years (see **Appendix D**). For each course I teach, I create opportunities for students to go beyond the textbook and apply this knowledge to current case studies and evidence-based practices (i.e. case-to-cause scenarios). Based on examples from my own practice as a medical social worker for almost 20 years, this rigorous form of application gives students a real-life simulation of what it is like to be a client and what is expected of them as social workers in agencies and future jobs. When students examine social and structural issues from both perspectives it creates a better understanding of the issues, structure and power dynamic. Students often develop greater empathy for the client/situation and a deeper understanding of the impact and interplay between micro/mezzo and macro socio-contextual factors.

Consistent with the mission and values of the UW Tacoma, in all of my courses I bring a focus on student learning and reflective practice. I also bring excellence through my expertise, and by providing current examples in the field and research. Through community/evidenced based problem-solving exercises, students learn how to apply the course content to real life examples. I provide a diverse perspective as a woman of color and also by including readings by scholars of color, and other content in diverse areas of practice. I am in constant communication with peers and attending workshops to develop innovative ways to teach students. I also ensure that all my students have access to the course material and to myself as the instructor.

Since arriving at UW Tacoma, I have been invited as a guest lecturer at the University of Washington, Seattle and Seattle University on various types of research methodologies, using my current K01 research project as an example of how to design a secondary data analysis study, discussions about aging and social work policy and conducting a doctoral program seminar session on tips for the successful completion of a dissertation, post-doctoral fellowships, and how to secure funding mechanisms (for a more detailed list please refer to CV).

I have taught TSOCWF 101: Introduction to Social Work **twice**. First in 2016 and the adjusted combined mean rating was 4.5 and the second time in 2019 and the adjusted combined mean rating was 4.1. I have also taught TSOCW 503: **three times** at UW Tacoma. In 2017 the adjusted combined mean rating was 3.3; in 2018 the adjusted combined mean rating was 1.3 and: in 2019 the adjusted combined mean rating was 2.5. A teaching evaluation score of below 3.0 is unusually low for me, so based on student feedback and the feedback provided by my review committee and peer evaluators, I made several changes to the course in an effort to improve the overall learning experiences of my students. These changes have resulted in a positive trend toward teaching excellence with almost a 50% increase in my teaching evaluations from a score of 1.3 in 2018 to a score of 2.5 in 2019. Below is a summary of some of the steps I had taken to improve this course:

1. **Center for Teaching and Learning:** In August of 2018, I met with staff in the Center for Teaching and Learning to review my course syllabus, assignments and rubrics. They provided suggestions on how to improve and clarify the existing documents so that it would be clear and concise for students. Those changes are reflected in the syllabus, assignments, and rubrics for TSOCW 503.
2. **Teaching Workshop:** Attended teaching seminar at CSWE on how to teach and grade millennials.
3. **Consultation with Peers:** I reached out to Dr. Michelle Garner, who teaches the other section of TSOCW 503 at UW Tacoma which was minimally helpful. I also reached out to other colleagues nationally who have taught this course for 7+ years to ask how they are teaching this content in their courses. I asked for suggestions and for them to share their materials which they did.



4. **Baseline Assessments:** Prior to the first day of class, students were asked to complete a short non-graded quiz to assess their knowledge of HBSE content. This gave me a better sense of their knowledge coming into the course and with this information, I could adapt the class to meet their needs. I also asked students to complete a condensed Myers-Briggs (M-B) inventory so that I could learn more about their learning styles. I reviewed this information with each student and provided. Based on the results of their (M-B) inventories and our one-on-one consultations, I incorporated a number of methods (lectures/guest lectures, audiovisual presentations, small/large group discussions, problem-based learning) into my teaching.
5. **Problem-Based Learning:** Based on student, mentor and peer evaluator feedback, I decided to move the problem-based learning assignments from a group homework assignment to an in-class group activity. Since many of our students work full-time in the day, it was difficult for them to get together with classmates outside of class to work on homework assignments. Being sensitive to their time constraints, I built-in course time for them to work on their final assignment.
6. **Study Questions:** At the end of each week's readings, I added study questions for students to deepen their comprehension of the readings and to guide the in-class discussions.
7. **Mid-Term Evaluation:** Students were asked to complete a mid-term evaluation of the course and it was used as a tool to check-in to see how students were progressing and to identify better ways to support their learning.
8. **Checking-in/Mentoring:** Throughout the quarter, I met with staff at the Center for Teaching and Learning to discuss progress of the course. I also met with students to discuss their progress in the course.
9. **Faculty Availability:** I increased availability to students via, email (response within 24hrs), by phone (students had my personal cell number), and in-person within and outside of office hours. Although many students did not use office hours, they often emailed or called on my cell phone.
10. **Teaching Mentor:** Based on the recommendation of my 3<sup>rd</sup> year review committee, in 2018, I was provided with a teaching mentor (Dr. Carolyn West) by the EVCAA (Dr. Jill Purdy). However, this opportunity lacked clarity and I was told that the process should be "fluid" and "organic." This was not helpful which lead me to seek other informal teaching mentors which I am taking advantage of and I have seen nearly a 50% improvement in the TSOCW 503 course I taught.

#### Student Advising and Mentorship

Over the past five years, I have advised on average 10 BASW and 8 MSW students each year. Although students learn about the research process in their research course, they do not have many opportunities to develop those research skills. Written into my grant, are opportunities for me to fund and mentor master's and doctoral level students. To date, I have mentored four doctoral students Bianca Altamirano (SOC/UR), Chiho Song, Bailey Ingraham and Robert Ellis (SOC/UR). Each student received mentorship and while assisting me with the data analyses phase of the project (data cleaning, coding variables, running multivariate models, creating tables), writing up the results and methods sections of manuscripts. This culminated into two manuscripts with Dr. Song, for which he is first author on one of them, and two manuscripts with Ms. Ingraham who is first author on one of them. I also mentored and worked with two master's levels students (Nitara Dandapani (SOC/UR) and Alyssa Virtue) who worked with me on a manuscript. Ms. Virtue is co-author on one of them. I am currently recruiting a bachelor's and master's student to work with me on my current and future research projects. As the UW Tacoma campus continues to build its research infrastructure, my work may provide additional mentoring and research opportunities for students.



### SECTION III: SERVICE

Since joining the faculty at UW Tacoma I have served in several capacities within the School of Social Work and Criminal Justice, on the UW Tacoma campus, across the UW system at-large and nationally for the National Institutes of Health (NIH).

#### Service to the School of Social Work and Criminal Justice

In addition to attending monthly school and degree program meetings, every year I review BASW and MSW applications for admission into the program. From 2016 to present served as the faculty representative for UW Tacoma on the BASW committee at the School of Social Work in Seattle. I have also served on the faculty recruitment committee in 2017 and again in 2019.

#### Service to the UW Tacoma Campus/University of Washington at-Large

My service on the UW Tacoma campus includes serving as a member of the *Faculty of Color Committee* from 2015-2016. From 2017-2018 I served as a voting member of the *Faculty Affairs Committee*. More recently, I was asked to serve as the *Black Student Union (BSU)* faculty advisor for the UW Tacoma chapter. Across the university at large I have served on the *Public Lectures Selection Committee* (2016-present) and on the *Faculty Council Research Committee* (2019-present) representing UW Tacoma's research interest while adding visibility for our campus.

#### Service to the Profession

Over the past five years, I have served as an ad hoc reviewer for several top journals in my area of research. These journals include: American Journal of Men's Health, Behavioral Medicine, Canadian Journal on Gerontology, Gerontology and Geriatric Medicine, Journal of Aging and Mental Health, Journal of Epidemiology and Community Health, Journals of Gerontology, Ethnicity and Health, Frontier of Public Health, Housing and Society, Journals of Gerontology, Journal of Gerontological Social Work, International Journal of Aging and Human Development and Research on Aging. I have also served as a reviewer for conference abstracts for the American Public Health Association Council on Social Work Education, Gerontological Society of America, and the Society for Social Work Research. *Future service* will include serving on the communication committee with the Society for Social Work Research.

#### Service to the Community and National Service

Sponsored by Washington state and the City of Seattle, I was asked to serve on the African American Caregiver's Forum planning committee. This is an opportunity to represent the UW Tacoma at a community annual forum inviting community members from Pierce, King and Snohomish Counties to participate in a one-day conference with a nationally recognized speaker and other local speakers on memory care and caregiving. I was also invited by the National Institutes of Health to serve as an early career grant reviewer for the Social Science and Population Studies (SSPS) study section. This is an honor as NIH recognizes my research agenda as innovative and it significantly contributes to social science research (**see additional information folder**). *Future service* to the community will include a series of in-service trainings for Kaiser Permanente of Washington on older adult's financial hardship and capability.

## IN SUMMARY

I joined the profession of social work because of its professional values and commitment to social justice for all. With a strong commitment to improving the lives of older adults and training the next generation of social workers, my teaching, research and service are consistent with and contribute to the mission of the University of Washington Tacoma as an urban serving institution.

As a faculty member at UW Tacoma, I have excelled in all areas while I also recognize there is room for additional learning and growth moving forward in my career. Using a social work, public health and behavioral economics lens, I have contributed to the literature and established a body of work that is nationally recognized. Furthermore, I have a productive line of future research that will deepen the knowledge base on the health implications associated with financial hardships in middle-aged and older persons. I have a strong funding grant record to support my research being awarded over 1.2 million dollars. My teaching and mentoring of students aim to support the next generation of social workers to successfully work with the poor, disadvantaged and disenfranchised. My service record has gone above and beyond what was expected of me based on the parameters of my grant funding. It will continue to grow to foster and maintain partnerships and collaborations to promote academic excellence and equity in social work education. I look forward to continuing my work to improve the lives for older adults. I am also excited about my future contributions to this unit, institution, community, profession and nation.



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**APPENDIX A:  
FUNDING  
(previous, current and future)**

	<b>Year</b>	<b>Title of Project</b>	<b>Funder/Type</b>	<b>Amount</b>	<b>Status</b>
1.	2021-2023	TBD	National Institutes of Aging R21	Requesting \$275,00	In preparation
2.	2021-2026	Health and Functioning in New Midlife Adults: Understanding the Role of Alcohol Use, Social Environments, and Preventative Intervention Over the Life Course	National Institutes of Aging (Consult) R01	\$75, 614	Submitted
3.	2015-2020	Financial Strain on Mental Health and Physical Health: Does Race/Ethnicity Matter?	National Institutes of Aging (PI) K01 Award [K01AG048416-04S1]	\$653, 910	Funded
3.	2018	The intersection of race/ethnicity and financial strain in trajectories of cognitive decline	National Institutes of Aging (PI) K01 Award Administrative Supplement [K01-AG048416-01A1]	\$259,000	Funded
4	2017-2020	Financial Strain and Health Trajectories in Older Adults	National Institutes of Minority (PI) Health Disparity: Loan Repayment	\$105, 000	Funded
5.	2014-2016	Neighborhood Characteristics and Health Care Utilization in Cancer care Screening	National Cancer Institute (PI) Diversity Supplement [R01-5R01CA098966-09S1]	\$214,746	Funded
		<b>Total Funding Awarded</b>		<b>\$1,232,656</b>	

**APPENDIX B:  
PUBLICATION LIST**

	Year	Title	Author(s)	Journal	Impact factor	Status
1	2020	The price of mental well-being in later-life: The role of financial hardship and debt	<b>Marshall</b> , Kahana, Gallo, Stansbury, & Theilke  <b>Role:</b> As first author, I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits.	Aging and Mental Health	2.956	<i>In-press</i>
2	2020	Interactive Effects of Chronic Health Conditions and Financial Hardship on Episodic Memory among Old	Byrd, Gonzales, Moody-Beatty, <b>Marshall</b> , Zahodne, Thorpe, & Whitfield, K.  <b>Role:</b> Worked with Dr. Byrd to conceptualize the manuscript, assisted with the literature review and all edits to the manuscript.	Research in Human Development	1.375	<i>In-press</i>
3	2020	The moderating effect of social support and social integration on the relationship between involuntary job loss and health	Canavan, Gallo & <b>Marshall</b>  <b>Role:</b> As third author, I contributed by writing the literature review and discussion sections. Also contributed minor edits to the revise and resubmit.	Journal of Applied Gerontology	2.248	<i>In-press</i>
4	2019	Modifiable health behaviors and risk for financial hardship in middle and late-life	<b>Marshall</b> , Bryson, Ronstat, & Canham  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript which	Prevention Medicine Reports	2.380	published

			includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits.			
5	2019	Associations between cost-related delay in filing prescriptions and health care ratings among Medicare fee-for-service recipients	Parikh, Helfrich, Quinones, <b>Marshall</b> , Makaroun, Black, & Thielke  <b>Role:</b> As fourth author, I contributed to the overall conceptualization of the manuscript, edits to the introduction, conclusion and minor edits to the revise and resubmit.	Medicine	0.410	published
6	2018	Financial hardship and self-rated health: Does the choice of indicator matter?	<b>Marshall</b> & Seeley-Tucker  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, revise the discussion and all edits.	Annals of Epidemiology	2.550	published
7	2018	Pain and financial hardship among men: Examining the buffering effect of Medicare insurance coverage	<b>Marshall</b> , Baker, Song*, & Miller  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits.	American Journal of Men's Health	1.409	published
8	2017	Older adults rate their self-rated mental health better than their self-rated health.	Magwene, Quiñones, <b>Marshall</b> , Makaroun, Dunay, Silverman, & Thielke	Journal of Public Health Research		published



			<b>Role:</b> As third author, I contributed to the overall conception of the manuscript, revising the literature review and discussion sections. Also contributed minor edits to the revise and resubmit.			
9	2017	Community engagement with African American clergy: Faith-based model for culturally competent practice.	Stansbury, <b>Marshall</b> , Hall, Simpson, & Bullock  <b>Role:</b> As second author I contributed to the conceptualization of the manuscript and wrote the literature review, a draft of the discussion section, and contributed to edits.	Aging and Mental Health	2.956	published
10	2017	Material hardship and self-rated mental health among older Black Americans	<b>Marshall</b> , Thorpe & Szanton  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion and all edits.	Health and Social Work	1.159	published
11	2016	Hardship among older adults in the HRS: exploring measurement differences across socio-demographic characteristics	Seeley-Tucker, <b>Marshall</b> & Yang  <b>Role:</b> As second author I contributed to the conceptualization of the manuscript, wrote the literature review, a draft of the discussion section, and contributed to edits.	Race and Social Problems	1.346	published
12	2015	Association of moderate and severe food insecurity with suicidal ideation in adults: national survey data from three Canadian provinces.	Davison, <b>Marshall-Fabien</b> & Tecson  <b>Role:</b> As second author I assisted with the literature review and contributed to edits.	Social Psychiatry Psychiatric Epidemiology	3.152	published



13	2015	Patient Planning and Initiative Enhances Physician Recommendations for Cancer Screening and Prevention.	Kahana, Lee, Kahana, Langendoerfer, & <b>Marshall</b>  <b>Role:</b> As fifth author I reviewed the manuscripts and provided critical feedback and edits to the manuscript.	Journal of Family Medicine Community Health	---	published
14	2015	Financial strain in late-life: Social work's challenge or opportunity.	<b>Marshall</b>  <b>Role:</b> As sole author I was responsible for the conceptualization and write-up of the entire manuscript.	Social Work	1.419	published
15	2014	Ethnic variation in the relationship between stress and social networks among older black Americans.	<b>Marshall-Fabien, G. L., &amp; Miller</b>  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, write-up of the methods, results, introduction and edits for the entire manuscript.	Journal of Black Psychology	1.516	published
16	2014	Sex differences and eating disorder risk among psychiatric conditions, compulsive behaviors and substance use in a screened Canadian national sample	Davison, <b>Marshall-Fabien</b> & Singh  <b>Role:</b> As second author I assisted with the literature review and contributed to edits.	General Hospital Psychiatry	3.220	published
17	2013	Association of socio-demographic factors and parental education with depressive symptoms among older African Americans and Caribbean Blacks.	<b>Marshall, Hooyman, Hill, &amp; Rue</b>  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, writing up of the methods, results and discussion. This article resulted from my	Aging and Mental Health	2.956	published

			dissertation study. Hooyman and Hill were my mentors at UW-Seattle and Rue is a statistician consultant.			
18	2012	Perceived discrimination and social networks among older African Americans and Caribbean Blacks.	<p><b>Marshall &amp; Rue</b></p> <p><b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, writing up of the methods, results and discussion. This article resulted from my dissertation study. Rue is a statistician consultant.</p>	Family & Community Health, 35(4), 300-311	0.947	published
19	2012	Aging: social and cultural perspectives.	<p>Hooyman &amp; <b>Marshall</b></p> <p><b>Role:</b> As second author I assisted with the literature review and contributed to edits.</p>	<u>Book Chapter:</u> In J. A. Banks Encyclopedia of diversity in education. Sage Publishers (Vol 1, pp. 79-83). Thousand Oaks, CA: Sage Publications, Inc.	n/a	published
20	2010	Rural African American clergy: an exploration of their attitudes and knowledge of Alzheimer's disease.	<p>Stansbury, <b>Marshall</b>, Harley, &amp; Nelson</p> <p><b>Role:</b> As second author I assisted with the literature review and contributed to edits.</p>	Journal of Gerontological Social Work		published

	Year	Title	Author(s)	Journal	Impact factor	Status
1		Trends in financial hardship: health and retirement study	<p><b>Marshall, Ozturk, &amp; Gallo</b></p> <p><b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, writing up of the methods, results and discussion.</p>	Journals of Gerontology		<i>Under review</i>
2		Examining the association of pain and financial hardship among older men by race	<p>Song*, <b>Marshall</b>, Baker, Virtue* &amp; Thorpe</p> <p><b>Role:</b> This was a student mentored manuscript. I was responsible for the conceptualization of the manuscript, while guiding Song through the data analysis, writing up the methods, and results sections. I was also guiding Virtue through the writing the introduction and discussion sections.</p>	Aging and Health		<i>Under review</i>
3		Neighborhood disadvantage and beliefs regarding cancer screening effectiveness impact on physician's screen recommendations	<p><b>Marshall, Lee, &amp; Kahana</b></p> <p><b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, writing up of the methods, results and contributing to the discussion.</p>	Social Work		<i>Under review</i>
4		Material Hardships and Active Commuting with Obesity Status Among Working Adults: Demographic and SES Differences	<p>Archibald, <b>Marshall</b> &amp; Thorpe</p> <p><b>Role:</b> As second author I was responsible for the assisting with the introduction and discussion sections of the manuscript.</p>	Social Work in Public Health		<i>Under review</i>

6		Age and racial/ethnic differences in financial hardship and health: Does having positive social support help.	<p><b>Marshall, Gremboski, &amp; Petrescu-Prahova</b></p> <p><b>Role:</b> First author responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits</p>			<i>In progress</i>
7		Long term health effect of financial hardship pre/post the great recession	<p><b>Marshall, Ingraham*, Dave, Kahana, Gallo</b></p> <p><b>Role:</b> First author responsible for the conceptualization of the manuscript. This was also a student mentored paper for which I guided the data analysis, write-up of the results, and methods sections. I wrote a draft of introduction and contributed to the discussion and all edits.</p>			<i>In progress</i>

\*Connotes students



APPENDIX C:  
CONFERENCE SUMMARY TABLE

Year	Title of Presentation/Conference	Location
2020	Trends in Financial Hardship: Health and Retirement Study Society for Social Work Research	Washington, DC
2020	Financial Hardship in Later-Life: Case to Cause Southern Gerontological Society	Norfolk, VA
2020	The Long-Term Effects of Financial Hardship on Health: Pre/Post the Great Recession American Society of Health Economics (AshConn)	St. Louis, MO
2019	Impact of Financial Hardship on Health: Post the Great Recession Gerontological Society of American (GSA)	Austin, TX
2019	Dynamics of Financial Hardship in the U.S.: 2006-2016 Canadian Association of Gerontology (CAG)	St. Johns, NB Canada
2018	Indicators of Hardship and Debt Mental Health Among Older Adults. International Social Stress Research Conference	Athens, Greece
2018	Financial Adversity and Aging: Implications for Mental Health CAG	Vancouver, BC Canada
2017	Negative Health Behaviors and Risk for Financial Hardship Population Association of America (PAA)	Chicago, IL
2017	Financial Well-being and Depressive Symptoms among Older Adults Society of Behavioral Medicine	San Diego, CA

2017	Neighborhood Disadvantage and Beliefs Regarding Cancer Screening Effectiveness Impact Physicians' Screening Recommendations for Older Adults American Psychosocial Oncology Society (APOS)	Orlando, FL
2017	Financial Hardship and Self-Rated Health: Does the Choice of Indicator Matter? American Society of Preventive Oncology (ASPO)	Seattle, WA
2015	Financial Strain and Self-Rated Mental Health Among Older Black Americans GSA	Orlando, FL

## APPENDIX D:

## TEACHING SUMMARY TABLE

<b>Term</b>	<b>Course</b>	<b>Format</b>	<b>Required/ Elective</b>	<b>Student Evaluations (Adjusted Mean Score)</b>
Winter 2016	Introduction to Social Work (UG)	In person	Elective	4.5
Winter 2017	Human Behavior and Social Environment (G)	In person	Required	3.3
Winter 2018	Human Behavior and Social Environment (G)	In person	Required	1.3
Winter 2019	Human Behavior and Social Environment (G)	In person	Required	2.5
Autumn 2020	Introduction to Social Work (UG)	In person	Elective	4.1

**CURRICULUM VITAE**  
Gillian L. Marshall, M.S.W., Ph.D.  
1900 Commerce Street  
Tacoma, WA 98402  
Email: [geegee@uw.edu](mailto:geegee@uw.edu)

**EDUCATION**

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2020 ( <i>summer</i> )	<b>M.P.H.</b> University of Washington School of Public Health ( <i>Health Services</i> ) Seattle, WA
2011 – 2012	<b>Post-Doctoral Training</b> Group Health Research Institute Seattle, WA
2011	<b>Ph.D.</b> University of Washington School of Social Work Seattle, WA
2002	<b>M.S.W.</b> University of Washington School of Social Work Seattle, WA
2000	<b>B.A.</b> Trinity Western University Langley, BC, Canada

**RESEARCH INTERESTS**

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General:	Aging/Social Gerontology, Health Disparities, Socio-economic Status, Social Determinants of Health, Social Networks, Stress
Specific:	Discrimination, Financial Hardship, Financial Strain, Hardship, Immigrant Health, Mental Health, Social Support/Connectedness, Race/Ethnicity Differences

**TEACHING INTERESTS**

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Introduction to Social Work  
Human Behavior and the Social Environment I/II  
Social Work Practice – Micro, Mezzo  
Social Work Practice with Older Adults



## ACADEMIC APPOINTMENTS

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### Faculty Positions

2015 – Present	<b>Assistant Professor</b> University of Washington Tacoma School of Social Work and Criminal Justice Tacoma, WA
2013 - 2015	<b>Assistant Professor</b> Case Western Reserve University (CWRU) Mandel School of Applied Social Sciences Cleveland, OH
2011 – 2012	<b>Faculty Field Instructor</b> University of Washington School of Social Work Seattle, WA
2007 – 2010	<b>Faculty and Director of Field</b> Trinity Lutheran College Department of Social Work Everett, WA
2006 – 2011	<b>Adjunct Faculty</b> Social and Human Services Department Seattle Central Community College Seattle, WA

## RESEARCH EXPERIENCE

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2009-2010	<b>Research Assistant</b> University of Washington Northwest Research Group on Aging Seattle, WA
2005-2006	<b>Human Subjects Coordinator</b> University of Washington School of Social Work Seattle, WA
2004-2006	<b>Research Assistant</b> University of Washington Health Promotion Research Center Recruited participants and administered surveys.

2003-2007            **Research Assistant**  
 University of Washington  
 School of Social Work  
 Seattle, WA

#### **EDUCATIONAL AWARDS, HONORS AND TRAININGS**

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2020            National Institutes of Health, Social Sciences and Population Studies Study Section  
 Early Career Reviewer  
 Denver, CO

2018-2019      Advanced Research Institute (2018 Cohort), Dartmouth Centers for Health and  
 Aging, Lebanon, NH, sponsored by the National Institutes of Mental Health  
 Mentor: Joseph Gallo, MD

2017            11<sup>th</sup> Annual Research and Coaching Clinic, Robert Wood Johnson Foundation  
 Atlanta, GA

2017            Grant Writing Workshop, sponsored by the National Research Mentoring Network  
 Northwestern University

2017            OpEd Project Fellow, sponsored by the University of Washington Tacoma

2017            Region 5 Geographic Management of Health Disparities Program (GMaP)  
 Fred Hutchison Cancer Research Center  
 Travel Scholarship, Seattle, WA

2014            Butler-Williams Scholars Program, National Institute on Aging (NIA)  
 Bethesda, Maryland

2010-2011      Institute on Aging in Social Work, St. Scholastica (Cohort VII)  
 Duluth, MN

2009            Warren G. Magnuson Scholar, University of Washington  
 Seattle, WA, \$30,000

2004            The Nancy R. Hooyman Intergenerational Endowed Fellowship  
 University of Washington, Seattle, WA \$3,000

**RESEARCH GRANTS**

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External (submitted)

2020      **Research Consultant**, NIH/National Institute of Aging  
 "Health and Functioning in New Midlife Adults: Understanding the Role of Alcohol Use, Social Environments, and Preventive Intervention over the Life Course"

External (funded)

2018-2020    **Principal Investigator**, NIH/National Institute of Aging  
 "The intersection of race/ethnicity and financial strain in trajectories of cognitive decline" [3K01AG048416-04S1] Administrative Supplement **\$259,602**

2017-2020    **Loan Repayment Program**, NIH/National Institutes of Minority Health Disparities  
 "Financial Strain and Health Trajectories in Older Adults" **\$105,000**

2015-2020    **Principal Investigator**, NIH/National Institute of Aging  
 "Financial Strain on Mental and Physical Health: Does Race/Ethnicity Matter?"  
 [K01-AG048416-01A1] (Mentor: Eva Kahana) **\$653,910**

2014 - 2016    **Principal Investigator**, NIH/National Cancer Institute  
 "Neighbourhood Characteristics and Health Care Utilization in Cancer Screening."  
 Diversity Supplement  
 [PI on Parent Grant: Eva Kahana R01-5R01CA098966-09] **\$214,746**

Internal (funded)

2014      Research Training and Development Grant, Case Western Reserve University  
**\$5,227**

**REFEREED PUBLICATIONS (JOURNALS)**

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Marshall, G.L., Kahana, E., Gallo, W.T., Stansbury, K. L., & Theilke, S. (2020). The price of mental well-being in later life: the role of financial hardship and debt. *In press: Aging and Mental Health*.

Canavan, M., Gallo, W. T., & Marshall, G. L. (2020). The moderating effect of social support and social integration on the relationship between involuntary job loss and health. *In press: Journal of Applied Aging*

Byrd, D., Gonzales, E., Moody-Beatty, D., Marshall, G.L., Zahodne, L., Thorpe, R., Whitfield, K. (2020). Interactive Effects of Chronic Health Conditions and Financial Hardship on Episodic Memory among Older Blacks: Findings from Health Retirement Study. *In press: Research in Human Development*.



- Marshall, G.L.**, Bryson, W., Ronstat, O., & Canham, S. (2019). Modifiable health behaviors and risk for financial hardship in middle and late-life. *Prevention Medicine Reports*, 16, 1-6.
- Parikh, T., Helfrich, C.D., Quinones, A., **Marshall, G.L.**, Makaroun, L.K., Black, M., & Thielke, S. (2019). Associations between cost-related delay in filing prescriptions and health care ratings among Medicare fee-for-service recipients. *Medicine*, 98(31), 16469-16475.
- Marshall, G. L.**, & Seeley-Tucker, R. D. (2018). Financial hardship and self-rated health: Does choice of indicator matter? *Annals of Epidemiology*, 28, 462-467.
- Marshall, G. L.**, Baker, T., Song, C., & Miller, D. (2018). Pain and financial hardship among men: Examining the buffering effect of Medicare insurance coverage. *American Journal of Men's Health*, 12(5), 1439-1449.
- Magwene, E. M., Quiñones, A. R., **Marshall, G. L.**, Makaroun, L., Dunay, M., Silverman, J., & Thielke, S. (2017). Older adults rate their self-rated mental health better than their self-rated health. *Journal of Public Health Research* 6(2), 78-84
- Stansbury, K., **Marshall, G.L.**, Hall, J., Simpson, G.M., & Bullock, K. (2017). Community engagement with African American clergy: Faith-based model for culturally competent practice. *Journal of Aging and Mental Health*, 21, 1-6.
- Marshall, G. L.**, Thorpe, R. J., & Szanton, S. L. (2017). Financial strain and self-rated mental health among older Black Americans. *Health and Social Work*, 42(4), 87-94.
- Seeley-Tucker, R. D., **Marshall, G. L.**, & Yang, F. (2016). Hardship among older adults in the HRS: exploring measurement differences across socio-demographic characteristics. *Race and Social Problems*, 8(3), 222-230.
- Davison KM, **Marshall-Fabien, G.L.**, & Tecson, A. (2015). Association of moderate and severe food insecurity with suicidal ideation in adults: national survey data from three Canadian provinces. *Social Psychiatry Psychiatric Epidemiology*, 50, 963-972.
- Kahana, E., Lee, J.E., Kahana, B., Langendoerfer, K.B. & **Marshall, G.L.** (2015). Patient Planning and Initiative Enhances Physician Recommendations for Cancer Screening and Prevention. *Journal of Family Medicine Community Health*, 2(9), 1-8.
- Marshall, G. L.** (2015). Financial strain in late-life: Social work's challenge or opportunity. *Social Work*, 60(3), 265-267.
- Marshall-Fabien, G. L.**, & Miller, D. (2014). Ethnic variation in the relationship between stress and social networks among older black Americans. *Journal of Black Psychology*, 1-19.

- Davison, K. M., **Marshall-Fabien, G. L.**, & Singh, L. G. (2014). Sex differences and eating disorder risk among psychiatric conditions, compulsive behaviors and substance use in a screened Canadian national sample. *General Hospital Psychiatry, 36*(4), 411-414.
- Marshall, G. L.**, Hooyman, N. R., Hill, K. G., & Rue, T. (2013). Association of socio-demographic factors and parental education with depressive symptoms among older African Americans and Caribbean Blacks. *Aging and Mental Health, 17*(6), 732-737.
- Marshall, G. L.**, & Rue, T. (2012). Perceived discrimination and social networks among older African Americans and Caribbean Blacks. *Family & Community Health, 35*(4), 300-311.
- Stansbury, K., **Marshall, G. L.**, Harley, D. A., & Nelson, N. (2010). Rural African American clergy: an exploration of their attitudes and knowledge of Alzheimer's disease. *Journal of Gerontological Social Work, 53*(4), 352-365.
- Drewnowski, A., Monsen, E., **Marshall, G. L.**, Birkett, D., Guenther, S., Vendeland, S., & Su, J. (2003). Health screening and health promotion programs for the elderly. *Disease Management and Health Outcomes, 11*(5), 1-11.

#### ENCYCLOPEDIA ENTRY

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- Hooyman, N. R., & **Marshall, G. L.** (2012). Aging: social and cultural perspectives. In J. A. Banks (Ed.), *Encyclopedia of diversity in education*. Sage Publishers (Vol 1, pp. 79-83). Thousand Oaks, CA: Sage Publications, Inc.

#### NON-PEER REVIEWED ARTICLES

---

- Marshall, G. L.** (2004). The golden years: African American women and retirement. *African American Research Perspectives, Spring/Summer, 10*(1), pp. 27-35.

#### WORKS UNDER REVIEW

---

- Archibald, P., **Marshall, G.L.**, & Thorpe, R. (under review). Material Hardships and Active Commuting with Obesity Status Among Working Adults: Demographic and SES Differences
- Marshall, G.L.**, Lee, J.E., & Kahana, E. (under review). Neighborhood disadvantage and beliefs regarding cancer screening effectiveness impact on physician's screening recommendations for older adults.
- Marshall, G.L.**, Ozturk, G.B., Kahana E., Gallo, W.T. (under review). Trends in financial hardship: health and retirement study.
- Song, C., **Marshall, G.L.**, Baker, T. Virtue, A., Thorpe, R. (under review). Examining the association of pain and financial hardship among older men by race.



**WORKS IN PROGRESS**

---

**Marshall, G.L., Grembowski, D., & Petrescu-Prahova, M.** (in progress). Age and racial/ethnic differences in financial hardship and health: Does having a positive social support help.

**Marshall, G.L., Ingraham, B., Dave, D., Kahana, K., Gallo, W.T.** (in progress). Long term health effect of financial hardship pre/post the great recession.

**TEACHING EXPERIENCE**

---

Course Taught (University of Washington Tacoma)**BSW**

2019 Autumn Quarter **TSOCW 101: Introduction to Social Work**

**MSW**

2019 Winter Quarter **TSOCW 503: Human Behaviour and the Social Environment**

2018 Winter Quarter **TSOCW 503: Human Behaviour and the Social Environment**

**MSW**

2017 Winter Quarter **TSOCW 503: Human Behaviour and the Social Environment**

**BSW**

2016 Winter Quarter **TSOCW 101: Introduction to Social Work**

Courses Taught (Other Universities, Colleges)**MSW**

2015 Spring Semester **MSASS 441: Human Behaviour and the Social Environment**  
Case Western Reserve University, Cleveland, OH

2014 Fall Semester **MSASS 581: Social Work Practice with Older Adults**  
Case Western Reserve University, Cleveland, OH

2013 Fall Semester **MSASS 581: Social Work Practice with Older Adults**  
Case Western Reserve University, Cleveland, OH

**BSW**

2010 Spring Semester **SOCW 200: Introduction to Social Work**  
Trinity Lutheran College, Everett, WA

**SOCW 402: Practicum Seminar**  
Trinity Lutheran College, Everett, WA

2009 Fall Semester **SOCW 401: Pre-Practicum Seminar**  
Trinity Lutheran College, Everett, WA

- 2009 Spring Semester **SOCW 305: Cultural Diversity and Social Justice (co-instructor)**  
Trinity Lutheran College, Everett, WA
- SOCW 398: Empowerment Practice with Immigrants, Refugees Youth and Families**, Trinity Lutheran College, Everett, WA
- SOCW 302: Human Behaviour and the Social Environment II**  
Trinity Lutheran College, Everett, WA
- 2008 Fall Semester **SOCW 301: Human Behaviour and the Social Environment I**  
Trinity Lutheran College, Everett, WA
- SOCW 303: Generalist Practice I**  
Trinity Lutheran College, Everett, WA
- SOCW 200: Introduction to Social Work**  
Trinity Lutheran College, Everett, WA
- 2006 Fall Quarter **SHS 298: Working with Older Adults**  
Seattle Central Community College, Seattle, WA

**Teaching Assistant – BSW and MSW**

- 2008 Spring Quarter **SOCW 403: Human Behavior and the Social Environment I**  
University of Washington, Seattle, WA
- 2007 Fall Quarter **SOCW 402: Human Behavior and the Social Environment II**  
University of Washington, Seattle, WA
- 2005 Fall Quarter **SOCW 514: Multigenerational Relations and Social Justice**  
University of Washington, Seattle, WA

**EMPLOYMENT EXPERIENCES**

---

- 2016-2017 **Medical Social Worker (per diem)**  
Highline Medical Center – CHI Franciscan  
Burien, WA
- 2014-2015 **Medical Social Worker (per diem)**  
Cleveland Clinic  
Cleveland, OH

- 2014-2015    **Medical Social Worker**  
Brookdale Home Health  
Cleveland, OH
- 2008 - 2011    **Consultant**  
Swedish Visiting Nursing Services of the Northwest  
Seattle, WA
- 2005 - 2007    **Medical Social Worker**  
Group Health Cooperative  
Seattle, WA
- 2004            **MSW Admission Application Reviewer**  
School of Social Work  
University of Washington  
Seattle, WA
- 2003-2004    **Medical Social Worker**  
Harborview Regional Medical Center  
Seattle, WA
- 2002-2004    **Medical Social Worker**  
Odessa Brown Children's Clinic – a division of Seattle Children's Hospital  
Seattle, WA
- 2002-2003    **Respite Care Coordinator**  
City of Seattle – Aging and Disability Services  
Seattle, WA

#### **CONFERENCES AND PRESENTATIONS (REFEREED)**

---

**G.L. Marshall, E. Kahana, W.T. Gallo.** Trends in Financial Hardship: Health and Retirement Study. Society for Social Work Research, Washington, DC, 2020

**G.L. Marshall, & K. Stansbury.** Financial Hardship in later-life: case to Cause. Southern Gerontology Society, Norfolk, VA, 2020.

**G.L. Marshall, B. Ingraham, E. Kahana, W.T. Gallo.** The Long-Term Effects of Financial Hardship on Health: Pre/Post the Great Recession. American Society of Health Economics. St. Louis, MO, 2020.

**G.L. Marshall, W.T. Gallo, E. Kahana.** Impact of Financial Hardship on Health: Post the Great Recession. Gerontological Society of American. Austin, TX, 2019.



**G.L. Marshall**, K. Stansbury, W.T. Gallo. Dynamics of Financial Hardship in the U.S. 2006-2016. Canadian Association of Gerontology. St John's New Brunswick, Canada, 2019.

**G.L. Marshall**, E. Kahana, W.T. Gallo, K. Stansbury, & S. Theilke. Indicators of Hardship and Debt Mental Health Among Older Adults. International Social Stress Research Conference, Athens, Greece, 2018.

**G.L. Marshall**, E. Kahana. Financial Adversity and Aging: Implication for Mental Health. Canadian Association of Gerontology. Vancouver, BC, Canada, 2018

**G. L. Marshall**, & O. Rostant. Negative Health Behaviors and Risk for Financial Hardship. Population Association of America (PAA), Chicago, Illinois, 2017.

R. D. Tucker-Seeley, & **G. L. Marshall**. Financial Well-being and Depressive Symptoms among Older Adults. Society of Behavioral Medicine, San Diego, CA, 2017.

**G. L. Marshall**, E. Kahana, & J. E. Lee. Neighborhood Disadvantage and Beliefs Regarding Cancer Screening Effectiveness Impact Physicians' Screening Recommendations for Older Adults American Psychosocial Oncology Society (APOS), Orlando, Florida, 2017.

**G. L. Marshall**, R. Tucker-Seeley. Financial Hardship and Self-Rated Health: Does the Choice of Indicator Matter? American Society of Preventive Oncology (ASPO), Seattle, Washington, 2017.

K. Bullock, J. Hall, **G. L. Marshall** & K. Stansbury. Community engagement with African American Clergy: Faith-based Model for Culturally Component Practices. Aging in America Conference. Chicago, IL, 2017.

**G. L. Marshall-Fabien**, S. L. Szanton, & R. J. Thorpe. Financial Strain and Self-Rated Mental Health Among Older Black Americans. Gerontological Society of America. Orlando, FL, 2015.

K. Stansbury, & **G. L. Marshall-Fabien**. African American Clergy: "Sheparding their Flock." Gerontological Society of America. Washington, DC, 2014.

**G. L. Marshall**, W. Gallo, & N. Schiltz. Race, gender, financial strain and depressive symptoms among older adults. Canadian Association on Gerontology. Halifax, NS Canada, 2013.

**G. L. Marshall**, N. R. Hooyman, K. G. Hill, & T. Rue. Examining psychological distress and social networks among older African Americans and Caribbean Black CERC (Caribbean Exploratory Research Center) National Institute on Minority Health Disparities. St. Thomas, US Virgin Islands, 2011.

**G. L. Marshall**, L. Teri, D. LaFazia, G. McKenzie, & C. Coulter. What leadership wants: staff Training related to residents with dementia in assisted living. Gerontological Society of America, Boston, MA, 2011.

K.L. Stansbury, **G.L. Marshall**, & T.A. Brown-Hughes. A Study of African American Elders use of Ministers for Social and Emotional Problems. Gerontological Society of America, San Francisco, CA, 2007.

**G.L. Marshall**, B. Williams, E. Phelan, & J.P. LoGerfo. The Effect of Social Support and Physical Activity on Depression Using the Health Enhancement Program. IUHPE World Conference on Health Promotion and Health Education, Vancouver, BC, 2007.

**PRESENTATIONS and GUEST LECTURES (INVITED)**

**Financial Hardship and Self-Rated Health in Middle and Older Adults**

Seattle University

October 2016, February 2017

**Financial Hardship and Self-Rated Health in Middle and Older Adults**

University of Washington Seattle

February 2016, February 2017

**Financial Hardship, Stress and Aging**

University of Washington Tacoma

2016

**A Tsunami of Aging: Why Should We Care?**

University of Washington Seattle

August 2015, December 2015

**Hardship and Psychological Distress among Older Populations in the U.S.**

Case Western Reserve University

Cleveland, OH, 2013, 2014

**Careers in Social Work 101: How to make your MSW work for you.**

Eastern Washington University

Everett, WA, 2011.

**SERVICE (UNIVERSITY)**

**University of Washington (Tacoma Campus)**

2015-2016 Faculty of Color Committee

9/16-Present BASW Degree Committee

2016-Present BASW Admissions Application Reviewer



2016-Present MSW Admissions Application Reviewer  
2017-2018 Faculty Affairs Committee  
2017-2018 Social Work Program Faculty Recruitment Committee  
2019-2020

**University of Washington (University-wide)**

2019-Present Faculty Council on Research Committee  
2016-Present Public Lectures Speakers Committee

**SERVICE (PROFESSIONAL)**

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**Reviewer (Invited)**

American Journal of Men's Health  
Behavioral Medicine  
Canadian Journal of Gerontology  
Ethnicity and Health  
Frontiers of Public Health  
Gerontology and Geriatric Medicine  
Housing and Society  
Journal of Aging and Mental Health  
Journal of Epidemiology and Community Health  
Journals of Gerontology  
Journal of Gerontological Social Work  
International Journal of Aging and Human Development  
Research on Aging

**SERVICE (COMMUNITY/NATIONAL)**

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2019-Present City of Seattle,  
African American Caregivers Forum  
2020 National Institutes of Health,  
Social Sciences and Population Studies Study Section, Early Career Reviewer  
Denver, CO  
2013-2015 Eliza Bryant Village  
Board of Directors  
Cleveland, OH

## **SOFTWARE and TECHNICAL SKILLS**

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- ❖ Statistical software: Stata, SPSS
- ❖ Statistical methods: linear and logistic regression, categorical data analysis, multilevel modelling
- ❖ Management and analysis of the following datasets: National Survey of American Life (NSAL), Health and Retirement Study (HRS), National Health and Aging Trends Study (NHATS).

## **PROFESSIONAL ORGANIZATIONS**

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American Psycho-Oncology Society (APOS)  
American Public Health Association (APHA)  
Canadian Association on Gerontology (CAG)  
Council on Social Work Education (CSWE)  
Gerontological Society of America (GSA)  
National Association of Social Workers (NASW)  
Society for Social Work Research (SSWR)

**APPENDIX B:  
PUBLICATION LIST**

	Year	Title	Author(s)	Journal	Impact factor	Status
1	2020	The price of mental well-being in later-life: The role of financial hardship and debt	<b>Marshall</b> , Kahana, Gallo, Stansbury, & Theilke  <b>Role:</b> As first author, I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits.	Aging and Mental Health	2.956	<i>In-press</i>
2	2020	Interactive Effects of Chronic Health Conditions and Financial Hardship on Episodic Memory among Old	Byrd, Gonzales, Moody-Beatty, <b>Marshall</b> , Zahodne, Thorpe, & Whitfield, K.  <b>Role:</b> Worked with Dr. Byrd to conceptualize the manuscript, assisted with the literature review and all edits to the manuscript.	Research in Human Development	1.375	<i>In-press</i>
3	2020	The moderating effect of social support and social integration on the relationship between involuntary job loss and health	Canavan, Gallo & <b>Marshall</b>  <b>Role:</b> As third author, I contributed by writing the literature review and discussion sections. Also contributed minor edits to the revise and resubmit.	Journal of Applied Gerontology	2.248	<i>In-press</i>
4	2019	Modifiable health behaviors and risk for financial hardship in middle and late-life	<b>Marshall</b> , Bryson, Ronstat, & Canham	Prevention Medicine Reports	2.380	published

			<b>Role:</b> As first author I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits.			
5	2019	Associations between cost-related delay in filing prescriptions and health care ratings among Medicare fee-for-service recipients	Parikh, Helfrich, Quinones, <b>Marshall</b> , Makaroun, Black, & Thielke  <b>Role:</b> As fourth author, I contributed to the overall conceptualization of the manuscript, edits to the introduction, conclusion and minor edits to the revise and resubmit.	Medicine	0.410	published
6	2018	Financial hardship and self-rated health: Does the choice of indicator matter?	<b>Marshall &amp; Seeley-Tucker</b>  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, revise the discussion and all edits.	Annals of Epidemiology	2.550	published
7	2018	Pain and financial hardship among men: Examining the buffering effect of Medicare insurance coverage	<b>Marshall, Baker, Song*, &amp; Miller</b>  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits.	American Journal of Men's Health	1.409	published



8	2017	Older adults rate their self-rated mental health better than their self-rated health.	Magwene, Quiñones, <b>Marshall</b> , Makaroun, Dunay, Silverman, & Thielke  <b>Role:</b> As third author, I contributed to the overall conception of the manuscript, revising the literature review and discussion sections. Also contributed minor edits to the revise and resubmit.	Journal of Public Health Research		published
9	2017	Community engagement with African American clergy: Faith-based model for culturally competent practice.	Stansbury, <b>Marshall</b> , Hall, Simpson, & Bullock  <b>Role:</b> As second author I contributed to the conceptualization of the manuscript and wrote the literature review, a draft of the discussion section, and contributed to edits.	Aging and Mental Health	2.956	published
10	2017	Material hardship and self-rated mental health among older Black Americans	<b>Marshall</b> , Thorpe & Szanton  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion and all edits.	Health and Social Work	1.159	published
11	2016	Hardship among older adults in the HRS: exploring measurement differences across socio-demographic characteristics	Seeley-Tucker, <b>Marshall</b> & Yang  <b>Role:</b> As second author I contributed to the conceptualization of the manuscript, wrote the literature review, a draft of the discussion section, and contributed to edits.	Race and Social Problems	1.346	published

12	2015	Association of moderate and severe food insecurity with suicidal ideation in adults: national survey data from three Canadian provinces.	Davison, <b>Marshall-Fabien</b> & Tecson  <b>Role:</b> As second author I assisted with the literature review and contributed to edits.	Social Psychiatry Psychiatric Epidemiology	3.152	published
13	2015	Patient Planning and Initiative Enhances Physician Recommendations for Cancer Screening and Prevention.	Kahana, Lee, Kahana, Langendoerfer, & <b>Marshall</b>  <b>Role:</b> As fifth author I reviewed the manuscripts and provided critical feedback and edits to the manuscript.	Journal of Family Medicine Community Health	---	published
14	2015	Financial strain in late-life: Social work's challenge or opportunity.	<b>Marshall</b>  <b>Role:</b> As sole author I was responsible for the conceptualization and write-up of the entire manuscript.	Social Work	1.419	published
15	2014	Ethnic variation in the relationship between stress and social networks among older black Americans.	<b>Marshall-Fabien, G. L.,</b> & Miller  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, write-up of the methods, results, introduction and edits for the entire manuscript.	Journal of Black Psychology	1.516	published
16	2014	Sex differences and eating disorder risk among psychiatric conditions, compulsive behaviors and substance use in a screened Canadian national sample	Davison, <b>Marshall-Fabien</b> & Singh  <b>Role:</b> As second author I assisted with the literature review and contributed to edits.	General Hospital Psychiatry	3.220	published

17	2013	Association of socio-demographic factors and parental education with depressive symptoms among older African Americans and Caribbean Blacks. This article resulted from my dissertation	<b>Marshall, Hooyman, Hill, &amp; Rue</b>  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, writing up of the methods, results and discussion. This article resulted from my dissertation study. Hooyman and Hill were my mentors at UW-Seattle and Rue is a statistician consultant.	Aging and Mental Health	2.956	published
18	2012	Perceived discrimination and social networks among older African Americans and Caribbean Blacks.	<b>Marshall &amp; Rue</b>  <b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, writing up of the methods, results and discussion. This article resulted from my dissertation study. Rue is a statistician consultant.	Family & Community Health, 35(4), 300-311	0.947	published
19	2012	Aging: social and cultural perspectives.	Hooyman & <b>Marshall</b>  <b>Role:</b> As second author I assisted with the literature review and contributed to edits.	<b>Book Chapter:</b> In J. A. Banks Encyclopedia of diversity in education. Sage Publishers (Vol 1, pp. 79-83). Thousand Oaks, CA: Sage Publications, Inc.	n/a	published
20	2010	Rural African American clergy: an exploration of their attitudes and knowledge of Alzheimer's disease.	Stansbury, <b>Marshall</b> , Harley, & Nelson  <b>Role:</b> As second author I assisted with the literature review and contributed to edits.	Journal of Gerontological Social Work		published



	Year	Title	Author(s)	Journal	Impact factor	Status
1		Trends in financial hardship: health and retirement study	<p><b>Marshall, Ozturk, &amp; Gallo</b></p> <p><b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, data analysis, writing up of the methods, results and discussion.</p>	Journals of Gerontology		<i>Under review</i>
2		Examining the association of pain and financial hardship among older men by race	<p>Song*, <b>Marshall</b>, Baker, Virtue* &amp; Thorpe</p> <p><b>Role:</b> This was a student mentored manuscript. I was responsible for the conceptualization of the manuscript, while guiding Song through the data analysis, writing up the methods, and results sections. I was also guiding Virtue through the writing the introduction and discussion sections.</p>	Aging and Health		<i>Under review</i>
3		Neighborhood disadvantage and beliefs regarding cancer screening effectiveness impact on physician's screen recommendations	<p><b>Marshall, Lee, &amp; Kahana</b></p> <p><b>Role:</b> As first author I was responsible for the conceptualization of the manuscript, writing up of the methods, results and contributing to the discussion.</p>	Social Work		<i>Under review</i>
4		Material Hardships and Active Commuting with Obesity Status Among Working Adults: Demographic and SES Differences	<p>Archibald, <b>Marshall</b> &amp; Thorpe</p> <p><b>Role:</b> As second author I was responsible for the assisting with the introduction and discussion sections of the manuscript.</p>	Social Work in Public Health		<i>Under review</i>



6		Age and racial/ethnic differences in financial hardship and health: Does having positive social support help.	<p><b>Marshall, Gremboski, &amp; Petrescu-Prahova</b></p> <p><b>Role:</b> First author responsible for the conceptualization of the manuscript which includes: data analysis, write-up of the results, methods sections, draft of introduction, write-up of the discussion all edits</p>			<i>In progress</i>
7		Long term health effect of financial hardship pre/post the great recession	<p><b>Marshall, Ingraham*, Dave, Kahana, Gallo</b></p> <p><b>Role:</b> First author responsible for the conceptualization of the manuscript. This was also a student mentored paper for which I guided the data analysis, write-up of the results, and methods sections. I wrote a draft of introduction and contributed to the discussion and all edits.</p>			<i>In progress</i>

\*Connotes students

Redacted pursuant to Court Order

September 8, 2020

Marcie Lazzari, Ph.D., M.S.W.  
Interim Co-Director  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
Box 358425  
1900 Commerce St.  
Tacoma, WA 98402

Dear Dr. Lazzari and the Esteemed Faculty of the Tenure and Promotion Committee,

Thank you for the opportunity to serve as an external reviewer for Dr. Gillian Marshall's application for tenure and promotion to the rank of associate professor [Redacted pursuant to Court Order]

[Redacted pursuant to Court Order] As a tenured faculty member with [Redacted pursuant to Court Order]

[Redacted pursuant to Court Order], I believe I am well-qualified to provide an independent review of Dr. Marshall's portfolio. Below I provide an evaluation as requested of Dr. Marshall's research and scholarship.

Without any doubt, Dr. Marshall is an impressive scholar who has made significant contributions to the social work profession. Her research focus on stress, financial hardship, social support, and mental and physical health among older adults is not only critical for the field of social work to improve the lives of older adults, but also necessary to share with other disciplines who may take a narrower view of the effects of these issues for older adults. The specific aims of her research are timely, important, and address specific issue relevant to the social work profession.

My review of Dr. Marshall's CV indicates that she has published a total of 14 peer-reviewed journal articles. Of her peer reviewed articles, she has been first author on 6 and second author on 3. What is more impressive is that these are publications as of 2015 when she joined the University of Washington Tacoma faculty, which indicates that she is publishing an average of 3 manuscripts per year, which is on par with a faculty member at an R01 institution. Further, she has an additional four manuscripts under review of which she either first or second author. Dr. Marshall's work has been published in a range of high-impact, interdisciplinary journals of aging, health, and social work including *Aging and Mental Health Annals of Epidemiology*, *Journal of Public Health Research, Health and Social Work*, *Journal of Family Medicine and Community Health*, and *Social Work*. The quality of her work is outstanding. [Redacted pursuant to Court Order]

\* [Redacted pursuant to Court Order] he Health and Retirement Study (HRS) data, I know there are few social work researchers who utilize the data and so it impressive that Dr. Marshall has three publications with HRS data. Her methods in these and her other publications are sound and ensure that her results are valid and appropriate for her target populations.

What makes Dr. Marshall's research trajectory even more impressive is the commitment that the National Institutes of Health (NIH) has invested in her and her work. Any award by NIH indicates that Dr. Marshall is recognized as an excellent researcher with an agenda that is and will continue to make a difference, and in her case, in the lives of older adults. To receive a K01 award followed by a Loan Repayment Award followed by an Administrative Supplement is no small feat. It is quite extraordinary. It takes focus, commitment, critical thinking and a solid research plan to even be considered let alone be awarded funding [Redacted pursuant to Court Order]

[Redacted pursuant to Court Order] it is widely recognized and accepted that the research and training associated with the grant takes priority over all other responsibilities as evidenced by her scholarship record.



In addition to her impressive funding record, Dr. Marshall has disseminated her research broadly at 13 conferences in her time at the University of Washington Tacoma which demonstrates her interdisciplinary focus, at gerontological, public health, and social work conferences. Notably, the Gerontological Society of America is the premier research and interdisciplinary meeting of gerontologists, and the Society of Social Work and Research (SSWR) is the premier research meeting of social work researchers. There are not often many presentations about older adults at SSWR, getting an acceptance and presenting at this conference is even more meaningful for social work researchers such as Dr. Marshall. Finally, an indication of Dr. Marshall's recognition in her areas of expertise are the requests to review for journals such as *Behavioral Medicine*, *Gerontology and Geriatric Medicine*, *Journals of Gerontology*, *Journal of Gerontological Social Work*, and *Research on Aging*.

In summary, based on the materials provided (her personal statement, CV and select publications), the context provided about the University of Washington Tacoma, Dr. Marshall has certainly demonstrated excellence in research and scholarship. Based on the requirements provided about the University of Washington Tacoma, I believe she has more than met the requirements for promotion to Associate Professor with tenure. She has a research agenda that is impactful and absolutely necessary for older adults. Dr. Marshall's scholarship is a great asset to the field of social work. As she discussed in her articles, there is much more research needed to inform policy and practice. With unwavering certainty, Dr. Marshall will continue to be recognized for her research through publications and grants. She far exceeds other scholars who are broadly in aging and health at the same point in their careers. As she continues this amazing trend, the University of Washington Tacoma will benefit as her work clearly aligns with the mission of the School of Social Work and Criminal Justice. Her work is at the forefront of areas where there is limited research and thus limited evidence-based policy and practice to use. Dr. Marshall will be in the next generation of social work researchers if not leading them given the ability for her work to intersect with so many other disciplines.

Redacted pursuant to Court Order

Redacted pursuant to Court Order

Marcie Lazzari, Ph.D., M.S.W.  
Interim Co-Director School of Social Work and Criminal Justice  
University of Washington-Tacoma  
Box 358425 1900 Commerce St.  
Tacoma, WA 98402

Re: Dr. Gillian Marshall

Dear Dr. Lazzari:

It is with pleasure that I write this evaluation of **Dr. Gillian L. Marshall** who is being considered for Promotion to Associate Professor with Tenure in the School of Social Work and Criminal Justice at the University of Washington-Tacoma. Redacted pursuant to Court Order

Redacted pursuant to Court Order

we have not collaborated on any research projects, publications, or professional presentations. I am familiar with her areas of research and feel competent to write this letter of evaluation. I have reviewed Dr. Marshall's Promotion Statement, CV and representative publications, in addition to the accompanying School of Social Work and Criminal Justice document: Policy Guidelines for Tenure and Promotion. As directed in your letter, I did not address Dr. Marshall's teaching and service record as part of my assessment. My evaluation focuses on the quality and significance of Dr. Marshall's work, her scholarly contributions with respect to originality, impact, and significance of her work to the field of Social Work and her standing in relation to scholars in her field who are at comparable rank and position in their careers.

#### **Research and Scholarship Overview**

Dr. Marshall's portfolio represents an impressive program of research and scholarship that is significant in its scope, complexity, and practical relevance. Substantively, her research brings together scholarly traditions in the areas of racial and ethnic physical and mental health disparities, stress and coping processes, social support and connections, and cumulative advantage/disadvantage perspective with the aim of understanding the health and well-being of racial and ethnic older adults. Her research embodies a strong interdisciplinary approach that is informed by intellectual and practice traditions from social work, gerontology, and public health. Her use of diverse conceptual and theoretical contributions as noted above provides a rich foundation for her work.

Dr. Marshall's program of research is noteworthy for highlighting personal, interpersonal, and structural factors that collectively influence health and well-being. Her focus on older Black adults is especially appropriate given their heightened and lifelong exposures to environmental circumstances and psychosocial stressors (e.g., higher rates of poverty, discrimination, reduced access to care) that are significant risks for poor physical and mental health outcomes. Her research on socioeconomic status and health is innovative in incorporating alternative measures



such as financial hardship and debt (e.g., medical debt, foreclosure risk, asset loss). These more proximal and direct measures of financial stressors have more immediate relevance and salience for respondents than traditional measures such as income and occupational status and provide a more in-depth assessment of the impact of financial stress on the health and well-being of diverse population subgroups. Her focus on financial stressors and their various manifestations is important in demonstrating the diverse ways that they contribute to poorer health profiles among racial and ethnic minority and impoverished elders.

The incorporation of cumulative advantage/disadvantage theory in her work provides an explicit life course perspective that foregrounds how these processes occur and intensify over time in ways that disadvantages harm and advantages bolster health. Her work also reflects a strength-based approach in noting the importance of social support networks (family, church, peers) that are acknowledged resources for coping with life stressors. Finally, Dr. Marshall's research embodies an explicit focus on understanding how various pathways and mechanisms work in tandem and comprise socially determined patterns of exposures, interactions, and barriers that influence the physical and mental health status of older adults.

### **Research Scope and Scholarly Contributions**

Dr. Marshall's research program addresses persistent racial/ethnic health disparities for older adults. Her work is broad in scope and incorporates multiple areas and levels of focus (i.e., biological, psychosocial, structural, and health services factors) to specify relevant etiological pathways for physical and mental health outcomes. This coordinated program of research focuses on issues that are integral to understanding disparities/inequities in physical and mental health outcomes in the U.S., as well as the impact of accumulated advantages/disadvantages associated with prior physical and mental health status, social circumstances, and psychosocial risk factors across the life course.

Dr. Marshall's research is significant in several respects. First, her work demonstrates the scientific value and utility of incorporating a life course framework in investigating the physical and mental health of older adults who are members of socially disadvantaged groups. Life course concepts such as historical events, social change and cumulative advantage and disadvantage are useful in augmenting a predominant focus in health promotion on the impact of individual risk behaviors on the health of older populations. Her work is important in highlighting the cumulative impact of early and mid- life circumstances and events on status in older age. Second, Dr. Marshall's work contextualizes individual health risk behaviors in terms of psychosocial stressors and prior life events and circumstances. Doing so provides an enhanced understanding of the causal pathways that link social circumstances, personal behaviors, and health outcomes. Third, Dr. Marshall's research is distinctive from typical research on health disparities in that her work seeks to understand both proximal and distal factors associated with adverse health outcomes and identify the causal pathways that link behavioral, social, and structural determinants of health. Doing so, effectively re-conceptualizes health disparities as health *inequities* (i.e., avoidable and unjust inequalities) and underscores the systemic and structural features and circumstances that produce and maintain poor health and adverse health outcomes among socially disadvantaged groups.

### **Significance and Impact**

Dr. Marshall's work has been supported by external funding in the form of a Mentored Research Scientist Career Development Award (K01) from the National Institute on Aging in support of

her research. Her project examining race/ethnicity and financial strain trajectories in cognitive decline positions her at the forefront of investigations of cognitive health among racial and ethnic minority populations. This award provides her opportunities to further develop her skill set and scholarly orientations/approaches in the areas of health services methods and statistics, aging and stress, and behavioral economics. It is particularly noteworthy that she stands out as one of few scholars from a school of social work to be awarded a K Award. In addition, she has been accorded the distinction of being selected an Early Career Reviewer for the Social Sciences and Population Study Section of the National Institute on Aging.

Dr. Marshall embodies a professional identity as a social worker who functions across social work, gerontology, and public health in investigating the physical and mental health of racial and ethnic minority aging using a transdisciplinary lens. She is successfully engaged in strong and productive research collaborations that embody a transdisciplinary perspective and are appropriate for the complex and multi-level research questions that she investigates. These research collaborations incorporate a *team science* approach which is reflective of the combined perspectives, methods and resources needed to address health outcomes that are influenced by a complex and dynamic array of biological, psychosocial and structural factors. She has sustained collaborative partnerships that have resulted in an impressive body of research studies and demonstrate the important and unique contributions she makes to these efforts.

Dr. Marshall's research is published in high visibility and impactful journals that underscore its broad relevance to health profession specialties (e.g., gerontology and psychiatry), population science (e.g., epidemiology, prevention), and diverse practice focus areas and groups (e.g., aging, mental health). Her contributions as a social work researcher brings greater visibility of social work perspectives in understanding the factors contributing to adverse health outcomes typically absent from clinical health professions. Social work's emphasis on social ecological perspectives provides a broader understanding of the interdependence of social actors and social systems. Further, in contrast to deficit-based perspectives, she brings a social work framework that highlights the importance of strength-based strategies that build on individual, family and community resources and assets. Her efforts make important contributions to addressing persistent limitations in research that is still largely acontextual and fails to consider aging with a life course framework within relevant social, community and health service contexts.

Dr. Marshall has been successful in the dissemination of her research through her published works. She demonstrates scholarly and intellectual leadership as senior author on published articles appearing in leading journals. Her research is highly interdisciplinary as evidenced by the journals in which she has published. Her body of published work appears in several well-regarded journals that span disciplines and practice fields including *Health and Social Work, Aging and Mental Health, Social Work, Annals of Epidemiology, Journal of Public Health Research, Medicine, and Social Psychiatry*. Articles provided in her dossier reflect her unique perspective and the quality and reach of her work. In particular, Marshall et al. (2020) in *Aging and Mental Health* is especially relevant and timely in examining relationships between financial hardship (difficulty paying bills) and medical debt and reports of depressive symptoms and anxiety among older adults in the Health and Retirement Study. This article is especially timely given ongoing discussions concerning non-medical social needs as drivers of health status and outcomes ([Wortman et al., 2020](#)). Marshall's related work (e.g., Marshall et al., 2019, Marshall & Seely-Tucker, 2018) highlights the importance of understanding how financial difficulties are manifested in different domains (e.g., food insecurity, bill delinquency, medical debt, medication

needs), among subgroups of older adults who differ in relation to health behaviors and health status, and their relevance for diverse physical and mental health outcomes (Marshall et al., 2017). Her work as an interdisciplinary scholar and researcher makes important contributions to evolving trans-disciplinary perspectives and multi-level and contextually-informed research and practice which are hallmarks of the field of social work.

### **Summary**

Dr. Marshall's work utilizes diverse perspectives and methodological tools in addressing complex and dynamic processes associated with health and well-being among older racial/ethnic adults. She has developed an important line of investigation that makes significant contributions in understanding the impact of biological, psychosocial, and structural factors on health. Her research has achieved broad dissemination to diverse disciplinary and professional audiences, ensuring greater reach and recognition of the relevance of Social Work perspectives and frameworks. She is productively involved in research projects that demonstrate her intellectual leadership as well as her contributions as a collaborative team member. Her record of knowledge development and dissemination in the form of journal articles, book chapters, and referred presentations at professional conferences reflects her steady productivity and contributions to several areas of scientific inquiry and practice.

After reviewing the materials submitted for consideration, I believe that her record of scholarship and research reflect an excellent set of accomplishments and an impressive professional portfolio. Her success with respect to federal funding for her work (Mentored Research Scientist Career Development Award) and selection as an early career reviewer by the National Institute on Aging is acknowledgement by her peers of the value and scientific merit of her research. She has outlined several directions for future research that capitalize on her findings in the areas of stressful events, social support and connectedness, and expansion in domains of financial hardship that are poised to make further contributions to scholarship in these areas. In sum, based on these demonstrated achievements, I believe she compares extremely favorably to social work faculty of comparable rank and career position who are under consideration for promotion and tenure. I support without reservation **Dr. Gillian L. Marshall's** promotion to Associate Professor with Tenure in the School of Social Work and Criminal Justice at the University of Washington-Tacoma.

Thank you for the opportunity to assist in this important evaluation process. Please contact me should you have additional questions.

Redacted pursuant to Court Order

**From:**

[Redacted]

**To:**

[Terri Simonsen](#)

**Subject:**

Dr. Gillian L. Marshall

**Date:**

Sunday, August 02, 2020, 1:28:13 PM

**Attachments:**

[Redacted pursuant to Court Order]

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Dear Ms. Simonsen:

Attached please find my evaluation letter for **Dr. Gillian L. Marshall** in connection with her Promotion and Tenure Review. I've attached my review letter along with a copy of my CV.

Please respond by return email to verify that you have received this email and documents.

Sincerely,

[Redacted pursuant to Court Order]



Redacted pursuant to Court Order

Redacted pursuant to Court Order

August 17, 2020

Marcie Lazzari, Ph.D., M.S.W.  
Interim Co-Director School of Social Work and Criminal Justice  
University of Washington Tacoma  
Box 358425 1900 Commerce St.  
Tacoma, WA 98402

Dear Dr. Lazzari:

I am pleased to provide this outside review letter for Dr. Gilliam Marshall-Fabien for her application for promotion to Associate Professor with tenure at the University of Washington Tacoma. [Redacted pursuant to Court Order] My

background as [Redacted pursuant to Court Order]  
[Redacted pursuant to Court Order]

\* [Redacted] enables me to judge where Dr. Marshall-Fabien's work fits within this field. I am also very familiar with both national data sets many of her papers use; The Health and Retirement Study (HRS) and the National Study of American Life (NSAL).

Dr. Marshall-Fabien completed her Ph.D. in Social Work in 2011, completed a Post-Doctoral Fellowship after that and most recently completed her Master's in Public Health. Since 2015 she has been an Assistant Professor at the University of Washington Tacoma following a 2013-15 stint as an Assistant Professor at Case Western Reserve University.

Dr. Marshall-Fabien has created an impressive program of research and research accomplishments. A review of her CV reveals that she has published 20 peer review articles and is the first author on nine of those. More importantly, since 2015 she has demonstrated continued momentum with 14 publications (5 of which she is first author). Within the broader framework of health disparities, Dr. Marshall-Fabien is focused on financial/material hardship and its particular relationship with mental and physical health. This certainly is an under-developed area of study and my review of seven of Dr. Marshall Fabien's articles indicates that she is producing important findings. In 2015 she published a commentary in *Social Work* that encouraged researchers to go beyond measurement of income and examine financial and material hardship and its relation to physical and mental health. In 2016, using the HRS she created an 8 item hardship measure and noted its relationship to financial dissatisfaction in Blacks and to food insecurity in Latinos and published her work in *Race and Social Problems*. In 2017, using the NSAL she published a paper in *Health and Social Work* noting that material hardship was related to self-reported mental health. In her 2018 article in *Annals of Epidemiology* she reported on the financial hardship-physical health link. This finding was followed by other examinations of financial hardship in *Preventive Medicine Reports* (2019) and *Aging and Mental Health* (2020). Dr. Marshall-Fabien's work has received approximately \$1 Million dollars in grant support. She was awarded an Administrative Supplement to examine race, financial strain and cognitive decline trajectories followed by a very prestigious K01 award for \$653,910.

Redacted pursuant to Court Order

Dr. Marshall-Fabien's research demonstrates several strengths. First, she has an identifiable and growing program of research that enables a greater depth in understanding the linkages of financial and material hardships with physical and mental health. Second, she has used nationally representative data sets which allow greater generalizability in her findings. Third she has built on her research successes by attracting external funding which allows her to continue to expand her skills as a scholar. These strengths bode well for the future of Dr. Marshall-Fabien's research, and I expect that it will continue to flourish in the years ahead.

Dr. Marshall-Fabien's quantity and quality of work place her in the top 10-15% of Assistant Professors in gerontology across the social and behavioral sciences. Her record is similar to those of Assistant Professors at research intensive universities who are promoted to Associate Professor with tenure.

Redacted pursuant to Court Order



Redacted pursuant to Court Order

Redacted pursuant  
to Court Order

August 16, 2020

Marcie Lazzari, Ph.D., MSW  
Interim Co-Director  
School of Social Work and Criminal Justice  
University of Washington Tacoma  
Box 358425  
1900 Commerce St.  
Tacoma, WA 98402

Dear Dr. Lazzari:

I have reviewed the curriculum vitae for Dr. Gillian L. Marshall, your school's policy guidelines for tenure and promotion, Dr. Marshall's narrative summary statement, along with seven scholarly works written by Dr. Marshall who is applying for tenure and promotion to the rank of assistant professor at the University of Washington Tacoma School of Social Work and Criminal Justice. I briefly comment on Dr. Marshall's background after which I discuss the manuscripts she included for this review.

Dr. Marshall received a Bachelor of Arts at Trinity Western University in 2000. She obtained her MSW in 2002 and Ph.D. in 2011 from the University of Washington School of Social Work. She received Post-Doctoral Training between 2011 and 2012 from the Group Health Research Institute. In addition, she was awarded her M.P.H. in 2020 from the School of Public Health at the University of Washington. Dr. Marshall worked as an Assistant Professor in the Mandel School of Applied Social Sciences at Case Western Reserve University between 2013-2015 after which became an Assistant Professor in the School of Social Work and Criminal Justice at the University of Washington Tacoma in 2015. Dr. Marshall has integrated her practice experience with her research by consistently studying stress and mental health in late life, specifically focusing how financial hardship adversely affects older person's well-being. Since receiving her NIH K01 Career Development award from the National Institute of Aging, Dr. Marshall has advanced scholarship on the intersection between aging, ethnicity, financial equity, and mental health, an area that is contemporary and much needed in gerontological research. Although I know many young scholars who have applied for K01 awards, Dr. Marshall, \* [REDACTED] [REDACTED] is the only one I am aware of who successfully obtained this prestigious award.

Dr. Marshall has published or has in press 20 publications. Four manuscripts are under review and two are in progress. She is the sole author of a paper published in *Social Work*,

the most widely-disseminated journal in social work that reaches thousands of practitioners and academicians. She also is the first author of 9 publications. Her scholarship has been broadly distributed in well-known journals that should target those who can benefit most from her research. They include *Aging and Mental Health*, *Health and Social Work*, *Journal of Gerontological Social Work* and *Research in Human Development* as well as more specialized journals such as *Social Psychiatry Psychiatric Epidemiology*, *American Journal of Men's Health*, and *Journal of Black Psychology*. Dr. Marshall also contributed an encyclopedia entry that was published by Sage Publications. Not surprisingly, Dr. Marshall is in demand to review manuscripts for prestigious journals, such as the *Journal of Gerontology*, *Journal of Gerontological Social Work*, *Journal of Aging and Mental Health*, *Research on Aging*, and *International Journal of Aging and Human Development*.

The number and breadth of Marshall's presentations at international, national, state, and regional conferences are commendable. She has presented at 12 national conferences all of which were high quality and peer-reviewed. They include presentations at the Society for Social Work Research, the Gerontological Society of America, Society of Behavioral Medicine, Aging in America Conference, and American Psychosocial Oncology Society. Her presentations at international conferences are especially impressive and include papers delivered at the Canadian Association of Gerontology, International Social Stress Research Conference, and IUHPE World Conference on Health Promotion and Health Education. In addition to her participation at national and international conferences, Dr. Marshall has presented or served as a guest lecturer at several universities. She has disseminated her work at multiple levels.

Dr. Marshall has secured over \$1 million in grant funding through the National Institute of Health. This is an unusual accomplishment for a junior faculty member at this stage. In addition, she was the principal investigator on four grants. Most impressive is Professor Marshall's successful K01 Career Development Award from the National Institute on Aging. After reading her scholarship I conclude that Dr. Marshall has benefited greatly from this award that has strengthened Dr. Marshall's publications to those of a senior researcher who has advanced our understanding of how ethnicity intersects with financial hardship, social stress, and mental health. Dr. Marshall's sustained efforts to ferret out the conceptual *and* operational definitions of hardship will help future gerontologists and social workers identify components underlying financial hardship that inevitably will result in interventions that will enhance older person's well-being and quality of life.

In the sections below I comment on the seven publications that I have reviewed. Given that I have

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I feel qualified to

review these papers, which I discuss below in chronological order.

Dr. Marshall illuminates within group variability among older Black Americans in her article entitled, "Exploring Ethnic Variation between Stress, Social Networks, and Depressive Symptoms Among Older Americans," published in the *Journal of Black Psychology*. Far too many scholars have assumed homogeneity among older Black adults, but we know that heterogeneity within age groups increases with age and that the diversity



within groups varies depending upon numerous factors, such as, gender, social class, and geographic region. In this article, Dr. Marshall reveals the stress associated with material hardship and perceived discrimination, which also was linked to depression. The differences in depression between African Americans and Caribbean Blacks, which she reveals in this research, have important implications for practitioners and policy-makers. Several limitations, however, undermine the contributions of this study. For example, the background section includes outdated statistics and literature. The number of older adults, mentioned in the first section, has significantly increased since the citations used here were published. Most importantly, Dr. Marshall's discussion of stress omits contemporary studies on this topic, and, in particular, those that consider cultural influences. A conceptual framework that considers the intersection between ethnicity and stress would be helpful. For example, Knight and Sayegh's updated sociocultural stress and coping model is especially relevant (Knight, B.G. & Sayegh, P., 2010, Cultural values and caregiving: The updated sociocultural stress and coping model in the *Journal of Gerontology: Psychological Sciences*, 65B, 5-13). A theoretical and in-depth discussion of depression also are needed given that most gerontologists concur that depression manifests differently in late life. Dr. Marshall provides no rationale, for example, for how she operationalized depression or for why she included certain control variables.

In the article entitled, "Financial Hardship in Later Life: Social Work's Challenge or Opportunity, published as a commentary in *Social Work*, Dr. Marshall persuasively argues for a new field of study – financial gerontology – that would be multidisciplinary and consider the dire consequences and adverse outcomes of financial hardship in late life. Dr. Marshall's statements that financial struggles in late life too often have been overlooked in social work practice along with suggestions that social workers refer more clients to financial counselors and teach more about financial exigencies are especially applicable.

In the publication entitled, "Hardship Among Older Adults in the HRS: Exploring Measurement Differences across Socio-Demographic Characteristics," published in *Race and Social Problems*, Dr. Marshall advances her scholarship by including an in-depth discussion of the conceptualization and operationalization of hardship. She also clearly states her aims, purpose statement, and hypothesis in this article. Dr. Marshall demonstrates excellent methodological and statistical skills by using a complex and large dataset, specifically, the Health and Retirement Study. She excellently assesses predictive validity of the hardship measure by employing exploratory and confirmatory analyses that revealed important potential measurement biases among items underlying the construct. Too often scholars assume that respondents similarly interpret items in surveys; however, Dr. Marshall shows that such assumptions are often invalid. Dr. Marshall observed a single factor underlying hardship but also found that Black respondents were more likely to endorse financial dissatisfaction while Latino more often emphasized food insecurity.

Once again, Dr. Marshall demonstrates within group variability among older Black Americans with respect to associations between stress, material hardship and symptoms of depression in the publication entitled, "Material Hardship and Self-Rated Mental Health among Older Black Americans in the National Survey of American Life," published in *Health and Social Work*. Dr. Marshall advances her earlier scholarship by excellently

discussing race and ethnicity. She also demonstrates that material hardship differentially affects self-rated mental health (SRMH) depending on whether a respondent self identifies as Black Caribbean American or African American. However, a similar discussion of mental health as a construct would strengthen this work, and the use of a single item question used to measure mental health has questionable validity. Despite the limitations, Dr. Marshall reminds social workers and social scientists why they should cautiously generalize across and within ethnic groups.

Dr. Marshall and Dr. Tucker-Seely write a superbly articulated article entitled, “The Association between Hardship and Self-rated health: Does the Choice of Indicator Matter?” published in the *Annals of Epidemiology* in 2018. They persuasively present a rationale for why they differentiated items’ contributions to how hardship and self-related health (SRH) are associated. They identify two aims and, subsequently, ask two specific research questions. Dr. Marshall advances the conceptual discussion of financial hardship, first, by exposing the ambiguity over the definition of hardship and, second, by empirically examining items, specifically, difficulty paying bills, ongoing financial strain, food insecurity, and medication need, that should be considered when conceptualizing or operationalizing this construct. Based on the results from their logistic regression analysis, they find that taking less medication due to cost especially is associated to SRH. As Dr. Marshall discusses in the conclusion, the results from this work underscore the need for broader conceptualizations of socioeconomic status in late life that take into account more specific financial measures among older persons instead of traditional socioeconomic indices, such as income, education, and occupational status. Older adults on average use more medications on a daily basis than younger persons. Gerontologists, including financial gerontologists, educators, and practitioners, therefore, must focus on broader economic assessments than the ones that they typically use.

In contrast to the paper published in the *Annals of Epidemiology*, discussed above, Dr. Marshall inadequately conceptualizes the issues in the article entitled “Gender Differences in the Association between Modifiable Risk Factors and Financial Hardship Among middle-Aged and Older Adults,” which appeared in *Preventive Medicine Reports* in 2019. She hardly provides a rationale for examining the associations between financial hardship and gender, cigarette smoking, alcohol consumption, and obesity despite including up-to-date literature. Moreover, she offers almost no explanation for the findings. Overall, Dr. Marshall’s statistical capabilities tend to be stronger than her conceptual knowledge.

Dr. Marshall again excellently ferrets out the differential effects of financial hardship on depression and anxiety using a large and nationally representative sample in the article entitled, “The Price of Mental Well-Being in Later Life: The Role of Financial Hardship and Debt,” published in *Aging & Mental Health*. Unfortunately, she does not conceptually define depression or anxiety, which is a significant limitation of this work given that most gerontologists concur that these conditions manifest differently in late life. Many recommend using scales, such as the Geriatric Depression Scale, to assess late life depression. Although the CES-D often is used to measure depression among older persons, most scholars caution that this instrument focuses on symptoms in contrast to a diagnostic category and discuss these limitations. Although Dr. Marshall notes several other

limitations in the penultimate paragraph of this paper, she fails to mention the validity issues involved with using this instrument with older persons.

In sum, Dr. Marshall has significantly advanced her scholarship over time and contributed to the literature on financial gerontology and on adverse effects resulting from hardship. She also has advanced researchers' understanding of hardship and helped gerontologists better conceptualize and operationalize economic status in late life. The results from her work will help educators and practitioners better meet the needs of older persons struggling with financial problems. At the same time like most junior scholars Dr. Marshall could benefit from expanding her theoretical knowledge that would allow her to contribute more conceptual depth to her future work.

I appreciated the opportunity to read and comment on Dr. Marshall's scholarship. If I can assist in any other way or if you have questions I can be most easily reached by email at

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Date: March 17, 2017

To: Tom Diehm, Interim Director for Social Work Program  
Fr: Julia Aguirre, Ph.D., Associate professor

Re: Peer Teaching Evaluation for **Gillian Marshall, Ph.D.**

Observation Date: February 28, 2017  
Observation Time: 7:00-8:30 pm  
Observed Course: TSOCWF503a: Human Behavior and Social Work

I was requested to conduct a peer evaluation by Dr. Marshall to fulfill third year review requirements for tenure track assistant professors. Social work does not have a structured form or assessment criteria for faculty peer evaluations. Therefore, this review will comment on the equity-based inclusive practices documented in the literature and present in the Dr. Marshall's teaching. The observation will summarize instructional strengths and areas of growth.

The observation took place in the Master's seminar course called TSOCWF503a: Human Behavior and Social Work. According to the syllabus, this course examines "the dynamics and processes of individuals, families, small groups, organizations, and community systems" from a systems perspective as socializing forces and as targets for change. Implications for social work practices are emphasized.

The peer observation was conducted during the 9<sup>th</sup> week of the quarter. Dr. Marshall's instruction was observed for about 2 hours of a 2.5 hour course. The course topic for the session was health disparities and the relationship to place. The session included three main activities: an interactive mini-lecture with discussion about neighborhoods; 30 minute documentary called *Unnatural Causes – Place matters*, and a debriefing activity that linked major ideas from the documentary, readings, and professional work.

The observation began during the first activity. Dr. Marshall posed three questions for the class to brainstorm: *How does your neighborhood limit or expand healthy choices? What would you like to see improved in your neighborhood? What will it take to make that happen?* There was a range of responses written on the board including food deserts, access to clean water and air, sidewalks, pollution, and transportation. Dr. Marshall effectively facilitated this launch activity recording each participant response on the board without judgment ensuring student voice and participation. A key equity-based inclusive strategy documented in the educational literature is to activate prior knowledge and specifically students' funds of knowledge about their own lived experiences. This stands in sharp contrast to traditional college lecture-style instruction in which information flows one-way and renders participants passive recipients of their learning. By engaging in this participant-driven neighborhood discussion, Dr. Marshall surfaced and validated participant knowledge about the topic before watching a documentary on health disparities in specific neighborhoods. This connection to participant's lived experiences was intentional as she



anticipated that many of the points raised in this launch discussion would be present in the documentary.

The documentary, titled *Unnatural Causes: Place Matters*, was viewed in class for 30 minutes. An important inclusive strategy to note is that Dr. Marshall turned on the close captioning feature on the video so that participants had multiple ways to experience the documentary. Students took notes during the video.

After viewing the documentary, Dr. Marshall organized the participants into small groups to debrief the documentary. Each person was randomly assigned to a small group to minimize status issues (e.g. cliques). Each group was given a different handout with discussion questions to maximize participant attention to key conceptual dimensions of public health and place. The handouts shared three general questions and then differed by subtopic: children's development, health, policy, and neighborhood response comparison (see appendix). The shared general questions were:

1. According to epidemiologist Ana Diez-Roux, what conditions do affluent neighborhoods take for granted that promote better health?
2. The documentary asks, "How do you make an unhealthy neighborhood healthy?"
3. What health threats does Gwai face that are beyond his individual control?

Work groups were directed to create a poster that summarized their discussion of the questions on the handout. By requiring a group product to be shared, Dr. Marshall employed an important formative assessment strategy that facilitated student accountability of the concepts and provided a written record about what the students know and can do. It was clear that the participants understood both the assignment and small group discussion expectations. They quickly formed groups and engaged in discussions making connections between the examples presented in the documentary, their own neighborhoods, and their professional knowledge about the clients they served. During this time, Dr. Marshall would join discussions, asking probing questions to deepen critical thinking of the students. She made sure to check in with each group during this time.

After a 15 minute break, Dr. Marshall facilitated a whole class discussion on reactions to ideas presented in the documentary. Several different students offered ideas related to "poverty tax" – pay more for less quality and less access of essential items like healthy food, water, and air. Other students raised follow up questions such as, "how do you revitalize a neighborhood without gentrification"? Dr. Marshall wrote connecting statements and questions encouraging student-to-student responses. She also offered additional regional examples to punctuate the complexities about place and health. For example, when people move out while renewal is taking place, do those community members move back? What if they do not want to? What happens to those communities? The whole class discussion was professional and respectful, with graduate students continually making connections to the film, discussion questions, and their own social work practice.

In the last 30 minutes, the groups presented their summary posters highlighting important ideas discussed. Dr. Marshall listened to each group's presentation asking other groups to comment or question. Thus fostering a critical and collaborative discussion among the course participants. Dr. Marshall wrapped up this part of the session summarizing the implications for social work practice. Reiterating the importance of practitioners to consider the zip code of their clients and

its link with holistic assessment of their health and well-being, levels of stress and physical and social environments in which they live.

The strengths of Dr. Marshall's instruction include her ability to facilitate complex class discussions that encourages student voice, collaboration and critical thinking. Consistent with the syllabus description, participant discussions reflected a systems approach to understand and analyze human behavior. Participants evaluated multiple forces at once in trying to understand the relationship between place and health with clear implications being drawn to effective social work practice. Dr. Marshall was intentional in connecting participant experiences to their professional experiences and to their client's experiences. Her instruction fostered active student engagement throughout the session with participants pushing each other to consider perspectives that moved away from deficit and/or individualistic frames of their clients to social and environmental frames that support a more strength based approach to social work practice. An area of instructional growth would be to build on the group poster summaries as a formative assessment to include individual reflection component compelling each course participant to highlight their key takeaways of the session and its connection to professional practice. That way, Dr. Marshall has group and individual feedback of what participants are learning.

Dr. Marshall's instruction, particularly her capacity to facilitate critical professional discussions and connect to participant lived and professional experiences, is an exemplary model for faculty to learn from. If you have any questions or need additional information, please feel free to contact me at [jaguirre@uw.edu](mailto:jaguirre@uw.edu).



Julia Aguirre, Ph.D.  
Associate Professor  
School of Education



**Health Disparities: Does Place Matter?**  
~ Health ~

1. Seattle public health official James Krieger outlines neighborhood features that influence health. Explain how each of the following affects health outcomes:
  - a. Proximity to environmental hazards (potential for toxic exposure)
  - b. Quality of schools
  - c. Quality of affordable housing
  - d. Frequency of violence and crime
  - e. Opportunities for social interaction with neighbors
  - f. Access to affordable, healthy food choices
  - g. Places to walk or do other kinds of physical activities
  
2. What makes a neighborhood unhealthy to begin with?
  
3. What are the challenges involved in trying to improve neighborhood conditions?
  
4. How can a disinvested community be revitalized without triggering the increases in rent and home prices that displace poorer residents and lead to gentrification?
  
5. Cardiologist David Weiland wonders why Gwai, a relatively young patient with no history of smoking, family heart disease, or other typical behavioral or genetic risk factors ended up having a heart attack.
  - a. How does the film answer his question?

## **Health Disparities: Does Place Matter?**

### **~ General ~**

1. According to epidemiologist Ana Diez-Roux, what conditions do affluent neighborhoods take for granted that promote better health?
  - a. When county maps showing poverty, education, asthma and diabetes rates in Richmond are laid on top of one another, what patterns emerge?
2. The documentary asks, "How do you make an unhealthy neighborhood healthy?"
3. What health threats does Gwai face that are beyond his individual control?
  - a. How do neighborhood conditions, his job and income situation and being an immigrant affect his ability to keep his children out of harm's way?
  - b. How might all of this affect Gwai's stress level?
  - c. What options would make things better for Gwai's family and others?

### **~ Neighborhood: Richmond vs. Highpoint ~**

4. Although Gwai Boonkeut's neighborhood is home to a number of refineries and chemical plants that are potentially hazardous to residents' health, the film suggests that other neighborhood conditions pose an even greater threat to his health.
  - a. What are those conditions and how do they get "under the skin?"
5. Tom Phillips, Seattle Housing Authority, says: "Even though this was a rough, dangerous neighborhood, there was still a community here and people living in communities actually know what they want."
  - b. How was High Point able to rebuild?
  - c. What was the involvement of residents, community groups, housing and health officials, government agencies and private investors?
  - d. What happened to the residents of Old High Point?



## **Health Disparities: Does Place Matter?**

### **~ General ~**

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  - c. What options would make things better for Gwai's family and others?
4. The film states that the health problems of Southeast Asian refugee communities are often masked by including them under the aggregated label "Asian American."
  - a. Would a color-blind approach to health problems make these problems easier or harder to solve? What demographic categories should we use for gathering health data?

### **~ Developmental Connections ~**

5. The documentary touches upon the health effects of violence in Richmond. In what ways does violence affect the health and development of children?
  - a. How do you think it would affect person at other stages of development (i.e. middle adulthood, late adulthood, late-life)?
  - b. If violence is presented as a public health threat rather than a crime issue, how might that affect the way policy changes are perceived?

## **Health Disparities: Does Place Matter?**

### **~ General ~**

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### **~ Policy ~**

4. At the end of the film, David Williams says: "Housing policy is health policy, educational policy is health policy, anti-violence policy is health policy, neighborhood improvement policies are health policies. Everything that we can do to improve the quality of life of individuals in our society has an impact on their health and is a health policy."
  - a. How can we better ensure that all of us, not just the wealthy, have the conditions for good health?
  - b. How will decision making have to change?
5. Epidemiologist Ana Diez-Roux observes that neighborhood differences are not "natural."
  - c. What draws businesses and investment to some places and not others?
  - d. What kinds of state or national policies can help revitalize neighborhoods?
  - e. How can you replicate the partnerships, creative financing and health innovations that made High Point work?



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TO: Diane Young, Associate Professor & Chair, Social Work  
FROM: Beth Kalikoff, Associate Professor, SIAS, UW Tacoma  
Director, Center for Teaching & Learning, UW Seattle  
RE: Peer Review for Gillian Marshall  
DATE: March 24, 2018

This letter represents a review of Gillian Marshall's teaching. My purpose is both formative and summative. My perspective is that of a colleague rather a peer, because my field as a teaching scholar is Writing Studies, rather than Social Work. From this vantage point, I focus on course development and evidence-based teaching. In addition, I offer recommendations for both Dr. Marshall and for those reviewing her teaching.

Dr. Marshall's commitment to exemplary evidence-based teaching was obvious before I set foot in her classroom. After she participated in the September 2016 Faculty Fellows Program introducing new faculty members to teaching at UW, and after teaching at UWT for a year, Dr. Marshall contacted me. Her teaching was going quite well but she was not satisfied with quite well. She'd identified facilitating class discussion as an area where she could further close the gap between teaching and learning, so she wanted to try out some ideas. We discussed her syllabi, assignments, & classroom practice around facilitating discussion.

I was impressed by the care, clarity, and transparency of her course materials. I was also struck by Dr. Marshall's expertise in course design and high-impact alternatives to traditional lecture. During the Winter 2018 quarter, Dr. Marshall provided me with a revised syllabus, assignments, and in-class worksheets for TSOCWORK 503. These materials are notable for their thoughtful, student-centered organization and clarity of purpose, as well as their resourceful use of theory, application, and practice. On February 27, I observed a 503 class session. The session was notable for its crisp organization, thoughtful

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movement from student experiential knowledge to engagement with the reading, and scaffolding of analytic activities.

Dr. Marshall began by asking students to consider notions of “community” and “neighborhood.” They generated lists of descriptive distinctions, which led Dr. Marshall to a series of open-ended questions. I was impressed by the percentage of students who spoke in the whole-class discussion—85%--and by the way discussion didn’t default into a teacher-centered call-and-response drill, where Dr. Marshall commented on every student point. Instead, students responded to each other, with Dr. Marshall occasionally encouraging a deeper drive into the question. Sometimes students disagreed with each other and did so in a collegial, direct way. This kind of collegial disagreement does not happen naturally, no matter how professionally mature the students: it reflects the course culture, practice, and leadership.

The class session was also notable for its carefully ordered variety of evidence-based, high-impact learning activities. Students were observably engaged and focused. They participated in whole-class discussion; paid attention to the in-class video, responding audibly to it a few times; participated fully in small-group work, moving through the work sheets Dr. Marshall designed. When the class recoiled from the statement of a physician in the documentary, Dr. Marshall stopped the film so students could discuss their resistance to his statement then and there. That instructional decision reflected both insight and moxie, which I see as characteristic of Dr. Marshall’s teaching.

I’d like to speak now to Dr. Marshall’s student evaluations from this course and make some recommendations. 2/3 of the students evaluated the course, and a notable number found the class disorganized and disappointing: they wanted more lecture. Yet Dr. Marshall’s is one of the best-organized classes I’ve ever seen, and I’ve seen a lot of well-organized classes. Too, the in-class active learning practices she designed for the students reflect contemporary research on best practices for increasing student engagement and achievement. So why the gap between what I say and what some of the students say?



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First, students who expect and prefer traditional lectures to evidence-based teaching are often put out when their expectations are not met. By “traditional lectures,” I mean lectures where students take notes while the faculty member presents for the duration of the period, with perhaps five students asking occasional questions. Evidence-based teaching requires students to engage more fully and actively throughout the class session. It’s harder work than taking notes. At the risk of stating the obvious, when students expect traditional lecture and get active learning, they may conclude that the teacher is teaching the wrong way. They also resent the additional cognitive demands placed on them. That’s because they don’t know the research. Evidence-based learning not only improves student engagement and learning, it closes achievement gaps between students from marginalized groups and other students (See Scott Freeman et al, 2014).

My first recommendation, then, is for Dr. Marshall. I suggest that she address student expectations directly, telling students why she teaches the way she does, illuminating the research on active learning and its benefits for them as students and as future social workers. That’s a point worth making in the syllabus, on the first day of class, and, occasionally, at other times. That may shift their expectations and explain why the course is not being taught the way they think it should be. While students are experts on their perceptions of their own learning at the moment they complete the evaluations, their ideas on how the class should be taught are based on how other classes they’ve taken were taught or how they’d prefer the class to be taught.

Secondly, at the risk of stating the obvious, students, like other humans, have biases. They don’t leave these biases at the door of the classroom before they come in. When the instructor is female, a person of color, or someone who was educated in another country and is multilingual, they can be ranked lower in quantitative student evaluations and criticized more seriously in qualitative comments. Women of color can receive evaluations shaped by bias. A look at the research on this subject is available in the “Guide to Best Practice in Evaluating Teaching,” recently created at UW by assessment scholars,

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reviewed by faculty members and chairs, and endorsed by the Office of the Provost:

<https://www.washington.edu/teaching/teaching-resources/assessing-and-improving-teaching/evaluation/>

The section on “student evaluations” highlights this research and offers review committees ways to consider student evaluations in light of bias. In essence, the recommendations are twofold: (1) value student evaluations proportionally, and (2) weigh student evaluations in context, in light of peer review and self-assessment.

Dr. Marshall’s gifts as a teaching scholar are evident in her course and assignment development, her high standards, her determination to help students meet those standards, and her adoption of methods that will increase student learning and engagement. She’s an encouraging presence, clear and well-organized and collegial and well-prepared. The atmosphere in the class session I observed was positive and collegial. I learned a lot about the subject and about teaching.

January 17, 2019

Dear Gillian:

Thanks for inviting me to the first day of class on January 8. I admire the thoughtful and meaningful ways you used the full class session to introduce students to each other, to you, to the course, and to the profession.

Discussing the aggregated and anonymized results of the entrance quiz almost immediately was smart. The quiz was on their minds, and you explained why you gave it and what the results mean for your teaching and their learning. The students were visibly reassured to learn that their results were "right in the middle," compared with those of other classes: while they're not starting from zero knowledge, they don't know a lot of the material that the course aims to teach them.

It was useful for them to go around the room and tell everyone their name, job if they're currently working, why they're here, what kind of Social Work interests them. Your answering those questions first was collegial, informative, and appropriate. They clearly appreciated your sharing your professional trajectory and passions, discussing your expertise as an outgrowth of those passions. Each student took the opportunity you gave them seriously and were engaged by the introductions of others, learning what they had in common, what was distinctive.

During that activity, you encouraged people, asked follow-up questions, took notes, and acknowledged that the group is multifaceted and multidimensional. You kept things moving without rushing anyone, gave students the opportunity to learn from each other. All the while, you modeled responsiveness and previewed for them how their experience and goals are relevant to the work of the class. In addition, having them write down their home town, why Social Work, their favorite book or movie or tv show or hobby, and a little-known fact about themselves was inspired: by the end of the first hour, students had each heard themselves speak up in class, met in pairs, worked in small groups, and written something to share with their peers. They also had a better understanding of the group's expertise and course goals.

Moving along to assessments like the Meyers Briggs and "Peacock, Owls, Doves, Hawks" working style matrix was constructive. Students reflected on the characteristics they have--and those they don't--in preparation for working effectively in groups and with clients. Excellent transparency throughout, as you explained why you were having them do these activities and asking them to consider the accuracy of the assessments.

These activities prepared prepared students wonderfully well for the move to the syllabus draft. I especially appreciated your saying: "Take a look at the syllabus draft. Now throw it out. Because I do the final version based on the results of the opening quiz and the information you gave me just now, on the form." I am going to encourage other faculty members to use that approach and will do so myself.

I'd like to describe back to you everything I saw, but doing so might take each of us two full hours, so I'll summarize. Your preview of the course focused both on what students want to know and what they need to know. Throughout, I admired the way you tacked back and forth between the activities and assignments of the course, the relationship of skills and the course to

the entire Social Work program, and the relationship of the program to Social Work as a profession. Highlights:

"This is an evidence-based course. There will be some lecture but not a lot of lecture. Most of what we do goes beyond the readings. We don't spend a lot of time hashing out the readings. We do case studies. We do active learning. This course is very applied.

If you prefer another style of teaching, take the Thursday section, it won't hurt my feelings. I want you to be able to make an informed decision about which course to take."

Thanks again for inviting me to the first class. Off to a terrific start.



**From:** [Gillian L Marshall](#)  
**To:** [Terri Simonsen](#)  
**Subject:** Re: P and T file, Peer Review Clarification  
**Date:** Friday, September 11, 2020 1:19:08 PM  
**Attachments:** [image001.png](#)

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Hi Terri,

The one without a name was also written by Beth Kalikoff.

Thanks!  
Gillian

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**From:** Terri Simonsen <hermant@uw.edu>  
**Sent:** Thursday, September 10, 2020 4:36 PM  
**To:** Gillian L Marshall <geegee@uw.edu>  
**Subject:** P and T file, Peer Review Clarification

Hello Gillian,

Hope you are doing well. I am reviewing your file for completeness and changing some of the names of your files as the new naming conventions are tricky this year. For the peer evaluation files, you have Drs. Aguirre, Kalikoff and Raynor. However, there is a 4<sup>th</sup> peer evaluation submission that does not have a name submitted on it so I'm unable to attach the peer reviewer name to the file. Can you let me know?

I may have other questions, but thus far everything else looks great. I need this info by tomorrow to provide the update. Thank you.

Terri

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## Teaching Peer Review for Dr. Gillian Marshall Fall 2019

Deirdre Raynor &lt;draynor@uw.edu&gt;

Thu 11/14/2019 11:45 AM

To: Marcie Lazzari &lt;mlazzari@uw.edu&gt;

Cc: Gillian L Marshall &lt;geegee@uw.edu&gt;

Good morning Marcie and Gillian. First, thank you Gillian for inviting me to sit in on your TSOCWF 101 Introduction to Social Work class. It was an honor to observe your teaching and exciting to see how engaged your students are in the course activities.

The class session I attended on November 5, 2019 was focused on the evolution of the mental health system and the role of social workers in the healthcare system. Dr. Marshall's class was very well organized and she used a variety of methods to engage the students in the course material from a very structured lecture focusing on the evolution of the mental health system, major mental health movements, key figures in the field of Social Work (i.e. Dix, Richmond, and Canon), categories of disorders, and the Mental Health Parity Act. Dr. Marshall provided the students with concrete examples and clear definitions of terms. She went a step further by asking the students questions related to the assigned readings and the lecture, so they could apply the definitions and make connections between the examples shared with the class and the reading and lecture for the day.

There were about 32 students present in the class, and they all were engaged during the lecture. The one recommendation I made to Dr. Marshall is to let them have their break sooner, since a number of the students were first and second year students and research shows their attention span is not as long as that of the older students.

It is clear that Dr. Marshall has established a good rapport with her students. During the class break there were 7 students who lined up to talk with her. The students waiting to talk with her each had either a question or wanted to share their thoughts about the material covered during the lecture. They were very comfortable talking with Dr. Marshall and she gave each student her undivided attention, was clearly listening to what they had to say, and encouraged them by providing sincere praise for the ideas they shared and by directing them to resources that can help enhance their learning. She treated the students who wanted more clarification with respect and took the time to provide more examples to help them understand the terminology.

It is clear that Dr. Marshall has created an inclusive classroom environment where all members of the class are respectful of the learning community in TSOCWF 101. The students were very diverse, and during the break I talked with students from different racial backgrounds, gender, and class standing. I talked with 6 students, who shared with me that they felt they were getting a great introduction to Social Work in the class and that the class has piqued their interest to the point that they plan to take more courses in this discipline. Three of the six said they want to go to graduate school in social work.

Following the break, Dr. Marshall provided the students with some case studies, and they worked in groups to review the case study and the best course of action to meet the needs of the person described in the case study. Each group worked diligently as they discussed the case study and applied what they have learned to date in order to figure out how to meet the needs of the person given the situation described in the case study. I observed each group and all students participated in the activity. The last step for the students was to create a poster with their recommendations and to report out to the class for further discussion.

I also noticed that there were refreshments on a table in the classroom for the students, and a number of them ate the food provided. I told Dr. Marshall after class that although we are not required to bring food for our students, I think it is great that she does provide something for the 8:00 class as we know that both on our campus and nationally that food insecurity is real and many college students deal with it everyday. Her students were very comfortable getting refreshments as needed, and there was no disruption during the lecture, group work, or report outs simply because someone was getting some of the food Dr. Marshall brought to the class. Three of the students told me they were glad she brings refreshments otherwise they would have nothing to eat before class.

Finally, I enjoyed the class and applaud Dr. Marshall for the empathy and patience she demonstrates through her interaction with the students one on one, in small groups, and during the larger class discussion. The course content was interesting. The class was organized, and Dr. Marshall has established a strong community of scholars in TSOCWF 101.

Deirdre

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Course	Required/ Elective	Format	Term	Median	CEI	Enroll	Response Rate
TSOCWF 101 Introduction to Social Work (UG)	Elective	In person	2016 Winter	4.5	5.2	19	63%
T SOCW 503 Human Behavior and Social Environment II (G)	Required	In person	2017 Winter	3.3	5.7	23	74%
T SOCW 503 Human Behavior and Social Environment II (G)	Required	In person	2018 Winter	1.3	5.6	17	65%
T SOCW 503 Human Behavior and Social Environment II (G)	Required	In person	2019 Winter	2.5	5.5	18	67%
T SOCWF 101 Introduction to Social Work (UG)	Elective	In person	2020 Autumn	4.1	4.8	37	89%



TSOCWF 101 A  
Introduction To Social Work  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 12/19 (63% high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.7	4.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.2
(1=lowest; 7=highest)

#### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	12	67%	17%	17%				4.8	4.6
The course content was:	12	50%	8%	33%	8%			4.5	4.4
The instructor's contribution to the course was:	12	67%	17%	8%	8%			4.8	4.6
The instructor's effectiveness in teaching the subject matter was:	12	67%	8%	25%				4.8	4.5

#### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	Average (5)	(4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	12	8%	58%	17%	8%	8%			5.8
The intellectual challenge presented was:	12	8%	50%	25%	17%				5.7
The amount of effort you put into this course was:	12	17%	50%	17%		17%			5.8
The amount of effort to succeed in this course was:	12	8%	42%	33%	17%				5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	12	25%	25%	42%	8%				5.5

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? **Class median: 4.7 Hours per credit: 0.9 (N=12)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	25%	42%	17%	17%							

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 4.4 Hours per credit: 0.9 (N=12)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
8%	17%	58%	8%	8%							

What grade do you expect in this course? **Class median: 3.3 (N=12)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
	33%	33%	17%	8%				8%						

In regard to your academic program, is this course best described as: **(N=12)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
8%	33%	17%	8%	17%	17%



STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	12	58%	8%	25%	8%			4.6	2
Instructor's preparation for class was:	12	67%	17%	8%	8%			4.8	5
Instructor as a discussion leader was:	12	42%	33%	17%		8%		4.2	17
Instructor's contribution to discussion was:	12	75%	8%	8%	8%			4.8	3
Conduciveness of class atmosphere to student learning was:	12	50%	17%	33%				4.5	14
Quality of questions or problems raised was:	12	50%	25%	17%	8%			4.5	15
Student confidence in instructor's knowledge was:	12	75%	8%	17%				4.8	6
Instructor's enthusiasm was:	12	75%		25%				4.8	8
Encouragement given students to express themselves was:	12	58%	8%	17%	17%			4.6	13
Instructor's openness to student views was:	12	50%	25%	25%				4.5	16
Interest level of class sessions was:	12	42%	8%	33%	8%	8%		3.5	18
Use of class time was:	12	58%	8%	25%		8%		4.6	4
Instructor's interest in whether students learned was:	12	58%	8%	25%	8%			4.6	11
Amount you learned in the course was:	12	50%	25%	8%	17%			4.5	10
Relevance and usefulness of course content were:	12	50%	33%	8%	8%			4.5	12
Evaluative and grading techniques (tests, papers, projects, etc.) were:	12	50%	17%	25%		8%		4.5	9
Reasonableness of assigned work was:	12	67%	17%	17%				4.8	1
Clarity of student responsibilities and requirements was:	12	58%	8%	17%	17%			4.6	7

TSOCWF 101 A  
Introduction To Social Work  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 12/19 (63% high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

#### STANDARD OPEN-ENDED QUESTIONS

##### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes because of the activities we did
2. Yes, guest speakers and group simulations forced me to think about sociological and psychological issues that I previously was unaware of or had a skewed opinion of.
3. Yes. The group discussions made you think about the reading and how it relates to your life
4. It made me get a broader knowledge on the field of social work.
5. There were many aspects of this class that made you stretch what you learned. For example at the end of the course we had evaluate a case study and use prior knowledge to evaluate and discuss what would be good for the client
6. Yes. It made you think about family dynamics and how they play into your scenarios.
7. Not as much as I had anticipated. The course work was very dry.
8. Yes, it was a very interesting class.
9. This class makes you think extremely different
10. Yes, professor made us thinking clearly beyond the text to think both critically and with reference to the text. She made sure we factually backed our reasonings when making a claim and leading us to think deeper and deeper when presented a concept to think about.

##### What aspects of this class contributed most to your learning?

1. The actual class time
2. Groups simulations, videos, guest speakers
3. The guest speakers
4. Honestly everything. I liked the variety and the professor was engaging! Win win situation.
5. Out of class assignments and guest speakers
6. The presentations. They really pounded the information into our minds.
7. Guest speakers were very insightful, but actually more than the professor. We never heard her "story" about social work. It was always other people that came in.
8. All of the projects and activities we did.
9. Readings
10. Professor had great insight on her work experience and was able to make the topic more interesting by connecting pieces of text examples to her personal experience. She is very interested in the topic which she is teaching which is also a plus. She is an amazing lecturer even on days when the majority of the students do not necessarily want to contribute to the conversation that day. In addition to in class guest speakers we got to see different aspects of the social work field.

##### What aspects of this class detracted from your learning?

1. The readings chapters were too long to focus on sometimes
2. Group projects
3. Nothing
4. Nothing I can think of in particular.
5. Nothing
6. Sometimes it was repetitive or boring
7. Too much reading in text that was never covered in class, time spent in class was not valuable and not engaging.
8. None
9. Over reading
10. Nothing really but I was given a false sense of excitement when folders were made in the beginning of the quarter on canvas depicting the different weeks throughout the course though no files were actually placed in those files. I'm curious to know what the professor would have put in those files and whether or not they could have been beneficial to our learning experience.

##### What suggestions do you have for improving the class?

1. None

2. Either remove group projects or grade individually
4. More videos in the powerpoints :)
5. Maybe talk more about how the professor got into this field and when she knew she wanted to be one. Gives insight to how the professor's feelings are towards the subject.
6. Switch up the material and add more visuals to break up the text
7. Less book work and more in class activities and ENGAGING lectures, less guest speakers and more the professor leading the class.
8. None
9. Reading a reasonable amount at a time
10. The chocolate basket is always a plus, though there isn't much there can be done otherwise to improve the class itself.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*, New York: McGraw-Hill Book Company, pp. 49-53.



T SOCW 503 A  
Human Behavior And The Social Environment II  
Course type: Face-to-Face  
Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 17/23 (74% very high)

**Overall Summative Rating** represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
2.8	3.3
(0=lowest; 5=highest)	

**Challenge and Engagement Index (CEI)** combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.7
(1=lowest; 7=highest)

**SUMMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	17		24%	41%	18%	18%		2.9	3.4
The course content was:	17		24%	35%	29%	12%		2.8	3.2
The instructor's contribution to the course was:	17		29%	47%	12%	6%	6%	3.1	3.5
The instructor's effectiveness in teaching the subject matter was:	17		18%	35%	29%	12%	6%	2.6	3.1

**STUDENT ENGAGEMENT**

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	17		18%	6%	41%	24%	6%	6%	3.9
The intellectual challenge presented was:	17	12%	35%	12%	24%	12%	6%		5.2
The amount of effort you put into this course was:	17	41%	47%	6%	6%				6.3
The amount of effort to succeed in this course was:	17	53%	35%	6%	6%				6.6
Your involvement in course (doing assignments, attending classes, etc.) was:	17	47%	29%	18%	6%				6.4

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? **Class median: 9.7 Hours per credit: 3.2 (N=17)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		18%	6%	24%	35%	6%		6%			6%

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 5.7 Hours per credit: 1.9 (N=17)**

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	24%	24%	29%	6%	18%						

What grade do you expect in this course? **Class median: 3.1 (N=16)**

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
	19%	31%	12%	25%		12%								

In regard to your academic program, is this course best described as: **(N=17)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
29%	18%			47%	6%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	16		6%	31%	44%	19%		2.2	10
Instructor's preparation for class was:	16		6%	62%	25%		6%	2.8	13
Instructor as a discussion leader was:	17	6%	24%	53%	6%	12%		3.1	6
Instructor's contribution to discussion was:	17	12%	35%	35%	6%	12%		3.4	5
Conduciveness of class atmosphere to student learning was:	17	6%	12%	35%	29%	12%	6%	2.6	12
Quality of questions or problems raised was:	17	6%	35%	35%	12%	6%	6%	3.2	4
Student confidence in instructor's knowledge was:	17	18%	18%	29%	18%	12%	6%	3.0	15
Instructor's enthusiasm was:	17	18%	53%	24%		6%		3.9	1
Encouragement given students to express themselves was:	17	12%	18%	29%	29%	6%	6%	2.8	14
Instructor's openness to student views was:	17	6%	35%	18%	24%	12%	6%	3.0	16
Interest level of class sessions was:	17	18%	12%	24%	35%	12%		2.6	2
Use of class time was:	17	6%	18%	47%	24%	6%		2.9	3
Instructor's interest in whether students learned was:	17	6%	29%	29%	24%	12%		3.0	8
Amount you learned in the course was:	16	6%	19%	25%	31%	12%	6%	2.5	9
Relevance and usefulness of course content were:	17	12%	18%	29%	18%	18%	6%	2.8	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	17		6%	29%	12%	24%	29%	1.4	17
Reasonableness of assigned work was:	17	6%	18%	24%	24%	24%	6%	2.4	11
Clarity of student responsibilities and requirements was:	17		6%	6%	35%	12%	41%	1.2	18

T SOCW 503 A  
Human Behavior And The Social Environment II  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 17/23 (74% very high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

### STANDARD OPEN-ENDED QUESTIONS

#### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. yes, this class challenged my thought process by having complex group assignments
2. No seemed to be a mixture of review
3. Yes however the teacher at times seemed to struggle to remember that much of the class already works in the field and has a great deal of experience. Often the teacher presented as condescending or unaware that the students work in the social work field
4. Parts of this class were intellectually stimulating - most of it was a refresher.
5. Yes - from the literature to presentations and course content, class was intellectually rigorous - stretched my thinking beyond a generalist knowledge base.
6. Yes, I have been doing social work for 14 years and never dealt with the situations this class presented. A lot of thought was put into this curriculum and what we learned was essential.
7. The class required a lot of time, focus, and dedication to complete assignments. It definitely forced me to think more about the topic.
8. I feel there could have been more small group discussions within class. The documentaries were very good and helped to drive specific points home.
9. It was not intellectually stimulating do to the fact that the stress levels and worry was at an all time high.
10. x
11. The class was intellectually stimulating. The group projects that simulated real world scenarios were helpful in critically thinking about problems.
12. I found a few moments of the class to be intellectually stimulating, but overall it wasn't. The class discussions regarding dementia and communities/neighborhoods were thought provoking, but that's all I took away from the course. I did not find this course to be stimulating overall because the course expectations were not very clear. I spent a majority of my time attempting to understand the course assignments and what the professor's expectations were rather than actually taking time to fully comprehend the material.
13. Collaborating and running a hypothetical non-profit is demanding.

#### What aspects of this class contributed most to your learning?

1. The group assignments, reading and videos
2. In class time.
3. I enjoyed the teachers enthusiasm and passion for the field.
4. The use of video clips vs straight lecture.
5. Readings - lots of reading! In class discussions and supplemental learning materials, such as films and in class guest presentations. Instructors insight as a researcher, clinician, gerontologist (my chosen area of specialty) added a real-life dimension to the coursework. I enjoyed working in the small group environment. My team members bonded together and, from their individual contributions, I learned so much more about the content and myself!
6. Our course work related to us being in a mock social service agency. We had to critically think about what we would do in certain situations. This added another element to leaning that made it more real which was especially helpful for me as a kinesthetic learner. I was so appreciative of all the thought that went into creating this curriculum for a different type of learner.
7. I enjoyed the instructor and her direct questioning to students. She also presented example situations which she encouraged us to address using our experience and classwork.
8. Lectures, small group discussions, documentaries.
9. The last two classes but the instructor was confusing at times, when questions would arise from students her demeanor was standoffish and would make me feel as I was "not Masters level"
10. x
11. Class discussions were most helpful.
12. I have thought about this question a lot over that last couple of weeks, but cannot think of an answer because I don't feel as though I learned anything.
13. Working with group to solve problems.
14. Having group time at the end of the class for group members to meet and work on project

#### What aspects of this class detracted from your learning?

1. Nothing
2. Time spent in traffic going to class



3. In regards to assignment the expectations were very unclear and changed frequently. When one group would ask a question they would get one answer and another would ask and get another answer. The assignments were unrealistic and unclear. This made group work frustrating and confusing. If citation is expected there needs to be a clear emphasis on how many are expected. Saying "when you know you know" is not an answer that provides clarity.
4. The requirements for assignments was difficult to navigate. When clarification was sought out, it only seemed to get more confusing. The comments that were left on my papers and the grades that were given often did not match each other. At this point I only hope that I passed the class.
5. I think Dr. Marshall's heart was in the right place and that she wanted her students to have a pleasurable learning experience in her HBSE. However, there were a few notable instances that left a stain on the overall experience for me. Instructor appeared largely unprepared many classes - visibly grading assignments that were due back that evening during a guest presentation. Course readings and materials slow to upload into Canvas or emailed to the class - forcing students to read many pages of text in a shorter period of time (I'm no speed reader!). Instructions group assignment instructions and requirements were not clearly communicated to students. For one group assignment, she had the entire class re-do it because we didn't follow the instructions and produced work beneath Masters Level. Now, I understand the bar is raised at the Masters level. However, she didn't provide clear reasons why the assignment should be redone. Many students were left confused and remained so throughout duration of group assignment project. As a result, the entire course timeline got pushed out. Grading, for each of the four group assignments, appeared subjective and lacked consistency. Many students openly expressed their ongoing frustrations with assignment requirements in class. This, in turn, created an environment of distraction and defraction in its own right. It appeared, from my observations, that she lost the confidence and trust of her students. Sad too, because she is well versed in her material and presents herself as an academic "heavy weight". Perhaps she is an inexperienced teacher who just needs more instruction time under her belt?
6. The requirements were not clear. And the course work was not evenly distributed amongst group members. Each project the group changed leaders. The last to projects were significantly more difficult and required much more time and energy from the leader. There was no way this could be a fair distribution amongst leaders. In the end the last two leaders did way more work than other members ever had to do. This was not fair and was not reflected in the grading. In fact when it came my time to do this I was so overwhelmed. As a leader writing your own paper then merging three or four other peoples papers together is an insurmountable and unreasonable task. Especially when the professor tells everyone they can write as much as they want. So the members all write 3-5 papers including the leader. Then the leader has to merge up to 20 pages into a 10 page or less document. As the leader I could not keep up with all of this especially when the group would not listen to me and organize because they were told they could write as much as they wanted and it was up to me to just make it work. Overall the assignments need to be fair and clearly laid out. When the assignments were not clear everyone made mistakes. The professor told everyone they were not working at master's level. If everyone in the class is struggling it is not the student. It is the professor that need to re-evaluate. Don't get me wrong the professor was very kind, had great ideas to help us learn, very approachable, but there some things that need fixing and addressed. There are other instructors that are also not clear about assignments, but they don't grade as harshly. If the professor is going to continue grading the way she does she needs to distribute the work much more fairly and be clear about her expectations.
7. I felt the group projects took too much time and took away from the course. Class focused too much on attempting to complete these assignments and not enough on course readings.
8. Group projects. Not all of them, but there seemed to be too many. I didn't always feel like I understood what was being asked of us for each assignment, and grading didn't feel consistent to me. At times our group did well, but other times we didn't do very well, even though we felt we had stronger papers on the projects where we received lower grades.
9. The instructor, her instructions were unclear, the assignments were given a week before and we were expected to produce material that would takes weeks to do in order to meet her expectations. When I asked a question, she stated that I was "thinking too much into it" the following week she apologized to our group because I specifically asked the question we all did wrong. We as a class had to redo the whole assignment.
10. x
11. At times there was disorganization in the classroom setting.
12. First of all, the organization of the professor detracted from my overall learning. The final version of the syllabus wasn't uploaded for student viewing until week 2 of the quarter which held information needed for our first assignment which was also due week 2. This gave students less than 24 hours to adequately format the assignment. For the first few weeks, readings weren't uploaded until the weekend before they were to be completed which only gave students a couple of days to read them. In addition to this, there were errors on all course material provided by the professor including wrong due dates and unclear questions. Another thing that detracted from my ability to learn in this course were the constant emails from the professor regarding changes to assignments days before they were due. The professor was consistently late to class or going over class time. Another aspect that detracted from my overall learning was the structure of the group assignments. The expectations for these assignments were very unclear. I did not feel that her expectations were well reflected in the assignments or grading rubrics. There was also not much clarification provided when asked by students (including myself) to clear up misconceptions. The assignments, which resembled case studies, were also extremely exaggerated which made answering the questions relating to the assignments difficult to answer.
13. Never felt certain of the assignment.
14. No lecture slides or organization of the class's lecture

#### What suggestions do you have for improving the class?

1. Know all of the assignments at the beginning of class so I have more time to prepare for them.
2. Less group assignments more individual work
3. Clarity in assignment and sticking to the assignment. Changes cannot be made once assigned. Sending out reading first week. Sending out the reading in Sunday night when class is on Tuesday should not be acceptable.
4. Clear directions and expectations from the start. It is expected that students be open minded and flexible when it comes to learning - I think that the professors should be as well. I don't appreciate being talked to as though I know nothing about the field of practice that I work in. Grad school is a way to continue to learn and to grow in the field - not to negate what I may have already learned along the way.



5. If the instructor intends to teach the HBSE group assignment scenarios again, I would recommend that she redo the grading rubric and assignment handouts so they more accurately reflect her ACTUAL expectations - broaden the assignment specs more fully. Lectures were very short (one on Ageism - an important topic in social work today - was 6 minutes in length!). Though the readings and group work helped solidify the material, the class would have benefited from her extensive knowledge on clinical social work, gerontology, and her real life experiences as a clinician. Instructor appeared not have put much effort into the preparation of course materials, lectures, and the two guest presentations, though good, could have been better supported with detailed lectures. Took three weeks for the instructor to learn, adopt and upload required course readings to Canvas. Perhaps some pre-class prep work could help her with this organizational aspect of class management.
6. Be clear about the assignments. Don't accuse the entire class of not being at a master's level. If the entire class is struggling there is something going on with the professor and their ability to articulate their expectations. I've been in the role as a social worker for 14 years. I have worked for DDA, CPS, HCS, Western State Hospital. I work on a master's level every day. Distribute the work amongst the leaders fairly, be clear about expectations, and examine if there is a more efficient way to do something. Because in the real world of social work we are always going to take the most efficient route of getting something done. There was a lot of unnecessary time and energy spent on projects or class activities when there could have been an easier way to do something.
7. While the groups were interesting, the class would be better having less group assignments and more individual ones.
8. Possibly swapping out some of the group projects for individual research papers. Also, allowing students to choose their own social issue tied to social work theories, with project approval by prof. Having at least general descriptions for each assignment laid out at the start of the quarter, rather than being handed out two weeks prior to the due date.
9. Clear and concise instructions from the professor, this is the first time in any of my classes ever that I experienced this amount of stress and anxiety. It impacted and affected my quality of work.
10. x
11. N/A
12. I would suggest that the professor better organize themselves in order to optimize class time. I would also suggest to be more creative with lecture time. The PowerPoints were uninteresting and the professor did not provide much additional insight, merely read verbatim off the slides. The last thing I would suggest would be to be more explicit with expectations regarding the course assignments. Expectations regarding the structure of the papers and use of citations were unclear and the grading rubric wasn't provided until after assignment two was already graded.
13. Use previous templates from previous works by students to demonstrate what is acceptable for assignments.
14. Have syllabus, readings, assignments given out at the beginning of the quarter. Have lecture slides available prior to class. Have assignment specific assignment requirements and grading rubric for each assignment.
15. Make expectations clear and do not change expectations throughout the course.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.



T SOCW 503 A  
Human Behavior And The Social Environment II  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 11/17 (65% high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

**Overall Summative Rating** represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
1.3	1.3
(0=lowest; 5=highest)	

**Challenge and Engagement Index (CEI)** combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.6
(1=lowest; 7=highest)

**SUMMATIVE ITEMS**

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	11		9%	9%	27%	27%	27%	1.3	1.4
The course content was:	11		18%	27%	18%	27%	9%	2.2	2.3
The instructor's contribution to the course was:	11			9%	36%	45%	9%	1.4	1.4
The instructor's effectiveness in teaching the subject matter was:	11			9%	9%	45%	36%	0.8	0.8

**STUDENT ENGAGEMENT**

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	11	18%	27%	27%	27%				5.3
The intellectual challenge presented was:	11	9%	18%	27%	9%	18%		18%	4.7
The amount of effort you put into this course was:	11	84%	27%			9%			6.7
The amount of effort to succeed in this course was:	11	55%	36%	9%					6.6
Your involvement in course (doing assignments, attending classes, etc.) was:	11	64%	36%						6.7

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 9.0 Hours per credit: 3 (N=11)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		18%	18%	18%	9%	9%		9%			18%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 3.8 Hours per credit: 1.3 (N=11)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
27%	18%	27%	9%	9%	9%						

What grade do you expect in this course?

Class median: 3.6 (N=11)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
18%	55%	9%	18%											

In regard to your academic program, is this course best described as:

(N=11)

In your major 27%	A core/distribution requirement	An elective	In your minor	A program requirement 73%	Other
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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	11				18%	45%	36%	0.8	12
Instructor's preparation for class was:	11			18%	27%	27%	27%	1.3	14
Instructor as a discussion leader was:	11			18%	55%	9%	18%	1.9	11
Instructor's contribution to discussion was:	11		9%	9%	27%	45%	9%	1.4	16
Conduciveness of class atmosphere to student learning was:	11			27%	45%	9%	18%	2.0	5
Quality of questions or problems raised was:	11		9%	27%	27%	18%	18%	2.0	8
Student confidence in instructor's knowledge was:	11			36%	18%	18%	27%	1.8	15
Instructor's enthusiasm was:	11		18%	27%	36%	9%	9%	2.4	9
Encouragement given students to express themselves was:	11		9%	45%	9%	9%	27%	2.6	3
Instructor's openness to student views was:	11		9%	18%	18%	36%	18%	1.4	18
Interest level of class sessions was:	11		18%	27%	18%	9%	27%	2.2	1
Use of class time was:	11		9%		18%	36%	36%	0.9	13
Instructor's interest in whether students learned was:	11	9%	18%	27%	9%	27%	9%	2.7	2
Amount you learned in the course was:	11	9%	9%	9%	27%	9%	36%	1.7	6
Relevance and usefulness of course content were:	11	9%	9%	9%	36%	9%	27%	1.9	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11		18%		45%	18%	18%	1.8	4
Reasonableness of assigned work was:	11		9%	18%	18%	27%	27%	1.3	10
Clarity of student responsibilities and requirements was:	11				9%	18%	73%	0.2	17



T SOCW 503 A  
Human Behavior And The Social Environment II  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 11/17 (65% high)

Taught by: Gillian Marshall

Instructor Evaluated: Gillian Marshall-Assist Prof

#### STANDARD OPEN-ENDED QUESTIONS

##### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes, I learned a lot doing research for projects and reading.
2. Aspects of the class were stimulating. The assignments stretched my thinking as well as the movies.
3. This class was incredibly disappointing. While some of the assigned work did force me to think "outside of the box" the process felt very irrelevant to the program. I feel as though the hours spent working on the assignments would have been better spent on research and papers that more closely reflect the potential outcome of this degree.
4. No. I felt that Dr. Marshall brought great context to the class but did not deliver it well. There were honestly, maybe, three real lectures that I can recall from Dr. Marshall from this quarter that truly were lectures and were intellectually stimulating. The group discussions did not stretch my thinking as we hardly ever got to them and the final project, North Telesta Family Services, was a huge waste of time. Although all the groups approached the project differently, the content that was shared and discussed were all the same. We sat for over two hours listening to pretty much the same presentation. The articles and chapters that were assigned were hardly discussed, and it really upset me that we did not use the readings from the assigned book as part of our growth in the course. As a professor with a focus in gerontology, it would have been great to hear from Dr. Marshall and her experience in working with this population as it is a population that we have YET to cover.
5. At times. In group work we engaged each other. Please, see below for additional comments.
6. No. Gillian was very disorganized, and I do not feel my learning has advanced at all. This class was - in no way - related to human behavior and the environment. She tended to focus only on geriatrics, which is her specialty.
7. I would have loved to discuss theories IN CLASS. I would describe this course as a lot of "fun stuff" in class (guest speakers, movies, discussion, etc.), and most of the actual learning was done through reading.
8. Yes - it stretched my thinking in the way I approach issues (family paper) and in going to the research to find answers to difficult questions
9. Yes, this class was intellectually stimulating and stretched my thinking. I enjoyed the readings, assignments and guest speakers.
10. The course was confusing because we didn't focus on the courses teachings. We often did assignments that had nothing to do with human development. The assignments themselves were confusing because they were not clearly communicated. There were very few lectures on the course material. My classmates are very engaging so class discussions were interesting although not often relevant to course material. My thinking was stretched to do the assignments, but since they didn't relate to course material I didn't learn much about human development.

##### What aspects of this class contributed most to your learning?

1. The papers and reading.
2. Components of the course that contributed most to my learning included movies, presenters and my own independent learning.
3. The guest speakers were enlightening, particularly Dr. Cristofalo from the Seattle campus. We also watched a few documentaries that provided new insight.
4. My peers contributed most to my learning. I am someone that takes a little bit of more time to grasp the material and need structure and organization in order to retain the given information better. Having to sit through a class and still confused on what it is that I am suppose to do concerns me as a student. I felt more comfortable consulting with my peers than I did with Dr. Marshall.
5. Movies, guest speakers, and group discussions.
6. The guest speakers.
7. I enjoyed the time for discussion. I enjoyed the readings (as much as you can enjoy a textbook anyway).
8. Guest Speakers and the family systems paper and NTFS project (though same level of learning could be accomplished through similar, less complex, and confusing assignments).
9. I thought the three main papers/projects were diverse and excellent. I'm glad I got to dig deeper into theory, evaluate a family in the case study, and think about how to handle an economic downturn and crisis situation.
10. Reading the book, some of the research articles we were assigned to read, I liked the documentaries and Dr. Ayon's presentation but wished we had gone over the course material more.

##### What aspects of this class detracted from your learning?

1. The professor's lack of preparation, poor time management, and ver frequent spelling errors/ typos in handouts and slides. Her incredibly unclear expectations and directions for assignments was frustrating, confusing, and caused a LOT of unneeded stress.

3. The disorganization of this class I would consider absolutely detrimental to our learning. This did not feel like an extension of HBSE I as there was no consistency between the two courses, and the subject matter that we were taught in the first quarter was disregarded and or disputed. We received the syllabus late, and after this there were multiple changes to it. The time spent in class periods was not conducive to our degrees. Changes were made to large assignments only days before they were due and the timeliness in the return of our work was lacking. Our professor has quite a bit on their plate from what we have seen and heard, and it was very evident that teaching this class was not a priority. Many students in the class have expressed frustrations with the way that it was handled, and to be quite frank, it feels as though my tuition dollars were wasted. Communication with Dr. G was hit or miss, and often a response felt condescending. This class made me begin to doubt the seriousness of this program as a whole, and that makes me very sad and concerned. It felt as though there is a certain respect for the students that is just not there, and I don't know if I have ever felt so let down by a learning experience. I am not one to be so critical, but when I am fully invested in my own future, and dedicating my time, and sacrificing so much to be a part of a graduate school program, I expect that the classes in the program meet certain standards. When a class forces you to reevaluate your decisions because of your loss of faith in it, there is a problem. As I mentioned earlier, Dr. G is kind, and never was her knowledge of the subject matter in question. That being said, every class period felt as though the time could have been better spent, and there was no clarity regarding assignments or expectations. APA standards were disregarded for the preferences of the professor, and in a setting where we are expected to produce professional and well-researched work, I felt that this was very strange. In addition to this, where APA standards were expected from us, the professor was not clear on the rules, leading to grading discrepancies. I hope that in the future the students of this program have a much better experience than we did. My frustrations and disappointment are only partially represented in this text, the extent of them goes far beyond what is written.

4. All of the constant changes made to our assignments and rubric. Dr. Marshall was all over the place. She was unorganized, unclear, and vague in response. Dr. Marshall would get frustrated with the amount of questions asked by the students for clarification on the assignments and would also get defensive when asked these questions.

5. Lack of lectures, types of assignments, professor's lack of organization and communication (to many emails about different expectations), formatting of papers, etc.. see below.

6. Everything except for the guest speakers.

7. DISORGANIZATION. I was very disappointed with how disorganized this class felt. It was very ambitious but at the cost of depth. The final group project was a nightmare. I felt the three case studies were WAY too much to address in 30min. I was also very shocked that Dr. Marshall assumed we would have enough time to cover anything in groups in our class sessions. We barely had a chance to figure out what needed to be done, let alone do anything. I was very upset that Dr. Marshall made last-minute changes to assignments in-class a week before it was due (I'm talking about the Family Systems Paper). She changed a core detail of one member of the family that I felt would have made it necessary to re-write the entire paper if I had been unlucky enough to have chosen them as my focal. I was also very upset when a "Final Quiz" was posted without warning and without saying whether or not it was graded. I did not contact Dr. Marshall about this because I felt I would not be the first, but I would like to add my voice to the dissent. I do not appreciate that our grades have been CONSISTENTLY posted later than we were told they would be (in one case, more than a week+ late) and I have been unable to view any comments. I would also like to implore Dr. Marshall to consider changing her formatting rules. Using 11.5 size font and 1.5 spacing is NOT APA approved and adds to the general confusion of this course. There were numerous typos and grammatical errors in the syllabus. To me, it felt like this course was put together at the last minute. I was surprised to hear that this is not the first year Dr. Marshall has taught this course. I want to say that I feel very bad writing what I feel is a harsh review of this course. However, I have worked very hard to get to this point in life and I am investing a lot of my hard-earned time and money to get my MSW. I want other students who are doing the same to have a better experience than I had. I would like to see Dr. Marshall become more open to critique and work on making this course work WITH the students and not against them.

8. The assignments and class tasks were all unnecessarily complicated with errors that caused a lot of confusion and wasted time. I spent so much time trying to figure out how to do the assignment that I had little time left to actually complete it.

9. Lack of clarity of the last assignment/Telesta project. I feel like we all needed a clear overview at the beginning. If we had gotten all 3 sections at once with clear instructions (even if general, so we could still be creative and figure certain things out on our own) it would have saved much frustration and unnecessary time just trying to figure out what we needed to do.

10. Not staying on the topic, human development. Assignments that generally did not deal with human development. Confusing language in course assignments.

#### What suggestions do you have for improving the class?

1. See above

2. I truly wish there was more lecturing. It is a privilege to be taught by someone as knowledgeable as Dr.G and I feel she did not share much of her insight and knowledge with us. There was only one lecture from her that I enjoyed on aging. Also, answering questions from the book is great but spending so much time going through them during the class wasn't necessary and seemed more like busy work.

3. Organization, an actual interest in the success of the students, respect for the students, a clear syllabus, clarity of assignments, consistency, prioritizing the course to at least meet the minimum expectations of those in this degree program who are working during the day, staying late away from their children and families to attend this class, to obtain a degree that will allow them to dedicate their lives to helping those who most need it. The students in this program deserve far better.

4. This course truly made me doubt my decision to return back to school to obtain my MSW and lost confidence as a student. It also questioned my ability to continue working as a social worker. I have never felt so much stress, and anxiety in my education, ever. I struggled with this class. Dr. Marshall is overall a nice person and she does have a lot of knowledge in the social work field that we the students could have benefited from had she shared that knowledge with us. When I had initially met Dr. Marshall in our one to one meeting, I was given the impression of a professor who cares about my education and learning style. I was motivated and excited to start the quarter. It felt like Dr. Marshall was ambitious with us and wanted to cater to each student's needs, but this in turn made the course so difficult to work and function through. And to have to wait for our grades was dreadful and even the feedback on our papers did not give us any insight to what we could have done better. My experience with Dr. Marshall and this course felt like a complete waste of time, money, and effort. I honestly don't know what suggestions can be made for improving this class. I am just glad it's over.



5. I was pleased when Dr. Marshall called each of us in to her office for an initial meeting to get to know our personalities and see how we learn best. I received a good impression when I first met her even though many of my colleagues were troubled with the amount of emails she sent before the quarter started. My view changed however on our first day of class when we went over her requirements regarding APA format and empirical articles. It did not make sense why we were required to use APA, but adjust to her preference, such as having 11.5 font or 1.5 spacing. It seemed to cause anxiety for many of the students, including myself, to make sure to pay to every detail that she requested other than APA formatting. I tried to get over this, but throughout the quarter it seemed more and more preferences occurred that were not stated up front. The syllabus changed and many assignment requirements changed. It was hard to keep up with. A lot of her information seemed disorganized and out of context. I enjoyed having movies, conversations with classmates and listening to presenters, however I would have benefited from more lecture from our course objectives and readings. When asking questions or making mistakes, Dr. Marshall would at times have an aggressive tone and/or appeared to be judgmental, which impacted me wanting to speak up in class and expand my thinking for fear I would be called out in front of others as some of my classmates were. I know that Dr. Marshall was trying her best and this was apparent in given her time to generate discussion questions and thinking about assignments. I did not agree with her grading style, yet I'm aware every professor's style is different—I hope this was not because of favorites (which seemed like she had here). The last assignment in particular was very troublesome for me and my group mates. The group project was interesting, yet was the same project everyone had, so every group presented on the same thing for three hours on the last day of class. It would have expanded my knowledge and kept me intrigued if there were other topics presented that were related to the life course perspective and course objectives. I do not think this course was as beneficial to my learning as it could have been and I will not take Dr. Marshall again since I do not like her teaching style, I wish her the best at the UW and hope she makes an impact on other students.

6. Get a new teacher for this course.

7. See below: DISORGANIZATION. I was very disappointed with how disorganized this class felt. It was very ambitious but at the cost of depth. The final group project was a nightmare. I felt the three case studies were WAY too much to address in 30min. I was also very shocked that Dr. Marshall assumed we would have enough time to cover anything in groups in our class sessions. We barely had a chance to figure out what needed to be done, let alone do anything. I was very upset that Dr. Marshall made last-minute changes to assignments in-class a week before it was due (I'm talking about the Family Systems Paper). She changed a core detail of one member of the family that I felt would have made it necessary to re-write the entire paper if I had been unlucky enough to have chosen them as my focal. I was also very upset when a "Final Quiz" was posted without warning and without saying whether or not it was graded. I did not contact Dr. Marshall about this because I felt I would not be the first, but I would like to add my voice to the dissent. I do not appreciate that our grades have been CONSISTENTLY posted later than we were told they would be (in one case, more than a week+ late) and I have been unable to view any comments. I would also like to implore Dr. Marshall to consider changing her formatting rules. Using 11.5 size font and 1.5 spacing is NOT APA approved and adds to the general confusion of this course. There were numerous typos and grammatical errors in the syllabus. To me, it felt like this course was put together at the last minute. I was surprised to hear that this is not the first year Dr. Marshall has taught this course. I want to say that I feel very bad writing what I feel is a harsh review of this course. However, I have worked very hard to get to this point in life and I am investing a lot of my hard-earned time and money to get my MSW. I want other students who are doing the same to have a better experience than I had. I would like to see Dr. Marshall become more open to critique and work on making this course work WITH the students and not against them.

8. I really enjoyed speaking with our professor one-on-one and could tell that she cared about our learning and growth. My main suggestion for improving our class is taking into account the situation the students in the evening MSW program are in. Most of us have full-time jobs along with family or other obligations. Many of us commute. 5:30 announcements an hour before our 6:30 class are unhelpful and stressful. We received important information or updates to assignments the same week or just the class session prior to the due date. It is difficult to adjust accordingly within such a narrow time frame. The last day of class for the last 10 mins of class, the professor shared her thoughts, experiences, and wisdom. It's what I've wanted to hear all year and was excellent! Prior to that I felt like I'd heard no real world examples, applicable information, or personal experiences from her. All the makings of a great professor and class are there. With more engaging lecture, rearranging of the content, and simplification/correction of the assignments - this could have been one of the best classes I've ever taken.

9. Clearer communication

10. Tweaking the assignments to include human development. Lectures to further the readings so we have a solid understanding of human development.

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**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional Items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*, New York: McGraw-Hill Book Company, pp. 49-53.



T SOCW 503 A  
Human Behavior And The Social Environment II  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 12/18 (67% high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
1.9	2.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

<b>CEI: 5.5</b>
(1=lowest; 7=highest)

#### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	12	8%	8%	8%	33%	17%	25%	1.8	2.4
The course content was:	12		33%	8%	50%		8%	2.3	2.9
The instructor's contribution to the course was:	11	9%		9%	36%	27%	18%	1.6	2.2
The instructor's effectiveness in teaching the subject matter was:	12		8%	17%	25%	17%	33%	1.5	2.2

#### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	12	8%	8%		42%	17%		25%	3.7
The intellectual challenge presented was:	12	17%	17%	8%	42%	8%		8%	4.3
The amount of effort you put into this course was:	12	67%	17%	8%	8%				6.8
The amount of effort to succeed in this course was:	12	75%	8%	8%	8%				6.8
Your involvement in course (doing assignments, attending classes, etc.) was:	12	58%	33%		8%				6.6

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.5 Hours per credit: 2.5 (N=12)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		25%	25%	8%	8%	17%	8%			8%	

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.8 Hours per credit: 1.6 (N=12)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
25%	8%	25%	17%	8%	8%	8%					

What grade do you expect in this course?

Class median: 3.0 (N=12)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
17%	8%	17%	33%	8%	17%									

In regard to your academic program, is this course best described as:

(N=12)

In your major 25%	A core/distribution requirement 17%	An elective	In your minor	A program requirement 58%	Other
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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	12		8%	8%	8%	42%	33%	0.9	14
Instructor's preparation for class was:	12		17%	8%	33%	25%	17%	1.8	12
Instructor as a discussion leader was:	12		17%	17%	42%	8%	17%	2.1	7
Instructor's contribution to discussion was:	12		8%	33%	42%	8%	8%	2.3	9
Conduciveness of class atmosphere to student learning was:	12		17%	25%	17%	17%	25%	2.0	6
Quality of questions or problems raised was:	12		17%	25%	33%	8%	17%	2.2	8
Student confidence in instructor's knowledge was:	12		25%		42%	25%	8%	1.9	17
Instructor's enthusiasm was:	12	25%	8%	50%	8%	8%		3.2	4
Encouragement given students to express themselves was:	12	17%	8%	17%	33%	8%	17%	2.2	10
Instructor's openness to student views was:	12	8%		8%	50%	25%	8%	1.8	18
Interest level of class sessions was:	12		25%	17%	25%	25%	8%	2.2	3
Use of class time was:	12	8%	8%	25%	17%	25%	17%	2.0	5
Instructor's interest in whether students learned was:	12			33%	42%	8%	17%	2.1	13
Amount you learned in the course was:	12		8%	50%	25%	8%	8%	2.7	2
Relevance and usefulness of course content were:	12	8%	25%	33%	8%	8%	17%	3.0	1
Evaluative and grading techniques (tests, papers, projects, etc.) were:	12		8%		17%	25%	50%	0.5	18
Reasonableness of assigned work was:	12		8%	8%	33%	8%	42%	1.5	11
Clarity of student responsibilities and requirements was:	12		8%		8%	50%	33%	0.8	15

T SOCW 503 A  
Human Behavior And The Social Environment II  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: C  
Responses: 12/18 (67% high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

### STANDARD OPEN-ENDED QUESTIONS

#### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. No it was very stressful the teacher always forgot stuff till last minute and gave no time to work on anything but gave like 4 group projects
2. The most stimulating part of this class were the guest speakers. We were able to be taught by really excellent presenters who are knowledgeable and skilled and it was truly enlightening to learn from them.
3. it was
4. It was very intellectually stimulating. It provided opportunities I didn't have before to learn things I never knew.
5. I found the work to be a challenge for me to succeed. I found the material stretched my thinking and I found the activities were the best method of making me think more about the assignment.
6. This class had the potential to be intellectually stimulating, however, the professor's lack of organization made it hard to understand and the class often felt rushed and all over the place.
7. No to all the above. Instructive seemed unprepared, lectured only once and went off the slides without adding any useful information, outsourced most of the class time to guest speakers, some of which were insightful and some who spoke about seemingly unrelated topics.
8. At times it did. The guest speakers invited to share were wonderful and I found their discussions and presentations to be intellectually stimulating. When the professor would share it felt like she expected the class to do all of the work and she was to just call on us and determine if we were right or wrong. This is a lazy way of educating and not very intellectually stimulating.
9. yes the debate, guest speakers the information each speaker presented was very helpful in the field of social work.
10. The content of this course was intellectually stimulating and important, but the method of teaching was ineffective. This course requirements were disorganized and expectations were not clearly defined. It was difficult to understand what the professor wanted from the students.

#### What aspects of this class contributed most to your learning?

1. Nothing I have never taken a worse class in my life so unorganized teaching things in 15 minute section so you only get 1/2 of what you need to know
2. The guest speakers and online lecture. And though it was very limited, in-class small group work and discussion was helpful.
3. the speakers
4. Papers, debate, presentation
5. The guest speakers were the biggest contribution to my learning along with the group activities
6. The guest speakers were very good. They were clear and concise and really knew their topic they were discussing.
7. Some of the readings were helpful in understanding the difficulties of specific groups and their unique challenges to development in later stages of life. One guest speaker in particular was impactful and spoke on current treatment and interventions being utilized amongst professionals in the private sector.
8. Guest speakers and the final group project.
9. Dr. Marshall lectures and guest speakers
10. The family systems paper was an interesting assignment and I learned a lot from it.

#### What aspects of this class detracted from your learning?

1. She spent more time on gimmickie stuff like dolls and candy and wasted time for her 6-15 minute unorginzed projects a class
2. High expectations from Dr. Marshall without the teaching or organization to meet them. All quizzes had mistakes and errors; professor was unwilling to acknowledge or change; office hour was difficult to utilize for a night student and dr. marshall was not flexible. There seemed to be a profound disconnect between the professor and the needs of students. I'm still unclear on what an evidence based approach to the course is.
3. the quizzes were often graded incorrectly and an example paper would have been nice
4. Not having feedback on papers in a timely manner, spending too much time in class on preparing in groups which could have been done outside of class, lectures were at times subpar-- though online lectures improved
5. I feel like the class was very chaotic. There was not enough time to complete any assignment before another one was thrown in. Assignments were not talked about in class and no class time was given to work on assignments. Tests were scheduled on a day there was no class and were timed which most people in the class failed. When an assignment is given, the professor should take time to grade the papers and not wait until the quarter has ended to make them rewrite it. If most of the class has to rewrite the paper, then that shows the professor was not effective in teaching the material. This was the most chaotic and stressful class I have ever experienced in all of my college life. The class could have been less stressful if the Professor was more involved with how the students were doing with their assignments.



6. Professor's lack of organization, class get rushed. The professor also had really high expectations but it didn't match what she was putting forth as a professor. Also sometimes she made comments that would be considered rude and made students feel as though they were not smart and often called people out in class. This made people less likely to speak up. She was a nice person but made rude comments and lacked organization. Her class would be a lot easier if she was more clear and students understood what was expected of them.

7. Organizationally it was a mess. The syllabus was long and confusing, and had many conflicting tasks that required weekly clarification. Introduction of material was scattered and not tied in well with topics of discussion (handouts, case studies that had nothing to do with assignments). Weekly timed quizzes with vague questions regarding the readings that were interpretive at best. Assignment expectations poorly outlined as evident by nearly half the class having to rewrite a paper that was submitted in week 8. Feedback given verbally during week 10 (last week of the quarter) and only verbally, which added to confusion over expectations.

8. The timed quizzes were difficult to finish on time and the professor would put the same answer twice. It felt like we were set up to fail.

10. The disorganization of assignments and class time detracted from my learning. There were not clear expectations of what the professor was looking for and this made it difficult to succeed. The quizzes were difficult due to question errors and this led to confusion.

#### What suggestions do you have for improving the class?

1. I dont think you can shed all over the place her speakers where better then her classes
2. Better organization and communication, clarity with regard to test, quizzes and assignments.
3. listen more to students needs. Several of use mentioned the quizzes and the assignments lacked guidance
4. talk to your students more. give them feedback. if they're struggling, or if their grades are low, give them a chance to make up for it.
5. Guest speakers are great. but the professor must provide time for the students to work on the assignments that are given. Not providing any time for assignments or questions leads to failure. No student should feel like the class was set up for them to fail. College work is stressful and it is important for the professor to recognize that students will have questions about the assignments. Perhaps if the professor is going to give tests then they should not be timed. Most people in the class could not pass with an 80 percent which is frustrating and makes people feel like a failure.
6. Be more clear and open to students suggestions and input. The class was so much more difficult because of the lack of organization and students often feeling like they didn't know what was expected and rushed.
7. This professor is not in their first year of teaching and is either not interested or incompetent. Immediate removal from this program is extremely necessary. My understanding is that the professor receives a large amount of grant money for research projects and this is the only reason for keeping them employed as an instructor, but this should not be the case. Check the amount of students who switch out of her class after one session and that should be all the evidence needed.
8. I think the professor needs to focus more on the material we need to be learning in class - human behavior and development. She needs to educate the students. If we wanted to educate each other then why is she there? I would suggest she get more organized and ensure she communicate effectively. Also, Gillian comes off as condescending and judgemental when students ask questions one on one. She doesn't foster a supportive environment for learning. Especially for first year students.
9. Maybe less prompts and more lecture
10. Clear guidelines related to grading and assignments. Be open and honest with students about expectations for papers and projects. Be understanding and lenient regarding difficulties with course material and assignments.



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**Comparative ratings.** *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

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When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

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**Optional Items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company. pp. 49-53.

TSOCWF 101 A, Joint with TSOCWF 101 B  
Introduction To Social Work  
Course type: Face-to-Face

Evaluation Delivery: Paper  
Evaluation Form: C  
Responses: 33/37 (89% very high)

Taught by: Gillian Marshall  
Instructor Evaluated: Gillian Marshall-Assist Prof

**Overall Summative Rating** represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.0	4.1
(0=lowest; 5=highest)	

**Challenge and Engagement Index (CEI)** combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.8
(1=lowest; 7=highest)

#### SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The course as a whole was:	33	30%	36%	18%	15%			4.0	4.1
The course content was:	33	24%	45%	24%	3%	3%		3.9	4.0
The instructor's contribution to the course was:	33	30%	45%	15%	3%	3%	3%	4.1	4.2
The instructor's effectiveness in teaching the subject matter was:	33	39%	24%	21%	8%	3%	3%	4.1	4.2

#### STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	33	21%	18%	21%	33%	3%	3%		5.0
The intellectual challenge presented was:	32	6%	28%	25%	31%		3%	6%	4.9
The amount of effort you put into this course was:	32	12%	38%	22%	22%	3%		3%	5.5
The amount of effort to succeed in this course was:	32	9%	41%	25%	16%	3%	3%	3%	5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	32	28%	38%	16%	19%				5.9

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 5.9 Hours per credit: 1.2 (N=29)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
3%	3%	38%	28%	7%	7%	7%				3%	3%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.1 Hours per credit: 1 (N=32)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
9%	12%	34%	12%	9%	3%	6%	3%		3%	3%	3%

What grade do you expect in this course?

Class median: 3.3 (N=33)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
12%	24%	24%	18%	12%	6%	3%								

In regard to your academic program, is this course best described as:

(N=29)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
10%	10%	48%	3%	7%	21%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Course organization was:	33	18%	39%	27%	12%	3%		3.7	9
Instructor's preparation for class was:	33	30%	21%	36%	9%	3%		3.6	18
Instructor as a discussion leader was:	32	34%	34%	19%	6%	6%		4.0	8
Instructor's contribution to discussion was:	33	42%	42%	6%	6%	3%		4.3	4
Conduciveness of class atmosphere to student learning was:	33	36%	36%	12%	12%	3%		4.1	6
Quality of questions or problems raised was:	33	30%	27%	27%	12%	3%		3.8	17
Student confidence in instructor's knowledge was:	33	36%	30%	21%	6%		6%	4.0	14
Instructor's enthusiasm was:	33	52%	33%	9%	6%			4.5	1
Encouragement given students to express themselves was:	32	31%	41%	22%	6%			4.0	13
Instructor's openness to student views was:	32	41%	31%	19%	6%	3%		4.2	11
Interest level of class sessions was:	33	30%	36%	21%	9%	3%		4.0	2
Use of class time was:	33	30%	21%	27%	21%			3.6	15
Instructor's interest in whether students learned was:	33	42%	33%	18%	3%	3%		4.3	5
Amount you learned in the course was:	33	24%	36%	27%	9%	3%		3.8	10
Relevance and usefulness of course content were:	32	41%	34%	16%	9%			4.2	3
Evaluative and grading techniques (tests, papers, projects, etc.) were:	32	19%	31%	25%	16%	3%	6%	3.5	16
Reasonableness of assigned work was:	32	34%	28%	22%	16%			3.9	7
Clarity of student responsibilities and requirements was:	32	28%	28%	22%	9%	12%		3.7	12



IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (Items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.



**Faculty Advisor**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Senior BASW's	Senior BASW's	Senior BASW's	Senior BASW's	Senior BASW's	Senior BASW's
		Redacted for privacy of students			
	Junior BASW's	Junior BASW's	Junior BASW's	Junior BASW's	Junior BASW's
	Redacted for privacy of students				

## Invitation to NIH SSPA review meeting - Early Career Reviewer program

Ryan, Suzanne (NIH/CSR) [E] <ryansj@csr.nih.gov>

Wed 12/11/2019 1:33 PM

To: Gillian L Marshall <geegee@uw.edu>

Dear Dr. Marshall,

I am the Scientific Review Officer in charge of the NIH [Social Sciences and Population Studies Study Section A \[SSPA\]](#) review group. I am **writing to invite you to participate as a reviewer for the February 6-7 SSPA study section panel, as part of our Early Career Reviewer program.** Your expertise would be very valuable to the panel.

The review meeting will be held in **Denver, CO on February 6<sup>th</sup> and 7<sup>th</sup>, finishing by noon on the 7<sup>th</sup>.** (We are meeting in Denver because once a year we travel outside Washington, DC for our panel meeting.)

As part of NIH's Early Career Reviewer program, you would receive a light review load to introduce you to the review process. You would be assigned only 2 applications to review (rather than the typical 9 applications), but would be a participant in the entire meeting, with an equal role as everybody else for discussing the applications and voting on final scores for all the applications (including the ones you are not assigned to). The goal is to expose new reviewers to the review process without overwhelming them with too many assignments. Participating in a review meeting is not only intellectually stimulating, but it also is one of the best ways to learn how to improve one's own grant applications. Given your impressive record of early scholarship, you would be a great addition to the review panel.

If you have any questions, please don't hesitate to ask.

Thanks very much for your consideration,  
Suzanne

**Suzanne Ryan, Ph.D.**  
**Scientific Review Officer**  
**Social Sciences and Population Studies A (SSPA) study section**  
**Behavioral Genetics and Epidemiology (BGES) study section**  
**Population Sciences and Epidemiology (PSE) Integrated Review Group**  
**Center for Scientific Review**  
**National Institutes of Health**

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Date: May 11, 2017

To: Dr. Melissa Lavitt, Executive Vice Chancellor for Academic Affairs

From: Dr. Tom Diehm, Acting Director, Social Work and Criminal Justice Program

Re: Reappointment Review for Dr. Gillian Marshall

I am writing to recommend a postponement for one year of the decision to reappoint Gillian Marshall. Dr. Marshall is in her second year with our program at UWT and went through her reappointment review process this spring.

The Reappointment Review committee note that Dr. Marshall's scholarly productivity is high and her trajectory strong. She is the recipient of a K01 award, and so is able to devote nearly all her time to scholarly pursuit. They note significant concerns with Dr. Marshall's teaching performance to date, particularly at the graduate level, and make eight separate recommendations in this regard. Service is also an area for improvement noted by the committee. They specifically note that she needs to increase service to the UWT campus and to engage in more community service opportunities.

I concur with the committee's observations in all three areas of focus: teaching, scholarship, service. One would expect strong scholarly productivity given the amount of time Dr. Marshall has to dedicate to it, and she has, indeed, met expectations. Thus far, she has taught only two classes, and received very low student evaluations on one of them, with accompanying comments about disorganization, lack of preparation, and unclear expectations. She seems to lack real engagement with students and the curriculum. Her service to the program and campus has been minimal relative to same-rank peers and department expectations, both in number of service commitments and actual engagement with the work.

The voting faculty voiced wide variance their conclusions. Of the six voting faculty, one voted to renew the appointment, two voted to postpone the decision for a year, and three voted not to renew the appointment.

Given the discrepant recommendations of the review committee and the voting faculty, I am recommending that Dr. Marshall be given another year in which to address the issues noted by the committee and voting faculty. She should engage in the reappointment review process again in Spring of 2018. Please let me know if you have any questions.





June 12, 2017

Gillian Marshall  
Assistant Professor  
Social Work and Criminal Justice  
Campus Box: 358425

Dear Dr. Marshall:

The University's Faculty Code (Chapt 24-41) calls for the dean or chancellor to conduct a review in the second or third year of an assistant professor's appointment. The tenured faculty and the director of Social Work & Criminal Justice have provided their reviews. Unfortunately, due to the equivocal findings of that review, your reappointment was not supported. Instead, it is my recommendation that your reappointment be postponed by one year in order to address what appear to be shortcomings in your progress toward tenure.

Therefore, there are two purposes served by this review: overview of your professional contributions to date, and evaluation of your progress toward promotion and tenure. Below is my assessment of your teaching, research and service for the purposes of this review.

### **TEACHING**

Because of the effort commitment required by her K01 award, Dr. Marshall's teaching load is significantly reduced. She has taught two courses: one graduate and one undergraduate. The latter was quite successful, and students positively evaluated their learning experience in Dr. Marshall's class.

Unfortunately, the graduate class did not go as well (2.8 overall rating). Students found the assignments to be unclear and the grading criteria opaque. All faculty, regardless of experience, often struggle when teaching for the first time in a new institution. With fewer opportunities to teach and improve her instructional skill, reviewers only see widely divergent evidence of adequate progress toward tenure relative to fostering student success.

### **RESEARCH**

Box 358430 1900 Commerce Street Tacoma, WA 98402-3100

253.692.5646 fax 253.692.5643 [tacoma.uw.edu/academic-affairs](http://tacoma.uw.edu/academic-affairs)

This is an area of strength for Dr. Marshall. She has been a very productive scholar and her work is supported by external federal funding. She has several publications in strong journals as well as a number of works under review and in the pipeline. Her K01 award has provided the time and resources to ensure that she is on track for tenure relative to her scholarly output.

### **SERVICE**

Dr. Marshall has provided some service to the academic unit, with limited service at other levels – campus, community and the profession. Because her research award bought out a large percent of her effort, there has been limited capacity to engage in service.

In conclusion, it is my recommendation that Dr. Marshall's reappointment decision be postponed for one year. During academic year '17-'18 she should address the concerns raised about her teaching and service. Although Social Work teaching assignments have already been made, it is critical that her record reflects additional evidence of supporting students. This can be accomplished in a variety of ways such as involving students on her research, supporting students' independent study, or providing a first year seminar. In addition to providing more evidence relative to student success, it is also recommended that Dr. Marshall increase her engagement with the academic unit through service and other evidence of supporting various initiatives in Social Work and on campus.

I believe that Dr. Marshall has the potential to be a productive member of Social Work & Criminal Justice. I sincerely hope that, with additional time and evidence, she will be reappointed as affirmation of her progress toward tenure.

Sincerely,

A handwritten signature in black ink that reads "Melissa R. Lavitt". The signature is written in a cursive, flowing style.

Melissa R. Lavitt  
Executive Vice Chancellor of Academic Affairs

cc: Tom Diehm, Acting Director Social Work & Criminal Justice  
Alison Hendricks, Director Academic HR

To: Tom Diehm, PhD, Acting Director, Social Work and Criminal Justice Program

From: Marian S. Harris, PhD, (Chair), Charles Emlet, PhD, and Karina Walters, PhD,  
Reappointment Review Committee

Re: Gillian Marshall, PhD, Assistant Professor, Social Work and Criminal Justice Program

Date: April 28, 2017

The Reappointment Review Committee for Dr. Gillian Marshall met on April 25, 2017 to discuss her application for reappointment. We considered her record in the areas of research, teaching, and service. The purpose of this memorandum is to provide you with a summary of our discussion.

### Research

The committee noted that Dr. Marshall has a well-focused research trajectory that is congruent with the expectations in the Social Work and Criminal Justice Program and consistent with the University of Washington tenure and promotion policy. She is the Principal Investigator for a KO1 award and the principal investigator for an NIF/NCI Diversity Supplement. These awards have allowed her mentoring and other support to help her develop a solid track record as a researcher. She is enhancing her research knowledge and skills to conduct research independently and be competitive for major grant support. Her research agenda consists of four main areas: (1) socioeconomic status; (2) life course frameworks i.e. the stress process, cumulative advantage and disadvantage; (3) stressful life events; and (4) social networks. The objectives of Dr. Marshall's research are to understand the relationship between financial hardship, debt and health while expanding indicators of SES; and to identify where to intervene using longitudinal data to model long-term trajectories of stress and stressors such as financial hardship and its impact on mental and physical health associated with changes over time.

Dr. Marshall has 4 publications in peer-review journals since her appointment to the faculty at UW Tacoma in September 2015 and 7 publications since her appointment in 2013 as an Assistant Professor at Case Western Reserve University. She is the sole author for 2 publications and the first author for 7 publications. Dr. Marshall has 5 publications that are currently under review and 3 publications in progress. She has presented her work at 7 refereed conferences since coming to UW Tacoma. The committee was impressed with Dr. Marshall's solid and well-planned approach for future publications based on her funding awards.

The committee recommends the following:

- Continue funded/planned research studies.
- Complete and submit manuscripts in progress to peer-review journals; continue to submit manuscripts to peer-review journals.
- Continue to work with mentor.
- Continue to submit abstracts to refereed conferences for future presentations.



## Teaching

The committee noted that Dr. Marshall has taught 2 courses at the University of Washington Tacoma (Introduction to Social Work and Human Behavior and the Social Environment). Her teaching evaluation for the undergraduate course, Introduction to Social Work was very positive (4.8 overall rating from student teaching evaluation) and certainly meets the expectations of the program with regard to teaching effectiveness at the undergraduate level. Her teaching evaluation for the graduate level course in Human Behavior and the Social Environment was extremely low (2.8 overall rating from student teaching evaluation). This low rating is not as strong as the typical rating for faculty who teach Social Work graduate courses. Students commented about the lack of clarity regarding assignments and grading as well as the instructor being unprepared for class. They felt that course material was not posted or made available in a timely manner. The committee noted that there seemed to be some organizational and communication issues in the graduate class as well as a lack of attention to detail. The committee noted that the peer evaluation of Dr. Marshall's teaching was quite favorable. Dr. Marshall has been the faculty adviser for 11 BASW students and 13 MSW students. The committee recommends the following:

- Have an annual peer evaluation of teaching by senior faculty from the Social Work and Criminal Justice Program.
- Get informal assessment of teaching from students at mid-term each quarter.
- Be proactive in developing syllabi, assignments, experiential activities, grading rubrics, etc. in preparing to teach at a higher level.
- Be attentive to detail in developing syllabi and other written material utilized in the classroom.
- Meet with mentor on a regular basis to discuss ways to improve teaching.
- Attend seminars, workshops, training, etc. to engage in activities to assess and improve teaching at the graduate level.
- Enlist the help and advice of senior faculty to have taught the assigned course for a period of time for suggestions.
- Develop assignments that are clear and understandable to students with accompanying clear and concise grading rubrics.

## Service

Dr. Marshall has engaged in some service since her arrival at the UW Tacoma. She is the representative for UW Tacoma on the BASW Degree Committee at the University of Washington, School of Social Work. She has also served on the BASW and MSW Admissions Committees at UW Tacoma. She has been a guest lecturer at Seattle University, University House Wallingford, University of Washington, and University of Washington Tacoma. Dr. Marshall has also reviewed manuscripts for several journals (Behavioral Medicine, Journal of Epidemiology and Community Health, Journal of Gerontology, Journal of Gerontological Social Work, International Journal of Aging and Human Development, and Research on Aging. The committee feels that her service to the program, campus and university should be increased over the next contract period. In particular opportunities to engage in service at the campus level should be considered.



We recommend Dr. Marshall:

- Work with mentor and program director to identify additional opportunities for service.
- Engage in community service opportunities that are consistent with research trajectory.

### **Recommendation**

The Reappointment Review Committee recommends renewal of the appointment for Dr. Gillian Marshall for a period which extends through the academic year in which a decision on promotion (and tenure) is required. The review committee feels that there is every reason to believe that Dr. Marshall will continue to be a productive scholar, continue her excellent teaching at the undergraduate level as reflected in her teaching evaluation and improve her teaching at the graduate level. It is anticipated that there will be a balance between research and teaching at the end of her K01 award. Dr. Marshall should also expand her service to the program, community, and profession.

May 14, 2018

Dr. Jill Purdy  
Executive Vice Chancellor for Academic Affairs  
University of Washington Tacoma

Dear Dr. Purdy,

I am writing to provide my independent recommendation regarding the tenure track reappointment of Dr. Gillian Marshall. In addition, I provide a summary of the concerns expressed by the voting faculty and the outcome of their vote. In addition to touching on this year's Review Committee's recommendations, I summarize important information related to last year's reappointment review, in order to provide context for this year's review. Dr. Marshall is in her third year with the Social Work and Criminal Justice Program and went through the reappointment review process for the second time this spring. At the conclusion of her reappointment review last year (2017), the EVCAA made the decision to postpone Dr. Marshall's reappointment decision until the third year. In brief, my recommendation is that Dr. Marshall *not* be reappointed, and I will explain my reasons in this letter.

#### Last Year's Review

I was on leave during Dr. Marshall's reappointment review last year and thus Dr. Tom Diehm, Social Work and Criminal Justice (SWCJ) Program Acting Director, provided a recommendation to the EVCAA. The Review Committee, Chaired by Dr. Marian Harris, recommended reappointment and provided specific recommendations by which they felt Dr. Marshall could improve her (graduate) teaching and strengthen her service. Dr. Marshall is released 75% time for grant activities due to a K01-award from the National Institutes of Health. The Committee did not express any concerns with her scholarship/research. As noted in Dr. Diehm's memo to the EVCAA last year, he recommended postponement of the reappointment decision noting the concerns in teaching and service. The reason he cites for recommending postponement is the discrepant recommendations of the Review Committee and the Voting Faculty. In his memo, he reported the faculty vote as follows: one to renew, two to postpone, and three not to renew Dr. Marshall's appointment. Dr. Lavitt, the EVCAA, made the decision to postpone the reappointment decision until the next year. She recommended that during the 2017-2018 year, Dr. Marshall address the concerns raised about teaching and service.

#### This Year's Review

This year's Review Committee, Chaired by Dr. Lavitt, recommended reappointment by a split vote: two in favor of reappointment and one opposed. The Committee once again expressed no concerns with Dr. Marshall's scholarship, believing it to be a clear area of strength. The Committee noted significant concerns with Dr. Marshall's teaching and improvements needed in teaching and service. The Committee recommended a paid (compensated) teaching mentor from outside SWCJ, ideally a faculty member of color, to actively work with Dr. Marshall in and out of the classroom to "identify, target, and plan an intervention that improves her teaching" (Review Committee letter, dated April 16, 2018, pp. 2-3). At this time, the Committee finds that "her teaching is not on track for tenure" (Review Committee letter, p. 4).



### Voting Faculty Recommendation

The senior voting faculty were convened by me on May 4, 2018, to discuss the recommendation for renewal and to vote on reappointment. All seven eligible voting faculty members were present in person or via conference call. The senior faculty noted significant concerns with Dr. Marshall's teaching and to a lesser extent her service. Very little discussion focused on her research. The majority sentiment conveyed was that even with great research, extremely poor teaching and minimal service do not serve our students, program, and campus. In the majority faculty view, great scholarship does not outweigh poor teaching and service outcomes. A dissenting view expressed by one faculty member was that there are not many teaching data points available and that Dr. Marshall received a good course evaluation on the undergraduate course she taught. More time to work on graduate teaching might be beneficial. The voting faculty disagreed that Dr. Marshall has worked hard to improve teaching. They provided examples of significant supports offered that she has not utilized. One stemmed from a recommendation of last year's Review Committee - enlist the help of senior faculty very familiar with the course. The senior faculty member most knowledgeable about the course reported that she had one phone call from Dr. Marshall and this seemed perfunctory. The other example is support offered by Dr. Marshall's assigned faculty mentor, Dr. Charles Emlet. (Dr. Marshall requested him as mentor after meeting him and when arriving at UW - Tacoma, following our normal practice of pairing junior and senior faculty for mentorship.) Dr. Emlet, by his own report, has attempted to work with her for almost three years now, but Dr. Marshall does not initiate contact with him or bring topics for discussion when he suggests they meet. Dr. Emlet informed me that, regardless of the reappointment outcome, he will discontinue his role as mentor to Dr. Marshall, believing he cannot assist someone who does not seek assistance. What is unfortunate is that these supports are offered by faculty members who know our students and have taught them successfully for years, one with a long track record in the same course Dr. Marshall struggles with. In addition, they are experienced and sought after by mentees, and mentees have found them helpful.

As to service, the voting faculty provided examples of disengaged and perfunctory service, citing lack of attendance, lack of engagement when present, and lack of knowledgeable representation to and on behalf of the Program even when that is the service role. In addition, Dr. Marshall's level of service is viewed as considerably lower than that of other junior faculty members who have been here a similar amount of time. After an approximately hour-long and thorough discussion with all eligible faculty members participating, Dr. Marshall received five negative votes and two positive votes for renewal (out of 7 possible votes). (Drs. Lavitt and Emlet, two members of the Review Committee, are included in this vote count. Dr. Emlet was the dissenting vote on the Review Committee this year and the only faculty member on the Review Committee both years. The third member of the Review Committee is a faculty member of the School of Social Work in Seattle and is not a voting member of our faculty.)

### Director's Independent Recommendation

As for my own recommendation, I concur with the voting faculty. I recommend non-renewal of Dr. Marshall's reappointment. I do not believe that Dr. Marshall meets the expectations and needs of the Tacoma campus in teaching and to a lesser extent service. These concerns are not outweighed by Dr. Marshall's successful scholarship. Most of all, she does not demonstrate a diligence or willingness to address the concerns. I think it is important to consider Dr. Marshall's performance within the context of the Tacoma campus and the teaching expectations that we hold within our Program. The SWCJ Program has other fulltime, tenure track faculty who struggle to be good





teachers, although even their course evaluation scores are considerably higher than Dr. Marshall's latest score. What is notably different in their response to poor student course evaluations or student complaints is that they take them to heart and actively seek solutions. They seek mentorship from colleagues and discuss teaching with me as Director. They try out different teaching approaches and then evaluate the results, adjusting what they do based on them. They are able to describe what they have done, what they have learned from those approaches, and what they will do differently next time. They persist and make improving teaching a priority. Noticeably absent in Dr. Marshall's response to her course evaluations is this type of response. There is no indication that she would genuinely welcome a teaching mentor's assistance as suggested by this year's Review Committee. Although she has limited opportunity to test out new approaches, her narrative lacks a discussion of what she believes went wrong this year and what she might do differently based on the qualitative comments. She suggests that external factors might be contributors to her low scores, but does not include what they might be or what she might do to make changes to mitigate other factors (p. 16).

Dr. Beth Kalikoff's review of Dr. Marshall's teaching (dated March 24, 2018) is clearly positive. In her review she addresses the discrepancy between the course evaluation scores and what she viewed in the classroom on February 27. The explanations she suggests are 1) that students may prefer traditional lectures rather than evidence-based teaching and 2) that students may be acting on biases, such as those based on gender and race. I, as well as the voting faculty, believe racial and gender bias in student course evaluations are real. In addition, expecting one thing and getting another in a classroom can lead to student dissatisfaction. Other indicators, however, do not suggest that these are primary problems in the graduate level course where Dr. Marshall receives poor course evaluation scores. Dr. Marshall's course evaluation score this year, 1.3 adjusted combined median, is the lowest course evaluation score I have seen by far in six years as director. If bias is operating, it is unlikely to yield this severe a result. I see no themes in the students' qualitative course evaluation comments that indicate bias. (Looking for these themes is suggested when bias is suspected according to the "Guide to Best Practice in Evaluating Teaching" document recommended in Dr. Kalikoff's review.) Also, our graduate students are taught using a variety of teaching approaches; students likely do not expect solely traditional lectures. Finally, some of the critiques students express such as condescending attitude, disorganization, and lack of or unclear communication, ring true to faculty and staff interactions with Dr. Marshall. These behaviors are exhibited by Dr. Marshall in Program or other committee meetings and in response to requests from staff members and administrators. These same attributes impede the quality of her service contributions. In that sense, student comments such as these do not come as a surprise.

Dr. Marshall has now had three years to demonstrate her commitment to the SWCJ Program and the UW – Tacoma campus. Feedback to her about teaching and service performance has been consistent since the beginning and has increased in urgency as time has gone by. In her first annual conference with me as Director (dated May 20, 2016), which was primarily positive, she was cautioned to find ways to demonstrate that she is a capable instructor to undergraduate and graduate audiences. We do not have distinct undergraduate and graduate faculty. All fulltime faculty, especially those competitively hired, are expected to teach well with both types of students. Then, last year, Dr. Marshall was found non-meritorious by the voting faculty and the Acting Director. She was encouraged to pursue consultation with her mentor or other senior faculty members in our Program. To my knowledge she did not do so. UW – Tacoma is quite distinct from the School of Social Work in Seattle and perhaps other programs elsewhere where Dr. Marshall seeks advice. She had teaching

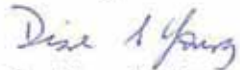


experience and taught similar content prior to coming to UW – Tacoma. Learning who our students are, improving teaching to *this* audience, and actively engaging in service to benefit one's home unit and campus are basic to doing well here and are *minimal* expectations of all fulltime faculty members. These have not been met.

Conclusion

Given the Review Committee's split recommendation, the Senior Faculty's majority recommendation not to renew, and my own assessment of Dr. Marshall's performance, I thus regretfully recommend that Dr. Marshall's reappointment not be renewed.

Sincerely,



Dr. Diane S. Young  
Director, Social Work and Criminal Justice Program  
University of Washington - Tacoma



June 20, 2018

Dr. Gillian Marshall  
Assistant Professor  
Social Work and Criminal Justice  
Campus Box 358425

Dear Dr. Marshall:

The University's Faculty Code (Chap 24-41) calls for the dean or chancellor to conduct a review in the second or third year of an assistant professor's appointment. A review was conducted during the second year of your appointment, at which time the review committee recommended reappointment, the faculty vote was split between non-reappointment and postponement, and the acting director recommended postponement. The EVCAA supported postponement by one year in a letter dated June 12, 2017, noting, "it is critical that her record reflects additional evidence of supporting students" and recommending increased engagement in service to your unit.

Consequently, a review was conducted in the third year of your appointment, and the voting faculty and the director of Social Work and Criminal Justice have recommended that you not be reappointed to a second three-year term as Assistant Professor. In response, I carefully reviewed the materials you submitted as well as the advice of your unit. I have concluded that you should be reappointed as an Assistant Professor for a three-year term, with mandatory promotion and tenure review occurring in 2020-2021. Below I provide a summary of your professional contributions in teaching, research, and service, and an assessment of your progress toward promotion and tenure.

#### TEACHING

Due to the responsibilities of your grant, your teaching responsibilities are reduced from a six-course annual load. You taught an undergraduate course in your first year (TSOCWF 1010) and a graduate course in your second and third years (TSOCW 503), all in a face-to-face format. Student evaluations for the undergraduate course were solid; however, evaluations for the graduate course were poor and showed significant decline between the first and second time you taught the course. In

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2017, a peer evaluation conducted by a tenured faculty member in the School of Education positively assessed your use of equity-based inclusive teaching practices.

Your narrative indicates that during the past year, you consulted the Center for Teaching and Learning and a social work colleague regarding teaching. This resulted in revisions to the TSOCW 503 course including readings, class activities, and assignments as well as a revised grading scheme for the course. In 2018, students expressed confidence in your expertise yet raised substantial concerns about the organization and quality of the course. A peer evaluation conducted by the Center for Teaching and Learning positively assessed the quality of class discussion. That reviewer offered possible explanations for low student ratings including the active learning approach used and rating biases experienced by women of color. In 2018, faculty in the unit noted concerns that you have not sought teaching support from those most familiar with the course and have not engaged meaningfully with your assigned mentor at UW Tacoma to address teaching improvement.

The effectiveness of UW Tacoma faculty in supporting student learning is central to our urban-serving mission. Appointment to the rank of associate professor requires a record of substantial success in both teaching and research. The 2018 review committee notes that your teaching is not on track for tenure and promotion. Given your grant commitments, you will have very limited opportunities to demonstrate strong teaching capability prior to promotion and tenure review.

#### SCHOLARSHIP

Your scholarly record includes fifteen peer-reviewed publications, eight of which were completed while in rank as Assistant Professor. In addition, you have received external funding for three projects including a prestigious K01 grant from the NIH/National Institute of Aging. You have disseminated your work through refereed and invited presentations, and your scholarly work addresses relevant questions that may have significant implications for public health. While taking the lead role in several projects, you have successfully collaborated with a variety of research partners. These accomplishments provide a strong foundation for your research portfolio and demonstrate substantial progress toward meeting the expectations of promotion and tenure with respect to scholarship.

#### SERVICE

Your record of service at the unit level includes past membership on unit level admissions committees and current service on the Seattle/Tacoma BASW degree



committee. Your narrative notes that you additionally served on a faculty search committee during the past year. At the campus level, you served on the Faculty Affairs and Public Lectures committees. You have also mentored three doctoral students and provided several guest lectures in the School of Social Work at UW Seattle. In service to your profession, you are an ad hoc reviewer for six journals and are a member of numerous professional organizations.

Faculty in your unit have expressed concern that your service activities are notably lower than other junior faculty members, and that your level of engagement and representation in those activities is lower than expected. Of particular concern is the level of internal engagement with students and activities in your unit. Competence in service does not carry the same level of importance in promotion and tenure review as teaching and scholarship do, yet internal and external service are important responsibilities of UW faculty and are integral to the University's mission.

In conclusion, I encourage you to attend to the concerns outlined here as you advance toward promotion and tenure review. I stand ready to support your ongoing development as a teacher, scholar and colleague.

Sincerely,

A handwritten signature in black ink that reads "Jill M. Purdy". The signature is written in a cursive style with a large initial "J" and "P".

Jill M. Purdy  
Executive Vice Chancellor for Academic Affairs

C: Diane Young, Director of Social Work and Criminal Justice  
Mark A. Pagano, Chancellor

April 16, 2018

To: Diane Young, Director – SW&CJ, UWT  
Fr: Melissa Lavitt (Chair), Charles Emler, and Taryn Lindhorst  
Reappointment Review Committee  
Re: Reappointment of Gillian Marshall



The three-member review committee met on April 11, 2018 on the Seattle campus. We discussed, at length, Dr. Marshall's 339-page file. Earlier, we received and reviewed the memo from last year's reappointment committee. The 2017 reappointment decision was postponed until this year. This memorandum will summarize our deliberation as well as our recommendations.

**Research:**

Clearly research is Dr. Marshall's area of strength. As documented in last year's report, Dr. Marshall's research - both in quality and quantity - is outstanding. She has enjoyed tremendous and on-going success in securing external funding including a K01 award, and an NIF/NCI Diversity Supplement. Dr. Marshall has 15 publications, including eight that were completed at UWT. Her research on older adults, stress, financial hardship and health provides a rich and fruitful foundation for future work. There is no doubt that Dr. Marshall is building a reputation as a leading scholar in this area.

Dr. Marshall's success as a researcher is unequivocal. Her scholarship is on a trajectory for increasing productivity and impact in an under-explored and critical area of inquiry. If this were the sole requirement for reappointment, then the decision would be an easy one. Unlike many junior faculty who may struggle to establish a research agenda and track record, Dr. Marshall's research file more closely resembles that of a more senior scholar. The previous reappointment postponement and the current decision hinge more specifically on her teaching and service. Therefore, the remainder of this summary will focus on these two aspects of her file with particular emphasis on teaching.

**Teaching:**

Dr. Marshall's K01 award requires the institution to provide her 75% release time to devote to her research. This leaves only 25% effort divided (unequally) between teaching and service commitments. This was the agreement under which Dr. Marshall was hired; however, teaching only one course per year provides few data points to demonstrate one's teaching effectiveness. To date, Dr. Marshall has taught three classes: Intro to Social Work (TSOCW 101) and the second HBSE class (TSOCW 503). Based on last year's recommendation, Dr. Marshall gave up her research quarter (W'18) to teach HBSE again in an effort to demonstrate an improved experience for students.

To summarize, with only three classes and three sets of evaluations there is limited and contradictory evidence of teaching excellence. Her evaluations in the undergraduate TSOCW 101 were strong and on track, but her teaching evaluations in the graduate HBSE classes have been poor. In her last review, Dr. Marshall was provided with several suggestions for obtaining consultation to improve her teaching and she followed through on these recommendations made by last year's committee. Specifically, she sought out help from experts in Seattle's Center for Teaching and Learning, made extensive revisions to the syllabus for TSOCW 503, attended teaching workshops at CSWE, and described a variety of other strategies to demonstrate her commitment to quality teaching. In spite of these efforts, students rated their overall experience this year as 1.3, down from last year's score of 2.8, combined median and 3.3 adjusted median. The most recent score (both adjusted and unadjusted median) is an extraordinarily



low score for SW&CJ faculty and a surprising trend downwards given the effort that Dr. Marshall made to improve her teaching performance.

It should be noted that student evaluations are only one measure of teaching effectiveness, and as the research suggests, these represent an imperfect measure at best. As we know, and Dr. Kalikoff's letter confirms, student evaluations are subject to gender and racial biases similar to those found in the general public. We assume that Dr. Marshall's evaluations reflect similar biases. In spite of her extensive planning (see rubrics, outlines, class discussion questions, etc. found in the portfolio) students complained that the course and the instructor were "disorganized." It is difficult to understand the basis for the students' critique, and we believe that bias does provide some explanation. Dr. Kalikoff notes that some students are also unprepared for an active learning classroom in which they are expected to have high levels of participation, such as the kind of teaching strategy that Dr. Marshall employs. There is evidence of this belief in the student evaluations where they stated that they would have preferred traditional lectures over experiential learning exercises. Without more evidence (i.e., similar evaluations in courses other than TSOCW 503) we are unsure if these two factors (racial/gender bias and active learning teaching) completely account for the students' negative assessment.

While student evaluations are but one measure of classroom effectiveness, social work faculty on this campus, in general, receive much higher scores. It should be noted that two collegial assessments of Gillian's teaching positively evaluated her classroom performance and were particularly impressed with the high level of preparation and attention to equity that they observed. The committee acknowledges the role of bias in student assessments of faculty, and this bias requires, unfortunately, that affected faculty develop strategies to address negative predispositions that students may hold. This is the essence of the challenge that Dr. Marshall must face: with limited workload effort devoted to teaching, how can she develop a specific plan, based on more targeted feedback, in order to create a more successful teaching experience for her students?

The steps that Dr. Marshall took last year based on the committee's recommendations are laudable, but clearly failed to produce the desired results. Therefore, we recommend that Dr. Marshall have the opportunity to work in an on-going manner with one of UWT's talented instructors. Ideally, this individual has tenure outside of Social Work and is experienced in facing obstacles similar to those that Dr. Marshall must endure. For example, there are several women faculty of color who have won teaching awards and would be outstanding teaching mentors for Dr. Marshall. In order to avoid further exploiting faculty of color with an additional unpaid "mentoring" assignment, we recommend that the Director of Social Work confer with the EVCAA and identify institutional resources to support this level of teaching support.

Recently, the Office of Equity and Inclusion surveyed faculty of color. Unfortunately, respondents reported multiple experiences of bias and discrimination. We believe that the institution has an obligation to retain and support all faculty, particularly faculty of color who have not fared well at UWT. The cost of a course release and replacement for this level of individualized teaching support is far less than the cost of losing Dr. Marshall and searching for a replacement. Dr. Marshall is mastering the research skills needed to be a successful faculty member; given the emphasis at UW-Tacoma on a similar level of teaching mastery, it is incumbent upon the institution to invest further in helping Dr. Marshall develop her expertise in the classroom.

We recommend that the assigned and compensated teaching mentor spend more time observing and actively working with Dr. Marshall - both in and out of the classroom - in order to identify, target, and



plan an intervention that improves her teaching. The single snapshot provided by the collegial reviews is insufficient to making an informed judgment on the reasons for Dr. Marshall's low student evaluations. A complex and nuanced problem such as classroom expressions of institutionalized racism requires a more in-depth examination and analysis in order to achieve better results. Working in an on-going manner with someone who has successfully conquered such hurdles will hopefully have a positive impact. We suggest that Dr. Marshall, the Director, Dean Bartlett (if an SIAS faculty is selected as mentor), and the EVCAA work collaboratively to develop a specific plan with the assigned mentor that is focused on improving Dr. Marshall's teaching skills as evidenced through her students' evaluations. Rather than a checklist of things to try, we envision a detailed intervention plan that "diagnoses" and addresses any perceived threats or challenges to Dr. Marshall's teaching success. As her tenure clock ticks down, with limited opportunities to teach because of her assigned research effort, we believe that Dr. Marshall should be afforded additional resources to see if her teaching performance can be improved.

**Service:**

Dr. Marshall's record of service is limited given the constraints imposed by her externally funded research. That said, at the advice of last's year review committee she added new service commitments to her load. Thus, her record reflects service at multiple levels: department, campus, profession and community. It is understandable that these commitments remain limited. Therefore, we urge Dr. Marshall to consider how she uses her limited time for service work. Specifically, we note that she serves as a mentor to doctoral students at UW Seattle. While this is laudable we suggest that she strategically evaluate all service requests in order to better position herself for a positive tenure outcome on the Tacoma campus. It is the UWT faculty and campus that need to observe and evaluate her role as a campus citizen. Additional service, particularly activities that benefit Seattle's doctoral students, should be of a lower priority. With a restricted bandwidth for "extra" work, Dr. Marshall is advised to focus her service commitments within the UWT department, university and larger Tacoma community. We urge Dr. Marshall to keep in mind that her portfolio in regards to service should provide evidence that allows the Tacoma faculty to assess her service contributions.

**Recommendation:**

By a vote of 2 to 1 (2 yes, 1 no), the committee supports Dr. Marshall's reappointment as an assistant professor. The negative vote reflects concerns about Dr. Marshall's future success teaching on the Tacoma campus.

The support for Dr. Marshall's reappointment also acknowledges that her teaching, unlike her research, is currently not on track for a positive tenure vote. Unless significant improvement in her teaching occurs, it is unlikely that Dr. Marshall will be successfully promoted as a tenured member of the faculty on a teaching-intensive campus. We applaud the previous efforts that Dr. Marshall has made to address her teaching. Unfortunately, these have proved insufficient. Therefore, we now recommend that an assigned and compensated faculty person be identified to provide more direct support and guidance. Ideally this would be another female faculty person of color outside of Social Work. We believe that this needs to be someone who does not vote nor weigh in on a future tenure decision. Furthermore, we strongly recommend that the Office of Academic Affairs/Chancellor's Office use this as an opportunity to demonstrate the institution's commitment to retaining faculty of color. We will be unable to recruit faculty of color in the future if we are unable to improve our retention rates for current faculty.

In conclusion, after a thorough review and discussion of Dr. Marshall's file, we commend her record of outstanding research, and note improvements needed in teaching and service. By a vote of 2 to 1, we

recommend her reappointment. Because her teaching is not on track for tenure, we strongly urge the Director to implement the mentoring suggestion made by the committee.



February 7, 2020

Gillian Marshall

[geegee@uw.edu](mailto:geegee@uw.edu)

Dear Gillian:

I'm pleased to inform you that your Adjunct Assistant Professor appointment has been renewed from September 16, 2020 through June 15, 2021.

I hope that there are ways for increased collaboration in the future. Please contact me if you have any questions. Best wishes for 2020.

Sincerely,

A handwritten signature in black ink that reads "Edwina S. Uehara".

Edwina S. Uehara, PhD, MSW

Professor and Ballmer Dean in Social Work



Memo To: Gillian Marshall, Assistant Professor  
From: Diane Young, Director, Social Work and Criminal Justice Program *DY*  
Re: End-of-Year Conference with Faculty  
Date: May 20, 2016

This memo is to document my annual meeting with you on May 16, 2016, for the purposes of discussing: 1) your accomplishments this year in the areas of scholarship, teaching and service, 2) shared goals for the coming year in these areas, in light of departmental needs, and 3) a shared strategy for achieving these goals. The 2015-2016 Faculty Activity Report that you submitted will be appended to this memo. It provides detailed information related to this year's accomplishments.

This is your first year at UW Tacoma and besides adjusting to a new campus and program, you have been actively working on the 5-year K-01 research grant awarded by the National Institutes of Aging. This time-intensive grant for which you are the Principal Investigator provides 75% release time from teaching and service. You also brought with you to UW Tacoma a supplement grant from the National Cancer Institute, subcontracted from Case Western University. Your K-award has generated positive publicity via UW media outlets and the *Puget Sound Business Journal*. It is wonderful to see this recognition of your work. Indeed, I believe you are the first faculty member to receive a K-01 award in the history of our program and on this campus. In addition, you have had two peer-reviewed manuscripts accepted for publication, with two more under review.

Given the course buyout you received from your grants and the course reduction you received for new faculty, you taught one course this year. The student course evaluations from this course, Introduction to Social Welfare, were very positive. Next year you are taking on a new course preparation, Introduction to Research Methods. Although you would prefer not to teach in this area at this time, doing so fills an important program need. I appreciate your stepping in to this area. Because you will understandably have taught far fewer courses by the time of promotion and tenure than other faculty members typically do, finding ways to demonstrate that you are a capable instructor in a variety of substantive areas and to different student audiences (undergraduate and graduate) will strengthen the teaching portion of your promotion and tenure application. I know that you would really like to teach practice courses, and I will keep this in mind going forward. Given how many faculty members we have who are skilled and like to teach in this area, this curricular area must be shared. Finding additional opportunities to demonstrate instructional ability would also be helpful for promotion and tenure, and one possibility we discussed is to cultivate opportunities to provide guest lectures within our program and on the UW Tacoma campus within your areas of expertise, similar to what you have done on the Seattle campus.

Similar to teaching, service expectations are also reduced because of your grant responsibilities. You will discuss with your mentor some possible service opportunities. I encourage you to find a service responsibility, particularly within the program, that you could take on that fits within

your time constraints. Engaging in service within the program will create greater visibility and connections with your faculty peers while also fulfilling a program need.


At my request for a third party presence at our meeting, and by your selection, Melissa Lavitt, Executive Vice Chancellor, joined us for our end-of-year meeting. Although at our meeting we did not discuss the plan for a third party presence at our meetings going forward, this is something we will need to take up at a later date.

During your second year, you will have your re-appointment review. This will help you get a good sense of how well you are progressing toward tenure. Thank you for your contributions to our program and our students this year.

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cc. Faculty File



Date: September 12, 2016  
To: Gillian Marshall  
ASSISTANT PROFESSOR  
From: Thomas M. Diehm   
Interim Director, Social Work and Criminal Justice  
Re: 2016 Faculty Merit Increase

The University of Washington is proceeding with fiscal year 2017 merit salary increases. A salary pool of 4% was made available for faculty merit salary adjustments, effective September 1, 2016.

All faculty members who were determined to be meritorious received a minimum 2% merit salary adjustment unless they received a prior salary adjustment that precluded further adjustment (i.e. retention increase). There was also 2% available for additional merit. Distribution of the additional merit pool factored in compression, equity, and merit issues.

Your performance during the past year was deemed meritorious and a merit salary increase has been approved.

I am pleased to inform you that your salary was increased to \$8,231 monthly (based on 1.0 FTE), an increase of 2.9%. This salary increase was effective September 1, 2016, and will appear on your paycheck of September 26 (for 12-month appointment) or October 10 (for 9-month appointment), 2016.

Thank you for your many contributions during this last year and best wishes for continued success. If you have questions about your increase, please let me know.

Cc: Melissa Lavitt, Executive Vice Chancellor for Academic Affairs





To: File – Gillian Marshall, Assistant Professor  
From: Marcie Lazzari, Interim Co-Director, School of Social Work and Criminal Justice  
Re: Missing Regular Conference  
Date: June 1, 2020

Dr. Gillian Marshall did not have a Regular Conference with the Director of the School of Social Work and Criminal Justice at the end of the 2016-2017 academic year or at the end of the 2017-2018 academic year as she had just completed reappointment review processes in June of 2017 and June of 2018.



June 5, 2017

Dear Gillian,

I am writing to inform you that your senior colleagues, pursuant to Section 24-55 of the *Faculty Code*, made a recommendation of non-meritorious regarding your performance for the 2016-2017 academic year.

I have passed this recommendation on to the Executive Vice Chancellor for Academic Affairs who will make a final determination of merit.

I look forward to our continued work together within the Social Work and Criminal Justice Program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Diehm'.

Tom Diehm  
Acting Director

Cc: Personnel file



Date: September 11, 2017  
To: Gillian Marshall  
From: Diane Young *DY*  
Director, Social Work & Criminal Justice  
Re: 2017 Faculty Merit Increase

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The University of Washington is proceeding with fiscal year 2018 merit salary increases. A salary pool of 2% was made available for faculty merit salary adjustments, effective September 1, 2017.

All faculty members who were determined to be meritorious received a minimum 2% merit salary adjustment unless they received a prior salary adjustment that precluded further adjustment (i.e. retention increase).

Your performance during the past year was deemed non-meritorious and you will not receive a merit salary increase.

If you have questions or want to discuss your work and expectations for the coming academic year, please let me know. I hope that you have a successful year.

Cc: Jill Purdy, Interim Executive Vice Chancellor for Academic Affairs

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Date: September 13, 2018

To: Gillian Marshall

From: Diane Young *DY*  
Director, Social Work & Criminal Justice

Re: 2018 Faculty Merit Increase

The University of Washington is proceeding with fiscal year 2019 merit salary increases. A salary pool of 2% was made available for faculty merit salary adjustments, effective September 1, 2018.

All faculty members who were determined to be meritorious received a minimum 2% salary adjustment unless they received a prior salary adjustment that precluded further adjustment (i.e. retention increase).

Your performance during the past year was deemed non-meritorious and you will not receive a merit salary increase.

If you have questions or want to discuss your work and expectations for the coming academic year, please let me know. I hope that you have a successful year.

Cc: Jill Purdy, Interim Executive Vice Chancellor for Academic Affairs



June 15, 2018

Dear Gillian,

I am writing to inform you that your senior colleagues, pursuant to Section 24-55 of the *Faculty Code*, made a recommendation of non-meritorious regarding your performance for the 2017-2018 academic year. I concur with this recommendation.

Because this is your second consecutive annual rating of no merit, there is a review process dictated by the Faculty Code, Section 24-55 H, which we will follow. I will appoint an ad hoc committee of faculty higher in rank than you from within our Program to meet with you and review more fully your record and merit. I will be in touch with you to consult about the makeup of this review committee.

Sincerely,

A handwritten signature in blue ink that reads "Diane S. Young".

Diane S. Young,  
Director, Social Work and Criminal Justice Program

cc. Personnel file

Date: September 13, 2018

To: Gillian Marshall

From: Diane Young *DY*  
Director, Social Work & Criminal Justice

Re: 2018 Faculty Merit Increase

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The University of Washington is proceeding with fiscal year 2019 merit salary increases. A salary pool of 2% was made available for faculty merit salary adjustments, effective September 1, 2018.

All faculty members who were determined to be meritorious received a minimum 2% salary adjustment unless they received a prior salary adjustment that precluded further adjustment (i.e. retention increase).

Your performance during the past year was deemed non-meritorious and you will not receive a merit salary increase.

If you have questions or want to discuss your work and expectations for the coming academic year, please let me know. I hope that you have a successful year.

Cc: Jill Purdy, Interim Executive Vice Chancellor for Academic Affairs

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December 11, 2018

To: Gillian Marshall, Assistant Professor of Social Work and Criminal Justice  
Diane Young, Director, Social Work and Criminal Justice

From: Erin Casey, Professor of Social Work and Criminal Justice, and  
Chair – Merit Review Committee

RE: Merit Review Committee Findings

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Purpose and scope of committee:

Section 24-55 of the University of Washington Faculty Code dictates that, “in the event of two consecutive annual ratings of no merit,” for a faculty member, a committee of departmental faculty senior to that person is convened to “review more fully the record and merit of that faculty member.” Dr. Gillian Marshall received consecutive ratings of no merit in the 2016-2017, and 2017-2018 academic years. Accordingly, a merit review committee was convened in late October, 2018 to review the merit record for these years. This committee was comprised of myself, Michelle Garner, Associate Professor; Melissa Lavitt, Professor; Eric Madfis, Associate Professor; and Randy Myers, Associate Professor. All committee members are appointed to the Social Work and Criminal Justice (SWCJ) Program. The purpose of this memo is to detail the process and outcome of this committee, and all committee members have reviewed this document.

The charge of the committee was to review the process and content of Dr. Marshall’s merit reviews for the specified academic years, to identify “what actions, if any, should be undertaken to enhance the contributions and improve the merit ranking of this colleague, or to rectify existing misjudgments of his or her merit and make adjustments to correct any salary inequity.” The scope of the committee is limited to the merit review policy and relevant procedure documents approved by the faculty and in place at the time of the 16-17 and 17-18 academic years.

Process of merit review committee and materials considered:

The merit review committee convened three times; on November 2, 2018 to review the charge and process of the committee, on November 30, 2018 with Dr. Marshall to gather her input on the merit reviews in question, and on December 7, 2018 to discuss findings.

Several documents were considered in the merit review committee’s work. These included policy and reporting documents outlining the SWCJ Program’s merit review process (inclusive of the Tenure-Track Faculty Criteria for merit, Example Faculty Activities, and template Merit Rating Ballot documents), Dr. Marshall’s Faculty Activity Reports (FARs) for the 16-17 and 17-18 academic years, and the merit ballots containing faculty ratings and comments pertinent to Dr. Marshall for the specified years. Dr. Marshall also submitted four pages of written comments which the committee considered. In the document, Dr. Marshall describes events during the

entirety of her time in the department which she experienced as “significant impediments to my success, which I have no doubt is owing to my race.” In the document, Dr. Marshall reports that “I have experienced biased, unfair treatment and hostility which I believe accounts for an undeserved rating of non-meritorious.” In the document, Dr. Marshall also provided a re-cap of activities in teaching, service, and scholarship for the years in question, noting her perception that the ratings of no merit were unjustified for these years.

Finally, the committee considered Dr. Marshall’s verbal comments from the November 30 meeting with the full review committee. In this meeting, Dr. Marshall noted that she did not have additional information to add beyond the documentation she submitted, and noted that it was unclear to her why she received a rating of no merit in the specified years. Dr. Marshall noted that she did not receive feedback or an explanation regarding those merit decisions. She also noted that without information regarding the nature of the concerns that led to the no-merit decisions, it was difficult to describe what information, resources, or supports would be most useful to her moving forward.

#### Findings of the review committee:

The unanimous assessment of the review committee is that the merit review process, as specified in program policy and procedure documents at the time, was followed in Dr. Marshall’s case in both the 16-17 and 17-18 academic years. The evidence for this decision is described by academic year below.

#### **16-17 Academic Year**

The SWCJ merit review policy asks faculty to rate colleagues on a scale of 0-6 in each of the domains of faculty responsibility. A rating of 0 or 1 is operationalized in the merit documents as “non-meritorious” and a ranking of 0 or 1 in any single area results in an overall assessment of non-meritorious for the faculty member being evaluated.

In this year, faculty were nearly unanimous in assessing both Dr. Marshall’s teaching and her service as non-meritorious (4 out of 5 faculty provided ratings, and all 4 scored Dr. Marshall with a 0 or 1 in both of these domains). All faculty rated Dr. Marshall’s scholarship at a ‘3’ or higher (4-6 is considered “extra meritorious”). Consistent with policy, all faculty who gave Dr. Marshall an overall rating of non-meritorious provided comments explaining their decisions. These comments noted significant concerns with both teaching and service. **All** comments from faculty are listed below:

*“Gillian taught one course with very poor evaluations. Her scholarship was fine, and commensurate with the amount of buyout and support she has. Her service was minimal, and below that typically expected of a second year AP. She has not shown engagement with the program, has not attended program events such as orientation, and does not report back to the faculty as a whole about her minimal service commitments. She creates the impression that she is not remotely committed to this program.”*

*“Strong research, but as expected with mentored and protected time. Very limited teaching is marked by troubling disengagement and lack of preparation; service is very limited. All SW faculty are part of*

*degree committee and student application reviews. Program/campus service lacks investment/engagement.”*

*“The faculty member did not in her FAR indicate her scoring NOR whether she felt she was meritorious or something else. My opinion is meritorious.”*

*“Teaching unacceptable. Service contributions are exceedingly poor. She totally disengaged from service contributions, and the contributions she makes are poor.”*

The merit review committee also considered Dr. Marshall’s FAR for this year, as well as the supplemental written comments she provided to the committee, and did not find evidence of activities that were overlooked by the voting faculty. It should be noted that guest lectures are listed under “teaching” in the Example Faculty Activities document and are not considered evidence of service. Additionally, all Social Work faculty review MSW and BASW admissions files and attend degree program meetings as core functions of their appointment to the department, and this work is not considered serving on committees. Dr. Marshall listed guest lectures and admission file reviews as evidence of service on her FAR for this year.

It should also be noted that, inconsistent with the directions on the merit ballot, one faculty rated Dr. Marshall’s teaching and service as non-meritorious, but awarded an overall, summative rating of “meritorious,” resulting in the following overall merit vote for that year: Non-meritorious: 3; Meritorious: 2. Had the directions in the policy been followed, the overall ranking results would have been Non-meritorious: 4, Meritorious: 1. **Based on the totality of evidence and the consistency of faculty members’ ratings and comments, it is the opinion of the merit review committee that the merit review process was upheld in the 16-17 academic year.**

### **2107-2018 Academic Year**

In this year, faculty who provided scores were unanimous in assessing Dr. Marshall’s teaching record as non-meritorious (4 out of 7 faculty provided ratings, and all 4 scored Dr. Marshall with a 0 or 1 in this domain). All faculty rated Dr. Marshall’s scholarship at a ‘3’ or higher. Faculty appeared to take note of Dr. Marshall’s membership on a greater number of committees this year, with most scores in this domain sitting at 2 or higher. Consistent with policy, all faculty who gave Dr. Marshall an overall rating of non-meritorious provided comments explaining their decisions. Two faculty who ranked Dr. Marshall as meritorious also included comments. These comments noted significant concerns with the pattern of teaching and a continued perception of a lack of meaningful engagement in service obligations. Again, **all** comments from faculty are listed below:

*“Very poor teaching. Limited service and disengagement to the point of failing to perform service to the detriment of the Program.”*

*“Gillian’s teaching and ACTING engaged service needs to increase/improve.”*

*“Significant concerns related to teaching.”*



*“Very poor teaching evaluation and poor quality service.”*

*“This is because criteria say that NO element can be below 2 and her teaching does not warrant meritorious ranking.”*

The merit review committee also considered Dr. Marshall’s FAR for this year, as well as the supplemental written comments she provided to the committee. The committee noted the increase in Dr. Marshall’s service activities in the 17-18 academic year, and the concomitant increase in faculty merit ratings in the service domain.

It should also be noted that, inconsistent with the directions on the merit ballot, two faculty rated Dr. Marshall’s teaching as non-meritorious, but awarded an overall, summative rating of “meritorious,” resulting in the following overall merit vote for that year: Non-meritorious: 4; Meritorious: 3. Had the directions in the policy been followed, the overall ranking results would have been Non-meritorious: 6, Meritorious: 1. The committee did not find evidence of activities reflected in the merit documents that were overlooked by the voting faculty. **Based on the totality of evidence and the consistency of faculty members’ ratings and comments, it is the opinion of the merit review committee that the merit review process was upheld in the 17-18 academic year.**

### **Recommendations for Dr. Marshall:**

Pursuant to the merit review committee’s charge, and based on faculty comments from the merit ballots from the years under consideration, we offer the following recommendations to Dr. Marshall as she anticipates future merit reviews.

#### Teaching:

- We recommend that Dr. Marshall take full advantage of teaching mentoring opportunities offered to her, and that she describes these efforts in future FARs and appointment, promotion, and tenure (APT)-related documents.
- We recommend that Dr. Marshall work toward a consistently upward trajectory in student teaching evaluations.
- We recommend that, in the event of future classes in which Dr. Marshall views student teaching evaluations as unfavorable or unfair, that she addresses this explicitly in FARs and other APT-related documents. This may include describing efforts to enhance teaching in the course and her perceptions of reasons for the student evaluation scores. Dr. Marshall is also encouraged to submit documentation that helps to contextualize student evaluations – faculty are allowed to submit supporting documentation with FARs, and this can provide voting faculty with a more complete account of teaching efforts and sources of evaluation beyond student evaluations of teaching.

Service:

- We recommend that Dr. Marshall demonstrate consistent engagement with programmatic and campus committees to which she is a SWCJ representative. This means providing regular reports to the program regarding the activities of those committees, soliciting SWCJ staff and faculty feedback to take back to those committees, and then reporting back to the faculty regarding the results of that feedback being shared.
- We recommend that Dr. Marshall demonstrate consistent engagement with the SWCJ Program by participating in the required minimum number of program events including but not limited to new student orientations, MSW Hooding, the Capstone Fair, Phi Alpha Induction events, and Commencement. On an annual basis, 4-6 events are required of all faculty.
- We recommend that Dr. Marshall prioritize SWCJ program and UWT campus service opportunities when selecting service obligations.

### **Recommendations to the SWCJ Program:**

The committee's review of the SWCJ merit review process also revealed areas that warrant clarification or revisiting. The committee takes seriously the possibility that racial bias can play a role in teaching evaluations and in the merit review process. The committee also notes that there is an emerging campus-wide discussion about merit review policies and about the role of student teaching evaluations that may result in changes to policies in the future. Given the retrospective nature of this committee's scope and charge, the committee is limited to commenting on the degree to which merit review policies and procedures that were in place at the time were upheld.

**Nonetheless, moving forward, the committee recommends that the SWCJ revisit its merit policies and documents and address the following points:**

- The merit review policy, procedures, and supporting documents should be reviewed for points at which bias may enter merit processes and outcomes. The merit review committee recommends that the relevant policies and documents be reviewed by the Social Work and Criminal Justice Equity and Inclusion committee for such sources of bias.
- Dr. Marshall noted that she did not receive feedback regarding the reasons for her rankings of non-merit. While the committee notes that it has been practice in the SWCJ program that faculty can request information about the feedback on merit ballots (and members of the committee have themselves used this practice), it is also clear that this practice is not formally codified and perhaps not universally known. The committee recommends that merit review policies be updated to require automatic feedback to faculty who are rated non-meritorious, or whose rating differs from their self-assessment. This automatic feedback should include the opportunity for faculty to read the exact ratings and qualitative comments from the colleagues who evaluated them.

- The committee notes that Dr. Marshall is in a unique position because of the magnitude of the course release afforded by her National Institutes of Health K01 award. The committee notes that there is not currently an overt mechanism within the merit review policy or procedures to specify how expectations are shifted in each of the three domains for faculty members who have course releases for research or for administrative appointments. The committee recommends that merit review policies be updated to create transparency about baseline expectations in each domain for faculty with a workload configuration that differs from the standard 6-course per year load. It is expected, for example, that course release would result in a decrease in teaching load expectations, but an increase in scholarly or administrative productivity expectations, depending on the nature of the source of the buy-out.
- The committee notes the on-going conversations in the UW, Tacoma Faculty Assembly Executive Council regarding merit policies across campus, and the role of student teaching evaluations in assessing faculty teaching. The committee recommends that the SWCJ actively monitor these conversations and initiate a relevant review of the merit procedure and documents should new policy or guidance be approved by the voting faculty.
- Finally, the committee notes inconsistency in the degree to which faculty followed the policy that a non-meritorious rating in any single domain of colleagues' responsibilities necessarily results in an overall non-meritorious ranking. More closely adhering to this directive would have resulted in even more non-meritorious votes for Dr. Marshall in both years under consideration. The committee recommends that this aspect of the merit review policy be revisited and either affirmed or modified.



Memo To: Gillian Marshall, Assistant Professor  
From: Diane Young, Director, Social Work and Criminal Justice Program *DY*  
Re: End-of-Year Conference with Faculty  
Date: June 19, 2019

This memo is to document my annual meeting with you on May 28, 2019, for the purposes of discussing: 1) your accomplishments this year in the areas of scholarship, teaching and service, 2) shared goals for the coming year in these areas, in light of departmental needs, and 3) a shared strategy for achieving these goals. Dr. Deirdre Raynor from the School of Interdisciplinary Arts and Sciences (SIAS) and Casey Byrne, Director of Academic Personnel, were present during the meeting. The 2018-2019 Faculty Activity Report that you submitted will be appended to this memo. It provides detailed information related to this year's accomplishments.

This is your fourth year at UW-Tacoma. You are also completing your fourth year on the five-year K-01 research grant awarded you by the National Institutes of Aging (NIA). Your research foci are important, and it is admirable that you have been so successful in obtaining federal external funds to advance your work. This grant for which you are the Principal Investigator provides 75% release time from teaching and service and returns 75% of your salary and benefits to the Program. By your own report, you have focused your efforts this year on strengthening your quantitative methods skills through coursework and have continued to make progress on a Masters in Public Health degree. You also have a Supplement from the NIA that started last summer. At your request, you received an additional one-course release by way of a research quarter leave for junior faculty this spring quarter, providing more time for scholarly activities. The research grant and supplement are managed through the School of Social Work (SSW) at UW-Seattle with indirect cost recovery retained by UW-Seattle and the SSW. This year you had one co-authored peer-reviewed manuscript published and have an additional four manuscripts currently under peer review, including two for which you are first author. In addition, you presented papers at two conferences internationally. In future FARs, I recommend that you provide more details about your grant activities across the year given that these encompass so much of your time and workload.

Looking ahead, you are preparing to submit an R21 grant application to the National Institutes of Health. You have been in conversation with the Associate Dean of Research at the SSW regarding submitting this grant through the SSW where you will receive robust pre- and post-award support. While doing so, the Associate Dean of Research at the SSW, the EVCAA at UW-Tacoma, individuals from the UW-Tacoma Office of Research, and the Interim Director for our Program plan to meet and discuss how the grant might be supported by both the SSW and UW-Tacoma, thus resulting in shared indirect cost recovery. This seems a very good solution for providing the grant support you need, giving UW-Tacoma time to strengthen Campus services that support externally funded research, and allowing some financial return (beyond your salary and benefits) to the campus where your faculty appointment is located. You prefer to continue this conversation after June 30 when the Interim Director will be in place.

Given the course buyout you received from your grant and the research quarter course reduction, you taught one course this year. You were given a teaching mentor from the SIAS, specifically secured to work with you to identify and plan an intervention that improves your teaching. This



was recommended by your reappointment review committee in spring 2018 following their determination that your teaching is not on track for a positive tenure vote. When we met, you indicated that this arrangement did not work out. The student course evaluation unadjusted combined median score for the course you taught this winter (T SOCW 503) was a 1.9. This is significantly below an acceptable score within our Program. As you point out, it is better than last year's unadjusted combined median score (1.3), but still lower than two years ago (unadjusted combined median of 2.8) when you taught the same course for the first time. Student course evaluation scores are only one indicator of teaching performance. Yet, because they are typically the only systematic opportunity that students have to provide feedback about courses, the faculty in Social Work and Criminal Justice seriously consider them when evaluating instructional performance. You describe your teaching approach as evidence-based and indicate that you continue to work on teaching suggestions from your reappointment review. It is concerning that the mentor arrangement did not work out and that your efforts have not resulted in satisfactory teaching at the graduate level.

Looking ahead, you will teach one undergraduate course next year, a course you taught in your first year at UW-Tacoma with good results (as indicated by an unadjusted combined median score of 4.7). You indicate that you enjoy teaching undergraduate students. This will be the last course you are scheduled to teach prior to your tenure application. In an email you sent as follow-up to our meeting, you stated that you would welcome suggestions I have for your future growth and development. I have previously given suggestions, such as teaching to the full extent allowed by your K-Award. This would give you more opportunities to strengthen your teaching, especially at the graduate level. Teaching well at both undergraduate and graduate levels is an expectation of all social work faculty. Citing the demands and responsibilities of your research grant, you chose not to go this route. Other suggestions previously made were to have a faculty mentor from within our Program and collegial reviews of teaching done by senior colleagues from the unit. You are open to having an institutional mentor from outside our unit in the future, however faculty members with strong instructional skills internal to the Program can best convey the expectations and instructional contexts relative to our Program, social work students, and curricular areas.

Program service this year consisted of serving as our representative on the UW-Seattle's SSW BASW Program Committee. Thank you for the time you gave to this; it is a contribution to the Program. Going forward you are interested in continuing this kind of service (representative on SSW committees). In the area of professional service, you provided manuscript reviews for several journals. Due to the limitations of your grant, your service load is significantly reduced. However, you state that no service is required because of the release time associated with your grant and characterize the service you do as above and beyond expectations. I do not believe this is accurate, given that your teaching load does not fill the non-released 25% of FTE. We met earlier this year with Dr. Jill Purdy, EVCAA, in part to clarify the workload percentage allocated to scholarship/research, teaching and service. As yet, we have not been able to reach agreement on this issue.

All social work faculty, regardless of workload configuration and unless on research leave/sabbatical, are expected to sign-up for and participate in student events annually, as discussed at the Program retreat. You did not sign up for any events and attended only one plus

a portion of another event this year. Committee service, within the Program and on the Campus, as well as community and professional service activities that comprise our merit rubric are on top of this standard expectation. Admissions reviews and advising undergraduate and graduate students are examples of other standard expectations of all social work faculty.

As you approach the point of tenure and promotion application, I commend you on the diligence you give to your scholarly pursuits. I strongly encourage you to greatly strengthen your teaching and to a lesser extent your service contributions to the Program. There have been and continue to be senior colleagues within the Program who would be willing to assist you in these areas.

cc. Faculty File

June 11, 2019

Dear Gillian,

I am writing to inform you that your senior colleagues, pursuant to Section 24-55 of the *Faculty Code*, made a divided recommendation with the majority being meritorious regarding your performance for the 2018-2019 academic year. I made a recommendation of non-meritorious to the Executive Vice Chancellor for Academic Affairs.

Because non-meritorious recommendations were made by the senior voting faculty, all faculty comments will be provided to you as per our policy.

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Sincerely,



Diane S. Young,  
Director, Social Work and Criminal Justice Program

cc. Personnel file



2018-2019 Merit Review

Merit Review Comments by Senior Faculty for Gillian Marshall:

“Problematic teaching.”

“Does not meet minimum amount of committee service as stated in the rubric, and FAR does not show evidence of other significant service contributions.”

“No clear evidence of actual quality teaching. Does not actually engage in some of the service listed. Low quality service contributions.”

“I am surprised of the few peer reviewed manuscripts submitted by this faculty member. Many of those in progress are 2<sup>nd</sup> or 3<sup>rd</sup> author. Where is the data from all this research? Service is sub-par. The faculty member did not supply the number of students in the one class (enrollment is asked for) nor did she provide evaluation information (not required but helpful considering previous problems with teaching).”

“Gillian’s FAR is exceedingly close to non-meritorious. Her same-rank colleagues are teaching far more, doing vastly more service, AND publishing much more than Gillian did this year. I understand that she has significant buyout, and I am not penalizing her for the reduced teaching load or service expectations. However, I would expect this to equate to vastly increased scholarly productivity relative to others in the department and particularly others at her rank. She only had one peer-reviewed piece accepted for publication as fifth author this year. She does not indicate where her other publications are “under review.” It really is not clear how she spent her significant research-protected time, and her same-rank colleagues appear to be doing a vastly inequitable share of departmental work. A similar FAR next year will result in a NM vote from me.


Additionally, there are functions of simply being a faculty member here that are not service, but are a core part of the job. This includes attending at least 6 events per year, like all other faculty (attending one orientation is not “service,” as she indicates on her FAR, it is part of the job).”





Date: September 10, 2019

To: Gillian Marshall  
Assistant Professor

From: Jeff Cohen and Marcie Lazzari   
Interim Co-Directors, School of Social Work & Criminal Justice

Re: **2019 Faculty Merit Increase**

A merit salary increase has been approved to recognize your performance during the past year. I am pleased to inform you that your monthly salary has increased to \$8396 (based on 1.0 FTE), an increase of 2%. This salary increase is effective September 1, 2019, and will appear on your paycheck of September 25 (for 12-month appointment) or October 10 (for 9-month appointment), 2019.

All merit salary increases were based on a salary pool of 2% that was made available for faculty merit salary adjustments. Eligible faculty who were determined to be meritorious received a 2% merit salary adjustment.

Thank you for your many contributions during this last year and best wishes for continued success. If you have questions about your increase, please let me know.

Cc: Jill Purdy, Executive Vice Chancellor for Academic Affairs  
Casey Byrne, UW Tacoma Director of Academic Personnel



To: Gillian Marshall, Assistant Professor  
From: Marcie Lazzari, Interim Co-Director, School of Social Work and Criminal Justice  
Re: End-of-Year Conference  
Date: June 3, 2020

This memo is to document my annual meeting with you on June 3, 2020, for the purpose of discussing: 1) your accomplishments this year in the areas of research, teaching, and service, 2) shared goals for the coming year in light of our School's needs, and 3) a shared strategy for achieving these goals. The 2019 – 2020 Faculty Activity Report (FAR) that you submitted will be appended to this memo. It provides detailed information related to this year's accomplishments. I am noting that Dr. Raynor was present during our meeting.

You are most proud of your K01 award which has been funded for all five years. This has allowed you to delve into your research and to publish. You have three papers in press and four under review. To your knowledge, you are the only person at UW Tacoma who has received a K award. Your research agenda is robust and your research trajectory is strong. Additionally, you have been invited by the National Institute of Health (NIH) to serve as an early grant reviewer for a study section which speaks to the high visibility of your work. Congratulations!

You enjoyed your teaching (Introduction to Social Work) and received an overall score of 4.1 on student evaluations. You are very pleased that six of the students from your class have now chosen Social Welfare as a major. This speaks to the positive impact of your class.

You are proud of the opportunity to serve as a voting member on the University-wide Faculty on Research (FCR) committee. At UW Tacoma, you are serving as the faculty sponsor for the Black Student Union (BSU) and are working with students to plan how to start off the coming academic year in light of COVID-19. We discussed your representation on the BASW program committee at UW Seattle which may change due to our School's new leadership structure.

Our School's social justice mission is evidenced throughout your work. Your research focuses upon racial disparities and the hardships experienced by older black people in particular. This work is particularly salient at this point in time as hardships are intensifying and equity is even more elusive for many people, especially those who are black.

Another of your largest contributions is providing a different perspective. In your teaching, you expose students to scholars-of-color and use a very innovative approach by using SKYPE to bring authors to the classroom. This give students the opportunity for richer discussions and the opportunity to ask questions in ways that support more in-depth learning.

For the coming year, you intend to publish five more papers and to submit two grants, an R21 and an R01. You will continue to work with the Teaching and Learning Center (TLC) to find creative ways to engage students, especially in light of remote teaching.

Thank you for taking the time to meet with me today. I wish you the very best in your future endeavors.



June 6, 2020

Dear Gillian,

I am writing to inform you that your senior colleagues, pursuant to Section 24-55 of the *Faculty Code*, made a divided recommendation (3 yes, 3 no, 1 abstain, and 1 no response) regarding your meritorious performance for the 2019-2020 academic year. I am putting forward a meritorious recommendation based upon my assessment.

As we discussed during our Regular Conference, you are making progress in all domains based upon the expectations for your position. I wish you the very best in your future endeavors.

Sincerely,



Marcie Lazzari, Interim Co-Director  
School of Social Work and Criminal Justice

cc: Personnel file

**UNIVERSITY OF WASHINGTON TACOMA**  
**SOCIAL WORK PROGRAM**  
**JUNE 2015 THRU MAY 2016 ANNUAL FACULTY ACTIVITY REPORT**

*Date:* May 2<sup>nd</sup>, 2016

*Last Name:*

*First Name:*

*Program:*

*Title:*

*I. Please summarize what you consider to be your most important contributions to teaching, research, and service in the past calendar year:*

This academic year was a productive one for me with regards to teaching, research/scholarship and service. During my first year here at the University of Washington-Tacoma, my teaching evaluations from students were positive and strongly rated. I was successful at incorporating various forms of web-based technologies in my course. I also sponsored and mentored a doctoral student in the Social Welfare program in Seattle who has similar research interests in mental health disparities. The highlight of this academic year for me was being funded for a K-01 award from the National Institutes of Aging (NIA) for over \$650,000 to support my training, mentorship and research trajectory. I was especially pleased to be recognized through the media (article written by UW-Tacoma staff, article written by UW-Seattle media staff) and featured in the Puget Sound Business journal. This form of exposure not only gained attention for my work, but also brought visibility to the UW-Tacoma campus. In regards to scholarship, I have had two papers published and currently have two papers under review. I was also able to present preliminary findings from my research project at one national and one international conference. My contributions to on-campus and community service campus wide were consistent throughout the year.

*I.A. Do you think the above reflects meritorious or extra-meritorious work? If extra-meritorious, provide a brief statement explaining why.*

meritorious

**extra-meritorious** Brief statement why: see above

*I.B. If self-evaluation is extra-meritorious, self-scoring is as follows:*

6 Teaching 6 Scholarship (NA if Lecturer rank) 4 Service 16 Total Score

[Note – Each domain is scored on a scale from 0-6: 0-1 “non-meritorious”, 2-3 “meritorious”, 4-6 “extra-meritorious”.]

*I.C. If Teaching is viewed as extra-meritorious, include comments related to teaching under IA and provide Combined Median Score for Items 1-4 for each course taught in the previous spring, summer, autumn, and winter quarters.*

Due to the nature of my K01 award funding mechanism, I have a 75% course reduction to focus on training, mentorship and research. Therefore, this academic year, I was scheduled to teach 1 course winter quarter (SOCWK 100: Introduction to Social Work) whereby 18 students were enrolled. I have a combined median score of **4.7**. Below are some notable comments made by students taken from the teaching evaluations.

When asked the question “**Was the class intellectually stimulating? Did it stretch your thinking?**” Students replied:

- There were many aspects of this class that made you stretch what you learned. For example at the end of the course we had evaluate a case study and use prior knowledge to evaluate and discuss what would be good for the client.
- Yes, professor made us thinking clearly beyond the text to think both critically and with reference to the text. She made sure we factually backed our reasoning when making a claim and leading us to think deeper and deeper when presented a concept to think about.

When asked the question “**What aspects of the class contributed most to your learning?**” Students replied:

- Professor had great insight on her work experience and was able to make the topic more interesting by connecting pieces of text examples to her personal experience. She is very interested in the topic which she is teaching which is also a plus. She is an amazing lecturer even on days when the majority of the students do not necessarily want to contribute to the conversation that day. In addition to in class guest speakers we got to see different aspects of the social work field.
- Honestly everything. I liked the variety and the professor was engaging! Win-win situation.

## **II. Teaching**

### **II. A. Courses**

*Undergraduate and graduate lecture courses, labs, seminars (with enrollments).*

<i>Course Number</i>	<i>Term</i>	<i>Course Title</i>	<i>Credits</i>	<i>Enrollment</i>		<i>Independent Studies</i>
				<i>UG</i>	<i>GR</i>	
TSOCWF 101	Winter	Introduction to Social Work	3.0	18	--	--



***II.B. Academic Advising, Supervision, and Mentoring***

*Academic advising: number of undergraduate and graduate advisees.*

I currently have 7 undergraduate advisees and 6 graduate student advisees.

*Undergraduate and graduate research projects: names of students, students' degree program, indication of the type of research (research for academic credit, summer research, work-study), and designation of thesis or dissertation if applicable:*

N/A

*Supervision of Practicum/Internships:*

N/A

*Other research supervision; doctoral committees; other contributions to teaching:*

I am currently sponsoring (as my research assistant) and mentoring a doctoral student at UW-Seattle who shares an interest in mental health disparities. Her research assistantship is paid through my K01 grant.

### ***III. Research & Scholarship (required of tenure track ranks only)***

#### ***III.A. Publications and work in progress***

##### *Published/In-press:*

###### *Peer-Reviewed:*

Kahana, E., Lee, J.E., Kahana, B., Langendoerfer, K.B., **Marshall, G.L.** (*In-Press*). Patient planning and initiative enhances physician recommendations for cancer screening and prevention. *Family Medicine and Community Health*.

**Marshall, G.L.** (2015). Financial Strain in Late-Life: Social Work's Challenge or Opportunity. *Social Work, swv015*.

*Non Peer-Reviewed:* N/A

##### *Submitted:*

###### *Peer-Reviewed:*

Seeley-Tucker, R.D., **Marshall, G.L.**, Yang, F. Hardship among older adults in the HRS: exploring measurement differences across socio-demographic characteristics. *Submitted to: Race and Social Problems*.

**Marshall, G.L.**, Thorpe, R.J. & Szanton, S.L. Financial strain and self-rated mental health among older Black Americans. *Submitted to: Health and Social Work*.

##### *Manuscripts In-progress:*

##### *Other Research Activities:*

During this academic year, thanks to my K-01 award, I had the opportunity to take classes that would further develop my research quantitative skills. These courses included:

HSERV 524: Advanced Services Research Methods.

EPI 510: Epidemiologic Data Analysis

EDPSY 594: Advanced Correlation Techniques.

**III.B. Lectures and conferences**

List lectures given at UWT including guest lectures that are not part of regular teaching, as well as lectures given at other institutions:

During this academic year, I was invited to give a number of guest lectures at the University of Washington – Seattle campus for the following classes:

- SOCW 506: Social Work Research and Evaluation
- SOCW 507: Advanced Standing Research and Evaluation
- SOCW 547: Multigenerational Integrative Seminar
- SOCW 548: Advanced Practice I: Multigenerational

I also had 2 abstracts accepted for conference presentations: 1 national conference (GSA) and 1 international conference (CAG).

**Marshall, G.L.**, Lewis, S., Szanton, S.L., Stansbury, K., & Thorpe, R.J. (2015). Financial hardship and psychological distress among middle aged and older Americans. Gerontological Society of America (GSA).

**Marshall, G.L.**, & Gallo, W.T. (2015). Gender differences in financial hardship and psychological distress among older adults. Canadian Association of Gerontologists (CAG).

**III.C. External and Internal support**

If there are Co-PIs, or subcontracts, please list only that portion going to your program.

**Grants, contracts, and gifts:**

Status*	Agency /Source	Grant Number/Title	Role	Grant Period		Funding		
				Start	End	Direct	Indirect	Total
Awarded	NIA	<i>Financial Strain on Mental and Physical Health: Does Race/Ethnicity Matter?</i>	PI	9/2015	6/2020		75% of salary + benefits	\$654, 000
Awarded	NCI	<i>Neighbourhood Characteristics and Health Care Utilization in Cancer Screening."</i>	PI	7/2014	12/2016	\$42,006	54.5%	\$199,000 Original Amount  \$65, 783 Transferred to UW-T

\* Status: Awarded (A), In Review(R), In Preparation (P).

## ***IV. Service***

### ***IV. A. Service to UW, UWT, Social Work, Criminal Justice: Administrative positions, University and departmental committees.***

- Review MSW Admissions Application

### ***IV.B. Service to the Profession: (Including but not limited to committees, editorships, refereeing).***

I have been asked to be an ad hoc reviewer for the following journals:

- Behavioral Medicine
- Journal of Epidemiology and Community Health
- Journal of Gerontological Social Work
- Research on Aging

### ***IV.C. Citizenship (service to the community): (Volunteer and other professional activities locally, nationally and internationally).***

N/A

## ***V. Honors and awards***

As stated above, I was especially pleased to be recognized through the media for my work. First via the UW-Tacoma communications department who wrote a brief article and was posted on the web-site. Second, by the UW-Seattle campus media staff who also wrote an article and it was posted on UW Today. And the third article was written by the Puget Sound Business journal (see links to all 3 articles below). This form of exposure not only gained attention for my work, but also brought visibility to the UW-Tacoma campus.

#### Other (Media Coverage)

UW Tacoma website news brief – January, 2016:

<http://www.tacoma.uw.edu/news/article/faculty-update-marshall-study-financial-strain-nih-grant>

UW Today – April 18<sup>th</sup>, 2016:

<http://www.washington.edu/news/2016/04/18/uw-to-study-link-between-recession-related-stress-and-health-in-older-americans/>

Puget Sound Business Journal – April 25<sup>th</sup>, 2016:

<http://www.bizjournals.com/seattle/blog/health-care-inc/2016/04/uw-professor-wins-654-000-nih-grant-to-study-link.html>



## **Goals for 2016-2017 Academic Year**

### Scholarship

- To prepare 1-2 manuscripts for publication.
- To present new research findings at 2-3 professional conferences.
- To prepare my dossier for 3-year review.

### Teaching

- To continue to improve my teaching approaches by attending 1-2 workshops/seminars offered through the Center for Teaching and Learning.

### Service

- To review at least 2-3 manuscripts for a journal in social work, gerontology or health.
- To become engaged in at least once community project with a focus on aging and/or health disparities.

**UNIVERSITY OF WASHINGTON TACOMA**  
**SOCIAL WORK PROGRAM**  
**JUNE 2016 THRU MAY 2017 ANNUAL FACULTY ACTIVITY REPORT**

*Date:* April 30<sup>th</sup>, 2017

*Last Name:*

*First Name:*

*Program:*

*Title:*

*I. Please summarize what you consider to be your most important contributions to teaching, research, and service in the past calendar year:*

This is my second and most productive year at the University of Washington Tacoma. I had the opportunity to teach one course, had **3** papers accepted, I have **5** papers under review and **1** in process. I also had the opportunity to present findings from my research projects at **5** national conferences. My service contributions on-campus and the University at large includes 3 guest lectures, program meeting member, BASW committee, MSW admissions committee, and public lectures committee.

*I.A. Do you think the above reflects meritorious or extra-meritorious work? If extra-meritorious, provide a brief statement explaining why.*

\_\_\_\_\_ *meritorious*

\_\_\_\_\_ *extra-meritorious* Brief statement why:

*I.B. If self-evaluation is extra-meritorious, self-scoring is as follows:*

\_\_\_\_\_ *Teaching* \_\_\_\_\_ *Scholarship (NA if Lecturer rank)* \_\_\_\_\_ *Service* \_\_\_\_\_ *Total Score*

*[Note – Each domain is scored on a scale from 0-6: 0-1 “non-meritorious”, 2-3 “meritorious”, 4-6 “extra-meritorious”.]*

*I.C. If Teaching is viewed as extra-meritorious, include comments related to teaching under IA and provide Combined Median Score for Items 1-4 for each course taught in the previous spring, summer, autumn, and winter quarters.*

**II. Teaching**

**II. A. Courses**

*Undergraduate and graduate lecture courses, labs, seminars (with enrollments).*

Course Number	Term	Course Title	Credits	Enrollment		Independent Studies
				UG	GR	
TSOCW 503	W	Human Behavior and the Social Environment	3		23	N/A

**II.B. Academic Advising, Supervision, and Mentoring**

*Academic advising: number of undergraduate and graduate advisees.*

I have had the pleasure of advising a total of 11 BASW and a total of 14 MSW students regarding academic course work, school, work and life balance, and professionalism in social work.

*Undergraduate and graduate research projects: names of students, students' degree program, indication of the type of research (research for academic credit, summer research, work-study), and designation of thesis or dissertation if applicable:*

N/A

*Supervision of Practicum/Internships:*

N/A

*Other research supervision; doctoral committees; other contributions to teaching:*

Worked with a doctoral student at UW on two manuscripts.

### ***III. Research & Scholarship (required of tenure track ranks only)***

#### ***III.A. Publications and work in progress***

##### *Published/In-press:*

###### Peer-Reviewed:

**Marshall, G. L.** (*conditional acceptance*). Perceived discrimination, material hardship and depressive symptoms among older Caribbean Blacks. *Journal of Ethnic and Cultural Diversity in Social Work*.

**Marshall, G. L.**, Thorpe, R. J., & Szanton, S. L. (*in press*). Financial strain and self-rated mental health among older Black Americans. *Health and Social Work*.

Seeley-Tucker, R. D., **Marshall, G. L.**, & Yang, F. (2016). Hardship among older adults in the HRS: exploring measurement differences across socio-demographic characteristics. *Race and Social Problems*, 8(3), 222-230.

Non Peer-Reviewed: N/A

###### *Submitted:*

**Marshall, G. L.**, Seeley-Tucker, R. D., & Chen, R. (under review). Financial hardship and self-rated health: Does choice of indicator matter?

**Marshall, G. L.**, Baker, T., Song, C., & Miller, D. (under review). Pain and financial hardships among men: Examining the buffering effect of Medicare insurance coverage.

Canavan, M., Gallo, W. T., & **Marshall, G. L.** (under review). The moderating effect of social support and social integration on the relationship between involuntary job loss and health.

Stansbury, K., **Marshall, G.L.**, Hall, J., Simpson, G.M., & Bullock, K. (under review). Community engagement with African American clergy: Faith-based model for culturally competent practice.

Magwene, E. M., Quiñones, A. R., **Marshall, G. L.**, Makaroun, L., Dunay, M., Silverman, J., & Thielke, S. (under review). Older adults rate their self-rated mental health better than their self-rated health.

###### *Manuscripts In-progress:*

**Marshall, G. L.** Kahana, E., Gallo, W. T. & Stansbury, K. (in progress). Depression and anxiety among older adults: Differences in financial well-being and debt.

###### *Other Research Activities:*

During this academic year, thanks to my K-01 award, I had the opportunity to take classes that would further develop my research quantitative skills. These courses included:

ECON 200: Introduction to Microeconomics

BIOSTAT 540: Longitudinal Multilevel Data Analysis



### ***III.B. Lectures and conferences***

*List lectures given at UWT including guest lectures that are not part of regular teaching, as well as lectures given at other institutions:*

During this academic year, I was invited to give a number of guest lectures at the University of Washington – Seattle and Tacoma campuses for the following classes:

**SW 1510: Introduction to Social Work, Seattle University, (2016) (2017)**

Title: Financial Hardship and Self-Rated Health in Middle and Older Adults

**SOCW 536: Social Movements and Organizing: People, Power, and Praxis, University of Washington, (2016) (2017)** Title: Financial Hardship and Self-Rated Health in Middle and Older Adults

**TSOCWF390: Introduction to Social Welfare Research, University of Washington, (2016)**

Title: Financial Hardship, Stress and Aging

I also had 5 abstracts accepted for conference presentations:

**G. L. Marshall**, & O. Rostant. Negative Health Behaviors and Risk for Financial Hardship in Middle and Later Life. Population Association of America (PAA), Chicago, Illinois, 2017.

**G. L. Marshall**, R. Tucker-Seeley. Financial Hardship and Self-Rated Health: Does the Choice of Indicator Matter? American Society of Preventive Oncology (ASPO), Seattle, Washington, 2017.

R. Tucker-Seeley, **G. L. Marshall**. Financial Well-Being and Depressive Symptoms among Older Adults. Society of Behavioral Medicine. San Diego, California, 2017.

**G. L. Marshall**, E. Kahana, & J. E. Lee. Neighborhood Disadvantage and Beliefs Regarding Cancer Screening Effectiveness Impact Physicians' Screening Recommendations for Older Adults. American Psychosocial Oncology Society (APOS), Orlando, Florida, 2017.

K. Bullock, J. Hall, **G. L. Marshall** & K. Stansbury. Community engagement with African American Clergy: Faith-based Model for Culturally Component Practices. Aging in America Conference. Chicago, IL, 2017.

**III.C. External and Internal support**

*If there are Co-PIs, or subcontracts, please list only that portion going to your program.*

**Grants, contracts, and gifts:**

<i>Status</i> *	<i>Agency/ Source</i>	<i>Grant Number/Title</i>	<i>Role</i>	<i>Grant Period</i>		<i>Funding</i>		
				<i>Start</i>	<i>End</i>	<i>Direct</i>	<i>Indirect</i>	<i>Total</i>
Awarded	NIA	<i>Financial Strain on Mental and Physical Health: Does Race/Ethnicity Matter?</i>	PI	9/2015	6/2020		75% of salary + benefits	\$654,000

\* *Status: Awarded (A), In Review(R), In Preparation (P).*

**IV. Service**

**IV. A. Service to UW, UWT, Social Work, Criminal Justice:**

*Administrative positions, University and departmental committees.*

- Active member of the Social Work Degree Committee
- Reviewer for MSW Admissions Applications
- Active member of the BASW Committee
- Public Lectures Selection Committee

**IV.B. Service to the Profession:**

*(Including but not limited to committees, editorships, refereeing).*

- I have been asked to be an ad hoc reviewer for the following journals:
- Behavioral Medicine
  - Ethnicity and Health
  - Frontier of Public Health
  - Journal of Epidemiology and Community Health
  - Journals of Gerontology
  - Journal of Gerontological Social Work
  - Research on Aging

***IV.C. Citizenship (service to the community):***

*(Volunteer and other professional activities locally, nationally and internationally).*

N/A

***V. Honors and awards***

N/A

***VI. Future Goals (Academic Year 2017-2018)***

Scholarship

- To prepare 1-2 manuscripts for publication.
- To present new research findings at 2-3 professional conferences.
- To prepare R01 for submission (February 2018)

Teaching

- To continue to improve my teaching approaches by attending 1-2 workshops/seminars offered through the Center for Teaching and Learning.

Service

- To review at least 2-3 manuscripts for a journal in social work, gerontology or health.
- To become engaged in at least once community project with a focus on aging and/or health disparities.

**UNIVERSITY OF WASHINGTON TACOMA  
SOCIAL WORK AND CRIMINAL JUSTICE PROGRAM  
JUNE 2019 THRU MAY 2020 ANNUAL FACULTY ACTIVITY REPORT**

**Date:** May 7<sup>th</sup>, 2020

**Last Name:**

**First Name:**

**Program:**

**Title:**

**Be clear about your workload in the FAR.** Standard workload consists of responsibilities in a) research/scholarship, teaching (6 courses) and service for tenure track faculty and b) teaching (7 courses)/field coordination and service for lecturers. Workload may vary from year to year however, depending on many factors. These include but are not limited to, sabbatical or junior faculty research quarter leave, research grant buyout, administrative responsibilities with course release, and other types of leaves. These legitimate and alternative workloads come with differing expectations in the various domains. You are not held accountable for domains for which you have no responsibility in a given year. *Specify your workload for this academic year to assist reviewers in a fair evaluation according to your assigned areas of responsibility.*

During this academic year, I began the 5<sup>th</sup> year of my National Institutes of Health (NIH) K01 award. This funding mechanism provides 75% course release from teaching and service responsibilities. Thus, the majority of my FTE was allocated to research related tasks and projects. The rest of my 25% was dedicated to teaching 1 course. Although I am not required to do any service, as per K01 guidelines and confirmation with the EVCAA, I still chose to remain involved in service on the UW-Tacoma campus, the UW-Seattle campus, and nationally for NIH.



*I. Please summarize what you consider to be your most important contributions to teaching, research, and service in the past calendar year. This space can also be used to describe how your teaching, service and/or scholarship has supported the success of students and communities from racial, ethnic, gender, social class and other backgrounds that are underrepresented, or have contributed to the institutional mission of equity, inclusion, community engagement, and fostering social justice.*

- I was invited by the National Institutes of Health to serve as an early career grant reviewer for the Social Science and Population Studies (SSPS) study section. This is an honor as NIH recognizes my research agenda as innovative and it significantly contributes to social science research.
- To date, I have 3 manuscripts in press and 4 papers under review. By its very nature, my work focusses on disparities among underrepresented individuals by race, gender, and socio-economic status.
- I received a **4.1** for my most recent teaching evaluation.
- I was selected as the faculty sponsor for the Black Student Union (BSU).
- I was elected as a member of the University-wide Faculty Council on Research (FCR) committee.

**II. Teaching**

**II. A. Courses**

*Undergraduate and graduate lecture courses, labs, seminars (with enrollments).*

Course Number	Term	Course Title	Credits	Enrollment		Independent Studies
				UG	GR	
SLN2263/2264	Aut '19	Introduction to Social Work	5.0	37	0	0

**II.B. Academic Advising, Supervision, and Mentoring**

*Academic advising: number of undergraduate and graduate advisees.*

Undergraduate Students: 9  
 Graduate Students: 12

*Undergraduate and graduate research projects: names of students, students' degree program, indication of the type of research (research for academic credit, summer research, work-study), and designation of thesis or dissertation if applicable:*

Both my main K01 grant and supplemental grant have funding available to hire a student which was my intention. A student who overcame many adversities to be at attend UW-Tacoma had asked to work with my as she wanted to gain some research experience. However, I was prevented from hiring a student on the Tacoma campus because I was unable to charge my grant for space for the student (as per NIH guidelines). I am committed to working with and mentoring students, so I reached out to the Seattle campus where I had an opportunity to hire, mentor and work with one master's student (Alyssa Virtue) and a doctoral student (Bailey Ingraham). Both of these students have worked with me to gain valuable research experience and had an opportunity to contribute to the development of manuscripts which lead to co-authored papers which will be submitted for publication by the end of May 2019. It is my hope moving forward that I will not be prevented from financially supporting a student (tuition, insurance and stipend) on the UW-Tacoma campus.

*Supervision of Practicum/Internships:*

We are fortunate enough to have a practicum/field education department who supervise students while in field.

*Other research supervision; doctoral committees; other contributions to teaching, including efforts to foster equity, inclusion, and social justice through teaching activities:*

In my Introduction to Social Work course students participated in a poverty simulation exercise I do every year. This session involved tangible experiences of how a diverse client/patient population move through systems which helps them better understand issues of inequity, think critically and apply a of social justice framework to their practice. Many students mentioned during the mid-term evaluation and end of course evaluation that this exercise was one of the more memorable class sessions.

### ***III. Research & Scholarship (required of tenure track ranks only)***

#### ***III.A. Publications and work in progress***

*Published/In-press:*

***Peer-Reviewed:***

- 1) **Marshall**, G.L, Kahana, E., Gallo, W.T., Stansbury, K.L., & Theilke, S. (*in press*). The price of mental well-being in later-life: The role of financial hardship and debt. *Aging and Mental Health*.
- 2) Byrd, D., Gonzales, E., Moody-Beatty, D.L., **Marshall**, G.L., Zahodne, L., Thorpe, R., & Whitfield, K. (*in press*). Interactive Effects of Chronic Health Conditions and Financial Hardship on Episodic Memory among Old. *Research in Human Development*.
- 3) Canavan, M., Gallo, W.T., & **Marshall**, G. (*in press*). The moderating effect of social support and social integration on the relationship between involuntary job loss and health.

*Submitted:*

- 1) Trends in financial hardship: health and retirement study submitted to *Journals of Gerontology*
- 2) Examining the association of pain and financial hardship among older men by race submitted to *Aging and Health*
- 3) Neighborhood disadvantage and beliefs regarding cancer screening effectiveness impact on physician's screen recommendations submitted to *Social Work*
- 4) Association between demographic, socio-economic status, material hardship and active community among working adults with obesity submitted to *Public Health Social Work*

*Manuscripts In-progress:*

- 1) Cognitive decline and financial hardship
- 2) Age and racial differences in financial hardship
- 3) Financial hardship in times of a financial crisis

*Other Research Activities, including efforts to foster equity and inclusion through scholarly activities:*

It is unclear to me what is being asked of faculty in this section. A significant part of my work as an aging and health disparities researcher, explores inequalities and inequities in health & society experienced by older African Americans.

**III.B. Lectures and conferences**

*List lectures given at UWT including guest lectures that are not part of regular teaching, as well as lectures given at other institutions:*

Guest Lectures

- 1) Medical Social Work in the 21<sup>st</sup> century – Autumn 2020 – Seattle University
- 2) Working with older adult populations – Autumn 2020 – Seattle University

Conference Presentations

- 1) **G.L. Marshall**, Ingraham, B., Kahana, E., Gallo, W.T. (2020). The Long-Term Effects of Financial Hardship on Health: Pre/Post the Great Recession. American Society of Health Economics, St. Louis, MO (abstract accepted but conference cancelled due to Covid-19).
- 2) K.L. Stansbury, **Marshall, G.L.**, Simpson, G., Lewinson, T. (2020). Case to cause framework to promote advocacy among older adult vulnerable populations. Southern Gerontological Society, Norfolk, VA ((abstract accepted but conference cancelled due to Covid-19).
- 3) **G.L. Marshall**, Kahana, E., Gallo, W.T. (2020) Trends in Financial Hardship: Health and Retirement Study. Society for Social Work Research, Washington, DC
- 4) **G.L. Marshall**, Gallo, W.T., & Standbury, K.L. (2019). Dynamics of Financial Hardship in the U.S.: 2006-2016. Canadian Association of Gerontology, Moncton, NB, Canada

**III.C. External and Internal support**

*If there are Co-PIs, or subcontracts, please list only that portion going to your program.*

**Grants, contracts, and gifts:**

Status*	Agency/Source	Grant Number/Title	Role	Grant Period		Funding		
				Start	End	Direct	Indirect	Total
A	NIA	K01 (unit received 75% salary + benefits)	PI	09/15	5/20	654,000	8.0%	A
A	NIA	Supplement	PI	06/18	12/19	260,000	8.0%	A
P	NIA	R21	PI	1/21	1/23	275,000	54.5%	P
P	NIA	R01	PI	9/21	9/26	TBD	54.5%	P

\* Status: Awarded (A), In Review(R), In Preparation (P).

**IV. Service (including efforts to foster equity and inclusion through service)**

**IV.A. Service to UW, UWT, Social Work, Criminal Justice:**

*Administrative positions, University and departmental committees.*

- I serve as the faculty sponsor for the Black Student Union (BSU).
- I serve as a voting member of the University-wide Faculty Council on Research (FCR) committee.
- I serve on the BASW committee representative for UW-Tacoma in Seattle.
- I serve as a reviewer for both BASW and MSW student applications.

**IV.B. Service to the Profession:**

*(Including but not limited to committees, editorships, refereeing).*

Invited reviewer for the following journals:

Journal of Aging and Mental Health

Housing and Society

Canadian Journal of Gerontology

**IV.C. Citizenship (service to the community):**

*(Volunteer and other professional activities locally, nationally and internationally).*

- I was invited by the National Institutes of Health to serve as an early career grant reviewer for the Social Science and Population Studies (SSPS) study section. This is an honor as NIH recognizes my research agenda as innovative and it significantly contributes to social science research.



***V. Honors and awards***

***VI. Any activities not reported above, including those related to equity and inclusion***

## **Appendix A**

### **Eligibility for Additional Merit**

Filling out the appendix is optional, but if you believe you have met the criteria for additional merit and want to be considered, you must complete this self-assessment. You are eligible to be considered for additional merit in any workload configuration. Note that if you are found non-meritorious, you cannot be eligible for additional merit.

*I.A. If you think this year's work reflects eligibility for additional merit, indicate why. Reference "Eligibility for Additional Merit Chart" below. Note that the expectation for additional merit typically is a constellation of extra activities, not a singular activity, even if listed in the chart. If you have been on sabbatical or research quarter leave this year and wish to be considered for additional merit, provide a summary of how what you accomplished compares with what you indicated you would accomplish in your leave proposal.*

*Brief statement why you should be recommended for additional merit:*

*I.B. If Teaching is an important component of your eligibility for additional merit, include comments related to teaching under IA and provide Combined Median Score for Items 1-4 for each course taught in the previous spring, summer, autumn, and winter quarters.*

## Eligibility for Additional Merit Chart - Example Faculty Activities that Might Qualify in Teaching, Scholarship, and Service

<b>Teaching</b>
<u>Individual activities:</u> <ul style="list-style-type: none"><li>• Non-compensated course development</li><li>• Teaching an extra course (no work reduction elsewhere)</li><li>• Teaching award</li><li>• Supervising multiple independent studies</li><li>• Other notable activity</li></ul> OR Culmination of several activities (see longer list)
<b>Scholarship (not required for lecturer ranks)</b>
<u>Individual activities:</u> <ul style="list-style-type: none"><li>• Research award (national, state, prof org award)</li><li>• Federal grant recipient/external grant funding</li><li>• Published book (authored or edited)</li><li>• Invited talk at international conference</li><li>• More than two peer-reviewed journal publications</li><li>• Other notable activity</li></ul> OR Culmination of several activities (see longer list)
<b>Service</b>
<u>Individual activities:</u> <ul style="list-style-type: none"><li>• Service award</li><li>• "Special Projects" (e.g., holding office in external organization)</li><li>• Statewide committee work</li><li>• Appointment to civic committee/commission</li><li>• Chairing multiple committees</li></ul> OR Culmination of several activities (see longer list)

# **EXHIBIT B**



# UW Policy Directory

Search by Keyword

CHOOSE A RESOURCE

[Policy Directory](#) > [FCG Home](#) > [Faculty Code](#)

## Faculty Code and Governance

### Faculty Code

### Chapter 24

## Appointment and Promotion of Faculty Members

[Table of Contents](#)

### Section 24-31 General Appointment Policy

The principal functions of a university are to preserve, to increase, and to transmit knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The policy of this University should be to enlist and retain distinguished faculty members with outstanding qualifications.

*Section 13-31, April 16, 1956 with Presidential approval.*

### 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

ADMINISTRATIVE POLICY  
STATEMENTS (APS)

BOARD OF REGENTS  
GOVERNANCE (BRG)\*

EMPLOYMENT AND  
ADMINISTRATIVE POLICIES  
(EAP)\*

FACULTY CODE AND  
GOVERNANCE (FCG)\*

PRESIDENTIAL ORDERS (PO)\*

STUDENT GOVERNANCE AND  
POLICIES (SGP)\*

WASHINGTON  
ADMINISTRATIVE CODE: TITLE  
478 WAC - UW RULES (WAC)

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\*Formerly part of the University  
Handbook

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](#) shall submit a statement of past and planned contributions to diversity, equity, and inclusion. Academic units and search committees shall consider a candidate's statement as part of a comprehensive evaluation of scholarship and research, teaching, and service. In accord with the University's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

- A.** Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.
  
- B.** The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. 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 essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:

- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
- The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
- The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
- The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
- The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
- The availability of the teacher to the student beyond the classroom environment; and
- The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

- D.** Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.
- E.** The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty

participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.

- F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

*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; S-A 153, April 22, 2021: both with Presidential approval.*

### **Section 24-33 A Statement of Principle: Academic Freedom and Responsibility**

Academic freedom is the freedom to discuss all relevant matters in teaching, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to shared governance and the general welfare of the University.

Faculty members have the right to academic freedom and the right to examine and communicate ideas by any lawful means even should such activities generate hostility or pressure against the faculty member or the University. Their exercise of constitutionally protected freedom of association, assembly, and expression, including participation in political activities, does not constitute a violation of duties to the University, to their profession, or to students and may not result in disciplinary action or adverse merit evaluation.

A faculty member's academic responsibility requires the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

Membership in the academic community imposes on students, faculty members, administrators, and regents an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals and damage institutional facilities or disrupt the classes of one's instructors or colleagues. Speakers on campus must not only be protected from violence, but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that clearly and significantly



impede the functions of the University.

Students and faculty are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the instructor-student relationship. Faculty members may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional relationship to make particular personal choices as to political action or their own roles in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance. (Examples of such matters include but are not limited to personality, personal beliefs, race, sex, gender, religion, political activity, sexual orientation, or sexual, romantic, familial, or other personal relationships.)

It is the responsibility of the faculty members to present the subject matter of their courses as approved by the faculty in their collective responsibility for the curriculum. Within the approved curriculum, faculty members are free to express ideas and teach as they see fit, based on their mastery of their subjects and their own scholarship.

*Section 13-31, April 16, 1956 [formerly Section 24-37]; S-A 83, April 30, 1991; S-A 85, May 27, 1992; S-A 131, January 9, 2014: all with Presidential approval.*

## **Section 24-34 Qualifications for Appointment at Specific Ranks and Titles**

### **A. Qualifications for Appointment at Specific Ranks**

1. Appointment with the rank of assistant professor requires completion of professional training, in many fields marked by the Ph.D., and a demonstration of teaching and/or research ability that evidences promise of a successful career. For tenure-eligible or WOT appointments, both of these shall be required.
2. Appointment to the rank of associate professor requires a record of substantial success in teaching and/or research. For tenured, tenure-eligible, or WOT appointments, both of these shall be required, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.
3. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and/or accomplishments in research as evaluated in terms of national or international recognition. For tenured, tenure-eligible, or WOT appointments, both of these shall be required.

## B. Qualifications for Appointments with Specific Titles

1. Lecturer and artist in residence are *instructional* titles that may be conferred on persons who have special instructional roles. Appointments may be renewed pursuant to [Section 24-53](#).
2. Senior artist in residence is an *instructional* title that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. Appointments may be renewed pursuant to [Section 24-53](#).
3. Appointment to one of the ranks in Subsection A above with a teaching title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon teaching. Such an appointment requires completion of professional training appropriate to the teaching, scholarship, and service requirements of the position. Appropriate degree requirements shall be determined for each position by the college, school, or campus making the appointment. Tenure is not acquired under teaching appointments.

Teaching professor, associate teaching professor, and assistant teaching professor appointments are term appointments for periods not to exceed the limits specified in [Section 24-41](#). The question of their renewal shall be considered by the voting faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a teaching professor. Such consideration shall be conducted in accord with the provisions of [Section 24-53](#).

Teaching professors, associate teaching professors, and assistant teaching professors are eligible for appointment to the graduate faculty, and are eligible to act as principal investigators for grants and contracts.

- a) Appointment with the title of assistant teaching professor requires a demonstration of teaching ability that evidences promise of a successful teaching career.
- b) Appointment with the title of associate teaching professor requires extensive training, competence, and experience in the discipline.

- c) Appointment with the title of teaching professor requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field.
4. Individuals appointed to one of the titles in Section [1–3](#) above may demonstrate their scholarship in a variety of ways ([Section 24-32](#)), including but not limited to: introduction of new knowledge or methods into course content; creation or use of innovative pedagogical methods; development of new courses, curricula, or course materials; participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching; participation and leadership in professional associations; or significant outreach to professionals at other educational institutions. While they may choose to do so through publication, such publication shall not be required.
5. Appointment to one of the ranks in [Subsection A](#) above with a *research* title requires qualifications corresponding to those prescribed for that rank, with primary emphasis upon research. Tenure is not acquired under research appointments.

Research professor and research associate professor appointments are term appointments for a period not to exceed five years. The question of their renewal shall be considered by the voting faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a research professor. Such consideration shall be conducted in accord with the provisions of [Section 24-53](#).

Research assistant professor appointments are for a term not to exceed three years with renewals and extensions to a maximum of eight years (see [Section 24-41, Subsection H.](#)) The question of their renewal shall be considered by the faculty who are superior in academic rank to the person being considered and are faculty of the department (or undepartmentalized college or school) in which the appointments are held. Such consideration shall be conducted in accord with the provisions of [Section 24-41](#).

Research faculty titles and the qualifications for them are described in [Section 24-35](#).

6. Appointment with the title of *professor of practice* is made to a person who is a distinguished practitioner or distinguished academician, and who has had a major impact on a field important to the University's teaching, research, and/or service mission.

Professor of practice appointments are term appointments for a period not to exceed five years. The question of their renewal shall be considered by the voting faculty who are superior in academic rank and are faculty of the department (or undepartmentalized college or school) in which the appointments are held. Such consideration shall be conducted in accord with the provisions of [Section 24-53](#). This title is available to address a unique appointment need and is intended to be sparingly used. Tenure is not acquired through service in this title.

7. Appointment with the title of *instructor* is made to a person who has completed professional training, in many fields marked by the Ph.D., and is fulfilling a temporary, clinical, or affiliate instructional need, or is in a temporary transition period between post-doctoral training and mentoring and entry into the professorial ranks. These appointments are limited to acting, affiliate, or clinical.
8. An *affiliate* appointment requires qualifications comparable to those required for appointment to the corresponding rank or title. It recognizes the professional contribution of an individual whose principal employment responsibilities lie outside the colleges or schools of the University. Affiliate appointments are annual; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.
9. An *adjunct* appointment is made only to a faculty member (including one in a research or teaching professorial rank) already holding a primary appointment in another department. This appointment recognizes the contributions of a member of the faculty to a secondary department. Adjunct appointments do not confer governance or voting privileges or eligibility for tenure in the secondary department. These appointments are annual; the question of their renewal shall be considered each year by the faculty of the secondary department.
10. A *joint* appointment recognizes a faculty member's long-term commitment to, and participation in, two or more departments. A joint appointment may be discontinued only with the concurrence of the faculty member and the appointing departments. One department shall be designated the primary department and the others secondary, and this designation can be changed only with the



concurrence of the faculty member and the appointing departments. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department, but may be proposed by the secondary department(s), and all actions must have the concurrence of the secondary department(s). A faculty member who has the privilege of participation in governance and voting in the primary department may arrange with the secondary department(s) either to participate or not to participate in governance and voting in the secondary department(s). This agreement must be in writing and will be used for determining the quorum for faculty votes. The agreement can be revised with the concurrence of the faculty member and the department involved.

11. A *clinical* appointment in the appropriate rank or title is usually made to a person who holds a primary appointment with an outside agency or non-academic unit of the University, or who is in private practice. Clinical faculty make substantial contributions to University programs through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction of students in practicum settings. The normal appointment period of a clinical faculty member shall be one year with exceptions to be reviewed by the Provost; the question of the appointment period's renewal shall be considered by the faculty of the department (or undepartmentalized college or school) in which the appointments are held.
12. Appointment with the title of *teaching associate* is made to a non-student with credentials more limited than those required of an instructor. Teaching associate appointments are annual, or shorter; the question of their renewal shall be considered each year by the faculty of the department (or undepartmentalized college or school) in which they are held.
13. The *emeritus* appointment is recommended by departmental action for a regular, WOT, research, teaching, or clinical faculty member who has retired under the UW Retirement Plan or is receiving benefits as if he or she retired under another state of Washington retirement plan and whose scholarly, teaching, or service record has been meritorious. Such a recommendation requires approval by the college dean and the President of the University. The normal criteria for appointment with the emeritus title are at least ten years of prior service as a member of the faculty and achievement of the rank of professor or associate professor. Under certain circumstances the President may grant emeritus status to an administrator at the level of dean or vice president, or at other levels if deemed appropriate.
14. The *acting* title denotes a temporary appointment for properly

qualified persons in the instructor title or at the professorial ranks. It commonly is used for persons who are on the faculty for a year or less or for persons who have not yet completed the requirements for a regular appointment. In the latter case, the acting title is dropped when the requirements are completed. The total service of a faculty member with an acting appointment may not exceed four years in any single rank or title, or six years in any combination of ranks or titles. A faculty member whose appointment as assistant professor has not been renewed may not be given an acting appointment.

15. Appointment to one of the ranks in [Subsection A](#) with a *visiting* title indicates that the appointee holds a professorial position at another institution of higher learning and is temporarily employed by the University. An employee who does not hold a professorial position elsewhere, but who is otherwise qualified, may be designated as a visiting lecturer.
16. The *visiting scholar* title is an honorary title awarded to persons who hold professorial (including research titles) positions at other institutions and who are visiting the University but who are not employed by the University during their stay. The purpose of this title is recognition of the visitor's presence at the University, and to make University facilities and privileges (library, etc.) available.

*Section 13-31, April 16, 1956; S-A 23, February 22, 1959; S-A 32, May 8, 1967; S-A 33, June 13, 1967; S-A 37, February 8, 1971; S-A 64, May 29, 1981; S-A 78, December 14, 1988; S-A 81, January 30, 1990; S-A 94, October 24, 1995; S-A 97, January 10, 1997; S-A 103, March 6, 2001; S-A 108, June 21, 2002; S-A 109, June 5, 2003: all with Presidential approval; RC, April 18, 2006; S-A 124, July 5, 2011; S-A 133, June 11, 2014; S-A 140, June 26, 2017; S-A 142, June 22, 2018; S-A 147, September 16, 2020; S-A 150, April 22, 2021; S-A 152, April 22, 2021: all with Presidential approval.*

### **Section 24-35 Research Personnel Appointments**

- A. Research titles designate appointments for faculty whose primary responsibility is research. The research titles are:
  - Research professor
  - Research associate professor
  - Research assistant professor
- B. Research professors, research associate professors, and research assistant professors are eligible for appointment to the graduate faculty, are expected to take active roles in generating research funding, and are eligible to act as principal investigators for grants and contracts. Research faculty may participate in the regular instructional program but are not required to do so, except insofar as required by their funding source.

*S-A 64, May 29, 1981; S-A 81, January 30, 1990; S-A 150, April 22, 2021: all with Presidential approval.*

### **Section 24-36 Qualifications for Extension Appointments**

Persons giving instruction in extension classes offered for academic credit shall have scholarly and professional qualifications equivalent to those required for the teaching of regular University classes.

*Section 13-31, April 16, 1956 with Presidential approval.*

### **Section 24-40 Faculty Without Tenure By Reason of Funding (WOT)**

- A.** A professor or associate professor without tenure by reason of funding (WOT) is qualified for tenure by virtue of rank. Such a faculty member holds his or her appointment on a continuing basis. The term of appointment of an assistant professor WOT is governed by Section 24-41, Subsections [A](#) and [D](#).
- B.** Faculty appointed WOT do not hold tenure because all or part of his or her annual University-administered salary is derived from sources other than regularly appropriated state funds. Except for this distinction, WOT faculty members have the same rights, responsibilities, and obligations as tenure-track and tenured faculty members at those ranks. The description of their duties and qualifications for promotion and salary increases for reasons of merit are the same. Except for termination of funding as defined in [Section 24-41, Subsection J](#), or for reasons of program elimination (see [Chapter 25, Section 25-52](#)), such faculty members are not subject to removal, or discriminatory reduction in salary, except for cause (see [Chapter 25, Section 25-51](#).)
- C.** Faculty members WOT are expected to be integrated fully into the research, instructional, and service activities of their departments, schools, and colleges, warranting their status as voting members of the University. This expectation is the basis for their appointment being continuing and distinguishes such faculty from other non-tenured and term appointments (see [Section 24-41](#).)
- D.** Faculty members WOT have their salaries supported from a variety of department, school, and college resources, including, but not limited to, state funds, grant and contract funds, departmental, clinical and service funds. As defined in [Section 24-57](#), faculty member's WOT shall have a written understanding with the chair describing their duties to be performed to meet the department's missions. This understanding will specify the sources, distributions and levels of funds supporting their salaries for these purposes. Salary funding shall be related to the faculty member's involvement in these departmental activities. Classroom instructional duties shall be supported from departmentally administered funds.

- E. To maintain the integration of WOT faculty members in the ongoing activities of the appointing unit during a temporary lapse in funding sources, appointing departments, schools, or colleges shall develop a process to identify and evaluate the availability of alternative salary sources. This process shall be recorded with the dean's office of the appropriate unit and the dean's office shall forward the policy to the Secretary of the Faculty. Should alternative resources be made available, a new version of the understanding specified in [Subsection D](#) shall be required.

*S-A 102, July 7, 2000; S-A 105, May 6, 2002: both with Presidential approval; RC, July 5, 2011.*

#### **Section 24-41 Duration of Nontenure Appointments**

- A. The first appointment or the reappointment of an assistant professor who is eligible for tenure, or who is without tenure by reason of funding as described in [Section 24-40](#), is for a basic period of three years, subject to earlier dismissal for cause. Although neither appointment period shall extend beyond the academic year in which a decision on tenure is required, the year in which a negative tenure decision is made must be followed by a terminal year of appointment. If the assistant professor is reappointed, the period of reappointment must include a tenure decision. Assistant professors holding positions funded by other than state funds shall be treated in the same way except that the appointment may be to a position without tenure by reason of funding as provided in [Subsection D](#). Procedures governing the reappointment of assistant professors are as follows:

1. During the second year of the initial appointment, the dean of the assistant professor's college or school shall decide whether:
  - a. The appointment is to be renewed under the above provision for reappointment;
  - b. The appointment is not to be renewed beyond the initial three-year period, in which case the appointment will terminate at the end of the third year; or
  - c. The decision concerning the appointment is to be postponed to the following year.
2. Should the above decision result in a postponement, during the third year of the initial appointment the dean shall decide whether:
  - a. The appointment is to be renewed under the above provision for reappointment, or



b. The appointment is not to be renewed; if it is not, the basic appointment is extended to include a fourth and terminal year.

3. The dean shall inform the professor in writing within 30 days of any decision made pursuant to this section.

## **B. Lecturer, Artist in Residence, and Professor of Practice**

1. Appointment as a full-time artist in residence shall be for a term not to exceed five years.

Appointment as a full-time lecturer shall be for a term not to exceed one year. Such appointments are limited to three consecutive years.

The normal appointment period of a part-time lecturer or artist in residence shall be for one year or less with exceptions to be reviewed by the Provost.

2. Appointment as a full-time senior artist in residence shall be for a term not to exceed five years.

The normal appointment period of a part-time senior artist in residence shall be for one year or less with exceptions to be reviewed by the Provost.

3. Except as provided in [Subsection B.4](#) below, at least six months (or three months in the case of an initial annual appointment) before the expiration date of an appointment of a full-time lecturer, artist in residence, senior artist in residence, or professor of practice, the dean shall determine, pursuant to [Section 24-53](#), whether this appointment shall be renewed and shall inform the faculty member in writing of the decision.

4. A renewal decision in accord with [Subsection B.3](#) above is not required where an initial appointment of a full-time lecturer, artist in residence, senior artist in residence, or professor of practice is for one year or less and the appointment is identified at the time of appointment as not eligible for renewal.

5. Part-time appointments as lecturer, artist in residence, and senior artist in residence are for the period stated in the letter of 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.

## **C. Teaching Faculty**

1. Appointment as an assistant teaching professor shall be for a period not to exceed five years.
  2. Appointment as an associate teaching professor shall be for a period not to exceed seven years. The normal appointment period shall be for a minimum of three years with exceptions to be reviewed by the Provost.
  3. Appointment as teaching professor shall be for a period not to exceed ten years. The normal appointment period shall be for a minimum of three years with exceptions to be reviewed by the Provost.
  4. At least six months (or three months in the case of an initial annual appointment) before the expiration date of an appointment of an assistant teaching professor, associate teaching professor, or teaching professor, the dean shall determine, pursuant to [Section 24-53](#), whether this appointment shall be renewed and shall inform the faculty member in writing of the decision. A renewal decision is not required where an initial appointment of an assistant teaching professor, associate teaching professor, or teaching professor is for one year or less and the appointment is identified at the time of appointment as not eligible for renewal.
  5. Assistant teaching professors, associate teaching professors, and teaching professors are not subject to removal during the term of their appointment except by removal for cause (see Chapter 25, [Section 25-51](#)) or for reasons of program elimination (see Chapter 25, [Section 25-52](#)).
- D. An assistant teaching professor, associate teaching professor, or full-time artist in residence may, prior to expiration of an existing appointment, be considered for appointment as, or promotion to, an associate teaching professor, teaching professor, or senior artist in residence, respectively.
- E. Notwithstanding the provisions of [Subsection A](#), appointments of WOT or research assistant professors who are supported by other than state-appropriated funds are subject to termination should the supporting agency fail to continue the funding for the appointment, provided that the assistant professor supported by other than state-appropriated funds is advised in writing prior to commencement of his or her appointment that such appointment is at all times subject to the continued availability of grant or contract funds.
- F. The first appointment or the reappointment of a faculty member to less than 50% of full-time status shall be made on an annual, or shorter, basis. A faculty member who is appointed to a position with less than

50% of full-time status shall not accumulate eligibility toward tenure.

- G.** The first appointment or the reappointment of a research assistant professor is for a basic period of three years, subject to earlier dismissal for cause. Research assistant professors may not be reappointed more than once, except that a research assistant professor who does not receive promotion in rank must receive a terminal year of appointment. Procedures governing the reappointment of research assistant professors are as follows:
- 1.** During the second year of the initial appointment, the dean of the research assistant professor's college or school shall decide whether:
    - a.** The appointment is to be renewed under the above provision for reappointment;
    - b.** The appointment is not to be renewed beyond the initial three-year period, in which case the appointment will cease at the end of the third year; or
    - c.** The decision concerning the appointment is to be postponed to the following year.
  - 2.** Should the above decision result in a postponement, during the third year of the initial appointment the dean shall decide whether:
    - a.** The appointment is to be renewed under the above provision for reappointment or
    - b.** The appointment is not to be renewed; if it is not renewed, the basic appointment is extended to include a fourth and terminal year.
  - 3.** Not later than the end of the third year of a second appointment, the dean of the research assistant professor's college or school shall decide whether:
    - a.** The research assistant professor is to be appointed as research associate professor, associate professor without tenure by reason of funding or associate professor with tenure;
    - b.** The appointment is to cease at the end of the following year; or
    - c.** The decision concerning the appointment is to be postponed to the following year. In cases b and c the appointment is extended by one year.

4. Should the above decision result in a postponement, during the extension year of a second appointment, the dean of the research assistant professor's college or school shall decide whether:
    - a. The research assistant professor is to be appointed as research associate professor, associate professor without tenure by reason of funding or associate professor with tenure, or
    - b. The appointment is to cease; in which case the basic appointment is extended by one year.
  5. The dean shall inform the professor in writing within 30 days of any decision made pursuant to this section.
- H.** At least six months (or three months in the case of an initial annual appointment) before the expiration date of an appointment of a research associate professor or research professor the dean shall determine, pursuant to [Section 24-53](#), whether this appointment shall be renewed and shall inform the faculty member in writing of the decision. A renewal decision is not required where an initial appointment of a research associate professor, research professor, or professor of practice is for one year or less and the appointment is identified at the time of appointment as not eligible for renewal.
- I.** Notwithstanding the provisions of this subsection, research assistant professors are subject to removal during the term of their appointment for cause (see [Chapter 25, Section 25-51](#)), for termination of funding, or for reasons of program elimination (see [Chapter 25, Section 25-52](#).)
- J.** Research professors and research associate professors are not subject to removal during the term of their appointment except by removal for cause (see [Chapter 25, Section 25-51](#)), for termination of funding as defined in [Subsection J](#), or for reasons of program elimination (see [Chapter 25, Section 25-52](#).)
- K.** Termination of funding is defined as failure, for a continuous period of more than 12 months, to obtain funding sufficient to provide at least 50% of the faculty member's base annual salary. The University is not obligated to provide replacement funding during lapses of a faculty member's external support.
- L.** In unusual cases, an individual may be appointed to the title of research assistant professor when there is no known funding to support the appointment. The department and dean shall determine that the individual will seek external funding to support his or her appointment. Such appointments shall be made on an annual or shorter basis, and may



be renewed annually upon evidence of research grant or contract pursuit activity. Upon receipt of salary funding support, said appointments shall be converted to initial three-year appointments in conformance with [Subsection H](#).

- M.** The procedures prescribed in [Section 24-53](#) for renewal of appointments and in [Section 24-54](#) for Procedure for Promotion shall govern actions taken under this section.

*Section 13-31, April 16, 1956; S-A 31, December 28, 1966; S-A 41, April 3, 1972; S-A 42, June 9, 1972; S-A 49, December 4, 1975; S-A 62, December 2, 1980; S-A 64, May 29, 1981; S-A 67, December 5, 1983; S-A 68, April 19, 1984; S-A 78, December 14, 1988; S-A 81, January 30, 1990; S-A 98, May 12, 1998; S-A 102, July 7, 2000; S-A 108, June 21, 2002: all with Presidential approval; RC, June 19, 2008; S-A 124, July 5, 2011; S-A 127, June 11, 2012; S-A 133, June 11, 2014; S-A 147, September 16, 2020; S-A 150, April 22, 2021: all with Presidential approval.*

### **Section 24-45 Appointment of Part-Time Professors**

- A.** The University may appoint faculty to professorial, teaching professorial, or research professorial ranks (see Section 24-34, Subsections [A.1](#) through [A.3](#) and Subsections [B.3](#) and [B.5](#)) on less than a full-time basis. The percentage of appointment at the time of hire shall be documented by the department chair (or dean in an undepartmentalized school or college) and clearly communicated in writing to the faculty member.
- B.** The first appointment of a part-time assistant professor who is eligible for tenure, or who is without tenure by reason of funding as described in [Section 24-40](#), or who is a research assistant professor at 50% or greater of full-time shall be for a basic period of three years, subject to earlier dismissal for cause. In Spring Quarter of the second year of appointment, the dean of the assistant professor's college or school shall decide whether:
1. The appointment is to be renewed;
  2. The appointment is not to be renewed beyond the three-year period, in which case the assistant professor will be notified that the appointment ceases at the end of the third year; or
  3. The decision concerning reappointment is postponed to the following year, in which case the assistant professor will be notified that the three-year appointment is extended to include a fourth year.
- C.** Should the decision in [Subsection B](#) above result in a postponement, during Spring Quarter of the third year the dean shall decide whether:

1. The appointment is to be renewed for a further period consistent with [Subsection D](#) below; or
  2. The appointment is not to be renewed, in which case the assistant professor shall be notified that the appointment ceases at the end of the fourth year.
- D. Should the initial appointment of a part-time assistant professor be renewed pursuant to [Subsection B](#) or [C](#) above, the following renewal periods pertain to the second appointment:
1. For part-time assistant professors who hold appointments of 90% time and above, the second appointment period shall be for three years.
  2. For part-time assistant professors who hold appointments between 70% and 89%, the second appointment shall be for four years.
  3. For part-time assistant professors who hold appointments between 60% and 69%, the second appointment shall be for five years.
  4. For part-time assistant professors who hold appointments between 50% and 59%, the second appointment shall be for six years.

In all cases, a mandatory review for promotion and tenure (or in the case of WOT faculty, for promotion and continuous appointment) must occur no later than the end of the last year of appointment as specified in [Subsections D.1](#) through [D.4](#) above.

- E. At any time during the appointment, the faculty member may change his or her percentage of appointment with the written agreement of the dean. In the event of a change, the time for mandatory review shall be stated in the agreement consistent with [Subsection D](#) above.

*S-A 98, June 2, 1998 with Presidential approval; RC, July 5, 2011; S-A 147, September 16, 2020 with Presidential approval.*

#### **Section 24-50 Conflict of Interest Regarding Appointment, Employment, and Academic Decisions**

A conflict of interest exists when a person participating in a decision has a substantial connection or interest related to individual(s) affected by the decision that might bias or otherwise threaten the integrity of the decision process or that might be perceived by a reasonable person as biasing or threatening such decisions. This includes familial, romantic, or sexual relationships and financial conflicts of interest. This may also include some professional relationships. No list of rules can provide direction for all the varying circumstances that may arise; good judgment of individuals is

essential.

The procedures set forth in this chapter shall apply in all cases, except that no faculty member, department chair, dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the employment, appointment, tenure, promotion, salary, or other status or interest of a faculty or staff member with whom he or she has a conflict of interest. [See also Executive Order [No. 32](#).]

In addition, no faculty member, teaching assistant, research assistant, department chair, dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the employment, promotion, academic status or evaluation of a student with whom he or she has a conflict of interest.

Conflicts of interest resulting from romantic or sexual relationships are detrimental to the functioning of the University because, if present, the professional authority under which decisions are made may be called into question. The University's responsibilities to the public and to individual members of the University community may be compromised if such conflicts of interest are not avoided.

The faculty's decision-making responsibilities should not restrict the faculty's rights as citizens, including the personal rights of association and expression, unless the exercise of those freedoms conflicts with the institutional necessity of impartiality in academic and employment decisions. In that case, the faculty member must restrict his or her participation in such decisions.

State law and University rules preclude a faculty member from participating in decisions which directly benefit a member of his or her family. The same rules should apply to decisions involving sexual or romantic relationships between faculty and students, since these relationships, like formal family relationships, may call into question the ability of the faculty member to assess the performance of another solely on academic or professional merit.

Romantic or sexual relationships between faculty and students may in some instances infringe on the rights of that student or other students or colleagues. The possibility of sexual harassment may arise, if the faculty member's immediate power to influence a student's academic progress brings into question the ability of the student genuinely to consent freely to the relationship. The possibility of impeding the student's academic or professional progress may also arise if the faculty member is already in a position of significant decision-making authority with respect to the student, since the faculty member must abstain from further participation in such decisions, thereby denying the student access to the faculty member's professional assessment. The possibility of an unwelcome, hostile or offensive academic environment may also arise if the faculty member fails clearly to separate personal interests from his or her professional decision-making.

Faculty members should be aware that the harms listed above do not arise only from existing relationships, but may also arise if an individual in a position

of authority to a student makes overt sexual or romantic advances upon that student. Even if the advances are welcome, the faculty member should remove him or herself from the teaching or supervisory role, which may impede the student's academic progress. If the advances are unwelcome, the student may suffer unneeded stress, and the academic relationship may suffer.

*S-A 38, March 22, 1971 with Presidential approval; RC, December 4, 2013; S-A 137, March 30, 2016 with Presidential approval.*

### **Section 24-51 Responsibility for Appointments**

- A.** The President and the appropriate college or school faculty share responsibility for recommending faculty appointments to the Regents. Full and discriminating consideration by that faculty of the scholarly and professional character and qualifications of a proposed appointee is essential in an effective appointment procedure.
- B.** The appropriate faculty, therefore, shall carefully judge the scholarly and professional character and qualifications of a prospective appointee, shall determine from all available evidence his or her suitability for employment, and shall provide the Regents, through the President, with the information needed for a wise decision.

*Section 13-31, April 16, 1956; S-A 83, April 30, 1991: both with Presidential approval.*

### **Section 24-52 Procedure for New Appointments**

- A.** Faculty recommendations of appointments are ordinarily rendered through committees, and the procedure depends upon the level of appointment.
  - 1.** For recommendation of a departmental appointment other than that of chair, the department members act as an advisory appointment committee. A department may delegate this responsibility to a departmental committee.
  - 2.** A committee responsible for recommending the appointment of a department chair should be an ad hoc committee appointed by the dean of the appropriate college, or if the President so desires, by the President.
  - 3.** A committee responsible for recommending the appointment of a dean should be an ad hoc committee appointed by the President.
- B.** The duty of an appointment committee is to search for suitable candidates, to study and determine their qualifications (Sections [24-32](#) to [24-36](#)), and to obtain and evaluate all data related to the problem of appointment. When, after such a study, the committee finds a candidate or candidates who appear to be qualified it shall transmit its information



and recommendation to:

1. The department chair, if the appointment is to be a departmental one other than that of chair, or
  2. The appropriate dean, if the appointment is to be one of a department chair, or
  3. The President, if the appointment is to be one of a dean.
- C. In making new appointments administrative officers shall act in the manner prescribed below.

1. If the appointment is to be a departmental one other than that of chair, the chair shall submit all available information concerning candidates suggested by the department, the chair, or the dean to the voting members of the department faculty. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the appointment of affiliate faculty, annual clinical faculty, or annual or quarterly part-time lecturers to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation shall expire one calendar year after it is made.

Recommendations in favor of appointment, based on a majority vote of the voting members of the faculty or of the elected committee with delegated authority, shall be sent with pertinent information to the appropriate dean. If the chair concurs in the department recommendation, the dean shall make a decision concerning the appointment and, if it is favorable, shall transmit it together with the vote of the department and the recommendation of the chair to the President. In the unusual case where the chair does not concur in the department recommendation, he or she may communicate objections to the dean and may also submit a separate recommendation to the dean from among the candidates who have been considered by the department. If the dean concurs in the chair's recommendation, or has additional information which raises doubts concerning the department's recommendation, or finds that the President has such information, the dean shall refer the matter again to the department along with an explanation and comments. After considering the evidence, the department may then either reaffirm its original recommendation, or transmit a new one. After the department's final recommendation has been sent to the dean, the dean shall make a decision concerning the appointment and, if an appointment is to be recommended, shall transmit it together with the final recommendation of the department and the recommendation of the chair to the President.

2. If the appointment is to be one of a department chair, the dean shall deal directly with the appointment committee in making the decision. The department concerned shall be consulted in making the appointment, but a formal vote is not required.
3. If the appointment is to be one of a dean, the President shall deal directly with the appointment committee in making the decision.

*Section 13-31, April 16, 1956; S-A 24, June 23, 1959; S-A 126, June 11, 2012; S-A 150, April 22, 2021; S-A 152, April 22, 2021: all with Presidential approval.*

### **Section 24-53 Procedure for Renewal of Appointments**

When it is time to decide upon renewal of a nontenure appointment to the faculty ([Section 24-41](#)), the procedure described below shall be followed.

- A. The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend renewal or termination of the appointment. Research faculty and teaching faculty shall be considered by voting faculty who are superior in rank to the person under consideration, except that the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal of the appointment of a research professor or teaching professor. Faculty with instructional titles outlined in Section 24-34, Subsections [B.1](#) and [B.2](#) shall be considered by voting faculty who hold a professorial rank or instructional title superior to the person under consideration. The voting faculty of an academic unit may, by majority vote, delegate authority to recommend the renewal of affiliate faculty, annual clinical faculty, or annual or quarterly part-time lecturer appointments to an elected committee of its voting faculty. In an undepartmentalized college or school, this delegation may be made to an elected committee of its voting faculty. The delegation:
  1. Does not alter faculty rank requirements for considering appointment renewals, and
  2. Shall expire one calendar year after it is made.
- B. If this recommendation is a departmental one, the chair shall transmit it to the dean. If the chair does not concur in the recommendation he or she may also submit a separate recommendation.
- C. The dean shall decide the matter within the time prescribed in [Section 24-41](#) and inform the faculty member concerned of the decision.
- D. If a faculty member requests a written statement of the reasons for the

non-renewal of his or her appointment, the dean shall supply such a written statement within 30 days.

*Section 13-31, April 16, 1956; S-A 41, April 3, 1972; S-A 60, June 25, 1979; S-A 81, January 30, 1990; S-A 94, October 24, 1995; S-A 124, July 5, 2011; S-A 126, June 11, 2012; S-A 147, September 16, 2020; S-A 152, April 22, 2021: all with Presidential approval.*

#### **Section 24-54 Procedure for Promotions**

Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by their department chair (or chair's designee or the dean of an undepartmentalized school or college, or the dean's designee). At the request of the faculty member, or if the promotion decision is mandatory, a promotion review shall be conducted following the procedure below.

- A.** Promotion shall be based upon the attainment of the qualifications prescribed in Sections [24-32](#), [24-33](#), [24-34](#), and [24-35](#) for the various academic ranks and titles and not upon length of service. In arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole record of candidates' qualifications described in [Section 24-32](#).

Eligibility to deliberate and vote on a recommendation of promotion is limited to voting members of the faculty who are superior in academic rank and title to the person under consideration, subject to the limitations described in [Section 21-32](#), Subsections C and D.

- B.** The record of the candidate being considered for promotion shall be assembled following the published guidelines of the candidate's college and unit. The candidate is responsible for assembling the promotion record, which shall include a self-assessment of the candidate's qualifications for promotion. External letters of review shall be kept confidential from the candidate.

An initial report and/or recommendation on the qualifications of the candidate for promotion may be produced by a subcommittee. Such a subcommittee must consist of at least three eligible voting faculty members (where eligibility is defined in Subsection A above), and may include faculty drawn from other departments, schools, colleges, or campuses who have appropriate expertise. Members of the subcommittee shall be given the opportunity to review the candidate's record, including external letters.

If there are fewer than three eligible voting members in the department (or undepartmentalized college or school), a subcommittee shall be formed as described above, and it shall include any eligible voting faculty members in the candidate's department (or undepartmentalized college or school) who are available to serve.

For departments (or college/school if undepartmentalized) where an initial report and/or recommendation on the qualifications of the candidate for promotion is produced by a subcommittee (as described above), the report shall be written. The department chair (or chair's designee or the dean of an undepartmentalized school or college, or the dean's designee) shall provide the candidate with a written summary of the committee's report and recommendation. The written summary shall identify the members of the subcommittee. For purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted from the candidate's summary. The candidate may respond in writing within seven calendar days. The chair or dean shall forward the candidate's response, if any, together with the committee's report to the eligible voting faculty of the department (or undepartmentalized college or school).

If there are three or more eligible voting faculty members in the candidate's department (or undepartmentalized college or school), those eligible voting faculty members shall then meet to discuss the candidate's record, and following the discussion they shall vote whether to recommend promotion. If an initial report was produced by a subcommittee, all members of the subcommittee may choose to participate in the discussion, but only eligible voting faculty in the candidate's department (or undepartmentalized college or school) may be present for the vote.

The department chair (or the chair's designee or the dean of an undepartmentalized school or college or the dean's designee) shall write a formal report of these proceedings for the candidate, summarizing the discussion and recommendation. For purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted from this report. The candidate may then respond in writing to the department chair (or dean in an undepartmentalized school or college) within seven calendar days.

If there are fewer than three eligible voting faculty members in the candidate's department (or undepartmentalized college or school), the recommendation of the subcommittee shall be used in lieu of a vote by the department (or undepartmentalized college or school).

If the candidate is a member of a departmentalized college or school, then where the departmental recommendation (or the subcommittee recommendation in the event there are fewer than three eligible voting faculty members in the candidate's department) is favorable or the promotion decision is mandatory or the candidate has written a response to the departmental vote (or the subcommittee recommendation in the event there are fewer than three eligible voting faculty members in the candidate's department), the chair shall transmit all documents produced in this promotion process to the appropriate dean, with the chair's independent analysis and recommendation. The chair may, at the chair's



discretion, share the recommendations with the candidate.

- C. The dean shall be advised by a committee or council of the college or school. This advisory group, elected by the faculty of the college or school, shall consider each case presented to it and submit its recommendations with reasons therefor to the dean. If the recommendation of the committee or council is not favorable, or if it conflicts with the faculty vote, then the council or committee recommendation with reasons therefor shall be provided to the candidate. For purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted from this report. In a departmentalized school or college, when a candidate for promotion is under consideration, any member of the committee or council who is also a member of the candidate's department may be excused.
- D. After receiving the recommendation of this committee or council the dean shall decide the matter.

Prior to the issuance of a decision or recommendation by the dean that is not favorable, the dean shall provide the candidate with his or her initial recommendation and reasons therefor. In such cases, the dean or the dean's designee shall then discuss the case with the candidate. The candidate may then respond in writing to the dean within seven calendar days of the discussion.

If the recommendation of the dean is favorable, or if the promotion decision is mandatory, the dean shall transmit his or her recommendation and the candidate's response, if it exists, to the candidate and to the Provost. For purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted from the report to the candidate.

If the promotion decision of the dean is not favorable and not mandatory, and the candidate has written a response to the dean, the dean shall transmit his or her decision and the candidate's response to the Provost for information purposes.

- E. After the case is decided, the dean shall ensure that the candidate is informed in writing in a timely way of the result of the case, and if the result is not favorable, the reasons therefor.

*Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 59, April 23, 1979; S-A 64, May 29, 1981; S-A 81, January 30, 1990; S-A 94, October 24, 1995; S-A 100, April 25, 2000; S-A 124, July 5, 2011; S-A 126, June 11, 2012; S-A 130, June 14, 2013; S-A 142, June 22, 2018; S-A 147, September 16, 2020; S-A 148, January 13, 2021; S-A 149, January 13, 2021: all with Presidential approval. [See also Executive Order [No. 45](#).]*

#### **Section 24-55 Procedure for Salary Increases Based Upon Merit**

Faculty at the University of Washington shall be reviewed annually by their colleagues, according to the procedures detailed in this section, to evaluate their merit and to arrive at a recommendation for an appropriate merit salary increase. Such reviews shall consider the faculty member's cumulative record, including contributions to research/scholarship, teaching, and service, and their impact on the department, school/college, University, and appropriate regional, national, and international communities.

The evaluation of a faculty member's merit and salary shall be arrived at after review of the individual's performance in relation to that of their colleagues and by comparison of individuals' present salaries to those of their peers. In evaluating a faculty member's eligibility for merit-based salary increases (Section 24-70, Subsections [B.1](#) and [B.4](#); Section 24-71, Subsections [A.1](#) and [B.1](#)) and for "market gap" salary increases ([Section 24-71, Subsection B.2](#)), the following procedure shall be followed.

**A.** In arriving at their recommendations for salary decisions the appropriate faculty, department (unit) chairs, and deans shall each consider the following:

1. The cumulative record of the candidate, taking into account the qualifications prescribed in Sections [24-32](#), [24-33](#), [24-34](#), and [24-35](#) for the various academic ranks and titles;
2. The candidate's current salary;
3. Documentation of the review conference required by [Section 24-57, Subsection D](#); and
4. Any documents produced under [Subsection H](#) of this section.

Salary recommendations shall seek to minimize salary inequities. Salary compression and other inequities, including those resulting from variations in the level of merit funds available over time, may be considered in making merit salary recommendations.

- B.** The merit and salary of each faculty member below the rank and title of professor shall be considered by the voting members of the department, or undepartmentalized college or school, who are his or her superiors in academic rank and title, and they shall recommend any salary increase which they deem merited.
- C.** The chair of a department, or the dean of an undepartmentalized school/college, shall consider the merit and salary of each full professor in his or her unit. Before forwarding his or her recommendations the chair (or dean in an undepartmentalized school/college) shall seek the advice of the full professors according to a procedure approved by the voting

members of the unit.

- D. If the recommendation is a departmental one, the chair shall transmit it to the dean with any supporting data the dean may request. If the chair does not concur in the recommendations he or she may also submit a separate recommendation.
- E. The dean shall review the department's recommendation and forward his or her recommendation regarding faculty merit and salary to the President.
- F. The dean of each college/school shall review the record and salary of the chair of each department and shall recommend an appropriate salary increase to the President.
- G. The President shall authorize the salary increases of the faculty, and of each dean.
- H. At the option of the faculty member affected, and mandatorily in the event of two consecutive annual ratings of no merit (as a result of reviews under this section), the chair of the faculty member's department (or dean of an undepartmentalized school or college) shall, after consultation with the faculty member, appoint an ad hoc committee of department (or school/college) faculty superior (or, in the case of full professors, equal) in rank or title to the faculty member. This committee shall meet at its earliest convenience with the faculty member and review more fully the record and merit of that faculty member.

The committee shall, upon completion of its review, report in writing the results to the faculty member and to his or her department chair (or dean in an undepartmentalized school/college) and the committee shall advise them what actions, if any, should be undertaken to enhance the contributions and improve the merit ranking of this colleague, or to rectify existing misjudgments of his or her merit and make adjustments to correct any salary inequity. The faculty member may respond in writing to this report and advice within 21 calendar days to the department chair (or dean) and committee (unless upon the faculty member's request and for good cause the response period is extended by the chair or dean). The committee's report and advice, the faculty member's written response (if any), the response by the chair, and any agreement reached by the faculty member and the chair shall be incorporated into a written report.

*Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 75, April 6, 1987; S-A 82, November 21, 1990; S-A 99, July 9, 1999; S-A 124, July 5, 2011: all with Presidential approval. [See also Executive Order [No. 45.](#)]*

#### **Section 24-56 Procedure for Resignations**

- A.** A faculty member has a professional obligation to give a written notice of resignation at the earliest possible opportunity. Normally such resignations should be given at least three months prior to the termination date, or within 15 days of notification of terms of a reappointment, whichever occurs later, and should ordinarily become effective at the end of an academic year.
- B.** If the faculty member resigns orally, then the dean shall attempt to obtain a written resignation. If this is not forthcoming sooner, no later than 15 days after the purported oral resignation the dean shall send by certified mail to the faculty member's last known home address, and at the same time send by delivery or campus mail to the faculty member's campus address, a letter stating his or her understanding that the faculty member has resigned. If, within 30 days after the dean mailed and sent this letter, the faculty member notifies the dean in writing that he or she denies a resignation took place, none shall be deemed to have occurred. Otherwise, the faculty member shall be deemed to have resigned.

*S-A 60, June 25, 1979 with Presidential approval.*

### **Section 24-57 Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure Considerations**

All procedures regarding promotion, merit-based salary, and tenure considerations outlined in the relevant sections of the *Faculty Code* must be followed. Open communication among faculty, and between faculty and administration, must be maintained in order to insure informed decision making, to protect the rights of the individual and to aid the faculty in the development of their professional and scholarly careers.

Each faculty member must be allowed to pursue those areas of inquiry which are of personal scholarly interest; at the same time, however, each faculty member must be informed of the expectations a department holds for the faculty member and of the manner in which faculty member activities contribute to the current and future goals of the department, school, college, and University. In order to enable the faculty member to establish priorities in the overall effort of professional career development and to fulfill the University's obligations of fair appraisal and continual monitoring of faculty development, the following procedural safeguards shall be adopted in each department, school, or college.

#### **A. Assessment of Teaching Effectiveness**

To implement the provision stipulated in [Section 24-32, Subsection C](#), the standardized student assessment of teaching procedure which the University makes available may be used for obtaining student evaluation of teaching effectiveness, unless the college, school, or department has adopted an alternate procedure for student evaluation, in which case the latter may be used. Each faculty member shall have at least one course evaluated by students in any academic year during which that member



teaches one or more courses. The teaching effectiveness of each faculty member also shall be evaluated by colleagues using procedures adopted within the appropriate department, school, or college.

The collegial evaluation of teaching effectiveness shall be conducted prior to recommending any renewal of appointment or promotion of a faculty member. In addition, for faculty at the rank of assistant professor, or associate professor or professor "without tenure" under Chapter 25, [Section 25-32, Subsection D](#), the collegial evaluation shall be conducted every year. For other faculty at the rank of associate professor or professor or with the title of professor of practice the collegial evaluation shall be conducted at least every three years. A written report of this evaluation shall be maintained and shared with the faculty member.

## **B. Yearly Activity Report**

Each department (or undepartmentalized college) shall adopt a suggested format by which each faculty member will have the opportunity to provide information on professional activities carried out during the prior year. These reports shall be prepared in writing by each faculty member and submitted to the chair (or dean) in a timely fashion each year, and shall be used as reference and as a source of information for consideration of promotion, merit salary, or tenure. These forms shall be used as evidence for recommendations of promotion, merit salary, or tenure. Such information may be updated by a faculty member at any time during the academic year.

## **C. Regular Conference with Faculty**

Each year the chair, or where appropriate the dean or designee, shall confer individually with all assistant professors, and associate professors and professors "without tenure" appointed under Chapter 25, [Section 25-32, Subsection D](#). The chair (or dean or designee) shall confer individually with the other associate professors and senior lecturers at least every two years, and with the other professors and professors of practice at least every three years. The purpose of the regular conference is to help individual faculty members plan and document their career goals. While the documentation of those goals will be part of the faculty member's record for subsequent determinations of merit, the regular conference should be distinct from the merit review pursuant to [Section 24-55](#).

At each such conference, the chair, dean, or designee, and the faculty members shall discuss:

1. The department's present needs and goals with respect to the department's mission statement and the faculty member's present teaching, scholarly and service responsibilities and accomplishments;

2. Shared goals for the faculty member's teaching, scholarship, and service in the forthcoming year (or years, as appropriate) in keeping with the department's needs and goals for the same period; and
3. A shared strategy for achieving those goals.

The chair, dean, or designee and the faculty member shall discuss and identify any specific duties and responsibilities expected of, and resources available to, the faculty member during the coming year(s), taking into account the academic functions described in [Section 24-32](#). The chair, dean, or designee should make specific suggestions, as necessary, to improve or aid the faculty member's work.

#### **D. Documentation**

The chair, dean, or designee, shall, in a timely manner, document in writing, with a copy to the faculty member, that such conferences occurred, and shall list the subject matter discussed.

This conference document shall also articulate in sufficient detail the discussed commitments and responsibilities of the faculty member for the coming year(s) and how these commitments and responsibilities are consistent with institutional standards for promotion and tenure as defined in Chapter 24.

Should the faculty member not agree with the summary or statements in this conference document, the faculty member shall indicate so in writing. The failure of a faculty member to object in writing to the chair's (or dean's) conference document within ten days of receiving it (unless upon the faculty member's request and for good cause the period is extended by the chair or dean) shall constitute the faculty member's official acceptance of its terms and conditions.

If the faculty member disagrees with the conference document, the chair (or dean) shall either withdraw it and issue a revised one to which both parties can agree, or reaffirm the accuracy of the original conference document.

In the event the faculty member disagrees with the resulting conference document, the chair of the faculty member's department (or dean of an undepartmentalized school or college) shall appoint an ad hoc committee comprised of three department (or school/college) faculty superior (or in the case of full professors, equal) in rank or title to the faculty member, or faculty members from the Conciliation Board, and selected in the following manner. The faculty member and the chair, or dean, shall each select one member of the ad hoc committee and those two members shall select the third member. At its earliest convenience, the ad hoc committee shall review fully the records relating to the conference, meet

with the faculty member, and meet with the chair, dean, or designee.

The chair, dean, or designee, and the faculty member shall then meet with the ad hoc committee to discuss the issues, with the purpose of achieving a resolution. In the event resolution is not achieved, the committee in a timely manner shall report in writing the results of its review to the faculty member, to the faculty member's department chair or dean, and to the designee, if any. The committee's report and advice, if any; the faculty member's written response, if any; the response by the chair, dean, or designee, if any; and any agreement between the faculty member and chair, dean, or designee shall be incorporated into a written report that shall be placed in the faculty member's personnel file.

A faculty member's record upon the stated duties and responsibilities in the conference document will be assessed in accordance with [Section 24-55](#). Nothing in this section is intended to alter the institutional standards for promotion and tenure as defined in Chapter 24.

*[The University Handbook included Board of Regents Governance and Executive Orders No. 29, [No. 45](#), and [No. 64](#) as footnotes to this section.]*

*S-A 64, May 29, 1981; S-A 79, May 31, 1989; S-A 99, July 9, 1999; S-A 107, June 20, 2002; S-A 124, July 5, 2011; S-A 129, April 16, 2013; S-A 133, June 11, 2014; S-A 147, September 16, 2020; S-A 150, April 22, 2021: all with Presidential approval.*

## **Section 24-70 Faculty Salary System: Policy and Principles**

- A.** Faculty at the University of Washington shall be salaried on a merit-based system that reflects the University's standing among its peer institutions. Under this system, all faculty deemed meritorious shall be regularly rewarded for their contributions to their department, school/college, and university. Resources permitting, the University shall provide its meritorious faculty with salaries commensurate with those of their peers elsewhere.
- B.** Advancement in salary can be effected in several distinct, but not mutually exclusive, ways. A salary increase:
- 1.** Shall be granted to provide an initial minimum equal-percentage salary increase to all faculty following a successful merit review (conducted in accord with procedures of [Section 24-55](#));
  - 2.** Shall attend, in addition to awards under [Subsection B.1](#) above, promotion in rank (approved in accord with [Section 24-54](#));
  - 3.** Shall be awarded to raise individuals' salaries to the minimum salary for each faculty rank (in accord with [Section 24-71, Subsection A.3](#)

below);

4. May be awarded as an additional merit salary increase beyond that available under [Subsection B.1](#) (following review procedures of [Section 24-55](#));
5. May be awarded as a result of unit-level adjustment (in accord with [Section 24-71, Subsection B.2](#) below);
6. May be offered in response to a potential or actual external offer of appointment (upon review in accord with [Section 24-71, Subsection B.3](#) below); and
7. May be allocated as a University-wide increase in the faculty salary base that shall be distributed in equal dollar amounts or equal percentage salary increases to all meritorious faculty.

*S-A 99, July 9, 1999 with Presidential approval.*

#### **Section 24-71 Procedures for Allocating Salary Increases**

**A.** The Provost shall consult with the Senate Committee on Planning and Budgeting and, each biennium, shall subsequently recommend to the President the allocation of available funds for salary increases, for distribution among all categories listed in [Section 24-70, Subsection B](#). The President shall make the final decision on these allocations and shall report the decision to the Faculty Senate.

1. This allocation shall each year make available funds to provide an initial minimum equal-percentage salary increase to all faculty deemed meritorious under [Section 24-55](#).
2. This allocation shall each year make available funds to provide salary increases to all faculty awarded promotions approved in accord with [Section 24-54](#).
3. Every two years, the Provost shall, after consultation with the Senate Committee on Planning and Budgeting, determine the minimum salary for each faculty rank. This determination shall take account of the recent salaries of beginning assistant professors at the University of Washington, and shall endeavor to reflect in the floors for other ranks the general expectation of salary advancement for faculty.

**B.** The Provost may distribute, in the course of a biennium, funds allocated by the President:

1. To provide additional merit salary increases (beyond those awarded



under [Subsection A.1](#)). This allocation shall be distributed as equal-percentage increases to all units to fund merit increases for faculty (in accord with [Section 24-55](#)).

2. To address the market "gap" of an individual unit. Allocation of such funds to units shall follow close consideration of individual units and consultation with the Senate Committee on Planning and Budgeting. The Provost shall periodically gather updates on salary information from appropriate sources, including unit heads, and shall make those findings available to the faculty. The department chair (or dean in an undepartmentalized school/college) shall consult with the unit's voting faculty who are senior (or, in the case of full professors, equal) in rank—or the unit's designated faculty committee(s)—about the appropriate distribution of these funds; and
  3. To retain a current faculty member, based on the recommendation of the dean. Prior to preparing a response, the dean shall first consult with the unit's chair. The faculty of each academic unit shall be provided the opportunity to cast an advisory vote on the appropriate response; alternatively, the faculty may establish, consistent with the procedures of [Chapter 23, Section 23-45](#), a different policy regarding the level of consultation they deem necessary before a competitive salary offer may be made. This policy shall be recorded with the dean's office of the appropriate unit and a copy forwarded to the Secretary of the Faculty. The faculty shall vote whether to affirm or amend this policy biennially.
- C. The deans of the schools and colleges shall, after consultation with their elected faculty councils ([Chapter 23, Section 23-45, Subsection B](#)), allocate to the faculty of the constituent units of their school/college, all funds made available to provide salary increases under [Section 24-70, Subsection B](#). Distribution of these awards to individual faculty shall be carried out following the requisite procedures of Chapter 24.

*S-A 99, July 9, 1999; S-A 105, May 6, 2002: both with Presidential approval.*

For related information, see:

- Executive Order [No. 45](#), "Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases"
- Executive Order [No. 59](#), "Excess Compensation to Faculty"
- Executive Order [No. 64](#), "Faculty Salary Policy"
- Administrative Policy Statement [41.1](#), "Salary Payments and Employment Periods for Academic Personnel"

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Last Modified: 07/12/2021 14:55:17

# **EXHIBIT C**

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Search by Keyword

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[Policy Directory](#) > [FCG Home](#) > [Faculty Code](#)

## Faculty Code and Governance

### Faculty Code

### Chapter 25

### Tenure of the Faculty

Table of Contents

#### Section 25-01 Statute Relating to Tenure

[For a statute relating to tenure, see [RCW 28B.20.130](#) (1)(2).]

#### Section 25-11 Statement of Policy by the Board of Regents

[See *Board of Regents Governance*, Regent Policy [No. 20](#).]

#### Section 25-31 Definition of Tenure

Tenure is the right of a faculty member to hold the faculty member's position without discriminatory reduction of salary, and not to suffer loss of such position, or discriminatory reduction of salary, except for the reasons and in the manner provided in the *Faculty Code*.

*Section 25-31, April 16, 1956; S-A 73, May 24, 1985: both with Presidential approval.*

ADMINISTRATIVE POLICY STATEMENTS (APS)

BOARD OF REGENTS GOVERNANCE (BRG)\*

EMPLOYMENT AND ADMINISTRATIVE POLICIES (EAP)\*

FACULTY CODE AND GOVERNANCE (FCG)\*

PRESIDENTIAL ORDERS (PO)\*

STUDENT GOVERNANCE AND POLICIES (SGP)\*

WASHINGTON ADMINISTRATIVE CODE: TITLE 478 WAC - UW RULES (WAC)

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## Section 25-32 Criteria for Tenure

- A.** Unless the faculty member is disqualified under any other provision of this section, a full-time member of the faculty has tenure if:
1. The faculty member is a professor or associate professor; or
  2. The faculty member has held full-time rank as assistant professor in the University for seven or more years and has not had the term of appointment extended by the Provost or received notice terminating the appointment.
- B.** Generally, recommendation for tenure ([Section 25-41](#)) is made concurrently with recommendation for promotion to the rank of associate professor (except in the circumstances listed in the subsequent paragraphs of this section.)
- C.** A faculty member does not acquire tenure under:
1. An acting appointment, or
  2. A visiting appointment, or
  3. Any appointment as lecturer, artist in residence, senior artist in residence, or
  4. An appointment as teaching associate, or
  5. An appointment as professor of practice, or
  6. Any appointment specified to be without tenure, or
  7. An adjunct appointment, or
  8. A research appointment, or
  9. A teaching appointment, or
  10. A clinical appointment, or
  11. An affiliate appointment, or

**12.** Any other appointment for which the University does not provide the salary from its regularly appropriated funds, unless the President notifies the appointee in writing that tenure may be acquired under such appointment.

**D.** Appointments to the rank of associate professor or professor "without tenure," as specified in [Subsection C.6](#) above, are limited to not more than two consecutive appointments, each of three years' duration. The first appointment is for a basic period of three years, subject to earlier dismissal for cause. During the second year of the initial appointment, the appointment will be considered for renewal consistent with the provisions of Chapter 24, [Section 24-41, Subsection A](#) for assistant professors. If the associate professor or professor is reappointed, the three-year period of reappointment must include a tenure decision and terminal year in the event that tenure is not granted. To meet this expectation, the tenure review must be conducted no later than the second year of the second three-year appointment; during this second term of appointment, postponement of the tenure decision is not an option. In the case where tenure is not granted in the mandatory fifth year, the sixth year will be the terminal year of appointment. The part-time renewal periods provided for assistant professors in Chapter 24, [Section 24-45, Subsection D](#) do not apply to associate professors and professors without tenure.

Appointments to the rank of associate professor or professor "without tenure by reason of funding," as specified in [Subsection C.11](#) above, are continuing appointments governed by [Chapter 24, Section 24-40](#).

**E.** A faculty member with tenure may resign a portion of the faculty member's appointment with the agreement of the faculty member's department chair, dean, and the President, while retaining tenure in the faculty member's part-time appointment.

**F.** A part-time assistant professor appointed pursuant to [Chapter 24, Section 24-45](#) accumulates eligibility for tenure under [Subsection A](#) of this section.

**G.** Time spent on leaves of absence from the University does not count in the accumulation of time toward tenure.

*Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 25, October 29, 1959; S-A 26, December 19, 1960; S-A 32, May 8, 1967; S-A 37, February 8, 1971; S-A 41, April 3, 1972; S-A 61, February 22, 1980; S-A 67, December 5, 1983; S-A 78, December 14, 1988; S-A 81, January 30, 1990; S-A 98, June 2, 1998; S-A 124, July 5, 2011; S-A 129, April 16, 2013; S-A 133, June 11, 2014; S-A 147, September 16, 2020; S-A 150, April 22, 2021: all with Presidential approval.*

### **Section 25-33 Tenure of Faculty Members in Administrative Positions**

The tenure of a faculty member who holds an administrative position, such as that of dean or department chair, extends only to the faculty position which she or he holds conjointly with such administrative position.

*Section 13-31, April 16, 1956 with Presidential approval.*

### **Section 25-41 Granting of Tenure: Policy and Procedure**

[For "Documentation of Qualifications and Recommendations for Promotion, Tenure, and Merit Increases," see Executive Order [No. 45](#)]

- A.** Tenure should be granted to faculty members of such scholarly and professional character and qualifications that the University, so far as its resources permit, can justifiably undertake to employ them for the rest of their academic careers. Such a policy requires that the granting of tenure be considered carefully. It should be a specific act, even more significant than promotion in academic rank, which is exercised only after careful consideration of the candidate's scholarly and professional character and qualifications.
- B.** Consistent with the timelines set in [Section 25-32, Subsection A.2](#) for full-time assistant professors and [Chapter 24, Section 24-45](#) for part-time assistant professors, and [Section 25-32, Subsection D](#) for associate professors or professors "without tenure," a decision shall be made in the following manner:

A recommendation that the faculty member be granted or denied tenure shall be sent to the dean of the school or college. This recommendation shall be based upon a majority vote of the eligible professors and associate professors of the department, or of the school or college if it is not departmentalized. If the chair does not concur in the recommendation the chair also may submit the chair's own recommendation.

The dean, advised as prescribed in [Chapter 24, Section 24-54, Subsection C](#) shall then make a recommendation to the Provost, and if tenure is to be granted it shall be conferred by the President acting for the Board of Regents.

If the faculty member's tenure is granted, the President shall so notify the individual in writing. If tenure is denied, the dean shall notify the individual in writing that the appointment will terminate at the end of the succeeding academic year.

A faculty member whose tenure is denied may engage in the administrative and conciliatory proceedings described in [Chapter 27](#), and may file a petition for review as provided in [Section 25-64](#).

If a tenure decision is postponed for reconsideration, the assistant professor's dean shall cause the individual to be notified in writing that the appointment will terminate at the end of the second succeeding academic year unless reconsideration in the meantime shall have resulted in the granting of tenure.

- C. If it is desired to appoint to a position with tenure other faculty members referred to in [Section 25-32, Subsection C](#), the procedures for recommendation and granting described in [Subsection B](#) above shall be followed, except that a denial of tenure shall not of itself lead to termination of appointment.

*Section 13-31, April 16, 1956; S-A 59, April 23, 1979; S-A 73, May 24, 1985; S-A 83, April 30, 1991; S-A 98, May 12, 1998; S-A 129, April 16, 2013; S-A 130, June 14, 2013: all with Presidential approval; RC, June 13, 2014; S-A 150, April 22, 2021: with Presidential approval.*

### **Section 25-51 Grounds for Removal of Persons with Tenure for Cause**

A faculty member having tenure under the provisions of this chapter may be removed for cause from the faculty member's position or subjected to reduction of salary only for one or more of the following reasons:

- A. Incompetence.
- B. Neglect of duty.
- C. Physical or mental incapacity to perform academic duties.
- D. Unlawful discrimination or sexual harassment (see Executive Order [No. 31](#)).
- E. Scientific and scholarly misconduct, consisting of intentional misrepresentation of credentials, falsification of data, plagiarism, abuse of confidentiality, or deliberate violation of regulations applicable to research (see Executive Order [No. 61](#)).
- F. Conviction of a felony.
- G. Intentional and malicious interference with the scientific, scholarly, and academic activities of others. To warrant a removal for cause or reduction of salary, conduct falling within these categories must in a substantial way adversely affect the faculty member's or the victim's academic, scholarly, or professional ability to carry out University responsibilities.

*Section 13-31, April 16, 1956; S-A 41, April 3, 1972; S-A 49, December 4, 1975; S-A 73, May 24, 1985: all with Presidential approval; RC, December 16,*



2011; RC, February 12, 2016; October 17, 2018 with Presidential approval.

## **Section 25-52 Removal of Faculty for Reasons of Program Elimination**

- A.** The removal of tenured faculty, or the removal of non-tenured faculty prior to the end of a specified term of appointment, may be effected upon program elimination within the University. Such removals shall be termed "Removal for Reasons of Program Elimination."
- B.** Removal for reasons of program elimination may be effected only in conformance with procedures set forth in [Chapter 26, Section 26-41](#), Procedures for Reorganization, Consolidation, and Elimination of Programs, and the provisions of this section.
- C. Notification**
1. Each faculty member proposed by the dean for removal for reasons of program elimination shall be so notified in writing by the dean pursuant to [Chapter 26, Section 26-41, Subsection C.2.h](#).
  2. When the President's decision to eliminate a program becomes final pursuant to [Chapter 26, Section 26-41, Subsection C.7](#), and the subsequent decision is made as to which faculty members notified under this subsection are to be removed, each faculty member to be removed for reason of program elimination shall be notified in writing by the dean and the effective date of such removal shall be stated. The dean shall deliver a copy of this notification contemporaneously to the chair of the Adjudication Panel ([Chapter 28](#).) No faculty member shall be removed for reason of program elimination prior to the end of the academic year following the one in which a final decision is transmitted to the faculty member.

## **D. Appeal**

Each faculty member notified of removal for reason of program elimination may engage in the administrative and conciliatory proceedings of [Chapter 27](#). The faculty member may deliver an appeal to the chair of the Adjudication Panel and to the Secretary of the Faculty as provided in [Chapter 28](#), in which case a Hearing Committee shall determine whether the faculty member was properly identified as a member of the program eliminated; whether the procedures in this section were followed; whether the decision to remove the faculty member was reasonable; and if the faculty member so alleges, whether the faculty member was unlawfully discriminated against because of race, religion, color, sex, national origin, age, handicap, sexual orientation, or status as a disabled or Vietnam era veteran.

## E. Placement in Another Unit

The University shall make every reasonable effort to place faculty members notified of removal for reason of program elimination in other University employment for which they are qualified with comparable terms of employment. Priority in such employment shall be given to the faculty member in accordance with University and state employment procedures. In addition to the required notification period, special assignments with pay may be provided to enable the faculty member to prepare for changed employment responsibilities.

## F. Reinstatement

In the event that the academic program which has been eliminated is reinstated within a period of five years, new positions shall not be filled through normal appointment search procedures until removed faculty members qualified for the position have been offered reappointment on terms at least comparable to terms which applied to the position previously held. Such removed faculty members shall be given 30 calendar days to accept or decline an offer of reinstatement.

*S-A 49, December 4, 1975; S-A 67, December 5, 1983; S-A 73, May 24, 1985; S-A 95, June 17, 1996: all with Presidential approval; RC, December 4, 2013; RC, January 22, 2016.*

### Section 25-53 Necessity for Hearings in Tenure Proceedings

No faculty member having tenure as defined in this chapter shall be removed from the faculty member's position or subjected to discriminatory reduction of salary until the faculty member has been given opportunity for a full review and hearing as provided in Sections [25-62](#), [25-71](#), or [Chapter 26, Section 26-31](#) as applicable to the case, and in [Chapter 28](#).

*Section 13-31, April 16, 1956; S-A 73, May 24, 1985: both with Presidential approval.*

*[The former Sections 25-54, Financial Emergency, and 25-55, Procedures for Elimination of an Academic Program, have been renumbered and now appear as Chapter 26, Sections [26-31](#) and [26-41](#) respectively. The former Sections 25-61, Tenure Committee, 25-65, Grievance Committee, and 25-72 through 25-76, Faculty Conduct Committee, have been replaced by Chapters [27](#) and [28](#). S-A 73, May 24, 1985: all with Presidential approval.]*

### Section 25-62 Proceedings for the Resolution of Differences

The policies and procedures detailed in Chapters [24](#), [25](#), and [26](#) are intended to ensure academic freedom and to protect the rights of the individual to careful consideration of the individual's merits, and also to enhance the ability of the University and its academic units to select and maintain a faculty of the highest quality possible. Occasions may arise in which a faculty member may

state that the faculty member's academic freedom or employment rights were or will be impaired if some action or inaction of the faculty member's academic unit or of the University as a whole is permitted, as well as occasions where the University may proceed against a faculty member. A faculty member facing such action or inaction may wish to contest the administrative behavior in question. Such a person is entitled to use the following proceedings: administrative ([Chapter 27, Section 27-31](#)), conciliatory ([Chapter 27, Section 27-42](#)), and adjudicative ([Chapter 28](#)). The University Ombud is available for consultation and advice. Cases subject to these proceedings may include allegations of unlawful discrimination because of race, religion, color, sex, national origin, age, handicap, sexual orientation, or status as a disabled or Vietnam era veteran. These proceedings serve to protect the rights both of the individual concerned and the University. In a larger sense they fulfill an important role in protecting the academic profession from infringement of the prerogatives necessary for its proper functioning; and by the same token they protect these rights and the status of the academic profession in our society by assuring that the prerogatives are not demeaned through misuse as a shelter for incompetence or neglect of duty.

*S-A 73, May 24, 1985 with Presidential approval; RC, March 3, 2013; RC, January 22, 2016.*

### **Section 25-63 Dismissal of a Nontenured Faculty Member**

A nontenured faculty member may be dismissed prior to the expiration of the period for which she or he was appointed for the grounds stated in [Section 25-51](#), and in such cases the procedure described in [Section 25-71](#) shall be followed, or for reasons of program elimination, and in such cases the procedure described in [Section 25-52](#) shall be followed; or for reasons of financial emergency, in which cases the procedure described in [Chapter 26, Section 26-31](#) shall be followed.

*S-A 39, June 8, 1971; S-A 67, December 5, 1983; S-A 73, May 24, 1985: all with Presidential approval.*

### **Section 25-64 Discriminatory Reduction in Pay or Improper Non-Reappointment**

- A.** In a case in which a tenured or non-tenured faculty member alleges that the faculty member has suffered discriminatory reduction in pay, or in which a non-tenured faculty member alleges violation of the *Faculty Code* in connection with the faculty member's non-reappointment, including denial of tenure, the faculty member making the allegation may engage in the administrative and conciliatory proceedings of [Chapter 27](#). The faculty member may file a petition for review with the Chair of the Adjudication Panel and the Secretary of the Faculty, in which case the procedures set forth in [Chapter 28](#) shall be followed. The petition for review may include allegations of unlawful discrimination because of race, religion, color, sex, national origin, age, handicap, sexual orientation, or status as a disabled or Vietnam era veteran.

- B.** The procedures set forth in [Section 25-62](#) shall be followed. The burden of proof shall rest with the faculty member making the allegation.

*S-A 39, June 8, 1971; S-A 55, May 25, 1977; S-A 73, May 24, 1985: all with Presidential approval.*

### **Section 25-71 Standard of Conduct**

- A.** The University is an institution having special public responsibility for providing instruction in higher education, for advancing knowledge through scholarship and research, and for providing related services to the community. As a center of learning, the University also has the obligation to maintain conditions which are conducive to freedom of inquiry and expression in the maximum degree compatible with the orderly conduct of its functions. For these purposes the University is governed by rules and regulations which safeguard its functions, and which, at the same time, protect the rights and freedoms of all members of the academic community. All members of the academic community, including members of the faculty, have an obligation to comply with the rules and regulations of the University and its schools, colleges, and departments.
- B.** If a member of the faculty is alleged to have violated a rule or regulation of the University, its schools, colleges, or departments, the department chair or the dean in a non-departmentalized school or college shall fully inform the faculty member of the nature and specific content of the alleged violation and shall offer to discuss the alleged violation with the faculty member and with the party raising the issue. The faculty member and the party raising the issue may each be accompanied by one person. The matter may be concluded at this point by the mutual consent of all parties.
- C.** If the department chair, the dean, or the faculty member so wishes, the department chair, the dean, or the faculty member may initiate conciliatory proceedings at any time by contacting the University Ombud as provided in [Chapter 27, Section 27-42](#).
- D.** If a mutually agreeable resolution is not achieved under Subsection [B](#) or [C](#) of this section, and if the dean (after consultation in the case of a departmentalized school or college with the department chair and the faculty member) determines that the alleged violation is of sufficient seriousness to justify consideration of the filing of a formal statement of charges that might lead to dismissal, reduction of salary, or suspension for more than one quarter, the dean shall follow one of the following procedures:



1. In cases concerning allegations of unlawful discrimination or sexual harassment, the dean shall request an investigation by the University Complaint Investigation and Resolution Office (UCIRO) as provided in Administrative Policy Statement [46.3](#).
2. In cases concerning allegations of scientific and scholarly misconduct as defined in [Section 25-51](#), the dean shall proceed as provided in Executive Order [No. 61](#), "Policy for Addressing Allegations of Scientific and Scholarly Misconduct."
3. In all other kinds of cases the dean shall appoint a special investigating committee of three faculty members who are not directly involved in the matter being considered. The committee shall assist the dean in the informal and confidential gathering of information and documentation and shall advise the dean in its interpretation. If as a result of the foregoing investigation the dean concludes that further action is not merited, then the matter shall be dropped (although a faculty member aggrieved as a result of these activities has recourse to the conciliatory proceedings of [Chapter 27](#) and to the adjudicative proceedings described in Chapter 28, [Section 28-32, Subsection A.](#))

E. If, after engaging in the procedures specified in Subsection [D.2](#) or [D.3](#) above, the dean concludes that further action is warranted, the dean shall deliver to the Provost a written record stating that reasonable cause exists to adjudicate charges of wrongdoing brought against the faculty member, with enough of the underlying facts to inform the Provost of the reasons for this conclusion. Upon filing of the written report with the Provost, the case shall be decided in the manner prescribed in [Chapter 28](#).

*S-A 36, June 17, 1970; S-A 73, May 24, 1985; S-A 86, December 8, 1992; S-A 91, July 11, 1994: all with Presidential approval; RC, June 28, 2010; RC, March 3, 2013; RC, January 22, 2016; RC, February 12, 2016; October 17, 2018 with Presidential approval.*

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For related information, see:

- *Board of Regents Governance*, Regent Policy [No. 20](#), "Tenure of the Faculty Statement of Policy"