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IN THE SUPERIOR COURT OF WASHINGTON IN AND
FOR PIERCE COUNTY

GILLIAN MARSHALL,

Plaintiff,

vs.

THE STATE OF WASHINGTON,
UNIVERSITY OF WASHINGTON, a State
Agency, DIANE YOUNG, individually,
JILL PURDY, individually, and MARK
PAGANO, individually,

Defendant.

Case No.: 19-2-11120-3

**DECLARATION OF BETH
KALIKOFF Ph.D.**

I, BETH KALIKOFF, make the following statement based on personal knowledge. If called on to testify I could and would do so. Any opinions I give here are within the scope of my employment and are made on a more likely than not basis to a reasonable academic certainty.

1. My education, work experience, and publications are outlined in my CV, which is attached as Exhibit 1.

DECLARATION OF BETH KALIKOFF - 1

THE SHERIDAN LAW FIRM, P.S.
Attorneys at Law
Hoge Building, Suite 1200
705 Second Avenue
Seattle, WA 98104
Tel: 206-381-5949 Fax: 206-447-9206

1 2. I have been employed at University of Washington since 1994. I have
2 been tenured faculty since 2006.

3 3. In 1994, I was hired at UW Tacoma to create and direct a campus-wide
4 Writing Center. Some years later, I applied for a tenure-line position at the School of
5 Arts and Interdisciplinary Sciences (SIAS), and after coming to the top of a national
6 search, I was offered the position. My first book, a work of scholarship, won a national
7 Choice Award. My second book, a mystery novel, earned strong reviews in the Seattle
8 Times and the Tribune, as well as elsewhere. In addition, I published articles in peer-
9 reviewed journals, presented my research at peer-reviewed national and international
10 conferences, and won a campus-wide teaching award. I was promoted and tenured in
11 2006.

12 4. In 2010, I applied and was hired for the position of Director of the
13 Center for Teaching and Learning on the UW Seattle campus. Since 2010 until my
14 retirement in August 2021, I spent 93% of my full-time portfolio in the director
15 position at UW Seattle and 7% as associate professor at UW Tacoma. Now, I am
16 associate professor emeritus at UW Tacoma.

17 5. The Center for Teaching & Learning collaborates primarily with
18 faculty members, graduate teaching assistants, and graduate instructors to advance
19 evidence-based teaching at UW. Academic departments, programs, and other groups
20 contact the Center to request sessions on evidence-based teaching & building equitable
21 learning communities. These sessions take place in person, via Zoom, and through
22 asynchronous online activities.
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1 6. Evidence-based teaching & active learning reference the same thing
2 from different perspectives--teaching vs. learning. Evidence-based teaching uses
3 strategies that increase student engagement & achievement, including: small-group
4 work to discuss course issues, work on problems, or conduct peer review; advance
5 group projects; share work in pairs; writing individually for two minutes at the start of
6 class to prepare for discussion; more. In some classes, the instructor asks students
7 questions about the material, offering five multiple-choice answers; the students
8 answer, using their phones, the instructors projects the answers on a screen, so
9 students see that 25% of the class gave the same answer they did, A, 55% chose B as
10 their answer, etc.; then the instructor discusses their answers with the class. It's a way
11 to see, in real time, what students are learning & where they run into trouble. Then the
12 instructor can speak to the trouble in real time.
13

14 7. These approaches are in contrast to whole-class nonstop lectures, where
15 the instructor might pause 20-30 minutes in to ask "any questions?" and then again 5
16 minutes before the class ends. But lecturing & evidence-teaching can work together
17 when the instructor breaks up the lecture with pair & share activities or writing to
18 learn or letting student shout out the answers to questions or some combination
19 thereof. Flipping the classroom often relegates lecture to videos students watch as
20 homework, while in the classroom, they work together on things, & the instructor
21 provides the activities, pauses to see how people are learning, & speaks to the class as
22 a whole when questions arise.
23
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1 8. It's called evidence-based teaching because research supports the
2 claims that these activities increase student engagement, achievement, &, often
3 retention (in the sense that classes that use these approaches have a lower attrition
4 rate). Too, evidence-based teaching is equitable teaching. First-gen students &
5 students from underrepresented groups achieve more while other students don't
6 achieve less.
7

8 9. As a tenured faculty member, I served on hiring, review, and promotion
9 committees within SIAS at UW Tacoma. This involves assessing faculty scholarship
10 and teaching. I have conducted many instructional peer reviews for SIAS colleagues
11 and colleagues in other UW Tacoma schools.
12

13 10. I have published on evidence-based assessment of faculty teaching. I
14 have also presented on this topic at conferences and within schools and departments at
15 UW Seattle. In addition, I directed the research, writing, & revision of the Guide for
16 Evaluating Teaching that is currently in use at UW. The Guide was approved by
17 faculty councils and committees from all three UW campuses, revised in response to
18 suggestions from faculty, chairs, and deans.
19

20 11. On February 27, 2018, I sat in in Dr. Marshall's class (TSOCWORK
21 503) for the purpose of evaluating Dr. Gillian Marshall's teaching. After observing
22 the class, I wrote to SWCJ Director Diane Young on March 24, 2018, to apprise her of
23 my findings. Exhibit 2 is a true and correct copy of my memo. I hereby incorporate
24 by reference my comments to Dr. Young. Some of the highlights of what I wrote to
25 Dr. Young are as follows:

1 As to teaching:

- 2 • My perspective is that of a colleague rather a peer, because my field as a
3 teaching scholar is Writing Studies, rather than Social Work. From this vantage
4 point, I focus on course development and evidence-based teaching. In addition,
5 I offer recommendations for both Dr. Marshall and for those reviewing her
6 teaching.
- 7 • Dr. Marshall's commitment to exemplary **evidence-based** teaching was
8 obvious before I set foot in the classroom based on my previous contact with
9 her.
- 10 • I was impressed by the care, clarity, and transparency of her course materials. I
11 was also struck by Dr. Marshall's expertise in course design and high-impact
12 alternatives to traditional lecture.
- 13 • Students were observably engaged and focused. They participated in whole-
14 class discussion; paid attention to the in-class video, responding audibly to it a
15 few times; participated fully in small-group work, moving through the work
16 sheets Dr. Marshall designed.
- 17 • I reviewed Dr. Marshall's student evaluations from this course and make some
18 recommendations. 2/3 of the students evaluated the course, and a notable
19 number found the class disorganized and disappointing: **they wanted more**
20 **lecture**. Yet Dr. Marshall's is one of the best-organized classes I've ever seen,
21 and I've seen a lot of well-organized classes.
- 22 • The in-class active learning practices she designed for the students reflect
23 contemporary research on best practices for increasing student engagement and
24 achievement.

18 As to why some of the student evaluations differed from my observations:

- 19 • First, students who expect and prefer traditional lectures to evidence-based
20 teaching are often put out when their expectations are not met. By "traditional
21 lectures," I mean lectures where students take notes while the faculty member
22 presents for the duration of the period, with perhaps five students asking
23 occasional questions.
- 24 • Evidence-based teaching requires students to engage more fully and actively
25 throughout the class session. It's harder work than taking notes.

- 1 • At the risk of stating the obvious, when students expect traditional lecture and
2 get active learning, they may conclude that the teacher is teaching the wrong
3 way.
- 4 • The students may also resent the additional cognitive demands placed on them.
5 That's because they don't know the research.
- 6 • Evidence-based learning not only improves student engagement and learning,
7 it closes achievement gaps between students from marginalized groups and
8 other students (See Scott Freeman et al, 2014).
- 9 • While students are experts on their perceptions of their own learning at the
10 moment they complete the evaluations, their ideas on how the class should be
11 taught are based on how other classes they've taken were taught or how they'd
12 prefer the class to be taught.

13 As to implicit bias in student evaluations of instructors of color:

- 14 • Students, like other humans, have biases. They don't leave these biases at the
15 door of the classroom before they come in.
- 16 • When the instructor is female, a person of color, or someone who was educated
17 in another country and is multilingual, they can be ranked lower in quantitative
18 student evaluations and criticized more seriously in qualitative comments.
- 19 • Women of color can receive evaluations shaped by bias. A look at the research
20 on this subject is available in the "Guide to Best Practice in Evaluating
21 Teaching," recently created at UW by assessment scholars, reviewed by faculty
22 members and chairs, and endorsed by the Office of the Provost (I provided Dr.
23 Young with the link).

24 [https://www.washington.edu/teaching/teaching resources/assessing-and-
25 improving-teaching/ evaluation/](https://www.washington.edu/teaching/teaching%20resources/assessing-and-improving-teaching/evaluation/)

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

31 In conclusion:

- 32 • Dr. Marshall's gifts as a teaching scholar are evident in her course and
33 assignment development, her high standards, her determination to help

1 students meet those standards, and her adoption of methods that will increase
2 student learning and engagement.

- 3 • She's an encouraging presence, clear and well-organized and collegial and
4 well-prepared.
- 5 • The atmosphere in the class session I observed was positive and collegial. I
6 learned a lot about the subject and about teaching.

7 12. On January 17, 2019, I observed Dr. Marshall's first day teaching the
8 same class (TSOCWORK 503) for the purpose of evaluating Dr. Gillian Marshall's
9 teaching. Exhibit 3 is a true and correct copy of my summary to Dr. Marshall, which I
10 understand was incorporated into her Tenure and Promotion materials. I hereby
11 incorporate by reference the content on my summary. Here are some highlights of
12 what Dr. Marshall appropriately told the students:

- 13 • This is an evidence-based course.
- 14 • There will be some lecture but not a lot of lecture. Most of what we do goes
15 beyond the readings. We don't spend a lot of time hashing out the readings.
- 16 • We do case studies. We do active learning. This course is very applied.
- 17 • If you prefer another style of teaching, take the Thursday section, it won't hurt
18 my feelings. I want you to be able to make an informed decision about which
19 course to take."

19 In my view she was off to a terrific start.

20 13. I am aware that Dr. Marshall sought tenure and promotion and was
21 denied, and the focus was on alleged teaching failures based on five classes involving
22 her teaching "Introduction to Social Work" twice (TSOCWF 101) and "Human
23 Behavior and Social Environment" three times (TSOCW 503). Exhibit 10 is a copy of
24 a course summary given to me for reference.
25

1 14. I have been given and reviewed SWCJ Director Diane Young’s May
2 14, 2018, letter to UW Tacoma Vice Chancellor Jill Purdy. A copy is attached as
3 Exhibit 4. In the letter Director Young recommended non-renewal of Dr. Marshall’s
4 reappointment.

5 15. The value of the colleague review letter I wrote on behalf of Dr.
6 Marshall after observing one of her classes was discounted by Dr. Young because my
7 field is not Social Work. Exhibit 4 at 3. Yet nowhere in my letter do I assess the
8 currency and completeness of Dr. Marshall’s expertise in Social Work. Nor do I
9 discuss, in that letter, how Dr. Marshall draws on Social Work expertise to design and
10 teach her course. Yet Dr. Young’s critique of Dr. Marshall’s teaching is not related to
11 Dr. Marshall’s Social Work expertise, currency, or practice. Nor does Dr. Young write
12 that Dr. Marshall’s teaching breaches discipline-specific traditions of Social Work
13 teaching. Her basis for not recommending renewal is anonymous negative student
14 evaluations (for the record, these and all student evaluations are anonymous). Dr.
15 Young also summarizes the points I made in my letter as:

- 18 • Students may prefer traditional lectures rather than evidence-based teaching,
19 and
- 20 • That students may be acting on biases, such as those based on gender and race.

21 Dr. Young acknowledges that “racial and gender bias in student evaluations are real.
22 In addition, expecting one thing and getting another in a classroom can lead to student
23 dissatisfaction.” Exhibit 4 at 3. Dr. Young dismisses those points speculating, “[i]f
24 bias is operating, it is unlikely to yield this severe a result.” She goes on to write, “our
25

1 graduate students are taught using a variety of teaching approaches; students likely do
2 not expect solely traditional lectures.”

3 16. I am also aware from reviewing a page from Diane Young’s 2020
4 deposition, which is attached as Exhibit 5, that former Director Young stepped down
5 as director in 2019, and during the eight years she was Director, between 2011 and
6 2019, Diane Young only taught one class. Exhibit 5 at 9:4-15. I have also learned
7 through my review of excerpts of the Beth Louie deposition, a copy of the excerpts is
8 attached as Exhibit 6, that at the time Director Young was interviewed by Ms. Louie
9 on June 5, 2019, in connection with a UCIRO investigation into Dr. Marshall’s report
10 of discrimination by Dr. Young, that Dr. Young did not understand the meaning of
11 “evidence-based teaching.” Exhibit 6 at 160-161.
12

13 17. I have been given and reviewed UW Tacoma SWCJ Associate
14 Professor Jeff Cohen’s October 9, 2020, letter to Acting Dean Marcie Lazzari’s. A
15 copy is attached as Exhibit 7. Dr. Cohen also discounted the importance of teaching
16 reviews coming from outside the SWCJ unit, and also found Dr. Marshall’s teaching
17 to be flawed. Exhibit 5 at Bates UW00012895.
18

19 18. I have been given and reviewed the December 1, 2020,
20 recommendation to deny tenure to Dr. Marshall by the Appointment, Promotion, and
21 Tenure (APT) Committee, which was signed by Professor Yonn Dierwechter. A copy
22 is attached as Exhibit 8 (it appears the vote was 2 for granting tenure and two against).
23 Dr. Dierwecher seemed to ignore my the content of my review, and also found Dr.
24 Marshall’s teaching to be flawed. Exhibit 5 at Bates UW00012895.
25

1 19. I have been given and reviewed UW Tacoma Vice Chancellor Jill
2 Purdy's February 1, 2021, letter to Provost Mark Richards. A copy is attached as
3 Exhibit 9. I note that UAW Tacoma Chancellor Mark Pagano signed his name in
4 concurrence on February 1, 2020. Dr. Purdy also discounted the importance of
5 teaching reviews coming from outside the SWCJ unit.
6

7 None of the peer evaluations was conducted by a colleague in the
8 discipline of social work who could assess aspects of teaching related
9 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).

10 Dr. Purdy's opinion shows that she did not read the "peer evaluations" or any of the
11 criticisms of Dr. Marshall's teaching by students or faculty, because they do not focus
12 on deficiencies in the subject matter as she states. They focus on delivery. Also, there
13 is no evidence in her letter that shows Dr. Purdy attended any of Dr. Marshall's classes
14 to observe her performance.
15

16 20. It is a legitimate professional and academic practice to seek peer review
17 from teaching scholars beyond one's own discipline, especially in interdisciplinary
18 studies such as Social Work, Business, Arts & Sciences, Nursing, and the like.
19 Evidence-based evaluation of teaching draws on observable conduct, on course
20 design, and on the alignment of school, course, and assignment goals.
21

22 21. Student feedback has value to the evaluation of teaching, but only when
23 interpreted in the context of peer reviews and faculty self-assessment. Otherwise, the
24 evaluation process overvalues and misunderstands student data.
25

1 22. I was interviewed by UCIRO Investigator Beth Louie on May 16,
2 2019. I have been given a copy of her notes and Louie deposition pages in which she
3 read into the record what she recorded by hand in that meeting. See Exhibit 6. The
4 statements I made to Ms. Louie then are applicable today. I adopt them for this
5 declaration and some of them are listed here. For ease in reading, I smoothed out the
6 sentences and corrected them as needed.

8 23. Feedback suggested that students were not use to [active learning]; they
9 were surprised by it. In my experience, research suggests that when
10 students perceive that a faculty member is young and a woman of color
11 there can be issues of credibility, authority, and implicit bias (Ex. 6 at 122-
12 123).

14 24. What got from observation, a study of materials, and talking to Dr.
15 Marshall, was that the students didn't like active learning; they preferred a
16 lecture. That didn't come out explicitly, but comes out other ways. It didn't
17 seem unlikely that implicit bias was a part. She made a lot of effort, but the
18 evaluations did not improve as dramatically as I would expect or hope. I
19 did not see lack of preparation, or a lack of organization. Dr. Marshall was
20 exhaustively prepared (Ex. 6 at 134-135).

22 25. She and I both wondered whether the students had realistic expectations of
23 the work in a graduate program. They may not have had realistic
24 expectations of how much work a graduate program requires. A class with
25

1 active learning is much harder than a class with lectures. You can't just sit
2 down and let things wash over you (Ex. 6 at 135-136).

3 26. Student voices are super important but you can't use student evals to assess
4 performance of an instructor. Student expertise is about their experience
5 (Ex. 6 at 137).

6 27. By the end of class, in five minutes, the students are thinking about finals.
7
8 Sometimes they don't even leave comments. You get student perceptions of
9 their learning and of the course at the very moment you ask (Ex. 6 at 138).

10 28. It is a misuse [of the student evaluations] to have students evaluate the
11 performance of their instructors (Ex. 6 at 138).

12 29. Student assessments of instructor performance is asking them to do
13 something outside of their expertise (Ex. 6 at 138).

14 30. There are best practices for how to solicit student feedback, like when
15 students say they can't understand an instructor, most likely the instructor is
16 from, for example, an Asian country because the student's ear is not
17 accustomed to hearing the accent (Ex. 6 at 139).

18 31. Dr. Marshall works so hard on her teaching. It is discouraging. No steps
19 that I suggested that Dr. Marshall didn't take (Ex. 6 at 139).

20 32. She wanted to improve, she wanted students to learn, she wanted students
21 to be happy with how they were learning, and she wanted them to be
22 engaged (Ex. 6 at 139).

23 33. Dr. Marshall is genuinely motivated to constantly improve (Ex. 6 at 139).
24
25

- 1 34. One way to prevent implicit bias from undermining peer review is don't go
2 in with a blank piece of paper. The fewer guidelines, the more avenue open
3 for implicit bias (Ex. 6 at 140).
4
5 35. For student feedback you should have mid-quarter assessments and explain
6 at every step why you're doing what you're doing (Ex. 6 at 140).
7
8 36. Peer review and self-assessment should be how we judge a faculty's
9 performance. Also you can make your own evals focused on goals, of
10 course, which are not generic, and give those first (Ex. 6 at 140).
11
12 37. Students don't know what good teaching looks like. They know what they
13 like (Ex. 6 at 140).
14
15 38. Dr. Marshall said that the chair said my letter didn't matter as much
16 because I am not in social work. But the concerns are not about content—
17 the negative comments focused on allegedly being disorganized and
18 unprepared (Ex. 6 at 140).
19
20 39. Don't hold instructor responsible for implicit bias (Ex. 6 at 140).
21
22 40. While administrators don't want to talk about race, it doesn't mean it's not
23 there. If don't have the skills necessary to weigh student evals
24 appropriately, it's easier to take the students at their word (Ex. 6 at 140).
25
41. If you don't have the skill to weigh student evals appropriately, it's easier
to take the students at their word.
42. I have been asked to describe my awareness about the following faculty
code provision and their applicability to Dr. Marshall if appropriate:

1 Section 24-34 Qualifications for Appointment at Specific Ranks and Titles

2 A. Qualifications for Appointment at Specific Ranks

3
4 2. Appointment to the rank of associate professor requires a record of
5 substantial success in teaching and/or research. For tenured, tenure-
6 eligible, or WOT appointments, both of these shall be required, except
7 that in unusual cases an outstanding record in one of these activities
8 may be considered sufficient.

9 In my opinion, this provision applies to Dr. Marshall's application. "Substantial
10 success" in teaching does not mean "perfection," "ratings invariably above 4," or
11 "popularity contest winner." Students tend to rate faculty teaching lower if the course
12 is difficult and/or if it is required. Too, students sometimes bring to class unrealistic
13 expectations about workload or even how a course should be taught. Finally, students,
14 being human, do not leave their biases at the door of the classroom. Research on
15 student evaluations of faculty teaching indicate that women, Black faculty, Latinx
16 faculty, and especially, women of color often receive lower student ratings and harsher
17 student comments than other instructors. The same is true of faculty members who are
18 bilingual or multilingual and educated in another country. The appropriate use of peer

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review and self-assessment can contextualize these ratings and these comments, so that student evaluations valued appropriately. In my opinion, a fair examination of Dr. Marshall's accomplishments as a teaching scholar would ~~study past SW practice in~~ benefit by evaluating the teaching of other Black women instructors and of White instructors with imperfect ratings.

I declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct to the best of my knowledge.

DATED this 9th day of October, 2021 in Seattle, Washington.



Beth Kalikoff, Ph.D

EXHIBIT 1

**Curriculum Vitae
Beth Kalikoff, Ph.D.**

Director, Center for Teaching and Learning
Associate Professor, Writing Studies, SIAS
University of Washington

kalikoff@u.washington.edu

office: (206) 543-2957

cell: (206) 518-2649

EDUCATION

Doctor of Philosophy, English, 1983

Indiana University

Master of Arts, English, 1980

Indiana University

Bachelor of Arts, English, Cum Laude, 1977

Johns Hopkins University

PROFESSIONAL APPOINTMENTS

Director, Center for Teaching & Learning, 2010 – present, University of Washington (UW)

Associate Professor, 2006-present, UW

Director of General Education, 2006 – 2009, UW Tacoma

Core Curriculum Coordinator, 2005 – 2006, UW Tacoma

Assistant Professor, 2003 – 2006, UW Tacoma

Director of the Writing Center, 1994 – 2002, UW Tacoma

Associate Professor of English, 1986 – 1993, University of Puget Sound

Assistant Professor of English, 1983 -1986, Eastern Illinois University

AWARDS & NOMINATIONS (Selected)

David B. Thorud Leadership Award Nomination, UW Seattle 2021

Spirit of the Graduate School Award, UW Seattle, June 2016

Chancellor's Leadership Award, UW Tacoma June 2009

Distinguished Teaching Award, UW Tacoma 2004

Professor of the Year Award, University of Puget Sound, 1991

Choice Outstanding Academic Book Award, 1987

William Riley Parker Prize for Graduate Teaching, Indiana University, 1980

CENTER FOR TEACHING & LEARNING ACHIEVEMENTS 2010- 2021 (selected)

Transformed two long-established campus-wide units (CIDR & the Teaching Academy) into the Center for Teaching and Learning

Co-lead for Teaching Remotely site

Developed programs and online resources in equity, teaching, and learning:

- Technology Teaching Fellows Institute
- UW Theater for Change Program
- Synchronous & asynchronous faculty development sessions

Sponsored A Guide to Best Practice in Evaluating Teaching

- Drew on peer-reviewed research on evaluating teaching. Audience: tenure committees, promotion committees, and candidates
- Approved by the Faculty Council on Teaching and Learning, the Faculty Council on Academic Standards, the Faculty Council on Women in Academia, and the Faculty Council on Minority Affairs, & the Board of Deans & Chancellors

Sponsored asynchronous, interactive, & multi-modal online Canvas modules

- Academic Integrity
- Community Agreements

Sponsored first synchronous three-campus Teaching and Learning Symposium

Led UW Global Teaching & Learning Initiatives (selected)

- Created program for Association of Pacific Rim Universities (APRU) 3rd Annual Provost Forum (2016)
 1. “Flipped” the conference, using only active learning formats
 2. Collaborated with provosts from APRU institutions in Japan, China, Korea, Thailand, Mexico, & Canada to plan new initiatives and develop partnerships
- Sponsored first APRU Global Learning Community
 1. Enabled participation of six universities via Zoom,
 2. Sponsored presentation of learning community research at APRU Education & Research Forum, Singapore, November 2016.
- Led Joint Center for Teaching, Learning, & Technology, Waseda University & UW
 1. Sponsor faculty research projects on the scholarship of teaching & learning
 2. Design 3-5 year plan to increase faculty participation in CTLT programs

SCHOLARSHIP (selected)

TEACHING & ASSESSMENT

Kalikoff, Beth. "The New Assessment and the New Rhetoric," solicited for *What is the New Rhetoric?* Edited by Susan Thomas. Cambridge: Cambridge Scholars Publishing, 2007. 94-103.

Kalikoff, Beth and Cargill, Kima L. (2007). "Linked Courses and Democracy at the Twenty-First Century University." *Teaching English in the Two-Year College* 35:2. 181-90. (Refereed.)

Cargill, Kima L. and Kalikoff, Beth. (2007). "Linked Psychology and Writing Courses Across the Curriculum." *Journal of General Education* 56:2. 83-92. (Refereed.)

Kalikoff, Beth. (2005). "Berlin, New York, Baghdad: Assessment as Democracy." *Journal of Writing Assessment* 2:2. 109-124. (Refereed).

Kalikoff, Beth. (2004). "Mind the Gap: Stepping Out with Caution in Assessment and Public Writing," *College English* 66:5. 245-253. Review Essay. (Refereed).

Kalikoff, Beth. (2004). "Not Your Father's Literature Classroom," *Pedagogy* 4:1. 150-154. Review Essay. (Refereed).

Kalikoff, Beth. (2001). "Coercion and Collaboration: A Mosaic Approach to Writing Center Assessment," *Writing Lab Newsletter*, September 2001. 26:1. 5-7. (Refereed).

VICTORIAN & POPULAR LITERATURE (selected)

Kalikoff, Beth. (2006). "Killer Cupcakes: Food, Feminism, and Murder in Contemporary American Mystery Fiction by Women." *CEA Critic* 69: 1 / 2. 67-76. (Refereed). College English Association Publications.

Kalikoff, Beth. (1989). "Victorian Sexual Confessions." *Victorians Institute Journal*. Fall. 99-112. (Refereed).

Kalikoff, Beth. (1986). *Murder and Moral Decay in Victorian Popular Literature*. Nineteenth-Century Studies Series. Ed. Juliet McMaster and James Kincaid. Ann Arbor: UMI Research Press. 193 pp. Received Choice Outstanding Academic Book Award, 1987. Re-issued by Boydell & Brewer, 1988; re-issued in paperback by Boydell & Brewer, 1991.

Kalikoff, Beth. (1987). "The Falling Woman in Three Victorian Novels." *Studies in the Novel*. 19:3, Fall. 357-67. (Refereed).

FICTION & POETRY (selected)

Kalikoff, Beth. (2005). *Dying for a Blue Plate Special*. Waterville, ME: Five Star Mystery.

"The Stendhal Syndrome," *Tahoma West*, University of Washington, Tacoma, 2000.

“Songs on an Old Kitchen Radio,” “Brother Marcus Reid (Chicago),” and “Vegetarians Abroad,” *College English*, 1993.

“The Discovery of Chili,” *Another Chicago Magazine*, 1986.

BOOK REVIEWS (selected)

Two Wheels North: Cycling the West Coast in 1909, by Evelyn McDaniel Gibb, *Pacific Northwest Quarterly*. September 2001. Written with Ray Studebaker.

Wilkie Collins and Other Sensation Novelists: Walking the Moral Hospital, by Nicholas Rance, *Victorian Studies* 36:1 (Fall 1992): 88-89.

The Making of Victorian Drama, by Anthony Jenkins. *Choice* (June 1992): 163.

Reconstructing the Criminal: Culture, Law, and Policy in England, 1830-1914, by Martin Weiner, *Victorian Studies* 35: 2 (Winter 1992): 218-19.

CONFERENCE & INVITED PRESENTATIONS (selected)

Kalikoff, Beth. (2016). Longing and Belonging in University Teaching. Western Literature Association. Big Sky, Montana. September.

Kalikoff, Beth. (2016). The Future of Teaching and Learning. Invited Presentation. Academy for Innovative Higher Education Leadership. Georgetown University and Arizona State University. Tempe, Arizona. January.

Kalikoff, Beth. (2011). Widgets, Soda Pop, & Mozart; or, Baumol’s Cost Disease in University Teaching. Western Literature Association. Missoula, Montana. October.

Kalikoff, Beth. (2007). Retention Matters and Academic Performance: From an Upper-Division Campus to a Four-Year University. International Conference on the First-Year Experience. Hawaii. July.

Kalikoff, Beth. (2005). “The New Assessment and The New Rhetoric.” New Rhetoric Conference. Sydney, Australia. September.

Kalikoff, Beth. (2005). “Linked Courses and Democracy at the Twenty-First Century Metropolitan University,” University and Community, Cienfuegos, Cuba, January.

Kalikoff, Beth. (2003). “Assessment as Democracy,” National College Composition and Communication Conference, New York, March.

TEACHING

GRADUATE COURSES, UNIVERSITY OF WASHINGTON

Teaching & Learning in Higher Education: From Campus to Career (Blended Course)
TA & RA Preparation (Online Course)

M.A. Capstone
Teaching Writing as Public Action

UNDERGRADUATE COURSES, UNIVERSITY OF WASHINGTON

Advanced Expository Writing
American Studies Retrospective: Educating Americans
Argument and Research in Writing
Argument and Research in Writing Link to International Human Rights
Introduction to the Social Sciences: Studying Communities (co-taught with Dr. Linda Ishem)
Travel Writing
Writing Across the Curriculum
Writing Effectively
Writing Effectively Link to Hispanics in the U.S.
Writing Effectively Link to The Pacific War
Writing Poetry
Writing Popular Fiction
Writing Romances (Online)
Writing Mysteries (Online)

EXHIBIT 2

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

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 than 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.

EXHIBIT 3

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.

EXHIBIT 4

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.

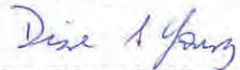
Dr. Marshall has now had three years to demonstrate her commitment to the SWCJ Program and the UW – Tacoma campus. Feedback to her about teaching and service performance has been consistent since the beginning and has increased in urgency as time has gone by. In her first annual conference with me as 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

EXHIBIT 5

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

3 GILLIAN MARSHALL,)
)
4 Plaintiff,)
)
5 vs.) NO. 19-2-11120-3
)
6 THE STATE OF WASHINGTON,)
 UNIVERSITY OF WASHINGTON, a)
7 State Agency, DIANE YOUNG,)
 individually, and TOM DIEHM,)
8 individually,)
)
9 Defendants.)

10
11
12 REMOTE VIDEOTAPED DEPOSITION UPON ORAL EXAMINATION OF
13 DIANE YOUNG

14
15 NOVEMBER 16, 2020
16 10:44 A.M.

17 (ALL PARTIES APPEARING REMOTELY FROM VARIOUS LOCATIONS)
18

19 TAKEN AT THE INSTANCE OF THE PLAINTIFF
20

21 Bridges Reporting & Legal Videography
22 1030 North Center Parkway
23 Kennewick, Washington 99336

24 REPORTED BY:
25 MONNA J. NICKESON, CLR, RPR, CRR, CCR NO. 3322
JOB: 11680

1 A. No, that's -- and then Melissa Lavitt and
2 then finally Jill Purdy. I was thinking there for a
3 minute. There's been a few.

4 Q. That's okay. Fair enough. Okay. And while
5 you were director, did you also teach classes?

6 A. I taught only one course the entire time
7 that I was director.

8 Q. So you were director until -- was it 2019?

9 A. Yes. I completed my term -- I stopped being
10 director in -- I think it was July 1 of 2019.

11 Q. 2019. All right. And so it's fair to say
12 that you didn't teach, except for this one class, from
13 2011, '12, '13, '14, '15, '16, '17, '18, '19, you went
14 eight years not teaching a class?

15 A. I taught one class in the eight years, yes.

16 Q. All right. And during -- is it -- was it in
17 2018 you became a full professor, right?

18 A. 2019 is when I became a full professor.

19 Q. Would you state in layperson's terms what
20 the various levels of professor there are at -- at the
21 University of Washington beginning with the associate?

22 A. I'm not quite sure I understand the
23 question. If you're talking about tenure track,
24 there's only three ranks: Assistant professor,
25 associate professor, and full professor.

EXHIBIT 6

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

GILLIAN MARSHALL,)
)
Plaintiff,)
)
v.)No. 19-2-11120-3
)
THE STATE OF WASHINGTON,)
UNIVERSITY OF WASHINGTON, a)
State Agency, DIANE YOUNG,)
individually, JILL PURDY,)
individually, and MARK)
PAGANO, individually,)
)
Defendants.)Volume 1
)

DEPOSITION OF BETH LOUIE

Taken at the instance of the Plaintiff

September 15, 2021
10:19 a.m.
Via Videoconference, Zoom

BRIDGES REPORTING & LEGAL VIDEO
Certified Shorthand Reporters
1312 N. Monroe Street
Spokane, Washington 99201
(509) 456-0586 - (800) 358-2345

1 A. At the University of Washington?

2 Q. Yes.

3 A. Investigation and resolution specialist.

4 Q. All right. And what's the name of the
5 organization you were with -- who you are with, I
6 should say?

7 A. The University Complaint and Resolution
8 Office.

9 Q. Is that, uh, name abbreviated?

10 A. Yes.

11 Q. And how is it abbreviated?

12 A. UCIRO.

13 Q. So is that U-C-I-R-O?

14 A. Yes. Yes.

15 Q. Okay. All right. And have you been doing
16 this job basically since you got there in 2016?

17 MS. PETERSON: Jack? Is anyone else
18 hearing an echo?

19 MR. SHERIDAN: You guys are hearing an
20 echo?

21 It could be from me. Hang on.

22 (Discussion held off the record.)

23 Q. (BY MR. SHERIDAN:) Let's begin again.

24 So I think you were telling me you started
25 at UCIRO in 2016. Is that right?

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

GILLIAN MARSHALL,)
)
Plaintiff,)
)
v.)No. 19-2-11120-3
)
THE STATE OF WASHINGTON,)
UNIVERSITY OF WASHINGTON, a)
State Agency, DIANE YOUNG,)
individually, JILL PURDY,)
individually, and MARK)
PAGANO, individually,)
)
Defendants.)Volume 2
_____)

DEPOSITION OF BETH LOUIE

Taken at the instance of the Plaintiff

September 29, 2021
1:35 p.m.
Via Videoconference, Zoom

BRIDGES REPORTING & LEGAL VIDEO
Certified Shorthand Reporters
1312 N. Monroe Street
Spokane, Washington 99201
(509) 456-0586 - (800) 358-2345

1 teaching and learning -- Center Teaching and Learning
2 I believe are the CTL, I'm not sure.

3 Q. Okay. Great. Okay. One second, please.

4 (Pause in proceedings.)

5 Q. Okay. Would you look and see if that's the
6 last page?

7 A. That is the last page.

8 Q. All right. And now I'd like you to shift
9 to page, um, 10184. And for those of us looking at
10 the PDF number, it's page 137 -- I'm sorry -- wait.
11 It's page 140.

12 All right. And whose notes -- those again
13 are notes that you wrote on or about June 5th, 2019?

14 A. That's correct.

15 Q. And these notes basically you took
16 contemporaneously with your interview of Diane Young?

17 A. That's correct.

18 Q. All right. If you'll go and please tell us
19 what you wrote down.

20 A. "June 30th. Last day as director.

21 "From June 30th to September. Been at UWT
22 since January 2010. Came as faculty member. Became
23 director in August 2011. Came from Syracuse.

24 "Not sure when this started. Was so
25 excited to have her. Don't have very many faculty of

1 faculty pretty unacceptably low. Recommend CTL, SGID,
2 SEED training, teaching squares," I think. "Pull out
3 stops.

4 "Most faculty in 3.5 to 4.5 around low 4s.
5 Even great faculty can get a low course, don't freak
6 out" -- or I think that's "out."

7 "But GM had 2.8s in grad course, then 1.3,
8 then this year got 1.9.

9 "DY embarrassed at this quality of teaching
10 in program. If part-time lecturer, would not invite
11 back. Did this once for part-time lecturer and they
12 were not that low."

13 Q. Okay. Let's go to the next page.

14 A. "GM says it is students." I think that's
15 "states" or "implies. Says use evidence-based
16 teaching approach.

17 "DY asks 'Can you explain this?'

18 "GM says 'I think it's pretty obvious.'

19 "DY is still not sure how this plays out in
20 her classroom.

21 "No peer reviews by faculty in her unit,
22 those who know students curricular expectations,
23 curricular content. Other things recommended.

24 "SGID meant to be developmental not
25 diagnostic.

Diane Young

6.5.19
9:30 am

- June 30 - last day as director
 - ~~was~~ from June 30 to September
- Been at UW since Jan 2010
 - came as faculty member
 - became director in Aug 2011
 - came from Syracuse
- Not sure who his staff
 - Was so excited to hire her
 - Didn't have very many faculty of color
- In SW, at PhD level, not many African-American, very competitive to get faculty who can represent students
 - Shows real interest in getting external funds
 - Teaching areas not super closely related, but brought faculty representation, always to get external funds, always very ment- clothes
 - Voting faculty very excited about her coming
- She was coming from Cape Western, husband was in Canada & she was looking for a place where husband would locate
- Many was with negotiations, a few more pieces
 - asking for things that weren't formal
 - offering 1-2 months of summer delay, to as incentive

- Gm says it is students (sets or impls)
 - says use **evidence-based** teaching approach, by asking can you explain this, Gm says I think it's pretty obvious
 - Dy still not sure how to play out in her classroom
- no peer reviews by faculty in her unit, those who know students, curricular expectations, curricular context
- Other time recommendation - SGID - meant to be developmental, not diagnostic
 - peer reviews from those who work with her
 - internal faculty member
 - had **chronic** **enlight**, but he said he wouldn't go to continue
 - told Dy he or wouldn't give a recommendation, wouldn't come to any of questions, wasn't open w/ feedback
 - he said he sought advice from senior mentor in Seattle who knew Gm & advised him not to give her real reason
 - people have difficulty working w/ her, but wasn't discuss it with her
- Informative about Gm Ab with strict constraints
 - act) entitled, not being open to questions
- don't think all about discipline

1 Q. Okay. Here we are. All right.

2 And are these your notes?

3 A. Yes.

4 Q. And did you type them up on or about the
5 same day as the date you met with her?

6 A. Yes.

7 Q. All right. And that was May 16, 2019?

8 A. Yes.

9 Q. Okay. And let's do Beth Kalikoff next, and
10 she's at 129. Go ahead and let's -- you, um, these
11 are your notes. And it's Bates stamped 10173. These
12 are your notes, your handwritten notes, of Beth
13 Kalikoff. Correct?

14 A. Yes.

15 Q. And that happened on May 6, 2019.

16 A. Yes.

17 Q. All right. Let's begin.

18 A. "First came to UW Tacoma in 1994. UW
19 Seattle in 2010.

20 "Gillian contacted Beth. Beth directs
21 Center for Teaching and Learning at Seattle, where
22 faculty reach out if want to change teaching.

23 "92 percent Seattle, 8 percent Tacoma. CTL
24 offers new faculty program each fall for new faculty
25 on all three campuses.

1 "At Tacoma tenured faculty at IAS sit on
2 hiring committees for people in fields, tenure
3 committees" -- I think that's "serve as," but then I
4 don't know what that last word is.

5 Q. Could that be coach or no?

6 A. That might be coach.

7 Q. Okay.

8 A. All right. Please continue.

9 A. "GM contacted Beth because had gone" -- I
10 think -- "through new faculty program. Faculty
11 fellows," I believe, in parentheses, or "maybe asked
12 someone in department who Beth worked with.

13 "Normally CTL doesn't do individual
14 consultations for individual faculty on Tacoma" -- I
15 don't know what I inserted. Either -- I think "BK
16 felt that was within charge for 8 percent.

17 "GM wanted BK to observe class, work with
18 her on class to close gaps between teaching and
19 student learning. BK asked to see syllabus, written
20 assignments. GM" saw -- "said what goal" -- "said
21 what" -- I think "goal, as observed class session
22 would be." Said it was" -- I think "masters. Most
23 students have jobs."

24 Q. Okay. Let's keep going on page 2, 174.

25 (Pause in proceedings.)

1 A. "BK read syllabus and assignments" -- that
2 might be BL, but I think I meant BK.

3 "BK has observed class more than once. In
4 2017 GM first reached out to ask BK to do a"
5 midyear -- or sorry -- "mid-quarter evaluation,
6 conduct mid-quarter feedback, graduate social work
7 class, Social Work 364. This is something she
8 typically does. Not sure if actively conducted or
9 gave her tools." Excuse me --

10 Q. Could you go with that sentence again?
11 "Not sure if"?

12 A. "Not sure if" -- I think it says "actually
13 conducted or gave her tools."

14 Q. Okay.

15 A. "A best practice that consultants at CTL
16 conduct, go in week four to six, voluntary,
17 confidential, anonymous mid-quarter assessments.

18 "Conduct" -- oh, sorry. "Collect data from
19 students. Can be done in-person or online anonymous
20 survey.

21 "Correspondence is two years long. DK part
22 of GM's teaching journey. Student feedback from end
23 of term evals were not what she would hope for."

24 I don't know what that word is.

25 "Discouraging" I think. Something "discouraging based

1 on how much time she spends. Talked about how to
2 address them. BK sent her a form for midyear course
3 assessment. What questions to ask. Tends to get at
4 issues when they are happening. Given opportunity to
5 make corrections."

6 That's the end of that page.

7 Q. Okay.

8 THE WITNESS: Is it possible to take
9 take a break?

10 MR. SHERIDAN: Yeah. Let's take a
11 ten-minute break.

12 (Recess taken.)

13 Q. (BY MR. SHERIDAN:) Start at page 3, Bates
14 stamped 10175. And there it is up on the screen.

15 All right. Please continue.

16 A. I don't know that it actually is on the
17 screen, I just wanted to confirm that what I have
18 printed is the same.

19 Q. Okay. Good. If you're on Bates stamped
20 175, you're in. And that's page 3 of the Beth
21 Kalikoff.

22 MS. PETERSON: Were you gonna put it
23 on the screen for the rest of us?

24 MR. SHERIDAN: Oh, you know, here I am
25 thinking I did it. And all I did was -- not do it.

1 Sorry.

2 (Discussion held off the record.)

3 Q. (BY MR. SHERIDAN:) Does that look right,
4 Beth?

5 A. Yeah. I think so.

6 Q. All right. Let's go, then.

7 A. "More recently had BK observed first day of
8 class, either spring quarter this year or winter
9 quarter. Or thinking that student feedback said she
10 seems really disorganized. BK had reason to believe
11 seeing" -- I don't know what that word is -- "evals
12 scholarship. This tends to be what students say, one,
13 if you are disorganized or, two, are teaching them in
14 a way they didn't expect.

15 "Suggest that tell students why do things,
16 be more transparent. GM invited BK to see how she
17 laid that out to students. BK thought she did a good
18 job, explicit, transparent, clear. Quotes, this
19 course will be taught differently than you might
20 expect.

21 "A lot of action learning practices.
22 Reason I am teaching that way is that active
23 learning/evidence-based teaching increases student
24 engagement, student learning, student" engagement --
25 oh, I think maybe the -- "student enjoyment."

1 It's student enjoyment, I think.

2 Q. Okay. Good. Okay. Keep going, please.

3 A. "Active learning closes achievement gap
4 between underrepresented groups, first-generation
5 students, and everyone else. Active learning rating
6 to learn, here's a question: Write for two minutes on
7 "x" to prepare for discussion. Don't have to show
8 what wrote, but getting ideas out, better prepared to
9 discuss. Another example, pair and share, like grab a
10 partner, take four minutes to think of ways to
11 research this question for upcoming paper."

12 Q. Okay. All right. Let's go now to, um,
13 page 4 which is 176. And then go ahead and start as
14 you're ready.

15 A. "Had been using active learning all along.
16 Also multimodal where maybe show part of a movie, draw
17 from student ideas, then turn on documentary for ten
18 minutes. Reading, writing" -- I don't know what that
19 next word is -- "lot of variety.

20 "Feedback suggested that students were not
21 used to that, surprised by it. Also BK's experience,
22 research suggests that when students perceived a
23 faculty member is young, woman of color" -- I don't
24 know what that word is, I think I crossed out some
25 words -- "can be issues of credibility, authority.

1 Implicit bias.

2 "BK said might not be bad idea to sing
3 credentials on first day. It was awesome. GM gave
4 history, saying here's a bit about me since" -- I
5 don't know what that -- "I" something "learn about
6 you."

7 MR. SHERIDAN: Can I put us on hold
8 for a minute?

9 (Short break taken.)

10 Q. (BY MR. SHERIDAN:) Okay. I'm sorry. Go
11 ahead.

12 A. I'm sorry. I'm really -- I'm not feeling
13 well.

14 MR. SHERIDAN: Okay. And, Mary, you
15 want to try to take the rest of this up next week?

16 THE WITNESS: I'm sorry for everyone.

17 MS. PETERSON: No, Beth. Don't be
18 sorry. If you're not feeling well, it could happen
19 to anyone.

20 So I think it would be best if we just
21 adjourn now.

22 And I'll get in touch with you tomorrow
23 about rescheduling. And I'll talk to Jake as well.

24 MR. SHERIDAN: Yeah. And I think next
25 week is pretty free if it works for everybody.

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All right then. We stand adjourned.

And we'll pick it up on a date that's mutually agreeable.

(Deposition concluded at 2:53 p.m.)

(Signature reserved.)

1 STATE OF WASHINGTON)
2 COUNTY OF SPOKANE) ss.
3)

4 I, Brenda L. VanderWilde, do hereby certify
5 that at the time and place heretofore mentioned in the
6 caption of the foregoing matter, I was a Certified
7 Shorthand Reporter for Washington; that at said time
8 and place I reported in stenotype all testimony
9 adduced and proceedings had in the foregoing matter;
10 that thereafter my notes were reduced to typewriting
11 and that the foregoing transcript consisting of 124
12 typewritten pages is a true and correct transcript of
13 all such testimony adduced and proceedings had and of
14 the whole thereof.


15 Witness my hand at Spokane, Washington, on
16 this 27th day of September, 2021.

17
18
19 _____
20 Brenda L. VanderWilde
21 CSR NO. 3424
22 Certified Shorthand Reporter
23
24
25

1 STATE OF WASHINGTON)
2 COUNTY OF SPOKANE) ss.
3)

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14 the whole thereof.

15 Witness my hand at Spokane, Washington, on
16 this 27th day of September, 2021.

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19 Brenda L. VanderWilde
20 CSR NO. 3424
21 Certified Shorthand Reporter
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IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
FOR THE COUNTY OF PIERCE

GILLIAN MARSHALL,)
)
Plaintiff,)
)
v.)No. 19-2-11120-3
)
THE STATE OF WASHINGTON,)
UNIVERSITY OF WASHINGTON, a)
State Agency, DIANE YOUNG,)
individually, JILL PURDY,)
individually, and MARK)
PAGANO, individually,)
)
Defendants.)Volume 2
_____)

DEPOSITION OF BETH LOUIE

Taken at the instance of the Plaintiff

September 29, 2021
1:35 p.m.
Via Videoconference, Zoom

BRIDGES REPORTING & LEGAL VIDEO
Certified Shorthand Reporters
1312 N. Monroe Street
Spokane, Washington 99201
(509) 456-0586 - (800) 358-2345

1 BE IT REMEMBERED that the deposition
2 of BETH LOUIE was taken in behalf of the Plaintiff
3 pursuant to the Washington Rules of Civil Procedure
4 before Brenda L. VanderWilde, Certified Shorthand
5 Reporter for Washington, on Wednesday, the 29th day
6 of September, 2021, via Videoconference, Zoom,
7 commencing at the hour of 1:35 p.m.

8
9
10 APPEARANCES:

11
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22 Suite 4600
23 Seattle, Washington 98104
24 206-623-1745
25 Mary.peterson@hcmp.com

 Also Present: GILLIAN MARSHALL

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I N D E X :

GILLIAN MARSHALL v. THE STATE OF WASHINGTON, et al.
Case No. 19-2-11120-3
September 29, 2021

T E S T I M O N Y

BETH LOUIE	PAGE NO:
Examination by Mr. Sheridan	132 - 199
Examination by Ms. Crego Peterson	199 - 200
Examination by Mr. Sheridan	201 - 202

PRODUCTION REQUESTS:

(None)

E X H I B I T S :

NO:	Identification	PAGE NO:
	(No exhibits marked.)	

1 (BETH LOUIE, called as a witness by the
2 Plaintiff, being first duly sworn to tell the truth,
3 the whole truth and nothing but the truth, was
4 examined and testified as follows:)

5
6 EXAMINATION

7
8 BY MR. SHERIDAN:

9 Q. All right. For the record purposes we're
10 in Volume 2 of, uh, Beth Louie's deposition. She's
11 under oath.

12 And, um, Beth, I just wanted to -- let me
13 ask that again. Are you a doctor by the way, you're a
14 JD, right?

15 A. A JD, not a doctor.

16 Q. All right. Um, so to ask again, Ms. Louie,
17 um, I understand you have a printed copy of your
18 handwritten notes to make this easier on you. Is that
19 right?

20 A. That's correct.

21 Q. And has anybody gone through any of the
22 notes with you to help you translate your writing?

23 A. No.

24 Q. All right. And do you have any notes on
25 the documents that you have in front of you besides

1 the -- in addition to the handwritten notes that are
2 exhibits?

3 A. When I --

4 Q. Let me ask it more clearly. Did you write
5 on any of the notes?

6 A. When I printed them out, I put stickies to
7 say which exhibits they were, but I didn't write
8 anything on the notes themselves.

9 Q. That's fine. And, uh, between the last
10 time we met and this time, did you make an effort to
11 type up any of the notes?

12 A. No.

13 Q. Okay. All right. All right. So let's
14 jump in and we're at -- I think, Mary, I think it
15 might be easier to say the number of the pages. We
16 have, what is it 284, pages? We're at page 132. And,
17 uh, we're -- and for Bates stamp purposes, we're at
18 UW 010176. And we'll just move forward from there.
19 And so as I'm just thinking, uh, I'm just thinking,
20 uh, it's probably gonna take you, Ms. Louie, a couple
21 seconds to find various, um, things we'll be talking
22 about today. And for your benefit because you're
23 working off the printed, I'll be giving you the Bates
24 stamped number. Okay.

25 A. Okay.

1 Q. All right. Let's go to Bates stamped 176.
2 And I believe that about 2, 4, 6, 8, 9 lines up, up
3 from the bottom, it says "BK said might not be a bad
4 idea."

5 Could you go ahead and translate for us
6 from that point forward?

7 A. "BK said might not be bad idea to sing
8 credentials on first day.

9 "It was awesome. GM gave history saying
10 here's a bit about me, since" -- I think that's "I" --
11 I'm not sure what that mark is -- "learn about you."

12 Q. Okay.

13 A. "Found sweet spot bn," between "bragging
14 and letting them know history."

15 Q. Okay. And, um, Mary can you see that okay?
16 Does it have near the top "BK said"?

17 MS. CREGO PETERSON: Yes.

18 Q. (BY MR. SHERIDAN:) All right. Okay then.
19 Please continue.

20 A. "Didn't see any other factors for gap.

21 "Reviewed materials, seemed aligned with
22 mission of social work dept," which is department,
23 "drew on," um, is that -- that might be "explicitly."
24 I'm not sure what that is -- "mission and national
25 association," I believe.

1 Q. Okay.

2 A. "National association." I'm sure of that.
3 I'm not sure what those two words in the middle are.

4 Q. Onto the next page.

5 A. "What got from observation, study of
6 materials, talking to her, was that students didn't
7 like active learning, preferred lecture. Doesn't come
8 out explicitly, but comes out other ways.

9 "Didn't seem unlikely that implicit bias
10 was part.

11 "She made a lot of effort, evals did not
12 improve as dramatically as BK would expect or hope.

13 "BK did not see lack of preparation, lack
14 of organization. She was exhaustively prepared.

15 "She did ask" -- I think that's "them to
16 work within class and outside. Wondered, BK and GM
17 together, whether students had realistic expectations
18 of work in a graduate program. They may not have had
19 realistic expectations of how much work a graduate
20 program requires.

21 "Class with active learning is much harder
22 than class with lectures. Don't just sit down and let
23 things wash over you."

24 MS. CREGO PETERSON: Jack, could you
25 scroll down?

1 MR. SHERIDAN: Of course.

2 THE WITNESS: Oh, sorry.

3 Q. (BY MR. SHERIDAN:) Go ahead. Go ahead.

4 A. "Maybe unrealistic expectations for how
5 much time it takes to prepare for successful graduate
6 experience.

7 "Once did mid-quarter assessment for Marian
8 Harris, reported back about what supported learning.
9 There were five to six white women who were a clique
10 saying mean things about professor, giving death
11 stares to those saying nice things."

12 Q. Okay. Hang on a second.

13 (Pause in proceedings.)

14 Q. All right. Let's go on to the next page
15 and that's Bates stamped 10178.

16 A. "MH and BK reviewed data. BK gave data,
17 did analysis and said, 'Seems to be implicit or not so
18 implicit bias.' Comments about how MH dresses, like
19 uppity. Director said, 'You shouldn't have said that.
20 I don't think that's true. You're stirring the pots.'

21 "Marcie" -- and I don't know -- that's a
22 last name, but I don't know what last name that is --
23 "was director."

24 Q. Okay. Hang on one second.

25 (Pause in proceedings.)

1 Q. Okay. Please continue.

2 A. "This suggests that humans have implicit
3 biases, need to try to grapple with them.

4 "In BK experience of Tacoma at IAS,
5 everyone" -- I think that's "overused and misused
6 stunt eval data.

7 "Student voices are super important but
8 can't use student evals to assess performance of an
9 instructor. Student" --

10 Q. Could I stop you there a second? Could you
11 tell me the paragraph that that line began in?

12 A. I'm sorry. What was the question?

13 Q. Yeah. Could you read that, the last four
14 lines again, please?

15 A. "Student voices are super important, but
16 can't use student evals to assess performance of an
17 instructor. Student expertise is about their
18 experience."

19 Q. Okay. That's great. All right. Let me
20 just make a note of that.

21 (Pause in proceedings.)

22 Q. Okay. Please continue.

23 A. "Undervalue peer review and
24 self-assessment. Also misused student evals. They
25 fill out bubbles, which yield qualitative and

1 quantitative data. But" -- I'm not sure what that
2 word is.

3 Q. Okay.

4 A. "End of class in five minutes when students
5 thinking about" -- I think that's "finals."

6 Q. Okay.

7 A. "Sometimes don't even leave comments. Get
8 student perceptions of their learning and course at
9 the very moment you ask.

10 "Misuse to have students evaluate
11 performance of their instructors."

12 Q. Okay. And if you hang on one second.

13 (Pause in proceedings.)

14 Q. Okay. Please continue.

15 A. "If dept," which is department, either
16 delegates or delegated, I'm not sure.

17 Q. Okay.

18 A. "Assessment of instructor performance to
19 students, asking them to do something outside of their
20 expertise.

21 "Don't know how many people do active
22 learning in social work. Also degrees of active
23 learning.

24 "But who you are matters and who students
25 think you are matters.

1 "There are best practices for how to
2 solicit student feedback, like when students say can't
3 understand instructor, most likely instructor's
4 from" -- I think that's "Asian country because student
5 ear is not accustomed to hearing" -- I think that's
6 "that."

7 "Also best practices for using student
8 feedback without" -- that might be "privileging
9 implicit bias."

10 Q. Okay.

11 A. "Also ways to support faculty. Can talk to
12 professors of color, people who run equity center.

13 "Can't expect someone to change whole
14 culture of department.

15 "GM works so hard on her teaching. It is
16 discouraging.

17 "No steps that BK suggested that GM didn't
18 take. She wanted to improve, wanted students to
19 learn, be happy with how learning, be engaged.

20 "Nobody made GM see BK. GM is genuinely
21 motivated to constantly improve."

22 Q. Okay. All right. Let's go on to 10180.

23 A. "Don't think talked to any of GM's students
24 directly.

25 "GM has shared evals with BK. The CTL

1 coauthored a guide to evaluating teaching on websites.

2 "Optional but wrote it because Ana Mari
3 Cauce had women of color faculty saying we're so
4 dependent on student evals, but they're unfair.

5 "Advice to both departments and
6 individuals. One way to prevent implicit bias from
7 undermining peer review is don't go in with blank
8 piece of paper. The fewer guidelines, the more avenue
9 open for implicit bias.

10 "For student feedback have mid-quarter
11 assessment and explain at every step why you're doing
12 what you're doing.

13 "Peer review and self-assessment should be
14 how you judge someone's performance.

15 "Also can make own evals focused on goals,
16 of course, not generic and give those first.

17 "There are 26 different" -- that might be
18 "forms. Don't know if required to use same form in
19 social work.

20 "Should ask what are you looking for in
21 teaching. Is that written down somewhere? Does
22 everyone agree?

23 "Students don't know what good teaching
24 looks like. They know what they like."

25 Q. Let me just stop you there for a second.

1 (Pause in proceedings.)

2 Q. Okay. Please continue.

3 A. "GM said chair said BK's letter didn't
4 matter as much because BK not in social work.

5 "But concerns not about content, said
6 disorganized and unprepared.

7 "Don't hold instructor responsible for
8 implicit bias.

9 "Worst practice would" -- I think that's
10 "be to look" -- it's either "as" or "at" -- I think,
11 and then maybe "number."

12 Q. Go ahead.

13 A. "Say you've been working on teaching, they
14 haven't gone up. It's not looking good."

15 I think that first that -- I think that
16 word is "number" then.

17 Q. Okay.

18 A. "While administrators don't want to talk
19 about race, it doesn't mean it's not there.

20 "If don't have skill to weigh student evals
21 appropriately, easier to take them at their word."

22 And then in quotes, "guide to evaluating teaching,
23 CTL," end quotes.

24 Q. Do you know what CTL means?

25 A. I believe it's the center for or of

1 teaching and learning -- Center Teaching and Learning
2 I believe are the CTL, I'm not sure.

3 Q. Okay. Great. Okay. One second, please.

4 (Pause in proceedings.)

5 Q. Okay. Would you look and see if that's the
6 last page?

7 A. That is the last page.

8 Q. All right. And now I'd like you to shift
9 to page, um, 10184. And for those of us looking at
10 the PDF number, it's page 137 -- I'm sorry -- wait.
11 It's page 140.

12 All right. And whose notes -- those again
13 are notes that you wrote on or about June 5th, 2019?

14 A. That's correct.

15 Q. And these notes basically you took
16 contemporaneously with your interview of Diane Young?

17 A. That's correct.

18 Q. All right. If you'll go and please tell us
19 what you wrote down.

20 A. "June 30th. Last day as director.

21 "From June 30th to September. Been at UWT
22 since January 2010. Came as faculty member. Became
23 director in August 2011. Came from Syracuse.

24 "Not sure when this started. Was so
25 excited to have her. Don't have very many faculty of

Beth Kalikoff

5.16.19
3:30 pm

- first came to UW Tacoma in 1994
 - UW Seattle in 2010
- Gillian contacts Beth
 - Beth directs Center for Teaching & Learning at Seattle, where faculty reach out if want to change teaching
 - 92% Seattle, 8% Tacoma
 - CTU offers new faculty program each year for new faculty on all 3 campuses
 - At Tacoma, tenured faculty at IAS. Sit on hiring committee for pop & Fed, tenure committees, peer & coach
- GM contacts Beth who had given three new faculty program (Faculty fellows)
 - or maybe asks someone else who Beth works with
 - normally CTU doesn't do individual consultations for individual faculty or Tacoma, ^{for} felt that was with change for 8%
- GM wants Beth to observe class, have it her on class to ask gaps between teaching & student learning
 - Beth asked to see syllabus, written assignments
 - GM said that gaps of observed class session would be
 - said it was metrics, not just have job

- BK
- read syllabus + assignments

Best practice

- BK **has observed class more than once**
 - in 2017, Gm first reached out to ask BK to do a mid quarter evaluation - conduct mid quarter feedback
 - Graduate social work class - 364 ^{social work}
 - this is something she typically does
 - **not sure if actually conducted or gave her tools**
- a **best practice** that consultants at CU conduct
 - go in week 4-6, ~~take~~ voluntary, confidential anonymous mid-quarter assessment
 - collect data from students
 - can be done in person or other anonymous survey

- Correspondence 2 yrs long
 - BK part of Gm's teaching journey

Student feedback

- Student feedback from end of the evals were not what she would hope for
 - Gm discovered based on how much time she spend
 - takes about how to address them
- BK sent her form for midquarter course assessment, what questions to ask
 - tends to get at issues when they are happening, give opportunity to make corrections

- more recently had BK observe first day of class
 - even spring quarter this yr or winter quarter
 - were thinking that student feedback said she seems really disorganized
 - BK had reason to believe, sent peer evals, schedules, try hard to be what students say ¹ if you are disorganized or not taking them in a way they don't expect
 - suggest that tell students why do things, be more transparent
- Give marks BK to see how she laid that out to student
 - BK thought she did a good job - explicit, transparent, clear

IDEAS

- "this course will be taught differently than you might expect. A lot of active learning practices. Research in this field says that using active learning / evidence based teaching increases student engagement, student learning, student enjoyment!"
- Active learning, close achievement gap in underrepresented groups, first gen students, and everyone else
- active learning - writing + learn - here's a question, write for 2 minutes = X, to prepare for discussion. Don't have to show what wrote, but getting ideas out, better prepared to discuss
- another example - pair + share
 - like grab a partner, take 4 minutes to think of way to research this question for upcoming paper.

- had been too busy active learning all day
 - also multi-modal, where might show pos of a movie
 - draw from student ideas, then turn a documentary for 10 minutes
 - reading, writing, movie - lot of variety

- Feedback suggests that students were not used to that, surprised by it

- also BK's experience, research suggests, that when students perceive a faculty member as young, woman of color, there can be issues of credibility, authority

- implicit bias

YOUNG AND WOMAN OF COLOR

VOLUME 2

- BK said might not be bad idea to give credentials on first day
 - it was awesome - from give history, says here's a bit about me and I'm keen about you
 - Found sweet spot in bragging & letting them know history

- don't see any other factors for job

- reviews materials, seemed aligned w/ mission of social work, dept
 - drew on the existing mission & national association

EXHAUSTIVELY PREPARED

- what got from observation, study of materials, talking to her was that students didn't like active learning, preferred lecture
 - doesn't come out explicitly, but come out over time
 - didn't seem unlikely that implicit bias was part
- she made a lot of effort, class did not improve as dramatically as BK would expect or hope
 - BK did not see lack of preparation, lack of organization
 - she was exhaustively prepared

NOT IMPLICIT BIAS?

- she did ask them to work, both within class, & outside
 - wondered (BK + she together) whether students had realistic expectations of work in a graduate program
 - they may not have had realistic expectations of how much work a graduate program requires
 - class with active learning is much harder than class with lectures
 - don't just sit down & let things wash over you
 - unrealistic expectations for how much time it takes to prepare for successful graduate experience

-class

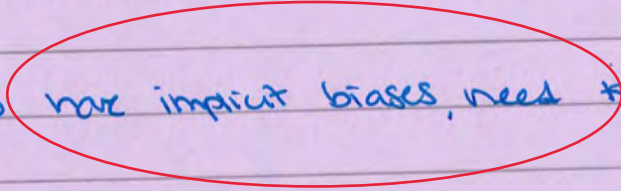
CLICK

- ledger once did mid quarter assessment for Marion Harris
 - reported back about what supported learning
 - there were 5-6 white women who were a clique, says mean things about professor, giving death stars to those saying nice things

IMPLICIT BIAS



- MHA + BK reviewed data
- BK gave data, did analysis and said seems to be implicit or not so implicit bias
 - Comments about how MHA dresses, like uppity
- Director said you shouldn't have said that, I don't think that's true, you're stirring the pot. Marie Lazare was director
- this suggests that humans have implicit biases, need to try to grapple with them



- In BK experience of Talome at IAS, everyone abuses + misuses student eval data
 - student voices are super important
 - but can't use student evals to assess performance of an instructor

CAN'T USE STUDENT EVALS TO ASSESS

- student expertise is about her experience
- understand peer review + self assessment
- also misuse student evals
 - they fill out bubbles, which yield qualitative + quantitative data
 - but at end of class, in 5 minutes, when students think about finals
 - sometimes don't even leave comments
 - get student perceptions of their learning + course at the very moment you are
 - misuse + have students evaluate performance of their instructors

MISUSE TO HAVE STUDENT S EVALUATE

- is dept delegat. assignment of instructor performance + students, asking them to do something outside of their expertise
OUTSIDE OF THEIR EXPERTISE--

- don't know how many people do active learning in social work
- also degrees of active learning

BEST PRACTICES

- but who you are making
- and who students think you are making

- there are best practices for how to solicit student feedback
- like when students say their instructor, most likely instructor from their courses like student has not accustomed to hearing that
- also best practices for using student feedback without privileging implicit bias

CAN'T ASK ONE PERSON TO CHANGE CULTURE

- also want to support faculty
- can talk to professors of color, people who run equity center
- don't expect someone to change whole culture of dept

- bin wants to had on her teaching, it is discussed
- no steps that Bin suggests that GM didn't take
- she wanted to improve, wanted students to learn, be happy with what she learned, be engaged
- nobody made GM see Bin
- GM is genuinely motivated to constantly improve

- don't think turned + any of GM's students directly
- GM has shared evals w/ BK
- The CQ coauthored a guide to evaluating teaching
 - on website
 - ~~some data~~, optional, but work it bc Ann Mari Carr had women of color faculty saying w/e to deposit on student evals, but this was
 - advice to both dots + individuals
 - one way to prevent implicit bias from undermining peer review is doing it in w/ blank piece of paper, the fewer guidelines, the more avenue open for implicit bias
 - for student feedback, have midquarter assessment and evaluate at every step why you're doing what you're doing.
 - peer review + self assessment should be how you judge someone's performance
 - also can make own evals focused on goals + course, not generic, and give those first.
- there are 26 different forms
 - don't know if required to use some form to decide how
 - should ask what are you looking for in teaching? is that written down somewhere? Does anyone agree?

STUDENTS DON'T KNOW GOOD TEACHING, THEY KNOW WHAT THEY LIKE

- students don't know what good teaching looks like, it's how what they like.

CHAIR = YOUNG

9

- Bis
- GM said Chair said, letter didn't matter as much like BK not in social work
 - but concerns not about content, said disorganized + unprepared
 - don't hold instructor responsible for involuntarily bias
 - worst practice would be to look at or number by your own working or teaching, they have to get up, it's not really good.
 - While administrators don't want to talk about race
 - it doesn't mean it's not there
 - if don't have skill to weigh student evals appropriately, easier to talk to at their work.
 - "guide to evaluate teaching CTL"

DISCRIMINATION

EXHIBIT 7

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. Emlert, 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

EXHIBIT 8

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

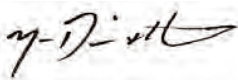
Eligible Voting Faculty Recommendation:

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.

EXHIBIT 9

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:

Review Body	Eligible voting members	For	Against	Abstain	Absent
School Review Committee	4	0	4	0	0
Voting Faculty (excluding Dean)	9	0	7	2	0
UWT Appointment, Promotion & Tenure Committee	6	2	2	1	1

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.

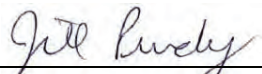
Prospects for Future Performance

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

EXHIBIT 10

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%