

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, and
TOM DIEHM, individually,

Defendant.

Case No.: 19-2-11120-3

**FIRST SUPPLEMENTAL
DECLARATION OF MELISSA
LAVITT**

I, MELISSA LAVITT, make the following statement based on personal
knowledge. If called on to testify I could and would do so.

1. I am supplementing my October 11, 2020, declaration.

2. I attended the Fall 2018 SW/CJ faculty retreat and I heard Jill Purdy
speaking. By this time, I was no longer Vice Chancellor. I was tenured faculty at
SW/CJ. See 10/11/20 Lavitt Dec. at ¶¶ 37 and 38.

3. I was so upset by Vice Chancellor Jill Purdy's remarks about
"collegiality" and "fit" that I sent an email to Christine Stevens. She was faculty at the

1 Nursing Unit, and I was seeking information about whether Jill Purdy had made a
2 similar suggestion to her unit. Attached as Exhibit 1 is a true and correct copy of that
3 email dated October 23, 2018.

4 4. Exhibit 2 is a true and correct copy of a 2016 report. I was Vice
5 Chancellor then and I brought this up with Chancellor Mark Pagano. And leadership
6 meeting. Pagano had a hard time talking about issues of race, and in my presence, by
7 his words and demeanor, he took it personally when we talked about race
8 discrimination on campus.

10 5. Exhibit 3 is a true and correct copy of a 2017 Faculty of Color Climate
11 study, in draft, which was commissioned by UW. I was Vice Chancellor then and I
12 brought this up with Chancellor Mark Pagano. He said he wanted to wait for a big
13 climate survey—one was coming from UW Seattle. Sharon Parker’s office of
14 Diversity, Equity and Inclusion authorize and paid for the work done in this survey.

16 6. During one discussion about hiring more persons of color, Chancellor
17 Pagano said to me, “why can’t we find a good one?” I took this to mean a good
18 person of color.

19 7. When I was Vice Chancellor of Academic Affairs I felt that Dr. Deidre
20 Raynor, who is black, was being underpaid for her work as director of Undergraduate
21 Education as compared to white faculty. I brought this issue to the attention of
22 Chancellor Pagano. He took no action.

24 8. Exhibit 4 is a copy of the 4/28/2017 memo from Dr. Harris to Dr.
25 Diehm, which I reviewed regarding the reappointment of Dr. Marshall.

1 9. Exhibit 5 is a true and correct copy of is a copy of the 5/11/2017 memo
2 from Dr. Dr. Diehm to me, which I reviewed regarding the reappointment of Dr.
3 Marshall.

4 10. Exhibit 6 is a true and correct copy of my 6/12/2017 letter to Dr.
5 Marshall notifying her that I was recommending postponement of her reappointment
6 for one year. I am aware that the committee chaired by Dr. Harris supported
7 reappointment in 2017, but owing to Tom Diehm's letter to me (see above) I decided
8 that given that three of the senior tenured faculty in SW/CJ voted against her, it would
9 be better to delay so that she could bolster her teaching scores rather than oppose the
10 SW/CJ faculty at that time. A delay would not mean a delay in becoming tenured, but
11 these issues are difficult and I have opposed faculty before and I decided at that
12 moment it was better to wait than oppose. Unfortunately, when this issue came up
13 again in 2018, I was no longer vice chancellor.

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

16 DATED this 7th day of October, 2021 in Long Beach, CA.

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Melissa Lavitt, Ph.D.

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3 **CERTIFICATE OF SERVICE**

4 I, Tony Dondero, certify that on October 11, 2021, I served the document to which
5 this Certificate is attached to the party listed below in the manner shown.
6

7 Mary Crego Peterson, WSBA #31593
8 Jake Ewart, WSBA #38655
9 Hillis Clark Martin & Peterson
10 999 Third Avenue, Suite 4600
11 Seattle, WA 98104-3188

12 Tel: 206-623-1745

13 Fax: 206-623-7789

14 Attorneys for Defendant State of
15 Washington

☐

By United States Mail

☐

By Legal Messenger

☐

By Facsimile

☐

By Overnight Fed Ex Delivery

☒

By Electronic Mail To:

mary.peterson@hcmp.com

jake.ewart@hcmp.com

16 Dated this 11th day of October, 2021.
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24
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s/Tony Dondero

Tony Dondero, Legal Assistant

FIRST SUPPLEMENTAL
DECLARATION OF
MELISSA LAVITT - 4

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

EXHIBIT 1

-----Original Message-----

From: Melissa Lavitt <mlavitt@uw.edu>

Sent: Tuesday, October 23, 2018 11:45 AM

To: Christine A. Stevens <cstevens@uw.edu>

Subject: Welcome to the 80's

ML

Hi Christine,

Hope you are doing well.

I miss you on Michelle's committee! Although I'm sure she will be fine.

I am concerned about a recent message from Jill regarding p&t. She talked to Social Work about faculty "fit" and the need to develop criteria for collegiality. It is my understanding that she shared a similar message with Nursing.

I am concerned about the impact of these messages on the success of faculty of color in particular. I also find myself without a voice in such matters. It appears that these messages go unchallenged.

Is this truly the direction that things are going? Do you see any recourse?

Thanks for your ear. M

Melissa Lavitt

EXHIBIT 2

Developing a Race and Equity Agenda for the UWT Campus and Community

DIVERSITY FELLOWS STATEMENT

to UWT Faculty Assembly

January 12, 2016

Prepared by:

**Anthony Falit-Baiamonte (Lecturer of Urban Studies)
Emily N. Ignacio (Associate Professor of Sociology)
Christopher B. Knaus (Professor of Education)
Huatong Sun (Assistant Professor of Communication)**

Executive Summary

People of color employed by the University of Washington Tacoma face (1) barriers well-documented in higher education literature and in reports previously convened by the University of Washington; (2) the passive aggressiveness of local culture in UWT and in the Pacific Northwest; (3) seemingly permanent inertia manifested by colleagues and leadership who ignore thoughtful research reports (like this one) of campus diversity issues and/or who take little action to address their personal and professional concerns; and (4) a context of faculty and university policies that do not fundamentally address the causes, nor practice of, racial exclusion and oppression.

This report clarifies this larger racialized context, and in regard to faculty-related diversity and equity issues at the University of Washington Tacoma, the Diversity Fellows offer three recommendations to guide further implementation:

1. Continual, ongoing, critical analyses of policies and procedures-in-practice related to faculty diversity;
2. Implementation of best practices that reflect these analyses, with specific regard to hiring, promotion, tenure, mentoring, service, and curricular decisions; and
3. Concrete accountability measures that address the many circumstances where faculty and administrator practice might conflict with the intent of these policies.

Based upon research conducted on the experiences of faculty of color, as well as convened reports at UW Seattle and UW Tacoma, we offer the following implementation actions:

1. Align our mission of “Urban Serving” with the current Strategic Planning Process and develop a consensus of “Urban Serving” that reflects the University of Washington’s Race and Equity Initiative.
 - a. Integrate race and local communities into the definition.
 - b. Integrate service with communities of color into the definition and into the merit review process.
 - c. Integrate the urban serving mission throughout campus, including in hiring and retention reviews, student admissions criteria, curriculum, and new program proposals.
 - d. Launch a race and community accountability panel to the Chancellor.
2. Launch a UWT University Level Diversity Committee that reports directly to the Chancellor.
 - a. Conduct an annual equity audit that includes the experiences of community, students, faculty, and staff of color.
 - b. Assess the instruction of DIV courses and review DIV course proposals.
 - c. Assess faculty recruitment efforts.
 - d. Formally assess diversity-related merit review processes.
 - e. Provide a forum for raising incidents emanating from individual, institutional, and structural racism.
3. Expand faculty retention efforts, with a particular focus on recognizing and mitigating the many micro-aggressions faculty of color face.

- a. Provide support for faculty who engage in work related to access and success for traditionally underrepresented students (and communities).
- b. Institute a faculty diversity orientation (UWT and/or UW-wide).

Report

At a time when UW Tacoma is working hard to increase the student retention rate, we see an even more urgent need to retain engaging, diverse faculty and hire faculty who are open to cultivating cultural humility and who are well prepared in and wish to practice culturally relevant and responsive approaches. The need to recruit and retain diverse faculty is central to the UW system-wide commitment to equity and diversity. The integration of efforts to recruit and retain diverse faculty are also essential to both foster and model how to create an inclusive, welcoming learning environment for the UWT community.

We believe that the UWT Faculty Handbook, in alignment with the UW faculty code, encompasses the spirit of the University of Washington's commitment to diversity (please see the charge letter in the Appendix). The commitment to diversity has been systematically elevated by a recognition of the role of addressing race and equity through President Ana Mari Cauce's Race and Equity Initiative and the Resolution of faculty support for Diversity, Equity, and Inclusion released by the Executive Council of UWT Faculty Assembly. It is important to note that such equity-driven statements are the result of continued faculty and student efforts to improve the faculty experience by valuing a diversity of racial and ethnic identities, academic approaches, and professional activities. Relatedly, in our estimation, the UWT Handbook does not have obvious nor intentional negative impacts on faculty of color. Indeed, the popular discussion about UWT is focused on celebration of our vast diversity, both regionally and within the UW system. For example, a recent article in the *Business Examiner* (October 2015) celebrates UWT as being particularly committed to diversity:

"In addition to having diversity, UWT is also committed to diversity. This is made apparent by the existence of the Office for Equity and Diversity, the Diversity Task Force and the Diversity Resource Center, as well as events such as the MLK Day Unity Breakfast and the annual Diversity Summit."

Despite our public commitment to "diversity" and "inclusivity," such statements and policies fail to recognize and address the hostile racial climate that is consistently described through numerous UW reports and clarified extensively through higher education research. Ignoring these experiences by not addressing racial inequities or oppression by merely touting a commitment to "diversity" and "inclusivity" only contributes to this hostile climate. These conversations not only silence those who experience racial oppression at all levels (individual, institutional, and system-wide), but also compromises the larger on-campus (cross-country) struggles for increased faculty representation of the very students on which UWT prides itself, and further mutes the concerns of uneven implementation of the policies designed to address racial inequalities.

What we find is that, historically, altering and refining policy language simply does not address the underlying campus (and societal) racism that shapes the experience of people of color (and social justice-oriented) faculty members. Deeper, this refining does not

acknowledge the personal and structural barriers caused by individual and institutional practices within the university, the department or program, and within each respective discipline. Even the most well-intended policies that originally aimed to address inequities can and have been read and implemented in such a way that maintains institutional and/or structural inequalities. Much of this is because policies, procedures and practices (1) are focused on individual intent; (2) are framed in broad “diversity” and/or “inclusivity” language as lip service; and/or (3) reflect systemic oppression. As such, they do not address larger structural barriers related to racism (and sexism), and, if policies/procedures to address racism are in place, they are not systematically or evenly implemented.

We argue that without a greater acknowledgement and intentional focus on addressing racism (such as micro-aggressions, institutional barriers, and regional cultural contexts that reflect systemic racism) that negatively impacts faculty of color, policy and procedural change will be ineffectual. Indeed, we suggest that the many already-identified barriers to recruiting and retaining faculty of color are often ignored while policies and practices that may have been intended to support all faculty are strategically and/or unevenly followed through and applied, particularly with regards to underrepresented groups. Despite UW Tacoma’s commitment to diversity and inclusion, because of the pervasive nature of racism and a pervasive insistence that our commitment to diversity and inclusion, in and of itself, is addresses racism, merely changing policies is, at best, insufficient to address the larger context of racism within higher education. At worst, it supports racism and racial oppression.

Based upon this context, we offer three guiding recommendations:

1. Continual, ongoing, critical analyses of policies and procedures-in-practice related to faculty diversity; and
2. Implementation of best practices that reflect these analyses, with specific regard to hiring, promotion, tenure, mentoring, service, and curricular decisions; and
3. Concrete accountability measures that address the many circumstances where faculty and administrator practice might conflict with the intent of these policies.

Context of Faculty of Color

Despite committed efforts and resources, the percent of tenured underrepresented faculty of color (American Indian/Alaskan Native, Black, Latino, Asian, and Pacific Islander) at the UW has remained stagnant at approximately 10% for the past decade. In 2011, out of the total of 1,970 tenure and tenure-track faculty at the UW, 79% were white, 2.6% Black, 4% Latina/o, 12% Asian/Pacific Islander, and .5% Native Americans/Alaskan Natives.¹ In 2014, UWT tenure/tenure-track faculty reflect similar patterns: while 16% of faculty are Asian, only a statistically insignificant number identify as Pacific Islander, just 1% are Native American (reflective of two 2014 hires), 7.9% are Hispanic/Latino, and 4% are Black.² Interestingly, and contrary to national trends, the lecturer pool at UWT is actually less racially diverse than tenure and tenure track faculty (85% of

¹ From Graduate School Diversity Report 2013 Update (Aisenberg, 2013).

² From UW Affirmative Action Office, 2015.

lecturers are White³). The situation of underrepresented faculty stands in stark contrast to the diversity of the both the UWT student population and the population of the surrounding communities. This disparity limits the recruitment and retention of diverse students and also hampers UWT's community engagement efforts.

With an increasing emphasis on global education at UW, a global vision of diversity should be in place as non-white international faculty face different forms of racism (from white and non-white North American peers). While the campus becomes increasingly global, little space for formal discussion about balancing local and global diversities exists, furthering the burden on the few isolated international faculty of color.

Faculty Underrepresentation and Continued Racial Barriers

A commitment to Race and Equity must include a commitment to developing a respect and understanding of cultural differences and learning about and understanding the differential impacts of oppression. Since this commitment is not systematically integrated into UWT's curriculum, faculty assessment, or in student support efforts, efforts to increase diversity and inclusivity ring hollow (at best) and maintain or exacerbate racial oppression.

The one-hour mandatory training offered by Academic Affairs for faculty hiring committees is necessary but insufficient to address the deep, racialized assumptions that are built into academic fields and related assessments of academic merit. A contributing factor to recruitment and retention of underrepresented faculty of color is that while increasing efforts are being implemented to ensure faculty searches all adhere to diversity practices, these practices are being implemented by a faculty who have not interrogated the systemic racism that pervades the assessment of candidates and who are not well-versed in the actual barriers to serving as a faculty member of color at a predominantly white university.

A commitment to "inclusivity" and "diversity" without a genuine commitment to equity and combatting oppression empowers those already in power. For example, when searches have contained language that - by virtue of the research interests listed - would have opened up the pool to more diverse faculty, faculty members have "flagged" such language as inappropriate in that it allegedly limits the academic freedom of the faculty conducting the searches to find what are framed as "appropriate" faculty members. In other words, academic freedom often contains racialized ideas of research/teaching projects and interests, and the lack of acknowledging such racialized assumptions creates additional barriers to recruiting and retaining underrepresented faculty. Similarly some insensitive review criteria could undermine faculty diversity efforts⁴. In another case, while research repeatedly finds that faculty of color tend to be rated lower than their

³ Many lecturers began as non-competitive hires recruited through local networks, which (underrepresented) scholars of diversity typically have difficulty accessing. An increasing reliance on the lecturers for teaching at the UWT campus could suggest that the overall faculty workforce will be less diversified in the future.

⁴ For example, "Teacher Evaluations Could Be Hurting Faculty Diversity at Universities" (Pratt, C., *The New York Times*, December 16, 2015).

white peers in student evaluations due to racism, a same benchmark is used to assess the teaching effectiveness of all faculty.

A UW Graduate School report shows that faculty research and scholarship pertaining to race and diversity is generally less valued and often limited to the pursuits of faculty of color. This is reflected in the annual review discussions, and, as stated above, this sentiment has greatly affected even the searches that attempt to identify diversity needs at the onset. It is clear from both UW reports and higher education research that race and gender are not necessarily seen as significant issues, much less specialized areas of study. In fact, they are deemed the opposite: as something anyone can research and teach by virtue of living in our societies, reinforced by the well-intended implementation of Diversity-identified courses that may be taught by faculty with little to no academic experience in diversity. This is in addition to the reality that faculty are being tasked with evaluating diversity-related indicators without having expertise (or even familiarity) with such. These factors contribute to a limited and often superficial dialogue regarding race and diversity that devalues race scholarship.⁵

Decades of research documents the long-term negativity underrepresented faculty face in predominantly white universities. The social and professional isolation faced by underrepresented faculty of color (or social justice oriented faculty), from being the only person of color in a program, department, or meeting, to serving as a mentor to many of the social justice oriented students creates a tangible personal and professional set of barriers. The unrecognized overburdens of being a racially isolated faculty member lead to decreased retention and increased burnout. The impact of desegregating an academic program places an unfair, unacknowledged, and yet demanding burden upon underrepresented faculty (and race scholars). The barriers associated with such unacknowledged desegregation efforts are well-documented by what the higher education field refers to as micro-aggressions and the cumulative impact of racial battle fatigue. One particular edited text (Racial Battle Fatigue in Higher Education: Exposing the Myth of Post-Racial America) provides dozens of narratives of faculty of color and the personal and professional struggles of navigating everyday micro-aggressions and the structural barriers to serving either as race-scholars or being positioned as such, regardless of professional expertise. These impacts are replicated at the UWT campus and across the UW system.

Overall, it remains both challenging and burdensome for underrepresented faculty of color to continually advocate for equity from within academic programs and across the campus when their voices and efforts, whether solicited (and requested) by upper level administration or initiated by themselves, often go unnoticed. At times, UW faculty of color present personal and professional concerns with little action taken⁶. The same frustration is shared by some UWT faculty of color who find thoughtful research reports of campus diversity issues (like this one) ignored almost immediately after being released. The seemingly permanent inertia manifested by colleagues and leadership

⁵ From *UW Graduate School Diversity Report 2013 Update* (Aisenberg, G., 2013).

⁶ From *Graduate School Diversity Report 2013 Update* (Aisenberg, 2013)

weakens morale and contributes to a sense of invisibility and alienation of underrepresented faculty of color. In some cases, this type of invisibility has led to the departure of faculty of color.

Recommendations

Based upon research conducted on the experiences of faculty of color, as well as convened reports at UW and UWT, we offer the following recommendations:

1. Align our mission of “Urban Serving” with the current Strategic Planning Process and develop a consensus of “Urban Serving” that reflects the University of Washington’s Race and Equity Initiative.

UWT publically defines itself as an “urban serving” University, however the understanding of what it means to be “Urban Serving” varies widely across campus. The Strategic Planning process that is currently underway at UWT should provide the campus with a common definition and understanding of what Urban Serving means at UWT. It is essential that this definition and vision reflects and is responsive to local and regional historically underrepresented and currently underserved communities. This common understanding should inform the strategic plan of all units and programs at UWT, and be integrated into the assessment and evaluation processes for all programs and employees. This definition of “urban serving” should be written into the UWT Handbook, so that every Strategic Planning process at the university and department levels in the future will be able to turn to it for as a reference.

This definition must accommodate the following:

- a. ***Integrate race and local communities into the definition.*** The definition of Urban Serving should explicitly address the relationship between the University and local communities of color. This definition should also position UWT faculty and staff as intentionally reflective of and responsive to local and regional historically underrepresented and currently underserved communities. Because this is so integral to defining the university, the definition - and interpretation of such - should be based upon collaboration with (1) community-based leaders who engage with historically underrepresented and currently underserved communities; (2) student leaders; (3) faculty who have a strong, respectful relationship with the community and students of color; and (4) faculty whose research reflects and/or greatly impacts communities of color.
- b. ***Integrate service with communities of color into the definition and into the merit review process.*** The definition of Urban Serving should explicitly address the relationship between faculty service and local communities of color. Faculty service with local communities of color should be rewarded in merit review process.
 - i. ***Clearly frame urban serving efforts within the faculty code, school, and program guidelines: faculty involvement with local communities of color as part of scholarly work.*** Urban serving efforts should be considered a component of scholarly work, even if the service does not result in an immediate scholarly publication.

- ii. ***Conduct research workshops or peer working groups to help interested faculty convert community work into published research.*** The Office of Research should support and sponsor community-based, participatory research initiatives that align and extend UWT's urban serving mission. Attendance and/or organizing these workshops should be reflected in merit review processes.
- iii. ***Clearly frame urban serving efforts within the faculty code, school, and program guidelines in relation to teaching expectations.*** Faculty should be expected to, and supported in, integrating urban serving into course design, course outcomes, and teaching approaches.
- iv. ***Clearly frame role of Deans and Directors in evaluating urban serving criteria to limit perceptions of bias inherent within a leadership infrastructure that does not represent the diversity of UWT's local community.*** While we recognize the existence of hierarchical performance reviews, it is important to clarify that many faculty and administrative leaders are not well-versed in the scholarship of diversity, racial oppression, and equity. Thus, we advocate for increased reliance upon peer reviews from established UWT diversity scholars.
- c. ***Integrate the urban serving mission throughout campus, including in hiring and retention reviews, student admissions criteria, curriculum, and new program proposals.*** Urban serving should be tangibly visible throughout all aspects of the university, including research, teaching, and service for faculty, but also in relation to staff roles and responsibilities, and expectations for students.
- d. ***Launch a race and community accountability panel to the Chancellor.*** This panel should include local and regional urban serving experts, as well as community leaders, faculty, students, and community partners.

2. Launch a permanent UWT University Level Diversity Committee that reports directly to the Chancellor.

This Committee needs a clear and coherent charge and must be staffed by faculty who have established, recognized expertise in equity and diversity to establish ongoing faculty-led diversity accountability measures. The committee will also include UWT staff and administrators with similar demonstrated expertise. While we want to have more people involved as the advocates for diversity on the UWT campus, we need to see the expertise in diversity work developed through a rigorous process of research, engagement, and reflections. Faculty without deep knowledge of, and experience working with, multiple urban communities undermines and negates the diversity work at UWT. Service on the Diversity Committee should receive 1 full course release per year of service.

- a. ***Conduct an annual equity audit that includes the experiences of community, students, faculty, and staff of color.*** UW has convened several retention studies over the past decade, as well as isolated reports

on the experience of faculty and staff of color. UWT should lead by example through conducting annual assessments of institutional climate with a specific focus on race. This annual audit includes a diversity in staffing report, student climate survey, and provides statistical updates on the diversity of UWT's students and staff. Based on the annual audit, all campus leaders should undergo a two-year review regarding campus racial climate.

- b. ***Assess the instruction of DIV courses and review DIV course proposals.*** The University of Washington adopted a diversity course requirement for all undergraduates last year. This requirement includes three credits of coursework that focus on the sociocultural, political and economic diversity of human experience at local, regional or global scales. As has been the practice of universities since its existence, courses should be proposed and taught by experts in that area of scholarship. Thus, these courses must be proposed and taught by faculty who are diversity scholars, as evidenced by their research, service, teaching, and/or professional background. Processes for determining such must be delineated and should be within the purview of the Diversity Committee, particularly the faculty members on the committee as curricular decisions fall under the purview of the faculty⁷.
- c. ***Assess faculty recruitment efforts.*** Faculty search plans should be reviewed by the Diversity Committee to ensure language that reflects the urban serving mission of UWT. Guiding question for the review could be: "How will this hire help address the urban serving mission while also increasing access and retention of students of color?" Diversity Committee review ensures recruitment efforts and related candidate rubrics adequately include urban serving mission and recognize diversity of candidates as strengths.
- d. ***Formally assess diversity-related merit review processes.*** This committee formally assesses merit review processes in relation to diversity-related scholarship, teaching, and service. It also provides suggestions for faculty peer reviews, including letters of support.
- e. ***Provide a forum for raising incidents emanating from individual, institutional, and structural racism.*** Currently, faculty, staff, and students who raise issues and experiences of individual, institutional, and structural racism may face immediate retribution (from peer colleagues and leadership). These microaggressions add to a context of fear and professional risk. Therefore, this committee provides a forum for airing such grievances as a way to mitigate the institutional reaction to those who identify racial exclusion, and further empowers the faculty to raise

⁷ As stated in the legislation, "The requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies." (UW Office of Minority Affairs & Diversity). Currently, at UWT, faculty propose "DIV" courses, which are officially designated by the Academic Policy and Curriculum Committee of the UWT Faculty Assembly.

institutional solutions directly to the Chancellor. This process also formally collects data and reports on such incidents.

3. *Expand faculty retention efforts, with a particular focus on recognizing and mitigating the many micro-aggressions faculty of color face.*

Many faculty, including recent hires, experience microaggressions as part of the daily reality of being faculty on a predominantly white campus. Yet there are no current forms of support for navigating within a racialized context, even though additional work continues to be expected of faculty of color, most often without recognition.

- a. ***Provide support for faculty who engage in work related to access and success for traditionally underrepresented students (and communities).***
This can include financial incentives, but also should be reflected in merit reviews.
 - i. Consider additional service pay for faculty of color whose very presence serves to racially desegregate committees and academic programs.
 - ii. Recognize faculty of color have more work to do and carry a larger burden with regards to students of color. This should be reflected in guidelines for tenure and promotion and in merit letters, and best practice should, for example, recognize documented research that clarifies that faculty of color typically receive lower teaching evaluations from white students, while having to mentor larger numbers of students of color.
- b. ***Institute a faculty diversity orientation (UWT and/or UW-wide).*** The orientation activities could include providing workshops on topics such as surviving UWT as a faculty member of color and building ongoing regional support networks linking first year faculty with UWB and UWS faculty of color.

Suggested Timeline for Implementation

1. Release the report to UWT faculty: Winter 2016
2. Call a meeting with the Chancellor: Spring 2016
3. Form a UWT Diversity Committee and by-laws: Autumn 2016
4. Develop an implementation plan: Winter 2017

Appendix

Charge Letter from 2014-2015 Faculty Assembly Chair:

Nov. 25, 2014

...

This campus fellows group will research and make recommendations to Executive Council (EC) on the improving the ways diversity and equity are incorporated into the work of the faculty.

As a member of this campus fellows group, you will research and report on ways faculty-related structures, policies, procedures and practices can address and improve UWT's core campus value of diversity and equity within an urban-serving university context. You will review Faculty Assembly and EC structure, policy, and procedures, as well as other practices, policies, and procedures subject to or that impact areas of faculty oversight, such as hiring and promotion and tenure. At the end of the year, you will make recommendations to improve the ways we incorporate diversity and equity into our professional campus work. Your work should be informed by, but not duplicate the work of the UWT Diversity Task Force.

The fellows will meet during the 2014-15 academic year and prepare a report for the Executive Council of the Faculty Assembly by the end of June 2015 that includes:

1. a review of structures, policies, practices, and procedures under faculty purview, including Faculty Assembly, EC and other faculty-related professional work including hiring and promotion and tenure using the lens of diversity and equity.
2. a suggested action plan with strategic goals and recommendations to improve how diversity and equity are incorporated into Faculty Assembly, EC, and other faculty-related professional work structures, policies, practices, and procedures including hiring and promotion and tenure.
3. an actionable timeline for implementing the improvements.
4. a set of accountability measures for assessing progress toward achieving the goals and recommendations.

EXHIBIT 3

Overview

The Office for Equity and Inclusion undertook an evaluation of the condition of faculty of color at UW Tacoma during the 2016 -2017 academic year. The evaluation covered UW Tacoma faculty of color who are underrepresented on the faculty, defined as people whose racial/ethnic background is African American, Native American, Latino/a, Pacific Islander, or U.S. Asian American. The purpose was to document the experiences of these faculty members regarding how well they fit and how well received they feel at UW Tacoma, rather than have such experiences discounted as mere hearsay. It is necessary to understand their perceptions of the racial climate on our campus in order to improve conditions for the future.

Methodology

The Office for Equity & Inclusion sought to contract with an outside specialist to undertake this evaluation. After several attempts to identify such a specialist, the Office identified Ms. Kimi Ginn in Tacoma. Nearly simultaneously the Office was approached by a faculty member, Dr. Jerry Flores, who sought to undertake a similar project. As a result, in June 2016, both Dr. Flores and Ms. Ginn were contracted to jointly conduct the evaluation. During the ensuing planning meetings, it was agreed that they would use a qualitative research approach¹ that is based on one-on-one in-depth, semi-structured interviews and a content analysis to capture the experiences of underrepresented faculty of color at UW Tacoma. Such methodology would also ensure anonymity of the faculty of color members, as well as to provide space for narrative discourse.

The Assistant Chancellor for Equity & Inclusion, Dr. Sharon Parker, identified the UW Tacoma underrepresented faculty of color based on contacts with the Office. Because no official list of underrepresented faculty of color exists at the campus, an invitational letter (see Appendix 1) was sent to those identified and they were asked to help identify others. Of a total of 26 identified underrepresented faculty of color, 24 were interviewed. These included full-time lecturers and faculty at every rank in the tenure track.

Unless the person being interviewed objected, each interview was recorded and later transcribed by an outside typist. The transcribed interview was returned to the interviewer who then coded it according to the issues raised, such as: issues with other faculty members; lack of support from department heads; lack of support for new faculty; mentor awards removed; legitimacy as instructor questioned; expectation of mentoring students but without compensation; pay inequality; paying lip service to diversity without action; tokenism; other faculty talk about students of color negatively. These codes were recorded in DeDoose software along with other demographic information (numbers of years on faculty, gender) and key questions (see Appendix 2). The data from which this report is drawn remain available in the Dedoose software program. All identities have been removed to protect the anonymity of interviewees.

¹ Esterberg, K. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill.

Findings

In this report the experiences of underrepresented faculty of color at UW Tacoma are addressed. As a whole, the 24 faculty members interviewed reported experiencing a hostile racial climate at UW Tacoma. A campus racial climate is determined according to a four-dimensional model: (a) an institution's historical legacy of inclusion or exclusion of various racial/ethnic groups, (b) its structural diversity, or the numerical representation of various racial/ethnic groups, (c) the psychological climate of perceptions and attitudes between and among groups, and (d) the behavioral climate, of campus intergroup relations.²

The UW Tacoma faculty of color characterized this climate as being pervasive and existing for at least 10 years. Many of the participants felt that the racial climate got “worse” since the passing of Chancellor Debra Friedman and with the arrival of Interim Chancellor Kenyon Chan. This racial hostility manifested itself in individual interactions with other faculty, as well as with staff and students. Hostility issues appeared during faculty meetings, in campus-wide discussions, and in hiring committees. Moreover, faculty of color in general noted that UW Tacoma faculty, staff and students were unable to have an open and productive discussion around issues related to race.

One of the major themes in the findings is “issues with other faculty.” Faculty of color on campus discussed experiencing multiple issues with White faculty. For example, some White faculty members assumed faculty of color were students, janitors or support staff. Another faculty of color was assumed to have four or five children by White faculty members simply due to her race. During a faculty meeting another faculty of color reported being told, “I am going to ignore you because, I don’t agree with you and I am going to move on,” due to a disagreement about race related issues in their program meeting. Faculty of color respondents also reported being yelled at during faculty meetings, called sexist names like “bitch,” and being followed to their offices by angry White faculty attempting to confront them about issues in faculty meetings. Finally, and perhaps the most alarming finding in this theme, was that faculty of color reported White faculty “stealing” their work. This happened in two ways. First, White faculty would cut and paste material, especially related to issues of race and diversity, and attach it to program and campus reports without attribution. Second, White faculty would take credit for work created by faculty of color, such as courses reports, evaluations and other intellectual property. In one case, a participant’s program requested that she create a new major and study program, but when it was done, credit was given to a White faculty member for the work. “Issues with other faculty” occurred across campus and continue to take place now.

The second major finding reported by the faculty of color is “feeling marginalized.” This marginalization included general experiences of isolation and exclusion from their programs. Faculty of color also mentioned feeling unwelcome during program events or, in some cases, being overtly excluded. One of the newest faculty of color passionately expressed her displeasure with the lack of support and absence of “user friendly” services to acquaint her with campus procedures. She expected a warm welcoming atmosphere, especially because she engaged in a major relocation to come to UW Tacoma. The unwelcoming atmosphere was a big disappointment and gave rise to regret about her choice to come. Additionally, faculty of color

² Hurtado, Clayton-Pedersen, Allen & Milem, *Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice*, The Review of Higher Education, Vol. 21, No. 3, 1998, John Hopkins University.

discussed being actively excluded from hiring committees and committees that had the potential to shape department and university wide policy. Marginalization among faculty of color was fueled by accusations of being called the “diversity police” when they addressed issues of diversity and inclusion or called out racist and bigoted speech to the chagrin of their colleagues. There were also significant feelings of disrespect and devaluing as it related to women of color, particularly in specific fields, such as computer sciences. Together these experiences contributed to feeling marginalized and unwelcome at UW Tacoma.

The third highest reported issue is “having issues with their director or dean.” This concern means that the immediate supervisor does not support their professional trajectory. Respondents reported that their directors made negative racialized comments during faculty meetings. They also reported directors using racist and sexist language in their evaluations. Additionally, respondents reported that directors and deans sided with students against the faculty of color when there were issues in the classroom. Faculty of color also reported supervisors assigning additional new course preparations at the last minute, or changing their classes or teaching times more often than their White counterparts. Very importantly, faculty of color also reported struggling to get paid for their labor. They reported not receiving course buyouts as promised by directors, having summer courses revoked with no valid reason, and not receiving compensation for developing new courses. In an extreme example, a respondent said the director of another faculty of color denied that faculty member an entire month of pay. After several months of protesting to the program and working with human services, this faculty member was able to receive her month of missing pay. These problems with the director also extended into the tenure process and caused faculty unneeded stress. Moreover, such issues cause faculty of color to focus time on negotiating problems with their directors and documenting racist interactions instead of pursuing their professional work.

The faculty of color further stated having additional work compared with their White colleagues. First, they were coerced to do more service work on campus and in the community. This was especially the case for individuals who are connected to the local area or do research in the region. Second, faculty of color were also expected to mentor undergraduate and graduate students of color. Because there are usually more students of color than faculty members in an academic unit or field, faculty of color have a large number of students of color to mentor. Third, faculty of color were expected to put together syllabi, reports, activities, classroom talks and campus events related to issues of diversity and were seldom paid for this work. Not only is such service unpaid, it is labor intensive and under-appreciated by colleagues and supervisors, nor does it count toward tenure. Finally, another area of discontentment and concern is the inequity in the tenure process. As it was consistently cited, there existed a double standard with regard to how White faculty members were awarded tenure versus how faculty of color members were awarded tenure. Faculty of color working toward tenure were expected to publish more, especially single-author books, and produce numerous articles in peer-reviewed, prestigious journals. On top of these ambitious expectations, the research produced by faculty of color was often perceived as questionable by their colleagues and directors. Taken together this meant that faculty of color did more work, received less pay and had higher expectations for promotions, tenure and annual reviews compared with their White colleagues.

Nearly all faculty of color on campus, especially women of color, mentioned challenges related to compensation. They reported being paid far less than their White male colleagues were paid. These faculty members often discussed feeling undervalued and frustrated by this lack of

compensation. It was noted that the only way to get more pay is to apply for other positions in order to obtain a job offer from another university in hopes of getting a counter-offer from UW Tacoma. However, in the past some faculty of color with job offers from other institutions still were not given a counter-offer, or retention offer, and so left the position. As can be imagined, receiving less pay for the same or more work caused issues of resentment and unhappiness on campus among faculty of color.

Despite the findings above, the faculty of color we interviewed acknowledged that UW Tacoma is making an effort to address issues of diversity, equity and inclusion. However, they thought these efforts fell short of actually addressing issues of racism and inequality. In other words, faculty of color think the campus was merely paying “lip service” to these issues. For example, faculty noted that the diversity course requirement has very little oversight or rules to ensure strict adherence to the requirements. Additionally, the campus had no mechanism for how to increase and retain faculty of color on campus, such as requiring a diversity representative in hiring committees. Finally, the current Assistant Chancellor of Equity and Inclusion has been working at an 80% capacity for a number of years and her office is understaffed. Given the campus need and status of faculty of color, there needs to be a greater investment in the Office for Equity and Inclusion.

Conclusion

The experiences recounted by the faculty of color demonstrate that UW Tacoma is suffering from a lack of connection between its mission as an urban-serving university that supports diversity and inclusivity, and that of its practice particularly with regard to faculty of color. In far too many instances, those interviewed shared that both faculty of color *and* students of color experience the reality of marginalization and exposure to a racially hostile campus environment. To claim UW Tacoma provides a “kaleidoscope of perspectives crucial to learning, as the Strategic Plan does,” yet permits ongoing disrespect to not only faculty of color but in some instances according to those interviewed, disrespect to the students who attend the university as well, is totally incongruent to the university’s stated commitment to diversity and inclusivity. This report is intended to provide some concrete insights into the experiences of faculty of color on campus and help address some of the long standing racially charged issues on campus.

It is imperative that this report include a very consistent articulation by faculty of color that the main reason they stay at the UW Tacoma, in spite of the racism, sexism, tenure and compensation inequities, disrespect and lack of support, is to serve the students, especially the students of color. This commitment is a strong indicator of the professionalism and passion of faculty of color for the transformational power of education.

APPENDICES

Appendix 1	Letter of invitation
Appendix 2	DeDoose Software
Appendix 3	Interview questions
Appendix 4	Recommended Action Steps
Appendix 5	Interviewer biographical background

APPENDIX 1



EQUITY & INCLUSION
UNIVERSITY of WASHINGTON | TACOMA

Dear faculty colleague,

The Office for Equity and Inclusion is launching an evaluation to learn about the experiences and campus climate for faculty of color at UW Tacoma. We plan to use the information we collect to design and implement practices that would address the findings. To accomplish the information collection, we invite your participation in a one-on-one interview session. Interview sessions will be conducted by UW Tacoma faculty member Jerry Flores, and Tacoma consultant Kimi Ginn who have been contracted for this work. You may expect an email and/or telephone call by one of them very shortly requesting to arrange an interview.

Please know that your identity will be confidential in the analysis and reporting and no identifying information will be made public. We will, however, use the collected information to create a *summary* report that we plan to distribute across campus.

You have been identified as a potential interviewee because of your participation in previous faculty and staff of color events. There is no campus list that identifies all faculty of color at UW Tacoma. So, we seek your help in identifying other current or recent past faculty of color who you think should participate in this evaluation. Please send me an email with names and contact information or inform Jerry or Kimi when they contact you.

Because we seek to ensure a welcoming and inclusive UW Tacoma experience for our faculty of color, we hope you will assist us. Thank you.

Sincerely,

Sharon Parker
Assistant Chancellor for Equity & Inclusion

APPENDIX 2



Dedoose is a qualitative and mixed methods research tool. Dedoose lets researchers analyze text, photos, audio, videos, spreadsheets and other types of data. It is web-based, works on both PC and Mac computers, and has built-in collaboration features.

<http://www.dedoose.com/>

APPENDIX 3

INTERVIEW QUESTIONS FOR FACULTY OF COLOR

1. Would you tell me about your experiences as a faculty of color at UW Tacoma?
2. What has been the most challenging part of your time here?
3. What has been the highlight of your time at UW Tacoma?
4. Would you tell me about the racial climate on campus?
5. Do you feel that your time here has been influenced by your race, class, gender, religion, age, ability etc? Would you give me an example?
6. What are your goals? Can you achieve them at UWT? What do you need to achieve these goals?
7. If you could, would you leave UW Tacoma for another faculty position?
8. How satisfied do you feel with the campus?
9. What is your biggest concern as a faculty member of color?
10. How can the campus address these issues?
11. Are there any comments, questions, or concerns you would like to share that I did not ask?

APPENDIX 4

RECOMMENDED ACTION STEPS

- Use transparency in sharing the findings of this report
- Develop and convene a team to review the findings
- Review existing hiring practices for faculty of color
- Ensure that all hiring of new faculty of color include at least one existing faculty of color on the interview panel
- Establish a protocol and related procedures to support newly hired faculty of color
- Establish a protocol and related procedures to provide ongoing support to faculty of color
- Review and make improvements that will eliminate the inequities in tenure track and compensation for faculty of color
- Develop, incorporate and assess a demonstrative focused equity and inclusion requirement in the evaluations for all UW Tacoma staff
- Review and improve a safe method of reporting incidents of discrimination, harassment, exclusionary practices
- Establish and enforce clear consequences for incidents of discrimination, harassment, exclusionary practices
- Enhance support for the Equity and Inclusion Office

APPENDIX 5

KIMI IRENE GINN

(Formerly Kimi (Ginn) Rabun)

Website: www.imikenterprises.com Phone: (253) 273-2999 Email: imik1@msn.com

PROFESSIONAL SUMMARY:

Self-initiating professional with high-level administrative experiences in diversity-focused educational training, program development/implementation and management/assessment. Specialized expertise in the establishment and retention of inclusive school/business/community partnerships. Productive career readiness and college preparation skills. Innovative resource development, sales/marketing and fundraising skills. Cross-cultural competency in effective written and verbal communication processes. Effective strategies for the consistent delivery of productive community relations. Creative AfricanAmerican Storyteller.

EXPERTISE:

Diversity Services - Training, Equity and Inclusion Planning and Program Development
School/Business/Community Partnership Collaboration
Career Readiness/College Preparation
Sales/Marketing and Public Relations
Fundraising and Special Events
Community Outreach, Volunteer Recruitment, Networking and Mobilization
Cross-Cultural Communication Competencies
Performing Arts Talents

EXPERIENCE:

Owner-Consultant 1990 - Present

IMIK Enterprises

Owns and operates a company that develops/provides multicultural programs/services including diversity plan development, educational, corporate and governmental employee diversity/cultural competency workshops, conflict resolution/mediation services, community building seminars, school/business internships, college/career counseling, motivational keynote addresses and cultural arts performances and activities.

*** Past and Current IMIK Enterprises Projects and Contractual Services**

Certified Corporate/Governmental Diversity Trainer 1997 - Present

Conducting The Boeing Company and Pierce County Government in Washington State corporate and governmental level diversity/cultural competency focused workshops that assist with the sustainability of a hostile free work environment.

Soft Skills Facilitator 2001 – Present

Arnold Services of Tacoma, Washington

Career Preparation/Resume Writing Workshops, Leadership Seminars, Teambuilding Retreats
Consultant 2010 – Present

Learning Dynamics, Inc.

Wallingford, Connecticut

Conducts workshops that assist organizations to improve performance, maintain compliance, create and sustain hostile free work environments and enhance customer services.

Page Two

*** Past and Current IMIK Enterprises Projects and Contractual Services Continued**

Hampton University Kiddie Kamp Hampton, VA Summer 2014

Kelly Professional Services 2011 – 2012

Provided substitute teaching services in greater Hartford, CT area schools.

Faith Summer Arts Program – Faith Congregational Church Hartford, CT Summer 2011

Developed/presented African American history focused arts curriculum for a youth ages 7 – 17.

Consultant 2010 - 2011

The Center for the Advancement of Youth, Family and Community Services Glastonbury, CT

Provided a variety of educational and community focused interventions and enhancements

for diverse school and community populations. Provided children's programming for 2011

Parent Leadership Training Institute Middletown School District.

Joe Jordan Ragtime/Jazz Collection Donation and Project 2006 - Present Hampton University

Contracted Coordinator 2002 - 2003

Communities in Schools of Puyallup Puyallup, Washington

Developed the infrastructure for a sustainable process to identify and deploy the appropriate community resources that can support student success in Puyallup schools.

Consultant 1999 - 2001

High School Career Internship Coordinator and Careers Class Instructor

Seattle Public Schools – Middle College High School

Coordinated internships and taught career classes for high school students.

University of Washington Health Project/Organ Donor and Tissue Transplant Survey 1999

Co-Authored Publication

Area Development Director 1998 – 1999 (one year campaign)

The College Fund/UNCF - Seattle Area Office

Developed/managed 1998-99 fundraising campaign. Raised 1.2 million dollars.

*** Positions and Areas of Responsibility**

AVID Tutor and Substitute Teacher (part time and on call) 2015 – Present

Tacoma Public Schools Tacoma, Washington

Membership and Marketing Manager 2012 – 2014

Girl Scouts of Connecticut – Hartford Service Center

Managing the membership and marketing activities in the greater Hartford area.

Senior Program Officer 2008 – 2009 (grant funded)

College Success Foundation – Issaquah, Washington

Managed the transitional activities for the mentorship and scholarship programs.

Provided supervisory responsibilities to eight (8) of the sixteen (16) high schools that received our agency's college readiness, mentoring and scholarship services.

Partnership Coordinator and Recruiter 2005 – 2007 (grant funded)

Big Brothers Big Sisters of King, Pierce and Jefferson Counties in Washington

Provided recruitment and outreach services for the purpose of increasing the number of mentors representing diverse populations. Conducted fundraising and public relations.

Page Three

Director 1992 – 1997 (grant funded)

Seattle Community College District: Seattle Coalition for Education Equity Project.

Managed/assessed a 5 million dollar, multi-year Ford Foundation project to create enduring, city-wide partnerships to effect systemic change in the equitable delivery of K-16 educational services.

Monitored equity compliance and equal opportunity accessibility for college transfer activities. Facilitated the institutionalization of students of color programs at the university, community college and high school levels. Grant writing and major fund development. Business internship co-ordination.

Project Manager and Community Relations Coordinator 1987 - 1991

Seattle Public Schools Seattle, Washington

Developed/implemented strategies for the reduction of disproportionality. Coordinated district-wide school/business partnership activities that supported academic success. Facilitated community outreach/mobilization activities, monitored volunteer services, mentorships and school-to-work initiatives for southwest regional schools. Served as the district-wide liaison to the Partnership in Public Education (PIPE) and Communities in Schools (CIS) business and community programs.

EDUCATION:

Wilson High School Honor Graduate and ASB President Tacoma, Washington

Bachelor of Arts Degree Major: Elementary Education Minor: Library Science

Antioch College/Prometheus Campus: Tacoma, Washington

Graduate Studies in Human Development/Multicultural Education

Pacific Oaks College: Pasadena, California

MEMBERSHIP/AFFILIATIONS:

Member of Allen A.M.E. Church – Tacoma, WA

Member and Past Officer, Alpha Kappa Alpha Sorority, Incorporated

Member, City of Tacoma Sister City Program (Health and Education Initiatives) – George South Africa

Past Co-Chair and Member of Board of Directors, Communities in Schools (CIS) of Seattle, WA

Member, Faith Congregational Church – Hartford, CT

Member, Girl Scouts of Washington and Connecticut

Mt. Tahoma Seventh Day Adventist Church Education Committee – Tacoma, WA

Member, NAACP Education Committee – Tacoma, WA

Founding Community Member, University of Puget Sound Race and Pedagogy Initiative - Tacoma, WA

Co-Founder/Advisory Board Member – Rites of Passage Program for African American Males - Tacoma, WA

Member, STAND for Children/Washington State

Member, Tacoma Black Collective

Graduate – Tacoma/Pierce County Chamber of Commerce Candidate Academy

Member, Vibrant Schools Tacoma. WA

Founding Member, Washington State Association for Multicultural Education

Jerry Flores

University of Washington-Tacoma, Social Work Program □ Tacoma, WA 98402
626-354-8845 □ jerry.flores830@gmail.com

ACADEMIC POSITIONS

2014- Present Assistant Professor of Criminal Justice & Graduate Faculty
Social Work Program, University of Washington-Tacoma

2015 UC President's Post-Doctoral Fellow
Department of Social and Behavioral Sciences, University of California, San Francisco

EDUCATION

2014 Ph.D., Sociology, University of California, Santa Barbara
M.A., Sociology, University of California, Santa Barbara

2009 M.A., San Diego State University (Sociology)

2007 B.A., San Diego State University (Sociology)

RESEARCH AND TEACHING INTERESTS

Latina/os in the Criminal Justice System; Race, Gender and Crime; Interpersonal and Institutional
Pharmaceutical Abuse; Juvenile Delinquency; Ethnography and Qualitative Sociology; Correctional Education; Feminist Studies

PUBLICATIONS

Books

Flores, Jerry (in press) Caught: Girls, Surveillance and Wraparound Incarceration University of California Press-Series on Gender and Justice

Articles and Chapters

Flores, Jerry, (Under Review) "Academic Punishment for Offenses Committed outside of School: An Unexplored Facet of the School-to-Prison Pipeline." *Social Problems*

Flores, Jerry, (in press) "A Race Conscious Pedagogy: Correctional Educators and Creative Resistance inside California Juvenile Detention Facilities." *Association of Mexican American Educators Journal*.

Flores, Jerry, 2013. "Staff here let you get down": The Cultivation and Co-optation of Violence in a California Juvenile Detention Center." *Signs: The Journal of Women and Culture*, Vol. 39:1, 221-241.

Flores, Jerry, 2012. "Jail Pedagogy: Liberatory Education Inside a California Juvenile Detention Facility." *The Journal Of Education for Students Placed At Risk*, Vol. 17:4, 286-300

Jones, Nikki and **Jerry Flores**. 2012. "At the Intersections: Race, Gender and Violence" Handbook of Gender and Crime Studies, editors, Claire Renzetti, Susan Miller, and Angela Gover. Routledge Press.

**Reprint, "At the Intersections: Race, Gender and Violence" in *Critical Criminology* (2014), edited by Walter S. DeKeseredy and Molly Dragiewicz, Routledge Press

Esbenshade, Jill, Ben Wright, Paul Cortopassi, Art Reed and **Jerry Flores**. 2010. "The Law-and-Order" Foundation of Local Ordinances: A Four-Locale Study of Hazleton, PA, Escondido, CA, Farmers Branch, TX, and Prince William County, VA." Chapter in "Taking Local Control: Immigration Policy Activism in U.S. Cities and States." Palo Alto, CA: Stanford University Press.

Research Reports

Rios, Victor M. Ph.D., Lopez-Aguado, Patrick, Galicia, Mario, Lopez-Tello, Gisselle, **Flores, Jerry**. Santa Barbara School District Gang Intervention Specialist Evaluation Report, 2010.

ACADEMIC HONORS, GRANTS, AND AWARDS

2015 University of California, President's Post Doctoral Fellow, (\$80,000 plus \$8,000 for Research)

2015 Association of Hispanics in Higher Education (AAHHE) Outstanding Dissertation Award (3rd Place, \$1000)

2011- 2014 Ford Foundation Diversity Pre-Doctoral Fellowship, National Research Council of the National Academies (\$60,000 plus \$6,000 for tuition and fees)

2011 Graduate Opportunity Fellowship, Dean's Fellowship, University of California, Santa Barbara (\$18,000) (**Declined**)

2010 Summer Institute on Youth Violence Prevention, University of California, Berkeley-
CoSponsored by The Center for Culture, Immigration and Youth Violence Prevention and The
Southern California Center of Excellence on Youth Violence

2010 UC-DIGSSS (Diversity Initiative for Graduate Students in Social Sciences), UCSB
Division of Social Sciences, Summer Research Fellowship Award funded by the National
Science Foundation, University of California, Santa Barbara, Amount (\$4,000)

2009 Sociology Departmental Fellowship, University of California, Santa Barbara, Amount
(\$14,000)

2009 UC-DIGSSS (Diversity Initiative for Graduate Students in Social Sciences), UCSB
Division of Social Sciences, Graduate Department Fellowship funded by the National Science
Foundation, University of California, Santa Barbara, Amount (\$7,000) **TEACHING
EXPERIENCE**

Undergraduate Courses

Ethnographic Research Methods (Upper-Level Undergraduate)
Diversity and Social Justice (Upper-Level Undergraduate)
Criminological Theory (Upper-Level Undergraduate)
Introduction to Criminal Justice

LECTURES, CONFERENCE PAPERS AND INVITED TALKS

Conference Paper, "Pathway Community School and the New Face of Alternative Education"
August 2014, American Society of Criminology, Section on Policy Alternatives, San Francisco,
CA

Conference Paper, "Pathway Community School and the New Face of Alternative Education"
August 2014, American Sociological Association, Section on Criminology, San Francisco, CA

Conference Paper, "'I Fight because I have too:' Violence and Life in a California Juvenile
Detention Center," August 2013, American Sociological Association, Section on Criminology,
Chicago, IL

Conference Paper, "'I Fight because I have too:' Violence and Life in a California Juvenile
Detention
Center." November 2013, American Society of Criminology, Section on Gendering Violence,
Atlanta,
GA

Conference Paper, "Staff Here Let you Get Down," November 2013, American Society of
Criminology, Section on Critical Perspectives on Crime over the Life Course Chicago, IL

Conference Paper, "Staff Here Let you Get Down," August 2012, American Sociological
Association, Section on Crime, Law, & Deviance Roundtable Session, Denver, CO

Invited Panelist, “Keys to Success in Graduate School,” April 2012 California Forum for Diversity in Graduate Education, University of Southern California, Los Angeles, CA

Conference Paper, “School is the Last Thing on my Mind When I am on the Out’s: Incarcerated Girls and Correctional Education,” May 2011, African American Girls and Young Women and the Juvenile Justice System: A Call to Action, University of California, Berkeley School of Law, Berkeley, CA

Conference Paper, “Co-opting Girls Reputations Inside a California Juvenile Detention Facility,” March 2011, Pacific Sociology Association, Section on Gender and Crime, Seattle, WA

Conference Paper, “Jail Pedagogy: Teaching Prisoners,” August 2010, American Sociological Association, Section on Crime, Law, & Deviance Roundtable Session, Atlanta, GA

Session Organizer, “Democratic Pedagogy,” March 2009, Pacific Sociology Association Conference, San Diego, CA.

PEER REVIEWER

Violence Against Women Journal
Association of Mexican American Educators Journal
Critical Criminology
Canadian Scholars’ Press

LANGUAGES

Fluent in Spanish

PROFESSIONAL AFFILIATIONS

American Sociological Association (ASA)
American Society of Criminology (ASC)

EXHIBIT 4



To: Tom Diehm, PhD, Acting Director, Social Work and Criminal Justice Program

From: Marian S. Harris, PhD, (Chair), Charles Emlet, PhD, and Karina Walters, PhD,
Reappointment Review Committee

Re: Gillian Marshall, PhD, Assistant Professor, Social Work and Criminal Justice Program

Date: April 28, 2017

The Reappointment Review Committee for Dr. Gillian Marshall met on April 25, 2017 to discuss her application for reappointment. We considered her record in the areas of research, teaching, and service. The purpose of this memorandum is to provide you with a summary of our discussion.

Research

The committee noted that Dr. Marshall has a well-focused research trajectory that is congruent with the expectations in the Social Work and Criminal Justice Program and consistent with the University of Washington tenure and promotion policy. She is the Principal Investigator for a KO1 award and the principal investigator for an NIF/NCI Diversity Supplement. These awards have allowed her mentoring and other support to help her develop a solid track record as a researcher. She is enhancing her research knowledge and skills to conduct research independently and be competitive for major grant support. Her research agenda consists of four main areas: (1) socioeconomic status; (2) life course frameworks i.e. the stress process, cumulative advantage and disadvantage; (3) stressful life events; and (4) social networks. The objectives of Dr. Marshall's research are to understand the relationship between financial hardship, debt and health while expanding indicators of SES; and to identify where to intervene using longitudinal data to model long-term trajectories of stress and stressors such as financial hardship and its impact on mental and physical health associated with changes over time.

Dr. Marshall has 4 publications in peer-review journals since her appointment to the faculty at UW Tacoma in September 2015 and 7 publications since her appointment in 2013 as an Assistant Professor at Case Western Reserve University. She is the sole author for 2 publications and the first author for 7 publications. Dr. Marshall has 5 publications that are currently under review and 3 publications in progress. She has presented her work at 7 refereed conferences since coming to UW Tacoma. The committee was impressed with Dr. Marshall's solid and well-planned approach for future publications based on her funding awards.

The committee recommends the following:

- Continue funded/planned research studies.
- Complete and submit manuscripts in progress to peer-review journals; continue to submit manuscripts to peer-review journals.
- Continue to work with mentor.
- Continue to submit abstracts to refereed conferences for future presentations.

Teaching

The committee noted that Dr. Marshall has taught 2 courses at the University of Washington Tacoma (Introduction to Social Work and Human Behavior and the Social Environment). Her teaching evaluation for the undergraduate course, Introduction to Social Work was very positive (4.8 overall rating from student teaching evaluation) and certainly meets the expectations of the program with regard to teaching effectiveness at the undergraduate level. Her teaching evaluation for the graduate level course in Human Behavior and the Social Environment was extremely low (2.8 overall rating from student teaching evaluation). This low rating is not as strong as the typical rating for faculty who teach Social Work graduate courses. Students commented about the lack of clarity regarding assignments and grading as well as the instructor being unprepared for class. They felt that course material was not posted or made available in a timely manner. The committee noted that there seemed to be some organizational and communication issues in the graduate class as well as a lack of attention to detail. The committee noted that the peer evaluation of Dr. Marshall's teaching was quite favorable. Dr. Marshall has been the faculty adviser for 11 BASW students and 13 MSW students. The committee recommends the following:

- Have an annual peer evaluation of teaching by senior faculty from the Social Work and Criminal Justice Program.
- Get informal assessment of teaching from students at mid-term each quarter.
- Be proactive in developing syllabi, assignments, experiential activities, grading rubrics, etc. in preparing to teach at a higher level.
- Be attentive to detail in developing syllabi and other written material utilized in the classroom.
- Meet with mentor on a regular basis to discuss ways to improve teaching.
- Attend seminars, workshops, training, etc. to engage in activities to assess and improve teaching at the graduate level.
- Enlist the help and advice of senior faculty to have taught the assigned course for a period of time for suggestions.
- Develop assignments that are clear and understandable to students with accompanying clear and concise grading rubrics.

Service

Dr. Marshall has engaged in some service since her arrival at the UW Tacoma. She is the representative for UW Tacoma on the BASW Degree Committee at the University of Washington, School of Social Work. She has also served on the BASW and MSW Admissions Committees at UW Tacoma. She has been a guest lecturer at Seattle University, University House Wallingford, University of Washington, and University of Washington Tacoma. Dr. Marshall has also reviewed manuscripts for several journals (Behavioral Medicine, Journal of Epidemiology and Community Health, Journal of Gerontology, Journal of Gerontological Social Work, International Journal of Aging and Human Development, and Research on Aging. The committee feels that her service to the program, campus and university should be increased over the next contract period. In particular opportunities to engage in service at the campus level should be considered.

We recommend Dr. Marshall:

- Work with mentor and program director to identify additional opportunities for service.
- Engage in community service opportunities that are consistent with research trajectory.

Recommendation

The Reappointment Review Committee recommends renewal of the appointment for Dr. Gillian Marshall for a period which extends through the academic year in which a decision on promotion (and tenure) is required. The review committee feels that there is every reason to believe that Dr. Marshall will continue to be a productive scholar, continue her excellent teaching at the undergraduate level as reflected in her teaching evaluation and improve her teaching at the graduate level. It is anticipated that there will be a balance between research and teaching at the end of her K01 award. Dr. Marshall should also expand her service to the program, community, and profession.

EXHIBIT 5

Date: May 11, 2017

To: Dr. Melissa Lavitt, Executive Vice Chancellor for Academic Affairs

From: Dr. Tom Diehm, Acting Director, Social Work and Criminal Justice Program

Re: Reappointment Review for Dr. Gillian Marshall

I am writing to recommend a postponement for one year of the decision to reappoint Gillian Marshall. Dr. Marshall is in her second year with our program at UWT and went through her reappointment review process this spring.

The Reappointment Review committee note that Dr. Marshall's scholarly productivity is high and her trajectory strong. She is the recipient of a K01 award, and so is able to devote nearly all her time to scholarly pursuit. They note significant concerns with Dr. Marshall's teaching performance to date, particularly at the graduate level, and make eight separate recommendations in this regard. Service is also an area for improvement noted by the committee. They specifically note that she needs to increase service to the UWT campus and to engage in more community service opportunities.

I concur with the committee's observations in all three areas of focus: teaching, scholarship, service. One would expect strong scholarly productivity given the amount of time Dr. Marshall has to dedicate to it, and she has, indeed, met expectations. Thus far, she has taught only two classes, and received very low student evaluations on one of them, with accompanying comments about disorganization, lack of preparation, and unclear expectations. She seems to lack real engagement with students and the curriculum. Her service to the program and campus has been minimal relative to same-rank peers and department expectations, both in number of service commitments and actual engagement with the work.

The voting faculty voiced wide variance their conclusions. Of the six voting faculty, one voted to renew the appointment, two voted to postpone the decision for a year, and three voted not to renew the appointment.

Given the discrepant recommendations of the review committee and the voting faculty, I am recommending that Dr. Marshall be given another year in which to address the issues noted by the committee and voting faculty. She should engage in the reappointment review process again in Spring of 2018. Please let me know if you have any questions.

EXHIBIT 6



June 12, 2017

Gillian Marshall
Assistant Professor
Social Work and Criminal Justice
Campus Box: 358425

Dear Dr. Marshall:

The University's Faculty Code (Chapt 24-41) calls for the dean or chancellor to conduct a review in the second or third year of an assistant professor's appointment. The tenured faculty and the director of Social Work & Criminal Justice have provided their reviews. Unfortunately, due to the equivocal findings of that review, your reappointment was not supported. Instead, it is my recommendation that your reappointment be postponed by one year in order to address what appear to be shortcomings in your progress toward tenure.

Therefore, there are two purposes served by this review: overview of your professional contributions to date, and evaluation of your progress toward promotion and tenure. Below is my assessment of your teaching, research and service for the purposes of this review.

TEACHING

Because of the effort commitment required by her K01 award, Dr. Marshall's teaching load is significantly reduced. She has taught two courses: one graduate and one undergraduate. The latter was quite successful, and students positively evaluated their learning experience in Dr. Marshall's class.

Unfortunately, the graduate class did not go as well (2.8 overall rating). Students found the assignments to be unclear and the grading criteria opaque. All faculty, regardless of experience, often struggle when teaching for the first time in a new institution. With fewer opportunities to teach and improve her instructional skill, reviewers only see widely divergent evidence of adequate progress toward tenure relative to fostering student success.

RESEARCH

Box 358430 1900 Commerce Street Tacoma, WA 98402-3100

253.692.5646 fax 253.692.5643 tacoma.uw.edu/academic-affairs

This is an area of strength for Dr. Marshall. She has been a very productive scholar and her work is supported by external federal funding. She has several publications in strong journals as well as a number of works under review and in the pipeline. Her K01 award has provided the time and resources to ensure that she is on track for tenure relative to her scholarly output.

SERVICE

Dr. Marshall has provided some service to the academic unit, with limited service at other levels – campus, community and the profession. Because her research award bought out a large percent of her effort, there has been limited capacity to engage in service.

In conclusion, it is my recommendation that Dr. Marshall's reappointment decision be postponed for one year. During academic year '17-'18 she should address the concerns raised about her teaching and service. Although Social Work teaching assignments have already been made, it is critical that her record reflects additional evidence of supporting students. This can be accomplished in a variety of ways such as involving students on her research, supporting students' independent study, or providing a first year seminar. In addition to providing more evidence relative to student success, it is also recommended that Dr. Marshall increase her engagement with the academic unit through service and other evidence of supporting various initiatives in Social Work and on campus.

I believe that Dr. Marshall has the potential to be a productive member of Social Work & Criminal Justice. I sincerely hope that, with additional time and evidence, she will be reappointed as affirmation of her progress toward tenure.

Sincerely,

A handwritten signature in black ink that reads "Melissa R. Lavitt". The signature is written in a cursive, flowing style.

Melissa R. Lavitt
Executive Vice Chancellor of Academic Affairs

cc: Tom Diehm, Acting Director Social Work & Criminal Justice
Alison Hendricks, Director Academic HR