

Revised Processes

2025-26 ADVANCE/OLP Leadership Workshop
March 5, 2026

Agenda

- 10:00 – 10:10** **Welcome and Introductions**
- 10:10 – 10:55** **Revised 25-71 Processes with
Erin Rice and Lisa Hanna, UWHR**
- 11:00 – 11:45** **Revised Civil Rights reporting, investigation processes,
and the new Civil Rights Compliance checklists with
Valery Richardson and Jill Lee, CRS**
- 11:45 – 12:00** **Revised Hiring Requirements
Wrap Up and Evaluations**



UWHR and Faculty Employee Relations

UNIVERSITY *of* WASHINGTON

Today's Agenda

- Why, When and How to Contact UWHR Employee Relations
- Addressing concerns Outside of 25-71
- Demystifying 25-71
- Scenario and questions

Why and when to contact Employee Relations?

- Why? You learn of a concern about a faculty member
 - > We can guide you through conduct and conflict issues and connect you with a partner office (e.g., Ombud, CRC) when appropriate
 - > We understand urgency – whatever you're calling about is taking you away from your department's work - we will get right back to you
- When? As early in the situation as possible
 - > We are also available to individual faculty members to discuss their concerns. We can provide resources and referrals (e.g., personnel file requests, WorkLife, Disability Services Office)
 - > Faculty who supervise staff and students can contact their human resources consultant (HRC) regarding performance management/corrective action and other employee relations issues

How to Contact UWHR Employee Relations

- Primary UWHR contacts for faculty employee relations:
Lisa Hanna & AnnaLise Bender-Brown
 - > Step 1: Lisa or AnnaLise meet with you to understand the issue and determine next steps (e.g., draft 25-71 notice or handle through informal process)
 - > Step 2: They will assist you in drafting a formal or informal document and obtaining legal review if necessary

Lisa or AnnaLise will include the human resources consultant (HRC) for your department to help team increase faculty employee relations experience

Addressing concerns outside of 25-71

- Concerns about faculty that do not implicate a policy violation may be addressed informally outside of the 25-71 process
 - > Isolated instances of alleged unprofessional behavior towards a student, colleague or other member of the University community
 - > Generalized allegations lacking specificity (e.g., Dr. Smith is disrespectful to students)
- Concerns are evaluated on a case-by-case basis via a meeting with Lisa or AnnaLise
- If a matter is appropriate for the informal process, Chair meets with faculty member to discuss the concern and issues a follow-up written communication summarizing the meeting and stating expectations. Unit HR may attend this meeting.

Section 25-71 of the Faculty Code

- Chapter 25 is “Tenure of the Faculty”. Section 25-71 is “Standard of Conduct”
- If a member of the faculty is **alleged to have violated a rule** or regulation of the University, its schools, colleges, or departments, the department chair or the dean in a non-departmentalized school or college **shall fully inform the faculty member** of the nature and specific content of the alleged violation and shall **offer to discuss the alleged violation with the faculty member** and with the party raising the issue. The faculty member and the party raising the issue may each be accompanied by one person. The matter may be concluded at this point by the mutual consent of all parties.

25-71 Process Steps

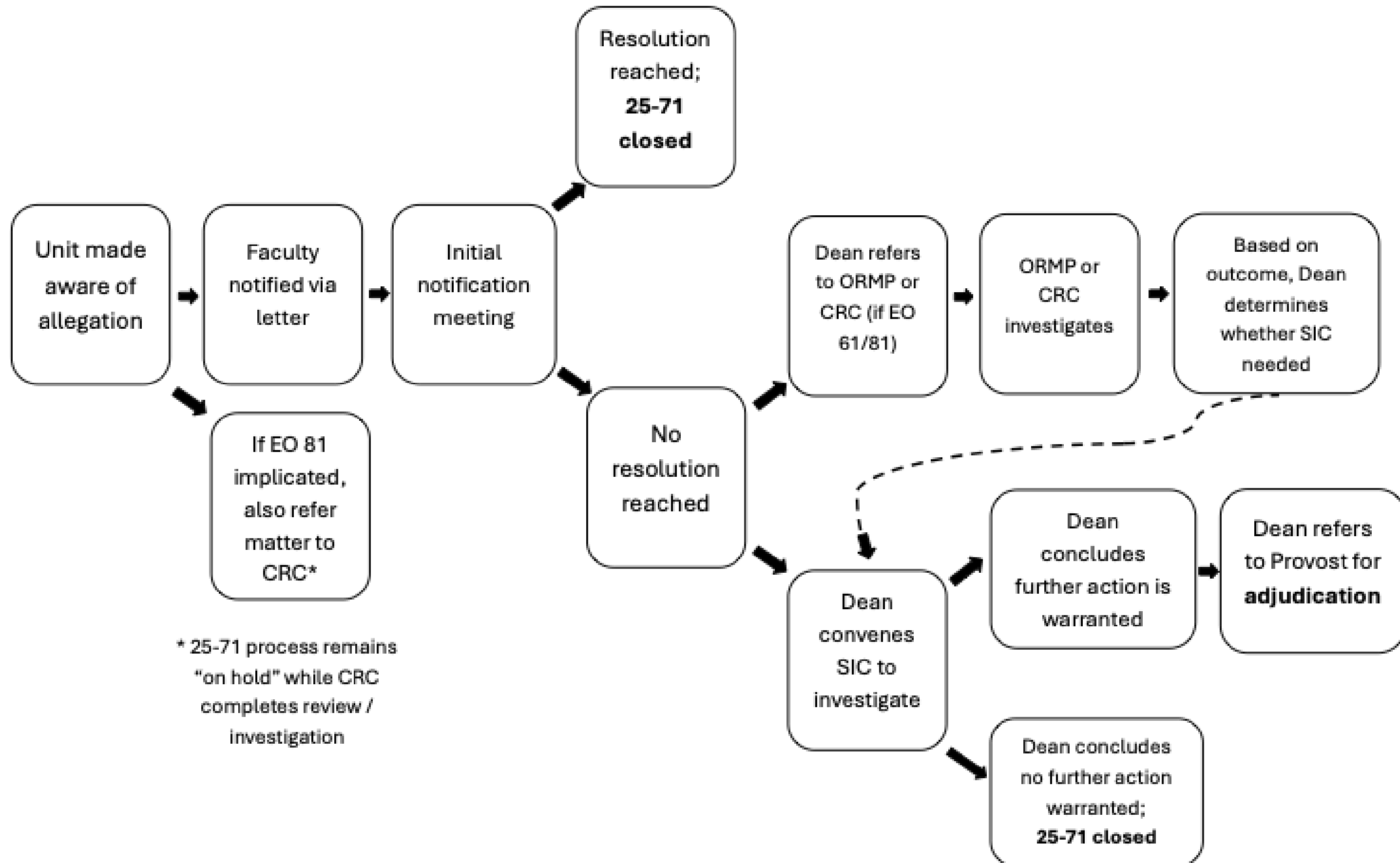
- Consult with your UWHR point of contact to discuss whether a specific situation requires initiation of the 25-71 process.
- If it is determined the 25-71 process is appropriate, we will assist in drafting a 25-71 letter which includes all potential policy or rule violations at issue and notifies the faculty member that the Chair/Dean wishes to meet with the faculty and give them an opportunity to discuss the allegations.
- The initial meeting is an opportunity for the faculty member to provide information, context, and/or explanation for the allegations at issue. During the initial notification meeting, the faculty and Chair/Dean can discuss a mutually agreeable resolution to the issues.
- If resolution is reached, we will assist in memorializing the agreement which could include acknowledgment of expectations, coaching, acceptance of a non-meritorious ranking, or resignation of leadership positions.

What happens if no resolution is reached? (25-71.D)

If no mutually agreeable resolution is reached and if after consultation with the department chair and the faculty member, the Dean or Chancellor determines that the allegations are "of sufficient seriousness to justify consideration of the filing of a formal statement of charges that might lead to dismissal, reduction of salary, or suspension for more than one quarter," Dean/Chancellor takes one of the following steps:

- > In cases where discrimination or harassment is alleged (EO 81), the Dean/Chancellor refers the matter to CRC.
- > In cases where scientific or scholarly misconduct is alleged (EO 61), the Dean/Chancellor refers the matter to ORMP.
- > In all other cases, Dean/Chancellor appoints a special investigating committee ("SIC") to assist them with the confidential gathering and interpretation of information.
- The SIC, after interviewing parties and examining relevant documents, will issue a report (to the Dean/Chancellor with its recommendations. If the Dean/Chancellor decides that further action is not warranted, then the matter is dropped. If the Dean/Chancellor concludes that further action is warranted, the Dean/Chancellor sends to the Provost a written record stating that reasonable cause exists to adjudicate charges of wrongdoing against the faculty member (Chapter 28)

Visual summary of the 25-71 process



* 25-71 process remains "on hold" while CRC completes review / investigation

Scenario

You receive an email from your department's Human Resources Consultant informing you that an anonymous complaint about Dr. Larsen was received by UWHR. The complaint states:

I am writing to formally raise serious concerns about a faculty member whose behavior has created an extremely toxic and harmful work environment which is negatively impacting the wellbeing of our students and employees. Dr. Larsen does not engage in actual work or meaningful contribution. Instead, his focus is centered entirely around status, title and maintaining a public image. His behavior is unethical and discriminatory. He routinely bullies others and takes credit for work he delegates to others, and his treatment of staff and faculty varies significantly based on perceived status, and at times race or ethnicity. Many are afraid to speak up out of fear of retaliation. I urge you to conduct a thorough investigation into this faculty member's conduct and treatment of others.

Scenario Questions

- > What are your next steps after receiving this information from UWHR?
- > Which, if any, UW policies are implicated in the allegations?
- > Is starting a 25-71 process appropriate? Why or why not?
- > If a 25-71 process is not appropriate, how would you address this complaint?

Scenario – Additional Facts


- Assume that the complaint also states:
 - > Dr. Larsen is also dating one of his students, Sally O'Malley. Dr. Larsen met Sally in an autumn 2025 course he taught (she was his student) and they attended department social events together as a couple during the same quarter. He recently brought Sally as his date to the department holiday party.
- Does this additional information change your answers to the questions in the previous slide?
- Explain why or why not.

Executive Order 81 & the Civil Rights Compliance Office

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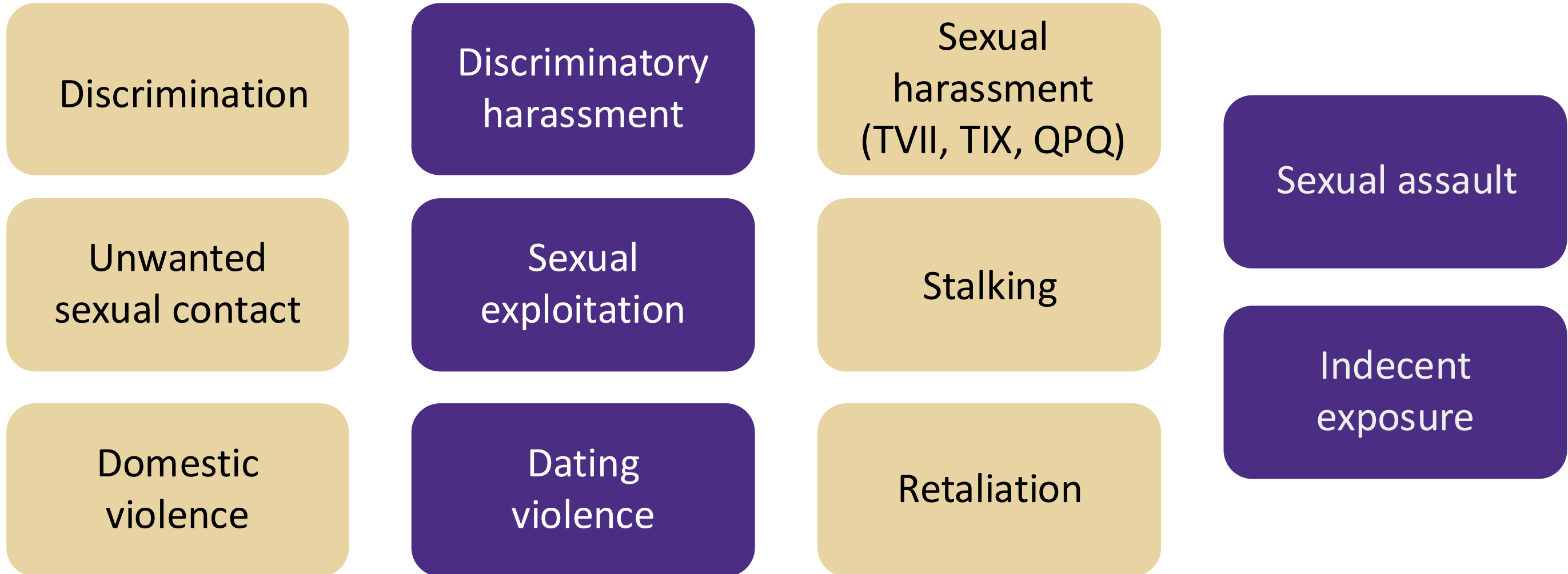


EO 81: Prohibiting Discrimination, Harassment, and Sexual Misconduct

- 1 Replaced EOs 31, 51, 70 and APS 46.3  One consolidated policy
- 2 Requires training - unit leaders ensure compliance with employee requirement
- 3 Expands employee obligations to report prohibited conduct
- 4 Identifies one central office (CRC) to receive reports and coordinate response
- 5 Includes a statement on free speech and academic freedom
- 6 Addresses conduct that does not violate the order
- 7 Is supplemented by companion General Procedures and Title IX Procedures

Executive Order 81

Discrimination, harassment, and sexual misconduct (DHSM) are prohibited conduct. The following forms of prohibited conduct are defined in EO 81:



Reminder: [Understanding Civil Rights](#)—a new required course for employees must be completed by March 10



Protected characteristics
age
citizenship
disability
ethnicity
race
sex
gender
veteran status
and more



Civil Rights Compliance Office Report Response

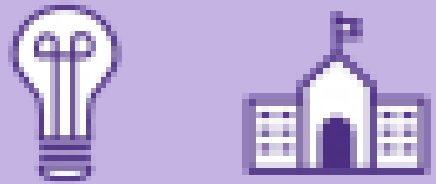
Case Managers

actively work with individuals to identify the best way to address concerns.

The individual who has experienced DHSM can decide if they want to respond to a case manager and how they want to engage.



Response and Resolution Options



TIER 1: Awareness

- Report received w/ request for no further action
- Situation assessed to confirm no further action required
- Situation documented



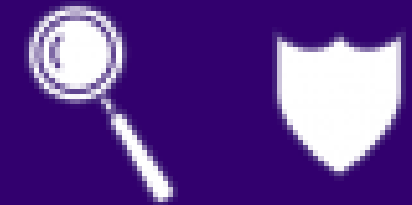
TIER 2: Support & Resources

- Support for impacted person
- Prevention consultation
- Resource referrals
- Graffiti removal, etc.



TIER 3: Structured Intervention

- Mutual No Communication Directives
- Feedback or expectation setting conversations
- Facilitated dialogue
- ADR process
- Mediation
- Training



TIER 4: Formal Review & Fact Finding

- CRC preliminary inquiry
- HR workplace investigation
- Civil Rights EO 81 investigation
- Title IX investigation

Increasing level of intervention

Employee Reporting Obligations



Learn
more

DHSM = Discrimination, harassment and sexual misconduct

CRC = Civil Rights Compliance Office

UW employees (excluding student employees) who become aware of DHSM involving a student
Limited exceptions apply.



Must make a report and share information with CRC. Can withhold the name of the impacted student(s), if requested

Supervisors (including student employees with supervisory roles) who become aware of DHSM in the UW workplace involving an employee in their line of supervision



Must make a report and share all the information they have with CRC, including names*

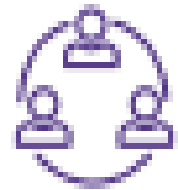
HR professionals who become aware of DHSM in the UW workplace



*Any reports involving UW Med patients must be submitted via SafetyNet or [Patient Relations](#).

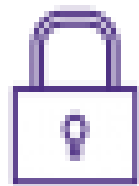
Encouraged Reporting at UW

When you are not required to make a report you are still encouraged to make a report to get information and support for yourself or others.



Who is encouraged to report?

- Students & employees who experience discrimination, harassment, or sexual misconduct.
- Employees who learn about a situation involving a non-student co-worker that they do not supervise (directly or in their line of supervision).
- Students who learn about situations involving other students, (unless they are also an employee who supervises an individual involved)



Your privacy matters:

When making an encouraged report, you can choose to remain **anonymous** or **omit others' names** when making a report.

Protected characteristics

age

citizenship

disability

ethnicity

race

sex

gender

veteran status

and more

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March 5, 2026

Intersection of Civil Rights and Academic Freedom in the Classroom

ADVANCE/Opportunities in Leadership Session

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Title VI & Civil Rights Laws

Federal Law Overview

Federal law prohibits discrimination based on race, color, or national origin (Title VI) or sex (Title IX) in federally funded programs or activities.

Equal Access to Education

Educational institutions must ensure equal program access under the Equal Protection Clause and Title VI.

Federal Enforcement

Under Title VI, which the U.S. Department of Education's Office for Civil Rights enforces, schools may not segregate or exclude students based on race, color, or national origin.

Academic Freedom and Responsibility

"Academic freedom is the freedom to discuss all relevant matters in teaching, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern....

Students and faculty are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the instructor-student relationship.... Students should not be forced by the authority inherent in the instructional relationship to make particular personal choices as to political action or their own roles in society....

Within the approved curriculum, faculty members are free to express ideas and teach as they see fit, based on their mastery of their subjects and their own scholarship."

Faculty Code, Section 24-33 - A Statement of Principle:
Academic Freedom and Responsibility

Program & Activities Checklist

FAQ

Q: How does the checklist apply to academic course content or class assignments?

A: The checklist does not apply to classroom-based instruction. Universities may offer courses that focus on race or sex. However, instructors should use the checklist to ensure that the criteria for selecting students for class opportunities, projects, or coursework (e.g., participation in discussion groups, readings, labs, field research) are not based on protected characteristics.

Framework for Risk Assessment

1. Purpose & Learning Goal

- What essential learning outcome is this activity meant to achieve?
- Is this method necessary, or one of several possible pathways?

2. Student Experience & Impact

- How might students *experience* the activity?
- Does it create intellectual challenge versus risk of personal exposure/identity pressure?
- Could it create unequal comfort, uncertainty about option to opt out, or pressure to share?

3. Method & Alternatives

- Does the structure introduce identity-based grouping, categorizing, or differential treatment?
- Is there a lower-risk, equally effective way to accomplish the same goal?
- Who can you consult if the risk is unclear?

Scenario



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Scenario Part 1:

Identity Mapping Activity

A professor is teaching a graduate-level course on “Social Contexts of Leadership.” As part of a session on identity and leadership, the Professor plans an activity called **Identity Mapping** to help students reflect on how aspects of identity shape their understanding of institutional systems.

The professor plan to provide a worksheet with several **identity categories** (e.g., language background, family education history, socioeconomic background, race, sex, gender identity, disability experience, geographic origin). Students will be asked to choose the three identities that most influence their approach to leadership.

Next, the professor will instruct them to **move to different corners of the room** based on which identity category they selected as their “primary lens.” In small groups, they will discuss how that identity has shaped their interpretations of school and workplace experiences.

Question 1: Using the risk assessment framework, what are potential risks or issues that could arise with this activity?

Question 2: How would you advise the professor to proceed to ensure an inclusive environment?

Scenario Part 2: Identity Mapping Activity (time permitting)

The professor moves forward with the activity as the professor had planned. After class, a student emails the Dean expressing that the activity felt “uncomfortable and unclear in its purpose.” The student states they felt **implicitly pressured to disclose** aspects of their identity publicly and were unsure whether opting out was a safe or acceptable choice. They also ask whether the exercise “crossed a line” by creating groups based on personal identity.

Question 3: What would you say in response to the student?

Question 4: How would you follow up on this concern?

Thank you



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Save-the-Date: Spring ADVANCE/OLP Leadership Workshops

- > Topic: Current Climate for DEI and Academic Freedom
- > Time and Location: May 7, 10 am to 12 pm in HUB 145
- > Panelists:
 - Rickey Hall, UW Vice President and University Diversity Officer
 - Brian Soucek, Professor of Law, University of California, Davis
 - > **Book:** *The Opinionated University: Academic freedom, diversity, and the myth of neutrality in American higher education*
 - > **Chronicle Article:** The Case Against Institutional Neutrality: <https://www.chronicle.com/article/the-case-against-institutional-neutrality>



Evaluation Forms
