

EQUITY SURVEY REPORT

2022

JOINTLY ADMINISTERED BY
THE UNIVERSITY OF WASHINGTON AND UAW 4121

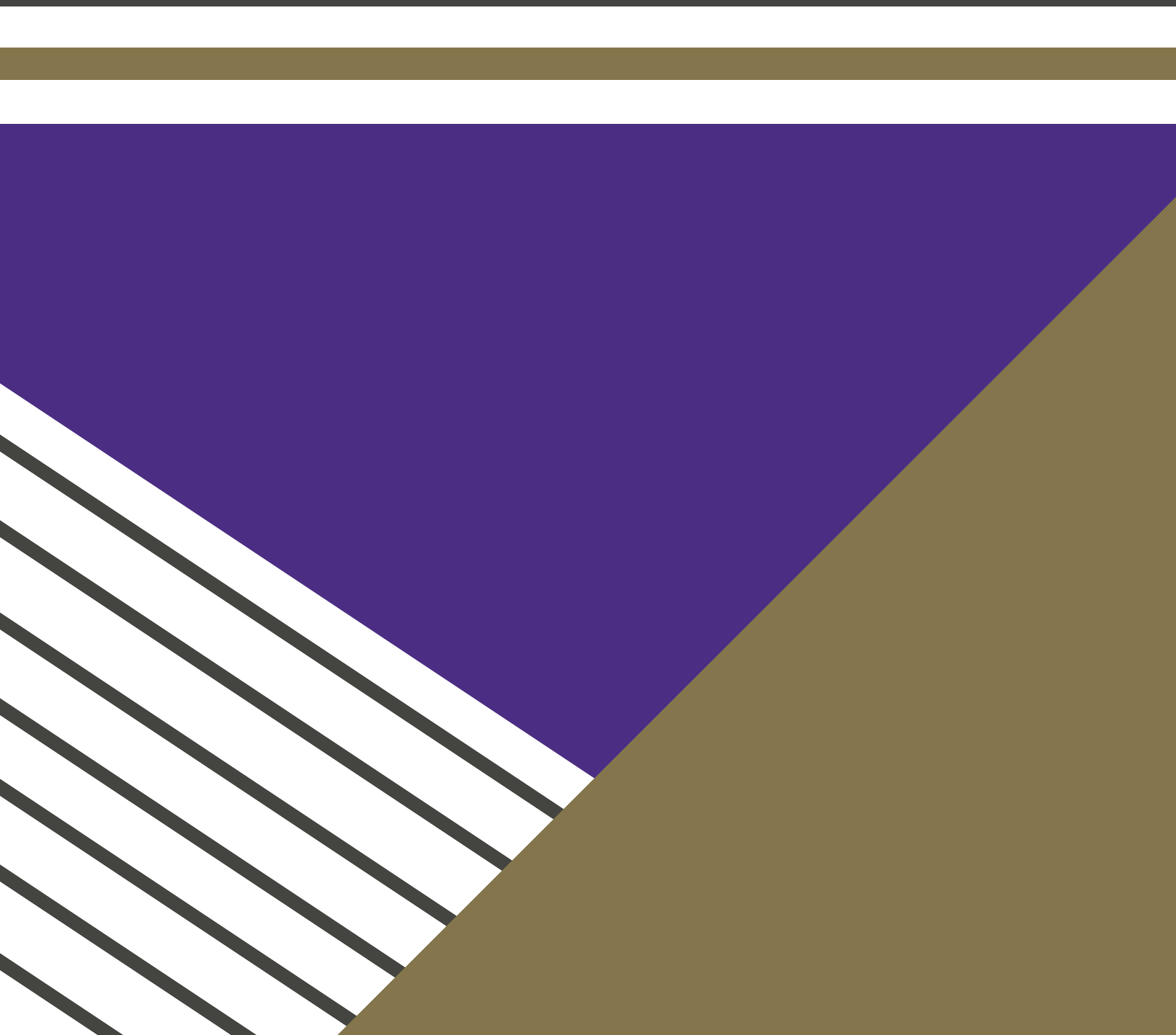


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OVERVIEW

ABOUT THE EQUITY SURVEY

The UW-UAW Equity Survey is enshrined in the collective bargaining agreement between the University of Washington (UW) and UAW 4121, the union that represents Academic Student Employees (ASEs) and postdocs at the UW. The contract stipulates that the survey be conducted annually and be jointly administered. The survey asks ASEs and postdocs to provide an account of how they have experienced and witnessed harassment and how well they are able to access various institutions and resources.

The survey was distributed to ASEs and postdocs early in Spring 2022. It gives us an understanding of the conditions under which ASEs and postdocs do their work. The data provide a fascinating snapshot into the sources of hierarchy and inequity that existed within this population before and throughout this ongoing pandemic. It is incumbent upon all who are interested in pursuing equity and reducing harassment to remember that a pandemic only exacerbates the isolation, vulnerability, and differential access to resources that create inequity at the University of Washington.

In this report, we analyze the survey results along several lines: (1) equity, inclusion, and experiences with harassment, (2) experiences with and perceptions of reporting, and (3) equity, inclusion, and career development. The final section provides recommendations for future programming based on this analysis.

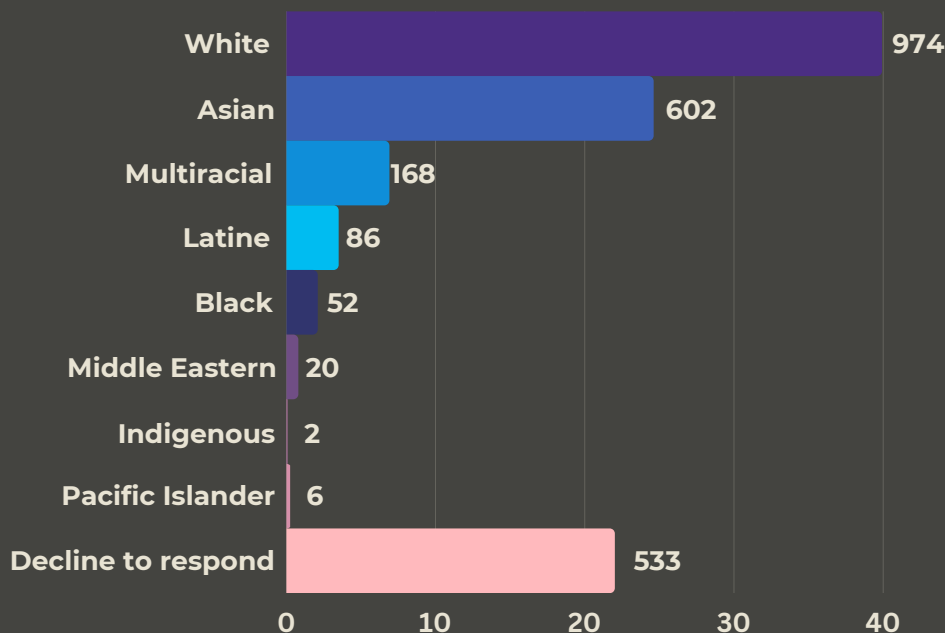


METHODOLOGY & REPRESENTATION

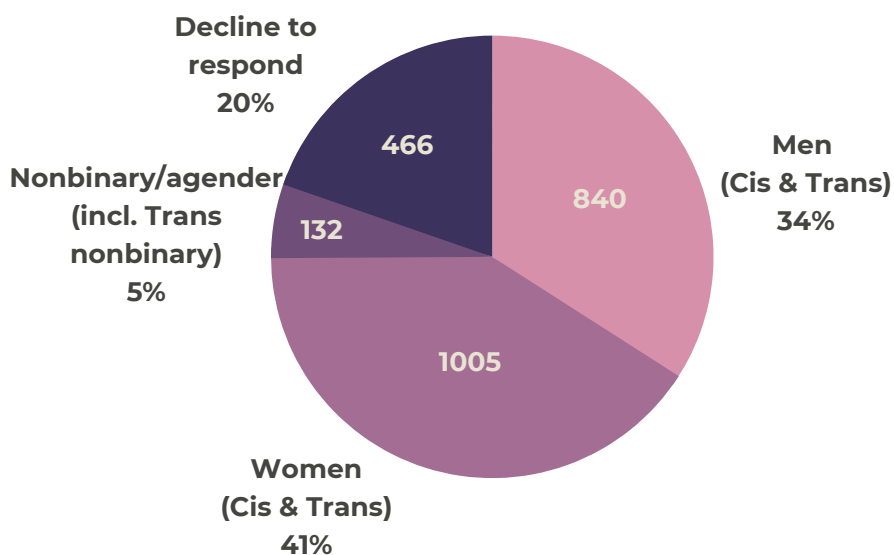
In the first year of the Equity Survey's administration, the survey questions were developed by ASEs and postdocs and then vetted by several key stakeholders: Labor Relations, Office of Learning Assessment, the Graduate School, SafeCampus, College of Engineering, College of Arts and Sciences, School of Medicine, and UAW 4121. Because one of the objectives of the annual Equity Survey is to engage in cross-temporal comparisons, the 2021-2022 iteration of the Equity Survey asked very similar questions to those developed during the previous year. The survey was administered to ASEs via multiple communication channels.

In total, **2,443 people participated** in the survey, or **about 40% of the ASE and Postdoc units** at the time the survey was administered. This year, the College of Arts & Sciences was the most highly represented at 31%, with most other UW colleges falling between roughly 1% and 19% participation.

RACIAL DEMOGRAPHICS



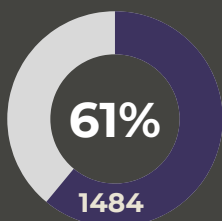
GENDER DEMOGRAPHICS



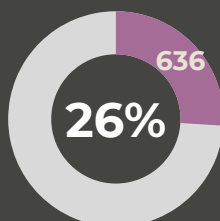
ADDITIONAL KEY DEMOGRAPHICS

1% Veterans (16)
5% Parents (131)
13% First in their family to pursue an undergraduate degree (325)

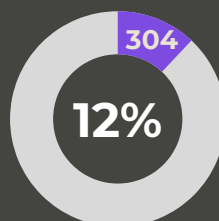
LGBTQ



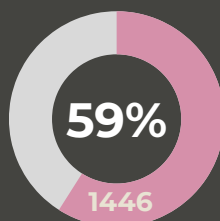
INTERNATIONAL SCHOLARS



DISABLED



RENT BURDENED



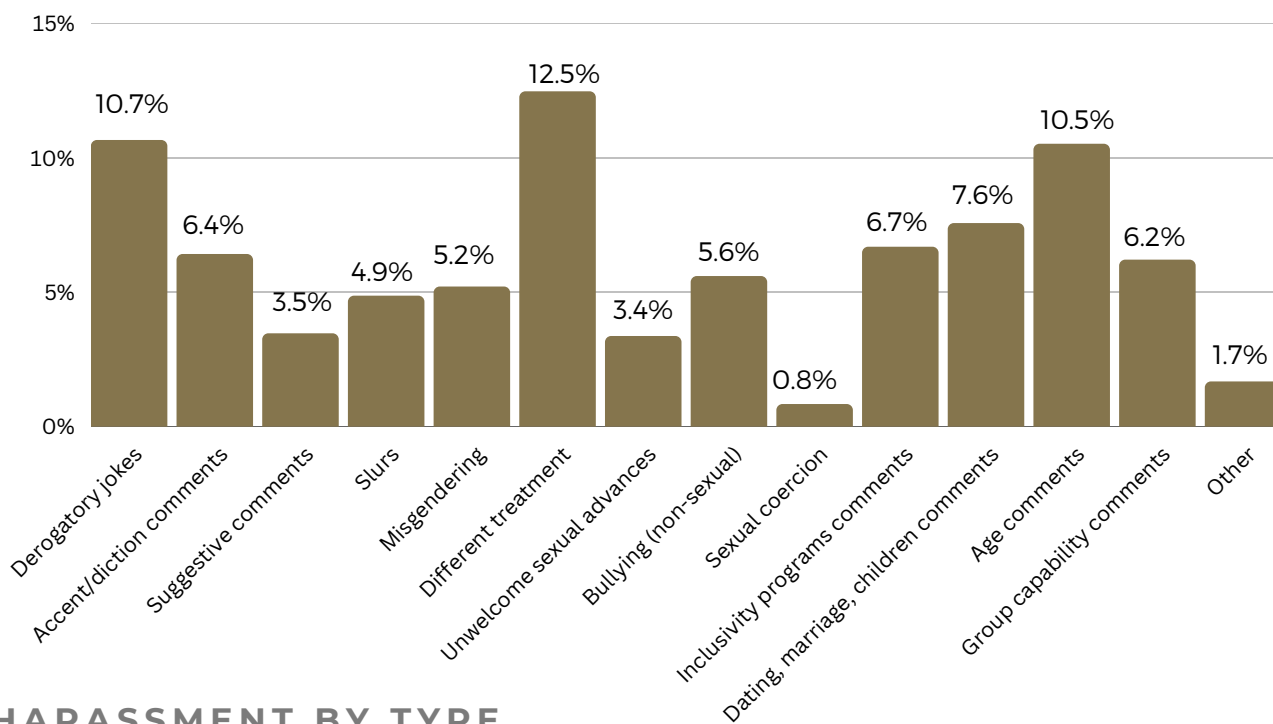
EXPERIENCES OF HARASSMENT

Of the total 2022 sample, 38.89% (n=948) reported experiencing at least one form of harassment in the past year, compared to 33% in 2021 and 36% in 2020. Of the total 2022 sample, 39.9% reported witnessing at least one form of harassment in the past year, compared to 32% in 2021 and 7% in 2020. Grassroots community education and cultural work could explain the significant increase in bystanders' identification of harassment.

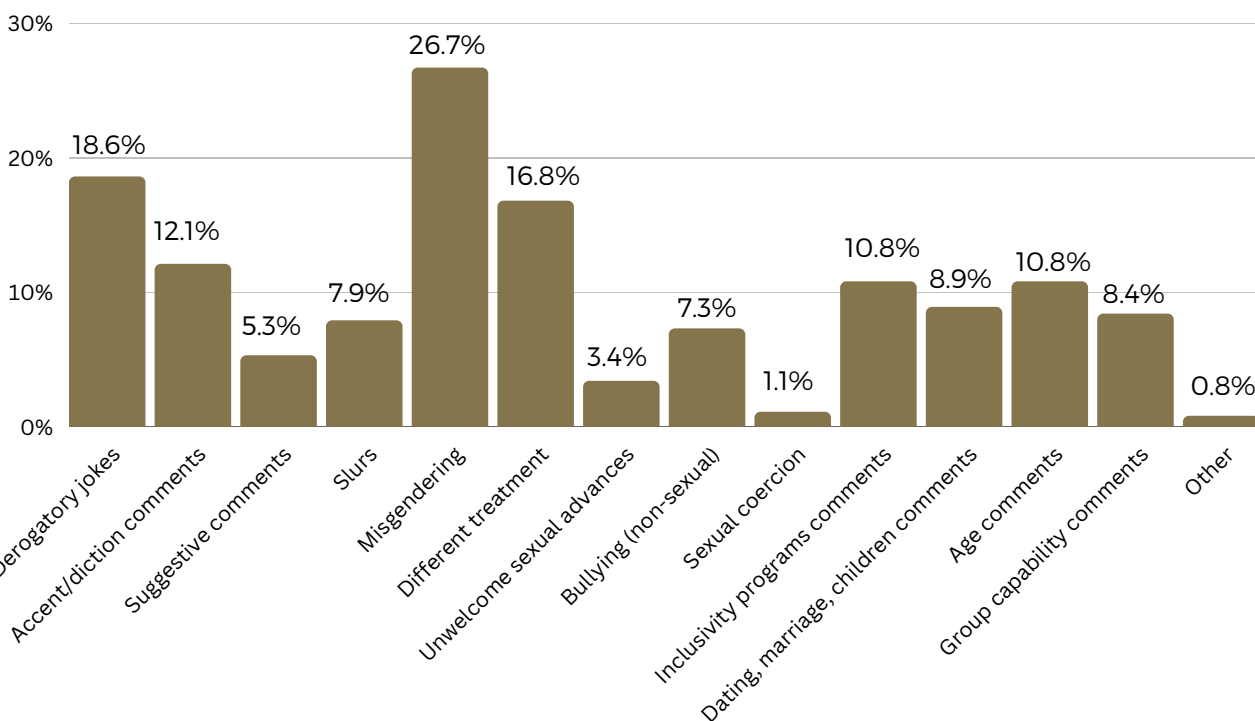
EXPERIENCED HARASSMENT BY TYPE

39
PERCENT

EXPERIENCED AT
LEAST ONE FORM
OF HARASSMENT
IN THE PAST
YEAR



WITNESSED HARASSMENT BY TYPE



40
PERCENT

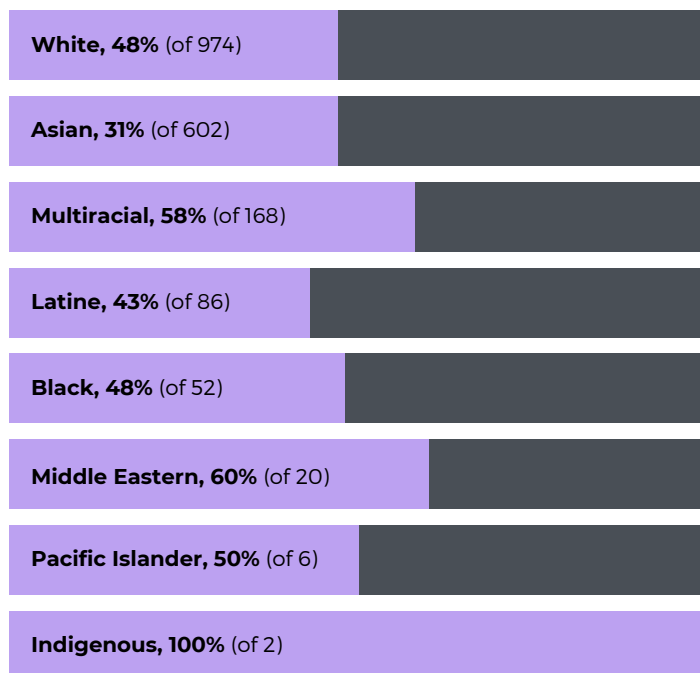
REPORTED
WITNESSING
HARASSMENT

EXPERIENCES OF HARASSMENT

EXPERIENCES OF HARASSMENT BY RACE

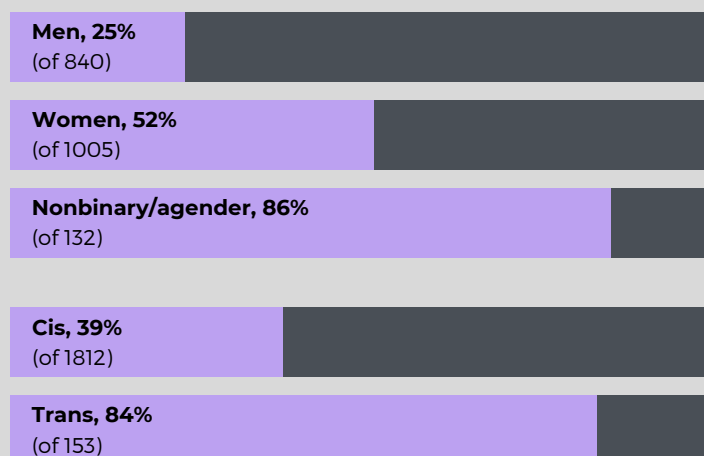
Roughly equal percentages of most racial demographics reported experiencing harassment. The percentages on the left are ordered by decreasing total population size, from top (974 responded "White") to bottom (2 responded "Indigenous"). Caution should be taken in reading likelihoods off of this data, due both to cultural factors that might discourage certain groups from reporting and the largely varying sample size.

“A faculty member berated a student who put together an "Indigenous Peoples' Terminology Guide" as part of the DEI committee, [and a] lecturer put anti-land acknowledgement on a class syllabus.



% of demographic that experienced harassment

EXPERIENCES OF HARASSMENT BY GENDER



% of demographic that experienced harassment

Significantly larger percentages of women and nonbinary/agender folks reported experiencing harassment than men. Likewise, a significantly larger percentage of trans folks reported experiencing harassment than cis folks. The same caveat as above about likelihoods applies.

“It's not unusual in the school of medicine for us to be told explicitly as women that we're "supposed" to be thinking about when we're having kids, or that we should be "naturally better" at certain sub-specialties, like OB/GYN, pediatrics, or family practice.

EXPERIENCES OF HARASSMENT

TRANSPHOBIA, SEXISM, AND RACISM

Of folks who experienced harassment, **422 respondents elaborated** on their experience. Our qualitative analysis of these responses indicates that **transphobia, sexism, and racism were especially prevalent issues**: we identified 58 counts of transphobia (13.2% of responses), 74 counts of sexism (17.5%), and 64 counts of racism (15.1%). Other issues include harassment based on nationality or immigrant status (39 counts), ableism (18 counts), LGBTQ status (16 counts), age (12 counts), and parenting status (12 counts).

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REPORTS

TRANSPHOBIA

“ **Nonbinary and trans students are frequently misgendered at UW.** I have heard my colleagues be misgendered by other students, but more often by faculty. **The faculty do not seem to do this out of aggression, but they are often oblivious** and they tend not to improve over the course of the quarter.

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REPORTS

SEXISM

“ **The female/female-presenting professors in the department carry a massively oversized burden on things like improving DEI** in the college, student support and success, and support for visiting faculty while **most of the male professors do little to no work [on this] outside of their courses** (and sometimes not even in their courses).

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REPORTS

RACISM

“ During our lesson on the Tuskegee Experiments, **the required reading framed the human rights violations as the fault of the participants and the members of the black community who recruited them.**

EXPERIENCES OF HARASSMENT BY ROLE

Role seems to have had little impact on folks' experiences of harassment at the University of Washington: roughly equal percentages of undergraduate students, graduate students, postdocs reported undergoing some form of harassment.

Undergraduate students, 39% (of 262)

Graduate students, 39% (of 1851)

Postdocs, 35% (of 311)

ACCESS: FINANCIAL BURDEN

RENT BURDENED RESPONDENTS

1284

73% ASE

154

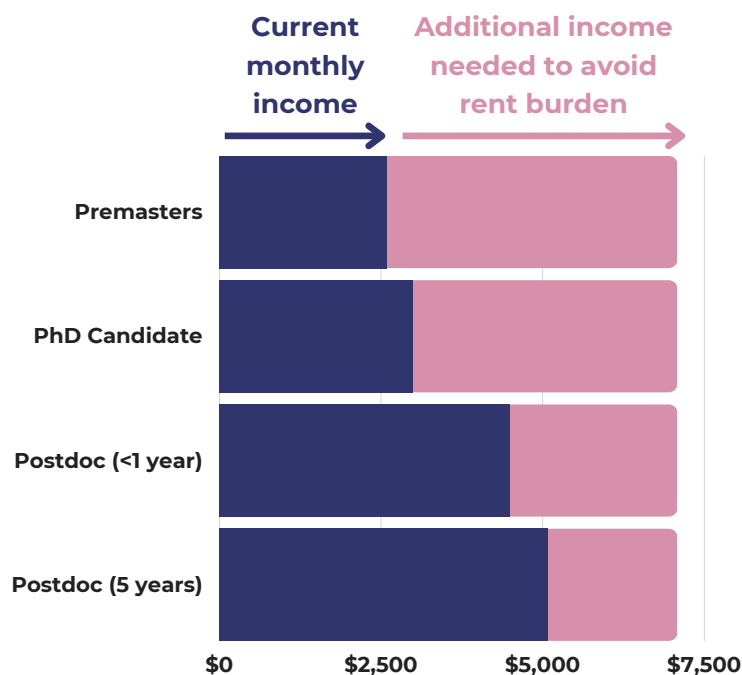
62% PD

"A welcoming and supportive environment requires financial security, which the university repeatedly and explicitly does not give to the student employees that make it run."

Based upon an average calculated from several sources, rent for a studio apartment in Seattle is \$1,602.25 and for a 1-bedroom is \$2,053.75. For the **most senior** graduate students and postdocs at the base salary rate, this means paying at **least 54% (studio)/69% (1BR) and 32% (studio)/41% (1BR) of their income on rent**. These numbers jump to **62%/79% and 36%/46%** for workers newest to the university. The monthly income data collected indicated **only 12% of respondents reported making \$5000+ a month** in which case they could potentially be considered not rent-burdened. Students and postdocs alike are feeling that continuing their education or careers at UW is not feasible without significant changes. They will seek out other institutions where the burdens of financial instability do not threaten their ability to contribute to cutting-edge research and teaching.

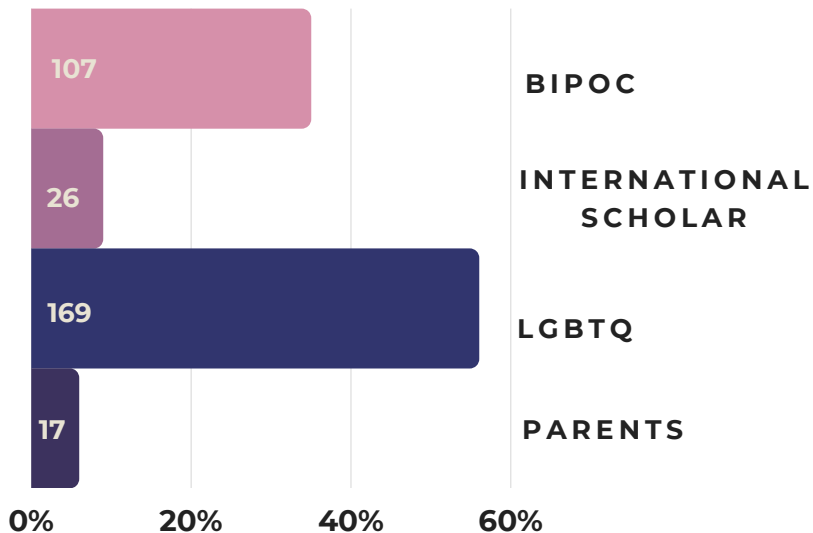
"As a postdoc I am severely underpaid and struggle to make ends meet, seeing other postdoc friends at other institutions get paid much more and live in cities that don't have as high cost living as Seattle has caused me to contemplate leaving for another job with higher pay and more benefits."

"Do you supplement your income with work outside of your job responsibilities at UW? International student on F1 Visa are now allowed to work off campus and hours are very limited. This is not an option."



ACCESS: DISABILITY ACCOMMODATIONS

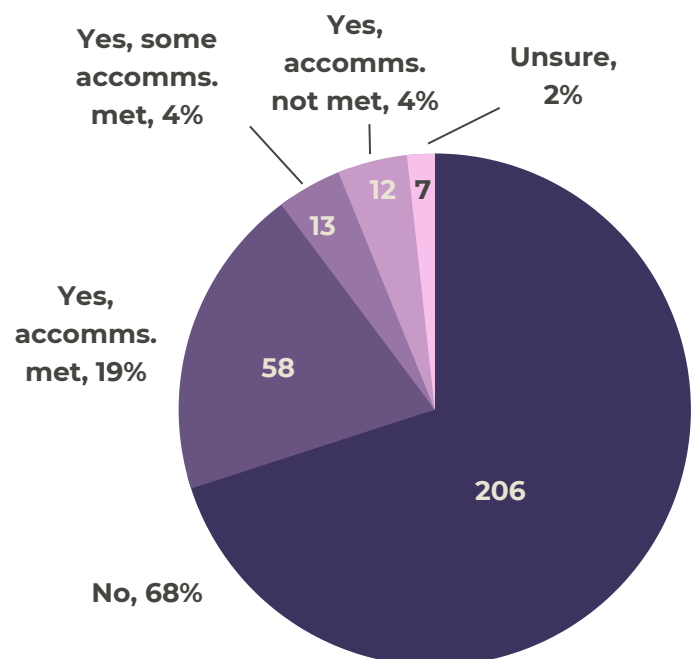
INTERSECTIONAL DEMOGRAPHICS WITH DISABILITY



12% (n=304) of respondents reported having at least one mental (10%, n=243), physical (4%, n=95), cognitive (4%, n=91), or developmental (1%, n=18) disability. **Within this population, 35% also identify as BIPOC and 56% also identify as LGBTQ,**

Within this population, only 19% were able to access accommodations through DRS/DSO. **Meanwhile 68% did not pursue accommodations through DRS/DSO, citing this was due to wait times, paperwork/diagnosis requirements, and difficulty navigating the process.** With only a fifth of students reporting that they received the accommodations they need to be successful, the University is leaving a majority of disabled students at a disadvantage relative to their non-disabled peers. **Many also felt that there was a lack of concern for their access to safe working conditions with 20% reporting difficulty getting access to remote work accommodations. 34% of the qualitative responses revolved around remote/hybrid work conditions,** revealing that policies varied between departments and did not always take a trauma-informed approach.

MADE A REQUEST THROUGH DRS/DSO



ACCESS: DISABILITY ACCOMMODATIONS



"The university has **STRONGLY** discouraged remote teaching and has forbidden me to mandate masks, the easiest way to keep everyone safe, in my classroom which is extremely hard on disabled workers and students and makes me feel unsafe in my work environment."



"DRS/DSO were unwilling to help with regards to needing disability parking at a reasonable price point considering my UW income. Parking is very expensive on campus and, since I have a state-issued handicap placard, my only option is to park in a disabled parking spot on campus. When I tried to discuss this price issue with DSO, the person assigned to my case disregarded the physical limitations that require me to park on campus, and they suggested that if I couldn't afford a parking pass (~\$500 per quarter) I should either park off campus or take public transportation."



"The university policies for accessing accommodations for ADHD (which I have) set a very high bar of required paperwork that is difficult to get for people diagnosed as adults without a lot of extra time and money (and even with access to those, can take months at best). Without this paperwork, you can not get DRS accommodations."



"The school of public health requires you to answer a survey for remote work applications. You have to disclose medical circumstances in excruciating detail in this survey. Then, you have to set up a Zoom meeting where they interview you on your medical circumstances. After that, they have a deliberation where they issue a verdict on whether or not you qualify for remote accommodations. I asked about the timeline on that verdict. They couldn't say. I asked if there was an appeals process. They couldn't say. I asked who I could follow up with. They couldn't tell me."

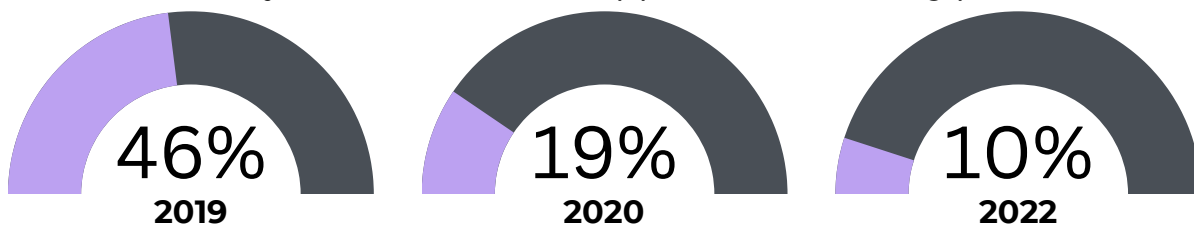


ACCESS: PARENTING AS UW STUDENTS & POSTDOCS

In the 2022 survey, 121 of participants identified as parents.

Difficulty accessing lactation or baby changing stations

There has been substantial progress in providing access to lactation and baby changing stations at UW since 2019! Hopefully that momentum will continue as access to a "convenient private location" for lactation is required by WA state law, and one of the most basic ways institutions can support their working parents.

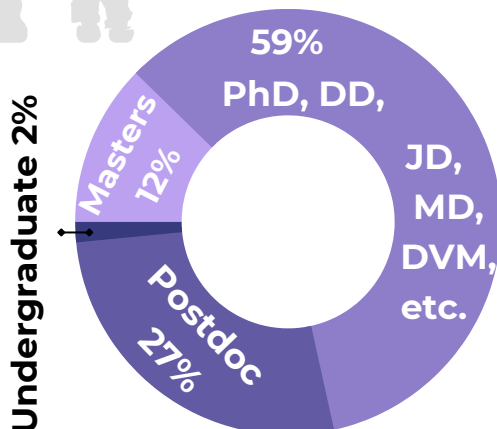


The two most commonly mentioned issues regarding parenting were negative attitudes from other academics and insufficient pay.

“My PI has asked multiple people in our lab if they will get pregnant and what their plan is if they do. They also mentioned that they give women and men different career advice because women want children.”

I was very surprised about the expensive it is to have a child while being a postdoc at UW. I don't feel like there is enough support from the University for childcare and therefore it is hard to pursue a postdoc while being a parent in such an expensive city as Seattle.”

UW ASE and PD parents:

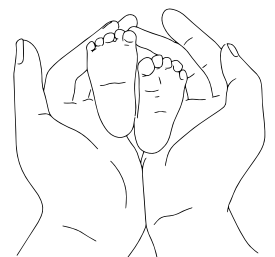


71% rent burdened

85% LGBTQ

39% International

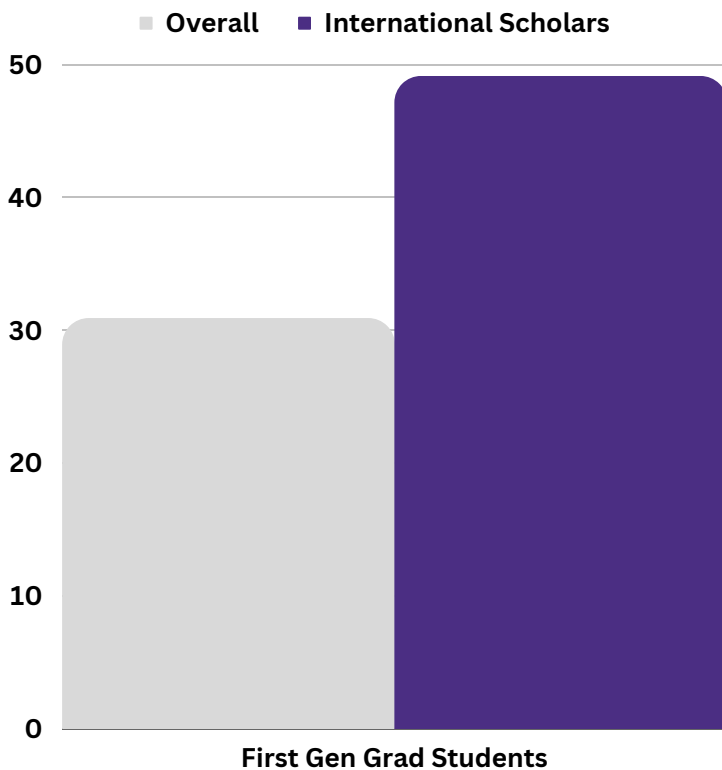
41% Feel don't belong



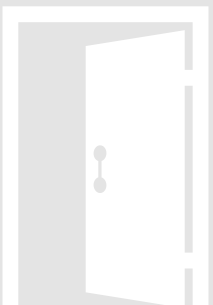
INTERNATIONAL SCHOLARS

31% of respondents are international scholars (n = 636). 49% of international scholars are first-generation graduate students, compared to 31% of respondents overall. 81% of international scholars report being rent-burdened, compared to 59% of respondents overall. Work with international scholars must address these compounding socio-economic issues.

"International student on F1 Visa are [not] allowed to work off campus and hours are very limited."

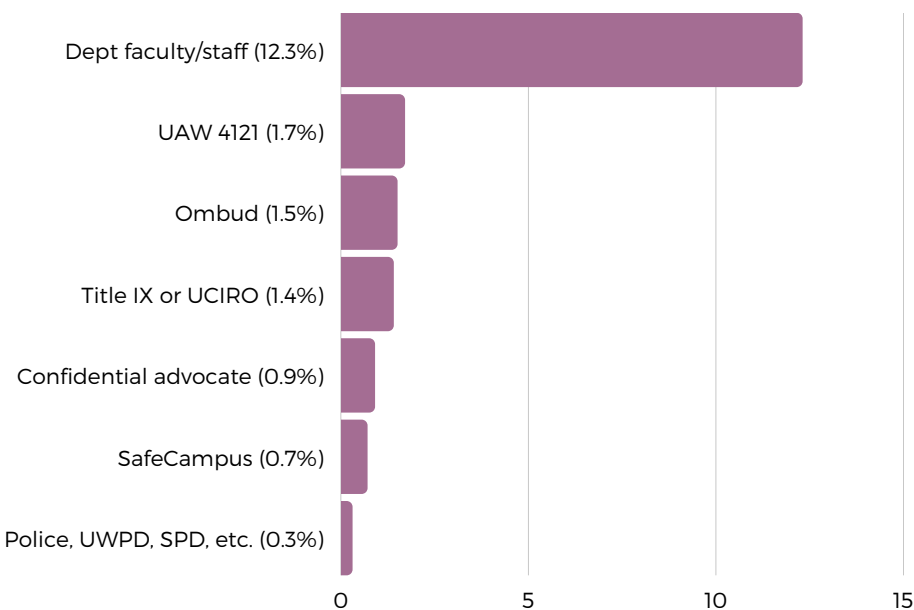


I think there is a false sense of acceptance in general. I feel that many people I've met here at UW [people whose primary language is U.S. English] are not very welcoming with different accents/ways of expressing ideas. When I came to the US, I thought my accent wasn't an issue. Right now, I'm sure that I cannot make a life here without feeling like an outsider.

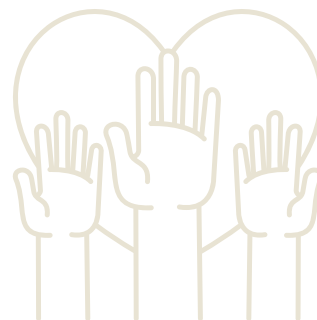


REPORTING SEXUAL HARASSMENT

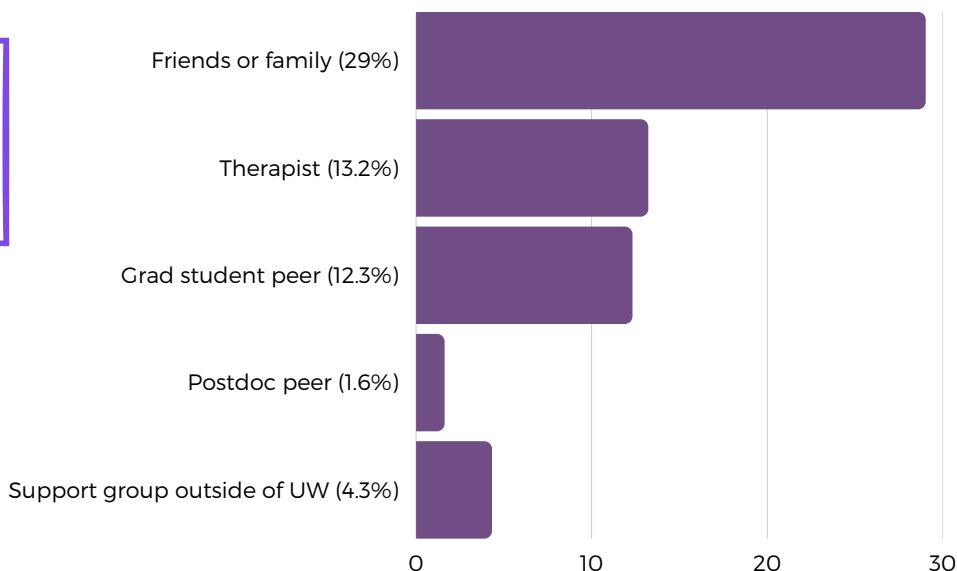
60.5% of people who experienced harassment [n = 390] indicated that they did not go to anyone for support or to make a report. This is a significant decline in instances of reporting from 2021's survey responses when 39% of people who experienced harassment [n=299] indicated that they neither informally nor formally reported the harassment. This report captures some reasons for this sharp drop, such as fatigue from the impact of ongoing inequities, program inaccessibility, and privacy concerns.



Respondents who experienced harassment continue to indicate that they are more likely to seek support from their departments than any other university-provided resource.

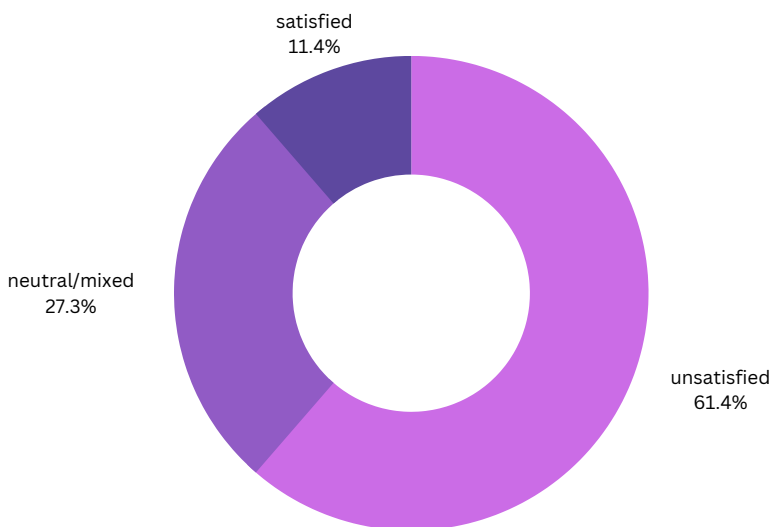


Most respondents continue to pursue informal channels (like friends and academic peers) over formal university-affiliated channels (like SafeCampus, Title IX).



REPORTING SEXUAL HARASSMENT (SATISFACTION)

About 47% of respondents who formally reported harassment at the university (n=178) were unsatisfied with the process, with an additional 34% expressing neutrality/ambivalence. About 61% of respondents who formally reported harassment to a non-department, non-union university channel (n=44) were unsatisfied with the process, and about 27% expressed neutrality/ambivalence. Respondents who informally reported harassment (n=533) expressed satisfaction at higher rates than either of the prior groups, but positive experiences still occur in less than a quarter of these instances, which points to a need for more responsive support skills in these channels as well.

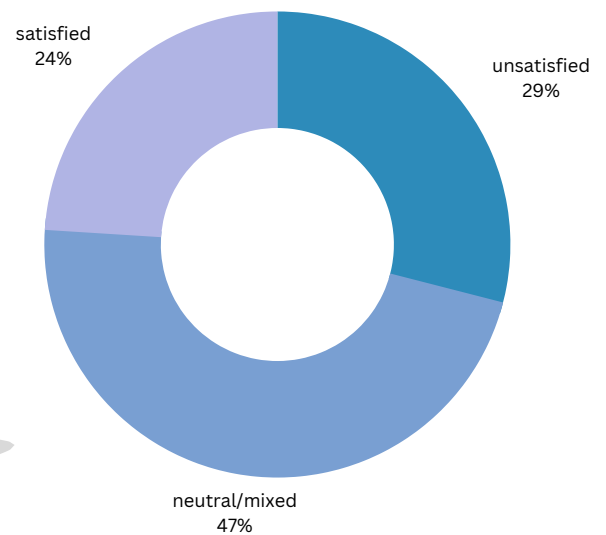


Reporting Harassment to Non-Department, Non-Union University Channels

i.e., SafeCampus, Title IX, police, etc.

Reporting Harassment to Informal Channels

i.e., therapist, friends, family



“ I feel like most 'harassment' issues are difficult to 'prove' that the perpetrator is at fault or is worth holding accountable, so there's not much incentive to report them or try to do something about it. ”

REPORTING SEXUAL HARASSMENT (SATISFACTION)

Equity survey respondents wrote in barriers that prevent them from reporting experiences of harassment. Some noticeable themes are concerns about retaliation, limitations or breaches of anonymity, likely outcomes, and which incidents warrant taking on the risks of a reporting process.

RETALIATION

"No one feels safe reporting these experiences because they see what happens to victims when they make that difficult and costly choice."

EXPOSURE

"In the case where conflicts arise between faculty and graduate students in the department, especially in small departments, I have no idea how anonymity would be maintained especially if the complaint is with the [Practicum Instructor]."

LIKELIHOOD OF OUTCOMES

"With the system as it is currently, reporting harassment would at best extend one's degree by several years, which is what I have seen happen to those who have been brave enough to report."

"The people who I can trust to support/believe me do not have any power to change the situation or sanction perpetrators, and I don't have any confidence that anyone with that kind of power would support/believe me."

PERCEPTIONS OF SEVERITY

"... In many ways that are less egregious than what would constitute harassment I continually hear from graduate students that they are trapped in relationships of ... professional subordination with their advisors. There must be some way of interrupting the quiet and private way that faculty can exercise toxic forms of control, professional dismissal, marginalization of ... perspectives that are non considered cannon in the academy, the professional abandonment of students, and the laissez-faire way in which they may -- completely unchecked -- demand of the student a level of rigor and clarity that they themselves cannot often model."

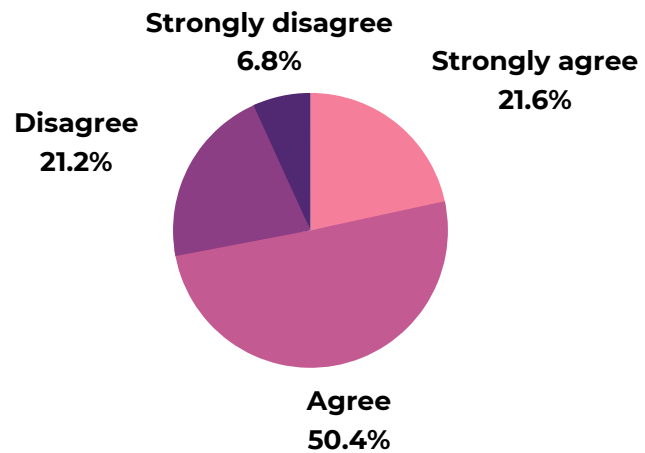
INSTITUTIONAL CONFIDENCE: RESPONDING EFFECTIVELY

CONFIDENCE IN DEPARTMENTS

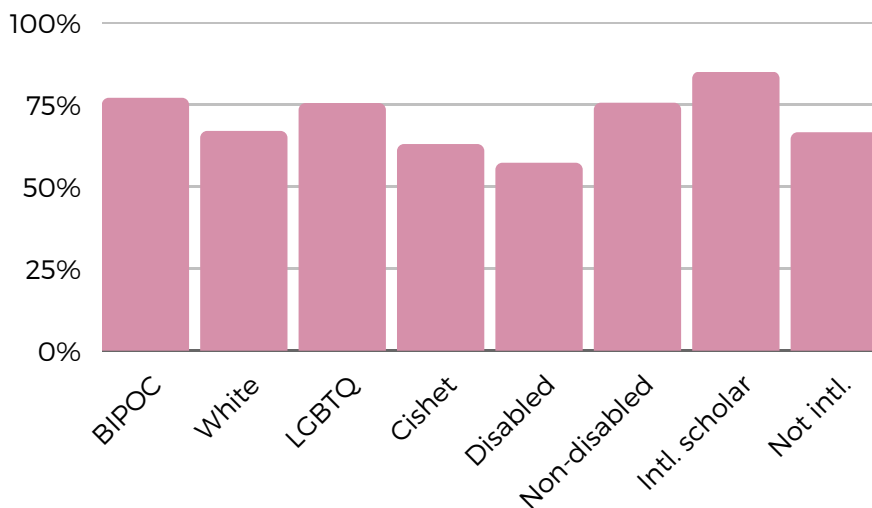
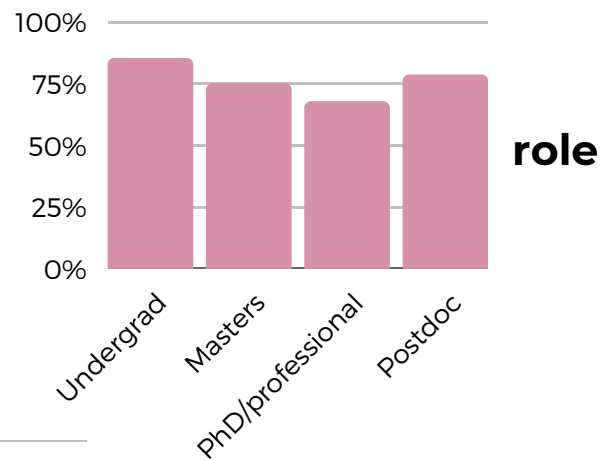
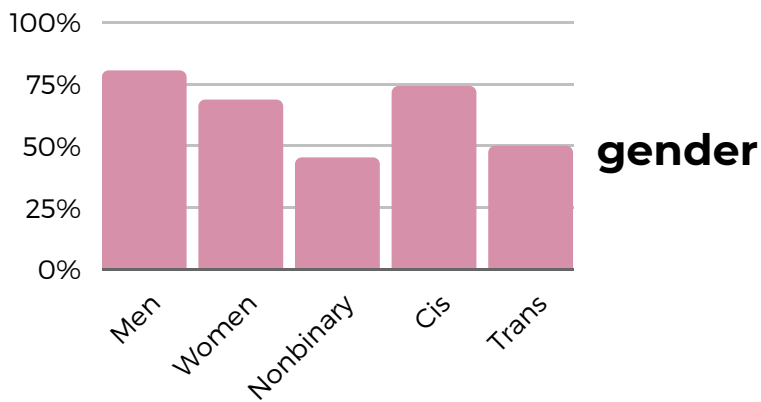
"My department can effectively respond to issues of harassment."

Respondents generally reported **high confidence in their departments** about their ability to respond to issues of harassment effectively, with 72% of respondents either agreeing or strongly agreeing with the above statement. While this percent was roughly consistent across roles and identities, **nonbinary and trans respondents reported slightly lower confidence**, with 45% and 50% of respondents (strongly) agreeing, respectively.

Overall:



Percent that **agree or strongly agree**, by...



identity (including disability and international status)

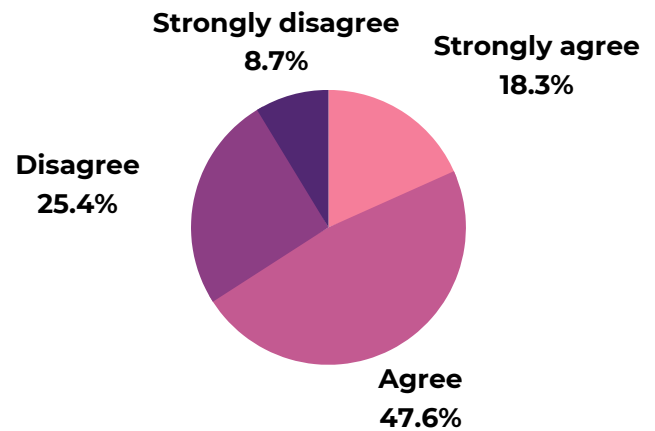
INSTITUTIONAL CONFIDENCE: RESPONDING EFFECTIVELY

CONFIDENCE IN THE UNIVERSITY

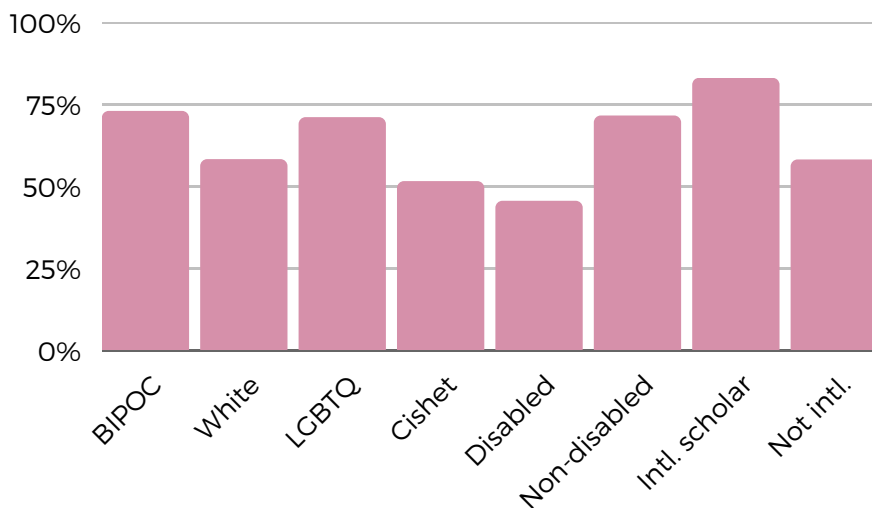
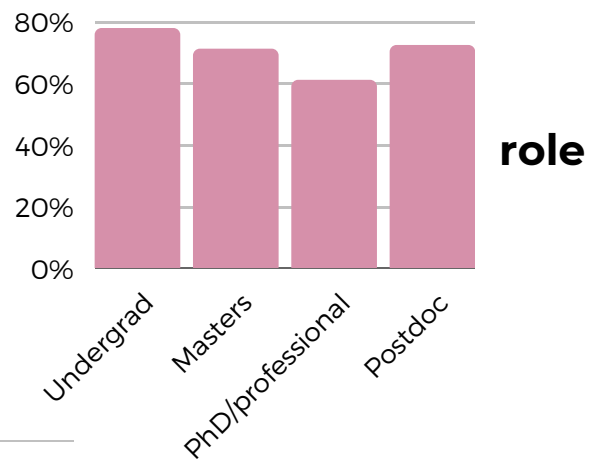
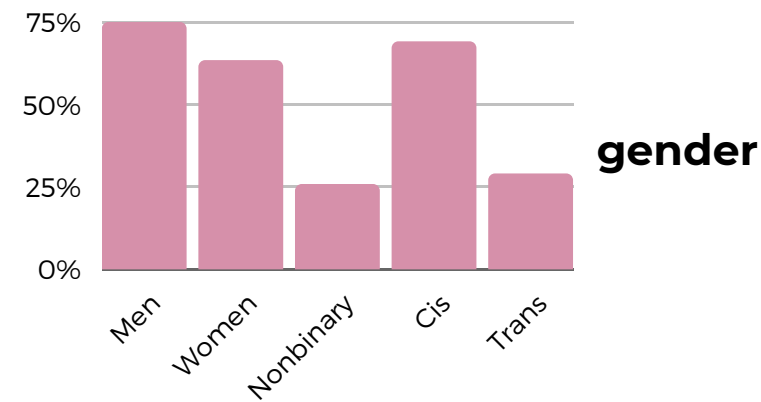
"The university can effectively respond to issues of harassment."

Respondents generally reported **reasonable confidence in the university** about its ability to respond to issues of harassment effectively, with 66% of respondents either agreeing or strongly agreeing with the above statement. While this percent was roughly consistent across roles and identities, **nonbinary and trans respondents reported significantly lower confidence**, with 26% and 29% of respondents (strongly) agreeing, respectively.

Overall:



Percent that **agree or strongly agree**, by...



identity (including disability and international status)

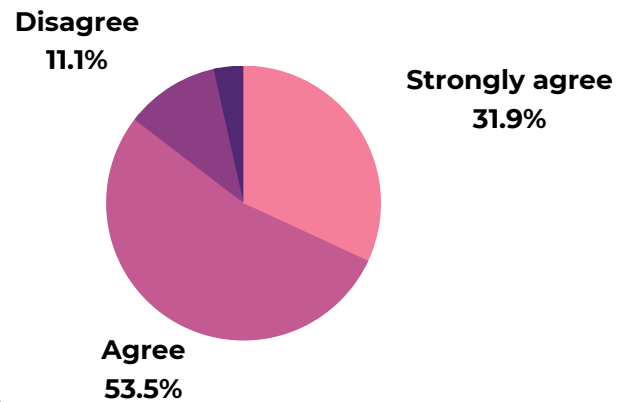
INSTITUTIONAL CONFIDENCE: TAKING HARASSMENT, EQUITY, & INCLUSION SERIOUSLY

PERCEPTION OF DEPARTMENTS

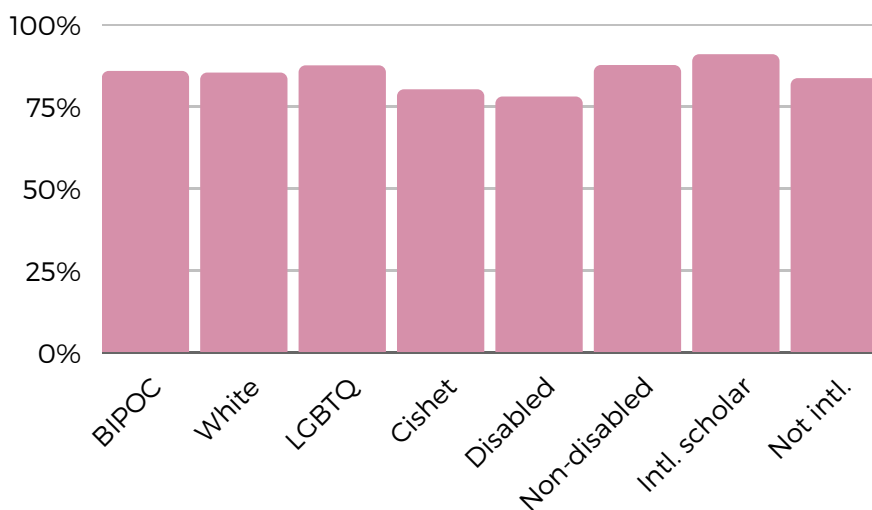
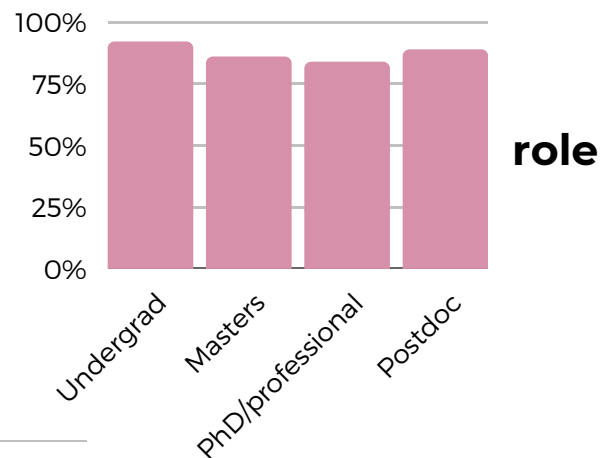
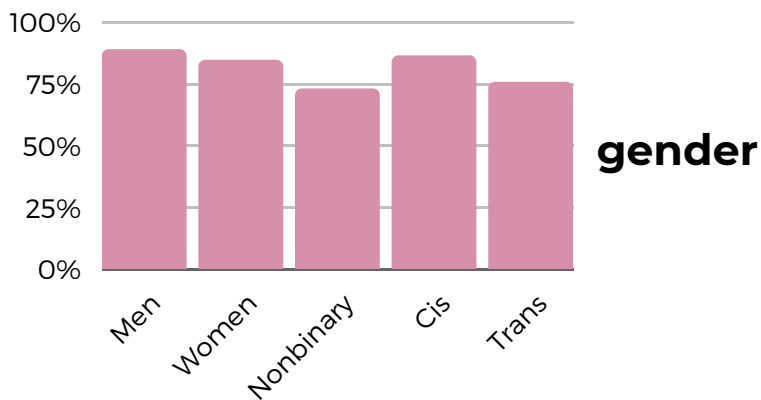
"My department takes issues of harassment, equity, and inclusion seriously."

Respondents generally thought their departments took these issues seriously, with 85% of respondents either agreeing or strongly agreeing with the above statement. Interestingly, this percent was roughly consistent across roles, identities, and genders, with nonbinary and trans respondents (strongly) agreeing in roughly the same proportions (73% and 76%, respectively).

Overall:



Percent that **agree or strongly agree**, by...



identity (including disability and international status)

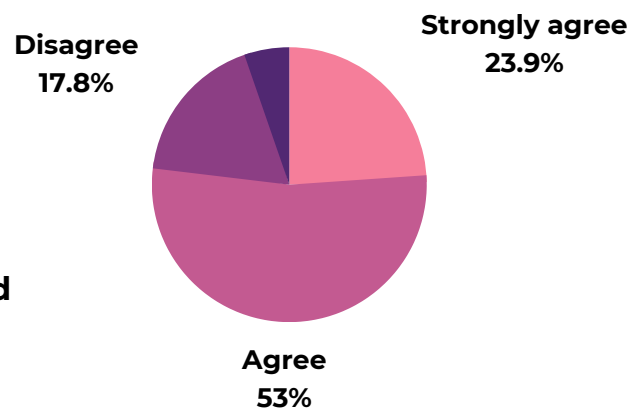
INSTITUTIONAL CONFIDENCE: TAKING HARASSMENT, EQUITY, & INCLUSION SERIOUSLY

PERCEPTION OF THE UNIVERSITY

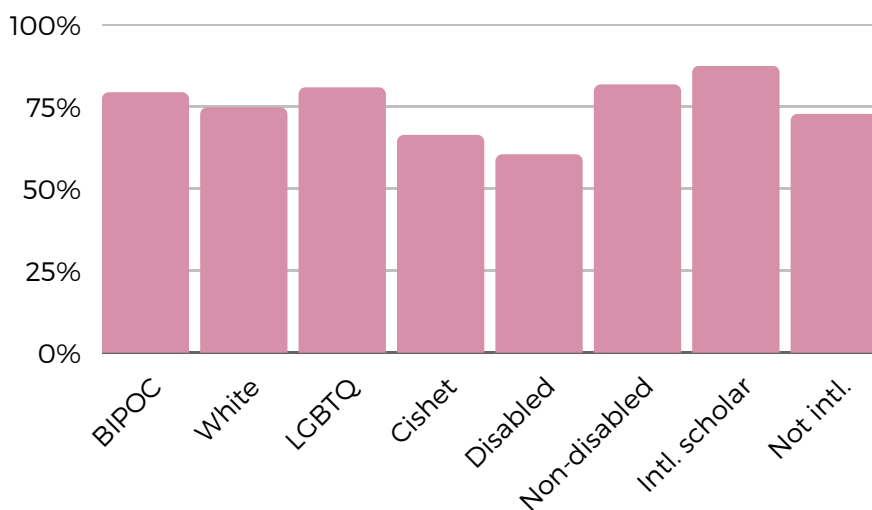
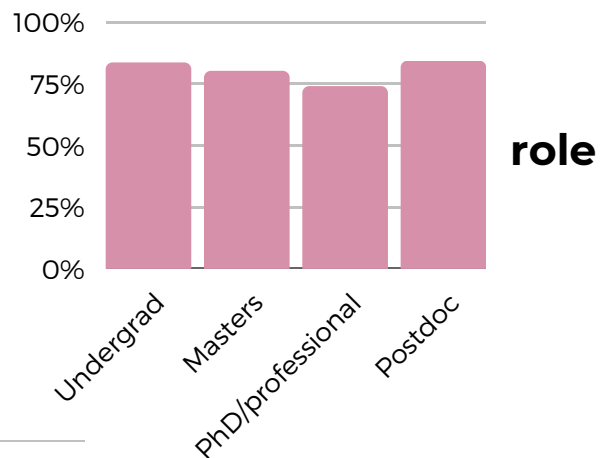
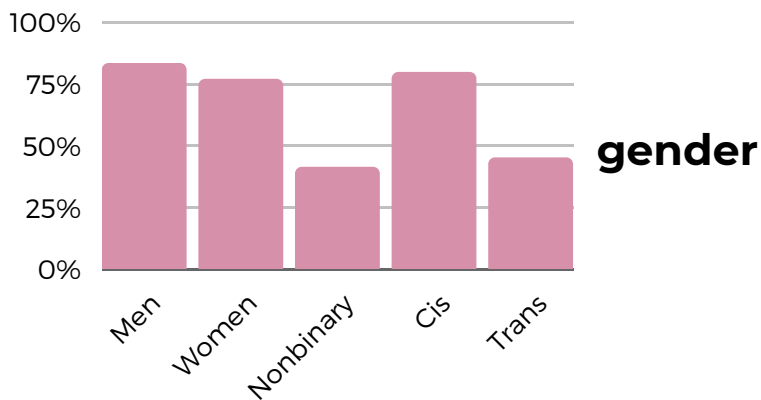
"The university takes issues of harassment, equity, and inclusion seriously."

Respondents generally thought the university took **these issues seriously**, with 77% of respondents either agreeing or strongly agreeing with the above statement. However, once again, **a significantly lower percentage of nonbinary and trans respondents (strongly) agreed** (41% and 45%, respectively).

Overall:



Percent that **agree or strongly agree**, by...



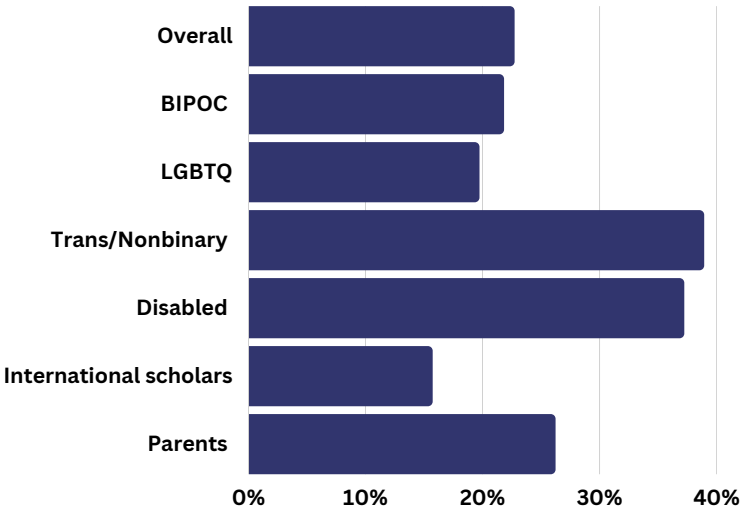
identity (including disability and international status)

SUPPORT, COMMUNITY AND BELONGING: SUPPORTIVE ENVIRONMENTS

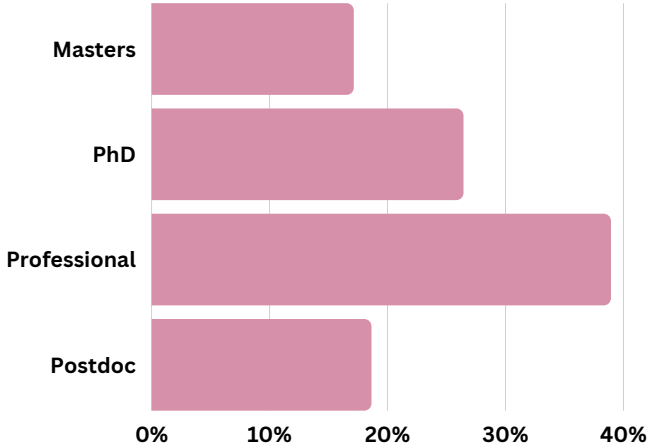
The responses around feeling welcomed, encouraged, and supported at UW, both at the institutional and departmental levels, were overall positive. There was little variance across most demographic groups, ranging between 77-86% agreeing that UW provides a welcoming and supportive environment. However, **for those identifying as disabled, transgender, or nonbinary, these numbers drop to 73%/67% at the departmental level and 58%/52% at the institutional level.** The higher rates of positive responses is slightly at odds with the data reported from other questions. Qualitative responses may provide one explanation in that students often feel supported by their peers but less so by those in positions of authority such as faculty members and administrators. Similar disparities are seen when considering the data around **those who considered leaving UW due to lack of support, with more than a third of transgender, nonbinary, and disabled folks responding 'yes'.**

THOUGHTS ABOUT LEAVING UW DUE TO LACK OF SUPPORT

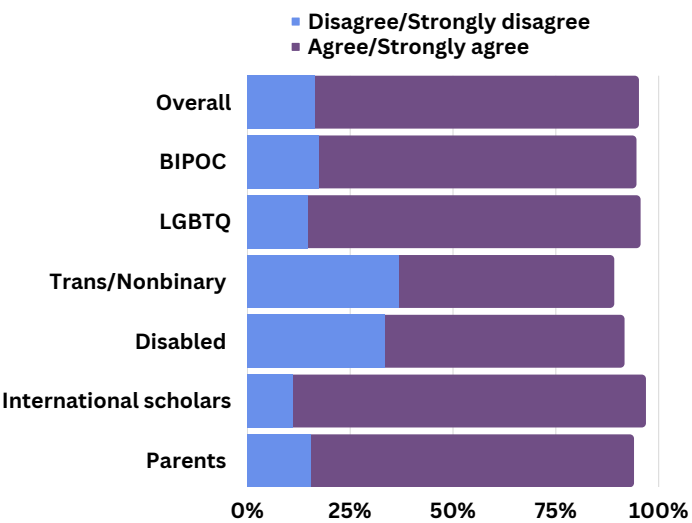
BY DEMOGRAPHICS



BY PROGRAM TYPE



UW PROVIDES A WELCOMING & SUPPORTIVE ENVIRONMENT



"I feel supported by many other graduate students in my department (College of Education), but I have unfortunately not experienced the same support from faculty and advisors."

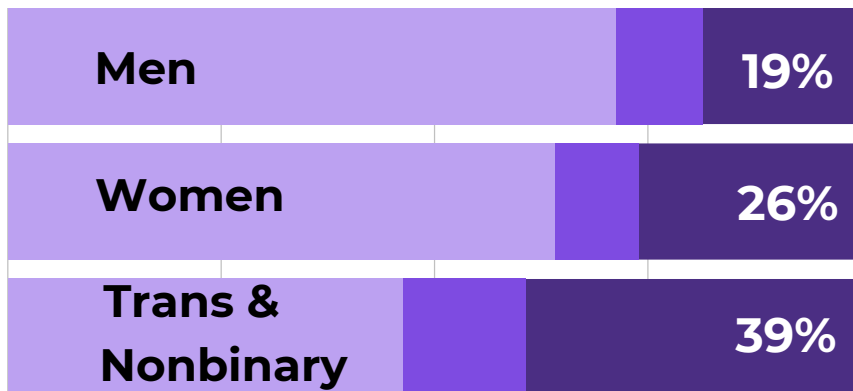
"If you are white and of a higher income level, than yes, the UW is welcoming. However, it feels like, though there is local-level support for women, BIPOC, and LGBTQA+ members of the community, it hasn't been realized into policies and practices that can enact organizational change."

MENTORSHIP

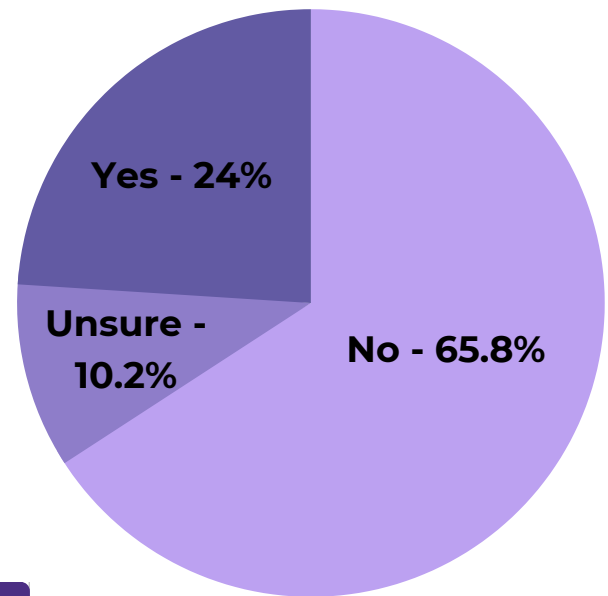
Nearly a quarter of ASEs and Postdocs at UW expressed difficulty finding good, affirming, or effective mentorship.



■ No ■ Unsure ■ Yes



Difficulty finding good, affirming, or effective mentorship



This difficulty was amplified for Trans and Nonbinary ASEs & PDs

Persistent uncertainty about what you need to do to succeed in your chosen career path



Effective mentorship should result in increased self-efficacy and clarity about how to succeed in your career. Overall responses here indicate a substantial mentorship deficit.

Effective mentorship is critical for ASE and PD career path certainty and belonging. In open-ended questions just 5% of responses mentioned good mentorship and support, while 19% described negative mentorship experiences.

My advisor provides research advice, but consistently has extremely high, and in my opinion, unreachable expectations. Additionally, they continually **fail to provide positive feedback**. The result is **I am constantly uncertain about whether I am doing a good job** or if my advisor feels that I am not doing well. This is a major cause of stress...

My mentor is not bad, but is more hands-off than I am used to and **expectations are often unclear. I feel isolated and unconnected from the lab** and my department.

My PI is a terrible mentor. She seems to think we magically know what to do in all situations simply because we are postdocs. **I don't feel prepared enough to be on the job market, and my PI seems to think that simply because I am a minority, I will magically just be given a job. She undermines my own efforts to improve my competitiveness** [...] I am honestly not sure I'll achieve my goals like this.

In the midst of these negative mentorship experiences, ASEs and PDs recognize and point to a larger institutional issue: faculty need more support in order to give better support.

Mentorship has been very difficult to find [...] it feels like **the faculty are stretched thin** as it is, they **don't seem to have a lot of extra time to offer that support...**

I feel the [DEPARTMENT IN COLLEGE OF A&S] **does not prioritize mentorship skills with their PIs**. I have experienced that PIs only know what their graduate students should do based on pursuing academia. **If you choose an 'alternative' career path, they are unable to mentor you.** This overall **lack of mentorship has made me consider leaving UW multiple times.**

workshops on mental health and disabilities would be nice to include in equity training **to help faculty and staff to know how to support people...**

COMMUNITY

Queer respondents, in particular, emphasized the difficulty they had finding and maintaining community.

I identify as a gay woman, and it has been difficult to find others in upper-division research/courses that share a similar identity.

There was an abortive attempt to start an LGBTQIA+ grad student & postdoc association last year, but it seems to have fizzled out. There's a new postdoc in my lab who is non-heterosexual, and that has been nice, but other than that **it's been hard to find community. The quality of the mentorship I receive has been inconsistent** and is overall lower than the what I had in grad school. Morale is overall pretty low amongst my coworkers, and that's been hard to deal with. I've had a number of difficult / contentious interactions with UW administration. **All in all these things (plus the low pay) make me kind of want to get out.**

My first year at UW was online. **Resources for LGBTQ and disabled students to connect with each other and with mentors were non-existent.** Now even on campus I feel like I can't possibly catch up on making friends and finding resources before I graduate.

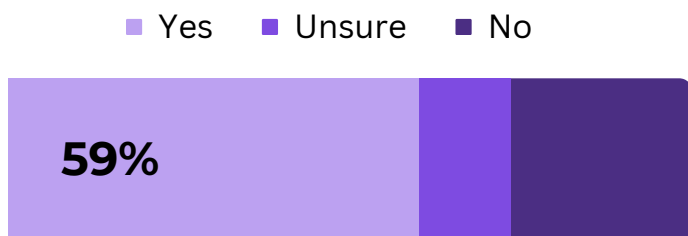
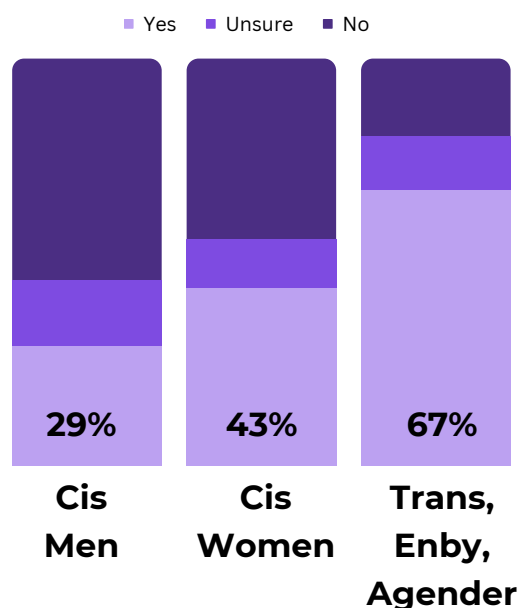
BELONGING

Lack of belonging continues to be a pervasive issue for ASEs and PDs: 39% of respondents report feeling they don't belong.

“Generally, community at UW among graduate students is extremely weak. [...] I feel there is almost no sense of community at UW, so it is also very hard to find other people like me, and hard to feel like I belong. I also don't feel like I have much idea how to succeed on a chosen career path because if it's not academia, people in academia have no idea how it works.”

“I do not feel that I belong, in terms of the majority of my identity. As a student in my department I feel that I can relate with other students because we have similar academic interests. But being a student is a very small part of my identity. For the rest of who I am and my identity, I feel very isolated. I also feel very uncertain about what I need to do to succeed because my career path is constantly changing, thus what I need to do is constantly changing.”

67% of Trans, Nonbinary, and Agender folks report experiencing a lack of belonging. Consistent with previous equity surveys, this is substantially higher than the 43% of Cis Women and 29% of Cis Men who report feeling they don't belong.

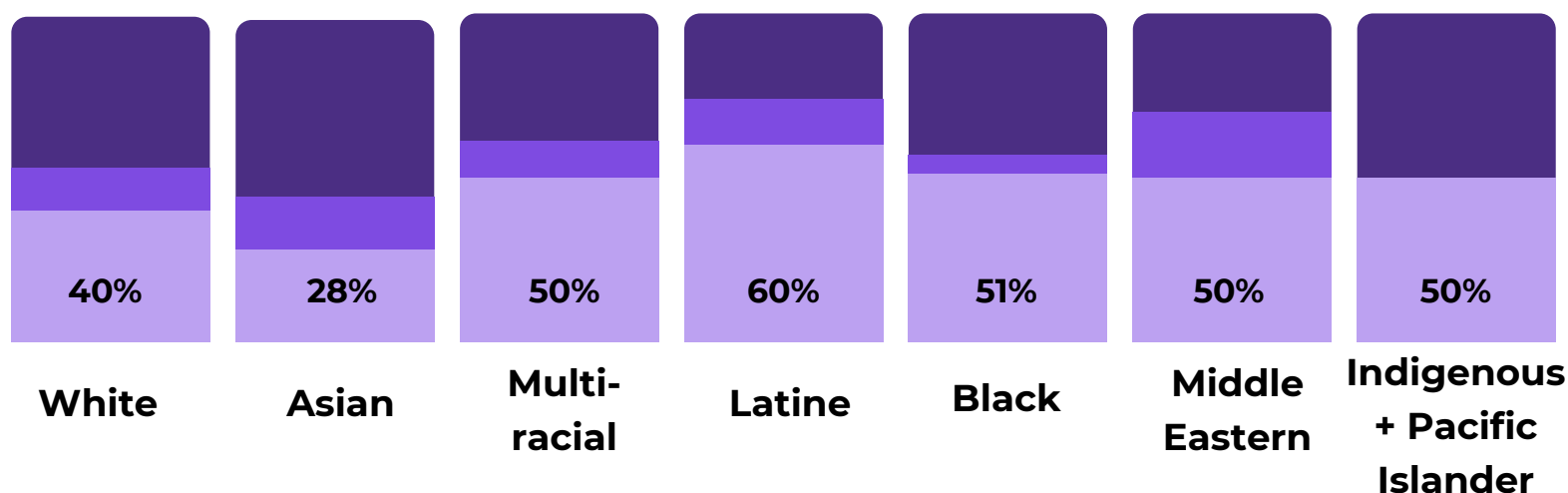


Participants with disabilities also report a much higher rate of feeling they don't belong (59%).

BELONGING

Feelings of belonging also differ substantially across racial identities, further demonstrating a need for increased community support for ASEs and PDs.

■ Yes ■ Unsure ■ No



“As a Black person, I've had a hard time finding other Black scientists since I believe I'm one of [SMALL #] in my department. I've struggled with feelings that I don't belong because my research background is very different from what I'm currently doing, and I have a hard time relating to the people in my lab. That and the issues I've had getting the support I need from my mentor have made me think a lot about whether or not I want to continue in this program.”

As an AAPI in STEM, I often feel marginalized, invisible, excluded, and unrecognized. I feel that people expect me to conform to the 'model minority' of working hard, keeping my head down, and being quiet. Any attempts to discuss race or identity issues are dismissed since Asians 'have it made'.”

RECOMMENDATIONS

- Based on Equity Survey results, we strongly recommend additional staffing and funding for UW Disability Resources for Students (DRS) and the Disability Services Office (DSO). Educating faculty and staff on how these offices can support people is also crucial.
- Equity Survey results showing AEs and PDs aren't sure how to succeed in their careers. We recommend providing additional career development opportunities for students and postdocs and mentorship training for faculty that addresses recurring concerns and systemic barriers.
- We recommend that both university- and department-level administration make plans to address the particularly low trust in the university regarding harassment prevention and response from trans respondents. We would welcome curiosity and conversation about how to begin building that trust.
- We need more support with advertising and outreach around the Equity Survey from the university, especially with regard to postdocs.
- We recommend hiring more EPIC personnel to help cover the workload of the Equity Survey and curriculum development. The work of Equity Survey analysis has fallen almost completely on the EPIC team and unpaid UAW4121 organizer labor. The Equity Survey requires additional labor beyond the team's capacity, and the team needs to be able to fairly compensate that labor.

