

Minutes ([Video Recording](#))
Faculty Senate Meeting
Thursday, December 3, 2020, 2:30 p.m.
Zoom

1. Call to Order and Approval of Agenda. (Video Time Stamp 00:00:03 – 00:00:23)

The meeting was called to order at 2:30 P.M.

The agenda was approved.

2. Faculty Senate Chair's Remarks – Robin Angotti. (00:00:23 – 00:01:00) **[Exhibit A]**

Chair Angotti referred members to her recorded remarks.

3. Reports and Opportunity for Questions. (00:01:00—00:01:35)
 - a. Report of the Secretary of the Faculty. **[Exhibit B]**
 - b. Report of the Chair of the Senate Committee on Planning and Budgeting. **[Exhibit C]**
 - c. Report of the Faculty Legislative Representative. **[Exhibit D]**

There were no questions.

4. President's Remarks – Ana Mari Cauce. (00:01:36—00:11:14)

President Cauce thanked everybody for their efforts during the quarter. She also recognized the work required for caregiving and expressed her condolences for those who have lost loved ones.

Cauce made several remarks about the upcoming legislative session. She noted that democrats retain control of the legislature and the governorship. Cauce explained that the earlier dire budget picture is somewhat better--the projected shortfall shrinking from as much as nine billion to as little as three billion. There will be two more budget forecasts coming in and things could get worse again, but the UW likely will avoid major budget cuts. With legislative sessions being held virtually, it is expected that the legislature will focus on major issues. The UW agenda items are straightforward and include (a) breaking the cycle of disinvestment in higher education that often takes place during economic downturns, (b) seeking continued commitments for investments already made, (c) asking for COVID-related funding for UW medicine, (d) requesting monies for existing UW obligations, and (e) obtaining support for the capital budget. It is important to talk to the legislature about UW needs, but it must be remembered that the entire state is having a tough time.

5. Memorial Resolution. (00:11:15 -- 00:13:13)

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Senate, presented the resolution.

BE IT RESOLVED that the minutes of this meeting record the sorrow of the entire faculty upon its loss by death of these friends and colleagues:

Professor Emeritus William Rorabaugh of Arts & Sciences who died on March 19, 2020, after having served the University since 1976.

Professor Emeritus Thomas Sanford of Environment who died on July 12, 2020, after having served the University since 1971.

Professor Emeritus Edward Alexander of Arts & Sciences who died on August 22, 2020, after having served the university since 1960.

Professor Emeritus Farris Anderson of Arts & Sciences who died on October 7, 2020, after having served the university since 1967.

Professor Emeritus Albert Jonsen of Medicine who died on October 21, 2020, after having served the university since 1987.

Professor Emeritus Bela Siki of Arts & Sciences who died on October 29, 2020, after having served the university since 1965.

Professor Emeritus Bruce Miller of Environment who died on October 31, 2020, after having served the university since 1971.

The resolution was adopted by a moment of silence.

6. Consent Agenda. (00:13:14 – 00:13:25)

- a. Approve nominees for Faculty Councils and Committees. **[Exhibit E]**

The consent agenda was approved.

7. Announcements. (00:13:26 – 00:13:56)

Angotti announced that the unit-level reports from the climate survey should be made available to unit leaders the week of January 19.

8. New Business. (00:13:57 – 01:30:31)

- a. Class A Legislation – Improving transparency in the promotion and tenure process – second consideration. **[Exhibit F]** (00:13:57 – 00:16:19)
Faculty Council on Women in Academia.
Action: Approve for faculty vote.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

There was no discussion.

The motion to submit the legislation to the faculty was approved.

- b. Class A Legislation – Procedures for promotion – second consideration. **[Exhibit G]** (00:16:20 – 00:18:28)
Faculty Council on Faculty Affairs.
Action: Approve for faculty vote.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

There was no discussion.

The motion to submit the legislation to the faculty was approved.

- c. Class A Legislation – Title Cleanup – first consideration. **[Exhibit H]** (00:18:29 – 00:30:54)
Faculty Council on Faculty Affairs.
Action: Initial review of proposed revisions to the Faculty Code.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Jack Lee, Chair of the Faculty Council on Faculty Affairs, spoke to the motion, summarizing the material in the

exhibit.

During discussion, several points were made. Lee noted that there are no remaining senior lecturers; they were either converted, are no longer at the UW, or hired into other titles. No further senior lecturers will be hired and there will be no promotion of existing faculty into that title. In response to a concern that the proposed changes do not provide a career path for faculty with teaching responsibilities who wish to remain part-time because of outside employment, Lee said that the Council will be considering what to do with such faculty. Lee also said that the Council also will be considering clinical faculty and artists in residence.

There was no further discussion.

Pursuant to Section 29-33:B.3 and on behalf of the Senate Executive Committee, Laws moved that the legislation be referred back to the Senate Executive Committee for second consideration.

There was no discussion.

The motion to refer was approved.

- d. Class A Legislation – Voting Time Limits – first consideration. **[Exhibit I]** (00:30:55 – 00:47:05)
Faculty Council on Faculty Affairs.

Action: Initial review of proposed revisions to the Faculty Code.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Jack Lee, Chair of the Faculty Council on Faculty Affairs, spoke to the motion, summarizing the material in the exhibit.

During discussion, concern was raised about changing the 21-day period for faculty vote to 14 days on the ground that such a change would not give faculty enough time to evaluate, and possibly organize opposition to, proposed legislation. In response, it was noted that by the time legislation is submitted to faculty it already has been vetted twice by the Senate.

A motion was made and seconded to change lines 25 and 26 by restoring the 21-day voting period.

During discussion, several points were made. In favor of the motion, it was noted that an overall time frame of about 21 days could be maintained even with a 21-day voting period if the legislation is immediately sent out for a vote. On the other side, it was argued that if senators kept faculty informed about forthcoming legislation, then 14 days would be sufficient. In response, it was argued that faculty do not focus until the legislation is sent out.

There was no further discussion.

The motion to amend was approved.

Discussion resumed on the amended main motion. In response to a question, it was noted that legislation typically is sent out to the faculty within a day or two after second consideration by the Senate. Members did not feel it was necessary to codify that practice.

There was no further discussion.

Pursuant to Section 29-33:B.3 and on behalf of the Senate Executive Committee, Laws moved that the legislation as amended be referred back to the Senate Executive Committee for second consideration.

There was no discussion.

The motion to refer was approved.

- e. Class A Legislation – Clinical Appointment Lengths – first consideration. **[Exhibit J]** (00:47:06 –01:01:53)

Faculty Council on Faculty Affairs.

Action: Initial review of proposed revisions to the Faculty Code.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Jack Lee, Chair of the Faculty Council on Faculty Affairs, spoke to the motion, summarizing the material in the exhibit.

During discussion, several points were made. Units are not required to offer multi-year contracts, nor do they have to offer such contracts uniformly. As a general matter, competitive searches would be required even for reappointments of extant senior faculty. Competitive searches are important for diversity goals. However, it was noted that a competitive search need not be nation-wide. There was some concern expressed about the fact that non-competes are required for longer-term non-faculty employment, but would not now be required for faculty appointments.

There was no further discussion.

Pursuant to Section 29-33:B.3 and on behalf of the Senate Executive Committee, Laws moved that the legislation as amended be referred back to the Senate Executive Committee for second consideration.

There was no discussion.

The motion to refer was approved.

- f. Class A Legislation – Diversity Statement – first consideration. **[Exhibit K]** (01:01:54 – 01:06:07)
Faculty Council on Multicultural Affairs

Action: Initial review of proposed revisions to the Faculty Code.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Gautham Reddy, Chair of the Faculty Council on Multicultural Affairs, spoke to the motion, summarizing the material in the exhibit.

There was no discussion.

Pursuant to Section 29-33:B.3 and on behalf of the Senate Executive Committee, Laws moved that the legislation as amended be referred back to the Senate Executive Committee for second consideration.

There was no discussion.

The motion to refer was approved.

- g. Class B Legislation – Grades, Honors, and Scholarship. **[Exhibit L]** (01:06:08 – 01:10:39)
Faculty Council on Academic Standards.

Action: Approve for distribution to the faculty.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Ann Huppert, Chair of the Faculty Council on Academic Standards, and Helen Garrett, University Registrar, spoke to the motion, summarizing the material in the exhibit.

There was no discussion.

The motion to submit the legislation to the faculty was approved.

- h. Class B Legislation – Withdrawals. **[Exhibit M]** (01:10:40 – 01:18:04)
Faculty Council on Academic Standards.
Action: Approve for distribution to the faculty.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Ann Huppert, Chair of the Faculty Council on Academic Standards, and Helen Garrett, University Registrar, spoke to the motion, summarizing the material in the exhibit. Garrett emphasized that the legislation would allow students to continue their studies at the UW.

During discussion, several points were made. In response to questions, it was said that it was not possible to send out instructor notifications either for withdrawals in the first two weeks or for single drops later in the quarter. For multiple drops later in the quarter, it would be possible to provide instructor notification and Garrett said she will consider that. In response to questions about the initial development of the withdrawal policy, it was noted that there was a time when drops were a problem for maintaining enrollment in courses; in the current environment, this is no longer a concern.

There was no further discussion.

The motion to submit the legislation to the faculty was approved.

- i. Class B Legislation – Equivalent Courses. **[Exhibit N]** (01:018:05 – 01:23:06)
Faculty Council on Academic Standards.
Action: Approve for distribution to the faculty.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved that the legislation be submitted to the faculty.

Ann Huppert, Chair of the Faculty Council on Academic Standards, and Helen Garrett, University Registrar, spoke to the motion, summarizing the material in the exhibit. She emphasized that equivalence is evaluated at the unit level.

There was no discussion.

The motion to submit the legislation to the faculty was approved.

- j. Class C Resolution – Equity in Caregiving. **[Exhibit O]** (01:23:07 – 01:30:31)
Faculty Council on Women in Academia.
Action: Approval by Faculty Senate.

On behalf of the Senate Executive Committee, Chris Laws, Vice-Chair of the Faculty Senate, moved the resolution.

Margo Bergman, Chair on the Faculty Council on Women in Academia, and Elizabeth Umphress, member of the Council, spoke to the motion, summarizing the material in the exhibit and presenting specific examples of faculty with caregiving issues.

There was no discussion.

The Faculty Senate approved the resolution.

- 9. Good of the Order. (01:30:42 – 01:33:03)

Laws encouraged volunteers for next year council assignments and asked for the submission of nominations for next-year's vice-chair position. He emphasized the need for committed and diverse faculty participation in shared governance.

Angotti thanked the councils for their hard work on the legislation considered in this meeting.

10. Adjournment. (01:33:03 – 01:33:29)

The meeting adjourned at 4:03 P.M.

Prepared by: Mike Townsend Approved by: Robin Angotti
Mike Townsend Robin Angotti, Chair
Secretary of the Faculty Faculty Senate

NOTE: *If a continuation meeting is necessary to conduct unfinished or special business, it will be held on Thursday, December 10 at 2:30 p.m. via Zoom.*

Report of the Faculty Senate Chair
Robin Angotti, Professor, UW Bothell

As you can see from the agenda, the University Faculty Councils have been hard at work over the last few weeks. The University Faculty Councils are the deliberative and advisory bodies for all matters of university policy. The current legislation they are bringing forward at this meeting runs the gamut from issues of promotions, length of faculty contracts, and diversity and equity to several pieces of legislation on academic standards. In addition to the legislation listed in the agenda, all eleven University Faculty Councils have been hard at work debating a myriad of issues facing the university and working to get faculty voice on topics such as the structure of the tri-campus relationship, envisioning the future use of the UW Club, support for internet connections for online teaching, concerns around part-time faculty, and the effects of the pandemic on faculty careers particularly as it relates to teaching, research and career trajectories. Our University Faculty Councils perform an incredible service for the faculty as your representatives and they make an impact on a wide range of issues facing the university. Anyone seeking to be more involved in the governance process should volunteer to be on a council whose focus may interest them.

One of the largest pieces of legislation that will come before the Senate this year is a product of three years of hard work from the Faculty Senate's Task Force on Disciplinary Code and Process, co-chaired by Mike Townsend and Zoe Barsness and with staff support by Amanda Paye. This legislation will update the policies surrounding misconduct, grievance and interpersonal conflict. It maps out a pivotal change in the way faculty conflicts at the University of Washington are handled. The hope of the task force is that this process will create a culture of cooperation and collaboration rather than the current conflict resolution process which contributes to a culture of fear and retribution. Due to its importance and size, this legislation will require two additional special Senate meetings. Information regarding those meetings will be distributed soon.

Senate leadership has regular quarterly meetings with the chairs of all our University Faculty Councils, as well as the Elected Faculty Councils of the schools, colleges, and campuses. As is often the case, issues under discussion in the various units differ based on local circumstances, from budgetary and long-range planning matters through curricular reviews and revisions, to preparing for changes in administration, bylaw reviews, and merit processes and so on. At the next meeting of the elected faculty councils, we plan to discuss the effect of the Covid-19 pandemic on faculty career trajectories.

Faculty Senate leadership recently attended the virtual meeting of the PAC-12 Academic Leadership Coalition, made up of the faculty governing bodies of the PAC-12 institutions, hosted by our colleagues at the University of Colorado at Boulder. It was a great opportunity to discuss commonalities and differences across our campuses, to hear from the Provost of CU Boulder and to have a lively discussion on issues of Academic Freedom; Diversity, Equity and Inclusion; and the future and relevancy of the Academy. With the anticipation of the state legislative session in the spring, it's the time of year when many thoughts turn to budget priorities. The SCPB under the leadership of Joe Janes in consultation with Vice Provost of Planning and Budgeting, Sarah Norris Hall, is in full swing and is already tackling the most complex and pressing issues facing the university. Simultaneously, our new legislative representative, Jake Vigdor is gearing up to represent us in Olympia during what will be a critical session on state budget.

As always, we thank all those faculty throughout the institution who give of their time on our mutual behalf, and look forward to more great work to come.

Report of the Secretary of the Faculty
Mike Townsend, Associate Professor, School of Law

1. Vice-Chair Nominations: The search for the 2021-22 Faculty Senate Vice Chair is beginning and currently seeking nominations. The ideal candidate would be an accomplished senior faculty member who has served in leadership roles within the university and who has the breadth of understanding to speak for the faculty across the university. If you are interested or know someone who would be well qualified for the position, please contact Joey Burgess (jmbg@uw.edu) in the Faculty Senate Office.
2. Committee on Committees: The Committee on Committees will soon be seeking candidates for membership on various Faculty Councils and Committees. Contact Joey Burgess (jmbg@uw.edu) for further information.
3. Faculty Disciplinary Task Force: Drafting is in progress on the revisions to the Faculty Code. It is anticipated that Code language will be presented for adoption during the current academic year.

Report of the Chair of the Senate Committee on Planning and Budgeting
Joseph Janes, Associate Professor, Information School

The Senate Committee on Planning and Budget meets weekly with the Provost, the Vice-Provost for Planning and Budget, and the head of the Board of Deans. SCPB is charged with consulting on all matters relating to the University budget and on a wide range of program and policy decisions.

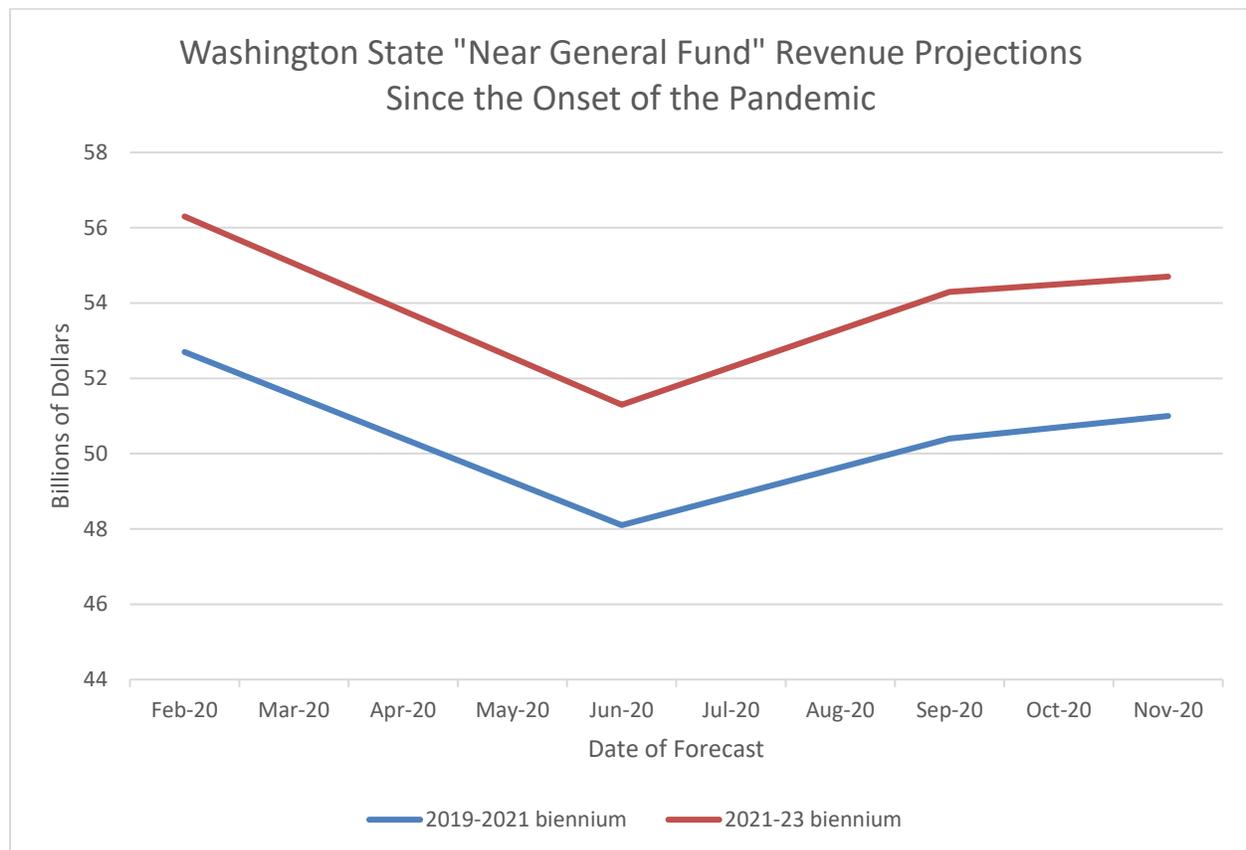
Since our last report, SCPB has met several times and discussed the following topics:

- Status reports from UW Medicine, Intercollegiate Athletics, and Housing and Food Services regarding COVID-related impacts to revenues, expenditures, budget, reserves, and near-future scenarios and planning
- A discussion of the state legislative agenda for the upcoming session
- A detailed update on the FY21 budget to date
- The beginnings of the annual budget review process for FY22, including analytical tools, planning resources
- Initial review of an updated set of tools for tracking and monitoring unit deficits
- An update and discussion on the current status of the finance transformation project, including the operating model, budget, potential cost savings, schedule, and overall goals
- A discussion of future long-term capital, facilities, and real estate strategies

Report of the Faculty Legislative Representative
Jacob Vigdor, Professor, Evans School of Public Policy & Governance

There are three elements to this report: an update on the state's fiscal projections, reflections on the outcome of November elections, and the first installment in what will be a series titled "Stories of Engagement."

November state fiscal update



Between February and June, projected revenue for the State of Washington's "Near General Fund" dropped by nearly 10% both for the current biennium – which ends June 30, 2021 – and the 2021-23 biennium. Since that time, the forecast has rebounded. There was a significant improvement between June and September, and the most recent update from the Washington State Economic and Revenue Forecast Council shows a more modest but continued improvement. For the current biennium, the projected shortfall relative to the February estimate running about 3% of the initial forecast.

The improved forecast reflects sales tax and real estate excise tax receipts that came in higher than forecast as recently as September. The robust housing market has also improved expected property tax receipts in the 2021-23 biennium. If Washington ends up escaping a major fiscal hit from COVID it will be a result of strength in the housing market, Federal assistance to families that permitted spending to continue even as earned incomes declined, and a regressive tax regime that collects revenue on the basis of spending rather than earned income.

If these trends were to continue, the state could likely cover fiscal gaps by tapping into rainy-day funds and one-time accounting adjustments. The 2019-21 biennium, in particular, is nearly $\frac{3}{4}$ over with at this point. As projections for the future are replaced with realized receipts from the past, the scope for further revisions narrows.

That said, here's no guarantee these trends will continue. The November fiscal update was released just two days after Governor Inslee announced renewed COVID-related restrictions. The forecasters made some effort to incorporate the potential impact of these new restrictions. The economic impact will depend on several "known unknowns," including how long the current spike in COVID infections lasts and whether the Federal government passes another stimulus bill providing renewed aid to small businesses, the unemployed, and state governments.

There's also a question of whether the legislature will adopt one or more new taxes in the 2021 session. There's a lot of chatter to this effect, but moderating revenue forecasts, the logistical challenges of a remote legislative session, and swirling political winds (see below) may sap the momentum.

Lux Sit

The 2020 election gives us a snapshot of a nation deeply and bitterly divided.

Nationwide and here in Washington state, returns point to the application of something resembling centrifugal force. In King County, Joe Biden received 180,000 more votes than Hillary Clinton obtained in 2016. Democratic state legislators faced serious threats from candidates running to their left. In areas like southwestern Washington which tilted Republican in 2016 this tilt became more pronounced. Donald Trump earned 57% of the vote in Cowlitz County, up from 51% four years ago. Democratic state legislators faced serious threats from candidates running to their right. Given this evidence of deepening polarization, I don't see this election as making my job of representing faculty interests in Olympia any easier.

Many dissertations will be written about this deepening divide. It has proven profitable, both politically and economically, to sow division in the electorate. To take what are in reality complicated public problems and attribute failures to solve them to conspiracies and corrupt actors, rather than their inherent complexity. The goal of electoral politics shifts from persuasion to sheer outnumbering of the opponent.

This divide places higher education at risk. The academy values open inquiry, robust debate, the careful weighing of evidence, consideration of diverse perspectives, and above all the willingness to be open to persuasion. The forces driving polarization work in opposition to these values. Where we would encourage citizens to engage with arguments that challenge their beliefs, others have conditioned them to dismiss such arguments as "fake news." Higher education itself is at times accused of peddling political orthodoxy, of indoctrinating rather than enlightening. Such accusations are to be expected when our work threatens the economic or political spoils of other actors in society.

Unity and University derive from the same Latin root, signifying oneness. The University promotes unity, but not in the politician's sense of the word. To the politician, unity is achieved in a process where some stakeholders compromise their principles in the interest of the common good. The unity we promote has more to do with the beginning of this process than the endpoint. It is a oneness of knowledge, a unity of awareness, a foundation of shared understanding supporting civil civic debate. A condition where there is no such thing as an "alternative fact." The University promotes unity by falsifying what is objectively incorrect, illuminating what is complicated, facilitating the respectful exchange of diverse perspectives, and contextualizing what might be misleading.

In these dark times we must remember that we are keepers of the light.

Stories of Engagement

The people of our state, and their representatives in the legislature, deserve to have a full understanding of the work faculty do on their behalf. Classroom instruction, research, and service to the academy are core components of this work. But stories of faculty efforts to place their knowledge in direct service to Washingtonians help to bring the abstract notions of research, teaching, and service to life. I will occasionally share these stories with you, to celebrate the good our colleagues are doing across this state and inspire you to imagine new ways of placing your expertise in public service. If you or a constituent have a story to contribute please use [this link](#) to contribute.

Volunteer Income Tax Assistance Project, Foster School of Business, Seattle campus

In 2016 Assistant Professor Phillip Quinn and Associate Teaching Professor Elizabeth Weber conceived of a way to provide accounting students with hands-on practical experience while serving the community: offer income tax preparation assistance to immigrants and lower-income families. To get the Volunteer Income Tax Assistance (VITA) project up and running, Professors Quinn and Weber sought and obtained certification from the IRS to provide tax assistance to international students, refugees, and other non-citizens – the first such certification in King County. They extended the reach of their services by partnering with the United Way

Since filling out their first 1040 in January 2017, VITA has helped local low-to-moderate income households file over 1,700 Federal income tax returns, helping families secure over \$1.6 million in tax refunds.

Doris Duke Conservation Scholars Program

Led by Professors Martha Groom (Interdisciplinary Arts & Science, Bothell campus) and Joshua Lawler (Environmental and Forest Sciences, Seattle campus), this program brings students from across the United States to the Pacific Northwest for two consecutive summers, where they engage in a combination of field instruction and practical work in conservation with a focus on biodiversity and environmental justice. Scholars work with agencies ranging from the Friday Harbor labs to King County to the Quinault Nation, providing service as they learn.

Haring Center for Inclusive Education, College of Education, Seattle campus

From its inception in 1967, the Haring Center has been dedicated to improving educational opportunity for children with disabilities. The Experimental Education Unit supports both research into inclusive education and training opportunities for students in the context of operating an early childhood program for students with and without disabilities.

Professor Ilene Schwartz, the director of the Haring Center, has secured several Federal grants to support the work of the Haring Center in identifying models and approaches for serving preschool-age children diagnosed with autism spectrum disorder.

Human Rights and the Northwest Detention Center

U.S. Immigration and Customs Enforcement (ICE) operates a major detention facility in Tacoma. In January 2019, assistant professor Rachel Hershberg (Interdisciplinary Arts & Sciences, Tacoma campus) in cooperation with the Center for Human Rights on the Seattle campus, organized a press conference and panel discussion regarding immigration enforcement and undocumented communities in the region. The event was attended by 150 members of the community and was livestreamed on YouTube.

2020-2021 Appointments to Faculty Councils and Committees

Advisory Committee on Faculty Code & Regulations

- Sandra Silberstein, College of Arts and Sciences, as an emeritus member for a term beginning immediately and ending September 15, 2023.
- Karen Boxx, School of Law, as a member for a term beginning immediately and ending September 15, 2023.

Faculty Council on Academic Standards

- Steve Groening, College of Arts and Sciences, as a member for a term beginning immediately and ending September 15, 2023.
- Jennifer Payne, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Susanne Redalje, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Clara Coyote, Associated Students of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Sarah Garner, College of Arts and Sciences Advising, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Luz Iniguez, Central Advising Units, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Benefits & Retirement

- Stephan Siegel, Foster School of Business, as chair for a term beginning immediately and ending September 15, 2021.
- Deci Evans, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Jason Sokoloff, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Charles Hirschman, University of Washington Retirement Association, as an emeritus member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Faculty Affairs

- Xin Ying Hsu, Professional Staff Organization, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Cassandra Hartnett, Association of Librarians of the University of Washington, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Jennette Kachmar, Associated Students of the University of Washington, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Multicultural Affairs

- Leyla Salmassi, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Jessica Jerrit, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.

- Clara Coyote, Associated Students of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Research

- Larry Pierce, Professional Staff Organization, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Jenny Muilenburg, Association of Librarians of the University of Washington, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Michael Rosenfeld, University of Washington Retirement Association, as an emeritus member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Student Affairs

- Kat Eli, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Jonathan Franklin, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Clara Coyote, Associated Students of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Teaching and Learning

- Ruben Casas, UW Tacoma School of Interdisciplinary Arts and Sciences, as a member for a term beginning immediately and ending September 15, 2023.
- Kat Eli, Professional Staff Organization, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Deepa Banerjee, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Tri-campus Policy

- Annette Anderson, Professional Staff Organization, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Suzan Parker, Association of Librarians of the University of Washington, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Clara Coyote, Associated Students of the University of Washington, as an ex-officio member without vote for a term beginning immediately and ending September 15, 2021.
- Lawrence Knopp, University of Washington Retirement Association, as an emeritus member without vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on University Facilities and Services

- Matt Weatherford, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Alena Wolotria, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Bruce Balick, University of Washington Retirement Association, as an emeritus member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on University Libraries

- Betty Lanman, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Gordon Aamot, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Kate O'Neill, University of Washington Retirement Association, as an emeritus member with vote for a term beginning immediately and ending September 15, 2021.

Faculty Council on Women in Academia

- Dani Smith, Professional Staff Organization, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Keiko Hill, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Clara Coyote, Associated Students of the University of Washington, as an ex-officio member with vote for a term beginning immediately and ending September 15, 2021.
- Pamela Mitchell, University of Washington Retirement Association, as an emeritus member with vote for a term beginning immediately and ending September 15, 2021.

Class A legislation proposing changes to the Faculty Code, Chapter 24.

To: The Senate Executive Committee
From: The Faculty Council on Women in Academia
Re: Proposed Class A Legislation Revising Chapter 24 of the Faculty Code: Improving Transparency in the Promotion and Tenure Process
Date: February 7, 2020

On February 7, 2020, FCWA approved the following proposed Class A legislation for submission to the faculty senate. On September 28, 2020, the proposed legislation was reaffirmed by the 2020-2021 membership of FCWA.

Background and Rationale**Hiring**

The promotion and tenure process truly starts before a faculty member is even hired. The faculty recruitment process is a lengthy and expensive dialog intended to ensure a good fit between the University and the faculty member. As tenure-track positions decline in number, the competition for the highest quality candidates becomes more fierce. Articles about what to expect in the tenure process make the assumption that tenure guidelines are available, so not having them puts the University of Washington at a disadvantage in the hiring process, as well as when our qualified candidates are preparing for their tenure dossier¹.

The AAUP 1940 Statement on Academic Freedom and Tenure², as updated and endorsed in 1970, identifies that instructors in their “probationary period” be offered the precise terms and conditions of their appointment, in writing, prior to the appointment. While this can be interpreted to mean salary and benefits, the Statement also indicates that it is a living code, subject to reinterpretation with changing times. The Statement lists no other reason for termination prior to the end of probationary period other than incompetence, moral turpitude, and financial exigency, so it would therefore seem to imply that the terms of passing out of the probationary period would have been included in the “terms and conditions” of appointment. This can, in modern terms, be interpreted in part as the tenure and promotion guidelines.

Peer Institutions

While each individual department or school may use a different set of peer institutions for their own comparison or accreditation purposes, the Office of Planning and Budget uses the U.S. News Top-25 Public Research Institutions for its main comparison group³. The FCWA also used this group, therefore, to determine the current state of practice for publicly accessible tenure and promotion guidelines. A list of these schools, and their practices regarding the publication of P&T policies and guidelines can be found in Appendix A. We would like to highlight a few of the specifics from our research here. One peer institution, University of Illinois at Urbana-Champaign, expressly identifies the lack of articulation of P&T standards for junior faculty as negatively affecting their beliefs about the transparency regarding the university leadership, and its ability to mentor future leaders⁴. A task force commissioned by the University of North Carolina at Chapel Hill recognized the need for tenure criteria to be “up-to-date, clear, and applied fairly”⁵, in order to promote transparency in the criteria and their application, which will in turn ensure better quality decision making in the tenure granting process. The University of Maryland, in their tenure and promotion policies and procedures document, specifically require their institutions to have written procedures for tenure and promotion that state criteria, procedures, and methods for appeals⁶. In total, 15/21 schools had posted guidelines. Of those 6 that did not, 4 were in one University System (UC) and likely subject to similar internal policies. Clarity, specificity, and transparency remain the overarching themes.

¹ <https://www.chronicle.com/article/10-Things-No-One-Told-Me-About/246187?cid=rclink>

² <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

³ <https://www.washington.edu/opb/tuition-fees/peer-comparisons/>

⁴ <https://faa.illinois.edu/strategy-overview-2014%E2%80%9317>

⁵ <https://provost.unc.edu/taskforce-future-promotion-tenure-policies-practices/>

⁶ <https://president.umd.edu/administration/policies/section-ii-faculty/ii-100a>

Our University

A review of the Schools at the University of Washington (counting the University of Washington Bothell and University of Washington Tacoma as one unit each, per the current state of University governance), shows that of the 19 Schools and Colleges, 9 have no published guidelines, 1 is available through an Intranet, 4 are accessible through a site-based Internet search, and 3 are easily findable from the main page of the school. This does not fit with the themes of clarity, specificity, and transparency. Further details are available in Appendix B.

What We Propose to Do

This is a proposal to add the word “published” to the following section of the Faculty Code:

1 **Section 24-54 Procedure for Promotions**
2

3 Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for
4 promotion by their department chair (or chair's designee or the dean of an undepartmentalized school or
5 college, or the dean's designee). At the request of the faculty member, or if the promotion decision is
6 mandatory, a promotion review shall be conducted following the procedure below.
7

- 8 **A.** Promotion shall be based upon the attainment of the qualifications prescribed in Sections 24-32, 24-
9 33, 24-34, and 24-35 for the various academic ranks and titles and not upon length of service. In
10 arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole record
11 of candidates' qualifications described in Section 24-32.
12

13 The voting members of the appropriate department (or undepartmentalized college or school) who
14 are superior in academic rank to the person under consideration shall decide whether to recommend
15 promotion within the professorial ranks.
16

17 Research faculty shall be considered by voting members of the appropriate department, or
18 undepartmentalized college or school, who are superior in academic rank to the person under
19 consideration.
20

21 Faculty with instructional titles outlined in Section 24-34, Subsection B shall be considered by voting
22 members of the appropriate department or undepartmentalized college or school who hold an
23 appointment as associate professor or professor or an instructional title superior to that of the
24 candidate being considered.
25

- 26 **B.** The record of the candidate being considered for promotion shall be assembled following the
27 published guidelines of the candidate's college and unit. The candidate is responsible for assembling
28 the promotion record, which shall include a self-assessment of the candidate's qualifications for
29 promotion. External letters of review shall be kept confidential from the candidate.
30

31 For departments (or college/school if undepartmentalized) where an initial report and/or
32 recommendation on the qualifications of the candidate for promotion is produced by a subcommittee
33 of the eligible voting faculty (as described above), the report shall be written. The department chair (or
34 chair's designee or the dean of an undepartmentalized school or college, or the dean's designee)
35 shall provide the candidate with a written summary of the committee's report and recommendation.
36 For purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted
37 from the candidate's summary. The candidate may respond in writing within seven calendar days.
38 The chair or dean shall forward the candidate's response, if any, together with the committee's report
39 to the voting faculty.
40

41 The eligible voting faculty (as described above) of the candidate's department (or college/school if
42 undepartmentalized) shall then meet to discuss the candidate's record. A vote on the promotion
43 question shall occur following the discussion.
44

45 The department chair (or the chair's designee or the dean of an undepartmentalized school or college
46 or the dean's designee) shall write a formal report of these proceedings for the candidate,
47 summarizing the discussion and recommendation. For purposes of confidentiality, specific attributions
48 shall be omitted and vote counts may be omitted from this report. The candidate may then respond in
49 writing to the department chair (or dean in an undepartmentalized school or college) within seven
50 calendar days.
51

52 If the faculty recommendation is a departmental one, and is favorable, or if the promotion decision is
53 mandatory, or if the candidate has written a response to the departmental vote, the chair shall
54 transmit all documents produced in this promotion process to the appropriate dean, with his or her
55 independent analysis and recommendation. The chair may, at his or her discretion, share the chair's
56 recommendations with the candidate.
57

58 *Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 59, April 23, 1979; S-A 64, May 29, 1981;*
59 *S-A 81, January 30, 1990; S-A 94, October 24, 1995; S-A 100, April 25, 2000; S-A 124, July 5, 2011;*

60 *S-A 126, June 11, 2012; S-A 130, June 14, 2013; S-A 142, June 22, 2018: all with Presidential*
61 *approval. [See also Executive Order No. 45.]*

Approved by:
Senate Executive Committee
October 5, 2020

Approved by:
Faculty Senate
October 22, 2020

Approved by:
Senate Executive Committee
November 16, 2020

What Will Change?

This change will not affect the content or process of these guidelines. Those will still be determined by the units, according to their own needs. This requirement will simply require those guidelines to be made publicly accessible.

Why Are We Proposing This?

FCWA has identified a number of compelling reasons why we believe this change is essential at this time.

- **Equity:** Increasing the transparency of promotion and tenure guidelines will benefit women-identifying faculty, faculty of color, and faculty who have disabilities relating to information processing. Each of these groups are harmed when guidelines are inconsistently applied or unknown.
- **Recruitment and Retention:** Many of our peer institutions have published guidelines, so having a lack of the same leaves us at a competitive disadvantage in the hiring market.

Appendix A
Peer Institutions

Name	Posted Guidelines	Location	Notes	Link
University of Pittsburgh - Pittsburgh Campus	Y	Faculty Handbook/School webpages		https://www.provost.pitt.edu/faculty-handbook/ch2_appt_tenure https://www.as.pitt.edu/faculty/governance/criteria-appointment-evaluation-and-reappointment-non-tenure-stream-faculty
Pennsylvania State University - Main Campus	Y	Academic Policies		https://artsandarchitecture.psu.edu/facstaff/promten
University of Virginia - Main Campus	Y	Individual schools		http://as.virginia.edu/procedures-renewal-promotion-and-tenure-TT https://engineering.virginia.edu/promotion-and-tenure-policy-tenured-and-tenure-track-faculty-20176 https://faculty.med.virginia.edu/facultyaffairs/advancement/pandt/pt-resources/department-committees/
University of Illinois at Urbana-Champaign	Y	Provost Office		https://provost.illinois.edu/policies/provosts-communications/communication-9-promotion-and-tenure/promotion-tenure-frequently-asked-questions/
University of Michigan - Ann Arbor	N		Policies Only	https://regents.umich.edu/governance/bylaws/chapter-v-the-faculties-and-academic-staff/
University of California - Santa Barbara	Y	Academic Personnel		
Rutgers University - New Brunswick	Y	Human Resources		https://policies.rutgers.edu/view-policies/human-resources-hr-%E2%80%93-section-60
University of Connecticut	Y	Bylaws		
University of California - Davis	N		Policies Only	
University of California - San Diego	N		Policies Only	
University of California - Irvine	N		Policies Only	
University of California - Los Angeles	N		Policies Only	
Georgia Institute of	Y	Faculty Handbook		http://www.policylibrary.gatech.edu/faculty-handbook/3.3.7-promotion-and-tenure-evaluation

Technology - Main Campus				
University of Georgia	Y	Provost Office		https://provost.uga.edu/faculty-affairs/promotion-tenure/ https://provost.uga.edu/policies/appointment-promotion-and-tenure/promotion-tenure-criteria/
University of Wisconsin - Madison	Y	Office of the Secretary of the Faculty		https://secfac.wisc.edu/tenure/
University of Maryland- College Park	Y	Office of the President/Department		https://president.umd.edu/administration/policies/section-ii-faculty/ii-100
The University of Texas at Austin	N		Policies Only	https://utexas.app.box.com/v/pt-19-20-guidelines
Ohio State University - Main Campus	Y	Office of Academic Affairs		https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure
Purdue University - Main Campus	Y	Policies		https://www.purdue.edu/provost/policies/index.html https://www.purdue.edu/policies/academic-research-affairs/ib2.html
University of North Carolina at Chapel Hill	Y	Varies		https://sph.unc.edu/resource-pages/appointments-promotions-tenure-apt/ https://www.med.unc.edu/hr/epa-2/faculty-appointments-promotions-and-tenure/
University of Florida	Y	Office of Faculty Affairs/Schools		

-
- Appendix B
 - Transparency in Tenure and Promotion Guidelines Posting/Quality
-

School/Department	Guidelines Posted	Guidelines Easily Accessible	Guidelines Clearcut
College of Built Environment	http://be.uw.edu/wp-content/uploads/2015/11/CBE-PT-framework-rev_12_22.pdf	Searchable, not linked from any main page that I could find.	Process is extremely clear, criteria are not dictated.
Foster School of Business	No		
College of Arts and Science	Yes https://admin.artsci.washington.edu/promotion-and-tenure-guidelines#dept-guidelines	Searchable, found under the administrative gateway. No obvious link.	Yes, both process and criteria are included.
School of Dentistry	Not really https://ap.washington.edu/wp-content/uploads/promotion-		

	departmentalized.pdf http://www.washington.edu/admin/rules/policies/FCG/FCC/H24.html		
College of Engineering	Yes	Under "My CoE", two clicks.	Yes, on both process and criteria
College of the Environment	Yes	Under Intranet, Policies A-Z	Only on Process
School of Law	No		
The Information School	No		
School of Computer Science and Engineering	Yes https://homes.cs.washington.edu/~lazowska/chairstair/faculty.evaluation.html	Searchable	Process, but from 1995
College of Education	Sort of https://education.uw.edu/my-coe/facstaff/faculty-resources#Faculty_Promotion_and_Tenure	Under My Coe	Guidelines for 3 rd Year review
Jackson School of International Studies	No		
Evans School of Public Policy	No		
School of Social Work	No		
UW Bothell	Sort of https://www.uwb.edu/gfo/officers#ccpt	Searchable	Policies and some broad criteria
Department of Medicine	Yes for some schools	Searchable	Very specific when available https://medicine.uw.edu/faculty/academic-human-resources/tenure https://medicine.uw.edu/faculty/academic-human-resources/promotion-evaluation-data
School of Nursing	No		
School of Pharmacy	Yes, sort of. https://uwnetid.sharepoint.com/sites/MySOP/SitePages/Promotion%20	Searchable.	Policy only.

	and%20Tenure%20Process.aspx		
School of Public Health	No		
UW Tacoma	https://www.tacoma.uw.edu/faculty-assembly/appointment-promotion-tenure#Resources%20and%20Policies	If you know to look under the "Faculty Assembly" page, they can be found in 3 clicks.	For some units, they are similar to the Ohio State ones. For other units, they are more vague.

Class A legislation proposing changes to the Faculty Code, Chapter 24

On March 10, 2020, FCFA approved the following proposed Class A legislation for submission to the faculty senate, but it was not submitted because of the governor's COVID-19 restrictions. On September 25, 2020, the proposed legislation was reaffirmed by the 2020-2021 membership of FCFA.

Background and Rationale

Section 24-54 of the Faculty Code describes the process for promotion of faculty members. The crux of the process is an optional subcommittee report, followed by a vote by the eligible voting faculty on whether to recommend promotion.

Before 2018, it was possible for a promotion subcommittee to include voting members of the faculty from outside the candidate's own department or college, provided they were superior in academic rank and title to the person up for promotion. A change was made to the code in 2018 to adjust the voting hierarchy so that assistant professors would no longer vote on the promotion of senior lecturers to principal lecturers; but the wording of that code change inadvertently stipulated that members of a promotion subcommittee had to be members of the candidate's department (or undepartmentalized college or school). This greatly reduced the number of faculty members available to serve on promotion subcommittees and caused hardships for some departments and colleges.

When FCFA was contemplating a way to fix this problem, we discovered a second problem that did not have to do with the 2018 change: sometimes, in very small departments, the number of faculty members of sufficient rank to vote on a particular promotion case can be extremely small, with only two, one, or even no faculty members eligible to vote. This can be particularly acute for promotion of a tenured faculty member from Associate Professor to Professor, in which case only tenured or WOT full professors can vote. Conducting a "departmental vote" (or college vote in an undepartmentalized college) with so few voting members can create a perception of unfairness and a lack of confidentiality on the part of those voting.

What We Propose to Do

To solve the first problem, we propose to explicitly allow promotion subcommittees to include members from outside the candidate's department or college who have appropriate expertise, provided they are qualified by rank and title to vote on such a promotion case. Then to solve the second problem, we propose to *require* such a subcommittee (with three or more members) in cases where there are fewer than three eligible voting members in the candidate's unit, and then to use the report of that subcommittee in lieu of a departmental vote. (Note that all subcommittee reports and departmental promotion votes are advisory to the chair and, ultimately, to the dean.)

What Will Change?

The biggest change will be that in cases where there are fewer than three voting faculty members in a unit who are eligible by rank and title to vote on a particular promotion case, there will no longer be an official departmental vote (or college vote in the undepartmentalized colleges) on the case. Instead, a subcommittee of at least three will be formed, which may include faculty members from outside the candidate's department, college, school, or campus, and that committee's report will serve in lieu of the departmental (or undepartmentalized college) vote. If there are any eligible voting faculty members in the candidate's unit, they must be offered the opportunity to serve on the committee.

A more minor change is that in units that do have at least three eligible voting faculty members, we will revert to the situation before 2018: if a subcommittee does issue an initial report, it may contain members from outside the candidate's unit.

The Proposed Class A Legislation:

Be it resolved by the Faculty Senate to submit to the faculty for approval or rejection that Section 24-54 of the Faculty Code be amended to read as shown below.

1 Section 24-54 Procedure for Promotions

2 Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for
3 promotion by their department chair (or chair's designee or the dean of an undepartmentalized school or
4 college, or the dean's designee). At the request of the faculty member, or if the promotion decision is
5 mandatory, a promotion review shall be conducted following the procedure below.

6 **A.** Promotion shall be based upon the attainment of the qualifications prescribed in Sections 24-32,
7 24-33, 24-34, and 24-35 for the various academic ranks and titles and not upon length of service.
8 In arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole
9 record of candidates' qualifications described in Section 24-32.

The following paragraph defines "eligibility" to serve on a promotion subcommittee, to participate in departmental or college deliberations, and to vote on the case. (Further limitations are described below.) Sections 21-32 C and D referred to here stipulate that research faculty don't vote on promotion of teaching faculty or vice versa, and neither research nor teaching faculty vote on promotion or tenure of tenure-track and WOT faculty.

10 Eligibility to deliberate and vote on a recommendation of promotion is limited to voting members
11 of the faculty who are superior in academic rank and title to the person under consideration,
12 subject to the limitations described in Section 21-32, Subsections C and D.

13 ~~The voting members of the appropriate department (or undepartmentalized college or school)~~
14 ~~who are superior in academic rank to the person under consideration shall decide whether to~~
15 ~~recommend promotion within the professorial ranks.~~

16 ~~Research faculty and teaching faculty shall be considered by voting members of the appropriate~~
17 ~~department, or undepartmentalized college or school, who are superior in academic rank to the~~
18 ~~person under consideration.~~

19 ~~Artists in residence shall be considered by voting members of the appropriate department or~~
20 ~~undepartmentalized college or school who hold an appointment as associate professor or~~
21 ~~professor or an instructional title superior to that of the candidate being considered.~~

22 **B.** The record of the candidate being considered for promotion shall be assembled following the
23 guidelines of the candidate's college and unit. The candidate is responsible for assembling the
24 promotion record, which shall include a self-assessment of the candidate's qualifications for
25 promotion. External letters of review shall be kept confidential from the candidate.

26 An initial report and/or recommendation on the qualifications of the candidate for promotion may
27 be produced by a subcommittee. Such a subcommittee must consist of at least three eligible
28 voting faculty members (where eligibility is defined in Subsection A above), and may include
29 faculty drawn from other departments, schools, colleges, or campuses who have appropriate
30 expertise. Members of the subcommittee shall be given the opportunity to review the candidate's
31 record, including external letters.

The next paragraph describes the conditions under which a subcommittee **must** be formed. In that case, if there are any eligible voting faculty members in the candidate's unit, they must be offered the opportunity to serve on the committee, because the committee's report will be used in lieu of a departmental vote.

32 If there are fewer than three eligible voting members in the department (or undepartmentalized
33 college or school), a subcommittee shall be formed as described above, and it shall include any
34 eligible voting faculty members in the candidate's department (or undepartmentalized college or
35 school) who are available to serve.

36 For a department (or undepartmentalized college or school) where an initial report and/or
37 recommendation on the qualifications of the candidate for promotion is produced by a
38 subcommittee of the ~~eligible voting faculty~~ (as described above), the report shall be written. The
39 department chair (or chair's designee or the dean of an undepartmentalized school or college, or
40 the dean's designee) shall provide the candidate with a written summary of the committee's report
41 and recommendation. The written summary shall identify the members of the subcommittee. For
42 purposes of confidentiality, specific attributions shall be omitted and vote counts may be omitted
43 from the candidate's summary. The candidate may respond in writing within seven calendar days.
44 The chair or dean shall forward the candidate's response, if any, together with the committee's
45 report to the eligible voting faculty of the department (or undepartmentalized college or school).

The next two paragraphs describe the procedure to be followed in case there *are* at least three eligible voting faculty members in the unit. The basic procedure is discussion of the case (including all subcommittee members if they so choose), followed by a vote (where only eligible voting members may be present), followed by a chair's report to the dean.

46 If there are three or more eligible voting faculty members in the candidate's department (or
47 undepartmentalized college or school), those eligible voting faculty members shall then meet to
48 discuss the candidate's record, and following the discussion they shall vote whether to
49 recommend promotion. If an initial report was produced by a subcommittee, all members of the
50 subcommittee may choose to participate in the discussion, but only eligible voting faculty in the
51 candidate's department (or undepartmentalized college or school) may be present for the vote.
52 ~~The eligible voting faculty (as described above) of the candidate's department (or college/school if~~
53 ~~undepartmentalized) shall then meet to discuss the candidate's record. A vote on the promotion~~
54 ~~question shall occur following the discussion.~~

55 The department chair (or the chair's designee or the dean of an undepartmentalized school or
56 college or the dean's designee) shall write a formal report of these proceedings for the candidate,
57 summarizing the discussion and recommendation. For purposes of confidentiality, specific
58 attributions shall be omitted and vote counts may be omitted from this report. The candidate may
59 then respond in writing to the department chair (or dean in an undepartmentalized school or
60 college) within seven calendar days.

And now the simpler procedure in the case that there are fewer than three eligible voting members in the unit.

61 If there are fewer than three eligible voting faculty members in the candidate's department (or
62 undepartmentalized college or school), the recommendation of the subcommittee shall be used in
63 lieu of a vote by the department (or undepartmentalized college or school).

For departmentalized colleges, this final paragraph enumerates the situations in which the case *must* go forward to the dean: if the departmental recommendation is favorable, or it's mandatory decision time, or the candidate writes a response to the departmental decision.

64 If the candidate is a member of a departmentalized college or school, then in case the
65 departmental recommendation (or the subcommittee recommendation in the event there are
66 fewer than three eligible voting faculty members in the candidate's department) is a departmental
67 one, and is favorable or the promotion decision is mandatory or the candidate has written a
68 response to the departmental vote (or the subcommittee recommendation in the event there are
69 fewer than three eligible voting faculty members in the candidate's department), the chair shall
70 transmit all documents produced in this promotion process to the appropriate dean, with his or

71 her independent analysis and recommendation. The chair may, at his or her discretion, share the
72 chair's recommendations with the candidate.

73 *Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 59, April 23, 1979; S-A 64, May 29, 1981; S-A*
74 *81, January 30, 1990; S-A 94, October 24, 1995; S-A 100, April 25, 2000; S-A 124, July 5, 2011; S-A 126,*
75 *June 11, 2012; S-A 130, June 14, 2013; S-A 142, June 22, 2018: all with Presidential approval. [See also*
76 *Executive Order No. 45.]*

Approved by:
Senate Executive Committee
October 5, 2020

Approved by:
Faculty Senate
October 22, 2020

Approved by:
Senate Executive Committee
November 16, 2020

Class A legislation proposing changes to the Faculty Code, Chapters 21, 24, and 25

Proposed Amendments to the Faculty Code: Title Cleanup

On October 27, 2020, the Faculty Council on Faculty Affairs approved the following proposed Class A legislation for submission to the faculty senate.

Background and Rationale

There are three faculty titles in the code that do not reflect current practice: Research Associate, Senior Lecturer, and Full-Time Lecturer. This is a minor revision of the code to bring it in line with current practice.

What We Propose to Do

1. **Delete the Research Associate title:** The union contract for postdoctoral scholars made this title obsolete, so we are proposing to remove all references to it from the code.
2. **Delete the Senior Lecturer title:** As a result of the faculty vote to establish the Teaching Professor titles last year, all Senior Lecturers who were either full-time or on annual contracts at 50% FTE or more were converted to Associate Teaching Professors. However, there were a few part-time Senior Lecturers hired at less than 50% who were not converted, so we left that title in the code. As of now, there are no longer any faculty members with that title, and no further hires will be made with that title, so we are proposing to remove all references to it from the code.
3. **Eliminate voting rights for Temporary Full-time Lecturers:** All full-time lecturers have been converted to Assistant Teaching Professors *except* those designated by the Office of Academic Personnel as "Lecturer Full-Time Temporary." This is a job title that can be conferred without a competitive search, intended to address unanticipated short-term instructional needs. Individuals with this title are limited to annual appointments for up to 3 consecutive years. It never made much sense for individuals with this title to be given voting rights, but the faculty code did not distinguish between temporary and non-temporary full-time lecturers. Now that the only remaining full-time lecturers are in the "temporary" category, we propose to remove voting rights from this title.

Operative Date of This Legislation

This proposal stipulates that the specific part of the legislation regarding voting rights for full-time lecturers (in Section 21-32) will not become operative until September 16, 2021. This is because temporary full-time lecturers already serving on full-year contracts might have been hired with the understanding that they would have voting rights. This legislation keeps those voting rights in place through the end of current contracts, but eliminates them for any future contracts.

All other parts of the legislation will become operative according to the usual timeline (as soon as the legislation is signed by the president).

The Proposed Class A Legislation:

Be it resolved by the Faculty Senate to submit to the faculty for approval or rejection:

1. That Chapters 21, 24, and 25 of the Faculty Code be amended to read as shown below.
2. That the amendment to Section 21-32 shall become operative on September 16, 2021.
3. That all other amendments in this legislation shall become operative in accordance with the provisions of Section 29-38 A of the Faculty Code.

1 **Chapter 21**

2
3 **Organization of the University Faculty**

4
5 **Section 21-31 Membership in the Faculty**

6
7 The University faculty consists of:

- 8
9
- 10 • The President,
 - 11 • The Provost,
 - 12 • The professors,
 - 13 • The associate professors,
 - 14 • The assistant professors,
 - 15 • The ~~senior lecturers and~~ senior artists in residence,
 - 16 • The professors of practice,
 - 17 • The lecturers and artists in residence,
 - 18 • The instructors,
 - 19 • The teaching ~~and research~~ associates,

20 whether serving under visiting, acting, research, teaching, clinical, or affiliate appointment, whether
21 serving part-time or full-time, and whether serving in an active or emeritus capacity. The faculty,
22 beginning with the professor, are listed in order for purposes of determining voting eligibility based on
23 superior rank.

24
25 *Section 13-31, April 16, 1956; S-A 29, June 8, 1964, S-A 32, May 8, 1967, S-A 78, December 14, 1988:*
26 *all with Presidential approval; RC, February 1, 2008; S-A 124, July 5, 2011; S-A 133, June 11, 2014: both*
27 *with Presidential approval; RC, September 30, 2014; S-A 147, September 16, 2020: with Presidential*
28 *approval.*

29
30 **Section 21-32 Voting Membership in the Faculty**

31
32 Since the establishment of the teaching professor titles, the only full-time lecturers remaining on the
33 faculty are those designated "temporary." The following change will eliminate their voting rights as of
34 September 16, 2021.

35
36 **A.** Except as provided in [Subsection B](#) of this section the voting members of the University faculty
37 are those faculty members holding the rank and/or title of:

- 38
- 39 • Professor, 50% appointment or greater,
 - 40
 - 41 • Research professor, 50% appointment or greater
 - 42
 - 43 • Teaching professor, 50% appointment or greater,
 - 44
 - 45 • Associate professor, 50% appointment or greater,
 - 46
 - 47 • Research associate professor, 50% appointment or greater,
 - 48
 - 49 • Associate teaching professor, 50% appointment or greater,
 - 50
 - 51 • Assistant professor, 50% appointment or greater,
 - 52
 - 53 • Research assistant professor, 50% appointment or greater,
 - 54
 - 55 • Assistant teaching professor, 50% appointment or greater,
 - 56
 - 57 • Full-time senior artist in residence,
 - 58
 - 59 • ~~Full-time lecturer,~~
- 60

- 61 • Full-time artist in residence, or
 62
 63 • A retired assistant professor, associate professor, or professor (including those with
 64 research or teaching titles), or a retired principal lecturer or senior lecturer, during the
 65 quarter(s) that person is serving on a part-time basis.
 66

67 *Section 13-31, April 16, 1956; S-A 32, May 8, 1967; S-A 37, February 8, 1971; S-A 45, January 17, 1975;*
 68 *S-A 78, December 14, 1988; S-A 98, May 12, 1998; S-A 103, March 6, 2001; S-A 108, June 21, 2002;*
 69 *S-A 124, July 5, 2011; S-A 133, June 11, 2014; S-A 141, May 24, 2018; S-A 147, September 16,*
 70 *2020: all with Presidential approval.*

71 Chapter 24

72 Appointment and Promotion of Faculty Members

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

74 B. Qualifications for Appointments with Specific Titles

- 75
 76
 77
 78 1. Lecturer and artist in residence are instructional titles that may be conferred on persons
 79 who have special instructional roles. Appointments may be renewed pursuant to [Section](#)
 80 [24-53](#).
 81
 82 2. Senior lecturer and senior artist in residence are instructional titles that may be
 83 conferred on persons who have special instructional roles and who have extensive
 84 training, competence, and experience in their discipline. Appointments may be renewed
 85 pursuant to [Section 24-53](#).
 86
 87 5. Appointment to one of the ranks in [Subsection A](#) above with a research title requires
 88 qualifications corresponding to those prescribed for that rank, with primary emphasis
 89 upon research. Tenure is not acquired under research appointments.
 90
 91

92
 93 Research professor and research associate professor appointments are term
 94 appointments for a period not to exceed five years. The question of their renewal shall be
 95 considered by the voting faculty who are superior in academic rank to the person being
 96 considered and are faculty of the department (or undepartmentalized college or school) in
 97 which the appointments are held, except that the voting faculty at rank of professor shall
 98 consider whether to recommend renewal or non-renewal of the appointment of a
 99 research professor. Such consideration shall be conducted in accord with the provisions
 100 of [Section 24-53](#).
 101

102 Research assistant professor appointments are for a term not to exceed three years with
 103 renewals and extensions to a maximum of eight years (see [Section 24-41, Subsection](#)
 104 [H.](#)) The question of their renewal shall be considered by the faculty who are superior in
 105 academic rank to the person being considered and are faculty of the department (or
 106 undepartmentalized college or school) in which the appointments are held. Such
 107 consideration shall be conducted in accord with the provisions of [Section 24-41](#).
 108

109 ~~Research associate appointments are for a term not to exceed three years, with renewals~~
 110 ~~to a maximum of six years. The question of their renewal shall be considered by the~~
 111 ~~faculty who are superior in academic rank to the person being considered and are faculty~~
 112 ~~of the department (or undepartmentalized college or school) in which the appointments~~
 113 ~~are held. Such consideration shall be conducted in accord with the provisions of [Section](#)~~
 114 ~~[24-53](#).~~
 115

116 Research faculty titles and the qualifications for them are described in [Section 24-35](#).
 117

118 *Section 13-31, April 16, 1956; S-A 23, February 22, 1959; S-A 32, May 8, 1967; S-A 33, June 13, 1967;*
 119 *S-A 37, February 8, 1971; S-A 64, May 29, 1981; S-A 78, December 14, 1988; S-A 81, January 30, 1990;*
 120 *S-A 94, October 24, 1995; S-A 97, January 10, 1997; S-A 103, March 6, 2001; S-A 108, June 21, 2002;*

121 S-A 109, June 5, 2003: all with Presidential approval; RC, April 18, 2006; S-A 124, July 5, 2011; S-A 133,
 122 June 11, 2014; S-A 140, June 26, 2017; S-A 142, June 22, 2018; S-A 147, September 16, 2020: all with
 123 Presidential approval.

124

125 Section 24-35 Research Personnel Appointments

126

127 A. Research titles designate appointments for faculty whose primary responsibility is research. The
 128 research titles are:

129

- 130 • Research professor
- 131 • Research associate professor
- 132 • Research assistant professor
- 133 • ~~Research associate~~

134

135 B. Research professors, research associate professors, and research assistant professors are
 136 eligible for appointment to the graduate faculty, are expected to take active roles in generating
 137 research funding, and are eligible to act as principal investigators for grants and contracts.
 138 Research faculty may participate in the regular instructional program but are not required to do
 139 so, except insofar as required by their funding source.

140

141 ~~C. Research associate is considered a junior rank equivalent to instructor. This junior faculty
 142 appointment, which requires the same qualifications as those of an instructor, normally serves to
 143 advance the competence of a person who has recently completed higher professional training, in
 144 most fields marked by a doctoral degree. Appointees will work under the direction of principal
 145 investigators for the benefit of the research programs, the department's educational program, and
 146 their own professional growth. Research associates may not be principal investigators on
 147 research grants or contracts.~~

148

149 S-A 64, May 29, 1981; S-A 81, January 30, 1990: both with Presidential approval.

150

151 Section 24-41 Duration of Nontenure Appointments

152

153 B. Lecturer, Artist Residence, and Professor of Practice

154

155 1. Appointment as a full-time artist in residence shall be for a term not to exceed five years.

156

157 Appointment as a full-time lecturer shall be for a term not to exceed one year. Such appointments
 158 are limited to three consecutive years.

159

160 The normal appointment period of a part-time lecturer or artist in residence shall be for one year
 161 or less with exceptions to be reviewed by the Provost.

162

163 2. Appointment as a full-time senior artist in residence shall be for a term not to exceed five years.

164

165 The normal appointment period of a part-time ~~senior lecturer or~~ senior artist in residence shall be
 166 for one year or less with exceptions to be reviewed by the Provost.

167

168 3. Except as provided in [Subsection B.4](#) below, at least six months (or three months in the case of
 169 an initial annual appointment) before the expiration date of an appointment of a full-time lecturer,
 170 artist in residence, senior artist in residence, or professor of practice, the dean shall determine,
 171 pursuant to [Section 24-53](#), whether this appointment shall be renewed and shall inform the faculty
 172 member in writing of the decision.

173

174 4. A renewal decision in accord with [Subsection B.3](#) above is not required where an initial
 175 appointment of a full-time lecturer, artist in residence, senior artist in residence, or professor of
 176 practice, is for one year or less and the appointment is identified at the time of appointment as not
 177 eligible for renewal.

178

179 5. Part-time appointments as lecturer, artist in residence, ~~senior lecturer,~~ and senior artist in
 180 residence are for the period stated in the letter of appointment. If such appointments are to be

181 renewed the procedures in [Section 24-53](#) shall be followed in a timely manner with knowledge of
182 funding availability and staffing needs.
183

184 *Section 13-31, April 16, 1956; S-A 31, December 28, 1966; S-A 41, April 3, 1972; S-A 42, June 9, 1972;*
185 *S-A 49, December 4, 1975; S-A 62, December 2, 1980; S-A 64, May 29, 1981; S-A 67, December 5,*
186 *1983; S-A 68, April 19, 1984; S-A 78, December 14, 1988; S-A 81, January 30, 1990; S-A 98, May 12,*
187 *1998; S-A 102, July 7, 2000; S-A 108, June 21, 2002: all with Presidential approval; RC, June 19, 2008;*
188 *S-A 124, July 5, 2011; S-A 127, June 11, 2012; S-A 133, June 11, 2014; S-A 147, September 16, 2020:*
189 *all with Presidential approval.*
190

191 **Section 24-52 Procedure for New Appointments**

192

193 **C.** In making new appointments administrative officers shall act in the manner prescribed below.
194

195 **1.** If the appointment is to be a departmental one other than that of chair, the chair shall submit all
196 available information concerning candidates suggested by the department, the chair, or the dean
197 to the voting members of the department faculty. The voting faculty of an academic unit may, by
198 majority vote, delegate authority to recommend the appointment of affiliate or clinical faculty,
199 ~~research associates~~, or annual or quarterly part-time lecturers to an elected committee of its
200 voting faculty. In an undepartmentalized college or school, this delegation may be made to an
201 elected committee of its voting faculty. The delegation shall expire one calendar year after it is
202 made.
203

204 *Section 13-31, April 16, 1956; S-A 24, June 23, 1959; S-A 126, June 11, 2012: all with Presidential*
205 *approval.*
206

207 **Section 24-53 Procedure for Renewal of Appointments**

208

209 When it is time to decide upon renewal of a nontenure appointment to the faculty ([Section 24-41](#)), the
210 procedure described below shall be followed.
211

212 **A.** The voting members of the appropriate department (or undepartmentalized college or school) who
213 are superior in academic rank or title to the person under consideration shall decide whether to
214 recommend renewal or termination of the appointment. Research faculty and teaching faculty shall be
215 considered by voting faculty who are superior in rank to the person under consideration, except that
216 the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal
217 of the appointment of a research professor or teaching professor. Faculty with instructional titles
218 outlined in Section 24-34, Subsections [B.1](#) and [B.2](#) shall be considered by voting faculty who hold a
219 professorial rank or instructional title superior to the person under consideration. The voting faculty of
220 an academic unit may, by majority vote, delegate authority to recommend the renewal of affiliate or
221 clinical faculty, ~~research associate~~, or annual or quarterly part-time lecturer appointments to an
222 elected committee of its voting faculty.
223

224 *Section 13-31, April 16, 1956; S-A 41, April 3, 1972; S-A 60, June 25, 1979; S-A 81, January 30, 1990; S-*
225 *A 94, October 24, 1995; S-A 124, July 5, 2011; S-A 126, June 11, 2012; S-A 147, September 16, 2020:*
226 *all with Presidential approval.*
227

228 **Section 24-57 Procedural Safeguards for Promotion, Merit-Based Salary, and Tenure**

229 **Considerations**

230

231 All procedures regarding promotion, merit-based salary, and tenure considerations outlined in the
232 relevant sections of the Faculty Code must be followed. Open communication among faculty, and
233 between faculty and administration, must be maintained in order to insure informed decision making, to
234 protect the rights of the individual and to aid the faculty in the development of their professional and
235 scholarly careers.
236

237 Each faculty member must be allowed to pursue those areas of inquiry which are of personal scholarly
238 interest; at the same time, however, each faculty member must be informed of the expectations a
239 department holds for him or her and of the manner in which his or her activities contribute to the current
240 and future goals of the department, school, college, and University. In order to enable the faculty member

241 to establish priorities in the overall effort of professional career development and to fulfill the University's
242 obligations of fair appraisal and continual monitoring of faculty development, the following procedural
243 safeguards shall be adopted in each department, school, or college.

244

245 **A. Assessment of Teaching Effectiveness**

246

247 To implement the provision stipulated in [Section 24-32, Subsection C](#), the standardized student
248 assessment of teaching procedure which the University makes available may be used for obtaining
249 student evaluation of teaching effectiveness, unless the college, school, or department has adopted
250 an alternate procedure for student evaluation, in which case the latter may be used. Each faculty
251 member shall have at least one course evaluated by students in any academic year during which that
252 member teaches one or more courses. The teaching effectiveness of each faculty member also shall
253 be evaluated by colleagues using procedures adopted within the appropriate department, school, or
254 college.

255

256 The reference to lecturers is removed from the following paragraph because all remaining lecturers are
257 on at most one-year contracts, and the first sentence below already requires an evaluation of teaching
258 effectiveness before renewal. Thus it is not necessary to stipulate separately that lecturers need to have a
259 collegial teaching evaluation annually.

260

261 The collegial evaluation of teaching effectiveness shall be conducted prior to recommending any
262 renewal of appointment or promotion of a faculty member. In addition, for faculty at the rank of
263 assistant professor, or associate professor or professor "without tenure" under Chapter 25, [Section](#)
264 [25-32, Subsection D](#), ~~or with the instructional title of lecturer~~ the collegial evaluation shall be
265 conducted every year. For other faculty at the rank of associate professor or professor or with the title
266 of ~~senior lecturer~~, or professor of practice the collegial evaluation shall be conducted at least every
267 three years. A written report of this evaluation shall be maintained and shared with the faculty
268 member.

269

270 **B. Yearly Activity Report**

271

272 Each department (or undepartmentalized college) shall adopt a suggested format by which each
273 faculty member will have the opportunity to provide information on professional activities carried out
274 during the prior year. These reports shall be prepared in writing by each faculty member and
275 submitted to the chair (or dean) in a timely fashion each year, and shall be used as reference and as
276 a source of information for consideration of promotion, merit salary, or tenure. These forms shall be
277 used as evidence for recommendations of promotion, merit salary, or tenure. Such information may
278 be updated by a faculty member at any time during the academic year.

279

280 **C. Regular Conference with Faculty**

281

282 Each year the chair, or where appropriate the dean or his or her designee, shall confer individually
283 with all ~~full-time lecturers~~, assistant professors, and associate professors and professors "without
284 tenure" appointed under Chapter 25, [Section 25-32, Subsection D](#). The chair (or dean or his or her
285 designee) shall confer individually with the other associate professors and senior lecturers at least
286 every two years, and with the other professors and professors of practice at least every three years.
287 The purpose of the regular conference is to help individual faculty members plan and document their
288 career goals. While the documentation of those goals will be part of the faculty member's record for
289 subsequent determinations of merit, the regular conference should be distinct from the merit review
290 pursuant to [Section 24-55](#).

291

292 At each such conference, the chair, dean, or his or her designee, and the faculty members shall
293 discuss:

294

- 295 1. The department's present needs and goals with respect to the department's mission statement
296 and the faculty member's present teaching, scholarly and service responsibilities and
297 accomplishments;

298

299 2. Shared goals for the faculty member's teaching, scholarship, and service in the forthcoming year
 300 (or years, as appropriate) in keeping with the department's needs and goals for the same period;
 301 and

302
 303 3. A shared strategy for achieving those goals.

304
 305 The chair, dean, or his or her designee and the faculty member shall discuss and identify any specific
 306 duties and responsibilities expected of, and resources available to, the faculty member during the coming
 307 year(s), taking into account the academic functions described in [Section 24-32](#). The chair, dean, or his or
 308 her designee should make specific suggestions, as necessary, to improve or aid the faculty member's
 309 work.

310
 311 *S-A 64, May 29, 1981; S-A 79, May 31, 1989; S-A 99, July 9, 1999; S-A 107, June 20, 2002; S-A 124,*
 312 *July 5, 2011; S-A 129, April 16, 2013; S-A 133, June 11, 2014; S-A 147, September 16, 2020: all with*
 313 *Presidential approval.*

314
 315 **Chapter 25**

316
 317 **Tenure of the Faculty**

318
 319 **Section 25-32 Criteria for Tenure**

320
 321 **C.** A faculty member does not acquire tenure under:

- 322
 323 1. An acting appointment, or
 324
 325 2. A visiting appointment, or
 326
 327 3. Any appointment as lecturer, artist in residence, ~~senior lecturer~~, senior artist in residence, or
 328
 329 4. An appointment as teaching associate, or
 330
 331 5. An appointment as professor of practice, or
 332
 333 6. Any appointment specified to be without tenure, or
 334
 335 7. An adjunct appointment, or
 336
 337 8. A research appointment, or
 338
 339 9. A teaching appointment, or
 340
 341 10. A clinical appointment, or
 342
 343 11. An affiliate appointment, or
 344
 345 12. Any other appointment for which the University does not provide the salary from its regularly
 346 appropriated funds, unless the President notifies the appointee in writing that tenure may be
 347 acquired under such appointment.

348
 349 *Section 13-31, April 16, 1956; S-A 22, April 18, 1958; S-A 25, October 29, 1959; S-A 26, December 19,*
 350 *1960; S-A 32, May 8, 1967; S-A 37, February 8, 1971; S-A 41, April 3, 1972; S-A 61, February 22, 1980;*
 351 *S-A 67, December 5, 1983; S-A 78, December 14, 1988; S-A 81, January 30, 1990; S-A 98, June 2,*
 352 *1998; S-A 124, July 5, 2011; S-A 129, April 16, 2013; S-A 133, June 11, 2014; S-A 147, September 16,*
 353 *2020: all with Presidential approval.*

Class A legislation proposing changes to the Faculty Code, Chapter 29

Proposed Amendment to the Faculty Code: Time Limits for Class A Legislation

On November 10, 2020, the Faculty Council on Faculty Affairs approved the following proposed Class A legislation for submission to the faculty senate.

Background and Rationale

The process for amending the Faculty Code (Class A Legislation by the Faculty Senate) is deliberately long and involved, because such actions should not be taken hastily. But there's one part of the process that is longer than it needs to be – after the second senate vote on an amendment, the Secretary of the Faculty is given 14 days to send out the text of the amendment and a ballot, and then voting faculty are given 21 days to send back their votes. This made sense when all of these things had to be done by snail mail, but now that these votes are handled electronically, such long time limits are unnecessary. Reducing them will make the amendment process a little less cumbersome and time-consuming, without undermining the deliberateness with which such amendments should be undertaken.

What We Propose to Do

Primarily, this amendment will reduce the time limit for faculty to submit their votes on Class A legislation from 21 calendar days to 14 calendar days. In addition, the time limit for the Secretary of the Faculty to send out the (electronic) ballots is reduced from 14 days to 7, and we are proposing to codify the Secretary's current practice of sending out a reminder a few days before the voting deadline. A study of recent voting patterns has revealed that the vast majority of votes on Class A legislation are cast either during the few days after the ballots are sent out, or during the last couple of days after the reminder is sent.

The current time limit for faculty to respond to Class B legislation (everything other than amendments to the Faculty Code) is 14 days, and we are not proposing to change that, so the time limits for both classes of legislation will be the same.

The Proposed Class A Legislation

Be it resolved by the Faculty Senate to submit to the faculty for approval or rejection that Chapter 29 of the Faculty Code be amended to read as shown below.

1 **Chapter 21**

2
3 **Amendment of the Faculty Code**

4
5 **Section 29-36 Faculty Vote on Amendments**

6
7 **A.** Within ~~44~~ 7 calendar days after the Senate approves a proposed amendment to the Faculty
8 Code, the Secretary shall send to each voting member of the faculty:

9
10 **1.** A statement:

11 **a.** Setting forth the text of the proposed amendment;

12
13 **b.** Presenting the arguments for the amendment and, if any, the arguments against
14 it; and

15
16 **c.** Specifying the final date upon which ballots may be cast; and

17
18 **2.** A ballot upon which a vote may be cast either for or against the proposal.

19
20 **B.** Not less than 2 calendar days nor more than 5 calendar days before the end of the voting period,
21 the Secretary shall send a reminder about the voting deadline to voting members who have not
22 yet voted.

23
24 ~~B.C.~~ Following the voting instructions provided by the Secretary, eligible faculty shall vote on the
25 proposed amendment. In order to be counted, the vote shall be submitted no later than the 21st
26 calendar day after the date on which the Secretary distributed ballots to the faculty.

27
28 ~~C.D.~~ To become effective, a proposed amendment to the Faculty Code shall require either an
29 affirmative majority vote of the eligible voting members of the faculty, or a two-thirds majority vote
30 of those casting ballots.

31
32 *Section 13-31, April 16, 1956; S-A 70, December 1, 1984; S-A 73, May 24, 1985; S-A 88, May 25, 1993;*
33 *S-A 110, July 9, 2003: all with Presidential approval.*

Approved by:
Senate Executive Committee
November 16, 2020

Class A legislation proposing changes to the Faculty Code, Chapter 24

Proposed Amendment to the Faculty Code: Appointment Lengths for Clinical Faculty

On November 10, 2020, the Faculty Council on Faculty Affairs approved the following proposed Class A legislation for submission to the faculty senate.

Background and Rationale

The current faculty code limits faculty members with Clinical titles to annual appointments only. This limitation seems to have originally been established when the Clinical title was used only as a courtesy title for clinicians who received their salaries from other sources. But now there are other types of clinical faculty, and the one-year limitation applies to all of them, whether in unpaid courtesy positions or full-time or part-time salaried positions. Many physicians are hired by the School of Medicine as full-time salaried faculty members with the titles of Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor, and the faculty code limits them all to one year appointments at a time. These faculty members are playing an essential role in the COVID-19 pandemic response, and School of Medicine has observed that these limited contract terms cause severe difficulties in recruitment and retention. A joint SOM task force including representatives of the Dean's office and the elected faculty councils has requested that we modify the code to create a pathway for multi-year appointments for salaried clinical faculty.

What We Propose to Do

There are many clinical faculty members in many units throughout the university, and there are many complicated issues that need to be addressed regarding them. In the coming year, FCFA expects to consult with all the units that hire clinical faculty and explore what comprehensive changes might need to be made to the sections of code governing their appointments. But the issue of contract lengths is an immediate problem, especially during a pandemic, so we are proposing a stopgap measure to allow multi-year appointments for clinical faculty under limited circumstances with approval of the Provost. The new language in Section 24-34 B.11 below ("with exceptions to be reviewed by the Provost") is copied from the section on part-time lecturer appointments ([24-41 B.1](#)). It retains the default appointment length of one year, but allows the Provost to approve exceptions. Our discussions with Academic Human Resources have led to a tentative agreement on the following conditions for approval of multi-year appointments:

- Salaried Clinical Assistant, Associate, or Full Professor at 50% FTE or more
- Hired after a competitive search
- Departmental commitment to a contract of 2 to 5 years

In addition to providing the possibility for longer contracts, this amendment stipulates that appointments and reappointments of clinical faculty on multi-year contracts must be voted on by all eligible faculty, not just a subcommittee (see the changes to Sections 24-52 and 24-53 below).

These changes will affect clinical faculty in all units of the university, not only in the School of Medicine.

The Proposed Class A Legislation

Be it resolved by the Faculty Senate to submit to the faculty for approval or rejection that Chapter 24 of the Faculty Code be amended to read as shown below.

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

2
3 **B. Qualifications for Appointments with Specific Titles**

- 4
5 11. A *clinical* appointment in the appropriate rank or title is usually made to a person who holds a
6 primary appointment with an outside agency or non-academic unit of the University, or who is in
7 private practice. Clinical faculty make substantial contributions to University programs through
8 their expertise, interest, and motivation to work with the faculty in preparing and assisting with the
9 instruction of students in practicum settings. ~~Clinical appointments are annual.~~ The normal
10 appointment period of a clinical faculty member shall be one year with exceptions to be reviewed
11 by the Provost; the question of their renewal shall be considered ~~each year~~ by the faculty of the
12 department (or undepartmentalized college or school) in which they are held.
13

14 *Section 13-31, April 16, 1956; S-A 23, February 22, 1959; S-A 32, May 8, 1967; S-A 33, June 13, 1967;*
15 *S-A 37, February 8, 1971; S-A 64, May 29, 1981; S-A 78, December 14, 1988; S-A 81, January 30, 1990;*
16 *S-A 94, October 24, 1995; S-A 97, January 10, 1997; S-A 103, March 6, 2001; S-A 108, June 21, 2002;*
17 *S-A 109, June 5, 2003: all with Presidential approval; RC, April 18, 2006; S-A 124, July 5, 2011; S-A 133,*
18 *June 11, 2014; S-A 140, June 26, 2017; S-A 142, June 22, 2018; S-A 147, September 16, 2020: all with*
19 *Presidential approval.*
20

21 **Section 24-52 Procedure for New Appointments**

- 22
23 C. In making new appointments administrative officers shall act in the manner prescribed below.
24 1. If the appointment is to be a departmental one other than that of chair, the chair shall submit all
25 available information concerning candidates suggested by the department, the chair, or the dean
26 to the voting members of the department faculty. The voting faculty of an academic unit may, by
27 majority vote, delegate authority to recommend the appointment of affiliate ~~or clinical~~ faculty,
28 annual clinical faculty, or annual or quarterly part-time lecturers to an elected committee of its
29 voting faculty. In an undepartmentalized college or school, this delegation may be made to an
30 elected committee of its voting faculty. The delegation shall expire one calendar year after it is
31 made.
32

33 *Section 13-31, April 16, 1956; S-A 24, June 23, 1959; S-A 126, June 11, 2012: all with Presidential*
34 *approval.*
35

36 **Section 24-53 Procedure for Renewal of Appointments**

37
38 When it is time to decide upon renewal of a nontenure appointment to the faculty ([Section 24-41](#)), the
39 procedure described below shall be followed.
40

- 41 A. The voting members of the appropriate department (or undepartmentalized college or school) who
42 are superior in academic rank or title to the person under consideration shall decide whether to
43 recommend renewal or termination of the appointment. Research faculty and teaching faculty shall be
44 considered by voting faculty who are superior in rank to the person under consideration, except that
45 the voting faculty at rank of professor shall consider whether to recommend renewal or non-renewal
46 of the appointment of a research professor or teaching professor. Faculty with instructional titles
47 outlined in Section 24-34, Subsections [B.1](#) and [B.2](#) shall be considered by voting faculty who hold a
48 professorial rank or instructional title superior to the person under consideration. The voting faculty of
49 an academic unit may, by majority vote, delegate authority to recommend the renewal of affiliate ~~or~~
50 ~~clinical~~ faculty, annual clinical faculty, or annual or quarterly part-time lecturer appointments to an
51 elected committee of its voting faculty. In an undepartmentalized college or school, this delegation
52 may be made to an elected committee of its voting faculty. The delegation:
53

- 54 1. Does not alter faculty rank requirements for considering appointment renewals, and
55 2. Shall expire one calendar year after it is made.

56 *Section 13-31, April 16, 1956; S-A 41, April 3, 1972; S-A 60, June 25, 1979; S-A 81, January 30, 1990; S-*
57 *A 94, October 24, 1995; S-A 124, July 5, 2011; S-A 126, June 11, 2012; S-A 147, September 16, 2020:*
58 *all with Presidential approval.*

Approved by:
Senate Executive Committee
November 16, 2020

Class A legislation proposing changes to the Faculty Code, Chapter 24

To: Senate Chair Robin Angotti
From: Gautham Reddy, Chair, Faculty Council on Multicultural Affairs
CC: Faculty Council on Multicultural Affairs
Date November 9, 2020
Re: Proposed Class A Legislation to require that candidates for certain initial faculty appointments submit a statement of contributions to diversity, equity, and inclusion

Introduction

In the 2018-19 academic year, the Faculty Council on Multicultural Affairs (FCMA) discussed a proposal to require that prospective and current faculty members submit a statement of contributions to diversity, equity, and inclusion. Following the circulation in the spring of 2019 of the draft legislation that contemplated changes applicable to both initial faculty appointments and promotion, the FCMA refined the proposal and provided responses to questions raised following circulation of the initial draft.

Additionally, the prior FCMA chair, Brenda Williams, met individually with numerous members of campus leadership in October and November 2019, to solicit feedback about the impact of the proposed change on both appointment and promotion.

In consideration of the questions raised, the feedback provided, and the continued discussion and debate during FCMA's regularly scheduled meetings, the FCMA voted to amend the proposed legislation to clarify that the legislation requiring a diversity statement should apply prospectively only to new faculty appointments.

The proposed legislation was unanimously passed by the FCMA in February 2020; because of the Covid-19 pandemic, the SEC and the Senate could not consider the proposal in the spring quarter of 2020. In October 2020, the FCMA revived the proposal and voted unanimously to forward proposed Class A legislation amending Faculty code section 24-32 to the Senate Executive Committee for ultimate consideration by the Faculty Senate.

Reasons for Proposed Changes

President Cauce described the University's mission in the UW Diversity Blueprint 2017 – 2021 as one that values diversity in perspectives, creates a welcoming learning environment for all students and promotes broad access and equal opportunity. The Blueprint articulates diversity goals, recommended priorities and suggested action steps in support of the University's mission, including the goal and recommended priority to attract and retain diverse faculty. The plan provides the following suggested action steps in support of this goal:

1. Strengthen and diversify faculty hiring practices;
2. Utilize best practices to improve the recruitment of underrepresented faculty; and
3. Develop school/college practices that support the retention and advancement of underrepresented faculty.

Through this proposed change, the Faculty Council on Multicultural Affairs supports the University's mission to strengthen the recruitment of diverse faculty and to ensure that efforts at retention and advancement become central to the university. Moreover, FCMA seeks to support the recruitment of faculty who contribute to the University's diversity and equity mission through the implementation of a diversity statement requirement for initial appointment and to encourage all faculty to support the development of diverse faculty members and students.

Over the course of this and the previous Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision to support the University's ongoing effort to attract and retain diverse faculty in new appointments. Requiring new faculty applicants to provide a statement of past and proposed contributions to diversity, equity, and inclusion strengthens faculty hiring practices by providing additional information to appointment committees that allows for more informed decisions when deliberating on the hiring of new faculty.

Procedural Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2018, the council reviewed goals provided by then Senate Chair George Sandison. Among the goals was a mandate continue to evaluate relevant sections of the Faculty Code and associated practices through the lens of multicultural affairs, diversity, and difference, with the objectives of strengthening equity and fairness.

During the course of the fall (2018) and winter (2019) quarter meetings, the Council engaged in a discussion regarding the practice on other campuses to require a statement regarding contributions to diversity for all faculty hiring. A similar policy requiring a personal statement detailing contributions to diversity exists at all University of California campuses, prior to consideration for hiring. Many of the UC campuses also consider the diversity statement during the promotion review process. The FCMA proposal includes the option to provide a statement of proposed contributions to diversity in order to include all candidates in the overall mission of the University. During the fall (2019) quarter meetings, the FCMA amended the proposed legislation to its current form, rendering the requirement applicable to initial appointments only. In the fall quarter of 2020, the FCMA unanimously reaffirmed its commitment to the proposed legislation.

Sample Diversity Statements:

See Appendix A for a local sample diversity statement:

Appendix A Sample

See below links for models from other schools:

[Berkeley recommendations on Diversity Statements](#)

[UC Davis describes various types of contributions to diversity](#)

[UC San Diego offers examples of diversity statements](#)

[Six examples of submitted Diversity Statements](#)

Overview of Questions Considered before December 2019 amendment:

- Is this intending to add “diversity” to the existing 3 aspects of appointment/promotion/tenure (scholarship, teaching, service)? Cut across them? And since we do articulate what we mean by those, why not also do so for diversity?
 - i. The FCMA proposed legislation intends to incorporate diversity, equity, and inclusion into each of the three existing aspects of appointment (scholarship, teaching and service);
 - ii. The FCMA is unaware of a University wide definition of diversity. Individual schools and units do have local definitions of diversity and the definitions are not uniform across the campus. This Class A legislation does not propose a definition for diversity.
- Why add to this section rather than 24-52?
 - i. 24-52 appears to provide procedural guidance to appointment committees, whereas 24-32 provides for the Scholarly and Professional Qualifications of faculty members.
- Would this also impact merit reviews (24-57)?
 - i. The FCMA proposed legislation intends to amend section 24-32 as it relates to new faculty appointments only.
- I also think there are political considerations, per Mike’s comment (the prior revision was explicitly described as *not* requiring this, which might raise concerns among many).
 - i. The FCMA discussed, drafted and ultimately recommended this proposed legislation following a motion by a member of the Council made during the 2018-19 Academic year.

- In a future holistic evaluation of a candidate does council anticipate just an evaluation of a personal statement assuming the candidate does not have a significant contribution in any of the three traditional areas of evaluation for appointment and promotion. Just wondering how junior faculty might respond to this requirement. (Can council members easily give example responses for themselves?)
 - i. The FCMA proposed legislation intends to amend section 24-32 as it relates to **new faculty appointments** only. The legislation contemplates an opportunity by candidates to present on their planned contributions where past contributions are lacking.
 - ii. The FCMA provides a model Diversity Statement in the appendix and also provides links to models statements from other campuses.

Following discussion of the questions raised and the feedback provided by campus leadership, in December of 2019, the FCMA voted unanimously to amend the proposed legislation, clarifying that the legislation requiring a diversity statement applies to new faculty appointments only.

Proposed Change

The FCMA proposes one change to the section governing the appointment and promotion of faculty members, specifically to the Section 24-32, governing the Scholarly and Professional Qualification of Faculty members.

1 Section 24-32 Scholarly and Professional Qualifications of Faculty Members

2 The University faculty is committed to the full range of academic responsibilities: scholarship and
3 research, teaching, and service. Individual faculty will, in the ordinary course of their development,
4 determine the weight of these various commitments, and adjust them from time to time during their
5 careers, in response to their individual, professional development and the changing needs of their
6 profession, their programs, departments, schools and colleges, and the University. Such versatility and
7 flexibility are hallmarks of respected institutions of higher education because they are conducive to
8 establishing and maintaining the excellence of a university and to fulfilling the educational and social role
9 of the institution. All candidates for initial faculty appointment to the ranks and/or titles listed in Section 21-
10 32. A (Voting Membership in the Faculty) shall submit a statement of past and planned contributions to
11 diversity, equity, and inclusion. Academic units and search committees shall consider a candidate's
12 statement as part of a comprehensive evaluation of scholarship and research, teaching, and service. In
13 accord with the University's expressed commitment to excellence and equity, any contributions in
14 scholarship and research, teaching, and service that address diversity and equal opportunity shall be
15 included and considered among the professional and scholarly qualifications for appointment and
16 promotion outlined below.

17 A. Scholarship, the essence of effective teaching and research, is the obligation of all members of
18 the faculty. The scholarship of faculty members may be judged by the character of their advanced
19 degrees and by their contribution to knowledge in the form of publication and instruction; it is
20 reflected not only in their reputation among other scholars and professionals but in the
21 performance of their students.

22 B. The creative function of a university requires faculty devoted to inquiry and research, whose
23 attainment may be in the realm of scholarly investigation, in constructive contributions in
24 professional fields, or in the creative arts, such as musical composition, creative writing, or
25 original design in engineering or architecture. While numbers (publications, grant dollars,
26 students) provide some measure of such accomplishment, more important is the quality of the
27 faculty member's published or other creative work.

28 Important elements in evaluating the scholarly ability and attainments of faculty members include
29 the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships;
30 the professional and/or public impact of their work; and their success in directing productive work
31 by advanced students and in training graduate and professional students in scholarly methods.
32 Other important elements of scholarly achievement include involvement in and contributions to
33 interdisciplinary research and teaching; participation and leadership in professional associations
34 and in the editing of professional journals; the judgment of professional colleagues; and
35 membership on boards and committees.

36 C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a
37 variety of teaching formats and media, including undergraduate and graduate instruction for
38 matriculated students, and special training or continuing education. The educational function of a
39 university requires faculty who can teach effectively. Instruction must be judged according to its
40 essential purposes and the conditions which they impose. Some elements in assessing effective
41 teaching include:

- 42 • The ability to organize and conduct a course of study appropriate to the level of
43 instruction and the nature of the subject matter;
44
- 45 • The consistency with which the teacher brings to the students the latest research findings
46 and professional debates within the discipline;
47
- 48 • The ability to stimulate intellectual inquiry so that students develop the skills to examine
49 and evaluate ideas and arguments;
50
- 51 • The extent to which the teacher encourages discussion and debate which enables the
52 students to articulate the ideas they are exploring;
- 53 • The degree to which teaching strategies that encourage the educational advancement of
54 students from all backgrounds and life experiences are utilized;

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- The availability of the teacher to the student beyond the classroom environment; and
 - The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

61 A major activity related to teaching is the instructor's participation in academic advising and
62 counseling, whether this takes the form of assisting students to select courses or discussing the
63 students' long- range goals. The assessment of teaching effectiveness shall include student and
64 faculty evaluation. Where possible, measures of student achievements in terms of their academic
65 and professional careers, life skills, and citizenship should be considered.

66 D. Contributions to a profession through published discussion of methods or through public
67 demonstration of an achieved skill should be recognized as furthering the University's educational
68 function. Included among these contributions are professional service activities that address the
69 professional advancement of individuals from underrepresented groups from the faculty
70 member's field.

71 E. The University encourages faculty participation in public service. Such professional and scholarly
72 service to schools, business and industry, and local, state, national, and international
73 organizations is an integral part of the University's mission. Of similar importance to the University
74 is faculty participation in University committee work and other administrative tasks and clinical
75 duties, including the faculty member's involvement in the recruitment, retention, and mentoring of
76 scholars and students in an effort to promote diversity and equal opportunity. Both types of
77 service make an important contribution and should be included in the individual faculty profile.

78 F. Competence in professional service to the University and the public should be considered in
79 judging a faculty member's qualifications, but except in unusual circumstances skill in instruction
80 and research should be deemed of greater importance.

81 *Section 13-31, April 16, 1956; S-A 58, May 16, 1978; S-A 64, May 29, 1981; S-A 71, February 5, 1985; S-*
82 *A 75, April 6, 1987; S-A 86, December 8, 1992; S-A 99, July 9, 1999; S-A 125, June 11, 2012: all with*
83 *Presidential approval; RC, October 27, 2017; S-A 143, June 22, 2018 with Presidential approval.*

Approved by:
Senate Executive Committee
November 16, 2020

Class B Legislation
Student Governance and Policies
Scholastic Regulations
Chapter 110, Grades, Honors, and Scholarship

Background and Rationale

The Faculty Council on Academic Standards and the Office of the University Registrar, recommends amending Scholastic Regulations Chapter 110 (Grades, Honors, and Scholarship) based on the following findings:

- With the creation of the Registrar Drop (RD) withdrawal grade annotation defined in the Scholastic Regulations Chapter 113, Section 3. A, 2 & 3, the System of Grade section of this chapter updated in May 2020, this chapter needs to reflect this new grade annotation.
- In the spirit of honoring gender inclusivity, prior references to “his and her” are being changed to “their.”

Student Governance and Policies

Scholastic Regulations
Chapter 110

Grades, Honors, and Scholarship

1. The Grading System

A. System of Grades

The following shall be the system of grades, subject to the exceptions noted in Subsections [B](#), [C](#), [D](#), and [E](#) of this section.

1) Numeric Grades

Numeric grades shall be entered as numbers, the possible values being 4.0, 3.9, . . . and so on decreasing by 0.1 until 0.7 is reached. The numbers 0.6, 0.5, 0.4, 0.3, 0.2, 0.1 shall not be assigned as grades. The number 0.0 can be assigned as a grade.

Correspondence between numeric grades and letter grades is as follows:

Letter Grade	Numerical Grade-Point Equivalent	Explanation
A	4.0-3.9	Honor
A-	3.8-3.5	
B+	3.4-3.2	
B	3.1-2.9	Good
B-	2.8-2.5	
C+	2.4-2.2	
C	2.1-1.9	Medium
C-	1.8-1.5	
D+	1.4-1.2	
D	1.1-0.9	Poor (low pass)
D-	0.8-0.7	
E (or F)	0.6-0.0	Failure or other than official withdrawal

2) Letter Grades

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The following letter grades also may be used:

Letter Grade	—	Meaning
I	—	Incomplete
N	—	Satisfactory without grade
W	—	Official Withdrawal
S/NS	—	Satisfactory/Non-Satisfactory
CR/NC	—	Credit/No Credit
HW-RD	—	Hardship Withdrawal Registrar Drop

Complete descriptions of the above letter grades follow.

3) The Grade I

- a) An Incomplete shall be given only when the student has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.
- b) In order to obtain credit for the course, a student must convert an Incomplete into a passing grade by the last day of the following quarter. An Incomplete grade not made up by the end of the next quarter shall be converted to the grade of 0.0 (E) by the Registrar unless the instructor has indicated when assigning the Incomplete grade that a grade other than 0.0 (E) should be recorded if the incomplete work is not completed. For Spring Quarter, the following quarter is considered to be Fall Quarter.
A student may petition the Registrar to retain the Incomplete grade on ~~his or her~~ their record for a maximum of three additional quarters. Petitions will be granted by the Registrar if approved by the instructor of the course involved. Petitions must be received by the Registrar's Office prior to the end of the quarter in which the I grade will convert to a failure.
- c) In no case shall an Incomplete on the record at the time a degree is granted be subsequently changed to any other grade.
- d) The grade I shall count neither for registered hours nor in computation of grade-point averages.
- e) For DL courses that do not follow the quarter schedule, an Incomplete shall be given only when the student has done satisfactory work to within two weeks of the maximum term for completion of the course, as specified at the time of registration. In order to obtain credit for the course, a student must convert an Incomplete into a passing grade by the end of the quarter following the one in which the Incomplete was given. All other provisions and deadlines of Subsections [1.A.3.a](#) through [1.A.3.d](#) shall also apply.

4) The Grade N

The grade N may be given in thesis, research, and hyphenated courses in which the grade is dependent upon the work of a final quarter. When the grade of N is given in a course it may indicate that the work has been completed to the end of the quarter in which the N is given. It shall carry with it no credit or grade until a regular grade is assigned. The use of the N grade also [Subsection 1.B.3.\)](#)

5) The Grade ~~W~~ RD

The grade ~~W~~ RD will be assigned to any course dropped after the 14th calendar day of the quarter ~~through the seventh week, to be followed by a number representing the week in which the course was dropped.~~

- 85 a) ~~The Office of the Registrar~~ will assign a grade of ~~W~~ RD to any course in which a student
86 is enrolled when a University withdrawal is filed after the 14th calendar day of the quarter.
87
88 b) Proportional schedules will be published in the Time Schedule for Summer Quarter a and
89 b terms.
90
91 c) The grades of ~~W~~ and ~~HW~~ RD are not computed in the grade-point average.
92
93 d) Students unofficially dropping a course will receive a grade of 0.0.
94
95 e) For DL courses that do not follow the quarter schedule, the grade ~~W~~ RD shall be
96 assigned to any course dropped after the 14th calendar day after the start of the course
97 and no later than two weeks before the end of the maximum term for completion of the
98 course, as specified at the time of registration. The date of withdrawal shall be noted on
99 the transcript. The provisions of Subsections [1.A.5.c](#) and [1.A.5.d](#).

100
101 **6) S/NS**
102

- 103 a) An undergraduate may earn up to 25 elective credits of the 180 minimum credits required
104 for graduation on a satisfactory/non-satisfactory (S/NS) basis. Each instructor shall report
105 numeric grades to the Registrar, who shall convert satisfactory grades (2.0 or greater) to
106 S, and non-satisfactory grades (less than 2.0) to NS for the student's transcript. S/NS
107 shall not be considered in computation of the grade-point average.
108
109 b) An undergraduate student may register for up to a maximum of 20 credits under the
110 satisfactory/non-satisfactory basis, with exceptions possible by approval of the ~~campus~~
111 Registrar.
112
113 c) Subject to the maximum credit limitation above, the student may indicate at the time of
114 registration if she or he elects to take a course on an S/NS basis. The student can
115 change to and from an S/NS option through the seventh week of the quarter through
116 electronic registration. There is no limit to the number of S/NS credits that a student can
117 register for in a given quarter. Withdrawal from an S/NS course is subject to the same
118 regulations as for any other course.
119
120 d) An instructor may not submit an S or NS in a course. S/NS grades shall appear on the
121 transcript only in the event that the student is registered on an S/NS basis.
122
123 e) Under campus-wide extraordinary circumstances, the campus registrar, in consultation
124 with the appropriate campus faculty body, may waive the restrictions in Sections a
125 through c above so that undergraduate students may opt for S/NS grading for elective or
126 required courses without a maximum credit limitation. S/NS grading for campus-wide
127 extraordinary circumstances deemed quarters will meet graduation and degree
128 requirements. Temporary modifications to the S/NS policies will be clearly communicated
129 to the campus community by the campus registrar.

130
131 **7) Credit/No Credit**
132

- 133 a) With appropriate departmental review and approval, faculty may offer a course or
134 courses on a CR/NC basis. The standard for granting credit in CR/NC courses shall be
135 the demonstration of competence in the material of the course. Grading should be
136 consistent with the University's policy for numerically graded courses, in which students
137 receive credit for grades of 0.7 or greater. Students demonstrating such competence
138 shall have CR entered on the transcript; those who do not shall have NC entered on the
139 transcript.
140
141 b) Although CR and NC grades are entered on the transcript, they are not used in the
142 computation of the grade-point average.
143
144 c) CR/NC courses must be so designated in the Time Schedule.

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2. Change of Grade

A. Grade Error

Except in cases of error no instructor may change a grade which ~~he or she~~ they has have turned in to the Registrar.

B. Written Appeal of Grade Error

A student who believes that the instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred, shall follow the following procedure to resolve the matter:

- 1) The student shall first discuss the matter with the instructor before the end of the following academic quarter (not including Summer Quarter.)
- 2) A student who is not satisfied with the instructor's response may submit, no later than ten class days after ~~his or her~~ their discussion with the instructor,* a written appeal to the chair of the department (or the dean in a non-departmentalized school or college), with a copy of the appeal to the instructor. Within ten calendar days of receipt of the appeal, the chair shall consult with the instructor to determine whether the evaluation of the student's performance was fair and reasonable or whether the instructor's conduct in assigning the grade was arbitrary or capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and should the instructor decline to revise the grade, the chair (or the dean in a non-departmentalized school or college), with the approval of the voting members of his or her their faculty, shall appoint an appropriate member, or members, of the faculty of that department to evaluate the student's, or students', performance and assign a grade. The dean and Provost shall be informed of this action.

*This time may be extended by the chair in exceptional circumstances, such as the situation in which the student did not learn of the appeals process deadlines in time.
- 3) Once a student submits a written appeal, this document and all subsequent actions on this appeal shall be recorded in written form for deposit in a department (or college) file.

C. Instructor Unable to Assign Grades

In the event that an instructor is physically or mentally incapacitated and unable to assign course grades, or unable to address requests for grade changes as provided in [Subsection 2.B](#), or in the event that the instructor is no longer in the employ of the University and is unavailable or refuses to address requests for grade changes as provided in [Subsection 2.B](#), the chair (or the dean in a non-departmentalized school or college) with the approval of the voting members of ~~his or her~~ their faculty, may designate another instructor, or instructors, to act in the stead of the original instructor to assign grades or address requests from students in accord with [Subsection 2.B](#).

HB, 1946; S-B 79, May 1958; S-B 106, May 1969; S-B 145, May 23, 1985: all with Presidential approval; RC, December 3, 2013.

3. Honors Awards

A. Annual Senior Awards

Four Medals shall be conferred at the annual commencement ceremonies.

- 1) At the Seattle commencement ceremony, a President's Medal shall be conferred upon the graduating senior who has completed at least three-fourths of his or her their degree requirements at the University of Washington Seattle campus and who has the most

202 distinguished academic record among such students. The President's Medalist shall be
 203 selected from among graduating seniors eligible for University Honors.

204
 205 2) ~~Also at the Seattle commencement ceremony, a~~ A President's Medal shall be conferred at
 206 the Seattle commencement ceremony upon the graduating senior who entered the University
 207 of Washington Seattle campus with at least 60 transfer credits from a Washington community
 208 college, and who has the most distinguished academic record among such students. The
 209 President's Medalist shall be selected from among graduating seniors eligible for University
 210 Honors.

211
 212 3) At each of the Bothell and Tacoma commencement ceremonies, a medal shall be conferred
 213 upon the graduating senior with the most distinguished academic record.

214 **B. Annual Junior, Sophomore, and Freshman Awards**

215
 216 The following awards shall be presented annually by the President in the name of the faculty:

217
 218 1) The Junior Medal, which shall be awarded to the senior having the highest scholastic
 219 standing for the first three years of ~~his or her~~ their course. To be eligible, students must have
 220 completed at least 40 credits in residence at the University of Washington.

221
 222 2) The Sophomore Medal, which shall be awarded to the junior having the highest scholastic
 223 standing for the first two years of ~~his or her~~ their course. To be eligible, students must have
 224 completed at least 40 credits in residence at the University of Washington.

225
 226 3) The Freshman Medal, which shall be awarded to the sophomore having the highest
 227 scholastic standing for the first year of ~~his or her~~ their course. To be eligible, students must
 228 have completed at least 36 credits in residence at the University of Washington.

229 **C. Quarterly Dean's Lists**

230
 231 Quarterly dean's lists shall include the names of registered undergraduate students who have
 232 attained a grade-point average, non-cumulative, of 3.50 in the final grades for at least 12
 233 registered credits. ~~They are published in many newspapers in Washington State about four~~
 234 ~~weeks after the end of each quarter.~~

235 **D. Annual Dean's List**

236
 237
 238 The yearly dean's list shall include the names of all undergraduates who have achieved a
 239 cumulative grade-point average of 3.50 or better for at least 36 credits in resident instruction in
 240 three quarters or 46 credits of resident instruction in four quarters at the University of
 241 Washington during the preceding academic year.

242
 243 *Senate Action, May 1939; S-B 70, April 12, 1956; S-B 86, November 1961: both with Presidential*
 244 *approval; HB, 1966; S-B 138, December 1981; S-B 158, March 1995; S-B 170, June 20, 2003: all with*
 245 *Presidential approval; RC, December 3, 2013; S-B 180, February 27, 2014 with Presidential approval.*

246 **4. Degrees with University Honors**

247
 248
 249 Degrees with University honors may be conferred by determination of the Registrar and deans of the
 250 colleges and schools, following guidelines provided by the Faculty Council on Academic Standards
 251 with the confirmation of the Faculty Senate Executive Committee. Students are eligible for honors if
 252 they have earned at least 90 approved credits at the University of Washington of which at least 60 are
 253 numerically graded.

254
 255 *HB, 1966; S-B 177, April 14, 2010 with Presidential approval.*

256 **5. Alumnus Summa Laude Dignatus Award**

257

258 Annually at Commencement, the University of Washington Alumni Association awards to a former
259 student who is judged to be an outstanding living alumnus, distinguished for service over a period of
260 years, the designation of Alumnus Summa Laude Dignatus. The recipient of the award is chosen by a
261 special committee composed of representatives of the Alumni Association and the University. The
262 award is given for achievement not only during the preceding year, but also during an individual's
263 entire career. "Alumnus" is construed to mean a student who has been awarded any bachelor's
264 degree, or a graduate student who, after not less than two years of resident study, has been awarded
265 a degree, or a former student who, in the opinion of the committee of selection, has qualified for this
266 honor.

267
268 *A1, March 1966; S-B 158, March 1995 with Presidential approval.*
269

270 **6. Honorary Degrees**

271
272 Upon the recommendation of the faculty, the Board of Regents may confer honorary degrees upon a
273 person or persons of exceptional merit, other than graduates of this University. The Special
274 Committee on Honorary Degrees will have jurisdiction over all matters pertaining to the award of
275 honorary degrees. Nominations for candidates may come from a variety of sources, including faculty
276 councils, committees, departments, programs, schools, colleges, or campuses. The names of
277 nominees approved by the special committee will be forwarded to the President of the University.
278 After consultation with the President, the special committee will, on behalf of the faculty, recommend
279 candidates for honorary degrees to the Regents. Honorary degrees will be presented at either a
280 commencement ceremony or a formal academic convocation.

281
282 *S-B 168, February 2002; S-B 176, January 13, 2010: both with Presidential approval.*

Approved by:
Senate Executive Committee
November 16, 2020

**Class B Legislation
Student Governance and Policies
Scholastic Regulations
Chapter 113 (Withdrawals)**

Background and Rationale

The Faculty Council on Academic Standards and the Office of the University Registrar, recommends amending Scholastic Regulations Chapter 113 (Withdrawals) based on the following findings:

- In the process of implementing the updates to Scholastic Regulations Chapter 113, section 3, made in May 2020, there was significant interest on the part of advisers and students to extend the Current Quarter Drop process through to the last day of instruction. The current process extends to the 7th week of the quarter since grading begins on the 8th week. The Current Quarter Drop process will be amended to allow students to submit a Current Quarter Drop - Adviser Assist request through the last date of instruction, as the drops will not have a negative impact on grading since current systems do not reflect students who have been dropped or are inactive. After the 8th week a courtesy email will be sent to the instructor to let them know that the student has dropped after grading has commenced.
- This section continues to reference the former "W" grade, which has been replaced by the Registrar Drop (RD) grade and this chapter needs to be updated accordingly.
- In the spirit of honoring gender inclusivity, prior references to "his and her" are being changed to "their."

Student Governance and Policies

**Scholastic Regulations
Chapter 113**

Withdrawals

1. Withdrawal from the University

A. Voluntary Severance

Withdrawal from the University is voluntary severance by the student of ~~his or her~~ their connection with the University for a specified quarter.

B. Official Notice

Withdrawal from the University is official when ~~a signed written~~ notice is submitted of the withdrawal ~~is received by~~ to the Registrar's Office or the student withdraws from all classes using the Current Quarter Drop withdrawal process.

C. Transcript Entry

University withdrawals received prior to the quarter will result in no entry on the transcript for that quarter.

D. Withdrawal During the First 14 Days

University withdrawals during the first 14 calendar days of the quarter will result in the student's transcript showing only the date of withdrawal. No courses will be listed.

E. Withdrawal After the First 14 Days

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34 After the first 14 calendar days of the quarter, an official withdrawal will be entered on the student's
35 record with a grade of ~~W~~ RD for each course held at the time of withdrawal and the date of the
36 withdrawal.
37

38 **F. Last Day to Withdraw**

39
40 The last day to withdraw from the University will be the last day of instruction in each quarter. No
41 withdrawals can be made once the final examination period has begun.
42

43 **G. Summer Quarter**

44
45 A proportional withdrawal schedule will be printed in the Time Schedule for Summer Quarter a and
46 b terms.
47

48 **H. Unofficial Withdrawals**

49
50 Withdrawals accomplished by any other method are not official, and result in the entry of the grade
51 0.0 in each course for which the student is registered in that quarter.
52

53 *S-B 103, March 1968 with Presidential approval; BR, December 7, 1972 [see also [WAC 478-160-290](#)]; S-
54 B 124, May 19, 1975; S-B 150, April 9, 1990: both with Presidential approval; RC, December 3, 2013.*
55

56 **2. Withdrawal from the University for Military Service**

57
58 If a student is conscripted into the Armed Forces, or is called to active military duty, ~~he or she~~ they
59 may take advantage of military withdrawal from the University under the conditions listed below.
60 Students who voluntarily enlist are subject to the regular withdrawal procedures specified in [Section 1](#)
61 above.
62

63 **A. Credit and Refunds for Courses Begun**

64
65 A student who withdraws may receive credit for courses and refund of fees, under the following
66 schedule:
67

- 68 1) Withdrawal through the seventh week of the academic quarter: No credit. Full refund.
- 69
- 70 2) Withdrawal after the seventh week of the academic quarter: University withdrawal with full
71 refund of fees, or credit with grades reported by instructors as either credit (CR), no credit (NC),
72 or numeric grades (1.7-4.0). Students may elect to have passing numeric grades recorded as
73 reported or to have them recorded as a CR. NC grades will be recorded as withdrawals.
74

75 **B. Last Quarter Before Obtaining a Degree**

76
77 If a student is in ~~his or her~~ their last quarter before obtaining a degree from the University, ~~he or she~~
78 they will be granted the degree PROVIDED: that at the beginning of the quarter ~~his or her~~ their
79 cumulative grade-point average is high enough for graduation; that ~~his or her~~ their degree has been
80 approved by ~~his or her~~ their department chair and dean; and that ~~his or her~~ their grades for the
81 completed portion of the quarter are 1.7 or greater in each course necessary for graduation. The
82 third proviso may be waived if the withdrawal occurs so soon after the beginning of the quarter that
83 determination of a grade is impossible.
84

85 **C. Report Date**

86
87 The student will be expected to attend classes and withdraw no more than 15 calendar days before
88 ~~his or her~~ their date to report for duty.
89

90 **D. Duty Requirement**

91

92 The privilege of military withdrawal will be granted only to students whose induction or enlistment is
93 for extended active duty, not for short-term National guard or Reserve duty, or annual active-duty
94 requirement.
95

96 **E. UW Continuum College Courses**

97
98 The provisions of military withdrawal apply to students enrolled in UW Continuum College classes
99 as well as those in day school.
100

101 **F. Authority of Dean or Chair in a Professional College or School**

102
103 Should the foregoing provisions conflict with standards imposed upon a professional college or
104 school by accrediting or licensing agencies, the dean or chair of the college or school shall approve
105 the conditions of military withdrawal.
106

107 *AI, March 1966; AI, January 1991; RC, December 3, 2013; RC, October 27, 2017.*
108

109 **3. Dropping a Course**

110 **A. Officially Dropping a Course**

111
112
113 A drop from a course is voluntary severance by the student of their connection with the course. To
114 be official it must be made under the following conditions:
115

116 **1) Before the 14th Calendar Day**

117
118 Courses may be dropped for any reason through the 14th calendar day after the start of the
119 quarter. In some cases, departmental approval will be required. There will be no transcript entry
120 for courses dropped by the 14th calendar day of the quarter.
121

122 **2) Current Quarter Drop**

123
124 Students may drop courses ~~weeks three through seven~~ during the current quarter after the
125 Unrestricted Drop Period has ended through the Current Quarter Drop process. An annotation
126 of RD (Registrar Drop) will appear on the student academic record.
127

128 **3) Former Quarter Drop**

129
130 Students may petition to drop courses for a former quarter using the Former Quarter Drop
131 process. The Registrar will grant such a petition if in the Registrar's judgment the student was
132 unable to complete the course in question. Approved drops will be entered on the transcript
133 with an annotation of RD (Registrar Drop).
134

135 **4) Withdrawal Through Last Day of Class**

136
137 A student may drop all courses through the last day of classes by withdrawing from the
138 University for that quarter.
139

140 **B. Unofficially Dropped Courses**

141
142 Drops from a course not officially transacted with the Registrar's Office are not official and result in
143 a grade of 0.0 (E) for the course.
144

145 **C. Summer Quarter**

146
147 Proportional drop schedules will be publicized in the Time Schedule for Summer Quarter a and b
148 terms.
149

150 **D. Off-Calendar Courses**

151

152 For DL courses and other courses that do not follow the quarter schedule, the drop deadline is two
153 weeks prior to the end of the maximum term for completion of the course, as specified at the time of
154 registration. All other provisions of Subsections [3.A—3.C](#) apply.

155

156 *S-B 124, May 1975; S-B 150, April 9, 1990; S-B 164, April 1997; S-B 167, November 26, 2001; S-B 173,*
157 *April 6, 2007: all with Presidential approval; RC, December 3, 2013; S-B 180, February 27, 2014; S-B*
158 *194, May 29, 2020: both with Presidential approval.*

Approved by:
Senate Executive Committee
November 16, 2020

Class B Legislation
Student Governance and Policies
Scholastic Regulations
Chapter 115, Section 1 (Course-Numbering System)

Background and Rationale

The Faculty Council on Academic Standards recommends amending Scholastic Regulations Chapter 115, Section 1 (Course-Numbering System) based on the following findings:

The University is a tri-campus system with three distinct curricula, but a single transcript. It is necessary to be able to define which courses are equivalent in content to others to provide students with definitive course mobility within the Tri-Campus system. This legislation codifies current informal practices into scholastic regulations. Encoding the requirement to re-evaluate course equivalency will keep data synchronized for ease of access and understanding.

1. Course-Numbering System

University courses shall be numbered as follows:

M. Equivalent Courses

Equivalent courses are courses with the same core content that are offered independently by two or more offering units. Equivalent courses are considered duplicates for prerequisites, program requirements, when determining grade point averages, and repeated courses. Changes to an equivalent course will require re-evaluation of that course's equivalence with other courses.

S-B 43, October 1949 with Presidential approval; HB, 1950; S-B 92, May 1964 with Presidential approval; S-C 180, October 1968; AI, November 1968; S-B 167, November 26, 2001 with Presidential approval; AI, February 9, 2006; S-B 173, April 6, 2007 with Presidential approval; AI, February 9, 2015; RC, October 27, 2017.

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Class C resolution regarding equity for caregivers at the University of Washington

Rationale

Equity is a central value at the University of Washington. This is exemplified by the Race and Equity Initiative that made a collective commitment to “combat the racism and inequities, both individual and institutional, that persist here and throughout our society” (Race and Equity at the UW, 2020). Even before the COVID-19 crisis, caregivers faced multiple workplace challenges, but the pandemic has exacerbated these hardships and created systemic imbalances that threaten UW’s commitment to equity. Through no fault of their own, many caregivers face an untenable choice: to honor their child/elder care responsibilities or their job responsibilities. In many households, women shoulder the majority of caregiving tasks and responsibilities. As a result, women and their careers may experience greater hardship from this consequential shift as our society moves to protect the health and well-being of our communities. Additionally troubling, people of color experience more devastating COVID-19 outcomes and these inequities will be even more stark. By not addressing these issues, we are creating a hostile environment toward caregivers - one where caregiver discrimination is baked into our policies and deepens existing inequities. Without support and systematic adjustments to productivity expectations, we are creating conditions for discrimination based on caregiving obligations, family health status (e.g., immune-compromised families who cannot safely bring in additional care), and wealth (since only those who have the means to pay for care can do so now).

Our institution actively recruited the best and the brightest. Without strong and immediate action, our institution could see the reversal of hard-fought gains in representation. All faculty at UW, no matter their gender, race, or caregiving status, deserve equitable access to support and accommodation to ensure people can stay in their careers, especially during this crisis. Equity requires us to re-examine how we define contribution and productivity, and how we distribute labor, seen and unseen. With meaningful commitment, UW may yet retain its best and brightest.

This Class C legislation proposes the following to help support those instructors (part-time, full-time, graduate students) and faculty influenced by the COVID pandemic:

1. **Adjusting performance expectations** for caregiver faculty in the short term until this crisis is over, and accounting for these differences in expectations in performance evaluations now and moving forward. Specifically, announce a Caregiver Adjustment Policy that advises all units to provide meaningful redistribution of teaching expectations and reduce research and service expectations. Caregivers should have the option of working with a committee of their peers designated by their unit (e.g., personnel committee or diversity committee) or one-on-one with their unit lead to establish their individual expectations. Personnel committees should be charged with creating unit specific models of these Caregiver Adjustments. Units should publicize this adjustment and adopt a simple process for colleagues to invoke the Caregiver Adjustment when materials are submitted for review and throughout the academic year so long as this crisis and its impacts persist. If a caregiver’s teaching responsibilities cannot be reduced (for example, the caregiver is the only person available to teach a class), then the unit leader should make large performance expectation adjustments to research and service areas to account for the caregiver’s teaching load. This adjustment cannot be used against caregivers now or during any future reviews, merit or promotion decisions. Further, teaching evaluations during this crisis should not be used for merit or performance evaluations – unless the individual faculty member makes the personal choice to include teaching evaluations in their performance reviews after viewing them. Also note that the effect of changing performance expectations should be assessed over time to ensure that inequity is not exacerbated by this recommendation (see Antecol, Bedard, & Stearns, 2018). Specifically, research indicates that the benefit of adding a year to the tenure clock for parents disproportionately benefits male faculty members and further exacerbates gender disparities. Unit leaders should ensure that equity is enhanced (and that inequity is not exacerbated) by this recommendation.

2. **Offer teaching relief and support to improve efficiencies in teaching.** Deans, Associate Deans, and Department Heads should reach out to professors and lecturers to assess their teaching and wellness needs at this time. Unit leaders should provide the following options to instructors during this crisis.
- a) **Teaching Relief.** Some individuals do not have the possibility to teach during this crisis due to caregiving, illness, or other dire circumstances. These individuals should be provided teaching relief (not be expected to teach) without experiencing negative consequences in their contract, status, or pay.
 - b) **Flexibility in Teaching.** Unit leaders should encourage creative ways to accomplish teaching during this crisis. When multiple sections of the same course are offered, merge sections when possible if merging will reduce the workload and when instructors agree to do so. Another option is to offer flexibility in timing of the course if students are not engaged in synchronous activities. We also recommend that the time schedule states if the class contains synchronous activities or is only asynchronous, so that students and instructors have consistent expectations.
 - c) **Provide additional support to those teaching.**
 - i. **Pool of “stand-by” educators and technical support.** Individual educators are facing momentary crises (e.g., day care shutting down due to sickness) that impact their ability to teach on a given day or for multiple class sessions. To address this, each unit should a) create a climate of understanding and (at minimum) do not penalize or sanction faculty canceling synchronous class meetings, b) when possible create a system of stand-by backup educators and/or provide technology support to help faculty provide video content to students. Provide funding for these resources if needed. Backup videos or instructors are especially important for core classes. Recognizing that many primary educators are facing the same stressors and challenges, Chairs, Associate Deans, and others with reduced course loads could be an option or a willing peer stand-by educators if they have the expertise to teach the course. Units may also develop peer support models with a careful eye toward who steps into that work (monitoring ongoing inequities based on gender and race). Note that the individual instructor will make the determining choice for the specific backup video or instructor.
 - ii. **Backup Care –** Expand and provide information for affordable backup care options for child and elder care. Most of our child (e.g., Bright Horizons Backup Care) and elder care resources are taxed at this time. We recommend resources like [UW child care connections](#) including a backup care option.
 - iii. **Additional Assistance -** Offer additional assistance to faculty such as teaching assistants and graders. Unit leaders could consider working with the Graduate School and other entities on campus to provide and fund this additional assistance.
 - iv. **Invest in resources and 5-minute video training on efficient grading.** Existing technology (such as Gradescope) allows grading to be accomplished in an efficient manner. UW should invest in these technologies and train faculty how to use them. Further, short video training sessions should be shared with faculty on how to engage in low-stakes writing and grading practices. Prioritize the creation of 5-minute tips videos (or share existing videos) and asynchronous resources that are rapidly digestible and accessible to faculty who have limited time to attend involved trainings.

3. **Remove Non-emergent Service Obligations.** During this time, all non-essential service activities should be suspended or canceled. Pause or defer all responsibilities of administrative roles when possible. Note that all service related to equity and inclusion, as COVID-19 directly impacts equity, is deemed essential at this time. Empower faculty to address which responsibilities can be delayed and determine new due dates. When decision-making cannot be delayed allow the instructor to appoint a substitute. Also, delay or cancel nonessential events and do not require participation for events that are not canceled. Allow faculty to determine their own level of participation in events without experiencing negative consequences.
4. **Reallocate a High Level Administrator's time to Faculty Wellness and Career Development.** The consequences of this crisis on wellness, equity, and career development could endure a decade or more. Reallocating an existing administrator's time to wellness and career development will allow the UW to have a high-level administrator to proactively monitor and address these challenges. Providing funding to support local monitoring and implementation will ensure each campus has clear leadership on this issue. All existing bodies charged with addressing equity and wellness across campuses should be engaged in this work, as well, and the administrator could focus efforts and provide updates to these groups (e.g., Diversity Councils, Offices of Equity and Inclusion, Well-being for Life and Learning Initiative).
 - a) **Wellness.** UW requires a high-level administrator to proactively consider the wellness of all individuals on campus. This administrator should be responsible for convening related bodies (Resilience Lab, Well-being for Life and Learning, Counseling Centers) to share best practices and communicate and focus efforts, and appointing faculty advocates within units to work with caregivers. Faculty have experienced their own trauma during this crisis, as well as vicariously experienced the trauma of others. Many instructors are carrying this additional burden without reprieve. Burnout and turnover are possible consequences of this additional trauma, fatigue, and stress stemming from this crisis.
 - b) **Career equity.** Many faculty face significant challenges during this crisis (e.g., those who are caregivers, those who conduct research or engage in work in diversity spaces, and those who have become ill or have cared for family members who are ill). Other faculty are not experiencing these same challenges and have remained productive. UW requires a high-level administrator to proactively address and help eliminate the inequities that will inevitably arise from these different experiences. As part of annual reporting, each unit is expected to provide evidence that they are identifying and making adjustments to support caregivers impacted by this crisis. In addition to administrators providing their record, UW should have an open call for individual faculty to submit letters speaking to the support they are receiving and adjustments made. These will be reviewed and aggregate anonymized summaries by campus will be made publicly available.
5. **Publicize Data to the UW Community showing statistics for salient outcomes** (e.g., pay, promotion, performance evaluations, teaching evaluations, service obligations) by caregiver status during the COVID crisis, and for other demographic groups who are disproportionately impacted during this crisis (e.g., race/ethnicity, gender, and disability status). This will provide important information regarding if our equity goals are being translated into meaningful outcomes for affected faculty.

Class C resolution regarding equity for caregivers at the University of Washington

1 WHEREAS, research demonstrates that individuals have implicit biases or unconscious preferences
2 based on demographic group membership (e.g., Greenwald, Poehlman, Uhlmann, & Banaji, 2009); and,
3 these implicit biases lead to systematic outcome differences (e.g., Rudman & Ashmore (2007). As they
4 are unconscious, these implicit biases are not likely to be apparent to the decision-maker and are not
5 likely to be explicitly articulated to others. This creates a situation in which a decision-maker could
6 inadvertently allocate compensation and other outcomes to employees based on protected demographic
7 membership. Such outcome differences could create and exacerbate inequity for faculty. For example,
8 Princeton University agreed to pay almost \$1.2 million to settle an investigation from the U.S. Department
9 of Labor that suggested that female full professors were paid less than their male equivalents (de León,
10 2020). The COVID-19 pandemic creates a situation in which these implicit biases could operate to further
11 create systematic outcome differences based on demographic group membership; and

12 WHEREAS, the UW Campus Climate Assessment conducted in the Autumn of 2019 **prior to the onset**
13 **of COVID pandemic** demonstrated men versus women faculty viewed the tenure/promotion process
14 more positively and that childcare was a significant issue on campus. Specifically, the results indicated
15 that men versus women faculty were more likely to agree that the standards for tenure were clear and
16 that the standards for promotion/tenure were applied equally to faculty in their schools/divisions (Rankin &
17 Associates Consulting, page 288-289). Further, the report showed that men versus women were more
18 likely to agree that faculty who qualify for delaying their tenure clock felt empowered to do so. Only 25%
19 of faculty respondents agreed that UW Seattle “provided adequate resources to help them manage work-
20 life balance (e.g., child care, wellness services, elder care)” (Rankin & Associates Consulting, page 307);
21 and, lack of support for child care was a theme that emerged from participants’ qualitative responses
22 (page 316). These results suggest that prior to the COVID pandemic gender differences in the promotion
23 process were perceived and that childcare support was a significant issue; and

24 WHEREAS, research suggests that including objective factors such as analyzing salient outcomes by
25 demographic group membership can help to correct for decision errors due to implicit bias (Banaji,
26 Bazerman, & Chugh, 2003). In addition, pay disparity based on demographic group membership
27 decreases when organizations are required to disclose outcome disparities (Bennedsen, Simintzi,
28 Tsoutsoura, & Wolfenzon, 2019); and

29 WHEREAS, victims of discrimination (or the experience of receiving lower outcomes based on group
30 membership) not only receive lower outcomes, but discrimination also negatively affects self-esteem, life
31 satisfaction, positive affect, anxiety, and depression (Schmitt & Branscombe, 2002; Schmitt, Branscombe,
32 Kobrynowicz, & Owen, 2002; Schmitt et al., 2014). In addition, discrimination negatively affects
33 employees’ sense of belonging (Brands & Fernandez-Mateo, 2017; Carvallo & Pelham, 2006; Good,
34 Rattan, & Dweck, 2012). Thus, the experience of discrimination affects the individual employee’s well-
35 being, his/her/their connection to the organization, and compensation; and

36 WHEREAS, the Equal Pay Act of 1963 affirms that pay discrimination based on sex is illegal. Title VII of
37 the Civil Rights Act of 1964 affirms that discrimination in terms of race, color, religion, sex, or national
38 origin is illegal. Titles I and V of the Americans with Disabilities Act of 1990 affirms that discrimination
39 based on disability status is illegal; therefore

40 BE IT RESOLVED, that the UW Faculty Senate strongly urges:

- 41 1. Unit leaders to provide meaningful redistribution of teaching and reduction of service and
42 research expectations for caregivers during the COVID crisis, and for other demographic groups
43 who are disproportionately impacted during this crisis (e.g., race/ethnicity, gender, and disability
44 status) - noting that the specific adjustment would be determined as a discussion between the
45 unit leader and instructor in accordance with Section 24-32 of the Faculty Code, while striving to
46 maintain a high quality student experience. In addition, the UW Faculty Senate strongly urges unit
47 leaders to provide specific additional information regarding how they will support faculty who are
48 caregivers during COVID 19 crisis.
- 49 2. The University to offer teaching relief, teaching flexibility and teaching resources for caregivers.

- 50 3. Unit leadership to remove non-emergent service obligations for caregivers. This includes
51 deferring all non-essential service activities, delaying or canceling non-essential events and not
52 requiring participation for events that are held during this crisis, and empowering individual faculty
53 to make these choices.
- 54 4. Reallocating an existing senior administrator's time to wellness and career development.
- 55 5. The University to publicize data to the UW community showing salient outcomes (promotion, pay,
56 performance evaluations, teaching evaluations) by COVID caregiver status, gender, race,
57 ethnicity, disability status, and other demographic groups disproportionately influenced by the
58 COVID crisis.

Approved by:
Senate Executive Committee
November 16, 2020

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