

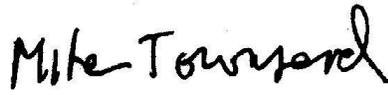
Agenda  
Faculty Senate Meeting  
Thursday, October 17, 2019, 2:30 p.m.  
Johnson Hall 102

1. Call to Order and Approval of Agenda.
2. Faculty Senate Chair's Remarks – Associate Professor Joseph Janes. **[Exhibit A]**
3. Reports and Opportunity for Questions.
  - a. Report of the Secretary of the Faculty. **[Exhibit B]**
  - b. Report of the Chair of the Senate on Planning and Budgeting. **[Exhibit C]**
  - c. Report of the Faculty Legislative Representative. **[Exhibit D]**
4. President's Remarks – Ana Mari Cauce.
5. Requests for Information.

Summary of Executive Committee Actions and Upcoming Issues of September 30, 2019.

  - a. Announce electronic approval of the [May 6, 2019, Senate Executive Committee minutes](#) and the [May 16, 2019, Senate minutes](#).
  - b. Summer approved nominees for Faculty Councils and Committees. **[Exhibit E]**
  - c. Housekeeping and the Faculty Code.
6. Memorial Resolution.
7. Consent Agenda.
  - a. Approve Nominees for Faculty Councils and Committees. **[Exhibit F]**
8. Announcements.
9. Discussion Items.
  - a. Update on the task force on the disciplinary code and process.  
Zoe Barsness, Associate Professor and co-chair of the task force on disciplinary code and process.
  - b. Update on the Campus Climate Survey. **[Exhibit G]**  
Jason Johnson, Senior Associate Dean and Associate Vice Provost, Undergraduate Academic Affairs.  
Jeanette James, Director of Strategy, Office of Minority Affairs and Diversity.
10. Good of the Order.
11. Adjournment.

Prepared by:



\_\_\_\_\_  
Mike Townsend  
Secretary of the Faculty

Approved  
by:



\_\_\_\_\_  
Joseph Janes, Chair  
Faculty Senate

**NOTE:** *If a continuation meeting is necessary to conduct unfinished or special business, it will be held on Thursday, October 24 at 2:30 p.m. in Johnson Hall 102*

Report of the Faculty Senate Chair  
Joseph Janes, Associate Professor, Information School

It is my great honor to serve as the Chair of the Faculty Senate for the 2019-2020 year. On behalf of all of Senate leadership, we are looking forward to making considerable progress on a number of pivotal issues and areas of concern this academic year:

- **Advancing the work of the Faculty 2050 report:** This will include actions by the Faculty Senate, several of our faculty councils, the elected faculty councils in the schools, colleges and campuses, and work with our colleagues in the administration to further the goals of preparing the university for the faculty of the future. In particular, we will emphasize diversity, equity, and inclusion in hiring and promotion practices, the acknowledgement and encouragement of community-engaged scholarship and emerging models of review and dissemination of scholarship, and communicating the roles of the UW as a public good.
- **The academic enterprise and its implications:** A number of complex and interrelated issues surround how we educate, and the ways in which decisions around curriculum impact, and are impacted by, budgetary and other considerations. This year, the Activity Based Budgeting system will be under review, proposals around enrollment management strategies will likely arise, as will ideas to help our undergraduate students find their academic home at our huge and diverse and sometimes bewildering university. We also will be strengthening the foundations for our processes of discussion and decision-making around courses and programs, including Senate legislation on a number of academic policies through the course of the year.
- **Dispute resolution:** Our current systems for resolving disputes involving faculty are long past due for revision, and a multi-year effort to design a modern, sustainable system incorporating mechanisms for early intervention, at multiple levels, with opportunities for grace, will yield revisions to the Faculty Code for consideration this year.
- **The evaluation of teaching:** A task force made up of members of several of our faculty councils has begun work on re-envisioning the methods by which our teaching is assessed, by our peers, our students, and ourselves, and we look forward to their report and recommendations later this year.
- **Instructional faculty:** Building on the work over the last several years by the administration and the Senate, legislation should be forthcoming to reconsider titles for instructional faculty.

There is much more: participation in the UW Libraries' negotiations with Elsevier, the ongoing financial transformation project, a major campus climate survey, our usual oversight on budgeting and planning and a wide variety of other matters, and, of course, the expectedly unexpected asteroid that will inevitably occur at some point.

All this work is made possible as a result of our strong and vibrant system of shared governance. This is rooted in our productive relationships with the university administration, and based on the hard work of a large number of faculty who dedicate precious time to serving on a wide variety of councils, committees and groups at all levels from departmental to university-wide, and we are always looking for new people to help out and add their voices to the mix. Because that is what we do – provide the faculty voice and advocate for the welfare of the faculty and in turn the university overall.

By my count, I am the 72<sup>nd</sup> chair of the Faculty Senate, a legacy that reaches back almost half the life of the university. I am the first chair from the Information School, where I have proudly served for over 20 years; the UW has been very good to me and to the iSchool, and I am delighted to partially repay that debt by my service to the Senate this year. And, so far as I know, I am the second openly gay chair. I remark on that because it is almost wholly unremarkable, which speaks to the progress that has been made on a number of fronts – and a reminder that there is always progress to be made.

In a time of division, mistrust, anxiety, and fear, the joint prospects of *access* and *excellence*, as articulated by our university's leadership, hold out the promise for positive change, driven by creative and diverse inquiry and exploration, and channeled through innovative and caring education. With compassion, kindness, and resolve, I hope our collective efforts help our university fully realize that vision.

## Report of the Secretary of the Faculty

Mike Townsend, Associate Professor, School of Law

1. All faculty members of Faculty Councils have been appointed. Welcome to all returning and new members! Council membership, along with meeting minutes and schedules can be found on our website at <https://www.washington.edu/faculty/councils/>.
2. Theo Myhre, Senior Lecturer of Law, and Lea Vaughn, Professor Emeritus of Law, have been appointed Chair, respectively Vice-Chair, of the Faculty Adjudication Panel.
3. Work continues on crafting a new dispute-resolution process. Discussions have included a wide-range of stakeholders, the basic framework is in place, and initial Code drafting is expected to begin this quarter.
4. The Senate Leadership will be meeting regularly throughout the year with Faculty Council Chairs and Chairs of the Elected Faculty Councils of Schools, Colleges, and Campuses (i.e. "college councils") for coordination and information sharing. Specific invitations to these meetings will be forthcoming.
5. In 2018, the Faculty Senate passed a [Class C Resolution](#) concerning faculty effort certification. The resolution asked the School of Public Health and the School of Medicine to report back to the Faculty Senate and the Provost by May 17, 2019. Please see the attachment at the end of the agenda for the report from the School of Public Health, which was received by my office in April 2019.

Report of the Chair of the Senate Committee on Planning and Budgeting  
George Sandison, Professor, School of Medicine

*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.*

At the time of writing, the SCPB has met twice so far this academic year. The committee has reviewed the UW approved FY20 budget document, state supplemental budget submission and the most recent FY20 Activity Based Budgeting (ABB) allocation. An update on the fiscal status of the University Press was received and the committee advised on a School of Medicine RCEP request. Provost Richards described his top three priorities for the year; the Financial Transformation effort to implement a modern financial system, establishing integrated population health initiatives across UW, and aligning capital planning with our academic mission.

There will be less focus this year on legislative budget priorities since the budget has already been set for the biennium and only relatively small corrections for this supplemental budget year are possible. SCPB will continue to monitor the fiscal health of the various academic, research and business units especially those units in debt or in a weak fiscal condition. Future meetings will engage upon student enrollment plans, research funding, facilities and maintenance, capital planning, student life investments, tuition and fees, ABB phase III, student financial and tuition aid and faculty/staff benefits.

For the benefit of new senators, below is an overview of the role of SCPB in shared governance and the values it employs in its advisory capacity.

## SCPB OVERVIEW

SCPB provides strategic advice and counsel to the Provost regarding areas of faculty interest and oversight. SCPB focuses on high-level views of strategic and fiscal issues, levers and impact.

COMPOSITION		
Member	Title	Voting Right
George Sandison	Committee chair	Y
Joseph Janes	Faculty Senate chair	Y
Robin Angotti	Faculty Senate Vice Chair	Y
JoAnn Taricani	Fac leg rep	Y
Dan Ratner	Dep Fac. Leg reg	Y
Mike Townsend	Secretary	Y
Craig Allen	Faculty	Y
Daniel Grossman	Faculty	Y
Mary Hebert	Faculty	Y
Cheryl Greengrove	Faculty	Y
Wendy Barrington	Faculty	Y
Marjorie Olmstead	Faculty	Y
Mark Richards	Provost, EVP	Y
Sarah Norris Hall	AVP, OPB	Y
Mia Tuan	Dean, BODC rep	Y
ASUW Rep	Kelty Pierce	N
GPSS Rep	Giuliana Conti	N
Joint Student Rep	Vacant	Y

In some SCPB meetings the Provost and AVP for OPB, cover emergent issues and budget allocations. Otherwise, meetings are planned by the SCPB chair and the Associate Vice-Provost, Planning & Budgeting.

The Chair of SCPB meets monthly with the Provost to facilitate SCPB agenda planning and assure issues of faculty and administrative concern are addressed by the committee.

BODC, SCPB and PACS chairs will meet with the Provost regularly and line up critical issues for each group to discuss in concert.

## VALUES

### Executive Summary (see Attachment 1):

Any decision for the allocation of fiscal resources should:

- ✓ Support UW's Academic Vision and Mission
- ✓ Respond to Critical Needs
- ✓ Support Faculty, Staff, and Student health and wellbeing
- ✓ Preserve our commitment to diversity, inclusion, and academic freedom
- ✓ Steward public mission of the UW
- ✓ Strengthen Fiscal Health
- ✓ Strengthen Long term Resilience

## RESPONSIBILITIES

---

### 1. University Priorities, Compensation & Unit Adjustment

Executive Order 64 requires that the Provost consult with SCPB and BODC to formulate an approach for salary distribution plans, including merit allocation procedures and other compensation adjustments, including unit adjustment within the context of the university budget. Any merit pool allocation set at less than 2 percent must be justified to BODC and SCPB.

The Provost requires that Deans and Chancellors partner with their respective Elected Faculty Councils to develop compensation plans, unit adjustment requests, and to review unit budgets as a whole. The Dean/Chancellor invites the EFC Chair to accompany him/her to present to the SCPB as invited by the Provost.

Unit adjustment is a mechanism used either outside or during the merit process to address foreseeable or emerging differentials in the academic labor markets and to reflect assessments of the quality, standing and contributions of units to the academic mission and quality of our university ([Executive Order 64](#)). SCPB must be consulted on unit adjustment proposals before the Provost approves or denies requests for unit adjustment.

### 2. Deficit Monitoring

During the 2018-19 academic year, SCPB heard updates to all university deficits, and by the end of the year, received briefings on forecast deficits, by unit, and year. In some cases, subject matter experts outside OPB were invited to bring updates to SCPB.

While SCPB reviews reports, it is focused on developing advice and strategic guidance for resolving deficits consistent with faculty priorities.

### 3. Tuition/Fee Approvals

The Regents maintain authority to approve tuition rates. As part of the Annual Review process, Deans consult with students and faculty, and then submit to OPB requests for new or changing tuition rates.

OPB posts preliminary tuition proposals online and finalizes the new rates after Regents' approval in June/July. The review process includes SCPB consultation for increases in excess of 5 percent.

### 4. Re-organization, Consolidation, Elimination of Academic Programs (RCEP)

In order to achieve a budget reduction, reallocate resources, implement educational policies, or realign academic priorities, a dean or chancellor may consult with his or her elected faculty council and propose the elimination or reorganization of one or more programs.

Having consulted with the unit's elected faculty council, the dean or chancellor would advance a proposal to the provost, who consults with SCPB on the proposed changes. In addition, SCPB would resolve disagreements around what constitutes a "program" and assess whether the proposal meets the

criteria for a limited or full RCEP procedure ([Faculty Code 26-41](#)). In the event a petition is filed, SCPB works with the Provost to resolve the petition; its decision is binding.

## 5. Annual Review and Budget Development

In light of the aforementioned responsibilities, which include major drivers of revenue, expense, and reserve use, SCPB reviews unit-level financial forecasts and budget plans annually. SCPB provides strategic advice to the Provost regarding budget requests, and considers both short- and long-term financial issues to best position the university to allocate its resources in mission-driven and strategic ways.

## Attachment 1: SCPB Values for Decision-Making

### SCPB Values to Frame Decision Making: Values

Any decision for the allocation of fiscal resources should:

- ✓ Support UW's Academic Vision and Mission
- ✓ Respond to Critical Needs
- ✓ Support Faculty, Staff, and Student health and wellbeing
- ✓ Preserve our commitment to diversity, inclusion, and academic freedom
- ✓ Steward public mission of the UW
- ✓ Strengthen Fiscal Health
- ✓ Strengthen Long term Resilience

### Does the decision ..... yes because it ....

Support UW's Academic Vision and Mission

- ✓ Supports research, scholarship, and inquiry
- ✓ Supports teaching, pedagogy, and student learning
- ✓ Supports service, community engagement, and outreach

### Respond to Critical Needs

- ✓ Ensures health and safety
- ✓ Sustains current activities deemed essential
- ✓ Offers a one-time opportunity that fits mission/ vision/ objective

### Support Faculty, Staff, and Student health and wellbeing

- ✓ Supports inclusive, safe, and welcoming culture that values equity and diversity
- ✓ Supports access to appropriate resources for faculty, staff, and/or students (affordable housing, childcare, benefits, etc.)
- ✓ Supports access for students from diverse backgrounds and experiences within the state and beyond

### Preserve our commitment to diversity, inclusion, and academic freedom

- ✓ Supports increased diversity in recruitment, hiring, and mentoring of faculty and staff
- ✓ Supports increased diversity in recruitment, admissions, and mentoring of students and learners
- ✓ Supports academic freedom for our faculty, staff, and students

### Steward the public mission of the UW

- ✓ Supports engagement with communities in research, teaching, and/ or service
- ✓ Supports public service by faculty, staff, and students
- ✓ Supports programs that serve our communities as a reflection of our UW vision and mission

### Strengthen Fiscal Health

- ✓ Supports short-term budget balance of unit budgets?
- ✓ Supports long term fiscal health of academic, student, and administrative units and activities
- ✓ Allocates funds per academic mission and objectives

### Strengthen Long term Resilience

- ✓ Addresses long term challenges/ opportunities

- Repairs ongoing area of weakness/ area of neglect/ disparate allocations in times previous / avoids continuation of previous biases?
- Allows directed growth / expansion in opportune manner

Report of the Faculty Legislative Representative  
JoAnn Taricani, Associate Professor, Music History

This is largely a follow-up report on the conclusion of the 2019 legislative session.

The Education Workforce Investment fund (HB 2158) is starting to be funded from the sources created by the legislation: primarily, new business and occupation (B&O) taxes that will support student financial aid, the main program now renamed as the Washington College Grant (WCG). The expectation and hope is that the WCG will be fully funded by the 2020-21 academic year.

In the November general election, Referendum 88 will be on the ballot. This asks the voting population to approve or deny Initiative 1000, which was passed by the Legislature in April (as an initiative to the Legislature). I-1000 was designed to allow affirmative action policies by the state of Washington in the areas of public education, public employment, and public contracting as long as such policies do not constitute preferential treatment (as defined) and do not use quotas. The referendum refers the initiative to the populace; a "yes" vote on the referendum would approve I-1000, while a "no" vote would block it.

There have been some questions about the new legislation requiring a statement on religious accommodation to be included on every syllabus. This legislation originated with UW-Bothell students, and underwent significant revision at the request of faculty members from the four-year universities during the session. The original legislation called for a fuller statement of necessary accommodation in courses, and the statewide faculty organization wrote amendments that resulted in the inclusion of a link rather than a longer statement. It was understood by legislators that not all courses have syllabi; of course we as faculty will abide by the university's policies, whether or not they are stated in a syllabus, Canvas, or other platform.

While I do not work with the Alaska Legislature, its work over the summer had an impact on the WWAMI medical program, in which the UW has extensive programs throughout the five states included in WWAMI. At several points, the Alaska Legislature, in sets of significant budget cuts, would have ended funding for the WWAMI medical programs in Alaska, but after a series of decisions and budget rewriting, the funding eventually was restored and signed into effect by the Alaskan Governor. It was an odd political summer, with the Legislature refusing to meet in the same cities for essential votes; but it did manage finally to pass a budget.

**Summer approved nominees for Faculty Councils and Deputy Faculty Legislative Representative.**

*Faculty Code Section 22-60.B.12: The Executive Committee of the Senate: (12.) Shall act for the Senate during the period from the last Senate meeting in the Spring Quarter until the first meeting in the Autumn Quarter, and shall report such actions at the first Senate meeting in the Autumn Quarter.*

**Faculty Council on Academic Standards**

Ann Huppert, College of Built Environments, as co-chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Dan Ratner, College of Engineering, as co-chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Ann Huppert, College of Built Environments, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Jennifer Turns, College of Engineering, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Jennifer Payne, Professional Staff Organization, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Dan Feetham, Undergraduate Academic Affairs Advising, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Meera Roy, College of Arts and Sciences Departmental Advising, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Conor Casey, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

**Faculty Council on Benefits and Retirement**

Gowri Shankar, UW Bothell, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Jason Wright, School of Medicine, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Laura Lillard, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Phyllis Harvey Buschel, Professional Staff Organization, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Charles Hirschman, UW Retirement Association, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

**Faculty Council on Faculty Affairs**

Jeremy Davis, UW Tacoma, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Cass Hartnett, Association of Librarians of the University of Washington, as an ex-officio member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Aileen Trilles, Professional Staff Organization, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Miceal Vaughan, UW Retirement Association, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

### **Faculty Council on Research**

Ben Marwick, College of Arts and Sciences, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Jenny Muilenburg, Association of Librarians of the University of Washington, as an ex-officio member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Larry Pierce, Professional Staff Organization, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Stewart Tolnay, UW Retirement Association, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

### **Faculty Council on University Facilities and Services**

Ashley Emery, College of Engineering, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Bill Erdly, UW Bothell, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Andy Hoofnagle, School of Medicine, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Alena Wolotria, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

John Carroll, Professional Staff Organization, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Bruce Balick, UW Retirement Association, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

### **Faculty Council on University Libraries**

Jackie Belanger, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Douglas MacLachlan, Foster School of Business, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Deci Evans, Professional Staff Organization, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Kate O'Neill, UW Retirement Association, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

#### **Faculty Council on Multicultural Affairs**

Brenda Williams, School of Law, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Yoriko Kozuki, School of Nursing, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Pietro Paparella, UW Bothell, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Jessica Jerrit, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Leyla Salmassi, Professional Staff Organization, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

#### **Faculty Council on Women in Academia**

Margo Bergman, UW Tacoma, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Lynly Beard, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Kristelle Calma, Professional Staff Organization, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

#### **Faculty Council on Student Affairs**

Gail Joseph, College of Education, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Erin Conor, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Aileen Trilles, Professional Staff Organization, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

#### **Faculty Council on Teaching and Learning**

Thomas Halverson, College of Education, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Fred Bookstein, College of Arts and Sciences, as a member for a term beginning on September 16, 2019, and ending on September 15, 2020.

Jody Early, UW Bothell, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Kristin Gustafson, UW Bothell, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Deepa Bannerjee, Association of Librarians of the University of Washington, as an ex-officio member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Brady Rainey, Professional Staff Organization, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Judith Howard, UW Retirement Association, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

### **Faculty Council on Tri-Campus Policy**

Lauren Montgomery, UW Tacoma, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Lauren Montgomery, UW Tacoma, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Cinnamon Hillyard, UW Bothell, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Antony Smith, UW Bothell, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Lauren Pressley, Association of Librarians of the University of Washington, as an ex-officio member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Annette Anderson, Professional Staff Organization, as a member without vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

### **Senate Committee on Planning and Budgeting**

Craig Allen, School of Law, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

### **Adjudication Panel**

Theo Myhre, School of Law, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Theo Myhre, School of Law, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Lea Vaughn, School of Law, as vice chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Lea Vaughn, School of Law, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

### **Student Conduct Review Officers**

Kari Lerum, UW Bothell, for a term beginning on September 16, 2019 and ending on September 15, 2021.

Mary Hotchkiss, School of Law, for a term beginning on September 16, 2019 and ending on September 15, 2021.

Sara Lopez, College of Education, for a term beginning on September 16, 2019 and ending on September 15, 2021.

Angel Fettig, College of Education, for a term beginning on September 16, 2019 and ending on September 15, 2021.

Caley Cook, College of Arts and Sciences, for a term beginning on September 16, 2019 and ending on September 15, 2021.

Ann Culligan, College of Arts and Sciences, for a term beginning on September 16, 2019 and ending on September 15, 2021.

#### **Advisory Committee on Faculty Code and Regulations**

Miceal Vaughan, College of Arts and Sciences, as chair for a term beginning on September 16, 2019, and ending on September 15, 2020.

Miceal Vaughan, College of Arts and Sciences, as a member with vote for a term beginning on September 16, 2019, and ending on September 15, 2020.

Jacob Vigdor, Evans School of Public Policy and Governance, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Purnima Dhavan, College of Arts and Sciences, as a member for a term beginning on September 16, 2019, and ending on September 15, 2022.

Theo Myhre, School of Law, as an ex-officio member without vote for a term beginning on September 16, 2019, and ending on September 15, 2022.

**2019 – 2020 Appointments to University and Senate Committees**

**Faculty Council on Academic Standards**

Tom Lee, Foster School of Business, as a member with a term beginning immediately and ending on September 15, 2022.

**Faculty Council on Benefits and Retirement**

Peter Johnson, School of Public Health, as a member with a term beginning immediately and ending on September 15, 2022.

## Update on the Campus Climate survey

### Campus Climate Survey Brief for Faculty Senate October 17, 2019

#### Background

- The UW Campus Climate Survey is rooted in the 2017-21 Diversity Blueprint:
  - Goal #1, “Cultivate an Inclusive Campus Climate”: “The University must actively work to create and maintain learning, working, and living environments in which students, faculty, and staff from diverse backgrounds feel they can thrive. The climate should be inclusive, equitable, and welcoming on all UW campuses.”
- Executive sponsor: Rickey Hall, Vice President, Minority Affairs and Diversity, and University Diversity Officer

#### Timeline

- Summer/Autumn 2018: (1) Decision to work with an external consultant, and (2) RFP and selection of consultant, Rankin & Associates (R&A, ranking-consulting.com)
- Winter/Spring 2019: Tri-campus Climate Study Working Group (CSWG) engaged with R&A to guide the survey development, informed in part by 42 focus groups facilitated by R&A at all three campuses
- Summer 2019: Survey testing and finalization
- Autumn 2019: Survey administration (October 8 – November 8)
- Spring 2020: R&A shares reports with campus communities
- Summer-Autumn 2020 and beyond: Further analyses and reporting

#### Definitions and Analyses

- R&A’s definition of campus climate: “The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.”
- Typical spheres of analysis include but are not limited to the following:
  - Comfort with/perceptions of campus climate overall
  - Perceptions of level of respect
  - Perceptions of campus accessibility
  - Personal experiences with exclusionary, offensive, or hostile conduct
  - Observations of exclusionary, offensive, or hostile conduct
  - Personal experiences with or observations of unwanted sexual conduct

#### Populations and Reporting

- Four distinct populations or “campuses”:
  - Bothell: All students, staff, and faculty
  - Tacoma: All students, staff, and faculty
  - Seattle health sciences: All students enrolled in an academic program of and staff and faculty employed by a health sciences school (or H.S. Administration): Dentistry, Nursing, Medicine, Pharmacy, Public Health, or Social Work
  - Seattle non-health sciences: All students, staff, and faculty

#### What’s Next, and **What You Can Do**

- The survey has launched! An email announcement went out from President Cauce on October 3<sup>rd</sup> and invitation email from yourvoice@uw.edu went out on October 8<sup>th</sup>
  - **College/school/unit communication leads are in the know and are in sync with central University Marketing and Communications timeline on more local communications timelines and strategies – you can increase participation by lending your support to the project and to your college/school communicators’ efforts**
  - **Part-way through the administration period there will be at least a couple reports on participation rates to date – you can use this information in partnership with your college/school leadership and communicators and other leads to promote participation**

- May 2020: Rankin & Associates will come to the UW and present the principal findings from the survey in four “town hall”-format venues: UWT, UWB, UW health sciences, and UW non-health sciences
  - **Add the date/time to your calendar (TBA very soon)**
  - **Encourage your colleagues and students to join you**
  - **Review the following reports from other universities to get a sense of what the structure of the UW’s reports will entail:**
    - <http://campusclimate.ucop.edu>
    - <https://diversity.missouri.edu/our-work/campus-climate-survey/>
- Summer-Autumn 2020: The Office of Educational Assessment (OEA) will receive the data and generate reports at the college/school/unit level
  - **You can work with your college/school leadership to call on OEA research scientists to join you in interpreting your report**
  - **You can work with your college/school leadership to engage OEA in further analyses and reporting that will be most meaningful and useful for your respective communities**

#### Questions?

- Campus Climate Survey website (background): [www.washington.edu/uwclimatesurvey](http://www.washington.edu/uwclimatesurvey)
- Campus Climate Survey portal: [www.yourvoiceworuw.org](http://www.yourvoiceworuw.org)
- Climate Study Working Group co-chairs:
  - Jason Johnson, [jej@uw.edu](mailto:jej@uw.edu), 206-543-2248
  - Jeanette James, [nettie@uw.edu](mailto:nettie@uw.edu), 206-221-8179

## UW SCHOOL OF PUBLIC HEALTH GRANT WRITING EFFORT REPORT RESPONSE TO FACULTY SENATE CLASS C RESOLUTION

### EXECUTIVE SUMMARY

The UW Faculty Senate passed a Class C Resolution Concerning Faculty Effort Certification in May 2018. This resolution charged Deans and Elected Faculty Councils of the Schools of Medicine and Public Health to 1) assess the effort required by faculty to generate proposals; 2) assess whether there is adequate support to generate proposals; and 3) if the support is not adequate to recommend a path forward.

In response to this resolution, the UW School of Public Health (SPH) identified all Federal grants and contracts submitted through the Office of Sponsored Programs during fiscal year 2018 and conducted a school-wide survey of new and resubmitted Federal grants/contracts. In this survey, faculty self-reported the time spent as PI or collaborator to prepare and submit a specific grant(s) in 2018. We adopted this approach to minimize errors in recall. We focused on federal grants as they are most relevant to Faculty Effort Certification. While this approach provided a useful one-year snapshot, it did not capture smaller proposals, non-federal grants, or sub-contracts and other grant-writing efforts. As grant-writing activities tend to be cyclic, a longer review period with prospective data collection would capture more accurate estimates. However, given the timeframe within which a response to the resolution was required, this was not deemed feasible.

From November 26, 2018, through January 11, 2019, we surveyed all Principal Investigators (PIs), Multiple Principle Investigators (mPIs), co-investigators and key personnel in the SPH who were involved in preparing new and resubmitted Federal grants/contracts in FY2018. The response rate was 67.9%. Overall, during this one-year period, 79 of 175 (45.1%) faculty primary in the SPH contributed to writing a grant as key personnel based on OSP data. This ranged from 33.3% in Heath Services to 57.1% in Global Health. Based on the sum of hours reported by all key personnel writing different parts of a grant regardless of their primary appointment, development of a single Federal grant/contract is estimated to take a median of 140 person hours to prepare. Restricting to faculty members primary in the SPH who responded to the survey, a median of 111 total person hours was spent preparing grants/contracts over one year. This ranged widely by role on the grant and by faculty rank. By comparison, all five departments provide a minimum of 5% full-time equivalence (FTE) for grant writing and other service activities.

Thus, we did not observe a great discrepancy between compensation provided and grant writing efforts for most faculty. However, there is a small group of faculty who reported spending more time writing grants than is covered by the 5% FTE (an estimated 10-15 individuals out of 175 faculty across the school in 2018).



To further address this, the School is engaged in discussions about faculty compensation models and whether they adequately cover faculty effort. The Senior Associate Dean hired an external consultant who conducted focus groups in Winter 2019 to further elucidate faculty concerns related to compensation. (The results of these focus groups are reported separately in the companion attachment.) In addition to the analysis presented here, the Elected Faculty Council is holding an All School Faculty Meeting to discuss faculty compensation and to identify next steps.

## **INTRODUCTION**

In Spring 2018, the UW Faculty Senate passed a Class C Resolution “requesting that the Deans and Elected Faculty Councils of the Schools of Medicine and Schools of Public Health (SPH) assess the extent to which faculty expend effort to generate funding proposals to further the missions of the University of Washington” (1). A focus on preparation of Federal grants/contracts was conveyed due to the need for accuracy in reporting of Faculty Effort Certification (FEC). In response to this request, a survey was developed and conducted to gather data on time that SPH faculty spend writing grants. The project was supported financially by the Dean and supervised jointly by the Office of the Dean and the SPH Faculty Council.

## **METHODS**

### **Grants/Contracts to be Surveyed**

Utilizing data generated from the UW Office of Sponsored Programs (OSP), grants and contracts submitted through OSP for federal funding during fiscal year 2017/18 (July 1, 2017-June 30, 2018) were identified. Of the total 183 Federal grants submitted this year, 74 new submissions and 16 resubmissions were selected to be surveyed. In addition, foundation applications over \$100,000 were included in order to assess the largest grants developed by the SPH. Federal proposals not selected included renewals, revisions, supplements, and pre-applications. Three foundation grants (all Bill and Melinda Gates Foundation applications) were identified for the survey. Information on each grant included the Principal Investigator (PI), title of the grant, and the corresponding eGC1 number.

### **Faculty/Key Personnel to be Surveyed**

In order to identify all major contributors to preparing a grant, we accessed individual records of the eGC1 and extracted the names of all “key personnel” named in the grant. We did not include other staff such as programmers, research assistants, etc., whom might be named to work on the project but were not listed as being “key”. These individuals became the study population to be surveyed.

### **Survey Instrument**

The survey questionnaire was developed to be brief but to provide data that could be used to estimate hours of time spent by faculty in federal grant/contract development. Final content identified a specific grant by name and requested information on the role a respondent had in



preparing the grant (e.g. PI, mPI, co-investigator, etc.) and to estimate the number of hours that was spent completing specific sections of the grant. These included tasks such as developing concept/content of the grant, organizing investigators, preparing the budget and subcontract(s), writing the research plan, obtaining letters of support, etc. Time spent on tasks not listed in the survey was solicited. Role on the application and faculty position was also included. A copy of the final questionnaire can be found in the Appendix.

The survey was disseminated to groups of key personnel associated with a PI. The title of the grant was named and respondents were asked to provide the number of hours spent on that particular grant. If the specific PI submitted a second (or third) grant in fiscal year 2017/18, it was also included in the survey and the questions were repeated. The questionnaire was formatted for electronic data capture using the UW web tool catalyst WebQ.

### Survey Dissemination

An email message was sent out to all potential respondents of the survey by the Chair of Faculty Council prior to its distribution. Individual surveys were sent out electronically during the week of November 26, 2018 and consisted of 59 separate surveys sent to 187 individuals representing 93 grants/contracts. The survey remained open until January 11, 2019, at which time no further responses were accepted.

## RESULTS

### Response Rate

A total of 127 responses (out of 187 surveyed) to the survey were received by January 11 resulting in a total response rate of 67.9%. Response rate varied by department from 53.3% for Biostatistics to 76.5% for Health Services (Table 1). Principal Investigators (PIs) were most likely to respond (84.6% response rate) followed by multiple PIs (mPIs 64.0%), other key faculty (61.4%) and non-faculty staff (62.5%). We received at least one response to 81 of the 93 grants/contracts (87.1%) under review including 87.8% of the new Federal submitted grants and 81.2% of the Federal resubmissions. Responses to all three foundation applications were received.

	<b>N Responses/ N Sent out</b>	<b>Response Rate</b>
<b>Overall</b>	127/187	67.9%
<b>Department</b>		
Biostatistics	8/15	53.3%
Environmental and Occupational Health Sciences	27/39	69.2%
Epidemiology	37/58	63.8%
Global Health	29/41	70.7%
Health Services	26/34	76.5%
<b>Grant Role**</b>		
Principal Investigator (PI)	44/52	84.6%



Multiple Principal Investigator (mPI)	16/26	64.0%
Key Personnel – Faculty	62/101	61.4%
Key Personnel – Non-Faculty	5/8	62.5%

\*All respondents regardless of primary appointment and position.

\*\* Self-reported in survey.

### Percent of All Faculty Who Prepared a Grant/Contract in FY 2017/18

A total of 175 faculty had primary appointment in the SPH at the time of the survey including full, associate and assistant professors as well as instructors, lecturers and several clinical faculty. Using data from OSP records, we determined that 45.1% participated in preparing a grant/contract during this year (Table 2). Almost one-third (31.4%) served in the role of PI or mPI and others participated primarily as a co-investigator on a project.

	<b>Total Faculty*</b>	<b>Participated in Grant Writing</b>	<b>Served as PI or mPI</b>
	<b>N</b>	<b>N (%)</b>	<b>N (%)</b>
<b>Overall</b>	175	79 (45.1)	55 (31.4)
<b>Department</b>			
Biostatistics	30	18 (60.0)	9 (30.0)
Environmental and Occupational Health Sciences	34	14 (41.2)	11 (32.4)
Epidemiology	41	17 (41.5)	16 (39.0)
Global Health	28	16 (57.1)	12 (42.9)
Health Services	42	14 (33.3)	7 (16.7)
<b>Faculty Rank</b>			
Professor	80	36 (45.0)	26 (32.5)
Associate Professor	36	18 (50.0)	10 (27.8)
Assistant Professor	29	17 (58.6)	15 (51.7)
Instructors/Lecturers	21	2 (9.5)	1 (4.8)
Acting Faculty	9	6 (66.7)	3 (33.3)

\*Based on PI, mPI, and co-investigators named on at least one eGC1 with primary appointments in the School of Public Health (SPH) regardless if they responded to the survey.

### Time Needed to Write an Individual Grant/Contract

To quantify the total number of hours spent on a single grant, we summed the amount of time estimated per section of each grant by key personnel which included PI, mPI, co-investigators and non-faculty scientists (Table 3). A mean of 171.0 (SD 204.5) person-hours were estimated to have been spent to develop a single grant/contract during FY 2017/18 based on the 81 applications surveyed. The large standard deviation for this estimate conveys the great amount of variability provided in these estimates. Due to this, the median of 140.5 hours/grant may be a better estimate of time utilized in grant preparation. Estimates differed by the type of grant prepared with new NIH submissions requiring the most effort (median of 147 hours) and resubmissions needing only a median of 41 hours to complete. In terms of individuals, PIs and mPIs spent the most amount of time developing a grant spending a median of 125.5 and 120 hours each per grant/contract.



**Table 3. Mean and Median of Total Number of Hours Spent Preparing Specific Parts of an Individual Grant/Contract (N=81)**

	Total Hours (Per Grant)			
	Mean	SD	Median	Range
<b>Specific Parts of Grant Preparation</b>				
Developing Grant concept/content	37.3	55.5	24.5	1-336
Staff/investigator organization	13.7	24.7	5.5	1-168
Grant coordination	13.6	21.8	8	1-140
Subcontract coordination	5.9	9.7	2	1-40
Budget	7.8	10.7	5	1-40
Budget justification	4.4	4.6	4	1-20
Biosketches	6.2	7.8	5	1-40
Other administrative documents	7.7	12.1	5	1-40
Letters of support	4.6	8.3	2	1-50
Literature review	17.9	27.3	10	1-168
Research plan	50.1	80.74	30	1-504
Appendix	1.8	3.9	0	1-24
<b>TOTAL HOURS PER GRANT</b>	171.0	204.5	140.5	1-1374
<b>Average Number of Preparers</b>	2.1	1.7	3	
<b>Average Number of Hours/Preparer*</b>	81.4			

\*Key Personnel regardless of role

**Table 4. Average Number of Total Hours Spent PER GRANT/CONTRACT by All Key Personnel by Department, Type of Grant and Role on Grant\***

	Grants (N)	Total Hours (Per Grant)		
		Mean	SD	Median
<b>Overall</b>	81	171.0	204.5	140.5
<b>Department</b>				
Biostatistics	7	202.9	197.2	119
Environmental and Occupational Health Sciences	17	157.6	99.5	152
Epidemiology	20	140.6	156.6	100.5
Global Health	25	128.1	150.9	75
Health Services	12	311.6	378.0	168.5
<b>Type of Grant</b>				
NIH grants - New	55	208.4	212.4	147
NIH grants - Resubmission	15	60.9	59.7	41
Other federal grants (CDC, USDA, NSF, HRSA, NOAA, AHRQ, VA)	8	143.7	81.2	119
Large Foundation grants (> \$100,000)	3	108.3	107.8	59
<b>Role on Grant (All respondents)</b>	<b>N of Personnel</b>			
Principal Investigator (PI)	52	168.5	139.3	125.5
Multiple PI (mPI)	19	182.4	165.4	120



All Key Personnel	106	45.0	59.7	22
-------------------	-----	------	------	----

\*Total respondents included faculty primary in SPH, faculty in other schools, and non-faculty scientists.

### Total Effort Preparing Grants for Individual SPH Faculty in FY 2017/18

Of the respondents in the survey, 61 were identified as having primary appointments in the SPH at the time of the survey. The estimates below (**Table 5**) show the total hours spent preparing grants/contracts during FY 2017/18. Overall, the median total number of hours spent preparing grants was 111 hours per faculty member with wide variability across the role of the investigator. PIs and mPIs generally spend 195 and 106 hours per year (respectively) writing grants. While the N is small, Acting Faculty spent much more time producing grant applications (231 hours) than other faculty members.

	Faculty N	Grants N	Total Hours (All Grants)		
			Mean	SD	Median
<b>Overall</b>	61	111	166.34	170.17	111
<b>Department</b>					
Biostatistics	8	22	159.75	211.60	57.5
Environmental and Occupational Health Sciences	12	23	153.17	158.09	112.5
Epidemiology	13	18	172.62	158.36	111
Global Health	15	28	188.27	164.32	127
Health Services	13	20	151.00	195.14	106
<b>Role on Grant*</b>					
PI – faculty only	30	46	227.47	173.63	195
mPI – faculty only	13	13	167.85	157.32	106
KP – faculty only	28	52	40.75	70.80	17.5
<b>Faculty Position</b>					
Professor	29	63	189.72	191.96	124
Associate Professor	12	18	137.67	112.80	133
Assistant Professor	11	18	143.09	109.93	106
Lecturer/Instructor	4	4	29.00	42.30	12
Acting Faculty	5	8	260.6	268.32	231

### Total Effort Writing Grants of All SPH Primary Faculty

While the previous section provides estimates of total grant writing effort of those who prepared grants and responded to the survey, it is important to review grant preparation in the context of all faculty. **Table 6** provides the number and percent estimated hours across all faculty with primary appointments in the SPH. Overall, less than half of SPH faculty wrote grants during the period studied; almost 55% were estimated to not spend time in grant preparation in FY 2017/18. We did not find this statistic surprising as the nature of grant



writing is cyclical. Once a PI is successful in obtaining funding he/she will spend less time writing new proposals as focus is shifted to implementing the awarded one(s). Of those who did write a proposal, 16% spent less than or equal to 100 hours preparing them (accounting for 45.9% of those who wrote grants). An estimated 6.9% of all faculty, or almost 20% of all grant faculty grant writers, spent 101-200 hours preparing grants.

<b>Total Faculty</b>	<b>175</b>
<b>Total Grant Time</b>	<b>N (%)</b>
0 hours	96 (54.9)
1-50 hours	19 (10.9)
51-100 hours	9 ( 5.2)
101-150 hours	10 ( 5.7)
151-200 hours	2 ( 1.1)
201-300 hours	11 ( 6.3)
301-400 hours	5 ( 2.8)
>400 hours	5 ( 2.8)
**Unknown	18 (10.3)

\*Retrieved from OSP data identifying faculty who submitted grants.

\*Faculty who were identified on the eGC1 as participating in a proposal but did not respond to the survey.

### **Department Compensation for Grant Writing and Service**

All five departments provide a minimum of 5% full-time equivalence (FTE) for grant writing and other service activities.

### **Grants/Contracts Awarded to the School of Public Health**

In FY 2017/18, the School of Public Health submitted a total of 500 grants/contracts to governmental and private funders representing a total of almost \$500 million (\$486,250,543 reported in 486 applications). Of these, 200 were submitted to the federal government for funding representing requests for a total of \$388,058,774. Overall, 55% of grants/contracts were successful and funding was awarded. However, success rate differed by type of application with only 21.2% of new Federal grants/contracts and 11.8% of Federal resubmissions awarded. Federal grants outside of new/resubmitted (previously denied) were most successful with a funded rate of 84.7 % although it should be noted that applications such as non-competing grants/contracts were included in this category. Most importantly, caution should be taken on the figures provided below as they represent only a single year of data and multiple years of data are needed to observe trends and generalize data across years.

<b>Table 7. Requested and Awarded Federal Grants/Contracts in FY2017/18 by Type of Application</b>
----------------------------------------------------------------------------------------------------



	N	Funds Requested	N Awarded (%)	Funds Awarded
All Applications	486	\$486,250,543	275 (55.0)	\$108,732,886
Federal New	85	144,465,805	18 (21.2)	17,542,063
Federal Resubmissions	17	44,822,960	2 (11.8)	935,123
Federal Other	98	198,770,009	83 (84.7)	68,117,212
Foundations	9	6,086,272	4 (44.4)	2,699,691
Other	291	92,106,497	168 (57.7)	19,438,876

\*This is all applications which had funding amount requested in database.

## DISCUSSION

The goal of this study was to estimate effort spent by SPH faculty to prepare major (primarily Federal) grants or contracts in a year. Results of the survey to all key personnel involved in grant writing during FY 2017/18 found that less than half of primary SPH faculty (45.1%) participated in writing a grant that year. Across the school, a median of 88 hours of faculty time was needed to prepare a single grant with amounts varying by department, type of grant and role that a writer had in grant preparation. Overall, primary faculty spent a median of 111 hours annually preparing grants based on this snapshot of one year.

This study includes a number of strengths that increase confidence in its outcome. Most importantly, the response rate of this study, 68%, is very high for a university survey and demonstrates the importance that this topic is to SPH faculty and staff. Inclusion of all key personnel as named in OSP, while requiring much effort, assured that anyone assigned an important role in a future funded grant had the opportunity to provide their effort in preparing it. While we recognize that relying on memory related to prior work is a challenge (see limitations below), the approach used here that included the title of individual grants related to key personnel should have produced more specific recollections and responses. By asking respondents to reflect on the various parts of a grant, accuracy of the final total number of hours spent on a grant should have been improved. The approach taken to estimate faculty effort writing grants maximized the quality of results to the extent possible using retrospectively collected data.

A number of limitations must be acknowledged. The study population identified for the survey was considered to be a snapshot in time, chosen for a recent period, but might not be representative of all faculty federal grant writing hours over a longer period. As all applications identified for review in this study were prepared between 6 months and 1.5 years ago, recall bias may be a big factor in determining results. While collecting data prospectively would be the ideal design for collecting these data, the need to respond to the Class C Resolution did not allow us the time (or expense) of doing such a study. In addition to recall bias, it is also possible that individual respondents may have been influenced by their own feelings toward the amount of writing they do and may have inadvertently exaggerated some estimates. The wide variability of responses received also suggests that respondents may have interpreted the activities for a grant to extend beyond the period of grant preparation (i.e. counting the extensive time, in months or years, developing a concept that was initially written up). Finally, the hours presented in this report only reflect a small number of the total funding efforts sent to OSP in a year. While the Federal grants/contracts submitted here were selected to meet the request of the Class C resolution and most likely reflect the largest proposals, the data from OSP indicate that faculty also spend time writing smaller foundation grants, student funding, subcontracts, and other proposals. This report suggests that while there may not be a big problem regarding FEC certification for SPH primary faculty, there remain issues regarding uncompensated time that may need to be addressed in the School. The ability to measure more accurately total time spend preparing grants, mentoring students and conducting service may yet need additional study. The development of strategies and policies to address gaps in compensation for some faculty (which may differ each year) may help ameliorate time spent writing grants and other activities that exceed compensation.



## CONCLUSION

Based on data from this study reporting a one-year estimate of time that SPH primary faculty spend writing grants, it does not appear that there is a great discrepancy between compensation provided and grant writing efforts for most faculty. Less than half of faculty were involved as key personnel in a Federal grant or contract submission in the study year, and the majority of those preparing grants spent less than 120 hours per year preparing proposals. However, data show that there is a small group of faculty who spend a large number of hours in writing grants well beyond what they are compensated for, an estimated 10-15 individuals across the school. We recommend the development of policies that allow faculty to request/receive extra support for grant writing in years when they expect to expend more time writing grants than the baseline support provided by their department. In addition, the SPH acknowledges limitations of this survey and the need for further studies to account for all grant and service activities that faculty undertake. Further efforts are currently underway to address this need.

