



June 11, 2018

Ana Mari Cauce, President
Office of the President
301 Gerberding Hall
Box 351230

Dear President Cauce:

In accordance with the rules, the faculty has approved the *Faculty Code* amendment in Class A Bulletin No. 143: Promotion and Diversity Requirements.

The results of the election submitted to the faculty for vote on May 18, 2018 are:

Total ballots distributed electronically:	4,833
Total ballots returned:	1,216
Percent of faculty who voted:	25%
Percentage of "yes" votes:	84.62%
Percentage of "no" votes:	15.38%

(The above percentage figures are based on ballots recorded electronically by the Catalyst Group.)

Attached is Chair Thaïsa Way's certification that the faculty has voted to approve the changes as proposed in Class A Bulletin No. 143. Before the *Faculty Code and Governance* can be revised, we need your approval. According to the *Faculty Code*, you have fourteen days to respond.

Sincerely,

Mike Townsend
Secretary of the Faculty

/jjs


Cc: Thaïsa Way, Faculty Senate Chair
Margaret Shepherd, Chief Strategy Officer, Office of the President
Barbara Lechtanski, Director of Rules Coordination
Lenina Arenas-Fuentes, Assistant to the President

Class A Legislation #143

Proposed amendments to the Faculty Code.

Chapter 24
(Related to: Promotion and Diversity Requirements)

CERTIFIED AS APPROVED:



Thaisa Way, Chair
Faculty Senate

APPROVED:



Ana Mari Cauce
President

Date: 6/11/2018

Date: 6/22/2018

GENERAL LEGISLATIVE ACTION

At its meeting on May 17, 2018, the Faculty Senate approved legislation that would amend the Faculty Code related to changes to promotion and tenure diversity requirements. These changes have been approved at every step of the legislative process. The Faculty Council on Multicultural Affairs has developed and approved this legislation.

Proposed Legislation

This proposed legislation amends the UW Faculty Code diversity requirements in promotion and tenure by mandating the consideration of contributions addressing diversity and equal opportunity. The legislation does not require the production of such contributions.

Rationale

The Faculty Council on Multicultural Affairs (FCMA) seeks to encourage the recognition of faculty members who contribute significant amounts of time to the University in areas that promote a more diverse campus and that improve the experiences of and opportunities for non-traditional students.

Over the course of this Academic year, the FCMA reviewed and ultimately selected Faculty Code Chapter 24.32 (Appointment and Promotion of Faculty Members) for proposed revision in order to further promote the goal of diversity and equity. Where the chapter as a whole was modified in 2012 to allow that a faculty member's "service that addresses diversity and equal opportunity" may be considered among the professional/scholarly qualifications for appointment and promotion, the FCMA observed that under the current language ("may"), units may choose to discount a faculty member's contributions to diversity in relation to appointment and promotion, but where the term "shall" is utilized, faculty members with relevant contributions shall have those contributions considered as part of their scholarly and professional qualifications. The proposed legislation is a mechanism to put value on an aspect of faculty work that is traditionally difficult to recognize. The legislation is not intended to mandate that units may only hire/promote faculty with those credentials (service that addresses diversity and equal opportunity), but simply provides that where this service exists, it shall be considered.

Counter Argument to Proposals

No counter arguments were presented during Faculty Council, Senate Executive Committee, or Senate discussions.

Proposed Amendments to the Faculty Code: (Additions are underlined; deletions are struck through)

**University of Washington
Faculty Code and Governance
Faculty Code Chapter 24**

[Section 24-32 Scholarly and Professional Qualifications of Faculty Members](#)

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. In accord with the University's expressed commitment to excellence and equity, any

contributions in scholarship and research, teaching, and service that address diversity and equal opportunity ~~may shall~~ be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.

- A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.
- B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. ~~For each of these realms, contributions that address diversity and equal opportunity may be included.~~ While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees. ~~In all these, contributions that address diversity and equal opportunity may be included.~~

- C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or continuing education. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:
- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
 - The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
 - The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
 - The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
 - The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
 - 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.

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

- D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.
- E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.
- F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

Approved by:
Senate Executive Committee
April 2, 2018

Approved by:
Faculty Senate
April 19, 2018

Approved by:
Senate Executive Committee
May 7, 2018

Approved by:
Faculty Senate
May 17, 2018