

Minutes ([Video Recording](#))
Faculty Senate Meeting
Thursday, April 19, 2018, 2:30 p.m.
Johnson Hall 102

1. Call to Order and Approval of Agenda. (Video Time Stamp 00:00:05—00:00:20)

Chair Way called the meeting to order at 2:31 p.m.

2. Faculty Senate Chair's Remarks – Professor Thaisa Way. (00:00:20—00:08:45)) **[Exhibit A]**

Chair Way gave prepared remarks **[Exhibit B]**.

3. Reports and Opportunity for Questions. (00:08:47—00:26:30)
 - a. Report of the Secretary of the Faculty. **[Exhibit C]**
 - b. Report of the Chair of the Senate on Planning and Budgeting. **[Exhibit D]**
 - c. Report of the Faculty Legislative Representative. **[Exhibit E]**
 - d. Report of the Faculty Athletic Representative – Frank Hodge, Professor, Foster School of Business. **[Exhibit F]**

Frank Hodge, the Faculty Athletic Representative, introduced the presentation. Kim Durand, Senior Associate Athletic Director of Student Development, gave an end-of-year academic summary. She also gave an overview of what is called the holistic experience for student athletes. This includes opportunities for international experiences and study abroad, leadership development, and support for life and career after sport. Leslie Gallimore, Coach of Women's Soccer, and Asia Brisco, member of the team, described the eight-day spring-break trip to Japan (Hiroshima, Kyoto, Tokyo), which included academic work on Japanese history and culture. Gallimore noted that NCAA rules allow such trips every four years. The Japan trip was the third such trip for Women's Soccer.

4. President's Remarks— Ana Mari Cauce. (00:26:35—00:49:35)

President Cauce attended a meeting of the Association of American Universities in Washington DC. The meeting focus was the current budgetary context for higher education. In particular, discussions covered tuition constraints faced by both private and public universities, student debt and its impact on student perceptions of their educational experience, deferred maintenance expenses, regulatory requirement costs (e.g. under the American with Disabilities Act, Title IX, and the Public Records Act), and the cost associated with serving low-income students. The UW is embarking on a series of budget discussions to address these issues and to understand where the push points are in terms of particular academic units.

Cauce also met in Washington DC with the Governor's Bipartisan Council, which is made up largely of ex-governors. The discussion focused on how universities can foster civil and productive dialog across divides. The clear message was that the states expect universities to figure this out or face legislative action.

Cauce recently met with UW Medical Center laundry workers. No final decision on the situation has been reached; indeed, the law mandates a lengthy timetable. The UW is the only academic health system that has its own laundry facility. The underlying concern is not wages, but rather involves the deferred maintenance costs required to modernize the plant to continue operation. It should also be noted that the UW Medical Center fiscal issues will not be solved by a decision here one way or the other. Finally, UW will be making every effort to help any laid-off workers find employment here or elsewhere.

With respect to dentistry, Cauce emphasized the difference between the clinics, which serve the UW's academic mission, and the "practice plans," which are not part of the academic mission per se and which have been paying faculty over and above their nominal faculty salaries. The issue is that the practice plans have not been self-sustaining and hence cannot continue on their present trajectory. The UW is looking into how the clinics can provide more service to the community.

With respect to athletic-department finances, Cauce emphasized the difference between a structural (i.e. operating expenses) deficit and a (cumulative) debt. So far, the athletic department has been using reserves to prevent the structural deficit from creating an actual debt. The department has been working on a plan to eliminate the deficit and to end reliance on the reserves, and we expect the plan to be successful starting next year.

Finally, Cauce noted that the capital campaign has been going very well. She noted it should be remembered that fund raising cannot solve all fiscal problems. For example, donors do not generally want to address deferred maintenance expenses directly. Cauce also noted that her approach to donors is help them be inspired to invest through the university, rather than just give to the UW.

There were no questions.

5. Requests for Information. (00:49:36—00:49:58)
Summary of Executive Committee Actions and Upcoming Issues of April 2, 2018.
 - a. Approval of the [February 12, 2018, Senate Executive Committee](#) minutes.
 - b. Approval of [March 1, 2018, Faculty Senate](#) minutes.
 - c. Report of the Faculty Council on Tri-campus Policy. **[Exhibit G]**
 - d. Report of the Advisory Committee on Intellectual Property Policy and Practice. **[Exhibit H]**
 - e. Report of the Faculty Council on Academic Standards. **[Exhibit I]**
 - f. Report of the Faculty Council on Student Affairs. **[Exhibit J]**

There were no requests for information.

6. Memorial Resolution. (00:50:00—00:52:00)
 - a. Memorial Resolution in Honor of University Faculty.

Vice Chair George Sandison presented the resolution on behalf of the SEC. It was approved by a standing vote of the Senate.

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:

Clinical Associate Professor James Coatsworth of Medicine who died on March 4, 2018, after having served the university since 1963.

Professor Kathryn Dewenter of Business who died on February 16, 2018, after having served the university since 1992.

Assistant Professor Lewis D. Fink of Pharmacology who died on November 11, 2017, after having served the university since 1950.

Professor Emeritus Benjamin Greer of Medicine who died on March 24, 2018, after having served the university since 1980.

Professor Alan Rabinowitz of Urban Planning who died on November 29, 2017, after having served the university since 1971.

Assistant Professor Richard Vernier of Romance Languages who died on February 19, 2018, after having served the university since 1966.

- b. Memorial Resolution in Honor of Charles Chamberlin. (00:52:00—00:52:55) **[Exhibit K]**

Vice chair elect Joe Janes presented the resolution on behalf of several senators. The resolution passed by a standing vote of the Senate.

7. Consent Agenda. (00:53:00—00:53:14)

- a. Approve Nominees for Faculty Councils and Committees - Mike Townsend, School of Law and Secretary of the Faculty, as an ex-officio nonvoting member of the Advisory Committee on Faculty Code and Regulations, for a term beginning immediately and ending at completion of the Secretary of the Faculty term.
- b. Confirm JoAnn Taricani, Professor, Music History, as 2018-19, Faculty Legislative Representative

The consent agenda was approved.

8. Announcements. (00:53:15—00:53:19)

There were no announcements.

9. Unfinished Business. (00:53:20—00:53:26)

There was no unfinished business.

10. Discussion Items: (00:53:28—01:31:20)

- a. Overview of the University's Capital Campaign.
Connie Kravas, Vice President for University Advancement.

Connie Kravas, Vice President for University Advancement, summarized her slides **[Exhibit L]**. The campaign will begin to wind down its ten-year life in the late fall, and it will exceed its five-billion dollar goal, making it the largest public-university campaign anywhere in the world. The majority of funds are for current use rather than endowment. Roughly 80% of the currently raised amount will support faculty research, initiatives, programs, as well as student-faculty interactives. Most endowed funds are restricted; donors relate to a specific interest rather than to the university as a whole. There will be a modest public wind down for two reasons. We don't want the state to think that legislative support is not needed, and we don't want to discourage ongoing donations.

In the question and answer period, several points were made. Several members posited a tension between the traditional view of the public university as a state entity and the increasing reliance on external fund raising. In particular, some questioned whether such reliance is distancing the public university from its historical roots. Others questioned whether the priorities determined by the relative success in raising funds are the same as the priorities that follow from our academic mission. Some members worried that an increasing emphasis on restricted gifts will contribute to the decline of fields such as the arts and humanities. Cauce said that the arts tend to do relatively well. It is the case that the humanities and the social sciences lag behind in funds raised, but it should be remembered that the costs in those units tend to be lower. Moreover, the current problem for the humanities and social sciences is not so much in external fund raising as it is in drops in enrollment. The UW is working to address that decline. Members noted that the enrollment and fund-raising issues are related because student demand is influenced by the effects that donations have in terms of new buildings, programs, etc. Kravas said that it is possible to even out the effects by seeking gifts that, although technically restricted, have general effect. One example is support for low-income students. Cauce emphasized that our concern about under-utilized units is not just about the fiscal vitality of those units, but also about the important role they play in the UW's academic mission and in preparing students to be active, thoughtful, and civil citizens.

- b. Workday Updates.
Aaron Powell, Vice President for UW Information Technology and Chief Information Officer,
Nancy Jagger, Executive Director, Integrated Service Center, UW Information Technology.

Nancy Jagger, Executive Director of the Integrated Service Center, summarized her slides **[Exhibit M]**.

In response to questions, it was noted that Workday does not currently support exporting W2 forms to tax-preparation programs.

11. New Business. (01:31:21—01:58:34)

- a. Class A Legislation – Proposed changes to faculty voting eligibility, second consideration. **[Exhibit N]**
Action: Approve for faculty vote.

On behalf of the Senate Executive Committee, Vice Chair George Sandison moved that the legislation be approved for submission to a faculty vote.

There was no discussion and the motion passed.

- b. Class A Legislation – Proposed changes to faculty lecturer issues. **[Exhibit O]**

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

On behalf of the Senate Executive Committee, Vice Chair George Sandison moved that the legislation be approved for submission to the faculty. Joe Janes, Chair of the Faculty Council on Faculty Affairs, spoke to the motion, summarizing the proposal and the rationale presented in **[Exhibit O]**.

In response to questions, several points were made. Some members questioned whether the legislation went far enough as it has associates voting on promotion from senior to principal lecturer, which still leaves asymmetries in the parallel structure of the two tracks. Janes acknowledged that the concern, but said that it was not considered by the Council, which focused on the recommendations in the Bothell report. Additionally he noted that the code describes a clear hierarchy of faculty positions rather than two parallel tracks. He pointed out that the legislation is part of a larger process that will continue. Members wondered whether extant principal lecturers could not at least take part in the discussion of promotion to principal. Janes said that there had been some discussion of this issue, but went on to note that there are few extant principals university wide.

There was no further discussion, the motion passed.

- c. Class A Legislation – Proposed changes to promotion and tenure diversity requirements. **[Exhibit P]**

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

On behalf of the Senate Executive Committee, Vice Chair George Sandison moved that the legislation be approved for submission to the faculty. Brenda Williams, Chair of the Faculty Council on Women in Academia, spoke to the motion, summarizing the proposal and the rationale presented in Exhibit P.

In response to questions, several points were made. Some members said the Code should go further in requiring a statement of contributions to diversity and equity. President Cauce said that such statements are already required of candidates at the Dean level and above.

A motion was made and seconded to add the word “any” before the word “contributions” in the last sentence of the preamble to Section 24-32. This change would serve two purposes. It would allow the candidate to choose which contributions to submit, and it would clarify that such contributions were not required to be produced.

The motion to amend passed.

There was no further discussion, the motion passed as amended.

12. Good of the Order. (01:58:35—02:03:56)

Chris Laws, Chair of the Faculty Council on Student Affairs, and Student Navid Azodi spoke to the UW’s commitment to make academic accommodations for students on religious, medical, and athletic grounds. Laws said that the Council will be considering ways of solidifying that commitment in the Faculty Code. Way added that the Faculty Council on Teaching and learning is also looking into the issue.

13. Adjournment (02:03:57—02:04:00)

The meeting adjourned at 4:35 p.m.

Prepared by: Mike Townsend
Mike Townsend
Secretary of the Faculty

Approved by: Thaïsa Way
Thaïsa Way, Chair
Faculty Senate

Report of the Faculty Senate Chair
Thaïsa Way, Professor, College of Built Environments

I write this while serving as host for a UW Alumni Association tour in Peru and Ecuador, providing commentary and lectures as an urban and landscape historian. Connecting my work as a scholar to my role as a representative of the UW faculty is an important reminder of the multiple roles faculty play within the university. We are scholars, teachers, mentors, colleagues, and more as we teach, research, and engage in a broad range of service activities. As President Cauce noted in her presentation to the university, faculty are challenged to more fully recognize the multiple roles we play and the diverse approaches we engage. Our faculty engaged in basic research are critical to building new knowledge, as is our faculty who serve as public scholars, and our faculty who pursue user-inspired, applied, and community-engaged research. As President Cauce noted in her Spring Address: "The case is strong and compelling, and the facts clearly suggest, that higher education, and especially public higher education, contributes to the public good on a larger scale than perhaps any other institution. Because of their unique role in both education and research, or knowledge production, universities are arguably the most powerful tool we have for increasing equity and social mobility across all populations."

<http://www.washington.edu/president/files/2018/03/2018-Presidents-Spring-Address-formatted.pdf>.

Fiscal stability: In this time of multiple challenges in public education, we in Washington are also faced with significant financial challenges. Although we live in a state with one of the highest GDPs, where wealth is all around us in multiple forms, and the university has realized remarkable success in our campaign, many of us are facing inadequate budgets, ones that do not support our ongoing efforts, much less the need to expand access and increase excellence. Nevertheless we remain committed to serving our state. We enroll over 74% of our students from in-state and we hold true to our Husky Promise, which means we cover tuition for those who qualify for a state need grant when the state does not provide the funds. This means 40,000 of our students have attended the UW without having to pay tuition- that is the access we believe in. Additionally, did you know that our students graduate with lower debt load than the average and over half graduate without any debt? We are limited in our ability to garner financial support through tuition both by the limits of the legislature AND by our commitment to remain an affordable university. This is not the time for merely passing blame, but a time to think openly and creatively about our options. How can we be part of the solution?

The Board of Regents (comprised of deeply dedicated members of the community- take a look at their bios <https://www.washington.edu/regents/officers/>), the UW leadership, and faculty leaders are focused on these challenges. In response changes are being made in order to improve the fiscal health of the university so that we can continue to serve our vision and mission. This has meant tough decisions whether it is to address the serious and significant deficit in the School of Dentistry or to consider new administrative structures for the UW Press or to pursue alternatives to the UW Hospital's Consolidated Laundry services. The Senate Committee on Planning and Budgeting, as noted in the report this month, has been focused on this work and expressed serious concerns in regards to the implications of the dentistry, athletic, and other deficits and the overall debt for the fiscal health of the larger institution. The challenges ahead require that we come together to work toward collective change.

Academic Strengths: We are equally focused on how to strengthen our contributions as a public academic institution of higher education. We are finding ways to use technology not merely as a toy but as a tool to improve and expand research, scholarship, and teaching. This includes using technology to enhance access to our public good and facilitate our sharing of knowledge with the public. Our Open Access policy builds on that intention. It has been discussed with the chairs of the Faculty Council on Faculty Affairs, Faculty Council on Research, Faculty Council on University Libraries, the Advisory Committee on Intellectual Property, Policy and Practice, Library leadership, and Faculty Senate leadership. We as a Faculty Senate will consider legislation in May meant to build a strong infrastructure for public access to our scholarship that appears as published articles in journals. The proposed policy and supporting materials are available at the UW library's website:

<http://www.lib.washington.edu/scholpub>. Please read and review with your faculty prior to the May meeting.

Many of our faculty are deeply engaged in communities locally, regionally, and internationally developing scholarship that will impact the future. One way we are supporting this work centrally is through our application for the Carnegie Community Engagement designation. This work will strengthen our support for community engaged scholarship, teaching, and service as defined by the Carnegie Foundation:

"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity**. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

We are also working with the administration to build a stronger infrastructure for lecturers. While some will point out that we better support our lecturers than most any other public university, we know we can do better. The Faculty Council on Faculty Affairs has proposed important legislation for voting rights and for clarifying promotion criteria. A task force co-led by the provost and I are compiling a handbook for lecturers to assure that everyone has access to the information needed, and to correct the misperceptions that remain. We have a remarkable body of lecturers that teach across our campuses, schools, and colleges. They are an integral part of our community and our mission. Please take a moment to acknowledge those that work in your arena.

Another issue that has arisen given significant changes in our student population is how our admissions and advising policies and practices can better meet their needs while sustaining our mission and vision. Direct to college is one idea and we will hear more in our meeting from the College of Arts and Sciences. The College of Engineering is accepting their first Direct to College cohort next year and we all need to pay close attention. These proposals challenge us to consider the nature of the future community we want—this is not merely a fiscal and budget question, but one about who our future students and faculty will be. Faculty need to be deeply engaged in these conversations and decisions if we are going to be the public university that we envision in the future.

Strengthening Shared Governance: The university is grounded in our academic vision and as faculty we drive the academics. Thus shared governance is an essential element of our potential success. We are currently preparing for a new provost as well as a number of new deans. We need both to bring these new leaders into our community and to learn from them--each are coming from successful universities. An essential element in our success is your participation in shared governance. So first, thank you for serving as Faculty Senators. Now invite your colleagues to join an Elected Faculty Council or one of the Faculty Councils. How else can we support such critical contributions? For example, how many departments include institutional building, i.e. shared governance activity as a positive part of the tenure, merit, and promotion guidelines? Maybe it is time to consider that in your unit?

Diversity and Equity: We often celebrate the diversity of our students, staff, and faculty, but we also know we must do better. We have excellent models in the humanities and social sciences as well as some of our professional schools such as Social Work and Education. There are UW faculty whose scholarship and teaching engage issues of race, gender, class, and difference and we can learn from them. There are others who have identified how these issues shape basic research in the sciences, engineering, medicine, and design. We can learn from them. We need to build on those models at the same time as we rigorously challenge ourselves to identify where we have failed to build a community that fosters the best in all of our faculty as well as our students and staff. As has been pointed out most strongly in the past year, we have much work to do. The Race & Equity Initiative, Office of Minority Affairs and Diversity, and the efforts of the Diversity Committee are critical but we need to expand this work across school, college, and campus communities. It is relevant at every level of our engagement. The Faculty Council on Women in Academia has proposed legislation that acknowledges the importance of quality wellness and lactation rooms. The Faculty Council on Multicultural Affairs has proposed that scholarship and teaching on diversity "shall" be considered by promotion committees when requested and submitted by the faculty member. A group of 19 new department chairs participated in a year-long diversity leadership training. These are small but critical efforts. What are you doing in your community?

At the same time we recognize that stewarding a diverse community that is resilient, supportive, and strong is hard work and so we must do the work with generosity. We are going to get angry, frustrated, and hurt, and many of us are going to make mistakes along the way no matter the good intentions. How do we create a positive place for grace, where we can learn together to be a better, more supportive community that stewards all members? Let's see what we can do with this to make this university more resilient and stronger and better for everyone.

Chair Way's Oral Faculty Senate Remarks

I am delighted to recognize the election of Joe Janes as incoming vice chair and to acknowledge the upcoming term of George Sandison as Chair of Faculty Senate. In thinking about this transition- although trust me I will be micromanaging until midnight July 31- I am working to assure that we complete projects started this year and / or prepare them for the next phase-

So let's review what your colleagues in Faculty Senate are working on this year:

A critically important project is our Open Access policy proposal which has been in the making for over three years- and will come to Faculty Senate for approval in May- with implementation planned for next year. This project uses the availability of our digital tools to improve and expand access to our public good and facilitate our sharing of knowledge with the public. Even though research is largely produced with public dollars by researchers who share it freely, the results are hidden behind technical, legal, and financial barriers. These artificial barriers are maintained by publishers and restrict access to a small fraction of users, locking out most of the world's population and preventing the use of new research techniques. This fundamental mismatch between what is possible with digital technology- an open system for communicating research results in which anyone, anywhere can contribute-and our outdated publishing system has led to the call for Open Access. We can build a strong infrastructure for public access to our scholarship- and quoting one supporter "it's our last best hope for reclaiming scholarly communication from the clutches of fewer and greedier hands and propelling it more authentically into a digital, networked and increasingly data-driven world where results of our scholarly inquiry are as widely available as possible in the service of humanity."

We have developed the policy proposal and an implementation framework that maximizes access while establishing the ability for each faculty member to participate, to ignore, to obtain a waiver, or to delay participation. Please read and review with your faculty prior to the May meeting.

The Faculty Council on Faculty Affairs (FCFA) has proposed important legislation for voting rights and for clarifying promotion criteria- these are before you today. A task force is compiling a handbook for lecturers to assure that everyone has access to the information needed, and to correct the misperceptions that remain. This will be shared with FCFA for review and then with our lecturers across all schools and colleges and each of our three campuses.

As noted in the fall, we are currently engaged in the process of a faculty governance review of our disciplinary and dispute resolution system as outlined by the faculty code. We have established a framework of guiding principles and values to inform the review process of the current system which is the accreted product of 30 years of incremental changes. The process is being led by co-chairs Zoe Barsness and the Secretary of the Faculty Mike Townsend and facilitated by three teams, a steering committee, a values and principals work group, and a drafting/rules and regulations work group. Our intent is to develop a system that facilitates access while assuring greater fairness, accuracy, and efficiency. Our goal is to have a draft ready for review in the fall in partnership with the FCFA among others.

The Faculty Council on Multicultural Affairs has proposed legislation to alter our code so that scholarship and teaching on diversity "shall" be considered by promotion committees when requested and submitted by the faculty member. This does not require that we engage in diversity scholarship, teaching, or service, but requires that when we do we have the right to expect it to be acknowledged and considered in a review of our work as faculty. This is critically important to our ongoing efforts to realize an inclusive community that recognizes the contributions of all of our faculty and in all of the ways that we engage. I truly hope you will each consider the importance of this small piece of essential legislation.

Finally we have our Faculty 2050 work that is progressing, with 596 faculty responses to our survey we are analyzing now and drafting our aspirational strategies under the framework of faculty career paths, diversity and building an inclusive community, and serving as a public good.

You and your colleagues are doing remarkable work and I want to again commend everyone for their commitment to our public institution of higher education. Traveling with UW alumni recently, I am struck by the difference we make in people's lives.

Thank you.

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

1. Vice Chair Update: Joe Janes has been elected to be the 2018-2019 Vice Chair.
2. Committee on Committees: The Committee on Committees is seeking candidates for membership on various Faculty Councils and Committees for 2018-19. If you would like to serve on a Council or recommend a colleague, then contact Jordan Smith (jjsmith4@uw.edu).
3. Dispute Resolution Task Force: The drafting subcommittee will soon begin redrafting the dispute resolution sections of the Faculty Code.

Report of the Chair of the Senate Committee on Planning and Budgeting
Zoe Barsness, Associate Professor, Milgard School of Business, UW Tacoma

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.

In early-March, the SCPB wrapped up its review of the unit adjustment proposals. The UW Tacoma and all Seattle academic units, with the exception of Dentistry submitted a unit adjustment proposal. Dentistry intends to submit a proposal to SCPB for review in spring quarter to assure its access to the unit adjustment funds which the Provost has allocated to each of the schools and colleges on the basis of their full professor headcount. In all cases, the committee recommended approval of the proposed unit adjustment.

Each year, the SCPB receives an update on unit deficits. In those cases where a unit deficit is significant and/or cannot be resolved prior to the end of the fiscal year, biennium or grant/contract completion date, a [Deficit Resolution Plan](#) must be created and approved by the Provost. Information about the university's [Deficit Resolution Policy](#) is available at the Office of Planning and Budgeting website. As part of the annual deficit update, the SCPB reviews the progress being made on units' deficit mitigation and debt reduction efforts. We provide advice to the Provost as to the appropriateness of the proposed timeframe for deficit resolution established in the unit's Deficit Resolution Plan and, after assessing the progress being made on reduction/elimination of the deficit and the unit's associated outstanding debt, whether central support for the deficit should be sustained or phased out.

In March, the committee received a financial update on the School of Dentistry (SOD) deficit. For more detailed information on the Dentistry deficit and Dentistry Deficit Resolution plan, please see the [SOD Financial Update to the Board of Regents](#). Our March SCPB discussion of the SOD fiscal situation focused on the scope of the Dentistry deficit, which is considerable. As of the end of fiscal year 2017, carried an accumulated debt of \$36 million, which includes all funds, not just self-sustaining clinical funds. Its current annual deficit is \$7 million. Since last spring, the central administration of the University has engaged in a financial oversight phase resulting in significant steps to stem losses within the School. As part of our SCPB review we explored details of the SOD deficit mitigation plan, including the timeframe for deficit reduction and retirement of Dentistry's overall debt. Members of the committee expressed serious concerns in regards to the implications of the dentistry deficit and overall debt for the fiscal health of the larger institution. The SCPB will receive another update on the Dentistry deficit and progress on deficit mitigation at the end of spring quarter.

The SCPB will be continuing its review of unit deficits throughout the remainder of the spring quarter. Updates on our review of those deficits will be included in my spring quarter reports to the Senate Executive Committee and Senate. Of significant interest to faculty over the last several years has been the deficit in the Athletic Department. For information on the Athletic Department and deficit mitigation plans, please see the [Annual Report of the Athletic Department to the Board of Regents](#). The SCPB will be receiving an update on the Athletic Department's progress on its deficit mitigation plan and retirement of its overall debt in May. The SCPB last reviewed the Athletic Department's progress on its Deficit Resolution Plan in May 2017. SCPB's review at that time indicated that the Athletic Department had made significant progress in its deficit reduction efforts. The Senate also received a report student athlete development and academic performance, as well as a financial update, at the May 18, 2017 Senate meeting. For more details, please review the [minutes of the May 18, 2017 Senate meeting](#). If you have specific questions regarding the Athletic Department's fiscal situation and its progress on deficit mitigation and debt reduction please submit your questions to me as Chair of SCPB at: senate@uw.edu by the end of April.

In March, the committee also reviewed proposed Fee rate increases of 5 percent or greater. Most of the proposed fee increases that were reviewed are intended to compensate for increased program delivery costs. The committee considered the impact of the proposed fee increases on students and assessed their comparability to program fees at peer institutions. The committee approved all proposed fee

increases intended to meet increasing program delivery costs that also maintained competitive pricing relative to peers and had support from relevant stakeholders in the proposing program.

At our last SCPB meeting, the committee received an overview of the FY19 Annual Review process and unit budget reports from the Office of Planning and Budgeting. These are the annual reports submitted to the Provost from each unit in consultation with unit elected faculty councils. More information about all units (academic and administrative) FY19 annual review submission is available at: <https://opb.washington.edu/fy19-annual-review-submissions>. For the first time, the Annual Review process includes a comprehensive, institution-wide, multi-year, multi-fund forecast at the unit level. Over the course of the next month, the SCPB will leverage its review of the Annual unit budget plans along with summaries of these multi-year fiscal forecasts to:

- 1) Examine those units in trouble or trending toward concern in order to identify the broader strategic and institutional fiscal concerns that might be revealed;
- 2) Explore where and how strong, moderately and weak performing units line up with broader institutional priorities such as large scale, institution-wide initiatives (e.g. population health, race & equity);
- 3) Focus on determining if there are any emergent opportunities or challenges that are shared across units or demonstrated by units focused on different aspects of the UW's mission (e.g., UG teaching, grad teaching, health sciences, patient services, etc.) that we need to be aware of and seek to monitor or manage more proactively at the institutional level.

In closing, I encourage any Senator or faculty who has questions about the budget or finances to submit his or her questions to me as Chair of SCPB at: senate@uw.edu. The SCPB will collect data in response to any questions submitted to the committee, review relevant analyses, and I will include answers to your queries and a summary of any related SCPB discussions and materials in a future SCPB Chair report.

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

The top priorities of our Faculty Senate this biennium were: (1) faculty compensation and (2) student financial aid and access. On these two points, we have made some progress in the supplemental budget.

The supplemental budget adds \$9 million for faculty and professional staff salaries, as one-time funding. The original passed budget for 2017-19 did not have enough funding for faculty salary increases in the second year, plus funded raises at the UW at a lower level than the other four-year institutions. I have described this in reports since last December. This \$9 million, even as one-time funding, was very difficult to get into the budget, and I have to credit President Cauce for coming to Olympia many times, but particularly in the final hours before the draft supplemental budgets were released. We had heard this \$9 million would not be in the House and Senate proposed supplemental budgets, and she made a very strong case for the necessity of it. Shortly after her visit, we heard the funding was added.

The final supplemental budget also adds \$18.5 million statewide for the State Need Grant, a commitment to state students in mid-to-low income brackets. The Senate had proposed \$9 million for this, and the House \$25 million, so this is a compromise number. It should fund around 4,000 more students in the state. We currently cover the financial aid of students eligible for the State Need Grant via the UW Husky Promise, so any funding coming to the UW on this front will be very helpful in covering those costs. There is also a plan to cover the gap with more increased funding over the next four years; currently, around 20,000 eligible students statewide are not funded. The Allen School has received \$3 million per year for increased enrollments in computer science and engineering, a priority of the state and external partners as well as the university; this will allow an increase in the annual number of graduates in that field.

There are several bills that passed that affect financial aid; one scholarship program is of particular interest to students in the health professions (broadly defined, to benefit more fields) who are willing to commit to working in rural areas in the state after graduation. Here is the link to the final bill language, for those who want to understand the details better: <http://lawfilesex.leg.wa.gov/biennium/2017-18/Pdf/Bills/House%20Passed%20Legislature/2143-S2.PL.pdf>.

Unfortunately, the faculty regent bill did not pass, although the votes were in place at one point.

Final budget bill, full language: http://leap.leg.wa.gov/leap/Budget/Detail/2018/coBill_0307.pdf

To prepare for the next legislative session, which will be a full budget session, the Faculty Senate will receive a survey to help establish our priorities; the Senate Committee on Planning and Budgeting will be discussing the priorities this spring. The UW budget request is sent to the Office of Financial Management in September, and that begins the process of the 2019-21 budget cycle.



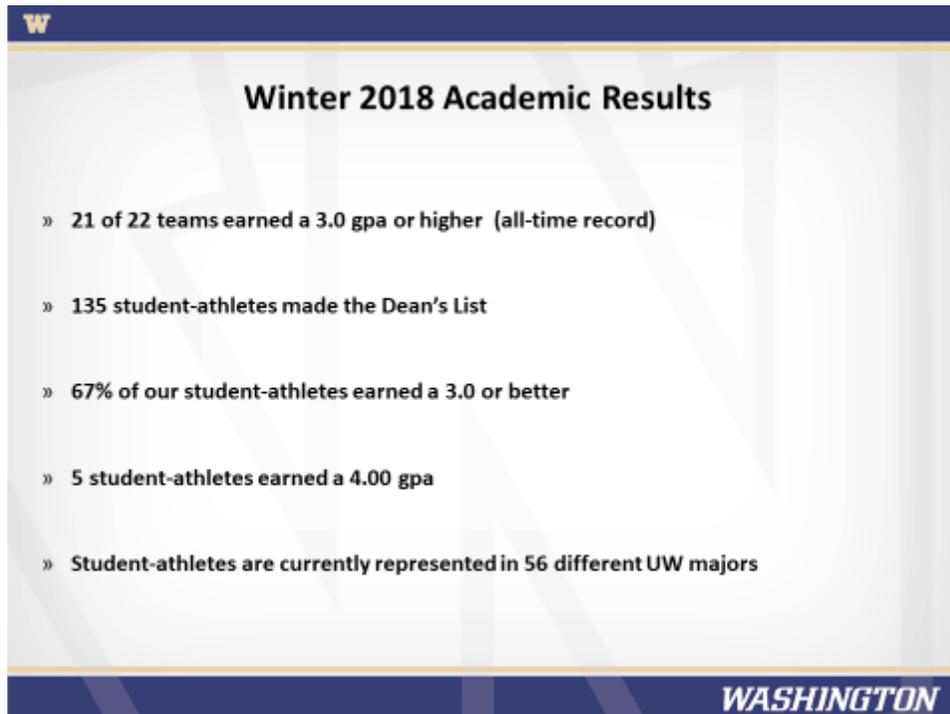
W

UW Department of Intercollegiate Athletics
Holistic Student-Athlete Experience



UW Faculty Senate
April 19, 2018

WASHINGTON



W

Winter 2018 Academic Results

- » **21 of 22 teams earned a 3.0 gpa or higher (all-time record)**
- » **135 student-athletes made the Dean's List**
- » **67% of our student-athletes earned a 3.0 or better**
- » **5 student-athletes earned a 4.00 gpa**
- » **Student-athletes are currently represented in 56 different UW majors**

WASHINGTON



Study Abroad, Leadership & Life After Sport

- » **Purple Passports international trips with corresponding classes to:**
 - » Japan - Spring 2018 - (Women's Soccer)
 - » Peru – Summer 2018 (multiple teams represented)
 - » French Polynesia (with Dept. of Anthropology) – Summer 2018 (multiple teams)
 - » Brazil – Summer 2018 (Men's Soccer)
 - » France/Spain – Summer 2018 (Women's Tennis)
- » **Leadership & Leadership Groups**
 - » Husky Leadership Academy
 - » Black Student-Athlete Group
 - » Student-Athletes Against Sexual Harassment & Assault (SAASHA)
 - » Peer Advocates
 - » WSAAC
- » **Student-Athlete Development Initiatives**
 - » Boundless Futures Career Development Program (endowment)
 - » Internships, Job Shadows, Career Assessments, Career Coaching, Placement

WASHINGTON



Women's Soccer Spring Break Trip to Japan

Class taught by Dr. Gail Nomura & Dr. Steve Sumida

Head Coach: Lesle Gallimore (25th year)

Student-Athlete: Asia Brisco, Junior

WASHINGTON

Report of the Faculty Council on Tri-campus Policy
Marcy Stein, Council Chair and Professor, School of Education, UW Tacoma

University Campuses Undergraduate Curriculum Coordination

Introduction

Executive Order IV, Policy Directory, Faculty Code and Governance, Chapter 13 Section 13-23.C: Legislative Authority of the Faculty (3 February 2004) requires the President to refer the following types of undergraduate program changes to the Faculty Senate for coordinated faculty review by all three campuses: undergraduate degrees, majors, minors, ~~and certificate or other transcriptable~~ programs, or substantive changes to the same of a ~~non-routine nature~~, regardless of campus of origin. The purpose of this process is to enhance the quality of undergraduate course offerings through peer review, promote coordination and communication among the colleges, schools, and campuses, and to promote faculty collaboration that can lead to greater quality and optimal use of resources. This memo describes the process for carrying out the University Campuses Review Process.– Please note, however, that no campus has the power or authority to veto a program or program change proposed by another campus. Finally, this review is designed to generate feedback at a point in time where the proposals are developed but not approved so that the originating campus can make full use of any feedback that is provided.

Process

Stage 0: Notice of Proposal

1. Each campus has the responsibility to develop its own curricular offerings. In order to facilitate coordination of substantive changes to their curriculum, a unit planning to offer a new undergraduate degree, major, minor, option, or other transcriptable credential or substantive change to any of these, should prepare a Notice of Proposal (NOP). If a unit is uncertain whether or not a change is substantive, they should contact the campus-specific curriculum review committee.
2. Once a unit has drafted an NOP, and had it approved by the appropriate administrators in its School or College, the document should be sent electronically to the University Registrar. Staff will conduct a preliminary review to assure that appropriate information and approvals have been included. Once that review has been completed, the Registrar will inform the appropriate campus academic program review committee that an NOP has been submitted.
3. The NOP will be posted electronically for review. The proposal shall be available for review for 15 business days before it can be submitted to the campus-specific curriculum review process.
4. Simultaneously with the posting of the proposal, the University Registrar shall notify (1) the voting faculty of all UW campuses, (2) the Deans, Directors, and Chairs, (3) the Chair of each campus academic program review committee, and (4) the Chair of the Faculty Council on Tri-campus Policy informing them of the opportunity to review the curriculum proposal.
5. If there are no significant comments to be resolved, or if they have been resolved, the unit may go forward with developing the proposal. A record of the NOP will be kept electronically that is password protected, including comments made during the early notice period.
6. Once a full proposal has been developed, the NOP will be included in the official university-wide full tri-campus review.

Stage I: Review of Developed Proposals

1. Following the university-wide NOP review and after ~~Each campus has the responsibility to develop its own curricular offerings.~~ After a campus unit develops and approves a curricular offering, it should be forwarded to the appropriate academic program review committee for that campus.⁴

2. The academic program review committee of each campus shall make an initial determination that the proposal is sufficiently developed to merit academic program review. ²It shall also determine whether the proposed change meets the guidelines for tri-campus review. ³If a campus academic program review committee or the University Registrar has questions about the applicability of the Tri-campus review process, they should consult the Chair of the Faculty Council on Tri-Campus Policy (FCTCP).
 - a. If the proposal meets this threshold, it shall be forwarded immediately to the University Registrar, Curriculum Secretary. Materials to be forwarded to the University Registrar must include, in electronic form:
 - i. A completed university curriculum Form 1503
 - ii. The rationale for the proposal
 - b. If the proposal is not complete, it shall be returned by the University Registrar to the unit of origin for further development.
3. When the University Registrar receives the completed program proposal, it will be immediately posted ~~on the Web~~ electronically for review. The proposal shall be available for review for 15 business days.⁴
4. Simultaneously with the posting of the proposal, the University Registrar shall ~~send an e-mail to notify~~ (1) the voting faculty of all UW campuses, (2) the Deans, Directors, and Chairs (DDC) list serve, and (3) the Chair of each campus academic program review committee, ~~and (4) the Chair of the Faculty Council on Tri-campus Policy~~ informing them of the opportunity to review the curriculum proposal.
5. At the end of the comment period, the University Registrar shall compile all comments made on the proposal and forward the comments to the Chair of the academic program review committee at the originating campus. That committee shall then consider all comments as part of their academic program review process, and shall provide a summary of responses to the comments received from all campuses.

Stage II

1. ~~The originating campus academic program review committee will obtain final campus approvals on the final proposal.~~
2. ~~When final campus approval has been received the proposal will be forwarded by the appropriate campus official to the University Registrar.~~
3. ~~The University Registrar shall forward to the Chair of the Faculty Council on Tri-campus Policy with a copy to the Chair of the Faculty Senate the following materials: the program proposal, all comments, the campus academic program review committee's response to the comments, the University Campuses Undergraduate Program Review checklist.~~
4. ~~The Council on Tri-campus Policy, or a delegated subcommittee of the Council consisting of the chair (or designee) and two council members (one representing the faculty of each of the other two campuses), will convene to determine if the review satisfied the following requirements~~
 - a. ~~Was the final proposal made available for a 15 business-day comment period?~~
 - b. ~~Did the campus academic program review committee consider comments and respond appropriately in its review? The Council will send, within 14 business days of receiving the proposal, a memo describing the results of their review to the University Registrar. In short, at this stage the task of the Council will be to ensure that the process described in Stage I and the intent of the Executive Order was followed.~~
5. ~~The University Registrar will forward the final proposal and a copy of the Council's memo to the President for final action and transmittal to the appropriate dean/chancellor and Chair of the Faculty Senate. Matters of non-adherence to procedures or unresolved issues related to comments received will be the responsibility of the President.~~

¹ UW, Seattle: Faculty Council on Academic Standards (FCAS)

—UW, Bothell: General Faculty Organization

—UW, Tacoma: Faculty Assembly

² The originating campus' academic program review committee will review its own proposals, and should consider the following elements, using its own processes and criteria:

- Fit with campus and university mission

- ~~Academic quality~~
- ~~Need~~
- ~~Effects on students~~
- ~~Effects on other programs~~
- ~~Feasibility/operational viability~~
- ~~Adherence to University and Campus policies~~

~~³ As stated in the Executive Order, tri-campus review is required for new undergraduate degrees, majors, minors, and certificate programs, or substantive changes to the same of a non-routine nature. This includes, but may not be limited to:~~

- ~~a. Changes that would alter the degree information that appears on a student transcript, for example, new or changed degree titles, minors, or options, etc.~~
- ~~b. Changes in pre-requisites that would significantly increase or decrease the number of students admitted to the major, minor, or option.~~
- ~~c. Changes in graduation requirements that would significantly increase or decrease the number of students completing the major, minor, or option.~~
- ~~d. Any change in a program on one campus that could significantly alter enrollments in specific programs on one of the other two campuses, for example changing the format of a program to distance learning or fee-based offering.~~

~~⁴ The Registrar may grant a 5-business day extension of this deadline to any individual who submits a written request to the Registrar prior to the end of the original comment period.~~

Report of the Advisory Committee on Intellectual Property Policy and Practice
Robert Gomulkiewicz, Committee Chair and Professor, School of Law

The Advisory Committee on Intellectual Property Policy & Practice (ACIP3) met several times since my last report to the SEC. We have been studying several intellectual property related scenarios. First, Lara Littleford and Fiona Wills briefed the committee on GIX and the manner in which intellectual property ownership is handled in the GIX context. Second, Fiona Wills briefed the committee regarding ongoing developments on Administrative Policy Statement 59.4 resource allocation. Third, Carol Rhodes and Fiona Wills provided the committee with updates on the disposition of UW intellectual property in sponsored program agreements. These briefings and the committee discussion during the briefings have prepared the committee to examine potential revisions to EO 36 during the spring quarter.

I would be happy to answer any questions that you have about our deliberations.

Report of the Faculty Council on Academic Standards
Sarah Stroup, Council Chair and Associate Professor, College of Arts and Sciences

Summary:

During the second third of the 2017 – 2018 academic year (October through early January), the Faculty Council on Academic Standards (FCAS) met six times in regular meetings, conducting its routine business of approval of new (or changed) undergraduate degrees, majors and minors for the University of Washington Seattle campus; evaluation of admissions and graduation requirements; and the selection of honors medalists and GPA cutoffs. Details of all of these actions may be found in the meeting minutes, which are located on the council's page on the [UW Faculty Senate website](#). The FCAS Subcommittee on Admissions and Programs (SCAP) met five times in this period, conducting its routine business of reviewing all new 1503 proposals (i.e., for new or changed degrees, majors, minors, and programs) arising on the Seattle campus; the FCAS Subcommittee on Admissions and Graduation (SCAG) met two times in this period, conducting its routine business of overseeing all changes to UWS admissions and graduation requirements, as well as reviewing petitions. The FCAS Subcommittee on Honors did not meet during this period.

In addition to the routine business outlined above, the following non-routine business was completed or is in progress:

❖ Computer Science and Engineering (CSE) shift to 65-50% Direct-to-Major admissions

Early in the Autumn quarter, the Allen School / CSE began working on a proposal to shift to a 65% Direct-to-Major (DtM) admissions model. As Chair of FCAS, I worked closely with CSE throughout the AU quarter and well into the WI quarter. SCAP reviewed the 1503 in early February; after that, and following the process I used for the CoE proposal last year, I moved the matter to FCAS and institute a series of online meetings / discussions / Q&A sessions using a Catalyst discussion group. This process worked well, and the proposal was ready for an FCAS vote at the end of the WI term. However, about five days prior to the vote, executive leadership stepped in to stop the proposal, indicating that they would not approve a 65% DTM rate. The proposal was hastily withdrawn by CSE. In the time since, I have worked with CSE to revise the proposal to a level of 50% DTM, and it has been resubmitted. It is still hoped that this model will roll out in the 2019 academic year.

❖ College of Arts and Sciences (CAS) move to Direct-to-Division admissions

CAS is in the process of proposing a shift to Direct-to-Division (DTD) admissions model. This sizable proposal—which has support of the President, Provost, and Deans across campus—will involve both a general CAS 1503 as well as individual 1503s from each department or program (about 39 in total). I have continued to work closely with CAS leadership on this proposal, and indeed meet weekly with Kevin Mihata, CAS Associate Dean for Educational Programs, in the successful crafting of these 1503s. CAS has worked closely with OMAD to develop a diversity plan for their proposal, and has begun to work with SCAG on particulars of the admissions process. I expect now that CAS will be able to submit the college-wide 1503 proposal some time in April 2018, at which point it will begin to pass through the approval process on the model built for CoE. I have advised CAS that it would be best to submit the first “block” of individual departmental 1503s by the end of this year, and that this should be done by Division in order to speed along this very complicated process. I continue to work with Admissions Advisors across campus, and other Colleges and Schools to ensure that any changes to our undergraduate enrollment practices take into account every unit on campus. I can't say the latter are convinced, but so it goes.

❖ FCAS is working closely with the Undergraduate Enrollment Management (UEM) task force to completely review and revise the enrollment practices—both of freshmen and of students transferring in—at UWS.

- ❖ At the request of FCSA and Hall Health leadership, in late AU 17, FCAS voted to create a UWS policy on the use of Medical Excuse Notes. I formed a working group of members from FCSA (Chris Laws) and FCAS (faculty, the Registrar, and our ASUW and GPSS representatives), charging them to investigate best practices for this policy, and to propose both policy language and means of notification to students and faculty. I await a report from this group.
- ❖ At the request of Advising, in late AU 17 FCAS voted to create formal policy on the requirements of AoK (Areas of Knowledge: VLPA, I&S, NW), as no such formal language exists at present. At the first FCAS meeting of January, I established a working group consisting of Dan Feetham (Advising), Janice DeCosmo (Associate Vice Provost for Undergraduate Research), and Tina Miller (Registrar's Office) to work on this language. I await a report from this group.
- ❖ FCAS continues to work with Patricia Kramer and Phil Reid's office on the creation of a new set of "experience-based" Interdisciplinary Minors. I now hope to see the first proposal for such, submitted by Patricia Kramer, in SP quarter.
- ❖ FCAS has begun to work on policy language for "Syllabus Best Practices" focusing especially on the need to include clear grading rubric and grade scales (when applicable) on all undergraduate syllabi. I await a report from this working group.
- ❖ On the request of Patricia Kramer, Chair of UEM, FCAS is in the process of passing policy language on "Best Practices" for any future Colleges, Schools, or Programs proposing any shift to "Direct-To" admissions. This work continues.
- ❖ Finally, I have worked with the Provost's office and the School of Public Policy on the ongoing issue of a hoped-for (but not currently feasible) undergraduate program.

Report of the Faculty Council on Student Affairs

Chris Laws, Council Chair and Senior Lecturer, College of Arts and Sciences

During the first two quarters of academic year 2017-2018 the FCSA has focused its attention and energies on the following major areas of shared Faculty and Student concerns:

1. Oversight of and support for the implementation of the revised Student Conduct Code and the associated Presidential Advisory Committee on Student Conduct;
2. Review and revision of practices and University regulations regarding Medical Excuse notes, in close collaboration with the Faculty Council on Academic Affairs;
3. Development of International Student support programs as proposed through recent initiatives within the Department of Student Life;
4. College affordability and access issues, primarily in the areas of housing, open-access textbooks, student veteran affairs, and religious accommodations for students.

Over the remaining meetings this year, the FCSA will focus heavily on item #2 above, with the goal of presenting Class B legislation that prohibits (or appropriately limits) the use of medical excuse notes in UW classrooms, by the end of this academic year or early next year. This work is likely to evolve in conjunction with other 'accommodation' issues (such as religious accommodations) and proposals for a campus-wide survey on Academic Integrity, initiated and led by our partners in the Department of Community Standards and Student Conduct. Finally, we are also planning to work with the Division of Student Life on issues regarding the recent "Campus Climate Survey" and associated mental health and wellness concerns on campus.

Resolution Honoring Charles E. Chamberlin (1947-2018)

WHEREAS Librarian Emeritus Charles E. Chamberlin served our University for thirty-seven years, most recently as the Senior Associate Dean of Libraries and then as Senior Associate for Budget and Administrative Policy, and

WHEREAS our community wishes to express its deep sorrow at the loss of Charles and his perpetual commitment to the University, and

WHEREAS a significant component of his participation in the life of the University was his involvement in many aspects of faculty governance, including the Faculty Council on Facilities and University Services, the Faculty Council on Benefits and Retirement, the Faculty Council on University Libraries, the Academic Advisory Committee on Facilities, and other faculty committees on many issues, and

WHEREAS he faithfully attended Faculty Senate meetings and remained engaged in the range of issues considered by the Senate, and

WHEREAS he was a shining example of an involved and observant academic colleague and comrade, curious about all academic matters, therefore

BE IT RESOLVED that the Faculty Senate requests the Chair of the Senate to communicate to the family of Charles Chamberlin the sorrow of the faculty upon the loss of his presence and collegiality, and to express the gratitude of the faculty for the decades of service and insight that Charles has provided to our Faculty Senate processes and the University overall.

Submitted by:
JoAnn Taricani
Faculty Legislative Representative
Associate Professor, College of Arts and Sciences

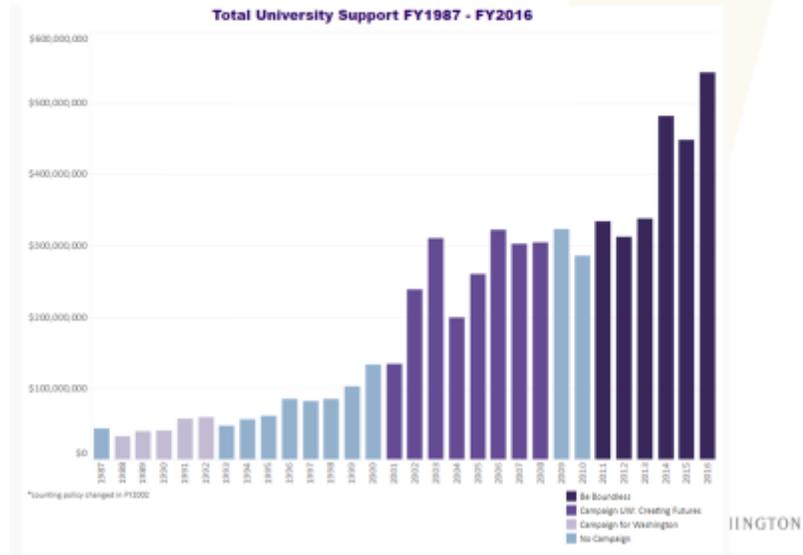
Approved by standing vote:
Faculty Senate
April 19, 2018



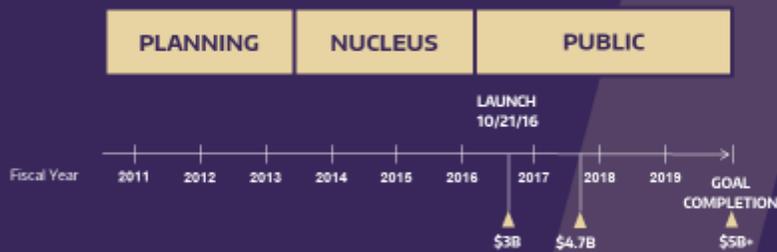
WHAT IS A CAMPAIGN?

- > CONCENTRATED EFFORT
- > SPECIFIC DOLLAR GOAL
- > STATED PURPOSES
- > LIMITED PERIOD OF TIME
- > INCREASED VOLUNTEER ENGAGEMENT

CAMPAIGN IMPACT



CAMPAIGN TIMELINE



CAMPAIGN PROGRESS

CAMPAIGN PROGRESS BY SCHOOL

\$4,719,567,393 July 1, 2010 through April 14, 2018

This Campaign report tracks Gifts and Grants Received, Outstanding Pledge Balances and Request Intentions for all Schools as listed in Advance. **77.80%** of Campaign Elapsed

School	GR	Board	Pledge	Request Intentions	Grand Total	Goal	% of Goal
UW Medicine	\$1,381,000,000.00	\$380,800,000.00	\$96,312,214.00	\$445,156,218.00	\$2,007,824,000.00	\$2,000,000,000.00	93.54%
Academic Student Affairs	\$4,500,000.00	\$123,500,000.00	\$13,375,000.00	\$9,650,000.00	\$148,530,000.00	\$100,000,000.00	93.83%
Arts & Sciences	\$1,700,000.00	\$231,136,129.00	\$133,091,038.00	\$22,776,210.00	\$566,703,477.00	\$500,000,000.00	84.26%
Biomedical Services	\$25,500,000.00	\$145,926,000.00	\$0.00	\$0.00	\$171,426,000.00	\$150,000,000.00	88.28%
Built Environments	\$2,344,000.00	\$23,569,318.00	\$2,340,000.00	\$3,576,439.00	\$31,829,757.00	\$30,000,000.00	92.44%
Chemistry	\$497,000.00	\$10,966,000.00	\$4,586,317.00	\$734,806.00	\$16,784,123.00	\$10,000,000.00	81.54%
Education	\$,773,000.00	\$16,326,810.00	\$7,458,675.00	\$787,100.00	\$25,405,605.00	\$25,000,000.00	100.00%
Engineering	\$2,000,000.00	\$180,176,332.00	\$102,333,009.00	\$83,864,966.00	\$369,374,307.00	\$350,000,000.00	108.39%
Fred G. Allen School of CS&E	\$,000.00	\$26,127,000.00	\$20,486,000.00	\$76,700,000.00	\$123,313,000.00	\$120,000,000.00	94.66%
Environmental	\$,074,000.00	\$99,600,000.00	\$75,200,000.00	\$6,281,000.00	\$181,155,000.00	\$180,000,000.00	94.86%
Ivins School Of Pub. Policy & Govern.	\$,273,000.00	\$33,422,000.00	\$21,085,547.00	\$3,056,137.00	\$57,836,684.00	\$50,000,000.00	70.48%
Joseph School of Business	\$1,346,000.00	\$188,881,907.00	\$798,072.00	\$80,071,874.00	\$280,087,853.00	\$280,000,000.00	100.00%
Information School	\$,800,000.00	\$26,420,730.00	\$11,670,314.00	\$38,000.00	\$28,519,044.00	\$30,000,000.00	111.87%
Intercollegiate Athletics	\$4,500,000.00	\$285,704,816.00	\$0.00	\$52,899,000.00	\$243,103,816.00	\$400,000,000.00	81.40%
Law	\$,578,000.00	\$26,305,000.00	\$2,445,300.00	\$90,300.00	\$29,418,600.00	\$30,000,000.00	98.09%
Likelihood	\$6,200,000.00	\$17,354,200.00	\$0.00	\$48,200.00	\$23,602,400.00	\$30,000,000.00	78.67%
Nursing	\$,837,000.00	\$19,651,448.00	\$11,099,000.00	\$107,954.00	\$30,695,402.00	\$40,000,000.00	76.74%
Other University Support	\$3,021,000.00	\$67,880,100.00	\$18,387,075.00	\$48,864,947.00	\$138,153,122.00	\$100,000,000.00	138.15%
Pharmacy	\$,700,000.00	\$16,736,000.00	\$3,927,364.00	\$1,612,800.00	\$22,976,164.00	\$20,000,000.00	114.88%
Public Health	\$,240,000.00	\$10,888,000.00	\$10,387,349.00	\$86,381,107.00	\$108,502,756.00	\$100,000,000.00	108.50%
Social Work	\$,414,000.00	\$18,151,700.00	\$7,281,240.00	\$1,877,322.00	\$27,724,262.00	\$30,000,000.00	92.41%
UW Institute	\$,279,000.00	\$5,701,100.00	\$3,376,884.00	\$143,500.00	\$9,500,484.00	\$10,000,000.00	95.00%
UW Tacoma	\$,887,000.00	\$11,081,500.00	\$2,031,267.00	\$1,079,834.00	\$15,080,601.00	\$10,000,000.00	150.81%
Grand Total	\$57,425,000.00	\$1,874,704,240.00	\$1,853,846,466.00	\$751,255,581.00	\$3,276,241,187.00	\$4,719,567,393.00	84.39%

Tip: Select an individual school or any of its totals to filter Gift Purpose results.

Gift Purpose	Current Use	Endowment	Grand Total
Capital	\$518,851,710.00	\$348,385.00	\$519,199,095.00
Endowment	\$261,946,416.00	\$121,184,015.00	\$383,130,431.00
Faculty Support	\$1,946,088,600.00	\$203,891,875.00	\$2,149,980,475.00
Program Support for Faculty and Students	\$812,200,217.00	\$102,680,100.00	\$914,880,317.00
Student Support	\$160,121,281.00	\$104,548,432.00	\$264,669,713.00
Grand Total	\$3,869,208,304.00	\$640,818,817.00	\$4,510,027,121.00

Programs include all remaining pledge requests or releases. Endowment includes all endowments that include School, School, School, School, and University funds. Other University Support includes Public and President's Funds, and various other endowments.

CAMPAIGN IMPACT – FACULTY FOCUS

Since the start of the campaign,
 **\$2.2B**
 has been raised to support
faculty initiatives and research

Additionally, more than
\$1B
 has been received for
program support

- FACULTY POSITIONS ENDOWED DURING CAMPAIGN TO DATE:**
- 78 PROFESSORSHIPS
 - 40 CHAIRS
 - 2 DEANSHIPS
 - 33 FACULTY FELLOWSHIPS

BE BOUNDLESS
 FOR WASHINGTON FOR THE WORLD

UW VISION: BEST IN THE WORLD, MEASURED BY IMPACT

UNIVERSITY PILLARS = CAMPAIGN PILLARS

- > Transforming the **Student Experience**
- > Driving the **Public Good**
- > Expanding our **Impact** - Everywhere
- > Empowering Possibility Through **Innovation**

BE BOUNDLESS
FOR WASHINGTON | FOR THE WORLD

THANK YOU

Public Research/Doctoral Universities - FY17
Ranked by 5-year contribution average

Rank	University	Grand Total (5-Year Avg.)	Alumni Participation	# Alumni of Record	Enrollment: Total Headcount
1	University of California-Los Angeles	\$474,572,305	8%	451,472	44,947
2	University of Washington	\$471,322,236	14%	383,928	56,809
3	University of Michigan	\$413,673,145	10%	574,522	61,893
4	University of California-Berkeley	\$370,084,520	8%	490,470	40,173
5	University of Texas at Austin	\$356,175,062	11%	502,122	50,170
6	Ohio State University	\$355,392,210	14%	568,016	66,046
7	Indiana University	\$353,142,437	7%	659,733	114,160
8	University of North Carolina at Chapel Hill	\$300,720,992	16%	306,032	29,469
9	Texas A&M University	\$278,857,947	12%	881,075	66,175
10	University of Colorado	\$260,294,657	4%	430,000	65,375
11	University of Oklahoma	\$259,587,463	11%	175,487	29,539
12	University of Virginia-Main Campus	\$257,193,949	18%	230,938	23,898
13	University of Florida	\$250,546,591	11%	391,100	54,607
14	University of Nebraska	\$226,683,820	8%	363,678	52,174
15	Penn State University	\$204,683,273	12%	602,488	85,722
16	University of California-San Diego	\$187,171,434	4%	168,259	35,816
17	University of Arizona	\$186,907,580	6%	265,228	43,625
18	University of Kansas	\$182,338,410	14%	233,733	28,401
19	University of Utah	\$178,100,462	20%	226,163	32,760
20	University of Illinois at Urbana-Champaign	\$176,513,393	7%	486,867	46,951

Source: Council for Aid to Education

UNIVERSITY of WASHINGTON

THANK YOU

Public and Private Research/Doctoral Universities - FY17

Ranked by 5-year contribution average

Rank	University	Grand Total (5-Year Avg.)	Alumni Participation	# Alumni of Record	Enrollment: Total Headcount
1	Stanford University	\$1,113,108,421	24%	187,465	16,424
2	Harvard University	\$1,093,001,684	17%	355,416	22,434
3	University of Southern California	\$678,888,492	22%	299,046	47,765
4	Johns Hopkins University	\$602,011,242	12%	171,225	24,277
5	Cornell University	\$588,690,179	18%	228,631	23,388
6	Columbia University	\$571,440,074	12%	310,790	30,884
7	University of Pennsylvania	\$535,342,020	25%	314,710	24,960
8	Yale University	\$486,063,859	23%	158,839	12,458
9	Duke University	\$484,107,873	26%	157,818	16,545
10	New York University	\$474,599,013	9%	395,899	50,550
11	University of California-Los Angeles	\$474,572,306	8%	451,472	44,947
12	University of Washington	\$471,322,236	14%	383,928	56,809
13	Massachusetts Institute of Technology	\$462,133,018	22%	138,968	11,376
14	Northwestern University	\$438,952,394	15%	275,932	21,823
15	University of Michigan	\$413,673,145	10%	574,522	61,893
16	University of Chicago	\$413,072,776	22%	154,047	16,384
17	University of California-Berkeley	\$370,084,520	8%	490,470	40,173
18	University of Texas at Austin	\$356,175,062	11%	502,122	50,170
19	Ohio State University	\$355,392,210	14%	568,016	66,046
20	University of Notre Dame	\$354,261,832	35%	134,840	12,467

Source: Council for Aid to Education

UNIVERSITY of WASHINGTON

THANK YOU

Institutions that Raised the Most (and Amount Raised), 2017

1. Harvard University (\$1.28 billion)
2. Stanford University (\$1.13 billion)
3. Cornell University (\$743.50 million)
4. Massachusetts Institute of Technology (\$672.94 million)
5. University of Southern California (\$668.33 million)
6. Johns Hopkins University (\$636.91 million)
7. University of Pennsylvania (\$626.49 million)
8. Columbia University (\$603.08 million)
9. Yale University (\$595.89 million)
10. Duke University (\$581.05 million)
11. New York University (\$567.12 million)
12. **University of Washington (\$553.89 million)**
13. University of California-Los Angeles (\$550.93 million)
14. University of Chicago (\$483.47 million)
15. University of Michigan (\$456.13 million)
16. University of Notre Dame (\$451.43 million)

Top public →

Source: Council for Aid to Education, 2018

UNIVERSITY of WASHINGTON



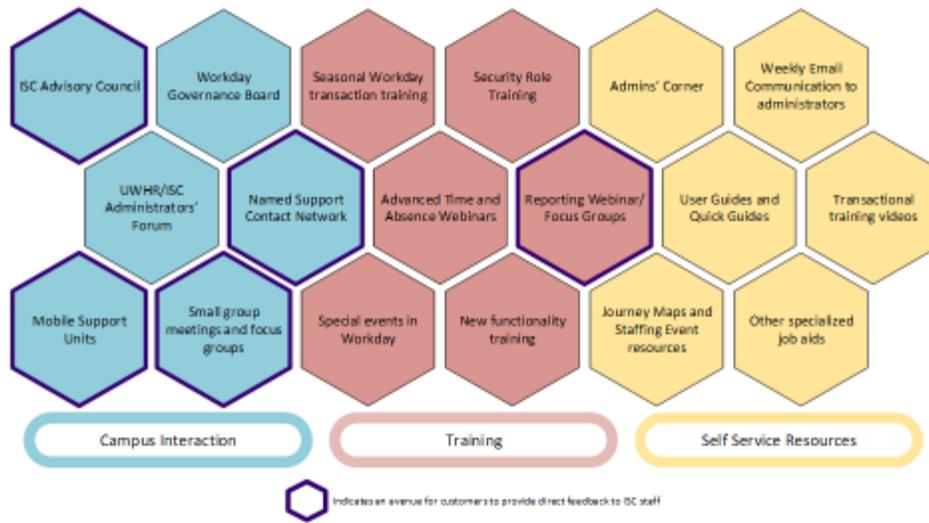
HOW THE ISC IS SUPPORTING CAMPUS

- **ISC: Support for Workday, HR, Benefits & Payroll Transactions**

The number one priority at the Integrated Service Center (ISC) is to ensure all UW employees have accurate pay and benefits.

- Our job: Supporting our users
 - Supporting individual employees
 - Supporting your department administrators
 - Supporting campus
 - Supporting your students

CAMPUS ENGAGEMENT



3

THANK YOU!

QUESTIONS?

UNIVERSITY of WASHINGTON
INTEGRATED SERVICE CENTER

4

Class A Legislation: Statement for Change in Faculty Voting Eligibility

Proposed Legislation:

This proposed legislation is to amend the UW Faculty Code for Voting Guidelines / General Eligibility to allow Senior and Principal Lecturers and Senior Artists-in-Residence to have voting privileges at 50% or greater effort and to be included as retired faculty during quarters that they work part-time. It should be noted that Full Time Senior and Principal Lecturers are already eligible for voting within their unit.

Rationale:

This change in voting rights recognizes the long-term and deep commitment of senior and principal lecturers to high quality teaching and mentoring of students and to the pedagogy of our university. It acknowledges the knowledge these leading lecturers might share in our shared efforts to provide the best education to our students. Furthermore, the voting rights align career flexibility opportunities for non-tenure-track faculty in senior positions with those for tenure-track faculty. This change reflects the respect for Senior and Principal Lecturers and Senior Artists-in-Residence in recognition of their attainments as well as their continuity in service to the university.

Section 21-32 Voting Membership in the Faculty

- A. Except as provided in Subsection B of this section the voting members of the University faculty are those faculty members holding the rank and/or title of:
- Professor, 50% appointment or greater,
 - Research professor, 50% appointment or greater,
 - Associate professor, 50% appointment or greater,
 - Research associate professor, 50% appointment or greater,
 - Assistant professor, 50% appointment or greater,
 - Research assistant professor, 50% appointment or greater,
 - Full-time Pprincipal lecturer, with an annual or multi-year appointment at 50% or greater,
 - Full-time Ssenior lecturer, with an annual or multi-year appointment at 50% or greater,
 - Full-time senior artist in residence,
 - Full-time lecturer,
 - Full-time artist in residence, or
 - A retired assistant professor, associate professor, or professor during the quarter(s) he or she is serving on a part-time basis, or a retired research assistant professor, research associate professor, or research professor, principal lecturer, or senior lecturer, during the quarter(s) he or she is serving on a part-time basis.

Approved by:
Senate Executive Committee
February 12, 2018

Approved by:
Faculty Senate
March 1, 2018

Approved by:
Senate Executive Committee
April 2, 2018

Approved by:
Faculty Senate
April 19, 2018

Legislation proposing changes to Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members

Rationale:

Section 24-34.B.3

The revision to the qualifications for the Principal Lecturer title (24-34.B.3) is intended to clarify the nature and level of expectations for that title, in a more general way than the current more specific list of potential methods of recognition. It is also intended to assist units to more effectively mentor and guide lecturing faculty in promotion to Principal Lecturers.

Section 24-54

Revisions to the section on promotion (24-54) are intended to restructure the language for clarity, and also to reorient voting procedures for promotion of faculty in instructional titles. This follows the recommendation of, among others, the Bothell Lecturers Working Group report from June of 2014, suggesting that "an asymmetry exists within the Code when it comes to personnel matters. Currently tenure track faculty have responsibility to review lecturers, but lecturers do not review tenure track faculty." Having senior faculty vote is more respectful of the status and experience of the lecturer faculty.

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

A. Qualifications for Appointment at Specific Ranks

1. Appointment with the rank of assistant professor requires completion of professional training, in many fields marked by the Ph.D., and a demonstration of teaching and research ability that evidences promise of a successful career.
2. Appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.
3. Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national or international recognition.

B. Qualifications for Appointments with Specific Titles

1. Lecturer and artist in residence are instructional titles that may be conferred on persons who have special instructional roles. Appointments may be renewed pursuant to Section 24-53.
2. Senior lecturer and senior artist in residence are instructional titles that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. Appointments may be renewed pursuant to Section 24-53.
3. Principal lecturer is an instructional title that may be conferred on persons whose excellence in instruction is demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field. ~~recognized through appropriate awards, distinctions, or major contributions to their field.~~ Appointments may be renewed pursuant to Section 24-53.

Section 24-54 Procedure for Promotions

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

- A. Promotion shall be based upon the attainment of the qualifications prescribed in Sections 24-32, 24-33, 24-34, and 24-35 for the various academic ranks and titles ~~these qualifications and not upon~~

length of service. In arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole record of candidates' qualifications described in Section 24-32.

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

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

Faculty with instructional titles outlined in Section 24-34, Subsection B shall be considered by voting members of the appropriate department or undepartmentalized college or school who hold an eligible professorial appointment as associate professor or professor or an instructional title superior to that of the candidate being considered. ~~In this decision they shall take into account the qualifications prescribed in Sections 24-32, 24-33, 24-34, and 24-35 for the various academic ranks and titles. Promotion shall be based upon the attainment of those qualifications and not upon length of service. In arriving at recommendations for promotion, faculty, chairs, and deans shall consider the whole record of candidates' qualifications described in Section 24-32.~~

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

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

The eligible voting faculty (as described above) of the candidate's department (or college/school if undepartmentalized) ~~superior in rank and title to the candidate~~ shall then meet to discuss the candidate's record. A vote on the promotion question shall occur following the discussion.

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

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

Approved by:
Senate Executive Committee
April 2, 2018

Approved by
Faculty Senate
April 19, 2018

Legislation proposing changes to Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members

Introduction

The Faculty Council on Multicultural Affairs voted on February 8, 2018, to forward proposed Class A legislation to the Senate Executive Committee and Faculty Senate for consideration. The motion was approved by a majority of voting members.

Reasons for Proposed Changes

The Faculty Council on Multicultural Affairs 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.

Background

At the initial meeting of the Faculty Council on Multicultural Affairs in October 2017, the council reviewed goals provided by Senate Chair Thaïsa Way. Among the goals was a mandate 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 and winter quarter meetings, the Council reviewed various sections of the Faculty Code, paying particular attention to topics that would impact issues relevant to the goal provided by Senate Chair Thaïsa Way. Ultimately, the FCMA honed in on specific sections of the code within chapter 24. Specifically, section 24.32 of the faculty code, *Scholarly and Professional Qualifications of Faculty Members* and the discretionary language utilized for the consideration of contributions "in scholarship and research, teaching, and service that address diversity and equal opportunity" in appointment and promotion decisions. The Council recommends this Class A legislation modifying the discretionary language from "may be included" to "shall be" included among the professional and scholarly qualifications for appointment and promotion.

[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