

Minutes
Faculty Senate Meeting
Thursday, March 1, 2012, 2:30 p.m.
Savery Hall, Room 260

1. Call to Order and Approval of Agenda.

The meeting was called to order by Faculty Senate Chair Susan Astley at 2:32 p.m.; the agenda was approved as distributed.

2. Report of the Chair. **[Exhibit A]**

Senate Chair Astley referred the senators to her written report. She reminded attendees of the logistics for being recognized to speak.

In additional remarks, Astley congratulated Professor Jack Lee on his election as Senate Vice Chair for 2012-13. She updated attendees on the UW Retirement Plan changes by noting that there was good attendance at open forums held during the past month and indicating that Provost Cauce would provide additional updates later in the meeting. Astley announced that the joint administration/faculty senate workgroup on salary policy is being formed. The group will be meeting soon to formulate short & long term goals. Astley also mentioned her efforts on behalf of faculty who raised concerns about the wording of the UW form requesting permission for outside work for compensation. There is concern that this new language may conflict with EO36 and intellectual property rights for faculty. She also learned that the group mentioned in EO36 who reviews issues of intellectual property has not met since March 2010. She will provide additional updates on this issue at the next Senate meeting.

There were no questions to Astley about her report.

3. Report of the Provost – Ana Mari Cauce, Provost and Executive Vice President.

Provost Cauce presented this report in the absence of President Young who is currently in Washington, DC, meeting with officials from the Department of Education about higher education issues.

Retirement & Benefits update

Cauce will be reporting to the Board of Regents on March 8. Record keeping is responsibility of Provost. Two issues were clearly identified in the forums attended by faculty. Faculty want more index funds and also one additional social responsibility option; thus she has charged Vice President Mindy Kornberg and her staff to identify these additional fund options. After final decisions are made there will be sessions in academic units and online responses to FAQs to inform everyone about the changes. She wants especially to make sure that the least investment-savvy faculty and current retirees are fully informed. There will be a “blackout period” when no changes can be made; this period will not occur over summer, but likely in the fall.

Faculty salary and compensation discussions

Salaries for state employees are still frozen for this, the fourth consecutive year. University administration is hoping this will be the last year of the freeze on salaries for state employees. There is discussion that the current faculty salary policy may not be working well in the current economic situation. She acknowledged that the basic principles that allow merit increases for continuing faculty and also provide for recruitment and retention of faculty are good and should be retained. A joint faculty/administrative work group on salary policy will be examining best practices and hope to have reporting sessions along the way.

Intellectual property.

Cauce indicated she was also unaware of the status of the Intellectual Property Management Advisory Board (IPMAC) and was working on re-establishing the committee as well as re-examining the language on the forms about outside work for compensation.

Budget & Olympia.

Cauce indicated feeling fairly positive about higher education funding. She perceives a bipartisan feeling in both houses that there already had been “enough cuts to higher education.” She referred faculty to briefs on the planning and budgeting website for updates in the days ahead.

Provost Cauce then responded to questions from the Senators:

Q: Is it true that faculty on sabbaticals are ineligible for raises when they return?

A: No. It is important to treat these reviews seriously and review performance over a period of time.

Q: What will happen to faculty salaries after the freeze is lifted?

A: The administration and SCPB are beginning to look at peer comparisons using the global challenge states. The UW is now about 11% below our peers; this is a decline as the UW had previously been within 3% of our peers. The gap is especially apparent at the full professor rank. It will take some time to close the gap.

Q: What is the blackout period mentioned in relation to the retirement plan changes?

A: It is a period that follows a time when active decisions and changes can be made. This active period will be followed by a period of time (i.e. months) during which no changes can be made.

Q: What are temporary funds used by the UW?

A: The UW has funds in reserve, something like a personal savings account for emergencies. Perhaps this is a time when some should be used. The largest expense to units is tenured faculty. Temporary money has filled gaps in unit funding but this can't be sustained.

4. Opportunities for Questions and Requests for Information.
 - a. Summary of Executive Committee Actions and Upcoming Issues of February 13, 2012.
 - i. Approval of the January 9, 2012, SEC minutes.
 - ii. Approval of the March 1, 2012, Faculty Senate minutes.
 - b. Report of the Secretary of the Faculty. **[Exhibit B]**
 - c. Report of the Chair of the Senate Committee on Planning and Budgeting. **[Exhibit C]**
 - d. Report of the Faculty Legislative Representative. **[Exhibit D]**
 - e. Discussion: Revision to the UW Student Conduct Code [Faculty Council on Student Affairs].

No additional questions were asked about reports from the Senate Executive Committee or Senate officers.

5. Consent Agenda.
 - Approve Nominees for Faculty Councils and Committees. **[Exhibit E]**

The consent agenda was approved.

6. Memorial Resolution.

The memorial resolution was presented by Senate Vice Chair Jim Gregory and approved by a standing vote of the faculty.

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

Professor Emeritus Maurice F. Freehill of Education who died on January 27, 2012, after having served the University since 1962.

Professor Emeritus Arthur Leslie Grey, Jr., of Urban Design & Planning who died on February 12, 2012, after having served the University since 1963.

Clinical Associate Professor Alice Jane Kimball of Pediatrics who died on January 30, 2012, after having served the University since 1982.

Associate Professor Emeritus Edmond Mignon of the Information School who died on January 17, 2012, after having served the University since 1964.

Professor Emeritus Richard B. Peterson of Management & Organization who died on September 3, 2011, after having served the University since 1966.

Clinical Professor Charles G. Stipp of Medicine who died on January 27, 2012, after having served the University since 1958.

7. Announcements

Secretary of the Faculty Killien announced that nominations for the University Faculty Lecture Award will be due in April. She urged Senators to consider nominating colleagues. Detailed information about the nomination process and deadlines will be sent via Email to all faculty in late March.

8. Unfinished Business.

Class A Legislation – Continue First Consideration. **[Exhibit F]**

Jack Lee, Chair, Class A Legislation-Diversity Committee.

Title: Code Revisions to Chapters 24-31, 24-32 and 24-54: Revisions related to appointment and promotion of faculty.

Action: Continue conducting the first review of proposal to submit legislation amending the *Faculty Code* to the faculty for approval or rejection.

The legislation introduced at the January meeting of the Faculty Senate and amended by a committee appointed by the Senate Chair was presented by Committee Chair Jack Lee. Professor Lee described the committee's deliberations. All agreed that the essential ideas in the substitute motion were supported by the entire group. The committee made changes in the original motion in an attempt to address the main objections that were raised at the last Senate meeting. These objections were that that diversity work would be mandated for promotion, that the wording of the motion could impinge on academic freedom, and that the change should be placed in a different part of the Code. Lee indicated that three Councils, Multicultural Affairs (FCMA), Faculty Affairs (FCFA), Women in Academia (FCWA), each supported the motion on the floor.

In the discussion that followed, the question was raised that language in the amendment may be too vague. For example, what is meant by "equal opportunity & diversity?" Is there a need to have language that is less influenced by current discourse? Could the language be regularized to be more definitive and clear and thus lead to less confusion and uncertainty of interpretation in the future? Luis Fraga, Associate Vice Provost for Faculty Advancement, responded that FCMA, the proposers of the original amendment, deliberately avoided a definitive definition of these terms because doing so would take away judgment in assessing excellence within a disciplinary context. He acknowledged that the definition of these terms may change over time. Another Senator asked, "Does this mean if you mentor underrepresented groups you get credit for promotion and tenure but if you mentor majority groups you don't?" Fraga responded that all mentoring should be recognized. Another Senator suggested that wording should be changed from "recognition" to "consideration" in response to anecdotal information that individuals had presented information in their portfolios about their diversity work but were told by someone that it was "nice" but couldn't be considered for promotion; his suggested rewording was an attempt to assure that such work would be considered.

Following discussion, several motions for changes to 24-32B and 24-54A [indicated in red in Exhibit F] were made and passed. The overall motion to approve the legislation as amended passed by a large majority. The legislation will now be sent for review and comment by President Young and the Advisory Committee on *Faculty Code* and Regulations. Their comments will be considered by the Senate Executive Committee before returning to the Senate for second consideration.

9. New Business.
There was none.

10. Good of the Order.

Discussion focused on faculty salary and merit reviews. It was suggested that merit reviews may undermine faculty morale when there are no funds available for salary increases. It was proposed that merit reviews should be suspended until funds were available and then the review could include performance during all the years since the last salary increase. Some faculty suggested that merit reviews were an important source of performance feedback for assistant professors, even if there was no money for salary increases. Killien reminded the group that merit reviews and regular conferences are different as described in the *Faculty Code* and there is some confusion among the faculty and administrators about these differences. Provost Cauce indicated she would discuss the merit process with Secretary of the Faculty Killien and the Senate Committee on Planning and Budgeting. A Senator asked how salary concerns are affecting educational quality and students. Cauce mentioned that there is concern among students that salary increases result in tuition increases, and indicated that both tuition and faculty salaries are below peer averages. She suggested that the biggest contributor to educational quality is having good faculty in the classroom, and that while faculty are very loyal they can't continue to "feed the family" with loyalty, so that eventually the quality of education will suffer. She indicated that in some units, reserve funds have been used for recruitment packages are now depleted. Funding for recruitment startups are a concern for her as Provost because it is a losing strategy to say "I can only afford to recruit someone who will come for a low salary."

11. The meeting was adjourned at 5:10 pm

Prepared by: Marcia Killien, Secretary of the Faculty
Approved by: Susan Astley, Chair of the Faculty Senate

Report of the Faculty Senate Chair
Susan Astley, Professor, Epidemiology and Pediatrics

Professor Jack Lee, Mathematics elected to the position of Faculty Senate Vice-Chair for 2012-2013.

- Congratulation Professor Lee.

Faculty Salary Policy Work Group

- A first informal meeting was held on February 6, 2012, between senate and administrative leadership to discuss the establishment of a Faculty Salary Policy Work Group. Topics included short and long term goals, committee structure, and the need for updated data on the current state of UW faculty salaries. Faculty/Senators will be kept fully informed with opportunities to provide input.

Proposed changes in the UW Retirement Plan

- At the urging of the Faculty Council on Benefits and Retirement, open forums were held on all three campuses in January to provide faculty and staff an opportunity to learn about [proposed changes](#) in how retirement funds are managed and invested. Planners have assessed the feedback from those sessions and have reported to the Provost. Provost Cauce will provide an update to the Senate at today's Senate meeting.

Class A Legislation, Proposed Code Revisions Related to Faculty Appointment and Promotion

- The Faculty Council on Multicultural Affairs (FCMA) presented [Class A Legislation](#) to the Senate Executive Committee (SEC) on January 9, 2012. Their proposed changes in the Faculty Code in Section 24-32 are designed to allow that the work done by faculty in research, teaching, and service that enriches diversity at the UW be recognized in the processes of appointment and promotion. The SEC approved an amended version of the proposal be submitted for Faculty Senate consideration.
- The Class A Legislation was presented to the Senate for first consideration at the January 26, 2012, meeting. Discussion ensued with members voicing both support and concern for the proposed legislation. After discussion, Senator Lee moved to refer the motion to a committee. Committee members would be named by the Senate Chair and would include members from FCMA and FCFA. The committee's charge would be to bring a revised motion for action at the March 1, 2012, Senate meeting.
 - A committee of 9 has been established. Members include Jack Lee, Michael Forman, Sarah Stroup, Stephanie Smallwood, Alexis Harris, FCMA, Morayma Reyes, FCMA, Lea Vaughn, FCFA, Carol Landis, FCFA, and Ann Mescher, FCWA. Jack Lee has agreed to serve as chair.

Intellectual Property and the "Request for Approval of Outside Professional Work for Compensation" form.

- New language regarding assignment of intellectual property (IP) has been placed in the "[Request for Approval of Outside Professional Work for Compensation](#)" form (Rev. October 2011).
"With this request for outside work, I acknowledge that I am bound by and I agree to comply with the University Patent, Invention, and Copyright Policy (Executive Order 36) ("Policy"), as it may be amended from time to time. In accordance with this Policy, I will disclose all inventions and discoveries I create to the UW Center for Commercialization, including any that I create in connection with any outside work. I agree to assign and I hereby assign to the University all my rights in any intellectual property to which the University has a right of assignment under the Policy, provided I created such intellectual property in the course of my University activities or responsibilities or with more than incidental use of University resources."
- Faculty members have expressed concern regarding the language (Is this new policy? Why has this language been inserted into this form? Did faculty members with sufficient expertise in IP policy have an opportunity to review/comment on the proposed language prior to its insertion in the Form?).
 - A meeting is being scheduled with appropriate faculty and administrative members to address questions/concerns regarding this new language. Faculty/Senators will be kept abreast of these discussions.
 - In the course of looking into this matter, it was discovered that the Intellectual Property Management Advisory Board (IPMAC), established 15 years ago through [EO 36](#), held its last meeting in March 2010 and apparently no longer exists/functions. EO36 stipulates: "*The President of the University will appoint an Intellectual Property Management Advisory Committee to review*

periodically the policy set forth in this statement and recommend such changes to the President as the Committee deems desirable. The Committee will also advise on broader intellectual property issues that arise in the promotion and protection of research. The Committee will report to the Vice Provost for Intellectual Property and Technology Transfer and consist of no fewer than five members, a majority of whom shall be chosen from the faculty.” Discussions are underway to reinstate IPMAC.

Report of the Secretary of the Faculty
Marcia Killien, Professor, Family and Child Nursing

1. The election for Senate Vice-Chair for 2012-13 concluded on 2/3/2012 with 80.6% of eligible voters participating. Jack Lee, Mathematics, received the majority vote and will begin his term on August 1, 2012.

The other candidate, Jim Fridley, Professor of Environmental and Forest Science and Professor of Mechanical Engineering will continue to fulfill his term as Faculty Legislative Representative.

Of note, the participation rate of eligible voters (80.6%) has continued to increase from the previous Senate structure, when participation in the election for vice chair was 51%.

2. The following Schools/Colleges/Campuses will hold elections for Senators in Spring 2012, with nominations due from the Elected Faculty Councils to the Secretary of the Faculty by March 26, 2012. Voting for Senators within the academic units is scheduled for April 9-16, 2012.

UW Bothell
Built Environment
Education
Information
Law
Medicine
Pharmacy
Public Affairs
ROTC

3. The three proposals for changes in academic programs that were reviewed and approved by SCPB to move forward in the limited RCEP process have been approved to transfer to the School of Public Health; no petitions were received from faculty in the affected areas. The programs are: the transfers of the Institute for Public Health Genetics and the Interdisciplinary Graduate Program in Nutritional Sciences from the Graduate School to the School of Public Health, and the transfer of the Public Health Undergraduate Major from the College of Arts and Sciences to the School of Public Health.
4. Nominations for the University Faculty Lecture Award will be due in April. Senators are urged to consider nominating colleagues. Detailed information about the nomination process and deadlines will be sent in late March.

Report of the Chair of the Senate Committee on Planning and Budgeting
Gail Stygall, Professor, English

SCPB has met twice since the last Faculty Senate meeting. On February 6, 2012, SCPB heard from Kelli Trosvig, Vice Provost and Vice President of Information Technology. She reported on three items. First, she described the plans for the new system for Human Resources, a much overdue project. At this time, because the market is quite competitive for these systems for universities, the cost of the project is much less than previously estimated. The continuing use of the heritage system, some of it still written in COBOL, is problematic. She also reported on the new Student Learning system which will replace some of the currently used student information software. Third, she reported on the status of the technology recharge fee for the next fiscal year: the fee will remain the same as it is in this fiscal year.

On February 13, 2012, the SCPB faculty and student members met to finish the revision of the 2013 Budget Principles and Priorities statement from SCPB to the Provost. Many of the principles and priorities remain the same as those presented last year, but there are a few changes. The statement is attached to this report.

SCPB will hear from V'ella Warren on February 27, 2012, on the LEAN program, the improvement and cost savings program for the administrative side of the university. We will also hear from Phil Ballinger, Assistant Vice President for Enrollment, on current projections for next fall's entering class. In addition, we will hear a presentation from Paul Jenny on differential program fees.

We have also been receiving updates on activities in Olympia and we encourage faculty to read the updates on the Planning and Budgeting website. The House Budget has been presented and we await the Senate version.

Principles and Recommendations for Crafting UW's 2012-13 Budget

Principle 1: Respond to budget changes strategically and transparently. Our students are among the state's most important resource and they are now paying the majority of the cost of their education. Our faculty provide the means for our students to succeed in their education and for the state to prosper. Responses to the current budget situation must consider and be apparent to these two critical constituencies. To accomplish strategic budget changes, we offer these recommendations:

Recommendations

1. *Aggressively continue the work of the goal-setting, strategic-planning and program-evaluation initiatives in progress. We also recommend that any further work on 2y2d, Organizational Effectiveness, and Program Evaluation be far more inclusive of non-administrative faculty and students than these committees have been to date.*
2. *SCPB recommends that the Provost use the same program-evaluation metrics that were developed last year to inform budget decisions this year.*
3. *Document and reinforce the requirement that deans seek the advice of their elected Faculty Councils during the development of strategic priorities for their academic units. Deans will confirm this consultation by including the attached statement signed by the chair of the Elected Faculty Council of the school or college.*
4. *Consider consolidations and reorganizations of units that preserve the University's ability to accomplish its missions effectively while resulting in significant reprogrammable funds.*
5. *Prioritize and possibly reduce the levels of service provided by non-academic units. The infrastructure that most directly supports teaching and learning quality, excellent scholarship (e.g., libraries), and essential student services (e.g., advising) should be protected first.*
6. *Preserve access to UW for low income students, while working to address the growing unmet need in middle income groups.*
7. *Create a pool of central bridge funds that allow disruptive changes in academic programs and student support to be managed thoughtfully.*
8. *As a short-term measure allow vacant state-funded faculty positions to remain open to meet the most urgent needs except where the integrity of programs that meet key strategic needs would be compromised without immediate faculty replacements.*

Principle 2: Value the faculty. Faculty drive the University's mission of instruction, research, and community service. Their confidence in high-level appreciation of and fair and competitive compensation for their work is essential if UW is to proceed to function collaboratively through the continuing period of budgetary unpredictability and retain its devoted faculty.

9. *Strive to fairly reward meritorious performance and to remain competitive among our peers; in order to remain competitive, we must at a minimum continue to produce comparative data on peer salaries (at the departmental level) centrally.*
10. *Promotion and tenure policies, including promotion raises, must be sustained at all faculty levels and we ask the Provost to reaffirm our commitment to established principles of promotion and compensation through active administrative participation on a joint faculty-administrative salary committee.*
11. *Faculty numbers may not keep pace with undergraduate enrollment, so student-faculty ratios and teaching loads are likely to increase. Encourage the use of TAs where they add instructional value and control the negative impacts of rising faculty teaching loads. It is important that we not lose TA positions in programs where these TA's provide a key part of the education services.*
12. *Recognize that moving to part-time rather than full-time instructional staff may negatively affect faculty and students.*

Principle 3: Sustain quality. The impact of the profound budget cuts over the past three years must have some impact on the quality of the education and research at the UW. In order to guard against decisions that may inadvertently further affect quality, we need affirmative efforts to sustain quality, one of which would be developing metrics that measure quality of education and research.

Principle 4: Consider differential program fees cautiously. The actual per-student cost of delivering instruction differs widely across programs as the budget supplements already recognize. The additional financial need caused by any new program fees should be completely covered. How the fees are phased in should be discussed extensively. The fees should be used for educational enhancement. The fees should recognize upper and lower division cost differences as well as those across majors. How differential program fees would work under Activity Based Budgeting should also be discussed extensively in SCPB.

Principle 5: Curtail (but continue) strategic investments. To remain a world-class institution of higher education it is vital that we continue to invest in the most urgent facets of our mission with vision and purpose at a rate consonant with financial reality.

13. *Centrally funded strategic investments must continue. Nonetheless defer all but the most vital investments at least until the University's revenues stabilize.*

Statement for Deans to have signed by their Elected Faculty Council Chairs:

I confirm that the elected college council, which I Chair, provided advice to our Dean in the development of the attached budget plan. Our college's process for developing strategic priorities was in accordance with the Faculty Code, Section 23-45, Subsection C, which states that "the elected faculty council or councils shall advise the Dean on matters involving academic policy, including priorities, resource, salary allocations, and budgets."

If this process was not followed, the Dean should provide a written explanation.

Report of the Faculty Legislative Representative

Jim Fridley, Professor, Environmental and Forest Sciences and Mechanical Engineering

UW Faculty Senate deadlines require submitting this report on Day 45 of the 60 day long legislative session. The Faculty Senate meeting is on Day 53. Lots will happen during the two week period between when this report is submitted, when it is presented, and the end of the legislative session. To give a sense of the timetable:

Thursday, February 16	(Day 39)	Economic and Revenue Forecast Council report delivered
Tuesday, February 21	(Day 44)	House Ways and Means Chair's budget proposal released
Wednesday, February 22	(Day 45)	Your FLR's report to the UW Faculty Senate is Overdue
Friday, February 24	(Day 47)	All fiscal (e.g., Higher Education) committee work on bills must be completed
Monday, February 27	(Day 50)	All fiscal (e.g., Ways and Means) committee work on bills must be completed
Tuesday, February 28	(Day 51)	Senate Ways and Means Chair's budget proposal release (approximate date)
Thursday, March 1	(Day 53)	UW Faculty Senate Meeting
Friday, March 2	(Day 54)	Last day to consider (pass) bills except those necessary to implement the budget
Thursday, March 8	(Day 60)	Legislature adjourns sine die

Due to the severity of the crisis in the state's financial condition, and as has been the case in recent years, the work of the current legislature has been substantially constrained by their reluctance to seriously consider bills that would require spending additional state funds. This does not lead the legislature to consider fewer bills, just to considering more bills where change can be done without a new appropriation. Fortunately the bills that stood to have been most disrupting to the activities of faculty have by now found their way to the inactive list.

Also due to the state's financial condition, and all of its implications, the work on the budget has at least until very recently seemed slow and has certainly been out of the public's view. But once the revenue forecast report was delivered on February 16 the budget writers overall target numbers became known by all. Thus the conversations became more serious, faster paced and a little more public.

In regard to the budget for higher education, there has been lots and lots of attention given to the importance of higher education and the state's real need for its ongoing success and substantial contributions. It appears that this might result in a supplemental budget with expenditure reductions for the baccalaureate institutions that are on the order of two to three percent. These cuts do continue to set us back – but this bad news can be made to seem good when we compare it to what might have happened. Remember, the Governor originally proposed 16 to 17%.

I'm trying to use the Faculty Senate Blog, <https://depts.washington.edu/senatblg/>, to provide you more up to date information so check in there if you are interested. Otherwise call me (3-6993 forwards to my mobile) if you have questions -- or better yet catch me after March 8 when I might actually know how it all turned out.

Respectfully submitted,

Jim Fridley
 Professor of Environmental and Forest Sciences
 Professor of Mechanical Engineering
 UW Faculty Legislative Representative

2011-2012 Representative (Ex-officio) Faculty Council and Committee Nominations**Faculty Council on Benefits and Retirement**

- Daniel Masterson, Graduate and Professional Student Senate, as an ex-officio member with vote for a term effective immediately and ending September 15, 2012.

Faculty Council on Faculty Affairs (Meets Tuesdays at 9:00 a.m.)

- Christine David, Associated Students of the University of Washington, as an ex-officio member for a term effective immediately and ending September 15, 2012.

Faculty Council on Multi-Cultural Affairs (Meets Wednesdays at 3:30 p.m.)

- Noralis Rodriguez, Professional, Graduate and Professional Student Senate, as an ex-officio member for a term effective immediately and ending September 15, 2012.

Faculty Council on Research (Meets Wednesdays at 9:00 a.m.)

- Athena Pantazis, Graduate and Professional Student Senate, as an ex-officio member for a term effective immediately and ending September 15, 2012.

Faculty Council on Student Affairs (Meets Tuesdays at 1:30 p.m.)

- Will Scott, Graduate and Professional Student Senate, as an ex-officio member with vote for a term effective immediately and ending September 15, 2012.

Faculty Council on Tri-Campus Policy (Meets Thursdays at 9:00 a.m.)

- Maxine Sugarman, Associated Students of the University of Washington, as an ex-officio member for a term effective immediately and ending September 15, 2012.

Faculty Council on University Facilities and Services (Meets Thursdays at 10:00 a.m.)

- Negheen Kamkar, Associated Students of the University of Washington, as an ex-officio member with vote for a term effective immediately and ending September 15, 2012.
- Daniel Coslett, Graduate and Professional Student Senate, as an ex-officio member with vote for a term effective immediately and ending September 15, 2012.

Faculty Council on University Libraries (Meets Wednesdays at 2:30 p.m.)

- Gennie Gebhart, Associated Students of the University of Washington, as an ex-officio member with vote for a term effective immediately and ending September 15, 2012.

Faculty Council on Women in Academia (Meets Mondays at 12:30 p.m.)

- Jennifer Hansen, Graduate and Professional Student Senate, as an ex-officio member with vote for a term effective immediately and ending September 15, 2012.

Proposed Amendment to “Code Revisions to Chapters 24-31 and 24-32: Revisions related to appointment and promotion of faculty.”

Background: At the Jan. 26, 2012, Faculty Senate meeting, the Faculty Council on Multicultural Affairs (FCMA) proposed revisions to the Faculty Code adding explicit consideration of contributions related to diversity and equal opportunity in faculty appointment and promotion decisions. The original proposal can be read in the Senate minutes (http://www.washington.edu/faculty/facsen/senate_minutes/11-12/senate_012612.pdf#page=27), and the slide presentation by members of the FCMA can be seen on the Senate blog (http://www.washington.edu/faculty/facsen/blog/fcma_presentation.pdf).

Because the legislation in its original form engendered significant controversy, including a statement of opposition from the Faculty Council on Faculty Affairs (FCFA) and a statement of support from the Faculty Council on Women in Academia (FCWA), the Senate voted to refer the matter to a special committee, including members of the FCMA, FCFA, and FCWA, to recommend a substitute motion that considered the views expressed in the Senate discussion. The Senate chair appointed a committee consisting of myself (chair), Michael Forman (IAS, UW Tacoma), Sarah Stroup (Classics), Stephanie Smallwood (History), Alexes Harris (Sociology, FCMA), Morayma Reyes (Pathology, FCMA), Lea Vaughn (Law, FCFA), Carol Landis (Biobehavioral Nursing and Health Systems, FCFA), and Ann Mescher (Mechanical Engineering, FCWA). The committee met three times, and between meetings continued our conversation on a GoPost discussion board.

The committee focused on three main objections to the original proposal:

- **Mandatory?** Although the intent of the new code provisions is clearly to allow but not require contributions to diversity and equal opportunity to be considered in appointment and promotion decisions, some were concerned that the proposed wording might nonetheless cause candidates and evaluators to treat such contributions as mandatory, a sort of “box that must be checked” in order to build a strong case. On the other hand, proponents of the code revisions were concerned that labeling these considerations as optional might be interpreted as giving departmental committees, deans, and college councils license to ignore them. We addressed these concerns by revising the wording to say clearly that a faculty member *may* present such contributions for evaluation, and if presented, they *must* be given recognition.
- **Placement?** Some senators had expressed concern that the placement of the new wording was inappropriate, because it seemed to address *procedures* for appointment and promotion in a section devoted to *qualifications* for appointment and promotion. The change in wording described above seemed to exacerbate this problem. We addressed this by moving the procedural sentences (“a faculty member may present... such contributions must be given recognition ...”) to Section 24-52, titled *Procedure for Promotions*.
- **Academic Freedom?** Some senators also expressed concern that the use of the word “promote” in “faculty contributions ... that promote diversity and equal opportunity” might be interpreted as imposing limitations on academic freedom, for example by suggesting that research that questions the value of diversity in the university should be devalued. We addressed this by changing the word “promote” to “address.”

Our amended proposal is attached. In this version, the added wording originally proposed by FCMA is underlined in black, our new strikeouts are in red, and our new additions are in turquoise. This version has been approved unanimously by our committee, including representatives from FCMA, FCFA, and FCWA, and we recommend that the Senate approve it.

In addition, because the original proposal contained no changes to Section 24-31 and we have not proposed any, and because we have proposed new changes to Section 24-54, the title of the legislation should probably be changed to **“Code Revisions to Chapters 24-32 and 24-54: Revisions related to appointment and promotion of faculty”**

Respectfully submitted,
John M. Lee (Mathematics)
Senator, College of Arts and Sciences

1 **Code Revisions to Chapters 24-32 and 24-54: Revisions related to appointment and promotion of**
2 **faculty**

3
4 **Faculty Code, Chapter 24 Appointment and Promotion of Faculty Members**

5
6 **Section 24–32 Scholarly and Professional Qualifications of Faculty Members**

7
8 The University faculty is committed to the full range of academic responsibilities: scholarship and
9 research, teaching, and service. Individual faculty will, in the ordinary course of their development,
10 determine the weight of these various commitments, and adjust them from time to time during their
11 careers, in response to their individual, professional development and the changing needs of their
12 profession, of their programs, departments, schools and colleges, and the University. Such versatility and
13 flexibility are hallmarks of respected institutions of higher education because they are conducive to
14 establishing and maintaining the excellence of a university and to fulfilling the educational and social role
15 of the institution. In accordance with the University's expressed commitment to excellence
16 and equity, faculty contributions in scholarship and research, teaching, and service that promote address
17 diversity and equal opportunity may be included among the professional and scholarly qualifications for
18 appointment and promotion outlined below. are to be encouraged and given recognition in the evaluation
19 of the faculty member's qualifications. These contributions to diversity and equal opportunity can take a
20 variety of forms including research in a scholar's area of expertise that highlights inequalities, efforts to
21 advance equitable access to education, or public service that addresses the needs of diverse
22 populations.

- 23
24 A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the
25 faculty. The scholarship of faculty members may be judged by the character of their advanced
26 degrees and by their contribution to knowledge in the form of publication and instruction; it is
27 reflected not only in their reputation among other scholars and professionals but in the performance
28 of their students.
29
30 B. The creative function of a university requires faculty devoted to inquiry and research, whose
31 attainment may be in the realm of scholarly investigation, in constructive contributions in
32 professional fields, or in the creative arts, such as musical composition, creative writing, or original
33 design in engineering or architecture. For each of these realms, contributions that address to the
34 advancement of equitable access and diversity in education diversity and equal opportunity may be
35 included. While numbers (publications, grant dollars, students) provide some measure of such
36 accomplishment, more important is the quality of the faculty member's published or other creative
37 work.

38
39 Important elements in evaluating the scholarly ability and attainments of faculty members include
40 the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships;
41 the professional and/or public impact of their work; and their success in directing productive work by
42 advanced students and in training graduate and professional students in scholarly methods. Other
43 important elements of scholarly achievement include involvement in and contributions to
44 interdisciplinary research and teaching; participation and leadership in professional associations
45 and in the editing of professional journals; the judgment of professional colleagues; and
46 membership on boards and committees.

- 47
48 C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a
49 variety of teaching formats and media, including undergraduate and graduate instruction for
50 matriculated students, and special training or educational outreach. The educational function of a
51 university requires faculty who can teach effectively. Instruction must be judged according to its
52 essential purposes and the conditions which they impose. Some elements in assessing effective
53 teaching include the ability to organize and conduct a course of study appropriate to the level of
54 instruction and the nature of the subject matter; the consistency with which the teacher brings to the
55 students the latest research findings and professional debates within the discipline; the ability to
56 stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and

57 arguments; the extent to which the teacher encourages discussion and debate which enables the
58 students to articulate the ideas they are exploring; the degree to which teaching strategies that
59 encourage the educational advancement of students from all backgrounds and life experiences are
60 utilized; the availability of the teacher to the student beyond the classroom environment; and the
61 regularity with which the teacher examines or reexamines the organization and readings for a
62 course of study and explores new approaches to effective educational methods. A major activity
63 related to teaching is the instructor's participation in academic advising and counseling, whether
64 this takes the form of assisting students to select courses or discussing the students' long-range
65 goals. The assessment of teaching effectiveness shall include student and faculty evaluation.
66 Where possible, measures of student achievements in terms of their academic and professional
67 careers, life skills, and citizenship should be considered.

- 68
- 69 D. Contributions to a profession through published discussion of methods or through public
70 demonstration of an achieved skill should be recognized as furthering the University's educational
71 function. Included among these contributions are professional service activities that address the
72 professional advancement of individuals from underrepresented groups from the faculty member's
73 field.
- 74
- 75 E. The University encourages faculty participation in public service. Such professional and scholarly
76 service to schools, business and industry, and local, state, national, and international organizations
77 is an integral part of the University's mission. Of similar importance to the University is faculty
78 participation in University committee work and other administrative tasks and clinical duties,
79 including the faculty member's involvement in the recruitment, retention, and mentoring of scholars
80 and students in an effort to promote diversity and equal opportunity. Both types of service make an
81 important contribution and should be included in the individual faculty profile.
- 82
- 83 F. Competence in professional service to the University and the public should be considered in
84 judging a faculty member's qualifications, but except in unusual circumstances skill in instruction
85 and research should be deemed of greater importance.

86

87 *Section 13–31, April 16, 1956; S–A 58, May 16, 1978; S–A 64, May 29, 1981; S–A 71, February 5, 1985;*
88 *S–A 75, April 6, 1987; S–A 86, December 8, 1992; S–A 99, July 9, 1999: all with Presidential approval.*

89

90 **Section 24–54 Procedure for Promotions**

91

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

- 96
- 97 A. The voting members of the appropriate department (or undepartmentalized college or school) who
98 are superior in academic rank or title to the person under consideration shall decide whether to
99 recommend the promotion. Research faculty shall be considered by voting members of the
100 appropriate department, or undepartmentalized college or school, who are superior in academic
101 rank to the person under consideration. Faculty with instructional titles outlined in Section 24-34
102 Subsection B shall be considered by voting members of the appropriate department or
103 undepartmentalized college or school who hold an eligible professorial appointment or an
104 instructional title superior to that of the candidate being considered. In this decision they shall take
105 into account the qualifications prescribed in Sections 24–32, 24–33, 24–34, and 24–35 for the
106 various academic ranks and titles. Promotion shall be based upon the attainment of these
107 qualifications and not upon length of service. In arriving at recommendations for promotion, faculty,
108 chairs, and deans are directed to study the whole record of candidates' qualifications described in
109 Section 24–32. A faculty member may present for evaluation contributions in scholarship and
110 research, teaching, and service that address diversity and equal opportunity. If presented, such
111 contributions must be given ~~recognition-consideration~~ in evaluation of the candidate's qualifications
112 for promotion.